

PARENTAL EXPECTATIONS AND PERCEPTIONS
CONCERNING RESPONSIBLE BEHAVIOR OF
3 AND 4 YEAR OLD CHILDREN

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CHAPTER I

Introduction

A major concern in the twentieth century has been the techniques parents employ based on their philosophical expectations of child rearing practices. Our culture has progressed from an era of autocracy which implied the absolute supremacy of parenthood, through permissiveness that set few or no limits, and now to a democratic approach which requires mutual respect and understanding on the part of both parent and child (Dinkmeyer & McKay, 1973). A prerequisite to the successful utilization of the democratic approach is an understanding of the child's needs.

Parents seemingly have had a better understanding of a child's physical needs and thus could more readily meet those needs than the psychosocial ones. With the emergence of more and more research, however, parents are being cautioned that not only are the physical needs a fundamental consideration but also the higher needs, those going beyond the basic physical needs, upholding that all human needs are interrelated and interdependent (Pringle, 1975).

Of major consideration in the fulfillment of these needs is the quality of family relationships. It is within the family environment that a child first forms

opinions and attitudes about self and others which will have an impact on the child for the remainder of his/her life. The pattern established in the home may be altered as the child grows older, but it is never completely erased (Hurlock, 1972). Therefore, it is of utmost importance that philosophical expectations of parents parallel the developmental sequence of growth and development.

Purpose of the Study

The overall purpose of the study is to ascertain parental expectations and perceptions of a child's behavior concerning responsibility and to relate these expectations and perceptions of behavior to various background factors. The specific purposes of this study are:

1. To develop an instrument, Parental Expectations of Responsible Behavior, to obtain a general indication of parents' expectations concerning responsible behaviors of children.

2. To develop an instrument, Parental Perceptions of Demonstrated Responsible Behavior, to obtain the parents' perceptions of demonstrated responsible behavior.

3. To determine parental expectations of responsible behavior as measured by responses to items in Parental Expectations of Responsible Behavior.

4. To determine parental perceptions of demonstrated responsible behavior as measured by responses to items in Parental Perceptions of Demonstrated Responsible Behavior.

Hypotheses

The following hypotheses will be examined:

There is no significant difference in parental expectations of responsible behavior as measured by Parental Expectations of Responsible Behavior according to each of the following:

1. Sex of parent
2. Sex of child
3. Age of parent
4. Education of parent
5. Socioeconomic status

There is no significant difference in parental perceptions of behavior as measured by Parental Perceptions of Demonstrated Responsible Behavior according to each of the following:

1. Sex of parent
2. Sex of child
3. Age of parent
4. Education of parent
5. Socioeconomic status

There is no significant difference in parental expectations of responsible behavior and parental perceptions of behavior as measured by the discrepancy of scores on Parental Expectations of Responsible Behavior and Parental Perceptions

of Demonstrated Responsible Behavior according to each of the following:

1. Sex of parent
2. Sex of child
3. Age of parent
4. Education of parent
5. Socioeconomic status

Definitions

The following definitions are presented to aid the reader:

Preschool child - age 3 to 4 years

Parent - mother, father, or legal guardian

Limitations

The study was limited to parents whose children were born in Collin County and who were still residing at the same address as at the time of their child's birth. It was further restricted because of the small sample size.

CHAPTER II

Review of the Literature

There has been little current research concerning parental perceptions and expectations of responsible behavior in young children. As a result, the available literature dealing directly with this topic is very limited. Therefore, the review of literature includes: (a) historical overview of child rearing practices, (b) needs of young children, (c) significance of the development of responsibility, and (d) factors influencing the development of responsibility.

Historical Overview

Concerned parents, aware of their responsibility of rearing socially acceptable children, have searched for methods that would enable them to be the parents they desire to be and to rear the kind of children they consider most desirable. Dinkmeyer and McKay (1973) state that "our goal as parents is to rear children who will be psychologically mature individuals, capable of adjustment, and more important, able to contribute in a socially responsible manner" (pp. 29-30). Over the years, numerous theories have been offered to parents as guidelines for

rearing children in hopes of providing them with a framework on which to base their child rearing attitudes and practices.

The forerunner of these theories is Sigmund Freud's psychoanalytic theory. Its impact on child guidance and discipline has been extraordinary over the years. Freud, basing his theory on the individual's maintaining a balance within the system and any imbalance being resolved within the id, ego, and superego, suggests to parents their responsibility to act as the child's alter ego while his/her own is in the developmental stages (Freud, 1968).

Freudian analytic theory is the basis upon which Eric Erikson builds his contributions to the field. The major difference between the two is that while Freud concentrated on moral and sexual implications, Erikson related his research to social and environmental events (Maier, 1978).

Jean Piaget's research is monumental in the area of cognitive development. His theory offers that development is somewhat ordered and predictable but varies chronologically from child to child (Dinkmeyer, 1965; Maier, 1978; Mead, 1976). He concedes that environment can be very influential in the development of the child's intellect in so much as it meets or fails to meet the child's needs at each of the various stages.

Dr. Arnold Gesell's ages and stages approach to child guidance is based on the concept of growth. For Gesell,

the child is an individual growing at his/her own rate of speed and should be allowed to set his/her own schedule in contrast to the family mandating patterns, for example of eating, sleeping, and playing. Culture and environment play a secondary role in influencing a child's behavior capable of modifying but not initiating the developmental processes (Dinkmeyer, 1965).

The behaviorist B. F. Skinner considers that the child is a direct result of his/her environment. This theory maximizes the parents' potential to control and shape a child's behavior according to the parents' reinforcement or lack of reinforcement to a given behavior.

Each of these theories, and others not mentioned, have had, and will continue to have, an impact on child rearing practices. Although the theories differ in varying degrees, they all are concerned with the interaction of the child and the environment (Dinkmeyer, 1965). This premise alone challenges parents with the responsibility of learning how best to provide for the child's needs at any given time.

Needs of Children

Research indicates that the fulfillment of the developmental needs of a child at the appropriate time in that child's life is of unparalleled importance in child rearing. The basic needs of children are generally considered to fall

within one of four major developmental areas: (a) physical, (b) emotional, (c) social, and (d) intellectual (Gardner, 1973). Research indicates further that the extent to which these needs are met both quantitatively and qualitatively will greatly influence the child's later adjustment.

"Children's physical, emotional, social and intellectual needs must all be met if they are to enjoy life, develop their full potential and grow into participating, contributing adults" (Pringle, 1973, p. 15).

For years it was believed that the primary needs of children were those relating to physical development--those necessary for mere survival. Parents, having an understanding of these needs, could generally provide for them. Research now indicates that all of the needs of children are interrelated and interdependent and are of vital importance to the child's well-being. Thus parents are challenged not only with the responsibility of developing an understanding of all of the child's needs, but also of recognizing and maximizing the role they hold in the fulfillment of those needs.

Physical development. The preschool years are a time of particular importance in a child's physical development. It is a time of rapid growth, although not as rapid as during infancy, and a period of continuous activity which places high demands on energy.

The basic physical growth needs of the preschooler include adequate nutrition, exercise, rest, and sleep (Gardner, 1973). It is these basic physical needs that parents seem to have the least problems in fulfilling, although in instances, due to economic conditions or to lack of knowledge, even these needs may go unmet.

During the preschool years, gross motor control and coordination are sharpened. It is a period of self-help activities, a time when children need to be able to test their ability to handle various situations with stimulation and encouragement from the parents rather than over protection (Driekurs & Soltz, 1964).

Physical development permeates the other developmental areas in that a child's failure to achieve a reasonable level of body control can have great significance on his/her social and emotional adjustment and thus his/her self-concept (Draper & Draper, 1975; Hurlock, 1972). "The more the child can do for himself/herself, the greater his/her self-confidence and happiness" (Hurlock, 1972, p. 133).

Emotional development. One of the major developmental tasks of a preschooler is learning to deal with emotions. The handling of emotions in productive and reasonable ways is of paramount importance to the child and those around him/her. Emotions are such a basic part of our everyday lives that they have a direct influence on our behavior

at all times (Braga & Braga, 1975).

A child's environment is obviously influential in determining how the child accepts and deals with his/her emotions. Draper and Draper (1975) offer that desirable emotional development is directly related to adequate expressions of love. This includes not only parents expressing love for the child but also for each other. It is a healthy, loving parental relationship that can best provide the foundation for a healthy parent-child relationship, providing the child with a sense of security (Gordon, 1969).

The child's emotional development pervades everything he/she does and is the foundation of one's self-concept. Healthy emotional development is essential to healthy personal and social adjustments. It is generally agreed that a child's perception of himself/herself is the important affective feeling which can promote or retard mastery of the environment (Reif & Stollak, 1972). This being the case, the area of emotional development is one where the parents' guidance and encouragement will be a valuable investment in the child's future.

Social development. Effective socialization is equated to the child's ability to experience constructive and mutually satisfying relationships (Reif & Stollak, 1972). Hurlock (1972) offers the essentials in socialization as including "opportunities for learning socially approved behavior,

motivation to learn, and learning under proper guidance" (p. 250). Thus, parents are in a highly influential position to aid in the child's socialization process. It is with parental guidance that a child learns "to assess social situations and to form internal standards of conduct" (Weiner & Elkind, 1972, p. 81).

The preschooler is beginning to develop close relationships with peers and to appreciate others' feelings. It is at this point that willingness to share becomes a major determinant in a lasting friendship (Damon, 1977). The preschooler is also learning the necessity of taking turns and playing cooperatively (Braga & Braga, 1975). It is of utmost importance that the parents capitalize on these growing social concerns and provide proper guidance and encouragement to aid the child in becoming sociable. Hurlock (1972) emphasizes the importance of a child's effective socialization in offering that "social behavior, once established, tends to remain consistent" (p. 250).

Intellectual development. The preschool years were once considered to be a period of mere "play" for children with actual learning beginning with the entering of school. Research tells us now, however, that it is indeed these early years of a child's life that form the foundation of his/her learning capacity (Todd & Heffernan, 1977). Much

of what will influence how, how much, and how well children will learn during the rest of their lives is developed before they enter school (Braga & Braga, 1975).

The mental growth of a child makes astounding progress during the preschool period. It is during this time that the child expands his/her auditory discrimination beyond simply recognizing familiar voices to singing songs and carrying tunes, and visual discrimination is broadened as he/she learns to recognize and label letters, colors, numbers, etc. (Weiner & Elkind, 1972).

Perhaps one of the most recognizable aspects of mental growth during the preschool years is in the area of language as the child's vocabulary, content, and grammar become more and more sophisticated. Hurlock (1972), stressing the importance of speech development, indicates that children who can communicate well make better social adjustments than those who cannot. Gardner (1973) adds that much of a child's emotional, social, and intellectual development takes place through the use of language.

The environment plays a major role in determining to what extent the child's potential can be reached. Theorists, such as Bruner and Piaget, contend that children should be provided with situations enabling them to progress in their cognitive development. This speaks directly to parents as

it is the home environment which can best provide such situations. The provision of a challenging and stimulating environment and consideration of the needs of the child are important aspects of stimulating intellectual curiosity and creativity (Pickarts & Fargo, 1971).

Significance of the Development of Responsibility

The development of responsibility is an integral part of the young child's developmental needs. Experts generally agree that the development of responsibility is of paramount importance in the child's maturation process of becoming a socially acceptable and contributing adult. Writers concerned with the practical aspects of child rearing agree that the responsibility which one assumes as an adult is directly related to childhood experiences (Mitton & Harris, 1954).

It is within the home environment that the foundations for attitudes toward people, things, self, and life in general are formed. It is generally agreed that the development of positive feelings--that ever so important positive self-concept--hinges on the child's ability to assume increasing amounts of responsibility (Braga & Braga, 1975).

Developing responsibility in children achieves the purpose of preparing them to accept the results of their own behavior. Promotion of responsible behavior, considering

the developmental level of the child, gives the child a better start in life (Draper & Draper, 1975). This acceptance of the consequences of one's behavior is especially important in later years when the child's maturity and independence places him/her outside continuous adult supervision. Parents can attain the goal of rearing responsible children and hence adults, not only by understanding and accepting the development of responsible behavior as a basic need but also by acting as mediator to see that the child is allowed and encouraged to fulfill this need.

Factors Influencing the Development of Responsibility

The child's environment is of utmost importance in the development of responsibility. It is the parents' values as well as the individual differences in children that determine the direction the developmental processes will take (Munsinger, 1975). For Ginott (1965), the development of responsibility in children hinges on the attitudes and skills of the parents. It is these attitudes and skills which influence the method of child training used in the home and the method of child training directly affects the development of responsible behavior in the child.

Responsibility cannot simply be imposed on children (Ginott, 1965). Children must be given the opportunity to

practice responsibility in order to learn to be responsible. The researchers suggest that responsibility first be practiced under adult supervision, guidance, and encouragement to insure adequate results. As soon as the child demonstrates his/her ability to take sole responsibility, adult assistance should be diminished. Research strongly indicates that adults should avoid performing tasks which the child is capable of accomplishing for himself/herself as this leads to a dependency which hinders the development of responsibility (Walters, Stromberg, & Lonian, 1957).

It is inevitable that some attempts at demonstrating responsible behavior will result in some degree of failure for the child. Parents, especially during the time of training, need to help the child understand and accept occasional failure and to affirmatively acknowledge the child's courage to try (Dinkmeyer & McKay, 1973). It is during this time when parental encouragement and reinforcement of the child's positive self-concept is of paramount importance, possibly to the degree of determining whether or not the child will have the determination to try again.

The child's age and ability level is an important consideration in the development of responsibility (Mitton & Harris, 1954; Pringle, 1975). There are marked individual differences from child to child which must be taken into

consideration. The assignment or expectancy of too much responsibility can have a detrimental effect on the child making him/her experience repeated failure and resulting in discouragement and diminished effort. Too little expectation results in low standards of effort and achievement for the child. Pringle (1975) offers that "an optimal level of expectation needs to be geared to each individual's capabilities at a given point in time and stage of growth, at a level where success is possible but not without effort" (p. 52).

The achievement of a balance between a child's capabilities and his/her parents' expectations is indeed a delicate situation which requires continuous and conscience effort on the part of the parents. Unfortunately, parents often are not even aware of their expectations for their children (Gordon, 1973). In some instances, children are handicapped by parental expectations concerning the roles of boys versus the roles of girls (Dinkmeyer & McKay, 1973). Parental expectations are inevitable and can serve to favorably enhance the development of responsibility if parents are consciously aware of what they are. It is only through an awareness of expectations that parents can inform children, verbally or nonverbally, what is expected of them (Gosciewski, 1976).

Summary

Important observations from the review of literature indicate:

1. Psychological theories of personality, child development, and learning have been influential in determining parental attitudes and practices of discipline and guidance (Mead, 1976).

2. Consideration of the developmental needs of children is of unparalleled importance in child rearing.

3. The development of responsibility is an integral part of each of the developmental needs of young children.

4. A child's level of achievement appears to be related to parental encouragement and a reasonable level of expectation (Pringle, 1975).

5. The attitudes and behavior of children are strongly influenced by the quality of the parent-child relationship (Hurlock, 1972).

CHAPTER III

Procedure

Selection of Subjects

The names of the 46 parents of this study were obtained from Collin County birth records on file at the Collin County Court House, McKinney, Texas. The researcher restricted the participants to parents whose children were born between the period of December 1973 to September 1975. Parents were selected for the study if their present address, as indicated in the Collin County phone directory, was the same as it was at the time of the birth. There were 150 households meeting these requirements.

Cover letters, explaining the research and assuring anonymity, were sent to the 150 households. Two questionnaires, one for the mother and one for the father, were included with each letter along with a stamped, self-addressed return envelope. The parents were requested to complete the questionnaires individually and not to compare answers until completion. The data were obtained during the month of November, 1978. Of the 46 questionnaires returned, 2 were excluded from the analysis because of multiple responses to the statements in the questionnaire.

The Instrument

The instrument, developed by the investigator, consisted of two scales, the first dealing with parental expectations concerning responsibility of a preschooler and the second with parental perceptions of the individual child's demonstrated behavior. The investigator included questions pertaining to the child physically, emotionally, socially, and intellectually.

The questions included in the questionnaire were judged appropriate to age and ability level of 3 and 4 year olds as based upon a review of the literature. To measure the socioeconomic status of the respondents, the McGuire-White Index of Socioeconomic Status (1955) was used.

Items in Parental Expectations of Responsible Behavior were presented in a Likert type scale including five possible responses ranging from strongly agree to strongly disagree. Items in Parental Perceptions of Demonstrated Responsible Behavior were also presented in a Likert type scale with possible responses of voluntarily, when told, when told and assisted, and not required to. For each item in the expectation scale, there was a comparable item in the behavior scale in that it was judged to be a behavior which could demonstrate the fulfillment of the expectation. The items were scored in such a way that the most favorable response

was given the highest score and the least favorable response was given the lowest score. Items in each scale were presented in both negatively and positively worded statements to avoid a set response.

In an effort to maximize the validity of the instrument, a pretest was conducted. The sample consisted of 43 volunteers from a university setting as well as a residential neighborhood. The chi-square test was utilized to determine those respondents in the upper and lower quartile groups. As a result of the pilot study, some of the statements on the original questionnaire were deleted. The response of "not required to" was substituted for "never" as a result of the parents' unwillingness to select the latter as an alternative in completing the statements in Parental Perceptions of Demonstrated Responsible Behavior.

Analysis of Data

A percentage and frequency count was used to analyze various background characteristics of the subjects. The percentage and frequency distribution was also used to determine the responding parents' expectations as measured by Parental Expectations of Responsible Behavior and their perceptions as measured by Parental Perceptions of Demonstrated Responsible Behavior.

The chi-square test was used to analyze the comparisons between boys and girls as indicated by the responses of the mothers and by the responses of the fathers on each scale. The chi-square test was also used to analyze the differences between comparable items from each scale according to the mothers' and fathers' responses for boys and for girls.

An analysis of variance was used to examine each of the following hypotheses:

There is no significant difference concerning parental expectations of responsible behavior as measured by Parental Expectations of Responsible Behavior according to each of the following:

1. Sex of parent
2. Sex of child
3. Age of parent
4. Education of parents
5. Socioeconomic status

There is no significant difference concerning parental perceptions of behavior as measured by Parental Perceptions of Demonstrated Responsible Behavior according to each of the following:

1. Sex of parent
2. Sex of child
3. Age of parent
4. Education of parents
5. Socioeconomic status

Mean discrepancy scores for the sample were obtained and an analysis of variance using those scores was used to examine the following hypotheses:

There is no significant difference in parental expectations of responsible behavior and parental perceptions of behavior as measured by the mean discrepancy scores on Parental Expectations of Responsible Behavior and Parental Perceptions of Demonstrated Responsible Behavior according to each of the following:

1. Sex of parent
2. Sex of child
3. Age of parent
4. Education of parent
5. Socioeconomic status

CHAPTER IV

Results

Description of Subjects

Table 1 presents a detailed description of the 46 mothers and fathers who participated in the study. Of those parents responding, 58.7 percent were females and 41.3 percent were males. The parents ranged in age from 21 years to over 46 years, with the greatest proportion (39.1 percent) falling in the age category 26-30 years. The smallest proportions were in the age categories of 21-25 years and 46 years and over, each being 4.3 percent of the sample. Caucasians represented 100 percent of the respondents. The majority of those participating (69.6 percent) indicated Protestant to be their religious preference with the minority (4.3 percent) indicating Catholic. As for the residence for the major part of their lives, 71.7 percent indicated a small town under 25,000 and 34.8 percent indicated a city of 50,000 to 100,000. The educational level ranged from less than grade 8 to completion of graduate work with the greatest proportion (34.8 percent) being high school graduates. The social class of the respondents was predominately upper middle class (47.8 percent). The majority of the parents (84.8 percent) had only one preschooler in the family. The

total number of children in the family ranged from one to five with the most parents (41.3 percent) having two children. Of those parents responding, 50 percent were answering regarding a male child and 50 percent were answering regarding a female child.

Table 1
Characteristics of the Subjects

Variable	Classification	Number	Percent
Sex of parent	Male	19	41.3
	Female	27	58.7
Age of parent	21-25	2	4.3
	26-30	18	39.1
	31-35	13	28.4
	36-40	7	15.2
	41-45	4	8.7
	46 and over	2	4.3
Race	White	46	100.0
Religious preference	Catholic	2	4.3
	Protestant	32	69.6
	Other	12	26.1
Residence for major part of life	On a farm or in the country	4	8.7
	Small town under 25,000	33	71.7
	City of 25,000 to 50,000	3	6.5
	City of 50,000 to 100,000	1	2.2
	City of over 100,000	5	10.9
Present residence	On a farm or in the country	4	8.6
	Small town under 25,000	21	45.7
	City of 25,000 to 50,000	5	10.9
	City of 50,000 to 100,000	16	34.8

Table 1 (continued)

Variable	Classification	Number	Percent
Education	Less than grade 8	1	2.2
	Some high school	2	4.3
	High school graduate	16	34.8
	Attended college two or more years	7	15.2
	College graduate	12	26.1
	Completed graduate work	8	17.4
Socioeconomic status	Upper middle class	22	47.8
	Lower middle class	12	26.1
	Upper lower class	12	26.1
Preschool chil- dren in family	One	39	84.8
	Two	6	13.0
	Three	1	2.2
Number of children in family	One	7	15.2
	Two	19	41.3
	Three	8	17.5
	Four	10	21.7
	Five	2	4.3
Sex of child	Male	23	50.0
	Female	23	50.0

Distribution of Responses

Parental Expectations of Responsible Behavior. The percentage and frequency distribution revealed that 97.8 percent of the parents disagreed with the statement "I believe a preschooler is not capable of performing small housekeeping duties" making this the least controversial of the 15 statements presented in the scale. The statement for which the parents seemed in the least agreement with each other

was "I believe a preschooler should be able to print his/her name" with 43.5 percent agreeing, 32.6 percent disagreeing, and 23.9 percent undecided.

Table 2

Frequency and Percentage Distribution of Responses To
Parental Expectations of Responsible Behavior

Item	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
I believe a preschooler is too young to be taught the meaning of honesty.	5	10.9	1	2.2	40	86.9
I believe a preschooler should "tell" an adult when a playmate calls him/her a degrading name.	28	60.9	6	13.0	12	26.1
I believe a preschooler is not capable of performing small housekeeping duties.	1	2.2	0	0	45	97.8
I believe a preschooler should be able to print his/her name.	20	43.5	11	23.9	15	32.6
I expect preschoolers to play cooperatively with one another.	25	54.3	4	8.7	17	37.0
I believe it is undesirable for a preschooler to cry over minor physical discomforts such as a skinned knee.	2	4.4	0	0	44	95.6
I believe a preschooler should learn the responsibility of ownership.	37	80.4	6	13.1	3	6.5
I believe a preschooler should be willing to share.	39	84.8	3	6.5	4	8.7

Table 2 (continued)

Item	Agree		Undecided		Disagree	
	No.	%	No.	%	No.	%
I don't expect a preschooler to mind his/her parents.	2	4.4	0	0	44	95.6
I believe a preschooler is not capable of caring for his/her basic grooming needs.	9	19.6	4	8.7	33	71.7
I believe a preschooler should exercise a certain amount of social etiquette.	42	91.3	3	6.5	1	2.2
I expect a preschooler to be sensitive to others' feelings.	35	76.1	4	8.7	7	15.2
I consider it unacceptable for a preschooler to cry when the need arises for him/her to be separated from his/her parents.	14	30.4	3	6.5	29	63.1
I believe preschoolers should not be shy about meeting strangers for the first time.	5	10.9	4	8.7	37	80.4
I believe a preschooler should know his/her colors.	33	71.7	4	8.7	9	19.6

Parental Perceptions of Demonstrated Responsible

Behavior. The percentage and frequency distribution revealed that the majority of the parents (73.9 percent) felt that their child refrains from crying when the parent has to be separated from the child for a few hours. According to the responses, 56.6 percent of the parents felt they have to tell or remind their child of those things he/she is not allowed to do and 54.3 percent perceive their child as offering an

apology to a playmate when told versus voluntarily. The behavior the parents most often indicated their child would need assistance in performing was returning candy taken from a store (58.7 percent). Approximately 57 percent of the parents indicated their child puts playthings in their proper places when told and assisted and none of the parents perceived of their child performing this behavior voluntarily. The behavior which most of the parents (54.3 percent) indicated as not requiring of their child was printing his/her name.

Table 3

Frequency and Percentage Distribution of Responses To
Parental Perceptions of Demonstrated Responsible
Behavior Scale

Item	Volun- tarily		When Told		Told and Assisted		Not Required	
	No.	%	No.	%	No.	%	No.	%
My child usually re- frains from crying over the bumps, bruises, and scratches he/she encounters daily	17	37.0	1	2.2	17	37.0	11	23.8
My child prints his/ her name	10	21.8	0	0	11	23.9	25	54.3
My child refrains from crying when I have to be separated from him/ her for a few hours	34	73.9	3	6.5	6	13.1	3	6.5

Table 3 (continued)

Item	Volun- tarily		When Told		Told and Assisted		Not Required	
	No.	%	No.	%	No.	%	No.	%
My child takes turns swinging on a swing	15	32.6	20	43.5	10	21.7	1	2.2
My child brings home the toys he/she takes outside the yard area	7	15.2	22	47.8	17	37.0	0	0
My child offers an apology to a playmate when appropriate	7	15.2	25	54.3	13	28.3	1	2.2
My child generally interacts with strangers who may approach him/her	23	50.0	2	4.3	14	30.4	7	15.3
My child puts his/her playthings in their proper place	0	0	19	41.3	26	56.5	1	2.2
My child labels objects according to color	25	54.3	3	6.5	1	2.2	17	37.0
Should my child take candy from a store without paying for it, I believe he/she would return it	4	8.7	15	32.6	27	58.7	0	0
My child would share a cookie with a friend	31	67.4	10	21.7	4	8.7	1	2.2
My child bathes himself/herself	19	41.3	7	15.3	10	21.7	10	21.7
My child responds with "please" and "thank-you" when appropriate	22	47.8	20	43.6	2	4.3	2	4.3

Table 3 (continued)

Item	Volun- tarily		When Told		Told and Assisted		Not Required	
	No.	%	No.	%	No.	%	No.	%
My child refrains from doing something he/she is not allowed to do	6	13.0	26	56.6	14	30.4	0	0
My child generally overcomes minor hurt feelings	33	71.8	2	4.3	11	23.9	0	0

Item Analysis

Parental Expectations of Responsible Behavior. In order to provide a more detailed approach of the pattern of responses, Table 4 offers the differences in responses for boys and girls as indicated by the fathers and as indicated by the mothers in Parental Expectations of Responsible Behavior. Of the 15 expectations on the scale, 1 difference was found to be significant as answered by the fathers and 1 as answered by the mothers.

The difference in expectations of girls versus boys as indicated by the fathers concerned the fathers' expectations of their children knowing their colors. Of those fathers responding for boys, 4 of the 9 expected their sons to know their colors, but 10 of the 10 fathers responding for girls expected their daughters to know their colors.

The difference in expectations of girls versus boys as indicated by the mothers concerned the mothers' expectations of preschoolers playing cooperatively with one another. Of the 14 mothers responding for boys, 6 expected their sons to play cooperatively, but 8 of the 13 mothers of girls expected their daughters to play cooperatively.

Table 4

Item Analysis Based on Comparisons Between Boys
and Girls as Indicated by the Responses of Mothers
and Fathers in the Parental
Expectation of Behavior Scale

Item	Fathers			Mothers		
	X ²	df	F	X ²	df	F
I believe a preschooler is too young to be taught the meaning of honesty.	0.38	2	.8687	4.51	4	.2311
I believe a preschooler should "tell" an adult when a playmate calls him/her a degrading name.	2.15	2	.3407	2.59	4	.6278
I believe a preschooler is not capable of performing small housekeeping duties.		*		1.13	2	.5671
I believe a preschooler should be able to print his/her name.	3.99	4	.4071	2.74	4	.6015

Table 4 (continued)

Item	Fathers			Mothers		
	χ^2	df	F	χ^2	df	F
I expect preschoolers to play cooperatively with one another.	2.79	4	.5938	10.57	4	.0318
I believe it is unacceptable for a preschooler to cry over minor physical discomforts.	0.95	2	.6219	2.02	2	.3634
I believe a preschooler should learn the responsibility of ownership.	0.95	3	.8133	2.10	2	.3501
I believe a preschooler should be willing to share.	1.45	3	.6935	0.36	3	.9483
I don't expect a preschooler to mind his/her parents.	0.57	2	.7528	0.01	1	.9093
I believe a preschooler is not capable of caring for his/her basic grooming needs.	2.03	3	.5662	5.95	3	.1139
I believe a preschooler should exercise a certain amount of social etiquette.	4.96	2	.0837	5.95	3	.1139
I expect a preschooler to be sensitive to others feelings.	3.03	3	.3866	0.96	3	.8099
I consider it unacceptable for a preschooler to cry when the need arises for him/her to be separated from his/her parents.	1.20	3	.7519	8.30	4	.0809

Table 4 (continued)

Item	Fathers			Mothers		
	χ^2	df	F	χ^2	df	F
I believe preschoolers should not be shy about meeting people for the first time.		*		5.29	2	.0711
I believe a preschooler should know his/her colors.	9.74	3	.0209	3.85	3	.2773

*Due to all scores falling into two mutually exclusive categories, chi-square was not applicable.

Parental Perceptions of Demonstrated Responsible Behavior. Table 5 offers the differences in responses for boys and girls as indicated by the fathers and as indicated by the mothers in Parental Perceptions of Demonstrated Responsible Behavior. There was one significant difference as answered by mothers. Of the 14 mothers responding for boys, 12 perceived their sons to overcome hurt feelings voluntarily as compared to 6 of the 13 mothers answering for girls. Of the remaining 7, 6 mothers indicated they assisted their daughters to overcome minor hurt feelings. There were no significant findings according to the differences of perceptions concerning boys and girls as answered by fathers on this scale.

Table 5

Item Analysis Based on Comparisons Between Boys
 And Girls as Indicated by the Responses of Mothers
 And Fathers in the Parental Perceptions of Demonstrated
 Responsible Behavior Scale

Item	Fathers			Mothers		
	χ^2	df	F	χ^2	df	F
My child usually refrains from crying over the bumps bruises, and scratches he/she may encounter daily	0.72	2	.6952	3.88	3	.2743
My child prints his/her name	5.22	2	.0732	0.37	2	.8299
My child refrains from crying when I have to be separated from him/her for a few hours	3.24	3	.3558	1.16	3	.7615
My child takes turns swinging on a swing with a playmate	1.73	2	.4211	6.02	3	.1106
My child brings home the toys he/she takes outside the yard area	4.24	2	.1197	1.84	2	.3982
My child offers an apology to a playmate when appropriate	1.73	2	.4211	4.36	3	.2250
My child generally interacts with strangers who may approach him/her	3.11	3	.3753	1.70	3	.6372
My child puts his/her playthings in their proper places	1.85	2	.3960	0.03	1	.8731

Table 5 (continued)

Item	Fathers			Mothers		
	χ^2	df	F	χ^2	df	F
My child labels objects according to color		*		1.36	3	.7138
Should my child take candy from a store without paying for it, I believe he/she would return it	1.62	2	.4452	0.47	2	.7877
My child would share a cookie with a friend	0.61	2	.7350	1.16	2	.5599
My child bathes himself/herself	6.78	3	.0794	3.17	3	.3665
My child responds with "please" and "thank-you" when appropriate	2.50	3	.4758	2.99	3	.3928
My child refrains from doing something he/she is not allowed to do	3.76	2	.1528	5.89	2	.0867
My child generally overcomes minor hurt feelings	0.95	2	.6219	7.12	2	.0284

*Due to all scores falling into two mutually exclusive categories, chi-square was not applicable.

Differences between comparable items as answered by mothers. The chi-square test was used to analyze the differences between comparable items from each scale according to the mothers' responses for boys and girls. Table 6 shows the level of significance between the comparable items from

Parental Expectations of Responsible Behavior and Parental Perceptions of Demonstrated Responsible Behavior as answered by mothers. The comparison of "I believe a preschooler should 'tell' an adult when a playmate calls him/her a degrading name" and "My child overcomes minor hurt feelings" revealed that those mothers who agreed with the first statement had to assist their daughters to overcome hurt feelings, whereas the daughters of those mothers who disagreed with the statement tended to overcome hurt feelings on their own as perceived by the mothers.

Another comparison was that of "I believe it is unacceptable for a preschooler to cry over minor physical discomforts" and "My child usually refrains from crying over bumps, bruises, and scratches." The mothers disagreeing with the first statement had to assist or did not require their child to refrain from crying over bumps, bruises, and scratches. Those agreeing with the statement perceived their daughters as refraining from crying without assistance.

The results of the comparison of "I believe a preschooler should be willing to share" and "My child would share a cookie with a friend" showed that those mothers who agreed with the first statement perceived their sons as sharing a cookie with a friend voluntarily. The mothers who disagreed with the statement perceived their sons as either having to be told to share or not being required to share.

Table 6

Item Analysis of Differences Between Comparable Items
 According to the Mothers' Responses for Girls
 And Boys in the Parental Expectations
 And Perceptions of Behavior Scales

Items Compared	Boys			Girls		
	χ^2	df	F	χ^2	df	F
I believe a preschooler is too young to be taught the meaning of honesty.						
Should my child take candy from a store without paying for it, I believe he/she would return it.	8.03	8	.4309	0.43	2	.8083
I believe a preschooler should "tell" an adult when a playmate calls him/her a degrading name.						
My child generally overcomes minor hurt feelings.	6.56	4	.1672	15.17	6	.0190
I believe a preschooler is not capable of performing small house-keeping duties.						
My child puts his/her playthings in their proper places.	2.98	2	.2259			*

Table 6 (continued)

Items Compared	Boys			Girls		
	X ²	df	F	X ²	df	F
I believe a preschooler should be able to print his/her name.						
<u>My child prints his/her name.</u>	4.64	6	.5911	8.73	6	.1894
I expect preschoolers to play cooperatively with one another.						
<u>My child takes turns swinging on a swing.</u>	8.75	6	.1881	7.76	8	.4574
I believe it is unacceptable for a preschooler to cry over minor physical discomforts.						
<u>My child usually refrains from crying over the bumps bruises, and scratches.</u>	0.90	2	.6378	15.21	6	.0187
I believe a preschooler should learn the responsibility of ownership.						
<u>My child brings home the toys he/she takes outside the yard area.</u>	3.14	4	.5341	5.04	4	.2835
I believe a preschooler should be willing to share.						
<u>My child would share a cookie with a friend.</u>	16.6	6	.0108	3.80	3	.2840

Table 6 (continued)

Items Compared	Boys			Girls		
	χ^2	df	F	χ^2	df	F
I don't expect a preschooler to mind his/her parents.						
My child generally refrains from doing something he/she is not allowed to do.	0.93	2	.6271	1.41	2	.4938
I believe a preschooler is not capable of caring for his/her basic grooming needs.						
My child bathes himself/herself.	10.18	9	.3364	10.16	9	.3380
I believe a preschooler should exercise a certain amount of social etiquette.						
My child responds with "please" and "thank-you" when appropriate.	2.60	4	.6276	3.65	4	.4554
I expect a preschooler to be sensitive to others' feelings.						
My child offers an apology to a playmate when appropriate.	5.70	9	.7692	3.35	3	.3407

Table 6 (continued)

Items Compared	Boys			Girls		
	χ^2	df	F	χ^2	df	F
I consider it unacceptable for a preschooler to cry when the need arises for him/her to be separated from his/her parents for a few hours.						
My child refrains from crying when I have to be separated from him/her for a few hours.	2.49	2	.2876	3.79	12	.9869
I believe preschoolers should not be shy about meeting people for the first time.						
My child generally interacts with strangers who may approach him/her.	0.66	3	.8823	3.66	4	.4533
I believe a preschooler should know his/her colors.						
My child labels objects according to color.	2.86	3	.4131	11.51	6	.0739

*Due to all scores falling into two mutually exclusive categories, chi-square was not applicable.

Differences between comparable items as answered by fathers. The chi-square test was used to analyze the differences between comparable items from each scale according to the fathers' responses for boys and girls. Table 7 shows the level of significance between the comparable items from Parental Expectations of Responsible Behavior and Parental Perceptions of Demonstrated Responsible Behavior as answered by fathers for boys and girls.

One comparison was found to be significant as answered by fathers for girls. The comparison was that of "I believe a preschooler should be able to print his/her name" and "My child prints his/her name." Those fathers who indicated they believed a preschooler should be able to print his/her name perceived their daughters as either printing their names voluntarily or with assistance. Those who disagreed with the statement indicated they did not require the behavior of their daughters.

Table 7

Item Analysis of Differences Between Comparable Items

According to the Fathers' Responses for Girls

And Boys in the Parental Expectations

And Perceptions of Behavior Scales

Items Compared	Boys			Girls		
	χ^2	df	F	χ^2	df	F
I believe a preschooler is too young to be taught the meaning of honesty.						
Should my child take candy from a store without paying for it, I believe he/she would return it.	4.13	4	.3894	1.67	2	.4346
I believe a preschooler should "tell" an adult when a playmate calls him/her a degrading name.						
My child generally overcomes minor hurt feelings.	4.18	2	.1238	4.11	4	.3917
I believe a preschooler is not capable of performing small house-keeping duties.						
My child puts his/her playthings in their proper places.	3.21	2	.2005	1.34	2	.5134

Table 7 (continued)

Items Compared	Boys			Girls		
	χ^2	df	F	χ^2	df	F
I believe a preschooler should be able to print his/her name.						
<u>My child prints his/her name.</u>	2.25	4	.6899	9.11	4	.0534
I expect preschoolers to play cooperatively with one another.						
<u>My child takes turns swinging on a swing.</u>	3.75	6	.7105	8.84	6	.1825
I believe it is unacceptable for a preschooler to cry over minor physical discomforts.						
<u>My child usually refrains from crying over bumps bruises, and scratches.</u>	0.90	2	.6376	4.17	4	.3839
I believe a preschooler should learn the responsibility of ownership.						
<u>My child brings home the toys he/she takes outside the yard area.</u>	10.20	6	.1165	3.60	6	.7306
I believe a preschooler should be willing to share.						
<u>My child would share a cookie with a friend.</u>	5.25	6	.5122	6.04	4	.1965

Table 7 (continued)

Items Compared	Boys			Girls		
	χ^2	df	F	χ^2	df	F
I don't expect a preschooler to mind his/her parents.						
My child generally refrains from doing something he/she is not allowed to do.	6.25	4	.1812	2.19	2	.3350
I believe a preschooler is not capable of caring for his/her basic grooming needs.						
My child bathes himself/herself.	3.21	2	.2005	5.00	6	.5438
I believe a preschooler should exercise a certain amount of social etiquette.						
My child responds with "please" and "thank-you" when appropriate.	3.21	2	.2005	2.86	2	.2397
I expect a preschooler to be sensitive to others' feelings.						
My child offers an apology to a playmate when appropriate.	9.00	4	.0611	7.92	4	.0947

Table 7 (continued)

Items Compared	Boys			Girls		
	χ^2	df	F	χ^2	df	F
I consider it unacceptable for a preschooler to cry when the need arises for him/her to be separated from his/her parents.						
My child refrains from crying when I have to be separated from him/her for a few hours.	8.00	4	.0916	11.56	6	.0725
I believe preschoolers should not be shy about meeting people for the first time.						
My child generally interacts with strangers who may approach him/her.		*		1.14	2	.5647
I believe a preschooler should know his/her colors.						
My child labels objects according to color.	6.00	3	.1116		*	
*Due to all scores falling into two mutually exclusive categories, chi-square was not applicable.						

Examination of Hypotheses

Parental Expectations of Responsible Behavior. The one-way classification analysis of variance was utilized to examine the hypotheses that there is no significant difference concerning parental expectations of responsible behavior as

measured by Parental Expectations of Responsible Behavior according to: (1) sex of parent, (2) sex of child, (3) age of parent, (4) education of parent, and (5) socioeconomic status.

1. There is no significant difference in total scores of Parental Expectations of Responsible Behavior according to sex of parent.

The results indicated that no significant difference existed in the scores according to sex of parent. As Table 8 indicates, an F value of .98 was obtained indicating no significant difference.

Table 8
Differences in Total Scores of Parental Expectations
Of Responsible Behavior According to Sex of Parent

Sex	Number	\bar{X}	SD	F	Level of Significance
Male	19	52.16	5.54	.98	NS
Female	27	52.15	5.60		

2. There is no significant difference in total scores of Parental Expectations of Responsible Behavior according to sex of child.

The results indicated that no significant difference existed in the scores according to sex of child. As Table 9 indicates, an F value of .06 was obtained indicating no significant difference.

Table 9

Differences in Total Scores of Parental Expectations of Responsible Behavior According to Sex of Child

Sex	Number	\bar{X}	SD	F	Level of Significance
Male	23	50.65	4.79	.06	NS
Female	23	53.65	5.85		

3. There is no significant difference in total scores of Parental Expectations of Responsible Behavior according to age of parent.

The results indicated that no significant difference existed in the scores according to age of parent. As Table 10 indicates, an F value of .13 was obtained indicating no significant difference.

Table 10

Differences in Total Scores of Parental Expectations of Responsible Behavior According to Age of Parent

Age	Number	\bar{X}	SD	F	Level of Significance
21-25	2	49.50	4.95	.13	NS
26-30	18	53.89	4.18		
31-35	13	52.54	7.01		
36-40	7	52.42	3.87		
41-45	4	46.75	5.32		
46+	2	46.50	4.95		

4. There is no significant difference in total scores of Parental Expectations of Responsible Behavior according to education of parent.

The results indicated that no significant difference existed in the scores according to the educational background of the parents as was indicated by the F value of .44 as shown in Table 11.

Table 11
Differences in Total Scores of
Parental Expectations of Responsible Behavior
According to Education of Parent

Education	Number	\bar{X}	SD	F	Level of Significance
Less than 8th grade	1	43.00	-		
Completed 8th grade	0	-	-		
Some high school	2	49.50	2.12		
High school graduate	16	51.19	3.02	.44	NS
College, 2 years	7	53.71	5.86		
College graduate	12	53.33	7.47		
Graduate level	8	52.75	5.99		

5. There is no significant difference in total scores of Parental Expectations of Responsible Behavior according to socioeconomic status.

The results indicated that no significant difference existed in the scores according to socioeconomic status of the parents. As Table 12 indicates, an F value of .39 was obtained indicating no significant difference. The

upper-middle class had the highest mean score indicating higher expectations of their children, according to their responses in the scale, than the other two classes reporting.

Table 12
Differences in Total Scores of
Parental Expectations of Responsible Behavior
According to Socioeconomic Status

Socioeconomic Status	Number	\bar{X}	SD	F	Level of Significance
Upper-middle	22	53.32	6.60	.39	NS
Lower-middle	12	50.83	3.10		
Upper-lower	12	51.33	4.42		

Parental Perceptions of Demonstrated Responsible Behavior. The one-way classification analysis of variance was utilized to examine the hypotheses that there is no significant difference concerning parental perceptions of demonstrated responsible behavior as measured by Parental Perceptions of Demonstrated Responsible Behavior according to: (1) sex of parent, (2) sex of child, (3) age of parent, (4) education of parent, and (5) socioeconomic status.

1. There is no significant difference in total scores of Parental Perceptions of Demonstrated Responsible Behavior according to sex of parent.

The results indicated that no significant difference existed in the scores according to sex of parent. An F value of .58 was obtained indicating no significant difference. As shown in Table 13, the mothers perceived their children's behaviors to be slightly more desirable than did the fathers, according to their responses on the scale.

Table 13
Differences in Total Scores of Parental Perceptions
of Demonstrated Responsible Behavior
According to Sex of Parent

Sex	Number	\bar{X}	SD	F	Level of Significance
Male	19	42.37	5.86	.58	NS
Female	27	43.30	5.37		

2. There is no significant difference in total scores of Parental Perceptions of Demonstrated Responsible Behavior according to sex of child.

The results indicated that no significant difference existed in the scores according to sex of child. As shown in Table 14, an F value of .67 was obtained, indicating no

significant difference. Parents responding for girls scored slightly higher, indicating that they perceive their daughters' behaviors to be more desirable than those parents answering for boys.

Table 14
Differences in Total Scores of Parental Perceptions
of Demonstrated Responsible Behavior
According to Sex of Child

Sex	Number	\bar{X}	SD	F	Level of Significance
Male	23	42.57	6.06	.67	NS
Female	23	43.26	5.07		

3. There is no significant difference in total scores of Parental Perceptions of Demonstrated Responsible Behavior according to age of parent.

The results indicated that no significant difference existed in the scores according to age of parent. As Table 15 indicates, an F value of .32 was obtained indicating no significant difference.

Table 15

Differences in Total Scores of Parental Perceptions
of Demonstrated Responsible Behavior
According to Age of Parent

Age	Number	\bar{X}	SD	F	Level of Significance
21-25	2	41.00	9.90	.32	NS
26-30	18	43.78	5.37		
31-35	13	42.15	5.54		
36-40	7	45.29	3.09		
41-45	4	42.00	7.79		
46+	2	35.50	0.71		

4. There is no significant difference in total scores of Parental Perceptions of Demonstrated Responsible Behavior according to education of parents.

The results indicated that no significant difference existed in the scores according to the educational background of the parents. Table 16 indicates an F value of .27, representing no significant difference.

Table 16

Differences in Total Scores of Parental Perceptions
of Demonstrated Responsible Behavior
According to Education of Parent

Education	Number	\bar{X}	SD	F	Level of Significance
Less than 8th grade	1	36.00	-	.27	NS
Some high school	2	44.00	2.83		

Table 16 (continued)

Education	Number	\bar{X}	SD	F	Level of Significance
High school graduate	16	43.88	5.55	.27	NS
College, 2 years	7	45.43	5.88		
College graduate	12	42.75	5.69		
Graduate level	8	39.63	4.60		

5. There is no significant difference in total scores of Parental Perceptions of Demonstrated Responsible Behavior according to socioeconomic status.

The results indicated that no significant difference existed in the scores according to socioeconomic status. This is indicated in Table 17 according to an F value of .82.

Table 17

Differences in Total Scores of Parental Perceptions
of Demonstrated Responsible Behavior
According to Socioeconomic Status

Socioeconomic Status	Number	\bar{X}	SD	F	Level of Significance
Upper-middle	22	42.77	5.73	.82	NS
Lower-middle	12	43.75	5.96		
Upper-lower	12	42.33	5.09		

Comparable items in scales. The one-way classification analysis of variance using mean discrepancy scores was used to examine the hypotheses that there is no significant

difference in parental expectations of responsible behavior and parental perceptions of behavior as measured by the discrepancy of scores on Parental Expectations of Responsible Behavior and Parental Perceptions of Demonstrated Responsible Behavior according to each of the following: (1) sex of parent, (2) sex of child, (3) age of parent, (4) education of parent, and (5) socioeconomic status.

1. There is no significant difference in parental expectations of responsible behavior and parental perceptions of behavior as measured by the discrepancy scores according to sex of parent.

The results indicated that no significant difference existed in the scores according to sex of parent. As indicated in Table 18, an F value of .63 was obtained.

Table 18

Differences in Mean Discrepancy Scores
According to Sex of Parent

Sex	Number	\bar{X}	SD	F	Level of Significance
Male	19	9.79	6.44	.63	NS
Female	27	8.85	6.53		

2. There is no significant difference in parental expectations of responsible behavior and parental perceptions of behavior as measured by the discrepancy scores according to sex of child.

The results indicated that no significant differences existed in the scores according to sex of child. An F value of .23 was obtained indicating no significant difference, as shown in Table 19.

Table 19
Differences in Mean Discrepancy Scores
According to Sex of Child

Sex	Number	\bar{X}	SD	F	Level of Significance
Male	23	8.08	6.27	.23	NS
Female	23	10.39	6.52		

3. There is no significant difference in parental expectations of responsible behavior and parental perceptions of behavior as measured by the discrepancy scores according to age of parent.

The results indicated that no significant difference existed in the scores according to age of parents. As indicated in Table 20, an F value of .63 was obtained.

Table 20

Differences in Mean Discrepancy Scores
According to Age of Parent

Age	Number	\bar{X}	SD	F	Level of Significance
21-25	2	8.50	4.95	.63	NS
26-30	18	10.11	6.14		
31-35	13	10.38	6.64		
36-40	7	7.14	6.23		
41-45	4	4.75	9.23		
46+	2	11.00	5.66		

4. There is no significant difference in parental expectations of responsible behavior and parental perceptions of behavior as measured by the discrepancy scores according to education of parent.

The results indicated that no significant difference existed in the scores according to education of parents. As indicated in Table 21, an F value of .33 was obtained.

Table 21

Differences in Mean Discrepancy Scores
According to Education of Parent

Education	Number	\bar{X}	SD	F	Level of Significance
Less than 8th	1	7.00	-	.33	NS
Some high school	2	5.50	0.70		
High school graduate	16	7.31	5.33		
College, 2 years	7	8.29	7.04		
College graduate	12	10.58	7.53		
Graduate level	8	13.12	6.29		

5. There is no significant difference in parental expectations of responsible behavior and parental perceptions of behavior as measured by the discrepancy scores according to socioeconomic status.

The results indicated that no significant difference existed in the scores according to socioeconomic status. As indicated in Table 22, an F value of .33 was obtained. As shown in the table, there was a greater discrepancy in scores among the upper-middle class respondents indicating there was a greater difference in the way they perceived their child's behavior versus their expectations than there was for the other responding classes.

Table 22
Differences in Mean Discrepancy Scores
According to Socioeconomic Status

Socioeconomic Status	Number	\bar{X}	SD	F	Level of Significance
Upper-middle	22	10.55	7.02	.33	NS
Lower-middle	12	7.08	6.36		
Upper-lower	12	9.00	5.13		

CHAPTER V

Summary

The purpose of this study was to ascertain parental expectations and perceptions of a child's behavior concerning responsibility. These expectations and perceptions of behavior were then related to various background characteristics.

The sample was composed of 46 mothers and fathers residing in Collin County who were parents of 3 and 4 year old children. Of the 27 mothers responding to the questionnaire, 13 were mothers of girls and 14 were mothers of boys. Of the 19 fathers responding, 10 were fathers of girls and 9 were fathers of boys. Most parents fell within the age categories of 26-35 years, were at least high school graduates, and were of upper-middle class socioeconomic status. The data were obtained during the month of November, 1978.

The questionnaire was composed of two scales--Parental Expectations of Responsible Behavior and Parental Perceptions of Demonstrated Responsible Behavior. For each item on the expectation scale, there was a comparable item on the behavior scale in that it was judged to be a behavior which could demonstrate the fulfillment of the expectation. The responses were coded in order to determine a total score.

The percentage and frequency distribution was utilized to determine the parents' expectations as measured by The Parental Expectations of Responsible Behavior Scale and their perceptions as measured by The Parental Perceptions of Demonstrated Responsible Behavior Scale. The chi-square test was used to analyze the comparisons between boys and girls as indicated by the responses of the mothers and by the responses of the fathers on each scale. The chi-square test was also used to analyze the differences between comparable items from each scale according to the mothers' and fathers' responses for boys and for girls. The one-way analysis of variance was used to determine if expectations and perceptions of the parents were independent of (1) sex of parent, (2) sex of child, (3) age of parent, (4) education of parent, and (5) socioeconomic status.

Discussion

As indicated by the responses to The Parental Expectations of Responsible Behavior Scale, the greatest degree of agreement among the parents was that preschoolers are capable of performing small housekeeping duties. The comparable item to this on The Parental Perceptions of Demonstrated Responsible Behavior Scale, "My child puts his/her playthings in their proper places," was the only behavior that none of the parents perceived their child as performing

voluntarily. Approximately 56.6 percent of the parents felt they had to tell and assist their children to put toys away. This might prove to be an area of frustration for parent and child in that the child's behavior does not parallel the parent's expectation. Or the discrepancy might be explained if the parents responding did not consider the putting away of toys to be a housekeeping duty that the child is responsible for.

The statement from The Parental Expectations of Responsible Behavior Scale for which the parents indicated the greatest degree of disagreement with each other was "I believe a preschooler should be able to print his/her name." The printing of the child's name was also the behavior on The Parental Perceptions of Demonstrated Responsible Behavior Scale which the largest proportion of parents indicated as not requiring of their child. The behavior for which the next largest proportion of parents responded as not requiring of their child was that of labeling objects according to color. It is interesting to note that each of these behaviors deals with the intellect. This might be an indication of the reluctance of the parents in this study to place intellectual requirements on their children.

The findings of this study revealed significant differences in parental expectations of girls versus boys in

two areas: (1) Of the fathers responding for boys, approximately 44 percent expected their sons to know their colors, but 100 percent of the fathers responding for girls expected their daughters to know their colors. (2) Of the mothers responding for boys, approximately 43 percent expected their sons to play cooperatively, but approximately 62 percent of the mothers of girls expected their daughters to play cooperatively. This finding is consistent with other evidence that children are stereotyped at an early age, many behaviors being considered acceptable for one sex but not for the other.

There was one significant finding concerning parental perceptions of behavior of boys versus that of girls. Approximately 46 percent of the mothers responding for girls perceived their daughters to overcome minor hurt feelings as compared to approximately 86 percent of those mothers answering for sons. This finding again might be related to the stereotyping of boys as being "tough" whereas more expression of emotion is often tolerated in girls.

The chi-square test was used to analyze the differences between comparable items from each scale according to mothers' responses for girls and for boys and fathers' responses for girls and for boys. Two comparisons were found to be significant as answered by mothers for girls,

one as answered by mothers for boys, and one as answered by fathers for girls. In each instance, there was a significant relationship between the parents' expectations of a preschooler's behavior and the parents' perceptions of their children's behaviors. Those mothers believing a preschooler should "tell" an adult when he/she is called a degrading name tended to perceive their daughters to need assistance in coping with hurt feelings. Those mothers who agreed that crying over minor discomforts is unacceptable perceived their daughters as refraining from crying over daily bumps, bruises, and scratches without assistance. Those mothers believing a preschooler should be willing to share perceived their sons as voluntarily sharing a cookie with a friend. And lastly, those fathers who believed a preschooler should be able to print his/her name perceived their daughters as printing their names voluntarily.

In these instances, it is reasonable to consider that parents, by expecting a given behavior of their child, are likely to perceive their child as demonstrating that behavior. There is also a possibility that those parents whose children perform a given behavior feel freer to indicate an expectation of that behavior than those parents whose children do not perform the behavior.

Applications and Recommendations

This study was concerned only with the parents of 3 and 4 year old children residing in Collin County. Various religious, racial, educational, and socioeconomic groups were not represented to the extent that generalizations can be made to the entire population of parents of 3 and 4 year old children.

There is a clear requirement for further investigation of the effects of parental expectations on the child's behavior. The researcher regrets the small sample size of this study and acknowledges that information of this type needs to be gathered from reasonably large samples that are representative of large population groups. Perhaps this need would provide a challenge for future investigation in the area.

Information dealing with the impact of parental expectations concerning children is likely to be useful to a wide range of people. Parents should find information of this type valuable as an aid in assisting them to better understand and possibly redirect their child's behavior. More available literature on the subject would serve the purpose of making the parent aware of his/her own expectations of the child and possibly initiate an evaluation of those expectations. Professionals such as educators,

child psychologists, and family counselors also benefit from this type of information. Considering the complexity of the child, there is an inexhaustible supply of information to be gained by research in the area.

APPENDIX A

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APPENDIX B

Personal information is here. To protect individuals, we have omitted this page. Pagination may be different as a result.

APPENDIX C

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