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Research indicated that students' attitudes toward child-rearing practices do change after completing an introductory course in child development. Studies cited in the review of literature emphasized that parental attitudes have important effects upon the child's development; however, there has been little research done in this area.

The purposes of this study were (1) to investigate whether there was a significant change in attitudes after students completed their first college course in child development, and (2) to investigate the relationship between the student's major and the direction and degree of attitude change.

The University of Southern California Parent Attitude Survey, a paper and pencil self-inventory scale, was the method for assessing attitudes. The items in the survey were classified into Dominant, Possessive, Ignoring and Miscellaneous categories. The survey was completed on the first and last day of class by 76 students who were enrolled in their first college course in child development. The students completed an information sheet which stated their declared major.

The results of the Parent Attitude Survey indicated that attitude changes did significantly occur. The t values indicated that these changes were favorable with the

exception of the Miscellaneous Subscale in which no change was evident.

Grouping according to declared majors was as follows: Group I was composed of English, Biology, French, Mathematics, Clothing, Interior Design and undecided majors; Group II, Health and Physical Education majors; Group III, Sociology and Psychology majors; Group IV, majors in Home Economics Education and General Home Economics; and Group V, Elementary Education, Early Childhood Education and Child Development majors. The results indicated that attitude changes did vary among these grouped majors. Three of the groups, Groups I, II, and IV, had significant changes in the positive direction. Group III had no significant change in attitudes, and Group V had a significant change in the less favorable direction, but the change in the mean score was small enough so that their attitudes were still favorable.

The results further indicated that the students were more alike in their child-rearing attitudes at the end of the course than they had been at the beginning of the course.

CHANGES IN STUDENTS' ATTITUDES DURING A  
COURSE IN CHILD DEVELOPMENT

by

Diane Whitehurst Lomax

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Approved by

Nancy White  
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## APPROVAL SHEET

This thesis has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

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## CHAPTER I

### INTRODUCTION

There are many environmental factors which influence the personality formation of a young child. Research has indicated that much of a child's behavior is influenced by parental attitudes and child-rearing practices.

Literature has also revealed that numerous instruments for measuring attitudes have been devised. Educators have used these instruments to evaluate the effects of various teaching techniques as methods of changing attitudes. One of the major goals of education is to promote positive attitude changes. In this study, a positive attitude change refers to the parent attitude survey, devised by Shoben, for assessing attitudes and attitude changes.

In this study an attempt was made to ascertain whether or not student attitudes toward child rearing practices changed during the semester they were enrolled in an introductory course in child development.

#### Purposes of the Study

The purposes of this study were (1) to investigate whether there was a significant change in attitudes after the students completed their first college course in child development, (2) to investigate the relationship between the

student's major and the direction and degree of attitude change.

#### Definitions of Terms

Certain terms have specific meaning applied to their use in this study.

Attitude. Attitude is used as defined by Droba in 1939. It is a mental disposition of the human individual to act for or against a definite object and is a predominantly felt disposition to act in a certain way.

Child-Rearing Practices. Child-rearing practices refer to methods and techniques of parents which contribute to the development of children.

Major. Major indicates the area of specialization of the students.

P.A.S. University of Southern California Parent Attitude Survey.

#### Description of the Course

Child development was taught at the University of North Carolina at Greensboro as the introductory child development course in the area of Child Development and Family Relations. It was a required course for students majoring in Home Economics Education and in Child Development and was offered as an elective to other students at the University. Students enrolled in the course were concerned

with learning more about young children. These students were majors from fifteen schools and departments at the University.

The one semester course included two ninety-minute class lectures each week. The laboratory requirements were two hours of observation each week and participation throughout the semester in the University of North Carolina at Greensboro Nursery School.

The text for the course was Introduction to Child Study by Strang (1966). Supplementary reading assignments were made in numerous books and periodicals. One of the major assignments of the course was for each student to complete a case study on a child enrolled in the University Nursery School. This assignment was to provide for the students an opportunity to observe the growth and development of young children and to understand characteristic behaviors of preschoolers.

Another objective of the course was to direct the students' observation and participation in an effort to enable them to feel comfortable with children and to be more alert to and adept at understanding children's behavior. A final major objective was to attempt to improve students' skills in using successful techniques with children, and to develop the ability to select adequate play equipment, food, clothes, and a daily routine suitable for infants and children.

### Organization of the Remainder of the Thesis

The remainder of the study is organized into four subsequent chapters. Chapter II is a review of literature relating to studies concerned with measuring attitude changes of college students and describing the effects of parental attitudes and child-rearing practices. Chapter III describes the methods and procedures employed in this study. Chapter IV includes a description and interpretation of the findings of this study. Chapter V is an overview of the study including the findings and conclusions.

## CHAPTER II

### REVIEW OF THE LITERATURE

Literature related to this study was divided into three categories: (a) research on attitudes, including definitions and factors influencing attitude changes; (b) research on attitude changes of college students; and (c) research related to the effects on children of parental attitudes and child-rearing practices.

#### Studies Concerned with Defining and Measuring Attitudes

There have been many attempts to define attitude and to explain factors which contribute most significantly to changing attitudes. In this review of literature, the writer attempted to report some definitions of attitudes and some factors relating to attitude changes.

In an effort to explain the nature of attitudes, Droba (1933) defined an attitude as a mental disposition of the human individual to act for or against a definite object. An attitude is a felt disposition to act in a certain way. This author also explained that in the development of attitudes there is nothing that is not acquired. According to Droba, the origin of certain attitudes may begin in early childhood. Attitudes are modified and developed into a relatively constant system of dispositions to determine the directions of activities that follow.



Ramseyer (1939) was critical of the lack of knowledge available on methods for developing desirable attitudes. He concluded that educational objectives are focused on developing desirable attitudes; yet, so little is known about the basis upon which attitudes are developed and ways to bring about desirable attitude changes.

Symonds (1927) concluded that attitude is "a name which duplicates what is already known as habit or skill which is used to refer to particular features of reaction units [p. 201]."

Remmers (1954) defined attitudes as "an affectively toned idea or group of ideas preparing an organism to action with reference to specific attitude objects [p. 3]." He stated that from the point of view of the individual, attitudes constitute the individual's own evaluation of his conduct and desires in relation to the system of social values as he understands them.

Attitude was defined by English and English (1964) as an enduring, learned predisposition to behave in a consistent way toward a given class of objects. According to these authors, value, ideology, belief, and opinion are closely associated with attitude. Opinion involves some knowledge and a measurable amount of factual evidence. English and English concluded that since verbal statements of opinion are often sought as a revelation of attitude, opinion and attitude are often used interchangeably.



In reference to measuring attitudes, Remmers (1954) stated that certain assumptions must be made in order to measure attitudes. Those assumptions are: "that attitudes are measurable; that they vary along a linear continuum; that measurable attitudes are common to the group; and that they are held by many people [p. 7]."

Katz (1960) concluded in his extensive study on attitudes that "an attitude is the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner [p. 168]." Katz concluded from his research that attempts to change attitudes are to be directed primarily at the belief component or at the feeling, or affective component. According to Katz, the most general statement that can be made about the conditions conducive to attitude change is that the expression of the old attitude or its anticipated expression no longer gives satisfaction to its related need state. To change attitudes which serve a utilitarian function, one of two conditions must prevail: (1) the attitude and the activities related to it no longer provide the satisfaction they once did; or (2) the individual's level of aspiration has been raised [p. 177]."

Breer and Locke (1965) proposed that attitude formation and change emerges directly from reinforcement theory. "It is our contention that the principles of reinforcement and generalization which are ordinarily invoked to explain

the shaping of behavior can be extended to account for the formation of beliefs, values and preferences [p. 37]."

In this section, the investigator attempted to review some studies which were concerned with defining "attitude." Emphasis was placed on the studies which attempted to describe the factors related to attitude change.

#### Studies Concerned with Attitude Change of College Students

Studies concerned with the attitude changes of college students have been primarily aimed at finding how effective college courses were in changing attitudes. The following section is a representative review of such studies.

In 1936 Brandon conducted an extensive study on the attitudes of college students in selected phases of child development. The experimental and control groups each had 90 subjects. The purpose of the study was to determine the needs of college students as they relate to selected attitudes in the field of child development and to determine the effectiveness of a carefully designed learning program in modifying attitudes at the college level. The results indicated a general trend of changes in mean scores for the experimental group on initial and final measurements in the direction of the mean scores of the judges. The judges were persons engaged in the field of child development. A two year follow-up was conducted to determine if the attitude changes persisted. The resulting data indicated that not

only can a significant shift in attitude be produced through a carefully planned learning program, but the changed attitude tends to persist.

A study was conducted by Lagey in 1956 with 940 students enrolled in an introductory course in sociology and anthropology. The objective was to find the amount of attitude change resulting from taking the introductory courses. Three attitude scales were administered: (1) Attitude Scaling Toward Evolution; (2) Attitude Scale Toward Negroes; and (3) Attitude Scale Toward the Criminal. There was no discernible, direct relationship between course content and attitude modification in this study. The author concluded that teaching, per se, did not necessarily produce attitude change.

An integrated sequence of three education courses was developed by Hoover (1968) with the basic objective concerned with applying the methods of science to the practical problems of teaching. The purpose of the study was to determine what impact, if any, such an approach has on the alteration of attitudes during the first course in a sequence. The findings did indicate attitude changes; therefore, Hoover was able to contradict some of the negative findings that college experience has little or no impact on the alteration of basic attitudes. The investigator stated that there are limitations in studies on attitude change; the students may be taken through a series

of class experiences which tend to minimize biases, but other college experiences often mitigate against permanent attitude change.

In an attempt to find whether or not classroom teaching of college students modifies or changes an attitude about guidance and control of children, Marshall and Hobart (1960) conducted a study using college students. They used Schaefer and Bell's Parental Attitude Research Instrument to measure attitudes and concluded that classroom teaching can modify the attitudes of individual students toward guidance of children, but at the same time, they may not produce change in the mean attitude scores of the group of students exposed to the teaching.

An investigation was conducted by Costin (1958), using 157 undergraduate students, to measure attitude changes upon their completion of a course in child psychology. None of the students had previously taken any child psychology, child development or family relations courses. Costin attempted to determine the extent to which an undergraduate, one-semester course in child psychology could change students' attitudes toward parent-child relationships. The attitude scale administered at the beginning and end of the course was a slightly modified version of the P.A.S. At the end of the course, Costin found that students expressed more permissive attitudes toward parent-child relationships. The dominating subscale of the survey was the area that indicated

the most significant change. The proposed explanation for the greater change in this subscale was because of the greater number of items on this attitude area; thus, the dominating area offered a wider range of possible responses. The investigator had anticipated greater attitude changes than those discovered, but he concluded that it may be too unrealistic to expect an extensive attitude change in one semester.

A study was designed by Walters (1959) to determine the effect of an introductory course in child development on the attitudes of college women in relation to intelligence, size of family, socio-economic status, academic achievement and perception of childhood happiness. Using the P.A.S. and the Child Guidance Survey, the investigator found that the attitude change of the experimental group was much more significant than the control group, especially as measured by the Child Guidance Survey. There was little significant difference according to the P.A.S. Walters concluded that these results indicated that certain attitudes concerning the guidance of children could be modified during the course of a semester. "In the opinion of the investigator, it reflects what may be achieved in schools throughout the country in which there is a sincere desire to promote the welfare of children [p. 320]."

A study by Walters and Fisher (1958) obtained information concerning changes which occur over a two-year period



in the attitudes of young women majoring in child development and family relations. The findings indicated that marked changes occurred over a two year period in the attitudes of the child development majors. The evidence from the study led the authors to conclude that: (1) attitudes toward children continue to change throughout the undergraduate years when instruction in child development is provided; and (2) attitudes toward children are not merely a function of maturation.

#### Research on the Effects of Parental Attitudes and Child Rearing Practices

Even though it is recognized that parental attitudes have important effects upon the child's development, there has been little research done in this area.

A study by Grant (1935) was designed to determine the relationship between certain facts in the home environment and child behavior. Grant found that home environments characterized by a "logical scientific approach" tend to produce the following types of behavior: self-reliance, responsibility, resourcefulness and perserverance. This study also indicated that a calm, happy home life appears to be related positively to the security of a child, his willingness to cooperate and his ability to play with groups, and tends to relate negatively to nervous habits and sadistic behavior. An analysis of correlations between parental protection versus rejection and child behavior patterns suggested



that over-protected children tend to be withdrawn from the group, may be submissive, and lack self-reliance; whereas, rejected children tend to be ascendent and sadistic.

Hattwich's study (1936) examined the interrelations between the behavior of preschool children and certain home factors. He found that children who received too much attention at home were poorly adjusted in social relationships, and lacked emotional control. The negligent parents had children who were emotionally tense, aggressive and insecure. In the homes that reflected signs of tension in the form of frequent illness, fatigue, impatience or quarrelsomeness, the children displayed uncooperative behavior and poor emotional adjustments.

Anderson (1946) summarized three studies concerned with the relation between parents' attitudes and the goals they set for their children and the behavior of the children. He concluded from these studies that the attitudes of parents appear to be crucial factors which are closely related to the social behavior of children. Parents of successful leaders showed outstandingly different attitudes from parents of other groups of children. Parents of successful leaders were less inclined to protect children from normal risks of life, and they tended to be less restrictive in the degree of control which they exercised over the child.

According to Kanner (1949), the emotional growth and health of a child depends to a large extent on the parents' attitudes toward him. Kanner stated that in our culture, the most common types of noxious parental attitudes are those of parental rejection and parental overprotection. The author implied that there is need for more direction toward prevention in the area of mental hygiene which is to be accomplished through parent education.

A study by Stott and Berson (1954) verified the importance of attitudinal aspects of parenthood to the adjustment and development of children. According to these authors, the prevailing point of view in parental education is based upon a greater appreciation of the ever changing needs of the growing individual. The results from a pre-parental education program conducted by the investigators indicated that individual attitudes did change in the positive direction, that is toward the permissive and away from the rigid, authoritarian view of child care.

Martin (1952) conducted a survey of 3,000 children with the objective of finding out something about how parents' attitudes affect normal boys and girls. These children were members of the Youth Clubs of the Children's Aid Society in New York City. Results showed that the attitudes that caused unfavorable climate for the children were under these groupings: (1) rejection, (2) deprivation, (3) overprotection, and (4) exploitation. The parents'

attitudes, though these might be quite unwholesome for the child, caused less behavior disturbances than did unaccountable changes and shifts in attitude.

Sears, Maccoby, and Levin (1957) concluded from their extensive study on child-rearing practices of 379 mothers that it is wise to be cautious about the effects of child rearing practices on the children's personalities. "Mothers' practices and attitudes unquestionably have some importance, but with respect to many kinds of child behavior, they may not be the most important determiners. And we as yet know very little indeed about their relative importance to the adult personality [p. 456]."

A study by Burchinal (1958) tested the hypothesis that there is a positive relationship between parental attitudes toward children and the personal and social adjustment of the children. There was measurable relationship between the parental attitudes which were estimated by the Porter and Shoben scales and the estimates of the personality adjustment characteristics of the children as indicated from the Rogers and California Tests of Personality. The author explained that the results may have been due to limitations of any of the four instruments employed.

A study was designed by Madoff (1959) to determine if the attitudes of mothers of seriously delinquent adolescents were significantly different from the attitudes of mothers of the non-institutionalized juvenile delinquents. The

study indicated the two groups of mothers differed significantly on 9 of the 20 scales. It was found that in all cases of significance, the mothers of the institutionalized delinquents expressed the more primitive, controlling, and authoritarian attitudes.

Peterson (1961) was also interested in the relationship of child behavior and parental attitudes. His study indicated that the attitudes of fathers were at least as intimately related as the attitudes of mothers to the occurrence and form of maladjustment among children. The findings did not support the hypothesis that problems of conduct were associated with maladjustment among the mothers nor were conduct problems associated with evident permissiveness and disciplinary ineffectuality on the part of fathers. Instead, a single parent attitude pattern was found to be diffusely associated with personality problems, conduct problems and autism. The most conspicuous elements in this pattern were the strict, cold, aggressive attitudes of the father. An interesting finding in this study was that among the older children, a considerable amount of paternal firmness seemed to be necessary for the prevention of child conduct problems. For the younger children of this study, love and kindness seemed more generally important.

Hoffman and Hoffman (1964) reported from a review of studies on parental attitudes and the child's personality that inconsistent discipline apparently contributes to

maladjustment, conflict and aggression in the child. The studies indicated that power-asserting techniques in controlling the child were more likely to correlate with externalized reactions to transgression (projected hostility) and with non-cooperative, aggressive behavior.

### Summary

The first section of this chapter attempted to present a review of literature related to defining attitudes and factors influencing the formation of attitudes and attitude changes. Attitude was defined as an acquired, mental disposition of the individual to act for or against a definite object. Two authors concluded that attitude formation and change emerges directly from the reinforcement theory. However, the literature indicated that there still is little known about the basis upon which attitudes are developed and ways by which one would bring about desirable attitude changes.

The second section was a review of studies concerned with attitude changes of college students. The results of these studies indicated that college courses can produce a significant shift in attitude toward child guidance through a carefully planned learning program. These attitudes toward children can continue to change when instruction in child development is provided and these changes in attitudes are not merely a function of maturation.



The final section was a review of the research conducted on the effects of parental attitudes and child rearing practices. Unfortunately, there has been little research in this area. At least the studies which have been conducted do indicate that the attitudes of parents appear to be crucial factors which are closely related to the social behavior and emotional growth of a child. Researchers in this area have recognized the need for prevention of maladjustment in social and emotional development of children which can best be accomplished through parent education.



### CHAPTER III

#### PROCEDURES

The purpose of this chapter is to describe (1) the instrument employed in the study, (2) the sample studies, (3) the procedures used in securing the data, and (4) the methods used in analyzing the data.

##### Description of the Instrument

The University of Southern California Parent Attitude Survey (see Appendix A), a paper and pencil self-inventory scale, was the method used for assessing attitudes. This instrument, devised by Shoben in 1949, was selected because of its ease of administration, brevity, and its high degree of validity.

The reliability coefficients for the survey, determined by the split-half method raised by the Spearman-Brown formula, were above .90 for the Total Scale and for the Dominate and Possessive Subscales, and .84 for the Ignoring Subscale.

Shoben computed validity coefficients with an original group of 55 mothers with problem children and 50 mothers with non-problem children. He then computed validity coefficients for a new group of 20 mothers of problem children and 20 mothers of non-problem children. The

validity coefficients on the new group were: Total Scale, .769; Dominate Subscale, .623; Possessive Subscale, .721; and Ignoring Subscale, .624. Shoben interpreted this to mean that roughly half the variance in the criterion of child adjustment may be predicted from the attitude scales.

The U.S.C. Parent Attitude Survey consisted of 85 statements of general attitudes toward children. The subjects responded to each statement by indicating that they Strongly Agree, Mildly Agree, Mildly Disagree, or Strongly Disagree. The statements were in the form of broad generalizations and cliches.

The items in the survey were classified into three specific categories and a small miscellaneous category. The Dominant Subscale contained the largest number of statements. It consisted of items reflecting a tendency on the part of the parent to put the child in a subordinate role and to expect him to conform completely to parental wishes under penalty of severe punishment. The Possessive Subscale referred to a tendency on the part of the parent to pamper the child, to emphasize unduly the affectional bonds between parent and child, to restrict the child's activities to those within the family group, and to encourage the child's dependency upon his parents. The Ignoring Subscale reflected a tendency of the parent to disregard the child as an individual member of the family, to regard the good child as one demanding the least amount of attention and to

disclaim responsibility for the child's behavior. The Miscellaneous Subscale consisted of ten religious, sexual and emotionally-toned statements.

Shoben stated that scores for each scale were obtained by summing the weights of each item within the subscale. Higher scores indicate less desirable attitudes toward child rearing practices while lower scores indicate the more desirable attitudes. The instrument, the subscales, and the weights are found in the appendix.

#### The Sample

The subjects in this study were students at the University of North Carolina at Greensboro who were taking their first college course in child development. Students enrolled in the course were concerned with learning more about young children and learning to feel more comfortable with children.

Although 108 students were enrolled in the course, only 76 completed the initial and final administration of P.A.S. Some of the students failed to sign their names on the initial and/or final instruments and some were absent on first or last day of class when the attitude survey was administered.

These students, classified as seniors, juniors, a few sophomores, and one freshman, were majors from fifteen schools and departments at the University. Due to the

different focuses of these students, five groups were devised in order to compare the changes in attitudes of these groups. The grouping of the subjects was based on the department or school in which they were enrolled at the University.

Group I consisted of 18 students who declared a major in English, Mathematics, Clothing, Interior Design, French, Biology and undecided. This group consisted of students whose major was not specifically related to teaching or working with young children.

Group II was composed of 11 students who majored in Health and Physical Education. Students in these two majors were expected at some time to work with young children in the area of physical development.

The 16 students in Group III were Sociology and Psychology majors. The nature of these disciplines would imply that students electing this course would need an understanding of the social and emotional well being of adults and children. Even though they were not working directly with children, these students might be expected to have indirect contact with children.

Group IV included 17 students majoring in Home Economics Education and General Home Economics. Students majoring in these two areas were preparing to teach high school students or parents a basic course in child development.

Group V consisted of 14 students who took more courses related to child growth and development. These majors were Elementary Education, Early Childhood Education and Child Development. It was expected that students majoring in these three areas would work directly with children.

Students majoring in Home Economics Education and Child Development were required to take this course. The other students chose it as one of their elective courses.

#### The Procedure

At the first class meeting of the semester, the instructor gave each of the students a copy of P.A.S. The necessary instructions were then read to the class. The importance of signing their names on the instrument was emphasized.

At the final class period of the semester, the students were again given a copy of P.A.S. Instructions for completing the instrument were repeated to the class. A total of 76 of the 108 students enrolled in the course responded to the two administrations of the Survey. Some of the students were absent on the first or last day of class and some of the students failed to sign their names on the initial or final instrument.

The instructor of the course asked the students to complete an information sheet stating their declared major and their daily schedule. This information was used for



purposes of grouping the subjects so that the relationship between the students' majors and the direction and degree of their attitude changes could be determined.

#### Methods of Data Analysis

The first step in analyzing the data was to determine the direction and the degree of attitude change as was indicated by comparing the students' initial and final responses. A t test was used to determine the significance of the differences between the total scores on the initial and final tests. The formula for the t test (Spence, 1968) was  $t = \frac{X_D}{S_{XD}}$ .

$X_D$  indicated the algebraic mean of the differences between the two raw score distributions. This algebraic mean is always the same as the difference between the  $X$ 's of two raw score distributions. The degree of freedom was  $N-1$  with  $N$  being the total number of subjects. Significance at the .05 level was used; that is, the results obtained would occur by chance only five in 100 times.

The investigator was also interested in comparing the significance of differences between the initial and final scores on each of the subscales. The same method as previously stated for the total scores was employed for each of the subscales.

Another purpose of this study was to investigate whether or not there was a relationship between the students'



majors and attitudes and attitude changes. The statistical method used was Duncan's Range Test (McGuigan, 1968). This test involved a comparison between all possible combinations of the five groups. This procedure was employed to determine whether or not there were significant differences among students' attitudes in the groups. The formula used for comparing the groups was:  $R_p = (s_e)(r_p) / \sqrt{\frac{1}{2} (1/n_2 + 1/n_b)}$ .  $R_p$  symbolized the least significant ranges for comparison among the five groups. In this formula  $r_p$  symbolized the least significant standardized ranges. The square root of the error variance was symbolized by  $s_e$ . Significance was measured at the .05 level. Two groups were considered significantly different when the calculated  $R_p$  value was less than the  $X_D$  of the two groups being compared.

A third purpose was to investigate whether or not the grouped majors would change significantly after completing the course. A  $t$  test was used to determine the significance of difference between the means of each group. The formula for the  $t$  test (Spence, 1968) was:  $t = \frac{X_D}{S_{XD}}$ .

#### CHAPTER IV

#### DATA ANALYSIS

The data for this study were obtained from 76 students at the University of North Carolina at Greensboro who were enrolled in their first course in child development. A purpose of this investigation was to measure the change, if any, in students' attitudes toward child-rearing practices after they had completed one course in child development. A second purpose was to investigate the relationship between the student's major and the direction and degree of attitude change.

One null hypothesis employed was that no attitude change would occur; therefore, the students' scores on the attitude surveys administered before the course began would be equal to the corresponding scores on the attitude surveys administered at the final meeting of the class. A second null hypothesis was that there would be no difference in the attitudes among the students in the five subgroups of majors. The third null hypothesis was that the grouped majors would reflect no difference in attitude before and after the course. The .05 level of confidence was selected for determining significant differences.

The following division of this chapter includes the results of the statistical method for determining if attitude

changes were evident after completion of the course. The chapter contains an explanation for the analysis determining if there was a significant difference in attitude changes of students in the five subgroups. The final part includes the analysis for determining which group or groups resulted in having a significant difference in attitudes before and after the course.

#### Treatment of the Data

This study was concerned with the differences between initial and final scores for each subject on the total and on the four subscales of the P.A.S. The test employed to determine the statistical significance of the differences between the measures for the total and the subscale scores was the t test. The formula employed was:  $t = \frac{X_D}{S_{XD}}$ .

In this formula  $X_D$  indicated the algebraic mean of the difference between the two raw score distributions.  $S_{XD}$  indicated the standard error of the mean difference. The number of degrees of freedom was  $N-1$ . Significance was measured at the .05 level.

The mean difference between the total scores on the initial and final scores was 10.62 and the standard error of mean difference was 1.57 as shown in Table 1. With 75 degrees of freedom, the t value for the total scores was 6.77. Therefore, the difference between the initial and

Table 1  
Significance of Mean Difference Between Scores  
for the First and Second Administration  
for All Students

Scales	$\bar{X}_D$	$S_D$	$\underline{t}$	N
Total	10.62	1.57	6.77*	76
Dominance	6.50	.95	6.84*	76
Possessive	1.88	.57	3.29*	76
Ignoring	1.61	.45	3.57*	76
Miscellaneous	.60	.42	1.42	76

\* significant beyond the .05 level of confidence ( $t = 1.99$ )

final scores was significant at the .05 level. The results indicated an overall positive attitude change after the students had completed the course.

For the Dominant Subscale, the mean difference between the initial and final scores was 6.50 and the standard error of mean difference was .95. The value of  $\underline{t}$  for the differences in the dominant subscales was 6.84. A  $\underline{t}$  value of 1.99 was necessary to be significant at the .05 level; therefore, the differences between the two scores were significant at the .05 level. The  $\underline{t}$  value for this subscale had the most significant value which is to be partially attributed to the larger number of statements in the category which allows more opportunity for change to occur in this scale.

The mean difference between the initial and final scores for the Possessive Subscale was 1.88 and the standard error of mean difference was .57. The  $t$  value for this subscale was 3.29. With 75 degrees of freedom, a  $t$  value of 1.99 was necessary to be significant at the .05 level; therefore, the null hypothesis was rejected for this subscale.

The mean difference between the initial and final scores for the Ignoring Subscale was 1.61. The  $t$  value for the Ignoring Subscale was 3.57. This result indicates that there was less change in the Ignoring Subscale than in the Possessive Subscale. With 75 degrees of freedom, a  $t$  value of 1.99 was necessary to be significant; therefore, the null hypothesis was also rejected for this subscale.

The mean difference between the initial and final scores for the Miscellaneous Subscale was .42. The  $t$  value of 1.99 for significance at the .05 level of confidence exceeded the  $t$  value of 1.42 for this subscale. Therefore, the null hypothesis was not rejected. The result indicated that there was no significant change in attitude for the miscellaneous scale. There is a possibility that this result may be attributed to the small number of items for this scale which decreases the probability of significant changes.

The results of the P.A.S. given to students at the first and final session of the course indicated that



attitude changes did significantly occur. The  $t$  values indicated that these changes were favorable with the exception of the miscellaneous subscale in which no sign of change was in evidence.

The second null hypothesis stated was that there would be no difference between the attitude changes of the students in the five groups. Group I consisted of students who declared a major in English, Mathematics, Clothing, Interior Design, French, Biology, and undecided. Group II was composed of students who majored in Health and Physical Education. Group III were Sociology and Psychology majors. Group IV were majoring in Home Economics Education and General Home Economics. Group V consisted of students whose majors were most related to child development. These findings indicated that the students in this group entered the course with more desirable attitudes toward child rearing practices. This significant difference was attributed to the students personal development and to the influences of related courses on their attitudes toward child rearing practices.

Duncan's Range Test (McGuigan, 1968) was employed for determining if there was a significant difference between these groups. The test also indicated where the significance occurred and to what degree. Significance was measured at the .05 level. The following formula was used:

$$R_p = (s_e)(r_p) / \sqrt{\frac{1}{2} (1/n_a + 1/n_b)}$$

The appropriate substitutions were made to determine the  $R_p$  values for the five groups (four, three and two). These values were compared with the appropriate mean differences.

The underscored means of Groups I, II, III and IV indicated that these groups did not differ significantly. (See Table 2). Groups I, II, III and IV had significantly higher means than did Group V. Therefore, on this survey, these higher means indicated that Group I, II, III and IV had less desirable attitudes than Group V on the initial administration. Group V was significantly different when compared with each of the other groups; however, there was no significant difference among Groups I, II, III and IV.

Duncan's Range Test was also employed to determine the variance among the groups on the final administration of the attitude survey. Significance was measured at the .05 level. The  $R_p$  values were determined by appropriate substitutions for the five groups. The  $R_p$  values were compared with the appropriate mean differences.

The underscored means of all five groups indicates that there was no significant differences between any pair of the groups. (See Table 3). The students' attitudes toward child rearing practices had become more homogeneous after completing the course in child development.

A third null hypothesis was that the grouped majors would reflect no significant change in attitudes after

Table 2

Significance of Difference Between the  
Five Groups on the Pre-Test

Groups	V	IV	III	II	I
Mean	293.50	327.82	318.44	331.81	322.61

Table 3

Significance of Difference Between the  
Five Groups on the Post-Test

Groups	V	IV	III	II	I
Mean	314.57	315.65	308.06	316.45	315.28

completing the course. The  $t$  test was employed to determine the statistical significance of the differences between the initial and final scores of the grouped majors. The formula employed was:  $t = \frac{\bar{X}_D}{S_D}$ . Table 4 shows the result of the statistical analysis of this data.

Group I consisted of students who declared a major in English, Mathematics, Clothing, Interior Design, French, Biology and undecided. The  $t$  value for this group was 3.59. At the .05 level of confidence a  $t$  value of 2.89 was needed to be significant. Therefore, the results indicate a significant change in the positive direction since the second mean total is less than the first.

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Table 4  
Significance of Mean Difference Between  
Scores for the First and Second  
Administration by Majors

Groups	X <sub>1</sub>	X <sub>2</sub>	N	t
I	322.61	315.28	18	3.59*
II	331.81	316.45	11	3.17*
III	318.44	308.06	16	2.12
IV	327.82	315.65	17	6.49*
V	293.50	314.57	14	2.75*

\*t values significant beyond the .05 level of confidence

Group II was composed of students who majored in Health and Physical Education. At the .05 level of confidence, a t value of 3.16 was needed to be significant. A t value of 3.17 was determined for this group which indicates that significant changes did occur. These changes were in the positive direction since the mean for this group decreased after taking the course.

Group III consisted of students majoring in Sociology and Psychology. The t value of 2.94 was needed to be significant at the .05 level of confidence. The value of t for this group was 2.12. Therefore, no significant change occurred in this group, and the null hypothesis would not be rejected.

Group IV consisted of students majoring in Home Economics Education and General Home Economics. A t value



of 2.89 was needed to be significant at the .05 level of confidence; therefore, the difference between the two scores for this group was significant since the  $t$  value for this group was 6.49.

Group V consisted of Students majoring in Child Development, Elementary Education and Early Childhood Education. The  $t$  value for this group was 2.75 with a value of 2.75 needed to be significant at the .05 level of confidence. Since the mean on the final score increased, this group had a negative change which was slightly significant.

The result of this analysis further indicates the five groups changed in varying degrees and directions. Groups I, II, and IV had the significant changes in the positive direction. Group III had no significant change in attitudes and Group V had a slightly significant change in the less favorable direction.

## CHAPTER V

## SUMMARY

The major purpose of this study was to ascertain the change in student attitudes toward child-rearing practices during an introductory college course in child development. A second purpose was to compare the changes in attitudes toward child-rearing practices among the five categories of majors represented by the 76 students enrolled. This introductory course in child development was taught in the School of Home Economics at the University of North Carolina at Greensboro.

## Procedures

The literature reviewed for this study included the following areas: (a) research on attitudes, including definitions and factors influencing attitude changes; (b) research on the attitudes of college students; and (c) research on the effects on children of parental attitudes and child-rearing practices. Much of the research reviewed indicated that educational objectives should be focused on developing desirable attitudes. Attitude was generally defined as a learned predisposition to behave in a consistent way.

Brandon (1936), Costin (1958), and Walters (1959) conducted some of the studies which indicated that attitude changes can be produced in carefully planned learning programs. Walters (1959) concluded that the attitude changes concerning the guidance of children reflects what could possibly be achieved in schools throughout the country.

The review of literature indicated that there had been inadequate research on the effects of parental attitudes on child development. Kanner (1949) and others found that the emotional growth and health of a child depended importantly on the parents' attitude toward him. Emphasis was placed on the ill effects that inconsistent discipline had upon the child's personality.

The University of Southern California Parent Attitude Survey was the instrument used for assessing attitudes. The survey consisted of 85 items which were classified into the following four categories: Dominating, Possessive, Ignoring, and Miscellaneous. During the first class period of the introductory course in child development, the subjects received the attitude survey and responded to the statements by indicating whether they Strongly Agree, Mildly Agree, Mildly Disagree, or Strongly Disagree. The scores for each category were obtained by summing the weights of each response for those items which constituted that category. Higher scores indicated less desirable attitudes toward child-rearing practices while lower scores indicated more

desirable attitudes. The subjects again responded to the attitude survey during the last class period of the semester. In addition to the two 90 minute class lectures each week, students were required to observe each week and to participate throughout the semester in the University Nursery School. A t test was used to determine the significance of differences between the initial and final total scores as well as in each of the four categories on the survey.

Due to the many different majors represented by the subjects, five groups were devised for comparing the initial and final attitudes among majors. The grouping of the majors was based on the department or school in which the subjects were enrolled at the University. Groups I consisted of students majoring in English, Mathematics, Clothing, Interior Design, French, Biology, and undecided; Group II, Health and Physical Education; Group III, Sociology and Psychology; Group IV, Home Economics Education and General Home Economics; and Group V, Elementary Education, Early Childhood Education and Child Development.

Duncan's Range Test (McGuigan, 1968) was used for statistical interpretation of the data. This test was employed to determine if the groups differed significantly in attitudes toward child-rearing practices prior to the course in child development. Duncan's Range Test was also used to determine if the groups differed in attitudes at the

end of the course. The  $t$  test was used to determine if there was a significant difference among the five majors in attitude change after having taken the course.

### Findings

The following findings in this study support previous studies which have been conducted on attitude changes.

Attitude Changes of All Subjects: The difference between the total scores for all 76 subjects on the initial and final administration of the attitude survey indicated significant attitude changes at the .05 level. There were also significant attitude changes on the Dominant, Possessive and Ignoring Subscales. The greatest change in mean scores was in the Dominant Subscale. The null hypotheses about change in the Total Scores and in the Dominant, Possessive, and Ignoring Subscales were rejected. The null hypothesis about change in the Miscellaneous Subscale was supported.

### Attitudes of Different Majors on the Initial Survey:

Data for the five categories of majors from the initial administration of the survey were analysed using Duncan's Range Test. Before the students took the course, Group V, Early Childhood Education, Elementary Education and Child Development majors, was more favorable in child-rearing attitudes than Group I, English, Mathematics, Clothing, Interior Design, French, Biology, and undecided; Group II,



Health and Physical Education; Group III, Sociology and Psychology; Group IV, Home Economics Education and General Home Economics. Groups I, II, III, and IV had significantly higher means than did Group V which indicated that these groups had less desirable attitudes in the beginning.

Attitudes on the Final Survey: Duncan's Range Test was also employed to determine if there were significant attitude differences among the majors on the final administration of the survey. The findings indicated that there were no significant differences between any pair of the majors. The mean scores for Groups I, II, III, and IV had decreased; however, all five groups became more homogenous in attitudes after completing the course.

Attitude Changes of Different Majors: The five groups were found to have changed in varying degrees and directions after having taken the course. Groups I, II, and IV showed significant changes in the positive direction, that is, their scores were lower after the course than before. There was no significant change in Group III, although the score was lower. Group V had a significant change in the less favorable direction, but the change in mean score was small enough so that their attitudes were still favorable.

### Conclusions

The following conclusions may be drawn from this study:

1. From the reviewed research and from the results of this study, the investigator concluded that students' attitudes toward child-rearing practices became more favorable after the introductory course in child development.
2. The change of the mean scores on the Dominate Subscale of the survey were the greatest of all Subscales. The conclusion was drawn that this course in child development helped students have a more favorable attitude in child-rearing practices in the Dominant category than in the other categories.
3. Students with a declared major in Child Development or related areas, such as Elementary Education and Early Childhood Education, entered the course with significantly more favorable attitudes toward child-rearing practices than students majoring in other areas.
4. Students became more alike in their child-rearing attitudes at the end of the course than at the beginning of the course as shown by those small differences among the five majors.
5. Students in most of the majors had a significantly more favorable attitude toward child-rearing after having taken the course in child development than before taking the course.

### Recommendations for Further Study

The following recommendations for further research are made:

1. The investigation could be repeated in order to increase the reliability of the findings.
2. An experimental group composed of students enrolled in other introductory courses at the University could complete the attitude survey before and after the course to determine whether or not maturation is the factor relating to the attitude changes rather than the course in child development.
3. A child-rearing attitude survey could be devised which is more reliable and valid than the University of Southern California Parent Attitude Survey.
4. Students enrolled in the child development course could be divided into two groups; one group would spend several hours working directly with children and the second group would spend the equivalent amount of time reading research in this area. At the completion of the course, the students would complete the attitude survey to compare which method was most effective.

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# UNIVERSITY OF SOUTHERN CALIFORNIA PARENT ATTITUDE SURVEY

Please read each of the statements below. Make each statement as to whether you strongly agree, mildly agree, mildly disagree or strongly disagree. There are no right or wrong answers, so answer according to your own convictions. Work as rapidly as you can. Draw a circle around the letter that best expresses your feeling.

		Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
1.	A child should be spanked if he does not listen to his parents.	5	4	3	2
2.	Parents should sacrifice everything for their children.	5	4	3	2
3.	Children should be allowed to do as they please.	5	4	3	2
4.	A child should not plan to enter any business and pursue it.	5	4	3	2
5.	Children need more of the natural goodness which is in them.	5	4	3	2
6.	A child should have a strict discipline in order to develop a firm, strong character.	5	4	3	2
7.	The mother rather than the father should be responsible for discipline.	5	4	3	2

## APPENDIX

1.	A child should be spanked if he does not listen to his parents.	5	4	3	2
2.	Parents should sacrifice everything for their children.	5	4	3	2
3.	Children should be allowed to do as they please.	5	4	3	2
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5.	Children need more of the natural goodness which is in them.	5	4	3	2
6.	A child should have a strict discipline in order to develop a firm, strong character.	5	4	3	2
7.	The mother rather than the father should be responsible for discipline.	5	4	3	2

## APPENDIX A

UNIVERSITY OF SOUTHERN CALIFORNIA PARENT ATTITUDE SURVEY

Please read each of the statements below. Rate each statement as to whether you strongly agree, mildly agree, mildly disagree or strongly disagree. There are no right or wrong answers, so answer according to your own convictions. Work as rapidly as you can. Draw a circle around the letter that best expresses your feeling.

			Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
Ig.	1.	A child should be seen and not heard . . . . .	6 SA	5 MA	4 MD	3 SD
Poss.	2.	Parents should sacrifice everything for their children. . . .	6 SA	5 MA	3 MD	4 SD
Poss.	3.	Children should be allowed to do as they please . . . . .	5 SA	5 MA	2 MD	5 SD
Ig.	4.	A child should not plan to enter any occupation his parents don't approve of . . . . .	6 SA	6 MA	4 MD	5 SD
Dom.	5.	Children need some of the natural meanness taken out of them . . . . .	6 SA	5 MA	3 MD	4 SD
Dom.	6.	A child should have strict discipline in order to develop a fine, strong character . . . . .	6 SA	4 MA	3 MD	3 SD
Ig.	7.	The mother rather than the father should be responsible for discipline. . . . .	6 SA	4 MA	3 MD	4 SD

Poss.	8.	Children should be "babied" until they are several years old . . . . .	6 SA	5 MA	3 MD	4 SD
Dom.	9.	Children have the right to play with whomever they like . . . .	4 SA	3 MA	5 MD	5 SD
Poss.	10.	Independent and mature children are less lovable than those children who openly and obviously want and need their parents . . . . .	6 SA	5 MA	4 MD	3 SD
Poss.	11.	Children should be forbidden to play with youngsters whom their parents do not approve of	5 SA	5 MA	3 MD	2 SD
Ig.	12.	A good way to discipline a child is to tell him his parents won't love him anymore if he is bad . . . . .	6 SA	3 MA	4 MD	4 SD
Dom.	13.	Severe discipline is essential in the training of children . .	6 SA	6 MA	5 MD	3 SD
Ig.	14.	Parents cannot help it if their children are naughty. . .	6 SA	5 MA	4 MD	3 SD
Misc.	15.	Jealousy among brothers and sisters is a very unhealthy thing . . . . .	4 SA	5 MA	2 MD	6 SD
Dom.	16.	Children should be allowed to go to any Sunday School their friends go to . . . . .	5 SA	2 MA	4 MD	5 SD
Dom.	17.	No child should ever set his will against that of his parents . . . . .	6 SA	6 MA	2 MD	4 SD
Dom.	18.	The Biblical command that children must obey their parents should be completely adhered to. . . . .	6 SA	4 MA	4 MD	3 SD
Dom.	19.	It is wicked for children to disobey their parents . . . . .	6 SA	4 MA	4 MD	3 SD
Poss.	20.	A child should feel a deep sense of obligation always to act in accord with the wishes of his parents. . . . .	6 SA	5 MA	3 MD	3 SD



Poss.	21.	Children should not be punished for disobedience . . .	5 SA	6 MA	3 MD	4 SD
Poss.	22.	Children who are gentlemanly or ladylike are preferable to those who are tomboys or "regular guys". . . . .	5 SA	5 MA	3 MD	3 SD
Dom.	23.	Strict discipline weakens a child's personality . . . . .	4 SA	3 MA	4 MD	5 SD
Poss.	24.	Children should always be loyal to their parents above anyone else . . . . .	6 SA	3 MA	4 MD	3 SD
Dom.	25.	Children should be steered away from the temptations of religious beliefs other than those accepted by the family. .	6 SA	6 MA	3 MD	3 SD
Poss.	26.	The weaning of a child from the emotional ties to its parents begins at birth . . . .	5 SA	3 MA	4 MD	5 SD
Poss.	27.	Parents are not entitled to the love of their children unless they earn it . . . . .	4 SA	3 MA	5 MD	6 SD
Dom.	28.	Parents should never try to break a child's will. . . . .	4 SA	2 MA	5 MD	5 SD
Dom.	29.	Children should not be required to take orders from parents . . . . .	2 SA	5 MA	4 MD	5 SD
Dom.	30.	Children should be allowed to choose their own religious beliefs . . . . .	4 SA	3 MA	4 MD	6 SD
Ig.	31.	Children should not interrupt adult conversation. . . . .	5 SA	4 MA	2 MD	6 SD
Ig.	32.	The most important consideration in planning the activities of the home should be the needs and interests of the children .	4 SA	2 MA	5 MD	6 SD
Ig.	33.	Quiet children are much nicer than little chatterboxes. . . .	6 SA	4 MA	3 MD	4 SD

Dom.	34.	It is sometimes necessary for the parent to break the child's will. . . . .	6 SA	5 MA	4 MD	3 SD
Misc.	35.	Children usually know ahead of time whether or not parents will punish them for their actions . . . . .	5 SA	3 MA	3 MD	4 SD
Dom.	36.	Children resent discipline. . .	5 SA	4 MA	3 MD	5 SD
Poss.	37.	Children should not be permitted to play with youngsters from the "wrong side of the tracks" . . . . .	6 SA	5 MA	3 MD	4 SD
Dom.	38.	When the parent speaks, the child should obey . . . . .	5 SA	5 MA	3 MD	2 SD
Dom.	39.	Mild discipline is best . . . .	4 SA	3 MA	5 MD	6 SD
Poss.	40.	The best child is one who shows lots of affection for his mother. . . . .	6 SA	5 MA	3 MD	4 SD
Dom.	41.	A child should be taught that his parents always know what is best . . . . .	5 SA	5 MA	3 MD	3 SD
Poss.	42.	It is better for children to play at home than to visit other children. . . . .	6 SA	4 MA	4 MD	3 SD
Dom.	43.	Most children should have more discipline than they get. . . .	6 SA	4 MA	3 MD	2 SD
Dom.	44.	A child should do what he is told to do, without stopping to argue about it . . . . .	6 SA	4 MA	3 MD	4 SD
Dom.	45.	Children should fear their parents to some degree . . . .	6 SA	5 MA	4 MD	3 SD
Poss.	46.	A child should always love his parents above everyone else. . . . .	6 SA	4 MA	3 MD	4 SD
Misc.	47.	Children who indulge in sex play become adult sex criminals . . . . .	5 SA	6 MA	4 MD	3 SD

Dom.	48.	Children should be allowed to make only minor decisions for themselves. . . . .	5 SA	5 MA	3 MD	3 SD
Dom.	49.	A child should always accept the decision of his parents . .	5 SA	5 MA	3 MD	3 SD
Poss.	50.	Children who readily accept authority are much nicer than those who try to be dominant themselves. . . . .	6 SA	4 MA	3 MD	3 SD
Dom.	51.	Parents should always have complete control over the actions of their children . . . . .	5 SA	4 MA	4 MD	3 SD
Ig.	52.	When they can't have their own way, children usually try to bargain or reason with parents.	5 SA	3 MA	4 MD	6 SD
Misc.	53.	The shy child is worse off than the one who masturbates . . . .	4 SA	3 MA	5 MD	5 SD
Dom.	54.	Children should accept the religion of their parents without question. . . . .	5 SA	6 MA	4 MD	3 SD
Dom.	55.	The child should not question the commands of his parents . .	6 SA	4 MA	3 MD	3 SD
Ig.	56.	Children who fight with their brothers and sisters are generally a source of great irritation and annoyance to their parents . . . . .	6 SA	3 MA	4 MD	6 SD
Dom.	57.	Children should not be punished for doing anything they have seen their parents do. . . . .	4 SA	4 MA	3 MD	6 SD
Ig.	58.	Jealousy is just a sign of selfishness . . . . .	6 SA	3 MA	4 MD	4 SD
Misc.	59.	Children should be taught the value of money early. . . . .	5 SA	3 MA	3 MD	6 SD
Dom.	60.	A child should be punished for contradicting his parents . . .	6 SA	5 MA	3 MD	3 SD

Dom. 61.	Children should have lots of parental supervision. . . . .	5 SA	3 MA	3 MD	4 SD
Poss. 62.	A parent should see to it that his child plays only with the right kind of children. . . . .	6 SA	4 MA	3 MD	3 SD
Poss. 63.	Babies are more fun for parents than older children are . . . . .	6 SA	5 MA	4 MD	3 SD
Poss. 64.	Parents should supervise a child's selection of playmates very carefully. . . . .	6 SA	4 MA	2 MD	4 SD
Misc. 65.	No one should expect a child to respect parents who nag and scold . . . . .	5 SA	3 MA	5 MD	2 SD
Dom. 66.	A child should always believe what his parents tell him . . .	6 SA	4 MA	3 MD	4 SD
Dom. 67.	Children should usually be allowed to have their own way .	6 SA	3 MA	3 MD	6 SD
Misc. 68.	A good way to discipline a child is to cut down his allowance . . . . .	5 SA	4 MA	3 MD	4 SD
Dom. 69.	Children should not be coaxed or petted into obedience. . . .	4 SA	3 MA	6 MD	5 SD
Dom. 70.	A child should be shamed into obedience if he won't listen to reason . . . . .	6 SA	3 MA	4 MD	4 SD
Poss. 71.	In the long run it is better, after all, for a child to be kept fairly close to his mother's apron strings. . . . .	6 SA	6 MA	3 MD	3 SD
Dom. 72.	A good whipping now and then never hurt any child. . . . .	6 SA	4 MA	3 MD	2 SD
Misc. 73.	Masturbation is the worst bad habit that a child can form . .	6 SA	5 MA	4 MD	3 SD
Poss. 74.	A child should never keep a secret from his parents . . . .	7 SA	4 MA	3 MD	4 SD

Ig.	75.	Parents are generally too busy to answer all a child's questions . . . . .	6 SA	4 MA	3 MD	3 SD
Dom.	76.	The children who make the best adults are those who obey all the time. . . . .	6 SA	5 MA	3 MD	4 SD
Misc.	77.	It is important for children to have some kind of religious upbringing. . . . .	6 SA	3 MA	2 MD	2 SD
Ig.	78.	Children should be allowed to manage their affairs with little supervision from adults. . . . .	5 SA	3 MA	4 MD	5 SD
Dom.	79.	Parents should never enter a child's room without permission . . . . .	3 SA	3 MA	3 MD	7 SD
Dom.	80.	It is best to give children the impression that parents have no faults. . . . .	6 SA	5 MA	4 MD	3 SD
Ig.	81.	Children should not annoy parents with their unimportant problems. . . . .	6 SA	5 MA	3 MD	4 SD
Dom.	82.	Children should give their parents unquestioning obedience . . . . .	6 SA	4 MA	4 MD	2 SD
Misc.	83.	Sex is one of the greatest problems to be contended with in children . . . . .	6 SA	4 MA	3 MD	4 SD
Ig.	84.	Children should have as much freedom as their parents allow themselves. . . . .	6 SA	4 MA	3 MD	6 SD
Dom.	85.	Children should do nothing without the consent of their parents . . . . .	6 SA	5 MA	3 MD	3 SD