

THE RELATIONSHIP OF PERCEIVED PARENTAL ATTITUDES TO
PSYCHOLOGICAL ADJUSTMENT, SELF-CONCEPT, AND
SOCIOMETRIC STATUS IN
HIGH SCHOOL STUDENTS

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The problem of the present study was to determine the degree of relationship among parental attitudes as perceived by the child, and the child's psychological adjustment, self-concept, and sociometric status. In addition, the relationships between each of the experimental variables were examined.

Forty-eight high school students, twenty-eight boys and twenty girls with a mean age of eighteen years and two months, served as subjects. Four measuring instruments were employed to obtain data concerning the subjects' psychological adjustment, self-concept, sociometric status, and perceptions of parental attitudes. The measuring instruments were administered to intact classes after the nature of the study had been explained, rapport established, and questions answered. The test records of those students who did not meet the previously established criteria of living with both natural parents and attendance in the school system for at least the previous semester were excluded from the sample prior to statistical analysis of

the data. Product moment correlations were computed to determine the degree of relationship between each of the experimental variables.

Negative correlations, significant at the .01 level, were obtained between perceptions of parents as neglecting and rejecting and the subjects' psychological adjustment and self-concept. Perceptions of the mother as demanding and the father as casual were also negatively related at the .05 level to psychological adjustment and self-concept. Positive correlations ($p < .01$) were obtained between perceptions of parents as loving and the subjects' psychological adjustment and self-concept. Perceptions of the father as employing reward-symbolic loving techniques were also positively related ($p < .05$) to psychological adjustment and self-concept.

Because of the different number of males and females in the sample, subjects were divided into groups on the basis of sex and the correlations among perceived parental attitudes and sociometric status computed separately for the two sexes. The intercorrelations among psychological adjustment, self-concept, and sociometric status were also computed separately for male and female subjects.

Perceptions of the mother as rejecting and neglecting were negatively related, beyond the .01 level, to the sociometric status of females. Positive relationships exceeding the .05 level were obtained between perceptions

of both parents as loving and the sociometric status of females; sociometric status of males, however, was positively related only to perceptions of the father as loving. Perceptions of the mothers' child-rearing attitudes were not significantly associated with sociometric status of males. Negative correlations between sociometric status of males and perceptions of the father as rejecting were also obtained.

The correlations among psychological adjustment, self-concept, and sociometric status were computed by sex for males and females. For females, positive correlations significant beyond the .01 level were obtained for all three variables. However, for males only psychological adjustment and self-concept were positively related; neither psychological adjustment nor self-concept was related to sociometric status.

Recommendations for further research include the use of the matched group design and obtaining (a) peer ratings from members of the opposite sex and (b) the specific reasons why an individual is chosen or rejected.

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HIGH SCHOOL STUDENTS

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CHAPTER I

INTRODUCTION

Interpersonal family experiences, especially those stemming from the parent-child relationship, exert profound and pervasive influences on the psychological development of the child (5, 6, 9, 19, 21, 22, 27). In fact, Mussen, Conger, and Kagen (32, p. 325) refer to the family as "the principal and primary determinant--or set of determinants of personality structure" Through the processes of learning, imitation, and identification, the child acquires reaction patterns, fears, attitudes toward self and others, and various social skills similar to those held by the significant others with whom he initially interacts (25).

Parental attitudes and behaviors have been shown to be significantly related to (a) the psychological adjustment or maladjustment of the child (7, 9, 13, 14, 17, 23, 28, 30, 35, 34, 41, 43); (b) the formation of the child's self-concept (7, 9, 11, 13, 17, 21, 27, 36, 40); and (c) the child's sociometric status (3, 4, 12, 18, 24, 35, 39).

Particularly important to the formation of the child's self-concept and psychological adjustment are his perceptions of his parents as loving and accepting or neglecting and rejecting (2, 13, 20). Several writers have alluded to the

importance of the acceptance-rejection dimension in personality development. According to Mussen, Conger, and Kagan, (32) the two dimensions which consistently appear in theoretical models designed to explain the effects of parental behavior on the development of the child are "love-hostility (or warmth-hostility) and control-anatomy" (p. 484).

Schaefer (37) and Siegelman (42) have done extensive factor-analytic work on the relationship of such parental behaviors as rejecting, loving, punishing and have developed systems of three orthogonal factors. The three factors described by Schaefer (37) are Acceptance versus Rejection (A-R), Psychological Autonomy (PA) versus Psychological Control (PC) and Firm Control (FC) versus Lax Control (LC). Siegelman (42) identified three orthogonal factors: Loving (L), Demanding (D), and Punishment (P). The similarity of the two systems is considerable and provides comparable descriptions of perceived parental behavior. Nevertheless, Goldin (16, p. 229) writes that in spite of there being little difference between the two models, Siegelman's "system better explains earlier, intercorrelational studies of children's reports of parent behavior."

The literature is replete with studies concerning the results of the complex and dynamic interactions between parent and child. However, Goldin (16) indicates that much

of this research attempts to relate the parent-child relationship, as described by the parents, to the child's behavior rather than examining the aforementioned relationship in terms of the child's phenomenological frame of reference. Several recent studies seem to suggest, however, that it is the child's perception of his parents' attitudes toward him rather than their actual behavior which is significant in his personality development (14, 22, 37, 42). According to Ausbel (1, p. 173) parental behavior and attitudes affect the child's personality development "only to the extent and in the form in which he perceives it . . . and perceived parent behavior is in reality a more direct, relevant, and proximate determinant of the personality development than the actual stimulus context to which it refers." Additional support was amassed for the importance of the child's perception of the parent-child relationship in his adjustment by Serot and Teevan (41), who found that while parental impressions of the parent-child relationship were not related to the child's psychological adjustment, the child's perception of the parent-child relationship was directly related to his psychological adjustment.

In addition to his perception of his parents' attitudes, the child's perception of his status among peers is important in the development of his self-concept and psychological adjustment. While the child's evaluation of himself is

substantially determined by perceived parental attitudes toward him, there can be little doubt that he also forms an image of himself on the basis of his peers' reactions to him. The way in which an individual perceives others and is perceived by them will be of extreme importance in the way he evaluates his worth as a person. If the significant others with whom the child interacts, reject him or treat him in a derogatory way, then it will be extremely difficult for him to see himself in a positive way. The child anticipating further rejection and fearing that he will not be held in esteem, may develop such characteristics as hostility, aggression, insecurity, anxiety, and defensiveness. Such personality characteristics lower the positive stimulus value of the child and are likely to lead to greater rejection and a consequent lowering of self-concept (13). Furthermore, other investigators (31, 35) have found that individuals with high self-concepts enjoy greater acceptance by others than do individuals with low self-concepts. Negative correlations have been obtained among the variables of anxiety, sociometric status, and self-concept (11, 15, 24, 26).

Peer relationships play an important part in the socialization and adjustment of the individual. Relationships with peers provide the child with an opportunity to interact with others, to develop age-relevant skills, to share his problems and feelings, and to develop appropriate sex

skills. Such peer relationships also serve as prototypes for later adult interactions and help the adolescent form a sense of identity. Rejected individuals are denied opportunities to learn appropriate sex skills, to develop a sense of identity, and to acquire feelings of belonging or worth. Lacking the skills necessary for effective social functioning usually results in a vicious cycle of reduced stimulus value to others, lowered self-concept, and impaired psychological adjustment. As in the case of parental attitudes, it is the child's perception of his sociometric status rather than his actual sociometric status which influences his behavior (38).

The examination of the child's subjective view of (a) parental attitudes, especially those connoting love, acceptance, neglect, or rejection; (b) his social relations; and (c) his self-image, appears to be essential for accurate prediction and description of his behavior. Therefore, a phenomenological approach was emphasized in the present study.

Statement of the Problem

The problem of this study was to determine the relationship among parental attitudes toward the child, as perceived by the child and the child's psychological adjustment, self-concept, and sociometric status. In addition, the extent to which these latter two variables would be

related to each other and to sociometric status was examined.

It was hypothesized that:

1. Psychological adjustment is positively related to warm, rewarding, loving relationships with parents but is negatively related to cold, hostile, and tension-filled parent-child relationships.

2. The concept an individual has of himself is positively related to the child's perception of the parent-child relationship as loving, accepting, and rewarding, while the self-concept is negatively related to the child's perception of the parent-child relationship as harsh, cold, and rejecting.

3. Sociometric status is positively related to perception of the parents as loving, accepting, and rewarding and negatively related to perceptions of them as harsh, critical, and neglecting.

4. There is a positive relationship among psychological adjustment, self-concept, and sociometric status so that psychological adjustment is associated with high self-concepts and high sociometric status.

Related Literature

In his study of eighth and ninth grade students, Helper (17) found a small, but significant correlation between the parents' evaluations of their children and their children's self-evaluations. Perceptions of parental

acceptance and favorability were significantly related to self-favorability and self-acceptance in the child. However, since there was some question as to the validity and accuracy of the self-evaluative measures and the measures for parental acceptance, it was concluded that hypothesized effects were slight and should be discounted pending additional evidence.

The relationship between children's self-evaluations and their acceptability to peers was also studied. It was found that popular boys revealed a significantly higher degree of self-acceptance than did unpopular boys. For girls, no significant relationship emerged between self-acceptance and popularity.

Pedersen and Stanford (33) examined the correlations among each subscale of the California Test of Personality (CTP) level of parental identification and self-esteem for both females and males. The results indicate that not many of the CTP subscales are related to identification of males with their fathers. Feeling of belonging was the only subscale which yielded a significant correlation. On the other hand, the male with high self-esteem was found to be self-reliant, relatively free from withdrawing tendencies, personally and socially adjusted, and to have feelings of personal worth, feelings of belonging and good family relations. Self-esteem in males, however, was not significantly related to having a sense of personal freedom, high social standards, good social skill, or good community relations. Also, males who experienced a strong identification

with their fathers tended to have strong feelings of belonging. With respect to females, it was found that only self-reliance was significantly related to self-esteem. Self-esteem was independent of the remaining levels of adjustment as measured by the CTP, while strong identification with the mother tended to be accompanied by self-reliance, high sense of personal worth, absence of withdrawing tendencies and nervous symptoms, good family, school, and community relationship, and good personal, social, and total adjustment. In the words of Pedersen and Stanford (33, p. 42), "the self-esteem of males, but not of females, tended to be related to their personalities, whereas, the level of identification of females, but not of males, tended to be related to their personalities."

Serot and Teevan (41) designed a study to determine whether it was the child's perception or the parents' perception of the parent-child relationship which was more significantly related to the psychological adjustment of nine and ten-year-old children. The California Test of Personality defined the child's level of adjustment, and the Swanson-Child Parent Relationship Scale (CPRS) was used to evaluate the subjects' perceptions of the parent-child relationship. A Pearson product-moment correlation coefficient of $-.77$ was obtained between the children's CPRS and their scores on the Personal Adjustment section of the CTP. For the Social Adjustment Scale of the CTP and the CPRS, a

Pearson product-moment correlation of $-.84$ was obtained; the correlation of the CPRS with the Total Adjustment score minus the Family Relationships component was $-.80$. The three correlations were significant beyond the $.01$ level. Negative correlations were obtained because a low score on the CTP, which is indicative of poor adjustment, was associated with a high score on the CPRS. A high score on the CPRS indicates that the child perceives the parent-child relationship as far from ideal. The first hypothesis that well-adjusted children perceived parent-child relations as close to a theoretical ideal was supported. The correlation between the parents' perception and the children's perceptions of the parent-child relationships was not significant and, thus, supported the hypothesis that there was little agreement between the parents' perception and the child's perception of their mutual relationship. The third hypothesis that there was no significant relationship between parental perceptions of the parent-child relationship and the child's psychological adjustment was also supported. It was concluded that the child's perception of the parent-child relationship is "directly related to his adjustment, while the actual parent-child relationship is only indirectly related to the child's adjustment" (41, p. 377).

The relationships among perceived parental attitudes, self-attitudes, and security in college students were examined by Jourard and Remy (23). Comparisons were made

between the attitudes a person had toward his body and self and his beliefs concerning parental evaluation of his body and self. It was hypothesized that a person who felt that his parents evaluated him in a positive way would evaluate himself in a similar fashion and also have a sense of personal security. The variables were measured by a forty-item body cathexes (BC) scale and a forty item self-cathexes (SC) scale. The scales consisted of lists of various physical characteristics of the body, height or weight, and psychological traits such as temper or ability to accept criticism. Scores on the Maslow Test of Psychological Security-Insecurity (MAS) were used to measure sense of personal security.

Correlations were computed to determine the degree of relationship among the subject's body-cathexes and self-cathexes scales and MAS scores. For women, the BC scores correlated .68; for men, a .84 correlation was obtained between the two scales. The BC scores for both sexes correlated significantly with perceived parental cathexes of the subjects' bodies. The correlations between body cathexes scores and perceived attitudes of the mother toward the subject's body reached .56 for females and .68 for males. All correlations were significant at the .01 level of significance, a result which supports the hypothesis that ones evaluation of his body and personality covary with his perceptions of parental evaluations of his body and personality. Scores

on the MAS were significantly correlated, beyond the .01 level, with perceived parental cathexes (parental attitudes toward the child) and supported the hypothesis that those individuals who evaluated themselves negatively and who believed their parents evaluated them in a similar way would be insecure.

In short, it was found that self-rated cathexes for the body and the self were significantly related to perceived parental cathexes. Significant correlations between perceived cathexes of both parents and the MAS were also obtained. The results also indicated that negative self-appraisal and perceived negative parental appraisals of the self were correlates of psychological insecurity.

Medinnus (30), using two measures of self-acceptance and a parent-child relationship questionnaire, examined the interrelations between extent of self-acceptance of adolescents and their perceptions of specific aspects of their parents' child-rearing procedures and attitudes. The hypothesis that adolescents who were high in self-acceptance would identify more closely with their parents and perceive them as more accepting than adolescents who were low in self-acceptance, was supported. Adolescents who were high in self-acceptance and adjustment perceived their parents as loving, but not as neglecting or rejecting. It was found that scores on the subtests of the Parent-Child Relationship Questionnaire for both the father and mother were significantly related to self-acceptance in both males and females. The results indicated, however, that perceptions of the mother's

child-rearing attitudes were more closely related to self-acceptance than were perceptions of the father's child-rearing practices.

Piety (34) administered a parent-perception questionnaire to school age children in order to determine if perceptions of their parents were related to their behavior at school as observed and rated by peers and teachers. It was hypothesized that children showing inappropriate identification with parents as defined by high scores on the Piety Parent-Perception Questionnaire would be more frequently rated by their peers as withdrawn or aggressive. The Chi square design was used to determine if any significant relationships existed between the students' parent-perception scores and their social adjustment categories, which were based on their sociometric status and ratings by teachers. The results strongly suggested that the subjects' perception of their parents was related to their behavior at school, thereby influencing their ratings by teachers and peers. Students who were more often rated as withdrawn or aggressive obtained high scores on the parent-perception questionnaire which indicate inappropriate parental identification. Those students who reported appropriate parent identification were rated more frequently as socially integrative rather than withdrawn or aggressive. The results also suggested that aggressive individuals with faulty parental identification were the most maladjusted boys in the sample.

Cox (14) used sixth, seventh, and eighth graders to determine if measures based on independent observations of the child's behavior were more strongly correlated with parents' own reports of their affectional behavior toward the child than was the child's perception of the parent-child relationship. He also studied the influence of the father's and mother's affectional behavior based on (a) the parents' reports of their respective behavior and (b) the child's perception of respective parental behaviors.

The Parent-Child Relations questionnaire was used to measure the child's perceptions of loving-rejecting parental behaviors. Scores on the PCR scales were then correlated with (a) social level of the family; (b) the self-concept of the child; (c) the child's problems as measured by the SRA Junior Inventory; (d) the child's health problems; and (e) a sociometric measure of peer acceptance-rejection.

The data suggested that the child's perception of the parents' affectional behavior was more closely correlated with the child's behavior than was the parents' report of their affectional behavior. Mothers' reports of their behavior was more closely related to the child's behavior than were fathers' reports of their child-rearing behaviors. However, the father's affectional behavior, as perceived by the child, was found to be more influential than the mother's affectional behavior on the behavior of the child as long as the parents' behavior was based on the child's

perception of the parental child-rearing attitudes. Self-concept, IQ, and peer acceptance-rejection were positively related to the child's perceptions of both parents as loving, but negatively related to perceptions of the parents as neglecting and rejecting.

The relationships among anxiety, self-concept, and sociometric status have been investigated by Horwitz (18). Fourth, fifth, and sixth grade subjects were administered the Children's Manifest Anxiety Scale (CMA), the Children's Self-Concept Scale (SC), and tests by a ranking sociometric technique. Lower scores represented higher sociometric status, while higher scores represented lower sociometric status. Consistent negative correlations were found between anxiety and self-concept indicating that the high anxiety was associated with low self-concept; correlations were $-.54$, $-.25$, and $-.59$ for the fourth, fifth, and sixth grades, respectively. Anxiety and sociometric status were negatively related, indicating that high anxiety was associated with low sociometric status. The correlations between the CMA and SC scores, all significant at the .01 level, were $-.44$, $-.18$, and $-.44$ for the fourth, fifth, and sixth grades respectively. That high sociometric status was associated with high self-concept was revealed by the positive correlations ($.55$, $.18$, $.18$) between sociometric status and self-concept for each of the three grade levels. The results suggested that the anxious child is usually less popular and has a poorer self-concept

than does the less anxious child.

A review of the literature has revealed the importance of the child's subjective evaluation of his parents' and peers' attitudes toward him. Especially relevant to the personality development of the child are those parental practices which convey the attitudes of love, acceptance, warmth or rejection, hostility, and indifference. Previous studies have indicated that warm parent-child relationships, as perceived by the child, are usually associated with positive self-images, self-confidence, and acceptance by peers. On the other hand, children who perceived their parents as harsh, critical, or rejecting suffered poor self-concept, rejection by peers, and impaired psychological functioning in the form of anxiety, lack of security, and defensiveness.

The results of the previous studies suggest that it would be fruitful to study separately (a) the relationships among parental attitudes as perceived by the child and the child's psychological adjustment, self-concept, and sociometric status; and (b) the relationships among the variables of psychological adjustment, self-concept, and sociometric status. Therefore, the examination of these specific relationships constituted the problems and purposes of the present study.

parental attitudes & behavior significantly related to:

- psychological adjustment/maladjustment of child

7, 9, 13, 14, 17, 23, 28, 30, 33, 34, 41, 43

- child's sociometric status

3, 4, 12, 18, 24, 35, 39

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CHAPTER II

METHOD

Subjects

Students from the twelfth grade of a south Texas Public System served as subjects for the present study. The entire senior class was administered the tests, but only those students who met certain criteria were included in the sample. To be included as subjects, the students must have been living with both natural parents and have been enrolled in the school system for at least the previous semester. Those students whose test records did not meet the established criteria were excluded from the sample prior to statistical analysis of the data. Twelve of the students did not meet the specification of living with both natural parents, and five were absent during one or more testing days. The final sample consisted of forty-eight subjects; twenty-eight boys and twenty girls. The mean age of the subjects was eighteen years, two months.

Instruments

Four measuring instruments were employed in the study. They were: (a) the California Test of Personality (CTP), which provided an index of psychological adjustment (10); (b) a measure of the child's self-concept entitled How I

Feel About Myself (4); (c) a sociometric technique designed to provide a relative index of the child's social status in the classroom (2); and (d) the Parent-Child Relationship Questionnaire (PCR), which measured the child's perceptions of parental attitudes (5).

The total scores on the California Test of Personality (CTP) Secondary Series AA were used as an index of psychological adjustment. A high score on the CTP is considered to be indicative of relatively good adjustment. The CTP, which is "organized around the concept of adjustment as a balance between personal and social adjustment" (10, p. 3), is composed of five yes-no questionnaires with different forms which are appropriate for developmental levels ranging from kindergarten through adulthood. Two major scoring categories, personal and social adjustment, are provided for in each questionnaire. Each of these categories is further divided into six scoring subcategories with provisions made for a summary of the entire test score. Personal adjustment is composed of categories related to self-reliance, sense of personal worth, sense of freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms. Social adjustment is concerned with areas of social standards, social skills, anti-social tendencies, family relations, school or occupational relations, and community relations.

The Manual for the California Test of Personality

(10, p. 3) lists and defines the various subtests and the interpretations which should be placed upon them:

Personal Adjustment

1A. SELF-RELIANCE -- An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.

1B. SENSE OF PERSONAL WORTH -- An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.

1C. SENSE OF PERSONAL FREEDOM -- An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.

1D. FEELING OF BELONGING -- An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.

1E. WITHDRAWING TENDENCIES -- The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.

1F. NERVOUS SYMPTOMS -- The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

Social Adjustment

2A. SOCIAL STANDARDS - - The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.

2B. SOCIAL SKILLS - - An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.

2C. ANTI-SOCIAL TENDENCIES - - An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.

2D. FAMILY RELATIONS - - The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.

2E. SCHOOL RELATIONS - - The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.

2F. COMMUNITY RELATIONS - - The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and regulations pertaining to the general welfare.

Reliability coefficients on the CTP range from .97 to .51 with a trend toward the higher correlations. Correlations between the personal and social sections range from .63 to .77, while correlation coefficients ranging from .35 to .50 have been obtained for the subcategories (3). It appears, then, that there is a fair degree of reliability between the total score and the two major categories, personal and social adjustment. With respect to the validity of the CTP, Sims (7, p. 39) writes "that as a measure of self-concept in the, as of now vaguely defined area called adjustment, this test is as valid as most instruments."

The measure entitled How I Feel About Myself was used to assess the self-concept of each student. The total score on the instrument provides a measure of self-concept with higher scores considered indicative of a more positive self-concept. The questionnaire, composed of eighty yes or no statements is divided into six subscales, which measure the self-concept variables of intelligence, behavior, anxiety, popularity, appearance, and feelings of happiness.

Sociometric ratings are extremely useful techniques for studying patterns of interpersonal relationships and have been endorsed by several writers (1, 6, 9). Sociometric techniques consist of a defined procedure for asking individuals to make choices from among group members and involve a specified criterion by which these choices are made. In spite of the variations of the sociometric technique, it

is a measure of the extent to which individuals are accepted by the group and a means by which the feelings of group members toward one another are evaluated (2).

The validities and reliabilities of sociometric techniques compare favorably with the validities and reliabilities obtained for various psychological tests (9). Gronlund (2) cites several studies which indicate that there is a significant degree of stability in an individual's sociometric status from one age level to another with a trend toward increased stability at the older age levels. After his examination of the various studies concerning the stability of sociometric results at the elementary school level, Gronlund concluded that "sociometric scores were as stable from one year to the next as were the intelligence test and achievement test scores" (2, p. 120). Thus, it appears that an individual's sociometric status is relatively stable over a period of several years (1).

In the present study each student was given a list of the same-sexed classmates and an answer sheet on which to record his responses. The subjects' choices were restricted to those students of the same sex since Gronlund (2) found evidence of a sex cleavage or consistent tendency to choose members of the same sex, a trend which often extends to the college level.

Instructions written on the answer sheets directed

each subject to select from the list of the same-sexed classmates the three students he liked best in the class. The subjects were not allowed to vote for themselves. The subjects were also limited to three choices for the liked-most subjects because Gronlund (2) has written that three choices are usually sufficient to obtain a valid sociometric evaluation.

In order to compute sociometric status, the number of choices the student actually received was divided by the number of choices he could have received had he been chosen by everyone. Subjects were divided into two groups on the basis of sex, and the number of choices actually received was divided by the number of subjects in his group, minus one. For the male subjects, the number of choices received was divided by thirty-nine; for female subjects the number of choices received was divided by twenty-three. The purpose of this procedure was to account for (a) the different number of male and female subjects employed in the present study and (b) the fact that students were not allowed to vote for themselves.

The PCR is an instrument designed to measure characteristic parental behavior toward the child as perceived by the child. It consists of ten subtests, independently scored, which describe the behavior characteristic of both the father and the mother. Six of the subtests contain fifteen items each and are concerned with behavior

characterized as Loving, Protecting, Demanding, Rejecting, and Casual. The remaining subtests consist of ten items each for Symbolic-Love Reward, Direct-Object Reward, and Direct-Object Punishment. The descriptions of the subtests which follow are those suggested by Roe and Siegelman (5).

Parents whose behavior is characterized as protective give first priority to their children's interests. These parents are extremely affectionate and indulgent, and seek to protect their children from any experiences which may cause them disappointment, discomfort, or injury. Parents in this category reward dependency, are highly intrusive, and expect to be completely informed about the thoughts and experiences of their children.

Demanding parents impose strict regulations, require unquestioning obedience to these regulations, and are highly punitive. High standards of accomplishment are established and all behavior is restricted and judged accordingly. Demanding parents do not encourage independent thinking and impose their own attitudes and thoughts on their children.

Rejecting parents often follow child-rearing practices similar to those used by demanding parents but are more extreme. The crucial difference is that they reject the childishness of the child or reject him as an individual. Rejecting parents are cold, hostile, and often make fun of the fears and problems of their children. There is no regard for the children's point of view, and they are often left alone.

Restrictions which are established are not for the benefit of the children but to prevent their interference with parental activities.

Parents whose behavior is characterized as neglecting pay little attention to their children, give them no affection, and provide a minimum of physical care. Promises and favors are quickly forgotten. Neglecting parents are cold, but they are not derogatory or hostile toward their children. While neglecting parents may leave their children alone, they do not make it a point to avoid them.

Casual parents are mildly affectionate and responsive to their children as long as the children do not interfere with their interests. The children are considered as part of the general situation, but no definite plans to train them or provide for them are made. The few restrictions which exist are lenient and often not enforced.

As the name implies, loving parents are warm, affectionate, and helpful. Loving parents are interested in their children's activities and feelings, but they are not intrusive; praise is given frequently, but not indiscriminately given. Parents who are described as loving, give assistance and direction which are in the best interests of their children, but encourage independence and autonomy and are willing to let their children take chances in order to develop these characteristics. While loving parents are more likely to reason with their children than to punish,

they will punish them. The basic factor which differentiates loving parents from casual parents is the amount of thought given to the child's problems. Loving parents are concerned with their children's problems while casual parents are not.

The four remaining subtests deal with symbolic-reward and punishment as opposed to direct-object-reward and punishment. Parents who use Symbolic-Love Reward techniques give praise, attention, and affection for approved behavior. Direct-Object-Reward involves rewards in the form of money, toys, special trips, or relief from chores. Parents who use Symbolic-Love Punishment punish the child by shaming him before others, isolating him, and withdrawing love. In Direct-Object Punishment parents employ physical punishment or withhold tangible objects such as toys or money.

Procedure

Permission was obtained from the superintendent to utilize school files and to administer the measures required by the study. Cooperation was then elicited from the teachers and students representing the classes to be used. On the first day of testing, the examiner introduced himself and explained the nature of the study. The students were told that the examiner was interested in studying the relationships among parental attitudes as

perceived by the individual, and the individual's psychological adjustment, self-concept, and sociometric status. It was stressed that the examiner was not trying to pry into the personal lives of individual students and that all the information obtained would be strictly confidential. In order to instill confidence and to maximize the possibility of truthful responses, the coding system which had been devised to guarantee anonymity was explained. The system consisted simply of arbitrarily assigned numbers to each student which he later affixed to his test records. In this way, no names were placed on the test records. The students were told that there were no right or wrong answers and that only their true feelings were being sought. An especial appeal was made to the students to be completely honest in their responses, and their full cooperation was elicited. All questions regarding procedure were answered before the actual testing began.

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CHAPTER III

RESULTS AND DISCUSSION

The means and standard deviations were computed for each of the measures used in the present study. These descriptive statistics are presented in Table I.

TABLE I
MEANS AND STANDARD DEVIATIONS FOR CTP SCORES,
SELF-CONCEPT, SOCIOMETRIC STATUS
AND PCR SCORES

Measuring Instruments	Means		Standard Deviations	
California Test of Personality	116.47		25.76	
Self-Concept	51.13		11.95	
Sociometric Status (Males)	.07		.06	
Sociometric Status (Females)	.05		.05	
Parent Child Relationship Questionnaire	Mother	Father	Mother	Father
Fun-S-L	30.77	27.10	5.74	6.32
Protective	47.92	27.21	6.86	7.55
Rejecting	34.88	34.19	11.22	9.22
Casual	42.85	44.85	7.62	8.89
Rew-S-L	34.69	33.27	6.40	6.71
Demanding	48.92	47.65	8.37	10.00
Punishment D-O	30.27	27.56	7.81	7.21
Loving	54.60	54.71	10.95	10.86
Neglecting	28.94	31.10	9.68	10.00
Rew-D-O	29.69	29.67	7.75	8.25

Pearson product moment correlations were calculated to assess the degree of relationship between each of the

experimental variables. Table II contains the correlations among perceptions of parents' child-rearing attitudes, self-concept, and psychological adjustment.

TABLE II
INTERCORRELATIONS AMONG PSYCHOLOGICAL ADJUSTMENT,
SELF-CONCEPT, AND PERCEIVED
PARENTAL ATTITUDES

Perception of Mother	Psychological Adjustment	Self-Concept	Perception of Father	Psychological Adjustment	Self-Concept
Rew-D-O	.22	.20	Rew-D-O	.03	.20
Neglect	-.62**	-.49**	Neglect	-.70**	-.49**
Loving	.41**	.31	Loving	.55**	-.36*
Pun-D-O	.04	.13	Pun-D-O	.02	-.01
Demanding	-.29**	-.24	Demanding	.11	.12
Rew-S-L	.25	.22	Rew-S-L	.40**	.33*
Casual	.12	.22	Casual	-.46**	-.44**
Rejecting	-.40**	-.37**	Rejecting	-.53**	-.36*
Pun-S-L	.25	-.23	Pun-S-L	.09	.10
Protective	.10	.03	Protective	.27	.16

*p < .05

**p < .01

The PCR subscales of Symbolic-Love Reward, Direct-Object Reward, Symbolic-Love Punishment, Direct-Object Punishment, and Protecting were not significantly related to psychological adjustment or self-concept. This is not surprising in view of the fact the pervading emotional climate of the home is considered to be more significant

to the child's personality development than the specific methods of discipline (14). Several studies have consistently indicated the extreme importance of the various dimensions of perceived parental behavior in the child's psychological development. These dimensions include (a) love-hostility and control-autonomy (23); (b) Loving, Demanding, and Punishment (30); and (c) Acceptance versus Rejection, Psychological Control, Firm Control versus Lax Control (28). It is probable that parental behavior connoting love, neglect, or rejection, exerts a more profound effect on the child's personality development than does the specific method of behavioral control. If a child perceives his parents as loving and accepting, then it is unlikely that the use of direct-object punishment such as spanking, rather than symbolic-punishment techniques, such as shaming the child before others, would be extremely significant to the child's personality development. Likewise, the child's perceptions of the parents as neglecting would probably have more effect on the child's personality development than would the parents' use of specific symbolic-love reward techniques, for example, the use of praise for approved behavior, or reward-direct object techniques such as giving money or toys for approved behavior. Parental behavior is multidimensional and the child responds to many aspects of the parents' behavior and personality rather than to one characteristic of parental

behavior or personality (23).

Negative correlations were found among perceptions of both parents as neglecting and rejecting and psychological adjustment. Psychological adjustment was also negatively related to perceptions of the father as casual and perceptions of the mother as demanding. The negative correlations indicate that low scores on the California Test of Personality, which are indicative of poor psychological adjustment, are associated with high scores on the Parent-Child Relationship Questionnaire subscales of neglecting, rejecting, casual, and demanding. Perceptions of both parents as loving were positively related to psychological adjustment. Use of reward symbolic-loving techniques by the father, but not of the mother, was positively related to psychological adjustment. The previously mentioned correlations were significant beyond the .05 level, with correlations among psychological adjustment and the subscales of loving, rejecting, and neglecting, reaching significance beyond the .01 level. Thus, there is support for the first hypothesis that psychological adjustment is positively related to warm, rewarding, loving relationships with parents but is negatively related to cold, hostile, and tension-filled parent-child relationships.

Correlations among self-concept and perceived parental attitudes were computed, and the results are in the predicted direction. The subscales of Reward-Direct-Object,

Punishment-Direct-Object, Punishment Symbolic-Loving, and Protective were not significantly related to self-concept. As in the case of psychological adjustment, it is probable that perceptions of the parents as neglecting, loving, rejecting, or casual are more influential than specific parental disciplinary techniques.

Perceptions of the father, but not of the mother, as employing reward symbolic-loving techniques were positively related to self-concept ($p < .05$). Since reward symbolic-loving techniques involve the giving of praise, attention, and affection for approved behavior, it is not difficult to visualize its positive relationship to self-concept. Perceptions of the mother as using reward symbolic-loving techniques did not correlate significantly with self-concept or psychological adjustment. These correlations were, however, near the required magnitude for significance, and the slight sex imbalance in favor of male subjects may account for the fact that they did not reach significance.

Negative correlations were obtained among self-concept and perceptions of both parents as rejecting and neglecting; negative correlations were also obtained for psychological adjustment and perceptions of the father as casual. Positive correlations were also obtained between self-concept and perceptions of the father as using reward symbolic loving techniques. The aforementioned correlations were significant beyond the .05 level, with the correlation

coefficients for loving, neglecting, and rejecting exceeding the .01 level of significance. The second hypothesis that self-concept is positively related to the child's perception of the parent-child relationship as loving, accepting, and rewarding but negatively related to the child's perception of the parent-child relationship as harsh, cold, and rejecting was supported.

Table III contains the correlations among sociometric status and perceived parental attitudes by sex of subjects. Perceptions of the mother as loving, neglecting, and rejecting were significantly related to sociometric status in females, but perceptions of the mother's child-rearing attitudes were not significantly related to sociometric status of males. The only subscale significantly associated with sociometric status of females was perceptions of the father as loving. Perceptions of the father as loving were significantly and positively related to the sociometric males, while perceptions of the father as neglecting were negatively related to sociometric status of males. The remaining subscales of protective, punishment symbolic-loving, casual, reward, symbolic-loving, demanding, and reward direct object were not significantly related to the sociometric status of either sex. There is partial support for the third hypothesis that sociometric status is positively related to warm, rewarding parent-child relationships and is negatively related to cold, indifferent,

and hostile parent-child relationships. Support for the hypothesis should be considered partial since (a) none of the mother's child-rearing attitudes as perceived by the child were significantly related to the sociometric status of males, and (b) perception of the father as loving was the only subscale significantly related to sociometric status in females.

TABLE III
CORRELATIONS AMONG SOCIOMETRIC STATUS AND
PERCEIVED PARENTAL ATTITUDES BY
SEX OF SUBJECTS

PCR Subscales	Sex	Father	Mother
Protective	M	-.02	.02
	F	.21	.11
Pun-S-L	M	-.15	-.11
	F	.00	.31
Rejecting	M	-.15	.09
	F	.31	-.46*
Casual	M	-.00	.02
	F	-.21	-.13
Rew-S-L	M	.26	.21
	F	.19	.34
Demanding	M	.18	.08
	F	-.07	-.32
Pun-D-O	M	-.08	.26
	F	-.20	-.31
Loving	M	.51*	.07
	F	.49*	.05*
Neglecting	M	-.67**	-.03
	F	-.35	-.53*
Rew-D-O	M	.06	.23
	F	-.31	.20

*p < .05

**p < .01

The correlations among psychological adjustment, self-concept, and sociometric status were computed to assess the degree of relationship between each of these three variables. Table IV contains these correlations.

TABLE IV
INTERCORRELATIONS AMONG PSYCHOLOGICAL ADJUSTMENT,
SELF-CONCEPT, AND SOCIOMETRIC STATUS
BY SEX OF SUBJECTS

Experimental Variables		Sex	r
Psychological Adjustment	Self-Concept	M	.72*
		F	.62*
Self-Concept	Sociometric Status	M	.23
		F	.74*
Sociometric Status	Psychological Adjustment	M	.30
		F	.77*

$p < .01$

Positive correlations, significant beyond the .01 level, were obtained among the variables of psychological adjustment, self-concept and sociometric status for girls. However, this was not true for male subjects. While the correlations among psychological adjustment, self-concept and sociometric status were in the predicted direction, they failed to reach the .05 level of significance. Correlations between psychological adjustment and self-concept were positive and exceeded the .01 level of significance. The fourth

hypothesis that psychological adjustment, self-concept, and sociometric status are positively related was supported for girls. However, the hypothesis was only partially supported for male subjects in that the significant and positive correlation between self-concept and psychological adjustment was the only hypothesized relationship which was obtained.

Discussion

Statistical analysis revealed significant relationships between psychological adjustment, self-conceptions, and perceptions of both parents as rejecting, loving, and neglecting. Perceptions of the father as employing reward-symbolic loving techniques were positively related to the subjects' psychological adjustment and self-concept, while perceptions of the father as casual were negatively related to psychological adjustment and self-concept. Negative correlations were also obtained among perception of mother as demanding and the subject's psychological adjustment and self-concept.

These findings are expected both in terms of general theory and in the light of various research studies. It is generally held that an individual's self-concept is substantially derived from descriptions made of him by his parents (13, 30), and Cox (6) has written that an individual's self-concept has its roots in his perceptions of parents as neglecting, rejecting, casual and demanding.

It seems reasonable to assume that parental attitudes and practices, which imply rejection, hostility, or lack of worth, will tend to produce children with negative self-images. On the other hand, it is likely that parental attitudes which convey love, warmth, and acceptance will result in children with positive self-images.

In short, the results of the present study support the widely-held notion that the perceived parental attitudes are important in the personality development of the child. The results also support the view that a positive self-concept is essential to adequate psychological adjustment.

Significant positive relationships were found among sociometric status of males and females and perceptions of both parents as loving. Sociometric status of females was negatively related to perceptions of the mother as neglecting and rejecting. For males, sociometric status was negatively related to perceptions of the father as neglecting; no significant relationships were found to exist among perceived maternal attitudes and sociometric status of males. These findings are consistent with the results of F. N. Cox (5), Feinberg (10) and Piety (25), which suggested that warm, rewarding relationships with parents, especially those of the same sex, were closely related to the child's later peer relationships.

The fact that sociometric status was more closely related to the perceived child-rearing attitudes of the

same-sexed parent is logical. Since boys were allowed to vote only for boys and girls were allowed to vote only for girls, social effectiveness and self-confidence around members of the opposite sex would not be an important factor in determining sociometric status. Secondly, as Mussen, Conger, and Kagan (23) indicate, the adolescent peer group serves as a prototype for later adult interaction, and it is probable that positive interpersonal relations with an adult of the same sex are important in the adolescent's becoming socially accepted. Presumably an adult will know the social demands made upon both sexes, and if there is a warm relationship between the parent and the same-sexed child, it is likely that some type of instruction as to what is required of a specific sex will take place.

Parents who are perceived as loving by their children provide favorable models from which the child can acquire self-confidence and appropriate sex skills which are conducive to acceptance by peers. Neglecting or rejecting parents do not provide favorable models, and the child is not likely to enter the wider social world of peers with self-confidence or adequate social skills. Having been rejected once, the child may now anticipate further rejection and employ various compensatory mechanisms such as aggressiveness, defensiveness or withdrawal from others, actions which result in still greater rejection and feelings of loneliness.

Perceptions of the mothers' child-rearing attitudes were significantly related to sociometric status of females, but not of males. However, perceptions of fathers as loving were positively related to sociometric status in females. This finding is indirectly related to the study of Mussen and Rutherford's (24) which found that only the boy's perceptions of the father as nurturant and powerful were related to his acquisition of masculinity; the nature of the mother-son relationship did not appear to be significant. In fact, Johnson (15) indicates that dependence upon the mother may be negatively associated with acceptance by peers in boys. This was not the case for girls, in that perceptions of the father, as well as perceptions of the mother, as loving were necessary for the development of femininity.

It may be that society places a greater value on masculine traits and offers a more distinct set of cues and rewards for the socialization of the male child than it does for socialization of the female child (26). If this is the case, then once the male child is motivated to acquire appropriate sex skills, presumably from having experienced a warm, rewarding relationship with the father, society will facilitate the socialization process. If society did not provide such a distinct set of cues and rewards for the girls, motivating the female child to acquire and continue to manifest appropriate sex skills

would be largely relegated to the family, specifically the mother and the father.

While masculine or feminine behavior does not necessarily guarantee peer acceptance, it should be remembered that (a) there is a positive relationship between popularity and the cultural stereotype relevant to one's sex; and that (b) the acquisitions of appropriate sex skills are consequences of rewarding relationships with parents of the same sex (23).

The studies cited above have implications for the present study in that they suggest that social demands and sex differences may be factors which account for the fact that sociometric status of sons was not related to perceived child-rearing practices of the mother. At any rate, the results of this study, with respect to the relationship of perceived parental attitudes to the child's sociometric status, are relatively consistent with the general findings that warm, rewarding parent-child relationships, as perceived by the child, are positively related to the child's sociometric status.

Significant correlations were found to exist among psychological adjustment, self-concept, and sociometric status for girls, but not for boys. While the finding that boy's self-concept and sociometric status were not significantly related is unexpected, several reasons can

be advanced to explain why the expected correlations were not obtained.

In the first place, the boys may have "faked" the self-concept measure. Taylor and Coombs (32) found that maladjusted individuals were less able than adjusted individuals to accept threatening or derogatory statements about themselves. Society stresses that men should be strong, and the increased pressure "to be a man" may have tempted the boys to respond in the socially acceptable way.

Sex differences in the formation of friendships might also explain why psychological adjustment, self-concept, and sociometric status were significantly related to each other for girls, but not for boys. For girls, friendships may be more intimate and more concerned with nurturance needs than are friendship patterns in boys (8). Friendship relations in boys are frequently not so intimate, and boys more often may be concerned with having a companion who is friendly and who shares a common interest in various activities (23). Thus, it is possible that acceptance by peers is more essential to a girl's feelings of worth or security than it is to a boy's self-concept or self-esteem.

The fact that psychological adjustment in the present study was more closely related to the subjects' perception of fathers', than to mothers' child-rearing attitudes, is consistent with the findings of several studies (1, 6, 15, 31). It is, however, inconsistent with the findings of

Helper (12) and Medinnus (22) which support the view that the mother-child relationship is the more significant.

Difference in methodology could partially account for the discrepant results obtained in the previously described studies. The samples of those studies which favored the role of the father in the child's development contained a disproportionate number of male subjects to female subjects, while the studies whose findings stressed the importance of the mother employed samples with a larger number of female subjects. Furthermore, the data from both sexes were combined and the statistical analyses based on composite scores rather than on the specific data for males and females. If the same-sexed parent were more instrumental in the psychological adjustment of the child, then the results might be slanted toward higher, but spurious correlations with respect to the importance of the father's or mother's role in the child's development. Theoretically, the child will identify more strongly with the same-sexed parent because of perceived similarity and social pressure to do so (15, 23, 24). If this is true, then it would follow that a disproportionate number of males or females would result in a biased estimate of the importance of a particular parent in the child's psychological development.

Age differences in the subjects could also account for the disparity in results. The subjects in the previously

discussed studies ranged from sixth grade students to college freshmen. Several investigators (9, 11, 19) have reported that the child's perceptions of his parents' attitudes toward him vary with age level. Generally, young children perceive parents as more loving and accepting, while adolescents have more negative attitudes toward their parents and perceive them as more critical, demanding, and rejecting. If children's perceptions of their parents' behavior fluctuate with age or chronological development, then it is possible that using subjects of different ages would be one cause of contradictory results.

A wide assortment of measuring instruments was used to operationally define the experimental variables. What is described by one measuring instrument does not always have the same meaning in terms of another instrument. For example, psychopathology as defined by the MMPI may not be analagous to maladjustment as defined by the Bills Index of Adjustment and Values; identification as described by a semantic differential may be something different from identification as measured by similarity of parents' and child's MMPI profiles.

Furthermore, each of the studies stressed somewhat different aspects of the parent-child interaction and their relationships to various behavioral correlates in the child. Cox (7) placed emphasis on the association among perceptions of the parents' child-rearing attitudes and the

child's peer acceptance, intelligence quotient, emotional problems and health problems. Soperhak (31) related greater tendency toward MMPI psychopathology and failure of children to identify with the father rather than failure to identify with the mother. Becker, et al. (1) stressed the high correlation between adjustment of the father, as opposed to psychological adjustment of the mother, in the development of personality problems in children. Helper (12) concluded that the mother played the more significant role in the child's personality development because dependency upon the father was related to perceived reward by the mother for such dependency and because there was no relationship between dependency upon either parent and perceived reward by the father for such dependency. For Medinnus (22), the fact that perceptions of the mother's child-rearing attitudes were more closely related to self-acceptance than were perceptions of the father's child-rearing attitudes was sufficient evidence to conclude that mothers exert a greater influence in the child's personality development than do the fathers.

It is obvious that somewhat different aspects of the parent-child interaction and their relationships to the child's behavior were emphasized and assessed in each of the different studies. The behavioral correlates of self-concept, self-acceptance, and psychological adjustment may be similar and overlap, but they are not synonymous.

Therefore, this use of different measuring instruments and the differential assessment of parent-child behaviors could cause discrepant results.

Various limitations in the present study may restrict the extent to which the results may be generalized. The first limitation deals with formation of the sample. Subjects were selected entirely from one high school and the random nature of the sample may be somewhat suspect. Sex imbalance in favor of male subjects may be a source of contamination causing spuriously high correlations among perceptions of the father and psychological adjustment or self-concept. The inherent limitations of all measuring instruments such as validity and reliability should also be considered. Subjects may not have understood the questions or may have given socially acceptable responses. However, in spite of the limitations, the results of the study are consistent with previous studies which suggest that the parents' affectional behavior as perceived by the child is important in the child's psychological adjustment, self-concept formation, and sociometric status.

Further research is also needed to further clarify the nature of the relationships investigated in this study. The interaction of several variables such as socioeconomic, number of siblings, birth order, and husband-wife relationships could profitably be investigated.

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CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of the present study was to determine the degree of relationship among parental attitudes as perceived by the child and the child's psychological adjustment, self-concept, and sociometric status. In addition, the extent to which these variables were related to each other was examined. Forty-eight high school students, twenty-eight boys and twenty girls, with a mean age of eighteen years and two months, served as subjects.

Four measuring instruments were employed in the present study and were administered to intact classes after the nature of the study had been explained, rapport established, and questions answered. The measuring instruments and the variables they purported to measure were (a) the California Test of Personality, which yielded a measure of psychological adjustment (10); (b) a measure of the child's self-concept entitled How I Feel About Myself (7); (c) a sociometric technique designed to provide a relative index of the child's social status in the classroom (3); and (d) The Parent-Child Relationship Questionnaire, which described the child's perceptions of parental attitudes toward him (8).

The records of those students whose test records did

not meet the previously established criteria of living with both natural parents and attendance in the school system for at least the previous semester were excluded from the sample prior to statistical analysis. Product-moment correlations were computed to determine the degree of relationship between each of the experimental variables.

Negative correlations were found between perceptions of both parents as neglecting and rejecting and psychological adjustment. Psychological adjustment was also negatively related to perceptions of the mother as demanding and the father as casual. Perceptions of both parents as loving were positively related to psychological adjustment, with the use of reward symbolic-loving techniques by the father, but not of the mother, being positively related to psychological adjustment. The remaining PCR subscales of reward-direct object, reward symbolic-loving (for mother), punishment symbolic-loving, and protective did not correlate significantly with psychological adjustment. The subscales of loving, neglecting, and rejecting were significant beyond the .01 level of confidence.

Similar results were obtained with the correlations among self-concept and perceived parental attitudes. Negative correlations were obtained among self-concepts and perceptions of both parents as rejecting and neglecting; negative correlations were also obtained between self-concept and perceptions of the mother as demanding and the

father as casual. Positive correlations were found between self-concept and perceptions of both parents as loving; positive correlations were also obtained between self-concept and perception of the father as using reward symbolic loving techniques. As in the case of psychological adjustment, the remaining PCR subscales were not significantly related to self-concept. The correlations obtained for the subscales of loving, neglecting, and rejecting and self-concept were again significant beyond the .01 level of significance.

Perceptions of the mother as rejecting and neglecting were negatively related beyond the .05 level to the sociometric status of females. Sociometric status of females was positively related at the .05 level of significance, to perceptions of both parents as loving. For males, sociometric status was positively related to perceptions of the father as loving ($p < .05$) and negatively related ($p < .01$) to perceptions of the father as neglecting. Perceptions of the mother's child-rearing attitudes were not significantly associated with sociometric status of males. The remaining PCR subscales of protective, punishment-symbolic loving, demanding and reward-direct object were not found to be significantly related to the sociometric status of either sex.

The correlations between psychological adjustment, self-concept, and sociometric status were computed by sex

for males and females. For females, positive correlations, significant beyond the .01 level were obtained among all three variables. However, for males, only psychological adjustment and self-concept were positively related; sociometric status was not related to either self-concept or psychological adjustment.

The findings of this study are in agreement with general theory and previous research which suggest that parental attitudes as perceived by the individual are significantly related to the individual's psychological adjustment, self-concept, and sociometric status.

In order better to understand the effects of the child's perceptions of parental attitudes on his development, research concerned with differences in the nature of the above relationships as related to socioeconomic level, family size, and mother-father relationships would be helpful. The matched-group design in which the groups were essentially equal in every respect except sex would most likely accomplish these objectives.

In addition, it might be fruitful to obtain an index of the individual's sociometric status based on nominations and rejections from opposite-sexed peers as well as same-sexed peers. This index of sociometric status, based on the difference between rejections and nominations, could then be related to the other variables of psychological self-concept and perceived parental attitudes.

The basis on which an individual was accepted or rejected could also be determined. One student may be rejected because of ineffective social skills, another because he is conceited, and still another because he refuses to follow the dictates of the group. Lack of good personal hygiene, limited opportunity for interaction with peers, or lack of physical energy may also result in low sociometric status. Knowledge of the specific reasons for acceptance or rejection would perhaps make it possible to study more accurately the relationships among psychological adjustment, self-concept, sociometric status, and perceived parental attitudes.

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