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PARENTING STYLES, EDUCATIONAL LEVEL OF PARENTS, AND
SOCIAL COMPETENCE IN PRESCHOOL AGED CHILDREN

A Thesis
by
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PARENTING STYLES, EDUCATIONAL LEVEL OF PARENTS, AND
SOCIAL COMPETENCE IN PRESCHOOL AGED CHILDREN

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ABSTRACT

PARENTING STYLES, EDUCATIONAL LEVEL OF PARENTS, AND
SOCIAL COMPETENCE IN PRESCHOOL AGED CHILDREN (May 1987)

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Research has indicated that social competence of preschool children is largely a function of parenting style. Studies have shown that authoritative parenting style, when compared to authoritarian and permissive parenting styles, is generally most effective in producing children who are socially mature and self-reliant. In addition, past research has indicated that the educational level achieved by the parent is a good predictor of the parent's tendency to be authoritarian with authoritarianism decreasing as the years of education of the parents increase.

The present research was designed to investigate the relationship between parenting style and social competence in preschool aged boys and girls. The methodology of past research has relied heavily upon observational procedures; this study employed the use of questionnaires in an attempt to more efficiently examine

parenting styles as they relate to the social competence of preschool aged children. It was found that authoritative parents had more socially competent children than authoritarian parents. However, no significant differences were found between the social competence of children with authoritative versus permissive parents. Analyses of mothers' and fathers' scores tabulated separately indicated that the parenting style of the mother more significantly affected the social competence of their children than the parenting style of the father.

When comparisons were made of the educational level of the parents, permissive parents were found to have attained the highest level of education with authoritarian parents having attained the lowest level of education.

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INTRODUCTION

Research has provided evidence that there is a strong relationship between child-rearing practices and social competencies of children. According to Baruch and Barnett (1981), the prevailing past assumptions were that child-rearing practices and attitudes provide a powerful influences upon the formation of a child's personality. Also, variations in parental child-rearing behavior and attitudes were thought to be primary variables predictive of individual differences in children. Baruch and Barnett conducted an investigation to determine whether or not a relationship existed between the attitudes and behaviors of parents and competence related behaviors of their preschool girls. Observation and teacher ratings of behavior were measures utilized to assess the competence of the children. Instruments and techniques used to assess parent variables included observations, questionnaires, and interviews. Although the Baruch and Barnett research (1981) yielded a limited effect of parental attitudes and practices upon children's personality development, they speculated that it might require time for the effects of parental behavior to be

internalized, stabilized and generalized to other settings.

Bigner (1979) noted that among factors influencing an individual's behavior as a parent are social class, personality patterns, and attitudes toward parenting. According to Bigner, such factors influence manifestations of role functions in caregiving thus yielding differing effects on child behavior. Parental attempts to influence the behavior of a child are collectively known as the process of socialization (Church and Stone, 1973).

Socialization

As children adopt and use their parents' values and standards, a powerful form of socialization takes place (Peterson, Reaven, & Homer, 1984). According to Baumrind (1980), socialization is an adult-initiated process by which developing children, through insight, training and imitation acquire the habits and values congruent with adaptation to their culture. As socialization progresses, children learn to accommodate natural and social realities. Baumrind contended that by virtue of the immaturity and dependent status of children, they are not originators of their own actions. In contrast, they are, to a great extent, presented with

stimuli and encouraged to accomplish adult formulated goals. On the other hand, adults possess differentiated and integrated self systems which afford them the ability to alter impinging stimuli. They are more able to control their own environments. Whether consciously, conscientiously, or by default, caretakers play a role in the way their children develop. Baumrind further suggested that parents, by controlling the environment and influencing cognitive processes, determine children's intelligence, character, and competencies.

During the early years of a child's development, adults become increasingly able to regulate the child's behavior by verbal means. Consequently, a major channel is opened whereby socialization can proceed (Schaefer and Crook, 1980). Schaefer and Crook referred to such influence of words as "control technique." The term control technique refers to the individual's use of certain behaviors which alter the course of another person's activity. The function of a control technique is to channel behavior in certain directions to enhance some tendencies and inhibit others. This is accomplished by communications from one person to another that are intended to influence the recipient's behavior.

Social Competence and Parental Attitudes

Research has shown that social competence of preschoolers is functionally related to the competence of parents (Hanson, 1982; Gearey, 1978). Gearey, who observed behaviors of fathers and their preschool-aged children, found that fathers of competent children displayed more positive behaviors toward the children (e.g. acceptance of children's statements) whereas fathers of non-competent children were more likely to exhibit negative behaviors (e.g. punitive responses to children's statements). Clark (1982), found a positive correlation between parents' scores on the Home Environmental Process Interview (HEPI) and children's scores on the Preschool Interpersonal Problem Solving Test (PIPS). (The HEPI is a measure of typical family interactions and the PIPS measures a child's ability to develop appropriate solutions to interpersonal situations.). Clark concluded that there exists a relationship between home environmental factors and social problem solving skills in children.

During the preschool years, children's social competence varies as a function of parenting style. Although there is no universally accepted definition of social competence, researchers have concluded that, for

pre-school children, social competence involves the ability to influence peer behavior, positive active behavior, effectance motivation and acceptable coping styles in daily situations (Turner & Harris, 1984; Wright, 1980; Kohn & Rosman, 1972; White, 1959; White, 1973). Social competence is thus related to competence with regard to cognition and affective perspective abilities (Wright, 1980). Wright suggested that social competence is simply a component of general competence and is reflected in a autonomous attempt to deal successfully with the social world.

Turner and Harris (1984) attempted to relate parental attitudes (disciplinarian, indulgent, protective, or rejecting) as measured by the Maryland Parental Attitude Survey (Pumroy, 1966) to social competence of children as measured by objective procedures designed to measure a child's self-concept, vocabulary, empathy, and altruism (Pumroy, 1966; Kohn & Rosman, 1972; Wright, 1980). The results of this study indicated that children of parents who expressed attitudes which focused on nurturing and positive aspects of child care as opposed to restricting, punitive ones demonstrated more positive self concepts. Additionally, the findings suggested that parental attitudes toward

child rearing are related to ways in which parents interact with their children; they impact upon their children's personalities and behaviors, including social competence.

Parenting Styles

Baumrind (1980) asserted that the most effective parent is one who is receptive to the views and needs of a child. In addition, this parent takes the opinion of the child into account when attempting to alter the child's actions; a transfer of power and responsibility is offered to the child. According to Baumrind, the most effective parent regards parental obligations and rights complementary to the rights and duties of the child.

Norton (1977) maintained that various styles of parenting have different effects on the contentment and social self-reliance of children. In general, "parenting style" refers to a parent's attitudes and beliefs regarding child rearing and the subsequent interactions between the parent and child. Terms which have been used to denote different child-rearing attitudes include, disciplinarian versus indulgent, (Duane, 1979) and authoritarian versus egalitarian (Minton, Kagan, & Levine, 1971).

Baumrind (1966), discussed three main categories of parenting styles: authoritarian, authoritative, and permissive.

The authoritarian parent attempts to shape and control the attitudes and behavior of the child. The evaluation of the child's behavior is usually in accordance with an absolute standard of conduct which is usually motivated by theological beliefs. This parent greatly values obedience, usually favoring punitive, forceful measures to inhibit the child's actions or beliefs when they conflict with parental opinions regarding appropriate conduct. The authoritarian parent restricts the child's autonomy and highly regards the preservation of traditional structure. Additionally, verbal interaction at points of parent-child divergence is not encouraged. In contrast, the authoritarian parent believes that the child should accept a parent's words with no opposition.

The authoritative parent attempts to divert a child's behaviors in a rational manner. Verbal interaction is encouraged and rationale behind rules and policies are shared with the child. Additionally, the child's objections are solicited when there is child resistance to conformity. Although the authoritative

parent exerts firm control when there is parent-child divergence, there is absence of strict, rigid enforcement of restrictions. Both disciplined conformity and autonomy are valued by the authoritative parent. Consequently, there exists an enforcement of parental perspectives which coincide with recognition of the child's individuality. Although the child's individuality qualities are affirmed, there are standards set for future conduct. In general, the authoritative parent achieves objectives by employing reinforcement, reason, and shaping as opposed to basing decisions upon group consensus or the child's desires.

The permissive parent behaves in an acceptant, non-punitive manner toward the child's actions, desires, and impulses. The child is consulted with concern to policies, and explanations are provided for family rules. There are few demands for orderly behavior and household responsibility. The parent is presented as a resource not as a model for the child to emulate, nor as an agent for altering or shaping the child's behavior. The permissive parent avoids the use of control and does not encourage the child to obey externally defined standards; the child is fully allowed to regulate his or her own

activities. The permissive parent therefore avoids, as much as possible, overt power to accomplish goals.

In summary, the authoritarian parent controls the child's behavior. The parent's goal is to obtain obedience, often via physical punishment. The child's autonomy is typically restricted and he or she is usually not permitted to question parental authority (Baumrind, 1966). In contrast, Baumrind summarized the permissive parent as one who encourages the child to be autonomous and to voice his or her opinions. The permissive parent permits the child to regulate his or her own activities, and avoids the exercise of control. The permissive parent does not encourage the child to obey externally defined standards. Finally, the authoritative parent uses reasoning and encourages verbal interactions between parent and child. When the child refuses to conform to parental expectations, his or her objections are solicited and the parent typically shares with the child the reasoning behind rules and limits. "Authoritative parents combine the best features of both authoritarian and permissive attitudes" (Bigner, 1979 p. 39).

Social Competency as a Function of Parenting Style

Baumrind (1967) observed three groups of normal children who differed in social and emotional behavior

and who were identified in terms of social competence so that the child rearing practices of their parents could be contrasted. Subsequent to 14 weeks of observation in a nursery school setting, children were assessed by their teacher and a psychologist on five dimensions: self-control, approach avoidance tendency, self-reliance, subjective mood, and peer affiliation. Child rearing practices were identified by structured observations conducted during home visits.

Baumrind found that those children who were most self-reliant, self-controlled, contented, and explorative were children of authoritative parents. Although these parents were found to be controlling and demanding, they were also rational, warm, and receptive to their children's expressiveness. Those children who were the most withdrawn, discontented and distrustful were children of authoritarian parents. The least self-reliant, least self-controlled, and least explorative were children of permissive parents. Although these parents were found to be relatively warm, they placed no demands or restrictions upon their children. It was thus concluded that parents of the most socially competent and mature children assumed neither authoritarian nor permissive child-rearing practices; these parents were

authoritative in their interactions with their children. In contrast, parents of the most disaffiliative and dysphoric children were firm and punitive, thereby exercising authoritarian child-rearing practices.

In a study conducted by Greenspan (1977), preschoolers were ranked by their teachers according to degree of social competence. Interviews were then conducted with the mothers of these children in order to assess maternal responses in terms of affect acceptance statements and control efforts. It was hypothesized that mothers of high social competence children would be less controlling in response to their children's affective expressions. The results indicated that mothers of high social competence children were more accepting of affective statements, including those which were negative.

Mondell and Tyler (1981) conducted a study in which they observed family interactions and found that the subjects who were classified as authoritative parents reacted to their children with less verbal disapproval and more gestures evidencing acceptance. The children of these parents were found to possess greater problem solving skills when playing with peers. The least competent children were those whose actions and appeals

were met with parental authoritarian control. The parents classified as authoritarian had little faith or interest in their children's abilities. Communication expressed by the child was met with more disapproving affect. Authoritarian parents provided less modeling and fewer problem solving suggestions. Mondell and Tyler suggested that these parental behaviors discourage trust and feelings of self-efficacy while encouraging "passive erratic" coping attempts. It was concluded that with respect to parenting style, the competence attribute of parents is a critical factor in influencing how they interact with and thus socialize their children.

A child's willingness to cooperate with others, including adults, is one of many variables associated with social competence. Research performed in natural settings has shown that suggestions are more likely to effect child compliance whereas authoritarian commands generate less willingness of a child to comply to adult requests (Lytton & Zwirner, 1975). On the other hand, in the event of a child's misbehavior (e.g., aggression toward other children), permissiveness signifies approval of the behavior. The frequency of misbehavior then tends to increase rather than remain unaffected (Baumrind, 1968; Siegel & Kohn, 1959).

A study conducted by Carlsmith and Lepper (1974) examined the effects of punitive or rewarding experimenter characteristics and anxiety provoking or relaxed experimental settings on preschool children's obedience to adult requests. Each child was shown a videotape of an unfamiliar adult acting either punitively or positively with another child. At a later time, each child was shown either an innocuous film or one which was anxiety provoking. Immediately afterwards, the adult shown in the film requested that the child pick up 150 scattered tennis balls. This study found that the children were most likely to obey the negative, punitive adult only under the anxiety provoking condition. On the other hand, the children were more likely to obey the positive and rewarding adult under the relaxed conditions. The results of this study lend support to the notion that under positive, relaxed conditions, authoritative modes of acquiring child compliance are more effective than authoritarian ones.

Prosocial Behavior

Prosocial issues such as altruism and moral judgment are other variables associated with social competence. Prosocial behavior is regarded as altruism or selfless help to others (Gupta, 1982). Parenting styles such as

authoritarian versus authoritative (Hoffman, 1970) and attitudes regarding enforcement of rules (Schaefer, 1965) are among the determinants which influence children's altruism.

A longitudinal study conducted by Eisenberg, Roth and Lennon (1983) examined the relationship between prosocial moral judgment and maternal child-rearing practices. Prosocial moral judgment assessment consisted of illustrations accompanied by four moral dilemmas. Each dilemma depicted a situation in which a conflict existed between the needs and wants of two individuals. Maternal child-rearing practices were assessed by the Block task, consisting of 91 cards which describe various child-rearing techniques. These researchers found that the level of moral reasoning in children was related to non-punitive, non-authoritarian maternal practices. They noted that a child who was aided in understanding others, and who was allowed to participate in decision making regarding group behaviors as well as those of the child, was better able to construct moral rules than the child who was expected to follow authoritarian dictate.

Eisenberg et al., (1983) reported that mothers of children high in prosocial reasoning were non-authoritarian and nonrestrictive with concern to various

child behaviors, but were directive with certain issues such as personal risk to their children and personal interactions. These mothers also displayed reluctance to punish their children and a non-restrictive attitude toward the child's expression of affect and opinions.

Social learning literature provides evidence that the nurturant, supportive, non-punitive parenting style serves as a facilitator of prosocial moral judgment. Radke-Yarrow, Zahn-Waxler, & Chapman (1983) found that this mode of parenting was related to the maturity of moral judgment and with prosocial behavior in general. Radke-Yarrow et al., (1983) noted that this is particularly so when practiced in conjunction with other positive parental practices. Lytton (1977) conducted a study utilizing home observations, interviews, and "diaries" kept by mothers in order to investigate the relationship between moral judgment and child-rearing practices. He found that consistent authoritative child-rearing practices were correlated with compliance and prosocial moral development.

To summarize, a higher level of prosocial moral judgment has been found to be associated with nonrestrictive, non-punitive child-rearing practices

which afford children opportunities for autonomous functioning.

The preceding review of prosocial issues lend support to Baumrind's (1971; 1967) conclusion that authoritative parental control facilitates the child's development of social responsibility. Lytton (1977) asserted that, provided there is a positively toned psychological approach to the child, parents need not assume an authority role in their attempt to foster social development. Authoritarian and permissive control, in different ways, shield a child from opportunities which afford vigorous and positive interactions with other people (Baumrind, 1968). In summary, authoritative parents are most likely to facilitate social competence via responsible and independent behavior in preschool-aged children (Baumrind, 1971).

Gender

Data based on observational procedures indicated that authoritative parental behavior was generally most effective for both genders (Baumrind, 1971). When compared to authoritarian and permissive control, authoritative control was clearly associated with higher social competence in boys and girls. This style of

parenting was significantly correlated with independent, achievement-oriented, purposive behavior for girls and was significantly associated with all indices of social competence in boys.

Baumrind found that permissive control, when compared to authoritative style, was clearly associated with lower social competence boys and girls. However, the effects of permissive parental control seem to be different for preschool-aged boys than for preschool-aged girls. Parental permissiveness was found to be inversely related to overall social competence in boys. In contrast, although daughters of permissive parents were of lower social competence than daughters of authoritative parents, they were not lacking in social responsibility. Additionally, girls of permissive parents displayed more achievement-oriented behavior than boys of permissive parents.

The effects of authoritarian parental control also seem to be different for boys and girls. Authoritarian parental control is most likely to adversely affect social responsibility in boys and independence in girls. Research generally supports the contention that restrictive, punitive behavior of parents inhibits the social competence of their children. Bigner (1979) noted

that in general, fathers are more likely than mothers to employ such power-assertive techniques of behavioral control. Such authoritarian means of parental control are likely to foster dependence and less goal directedness in the behavior of children. Bigner maintained that the effect of authoritarian control might be more apparent in a girl than in a boy.

Baumrind's findings lent support to Bigner's hypothesis. Baumrind found that authoritarian control yielded differing effects on boys and girls. In relation to the sons of authoritative parents, those of authoritarian parents were somewhat less independent; daughters of authoritarian parents were significantly less independent and were also less achievement-oriented than those of authoritative parents.

Educational Level

Research has indicated that educational level is correlated with parenting styles (Baumrind, 1971; Minton, Kagan & Levine, 1971). Minton, et al., observed the reactions of mothers to their children's violations of maternal standards. (Violations were of two general types. The first included destructive or aggressive behavior considered to be a violation of normative behavior. The second included actions on the part of the

child which provoked maternal commands, warnings, or reprimands.) The observations were compared to the educational level of the mother. The results indicated that the educational level achieved by the mother was a predictor of her tendency to be authoritarian. The mothers who were less educated exhibited a higher number of maternal reprimands. The rates of authoritarian control decreased as the educational level of the mother increased. Those mothers who had not graduated from high school were the most authoritarian. In contrast, those who had received college degrees were the least likely to use authoritarian means of control.

Minton, et al., suggested that well-educated mothers are more likely to value autonomous, responsible behavior on the part of their children. They are more likely to be receptive to the possibility that restrictiveness breeds fear and hostility. These researchers also suggested that less educated mothers are more likely to believe that a child must be told what to do; consequently, they expressed more restrictive commands.

In the past, researchers have relied heavily on observational measures designed to investigate the relationship between parenting style and social competence of preschool-aged children. Observational

procedures are extremely time consuming, and there is the likelihood that such methods alter the natural course of behavior within the environment. The present study was designed to more efficiently examine the social behavior of preschoolers as they relate to parenting styles. The social competence of the preschoolers was evaluated by their teachers and parenting styles were determined by questionnaires which were completed by parents. Anonymity of responses was assured thereby increasing the reliability of the measures utilized.

The social competence of the child was examined as a function of the parenting style of the father and the mother treated separately as well as combined. Using the same sample, the relationship between parenting style and educational level of the parents was determined.

Statement of the Problem

The research cited indicates that social competence of preschool children is largely a function of parenting style. There is strong evidence that an authoritative parenting style, when compared to authoritarian and permissive parenting styles, is generally most effective in producing socially competent children. There is also evidence that as the educational level of a parent increases, the tendency toward parental authoritarianism

decreases. The present research utilized a more efficient data gathering procedure to assess the relationship between parenting style and social competence of preschool-aged boys and girls. The effects of the mothers' parenting styles, the fathers' parenting styles and the combined parenting styles of mothers and fathers were investigated. The parents were therefore treated separately as well as jointly. Also, the relationship between educational level and parent was examined.

Hypotheses

1. It was first hypothesized that there would be no main effect of gender relative to overall social competence of preschool-aged children.
2. The second hypothesis was that children of authoritative parents would be more socially competent than children of authoritarian or permissive parents.
3. A third hypothesis was that there would be an interaction indicating the following: the social competence of males with authoritarian parents would be greater than females with authoritarian parents but the social competence

of males with permissive parents would be lower than females with permissive parents.

4. Finally, it was hypothesized that authoritative parents would have achieved the highest educational level and authoritarian parents would have achieved the lowest educational level.

Method

Design

The design was comprised of three 2 x 3 factorial combinations of child gender and parenting styles (authoritative, authoritarian, and permissive). One factorial combination utilized the fathers' parenting styles, the second, the mothers' parenting styles and the third, the combined parenting styles of the mothers and fathers. The dependent variable was social competency ratings of the children by their day-care teachers. Also included was a t-test which examined the educational level of each parent as the function of the parenting styles.

Subjects

The subjects included 76, 3- and 4-year-old male and female preschoolers and their parents. There were 35 male preschoolers and 41 female preschoolers. The

preschoolers were obtained from 19 day-care centers within a 100-mile radius of Boone, North Carolina.

Materials

The California Preschool Social Competency Scale (CPSCS) (Levine, Elzey, & Lewis, 1969) was used to assess social competence (see Appendix A). This instrument was designed for use with children in the 2.6 to 5.6 age range. The CPSCS is comprised of 30 four point items which represent observed social competence levels. When a rating of 1 (the lowest level) is assigned, the child is assumed capable of performing at all preceding levels. The behaviors sampled are typical of those likely to occur in a preschool program and include: response to routine and the unfamiliar, making explanations, following instructions, initiating activities, helping others, giving directions to activities, accepting limits, and reaction to frustration.

The Johnsen's Parental Permissiveness Scale (JPPS) (Johnsen, 1976) was used to assess parenting style (See Appendix B). The test was scored to differentiate between the authoritarian, authoritative and permissive parents. The questionnaire consists of three scales (concept, tolerance, and action) which measure parental attitudes toward child rearing, their responses to

children's specific behaviors, and their tolerance of a child's behaviors. Responses to each item ranged from extreme restriction and punishment of behavior to complete permissiveness. Parenting styles were obtained by separating the parents into three equal groups on the basis of their scores. The lower one third, who responded to the questionnaire items indicated permissiveness, were labeled as such. The same method was employed to categorize authoritative and authoritarian parents.

The concept scale consisted of 15, four point Likert scaled items which measure attitudes toward sex, aggression, and obedience in relation to the child. The items are rated from "strongly agree" to "strongly disagree." The tolerance and action scales each contained nine items describing differing parent behaviors with respect to a particular issue (e.g. aggression on the part of the child). The parent was required to respond to the item which described his or her most typical behavior. There was also a section on the questionnaire for the parents to denote their relationship to the child and their educational level by circling the total number of years of formal education achieved.

Procedure

The teachers in each day-care center were asked to provide the names of all three- and four-year-old children in that preschool program. The parents of those children were sent a consent form which described the nature of the study and requested permission to involve both the parents and their children in this study (See Appendix C). One week later, the consent forms were collected from the day-care centers. For those parents who consented to participation, the teachers were given packets containing social competence scales, JPPS questionnaires, cover letters providing instructions concerning the questionnaires (see Appendix D) and return envelopes. After completing each social competency scale, the teacher wrote the name of the child on the packet. Following completion of the social competency scales, the teacher gave the remaining portion of the packets to the parents. The parents were asked to return the questionnaires to the day-care center in the return envelopes and place them in a box supplied by the researcher. To maintain confidentiality, parents were not required to identify the names of the children; the questionnaires were coded with numbers corresponding to a number placed on the child's social competency rating

scale. Each teacher received \$5.00 for participation in this study.

Results

Figure 1 shows the teacher ratings of the preschoolers' social competence as a function of the child's gender and parenting style. The social competence of female preschoolers was rated slightly superior to that of males. However, consistent with the first hypothesis, a 2 x 3 factor variance analysis indicated that gender differences were not significant. All statistical results are summarized in Tables 1, 2, and 3.

From the second hypothesis it was predicted that social competence of children with authoritative parents would be greater than the social competence of children with permissive or authoritarian parents. Figure 1 shows a main effect of parenting style which is supported by analysis of variance $F(2,38) = 3.38, p < .05$. However, paired comparisons indicated that although the social competence of children with authoritative parents was superior to that of children with authoritarian parents ($F(1,24) = 5.06, p < .05$), the difference between children with authoritative parents and those with permissive parents was not statistically significant. The extent to

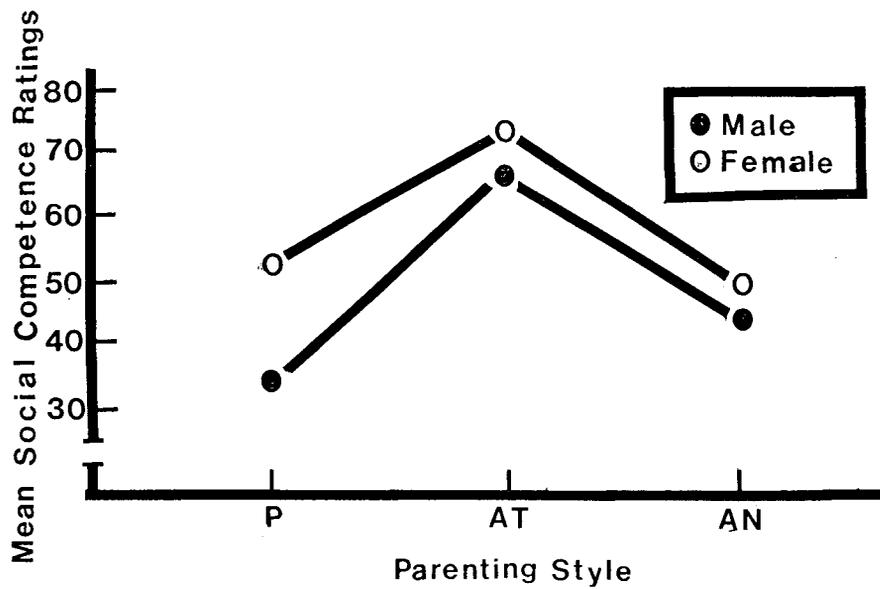


Figure 1. Teacher ratings of social competence as a function of preschooler's gender and combined parenting style (P, permissive; AT, authoritative; AN, authoritarian).

which parenting styles were consistent was as follows:
 when the mother was permissive, the father was also
 permissive 50% of the time; when the mother was

Table 1

Social Competence as a Function of Child Gender and
 Combined Parenting Style

Source	SS	DF	MS	F	
Gender (A)	539.70	1	539.70	0.73	
Parenting Style (B)	4995.32	2	2497.66	3.38	*
AXB	101.78	2	50.89	0.07	
Within	28120.38	38	740.01		

*p<.05

Table 2

Social Competence as a Function of Child Gender and
 Father's Parenting Style

Source	SS	DF	MS	F
Gender	484.30	1	484.30	0.71
Father's Par. Style	1240.19	2	620.10	0.91
Interaction	1933.46	2	966.73	1.42
Within	39552.03	58	681.93	
Total	43209.98	63		

Table 3

Social Competence as a Function of Child Gender and
Mother's Parenting Style

Source	SS	DF	MS	F	
Gender	337.96	1	337.96	0.49	
Mother's Par. Style	4687.34	2	2343.67	3.40	*
Interaction	576.95	2	288.47	0.42	
Within	44832.84	68	688.72		
Total	52435.09	73			

* $p < .05$

authoritative, the father was authoritative 42% of the time; when the mother was authoritarian, the father was authoritarian 81% of the time.

From the third hypothesis, it was predicted that there would be an interaction between child gender and parenting style. This hypothesis was not supported by the data.

Figure 2, Frame A shows ratings of social competence as a function of child gender and the father's parenting style. Girls appear to have achieved higher scores than boys; however, a 2 x 3 factor analysis of variance yielded no significant main effect nor interaction between child gender and father's parenting style.

Frame B of Figure 2 shows social competence ratings as a function of the child's gender and the mother's parenting style. Again, consistent with the first hypothesis, there was no main effect of gender. Consistent with the second hypothesis, there was a main effect of parenting style ($F(2,68) = 3.40, p < .05$). Partially consistent with the findings when the scores of both mothers and fathers were combined, social competence scores of children with authoritative mothers was superior to both those of authoritarian ($F(1,42) = 4.63, p < .05$) and permissive ($F(1,50) = 4.06, p < .05$) mothers.

Hypothesis four stated that authoritative parents would have achieved the highest educational level and authoritarian parents, the lowest educational level. T-tests were used to compare the educational levels of permissive and authoritarian parents to those of authoritative parents. Permissive parents were found to have achieved a significantly higher level of education than authoritative parents and authoritarian parents were found to have achieved a significantly lower level of education than authoritative parents ($t[136]=3.61, two-tailed t < .001$ and $t[132]=4.27, two-tailed t < .001$ respectively).

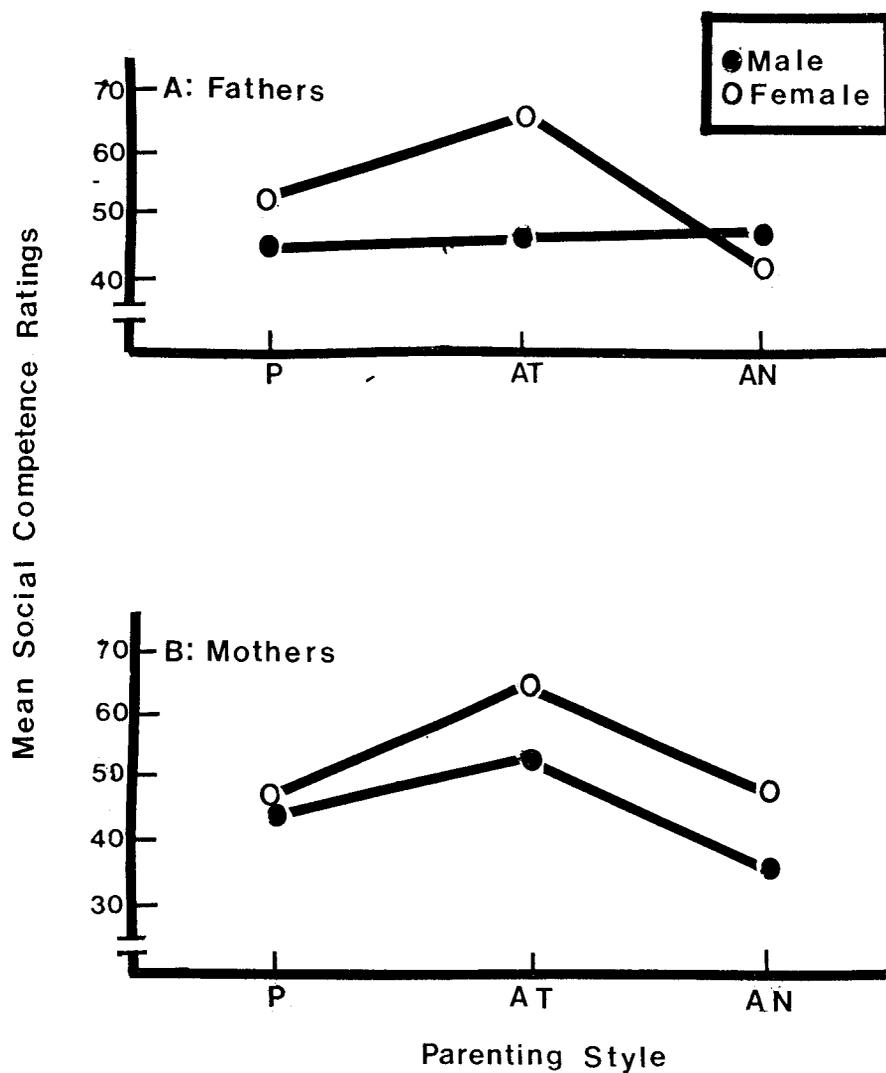


Figure 2. Teacher ratings of social competence as a function of preschooler's gender and Paternal (Frame A) and Maternal (Frame B) parenting styles.

Discussion

Gender

The results of this study were somewhat different than had been expected. The results did reveal, as predicted, that no main effect of gender relative to overall social competence of preschool-aged children, was obtained. Although the findings were not statistically significant, preschool-aged girls tended to score slightly higher (on the average, about 5 points) than preschool-aged boys on the CPSCS.

Combined Parenting Styles

The second hypothesis, that social competency would vary as a function of parenting style, was partially supported. Combined parenting styles were obtained by dividing the parents into three equal groups on the basis of their scores. The lower one-third, who responded to the questionnaire items indicating permissiveness, were labeled as such. The same method was employed to categorize authoritative and authoritarian parents. When the social competence percentile scores of children with authoritative parents as compared to those of children with authoritarian parents, the children of the authoritative parents were found to have significantly higher scores. These results suggest that an

authoritative style of parenting is more effective in producing children of higher social competence than an authoritarian style of parenting. However, no significant results were found when the social competence percentile scores of children with authoritative parents were compared to the scores of children with permissive parents. On the average, children of permissive parents scored 7 points higher than children of authoritarian parents and 20 points lower than children of authoritative. As previously noted, consistency of parenting style was 50% for permissive, 42% for authoritative, and 81% for authoritarian.

Baumrind (1971) concluded that authoritative parents were most likely to facilitate social competence in their preschool-aged children. As with the research previously cited, all of the children used in this study were either three or four years old. It may be, as suggested by Baruch and Barnett (1981), that it takes time for the effects of parental behavior to be generalized to other settings. Further, perhaps a permissive style of parenting takes a more extended period of time to be generalized, whereas the effects of an authoritarian style of parenting may be generalized earlier.

Effects of Mothers versus Fathers

Although no hypotheses were offered relative to differential effects of mothers and fathers, four additional analyses of variance were tabulated on the data pertaining to the second hypothesis. Two of these involved comparing social competency scores of preschool-aged children with authoritative fathers to those of children with authoritarian fathers and social competency scores of children with authoritative fathers to those of children with permissive fathers. The other two analyses provided the same comparison, but employed only the mothers' parenting style.

Analyses of the fathers' parenting style revealed that there was no main effect of parenting style on social competence. There was, however, a trend toward girls with authoritative fathers scoring higher than girls with authoritarian fathers. Also, although girls generally averaged slightly higher scores on the CPSCS than boys, this was with the exception of one situation. Girls with authoritarian fathers averaged 7 points lower than boys with authoritarian fathers. Also, the biggest difference in average scores occurred between children with authoritative fathers where girls averaged 20 points higher than boys. These results suggest that

authoritative fathers might effect a slightly higher level of social competence in their daughters than authoritarian fathers.

Children of authoritative mothers, on the other hand, scored significantly higher on the social competency scales than children of either authoritarian or permissive mothers. Although girls with authoritarian fathers averaged lower scores than boys with authoritarian fathers, girls with authoritarian mothers averaged higher scores than boys with authoritarian mothers. Perhaps authoritarian mothers and fathers have more of a negative effect on the children that are of the opposite sex of the parent.

These results suggest that the mother's parenting style has more of an effect upon the preschool child's social competency score than the father's parenting style. It is possible that the influence of the father's presenting style might appear at a later time. Also, it is possible that young children, during their preschool years, spend more time with their mothers than with their fathers; consequently, perhaps mothers more significantly influence the preschool child's social competence.

Interaction of Child Gender and Parenting Style

There was lack of significant interaction with respect to the third hypothesis: the social competence of males with authoritarian parents would be greater than females with authoritarian parents while females with permissive parents would be of greater social competence than males with permissive parents. However, girls of permissive parents achieved an average of 12 points higher on the CPSCS than boys of permissive parents. The difference between the scores of males and females of authoritarian parents (combined parenting style) was marginal with girls averaging less than 2 points higher than boys.

Baumrind (1971) maintained that the effect of authoritarian control might be more apparent in girls than in boys. Although this study did not support this notion, it may be that a difference between the social competency of males versus females of authoritarian parents becomes more apparent later in childhood.

Education

The results of this study gave evidence to support part of the fourth hypothesis. It was hypothesized that authoritative parents would have achieved the highest educational level and authoritarian parents would have

achieved the lowest educational level. Although authoritarian parents were found to have achieved the lowest educational level (high school graduate-some college), the results provided evidence that permissive parents had achieved the highest educational level (college graduate-post graduate degree). Authoritative parents' educational level fell between those two (some college-college graduate).

Minton, Kagan, and Levine (1971) found that rates of authoritarian control decreased as educational level increased. They found that parents with college degrees were less likely to use authoritarian control. It seems very likely that parents with less education believe that children should be told what to do, whereas more educated parents view control as being restrictive. It may be that currently, more educated parents (college degree-post graduate degree) exercise an even lower level of control over their children to offer increased benefit to the child with respect to their development. Thus, these parents might, to an even larger degree than the authoritative parents, view control as being harmful and restrictive thus hindering a child's development. Thus these parents are perhaps more likely to perceive the majority of a child's behaviors as natural in the child's

development. The permissive parent would therefore more likely exercise as little control as possible.

Concluding Remarks

This study differed from studies previously cited primarily in terms of data collection. The majority of the research cited in this study involved observations, conducted by the researchers, of children as well as of parents. Such observations could possibly have altered the natural course of behavior. This study utilized random selection of day-care centers which were within a 100-mile radius of Boone, North Carolina. The education of the parents ranged from those who did not complete high school to those with post graduate degrees. The social class of families involved in this study was thus varied. Observation of the child was performed by his or her preschool teacher who was already familiar with the child in various situations. Also, questionnaires were completed anonymously. However, it is possible that some parents might have responded to the JPPS in an attempt to see themselves in a more favorable light. It is also possible that teachers' responses on the CPSCS were occasionally biased; contingent upon gender bias and/or teacher liking of a particular child.

The studies previously cited investigated either mothers exclusively, fathers exclusively, or combined parenting style of both parents. This study examined both parents. This study examined both parenting style as well as the impact of mothers' parenting style versus fathers' parenting style.

Future studies of preschool-aged childrens' social competency and parenting style could benefit if the child's social competency could be measured more than once, over a period of time. Such longitudinal techniques might determine if the same effects appear at a later time.

Future research might also investigate the impact of parenting styles employed by single parents upon the school child. Such studies could also investigate whether or not variables such as race and socio-economic status are associated with preferred styles of parenting.

This study suggests that the impact of parenting style differed depending upon the gender of the parent. It is thus also recommended that future studies of this nature use a factorial combination of gender of parent and parenting style and gender of child. The effect of the interaction of gender and parenting style of one parent in relation to the gender and parenting style of

the other parent could then be measured. In order to do so, such investigation would require a larger sample so that all possible combinations of parenting (e.g. mother authoritarian, father permissive; mother authoritative, father permissive, etc.) could be statistically analyzed. Hopefully, such research might help to develop a hierarchy which would indicate how the parenting style of one parent, in conjunction with the parenting style of the other parent, impacts upon the preschool-aged child.

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APPENDICES

APPENDIX A

California Preschool Social Competency Scale

Birthdate of this child _____

Sex of this child _____

1. IDENTIFICATION

1. Can state first name only.
2. Can state full name.
3. Can state full name and age as of last birthday.
4. Can state name, age, and address.

2. USING NAMES OF OTHERS

1. Uses no proper names in interacting with those around him or her.
2. Uses the names of no more than five children or adults.
3. Uses the names of from five to ten children.
4. Uses the names of virtually all children and adults.

3. GREETING NEW CHILD

When a new child joins the group, this child---

1. Inadvertently physically overpowers the new child in greeting him or her (i.e., hugs, bumps, pulls).
2. Makes a limited and brief physical contact (i.e., pats, pokes, rubs) with new child and some verbal contact.
3. Usually makes verbal contact and sometimes touches the new child.
4. Nearly always makes verbal contact with child without physical contact.

4. SAFE USE OF EQUIPMENT

1. Proceeds with activity, ignoring hazards involving height, weight, and distance (climbing on unstable equipment, stacking boxes too high, jumping onto off-balanced structures).
2. Proceeds with hazardous activity, sometimes seeking help and sometimes getting into difficulty.
3. Proceeds with hazardous activity but frequently seeks help when he or she is in difficulty.

4. Corrects hazards or seeks help before proceeding with activity.

5. REPORTING ACCIDENTS

When this child has an accident (e.g., spilling, breaking) he or she --

1. Does not report accident.
2. Sometimes reports accidents.
3. Frequently reports accidents.
4. Nearly always reports accidents.

6. CONTINUING IN ACTIVITIES

1. Wanders from activity to activity with no sustained participation.
2. Continues in his or her own activity but is easily diverted when he or she notices activities of others.
3. Continues in his or her own activity and leaves it only when interrupted by others.
4. Continues in his or her own activity in spite of interruptions.

7. PERFORMING TASKS

1. Usually has to be asked two or three times before he or she will begin a task.
2. Usually begins tasks the first time he or she is asked, but dawdles and has to be reminded.
3. Begins task the first time he or she is asked but is slow in completing task.
4. Begins task first time he or she is asked and is prompt in completing task.

8. FOLLOWING VERBAL INSTRUCTIONS

This child can follow verbal instructions---

1. When they are accompanied by demonstration.
2. Without a demonstration, if one specific instruction is involved.
3. Without a demonstration, when it involves two specific instructions.
4. Without a demonstration, when it involves three or more instructions.

9. FOLLOWING NEW INSTRUCTIONS

1. Carries out one familiar instruction.
2. Carries out one new instruction the first time it is given.
3. Follows new instructions give none at a time, as well as familiar ones.
4. Follows several new instructions given at a time, as well as familiar ones.

10. REMEMBERING INSTRUCTIONS

1. Nearly always needs to have instructions or demonstration repeated before he or she can perform the activity independently.
2. Frequently requires repetition, a reminder, or affirmation that he or she is proceeding correctly.
3. Occasionally needs repetition of instruction for part of the activity before completing the activity.
4. Performs the activity without requiring repetition of instruction.

11. MAKING EXPLANATION TO OTHER CHILDREN

When attempting to explain to another child how to do something (put things together, play a game, etc.), this child---

1. is unable to do so.
2. gives an incomplete explanation.
3. gives a complete but general explanation.
4. gives a complete explanation with specific details.

12. COMMUNICATING WANTS

1. Seldom verbalizes wants; acts out by pointing, pulling, crying, etc.
2. Sometimes verbalizes but usually combines actions with words.
3. Usually verbalizes but sometimes acts out his or her wants.
4. Nearly always verbalizes his or her wants.

13. BORROWING

1. Takes objects when in use by others without asking permission.
2. Sometimes asks permission to use other's objects.
3. Frequently asks permission to use other's objects.
4. Nearly always asks permission to use other's objects.

14. RETURNING PROPERTY

When this child has borrowed something he or she---

1. seldom attempts to return the property to its owner.
2. occasionally attempts to return the property to its owner.
3. frequently attempts to return the property to its owner.
4. nearly always returns the property to its owner.

15. SHARING

1. Does not share equipment or toys.
2. Shares but only after adult intervention.
3. Occasionally shares willingly with other children.
4. Frequently shares willingly with other children.

16. HELPING OTHERS

When another child is having difficulty (such as using equipment, dressing), this child---

1. never helps the other child.
2. helps another child only when they are playing together.
3. sometimes stops his or her own play to help another child.
4. frequently stops his or her own play to help another child.

17. PLAYING WITH OTHERS

1. Usually plays by him or herself.
2. Plays with others but limits play to one or two children.
3. Occasionally plays with a larger group (three or more children).
4. Usually plays with a larger group (three or more children).

18. INITIATING INVOLVEMENT

When other children are involved in an activity which permits the inclusion of additional children, this child---

1. seldom initiates getting involved in the activity.
2. sometimes initiates getting involved in the activity.
3. frequently initiates getting involved in the activity.
4. nearly always initiates getting involved in the activity.

19. INITIATING GROUP ACTIVITIES

1. Nearly always initiates activities which are solely for his or her own play.
2. Initiates his or her own activities and allows one child to join him or her.
3. Sometimes initiates activities which include two or more children.
4. Frequently initiates activities which are of a group nature.

20. GIVING DIRECTION TO PLAY

When play with others, this child---

1. typically follows the lead of others.
2. sometimes makes suggestions for the direction of the play.
3. frequently makes suggestions for the direction of the play.
4. nearly always makes suggestions for the direction of the play.

21. TAKING TURNS

1. Frequently interrupts or pushes others to get ahead of them in an activity taking turns.
2. Attempts to take turn ahead of time but does not push or quarrel in order to do so.
3. Waits for turn, but teases or pushes those ahead of him or her.
4. Waits for turn or waits to be called on.

22. REACTION TO FRUSTRATION

When this child does not get what he or she wants or things are not going well the child---

1. has a tantrum (screams, kicks, throws, etc.).
2. finds a substitute activity without seeking help in solving the problem.
3. seeks help from others in solving problem without making an attempt to solve it himself or herself.
4. seeks help from others in solving the problem after making an effort to solve it him or herself.

23. DEPENDENCE UPON ADULTS

How often will this child continue in an activity on his or her own without having an adult participate with or encourage the child---

1. hardly ever.
2. sometimes.
3. frequently.
4. nearly always.

24. ACCEPTING LIMITS

When an adult sets limits on the child's activity (play space, use of material, type of activity) he or she accepts the limits---

1. hardly ever.
2. sometimes.
3. frequently.
4. nearly always.

25. EFFECTING TRANSITIONS

In changing from one activity to another, this child---

1. requires personal contact by adult (i.e., holding hands, leading).
2. will not move toward new activity until the physical arrangements have been completed.
3. moves toward new activity when the teacher announces the activity.
4. moves toward new activity without physical or verbal cues.

26. CHANGES IN ROUTINE

The child accepts changes in routine (daily schedule, room arrangements, adults) without resistance or becoming upset---

1. hardly ever.
2. sometimes.
3. frequently.
4. nearly always.

27. REASSURANCE IN PUBLIC PLACES

When taken to public places, he or she must be given physical or verbal reassurance---

1. nearly always.
2. frequently.
3. sometimes.
4. hardly ever.

28. RESPONSE TO UNFAMILIAR ADULTS

1. Avoids or withdraws from any contact with unfamiliar adults.
2. He or she, when initially approached by unfamiliar adults, avoids contact, but if approached again, is responsive.
3. Responds to overtures by unfamiliar adults but does not initiate contact.
4. Readily moves toward unfamiliar adults.

29. UNFAMILIAR SITUATIONS

1. Restricts him or herself to activities in which he or she has previously engaged.
2. Joins in an activity which is new for him or her only if other children are engaged in it.
3. Joins with other children in an activity which is new to everyone.

4. Engages in an activity which is new for him or her even though other children are not involved.

30. SEEKING HELP

When involved in an activity in which this child needs help, he or she---

1. leaves the activity without seeking help.
2. continues in the activity but only if help is offered.
3. persists in the activity and finally seeks help.
4. seeks help from others after making a brief attempt.

APPENDIX B

Johnsen's Parental Permissiveness Scale

Johnsen's Parental Permissiveness Scale

Parents differ widely in their ideas about how children should be reared. We are interested in your opinions, and your ways of responding to your children. There are no correct answers to any of the statements or questions, except in the sense that your answers correctly reflect your feelings and actions.

We are asking you, then, to complete this questionnaire before talking it over with your friends or your spouse. We would like for you to answer the questions as you read them for the first time, so please do not read the entire questionnaire before answering the questions. In the first two sections of this questionnaire, we have used "his" or "he" for convenience. The behavior applies equally for both sexes. Remember, you think of your own children, and what you are most likely to do.

Before completing the questionnaire, it is important that you provide the following information about yourself.

Sex: M F

Is yours a dual or single parent family? _____

Years of education achieved:

(If you received an associates degree from a community college, please check Some college.)

Did not graduate from high school _____

Received GED _____

High school graduate _____

Some college _____

College graduate _____

Post graduate degree _____

Please read the following statements and circle the response which most nearly reflects your feelings about the statement. The abbreviations used are:

SA - Strongly agree with the statement.

MA - Mildly agree with the statement.

MD - Mildly disagree with the statement.

SD - Strongly disagree with the statement.

1. Parents should teach their children that anger should not be expressed toward their parents.
SA MA MD SD
2. A child should be allowed to question his parents' judgment, when he disagrees with them.
SA MA MD SD
3. Parents should encourage their children to express their angry feelings, even toward the parents.
SA MA MD SD
4. Parents should teach their children that their curiosity about sex should not be satisfied in play with other children. SA MA MD SD
5. Parents should be able to let their child act on his own judgment, though they may disagree with his decisions. SA MA MD SD
6. A child should be allowed to satisfy his curiosity about the opposite sex. SA MA MD SD
7. Parents should teach their children that it is wrong to be angry at their parents. SA MA MD SD
8. Parents should encourage their children's curiosity about sex. SA MA MD SD
9. Parents should be able to let their children be angry at them, and express this anger in some way.
SA MA MD SD
10. A child should be expected to do as he is told without argument. SA MA MD SD
11. Parents should help their children satisfy their curiosity about sex in some way. SA MA MD SD
12. Parents should let their child know that there is no excuse for disobedience. SA MA MD SD
13. Parents should teach their children that it is wrong to be curious about sex. SA MA MD SD
14. Parents should encourage their child to make the most of his own decisions. SA MA MD SD

15. A child should be allowed to be angry at his parents occasionally, and show it without fear of punishment. SA MA MD SD

We are interested in some of the behavior which you allow in your children. Please check the statement which most nearly describes your actions in the particular type of behavior presented. If you have not experienced the behavior, please check what you would probably allow.

16. Sometimes a child will get angry at his parents and hit or kick them. How much of this do you allow in your children?

1. _____ as much as they like, I encourage them to express their feelings in this manner, if they are angry at me.
2. _____ quite a bit, I will not usually stop it, unless it continues for some time.
3. _____ some, I will allow occasional slaps or kicks, without comment.
4. _____ some, I will allow occasional slaps or kicks, but discourage it from continuing.
5. _____ very little, I will rarely allow this, and only if there is a very good reason.
6. _____ none, I will not allow it.

17. Most parents tell their children to do thing like hang up their clothes, straighten their room, stop what they are doing, or something like this. Many times the children will wait awhile before doing it, or will not do it at all. How much of this do you allow in your children?

1. _____ as much as they like, I encourage them not to obey, if there is a good reason.
2. _____ quite a bit, I do not usually expect obedience.
3. _____ some, I will wait awhile, or tell them several times, and sometimes allow them not to do it.
4. _____ some, I will wait awhile, or tell them several times, but expect them to do it eventually.

5. _____ very little, I will occasionally tell them more than once, or wait a few minutes, but usually expect immediate obedience.
 6. _____ none, I expect them to obey immediately.
18. How much have you allowed your children to run about the house without their clothes on?
1. _____ as much as they like, I encourage this in the house around the family.
 2. _____ quite a bit, I allow them to play unclothed while getting dressed or undressed, if they wish.
 3. _____ some, I allow them to go to and from the bathroom, etc., unclothed, without comment.
 4. _____ some, I allow them to go to and from the bathroom etc., unclothed, but attempt to discourage it.
 5. _____ very little, I try to avoid this.
 6. _____ none, I will not allow it.
19. Children will sometimes argue with their parents' decisions or commands, and try to get them to change their minds. How much of this do you allow?
1. _____ as much as they like, I encourage this and often change my decision after hearing their comments.
 2. _____ quite a bit, I usually allow this and sometimes change my decision.
 3. _____ some, I allow a few comments or questions, and occasionally change my decision.
 4. _____ some, I allow a few comments or questions, but will not usually change my decision.
 5. _____ very little, I will occasionally allow this, but will not change the decision once it is made.
 6. _____ none, I will not allow it.
20. Parents tell us that their children sometimes shout angry things at them, call them names, etc. How much of this do you allow your children to do?
1. _____ as much as they like, I encourage them to do this when they feel like it.
 2. _____ quite a bit, I usually allow this, as long as it doesn't continue for a long time.
 3. _____ some, I occasionally allow a few words without comment.

4. _____ some, I occasionally allow a few words but discourage it from continuing.
 5. _____ very little, I rarely allow any of this, and only if there is a very good reason.
 6. _____ none, I will not allow it.
21. We sometimes hear parents talking about their children's habit of playing with themselves (fondling their genitals). How much of this do you allow?
1. _____ as much as they like, I encourage them to do this when they feel like it.
 2. _____ quite a bit, I do not usually attempt to stop it, except in public.
 3. _____ some, I will occasionally allow this without comment.
 4. _____ some, I will occasionally allow this, but discourage it from continuing.
 5. _____ very little, I rarely allow this without comment.
 6. _____ none, I will not allow it.
22. Many parents report that their young children and their playmates will take off their pants, look at each other, giggle, etc., at times. How much of this do you allow your children to do?
1. _____ as much as they like, I encourage them to play this way if they wish.
 2. _____ quite a bit, I do not usually attempt to stop it unless it continues for some time.
 3. _____ some, I occasionally allow this, without comment.
 4. _____ some, I occasionally allow this, but discourage it from continuing.
 5. _____ very little, I try to avoid this.
 6. _____ none, I will not allow it.
23. Some parents feel that their children should be allowed to decide things for themselves, such as, what to wear, how to spend their money, what they do with their toys, who they play with, where they play, etc., others do not. How do you handle this with your children?
1. _____ I encourage them to decide these things for themselves.
 2. _____ I usually allow them to make decisions, as long as it does not involve their own safety.

3. _____ I allow them to make some of their own safety.
 4. _____ I allow them to make some of their own decisions from among approved choices.
 5. _____ I occasionally let them choose between two or three approved alternatives.
 6. _____ I seldom let them decide things like this.
24. How much do you allow your child to throw his things around his room, or the yard etc., when he is angry at you?
1. _____ as much as they like, I encourage them to do this if they are angry at me.
 2. _____ quite a bit, I will usually allow this unless it continues for some time.
 3. _____ some, I occasionally allow a little of this without comment.
 4. _____ some, I occasionally allow a little of this, but discourage it from continuing.
 5. _____ very little, I rarely allow this, and only if there is a very good reason.
 6. _____ none, I will not allow it.

Next, we have a series of situations which are not too uncommon in homes with children. You have, possibly, not encountered these situations exactly as they are presented, but you probably have had some experiences not too different from these. Please, as you read these think about your own reactions when you have faced similar situations, then check the action which most nearly agrees with what you do. We have used a boy or girl, specifically, in most of the situations, merely for convenience. The behavior applies equally to both sexes. Remember, you think of your own children, and what you are most likely to do.

25. You are ready to serve dinner and your son has not come in, though you are sure he has heard you call several times. When he finally comes, he tells you that he had to finish something he was doing, but he came as soon as he could. What would you be most likely to do?
1. _____ smile at him, letting him know you understand.
 2. _____ say nothing, even though this happens quite often.

3. _____ say nothing unless this has been happening frequently, then express disapproval.
 4. _____ explain why he shouldn't do this.
 5. _____ express emphatic disapproval.
 6. _____ punish or threaten punishment.
26. You have refused to let your daughter go to a friend's house. She has become extremely angry, stormed into her room, and begun throwing her toys, her books, and various things around the room. What would you be most likely to do?
1. _____ smile at her, letter her know you understand how she feels.
 2. _____ say nothing even though she has done this several times before.
 3. _____ say nothing unless this has happened several times before, then express disapproval.
 4. _____ explain to her why she shouldn't do this.
 5. _____ express emphatic disapproval.
 6. _____ punish or threaten punishment.
27. You have just discovered your young son and a group of little boys with their clothes off. They are dancing around, pointing at each other, and laughing. What are you most likely to do?
1. _____ smile at them and let them continue.
 2. _____ do nothing, unless it has been happening too frequently, then distract their attention.
 3. _____ do nothing, unless it has been happening too frequently, then express disapproval.
 4. _____ explain to them why they shouldn't do this.
 5. _____ express emphatic disapproval of this behavior.
 6. _____ punish or threaten punishment.
28. Your son took the money he had been urged to save to the drugstore. He spent it all for candy and several little toys. You were trying to explain to him that he should not have spent it all in this way, when he said: "It's my money, can't I spend my own money the way I want?" What are you most likely to do?
1. _____ smile at him, apologize and agree that he should be able to spend it as he wishes.
 2. _____ say nothing, even though he has done this several times before.

3. _____ say nothing, unless he has done this several times before, then express disapproval.
 4. _____ explain to him why he should not have spent it all in this way.
 5. _____ express emphatic disapproval.
 6. _____ punish or threaten to punish him.
29. You have just had to bring your child in the house from play. She did not want to come, and it has made her angry. Suddenly she rushes at you, slapping and trying to kick you. What are you most likely to do?
1. _____ smile at her, letting her know you understand.
 2. _____ do nothing, unless this continues for some time, then attempt to distract her attention.
 3. _____ do nothing, unless this continues for some time, then express disapproval.
 4. _____ explain why she shouldn't act this way.
 5. _____ express emphatic disapproval.
 6. _____ punish or threaten punishment.
30. You have just discovered your daughter playing with a little boy of the same age. They have their pants off, are investigating each other, and talking about the differences in their bodies. What are you most likely to do?
1. _____ smile at them, letting them continue.
 2. _____ do nothing unless it continues, then attempt to distract them.
 3. _____ do nothing unless it continues, then express disapproval.
 4. _____ explain why they shouldn't play this way.
 5. _____ express emphatic disapproval.
 6. _____ punish or threaten punishment.
30. You have just discovered your daughter playing with a little boy of the same age. They have their pants off, are investigating each other, and talking about the differences in their bodies. What are you most likely to do?
1. _____ smile at them, letting them continue.
 2. _____ do nothing unless it continues, then attempt to distract them.
 3. _____ do nothing unless it continues, then express disapproval.
 4. _____ explain why they shouldn't play this way.

5. _____ express emphatic disapproval.
 6. _____ punish or threaten punishment.
31. You had given your daughter a job to do before she turned on T.V. It was nearing time for her favorite show, and she was far from through. She asked if she could turn it on anyway, and you said "No." She began to argue with you, and finally said that if you would let her watch, she would finish immediately afterwards, and next time not waste so much time doing the job. What are you most likely to do?
1. _____ smile at her, praise her suggestion, let her watch.
 2. _____ agree with her suggestion, probably let her watch.
 3. _____ caution her that she had better keep her word, probably let her watch.
 4. _____ explain why she should not do this, probably not let her watch.
 5. _____ express emphatic disapproval, not let her watch.
 6. _____ punish or threaten punishment.
32. You have just found your son lying awake sometime after he had been sent to bed. His hand was inside his pajama pants, and you asked him what he was doing. He said just rubbing himself, it felt good. What would you be most likely to do?
1. _____ smile at him and agree that it feels good.
 2. _____ say nothing, unless this has been happening too frequently, then attempt to distract him.
 3. _____ say nothing, unless this has been happening too frequently, then express disapproval.
 4. _____ explain to him why he shouldn't do this.
 5. _____ express emphatic disapproval.
 6. _____ punish or threaten punishment.
33. Your son has asked you to buy him a baseball mitt. You have refused, suggesting he save his money and buy it himself. He begins to yell and shout at you that you are mean, he hates you, he'll never get enough money, you never give him anything, etc. What are you most likely to do?

1. _____ smile at him, letting him know you understand how he feels.
2. _____ say nothing, unless it continues, then attempt to distract him.
3. _____ say nothing, unless it continues, then express disapproval.
4. _____ explain to him why he shouldn't act this way.
5. _____ express emphatic disapproval.
6. _____ punish or threaten punishment.

Parents:

Thank you very much for completing this questionnaire. Your cooperation is appreciated.

Lisa Carol Brewer

APPENDIX C
Consent Form

Dear Parent(s):

The pre-school that your child is attending is participating in a study conducted for a thesis in the Psychology Department at Appalachian State University. This study investigates current patterns of parental child rearing practices.

With your permission, the researcher will provide you with a questionnaire measuring your preferred style of parenting. Also, your child's teacher will be given a questionnaire measuring the interaction among preschoolers.

The study will take approximately twenty minutes of your time. You will be asked to complete the questionnaire, and you will not be asked to state either your name or the child's name. The questionnaire will be returned in a sealed envelope which you will place in a box provided at your child's day-care center.

The data from this study will be used as research material in a Master of Arts Thesis. Confidentiality will be maintained--your right to privacy will be respected, and no names will be released or published in any type of research material. Following data analysis, the questionnaire will be destroyed.

Please indicate your consent for you and your child to participate in this study by signing the attached form and returning it in the enclosed envelope to your child's teacher by _____. Due to the nature of this study, it is important that in two parent families, both parents sign the consent form. Thank you for your cooperation.

Sincerely,

Lisa Carol Brewer
Clinical Psychology Graduate Student
Appalachian State University

I consent to my child's and my participation in this study which investigates current patterns of parental child rearing practices.

Two parent families only _____
signature of mother

signature of father

Single parent families _____
signature of parent
or guardian

Thank you for your cooperation. Please return this form to your child's teacher by _____.

APPENDIX D

Cover Letter

Dear Parent(s),

Thank you for participating in this project which is a study of current child rearing practices. You will notice that you have been provided with two questionnaires. Due to the nature of this study, it is important that in families with two parents, each parent complete a questionnaire. Also, it is important that you complete the questionnaires separately. If you wish, you may discuss your answers with one another after completion of the questionnaire. However, it is important that you do not change your responses; even those on which the two of you may disagree. Please put your completed questionnaires in the envelopes, and place them in the box which has been provided for you at your child's pre-school by _____.

Sincerely,

Lisa Carol Brewer

VITA

VITA

Lisa Carol Brewer was born in Winston-Salem, North Carolina on July 7, 1959. She graduated from Warren Central High School in Vicksburg, Mississippi in December, 1976. In August, 1977, she entered Western Carolina University and in May, 1981, she received a Bachelor of Science degree in Psychology with a minor in Guidance and Counseling.

In August, 1982, she entered Appalachian State University and began working toward a Master of Arts degree. This degree will be awarded in 1987 in the field of Clinical Psychology. The author will be employed with the Department of Defense in the State of Maryland.

Ms. Brewer's address is 5690 Stevens Forest Road, Columbia, Maryland. Her parents are Jo Ann and Robert Brewer and she is married to David P. Bowman, formerly of Mt. Airy, North Carolina.