A CORRELATION OF THE POSSESSION OF FOUR PERSONALITY TRAITS
IN SOME NURSERY SCHOOL CHILDREN AND THEIR PARENTS

by

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Thesis submitted to the Graduate Faculty of the
Virginia Polytechnic Institute
in candidacy for the degree of
MASTER OF SCIENCE
in
Family Development
DEPARTMENT OF MANAGEMENT, HOUSING, AND FAMILY DEVELOPMENT
COLLEGE OF HOME ECONOMICS

August, 1965
Blacksburg, Virginia
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ACKNOWLEDGEMENT

The author wishes to thank who, as her major advisor, guided her growth as a graduate student so that she might be capable of conducting this research. She is indebted to Dr. Harry J. Canon, Dr. Thomas L. Cook, and Dr. Laura J. Harper for their guidance and inspiration in selecting a research activity and establishing a research design. She is grateful to Miss Mary B. Settle who, as Head of the Department of Management, Housing, and Family Development, guided her graduate program. She is also indebted to who was especially helpful in securing and scoring the Edwards Personality Preference Scale, and to Dr. Clyde Kramer for his assistance in setting up a statistical design for the analysis of data.

She also appreciates the cooperation of The University Nursery School parents and their children, who so graciously participated in this research. She is also grateful to the members of the Child Development 1 class who diligently recorded the daily personality rankings of the children and to the nursery school teachers who composed composite rankings of the nursery school children.
CHAPTER I

INTRODUCTION

While twentieth century man has made great progress in conquering his physical universe, the high incidence of mental illness, divorce, crime, and poverty in the midst of plenty indicates that he is not so successful in his own self-realization. The layman will glibly explain that all problems, except his own, "go back to the home", and thus dismiss the problems of society.

Man has the inherent capacity for creative thinking and extensive development of the senses. Yet case histories indicate that unless a child is nurtured by other human beings he will either die or live a subhuman existence (I). With the population explosion and improved transportation, an individual's success is increasingly dependent upon his personal interaction with his associates. Dismissing the ills of society by crediting them to a poor home environment is accepting defeat in man's capacity for controlling them. If there are aspects of the homes of our culture that are breeding social ills they should be identified so that they may be eliminated. Conversely, if there are aspects of family interaction that are conducive to the development of positive traits these should be identified and encouraged.

This research seeks to add to the knowledge of the results of parental and child interactions. A comparison of parents' personality traits and their
children's personality traits is its concern rather than a comparison of
parent discipline and children's resulting traits because:

(a) If such parental discipline were evaluated as a result of parent interviews
the resulting data might be colored by (a) human inability to recount
without bias experiences likely to be emotionally charged, and (b) in-
ability to remember the facts.

(b) If such parental discipline were evaluated by observation of family
interaction, observations should be taken over a long period of time,
which would be costly and time consuming. In addition, the presence
of an observer might inhibit the usual parent-child interaction.

(c) If such parental discipline were evaluated on the basis of observation
of parent-child interaction in a predetermined test situation, such a
situation may or may not have validity for a total parent-child pattern
of interaction. The presence of the observer may also inhibit the
natural relationship.

(d) If behavior patterns are the result of individual personality traits, by
studying combinations of parent-child personality traits one should
be able to establish which types of parental characteristics are con-
ductive to the development of specific personality traits in their children.

This research concerns the parental-child interaction patterns of
four personality traits: achievement, aggression, autonomy, and nurturance.
No attempt is made to designate one or any of these traits as desirable or undesirable to any degree. However, such information would be of benefit to students of child development once the extent to which a trait is desirable in a well integrated individual has been established.

**Purpose of the Study**

The purpose of this study was to determine the relationship, if any, of four parental personality traits—achievement, aggression, autonomy, and nurturance— with the development of these four traits in their children. The following predictions concerning possible relationships of the traits were made:

(a) The extent of the development of each of the four parental personality traits is positively correlated with a corresponding extent of development of the same trait in the child.

(b) The extent of the development of the parental trait of autonomy is correlated with the child's development of the trait of achievement.

(c) The extent of the development of the parental trait of aggression is correlated with the child's development of the trait of achievement.

(d) The extent of the development of the parental trait of nurturance is correlated with the child's development of the trait of autonomy.

(e) The extent of the development of the parental trait of achievement is correlated with the child's development of the trait of aggression.
(f) Fathers' traits are more highly correlated with daughters' traits than with sons' traits.

(g) Mothers' traits are more highly correlated with sons' traits than with daughters' traits.

**Limitations**

The accuracy of much personality research is limited because:

(a) If the object of the research is to evaluate the extent of personal interactions as would be applied to the population as a whole many variables are difficult to control.

(b) Individuals' records are usually the only available method of recording actions of people. The nature of man is such that absolute accuracy of interpretation and judgment is difficult.

Possible specific limitations of this research include:

(a) Student rankers may have made judgments according to preconceived ideas of the child's personality traits, regardless of his actions during the observation period. Students had been observing the nursery school prior to the time in which the data were collected. This was desirable because:

(a) Observers learned to distinguish the children from one another.

(b) New nursery school children were given an opportunity to adjust to a new environment.
(c) Students were exposed to information concerning personality, as taught in the Child Development class in which they were enrolled.

However, the observation time prior to the beginning of this study may have been long enough to cause some observer bias.

(b) The composite ranking by the teachers may have been influenced because:

(a) Each teacher's own combinations of personality traits might influence interpretation of a child's behavior.

(b) As all teachers were not always in the room at the same time and as one teacher might have observed an incident that another teacher working with other children did not observe, teachers might have had different experiences from which to make their judgments.

(c) The results of research concerning the reliability of the Edwards Personal Preference Schedule, as cited in the Review of Literature and hereafter referred to as the EPPS, indicate that the EPPS is a reliable but imperfect instrument for personality research.

(d) While all student observers were given the opportunity to learn about the four personality traits investigated in this research before the beginning of their collection of the data, the investigator cannot be
sure that each observer fully understood the connotations of each personality trait.

(e) The expression of the children's personality traits may have been influenced by a difference in age.

Statistical analysis of possible effects of the above limitations are included in the report of results of this study, as recorded in Chapter IV.

Assumptions

This research concerns personality traits defined as patterns of behavior that are more or less consistent over a period of time. To make a judgment on the extent to which a person possesses a trait would require observation of their actions by unbiased observers for an extended length of time. This is possible with the use of observation booths in nursery schools and has been used in studying personality traits of nursery school children, both in this research and in studies cited in its review of literature.

The measurement of parental personality traits is difficult because there is little opportunity to observe parental actions for a sufficient length of time in a situation that is natural for them. Therefore, research studies depend largely on personality tests to measure adult personality traits. Such tests, as the EPPS used in this study, usually measure the individual's need for expressing this trait rather than the actual possession of the trait. Just as biological needs must be satisfied, so must psychological needs be fulfilled.
Usually the most direct means of meeting a need is the method chosen for its expression. For example, as one satisfies the need for food by eating, so one strives for accomplishment to satisfy the need for achievement.

Although the extent of one's hunger is an indication of the amount the person will eat there may be other variables which will interfere with the fulfillment of the need. Limitations such as lack of time or lack of food may prohibit one's eating enough to completely satisfy the need for food, while the presence of a favorite food may entice someone who is over-fed to eat. In the same manner the extent of a psychological need is manifest in an action, but that action may be affected by environmental circumstances. A person may have the need for achievement, and this may be observed in efforts to accomplish a specific task; however, the person's capacities may prohibit his reaching his goal.

While the author recognizes that exceptions to the expression of psychological needs in personality traits exist, as such exceptions are atypical to the situation, this research assumes that the personality needs of the parents, as measured in this study, are indications of the extent that the individuals possess the corresponding trait.
CHAPTER II

REVIEW OF LITERATURE

The investigator could find no record of research correlating personality traits of parents with personality traits of their children. However, reports of research concerning the acquisition and stability of personality traits have been pertinent to this research.

Stability of Personality Traits

Through longitudinal studies of individuals of nursery school age, elementary age, and young adulthood, Kagan and Moss (2) of the Fels Research Center have found indications that traits are either stable or, if such traits are culturally associated with the opposite sex, they are likely to be predictive of phenotypically similar behavior in adulthood. Dependence, a trait culturally accepted in girls but discouraged in boys, had a positive correlation for girls over an eleven year period (r=.64) that was statistically significant (p<.01). As boys grew older they had an increasingly negative correlation on this trait. The opposite was true regarding the trait of aggression. The amount of aggressive behavior of young boys showed a high correlation with the amount of such behavior observed in them as adults. However, this was not a good predictor of aggressiveness in adult women. Achievement behavior in childhood was a good predictor of such behavior in adulthood with statistically high positive correlations for both men and women (2).
Relation of Parental Personality to Child Behavior

Kailovsky, Preston, and Crandall (3) based research on the assumptions:

(a) Parents bring to any social interaction certain ways of reacting. Their personal needs have an effect on their child-rearing practices. (b) The parents' actions are determined by their perceptions of themselves.

Fathers and mothers were interviewed simultaneously but separately during two sessions. The first session concerned the parent's reactions to his child's achievement performances. The second interview dealt with the parent's own achievement attitudes and behaviors.

Results indicated:

(a) The higher the father's own intellectual attainment level, the more he tended to instigate and encourage intellectual activities in his offspring.

(b) Artistic attainment values of the father correlated well with his interest in fostering artistic activities in his daughter.

(c) Mothers with high intellectual attainment values tended to encourage their daughters, but not their sons, more than mothers with low attainment values.

(d) Mothers who had high values of physical skills stressed this for their daughters. Apparently the greater the parent's self-satisfaction in a given field, the more likely he is to participate in that activity with his offspring (3).

In a similar report the parent with a good self-concept typically described his child more favorably than the parent who was self-critical. A relatively
content person was more likely to have a positive set. If the person had affection and acceptance for the child he was more likely to see him as possessing the parent's good qualities (4).

**Interaction of Behavior Traits**

**Nurturance, Autonomy, and Achievement:** Willard W. Hartup (5) studied the readiness with which children who were constantly nurtured learned as compared with those who were faced with nurturance-withdrawal. His purpose was to explore the relationship between the withdrawal of nurturance and young children's acquisition of responses which elicit adult approval. Thirty-four preschool children, divided into experimental groups equated as to sex and teachers' ratings of independence, were each given ten minutes of play in the presence of a female experimenter. In one group the child was nurtured throughout the ten minute period. In the other the child was nurtured for five minutes; then nurturance was withdrawn. On subsequent tests the group which had been exposed to nurturance-withdrawal required fewer trials at mastery. This was not true of boys as a separate group, although it was true for the more dependent boys (5).

Emanuel K. Beller (6) has investigated the relationship among several specific components that he felt were descriptive of dependent and of independent behavior in order to determine whether or not the components of the two traits were related and whether or not dependence and independence were opposites.
He judged secondary drives characteristic of dependence to include the need for physical contact, proximity, paying attention, help, and recognition. He judged independence drives as the need for taking initiative, overcoming obstacles, persistence, just wanting to do something, and wanting to do things by oneself. The need for dependency and the need for independence seem to be the results of different drives. The dependency drive may be fostered by the close association with the parent, whereas the drive for independence evolves as a result of the ability to explore his environment that develops as the child's body matures enough to permit this (6).

Children were rated by observers on scales measuring the various drives. Results indicated that the components judged as part of the dependency drive were significantly correlated (p<.01) as were those judged to be part of the independence drive. The groups composing the dependency cluster were moderately negatively correlated with the independence cluster (r=.53) (6).

In a study that sought to measure the extent of emotional dependence of nursery school children by analyzing three-minute observations of their play, the hypothesis was substantiated that as children mature they decline in their dependency on adults but increase their dependency on peers (7).

Autonomy and Aggression: A pilot study was made of forty preschool children at The University of Iowa to determine child-rearing antecedents of dependent and aggressive behavior in preschool children. Measures of child behavior used were: (a) direct behavior unit observations, (b) teachers' ratings, and
(c) doll play. Mothers were given a three-hour interview. Material was
rated according to severity of infant frustration. Results indicated the
following:

(a) A dependency drive is established during the first year of
life. . . . This drive is developed through the frustration
engendered during the feeding process. . . . . . . . .

(b) In the preschool years, the amount of dependency behavior
exhibited (toward the parents, siblings, teachers, and other
children) is a curvilinear function of the amount of frus-
tration and punishment of dependency-instigated behavior . .

(c) Girls identify more strongly with mothers than do boys . . . .
It may therefore be supposed that a given degree of maternal
frustration or punishment has a stronger effect on girls than
on boys. . . . In a normal population, therefore, there is
a tendency for dependency to be positively correlated with
maternal punitiveness in boys and negatively correlated in
girls . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

(d) Object choice for dependency behavior in preschool is a
complex function of the strength of dependency toward the
mother and the severity of her dependency frustration or
punishment. This relationship was exhibited in the present
study by the more frequent choice of the teacher than of
children by girls, and the opposite choice by boys . . . . .

(e) Mothers behave differently in rearing boys and girls during
the second, third, and fourth years of childhood. These
differences appear to be most noticeable with respect to
(a) the greater demands placed on girls for non-dependent
behavior, and (b) a greater tendency for girls' mothers to
reverse their policies, in terms of severity of frustration,
from the infancy years to the later preschool years. Boys' mothers
tend to be more consistent with respect to this variable.

(f) The strength of the aggression drive, as measured by aggressive
behavior in preschool is unrelated to feeding frustration in in-
fancy, but may be in part a product of severe toilet training.

(g) Overt aggression and dependent behavior are highly correlated
with respect to frequency . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

(h) The amount of current frustration in the home contributes a small
amount of variance to the measures of aggressive behavior in
preschool.
(i) Severity of punishment for aggressive behavior, by the mother, has a curvilinear relationship with the amount of aggression displayed in preschool. A moderate amount of punishment produces the most, while both lesser and greater amounts produce less.

(ii) There is an unknown factor in the learning conditions that influences differently the development of dependency and aggression in boys and girls. Girls show greater dependency in preschool than boys do; but they show less aggression.

In a follow-up study Finney (9) rated a group of children and their mothers on a number of variables. Among those on which children were rated were dependency and overt aggression. Among those on which mothers were rated were nurturance, achievement need, and selective tendency to reinforce the child's dependent behavior. Information gained by which ratings could be made were obtained through (a) unstandardized interviews with children and with parents and clinicians, (b) teachers' ratings of children, and (c) Minnesota Multiphasic Personality Inventory scales for two maternal characteristics.

For the subjects studied maternal nurturance lessened the child's dependency, anxiety, pessimism, and passive hostility. Dependence, lack of conscience, and self-centeredness were the results of selective reinforcement of dependent behavior and failure to be firm, rather than as a result of nurturance.

The following study attempted to investigate Sear's (3) suggestion that there is an unknown factor - perhaps physiological - that aids in the acquisition of aggressiveness in boys and of dependency in girls. This is in agreement with the theory advanced by Eysenck (10) that aggressiveness
and extroversion are associated. Lyon (II) hypothesized that if mothers' punishment of aggression or permissiveness of aggression is a reflection of her own aggressiveness the mothers of aggressive children would be highly extroverted or emotionally stable or both. One hundred and eight seven-year olds in Devon, England were rated by their teachers as to aggressiveness. Their mothers took the Maudsly Personality Inventory to assess their introversion-extroversion and checked two scales in order to determine their attitudes toward punishment and permissiveness. There was a high correlation between aggressive children and extroverted mothers. This might lend some support to a theory of inherited tendencies toward such behavior. However, introverted mothers were much more punitive with their children than were extroverted mothers. This indicates that the degree to which a mother punishes her child is a result of environment rather than inheritance. This report suggests that the highly aggressive child is the result of the constitutional factors of extroversion and of stability and also the environmental factor of degree of punishment inflicted (II).

Causes of Aggression: According to Dollard (12)

... Aggression is always a consequence of frustration ....

The dependent definition of aggression is that response which follows frustration, reduces on the secondary, frustration-produced instigation, and leaves the strength of the original instigation unaffected. Aggression is independently defined as an act whose goal-response is injury to an organism (12).
In a study to investigate possible relationships between social class position, punishment practices, and aggressive behavior in children, some third grade children were rated for aggressive behavior while their parents were interviewed concerning child-rearing practices. Results indicated:

(a) With increased punishment for aggression in the home there was increased aggression in nursery school.

(b) Children - especially boys - were rated more aggressive as the parental social position advanced - as measured by the father's occupation.

(c) Mother's and father's punishments for aggression were usually additive rather than interactive and usually operated in the same way regardless of which parent did the disciplining.

(d) Aggression was highest when negative effects of both social class and punishment for aggression were considered simultaneously.

(e) There was no significant difference in the amount of punishment for aggression against parents regardless of social class. However, upper class girls tended to be punished less severely for aggression against peers than were lower class girls (13).

Some theorize that aggression may also be caused by reinforcement of previous aggressive acts. A child who has been rewarded for hitting responses in impersonal play is more likely to use such responses in interpersonal
play. Moreover, the same type of aggressive responses that have previously been rewarded will more frequently be used when frustration instigates aggressive action. In order to gather information concerning the relationships of these factors, Walters and Brown (14) executed the following study:

Subjects were given a training period in which they were given a Bobo doll to hit. If the child hit hard enough he was rewarded by the lighting of the clown's eyes and by marbles being given him through a rubber hose. Subjects thus conditioned were grouped with other children and divided into sub-groups, some of whom had been frustrated and others who had not. At the end of this period subjects had a period of time for free play, during which their aggressive behavior was recorded. Another test situation involved the playing of a game by three children; one had been frustrated, one had been conditioned to hitting responses, and one had not had previous conditioning. The game involved taking off another's bandage while managing to keep on one's own. Results indicated that children whose aggressive acts had been rewarded on a fixed ratio schedule showed most aggression in later activities. It was theorized that this might be due to the building up of more related emotions. There was no significant difference in the display of aggression in those who had previously been frustrated and those who had not (14).

In research concerning twenty nursery school children - ten from a university nursery school, representing middle class backgrounds, and ten from a private nursery school, representing lower class backgrounds - researchers
tried to establish patterns of aggressive behavior in the nursery school. Children were individually rated on the basis of observations lasting seven and one-half minutes each for eighteen days. Behavior was recorded on six scales which measured aggression toward people, aggression toward objects and aggression toward children - both physical and verbal. Results indicated that the difference in display of aggression was not as significant from group to group as it was within groups. The author concluded that the behavior patterns in nursery school are the result of the interactions of the child with his environment, both personal and physical, his past experiences, and his biological constitution (15).

Measuring Aggression: Epstein and Komorita (15) have devised a scale for measuring parental punitiveness against child aggression. If parental behavior is evaluated on the basis of parental interviews there will be error due to the variety of frames of reference from which various parents speak as well as from the distortion or defensiveness that is natural in relating a highly charged incident. On this scale children mark a multiple-choice answer to a situation concerning the type of parental discipline they would expect to be executed after the child had manifested some form of aggression against the parents (16).

The Acquisition of Achievement Behavior: Some of the theories of education concerning motivation for which there is much supporting research are:

(a) The effect of punishment is greater than the effect of reward.

(b) Greater improvement comes from practice with knowledge than from
practice without knowledge.

(c) Relatively less gifted individuals are more likely to be unfavorably
affected by discouragement than are relatively proficient persons;
but generally either praise or reproof is more effective than mere
repetition.

(d) There is a gain in accomplishment when incentives are present.

(e) The response of the person is dependent upon his condition.

(f) Performance is influenced by previous success or failure (17).

While such theories may aid the understanding of the proficiency
of achieving in isolated activities, they are inadequate in explaining the
composite situation of individuals of similar talents achieving consistently
at different levels.

In order to find some explanation for this, Strodtbeck (18) studied
two ethnic groups in America. Both groups, Italian Catholics and Jews,
had the disadvantages of being recent immigrants to the country and of having
to deal with prejudice. As Jewish people in the United States have higher
than average attainments and ambitions intellectually, commercially and
artistically, they were considered the high achievers. As Italian Catholic
immigrants have lower than average attainments and ambitions in these fields,
they were used as the sample of low achievers. The trait that was outstandingly
different for the two groups concerned the belief in one's ability to master
and control the environment rather than being controlled by destiny. It was
Crandall (19) has devised a measuring device for assessing one's beliefs regarding internal and external reinforcement responsibility in intellectual-academic achievement situations. Results of the sample studied indicated that the amount of internal responsibility for achievement predicts best for young girls and for older boys in achievement test performance. It predicts young boys' achievement behavior in free play situations. This might be explained by the boys' concern with achievement activities of their own choosing rather than with achievement test scores. This research indicates that the achievement of children may be motivated by self-responsibility (19).

In another study boys were given various tests in the presence of their parents. Parents were given the solution to some of the problems and were permitted to give as much assistance as they wished. Observers rated parents on the amount and kind of assistance they gave their sons. Subjective observations indicated that parents of high achieving boys tended to be more competitive, show more involvement, and seemed to take more pleasure in the problem-solving experiment. Fathers of high achievers tended to be competent men who were willing to take the back seat while their sons
were performing. Mothers of high-achieving boys tended to provide more achievement training than independence training. Analysis of the acquired data indicated that parents of high achievers tend to have higher aspirations for their sons and to have a greater belief in their sons' competence (20).

In order to determine whether or not independence training and achievement training are correlated, not only in American culture but in all society, McClelland (21) compared ratings of various cultural groups for the two traits. Ratings of independence in the cultures he studied had already been established through previous research and were obtained from the Human Relations Files. Ratings of achievement behavior were made on the basis of the analysis of folk tales. He concluded,

Of all the areas rated, independence training is most nearly related to what we have been calling achievement training. A child who is forced to be "on his own" and to give up being nurtured by adults is also one who will have to master his own problems and get along by himself. Furthermore, parents who stress independence are likely to stress self-reliance and individual achievement (21).

McClelland (21) found that achievement motives develop in families, as well as in cultures, where independence is taught. Even if a family head is quite dictatorial, if there is respect for each person as an individual and in his ability to function as a separate entity such independence of thought and achievement will have a chance to develop.

Brown (22) found that college students who scored in the highest third of the sample in need for achievement were significantly lower on the
F scale than those who scored in the lower third. The F scale's purpose is to measure authoritarianism as indicated by the degree to which the subject likes and obeys authority, strongly admires his parents, and believes in conventional morality (23).

In a study of high achievement in college boys the highest single correlation of traits ascribed to parents of such high achievers was rejection by their fathers. This was not true in a sample of high school boys. This is thought to be due to the selectivity of the college sample in that college boys usually come from a social class in which overt acceptance is expected, so that the college sample might be referring to a more subtle type of rejection than that of which the high school group might be aware (21).

A sample of some second, third, and fourth grade children were evaluated as to intellect and achievement by the use of tests. Their parents were interviewed regarding their attitudes toward their children's achievement efforts. Mothers were better able to predict the attainments of daughters than of sons. Fathers did not have a realistic view of their children's attainments. Parental standards were unrelated to their children's achievements. Mothers of the more academically competent girls were less nurturing and affectionate than mothers of the less competent girls. The more proficient girls had fathers who more often praised than criticized their daughter's everyday intellectual achievement attempts (24).
Achievement and Differential Abilities: Elizabeth Bing (25) sought to measure verbal and nonverbal abilities of children, as well as their total IQ, in order to identify child-rearing practices related to cognitive learning. Subjects were children with similar total IQ's but with wide discrepancies in verbal and nonverbal abilities. Data were collected through interviews with each mother and through timed observations of each of the mothers interacting with her child. Findings indicated that mothers of children who were highly verbal but low in nonverbal tasks were more restrictive, less permissive, used anxiety in teaching cautiousness, gave children more verbal stimulation as infants and small children, were more interested in their children's early accomplishments, and were freer in permitting conversation at mealtime and in permitting experimentation - including misuse - of speech. Such mothers, in the interaction session, gave more help, advice, and pressure than mothers of children with low verbal intelligence and high nonverbal intelligence. They were also more punitive in that they withhold help and were disapproving in order to attain the desired results.

The findings led to the general conclusion that discrepant verbal ability is fostered by a close relationship with a demanding and somewhat intrusive mother, while discrepant nonverbal abilities are enhanced by allowing the child a considerable degree of freedom to experiment on his own (25).

In a seven-year research study at The University of Chicago a group of gifted children were studied as they progressed from grades three to nine.
Material collected on each child throughout the study included: (a) patterns of parental socialization pressures, (b) behavioral observations, (c) mental ability tests, (d) academic achievement tests, and (e) teachers' ratings and reports of classroom behavior and performance.

This was an atypical sample in that all children in the group were intellectually gifted, so that even the low achievers were far superior to the average child. The purpose of the study was to show that, ability held constant, children showing different patterns of academic interests will have different personality structures [26].

Personality tests of the high achievers in this group in the third grade revealed that they were more sensitive, responsive to adult socialization, and tried to live up to adult values and expectations. Parents of such children were characterized as being overprotective, pressuring for achievement, and lacking in warmth. Such children had security in their relationships with adults, although there was some underlying resentment toward authority figures. Although they got along better than lower achievers with parents, teachers, and peers, they were more tense, competitive, and aggressive with children their own age.

By grade five this group of high achievers were more antagonistic toward adults and viewed them as inadequate and ineffective. They were more anxious and less creative than they had been as third grade children.
At the seventh grade level, high achievers were chosen more often as social leaders. However, this seemed to be because they were in an environment that placed importance on intellectual attainment, not because of personal popularity (26).

Character traits that accompany excellence in one field were compared with those that accompany excellence in another. Those who excelled in reading tended to be sensitive to others, yet felt rejected. They became hostile or withdrawn rather than conform to socialization which they felt superfluous. They had difficulty in expressing either affection or hostility and lacked facilities for developing a close relationship.

Those who excelled in spelling and language tended to view authority figures as omnipotent, rejecting, and punitive. While they were usually dependent on parents, they showed little warmth for them. They seemed to be passive and dependent in their thoughts and actions, had a barren fantasy life, and lacked inner emotional resources. While they were oriented toward people, they depended on conformance and social techniques to gain acceptance.

Those who excelled in arithmetic viewed their environment with curiosity and did not consider it to be either threatening or overwhelming. They had developed the heartiest egos, could express feelings freely, and could maintain contact with reality.
Boys were more likely to develop abstract reasoning while girls were more likely to depend on tangible rule-bound skills (26).

Witkin, Dyk, Faterson, Goodenough, and Karp (27) sought to pinpoint factors that aid the development of nonverbal cognitive ability. Subjects were selected according to their ability to do well on the Rod and Frame test and the Embedded Figures test - both measures of field dependency. Interviews with parents indicated that parents of those doing well on these tests gave their children freedom to explore their surroundings and work on their own initiative. Parents of children deficient on these tests were more restrictive in the activities offered their children (27).

Achievement and Task Mastery: In order to determine how and when the orientation to task mastery develops children were given puzzles to work. An observer ostensibly timed the performance. The child was allowed to finish one puzzle, being told he had completed it before time was up. He was stopped before completing the other puzzle, being told that time was up. Then he was told that some time was left in which he might work either puzzle. Whether or not he again attempted the unfinished puzzle was recorded. In addition, observers in the nursery school rated the children on their free-play achievement activities. Types of behavior recorded were: (a) amount of achievement efforts in free-play, (b) amount of help-seeking from other children, (c) amount of help-seeking from adults, (d) amount of
approval-seeking from other children, and (c) readiness of withdrawal in
threatening situations. Results indicated:

(a) There was a non-significant trend for older children to try a failed task,
    indicating that the willingness to forego success in order to master a
task increased with age.
(b) Boys returned to the failed task more often than girls. There was no
    significant difference between the sexes at nursery school age, but with
    increasing age boys were more task oriented (29).

**Test Used in this Study**

Edwards (29) compared a group of individual's judgments of the
social desirability of various items on a personality test with the relative
frequency of choices on these same items when presented as a personality
inventory to another sample of individuals. He thereby established that
individuals tend to check answers on personality tests according to the level
of acceptance of each item to the culture in which he lives. Therefore,
he devised the Edwards Personal Preference Schedule (EPPS) which consists
of matched, forced-choice answers which are scaled for social desirability.

**Tests of the EPPS Validity:** Coefficients of internal consistency, obtained
by correlating the row and column scores for each variable for a sample of
1902 subjects ranged from .61 for exhibition to .37 for heterosexuality. Test-retest coefficients from a sample of eighty-nine subjects tested during a week's interval ranged from .74 to .30 (30).

Mann (30) administered the EPPS to a class both at the beginning and at the end of the school session. Test-retest coefficients were high but not so high as those reported by Edwards. Students also rated themselves on the fifteen variables of the EPPS. In one instance they rated themselves as they saw themselves; in the other instance they rated themselves as they would like to be. There was a high correlation between test scores and the subjects' judgments of themselves, but not of the test scores and the ideal ratings established by the subject (31).

A study of the faking of the EPPS by sales applicants indicates that it is possible to fake on the EPPS (32). One who wanted to make a good impression would consciously check items leading to high achievement, deference, affiliation, intracception, dominance, and endurance ratings. Therefore, the EPPS is better for professional counseling situations rather than as a basis of personnel selection (33).

Borislow (34) executed a study which indicates that the consistency score and the profile stability coefficients are not adequate to detect planned faking on the EPPS. A group of college students took the test. They were divided into three sections: One answered questions according to self appraisal;
another answered according to personal desirability, while another answered according to social desirability. While it is possible to fake this test, it was found to be relatively difficult, especially concerning answers based on social desirability (34).

Definitions of Personality Needs Used in this Research: Edwards defines the personality needs used in this research as:

**Achievement:** To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

**Autonomy:** To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

**Nurturance:** To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

**Aggression:** To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence (30).
CHAPTER III

PROCEDURE

Selection of the Activity

The purpose of this study was to determine the relationship, if any, of parental personality traits to those of their children. The four traits studied were achievement, aggression, autonomy, and nurturance. The selection of the traits to be studied was limited because:

(a) All traits must have been measured by the EPPS.

(b) All traits must have been easily observed in preschool children in a nursery school situation.

(c) All traits must have been reasonably stable for children between the ages of two and one-half and five years old.

The number of traits that could be studied was limited because:

(a) Additional traits might have increased the rankers' difficulty in delineating actions that would substantiate the traits according to the specific definitions used in this study.

(b) Rankers might have had difficulty in considering an increased number of traits as related to a number of individuals.

The choice of a time for collecting data for this study was influenced by the following factors:
(a) New nursery school children needed to become accustomed to their environment so that their actions would be typical of their personality rather than as a result of their adjustment to a new situation.

(b) Special events such as holidays were avoided, as they tend to alter children's behavior.

(c) Only during spring quarter was a child development course taught in which there was a sufficient number of students whose only responsibility in the nursery school was observation.

(d) The investigator's residence as a graduate student at Virginia Polytechnic Institute was limited to one year.

This research was designed so that it could be suitable for study of other nursery school groups or for groups of other ages.

Subjects

The subjects were fifteen children who were enrolled in the University Nursery School of Virginia Polytechnic Institute and their parents. The children ranged in age from two years and seven months to five years and two months. The average age was four years. There were eight boys and seven girls. The parents of all children except one were associated with the university either as faculty or as students. The parent who was not connected with the university was of similar professional status. Although three of the children had been adopted, they had been reared by their adopted parents since infancy.
Collection of Data

Two methods of measuring the possession of the personality traits were used. Nursery school children were ranked according to the extent to which they possessed a given trait as compared with its possession by others in their group. The extent to which parents possessed the traits of achievement, aggression, autonomy, and nurturance was measured by the EPPS.

Administering of Tests: The investigator had a conference with each mother and father, usually at their home, at which time she explained the nature of the research in which they were participating and discussed briefly the nature of the EPPS. Parents were asked to complete the tests at their leisure and return them to the investigator. Parents were asked not to discuss test items with one another before or during their taking of the test.

Rankers: Nursery school children were ranked by two different groups. Virginia Polytechnic Institute students of child Development I were responsible for the ranking of the nursery school children according to their actions during stated time intervals. This was a class; usually scheduled for the sophomore year; however, it also included upper classmen and graduate students. Ages ranged from late teens to mature adulthood. In addition, the regular teachers of the nursery school ranked the children according to their composite impression of the individual's possession of the four traits
being studied. Since only those who were constantly in contact with the
children participated in the teacher ranking, only the head teacher of the
nursery school and her two graduate teaching assistants were asked to com-
pose this ranking.

**Ranking by the Teacher:** Teachers ranked all children from one to fifteen,
one indicating that the child demonstrated this trait more than any other
child in the group. Each child was ranked according to the teacher's com-
posite impression of his personality needs.

**Ranking by the Students:** The investigator met with the observers and
explained the research to them. Definitions of the traits to be ranked as
measured on the EPPS were available on the observation sheets, Chart I,
which may be seen in the appendix. On the observation sheets were five
blanks under each date. Chart II, also included in the appendix, contained
the randomized groups indicating the individuals by numbers. The observer
was instructed to place the letters in the appropriate blanks, the first
indicating that the child demonstrated that trait more than any other child
in his group; the fifth indicating the least demonstration of that trait. Rankings
were to be based on the child's actions during the observer's assigned time,
regardless of previous actions. Observers, indicated by letters, were also
divided into three groups each day, so that all three groups were observed
simultaneously. Observer groups corresponded with the children's groupings, Chart III, as seen in the appendix.

Observations were scheduled over a period of eight school days. Each observer was responsible for ranking five children during each observation. The three groups, composed of five children each, were randomized so that over the span of observations each child would have an equal opportunity for being compared with every other child an equal number of times. Although the children were divided into three groups for observation purposes, in their nursery school interactions they selected their companions at random, regardless of observer groupings. A child was ranked on the basis of his reactions with the group as a whole. Groupings were used solely to lessen the observer's responsibility for evaluating a large number of children.

Each observation lasted one hour. Observers were either unseen in an observation booth or, if the children were outside, stood unobtrusively apart from the children's activities.
CHAPTER IV

RESULTS

As noted earlier, EPPS scores were obtained for the parents of each of the fifteen nursery school children on four scales: achievement (ach), aggression (agg), autonomy (aut), and nurturance (nut). All subsequent calculations were based on the rank-order of the parents' scores for ease of statistical treatment. Rank-orders for the children, based on Edwards' descriptions (29) of each of the four above scales were obtained from:

(a) independent rankings by each of three nursery school instructors, and
(b) independent rankings by student observers.

Preliminary Tests

Preliminary tests before correlations of the parents and their children's scores were computed determined (a) the limitations of the data, and (b) the most suitable statistical model to be used.

Correlations of mothers' and of fathers' traits: An analysis of variance of the fathers' and the mothers' scores, as seen in Table 1, indicated that no statistically significant linear relationship existed between sets of parents on any of the four traits. This indicates that an average of the fathers' and the mothers' scores would be meaningless; therefore separate correlations
were computed among father-child relationships, mother-child relationships, child and same-sex parent, and child and opposite-sex parent.

Agreement among rankers: Three teachers ranked the fifteen children on each of the selected EPPS personality variables, ach, agg, aut, and nut. Spearman rank correlation coefficients (rho), as shown in Table 2, revealed highest consistency between the rankings of teacher two and teacher three. Accordingly, the two most consistent rankings were averaged for a composite teacher-determined rank-order score. There was lack of consistency among the three teachers on rankings of autonomy, suggesting that either (a) the children did not demonstrate this trait to an extent that it could easily be observed and ranked, or (b) rankers did not have a complete understanding of possible manifestations of the trait. Therefore, results of subsequent correlations using child autonomy rankings were disregarded.

Since each student observer ranked only the five children assigned to her according to their behavior during that period of time, and since only one student ranked each group during each observation period, there could be no test of student ranking consistency. However, to test the consistency of the global students' rankings and teachers' rankings, a rho was computed, the results of which are recorded in Table 3. There was consistency between the students' rankings and the individual teachers' rankings as well as between the students' rankings and the average of the teachers' rankings.
### TABLE 1

RESULTS OF ANALYSIS OF VARIANCE OF MOTHERS' AND FATHERS' SCORES

<table>
<thead>
<tr>
<th>Trait</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>1.7571 ns</td>
</tr>
<tr>
<td>Aggression</td>
<td>.0018 ns</td>
</tr>
<tr>
<td>Autonomy</td>
<td>3.5304 ns</td>
</tr>
<tr>
<td>Nurturance</td>
<td>3.9011 ns</td>
</tr>
</tbody>
</table>

### TABLE 2

CORRELATION AMONG TEACHER RANKINGS

<table>
<thead>
<tr>
<th>Trait</th>
<th>Teacher one-teacher two</th>
<th>Teacher one-teacher three</th>
<th>Teacher two-teacher three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>.477*</td>
<td>.633*</td>
<td>.514*</td>
</tr>
<tr>
<td>Aggression</td>
<td>-.503*</td>
<td>-.350</td>
<td>.522*</td>
</tr>
<tr>
<td>Autonomy</td>
<td>.257</td>
<td>.113</td>
<td>.279</td>
</tr>
<tr>
<td>Nurturance</td>
<td>.497*</td>
<td>.514*</td>
<td>.514*</td>
</tr>
</tbody>
</table>

* significant p < .05
Age-rank correlations: Behavioral differences on any of the four ranked variables for the children could have been a function of children's age differences, ranging from two years and seven months to five years and two months. Accordingly, rho values were determined for each of the variables with age, as seen in Table 4. Student assigned rank-orders of aggression and achievement were found to be clearly a function of chronological age; correlations using such rankings were therefore disregarded. All teachers assigned rank-orders, on the other hand, appeared to be reasonably independent of the age variable.

<table>
<thead>
<tr>
<th>Correlations of Parental Trait Rankings</th>
<th>and Children's Trait Rankings</th>
</tr>
</thead>
</table>

Rankings of the fifteen student observers were averaged to obtain a student ranking; rankings of two teachers were averaged to obtain a teacher ranking. Since the number of rankers of the two groups differed so widely the two rankings were not averaged to form a composite ranking. Instead, two sets of rho were computed. One compared parental rankings with children's rankings by students; the other compared parental rankings with children's rankings by teachers.

Parental rankings were arranged in two groupings. One set of correlations concerned father-child, mother-child rankings while the other concerned child with same-sex parent and child with opposite-sex parent rankings.
TABLE 3

CORRELATION OF TEACHER AND STUDENT RANKINGS

<table>
<thead>
<tr>
<th>Trait</th>
<th>Teacher average-student</th>
<th>Teacher two-student</th>
<th>Teacher three-student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>0.644*</td>
<td>0.615*</td>
<td>0.457*</td>
</tr>
<tr>
<td>Aggression</td>
<td>0.629*</td>
<td>0.589*</td>
<td>0.684*</td>
</tr>
<tr>
<td>Nurturance</td>
<td>0.649*</td>
<td>0.754**</td>
<td>0.643*</td>
</tr>
</tbody>
</table>

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

TABLE 4

AGE-RANK CORRELATIONS

<table>
<thead>
<tr>
<th>Trait</th>
<th>Student ranking</th>
<th>Teacher ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>0.435*</td>
<td>0.020</td>
</tr>
<tr>
<td>Aggression</td>
<td>0.375**</td>
<td>0.162</td>
</tr>
<tr>
<td>Nurturance</td>
<td>0.065</td>
<td>0.143</td>
</tr>
</tbody>
</table>

* significant p<.05
** significant p<.01
Individual trait correlations: The hypothesis that the extent of the development of each of the four parental personality traits (achievement, aggression, autonomy, and nurturance) is positively correlated with a corresponding extent of development of the same trait in the child was not supported by this research except by a positive correlation of child and same-sex parent achievement rankings using teachers' data, as recorded in Table 5. This supports Rosen's (20) research, which found that fathers of high achieving boys tended to be competent men who were willing to take a back seat while their sons achieved.

A negative child and opposite-sex parent correlation of parent-child aggression was statistically significant, as recorded in Table 5. This does not support Doliard's theory that aggression is a result of frustration. Edward's (27) definition of aggression includes behavior such as telling other people off and making fun of others. This would be frustrating to most people. Children of highly aggressive parents would consequently have endured more frustration than the children of non-aggressive parents. Eron's (13) research indicates that with increased punishment for aggression in the home there is increased aggression in nursery school. If one accepts the theory that extreme parental punishment is indicative of the parent's own aggression, one would expect a positive rather than a negative parent-child aggression correlation.
<table>
<thead>
<tr>
<th>Trait</th>
<th>Students' rankings</th>
<th>Teachers' rankings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Same</td>
<td>Opposite</td>
</tr>
<tr>
<td>Achievement</td>
<td>0.403*</td>
<td>-0.269</td>
</tr>
<tr>
<td>Aggression</td>
<td>-0.037</td>
<td>-0.375*</td>
</tr>
<tr>
<td>Nurturance</td>
<td>-0.459*</td>
<td>-0.112</td>
</tr>
<tr>
<td>Parent-agg, child ach</td>
<td>0.016</td>
<td>-0.199</td>
</tr>
<tr>
<td>Parent-aut, child ach</td>
<td>0.070</td>
<td>0.036</td>
</tr>
<tr>
<td>Parent-ach, child agg</td>
<td>0.055</td>
<td>0.055</td>
</tr>
</tbody>
</table>

* significant p < .05
** significant p < .01
The hypothesis that the development of the parental trait of autonomy is correlated with the child's development of the trait of achievement was supported by the negative statistically significant correlation of father-child rankings using children's rankings by teachers, as recorded in Table 6. Findings confirm the research of Strodtbeck (18): if the authority figure, usually represented by the father, respects the other family members' individuality, including their ability to make decisions, the children will develop confidence in their ability to master their environment. Crandall (19) confirms that achievement of children can be motivated by self-responsibility. Moreover, McClelland (21) found that achievement motives develop in families and in cultures where independence is taught. In order to encourage the development of achievement in his family the authority figure, or father, must relinquish some of his own autonomy.

The following hypotheses were not supported by correlations using rank-order assignments by teachers:

(a) The extent of the development of the parental trait of aggression is correlated with the child's development of the trait of achievement.

(b) The extent of the development of the parental trait of achievement is correlated with the child's development of the trait of aggression.

Because of statistically significant age-rank achievement and aggression correlations of children's rankings by students', correlations using these rankings were not considered.
## TABLE 6

**CORRELATION OF FATHER-CHILD AND MOTHER-CHILD RANKINGS**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Students' rankings</th>
<th>Teachers' rankings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mother-child</td>
<td>Father-child</td>
</tr>
<tr>
<td>Achievement</td>
<td>0.005</td>
<td>-0.252</td>
</tr>
<tr>
<td>Aggression</td>
<td>-0.325</td>
<td>-0.145</td>
</tr>
<tr>
<td>Nurturance</td>
<td>-0.279</td>
<td>-0.476*</td>
</tr>
<tr>
<td>Parent-agg, child ach</td>
<td>-0.199</td>
<td>0.074</td>
</tr>
<tr>
<td>Parent-aut, child ach</td>
<td>0.309</td>
<td>-0.470*</td>
</tr>
<tr>
<td>Parent-ach, child agg</td>
<td>0.039</td>
<td>-0.050</td>
</tr>
</tbody>
</table>

*significant p < .05
**significant p < .01
Correlations testing the hypothesis that the extent of the development of the parental trait of nurturance is correlated with the child's development of the trait of autonomy could not be considered because of lack of ranker consistency in children's autonomy rankings.

Child and same-sex parent and child and opposite-sex parent ranking correlations: The hypotheses that fathers' traits are more highly correlated with daughters' traits than with sons' traits and that mothers' traits are more highly correlated with sons' traits than with daughters' traits were not supported by this research. Of those correlations not disregarded because of ranker inconsistency or because of the accountability of so much of the variability by age-rank correlations three child and same-sex parent correlations were statistically significant and one child and opposite-sex parent correlation was significant, as recorded in Table 5. Apparently the acquisition of some traits is dependent on a child and same-sex parent identification, others on a child and opposite-sex identification, while the acquisition of others is dependent on identification with the father - or identification with the mother - regardless of the sex of the child.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This investigation sought to determine the extent to which four parental personality traits (achievement, aggression, autonomy, and nurturance) are manifest in the parents' children. Comparisons were made of the effect the possession of a parental trait might have on the expression of the same trait in the child as well as the effect the possession of one parental trait might have on the expression of another trait in the child.

In addition, computations sought to establish whether a parent-child trait relationship were dependent upon a mother-child identification, a father-child identification, a same-sex parent-child identification, or an opposite-sex parent-child identification.

Fifteen nursery school children and their parents were the subjects. All children were enrolled in the University Nursery School of Virginia Polytechnic Institute during the spring of 1965, at which time the data for this investigation were collected. The EPPS was used to measure parental possession of the selected personality traits. Children were ranked according to their possession of the selected traits by two groups: (a) nursery school teachers, who ranked according to composite impressions, and (b) Virginia
Polytechnic Institute students of child development, who observed the children and ranked them according to their behavior during specific observation periods.

Preliminary tests ascertained the reliability of the data and determined the most suitable statistical model to be used for analysis. An analysis of variance revealed no linear relationship between mothers' and fathers' rankings; therefore, averages of mothers' and fathers' rankings would be meaningless.

The consistency of rankers was ascertained by rho computations. Computations using rankings of children's demonstration of the trait of autonomy were disregarded because of ranker inconsistency. Data using students' rankings of children's aggressive behavior were disregarded because of the amount of variability accounted for by age-rank correlation of this variable.

Because of the difference in the number of student rankers and teacher rankers, separate sets of rho were computed. Computations were also arranged according to father-child, mother-child correlations, and child and same-sex parent and child and opposite-sex parent correlations.

Results indicated:

(a) Children of opposite-sex aggressive parents tended to be non-aggressive.

(b) Children of highly nurturant parents tended to be non-nurturant.

(c) Children of highly autonomous fathers tended to lack the achievement motive.
(d) Children of achieving parents of the same sex tended to possess the achievement motive.

Conclusions

This research indicated that the extent of the development of some parental personality traits is indicative of a corresponding extent of development of the same trait in the parent’s child. The opposite is sometimes true; the extensive development of a parental personality trait may be indicative of a lack of its development in the parent’s child. Some traits are interactive; the extensive development of one trait in the parent may foster development of another trait in the child. The child’s development of some traits is related to a same-sex identification; the development of other traits is related to opposite-sex identification; while the development of others is related to identification with the father or the mother, regardless of the sex of the child.

Recommendations

The following recommendations are made:

(e) Since this research contributes supporting evidence for the theory that the child’s personality is associated with the parent’s personality, if one wishes to improve the emotional stability of a population,
one must not only teach parents good child rearing practices, but one must also work for emotional stability in the parents of the population.

(b) Further research to ascertain other parent-child personality trait relationships should:

(a) Establish a reliable measurement for autonomy in children.
(b) Consider additional variables.
(c) Increase the number of student rankers observing at the same time so that there could be tests of student ranker consistency.
(d) Collect the data over an extended period of time.
(e) Collect similar data for parents and children of different ages.

(c) Since the development of some traits is dependent upon identification with the father while the development of other traits is dependent upon identification with the mother, it is extremely important that the child have a close association with wholesome parent figures of both sexes with which to identify.

(d) Conclusions of this research indicate the complexity of parent-child trait identification in that (a) some trait correlations yielded results which were not statistically significant, and (b) various traits are dependent upon different sources of parent-child
identification. Therefore, blanket statements concerning parent-child identification of all traits should not be made.
BIBLIOGRAPHY


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CHART I

CHART FOR RECORDING STUDENT'S RANKINGS
OF CHILDREN'S BEHAVIOR

ACHIEVEMENT: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play (30).

Achievement behavior is behavior directed toward the attainment of approval or the avoidance of disapproval from oneself or from others for competence or performance in situations where standards of excellence are applicable (3).

April 29  April 30  May 3  May 4  May 5  May 6  May 7

AGGRESSION: To attack contrary points of view, to tell others what one thinks about them, to criticize publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence (30).

April 29  April 30  May 3  May 4  May 5  May 6  May 7

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NURTURANCE: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems (30).

April 27  April 30  May 3  May 4  May 5  May 6  May 7

AUTONOMY: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations (30).

April 29  April 30  May 3  May 4  May 5  May 6  May 7
### Chart II

Randomized Groupings to be Observed

<table>
<thead>
<tr>
<th>THURSDAY, APRIL 29</th>
<th>FRIDAY, APRIL 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
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</tr>
<tr>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MONDAY, MAY 3</th>
<th>TUESDAY, MAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
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<td>14</td>
<td>8</td>
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<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEDNESDAY, MAY 5</th>
<th>THURSDAY, MAY 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>15</td>
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<td>14</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
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</table>
FRIDAY, MAY 7

<table>
<thead>
<tr>
<th>Group 1</th>
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<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
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<td>11</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>14</td>
<td>3</td>
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</tbody>
</table>

CHART III

STUDENTS' ASSIGNMENTS OF OBSERVATIONS TIMES AND GROUPS

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th></th>
<th>Tuesday</th>
<th></th>
<th>Wednesday</th>
<th></th>
<th>Thursday</th>
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</thead>
<tbody>
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<td>Group 3</td>
<td>Group 1</td>
<td>Group 2</td>
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<td>Group 2</td>
</tr>
<tr>
<td>9:00</td>
<td>a</td>
<td>b</td>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>d</td>
<td>e</td>
<td>f</td>
<td>j</td>
<td>k</td>
<td>i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>g</td>
<td>h</td>
<td>i</td>
<td>g</td>
<td>m</td>
<td>n</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>a</td>
<td>b</td>
<td>c</td>
<td>o</td>
<td>l</td>
<td>i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>d</td>
<td>f</td>
<td>e</td>
<td>j</td>
<td>o</td>
<td>k</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>h</td>
<td>m</td>
<td>g</td>
<td>h</td>
<td>m</td>
<td>i</td>
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<td></td>
</tr>
</tbody>
</table>
### FRIDAY

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>a</td>
<td>c</td>
<td>n</td>
</tr>
<tr>
<td>10:00</td>
<td>d</td>
<td>e</td>
<td>f</td>
</tr>
<tr>
<td>11:00</td>
<td>n</td>
<td>o</td>
<td>b</td>
</tr>
<tr>
<td>12:00</td>
<td>l</td>
<td>k</td>
<td>i</td>
</tr>
</tbody>
</table>
ABSTRACT

This study sought to determine any possible relationships between the extent of development of each of four parental personality traits and the extent of development of the same trait in the parent's child, as well as possible interactions among the traits in the parent-child identification. In addition the investigation sought to determine whether the extent of development were related to (a) a same-sex parent-child identification, (b) an opposite-sex parent-child identification, (c) a mother-child identification, or (d) a father-child identification. The four traits were: achievement, aggression, autonomy, and nurturance.

Subjects consisted of fifteen children, enrolled in the University Nursery School at Virginia Polytechnic Institute, and their parents. The extent of parental development of the four traits was measured by the Edwards Personal Preference Schedule. The extent of the development of children's traits was measured by (a) Virginia Polytechnic Institute students of child development who observed randomized groups composed of five children per group and ranked the fifteen children according to their composite impressions of each child's possession of each of the four traits.

Results of the computations indicated:

(a) Opposite-sex children of aggressive parents tended to be non-aggressive.
(b) Children of highly nurturant parents tended to be non-nurturant.

(c) Children of highly autonomous fathers tended to lack the achievement motive.

(d) Children of achieving parents of the same sex tended to possess the achievement motive.