

391983

Archives
Closed
LD
175
A40K
Th
450

MATERNAL ATTITUDES AND MATERNAL BEHAVIORS
IN A FREE-PLAY AND ACHIEVEMENT TASK SITUATION

A THESIS
PRESENTED TO
THE FACULTY OF THE GRADUATE SCHOOL
APPALACHIAN STATE UNIVERSITY

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTERS OF ARTS

by
JENNIFER MARIAN WATERS HAMMEL

JUNE, 1977

MATERNAL ATTITUDES AND MATERNAL BEHAVIORS
IN A FREE-PLAY AND ACHIEVEMENT TASK SITUATION

by

JENNIFER MARIAN WATERS HAMMEL

Approved by:

H. G. Schuch
Chairman, Thesis Committee

Richard H. Levin
Professor of Psychology

William H. Kight
Professor of Psychology

James G. Grouch
Chairman, Department of Psychology

Richard W. Rupp
Dean of the Graduate School

TABLE OF CONTENTS

Acknowledgements	p. iii
List of Tables	p. v
Abstracts	p. 1
Review of Literature	p. 2-8
Statement of Problem	p. 8
Method	p. 8-13
Results	p. 13-21
Discussion	p. 22-24
References	p. 25-26
Appendix A	p. 27
Appendix B	p. 28-33
Appendix C	p. 34-40
Appendix D	p. 41
Appendix E	p. 42
Appendix F	p. 43-46
Appendix G	p. 47-51
Appendix H	p. 52-54
Miscellaneous Appendix	p. 55-63

ACKNOWLEDGEMENTS

I would like to thank my husband, Randy, as well as my family for their generous help and encouragement in the preparation of this thesis. I am also grateful to Dr. Henry Schneider for his patience and advice in helping to make this thesis possible.

LIST OF TABLES

Table 1: Number of Significant Correlations	p. 15
Table 2: MPAS and Free-Play	p. 16
Table 3: MPAS and Achievement Task	p. 17
Table 4: PARI and Achievement Task	p. 19
Table 5: PARI and Free-Play	p. 21

ABSTRACT

Twenty-three mothers and their children participated in both an achievement task and free-play session, in which the order of the sessions were randomized across subjects. Both the short form Parent Attitude Research Inventory (PARI) and Maryland Parent Attitude Survey (MPAS) were given to the mothers to fill out either before or after the experimental sessions. Observations of the mothers' and childrens' behavior were made using a video-tape recorder, then transmitted to cassette tapes. Due to the lack of available video tapes, the verbal interactions were transcribed onto paper which became the main source of data. Brody (1965) studied the relationship between maternal attitudes and behaviors in the free-play task, and failed to find a relationship between attitudes and behavior. The present study found that there was a lack of interaction between parent and child in a free-play task and that the situational demands of the achievement task probably produced a more stressful interaction. More significant correlations were found between maternal attitudes and maternal behavior in the achievement task situation rather than in the free-play situation. Also, the short form PARI was found to be the better instrument for research and probably clinical use.

Review of Literature

The influence of the mother-child relationship on the social development of the child has been studied using two basic approaches: measurement of parental attitudes and measurement of specific parental practices and behaviors (Brody, 1965). Cross & Kawash, 1968, indicated the need for measurement devices to assess parental attitudes toward childrearing.

The extensive interest in the influence of the parent-child relationship upon the personality development of the child arose primarily through psychotherapeutic work with adults and the clinical studies of families by child guidance clinics (Schaefer & Bell, 1958). The earlier studies have been reviewed by Symonds (1939), and Radke (1946). Orlansky's review (1949) suggested the need for an emphasis upon the total pattern of children's experiences, rather than upon specific infant care practices in the study of environmental influences upon personality development (Schaefer & Bell, 1958).

More research has been devoted to parent attitudes than to any other facet of the parent-child relationship (Frankiel, 1959). Much of this research has been conducted to specify the changes which take place in parent training programs. Whether the change produced by such programs affect parental attitudes or behavior is a crucial question.

The Parental Attitude Research Instrument (PARI) developed by Schaefer and Bell at the National Institute of Mental Health (Frankiel, 1959) has been frequently used. The PARI consisted of 23 five-item scales soliciting parental attitudes about marriage, child behavior, and child

rearing (Schaefer & Bell, 1958). The items were opinion statements with which the subject was asked to agree or disagree on a four-point scale. An attempt was made to increase the social acceptability of items by putting them in the form of rationalizations, truisms, and cliches.

The instrument is based on two previous scales by Shoben, 1949, and Mark, 1953. Shoben found that his 85-item questionnaire, Parental Attitude Scale (PAS) measured dominant, possessive, and ignoring attitudes. He also reported that the PAS differentiated significantly between the parents of children referred for psychological assistance and mothers of children without such problems. It differentiated between groups of mothers, 50 of whom were the parents of non-problem children, and 50 of whom were the parents of problem children. Shoben concluded that: (a) parent behavior, as represented by parental attitudes, is measurably consistent; that (b) parent attitudes are meaningfully associated with child adjustment; that (c) apparently relevant and internally consistent variables can be extracted from a pool of items by means of the combined judgments of sophisticated judges; and that (d) the PAS, an easily administered pencil and paper type of inventory, is of sizeable potential value in the investigation of parental attitudes as they affect children's adjustment (Shoben, 1949).

The other scale, on which the PARI was based, (Mark, 1953) was an attitude survey that contained 139 items pertaining to child rearing. They were worded in the form of stereotypes, such as "A child should be seen and not heard." Responses to each item were made on a four-point scale: mildly agree (a), strongly agree (A), mildly disagree (d), strongly disagree (D). This scale differentiated between the mothers of normal

children and those of hospitalized schizophrenics. The mothers of schizophrenics were found to be restrictive in their control of their children and had attitudes of both excessive devotion and cool detachment, attitudes not measured on the PARI. Other studies utilizing attitude questionnaires had previously established that parental attitudes are associated with the behavior and attitudes of children (Radke, 1946, and Bell & Schaefer, 1958).

The PARI was revised and shortened by Cross and Kawash (1968) in an attempt to assess two attitudes, authoritarianism and warmth. A factor analysis demonstrated the logic of combining the PARI scales into these two factors. The short form PARI was made suitable for both fathers and mothers. Changes included Zuckerman's (1959) reversals for scales 9, 10, and 11. They were added to control for response sets and a Deception Scale (the use of deception in childrearing) had not been related to authoritarianism in the previous studies. The items were then randomly arranged and presented in standard PARI form. The relationship between the two attitude factors and authoritarianism was explored by testing 46 college students with the PARI short form and both forms of the Social Science Research Council (SSRC) stereopathy scales. Both PARI factors were significantly correlated with authoritarianism measured as a cluster of attitudes (Form I of the SSRC). The over-all pattern of results suggested that the new short-form PARI was a useful technique for assessing authoritarian attitudes toward childrearing.

The PARI was an instrument that had wide applicability and could be a useful tool for evaluative, descriptive and theoretically based research (Frankiel, 1959). However, the lack of reported research on the relation-

ship of the PARI to observed behavior made difficult the comparison of the results of any study. The PARI has been used in (1) the evaluation of attitude changes resulting from treatment and education programs; (2) the explanation of the characteristics of the parents of normal children and those of children with varying physical and emotional problems; (3) the exploration of the antecedents of various personality processes in normal children (4) the study of cross-cultural differences in parent attitudes; and (5) the prediction of parent behavior in other situations (Bell, 1957, 1958). In most instances, this instrument was used in combination with others as, for example, in the study by Eskenazi (found in Frankiel, 1959) in which the Rorschach and another personality test were used in addition to PARI in the investigation of the relationship between mother's and pre-adolescent son's ego defenses. So much research was completed with the PARI that Becker and Krug (1965) were able to review the research completed and to critique the PARI in the short span of approximately seven years. One difficulty with the PARI pointed out by Becker and Krug is that the response set of subjects was not controlled. Consequently, it appeared that true attitudes of the subject may not be revealed.

Pumroy, on the basis of previous research (1954) made a similar observation using the Shoben scale. In response to this difficulty, he developed a scale, The Maryland Parent Attitude Scale (MPAS), for measuring child-rearing attitudes with response set controlled. The MPAS was designed to measure parent attitudes toward child-rearing. Social desirability was controlled in a manner similar to the method used in the Edwards Personality Preference Schedule. The MPAS used a forced-choice format of 90 pairs of items, matched for social desirability. Four-scale scores were obtained: Disciplinary, Indulgent, Protective, and Rejecting.

Brody (1965) administered both the PARI and the MPAS to parents. He investigated the relationship between maternal attitudes toward child-rearing as measured by these questionnaires and the observed interaction of the mother and preschool child in an experimental play setting. During this 30 minute interaction, the mothers were told that they were free to do anything they liked. The results indicated that the two attitude instruments did not differ in their ability to predict behavioral differences. There were no significant differences between the high and low - authoritarian mothers in attentive observation, directing, or restriction. The high - authoritarian mothers showed evidence of more attentive observation than the low - authoritarian mothers but the difference was not significant. They also found that the high - rejecting mothers showed slightly more nonattention and less interactive play.

A trend counter to the hypothesis was evident for praise-approval-affection, with the high-rejecting mothers tending to exhibit more of this behavior than the low-rejecting mothers. In the case of only one behavior category - restriction - did both show a significant relationship in the predicted direction to behavior, the PARI authoritarian factor for the extreme groups only and the MPAS Disciplinary scale for the total high and low groups.

Of the 15 behavioral indices, 7 showed significant relationship to maternal attitudes. It was possible to predict some aspects of mothers' behavior on the basis of their attitudes. The findings did not support a strong relationship between expressed maternal attitudes and behavior as observed in an experimental situation. Moreover, factors other than attitude were undoubtedly operating in the behavior situation. Organismic differences in the child which cannot be accounted for by maternal influ-

ences, for example, intelligence, physique, temperament, were a source of variability. Therefore, personality, situational and other motivational factors were not taken into account and would seem desirable and important in further studies. To the extent that factors other than the content of the questionnaires influence the attitude scores, the relationship to behavior will be more complex and less predictable (Brody, 1965).

The experimental situation Brody used was a laboratory free-play situation. The mothers were told to imagine that they were at home with their child and free from household duties. One of the possible reasons for their failure could have been that the situation did not require the mother to control the child's behavior. The questionnaires' content dealt mainly with maternal attitudes in situations which involve discipline, stress and conflict.

Halverson & Waldrop, 1970, used an achievement task situation to study maternal behavior toward their own and other preschool children. This task situation consisted of having each mother administer six different tasks to each of two children, one her own and one, not. Four of the tasks were taken from the Stanford Binet: the form board, block stacking, bead stringing and picture vocabulary. The achievement - oriented interaction was designed to produce situational pressures in which the mothers felt it important for their own children to do well as they took responsibility for their children's performance. However, in a free-play situation, mothers might be more likely to display socially desirable behavior, because this free-play situation would provide a less controlled environment.

This present study attempted to measure the relationship between

parental attitudes and parental behavior in both free-play and achievement task situation. No experiments have been conducted which looked at the relationship between parental attitudes and parental behavior in situations required between parent and child.

Statement of the Problem

The relationship of parental attitudes to parental behavior has not been sufficiently investigated. With the growing use of Parent Training Programs, measurement devices are needed to help assess the changes these programs produce. Brody (1965) studied the relationship between maternal attitudes and behaviors in a free-play situation. The failure to find a relationship between attitudes and behavior may have been due to lack of interaction in a free-play task. The proposed study planned to study the relationship between maternal attitudes as measured by the short form PARI and the MPAS and maternal behaviors in both a free-play and achievement task situation.

Method

Subject Selection. Fifty letters were sent out to mothers of 4 and 5 year old children through the nurseries and day care centers in Elizabeth City, North Carolina. Those willing to cooperate with the study were asked to send the letter back to the director of the nursery school (See Appendix A). As a result, only one mother was willing to participate in the study. It was decided then that an alternative method of selecting participants was necessary. The experimenter contacted a nursery school teacher who made available a list of names of those mothers of 3, 4 and 5 year old children who might be interested in volunteering for the study. Several of these mothers who were willing to participate also gave names

and phone numbers of their friends who might be interested. Twenty-three mothers, predominantly of a white middle-class, mean age 31, population, participated in the experiment. They each chose a convenient time to come into the the laboratory. The purpose of the research was explained as being the study of the behavior of young children performing different tasks with an adult present.

Procedure. The experimenter gave both the PARI and MPAS to the mothers to fill out either before or after the experimental sessions (See Appendix B and Appendix C). The Peabody Picture Vocabulary Test (PPVT) form A was administered to all children to assess their receptive verbal abilities. This was assumed to be a measure of intellectual development.

Each PARI was scored after the mothers and their children participated in the experiment. The PARI was scored into scales derived from previous studies, using the scoring procedures of Cross and Kawash. The six scales were: Encouraging Verbalization, Equalitarianism, Deification of Parents, Excluding Outside Influences, Warmth (Irritability), and Deception. A sum of each response on the PARI (e.g., mildly agree) was then taken and compared with each of the nine scales.

The MPAS was scored by using the factors found in previous factor analysis. The four scales were: Disciplinarian, Indulgent, Protective, and Rejecting (See Appendix D). The responses were summed by counting either marked statement "A" or "B" and then matched with the number of the statement. The scoring keys in Appendix D were then used to find what category the statement number and letter (either "A" or "B") fit under. Lastly, the number of statements were tabulated according to each scale.

Laboratory Setting. A large video tape room in Johnson Hall on the Elizabeth City State University campus was used. One side of the room contained 2 boxes of toys that included: playdough, crayons, a doll house and children's books. All of the toys and materials were readily accessible to the child without help from the adult. In close proximity to the toys, there were 2 stacks of magazines located next to a sofa on a desk, for any mothers who were interested in looking through them. There was also a child's table and chair with an adult chair nearby. On the other side of the room there were: college desks, chairs, a large fan, cameras and video tape equipment that were used for the study.

Participation. Both mother and child participated in both a structured achievement task situation and a free-play situation. The order of the sessions were randomized across subjects with the restriction that the free-play situation occurred first for half of the subjects. Unfortunately, two of the subjects became frightened during the first part of the achievement task sessions so that the free-play session was introduced first for these two children. This change in the sessions enabled the children to become more relaxed and allowed the task session to be completed.

Play Activity. Each mother was told that she was free to do as she wished as long as both she and her child stayed within the taped area on the floor around the sofa. It was suggested that she might think of the session of 10 or 15 minutes in her own home during which she was unoccupied with household duties and free to be in the same room with her child. A standardized instruction sheet was also available to the mothers before this session (See Appendix E). The experimenter and videotape director

left the room during this testing session.

Achievement Task Activity. The Experimenter presented the mother with 4 tasks. Three of the tasks were taken from the Wechsler Preschool Primary Intelligence Scale (WPPSI) for children of 4-6½ years. The other task was taken from the Stanford Binet Intelligence Scale for Children. The Examiner explained the instructions of the task session as each one was presented to her along with a standardized instruction sheet to follow (See Appendix F). The mothers were told that some of the items were easy and others hard and none of the children would be able to do them all. During the testing, the Examiner, as well as the video tape director, were present but remained minimally responsive to both mothers and children. The four tests are described below:

(1) Animal House - (Performance Test) This test from the WPPSI may be considered as a measure of learning ability, which required the child to associate sign with symbol. The animal house is a figured form board with a box of 28 colored cylinders. In each square of the board, there is a hole and a picture of one of four animals. The child must associate a color with each animal and place a small cylinder of the proper color into the hole under each animal. The mother was instructed to do the first three for her child. There was a 5 minute time limit on this task.

(2) Information - (Verbal Task) This subtest from the WPPSI measures an ability which embraces remote memory and alertness to the environment. Accumulating factual information of the type measured on this subtest usually is considered easier than acquiring a knowledge of relationships. The mother was instructed to ask her child the first 10 questions from this subtest.

(3) Vocabulary - (Verbal Test) This test from the WPPSI is considered primarily dependent upon learning ability and the wealth of an early educational environment. This subtest has been considered the best single measure of intelligence. The mother was instructed to ask her child the meaning of the first 6 words of this subtest.

(4) Stringing Beads - (Performance Test) This test from the Stanford Binet consisted of a box of 48 kindergarten beads all the same color, 16 round, 16 square, 16 cylindrical and one 18 inch shoestring. The mother was instructed to show her child how to string two beads on the shoe string. Then she asked her child to string the rest, stringing as many as he or she could. There was a 2 minute time limit on this test. After the 2 minute limit, each bead was counted that had been pulled onto the string beyond the knot. Each bead counted toward the score.

Observation Procedures. Observations of the mothers' and children's behavior and a frequency count of physical contact were made using a video-tape; the audio portion was transmitted to cassette tapes. A microphone was worn around the neck of both mother and child during the sessions. Due to the lack of available video tapes, it became necessary to transcribe the verbal interactions to regular tape so that the video tapes could be used over again. Cassette tapes of each subject were then transcribed onto paper which became the main source of data. The transcripts were then rated after the experiment was completed.

Two of the video tapes were inaudible due to complications with the video tape equipment so that only 22 transcripts were rated. The 8 verbal behaviors listed below were obtained through rating the transcripts: (1) positive comments (mother expressed approval of child);

(2) negative feedback (mother expressed negative comments to child); (3) questions (mother asked child about something); (4) offering information (mother offered guidance or information verbally to child); (5) direct command (mother gave an order to her child); (6) optional command (mother offered help when she directed her child to do something); (7) exclamations (mothers' abrupt outcry or emphatic feeling); (8) unratable (one or two words that did not fit in the other 7 categories) (See Appendix G for examples of each).

The Examiner trained a college undergraduate to rate a sample of the tapes, helping him to understand and then learn the 8 behavior categories by examining a few of the transcripts. The first rating of all 8 categories on the first three transcripts had an overall reliability of 58%. Changes were then made in the least reliable categories by making them more operational and finding examples of each in the transcripts. They were then rerated to achieve a reliability higher than 80%. The second rating of the 11th and 21st transcripts had a reliability of 85% so none of the categories were eliminated. Using these categories, the 22 transcripts were then rated.

Results

For each mother-child pair, there were two sets of data. The parental attitudes were composed of the 6 scales from the PARI and the 4 scales from the MPAS. The 8 maternal behavior's were rated for both the free-play and achievement task sessions. The mothers' behaviors were derived from the ratings of the transcripts. Frequency counts were made of the occurrences of the 8 kinds of verbal interactions from the transcripts. Since the time varied from one parent to the next, these

frequencies were divided by the time of each session yielding a rate measure for each variable. For all subjects, the attitude measures were correlated with the behavioral measures.

Out of 192 total correlations, there were 12 negative correlations at the $\leq .05$ level, 11 positive correlations at the $\leq .05$ level and 2 positive correlations at the $\leq .01$ level. Table 1 includes a summary of the number of significant correlations.

In comparing the MPAS and PARI, the MPAS was significantly correlated with 5 behavioral measures. Only 3 of the MPAS attitude measures: Disciplinary, Protective and Rejecting significantly correlated with behavior categories. The Protective scale, correlated significantly with the following behaviors: positive comments (.01), exclamations (.01), and optional commands (.05). This would indicate that mothers who hold protective attitudes toward their children use greater frequency of positive comments, exclamations and optional commands in the free-play situation. Another MPAS attitude measure, the Rejection scale correlated significantly with the behavior category, negative feedback, in the free-play situation. This would indicate that mothers who report rejecting attitudes toward their children used more negative comments.

Table 1
Number of Significant Correlations

N=22

	Free-Play	Structured Task
MPAS	1 Negative *	0 Negative *, **
	2 Positive *	0 Positive *, **
	2 Positive **	
	5	0
PARI	5 Negative *	7 Positive *
	2 Positive *	6 Negative *
	7	13

* Significant $\leq .05$
** Significant $\leq .01$

25 significant correlations in total
12 negative correlations at $\leq .05$
11 positive correlations at $\leq .05$
2 positive correlations at $\leq .01$
20 significant correlations with PARI and behavior categories
5 significant correlations with MPAS and behavior categories

Table 2

MPAS and Free-Play

	Disciplinarian	Indulgent	Protective	Rejecting
Offering Information	*-0.3540	-0.1051	0.2331	0.0602
Questions	-0.0236	0.1177	0.1758	0.2530
Direct Commands	0.1170	0.0213	0.3131	0.1400
Optional Commands	0.1826	-0.2258	*0.3851	-0.0180
Negative Feedback	-0.0057	0.2743	0.0384	*0.3484
Positive Comments	-0.1215	-0.0511	**0.6023	0.0847
Exclamations	-0.0316	0.0989	**0.5928	0.0698
Unratables	0.1267	0.1271	0.0022	-.0.2722

* significant $\leq .05$ ** significant $\leq .01$

MPAS and Free-Play Behavior. The MPAS Disciplinarian scale inversely correlated with one behavior category in the free-play situation, offering information (-0.3540). This indicates that mothers who were high on disciplinarian attitudes toward raising their children tended to offer less information. The correlations are presented in Table 2.

Table 3

MPAS and Achievement Task

	Disciplinarian	Indulgent	Protective	Rejecting
Offering Information	0.2251	0.0365	-0.0756	0.0938
Questions	0.0446	0.2281	-0.1214	0.2235
Direct Commands	0.1624	0.0831	-0.0240	0.1211
Optional Commands	0.3134	0.2890	-0.1959	0.2028
Negative Feedbacks	0.1185	0.2634	-0.0742	0.2965
Positive Comments	0.1123	0.1750	0.0311	0.1590
Exclamations	0.0614	-0.0346	0.0647	0.0064
Unratables	0.2595	-0.1860	0.1667	-0.0408

* significant $\leq .05$ ** significant $\leq .01$

MPAS and Achievement Task Behavior. In this study, there were no significant correlations found between MPAS behavioral measures and the frequency of responses in achievement task situations. The correlations are presented in Table 3.

PARI and Achievement Task Behavior. The Deification scale correlated significantly with 5 behavior measures: offering information (0.4497), questions (0.5533), optional commands (0.4279), negative feedback (0.5215), and positive comments (0.3845). This would indicate that mothers who were high on deification attitudes more frequently offered information, asked questions, used optional commands, negative feedback, and positive comments. The correlations are presented in Table 4.

Table 4

PARI and Achievement Task

	Encouraging Verbalization	Equalitarianism	Deification
Offering Information	0.2244	-0.1348	*0.4497
Questions	0.1018	-0.0789	*0.5533
Direct Commands	0.1715	0.0263	0.3020
Optional Commands	0.1437	-0.1102	*0.4279
Negative Feedback	0.1531	0.0728	*0.5215
Positive Comments	0.2693	0.0880	*0.3845
Exclamations	0.4614	0.1234	0.2743
Unratables	*0.4867	0.2451	0.0701

	Excluding Outside Influences	Irritability	Deception
Offering Information	0.1771	-0.1151	*-0.4253
Questions	0.0463	-0.2142	*-0.4018
Direct Commands	0.2438	-0.2330	*-0.3836
Optional Commands	0.0359	-0.2626	*-0.5185
Negative Feedback	0.1116	-0.0046	-0.2341
Positive Comments	0.0192	-0.2478	*-0.3600
Exclamations	0.2905	*-0.4000	-0.1852
Unratables	0.3204	0.1581	0.1777

* significant $\leq .05$

** significant $\leq .01$

PARI and Free-Play Behavior. The PARI attitudinal scales significantly correlated more often than the MPAS with behavioral measures in the free-play situations. The PARI scale, Irritability, inversely correlated with 2 behavior categories, offering information (-0.3976), and questions (-0.4337) in the free-play situation indicating that mothers who were high on irritability used fewer statements that involved offering information and asked fewer questions of their children. The Deification scale significantly correlated with one behavior measure, questions (0.3680), also indicating that mothers who endorse deification attitudes ask more questions in the free-play situation. Also in the free-play situation, those who were high on equalitarianism (-0.3734) attitudes used fewer number of negative feedback. The Deception scale inversely correlated with one behavior measure, questions (-0.4072) revealing that mothers who were high on deception asked fewer questions in the free-play situation. The correlations are presented in Table 5.

Table 5

PARI and Free-Play

	Encouraging Verbalization	Equalitarianism	Deification
Offering Information	0.1072	-0.1634	0.2101
Questions	0.2267	-0.2973	*0.3680
Direct Commands	0.3016	-0.0621	0.2214
Optional Commands	0.3307	-0.0601	0.1122
Negative Feedback	-0.0589	*-0.3734	0.0893
Positive Comments	*0.4210	-0.0584	0.2456
Exclamations	0.1204	-0.1273	0.1634
Unratables	-0.0522	0.0204	-0.0858

	Excluding Outside Influences	Irritability	Deception
Offering Information	0.2220	*-0.3976	-0.2182
Questions	0.1733	*-0.4337	*-0.4072
Direct Commands	0.1794	-0.1043	-0.1478
Optional Commands	0.3300	-0.0528	-0.0667
Negative Feedback	-0.1866	-0.1942	-0.2141
Positive Comments	0.2661	-0.1276	-0.1936
Exclamations	-0.0408	-0.3103	-0.1673
Unratables	-0.2710	0.0998	*-0.3606

* significant $\leq .05$

** significant $\leq .01$

Discussion

In examining the results, the study indicated that some of the attitudes mothers hold toward their children are related to the way they interact with their children. In general, the PARI would seem to be a better predictor of parent behavior than the MPAS. For example, in the structured situation, none of the childrearing attitudes as measured by the MPAS correlated with mothers' interaction with their children. In contrast, four PARI scales were significantly related to maternal behavior. In the free-play situation, the MPAS attitudes correlated with 3 behavior categories. In this setting, the PARI was again a better predictor of maternal behavior, i.e., 7 of the correlations were significant. Perhaps, the MPAS does not seem to measure attitudes as effectively as the PARI.

Most mothers were unable to comprehend the attitude statements on the MPAS and complained that they were compelled to guess in choosing either "A" or "B". The inability to understand or endorse the attitude statements probably, in part, caused the low correlations with behavior. Further, one mother revealed after answering the questionnaire that she did not "strongly agree or disagree" on anything. Others responded that they felt the MPAS to be ambiguous and not characteristic of their beliefs or attitudes.

Perhaps, it would have been helpful to ask the mothers individually whether or not either questionnaire accurately expressed their attitudes. Even though the MPAS was not popular with the mothers, neither was the PARI, although they found it easier to understand.

Donald Pumroy stated that "the MPAS was strictly a research instrument and should not be viewed as a clinical tool". However, in Brody's research, they found no significant difference between the results in their ability to predict behavioral differences. Perhaps, that is because an achievement task situation was not used to produce situational pressures.

This study revealed that there were more significant correlations with behavior in achievement task situations. The situational demands of the achievement task situation, i.e., wanting the child to perform well, probably produced more stressful interactions. Since these tests are designed to measure attitudes toward discipline, childrearing, etc., this kind of situation would be more revealing.

Also, Brody's research differed from this study in another respect. His subjects were a group of 50 mothers, predominantly high school graduates with family incomes concentrated in the \$5,000 to \$7,000 range; whereas the subjects in this study were predominantly white middle-class having a higher educational and socio-economic status. Further, Brody's observers continuously recorded each observed verbal or nonverbal behavior of the subjects during the experimental sessions. Therefore, Brody looked more at the physical aspects of the interaction, and this study focused on verbal interactions using transcripts as the primary data. These differences probably, in part, have influenced the results mainly because of the difference in populations and in the data.

Lastly, the socio-economic status of the mothers tended to influence some of their attitudes (See Appendix H for correlations). Mothers of

socio-economic status were found to be more indulgent, more rejecting, and less deceptive in dealing with their children. They also gave more spontaneous and original responses (scored under the unratable category), possibly due to their educational opportunities and cultural environment.

Therefore, the mothers' socio-economic status would seem to affect their attitudes about childrearing and should be taken into consideration when analyzing this study.

References

- Becker, W. C., & Krug, R. S. The Parent Attitude Research Instrument-a research review. Child Development, 1965, 36, 329-365.
- Brody, G. Relationship between maternal attitudes and behavior. Journal of Personality and Social Psychology, 1965, 2, 317-323.
- Cross & Kawash. A short form of PARI to assess authoritarian attitudes toward childrearing. Psychological Reports, 1968, 23, 91-98.
- Frankiel, Rita V. A review of research on parent influences on child personality. New York: Family Service Association of America, 1959.
- Halverson, Charles F., Jr., & Waldrop, Mary F. Maternal behavior toward own and other preschool children: the problem of "ownness". Child Development, 1970, 41, 839-845.
- Krug, Ronald S. Attitudinal and behavioral differences in childrearing practices between parents of clinic and non-clinic children: A questionnaire assessment. Dissertation Abstracts, 1965, 26 (5), 2869-2870.
- Lytton, Hugh. Comparative yield of three data sources in the study of parent-child interaction. Merrill-Palmer Quarterly, 1974, 20 (1), 53-64.
- Lytton, Hugh. Observation studies of parent-child interaction: A methodological review. Child Development, 1971, 42 (3), 651-684.
- Lytton, Hugh. Three approaches to the study of parent-child interaction: Ethological interview and experimental. Journal of Child Psychology & Psychiatry, 1973, 14, 1-77.
- Mark, J. C. Attitudes of mothers of male and schizophrenics. Journal of Abnormal and Social Psychology, 1953, 48, 185-189.

- Merrill, B. A. Measurement of mother-child interaction. Journal of Abnormal & Social Psychology, 1946, 41, 37-49.
- Moustakes, C. E.; Sigel, I.E.; & Scharock, M.D. An objective method for the masurement and analysis of child-adult interaction. Child Development, 1956, 27, 109-134.
- O'dell, Stan. Training parents in behavior modification: A review, Psychological Bulletin, 1974, 81 (7), 418-433.
- Pumroy, Donald K. Maryland Parent Attitude Survey: a research instrument with social desirability controlled. Journal of Psychology, 1966, 73-78.
- Scammon, Richard M. Methodology and Scores of Socioeconomic Status (U. S. Bureau of The Census, Working Paper No. 15, 301.44 9, Un 3M). Washington, D. C.: U. S. Government Printing Office, 1960.
- Schaefer, Earl S. & Bell, Richard Q. Development of a parental attitude research instrument. Child Development, 1958, 29 (3), 338-361.
- Shoben, E. J., Jr. Assessment of parental attitudes in relation to child adjustment. Genetic Psychology Monographs, 1949, (39), 101-148.
- Zuckerman, Marvin, Ribback, Beatrice B., Monashkin, Irwin, & Norton, James, Jr. Normative data and factor analysis on the parental attitude research instrument. Journal of Consulting Psychology, 1958, 22 (3), 165-168.

APPENDIX A

LETTER TO MOTHERS

July 20, 1976

I am a graduate student in clinical psychology at Appalachian State University in Boone, North Carolina, and I'm going to do my masters thesis here in Elizabeth City this summer. The purpose of the research is to learn more about the behavior of young children performing different tasks with an adult present. If you and your pre-school child are interested in participating in this study, which would take only 60 minutes of your time, I will contact you by phone to arrange a convenient time for us to meet. The study will be held at Elizabeth City State University so that each session held with mother and child may be video-taped. After the data has been analyzed, the tapes will be destroyed.

Your participation in this study will be appreciated.

Thank you for your time.

Sincerely,

Jennifer W. Hammel

Jennifer W. Hammel

If you are interested in participating, sign

here _____

Your phone number _____

APPENDIX B
ITEMS OF THE PARI SHORT FORM

1. Children should be allowed to disagree with their parents if they feel their own ideas are better.

Strongly agree Mildly agree Strongly disagree Mildly disagree

2. When a parent asks a child to do something the child should always be told why.

Strongly agree Mildly agree Strongly disagree Mildly disagree

3. A child should be taught that there are many other people he will love and respect as much or more than his own parents.

Strongly agree Mildly agree Strongly disagree Mildly disagree

4. Children should never learn things outside the home which make them doubt their parents' ideas.

Strongly agree Mildly agree Strongly disagree Mildly disagree

5. Parents very often feel that they can't stand their children a moment longer.

Strongly agree Mildly agree Strongly disagree Mildly disagree

6. There's no excuse wasting a lot of time explaining when you can get kids doing what you want by being a little clever.

Strongly agree Mildly agree Strongly disagree Mildly disagree

7. Children have every right to question their parents' views.

Strongly agree Mildly agree Strongly disagree Mildly disagree

8. A child should grow up convinced his parents always know what is the right thing to do.

Strongly agree Mildly agree Strongly disagree Mildly disagree

9. Most parents can spend all day with the children and remain calm and even tempered.

Strongly agree Mildly agree Strongly disagree Mildly disagree

10. Children should be encouraged to tell parents about it whenever they feel family rules are unreasonable.

Strongly agree Mildly agree Strongly disagree Mildly disagree

11. Parents should adjust to the children some, rather than always expecting the children to adjust to the parents.

Strongly agree Mildly agree Strongly disagree Mildly disagree

12. Most children soon learn that their parents were mistaken in many of their ideas.

Strongly agree Mildly agree Strongly disagree Mildly disagree

13. There is no excusing someone who upsets the confidence a child has in his parents' ways of doing things.

Strongly agree Mildly agree Strongly disagree Mildly disagree

14. The things children ask of a parent after a hard day's work are enough to make anyone lose his temper at times.

Strongly agree Mildly agree Strongly disagree Mildly disagree

15. Often you have to fool children to get them to do what they should without a big fuss.

Strongly agree Mildly agree Strongly disagree Mildly disagree

16. If a parent is wrong, he should admit it to his child.

Strongly agree Mildly agree Strongly disagree Mildly disagree

17. A child soon learns that there is no greater wisdom than that of his parents.

Strongly agree Mildly agree Strongly disagree Mildly disagree

18. A parent should keep control of his temper even when children are demanding.

Strongly agree Mildly agree Strongly disagree Mildly disagree

19. A child's ideas should be seriously considered in making family decisions.

Strongly agree Mildly agree Strongly disagree Mildly disagree

20. In a well-run home, children should have things their own way as often as the parents do.

Strongly agree Mildly agree Strongly disagree Mildly disagree

21. Loyalty on the part of children to their parents is something that the parents should earn.

Strongly agree Mildly agree Strongly disagree Mildly disagree

22. A parent should never be made to look wrong in a child's eyes.

Strongly agree Mildly agree Strongly disagree Mildly disagree

23. It's natural for a parent to "blow his top" when children are selfish and demanding.

Strongly agree Mildly agree Strongly disagree Mildly disagree

24. It's best to trick a child into doing something he doesn't want to do instead of having to argue with him.

Strongly agree Mildly agree Strongly disagree Mildly disagree

25. A good parent can tolerate criticism of himself even when the children are around.

Strongly agree Mildly agree Strongly disagree Mildly disagree

26. Loyalty to parents comes before anything else.

Strongly agree Mildly agree Strongly disagree Mildly disagree

27. Raising children is an easy job.

Strongly agree Mildly agree Strongly disagree Mildly disagree

28. When a child is in trouble, he ought to know he won't be punished for talking about it with his parents.

Strongly agree Mildly agree Strongly disagree Mildly disagree

29. As much as is reasonable, a parent should try to treat a child as an equal.

Strongly agree Mildly agree Strongly disagree Mildly disagree

30. A parent should not expect to be more highly esteemed than other worthy adults in their children's eyes.

Strongly agree Mildly agree Strongly disagree Mildly disagree

31. It's best for the child if he never gets started wondering whether his parents' views are right.

Strongly agree Mildly agree Strongly disagree Mildly disagree

32. It's a rare parent who can be even tempered with his children all day.

Strongly agree Mildly agree Strongly disagree Mildly disagree

33. You have to fool children into doing things, because they wouldn't understand anyway.

Strongly agree Mildly agree Strongly disagree Mildly disagree

34. When a child thinks his parent is wrong, he should say so.

Strongly agree Mildly agree Strongly disagree Mildly disagree

35. More parents should teach their children to have unquestioning loyalty to them.

Strongly agree Mildly agree Strongly disagree Mildly disagree

36. Most parents never get to the point where they can't stand their children.

Strongly agree Mildly agree Strongly disagree Mildly disagree

37. A child has a right to his own point-of-view and ought to be allowed to express it.

Strongly agree Mildly agree Strongly disagree Mildly disagree

38. Children are too often asked to do all the compromising and adjustment and that is not fair.

Strongly agree Mildly agree Strongly disagree Mildly disagree

39. Loyalty to parents is an overemphasized virtue.

Strongly agree Mildly agree Strongly disagree Mildly disagree

40. The child should not question the thinking of his parents.

Strongly agree Mildly agree Strongly disagree Mildly disagree

41. Raising children is a nerve-wracking job.

Strongly agree Mildly agree Strongly disagree Mildly disagree

42. When a child is doing something he shouldn't, one of the best ways of handling it is to just get him interested in something else.

Strongly agree Mildly agree Strongly disagree Mildly disagree

43. A child should be encouraged to look for answers to his questions from other people even if the answers contradict his parents'.

Strongly agree Mildly agree Strongly disagree Mildly disagree

44. A child should always love his parents above everything else.

Strongly agree Mildly agree Strongly disagree Mildly disagree

45. There is no reason why a day with the children should be upsetting.

Strongly agree Mildly agree Strongly disagree Mildly disagree

APPENDIX C

Maryland Parent Attitude Survey

by

Donald K. Pumroy

*Directions: This survey is concerned with parents' attitudes toward childrearing. At first, you will probably find it difficult; but as you proceed, it will go more rapidly.

Below are presented 95 pairs of statements on attitudes toward childrearing. Your task is to choose ONE of the pair (A or B) that MOST represents your attitude, and place a circle around the letter (A or B) that proceeds that statement. Thus:
(A) Parents should like their children.
(B) Parents frequently find children a burden.

Note that in some cases, it will seem that both represent the way you feel: while, on other occasions, neither represents your point-of-view. In both cases, however, you are to choose the one that MOST represents your point-of-view. As this is sometimes difficult to do, the best way to proceed is to put down your first reaction. Please pick one from each of the pairs.

1. A. Parents know what is good for their children.
B. A good leather strap makes children respect parents.
2. A. Parents should give some explanations for rules and restrictions.
B. Children should never be allowed to break a rule without being punished.
3. A. Parents do much for their children with no thanks in return.
B. Children should have tasks that they do without being reminded.
4. A. Parents should sacrifice everything for their children.
B. Children should obey their parents.
5. A. Children should follow the rules their parents put down.
B. Children should not interfere with their parents' night out.
6. A. Parents should watch their children all the time to keep them from getting hurt.
B. Children who always obey grow up to be the best adults.
7. A. Children should never be allowed to talk back to their parents.
B. Parents should accompany their children to the places they want to go.

8. A. Children should learn to keep their place.
B. Children should be required to consult with their parents before making any important decisions.
9. A. Quiet, well-behaved children will develop into the best type of grown-up.
B. Parents should pick up their child's toys if he doesn't want to do it himself.
10. A. Parents should do things for their children.
B. A child's life should be as pleasant as possible.
11. A. Watching television keeps children out of the way.
B. Children should never be allowed to talk back to their parents.
12. A. Personal untidiness is a revolt against authority so parents should take the matter in hand.
B. A good child always ask permission before he does anything so he doesn't get into trouble.
13. A. Sometimes children make a parent so mad they see red.
B. Parents should do things for their children.
14. A. Children should be taught to follow the rules of the game.
B. A child's life should be as pleasant as possible.
15. A. Parents should cater to their children's appetites.
B. Many parents wonder if parenthood is worthwhile.
16. A. A child's life should be as pleasant as possible.
B. Sometimes children make their parents so mad they see red.
17. A. Children should not tell anyone their problems except their parents.
B. Children should play whenever they feel like in the house.
18. A. A good form of discipline is to deprive a child of the things that he really wants.
B. Children should do what they are told without arguing.
19. A. Children should be taken to and from school to make sure there are no accidents.
B. Children who always obey grow up to be the best adults.
20. A. Many parents wonder if parenthood is worthwhile.
B. Children should be required to consult their parents before making any decisions.
21. A. If a child doesn't like a particular food, he should be made to eat it.
B. Children should have lots of gifts and toys.

22. A. Children should play whenever they feel like in the house.
B. Good children are generally those who keep out of their parents' way.
23. A. Children never volunteer to do anything around the house.
B. Parents should pick up their child's toys if he doesn't want to do it himself.
24. A. Good children are generally those who keep out of their parents' way.
B. Children should not be allowed to play in the living room.
25. A. Modern children talk back to their parents too much.
B. Children should be required to consult their parents before making any decisions.
26. A. Parents should make it their business to know everything their children are thinking.
B. Children never volunteer to do any work around the house.
27. A. Children should come immediately when their parents call.
B. Parents should give surprise parties for their children.
28. A. Good parents overlook their children's shortcomings.
B. Watching television keeps children out of the way.
29. A. Parents should watch their children all the time to keep them from getting hurt.
B. A child should never be forced to do anything he doesn't want to do.
30. A. Television keeps children out of the way.
B. The most important thing to teach children is discipline.
31. A. Children should do what they are told without arguing.
B. Parents know how much a child needs to eat to stay healthy.
32. A. Television keeps children out of the way.
B. A child needs someone to make judgments for him.
33. A. Modern children talk back to their parents too much.
B. Parents should amuse their children if no playmates are around to amuse them.
34. A. Good children are generally those who keep out of their parents' way.
B. Parents should pick up their child's toys if he doesn't want to do it himself.
35. A. Parents should see to it that their children do not learn bad habits from others.
B. Good parents lavish their children with warmth and affection.

36. A. Parents shouldn't let their children tie them down.
B. Modern children talk back to their parents too much.
37. A. Children who destroy any property should be severely punished.
B. Children cannot make judgments very well for themselves.
38. A. Most parents are relieved when their children finally go to sleep.
B. Parents should hide dangerous objects from their children.
39. A. Children should not be allowed to play in the living room.
B. Children should play whenever they feel like in the house.
40. A. Parents should give surprise parties for their children.
B. Most parents are relieved when their children finally go to sleep.
41. A. Children should be taken to and from school to make sure there are no accidents
B. Parents should clean up after their children.
42. A. Children are best when they are asleep.
B. Personal untidiness is a revolt against authority so parents should take the matter in hand.
43. A. The earlier the child is toilet trained, the better.
B. A child needs someone to make judgments for him.
44. A. Watching television keeps children out of the way.
B. Parents should accompany their children to the places they go.
45. A. The earlier the child is toilet trained, the better.
B. Good parents overlook their children's shortcomings.
46. A. Parents should clean up after their children.
B. Children need their natural meanness taken out of them.
47. A. Parents should give surprise parties for their children.
B. Parents should hide dangerous objects from their children.
48. A. Most parents are relieved when their children finally go to sleep.
B. Children should come immediately when their parents call.
49. A. Children who lie should always be spanked.
B. Children should be required to consult their parents before making any decisions.
50. A. Sometimes children just seem mean.
B. Parents should see to it that their children do not learn bad habits from others.

51. A. Punishment should be fair and fit the crime.
B. Parents should feel great love for their children.
52. A. Parents should buy the best things for their children.
B. Children are best when they are asleep.
53. A. Children should be required to consult their parents before making any decisions.
B. Parents should cater to their children's appetites.
54. A. Parents should have time for outside activities.
B. Punishment should be fair and fit the crime.
55. A. Children should not be allowed to play in the living room.
B. Children should not tell anyone their problems except their parents.
56. A. It seems that children get great pleasure out of disobeying their elders.
B. Parents should watch their children all the time to keep them from getting hurt.
57. A. Personal untidiness is a revolt against authority so parents should take the matter in hand.
B. Parents should buy the best things for their children.
58. A. Children should learn to keep their place.
B. Good parents overlook their children's shortcomings.
59. A. Parents should accompany their children to the places that they want to go.
B. Good parents overlook their children's shortcomings.
60. A. Children do many things just to torment their parents.
B. Parents should insist that everyone of their commands be obeyed.
61. A. Children should come immediately when their parents call.
B. Parents should hide dangerous objects from their children.
62. A. Children do many things just to torment a parent.
B. Children should be protected from upsetting experiences.
63. A. Children who lie should always be spanked.
B. Parents should cater to their children's appetites.
64. A. A child should never be forced to do anything he does not want to do.
B. It seems that children get great pleasure out of disobeying their elders.
65. A. Parents should keep a night light on for their children.
B. Parents live again in their children.

66. A. Sometimes children make parents so mad they see red.
B. Children should be taught to follow the rules of the game.
67. A. Parents should insist that everyone of their commands be obeyed.
B. Children should be protected from upsetting experiences.
68. A. Good children are generally those who keep out of their parents' way.
B. Children should not tell anyone their problems except their parents.
69. A. Children who destroy property should be severely punished.
B. Children's meals should always be ready for them when they come home from play or school.
70. A. Parents should frequently surprise their children with gifts.
B. A good form of discipline is to deprive children of things that they really want.
71. A. Children should depend on their parents.
B. Parents should amuse their children if no playmates are around to amuse them.
72. A. Many parents wonder if parenthood is worthwhile.
B. Children who lie should always be spanked.
73. A. Quiet, well-behaved children will develop into the best type of grownups.
B. Children never volunteer to do anything around the house.
74. A. Children need their natural meanness taken out of them.
B. Children should be taken to and from school to be sure that there are no accidents.
75. A. Children should never be allowed to talk back to their parents.
B. Good parents overlook their children's shortcomings.
76. A. Parents should give their children all that they can afford.
B. Television keeps children out of the way.
77. A. Children cannot make judgments very well for themselves.
B. Children's meals should always be ready for them when they come home from play or school.
78. A. Sometimes children are inconvenient.
B. Children should be reprimanded for breaking things.
79. A. If children misbehave, they should be punished.
B. Parents should see to it that their children do not learn bad habits from others.
80. A. Children are often in one's way around the house.
B. Children seven years old are too young to spend summers away from home.

81. A. Children should do what they are told without arguing.
B. Parents should frequently surprise their children with gifts.
82. A. Parents should feel great love for their children.
B. Parents should have time for outside activities.
83. A. A child needs someone to make judgments for him.
B. Good parents overlook their children's shortcomings.
84. A. Parents should make it their business to know everything their children are thinking.
B. Quiet, well-behaved children will develop into the best type of grownups.
85. A. Children who destroy any property should be severely punished.
B. A good child always asks permission before he does anything so that he does not get into trouble.
86. A. A good form of discipline is to deprive a child of things that he really wants.
B. Parents know how much a child needs to eat to stay healthy.
87. A. The most important thing to teach a child is discipline.
B. Parents should give their children all that they can afford.
88. A. Parents should amuse their children if no playmates are around to amuse them.
B. Parents shouldn't let children tie them down.
89. A. Parents know how much a child needs to eat to stay healthy.
B. Parents should frequently surprise their children with gifts.
90. A. Sometimes children just seem mean.
B. If children misbehave, they should be punished.
91. A. Children should be taught to follow the rules of the game.
B. Parents should do things for their children.
92. A. Parents shouldn't let their children tie them down.
B. Children should depend on their parents.
93. A. Children who always obey grow up to be the best adults.
B. Parents should clean up after their children.
94. A. Children's meals should always be ready for them when they come home from play or school.
B. Children do many things just to torment a parent.
95. A. A good child always asks permission before he does anything, so that he doesn't get into trouble.
B. Parents should buy the best things for their children.

APPENDIX D

Scoring Keys for the
Maryland Parent Attitude Survey

The first choice of an item is "A", and the second is "B"

(See MPAS Booklet). The numbers represent the item numbers. The scoring of the items for the different types of parents is as follows:

- Disciplinarian: 6B, 7A, 9A, 11B, 12A, 14A, 18B, 19B, 21A, 24B, 25A, 27A, 30B, 31A, 33A, 36B, 37A, 39A, 42B, 43A, 45A, 48B, 49A, 51A, 54B, 55A, 57A, 60B, 61A, 63A, 66B, 67A, 69A, 72B, 73A, 75A, 78B, 79A, 81A, 84B, 85A, 87A, 90B, 91A, 93A.
- Indulgent: 9B, 10B, 14B, 15A, 16A, 17B, 21B, 22A, 23B, 27B, 28A, 29B, 33B, 34B, 35B, 39B, 40A, 41B, 45B, 46A, 47A, 51B, 52A, 53B, 57B, 58B, 59B, 63B, 64A, 65B, 69B, 70A, 71B, 75B, 76A, 77B, 81B, 82A, 83B, 87B, 88A, 89B, 93B, 94A, 95B.
- Protective: 6A, 7B, 8B, 10A, 12B, 13B, 17A, 19A, 20B, 25B, 26A, 29A, 31B, 32B, 35A, 37B, 38B, 41A, 43B, 44B, 47B, 49B, 50B, 53A, 55B, 56B, 59A, 61B, 62B, 65A, 67B, 68B, 71A, 74B, 77A, 79B, 80B, 83A, 84A, 85B, 86B, 89A, 91B, 92B, 95A.
- Rejecting: 8A, 11A, 13A, 15B, 16B, 18A, 20A, 22B, 23A, 24A, 26B, 28B, 30A, 32A, 34A, 36A, 38A, 40B, 42A, 44A, 46B, 48A, 50A, 52B, 54A, 56A, 58A, 60A, 62A, 64B, 66A, 68A, 70B, 72A, 73B, 74A, 76, B, 78A, 80A, 82B, 86A, 88B, 90A, 92A, 94B.

APPENDIX E

INSTRUCTIONS FOR PLAY ACTIVITY

This room contains toys, games and puzzles for your pre-school child to play with if he/she is interested in doing so. You are free to do as you wish during this segment. It may be helpful to think of yourself as being in your own home, unoccupied with household duties and free to be in the same room with your child.

APPENDIX F

INSTRUCTIONS FOR TASK 1

Ask your child each of the following questions. If your child knows the answer, go on to the next question:

QUESTIONS

(Mother, say this to your child)

1. "Show me your nose. Touch it."
2. "How many ears do you have?"
3. (Mother, hold up your thumb) and ask your child, "What do you call this finger?"
4. "What comes in a bottle?"
5. "What lives in water?"
6. "What is the color of grass?"
7. "Tell me the name of two animals."
8. "From what animal do we get milk?"
9. "What shines in the sky at night?"
10. "How many legs does a dog have?"

CORRECT RESPONSE

1. Touching nose
2. Two
3. Thumb
4. Soda, Milk, Water, etc.
5. Any fish, frog, turtle, etc.
6. Green
7. Any animals are okay.
8. Cow, goat.
9. Moon, stars.
10. Four

INSTRUCTIONS FOR TASK 2

1. Place the board in front of your child.
2. Say, "Look up here, each animal has a different color house. The animals down here don't have any houses. Can you find the right color house for each of the animals?"
3. Say, "Watch me, I'll do a few."
4. Do the first three animals to show your child how to match the colors.

(Mother says)
5. "Now can you put the rest in?"

INSTRUCTIONS FOR TASK 3

1. Mother, you say, "I want to see how many words you know. Listen carefully and tell me what these words mean."
2. "What is a shoe?"
3. "What is a knife?"
4. "What is a bicycle?"
5. "What is a hat?"
6. "What is an umbrella?"

INSTRUCTIONS FOR TASK 4

1. Take the shoestring and string 2 beads. (While stringing the beads, show your child the box of blue beads you are using).
2. Stop, after you have strung 2 beads.
3. Then, give your child your shoestring with the two beads and ask him/her to finish stringing the beads.
4. Tell your child to string as many beads as he/she can.

APPENDIX G

Behavior Categories for Mothers

(1) Positive Comments (P.C.)

- a. Positive comments are made by the mother about the child's behavior or child's productions.
- b. Mother expressed approval of child by examples given below.
- c. Mother repeated child's responses and spontaneous comments made by child.
- d. Whenever a positive comment may also be a question or an exclamation, it is scored as a positive comment.

Examples:

1. o.k., yes, yeah, good girl or boy
(P.C.) (P.C.) (P.C.)
2. u-huh, great, alright
(P.C.) (P.C.)
3. h-mmnn, uh!
(P.C.) (P.C.)
4. yes, you made a ball.
5. I know
6. mnnnn
7. umn!
8. Child says, "It's a snowman." Mother responds, "Yes, it is
a snowman."
(P.C.) (P.C.)

(2) Negative Feedback (N.F.)

- a. Negative comments made by the mother to her child for example, the mother gives a negative evaluation of the child or his productions by employing shame, ridicule or disparaging remarks.

- b. Criticisms of the child, also especially whenever the child responds incorrectly to questions asked by the mother,
- c. Whenever there is negative feedback and it may also be a question or an exclamation, it is rated as negative feedback.

Examples:

- 1. Don't mix up the colors.
- 2. Don't do that.
- 3. Stop!
- 4. That is not good.
(N.F.) (N.F.)
- 5. No,/don't act like a baby.
- 6. No!

(3) Questions (Q)

- a. An interrogative sentence, or one or two words calling for an answer, or a request of information usually having a question mark at the end of the sentence.
- b. To inquire; to ask about.
- c. Whenever a questions is also a positive comment, it is rated as a positive comment.

Examples:

- 1. What are you going to make?
- 2. What shines in the sky?
- 3. When it's doing what?
- 4. Where?
- 5. A what?
- 6. Who?
- 7. What now?
- 8. See that?

(4) Offering Information (O.I.)

- a. Mother offers knowledge or guidance verbally, by a combination of methods, demonstration and explanation which will mostly involve any of the four tasks.
- b. Mother may offer information by stressing explicitness of details in the directions given. Also mother may offer information when responding to child's questions.
- c. Whenever mother reads to her child.

Examples:

- 1. So we put the white one in here.
- 2. That would make pretty eggs for this bird's nest.
- 3. That bird's nest is overflowing.
- 4. I don't know.
- 5. I need you to do this for me.
- 6. There's a crib.
- 7. It is.
- 8. It's brown.
- 9. That's so pretty.
- 10. I want to see how many words you know.
- 11. Well, hold on to her like this.

(5) Direct Command (D.C.)

- a. Mother gives an order to her child, direct with authority. The child is given no alternative but to do the task.
- b. The child's behavior is the referent.
- c. The direct command can be one or two words.
- d. When a direct command is also an exclamation, it is rated as a direct command.

Examples:

1. Move that box out of the way.
2. Now, look at this board here.
3. Pick it all up now.
4. Say it a little bit louder.
5. Now you do the rest.
6. Put that under the dog.
7. You do it yourself.
8. Show me where your shoe is.
9. Don't think about it.
10. Look!

(6) Optional Command (O.C.)

- a. This is an offer of help by the mother extended to the child when she directs the child to do something.
- b. The mother gives or offers the child alternatives when directing child to task, or offers an explanation.
- c. Usually the mother will involve herself with the child working together on an activity or task and sometimes may offer assistance by suggestion.

Examples:

1. Let us do it this way.
2. Let me help you do one.
3. We're going to find the right color house for each animal.
4. Let's leave them alone right now.
5. We'll hold on to her like this.
6. Let one of them sit in the chair.
7. Let me do this one.

8. We'll look for Robin.
9. Let me see.
10. We could make one to sit in those chairs.
11. . . . if you can.

(7) Exclamations (EX.)

- a. An abrupt outcry or emphatic thought or feeling usually with an exclamation (!) mark at the end of the work, phrase or sentence.
- b. It cannot fit into any of the other 7 categories.

Examples:

1. Oh!
2. The house!
3. Purple heart!
4. Ooops!
5. Giddy-up!
6. Wow!
7. What in the world!
8. Just a second!
9. Hi, Batman!

(8) Unratable (UR)

- a. This category is for those one or two words, that does not fit in any of the other categories.

Examples:

1. Um-de-umm
2. Please
3. Whenever the mother begins a statement with one or two words and does not complete it, (except in cases where it would fit in one of the other 7 categories) it is unratable.

APPENDIX H

Correlations with Socio-Economic Status of Mothers

Socio-Economic Status	Task 1 # of Correct Responses (CR)	Task 2 # of CR	Task 3 # CR	Task 4 # Child Puts on	Time of Task Session
	0.1511	0.1810	-0.2134	-0.1581	0.0316

Time of Free-Play Session	Others Attention to Child	Parent-Child Contact	Attention to Toys
	-0.0373	0.1748	0.1144
			-0.3911

MPAS Disciplinary	MPAS Indulgent	MPAS Protective	MPAS Rejecting
	0.3101	*0.4541	-0.3162
			*0.4614

* \leq .05 Significance Level

** \leq .01 Significance Level

52

Socio-Economic Status	PARI Encouraging Verbalization	PARI Equalitarianism	PARI Deification
	-0.2759	-0.0270	0.1182

PARI Excluding Outside Influences	PARI Irritability	PARI Deception
	-0.2496	0.0929
		*-0.4612

Free-Play Offering Information	Free-Play Questions	Free-Play Direct Commands	Free-Play Optional Commands
	0.0918	0.1139	-0.1400
			-0.1657

* \leq .05 Significance Level

** \leq .01 Significance Level

53

Socio-
Economic
Status

Free-Play Negative Feedbacks	Free-Play Positive Comments	Free-Play Exclamations	Free-Play Unratables
0.2557	-0.1854	-0.0268	*0.3448
Structured Situation Offering Information	Structured Situation Questions	Structured Situation Direct Commands	
0.0764	0.0578	-0.0501	
Structured Situation Optional Commands	Structured Situation Negative Feedback	Structured Situation Positive Commands	
0.1202	0.0763	0.0571	
Structured Situation Exclamations	Structured Situations Unratables		
-0.1758	-0.2621		

* \leq .05 Significance Level

** \leq .01 Significance Level

MISCELLANEOUS APPENDIX

PARI: SHORT FORM

TABLE 1

Items of the PARI Short Form

Items 1, 10, 19, 28, 37 are from Encouraging verbalization.

1. Children should be allowed to disagree with their parents if they feel their own ideas are better.

10. Children should be encouraged to tell parents about it whenever they feel family rules are unreasonable.

19. A child's ideas should be seriously considered in making family decisions.

28. When a child is in trouble, he ought to know he won't be punished for talking about it with his parents.

37. A child has a right to his own point-of-view and ought to be allowed to express it.

Items 2, 11, 20, 29, 38 are from Equalitarianism.

2. When a parent asks a child to do something the child should always be told why.

11. Parents should adjust to the children some rather than always expecting the children to adjust to the parents.

20. In a well-run home, children should have things their own way as often as the parents do.

29. As much as is reasonable, a parent should try to treat a child as an equal.

38. Children are too often asked to do all the compromising and adjustment and that is not fair.

Items 3, 12, 21, 30, 39 are from Reversed deification.

3. A child should be taught that there are many other people he will love and respect as much or more than his own parents.

12. Most children soon learn that their parents were mistaken in many of their ideas.

21. Loyalty on the part of children to their parents is something that the parents should earn.

30. A parent should not expect to be more highly esteemed than other worthy adults in their children's eyes.

39. Loyalty to parents is an overemphasized virtue.

Items 4, 13, 22, 31, 40 are from Excluding outside influences.

4. Children should never learn things outside the home which make them doubt their parent's ideas.

13. There is no excusing someone who upsets the confidence a child has in his parents' ways of doing things.

22. A parent should never be made to look wrong in a child's eyes.

31. It's best for the child if he never gets started wondering whether his parents' views are right.

40. The child should not question the thinking of his parents.

Items 5, 14, 23, 32, 41 are from Irritability.

5. Parents very often feel that they can't stand their children a moment longer.

14. The things children ask of a parent after a hard day's work are enough to make anyone lose his temper at times.

23. It's natural for a parent to "blow his top" when children are selfish and demanding.

32. It's a rare parent who can be even tempered with his children all day.

41. Raising children is a nerve-wracking job.

Items 6, 15, 24, 33, 42 are from Deception.

6. There's no excuse wasting a lot of time explaining when you can get kids doing what you want by being a little clever.

15. Often you have to fool children to get them to do what they should without a big fuss.

24. It's best to trick a child into doing something he doesn't want to do instead of having to argue with him.

33. You have to fool children into doing many things because they wouldn't understand anyway.

42. When a child is doing something he shouldn't, one of the best ways of handling it is to just get him interested in something else.

Items 7, 16, 25, 34, 43 are from Reversed excluding outside influences.

7. Children have every right to question their parents' views.

16. If a parent is wrong, he should admit it to his child.

25. A good parent can tolerate criticism of himself even when the children are around.

34. When a child thinks his parents are wrong, he should say so.

43. A child should be encouraged to look for answers to his questions from other people even if the answers contradict his parents.

Items 8, 17, 26, 35, 44 are from Deification.

8. A child should grow up convinced his parents always know what is the right thing to do.

17. A child soon learns that there is no greater wisdom than that of his parents.

26. Loyalty to parents comes before anything else.

35. More parents should teach their children to have unquestioning loyalty to them.

44. A child should always love his parents above everything else.

Items 9, 18, 27, 36, 45 are from Reversed irritability.

9. Most parents can spend all day with the children and remain calm and even tempered.

18. A parent should keep control of his temper even when children are demanding.

27. Raising children is an easy job.

36. Most parents never get to the point where they can't stand their children.

45. There is no reason why a day with the children should be upsetting.

THE FOUR MPAS SCALES

INDULGENT PARENTS

These parents are child centered; the child is allowed to have his own way in all matters. The child is showered with warmth and affection. While there are attempts at discipline, the child knows the rules can be circumvented. The child is not encouraged to show any initiative, and seldom does he have any responsibilities around the house. Frequently, but for no particular reason other than an impulse on the part of the parent, the child is given gifts and treats.

DISCIPLINARIAN PARENTS

These parents need and expect fairly strict obedience from the child. The child knows that if he does not comply he will be punished, as the rules are explicitly stated by the parent. This punishment is carried out in a fair and consistent manner. This parent is constantly pushing the child to achieve beyond his ability, forcing him to grow up early.

REJECTING PARENTS

These parents are openly and actively hostile toward their children. This hostility is frequently reflected in discipline and punishment. This discipline and punishment seems to be based more on the general negative feelings of the parent than on the behavior of the child. Because of the hostility engendered in the child, these parents frequently feel that children are incorrigible.

PROTECTIVE PARENTS

Protective parents are primarily concerned with seeing to it that the child takes a minimum amount of risks. Consequently, the parents are overly watchful of the child and always alert to possible dangerous aspects of all situations. These parents perform tasks for the child long beyond the time the child is capable of doing the task for himself. The child is not allowed to grow up and do things for himself (e.g., feeding, bathing, going to school alone, etc.) for fear that something will happen to him.

Donald K. Pumroy

Questionnaire Answered By Mothers Who Participated In The Study

Name of Mother _____

Birthdate of Mother _____

Married _____ Divorced _____

Husband deceased _____

Number of children in family _____

Ordinal Position of child in family 1 2 3 4 5 6 7 8 9 10 (Circle One)

Occupation of Mother _____

Occupation of Father _____

Educational Status of Mother _____

Educational Status of Father _____

Birthdate of Father _____

Birthdate of Child _____

Experimenter's Data Sheet For Each Child

NAME OF CHILD _____

TASK 1

Correct Responses

1. Touches nose _____
2. 2 _____
3. Thumb _____
4. Soda, milk, water, etc. _____
5. Any fish, frog, turtle, etc. _____
6. Green _____
7. Any animals are Okay _____
8. Cow, goat _____
9. Moon, stars _____
10. Four _____

Task 2 (5 minute limit)

got them all correct _____

number of errors _____

omissions _____

Task 3

Vocabulary Task

1. Shoe _____

2. Knife _____

3. Bicycle _____

4. Hat _____

5. Umbrella _____

