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FREEDOM IN MAKING PERSONAL DECISIONS AS  
PERCEIVED BY PUERTO RICAN NINTH-GRADE  
GIRLS.

Iowa State University of Science and Technology  
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FREEDOM IN MAKING PERSONAL DECISIONS AS  
PERCEIVED BY PUERTO RICAN NINTH-GRADE GIRLS

by

María Socorro Lacot

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## INTRODUCTION

Adolescence has been defined as a period of life when certain essential tasks must be mastered by the child in socially accepted ways if he is to develop satisfactorily as an adolescent and to be effective as an adult (37, p. 11). Psychologists have organized these tasks in several ways. Prescott (21, pp. 279-280) describes thirteen developmental tasks which early adolescent girls must face in modern society, the achievement of which will decide the success or failure of their transition into mature adulthood. In his analysis of the developmental tasks of adolescence, Havighurst (8, pp. 33-71) classifies them into ten distinct, yet closely interrelated tasks. Cole (6, pp. 10-80) makes reference to ten basic qualifications that may be expected from the mature individual. Of these, the writer identifies four which seem to be closely allied and are mentioned because of their relationship to the present problem:

1. Has achieved independence from home and family and substituted infantile dependent relationships to parents with a new, more mutual relationship between equals
2. Has learned to adjust to his environment and feels secure
3. Has learned and is willing to take the consequence, good or bad, of his own behavior; has accepted the



responsibility of making his own choices

4. Has learned to walk alone in the world, to stand on his own feet.

Accomplishment of these tasks is particularly difficult in Puerto Rico, where social and economic changes are occurring rapidly and where many parents seem to be reluctant to accept some of these changes. The adolescent is caught between the parents' point of view and the demands of the social and economic situation.

Another important aspect of mature behavior in the normal adult is the ability to solve problems. Growing from late childhood into and through adolescence, the individual needs to develop, among other characteristic behavior patterns, the ability to establish relationships with boys and girls, increase his concern with preparation for his own family life, accept reasonable rules made by adults as an important and stabilizing influence, develop the ability to make some of his own rules with definite purposes in view, become dependent on self for decisions and actions and seek relations with adults on a basis of equality.

Girls and young women today are confronted with many perplexities and difficulties as they grow up and begin to play their roles in modern society. It is scarcely necessary to point to the rapidly changing status of women, to their movement from old restrictions and limitations to new oppor-

tunities and privileges. These confront the girl with the necessity of making choices where formerly she had little or no option and of meeting not only the dual responsibility of marriage and motherhood but also, in many cases, that of a job outside the home.

The problem of adjustment that each girl must face in this changing social order will be related in part to family traditions and the degree to which the family accepts or resists the emerging patterns of activities for modern women. It is the responsibility of parents and teachers, as well as of other adults in the immediate environment of the adolescent girl, to provide the type of guidance that will help her meet this and other life tasks more effectively and without undue psychological disturbance. Otherwise, she will find growing up and achieving an adult role a very difficult and frustrating experience. On the one hand, she is striving to assert herself as an individual in her own right, while the parents, in their desire to protect by close supervision, may frustrate this emerging struggle for independence. This conflict sometimes results in a complete break from parental control.

Growing up in many cultures is no easy task for many adolescents. They find themselves at a stage in their lives during which they must change from a basically protected environment to adulthood, with its need for self-determination and responsibility; from a state of dependency on the decisions of

parents to a new state where they are held responsible for their decisions, whether good or bad.

Anthropological research has emphasized that certain developmental tasks and even specific phases of certain tasks are practically universal and common to all cultures. Thus, findings have been reported from data collected among Italian, French and English children, 11 to 14 years of age, which reveal similar responses regarding the "sense of feeling of freedom" among all three cultural subgroups (38, p. 229).

On the other hand, individual and group behavior are dependent upon the culture in which the individual matures. Every society imposes upon the child some behavior patterns dictated by the physical environment, religious convictions and taboos, which stamp on the individual the seal of his particular culture; they are part of the cultural heritage which the individual receives from the society in which he lives.

Patterns of parental authority, for example, seem to be closely related to the traditions and customs of the particular cultures. Mead (19, p. 106) found that accepting the authority of adults in the Bali culture is almost the opposite of the relationship of Kaffir children. In the former culture children are taught to abide by parental rules while in the latter children learn to be aggressive and self-assertive.

In one of the most recent treatments of adolescent inde-

pendence, Boehm (1, p. 92) concluded that in certain areas of social development the American child matures earlier than the Swiss child. The American child seems to transfer parent dependence to a peer dependence at an earlier age and to be less subjugated by his parents and more dependent on his peers. It is the belief of the writer that Puerto Rican parents tend to be more like Swiss parents than like American parents.

After comparing the findings in a series of investigations, Watson (34, pp. 229-230) decided that there was considerable agreement among the findings and hypothesized that

Firm, strict adult domination will produce the conforming, obedient child but will handicap him in initiative and probably burden him with shyness and a sense of inadequacy. More permissive treatment seems . . . to result in more independence and aggressiveness on the part of the child . . . .

Puerto Rico is rapidly changing from an agricultural economy into a modern industrial society. Since it is generally accepted that drastic changes in the cultural setting of a society have their impact upon the system of values of the family and consequently upon child rearing practices, it is believed that there is an urgent need for family, school, church and other community agencies in Puerto Rico to pool their resources and offer the growing child adequate guidance toward effective role acceptance. It seems of great importance that Puerto Rican adolescents be helped to understand the conflicting values in their changing society, to recognize

conflicts and to learn to make decisions in spite of them and to become more self-directive. This will lead toward accomplishment of those developmental tasks which contribute to effective adulthood.

Because of the need of helping adolescent girls learn to make decisions, it seemed both timely and appropriate to undertake the present study in an attempt to secure evidence which would help parents, schools and other community agencies to recognize the need for giving girls an opportunity to make decisions under guidance and to provide some basis for growth toward effective maturity.

#### Purposes and Assumptions

The problem of the present research is the determination of the relation between variations in residence, socio-economic level and age to variations in the degree to which Puerto Rican ninth-grade girls are accomplishing their developmental task of achieving emotional independence of parents.

The following were the specific objectives as used in the design for the investigation:

1. To determine the extent to which ninth-grade girls in Puerto Rico are achieving their developmental task of gaining emotional independence of parents as evidenced by the freedom they believe they are allowed in certain areas of adolescent activities.

2. To determine what relationships, if any, exist between the girls' place of residence, age, and socio-economic level and the amount of freedom to make personal decisions they believe they are allowed by their parents.

3. To determine the amount of freedom to make personal decisions which mothers of Puerto Rican ninth-grade girls believe they should have.

4. To determine how close mothers and girls are in their perception of the amount of freedom to make personal decisions that are being or should be allowed adolescent girls at this stage of development.

5. To determine the relationship, if any, between the number and type of disagreements of ninth-grade girls with their parents.

The present investigation was based on the assumptions:

1) that becoming competent to make decisions is a growth process which one can learn; 2) that democratic child-rearing practices are more likely to lead to self-directing, independent, well-adjusted individuals, whereas the authoritarian type of child-rearing tends to result in dependent, poorly adjusted persons and 3) that young persons who are permitted to participate in making decisions and to express their judgment in matters that affect their lives are more likely to learn how to solve problems.

### Scope and Limitations

This study was limited to adolescent girls enrolled in ninth-grade home economics classes in public and accredited private schools since it was believed that these classes would yield a sample of girls from the various residence, socio-economic and age groups. Since official records (22, p. 103) revealed that 68 per cent of the total enrollment for the public and accredited private secondary schools of the Island during the year 1958-59 were in the junior high schools, it seemed better to select junior than senior high school girls. Furthermore, it was believed that girls at the ninth-grade level either are making or have started to make certain decisions in matters which affect their personal lives and hence are better subjects than those in the seventh and eighth grades. The inclusion of accredited private junior high schools in the sample was to provide representation of upper social classes.

The data were limited to six areas of decision making: activities outside the home, boy-girl relationships, persons who make decisions, handling money for personal expenses, privacy at home and participation in school organizations. Also, the sources of disagreement between the adolescent and parents were limited to the same areas.

### Definition of Terms

For purposes of this study the writer used the following definitions:

Adolescent girls - ninth-grade girls in Puerto Rico who are enrolled in the public and accredited private schools of the Commonwealth.

Family - a group of persons living together and consisting usually of father, mother, and siblings. The term 'usually' is stressed, since in Puerto Rico, specially among the lower socio-economic levels, it is fairly common that the family group contains children ("hijos de crianza"), whom they are rearing as a part of their kinship or godparent obligation.

Parents - the natural father or mother or substitutes for natural father or mother. These were the adults with whom the girls were living at the time of the study.

Developmental tasks (8, p. 61)

A developmental task is the task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval of society, and difficulty with later tasks.

Democratic behavior - participation of the family members in decisions that may affect the family group or the individual members, acceptance of each member of the results of these decisions and also respect and recognition of the worth of each member.



Autocratic behavior - the control or dominance by one member of the family in the making of decisions without consideration to the capacity of the other members; it implies lack of recognition of the worth and dignity of the individual.

Urban - those living in cities, towns and villages of 2,500 or more inhabitants; rural is the remaining population, sometimes referred to as living in "barrios."

Residence groups - urban, composed of girls who live in urban areas and attend urban schools; rural-urban, composed of girls who live in rural areas but attend urban schools; rural, composed of girls who live in rural areas and attend rural schools.

## THE PUERTO RICAN FAMILY

Since the family is of major concern in this study, it was considered essential to present an overview of family life in Puerto Rico to facilitate interpretation of the findings.

Because there is no information describing the Puerto Rican family some years ago, comparisons cannot be made between adolescent girls similar in age, residence and socio-economic levels enrolled in the schools of the past and present. Likewise, there are few data from studies to verify the extent to which Puerto Rican family patterns are changing under modern influence. In lieu of this, the writer relied on the findings of recent research for a brief description of the current Puerto Rican family as a basis for this study.

The Commonwealth of Puerto Rico is a blend of Spanish and North American cultures, the effects of which are clearly observable in the daily life of the people. More than four centuries of Spanish influence are evident in the universal use of this language and in many customs which prevail in all segments of the population. On the other hand, the Island has experienced rapid changes in economic and social aspects during the past two decades.

An expanding industrialization program and the effects of close political and economic relations with the United States have resulted in improved standards of living for the 2,285,000 inhabitants of this 3,435-square-mile territory

and in the increasing mobility of families from rural to urban areas and from small towns to the large cities. Urban population increased by almost 60 per cent during the past decade in contrast to the 1 per cent increase reported for the rural population (18, p. 5). More employment opportunities in industry are available for men than in the past and, also, there has been a marked increase in the female labor force, particularly in the recently-established factories and in professional, technical and clerical jobs.

Educational opportunities are available at present for about 90 per cent of all school-age children and for many adults; improved housing and transportation facilities and efficient public health programs are other signs of progress. Life expectancy increased from 46 years in 1940 to 68 years in 1960. Mass communication media reach a fairly large proportion of the population: television, at a rate of one set for every three houses; radio and newspapers are also accessible, the latter mostly to urban families. Automobiles, telephones, modern household appliances, large shopping centers and department stores, all contribute to the environment in which adolescents in urban zones develop into maturity in contemporary Puerto Rico. The large majority of the Puerto Rican population, however, is still deprived of many of these material goods and services.

Unemployment, despite the country's tremendous advances

in creating new jobs and raising wage levels, plus the absence of restrictions on movement between the Commonwealth and the mainland due to the common citizenship, seem to be powerful factors behind the migration of many Puerto Ricans to the United States. An average of 50,000 persons has been migrating every year (18, p. 6) and approximately four-fifths of a million are permanent residents on the Continent. Fast and fairly cheap travel by plane facilitates frequent visits of those who live on the mainland to relatives and friends in Puerto Rico and vice versa. A regular migratory agricultural program provides temporary jobs on the mainland to some 30,000 Puerto Ricans to satisfy the demand for farm labor during certain seasons every year. Most of these workers return to Puerto Rico when the season ends but a few are offered year-round jobs in agriculture or industry. These send for their families and settle in the States, either permanently or as long as jobs are available.

Some middle and many upper-class Puerto Rican families send their children to American high schools, colleges and universities to complete their education. Scheele (24, p. 443) reported that 50 per cent of the women and 90 per cent of the men in his sample of upper-class families had attended American colleges and universities. Other factors which seem to contribute to the blending of the two cultures are the number of continental Americans who live in Puerto Rico as

permanent residents; the servicemen assigned to the defense bases established on the Island; the yearly increase of North American visitors served by Puerto Rico's growing tourist industry; the movies, magazines, books, newspapers and other goods from the States.

That all these phenomena have had a marked effect on the life of the Puerto Rican people and more specifically on family life is reasonable to expect. For example, adolescents who are the focus of interest in this study have to make important decisions and adjustments in their daily living because of these social and economic developments, when they move with their families from rural to urban areas, when they change residence from the Island to the Continent, when mothers leave the home to work in outside occupations or when the father leaves the Island for several months each year to work as an agricultural worker on the mainland. In what manner are the family members reacting to these changes in their lives and to what extent is the growing child in Puerto Rico affected by the new environment merits serious investigation. It is probable that patterns of decision making in the family are shifting under the impact of these social transformations and that this is resulting in conflict in Puerto Rico's families. There seems to be a struggle for survival of two sets of values, those brought about by the traditional, conservative Spanish heritage and those adopted from the more

recent relations with the continental United States.

The Puerto Rican population is composed largely of native American Indian, South European, chiefly Spanish, and African stock. Census reports have classified 80 per cent of the population as white and 20 per cent as non-white (32, p. 26).

Puerto Ricans, as a whole, have been traditionally endowed with a deep sense of hospitality, friendliness, generosity, dignity and with strong family feelings of affection and loyalty. The family is likely to be closely knit and to a great extent social life is confined to the family group.

In an attempt to describe the typical Puerto Rican family Stanton (26, pp. 101-107) classified families into three types: the rural peasant, "jibaro," the rural lowland dweller and the urban laborer. Each has its own characteristics and kind of family relationships. Since these three groups constitute the majority of the sample for the present study, it seems pertinent to describe briefly their major characteristics and type of family life.

The "jibaro," or mountain dweller, has been considered as the symbol of Puerto Rican nationality. He may live in an isolated wooden one-room house or in a modern cement house made under government programs of self-help home construction; his family averages eight living children. It is usually an authoritarian type of family where the husband makes all important decisions. The woman is bound to her home and

children; she participates in few festivities and celebrations but the man comes and goes from the house as he wants (11, p. 45).

The families of the rural lowlands are less isolated and more affected by the recent economic and social developments than the mountain families. Mintz (20, pp. 379-380) found that women in these families appear to share equally in familial authority with the men; occasionally, they may go alone to town to shop or to another village to visit relatives. This greater freedom of women may be attributed to the fact that many of them are employed and as contributors to the family income their economic importance places them more nearly on a par with their husbands.

The urban laborer's family usually has more material goods than the other two groups. The women have a larger share in solving family problems; there seems to be more concern among parents of this group about their children and their children's future (11, p. 61). The majority of the Island's broken homes are concentrated in this group and in 30 per cent of the households a woman is the chief breadwinner.

In addition to these three types of families in Puerto Rico, a middle class is emerging. Industrialization and improved standards of living account chiefly for the rapid growth of this class throughout the urban areas. A fairly

limited number of families, distinctly urban, represent the upper socio-economic class.

Although mainland influences may be observed in the middle and upper classes of the Puerto Rican population in such details as increasing professional prenatal care, hospital deliveries, bottle feeding and use of commercial baby foods, attitudes of the Puerto Rican family toward the child seems to be largely patterned on earlier customs. Much love and protection are given the child; he is petted and held close to the mother and siblings with the attending delaying of his development into a mature individual. It is the mother who assumes the major responsibility for the care and rearing of the children. The "good" Puerto Rican mother must protect her children from danger, defend them against the outer world and, above all, never abandon them (29, p. 39). Stykos (29, p. 40) assigns a contrasting role to the father, who sees himself as the recipient of respect more frequently than affection from children.

It is generally believed that the father is the dominant authority figure in the family; however, research findings give evidence that although power is predominantly and formally installed in the father's position, he has no monopoly on decision making. Men appear to control the activities of their wives but informally, behind closed doors, share with them much of their power (11, pp. 61-62). This is particu-



larly evident among the middle and upper classes, where women are less confined to the home, are more likely to work gainfully, to participate more actively in recreational activities outside the home and to be seen unescorted despite the traditional norms.

Cultural expectations for the two sexes in the various socio-economic levels and residence areas are very different. The male child is brought up with a sense of superiority toward the opposite sex; is taught that males are "better" than females, more self-reliant and tough and should have many special privileges. His sister is surrounded by restrictions indicating that she is dependent, weak and inferior. Woman's "honor" is highly valued and, whereas men can go to and from places with impunity, any independent activity outside the home may damage a woman's honor (29, p. 144). This double standard of sex morality permits the men great freedom but leads to restricting greatly the activities for girls and women, both married and unmarried.

Girls receive a greater share of attention and affection from parents and relatives than boys. They are guided toward a feminine role of docility and submission and their communication with the opposite sex is restricted in all the socio-economic classes and residence groups. Once a girl is in her early adolescent years, she becomes eligible for courtship, a period of stress for many parents. Close supervision is

intensified and, although more liberal attitudes may be observed among the better educated urban families, specially in the metropolitan areas, the social disapproval of the practice of the dating pattern of American adolescents is still strong.

Since the schools tend to promote ideas and practices which are more democratic than autocratic and since the proportion of children attending schools has increased, the possibility of conflict between parents and children is also increased. For example, when mothers were asked in a recent study if they planned to rear their children differently from the way in which they were brought up, 85 per cent replied that they would rear their children in the same way, while a few stated that they planned to rear children even more strictly than their own parents had reared them (29, p. 47).

In view of the purposes of the present study, the foregoing description of the Puerto Rican family seems to suggest that the following questions be raised:

Are Puerto Rican adolescent girls being reared for assuming effectively the roles they are expected to play as wives, homemakers, mothers, gainfully employed workers and active community members in a rapidly-changing, mobile society with its demands on independent action and leadership abilities?

Are Puerto Rican adolescent girls being guided into learning how to make important decisions in their lives?

At this stage of development important decisions are being made which will affect the girls for the remainder of their lives; for example, selecting a vocation or profession and selecting a mate.

Are parents, teachers, leaders in church and other community agencies in Puerto Rico engaged in work with youth groups assuming their share of responsibility in regard to the guidance of adolescent girls toward their successful accomplishment of the developmental task of achieving independence of their parents as a basic requirement for responsible adulthood?

## REVIEW OF RESEARCH

Although the extent of parental authority has been for years a subject of much concern in the Commonwealth of Puerto Rico, especially among educators, few of the arguments advanced for more permissiveness or for more strict adult control in relation to the fostering of self-discipline and in the ability to make decisions by the young have not yet been tested. Authorities in the area of child development and family relations, teachers and parents have often spoken with strong conviction on one or the other side of these issues but the evidence has usually come from personal experience, clinical cases, untested theories or unconscious bias.

## Puerto Rican Studies

No formal research reported in the Puerto Rican literature has been concerned principally with the problem of decision making by adolescents, although several studies have dealt in part with family life and child rearing in the Island. The focus of the present study, however, has been stimulated by a number of recent or fairly recent sociological and anthropological studies which provided excellent background in regard to the underlying socio-economic problems of the Island as a whole and about Puerto Rican culture in general for the formulation of a frame of reference for this study. Some of the data were referred to in the section on

### The Puerto Rican Family.

Although studies by Roberts and Stefani (23) and Hatt (7) have resulted in brief descriptions of family patterns of authority of several years ago, their data are not sufficiently recent and pertinent to include in this section. Hill and associates (11) and later Stycos (29) contributed valuable information about family life among the lower socio-economic classes in the Island, but chiefly as it related to the problem of population control, which was the main purpose of these research projects. The problem of child socialization was studied by Stefani (27) and more recently by Landy (16) but will not be reviewed because they included only preschool children.

Recently Hernández (9) reported findings dealing with the problems of adolescent boys and girls attending senior high school. This study is related to the present investigation since she obtained data which indicated the rank assigned the importance for home and family problems by adolescents. The findings selected for review deal with the questions about relationships with peers and others and the amount of freedom allowed in making personal decisions. Subjects for this study were 532 pupils (274 girls and 258 boys) enrolled in grades ten through twelve of public and accredited private schools in eight towns and cities of Puerto Rico. The ages of the subjects ranged from 13 to 19 years. The sample was stratified

by size of school, size of community and geographical zones and the pupils were classified into three socio-economic levels, using an adaptation of Sim's questionnaire. Residence was not used as a variable in this investigation, which is unfortunate, since this appears to be an important factor in the socialization of children.

An inventory, constructed specially for the study, provided responses to a total of 296 problems which adolescents commonly report. Items were to be responded to in such a way as to indicate the degree of concern which the pupil felt about the problem. Space was provided for marking if the problem was inapplicable to the adolescent.

Statistical analysis for internal consistency of these problems yielded eight categories, which were labelled:

- 1) my school, 2) looking to the future, 3) about myself,
- 4) relationships with others, 5) my home and my family,
- 6) boy-girl relationships, 7) health and 8) things in general.

This last group included problems related to worries about the war, injustice, intolerance, established institutions, moral, ethics and religion. Both frequency and intensity of problems for each category were determined, the former by the number of problems checked by the student and the latter by assigning three points to problems checked as important, two points to those of average importance and one point to least important. The inventory has a .98 reliability as computed

by the "split-half method."

Analysis of the data by statistical procedures yielded several findings which are pertinent here. Problems related to boy-girl relationships ranked third in frequency of responses and seventh in intensity among the eight groups of problems, whereas those problems concerning the home and the family obtained the eighth position, both as to frequency and intensity. Concern about relationships with others ranked fifth in number but third in intensity; this was followed in frequency by problems related to personal-social adjustment, which ranked fourth in intensity. The writer reported with favorable surprise that this portion of the study seemed to lead to the conclusion that the adolescents felt less concern about problems related to their homes and families than about any of the other types of problems explored in the survey.

About two-thirds (63%) of the adolescents expressed the desire that their parents give them more freedom for making personal decisions, a higher percentage was found for boys than for girls; 62 per cent wished they had a room in their homes so they would have more privacy, about the same proportion of boys as girls; 61 per cent reported the problem of obtaining information about formal courtship leading to marriage; the percentage of girls greatly exceeded that of boys.

There was a close relationship between the number and intensity of problems reported by these adolescents and their

socio-economic level. Problems were more numerous and intense among the lower than among the middle socio-economic group; likewise, more in the middle than the upper group.

Age differences were also revealed by Hernández' data. She found that at age 16 the problems had decreased in number and intensity for the girls in all eight categories; that from ages 17 to 19 there was a decrease for boys. From the age of 18 to 19 the frequency and intensity increased more for both groups than at any other age level.

Concerns about these problems decreased with age: parental restrictiveness, not being allowed to make personal decisions, heterosexual relationships, selection of a mate and use of money.

The fact that between two-thirds and three-fourths of the adolescents expressed their concern in regard to problems of personal adjustment and family relationships suggests that this area deserves to be regarded as one of importance by parents as well as by educators.

Hernández' sample was composed of children enrolled in senior high school which limits the generalizations that may be made about adolescents in Puerto Rico since only about one-third of the secondary school pupils are enrolled in senior high school (22, p. 103).



### Studies in Continental United States

Although conditions in the United States are not comparable in all respects to those in Puerto Rico, chiefly because of the differences in the cultural backgrounds of the two areas, certain studies conducted in the mainland provide some basic information about decision making in adolescence. Since the trend in the Puerto Rican culture seems to be toward the acceptance of North American cultural patterns, due to political and socio-economic relations with the mainland for more than sixty years, reference to research conducted in continental United States is pertinent.

Four investigations seem to have some relevancy in terms of the purpose, type of subjects and procedure. Because of the concern here for decision making by adolescent girls, the findings reviewed will be limited to decision making and, where possible, to girls.

In a Des Moines, Iowa, high school 320 ninth, tenth, eleventh and twelfth grade boys and girls participated in a study by Mainquist (17). These subjects were a sample, randomly selected, from pupils enrolled in English and social studies in these grades. The purpose was to discover how much freedom was permitted adolescents to make decisions concerning friends, use of their money, hours to return home at night, persons to date and places to go on dates. The findings revealed that the pupils believed parents more frequently

made the decisions about hours and money than they did about friends, persons to date and where to go on dates.

Amount of freedom permitted with respect to the five items was estimated by a freedom score obtained by assigning a value of 0 to a decision made by parents, a value of 1 when compromise or argument was reported and a value of 2 when the adolescent reported making the decision. Analysis of the data showed that the boys reported more freedom to make decisions than did the girls. It was also found in this sample that freedom to make decisions about each of the five items did not increase consistently from one grade level to another.

When the source of money was a regular allowance, boys and girls reported less freedom to make decisions about spending money than when it was obtained by other means. The difference was highly significant. Furthermore, the mean freedom score for boys and girls who received their money from a regular allowance was lower than the mean scores for those who obtained their money in other ways. The investigator concluded that boys and girls who received their money from a regular allowance not only had less freedom to make decisions about money, but also less freedom to make decisions in the five areas, generally.

The present study includes only a small number of girls as old as those in the investigation by Landis and Stone (15); however, their findings relating to girls seem pertinent.

Their sample was made up of 4,310 high school seniors, 1,900 boys and 2,410 girls, most of whom were either 17 or 18 years of age. The sample was representative of schools and pupils in all parts of the State of Washington and in all types of communities. The questionnaire used to collect the data contained 80 Likert-type five-choice questions as well as a check list of some 250 problems of adolescents. Only data from 34 questions, those concerned with the family, were reported but all of the data relating to the problems and disagreements were included.

The study was one of a series conducted by Landis and associates at the State College of Washington for the purpose of comparing the effectiveness of the authoritarian and democratic patterns of parental control in the socialization of the adolescent. They compared farm, town and city families and evaluated the democratic and authoritarian family types in terms of their effect on personality development as reflected in the adolescent's conception of the amount of freedom allowed in the family in six situations: number of evenings away from home, amount of money received from parents, criticism of parents on where the adolescent went on dates, whether reasons were given when the adolescent was required to do something, whether family problems were discussed with adolescent and parental respect for the adolescent's judgment.

The investigators classified the sample into groups determined by the degree of authoritarianism found in their families: democratic, intermediate and authoritarian. This was done by the development of a scale using the scalogram technique, which was validated by responses to five Likert-type questions that were closely associated with parental authority but which were not used in the scale. The author assumed that if the scale had validity, adolescents from the democratic families would more frequently respond favorably to the questions than would those from the intermediate or authoritarian families. When the families were classified about one-fifth (22%) were rated as democratic, approximately one-fifth (22%) as authoritarian and a little over half (56%) were in the intermediate group. The responses regarding the amount of freedom allowed them in the six situations were analyzed to determine differences among the three groups using chi squares and critical ratios. All of the differences were significant at either the 1 or the 5 per cent levels.

Analysis of the data by residence showed some differences among these groups; the farm families were most frequently and the town families least frequently in the authoritarian category. Adolescents living on farms tended to feel more restricted than those in town or city, regardless of their classification on the democratic-authoritarian scale. Farm girls least frequently reported having allowances, even

those in democratic families, while more girls from the authoritarian homes, in farm, town and city reported no allowances.

Many adolescent girls from democratic families (74%) reported that if they had a personal problem they would talk it over with one or both of their parents, either always or most of the time. On the other hand, only 68 per cent from families classified as intermediate and 29 per cent from those classified as authoritarian indicated that they would discuss their personal problems with their parents that frequently. Over half (59%) of the girls in authoritarian families reported that they would "seldom or never" talk over a personal problem with parents.

Girls in democratic and intermediate homes entertained friends in the home "frequently" in 29 and 28 per cent of the cases respectively, whereas only 19 per cent of girls in authoritarian homes reported that they were allowed to entertain this often.

Areas of disagreements in family relations appeared to be associated with parental authority in this population. The girls from authoritarian homes more frequently checked the nine items relating to disagreements with parents than did those in democratic homes. The sources of conflict reported by this sample are listed in descending order of frequency: 1) girl's total share of work around the house, 2) attitude

toward parents, 3) spending money, 4) outside activities, 5) future plans, 6) social life, 7) choice of clothes, 8) school work and 9) friends.

Whitten (35, pp. 235-236) explored the area of decision making among a group of 156 junior and senior high school pupils in Kansas. The sample included 84 girls and 72 boys ranging in ages from 12 to 17 years and 50 pairs of mothers and fathers. Comparisons were made of the responses of a subsample of 31 junior high school and 19 senior high school pupils with those of their parents.

Two instruments were developed to collect the data, a pupil and a parent opinionnaire. Each included questions concerning who made the decisions in: 1) choice of friends, 2) dating, 3) driving the family car, 4) smoking, 5) drinking, 6) choice of clothes, 7) restrictions of movement, 8) use of cosmetics, 9) work in the home and 10) spending money. The opinionnaires were administered to the pupils in the classroom and to the parents in their homes.

In the opinion of these pupils, they were usually permitted to make decisions in choosing friends and spending money. The parents tended to agree. The areas in which the adolescents felt they were restricted were those concerned with activities outside the home and the parents confirmed this.

Another recent attempt to explore the influence of

parental authority patterns on adolescent socialization was undertaken by Douvan and associates at the Survey Research Center of the University of Michigan's Institute for Social Research in coordination with the Girl Scouts of America (31). This was a survey of the personal and social interests and aspirations of girls 11 through 18 years of age. Three of the eight questions which they explored are pertinent here: 1) What are the dominant needs, problems and concerns of girls in adolescence? 2) How are girls progressing on the developmental tasks of this period? and 3) How much leisure time do girls have and what do they most like to do? Interviews were conducted with 1,925 girls and verbatim responses were recorded.

The data were analyzed after the respondents were classified into three age groups: under 14, 14 to 16, and over 16. Neither residence nor socio-economic levels was used as a factor to discover differences among the age groups. Findings were reported in terms of frequency of responses; evidently no statistical tests of significance were employed.

The data showed that girls under 14 were, in general, still closely integrated into the family circle; parents still maintained a tight control on their behavior and were still directing their day-to-day decisions. In the 14 to 16 age level, however, the data indicated that the girls believed they were moving toward greater independence from the family,

but admitted that they lacked the judgment to make decisions. Personal achievement and dating were the two areas in which they showed most interest at this stage of their lives. They were as a group the most frequently of the three groups in conflict with parents over restrictiveness. They were, however, aware of their own need for external authority. There was evidence that the oldest group was achieving independence from family and had begun to perceive parents as friends and equals rather than as restrictors. Family control was less tight and the parents were encouraging greater self-direction.

The percentage of girls under 14 years of age whose families were classified as either permissive or very permissive was 68; of girls 14 to 16 years, 59, and of girls over 16, 64. Families were described as directive or somewhat directive by 19 per cent of girls under 14, 28 per cent of girls 14 to 16 and 27 per cent of girls in the oldest group. Fewer than 25 per cent of families of girls were described as traditional-authoritative.

In 52 per cent of the cases the girls believed it was necessary for parents to make rules for their children; 19 per cent showed some ambivalence toward the rules they must follow, and only 5 per cent reacted negatively to their parents' regulations. The remaining 24 per cent gave neutral responses.

Fifty-one per cent of the girls indicated that they were



allowed to take part in making the rules at their homes, the proportion increased with age. In most of the other families the girls reported that they were allowed to express their points of view and were listened to, although they did not participate in deciding how behavior should be regulated; here the proportion decreased with age. A few girls indicated that rules were not made by their parents.

Fifty-nine per cent of the sample either were being given or had at one time been given an allowance; the percentage was 75 for the girls under 14, 66 for the 14 to 16 year olds and 60 for the group over 16. "Never had had an allowance" was the reported response from 28 per cent of the entire sample and here frequency of responses increased with age.

One-fifth of the girls said they had no disagreements with their parents. The authors interpreted this answer as indicating either that these girls were thinking only of serious disagreements or that they had some need to deny that they differed with their parents. Perhaps if instead of asking, "What disagreements do you have with your parents?" a list of sources of disagreements had been provided for checking, a more accurate response would have been obtained for this portion of the study.

In view of the paucity of research in this area of the adolescent girl's personal life, this study makes a valuable contribution to the literature. It is the belief of the

writer, however, that reducing the size of the sample by use of sound sampling techniques would have made feasible refined statistical procedures without additional expense and would have made the findings more useful.

In summary, these studies give some indication that residence, age and socio-economic level are related to parent-adolescent adjustments insofar as decision making is concerned.

Urban families seemed to have made more allowances for the gradual emancipation of their adolescent children from parental control than did small-town or rural families. This finding must be taken with some caution since in only one study was this relationship established and that was limited to the state of Washington. The need for further investigation of this factor is evident in view of the mobility of the population both in the United States and in Puerto Rico.

With one exception, Mainquist, the findings of studies involving age as a factor indicate adolescents' beliefs that parents realize that as the adolescent matures he may be granted more independence in making decisions which involve his personal affairs and take more responsibilities than at earlier ages. However, there was evidence from all of these studies that this relinquishing of parental dominance led to an increasing number of conflicts as age increased, particularly in the areas of boy-girl relationships, privacy and use

of money. Further investigation of patterns of decisions in families containing adolescent children, particularly young adolescents, seems to be needed.

The data are scant regarding the relation of socio-economic level of the family to adolescent decision making. In one study this factor was explored; some evidence was found that more problems were perceived by the adolescents in the lower than in the other socio-economic classes.

Other relevant factors such as the stability, size and composition of the family and employment of mothers in relation to adolescent decision making and problem solving have been given little consideration in the studies reported in the literature. A more rigorous testing of these related social variables seems to be timely.

## METHOD OF PROCEDURE

The purpose of this study was to determine the relation between variation in residence, socio-economic level and age in the degree to which Puerto Rican ninth-grade girls are accomplishing their developmental task of achieving independence of parents. The sample was a group of adolescent girls enrolled in ninth-grade home economics classes in public and accredited private schools in the Island and a subsample of these girls and their mothers.

Development of the Questionnaire<sup>1</sup> for Girls

A questionnaire was selected as an appropriate device by which information from the girls could be obtained. The possibility of finding a suitable instrument was explored but this idea was discarded since devices developed for use with North American children were not likely to evoke adequate responses from the sample.

The writer decided to construct a questionnaire that would serve the purpose of the study. Two types of data were collected from the girls: the extent to which they believed they were allowed to make decisions and the situations in which they perceived conflicts with their parents in matters

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<sup>1</sup>For a copy of the English version of the questionnaire, see Appendix A.

relating to decision making. Six areas of adolescent activity were selected as typical of girls in the ninth grade in Puerto Rico: participation in activities outside the home, friends and boy-girl relationships, handling money for personal expenses, privacy in the home, participation in school organizations and persons making decisions involving the girls' personal lives.

Ideas for items to be used in the questionnaire were secured from many sources: instruments of a similar nature; research findings; the experiences of home economics teachers, supervisors and specialists in the fields of psychology, child development, home economics education and sociology; books on adolescent development in psychology, child development and anthropology and home economics curriculum guides.

To determine the extent of freedom allowed the adolescent to make decisions, a number of situations were selected for each area:

Participation in activities outside the home	9
Persons making decisions involving the personal life of the adolescent girl	15
Friends and boy-girl relationships	12
Handling money for personal expenses	5
Participation in school organizations	4
Privacy	1

To determine the sources of conflicts with parents, one major item was developed which contained 26 situations and

involved the same areas selected for determining freedom to make decisions.

The questionnaire was designed so that pupils could indicate whether and to what extent they were allowed to make decisions. For activities outside the home they could report how frequently they could participate and under what conditions. For example:

Are you allowed to stay overnight at a relative's home?

- a. Alone: \_\_always, \_\_frequently, \_\_sometimes, \_\_never
- b. Accompanied by a girl friend: \_\_always,  
\_\_frequently, \_\_sometimes, \_\_never
- c. Accompanied by an adult relative: \_\_always,  
\_\_frequently, \_\_sometimes, \_\_never

For the purpose of obtaining evidence concerning the situation in the homes with respect to who made the decisions involving the girl's personal life, the responses were designed to show the extent to which they were made 1) by the girl alone, 2) by the girl with the counsel of one of the parents, 3) by one of the parents with the girl's participation or 4) by one of the parents alone.

For the other four areas opportunity was provided for the girls to report to what extent and under what conditions they were allowed to make decisions by selecting from a list of alternatives. For example:

How do you obtain money for your personal expenses?

- 1) ☐ From mother as I need it
- 2) ☐ From father as I need it
- 3) ☐ From father or mother as I need it
- 4) ☐ I receive regularly a sum of money from my parents
- 5) ☐ I earn it myself
- 6) ☐ From other individuals or relatives

Also, some of the items could be answered by indicating what privileges the girls were or were not allowed. For example:

Can you have privacy in your own room whenever you want? ☐ Yes ☐ No

For the purpose of identifying disagreements with their parents that the ninth-grade girls recognized in regard to decision making, five items were included concerning participation in activities outside the home, five concerning friends, three about handling money for personal expenses, four about clothes and grooming and nine related to other relationships with parents. Girls were instructed to indicate those situations 1) which were or had been sources of disagreement, 2) which had never been sources of disagreements and 3) for which the opportunity to disagree was not present. They were requested to add other sources of parent-child conflict not included in the list.

Certain additional data were needed to classify the respondents into groups: the girl's age, grade in school, place of residence, length of residence in the same neighborhood and in the same town or city, size of family and number of adults in the family; the mother's age, education, marital

status and employment; the father's education and occupation (Appendix D).

General instructions about how to react to the questionnaire and a short introductory paragraph intended to motivate the respondents to answer truthfully all the items on the instrument were provided. Certain important instructions and parts of items to which attention needed to be called were underlined twice.

During the preparation of the questionnaire the need for clarification of terms became evident. Consequently, a list of definitions of 15 terms were provided with the questionnaire to give some degree of uniformity to the concept of the terms and to facilitate answering the items (Appendix C).

The questionnaire and glossary were translated into Spanish and submitted to a Spanish specialist in the Puerto Rico Department of Education to judge its clarity for adolescent girls. The former was also submitted to three home economics teachers, to three members of the Home Economics staff in the Department of Education in Puerto Rico and to the head of the Home Economics Department and Teacher Trainer at the University of Puerto Rico. They were asked to judge whether: 1) items would be understood by the pupils, 2) the situations involved were common experiences of adolescent girls in Puerto Rico and 3) the possible responses for each item were complete. When the suggestions for the addition and the improve-



ment of items were incorporated, the English version of the questionnaire was submitted to members in the Department of Home Economics Education, Psychology, Child Development, Statistics and Sociology at Iowa State University. Minor revisions were made and the questionnaire was reviewed by personnel in the Statistical Laboratory for suggestions that would facilitate coding and processing of the data.

Since the questionnaire was constructed for ninth-grade pupils enrolled in home economics classes, arrangements were made for testing it with similar groups. A class was selected from each of two public and one accredited private schools representing two residence areas, urban and rural. The ages of the 36 girls ranged from 11.5 to 17 years. A mimeographed form was provided each girl to record her reactions to the questionnaire in regard to how interesting the items seemed to her, whether the time required was too long, the clarity and completeness of items and instructions. The only major suggestion for change was concerned with the section about sources of disagreements with parents. Three columns had been provided for responding to each of the 26 sources of conflict. Since the third alternative, situations for which the opportunity was not present, was confusing to more than 50 per cent of the girls, only columns 1 and 2 were used.

For the purpose of determining the number of items to be retained in the questionnaire, a record of the time spent by

each girl was kept by the persons who administered it. The mean period of time required was 50 minutes. Since many ninth-grade home economics classes in Puerto Rico meet for periods of 50 minutes, minor alterations were made in the questionnaire. Introductory sentences to three items and the introductory paragraphs at the beginning of the questionnaire were shortened.

To test the questionnaire for reliability, it was administered to two home economics classes in one urban and one rural junior high school on August 18 and again on October 6, 1959. It was assumed that the 49 girls in the two classes selected at random for these pretests would forget their first responses during this six-week period. Responses to items concerning sources of disagreements with parents were tabulated separately; the mean number of discrepancies per respondent found was 3.1. Comparisons of responses on the remainder of the questionnaire yielded a mean number of 7.1 discrepancies per pupil out of 111 responses. The writer believed these findings revealed a sufficiently high degree of reliability for the purposes of the study.

The questionnaire provided for anonymity of the girls as it was believed that this would minimize their tendency to indicate perceptions which they thought desirable rather than those actually held. For identification each questionnaire had a code number which served later to facilitate the match-

ing of the responses of the subsample of girls and their mothers.

#### Development of Criterion for Judging Desirable Amount of Freedom

To facilitate evaluating the responses of the girls in the sample, a determination was made of the amount of freedom believed desirable for ninth-grade girls in Puerto Rico at the present time. The criteria for selecting a panel of five judges were: persons who had had close contacts with adolescent girls, persons who knew conditions in either rural or urban areas of Puerto Rico and adults representing the different ages and socio-economic levels. In addition, some were chosen because they were aware of social changes taking place in the Island. The judges were asked to select the responses in the questionnaire which would indicate the amount of freedom desirable for a girl 14 or 15 years of age in Puerto Rico. There was a majority agreement on all items except two which deal with boy-girl relations. In these cases the writer added her judgment to that of two judges to achieve a decision.

The key derived from the judges' responses was also used to classify the girls into nine groups to facilitate the study of the relationship of their freedom to make decisions to the variables and to determine the relationship of the responses of girls and their mothers (Appendix D).

## Development of the Interview Schedule for Mothers<sup>1</sup>

Since it is the mother in the Puerto Rican home who is most likely to assume the major responsibility for the rearing of the children, particularly daughters, responses were desired from this group. The decision to interview the mothers was reached because it was believed that they could supply the data needed and that it would be better to obtain their responses in an interview than by the use of a questionnaire. The plan was to ask home economics teachers to interview the mothers of the pupils drawn in the subsample. This made it feasible to collect some data by this method, even though it is an expensive one.

The purpose was to learn how these mothers believed they would react to situations involving adolescent girls in decision making; also, to determine who in the families the mothers believed should make decisions relating to the daughters' personal lives. These data would serve to determine to what extent the views of mothers and girls differed.

An eighteen-page, 54-item schedule worded in simple language for persons with an average of four years of schooling, the estimated educational level of these mothers, was developed (32, p. 132). A choice of responses was given for

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<sup>1</sup>For a copy of the English version of the interview schedule, see Appendix E.

the majority of the questions and two cards were provided to facilitate responses (Appendix F). Although the items included in the interview schedule were similar in content to those found in the questionnaire for the girls, there was some variation in wording in the two instruments. Thus, the interview schedule included 13 items, the wording of which was related to a girl about the same age as the respondent's daughter. A sample of such an item follows: Do you think a girl about the age of (name) should be allowed to attend social activities held for girls and boys? The writer believed that this technique would be more likely to evoke sincere responses since mothers would feel less emotionally involved in discussing a situation related to some other adolescent than their daughter. Descriptions of the situations portrayed in each item were more detailed in the interview schedule than in the questionnaire to facilitate rapport between the respondent and the interviewer and the former's understanding of the questions.

Items relating to information that described the respondent and which appeared at the beginning of the questionnaire for the girls were placed at the end of the interview schedule. This was done to minimize any antagonistic attitude of the mothers toward supplying personal information.

Two research specialists at Iowa State University judged the interview schedule for completeness, sequence, clarity

and expression. Suggestions were also contributed by personnel of the Statistical Laboratory related to coding and processing of the data.

Four test interviews were conducted with two graduate students in home economics education for the purpose of determining the clarity of the questions, length of the interview and other mechanical aspects of the interview schedule. A few phrases were changed or eliminated. The schedule was then tested with the mother of a thirteen-year-old adolescent girl enrolled in a home economics class in Ames, Iowa. Several minor changes were made in the instrument before it was translated into Spanish.

#### Preparation of Home Economics Teachers to Collect Data

A one-day session was held with 55 of the 57 home economics teachers whose classes were drawn in the sample to prepare them to interview the mothers and to administer the questionnaire to the girls. Also, several school principals, a superintendent of schools, the Director of the Division of Statistics and members of the staff of the Home Economics Education Program of the Puerto Rico Department of Education attended.

Copies of the questionnaire and interview schedule were distributed and discussed at the meeting and an illustration of an interview was given through role playing. All the

teachers were provided with a detailed manual of instructions and a pamphlet about interviewing techniques prepared by the writer to help them in collecting the data. The manual included information related to the purposes of the study and the value of the findings to the home economics teachers and to other leaders who work with adolescent girls; a description of the samples for the study; the teacher's responsibility in collecting the data from girls and mothers; a description of the materials related to the study, such as the questionnaire and interview schedule, response cards, glossary and card for collecting data concerning the occupation of the head of the household; report forms and letters related to the mailing of data to the Home Economics Central Office in the Puerto Rico Department of Education and dates for sending the data.

A second one-day session was held for the two teachers who were absent at the first meeting. The home economics teachers assigned to collect data from five schools which were used as substitutes in the sample were prepared in their own schools at a later date.

### Selection of Samples

#### The girls in the sample

A random sample was drawn of junior and junior-senior high schools after they were stratified by location, urban

and rural, and by size, 1) those with a total enrollment of more than 1,000 pupils and 2) those with fewer pupils. Official records revealed that about one-third of all rural school children at the junior high school level were attending urban schools. It was believed that this might tend to conceal differences between the rural adolescents who attended rural schools and those who attended urban schools in their perception of freedom they were allowed in making decisions. Hence the plan was made to classify the sample into three residence groups: 1) urban, girls who lived in the urban zone and attended urban schools, 2) rural-urban, girls who lived in the rural zone but attended urban schools and 3) rural, girls who resided and attended schools in the rural zone. The decision was reached to select twice the number of urban as of rural schools in order to provide an adequate sample of the first two groups.

It was assumed that 1,000 cases out of a total population of approximately 14,500 ninth-grade girls enrolled in home economics classes in 1959 would yield a representative sample in terms of place of residence, socio-economic level and age, the variables to be studied. In order to obtain approximately 1,000 cases from as large a number of schools as possible, only one home economics class was selected from each school. The following factors were taken into consideration in the selection of the class: 1) it consisted only of



ninth-grade girls, 2) it contained approximately 20 pupils, and 3) it had the teacher, in schools with more than one ninth-grade home economics teacher, who was the most experienced in terms of number of years of teaching at this grade level. Native handicrafts classes, which are a part of the home economics program in Puerto Rico, were not included in the sample since there were only a few ninth-grade classes of this nature.

The home economics teachers whose classes were selected were requested to submit the latest enrollment in these classes shortly before the sample was drawn. This step was necessary since the data on enrollment, on which the sample estimate was based, were secured from reports obtained several months earlier. Although there were some small discrepancies between the enrollment reported at the beginning of the school year and in the later report, these did not affect the sampling estimates. It was decided that a total of 57 schools would yield the number of cases necessary for the study, 19 for each residence group.

Nine schools were eliminated before the sample was drawn: five schools because they were used for pretesting the questionnaire; three because home economics classes were not offered at the ninth-grade level; and one, an accredited private school, because its enrollment was composed entirely of continental American children.

The schools from which the data were to be collected were selected using a random technique. This resulted in the selection of 38 of the 110 urban and 19 of the 132 rural junior high schools in Puerto Rico in 37 of the 77 towns and cities of the Island. Among the schools, 55 were public junior or junior-senior high schools and two were accredited private junior high schools.

When the selected schools were located on the map of the Island of Puerto Rico, they were found to be in all of the geographical areas. Coastal towns and cities were represented as well as towns in the mountainous center. These two types of areas differ markedly in economic and social activities.

Additional schools were selected, in case substitutions were necessary, in a ratio of one for each two schools in the sample using a random technique. Five schools were substituted due to leaves granted to two home economics teachers and to vacancies in three teaching positions at the time the data were collected.

#### The mothers in the sample

The subsamples of mothers and of girls for this study were selected at random from the list of girls in each class at the rate of three cases from each. Only those girls were included in the subsample who had completed questionnaires and who lived with their mothers or with other female adults

responsible for them. Six additional pairs of girls and mothers were selected from each class to provide substitutions for mothers who could not be interviewed because of such factors as illness, absence or refusal to be interviewed. Only two substitutions were made and none of the selected mothers refused to be interviewed.

The final subsample included 171 mothers of girls, 114 from 38 urban public and accredited private schools and 54 mothers from 19 rural public schools. The former yielded 76 urban and 41 rural-urban mothers.

#### Collection of Data

On January 8, 1960, the Secretary of Education issued a memorandum to the selected schools and included with it materials pertaining to the collection of data. The request was made that questionnaires and interview schedules be returned, in the self-addressed stamped envelope, by February 26, if possible.

A follow-up letter was sent to a few schools and by February 26 all but three schools had returned the data. All data were returned by March 10 (Appendix G). Available for use in the study were 1,026 questionnaires from girls and 171 interview schedules from mothers.

To reduce the cost and to equalize the groups as to size, a random selection was made of 250 questionnaires from each

of the three groups. The three questionnaires from the girls in each school whose responses were to be used for comparison with the mothers' responses were retained and deletions were made in proportion to the remaining questionnaires from each class to obtain 750. The results are shown in Table 1.

Table 1. Number of questionnaires collected, deleted and retained for analysis by residence

Residence groups	Number of questionnaires		
	Collected	Deleted	Retained
Urban	502	252	250
Rural-urban	259	9	250
Rural	<u>265</u>	<u>15</u>	<u>250</u>
Total	1,026	276	750

Responses from four mothers were discarded because the data were incomplete. Of the 167 remaining schedules, 76 were from urban, 37 from rural-urban and 54 from rural residence groups.

Three questionnaires were picked at random from each school in the sample and studied to ascertain whether the information concerning the occupation of the head of the household, which the girls had reported in the questionnaire, coincided with that they had supplied on the occupation card filled out a few days prior to the administration of the

questionnaire. The writer concluded that the pupils had followed the instructions accurately. The questionnaires were then sorted into two piles, urban and rural, and the former were subdivided into the urban and rural-urban groups. Similar procedures were followed with the completed interview schedules.

### Determining Freedom Scores

To determine the degree to which the girls were allowed to make decisions regarding their personal lives, it was necessary to quantify the responses to the questionnaire. Scores were used in classifying the respondents into three groups, based on the extent to which the girls reported being allowed to participate in making personal decisions: more democratic, intermediate and less democratic.

To obtain scores from the responses to the items concerning persons who make decisions involving the girl's personal life, these values were assigned: 5, when she reported making the decision alone; 4, when she made the decision with the counsel of parents; 3, when parents made the decision with the girl's counsel; 2, when both parents made the decision; 1, when the mother made the decision and 0, when the father made the decision. Maximum score for the 15 items was 75.

Some of the items concerning the girls' participation in activities outside the home included three or four sub-items

related to conditions under which they were allowed to participate. These items dealt with the practices followed by the girl's family, while the sub-items were related to frequency and conditions under which such practices were effected. Scores from 3 to 1 and from 4 to 1 were assigned to these responses, accordingly. Scores for responses indicating the frequency of participation in the various activities within each sub-item were computed separately and summed to yield a score for the item. Both alternatives, "frequently" and "sometimes," relating to how often the subjects were allowed to participate in activities outside the home, were given a score of one, as inspection of the data revealed that several girls did not discriminate well between the two terms. It seemed reasonable to believe that coding such responses as one and assigning them the same score served the purpose of the study as well, since it was an intermediate response between "always" and "never," the two responses which represented the extremes of freedom. The scores relating to frequency of practice were assigned the following weights:

Always - 2

Frequently or sometimes - 1

Never - 0

An example of an item follows:

Are you allowed to stay overnight at a girl friend's home?

a. Alone: \_\_Always \_\_Frequently \_\_Sometimes \_\_Never

b. Accompanied by a girl friend: ☐ Always

☐ Frequently ☐ Sometimes ☐ Never

c. Accompanied by an adult relative: ☐ Always

☐ Frequently ☐ Sometimes ☐ Never

A score of 1 was assigned to the sub-item a, 2 to sub-item b and 3 to sub-item c. These scores were weighted in terms of the frequency of the practice to obtain a total score for the item. For example, if the girl selected "sometimes" in sub-item a, she received a score of 1 ( $1 \times 1$ ); if she selected "always" in sub-item b, she received a score of 4 ( $2 \times 2$ ).

Those items that related to freedom which required "yes" or "no" responses were scored 1 and 0 respectively.

In cases where the subject failed to respond to an item the writer assigned scores consistent with the manner in which the particular girl or mother had checked other similar items. Thus, a subject who rated low was assigned a low rather than an average or high score on missed items. A total of 140 girls failed to respond to all items. The number of missing responses varied from one to sixteen in the 58-item, 111-response questionnaire; the mean number was 6.5 'no response' items.

The same scoring systems which were used with the responses from the girls were employed with those obtained from the mothers. This allowed for comparison of responses of girls and mothers for each item.

Scores were not assigned to the responses obtained from the item about disagreements with parents or to the free-response type of items in the questionnaire and interview schedule. The purpose for the latter data was to obtain more concrete information concerning the responses girls and mothers gave to certain items for use in interpreting the findings.

For the purpose of computing the freedom score, only those items which evoked responses from all girls in relation to freedom to make decisions were selected. Thus, 13 items were discarded because they were related to general characteristics of the sample; 11, because they were concerned with situations which were not applicable to all the respondents. Among the latter were experiences related to handling money for personal expenses and opportunity to go to the movies and to participate in such organizations as school clubs. The item concerned with sources of disagreements with parents was also excluded from the "freedom" items. Thus, 28 items in the questionnaire relating to participation in activities outside the home, boy-girl relations and persons who make decisions involving the girl's personal life, spending money, selection of an occupation and privacy in the home, were selected as indicative of independence (Appendix H).

Correlations were used to determine internal consistency among the responses to the 28 selected items (Appendix I).



Positive intercorrelations were found for two clusters of items. One contained seven items related to participation in activities outside the home; the other included eight items related to persons who make decisions involving the girl's personal life. The two clusters were used to obtain two freedom scores; they were considered to represent two distinct dimensions of independence of the adolescents from the control of parents and, therefore, to warrant separate treatment. The freedom score concerning participation in activities outside the home was labelled Freedom Score #1, while that related to persons who make decisions involving the girl's personal life was labelled Freedom Score #2. Two scores were computed for each girl and mother in the samples according to their responses to the appropriate items.

#### Development of a Measure of Socio-economic Level

To determine whether variations in the amount of freedom allowed adolescent girls to make personal decisions are related to the socio-economic level, this factor was used as a variable. The writer explored the availability of a reliable measure for determining social class in the Island. Although the scale devised by Sims (25) has been standardized for the Puerto Rican population, it appeared doubtful that data such as income and value of the home and rental would be accessible to the girls in the study. Warner's (33) scale was discarded

for similar reasons. Personnel of the University of Puerto Rico Social Science Research Center advised the use of the Hollingshead's (12) two-factor index of social position. Education and occupation of the head of the household are the two measures required in this scale. Research in social stratification lends support to the use of these factors in determining socio-economic level (5, 13). Moreover, a fairly recent intensive study of social stratification and social mobility in Puerto Rico revealed that these seemed to be the two most reliable factors in determining social class (30). Rapid changes in the social and economic aspects of Puerto Rican life in the past few decades, particularly the emergence of a middle class, make it difficult to depend on factors such as type of house, neighborhood and income as bases for grouping the families in a social prestige scale in the Island. The similarity in the educational and occupational structures in Puerto Rico and the continental United States was believed to make the use of Hollingshead's measure of socio-economic level satisfactory for this study.

Data for the classification of the sample were obtained from information reported by the girls on a card specially designed for this purpose, which they had filled out a few days prior to the questionnaire and transferred to the questionnaire when this was administered. Each girl in the sample was given a socio-economic score which was computed by

assigning weights from 4-0 and 7-1 points to the education and the occupation, respectively, of the head of the household. Scores were assigned to the educational level achieved by the head of the household as follows:

- 4      1 to 4 years of college or university
- 3      some high school education or graduation from  
         high school
- 2      5 to 8 years of elementary school
- 1      1 to 4 years of elementary school
- 0      never went to school

Scores were assigned to the occupational level of the head of the household, as follows:

- 7      professional person
- 6      farm owner (large farm), manager or owner of  
         business concern, owner of wholesale store
- 5      wholesale occupation; merchant in retail trade
- 4      clerical and kindred occupations
- 3      skilled worker
- 2      semi-skilled worker; homemaker
- 1      unskilled worker, farm laborer, unemployed, social  
         welfare client, social security beneficiary,  
         pensioned

Such factors as the number of persons who worked under the individual and whether he owned the business, in part or totally, were also taken into consideration for assigning the

scores. The scores on education and occupation were summed and used to classify the subjects in the sample (Appendix J).

The scores were recorded on the occupation cards which were then sorted into three piles. Those with scores from 7 to 25 included, in the majority of cases, the heads of households with 0 to 4 years of elementary education who were engaged as semi-skilled and unskilled workers and farm laborers, were unemployed or were public welfare clients; these were labelled temporarily Socio-economic Class III (lower). Those cards with scores from 26 to 45 were placed in the second pile and were labelled temporarily Socio-economic Class II (middle). Here, the majority were skilled workers, white collar employees and owners and managers of small businesses and farms who were graduates of elementary school or had had some high school education. The third pile contained the cards of individuals with high school or college education and who were engaged in professional occupations or in the management of their own farms and businesses, with ten or more workers under their supervision; this group was labelled Socio-economic Class I.

Upon inspection, the data from the subjects in the two upper classes revealed small differences in the way they responded to the various items in the questionnaire except in those items relating to sources of disagreement; in addition, the size of the sample in the rural area of highest socio-

economic class was too small for the statistical analyses. For these reasons, the two upper classes were combined and labelled Socio-economic Class I, while the lower class was labelled Socio-economic Class II except for items relating to disagreements. The writer believes that the majority of the pupils in the sample for this study were drawn from the "lower middle" and "lower" classes of the Puerto Rican population; only a small number of cases could have been classified as upper class by Puerto Rican standards. These findings suggest the relatively low socio-economic status that characterizes the population in Puerto Rico which attends public schools. Hernandez (9, p. 13) gave some support to this speculation when she reported only one subject from the middle class and 99 from the upper class among the senior high school pupils from accredited private schools in her study; there were no pupils from the lower class in the private schools in this study.

#### Treatment of the Data

Analysis of variance was used to determine the differences among the groups in terms of residence, socio-economic level and age. To reduce the data to manageable form, the freedom scores were transformed into a 9-point scale, according to an arbitrary plan. Means were calculated for the two freedom scores for residence, age and socio-economic groups

for both girls and mothers.

For the purpose of discovering how close mothers and daughters were in their perception of the amount of freedom that was or should be allowed Puerto Rican adolescent girls at the ninth-grade level to make decisions involving their persons lives, it was planned to correlate the responses of the subsamples of the girls and their mothers. Scores from the responses of the subsample of girls and their mothers to the nine items concerned with participation in activities outside the home were used to make a series of scattergrams. Inspection of these suggested little if any relationship between responses of mothers and girls. However, for three randomly selected items, numbers 14, 19 and 20, correlations were computed. These substantiated the evidence that there was little relationship between the responses of the two groups and, therefore, no further correlations were computed.

To determine the sources of conflicts with parents the responses to the item which contained 26 situations were tabulated and the mean number of disagreements were computed for each of the five areas of conflict: friends, activities outside the home, handling money for personal expenses, clothes and grooming and other parent-child relationships. Plans to test differences between the groups, using analysis of variance could not be carried out because the distribution of responses were not normal and the frequencies in each cell were too

small to use a transformation. Thus, it was decided to interpret these data in terms of frequency of responses from the girls and the mothers.

Data for eight items believed to be most closely related to the purposes of the study in terms of their importance to parents, educators and other youth leaders in Puerto Rico, were analyzed separately to determine the amount of freedom allowed the adolescent girl in making decisions about specific situations related to participation in activities outside the home, money, friends and boy-girl relations and persons making decisions involving the girl's personal life. Two additional items were analyzed because inspection indicated some striking differences among the residence, socio-economic and age groups in one and between the mothers and their daughters in the other. The samples were classified into three groups: "more democratic," "intermediate" and "less democratic." The method of classification was chosen arbitrarily. For example, if the maximum score assigned to one item was 12, the scores were divided as follows: from 0 to 4, "less democratic," from 5 to 8, "intermediate" and from 9 to 12, "more democratic." Since the major purpose of the study was to determine the general pattern of making decisions by adolescent girls, only percentages by residence, socio-economic and age levels of the subjects were computed. In addition, comparisons were made of the free responses of daughters and mothers and sources of disagreement.

## FINDINGS AND DISCUSSION

Data for the present study were analyzed to determine the freedom which Puerto Rican ninth-grade girls perceived that they were being allowed with respect to certain areas of their personal lives such as participation in activities outside the home, friends and boy-girl relationships, handling money for personal expenses, participation in school organizations, privacy in the home and persons making decisions involving the girls' personal lives. It was likewise desired to determine whether there was any relationship between the amount of freedom granted these adolescents to make decisions and their place of residence, socio-economic level and age.

Further analysis of the data was made for the purpose of determining the degree of variability between the responses of the girls and a sample of their mothers with regard to the perception of freedom allowed girls in making personal decisions. Interviews were employed to collect answers from the mothers to a set of items similar to those in the questionnaire for the girls.

Additional information was collected and analyzed to determine the number and type of situations which the girls and their mothers reported as sources of disagreement and the relationship of conflicts to the amount of freedom allowed the girls.

In interpreting the responses obtained from the girls,



the assumption was not made that the responses to the items in the questionnaire necessarily represent their actual behavior. The experiences may have differed from one girl to another, as some girls may have had an experience such as riding in an automobile with a boy friend, while others may have been limited to a mental image of this experience. The latter may have occurred frequently among the younger subjects in the sample.

Due to the large number of items involved in the study, a selection was made of the findings to be presented. Only those relationships which were found to be statistically significant at the 1 or 5 per cent level or those data believed to be most useful to persons planning programs for adolescents and parents are included in the body of the report. Additional data appear in the appendices. When it is felt that non-significant results fit in meaningfully with other results of this study, these non-significant results are discussed.

The findings are based on a sample of ninth-grade girls enrolled in public and accredited private schools of the Commonwealth of Puerto Rico and a sample of these girls' mothers. The data were classified by residence; urban, rural-urban and rural; by socio-economic levels, Socio-economic Class I and Socio-economic Class II, and by age, under 15 years, 15 and over 15. After a brief description of the sample, the findings will be presented relating to the overall aspect of freedom to make certain personal decisions as

reported by girls and mothers. Then, the items selected because they were believed to be most useful to teachers, parents and other community leaders who work with adolescent groups will be included and lastly the aspect concerning sources of disagreement of the girls with their parents.

#### General Characteristics of the Sample

The three residence groups in the study, each represented by 250 cases, making a total of 750 subjects, included girls whose ages ranged from less than 12 years to 19 years (Table 2). Approximately two-fifths of the girls were under 15 years of age, slightly over one-third were 15 years old and one-fifth over 15.

Table 2. Distribution of the sample of girls by age

Age in years	No.	Per cent
Under 15		
12 or under	26	
13	45	
14	239	
Total	310	41.3
15	284	37.9
Over 15		
16	112	
17	31	
18	6	
19	7	
Total	156	20.8

According to the socio-economic classification used for this study, 47.5 per cent of the families were in Socio-economic Class I and 52.5 per cent in Socio-economic Class II (Appendix K). Occupationally, the heads in these households were predominantly skilled, semi-skilled and unskilled workers and farm laborers. The remaining were farmers, merchants, owners of small businesses, clerical workers, homemakers and unemployed or pensioned and persons in professional occupations.

A total of 85.2 per cent of the families had lived in the same town or community during the entire life of the adolescent. A large majority had lived in the same neighborhood for at least five years (78.8%); 13.6 per cent, for two years or less, while only 7.6 per cent had lived less than two years in the same neighborhood.

More than four-fifths of the sample were complete families (83.6%). In most of the other families the mother was the head of the household (60.0%). Among the broken families (16.4%) were 4.1 per cent due to the death of one of the parents, 4.1 due to separation and 3.8 per cent to divorce. A few mothers (4.4%) were unmarried. No data were obtained for 5.6 per cent of the sample on the items concerning the marital status of the mother; the writer is inclined to believe that some of these mothers also were unmarried. Hill (11, p. 50) provided some support to this speculation when he reported that 25 per cent of all unions in his sample from

similar socio-economic groups were common-law marriages; census figures (32, p. 34) give 21 per cent for the total population. In a few cases the girls in this study lived with relatives or non-relatives; also, a few had step-parents.

The largest proportion of families in the sample (41.4%) were those which consisted of parents, the girl and from 3 to 5 other persons. Approximately one-fourth had fewer than three members in addition to the girl and her parents. Another one-fourth had from 6 to 8 additional members and one-tenth more than 8.

The majority of the girls' mothers were between 36 and 45 years of age (55.2%); half of the remainder were under 35. About two-thirds (60.5%) of the mothers were reported as having had one or more years of elementary education, followed by slightly over one-fifth (22.8%) who had some secondary education or who were graduates of a high school. Very few mothers (2.0%) had any college education and almost one-tenth (8.8%) had not attended school. No data were available for 5.9 per cent of the sample.

The majority of the mothers did not work outside the home for pay; only 21.8 per cent were so employed and almost twice as many of these were in urban as in the rural-urban or rural groups. It seems that the trend toward employment of mothers is more an urban than a rural phenomenon. Urban

developments such as the availability of time-saving household equipment; educational opportunities for vocational, technical and professional training of women; the smaller families, the establishment of day-care centers, nursery schools and kindergartens and the availability of employment opportunities in a variety of occupations probably have contributed to the employment of mothers in recent years.

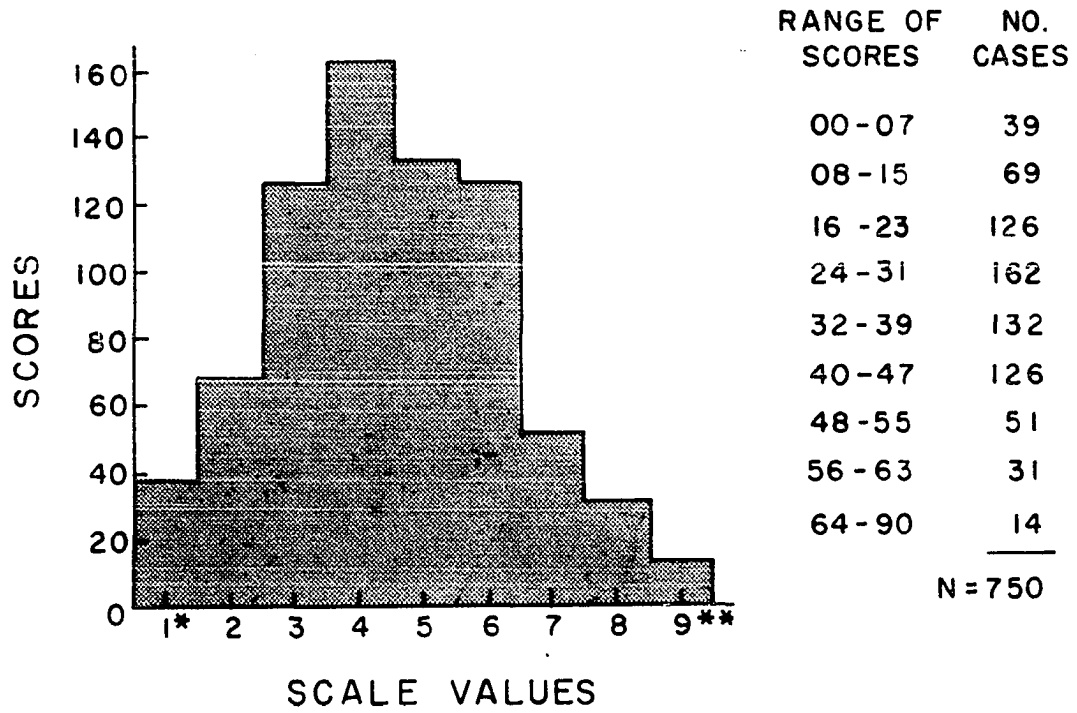
#### Perception of Freedom to Make Personal Decisions

When the responses to items regarding decisions concerned with participation in activities which take place outside the home were scored, they were found to range from 0 to 76 points of a possible 90 points (Fig. 1). The distribution of Freedom Score #1 represents a curve positively skewed toward the "less freedom" end of the scale.

Scores within the range of 48-55 were judged by the panel to be the safe amount of freedom to be allowed ninth-grade girls in Puerto Rico; 51 girls fell in this group. Using this standard 45 girls were being granted more freedom by the parents than was wise but most of the girls, 654, fell below the 48-55 range. The 108 girls whose freedom scores were less than 16 evidently believed that they were being greatly restricted in their opportunities for participating in activities that take place outside their homes.

Freedom Score #2, relating to persons who make decisions

Fig. 1. Distribution of Freedom Score #1, participation in activities outside the home (scores are frequency of scores)



\* LEAST FREEDOM

\*\* MOST FREEDOM

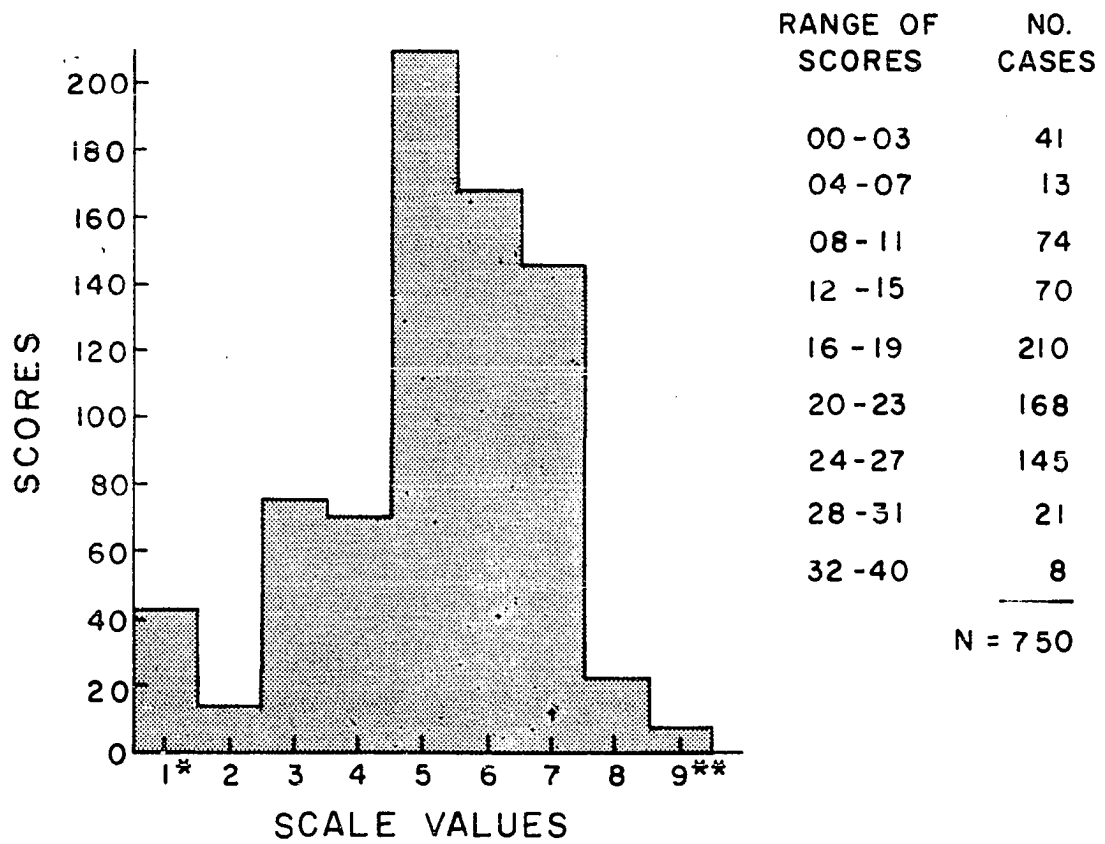
involving the girl's personal life, ranged from 0 to 40 points (Fig. 2). Scores within the range of 28 to 31 were judged by the panel to be the safe amount of freedom to be allowed ninth-grade girls in Puerto Rico; 21 girls were in this group. Eight girls were being granted more freedom by the parents than appears wise but the scores of most of the girls, 721, fell below the 28-31 range. The 41 girls who obtained scores of three or less evidently believed that they were greatly restricted in this respect. However, this distribution of scores showed skewness toward the "more freedom" end of the curve.

When the freedom scores obtained by the 167 mothers were distributed on the scale, it was seen that most of these scores fell well below the range judged by the panel to be the safe amount of freedom to be allowed adolescent girls (Appendix L).

Scores concerning freedom to participate in activities outside the home followed a somewhat similar pattern for the girls as for the mothers. That is, both groups coincided to some extent in their perception of the amount of freedom that was allowed or should be allowed adolescent girls. On the other hand, the distribution of scores concerning persons who made decisions involving the girls' personal lives, indicated skewness of the girls' responses toward the "more freedom" end of the scale, whereas the mothers' scores were



Fig. 2. Distribution of Freedom Score #2, persons who make decisions involving the girl's personal life (scores are frequency of scores)



\* LEAST FREEDOM

\*\* MOST FREEDOM

skewed toward the "less freedom" end. This suggests that girls perceived that they were allowed more freedom than the mothers believed should be allowed girls at this age level in this aspect of decision-making.

Means of the two freedom scores for the sample and subsample of girls and for the sample of mothers were computed and are presented in Table 3 for the purpose of comparison.

Table 3. Means of Freedom Scores #1 and #2 for the sample and subsample of girls and the sample of mothers

Freedom scores	Girls		Mothers (N = 167)
	(N = 750)	(N = 167)	
Freedom Score #1: Participation in activities outside the home <sup>a</sup>	31.3	30.2	36.5
Freedom Score #2: Persons making decisions involving the girl's personal life <sup>b</sup>	17.8	17.5	14.7

<sup>a</sup>Maximum possible score - 90 points.

<sup>b</sup>Maximum possible score - 40 points.

The similarity of means of the freedom scores obtained by the two samples of girls indicates that the subsample is representative of the entire sample with respect to these two scores. When the means for the girls are compared with those of the mothers, it is observed that the mothers had higher scores than the girls on participation in activities outside

the home. This indicates that the mothers believed adolescent girls should be allowed more freedom for participation in these activities than the girls reported they were being permitted. On the other hand, the lower mean scores obtained by the mothers as compared to those of the girls in regard to persons who make decisions involving the girl's personal life suggest, as did the distribution of mothers' scores along the 9-point scale, that they believed that less freedom should be allowed adolescent girls in this area than the daughters themselves reported.

The relationships of residence, socio-economic level and age for the two freedom scores of girls and mothers were explored by analysis of variance. For this treatment the mean scores obtained by the 750 girls and 167 mothers classified by residence, socio-economic level and age were used.

In regard to freedom for participation in activities outside the home, F values showed significant differences beyond the 5 per cent level only among the mothers in the various residence and socio-economic groups, but among the girls in the sample none of the variables or combination of variables was significant (Table 4).

In the light of these findings it may be stated that the data do not support the theory that age, place of residence and socio-economic level are related to the girls' perception of amount of freedom allowed them to participate in activities

Table 4. Analysis of variance for Freedom Scores #1 and #2 for the samples of girls and mothers

Variables	Freedom Score #1 Activities outside the home		Freedom Score #2 Persons making decisions in- volving girl's personal life	
	Girls	Mothers	Girls	Mothers
Residence	--	8.57*	49.00**	--
Age	--	--	12.00*	--
Socio-economic level	--	16.29*	38.00**	--
Residence and age	--	--	22.00**	--
Residence and socio-economic level	--	--	16.00*	--
Age and socio-economic level	--	--	--	--

\*Significant beyond the 5 per cent level.

\*\*Significant beyond the 1 per cent level.

that take place outside the home. There appears to be a greater homogeneity in the pattern of behavior among Puerto Rican families than has been commonly believed. The increase in contacts between rural and urban populations and improvements in the standards of living in rural areas may have contributed to an awareness by rural people of urban developments and a desire to share in them. It seems possible that increasing school attendance in Puerto Rico is a factor in producing this similarity among the young in the various resi-

dence, socio-economic and age groups. The school introduces new patterns which enable the individual to adjust to the demands of his changing environment. These factors seem to lead to a narrowing of differences between the two segments of the Island's population. Findings of a similar nature were reported by Landis (14, p. 13). He found that although there were some differences in personality between the farm, town and city girls in his study, these differences seemed to be narrowing in recent years due to mobility of the population, among other factors. Data analyzed by Burchinal et al. (4, p. 87) in their study on adjustment characteristics of rural and urban children, reported in the year 1957, led them to conclude that there were no significant differences in the levels of personality adjustment among these groups.

Evidence of greater variability among mothers than girls in the urban, rural-urban and rural areas and the two socio-economic classes was to be expected. The former have generally less opportunity than their daughters to be influenced by outside changes, while the children accept more quickly new ideas and habits which affect their behavior at school and at home. These changes in the children tend to result in conflicts with parents rather than to cause the parents to change.

Examination of the means of Freedom Score #1 obtained by girls and by mothers classified into groups gives some indication of where differences are most striking (Table 5).

Table 5. Mean scores of girls and mothers by residence, age and socio-economic class - Freedom Score #1, participation in activities outside the home

Residence	Age level and class <sup>a</sup>					
	Under 15		15		Over 15	
	I	II	I	II	I	II
Girls						
Urban	4.62	4.31	4.92	4.42	5.00	3.67
Rural-urban	4.47	4.51	4.95	4.67	4.64	4.64
Rural	4.26	3.98	4.23	4.19	4.44	4.29
Mothers						
Urban	5.67	5.25	5.40	4.86	5.67	4.12
Rural-urban	5.67	4.83	5.00	5.33	6.00	5.28
Rural	4.86	4.50	4.73	4.90	5.00	4.40

<sup>a</sup>Class refers to socio-economic class I or II.

Regardless of residence, age or socio-economic level, the girls seemed to perceive that more restrictions were imposed by their parents for participation in outside activities than the mothers believed should be allowed.

Although none of the differences among groups of girls for the three variables was significant (Table 4), there seems to be a slight tendency for the means of urban and rural girls in Socio-economic Class I to be higher than those in rural-urban in this class. The mean scores of the mothers suggest a greater tendency among Class II than Class I families to restrict girls in those activities which remove them from the

direct surveillance of parents. It seems pertinent to ask at this point, Is this because the parents in the lower classes question the judgment of their adolescent daughters or because they feel a greater concern about their safety and welfare? There may be also the social prestige factor involved. If, as Stykos (29, p. 71) reports, the lower class has adopted the old and aristocratic Spanish system of the cloistered child rearing, lower class parents may be imitating the old fashioned upper classes in this aspect of participation in activities that take place outside the home and in so doing may exceed the over vigilant supervision of middle and upper classes.

When the mean scores of mothers are compared with regard to residence, it is observed that the rural-urban group most frequently is the highest of the three residence groups. None of the means of the rural mothers is the highest. Inspection of the data in Table 5 confirms the findings in Table 4 that the mean scores of the girls and of the mothers varied little by age of the girl.

Analysis of variance showed highly significant differences among the girls' freedom scores concerning persons who make decisions involving the girl's personal life for the residence and socio-economic groups (Table 4). Differences at the 1 per cent level were found in relation to the variables of residence and socio-economic level and for the com-



bined variables of residence and age. At the 5 per cent level the relationships among the age groups and of the combined variables of residence and socio-economic level were significant.

Mean scores of girls and mothers for the residence, age and socio-economic class provided some additional information regarding the differences among the groups (Table 6). All of the means except one, are higher for girls than for mothers among the residence, age and socio-economic groups. This suggests that girls perceived they were allowed more freedom than mothers reported they believed should be allowed.

Table 6. Mean scores of girls and mothers by residence, age and socio-economic class - Freedom Score #2, persons who make decisions involving the girl's personal life

Residence	Age level and class <sup>a</sup>					
	Under 15		15		Over 15	
	I	II	I	II	I	II
Girls						
Urban	5.28	4.60	5.36	4.53	4.85	4.46
Rural-urban	5.37	5.18	5.23	5.29	5.32	5.52
Rural	5.12	4.80	5.46	4.95	5.89	5.94
Mothers						
Urban	4.62	4.00	4.87	3.86	3.67	3.75
Rural-urban	5.67	4.33	4.28	4.50	4.00	4.14
Rural	4.14	4.42	4.73	4.50	3.50	5.00

<sup>a</sup>Class refers to Socio-economic Class I or II.

The differences among girls, significant at the one per cent level (Table 4), between socio-economic classes, are generally in the direction of Class I having larger mean scores than Class II. The higher educational status of Class I parents over those of Class II may account, to some extent at least, for some of these differences. Furthermore, families of Class I, middle and upper-middle, more frequently than those of the lower class, have facilities that encourage activities by the girls away from the home and parental supervision. These lead to demands from the girls for more independence.

When the means are examined for the combined factors of residence and age, significant at the one per cent level (Table 4), it was found that rural-urban and rural girls had higher mean scores than those in urban areas. This is in contrast to the popular belief that urban families are more democratic in this respect of their child-rearing practices than rural families.

When the data relating to socio-economic level are examined (Table 6), it is clear that girls from Socio-economic Class II reported being allowed to participate in decisions less frequently than girls in Class I; mean scores for the latter tended to be higher. This is an interesting finding, particularly since the opposite was true of the freedom scores relating to participation in activities outside the home. The

writer is inclined to believe that girls from Class II, lower class and frequently with less well-educated parents, than Class I girls, may perceive that their parents tend to have a larger share in decision making related to their personal lives, as has been the traditional pattern in the Puerto Rican culture (29, p. 71). On the other hand, girls from Class I, middle and upper-middle classes, are more accessible to situations related to participation in outside activities about which they have to make decisions on their own at times. As a result, they perceive that more freedom is allowed them for participation in social activities than in regard to situations relating to persons who make the decisions involving their personal lives. These girls more frequently graduate from high school and college than do lower-class girls. It seems probable that parents of this group anticipate the need for emancipation of their daughters when the time comes for them to leave the shelter of the family to attend school away from home and start giving them some freedom to make decisions. Furthermore, lower class girls tend to leave school before they finish high school and to get married soon after. Hill's (11, p. 54) sample of lower-class mothers showed that 41 per cent of them were married by the time they were 16 years of age and 89 per cent of them had been married by the time they reached the average age at marriage of young American women, 20.6 years. If this is the case, the tendency is

to stress parental supervision of the girls to tighten disciplinary practices in regard to the girls' movements; hence, their lesser participation in decision making than is observed among Class I girls.

Relationships of Perceptions of Freedom  
by Girls and their Mothers

For the purpose of determining how close mothers and their daughters were in their perception of the amount of freedom that was or should be allowed the latter in regard to making decisions, scores from the responses of girls and their mothers to the nine items concerned with activities outside the home were plotted on a series of scattergrams. In spite of the fact that inspection of these scattergrams suggested little relationship between responses of the two groups, responses to three randomly selected items were correlated. This test indicated only two coefficients high enough to be significant between mothers' and daughters' perception of freedom concerning the aspect of participation of adolescent girls in activities that take place outside the home (Table 7). The one, a correlation obtained in the urban group, item #20, permission allowed the girls to attend social activities for boys and girls, showed no relationship between mothers' and daughters' responses in the rural and rural-urban residence groups. Responses to item #14, permission to stay away from home, overnight, at a girl friend's home, were

Table 7. Correlations between responses of girls and their mothers to three items

Item no.	Item	Residence	No. of pairs	Correlation
14	Are you allowed to stay away from home, overnight, at a girl friend's home?	Urban	76	.277
		Rural-urban	37	.034
		Rural	54	.317*
15	Are you allowed to stay away from home, overnight, at a relative's home?	Urban	76	.165
		Rural-urban	37	-.021
		Rural	54	.290
20	Are you allowed to attend social activities held for boys and girls?	Urban	76	.384**
		Rural-urban	37	-.063
		Rural	54	.029

\*Significant beyond the 1 per cent level.

\*\*Significant beyond the 5 per cent level.

significantly correlated for the rural group only. None of the correlations of responses of daughters and mothers to item #15, related to staying away from home, overnight, at a relative's home, was significant.

These findings reveal a rather inconsistent pattern in the responses of the paired groups of mothers and daughters to the three items. Such ambivalent findings led the writer to consider inadvisable treatment of the remaining items, especially since the responses appeared in the plotted scattergrams to have little relationships. Judging from the fairly marked differences in the mean scores obtained by girls and mothers for Freedom Score #1, (Table 3), the area

concerned with girls' participation in outside activities, these low correlations were to be expected. It seems that mothers were, as a general rule, more restrictive, according to the girls' perception than these mothers believed they were; furthermore, that in certain situations about which the mothers believed they were quite permissive, the girls perceived a restrictive behavior.

These findings do not support the theory that mothers and daughters, by virtue of living together and supposedly abiding by a common pattern of family norms, are close in their perception of amount of freedom permitted adolescent girls to make personal decisions involving activities outside the home.

#### Perception of Freedom in Certain Situations

Separate analysis of the responses from girls and mothers to 10 items provided information in regard to the sources of differences among the groups studied in addition to mean scores and analyses of variance.

Data for eight items believed to be most closely related to the purposes of the study, in terms of their importance to parents, educators and other youth leaders in Puerto Rico, were analyzed separately to determine the extent to which girls reported being allowed to make certain decisions. Two additional items were analyzed because inspection indicated

striking differences in responses among the groups studied, in one case, and between girls and mothers, in the other. The subjects were classified into "more democratic," "intermediate" and "less democratic," for each of the four items relating to extent of freedom girls perceived they were allowed for participating in activities outside the home. The maximum number of points for each item was divided by three to classify the subjects into three groups. Only percentages were computed, since the major purpose of the study was to determine the general pattern followed in the family for making decisions which involve the girl's personal life.

The judges in the panel had decided that adolescent girls should be making certain decisions concerning their participation in social activities where other girls are present. They believed that participation in this area was a good place for adolescents to begin to develop skills in dealing with peers. It was also believed that participation is important for the attainment of personal identity, particularly in our culture at the present time.

The data in Table 8 indicate that the girls who were classified as "intermediate" more frequently than those in the other two classifications were allowed to attend social activities for girls. The residence, age and socio-economic groups in the sample seem to have the same amount of freedom to participate in these activities.

Table 8. Frequency of girls by type of family authority pattern given permission to attend activities for girls

Age and type of authority pattern	No. of cases	Residence group and class <sup>a</sup>																	
		Urban						Rural-urban						Rural					
		I		II		Total		I		II		Total		I		II		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Under 15</u>																			
More democratic	63	20	25	7	20	27	23	9	24	9	12	18	19	10	20	8	15	18	17
Intermediate	76	48	59	22	63	70	60	21	55	34	67	55	61	25	50	26	47	51	49
Less democratic	71	13	16	6	17	19	17	8	21	8	21	16	20	15	30	21	38	36	34
<u>15</u>																			
More democratic	54	11	22	10	21	21	22	8	21	12	23	20	22	5	13	8	14	13	14
Intermediate	157	26	52	29	62	55	57	22	56	27	52	49	54	22	56	31	54	53	55
Less democratic	73	13	26	8	17	21	21	9	23	13	25	22	24	12	31	18	32	30	31
<u>Over 15</u>																			
More democratic	30	5	38	2	8	7	23	5	18	7	17	12	17	5	28	6	19	11	23
Intermediate	87	5	39	18	75	23	57	18	64	23	55	41	59	9	50	14	45	23	47
Less democratic	39	3	23	4	17	7	20	5	18	12	28	17	24	4	22	11	36	15	30

<sup>a</sup>Class refers to Socio-economic Class I or II.



When the data in relation to item #20, Table 9, participation in social activities for boys and girls, are compared with those in Table 8 a marked drop in the percentage in "more democratic" classifications is noted, especially among the younger adolescents. Also there is an increase in the proportion in the "intermediate" groups. Regardless of residence, age or socio-economic level, the girls who were classified as "intermediate," more frequently than those in the other two classifications, reported that they were allowed to attend social activities for girls and boys. In contrast to the other residence groups, urban girls tended to be allowed greater freedom as age increased.

It was believed by the panel of judges that some amount of freedom should be allowed adolescent girls to visit friends and to attend certain types of group activities such as 4-H Club and Girl Scouts' rallies, conventions of the Association of Future Homemakers of America and church and community meetings of various kinds which require their staying away from home, overnight, or for a longer period of time. This participation was believed to contribute to the girls' development of social poise and independent behavior in groups and at the same time to result in their gradual emancipation from parental dependency.

Analysis of item #14 (Table 10), freedom to stay away from home, overnight, at a girl friend's home, showed that,

Table 9. Frequency of girls by type of family authority pattern given permission to attend social activities for boys and girls

Age and type of authority pattern	No. of cases	Residence group and class <sup>a</sup>																	
		Urban						Rural-urban						Rural					
		I		II		Total		I		II		Total		I		II		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<hr/>																			
<u>Under 15</u>																			
More democratic	25	10	12	3	9	13	11	3	8	2	4	5	6	2	4	5	9	7	6
Intermediate	222	60	74	25	71	85	72	27	71	41	80	68	76	36	72	33	60	69	67
Less democratic	63	11	14	7	20	18	17	8	21	8	16	16	18	12	24	17	31	29	27
<hr/>																			
<u>15</u>																			
More democratic	35	9	18	8	17	17	18	5	13	5	10	10	11	4	10	4	7	8	8
Intermediate	188	33	66	28	60	61	62	24	61	39	75	63	69	26	67	38	67	64	67
Less democratic	61	8	16	11	23	19	20	10	26	8	15	18	20	9	23	15	26	24	25
<hr/>																			
<u>Over 15</u>																			
More democratic	23	5	38	4	17	9	24	5	18	5	12	10	14	0	0	4	13	4	6
Intermediate	102	6	46	14	58	20	54	18	64	29	69	47	68	16	89	19	61	35	77
Less democratic	31	2	16	6	25	8	22	5	18	8	19	13	18	2	11	8	26	10	17

<sup>a</sup>Class refers to Socio-economic Class I or II.

Table 10. Frequency of girls by type of family authority pattern given permission to stay away from home, overnight, at a girl friend's home

Age and type of authority pattern	No. of cases	Residence group and class <sup>a</sup>																	
		Urban						Rural-urban						Rural					
		I		II		Total		I		II		Total		I		II		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<hr/>																			
<u>Under 15</u>																			
More democratic	3	1	1	1	3	2	1	0	0	1	2	1	0	0	0	0	0	0	0
Intermediate	58	13	16	3	9	16	12	4	11	14	28	18	18	15	30	9	16	24	22
Less democratic	249	67	83	31	88	98	87	34	89	36	70	70	82	35	70	46	84	81	78
<hr/>																			
<u>15</u>																			
More democratic	5	1	2	0	0	1	0	2	5	1	2	3	4	1	3	0	0	1	1
Intermediate	54	11	22	5	10	16	20	11	28	12	23	23	25	6	15	9	16	15	16
Less democratic	225	38	76	42	90	80	80	26	67	39	75	65	71	32	82	48	84	80	83
<hr/>																			
<u>Over 15</u>																			
More democratic	2	0	0	0	0	0	0	0	0	1	2	1	1	1	6	0	0	1	0
Intermediate	28	2	15	1	4	3	10	5	18	8	19	13	19	4	22	8	26	12	14
Less democratic	126	11	85	23	96	34	90	23	82	33	79	56	80	13	72	23	74	36	76

<sup>a</sup>Class refers to Socio-economic Class I or II.

in contrast to the responses to items #19 and #20, the girls classified as "less democratic," more frequently than those in the other two groups, reported this practice. In general all groups, regardless of residence, age or socio-economic level, had similar distributions in regard to type of family authority pattern; a very small percentage of girls fell in the "more democratic" group, whereas about three-fourths of the subjects were classified as "less democratic." Somewhat more freedom seemed to be granted 15-year-old girls for staying away from home, overnight. The most striking difference was found between Class I and II in the rural-urban "intermediate" groups of girls under 15.

Examination of data for item #16, permission to stay away from home, overnight, to attend certain types of activities, yielded a similar pattern to that found for item #14, permission to stay away from home, overnight, at a girl friend's home (Table 10). Girls in the "less democratic" families, more frequently than any other group, reported being granted freedom for this kind of participation. No striking differences were observed among the groups by place of residence, age or socio-economic level.

The data for two of the 15 items relating to persons who made decisions involving the girls' personal lives were analyzed in relation to the judges' belief about the amount of freedom which was reasonable to allow these adolescents.

Table 11. Frequency of girls by type of family authority pattern given permission to stay away from home, overnight, to attend certain types of activities

Age and type of authority pattern	No. of cases	Residence group and class <sup>a</sup>																	
		Urban						Rural-urban						Rural					
		I		II		Total	I		II		Total	I		II		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
<u>Under 15</u>																			
More democratic	9	4	5	0	0	4	4	0	0	1	2	1	2	1	2	3	5	4	3
Intermediate	98	25	31	11	31	36	31	16	42	17	33	33	38	16	32	13	24	29	28
Less democratic	203	52	64	24	69	76	65	22	58	33	65	55	60	33	66	39	71	72	69
<u>15</u>																			
More democratic	11	3	6	2	4	5	5	2	5	1	2	3	3	1	3	2	4	3	3
Intermediate	87	17	34	7	15	24	25	12	31	18	35	30	33	13	33	20	35	33	34
Less democratic	186	30	60	38	81	68	70	25	64	33	63	58	64	25	64	35	61	60	63
<u>Over 15</u>																			
More democratic	12	1	8	1	4	2	6	2	7	5	12	7	10	0	0	3	10	3	6
Intermediate	34	3	24	3	12	6	16	9	32	9	21	18	26	5	28	5	16	10	20
Less democratic	110	9	69	20	84	29	78	17	61	28	67	45	64	13	72	23	74	36	74

<sup>a</sup>Class refers to Socio-economic Class I or II.

This belief was based on the premise that showing respect for the adolescent's judgment added to her status, both in her own eyes and in the eyes of her peers.

Examination of girls' responses to item #27, concerned with persons who made decisions regarding permission to stay away from home, overnight, to attend certain types of activities, showed that very few girls, almost all in the urban group, were allowed to decide about this matter (Table 12). The few who were allowed lived in an urban area, with one exception. About 50 per cent of the girls reported no participation in decision making concerned with this aspect in their lives; parents decided for the girl in these cases. In the urban group there was some class difference; more girls in Class II than in Class I shared in decisions of this type. There appears to be little difference among other residence and in socio-economic groups.

When responses of mothers and their daughters to this item were compared, some differences appeared as to the way each group perceived the situation. In all three residence groups approximately twice as many daughters as mothers reported that decisions of this kind were made by the parents with the girl's participation. Similarly, twice as many mothers as daughters reported that one parent made the decision without the participation of the girl. These contradictory findings suggest that while girls seem to perceive

Table 12. Frequency with which certain persons made decisions regarding permission to stay away from home, overnight, to attend certain types of activities

Persons who made decisions	No. of cases	Residence group and class <sup>a</sup>																	
		Urban						Rural-urban						Rural					
		I		II		Total		I		II		Total		I		II		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Girl alone	13	2	1	10	9	12	5	1	1	0	0	1	1	0	0	0	0	0	0
Girl and parents	77	12	8	23	22	35	15	9	8	12	8	21	7	9	8	12	8	21	3
Parents and girl	291	57	40	34	32	91	36	41	39	57	39	98	39	49	46	53	37	102	41
Parents	263	52	36	35	33	87	34	40	38	55	38	95	38	34	32	47	33	81	32
Mother	50	10	7	4	4	14	6	9	9	12	8	21	9	5	5	10	7	15	6
Father	56	11	8	0	0	11	4	5	5	9	7	14	6	10	9	21	15	31	13

<sup>a</sup>Class refers to Socio-economic Class I or II.

that parents take into consideration the girls' points of view when decisions of this kind are made and that, therefore, they participate in such decisions, parents, on the other hand, may not regard this as participation by the girls but rather as a decision made by parents.

Comparison of the data for the two items concerned with staying away from home, items #14 and 16, with the two items related to attending social activities, items #19 and 20, indicates that more restrictions were imposed upon the girl's participation in the former. These findings seem to substantiate those presented in Table 12; that parents tend to exert a strict discipline in matters relating to leaving the home, overnight, to attend church, school and other such activities.

In summary, it may be said that these adolescent girls, regardless of residence, age and socio-economic levels, tend to be reared under less democratic patterns of family authority in respect to those activities that require their leaving the home and staying away from it, overnight, than in less extensive activities. This may be due to the fact that parents believed there was inadequate supervision when the girls were away from home a longer period of time.

To discover the presumed association between amount of freedom allowed the girl in relation to participation in activities outside the home and sources of disagreements with parents, responses to the five sub-items of item #52 related



to this aspect were studied. It was found that among the 26 sub-items listed as sources of disagreement with parents, the two ranking highest in frequency belonged to this area.

"Whether I should ride in an automobile with a boy friend" drew a 64 per cent response, while "Some places where I want to go alone" was reported by 63 per cent of the girls (Appendix M). Slightly less than one-half of the girls reported "Time to return home from visiting a girl friend's home at night" (46%) and "Time to return home from a party in the evening" (45%) as other sources of conflicts, whereas whether the girl should dance was reported by only 22 per cent of the total sample.

On the basis of the importance that supervised group activities have in the programs of youth group organizations in Puerto Rico, such as Girl Scouts of America, 4-H Clubs and Future Homemakers of America, there seems to be reason for concern about these findings in terms of parental attitude. It seems necessary to develop programs with parents for the purpose of helping them learn about the objectives of these organizations and the type of supervision provided by responsible adults. Such an educational program should increase parental interest and confidence resulting in greater participation of girls in the youth organizations.

Allowing the adolescent girls freedom to choose their own friends was believed to be a test of independence in the

family that reveals the acceptance by parents of the fact that their daughters are growing into the maturity of adulthood. It was likewise believed that as independence and self-reliance begin to emerge, adolescents seem to feel a loss of security which comes with the break with parents and other adults near them; this, they compensate for by firm friendships with adolescents of the same or opposite sex.

By their own admission most of the girls in the study, in answering item #39 (Table 13) reported that they believed they were not capable of choosing their friends, boys included. Least confident of their ability to choose their friends were the rural-urban girls. Regardless of age, urban girls in Classes I and II, more than any other groups, reported being mature enough to assume the responsibility for choosing their friends. Older girls in the three residence and in the two socio-economic groups indicated they were capable of choosing their friends. When mothers' and daughters' responses to this item were compared it was found that approximately twice as many daughters as mothers reported that the girls were old enough and capable of choosing their friends. This suggests that parents feel some concern by the fact that they no longer seem to hold first place in the adolescents' affection and try to delay the adolescents entering into more mature relationships with their peers. On the other hand, parents may fear that through association with friends,

Table 13. Frequency with which girls perceived themselves capable of choosing their friends

Age	No. of cases	Residence group and class <sup>a</sup>																	
		Urban						Rural-urban						Rural					
		I		II		Total	I		II		Total	I		II		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Under 15	161	57	70	19	54	76	61	16	42	20	39	36	40	27	54	22	40	49	45
15	174	31	62	32	68	63	64	25	64	26	50	51	57	25	64	35	61	60	62
Over 15	104	10	77	15	63	25	71	18	64	27	64	45	64	14	78	20	65	34	72

<sup>a</sup>Class refers to Socio-economic Class I or II.

their daughters may engage in activities that are both harmful to themselves and disapproved by society. Mothers in the study supplied some support to these points. In indicating what they thought about allowing adolescent girls choosing their own friends, slightly more than one-half (57%) favored such practice and listed, among other reasons for their responses, that this was a good opportunity for the girl to learn how to choose desirable friends; that the girl needs friends and she is old enough to choose them and that friends help in sharing in such common interests as recreation and studies. Those mothers who opposed the practice of allowing adolescent girls to choose their friends (43%) claimed, among other things, that the girl is not old and mature enough and that neither the girl nor her friends should be trusted.

There was interest in discovering at what age these girls believed they were capable of making choices in regard to friends. In general, most girls surprisingly reported 15 to 16 as the age for making decisions of this type, regardless of age or socio-economic status (Table 14). When residence groups were examined, it was found that rural girls under 15 believed the proper age was 17 or over. Only small differences were found between Class I and Class II in the urban group at the three age levels. Rural-urban and rural groups, however, showed striking differences, particularly among the

Table 14. Age at which girls perceived they were capable of choosing friends

Age	No. of cases	Residence group and class <sup>a</sup>																	
		Urban						Rural-urban						Rural					
		I		II		Total		I		II		Total		I		II		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<hr/>																			
<u>Under 15</u>																			
14 or under	82	23	28	8	25	31	26	7	18	9	18	16	18	17	34	18	33	35	33
15 to 16	113	42	52	18	51	60	51	17	45	15	29	32	37	15	30	6	11	21	20
17 or over	115	16	20	9	26	25	23	14	37	27	53	41	45	18	36	31	56	49	47
<hr/>																			
<u>15</u>																			
14 or under	22	3	6	2	4	5	5	2	5	5	10	7	7	5	13	5	9	10	11
15 to 16	152	30	60	28	60	58	60	20	51	21	40	41	45	26	67	27	47	53	57
17 or over	110	17	34	17	36	34	35	17	44	26	50	43	48	8	20	25	44	33	32
<hr/>																			
<u>Over 15</u>																			
14 or under	11	1	8	1	4	2	6	2	7	0	0	2	4	2	11	5	16	7	18
15 to 16	71	8	62	14	58	22	60	14	50	15	36	29	43	9	50	11	35	20	42
17 or over	74	4	30	9	38	13	34	12	43	27	64	39	53	7	39	15	49	22	40

<sup>a</sup>Class refers to Socio-economic Class I or II.

classes; Class II girls, more often than those in Class I, believed that choosing friends should be a decision for girls 17 or over. Except for the rural group there was a tendency, as age increased, for girls to believe that age of choosing friends should be 17 or over.

When asked about who made decisions concerning the choice of friends, slightly over one-fourth of the girls in all of the three residence groups reported making the decisions (Table 15). Approximately two-thirds of rural-urban and rural girls did not participate in the selection of their friends, this being a decision made by their parents; in the urban group, one-fourth of the girls were so restricted. Some striking differences between the two socio-economic levels were observed; more freedom was granted urban and rural Class I girls in deciding about choice of friends than was granted to the rural-urban groups. The writer believes that the urban social demands on today's Puerto Rican adolescents do not seem to give urban parents the type of control which they wish over the selection of friends by their daughters. There may be less pressure among rural-urban and rural families. In the latter groups, besides, girls do not, as often as urban girls, involve themselves with outside activities which promote the social contacts with peers of the same and of the opposite sex.

Striking differences are seen in the responses of girls to one item related to parental restriction of association

Table 15. Frequency with which certain persons made decisions concerning the choice of the girls' friends

Persons who made decisions	No. of cases	Residence group and class <sup>a</sup>																	
		Urban						Rural-urban						Rural					
		I		II		Total		I		II		Total		I		II		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Girl alone	202	45	31	27	26	72	29	24	23	28	19	52	21	29	27	49	34	78	31
Girl and parents	93	23	16	12	11	35	13	13	12	22	15	35	14	8	7	15	11	23	8
Parents and girl	232	48	33	32	30	80	32	35	33	53	37	88	35	29	27	35	24	64	26
Parents	119	18	13	14	13	32	13	20	19	23	16	43	17	23	22	21	15	44	19
Mother	72	10	7	17	16	27	11	9	9	11	8	20	9	11	10	14	10	25	10
Father	32	0	0	4	4	4	2	4	4	8	5	12	5	7	7	9	6	16	6

<sup>a</sup>Class refers to Socio-economic Class I or II.

with friends, the under 15-year-old group reporting being the most restricted between two of the residence and both socioeconomic groups (Table 16). There was a tendency for girls in Class I in most of the groups to report being less restricted concerning this area, except rural girls over 15 years of age and urban 15-year-olds in Class I.

It is interesting to note that while the urban group perceived that they were being allowed more freedom to choose their friends (Table 16), they still felt strong pressures from parents in the latter's struggle to maintain control over the girls' activities in regard to associating with friends. It seems probable that urban parents fear that their adolescent daughters may engage in activities that do not meet the approval of society. On the other hand, it is also to be expected that if they experience too much parental supervision of their social activities, the adolescents may develop attitudes of resentment toward parents which result in non-conforming behavior and moreover in serious consequences. In dealing with adolescent development and courtship patterns in Puerto Rico, Bunker (3, p. 8) makes the statement that it is of utmost importance that the developing adolescents in the Island be provided with more opportunities to choose friends and maintain friendships with peers of both sexes, to organize supervised social activities where boys and girls have the chance to be together, talk and know each other. This, adds



Table 16. Frequency with which girls reported parental restriction of association with friends

Age	No. of cases	Residence group and class <sup>a</sup>											
		Urban						Rural-urban					
		I		II		Total		I		II		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Under 15	126	37	46	14	40	51	43	17	45	18	35	35	40
15	104	17	34	18	38	35	36	19	49	19	37	38	43
Over 15	40	5	38	6	25	11	31	10	36	10	24	20	30

<sup>a</sup>Class refers to Socio-economic Class I or II.

this author, will eventually result in happier and better adjusted adolescents and in more effective selection of mates than is to be expected from the too restricted boy-girl relationships parents are striving so hard to maintain. Similar points of view were held by Hill (10, p. 197).

It was not surprising that attending social activities escorted by boy friends is very restricted for adolescent girls in Puerto Rico. All girls, regardless of age, residence or socio-economic level, reported a large amount of parental control in this respect (Table 17). Rural girls were the most restricted, followed by the rural-urban girls. Class I parents seemed, from the responses of these girls, to be less restrictive than Class II parents in all the residence and age groups, particularly among the urban and rural girls over 15 years of age. Older girls in urban and rural-urban groups reported being given more freedom for participation than the rural groups, those under 15 being less restricted than the 15-year-olds. This seems logical, since parents may not fear the threats of serious emotional involvements between the younger groups of boys and girls.

When the outside activity involved riding in an automobile with a boy friend, small differences were found among the groups from the responses to the items concerned with attending a social activity escorted by a boy friend, except for the rural group of 15-year-olds (Table 18). Here, more

Table 17. Amount of freedom which girls perceived being allowed to attend social activity escorted by a boy friend

Age and amount of freedom	No. of cases	Residence group and class <sup>a</sup>																	
		Urban						Rural-urban						Rural					
		I		II		Total		I		II		Total		I		II		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Under 15</u>																			
Complete	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Some	160	46	57	19	54	65	55	20	53	24	47	44	50	25	50	26	47	51	48
None	150	35	43	16	46	51	45	18	47	27	53	45	50	25	50	29	53	54	52
<u>15</u>																			
Complete	2	0	0	0	0	0	0	2	5	0	0	2	0	0	0	0	0	0	0
Some	118	27	54	23	49	50	52	16	41	21	40	37	40	12	31	19	33	31	52
None	164	23	46	24	51	47	48	21	59	31	60	52	60	27	69	38	67	65	68
<u>Over 15</u>																			
Complete	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Some	81	9	69	11	46	20	67	16	57	24	57	40	57	11	61	10	32	21	46
None	75	4	31	13	54	17	33	12	43	18	43	30	43	7	39	21	68	28	54

<sup>a</sup>Class refers to Socio-economic Class I or II.

Table 18. Amount of freedom which girls perceived being allowed to ride in an automobile escorted by a boy friend

Age and amount of freedom	No. of cases	Residence group and class <sup>a</sup>																	
		Urban						Rural-urban						Rural					
		I		II		Total		I		II		Total		I		II		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Under 15</u>																			
Complete	3	1	1	0	0	1	1	0	0	1	2	1	1	1	2	0	0	1	1
Some	156	41	51	16	46	57	48	18	47	22	43	40	45	29	58	30	55	59	56
None	151	39	48	19	54	58	51	20	53	28	55	48	54	20	40	25	45	45	43
<u>15</u>																			
Complete	5	0	0	0	0	0	0	3	8	1	2	4	5	1	3	0	0	1	2
Some	159	32	64	26	55	58	60	23	59	28	54	51	56	20	51	30	53	50	52
None	120	18	36	21	45	39	40	13	33	23	44	36	39	18	46	27	47	45	46
<u>Over 15</u>																			
Complete	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Some	88	7	54	13	54	20	54	19	68	24	57	43	63	8	44	17	55	25	50
None	68	6	46	11	46	17	46	9	32	18	43	27	37	10	56	14	45	24	50

<sup>a</sup>Class refers to Socio-economic Class I or II.

freedom was allowed to ride in an automobile than to attend social functions escorted by a boy friend. It seems that parents saw more threats to their daughters' safety in activities that suggest a more close and personal relationship, like social activities in which most often dancing is involved. When mothers were requested to express their points of view about adolescent girls' riding in a car with a boy friend, 57 per cent were opposed to granting permission. They claimed that girls were too young and inexperienced for such activities; that some boys could not be trusted; that it was dangerous for the personal safety of both girl and boy because of car accidents; that heavy drinking may be involved as well as going somewhere else than planned; that girls do not know how to protect themselves and to avoid public criticism. None of the mothers agreed to allow total freedom, while 43 per cent agreed to some freedom. This is an expected reaction of parents of adolescents, the writer believes. However, some freedom needs to be granted gradually to the older girls to provide experience so they can learn how to deal with situations presented in this type of activity.

Privacy was not reported by the girls as an area about which they perceived lack of the freedom they desired. This is a contrast to their responses to other items (Table 19). The writer believes that as in the case of handling money, the girls did not report this as a restriction, since many

Table 19. Frequency with which girls perceived being allowed privacy in their homes

Age	No. of cases	Residence group and class <sup>a</sup>											
		Urban				Rural-urban				Rural			
		I		II		Total		I		II		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Under 15	239	73	90	25	71	98	80	27	71	35	69	62	70
15	210	41	82	39	83	80	83	27	69	36	69	63	69
Over 15	101	12	92	10	42	22	67	22	79	27	64	49	71

<sup>a</sup>Class refers to Socio-economic Class I or II.

live in houses where privacy cannot be provided due to inadequate facilities. Wolf (36, p. 417) has stated in relation to this situation that privacy is not highly valued among the Puerto Rican people, in general, and that in many instances a person who seeks privacy is considered to have strange tastes.

#### Sources of Disagreements between the Girls and their Parents

In an attempt to explore further the relationship between the amount of freedom to make decisions involving their personal lives that is or should be allowed Puerto Rican adolescent girls and the sources of disagreements of girls with their parents, responses were analyzed from girls and mothers to the 26 situations concerning sources of conflicts. The writer assumed that as the girl matures in age and experience she feels the need to participate in making decisions that affect her own life as well as to share in other family decisions and responsibilities. It was assumed, likewise, that granting her such opportunities leads to satisfactory adjustments in the family group through a cooperative understanding and, hence, to a minimum of friction, whereas, domineering parental practices are likely to result in numerous conflicts and a climate of disharmony between parents and adolescent. If such perception possesses any validity, it might be expected to be related to the frequency with which the subjects,

girls and mothers, reported sources of disagreements between them. These responses were classified for analysis into five groups: activities outside the home, friends and boy-girl relationships, clothes and grooming, handling money for personal expenses and other relationships with parents. Data for the girls are presented in Appendix M. The most common sources of conflict, in descending order of frequency, were riding in an automobile with a boy friend (64%), the choice of places to go alone (63%), attending social functions escorted by a boy friend (55%) and the places to go with peers (50%). It appears that the area of outside activities is a source of marked family frictions. This suggests the zealous attempt of parents to keep their daughters from the company of boys and men, specially after they have reached puberty, the "cloistering pattern" which Stycos (29, p. 71) describes in his study of the Puerto Rican family.

Following in frequency were conflicts related to "some decisions I think I should be allowed to make" (44%). Earlier findings reveal that, as a general rule, the girls in this sample seemed to be far less independent in the important area of making personal decisions than was believed by the judges to be desirable at this stage of the girl's development. Therefore, it is not surprising to find this evidence of frequent disagreements.

Approximately one-fourth of the girls reported money as



a source of conflict with parents. This raises the question whether the lack of disagreement between a large number of girls and their parents in this area was due to the fact that many Puerto Rican adolescents do not have any money to handle and, therefore, money does not constitute a common source of conflict with parents. Perhaps allowing children to handle money is a fairly recent development in many Puerto Rican homes resulting from the adoption of the American custom of giving an allowance to the children. Family income is limited particularly among families in the laboring classes. Handling money for personal expenses was not listed among the commonly reported problems by Hernández' (9, p. 11) subjects, either. In their study of American adolescents, the University of Michigan Survey Research Center (31, p. 84) reported that 69 per cent of their sample had or had had allowances; in the sample for the present investigation, however, only 38 per cent of the girls had money from such source. It seems reasonable to ask, then, when and how are these young people to learn how to handle money of their own? Increasing occupational opportunities for high school graduates in the Island suggest that many of today's adolescents, including girls, will be earning money within a few years. Perhaps additional data need to be collected for further exploration of this important problem to obtain a more adequate picture concerning the aspect of money management.

Between one-fourth and one-third of the sample reported conflicts concerned with such parent-adolescent relationships as parental interest in knowing about the adolescent's personal life, searching through her personal possessions, reading her personal letters, disregarding the girl's opinions in family matters, criticizing certain actions of the girl and telling the girl what to do. These findings are not surprising among families characterized as generally restrictive and traditional. It may be expected that as parents move at different rates than their daughters toward modern, democratic patterns of behavior, some conflict, beyond which is normal in any close relationship, is liable to occur. Disagreements often arise when rapid social changes occur because the child is acquiring ideas which are different from those which the parents acquired at the age where the child is now. It probably takes less time for the child to absorb new ideas from his environment than for his parents to modernize their points of view.

The least frequent sources of disagreement were concerned with how the girl should spend her own money (22%), whether she should dance (22%), the amount of clothes she should have (11%) and the hair styles she liked (11%). Seventeen per cent of the 60 girls who reported having telephones marked "visiting with friends on the telephone" as a source of disagreement.

If parents are to learn how to help their adolescent children achieve successfully the developmental task of attaining independence from parents as a requirement to establishing themselves as mature individuals, it seems that plans for parent educational programs in Puerto Rico could well start with those areas where disagreements are less marked. Choosing friends, clothes and grooming and money management might be selected.

Comparison of discrepancies in mean number of sources of disagreement between daughters and mothers was determined for the various residence, age and socio-economic groups (Appendix B). In all but three instances, the daughters recognized a larger number of disagreements than did the mothers. Since the "ideal" child in Puerto Rico is characterized by strict obedience to parental rules, reported by Landy (16, p. 120) in a recent study of Puerto Rican family life, it appears that the pressure to be submissive is resulting in frustrated adolescents who perceive many disagreements of which parents seem to be unaware. How are conflicts between adolescents and parents settled? The present data do not answer this question adequately; hence, this merits additional research. These data indicate that there is need to help parents recognize the problem and to be willing to deal with it in a more realistic way. Also, girls may need assistance in understanding why parents are reluctant to give them greater freedom in making decisions.

## SUMMARY AND IMPLICATIONS

This investigation involved determining the extent to which ninth-grade girls in Puerto Rico were achieving their developmental task of gaining independence from parents as evidenced by the amount of freedom they perceived being allowed to make decisions in respect to certain areas of their personal lives such as participation in activities outside the home, friends and boy-girl relationships, handling money for personal expenses, participation in school organizations, privacy in the home and persons who make decisions involving the girls' personal lives. It was, likewise, desired to determine whether there was any relationship between the amount of freedom allowed these adolescents to make decisions and their place of residence, age and socio-economic level. A further objective aimed at discovering how close these girls were to their mothers in perception of freedom which should be allowed girls at this stage of development and the type of situations which girls and mothers reported as sources of disagreement in relation to the areas selected for analysis. Findings were planned to be useful to persons who work with adolescent children in Puerto Rico, among them parents, public school teachers and guidance personnel, recreation and religious leaders and leaders of community youth organizations; Girl Scouts of America, 4-H Clubs and the Puerto Rico Chapter of the Association of Future Homemakers of America, for

example.

The samples for the study were 750 ninth-grade girls enrolled in home economics classes in 57 randomly-selected public and accredited private secondary schools in the Commonwealth of Puerto Rico and 167 mothers of these girls.

Data were collected during February, 1960 by a questionnaire which the home economics teachers administered in the classroom and by personal interviews conducted by these teachers with the mothers. The investigator validated both instruments in Puerto Rico with groups similar to those selected in the samples.

The three equal-sized residence groups were: urban, composed of girls who lived in the urban areas and attended urban schools; rural-urban, composed of girls who lived in rural areas but attended urban schools; and rural, those girls who lived in rural areas and attended rural schools. The two socio-economic groups were labelled Class I, middle and upper-middle, and Class II, lower; in the former were girls whose fathers or father figures were largely farmers, wholesale and retail traders, owners of small businesses and clerical workers (47.5%); the latter included largely the skilled, semi-skilled and unskilled workers and the farm laborers (52.5%). An adapted Hollingshead's two-factor index of social position was used to determine these groups.

Approximately two-fifths of the girls were under 15 years

of age, slightly over one-third were 15 years old and one-fifth were over 15. Most of the families had lived in the same town and neighborhood during the entire life of the adolescent. More than four-fifths of the families were complete, while mothers were the heads of their households in about two-thirds of the other families. Mothers of over half of the girls were between 36 and 45 years of age, while half of the remainder were under 35. Most of the mothers had one or more years of elementary education; slightly over one-fifth had attended secondary school and slightly less than one-tenth never went to school. Only one-fifth of the mothers worked for pay outside the home and about two-thirds of these were in the urban group.

Scores were assigned to each item for responses of girls and of mothers. Interpretation of the scores, in terms of what should be the desirable amount of freedom to be granted Puerto Rican adolescent girls at the ninth-grade level for making personal decisions, was made in the light of decisions arrived at by a panel of five judges experienced in dealing with adolescents.

Correlations were used to determine internal consistency among the responses to 28 items selected in the questionnaire as contributing to a measure of freedom for making decisions. Positive intercorrelations were found for two clusters of items: one, labelled Freedom Score #1, contained seven items

related to participation in activities outside the home; the other, Freedom Score #2, included eight items related to persons who made decisions involving the girls' personal lives. The two clusters were considered to represent two distinct dimensions of independence; therefore, they were treated separately.

Mean scores computed for girls and mothers for each freedom score were well below what the judges believed was a desirable level of freedom. Daughters and mothers obtained similar mean scores in the area related to girls' participation in activities outside the home, while the girls tended to have lower scores than the mothers in the area concerned with persons who made decisions.

Analysis of variance was used to test differences among the residence, age and socio-economic groups of girls and between the girls and the mothers. Significant differences, beyond the 1 per cent level, concerning Freedom Score #1, were found for the mothers of the various residence and socio-economic groups, but not for the girls. Means of freedom scores of girls and mothers related to this area gave some indication of where differences were more striking. These differences were small for the girls among the various residence, age and socio-economic groups, but scores for urban girls in Class I and rural girls in Class II were slightly higher than for the other groups.

Significant differences, beyond the 1 per cent level, concerning Freedom Score #2, were found among the girls in the various residence and socio-economic groups, as well as for the combined factors of residence and age. At the 5 per cent level, the relationships among the age groups and also the combined variables of residence and socio-economic level were significant. Class I had larger mean scores than Class II in the various residence groups, generally. For the three variables, all the means, except one, related to rural-urban Class I mothers, were larger among the girls than among the mothers.

It seemed, as a whole, that rural-urban parents tended to keep a closer supervision over the girls' movements than other parents. This was observed particularly in relation to allowing the girls to leave the home, overnight, or for longer periods, to visit friends or relatives or to attend supervised group activities of school and church.

Since correlations between responses of mothers and daughters to three items showed little relationship in their perception of the amount of freedom that was or should be granted adolescent girls in Puerto Rico concerning personal decisions, further comparisons of individual items were considered inadvisable.

The data from items concerned with certain situations, those most closely related to the purposes of the study, were



analyzed separately to determine the extent to which the girls reported being allowed to make personal decisions. Although these data were not analyzed to determine the significance of differences among the groups, the frequency of responses were used to indicate the general pattern of difference. Maximum scores for each of four items related to outside activities were divided into three equal groups and these were labelled "more democratic," "intermediate" and "less democratic." It was found, in general, that most of the girls were in the "less democratic" group, regardless of residence, age and socio-economic level. In the area concerning participation in social activities in the community, a more permissive family authority pattern was found than for activities that required the girls leaving the home, overnight. Particularly where boys were involved, parents tended to exert a closer supervision of their daughters than when the activities involved only girls. Among the reasons for denying permission, mothers listed dangers to girls' personal safety and reputation, girls' inexperience in dealing with these situations and mothers' distrust in some boys.

Urban girls, more than rural-urban, and the latter more than the rural, perceived that they were allowed freedom in this area. Certain class differences were observed among the groups but they were not as striking as differences in relation to residence. There was a tendency for older girls to

be allowed more freedom than the younger groups specially in respect to associating with friends and attending certain types of activities. The data suggest that the girls under 14 were closely integrated into the family group; parents still maintained a close control over their behavior and were still directing their personal decisions. Few girls in this group perceived that severe restrictions were imposed in regard to participation in certain types of activities for girls or for girls and boys.

Freedom related to handling money for personal expenses and provision for privacy in the home were not reported as problems by the girls as frequently as were those concerning friends and boy-girl relationships.

Decisions regarding choice of friends, permission to attend certain types of activities and to leave the home were more often made by parents than by the girls. It was found, also, that mothers, more than fathers, made decisions of this kind. Participation of fathers was most frequently reported in relation to granting permission to attend evening affairs and to stay away from the home, overnight, or for longer periods. Girls in Class I perceived less freedom being allowed than girls in Class II in relation to decision making; the opposite was found in regard to perception of freedom allowed to participate in activities outside the home.

Sources of disagreement with parents reported by the

girls were more frequently related to the two areas in which severe restrictions had been perceived, friends and boy-girl relationships and activities outside the home; least commonly reported were those related to clothes, grooming, handling money and provision for privacy in the home. Mothers, as a group, reported disagreements with daughters less frequently than did the latter.

Based on the results of this study, it is believed that Puerto Rican ninth-grade girls are attempting to achieve their developmental task of gaining emancipation from parents in homes which are still authoritarian, in spite of the trend toward a democratically-oriented social setting. There is clear evidence that adolescent girls and parents interpret adolescent needs differently and that this results in disagreements and frustrations for both.

The following are some implications of the study for parents, educators, religious, civic and recreational leaders working with adolescent girls in Puerto Rico:

Since the general pattern of practices followed in the homes of these girls was one of restriction beyond what seemed advisable in regard to decision making by adolescent girls, it is necessary that parents be helped in arriving with their adolescent children at the establishment of reasonable standards of behavior for the latter and in following practices that promote the development of skills in decision making

which are in accord with the adolescents' ages and levels of maturity.

Educational programs, planned and developed by community agencies, should be established for the purpose of helping parents and adolescents to understand each other's changing roles and how to solve conflicts which stem from lack of adequate communication between them. Each group needs to understand the pressures of the other, particularly when rapid changes are taking place in the culture. These community agencies could be, among others, the Home Economics Program of the Department of Education, the University of Puerto Rico's Agricultural Extension Service, the Puerto Rico Institute of Family Relations, the Girl Scouts of America and the various religious and civic youth organizations. Data from the present research could well be studied by leaders of these agencies for ideas that would be useful for their programs. Since many mothers of adolescent girls were employed outside the home, special classes should be organized at times when these mothers are able to attend.

One of the major roles of the school through its various programs and services should be that of providing experiences which will help adolescents develop emotional maturity, learn to make choices and decisions, acquire through interaction in groups in classes, committees and clubs, techniques of selecting friends and maintaining friendships and of estab-

lishing relations with members of the opposite sex. The school might function more adequately in achieving this role if it worked closely with parents to help them understand the broad purposes of the school, particularly as these relate to adolescents' achievement of maturity.

Community agencies could make a contribution to adolescent development by such means as providing supervised recreational programs that promote the active participation of the adolescents as well as the passive, spectator-type of activity; providing part-time employment to facilitate the learning of handling money and encouraging activities that adolescents and parents may share.

As in most studies, this research raises many questions for further study. It is recommended that a similar study be conducted with adolescent boys and that fathers, as well as mothers, be included. Findings of such a study might reveal areas where boys and parents need help in relation to decision making by boys.

It is also recommended that a study be conducted about decision making among elementary school children in order to obtain a basis for programs that have a sequence from childhood through adolescence.

A study might, also, be undertaken concerning the ways in which conflicts in the home are settled and why parents are reluctant to let their children make certain decisions.

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APPENDIX A. QUESTIONNAIRE FOR THE GIRLS

## Questionnaire for the Girls

Schedule No. \_\_\_\_\_

School No. \_\_\_\_\_

These are questions about ninth grade girls who are taking the home economics course in the public and accredited private schools of Puerto Rico.

We are planning what we will teach in our home economics classes. We want to make sure that what your teacher and you do in class is of help to you in solving some of your problems. In order to be able to help you in making better decisions, we need to know what you think, how you feel and what you do about your problems. You can help us by answering honestly the questions in the enclosed questionnaire.

THIS IS NOT A TEST

Your answers are very important since you have been chosen to represent in this study all the Puertorican girls enrolled in the ninth grade in the schools of the Island.

Be sure to follow the directions being given. They will help you in answering the different questions. Try to work as fast as you can without making mistakes. Answering this questionnaire will take you not more than 50 minutes.

## GENERAL DIRECTIONS

1. Read each question carefully. Then read all the answers given for each question and choose that answer which agrees the most with what happens in your home and with your way of thinking.
2. None of the answers will be considered right or wrong. We are just interested in getting your opinion about the different situations.

---

\*Each time you find a star (\*) in the questionnaire, please refer to the vocabulary sheet which was handed to you with the questionnaire for the meaning of the word (or phrase) before answering the question. This will help you in doing your work.

3. Mark with an x in the space that corresponds to your answer whenever the question asks for this check. Write down any other information that is requested from you in answering other questions.
4. Remember that you should work as independently as possible. Do not consult or ask your classmates. Answer the questions to the best of your ability.
5. Remember also that you will not be identified personally; no one will know exactly your answers to the questions. So be sincere in your answers.

\*\*\*\*

Date (today's) \_\_\_\_\_

1. Grade in school \_\_\_\_\_.
2. What was your age on your last birthday? \_\_\_\_ years.  
Your date of birth? \_\_\_\_\_  
(day) (month) (year)
3. Where do you live? (Mark with an x in one of the spaces):  
\_\_ In the town. \_\_ In the country.  
  
What is your home address? Town \_\_\_\_\_  
Street and number \_\_\_\_\_  
"Barrio" \_\_\_\_\_
4. How long have you lived in this same neighborhood\*? (Mark with an x in one of the spaces below. Mark only one answer.)  
1) \_\_ Less than 1 year or 1 year  
2) \_\_ More than 1 and less than 2 years  
3) \_\_ 2 years and less than 5 years  
4) \_\_ 5 years or more
5. In how many towns of the Island have you lived during the past 5 years: (Indicate the number of towns.)  
In \_\_ towns.
6. What adults do you live with? (If you live somewhere other than your own home in order to go to school, answer for your family back home. Mark x in one of the spaces below):  
1) \_\_ With father and mother    6) \_\_ With father and my stepmother  
2) \_\_ With father    7) \_\_ With mother and my stepfather  
3) \_\_ With mother  
4) \_\_ With my stepmother  
5) \_\_ With my stepfather    8) \_\_ With none of the above

If you checked "with none of the above" in question number 6, indicate your relationship to the adult (or adults) with whom you live. \_\_\_\_\_

7. How many other persons live in your home? (Give number.)  
 \_\_\_ persons. (Do not count yourself nor the person or persons you checked in question number 6.)

Now, write in each of the spaces below the number of relatives\* and other persons who are not related to the family, but who live in your home. Insert a zero (0) whenever your answer is "none". Be sure you have filled out all the spaces.

- 1) \_\_\_ Number of brothers
- 2) \_\_\_ Number of sisters (do not count yourself)
- 3) \_\_\_ Number of other relatives
- 4) \_\_\_ Number of other persons not related to the family

In some of the questions which follow we make reference to parents. When you answer them, think in terms of the older persons with whom you live always or most of the time and who act as heads of your family, even if they are not your own parents. For example, if you usually live with your stepfather or your uncle, or your grandfather, answer the father questions for him. If you usually live with your stepmother, or your aunt or your grandmother, answer the mother questions for her.

8. What is the present marital status\* of your mother? (Mark with an x in one of the spaces below:)
- 1) \_\_\_ Married
  - 2) \_\_\_ Married, but separated
  - 3) \_\_\_ Divorced
  - 4) \_\_\_ Widow
  - 5) \_\_\_ Unmarried
9. What is your mother's age? (Mark with an x in one of the spaces below, the age group in which your mother belongs.)
- 1) \_\_\_ Under 30 years of age
  - 2) \_\_\_ 31 to 35 years old
  - 3) \_\_\_ 36 to 40 years old
  - 4) \_\_\_ 41 to 45 years old
  - 5) \_\_\_ Over 45 years of age
10. What was the last grade or year of school finished by your mother? (Mark with an x in one of the spaces below):
- |                          |                   |
|--------------------------|-------------------|
| ___ Never went to school | ___ Fourth grade  |
| ___ First grade          | ___ Fifth grade   |
| ___ Second grade         | ___ Sixth grade   |
| ___ Third grade          | ___ Seventh grade |

- |  |   |
|--|---|
| <input type="checkbox"/> Eighth grade            | <input type="checkbox"/> First year University or college           |
| <input type="checkbox"/> First year high school  | (Do not include business colleges, vocational or technical schools) |
| <input type="checkbox"/> Second year high school | <input type="checkbox"/> Second year University or college          |
| <input type="checkbox"/> Third year high school  | <input type="checkbox"/> Third year University or college           |
| <input type="checkbox"/> Fourth year high school | <input type="checkbox"/> Fourth year University or college          |
|  | <input type="checkbox"/> More than four years University or college |

If your mother attended any other school in addition to the one you checked above, describe or indicate what she studied: \_\_\_\_\_

11. What was the last grade or year of school finished by your father? (Mark with an x in one of the spaces below):

- |   |   |
|---|---|
| <input type="checkbox"/> Never went to school   |   |
| <input type="checkbox"/> First grade            | <input type="checkbox"/> Second year high school                    |
| <input type="checkbox"/> Second grade           | <input type="checkbox"/> Third year high school                     |
| <input type="checkbox"/> Third grade            | <input type="checkbox"/> Fourth year high school                    |
| <input type="checkbox"/> Fourth grade           | <input type="checkbox"/> First year University or college           |
| <input type="checkbox"/> Fifth grade            | (Do not include business colleges, vocational or technical schools) |
| <input type="checkbox"/> Sixth grade            | <input type="checkbox"/> Second year University or college          |
| <input type="checkbox"/> Seventh grade          | <input type="checkbox"/> Third year University or college           |
| <input type="checkbox"/> Eighth grade           | <input type="checkbox"/> Fourth year University or college          |
| <input type="checkbox"/> First year high school | <input type="checkbox"/> More than four year University of college  |

If your father attended any other school in addition to the one you checked above, describe or indicate what he studied: \_\_\_\_\_

12. We want to know about the occupation of your father, or the man or woman who takes your father's place.  
(Here, please write the information which you wrote on your card as it is given in the same.)

- 1) Where does he (or she) usually work? \_\_\_\_\_
- 2) What is the name of his (or her) occupation? \_\_\_\_\_
- 3) What does he (or she) do in this occupation? \_\_\_\_\_
- 4) Does he (or she) own any part of the business where he (or she) works? ☐ Yea. ☐ No. If "yes", how much?  
(Mark with x one of the following answers: ☐ All ☐ Part)
- 5) Does he (or she) have any employees working under him (or her): ☐ Yes ☐ No. If "yes", how many? (Mark with an x one of the following answers: ☐ 1 to 5 ☐ 6 to 10 ☐ 11 to 15 ☐ More than 16.)



13. Does your mother do some kind of work outside the home for pay? (Mark with an x in one of the spaces which follow):  
 \_\_\_Yes \_\_\_No. If you marked "yes", describe the kind of work your mother does: \_\_\_\_\_

\*\*\*\*

One of the changes that have taken place nowadays is observed in the opportunity\* girls have to make decisions. We want to know whether or not you are having now more opportunity than girls of your same age had several years ago in regard to the situations which follow:

THE QUESTIONS WHICH FOLLOW REFER TO THE OPPORTUNITY THAT YOU HAVE FOR GOING OUT AND ATTENDING DIFFERENT ACTIVITIES. (Think well before answering.)

14. Answer a, b, and c by marking with an x in the space that best describes what happens in your home.

Are you allowed to stay overnight at a girl friend's home?

- a. Alone: \_\_\_Always \_\_\_Frequently \_\_\_Sometimes \_\_\_Never  
 b. Accompanied by a girl friend: \_\_\_Always \_\_\_Frequently  
       \_\_\_Sometimes \_\_\_Never  
 c. Accompanied by an adult relative: \_\_\_Always \_\_\_Frequently  
       \_\_\_Sometimes \_\_\_Never

15. Answer a, b and c by marking with an x in the space that best describes what happens in your home.

Are you allowed to stay overnight at a relative's home?

- a. Alone: \_\_\_Always \_\_\_Frequently \_\_\_Sometimes \_\_\_Never  
 b. Accompanied by a girl friend: \_\_\_Always \_\_\_Frequently  
       \_\_\_Sometimes \_\_\_Never  
 c. Accompanied by an adult relative: \_\_\_Always \_\_\_Frequently  
       \_\_\_Sometimes \_\_\_Never

16. Answer a, b, c and d by marking with an x in the space that best describes what happens in your home.

Are you allowed to stay overnight away from home for attending such activities as a Future Homemakers of America state convention, a Girl Scouts or a 4-H Club rally?

- a. Alone: \_\_\_Always \_\_\_Frequently \_\_\_Sometimes \_\_\_Never  
 b. Accompanied by a girl friend: \_\_\_Always \_\_\_Frequently  
       \_\_\_Sometimes \_\_\_Never  
 c. Accompanied by an adult relative: \_\_\_Always \_\_\_Frequently  
       \_\_\_Sometimes \_\_\_Never

d. Accompanied by the adviser or leader of the organization: Always Frequently Sometimes Never

17. Have you ever had the opportunity to stay away from home for a week or more in order to visit a relative in another town or to attend such activities as a Girl Scouts or 4-H Club camp or other similar activities? (Mark with an x in one of the following spaces): Yes No. If you answered "no", skip question number 18. If you answered "yes", answer the following question:

18. Are you allowed to stay away from home for a week or more in order to visit a relative in another town or to attend such activities as a Girl Scouts or 4-H Club camp or other similar activities? (Mark with an x in one of the following spaces): Yes No

19. Answer a, b, c, and d by marking with an x in the space that best describes what happens in your home:

Are you allowed to attend social activities held for girls only?

- a. When the activity is sponsored\* by the school: Always  
Frequently Sometimes Never
- b. When the activity is sponsored by the church: Always  
Frequently Sometimes Never
- c. When the activity is private, at a girl friend's home:  
Always Frequently Sometimes Never
- d. When the activity is held at a public place (like a park or public square): Always Frequently  
Sometimes Never

20. Answer a, b, c, and d by marking with an x in the space that best describes what happens in your home:

Are you allowed to attend social activities held for girls and boys?

- a. When the activity is sponsored by the school: Always  
Frequently Sometimes Never
- b. When the activity is sponsored by the church: Always  
Frequently Sometimes Never
- c. When the activity is private, at a girl friend's home:  
Always Frequently Sometimes Never
- d. When the activity is held at a public place (like a park or public square): Always Frequently  
Sometimes Never

21. Are you allowed to be escorted by a boy friend to social activities which take place in your town (or "barrio") such as parties, dances, school activities and others?

(Mark with an x in one of the spaces below. Mark only one answer):

- 1) Yes, any time
- 2) Yes, depending on the occasion. (The time of day, with whom, or how we go, means of transportation, etc.)
- 3) I am not allowed to, under any conditions

22. Are movies in your town (or "barrio") for entertainment\*?  
(Mark with an x in one of the following spaces): Yes  
No. If you answered "no", skip question number 23.  
If you answered "yes", answer the following:

23. Under what conditions are you allowed to go to the movies?  
(Mark with an x only one answer for a, b, c, d, e, and f.)
- a. Alone: Always Frequently Sometimes Never
  - b. Accompanied by a girl friend: Always Frequently  
Sometimes Never
  - c. Accompanied by a boy friend: Always Frequently  
Sometimes Never
  - d. Accompanied by an adult relative: Always Frequently  
Sometimes Never
  - e. In a group of boys and girls: Always Frequently  
Sometimes Never
  - f. I am not allowed to, under any condition

24. Are you allowed to ride in an automobile escorted by a boy friend? (Mark with an x only one answer):
- 1) Yes, whenever I choose to
  - 2) Yes, when my parents approve of the boy
  - 3) Yes, when accompanied by one or more girl friends
  - 4) Yes, when accompanied by an adult relative
  - 5) I am not allowed to, under any condition

25. Are you allowed to have boys come to your home to visit with you? (Mark with an x in one of the following spaces): Yes No

IF THE FOLLOWING SITUATIONS AROSE IN YOUR HOME WHO COULD BE MOST LIKELY TO DECIDE? (Read carefully all the answers given for each question before marking the answer that agrees the most with what happens in your home. Make sure that you mark x for only one of the answers given for each question.)

26. Who decides whether you may be allowed to stay overnight at a girl friend's home?
- 1) I make the decision after talking it over\* with my father or mother.
  - 2) I make the decision after talking it over with my mother.

- 3) ☐ I make the decision after talking it over with my father.
- 4) ☐ I make the decision alone.
- 5) ☐ Mother and father make the decision after talking it over with each other.
- 6) ☐ Mother and father make the decision after talking it over with me.
- 7) ☐ Father makes the decision.
- 8) ☐ Father makes the decision after talking it over with me.
- 9) ☐ Mother makes the decision after talking it over with me.
- 10) ☐ Mother makes the decision.

27. Who decides whether you may be allowed to stay overnight away from home to attend a school or church activity or an activity of any other organization to which you belong?

(Same alternatives for responding to this item were provided as for item #26, but the order was different.)

28. Who decides whether you may be allowed to stay away from home for a week or more to attend a school or church activity or an activity of any other organization to which you belong?

(Same alternatives for responding to this item were provided as for item #26.)

29. Who decides whether you may be allowed to go to a picnic?

(Same alternatives for responding to this item were provided as for item #26.)

30. Who decides whether you may be allowed to go to a party or dance that is held in the daytime?

(Same alternatives for responding to this item were provided as for item #26.)

31. Who decides whether you may be allowed to attend a party or a dance that is held in the evening?

(Same alternatives for responding to this item were provided as for item #26.)

32. Who decides whether you may be allowed to go to the movies?

(Same alternatives for responding to this item were provided as for item #26.)

33. Who decides whether you can ride in an automobile with a boy friend if you ever happen to have this opportunity?

(Same alternatives for responding to this item were provided as for item #26.)

34. Who decides about the time that you should return home from school?

(Same alternatives for responding to this item were provided as for item #26.)

35. If you were visiting a girl friend, who decides about the time that you should return home?

(Same alternatives for responding to this item were provided as for item #26.)

NOW LET US TALK ABOUT YOUR FRIENDS: WE WANT YOU TO ANSWER THE FOLLOWING QUESTIONS:

36. Are you allowed to choose\* your own girl friends? (Mark with an x in one of the following spaces: Yes No)

37. Are you allowed to choose your own boy friends? (Mark with an x in one of the following spaces: Yes No. If you answered "no", skip question #38. If you answered "yes", answer the following question:

38. Under what conditions are you allowed to choose your own boy friends? (Mark with an x one or more answers if you consider it necessary.)

- 1) Boys who live in my neighborhood
- 2) Boys whose parents are friends of my own parents
- 3) Boys my parents know about
- 4) Anyone I like

39. Do you think that you are old enough to choose your own friends (boys and girls)? (Mark with an x in one of the following spaces): Yes No

40. At what age do you think a girl should be allowed to choose her own friends? At    years of age.

41. Have your parents refused to allow you to go around with any of your friends (boys and girls)? (Mark with an x in one of the following spaces): Yes No. If you answered "yes", explain why. \_\_\_\_\_

NOW WE WANT TO KNOW HOW CERTAIN DECISIONS ARE MADE IN YOUR FAMILY WITH REGARD TO YOUR FRIENDS. (Answer all questions which follow, marking with an x only one answer for each question.)

42. Who decides who your friends (boys and girls) should be?

(Same alternatives for responding to this item were provided as for item #26.)

43. If you wanted to have a boy friend, who could decide whether you could have one?

(Same alternatives for responding to this item were provided as for item #26.)

44. Who would decide whether you could attend social activities that take place in your town (or "barrio") if you were escorted by a boy friend?

(Same alternatives for responding to this item were provided as for item #26.)

IN HOME ECONOMICS CLASSES WE STUDY ABOUT HOW TO USE MONEY. KNOWING HOW YOU OBTAIN MONEY FOR YOUR PERSONAL EXPENSES\* AND ABOUT HOW MUCH YOU HAVE TO SPEND WOULD MAKE A DIFFERENCE IN YOUR PLANNING.

Some girls receive regularly a sum of money from their parents. This is called an "allowance". Other girls work for (or earn) their own spending money; still others depend on gifts or ask their parents for money as they need it. We want you to answer the questions which follow regarding this matter.

45. Do you get any money for your personal expenses? (Mark with an x in one of the following spaces: Yes No. If you answered "no", skip the questions from number 46 to 50. If you answered "yes", answer the following questions.

46. How do you obtain money for your personal expenses? (Mark with an x the answer you choose. You may mark more than one answer, if necessary.)
- 1) ☐ From mother as I need it.
  - 2) ☐ From father as I need it.
  - 3) ☐ From father or mother as I need it.
  - 4) ☐ I receive regularly a sum of money (an allowance) from my parents.
  - 5) ☐ I earn it myself.
  - 6) ☐ From other individuals or relatives (brother, sister, uncle, godmother, godfather).
47. If you have money for your personal expenses, how is the amount you will receive determined? (Mark with an x one of the following answers):
- 1) ☐ According to my family income\* or the money received in my home.
  - 2) ☐ According to the amount of money my parents feel that a girl of my age should have.
  - 3) ☐ According to the things which my parents expect me to buy with that money.
  - 4) ☐ According to the amount of money I request from my parents.
  - 5) ☐ According to the amount of money other girls of my own age receive.
  - 6) ☐ According to the amount of money I earn. I make the decision.
48. If you have money for your personal expenses, who decides how much you will have? (Mark with an x one of the following answers):
- (Same alternatives for responding to this item were provided as for item #26.)
49. If you have money for your personal expenses, who decides how you should spend it? (Mark with an x only one answer.)
- (Same alternatives for responding to this item were provided as for item #26.)
50. Which one of the three answers given below agrees the most with your way of thinking in regard to the money you have for your personal expenses? (Mark with an x only one answer.)
- 1) ☐ I would like to have more freedom in spending my money.
  - 2) ☐ I would like to have more direction\* from my family in spending my money.
  - 3) ☐ I think I have enough freedom in spending my money.

NOW BE CAREFUL. EVERYBODY SHOULD ANSWER THE NEXT QUESTION WHETHER OR NOT YOU HAVE MONEY FOR YOUR PERSONAL EXPENSES.

51. In what ways would you prefer to obtain money for your personal expenses? (Mark with an x one or more answers.)
- 1) ☐ I prefer to earn the money for my personal expenses.
  - 2) ☐ I prefer to receive regularly a sum of money (allowance) from my parents.
  - 3) ☐ I prefer to ask for money for my personal expenses from my parents as I need it.

YOU ARE ALMOST THROUGH WITH THE WORK OF ANSWERING THIS QUESTIONNAIRE. WITH JUST A LITTLE MORE EFFORT YOU WILL FINISH ...BUT THE FOLLOWING QUESTIONS ARE IMPORTANT TOO!

All persons do not think alike. Thus, it is expected that in all home disagreements\* arise among the members of the family.

Since one of the purposes of this study is to help you in solving your personal and family problems, it is natural for us to be interested in knowing those things which may be a reason of disagreement between you and your parents.

52. Below are listed some situations in which girls of your age may disagree with their parents. (Mark x in the column corresponding to your answer for each of the situations given and tell us: 1) if the same is or has been a reason of disagreement of 2) if it has never been a reason of disagreement. Be sure to mark only one column for each situation.)

Situations which may be reasons for disagreement with my parents	: This <u>is or has been</u> a reason of disagreement: (1)	: This <u>has never been</u> a reason of disagreement: (2)
1) Choosing my friends	:	:
2) Some places where I go with my boy and girl friends	:	:
3) Some places where I want to go alone	:	:
4) Whether I should handle money	:	:
5) The time I should return home from visiting a girl friend's home at night	:	:



6)	The time I should	:	:
	return home from a	:	:
	party in the evening	:	:
7)	Whether I should have	:	:
	boy friends	:	:
8)	How much money I	:	:
	should spend	:	:
9)	Attending a social	:	:
	activity with a boy	:	:
	friend	:	:
10)	How I spend my own	:	:
	money	:	:
11)	The amount of clothes	:	:
	I should have	:	:
12)	Everyday wear of	:	:
	certain garments	:	:
13)	My use of lipstick	:	:
14)	The hair styles I like:	:	:
15)	The things for which	:	:
	my parents criticize	:	:
	me	:	:
16)	The friends to whom I	:	:
	want to write	:	:
17)	Some decisions I think:	:	:
	I should be allowed	:	:
	to make	:	:
18)	What my parents want	:	:
	to know about my	:	:
	personal affairs	:	:
19)	Whether I should ride	:	:
	in an automobile with	:	:
	a boy friend	:	:
20)	Whether I should offer:	:	:
	my opinion with regard:	:	:
	to affairs discussed	:	:
	at home that affect me:	:	:
21)	Visiting with friends	:	:
	on the telephone	:	:
22)	Whether I should dance:	:	:
23)	Whether my parents	:	:
	should read my	:	:
	personal letters	:	:
24)	Whether my parents	:	:
	should search* through:	:	:
	my possessions	:	:
25)	Whether my parents	:	:
	should pay attention	:	:
	to my ideas	:	:

26) Whether the members of: :  
 my family other than : :  
 my parents should tell: :  
 me what I should do : :  
 Situations which may be reasons for : This is or has  
 disagreement with my parents : been a reason  
 : of disagreement

27) :  
 :  
 28) :  
 :  
 29) :  
 :

53. Do you have the opportunity to be a member of one or more clubs in your school or of other such school organizations? (Mark with an x one of the following answers):

Yes No. If you answered "no", skip question #54.  
 If you answered "yes", answer question #54.)

54. Do you have the opportunity to attend the meetings of one or more clubs in your school or of other such school organizations? (Mark with an x one of the following answers): Yes No. If you answered "no", skip question #55. If you answered "yes", answer the following questions):

55. Do your parents allow you to be a member of one or more clubs in your school or of other such school organizations? (Mark with an x one of the following answers):  
Yes No.

56. Do your parents allow you to attend the meetings of one or more clubs in your school or of other such school organizations? (Mark with an x one of the following answers): Yes No.

57. Can you have privacy\* in your own room whenever you want?  
Yes No.

58. Do you think that your parents would allow you to select the profession, occupation or type of work you prefer, when the time comes for making this decision? (Mark with an x one of the following answers): Yes No.

YOU HAVE FINISHED. RETURN THIS QUESTIONNAIRE TO YOUR TEACHER. THANK YOU FOR YOUR COOPERATION. WE ARE SURE THAT YOUR HELP WILL BE OF GREAT VALUE FOR THE SUCCESS OF THIS STUDY.

December 15, 1959

APPENDIX B. ENGLISH VERSION OF OCCUPATION CARD

## English Version of Occupation Card

(Side 1)

Schedule no. \_\_\_\_

School no. \_\_\_\_

Your name \_\_\_\_\_  
                                     (last name)                    (first name)

Please give the following information about the occupation of your father (or the man or woman who takes your father's place):

1. Where does he (or she) usually work? \_\_\_\_\_
2. What is the name of his (or her) occupation? \_\_\_\_\_
3. What does he (or she) do in this occupation? \_\_\_\_\_
4. Does he (or she) own any part of the business where he (or she) works? \_\_\_\_ Yes \_\_\_\_ No  
 If the answer is "yes," how much? (Mark with (x) one of the following answers: \_\_\_\_ all \_\_\_\_ part

(Side 2)

5. Does he (or she) have any employees working under him (or her)? \_\_\_\_ Yes \_\_\_\_ No  
 If the answer is "yes," how many? (Mark with (x) one of the following answers: \_\_\_\_ 1 to 5 \_\_\_\_ 6 to 10  
                                     \_\_\_\_ 11 to 15 \_\_\_\_ 16 or more

(Please return this card to your home economics teacher as soon as you have complied with the requested information.)

APPENDIX C. ENGLISH VERSION OF THE GLOSSARY  
PROVIDED WITH THE QUESTIONNAIRE

English Version of the Glossary Provided  
With the Questionnaire

This is a list of words and phrases that may be unfamiliar to some pupils of your age and grade in school. Each one provides a simple definition. You should consult it while you answer the questionnaire.

Page no.	Item no.	Word or phrase	Definition
1	--	questionnaire	A list or series of questions asked for a particular purpose
2	4	neighborhood	Refers to a group of families who live in the immediate surroundings of a house
3	7	relatives	Persons belonging to a family
4	8	marital status	Refers to whether a person is married, single, widow, divorced or separated
6	--	opportunity	Refers to whether you have or have had the chance to do or participate in a particular activity or situation
7	19 a)	sponsored	To be responsible for the organization of an activity or project
8	22	entertainment	Refers to the things one does for one's recreation and enjoyment
9	26 1)	talking it over	Discussing a matter with one or more persons before reaching a conclusion
14	36	to choose	To make a selection from a number of things or persons

Page no.	Item no.	Word or phrase	Definition
16	--	personal expenses	Refers to using money to buy things for one's personal needs
17	47 1)	income	Amount of money received from labor, business or property
18	50 2)	direction	Help or guidance which is given to a person for the solution of a problem
18	--	disagreements	When two or more persons have different opinions about a certain matter
20	54 24)	to search	To look over and through for the purpose of finding something
21	57	privacy	Opportunity for being alone and away from others

APPENDIX D. BASES FOR SCORING 15 ITEMS  
USING JUDGES' OPINIONS



Bases for scoring 15 items using judges' opinions regarding amount of freedom to allow ninth-grade girls in Puerto Rico:

Freedom score #1 - Freedom to participate in activities outside the home

#### Scores

- 6    1) Item #14. Are you allowed to stay, overnight, at a girl friend's home?
  - a. Alone - Sometimes
  - b. Accompanied by a girl friend - Sometimes
  - c. Accompanied by an adult relative - Frequently
- 7    2) Item #15. Are you allowed to stay, overnight, at a relative's home?
  - a. Alone - Sometimes
  - b. Accompanied by a girl friend - Sometimes
  - c. Accompanied by an adult relative - Always
- 16   3) Item #16. Are you allowed to stay, overnight, away from home for attending such activities as a Future Homemakers of America State convention, a Girl Scouts or a 4-H Club rally?
  - a. Alone - Sometimes
  - b. Accompanied by a girl friend - Always
  - c. Accompanied by an adult relative - Always
  - d. Accompanied by the adviser or leader of the organization - Always
- 13   4) Item #20. Are you allowed to attend social activities held for girls only?
  - a. When the activity is sponsored by the school - Sometimes
  - b. When the activity is sponsored by the church - Always
  - c. When the activity is private, at a girl friend's home - Sometimes
  - d. When the activity is held at a public place (like a park or public square) - Sometimes

- 11 5) Item #20. Are you allowed to attend social activities held for girls and boys?
- a. When the activity is sponsored by the school - Sometimes
  - b. When the activity is sponsored by the church - Sometimes
  - c. When the activity is private, at a girl friend's home - Sometimes
  - d. When the activity is held at a public place (like a park or public square) - Sometimes
- 1 6) Item #21. Are you allowed to be escorted by a boy friend to social activities which take place in your town (or "barrio") such as parties, dances, school activities and others?
- Yes, depending on the occasion
- 1 7) Item #24. Are you allowed to ride in an automobile escorted by a boy friend?
- Yes, when accompanied by an adult relative
- 55 = Total score

Freedom score #2 - Persons who make decisions involving the girls' personal lives

Scores

- 3 1) Item #26. Who decides whether you may be allowed to stay overnight at a girl friend's home?
- Mother and father make the decision after talking it over with me.
- 4 2) Item #27. Who decides whether you may be allowed to stay, overnight, away from home to attend a school or church activity or an activity of any other organization to which you belong?
- I make the decision after talking it over with father or mother.

- 3    3) Item #28. Who decides whether you may be allowed to stay away from home, for a week or more, to attend a school or church activity or an activity of any other organization to which you belong?

Father and mother make the decision after talking it over with me.

- 4    4) Item #29. Who decides whether you may be allowed to go to a picnic?

I make the decision after talking it over with father or mother.

- 4    5) Item #30. Who decides whether you may be allowed to go to a party or dance that is held in the daytime?

I make the decision after talking it over with father or mother.

- 4    6) Item #1. Who decides whether you may be allowed to attend a party or a dance that is held in the evening?

I make the decision after talking it over with father or mother.

- 4    7) Item #33. Who decides whether you can ride in an automobile with a boy friend if you ever happen to have this opportunity?

I make the decision after talking it over with father or mother.

- 4    8) Item #44. Who decides whether you could attend social activities that take place in your town (or "barrio") if you were escorted by a boy friend?

I make the decision after talking it over with my father or mother.

—  
30    = Total score

APPENDIX E. ENGLISH VERSION OF THE INTERVIEW SCHEDULE  
FOR THE MOTHERS

2. Location of Home:      urban      rural

3. Home address: Street and no. \_\_\_\_\_  
(or "barrio") \_\_\_\_\_

\*(Parenthesis are used for instructions to the interviewer)

4. How long have you lived in this same neighborhood?  
(Mark (x) in one space.)
- 1) ☐ Less than 1 year or 1 year
  - 2) ☐ More than 1 and less than 2 years
  - 3) ☐ More than 2 and less than 5 years
  - 4) ☐ More than 5 years
5. In how many towns of the Island have you lived during the past 5 years? (Indicate number)  towns

\*\*\*\*

Parents have different opinions in regard to the way they should rear their children. Your daughter \_\_\_\_\_  
(daughter's name)  
is about  years of age now. I would like you to think about her in regard to her friends, her activities, her use of money and other such topics, all so close to the life of girls. We would like to know your opinion and about the following situations:

6. Do you think a girl about the age of  should be allowed to stay overnight at a girl friend's home? I'll give you the situations and will you please give me your answer for each in terms of always, frequently, sometimes, or never? Do you think it would help you if you use this card with the answers for this and other similar questions? (Show answer card #1. Read again question #6 and starting with sub-item a - read the four alternatives for each and wait for the respondent's answer; mark (x) in the corresponding space.)

Here is the first question:

Would you allow her to go

a. Alone? ☐ Always ☐ Frequently ☐ Sometimes ☐ Never

Would you allow her to go

b. Accompanied by a girl friend? ☐ Always ☐ Frequently  
☐ Sometimes ☐ Never

Would you allow her to go

c. Accompanied by an adult relative? ☐ Always  
☐ Frequently ☐ Sometimes ☐ Never

As you know most families in Puerto Rico have relatives living in the same town or in other towns of the Island. Most probably you have, too. But even if you do not have at present any relatives living outside of your home, would you please tell me:

7. Do you think a girl about the age of \_\_\_\_\_ should be allowed to stay overnight at a relative's home? (Show answer card #1. Read again question #7 and starting with sub-item a - read the four alternatives for each and wait for the respondent's answer; mark (x) in the corresponding space.)

Would you allow her to go

a. Alone? ☐ Always ☐ Frequently ☐ Sometimes ☐ Never

Would you allow her to go

b. Accompanied by a girl friend? ☐ Always ☐ Frequently ☐ Sometimes ☐ Never

Would you allow her to go

c. Accompanied by an adult relative? ☐ Always ☐ Frequently ☐ Sometimes ☐ Never

Now, would you please tell me:

8. Do you think a girl about the age of \_\_\_\_\_ should be allowed to stay overnight away from home, for attending such activities as a Future Homemakers of America state convention, a Girl Scouts' or a 4-H Club rally? (Show answer card #1. Read again question #8 and starting with sub-item a - read the four alternatives for each and wait for the respondent's answer; mark (x) in the corresponding space.)

Would you allow her to go

a. Alone? ☐ Always ☐ Frequently ☐ Sometimes ☐ Never

Would you allow her to go

b. Accompanied by a girl friend? ☐ Always ☐ Frequently ☐ Sometimes ☐ Never

Would you allow her to go

c. Accompanied by an adult relative? ☐ Always ☐ Frequently ☐ Sometimes ☐ Never

Would you allow her to go

d. Accompanied by the adviser or leader of the organization? ☐ Always ☐ Frequently ☐ Sometimes ☐ Never

Now, the situation is somewhat different and I would like you to tell me your opinion in terms of yes or no:

9. Do you think a girl about the age of \_\_\_\_\_ should be allowed to stay away from home for a week or more in order to visit a relative in another town or to attend such activities as a Girl Scouts' or 4-H Club camp or other similar activity? (Mark (x) in the corresponding spaces.)  
 \_\_\_Yes \_\_\_No. It would be very helpful if you give us the reason for your answer. (Write the answer in the same words of the respondent as much as possible.) \_\_\_\_\_
- 

\*\*\*\*

Nowadays, as we all know, there seem to be many opportunities for the recreation and entertainment of girls and boys about \_\_\_\_\_'s age. Many times in school we feel that it would help us in our work with our home economics girls if we could get the parents' points of view in regard to these particular matters. Would you tell me, what is your opinion about the following situations? Again, I would like you to answer each question in terms of always, frequently, sometimes, or never.

10. Do you think a girl about the age of \_\_\_\_\_ should be allowed to attend social activities held for girls only? (Show answer card #1. Read again question #10 and starting with sub-item a - read the four alternatives for each and wait for the respondent's answer; mark (x) in the corresponding space).

Do you think she should be allowed to attend

- a. When the activity is sponsored by the school? \_\_\_Always  
 \_\_\_Frequently \_\_\_Sometimes \_\_\_Never

Do you think she should be allowed to attend

- b. When the activity is sponsored by the church? \_\_\_Always  
 \_\_\_Frequently \_\_\_Sometimes \_\_\_Never

Do you think she should be allowed to attend

- c. When the activity is private, at a girl friend's home? \_\_\_Always \_\_\_Frequently \_\_\_Sometimes \_\_\_Never

Do you think she should be allowed to attend

- d. When the activity is held at a public place (like a park or public square)? \_\_\_Always \_\_\_Frequently  
 \_\_\_Sometimes \_\_\_Never



11. Do you think a girl about the age of \_\_\_\_\_ should be allowed to attend social activities held for girls and boys? (Show answer card #1. Read again question #11 and starting with sub-item a - read the four alternatives for each and wait for the respondent's answer; mark (x) in the corresponding space.)

Do you think that she should be allowed to attend

- a. When the activity is sponsored by the school? ☐ Always  
☐ Frequently ☐ Sometimes ☐ Never

Do you think she should be allowed to attend

- b. When the activity is sponsored by the church? ☐ Always  
☐ Frequently ☐ Sometimes ☐ Never

Do you think that she should be allowed to attend

- c. When the activity is private, at a girl friend's home?  
☐ Always ☐ Frequently ☐ Sometimes ☐ Never

Do you think that she should be allowed to attend

- d. When the activity is held at a public place (like a park or public square)? ☐ Always ☐ Frequently  
☐ Sometimes ☐ Never

We all know that many girls enjoy going to parties, dances and social activities sponsored by the school and the like. Here is another matter about which we are interested in knowing your way of thinking.

12. Do you think a girl about the age of \_\_\_\_\_ should be allowed to be escorted by a boy friend to social activities which take place in your town (or "barrio"), such as parties, dances and school activities? I am going to read three answers to this question and would like you to tell me which is the most similar to your way of thinking. (Mark (x) only one answer in the corresponding space.)

- 1) ☐ Yes, any time  
 2) ☐ Yes, depending on the occasion (the time of day, with whom, or how they go and means of transportation)  
 3) ☐ No, she should not be allowed to, under any condition

It would help us to help \_\_\_\_\_ and other girls in school if you would tell me the reason for your answer. (Write answer in the same words of the respondent as much as possible.) \_\_\_\_\_

---

(The interviewer should answer the following question herself, as there seems to be no need to ask it from the respondent. If no movies are available, skip question #14.)

13. Are movies shown in this town (or "barrio") for entertainment? (Do not include films of the Community Education Division.) Yes No
14. Under what conditions do you think a girl about the age of \_\_\_\_\_ should be allowed to go to the movies? I am going to read six answers to this question and would like you to tell me which is (or which are) most similar to your way of thinking? (Read the first answer; wait for the respondent's reply and if she agrees with it mark (x) in the corresponding space. Continue reading answers from #2 to #6 in the same way as was suggested for #1 and mark (x) in the corresponding space according to the respondent's reply.)

Would you allow her to go

1) Alone?

Would you allow her to go

2) Accompanied by a girl friend?

Would you allow her to go

3) Accompanied by a boy friend?

Would you allow her to go

4) Accompanied by an adult relative?

Would you allow her to go

5) In a group of boys and girls?

6) Or do you think that she should not be allowed to, under any conditions?

Now, here's another kind of question about which not all parents seem to have the same idea.

15. Do you think a girl about the age of \_\_\_\_\_ should be allowed to ride in an automobile escorted by a boy friend? Once again, I am going to read to you five answers to this question and would you please tell me which is more similar to your way of thinking about this matter? You may choose only one answer from the list of five that I will read to you. (Mark (x) answer in the corresponding space.)

Would you allow her to go

1)      Whenever she chooses to?

Would you allow her to go

2)      When you as her parents approve of the boy?

Would you allow her to go

3)      When accompanied by one or more girl friends?

Would you allow her to go

4)      When accompanied by an adult relative?

5)      Or do you think that she should not be allowed to go, under any conditions? Would you please tell me the reasons for your answer? (Write answer in the same words of the respondent as much as possible.)

---

As you know, boys and girls about the age of                      enjoy being together - in school, in parties and in many other similar places and occasions. Would you please tell me in terms of yes or no:

16. Would you allow a girl about the age of                      to have boys come to her home to visit with her?      Yes      No. It would help us to know the reason for your answers. Would you please give it to us? (Write answer in the same words of the respondent as much as possible.)

---

\*\*\*\*\*

In your home, like in many other homes in Puerto Rico, many decisions have to be made and most probably many times every day. We are interested in knowing how things are handled in your home in regard to this matter.

Would you please tell us:

17. If your daughter                      were asked to stay overnight at a girl friend's home, who in your family would probably decide if she should be allowed to do it? I am going to show you another card (use Answer Card #2) and I would like you to read together with me the ten answers given. Then, would you please choose the one answer which is most similar to your way of thinking? (Read slowly together with the respondent the ten answers in the card. Repeat question #17 and wait for the respondent to choose her reply from the card. Write the number corresponding to her answer in the following space.)

18. If \_\_\_\_\_ were asked to attend a school or church or an activity or any other organization to which she belongs - like FHA, Girl Scouts, etc., and if she had to stay overnight away from home to attend, who in your family would probably decide if she should be allowed to do it? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the following space.) \_\_\_\_\_

You remember that we talked a while ago about the opportunity some girls about your daughter's age may have to stay away from home for different purposes. Would you please tell me:

19. If \_\_\_\_\_ were asked to attend a school or church activity or an activity of any other organization to which she belongs (or may belong) and if she had to stay away from home for a week or more for this purpose, who in your family would probably decide if she may be allowed to do it? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_
20. Now, suppose \_\_\_\_\_ were invited to go to a picnic who in your family would probably decide if she may be allowed to go? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_

This next situation refers to attendance at parties. Now, let us see:

21. If \_\_\_\_\_ were invited to go to a party or dance that is held in the day time, who in your family would probably decide whether she should be allowed to attend? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_

And what about this other situation? You will observe that it is somewhat different from the previous one:

22. Who in your family would probably decide whether your daughter should be allowed to attend a party or a dance that is held in the evening? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_
23. If \_\_\_\_\_ were invited or wanted to go to the movies, who in your family would probably decide whether she should be allowed to go? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_

Here is another situation that we are not sure how parents feel about.

24. Who in your family would probably decide whether \_\_\_\_\_ should be allowed to ride in an automobile with a boy friend if she ever happened to have this opportunity? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_
25. Who in your family would probably decide about the time when your daughter should return home from school? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_
26. If \_\_\_\_\_ were visiting a friend in the evening, who in your family would probably decide about the time she should return home? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_

One thing all girls about \_\_\_\_\_'s age like to talk about is their friends. We have several questions on this matter that we would want you to answer, thinking in terms of her.

27. Do you think girls about her age should be allowed to choose their own girl friends? Yes No. It would be very helpful for our work in guiding our pupils toward understanding their parents if you would give us the reason for your answer. (Write answer in the same words of the respondent as much as possible.) \_\_\_\_\_

Now, we are interested in your ideas about friendships among girls and among girls and boys about \_\_\_\_\_'s age.

28. Do you think that a girl about the age of \_\_\_\_\_ should be allowed to choose her own boy friends? Yes  
No. Why? (Write answer in the same words of the respondent as much as possible.) \_\_\_\_\_
29. Under what conditions do you think girls about the age of \_\_\_\_\_ should be allowed to choose their own boy friends? Here I have a list of four "conditions" and I would like you to tell me which comes closest to describing your way of thinking. You may choose one or more than one answer if you so desire. (Read slowly all four answers and let respondent select the one most similar to her way of thinking. Mark (x) in the corresponding space.)
- 1) Boys who live in our neighborhood
  - 2) Boys whose parents are our friends
  - 3) Boys we as parents know about
  - 4) Anyone our daughter likes
30. Do you think that \_\_\_\_\_ is old enough for choosing her own friends? We refer to both boy and girl friends. (Mark (x) in the corresponding space.) Yes  
No
31. At what age do you think a girl should be allowed to choose her own friends? (Write answer in the next space.)  
 At \_\_\_\_\_ years of age.
32. Have you ever refused to allow \_\_\_\_\_ to go around with any of her friends - (boys and girls)? Yes No  
 Why? \_\_\_\_\_

Now, I'd be interested in knowing,

33. Who in your family decides who \_\_\_\_\_'s friends (boys and girls) should be? (Once again, we can use answer card #2. Wait for the respondent to choose the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_
34. If \_\_\_\_\_ wanted to have a boy friend, who in your family would decide whether she should have one? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_

35. Who in your family would decide whether \_\_\_\_\_ should attend social activities that take place in your town (or "barrio") escorted by a boy friend? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_

\*\*\*\*

In our home economics classes we study about how to use money. We feel it is important, as families in Puerto Rico are handling more money now than they used to and probably will handle more money in the future. In some cases girls are given more money now than they used to be given before. Knowing how our pupils obtain money for their personal expenses and about how much they have to spend would certainly make a difference in teaching them how to plan for spending their money. As you know, some girls receive their "spending money" as a regular sum from their parents; others, earn what money they use for their personal expenses and still others depend on gifts or ask their parents for money as they need it.

We are interested in knowing in \_\_\_\_\_'s case,

36. Does she have money to spend herself for her personal expenses? Yes No. (If answer is "no", skip questions from #37 to #41. If answer is "yes", ask the following questions.)
37. How does \_\_\_\_\_ obtain money for her personal expenses? I am going to read six answers to this question and would you please tell me which is the most similar to the situation in your family? You may select more than one answer if you so desire. (The interviewer and the respondent will read the answers together. Mark (x) in the corresponding space (or spaces).)
- 1) From me as she needs it
  - 2) From her father as she needs it
  - 3) From either her father or me as she needs it
  - 4) We give her regularly a sum of money (allowance)
  - 5) She earns it herself
  - 6) From other relatives (brother, sister, uncle, god-mother, godfather, etc.)

You told me earlier in our conversation that your daughter \_\_\_\_\_ has money for her personal expenses.

38. How is the amount that \_\_\_\_\_ should receive for these expenses decided in your home? I am going to read once again six answers. Would you please tell me, which is most similar to the situation in your family? You may select only one answer. (The interviewer will read slowly the six answers together with the respondent. Mark (x) in the corresponding space.)
- 1)      According to the family income
  - 2)      According to what we think a girl her age should have
  - 3)      According to the things we expect her to buy with it
  - 4)      According to what she asks for
  - 5)      According to what her friends get
  - 6)      She decides according to what she earns (or receives)

This other question is a little bit different:

39. Who decides in your family how much money \_\_\_\_\_ will have for her personal expenses? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_
40. Who decides in your family how \_\_\_\_\_ should spend the money she has for her personal expenses? (Wait for the respondent to choose from answer card #2 the one answer which is most similar to her way of thinking and write the corresponding number in the space which follows.) \_\_\_\_\_

Now, I would like you to recall your recent experiences with \_\_\_\_\_ in terms of this matter about money. Here is a list of three ways in which we feel she may think in regard to the money she has for her personal expenses. Would you please tell me:

41. Which of these sentences do you believe describes best the way she feels about the money she has for her personal expenses? You may select only one answer. (Mark (x) in the corresponding space.)
- 1)      She would like to have more freedom in spending her money.
  - 2)      She would like to have more direction from us as her family in spending her money.
  - 3)      She thinks she has enough freedom in spending her money.



42. Suppose you were asked to tell us in what ways \_\_\_\_\_ would prefer to obtain money for her personal expenses. I am going to read to you three answers and you may choose one or more than one. (Mark (x) in the corresponding space.)

Do you think she would prefer

- 1) ☐ To earn the money for her personal expenses?
- 2) ☐ To receive regularly a sum of money from her parents (allowance)?
- 3) ☐ To ask for money for her personal expenses from her parents as she needs it?

This next part of our conversation deals with things about which people may have different ideas. You know that all persons do not think alike. Therefore, it is expected that in all homes disagreements arise among the members of the family. It is natural for girls about the age of \_\_\_\_\_ to disagree with their parents. This is part of growing up. We would be interested in knowing if you as parents have the same ideas as your daughter or if you disagree about certain situations. I will read from the list (show respondent list in your schedule form) and would you

43. Please tell me for each one of these situations if it:  
 1) is or has been a reason for disagreement or, 2) has never been a reason for disagreement. (Mark (x) in the corresponding space and column.)

Situations which may be reasons for disagreement	: This <u>is</u> or <u>has</u> : : <u>been</u> a reason : : for disagree- : : ment	: This <u>has never</u> : : <u>been</u> a reason : : for disagree- : : ment
	: (1)	: (2)
1) <u>Choosing her friends</u>	:	:
2) <u>Some places where she goes with her boy and girl friends</u>	:	:
3) <u>Some places where she wants to go alone</u>	:	:
4) <u>Whether she should handle money</u>	:	:
5) <u>The time she should return home from visiting a girl friend's home at night</u>	:	:
6) <u>The time she should return home from a party in the evening</u>	:	:

7) Whether she should have boy friends	:	:
8) How much money she should spend	:	:
9) Attending a social activity with a boy friend	:	:
10) How she should spend her own money	:	:
11) The amount of clothes she should have	:	:
12) Everyday wear of certain garments	:	:
13) Her use of lipstick	:	:
14) The hair style she likes	:	:
15) The things for which we as parents criticize her	:	:
16) The friends to whom she wants to write	:	:
17) Some decisions she thinks she should be allowed to make	:	:
18) What we as parents want to know about her personal affairs	:	:
19) Whether she should ride in an automobile with a boy friend	:	:
20) Whether she should offer her opinion with regard to affairs discussed at home that affect her	:	:
21) Visiting with her friends on the telephone	:	:
22) Whether she should dance	:	:
23) Whether we as parents should read her personal letters	:	:
24) Whether we as parents should search through her possessions	:	:
25) Whether we as parents should pay attention to her ideas	:	:
26) Whether other members of the family should try to tell her what to do	:	:

Is there anything else you disagree about with your daughter? (Give respondent sufficient time to think and write down the situations, if any are volunteered. Mark (x) in the corresponding space and column.)

Other situations which are or have been reasons for disagreement	: <u>Is or has been</u> : <u>a reason for</u> : <u>disagreement</u>
27)	:
28)	:
29)	:

Here are some other things about which we would want your opinions.

44. Has \_\_\_\_\_ the opportunity to be a member of one or more clubs in her school? Yes No. (If the answer is no, skip question #45; if answer is yes, answer the next question.)

45. Has \_\_\_\_\_ had an opportunity to attend the meetings of one or more clubs in her school? Yes No

46. Do you allow her to be a member of one or more of these clubs in her school? Yes No. (If answer is no, ask why.) \_\_\_\_\_

47. Do you allow her to attend the meetings of one or more of these clubs? (If answer is no, ask why.) \_\_\_\_\_

It is rather natural for girls about the age of \_\_\_\_\_ to want to go off by themselves sometimes.

Would you tell us,

48. Can \_\_\_\_\_ ever go to her room and be alone?  
Yes No

49. Would you allow \_\_\_\_\_ to select the profession, occupation, or type of work she prefers when the time comes for making this decision? Yes No. (If answer is no, ask why.) \_\_\_\_\_

\*\*\*\*

We are finishing up our interview with a few general questions about your family.

50. What is your present marital status? (Mark (x) in the corresponding space.)
- 1) ☐ Married
  - 2) ☐ Married, but separated
  - 3) ☐ Divorced
  - 4) ☐ Widow
  - 5) ☐ Unmarried
51. We are interested in knowing about your husband's occupation (or whoever the head of the family is). (Fill out for respondent if she is head of the household.)
- 1) Where does he (or you) work? \_\_\_\_\_
  - 2) What is the name of his (or your) occupation? \_\_\_\_\_
  - 3) What does he (or you) do in this occupation? \_\_\_\_\_
  - 4) Does he (or you) own any part of the business where he (or you) work? ☐ Yes ☐ No
  - 5) Does he (or you) have any employees working under him (or you)? ☐ Yes ☐ No. (If answer is "yes", ask):  
How many employees does he (or you) have? (Mark (x) one of the following answers): ☐ 1 to 5 ☐ 6 to 10  
☐ 11 to 15 ☐ More than 16
52. Do you do some kind of work outside the home for pay?  
☐ Yes ☐ No. If "yes", what kind of work do you do?  
\_\_\_\_\_
53. What was the last grade or year of school your husband (or whoever the head of the household is, other than the mother) finished? (Mark (x) in the corresponding space.)
- |   |   |
|---|---|
| <input type="checkbox"/> Never went to school   | <input type="checkbox"/> Second year high school  |
| <input type="checkbox"/> First grade            | <input type="checkbox"/> Third year high school   |
| <input type="checkbox"/> Second grade           | <input type="checkbox"/> Fourth year high school  |
| <input type="checkbox"/> Third grade            | <input type="checkbox"/> First year university or college (Do not include business colleges, vocational or technical schools) |
| <input type="checkbox"/> Fourth grade           | <input type="checkbox"/> Second year university   |
| <input type="checkbox"/> Fifth grade            | <input type="checkbox"/> or college   |
| <input type="checkbox"/> Sixth grade            | <input type="checkbox"/> Third year university  |
| <input type="checkbox"/> Seventh grade          | <input type="checkbox"/> or college   |
| <input type="checkbox"/> Eighth grade           | <input type="checkbox"/> Fourth year university   |
| <input type="checkbox"/> First year high school | <input type="checkbox"/> or college   |
|   | <input type="checkbox"/> More than four years university or college   |

If your husband (or whoever the head of the household is) attended any other school in addition to the one you told me above, please tell me, what did he study? \_\_\_\_\_

54. What was the last grade or year of school you finished?  
(Mark (x) in the corresponding space.)

- |   |   |
|---|---|
| <input type="checkbox"/> Never went to school   | <input type="checkbox"/> Second year high school  |
| <input type="checkbox"/> First grade            | <input type="checkbox"/> Third year high school   |
| <input type="checkbox"/> Second grade           | <input type="checkbox"/> Fourth year high school  |
| <input type="checkbox"/> Third grade            | <input type="checkbox"/> First year university or college (Do not include business colleges, vocational or technical schools) |
| <input type="checkbox"/> Fourth grade           | <input type="checkbox"/> Second year university or college  |
| <input type="checkbox"/> Fifth grade            | <input type="checkbox"/> Third year university or college   |
| <input type="checkbox"/> Sixth grade            | <input type="checkbox"/> Fourth year university or college  |
| <input type="checkbox"/> Seventh grade          | <input type="checkbox"/> More than four years university or college   |
| <input type="checkbox"/> Eighth grade           |   |
| <input type="checkbox"/> First year high school |   |

If you attended any other school in addition to the one you told me about above, please tell me, what did you study?  
\_\_\_\_\_

\*\*\*\*

APPENDIX F. ENGLISH VERSION OF RESPONSE CARDS

## English Version of Response Cards

Interview Schedule for Mothers  
(Answer card #1)

1. Always      2. Frequently      3. Sometimes      4. Never

(For interviewer's use concerning items #6 through #11 and #14.)

Interview Schedule for Mothers  
(Answer card #2)

- 1) \_\_\_ She makes the decision after talking it over with her father or with me
- 2) \_\_\_ She makes the decision after talking it over with me
- 3) \_\_\_ She makes the decision after talking it over with her father
- 4) \_\_\_ She makes the decision alone
- 5) \_\_\_ My husband and I make the decision after talking it over with each other
- 6) \_\_\_ My husband and I make the decision after talking it over with her
- 7) \_\_\_ My husband makes the decision
- 8) \_\_\_ My husband makes the decision after talking it over with her
- 9) \_\_\_ I make the decision after talking it over with her
- 10) \_\_\_ I make the decision

(For interviewer's use with items #17 through #26; #33 through #35; #39 and #40.)

APPENDIX G. SCHOOLS DRAWN IN THE SAMPLE AND SUBSTITUTIONS



Schools drawn in the sample and substitutions:

<u>Municipality and school</u>	<u>Municipality and school</u>
<u>Urban zone (38 schools)</u>	
Aguas Buenas <sup>1,2</sup>	Humacao <sup>3</sup>
Arroyo <sup>3</sup>	Juncos <sup>3</sup>
Barceloneta <sup>1</sup>	Lajas <sup>1</sup>
Caguas (Miguel F. Chiqués) <sup>3,4</sup>	Loíza (Loíza Aldea) <sup>3</sup>
Cayey <sup>3</sup>	Luquillo <sup>3</sup>
Ciales <sup>3</sup>	Mayagüez (José de Diego) <sup>3</sup>
Cidra <sup>3</sup>	Moca <sup>1</sup>
Coamo <sup>3</sup>	Patillas <sup>1</sup>
Coamo (Our Lady of Valvanera) <sup>1,5</sup>	Ponce (Emeterio Colón) <sup>3</sup>
Comerio <sup>1,6</sup>	Rincón <sup>1</sup>
Corozal <sup>3</sup>	Río Piedras (Ciudad Nueva) <sup>3,4</sup>
Fajardo <sup>3</sup>	Río Piedras (Dr. José N. Gándara) <sup>3,4</sup>
Guánica (Garfield) <sup>3,4</sup>	Río Piedras (Vilá Mayo) <sup>3,4</sup>
Guánica (Ensenada) <sup>3,4</sup>	Río Piedras (Nuestra Señora del Pilar) <sup>3,5</sup>
Guayama	

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<sup>1</sup>Junior-senior high school

<sup>2</sup>School not used.

<sup>3</sup>Junior high school.

<sup>4</sup>Name of school where more than one in municipality.

<sup>5</sup>Accredited private school.

<sup>6</sup>Substitute school.

Municipality and school

San Juan (Asenjo)<sup>3,4</sup>  
 San Juan (Labra)<sup>3,4</sup>  
 San Juan (República del Perú)<sup>3,4</sup>  
 San Lorenzo<sup>1</sup>  
 San Sebastián<sup>1</sup>

Municipality and school

Toa Baja<sup>3</sup>  
 Utuado<sup>3</sup>  
 Vega Baja<sup>3</sup>  
 Vieques<sup>3</sup>  
 Yabucoa<sup>3</sup>

Rural zone (19 schools)

Aguadilla (Borinquen) <sup>2</sup>	Lajas (Palmarejo) <sup>6</sup>
Aguas Buenas (Bayamoncito) <sup>2</sup>	Luquillo (Sabana)
Barceloneta (Magueyes)	Maricao (Bucarabones)
Barranquitas (La Loma)	Orocovis (Botijas II)
Barranquitas (Palo Hincado)	Patillas (Guardarraya) <sup>2</sup>
Caguas (Sandalio Marcano) <sup>6</sup>	Rincón (Calvache)
Carolina (Saint Just)	Río Piedras (Caimito)
Cidra (Rincón)	Río Piedras (Cupey)
Corozal (Cuchillas) <sup>6</sup>	Toa Baja (Pájaros)
Corozal (Padilla) <sup>2</sup>	Vega Alta (Maricao Afuera) <sup>6</sup>
Juana Díaz (Collores)	Vega Baja (Almirante Norte)
Juncos (El Mangó)	

APPENDIX H. THE 28 ITEMS IN THE QUESTIONNAIRE ANALYZED  
TO DETERMINE WHICH SHOULD BE USED  
IN THE TWO FREEDOM SCORES

The 28 items in the questionnaire analyzed to determine which should be used in the two freedom scores:

A. Items selected to determine freedom score concerned with participation in activities outside the home

<u>Item no. in ques- tionnaire</u>	<u>Item</u>	<u>Maximum score</u>
14	Are you allowed to stay, overnight, at a girl friend's home?	12
15	Are you allowed to stay, overnight, at a relative's home?	12
16	Are you allowed to stay, overnight, away from home for attending such activities as a Future Homemakers of America state convention, a Girl Scouts or a 4-H Club rally?	20
19	Are you allowed to attend social activities held for girls only?	20
20	Are you allowed to attend social activities held for girls and boys?	20
21	Are you allowed to be escorted by a boy friend to social activities which take place in your town (or "barrio") such as parties, dances, school activities and others?	2
24	Are you allowed to ride in an automobile escorted by a boy friend?	<u>4</u>
Total		90 points

B. Items selected to determine freedom score concerned with persons who make decisions involving the girl's personal life

<u>Item no. in ques- tionnaire</u>	<u>Item</u>	<u>Maximum score</u>
26	Who decides whether you may be allowed to stay, overnight, at a girl friend's home?	5
27	Who decides whether you may be allowed to stay, overnight, away from home to attend a school or church activity or an activity of any other organization to which you belong?	5
28	Who decides whether you may be allowed to stay away from home, for a week or more, to attend a school or church activity or an activity of any other organization to which you belong?	5
29	Who decides whether you may be allowed to go on a picnic?	5
30	Who decides whether you may be allowed to go to a party or dance that is held in the daytime?	5
31	Who decides whether you may be allowed to attend a party or a dance that is held in the evening?	5
33	Who decides whether you can ride in an automobile with a boy friend if you ever happen to have this opportunity?	5
44	Who decides whether you could attend social activities that take place in your town (or "barrio") if you were escorted by a boy friend?	<u>5</u>
Total		40 points

## C. Items not selected to determine the two freedom scores

<u>Item no. in ques- tionnaire</u>	<u>Item</u>	<u>Maximum score</u>
25	Are you allowed to have boys come to your home to visit you?	1
34	Who decides about the time that you should return home from school?	5
35	If you were visiting a girl friend, who decides about the time that you should return home?	5
36	Are you allowed to choose your own girl friends?	1
37	Are you allowed to choose your own boy friends?	1
39	Do you think that you are old enough to choose your own friends (boys and girls)?	1
41	Have your parents refused to allow you to go around with any of your friends (boys and girls)?	1
42	Who decides who your friends (boys and girls) should be?	5
43	If you wanted to have a boy friend, who could decide whether you could have one?	5
45	Do you get any money for your personal expenses?	1
51	In what ways would you prefer to obtain money for your personal expenses?	3
57	Can you have privacy in your own room whenever you want?	1
58	Do you think your parents would allow you to select the profession, occupation or type of work you prefer, when the time comes for making this decision?	<u>1</u>
Total		31 points

APPENDIX I. CORRELATION MATRIX FOR THE 28 ITEMS ANALYZED  
TO DETERMINE WHICH SHOULD BE USED FOR FREEDOM SCORES

Table 20. Correlation<sup>a</sup> matrix for the 28 items analyzed to determine

Item no.	14	15	16	19	20	21	24	25	26	27	28	29
14												
15	51											
16	59	44										
19	32	23	41									
20	36	31	40	73								
21	28	16	31	27	30							
24	26	19	32	22	23	36						
25	15	07	24	20	22	30	25					
26	21	15	22	09	10	11	17	14				
27	19	27	24	19	22	21	16	11	61			
28	08	13	13	20	12	16	16	10	57	65		
29	12	15	19	18	21	13	14	-04	58	66	63	
30	08	19	10	18	16	09	00	-02	47	66	55	57
31	16	17	20	16	14	11	13	-02	55	69	58	58
33	15	23	19	22	18	22	25	07	48	53	59	53
34	00	05	00	-09	00	08	15	04	20	19	17	21
35	15	12	13	02	07	10	13	01	36	47	25	38
36	06	08	21	15	22	08	21	14	10	01	08	12
37	02	09	13	22	27	14	25	28	05	04	03	05
39	01	17	17	14	14	18	15	22	02	-02	06	04
41	-11	-04	-09	-11	-16	-09	-14	-15	01	-09	-08	-02
42	30	07	07	09	14	22	16	15	26	26	28	29
43	17	18	08	09	20	20	14	20	27	41	36	38
44	26	30	19	18	22	23	20	17	34	56	38	31
45	03	02	04	17	22	31	16	14	00	08	07	04
51	-07	-06	-08	-13	-15	-03	02	01	09	01	-08	-06
57	-11	07	09	16	09	-05	06	07	-10	-17	-08	-12
58	00	01	07	16	11	07	-03	-01	-06	-07	13	04

<sup>a</sup>Decimal points are omitted from table.



percentage which should be used for freedom scores

	29	30	31	33	34	35	36	37	39	41	42	43	44	45	51	57	58
57																	
58																	
53																	
21	18	75	63														
38	31	15	31	36													
12	04	15	09	11	35												
05	00	05	01	13	11	60											
04	-09	-10	05	16	04	33	45										
-02	04	-02	-04	-11	-04	-09	-16	-08									
29	15	24	32	35	24	29	26	25	-23								
38	31	25	37	38	38	09	22	27	-29	40							
31	42	40	54	35	43	06	09	09	-17	30	52						
04	16	08	09	01	-05	21	22	11	-12	12	18						
-06	01	-03	-09	-18	-14	17	17	00	03	01	-17	13					
-12	-13	-08	09	07	-10	19	11	34	-03	16	-08	-03	05	05	02		
04	05	20	07	07	-02	26	04	05	03	08	-09	-15	-05	-05	02	13	

APPENDIX J. PROCEDURE USED TO DETERMINE SOCIO-ECONOMIC  
LEVEL AND RESULTING CLASSIFICATION OF THE SAMPLE

Procedure used to determine socio-economic level and resulting classification of the sample:

I. Factors and weights assigned to these:

Occupation                      7 points

Education 4 points

Scores assigned to factors:

A. Education (range from 0 to 4 points)

Score

- |                                     |   |
|-------------------------------------|---|
| 1) 1-4+ years college or university | 4 |
| 2) 9-12 years high school           | 3 |
| 3) 5-8 years elementary school      | 2 |
| 4) 1-4 years elementary school      | 1 |
| 5) Never went to school             | 0 |

B. Occupation (range from 1 to 7 points)

- |  |   |
|--|---|
| 1) Professional  | 7 |
| 2) Farmer (owner, manager, etc.)   | 6 |
| 3) Wholesale occupation, merchant<br>in retail trade, etc.                                       | 5 |
| 4) Clerical and kindred occupation   | 4 |
| 5) Skilled worker  | 3 |
| 6) Semi-skilled worker, homemaker  | 2 |
| 7) Unskilled worker, unemployed,<br>social welfare client, pensioned,<br>unclassified occupation | 1 |

Minimum possible score:

Education (never went to school) (1) 4 (0) = 0

Occupation (unskilled and others  
in same group) (1) 7 (1) = 7  
(7 points)

## Maximum possible score:

Education (college graduate) (4) 4 (4) = 16

Occupation (professional) (7) 7 (7) = 49  
(65 points)

II. Original classification of sample by size of groups and socio-economic classes:

<u>Scores</u>	<u>No. cases</u>	<u>Socio-economic classes</u>
7-25	394	III (lower)
26-45	279	II (middle)
46-65	77	I (upper middle and upper)

III. Classification of sample used in the study by size of groups and socio-economic classes:

<u>Scores</u>	<u>No. cases</u>	<u>Socio-economic classes</u>
7-25	394	II (lower)
26-65	356	I (middle and upper middle)

IV. Distribution of sample by three residence groups and two socio-economic classes:

<u>Residence</u>	<u>Socio-economic classes</u>		
	<u>Class I</u>	<u>Class II</u>	<u>Total</u>
Urban	144	106	250
Rural-urban	105	145	250
Rural	<u>107</u>	<u>143</u>	<u>250</u>
Total	356	394	750

APPENDIX K. GENERAL CHARACTERISTICS OF THE SAMPLE

Table 21. General characteristics of the sample

	N - 750	Per cent
Age level of girls:		
Under 15	310	41.3
15	284	37.9
Over 15	156	20.8
Socio-economic level:		
Socio-economic Class I	356	47.5
Socio-economic Class II	394	52.5
Length of residence:		
In same town always	581	85.2
In same neighborhood:		
Five or more years	590	78.8
Two to less than five years	102	13.6
Less than two years	57	7.6
Adults with whom girl lives:		
Both parents	592	83.6
Broken families:	116	16.4
Death of spouse	29	4.1
Separation	29	4.1
Divorce	27	3.8
Unmarried	31	4.4
Age level of mothers:		
Under 35 years	160	22.6
36-45 years	390	55.2
46 or more	157	22.2
Education of mothers:		
Never went to school	66	8.8
1-6 years	454	60.5
7-12 years	171	22.8
College or more	15	2.0
No data	44	5.9
Occupational status of mothers:		
Gainfully employed	163	21.8
Not gainfully employed	541	72.1
No data	46	6.1

Table 21. (Continued)

	N - 750	Per cent
Size of family group (girls and parents excluded):		
Less than 3 persons	189	25.4
3 to 5 persons	308	41.4
6 to 8 persons	173	23.3
9 or over	80	9.9

APPENDIX L. DISTRIBUTION OF THE TWO FREEDOM SCORES  
FOR THE SAMPLE OF MOTHERS



Table 22. Distribution of the two freedom scores for the sample of mothers

Scale	Range	No. cases
Freedom Score #1 - Participation in activities outside the home		
1	00-07	1
2	08-15	7
3	16-23	23
4	24-31	30
5	32-39	43
6	40-48	36
7	48-55	10
8	56-63	9
9	64-90	8
Freedom Score #2 - Persons who make decisions involving the girl's personal life		
1	00-03	0
2	04-07	0
3	08-11	51
4	12-15	39
5	16-19	48
6	20-23	12
7	24-27	14
8	28-31	1
9	32-40	2

APPENDIX M. FREQUENCY OF SOURCES OF DISAGREEMENT WITH  
PARENTS REPORTED BY THE GIRLS IN THE SAMPLE

Table 23. Frequency of sources of disagreement with parents reported by the girls

Sources of disagreement	Per cent (N - 750)
I. Activities outside the home	
1. Whether I should ride in an automobile with a boy friend	64
2. Some places where I want to go alone	63
3. The time I should return home from visiting a girl friend's home at night	46
4. The time I should return home from a party in the evening	45
5. Whether I should dance	22
II. Friends and boy-girl relationships	
1. Attending a social activity with a boy friend	55
2. Some places where I go with my boy and girl friends	50
3. The friends to whom I want to write	39
4. Choosing my friends	36
5. Whether I should have boy friends	29
III. Clothes and grooming	
1. My use of lipstick	36
2. Everyday wear of certain garments	24
3. The amount of clothes I should have	11
4. The hair styles I like	11
IV. Handling money for personal expenses	
1. Whether I should handle money	24
2. How much money I should spend	23
3. How I spend my own money	22

Table 24. (Continued)

Sources of disagreement	Per cent (N - 750)
V. Other relationships with parents	
1. Some decisions I think I should be allowed to make	44
2. The things for which my parents criticize me	36
3. What my parents want to know about my personal affairs	31
4. Whether my parents should search through my possessions	31
5. Whether the members of my family other than my parents should tell me what I should do	31
6. Whether I should offer my opinion with regard to affairs discussed at home that affect me	30
7. Whether my parents should read my personal letters	27
8. Whether my parents should pay attention to my ideas	24
9. Visiting with friends on the telephone <sup>a</sup>	17

<sup>a</sup>Percentage based on the 60 cases which reported having telephones.

APPENDIX N. DISCREPANCIES IN MEAN NUMBER OF SOURCES OF  
DISAGREEMENT BETWEEN MOTHERS AND THEIR DAUGHTERS

Table 24. Discrepancies in mean number of sources of disagreement between mothers and their daughters

Areas of conflict	Residence group	Socio-economic Class	Age	Mean number of sources of disagreement		Discrepancy
				Mothers	Daughters	
Activities outside the home	Rural-urban	II	Over 15	1.00	5.00	4.00
	Rural	II	Over 15	0.00	3.50	3.50
	Rural-urban	III	Over 15	1.28	3.14	1.86
	Rural-urban	III	Under 15	1.33	3.00	1.67
	Rural-urban	II	Under 15	0.77	2.44	1.67
Friends and boy-girl relationships	Rural	II	Over 15	0.00	4.00	4.00
	Rural-urban	I	Over 15	1.00	4.00	3.00
	Rural-urban	III	Over 15	0.67	3.00	2.33
	Rural-urban	II	Unver 15	0.33	2.44	2.11
	Rural	I	Under 15	0.00	2.00	2.00
Clothes and grooming	Rural	III	Under 15	2.73	0.75	1.98
	Urban	II	Over 15	1.67	0.00	1.67
	Rural-urban	III	15	0.33	1.46	1.13
	Rural-urban	I	15	1.00	0.00	1.00
	Rural-urban	II	15	0.60	1.00	1.00
Handling money for personal expenses	Rural	I	Over 15	2.00	1.00	1.00
	Rural	III	Under 15	0.40	1.40	1.00
	Rural	II	Over 15	0.00	1.00	1.00
	Rural-urban	I	15	2.00	1.00	1.00
	Rural-urban	III	15	0.17	1.00	0.83

Table 24. (Continued)

Areas of conflict	Residence group	Socio-economic Class	Age	Mean number of sources of disagreement		Discrepancy
				Mothers	Daughters	
Other relationships with parents	Rural-urban	III	Over 15	0.71	4.00	3.29
	Rural-urban	III	Under 15	1.00	3.17	2.17
	Rural-urban	II	Over 15	2.00	0.00	2.00
	Urban	I	15	0.25	2.25	2.00
	Rural-urban	III	15	0.83	2.67	1.84