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AN INVESTIGATION OF DEFENSE MECHANISMS AND RECALLED PARENT-CHILD RELATIONS

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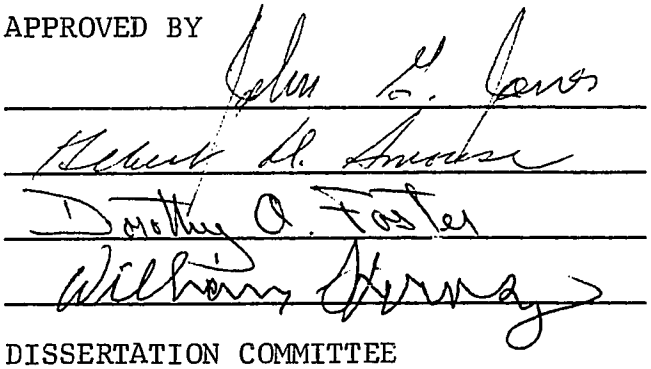
MAURICE GERALD BALL

1970

AN INVESTIGATION OF DEFENSE MECHANISMS AND

RECALLED PARENT-CHILD RELATIONS

APPROVED BY



DISSERTATION COMMITTEE

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AN INVESTIGATION OF DEFENSE MECHANISMS AND RECALLED PARENT-CHILD RELATIONS

CHAPTER I

PROBLEM

Prior to 1960 there had been almost no systematic investigation of the idea that the development of defense mechanisms is related to particular types of parent-child relationships. By the time an individual reaches late adolescence or early adulthood, one would expect his characteristic patterns of defensive behavior to be established. The question is, what are the factors which contributed to an individual's developing the pattern of defensive behavior which he manifests?

The present study is an investigation of the correlations between the types of relationships the subjects recall having had as children with their parents and the types of defensive behavior which the subjects currently utilize. It is recognized that certain distortions in recalled parent-child relations will have occurred within each subject, and that the test-taking procedure may be influenced to some extent by a "halo effect" in which parental behavior is recalled in a more positive manner than the actual facts might warrant. Nevertheless, the general patterns of parent-child relations over the sample population should filter through whatever

distortions may occur clearly enough to suggest trends in the population. There is also evidence which suggests that in a study of defense mechanisms and parent-child relations it is important for the subjects to be old enough to have developed consistent patterns of defensive behavior (Kawin, 1966; Weinstock, 1965).

The three primary questions which will be investigated in this study are as follows:

First, are there significant differences among various sub-samples of the population in the characteristic patterns of parent-child relations, as well as differences in the characteristic patterns of defensive behavior?

Second, what are the significant relationships between recalled parent-child relations and specific defense mechanisms in the total sample, as well as in the various sub-samples of the population?

Third, are there any significant differences between proposed actual behavior representing an externalized use of a defense mechanism and proposed fantasy behavior representing an internalized form of defensive behavior?

The secondary questions under investigation have to do with postulations made in the literature relating certain types of defensive behavior to certain types of familial relationships. The secondary questions are as follows:

Question 1. Is there a significant positive relationship between an "identification with an aggressor" type of defensive

behavior and parents who are recalled as being "less warm and rewarding," i.e., punishing and demanding?

Question 2. Is there a significant positive relationship between the use of projection as a means of defense and parents who are recalled as being demanding and punitive?

Question 3. Is there a significant positive relationship between denial in fantasy and parents who are recalled as demanding, and a significant negative relationship with the amount of rewarding behavior the parents exhibited?

Question 4. Is there a significant relationship between the use of a defense mechanism such as rationalization and parental behavior which is recalled as being of a rewarding nature?

CHAPTER II

REVIEW OF LITERATURE

Defense Mechanisms and Parent-Child Relations

The concept of defense mechanism is traditionally defined as follows:

> Defense mechanisms: involuntary or unconscious measures adopted by an individual to protect himself against the painful affect associated with some highly disagreeable situation, physical or mental, of frequent occurrence; may be employed to cover a wide range of the phenomena emphasized by analysts, from repressions and forgetting to mannerisms and the like, unconsciously assumed to cover a defect. The term defiance reaction is sometimes used for the resulting behavior, but also includes defensive measures adopted more or less consciously to avoid exposing that which there is a strong desire to conceal (Drever, 1961).

The idea that defense mechanisms were involuntary or unconscious measures has enjoyed a rather wide acceptance among behavioral scientists; however, Swanson (1961) has countered this idea with the proposal that defensive behavior is learned behavior as opposed to the more "instinctual" concept of the psychoanalytic tradition. Furthermore, Swanson suggests that defense mechanisms are learned primarily through close interpersonal relationships such as the family unit. He specifies that, "a defense is not, in the first instance, an individual's reaction to a social situation, but, instead, that a defense is an aspect of his role in

a social relationship." The implication here is that a defense mechanism is determined by the characteristic role which a person has learned to play in a threatening social situation rather than being determined exclusively by the unconscious needs of the individual. To elaborate on this idea, it would seem that Swanson is suggesting that two hypothetical individuals with identical needs in an identical social conflict situation might react quite differently in their defensive behavior on the basis of the social role which they have learned to play in such situations.

From Swanson's initial stance, described briefly above, he goes on to define a defense mechanism as follows:

> A mechanism of defense is a blocking of the direct, overt expression of a persistent motive in order to avoid the deprivations consequent upon such expression. Defenses are ways of living with one's unexpressed desires and with the dangers which inhibit their expression, not of abandoning the desires or of circumventing the dangers. . . .
>
> The strength and importance of desires will vary. The danger from expressing those desires is also a matter of degree, and may change over time. For these reasons, the amount of inhibition required for self-protection also varies.
>
> But defenses differ not only with regard to the degree of their importance, persistence, and pervasiveness, they also vary with respect to the terms of reconciliation, possible or required, between the individual and his environment. Indeed, it is differences among the terms of reconciliation which are conventionally employed to distinguish one defense from another (Swanson, 1961).

These proposals by Swanson grew primarily out of research conducted by Miller and Swanson (1960) in which they investigated the causes of the differences in the defenses which individuals

manifest. The independent variables they chose to employ were variables such as social class, severity of weaning and bowel training, the style of reward and punishment employed by the subjects' parents, frequency of reward, the arbitrariness of parental demands for obedience, and the degree to which parents tried to control their anger when disciplining their child. As Swanson reflected on their research a year after it was published, he summarized what he considered the basic significance of it and its implications for further research as follows:

> We explain an increasing amount of the variance as we employ clusters of independent variables which seem to approach a social replication of each defense. By "social replication" I mean that the relations to oneself and others implied in the definition of a particular defense seems to be embodied in the individual's social relations; that the defense as an intra-psychic pattern of attitudes seems to be a fairly faithful copy of the subjects' overt relations with other people (Swanson, 1961, p. 7).

If Swanson is correct in his "social replication" interpretation, one would expect to find no significant differences between internalized defensive behavior such as might occur in fantasy, thought, or feelings, and overt behavior in the actual social situation itself.

Swanson has commented on the following defenses, and postulated as to their origin and development within the individual.

(a) Denial and repression: Denial is said to be associated with identification with an aggressor, and is said to appear in a child under conditions in which the parents are "less warm and rewarding" and who view the world as harsh and filled with dangers

for which no adequate compensations are offered. Repression, on the other hand, is associated with conformity primarily for the sake of reward. Swanson suggests the following as conditions which foster the development of repression as a defense mechanism:

> In social life, norms associated with rewards sufficient to overcome the satisfaction of aberrant motives are likely to be the standards of those groups which control some substantial part of the individual's life career, promising many kinds of gains at many points of time. As a consequence, their norms are potent, persistent, and inescapable. These groups must also be able to influence the individual, not only by holding out and providing rewards, but by punishing the expression of his deviant desires (Swanson, 1961, p. 15-16).

In order to at least partially substantiate his position, Swanson refers to the research of Sears, Maccoby, and Levin (1957) in which they report that children whose mothers reject them are less likely than those accepted by their mothers to exhibit considerable strength of conscience. They say that both acceptance and withdrawal of love appear to produce a strong conscience. Although the application is somewhat vague, Swanson is suggesting that a strong conscience would lead to the denial or repression of unacceptable thoughts or behaviors.

(b) Turning against the self: This defense, according to Swanson's theory, is related to repression. In it, the individual is said to be firmly committed to a social standard, while at the same time he finds that either the standard is so demanding that he frequently fails to meet its terms, or he finds that he lacks the skills of self control required for putting his committment into practice. In either case, he would repeatedly fail to

do as he intended, and consequently blame or turn against himself for failing to meet the unachieved but accepted standard of behavior. Swanson suggests that children of mothers who feel that there are few if any occasions on which aggression is justified are more likely to employ this defense.

(c) Isolation and reaction formation: Isolation is described as being a condition in which the individual admits the nature and existence of his aberrant desires, but declares, though falsely, that he would never dream of acting on them. On the other hand, in reaction formation the individual falsely declares that he lacks the aberrant desires entirely. Both of these means of defense reflect considerable self-control. These defenses, particularly reaction formation, are expected to appear in families typified by open and intimate relations among their members, requiring positive moral contributions from those members to the life of the group and sustained by an appropriate setting in the larger society.

(d) Projection: Regarding this means of defense, Swanson says:

> In projection, (the individual) stresses the worth of his wishes as a counterpoise to the imposition of the social standard. The standard itself is not challenged, but those who insist on his conforming to it are seen as making excessive, unjustified demands. . . . There is, in short, some realistic ground, however slight, for supposing that others seek to harm him. . . . This defense mechanism may occur when a parent is excessive, perhaps changeable and contradictory, in his demands and punitive in his discipline (Swanson, 1961, pp. 25-26).

(e) Restriction of the ego, and denial in fantasy: Restriction of the ego is said to appear when one senses that the environment is cold rather than cruel. In this instance, the behavior is to forego the expression of desires in some circumscribed area in order to avoid punishment. Denial in fantasy is said to be an elaboration on restriction of the ego in which the individual declares to himself that his wishes are in fact granted. Swanson postulates that this defense mechanism arises as a product of living intimately with those who enforce limitations. However, this intimacy is a closeness of minute surveillance and detailed inspection in which one's associates are ever alert for little, inadvertant indications of one's resistance to their demands, to which they require complete submission. In the family this would be characterized by the parents giving little positive reward for obedience and insisting upon abject submission to their requirements. Preliminary studies have given some indication that there is a relationship between denial in fantasy and restriction of the ego on the one hand and social relationships which encourage conformity primarily by means of deprivation on the other (Beardslee, 1960; Harris, 1959).

Regarding parent-child relations and defense mechanisms, Weinstock (1965) made a longitudinal study of the family antecedents of defense and coping mechanisms. The subjects were 39 males who had been followed longitudinally in the University of California Guidance Study from 21 months to 30 years of age. The parents of his subjects had been interviewed extensively and observed in the

home when the subject was about 2 years old, and followed continuously with yearly interviews through the child's adolescence. Interviewers made ratings of the parents throughout that time.

The subjects returned for a series of intensive interviews when they were approximately thirty years of age. Typescripts of the interviews were then rated independently by 2 clinical psychologists on a series of 8 point scales measuring the subjects' use of 10 defense and 10 coping mechanisms.

Weinstock found that intellectualization, projection, and isolation are positively correlated, and denial negatively correlated with a family's social status. He also found that denial is related to a benign rather than a harsh family environment. Repression was found to be related to this type of family environment as well. Regression and doubt were found to be related to feelings of doubt and inadequacy in the parents, and to their inadequacy in adult roles through the subject's development. He also found that for each of these four mechanisms the parent's modeling of behavior closely resembling the behavior associated with each defense is highly related to the subject's use of the defense as an adult. He observed that:

> Families of subjects using denial seem oblivious to their socio-economic condition, while the subjects using repression seem oblivious to their feelings and impulses. Repression and doubt are clearly related to repressive behavior in the parents.
>
> Isolation, intellectualization, and projection, the defenses that define the structured defense factor, are each related to distinct family environments. Results indicate that the early family environment is

> close and rewarding, but that the parents are restrictive at adolescence. In addition, the mother seems to model the inconsistent behavior associated with isolation. . . . Isolation, projection, and the structured defense factor seem to involve reactions to the parents' restrictiveness and to rejection of the subject, particularly in early adolescence (p. 88).

He goes on to say that the importance of modeling suggests that the extent to which the environment plays a role in the development of ego mechanisms is influenced by the passivity-activity of the parents.

Due to the small sample, the subjectivity of the interview data, and the ratings of it, and the fact that much of the data was originally gathered for other purposes and had to be reinterpreted in reference to ego functioning, Weinstock cautions that the results of his study should be viewed as tentative in their generalizability, but they are supportive of the idea that defensive behavior is learned, to some extent, through parent-child interaction.

Kawin (1966) studied the relationship between parent and child defense preferences. Her subjects were 40 children four to five years of age who were pupils in a California nursery school. Hypothesizing that children learned defense behavior from the primary identificand, Kawin predicted that the defenses of children would be most similar to those of the parent who is perceived as the more nurturant, with the power to punish by nurturance withdrawal. The defenses which were selected for study, based on Swanson's defense-family hypothesis, were Externalization of Blame and Denial, Turning Against the Self, and Reversal of Affect.

Contrary to her predictions, Kawin found that children's defense behavior is no more like that of their mother than their father, and further, that a girl's defense behavior is no more like her mother's than is a boy's. Analysis of the defense tests revealed that there were no significant differences between the defense behavior of mothers as opposed to fathers. Also, no dynamic relationship was found among the defenses investigated.

A review of the literature regarding defense mechanisms and parent-child relations yields considerable support to the idea that defense mechanisms are patterns of learned behavior, and that parent-child relations have a notable effect on the types of defensive behavior that are learned. However, there is a need for further investigation and clarification of the nature and extent of relationship that apparently does exist between parent-child relations and the formation of specific defense mechanisms.

CHAPTER III

METHOD

Instruments

Until recently, no satisfactory objective instruments were available for the measurement of either defense mechanisms or parent-child relationships. Some research in the area of defense mechanisms has been done using the Rosenzweig Picture Frustration Test, the Blacky Defense Preference Inquiry, and Byrne's Repression-Sensitization Scale. Also, work in this problem area has been attempted using various projective techniques; however, a relatively short, easily administered, valid and reliable instrument for the measurement of defense mechanisms was not available for general use until Gleser and Ihilevich (1969)presented their instrument, The Defense Mechanism Inventory.

The Defense Mechanism Inventory (DMI) is a paper and pencil test which is intended to measure the relative intensity of usage of five major groups of psychological defense mechanisms. The DMI is based on the assumption that the major function of defenses is the resolution of conflicts between what is perceived by the individual and his internalized values. This assumption is substantiated in the work of Kroeber (1963), Miller and Swanson (1960), and Swanson (1961). The conflict is said to be resolved

by a process whereby the ego attacks, distorts, or becomes selectively unaware of certain aspects of the internal world.

On the basis of this understanding of defenses, the following classification system was devised:

> 1. Turning Against Object (TAO). This class of defenses deals with conflict through attacking a real or presumed external frustrating object. Such classical defenses as identification-with-the-aggressor and displacement can be placed in this category.
>
> 2. Projection (PRO). Included here are defenses which justify the expression of aggression toward an external object through first attributing to it, without unequivocal evidence, negative intent, or characteristics.
>
> 3. Principalization (PRN). This class of defenses deals with conflict through invoking a general principle that "splits off" affect from content and represses the former. Defenses such as intellectualization, isolation, and rationalization fall into this category.
>
> 4. Turning Against Self (TAS). In this class there are those defenses that handle conflict through directing aggressive behavior toward S himself. Masochism and autosadism are examples of defensive solutions in this category.
>
> 5. Reversal (REV). This class includes defenses that deal with conflict by responding in a positive or neutral fashion to a frustrating object which might be expected to evoke a negative reaction. Defenses such as negation, denial, reaction formation, and repression are subsumed under this category. (Gleser and Ihilevich, 1969, p. 52)

There are two forms of the DMI, a male form and a female form. Each form contains ten conflict situation stories, two stories for each of five areas of conflict. The conflict areas which are covered are authority, independence, masculinity (male form only), feminity (female form only), competition, and

situational. These stories were structured in such a way as to insure a broad coverage of the areas in which most persons encounter conflicts, and also to make possible an examination of the idea that persons will differ in the defenses they use according to the nature of the conflict.

The subjects are given the appropriate form of the test, and after reading each story they are asked to respond to four questions corresponding to four modes of behavior, namely, proposed actual behavior (AB), impulsive behavior in fantasy (FB), thoughts (T), and affect (A), how they would feel about the situation. Five responses are provided for each mode of behavior, with each response representing one of the five defense mechanisms listed above.

When taking the DMI, the subjects are asked to mark a plus for the response most representative of his reaction and a minus for the response least representative of his reaction. When scoring the DMI, the responses marked with a plus sign are given a numerical value of two, those marked with a minus are given a value of zero, and the unmarked responses are given a value of one. For any one defense mechanism in an individual mode of defense, Fantasy Behavior for example, the total score can range from zero to 20.

A further breakdown into defense mechanism scores for each conflict situation can also be calculated. With this scoring procedure, the possible range for any one defense mechanism is from zero to eight for each situation.

Reliability studies of this inventory based on internal consistency estimates yielded reliability coefficients of .69 for males and .71 for females. A test-retest reliability study done with a small sample of counselors (N=12) yielded an average test-retest correlation coefficient of .89. A second study done with eleven graduate psychology students with a period of three months elapsing between the first and second testing yielded an average correlation coefficient of .76.

In an effort to provide construct validation for their instrument, Gleser and Ihilevich (1969) provided a list of 15 defenses in alphabetical order to three psychologists and seven social workers and asked them to match each of the 240 responses of the DMI with one defense from the list. Analysis of this data indicated that there was more than 60% agreement on those responses keyed TAS, REV, PRN, but not on the responses keyed TAO and PRO.

In studies of the concurrent validity of the DMI with the Minnesota Multiphasic Personality Inventory (MMPI), Gleser and Ihilevich (1969) report a sizable number of significant correlations, with the minimum level of confidence having been set at .05. TAO is positively correlated with scores on the F scale of the MMPI (a scale suggesting that the individual who scores high is placing himself in a rather poorer light than an objective view would warrant), the Pd Scale (Psychopathic Deviate), the Ma Scale (Hypomania), and negatively correlated with the L Scale (a T score above 50 on this scale suggests excessive rigidity or conscious deception). PRN and REV are reported to be negatively correlated

with F, Pd, Pa (Paranoia), Pt (Psychasthenia), and Sc (Schizophrenia). The Si Scale (Social Introversion) and A (Anxiety) are negatively correlated with REV for males and PRN for both sexes, and they are positively correlated with TAS as is D (Depression). These correlations all appear to be in the logically expected directions.

In several previous studies investigating the relationship of parent-child relations to personality variables (Coopersmith, 1967; Haan, 1963; Kawin, 1966; Weinstock, 1965) the primary means of determining the patterns of parent-child relations was either the subjective ratings of interviewers, or questionnaires filled out not by the subjects themselves, but by the mothers of the subjects in which they indicate their own attitudes toward child-rearing practices in general and their own children in particular. Neither of these means of investigation appears appropriate for the present investigation because, on the one hand, an objective quantifiable estimate of the relationship is called for, and on the other hand, the individual's own estimate of the way he has experienced parent-child relations is crucial because it is his perception of the relationship rather than the mother's beliefs about child rearing which would logically effect his subsequent behavior.

In 1963, Roe and Siegelman developed an instrument for the classification of parent-child relations as perceived and recalled by the individuals with whom it is used. Although the original intention of its authors was to relate specific types of

parent-child relations to various categories of occupational choices, the instrument appears to be very well suited for use in the present investigation.

The Parent-Child Relations Questionnaire (PCRQ) by Roe and Siegelman (1963, 1964) consists of a Mother form on which the subject describes his relationship with his mother, and a Father form on which he describes his relationship with his father. In filling out the questionnaire, the subjects are asked to respond to each statement by indicating whether the statement is Very Untrue, Tends to be Untrue, Sometimes True-Sometimes Untrue, Tends to be True, or Very True, as it relates to his experience with his own parent.

There are ten sub-tests in the PCRQ. They represent relationships characterized as Loving, Protecting, Demanding, Rejecting, Neglecting, Casual, Rewarding through Symbolic-love, Rewarding through Direct-objects, Punishment by withdrawal of Symbolic-love, and Punishment via Direct-Objects. Of these sub-scales, the first six named above contain 15 items each. The last four have ten items each. Roe and Siegelman describe these categories of parent-child relations as follows:

> Protective--this category includes parents who give the child's interests first priority. They are very indulgent, provide special privileges, are demonstratively affectionate, may be gushing. They select friends carefully, but will rarely let him visit other homes without them. They protect him from other children, from experiences in which he may suffer disappointment or discomfort or injury. They are highly intrusive and expect to know all about what he is thinking and experiencing. They reward dependency.

Demanding--Parents in this group set up high standards of accomplishment in particular areas, manners, school, etc. They impose strict regulations and demand unquestioning obedience to them, and they do not make exceptions. They expect the child to be busy at all times at some useful activity. They have high punitiveness. They restrict friendships in accordance with these standards. They do not try to find out what a child is thinking or feeling, they tell him what to think or feel.

Rejecting--Parents in this group follow the more extreme patterns of the preceding group, but this becomes rejecting when their attitude is a rejection of the childishness of the child. They may also reject him as an individual. They are cold and hostile, derogate him and make fun of him and his inadequacies and problems. They may frequently leave him alone and often will not permit other children in the house. They have no regard for the child's point of view. The regulations they establish are not for the sake of training the child, but for protecting the parent from his intrusions.

Neglecting--These parents pay little attention to the child, giving him a minimum of physical care and no affection. They forget promises made to him, forget things for him. They are cold, but not derogatory nor hostile. They leave him alone, but do not go out of their way to avoid him.

Casual--These parents pay more attention to the child and are mildly affectionate when they do. They will be responsive to him if they are not busy about something else. They do not think about him or plan for him very much, but take him as a part of the general situation. They don't worry much about him and make little definite effort to train him. They are easygoing, have few rules, and do not make much effort to enforce those they have.

Loving--These parents give the child warm and loving attention. They try to help with projects that are important to him, but they are not intrusive. They are more likely to reason with a child than to punish him, but they will punish him. They give praise, but not indiscriminatingly. They try specifically to help him through problems in the best way for him. The child feels he is able to confide in them and ask them for help. They invite

his friends to the house and try to make things attractive for them. They encourage independence and are willing to let him take chances in order to grow towards it. Distinction between Loving and Casual categories can be difficult. A basic differentiating factor is the amount of thought given to the child's problems.

Symbolic-Love Reward--The parents using this kind of reward praise their children for approved behavior, give them special attention, and are affectionately demonstrative.

Direct-Object Reward--These include tangible rewards such as gifts of money or toys, special trips, or relief from chores.

Symbolic-Love Punishment--Such punishments include shaming the child before others, isolating him, and withdrawing love.

Direct-Object Punishment--These include physical punishment, taking away playthings, reducing allowance, denying promised trips, and so on, (Roe and Siegelman, 1963, p. 357).

In the development of this questionnaire, its items were either drawn from the literature or constructed to fit the ten categories. These then were submitted to other professionals with descriptions of the categories. Each one independently assigned each item to a category or discarded it. Only those items which were assigned to the same category by all of the judges were included in the questionnaire. In this way the construct validity of the questionnaire was established.

The original reliability study was conducted with 142 Harvard seniors serving as subjects. Internal consistency type reliability coefficients ranging from .687 for Fathers in Symbolic-Love Punishment to .896 on Fathers in Loving were established. Reliabilities on the Mother form ranged from .708 on Symbolic-

Love Reward to .872 on Loving. These two instruments, the Defense Mechanism Inventory, and the Parent-Child Relations Questionnaire, have been chosen for use in the present study of the correlations between recalled parent-child relations and defense mechanisms.

A Description of the Sample

The subjects chosen for this study were persons who were either in late adolescence or adulthood. The mean age was 21.5, with a standard deviation of 5.57. The total sample consisted of 138 subjects, of which 50 were male and 88 were female.

The sample population was drawn from four different institutions. Thirty eight of the subjects were students in a beginning educational psychology class at the University of Oklahoma, a state university located in Norman, Oklahoma. Fifty one of the subjects were students in an introductory general psychology class at Central State College in Edmond, Oklahoma, a state teacher's college on the outskirts of a metropolitian area. Many of the students at this college are living with their parents in the surrounding area and commuting to school. Twenty nine of the subjects were students in beginning psychology classes at Langston University in Langston, Oklahoma. This school is a state operated, predominately Negro college. Finally, twenty of the subjects were 16 and 17 year old girls who were living at Girls State Training School (referred to henceforth as Girls' Town), a state operated detention home for delinquent girls.

Administration of the Instruments

Participation in this study was put on voluntary basis, and the questionnaires were kept anonymous in order to help insure that the subjects would be as honest as possible in responding to them.

In administering the instruments, instructions for completing them were given to the subjects as a group, and the administrator remained in the room while the subjects were completing the questionnaires in order to clarify procedures to individuals if necessary. The average time necessary for the completion of both the DMI and the PCRQ was about one hour and fifteen minutes.

Scoring Procedures

On the PCRQ, the subject is asked to respond to each item by placing a check (x) on the test booklet in the column reflecting the degree of truth that item has regarding the way his parent acted toward him. There are five alternatives for each item, ranging from Very Untrue to Very True. The scoring procedure is to give a value of 1 to those items which are checked in the Very Untrue column, 2 to those items checked in the Tends to be Untrue column, and so on through a value of 5 for items checked in the Very True column. These numerical values are then transferred to a scoring sheet, and the total for each of the categories of parent-child relations is computed.

Scoring the DMI is done by placing a scoring template for each defense mechanism over the answer sheet. Plus signs are given

a numerical value of 2, minus signs 0, and blanks are given a value of 1. Summing the horizontal columns on the template yields a defense mechanism score for each mode of defensive behavior, i.e., Actual Behavior, Fantasy Behavior, etc. Summing the vertical columns on the template yields a defense mechanism score for each of the ten conflict situations. Summing the scores for each mode of behavior then yields a total score for each defense mechanism. This procedure is carried out for each of the five types of defense mechanisms represented in the DMI.

In order to examine the degree to which a person's defensive behavior tends to vary in response to different situations, a defense variability score was calculated. This was achieved in the following manner. For each defense mechanism, the total defense mechanism score was divided by 10 (the number of situations) in order to arrive at the expected score for that defense mechanism in each situation. Then the absolute differences between the expected and observed scores were summed across situations for each defense mechanism, and the sum of the differences for all the defense mechanisms made up the defense variability score.

Statistical Treatment

In all, there are 46 variables employed in the present investigation. There are 20 parent-child relations variables and 26 defense mechanism variables. As a means of determining the relative independence of the measurement variables, a factor analysis of the data on the total sample was computed. The total sample

is divided into four sub-samples according to the institutions from which it was drawn, and it is also divided into total males and total females.

In order to investigate the first primary question regarding significant differences among the various sub-samples, *t* tests for differences between means of the sub-samples on each of the 46 variables were calculated using Fisher's *t* formula for difference between uncorrelated means of samples with unequal N (Guilford, 1965, p. 183).

In investigating the second primary question as to the significant relationships between recalled parent-child relationships and defense mechanisms, a series of Pearson *r* correlations were calculated for the total sample, the total males, total females, and each of the four sub-samples testing the relationship between each of the 26 DMI variables and each of the PCRQ variables. An alpha level of .05 was set as a minimum for the determination of a significant relationship. In exploratory research such as the present study it is common to set an alpha level of .10 or .20 in order to keep from eliminating a significant relationship; however, because of the large number of correlations done in this study the .05 level is more appropriate.

In investigating the third primary question, a test for differences between the means of the Actual Behavior mode and the Fantasy mode for each of the five defense mechanism categories represented in the DMI was calculated. Fisher's *t* formula for uncorrelated means of samples of equal N was used.

No additional statistical treatment was necessary for the investigation of the secondary questions. Their investigation was a matter of examining the results of the correlations between the appropriate DMI and PCRQ categories to determine if the relationships in question do exist at a level determined as being significant.

CHAPTER IV

RESULTS

Factor Analysis of the Total Sample

Results of the factor analysis are presented in Tables 1 and 2. Altogether, eleven factors emerged from the analysis, with six of them being DMI factors, and the other five being PCRQ factors. There were no inter-test loadings which approached the .5 level. The factors pertaining to the DMI (Table 1) will be discussed first, and then followed by a discussion of the factors within the PCRQ (Table 2).

Factor 1 is a DMI factor which seems to represent a continuum of aggressiveness in defense behavior ranging from overt aggression (TAO) through projection (PRO), principalization (PRN) in fantasy, to a complete denial that conflict exists (REV).

Factor 2 is a DMI factor in which all the high loadings were negative and included every mode of defense behavior in the defense mechanism category of TAS. An examination of the inter-correlations of TAS with the other categories of the DMI reveals that the only positive correlations of TAS are among the four modes of TAS and not with any other of the defense mechanisms represented in the test. Thus, TAS appears to be negatively related to any

Table 1

Defense Mechanism Inventory Factor Loadings

		Total	Actual Behavior	Fantasy Behavior	Thoughts	Affect	Defense Variability
Factor 1	TAO	-.74921	-.61644	-.65305	-.68331	-.56419	
	REV	+.97427	+.72730	+.70876	+.84413	+.88953	
	PRO	-.57248				+.65888	
	PRN			+.70876			
Factor 2	TAS	-.94525	-.67525	-.65471	-.83821	-.72386	
Factor 3	PRN	+.89012	-.77600		-.65447	-.71429	
Factor 4	PRO	+.61049	-.73284	-.47241			
Factor 5							+.58977
Factor 6	PRN			+.80168			

other means of psychological defense, whether it be an aggressive defense such as TAO or a passive defense such as REV.

Factor 3 is a DMI factor reflecting PRN as an independent defense mechanism. However, it should be noted that the fantasy mode of PRN appears as an independent factor by itself (Factor 6). Considering the description of PRN as a defense mechanism which "splits off affect from content and suppresses the former," it might seem reasonable to postulate that for persons employing PRN as a primary defense mechanism their expression of affect would be through fantasy behavior while their actual behavior, thoughts, and feelings would reflect principalization.

Factor 4 reflects projection (PRO) in total, actual, and fantasy modes as an independent defense mechanism factor.

The only factor loading in Factor 5 which was .5 or above was the Defense Variability score. This independence is to be expected because of the nature of the score itself, that is, it represents the fluctuation in a subject's use of each defense mechanism and therefore should not load high along with any of the individual defense mechanisms. One might say that this factor represents instability in a subject's defensive behavior.

The results of the factor analysis suggest that there are four primary factors represented in the DMI. The first reflects the range of aggressiveness in defense behavior, with TAO being at one end of the continuum and REV on the other. The other three factors reflect TAS, PRN, and PRO as independent factors.

With regard to the PCRQ Factors (Table 2) which emerged, Factor 8 represents what appears to be a continuum of the subject's perception of maternal concern. The continuum ranges from rejecting (REJ) and neglecting (NEG) on one extreme to loving (LOV) and rewarding (REW S-L) on the other. Factor 9 represents the same type of perception of paternal behavior, the only difference in the two factors being that Factor 9 also includes the aspects of protecting (PRO) and direct reward (REW D-O).

Factor 7 reflects the subjects' perceptions of punitive behavior and attention by their parents. Positive loadings on this factor were primarily from the Father form, including PUN S-L, DEM, and PUN D-O, and one loading from the Mother form which was PUN D-O. Paternal behavior which was perceived as being casual (CAS) made a negative contribution to the factor. Thus, it would seem that the factor represents a continuum which ranges from high negative attention and reinforcement of behavior to very little attention or reinforcement of any kind.

Factor 10 is made up of REW D-O from the Father form of the PCRQ, and PRO, CAS, and REW D-O from the Mother form. The inclusion of CAS in this factor is difficult to explain since, by definition, CAS reflects a perception of parental behavior that is almost completely casual, i.e., the parents "do not think about him as a part of the general situation." It is possible that this factor is reflecting a perception of parents whose primary means of rewarding the child is through tangible gifts, and that parents who use this means of reward tend to be <u>either</u> over protective and

Table 2

Parent-Child Relations Questionnaire Factor Loadings

	Sub Scale	Father	Mother
Factor 7	PUN S-L	+.72367	
	CAS	-.73266	
	DEM	+.78329	
	PUN D-O	+.81433	+.51188
Factor 8	REJ		+.83045
	REW S-L		-.80044
	LOV		-.85465
	NEG		+.86467
Factor 9	PRO	-.67765	
	REJ	+.67387	
	REW S-L	-.85422	
	LOV	-.89191	
	NEG	+.76729	
	REW D-O	-.62423	
Factor 10	REW S-L	+.56254	
	PRO		+.75223
	CAS		+.74997
	REW D-O		+.63010
Factor 11	PUN S-L		-.64517
	DEM		-.66796
	PUN D-O		-.59254

solicitous or so casual in their relationship to the child that they give him tangible rewards rather than time or concern.

Factor 11 yielded high negative loadings on PUN S-L, PUN D-O, and DEM, all on the Mother form of the PCRQ. This factor reflects the subjects' perceptions of a maternal tendency not to punish or make demands of her child. This is perhaps a reflection of the perception of a "permissive" mother who makes very few overt demands of her child, and punishes him very little either physically or emotionally.

Means, Standard Deviations, and t Tests for Differences Between Means

Means and standard deviations for the four sub-samples, the total males, total females, and the total sample are presented in Appendix I (pp.61-63) and II (pp.64-67). Differences between the means of the four sub-samples and the results of the t tests for differences are presented in Appendix III (pp.68-82).

The patterns of differences on the PCRQ reflect a tendency for the Girls Town sub-sample to have higher means on the variables in Factor 7 (parental punitiveness) than any of the other sub-samples, however, the only significant differences which were found were with the University of Oklahoma sample which consistently had lower scores than any of the other three. This suggests that there is a tendency for the Girls Town sample to perceive a more punitive parental relationship than the other sub-samples, and for the University of Oklahoma sub-sample to perceive a less

punitive parental relationship than the others. The exception to this tendency regarding Factor 7 is that the perception of maternal punitiveness in the University of Oklahoma group was significantly higher than any of the other three sub-samples. A possible implication of this difference could be that in the University of Oklahoma group the mother is perceived as being the primary disciplinarian, whereas in the other three groups there is a tendency to perceive the father in that role. This would seem particularly true regarding the Girls Town group.

Factor 9 represents a continuum of perceived paternal concern, with positive contributions to the factor being made by REJ and NEG, and negative contribution to the factor being made by PRO, REW S-L, and REW D-O. The pattern of significant differences among the sub-samples tends to place the University of Oklahoma group toward that end of the continuum representing a perception of paternal loving concern, the Girls Town group toward the opposite end of the continuum representing paternal rejection and neglect, and the Langston and Central State College groups somewhere in between. Factor 8 appears to be the maternal equivalent of Factor 9, and correspondingly the pattern of significant differences among the sub-samples tends to closely parallel that of Factor 9.

There was no trend of significant differences evident in either Factor 10 or Factor 11 regarding the perception of maternal behavior.

Several significant differences among the sub-samples on defense mechanisms were apparent. On TAS there were no significant differences among the Girls Town, Langston, and Central State College groups; however, the University of Oklahoma sub-sample had a significantly higher mean than the Central State College group on the Total TAS, Fantasy Behavior TAS, and Affect TAS. In every case, the University of Oklahoma sub-sample mean was actually the highest mean TAS score, but it only reached significance in the specific instances cited.

Factor 1 included the DMI categories of TAO, REV, and PRO. The only significant differences found for any of these categories among the four groups were: (a) the Langston sub-sample had a significantly higher mean than the University of Oklahoma sub-sample on REV in terms of the Total DMI score, the Thoughts score, and the Affect score; (b) the Central State College sub-sample mean was significantly higher than the Girls Town sub-sample mean on PRO in Thoughts.

Mean scores on PRN reflected a tendency for the University of Oklahoma and Central State College sub-samples to be higher than the Langston and Girls Town sub-samples in the use of this defense mechanism.

Significant differences between means on PRO indicate that in Actual Behavior the Langston group is significantly higher in the use of this defense mechanism than either the University of Oklahoma or Central State College groups, and that the Girls Town

group is significantly higher than any of the other groups in the use of PRO in Fantasy Behavior.

A test of differences between mean scores of males and females of the total sample (Appendix IV, pp.83-84) reveals that the males' mean score was significantly higher than the females' on the PCRQ Father form PRO and PUN D-O categories as well as the Mother form PUN D-O category. These were the only significant differences noted on the PCRQ.

Several significant differences were noted between males' and females' mean DMI scores. First, males' mean scores on TAO were significantly higher in the Total, Actual Behavior, Fantasy Behavior and Affect modes of defensive behavior, and although they were considerably higher in the Thoughts mode than were the females, the t score only approached significance.

On the other hand, the mean score of females on TAS was significantly higher than that of the males in all modes of defensive behavior.

Other, less dramatic, differences which were noted were that the mean scores of females on REV in the Actual Behavior and Fantasy Behavior were significantly higher than those of males, and the males had a significantly higher mean score on PRN in the Actual Behavior mode.

These differences apparently reflect a social phenomenon. In the society from which this sample was taken it seems much more socially acceptable for a male to deal with conflict through overtly aggressive behavior. Indeed, aggressiveness is even thought by

many to be a desirable masculine attribute. It would not be surprising, then, for males to score significantly higher on TAO than females. At the same time, since aggressive behavior is generally thought to be "unlady-like," it is not surprising that the females score significantly higher than males on TAS. That is to say, it would seem much more "lady-like" to be passive and self-effacing than to be aggressive. The higher scores of the females on REV in the Actual Behavior and Fantasy Behavior modes possibly reflects a secondary tendency of females to deny that a conflict exists rather than to resort to turning against the self.

Differences between means of Actual Behavior and Fantasy Behavior are reported for both males and females in Table 3.

An examination of these results reveals that TAS for both males and females was significantly higher in Actual Behavior than in Fantasy Behavior; and for females the mean score for PRO was significantly higher in Fantasy Behavior than in Actual Behavior. These were the only significant differences found between the two modes of defensive behavior for any of the five defense mechanisms.

A possible interpretation of the difference found on TAS is that this defense mechanism is a self-depreciating and emotionally painful means of dealing with a conflictual situation, and is possibly the least personally desirable defense mechanism for an individual to use. This postulation tends to be reinforced by the consistently high negative loadings on TAS in Factor 2. If TAS represents a learned behavior that is a means of fulfilling a social role, and at the same time it is a painful role to play, it could

Table 3

Differences Between Actual Behavior and Fantasy Behavior

	TAO	TAS	PRN	REV	PRO
			Males		
dm	1.02	1.6	.42	.52	.36
t	1.980	3.271**	1.050	1.013	.884

* .05 = 2.008
** .01 = 2.678

	TAO	TAS	PRN	REV	PRO
			Females		
dm	.83	1.70	.02	.24	1.43
t	1.758	4.857**	.058	.615	3.388**

* .05 = 1.990
** .01 = 2.638

be expected that an individual's fantasy behavior would tend to handle the conflict in a less stressful and more emotionally satisfying manner, i.e., use some other means of psychological defense.

Correlations Between Defense Mechanism and Parent-Child Relations Variables

The inter-correlations between the DMI variables and the PCRQ variables for each division of the sample population are reported in Appendices V - XXIV (pp.85-124). In the Girls Town sub-sample relatively few inter-correlations reached sufficient magnitude to be considered significant relationships at the .05 level of confidence. It is possible that with a larger N more significant relationships would have been obtained. Those correlations which were determined to be significant indicate that with the girls in this sub-sample recalled paternal loving behavior is associated positively with Projection as a defense mechanism in Actual Behavior, and paternal direct-object type rewarding behavior is related positively with Principalization as a defense mechanism in Thoughts. With regard to recalled maternal behavior, Punishing Symbolic-Love is related positively with Projection in Thoughts, Casual is related negatively with Principalization in Fantasy, Demanding and Punishing Direct-Object are each related positively with Turning Against Self in Actual Behavior.

In the Langston sub-sample, recalled paternal rejection is significantly related in a positive relationship with Projection

in Actual Behavior and Turning Against Object in Fantasy, and it has significant negative relationship with Turning Against Self and Reversal in Actual Behavior, and Principalization in Fantasy.

Recalled Casual behavior in fathers is significantly related in a negative direction with both Turning Against Self and Projection in Affect. Recalled paternal demanding behavior is negatively related to Principalization in Thoughts.

There was a highly significant negative correlation between recalled paternal direct-object type punishment and Principalization in Fantasy, and it is also significantly negatively correlated with Projection in Thoughts, while being positively correlated with Reversal in Thoughts. Recalled paternal neglect was negatively correlated with Turning Against Self in Actual Behavior and Principalization in Fantasy.

Recalled loving behavior on the part of the fathers of this sub-sample was correlated positively with Turning Against Self and Reversal in Actual Behavior and with Principalization in Thoughts.

The Rewarding Direct-Object scale of the Father form of the PCRQ was correlated negatively with Turning Against Object in Total, Actual Behavior and Thoughts. It was also negatively correlated with Projection in Total, Actual Behavior, Fantasy Behavior, and Affect. This scale was positively correlated with Turning Against Self and Reversal on the Total score, and with Turning Against Self in Actual Behavior, and Principalization and Reversal in Thoughts.

With reference to recalled paternal behavior, there is a pattern of relationships which emerges in the Langston sub-sample which is unique among the four groups of subjects included in this study. In the Langston sub-sample, the recollection of behavior characterized as loving and the giving of tangible rewards is significantly related to the use of Turning Against Self as a psychological defense mechanism in Actual Behavior although not in Fantasy, Thoughts, or Affect. A discussion of this pattern of relationships and its possible explanation will follow after presentation of the results of all the sub-samples.

Recalled maternal behavior in the Langston sub-sample showed a significant negative relationship between Punishing Symbolic-Love and Rejection on the PCRQ and Principalization in Fantasy on the DMI. It should also be noted that there is a significant positive relationship between the Defense Variability score and Punishing Symbolic-Love on the Mother form of the PCRQ. Recalled demanding behavior was correlated positively with Turning Against Object on the DMI Total, and Thought Behavior. It was also correlated positively with Projection in Total, Actual Behavior, and Fantasy. Significant negative relationships were found between recalled maternal demanding behavior and Principalization in Total, Fantasy, and Thoughts, and with Turning Against Self in Actual Behavior. Recalled maternal neglect was also correlated negatively with Turning Against Self in Actual Behavior.

For the maternal loving scale a significant negative relationship with Total Projection, and a highly significant

relationship with Turning Against Self in Actual Behavior was found.

The maternal Rewarding Direct-Object scale for the Langston sub-sample showed a significant negative relationship with Turning Against Object in Total, Actual Behavior, Thoughts, and Affect. A significant negative relationship was also evident with Projection in Total and Fantasy Behavior. A significant positive relationship occurred with Principalization in Thoughts and Total score, and with Reversal in Total score.

In these recalled maternal behaviors the general trend of relationships is for recalled negative type behavior on the part of the mother such as punishing, rejecting, demanding and neglecting to be associated positively with more aggressive types of defensive behavior in the subjects, such as Projection and Turning Against Object and negatively with the more passive types of defense mechanisms, such as Reversal and Principalization. It should also be noted that recalled maternal loving behavior in this sub-sample has a highly significant relationship to Turning Against Self in Actual Behavior, but not in any other mode of defensive behavior.

In the Central State College sub-sample there are a large number of significant correlations between the PCRQ and the DMI. Recalled paternal rewarding behavior, Rewarding Symbolic-Love and Direct-Object, is negatively correlated with Turning Against Object in Actual Behavior. The recalled casual behavior in fathers is related negatively to Turning Against Self in Affect. The

Demanding scale of the Father form of the PCRQ is negatively related to Reversal in Fantasy on the DMI.

Recalled paternal punishing behavior of a direct nature shows a significant negative relationship with Reversal in Fantasy and Principalization in Thoughts, while it shows a significant positive relationship with Turning Against Self in Thoughts.

The Loving scale of the Father form of the PCRQ has a significant positive relationship with Principalization in Total, Fantasy, Thoughts, and Affect on the DMI, and a significant negative relationship with Turning Against Object in Total, Actual Behavior, and Thoughts. Reversal in Affect also has a significant positive relationship to the Loving scale on the Father form for the Central State College sample. The Defense Variability score had significant negative correlations with the Rewarding Symbolic-Love and Loving scales of the Father form.

An examination of Appendices XV - XXIV reveals that in the Central State College sub-sample the Mother form of the PCRQ there were eighty three significant correlations with the DMI. A general trend in these correlations is clearly apparent. The recollection of negative types of maternal behavior, i.e., Punishing Symbolic-Love, Rejecting, Demanding, Punishing Direct-Object, and Neglecting are positively related to the more aggressive defenses, i.e., Turning Against Object and Projection, and they are negatively related to Principalization, Reversal, and Turning Against Self. Conversely, the recollection of a positively affirming type of maternal behavior is related positively to Principalization, Reversal,

and, in the one instance of Rewarding Direct-Object, to Turning Against Self in Affect, while it is negatively correlated with Turning Against Object and Projection. It should also be noted that significant negative relationships exist between the recollection of affirming maternal behavior and the Defense Variability score.

In the University of Oklahoma sample a relatively small number of correlations reached sufficient magnitude to be considered significant. There were no significant correlations with Turning Against Self. The correlations which were of sufficient magnitude to be considered significant followed very closely the general trend which was evident in the Central State College and Langston samples, namely, recalled loving and rewarding behavior had significant positive relationships with Principalization and Reversal, and significant negative relationships with Turning Against Object and Projection. The converse is true with this sub-sample as well. That is, recalled parental punishing and demanding behavior is positively correlated with Turning Against Object and Projection, and shows significant negative correlations with Principalization and Reversal.

An examination of the correlation coefficients for the total males in the sample reveals a total of 50 significant correlations. The general trend of the recollection of affirmative and loving parental behavior being correlated positively with Principalization and Reversal and negatively correlated with Turning Against Object and Projection, along with the recollection of

negative type parental behavior being positively related to Turning Against Object and Projection also is evident in the males of the total sample. It was also noted that with the males the Defense Variability score has a significant negative relationship with Rewarding Direct-Object.

The pattern of relationships of the females in the sample was similar to that of the males with the one noteworthy exception that recalled maternal loving behavior has a significant positive relationship with Turning Against Self in Actual Behavior.

An examination of the significant correlations in the total sample confirms the trend in relationships made evident in the sub-samples, with the exception being that there are no significant positive correlations of PCRQ variables with Turning Against Self.

CHAPTER V

DISCUSSION

The results of the correlations which were calculated between the PCRQ variables and the DMI variables are suggestive of support for Swanson's postulation that defense mechanisms are learned behavior which is an aspect of a person's role in a social relationship, and furthermore that family relationships are influential in the learning of the defense mechanism. To elaborate on the support for this postulation, it is noted that the Defense Variability score is significantly correlated in a negative direction with recalled parental behavior characterized as loving and rewarding. This suggests that the more parents are recalled as being loving and rewarding the less variable, or, to put the concept positively, the more stable is the person's use of his defense mechanisms. Although it is not conclusive evidence, it suggests that rewarding behavior on the part of parents tends to reinforce the learning of a particular pattern of defense mechanisms more effectively than does non-rewarding behavior. Further support is given to this suggestion by the observation that recalled negative type behavior such as punishing, demanding, rejecting either has a much lower negative correlation, a small positive relationship or, as in the case of recalled maternal Punishing Symbolic-love in the

Langston sub-sample, a significant positive relationship with Defense Variability. This is not to say that no learning of defense mechanisms takes place as a result of negative reinforcement, but simply to suggest that affirmative type relationships which provide positive reinforcement seem to be more effective in teaching the child consistent patterns of defensive behavior.

It is also interesting to observe that recalled affirmative type parental behavior is significantly related in a positive direction to rational, non-aggressive, non-hostile types of defense mechanisms, such as Principalization and Reversal; whereas, the more aggressive punitive types of recalled parental behavior have significant positive relationships with the more aggressive and hostile types of defense mechanisms, i.e., Turning Against Object and Projection. The defensive behavior of the subject appears to closely model the type of behavior he recalls his parents having used with him. Thus, it might be postulated with some suggestive support that the learning of patterns of defensive behavior in the subjects is related to modeling behavior, whether the recalled parental behavior was negative or positive.

A closer examination of the results suggests that although modeling behavior is probably an important factor in the learning of either aggressive or non-aggressive types of defense mechanisms, those parents who were recalled as being more affirmative in their relationships with the subjects also seem to have been concerned about teaching their children appropriate social role behavior. The best example in support of this postulation is

to be found in the results of the inter-correlations in the Langston sub-sample. This sub-sample was made up entirely of Negro college students. The correlation of Loving and Rewarding Direct-Object on the Father form of the PCRQ with Turning Against Self on the DMI yielded highly significant positive relationships in the Actual Behavior mode only, indicating that the more loving the father was recalled as being, and the more he was remembered as giving tangible rewards, the more a subject was inclined to turn against himself, and additionally, the less likely he was inclined (Fathers, REW D-O correlated with TAO in Actual Behavior equals -.538) to use an aggressive defense in dealing with a conflict situation. It is impossible in the present research to empirically verify an explanation for this phenomenon with the Langston sub-sample; however, there appears to be a logical explanation for it. First of all, the Negro has traditionally played a subservient role in American society, and for a Negro to achieve a comfortable financial and social position he was more or less required to learn to maintain a subservient role. The giving of tangible rewards to a child requires financial resources, and it is not illogical to assume that the fathers who were financially able to give tangible rewards to their children had not only learned to play a subservient role in society, but also in their desire for their children to have a "good life" they were concerned to teach them the necessary means of adjustment in the society in which they lived. If one plays a subservient role in a conflict situation which requires some means

of defense for dealing with the conflict, his actual behavior, no matter what kind of internalized behavior he was experiencing, would logically be to turn against himself and assume whatever blame or hostility may be involved in the conflict situation. Thus we have the logical, although certainly not empirical, connection between the recollection of fathers who give tangible rewards to their children and the significant tendency to employ Turning Against Self in Actual Behavior as a mechanism of defense.

Additional support to Swanson's postulation that a defense mechanism is an aspect of a social role that a child learns is observed in the statistics of the females of the sample. First of all, females have traditionally played a more subservient role in American society than have males. In keeping with this, it was observed in comparing the scores of the males and females in this sample that the mean score on Turning Against Self in the female group was significantly higher in every mode of defensive behavior than the male mean. Conversely, the male mean on Turning Against Object was significantly higher than the female mean. This would seem to be a reflection of the cultural norm that it is more "lady-like" to be subservient and self-depreciating, and that it is more "manly" to be aggressive and forceful in dealing with conflict. The significant positive relationship between recalled loving behavior on the part of the mother and the females' use of Turning Against Self in the Actual Behavior mode only would also imply some degree of maternal concern for her daughter's "proper" social adjustment.

With reference to the specific questions asked in Chapter II regarding some of Swanson's postulations as to the type of parent-child relationships which influence the development of certain kinds of defense mechanisms, an examination of the results of the statistical treatment of the data suggests the following answers.

Question 1. The results of the significant intercorrelations between TAO on the DMI and Punishing D-O and Demanding suggests that, on the basis of recalled parental behavior, mothers play a more important role in the development of TAO than do fathers. Only two out of seventy intercorrelations with the Father form on these variables reached a level determined as being significant. On the Mother form, Punishing D-O is positively correlated with TAO in the Central State College sub-sample in Total, Fantasy, and Thoughts on the DMI, but not with the Actual Behavior mode. Significant intercorrelations of these variables were not evident in any of the other sub-samples. Recalled maternal demanding behavior appears to be the most influential of the PCRQ variables under consideration in the development of TAO as a defense mechanism, and that influence seems to be limited to certain uses of the defense mechanism as well as to certain parts of the sample population. First of all, no significant correlations were found between these variables on the Actual Behavior mode of the DMI, while significant correlations were found between Demanding (Mother form) and Total and Thoughts in the Langston sub-sample, Total, Fantasy, and Affect in the Central State College sub-sample, Total, Fantasy, Thoughts, and Affect in the total male sample, and in the sample as a whole

with Total, Fantasy, Thoughts and Affect. An inference from these concurrent measures of defense mechanisms and recalled parent-child relations is that of the variables under consideration in this question, recalled maternal demanding behavior is the most clearly related to the use of TAO as an internalized defense mechanism, but does not appear to be related to TAO as it might appear in actual externalized behavior. These results offer some support to Swanson's postulation that an "identification with an aggressor" type of defense mechanism appears in a child whose parents are "less warm and rewarding," and "who view the world as harsh and filled with dangers for which no adequate compensations are offered." However, any support given to that postulation on the basis of these results would have to be limited specifically to recalled maternal demanding behavior.

Question 2. This question has to do with the relationship between Projection (PRO) on the DMI and the categories of Punishing D-O and Demanding on the PCRQ. An examination of the results of the intercorrelations of these variables reveals that the only significant positive correlations which occur are with Demanding (Mother form only). In the Langston sub-sample, Demanding (Mother form) has a significant positive correlation with Total, Actual Behavior, and Fantasy. In the Central State College sub-sample the significant positive correlations of these variables are with Total, Actual Behavior, and Thoughts. With the males in the sample, the correlations are with Total, Actual Behavior, and Affect. The two sub-samples which were predominantly female

(Girls Town, the University of Oklahoma) had no significant inter-correlations between these variables.

Swanson's postulation was that projection "may occur when a parent is excessive, perhaps changeable and contradictory, in his demands and punitive in his discipline" (Swanson, 1961, p. 25-26). The results of this study suggest that, at least with recalled parent-child relationships, excessive, perhaps changeable and contradictory, maternal demands appear to have a significant positive relationship to the use of projection with male children, but no relationships were found to exist with these variables for females, and paternal behavior appeared to have no significant influence. It should also be noted that recalled punitive discipline, whether from mothers or fathers, showed no significant positive relationship with projection as a defense mechanism.

Question 3. Swanson postulated that demanding parents who gave few positive rewards would be related to children who were prone to use denial in fantasy as a defense mechanism. The significant correlations which were found between Reversal in Fantasy and PCRQ variables suggest that with recalled parent-child relations the relationship may be in the opposite direction from that which Swanson suggested. The only significant positive relationships which were found were in the categories of Loving (both Mother and Father forms) and Rewarding D-O (Father form only). The Demanding category, as well as Rejecting, Neglecting, and Punishing D-O, produced significant negative correlations with Reversal in

Fantasy. These correlations all seem to be in the opposite direction from that which was postulated by Swanson.

Question 4. In investigating the postulation that isolation as a defense mechanism would be expected to appear "in families typified by open and intimate relations among their members, requiring positive moral contributions from those members to the life of the group and sustained by an appropriate setting in the larger society," (Swanson, 1961) the results were examined for significant positive relationships between PRN on the DMI (a defense mechanism category which includes isolation, rationalization, and intellectualization) and the Loving categories of the PCRQ. Recalled maternal loving behavior was correlated positively with Principalization on the Total, Actual Behavior, and Thoughts for the Central State College sub-sample and the males in the sample. Significant relationships with recalled paternal loving behavior occurred with PRN only in the Thoughts mode of the Langston sub-sample, and the Affect mode of the University of Oklahoma sub-sample. Although these results are definitely in the direction Swanson postulates, they are certainly not overwhelming. One possible reason for the somewhat meager support of this postulation is that the postulation itself presupposes that isolation is one of the more socially desirable defense mechanisms for persons to use. This may be true, but some support has already been forthcoming in the present study to indicate that in the Langston sub-sample and the total female sample Turning Against Self may have been the more socially acceptable of the defense mechanisms.

However, if Swanson's postulation could be expanded to include all of the "non-aggressive" or non-hostile types of defense mechanisms, and say that one or the other of them could be expected to appear along with Loving and Rewarding behavior on the part of parents, then there would be much more support evident in the results of the present investigation.

CHAPTER VI

CONCLUSIONS AND SUMMARY

Several aspects of the present study place limits on its interpretation and generalizability. First of all, the results are based exclusively on concurrent data obtained through the use of the Defense Mechanism Inventory and the Parent-Child Relations Questionnaire. Neither of the instruments is altogether reliable, and the only type of validity which has been established for either instrument is construct validity. Therefore, the results of the present study must be interpreted as suggestive evidence rather than experimentally proven facts.

A second limitation in interpreting the results is that the measurement of parent-child relations was based upon the subjects' recall of the relationships they experienced as children with their parents. There was no way in the present study to establish the degree of accuracy of subject recall of the relationships in question.

A third limitation on interpretation of results is the limitation of sample size. Factor analysis is statistically sensitive to sample size and number of variables. The statistics reported on the sub-samples were relatively small, particularly in

the case of the Girls' Town sub-sample, and this needs to be taken into account in the interpretation of results.

The generalizability of the present study is limited in several respects. Each of the subjects, with the exception of those from Girls' Town, was a college student, which presupposes a certain minimum level of academic achievement, and some motivation for self-improvement which may not be characteristic of the general population. Generalizations about students from the respective institutions represented in the sample are limited by the small number of subjects in each sub-sample, the selectivity of the sampling process, and the unequal distribution of males and females among the four sub-samples.

The primary conclusion drawn from the patterns of differences and relationships evident in the present study is that defense mechanisms represent expressions of learned rather than instinctual behavior. The results also offer suggestive support to the idea that the learning of defense mechanisms takes place both through the child's modeling of parental behavior and through the parent's using positive reinforcement to obtain desired behavior in the child.

The negative relationship which was found between defense variability and the recollection of rewarding and loving parental behavior offers additional support to the idea that behavior can be successfully modified by the use of systematic reinforcement. In the present study, the behavior which appeared to be deliberately and positively reinforced was clearly associated with consistency in the type of defensive behavior utilized in dealing with conflict

or frustration; whereas, behavior which could be explained only on the basis of negative reinforcement and the child's modeling of parental behavior did not show a significant degree of consistency.

The results of the present study go beyond the simple idea that a parent's behavior toward his child is an important factor in determining the behavior of the child. They suggest that loving relationships and positive reinforcement from parents are more effective in establishing desired behavior in the child than are demanding relationships and punitive reinforcement. This concept is one of the basic principles in the behavior modification theory (Bandura, 1969).

As an illustration of the support which the present study gives to the principles of behavior modification, consider, for example, the hypothetical case of an eight year old boy who has become a problem because of his frequent aggressive behavior. The results of the present study suggest that this type of behavior has been learned by the child as a means of handling conflict or frustration. It also has been suggested that defense behavior seems to be acquired through the modeling of parental behavior.

When parents are confronted with aggressive behavior in children it is not uncommon for them to administer corporal punishment to the child in response. Thus, the more aggressive behavior the child demonstrates, the more often he is met with aggressive behavior on the part of significant adults in his life. When the child creates a situation of frustration or conflict for adults,

they respond by demonstrating an aggressive means of handling conflict, thus providing the child with a model of the behavior which they are trying to extinguish in him.

The results of the present study suggest that it is important to provide a child with an appropriate model of desired behavior, and in addition, to deliberately provide positive reinforcement of the desired behavior in the child. This is a common technique used in the experiments in behavior modification (Bandura, 1969). With this principle in mind, the overly aggressive child should be prevented from doing physical harm to other persons or property, but he should not be punished or scolded for his aggressive behavior, although he should be informed that his behavior is unacceptable. At the same time, all of the child's expressions of acceptable behavior should be positively rewarded and reinforced. This approach has been used frequently by researchers and clinicians in modifying specific, usually anti-social or pathological behavior in children. The results of the present study support an extension of the principles of behavior modification to child rearing practices in general, suggesting first of all that children will tend to behave in much the same way as their parents behave toward them, and secondly that the most effective means of establishing a desired pattern of behavior is through positive reinforcement.

To summarize, the present study was an exploratory investigation of the association between recalled parent-child relationships and defense mechanisms. A review of relevant literature yielded a limited number of research studies done in the problem area. The

previous studies in the problem area suggested that there are relationships between defense mechanisms and parent-child relations, although the nature of the relationships needed further clarification.

The instruments used in the present study were the Defense Mechanism Inventory and the Parent-Child Relations Questionnaire. These instruments were administered to 50 males and 88 females from a total of four different institutions; a state university, a state teachers' college, a state college whose student population was predominantly Negro, and a state correctional institution for juvenile girls. The mean age of the subjects was 21.5 years.

In the statistical treatment of the data, a factor analysis was performed on the data as a means of determining the independent factors operating within each of the two instruments. Results of the factor analysis yielded five independent parent-child relations factors, and six independent defense mechanism factors. There were no indications of inter-test factors.

A series of t tests were carried out in order to compare the sub-samples on each of the defense mechanism and parent-child relations variables. These tests for differences revealed a number of significant differences among the sub-samples on both defense mechanism and parent-child relations variables. Some differences were also found between proposed actual defense behavior and defensive behavior in fantasy.

The next process in the statistical treatment of the data was a series of Pearson r correlations relating each of the defense mechanism categories to each of the parent-child relations categories

as a means of determining what significant relations exist between defense mechanisms and recalled parent-child relationships. These inter-correlations revealed a number of significant relationships, with some general trends being clearly apparent.

The trends in the relationships between recalled parent-child relations and defense mechanisms gave support to the primary proposition that defense mechanisms represent learned rather than instinctual behavior. They also support the behavior modification principle that positive reinforcement is more effective than negative reinforcement in the establishing of desired patterns of behavior in children.

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APPENDICES

Appendix I

PCRQ Means and Standard Deviations

			N = 20 Girls Town	29 Langston	51 Central State	38 Univ. Okla.	50 Males	88 Females	Total Sample
Fathers	PRO	$\bar{X}$	43.10	43.59	37.45	42.18	59.06	41.89	40.86
		σ	8.61	8.67	8.41	7.03	9.20	7.92	8.48
	PUN S-L	$\bar{X}$	28.65	25.38	25.00	23.16	25.06	25.13	25.10
		σ	8.41	5.23	6.75	6.37	5.56	7.40	6.77
	RES	$\bar{X}$	32.90	32.90	30.64	27.42	32.28	41.41	31.72
		σ	13.28	10.66	8.83	8.37	9.59	11.24	10.64
	CAS	$\bar{X}$	41.90	40.97	42.92	44.10	42.44	42.83	42.69
		σ	8.43	8.74	10.45	7.84	9.06	9.21	9.12
	REW S-L	$\bar{X}$	28.20	32.10	30.90	33.92	30.92	31.98	31.59
		σ	8.72	6.61	6.86	5.54	6.95	6.97	6.95
	DEM	$\bar{X}$	44.50	44.14	43.18	41.66	43.32	43.05	43.14
		σ	11.84	6.17	9.71	9.29	8.28	9.84	9.27
	PUN D.O.	$\bar{X}$	27.05	24.17	24.51	21.39	25.80	22.90	23.95
		σ	10.11	5.70	7.31	7.42	6.82	7.93	7.65

Appendix I (continued)

			N = 20 Girls Town	29 Langston	51 Central State	38 Univ. Okla.	50 Males	88 Females	Total Sample
Fathers	LOV	$\bar{X}$	43.35	53.00	49.45	55.05	50.00	51.34	50.86
		σ	17.13	11.89	12.22	12.72	12.07	14.31	13.51
	NEG	$\bar{X}$	34.40	30.10	30.92	27.21	31.40	29.57	30.23
		σ	13.48	8.27	10.50	7.04	10.56	10.21	10.33
	REW D.O.	$\bar{X}$	26.70	28.17	23.51	26.16	24.70	26.24	25.68
		σ	9.40	6.78	6.77	6.01	6.91	7.30	7.17
Mothers	PRO	$\bar{X}$	42.60	41.28	41.06	43.37	41.58	42.18	41.95
		σ	9.67	6.27	7.13	7.89	7.21	7.81	7.57
	PUN S-O	$\bar{X}$	26.65	26.03	25.25	26.71	25.76	26.17	26.02
		σ	7.47	4.59	5.49	8.13	5.20	7.06	6.43
	REJ	$\bar{X}$	33.35	31.31	27.75	26.92	29.66	28.75	29.08
		σ	10.72	8.18	7.02	11.09	7.45	10.23	9.30
	CAS	$\bar{X}$	44.05	43.24	43.24	44.37	42.58	44.28	43.67
		σ	12.08	6.27	8.16	8.88	7.24	9.28	8.61

Appendix I (continued)

			N = 20 Girls Town	29 Langston	51 Central State	38 Univ. Okla.	50 Males	88 Females	Total Sample
Mothers	REW S-L	$\bar{X}$	30.20	33.38	33.63	36.11	34.12	33.56	33.76
		σ	11.04	5.09	5.96	6.06	5.26	7.79	6.96
	DEM	$\bar{X}$	41.60	44.28	41.53	42.32	43.18	41.86	42.33
		σ	10.05	4.93	7.74	11.34	7.90	9.22	8.76
	PUN D.O.	$\bar{X}$	24.40	24.93	25.00	32.45	26.08	23.56	24.47
		σ	9.52	4.55	6.62	8.07	6.07	7.54	7.13
	LOV	$\bar{X}$	47.10	55.03	56.25	57.11	55.26	54.70	54.91
		σ	13.75	8.97	9.64	9.92	7.60	12.12	10.68
	NEG	$\bar{X}$	31.70	30.79	26.86	25.32	27.36	28.31	27.96
		σ	10.42	8.47	8.80	8.43	8.12	9.68	9.13
	REW D.O.	$\bar{X}$	28.35	29.14	26.45	27.37	27.00	27.85	27.54
		σ	9.47	5.06	7.62	8.01	6.53	8.12	7.57

Appendix II

DMI Means and Standard Deviations

			N=20 Girls Town	29 Langston	51 Central State	38 Univ. Okla.	50 Males	88 Females	Total Sample
Total	TAO	$\bar{X}$	39.150	36.52	37.02	35.29	40.24	34.76	36.776
		σ	10.10	10.93	10.46	8.95	9.38	11.03	10.762
	TAS	$\bar{X}$	38.800	38.62	37.96	41.79	36.10	41.08	39.285
		σ	14.30	6.56	7.14	8.77	5.75	7.72	7.447
	PRN	$\bar{X}$	44.400	44.03	47.35	47.74	46.38	46.31	46.333
		σ	5.87	6.69	6.55	4.51	6.38	6.28	6.365
	REV	$\bar{X}$	40.900	42.97	39.88	37.71	38.21	41.19	40.080
		σ	7.42	8.69	8.96	7.80	8.76	9.03	9.024
	PRO	$\bar{X}$	37.400	38.10	36.80	36.58	38.34	36.40	37.101
		σ	11.02	5.33	5.93	5.56	5.89	5.79	5.884
Act. Behav.	TAO	$\bar{X}$	10.450	8.62	8.94	8.37	9.70	8.50	8.935
		σ	7.25	2.90	2.79	2.58	2.64	2.99	2.920
	TAS	$\bar{X}$	10.1000	9.90	10.00	10.63	9.32	10.65	10.167
		σ	3.53	2.62	2.16	2.28	1.96	2.25	2.239

Appendix II (continued)

			N= 20 Girls Town	29 Langston	51 Central State	38 Univ. Okla.	50 Males	88 Females	Total Sample
Act. Behav.	PRN	$\bar{X}$	10.65	12.31	12.33	12.84	12.32	12.17	12.225
		σ	1.71	2.14	1.94	2.12	1.96	2.38	2.231
	REV	$\bar{X}$	10.20	10.55	10.63	10.53	10.00	10.82	10.522
		σ	2.66	2.37	2.72	2.12	2.51	2.08	2.277
	PRO	$\bar{X}$	8.60	9.14	7.98	7.58	8.64	7.95	8.203
		σ	2.44	2.46	2.07	1.95	2.27	2.21	2.245
Fant. Behav.	TAO	$\bar{X}$	9.60	9.27	10.41	9.61	10.72	9.33	9.833
		σ	2.50	3.21	3.23	2.88	3.13	3.30	3.297
	TAS	$\bar{X}$	8.1	8.69	8.08	9.16	7.72	8.95	8.507
		σ	4.26	2.33	2.14	2.84	2.01	2.50	2.402
	PRN	$\bar{X}$	12.15	11.59	12.76	12.63	12.74	12.19	12.391
		σ	2.05	2.81	2.32	1.92	2.57	2.09	2.281
	REV	$\bar{X}$	10.60	11.00	9.67	10.03	9.48	10.58	10.181
		σ	2.01	3.32	2.73	2.42	2.82	2.81	2.850

Appendix II (continued)

			N = 20 Girls Town	29 Langston	51 Central State	38 Univ. Okla.	50 Males	88 Females	Total Sample
Fant. Behav.	PRO	$\bar{X}$	11.25	9.28	8.94	8.58	9.00	9.38	9.246
		σ	3.07	2.09	1.63	1.67	1.74	3.84	3.235
Thots	TAO	$\bar{X}$	9.90	9.31	8.24	8.00	9.48	8.16	8.638
		σ	7.16	4.18	3.69	3.14	3.38	4.06	3.866
	TAS	$\bar{X}$	9.80	9.97	10.24	11.18	9.64	10.79	10.377
		σ	4.85	2.34	2.07	2.84	1.79	2.65	2.435
	PRN	$\bar{X}$	11.30	10.28	11.37	12.13	10.86	11.61	11.341
		σ	2.39	1.73	2.41	2.20	2.31	2.33	2.341
	REV	$\bar{X}$	10.15	10.66	9.90	9.05	9.44	10.10	9.862
		σ	2.74	2.14	2.44	2.70	2.64	2.54	2.586
	PRO	$\bar{X}$	8.85	9.90	10.20	9.63	10.52	9.36	9.783
		σ	3.03	1.59	3.09	2.31	2.02	2.02	2.092

Appendix II (continued)

			N = 20 Girls Town	29 Langston	51 Central State	38 Univ. Okla.	50 Males	88 Females	Total Sample
Feelings	TAO	$\bar{X}$	9.20	9.31	9.78	9.29	10.34	8.97	9.464
		σ	2.13	2.79	2.43	2.83	2.28	2.68	2.623
	TAS	$\bar{X}$	10.30	10.97	9.94	11.05	9.72	10.97	10.514
		σ	2.57	2.73	2.30	2.52	1.73	2.69	2.453
	PRN	$\bar{X}$	10.50	9.83	10.65	10.37	10.40	10.36	10.377
		σ	2.05	2.33	2.72	1.92	2.49	2.26	2.337
	REV	$\bar{X}$	9.90	10.90	9.65	8.53	9.30	9.83	9.638
		σ	2.01	3.24	3.15	3.10	2.98	3.56	3.359
	PRO	$\bar{X}$	10.20	9.79	9.92	10.87	10.20	10.19	10.196
		σ	4.01	2.13	2.67	2.35	2.66	2.42	2.502
Variability		$\bar{X}$	50.17	51.08	54.32	52.06	52.94	52.12	52.41
		σ	2.76	5.68	6.94	7.75	7.09	7.80	7.54

Appendix III

Differences Between Means and t Scores

				Girls Town	Langston	Central State
Fathers	PRO	Univ of Okla	dm	.92	1.41	4.73
			t	.431	.726	2.782**
		Central State	dm	5.65	6.14	
			t	2.488*	3.070**	
		Langston	dm	.49		
			t	.191		
Fathers	PUN S-L	Univ of Okla	dm	5.49	2.22	1.84
			t	2.745**	1.51	1.286
		Central State	dm	3.65	.38	
			t	1.871	.263	
		Langston	dm	3.27		
			t	1.651		
Fathers	REJ	Univ of Okla	dm	13.53	5.48	3.22
			t	4.665**	2.331*	1.721
		Central State	dm	10.31	2.26	
			t	3.735**	1.008	
		Langston	dm	8.05		
			t	2.361*		

Appendix III (continued)

				Girls Town	Langston	Central State
Fathers	CAS	Univ of Okla.	dm	2.20	3.13	1.18
			t	.973	1.526	.578
		Central State	dm	1.02	1.95	
			t	.383	.840	
		Langston	dm	.93		
			t	.364		
Fathers	REW S-L	Univ of Okla	dm	5.72	1.82	3.20
			t	2.994**	1.213	2.335*
		Central State	dm	2.70	.80	
			t	1.356	.503	
		Langston	dm	3.90		
			t	1.748		
Fathers	DEM	Univ. of Okla	dm	2.84	2.48	1.52
			t	.989	1.233	.734
		Central State	dm	1.32	.96	
			t	.474	.475	
		Langston	dm	.36		
			t	.136		

Appendix III (continued)

				Girls Town	Langston	Central State
Fathers	PUN DO	Univ of Okla	dm	5.66	2.78	3.12
			t	2.388*	1.664	1.950
		Central State	dm	2.54	.34	
			t	1.154	.213	
		Langston	dm	2.88		
			t	1.246		
Fathers	LOV	Univ of Okla	dm	11.70	2.05	5.60
			t	2.896**	.665	2.074*
		Central State	dm	6.10	3.55	
			t	1.648	1.245	
		Langston	dm	9.65		
			t	2.286*		
Fathers	NEG	Univ of Okla	dm	7.19	2.89	3.71
			t	2.624*	1.529	1.864
		Central State	dm	3.48	.82	
			t	1.137	.356	
		Langston	dm	4.30		
			t	1.356		

Appendix III (continued)

				Girls Town	Langston	Central State
Fathers	REW DO	Univ of Okla	dm	.54	2.01	2.65
			t	.262	1.272	1.892
		Central State	dm	3.19	4.66	
			t	1.661	2.949*	
		Langston	dm	1.47		
			t	.625		
Mothers	PRO	Univ of Okla	dm	.77	2.09	2.31
			t	.273	1.161	1.425
		Central State	dm	1.54	.22	
			t	.723	.137	
		Langston	dm	1.32		
			t	.568		
Mothers	PUN S-L	Univ of Okla	dm	.06	.68	1.46
			t	.027	.400	1.000
		Central State	dm	1.40	.78	
			t	.853	.639	
		Langston	dm	.62		
			t	.352		

Appendix III (continued)

				Girls Town	Langston	Central State
Mothers	REJ	Univ of Okla	dm	6.43	4.39	.83
			t	2.087*	1.777	.425
		Central State	dm	5.60	3.56	
			t	2.333*	2.034*	
		Langston	dm	2.04		
			t	.741		
Mothers	CAS	Univ of Okla	dm	.32	1.13	1.13
			t	.113	.457	.579
		Central State	dm	.81	0.0	
			t	.320	0.000	
		Langston	dm	.81		
			t	.301		
Mothers	REW S-L	Univ of Okla	dm	5.91	2.73	2.48
			t	2.592*	1.936	1.907
		Central State	dm	3.43	.25	
			t	1.649	.187	
		Langston	dm	3.18		
			t	1.330		

Appendix III (continued)

				Girls Town	Langston	Central State
Mothers	DEM	Univ of Okla	dm	.72	1.96	.79
			t	.235	.863	.385
		Central State	dm	.07	2.75	
			t	.030	1.708	
		Langston	dm	2.68		
			t	1.218		
Mothers	PUN	Univ of Okla	dm	8.05	7.52	7.45
			t	3.354**	4.449**	4.715**
		Central State	dm	.60	.07	
			t	.292	.047	
		Langston	dm	.53		
			t	.254		
Mothers	LOV	Univ of Okla	dm	10.01	2.08	.86
			t	3.128**	.877	.409
		Central State	dm	9.15	1.22	
			t	3.112**	.552	
		Langston	dm	7.93		
			t	2.395*		

Appendix III (continued)

				Girls Town	Langston	Central State
Mothers	NEG	Univ of Okla	dm	6.38	5.47	1.54
			t	1.854	2.604*	.819
		Central State	dm	4.84	3.93	
			t	1.943	1.926	
		Langston	dm	.91		
			t	.329		
Mothers	REW	Univ of Okla	dm	.98	1.77	.92
			t	.411	1.035	.544
		Central State	dm	1.90	2.69	
			t	.863	1.681	
		Langston	dm	.79		
			t	.370		
DMI TOT	TAO	Univ of Okla	dm	3.86	1.23	1.73
			t	1.478	.902	.808
		Central State	dm	2.13	.50	
			t	.766	.200	
		Langston	dm	2.63		
			t	1.962		

Appendix III (continued)

				Girls Town	Langston	Central State
DMI TOT	TAS	Univ of Okla	dm	2.99	3.17	3.83
			t	.970	1.617	2.239*
		Central State	dm	.84	.66	
			t	.321	.404	
		Langston	dm	.18		
			t	.058		
DMI TOT	PRN	Univ of Okla	dm	3.34	3.71	.39
			t	2.368*	2.688**	.317
		Central State	dm	2.95	3.32	
			t	1.725	2.141*	
		Langston	dm	.37		
			t	.196		
DMI TOT	REV	Univ of Okla	dm	3.19	5.26	2.17
			t	1.483	2.578*	1.179
		Central State	dm	1.02	3.09	
			t	.443	1.478	
		Langston	dm	2.07		
			t	.851		

Appendix III (continued)

				Girls Town	Langston	Central State
DMI TOT	PRO	Univ of Okla	dm	.82	1.52	.22
			t	.371	1.117	.176
		Central State	dm	.60	1.30	
			t	.289	.962	
		Langston	dm	.70		
			t	.290		
DMI AB	TAO	Univ of Okla	dm	2.08	.25	.57
			t	1.563	.367	.966
		Central State	dm	1.51	.32	
			t	1.247	.484	
		Langston	dm	1.83		
			t	1.203		
DMI AB	TAS	Univ of Okla	dm	.53	.73	.63
			t	.679	1.196	1.312
		Central State	dm	.10	.10	
			t	.142	.181	
		Langston	dm	.20		
			t	.224		

Appendix III (continued)

				Girls Town	Langston	Central State
DMI AB	PRN	Univ of Okla	dm	2.19	.53	.51
			t	3.91**	1.000	1.169
		Central State	dm	1.68	.02	
			t	3.360**	.042	
		Langston	dm	1.66		
			t	2.847**		
DMI AB	REV	Univ of Okla	dm	.33	.02	.10
			t	.509	.035	.185
		Central State	dm	.43	.08	
			t	.590	.131	
		Langston	dm	.35		
			t	.471		
DMI AB	PRO	Univ of Okla	dm	1.02	1.56	.40
			t	1.700	2.846**	.917
		Central State	dm	.62	1.16	
			t	1.063	2.23*	
		Langston	dm	.54		
			t	.741		

Appendix III (continued)

				Girls Town	Langston	Central State
DMI FB	TAO	Univ of Okla	dm	.01	.34	.80
			t	.012	.450	1.192
		Central State	dm	.81	1.14	
			t	1.00	1.496	
		Langston	dm	.33		
			t	.378		
DMI FB	TAS	Univ of Okla	dm	1.15	.47	1.08
			t	1.213	.716	2.003*
		Central State	dm	.02	.61	
			t	.025	1.173	
		Langston	dm	.68		
			t	.705		
DMI FB	PRN	Univ of Okla	dm	.48	1.04	.13
			t	.875	1.783	.277
		Central State	dm	.61	1.17	
			t	1.016	1.976	
		Langston	dm	.56		
			t	.748		

Appendix III (continued)

				Girls Town	Langston	Central State
DMI FB	REV	Univ of Okla	dm	.57	.97	.36
			t	.890	1.371	.636
		Central State	dm	.93	1.33	
			t	1.355	1.919	
		Langston	dm	.40		
			t	.471		
DMI FB	PRO	Univ of Okla	dm	2.67	.70	.36
			t	4.224**	1.492	1.272
		Central State	dm	2.31	.34	
			t	4.024**	.801	
		Langston	dm	1.97		
			t	2.633*		
DMI THOTS	TAO	Univ of Okla	dm	1.90	1.31	.24
			t	1.378	1.455	.317
		Central State	dm	1.66	1.07	
			t	1.258	1.174	
		Langston	dm	.59		
			t	.356		

Appendix III (continued)

			Girls Town	Langston	Central State
DMI THOTS TAS	Univ of Okla	dm	1.38	1.21	.94
		t	1.352	1.844	1.807
	Central State	dm	.44	.27	
		t	.525	.529	
	Langston	dm	.17		
		t	.160		
DMI THOTS PRN	Univ of Okla	dm	.83	1.85	.76
		t	1.313	3.700**	1.520
	Central State	dm	.07	1.09	
		t	.108	2.096**	
	Langston	dm	1.02		
		t	1.700		
DMI THOTS REV	Univ of Okla	dm	1.10	1.61	.85
		t	1.443	2.613*	1.526
	Central State	dm	.25	.76	
		t	.368	1.386	
	Langston	dm	.51		
		t	.923		

Appendix III (continued)

				Girls Town	Langston	Central State
DMI THOTS PRO		Univ of Okla	dm	.78	.27	.57
			t	1.071	.540	1.187
		Central State	dm	1.35	.30	
			t	2.109*	.671	
		Langston	dm	1.05		
			t	1.548		
DMI AFFECT	TAO	Univ of Okla	dm	.27	.02	.49
			t	.367	.028	.865
		Central State	dm	.58	.47	
			t	.917	.783	
		Langston	dm	.11		
			t	.145		
DMI FEEL	TAS	Univ of Okla	dm	.75	.08	1.11
			t	1.050	.123	2.134*
		Central State	dm	.36	1.03	
			t	.562	1.609	
		Langston	dm	.67		
			t	.851		

Appendix III (continued)

				Girls Town	Langston	Central State
DMI FEEL	PRN	Univ of Okla	dm	.13	.54	.28
			t	.237	1.038	.538
		Central State	dm	.15	.82	
			t	.218	1.348	
		Langston	dm	.67		
			t	.895		
DMI FEEL	REV	Univ of Okla	dm	1.37	2.37	1.12
			t	1.754	3.011**	1.651
		Central State	dm	.25	1.25	
			t	.322	1.671	
		Langston	dm	1.00		
			t	1.203		
DMI FEEL	PRO	Univ of Okla	dm	.67	1.08	.95
			t	.789	1.908	1.733
		Central State	dm	.28	.13	
			t	.334	.222	
		Langston	dm	.41		
			t	.455		

* $p < .05$
** $p < .01$

Appendix IV

Differences Between Means and *t* Scores

for Males and Females

DMI		dm	*t*
Tot	TAO	5.48	2.712**
	TAS	4.98	3.964**
	PRN	.07	.062
	REV	3.07	1.938
	PRO	1.94	1.818
AB	TAO	1.20	2.352*
	TAS	1.33	3.436**
	PRN	.15	.375
	REV	.82	2.050*
	PRO	.69	1.725
FB	TAO	1.39	2.421*
	TAS	1.23	2.985**
	PRN	.55	1.375
	REV	1.10	2.200*
	PRO	.38	.662
T	TAO	1.32	1.946
	TAS	1.15	2.712**
	PRN	.75	1.820
	REV	.66	1.441
	PRO	1.16	3.213**
Aff.	TAO	1.37	3.064**
	TAS	1.25	2.948**
	PRN	.04	.097
	REV	.53	.883
	PRO	.01	.022
Variability		.82	.611
PCRQ			
F	PRO	17.17	11.515**
	PUN S-L	.07	.058
	REJ	.51	.459
	CAS	.39	.244

Appendix IV (continued)

PCRQ		dm	t
F	REW S-L	1.06	.858
	DEM	.27	.163
	PUN D-O	2.90	2.167*
	LOV	1.34	.557
	NEG	1.83	1.000
	REW D-O	1.54	1.213
M	PRO	.60	.445
	PUN S-L	.41	.358
	REJ	.91	.550
	CAS	1.70	1.115
	REW S-L	.56	.452
	DEM	1.33	.843
	PUN D-O	2.52	2.017*
	LOV	.56	.295
	NEG	1.05	.647
	REW D-O	.85	.631

*p .05 = 1.979
**p .01 = 2.616

Appendix V

PCRQ Father Form(Protecting)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.202	-.220	-.110	-.244	-.161	-.003	-.096
	TAS	-.017	.256	-.048	.001	.152	-.059	.061
	PRN	-.042	-.001	.152	.443	-.077	.173	.069
	REV	-.287	.227	.071	.301	.119	.044	.097
	PRO	.193	-.287	-.101	-.216	-.008	-.099	-.086
Act. Behav.	TAO	.120	-.235	-.152	-.041	-.290*	.080	-.085
	TAS	-.307	.274	.074	.196	.215	-.006	.115
	PRN	.089	-.010	.064	.065	.060	.019	.027
	REV	-.321	.296	.072	.141	.137	-.048	.061
	PRO	.276	-.145	-.034	-.358	.011	-.023	-.033
Fant. Behav.	TAO	.321	-.105	.042	-.246	.015	-.021	-.040
	TAS	.098	.241	-.144	.021	.072	-.010	.057
	PRN	-.269	-.089	.204	.229	-.066	.108	.011
	REV	-.305	.032	.045	.138	.066	-.004	.053
	PRO	-.194	-.179	-.118	.053	-.070	-.092	.070
Thots.								
	TAO	.117	-.222	-.082	-.214	-.081	-.016	-.063
	TAS	-.144	.168	.022	-.103	-.098	-.106	-.004
	PRN	.162	.105	.025	.236	-.043	.126	.083
	REV	-.170	.225	.004	.285	.075	.066	.088
	PRO	.004	-.164	.087	-.031	.010	-.015	-.048

Appendix V (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Feelings								
	TAO	.206	-.155	-.144	-.250	-.225	-.045	-.144
	TAS	.073	-.154	-.010	-.162	.205	-.159	-.008
	PRN	-.225	.005	-.011	.433**	-.167	.153	.017
	REV	-.251	.204	.093	.183	.131	.039	.082
	PRO	.220	-.252	-.014	-.134	.046	-.080	-.027
Variability		.101	-.060	-.227	.168	-.208	-.010	-.091

*p < .05
**p < .01

Appendix VI

PCRQ Father Form (Punishing Symbolic-Love)

		Girls Town	Langston	Central State	Univ. Okla.	Total Males	Total Females	Total Sample
Total								
	TAO	.000	.186	-.019	-.063	.034	.042	.037
	TAS	-.031	-.135	.121	.005	-.007	-.015	-.011
	PRN	-.001	-.138	-.063	.091	-.048	-.089	-.075
	REV	.014	-.134	-.110	-.068	-.055	-.038	-.041
	PRO	-.137	.159	.046	.074	.032	.047	-.041
Act. Behav.	TAO	.020	.201	.023	-.038	.055	.106	.089
	TAS	.284	-.249	.058	-.013	-.062	.005	.011
	PRN	-.029	.056	.168	.070	.085	-.035	.003
	REV	.050	-.193	-.050	-.156	-.044	-.119	-.089
	PRO	-.220	.012	-.153	.181	-.029	-.003	-.011
Fant. Behav.	TAO	.036	.100	.047	-.039	-.047	.062	-.029
	TAS	-.316	-.104	.106	-.076	.218	-.192	-.083
	PRN	.041	-.198	-.029	.159	-.089	.001	-.029
	REV	.139	.019	-.087	-.055	-.033	.022	-.047
	PRO	-.242	.098	.124	.060	.190	-.021	.078
Thots.								
	TAO	.024	.173	.086	-.095	.079	.090	.085
	TAS	.135	-.089	.231	.181	.174	.066	.089
	PRN	.046	-.130	-.186	-.085	-.215	-.096	-.128
	REV	-.242	-.119	-.051	.020	.052	-.083	-.040
	PRO	.003	.026	-.051	-.101	-.012	-.102	-.073

Appendix VI (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Feelings								
	TAO	-.128	.138	-.129	-.016	.032	-.080	-.050
	TAS	.064	-.134	.345	.015	.106	.083	.086
	PRN	-.064	-.088	-.037	-.093	.098	-.131	-.057
	REV	.097	-.187	-.157	-.089	-.139	-.015	-.047
	PRO	.053	.267	.126	.108	.001	.116	.078
Variability		.186	.329	-.056	.093	.004	-.028	-.019

* p. < .05
** p. < .01

Appendix VII

PCRQ Father Form (Rejecting)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.074	.345	.142	.012	.114	.193	.175*
	TAS	.071	-.180	-.027	.087	.004	-.055	-.050
	PRN	-.132	-.320	-.063	-.101	-.204	-.212	-.208*
	REV	.059	-.246	-.130	-.238	-.038	-.076	-.070
	PRO	-.258	.231	.087	.224	.100	.065	.082
Act. Behav.								
	TAO	.117	.135	.184	.005	.087	.229*	.191*
	TAS	.333	-.361*	-.159	-.061	-.167	-.105	-.129
	PRN	-.039	-.042	.008	.089	-.099	-.127	-.117
	REV	.031	-.452*	.012	-.351*	-.082	-.228*	-.176*
	PRO	-.407	.383*	-.056	.353*	.217	.073	.124
Fant. Behav.								
	TAO	-.079	.491**	.061	-.034	.041	.088	.080
	TAS	-.050	-.205	.197	.001	.262	-.142	-.038
	PRN	-.130	-.364*	-.161	-.034	-.282*	-.174	-.205*
	REV	.299	-.006	-.195	-.033	-.016	.064	.030
	PRO	-.144	-.121	.157	.083	.091	.067	.067
Thots.								
	TAO	.113	-.305	.190	-.035	.186	.213	.209*
	TAS	.097	-.095	.019	.244	.047	-.011	-.006
	PRN	-.092	-.351	-.171	-.103	-.316*	-.135	-.197
	REV	-.240	-.158	-.106	-.196	.054	-.162	-.094
	PRO	.000	.042	.019	-.039	-.016	-.088	-.052

Appendix VII (continued)

	Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Feelings							
TAO	.169	.182	.003	.111	.053	.085	.083
TAS	.016	-.119	-.044	.193	-.089	.016	-.018
PRN	-.180	-.182	.104	-.326*	.132	.205	-.087
REV	.112	-.172	-.133	-.217	-.034	-.032	-.035
PRO	-.147	.223	.166	.205	-.021	.127	.075
Variability	.266	.209	-.019	.014	-.107	.109	.045

*p $\leq$ .05
**p $\leq$ .01

Appendix VIII

PCRQ Father Form (Casual)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.106	-.192	.086	-.010	.038	-.003	.005
	TAS	.057	.010	-.190	.061	-.264	.046	-.035
	PRN	-.006	.198	.055	-.008	.084	.096	.091
	REV	-.216	.225	-.105	-.068	-.137	-.047	-.074
	PRO	.224	-.292	.111	.203	.235	-.027	.063
Act. Behav.								
	TAO	-.000	-.159	.112	-.149	.068	-.067	-.027
	TAS	-.320	.176	-.049	.026	-.074	.040	.009
	PRN	.184	-.034	-.042	.053	.131	-.003	.038
	REV	-.299	.275	-.079	-.132	-.052	-.048	-.045
	PRO	.287	-.262	.017	.218	-.042	.034	.003
Fant. Behav.								
	TAO	.112	-.171	.034	-.036	.017	-.004	-.001
	TAS	.195	-.174	.009	.182	-.083	.106	.051
	PRN	-.155	.199	-.063	-.227	.056	-.065	-.018
	REV	-.172	.170	.012	.008	.092	.051	.004
	PRO	.147	-.062	-.074	-.034	.090	-.029	-.004

Appendix VIII (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	.130	-.170	.042	-.036	-.038	-.014	-.024
	TAS	-.126	-.065	-.125	-.069	-.214	-.024	-.068
	PRN	.026	.310	.024	-.009	.081	.092	.090
	REV	-.125	.026	-.160	-.145	-.155	-.137	-.140
	PRO	.096	.033	.246	.301	.369**	.129	.201*
Feelings								
	TAO	.161	-.127	.129	.185	.114	.095	.092
	TAS	.014	-.418*	-.319*	-.049	-.239	-.243*	-.226*
	PRN	-.146	.121	.099	-.060	-.019	.099	.054
	REV	-.207	.199	-.139	-.085	-.149	-.076	-.097
	PRO	.215	-.392*	.199	.015	.220	-.015	.074
Variability		.231	-.276	.057	.048	.026	.054	.043

*p $\leq$ .05
**p $\leq$ .01

Appendix IX

PCRQ Father Form (Rewarding Symbolic-Love)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	-.021	-.129	-.266	.176	-.157	-.084	-.122
	TAS	-.117	-.006	-.009	-.234	.037	-.109	-.038
	PRN	.070	.221	.099	.140	.004	.234*	.148
	REV	-.065	.123	.211	.043	.064	.052	.068
	PRO	.252	-.102	-.118	-.007	.040	-.029	-.016
Act. Behav.								
	TAO	-.036	.010	-.319*	.253	-.245	-.041	-.121
	TAS	-.385	.266	.189	-.203	.153	-.025	.053
	PRN	.117	.005	.144	.091	.126	.186	.164
	REV	-.133	.233	.069	.022	.059	.042	.061
	PRO	.308	-.282	-.031	-.230	.024	-.130	-.084
Fant. Behav.								
	TAO	.120	-.143	-.199	.161	-.103	-.001	-.051
	TAS	.005	-.016	-.092	-.234	.004	-.100	-.047
	PRN	.043	.189	.186	.182	.088	.216	.153
	REV	-.083	.003	.191	-.091	.015	.018	.030
	PRO	-.123	-.007	-.179	.218	-.054	-.146	-.116

Appendix IX (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	-.008	-.155	-.219	.089	-.108	-.120	-.126
	TAS	-.209	-.044	-.095	-.250	-.083	-.121	-.089
	PRN	.136	.369	.104	.028	.041	.196	.150
	REV	.025	.018	.231	.194	.095	.085	.097
	PRO	.129	.096	.003	.040	.029	.123	.066
Feelings								
	TAO	-.249	-.099	-.108	.074	-.055	-.077	-.087
	TAS	.055	-.051	.038	-.179	.126	-.060	.008
	PRN	-.126	.131	-.162	.180	-.214	.066	.041
	REV	.073	.125	.200	.050	.043	.053	.055
	PRO	.326	.014	-.056	-.078	.062	.050	.054
Variability		-.261	-.100	-.410**	.175	-.226	-.131	-.166

*p < .05
**p < .01

Appendix X

PCRQ Father Form (Demanding)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.284	.043	.028	.054	.268	.039	.105
	TAS	-.239	-.056	-.035	-.163	-.160	-.114	-.123
	PRN	-.268	-.333	.001	.021	-.191	-.089	-.123
	REV	-.148	-.007	-.156	-.010	-.207	-.009	-.073
	PRO	.106	.225	.085	.065	.138	.094	.109
Act. Behav.								
	TAO	.201	.055	.044	.199	.233	.088	.131
	TAS	-.062	-.187	-.035	-.301	-.112	-.164	-.147
	PRN	-.192	-.149	.142	.127	-.161	.054	-.006
	REV	-.247	-.147	-.083	-.040	-.174	-.079	-.113
	PRO	.227	.307	-.038	.035	.155	.089	.111
Fant. Behav.								
	TAO	.384	-.080	.088	.054	.187	.091	.121
	TAS	-.106	.008	-.004	-.284	.083	-.199	-.121
	PRN	-.291	-.262	.140	.102	-.074	-.005	-.028
	REV	-.010	.173	-.301*	.021	-.255	-.003	-.085
	PRO	-.273	.088	.156	.278	.079	-.026	-.008

Appendix X (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	.253	.106	.109	.031	.325*	.061	.136
	TAS	-.119	.010	.024	.040	-.031	-.016	-.022
	PRN	-.121	-.488*	-.160	-.053	-.333*	-.097	-.172
	REV	-.112	.079	-.001	.146	-.023	.089	.050
	PRO	-.039	.060	-.049	-.265	-.106	-.113	-.108
Feelings								
	TAO	.193	.068	-.043	-.097	.113	-.052	-.001
	TAS	-.118	-.233	.141	.178	-.115	.094	.040
	PRN	-.284	-.152	-.063	-.108	.003	-.185	-.120
	REV	-.110	-.062	-.122	-.064	-.155	-.029	-.066
	PRO	.258	.078	.151	.122	.156	.128	.136
Variability		-.213	.129	-.033	.025	.031	-.085	-.049

*p < .05

Appendix XI

PCRQ Father Form (Punishing Direct-Object)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.026	-.105	.131	.154	.015	.067	.094
	TAS	.036	.255	.028	-.271	.000	-.025	-.076
	PRN	-.071	-.262	-.176	.321	-.077	-.112	-.097
	REV	.044	.177	-.226	-.175	-.077	.004	-.051
	PRO	-.179	-.116	.127	.037	.078	-.071	-.008
Act. Behav.								
	TAO	.077	-.225	.026	.354*	-.066	.155	.122
	TAS	.161	.161	.064	-.270	.055	.021	-.023
	PRN	-.029	.151	.085	-.022	.029	-.062	-.030
	REV	.089	-.031	-.095	-.106	-.047	-.009	-.054
	PRO	-.251	.176	-.052	-.035	.099	-.107	-.010
Fant. Behav.								
	TAO	.066	.136	.112	.063	.013	.081	.095
	TAS	-.290	.353	.034	-.336	.161	-.180	-.126
	PRN	-.086	-.490**	.150	.280	.024	-.054	-.003
	REV	.097	.206	-.285*	.022	-.121	.074	-.024
	PRO	.156	-.350	-.006	.070	-.017	-.029	-.036

Appendix XI (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	.012	-.124	.227	.174	.109	.097	.128
	TAS	.191	.143	.069	-.078	.069	.042	.004
	PRN	.056	-.067	-.347*	.046	-.169	-.131	-.167
	REV	-.117	.452*	-.135	-.113	.008	.022	-.006
	PRO	-.097	-.392*	.060	-.143	-.046	-.208	-.098
Feelings								
	TAO	-.044	-.149	.073	-.094	-.030	-.117	-.041
	TAS	.248	.305	.300*	-.086	.134	.206	.134
	PRN	-.063	-.293	-.262	.264	-.106	-.101	-.099
	REV	.095	.047	-.219	-.183	-.052	-.032	-.051
	PRO	-.162	.141	.235	.158	.102	.075	.083
Variability		-.157	.218	-.064	-.169	-.081	-.106	-.087

* $p < .05$
** $p < .01$

Appendix XII

PCRQ Father Form (Loving)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.242	-.309	-.328*	.051	-.194	-.087	-.126
	TAS	-.033	.327	-.005	-.208	.083	-.020	-.022
	PRN	-.143	.178	.063	.284	-.034	.171	.102
	REV	-.326	.203	.398*	.138	.190	.060	.107
	PRO	.348	-.311	-.138	-.065	-.019	-.041	-.041
ACT. Behav.								
	TAO	.192	-.148	-.301*	.151	-.279*	-.028	-.109
	TAS	-.426	.530**	.146	-.148	.202	.017	.089
	PRN	-.042	-.013	.027	.119	.045	.133	.106
	REV	-.413	.365*	.176	.165	.142	.066	.099
	PRO	.477*	-.344	-.003	-.324	-.007	-.088	-.068
Fant. Behav.								
	TAO	.390	-.329	-.225	.099	-.079	.002	-.032
	TAS	.023	.247	-.127	-.054	-.017	.046	.039
	PRN	-.322	.096	.104	.125	.001	.059	.031
	REV	-.358	.062	.396**	-.080	.158	-.018	.047
	PRO	-.153	-.037	-.095	.027	-.113	-.155	-.140

Appendix XII (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	.170	-.311	-.359**	.045	-.179	-.142	-.158
	TAS	-.198	.226	-.040	-.321	-.050	-.077	-.057
	PRN	.040	.382*	.172	.182	.095	.207	.175*
	REV	-.117	.126	.351*	.145	.117	.110	.116
	PRO	.066	-.176	.018	.112	.055	.069	.049
Feelings								
	TAO	.116	-.199	-.167	-.121	-.099	-.097	-.106
	TAS	.190	.053	.018	-.279	.126	-.038	.012
	PRN	-.208	.110	-.108	.325*	-.229	.117	-.002
	REV	-.306	.138	.406**	.167	.194	.061	.102
	PRO	.315	-.212	-.264	-.060	-.026	-.073	-.057
Variability		-.087	-.284	-.301*	.041	-.190	-.109	-.135

*p < .05
**p < .01

Appendix XIII

PCRQ Father Form (Neglecting)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.015	.262	.285*	.027	.162	.167	.180*
	TAS	.010	-.123	-.126	.044	-.086	-.050	-.084
	PRN	-.132	-.287	.007	-.063	.010	-.194	-.116
	REV	.152	-.170	-.321*	-.213	-.180	-.082	-.130
	PRO	-.239	.153	.140	.156	.090	.029	.065
ACT. Behav.								
	TAO	.098	.087	.310*	.005	.164	.190	.193*
	TAS	.287	-.404*	-.216	-.079	-.241	-.083	-.154
	PRN	-.049	.012	.007	.012	.087	-.146	-.067
	REV	.116	-.276	-.172	-.309	-.105	-.188	-.165
	PRO	-.409	.285	-.013	.362*	.043	.064	.068
Fant. Behav.								
	TAO	-.131	.334	.146	-.032	.075	.051	.075
	TAS	-.112	-.111	.080	-.063	.057	-.090	-.063
	PRN	.021	-.364*	-.133	-.062	-.119	-.177	-.140
	REV	.250	.033	-.280*	.096	-.152	.096	-.012
	PRO	.217	.040	.126	.004	.204	-.058	-.008

Appendix XIII(continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	.065	.245	.303*	.027	.153	.192	.190*
	TAS	.095	-.076	-.095	.134	-.024	-.005	-.030
	PRN	-.076	-.312	-.075	-.052	-.121	-.102	-.121
	REV	-.134	-.091	-.319*	-.262	-.111	-.217*	-.186*
	PRO	-.036	-.064	.044	.100	.055	-.050	.012
Feelings								
	TAO	.045	.175	.181	.147	.155	.109	.141
	TAS	.007	-.152	-.254	.169	-.177	-.053	-.103
	PRN	-.341	-.164	.213	-.140	.209	-.149	-.008
	REV	.246	-.239	-.300*	-.208	-.204	-.047	-.104
	PRO	-.108	.062	.186	.012	.001	.063	.039
Variability		.211	.187	.143	-.015	.100	.112	.112

*p < .05

Appendix XIV

PCRQ Father Form (Rewarding Direct-Object)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.024	-.485**	-.256	-.126	-.334*	-.114	-.201*
	TAS	.025	.421*	.096	-.169	.152	.009	.080
	PRN	.299	.211	.189	.355*	.101	.232*	.183*
	REV	.164	.461*	.160	.159	.256	.085	.157
	PRO	.053	-.570**	-.252	.013	-.162	-.167	-.179*
Act. Behav.								
	TAO	.031	-.538**	-.323*	.062	-.431**	-.075	-.205*
	TAS	-.292	.483**	.251	-.136	.256	.026	.144
	PRN	.427	.200	.257	.186	.328*	.201	.234**
	REV	-.254	.334	.169	.053	.172	-.005	.081
	PRO	.033	-.295	-.243	-.119	-.127	-.089	-.116
Fant. Behav.								
	TAO	.147	-.267	-.158	-.156	-.191	-.079	-.135
	TAS	.146	.200	.052	-.198	.233	-.063	.051
	PRN	-.221	.023	.203	.241	-.075	.136	.040
	REV	-.072	.306	.166	.208	.254	.137	.143*
	PRO	-.145	-.412*	-.316*	.053	-.219	-.135	-.138

Appendix XIV (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	-.016	-.471**	-.213	-.077	-.278*	-.084	-.158
	TAS	-.227	.296	.040	.101	.008	.032	.048
	PRN	.493*	.391*	.029	.144	.125	.177	.172
	REV	-.146	.449*	.262	.001	.291*	.045	.144
	PRO	-.123	-.310	-.014	.109	-.035	-.144	-.129
Feelings								
	TAO	-.037	-.333	-.133	-.219	-.210	-.156	-.192*
	TAS	.098	.052	.209	-.243	.205	.006	.079
	PRN	.092	.076	.002	.126	-.043	.065	.024
	REV	.131	.358	-.019	.119	.113	.055	.080
	PRO	.017	-.450*	-.052	.275	.043	-.016	-.026
Variability		-.106	-.338	-.244	-.106	-.396**	-.137	-.225*

*p < .05
**p < .01

Appendix XV

PCRQ Mother Form (Protecting)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.093	.059	-.112	-.372*	-.216	.036	-.097
	TAS	.095	.185	.140	.102	.081	.166	.147
	PRN	-.024	-.203	.201	.218	.226	.002	.081
	REV	.219	-.132	.013	.171	.092	-.117	-.040
	PRO	.091	.084	-.139	-.096	-.100	-.009	-.046
Act. Behav.								
	TAO	.169	.024	-.039	-.395*	-.226	-.005	-.081
	TAS	.028	-.220	.131	.293	.119	.087	.104
	PRN	-.036	-.047	.190	.282	.340*	.027	.119
	REV	-.248	-.184	.127	.082	.167	-.146	-.018
	PRO	-.003	.215	-.398**	-.253	-.307*	-.083	-.164
Fant. Behav.								
	TAO	.024	.231	-.058	-.254	-.113	-.005	-.048
	TAS	.138	-.060	.100	.155	.078	.117	.111
	PRN	-.173	-.225	.256	.157	.092	.038	.054
	REV	-.156	-.002	-.015	.046	.052	-.074	-.023
	PRO	-.212	-.107	-.046	-.070	.044	-.157	-.112

Appendix XV (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	.010	-.009	-.136	-.315	-.230	-.064	-.119
	TAS	-.085	.237	.096	.015	-.010	.099	.077
	PRN	.114	-.123	.027	.222	.147	.071	.102
	REV	-.210	-.005	.102	.154	.193	-.090	.014
	PRO	.086	-.126	.052	-.046	.010	-.014	-.016
Feelings								
	TAO	.226	-.021	-.100	-.210	-.134	-.029	-.069
	TAS	-.012	.101	.155	-.036	.077	.064	.074
	PRN	-.008	-.178	.046	-.079	.094	-.102	.031
	REV	-.146	-.222	-.127	.068	-.094	-.128	.114
	PRO	.098	.160	.058	.204	.078	.175	.139
Variability		.207	.035	.093	.043	-.060	.151	.081

*p < .05
**p < .01

Appendix XVI

PCRQ Mother Form (Punishing Symbolic-Love)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	-.098	.252	.432**	-.023	.286*	.104	.139
	TAS	.322	-.155	.079	-.025	.072	.035	.051
	PRN	-.205	-.347	-.518**	.266	-.360**	-.132	-.198*
	REV	.048	-.132	-.326*	-.096	-.223	-.124	-.144
	PRO	.093	.342	.299*	.053	.266	.150	.175*
Act. Behav.								
	TAO	.003	.106	.286*	.169	.128	.175	.153
	TAS	.307	-.234	-.035	-.068	-.122	-.008	-.028
	PRN	-.229	-.139	-.151	.097	-.050	-.085	-.077
	REV	.030	-.215	-.160	-.231	-.117	-.195	-.156
	PRO	-.028	.341	.029	.038	.162	.037	.068
Fant. Behav.								
	TAO	-.190	.393	.387**	-.308	.309*	.047	.112
	TAS	-.097	-.156	.054	-.163	.093	-.142	-.073
	PRN	-.045	-.409*	-.320*	-.043	-.242	-.178	-.196*
	REV	.200	-.059	-.240	.269	-.143	.109	.040
	PRO	-.225	.096	-.085	.070	-.047	-.072	-.065

Appendix XVI (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	.107	.219	.421**	-.018	.283*	.097	.137
	TAS	.354	-.007	.137	.095	.124	.138	.138
	PRN	-.316	-.213	-.473**	.111	-.346*	-.138	-.190*
	REV	-.188	-.180	-.378**	-.154	-.221	.249*	-.232**
	PRO	.452*	.010	.189	.032	.202	.120	.129
Feelings								
	TAO	-.206	.080	.243	-.160	.196	-.043	.011
	TAS	.165	-.160	.106	.077	.106	.054	.070
	PRN	-.044	-.217	-.423**	.144	-.333*	-.077	-.155
	REV	.118	-.017	-.305*	-.033	-.222	-.045	-.088
	PRO	-.160	.359	.518**	.033	.326*	.165	.212*
Variability		.177	.417*	.117	-.139	.079	.044	.052

*p < .05
**p < .01

Appendix XVII

PCRQ Mother Form(Rejecting)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.017	.177	.433**	-.040	.181	.148	.163
	TAS	.183	.054	-.289*	-.096	.003	-.121	-.102
	PRN	-.065	-.333	-.353*	.275	-.243	-.148	-.173
	REV	.180	-.096	-.288*	-.017	-.182	.048	-.025
	PRO	-.243	-.093	.379**	.066	.207	.067	.113
Act. Behav.								
	TAO	-.057	-.014	.312*	.155	.016	.196	.154
	TAS	-.180	-.335	-.241	-.132	-.154	-.235*	-.218*
	PRN	.165	.002	-.150	.138	.003	-.040	-.027
	REV	.001	-.195	-.216	-.156	-.125	-.168	-.155
	PRO	-.010	.276	.202	.026	.254	.127	.167
Fant. Behav.								
	TAO	.112	.224	.275*	-.116	.160	.046	.085
	TAS	.276	.030	-.088	-.098	.141	-.074	-.032
	PRN	-.264	-.378*	-.181	.114	-.233	-.171	-.179
	REV	.359	.004	-.283*	.031	-.098	.103	.034
	PRO	-.113	.062	.023	.258	-.006	.093	.074

Appendix XVII(continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	.059	.211	.366**	-.071	.208	.161	.178*
	TAS	.075	.100	-.198	-.055	.035	-.101	-.081
	PRN	-.063	-.322	-.376**	.070	-.347*	-.117	-.187*
	REV	.060	-.043	-.298*	.004	-.083	.002	-.029
	PRO	-.117	-.201	.353**	.088	.159	-.011	.049
Feelings								
	TAO	-.123	.116	.371**	-.067	.209	-.002	.062
	TAS	.198	-.006	-.278*	.050	.064	-.038	-.028
	PRN	-.248	-.257	-.192	.300	-.069	-.083	-.077
	REV	.145	-.092	-.185	-.052	-.258	.085	-.006
	PRO	.104	.002	.315*	-.134	.124	-.035	.014
Variability		-.053	.078	.058	.123	.006	.016	.015

* $p < .05$
** $p < .01$

Appendix XVIII

PCRQ Mother Form (Casual)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.181	-.127	-.198	-.093	-.144	-.002	-.062
	TAS	.016	.064	.123	-.095	-.104	.035	.032
	PRN	-.006	.196	.175	.061	.162	.085	.107
	REV	-.107	.062	.059	.150	.045	.064	.032
	PRO	-.142	-.228	-.078	.144	.058	.087	.056
Act. Behav.								
	TAO	.182	-.154	-.149	-.051	-.096	.005	-.042
	TAS	-.188	-.222	.092	-.180	-.085	-.123	-.080
	PRN	.087	.103	.152	.050	.218	.055	.094
	REV	-.181	.149	.177	.051	.097	.016	.059
	PRO	-.072	-.134	-.260	.128	-.103	-.077	-.097
Fant. Behav.								
	TAO	.241	.039	-.123	-.086	-.152	.092	.000
	TAS	.189	-.139	.203	-.041	.007	.060	.068
	PRN	-.437*	.065	.001	-.098	.069	-.152	-.083
	REV	.066	.082	.028	.126	-.024	.084	.067
	PRO	-.315	-.199	.054	.104	.246	-.215	-.129

Appendix XVIII (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	.145	-.212	-.204	-.139	-.114	-.074	-.099
	TAS	-.239	.059	.142	-.106	-.131	-.017	-.020
	PRN	.194	.234	.041	.065	.035	.130	.114
	REV	-.164	.134	.083	.143	.161	-.034	.038
	PRO	-.126	-.051	.121	.067	.068	.043	.022
Feelings								
	TAO	.083	-.060	-.165	-.008	-.107	.001	-.053
	TAS	.097	-.012	.037	-.064	.023	-.019	.014
	PRN	.010	.216	.131	-.029	.149	.050	.080
	REV	-.100	-.116	-.070	-.018	-.076	-.090	-.078
	PRO	.036	-.181	.073	.109	.022	.065	.050
Variability		.036	-.147	-.051	.037	-.128	.032	-.019

*p < .05

Appendix XIX

PCRQ Mother Form (Rewarding Symbolic-Love)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	-.135	-.036	-.410**	.134	-.303*	-.152	-.172
	TAS	.019	.124	.101	.066	.130	.125	.107
	PRN	.157	.009	.356**	-.188	.305*	.122	.171
	REV	-.014	-.141	.293*	-.205	.087	-.037	-.010
	PRO	.023	.184	-.208	.104	.004	-.046	-.025
Act. Behav.								
	TAO	-.112	.146	-.223	.008	-.216	-.116	-.129
	TAS	.074	.321	-.037	.056	-.039	.161	.094
	PRN	.110	-.034	.238	-.091	.190	.131	.146
	REV	.024	-.278	.247	-.011	.136	.023	.049
	PRO	-.054	-.041	-.172	.020	-.001	-.164	-.109
Fant. Behav.								
	TAO	-.141	-.029	-.341*	.119	-.220	-.107	-.125
	TAS	.083	.007	.057	-.009	.136	.064	.068
	PRN	.048	-.024	.177	.045	.181	.045	.089
	REV	-.001	-.044	.322	-.087	.132	.036	.053
	PRO	-.282	-.023	-.138	-.124	-.141	-.254*	-.237**

Appendix XIX (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	-.144	-.086	-.395**	.141	-.264	-.174	-.185*
	TAS	-.066	.205	.074	.122	.124	.133	.119
	PRN	.169	.077	.368**	-.119	.339*	.138	.182*
	REV	-.021	-.220	.205	-.162	-.021	-.061	-.053
	PRO	.113	.279	-.073	-.018	.017	.057	.054
Feelings								
	TAO	-.091	-.112	-.425**	.139	-.307*	.084	-.124
	TAS	-.077	.106	.100	-.062	-.012	.072	.044
	PRN	.268	.024	.153	-.219	.175	.021	.065
	REV	-.011	.031	.200	-.230	.034	-.048	-.031
	PRO	.018	.278	-.081	.358*	.097	.133	.119
Variability		-.142	.011	-.403**	-.203	-.266	-.165	-.187*

*p < .05
**p < .01

Appendix XX

PCRQ Mother Form (Demanding)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.112	.391*	.408**	.205	.432**	.165	.253**
	TAS	.197	-.199	-.256	-.049	-.059	-.078	-.092
	PRN	-.336	-.415*	-.352*	.051	-.362**	-.175	-.236**
	REV	-.117	-.298	-.234	-.298	-.408**	-.099	-.206*
	PRO	.098	.412*	.360**	.103	.392**	.128	.223*
Act. Behav.								
	TAO	.160	.193	.259	.077	.147	.128	.145
	TAS	.485*	-.467**	-.324*	-.045	-.184	-.076	-.124
	PRN	-.318	.076	-.211	.224	-.109	.001	-.028
	REV	-.185	-.319	-.171	-.199	-.243	-.149	-.190*
	PRO	-.061	.423*	.387**	.000	.359**	.078	.179*
Fant. Behav.								
	TAO	.008	.255	.391**	.209	.446**	.079	.205*
	TAS	.025	.250	-.200	-.047	.113	-.067	-.034
	PRN	-.140	-.517**	-.155	.155	-.227	-.070	-.117
	REV	.034	-.299	-.316*	-.344*	-.424**	-.102	-.216*
	PRO	-.310	.426*	.067	.144	.091	-.070	-.044

Appendix XX (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	.096	.484*	.272	.211	.430**	.139	.231**
	TAS	.224	-.225	-.086	-.004	-.076	.023	-.018
	PRN	-.386	-.600**	-.320*	-.140	-.441**	-.218*	-.296**
	REV	-.247	-.119	-.282*	-.189	-.278*	-.151	-.200*
	PRO	.365	-.051	.319*	.077	.250	.141	.188*
Feelings								
	TAO	.209	.307	.318*	.136	.362**	.144	.211*
	TAS	-.035	-.124	-.204	.048	-.054	-.023	-.047
	PRN	-.127	-.194	-.317*	.044	-.219	-.135	-.162
	REV	-.039	-.183	-.048	-.220	-.338*	.008	-.097
	PRO	.062	.162	.267	.079	.310*	.053	.141
Variability		.283	.152	.154	.073	.056	.160	.132

*p < .05
**p < .01

Appendix XXI

PCRQ Mother Form (Punishing Direct-Object)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.051	.101	.303*	.139	.251	.047	.141
	TAS	.211	-.186	-.013	-.161	-.081	.003	-.072
	PRN	-.075	-.112	-.200	.289	-.082	-.034	-.048
	REV	.072	.065	-.361**	-.316	-.337*	-.057	-.166
	PRO	-.161	.115	.128	.127	.199	-.040	.061
Act. Behav.								
	TAO	.065	-.086	.153	.207	.101	.077	.114
	TAS	.443*	-.016	.003	-.217	-.110	.089	-.018
	PRN	-.081	.244	.078	.227	.106	.083	.093
	REV	.005	-.179	-.277*	-.298	-.254	-.141	-.202*
	PRO	-.336	.231	.019	.045	.153	-.117	-.005
Fant. Behav.								
	TAO	-.093	.190	.289*	.078	.227	.035	.124
	TAS	-.129	.001	-.006	-.108	.067	-.072	-.075
	PRN	-.031	-.287	.062	.265	.038	.001	.033
	REV	.346	.102	-.331*	-.225	-.278*	.053	-.080
	PRO	-.227	-.100	-.195	.085	-.118	-.110	-.116

Appendix XXI (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	-.039	.140	.318*	.123	.243	.080	.149
	TAS	.296	-.041	.051	-.085	.023	.069	.017
	PRN	-.102	-.120	-.330*	-.019	-.204	-.128	-.173
	REV	-.303	.090	-.333*	-.222	-.282*	-.163	-.217*
	PRO	.234	-.090	.123	.146	.182	.056	.136
Feelings								
	TAO	-.148	.041	.240	.038	.250	-.054	.072
	TAS	.082	-.023	.116	-.076	-.009	.073	.010
	PRN	-.071	-.112	-.279*	.270	-.138	-.038	-.068
	REV	.180	.142	-.271	-.185	-.260	.030	-.062
	PRO	-.095	.187	.296*	.013	.214	.040	.096
Variability		.162	.115	-.013	.011	-.132	.124	.058

*p < .05
**p < .01

Appendix XXII

PCRQ Mother Form (Loving)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.020	-.194	-.550**	-.003	-.298*	-.238*	-.236**
	TAS	-.126	.346	.085	-.133	-.060	.184	.118
	PRN	.076	.072	.459**	-.192	.323*	.163	.201*
	REV	-.167	.140	.370**	-.046	.187	.043	.073
	PRO	.136	-.378*	-.290*	.044	-.079	-.157	-.127
Act. Behav.								
	TAO	.052	-.068	-.313*	-.095	-.185	-.204	-.188*
	TAS	.007	.580**	.047	.087	-.092	.264*	.164
	PRN	-.044	-.112	.287*	-.074	.298*	.081	.130
	REV	-.062	.211	.276*	.040	.144	.165	.145
	PRO	.061	-.285	-.228	.019	-.125	-.165	-.145
Fant. Behav.								
	TAO	.047	-.260	-.403**	.139	-.235	-.096	-.121
	TAS	-.066	.158	.016	.067	-.049	.110	.066
	PRN	.051	.012	.247	-.099	.078	.103	.094
	REV	-.356	.193	.372**	-.103	.232	-.021	.039
	PRO	-.222	-.184	.010	-.149	.066	-.252*	-.208*

Appendix XXII (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	-.050	-.182	-.481**	-.004	-.328*	-.234*	-.246**
	TAS	-.159	.254	.050	.165	.019	.152	.117
	PRN	.155	.273	.524**	-.141	.392**	.192	.232*
	REV	.011	.019	.362**	-.007	.087	.096	.086
	PRO	.025	-.305	-.269*	-.024	-.040	-.120	-.086
Feelings								
	TAO	.059	-.110	-.433*	-.058	-.205	-.144	-.145
	TAS	-.081	.162	.147	-.010	-.047	.111	.073
	PRN	-.213	.092	.227	-.243	.170	.055	.084
	REV	-.134	.010	.240	.035	.122	.005	.029
	PRO	.101	-.209	-.257	.210	-.091	-.025	-.042
Variability		-.137	-.333	-.245	-.264	-.180	-.181	-.177*

*p < .05
**p < .01

Appendix XXIII

PCRQ Mother Form (Neglecting)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.286	.121	.246	-.199	.107	.189	.147
	TAS	.092	-.120	-.052	-.050	-.063	-.100	-.070
	PRN	-.348	-.183	-.158	.315	-.089	-.210	-.169
	REV	-.151	-.102	-.290*	.129	-.126	-.063	-.073
	PRO	.027	.219	.208	-.020	.098	.169	.136
ACT. Behav.								
	TAO	.243	-.060	.114	.083	.047	.185	.131
	TAS	.111	-.391*	-.108	-.106	-.155	-.194	-.160
	PRN	-.205	.063	.071	.136	.082	-.082	-.038
	REV	-.246	-.193	-.164	-.133	-.131	-.230*	-.180*
	PRO	.015	.318	.067	.046	.145	.191	.165
Fant. Behav.								
	TAO	.318	.297	.261	-.311	.092	.158	.124
	TAS	-.077	-.085	.073	-.075	.075	-.110	-.044
	PRN	-.299	-.337	-.152	.136	-.147	-.213	-.190*
	REV	.146	-.009	-.280*	.210	-.058	.034	.013
	PRO	-.069	.072	-.132	.207	-.033	.061	.046

Appendix XXIII (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	.334	.107	.173	-.213	.109	.184	.152
	TAS	.033	.010	.107	-.025	.015	-.044	-.014
	PRN	-.358	-.198	-.329*	.074	-.237	-.271*	-.255**
	REV	-.317	-.069	-.273*	.151	-.051	-.090	-.070
	PRO	.216	.038	.306*	.057	.151	.160	.138
Feelings								
	TAO	.097	.022	.188	-.147	.107	.021	.031
	TAS	.226	-.192	-.162	.112	-.055	-.048	-.036
	PRN	-.291	-.031	-.026	.299	.094	-.067	-.012
	REV	-.161	-.077	-.251	.077	-.136	-.026	-.054
	PRO	.141	.081	.79*	-.283	-.002	.076	.049
Variability		.179	.285	.159	.072	.072	.132	.111

*p .05
**p .01

Appendix XXIV

PCRQ Mother Form (Rewarding Direct-Object)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Total								
	TAO	.045	-.475**	-.268	-.117	-.320*	-.111	-.177*
	TAS	-.039	.202	.208	-.009	.002	.104	.091
	PRN	.092	.429*	.192	.144	.246	.109	.152
	REV	-.173	.386*	.045	.001	.208	-.032	.049
	PRO	.085	-.441*	-.142	-.018	-.089	-.069	-.082
Act. Behav.								
	TAO	.118	-.536**	-.303*	-.066	-.355**	-.081	-.166
	TAS	.020	.278	.228	.045	.083	.146	.138
	PRN	-.049	.355	.278*	.175	.272	.120	.159
	REV	-.169	.211	.150	.029	.271	-.070	.058
	PRO	.035	-.191	-.234	-.185	-.148	-.097	-.119
Fant. Behav.								
	TAO	.060	-.167	-.107	-.112	-.260	-.008	-.093
	TAS	-.013	-.051	.106	-.003	.140	-.022	.034
	PRN	-.119	.175	.184*	.303	.153	.181	.159
	REV	-.171	.344	.046	.011	.180	.003	.067
	PRO	-.296	-.551**	-.185	-.138	-.128	-.226*	-.200*

Appendix XXIV (continued)

		Girls Town	Langston	Central State	Univ Okla	Total Males	Total Females	Total Sample
Thots.								
	TAO	-.015	-.481**	-.167	-.101	-.231	-.092	-.137
	TAS	-.222	.263	.180	.142	-.024	.112	.090
	PRN	.260	.545**	.000	.079	.204	.052	.106
	REV	-.116	.323	.075	-.053	.164	-.028	.040
	PRO	.042	-.096	.009	-.052	.034	-.039	.030
Feelings								
	TAO	.016	-.400*	-.225	-.098	-.220	-.143	-.172
	TAS	-.038	.044	.319*	-.171	.005	.086	.079
	PRN	.288	.292	-.003	-.030	.097	.041	.059
	REV	-.129	.314	-.081	-.015	.085	-.034	.003
	PRO	.062	-.272	.043	.356*	.048	.112	.090
Variability		-.056	-.244	-.364**	-.253	-.580**	-.127	-.261**

*p .05
**p .01