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ABSTRACT

Parenting attitudes have changed over the ages. This thesis examines past and current viewpoints toward parenting. The independent variables analyzed here include parents' gender, age, marital status, number of children, and children's ages. Dependent variables were taken from scores on four subscales of the Parental Attitudes toward Child Rearing Questionnaire: Warmth, Encouragement of Independence, Strictness, and Aggravation. The sample of 95 questionnaires was collected from randomly selected parents in a Kansas school district. Results supported three generalizations: (1) female parents value warmth more than male parents; (2) female parents are more concerned with aggravation than male parents; and (3) parents of children aged birth-5 years old value warmth more than parents with children aged 6-10 years old. The thesis reports significant statistical interactions for gender of parent, age of parent and encouragement of independence; age of parent, number of children, and encouragement of independence; number of children, age of children, and encouragement of independence; age of parent, marital status of parent, and warmth; age of parent, marital status, and encouragement of independence; gender of parent, age of parent, and strictness; and gender of parent, marital status of parent, and strictness. Included are five comparative tables. Contains 52 references. (RJM)

ATTITUDES TOWARD PARENTING

being

A Thesis Presented to the Graduate Faculty

of the Fort Hays State University in

Partial Fulfillment of the Requirements for

the Degree of Master of Science

by

Kristi L. Walker

B.A., Hastings College

Date 7-25-94 Approved Billy O'Daley
Major Professor

Approved _____
Chair, Graduate Council

Graduate Committee Approval

The Thesis Committee of Kristi L. Walker hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

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I would not be at this point today without the continued support and understanding given by my family. Their confidence and patience gave me the courage and strength to face this challenge.

Table of Contents

Table of Contents (continued)

List of Appendixes

List of Tables

Introduction

Overview

Woolf (Ed.,1981) defined parent as "one that begets or brings forth offspring" or "to originate, produce" (p. 826). Others sought to define parent in a less mechanical way by focusing on the job a parent performs. Peck and Granzig (1978) maintained that parenthood was a profession for which one must have an aptitude, as with any occupation. Parenting has been referred to as a continuing series of interactions using learned skills (Brooks, 1981); a work of wonder that requires one to know "what to do, how to do it, and then doing it" (Clarke & Dawson, 1989, p. 5); offering the "right combination of structure, acceptance, and playfulness" (D'Antonio, 1992, p. 118); or, the protection and preparation of children to survive and thrive in society (Popkin, 1987). Related literature indicated numerous attitudes about parents, or how one should parent (Baumrind, 1967; Chess & Thomas, 1987; Stafford & Bayer, 1993). In order to put contemporary attitudes toward parenting into perspective, the history of child rearing was explored.

History of Child Rearing

Kliman & Rosenfeld (1980) and Jensen & Kingston (1986) reported that differences in parenting techniques were the result of time, culture, and place. They, along with Hunter (1983), reported that the deeper one delves into the history of childhood, the less humane the child-rearing methods become. DeMause (1974, p. 1) made this point first when he wrote, "The further back in history one goes, the lower the level of child care, and the more likely children are to be killed, abandoned, beaten, terrorized and sexually abused." There has been little media coverage of children prior to modern times (Dennis & Sadoff, 1976). Most of what is known about past parenting techniques and

childhood has come from documentation of other phenomenon, personal diaries and period art.

DeMause (1974) saw an evolution of child rearing practices with six eras, or "modes." Kliman & Rosenfeld (1980) supported this continuum and added the notion of predictive knowledge. The first mode outlined by deMause was the "Infanticidal Mode," which included antiquity through the fourth century A.D. During this time the practice of killing unwanted children was approved. Jensen & Kingston (1986) noted that the ancient thinkers Plato and Aristotle were authorities of their time on child-rearing practices. Plato taught that all children must be separated from their parents at an early age and given to the State. Plato maintained that this would prevent children, the leaders of the future, from being corrupted. Aristotle agreed with this practice in part. His contention was that only the most promising children should be raised by the State. Aristotle went on to postulate that parents would be wise to individualize their parenting strategies as necessary to effectively meet the needs of children. That the ancients took heed to Aristotle's suggestions is not evident. Aries (1962), deMause (1974), and Bigner (1979) cited the wide-spread practices in the ancient world of sacrificing children and using them for sexual gratification.

The second period in the evolution of the parent-child relationship deMause (1974) titled the "Abandonment Mode." From the 4th century until the 17th century it was common for parents to abandon their children. Abandonment took many forms: sending the child to the wet-nurse for as many as four years, entrusting the child to a nunnery, monastery or foster family, selling the child, using the child as a political hostage or as security for a debt, or leaving the child at home to endure emotional abandonment. Abandonment put an end to the outright killing of children by parents. People of this period

had accepted the Christian notion that even children had souls (deMause, 1974). Aries (1962, p. 38) attempted to explain abandonment practices by using the knowledge that infant mortality rates were extremely high and asserted that, "People could not allow themselves to become too attached to something that was regarded as a probable loss." Child beating and molestation diminished during this time, but were still common to the era (Kliman & Rosenfeld, 1980). Aries' (1962) graphic accounts of the upbringing of Louis XIII, which he claimed was not unlike that of Louis' contemporaries, supported this contention.

Toward the end of the 13th century, Aries (1962), in his analysis of artistic works from that time, noted that children in paintings were appearing more like children and less like miniature adults. In fact, Aries advocated that before the 13th century childhood was not recognized as a separate developmental stage. He maintained that people did not know about it, they did not try to portray it, nor did they even have adequate vocabulary to deal with it.

The "Ambivalent Mode" was so named by deMause (1974) perhaps because the prevailing notion was that affection was counter-productive to obedience (Jensen & Kingston, 1986). DeMause maintained that parents from the 14th through the 17th centuries allowed children into their emotional lives while still maintaining a distance by not recognizing the uniqueness of each child. Children of this period were seen as products that needed to be molded into shape. Parents took this literally and figuratively. Infants were swaddled or bound in restrictive clothing or wrap, and their heads and extremities were rubbed and massaged to achieve desired shapes (Aries, 1962; deMause, 1974). During the ambivalent mode parents would also purge children with enemas and foul oral antidotes in order to rid the children of all evil which

originated inside of them (deMause, 1974).

Two men of great impact came to the forefront during this third mode. Their philosophies helped to further explain why this mode is so called. John Locke and Jean Jacques Rousseau were credited with beginning a "trend toward more understanding and gentle care" (Jensen & Kingston, 1986, p. 13). Locke advocated that children were born without ideas and thoughts. He encouraged parents to teach their children to become rational through patience, thought and truth. Locke, however, warned parents against being too tender or too harsh (Illick, 1974). He advised parents to command the child's attention, respect, and affection with minimal use of physical punishment. Shaming a child into compliance was recommended.

Rousseau is credited as a pioneer in attending to the development of a child (Jensen & Kingston, 1986). Up to this point in time parents not only ignored child development, but tried to impede it (Jensen & Kingston, 1986; Hunter, 1983). Such developmental milestones as crawling were seen as animal-like, and children were discouraged from such practices. Also, ideas about nutrition, as well as the availability of food, indicated that malnutrition was common among children (deMause, 1974).

Toward the end of the ambivalent mode and the beginning of the "Intrusive Mode," some attempts were made to limit the use of beatings in child rearing. However, each recommendation against it seemed to be accompanied by a statement of vague instances when beatings might be justifiable. It was also during this transition between modes that Bigner (1979) delineated the "Colonial Period" in America. He characterized the period from 1600 until 1800 as one in which children were prized. Aries (1962) also spoke of this. In the days of colonization, children were useful in accomplishing the physical tasks of

settlement. Also, there was much more room in this new land; therefore, families were encouraged to have more children. Kliman & Rosenfeld (1980) reported that infant mortality rates declined in the colonial period as the result of better child care. Although the children were valued, they were seen as being full of original sin. Children were the "Holy Seed," created to serve God when their elders died. This notion was prominent among Puritan societies (Illick, 1974). The parent, primarily the father, was expected to administer rigorous moral training and stern discipline. The idea of breaking the child's will became a preoccupation with parents at this time and throughout the "Intrusive Mode," which included the 18th century (Illick, 1974).

During the 18th century, parents attempted to conquer the minds of children. The community played more of a role in child rearing by setting standards for parental and child conduct. Parents were expected to govern their children with constant lessons in obedience, manners, religion and diligence (Walzer, 1974). Not only did parents of this time begin to adopt Locke's ideas of using shame, they also discovered that fear or terrorizing could achieve obedience (Bigner, 1979; Walzer, 1974). The locking of children in small, dark quarters such as closets and cellars, the telling of tales of terror, and the administration of threats were used widely to teach children desired behaviors. During this era Rousseau's idea that children were born good was almost totally rejected.

The fifth mode, which encapsuled the 19th to the middle of the 20th century, was the "Socialization Mode." Robertson (1974) ascertained that during this period public responsibility for children was greatly expanded. Society was undergoing a shift from agricultural orientation to industrial orientation. Fathers were spending an increasing amount of time away from

home because of their employment. Thus, the mother became the primary figure in charge of child rearing (Robertson, 1974; Bigner, 1979; Jensen & Kingston, 1986). This had two effects. First, alternatives to corporal punishment became more prevalent, as most mothers did not have the physical strength to discipline as the husbands had done. Secondly, the role of the father began to change. When fathers were home and available they often played with the children (Walzer, 1974).

The job of the parent during the socialization mode was to teach the child to be moral and to conform in order to fit into sciety (Kliman & Rosenfeld, 1980). Bigner (1979) researched the three philosophies that parents of this time seemed to draw from: Calvinism, environmentalism, and early developmentalism.

Calvinism advocated stern discipline and strict moral training. The founder, John Calvin, even recommended the death penalty for children who were chronically disobedient (Maccoby, 1984). People holding to this approach maintained that there was a cause-and-effect relationship between the way a child was raised and his adult personality. Calvinists advocated that the product the child turned out to be reflected on the reputation of the parents.

Environmentalism was influenced by the earlier writings from Locke and Rousseau. People of this persuasion recognized that children's earlier experiences were paramount in their development to the normalcy required to fit into society.

Early developmentalism held that children were not inherently bad, but rather ignorant of the right way to live. Parents gave little attention to breaking the child's will. They still valued obedience, but favored the use of firmness, persuasion and reward over physical punishment to achieve this end. The

attitude held by proponents of this approach gave importance to children's developmental needs, their emerging personalities and the effects of neglect and harsh parenting as opposed to gentle and nurturing care.

In the early 1900s parenting was greatly influenced by Sigmund Freud's ideas that early experiences have profound effects on later life (Robertson, 1974). Bigner (1979) added that J.B. Watson also had great influence with his behaviorism. Bigner also noted that between 1890 and 1920 parents were indulgent and children were lavished with maternal affection and attention. According to Bigner, Watson warned against this, saying that parents were conditioning children to expect too much of their attention. From Watson's way of thinking came the now-abandoned belief that crying children should be ignored and not picked up. Watson's contention led to a trend back toward restrictive parenting in the 1920s and 1930s (Bigner, 1979).

From 1935 to 1945 Freud had his biggest impact on child rearing (Bigner, 1979). This influence was referred to as a "mental hygiene approach" toward parenting. Accepting children with all of their flaws and strengths, paying special attention to early experiences in order to assure emotional adjustment, and instilling security in the child through tender loving and caring were all emphasized (Bigner, 1979).

The final mode depicted by deMause (1974) was the "Helping Mode" which began at mid-twenthieth century. He maintained this mode was characterized by both parents being fully involved in the task of child rearing, which entails empathizing with and fulfilling the child's needs at each stage of life. According to the way deMause characterized the helping mode, corporal punishment, fear, and shame were not acceptable. Instead, discussion and reasoning should be used to teach children. Children were played with, valued

as humans and a source of parental enjoyment. Bigner (1979) was more specific about the parental attitudes and expectations of the mid-twentieth century. He called the period from 1950 to 1970 the "parents' era." According to Bigner, Dr. Spock rose to the forefront urging parents to recognize their own individuality and how it effected their parental role, as well as their relationships with their children. This was the time that also marked a change in the role of the father. By 1970 fathers were expected to participate more equally with mothers in child rearing (Bigner, 1979).

Through his examination of articles offering parental advice, Bigner (1979) recognized a shift in parenting during the 1960s. Parents of that decade became frustrated and discontented. All the advice, information, and opinions on raising children seemed to be conflicting, and they questioned the practical and personal knowledge of the advisors. A reaction-formation to all types of advice occurred (Bigner, 1979). This gave rise to humanitarian methods in the 1970s and 1980s which attempted to equalize the parent and child on some levels. Parents were increasingly encouraged to counsel their children. Behavior modification (positive reinforcement of desired behaviors) was the most popular method of child guidance (Bigner, 1979),

Modern Parenting

As social expectations of parents have increased, so have the number of researchers and "experts" claiming to have the knowledge parents need to successfully raise healthy, well-adjusted children. Many of the complex expectations for child rearing have not been measured. Authorities used general terms such as effort, study, love, patience, skill, problem solving ability, communication, honesty, optimism, trust, modeling, time, attention and concern to 'each parents the best way to raise children (Be\ 1979; Bernhardt, 1970;

Brooks, 1981; Ginot, 1965; Gordon, 1975).

More contemporary parent educators and researchers have attempted to be more specific about how child rearing should be done. Many acknowledged that warmth (nurturance, responsiveness, support, or acceptance may be used interchangeably), encouragement of independence for adequate social functioning, developmentally appropriate expectations, and honest communication were desirable parental characteristics (Belsky, 1984; Bernhardt, 1970; Bigner, 1979; Chess & Thomas, 1987; Clarke & Dawson, 1989; Kliman & Rosenfeld, 1980; Levine, 1974; Popkin, 1987; Stafford & Bayer, 1993). Further, recent parenting researchers have advocated that parents abandon high-power-assertive techniques such as physical punishment in favor of reasoning and logical and natural consequences (Baumrind, 1967; Chess & Thomas, 1987; Clarke & Dawson, 1989; Popkin, 1987; Stafford & Bayer, 1993).

Chess and Thomas (1987) postulated that modern parents could choose from many acceptable ways of child rearing. The researchers called their theory "goodness of fit." The contention was that goodness of fit (the parents' demands and expectations were compatible with the child's temperament, abilities and other characteristics) produced optimum growth and development in children.

Baumrind (1967) studied parental attitudes and grouped them into three main patterns: authoritarian, permissive and authoritative. Many researchers of child-rearing attitudes have used Baumrind's parenting patterns as a basis for their own pattern models (Chess & Thomas, 1987; Jensen & Kingston, 1986; Moore, 1992; Popkin, 1987; Wood, Bishop & Cohen, 1978). Only Pumroy's (1966) five patterns of parenting preceded Baumrind's.

Attitudinal Patterns

Authoritarian parents were chracterized as being the lowest of all patterns in nurturance and the highest in parental control (Baumrind, 1967; Moore, 1992). People holding to this pattern of attitudes tended to favor the setting of absolute standards of behavior for children, with the use of forceful discipline and the demand for prompt obedience. This parental attitude was also intolerant of negotiation and questioning by children. Authoritarian parenting attitudes were discouraged by Baumrind (1967), Jensen and Kingston (1986), Moore (1992) and Popkin (1987).

Persons labeled as having permissive parental attitudes were rated as moderate to high in nurturance, and low in parental control (Baumrind, 1967; Moore, 1992). Characteristics of this pattern included acceptance of child impulses, desires and actions, as well as inconsistency in disciplinary actions. Those with permissive parental attitudes were also least likely to monitor the actions of their children. This style was not advocated by Baumrind (1967), Jensen and Kingston (1986), Moore (1992), or Popkin (1987).

The authoritative parental attitude pattern showed moderate parental control of child behavior and high nurturance (Baumrind, 1967; Moore, 1992). The use of reasoning, consequence-based discipline and child participation concerning appropriate behaviors were all characeristic of the authoritative pattern. The contemporary educators and researchers favored this approach, claiming the child outcomes seemed most desirable (Baumrind, 1967; Jensen & Kingston, 1986; Moore, 1992; Popkin, 1987; Stafford & Bayer, 1993).

While some researchers preferred to use the term attitudes, others preferred beliefs. Goodnow (1988) suggested that the use of the term "ideas" was most appropriate. The three terms were used synonymously in this

research, as they are all inclusive of the ways people think about raising children. Regardless of the preferred attitude or idea of parenting, Goodnow (1988) pointed out "that parents do hold a variety of views about children and parenting, and that these views are not always in agreement with formal psychology" (p. 287). These ideas were referred to as "filters" that affected parental behavior indirectly (Holden & Edwards, 1989). Some factors associated with the development of certain ideas about parenting included gender (Dix, Ruble & Zambarano, 1989), age (Martin, Halverson, Wampler & Hollet-Wright, 1991), family size (Himelstein, Graham & Weiner, 1991), age of children (Lawton, Schuler, Fowell & Madsen, 1984), and marital status.

Gender of the Parent

A number of studies have been conducted concerning how men and women differ in their approaches to child rearing. In the areas of warmth or nurturance the findings conflicted. Baumrind (1967), Stafford and Bayer (1993) and Zern (1984) reported that women in general were rated as more nurturing than men in child care situations. Eversoll (1979) contended that "males placed less emphasis on father being nurturing and more emphasis on father being the aurthoritarian and bread winner figure" (p. 539). Mothers stressed nurturing more than any other parental role value in Stolz's 1967 study. On the other hand, Bigner (1979) reported that Park and O'Leary"s 1976 study showed men to be just as nurturant as women. Blakemore, Keniston and Baumgardner (1985), Dail (1986) and Mackey and Day (1979) postulated that men were as highly nurturing as their female counterparts. Bronstein (1984) we... one step further by reporting that men were not only no less warm or affectionate than women, but they also rated "somewhat higher than mothers on showing friendly affect" (p. 1000).

Bigner (1979), LeMasters (1974) and Stolz (1967) maintained that men were more inclined to exhibit authoritarian or high-power-assertive attitudes. In his study of men, Stolz (1967) reported that ideas about educating children and instilling basic values were emphasized by men. Males also tended to reward dependence rather than independence, while females encouraged children toward self-control (Bigner, 1979).

Flexibility on the part of women, evidenced by their varying of discipline techniques according to the nature of the deed and the intent of the child was reported by Grusec and Kuczynski (1980). Dix, Ruble and Zambarano (1989) maintained that women were more likely to consider the child's age, intent and misdeed before deciding how to discipline. Mothers scored higher than fathers on strictness in Baumrind's 1967 studies. DeLissovoy (1973) studied high school students and found that the young mothers were impatient and intolerant when dealing with their children. He noted, "the younger mothers did in fact tend to be somewhat more severe in their treatment of young children" (p. 251).

Age of the Parent

According to Bengsten, Cutler, Mangen and Marshall (1985), Chess & Thomas (1987), Martin, et al. (1991), and Stolz (1967), generational differences in basic parental goals did not exist to a substantial degree. However, attitudes concerning how to achieve those goals were thought to change as one grows older. The differences in parenting attitudes between generations of women showed that those in the older group "placed less emphasis on autonomy and viewed children as less mature, and prescribed more specific rules" (Martin, et al., 1991, p. 203). The older women also expressed more control and less nurturance than the younger group. On the other hand, deLissovoy (1973), in his study of young parents, labeled the young mothers as irritable and

maintained that the mothers were not only lacking appropriate information pertaining to normal child development, but also that young mothers scored high in control and low in acceptance of children. Older men emphasized authoritarian control over child behavior (Stolz, 1967).

Family Size

Himelstein, Graham and Weiner (1991) postulated that the more children in a family, the less likely the parents were to value their own importance in the development of their children. Instead, they attributed individual child development to the credit or discredit of peers, schooling and genetics. Stolz (1967) advocated that the parents of larger families stressed authoritarian control.

Age of Children

Some have maintained that attitudes toward parenting are affected by the age or developmental stage of the child (Dix, Ruble, Grusec & Nixon, 1986; Lawton, et al. 1984; Himelstein, Graham & Weiner, 1991). Martin et al. (1991), in comparing parents of younger children to parents of older children wrote, "Parenting young children was perceived more as an enjoyment, had more value and involved more nurturance and social adjustment goals" (p. 204). DeLissovoy (1973) reported to the contrary. The results of his study of young parents of small children or infants indicated that the parents (particularly the mothers) were more strict, less nurturing, and more aggravated in their parental role. That parents chose power-assertive or more authoritarian discipline with older children was advocated by Dix, Ruble and Zambarano (1989).

Marital Status

The researcher did not find any related literature pertaining to parental attitudes and marital status.

Summary

Attitudes toward parenting have changed over the ages. Expectations of parents have increased. Thoughts concerning the most desirable approach to child rearing were numerous. Warmth or nurturance, encouragement of independence, and degree of absolute control (strictness) were thought to be major components affecting the parenting approach. Attitudes, which were viewed as having an impact on actual behavior, have been studied and modeled into patterns. Gender, parent age, size of family, the developmental level of the child and marital status of the parent may be associated with the ideas expressed by subjects in the studies reviewed.

Statement of the Problem

The purpose of the researcher was to investigate attitudes toward parenting.

Rationale and Importance of the Research

An investigation of this topic by an elementary school counseling major was appropriate for several reasons. First, a counselor's job is heavily influenced by attitudes of parents. After all, counselors work daily with the products of those parental attitudes. It is not uncommon for a counselor to work with a student or a parent whose concerns involve home situations, parenting style or decisions. Another reason that this topic was appropriate was that some school districts assign the counselor the task of organizing and leading parent education groups. This certainly would place the counselor in direct contact with parental attitudes.

This researcher sought to add to the general knowledge about attitudes toward child rearing. Leaders of parenting courses, counselors, and curriculum development committees may find the results of this research helpful in the

development of educational programs regarding family life or parenting. Parents themselves may find the results of this research useful in examining the expectations they have of themselves.

The results of the present study provided information pertaining to the following questions:

1. Is there an association between gender of the parent and attitudes toward parenting?
2. Is there an association between age of the parent and attitudes toward parenting?
3. Is there an association between the number of children one has and attitudes toward parenting?
4. Is there an association between the age of one's children and parenting attitudes?
5. Is marital status of the parent associated with attitudes toward parenting?

Composite Null Hypotheses

All Hypotheses were tested at the .05 level of significance.

1. The differences among the mean Parental Attitudes toward Child Rearing Questionnaire scores for parents according to gender of the parent, age of the parent and number of children will not be statistically significant.
2. The differences among the mean Parental Attitudes toward Child Rearing Questionnaire scores for parents according to gender of the parent, age of the parent, and ages of their children will not be statistically significant.
3. The differences among the mean Parental Attitudes toward Child Rearing Questionnaire scores for parents according to age of the parent, number of children and ages of the children will not be statistically significant.

4. The differences among the mean Parental Attitudes toward Child Rearing Questionnaire scores for parents according to parent gender, number of children, and ages of the children will not be statistically significant.

5. The differences among the mean Parental Attitudes toward Child Rearing Questionnaire scores for parents according to gender of the parent, age of the parent and marital status of the parent will not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated: gender of the parent, age of the parent, number of children, age of children, and marital status of parent.

The rationale for investigating these variables was as follows:

1. there have been few investigations of the chosen variables,
2. there are not a large number of current studies utilizing the variables, and
3. the results of the studies pertaining to the variables are inconclusive.

Definition of Variables

Independent Variables

Information pertaining to the independent variables came from a demographic reporting sheet attached to the Parental Attitudes toward Child Rearing Questionnaire. Five independent variables were investigated. They were the following:

1. gender of the parent - two levels;
   level one - males, and
   level two - females;

2. age of the parent - three levels determined post hoc;

level one - age 35 or younger;

level two - age 36-40, and;

level three - age 41 or older;

3. number of children - two levels determined post hoc;

level one - one or two children, and

level two - three or more children;

4. ages of children - four levels determined post hoc;

level one - birth to 5 years;

level two - age 6-10 years;

level three - age 11-15 years, and;

level four - age 16 years or older;

5. marital status of the parent - two levels;

level one - married, and;

level two - single.

Dependent Variables

The dependent variable were scores from the following subscales of the Parental Attitudes toward Child Rearing Questionnaire:

1. Warmth (10 items, possible scores 10-60),
2. Encouragement of Independence (9 items, possible scores 9-54),
3. Strictness (13 items, possible scores 13-78), and
4. Aggravation (19 items, possible scores 19-114).

Limitations

The results of the study might have been affected by the following:

(1) the sample was not random;

(2) subjects for the study were from one community;

(3) all information was self-reported; and

(4) subjects were from one geographical location.

Methodology

Setting

The study was conducted in Decatur County, Kansas, a rural county whose primary industry is agriculture, followed by retail trade and health services. The data pertaining Decatur County was found in the Portrait of Tomorrow: 1994 Kansas Kids Count Data Book, the Census Results for Oberlin City: 1989-1990, and Decatur County Then and Now. Decatur County population in 1990 was 4021. Oberlin, the county seat, accounted for 2197 of the county population. German ancestral heritage was reported by 1092 people in the 1990 census. Other cultural heritages reported in the county were English (345), Irish (280), Swedish (189), and Czechoslovakian (119). The community of Oberlin and surrounding area was originally settled by pioneers of Bohemian, German and other central European descent who were of the Protestant faith. Neither the county nor the community of Oberlin are ethnically diverse. The 1990 census reported that 99.4 percent of the county population was white, 0.2 percent were American Indian, Eskimo or Aleut, and 0.3 percent were Hispanic. Within the city of Oberlin, 0.4 percent of the population was American Indian, Eskimo or Aleut, less than 1 percent was Asian or Pacific Islander and 0.2 percent were of Hispanic origin. The remaining percentage of Oberlin's population is white. In Oberlin there are slightly more females (1199) than males (998). The 1990 percentage of individuals in Oberlin who were under the age of 18 was 23.3. Those aged 65 and older were 29.8 percent of the total town population. Median household income in Oberlin for 1990 was $18,312. Persons in Oberlin who were living below the poverty level at the time

of the 1990 census accounted for 12.8 percent of the population. Of the total 943 households in Oberlin, 55.5 percent were married-couple families and 37.0 percent were nonfamily households (householder living alone and householders aged 65 and over). The remaining 7.5 percent was single-parent households. The 1990 census reported 12 male-householder families and 59 female-householder families. Decatur County has 20 churches. Protestant churches are the most numerous.

Subjects

The sample consisted of 95 parents who were residing in a rural setting of northwest Kansas. The sample consisted of 14 males and 81 females. Subjects were those who returned a completed questionnaire and demographic sheet.

Instrumentation

Two instruments were employed in the present study. The instruments were the Parental Attitudes toward Childrearing Questionnaire (PACR), developed by M. A. Easterbrooks and W.A. Goldberg, and a demographic sheet developed by the researcher.

The PACR consists of 51 items. Some items for the questionnaire were adapted from two earlier parent surveys (Block, 1965; and Cohler et al., 1970; cited by Holden & Edwards, 1989). Adapted and original items were written in first person and are gender inclusive. Respondents circled the rating which most accurately represented their opinion on each item. The statements from the questionnaire used a Liker-type scale with the choices including: "strongly disagree," "moderately disagree," "slightly disagree," "slightly agree," "moderately agree," and "strongly agree." Questionnaire completion time is approximately 15 minutes (Appendix A).

The PACR contains four subscales:

1. Warmth (10 items, possible scores 10-60),
2. Encouragement of Independence (9 items, possible scores 9-54),
3. Strictness (13 items, possible scores 13-78), and
4. Aggravation (19 items, possible scores 19-114).

The Cronbach alpha coefficients of internal consistency for specific subscales, as reported by Easterbrooks and Goldberg (1984) and Touliatos, Perlmutter and Straus (1990), were:

(1) Warmth - .58 for mothers, .78 for fathers;

(2) Encouragement of Independence - .69 for mothers, .69 for fathers;

(3) Strictness - .67 for mothers, .73 for fathers; and

(4) Aggravation - .69 for mothers, .69 for fathers.

Design

A status survey factorial design was employed. The independent variables investigated were gender of parent, age of parent, number of children, age of children and marital status of parent. The dependent variables were scores from the following subscales of the Parental Attitudes toward Child Rearing Questionnaire:

1. Warmth,
2. Encouragement of Independence,
3. Strictness, and
4. Aggravation.

Five compostie null hypotheses were tested employing a three-way analysis of variance. The following design was used with each composite null hypothesis:

composite null hypothesis number one, a 2x3x2 factorial design;

composite null hypothesis number two, a 2x3x4 factorial design; composite null hypothesis number three, a 3x2x4 factorial design; composite null hypothesis number four, a 2x2x4 factorial design; and, composite null hypothesis number five, a 2x3x2 factorial design.

McMillan and Schumaker (1989) cited 10 threats to internal validity. These 10 threats were dealt with in the following ways in the present study:

(1) history-did not pertain because the present study was a status survey;

(2) selection-15 names were selected for each grade level from a list of parents obtained from Unified School District 294. All completed questionnaires were used,

(3) statistical regression-did not pertain because there were no extreme subjects;

(4) testing-did not pertain because the present study was a status survey;

(5) instrumentation-did not pertain because the present study was status survey;

(6) mortality-did not pertain because the present study was status survey;

(7) maturation-did not pertain because the present study was status survey;

(8) diffusion of treatment-did not pertain because the present study was status survey;

(9) experimental bias-no treatment was administered and data were collected by standard procedures; and

(10) statistical conclusions-two mathematical assumptions were violated (random sample and equal numbers in cells). The lack of equal numbers in cells was corrected by using the general linear model and the researcher did not project beyond the statistical procedures employed.

McMillan and Schumaker (1989) cited 2 threats to external validity.

These 2 threats were dealt with in the following ways in the present study:

(1) population external validity-a random sample was not used; therefore, generalizations should be made only to similar groups; and

(2) ecological external validity-no treatment was administered and data were collected by standard procedures.

Data Collecting Procedures

Data were collected from parents in the community of Oberlin, Kansas. The researcher obtained a list of parent addresses from Unified School District 294 which was arranged by student grade level. Duplications of parent names were omitted by the researcher. With assistance, the researcher also eliminated names from the listing who were known to have left the Oberlin area, leaving 354 total names on the list. Of those remaining 354 names, 15 were chosen from each grade level by selecting the first, middle and last five names in each grade level. A mailing containing the Parental Attitudes toward Child Rearing Questionnaire and a demographic sheet with a cover letter and stamped return envelope were sent to the selective 15 names from each grade level, with a total of 180 letters sent. A total of 97 questionnaires with accompanying demographic sheets (53.9 percent of the total sent) were returned.

After obtaining a sample deemed large enough for the present study, the researcher examined copies of the survey for completeness. Two of the returned questionnaires were not complete, and, therefore, were not included. The data were coded and then analyzed by main frame computer at the Fort Hays State University computing center.

Research Procedures

The researcher implemented the following steps:

(1) research topic was selected;

(2) thesis advisor was contacted and permission given to conduct exploratory study;

(3) computer searches were made using ERIC, Educational Index, Psychology Abstracts, and Sociofile;

(4) an instrument was selected;

(5) permission to use the instrument was obtained;

(6) research proposal was compiled;

(7) research proposal was defended before a committee;

(8) data were collected;

(9) data were analyzed;

(10) final research report was written;

(11) final research report was defended before a committee; and

(12) final document was edited.

Data Analysis

The following were compiled:

(1) appropriate descriptive statistics (means and standard deviations),

(2) three-factor analysis of variance (general linear model),

(3) Bonferroni (Dunn) t test for means, and

(4) Duncan's Multiplerange tests for means.

Results

The purpose of the researcher was to investigate attitudes toward parenting. The following independent variables were investigated: gender of the parent, age of the parent, number of children, age of children, and marital status of the parent. Dependent variables were scores from the following

subscales of the Parental Attitudes toward Child Rearing Questionnaire: Warmth, Encouragement of Independence, Strictness, and Aggravation. The sample consisted of 95 usable copies of the questionnaire. Five composite null hypotheses were tested, employing a three-way analysis of variance (general linear model). The following design was used with each composite null hypothesis:

composite null hypothesis number one, a 2x3x2 factorial design;

composite null hypothesis number two, a 2x3x4 factorial design;

composite null hypothesis number three, a 3x2x4 factorial design;

composite null hypothesis number four, a 2x2x4 factorial design; and,

composite null hypothesis number five, a 2x3x2 factorial design.

The results section was organized according to composite null hypothesis for ease of reference. Information pertaining to each composite null hypothesis was presented ina common format for ease of reference.

It was hypothesized in composite null hypothesis number one that the differences among the mean Parental Attitudes toward Child Rearing Questionnaire scores for parents according to gender of the parent, age of the parent and number of children would not be statistically detectable. Information pertaining to composite null hypothesis number one was presented in Table 1. The following were cited in table 1: variables, group size, means, standard deviations, E-values, and p-levels.

Table 1: A Comparison of Mean Parental Attitudes toward Child Rearing Scores for Parents according to Gender of Parent, Age of Parent and Number of Children Employing a Three-Way Analysis of Variance (General Linear Model).

Variable	n	M*	s	F-Value	p-Level
		Warmth**			
Gender of Parent (A)					
Female	81	53.7[a]	5.26	6.45	.0130
Male	14	50.2[b]	4.87		
Age of Parent (B)					
Age 35 Years or Younger	22	51.1	8.46		
Age 36-40 Years	32	53.8	3.79	1.60	.2073
Age 41 + Years	41	53.8	3.87		
Number of Children (C)					
1 - 2 Children	47	53.1	5.93	0.07	.7979
3 + Children	48	53.3	4.73		
	Interactions				
	A X B			1.21	.3030
	A X C			0.57	.4523
	B X C			0.28	.7529
	A X B X C			0.61	.5471

(Continued)

Table 1 (continued)

Variable	n	M	s	F-Value	p-Level
		Enccouragement of Independence			
Gender of Parent (A)					
Female	81	46.5	4.37	3.32	.0727
Male	14	45.4	5.27		
Age of Parent (B)					
Age 35 Years or Younger	22	44.2[a]	5.28		
Age 36-40 Years	32	47.1[b]	4.14	4.41	.0151
Age 41 + Years	41	46.8	4.06		
Number of Children (C)					
1 - 2 Children	47	46.8	4.85	1.43	.2348
3 + Children	48	45.9	4.13		
	Interactions				
	A X B			2.72	.0717
	A X C			1.15	.2871
	B X C			1.14	.3244
	A X B X C			0.79	.4556

(Continued)

Table 1 (continued)

Variable	n	M	s	F-Value	p-Level
		Strictness			
Gender of Parent (A)					
Female	81	37.8[g]	6.04	5.19	.0253
Male	14	41.1[h]	8.73		
Age of Parent (B)					
Age 35 Years or Younger	22	39.8[g]	8.58		
Age 36-40 Years	32	37.5[h]	6.47	4.16	.0190
Age 41 + Years	41	38.0	5.29		
Number of Children (C)					
1 - 2 Children	47	38.1	6.81	1.18	.2807
3 + Children	48	38.5	6.35		
		Interactions			
		A X B		4.75	.0111
		A X C		1.38	.2431
		B X C		0.71	.4959
		A X B X C		0.54	.5848

(Continued)

Table 1 (continued)

Variable	n	M	s	F-Value	p-Level
		Aggravation			
Gender of Parent (A)					
Female	81	60.9[g]	11.00	5.51	.0213
Male	14	54.9[h]	7.28		
Age of Parent (B)					
Age 35 Years or Younger	22	63.2	11.11		
Age 36-40 Years	32	59.2	11.45	0.58	.5615
Age 41 + Years	41	58.9	9.79		
Number of Children (C)					
1 - 2 Children	47	60.7	11.18	0.43	.5147
3 + Children	48	59.3	10.29		
		Interactions			
		A X B		0.13	.8743
		A X C		0.00	.9506
		B X C		0.75	.4757
		A X B X C		1.33	.2697

*The larger the score, the greater the attribute.

**The possible scores and theoretical mean are the following: warmth (10-60, 35); encouragement of independence (9-54, 31.5); strictness (13--78, 45.5); aggravation (19-114, 65.5).

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t-test for means.

[gh] Difference statistically significant at the .05 level.

Six of the 28 p-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Five of the significant comparisons were for main effects. The following main effects were statistically significant at the .05 level:

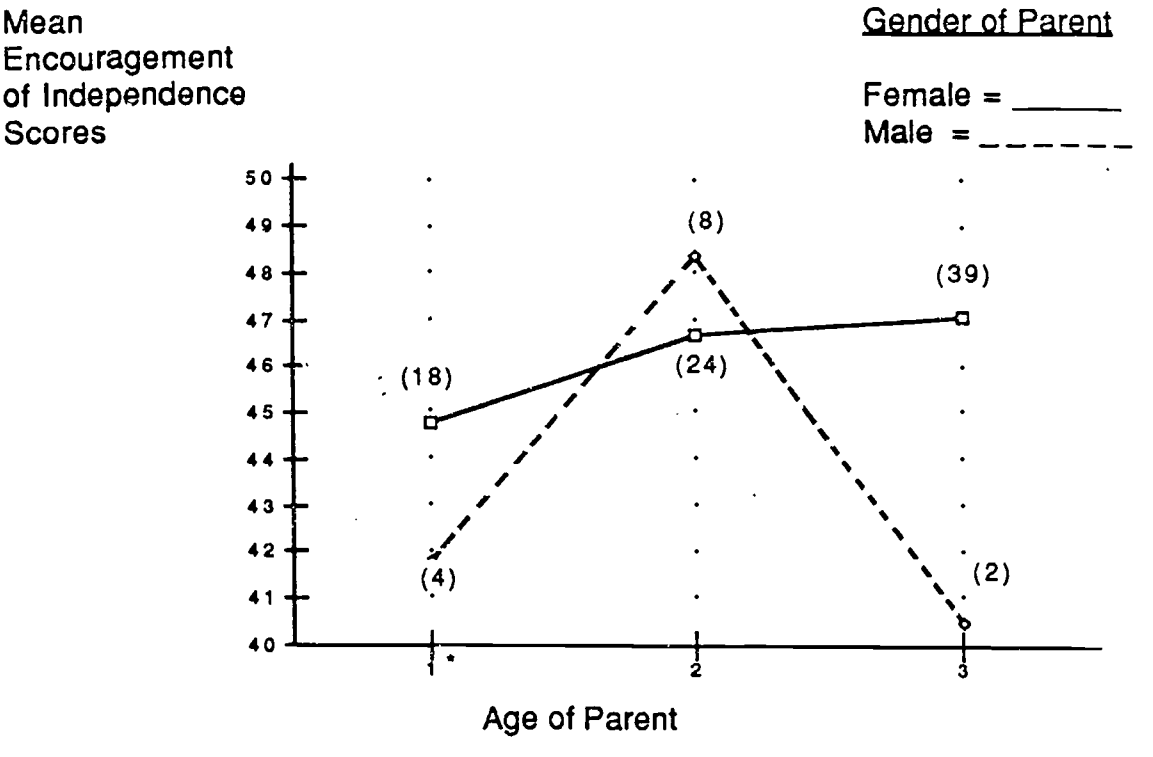
1. gender of parent for the dependent variable Warmth,
2. age of parent for the dependent variable Encouragement of Independence,
3. gender of parent for the dependent variable Strictness,
4. age of parent for the dependent variable Strictness, and
5. gender of parent for the dependent variable Aggravation.

The results cited in Table 1 indicated the following for main effects:

1. Female parents rated Warmth statistically higher than male parents,
2. Parents aged 36-40 years rated Encouragement of Independence statistically higher than parents aged 35 years or younger,
3. Male parents rated Strictness statistically higher than female parents,
4. Parents 35 years or younger rated Strictness higher than parents aged 36-40 years, and
5. Female parents rated Aggravation higher than male parents.

One of the five statistically significant comparisons was for the interaction between gender of parent and age of parent for the dependent variable Encouragement of Independence. This interaction was depicted in a profile plot. The following were cited in Figure 1: mean Encouragement of Independence scores and curves for gender of parent.

Figure 1: The Interaction Between Gender of Parent and Age of Parent for the Dependent Variable Encouragement of Independence.



*1 = Age 35 or Younger, 2 = Ages 36-40, 3 = Ages 41+

The interaction between gender of parent and age of parent for the dependent variable encouragement of independence was disordinal. The information cited in Figure 1 indicated the following:

1. male parents aged 36-40 years rated encouragement of independence numerically higher than any other subgroup,
2. male parents aged 41+ years rated encouragement of independence numerically lower than any other subgroup, and
3. female parents numerically increased rating of encouragement of independence according to age.

Table 2: A Comparison of Mean Parental Attitudes toward Child Rearing Scores for Parents according to Gender of the Parent, Age of the Parent, and Age of Children Employing a Three-Way Analysis of Variance (General Linear Model).

Variable	n	M*	s	F-Value	p-Level
		Warmth**			
Gender of Parent (A)					
Female	81	53.7[a]	5.26	5.41	.0226
Male	14	50.2[b]	4.87		
Age of Parent (B)					
Age 35 Years or Younger	22	51.1	8.46		
Age 36-40 Years	32	53.8	3.79	2.72	.0726
Age 41 + Years	41	53.8	3.87		
Age of Children (D)					
Ages Birth - 5 Years	20	54.9	3.95		
Ages 6 - 10 Years	24	51.1	7.60	2.29	.0852
Ages 11 -15 Years	32	53.3	4.58		
Ages 16 or Older	19	54.0	3.53		
		Interactions			
		A X B		0.43	.6527
		A X D		0.55	.6520
		B X D		0.76	.5817
		A X B X D		0.02	.9766

(Continued)

Table 2 (continued)

Variable	n	M	s	F-Value	p-Level
		Encouragement of Independence			
Gender of Parent (A)					
Female	81	46.5	4.37	3.01	.0870
Male	14	45.4	5.27		
Age of Parent (B)					
Age 35 Years or Younger	22	44.2[a]	5.28		
Age 36-40 Years	32	47.1[b]	4.14	5.87	.0043
Age 41 + Years	41	46.8	5.06		
Age of Children (D)					
Ages Birth - 5 Years	20	46.7	3.99		
Ages 6 - 10 Years	24	44.8[d]	5.31		
Ages 11 -15 Years	32	46.3	3.61	3.59	.0175
Ages 16 or Older	19	48.0[e]	4.92		
		Interactions			
		A X B		1.35	.2647
		A X D		0.35	.7928
		B X D		0.79	.5567
		A X B X D		1.70	.1894

(Continued)

Table 2 (continued)

Variable	n	M	s	F-Value	p-Level
		Strictness			
Gender of Parent (A)					
Female	81	37.8[g]	8.73	4.09	.0467
Male	14	41.1[h]	6.04		
Age of Parent (B)					
Age 35 Years or Younger	22	39.8	8.58		
Age 36-40 Years	32	37.5	6.47	2.96	.0580
Age 41 + Years	41	38.0	5.29		
Age of Children (D)					
Ages Birth - 5 Years	20	37.9	8.11		
Ages 6 - 10 Years	24	38.8	7.32	0.43	.7341
Ages 11 -15 Years	32	38.5	5.47		
Ages 16 or Older	19	37.7	5.80		
		Interactions			
		A X B		2.80	.0669
		A X D		0.87	.4622
		B X D		0.90	.4873
		A X B X D		0.71	.4927

(Continued)

Table 2 (continued)

Variable	n	M	s	F-Value	p-Level
		Aggravation			
Gender of Parent (A)					
Female	81	60.9	11.00	5.40	.0228
Male	14	54.9	7.28		
Age of Parent (B)					
Age 35 Years or Younger	22	63.2	11.11		
Age 36-40 Years	32	59.2	11.45	0.63	.5335
Age 41 + Years	41	58.9	9.79		
Age of Children (D)					
Ages Birth - 5 Years	20	61.4	9.48		
Ages 6 - 10 Years	24	61.2	10.43	0.76	.5215
Ages 11 -15 Years	32	58.9	12.67		
Ages 16 or Older	19	58.8	9.04		
	Interactions				
	A X B			1.07	.3474
	A X D			1.56	.2051
	B X D			0.74	.5981
	A X B X D			2.46	.0919

*The larger the score, the greater the attribute.

**The possible scores and theoretical mean are the following: warmth (10-60, 35); encouragement of independence (9-54, 31.5); strictness (13--78, 45.5); aggravation (19-114, 65.5).

ab
Difference statistically significant at the .05 level according to Bonferroni (Dunn) t-test for means.

de
Difference statistically significant at the .05 level according to Duncans Multiple Range Test for Means.

gh
Difference statistically significant at the .05 level.

Five of the 28 p-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The five significant comparisons were for main effects. The following main effects were statistically significant at the .05 level:

1. gender of parents for the dependent variable Warmth (recurring, Table 1),
2. age of parents for the dependent variable Encouragement of Independence (recurring, Table 1),
3. age of children for the dependent variable Encouragement of Independence,
4. gender of parents for the dependent variable Strictness (recurring, Table 1), and
5. gender of parents for the dependent variable Aggravation (recurring, Table 1).

The results cited in Table 2 indicated the following for main effects: Parents who had children aged 16 or older rated Encouragement of Independence statistically higher than parents who had children aged 6-10 years.

Table 3: A Comparison of Mean Parental Attitudes toward Child Rearing Scores for Parents according to Age of Parent, Number of Children and Age of Children Employing a Three-Way Analysis of Variance (General Linear Model).

Variable	n	M*	s	F-Value	p-Level
		Warmth**			
Age of Parent (B)					
Age 35 Years or Younger	22	51.1[g]	8.46		
Age 36-40 Years	32	53.8[h]	3.79	3.50	.0350
Age 41 + Years	41	53.8[h]	3.87		
Number of Children (C)					
1 - 2 Children	47	53.1	5.93	0.65	.4230
3 + Children	48	53.3	4.73		
Age of Children (D)					
Ages Birth - 5 Years	20	54.9	3.95		
Ages 6 - 10 Years	24	51.1	7.60	2.14	.1022
Ages 11 -15 Years	32	53.3	4.58		
Ages 16 or Older	19	54.0	3.53		
		Interactions			
		B X C		0.52	.5947
		B X D		0.59	.7048
		C X D		0.77	.5156
		B X C X D		1.81	.1714

(Continued)

TABLE 3 (continued)

Variable	n	M	s	F-Value	p-Level
Encouragement of Independence					
Age of Parent (B)					
Age 35 Years or Younger	22	44.2[a]	5.28		
Age 36-40 Years	32	47.1[b]	4.14	4.28	.0174
Age 41 + Years	41	46.8[b]	4.06		
Number of Children (C)					
1 - 2 Children	47	46.8	4.85	0.03	.8635
3 + Children	48	45.9	4.13		
Age of Children (D)					
Ages Birth - 5 Years	20	46.7	3.99		
Ages 6 - 10 Years	24	44.8	5.31	2.41	.0737
Ages 11 -15 Years	32	46.3	3.61		
Ages 16 or Older	19	48.0	4.92		
Interactions					
B X C				3.16	.0481
B X D				1.86	.1109
C X D				2.15	.1007
B X C X D				1.69	.1913

(Continued)

Table 3 (continued)

Variable	n	M	s	F-Value	p-Level
		Strictness			
Age of Parent (B)					
Age 35 Years or Younger	22	39.8	8.58		
Age 36-40 Years	32	37.5	6.47	0.34	.7131
Age 41 + Years	41	38.0	5.29		
Number of Children (C)					
1 - 2 Children	47	38.1	6.81	0.42	.5195
3 + Children	48	38.5	6.35		
Age of Children (D)					
Ages Birth - 5 Years	20	37.9	8.11		
Ages 6 - 10 Years	24	38.8	7.32	0.16	.9249
Ages 11 -15 Years	32	38.5	5.47		
Ages 16 or Older	19	37.7	5.80		
		Interactions			
		B X C		0.14	.8687
		B X D		1.03	.4072
		C X D		0.47	.7045
		B X C X D		0.93	.3971

(Continued)

Table 3 (continued)

Variable	n	M	s	F-Value	p-Level
		Aggravation			
Age of Parent (B)					
Age 35 Years or Younger	22	63.2	11.11		
Age 36-40 Years	32	59.2	11.44	0.40	.6710
Age 41 + Years	41	58.9	9.79		
Number of Children (C)					
1 - 2 Children	47	60.7	11.18	1.38	.2429
3 + Children	48	59.3	10.29		
Age of Children (D)					
Ages Birth - 5 Years	20	61.4	9.48		
Ages 6 - 10 Years	24	61.2	10.43	0.07	.9751
Ages 11 -15 Years	32	58.9	12.67		
Ages 16 or Older	19	58.8	9.03		
		Interactions			
		B X C		0.34	.7141
		B X D		0.34	.8856
		C X D		0.91	.4394
		B X C X D		0.26	.7702

*The larger the score, the greater the attribute.

**The possible scores and theoretical mean are the following: warmth (10-60, 35); encouragement of independence (9-54, 31.5); strictness (13--78, 45.5); aggravation (19-114, 65.5).

ab Difference statistically significant at the .05 level according to Bonferroni (Dunn) t-test for means.

gh Difference statistically significant at the .05 level

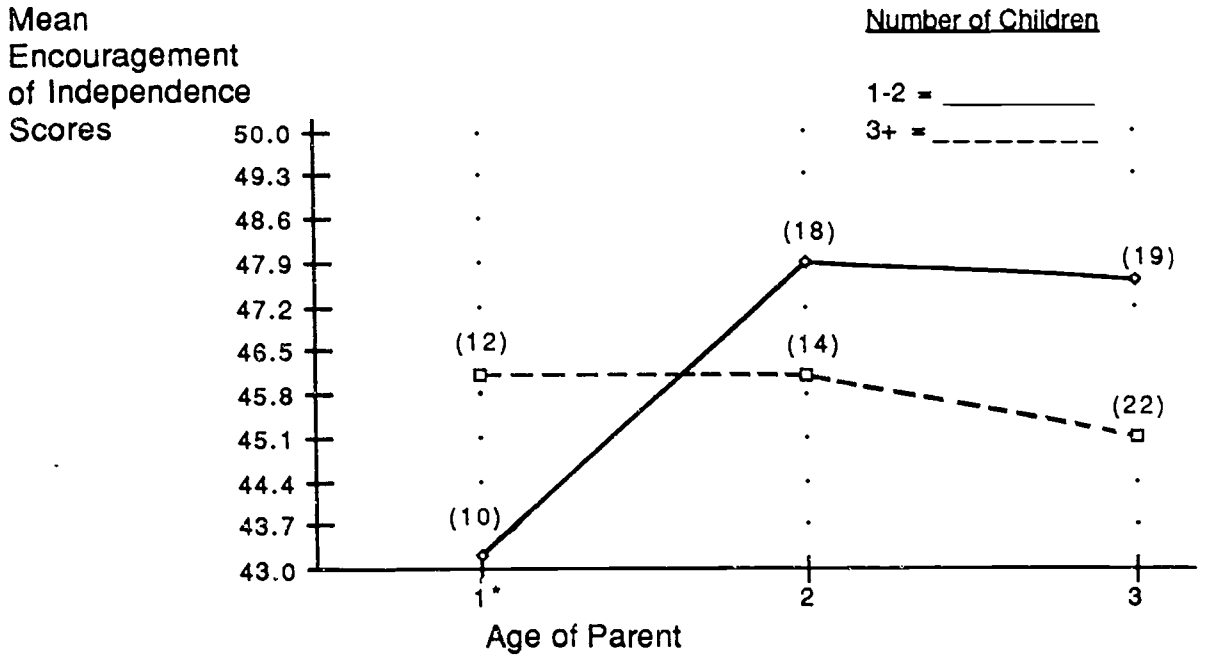
Three of the 28 p-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Two of the three significant comparisons were for main effects. The following main effects were statistically significant at the .05 level:

1. age of parents for the dependent variable Warmth, and
2. age of parents for the dependent variable Encouragement of Independence (recurring, Table 1).

The results cited in Table 3 indicated the following for main effects: Parents aged 36 years and greater rated Warmth statistically higher than those parents aged 35 years or younger.

One of the three statistically significant comparisons was for the interaction between age of parents and number of children for the dependent variable Encouragement of Independence. The interaction between the independent variables age of parents and number of children was depicted in a profile plot. Figure 2 contains mean Encouragement of Independence scores and curves for number of children.

Figure 2: The Interaction Between Age of Parents and Number of Children for the Dependent Variable Encouragement of Independence.



*1 = Age 35 or Younger, 2 = Ages 36-40, 3 = Ages 41+

The interaction between age of parents and number of children for the dependent variable encouragement of independence was disordinal. Information cited in Figure 2 indicated the following:

1. parents who were aged 35 years or younger with 1-2 children rated Encouragement of Independence numerically lower than any other subgroup,
2. parents who were aged 36-40 years with 1-2 children rated Encouragement of Independence numerically higher than any other subgroup, and
3. parents who were aged 35 or younger and 36-40 years with 3+children rated Encouragement of Independence numerically the same.

Table 4: A Comparison of Mean Parental Attitudes toward Child Rearing Scores for Parents according to Gender of Parent, Number of Children, and Ages of Children Employing a Three-Way Analysis of Variance (General Linear Model).

Variable	n	M*	s	F-Value	p-Level
		Warmth**			
Gender of Parent (A)					
Female	81	53.7[a]	5.26	4.79	.0315
Male	14	50.2[b]	4.87		
Number of Children (C)					
1 - 2 Children	47	53.1	5.93	1.27	.2638
3 + Children	48	53.3	4.73		
Age of Children (D)					
Ages Birth - 5 Years	20	54.9[d]	3.95	3.75	.0142
Ages 6 - 10 Years	24	51.1[e]	7.60		
Ages 11 -15 Years	32	53.3	4.58		
Ages 16 or Older	19	54.0	3.53		
		Interactions			
		A X C		3.54	.0636
		A X D		2.05	.1133
		C X D		1.51	.2185
		A X C X D		0.10	.9059

(Continued)

Table 4 (continued)

Variable	n	M	s	F-Value	p-Level
		Encouragement of Independence			
Gender of Parent (A)					
Female	81	46.5	4.37	1.38	.2431
Male	14	45.4	5.27		
Number of Children (C)					
1 - 2 Children	47	46.8	4.85	2.56	.1139
3 + Children	48	45.9	4.13		
Age of Children (D)					
Ages Birth - 5 Years	20	46.7	3.99		
Ages 6 - 10 Years	24	44.8	5.31	2.16	.0991
Ages 11 -15 Years	32	46.3	3.61		
Ages 16 or Older	19	48.0	4.92		
		Interactions			
		A X C		1.75	.1891
		A X D		0.71	.5469
		C X D		2.84	.0429
		A X C X D		0.13	.8803

(Continued)

Table 4 (continued)

Variable	n	M	s	F-Value	p-Level
		Strictness			
Gender of Parent (A)					
Female	81	37.8	6.04	3.40	.0690
Male	14	41.1	8.73		
Number of Children (C)					
1 - 2 Children	47	38.1	6.81	0.55	.4618
3 + Children	48	38.5	6.35		
Age of Children (D)					
Ages Birth - 5 Years	20	37.9	8.11		
Ages 6 - 10 Years	24	38.8	7.32	0.32	.8133
Ages 11 -15 Years	32	38.5	5.47		
Ages 16 or Older	19	37.7	5.80		
		Interactions			
		A X C		0.63	.4311
		A X D		0.40	.7526
		C X D		0.91	.4409
		A X C X D		0.62	.5400

(Continued)

Table 4 (continued)

Variable	n	M	s	F-Value	p-Level
		Aggravation			
Gender of Parent (A)					
Female	81	60.9[g]	11.00	4.95	.0289
Male	14	54.9[h]	7.28		
Number of Children (C)					
1 - 2 Children	47	60.7	11.18	0.53	.4702
3 + Children	48	59.3	10.29		
Age of Children (D)					
Ages Birth - 5 Years	20	61.4	9.48		
Ages 6 - 10 Years	24	61.2	10.43	0.40	.7533
Ages 11 -15 Years	32	58.9	12.67		
Ages 16 or Older	19	58.8	9.04		
		Interactions			
		A X C		0.08	.7788
		A X D		1.08	.3626
		C X D		0.78	.5074
		A X C X D		0.37	.6916

*The larger the score, the greater the attribute.

**The possible scores and theoretical mean are the following: warmth (10-60, 35); encouragement of independence (9-54, 31.5); strictness (13--78, 45.5); aggravation (19-114, 65.5).

ab Difference statistically significant at the .05 level according to Bonferroni (Dunn) t-test for means.

de Difference statistically significant at the .05 level according to Duncans Multiple Range Test for Means.

gh Difference statistically significant at the .05 level.

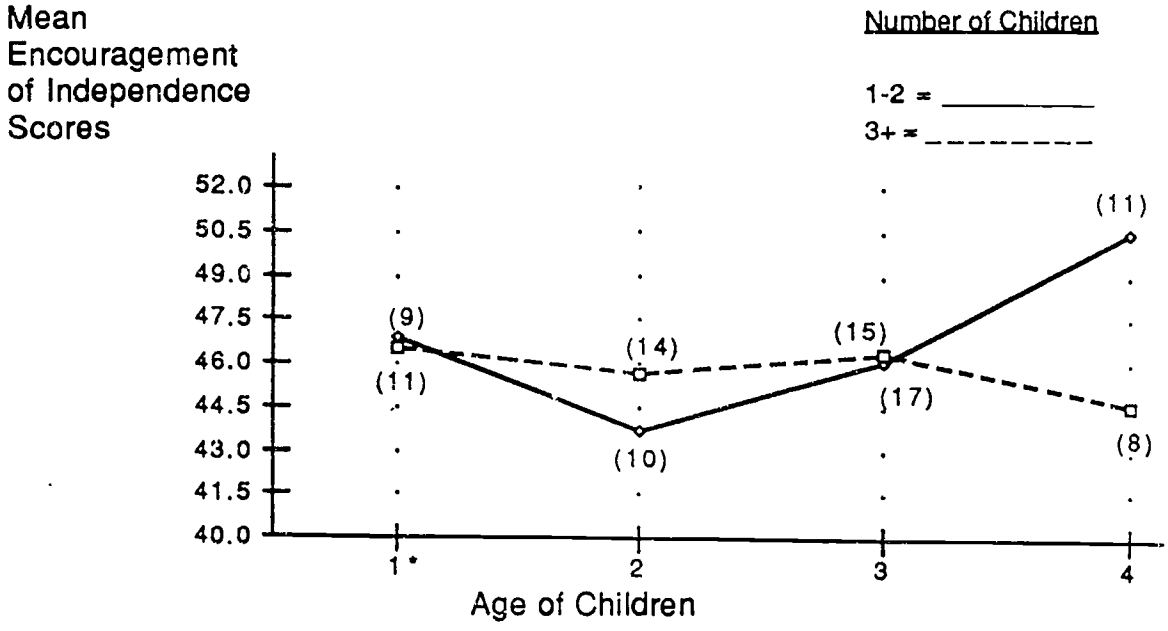
Four of the 28 p-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Three of the statistically significant comparisons were for main effects. The following main effects were statistically significant at the .05 level:

1. gender of parents for the dependent variable Warmth (recurring, Table 1),
2. age of children for the dependent variable Warmth, and
3. gender of parents for the dependent variable Aggravation (recurring, Table 1).

The results cited in Table 3 indicated the following for main effects: Parents with children aged Birth-5 years rated Warmth statistically higher than parents with children aged 6-10 years.

One of the four significant comparisons was for the interaction between number of children and age of children for the dependent variable Encouragement of Independence. The interaction between number of children and age of children for dependent variable Encouragement of Independence was depicted in a profile plot. Figure 3 contains mean Encouragement of Independence scores and curves for number of children.

Figure 3: The Interaction Between Number of Children and Age of Children for the Dependent Variable Encouragement of Independence.



*1 = Birth-5 Years, 2 = 6-10 Years, 3 = 11-15 Years, 4 = 16+ years

The interaction between number of children and age of children for the dependent variable Encouragement of Independence was disordinal. Information cited in Figure 3 indicated the following:

1. parents with 1-2 children aged 6-10 years rated Encouragement of Independence the lowest of any subgroup, and
2. parents with 1-2 children aged 16 or older rated Encouragement of Independence numerically higher than any other subgroup.

Table 5: A Comparison of Mean Parental Attitudes toward Child Rearing Scores for Parents according to Gender of Parent, Age of Parent and Marital Status of Parent Employing a Three-Way Analysis of Variance (General Linear Model).

Variable	n	M*	s	F-Value	p-Level
		Warmth**			
Gender of Parent (A)					
Female	81	53.7	5.26	2.30	.1327
Male	14	50.2	4.87		
Age of Parent (B)					
Age 35 Years or Younger	22	51.4	8.46		
Age 36-40 Years	32	53.8	3.79	3.16	.0473
Age 41 + Years	41	53.8	3.87		
Marital Status of Parent (E)					
Married	85	53.4	4.39	1.53	.2201
Single	10	51.2	10.57		
	Interactions				
	A X B			1.05	.3529
	A X E			0.02	.8972
	B X E			3.59	.0319
	A X B X E			***	***

(Continued)

Table 5 (continued)

Variable	n	M	s	F-Value	p-Level
		Encouragement of Independence			
Gender of Parent (A)					
Female	81	46.5	4.37	0.09	.7675
Male	14	45.4	5.27		
Age of Parent (B)					
Age 35 Years or Younger	22	44.2	5.28		
Age 36-40 Years	32	47.1	4.14	2.74	.0700
Age 41 + Years	41	46.8	4.06		
Marital Status of Parent (E)					
Married	85	46.1	4.23	0.34	.5597
Single	10	47.9	6.38		
		Interactions			
		A X B		2.42	.0951
		A X E		1.74	.1907
		B X E		4.18	.0185
		A X B X E		***	***

(Continued)

Table 5 (continued)

Variable	n	M	s	F-Value	p-Level
		Strictness			
Gender of Parent (A)					
Female	81	37.8	6.04	0.39	.5342
Male	14	41.1	8.73		
Age of Parent (B)					
Age 35 Years or Younger	22	39.8	8.58		
Age 36-40 Years	32	37.5	6.47	2.48	.0896
Age 41 + Years	41	38.0	5.29		
Marital Status of Parent (E)					
Married	85	38.2	6.59	0.10	.7559
Single	10	38.8	6.49		
		Interactions			
		A X B		5.19	.0075
		A X E		4.19	.0438
		B X E		1.58	.2111
		A X B X E		***	***

(Continued)

Table 5 (continued)

Variable	n	M	s	F-Value	p-Level
		Aggravation			
Gender of Parent (A)					
Female	81	60.9	11.00	1.39	.2411
Male	14	54.9	7.28		
Age of Parent (B)					
Age 35 Years or Younger	22	63.2	11.11		
Age 36-40 Years	32	59.2	11.45	0.74	.4817
Age 41 + Years	41	58.9	9.79		
Marital Status of Parent (E)					
Married	85	59.3	10.17	2.42	.1234
Single	10	66.1	13.65		
		Interactions			
		A X B		0.14	.8683
		A X E		0.01	.9128
		B X E		0.16	.8517
		A X B X E		***	***

*The larger the score, the greater the attribute.
**The possible scores and the (9-54, 31.5); strictness (13--78, 45.5); aggravation (19-114, 65.5).
***Statistics not available because of size and nature of sample.

Five of the 24 p-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. One of the five significant comparisons was for the main effect age of parent for the

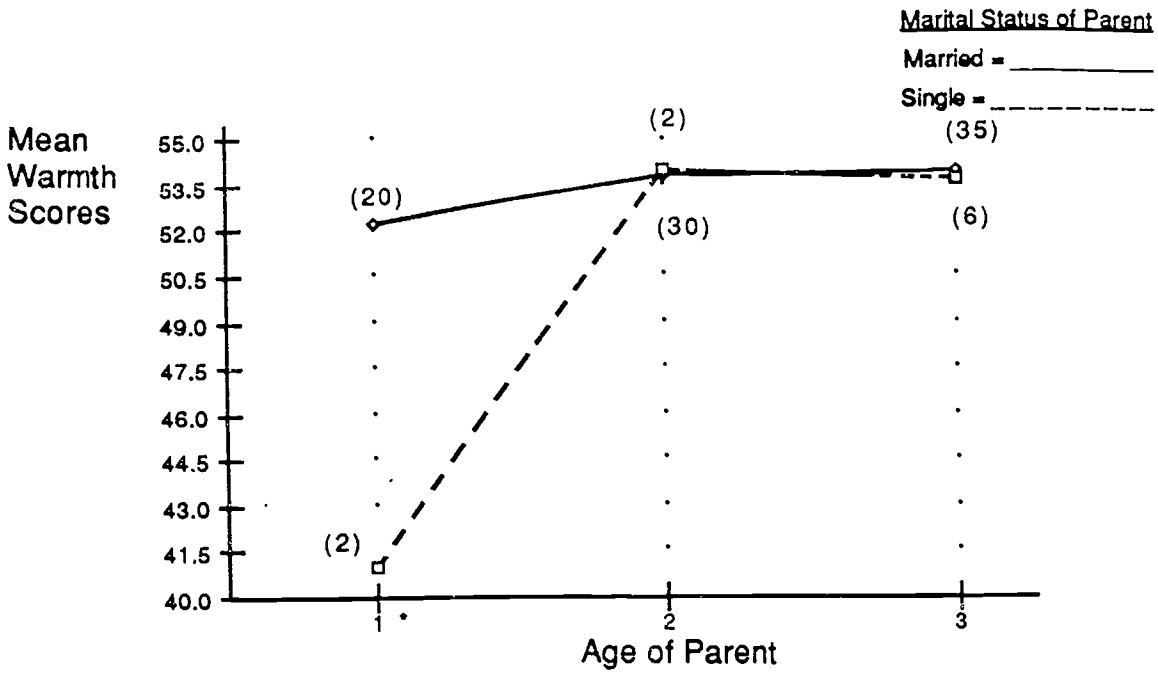
dependent variable Warmth (recurring, Table 3).

The results cited in Table 5 indicated no additional associations between independent and dependent variables. Four of the five statistically significant comparisons were for interactions. The following interactions were statistically significant at the .05 level:

1. age of parent and marital status of parent for the dependent variable Warmth,
2. age of parent and marital status of parent for the dependent variable Encouragement of Independence,
3. gender of parent and age of parent for the dependent variable Strictness, and
4. gender of parent and marital status of parent for the dependent variable Strictness.

The interaction between age of parent and marital status of parent for the dependent variable Warmth was depicted in a profile plot. Figure 4 contains mean warmth scores and curves for marital status of parent.

Figure 4: The Interaction Between Age of Parent and Marital Status of Parent for the Dependent Variable Warmth.



*1 = Age 35 or Younger, 2 = Ages 36--40, 3 = Ages 41+

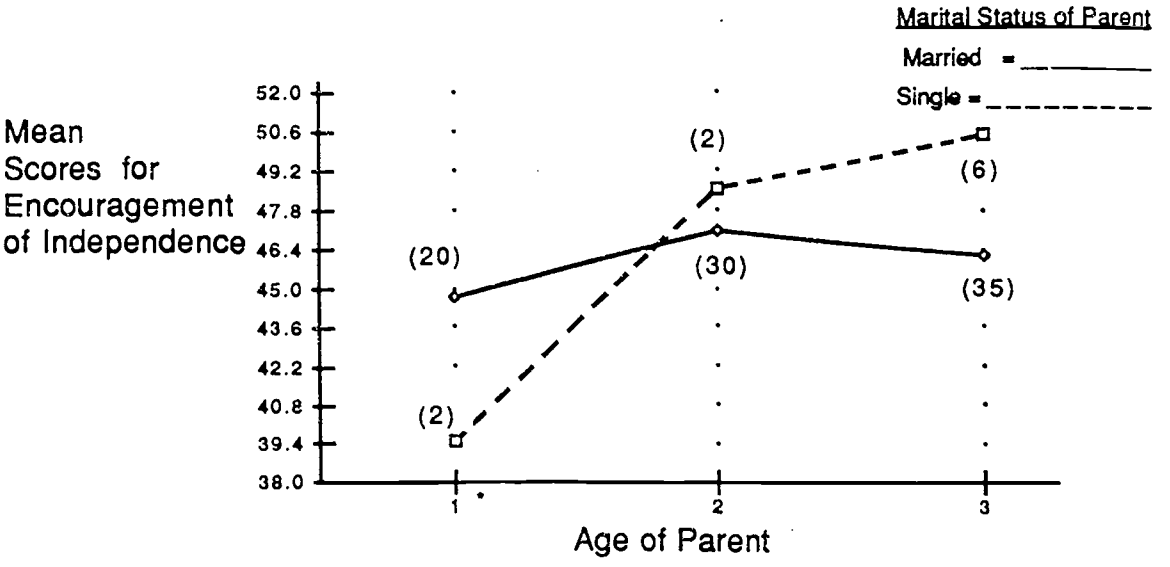
The interaction between age of parent and marital status of parent for the dependent variable Warmth was disordinal. Information cited in Figure 4 indicated the following:

1. married parents numerically increased rating of Warmth according to age.
2. single parents aged 35 years or younger rated Warmth numerically lower than any other subgroup, and

The interaction between age of parent and marital status of parent for the dependent variable encouragement of independence was depicted in a profile plot. The following were cited in Figure 5: mean Encouragement of Independence scores and curves for marital status of parent.

plot. The following were cited in Figure 5: mean encouragement of independence scores and curves for marital status of parent.

Figure 5: The Interaction Between Age of Parent and Marital Status of Parent for the Dependent Variable Encouragement of Independence.



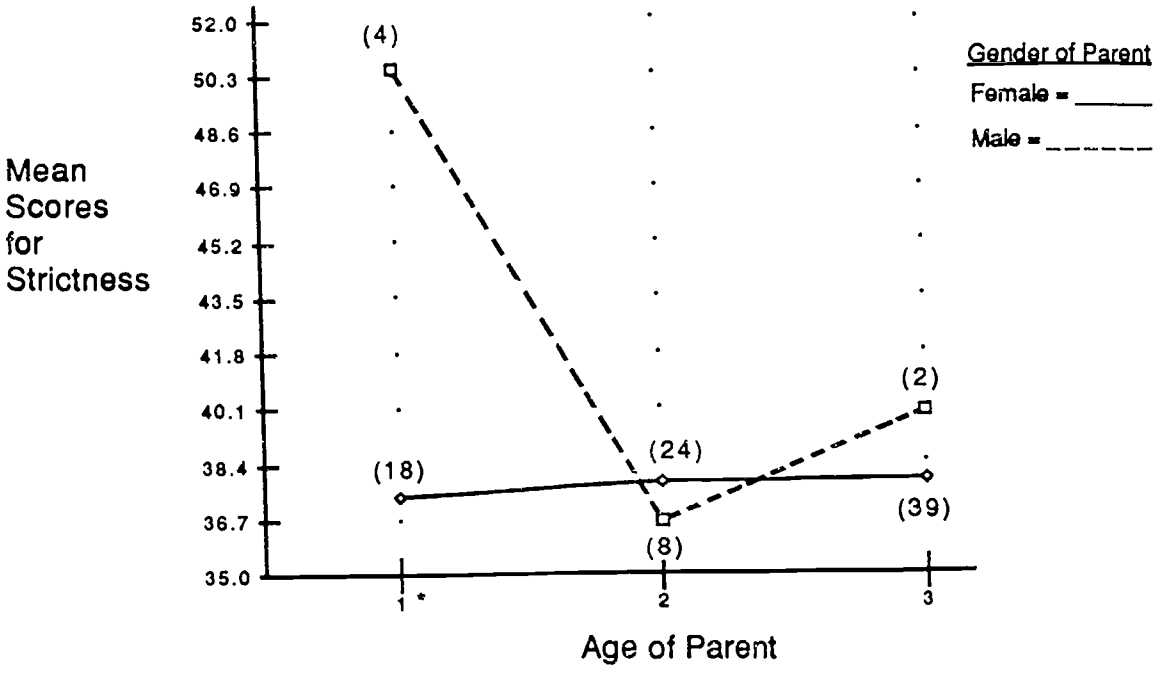
*1 = Age 35 or Younger, 2 = Ages 36--40, 3 = Ages 41+

The interaction between age of parent and marital status of parent for the dependent variable Encouragement of Independence was disordinal. The information cited in Figure 5 indicated the following:

1. single parents aged 35 years or younger rated Encouragement of Independence numerically lower than any other subgroup, and
2. single parents aged 41+ years rated Encouragement of Independence numerically higher than any other subgroup.

The interaction between age of parent and gender of parent for the dependent variable Strictness was depicted in a profile plot. The following were cited in Figure 6: mean Strictness scores and curves for gender of parent.

Figure 6: The Interaction Between Age of Parent and Gender of Parent for the Dependent Variable Strictness.



*1 = Age 35 or Younger, 2 = Ages 36--40, 3 = Ages 41+

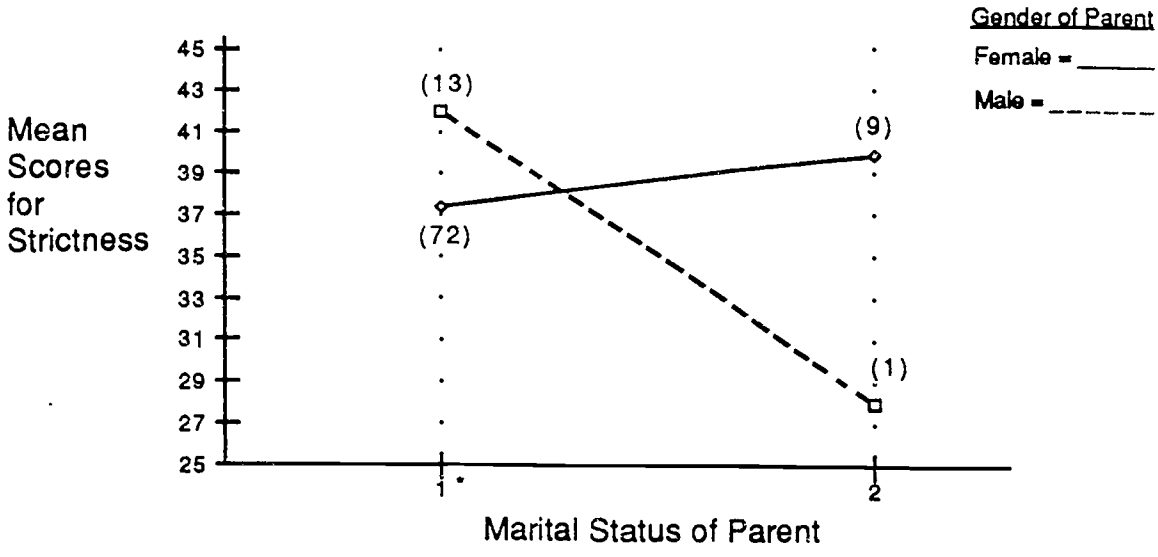
The interaction between age of parent and gender of parent for the dependent variable Strictness was disordinal. The information cited in Figure 6 indicated the following:

1. male parents age 35 years or younger rated Strictness numerically higher than any other subgroup,
2. male parents ages 36-40 years or younger rated Strictness numericallylower than any other subgroup, and
3. male parents age 35 or younger rated Strictness significantly higher than female parents age 35 or younger.

The interaction between marital status of parent and gender of parent for the dependent variable Strictness was depicted in a profile plot. The following

were cited in Figure 7: mean strictness scores and curves for gender of parent.

Figure 7: The Interaction Between Marital Status of Parent and Gender of Parent for the Dependent Variable Strictness.



*1 = Married, 2 = Single

The interaction between marital status of parent and gender of parent for the dependent variable Strictness was disordinal. The information cited in Figure 7 indicated the following:

1. married male parents rated Strictness numerically higher than any other subgroup, and
2. single male parents rated Strictness numerically lower than any other subgroup.

Discussion

Summary

The purpose of the researcher was to investigate attitudes toward parenting. The following independent variables were investigated: gender of

the parent, age of the parent, number of children, age of children, and marital status of the parent. Dependent variables were scores from the following subscales of the Parental Attitudes toward Child Rearing Questionnaire: Warmth, Encouragement of Independence, Strictness, and Aggravation. The sample consisted of 95 usable copies of the questionnaire. Five composite null hypotheses were tested, employing a three-way analysis of variance (general linear model).

A total of 68 comparisons were made, plus 68 recurring. Of the 68 comparisons, 20 were for main effects and 48 were for interactions. Of the 20 main effects, 8 were statistically detectable at the .05 level. The following main effects were statistically detectable at the .05 level:

1. gender of parent for the dependent variable Warmth,
2. age of parent for the dependent variable Encouragement of Independence,
3. gender of parent for the dependent variable Strictness,
4. age of parent for the dependent variable Strictness,
5. gender of parent for the dependent variable Aggravation,
6. age of children for the dependent variable Encouragement of Independence,
7. age of parents for the dependent variable Warmth, and
8. age of children for the dependent variable Warmth.

The results of the present study indicated the following for main effects:

1. female parents rated Warmth statistically higher than male parents,
2. parents aged 36-40 years rated Encouragement of Independence statistically higher than parents aged 35 years or younger,
3. male parents rated Strictness statistically higher than female parents,

4. parents 35 years or younger rated Strictness statistically higher than parents aged 36-40 years),
5. female parents rated Aggravation higher than male parents,
6. parents who had children aged 16 years or older rated Encouragement of Independence statistically higher than parents who had children aged 6-10 years,
7. parents aged 36 years and greater rated Warmth statistically higher than those parents aged 35 years or younger, and
8. parents with children aged birth-5 years rated Warmth statistically higher than parents with children aged 6-10 years.

Of the 48 interactions, 7 were statistically detectable at the .05 level. The following were statistically detectable at the .05 level:

1. gender of parent and age of parent for the dependent variable Encouragement of Independence,
2. age of parent and number of children for the dependent variable Encouragement of Independence,
3. number of children and age of children for the dependent variable Encouragement of Independence,
4. age of parent and marital status of parent for the dependent variable Warmth,
5. age of parent and marital status of parent for the dependent variable Encouragement of Independence,
6. gender of parent and age of parent for the dependent variable Strictness, and
7. gender of parent and marital status of parent for the dependent variable Strictness.

The Related Literature and the Results of the Present Study

The results of the present study supported the findings reported by Baumrind (1967), Stafford and Bayer (1993), Stolz (1967), and Zern (1984) that women in general showed more importance for the characteristic of nurturance or warmth than men. Information cited in the present study did not support the findings of Bigner (1979), Blakemore, Keniston and Baumgardner (1985), Dail (1986), Mackey and Day (1979) and Bronstein (1984). These researchers reported that men were just as nurturing or warm, if not more so, than women. Baumrind (1967) reported that mothers scored higher on strictness than fathers. The results of the present study did not support this finding. The results of the present study gave no information to support or dispute the finding by Stolz (1967) that males tended to reward dependence rather than independence. DeLissovoy's (1973) finding that young mothers were more aggravated and stricter was supported by the results of the present study.

Martin, Halverson, Wampler and Hollet-Wright (1991) reported in their study of female parents that older women expressed more control or strictness and less nurturance or warmth than the younger group of women. These findings were not supported by the results of the present study. However, the results of the present study did support, in part, Stolz's (1967) report that older men emphasized authoritarian control over child behavior. The present study found that male parents, as a group without age classifications, rated strictness higher than female parents. No information was obtained from the present study to support or dispute Stolz's (1967) report that parents of larger families show more authoritarian control or strictness.

Dix, Ruble, Grusec and Nixon (1986), Lawton, et. al.(1984) and Himelstein, Graham and Weiner (1991) maintained that attitudes toward

parenting were affected by the age or developmental stage of the child. The results of the present study supported this contention to some degree. With the independent variable age of children, differences were found with the dependent variables of warmth and encouragement of independence. Martin et al. (1991) purported that parents of younger children were more nurturant than parents of older children. The results of the present study supported this finding if one interpreted nurtuance to mean warmth. However, if nurturance was interpreted to include encouragement of independence, the results of the present study did not support the results of Dix, Ruble and Zambarano (1989) that parents of older children were more power-assertive and controlling.

Generalizations

The results of the present study appeared to support the following generalizations:

1. female parents value warmth more than male parents,
2. female parents are more concerned with aggravation than male parents,
3. parents of children aged birth-5 years value warmth more than parents with children aged 6-10 years, and
4. significant interactions for gender of parent, age of parent and encouragement of independence; age of parent, number of children and encouragement of independence; number of children, age of children and encouragement of independence; age of parent , marital status of parent and warmth; age of parent, marital status of parent and ecouragement of independence; gender of parent, age of parent and strictness; and, gender of parent, marital status of parent and strictness.

Recommendations

The results of the present study appear to support the following recommendations:

1. the study should be replicated with a large random sample,
2. the study should be replicated in other geographical areas,
3. the study should be replicated employing more levels for the independent variable age of parent,
4. the study should be replicated employing more specific levels for the independent variable marital status of parent,
5. the study should be replicated employing more specific levels for the independent variable age of children
6. the study should be replicated utilizing a different instrument, and
7. the study should be replicated to study a single dependent variable, such as encouragement of independence.

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Appendix A

A Copy of the Instrument Used:

Parental Attitudes toward Child Rearing

Dear Participant:

My name is Kris Walker. I am working toward completion of a master of science degree at Fort Hays State University. My research topic is "Attitudes toward Parenting." In order to collect data for the project, I am asking individuals such as yourself, who are parents to complete the demographic sheet and questionnaire attached to this letter. It is critical that every item on each page have a response marked.

If you decide to complete this survey, please keep the following points in mind:

1. your responses are completely confidential,
2. your responses will be used exclusively for this research project,
3. each item on the demographic sheet and the questionnaire must be completed in order to be included in the research data, and
4. this study is not related in any way to my place of employment.

I appreciate the time, consideration, and assistance you can give to me.

Sincerely,

Kris Walker
Master of Science Candidate
Fort Hays State University

Observation #_____

DEMOGRAPHIC INFORMATION

Please mark each item below.

Sex of person completing the questionnaire:

_____ Male _____ Female

Age of person completing the questionnaire:

_____ Age 20 or younger _____ Age 31 - 35

_____ Age 21 - 25 _____ Age 36 - 40

_____ Age 26 - 30 _____ Age 40 or older

Number of children (including step-children):

_____ 1 or 2 children

_____ 3 or 4 children

_____ 5 or more children

Mark each age category in which your children (including step-children) are included:

_____ Birth - 5 years old

_____ 6 - 10 years old

_____ 11 - 15 years old

_____ 16 - 20 years old

_____ 21 years and older

Current marital status of person completing the questionnnaire:

_____ Married _____ Single

Parental Attitudes toward Childrearing Questionnaire

No._____

Parent_____

The following statements represent matters of interest and concern to parents. Not all parents feel the same way about them. Read each statement carefully and circle the number at the left which most closely reflects YOUR degree of agreement or disagreement. Please answer **all** statements, preferably without skipping or looking back. Incomplete questionnaires cannot be used in the study.

1	2	3	4	5	6
Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree

(Circle one)

1 2 3 4 5 6 (1) I respect my child's opinions and encourage (him) (her) to express them.

1 2 3 4 5 6 (2) I feel that it is never to early to start teaching a child to obey commands.

1 2 3 4 5 6 (3) I believe that if a child makes occasional slips after (he) (she) has been toilet-trained, (his) (her) slips should be ignored.

1 2 3 4 5 6 (4) I often feel angry with my child.

1 2 3 4 5 6 (5) I encourage my child to express anger as well as pleasant feelings.

1 2 3 4 5 6 (6) I punish my child by putting (him) (her) off somewhere by (himself) (herself) for a while.

1 2 3 4 5 6 (7) I am bothered because I can't do the things I liked to do before the baby was born.

1 2 3 4 5 6 (8) I wish my spouse spent more time with our child.

1 2 3 4 5 6 (9) I feel a child should be given comfort and understanding when (he) (she) is scared or upset.

1 2 3 4 5 6 (10) I believe physical punishment to the best way of disciplining.

1 2 3 4 5 6 (11) I find that taking care of a young child is much more work than pleasure.

1 2 3 4 5 6 (12) I find that my child is likely to get into something and break it if I don't keep my eyes on (him) (her) every moment.

1 2 3 4 5 6 (13) I express affection by hugging, kissing, and holding my child.

1 2 3 4 5 6 (14) I find some of my greatest satisfactions in my child.

1 2 3 4 5 6 (15) I prefer my child not try things if there is chance (he) (she) will fail.

1 2 3 4 5 6 (16) I feel that the earlier a child is put on the potty, the easier it is to train (him) (her).

1 2 3 4 5 6 (17) I usually take into account my child's preference in making plans for the family.

1 Strongly disagree	2 Moderately disagree	3 Slightly disagree	4 Slightly agree	5 Moderately agree	6 Strongly agree

1 2 3 4 5 6	(18) I feel that a child who is always quiet and peaceful is the best kind of child to have.
1 2 3 4 5 6	(19) I find it difficult to punish my child.
1 2 3 4 5 6	(20) I let my child make many decisions for (himself) (herself).
1 2 3 4 5 6	(21) I worry about the bad and sad things that can happen to a child as (he) (she) grows up.
1 2 3 4 5 6	(22) I find that my spouse and I often disagree about the best way to raise our child.
1 2 3 4 5 6	(23) I find that toddlers act like they are the most important people in the house and are always demanding things.
1 2 3 4 5 6	(24) I do not allow my child to get angry with me.
1 2 3 4 5 6	(25) I feel my child is a bit of a disappointment to me.
1 2 3 4 5 6	(26) I am easy-going and relaxed with my child.
1 2 3 4 5 6	(27) I believe that too much affection and tenderness can harm or weaken a child.
1 2 3 4 5 6	(28) I tend to spoil my child.
1 2 3 4 5 6	(29) I wish my spouse took more responsibility for disciplining our child.
1 2 3 4 5 6	(30) I talk to and reason with my child when (he) (she) misbehaves.
1 2 3 4 5 6	(31) I joke and play with my child.
1 2 3 4 5 6	(32) I encourage my child to be curious, to explore, and to question things.
1 2 3 4 5 6	(33) I have strict rules for my child.
1 2 3 4 5 6	(34) I think one has to let a child take many chances as (he) (she) grows up and tries new things.
1 2 3 4 5 6	(35) I feel that my child and I have warm, intimate times together.
1 2 3 4 5 6	(36) I believe in praising a child when (he) (she) is good and think it gets better results than punishing when (he) (she) is bad.
1 2 3 4 5 6	(37) I threaten punishment more often than I actually give it.
1 2 3 4 5 6	(38) I sometimes feel that I am too involved with my child.
1 2 3 4 5 6	(39) I make sure my child knows that I appreciate what (he) (she) tries or accomplishes

1 Strongly disagree	2 Moderately disagree	3 Slightly disagree	4 Slightly agree	5 Moderately agree	6 Stongly agree

1 2 3 4 5 6 (40) I teach my child to keep control of (his) (her) feelings at all times.

1 2 3 4 5 6 (41) I wish my child did not have to grow up so fast.

1 2 3 4 5 6 (42) I believe that scolding and criticism makes my child improve.

1 2 3 4 5 6 (43) I feel that I sacrifice a lot of my personal interests for my child.

1 2 3 4 5 6 (44) I worry about the health of my child.

1 2 3 4 5 6 (45) I feel there is a great deal of conflict between my child and me.

1 2 3 4 5 6 (46) I encourage my child to be independent of me.

1 2 3 4 5 6 (47) I make sure I know where my child is and what (he) (she) is doing.

1 2 3 4 5 6 (48) I find it interesting and educational to be with my child.

1 2 3 4 5 6 (49) I think children must learn early not to cry.

1 2 3 4 5 6 (50) I feel that I have more authority over my child than does my spouse.

1 2 3 4 5 6 (51) I wish I could spend more time with my child.

Appendix B

Letters of Permission

to Use Instrument

September 13, 1993

Dr. W. A. Goldberg
University of California, Irvine
Social Ecology Department
Irvine, CA 92717

Dear Dr. Goldberg:

Last summer I requested a copy of your Parental Attitudes toward Childrearing Questionnaire, which you most graciously sent. I have been advised by my thesis supervisor to get specific written permission from you to use the questionnaire in my research project. If you do not wish to write a letter, I have enclosed a permission form for you to sign and return in the stamped, addressed envelope.

Thank you once again for your assistance.

Sincerely,

Kris Walker

Kris Walker
Masters' Student
Fort Hays State University
Hays, KS

enclosure

Done! Good luck —

Permission to Use Instrument

I give permission for Kris Walker to use the Parental Attitudes toward Childrearing Questionnaire in her masters' thesis project at Fort Hays State University.

Dr. W. A. Goldberg
University of California
Social Ecology Department
Irvine, CA 92717

9/18/93
Date