

**An Investigation of Adult Attachment and Parental Style**

by

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(ABSTRACT)

This study was a partial test of the theoretical model of the ability to parent proposed by Ricks (1985). The purpose of the study was to examine the variables of marital quality, model of self, the recalled quality of attachment to ones' parents and sex of subject as related to current parenting attitudes.

The Mother-Father-Peer Scale (MFP) was used to measure recalled attachment to parent (Epstein, 1983). Parenting attitudes were measured on two scales designed by Itkin (1952), an Acceptance-Rejection scale and a Strict-Permissive scale. One question from Spanier's (1976) Dyadic Adjustment Scale was used to assess marital harmony. Model of self was measured using the Self-Rating scale from the Family Assessment Measure (Skinner, Steinhauer, & Santa-Barbara, 1984).

There were 126 subjects in the study, 60 males and 66 females. Pearson  $r$  correlations were calculated between all the variables. A parenting attitude favoring acceptant, positive treatment of children was related to a more permissive attitude toward control of children. Memories of maternal independence-encouraging behavior were related to a parenting attitude favoring strict control of children. Multiple regression analysis suggested that self-rating of family functioning and

sex were the best predictors of a parental attitude of acceptance versus rejection. However, these variables explained only 26% of the variance in acceptance-rejection scores.

The results of the analyses offered only limited support for the model under study. Based on a median split of the theoretical ranges on the parenting scales, subjects were classified using Maccoby and Martin's (1983) model of parenting styles. All the parents in this study were classified as having parenting attitudes falling into the authoritarian-reciprocal quadrant of this model. Such parents would be considered as being accepting yet controlling in their behavior toward their children. This finding was interpreted as indicating that all the subjects in this study had the ability to parent. This lack of dispersion on the parenting classification could have contributed to the lack of statistical significance to completely support the portion of the model being tested.

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## CHAPTER 1

### Introduction and Review of Literature

The child's early experiences usually consist of interactions with family members, most often the child's parents. The primary task of the family concerning the developing child is socialization. Socialization is the process through which children learn to become competent society members (Hartup, 1979). The importance of the family to the young child's social development has been demonstrated by the significance of the attachment bond to later social competence and peer relationships (Fu, Goodwin, & Tegano, 1985; Sroufe, Fox & Pancake, 1983; Waters, Wippman, & Sroufe, 1979).

Given that attachment between parent and child has been shown to be primary to later functioning, does this relationship influence the ability to parent? It has been suggested that it is during childhood that individuals learn not only their role in the family but they also develop concepts of parental behavior. Although the relationship with members of an individual's family of origin endures across time it is not static. The roles of parent and child change over time as a result of development (Hagestad, 1984). Does one parent as one was parented and what are the mediating factors of such an relationship?

The need to examine the role of intergenerational transmission in the development of normal family functioning has been noted in the literature. Minuchin (1985) stated: ". . . what has not yet been investigated, however, is the extent to which parent interaction serves as a model of adult behavior for the child" (p. 297). Sroufe and Fleeson (1986) hypothesized that in the course of continuous interaction,

individuals learn or internalize the dual nature of the parent-child relationship. Sroufe and Fleeson postulated that a child who has learned to trust parents to give needed emotional support, will be able to assume a nurturing role upon becoming a parent. The present study focused on the link between recalled attachment to parents and current parenting attitudes.

### Attachment

Attachment is a construct that has continued to generate research interest in recent decades. The measurement and evidence of the construct of attachment is based on the work of John Bowlby. According to Bowlby (1975), attachment behavior is "any form of behavior that results in a person attaining or retaining proximity to some differentiated and preferred individual, usually conceived as stronger and/or wiser" (p. 292). The attachment that develops between an infant and caregiver is seen as the basis for the development of later relationships (Matas, Arend, & Sroufe, 1978; Parkes & Stevenson-Hinde, 1982). According to Ainsworth (1984), Bowlby's theoretical aim was to explain individual differences in the development of later intimate relationships including outcomes that might be identified as pathological.

The actual task of operationally defining attachment has been difficult. Bowlby (1969) described attachment behavior as a group of actions which serve to maintain proximity or contact with an attachment figure. More recently, Campbell and Taylor (1980) identified attachment as an emotional tie that develops between parent and child. Such a view indicated that this relationship involved more reciprocal interaction than the model proposed by Bowlby. Sroufe and Waters (1977) described

attachment as an organizational construct. In this model, attachment is not just a singular behavior but it is an integration of numerous behaviors. Perhaps best and most encompassing is the following definition by Ainsworth: "An attachment is an affectional tie that one person forms to another specific person, binding them together in space and enduring over time" (1973, p. 1).

The development of these definitions and theories stimulated research on the evolution of attachment between parent and child in infancy. In order to assess differences in infant attachment, Ainsworth and her colleagues developed the Strange Situation procedure (Ainsworth, Bell, & Stayton, 1971; Ainsworth, Blehar, Waters, & Wall, 1978). In that procedure, an infant and mother are brought into a laboratory setting. A stranger joins them. The mother leaves the infant with the stranger. This is then followed by a period of reunion between infant and mother. A second separation follows where the infant will be left completely alone. The child is then rejoined by the stranger and later joined again by the mother.

The infant's behavior during the periods of separation and reunion lead to assessment of the nature of an infant's attachment. From such a technique, three major patterns of attachment were identified. Type A or anxiously attached avoidant infants were not particularly upset during the separation periods but during reunion periods these infants ignored or avoided their mothers. Securely attached or type B infants exhibited contact seeking and maintaining behavior during reunion sessions. These infants were distressed during separation segments. The majority of infants fell into this pattern (Ainsworth, 1984). The final

classification was Type C, anxiously attached or resistant/ambivalent. During reunion periods these infants wanted to be close to the mother but were also resistant to physical contact with her. Attachment patterns exhibited by children at 12 months were found again at 18 months (Main & Weston, 1981; Waters, 1978). Moreover, patterns of attachment have been found to remain stable from 12-months to 6-years-of-age (Main, Kaplan, & Cassidy, 1985).

While the previously mentioned theory and research has focused on the attachment between infant and mother, there also has been a recent surge of interest in attachment across the lifespan (Joffe & Vaughn, 1982). Ainsworth (1984) and Antonucci (1976) pointed out the need for theory and research on the course of attachment beyond infancy and into adulthood. Bretherton (1985) suggested that although attachment is most readily observable in early childhood, it can be studied throughout the life cycle.

Weiss (1982) has suggested the attachment between child and caregiver, developed in infancy, is maintained into adulthood. Using the earlier work by Bowlby (1969) and Ainsworth, et al. (1978), Weiss identified three criteria of attachment. First, the person wants to be with the attachment figure, especially when under stress. Second, comfort and security are derived from the attachment figure and third, protest will arise if the attachment figure threatens to become or becomes inaccessible. In numerous studies, Weiss (1975, 1978, 1979) has concluded that adults maintain bonds that meet these criteria. However, Weiss (1982) suggested that adult attachment differs from infant attachment because such a relationship in adulthood usually exists between peers.

In fact, Weiss argued that the primary attachment relationship of a child to parent is replaced in adulthood by the peer relationship.

A shift in attachment does occur during the life cycle. The relationship with one's parents in adulthood is assumed to become secondary to that of the spousal or peer bond. Waters and Deane (1982) theorized that the parent-child tie is the prototype of adulthood relationships. In regard to the spousal relationship, Benedek (1970) proposed that the core of any family is the marital couple. According to Benedek, individuals bring to their marriage their own personalities, which have developed over time through interactions with their own parents.

Although Benedek (1970) and Weiss (1982) recognized the importance of the early parent-child tie for later relationships, they failed to acknowledge the importance of parental attachment in adulthood. Unlike the spousal role which may be terminated by divorce, the parental role continues for a lifetime. The parental role is not simply replaced by peers or spouse, but parental interaction patterns are maintained in some form throughout the lifespan. Such a conceptualization has been suggested by Cicirelli (1983).

Cicirelli (1983) has proposed a link between adult children's feelings of attachment and their attachment behavior to their parents. Cicirelli defined adult attachment as the tendency for psychological closeness which is reinforced with occasional physical contact. Cicirelli measured attachment of adult children to their elderly parents, using criteria such as verbal reports of feelings of closeness and perceived similarity to parent rather than actual observations of such

behaviors. Cicirelli suggested that the question is not whether attachment to the primary caregiver continued over time but rather how attachment is maintained and expressed.

All these previously mentioned empirical and theoretical papers provide a beginning for conceptualizing about the developmental patterns of interaction between individuals and their parents. However, there are two shortcomings in these papers. The first shortcoming is that these theories and research are based on different stages in the lifespan. Research has focused on attachment of infants (Ainsworth, Bell, & Stayton, 1971) or on attachment of adult children to elderly parents (Cicirelli, 1983). The primary focus of the literature on adult parent-child relationships has been on the adult child and the elderly parent while little is known about individuals and their parents at other stages of adulthood (Hagestad, 1984).

The second problem with the previously cited research is the limitation of these studies to mothers only. Others (Kotelchuck, 1976; Lamb, 1977) have demonstrated the important role fathers play in the development of attachment in infancy. The possibility exists of differential treatment of the child based on sex of parent. It has been reported that fathers acted preferentially with their infant sons whereas mothers acted as such with their infant daughters (Parke & Sawin, 1980). If such variations in behavior based on sex occur in childhood it is possible these patterns may continue into adulthood.

Intergenerational Transmission of Attachment. Although Cicirelli's study provides a starting point for examining attachment of adult children to parents, it offers little explanation of what happens to this

attachment over time and across generations. This concept of continuity across generations comes directly from Bowlby's (1977) own theory. Bowlby postulated that there is a link between one's earlier relationships with parents and functioning as an adult. Bowlby proposed:

. . . there is a strong causal relationship between an individual's experiences with his parents and his later capacity to make affectional bonds, and that certain common variations in that capacity, manifesting themselves in marital problems and trouble with children as well as in neurotic symptoms and personality disorders, can be attributed to certain common variations in the ways that parents can perform their roles (1977, p. 206).

Evidence to support Bowlby's proposition has come from research on dysfunctional family processes. White (1983) proposed that anorexia nervosa is transmitted from one generation to the next through family beliefs. According to White, such beliefs are expressed in the form of structural characteristics such as rigidity, overprotectiveness and communication problems. Other evidence for the transmission of dysfunctional family process across generations was found in studies illustrating the repeating nature of child abuse (Belsky, 1980, 1984; Solomon, 1973; Spinetta & Rigler, 1972; Steele & Pollock, 1968).

DeLozier (1982) proposed that abusive behaviors in adults reflected childhood as well as current problems in attachment. DeLozier examined separation anxiety and attachment in 18 child-abusing mothers and 18 controls. Findings indicated that abusive mothers were more anxiously attached and had greater fears of attachment disruption during childhood than the controls. DeLozier pointed to these findings as evidence for

the attachment related origin of problematic parenting associated with abusive families.

Main and Goldwyn (1984) expanded upon this perspective by attempting to identify why the abused-abusing cycle was continued in some cases and not in others. Main and Goldwyn examined the connection between earlier recalled childhood experiences of rejection and present parental behavior in 30 nonabusive mothers. In order to assess this relationship, the authors used the Adult Attachment Interview as designed by George, Kaplan, and Main (1984). This retrospective interview was used to assess the security of the adult's attachment experience. This instrument was designed specifically to gather information on supportive memories, contradictory memories, assessment of relationships in childhood and current feelings of those same relationships (Main & Goldwyn, 1984).

The Adult Attachment Interview (Main & Goldwyn, 1984) required subjects to select five adjectives that describe their relationship to each parent and to explain why they picked those adjectives. Questions also focused on what one did when upset as a child, if one ever felt rejected in childhood, and whether parents had ever threatened separation in childhood. Subjects were also asked if there had been any major changes in their relationship with their parents since childhood and how they felt about their parents currently (Main & Goldwyn, 1984). Main and Goldwyn analyzed interviews and classified subjects in terms of their overall conceptualization of attachment as well as on rejection by mother in childhood, idealization of mother, present anger towards mother, inability to recall childhood and overall interview coherence.



The findings of Main and Goldwyn (1984) indicated a connection between these five variables. Main and Goldwyn found a significant positive relationship between apparent rejection by mother in childhood and inability to recall childhood ( $r = .47, p < .01$ ). There was also a positive correlation between rejection by mother in childhood and present idealization of mother ( $r = .56, p < .005$ ). Coherence in discussing childhood was negatively correlated with rejection in childhood ( $r = -.51, p < .01$ ), idealization of mother ( $r = -.58, p < .005$ ) and inability to recall childhood ( $r = -.61, p < .005$ ). As this was part of a larger study, Main and Goldwyn also correlated these five variables of the mother's representation of her own attachment experiences with her infant's avoidance of her in the Strange Situation procedure. There was a positive correlation between present infant avoidance and rejection by subjects' mother in childhood ( $r = .51, p < .005$ ), present idealization ( $r = .36, p < .05$ ) and inability to recall childhood ( $r = .38, p < .05$ ). Negative significant correlations were found between infant avoidance and present anger with mother ( $r = -.36, p < .05$ ) and interview coherence ( $r = -.42, p < .05$ ).

Main and Goldwyn suggested that these findings supported the notion that those who forget the past are condemned to repeat it. Those subjects who could not recall or idealized their childhood, or those who felt rejected by their mothers when they were children had infants who were likely to avoid them. Those subjects who were able to express present anger with their own mothers and were coherent in discussing their own attachment had infants who were less avoidant in the Strange Situation

procedure. The child's avoidance of its mother was related to the mother's own recalled childhood experiences.

Main, Kaplan, and Cassidy (1985) furthered the research on the importance of attachment and its resultant outcomes in adulthood using the Adult Attachment Interview. Their study was in part an examination of the continuity of attachment. Main, Kaplan, and Cassidy's (1985) study involved 40 mothers, fathers and their 6-year-old children, who had been seen in the Strange Situation when their child was 12-and 18-months-of-age. In this research, unlike Main and Goldwyn's (1984), Adult Attachment Interviews were conducted with the fathers as well as the mothers. Main, et al. (1985) rated the interviews for security in terms of experience and feelings surrounding attachment. Parents whose infants were rated as secure were found to regard attachment relationships as important, especially in terms of influence on personality development. These parents were also able to easily recall childhood experiences, and seemed to respond in such a manner as to suggest prior reflection on these relationships (Main, Kaplan, & Cassidy, 1985). While some parents recalled memories of unfavorable attachment experiences, these individuals were easily able to recall and discuss them.

In contrast, parents of insecure infants fell into 1 of 3 patterns. In the first pattern, parents viewed attachment as having little value or influence. In the second pattern, adults seemed overly dependent on their own parents and were still actively trying to please them. A third pattern arose from those adults who had experienced the loss of an attachment figure prior to adulthood and had yet to complete the mourning process. Parents falling into these three patterns had infants who were

rated as insecure in the Strange Situation. Main, et al. (1985) reported that the relationship of present child attachment security to adult attachment was significant for both mother ( $r = .62, p < .001$ ) and father ( $r = .37, p < .05$ ).

Results of several other intergenerational studies of attachment have been detailed by Ricks (1985). Ricks first reported on a study which assessed the security of infant attachment as well as mother's self-esteem and memories of childhood relationships. Subjects were 28 mother-infant dyads. Infant security of attachment was measured using the Strange Situation procedure. Maternal self-esteem was assessed using the O'Brien-Epstein Self-Report Inventory (O'Brien, 1981). Maternal recall of childhood relationships was measured using the Mother-Father-Peer or MFP Scale (Epstein, 1983). Securely attached infants had mothers who had higher self-esteem scores and reported more positive recollections of childhood relationships with mothers, fathers and peers than mothers of insecurely attached infants.

Ricks (1985) also reported the results of a study of 44 mothers and their 4-to-5 year-olds. Mothers again completed the MFP scale and the O'Brien-Epstein Self-Report Inventory. All the preschoolers in the study had been seen in the Strange Situation procedure at 1 year of age. Present emotional functioning of these preschoolers was assessed based on laboratory observations of the child's emotional behavior. It was found that mothers who had children rated as secure in infancy were less likely to idealize their parents using the MFP scale. Additional results indicated that mothers, whose children as infants were ranked as anxiously attached and as preschoolers were rated as having more negative emotional

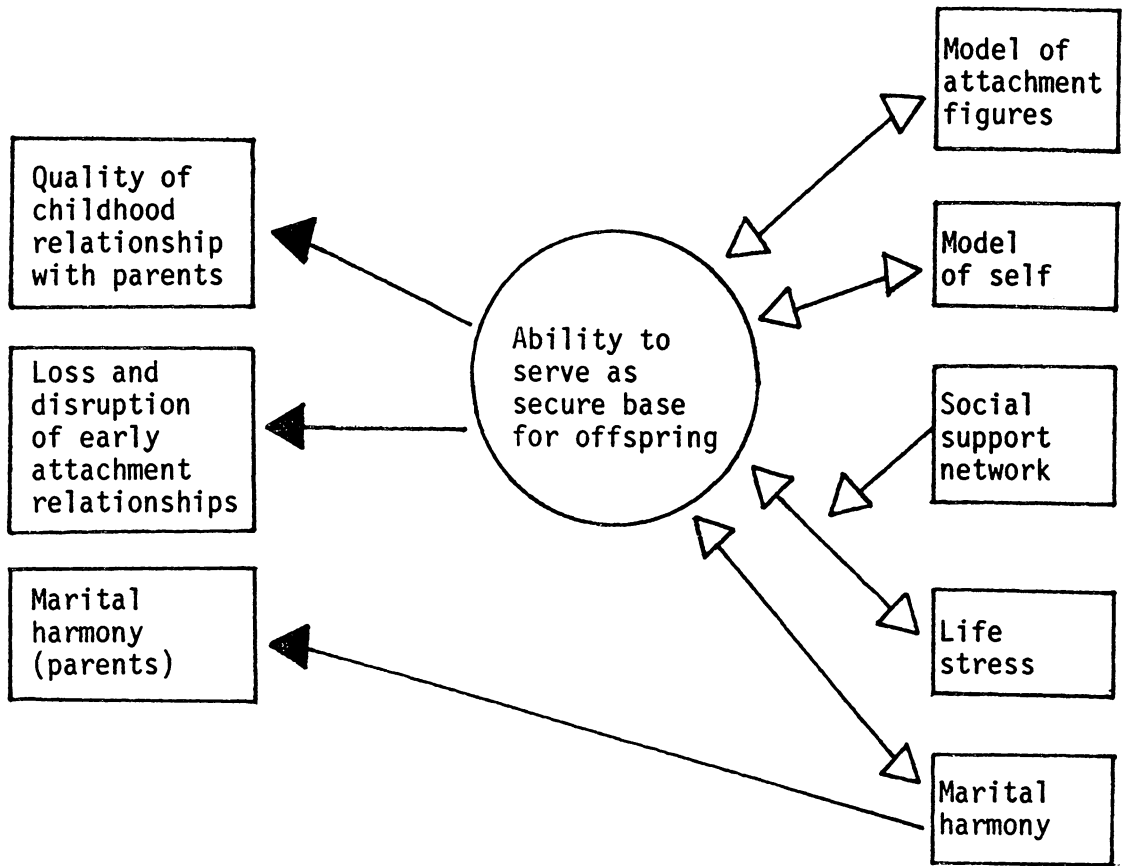
behaviors, reported that their own mothers were currently unhappy. Further, Ricks reported that mothers with recalled early maternal rejection and children with positive emotional behavior, had stable marriages and positive self-esteem.

Based on these findings and the results of others (Main & Goldwyn, 1984; Main, Kaplan, & Cassidy, 1985), Ricks (1985) proposed a theoretical model of the ability to serve as a secure base or attachment figure for offspring. This model is reproduced in Figure 1. Influences on this ability were classified as being either experiences in family of origin or as adult characteristics. Experiences in family of origin included: quality of childhood relationship with parents, loss and disruption of early attachment relationships and parents' marital harmony. According to Ricks (1985), adult characteristics that influenced this ability were: model of attachment figures, model of self, social support network, life stress and marital harmony.

The attachment relationship with ones' children establishes the patterns of parent-child interaction and these patterns have been demonstrated as being stable over time (Main, Kaplan, & Cassidy, 1985). As such, it was determined that this study would test Ricks' model (1985) using parenting attitudes as an indicator of the ability to serve as a secure base for offspring. It was also decided that the primary purpose of the study would be to examine the link between quality of childhood relationship or recalled attachment to parents and present parenting attitudes. Additionally, two adult characteristics in the model (Figure 1) were chosen for inclusion in the study. These were marital harmony and model of self. Selection of these characteristics was based on a

Experience in Family of Origin

Adult Characteristics



Key

- Influence or ability to serve as secure base for offspring
- ← Empirical relationship shown retrospectively
- ↔ Empirical relationship shown concurrently
- ← Attenuates concurrent relationship

Figure 1. Ricks' (1985) model of intergenerational continuity in the quality of parental behavior

review of literature which indicated the importance of these variables in relation to parenting attitudes. A review of the relevant literature dealing with the selected variables from Ricks' model follows.

Parenting Attitudes. The great number of articles on parent-child relationships indicated that this topic continues to generate theoretical and research interest. A review of the literature in 1975 included more than 250 reference citations on this topic (Martin, 1975). A more recent review, focusing on the parent-child relationship and the role it plays in socialization had over 390 citations (Maccoby & Martin, 1983).

Baumrind's work (1966, 1967, 1971, 1972) on parent-child relations provided a critical starting point for a review of the pertinent literature. Baumrind examined the relationship between parents' and children's behaviors. Initially, Baumrind (1966) developed a theoretical model which identified three types of parental control. These groups were permissive, authoritative, and authoritarian. The permissive parent was characterized as behaving in an accepting and nonpunitive manner towards the child. According to Baumrind, the permissive parent allowed the child the freedom to exercise self-control and regulation over his own activities. This type of parent made few demands on the child.

The second type of control pattern identified by Baumrind was the authoritative parent. The authoritative parent allowed the child freedom in his actions but would impose limits when necessary, unlike the permissive parent. This type of parent gave explanations to the child regarding decisions about the child's behavior. These parents not only expected the child to conform to adult standards but also encouraged the child's independent thinking. Baumrind (1966) speculated that

authoritative control would lead to an independent and well-socialized child. In contrast, the authoritarian parent attempted to control the child's behavior with a set of predetermined absolute standards. The emphasis of this style of parenting was on obedience and respect for authority. Authoritarian parents restricted autonomy and independence in the child.

Based on extended observations of 32 preschool children in the nursery school setting, Baumrind (1967) identified three patterns of behavior in preschool children. The three patterns were as follows: competent (pattern I), withdrawn (pattern II) and immature (pattern III). Competent children were those who were assessed as being generally happy and self-reliant. Withdrawn children were frequently sad and scored as low on peer affiliation. Immature children exhibited low frequencies of self-reliance and self-control behaviors.

In the same study Baumrind (1967) also examined family interaction during two home visits and through observations of the mother and child in a lab setting. One home visit included the entire family, and the other home visit included only mother and child. During all the observations parents were rated on dimensions of control, maturity demands, communication, and nurturance.

High ratings on parental control indicated that the parent was willing to exert influence over the child and to enforce directives given to the child. Parents rated as high on maturity demands were willing to pressure their children to perform up to or beyond their abilities. These parents also gave children independence in making their own decisions. High rankings in communication were given to those parents who used

reasoning to gain compliance and asked the child's opinion about issues under discussion. Parents who expressed love and compassion by their acts and attitudes were rated as high on the nurturance dimension. Results showed that parents of competent children had higher scores on all parenting dimensions. Parents of competent children used reason with a demand, and demonstrated control over their children (Baumrind, 1967). These parents utilized both nurturance with control as well as clear communication in regard to their expectations of the child. Although Baumrind did not classify these parents, this behavior pattern might be labelled as authoritative. Withdrawn children had parents who were less nurturant and more controlling than parents of competent children. These parents could be classified as authoritarian. Parental practices associated with immature or Pattern III children were characterized as making lower maturity demands than the other groups. According to Baumrind's typology these parents might be viewed as being permissive.

Based on her earlier research, Baumrind (1972, 1973) speculated on the development of instrumental competence through socialization. Baumrind defined instrumental competence, among other things, as social responsibility. She viewed social responsibility as friendly peer behavior and cooperation with adults. Baumrind (1973) suggested that while both authoritative and authoritarian parents expected social responsibility from their children it was associated only with authoritative parental control. She found that the authoritarian parent behaved in a manner which undermined the development of social responsibility. These parents allowed their own needs to take precedence over the child's needs and became rigid when such a stance was challenged.



Permissive parenting also was not found to be associated with social responsibility.

Maccoby (1980) developed a model of parenting dimensions based on the work of Baumrind and others. According to this model, parents differed from one another on two major dimensions. The first dimension was permissiveness-restrictiveness, the second dimension was warmth-hostility. According to Maccoby's model parental control ranged from restrictive to complete freedom. Parents also varied on intensity of warmth-hostility which ranged from rejection to total acceptance.

Recently, in a summary of the literature on parent-child relations, Maccoby and Martin (1983) expanded Maccoby's two dimensional model into a fourfold scheme (see Figure 2). The first dimension represented parental responsiveness, which ranged from accepting, responsive, child-centered behavior to rejecting, unresponsive, parent-centered behavior. The second dimension, parental demandingness, spanned from demanding, controlling parental behavior to undemanding, low control parenting. According to Maccoby and Martin, these two dimensions converged to yield four parenting styles: authoritative-reciprocal, authoritarian, indulgent, and neglecting-uninvolved.

The focus of the previously mentioned research and theory has been on actual parental behavior. Although problems with equating actual parenting behaviors with attitude assessments have been noted in the literature, several studies have indicated that parental attitudes toward child rearing are reflected in the ways that parents behave with their children (Sameroff & Feil, 1985; Turner & Harris, 1984). Pumroy (1966) believed that the child rearing attitudes parents have are expressed in

	Accepting, responsive child-centered	Rejecting, unresponsive parent-centered
Demanding, Controlling	Authoritative-reciprocal High in bidirectional communication	Authoritarian, power assertive
Undemanding, low in control attempts	Indulgent	Neglecting, ignoring, indifferent, uninvolved

Figure 2. Maccoby & Martin's (1983) classification of parenting styles

their behavior and as such effect the personality development of their children. There is evidence to link such parental behavior with child-rearing attitudes. Brody (1965) administered the Parental Attitude Research Instrument (PARI) and the Maryland Parent Attitude Survey (MPAS) to 50 mothers of preschoolers. The PARI contains three factors of parenting: an authoritarian-controlling factor, hostility-rejection factor, and democratic-equalitarian factor. The MPAS consists of four scales of parenting: disciplinarian, indulgent, protective and rejecting. Mothers were also observed during 30 minute play sessions with their child. Brody found that mothers scoring high on the disciplinarian dimension of the MPAS were more restricting and directing than those subjects who scored low on the disciplinarian category. Mothers who scored high on the rejection dimension of the MPAS engaged in less interactive play and paid more attention to their child than those subjects scoring low on this dimension. Mothers who had higher rejection scores also had a greater number of forbidding behavior responses when interacting with their children.

The relationship between parental attitudes and behavior has also been examined through parenting outcome variables. Turner and Harris (1984) studied the association between parental attitudes toward child rearing and components of preschoolers' social competence. The authors used the Maryland Parent Attitude Survey (MPAS) to assess parental attitudes. The authors found a positive correlation of child's self-concept with the scales of parental indulgence ( $r = .47, p < .05$ ) and protectiveness ( $r = .31, p < .05$ ). Negative correlations were found with the disciplinarian ( $r = -.30, p < .05$ ) and rejection ( $r = -.39, p <$

.05) scales. These findings were interpreted as possibly suggesting that parental attitudes may indeed be reflective of actual parental behaviors.

Recently the contribution of both parents to the process of socialization has been recognized. Minuchin (1985) pointed out that most of the theory on child rearing has been based on data drawn from only one parent. As such, that one parent has been viewed as representative of parenting within that family system. Minuchin also noted that the relationship between spouses mediates and thus influences the interaction between parent and child. Given Minuchin's perspective the importance of the marital relationship to the parental role may be readily recognized.

#### Marital Quality

Another variable in Ricks' (1985) model was the adult characteristic of marital harmony or quality (see Figure 1). Spanier and Lewis (1980), in a review of the literature noted that the effects of children on marital quality has sustained research interest over several decades. Summarizing the research findings, Spanier and Lewis concluded that children detract from rather than contribute to the marital quality of parents. Marital conflict and disruption have been related to children's behavior problems (Maccoby, 1980; Peterson & Zill, 1986). A slightly different concept has been proposed in the family therapy literature. The family therapy perspective has indicated that children's behavioral problems are a reflection of marital discord (Nichols, 1984) rather than a source of marital stress. There is some research to support this contention.

Recently, Belsky (1981) suggested a model that merged these two perspectives. Within Belsky's model the marital relationship affected parenting and vice versa. In turn, these two parts of a family system influence and are influenced by the child's development. Belsky, Lerner, & Spanier (1984) offered a review of the literature that would support this model. Based on this review, the importance of the marital relationship as an influence and mediator of the parenting role becomes apparent. A poor marital relationship maybe reflected in one's parenting whereas a good relationship may serve to buffer the problems encountered with parenting.

#### Model of Self

Another adult characteristic in Ricks' (1985) perspective was model of self. The perception of self serves as a strong influence on how a person behaves. In this framework the more positive view of oneself in a certain role, the more successful one will be in that role. Research cited by Ricks (1985) supported this idea, especially in regard to the parental role. Ricks reported that based on her studies and the studies of others there is a link between infant-mother attachment and maternal self-esteem (model of self).

Maccoby and Martin (1983) reviewed studies of parental characteristics and parenting. They also found that well-adjusted mothers tended to have less difficulty with parenthood. In addition, Maccoby and Martin reported that a positive recall of relationships in family of origin was tied with present positive parent-child relations. In general, it can be concluded that one's model of self is an important influence on parenting behavior.

## Summary

Studies have examined adult attachment and its link to the security of attachment in infancy. Attachment to parent beyond infancy is just beginning to be addressed (Cicirelli, 1983; Weiss, 1982). While the focus of one's primary attachment shifts with age from parent to peer, one cannot discount the importance of the early relationship with parents. Parental attachment is thought to serve as a basis for later adult relations.

Attachment is strongly linked to the parenting role. According to Antonucci (1976):

Behaviors present and learned in the adult will have their root in behavior present and learned in the child; and that child will learn behaviors as a function to a large degree of behaviors that the adults around them have learned (p. 136).

This justification appears very significant when offering an explanation of the cyclical nature of parenting. It is a common posture among child development specialists that "you parent as you were parented."

Ricks (1985) indicated that research is needed on the intergenerational effects on parental behavior for females and males separately (Ricks, 1985). Early studies have treated the relationship to ones' parents as represented by feelings related to mother only. That is, although feelings of attachment to mother and father may differ, findings are discussed in terms of the parental unit. Bretherton (1985) has suggested that questions should be asked concerning the differential attachment to ones' mother and father. For example, when the quality of the relationship to mother and father is not in agreement, which

relationship becomes more important (Bretherton, 1985)? In addition, it appears that ones' present marital happiness may well mediate the effects of ones' family of origin and later parenting (Ricks, 1985). It would also appear that subjects' model of self would effect parenting attitudes (Maccoby & Martin, 1983).

The present study was a partial test of Ricks' (1985) model of the intergenerational continuity of parental attitudes toward child rearing. Although other variables are included in Ricks' model, it was determined that the primary purpose of this study was to examine the link between recalled attachment to parents and current parenting attitudes. The variables, martial quality and model of self, demonstrated in the literature as related to parenting attitudes, were also included in the study.

## CHAPTER 2

### Methodology

This study was a partial test of the theoretical model of the ability to parent proposed by Ricks (1985). The purpose of this study was to examine the variables of marital quality, self-rating of family functioning (model of self), the recalled quality of childhood relationships with ones' parents and sex of subject as related to parenting attitudes.

The specific research questions were as follows:

- 1) Do husband and wife pairs, as compared with individual husband and wife respondents, differ on the variables of marital quality, self-rating of family functioning, recalled quality of attachment and parenting attitudes?
- 2) Do males and females differ on the variables of marital quality, self-rating of family functioning, recalled quality of attachment and parenting attitudes?
- 3) Is the recalled quality of childhood relationships with one's parents related to adult parenting attitudes?
- 4) Is there a relationship between parenting attitudes and subject's self-rating of family functioning?
- 5) Is there a relationship between marital quality and parenting attitudes?
- 6) What relationship patterns exist among these variables?

### Subjects

The subjects were to be 120 parents of elementary school children in the Fort Worth, Texas area. In general, only one member of each family



was asked to respond to the study. That is, either the husband or wife of a family were questioned. However, a subsample of 20 husband and wife pairs were included in the total sample. Thus, the proposed breakdown for subjects was planned as follows: 40 husbands and 40 wives from different families, and 20 couples.

Selection of this sample was based on the age of the subject's child. Parents of elementary school children were assumed to have well established parenting attitudes. These parents, unlike the first time parents of the newborn, have had several years in which to establish attitudes about the parental role. Given that these subjects have been parents for at least 6 years, they have had time to reflect on being a parent.

The total study sample consisted of 145 subjects. Of these subjects 126 met the criteria of representing a two-parent family. A subsample of that group included 20 husband and wife pairs. The remainder (40 husbands and 46 wives) were parents from different families.

For the total sample ( $N = 126$ ), the mean age of the subjects was 36.3 years. The average length of marriage was 13 years. The majority of subjects (51.6%) had two children. Most (94.4%) reported that their own parents were married during the greater part of their childhood. The demographics for couples ( $n = 40$ ) and individuals from different families ( $n = 86$ ) were similar to those reported for the total sample.

As previously reported, 94.4% of the subjects in the study indicated that their own parents were married during most of their childhood. This study utilized the question, "what was your parents' marital status during most of your childhood?" to assess this variable. This finding was

assumed to indicate that the majority of subjects had not experienced either disruption in early attachment relationships or parental marital disharmony. These two variables, disruption in attachment relationships or parental marital disharmony were two variables in Ricks' (1985) model that concerned family of origin variables (Figure 1).

### Instruments

Recalled Parent-Child Relationships. Epstein's (1983) Mother-Father-Peer Scale (MFP) was used to assess the recalled attachment relationship between the subjects and their own parents (Appendix A). This measure consisted of 56 statements to which the respondent was given five Likert choices ranging from strongly disagree to strongly agree. Subjects were asked to indicate their magnitude of agreement with these statements in regard to their childhood relationship with each of their parents as well as peers. The information collected on peers was not included in the analysis.

The MFP consisted of two subscales. The first subscale indicated the degree to which a subject's mother and father were reported to have been accepting versus rejecting. Acceptance indicated that the parent communicated love, acceptance, and appreciation of the child whereas scores in the rejection range indicated the parent had treated the child as a burden, nuisance or as a source of unhappiness (Epstein, 1983). The second subscale measured the degree to which a subject's mother and father were reported to have been independence-encouraging versus overprotecting. The independence-encouraging dimension measured the degree to which a parent had encouraged and accepted the child's independence and self-reliance whereas the overprotecting dimension

indicated the degree to which a parent had been overprotective and failed to help the child to function independently.

This measure allowed for the testing of the recalled relationship to mothers and fathers separately as opposed to testing the total parental relationship. This was in line with Bretherton's (1985) contention that parental relationships should be assessed separately as subjects' feelings may differ for mother and father. Thus, the scales of measurement for the MFP used in this study were as follows: maternal accepting versus rejecting (MAR), paternal accepting versus rejecting (PAR), maternal independence-encouraging versus overprotecting (MIEO), and paternal independence-encouraging versus overprotecting (PIEO). Reliabilities for the different subscales were reported to range from .82 to .93 (Epstein, 1983).

Each item choice was assigned a weight ranging from one to five. Scores were obtained by summing the responses in each subscale and reversing the scoring for those items indicated in Appendix A. A high score on the subscales indicated accepting and independence-encouraging behavior whereas a low score indicated rejecting and overprotective behavior. A copy of the scoring and interpretation of the MFP scale are included in Appendix A.

Marital Quality. Marital quality was assessed using one item from Spanier's Dyadic Adjustment Scale (Spanier, 1976). The item was simply, "How happy is your marriage"? Respondents were asked to rank their marriage on a seven point scale from extremely unhappy to perfectly happy. This single item gave a general indication of overall marital quality

(Spanier, 1979). This item was included with questions requesting descriptive information about the subject (Appendix B).

Model of Self. The subject's model of self was assessed using the Self-Rating scale from the Family Assessment Measure (FAM) developed by Skinner, Steinhauer, & Santa-Barbara (1984). The FAM consists of three scales: (1) a General Scale, which focuses on the family as a system; (2) a Dyadic Relationships Scale, which examines the relationship between specific pairs within the family; and (3) a Self-Rating Scale which measures an individual's perception of his/her functioning in the family. These scales can be used separately for measurement of different relationships or together for a total picture of family functioning. For this study only the Self-Rating Scale was used. While it was recognized that other variables such as job satisfaction influence an individual's self-concept, the focus of this study was on the individual in the context of the family. In line with the theoretical model under study this scale was used as an assessment of respondents' model-of-self within the family.

The Self-Rating Scale is a paper and pencil measure that contains 42 statements to which each subject was asked to rate responses on a four-point scale ranging from strongly agree to strongly disagree. Actual numeric values assigned to these responses are included in Appendix C. The scale is divided into seven dimensions of family functioning including: task accomplishment, role performance, communication, affective expression, involvement, control, and family values and norms (Skinner, Steinhauer, & Santa-Barbara, 1983). The authors reported internal consistency reliability for the seven subscales of the Self-Rating Scale ranged from .39 to .67. The overall internal

consistency reliability for the Self-Rating Scale was reported as .89 (Skinner, et al., 1983).

Raw scores for each subscale were computed by totaling the numeric values of those responses. Total raw scores for each of the subscales have a range between 0 and 18. The total raw score obtained for each of the subscales was translated into a standard score based on data from normal families (Skinner, Steinhauer, & Santa-Barbara, 1984). A copy of the table of the standard score conversion is included in Appendix C. An overall score indicating the subject's self-rating (SR) was determined by taking an average of the standard scores summed across the seven dimensions. Standardized scores were normalized so that each of the subscales has a mean of 50 and a standard deviation of 10. According to Skinner, et al. (1984), the majority of scores should fall between 40 and 60. High scores (above 60) indicate a disturbance or weakness in family functioning. Low scores (below 40) are viewed as a sign of healthy or strong family functioning (Skinner, et al., 1984). Given that high scores on all the other assessments used in the study had a positive connotation, signs of the resulting correlations between self-rating and the other variables were reversed to clarify interpretation of the data.

Parenting Attitudes. Parental attitudes toward child rearing were assessed using two scales developed by Itkin (1952). These scales, as published in Shaw and Wright (1967), appear in Appendix D. The first scale titled, "A Survey of Opinions Regarding the Bringing Up of Children," was designed to measure parental attitudes toward children along a Acceptance-Rejection continuum. The second scale, "A Survey of Opinions Regarding Discipline of Children," was used to assess parental

attitudes involving the control of children along a Strict-Permissive continuum. Close examination revealed that these two continuums appear to be the same dimensions represented in Maccoby's and Martin's model of parent-child relations (Figure 2).

The acceptance-rejection attitude scale (AR) consisted of 30 items: 26 Likert-type items and 4 multiple choice questions. The strict-permissive scale (SP) contained 31 Likert-type items and 4 multiple choice items. Questions 46, 47, 50, 52, 54, 55, 57, 58, 62 and 63 on the strict-permissive scale and question 9, 18, 19 and 30 on the acceptance-rejection scale were changed to eliminate sexist language. Split-half reliability of .91 for the acceptance-rejection scale and .97 for the strict-permissive scale was reported (Shaw & Wright, 1967). Shaw and Wright reported that evidence of validity was limited to item analysis data and the correlation between self-ratings of 70 subjects.

Each item choice was assigned a weight ranging from one to five. A weight of five was assigned to "strongly disagree" for negatively worded statements and to "strongly agree" for positively worded statements (Shaw & Wright, 1967). The attitude score was the sum of the item scores. The theoretical range for the acceptance-rejection scale was from 30 to 150. A high score indicated a more favorable attitude toward acceptant, positive treatment of children. The possible range for the strict-permissive scale from was 35 to 175. A high score indicated an attitude favoring strict control of children.

### Procedure

Directors of after school care programs and adult Sunday school classes in the Fort Worth area were contacted to gain permission to

contact subjects for the study. Upon gaining permission to contact parents, the researcher went to the individual centers or classes and asked families to participate. Families who agreed to participate in the study were given a letter explaining the study (Appendix E) and a packet including the instruments. Subjects were asked to return completed questionnaires to the site of distribution.

A third of the packets were given to mothers, a third to fathers and a third to couples. These were randomly distributed. Letters asking subjects to participate indicated whether mothers, fathers or couples should respond to the instruments (Appendix E). Instructions for completion appeared at the beginning of each instrument. To protect against possible confounding effects of husbands and wives conferring on answers, additional instructions were given to the husband-wife couples asking them to complete all measures independently.

#### Design and Data Analysis

The purpose of the study was to test a partial model of the ability to parent as postulated by Ricks (1985). Descriptive statistics were used to provide demographic information about the sample. The Hotelling's  $T^2$  statistic was used to assess differences between the subsample groups (husband and wife pairs and husband and wives from different families) as well as differences between males and females on all the variables. Pearson product moment correlations were used to determine the interrelationship between marital quality, subject's self-rating of family functioning, recalled quality of childhood relationships and parenting attitudes.

Canonical correlations were planned to examine the extent of variance explained by each of the variables independently and conjointly (Hair, Anderson, Tatham, & Grablovsky, 1984). This statistic maximizes the correlation between the sets of variables while controlling the error rate. However, initial examination of the data indicated planned canonical correlations were not appropriate, so multiple regression analysis was used.



## CHAPTER 3

### Results and Discussion

#### Results

The results will be presented and discussed by research question. Means, standard deviations and ranges for the variables in the study for the total group, for the group of subjects without spouse in the study and the group of the husband and wife pairs are reported in Tables 1, 2 and 3 respectively.

The first research question was, "do husband and wife pairs, as compared with individual husband and wife respondents, differ on the variables of marital quality, self-rating of family functioning, recalled quality of attachment and parenting attitudes?" The Hotelling's  $T^2$  test showed no significant differences between these groups,  $F(45,20734) = 1.10$ ,  $p < .31$ . Therefore, all subsequent analyses were reported for the total sample.

The second question addressed whether sex differences existed on the above variables. The Hotelling's  $T^2$  statistic revealed a significant effect for sex,  $F(36,50762) = 1.48$ ,  $p < .03$ . Univariate tests showed that the sexes differed only on the parenting score of acceptance-rejection,  $F(1,124) = 7.98$ ,  $p < .01$ , indicating females had parenting attitudes that were more accepting than males. Since sex was not significantly related to any other variable in the study, it was included only in subsequent analyses that dealt with the parenting attitude of acceptance-rejection.

Although not addressed by any of the research questions examination of the correlation matrix revealed several significant correlations within the subscales (Table 4). In regard to the question of differential

Table 1  
Means, Standard Deviations, Ranges and Theoretical Ranges  
for the Total Sample (N = 126)

<u>Variable</u>	<u>M</u>	<u>SD</u>	<u>Study Range</u>	<u>Theoretical Range</u>
Acceptance-Rejection	114.83	7.56	97.00 - 132.00	30.00 - 150.00
Strict-Permissive	119.41	13.03	80.00 - 158.00	35.00 - 175.00
Maternal Independence- Encouraging versus Overprotecting	47.04	10.01	20.00 - 64.00	13.00 - 65.00
Paternal Independence- Encouraging versus Overprotecting	49.20	8.55	33.00 - 65.00	13.00 - 65.00
Maternal Accepting versus Rejecting	41.17	9.11	10.00 - 50.00	10.00 - 50.00
Paternal Accepting versus Rejecting	39.72	9.09	13.00 - 50.00	10.00 - 50.00
Self-Rating of Family Functioning	49.12	8.02	28.86 - 71.00	19.00 - 109.43
Marital Quality	3.75	1.21	0.00 - 6.00	0.00 - 6.00

N = 126

Table 2  
Means, Standard Deviations and Ranges for  
Group Without Spouse (n = 86)

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<u>Variable</u>	<u>M</u>	<u>SD</u>	<u>Range</u>
Acceptance-Rejection	115.79	7.24	97.00 - 132.00
Strict-Permissive	120.94	14.17	80.00 - 158.00
Maternal Independence- Encouraging versus Overprotecting	47.20	9.88	22.00 - 64.00
Paternal Independence- Encouraging versus Overprotecting	48.93	8.29	33.00 - 65.00
Maternal Accepting versus Rejecting	41.20	9.06	10.00 - 50.00
Paternal Accepting versus Rejecting	40.12	9.04	13.00 - 50.00
Self-Rating of Family Functioning	48.09	8.31	28.86 - 71.00
Marital Quality	3.74	1.30	0.00 - 6.00

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Table 3  
Means, Standard Deviations and Ranges for  
Group of Husband and Wife Pairs ( $n = 40$ )

<u>Variable</u>	<u>M</u>	<u>SD</u>	<u>Range</u>
Acceptance-Rejection	112.75	7.90	98.00 - 129.00
Strict-Permissive	116.13	9.50	94.00 - 138.00
Maternal Independence Encouraging versus Overprotecting	46.70	10.39	20.00 - 60.00
Paternal Independence Encouraging versus Overprotecting	49.78	9.18	33.00 - 65.00
Maternal Accepting versus Rejecting	41.10	9.35	14.00 - 50.00
Paternal Accepting versus Rejecting	38.89	9.26	19.00 - 50.00
Self-Rating of Family Functioning	51.34	6.94	35.29 - 69.14
Marital Quality	3.75	1.01	1.00 - 5.00

$n = 40$

Table 4  
Pearson Correlation Matrix  
for the Total Group

Variable	SP	MQ	MIEO	PIEO	MAR	PAR	Self Rating of Family Functioning
Acceptance- Rejection (AR)	-.22**	.02	-.02	-.01	-.04	.06	.46**
Strict- Permissive (SP)		-.03	.16*	-.01	.11	.04	-.09
Marital Quality (MQ)			-.05	-.07	.14	.07	.41**
Maternal Independence- Encouraging versus Overprotecting (MIEO)				.50**	.44**	.15*	.07
Paternal Independence- Encouraging versus Overprotecting (PIEO)					.23**	.50**	.01
Maternal Accepting versus Rejecting (MAR)						.31**	.11
Paternal Accepting versus Rejecting (PAR)							.22**

\* $p < .05$

\*\* $p < .01$

$N = 126$

attachment to ones' parents raised by Bretherton (1985), it was found that the components of recalled quality of parental relations (maternal/paternal independence-encouragement versus overprotection and maternal/paternal acceptance versus rejection) were significantly related. These correlations were interpreted as an indication that subjects were not making a significant distinction between memories of attachment to parent based on sex of parent.

The ability of a parent to serve as a secure base for offspring, central in Ricks' 1985 model, was assessed in this study by Itkin's (1952) parenting attitude scale. Median splits of the theoretical ranges on acceptance-rejection and strict-permissive scores were used to determine the subjects' parenting styles using Maccoby and Martin's (1983) model (Figure 2). Means and ranges (Table 1) on the parenting attitude scales indicated that all the subjects in the study were classified as authoritative-reciprocal or high on both control and acceptance. A negative correlation ( $r = -.22$ ,  $p < .01$ ) between the two parenting attitude scales of acceptance-rejection and strict-permissive, indicated that parental acceptance was linked to permissiveness. This correlation between the two parenting attitude scales would appear contradictory to the classification of all subjects as authoritative-reciprocal. Although the scores were restricted to this classification there was wide variability of these scores within this grouping.

The next four questions were directly concerned with the partial test of Ricks' (1985) model of the ability to parent. The interrelationships among the variables of marital quality, subjects' self-rating of

functioning within the family, recalled quality of childhood relationship with parents and the two parenting attitudes are presented in Table 4.

Ricks' (1985) model identified three variables related to experience in the family of origin that have been demonstrated to have a relationship to the ability to parent. The first variable, recalled quality of attachment to parents, was assessed in this study by the Mother-Father-Peer Scale (Epstein, 1983). The third research question addressed whether the recalled quality of attachment to one's parents was related to adult parenting attitude. The only significant correlation found was between recalled maternal independence-encouraging behavior and the parenting attitude of strict control, ( $r = .16$ ,  $p < .05$ ).

Two of the five adult characteristics within Ricks' model were also postulated as being related to parenting attitudes. The two variables assessed in this study were model of self and marital harmony/quality. The fourth research question examined the relationship between subjects' model of self (self-rating of family functioning) and the parenting attitudes. It was found that a healthy family functioning rating was associated with an accepting parenting attitude,  $r = .46$ ,  $p < .01$ , but was not related to parental control (strict-permissive).

The fifth research question concerned the possibility of a relationship between marital quality and the parenting attitudes. As shown in Table 4, marital quality ratings were not found to be related to either dimension of the parenting attitude scale.

Although Ricks' (1985) did not postulate a direct connection between the family of origin variables and adult characteristics, these relationships were examined in the present study. Correlations between

the four recalled attachment variables and model of self as measured by family functioning revealed only one significant relationship. Memories of paternal accepting behavior were associated with a positive self-rating of functioning within the family ( $r = .22, p < .01$ ). None of the four recalled attachment variables were significantly related to marital quality.

In looking at the correlation between the two adult characteristics measured in the study, it was found that self-rating of functioning within the family was positively correlated ( $r = .41, p < .01$ ) with marital quality. This indicated that subjects with positive family functioning had high marital quality ratings.

Examination of the Pearson correlation matrix revealed that the planned canonical correlation analysis of the data was not appropriate. Any finding of significance on a multivariate canonical correlation would have been due to the strong bivariate correlation between subjects' self-rating of functioning within the family (SR) and the parenting attitude of acceptance versus rejection (AR). This correlation would have acted as a suppressor variable, negating the influence of the other variables in the procedure. The correlation between the strict versus permissive parenting variable and the other variables were all very small, indicating that only the canonical variate for the parenting scale of acceptance versus rejection would be significant. Because of these reasons it was decided that multiple regression analysis of the acceptance versus rejection parenting variable was a more appropriate statistic for the data. This analysis was done in order to answer the sixth research



question concerning the identification of any relationship patterns that existed among the variables.

The results of the multiple regression analysis for the parenting scores of acceptance-rejection with the predictor variables of maternal/paternal independence-encouraging versus overprotecting, maternal/paternal accepting versus rejecting, sex and self-rating of functioning within the family are reported in Table 5. Given the previously reported significant gender difference on the acceptance-rejection parenting scale, sex was included in this analysis. Marital quality was excluded from the regression equation as it was significantly correlated with the predictor variable of self-rating. The variables in the equation explained 26% of the variance on the parenting attitude dimension acceptance-rejection. Only two predictors, self-rating of family functioning and sex, were significant in the equation. This was interpreted as indicating that females who had accepting attitude toward children were also likely to have a healthy rating of family functioning.

### Discussion

The ability to serve as secure base for offspring was the focal point of Ricks' (1985) model. This study utilized parenting attitudes as an indicator of this ability. The primary purpose of the study was to examine the link between recalled attachment to parent and current parenting attitudes. Two adult characteristics in the model, marital harmony and model of self, were also included in the study. The results of the analyses offered only limited support for the model under study.

Table 5  
Multiple Regression for the Parental  
Attitude of Acceptance-Rejection

Variables	Beta
<hr style="border-top: 1px dashed black;"/>	
Self-Rating of Family Functioning	.47**
Sex	.19*
Maternal Accepting versus Rejecting	-.03
Paternal Accepting versus Rejecting	-.08
Paternal Independence Encouraging versus Overprotecting	.05
Maternal Independence Encouraging versus Overprotecting	-.03
<hr style="border-top: 1px dashed black;"/>	
Multiple R	.51
R <sup>2</sup>	.26
F	7.10

\*p < .05

\*\*p < .01

N = 126

Hotelling's  $T^2$  tests were used to test for differences on the variables based on group membership (husband and wife pairs as compared with those without spouse in the study) and sex. There were no significant differences on the variables based on group membership. This finding indicated that one member from a husband and wife dyad would be representative of family functioning.

A significant difference was found between the sexes on the parenting score for acceptance-rejection. Females scored higher than males on this variable indicating greater acceptance. This difference on the parenting scale of acceptance-rejection would appear to reflect the traditional view of the mother's role as primary nurturer of the family found in the literature (Parke & Sawin, 1980). However, even though there was a sex difference on the acceptance-rejection scale, the scores were skewed toward nurturance for both males and females.

The low but significant correlations found among the recalled attachment variables (maternal/paternal independence-encouraging versus overprotecting and maternal/paternal accepting versus rejecting) indicated that subjects tended to rate their mothers and fathers similarly. Thus, there was little support for Bretherton's (1985) contention that subject's ratings for fathers and mothers would differ. The ranges indicated that the scores were widely distributed, however the means indicated that the data was skewed toward high acceptance and high independence-encouraging. Further study with a more diverse sample in regard to recalled parenting would be needed to fully address Bretherton's question.

The correlation between the two parenting attitude scales, acceptance-rejection and strict-permissive indicated that an attitude favoring acceptant, positive treatment of children was related to a more permissive attitude toward control of children. Median splits of the theoretical ranges on the parenting scales were conducted in order to further classify the respondents. Such a split indicated that while there was wide variability on the parenting scores, all subjects were in the authoritative-reciprocal quadrant of Maccoby and Martin's (1983) model (Figure 2). There were two possible explanations for this classification. First, the instrument used to measure parenting attitudes may not have discriminated between parenting styles. Second, the majority of subjects in the sample reported that their parents were married during most of their youth indicating a positive, stable childhood.

In regard to subjects' recalled quality of childhood relationships and their present parenting attitudes, only the variable of maternal independence-encouraging was found to be related to a present attitude favoring strict control of children. One possible explanation for overall limited of support for the concept of the intergenerational nature of parenting may be due to the measure used in this study to assess the ability to parent. Ricks used childrens' behavior measures to indicate parents' ability to parent. In this study, that ability was equated with parenting attitudes. It was assumed that parenting attitudes could be considered representative of the ability to serve as a secure base in childhood. It is not clear whether the instrument did not accurately measure parenting attitudes or whether the positive report of family of origin experience contributed to the fact that all subjects fell into this

quadrant. If one assumes that the instrument did measure and discriminate between parenting styles then the results would support the concept of intergenerational transfer of parenting attitudes. The subjects' memories of attachment to their own parents tended to be positive and similar for mothers and fathers. These positive childhood memories possibly translated into adult ability to provide good parenting.

Additionally, the nature of the instrument used to assess recalled attachment may have contributed to the lack of significant findings. The questionnaire did not allow for the indepth probing of contradictory memories reported by Main, Kaplan, and Cassidy (1985). The recalled attachment measure was also at risk for problems associated with instruments based on memories, such as distorted recall and inability to remember, which may have influenced subjects' recollection of the actual quality of relationships with parents.

Adult characteristics tested in relation to parenting attitudes were model of self and marital harmony. The correlation between self-rating and the parenting scale of acceptance-rejection would support part of Ricks (1985) model concerning adult characteristics in the study. In this study, healthy self functioning within the family was related to a more accepting attitude regarding the treatment of children. There was not a significant correlation linking model of self with the other parenting scale of strict-permissive. Examination of the self-rating scale (Appendix C) revealed that none of the questions focused on issues specific to the control of children. The affective expression component of the self-rating scale did focus on issues relevant to acceptance of children.

In this study marital quality (harmony) was related to self-rating of family functioning but not with parenting attitudes. The finding of a significant relationship between the two adult characteristics of marital quality and model of self was probably due to the nature of the instrument used to measure this self-rating. In this study, model of self was assessed in terms of the subjects' self-rating of functioning within the family. Marital quality would be reflected in subjects' self-rating of family functioning. Subjects may have responded to the questionnaire in terms of their relationship with spouse rather than to the entire family.

Although Ricks (1985) did not hypothesize a direct relationship between the family of origin variables and adult characteristics in the model, there was such a finding in this study. Self-rating of functioning within the family and memories of paternal accepting behavior were significantly correlated. This finding would seem to indicate that recalled attachment to father was more important to present self-rating of functioning within the family than was recalled maternal attachment. Why this occurred was not clear, as examination of the language used in the self-rating instrument (Appendix C) did not reveal a bias toward males or females which could have contributed to this finding. No other explanation was apparent.

The results of the present study provided only limited support for Ricks' (1985) model of the ability to parent. The components of recalled attachment to parents were not related to parenting scores on the acceptance-rejection dimension. Only the component of maternal independence-encouraging behavior was related to the parenting scores on

the strict-permissive scale. The adult characteristic of self-rating of family functioning was the best single predictor of the acceptant-rejection parenting attitude score. This finding indicated that the current situation was more important to parenting than recalled attachment. This also indicated a healthy self-rating of functioning within the family was related to a more accepting attitude toward children.

Given that this study found the variables of self-rating and sex explained only 26% of the variance in acceptance-rejection scores, future studies should also assess the variables of social support network and life stresses as included in Ricks' (1985) model. The use of a different instrument in the measurement of recalled attachment, such as a more open-ended questionnaire like the Adult Attachment Interview (Main & Goldwyn, 1984), should be used to verify the lack of significant findings for this variable in this study. Additionally, a different design with subjects first assessed as falling into one of the four quadrants of Maccoby and Martin's (1983) model, followed by the administration of the recalled attachment measure should be utilized. This would be a more complete test of the intergenerational nature of parenting.

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**APPENDIX A**  
**Mother-Father-Peer Scale**



Part I

Directions

Indicate the extent to which the following statements describe your childhood relationships with the people indicated by using the numbers on the following scale:

1	2	3	4	5
STRONGLY DISAGREE WITH STATEMENT	SOMEWHAT DISAGREE WITH STATEMENT	UNCERTAIN ABOUT STATEMENT	SOMEWHAT AGREE WITH STATEMENT	STRONGLY AGREE WITH STATEMENT

WHEN I WAS A CHILD, MY MOTHER (or mother substitute):

MIEO	1.	encouraged me to make my own decisions.				
		1	2	3	4	5
MIEO	2.	helped me learn to be independent				
		1	2	3	4	5
MIEO	3.	felt she had to fight my battles for me when I had a disagreement with a teacher or a friend.				
		1	2	3	4	5
		5	4	3	2	1
MIEO	4.	was overprotective of me.				
		1	2	3	4	5
		5	4	3	2	1
MIEO	5.	encouraged me to do things for myself.				
		1	2	3	4	5
MIEO	6.	encouraged me to try things my way.				
		1	2	3	4	5
MIEO	7.	did not let me do things that other kids my age were allowed to do.				
		1	2	3	4	5
		5	4	3	2	1
MAR	8.	sometimes disapproved of specific things I did, but never gave the impression that she disliked me as a person.				
		1	2	3	4	5
MAR	9.	enjoyed being with me.				
		1	2	3	4	5
MAR	10.	was someone I found very difficult to please.				
		1	2	3	4	5
		5	4	3	2	1

- MIEO 11. usually supported me when I wanted to do new and exciting things.  
1 2 3 4 5
- MIEO 12. worried too much that I would hurt myself or get sick.  
1 2 3 4 5  
5 4 3 2 1
- MAR 13. was often rude to me.  
1 2 3 4 5  
5 4 3 2 1
- MAR 14. rarely did things with me.  
1 2 3 4 5  
5 4 3 2 1
- MAR 15. didn't like to have me around the house.  
1 2 3 4 5  
5 4 3 2 1
- MIEO 16. would often do things for me that I could do for myself.  
1 2 3 4 5  
5 4 3 2 1
- MIEO 17. let me handle my own money.  
1 2 3 4 5
- MAR 18. could always be depended upon when I really needed her help and trust.  
1 2 3 4 5
- MIEO 19. did not want me to grow up.  
1 2 3 4 5  
5 4 3 2 1
- MAR 20. tried to make me feel better when I was unhappy.  
1 2 3 4 5
- MIEO 21. encouraged me to express my own opinion.  
1 2 3 4 5
- MAR 22. made me feel that I was a burden to her.  
1 2 3 4 5  
5 4 3 2 1
- MAR 23. gave me the feeling that she liked me as I was; she didn't feel she had to make me over into someone else.  
1 2 3 4 5
- WHEN I WAS A CHILD, MY FATHER (or father substitute):
- PIEO 24. encouraged me to make my own decisions.  
1 2 3 4 5
- PIEO 25. helped me learn to be independent  
1 2 3 4 5
- PIEO 26. felt he had to fight my battles for me when I had a disagreement with a teacher or a friend.  
1 2 3 4 5  
5 4 3 2 1

PIEO	27.	was overprotective of me.						
			1	2	3	4	5	
			5	4	3	2	1	
PIEO	28.	encouraged me to do things for myself.						
			1	2	3	4	5	
PIEO	29.	encouraged me to try things my way.						
			1	2	3	4	5	
PIEO	30.	did not let me do things that other kids my age were allowed to do.						
			1	2	3	4	5	
			5	4	3	2	1	
PAR	31.	sometimes disapproved of specific things I did, but never gave the impression that he disliked me as a person.						
			1	2	3	4	5	
PAR	32.	enjoyed being with me.						
			1	2	3	4	5	
PAR	33.	was someone I found very difficult to please.						
			1	2	3	4	5	
			5	4	3	2	1	
PIEO	34.	usually supported me when I wanted to do new and exciting things.						
			1	2	3	4	5	
PIEO	35.	worried too much that I would hurt myself or get sick.						
			1	2	3	4	5	
			5	4	3	2	1	
PAR	36.	was often rude to me.						
			1	2	3	4	5	
			5	4	3	2	1	
PAR	37.	rarely did things with me.						
			1	2	3	4	5	
			5	4	3	2	1	
PAR	38.	didn't like to have me around the house.						
			1	2	3	4	5	
			5	4	3	2	1	
PIEO	39.	would often do things for me that I could do for myself.						
			1	2	3	4	5	
			5	4	3	2	1	
PIEO	40.	let me handle my own money.						
			1	2	3	4	5	
PAR	41.	could always be depended upon when I really needed his help and trust.						
			1	2	3	4	5	
PIEO	42.	did not want me to grow up.						
			1	2	3	4	5	
			5	4	3	2	1	
PIEO	43.	tried to make me feel better when I was unhappy.						
			1	2	3	4	5	

PIED	44. encouraged me to express my own opinion.	1	2	3	4	5
PAR	45. made me feel that I was a burden to him.	1	2	3	4	5
		5	4	3	2	1
PAR	46. gave me the feeling that he liked me as I was; he didn't feel he had to make me over into someone else.	1	2	3	4	5
WHEN I WAS A CHILD, <u>OTHER CHILDREN</u> : (all PEER: Acceptance vs. Rejection)						
	47. liked to play with me.	1	2	3	4	5
	48. were always criticizing me.	1	2	3	4	5
		5	4	3	2	1
	49. often shared things with me.	1	2	3	4	5
	50. often picked on me and teased me.	1	2	3	4	5
		5	4	3	2	1
	51. were usually friendly to me.	1	2	3	4	5
	52. would usually stick up for me.	1	2	3	4	5
	53. liked to ask me to go along with them.	1	2	3	4	5
	54. wouldn't listen when I tried to say something.	1	2	3	4	5
		5	4	3	2	1
	55. were often unfair to me.	1	2	3	4	5
		5	4	3	2	1
	56. would often try to hurt my feelings.	1	2	3	4	5
		5	4	3	2	1

**APPENDIX B**  
**Descriptive Information Sheet**

Please indicate your answers to the following questions in the space provided.

Subject Number \_\_\_\_\_ Date \_\_\_\_\_

1. What is your sex?

1 Male                      2 Female

2. What is your current marital status?

1 Married (Year of Marriage \_\_\_\_\_)  
2 Separated  
3 Divorced and Single  
4 Divorced and Remarried (Year of Remarriage \_\_\_\_\_)  
5 Widowed and Single  
6 Widowed and Remarried (Year of Remarriage \_\_\_\_\_)  
7 Never Married

3. Please indicate the sex and ages of your children.

4. What was your age on your last birthday? \_\_\_\_\_

5. What was your parents' marital status during most of your childhood?

1 Married  
2 Separated  
3 Divorced and Single  
4 Divorced and Remarried  
5 Widowed and Single  
6 Widowed and Remarried  
7 Never Married

6. The dots on the following line represent different degrees of happiness in your marital relationship. The middle point, "happy," represents the degree of happiness of most relationships. Please circle the dot which best describes the degree of happiness, all things considered, of your relationship.

0	1	2	3	4	5	6
.	.	.	.	.	.	.
Extremely Unhappy	Fairly Unhappy	A Little Unhappy	Happy	Very Happy	Extremely Happy	Perfect

**APPENDIX C**  
**Self-Rating Scale**

Part II

Directions

On the following pages you will find 42 statements about how you are functioning in your present family. Please read each statement carefully and decide how well the statement describes you. Please circle the words below each statement that best represents your viewpoint.

Please circle only one response for each statement. Answer every statement, even if you are not completely sure of your answer.

- |     |     |   |                |       |          |                   |
|-----|-----|---|----------------|-------|----------|-------------------|
| TA  | 1.  | My family and I usually see our problems the same way.                    | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 0              | 1     | 2        | 3                 |
| RP  | 2.  | My family expects too much of me.   | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 3              | 2     | 1        | 0                 |
| COM | 3.  | My family knows what I mean when I say something.                         | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 0              | 1     | 2        | 3                 |
| AE  | 4.  | When I'm upset, my family knows what's bothering me.                      | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 0              | 1     | 2        | 3                 |
| INV | 5.  | My family doesn't care about me.  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 3              | 2     | 1        | 0                 |
| C   | 6.  | When someone in the family makes a mistake, I don't make a big deal of it | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 0              | 1     | 2        | 3                 |
| VN  | 7.  | I argue a lot with my family about the importance of religion.            | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 3              | 2     | 1        | 0                 |
| TA  | 8.  | When my family has a problem, I have to solve it.                         | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 3              | 2     | 1        | 0                 |
| RP  | 9.  | I do my share of duties in the family.                                    | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 0              | 1     | 2        | 3                 |
| COM | 10. | I often don't understand what other family members are saying.            | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 3              | 2     | 1        | 0                 |
| AE  | 11. | If someone in the family has upset me, I keep it to myself.               | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 3              | 2     | 1        | 0                 |
| INV | 12. | I stay out of other family members' business.                             | Strongly Agree | Agree | Disagree | Strongly Disagree |
|     |     |   | 0              | 1     | 2        | 3                 |



C	13. I get angry when others in the family don't do what I want.	Strongly Agree	Agree	Disagree	Strongly Disagree
		3	2	1	0
VN	14. I think education is more important than my family does.	Strongly Agree	Agree	Disagree	Strongly Disagree
		3	2	1	0
TA	15. I have trouble accepting someone else's answer to a family problem.	Strongly Agree	Agree	Disagree	Strongly Disagree
		3	2	1	0
RP	16. What I expect of the rest of the family is fair.	Strongly Agree	Agree	Disagree	Strongly Disagree
		0	1	2	3
COM	17. If I'm upset with another family member, I let someone else tell them about it.	Strongly Agree	Agree	Disagree	Strongly Disagree
		3	2	1	0
AE	18. When I'm upset, I get over it quickly.	Strongly Agree	Agree	Disagree	Strongly Disagree
		0	1	2	3
INV	19. My family doesn't let me be myself.	Strongly Agree	Agree	Disagree	Strongly Disagree
		3	2	1	0
C	20. My family knows what to expect from me.	Strongly Agree	Agree	Disagree	Strongly Disagree
		0	1	2	3
VN	21. My family and I have the same views about what is right and wrong.	Strongly Agree	Agree	Disagree	Strongly Disagree
		0	1	2	3
TA	22. I keep on trying when things don't work out in the family.	Strongly Agree	Agree	Disagree	Strongly Disagree
		0	1	2	3
RP	23. I am tired of being blamed for family problems.	Strongly Agree	Agree	Disagree	Strongly Disagree
		3	2	1	0
COM	24. Often I don't say what I would like to because I can't find the words.	Strongly Agree	Agree	Disagree	Strongly Disagree
		3	2	1	0
AE	25. I am able to let others in the family know how I really feel.	Strongly Agree	Agree	Disagree	Strongly Disagree
		0	1	2	3
INV	26. I really care about my family.	Strongly Agree	Agree	Disagree	Strongly Disagree
		0	1	2	3
C	27. I'm not as responsible as I should be in the family.	Strongly Agree	Agree	Disagree	Strongly Disagree
		3	2	1	0
VN	28. My family and I have the same views about being successful.	Strongly Agree	Agree	Disagree	Strongly Disagree
		0	1	2	3
TA	29. When problems come up in my family, I let other people solve them.	Strongly Agree	Agree	Disagree	Strongly Disagree
		3	2	1	0

- RP 30. My family complains that I always try to be the center of attention.  
Strongly Agree 3 Agree 2 Disagree 1 Strongly Disagree 0
- COM 31. I'm available when others want to talk to me.  
Strongly Agree 0 Agree 1 Disagree 2 Strongly Disagree 3
- AE 32. I take it out on my family when I'm upset.  
Strongly Agree 3 Agree 2 Disagree 1 Strongly Disagree 0
- INV 33. I know I can count on the rest of my family.  
Strongly Agree 0 Agree 1 Disagree 2 Strongly Disagree 3
- C 34. I don't need to be reminded what I have to do in the family.  
Strongly Agree 0 Agree 1 Disagree 2 Strongly Disagree 3
- VN 35. I argue with my family about how to spend my spare time.  
Strongly Agree 3 Agree 2 Disagree 1 Strongly Disagree 0
- TA 36. My family can depend on me in a crisis.  
Strongly Agree 0 Agree 1 Disagree 2 Strongly Disagree 3
- RP 37. I never argue about who should do what in our family.  
Strongly Agree 0 Agree 1 Disagree 2 Strongly Disagree 3
- COM 38. I listen to what other family members have to say, even when I disagree.  
Strongly Agree 0 Agree 1 Disagree 2 Strongly Disagree 3
- AE 39. When I'm with my family, I get too upset too easily.  
Strongly Agree 3 Agree 2 Disagree 1 Strongly Disagree 0
- INV 40. I worry too much about the rest of my family.  
Strongly Agree 3 Agree 2 Disagree 1 Strongly Disagree 0
- C 41. I always get my way in our family.  
Strongly Agree 3 Agree 2 Disagree 1 Strongly Disagree 0
- VN 42. My family leaves it to me to decide what's right and wrong.  
Strongly Agree 0 Agree 1 Disagree 2 Strongly Disagree 3

VN =Values and Norms  
C =Control  
INV=Affective Involvement  
AE =Affective Expression  
COM=Communication  
RP =Role Performance  
TA =Task Accomplishment

SELF-RATING: ADULTS-NORMAL FAMILIES

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STANDARD SCORE CONVERSION

RAW SCORE	TA	RP	COM	AE	INV	C	V-N	RAW SCORE
0	18	19	21	20	21	17	17	0
1	24	24	26	24	26	22	22	1
2	29	29	31	29	31	27	27	2
3	35	34	36	33	36	33	32	3
4	40	39	41	38	42	38	36	4
5	45	44	46	42	47	43	41	5
6	51	49	51	47	52	48	46	6
7	56	54	57	51	58	53	50	7
8	62	59	62	55	63	59	55	8
9	67	64	67	60	68	64	60	9
10	73	69	72	64	73	69	65	10
11	78	74	77	69	78	74	69	11
12	83	79	82	73	84	79	74	12
13	89	84	87	78	89	85	79	13
14	94	89	92	82	94	90	84	14
15	100	94	98	86	99	95	88	15
16	105	99	103	91	105	100	93	16
17	111	104	108	95	110	106	98	17
18	116	109	113	100	115	111	102	18

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Standard Score: Mean = 50, standard deviation =10

OVERALL RATING = average of the 7 clinical scales in standard scores

**APPENDIX D**  
**Parenting Surveys**

Part III

Following is a list of statements regarding what should or should not be done in the bringing up of children. Please circle the words below each statement that best represents your viewpoint.

Since this is a survey of opinions, it is desired that you indicate your own personal opinions regarding these questions, regardless of whether you think other people might agree or disagree with you. There are no "right" or "wrong answers" to these statements. This is a study of personal opinions, and of personal opinions only. Please fill these forms out independently.

1. A parent should look after his (or her) young child both at school and play.  

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1
2. A parent should praise his (or her) child liberally in private.  

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1
3. If one child in a family is less quick to learn than another, his/her parents should spur him/her on by constantly pointing out the superiority of the other.  

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	2	3	4	5
4. If parents can afford to do so, they should send a child to a military or boarding school, where he (or she) could obtain the proper training with the least inconvenience to the parents.  

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	2	3	4	5
5. Surprise parties, birthday parties, and the giving of presents to children are likely to spoil them, and should be avoided.  

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	2	3	4	5
6. Parents should take their children with them on trips and vacations.  

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1
7. Parents should encourage their children to bring their friends home and should help them to entertain their friends.  

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1
8. Parents should, if necessary, make almost any sacrifices of their own money or comfort in order to make their children happy.  

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1
9. If a three-year-old child tells wild stories which are obviously untrue, he/she should be punished severely for lying.  

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	2	3	4	5

10. A parent should never "give in" to a child.  
 Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
11. A parent should spend as much time as possible with his (or her) child.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
12. Children should be trained to do things for themselves as early in life as possible.  
 Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
13. A parent should be perfectly frank with his (or her) child on the the subject of sex.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
14. Parents should give children of elementary school age or older reasons for any requests made of them.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
15. If a family is able to afford to do so, the training of the children should be handled by a servant or a nurse.  
 Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
16. Children should not be allowed to interfere with the social or recreational activities of their parents.  
 Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
17. Children of high school age should earn all of their own spending money.  
 Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
18. A family should move out of an unwholesome neighborhood for the sake of their children even if such a move would make it necessary for the parent to travel farther to work.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
19. A child who sucks his/her thumb often should be made to feel ashamed of himself/herself.  
 Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
20. Parents should praise and make much of their children in the presence of outsiders.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
21. Parents should show their love and affection for their children outwardly by praise and expressions of affections.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
22. Whenever a child deserves a scolding, he (or she) should be scolded then and there, whether strangers are present or not.  
 Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5

23. Parents should discourage their children from asking them intimate questions.  
 Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
24. Children should not be teased.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
25. Young people should obey their parents because they are their parents.  
 Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
26. It is not possible to show too much love for a child.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1

In each of the following you are given a statement which can be completed in any one of several ways. Please place a check in front of whichever of the alternative choices most nearly resembles your own opinion.

27. In general, a child may be expected to act like an adult at ....  
 \_\_\_\_\_ 1 (a) Seven years of age  
 \_\_\_\_\_ 2 (b) Ten years of age  
 \_\_\_\_\_ 3 (c) Thirteen years of age  
 \_\_\_\_\_ 4 (d) Sixteen years of age  
 \_\_\_\_\_ 5 (e) Nineteen years of age
28. Children should not be given an allowance until they are ....  
 \_\_\_\_\_ 5 (a) Seven years of age  
 \_\_\_\_\_ 4 (b) Nine years of age  
 \_\_\_\_\_ 3 (c) Eleven years of age  
 \_\_\_\_\_ 2 (d) Thirteen years of age  
 \_\_\_\_\_ 1 (e) Fifteen years of age  
 \_\_\_\_\_ 1 (f) Children should not be given an allowance at all  
 \_\_\_\_\_ 5 (g) Children may be given regular allowances even before age seven
29. Children who talk back to their parents should be ....  
 \_\_\_\_\_ 5 (a) Given a quiet talking to  
 \_\_\_\_\_ 4 (b) Told that another such offense would be punished  
 \_\_\_\_\_ 3 (c) Severely scolded  
 \_\_\_\_\_ 2 (d) Sent to bed without food  
 \_\_\_\_\_ 1 (e) Whipped severely  
 \_\_\_\_\_ 5 (f) Given a less severe punishment than any mentioned above

30. Children who repeatedly disobey their parents should be ....
- 5 (a) Given a heart-to-heart or person-to-person talk
  - 4 (b) Threatened with punishment
  - 3 (c) Scolded severely
  - 2 (d) Spanked
  - 1 (e) Whipped severely
  - 1 (f) Locked into a closet
  - 1 (g) Punished more severely than in any of the above choices
  - 5 (h) Punished less severely than in any of the above choices



Part IV

Following is a list of statements regarding what should or should not be done in respect to the control or discipline of children. Please circle the words below each statement that best represents your viewpoint.

These statements apply to a child of either sex unless they specifically refer to a child as a boy or girl. There are no right or wrong answers to these statements. This is simply a survey of opinions. Please do not be concerned as to whether you think other people may agree or disagree with you, and say exactly as you feel. Please fill these forms out independently.

31. Violation of household rules should never be overlooked.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
32. Parents should help their children with their homework if they need help.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
33. Parents should allow their children to make up their own minds as to what they will be when they grow up without trying to influence their decisions.  
 Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
34. A child should be encouraged but not required to say "Please" whenever he makes a request.  
 Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
35. Parents should allow children of less than fifteen years of age to see only those movies of which they approve.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
36. Children should be trained to pay immediate obedience to their parents.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
37. Parents should insist upon complete obedience from their children.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
38. Children should be expected to obey commands instantly and without question.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
39. An older child should be expected to take care of younger brothers and sisters.  
 Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1

40. Children should be allowed to do as they please.  
Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
41. A child should never be forced to eat anything against his will.  
Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
42. A child should never be forced to do a thing he does not wish to do.  
Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
43. The social activities of a boy or girl of high school age should be closely supervised by the parents.  
Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
44. Parents should not dictate to high school students as to when and how much they should study.  
Strongly Agree 1    Agree 2    Uncertain 3    Disagree 4    Strongly Disagree 5
45. Children should be expected to obey commands without being given reasons for them.  
Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
46. Whenever a young child fails to come home from school promptly, his/her parents should question him/her as to where he/she had been.  
Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
47. Before a child of high school age goes out of the house, they should always be required to tell their parent where they are going and what they are going to do.  
Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
48. Parents should closely supervise all of the after-school activities of their children of high school age or younger.  
Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
49. Children of high school age or younger should be allowed to go only with those friends of whom their parents approve.  
Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
50. A child should be required to say "Please" whenever he/she makes a request.  
Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
51. If a parent threatens a children with punishment, this punishment should be carried out without exception.  
Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1
52. If parents refrain from punishing a child, it will spoil him/her.  
Strongly Agree 5    Agree 4    Uncertain 3    Disagree 2    Strongly Disagree 1

53. Parents should watch their young children to see that no harm comes to them.  
 Strongly Agree <sub>5</sub>    Agree <sub>4</sub>    Uncertain <sub>3</sub>    Disagree <sub>2</sub>    Strongly Disagree <sub>1</sub>
54. A young person of high school age should be free to come and go as he/she pleases without interference from his/her parents.  
 Strongly Agree <sub>1</sub>    Agree <sub>2</sub>    Uncertain <sub>3</sub>    Disagree <sub>4</sub>    Strongly Disagree <sub>5</sub>
55. A child should never be allowed to contradict or talk back to his/her parents.  
 Strongly Agree <sub>5</sub>    Agree <sub>4</sub>    Uncertain <sub>3</sub>    Disagree <sub>2</sub>    Strongly Disagree <sub>1</sub>
56. Young children should be allowed to choose their own playmates without any interference on the part of their parents.  
 Strongly Agree <sub>1</sub>    Agree <sub>2</sub>    Uncertain <sub>3</sub>    Disagree <sub>4</sub>    Strongly Disagree <sub>5</sub>
57. A child should be allowed to spend his/her money or allowances as he/she wishes.  
 Strongly Agree <sub>1</sub>    Agree <sub>2</sub>    Uncertain <sub>3</sub>    Disagree <sub>4</sub>    Strongly Disagree <sub>5</sub>
58. If a child wants to destroy his/her own playthings, he/she should be allowed to do so.  
 Strongly Agree <sub>1</sub>    Agree <sub>2</sub>    Uncertain <sub>3</sub>    Disagree <sub>4</sub>    Strongly Disagree <sub>5</sub>
59. A child's liberty should be restricted in danger situations only.  
 Strongly Agree <sub>1</sub>    Agree <sub>2</sub>    Uncertain <sub>3</sub>    Disagree <sub>4</sub>    Strongly Disagree <sub>5</sub>
60. A parent should always insist that every one of his (or her) commands be obeyed, even if he realizes after making a command that it was an unreasonable one.  
 Strongly Agree <sub>5</sub>    Agree <sub>4</sub>    Uncertain <sub>3</sub>    Disagree <sub>2</sub>    Strongly Disagree <sub>1</sub>
61. If one parent refuses a child's request, the other parent should refuse it also.  
 Strongly Agree <sub>5</sub>    Agree <sub>4</sub>    Uncertain <sub>3</sub>    Disagree <sub>2</sub>    Strongly Disagree <sub>1</sub>

In each of the following you are given a statement which can be completed in any one of several ways. Please place a check in front of whichever of the alternative choices most nearly resembles your own opinion.

62. Parents may allow their children to have "dates" beginning ....
- |          |                       |
|----------|-----------------------|
| <u>1</u> | (a) Age 10 or younger |
| <u>2</u> | (b) Age 12            |
| <u>3</u> | (c) Age 14            |
| <u>4</u> | (d) Age 16            |
| <u>5</u> | (e) Age 18            |
| <u>5</u> | (f) Age 20            |

63. Children under fourteen years of age may be allowed to go out alone in the evenings to play ....
- 1 (a) At any time they desire
  - 2 (b) Several times a week
  - 3 (c) About once a week
  - 4 (d) About once every two weeks
  - 5 (e) Less than once a month, or never at all
64. Children who misbehave should have their privileges taken away ....
- 1 (a) Never
  - 2 (b) Seldom
  - 3 (c) Sometimes
  - 4 (d) Often
  - 5 (e) Every time they misbehave
65. Children of less than sixteen years of age should be required to be home every evening (with only a few reasonable exceptions ) by ....
- 5 (a) Nine o'clock or earlier
  - 4 (b) Ten o'clock
  - 3 (c) Eleven o'clock
  - 2 (d) Twelve o'clock
  - 1 (e) No special time in the evening

**APPENDIX E**  
**Parent Letter and Consent Form**



TEXAS CHRISTIAN UNIVERSITY  
Fort Worth, Texas 76129

Family Studies and Home Economics  
P.O. Box 32869

Dear Father:

I am asking your help in conducting a study of parenting attitudes. Your cooperation will contribute to a better understanding of parenting. I would like to ask you to participate in this study.

As a parent, you will be asked to complete several questionnaires concerning your feelings about parenting and family life. There are no right or wrong answers concerning these questions. If you agree to participate in the study, the questionnaires should take about 45 to 60 minutes of your time and can be completed in your own home at your convenience. All information will be treated as confidential and can be identified only by a code number. When the project is completed, I will be happy to share the results with you.

I hope you will consent to participate in this study. I need your help and cooperation to make this study a success. If you are willing to help me please fill out the attached consent form and questionnaires and return them to your child's after school program as soon as possible. If you have any questions or need more information, please contact me at .

Thank you.

Sincerely,

Melissa M. Groves



TEXAS CHRISTIAN UNIVERSITY  
Fort Worth, Texas 76129

Family Studies and Home Economics  
P.O. Box 32869

Dear Mother:

I am asking your help in conducting a study of parenting attitudes. Your cooperation will contribute to a better understanding of parenting. I would like to ask you to participate in this study.

As a parent, you will be asked to complete a questionnaire concerning your feelings about parenting and family life. There are no right or wrong answers concerning these questions. If you agree to participate in the study, the questionnaires should take about 45 to 60 minutes of your time and can be completed in your own home at your convenience. All information will be treated as confidential and can be identified only by a code number. When the project is complete, I will be happy to share the results with you.

I hope you will consent to participate in this study. I need your help and cooperation to make this study a success. If you are willing to help me, please fill out the attached consent form and questionnaires and return them to your child's after school program as soon as possible. If you have any questions or need more information, please contact me at .

Thank you.

Sincerely,

Melissa M. Groves

## Consent Form

I acknowledge that I have been informed of the nature of this study and I understand that I may withdraw from the study at any time. It is understood that the information will be kept confidential. I am willing to participate in this study.

Signature of participant: \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

Telephone number: \_\_\_\_\_

\_\_\_\_\_ Yes, I would like the results of this study.





TEXAS CHRISTIAN UNIVERSITY  
Fort Worth, Texas 76129

Family Studies and Home Economics  
P.O. Box 32869

Dear Parent(s):

I am asking your help in conducting a study of parenting attitudes. Your cooperation will contribute to a better understanding of parenting. I would like to ask you and your spouse to participate in this study.

As parents, you and your spouse will be asked to complete several questionnaires concerning your feelings about parenting and family life. In order to insure that your responses are accurate, I ask that you and your spouse fill out these questionnaires separately without conferring on your answers. There are no right or wrong answers concerning these questions. If you agree to participate in the study, the questionnaires should take about 45 to 60 minutes of your time and can be completed in your own home at your convenience. All information will be treated confidential and can be identified only by a code number. When the project is completed, I will happy to share the results with you.

I hope you will consent to participate in this study. I need your help and cooperation to make this study a success. If you and your spouse are willing to help me, please fill out the attached consent form and questionnaires and return them to your child's after-school program as soon as possible. Remember that I ask that you and your spouse complete the forms separately without discussing your answers. If you have any questions or need additional information, please contact me at .

Thank you.

Sincerely,

Melissa M. Groves

## Consent Form

We acknowledge that we have been informed of the nature of this study and we understand that we may withdraw from the study at any time. It is understood that the information will be kept confidential. We are willing to participate in this study.

Signature of participants: \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

Telephone number: \_\_\_\_\_

\_\_\_\_\_ Yes, we would like the results of this study.

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