

CHILD GUIDANCE ATTITUDES OF PARENTS
WHO HAVE CHILDREN IN COOPERATIVE
NURSERY SCHOOLS AND
THOSE WHO DO NOT

by

JUNE PEHRSON

A THESIS

submitted to

OREGON STATE UNIVERSITY

in partial fulfillment of
the requirements for the
degree of

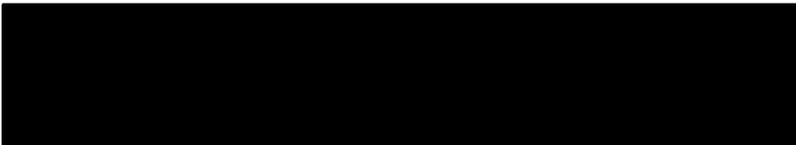
MASTER OF ARTS

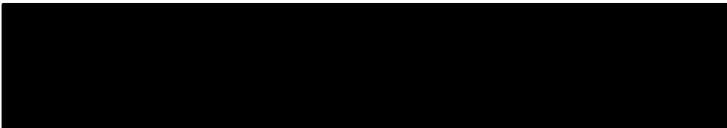
August 1962

APPROVED:


Associate Professor of Family Life and Home
Administration

In Charge of Major


Head of Department of Family Life and Home
Administration


Chairman of School Graduate Committee


Dean of Graduate School

Date thesis is presented August 2, 1962

Typed by Carol Baker
Multilithed by Forrest Baker

ACKNOWLEDGMENTS

An expression of sincere appreciation is herewith extended to Dr. Henry D. Schalock, Associate Professor of Family Life, for guidance during this study, both in academic advisement and personal encouragement.

Thanks to Dr. Richard F. Link and Dr. Donald R. Jensen for contributing advice on the statistical analysis, to Mrs. Margaret Stuart for assisting in coding and to the Oregon State Statistical Service for data analysis.

Grateful acknowledgment is extended to previous authors for the background information, particularly to Dr. Edward Joseph Shoben Jr. who granted permission for use of the University of Southern California Parent Attitude Survey.

Special thanks to participating parents. Only through their cooperation was this study made possible.

TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION	1
Purpose of the Study	2
Review of Related Research and Statement of Hypothesis	3
II. PROCEDURE	10
Subjects	10
Measuring Instrument	11
III. RESULTS	14
Description of the Sample	14
Comparative Data on Attitudes	18
IV. DISCUSSION	22
V. SUMMARY	29
BIBLIOGRAPHY	31
APPENDICES	34
A. Data Face Sheet	34
B. The University of Southern California Parent Attitude Study	36

LIST OF TABLES

TABLE	Page
I EDUCATIONAL LEVEL OF NURSERY SCHOOL AND NON-NURSERY SCHOOL PARENTS	16
II INCOME LEVEL OF NURSERY SCHOOL AND NON- NURSERY SCHOOL PARENTS	17
III MEAN SCORES FOR SUB-GROUPS ON EACH OF THE DIMENSIONS WITHIN THE ATTITUDE SCALE	18
IV ANALYSIS OF VARIANCE BY SUB-SCALES FOR ALL FOUR GROUPS	19
V F ANALYSIS FOR CORRELATED GROUPS ON EACH OF THE SUB-SCALES FOR THE ATTITUDE MEASURE	20

CHILD GUIDANCE ATTITUDES OF PARENTS WHO HAVE
CHILDREN IN COOPERATIVE NURSERY SCHOOLS AND THOSE
WHO DO NOT

CHAPTER I

INTRODUCTION

A relatively recent development in the United States is the establishment of cooperative nursery schools. They had birth about forty five years ago (21) and are now experiencing a rapid spurt of growth. This type of nursery school, as we know it in the United States, is unique in that it is a non-profit organization established by parents of pre-school children. Fees are up to one-half less than the cost of privately owned nursery schools.

On their own initiative, these parents administer and staff the school. Considerable effort is involved for the mother. Besides assisting the paid teacher in working with the children, she often acts as janitress or serves on committees for securing funds, locating a place to house the school, obtaining equipment, or recruiting for membership. She acts as chauffeur for her own and other children, takes care of scheduling and bookkeeping, arranges for and attends business and educational meetings, and sometimes pays a baby sitter for children at home.

Fathers, though not to the same extent, are also involved in the nursery school program. They often build and repair equipment and attend business and/or educational meetings. For the most part, however, they provide transportation and funds.

Purpose of the Study

In view of the demands that participation in a cooperative nursery school puts on parents, one may properly ask if these parents have qualities which differ measurably from parents who are not taking part in a cooperative program? In thinking of qualities on which they might differ, attention is drawn to the attitudinal dimension, for one would expect to find here a source of the motivation leading to participation in a cooperative program. With this kind of thinking as a background, the present study was undertaken to determine if the child guidance attitudes held by parents who participated in cooperative nursery schools differed from those held by parents whose children were not attending a nursery school of any kind.

Review of Related Research and Statement of the Hypothesis

A search of the literature for studies bearing on the relationship between parent attitudes toward the guidance and the experiences they provide to enhance their child's development failed to produce a single directly applicable study. As a result, the literature which will be reviewed relates only tangentially to the relationship between these two variables.

One line of research which bears on this relationship is that found in the area of authoritarianism. McCandless, who has carefully reviewed this research (11), concludes that authoritarian mothers typically use non-love-oriented techniques in the guidance of their children. Summarizing some of the specific studies that have been done in the area that deal with parents' attitudes toward child rearing, Kates and Diab (5) found attitudes of dominance and possessiveness toward children to be related to authoritarian ideology. In a study comparing the child guidance attitudes of mothers of delinquent and non-delinquent children, Madoff (9) found that mothers of the delinquents

expressed more punitive, controlling and authoritarian attitudes toward their children than did the mothers of the non-delinquents.

In recognition of the necessity of parents "giving up control" of the child and the situation when entering into membership in a cooperative nursery school, and in recognition of the time and energy demands on parents taking part in a cooperative nursery, it could be argued that cooperative nursery school parents are not likely to be authoritarian parents. If this were the case it would follow on the basis of the data reviewed above that cooperative parents should not be particularly dominant, possessive or ignoring, the child guidance attitudes most often studied and the ones to be investigated in the present study.¹

Another line of research which may bear on why parents become involved in cooperative nursery school programs, though it may have little to do with child guidance attitudes, is that dealing with the effects of nursery school experience on the child. It would seem that one of the major reasons parents would have for entering into a cooperative nursery program is that the program would benefit their child. A great deal of research has been done in this area, and in order to see whether parents are

¹The University of Southern California Parent Attitude Research instrument was used in the present study. It is composed of the three attitudinal dimensions mentioned above. The instrument will be discussed in detail in the Procedure section.

justified in thinking that nursery school experience makes a difference on their child's development, this research will be reviewed here briefly.

The bulk of this research deals with the effects of the nursery school experience on the intellectual, social or emotional development of the child, and consequently will be reviewed accordingly.

Research studies on the effect of nursery school experience on IQ shows, for the most part, that there is an increase in the IQ score of the children attending preschools. McCandless' recent review (12) leads him to this conclusion. Wellman's summary of the literature up to 1945 (22) indicates much the same thing. In a review of nearly fifty articles dealing with the subject, she found that changes typically occurred, ranging from slight negative to large positive amounts. "Fifty percent of the pre-school groups gained six or more points, while only 14 percent of the non-preschool group made similar gains; 71 percent of the non-preschool group changes were lower than a two-point gain" (23, p. 364).

In both of the above mentioned reviews, some studies showed a negligible relationship between IQ change and

nursery school attendance. After an exhaustive review of the literature, Jones states, "At the present time disagreement exists as to the extent to which errors of measurement, of experimental procedure, and of statistical treatment may be responsible for results which have been so enthusiastically advocated as evidence that mental growth responds promptly and permanently to educational influences in the nursery school" (4, p. 681-682).

Besides increase in intelligence, parents may believe the child will gain in social ability by nursery school attendance. An impressive study in this connection was conducted by Allen (1). Rather than relying on ratings by teachers of the child's social development, as has been done in many studies of this nature, he used the children themselves as evaluators of social development by using a "near-sociometric" test. The results showed a consistent trend in kindergarten and in first grade, and significant evidence in the second grade that children with nursery school experience were chosen by their peers as more prestigious, more spontaneous and more intelligent. Moustakas' (12) survey also shows that with an increase in nursery school attendance, children become more sociable.

Kronenberg recently investigated the social-emotional adjustments of children who had different kinds and amounts of preschool group experiences. She concluded that attendance in several groups seemed more desirable than attendance in one group. The number of hours per week the child was in the preschool also seemed to be related to favorable kindergarten adjustment. "Results suggest the possibility that those children who had attended parent-cooperative and one or more other kinds of preschool groups are better adjusted in kindergarten according to the judgement of their teachers than those who had attended other combinations of preschools" (6, p. 54).

From this brief review it can be seen that parents have reason to believe, though they cannot be certain, that nursery school experience will benefit their child intellectually, socially and perhaps emotionally. Also, it is likely that this awareness leads many parents to place their children in some form of preschool group experience and for the present study, there is the question of whether the general child guidance attitudes of parents are in any way connected with awareness of the effects of preschool group experience or with the decision to enter a child into such an experience because of an awareness of its potentially

good effects. It seems logical to assume that parents who become involved in a cooperative nursery school program because of this awareness hold attitudes which are not overly-dominating, overly-possessive or overly-ignoring.

Statement of Hypothesis

On the basis of the available literature, tangential as it may be to the present study, it was hypothesized that parents who participated in cooperative nursery schools would be less dominant, less possessive and less ignoring than parents who had not placed their children in a nursery school but who were matched for age, education, socio-economic status and community in which they lived.

Since the bulk of the research on child guidance attitudes has involved only mothers, there was the question of whether the hypothesis as stated would hold for both mothers and fathers. The research on authoritarianism (11) suggests that the relationship would hold for both; however, there is research which suggests that mothers and fathers hold different attitudes toward child rearing. For example, Peterson, et al. (13) found that personality problems among children were relatively independent

of maternal attitudes, but appeared to be related to autocratic attitudes and lack of parental concern among fathers, while conduct problems were associated with general maladjustments among mothers and with evident permissiveness and disciplinary ineffectuality on the part of fathers. Radke found that when discipline and authority behavior of mothers was compared to fathers, mothers were found to be more frequently obeyed. The mothers more often explained to the children the reasons for the discipline they received than did the fathers. Also, the mothers appeared to be the chief supervisors of children, and more affectionate and yielding than the fathers (15). Finally in a study by Platt and his associates (14) comparing mothers and fathers of emotionally disturbed adolescents, fathers were found to be significantly more authoritarian than mothers.

In light of this research it may be that differences will appear in the attitudes held by mothers and fathers and that the hypothesis may not be applicable to both. However, since there is also reason to believe that the attitudes held between them would be similar, the hypothesis was advanced for both mothers and fathers.

CHAPTER II

PROCEDURE

To test the hypothesis that the child guidance attitudes of parents who had children enrolled in cooperative nursery schools would be different from those of parents who had never placed their children in nursery school, two groups of parents, matched for age, education, socio-economic status and community in which they were living, were compared using the University of Southern California Parent Attitude Survey for the measure of child guidance attitudes.

Subjects

A somewhat unusual procedure was used to obtain the subjects for the study. Upon request, head teachers in cooperative nursery schools supplied lists of participating parents. These parents were contacted by mail. Those who responded to the request were mailed a personal data sheet (Appendix A) and the Parent Attitude Survey (Appendix B). With the data sheet and survey also went a request for names of local friends who had children the same age but who had never attended nursery school of any kind whom they felt would take part in the research. Material identical to that

furnished to nursery school parents was sent to the non-nursery school parents as soon as they indicated they would take part in the study. It was hoped that this procedure would produce two sets of parents who would be approximately equivalent as to age, socio-economic level, education and of the same geographical area. Responses from twenty-seven nursery school couples and eighteen non-nursery school couples comprised the sample populations in the study.

Measuring instrument

The instrument selected for this study was the University of Southern California Parent Attitude Survey. It is a self-inventory, paper-and-pencil test constructed by Dr. Edward Joseph Shoben, Jr. (18) now of Columbia University.

This test was selected because of the following qualities:

1. There is evidence of the validity and reliability of the scale. (18)
2. The dimensions within the scale make it especially useful for comparison with other studies.
3. The test can be mailed to parents, allowing residents of a number of cities to participate in the study.

The original survey contained 148 items, consisting of statements of general attitudes toward children, to which parents

responded by indicating their agreement-disagreement. In an item analysis study, Shoben administered the scale to 100 white, urban mothers, 50 of whom were parents of "problem" children. These children were receiving clinical help for some personality or behavior problem. They had come into the custody of the juvenile authorities at least twice, or they had a problem about which the child's mother had registered a complaint indicating she would like to have clinical help with her child if it were available or if she could afford it. A "non-problem" group of children consisted of those who had never received clinical attention, who had never come into custody of the juvenile courts, and who had no problem for which, in the opinion of the mother, clinical help was either desirable or necessary.

Eighty-five of the original 148 items discriminated between the mothers of these two groups of children at the five percent level of confidence or beyond, and were consequently retained in the survey. The survey was then administered to forty mothers who were equally divided between the "problem" and "non-problem" categories. The correlation coefficients obtained between the first and second administration have been taken as indices of the survey's validity. These were: Ignoring .624; Possessive, .721; Dominant, .623; and .769 for the total scale.

Shoben described the three attitude dimensions as follows:

The Dominant variable ... consists of items reflecting a tendency on the part of the parent to put the child in a subordinate role, to take him into account quite fully but always as one who should conform completely to parental wishes under penalty of severe punishment.

The Possessive sub-scale refers to a tendency on the part of the parent to "baby" the child, to emphasize unduly (from a mental hygiene point of view) the affectional bonds between parent and child, to value highly the child's dependence on the parent, and to restrict the child's activities to those which can be carried on in his own family group.

The Ignoring variable, refers to a tendency on the part of the parent to disregard the child as an individual member of the family, to regard the "good" child as the one who demands the least parental time and to disclaim responsibility for the child's behavior (18, p. 129).

Detailed discussion concerning the reliability and validity of this survey has been presented by Shoben.

CHAPTER III

RESULTS

Before presenting the data on the comparison of attitudes between the two groups, data on the comparability of the groups will be presented. Since the hypothesis tested in the study rested on the assumption that the two groups would be comparable in terms of age, education, socio-economic status and place of residence, and since the sampling procedure in no way guaranteed such comparability, it is important that the composition of the two groups be precisely known.

Description of the Sample

Generally speaking the sampling procedure provided two quite comparable groups, though there were differences that need to be spelled out. The average age of the nursery school fathers was 33.70, while the nursery school mothers averaged 32.33 years. The non-nursery school parents were quite similar, their age averaging 33.33 for the fathers and 29.55 for the mothers. The ages ranged from 27 to 47 for the nursery school fathers, 26 to 39 for the nursery school mothers, 25 to 44 for the

non-nursery school fathers and 23 to 36 for the non-nursery school mothers.

With one exception the families in both groups had two to five children. One of the nursery school families had only one child. The subjects resided in three Oregon cities, Salem, Eugene and Portland, and in Victoria, British Columbia.

Sixteen fathers in the nursery school group held professional positions. Seven held jobs considered non-professional, and four were students. In the non-nursery school group, five fathers held professional positions, ten worked at non-professional jobs, and three were students. Most of the mothers listed their occupation as homemaker. In the nursery school group, one was a student, one a secretary, one a part-time secretary, and one a pharmacist. One non-nursery school mother taught music at home and one listed herself as a Registered Nurse and housewife. The remaining 16 were full time homemakers.

As might be expected with this degree of difference in job orientation of the two groups, the education and income level between the two also differed. The education level of the subjects appear in Table I.

TABLE I
EDUCATIONAL LEVEL OF NURSERY SCHOOL AND
NON-NURSERY SCHOOL PARENTS

Subjects	9th grade	High School	College or University				
			1	2	3	4	5 or more
Nursery School Fathers	1	1	1	2	2	3	17
Nursery School Mothers	--	6	2	3	4	8	4
Non-Nursery School Fathers	2	2	1	1	1	7	4
Non-Nursery School Mothers	--	5	--	4	3	6	--

From these data it can be seen that the nursery school fathers were the most highly educated of the parent groups, with twenty of the twenty-seven or approximately 75 percent of them having completed four or more years of college. The non-nursery school fathers were next in level of education with eleven of the eighteen or 60 percent of them completing four or more years of college. The fathers were followed by the nursery school mothers with twelve of twenty-seven or approximately 45 percent having completed four or more years of college and

non-nursery school mothers with six of the eighteen or one third of them completing four or more years. It is obvious from these data that both the nursery school and non-nursery school groups were relatively highly educated people, but that the nursery school parents, especially the fathers, were the more highly trained. This becomes especially apparent when looking at the number having taken five or more years of college work.

From the data on educational level one would expect there to be a difference in income between the two groups. This is seen to be the case from the data in Table II.

TABLE II
INCOME LEVEL OF NURSERY SCHOOL AND
NON-NURSERY SCHOOL PARENTS

	Above 10,000	5,000 - 10,000	Below 5,000
Nursery School	8	12	8
Non-Nursery School	--	9	9

Each subject was also asked to report instruction received in child care. Nine mothers and four fathers in each group had received special instruction.

Comparative Data on Attitudes

Scores for ignoring, possessive and dominant attitude orientations were obtained for each subject within each of the four sub-groups of parents. This made possible the comparison of cooperative nursery school parents and non-nursery school parents within each of the two groups. The mean scores for each sub-group by sub-scales appear in Table III.

TABLE III
MEAN SCORES FOR SUB-GROUPS ON EACH OF THE
DIMENSIONS WITHIN THE ATTITUDE SCALE

Groups	Ignoring	Possessive	Dominant
Nursery School Fathers	52.7	75.7	147.0
Nursery School Mothers	53.7	77.7	152.4
Non-nursery School Fathers	54.3	79.1	157.9
Non-nursery School Mothers	54.1	77.3	161.6

As can be seen from these data, there seems to be no particular differences between sub-groups in the Ignoring and Possessive dimensions, but a steady increase in tendency toward

dominance from nursery school fathers to non-nursery school mothers.

An analysis of variance was run to determine the significance of the differences observed between these sub-groups on the three sub-scales. These data appear in Table IV.

TABLE IV
ANALYSIS OF VARIANCE BY SUB-SCALES FOR ALL
FOUR GROUPS

Source of Variation	D.F.	Sum of Squares	Mean Square	F
Ignoring				
Groups	3	34.77	11.59	.51
Error	86	1965.02	22.85	--
Total	89	1999.79	--	--
Possessive				
Groups	3	132.25	44.08	1.16
Error	86	3254.65	37.84	--
Total	89	3386.90	--	--
Dominance				
Groups	3	2707.86	902.62	5.11*
Error	86	15195.74	176.69	--
Total	89	17903.60	--	--

*Significant at the .05 level.

It will be seen from these data that a significant difference between sub-groups appeared only for the Dominant sub-scale.

The data were then analyzed using the F test for correlated samples (23) to determine specifically where the differences existed within the four sub-groups on the Dominance dimension. This analysis was also run on the Ignoring and Possessive sub-scales to try to determine trends in the data, even though the variance analysis indicated there were no significant differences between sub-groups on these two dimensions. These data appear in Table V.

TABLE V

F ANALYSIS FOR CORRELATED GROUPS ON EACH OF
THE SUB-SCALES FOR THE ATTITUDE MEASURE

Group	Ignoring	Possessive	Dominant
N. S. Fathers vs. Non-N. S. Mothers	.9263	.7306	13.0281***
N. S. Mothers vs. Non-N. S. Fathers	.1701	.5594	1.8489
N. S. Fathers vs. Non-N. S. Fathers	1.2099	3.2991	7.2616**
N. S. Mothers vs. Non-N. S. Mothers	.0756	.0457	5.1731*

* Significant at the .05 level with 1 and 60 degrees of freedom.

** Significant at the .01 level with 1 and 60 degrees of freedom.

*** Significant at the .001 level with 1 and 60 degrees of freedom.

It will be seen from these data that the sub-groups differed significantly one from another in attitudes towards dominance.

The nursery school fathers and non-nursery school mothers differed most significantly, the difference being at the .001 level of confidence. The difference observed between nursery school fathers and non-nursery school fathers was significant at the .01 level while the difference between nursery school mothers and non-nursery school mothers was significant at the .05 level of confidence. In spite of this sharp differentiation between groups on the Dominance scale, which suggests an adequately controlled research design, no significant differences were observed in the data with respect to the Ignoring and Possessive dimensions, though the difference between nursery school fathers and non-nursery school fathers tended more toward the possessive.

On the basis of these results the hypothesis that parents who participated in cooperative nursery schools would be less dominant, possessive and ignoring than a control group of parents who had not placed their children in a nursery school can be accepted only in part. The hypothesis holds for the attitude of dominance, but not for that of ignoring or possessiveness.

CHAPTER IV

DISCUSSION

Though the hypothesis that parents who participated in cooperative nursery schools would be less dominant, possessive and ignoring than parents who had not placed their children in a nursery school seemed to be partially supported by the finding that differences exist between sub-groups on the attitude of dominance, there is reason to believe that this difference reflects educational and/or socio-economic differences more than it does some underlying attitudinal orientation toward authoritarianism or concern with the development of children. It is recognized, of course, that educational level is closely associated with authoritarianism (11), thus perhaps making the argument more a matter of terminology than anything else. However, since there is no evidence in the present study for the authoritarian orientation of the subjects, and there is evidence on their educational and socio-economic level, the argument will be pursued.

It will be recalled from Table III that the sub-group least oriented to dominance in parent-child relations was the nursery school fathers and the sub-group most oriented in this way was

the non-nursery school mothers. From Table I, it can be seen that these two groups had, respectively, the highest and lowest levels of educational attainment. On the basis of this finding it is proposed that the differences between sub-groups on the Dominance sub-scale can be accounted for by differences in educational level.

There is considerable research which points to the close relationship between educational level and orientation toward dominance in parent-child relations.

Read (16) and Roy (17) found parents with a higher level of education to favor more freedom in contrast to restraint for their children in parent-child relationships. In agreement with Read and Roy, Tash (20) describes fathers who had gone to college or who had specialized technical training beyond high school as using reasoning, talking to, sarcasm or shaming more frequently in parent-child relationships than fathers of lesser educational attainment. Fathers who had completed education at any point up through high school used warning, threatening and scolding, shouting or yelling more often than the more highly educated fathers.

Zukerman et al. (24) tested three groups of mothers who varied in ages and education level, and found that the oldest and least educated mothers tended to have more severe attitudes in regard to the guidance of children. They were more

authoritarian and hostile. The factor of education was most significant in these relationships, although age was also a contributing factor. Stendler (19) has found that nursery school parents who held professional positions were less dominant in their relations with their children than parents who were not so trained. In comparing middle and working class fathers, Hoffman (3) found that working class fathers used "initial unqualified power assertion" and "reactive unqualified power assertion" to a greater degree than did the middle class fathers. In agreement with this, Maccoby and her colleagues (8) found lower class mothers to be more rigid in child rearing practices than middle class mothers. They used more physical punishment and allowed less aggression toward parents than did middle class parents.

On the basis of these data it appears likely that the results of the present study reflect differences in sample composition as to educational level more than they do basic differences in authoritarianism or concern for the child's development. That there is not a one-to-one relationship between educational level and attitudes toward dominance, however, is demonstrated by the relationship between attitudes and educational level in nursery school mothers and non-nursery school fathers. The non-nursery school fathers had the second highest educational level and the

nursery school mothers had the third. In orientation toward dominance however, the two simply reversed their relative positions (see Tables I and III). Several factors could account in part for the results: 1) the typically less dominant orientation of women as compared to men having similar educational levels (14); 2) the likelihood that women read more child development literature than men and that this relates positively to the tendency to allow greater freedom for the child (17); 3) a possible "rub-off" effect of living with a husband who has a "low dominance" orientation.

One of the unexpected outcomes of the study was the similarity of the two groups on the Ignoring and Possessive dimensions. (See Tables III, IV, and V). As far as the writer is able to determine there is no apparent explanation for this outcome.

In presenting the rationale for the hypothesis tested in this study, attention was paid to some of the reasons for parents choosing to become involved in a cooperative nursery school program. At that point research pertaining to the effects of nursery school experience on the child was reviewed. At this time some of the other possible consequences of cooperative nursery school participation will be discussed.

The mother who enrolls her child in a cooperative nursery school may find, in addition to the possibility of benefit for the child, a bonus of self-satisfaction (2). For example, many mothers have prepared themselves for careers outside the home and have had little or no training in child care. Indeed, a young mother may feel "trapped" in the home. The cooperative nursery school gives her a chance to explore the field of child development in a way which is immediately gratifying because of the opportunity to learn of her child in a group. Also in the nursery school the mother is able to try, under guided supervision, some theories on the guidance of children about which she has read.

Through the cooperative nursery school a mother is able to give the child the socializing value of the nursery school and still maintain her self respect, feeling she is not neglecting her charge.

On the days she is not scheduled to assist in the nursery school she is able to use the "free" time to pursue interests for herself.

Sometimes the mother's training fits right in with the needs of the nursery school. Such organizations need legal advice, nurses, musicians, and artists to assist in care and creative work with children. Someone to handle the business end is a

must. Such a school is a natural for a teacher. Mothers may explore new, yet untapped interests and abilities.

In the cooperative nursery school mothers find a sympathetic ear for their problems and satisfactions in connection with child rearing and family life. Association with other mothers in the cooperative nursery school is an excellent way for newcomers to the community to become acquainted.

There are always a few drawbacks, and cooperative nursery schools have their problems since they are run by people, but they do provide advantages and are a real help to many mothers.

In spite of apparent advantages for the child in the nursery school, a surprising consequence of cooperative participation has been discovered by Marshall(10). At the end of a year's participation in a cooperative nursery school mothers and fathers reported less agreement on every item of an attitude survey than they did at the beginning of the year. The nursery school experience caused a greater disharmony in the home because of the widened gap in the parents' points of view concerning the guidance of their children.

In view of the evidence that there is a wider disagreement in attitudes between mothers and fathers of poorly adjusted children

than between parents of well adjusted children (7), it seems logical that if mothers are going to have this experience which changes their child guidance attitudes, fathers need similar training in order to keep harmony in the home.

CHAPTER V

SUMMARY

The purpose of this study was to compare the child guidance attitudes of parents participating in a cooperative nursery school to those of parents who had preschool children but who had not enrolled them in a nursery school of any kind. The hypothesis tested in the study was that parents who participated in cooperative nursery schools would be less dominant, less possessive and less ignoring than parents who had not placed their children in a nursery school but who were matched for age, education, socio-economic status and community in which they lived.

Participating parents in cooperatives and their immediate friends who had children of nursery school age not enrolled in a nursery school served as subjects for the study. Data on child guidance attitudes were obtained through use of the University of Southern California Parent Attitude Survey. Twenty-seven nursery school couples and eighteen non-nursery school couples who lived in three Oregon cities, Salem, Eugene and Portland, and in British Columbia comprised the sample.

The scores on the three attitude dimensions investigated in the study were compared for the four sub-groups available from this sample design. The four sub-groups included the nursery school fathers, nursery school mothers, non-nursery school fathers and non-nursery school mothers. The results of this comparison, involving an analysis of variance design, indicated no difference between sub-groups on the Ignoring or Possessive dimension, but a significant difference between sub-groups on the Dominance dimension. The nursery school fathers were least dominant. The nursery school mothers were next, followed in an increasing order of dominance by non-nursery school fathers and non-nursery school mothers.

The data were then submitted to a cross-group comparison using an F test of correlated samples. From this analysis it was found that nursery school fathers and non-nursery school mothers differed most significantly in their attitudes toward dominance, the difference being significant at the .001 level of confidence. The difference observed between nursery school fathers and non-nursery school fathers was significant at the .01 level while the difference between nursery school mothers and non-nursery school mothers was significant at the .05 level of confidence.

BIBLIOGRAPHY

1. Allen, Gregory B. and Joseph M. Masling. An evaluation of the effects of nursery school training on children in the kindergarten, first and second grades. *Journal of Education Research* 51:285-296. 1957.
2. Boulding, Elise. The cooperative nursery and the young mother's role conflict. *Marriage and Family Living* 17/18:303-305. 1955.
3. Hoffman, Martin L. Power assertion by the parent and its impact on the child. *Child Development* 31:129-143. 1960.
4. Jones, Harold E. The Environment and Mental Development In: Leonard Carmichael's *Manual of child psychology*. 2d ed. New York, Wiley, 1954. p. 631-696.
5. Kates, Solis L. and Lutfy N. Diab. Authoritarian ideology and attitudes on parent-child relationships. *Journal of Abnormal and Social Psychology* 51:13-16. 1934.
6. Kronenberg, Minnie Mae. The influence of preschool experience on children's adjustment in kindergarten as judged by their teachers. Master's thesis. Corvallis, Oregon State University, 1962. 87 numb. leaves.
7. Lenton, Donald A. A study of the validity of parent attitude measurement. *Child Development* 29:515-520. 1958.
8. Maccoby, Eleanor E. and Patricia K. Gibbs. Methods in child-rearing in two social classes. In: W.E. Martin and Celia B. Stendler's *Readings in child development*. New York. Harcourt, Brace, 1954. p. 380-396.
9. Madoff, Jeff M. The attitudes of mothers of juvenile delinquents toward child rearing. *Journal of Consulting Psychology* 23: 518-520.

10. Marshall, William H. An evaluation study of a group of cooperative preschools. *The Family Life coordinator* 9:52-54. 1961.
11. McCandless, Boyd R. *Children and adolescents*. New York, Holt, Rinehart and Winston, 1961. 521 p.
12. Moustakas, C.E. Personality studies conducted in nursery schools. *Journal of Education Research* 46:161-177. 1952.
13. Peterson, Donald R. et al. Child behavior problems and parental attitudes. *Child Development* 32:151-162. 1961.
14. Platt, Henry, Gretchen Jurgensen and Sherwood B. Chorost. Comparison of childrearing attitudes of mothers and fathers of emotionally disturbed adolescents. *Child Development* 33:117-122. 1962.
15. Radke, Marian J. *Parental authority and children's behavior*. Minneapolis, The University of Minnesota Press, 1946. 123 p.
16. Read, Katherine H. Parent's expressed attitudes and children's behavior. *Journal of Consulting Psychology* 9/10:95-100. 1945.
17. Roy, Katherine. Parents' attitudes toward their children. *Journal of Home Economics* 42:652-653. 1950.
18. Shoben, Edward Joseph Jr. The assessment of parental attitudes in relation to child adjustment. *Genetic Psychology Monographs* 39:101-148. 1949.
19. Stendler, Celia Burns. Social class difference in parental attitude toward school at grade I level. *Child Development* 22:37-46. 1951.
20. Tash, Ruth Jacobson. The role of the father in the family. *Journal of Experimental Education* 19/20:319-361. 1952.

21. Taylor, Katharine Whiteside. Parent cooperative nursery schools. New York, Bureau of Publications, Teachers College, Columbia University, 1954. 257 p.
22. Wellman, Beth L. IQ changes of preschool and nonpreschool groups during the preschool years: a summary of the literature. *Journal of Psychology* 20:347-368. 1945.
23. Wert, James Edwin, Charles O. Neidt and Stanley Ahmann. Statistical methods in educational and psychological research. New York, Appleton, 1954. 435 p.
24. Zukerman, Marvin et al. Normative data and factor analysis on the paternal attitude research instrument. *Journal of Consulting Psychology* 22:165-171. 1958.

APPENDIX A

DATA FACE SHEET

Sex _____

Age _____

Number of children _____ Ages of children _____

Do you now or did you have a child enrolled in a nursery school?

Yes () no () when _____

If yes, is it a Cooperative Nursery School? () other? ()

How long has your child been enrolled in the above nursery school?

_____ years _____ months

Have you had another child enrolled in a cooperative nursery school?

yes () no ()

If yes, how long? _____ years _____ months

Name of community or city in which you live _____

Occupation _____

Income:

() Below \$5,000

() Between 5,000 and 10,000

() Above 10,000

Education:

Circle grade completed 5 6 7 8 9 10 11 12

Years in college 1 2 3 4 5 more ____

Other education: (for example, beauty school, business training etc.)

Have you had classes giving instruction in child care?

() yes () no

If yes, describe: _____

APPENDIX B

THE UNIVERSITY OF SOUTHERN CALIFORNIA PARENT
ATTITUDE SURVEYDIRECTIONS

Read each statement carefully. On the answer sheet blacken the space according to your attitude as follows:

	1.	2	3	4	5
STRONGLY AGREE		∴	∴	∴	∴
MILDLY AGREE	∴		∴	∴	∴
MILDLY DISAGREE	∴	∴		∴	∴
STRONGLY DISAGREE	∴	∴	∴		∴

In no instance will you use Column 5.

For example, suppose you were presented with the statement:
"Children should not be encouraged to disagree with their parents
even when their parents are wrong." If, in general, you mildly
agree with this viewpoint, mark your answer blank as follows:

	1	2	3	4	5
	∴		∴	∴	∴
	∴		∴	∴	∴

If however, you strongly disagree with this viewpoint, mark your
answer blank as follows:

	1	2	3	4	5
	∴	∴	∴		∴
	∴	∴	∴		∴

Make your mark as long as the pair of lines, and move your pencil
point up and down firmly to make a heavy black line.

Four important things to remember:

1. There are no right or wrong answers. Answer honestly and not as you feel you should respond.
2. Respond to every statement.
3. If you change your mind after you have marked an answer, erase your first mark completely.
4. In order that you will not be influenced by others, complete the questionnaire before discussing any questions with your husband or wife or anyone else.

Don't let the fact that some of these statements are general bother you. Keep in mind average children and how you generally feel about guiding them.

	1	2	3	4	5
STRONGLY AGREE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remember this is the key you are to use.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MILDLY AGREE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MILDLY DISAGREE	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STRONGLY DISAGREE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

10. Independent and mature children are less lovable than those children who openly and obviously want and need their parents.
11. Children should be forbidden to play with youngsters whom their parents do not approve of.
12. A good way to discipline a child is to tell him his parents won't love him any more if he is bad.
13. Severe discipline is essential in the training of children.
14. Parents cannot help it if their children are naughty.
15. Jealousy among brothers and sisters is a very unhealthy thing.
16. Children should be allowed to go to any Sunday School their friends go to.
17. No child should ever set his will against that of his parents.
18. The Biblical command that children must obey their parents should be completely adhered to.
19. It is wicked for children to disobey their parents.
20. A child should feel a deep sense of obligation always to act in accord with the wishes of his parents.
21. Children should not be punished for disobedience.
22. Children who are gentlemanly or ladylike are preferable to those who are tomboys or "regular guys".
23. Strict discipline weakens a child's personality.
24. Children should always be loyal to their parents above anyone else.
25. Children should be steered away from the temptations of religious beliefs other than those accepted by the family.
26. The weaning of a child from the emotional ties to its parents begins at birth.
27. Parents are not entitled to the love of their children unless they earn it.
28. Parents should never try to break a child's will.
29. Children should not be required to take orders from parents.
30. Children should be allowed to choose their own religious beliefs.

31. Children should not interrupt adult conversation.
32. The most important consideration in planning the activities of the home should be the needs and interests of children.
33. Quiet children are much nicer than little chatter-boxes.
34. It is sometimes necessary for the parents to break the child's will.
35. Children usually know ahead of time whether or not parents will punish them for their actions.

36. Children resent discipline.
37. Children should not be permitted to play with youngsters from the "wrong side of the tracks".
38. When parents speak children should obey.
39. Mild discipline is best.
40. The best child is one who shows lots of affection for his mother.

41. A child should be taught that his parents always know what is best.
42. It is better for children to play at home than to visit other children.
43. A child should do what he is told to do without stopping to argue about it.
44. Children should fear their parents to some degree.
45. A child should always love his parents above everyone else.

46. Children who indulge in sex play become adult sex criminals.
47. Children should be allowed to make only minor decisions for themselves.
48. A child should always accept the decision of his parents.
49. Children who readily accept authority are much nicer than those who try to be dominant themselves.
50. Parents should always have complete control over the actions of their children.

51. When they can't have their own way, children usually try to bargain or reason with parents.
52. The shy child is worse off than the one who masturbates.
53. Children should accept the religion of their parents without question.
54. The child should not question the command of his parents.

55. Children who fight with their brothers and sisters are generally a source of great irritation and annoyance to their parents.
56. Children should not be punished for doing anything they have seen their parents do.
57. Jealousy is just a sign of selfishness.
58. Children should be taught the value of money early.
59. A child should be punished for contradicting his parents.
60. Children should have lots of parental supervision.
61. A parent should see to it that his child plays with the right kind of children.
62. Babies are more fun for parents than older children are.
63. Parents should supervise a child's selection of playmates very carefully.
64. No one should expect a child to respect parents who nag and scold.
65. A child should believe what his parents tell him.
66. Children should be allowed to have their own way.
67. A good way to discipline a child is to cut down his allowance.
68. Children should not be coaxed or petted into obedience.
69. A child should be shamed into obedience if he won't listen to reason.
70. In the long run it is better, after all, for a child to be kept fairly close to his mother's apron strings.
71. A good whipping now and then never hurt any child.
72. Masturbation is the worst bad habit that a child can form.
73. A child should never keep a secret from his parents.
74. Parents are generally too busy to answer all a child's questions.
75. The children who make the best adults are those who obey all the time.
76. It is important for children to have some kind of religious upbringing.
77. Children should be allowed to manage their affairs with little supervision from adults.

78. Parents should never enter a child's room without permission.
79. It is best to give children the impression that parents have no faults.
80. Children should not annoy their parents with their unimportant problems.
81. Children should give their parents unquestioning obedience.
82. Sex is one of the greatest problems to be contended with in children.
83. Children should have as much freedom as their parents allow themselves.
84. Children should do nothing without the consent of their parents.
85. Most children should have more discipline than they get.