

**CHANGES IN THE ATTITUDES OF 158 HIGH
SCHOOL GIRLS TOWARD CHILDREN AFTER
EXPERIENCE IN A CHILD DEVELOPMENT UNIT**

by

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CHAPTER I

INTRODUCTION

According to figures released by the United States Public Health Service, 1,052 babies were born in Surry County, North Carolina in the year ending January 1, 1960 (1). In relation to the total population the new arrivals have, in recent years, been appearing at the rate of 21.8 per 1,000 residents. The Public Health Service predicts that there will be an even greater increase in population growth in the United States beginning about 1965 (1).

Recent vital statistics show that in North Carolina in the year 1959 there were 20,490 live births to white mothers under 20 years of age (2). This reflects the earlier age at which marriage now occurs. Parents will be faced with decisions and responsibilities that require mature and independent thought. The education of the youth should include some guidance related to the care and training of children. Assistant Secretary of Labor, Esther Peterson, has stated that she is not sure that we in home economics are doing a good job of educating women in ways of caring for children (3). The author of the study reported here was a teacher of home economics in one of the three consolidated high schools in Surry County, North Carolina, and she has also been concerned about this problem.

A large percentage of the youth enrolled in the Surry County schools will terminate their formal education at the high school level. They will marry and become parents at a very early age. The more experience

one has with children of the preschool, school, and adolescent age the greater the ability to develop favorable attitudes toward them (4).

Through education, parents can be encouraged to provide the kinds of experiences which will help their children develop constructive psychological attitudes in keeping with true democratic values, as well as providing experiences useful in the achievement of responsible parenthood.

Brim (original source not seen; summary of work obtained from (5)) studied the effectiveness of different methods of educating parents for child-rearing in preventing mental disorders in children. He found that the first change occurred in the parent's factual information. As a result of these changes in parental feelings and behavior, the child improved in his behavior, attitudes, adjustments, and personality.

Studies (6, 7) also show that a child's earliest sense of his own values comes from the family. As the child grows older, other adults and children join the family in helping him to discover who he is and what he can do. Many basic attitudes toward himself and others are thus derived from the family. The ideas first learned tend to be the strongest and most permanent. Adults reflect in their lives the attitudes, beliefs, reaction patterns, and emotional climate of their childhood homes. The child absorbs the attitudes, anxieties, joys, aspirations, and tensions he feels in the home. In other words, what the parents tend to breathe out, the children tend to breathe in.

Groves (8) states that it is possible to select certain especially significant centers of interest in childhood and interpret them as the

nucleus out of which later adult attitudes grew.

These facts reveal the need for greater research in areas related to parent education and child development.

Purpose

The purpose of this study was to investigate the attitude changes of high school students resulting from experiences with a play school as a part of the child development units.

Specifically, this study was developed to determine:

1. The attitudes of the high school girls in the guidance of preschool children.
2. The changed attitudes of the high school girls after having a child development unit in home economics classes.
3. A comparison of attitudes between tenth grade students who have had a course in child development and the ninth grade students who have not.
4. A comparison of the differences in knowledge, interest, and attitudes of students who had a course in child development and the change in knowledge, interest, and attitudes after participating in a play school.
5. The relationship, if any, between improvement of student attitudes and his intelligence quotient, position in the family, prior experience with preschool children, and membership and active participation in youth organizations.

The writer has felt the need of information concerning the attitudes of high school girls toward the guidance of preschool children and considered it important to discover whether such attitudes changed after experiences with children in a child development unit.

Research in this area would be meaningful to teachers and parents as it would give them a greater understanding of the high school girl's

attitudes and show areas where more guidance is needed. For the high school girl with a high aptitude in child care and guidance and who has a keen interest in children, this might be valuable in her preparation for employment after school years and basic for choosing professional work.

CHAPTER II

REVIEW OF LITERATURE

Childhood is the foundation period of an individual's life. During these early years the pattern of the child's future development, physical, mental, temperamental and moral, is established. Desirable and undesirable traits become firmly established in the child's life. Constant guidance and supervision are needed to establish desirable and acceptable patterns of behavior. Parents and teachers must be secure in their own values because the child is apt to adopt attitudes from the people he likes and respects. One assumes that the parents are a significant factor in influencing the child's personality. Symonds (9) states that there is some indication that the mother's behavior and attitudes are considerably more potent in forming the personality of an offspring than the father's behavior and attitudes. Children have attitudes toward many things. These attitudes are broad dispositions affecting the child's perceptions and later learnings. When materials are in agreement with the attitude, they are more easily learned and retained. One is likely to see, hear, and believe what he wants to. Hartley writes,

We must remember that for the child, his body is an organ of expression as well as of perception, and that his attitudes toward himself and the world about him are expressed in the way he uses his body more fully than in his verbalizations (10).

Langford (11) states that concepts of child guidance have been somewhat controversial since the beginning of the twentieth century. Before that time authoritarian family patterns of living were basic for

child rearing practices. Adults issued orders to children in an autocratic manner. The home was largely an economic institution providing most of the family's needs within its own boundaries. There was an interpersonal understanding between parents and children because of their working relationship. As the child grew he was expected to assume family responsibility according to his individual ability. Children knew they belonged because of their productive role in the family. Children were wholeheartedly accepted by the family and they could understand the stronger controls that were demanded of them, which were the core of parent-child relationships.

About the beginning of this century, amazing changes in family life were brought about by technological progress and the resulting industrialization. Greater concentration of population in the urban areas and smaller production of goods by family members greatly altered family life. The child became less important economically. It was not always necessary nor possible for him to help in vital family work. There was an increasing awareness of the individual personality, the welfare of the individual and the significance of early childhood experiences were being stressed. A mental hygienic movement originated which was wide spread.

Studies (10, 11) revealed that a second concept of child rearing was being formed. Extreme permissiveness in child guidance almost became a cult. Great warnings were sounded that childhood frustrations would have long lasting effects. Often parents believed that the impulsive behavior of the child should never be stifled. This deprived the child of that secure feeling fostered by a united family group.

The children's working and eating hours seldom coincided with the father's time at home. The mother's time spent in preserving food and in household tasks was much less. This eliminated tasks for children which tended to deprive them of the feeling of stability which existed and grew when they were needed to assist with family chores.

Langford (11) emphasizes that a third type of child guidance evolved. It is the middle position between the rigid and the permissive type. Demands are made according to the abilities of the child. Adult expectations are measured by the child's level of development. Children often feel humiliated by authoritarian guidance because they are unable to meet the expected standards. There were no standards for which to strive under extreme permissiveness. This new way indicated that children are respected for their efforts to act independently provided they expressed them in acceptable ways.

This century has brought changes in the parent-child relationship through smaller families, more one-generation families, mobility, working mothers, rising juvenile delinquency and greater industrialization. From the studies reported (4, 11), one may conclude that the success of a child depends on how he can care for himself and solve his own problems. Much emphasis is being placed on the emotional, mental and spiritual needs of children and less consideration is given for physical care. It is important that we find a balance in these factors in our child rearing practices.

Much "expert" advice which describes modern theories of child rearing is available to parents through literature, doctors, and other professional sources. A study of the techniques of guidance used by parents was made by Sperry and Wilson (12). Part of their study was to find the effects of the availability of this abundant information. The sources of information from which these mothers in the study gained child rearing ideas were cited in the following order of frequency of use: own experiences, natural inclination, relatives and friends, reading materials, doctors and nurses and other sources.

Every child needs some definite controls or rules. His needs for rules at home and at school are demonstrated at all age levels. Enforcing rules reassures him that he is loved, and when the true purpose of guidance is kept in mind, our attitudes toward him are likely to be altered. Guidance must be thoughtfully planned in order to bring about good adjustment for him now and in the future. It is not behavior alone which must be guided but, more important, his feelings about his behavior. Behavior patterns change as the child grows toward adulthood, but his feelings about himself, his environment, and other people may become deepseated attitudes.

Prescott (13) states:

Ideals and attitudes are not learned once and for all, they grow and gain richer meaning as they are related to the experiences being accumulated by the child.

Many authorities agree that parents tend to treat their children in the same manner they were treated by their parents. Other parents try to give their children what they themselves never received. They

try to avoid the mistakes perpetuated on them by their parents, so they use different methods leading them to treat their children far differently from the way their parents treated them. Children are people, hence the philosophy of life, and particularly of human nature and of childhood which the parents hold is a powerful factor in the creation of their attitudes toward children. Fisher emphasizes the fact that an individual's basic personality pattern is largely the result of what adults do or expect from him in childhood (14).

Lawrence (7) states:

Racial attitudes originating in the early years of life may be closely associated with the basic concerns of life such as fear for one's own safety or doubt that one can be loved.

Callvert (15) noted in his study that prejudice is with us because it is communicated, and that human beings infect one another by what they say, and how they say it. Clark (16) and others point out that communication of prejudice to children begins when they are very young. The fear that most people feel toward the different and the unknown seems to fall into the line with prejudice, which communicates easily with children and adults. Hartley (17) in his study found that college students in identifying their attitudes toward certain groups disliked imaginary people just as much as the real people.

Bridges' study (18) tends to support the theory that today differences in attitudes between rural and urban cultures are not as great as have commonly been accepted. In her study, she also presented evidence indicating small differences between men and women in respect to their

attitudes concerning the guidance of children.

Prescott (13) states that it is recognized that attitudes and behavior of men are not determined by instinct, but by what they have felt and learned through their accumulating experiences.

Some controversy is depicted in literature as to whether members of middle class socio-economic group are more permissive toward children than lower-class members. Bridges' (18) data indicated more permissive attitudes among members of the upper-lower class.

Wills (19) reported the adolescent's attitude toward the social and emotional development of children as a forceful one with many implications. In her study she showed that the scores of students from broken and normal homes were statistically the same. The results of her study revealed that related experiences, such as religious activities and participation in character building organizations affect an adolescent's attitudes toward bringing up children.

Fisher (14) reported that far too many mentally and physically superior young couples are postponing children until economically successful and after physical comforts are taken care of. Such feelings and attitudes are deep rooted in early family experiences and are reinforced by advertisement. Fisher (14) feels that through education young couples who are parents can be encouraged to provide the kinds of experiences which will help their children develop constructive psychological attitudes in keeping with true democratic values and the achievement of responsible parenthood.

From a study made by Townley (20), she reported that some growth took place in her subject's attitudes after experiences they had in

nursery school. They seemed to be more concerned with matters that are assumed to be of real value and of importance to children in their growing up and to be less interested in matters generally thought to be of minor importance in rearing children. Towaley also indicated a real need on the part of adolescent girls for more knowledge of what to expect in young children in their growth and development in their climb toward maturity and the acquisition of social skills.

A study on the modification of student attitudes on guidance-of-children scales through classroom teaching, was conducted by Marshall, Hobart, Cox, Magruder and Ringo (21). Their findings indicated that attitudes of groups of college students were not affected by the special training conditions of the particular study.

Bigaj (22) found that child development was a challenging unit for high school students. The teachers included in this study believed that having a play school provided a real learning experience that could not be achieved in any other way. They found that the girls were interested in trying out the newer methods of child guidance and the girls also realized that there is much yet to know about human behavior. Bigaj also reported that having a play school is an asset in developing good relationships between home, school and community. Bigaj feels that homemaking teachers need to foster a feeling of need among high school students for the study of child development in the total homemaking program.

Miles (23) concluded that the attitudes of parents appear to be crucial factors closely related to the social behavior of children. She reported that parents have very definite attitudes with respect to the

management of children and that a very definite relationship exists between the parent's opinions about child training and the status the child achieves in his own social group.

The Southern California Parent Attitude Survey

In this study, the University of Southern California Parent Attitude Survey (24) was administered. This survey is a self inventory type of paper and pencil measuring device constructed by Shoben (24). It is designed to analyse the pattern of attitudes that are influential in shaping the behavior and personality of the child. It was prepared to assess attitudes of parents concerning the guidance of children. Since so many students are marrying and becoming parents before finishing high school, the writer felt that work on attitudes in the guidance of preschool children should be done early in their high school days. The writer felt that this survey would be good to assess student's attitudes in the guidance of preschool children. There were 85 questions in the survey which took the high school student approximately one hour to complete. The areas covered by this survey include: discipline, parent-child relation, family-child relation, the child's emotional responses, moral guidance and sex education. Shoben designed the test to yield a Dominant Score, a Possessive Score, an Ignoring Score, and a Total Scale Score.

CHAPTER III

PROCEDURE

The writer has been very interested in an investigation of the attitudes which secondary students possess toward preschool children. Increasing numbers of high school girls are marrying and starting parenthood at an early age. Since these students are the parents of the next generation they need an understanding of children, which is vital to them and their young children.

The purpose of this study was to find the high school girls' attitudes toward the guidance of preschool children. The writer wanted to know if these attitudes could be altered, if need be, by studying and actually working with preschool children in a play school.

The first step taken for this study was to review the literature on this topic in order to find what research studies had been made in this field. From a thorough search of the literature, the author found that very few studies of similar nature have been made on the secondary level. Most studies found had been made on the elementary and college levels.

The next step was to develop a schedule for obtaining information. The data were to be studied in the light of the following variables: (1) intelligence quotient, (2) position of student in the family, (3) previous experience with preschool children, and (4) belonging to clubs and taking an active part in them.

A personal data sheet was completed by each student early in the

fall. Part of the information requested included experiences they had had with preschool children. This gave the writer some knowledge of what the student knew and felt about preschool children. Home visits were made during the school year which gave more insight into home background.

During the school year of 1961-62 the Southern California Parents Attitude Survey (24) was used to:

1. Make a comparison of attitudes between
 - a. Tenth grade home economics students who had studied child development but had not had experiences in a play school.
 - b. Ninth grade students who had not studied child development as part of the school curriculum.
2. Make a comparison of attitudes of ninth and tenth grade home economics students before and after the study of a unit in child development which included play school experiences.

Before administering the Southern California Parent Attitude Survey (24) to students, the writer of this thesis attempted to arrive at those attitudes which are most nearly in keeping with accepted principles in child development by:

1. Review of the literature in child development related to attitudes.
2. Administering the Southern California Parent Survey (24) to home economists and other educators.
3. Administering the survey to her adult education classes in home economics.

The survey administered is an attitudes test, and since attitudes are affected by many factors, Shoben (24), who developed the test, has not published "correct" answers. For analysis purposes in the study reported here, the writer arrived at "correct" answers by administering the

tests to various groups of individuals and accepting those answers given most often as "correct".

Hereafter when the term "correct answer" is used in this thesis in connection with the term it refers to the answers most often reported as correct by the adults to whom the survey was administered.

The students tested in this study answered the statement with "agree," "strongly agree," "disagree," "strongly disagree," and "undecided." The students were given the directions and they were also written on the board.

Test Administered

The ninth and tenth grade students were given the Southern California Parents Attitude Survey (24) in the fall of 1961 and again in the spring of 1962. The ninth grade of 1962 was given the survey in the early fall and then again in the spring of 1963.

The ninth grade of 1962-63 found the survey most interesting. For their Future Homemakers Club meetings they had role playing and panel discussions on various questions in the survey. Parents, ministers, teachers and students took part in these panel discussions.

A copy of the test is included in the appendix. Data collected were summarized and where appropriate analyzed statistically by use of Chi square test (25).

CHAPTER IV

DESCRIPTION OF SAMPLE

The Population

The population consisted of the ninth and tenth grade students whom the writer had in her classes in 1961-62 and 1962-63.

The students who served as subjects during the 1961-62 school year were encountering a new type of school experience which may have influenced their attitudes. When visiting in some of the homes the writer felt that attitudes were negative. The tenth grade students had completed one year of home economics and had studied child care. These students did not plan to take home economics for the second year. Parents of some of the ninth grade students had the feeling that the study of home economics was a waste of time and did not plan for their daughters to enroll in home economics. The writer felt that the negative attitudes of some of the parents and students were due in part to past instructors, their age and their inability to guide and inspire them in years previous. The consolidation of the three high schools created some discord, as some teachers as well as students clung to the ideas and methods which prevailed in their schools before consolidation. Since these attitudes prevailed about students taking home economics the author felt that this may have been one reason why the ninth and tenth grade students of 1961-62 did not score high on the Southern California parent attitude survey or show much improvement when the survey was given again after studying and observing normal preschool children. The students studied during the 1962-63 school year had more

positive attitudes and showed more interest in home economics.

Of the group studied those having younger siblings were:

Tenth grade: three younger brothers and sisters

Ninth grade (1961-62): 12 younger brothers and sisters

Ninth grade (1962-63): 26 younger brothers and sisters

Description of Laboratory Experiences

The high school in which the study was made has a play school for four weeks each year, Monday through Thursday of each week. This served as a laboratory for the students taking home economics to study, observe and actually work with normal preschool children two and one-half to five years of age. The writer agrees with J. Richard Suchman (26) who states:

Studying child development without observing children makes as much sense as studying astronomy without looking at the sky particularly since children, like stars, are so numerous and readily available for observation if one looks in the right place at the right time. The students can never completely understand the concepts, principles, and norms of child growth and behavior until he has "discovered" at least some of them for himself.

It is assumed that these vivid experiences, where students are involved in dealing with the problems of this age, are the most effective teaching devices. During the study reported here, students observed two days a week. Other days they studied, made preparation for the next day's observation, answered questions and discussed previous observations. Duties were rotated, as much as possible, in order for the students to have the opportunity to assist with the many phases of the play school program.

CHAPTER V

RESULTS

This chapter is devoted to interpretation of the data collected, summarized and, where practical, subjected to statistical treatment. The data were collected (1) by administering the Southern California Attitude Survey (24) twice to 158 ninth and tenth grade home economics students, (2) from cumulative records, and (3) from personal data sheets.

When the Southern California Parent Attitude Survey (24) was administered and summarized the results indicated that, in order of frequency missed, the weak areas are:

1. Discipline and parental authority.
2. Parent-child relationships.
3. Sex education.
4. Emotional responses.
5. Moral guidance.
6. Development of the child.

When the Southern California Parents Attitude Survey (24) was given again after studying and experiences with normal preschool children in a play school the results indicate areas showing the least improvement to be:

1. Parent-child relationship.
2. Parental authority.
3. Development of the child.

Some of the reasons for lack of significant improvement in these areas could have been due to:

1. Length of course too short to develop each area fully.
2. Periods too short with preschool children.
3. Insufficient time for discussions with the high school students.

4. Insufficient play materials for different stages of development of the preschool child.
5. Too many high school girls observing at one time.

Recommendations for improvement are:

1. Smaller number of students per class.
2. More play equipment for development of the child.
3. Need to study child development in the total homemaking program, therefore different areas could be studied before the child development unit and experiences in the play school.

The areas showing the most improvement were:

1. Discipline .
2. Moral guidance.
3. Sex education.
4. Social development.

The writer felt that some of the reasons for improvement in these areas were:

1. Students with experience with preschool children felt a need in these areas.
2. Discipline methods used in play school were effective and more desirable than those previously used by their parents.
3. Sex education and some area of social development were new subject material for some students.

The numbered items and brief statement showing the areas of least and most improvement can be found in the appendix.

Table 1 compares the attitudes toward child development before and after play school experiences.

If one may assume this survey represents fairly accurately the attitudes held by the students, then one may say that as a result of the study and experiences in the play school some growth took place in the subjects' attitudes toward preschool children and toward the parent's role with a child.

TABLE 1
COMPARISON OF ATTITUDES TOWARD CHILD
DEVELOPMENT BEFORE AND AFTER
PLAY SCHOOL EXPERIENCES

Grade	No. Students	Total Scores Correct Before %	Total Scores Correct After %	Difference %
10th	28	47	56	9
9th (1961-62)	42	49	57	8
9th (1962-63)	88	49	59	10

The factors considered in relation to improvement in attitude scores were:

1. Intelligence quotient.
2. Position in the family.
3. Previous experience with preschool children.
4. Membership and active participation in youth organizations.

The writer wanted to know if these factors were related to students attitudes in the guidance of preschool children. The intelligence quotient of these students included in this study were obtained from the cumulative records in the high school. Both the ninth and tenth grade students are combined in the data for the tables.

Although students with higher intelligence quotients showed the greatest degree of improvement, as shown in Table 2, no statistically significant increase was found in ability to change attitudes in relation to intelligence quotient.

As shown in Table 3, page 27, students who had been the youngest in the family for a period of five years or longer showed the most change in their attitudes in the guidance of preschool children, significant at the 0.1 per cent level.

One mother said she was glad her daughter had the experience of play school since her attitudes and appreciation had changed toward her preschool brother. Fifty-seven per cent of the students who are the oldest child in the family improved 0-11 points and 43 per cent improved 12 or more points. Seventy-four per cent of the youngest in the family improved 0-11 points and 26 per cent improved 12 or more points. Eight per cent of the students who had been the youngest in the family for five years

TABLE 2
DEGREE OF CHANGED ATTITUDES AFTER PLAY SCHOOL
EXPERIENCES IN RELATION TO INTELLIGENCE
QUOTIENTS OF STUDENTS

Intelligence Quotients	Improvement 0-11 Points %		Improvement 12+ Points %		Total
65-84	14	(74)	5	(26)	19
85-104	64	(70)	28	(30)	92
105 +	27	(57)	20	(43)	47
Total	105		53		158

$$X^2 = 4.03$$

$$P = .10$$

TABLE 3

COMPARISON OF CHANGES IN ATTITUDES AFTER STUDY

AND EXPERIENCES IN THE PLAY SCHOOL IN

RELATION TO THE STUDENT'S

POSITION IN THE FAMILY

Position in Family	Improvement 0-11 %		Improvement 12 %		Total
Oldest	40	(57)	30	(43)	70
Middle	27	(75)	9	(25)	36
Youngest	29	(74)	10	(26)	39
Youngest for 5 Yrs. or longer	1	(8)	12	(92)	13
Total	97		61		158

$$\chi^2 = 1275.11$$

$$P = .001$$

or longer improved 0-11 points and 92.4 per cent of the students improved 12 or more points. Students who had been the youngest in the family for a period of five years or longer showed a greater change in their attitudes than the other groups. While the middle children in the family showed the next greatest change in their attitudes the oldest students in the family showed the least change in attitudes.

In Table 4, attitudes toward child development after play school experiences are compared in relation to previous experiences with preschool children. Students with experience with preschool children in other situations in addition to play school showed the greatest change while those with preschool siblings were next, and those with no experience with preschoolers showed the least change. Sixty-eight per cent of the students who had no experience with preschool children improved 0-11 points and 32 per cent of the students improved 12 or more points. Fifty-six per cent of the students who had preschool siblings improved 0-11 points and 44 per cent improved 12 or more points. There was a highly statistical significant relation between additional experience with preschool children and improvement in child development attitude after play school experiences.

As shown in Table 5, page 30, students who belonged to and took an active part in youth organizations improved more in their attitudes than those who did not belong or participate. This relationship was statistically significant at the 0.1 per cent level. Fifty-two per cent of the students who belonged to youth organizations and took an active part improved 0-11 points and 48 per cent improved 12 or more points. Eighty-

TABLE 4

COMPARISON OF ABILITY TO CHANGE ATTITUDES AFTER STUDY AND
EXPERIENCES IN THE PLAY SCHOOL IN RELATION TO EXPERIENCES
WITH PRESCHOOL CHILDREN IN OTHER SITUATIONS

Experience With Preschool Children	Improvement 0-11 Points %		Improvement 12 Points %		Total
No experience	53	(68)	25	(32)	78
Preschool siblings	23	(56)	18	(44)	41
Other experience	18	(46)	21	(54)	39
Total	94		64		158

$$\chi^2 = 24.36$$

$$P = .001$$

TABLE 5

COMPARISON OF ABILITY TO CHANGE ATTITUDES AFTER STUDY AND
EXPERIENCES IN THE PLAY SCHOOL IN RELATION TO THOSE THAT
BELONGED AND TOOK AN ACTIVE PART IN YOUTH
ORGANIZATIONS AND THOSE WHO DID NOT
BELONG OR TAKE AN ACTIVE PART

	Improvement 0-11 Points %		Improvement 12 Points %		Total
Belonged and took an active part	38	(52)	35	(48)	73
Did not take active part	70	(82)	15	(18)	85
Total	108		50		158

$$\chi^2 = 16.95$$

$$P = .001$$

two per cent of the students who did not take an active part in youth organizations improved 0-11 points and 18 per cent improved 12 or more points.

It appears that related experiences such as belonging to clubs and taking an active part are positively related to the change in attitudes, as those who did change the most belonged to clubs and took an active part.

There was no significant difference in the students' ability to change attitudes in child development after play school experiences in relation to intelligence quotients of students. There was a significant relation in their ability to change attitudes in child development after play school experiences in relation to position in the family, their experience with preschool children and their membership in youth organizations and taking an active part in them.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this investigation was to study the high school girl's attitude in the guidance of preschool children before and after experiences in a child development unit.

The sample consisted of ninth and tenth grade students. The tenth grade students had previously studied child development.

Attitude surveys were administered to the students early in the year and again after the study and experiences with preschool children to see if there were changes in their attitudes.

Personal data sheets and cumulative records provided other data needed in the study.

The results were tabulated, summarized, percentages were calculated, and statistical treatment was administered. The results showed:

1. The tenth grade students who had a course in child development made a lower average on the first attitude survey score than did either group of the ninth grade students who had not studied any child development.
2. Students who had been the youngest in the family for a period of five years or longer showed the most change in their attitudes in the guidance of preschool children. The oldest ones in the family showed the least change while the middle and then the youngest showed an intermediate degree of change.

3. Students who had had experience with preschoolers at church and other community affairs showed the greatest change in their attitudes, those with preschool siblings next, and those who had had no experience with preschool children showed the least change.
4. Students who belonged to clubs and other organizations and took an active part showed a greater change in their attitudes than the students who did not belong or take an active part in club work.
5. The findings of this study indicate that classroom teaching and experiences with normal preschool children participating in a play school can modify the attitudes of high school students toward the guidance of preschool children.
6. A significant statistical relationship was found after comparing ability to change attitudes in relation to position in the family, experience with preschool children and belonging to and taking an active part in youth organizations.

Conclusions

From the study reported here, the author concluded that:

1. Attitudes of parents and others are important factors in the development of a well adjusted child. This has been emphasized in Chapter I.
2. Students who had opportunities to take responsibility for those younger than they made real strides in developing more mature attitudes toward themselves and others.

3. Students as a whole did change attitudes in the guidance of preschool children after study and experiences with normal children in a play school.
4. A child development unit including a play school has positive values for students in that it provides real learning experiences in human behavior.

Recommendations

1. The findings of this study show that the study of adolescent attitudes toward the guidance of preschool children a much needed one with many implications. More work needs to be done in the area of attitudes on the secondary level since according to the findings in literature not many studies have been made.
2. Teachers need to be made more aware of the potential use of attitude-test techniques for determining the attitudes of individuals in their groups and thus improve instructions, individualized teaching and provide information useful to counseling.
3. A part of every student's education should include some guidance related to the care and training of children. Parents need to learn how to provide their children with the kinds of experience which will bring about good adjustment and help them to develop constructive psychological attitudes.
4. Classroom work and observation facilities need to be made available to boys since it is important in the establishing and modifying of attitudes in the guidance of preschool children.

5. More adult classes should be held in the area of child development, especially for the young homemakers. Much knowledge can be gained and negative attitudes can be changed to positive ones.
6. Parents and teachers should encourage students to join and participate in clubs and other youth organizations. The sponsors of these organizations must see to it that they meet the needs and challenges of youth.
7. Homemaking teachers need to foster a feeling of greater need among high school students for the unit in child development.
8. Homemaking teachers should make every effort possible to include a play school in their child development unit as it provides real learning experiences that can not be achieved in any other way.

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APPENDICES

APPENDIX A

Personal Data Sheet

Each student completed a personal data sheet, which supplied information pertinent to the study. The following data were obtained from the sheet:

- a. Name
- b. Age
- c. How many older brothers do you have?
- d. How many older sisters do you have?
- e. How many younger brothers do you have?
- f. How many younger sisters do you have?
- g. Are you expected to help care for the smaller children in your family? What things are expected of you?
- h. Do you child sit? With what age? What are some of the things you do with children when you child sit?
- i. Do you have other contacts with children, such as playground, Vacation Bible School, etc.? Describe these contacts briefly, indicating what age of children you see there.
- j. Do you go to Sunday School? Do you teach a Sunday School class? What ages? Tell about the things you do with children in Sunday School.
- k. Do you go to church? Do you help keep the nursery at your church? If so, tell about the things you do with children in the nursery.
- l. Tell about any other contacts you have had with children not covered by the above questions. For example, do you help care for younger cousins when you go to visit or at family reunions, etc?
- m. What organizations do you belong to? (4-H, FHA, Church organizations, etc.)

APPENDIX B

Southern California Parent Attitude Survey

Directions:

Read each statement carefully. Answer according to your attitude one of the following:

Agree

Strongly agree

Undecided

Disagree

Strongly disagree

1. There are no right or wrong answers. Answer honestly, and not as you feel you should respond.
2. Respond to every statement. Don't let the fact that some of these statements are general bother you. Keep in mind average children and how you generally feel about guiding them.

Statements:

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

8. Children should be "babied" until they are several years old.
9. Children have the right to play with whomever they like.
10. Independent and mature children are less lovable than those children who openly and obviously want and need their parents.
11. Children should be forbidden to play with youngsters whom their parents do not approve of.
12. A good way to discipline a child is to tell him his parents won't love him any more if he is bad.
13. Severe discipline is essential in the training of children.
14. Parents cannot help it if their children are naughty.
15. Jealousy among brothers and sisters is a very unhealthy thing.
16. Children should be allowed to go to any Sunday School their friends go to.
17. No child should ever set his will against that of his parents.
18. The Biblical command that children must obey their parents should be completely adhered to.
19. It is wicked for children to disobey their parents.
20. A child should feel a deep sense of obligation always to act in accord with the wishes of his parents.
21. Children should not be punished for disobedience.
22. Children who are gentlemanly or ladylike are preferable to those who are tomboys or "regular guys".
23. Strict discipline weakens a child's personality.
24. Children should always be loyal to their parents above anyone else.
25. Children should be steered away from the temptations of religious beliefs other than those accepted by the family.
26. The weaning of a child from the emotional ties to its parents begins at birth.
27. Parents are not entitled to the love of their children unless they earn it.

28. Parents should never try to break a child's will.
29. Children should not be required to take orders from parents.
30. Children should be allowed to choose their own religious beliefs.
31. Children should not interrupt adult conversation.
32. The most important consideration in planning the activities of the home should be the needs and interests of the children.
33. Quiet children are much nicer than little chatter-boxes.
34. It is sometimes necessary for the parents to break the child's will.
35. Children usually know ahead of time whether or not parents will punish them for their actions.
36. Children resent discipline.
37. Children should not be permitted to play with youngsters from the "wrong side of the tracks".
38. When parents speak children should obey.
39. Mild discipline is best.
40. The best child is one who shows lots of affection for his mother.
41. A child should be taught that his parents always know what is best.
42. It is better for children to play at home than to visit other children.
43. A child should do what he is told to do without stopping to argue about it.
44. Children should fear their parents to some degree.
45. A child should always love his parents above everyone else.
46. Children who indulge in sex play become adult sex criminals.
47. Children should be allowed to make only minor decisions for themselves.
48. A child should always accept the decision of his parents.
49. Children who readily accept authority are much nicer than those who try to be dominant themselves.

50. Parents should always have complete control over the actions of their children.
51. When they can't have their own way, children usually try to bargain or reason with parents.
52. The shy child is worse off than the one who masturbates.
53. Children should accept the religion of their parents without question.
54. The child should not question the command of his parents.
55. Children who fight with their brothers and sisters are generally a source of great irritation and annoyance to their parents.
56. Children should not be punished for doing anything they have seen their parents do.
57. Jealousy is just a sign of selfishness.
58. Children should be taught the value of money early.
59. A child should be punished for contradicting his parents.
60. Children should have lots of parental supervision.
61. A parent should see to it that his child plays only with the right kind of children.
62. Babies are more fun for parents than older children are.
63. Parents should supervise a child's selection of playmates very carefully.
64. No one should expect a child to respect parents who nag and scold.
65. A child should believe what his parents tell him.
66. Children should be allowed to have their own way.
67. A good way to discipline a child is to cut down his allowance.
68. Children should not be coaxed or petted into obedience.
69. A child should be shamed into obedience if he won't listen to reason.
70. In the long run it is better, after all, for a child to be kept fairly close to his mother's apron strings.
71. A good whipping now and then never hurt any child.

72. Masturbation is the worst bad habit that a child can form.
73. A child should never keep a secret from his parents.
74. Parents are generally too busy to answer all a child's questions.
75. The children who make the best adults are those who obey all the time.
76. It is important for children to have some kind of religious upbringing.
77. Children should be allowed to manage their affairs with little supervision from adults.
78. Parents should never enter a child's room without permission.
79. It is wise to give children the impression that parents have no faults.
80. Children should not annoy their parents with their important problems.
81. Children should give their parents unquestioning obedience.
82. Sex is one of the greatest problems to be contended with in children.
83. Children should have as much freedom as their parents allow themselves.
84. Children should do nothing without the consent of their parents.
85. Most children should have more discipline than they get.

APPENDIX C

Analysis of Results

When an item analysis was made of the results, the following statements were answered incorrectly by 50% of the students tested.

<u>Numbered Item</u>	<u>1st Test</u>	<u>2nd Test</u>
6	79	57
11	79	48
15	117	88
16	90	79
19	97	59
22	104	69
23	89	77
26	94	90
36	116	83
39	101	66
42	149	38
44	88	77
46	88	43
47	81	54
48	102	97
50	90	65
53	77	63
54	103	90
55	99	86
56	89	85

<u>Numbered Item</u>	<u>1st Test</u>	<u>2nd Test</u>
57	98	77
64	92	64
69	97	56
72	115	76
77	97	72
82	92	92
83	117	117

Brief Statements of Numbered Items

<u>Numbered Item</u>	<u>Statement</u>
6	Strict discipline to develop fine, strong character
11	Forbidden to play if parents do not approve of
15	Jealousy among siblings unhealthy
16	Allowed to go any Sunday School friends go
19	Wicked for children to disobey their parents
22	Gentleman or ladylike children preferred to tomboys or regular guys
23	Strict discipline weakens a child's personality
26	Weaning of emotional ties begins at birth
36	Children resent discipline
39	Mild discipline is best
42	Better for children to play at home than visit other children
44	Children should fear parents
46	Indulging in sex play become sex criminals
47	Children should make minor decisions

Numbered ItemStatement

- 48 Children should always accept decisions of parents
- 50 Parents should always have complete control over children
- 53 Accept religion of parents without question
- 54 Not question command of parents
- 55 Children who fight with sibling source of irritation and annoyance
- 56 Should not be punished for things seen parents do
- 57 Jealousy sign of selfishness
- 64 Not to expect a child to respect parents who nag and scold
- 69 Should be shamed into obedience
- 72 Masturbation worst bad habit a child can form
- 77 Children should manage their affairs with little supervision from parents
- 82 Sex greatest problem to contend with in children
- 83 Allowed as much freedom parents allow themselves

Areas Showing Least Improvement

- 4 Should not plan to enter any occupation parents do not approve
- 5 Need natural meanness taken out
- 10 Independent and mature children less lovable than those who need parents
- 14 Parents cannot help it if children are naughty
- 17 Child should not set his will against parents
- 26 Weaning of emotional ties begins at birth
- 28 Parents should not break a child's will

<u>Numbered Item</u>	<u>Statement</u>
29	Children should not be required to take orders from parents
34	It is sometimes necessary to break a child's will
37	Should not be permitted to play with youngsters "wrong side of track"
38	When parents speak children should obey
41	Should be taught his parents always know what is best
44	Should fear parents to some degree
48	Should always accept decision of his parents
49	Those accept authority nicer than those try to be dominant
52	Shy child worse off than one who masturbates
56	Should not be punished for doing things seen parents do
58	Should be taught value of money early
60	Should have lots of parental supervision
62	Babies more fun to parents than older children
63	Parents should supervise a child's selection of playmates
65	Should believe what parents tell him
67	Good way to discipline, cut allowance
68	Should be coaxed or patted into obedience
71	A good whipping now and then never hurt any child
75	Children who make the best adults obey all the time
78	Should not enter a child's room without permission
84	Should not do anything without consent of their parents
85	Most children need more discipline than they get

Areas Showing Most Improvement

<u>Numbered Item</u>	<u>Statement</u>
2	Parents sacrifice everything for children
8	Children should be "babied" until several years old
11	Forbidden to play with whom parents do not approve of
12	Good way to discipline, tell him parents won't love him
13	Severe discipline essential in training of children
19	Wicked for children to disobey parents
20	Child feel deep sense of obligation to act in accord with parents
22	Children who are gentlemen or ladylike preferable
24	Children should always be loyal to parents above anyone else
36	Children resent discipline
39	Mild discipline is best
42	Better for children to play at home than to visit other children
46	Indulge in sex play become adult sex criminals
66	Children should be allowed to have own way
69	Children should be shamed into obedience
72	Masturbation worst bad habit can form
76	Important for child to have some kind of religious upbringing
7	The mother rather than father responsible for discipline

APPENDIX D**DEFINING PROBABILITY**

The data were arranged in two-way tables and a X^2 was calculated and compared to a tabular value to obtain the probability of obtaining a X^2 as large or larger than the calculated X^2 assuming independence between the row and column classification.

ABSTRACT

This investigation is a study of the high school girl's attitude in the guidance of preschool children before and after experiences in a child development unit.

The sample studied were students the writer had in her home economics classes. It consisted of 28 tenth grade students who had previously studied child development. It also included 130 ninth grade students (42 in the academic year of 1961-62 and 88 in 1962-63).

Attitude surveys were administered to the students early in the year before the child development unit and then again after the study and experiences with normal preschool children to see if there were changes in their attitudes.

Results of data collected revealed that classroom teaching and experiences with normal preschool children modified the attitudes of the high school students toward the guidance of preschool children. In relation to the students ability to change attitudes toward guidance of preschool children, there was a statistically significant relationship to (1) position of student in the family, (2) previous experience with preschool children, and (3) belonging and taking an active part in youth organizations. There was no statistical significance between the intelligence quotient of the high school student and change of student attitudes toward guidance of preschool children.