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SOCIAL AND SEXUAL SELF-ESTEEM IN WOMEN AND PERCEIVED FATHER-DAUGHTER RELATIONSHIP DURING EARLY ADOLESCENCE

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EDITH KEETON RAGLAND

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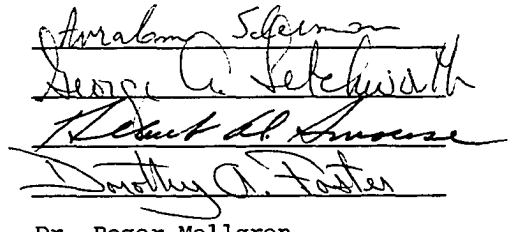
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PERCEIVED FATHER-DAUGHTER RELATIONSHIP

DURING EARLY ADOLESCENCE

APPROVED BY



Dr. Roger Mellgren

(On sabbatical leave)

DISSERTATION COMMITTEE

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DISSERTATION

SOCIAL AND SEXUAL SELF-ESTEEM IN WOMEN AND PERCEIVED FATHER-DAUGHTER RELATIONSHIP DURING EARLY ADOLESCENCE

This investigation was concerned with providing empirical evidence supporting the importance of early adolescence, 10-14 years, as a critical period in the psychosexual development in females. Specifically, the nature of the relationship between currently and retrospectively perceived father acceptance-rejection and current social and sexual self-esteem in adolescent girls (12-14) and women (18-22) was investigated. Results indicated strong support for the following hypotheses: 1) women with low (high) social self-esteem retrospectively perceive fathers to have been nonaccepting (accepting) during early adolescence, 10-14, 2) women with low (high) sexual self-esteem retrospectively perceive fathers to have been nonaccepting (accepting) during early adolescence, 10-14, 3) adolescent girls (12-14) with low (high) social self-esteem perceive fathers as nonaccepting (accepting), 4) girls (12-14) with low (high) sexual self-esteem perceive fathers as nonaccepting (accepting).

Three measures of self-esteem were administered to two groups of subjects, n = 22. Group I consisted of undergraduate women, 18-22 years, and Group II consisted of adolescent girls, 12-14 years. Measures of social and sexual self-esteem and father acceptance-rejection included a structured individual interview, which was tape recorded, and three semantic differentials designed to measure relevant concept variables. The Coopersmith Self-Esteem Inventory was administered to both groups to elicit a measure of general feelings of self-esteem. An interview rating scale, designed by the experimenter, was utilized to obtain interview scores. Interrater reliability on social and sexual self-esteem and the father acceptance rejection scales ranged from $\underline{r} = + .67$ to $\underline{r} = + .91$. A correlational analysis of the data revealed a significant relationship between social self-esteem, sexual self-esteem and the perceived father-daughter relationship during early adolescence for both groups at the $p < .05$ level and beyond for the interview rating scale. Results from the Semantic Differential were ambiguous.

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Social and Sexual Self-Esteem in Women and Perceived Father-Daughter Relationship During Early Adolescence

Edith K. Ragland

University of Oklahoma

Running head: Social and Sexual Self-Esteem in Women

Abstract

The relationship of current and retrospectively perceived father acceptance-rejection and the development of social and sexual self-esteem was investigated. Subjects were adolescent girls (12-14) and undergraduate women (18-22) from father-present homes during the time of early adolescence, 10-14. A correlational analysis of the data indicated highly significant relationships among the variables for both groups. There was a stronger relationship for the adolescent girls which supported the importance of the father being both present and available during early adolescent development in females. How daughters see fathers as seeing them in terms of feminine physical attractiveness was the most highly significant factor in sexual self-esteem for both groups. Perceived father approval-disapproval and verbal interaction were highly significant factors in social self-esteem for women, 18-22. Perceived father appraisal--feminine attractiveness--self-worth were significant factors in adolescent girls' social self-esteem.

Social and Sexual Self-Esteem in Women and Perceived Father-Daughter Relationship During Early Adolescence

Of perennial concern to parents, psychologists and educators involved with adolescents and young adults are factors which may contribute to effective, creative, interpersonal living. The ability to achieve and sustain a long term loving relationship has been defined as one criterion of psychological maturity (Erikson, 1959; Steiner, 1974). Erikson (1959) states that it is only after a reasonable sense of identity has been established that real intimacy (italics Erikson's) with oneself, a member of the opposite sex, or with any other person is possible and that the surer one becomes of himself, the more he seeks interpersonal intimacy in the form of "friendship, combat, leadership, love, and inspiration."

Although it has been concluded that birth to 5 years is a "critical period" in child development, further interest in stages of child development include preadolescence and adolescence (Blos, 1962, 1970; Erikson, 1959; A. Freud, 1968, 1969, 1971). It may be assumed that the individual achieves competence as he or she masters the developmental tasks of each successive stage.

Theoretical and empirical investigations have emphasized parent-child interactional variables when exploring

psychological and behavioral growth in childhood with special attention given to the mother-child interaction (Biller and Weiss, 1970). Although recent trends indicate a notable increase in both theoretical and empirical investigations of the father-daughter relationship during early childhood and adolescence and a consideration of behavioral concomitants, the emphasis has been on father-absent home environments (Biller and Weiss, 1970; Hetherington, 1972; LeCorgne and Laosa, 1976). The present study was concerned with conditions which tend to facilitate effective development of social and sexual self-esteem in women. For purposes of this study, the pubescent years, 10-14, were defined as a critical developmental period in the area of self-acceptance as a social and sexual female both in adolescence and adulthood. The effects of the daughter's perceived experience of the father-daughter relationship during the child's pubescent years, 10-14, and how her perception is related to immediate social and sexual self-esteem were investigated.

Early childhood theoretical and empirical studies lend support to the position that the child's interaction with both mother and father are important factors in the development of sex-role identity. Although psychoanalytic theorists, role theorists, and social learning theorists include the father as an integral part of sex-role preference, his participatory responses vary (Bronfenbrenner, 1960; Johnson, 1963; Mussen and Rutherford, 1963). Within the classical

psychoanalytic theory of identification with the aggressor (A. Freud, Bronfrenbrenner, 1960), the little girl is in competition with her mother for her father's affection and approval. Although it may be assumed that the father is an active participant, this is not clearly stated (Leonard, 1966). The psychoanalytic theory of anaclitic identification is based on the fear of loss of love object, i.e., mother (Bronfenbrenner, 1960). Once again, father participation is of questionable relevance. Sears and Mowrer's (Bronfenbrenner, 1960) social learning approach, the developmental identification hypothesis, considers the identification process or "sex-role preference" to be motivated by warmth and affection toward the like-sexed parent, i.e., mother-daughter (Mussen and Rutherford, 1963). Parson and Johnson (cited in Bronfenbrenner, 1960) derived the reciprocal-role theory of sex-role typing in the family which increases the validity and importance of father participation through the assumption that the opposite-sexed parent and child enter into a reciprocal role relationship. The father differentially reinforces his daughter's sex-typed behavior, and the daughter identifies with the specific father behavior involved in the reciprocal role relationship (Bronfenbrenner, 1960; Johnson, 1963).

Of interest to the present study, Mussen and Rutherford (1963) compared the classical psychoanalytic theory of identification with the social-learning

developmental hypothesis with 5½-6½ year-old boys and girls as subjects. Their findings suggest that highly feminine girls tended to score higher on the father nurturance variable than low feminine girls. Mussen and Rutherford state, "clearly these fathers play an important and direct role in steering their daughters' into feminine role preference."

Biller and Weiss (1970) in their comprehensive review of the literature on the father-daughter relationship and the subsequent personality development of females also state that behavioral problems during early childhood development may result from paternal rejection and overdomination. Vroegh (Biller and Weiss, 1970) suggests that a high degree of femininity in young girls is related to social adjustment, confidence in her abilities, and competence.

Mussen, Conger, and Kagan (1969) and Mussen (1973) conclude that the early attitudes the child develops in relationship with her parent may persist into adolescence and generalize to other males and females. Specifically, for example, a female child who learns to expect love and admiration will tend to expect acceptance from opposite-sexed peers while a girl who experienced rejection from her father is likely through the process of generalization to expect rejection from men in general. In contrast, to the suggested theoretical and empirical data presented, Santrock (1970) investigated the effects of paternal absence, older siblings,

and father substitutes on dependency, aggression, and masculinity-femininity in preschool male and female blacks following the developmental identification theory. The results indicate that no significant differences occurred between father-absent and father-present girls. Hetherington (1972) concludes that since the data suggest the importance of early father-daughter interaction in the subsequent development of effective, appropriate responses in later heterosexual relations, conflicting results in the data suggest that early effects may not emerge until puberty when female interaction with males increases.

A number of preadolescent and adolescent studies lend support to a basic restatement and modification of Freudian theory including social learning theory and role theory of identification. In her writings on preadolescence and adolescence, Anna Freud (1968, 1969, 1971) states, on the basis of clinical observations, that the events of the first five years of life lay the foundations for emotional disturbance, but the experiences of the second decade of life may be influential in modifying or reactivating earlier disturbances which then become a threat to the individual.

Although the parent-child relationship and its effects on personality development are recognized during adolescence, the emphasis has focused on the mother-child relationship with increasing interest on the father-son relationship and significantly less focus on the father-daughter relationship

(Biller and Bahn, 1971; Biller, 1970; Hetherington, 1966, 1972; Leonard, 1966; Oshman and Manosevitz, 1976). In a major clinical study Leonard (1966) attempts to examine the father-daughter relationship and its significance for the psychosexual development of the girl. Observations and conclusions were derived from therapy with adolescent girls. Leonard (1966) defines fathering as, "the sum of nurturing, protection, affection, guidance, and approval given by the father to his child; it is his availability to give love and to be loved . . .: to be admired, emulated, and obeyed." In discussing her clinical observations of the interactions of an absent father, nonparticipating father, possessive father, and a seductive father, Leonard states, in essence, that it is not enough to have only the mother available for identification, but the father must be available to reassure the girl that he sees her as, "a young budding female." Leonard considers pre and early adolescence as a significant period when the father is important in the female's development. Although the father may be physically present, the girl may experience or perceive his aloofness and lack of attention as rejection. Leonard states that this perceived experience of the father as rejecting may be destructive to a sense of self-esteem. Leonard concludes that the father's presence during early adolescence is "essential to normal psycho-sexual development in the girl."

Biller and Weiss (1970) conclude that a fundamental part of a girl's sex-role development seems to be the positive acceptance of herself as a female which is related to the "constructive interplay" between father and daughter.

Biller and Weiss (1970) cite the work of Lazowick who studied the influence of inadequate identification with the father and found a relationship between manifest anxiety in undergraduate women and inadequate father-daughter relationships. Biller concludes that inadequate fathering may contribute to the general limitation of the female child's interaction and ability to develop her view of herself as an adequate person. Hollender (1973) investigated the hypothesis that self-esteem, including social self-esteem, is positively correlated with parental identification. Using undergraduate subjects, Hollender employed 3 measures of social self-esteem and a measure of parental identification. The hypothesis was supported. Of importance to the present study is the supportive positive correlation between paternal identification and the self-concept measure for females. He suggests that interpersonal skills and feelings of adequacy and their confirmation in social acceptance appear to be crucial to feminine self-esteem and may have their roots in parental relationships.

In further support of the significance of early adolescence and the father-daughter relationship, Hetherington (1972) investigated the effects of father absence due to

divorce or death on adolescent girls. Hetherington hypothesized that the effects of father absence may become manifest at puberty when interaction with males is more frequent. The study explored the effects of time of and reason for paternal separation on the behavior of adolescent girls. Hetherington found that behavioral disruptions of girls without fathers due to divorce were manifested by seeking proximity and attention from males and by early heterosexual behavior. In contrast, girls who lost their fathers through death were inhibited, restrained and avoided interaction with males. The results indicate that the effects of early father absence on daughters appear during adolescence and are manifested as an inability to interact appropriately with males rather than any significant indication of inappropriate sex-role typing or interactions with females.

Clinical and empirical data indicate that the father-daughter relationship both in early childhood and adolescence has a significant effect on the psychosexual development of females (Biller and Meredith, 1974; Biller and Weiss, 1970; Hetherington, 1972; Leonard, 1966; Mussen and Rutherford, 1963). Using subjects who came from father-present homes, the present investigation was an attempt to provide further empirical evidence supporting the importance of early adolescence, 10-14 years, as a critical period in the psychosexual development in females. This

study proposed that social and sexual self-esteem in women is significantly related to the perceived father-daughter relationship of early adolescence. It was further assumed that the perceived experience by the female of the father's acceptance or rejection is related to current social and sexual self-esteem.

Method

Subjects

There were 2 groups of subjects. Group I subjects were 22 female undergraduate student volunteers from the Department of Psychology, The University of Oklahoma, Norman, Oklahoma, subject pool and the Number Nyne Crisis Center which is a volunteer peer counseling organization at The University of Oklahoma. Age range was from 18 years to 22 years. The women were unsystematically selected from a group of volunteers. The undergraduate students in psychology received course credit for research participation. The women came from predominantly middle-class backgrounds and mother- and father-present homes during the time of early adolescent development, ages 10 years to 14 years. Informed consent forms were obtained from each subject.

Group II subjects were 22 female students from predominantly middle- to upper middle-class backgrounds. Age range was 12 years to 14 years. Group II consisted of 12 girls who were selected unsystematically from a volunteer group from Casady School, a private institution, Oklahoma City, Oklahoma, and 10 girls selected unsystematically from

a comparable volunteer group in Norman, Oklahoma. The girls were currently living in mother- and father-present homes at the time of the study. Written parental permission to participate in this study was obtained.

Instruments

An interview schedule[1] was constructed for Groups I and II consisting of 8-11 questions on each of the following sections: social self-esteem, sexual self-esteem, father acceptance-rejection. The interviews were directed towards obtaining information on 1) how the women (girls) see themselves as social and sexual persons and 2) how they experience their current or retrospectively perceived early adolescent relationship with their father on the acceptance-rejection dimension. Total interview administration time ranged from one-half hour to one hour.

Open-ended funnel type questions were used to increase flexibility of the instrument and to allow the interviewer to encourage cooperation and to achieve rapport. Probes such as "Could you tell me more about that?" and "Could you explain that or give me an example?" were used to increase "response-getting" power of the question (Kerlinger, 1964). The interviewers were instructed to ask the subjects to define terms when necessary for clarification of response.

A total measure of self-esteem was obtained from Group II using the Coopersmith Self-Esteem Inventory (SEI) which yields a measure of general feelings of self-esteem and evaluative attitudes towards the self in social, academic,

family and personal areas of experience (Connell and Johnson, 1970; Coopersmith, 1967, 1975).

Coopersmith (1975, note 1) reports that available data indicate a split-half reliability coefficient of + .87 for the long form, 50-item scale, and a test-retest reliability coefficient of + .88 over five weeks and + .70 over three years (Coopersmith, 1967, p. 10).

A revised version of the 50-item SEI Scale was adapted, with permission from the author, for administration to the 18-22 year old women in Group I in order to obtain a general measure of self-esteem.

Three semantic differentials (SD) were used to obtain measures of social self-esteem (Soc SE), sexual self-esteem (Sex SE), and an evaluative rating of the perception of father acceptance or rejection (F A-R) during early adolescence. Osgood, Suci, and Tannenbaum (1957) report + .85 test-retest reliability and face validity for the semantic differential. For purposes of this study, 12 adjective pairs were rated on seven point scales. In order to counteract response bias, six of the 12 pairs were reversed at random (Osgood, Suci, Tannenbaum, 1957; Kerlinger, 1964). Evaluative and potency adjective pairs were selected in constructing the SD's.

An interview rating scale,[2] constructed by the author, was used to rate the women and girls' responses on the audio-taped interviews. The rating scale consists of five

components, operationally defined, of social self-esteem, sexual self-esteem, and father acceptance-rejection. The five components of Soc SE are: a) friendship behavior, b) social group behavior, c) meeting new people, d) ability to tolerate being alone, e) reflected social self-esteem (external validation). The five components of Sex SE are: a) interaction seeking behaviors, b) actual interaction behaviors, c) physical attractiveness, d) intimacy-involvement, e) reflected self-appraisal. The five components of F A-R are: a) verbal interaction, b) affection, covert-overt, c) discipline--approval-disapproval, d) reflected self-appraisal--attractiveness, e) reflected self-appraisal--self worth.

Prior to the current study, a pilot study was conducted using eight subjects. In conjunction with the pilot study, two female doctoral students in Counseling Psychology received consensus training in interview administration. The two female raters, a clinical psychologist and a post internship counseling psychologist, also received consensus training in interview rating scales.

Results of the pilot study indicate the following interrater reliability: Soc SE $\underline{r}$ = + .90, Sex SE $\underline{r}$ = + .85, F A-R $\underline{r}$ = + .77. Validation of the interview schedule was indicated by correlations of the interview rating scale totals on each dimension, Soc SE, Sex SE, and F A-R, with the Coopersmith SEI.

Procedure

Measures of general self-esteem, sexual self-esteem, and perception of father acceptance-rejection were administered to both groups of subjects in an unsystematic order in conjunction with the appropriate interview schedule.

The women in Group I were asked to come to the University Counseling Center to answer paper and pencil questions and to participate in the interview. Previous to participation in this study, each woman was given an informed consent form briefly describing the procedures. The test scorer at the Counseling Center administered the paper and pencil packets and collected each individual woman's results.

Ten girls from Group II were asked to come to the University Counseling Center individually to answer paper and pencil questions and to participate in the interview. Twelve girls from Group II were asked to remain an extra hour at Casady School in order to participate individually in this study. The paper and pencil measures of self-esteem and the interview schedule were administered to the girls and collected by the trained interviewers.

The Coopersmith Self-Esteem Inventory and the revised Coopersmith Self-Esteem Inventory had the following instructions: Please mark each statement in the following way: If the statement describes how you usually feel, put a check ( ) in the column "Like Me." If the statement does not describe how you usually feel, put a check ( ) in the column

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"Unlike Me." There are no right or wrong answers (Coopersmith, 1967).

The semantic differentials had the following instructions to measure the meaning of the concept variables relevant to this research. The social self-esteem (Soc SE) concept scale asked both groups to answer the question, "How do other people see me?" The sexual self-esteem (Sex SE) concept scale asked, "How do men (boys) see me?" The father acceptance-rejection (F A-R) concept scale instructed the women in Group I to, "Describe your father as he was towards you when you were 10-14." The girls in Group II were asked to "Describe your father as he is towards you."

The women and girls were assigned unsystematically to one of two trained interviewers who asked the specific questions on the appropriate interview schedule for Group I or Group II. The interviews were conducted in an appropriate, quiet room at the University Counseling Center or at Casady School. The women and girls were asked questions relevant to the following variables: social self-esteem, sexual self-esteem, perceived father acceptance-rejection during early adolescence.

After completion of the paper and pencil measures of self-esteem and the individual interview, the interviews were rated by two previously trained female raters using the five point rating scale devised for this study in conjunction with the pilot study. The interviews were rated on the

following three dimensions: social self-esteem, sexual self-esteem and perceived father-daughter relationship during early adolescence.

Results

As described in the Method section a pilot study, N = 8, was run using the interview schedule, the semantic differential, and the revised Coopersmith Self-Esteem Inventory. Interrater reliability was computed between the two raters' scores on the interview rating scale. Interrater reliability for the social self-esteem interview rating scale was $\underline{r}$ = + .90; for the sexual self-esteem scale $\underline{r}$ = + .85; for the father acceptance-rejection scale $\underline{r}$ = + .77. Validation of the interview schedule was indicated by the following correlations of the interview rating scale total scores on each dimension Soc SE, Sex SE, F A-R, with the revised Coopersmith SEI: Soc SE $\underline{r}$ = +.80; Sex SE r = +.81; F A-R $\underline{r}$ = +.39 (see Table 1).

Insert Table 1 about here

For the current study, interrater reliability coefficients were obtained for each of the interview rating scales, Soc SE, Sex SE, F A-R, for Groups I, II. Results indicated the following interrater reliability for Group I: Soc SE $\underline{r}$ = + .67, Sex SE $\underline{r}$ = +.76, F A-R $\underline{r}$ = + .69. For Group II interrater reliability coefficients were as

follows: Soc Se r = + .91, Sex SE r = +.77, F A-R r = + .91. (See Table 2.)

Insert Table 2 about here

A correlational analysis was run on the data to determine the extent of the relationship of social and sexual self-esteem with father acceptance-rejection. See Tables 3, 4 and 5 for means and standard deviations and summary statements of the relationships among variables and instrument validation.

Within Group I, strong support of the hypotheses, which state that 1) women with low social self-esteem retrospectively perceive fathers to have been nonaccepting during early adolescence, 10-14, and 2) women with low sexual self-esteem perceive fathers to have been nonaccepting during early adolescence, 10-14, was obtained.

Correlations of Soc SE and Sex SE scores on the interview rating scale (IRS) and F A-R scores were significant at the .05 level. Soc SE scores were positively related to F A-R scores on the IRS, r = + .47, $p < .05$, thus accounting for 22% of the common variance between the variables. Sex SE scores were positively related to F A-R scores on the IRS, r = + .46, $p < .05$, thus accounting for 21% of the common variance. The relationship between the general self-esteem measure, revised Coopersmith SEI, and

F A-R scores on the IRS was significant, $r = +.76$, $p < .001$, thus, accounting for 58% of the common variance. Revised Coopersmith SEI scores were also positively related to F A-R scores on the semantic differential, $r = +.61$, $p < .01$, thus accounting for 37% of the common variance.

Although the data show a low positive relationship between social and sexual self-esteem and father acceptance-rejection within the 3 semantic differentials (Soc SE, Sex SE, F A-R), results were nonsignificant. See Table 4.

Insert Table 3 about here

Group II results indicate strong support for the following hypotheses: 3) adolescent girls, 10-14, with low social self-esteem perceive fathers as nonaccepting, 4) girls, 10-14, with low sexual self-esteem perceive fathers as nonaccepting.

Although there seemed to be a greater degree of relationship among the variables in Group II, results were comparable to Group I on the interview rating scale, the Coopersmith SEI, and father acceptance-rejection. Within the interview rating scale, Soc SE and Sex SE were positively related to F A-R, $r = +.66$, $p < .001$, $r = +.56$, $p < .01$, accounting for 44% and 31%, respectively, of the variance.

The Coopersmith SEI was positively related to F A-R on the interview rating scale, $r = +.78$, $p < .001$ and positively related to F A-R on the semantic differential,

r = + .55, p < .01. The proportion of common variance accounted for was 61% and 30%.

The relationships between Soc SE and F A-R and Sex SE and F A-R within the semantic differentials were nonsignificant. See Table 5.

Insert Tables 4 and 5 about here

Correlations between the Coopersmith SEI and the Soc SE and Sex SE measures of the interview rating scale provide information concerning the validity of the interview rating scale. Since the Coopersmith SEI provides a more generalized measure of self-esteem than do the specific measures of Soc SE and Sex SE scales of the IRS, it was expected that the relationship between measures would be significant but not extreme. The results for Group I indicate a significant relationship between the revised Coopersmith SEI and the Soc SE and Sex SE scales of the IRS, r = + .56, r = + .59, p < .01. Results for Group II also indicate a significant relationship between the Coopersmith SEI and the Soc SE and Sex SE scales of the IRS. The Coopersmith SEI was related to the Soc SE scale, r = + .64, p < .01. The Coopersmith SEI was related to the Sex SE scale, r = + .70, p < .001. See Table 5. There was no difference between correlations in Groups I and II except for IRS F A-R with S.D. F A-R (Table 6).

Insert Table 6 about here

Discussion

The results indicate strong support for the hypotheses for Groups I and II which state that women (girls), from father-present homes during early adolescence, with low social and/or sexual self-esteem tend to perceive fathers to have been nonaccepting during early adolescent years, 10-14. Conversely, women (girls) from father-present homes during early adolescence, with high social and/or sexual self-esteem tend to perceive fathers to have been accepting during early adolescent years 10-14. The assumption that it is the perceived experience by the female of the father's acceptance or rejection that may be related to current social and sexual self-esteem is also supported (Leonard, 1966; Steiner, 1974). Results from the present investigation also tend to support the hypothesis that early adolescence, 10-14 years, is a critical developmental stage in females in the area of sexual self-esteem and social self-esteem which may have immediate and/or future effect on interactions with male and female peers.

Social Self-Esteem

The women (18-22 years) in Group I and the girls (12-14 years) in Group II whose total social self-esteem

interview rating scale scores were high tended to report similarities on the five components that operationally defined social self-esteem, i.e., friendship behavior, social group behavior, meeting new people, ability to tolerate being alone, and reflected social self-esteem. Women (girls) who were rated high on Soc SE tended to describe themselves as having one or more close, share-secret friends and several buddies. Frequently, the friendships were described as interdependent. These women (girls) also reported that they are members of some social groups. Within the social group, the women (girls) tend to contribute frequently or on occasion, to have several contacts within the group, to feel comfortable going to groups alone and may have leadership roles. They would most likely be missed if absent. When meeting new people, women (girls) who rated high on Soc SE reported feeling comfortable. Although some mild anxiety was reported, the women (girls) would either initiate introductions awkwardly or actively participate in making contacts. When alone, high Soc SE women (girls) reported that they may experience loneliness but also find satisfaction in activities by themselves, do not need to be with people most of the time and may choose solitary activity or time alone over group activity on a rational feeling basis. High Soc SE women (girls) reported that they usually feel good about themselves. Although they do not seem to require external validation of self-worth, they tend to accept

positive feedback. When comparing themselves with others, they tend to not put self or others down.

In contrast, women (girls) who were rated low on Soc SE reported themselves as either having no friends and few acquaintances or as having no close, intimate, share-secret friends but several buddies with whom they parallel travel. Low Soc SE women (girls) may go to safe social groups with low participation, preferably with a buddy, and their absence may not be noticed. Low Soc SE women (girls) tend to avoid meeting new people. If accompanied by some support person, they may do so but are anxious and uncomfortable. The data suggest that low Soc SE women (girls) seem to have difficulty in tolerating being alone. When alone, they report themselves as feeling anxious, unsatisfied, and as choosing to be with others constantly, being constantly active, and/or fantasizing about being with others successfully. These women (girls) seem to have good feelings about themselves only occasionally. They tend to seek constantly external validation but tend to ignore or reject positive feedback. When comparing themselves with others, they are usually self- and other-critical.

Sexual Self-Esteem

The women in Group I and girls in Group II who were rated high on sexual self-esteem tended to report similarities on the following, operationally defined, components of sexual self-esteem: interaction seeking behaviors, actual interaction behaviors, physical attractiveness,

intimacy-involvement, and reflected self-appraisal. These women (girls) reported that they usually do not avoid interaction with men (boys) in a role setting such as school, work, or social setting. They will often initiate contact and will decline contact when their own needs dictate or they have other priorities. When involved in actual interaction behavior, these women (girls) tend to feel comfortable and are willing to initiate verbal contact. Although some of the high Sex SE women (girls) tend to be indirect or nonassertive in male/female interactions, many reported themselves as being assertive, relating easily and talking freely in both professional and social relationships.

High Sex SE women (girls) tended to describe themselves as attractive. Although some high Sex SE women (girls) were critical of a few physical features, most described themselves as attractive and pretty. The women tended to describe themselves as being sexy. This particular question was not raised with the younger group. In terms of how men (boys) seem to see the women (girls), the high Sex SE women reported that men see them as attractive, sexy, bright and intelligent. Frequently, these women receive open appreciation of their physical and personal characteristics. The girls who were rated high on Sex SE also tended to report that boys see them as attractive, cute, pretty, bright, warm and intelligent. In both groups of high Sex SE the women (girls) reported men (boys) as responding to them as persons and not only as "attractive physically."

Within the dimension of intimacy and involvement, high Sex SE women (girls) reported themselves as being able to develop effective long term (6 months to one year) relationships with men (boys). The younger group (12-14) of high Sex SE girls reported some sharing of private self emotionally with their male friend. Although the commitment to the friend was often nonexplicit, they reported that mutual needs were often expressed and met and affection was expressed freely. High Sex SE women tended to report more frequently that there is mutual physical and emotional sharing. Some high Sex SE women (girls) reported an explicit commitment to the relationship and to the person. There were differences in the self reports of each age group as would be expected.

In contrast, women in Group I and girls in Group II whose interview responses were rated low Sex SE on the IRS reported themselves as either actively or passively avoiding interaction with men (boys). They frequently described themselves as not being willing to initiate contact in a social or nonsocial role, or these women (girls) tended to actively chase men (boys) and seem to be seductive but generally unaware of their behavior. Consequently, when actually in contact with men (boys), the low Sex SE women (girls) tended to either become slightly to extremely tense, anxious or angry and to withdraw or to flirt and to become seductive and coy. Some of the low Sex SE women (girls)

described themselves as being cautious, nonassertive within the context of a social, heterosexual relationship.

In terms of physical attractiveness, low Sex SE women (girls) tended to describe themselves as ugly, plain, not attractive or inferred that they were attractive only from others. The women (girls) that were rated average on the physical attractiveness scale described themselves as sometimes attractive and sometimes not. The women described themselves as sometimes sexy. This seemed to be related to how they were feeling on that particular day and/or what was occurring externally in their lives. In conjunction with their reporting seeing themselves negatively in terms of physical attractiveness, low Sex SE women (girls) tended to report men (boys) as seeing them as ugly, plain, asexual or sexually unattractive or as an impersonal sex object.

In terms of intimacy and involvement, low Sex SE women (girls) described themselves as interacting from a role base with a low level need fulfillment. They reported no sharing of personal feelings, ideas, no affectional response, and it appeared that the males would be easily interchangeable.

Father Acceptance-Rejection

Women in Group I and girls in Group II who were rated high on F A-R or low on F A-R tended to describe the father-daughter relationship as similar on the following components: verbal interaction--communication, affection--overt-covert, discipline--approval-disapproval, reflected

self-appraisal--feminine attractiveness, and reflected self appraisal--self-worth. The latter two components are related to how daughter sees father as seeing her (DSFASH).

Women (girls) who were rated high on father acceptance-rejection described the father-daughter relationship during early adolescence, 10-14, positively in terms of verbal interaction, affection, and discipline. These fathers and daughters tend to share opinions, ideas, and feelings concerning everyday activities and personal problems. The fathers were described as accepting the daughter's opinions--thoughts even though different from their own. Although the fathers may be critical part of the time, the daughters tended to report feeling free to discuss personal problems and needs with their fathers. Within the framework of the positive relationship, affection tends to be expressed frequently and spontaneously, i.e., "I'm glad to see you." Although the affection expressed does not necessarily correspond to the daughters' need, some women (girls) reported that fathers are sensitive to when daughters' have a special, nonmanipulative need for extra affection or attention. When disciplining daughters, these fathers tend to express approval and "I" messages predominate (Gordon, 1972), but occasionally fathers show disapproval. The fathers tend to be accepting of the person when nonaccepting of behavior. The fathers tend to own their own feelings or discomfort.

When the high F A-R women (girls) described how they retrospectively (currently) see their fathers describing them in terms of feminine attractiveness and self-worth, they reported their fathers seeing them as nice looking, attractive, sometimes pretty or beautiful and that fathers frequently comment on their attractiveness. In terms of self-worth, they reported their fathers as seeing them as having more positive than negative characteristics such as being intelligent, assertive, warm, accepting, honest, considerate, compassionate and empathetic. It is important to note that the latter two components relate directly to how the daughter perceives the father as seeing her.

Women and girls who were rated low on father acceptance-rejection reported minimal verbal interaction with their fathers during early adolescence. Fathers of low F A-R women (girls) tend not to speak to the child or to engage in minimal, necessary conversation on a nonpersonal level. These fathers tend to be nonaccepting of daughters' personal ideas and opinions. The daughters reported experiencing their fathers as absent or themselves as being overlooked. In conjunction with minimal verbal interaction, these fathers tend to express either no overt or covert affection, be seductive, or to express dutiful, ritualistic affection, i.e., a good night kiss. When disciplining their daughters or when expressing approval-disapproval, fathers of low F A-R women (girls) tend to see their daughters as

someone in frequent need of punishment, are quick to criticize mistakes and to attribute negative characteristics to their daughters such as "you're lazy, bad." On the other hand, some of these fathers tend to withdraw from their daughters.

The low F A-R women (girls) reported their fathers as seeing them as ugly, plain, not attractive. These fathers tend to respond casually to daughters' attractive qualities, if at all, or they tend not to respond to the daughters as females. In terms of how the low F A-R women (girls) reported fathers as seeing them, they described fathers as thinking that the daughters have more negative than positive characteristics and as not being "good" enough in some particular ways.

Table 7 presents a summary of the relationship between the individual components of the F A-R rating scale and the total Soc-Sex SE rating scale scores. Within Group I (18-22 years) the data suggest a greater degree of relationship between Soc SE and the following components of the F A-R rating scale: discipline, which includes approval and disapproval of the daughter; verbal interaction or the quality of communication between father-daughter; and the reflected self appraisal--feminine attractiveness scale which includes how the daughter perceived the father as seeing her when she was 10-14 years old. The significant components of the F A-R rating scale in relation to Sex SE

for Group I seem to be reflected self-appraisal--feminine attractiveness and verbal interaction, communication.

Within Group II (12-14 years), the results indicate a highly significant relationship between each of the individual components of the F A-R rating scale and both Soc SE and Sex SE. The reported order of significance for Soc SE is as follows: reflected self appraisal--self-worth, which includes how the daughter perceives father as seeing her in terms of personal characteristics; reflected self-appraisal--feminine attractiveness; verbal interation, communication; discipline--approval-disapproval; and affection--covert-overt. The components of the F A-R scale and the suggested order of importance in terms of Sex SE for Group II are as follows: reflected self-appraisal--feminine attractiveness; discipline--approval-disapproval; affection--covert-overt; reflected self-appraisal--self-worth; and verbal interaction, communication. See Table 7.

Insert Table 7 about here

Although there is a highly significant relationship for both Groups I and II between Soc SE, Sex SE and F A-R, the data suggest that a greater degree of relationship exists for Group II (12-14). These results suggest that although there is a significant relationship between women's (18-22), Soc SE, Sex SE and the retrospectively perceived

father-daughter relationship during early adolescence, there may be learning or developmental intervening variables, or both, which lessen the degree of relationship between the variables of interest in this study.

The stronger relationship indicated by Group II data, 12-14 year old girls, provide support for the assumption that early adolescence, 10-14, may be a critical developmental stage for women in the development of social and sexual self-esteem. The data further support the clinical and theoretical position that the perceived father-daughter relationship during early adolescence, not whatever actually may have occurred, is of critical importance in the development of social and sexual self-esteem in women (Coopersmith, 1967; Leonard, 1966; Steiner, 1974).

Of interest are the confusing results concerning the relationship of the semantic differentials (S.D.) to the interview rating scale and the Coopersmith SEI. See Tables 4, 5 and 6. The S.D., social and sexual scale totals did not correlate consistently with the rating scales or the Coopersmith SEI over the two age groups; therefore, it does not seem to be a measure of reflected self-esteem in this study. Fortunately, there are two items from the interview rating scale which appear to measure what the S.D.'s appeared to measure. Reflected self-esteem is measured by an item of the Soc SE rating scale. It is concerned with "reflected social self-appraisal." This item correlates highly with the total Soc SE score in both groups (r = + .83, r = +..84

respectively) and with the Coopersmith SEI (r = + .54, r = + .65). Similarly, an item of the Sex SE rating scale, measuring "reflected sexual self-appraisal," correlates highly with the Sex SE totals in both groups (r = + .86, r = + .83), and with the Group II (age 12-14) Coopersmith SEI scores (r = + .60). It does not correlate significantly with the Coopersmith SEI scores in Group I (r = + .28).

In summary, then, recent theoretical and empirical studies (Biller, 1970 ; Heatherington, 1972; Leonard, 1966) have indicated the importance of the father-daughter relationship, emphasizing a need for further delineation of variables that may be important in the relationship. The results of the present study indicated strong support of the hypotheses that 1) women with low (high) social self-esteem retrospectively perceive fathers to have been nonaccepting (accepting) during early adolescence, 10-14 years; 2) women with low (high) sexual self-esteem perceive fathers to have been nonaccepting (accepting) during early adolescence; 3) adolescent girls (12-14) with low (high) social self-esteem perceive fathers as nonaccepting (accepting); 4) girls (12-14) with low (high) sexual self-esteem perceive fathers as nonaccepting (accepting) during early adolescence, 10-14. Further support included empirical evidence that early adolescence, 10-14, may be a critical developmental period in women.

Further research on father-present girls is indicated to establish what intervening variables may be occurring between the ages of 14-18 in women to attenuate the relationship between social and sexual self-esteem and perceived father acceptance-rejection. Also, of further interest may be the question of the degree of congruence between fathers' and daughters' perceptions of their relationship, and how this influences the daughters' social and sexual self-esteem. In conjunction with clarifying the relevant variables in father-present relationships with daughters, further research is indicated to study possible effects of stepfathers on the development of social and sexual self-esteem in women.

Reference Notes

1. Coopersmith, S. Self-Esteem Inventory. Unpublished information packet, 1975. (available from Self-Esteem Institute. 934 Dewing Avenue, Lafayette, California, 94549.)

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Footnotes

Reprints of this article are available upon request from the author. Correspondence concerning the article should be sent to Edith K. Ragland, Counseling Center, University of Oklahoma, Norman, Oklahoma 73071.

[1]Copies of the interview schedules are available from the author.

[2]Copies of the interview rating scale are available from the author.

Table 1

Pilot Data: Correlations of Interview Rating Scale, Semantic Differentials, and Coopersmith Self-Esteem Inventory

		Interview Rating Scale				Semantic Differential				Coopersmith SEI
		Soc SE	Sex SE	F	A-R	Soc SE	Sex SE	F	A-R	SEI
Interview Rating Scale	Soc SE	1.00	.93**	.53		.73*				.80**
	Sex SE		1.00	.37			.56			.81**
	F A-R			1.00				.75*		.39
Semantic Differential	Soc SE					1.00	.87***	.03		.59
	Sex SE						1.00	-.12		.39
	F A-R							1.00		.05

Note n = 8.

*p < .05.

**p < .01.

***p < .001.

Table 2

Summary of Interrater Reliability

Group[a]	Social Self-Esteem	Sexual Self-Esteem	Father Acceptance-Rejection
1	.67	.76	.69
2	.91	.77	.91
pilot[b]	.90	.85	.77

[a] $n = 22$.

[b] $n = 8$.

Table 3

Means and Standard Deviations for Groups I and II on All Measures

	Means		Standard Deviations	
	Group I	Group II	Group I	Group II
Interview Rating Scale				
Soc SE	37.82	37.82	6.41	7.40
Sex SE	35.55	33.86	6.70	6.76
F A-R	33.77	37.91	9.19	9.07
Semantic Differential				
Soc SE	67.45	70.45	8.09	7.99
Sex SE	68.64	70.45	6.74	7.73
F A-R	61.73	65.32	15.23	11.33
Coopersmith SEI	36.27	35.32	10.57	9.70

Table 4

Correlations of Interview Rating Scale, Semantic Differential and Revised Coopersmith Self-Esteem Inventory

Group I[a]

		Interview Rating Scale				Semantic Differential				Coopersmith SEI
		Soc SE	Sex SE	F A-R		Soc SE	Sex SE	F A-R		SEI
Interview Rating Scale	Soc SE	1.00	.75 **	.47*		.17				.56**
	Sex SE		1.00	.46*			.26			.59**
	F A-R			1.00				.80***		.76***
Semantic Differential	Soc SE					1.00	.80**	.23		.24
	Sex SE						1.00	.30		.12
	F A-R							1.00		.61**

[a] n = 22.

*p < .05.

**p < .01.

***p < .001.

Table 5

Correlations of Interview Rating Scale, Semantic Differential and the Coopersmith Self-Esteem Inventory

Group II[a]

		Interview Rating Scale					Semantic Differential					Coopersmith
		Soc SE	Sex SE	F	A-R		Soc SE	Sex SE	F	A-R		SEI
Interview Rating Scale	Soc SE	1.00	.69***	.66***			.58**					.64**
	Sex SE		1.00	.56**				.40				.70***
	F A-R			1.00						.26		.78***
Semantic Differential	Soc SE						1.00	.85***		.13		.48*
	Sex SE							1.00		-0.01		.38
	F A-R									1.00		.55**

[a] n = 22.

*p < .05.

**p < .01.

***p < .001.

Table 6

Summary of z-tests for Differences between Group I and Group II Correlations

	Group I	Group II	z-value for difference
Interview Rating Scale with Itself			
Soc SE with Sex SE	.75	.69	.38
Soc SE with F A-R	.47	.66	- .88
Sex SE with F A-R	.46	.56	- .41
Interview Rating Scale with Semantic Differential			
Soc SE with Soc SE	.17	.58	-1.53
Sex SE with Sex SE	.26	.40	- .48
F A-R with F A-R	.80	.26	2.59*
Interview Rating Scale with Coopersmith SEI			
Soc SE with Total	.56	.64	- .41
Sex SE with Total	.59	.70	- .59
F A-R with Total	.76	.78	- .15
Semantic Differential with Itself			
Soc SE with Sex SE	.80	.85	- .50
Soc SE with F A-R	.23	.13	.31
Sex SE with F A-R	.30	-.01	-1.00
Semantic Differential with Coopersmith SEI			
Soc SE with Total	.24	.48	- .88
Sex SE with Total	.12	.38	- .88
F A-R with Total	.61	.55	.28

*$p < .01$.

Table 7

Correlations of Individual Components of Father Acceptance-Rejection Interview Rating Scale with Social and Sexual Interview Ratings Scale Totals

F A-R Components	Total Soc SE		Total Sex SE	
	Group I[a]	Group II	Group I	Group II
Verbal interaction--communication	.58**	.58**	.42*	.40
Affection--overt-covert	.29	.53*	.11	.54**
Discipline--approval-disapproval	.61**	.56**	.34	.58**
Reflected self-appraisal--feminine attractiveness	.45*	.70***	.69***	.60**
Reflected self-worth	.30	.71***	.26	.49*

[a] n = 22 for both Groups I (18-22) and II (12-14).

*p < .05.

**p < .01.

***p < .001.

APPENDIX A

PROSPECTUS

PROSPECTUS

Of perennial concern to parents, psychologists and educators involved with adolescents and young adults are variables which may contribute to effective, creative, interpersonal living. The ability to achieve and sustain a long term loving relationship has been defined as one criterion of psychological maturity (Erikson, 1959; Steiner, 1974). Erikson (1959) states that it is only after a reasonable sense of identity has been established that real intimacy (italics Erikson's) with oneself, a member of the opposite sex or with any other person is possible and that the surer one becomes of himself, the more he seeks interpersonal intimacy in the form of "friendship, combat, leadership, love, and inspiration."

It has been concluded that birth to five years is a "critical period" in child development (Erikson, 1959; A. Freud, 1968, 1969, 1971). It is during this time that the child begins to explore himself, his world, and the interrelatedness of his existence with his environment. Further interest in stages of child development include preadolescence and adolescence (Erikson, 1959; A. Freud, 1968, 1969; Blos, 1962, 1970). It may be assumed that the individual

achieves competence as he masters the developmental tasks of each successive stage.

Of concern to counselors, parents, and educators is the question of variables affecting the development of social and sexual self-esteem in women. For purposes of this study, the pubescent years 10-14 will be defined as a critical developmental period in the area of self-acceptance as an effective social and sexual female both in adolescence and adulthood.

Blos (1970) refers to the period of the young adolescent as extending from approximately between the ages 10+ to 14; furthermore, he suggests that deviate adolescent development has its onset in the early stage of adolescence. It is necessary, at this point, to distinguish between the terms puberty which refers to the physiological and morphological changes accompanying sexual maturation and adolescence which includes psychological changes that may be attributed to the onset of puberty (Blos, 1970).

Theoretical and empirical investigations have emphasized parent-child interactional variables when exploring psychological and behavioral growth in childhood with special attention given to the mother-child interaction (Biller and Weiss, 1970). Although recent trends indicate a notable increase in both theoretical and empirical investigations of the father-daughter relationship during adolescence and behavioral concomitants, the emphasis has

been on father absent-home environments (Biller and Weiss, 1970; Hetherington, 1972). The present investigation will be concerned with conditions which tend to facilitate effective development of social and sexual self-esteem in women. The effects of the daughter's perceived experience of the father-daughter relationship during the child's pubescent years, 10-14, and how her perception may relate to immediate social and sexual, i.e., feminine self-esteem will be investigated.

The proposed findings may contribute, then, positively to counselor knowledge of results concerning this "critical" period in the psychosexual development of females. They may be used to specifically encourage fathers to demonstrate greater verbal and nonverbal acceptance of their daughter's social and physical development during puberty without creating either a rejecting or a seductive environment. The results of this study may also be incorporated specifically within the framework of individual and peer counseling in the schools, family counseling models and add to the limited recent theoretical and empirical evidence delineating the effects of the father-daughter relationship on subsequent self-esteem and, consequently, behavior.

In an attempt to arrive at a succinct analysis of the theoretical positions and empirical evidence relating to the developmental sequence including early adolescence in females and the proposed relationship between social-sexual

self-esteem and the perceived relationship of father-daughter, it becomes important to include a brief review of both empirical data and theoretical positions derived from early child development research and adolescent research. Within this inclusive framework, the interrelatedness of identification, early sex-role learning, and self-esteem in adolescence and young adulthood will be examined with emphasis on father-daughter interaction.

Early Childhood

Kagan (1971) states than an individual's sex role identity is a personal belief about his or her own maleness or femaleness and is not simply a derivative of how masculine or feminine his or her public behavior may be. What factors influence the development of sex-role identity? Psychoanalytic theorists, role theorists, and social learning theorists, emphasize the child's interaction with his mother and father (Bronfenbrenner, 1960; Johnson, 1963; Mussen and Rutherford, 1963). While each of the above theoretical analyses include the father as an integral part of sex role preference, his participatory responses vary. Within the classical psychoanalytic theory of identification with the aggressor (A. Freud, Bronfenbrenner, 1960), the little girl is in competition with her mother for her father's affection and approval. Although it may be assumed that the father is an active participant, this is not stated clearly (Leonard, 1966). The psychoanalytic theory of anaclitic identification is based on the

of loss of love object, i.e., mother (Bronfenbrenner, 1960). Once again, father participation is of questionable relevance. Sears and Mowrer (Bronfenbrenner, 1960) essentially restate Freud's position and arrive at a social learning approach: the developmental identification hypothesis, which considers the identification process or "sex role preference" to be motivated by warmth and affection toward the like-sexed parent, i.e., mother-daughter (Mussen and Rutherford, 1963). Parsons and Johnson (cited in Bronfenbrenner, 1960) also essentially restate Freud's original theory and derive the reciprocal-role relationship of sex role typing in the family (Bronfenbrenner, 1960; Johnson, 1963). Role theory increases the validity and importance of father participation through the assumption that the opposite sexed parent and child enter into a reciprocal role relationship whereby the father differentially reinforces his daughter's sex-typed behavior and the daughter identifies with the specific father behaviors involved in the reciprocal role relationship (Bronfenbrenner, 1960; Johnson, 1963).

Mussen and Rutherford (1963) compare the classical psychoanalytic theory of identification, that the child identifies with the like-sexed parent through hostility, competition and fear of retaliation from the parent, with the social-learning developmental hypothesis which suggests that identification is precipitated by perceiving the like-sexed parent as warm and nurturing. Subjects included 5½ to 6½

year old boys and girls, assuming that identification with the like-sexed parent follows resolution of the Oedipus complex at this age (Mussen and Rutherford, 1963). Mussen and Rutherford (1963) found some support for the psychoanalytic identification hypothesis in boys and for the social learning developmental hypothesis. The investigators maintain that the boys' perception of his father as nurturant and powerful affects the child's development of masculinity. The data further suggest that if the father is warm and nurturant with his son, his son will be highly masculine. Of interest to the proposed study is that although it is important for the girl to see her mother as warm and nurturing, not punitive and threatening, supporting the developmental hypothesis, the findings also suggest that highly feminine girls tended to score higher on the father nurturance variable than low feminine girls. Mussen and Rutherford (1963) state, "clearly these fathers play an important and direct role in steering their daughter's into feminine role preference." These findings support the hypothesis that an active interaction between father and daughter affects the daughter's feelings about her value as a female.

Mussen (1973) hypothesizes on the basis of social-learning theory that the motivation to identify with a model is derived from satisfaction and gratification experienced through interaction with the model. Further, he states that the behavior and characteristics of the person acquire reward

value for the child who then incorporates the model's characteristics and behavior. Eventually, through the process of identification with the model, the person may become the source of his own rewards reacting to himself with satisfaction and gratification similar to that he previously associated with the model (Mussen, 1973). It appears that Mussen and Rutherford's (1963) findings and Mussen's (1973) subsequent conclusions concerning the process of identification lend support to the reciprocal role-taking hypothesis of Parson and Johnson (1963). In a related study Hetherington and Frankie (1967) considered the effects of parental dominance, warmth, and conflict on imitation in children. The results indicated that both parental power and warmth are important in the identification of girls which supported their hypothesis that a stressful family in conflict should increase the child's feelings of helplessness thereby increasing the trend towards defensive identification.

Biller and Weiss (1970) in their comprehensive review of the literature on the father-daughter relationship and the subsequent personality development of females also state that behavioral problems during early childhood development may result from paternal rejection and overdomination. According to Erikson (1959), young children experience the tension which accompanies marital conflict, and the child's development may be disrupted if there is also a deficit in the father's behavior towards the child.

In studying the influence of the father in terms of the social interests of male and female nursery school children, Goodenough (1957; cited in Biller and Weiss, 1970) found that there was more paternal stress to encourage girls to be interested in persons and that this was manifested in early behavior related to social activities. This study further supports the hypothesis that a father's influence on females' identification is important because of the differential reinforcement and set of expectations of sex-typed behavior. Vroegh (Biller and Weiss, 1970) suggest that a high degree of femininity in young girls is related to social adjustment, confidence in her abilities, and competence. In contrast to the suggested theoretical and empirical data presented, Santrock (1970) investigated the effects of paternal absence, older siblings, and father substitutes on dependency, aggression, and masculinity-femininity in preschool male and female blacks following the developmental identification theory. A main focus of the study concerned possible influence of paternal absence on girls. The results indicate that although preschool father-absent boys were significantly more feminine, less aggressive, and more dependent than father-present peers, no significant differences occurred between father-absent and father-present girls. Osofsky and O'Connell (1972) approached the question of socialization by examining the effect of daughters' behaviors upon mothers' and fathers' behavior. The interactions of

5-year-old girls and their parents were observed in a laboratory setting. The results indicate that when the children behaved more dependently the mothers and fathers were more controlling. Although there were similarities between mothers and fathers, differential responses of mothers and fathers were also observed.

It may be concluded that not only does the females' positive identification with a warm nurturing mother affect feelings of positive self-esteem but also a partial identification and active interaction with her father has an effect. Mussen, Conger, and Kagan (1969) state specifically that the ease with which a child will progress from antagonism to a positive interest in the opposite sex will depend largely on this previous parent-child relationship. Further, the authors conclude that the early attitudes the child develops in relationship with his parent may persist into adolescence and generalize to other males and females. Specifically, for example, a female child who learns to expect love and admiration will tend to expect acceptance from opposite-sexed peers while a girl who experienced rejection from her father is likely through the process of generalization to expect rejection from men in general (Mussen, Conger, Kagan, 1969).

Adolescence

In general, cited studies in early childhood development support social learning theory and the role theory of identification. Similarly, a number of preadolescent and

adolescent studies and hypotheses lend support to a basic restatement and modification of Freudian theory including social learning theory and role theory of identification.

In her writings on preadolescence and adolescence, Anna Freud (1968, 1969, 1971) states, on the basis of clinical observations, that the events of the first five years of life lay the foundations for emotional distrubances, but the experiences of the second decade of life may be influential in modifying or reactivating earlier disturbances which then become a threat to the individual. She describes the preadolescent (11-14) as unpredictable and as rejecting his parents' authority, opinions and interests in his struggle to achieve independence (A. Freud, 1968). Throughout adolescence, the child alternates between helplessness and dependence and directing his energies towards breaking the tie to the parents. The period of adolescence is defined as "an interruption of peaceful growth" (A. Freud, 1971). In summary, Anna Freud describes the adolescent as rebelling against and disregarding the parents or former love-objects in order to establish indendence and appropriate love-objects outside the family. Conger (1971), however, concludes that the "peer-oriented child" is more a product of parental disregard than group attractiveness. Mussen (1973) concurs that parental influence is more powerful among adolescents who have perceived their parents as expressing affection, interest, understanding, and as willing to be helpful.

As previously stated the parent-child relationship and its effects on the personality development on the child are recognized both in early child development and during adolescence; however, the emphasis has focused on the mother-child relationship with increasing interest on the father-son relationship and significantly less focus on the father-daughter relationship (Biller and Bahm, 1971; Biller, 1970; Leonard 1966; Hetherington, 1966). In a major clinical study, Leonard (1966) attempts to examine the father-daughter relationship and its signficance for the psychosexual development of the girl. Observations and conclusions were derived from therapy with adolescent girls. Leonard (1966) defines fathering as, "the sum of nurturing, protection, affection, guidance and approval given by the father to his child: it is his availability to give love and to be loved . . .: to be admired, emulated, and obeyed." In discussing her clinical observations of the interactions of an absent father, nonparticipating father, possessive father, and a seductive father, Leonard states, in essence, that it is not enough to have only the mother available for identification, but the father must be available to reassure the girl that he sees her as; "a young budding female." Leonard considers pre and early adolescence as a significant period when the father is important in the female's development. Throughout the presentation of case studies, behavioral problems relating to school achievement and social relationships were precursors to

therapeutic intervention. Although the father may be physically present, the girl may experience or perceive his aloofness and lack of attention as rejection. Leonard states that this perceived experience of a father as rejecting may be destructive to a sense of self-esteem. Leonard (1966) concludes that a father's presence during early adolescence is "essential to normal psychosexual development in the girl."

Biller and Weiss (1970) conclude that a fundamental part of a girl's sex-role development seems to be the positive acceptance of herself as a female which is related to the "constructive interplay" between father and daughter. Poffenberger (1959; cited in Biller and Weiss, 1970) suggests that the unaccepting father may directly influence negative self-regard in children.

Biller and Weiss (1970) cite the work of Lazowick who studied the influence of inadequate identification with the father and found a relationship between manifest anxiety in undergraduate women and inadequate father-daughter relationships. More recently, Connell and Johnson (1970), using adolescent male and female subjects with a mean age of 13.5 years, tested the hypothesis that subjects of this age with high sex-role identification have more positive feelings of self-esteem than those subjects with low sex-role identification. The results indicate low sex-role identification females feel as adequate as high sex-role identification females. The results were discussed in terms of the positive

societal attributes of maleness, i.e., competence and mastery and negative connotation of female sex-role characteristics such as submissiveness and dependency. Hollender (1973) investigated the hypothesis that self-esteem, including social self-esteem, is positively correlated with parental identification in the specific framework of parental closeness and nurturance as antecedents of identification. Using college undergraduates as subjects, Hollender employed three measures of social self-esteem and a measure of parental identification. The hypothesis was supported in that a signficant positive relationship between self-esteem and parental identification was confirmed. Of importance to the proposed study is the supportive positive correlation between paternal identification and the self-concept measure for females. Hollender (1973) found that social self-esteem is an important part of the feminine self-concept. Hollender suggests that interpersonal skills and feelings of adequacy and their confirmation in social acceptance appear to be crucial to feminine self-esteem and may have their roots in parental relationships. Biller and Weiss (1970) define a healthy father identification for a daughter as consisting of understanding, empathizing, and sharing certain values and attitudes.

In support of the significance of early adolescence and the father-daughter relationship, Hetherington (1972) investigated the effects of father absence due to divorce or

death on adolescent girls. Hetherington hypothesized that the effects of father absence may become manifest at puberty when interaction with males becomes more frequent. This study explored the effects of time of, and reason for, paternal separation on the behavior of adolescent girls. Both observational and behavioral data were obtained which measured the girls' interaction with male peers and interviewers. Hetherington (1972) found that behavioral disruptions of girls without fathers due to divorce were manifested by seeking proximity and attention from males and by early heterosexual behavior. In contrast, girls who lost their fathers through death were inhibited, restrained and avoided interaction with males. The results indicate that the effects of early father absence on daughters appear during adolescence and are manifested as an inability to interact appropriately with males rather than any significant indication of inappropriate sex-role typing or interactions with females. Hetherington suggests that the coping mechanisms to alleviate feelings of anxiety were ineffective. In order to study possible long term behavioral effects and the father-daughter relationship, Winch (1950, 1951) administered an extensive questionnaire to several hundred college male and female students which examined the relationship between the father-daughter relationship and courtship patterns in women. Winch found that women involved in long term "romantic" relationships had close relationships with their fathers in comparison to those

females who were not so involved. Biller concludes that inadequate fathering may contribute to the general limitation of the female child's interaction and ability to develop her view of herself as an adequate person.

Clinical and empirical data indicate that the father-daughter relationship both in early childhood and adolescence has a significant effect on the psychosexual development of females (Biller and Meredith, 1974; Biller and Weiss, 1970; Hetherington, 1972; Leonard, 1966; Mussen and Rutherford, 1963).

Social-learning theory essentially restates the psychoanalytic theory of anaclitic identification which suggests that the girl develops a sense of identity and sex-role through the interaction with a warm nurturing mother. The father's presence is recognized but not emphasized (Mussen and Rutherford, 1963). In contrast, Johnson (1963) emphasizes the relationship with the opposite-sexed parent as critical in that the girl and her father enter into a "reciprocal role relationship" in which the girl partially identifies with the father who differentially reinforces the child's behavior.

Leonard (1966) and Coopersmith (1967) suggest that one of the antecedents of positive self-esteem in women is the perceived parental relationship. Leonard (1966) states that, in essence, it is not enough to have the mother available for identification but the father must be available to

reassure the girl that he sees her as, "a young budding female."

The present investigation will attempt to provide further empirical evidence supporting the importance of early adolescence as a critical period in the psychosexual development in females.

Statement of the Problem

1. There is a relationship between an adolescent girl's social and sexual self-esteem and perceived paternal acceptance or rejection during pubescent development.

2. There is a relationship between a woman's social and sexual self-esteem and retrospectively perceived paternal acceptance or rejection during pubescent development.

This study will compare scores obtained on current social and sexual self-esteem measures with evaluative rating scores on the perceived paternal relationship during early adolescence. A correlational analysis will be computed.

Assumptions and Limitations

For purposes of this study it is assumed that both current and retrospective perception of experience are valid indices of personality development (Steiner, 1974). Although responses of two groups of females ages 10-14 and 18-22 will be compared, it is the perceived father-daughter relationship which influences the individual. Decisions concerning self-image, affect, and behavior are made on the basis of the individual's interpretation of his reality (Steiner, 1974; Coopersmith, 1967; Leonard, 1966; Bronfenbrenner, 1960).

A significant limitation of this study is that the data will provide measures of subjective experience through self-report and retrospective data (Burton, 1970). It is not feasible to manipulate the independent variable, i.e., perceived father acceptance or rejection.

Hypotheses

1. Women with low social self-esteem retrospectively perceive fathers to have been nonaccepting during early adolescence, 10-14.
   a. Women with low sexual self-esteem perceive fathers to have been nonaccepting during early adolescence, 10-14.
2. Adolescent girls (10-14) with low social self-esteem perceive fathers as nonaccepting.
   a. Girls (10-14) with low sexual self-esteem perceive fathers as nonaccepting.

This study proposes that social and sexual self-esteem of girls (10-14) and women (18-22) is significantly related to the perceived father-daughter relationship during early adolescence.

Method

Clinical and empirical data indicate that the father-daughter relationship both in childhood and adolescence has a significant effect on the psychosexual development in females (Mussen and Rutherford, 1963; Leonard, 1966;

Hetherington, 1972; Biller and Weiss, 1970; Biller and Meredith, 1974). This study proposes that social and sexual self-esteem in women is significantly related to the perceived father-daughter relationship of early adolescence. For purposes of this study, it is hypothesized that early adolescence, 10-14 years, is a critical developmental period in women. It is further assumed that the perceived experience by the female of the father's acceptance or rejection will be related to current social and sexual self-esteem.

This study will correlate scores obtained from current social and sexual self-esteem measures with obtained scores from the subjects' perception of father-acceptance or rejection during early adolescence, 10-14 years.

Subjects

There will be two groups of subjects. Group I will be 22 female undergraduate students from the College of Education, University of Oklahoma, Norman, Oklahoma. Age range will be from eighteen years to twenty-two years. The women will be unsystematically selected from a volunteer population. The women will come from predominantly middle-class backgrounds and father-present (FP) homes at the time of early adolescent development, ages 10 years to 14 years.

Group II will be 22 female students from predominantly middle-class backgrounds. Age range will be twelve to fourteen years. The girls will be currently living in father-present homes. Written parental permission to participate

in this study will be obtained. Subjects will be unsystematically selected from a volunteer sample population.

Instrumentation

An interview schedule will be constructed consisting of 8-10 questions. The interview will be directed towards obtaining information on 1) how the women (girls) see themselves as social and sexual persons and 2) how they experience their current or retrospectively perceived early adolescent relationship with their father on the acceptance-rejection dimension. (See appendix B.)

Open-ended funnel type questions will be used to increase flexibility of the instrument and to allow the interviewer to encourage cooperation and achieve rapport (Kerlinger, 1964). Probles subh as, "Tell me more about that" and "Could you explain that?" will be used to increase the "response-getting" power of the question (Kerlinger, 1964).

Previous to the experiment, two female interviewers and two interview raters will be trained by the experimenter (E). Interrater reliability and interview reliability and validity will be obtained in a pilot study.

A total measure of self-esteem will be obtained during the Coopersmith Self-Esteem Inventory which yields a measure of general feelings of self-esteem (Coopersmith, 1967; Connell and Johnson, 1970).

Three semantic differentials (SD) will be used to obtain measures of social self-esteem (Soc SE), sexual

self-esteem (Sex SE), and an evaluative rating of the perception of father acceptance or rejection (F A-R) during early adolescence. Twelve adjective pairs will be rated on seven point scales. In order to counteract response bias, six of the 12 adjective pairs will be reversed at random (Osgood, Suci, Tannenbaum, 1957; Kerlinger, 1964). Evaluative and potency adjective pairs will be selected in constructing the semantic differentials (Osgood et al., 1957; Kerlinger, 1964). (See appendix C.)

Procedure

Measures of social self-esteem, sexual self-esteem, and perception of father acceptance-rejection will be administered to both groups of subjects prior to the individual interview session. The Coopersmith Self-Esteem Inventory and the three semantic differentials will be contained in individualized self instruction packets.

Group I subjects (18-22 year olds) will be asked to come to the University Counseling Center to answer questionnaires. The psychometrist at the center will administer the packets and collect each individual woman's results.

Group II subjects (12-14 year olds) will be asked to come to a suitable quiet room at their school facility. An assistant will administer the self-contained packets and collect the data from each girl.

The Coopersmith Self-Esteem Inventory will have the following instructions:

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check ( ) in the column "Like Me."

If the statement does not describe how you usually feel, put a check ( ) in the column "Unlike Me." There are no right or wrong answers. (Coopersmith, 1967).

The semantic differential will have the following instructions to measure the meaning of the concept variables relevant to this research. The social self-esteem (Soc SE) concept scale will ask both groups to answer the question, "How do other people see me?" The sexual self-esteem (Sex SE) concept scale will ask, "How do men (boys) see me?" The father acceptance-rejection (F A-R) concept scale will instruct women in Group I to, "Describe your father as he was towards you when you were 10-14." The girls in Group II will be asked to, "Describe your father as he is towards you."

After a one-week period, subjects in Group I will be asked to make an appointment for one hour at the University Counseling Center with an unsystematically assigned trained interviewer. The interviewer will ask the specific questions on the interview scale. Group II subjects will be asked to make a scheduled appointment for one hour. The interview will be conducted in an appropriate, quiet room at their school with the girl and the interviewer. The girls and women will be asked questions relating to the following variables: social self-esteem, sexual self-esteem, father acceptance-rejection.

The interviews will be audio-tape recorded on a cassette recorder. To insure confidentiality, the girls and women will be unsystematically assigned a number for identification purposes. The same number will be attached to the individual's self-contained packet and the cassette tape.

Design and Analysis

Two groups of 22 subjects earh, Group I, 18-22 year old college women; Group II, 12-14 year old school girls, will be asked to fill out a total self-esteem questionnaire and three semantic differentials consisting of 12 adjective pairs rated on a seven-point scale yielding a social-sexual self-esteem measure and a father acceptance-rejection measure.

An interview schedule will be administered by trained interviewers and subsequently rated by expert raters on a seven-point scale on the following variables: 1. Social self-esteem. 2. Sexual self-esteem. 3. Father acceptance-rejection.

A correlational analysis will be computed to study the possible relationships among the variables and to test the hypotheses. Perceived father acceptance-rejection and its relationship to a) social self-esteem and b) sexual self-esteem in women will be examined and discussed. Significance level will be set at .05 which requires a correlation coefficient of r = .423 (Downie and Heath, 1965; Ferguson, 1966).

Correlations between paper and pencil measures and the interview scale will be computed.

Significance and Summary of the Study

Recent concern among educators, counselors and parents pertaining to effective interpersonal relationships of adolescents and adults suggest the need for empirical investigation of variables which may contribute to the development of an individual's social-sexual self-esteem. This study proposes to examine the relationship between a woman's social-sexual self-esteem and the perceived father-daughter relationship on the acceptance-rejection dimension. It is hypothesized that early adolescence in women and father-daughter interaction at this time is a critical variable in the development of a woman's view of herself as a competent and effective person in an interpersonal setting. Findings may be incorporated in peer and individual counseling, and family counseling models.

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APPENDIX B

SAMPLE INTERVIEW QUESTIONS

Sample Interview Questions

I. Social Self-Esteem

1. How do you get along with the other kids at school?

2. Would you rather have lots of friends or few friends?

3. What do you do for fun?

II. Sexual Self-Esteem

1. What do you think about boys?

2. What do boys seem to think about you?
(if needed) Could you tell me more about that?

3. Do you like a particular boy?

If yes, does he like you?

If yes, what does he seem to like about you?

If no, have you ever liked a particular boy?

If yes, did he like you?

If yes, what did he seem to like about you?

3a. If no to primary questions, could you tell me more about that?

III. Father acceptance-rejection

1. How are things with you and your parents?

(This series of questions as needed)

2. How about you and your Dad?

How about you and your Mom?

a. How do you think he feels towards you?

b. What does he seem to think of you?

c. Could you tell me more about that?

This is kind of hard to talk about, isn't it?

What's the nicest thing that's ever happened to you?

APPENDIX C

SEMANTIC DIFFERENTIAL PAIRS

Semantic Differential Pairs

Evaluative

1. good ___: ___: ___: ___: ___: ___: ___: bad
2. friendly ___: ___: ___: ___: ___: ___: ___: unfriendly
3. kind ___: ___: ___: ___: ___: ___: ___: cruel
4. comfortable ___: ___: ___: ___: ___: ___: ___: uncomfortable
5. beautiful ___: ___: ___: ___: ___: ___: ___: ugly
6. sweet ___: ___: ___: ___: ___: ___: ___: sour
7. positive ___: ___: ___: ___: ___: ___: ___: negative
8. healthy ___: ___: ___: ___: ___: ___: ___: sick

Potency

9. hard ___: ___: ___: ___: ___: ___: ___: soft
10. strong ___: ___: ___: ___: ___: ___: ___: weak
11. severe ___: ___: ___: ___: ___: ___: ___: lenient
12. masculine ___: ___: ___: ___: ___: ___: ___: feminine

(Osgood, Suci, Tannenbaum, 1957)

APPENDIX D

INFORMED CONSENT FORM

GROUP I

CODE NUMBER: _____

NAME: _____

DATE: _____

While participating in this study, you will be asked to complete two brief pencil and paper tasks and an interview. One task consists of descriptive phrases which you will be asked to check if they are like you or not. There are no right or wrong answers. The second task involves your rating 12 concepts on a seven-point scale describing your relationships with other people.

The main portion of the study consists of an interview which will take from one hour to 1½ hours to complete. Questions cover such topics as how you would describe your interpersonal relationships with others and a section on your relationship with your parents when you were 12-14 years old. Should questions or comments arise during the interview, please feel free to discuss them with the interviewer.

Your name will appear only on this form. All other information will be disguised by a code number and will be kept completely confidential.

If you wish to receive a brief summary of results by mail after completion of the research, please indicate by printing your name and mailing address as of July 1, 1977, in the space provided.

Your time and participation in this study are greatly appreciated.

Thank you,

Edith K. Ragland
Staff Psychologist
University of Oklahoma
Counseling Center

NAME: _____

Mailing Address: _____

_____

APPENDIX E

PARENTAL CONSENT FORM AND ABSTRACT

GROUP II

Dear Parent,

I am interested in looking at how adolescent girls describe themselves and their relationships with peers and family. An interview will be conducted and questionnaires will be administered. The following are sample questions:

What do you do for fun?

I'm to like. Like me. Unlike me.

Each girl who participates will be assigned a number assuring that the data is confidential.

The results will be included in a dissertation for the College of Education, University of Oklahoma.

Your cooperation and permission for your daughter to participate will be appreciated.

The enclosed form may be signed and returned to school.

Thank you.

Sincerely,

Edith Keeton Ragland, M.Ed.

_____ I give my permission for my daughter, _____,
to participate in this study.
Age _____.

_____ I do not give my permission for my daughter,
_____, to participate in this study.

Signed _____

ABSTRACT

This study will investigate the nature of the relationship between the development of self-esteem in women and early adolescent experiences with parents and peers. Two groups of 22 female subjects (18-22 years old, 12-14 years old) each will be asked to complete brief paper and pencil tests and an interview involving questions concerning how the young women perceive themselves in relationship to others, boy-girl interactions, family interactions, and their perception of their experiences as adolescents.

The interview will require approximately one hour and an additional 15-20 minutes will be needed to complete a self-esteem questionnaire and a semantic differential. Subjects will be selected randomly from grades 6th-8th. A necessary subject characteristic is that both original parents, mother and father, are living in the home with the girls. The interviews will be conducted by two trained and experienced female doctoral level students in Counseling Psychology.

Subjects will be assigned a code number which will appear on the consent form, the taped interview, and the paper and pencil tests which will insure anonymity of participants. It will only be necessary for the experimenter to have knowledge of identity. No deception of subjects will be used.

If the parents of participating girls wish further discussion, the experimenter will be available upon request.

APPENDIX F

REVISED COOPERSMITH SELF-ESTEEM INVENTORY

GROUP I

REVISED COOPERSMITH SELF-ESTEEM INVENTORY

GROUP I

INSTRUCTIONS

If the statement describes how you usually feel, put a check ( ) in the column "Like me."

If the statement does not describe how you usually feel, put a check ( ) in the column "Unlike me."

There are no right or wrong answers.

		Like Me	Unlike Me
1.	I spend a lot of time day dreaming.	____	____
2.	I'm pretty sure of myself.	____	____
3.	I often wish I were someone else.	____	____
4.	I'm easy to like.	____	____
5.	My parents and I used to have a lot of fun together.	____	____
6.	I never worry about anything.	____	____
7.	I find it very hard to talk in front of the class.	____	____
8.	I wish I were younger.	____	____
9.	There are lots of things about myself I'd change if I could.	____	____
10.	I can make up my mind without too much trouble.	____	____
11.	I'm a lot of fun to be with.	____	____
12.	I get upset easily at home.	____	____
13.	I always do the right thing.	____	____

		Like Me	Unlike Me
14.	I'm proud of my school work.	____	____
15.	Someone always has to tell me what to do.	____	____
16.	It takes me a long time to get used to anything new.	____	____
17.	I'm often sorry for the things I do.	____	____
18.	I'm popular with people my age.	____	____
19.	My parents usually consider my feelings.	____	____
20.	I'm never unhappy.	____	____
21.	I'm doing the best work that I can.	____	____
22.	I give in very easily.	____	____
23.	I can usually take care of myself.	____	____
24.	I'm pretty happy.	____	____
25.	I would rather be with people younger than myself.	____	____
26.	My parents expect too much of me.	____	____
27.	I like everyone I know.	____	____
28.	I like to be called on in class.	____	____
29.	I understand myself.	____	____
30.	It's pretty tough to be me.	____	____
31.	Things are all mixed up in my life.	____	____
32.	People usually follow my ideas.	____	____
33.	No one pays much attention to me at home.	____	____
34.	I never get reprimanded sharply.	____	____
35.	I'm not doing as well in school as I'd like to.	____	____

		Like Me	Unlike Me
36.	I can make up my mind and stick to it.	____	____
37.	I really don't like being a woman.	____	____
38.	I have a low opinion of myself.	____	____
39.	I don't like to be with other people.	____	____
40.	There are many times I'd like to leave home, school, and run away.	____	____
41.	I'm never shy.	____	____
42.	I often feel upset in school.	____	____
43.	I often feel ashamed of myself.	____	____
44.	I'm not as nice looking as most people.	____	____
45.	If I have something to say, I usually say it.	____	____
46.	People pick on me very often.	____	____
47.	My parents understand me.	____	____
48.	I always tell the truth.	____	____
49.	My professors make me feel I'm not good enough.	____	____
50.	I don't care what happens to me.	____	____
51.	I'm a failure.	____	____
52.	When someone gets mad at me, I get upset easily.	____	____
53.	Most people are better liked than I am.	____	____
54.	I usually feel as if my parents are pushing me.	____	____

		Like Me	Unlike Me
55.	I always know what to say to people.	____	____
56.	I often get discouraged in school.	____	____
57.	Things usually don't bother me.	____	____
58.	I can't be depended on.	____	____

(Adapted from Coopersmith, 1967.)

APPENDIX G

COOPERSMITH SELF-ESTEEM INVENTORY

GROUP II

COOPERSMITH SELF-ESTEEM INVENTORY

GROUP II

INSTRUCTIONS

If the statement describes how you usually fee, put a check ( ) in the column "Like me."

If the statement does not describe how you usually feel, put a check ( ) in the column "Unlike me."

There are no right or wrong answers.

		Like Me	Unlike Me
1.	I spend a lot of time daydreaming.	____	____
2.	I'm pretty sure of myself.	____	____
3.	I often with I were someone else.	____	____
4.	I'm easy to like.	____	____
5.	My parents and I have a lot of fun together.	____	____
6.	I never worry about anything.	____	____
7.	I find it very hard to talk in frong of the class.	____	____
8.	I wish I were younger.	____	____
9.	There are lots of things about myself I'd change if I could.	____	____
10.	I can make up my mind without too much trouble.	____	____
11.	I'm a lot of fun to be with.	____	____
12.	I get upset easily at home.	____	____

		Like Me	Unlike Me
13.	I always do the right thing.	____	____
14.	I'm proud of my school work.	____	____
15.	Someone always has to tell me what to do.	____	____
16.	It takes me a long time to get used to anything new.	____	____
17.	I'm often sorry for the things I do.	____	____
18.	I'm popular with kids my own age.	____	____
19.	My parents usually consider my feelings.	____	____
20.	I'm never unhappy.	____	____
21.	I'm doing the best work that I can.	____	____
22.	I give in very easily.	____	____
23.	I can usually take care of myself.	____	____
24.	I'm pretty happy.	____	____
25.	I would rather play with others younger than me.	____	____
26.	My parents expect too much of me.	____	____
27.	I like everyone I know.	____	____
28.	I like to be called on in class.	____	____
29.	I understand myself.	____	____
30.	It's pretty tough to be me.	____	____
31.	Things are all mixed up in my life.	____	____
32.	Kids usually follow my ideas.	____	____
33.	No one pays much attention to me at home.	____	____

		Like Me	Unlike Me
34.	I never get scolded.	____	____
35.	I'm not doing as well in school as I'd like to.	____	____
36.	I can make up my mind and stick to it.	____	____
37.	I really don't like being a girl.	____	____
38.	I have a low opinion of myself.	____	____
39.	I don't like to be with other people.	____	____
40.	There are many times when I'd like to leave home.	____	____
41.	I'm never shy.	____	____
42.	I often feel upset in school.	____	____
43.	I often feel ashamed of myself.	____	____
44.	I'm not as nice-looking as most people.	____	____
45.	If I have something to say, I usually say it.	____	____
46.	Kids pick on me very often.	____	____
47.	My parents understand me.	____	____
48.	I always tell the truth.	____	____
49.	My teacher makes me feel I'm not good enough.	____	____
50.	I don't care what happens to me.	____	____
51.	I'm a failure.	____	____
52.	I get upset easily when I'm scolded.	____	____

		Like Me	Unlike Me
53.	Most people are better liked than I am.	____	____
54.	I usually feel as if my parents are pushing me.	____	____
55.	I always know what to say to people.	____	____
56.	I often get discouraged in school.	____	____
57.	Things usually don't bother me.	____	____
58.	I can't be depended on.	____	____

(Coopersmith, 1967.)

APPENDIX H

SEMANTIC DIFFERENTIAL

GROUPS I AND II

INSTRUCTIONS (SD)

The purpose of this study is to measure the meaning of certain things to various people by having them judge them against a series of descriptive scales.

In taking this test, please make your judgments on the basis of what these things mean to you.

You are to rate the concept on each of these scales in order.

EXAMPLE

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair _x_ : ___ : ___ : ___ : ___ : ___ : ___ : unfair

or

fair ____ : ___ : ___ : ___ : ___ : ___ : _x_ : unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

cold ___ : _x_ : ____ : ___ : ___ : ___ : ___ : hot

or

cold ___ : ___ : ____ : ___ : ___ : _x_ : ___ : hot

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active ___: ___: _x_: ___: ___: ___: ___: passive

active ___: ___: ___: ___: or _x_: ___: ___: passive

If you feel the concept to be neutral on the scale or as completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space!

safe ___: ___: ___: _x_: ___: ___: ___: dangerous

IMPORTANT:

1. Place your check-marks in the middle of spaces not on the boundaries.

   this not this
   ___: _x_: ___: ___: x___:

2. Be sure you check every scale. Do not leave any out.
3. Never put more than one check-mark on a single scale.

(Osgood, Suci, Tannenbaum, 1967.)

HOW DO OTHER PEOPLE SEE ME?

bad	___:	___:	___:	___:	___:	___:	___:	good
hard	___:	___:	___:	___:	___:	___:	___:	soft
friendly	___:	___:	___:	___:	___:	___:	___:	unfriendly
cruel	___:	___:	___:	___:	___:	___:	___:	kind
comfortable	___:	___:	___:	___:	___:	___:	___:	uncomfortable
weak	___:	___:	___:	___:	___:	___:	___:	strong
ugly	___:	___:	___:	___:	___:	___:	___:	beautiful
sweet	___:	___:	___:	___:	___:	___:	___:	sour
lenient	___:	___:	___:	___:	___:	___:	___:	severe
positive	___:	___:	___:	___:	___:	___:	___:	negative
healthy	___:	___:	___:	___:	___:	___:	___:	sick
masculine	___:	___:	___:	___:	___:	___:	___:	feminine

HOW DO BOYS SEE ME?

bad	___:	___:	___:	___:	___:	___:	___:	good
hard	___:	___:	___:	___:	___:	___:	___:	soft
friendly	___:	___:	___:	___:	___:	___:	___:	unfriendly
cruel	___:	___:	___:	___:	___:	___:	___:	kind
comfortable	___:	___:	___:	___:	___:	___:	___:	uncomfortable
weak	___:	___:	___:	___:	___:	___:	___:	strong
ugly	___:	___:	___:	___:	___:	___:	___:	beautiful
sweet	___:	___:	___:	___:	___:	___:	___:	sour
lenient	___:	___:	___:	___:	___:	___:	___:	severe
positive	___:	___:	___:	___:	___:	___:	___:	negative
healthy	___:	___:	___:	___:	___:	___:	___:	sick
masculine	___:	___:	___:	___:	___:	___:	___:	feminine

HOW DO MEN SEE ME?

bad	___:	___:	___:	___:	___:	___:	___:	good
hard	___:	___:	___:	___:	___:	___:	___:	soft
friendly	___:	___:	___:	___:	___:	___:	___:	unfriendly
cruel	___:	___:	___:	___:	___:	___:	___:	kind
comfortable	___:	___:	___:	___:	___:	___:	___:	uncomfortable
weak	___:	___:	___:	___:	___:	___:	___:	strong
ugly	___:	___:	___:	___:	___:	___:	___:	beautiful
sweet	___:	___:	___:	___:	___:	___:	___:	sour
lenient	___:	___:	___:	___:	___:	___:	___:	severe
positive	___:	___:	___:	___:	___:	___:	___:	negative
healthy	___:	___:	___:	___:	___:	___:	___:	sick
masculine	___:	___:	___:	___:	___:	___:	___:	feminine

DESCRIBE YOUR FATHER AS HE IS TOWARDS YOU

bad	___:	___:	___:	___:	___:	___:	___:	good
hard	___:	___:	___:	___:	___:	___:	___:	soft
friendly	___:	___:	___:	___:	___:	___:	___:	unfriendly
cruel	___:	___:	___:	___:	___:	___:	___:	kind
comfortable	___:	___:	___:	___:	___:	___:	___:	uncomfortable
weak	___:	___:	___:	___:	___:	___:	___:	strong
ugly	___:	___:	___:	___:	___:	___:	___:	beautiful
sweet	___:	___:	___:	___:	___:	___:	___:	sour
lenient	___:	___:	___:	___:	___:	___:	___:	severe
positive	___:	___:	___:	___:	___:	___:	___:	negative
healthy	___:	___:	___:	___:	___:	___:	___:	sick
feminine	___:	___:	___:	___:	___:	___:	___:	masculine

DESCRIBE YOUR FATHER AS HE WAS TOWARDS YOU

WHEN YOU WERE 10-14

bad	___:	___:	___:	___:	___:	___:	___:	good
hard	___:	___:	___:	___:	___:	___:	___:	soft
friendly	___:	___:	___:	___:	___:	___:	___:	unfriendly
cruel	___:	___:	___:	___:	___:	___:	___:	kind
comfortable	___:	___:	___:	___:	___:	___:	___:	uncomfortable
weak	___:	___:	___:	___:	___:	___:	___:	strong
ugly	___:	___:	___:	___:	___:	___:	___:	beautiful
sweet	___:	___:	___:	___:	___:	___:	___:	sour
lenient	___:	___:	___:	___:	___:	___:	___:	severe
positive	___:	___:	___:	___:	___:	___:	___:	negative
healthy	___:	___:	___:	___:	___:	___:	___:	sick
feminine	___:	___:	___:	___:	___:	___:	___:	masculine

APPENDIX I

INTERVIEW: GROUP I

(18-22 YEAR OLD)

INTERVIEW: 18-22 Year Olds, Group I

Note: Ask person to describe situations, to clarify, to define terms, and to give examples.

I. Social Self-Esteem

1. How do you get along with or see yourself as relating to others? Could you tell me more about that?

2. What do others seem to think of you?

3. Is it important what others seem to think of you? Could you tell me more about that?

3a. (If needed.) Is it more important than what you think of yourself?

4. What do you do when someone gives you a compliment? Do you accept it? When someone criticizes you, how do you feel? Is that true of all situations? (If needed.) Can you think of an example?

5. When you are in a group, what part do you play? (Be specific.) Could you describe some of your feelings. For example, are you tense, relaxed, self conscious? (Be specific as to behaviors in social groups, professional groups, school groups, and the make up of the group. Does she go alone, with someone, or prefer not to go at all?)

6. When you go into a strange situation, how do you feel? What do you do? For example, a new class, a movie alone, a party, a new job, or a meeting where you don't know anyone?

7. What's it like for you when you meet new people? Could you describe some of your feelings?

8. (Note: if the person is in a relationship, try to separate the person's experiences from the mate or relationship.) Describe your social life. For example, what do you do? Whom do you do it with? (Explore. Include solitary activities such as reading, jogging, etc.)

9. Would you describe some of your friendships? How close are you to them? (Explore. Clarify.) How close are they to you? Can you share secrets with them? Vice versa? (Mutuality.)

10. How much of your time do you spend with other people?

11. What's it like for you when you're alone? What do you do? How do you feel? Do you prefer to be with people or alone?

II. Heterosexual Self-Esteem

1. What are your relationships like with men in general, in class, or on the job?

2. How do you relate to each other? (Probe.) For example, what's it like for you to ask for help in class or on the job? To give help?

2a. What's it like for you to state your opinion, ideas? How do you feel? Could you tell me some examples? Will you disagree?

3. What do men seem to think about you? (If needed.) Just imagine.

4. What are your social relationships like with men?

4a. (If needed.) How do you feel about stating your opinion, ideas, disagreeing in this type of relationship.

5. When you first meet a man, what's it like? How do you feel?

5a. Will you begin the relationship? What are some of your feelings about starting the relationship? (If needed.) How do you meet men?

6A. Are you or would you like to be involved in a relationship with a particular man? (Unless involved, do not continue.)

   a. What type of relationship is it?

   b. How close are you to him? Vice versa? (If needed.) Do you share your feelings with each other? Opinions? Ideas? Disagree?

6A. (Continued)

c. If you were feeling down, would you go to him? What would he do? Would he come to you?

d. How are verbal and nonverbal affection expressed? (Note: Ask for examples.)

e. What kinds of needs does he meet for you? You for him?

6B. (If "no" to 6A.) Have you ever been involved with a particular man? (If yes, see 6A, a-e. If no.) Could you tell me more about that? (Explore.)

7. If you pass a man on the street or campus, do you think he see you as attractive? Sexy?

8. Do you think you are attractive? Could you tell me more about that? In what ways, features, etc.?

III. Father Acceptance-Rejection

1. What is your relationship like with your parents now?

2. How were things with your parents when you were 12-14, in 5th-8th grades? What about you and your Dad?

3. If you wanted to do something, who would you ask? Would you ever go to the other parent? Could you tell me more about that?

4. What kinds of things did you talk to your father about? (If needed.) For example: School? Dating? Boys? Daily activities? Rides? Current events? Family things?

4. (Continued) Could you tell me more about your talks?

4a. Did you share your ideas and opinions with him? How did he respond?

(Ask 5 and 6 if it sounds like there is some communication. If there is no relationship, 5 and 6 are not needed. Go to 7.)

5. When you feel angry about something that happened in school or with your friends, would you talk to your parents about it? Which one? How about the other one? Why? (Explore dad.)

5a. If you felt sad or hurt about something that happened in school or with your friends, would you talk to your parents about it? Which one? How about the other one?

6. How about if you were angry, sad, or hurt about something that happened between you and your dad, how did you handle those feelings? Did you talk to him about it? How did he react?

7. How was affection expressed in your family? (If needed.)
   a. How about touching? For example, kissing aunts hello/goodbye. Kiss goodnight, hello, goodbye.
   b. Did your dad pat you, rumple your hair, that type of expression? Were there spontaneous hugs, kisses?
   b. How about verbal expressions of affection? Examples. (Check out father specifically if needed.)

8. If you felt down about something, would someone notice and give you extra affection or attention in some way? (If yes.) Who? How about the other parent?

9. Who handled the discipline in your family? What would get you into trouble? How would you get disciplined? What happened? (Get father specific if possible as needed.)

   a. What were some of your feelings when you were disciplined? Example: rejected, shut out, or accepted.

10. Suppose your dad had to write a description of you when you were 12-14 including your looks and your personality, what do you think he would have said. (If needed.) Try to imagine what he would have said. Think of it as a list. (If needed.) Anything negative?

10a. (If needed.) Would he have described you as pretty? (If needed.) It's kind of hard to

   1) remember

   2) talk about

Thank you!

APPENDIX J

INTERVIEW: GROUP II

(12-14 YEAR OLD)

INTERVIEW: 12-14 Year Olds, Group II

Note: Ask person to describe situations, to clarify, to define terms, and to give examples.

I. Social Self-Esteem

1. How do you get along with other people? For example: Other kids at school? Would you describe how you see yourself around them?

2. What do others seem to think of you?

3. Is it important what others seem to think of you? Could you tell me more about that?

3a. (If needed.) Is it more important than what you think of yourself?

4. What do you do when someone gives you a compliment? How do you feel? Do you accept them? (If needed.) Is that the way you are when anybody gives you a compliment? Examples.

4a. What do you do when someone criticizes you? How do you feel? Can you think of an example? (If needed.) Is that true of all situations, with different people?

5. When you are in a group of people, what part do you play? (Be specific.) For example: Are you a leader, follower, somewhere in between, on the outside? Could you describe some of your feelings about that part? I.e., tense, uptight, relaxes, self-conscious.
(If needed.) Do you talk a lot, a little, are you shy? (Be specific as to behaviors in social groups, school groups. Does she go alone, with someone, prefer not to go at all?)

6. When you go into a strange situation, how do you feel? What do you do? For example: A new class, a party or some kind of meeting where you don't know anyonw? Camp?

7. What's it like for you when you meet new people, new kids, people your age. Could you describe some of your feelings?

8. What do you do for fun? Will you describe your social life? What are some other things you do? Who do you do it with? (Explore. Include solitary activities--reading, riding.)

9. Will you describe some of your friendships? For example: How close are you to them? How close are they to you? Can you share secrets with them? Do you feel that they share secrets with you? (Explore, clarify, mutuality.)

10. How much of your time do you spend with other people?

11. What's it like for you when you're alone? What do you do when you're alone? How do you feel when you're by yourself? (If needed.) Do you prefer to be with people or alone?

II. Heterosexual Self-Esteem

1. What are your relationships like with boys in general, like in class, or other groups?

2. How do you relate to, get along with each other? (Example) What's it like for you to ask them for help in class? Give help to them?

2a. How do you feel about telling guys your opinions, ideas? Could you tell me some examples? Will you disagree with a guy? (Explore.)

3. What do boys seem to think about you? (If needed.) Just imagine.

4. What are your social relationships like with guys? For example, how do you get along with each other?

4a. (If needed.) How do you feel about stating your opinions, ideas, disagreeing in this kind of relationship?

5. When you first meet a new guy (boy), like at a party or through a friend, what's it like? How do you feel?

5a. If you are interested in or like a boy will you start a friendship with him? How do you feel about that? How do you let him know you like him or are interested in getting to know him better?

5b. How do you meet new boys, guys?

6A. Are you going with somebody right now or would you like to be? (Unless involved with someone, don't go on. Go to 7.)

a. What kind of relationship do you have? Friends? Steady? Going with?

b. How close are you to him?

(If needed.) Do you share your feeling with each other? Opinions? Ideas? Disagree?

c. If you were feeling down about something, could you go to him about it? What would he do?

Vice versa--would he come to you?

d. How do you express affection to one another? Let each other know you care?

e. What are some of the kinds of things you get out of the relationship (May need to explain.) Companionship, security, do and talk about interesting things.)

6B. (If "no" to 6A.) Have you ever gone with someone? (If yes, see 6 a-e. If "no" to 6A, 6B.) Could you tell me more about that?

7. If a boy sees you at school or out at a movie, shopping, or something, do you think he sees you as cute? pretty? someone he would like to have a date with?

8. Do you think you are cute? pretty? Could you tell me more about that? In what ways, features, etc.?

III. Father Acceptance-Rejection

1. What's your relationship like with your parents?

2. (Depending on specific age of subject) How about things with your parents from the time you were 12-14; about 5th-8th grade? What about between you and your Dad?

3. If you want to do something, whom do you ask? Mom or Dad? Do you ever go to your other parent?

4. What kinds of things do you talk to your Dad about? (If needed.) Now? 12-14? For example: (if needed) School, Dating? Boys? Daily activities? Rides: Current events (news)? Family things? Problems? How does he respond, act? Could you tell me more about your talks with him?

4a. Ideas, opinions? How does he respond? (If needed) What does he say, how does he act?

(if there is no communication at all, do not ask 5, 6 unless you think it is relevant. If there is some relationship, ask 5, 6.)

5. When you feel angry about something that happens at school or with your friends, do you (did you) talk to your parents about it? Which one? How about the other one? Why? (Explore specifically Dad.)

5a. If you feel sad or hurt about something that happens at school, do you talk to your parents about it? Which one? (Explore Dad.)

(Examples specific helpful on 5, 5a, 6.)

6. How about if you are angry, sad, or hurt about something that happened between you and your dad, how do you handle those feelings? For example: Do you talk to him about it, tell him about it, go in your room? etc., How does he react?

7. How is affection expressed in your family? (Explore Father specifically.)

   a. Does your dad spontaneously hug or kiss you? Does your dad pat you, rumple your hair, that type of thing?

   b. How about touching? Example: Kissing aunts hello/goodbuy. Goodnight kisses, hello/goodbye (ritualistic?)

7B. How about talking expressions of affections? Examples. (Check on father specifically.)

8. If you feel down about something, will someone notice and give you extra affection or attention in some way? If yes, who? How about the other parent?

9. Who handles the discipline in your family? What gets you into trouble? How do you get disciplined? What happens? (Get father specific as needed.)
   a. What are some of your feelings when you are disciplined? i.e., rejected, okay, shut out, angry.

10. Suppose your Dad had to write a description of what you are like now (If needed, specifically 12-14.) including your looks and your personality, what do you think he would say? (If needed.) Try to imagine what he will say. Think of it as a list. (If needed.) Anything negative?

10A. (If needed.) Would he describe you as pretty?

(If needed.) It's kind of hard to

1) answer some of these questions,

2) talk about.

What's a really neat, fun time you remember having, or doing? Something you like?

Thank you!

APPENDIX K

INTERVIEW RATING SCALE: SOCIAL AND SEXUAL SELF-ESTEEM AND FATHER-DAUGHTER RELATIONSHIP

GROUPS I AND II

SOCIAL SELF-ESTEEM

5 components:

a. Friendship behavior

b. Social group behavior

c. Meeting new people

d. Ability to tolerate being alone

e. Reflected social self-esteem (external validation)

SOCIAL SELF-ESTEEM

a) Friendship behavior.

1. Complete social isolate. No friends, few acquaintances. Avoids people when possible.

2. No close, intimate, share-secret friends. One or 2 buddies who parallel-travel along, acquaintances. Sporadically seeks contact tentatively and awkwardly with individual then retreats in confusion. Dependent.

3. Has several good friends with whom there is sharing in restricted areas.

4. Identifies one share-secret friend with whom there is mutual sharing and several buddies.

5. Identifies at least 2 or more interdependent close, share-secret friends and several buddies.

SOCIAL SELF-ESTEEM

b) Social Group Behavior

1. In contact with social groups only under coercion of some kind. Remains passive, withdrawn, part of woodwork. If approached by someone in group is uncommunicative or flees.

2. May go to safe social groups but low participation. Not likely to be missed, prefers to go with a buddy.

3. Belongs to some social groups, has some social contact within group, so absence would be noted. Willing to go alone but prefers to take buddy.

4. Is a member of some social groups. Has several social contacts in each. Contributes actively on occasion, would be missed. Feels comfortable going alone.

5. Belongs actively to several social groups. Has numerous contacts in each, contributes frequently. May have leadership role. Seen as important to group.

SOCIAL SELF-ESTEEM

c) Meeting New People

1. Avoids meeting new people or new group. If forced to do so, is extremely uncomfortable, anxious, tongue-tied and awkward.

2. Very uncomfortable meeting new people, new groups. May do so if accompanied by some support person. Much obsessing about what to say, wear, do.

3. Slightly uncomfortable meeting new people/groups. Hangs back, feels awkward in getting started but finally can participate in interaction.

4. Feels comfortable entering new group if knows someone. Has mild anxiety about meeting new people but will initiate introduction awkwardly.

5. Comfortable meeting new people or entering new group situations. Actively participates in making contacts.

SOCIAL SELF-ESTEEM

d) Ability to Tolerate Aloneness

1. Is by self most of time. Does not enjoy it. Feels anxious, lonely, and is constantly fantasizing about being with people successfully or always wants someone around, cannot tolerate being with self, or is always with someone.

2. By self most of time, not satisfied, lonely, anxious. If available will choose to be with people but will usually not initiate contact. Or needs to be constantly active.

3. Does not feel satisfaction in solitary activities but is not overly anxious or lonely. If available, will choose to be with people, prefers to be with people, and is reasonably comfortable. Can and will initiate being with people.

4. Although sometimes feels lonely by self, also feels satisfaction in activities by self. Will choose solitary over group primarily on basis of external reasons--grades, parents.

5. Finds satisfaction in activities by self. Does not need to be with people all the time but enjoys interpersonal meetings. Will choose solitary activity or time alone over group on rational feeling base.

SOCIAL SELF-ESTEEM

e) Reflected Social Self-Esteem--Validation

1. Very low self image. Constantly wanting external validation of worth. Seldom getting it. Ignores or rejects positive feedback.

2. On rare occasion has good feeling about self: looks constantly for external validation from others. Overtly concerned about what others think of her. Usually rejects positive feedback. Usually compares self unfavorably with others.

3. Sometimes accepts positive feedback. Feels good about some aspects of self. Seeks external validation and tends to accept it. Compares self both favorably and unfavorably with others.

4. Usually feels good about self. Usually accepts positive feedback. Open to external validation but does not actively seek it. Still some need for external validation. May have one or two areas of slight feeling of inferiority which are rationally recognized as unrealistic.

5. Has good self-image overall. Does not require external-other validation of self-worth. Accepts positive feedback. Rejection or non-recognition by others not particularly bothersome. When compares self with others, does not put self or others down. Different is not better.

SEXUAL SELF-ESTEEM

5 components:

a. Interaction seeking behaviors

b. Actual interaction behaviors

c. Physical attractiveness

d. Intimacy-involvement

e. Reflected self-appraisal

SEXUAL SELF-ESTEEM

a) Interaction Seeking Behavior

1. Actively avoids or leaves situations. Does not date. Or appears to be very available and is likely to be propositioned in all situations and is unaware of her contribution.

2. Avoids interaction with men. Does not leave situation. Does not initiate any unnecessary contact or is seductive and unaware of her behavior.

3. Does not avoid interaction with men in role setting, i.e., school, work. Does not initiate social contact. Dates casually.

4. Does not avoid interaction with men in role--school, work setting or social setting. Initiates interaction in both settings. Will initiate contact in defined non-social role.

5. Actively seeks interaction with men in social and work settings. Will initiate contact. Will decline contact when own needs dictate, i.e., other priorities. Will initiate social, sexual, professional contact.

SEXUAL SELF-ESTEEM

b) Actual Interaction-Behaviors

1. When contact (male-female) unavoidable becomes extremely tense, anxious, frightened and/or angry. Noncommunicative. Responds in monosyllables or can't say no.

2. Becomes tense anxious during male-female contact. Responds passively verbally or becomes seductive, coy, flirts.

3. In prescribed professional role setting verbal contact. In social heterosexual situation slightly tense, awkward, will respond. Non-active, non-assertive. Plays female role. Cautious.

4. Feels comfortable with men. Initiate verbal contact. Tends to be indirect, nonassertive.

5. Reports enjoying working with males and interacting in social relationship. Initiate contact in forming relationship. Asserts self. Relates easily, talks freely.

SEXUAL SELF-ESTEEM

c) Physical Attractiveness

1. Describes self as ugly--undesirable. No attractive physical body qualities.

2. Sees self as plain. Not attractive. Self critical of face, body or infers self as sexy only from others.

3. Describes self as ordinary, sometimes attractive, sexy. Self-critical. Sometimes likes some features, sometimes does not like features.

4. Describes self as attractive, sometimes sexy. Describes several positive features. Critical of few physical aspects.

5. Describes self as attractive, pretty, sexy. Face, body. Good figure.

SEXUAL SELF-ESTEEM

d) Intimacy-involvement

1. No sharing. Male female contact strictly situational, unavoidable. Interacts strictly out of role-defined behaviors, ie.., student, worker. No personal involvement or need satisfaction. No physical contact, no affectional response.

2. Interacts out of role base. Describes low-level need fulfilled. i.e., lover-sex, coffee acquaintance, work acquaintance. No sharing of personal feelings, ideas. Male would not be missed, easily interchangeable.

3. Develops friend, buddy relationship. Reciprocal relationship--sharing of self, affection--verbal, nonverbal. Affection need met. Share problems, ideas, feelings.

4. Develops effective long term (6 months to a year) relationship with male. Describes relationship-person as close friend. Some sharing of private self emotionally. Some mutual needs fulfilled, expressed. Commitment nonexplicit to partner. Express affection freely, touching. Defines relationship as close.

5. Effective long term relationship with male. Physical and emotional commitment explicit to partner. Considerably mutual needs met. Express affection freely, i.e., touching-hugging.

SEXUAL SELF-ESTEEM

e) Reflected Self-Appraisal--How she sees men seeing her

1. Reports others, men, as seeing her as ugly. Nonsexual person.

2. Men see her as plain--sexually unattractive or asexual. No response to her as a woman, or response to her as a sexy babe, not a person, or as a buddy, mother, or sister.

3. Men see her as average looking, ordinary. A few men see as attractive.

4. To men she is attractive. Receives positive feedback. Compliments. Several men see her as sexy. Like some particular feature--physical plus personal characteristics--bright, intelligent, warm.

5. Most men see her as attractive, sexy. Also intelligent, creative, caring. Men openly express appreciation of her sensual attractiveness, and personality attributes.

FATHER ACCEPTANCE-REJECTION

5 components:

a. Verbal interaction

b. Affection, overt-covert

c. Discipline--approval-disapproval

d. Reflected self appraisal--attractiveness

e. Reflected self appraisal--self-worth

FATHER ACCEPTANCE-REJECTION

a) Verbal interaction (communication)

1. Minimal. Father does not speak to child unless necessary, i.e., "pass the salt," or unless administering severe punishment, i.e., yelling, name calling, orders. Act like stranger. Don't exchange opinions. Not there, absent, apart.

2. Minimal verbal exchange on nonpersonal level. Necessary conversation. Father critical, non-accepting of daughter's personal opinions, ideas.

3. Father, daughter talk about necessary daily scheduling, surface school, friend, activities or current events. Daughter does not share personal concerns with father. Father not critical of ideas but may be critical of personal opinions.

4. Father, daughter share daughter's opinions on impersonal concerns. Father non-critical of these ideas. Father, daughter discuss some personal problems, ideas, opinions. Father tends to be critical part of the time. More likely to accept only if he agrees.

5. Father, daughter share opinions, ideas, feelings concerning everyday activities, personal problems. Father accepts daughter's opinions, thoughts even when different. Daughter feels free to discuss personal problems-needs with father.

FATHER ACCEPTANCE-REJECTION

b) Affection--overt (verbal)--covert (nonverbal)

1. No expressed overt or covert affection. Father ignores daughter insofar as affection concerned, or patently phoney overt expressions of affections, or seductive.

2. Dutiful nonverbal expression of affection, i.e., good-night kiss. Not spontaneous. Ritual. Expressed because of social mores, i.e., you're supposed to, not because you want or need to show affection. Externally controlled.

3. Dutiful verbal and nonverbal expressions of affection. Not phoney in the sense that father seems to want to feel affection, and show it, although he has to force it. May be awkward, embarrassed but heartfelt. Goes beyond duty in that occasionally spontaneous.

4. Frequent spontaneous expression of verbal affection, i.e., "I'm glad to see you." "I love you" and nonverbal affection, hugs, kisses. Not necessarily coinciding with daughter's need for affection.

5. Generous, optimum overt and covert expressions of affection. Daughter feels free to seek it as needed, and much is offered spontaneously, i.e., hugs, verbal ("I love you") expressions. Father is sensitive to when daughter has special real nonmanipulative need for extra affection.

FATHER ACCEPTANCE-REJECTION

c) Discipline--approval-disapproval

1. Father seems to see daughter as someone in constant need of punishment, i.e., through rejection, "I don't care what you do. You're not my daughter." Or harsh physical beatings out of father's hostility-rejection. Total disapproval. Totally ignore--"you're not important one way or another."

2. Father uses primarily "you" messages, i.e., "you're lazy, dumb, ugly, bad" and/or physical punishment. Quick to criticize mistakes or imperfect performance. No positive feedback. Physical punishment out of father's anger. Disapproval outweights approval or withdraws attention, more of a shutting out. Ignored but not toally, i.e., overlooked.

3. Father uses mixed "I" and "you" messages. Expresses both approval-disapproval. Approval outweighs disapproval. "You're a good kid most of the time." "You're a pest." "I appreciate you." Sometimes physical punishment, i.e., spanking or threat when "all else fails."

4. Approval and "I" messages predominate but father occasionally shows disapproval and "you" messages.

5. Father uses "I" messages. Owns own discomfort, feelings. "I'm disappointed, angry, . . ." "I'm in a grouchy mood so please don't play music." Is accepting of person when nonaccepting of behavior.

FATHER ACCEPTANCE-REJECTION

d) Reflected Self-Appraisal--attractiveness. How daughter sees father as seeing her (DSFASH)

1. DSFASH as ugly, unappealing, and sees him as expressing this frequently, directly and by innuendo. Thinks he can't stand to look at her. Frequently compares her unfavorably with others.

2. DSFASH as plain, not attractive. Too fat or too skinny. Not good enough. Does not respond to her as a female.

3. DSFASH as ordinary, average, nothing special. She perceives him as responding to attractive and unattractive features. Remarks perceived as being made casually.

4. DSFASH as nice looking, attractive, sometimes pretty or even beautiful.

5. DSFASH as very attractive, beautiful and as commenting frequently on her attractivness, with enthusiasm.

FATHER ACCEPTANCE-REJECTION

e) Reflected Self Appraisal--Self-Worth. How daughter sees father as seeing her (DSFASH)

1. DSFASH as bad and/or immoral. Bad = selfish, irresponsible, dishonest, disobedient, stupid, lazy.

2. DSFASH as having more bad points than good points. (See 1 and 5.)

3. DSFASH as having some positive/negative characteristics such as smart sometimes, dumb sometimes, reliable/unreliable--situationally. Needs to be better, improve herself. (See 1 and 5.)

4. DSFASH as having more positive characteristics than negative. (See 1 and 5.)

5. DSFASH as intelligent, assertive, warm, accepting, honest, considerate, compassionate, empathetic.

APPENDIX L

GROUP I: INTERVIEW RATING SCALE SCORES

GROUP I: Interview Rating Scale Scores

Subject	Social Self-Esteem	Sexual Self-Esteem	Father Acceptance-Rejection
1	37	42	22
2	29	26	32
3	46	32	37
4	30	24	34
5	37	31	37
6	30	30	29
7	37	37	37
8	36	44	38
9	38	33	31
10	36	31	33
11	44	42	48
12	38	36	41
13	50	45	46
14	40	38	40
15	24	24	19
16	49	45	28
17	39	35	28
18	42	44	35
19	37	37	36
20	34	37	37
21	43	40	42
22	41	36	35

APPENDIX M

GROUP I: REVISED COOPERSMITH SELF-ESTEEM INVENTORY SCORES AND SEMANTIC DIFFERENTIAL SCORES

Group I: Revised Coopersmith Self-Esteem Inventory Scores and Semantic Differential Scores

Subject	Revised Coopersmith SEI	Semantic Differential		
		Soc SE	Sex SE	F A-R
1	38	59	63	50
2	34	48	50	64
3	35	69	67	68
4	36	63	65	72
5	35	65	71	66
6	26	77	79	74
7	32	67	66	75
8	40	72	78	70
9	39	67	67	69
10	39	64	67	58
11	42	76	67	74
12	44	73	75	64
13	46	73	74	66
14	42	75	69	68
15	22	61	68	52
16	45	49	63	48
17	40	69	71	65
18	44	68	68	63
19	39	64	61	51
20	27	75	77	71
21	45	70	72	70
22	48	78	78	61

APPENDIX N

GROUP II: INTERVIEW RATING SCALE SCORES

GROUP II: Interview Rating Scale Scores

Subject	Social Self-Esteem	Sexual Self-Esteem	Father Acceptance-Rejection
1	47	38	47
2	28	20	39
3	45	32	48
4	46	39	41
5	43	37	45
6	43	41	47
7	40	36	39
8	35	22	25
9	44	42	47
10	32	31	37
11	42	38	49
12	18	23	27
13	30	31	41
14	39	33	36
15	29	32	35
16	29	24	17
17	42	44	48
18	41	39	40
19	33	31	40
20	42	35	38
21	31	41	24
22	43	36	26.

APPENDIX O

GROUP II: COOPERSMITH SELF-ESTEEM INVENTORY SCORES AND SEMANTIC DIFFERENTIAL SCORES

GROUP II: Coopersmith Self-Esteem Inventory Scores and Semantic Differential Scores

Subject	Revised Coopersmith SEI	Semantic Differential		
		Soc SE	Sex SE	F A-R
1	39	73	72	75
2	27	64	64	70
3	38	81	76	75
4	46	75	76	64
5	37	70	69	73
6	44	77	78	68
7	43	81	75	69
8	26	52	51	61
9	46	80	82	70
10	37	64	68	70
11	38	69	69	61
12	14	59	62	68
13	33	82	79	75
14	39	70	66	72
15	45	65	66	66
16	17	67	72	37
17	47	79	78	76
18	44	64	69	67
19	32	63	71	73
20	34	67	55	65
21	27	77	77	38
22	22	71	75	44