


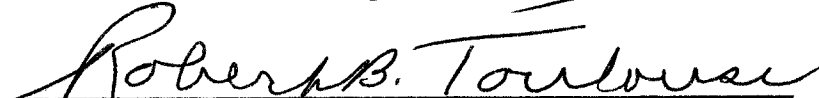
A COMPARISON OF THE CHILD-REARING ATTITUDES OF
DISADVANTAGED CHICANO AND BLACK MOTHERS

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Hypothesized in this study are the following: (1) that there are significant general differences between the child-rearing attitudes of disadvantaged Chicano and Black mothers, (2) that their respective attitudes significantly vary on particular subtests of maternal attitude, and (3) that demographic variables, such as age, number of marriages, native-migrant status, and level of education will affect significant differences in response on a number of specified attitudinal subtests. Additional purposes of the study are to partially alleviate the existing dearth of extensive and well-controlled cross-cultural comparisons of child-rearing attitudes and to provide a reliable data-base for future related research.

The subjects were fifty disadvantaged Mexican-American and fifty Black mothers who were chosen on the basis of certain rigid criteria. Their attitudes were obtained by trained examiners using the Parental Attitude Research Instrument (PARI). Responses of the two groups were compared by use of twenty-three, two-tailed t-tests, and the effects of demographic variables upon response patterns were measured with an extensive correlation matrix.

The resulting data confirmed the three hypotheses, revealing significant differences in each predicted direction. Furthermore, the data not only verified the existence of attitudinal differences but also specified the kinds and patterns of these differences. The level of significance was set at .05, though many differences were demonstrated at the .001 level.

This report supports the hypothesis that there are cross-cultural differences in child-rearing attitudes between disadvantaged Chicano and Black mothers. It also provides insight into the kinds of attitudes which relate to each group and has implications for future research.

A COMPARISON OF THE CHILD-REARING ATTITUDES OF
DISADVANTAGED CHICANO AND BLACK MOTHERS

THESIS

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CHAPTER I

INTRODUCTION

The Influence and Importance of Maternal Attitudes

The importance of maternal attitudes to the development of the child is a widely-accepted fact (Bell, 1958; Bettelheim, 1952). Mothers' attitudes toward child-rearing have been recognized as influencing not only the individual child but also the structure and mores of entire cultures (Kates and Diab, 1955; Siegelman, 1965). Kates has noted that the mother's role in the socialization of children is decisive and that female attitudes regarding parent-child relationships are strongly interrelated with their socio-cultural attitudes. Krieger (1972) states that the socio-cultural aspects of maternal attitude determine which practices concerning child-rearing are deemed effective, appropriate, and acceptable by each particular society.

Maternal influence is assumed to be particularly strong in the Chicano and Black cultures within American social structure. Cravioto (1969) has observed that the native Mexican mothers' attitudes exert a subtle but strong influence upon the family and social structure in Mexico. Similar studies discuss the dominant matriarical aspects of both African and American Black cultures (Pettigrew, 1971). To

date, however, psychological studies have not empirically identified the child-rearing attitudes of mothers in a growing subculture, that of the Mexican-American or Chicano. Similarly, the maternal attitudes of the Black mother have largely been subject only to subjective speculation and generalization rather than objective, scientific investigation and comparison. The influence of the Black American mother is a popular topic in prose, but no definitive scientific data has emerged.

Implications for Cross-Cultural Research

Psychological researchers have currently directed their interest toward such diverse factors as time perception (Bongers, 1972), intellectual capacity (Watson, 1970), and self-concept (Peterson and Ramirez, 1971) in the Chicano and Black child. Such studies have merit, but psychologists have, for the most part, ignored the maternal attitudes which exert a strong and basal influence over the very children's behavior they are investigating. The necessity for such attitude research is implicit for a truly thorough and scientific approach to cultural differences. This need is underscored by the numerical growth of both Chicano and Black populations and their resulting influence upon the educational, social, and political aspects of American life.

While the Chicano and Black mothers undeniably exist and, supposedly, exert a powerful and unique influence over

their children and respective cultures, the specifics of their power remain unidentified. That the majority constitute another influential and multiplying segment of society, the disadvantaged, further emphasizes their potential as the object of study. It is clear that these groups, the disadvantaged Chicano and Black mothers, merit investigation and that measurement and comparison of their maternal attitudes is a logical and pertinent area for exploration.

Statement of Purpose

It is the purpose herein to seek an objective, multifactored measure of the child-rearing attitudes of these disadvantaged Chicano and Black mothers. A broad spectrum of information, such as that obtained with the Parental Attitude Research Instrument, would provide a valuable data-base for both groups. These findings are to be compared and correlated with such demographic variables as the subject's age, marital status, level of education, and whether she is a native of the United States. A carefully controlled study of this nature would serve to dispel subjective speculation, to produce hitherto nonexistent factor-analytic and normative data, and to provide a point of departure for future study of the two cultures.

CHAPTER II

REVIEW OF THE LITERATURE

A survey of cross-cultural and maternal attitude research reveals several published studies which directly relate to the present study. More frequently encountered are articles which have a less direct but theoretically or historically pertinent relation to the study. Because of the complexity of the Chicano-Black study, a large number of both kinds of aforementioned studies are included in the review for the purpose of clarification.

Therefore, this survey is divided into seven sections: section one includes studies which relate the important aspects of maternal attitude; section two includes early observational investigation of parental attitude; section three presents the development of the Parental Attitude Research Inventory; the fourth section includes PARI research on mothers of physically handicapped children; the PARI as applied to the child-rearing attitudes of disadvantaged mothers is the concern in section five; cross-cultural PARI studies constitute the sixth division; and PARI research on educational influences is included in the seventh section. The review is concluded by a summary which will capsulize the reviewed literature and delineate its implications for the present study.

Studies Regarding Importance of Maternal Attitudes

The literature supports the concept of the importance of maternal attitude with numerous related studies. Schaefer and Bell's (1958) original thesis reflects the credo of parental attitude researchers in stating that "parental attitudes toward child-rearing and family life are crucial in the personality development of the child." Orlansky suggested the need for investigation of the total pattern of childhood experiences, including maternal attitudes, rather than concentration on infant care patterns alone. Symonds (1939) also concludes that "the quality of the mother-child relationship is of extreme importance" and merits empirical investigation.

Early Observational Studies of Parental Attitudes

The earlier studies of parental attitudes typically utilized observational techniques. Highly subjective and easily-affected by experimenter bias, examples of such studies include Baldwin, Kalhorn, and Breese's (1945) work with the Fels Parent Behavior Scale and the rating scales adopted by Sanford, Adkins, Miller, and Cobb (1943). Although observational studies provided some relevant information and served as catalysts for later research, problems inherent in their design left doubt as to the true significance of the data they produced. Further, this method of systematic observation proved prohibitively expensive and

revealed the need for more efficient, objective, and inexpensive methods of attitude measurement.

In an attempt to meet these needs, Shoben (1949) devised a pencil and paper test, the Parent Attitude Survey (PAS). Subsequent studies such as those by Mark (1953) and Freeman and Grayson (1955) substantiated the superiority of the PAS method over mere observation, but its validity was questioned by the findings of Burchinal (1958), Fitzelle (1959), Gordon (1957), and Leton (1958). Other authors, such as Block (1950) and Radke (1946), constructed scales of parental attitudes, but these proved impractical because of low intercorrelation, low reliabilities, lack of cross-validation, and inappropriateness of items.

Studies on the Development and Factor-Analysis of the PARI

In reviewing these studies, family specialists Earl S. Schaefer and Richard Q. Bell recognized the value of the questionnaire as a technique, while simultaneously observing the shortcomings of previously-constructed scales. Their intent was to construct an instrument "based on a more comprehensive conceptualization of parent attitudes and better quantitative procedures" (Schaefer, 1972). After careful construction and a painstaking series of revisions, a set of twenty-three, five-item scales emerged. Christened the Parental Attitude Research Instrument (PARI), it tapped a wide variety of attitudinal factors and incorporated those quantitative elements which initially concerned the authors.

Subsequent factor-analysis studies on the PARI have lent credibility to its value as a research tool and have doubtless contributed to its popularity. Representative studies by Schaefer and Bell (1957), Schaefer (1961), and Zuckerman, Ribback, Monashkin, and Norton (1958) have supported the quantitative superiority of the PARI over its published predecessors by providing normative data.

PARI Studies with Mothers of Physically and Mentally Handicapped Children

A research area which captured the interest of many psychologists was the use of the PARI in comparing maternal attitudes of mothers of "normal" children and mothers of children with mental or physical handicaps. Zuckerman, Oltean, and Monashkin (1958) found significant differences in the child-rearing attitudes in mothers of schizophrenic and normal adults. Tolor and Rafferty (1963) reported similar findings in comparing mothers of schizophrenics and normal children. Heilbrun (1960) chose to compare the attitudes of mothers, rather than children, who were either schizophrenic or normal. Horowitz and Lovell (1960) limited their subject groups to mothers of normal and schizophrenic daughters. Daughters' perceptions of their mothers' child-rearing attitudes were tapped with use of an inverted PARI in McKinley's (1962) study.

Farina (1960), Heilbrun (1960b), and Heilbrun and Guertin (1961) utilized the PARI to measure attitudinal differences in mothers of schizophrenics with differing symptom patterns. Similar studies were done by Zuckerman (1959) and

Adorno, Frenke, Brunswick, Levinson, and Sanford (1950), who compared and contrasted PARI responses of mothers of inpatients and outpatients.

The effects of having a child with a specific physical illness were investigated by Bell (1954) and Klebanoff (1959). Also, Mann (1957) compared responses of mothers of normal and cerebral palsied children, while Hoffman (1960), Kramm (1958), and Reed (1959) studied those of children with Down's Syndrome, congenital heart defects, and congenital blindness, respectively.

Cross-cultural PARI Studies

As related to the cross-cultural investigation presented in this paper, there has been little cross-cultural research published, and none which specifically compares the parental attitudes of Chicanos and Blacks. Only three studies have appeared which relate even vaguely to the present study, and these are expressly concerned with Oriental subcultures. McClelland's (1961) report was subjective in nature and was primarily constituted by the author's personal commentary on need achievement in Japanese and Chinese. Japanese child-rearing attitudes were explored by Kitano (1961) in a more objective but truly limited study. A more recent article by Kreiger and Kroes (1972) lends itself more directly to the comparison of maternal child-rearing attitude and adheres closely to standardized PARI procedure. The authors' choice of comparative subject groups (Chinese, Jewish, and Protestant), however, appears to be somewhat inappropriate.

PARI Studies with Disadvantaged Mothers

With regard to related research with the disadvantaged mother, there is a similar dearth of useful information. The PARI has been utilized by some experimenters to tap socioeconomic differences in maternal attitude, though such studies are few and their relevance is limited by their authors' limited focus. Yater, Olivier, and Barclay (1968) administered the PARI to mothers of white, culturally disadvantaged, Head Start children. Their results suggest the obvious, that "cultural attitudes toward childrearing should be the object of scientific consideration." Zunich's (1971) study of disadvantaged lower-class mothers yielded representative PARI responses, but was inconclusive because of his small subject group, the influences of an obviously artificial testing situation, and the lack of a control group.

PARI Studies of Educational Influence

A final area in which the PARI has been utilized and which can be related to the study presented herein, is that of educational influence upon maternal attitude. Loevinger's discussion (1962) states that, "PARI scores seem to be markedly sensitive to educational influences and readily reflect differences in educational levels." Bronfenbrenner's review (1958) further suggests that at least part of the high correlations between PARI scores and education may reflect true differences in child-rearing practices between social levels. Many studies report consistently high correlations between

educational levels and certain response patterns on the PARI, including Christie and Jahoda (1954); Freedheim and Reichenberg-Hackett (1959); Koch, Dentler, Dysart, and Streit (1934); Zuckerman, Barrett, and Bragiel (1960).

Summary

The findings of several authors support the commonly-accepted thought that maternal attitudes are of great importance to the development of the child and, therefore, qualify as a viable area for investigation. Early studies of such attitudes primarily relied upon observational methods which proved to be expensive, subjective and generally unreliable. The next technique adopted was the pencil and paper test, unquestionably an improvement but limited in nature. In an attempt to perfect this promising method, Schaefer and Bell (1958) developed the Parental Attitude Research Instrument, which is used in the present study.

The PARI was immediately utilized by scientists to measure maternal attitude as it is related to such factors as physical and mental handicaps in children. Another area of research application which has a more direct bearing upon the Chicano-Black study is that with disadvantaged mothers. Generally, however, these findings were inconclusive, as were those of studies related to cross-cultural differences in maternal attitude. More useful research with regard to educational influence was performed, the results and implications of which can be directly applied to the research undertaken

CHAPTER III

HYPOTHESES

In light of the preceding statements about the implied and assumed, but unverified, differences between parental attitudes across cultures, it would seem logical that an empirical investigation of such attitudes would reveal both general and specific differences. Therefore, the three major hypotheses to be investigated by this study are the following:

Hypothesis One

General differences will be found between the child-rearing attitudes of disadvantaged Chicano (Group A) and Black (Group B) mothers. For the purposes of this study, "general differences" is operationally-defined as significant differences between the means of Groups A and B on at least half (twelve) of the twenty-three PARI subscales.

Hypothesis Two

Specific differences will occur between the mean responses of Groups A and B on certain predicted subscales. These particular subscales and the predicted direction of response are presented in Table I.

Placement of X in either the Chicano (1) or Black (2) columns signifies a) a hypothesized significant difference between the two group means on the enumerated subscale and

b) the predicted higher scale score response for that particular group. An X in column 3 represents the prediction of no significant difference. For example, the X in column 1, subscale 12, illustrates a hypothesized difference between the mean responses of Chicanos and Blacks, with the former reporting higher scores and, therefore, being more likely to suppress aggression.

TABLE I
PREDICTED SIGNIFICANT GENERAL DIFFERENCES BETWEEN
GROUP MEANS FOR SPECIFIC PARI SUBSCALES

PARI Subscale	Chicano (1)	Black (2)	No Signifi- cant Dif- ference (3)
1. Encouraging Verbalization			X
2. Fostering Dependency	X		
3. Seclusion of the Mother	X		
4. Breaking the Will		X	
5. Martyrdom	X		
6. Fear of Harming the Baby	X		
7. Marital Conflict		X	
8. Strictness	X	X	
9. Irritability		X	
10. Excluding Outside Influences	X		
11. Deification			X
12. Suppression of Aggression	X		
13. Rejection of Homemaking Role		X	
14. Equalitarianism	X		
15. Approval of Activity		X	
16. Avoidance of Communication			X
17. Inconsiderateness of Husband		X	
18. Suppression of Sexuality	X		
19. Ascendency of Mother		X	
20. Intrusiveness	X		
21. Comradeship and Sharing			X
22. Acceleration of Devel- opment		X	
23. Dependency of the Mother	X		

Generally, it is hypothesized that Chicano mothers will score higher on those measures which are related to overprotectiveness and humility, such as Fostering Dependency, Suppression of Agression, and Dependency of Mother. Blacks are predicted to produce higher scores on subscales such as Strictness and Ascendency of Mother, which coincide with more controlling maternal characteristics. No significant differences are anticipated for the more neutral areas, an example of which is Deification.

Hypothesis Three

Demographic variables (age, place of birth, number of marriages, and level of education) will correlate significantly with certain specific PARI subscales. While for individual items, predictions cannot be made, several general correlational trends are anticipated:

1. Age will correlate negatively with those items relating to punitiveness, control, or dissatisfaction.
2. Mothers who were born and spent a part of their formative years outside the United States will produce responses which correlate positively with items implying seclusion, introversion, and dependency.
3. Number of marriages will correlate both negatively and positively with items relating to family and husband-wife relations.

4. Educational level will correlate positively with subscales reflecting a more progressive and enlightened attitude toward child-rearing, and negatively with those implying strictness and seclusion.

In light of previously cited studies which demonstrated PARI's sensitivity to differences in educational levels, the final hypothesis can be extended to predict a largest number of significant r 's between educational variable and subscales. Also, it is hypothesized that both the number, pattern, and strengths of demographic correlations with subscales will generally differ for the two subject groups.

CHAPTER IV

DESCRIPTION OF THE PARENTAL ATTITUDE RESEARCH INSTRUMENT (PARI)

Format

The Parental Attitude Research Inventory was introduced by Schaefer and Bell (1958) for use in obtaining information on maternal attitudes by tapping a variety of responses which relate to child-rearing and family life. It consists of twenty-three, five-item subscales, each of which is composed of five statements about which the subject gives her opinion by marking "Strongly Agree," "Disagree," or "Strongly Disagree." Though the PARI is modeled to a degree after the questionnaire format used by Shoben (1949), it differs in that its items are in the form of statements rather than questions. In order to control for response sets, the authors attempted to increase the social acceptability of the PARI items by stating them as rationalizations, truisms, cliches, or in other neutral and inoffensive forms.

Scoring

In Final Form IV of the PARI, items within the scales are cyclically arranged so that the first subscale (Encouraging Verbalization) includes items 1, 24, 47, 70, and 93. The second subscale (Fostering Dependency) items include

numbers 2, 25, 48, 71, and 94, and so on throughout the remaining 21 subtests. The authors employed an analysis described by Wheery and Weiner (1953) which estimates the loading of an item on the centroid scale in which it is included. Responses are loaded so that Strong Agreement receives a score of 4 points; Agreement, 3 points; Disagreement, 2 points; and Strong Disagreement, 1. Individual scores for the five items composing each of the twenty-three subscales are totalled to yield a scale score for each subtest. The minimal scale score is four and the maximum, twenty. A high scale score on a particular subtest reflects strong tendency in the direction of that particular measure. A scale score of nineteen, for example, on the Strictness Subtest would indicate that the subject advocates a strict and rigid approach to child-rearing. Conversely, a low scale score on a subtest such as Approval of Activity reflects the opinion that children's activity should be restricted.

A sample listing of the twenty-three subscales and their respective statements is available in the Appendix, as well as a sample scoring sheet.

Validity and Reliability

The most extensive validity studies on the PARI were performed by Zuckerman and his associates. Their work is extensive and a representative study serves to substantiate

validity and to exemplify typical findings. Zuckerman and Oltean (1959) tested the PARI's validity by correlating it with the Edwards Personal Preference Scale (EPPS), the Masculine-Feminine scale of the Minnesota Multiphasic Personality Inventory (MMPI), and the F Scale. The level of Construct validity was found to be adequate for the purposes intended for the PARI. Correlations found by Zuckerman and Oltean included those of .61 with the F Scale, .56 with the MMPI, and .52 with the EPPS.

Reliability of the PARI has been demonstrated by the original authors (Bell, 1954; Schaefer and Bell, 1958; Schaefer and Bell, 1957) and by subsequent statistical studies. Cline, Richards, and Needham (1963), Freedheim and Reichenberg-Hackett (1959) and Yater, Olivier and Barclay (1968) have done work which substantiates the reliability of the PARI as an instrument for the assessment of parental attitudes.

Appropriateness for Cross-Cultural Populations

The use of the PARI in this study may be questioned on several points. Admittedly, the PARI's 115-item format is a time-consuming, repetitious, and tedious one which drains enthusiasm from examiner and subject alike. Further, it requires understanding of the degrees of difference between strong agreement, mere agreement, etc.,--an abstract concept which may be confusing to the poorly-educated and culturally

deprived mother with whom this study deals. The PARI is also written in English and has been used almost exclusively with middle and upper class native Americans. In some instances, it has been shown to be vulnerable to subjects' response sets and tendency to "fake good" by marking socially-acceptable responses. Any of these factors alone would appear to discredit the PARI for use with any group other than middle-class whites and English-speaking subjects. These problems were recognized, however, and measures taken to alleviate and drastically reduce their detrimental influence.

The use of trained examiners, whose qualifications are described in detail in the Method section, served to eliminate many of the aforementioned problems. By administering the PARI to subjects on a one-to-one basis, the examiner was attuned to any indication of misunderstanding, response sets, or fatigue on the part of the subject. Because the examiner was of the same race and language background of the subject, she could easily relate instructions and explain confusing statements. To minimize fatigue, a short break was instituted at the halfway point on the PARI, during which the examiner and subject relaxed and distracted themselves from the pencil and paper task at hand. To maximize understanding, a simplified form of the PARI, in which certain phrases and sentence structures of the original PARI were modified, was administered to the Black mothers. Also, a

simplified, Tex-Mex Spanish version was administered to the bi-lingual or strictly Spanish-speaking Chicano mothers. Samples of both modified versions are included in the Appendix.

Response sets and "faking good," true problems which often contaminate data from middle-class subject populations, exert lesser influence with regard to the disadvantaged, cross-cultural populations. The likelihood of a subject's faking toward socially-acceptable responses is minimized by the facts that (a) being poorly educated, she has had little exposure to what is considered "socially acceptable" with regard to child-rearing (Zuckerman, et al., 1960); (b) in simplifying and translating the original PARI, those items which lend themselves toward acquiescence were modified structurally toward a more neutral set; and (c) because the subjects retained strong identification with their respective subcultures rather than with those of middle-class America, they were less likely to be influenced by responses which are socially acceptable to Americans, should they recognize them. The tendency would be for Chicanos and Blacks to respond within the context of "acceptable" criteria of their own subculture, the very attitudes the study attempted to tap. Further, should the subjects exhibit response sets, either through ignorance or cunning, the aforementioned explanation and observation by the examiner would tend to inhibit such response patterns.

Zuckerman, et al. (1958), who originally raised the issue of response sets and acquiescence compromised his position in admitting that "while factors such as acquiescence and response sets might enter into the consideration of data, the underlying dimensions tapped by the PARI reflect certain consistent life-styles in parental approaches to childrearing."

While problems related to use of the PARI with this study's sample do exist, they can be overcome with use of the aforementioned measures and rigorous controls. The use of the PARI is also justified by its several redeeming merits which are cited by several psychologists who have scrutinized and evaluated this and other attitude measurement instruments. Kreiger (1972) states that "In the past ten years since its development, the PARI has become the most popular instrument for use in the area of parental attitude assessment." Researchers Cross and Kawash (1968) consider the PARI to be "one of the most promising instruments available." Schaefer and Bell (1958) themselves critically compared their instrument to others used in parental attitude research and concluded that "the PARI is a truly objective inventory of attitudes which obtains a multivariate measurement of attitudes toward child-rearing and the family."

As well as these accolades with regard to general applicability, the PARI has characteristics which imply that it is not only acceptable, but desirable for use in this

particular cross-cultural study. Although the 115-item form is lengthy, this factor provides for the tapping of a large number of attitudes and traits and the subsequent intercorrelation and comparison of them. Unlike many shorter forms, the PARI affords the truly comprehensive and accurate sampling of attitude which is necessary for a viable subject profile.

In studies such as this, which involve a large number of subjects (100), economy and efficiency are of great importance. Aside from its undesirable subjectivity, systematic observation "for large scale investigations of parent attitudes is prohibitively expensive" (Cline, Richards, and Needham, 1963) and, therefore, inferior to the PARI. Becker and Krug (1965), in discussing PARI, state that it " . . . offers the enticing prospect of finding more efficient and economical methods for data collection in the assessment of parent attitudes." Scafer and Bell (1958) introduced PARI by commenting that "the speed, efficiency, and objectivity . . . make it a desirable method of research on parent-child relationships."

Further, in application to initial studies in a new area such as this, in which the primary goal is the collection of information and the foundation of a data-base, the PARI proves most useful. Becker (1965) concludes his lengthy and insightful PARI review with the statement that " . . . we can vigorously endorse the position that the PARI is useful as an economical first approach in uncharted areas." In short, the

PARI proves to be not only an adequate, but also a desirable instrument for use in cross-cultural study.

CHAPTER V

METHOD, RESULTS, DISCUSSION

Method

Subjects

The subjects were one hundred mothers, divided into two groups, A and B. Group A was composed of fifty Chicano mothers and Group B, fifty Black mothers. The sample was selected from a population of clinic registrants at two free comprehensive care clinics of the Children and Youth Project of the University of Texas Southwestern Medical School. Certain specific and rigidly-controlled subject criteria were employed:

1. Age.--Subjects were limited to mothers between the ages of 20 and 45.

2. Motherhood.--Subjects were required to have a minimum of two living children.

3. Race.--Mothers were selected who were of pure Black and Mexican heritage, who were not the products of inter-marriage. Women whose mothers were Anglo but whose fathers were Mexican, for example, were excluded.

4. Children.--Mothers of children with detectable physical, intellectual, or emotional handicaps were excluded.

Mothers of retardates, the cerebral palsied, and brain-damaged

were not included in the sample. This distinction was made despite the fact that significant and interesting differences could be detected via the inclusion of such mothers in the samples. In light of Bell's (1958) statement regarding this matter, it was preferable to exclude them:

Many parents tested . . . have been reacting to the very fact that their children's behavior has been identified as abnormal or unusual. The attitude patterns which differentiate them from a control group may include reflections of such factors as guilt. . . . The investigator minimizes the influence of this factor by using parents whose children have not been identified as having physical or emotional problems . . .

5. Economic Status.--Controls were instituted for subjects' economic status in order to truthfully classify them as "disadvantaged." Strict adherence to fixed ceiling incomes was unnecessary, however, due to the fact that many of the mothers were receiving welfare and the remainder voluntarily revealed uniformly low incomes which were verified by their clinics' records. Also, the very nature of the community from which the sample was drawn, the barrios and "colored town" of West Dallas, is indicative of both financial and cultural disadvantage.

6. Mental Status.--Excluded from participation were women whose behavior was judged bizarre or inappropriate by two clinical psychologists or whose medical history included mental deficiency, emotional disturbance, or institutionalization. While these individuals proved most eager

to participate and would doubtless provide interesting data, it was decided to limit this maiden study to "normal" subjects. .

For correlational purposes, information on several factors was gathered with a simple, English or Spanish, one-page questionnaire which accompanied each PARI form. (Sample copies are located in the Appendix.) In hopes of tapping a variety of influential variables, the study adhered to the position of Becker and Krug (1965) that "control for educational level in itself may be washing out important effects of child-rearing attitudes." Similarly, the Chicano sample of 50 included 18 women (36 per cent) who were born in Mexico as well as 32 mothers (63 per cent) who were native Americans. There were also no controls for number of marriages, but this information was obtained and the sample contained subjects who were unmarried or in their first, second, or third marriages.

Means for subjects' ages, number of marriages, number of children, and years of education are presented for the Chicano and Black groups and for the entire subject sample in Table II.

Specific information for the respective cultural groups can be obtained from the table, but a profile of the average subject bears mention. The subject, a resident of the semi-slum area of West Dallas and of lower economic class, is approximately twenty-six years and four months old. During

this lifetime, she has been married "nearly twice," attended school for eight and a half years, and has had three or four children. If she is Chicano, she is Spanish-speaking or at least bi-lingual. She receives medical care at a free clinic near her home, and when asked by the staff psychologist there to participate in a study of mothers' opinions, she consented.

TABLE II
MEAN AGES, NUMBER OF CHILDREN, YEARS OF EDUCATION,
AND NUMBER OF MARRIAGES FOR CHICANO
AND BLACK MOTHERS

Demographic Items	Means		Entire Sample
	Chicanos	Blacks	
1. Age in Years	27.7	24.9	26.3
2. Number of Children	4.1	3.3	3.7
3. Years of Education	7.0	10.0	8.5
4. Number of Marriages	1.5	2.2	1.8

Procedure

Because of the extensive nature of the study, the ethnicity of the subjects, and the necessity for elicitation of honest responses, the examiners and their training process is somewhat unique. Examiners totaled six, three Chicano and three Black, and were paid for their services on a contractual basis. Specific criteria for examiner selection were established and rigidly adhered to. These and other pertinent aspects of the examining process are described as follows:

1. Ethnic Background.--Examiners (Es) were required to be either Black or Chicano and to have been born and reared in communities dominated by their respective cultures.

2. Present Location.--Es were living in the West Dallas community at the time of the study.

3. Education.--Es possessed a minimum of a high-school education.

4. Experience.--Experience in community relations, written tasks, interviewing, and/or testing was required. Examples are experiences as officers of local PTA, church groups, community service clubs, or as teacher aides.

5. Intelligence.--A certain degree of intelligence and perception was required to enable examiners to detect and tactfully alleviate subjects' confusion, response sets, or acquiescence. These abilities were determined by an extensive interview by the psychologist and observation of the examiner's expertise during practice administrations of the PARI.

6. Language.--Black examiners found it necessary to have a good understanding and command of English, while Chicano Es were required to be truly bi-lingual, with fluency in both English and Spanish.

7. Training.--All examiners were required to attend and successfully complete extensive training sessions which are described as follows:

Four two-hour training sessions for examiners were conducted by a clinical psychologist. During these sessions, Es were familiarized with the PARI and with interviewing and test administration techniques. The study and its objectives were explained. Each examiner took the PARI herself, after which group discussions about the experience were held and specific points raised. Each examiner administered ten practice-PARIs to volunteers, initially under the direct supervision of the psychologist and later while being observed unawares. Training focused on recognizing and modifying such intrusive elements as faking, response sets, etc., and the examiners' ability to control these factors was evaluated.

These rather rigid criteria and the time-consuming training program for examiners was instituted to control for purity and honesty of subject responses, a crucial element of cross-cultural research. Garcia and Zimmerman (1972) demonstrated that examiner ethnicity, if identical to the subject's, contributes to more truthful, accurate, and enthusiastic responding. Also, in light of the findings of Schanck (1932), Kelman (1953), Gordon (1953), and Ash and Abramson (1952), which concern the tendency to give responses that the subject perceives as acceptable to the culture of the examiner, Es were employed whose race was the same as the subjects.

Each of the trained Es administered the PARI to twenty mothers over a period of four weeks. Appointments were made with subjects beforehand and the test administered in the subjects' homes. While a clinic setting was available and may have provided greater control over distractions, it was preferable to minimize the Ss' anxiety by going into the home. Golfand and Harris (1968) found that it is often easier to achieve necessary environmental control in homes than in clinics. Bell, Hartup, and Crowell (1962) have also cautioned against the more economical administration of the PARI by mail due to the accompanying interference from relatives and resulting distortion of data.

The home administration session was typically begun by light commentary intended to put the subject at ease. The first half of the PARI was administered, a ten-minute break taken, and the final half completed. Examiners read individual items for mothers who were semi-literate or who requested this, and answered any questions which did not pertain to how the subject should answer. Continual effort was made to maintain rapport and to avoid cuing for certain kinds of response patterns.

Results

Twenty-three two-tailed t-tests were performed to determine differences between mean scores of Groups A and B on each of the twenty-three PARI subscales. A correlation matrix was executed to reveal significant positive and

negative correlations in both groups between each of the twenty-three test subscales and the demographic variables of age, native/migrant status, number of marriages, and level of education. The data strongly supports the three proposed hypotheses.

Hypothesis I predicted general differences in child-rearing attitudes of Chicano and Black mothers, defined as significant differences between the means of Groups A and B on at least half (12) of the 23 subscales. This hypothesis was substantiated by the finding that 17 of the 23 items demonstrated significant differences between means of Chicanos and Blacks. A listing of the subtests and the significant differences follows in Table III.

As shown in Table III, the predicted general differences on at least half of the subtests were demonstrated. An X in column 1 designates a significant difference while an X in column 2 indicates that no significant difference between the group means was found on that particular item. The significantly-different subscales are enumerated in parentheses and total seventeen.

TABLE III
SIGNIFICANT GENERAL DIFFERENCES BETWEEN GROUP MEANS
FOR SUBSCALE RESPONSES

PARI Subscales	Significant* Difference (1)	No Significant Difference (2)
1. Encouraging Verbalization		X
2. Fostering Dependency	(1) X	
3. Seclusion of the Mother	(2) X	
4. Breaking the Will	(3) X	
5. Martyrdom	(4) X	
6. Fear of Harming the Baby		X
7. Marital Conflict		X
8. Strictness	(5) X	
9. Irritability	(6) X	
10. Excluding Outside In- fluences	(7) X	
11. Deification		X
12. Suppression of Aggression	(8) X	
13. Rejection of Homemaking Role	(9) X	
14. Equalitarianism	(10) X	
15. Approval of Activity	(11) X	
16. Avoidance of Communica- tion		X
17. Inconsiderateness of Husband	(12) X	
18. Suppression of Sexuality	(13) X	
19. Ascendency of Mother	(14) X	
20. Intrusiveness	(15) X	
21. Comradeship and Sharing		X
22. Acceleration of Develop- ment	(16) X	
23. Dependency of Mother	(17) X	

*p < .01

Hypothesis II, which specifically predicted the significances of each individual subscale and the direction of the differences, was substantiated on the majority (21) of its 23 predictions. Table IV below illustrates the significances which were hypothesized and those which actually resulted.

TABLE IV
SIGNIFICANT DIFFERENCES BETWEEN GROUP MEANS FOR
SPECIFIC SUBSCALE RESPONSES

PARI Subscale	Significant* Differences		No Significant Difference
	Chicanos	Blacks	
1. Encouraging Verbalization			X
2. Fostering Dependency	X		
3. Seclusion of Mother	X		
4. Breaking the Will		X	
5. Martyrdom	X		
6. Fear of Harming the Baby	†		X
7. Marital Conflict		†	X
8. Strictness		X	
9. Irritability		X	
10. Excluding Outside Influences	X		
11. Deification			X
12. Suppression of Agression	X		
13. Rejection of Homemaking Role		X	
14. Equalitarianism	X		
15. Approval of Activity		X	
16. Avoidance of Communication			X
17. Inconsiderateness of Husband		X	
18. Suppression of Sexuality	X		
19. Ascendency of Mother		X	
20. Intrusiveness	X		
21. Comradeship and Sharing			X
22. Acceleration of Development		X	
23. Dependency of Mother	X		

*p<.01

Placement of the X in columns one or two indicates which group received the higher mean score on the subscale if there was a significant difference between the means. An X in the third column indicates that there was not a significant difference between the group means. A

symbol (+) designates incorrect prediction of Hypothesis II. All other predictions were correct and coincide with the results.

Results also support Hypothesis III by demonstrating significant correlations between demographic variables and responses to particular subscales. These assorted variables not only correlated significantly with a large number of subtests (19), but they varied between the two groups as was hypothesized. The specific prediction made with regard to influence of educational level was strongly verified by the data, revealing the greatest number of correlations between educational level and the subscales. Numerical values for correlation matrices are presented in Table V for Chicanos and Table VI for Blacks. Significance level is at least .05, with some r 's reaching the .001 level.

It is acknowledged that previous exposure to a clinical psychologist in the clinic may have influenced the responding of some of the mothers. This influence is thought to be minimal, however, because such encounters were characteristically brief and discussion was limited to specific psychological problems.

TABLE V
CORRELATION MATRICES FOR FOUR DEMOGRAPHIC VARIABLES
AND PARI SUBSCALE RESPONSES OF CHICANO MOTHERS

PARI Subscales	Demographic Variables			
	Age (1)	Native (2)	No. Mar- riages (3)	Edu- cation (4)
1. Encouraging Verbalization	-.091	-.320*	-.117	.382*
2. Fostering Dependency	.093	.488	.341*	-.539*
3. Seclusion of Mother	.060	.559*	.147	-.449*
4. Breaking Will	.094	.004	.203	-.116
5. Martyrdom	.005	.225	.151	-.005
6. Fear of Harming the Baby	-.048	-.211	-.031	.055
7. Marital Conflict	.202	.135	-.273	-.015
8. Strictness	.240	.200	-.046	-.305*
9. Irritability	-.128	-.301*	-.161	.425*
10. Excluding Outside Influences	-.016	.406*	.054	-.390*
11. Deification	.266	-.029	-.018	-.075
12. Suppression of Agression	.066	.348*	.414*	-.332*
13. Rejection of Home-making Role	-.418*	-.446*	-.053	.421*
14. Equalitarianism	.223	.009	-.209	-.018
15. Approval of Activity	.093	-.643*	.006	.321*
16. Avoidance of Communication	-.119	.175	-.002	.144
17. Inconsiderateness of Husband	-.266	-.219	.038	.353*
18. Suppression of Sexuality	.104	.532*	.311*	-.439*
19. Ascendency of Mother	-.041	-.245	.110	.338*
20. Intrusiveness	.175	.395*	.297*	-.200
21. Comradeship and Sharing	.345*	-.179	-.216	-.060
22. Acceleration of Development	.011	-.507*	-.039	.400*
23. Dependency of Mother	-.054	.669*	.043	-.371*

*Indicates significant correlation

TABLE VI
CORRELATION MATRICES FOR THREE DEMOGRAPHIC VARIABLES
AND PARI SUBSCALE RESPONSES OF BLACK MOTHERS

PARI Subscales	Demographic Variables		
	Age (1)	No. Mar- riages (2)	Edu- cation (3)
1. Encouraging Verbalization	.032	-.127	.278
2. Fostering Dependency	-.041	-.080	.084
3. Seclusion of Mother	.201	.075	.081
4. Breaking Will	-.072	.056	-.399*
5. Martyrdom	-.033	.047	.139
6. Fear of Harming the Baby	-.045	.033	.359*
7. Marital Conflict	.043	-.127	-.216
8. Strictness	.162	-.091	-.421*
9. Irritability	.114	-.296*	-.204
10. Excluding Outside Influ- ences	.182	.336*	-.366*
11. Deification	-.192	-.084	.372*
12. Suppression of Agression	-.097	-.041	.261
13. Rejection of Homemaking Role	.168	.088	-.338*
14. Equalitarionism	.088	.029	.361*
15. Approval of Activity	.133	-.038	-.153
16. Avoidance of Communica- tion	-.028	-.238	.140
17. Inconsiderateness of Husband	.144	-.206	-.354*
18. Suppression of Sexuality	-.047	.077	-.025
19. Ascendency of Mother	.151	-.027	-.163
20. Intrusiveness	.007	.371*	.181
21. Comradeship and Sharing	.066	-.163	.320*
22. Acceleration of Develop- ment	.123	-.110	-.207
23. Dependency of Mother	.108	-.047	.294*

*Indicates significant correlation

While Table V provides numerical values for Chicanos' correlations on the four demographic variables, Table VI includes only three such variables. Because all Blacks in the sample were native-born Americans, this was necessarily

excluded as a variable. Consequently, Black responses are correlated with age, number of marriages, and educational level.

Values in both of the preceding tables are stated as positive or negative according to their accompanying sign. Those whose significance reached at least the five per cent level are identified by an asterisk.

To more clearly illustrate the pattern of demographic variable-subtest correlations for Groups A and B and to further demonstrate the validation of Hypothesis III, direction and specific levels of significance are provided in Tables VII (Chicanos) and VIII (Blacks). Those correlations which were significant are noted by their p value. The direction of correlation, either positive or negative, is given for non-significant correlations in the form of + or - signs.

It is noted (in Table VII) that the variables for Group A which showed greatest number of correlations with subtests were numbers (2), native-migrant status, and (4), education. As hypothesized, the education variable produced the most correlations with fourteen significances. These results can be compared with those of Blacks in Table VIII.

TABLE VII
SIGNIFICANT CORRELATIONS BETWEEN DEMOGRAPHIC VARIABLES
AND PARI SUBSCALES FOR CHICANO MOTHERS

PARI Subtests	Demographic Variables			
	Age (1)	Native (2)	Marriage (3)	Education (4)
1. Encouraging Verbalization	-	$p < .05^*$	-	$p < .05$
2. Fostering Dependency	+	$p < .005^*$	$p < .05$	$p < .001^*$
3. Seclusion of Mother	+	$p < .001$	+	$p < .05^*$
4. Breaking the Will	+	+	+	-
5. Martyrdom	+	+	+	-
6. Fear of Harming the Baby	-	-	-	+
7. Marital Conflict	+	+	-	-
8. Strictness	+	+	-	$p < .05^*$
9. Irritability	-	$p < .05^*$	-	$p < .05$
10. Excluding Outside Influences	-	$p < .05$	+	$p < .05^*$
11. Deification	+	-	-	-
12. Suppression of Aggression	+	$p < .05$	$p < .05$	$p < .05^*$
13. Rejection of Homemaker Role	$p < .05^*$	$p < .05^*$	-	$p < .05^*$
14. Equalitarianism	+	+	-	-
15. Approval of Activity	+	$p < .001^*$	+	$p < .05$
16. Avoidance of Communication	-	+	-	-
17. Inconsiderateness of Husband	-	-	+	$p < .05^*$
18. Suppression of Sexuality	+	$p < .005$	$p < .05$	$p < .05^*$
19. Ascendency of Mother	-	-	+	$p < .05$
20. Intrusiveness	+	$p < .05$	$p < .05$	-
21. Comradeship and Sharing	$p < .05$	-	-	-
22. Acceleration of Development	+	$p < .005^*$	-	$p < .05$
23. Dependency of the Mother	-	$p < .001$	+	$p < .05^*$

*Indicates significant negative correlation

TABLE VIII
SIGNIFICANT CORRELATIONS BETWEEN DEMOGRAPHIC VARIABLES
AND PARI SUBSCALES FOR BLACK MOTHERS

PARI Subscales	Demographic Variables		
	Age (1)	Marriage (2)	Education (3)
1. Encouraging Verbaliza- tion	+	-	+
2. Fostering Dependency	-	-	+
3. Seclusion of Mother	+	+	+
4. Breaking the Will	-	+	p<.05*
5. Martyrdom	-	+	+
6. Fear of Harming the Baby	-	+	p<.05
7. Marital Conflict	+	-	-
8. Strictness	+	-	p<.05*
9. Irritability	+	p<.05*	-
10. Excluding Outside Influences	+	p<.05	p<.05*
11. Deification	-	-	p<.05
12. Suppression of Aggression	-	-	+
13. Rejection of Home- making Role	+	+	p<.05*
14. Equalitarianism	+	+	p<.05
15. Approval of Activity	+	-	-
16. Avoidance of Communi- cation	-	-	+
17. Inconsiderateness of Husband	+	-	p<.05*
18. Suppression of Sexuality	-	+	-
19. Ascendency of Mother	+	-	-
20. Intrusiveness	-	p<.05	+
21. Comradeship and Shar- ing	+	-	p<.05
22. Acceleration of Development	+	-	-
23. Dependency of the Mother	+	-	p<.05*

*Indicates significant negative correlation

In the Black sample, as in the Chicano group, educa-
tional level proved to correlate most frequently with PARI
subscales. While the total number of significant correlations

for education (ten) is less than those for Chicanos (14), this variable maintains its superiority as a correlational factor. The implications of these and previous results will be presented in detail in the Discussion section.

Discussion

The data emerging from this study reveals interesting information about child-rearing attitudes of disadvantaged Chicano and Black mothers. Results clearly project certain general and specific characteristics of mothers of both cultures. Accurate and descriptive profiles of women in these respective groups can be drawn from their response patterns.

The Chicano mother, though somewhat Americanized, adheres to the traditions of Old Mexico, which dictate her bondage to home and children. Her acceptance of this role is indicated by her high scores on subtests such as Seclusion of Mother (#3), Excluding Outside Influences (#10), and Dependency (#23). Though accepting of this lifestyle, she does project a high degree of martyrdom (subtest #5) and focuses her interest and concern on her children. A typically symbiotic relationship seems to develop, characterized by the mother's fostering of dependency in the child. While the child enjoys an elevated status related to his mother's equalitarianism (#14), he sacrifices control over many areas of his life as she suppresses his aggression (#12) and sexuality (#18) and exercises great intrusiveness (#20).

In sharp contrast, the Black mother's attitudes appear to have been shaped by Black society's traditional acceptance of maternal dominance. High scores on the Ascendency of Mother subtest (#19) reflect the Black mother's characteristically controlling and assertive approach to child-rearing. Unlike her docile Chicano counterpart, she tends toward rejection of the restrictive homemaking role (#13) and more openly verbalizes criticisms of the husband's inconsiderateness (#17). The Black mother, herself the product of a matriarchal society, reinforces similar traits in her children. She is approving of the child's activity (subtest #15) and attempts to accelerate development (#22). This mother will, on occasion, tend toward strictness (#8) and irritability (#9) and will condone breaking the child's will (#4) in an effort to maintain her control.

The preceding PARI data can confirm broad assumptions about what Chicano and Black mothers are generally like with regard to their child-rearing attitudes. This alone is a useful contribution to the body of cross-cultural research. However, the study proceeds a step further to reveal how and if the mother's attitudes change as she ages, remarries, moves from Mexico, or progresses through school.

Correlations between these variables and PARI response patterns indicate that as she grows older, the Chicano mother becomes even more accepting of her role as homemaker and finds greater satisfaction in the comradeship of her children. As

the number of her marriages increases, so does her tendency to foster dependency in her children, to suppress their aggression and sexuality, and to intrude in their personal lives.

Further, if she were born and/or reared in Mexico, the Chicano mother will be more seclusive, exclusive of outside influences, and personally dependent. The data suggest that she will be even more intrusive than the American-born Chicano mother and more likely to suppress aggression in her children but less easily irritated. Mothers who are natives of Mexico appear to be less encouraging of verbalization, more accepting of their roles, and to disapprove of children's activity. They do not, as a group, encourage acceleration of development but, rather, foster dependency. Their identification with the strong sexual taboos of Mexico is revealed in their suppression of their children's sexuality.

Level of education exerts a great influence on the child-rearing attitudes of the Mexican-American woman. The liberalizing influence of education is seen in the more highly-educated mother's favorable attitude toward encouraging verbalization, children's activity, acceleration of development, and ascendancy of the mother. These tendencies contrast with those of the more poorly-educated mother's bent toward fostering dependency, her own dependency and seclusion, strictness, and suppression of aggression and sexuality. More education, however, seems to initiate a degree of disenchantment

with the homemaker role and greater intolerance of husband's inconsiderateness.

Demographic variables also affect child-rearing attitudes of Black mothers, though to a lesser degree than for the Chicano. The data does not suggest variance in relation to age for Black attitudes. However, as number of marriages increases, so does intrusiveness and exclusion of outside influences. However, these long-married mothers prove to be less prone to irritation.

As with the Chicano mother, educational level is numerically the most influential variable for Blacks. Higher education seems to lend itself to greater comradeship, equalitarianism, deification of the mother, and less confidence in ability to handle the baby. The lesser-educated Black mother's attitudes are more typical in that she is more approving of breaking the child's will, strictness, seclusion, acceptance of homemaking role, tolerant of spouse's inconsiderateness, and dependent.

It was generally observed that the more enlightened mothers tended to give answers in the direction of their opposite group. For example, Black mothers, who were shown not to foster dependency as a group, became more approving of this practice as their education increased. Conversely, the Chicano mother, whose maternal hallmark is this fostering of dependency, gave more responses which reject this trait as their years of schooling increased. A similar

pattern emerges for the responses of both groups on several subscales, reflecting a progression toward a mean from their respective opposing ends of the attitudinal continuum. Assuming that these opposing points do represent extreme sets, this progression is the degree to which the educated mother evaluates her own culture and retains its more desirable traits.

Implications for future research are obvious, numerous, and exciting. The logical sequel to the present study would add the PARI responses of disadvantaged West Dallas Caucasian mothers to the present data. Use of a father form of the PARI and correlation of this data with respective spouses' responses and across cultures would be beneficial.

Combinations of attitude research with objective observations of children's and parents' actual behavior is needed, both to validate the results of research instruments and to compare maternal attitude to maternal action. Also, the predictive reliability of such instruments should be tested in empirical situations.

It is suggested that the use of the PARI be limited to studies of this and the aforementioned type and not for decision-making in the clinical setting. Although the PARI was invaluable in the present research, its form and design does not readily lend itself for use with regard to child placement and similar decisive matters.

Though the philosophies and research interests of most contemporary clinicians are oriented toward behavioral studies of observable interaction between mother and child, studies of mother-child relations and attitudes cannot be rejected as passé. Admittedly, many parental attitude studies and many which utilized the PARI have proved useless as predictive instruments. Their use in combination with behavior modification techniques offers promise as a diagnostic and evaluative tool. With regard to such concepts as the behavior modification of parental attitudes as well as behavior, studies like the present one can prove most useful. For, most certainly, before one can change a mother's thinking, he must know what she thinks.

Summary

Schaefer and Bell's Parental Attitude Research Inventory (PARI) was used in a study of the child-rearing attitudes of disadvantaged Chicano and Black mothers. Their respective attitudes on several aspects of child-rearing and family life and certain demographic information was obtained and compared.

The first hypothesis predicted general differences in the maternal attitudes between the two subject groups. The second hypothesis specified anticipated significant difference between groups on certain PARI subscales. Hypothesis Three proposed that subjects' responses to certain subscale

items would be affected by demographic variables such as age, native-migrant status, number of marriages, and level of education.

The primary intent of this study was to identify the differences between maternal attitudes in the Chicano and Black cultures, to make objective comparisons, and to demonstrate the effects of certain demographic factors upon them.

To test the hypotheses, the PARI was administered by highly-trained Examiners to one hundred subjects. Subject Group A was composed of fifty Chicano mothers and Group B, fifty Black mothers. Rigid criteria for subject selection were applied for purity of response and validity of classification. Data was empirically compared by means of twenty-three two-tailed t-tests and an extensive correlation matrix.

The first hypothesis was confirmed by totalling the number of significant differences between means of the two groups. Hypothesis Two was confirmed by a comparison of predicted significant response patterns with empirical results. The third hypothesis was confirmed by the data which illustrated the strength of the effect of demographic variables.

As a result of these consistently supportive findings, it is suggested that they be adopted for use as a data-base for future cross-cultural research. It is also recommended that such future research tap more variables and a wider variety of subject groups. Implications for use of parental attitude research in conjunction with behavior modification is discussed, and this approach is advocated.

APPENDICES

APPENDIX A

PARI SUBSCALES AND RESPECTIVE STATEMENT ITEMS

Subscale 1. Encouraging Verbalization:

- (1) Children should be allowed to disagree with their parents if the children feel their own ideas are better.
- (24) Children should be encouraged to tell their parents about it whenever they feel family rules are not fair.
- (47) A child has a right to his own opinion and ought to be allowed to it.
- (70) A child's ideas should be seriously considered in making family decisions.
- (93) When a child is in trouble he ought to know he won't be punished for talking about it with his parents.

Subscale 2. Fostering Dependency:

- (2) A good mother should protect her child from life's little problems.
- (25) A mother should do her best to keep any disappointment from her child.
- (48) A child should be protected from jobs which might be too tiring or hard for him.
- (71) Parents should know better than to let their children be exposed to difficult situations.
- (94) Children should be kept away from all hard jobs which might be discouraging.

Subscale 3. Seclusion of Mother:

- (3) The home is the only thing that matters to a good mother.

- (26) The women who want lots of parties don't usually make good mothers.
- (49) A woman has to choose between having a well run house and sitting around with neighbors and friends.
- (72) Too many women forget that a mother's place is in the home.
- (95) A good mother will find enough social life and fun within the family.

Subscale 4. Breaking the Will:

- (4) Some children are just so bad they must be taught to be afraid of adults for their own good.
- (27) Sometimes a mother has to drive the devilishness out of a child before he will behave.
- (50) A wise parent will teach a child early just who is boss.
- (73) Children need some of the natural meanness taken out of them.
- (96) Sometimes the parents have to break the child's will and show him the parents are right.

Subscale 5. Martyrdom:

- (5) Children should realize how much parents have to give up for them.
- (28) A mother must expect to give up her own happiness so that her children can be happy.
- (51) Not many women get the thanks they deserve for all they have done for their children.
- (74) Children should be nicer to their mothers since their mothers suffer so much for them.
- (97) Mothers give up almost all their own fun for their children.

Subscale 6. Fear of Harming the Baby:

- (6) You must always keep tight hold of baby during his bath for in a careless moment he might slip.
- (29) All young mothers are afraid of their clumsiness in handling and holding the baby.
- (52) Mothers never stop blaming themselves if their babies are hurt in accidents.
- (75) Most mothers are afraid they might hurt their babies in handling them.
- (98) A mothers greatest fear is that in a forgetful moment she might let something bad happen to the baby.

Subscale 7. Marital Conflict:

- (7) People who think they can get along in marriage without arguments just don't know the facts.
- (30) Sometimes a wife has to tell off her husband to get her rights.
- (53) No matter how much man and woman love one another, there are always problems that cause irritation and lead to arguments.
- (76) There are some things which just can't be settled by a mild discussion.
- (99) It's natural to have quarrels when two people who both have minds of their own get married.

Subscale 8: Strictness:

- (8) A child will be thankful later on for strict training.
- (31) Strict discipline develops a child into fine strong adults.
- (54) Children who are held to firm rules grow up to be the best adults.
- (77) Most children should have more discipline than they get.

- (100) Children are actually happier when they are raised strictly.

Subscale 9. Irritability:

- (9) Children will get on any woman's nerves if she has to be with them all day.
- (32) A lot of the time mothers feel that they can't stand their children a minute longer.
- (55) Not many mothers can be sweet and even tempered with her children all day.
- (78) Raising children is a nerve-wracking job.
- (101) It's natural for a mother to "blow her top" when children are selfish and demanding.

Subscale 10. Excluding Outside Influences:

- (10) It's best for the child if he never gets started wondering whether his mother's views are right.
- (33) A parent should never be made to look bad in a child's eyes.
- (56) Children should never learn things outside the home which make them wonder if their parents are wrong.
- (79) The child should not question what his parents think.
- (102) There is nothing worse than letting a child hear somebody criticize his mother or say she is bad.

Subscale 11. Deification:

- (11) More parents should teach their children to be loyal to them without asking questions.
- (34) The child should be taught to always come to his parents or teachers instead of fighting when he is in trouble.
- (57) A child soon learns that there is nobody smarter than his parents.

(80) Parents deserve the highest esteem and respect of their children.

(103) Loyalty to parents comes before anything else.

Subscale 12. Suppression of Aggression:

(12) A child should be taught not to fight no matter what happens.

(35) The child should be taught to respect his parents above all other grown-ups.

(58) There is no good excuse for a child hitting another child.

(81) Children should not be encouraged to wrestle because it often leads to trouble or somebody getting hurt.

(104) Most parents prefer a quiet child to a rowdy one who is into things.

Subscale 13. Rejection of Homemaking Role:

(13) One of the worst things about taking care of a home is a woman feels that she can't get out.

(36) Having to be with the children all the time gives a woman the feeling her wings have been clipped or that she is stuck.

(59) Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.

(82) One of the bad things about raising children is that a mother doesn't have enough time to do what she wants to do.

(105) A young mother feels "tied down" because there are lots of things she wants to do while she is young.

Subscale 14. Equalitarianism:

(14) Parents should agree with the children some rather than always expecting the children to agree with the parents.

- (37) Parents must earn the respect of their children by the way they act.
- (60) Children are asked too much to do all the compromising and changing and that is not fair.
- (83) As much as is reasonable a parent should try to treat a child like he is the equal and same as his parents.
- (106) There is no reason parents should have their own way all the time any more than that children should have their own way all the time.

Subscale 15. Approval of Activity:

- (15) There are so many things a child has to learn in life there is no excuse for him sitting around with time on his hands.
- (38) Children who don't try hard for success will feel they have missed out on things later on.
- (61) Parents should teach their children that the way to get ahead is to keep busy and not waste time.
- (84) A child who is "on the go" and active all the time will most likely be happy.
- (107) The sooner a child learns not to waste time the better off he will be.

Subscale 16. Avoidance of Communication:

- (16) If you let children talk about their troubles they end up complaining even more.
- (39) Parents who start a child talking about his worries don't know that sometimes it's better to just leave well enough alone.
- (62) Children pester you with all their little upsets if you aren't careful from the first.
- (85) If a child has upset feelings it is best to leave him alone and not make it look serious.
- (108) The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.

Subscale 17. Inconsiderateness of Husband:

- (17) Mothers would do their job better with the children if fathers were more kind.
- (40) Husbands could do their part if they were less selfish.
- (63) When a mother doesn't do a good job with children it's probably because the father doesn't do his part around the home.
- (86) If mothers could get their wishes they would most often ask that their husband be more understanding.
- (109) Not many men realize that a mother needs some fun in life too.

Subscale 18. Suppression of Sexuality:

- (18) A young child should be protected from hearing about sex.
- (41) It is very important that young boys and girls not be allowed to see each other completely undressed.
- (64) Children who take part in sex play become sex criminals when they grow up.
- (87) Sex is one of the greatest problems that a mother has to deal with in children.
- (110) There is usually something wrong with a child who asks a lot of questions about sex.

Subscale 19. Ascendency of Mother:

- (19) If a mother doesn't go ahead and make rules for the home, the children and husband will get into trouble.
- (42) Children and husbands do better when the mother is strong enough to settle most of the problems.
- (65) A mother has to make the plans because she is the one who knows what's going on in the home.
- (88) The whole family does fine if the mother gets busy and takes charge of things.

- (111) A married woman knows that she will have to be the boss in family matters.

Subscale 20. Intrusiveness:

- (20) A mother should make it her business to know everything her children are thinking.
- (43) A child should never keep a secret from his parents.
- (66) A good parent should try to learn all her child's thoughts.
- (89) A mother has a right to know everything going on in her child's life because her child is part of her.
- (112) It is a mother's duty to make sure she knows her child's innermost thoughts and secrets.

Subscale 21. Comradeship and Sharing:

- (21) Children would be happier and better behaved if parents would show an interest in their affairs.
- (44) Laughing at children's jokes and telling children jokes makes things go more smoothly.
- (67) Parents who are interested in hearing about their children's parties, dates, and fun help them grow up right.
- (90) If parents would have fun with their children, the children would be more apt to take their advice.
- (113) When you do things together with your children, they feel close to you and can talk easier.

Subscale 22. Acceleration of Development:

- (22) Most children are toilet trained by 15 months of age.
- (45) The sooner a child learns to walk the better he's trained.
- (68) The sooner a child is weaned from his ties to its parents, the better he will handle his own problems.

- (91) A mother should make an effort to get her child toilet trained as early as she can.
- (114) A child should be weaned from the bottle or breast as soon as possible.

Subscale 23. Dependency of the Mother:

- (23) There is nothing worse for a young mother than being alone while going through her first experience with a baby.
- (46) It isn't fair that a woman has to bear just about all the burden of raising children by herself.
- (69) A wise woman will do anything to keep from being by herself before and after a new baby.
- (92) Most women don't get enough time to rest up in the home after going through childbirth.
- (115) Taking care of a small baby is something that no woman should be expected to do all by herself.

APPENDIX B

SCORE SHEET FOR SAMPLE

23 SCALE, 5-ITEM QUESTIONNAIRE (FORM IV)

NAME _____ DATE _____ NUMBER _____

PARENTAL ATTITUDE RESEARCH INSTRUMENT

					<u>Scale Score</u>	<u>Sub-Test Title</u>
1	24	47	70	93	_____	Encouraging Verbalization
2					_____	Fostering Dependency
3					_____	Seclusion of the Mother
4					_____	Breaking the Will
5					_____	Martyrdom
6					_____	Fear of Harming the Baby
7					_____	Marital Conflict
8					_____	Strictness
9					_____	Irritability
10					_____	Excluding Outside Influences
11					_____	Deification
12					_____	Suppression of Agression
13					_____	Rejection of the Homemaking Role
14					_____	Equalitarianism
15					_____	Approval of Activity
16					_____	Avoidance of Communication
17					_____	Inconsiderateness of the Husband
18					_____	Suppression of Sexuality
19					_____	Ascendancy of the Mother
20					_____	Intrusiveness
21					_____	Comradeship and Sharing
22					_____	Acceleration of Development
23					_____	Dependency of the Mother

Instructions: Enter the number 4, 3, 2, or 1 in each square according to whether the response was Strong Agreement, Mild Agreement, Mild Disagreement, or Strong Disagreement respectively. Total score is merely the sum of entries across rows. Since items are arranged in a cyclical order by scales all items in a given row belong to the same scale. Hence, summing across gives the score for that scale.

Name _____

Agree Disa

- | | Agree | a | d | Disa |
|---|-------|---|---|------|
| 1. Children should be allowed to disagree with their parents if the children feel their own ideas are better. | A | a | d | D |
| 2. A good mother should protect her child from life's little problems. | A | a | d | D |
| 3. The home is the only thing that matters to a good mother. | A | a | d | D |
| 4. Some children are just so bad they must be taught to be afraid of adults for their own good. | A | a | d | D |
| 5. Children should realize how much parents have to give up for them. | A | a | d | D |
| 6. You must always keep tight hold of baby during his bath for in a careless moment he might slip | A | a | d | D |
| 7. People who think they can get along in marriage without arguments just don't know the facts. | A | a | d | D |
| 8. A child will be thankful later on for strict training. | A | a | d | D |
| 9. Children will get on any woman's nerves if she has to be with them all day. | A | a | d | D |
| 10. It's best for the child if he never gets started wondering whether his mother's views are right. | A | a | d | D |
| 11. More parents should teach their children to be loyal to them without asking questions. | A | a | d | D |
| 12. A child should be taught not to fight no matter what happens. | A | a | d | D |
| 13. One of the worst things about taking care of a home is a woman feels that she can't get out. | A | a | d | D |
| 14. Parents should agree with the children some rather than always expecting the children to agree with the parents. | A | a | d | D |
| 15. There are so many things a child has to learn in life there is no excuse for him sitting around with time on his hands. | A | a | d | D |
| 16. If you let children talk about their troubles they end up complaining even more. | A | a | d | D |
| 17. Mothers would do their job better with the children if fathers were more kind. | A | a | d | D |
| 18. A young child should be protected from hearing about sex. | A | a | d | D |
| 19. If a mother doesn't go ahead and make rules for the home, the children and husband will get into trouble. | A | a | d | D |

	Agree	Disa
20. A mother should make it her business to know everything her children are thinking.	A a	d
21. Children would be happier and better behaved if parents would show an interest in their affairs.	A a	d
22. Most children are toilet trained by 15 months of age.	A a	d
23. There is nothing worse for a young mother than being alone while going through her first experience with a baby.	A a	d
24. Children should be encouraged to tell their parents about it whenever they feel family rules are not fair.	A a	d
25. A mother should do her best to keep any disappointment from her child.	A a	d
26. The women who want lots of parties don't usually make good mothers.	A a	d
27. Sometimes a mother has to drive the devilishness out of a child before he will behave.	A a	d
28. A mother must expect to give up her own happiness so that her children can be happy.	A a	d
29. All young mothers are afraid of their clumsiness in handling and holding the baby.	A a	d
30. Sometimes a wife has to tell off her husband to get her rights.	A a	d
31. Strict discipline develops a child into fine strong adults.	A a	d
32. A lot of the time mothers feel that they can't stand their children a minute longer.	A a	d
33. A parent should never be made to look bad in a child's eyes.	A a	d
34. The child should be taught to always come to his parents or teachers instead of fighting when he is in trouble.	A a	d
35. The child should be taught to respect his parents above all other grown-ups.	A a	d
36. Having to be with the children all the time gives a woman the feeling her wings have been clipped or that she is stuck.	A a	d
37. Parents must earn the respect of their children by the way they act.	A a	d
38. Children who don't try hard for success will feel they have missed out on things later on.	A a	d
39. Parents who start a child talking about his worries don't know that sometimes it's better to just leave well enough alone.	A a	d

	Agree	Disag
	A a	d I
40. Husbands could do their part if they were less selfish.	A a	d I
41. It is very important that young boys and girls not be allowed to see each other completely undressed.	A a	d I
42. Children and husbands do better when the mother is strong enough to settle most of the problems.	A a	d D
43. A child should never keep a secret from his parents.	A a	d D
44. Laughing at children's jokes and telling children jokes makes things go more smoothly.	A a	d D
45. The sooner a child learns to walk the better he's trained.	A a	d D
46. It isn't fair that a woman has to bear just about all the burden of raising children by herself.	A a	d D
47. A child has a right to his own opinion and ought to be allowed to it.	A a	d D
48. A child should be protected from jobs which might be too tiring or hard for him.	A a	d D
49. A woman has to choose between having a well run house and sitting around with neighbors and friends.	A a	d D
50. A wise parent will teach a child early just who is boss.	A a	d D
51. Not many women get the thanks they deserve for all they have done for their children.	A a	d D
52. Mother's never stop blaming themselves if their babies are hurt in accidents.	A a	d D
53. No matter how much man and woman love one another, there are always problems that cause irritation and lead to arguments.	A a	d D
54. Children who are held to firm rules grow up to be the best adults.	A a	d D
55. Not many mothers can be sweet and even tempered with her children all day.	A a	d D
56. Children should never learn things outside the home which make them sonder if their parents are wrong.	A a	d D
57. A child soon learns that there is nobody smarter than his parents.	A a	d D
58. There is no good excuse for a child hitting another child.	A a	d D
59. Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	A a	d D

		Agree		Disagree
61.	Parents should teach their children that the way to get ahead is to keep busy and not waste time.	A	a	d D
62.	Children pester you with all their little upsets if you aren't careful from the first.	A	a	d D
63.	When a mother doesn't do a good job with children it's probably because the father doesn't do his part around the home.	A	a	d D
64.	Children who take part in sex play become sex criminals when they grow up.	A	a	d D
65.	A mother has to make the plans because she is the one who knows what's going on in the home.	A	a	d D
66.	A good parent should try to learn all her child's thoughts.	A	a	d D
67.	Parents who are interested in hearing about their children's parties, dates and fun help them grow up right.	A	a	d D
68.	The sooner a child is weaned from his ties to its parents, the better he will handle his own problems.	A	a	d D
69.	A wise woman will do anything to keep from being by herself before and after a new baby.	A	a	d D
70.	A child's ideas should be seriously considered in making family decisions.	A	a	d D
71.	Parents should know better than to let their children be exposed to difficult situations.	A	a	d D
72.	Too many women forget that a mother's place is in the home.	A	a	d D
73.	Children need some of the natural meanness taken out of them.	A	a	d D
74.	Children should be nicer to their mothers since their mothers suffer so much for them.	A	a	d D
75.	Most mothers are afraid they might hurt their babies in handling them.	A	a	d D
76.	There are some things which just can't be settled by a mild discussion.	A	a	d D
77.	Most children should have more discipline than they get.	A	a	d D
78.	Raising children is a nerve-wracking job.	A	a	d D
79.	The child should not question what his parents think.	A	a	d D
80.	Parents deserve the highest esteem and respect of thier children.	A	a	d D
81.	Children should not be encouraged to wrestle because it often leads to trouble or somebody getting hurt.	A	a	d D

		Agree	Disagree
82.	One of the bad things about raising children is that a mother doesn't have enough time to do what she wants to do.	A a	d D
83.	As much as is reasonable a parent should try to treat a child like he is the equal and same as his parents.	A a	d D
84.	A child who is "on the go" and active all the time will most likely be happy.	A a	d D
85.	If a child has upset feelings it is best to leave him alone and not make it look serious.	A a	d D
86.	If mothers could get their wishes they would most often ask that their husband be more understanding.	A a	d D
87.	Sex is one of the greatest problems that a mother has to deal with in children.	A a	d D
88.	The whole family does fine if the mother gets busy and takes charge of things.	A a	d D
89.	A mother has a right to know everything going on in her child's life because her child is part of her.	A a	d D
90.	If parents would have fun with their children, the children would be more apt to take their advice.	A a	d D
91.	A mother should make an effort to get her child toilet trained as early as she can.	A a	d D
92.	Most women don't get enough time to rest up in the home after going through childbirth.	A a	d D
93.	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	A a	d D
94.	Children should be kept away from all hard jobs which might be discouraging.	A a	d D
95.	A good mother will find enough social life and fun within the family.	A a	d D
96.	Sometimes the parents have to break the child's will and show him the parents are right.	A a	d D
97.	Mother's give up almost all their own fun for their children.	A a	d D
98.	A mother's greatest fear is that in a forgetful moment she might let something bad happen to the baby.	A a	d D
99.	It's natural to have quarrels when two people who both have minds of their own get married.	A a	d D
100.	Children are actually happier when they are raised strictly.	A a	d D

- | | | | | | |
|------|---|---|---|---|---|
| 101. | It's natural for a mother to "blow her top" when children are selfish and demanding. | A | a | d | I |
| 102. | There is nothing worse than letting a child hear somebody criticize his mother or say she is bad. | A | a | d | I |
| 103. | Loyalty to parents comes before anything else. | A | a | d | I |
| 104. | Most parents prefer a quiet child to a rowdy one who is into things. | A | a | d | I |
| 105. | A young mother feels "tied down" because there are lots of things she wants to do while she is young. | A | a | d | I |
| 106. | There is no reason parents should have <u>their</u> own way all the time any more than that children should have <u>their</u> own way all the time. | A | a | d | I |
| 107. | The sooner a child learns not to waste time the better off he will be. | A | a | d | I |
| 108. | The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested. | A | a | d | I |
| 109. | Not many men realize that a mother needs some fun in life too. | A | a | d | D |
| 110. | There is usually something wrong with a child who asks a lot of questions about sex. | A | a | d | D |
| 111. | A married woman knows that she will have to be the boss in family matters. | A | a | d | D |
| 112. | It is a mother's duty to make sure she knows her child's innermost thoughts and secrets. | A | a | d | D |
| 113. | When you do things together with your children, they feel close to you and can talk easier. | A | a | d | D |
| 114. | A child should be weaned from the bottle or breast as soon as soon as possible. | A | a | d | D |
| 115. | Taking care of a small baby is something that no woman should be expected to do all by herself. | A | a | d | D |

SAMPLE SIMPLIFIED PARENT ATTITUDE RESEARCH INVENTORY (SPANISH)

Lea Cada frase debajo y luego clasifique con una letra de las siguientes:

A a d D

Indique su opinion haciendo un circulo alrededor de la "A" si definitivamente esta de acuerdo con lo que dice la frase, alrededor de la "a" si mas o menos esta de acuerdo con lo que dice la frase, alrededor de la "d" si mas o menos no esta de acuerdo con lo que dice la frase, alrededor de la "D" si definitivamente no esta de acuerdo con lo que dice la frase.

No hay contestaciones correctas o incorrectas, asi que contestelas segun su opinion. Es muy importante para este estudio que se contesten todas las preguntas. Muchas de las preguntas parecen ser iguales, pero todas son necesarias para enseñar diferencias pequenas de opiniones.

1. Deben dejar a los niños que se opongan a sus padres si creen que sus ideas son mejores. A a d I
2. Una madre buena debe proteger a su niño de las dificultades pequenas de la vida. A a d I
3. El hogar es lo unico que le importa a una madre buena. A a d I
4. Unos niños son tan malos que se les tiene que enseñar a tenerles miedo a la gente mayor para su mismo bien. A a d I
5. Los niños deben darse cuenta de todo lo que sus padres sacrifican por ellos. A a d I
6. Siempre debe de cargar al niño fuerte cuando lo esta bñando para que no se vaya a caer en un momento que se descuide. A a d I
7. La gente que cree que los casados nunca averiguan no saben la verdad. A a d D
8. Un niño apreciara entrenamiento estricto. A a d D
9. Los niños fastidian a cualquier mujer si tiene que estar con ellos todo el dia. A a d D
10. Es mejor para el niño si nunca se pone a pensar si los opiniones de su madre estan correctos. A a d D
11. Mas padres deben enseñar a sus hijos a tenerles una gran fidelidad hacia ellos. A a d D
12. A un niño no se le debe enseñar a pelear, sea lo que sea la situacion. A a d D
13. Una de las cosas mas terribles de cuidar un hogar es que la MUJER. se siente como que no puede salir. A a d D
14. Los padres deben acomodarse hacia los niños en lugar de siempre esperar que los niños se acomoden hacia ellos. A a d D

15. Hay tantas cosas que el niño aprenda de la vida que no hay ninguna excusa para que ande perdiendo A a d
16. Si dejan los niños hablar de sus problemas se quejarán mas. A a d
17. Las madres hicieran su trabajo mejor con los niños si los padres fueran más razonables. A a d
18. A un niño se debe proteger de oír del sexo. A a d
19. Si una madre no hace manda el hogar, los niños y el esposo se meterán en problemas que no necesitan. A a d
20. Una madre se debe dar cuenta de todo lo que piensan sus hijos. A a d
21. Los niños serían más contentos y se portarían mejor si sus padres se interesarán de sus asuntos. A a d
22. Casi todos los niños avisan para ir al baño a la edad de quince meses. A a d
23. No hay nada peor para una madre joven que estar sola mientras va pasando por su primera experiencia en fener un bebe y cuidar el reinacido. A a d
24. A los niños se les debe dar animo decirles a sus padres cuando sienten que las reglas de la familia no son justos. A a d
25. Una madre debe tratar de evitar cual quiera desilución para su niño. A a d
26. Las madres que van a muchas fiestas, muy poco son buenas madres. A a d
27. Frequentemente, es necesario quebrar la voluntad del niño antes que se porte bien. A a d
28. Una madre debe esperar de sacrificar parte de su misma alegría para la de su hijo. A a d
29. Todas las madres jovenes tienen miedo al cargar sus niños en que se puedan dejar el niño a caer. A a d
30. Hay veces es necesario que la esposa regane al marido para lograr sus derechos. A a d
31. Diciplina estricta desarrolla un caracter firme. A a d I
32. Muchas veces las madres piensan que no pueden con sus niños un momento más. A a d I
33. Es malo que los niños rean que los padres puede equivocár. A a d I
34. Al niño se le debe enseñar reverencia a sus padres antes que a cualquier otra gente mayor. A a d D
35. Al niño se le debe enseñar que venga con sus padres o maestras en lugar de peliar cuando se encuentra en dificultades. A a d D
36. Tener que estar con los niños todo el día hace a una mujer pensar que está amarado. A a d D

37. Los padres deben ganar el respeto de sus hijos por el modo de portarse. A a d
38. Los niños que no procuran el éxito se sentirán que perdieron oportunidades. A a d
39. Los padres que empiezan dejar a sus niños hablar de sus apuros no se dan cuenta de que hay veces es mejor dejar una cosa sola. A a d
40. Los esposos podrían hacer sus deberes si fueran un poco menos egoístas. A a d
41. Es muy importante que los hijos no se dejan ver cuando andan desnudos. A a d
42. Los niños y esposas se portan mejor cuando la madre es firme para asentar casi todas las problemas. A a d
43. Un niño nunca debe esconder secretos de sus padres. A a d
44. Riendose de las bromas de niños y diciendo bromas de niños hace las casas mas tranquilas. A a d
45. La mas pronto que un niño aprenda a andar, lo mas pronto que se pueda entrenar para ir al bano. A a d
46. No es justo que una mujer tenga que soportar todo el trabajo de criar los hijos sola. A a d
47. Un niño tiene el derecho a su opinión y se le debe dejar expresarlo. A a d
48. A un niño se le debe proteger de trabajos muy difíciles para el o un trabajo muy duro para el. A a d
49. Una mujer tiene que escoger entre tener una casa en orden o andar con las vecinas y amigas. A a d
50. Un padre listo le enseña a su niño al principio quien manda. A a d
51. Pocas mujeres reciben la gratitud que se merecen por todo lo que han hecho por sus hijos. A a d
52. Las madres nunca dejan de culparse si sus bebitos se golpean en un accidente. A a d
53. Aunque una pareja casada se quiere mucho, siempre van a ver diferencias que causan argumentos. A a d
54. A los niños que se les hace obedecer reglas estrictas, crecen para ser los mejores adultos. A a d
55. Es rara la madre que puede ser amable y paciente con sus hijos todo el día. A a d
56. Los niños no deben aprender cosas fuera de la casa que los haga dudar los ideas de sus padres. A a d
57. Un niño pronto aprende que no hay sabedoria mejor que la de sus padres. A a d
58. No hay una buena excusa para que un niño le pego a otro. A a d
59. Casi todas las madres jóvenes se molestan más por sentirse encerradas en la casa que de cualquiera otra cosa. A a d

- | | | |
|-----|---|---------|
| 60. | A los niños se les espera demasiado, que hagan todos los acomodamientos y compromisos y esto no es justo. | A a d D |
| 61. | Los padres deben enseñarles a sus hijos que para progresar hay que estar siempre ocupados y que no mal gasten el tiempo. | A a d D |
| 62. | Los niños les molestarán con cada cosa que les estorbe si uno no se cuida al principio. | A a d D |
| 63. | Cuando una madre no hace un trabajo bien con los niños es porque el padre no hace lo que le pertenece en la casa. | A a d D |
| 64. | Los niños que toman parte en recreación del sexo (ejemplo: jugando "doctor") se hacen criminales del sexo cuando crezcan. | A a d D |
| 65. | Una madre es la que hace los planes porque ella es la que sabe lo que pasa en el hogar. | A a d D |
| 66. | Un padre listo debe tratar de aprender todos los pensamientos de sus niños. | A a d D |
| 67. | Los padres que están enteresados en oír de las fiestas, citas, y el divertimento de sus hijos, les ayudan crecer bien. | A a d D |
| 68. | Lo más pronto que un niño se aparte de los sentimientos hacia la familia, lo mejor que podrá manejar sus problemas. | A a d D |
| 69. | Una mujer lista hará lo posible para evitar estar sola antes y después de tener un hijo. | A a d D |
| 70. | Las ideas de un niño se deben considerar en hacer decisiones para la familia. | A a d D |
| 71. | Los padres deben saber no dejar que sus hijos se encuentren en situaciones difíciles. | A a d D |
| 72. | Muchas mujeres se olvidan de que el lugar de una mujer es en el hogar. | A a d D |
| 73. | Los niños se les necesitan, quitar lo malo natural. | A a d D |
| 74. | Los niños deben ser más considerados con sus madres ya que las madres sufren tanto por ellos. | A a d D |
| 75. | Casi todas las madres tienen miedo de lastimar sus niños en cuidarlos. | A a d D |
| 76. | Hay unas cosas que no se pueden arreglar solamente con una discusión breve. | A a d D |
| 77. | Casi todos los niños necesitan más disciplina de lo que reciben. | A a d D |
| 78. | Crear niños es un trabajo que pone a una muy nerviosa. | A a d D |
| 79. | Un niño no debe dudar las creencias de sus padres. | A a d D |
| 80. | Los padres merecen el mejor cariño y respeto de sus hijos. | A a d D |
| 81. | No se les debe animar a los niños al juego de pelear porque se pueden golpear o enojar. | A a d D |

- | | | |
|------|---|---------|
| 83. | Los padres deben tratar a sus hijos como iguales. | A a d D |
| 84. | Un niño que siempre anda ocupado está feliz casi todo el tiempo. | A a d D |
| 85. | Si un niño está procurado por alguna cosa es jamor dejarlo solo y no hacer la cosa verse seria. | A a d D |
| 86. | Si las madres pudieran tener sus deseos, ellas casi siempre pidieran que sus esposos compredieran mas. | A a d D |
| 87. | El sexo es una de las problemes ma graves en contender con los niños. | A a d D |
| 88. | La familia se porta bien si la madre maneja el hogar. | A a d D |
| 89. | Una madre tiene el derecho de saber todo en la vida de su hijo porque su hijo es una parte de ella. | A a d D |
| 90. | Si los padres se divertieran con sus hijos, los hijos tomarian mejor sus consejos. | A a d D |
| 91. | Una madre debe tratar de entrenar al niño a ir al bano lo mas pronto posible. | A a d D |
| 92. | Casi toda las madres necesitan mas descanso despues de haber tenido un hijo que lo que se les da. | A a d D |
| 93. | Cuando un niño se mete en algun leo debe saber que no se le va dar castigo si les habla a sus padres de ello. | A a d D |
| 94. | Los niños se les deben retirar de todos los trabajos que pueden disanimarlos. | A a d D |
| 95. | Una madre buena halla bastante en que divertirse entre su familia. | A a d D |
| 96. | Hay veces es necesario que los padres se opongan a voluntad del hijo. | A a d D |
| 97. | Las madres sacrifican casi toda su alegria por la alegria de sus hijos | A a d D |
| 98. | Lo que mas tema una madre es que en un tiempo de olvido algo le puede pasar a sus hijo | A a d D |
| 99. | Es natural que dos personas con distintos pensamientos, se casen y averiguen. | A a d D |
| 100. | Los niños de veras estan mas contentos cuando estan en entrenamiento estricto. | A a d D |
| 101. | Es natural que una madre sea impaciente cuando los niños son ambrientos y necios. | A a d D |
| 102. | No hay nada peor que dejar a un niño oír criticismos de su madre. | A a d D |
| 103. | Lealtad a sus padres es primero que todo | A a d D |
| 104. | La ajoria de los padres prefieren niños silencios que latosos. | A a d D |
| 105. | Una madre joven se siente detenida porque hay muchas cosas que ella quisiera hacer de joven. | A a d D |
| 106. | No hay ninguna razon por que los padres tengan que hacer lo que ellos quieren siempre, igual que los hijos tampoco tienen que hacer lo que ellos quieren siempre. | A a d D |
| 107. | Es bueno un niño que aprenda que un minuto gastado se pierde. | A a d D |
| 108. | El problema con ponerle attencion a las problemas de los niños es | A a d D |

109. Focos hombres se dan cuenta de que una madre debe divertirse un poco en la vida tambien. A a d D
110. Generalmente algo tienen los niños, que preguntan mucho del sexo. A a d D
111. Una mujer casada sabe que ella va dirigir los asuntos de la familia A a d D
112. Es el deber, de una madre de asegurarse a saber todos los pensamientos de su niño. A a d D
113. Cuando hacen cosas juntos, los niños se sienten cerca de usted y pueden hablar facilmente con usted. A a d D
114. Un niño debe dejar la tetera o el pecho tan pronto posible. A a d D
115. Cuidar un bebito es algo que no se puede esperar que hace una mjuer sola. A a d D

APPENDIX E

SAMPLE DEMOGRAPHIC DATA SHEET (ENGLISH)

NAME _____

AGE _____ ADDRESS _____

How many children do you have? _____

How many boys? _____

How many girls? _____

Ages of boys _____

Ages of girls _____

Is this your 1st marriage? _____

2nd marriage? _____

3rd marriage? _____

4th marriage? _____

How long have you been married? _____

Have you always lived in Dallas? _____

If not, where did you live before moving here? _____

How long have you lived in Dallas? _____

How many years of school do you have? _____

APPENDIX F

SAMPLE DEMOGRAPHIC DATA SHEET (SPANISH)

Nombre _____

Edad _____ Dirección _____

?Cuántos niños tiene usted? _____

?Cuántos niños? _____

?Cuántas niñas? _____

Edad de los niños _____

Edad de las niñas? _____

?Es este su primer matrimonio? _____

?Segundo matrimonio? _____

?Tercer matrimonio? _____

?Cuánto tiempo ha estado usted casada? _____

?Ha vivido usted siempre in Dallas? _____

?Si no, donde vivió usted antes de moviose aquí? _____

?Por cuánto tiempo ha vivido usted in Dallas? _____

?Hasta que año fue usted a la escuela? _____

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