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PARENTAL PERCEPTIONS OF SOCIALLY COMPETENT  
BEHAVIORS OF BOYS AND GIRLS.

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Parental perceptions of socially competent  
behaviors of boys and girls

by

Ann Katharine Reardon

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## INTRODUCTION

Social competence is a multidimensional concept. The definitions of this concept are varied. Zigler (1973) related social competence to health. Supporting this aspect, Anderson and Messick (1974) defined social competence as personal maintenance. Other researchers have taken a broader point of view and defined the concept in terms of behaviors required for successful participation in society. Baumrind (1973) enumerated four components of social competence: social responsibility, independence, achievement orientation, and vitality. Socially responsible behavior is friendly rather than hostile to peers, facilitates other's work rather than disrupts, and cooperates with adult-led activities. Correlates of this component, in late childhood, are the qualities of objectivity and self-control. Independent behavior is described as ascendant, purposive and self-determining rather than conforming. Persistent and efficient problem solving are characteristics of behavior included in the component achievement orientation. Vitality relates to physical qualities of the individual including the child's level of biological energy and vigorous appearance. Baumrind's (1973) definition exemplifies a need stated by Anderson and Messick (1974) to explicate the "something more" to be included in the concept of social competence, to go beyond intelligence and physical status.

The variation in these definitions suggests the importance of the study of social competence. Social competence provides a more integrated picture of social development than study of isolated

components such as empathy, locus of control, and self-esteem. Study of variables associated with social competence might enhance predictability of academic success beyond information solely from the cognitive realm (Cattell, Sealy and Sweney, 1966; Holland, 1960).

O'Malley (1977) stresses the importance of studying social competence in his definition of the concept. Skills associated with social competence are necessary for participation in society. Social or interpersonal competence refers to productive and mutually satisfying interactions between a child and peers or adults. The child attains either immediate or long term personal goals through these productive interactions.

Burton White (1975) outlined the components of social competence from a behavioral viewpoint. He suggests certain social abilities are indicative of competence:

- 1) to get and maintain the attention of adults in socially acceptable ways.
- 2) to use adults as resources.
- 3) to express both affection and hostility to adults.
- 4) to lead and follow peers.
- 5) to express both affection and hostility to peers.
- 6) to praise oneself or show pride in one's accomplishments.
- 7) to involve oneself in adult role playing behavior or to otherwise express the desire to grow up (p. 245).

According to White and Watts (1973) social competence is a way to identify those behaviors and experiences which are valuable in



terms of optimal outcomes in the child's social and intellectual development. Baumrind (1971) includes the concepts of social responsibility and independence in her definition of competence. Others have suggested the importance of social competence in outlining behaviors of long-term value in development (Baumrind, 1973; O'Malley, 1977; White, 1959). Social competence is displayed in the individual's ability to "interact effectively with the environment" (White, 1959). This definition implies that behaviors which are necessary for the child's survival and development are in a sense biological and universal for all children. "Effectiveness" is, however, somewhat dependent on cultural expectations. Social competence then includes a cultural dimension.

No difference between the definition of social competence for boys and the definition of social competence for girls is found in the literature. In observing behavior of preschool-age children, Baumrind (1970) noted that boys were reinforced for behavior thought to be indicative of social competence (independence, leadership). Girls were rewarded, by adults, for compliant, cooperative behaviors. On the basis of these observations Baumrind outlines differential tasks for achievement of social competence. She suggests that one of the major tasks for preschool-age boys is to develop social responsibility. The major task for girls is to maintain positive, dominant and independent behavior. Due to socialization practices which seem to inhibit girls' assertive behavior, self-assertion and achievement for girls may require a more aggressive stance (Baumrind, 1970).

Baumrind's (1970) observations are supported by research on adult behavior toward male and female children and on adult beliefs about appropriate male and appropriate female behavior. In defining differential socialization Maccoby and Jacklin (1974) reported that parents would treat children of the two sexes so as to shape them toward the behavior appropriate for their given gender. Boys are rewarded for being tough and competitive, while girls are praised for being compliant and nurturant. Sisson (1973) found that children who showed no interest in opposite sex activities were less flexible and exhibited only those socially competent behaviors that were stereotyped as sex typical. Children showing moderate levels of cross-sex typed play preference were rated higher on social competence. This seems congruent with Baumrind's (1973) statement on sex-stereotyping of socially competent behaviors.

Although Maccoby and Jacklin's (1974) summary evaluation stated that research revealed little differentiation in parent behavior according to sex of child, differences in mothers' behavior toward boys and girls from infancy to adolescence are well-documented. The findings are quite consistent: mothers verbalize more to girls (Moss, Robson, and Pederson, 1969); expect them to be better behaved (Sears, Maccoby and Levin, 1957); allow girls to be more dependent, and give them more physical affection (Droppleman and Schaefer, 1963). Boys are given more independence (Barry, Bacon and Child, 1957); more punishment (Droppleman and Schaefer, 1963); and are encouraged more in intellectual curiosity (Lynn and Sawrey, 1933). Moss (1967, 1974),

in studies of parental reaction to infant behavior, concluded that boys get more attention while girls are taught to smile and laugh and to be content when ignored. There is also a tendency for parents to attribute more qualities (independence, friendliness, assertiveness) to a child of their own sex (Meyer and Sobieszek, 1972). In a study of nonparent college students Condry and Condry (1976) reported both male and female college students as seeing a nine-month-old infant, labeled "boy," as more active and more potent than the same infant labeled "girl." When the infant cried, the "boy" was seen as angry but the "girl" was viewed as afraid.

In summary, a review of the literature indicates that during the preschool years there are behavioral and adult perceived sex differences. The concept of social competence includes behavioral aspects but the definition of social competence does not describe differing behaviors for preschool-age boys and girls.

#### Statement of Purpose

The purpose of the present study is to investigate differences in the way mothers and fathers perceive behaviors in boys and girls relative to social competence. These perceptions are measured through parental response to the Iowa Social Competency Scale: Preschool Form (ISCSP) to which items distinguishing sex-typed behaviors have been added.

A second objective is to explore the relationship between sex-role preference of preschool children and their social competence.

Sex-role preference is measured through the child's response to the IT Scale for Children (ITSC). The measurement of social competence is parental response to the ISCSP.

#### Hypotheses

The variables in the study include: social competence, sex of parent, sex of child and sex-role preference. The null hypotheses to be tested are:

- 1) No difference exists between father's report of social competence of male children and of female children.
- 2) No difference exists between mother's report of social competence of male children and of female children.
- 3) No interaction exists between sex of the child and sex of the parent.
- 4) No relationship exists between child's sex-role preference and parental report of social competence.

## REVIEW OF LITERATURE

The following section reviews literature and research relevant to differential socialization of social competence in preschool-age children. Four theoretical sources will be reviewed: 1) an ethological view of competence, 2) White's (1959) model of competence, 3) social learning model, 4) and a cognitive-developmental model. Research in the areas of parental influence and differential socialization, including age of child and sex of child which might relate to the development of social competence in young children, is described.

### Theoretical Framework

#### An ethological view

Ethology identifies the mechanisms underlying behavior patterns having evolutionary significance within given ecological conditions. In this approach the definition of competence reflects the extent to which behavior is adaptive in the environment in which it occurs. O'Malley (1977) states that "adaptive" is the key, adaptive behavior contributes to specie survival. Socially competent behaviors are those necessary to the child in order to interact successfully with his or her environment.

An example of ethological analysis in combination with a psychometric approach is presented in the Harvard Preschool Project (White, 1975). The Harvard Preschool Project produced a useful definition of competence in terms of adaptive behaviors, such as successfully getting adult attention and utilizing adults as resources.

### Motivation model

White (1959) developed a motivational model of competence. According to this model many behaviors could be subsumed under a general need to interact effectively with the environment. White argues that this motive is an intrinsic one, though it is influenced by experience. Effective behavior gives rise to feelings of efficacy which would in turn, strengthen the motive (Goldberg, 1977). White further suggests that the behavior of the human infant is particularly illustrative of this motivation.

Competence, by definition, is that motivation which results from successful interactions with the environment. The original definition was developed in order to account for the individual's continued action on the environment in the absence of drives or apparent somatic needs. The motivation sustains the continuous interaction with the environment necessary to the young child's social and intellectual development. White (1959) seems to suggest that competence for the young child is undifferentiated motivation. With age and experience this motivation differentiates into mastery, achievement and cognizance.

The existence of competence motivation can be established only by inference. White (1959) suggests that the effectance or competence urge represents what the neuromuscular system wants to do when it is otherwise unoccupied or is gently stimulated by the environment.

### Social learning model

Baumrind (1973) defines socialization as the process by which the young person acquires his or her culture, through education, training, and imitation. The individual also acquires the habits and values congruent with adaptation to that culture. Thus, for Baumrind, this is how the child develops culturally specific social competence.

Social learning theory is relevant to the study of competence because of its focus on modeling and reinforcement of desired behavior by parents and other adults. White and Watts (1973) noted the importance of adults, especially parents, in providing the environment and experiences for the young child. Parents and other adults serve as the principal medium through which the child observes socio-cultural expectations for desired behaviors. These expectations may be transmitted implicitly through modeling and reinforcement or explicitly through verbalizations. Bandura (1960) states that a child initiates a powerful and rewarding adult because the adult model serves as a secondary reinforcer. Imitation of models is dependent on the incentive conditions of the model. Imitated behaviors may be generalized to novel situations.

The value of social learning theory in defining social competence is that social learning theory has served to account for individual differences in competence, particularly as these are mediated by parental influences.

Cognitive-developmental model

Piaget (1952) describes the child as an organism whose increasingly complex interactions with the environment lead to qualitative changes in patterns of dealing with the environment. Baldwin (1969) interprets the socialization process in terms of cognitive components. The child is seen as moving from narrow, perception-bound patterns of behavior, in which there is no differentiation between self and environment, to increasingly complex and symbolic patterns of social behavior.

O'Malley (1977) deals with these cognitive components in defining interpersonal competence. Interpersonal competence is equated with skill at establishing and maintaining identities, whether for one's self or for others. The psychological components underlying the ability to maintain identities are: 1) the ability to take the role of the other, 2) possession of varied repertoire of lines of actions, and 3) possession of interpersonal resources to deploy effective tactics in situations where they are appropriate. Emphasis on these psychological components utilize research from areas such as role taking, empathy, person perceptions and social cognition in further understanding of social competence. O'Malley (1977) suggests that the importance of conceptualizing empathy as a component of social competence is to bring this significant research area from its present position as a developmental or epistemological approach into the area of applied concerns.

Each of the theoretical sources seem to contribute important perspectives to the study of competence. White's (1959) competence



model gives the basis for a general understanding of competence but needs augmentation from other theoretical models. The contributions of social learning theory are necessary to understand fully the role of the cultural environment in the definition and development of competence. The cognitive-developmental and ethological models suggest the origins of competence in the interaction between the individual and the environment.

#### Parental Influence on Social Development

Becker (1964) reviewed the literature on parent behavior and its effect on the social development of young children. This review suggests that children reared in warm, restrictive environments often exhibit submissive, dependent, obedient and minimally aggressive behaviors and also are uncreative and unfriendly. Children raised in warm, permissive environments seem to exhibit independent, assertive, and active behaviors. A hostile, restrictive atmosphere tends to produce socially withdrawing and "neurotic" behaviors in children. These children also exhibit more quarrelling and shyness with peers. Children raised in hostile, permissive atmospheres exhibit more delinquent and noncompliant behaviors and also exhibit maximal aggression.

Baumrind (1967, 1971) has conducted a series of investigations on the effects of different patterns of parental authority on the development of competence in children. Subjects were 32 children (three to four years old) who were selected from a pool of 110 children

attending nursery school at the Child Study Center at the University of California at Berkeley. All children attending the Child Study Center were assessed along five dimensions: self-control, approach-avoidance tendency, self-reliance, subjective mood, and peer affiliation. After 14 weeks of observation the children in four participating nursery school groups were ranked on each dimension by teachers and a school psychologist. All children who were reliably rated over settings and had one of the patterns of high and low scores were used as subjects. Children who ranked high on mood, self-reliance, and approach or self-control were designated as Pattern I (N = 13; six girls, seven boys). Children who ranked low on peer affiliation and mood dimensions were designated as Pattern II (N = 11; seven girls, four boys). Children ranking low on self-reliance and low on self-control or approach were designated as Pattern III (N = 8; three girls, five boys). Sex of child was not considered as a variable.

Families of the 32 target children were observed in the home during two different sessions. Observers recorded all parent-child interactions where one member attempted overtly to influence behavior of another. Families participated in a structured observation at the Child Study Center and a parent interview which was adapted from the interview used by Sears, Maccoby and Levin (1957). The structured observation consisted of two parts: one in which the mother attempted to teach the child to use cuisinaire rods, and one in which the mother and child were to participate in a 15 minute play period. Interactions were then coded.

Based on mean scores of the home visit, the structured observation and the parent interview Pattern I children were described as socialized and independent. Parents of Pattern I children were consistent, loving, conscientious, secure, held their position once they took a stand, and were directive with a reason. Pattern II children were less content, more insecure, apprehensive, and likely to become hostile or regressive under stress. Parents of these children were less nurturant and involved with their children, they exerted firm control, used power freely and gave little support or affection. They did not encourage the child to express himself or herself. Pattern III children were lacking in self-control and self-reliance. Parents of these children were less controlling, not well-organized or effective in running their household, self-effacing and insecure about their ability to influence children.

Three models of child training were then labeled: authoritative, in which parents were described as using high control with positive encouragement; authoritarian in which parents displayed controlling and detached behaviors; and permissive in which parents exhibited less controlling behaviors and were warm, but not as warm as authoritative parents. In a later study on 150 families of preschool children Baumrind (1971) associated independent, purposive, dominant, and achievement-oriented behavior in girls and social responsibility in boys with authoritative parent behaviors.

Baumrind (1967, 1973) makes a case for supporting the influence of parental behaviors on subsequent child behaviors. Another topic

of interest in the literature is the effect of child on parents. Marcus (1975), in a study of parental sanctions for independent and dependent behavior found that parents responded differently depending on the sex of the child being viewed. Marcus hypothesized that independent behavior in children as compared with dependent behavior elicits in parents greater nondirectiveness and greater encouragement of independence. It also was hypothesized that the cross-sex parent is more directive than the same-sex parent in giving directions to the child. The subjects for this research were 64 parents, 32 mothers ( $\bar{X}$  age = 33.3) and 32 fathers ( $\bar{X}$  age = 35.2). These mothers and fathers were not necessarily in the same family but the parents had a child between five and seven years of age. Parents were asked to observe videotaped behavior of children working on puzzles. They were told that the experimenter wished to know the reactions of parents to children performing everyday behaviors. Videotapes were halted at the end of each behavioral segment. Parents were then asked what they would do or say in response to the child. Subjects were exposed to the tapes of one child displaying independent behavior and a second child engaging in dependent behavior. Half of the subjects were shown male children, while half were shown female children. After the 20-minute viewing session, parents were asked to complete a questionnaire on their impressions of the videotapes. Parent responses were coded in 12 categories: directs, explains, comments, questions, encourage independence, encourage persistence, reward, does nothing, positive affect, negative effect, encourage dependence,

reflection. Responses were subjected to a  $2 \times 2 \times 2 \times 2$  analysis of variance with repeated measurements taken on the last factor (Sex of Parent, Sex of Child, Sex of Child nested within Child, and Type of Child Behavior). Parents responded differently depending on the sex of child ( $F_{1,56} = 4.1, p < .05$ ) with parents of the same sex responding more nondirectively. Mothers encouraged dependence more than fathers.

Following Baumrind's work Gerwirtz (1969) found that children made more emotionally dependent bids to adults of the opposite sex. Patterson, et al. (1967) also found that parents of the opposite sex were more potent reward agents than parents of the same sex.

Osofsky and O'Connell (1972) explored the differential effect of daughters' behaviors on mothers and fathers. Subjects involved in this study were 42 white fathers and mothers and their daughters who ranged in age from 4.5 to 6.2 years ( $\bar{X} = 5.1$  years). Families were brought to a laboratory setting consisting of a toy room, a testing room, and an interview room. Parents were interviewed separately in order to assess reported attitudes and behaviors toward the child in many situations, particularly in terms of the child's dependent and independent behaviors. While one parent was interviewed the other parent participated in a behavioral observation with his/her daughter. The behavioral observation required that the child, with a parent, put together three puzzles of graded difficulty under controlled circumstances. The child was taken to the toy room to select the first puzzle. Without the parent's knowledge the child

was told that the puzzle was an easy puzzle and that she could probably do it without her parent's help. This was done to increase production of independent behaviors. The second puzzle was more difficult. The child was told that the puzzle was hard and that she would probably need her parent's help with it. The purpose of this was to induce dependent behaviors. The third puzzle was easy in order that the child not become discouraged and to insure cooperation for the repeat of this process with the other parent. These sessions were videotaped. The child's behavior was scored for amount of dependent and independent behavior. Parents were scored for encouragement of independent or dependent behavior. Results of correlational analysis suggest that fathers reinforce daughters more when they were dependent than when they were independent. Mothers, on the other hand, are more controlling when children are dependent. As for child behaviors, daughters exhibited more task specificity with fathers, and more interpersonal interaction with their mothers. Overall, fathers are more action oriented, physically helping the child, while mothers are supportive and encouraging of the child's efforts, being less likely to either help her immediately or withdraw totally, leaving the child on her own. The results of this investigation by Osofsky and O'Connell (1972) support the notion of children having some effect on parent behavior.

Block (1975) investigated child-rearing orientations, values and techniques of mothers and fathers from two different perspectives: 1) parental self-report and 2) perceptions of parental rearing practices

by young adults. A standard instrument, the Block Child Rearing Practices Report (CRPR) was administered to samples varying with respect to cultural and subcultural origins, age, sex, and health status of the child. The results provide evidence of differentiation in parental rearing practices as a function of the sex of the child.

Parents tend to be restrictive of their daughters in the sense of maintaining closer supervision of their activities. However, parental restrictiveness of sons appears to be focused on assertiveness toward parents and expression of feelings. With respect to the globally defined concept of independence, the relationships issuing from the study suggest that parental encouragement of independence may have somewhat different meanings for sons than for daughters. Parents appear to encourage their sons to be independent in the sense of taking chances and assuming responsibility; for daughters, however, it appears that parental encouragement of independence may be in the serve to encouraging differentiation from the parents. For sons, aggression in the sense of competition is encouraged and participation in rough games is tolerated by both parents; fathers are more accepting of fighting in their sons than in their daughters; teasing and expressions of sibling rivalry in sons do not elicit significant parental reactions despite their aggressive implications. On the other hand, fathers of sons discourage expressions of anger toward themselves.

#### Differential Socialization

Differential socialization is a theory of how psychological sex

differentiation occurs. It is suggested that parents treat children of the two sexes differently, shape them toward sex-appropriate behavior so that boys are rewarded for being tough and competitive while girls are rewarded for being compliant and nurturant. Another possibility is that because there are innate differences in their characteristics, boys and girls stimulate their parents differently and elicit a different treatment from them (Maccoby and Jacklin, 1974).

Evidence of differential socialization is found in several recent studies. Fagot (1973) asked 102 (45 males, 57 females ages 20 - 25 years) non-parent college students to rate a list of 38 behaviors as to whether the behaviors were more typical of boy or girl two-year-old children. The behaviors listed most often as boy-like by male and female college students were: rough house play, play with wheel toys, and aggressive behavior. Girl-like behaviors were: play with dolls, domestic play, and look in a mirror. In a more sophisticated version of this study Condry and Condry (1976) asked male and female college students to interpret videotaped behavior of a nine-month-old child. Subjects were 204 middle-class college students (45 males, 159 females, 18 - 25 years of age). Subjects were asked to describe their familiarity with infants and children (three years of age or younger) on the Experience with Infants Questionnaire. The subjects were then asked to observe a videotape of a nine-month-old child being presented with different stimuli. They were asked to rate the overall intensity of the emotion displayed by the child. On the same page as the infant



rating scale was a space for "infant name, age, and sex." Half the protocols were given the name "David" and the sex as "male," the other half had the name "Dana" and the sex "female" written in. When the rating of the videotape was completed subjects were asked to describe the child they had just seen using a semantic differential scale of bipolar items made of three items with high loadings on each of three subscales. These scales were: activity, potency, and evaluation. The relationship between sex of the subject, sex of the infant, and experience with infants was significant ( $F_{1,23,52} = 11.48$ ,  $p < .001$ ). Males with experience with infants reported more of a difference due to the sex label than males with little experience with infants. Females with high experience with infants gave a higher rating in girls than in boys, and the opposite was true of the females with little experience with infants. Labeled sex of child elicited further differentiation. In an ambiguous situation, where the infant cried the "boy" was seen as angry, "girls" were seen as afraid. Both male and female college students saw the "boy" as being more active and potent.

In a study of preschool children's environment Rheingold and Cook (1975) investigated decorating motifs and content of children's bedrooms. The assumption was made that preschool-age children have little choice in the decoration of their rooms. The bedroom environment has an effect on children's behavior. It determines the things the child sees, that he/she finds for amusement and/or instruction. The sample was comprised of the contents of the rooms of 96 children

ages 1.0 - 71.6 months. During a time when the child was not in the house observers recorded on a checklist furnishings and toys in the room. Color photographs were taken on each part of the room as a reliability check. Classes of items on the checklist included: animal furnishings, books, dolls, educational, art materials, floral furnishing, furniture, musical items, ruffles, spatial-temporal objects, sports equipment, toy animals, and vehicles. The 13 classes of items were tallied by the number of items present in the room and these were analyzed by a multivariate analysis of variance.

The motifs most prevalent in boys' rooms were animals and sports. The toy content of these rooms included wheel toys, vehicles, sports equipment, toy animals, plants and military toys. Motifs in girls' rooms were "frilly." Decorations included flowers, lace, fringe, and ruffles with prevalent toys being dolls, doll houses and domestic toys. Boys are provided with objects that encourage activities directed away from home while girls are provided with objects that encourage activities directed toward the home. These findings tend to provide support for differential socialization.

In summary, the literature reviewed on parental influences on social development suggests that adults expect different behaviors from boys and girls, parents provide different living environments for children depending upon sex of child. Children respond differently to mothers and fathers. Parents vary their child-rearing techniques according to the sex of their child.

### Age of Child

Age differences in social and intellectual development have been attributed to inherent mechanisms for change as well as differing expectations for behavior based on age of child. A definition of preschool social competence must be age-specific because changing expectations may effect competence. Changes in maternal expectations of child behavior are not well-documented longitudinally. Clarke-Stewart (1973) reports significant changes in maternal behavior as a function of the child's development between nine and 18 months of age. She examined relations between behaviors of mothers and children. Over a nine-month period repeated observations were made of 36 mothers and their first-born children (nine to 18 months old) as they interacted at home, spontaneously and in structured situations. Over a nine-month period the child's increasing independence was reflected by the mother's decreasing attention (physical contact, caretaking, social stimulation) and increasing "rejection" (leaving the child, punishing him/her, scolding him/her). As the children grew older, mothers became more directive and more effective in their direction. They also became more responsive to their children's behavioral expressions, particularly in the area of social behaviors. This increase in responsiveness may possibly have occurred because the children were becoming more skilled at signaling their social desires.

### Sex of Child

Sex of the child may have important consequences for the

measurement of his/her competence and intelligence. Sex of the child seems to make a contribution to the development of the child by influencing the salience of available models, and by influencing cultural expectations which are placed on the child.

Lynn (1962) hypothesized about differential learning patterns of boys and girls, and further, about their developing differential personality traits because of specific learning patterns followed by each sex. His hypothetical framework states:

- 1) Females will tend to demonstrate greater need for affiliation than males.
- 2) Females tend to be more dependent than males.
- 3) Females will tend to be more receptive to the standards of others than males.

Boys, it is thought, develop certain personality traits because of their tendency to approach new situations and to learn through the following sequence: 1) define the goal; 2) restructure the field; and 3) abstract principles.

Socialization practices seem to contribute to a condition of instrumental incompetence among women (Baumrind, 1970). The following examples support Baumrind's (1970) belief: 1) few women enter scientific fields and very few achieve eminence; 2) femininity and being female is socially devalued (McKee and Sherriffs, 1957; Brown, 1958); 3) intellectual achievement and self-assertive independent strivings in women are equated with loss of femininity by men and women alike (Keniston and Keniston, 1964; Horner, 1969);

4) generally, parents have higher achievement expectations for boys than they do for girls (Barry, Bacon and Child, 1957); 5) girls and women consistently show a greater need for affiliation than do boys and men. Baumrind (1970) believes the effects of differential socialization on females are harmful. She suggests that the affiliative and cooperative orientation of girls increases their receptivity to the influence of socializing agents. Socializing agents are then able to inculcate passivity, dependence, conformity and sociability in the young female at the expense of independent pursuit of success and scholarship. Bronfenbrenner (1961) observed that among educationally advantaged subgroups, too much warmth and support have a "debilitating" effect on girls. Kelly and Worell (1976) support Baumrind's premise in their definition of traditionally male and female sex roles. Kelly and Worell administered the ANDRO scale, consisting of two sets of items; a MASCUL scale and a FEMIN scale, and a Parent Behavior Form, in counterbalanced order to 181 male and 300 female undergraduate psychology students. Subjects were assigned to one of four sex role categories: masculine-type, feminine-type, androgynous, or indeterminant. Two analyses of variance were performed to compare sex role category means on each of the parent variables. Results suggested that women perceived their parents as expecting them to be expressive, emotional, sensitive, supportive and noncompetitive. Men, on the otherhand, are expected to behave in a more instrumental, goal-directed, dominant, cognitive, and socially ascendent manner.

The literature demonstrates a positive relationship between masculine identification and favorable personality characteristics. Inselberg and Burke (1973) compared the personality characteristics, reputation, and self-conception of kindergarten boys with varying masculinity ratings. Subjects 326 Caucasian males with a mean age of 67 months. Instruments utilized in the investigation included: The California Test of Personality, Primary Form AA; the IT Scale for Children (ITSC); the Test for Self-Concept and Peer Evaluation; and a Test for Anxiety Reactions. Subjects were assigned to one of three groups (high masculinity, middle masculinity, and low masculinity) by score on the ITSC. Results of a two-tailed t-test suggested little difference between the high and middle groups in personality characteristics, reputation and self-concept. The study lends support to the view that appropriate sex-role identification in boys is associated with favorable personality characteristics.

Sisson (1973) investigated the relationship between sex role flexibility and socially competent behaviors. Social competency was measured by Burton White's Social Competency Observational Checklist. A Play Preference Kit was developed by the researcher to measure flexibility of sex-role interests. Subjects were placed in four groups depending on degree of sex role preference. Results suggest that children showing a medium amount of opposite sex role play preference behavior have higher total social competence scores than groups demonstrating a lower amount of opposite sex role play preference behavior. Children who showed no interest in opposite

sex activities were less flexible and exhibited only those socially competent behaviors that were stereotyped as sex typical. Sisson supports Baumrind (1972) in suggesting that assertiveness or instrumental competence is a necessary component of social competence for girls. For boys, the ability to relate successfully to adults seems to differentiate boys with flexible sex role preference from boys with more stereotyped sex role preference.

The literature reviewed suggests that sex, as well as age of child merit consideration as variables in measuring social competence. Both of these variables effect the expectations an adult may have for the child. It was further suggested that females are not being socialized for achievement.

Some research (Inselberg and Burke, 1973; Sisson, 1973) has demonstrated a relationship between sex role identification and socially competent behaviors. The little research conducted in this area, however, has been inconclusive and additional work is needed to clarify the impact the socialization process has on the social competency of children.

## METHODOLOGY

The purpose of this study is to investigate differences in the ways parents perceive socially competent behaviors in their children. Researchers (Sisson, 1973; Baumrind, 1967) have pointed out that flexible sex role preference may be related to social competence. In view of this, a second objective is to explore the relationship between sex role preference of preschool-age children and their social competency as reported by their parents.

To accomplish these objectives the research was conducted in three phases: 1) a preliminary study involving development of a sex-role stereotyping instrument; 2) an investigation of parental perception of social competency in sons and daughters and 3) a correlational study of child's sex-role preference and parental report of child's social competency.

### Preliminary Study

A preliminary study was conducted to develop items of preschool-age child behavior which would discriminate by sex of child and sex of adult responding to the items. These items could then be added to the Iowa Social Competency Scale: Preschool (ISCSP) to study sex differences in parental report of social competence.

### Instrument development

A total of 100 behavioral items were collected by the researcher. The research tabulated by Maccoby and Jacklin (1974) was reviewed.



Those areas of research indicating findings of sex differences in preschool-age children were: verbal ability; physical ability/activity; aggression; compliance/dependence; toy preference; anxiety; social skills with adults; and social skills with peers. These areas were then used as categories under which behaviors could be grouped. Research reports included by Maccoby and Jacklin (1974) under these categories were reviewed. When possible actual items used in a specific study were selected. If no items were found in the reports for a category new items were written so that all categories had item representation. Other items were written based on Vroegh, Jenkin, Black and Handrich's (1967) study of preschool masculinity and femininity in which characteristics of Most Masculine boys and Most Feminine girls were identified. These characteristics were used to write behavioral items. Additional items which seemed related to the categories were selected from the Early Adjustment to School Scale (Highberger, 1953) and the California Preschool Social Competency Scale (Levine, Elzey, Lewis, 1969).

The 100 items which resulted from this search were then reviewed by the researcher and two child development experts. Items which seemed ambiguous or poorly written were rewritten or eliminated. Seventeen items were eliminated. The 83 remaining items were then randomly ordered and titled the Iowa Behavior Scale (Appendix A).

### Scoring

Each item of the Iowa Behavior Scale (IBS) is rated twice: once for a male preschool-age child and once for a female preschool-age

child. Ratings for each item range from one to 99 on a certainty scale (Wolins and Dickinson, 1973) with one representing behavior that occurs rarely in preschool-age children and 99 representing behavior that occurs very often in preschool-age children. Judgment of frequency of behavior is in comparison to the behavior of an average child. A rating of 50 indicates that the respondent thinks the behavior described in the item is neither rare nor common for preschool-age children or that the respondent is unsure of how frequently the behavior occurs. A limitation in the use of the IBS is the fact that no validity or reliability information is available on this instrument.

### Subjects

Two hundred and seventy-six college students served as subjects in the preliminary study. Thirty male students between the ages of 18 and 21 years (mean age: 19 years seven months) participated. Two hundred and forty-six female students between the ages of 18 and 21 years (mean age: 19 years two months) completed questionnaires. Thirty female responses were randomly selected from this pool of subjects for analysis. Thus a total of 60 subjects (30 male; 30 female) comprised the sample of this phase of the research.

### Procedure

With the cooperation of the coordinator of the introductory child development course the researcher presented the proposal for data collection of sex-role stereotyping phase of the research to

eight child development faculty members involved in teaching the course. All instructors of the course agreed to allow the researcher thirty minutes of class time to administer the Iowa Behavior Inventory.

The researcher visited ten sections of the introductory child development course. The study was described to each section as a study of social competency in preschool-age children. Class members were then asked to complete the Iowa Behavior Inventory. Students were given the option of not participating in the study. To control for order effects respondents rated first the girl on page two then the boy on page three and continued to alternate the sex of the child by page until all items were completed. A total of 276 students completed the inventory. One student opted not to respond to the inventory.

### Statistical analysis

In order to identify items sensitive to sex bias, two methods were used. An analysis of variance was performed for each of the 83 items of the inventory to determine significance of the interaction between sex of child and sex of respondent. Significant effects were found for items 17, 22, 25, 41, 48, 61, and 63. Results of the analyses of variance of these items are presented in Table 1. The A effect refers to sex of respondent and is between groups. The B effect refers to sex of child and is a within group factor and C refers to the effect of the respondent. Means for all variables were also plotted on a graph in order to determine direction of variance. This resulted in the addition of item 62 to the sex-stereotyping items, since it appeared

from the graph that male and female responses to boys and girls differed. It should be noted that Figures 1 and 2 need to be viewed concurrently. The items which lie above the line for preschool-age boys (Figure 1) fall below the line, with the exception of item 17, for preschool-age girls (Figure 2).

#### Parental Perception of Social Competence

The purpose of this phase of the research is to investigate differences in the ways mothers and fathers perceive socially competent behaviors in their sons and daughters. The participating members of each family consisted of a mother and a father. Each parent responded to the Modified Iowa Social Competency Scale, once for their son and once for their daughter.

#### Subjects

Parents from fifty Caucasian families served as subjects. Families were selected for participation from a list of names provided by the Iowa State University Extension Home Economists and Extension Area Human Development Specialists. All of the families fell into either Class I or Class II of Hollingshead and Redlich's Two Factor Index of Social Position (Hollingshead, Note 1).

Participating members of each family were the mother and father. The mothers and fathers were natural parents living at home and were not older than 50 years of age. Each family had one male and one female child between the ages of two years six months and five years six months with no more than two years zero months difference in age (mean age four years three months). Families could have more than

Table 1. Analysis of variance for items from the Iowa Behavior Inventory

Item	Source	df	F Value
17) Follows verbal directions	A	1	3.41
	B	1	47.69****
	C (A)	58	4.52****
	A*B	1	4.58*
22) Appears to be shy	A	1	0.65
	B	1	40.52****
	C (A)	58	2.28**
	A*B	1	17.43****
25) Needs help to dress himself/herself	A	1	2.58
	B	1	0.00
	C (A)	58	3.56****
	A*B	1	3.86*
41) Has a tantrum when he/she does not get what he/she wants	A	1	1.22
	B	1	7.13**
	C (A)	58	3.42****
	A*B	1	4.58*
48) Runs in the other direction when he/she sees a snake	A	1	0.08
	B	1	75.89***
	C (A)	58	1.43
	A*B	1	9.89**

61) Watches other children play without  
joining them

A	1	0.01
B	1	10.16**
C(A)	58	2.07**
A*B	1	8.52**

62) Hits other children while playing  
with them

A	1	4.30
B	1	88.83****
C(A)	58	1.70
A*B	1	.40

63) Wants you to hold his/her hand when  
taken to a strange place

A	1	0.44
B	1	32.32****
C(A)	58	2.16**
A*B	1	8.52**

---

NOTE: A = sex of respondent; B = sex of child; C = respondent.

\*p < .05.

\*\*p < .01.

\*\*\*p < .001.

\*\*\*\*p < .0001.

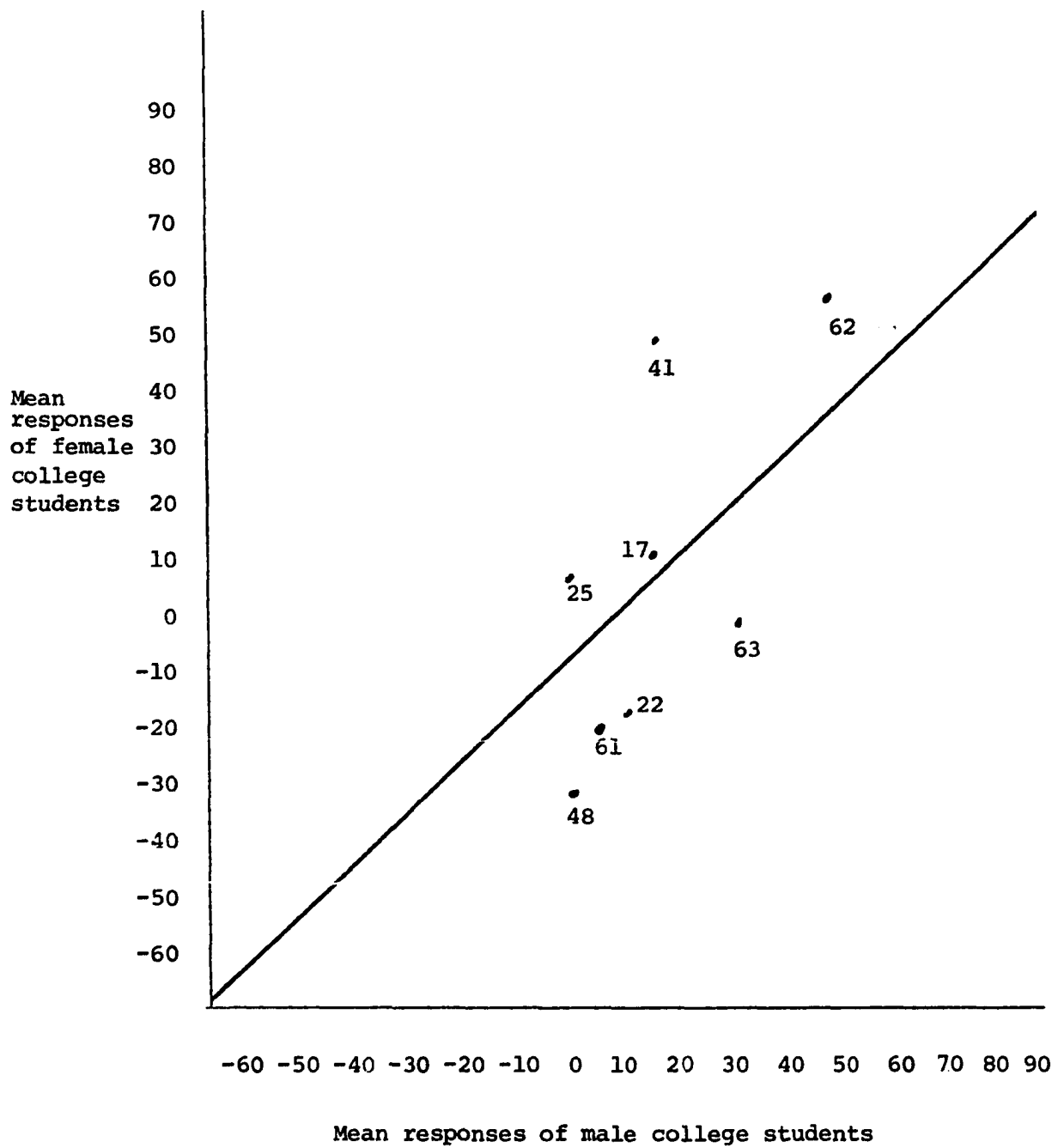


Figure 1. Mean responses of college students to sex-stereotyping items of preschool-age boys on the Iowa Behavior Inventory

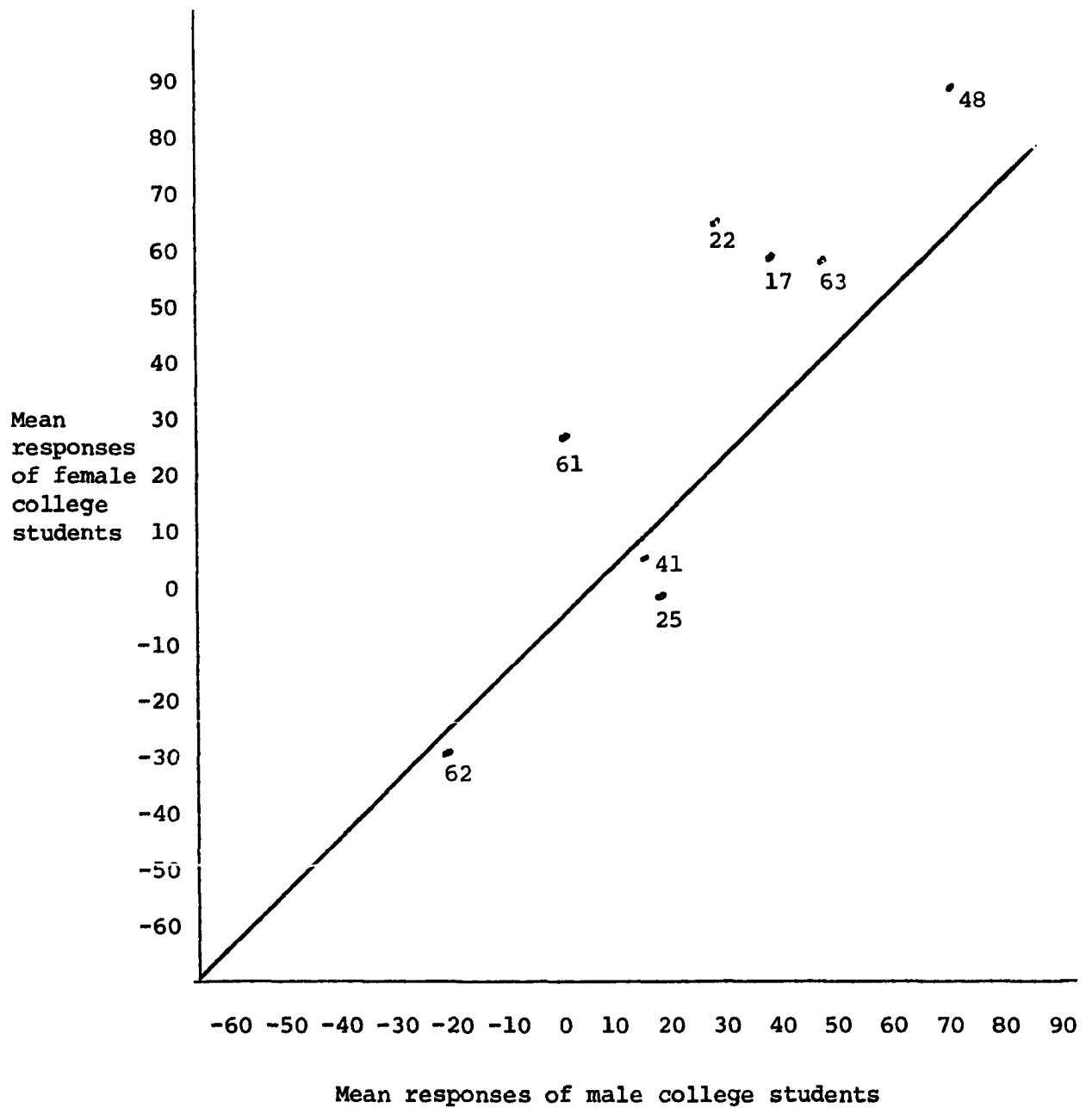


Figure 2. Mean responses of college students to sex-stereotyping items of preschool-age girls on the Iowa Behavior Inventory



the two target children in the home. None of the children in the study were adopted. Twenty-four of the families had daughters older than sons. The parents in one family reported on the social competency of their twin boy and girl.

### Instrumentation

Iowa Social Competency Scale (ISCS)      The ISCS: Preschool Form (Pease, Clark, and Crase, 1976) was used to assess parent's perceptions of their child's social behavior. The ISCS has been designed as an easily-administered, paper and pencil test for assessing children's social competency skills at various age levels through parental ratings of their children's behavior. There are two factorial scales: one for mothers and another for fathers. The behavioral items are rated on a 99-point scale (Wolins and Dickinson, 1973). Mothers and fathers rate the items independently.

The items described in the Preschool Form were based on the work of White and Watts (1973). White described broad areas of social abilities: to get and maintain the attention of adults in socially acceptable ways; to use adults as resources; to express both affection and hostility to both adults and peers; to lead, follow and compete with peers; to show pride in one's accomplishments; and to engage in adult-role playing (1973, 11-13). The items on the Preschool Form relate to behavior describing interaction with parents and other adults and between peers, including siblings, within the home setting.

The original version was administered to 133 parents from Iowa, Missouri, and Ohio. Six factors consisting of 36 items resulted from

analysis of the responses. Twenty-four new items were added. These data were pooled with data from other administrations of the first revision (N = 213) and factored results produced two separate scales: one for fathers (29 items) and one for mothers (31 items). Both the father and mother forms consist of five factors. The mother's questionnaires are analyzed according to the following factors: SOCIAL INTERACTION, CONSIDERATION FOR OTHERS, SHYNESS, HUMOR AND INDEPENDENCE. The father's questionnaires are analyzed according to the following factors: FOLLOWER, SELF-CENTERED, SOCIALIZATION, DEPENDENCE AND POOR SPORT (Appendix B). Reliability and validity are in the process of being determined by the authors (Pease, Clark, and Crase, in press).

Modified Iowa Social Competency Scale In order to develop an instrument that might differentiate sex stereotyping of social competence the Preschool form of the Iowa Social Competency Scale was modified to include the eight items from the Iowa Behavior Inventory for which significant effects were obtained.

The Modified Iowa Social Competency Scale: (Mother form) (Appendix C) consists of thirty-nine behavioral items. Thirty-one of these were the items of the Iowa Social Competency Scale: Preschool (Mother Form). The Father Form of the Modified Iowa Social Competency Scale: (Appendix D) consists of 37 behavioral items, 29 of which were the items of the Iowa Social Competency Scale: Preschool (Father Form). The additional eight items were taken from analysis of the Iowa Behavior Inventory (Table 1). Added sex-stereotyping items in the Mother form are: 3, 6, 11, 13, 16, 22, 24, 28. In the Father form added sex-stereotyping items are: 2, 7, 11, 14, 15, 22, 27, 29.

### Scoring

The orientation for rating the modified scale is exactly the same as that employed on the Iowa Social Competency Scale: Preschool form. A child's behavior is considered within the context of the typical behavior of an average child in a family situation. Only one child at one time is rated, and, in general, only those behaviors of that child within the month prior to the rating are considered. The ratings occur within the framework of the parent's own experience with the child. The ratings are based on outward behavior of the child rather than on parent's interpretations of what the child actually feels or thinks.

Ratings for each item range from one to 99 on a certainty scale (Wolins and Dickinson, 1973) with one representing a behavior that is almost never seen and 99 representing behavior that is almost always seen. Judgement of frequency of behavior is in comparison to the behavior of an average child. A rating of 50 indicates that the parent does not know if his or her child displays the behavior described in the item more or less than the average child or that the parent believes his or her child's behavior is about like the average child.

### Procedure

The researcher contacted the Extension Human Development Specialist for the names of Extension Home Economists in Iowa counties who would serve as liaison persons between the researcher and subjects. Twenty-five Extension Home Economists were sent letters describing the research

and the requirements for participation (Appendix E). A week after the letters were mailed a telephone contact was made with each Extension Home Economist. At this time arrangements were made for contacting prospective subjects. Subject names and addresses were given to the researcher during this initial telephone contact or were mailed to the researcher following the telephone contact. A total of 107 family names thought to meet the criteria for participation (Appendix F) in the study were collected.

All families were mailed a letter describing the research, stating the requirements for participation, and requesting that they respond, by mailing the enclosed card, if they wished to participate in the study (Appendix G). Sixty-seven families returned cards. These families were mailed packets containing two copies of the Modified Iowa Social Competency Scale: (Mother form), two copies of the Modified Iowa Social Competency Scale: (Father form), instructions on how to complete the forms and a stamped envelope in which to return the forms to the researcher. Of the 67 families who agreed to participate, 50 returned completed questionnaires.

#### Statistical analysis

The data consisted of: 1) mother response to the Modified Iowa Social Competency Scale for son; 2) mother response to the Modified Iowa Social Competency Scale for daughter; 3) father response to the Modified Iowa Social Competency Scale for son; and 4) father response to the Modified Iowa Social Competency Scale for daughter. These

responses were entered on code sheets along with family identification number; father's age, education, occupation; mother's age, education, occupation; and age of son and age of daughter. The ratings based on the 99-point scale were transformed by a PROBIT analysis to increase the reliability of the measures (Wolins and Dickinson, 1973).

Pearson-Product Moment Correlations of all variables were computed. Of the fifty-seven variables correlated: 20 were social competency factors (five for each child by each parent); 32 were sex-stereotyped items (eight for each child by each parent); father's occupation; father's education; sons's age; daughter's age; and mother's education. Tests of differences between the means (t-tests) were performed on the means of father data (Iowa Social Competency Scale factors and sex stereotyping items) and means of mother data (Iowa Social Competency Scale factors and sex stereotyping items) for sons and daughters.

#### Relationship of Sex-Role Preference to Social Competence

The objective of this segment of the research is to explore the relationship between sex role preference of preschool-age children and their social competency as reported by their parents. Sex-role preference was measured through child response to the IT Scale for Children (ITSC) (Brown, 1956). Parents of children enrolled in the Child Development Laboratories responded to the Modified Iowa Social Competency Scale (Mother and Father Forms). In order to eliminate those children not advanced enough in their language development to

understand the directions for the ITSC, teachers were asked to complete a rating of each child's verbal and listening skills.

### Subjects

Forty-two Caucasian families of children enrolled in the Child Development Department Laboratory acted as subjects in this phase of the study. The participating members of each family were the mother, the father and their preschool-age son or daughter. Children ranged in age from three years two months to six years (mean age four years six months).

### Instrumentation

Modified Iowa Social Competency Scale      The Modified Iowa Social Competency Scale (Appendix C, D) is the same instrument used in the analysis of parental perception of social competence. As described previously the orientation to responding to the items is the same as that of the Iowa Social Competency Scale: Preschool form and each item is rated on a one to 99 certainty scale (Wolins and Dickinson, 1973).

Sex-role preference instrument      The IT Scale for Children (ITSC) (Brown, 1956) consists of a series of small cards (3" x 4"), each presenting one or more line drawings in black ink. There are 12 sets of picture cards. Some sets have eight pictures each, e.g., Set 2 and Set 3. In these sets four of the cards are thought to represent masculine oriented toys while the remaining four represent feminine oriented toys.

The majority of 12 sets of cards are comprised of two paired cards each; one card depicting masculine-type objects or activities; the other feminine-type objects and activities. A description of the objects and activities depicted on the cards of some of these sets can be found in Figure 1. Examples of the pictures within the sets are given in Appendix H.

Scoring      Score values are assigned subtest preferences as follows: no score value is assigned to the illustration printed in Set 1. In Sets 2 and 3, the child is directed to indicate which of four of the eight pictured objects "IT" would prefer to play with. Each masculine toy preference is assigned a score value of one, each feminine toy preference a score value of zero. Thus the total score for Set 2 and Set 3 each ranges between zero and four.

The values assigned to Sets 4 through 11 are determined as follows: a masculine activity or article preference is assigned a score value of one, a feminine preference, zero. The range of the total score for the combination of all paired pictures in Sets 4 through 11 is from zero to eight.

In Set 12, the available responses are assigned the following score values: response 9, value 0; b, 4; c, 8; d, 12.

The total score is obtained by adding all the different scores for the subparts of the ITSC for each child.

#### Teacher rating scale

A teacher rating was utilized to screen out those children who were not advanced enough in their language development to understand

- Set 1: A stick figure drawing of a child IT.
- Set 2: A set of eight pictures of toys on separate cards. Four of these eight card pictures are ones that girls usually play with while the other four are commonly used more by boys.
- Set 3: Another set of eight pictures of toys wherein the toys are different but the arrangement is identical to Set 2, i.e., four are masculine toys and four are feminine.

Set 2

- a. Necklace
- b. Tractor
- c. Doll
- d. Dump truck
- e. Train engine
- f. Purse
- g. Gun (rifle)
- h. High chair

Set 3

- a. Cradle
- b. Racer
- c. Dishes
- d. Earthmover
- e. Soldiers
- f. Doll buggy
- g. Pocket knife
- h. Baby bath

Sets 4 through 11:

Sets of paired pictures, "feminine" and the other "masculine."

Set 4: Indian princess - Indian chief

Set 5: Trousers and shirt - Dress

Set 6: Sewing material - Airplane parts

Set 7: Cosmetic articles - Shaving articles

Set 8: Mechanical tools - Household objects

Set 9: Men's shoes - Women's shoes

Set 10: Girls playing - Boys playing

Set 11: Building tools - Baking articles

Figure 3. Examples of objects and activities depicted on cards of the ITSC



instructions given and questions and tasks presented by the investigator. The researcher and two child development experts developed a scale consisting of five items of preschool behavior related to verbal ability and listening skills. A teacher rating used in a previous study (Castle, 1978) was used as a prototype. Those items which all three experts agreed measured verbal ability were included in the teacher rating used in this study (Appendix I).

Scoring Respondents are asked to rate the behavior of a particular child in their nursery school class or extended day group. Ratings for each item range from one to 99 on a certainty scale (Wolins and Dickinson, 1973) with one representing behavior displayed less often than the average preschool child and 99 representing behavior that occurs much more than the average preschool-age child. A rating of 50 indicates that the respondent is not sure about this behavior.

#### Procedure

The director and head teachers of the Child Development Laboratory were contacted by the researcher. The study was explained and instruments demonstrated (Modified ISCS, IT Scale for Children, and the Teacher Rating).

Fifty-three families of children enrolled in the two nursery programs, the extended day program and the nursery/kindergarten program were mailed letters explaining the study, requesting permission to test their child and their cooperation in responding to the Modified

Iowa Social Competency Scale: (Mother and Father form). (See Appendix J for Nursery School/Parent letter.) Parents were then contacted by telephone in order to answer any questions they might have.

Fifty-one families agreed to participate in the study. Parents were mailed the mother form and the father form of the Modified ISCS with instructions to respond to the scale based on the behavior of their preschool child. The Modified Iowa Social Competency Scale: (Mother Form) (Appendix C) consists of thirty-nine behavioral items. Thirty-one of these are items of the Iowa Social Competency Scale: Preschool (Mother form). The Father Form of the Modified Iowa Social Competency Scale (Appendix D) consists of 37 behavioral items, including 29 items of the Iowa Social Competency Scale: Preschool (Father form). The additional eight items were taken from analysis of the Iowa Behavior Inventory (Table 1).

Parents were requested to return questionnaires to their child's teacher. Eighty-four parents returned completed questionnaires.

The researcher spent two hours during an unstructured play time with each group of children (the AM and PM nursery school, the extended day program and the nursery/kindergarten group), in order to get acquainted with the children and enable the children to feel relatively comfortable "playing a game" alone with a stranger. During visits, the children, as a group, were told by their teacher that at a later time the visitor would be asking them to play a game.

Prior to testing of the children, teachers were asked to complete the rating scale for the purpose of screening out those children who are not advanced enough in their language development to understand instructions given and questions and tasks presented by the investigator. All 42 children were rated average or above in language ability thus no child was eliminated from the study on the basis of inability to understand directions.

The children were administered the IT Scale for Children (ITSC) in a research room in the Child Development Department. The researcher brought individual children to the research room to "play the new game." Children were not forced to accompany the researcher, but if they refused they were told that there would be another opportunity to play the game when they were ready. In the research room the child was seated in a small chair in front of a small table with the investigator sitting opposite.

The drawing of the ITSC IT figure has been criticized for representing a figure more masculine than neuter therefore, it was not used. The researcher pointed to a third chair by the table and said to the child:

Let us pretend there is another child here in this room sitting right here in this chair. The name of the child is "IT." Now I will show you some pictures of some toys and some other things and you tell me which ones IT would like to play with.

After administration of the ITSC was complete, the child was brought back to the classroom. Approximately seven minutes were needed to administer the ITSC.

### Statistical analysis

The data consisted of: 1) mother response to the Modified Iowa Social Competency Scale: Preschool; 2) father response to the Modified Iowa Social Competency Scale: Preschool; 3) child's score on the IT Scale for Children; 4) teacher rating of child's verbal and listening skills. These responses were entered on code sheets along with family identification number; father's age, education, occupation; mother's age, education, occupation; and age of son and age of daughter. The ratings based on the 99-point scale were transformed by a PROBIT analysis to increase the reliability of the measures (Wolins and Dickinson, 1973).

Pearson-Product Moment Correlations of all variables were computed. Thirty-three variables were correlated: child's scores for social competency factors (five for mother and five for father); parental response to sex-stereotyped items (eight for mother and eight for father); child's score on ITSC (for this research only the total score was correlated with the other variables); child's judgment of sex of IT; and teacher rating (five items). A t-test of differences between the means was performed on father responses and mother responses to the Modified Iowa Social Competency Scale.

## RESULTS

Differences in parental perceptions of children's social competency and sex-stereotyping behaviors and children's perceptions of sex-role preference were investigated through the following null hypotheses:

- 1) No difference exists between father's report of social competence of male children and of female children.
- 2) No difference exists between mother's report of social competence of male children and of female children.
- 3) No interaction exists between sex of the child and sex of the parent.
- 4) No relationship exists between child's sex role preference and parental report of social competence.

## Major Findings

Parental perception of social competence

A t-test of significance of difference between the means was performed on son and daughter means for each of the five father factors and each of the five mother factors on the Modified Iowa Social Competency Scale. Pearson-Product Moment correlations were computed to determine the relationship between parental ratings of son and daughter on each of the mother and father factors.

As Table 2 indicates, no statistically significant differences were found between girls and boys in any of the father factors.

The underlined correlation coefficients along the diagonal in Table 3 reveal a significant correlation ( $r = .40$ ;  $p < .01$ ) between

father ratings of sons and of daughter on SOCIALIZATION (FF1), SELF-CENTERED (FF3) for boys correlated with DEPENDENCY (FF4) for girls ( $r = .32$ ;  $p < .01$ ). Of a total of 25 correlations, two were found to be significant. Based on the results of these two analyses the null hypothesis (1), that no difference exists between father's report of social competence of male children and of female children, fails to be rejected.

Table 4 contains the results of a t-test of difference between means for mother ratings of son and mother ratings of daughter on the factors of the Iowa Social Competency Scale: Preschool (mother form). A significant difference ( $t_{49} = 2.16$ ;  $p < .05$ ) was found between mother ratings of son and daughter for SHYNESS (MF3).

Inspection of the underlined correlation coefficients in Table 5 reveals one significant correlation. A positive and significant relationship ( $r = .34$ ;  $p < .01$ ) was found for mother ratings of son and daughter on CONSIDERATION FOR OTHERS (MF2). Mother ratings of SOCIAL INTERACTION (MF1) for son was negatively and significantly ( $r = -.38$ ;  $p < .01$ ) related to mother ratings of HUMOR (MF4) for daughter. Another negative correlation ( $r = -.33$ ;  $p < .01$ ) was found between mother ratings of son on SHYNESS (MF3) and rating of daughter on CONSIDERATION FOR OTHERS (MF2). The null hypothesis (2) that no difference exists between mother's report of social competence of male children and of female children is rejected.

Hypothesis three, no interaction exists between sex of child and sex of parent can be answered by inference from the results of hypotheses

one and two. An inspection of the means in Table 2 indicated that fathers are rating sons and daughters in approximately the same way for SOCIALIZING (FF1), FOLLOWER (FF2), SELF-CENTERED (FF3), DEPENDENCY (FF4), and POOR SPORT (FF5). The correlations in Table 3 would further support this.

Although mothers rated sons and daughters as significantly different on SHYNESS (MF3) a further inspection of the means reveals that mothers are rating sons and daughters in approximately the same direction on the one to 99 certainty scale on SOCIAL INTERACTION (MF1); CONSIDERATION FOR OTHERS (MF2); HUMOR (MF4); INDEPENDENCE (MF5). The correlations in Table 5 support this with the exception of the correlation between SOCIAL INTERACTION (MF1) for boys with HUMOR for girls (MF4) ( $r = -.38$ ;  $p < .01$ ). This indicates that, for mothers, there is an inverse relationship between mother ratings of sons on SOCIAL INTERACTION and daughters on HUMOR. Since both mothers and fathers rate their children of different sex alike, in most cases, and there are few significant correlations between the parents ratings of their different sex children, the null hypothesis (3) that there is no interaction between sex of child and sex of parent fails to be rejected.

#### Relationship between sex role preference and social competence

The purpose of this segment of the study was to investigate the relationship between sex role preference of children and parental ratings of social competency.

Table 2. t-statistic for means of son and daughter on father factors of ISCS

Comparison		Mean	<u>t</u> (df = 49)
FF1	SOCIALIZING		
	Son	3.50	.47
	Daughter	3.16	
FF2	FOLLOWER		
	Son	- .48	-1.78
	Daughter	- .02	
FF3	SELF-CENTERED		
	Son	- .22	1.33
	Daughter	- .60	
FF4	DEPENDENCY		
	Son	.11	-1.46
	Daughter	.57	
FF5	POOR SPORT		
	Son	- .43	.21
	Daughter	- .49	



Table 3. Intercorrelations of father ratings for son and daughter on ISCS factors

Father Ratings of Son	Father Ratings of Daughters				
	FF1	FF2	FF3	FF4	FF5
FF1 SOCIALIZING	<u>.40**</u>	-.07	.00	.13	.09
FF2 FOLLOWER	-.17	<u>-.04</u>	-.20	-.19	-.06
FF3 SELF-CENTERED	.19	.12	<u>.23</u>	.32**	.08
FF4 DEPENDENT	.11	.08	-.25	<u>-.24</u>	-.25
FF5 POOR SPORT	.00	.16	-.01	-.06	<u>-.05</u>

\*\*p < .01.

Table 4. t-statistic for means of son and daughter on mother factors of ISCS

Comparison	Mean	<u>t</u> (df = 49)
MF1 SOCIAL INTERACTION		
Son	3.91	-1.35
Daughter	4.54	
MF2 CONSIDERATION FOR OTHERS		
Son	.13	.17
Daughter	.08	
MF3 SHYNESS		
Son	1.71	2.16*
Daughter	.64	
MF4 HUMOR		
Son	.12	- .16
Daughter	.16	
MF5 INDEPENDENCE		
Son	1.32	- .20
Daughter	1.37	

\* $t_{49} = 2.01$ ;  $p < .05$ .

Table 5. Intercorrelations of mother ratings of son and daughter on ISCS factors

Mother Ratings of Sons		Mother Ratings of Daughters				
		MF1	MF2	MF3	MF4	MF5
MF1	SOCIAL INTERACTION	<u>.20</u>	-.10	.08	-.38**	.10
MF2	CONSIDERATION FOR OTHERS	.13	<u>.34**</u>	.17	.11	-.01
MF3	SHYNESS	-.05	-.33**	<u>.26</u>	-.14	-.05
MF4	HUMOR	-.01	.22	-.17	<u>.19</u>	-.01
MF5	INDEPENDENCE	.14	.00	.16	.07	<u>.15</u>

\*\*p &lt; .01.

An inspection of the correlations (Table 6) reveals no significant relationships between child's score on the IT Scale and ISCS factors for mothers or fathers. No relationship was found between child's judgment of sex of the IT figure and ISCS factors for mothers or fathers. IT Scale scores and judgment of sex of the IT figure scores were correlated with the sex-stereotyping items embedded in the ISCS. No relationship was found between child's score on the IT Scale and mother's and father's ratings on the sex-stereotyping items. Child's judgment of sex of the IT figure was significantly correlated ( $r = .36$ ;  $p < .01$ ) with father sex-stereotyping item (Table 7) Wants you to hold his or her hand when taken to a strange place (7) and mother sex-stereotyping items, Watch other children play without joining them (5) ( $r = .33$ ;  $p < .01$ ), and Run in the other direction when he or she sees a snake (4) ( $r = .35$ ;  $p < .01$ ).

The null hypothesis, no relationship exists between child's sex-role preference and parental report of social competence, fails to be rejected because the statistically significant results are both small and infrequent.

#### Ancillary Findings

##### Sex stereotyping items

Analysis of the sex-stereotyping items, as rated by father, by t-test of difference between the means of sons and daughters (Table 8) revealed a significant difference ( $t_{49} = -2.06$ ;  $p < .05$ ) for Item 5, Watches other children play without joining them. There is a significant difference for Item 6, Hits other children ( $t_{49} = 2.12$ ;  $p < .05$ ).

Table 6. Correlation of ITSC and judgment of sex scores with ISCS father factors and mother factors

Scores	ISCS Father Factors					ISCS Mother Factors				
	FF1	FF2	FF3	FF4	FF5	MF1	MF2	MF3	MF4	MF5
ITSC	.16	-.22	.21	-.01	.02	.03	.24	.23	-.06	.14
Judgment of Sex	.11	.20	-.06	.14	.10	.01	-.12	-.19	.10	-.03

NOTE: Father Factors

FF1: SOCIALIZING

FF2: FOLLOWER

FF3: SELF-CENTERED

FF4: DEPENDENCY

FF5: POOR SPORT

Mother Factors

MF1: SOCIAL INTERACTION

MF2: CONSIDERATION FOR OTHERS

MF3: SHYNESS

MF4: HUMOR

MF5: INDEPENDENCE

Table 7. Correlation of ITSC and judgment of sex scores with sex-stereotyping items: father ratings and mother ratings

Scores	Father Rating								Mother Rating							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
ITSC	.01	-.25	.09	-.19	-.12	.11	-.25	.18	-.24	.12	-.20	.04	.22	-.23	-.14	.05
Judgment of sex	.07	.26	-.01	.28	.22	.00	.36**	-.11	.33**	.02	.04	.10	-.16	.35**	.25	-.0

NOTE: Sex-stereotyping items for father and mother

- 1 Follows verbal directions.
- 2 Appears to be shy.
- 3 Has a tantrum when he or she does not get his or her own way.
- 4 Runs in the other direction when he or she sees a snake.
- 5 Watches other children play without joining them.
- 6 Hits other children while playing with them.
- 7 Wants you to hold his or her hand when taken to a strange place.
- 8 Needs help to dress.

\*\*p < .01.

Table 8. t-statistic for means of son and daughter on father response to sex stereotyping items

Comparison	Mean	<u>t</u> (df = 49)
Item 1. Follows verbal directions		
Son	.26	- .75
Daughter	.37	
Item 2. Appears to be shy		
Son	- .24	- .81
Daughter	.08	
Item 3. Has a tantrum when he or she does not get his or her own way		
Son	.06	.98
Daughter	- .02	
Item 4. Runs in the other direction when he or she sees a snake		
Son	- .29	-1.19
Daughter	.12	
Item 5. Watches other children play without joining them		
Son	- .33	-2.06*
Daughter	- .14	
Item 6. Hits other children		
Son	- .21	2.12*
Daughter	- .43	

\* $t_{49} = 2.01$ ;  $p < .05$ .

Table 8. (continued)

Comparison	Mean	<u>t</u> (df = 49)
Item 7. Wants you to hold his or her hand when taken to a strange place		
Son	- .38	- .49
Daughter	- .02	
Item 8. Needs help to dress		
Son	- .30	.61
Daughter	- .38	



No differences were found in father ratings of son and daughter.

Table 9 reveals significant differences between means of son and daughter on sex-stereotyping items as rated by mothers. Item 1, Follows verbal directions, was significant at  $p < .025$  ( $t_{49} = -2.32$ ). A significant difference ( $t_{49} = 2.25$ ;  $p < .05$ ) was found between rating of son and daughter for Item 4, Runs in the other direction when he or she sees a snake. Mothers rated sons and daughters differently on Item 6, Hits other children while playing with them, ( $t_{49} = -2.46$ ;  $p < .025$ ). Sons and daughters were rated differently by mothers on Item 7, Wants you to hold his or her hand when taken to a strange place, ( $t_{49} = 4.17$ ;  $p < .001$ ).

Father and mother ratings of son are compared in Table 10. Significant differences were found for Item 1, Follows verbal directions, ( $t_{49} = 5.05$ ;  $p < .001$ ); Item 2, Appears to be shy, ( $t_{49} = 3.41$ ;  $p < .01$ ); Item 3, Has a tantrum when he or she does not get his or her way ( $t_{49} = 4.50$ ;  $p < .001$ ); and Item 7, Wants you to hold his or her hand when taken to a strange place, ( $t_{49} = -6.91$ ;  $p < .001$ ).

Ratings of daughters by fathers and mothers are compared in Table 11. Significant differences between the means of father ratings and mother ratings were found for seven items. The significant differences occurred for Item 1, Follows verbal directions ( $t_{49} = 3.40$ ;  $p < .01$ ); Item 2, Appears to be shy ( $t_{49} = -2.19$ ;  $p < .05$ ); Item 3, Has a tantrum when he or she does not get what he or she wants ( $t_{49} = 2.14$ ;  $p < .05$ ); Item 5, Watches other children play without joining them ( $t_{49} = 2.54$ ;  $p < .025$ ); Item 4, Runs in the other direction when he or she sees a snake ( $t_{49} = 5.44$ ;  $p < .001$ ); Item 6, Hits other children while playing

Table 9. t-statistic for means of son and daughter on mother response to sex stereotyping items

Comparison	Mean	<u>t</u> (df = 49)
Item 1. Follows verbal directions		
Son	- .42	-2.32**
Daughter	- .17	
Item 2. Appears to be shy		
Son	.25	- .96
Daughter	.38	
Item 3. Has a tantrum when he or she does not get his or her own way		
Son	- .42	-1.29
Daughter	- .27	
Item 4. Runs in the other direction when he or she sees a snake		
Son	- .30	2.25*
Daughter		
Item 5. Watches other children play without joining them		
Son	- .29	.93
Daughter	- .43	

---

\* $t_{49} = 2.01$ ;  $p \leq .05$ ,

\*\* $t_{49} = 2.42$ ;  $p \leq .025$ ,

Table 9. (continued)

Comparison	Mean	<u>t</u> (df = 49)
Item 6. Hits other children		
Son	- .11	-2.46**
Daughter	.24	
Item 7. Wants you to hold his or her hand when taken to a strange place		
Son	.59	4.17****
Daughter	- .01	
Item 8. Needs help to dress		
Son	- .12	- .39
Daughter	- .04	

\*\*\*\* $t_{49} = 3.48$ ;  $p < .001$ .

Table 10.  $t$ -statistic for means of father and mother ratings of son on sex stereotyping items

Comparison	Mean	$t$ (df = 49)
Item 1. Follows verbal directions		
Father	.26	5.05****
Mother	- .42	
Item 2. Appears to be shy		
Father	- .24	3.41***
Mother	.26	
Item 3. Has a tantrum when he or she does not get his or her own way		
Father	.06	4.50****
Mother	- .42	
Item 4. Runs in the other direction when he or she sees a snake		
Father	- .29	.07
Mother	- .30	
Item 5. Watches other children play without joining them		
Father	- .33	- .31
Mother	- .29	

\*\*\* $t_{49} = 2.67$ ;  $p < .01$ .

\*\*\*\* $t_{49} = 3.48$ ;  $p < .001$ .

Table 10. (continued)

Comparison	Mean	<u>t</u> (df = 49)
Item 6. Hits other children		
Father	- .20	- .74
Mother	- .11	
Item 7. Wants you to hold his or her hand when taken to a strange place		
Father	- .38	- 6.91****
Mother	.59	
Item 8. Needs help to dress		
Father	- .30	- 1.64
Mother	- .12	

Table 11. t-statistic for means of father and mother rating of daughter on sex stereotyping items

Comparison	Mean	<u>t</u> (df = 49)
Item 1. Follows verbal directions		
Father	.37	3.40***
Mother	- .17	
Item 2. Appears to be shy		
Father	.08	-2.19*
Mother	.38	
Item 3. Has a tantrum when he or she does not get his or her own way		
Father	- .02	2.14*
Mother	- .27	
Item 4. Runs in the other direction when he or she sees a snake		
Father	.12	5.44****
Mother	- .60	
Item 5. Watches other children play without joining them		
Father	- .14	2.54**
Mother	- .43	

\* $t_{49} = 2.01$ ;  $p < .05$ .

\*\* $t_{49} = 2.42$ ;  $p < .025$ .

\*\*\* $t_{49} = 2.67$ ;  $p < .01$ .

\*\*\*\* $t_{49} = 3.48$ ;  $p < .001$ .

Table 11. (continued)

Comparison	Mean	<u>t</u> (df = 49)
Item 6. Hits other children		
Father	- .43	- 5.34****
Mother	.24	
Item 7. Wants you to hold his or her hand when taken to a strange place		
Father	- .02	- .18
Mother	- .01	
Item 8. Needs help to dress		
Father	- .38	- 2.78***
Mother	- .04	

with them ( $t_{49} = -5.34$ ;  $p < .001$ ); and Item 8, Needs help to dress himself or herself ( $t_{49} = -2.78$ ;  $p < .01$ ).

Significant differences in more items were found between the means of mother ratings of sons and daughters than father ratings. Additionally, significant differences in more items were found between the means of father and mother rating of daughters than the means of father and mother ratings of sons.

Correlations of father ratings of sons and daughters and mother ratings of sons and daughters on the sex-stereotyping items are in Table 12. In Item 1 (Follows verbal directions) father ratings of daughters correlated ( $r = .58$ ;  $p < .0001$ ) with mother ratings of girls. Item 2 (Appears to be shy) reveals two significant correlations. Father ratings of son correlated negatively ( $r = -.29$ ;  $p < .05$ ) with father ratings of daughter and positively ( $r = .36$ ;  $p < .05$ ) with mother rating of daughter on Item 3 (Throws a tantrum when he or she does not get his or her own way). Mother and father ratings of son correlated ( $r = .57$ ;  $p < .0001$ ) on Item 4 (Runs in the other direction when he or she sees a snake).

Several correlations were found for Item 5, Watches other children play without joining them. Father ratings of son correlated ( $r = .41$ ;  $p < .01$ ) with father ratings of daughter and mother ratings of son ( $r = .31$ ;  $p < .05$ ). Father ratings of daughter correlated ( $r = .32$ ;  $p < .05$ ) with mother ratings of daughter. Mother ratings of son correlated ( $r = .39$ ;  $p < .05$ ) with mother ratings of daughter.



Table 12. Correlations of father ratings of son and daughter with mother ratings of son and daughter on sex-stereotyping items

	FS	FD	MS	MD
Item 1. Follows verbal directions				
FS		.26	.23	.15
FD			-.07	.58****
MS				.03
MD				
Item 2. Appears to be shy				
FS		-.29*	.36**	-.20
FD			.08	.21
MS				-.09
MD				
Item 3. Throws a tantrum when he or she does not get his or her own way				
FS		.19	-.01	.53****
FD			.20	.05
MS				.05
MD				
Item 4. Runs in the other direction when he or she sees a snake				
FS		-.12	.57****	.24
FD			-.12	.14
MS				.20
MD				

NOTE: FS = Father on son.

FD = Father on daughter.

MS = Mother on son.

MD = Mother on daughter.

\*p < .05.

\*\*p < .01.

\*\*\*p < .001.

\*\*\*\*p < .0001.

Table 12. (continued)

	FS	FD	MS	MD
Item 5. Watches other children play without joining them				
FS		.41**	.31*	.13
FD			.03	.32*
MS				.39
MD				
Item 6. Hits other children while playing with them				
FS		.25	.46***	.19
FD			.03	.32*
MS				.39*
MD				
Item 7. Wants you to hold his or her hand when taken to a strange place				
FS		.15	.20	-.02
FD			.06	.39**
MS				.19
MD				

Two correlations were found for Item 6, Hits other children while playing. Father ratings of son correlated ( $r = .46$ ;  $p < .001$ ) with mother ratings of son. Father and mother ratings of daughter were correlated ( $r = .42$ ;  $p < .01$ ).

Father and mother ratings of daughter correlated ( $r = .39$ ;  $p < .01$ ) for Item 7, Wants you to hold his or her hand when taken to a strange place.

In Item 8, Needs help to dress, two correlations were found: father and mother ratings of son ( $r = .61$ ;  $p < .0001$ ) and mother ratings of son with mother ratings of daughter ( $r = .29$ ;  $p < .05$ ).

Of particular interest are those correlations which show either a significant positive or a significant negative relationship between mother and father ratings of sons or mother and father ratings of daughters. Father and mother ratings of sons show significant positive relationship in Item 2, Appears to be shy, ( $r = .36$ ;  $p < .01$ ); Item 4, Runs in the other direction when he or she sees a snake, ( $r = .57$ ;  $p < .0001$ ); Item 5, Watches other children play without joining them, ( $r = .39$ ;  $p < .01$ ); Item 6, Hits other children while playing with them ( $r = .46$ ;  $p < .001$ ); and Item 8, Needs help to dress ( $r = .61$ ;  $p < .0001$ ). This suggests that for these five items, mothers and fathers are rating sons in the same direction. Significant positive relationships between father and mother ratings of daughters were found in the following items: Item 1, Follows verbal directions ( $r = .58$ ;  $p < .0001$ ); Item 5, Watches other children play without joining them ( $r = .32$ ;  $p < .05$ ); Item 6, Hits other children ( $r = .42$ ;

$p < .01$ ); and Item 7, Wants you to hold his or her hand when taken to a strange place ( $r = .39$ ;  $p < .01$ ). Daughters were rated, by mothers and fathers, in the same direction on these four items.

#### Teacher rating of verbal ability

Table 13 reveals that each item is significantly correlated with every other item. Item 3, Needs to have instructions repeated, is significantly and negatively related to every other item. This item is the only one which suggests a lack of verbal ability or understanding. The other four items are stated positively.

The teacher ratings were correlated with the father factors and mother factors of the ISCS (Table 14). Of a total of fifty possible correlations, seventeen were significant. The lowest correlation was  $r = -.29$  ( $p < .05$ ) and the highest was  $r = .48$  ( $p < .001$ ). This suggests a relationship between teacher rating of verbal ability and parental rating of social competency.

Table 15 indicated relationships between teacher ratings of verbal ability and parent rating on the sex-stereotyping items. Of a total of 80 correlations, 12 were significant. The lowest correlation was  $r = .29$  ( $p < .05$ ) and the highest was  $r = .53$  ( $p < .001$ ). This suggests that there may be a relationship between teacher rating of verbal ability and some of the sex-stereotyping items.

Table 13. Intercorrelations of teacher rating items

Teacher Ratings	Teacher Ratings				
	1	2	3	4	5
1		.48***	-.35*	.88****	.33*
2			-.69****	.55***	.65****
3				-.49***	-.65****
4					.45**
5					

NOTE: Teacher Rating

- 1 Verbalize his or her own wants.
- 2 Understand verbal instructions without being told what to do.
- 3 Need to have instructions repeated.
- 4 Talk to you about the things he or she hears.
- 5 Listen to you when you talk to him or her.

\*p < .05.

\*\*p < .01.

\*\*\*p < .001.

\*\*\*\*p < .0001.

Table 14. Correlations of teacher ratings with ISCS (father and mother factors)

Teacher Ratings	ISCS Father Factors					ISCS Mother Factors				
	1	2	3	4	5	1	2	3	4	5
1	.23	-.34*	-.11	-.16	-.21	.22	-.20	-.36**	.04	.35**
2	.37**	-.01	-.41**	.02	.01	.31	-.29*	.15	.06	.43**
3	-.33*	.21	.48***	.09	-.02	-.36**	.11	-.09	.03	-.35**
4	.31*	-.29*	-.23	-.18	-.19	.39**	-.06	.30*	.18	.40**
5	.16	.00	-.41**	-.10	-.16	.10	-.12	.07	.17	.33*

NOTE: Teacher Ratings

1 Verbalize his or her own wants.

2 Understand verbal instructions without being told what to do.

3 Needs to have instructions repeated.

4 Talk to you about the things he or she hears.

5 Listen to you when you talk to him or her.

\*p < .05.

\*\*p < .01.

\*\*\*p < .001.

ISCS Father Factors

1 SOCIALIZING

2 FOLLOWER

3 SELF-CENTERED

4 DEPENDENCY

5 POOR SPORT

ISCS Mother Factors

1 SOCIAL INTERACTION

2 CONSIDERATION FOR OTHERS

3 SHYNESS

4 HUMOR

5 INDEPENDENCE

Table 15. Correlation of teacher ratings with sex-stereotyping items

Teacher Ratings	Father sex-stereotyping items								Mother sex-stereotyping items							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
1	.09	-.34*	-.18	.04	-.27	-.02	-.20	-.30*	.34*	-.36**	.18	.06	-.30*	-.01	-.03	-.23
2	.50***	-.05	.18	.24	.06	.00	.14	-.21	.53***	-.13	-.22	.23	-.04	-.02	-.06	-.16
3	-.46**	-.04	.24	-.11	.21	.00	-.15	.22	-.49***	.00	.24	-.13	.09	.00	.02	.16
4	.19	-.32*	-.18	.02	-.22	.07	-.05	-.07	.39**	-.30*	-.16	.05	-.21	.00	-.08	-.21
5	.29*	.12	-.17	.12	-.14	-.14	.09	-.17	.26	-.01	-.16	.11	-.03	-.08	-.03	-.11

NOTE: Teacher Ratings

1 Verbalize his or her own wants.

2 Understand verbal instructions without being told what to do.

3 Needs to have instructions repeated.

4 Talk to you about the things he or she hears.

5 Listen to you when you talk to him or her.

\*p < .05.

\*\*p < .01.

\*\*\*p < .001.

Sex-stereotyping items for father and mother

1 Follows verbal directions.

2 Appears to be shy.

3 Has a tantrum when he or she does not get his or her own way.

4 Runs in the other direction when he or she sees a snake.

5 Watches other children play without joining them.

6 Hits other children while playing with them.

7 Wants you to hold his or her hand when taken to a strange place.

8 Needs help to dress.

## DISCUSSION

The present study is an investigation of social competence of preschool-age children as rated by their parents. One objective was to explore differences in the ways mothers and fathers perceive behaviors in boys and girls relative to social competence. A second objective was to investigate the relationship between sex-role preference of preschool children and their social competence. The results, the limitations, and implications of this study for the field of child development, educators, parents and future research will be presented.

## Social Competence

Mother ratings of son and daughter

The present findings support both a relationship between mother ratings of son and daughter and a difference between mother ratings of son and mother ratings of daughter. This would tend to support Baumrind's (1970) contention that there is some difference between behaviors judged socially competent for boys and those judged socially competent for girls.

SHYNESS was the only factor of social competence in which mothers rated boys significantly differently from girls ( $t_{49} = 2.16$ ;  $p < .05$ ). In fact it should be noted that sons and daughters were rated in the same direction on the certainty scale suggesting that mothers rate both sons and daughters as not shy. But mothers are more certain that boys are not shy.



Ratings of son and daughter by mother on the factors show low but positive correlations. This suggests that mothers tend to rate children the same way on the ISCS factors regardless of sex. This does not support the literature which suggests that parents perceive and reinforce different behaviors in boys and girls (Block, Note 2; Condry and Condry, 1976; Fagot, 1973; Marcus, 1975; Osofsky and O'Connell, 1972).

#### Father ratings of son and daughter

No significant differences were found in father ratings of son and daughter on the factors of the ISCS. It seems that, at this age (two years six months to five years six months) that fathers are not differentiating between sons and daughters. This does not support research (Condry and Condry, 1976; Fagot, 1973; Rheingold and Cook, 1975) which suggests that men rate male and female children at opposite ends of a continuum on certain behavioral traits.

Little differentiation between son and daughter, by father and mother was found in this study. It seems that mothers differentiate somewhat more than fathers. According to Lynn (1962) in these early years of development, mothers spend a great deal of time interacting with their children and helping them learn about their environment. Therefore, due to greater opportunities for mothers than fathers to observe the development of children, it seems likely that mothers would have a different perception of their children's behavior than would fathers.

### Social Competence and Sex Role Preference

Sisson (1973) found that children who showed no interest in opposite sex activities were less flexible and exhibited only those socially competent behaviors that were stereotyped as sex typical. Children showing moderate levels of cross-sex type play preference were rated higher on social competence. Another study (Inselberg and Burke, 1973) concluded that appropriate sex role identification, as measured by the IT Scale, is associated with favorable personality characteristics for boys.

The results of the analysis of the social competence and sex-role preference data of this study do not support either of the above positions. No relationship was found between child's rating of sex-role preference, as measured by the ITSC, and father factors of the ISCS or mother factors of the ISCS. There was also no relationship between children's Judgment of Sex of the IT figure and their social competence as rated by mother and father. The lack of relationships may be due in part to the IT Scale, which may be out-dated and may not be eliciting an accurate response from subjects.

### Sex-Stereotyping Items

#### Mother ratings of son and daughter

Mothers rated son and daughter differently on three items: Follows verbal directions; Runs in the other direction when he or she sees a snake; and Hits other children while playing with them. Inspection of the mean ratings for each of these items reveals that neither child

is rated as following directions but it seems that sons are less likely to follow directions than are daughters. Mothers rate sons as being less likely than daughters to run in the other direction when he or she sees a snake. Interestingly, mothers rate sons as needing to hold hands when taken to a strange place: girls are rated as not needing their hand held when taken to a strange place.

The differences in the first two items seem congruent with research suggesting that adults view girls as more passive and compliant than boys (Condry and Condry, 1976; Moss, 1967, 1974; Sears, Maccoby and Levin, 1957). The third finding does not appear to follow the pattern of the previous items. Gewirtz (1969) however, found that children make more emotionally dependent bids to adults of the opposite sex.

It could be that mothers are responding more to these emotional based behaviors from the opposite sex child.

#### Father ratings of son and daughter

Fathers rated sons and daughters differently on only one sex-stereotyping item: Watches other children play with joining them. Fathers reported that neither child watches without joining, but sons are much less likely to watch than are daughters. This offers some support, again, to research suggesting that girls rather than boys are more timid or shy (Moss, 1967, 1974; Sears, Maccoby and Levin, 1957).

### Mother and father ratings of son

When mother and father ratings of son are compared several differences emerge. On the item, Follows verbal directions, father rates son as following verbal directions. Sons are rated by mothers as not following verbal directions. In a prior analysis no difference was found in father ratings of son and daughter while mother rated neither son nor daughter as following directions. It would seem then, that differences are due to the child rated rather than a shared stereotype of boy-like behavior.

Other differences on items were found for: 1) Appears to be shy, with fathers reporting sons as not shy and mothers reporting sons as shy; 2) Has a tantrum when he or she does not get his or her own way, fathers suggest that sons do not have tantrums, mothers rate sons as having tantrums and; 3) Wanting you to hold his or her hand when taken to a strange place, fathers rate sons as not needing their hands held, mothers take the opposite stance.

In these particular sex-stereotyping items mothers and fathers seem to be following opposite points of view. Block (1975) combines both mothers and fathers responses and lists some characteristics of the parent-son relationship. These characteristics are: an emphasis on achievement and competition; expectation of emotional control; orientation toward punishment and emphasis on independence. Another possible reason for the difference between mother and father

ratings is that each parent interacts with children for differing amounts of time and under different conditions (Lynn, 1962).

#### Mother and father ratings of daughter

There is less disagreement between mothers and fathers on reports of daughter. In several items a significant difference between the means is found but fathers and mothers are rating in the same direction on the scale. Directional agreement is found in parent rating of Appears to be shy. Fathers see daughters as less shy than do mothers. Both mother and father rate daughter as not having tantrums but mothers are more certain than fathers. Parents agree that daughters do not watch other children play without joining them, again, mothers are more certain of this than are fathers. In Item 8, Needs help to dress, both mother and father agree that daughters do not need help to dress, with fathers being more certain than mothers.

Differences in direction of ratings are found in three items. Fathers rate daughters as Following verbal directions. Mothers, on the otherhand, rate girls as not following verbal directions. In Item 4, Runs in the other direction when he or she sees a snake, fathers are certain that daughters will run if they see a snake. Fathers rate daughters as not hitting other children while playing with them. Mothers disagree with this, rating girls as hitting other children while playing with them.

It would seem, from viewing mother and father ratings of son and

mother and father ratings of daughter that fathers follow fewer sex stereotypes. This may be due to their spending less time with children and having a different relationship with their children than mothers (Lynn, 1962).

### Ancillary Findings

#### Teacher rating

The items of the teacher rating were highly intercorrelated suggesting that item scores could be combined in a total score of verbal ability. Correlations of teacher ratings with ISCS factors (mother and father) suggest that there is a relationship between child's verbal ability, or possibly intelligence and certain factors of social competence. Verbal ability related positively with SOCIALIZING (FF1), and negatively with FOLLOWER (FF2) and SELF-CENTERED (FF4). When correlated with ISCS mother factors, verbal ability was found to be related to SOCIAL INTERACTION (MF1), SHYNESS (MF3), and INDEPENDENCE (MF5).

This supports some of the findings of White (1975) that competence and intelligence may be related.

### Implications of the Study

In the present study fathers did not differentiate, by sex of child, socially competent behaviors. Mothers differentiated only on the shyness dimension of social competence. This implies that social competence, as rated by fathers, is the same thing for boys as it is for girls. This finding does not support Baumrind's (1971) statement

that socially competent behaviors for boys are different from socially competent behaviors for girls. Mothers, by differentiating on one dimension, offer some support to Baumrind's premise, but only in the area of shyness. Sex differences in social competency at preschool-age may not be evident. Clarke-Stewart (1973) states that with increasing age of child, parental expectations of behavior changes. Brown (1958) reports that, with increasing age, children develop more sex-typed characteristics.

When father and mother responses for son and for daughter on the sex-stereotyping items are compared it seemed that mothers demonstrated more sex-role stereotyping of sons and daughters. This is of interest in terms of Lynn's (1962) theory that fathers are more responsible for appropriate sex-role behavior of children than are mothers. Also of interest is the finding that parents do not stereotype factors of social competence but that responses to the sex-stereotyping items indicates that there is some parental stereotyping occurring.

Females, in each phase of the study, responded to behavioral ratings more extremely than did male respondents. This suggests that educators would need to be aware of a certain response set in male and female respondents and to analyze male and female responses separately whenever possible (Maccoby and Jacklin, 1974).

Findings of this study may be of interest to educators in the field of parent-child relationships. A body of research by Baumrind (1971, 1972, 1973) has suggested male-female differences in social

competence. This was not evidenced in parental report of social competence of boys and girls.

Mothers and fathers are viewing some behaviors of sons and daughters differently. Care needs to be taken by both parents and educators that expectations for child behaviors be based on the capacities of individual children rather than what is believed to be boy-like or girl-like behavior.

#### Limitations of the Study

The small number of subjects involved in each phase of the research may have been partially responsible for the small number of significant differences between the means, particularly on the social competency factors. The use of correlational analyses in some segments of the research may have resulted in some significant correlations simply because of the large number of correlations calculated. Correlations imply only an association rather than a cause and effect relationship.

Questionnaires were the only method used to collect data and assess mother and father perceptions of their child's social competence. Several problems are inherent in this means of data collection; halo effect, misinterpretation of questions and scoring procedure, and responding in a socially desirable manner. Because mother and father forms of the questionnaire were completed in the home, it is impossible to insure independence of ratings.



A final limitation is the lack of extensive reliability and validity information for the Iowa Social Competency Scale, Iowa Behavior Inventory, and the Teacher Rating Scale.

#### Implications for Future Research

During the course of this study, many suggestions for future research became apparent. Of particular interest to the researcher is an investigation of each parent's degree of masculinity, femininity or androgyny in an effort to determine the origins of parental sex stereotyping of child behavior. This would allow for variations in parents rather than defining fathers as masculine and mothers as feminine.

In addition, it would be valuable to analyze actual child behaviors as well as parental report of social competence. Related to this would be the study of social competence of a child in parent-child, teacher-child, stranger-child, and child-child interactions.

A longitudinal study of parental differences in report of child's social competence would provide further information as to when, if ever, parents sex-stereotype children's socially competent behaviors. Replication of the phase of this study investigating the relationship of sex role preference and social competence using a more up-to-date version of the IT Scale, or a similar instrument, would be of interest. Clearly, more research is integral to further understanding of sex stereotyping of socially competent behaviors.

## SUMMARY

The present study was designed to explore differences in the ways mothers and fathers perceive behaviors in boys and girls relative to social competence. A second objective was to investigate the relationship between sex role preference of preschool-age children and their social competence.

Subjects in the parental perception of social competence phase of this study included 50 families having at least one son and one daughter between the ages of two years six months and five years six months. Children were rated on social competency factors and sex-stereotyping items by both their mother and their father. Pearson-Product Moment correlations and t-tests of difference between the means were computed. Significant differences were found for:

- 1) mother ratings of son and daughter on SHYNESS; 2) father ratings of son and daughter on Watches other children play without joining them; 3) mother ratings of son and daughter on Follows verbal directions, Runs in the other direction when he or she sees a snake, Hits other children, Wants you to hold his or her hand when taken to a strange place; 4) mother and father ratings of son on Follows verbal directions, Appears to be shy, Has a tantrum, Wants you to hold his or her hand when taken to a strange place; 5) mother and father ratings of daughter on Follows verbal directions, Appears to be shy, Has a tantrum, Runs in the other direction when he or she sees a snake, Watches other children play, Hits other children, and Needs help to dress.

Subjects in the relationship between sex role preference and social competence phase of the study included 42, three-, four- and five-year-old children from the Child Development Department Laboratories at Iowa State University and their parents. Subjects were administered a sex role preference instrument (IT Scale) and their parents completed ratings on social competency factors and sex role stereotyping items. Pearson-Product Moment correlations were computed for 33 variables. No significant results were found.

The results were discussed within a developmental framework. Limitations of the study were cited. Suggestions for further research were presented.

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**APPENDIX A**

**IOWA BEHAVIOR INVENTORY**

IOWA BEHAVIOR INVENTORY

Ann K. Reardon  
 Department of Child Development  
 Iowa State University

Age: \_\_\_\_\_ Number of quarters  
 Sex: \_\_\_\_\_ enrolled in school: \_\_\_\_\_

## General Instructions

We are asking your participation in a study of typical preschool behaviors. Please use your experience in observing laboratory children and any other child care experiences to make a decision about which of the described behaviors are more or less typical. Below is the description of a four-year-old child.

## SUSAN/KEVIN

Kevin (or Susan) is a four-year-old child who is of normal intelligence. Susan's (or Kevin's) parents are white and belong to the middle class. Kevin's (or Susan's) father is a plumber and his/her mother is a housewife. Susan (or Kevin) has one brother who is 2 years of age and an infant sister. Kevin (or Susan) has attended a preschool program in the Ames area for one year.

You are being asked to rate the behavior of the child using the rating scale given below for each of the descriptive statements. The statements tend to describe behavior you would expect to find more or less in most children of this age. We are interested in knowing if the behavior described is typical behavior of preschool children or unusual or rare behavior of preschool children. Since some of these behaviors may be more common for boys or girls, we are asking you to respond twice to each statement--once for a boy (Kevin) and once for a girl (Susan). That is, if your experience indicates that boys and girls behave differently, indicate this by assigning different numbers in the two spaces provided. If the behaviors are similar, in your experience, use the same, or nearly the same, numbers in the spaces provided.

## RATING SCALE

This behavior  
occurs rarely  
in preschool  
children.

This behavior is neither  
rare nor common for preschool  
children or I'm not sure  
about this.

This behavior  
occurs very often  
in preschool  
children.

In the spaces provided to the left of each statement, place a number (1 - 99) that seems to you to best represent how frequently you think Susan or Kevin behaves in the manner described. You may use any number from "1" to "99" to indicate the extent to which you think the statement describes the child.

For example, if you believe this child behaves as described in Item 1, you may decide to place an 80 in the rating column. This 80 indicates that you believe this child displays the behavior frequently. If you decide to give this child a rating of 25, it would indicate that you believe he/she displays the behavior somewhat less. If you decide to give her/him a rating of 50, it would mean that you think this behavior is neither rare nor common or you are not sure how to rate the behavior described in the Item.

The number distinctions you make should be as fine as you can determine. Use any numbers from 1 to 99 with which you feel most comfortable. Make use of the full range whenever possible. Rate each statement quickly. If you are unable to reach a decision quickly, go on to the next statement and come back later to the one skipped. Be sure to rate every statement.

This behavior  
occurs rarely  
in preschool  
children.

This behavior is neither  
rare nor common for preschool  
children or I'm not sure  
about this.

This behavior  
occurs very often  
in preschool  
children.

1

50

99

DOES THE CHILD . . .

Susan Kevin

- |       |       |   |
|-------|-------|---|
| _____ | _____ | 1. Participate in messy activities such as fingerpaint and soft clay? |
| _____ | _____ | 2. Cry when left with a babysitter?                                   |
| _____ | _____ | 3. Enjoy playing by himself or herself?                               |
| _____ | _____ | 4. Interrupt activity of others in order to get adult attention?      |
| _____ | _____ | 5. Initiate conversation with another child?                          |
| _____ | _____ | 6. Help another child who is having trouble dressing?                 |
| _____ | _____ | 7. Avoid toys that make loud noises?                                  |

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children.

This behavior is neither  
rare nor common for preschool  
children or I'm not sure  
about this.

This behavior  
occurs very often  
in preschool  
children.

1

50

99

DOES THE CHILD . . .

Susan Kevin

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 8. Wake up in the middle of the night because of bad dreams?   |
| _____ | _____ | 9. Enjoy playing with building blocks?   |
| _____ | _____ | 10. Talk to peers?   |
| _____ | _____ | 11. Display good coordination of small muscles?  |
| _____ | _____ | 12. Enjoy playing with paint, glue and crayons?  |
| _____ | _____ | 13. Use first names of children and adults with whom she or he interacts?  |
| _____ | _____ | 14. Refuse to follow directions given by other children?   |
| _____ | _____ | 15. Pay attention when an adult is explaining a game?  |
| _____ | _____ | 16. Verbalize his or her wants?  |
| _____ | _____ | 17. Follow verbal directions?  |
| _____ | _____ | 18. Show physical aggression such as scratching and hitting a child or kicking equipment when she or he is interrupted in what he or she is doing? |
| _____ | _____ | 19. Get upset when his or her clothes get dirty?   |
| _____ | _____ | 20. Explaining to another child how to put a puzzle together?  |
| _____ | _____ | 21. Allow himself or herself to be bullied by other children?  |
| _____ | _____ | 22. Appear to be shy?  |
| _____ | _____ | 23. Avoid contact with unfamiliar adults?  |

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children or I'm not sure  
about this.

This behavior  
occurs very often  
in preschool  
children.

1

50

99

DOES THE CHILD . . .

Susan Kevin

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 24. Move gracefully?   |
| _____ | _____ | 25. Need help to dress himself or herself?                                 |
| _____ | _____ | 26. Thank everyone who helps her or him?                                   |
| _____ | _____ | 27. Enjoy being with other people?   |
| _____ | _____ | 28. Follow verbal instructions without asking for repetition?              |
| _____ | _____ | 29. Show fear of other children?   |
| _____ | _____ | 30. Defend another child from the physical aggression of a third child?    |
| _____ | _____ | 31. Get upset when he or she loses her or his mother in the grocery store? |
| _____ | _____ | 32. Play in groups rather than alone?                                      |
| _____ | _____ | 33. Ask adult permission before doing things?                              |
| _____ | _____ | 34. Prefer playing with puzzles to playing with large blocks?              |
| _____ | _____ | 35. Cry when things are not going his or her way?                          |
| _____ | _____ | 36. Watch for her or his parents return when left with a babysitter?       |
| _____ | _____ | 37. Appear interested in selecting the clothes he or she wears?            |
| _____ | _____ | 38. Seem confident in her or his play?                                     |
| _____ | _____ | 39. Appear very active and noisy in his or play?                           |

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about this.

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occurs very often  
in preschool  
children.

1

50

99

DOES THE CHILD . . .

Susan Kevin

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 40. Follow adult direction even when she or he does not agree with the adult?        |
| _____ | _____ | 41. Have a tantrum when he or she does not get what she or he wants?                 |
| _____ | _____ | 42. Sleep with a night light?  |
| _____ | _____ | 43. Seek the company of other people?  |
| _____ | _____ | 44. Help another child pull a wagon?   |
| _____ | _____ | 45. Act out his or her wants by pointing, pulling, or crying?                        |
| _____ | _____ | 46. Sulk when asked to stop an activity?   |
| _____ | _____ | 47. Need help cutting her or his meat at mealtimes?                                  |
| _____ | _____ | 48. Run in the other direction when he or she sees a snake?                          |
| _____ | _____ | 49. Persist in completing a task?  |
| _____ | _____ | 50. Cry loudly when a child prevents her or him from continuing an ongoing activity? |
| _____ | _____ | 51. Flit from one activity to another?   |
| _____ | _____ | 52. Initiate activities for himself or herself?                                      |
| _____ | _____ | 53. Comfort another child who is crying?   |
| _____ | _____ | 54. Prefer being alone to participating in an activity?                              |
| _____ | _____ | 55. Refuse to share her or his toys with other children?                             |
| _____ | _____ | 56. Typically follow the lead of other children in group play?                       |

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occurs very often  
in preschool  
children.

1

50

99

DOES THE CHILD . . .

Susan Kevin

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 57. Solve problems easily?   |
| _____ | _____ | 58. State his or her name, address, and phone number when asked?   |
| _____ | _____ | 59. Withdraw from other children?  |
| _____ | _____ | 60. Insist on washing her or his hands?  |
| _____ | _____ | 61. Watch other children play without joining them?  |
| _____ | _____ | 62. Hit other children while playing with them?  |
| _____ | _____ | 63. Want you to hold his or her hand when taken to a public place?   |
| _____ | _____ | 64. Cry for no apparent reason?  |
| _____ | _____ | 65. Show her or his feelings facially?   |
| _____ | _____ | 66. Spontaneously pat or hug others or say "I like you."?  |
| _____ | _____ | 67. Take the role of leader in an activity with another child?   |
| _____ | _____ | 68. Continue with activities ignoring hazards such as climbing on unstable equipment, jumping from tall structures?      |
| _____ | _____ | 69. Sleep with a favorite stuffed animal?  |
| _____ | _____ | 70. Play cooperatively, sharing his or her toys with others?   |
| _____ | _____ | 71. Play more often with craft toys such as sewing cards, weaving, than wheeled toys such as tricycles and wheelbarrows? |
| _____ | _____ | 72. Begin a task the first time she or he is asked?  |



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in preschool  
children.

1

50

99

DOES THE CHILD . . .

Susan Kevin

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 73. Show unprovoked physical aggression toward another child?                                      |
| _____ | _____ | 74. Play with dress-up clothes?  |
| _____ | _____ | 75. Like to sit on adult's lap?  |
| _____ | _____ | 76. Take objects when in use by others without asking permission?                                  |
| _____ | _____ | 77. Play with only one or two other children?  |
| _____ | _____ | 78. Push and scare other children?   |
| _____ | _____ | 79. Initiate activities with other children?   |
| _____ | _____ | 80. Enjoy playing with transportation toys?  |
| _____ | _____ | 81. Talk to strange adults and children?   |
| _____ | _____ | 82. Continue in an activity on his or her own without having an adult participate with him or her? |
| _____ | _____ | 83. Behave in a bold and adventurous manner?   |

**APPENDIX B**

**FACTORS AND ITEMS FOR THE  
IOWA SOCIAL COMPETENCY SCALE: PRESCHOOL  
(MOTHER AND FATHER FORMS)**

FACTORS AND ITEMS FOR THE IOWA SOCIAL COMPETENCY SCALE:  
PRESCHOOL (MOTHER AND FATHER FORMS)

Mother Form

Behavior Factor	Factor Item
1. Social Interaction	<p>Ask to play with other children</p> <p>Suggests things the family can do together</p> <p>Show satisfaction with the things he does such as drawing and singing songs</p> <p>Talk to you about things he sees or hears</p> <p>Tell other children how to play the game</p> <p>Initiate play activities with other children</p> <p>Ask his playmate home for cookies</p> <p>Give directions to other children when they are playing</p> <p>Express satisfaction in what he does</p> <p>Give an understandable explanation on how to use toys, etc.</p> <p>Work with you on household tasks</p> <p>Initiate activities which include adults or other children</p>
2. Consideration for others	<p>Have to have an adult's coaxing and prodding to share toys, food, etc.</p> <p>Share with other children</p> <p>Get your attention by pointing, pulling, pushing, shouting, or otherwise interrupting</p> <p>Wait for his or her turn when playing with others</p>

Behavior Factor	Factor Item
2. Consideration for others (continued)	Return play materials borrowed from other children
	Interrupt activities of other children
3. Shyness	Seeks reassurance when taken to a strange place
	Needs reassuring from you when you go together to visit places unfamiliar to him or her
	Responds to contacts initiated by an unfamiliar adult
	Avoids contacts with unfamiliar adults when they visit your home
	Hide behind you when you are talking with an adult unfamiliar to him
	Follow the lead of other children
4. Humor	Smile or laugh at jokes played on him or her by family members
	Get upset when teased by members of his or her family
	Get upset when teased by other children
5. Independence	Understands verbal instructions with- out being shown what to do
	Wander from activity to activity without sustained involvement
	Cry, pout or run away when he or she has an accident like spilling his milk

## Father Form

Behavior Factor	Factor Item
1. Socializing	Allow another child to join him or her in his or her play
	Ask to play with other children
	Give directions to other children while they are playing
	Express satisfaction in what he or she does
	Verbalize his or her wants
	Ask to visit grandma and grandpa or other relatives
	Share with other children
	Show satisfaction with the things he or she does such as drawing and singing songs
	Ask his or her playmates home for cookies
	Give an understandable explanation on how to use toys, etc.
	Help another child who is having difficulty using equipment, dressing
	Talk to you about things he or she sees or hears
2. Follower	Tell other children how to play the game
	Follow the lead of other children
	Try to be first when playing with other children
	Initiate activities which include adults or older children

Behavior Factor	Factor Item
2. Follower (continued)	Prefer to engage in familiar activities rather than unfamiliar ones
3. Self-Centered	Have to have an adult's coaxing and prodding to share toys, food, etc.  Refused to play with another child if he or she doesn't get his or her way  Misbehave in a structured situation such as church, restaurant, etc.  Ask for the same kind of toys, etc., as his or her friends
4. Dependency	Need reassurance from you when you go together to visit places unfamiliar to him or her  Seek reassurance from you when taken to strange places  Listen while you talk to him or her  Change his or her activity when an adult requests it
5. Poor Sport	Get upset when teased by members of his or her family  Get upset when teased by other children  Show worry about the "right" things to do  Cry, pout or run away when he has an accident like spilling his milk

**APPENDIX C**

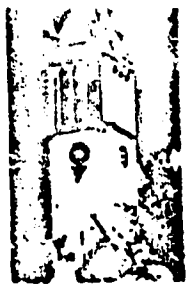
**REVISED IOWA SOCIAL COMPETENCY SCALE  
(MOTHER FORM)**

PLEASE NOTE:

Dissertation has many pages  
with broken and indistinct  
print. Best available copy.  
Filmed as received.

UNIVERSITY MICROFILMS.



IOWA SOCIAL COMPETENCY SCALE: PRESCHOOL<sup>1</sup> (MOTHER FORM)

Demetris Pease, Sam Clark, Sedchilla Jasper Crase  
Department of Child Development  
Iowa State University

Child's Name: \_\_\_\_\_ Child's Sex: M \_\_\_\_\_ F \_\_\_\_\_ Child's Birthdate: \_\_\_\_\_  
Mother's Name: \_\_\_\_\_ Mother's Age: \_\_\_\_\_  
Mother's Occupation (Job title or description): \_\_\_\_\_  
Mother's Educational Level: Grade School: \_\_\_\_\_ High School: \_\_\_\_\_ Some College: \_\_\_\_\_ BS/BA: \_\_\_\_\_  
NS/MA: \_\_\_\_\_ Ph.D.: \_\_\_\_\_ Post Doc.: \_\_\_\_\_

## GENERAL INSTRUCTIONS

All ratings are made in comparison to what you believe to be the typical behavior of an average (normal) child in a family situation. Before you begin to rate the items, have firmly in mind the child you are rating. Consider only the behavior of that child over the past month. Base your ratings on your own experience with your child. Consider only your own impressions. As much as possible, ignore what others have said about your child.

Make no effort to describe a consistent behavioral picture or personality. Consider each question independently. It is known that children may show seemingly contradictory behavior. Avoid interpretations of "unconscious" motives and feelings. As much as possible, base ratings on outward behavior you actually observe. Do not try to interpret what might be going on in the child's mind.

## RATING DIRECTIONS

You are being asked to rate the behavior of your child using the rating scale given below for each of the descriptive statements. The statements tend to describe behavior you would expect to find in most children. We are interested in knowing if your child displays the behaviors described in the statements more or less

frequently than the average child. In the space provided to the right of each statement, place a number (1 to 99) that seems to you to best represent how frequently, compared to the average child, your child behaves in the manner described. You may use any number from "1" to "99" to indicate the extent to which you think the statement describes your child.

For example, if you believe your child behaves as described in Item 1, you may decide to place an 80 in the Rating Column. This 80 indicates that you believe your child displays the behavior more frequently than the average child. If you decide to give your child a rating of 25, it would indicate that you believe he or she displays the behavior less frequently than the average child. If you decide to give him or her a rating of 50, it would mean that you believe he or she displays this behavior as frequently as the average child. To the extent that you are not sure how to rate the behavior described in the Item your responses should lean toward 50.

The number distinctions you make should be as fine as you can determine. Use any numbers from 1 to 99 with which you feel most comfortable. Make use of the full range whenever possible. Rate each statement quickly. If you are unable to reach a decision quickly, go on to the next statement and come back later to the one skipped. Be sure to rate every statement.

## RATING SCALE

I am sure he/she  
behaves that way  
much less than the  
average child

He/she behaves about like  
the average child OR I'm  
not sure he/she behaves  
that way more or less than  
the average child

I am sure he/she  
behaves that way  
much more than the  
average child

I am sure  
he/she behaves  
that way much  
less than the  
average child

He/she behaves  
about like the  
average child OR  
I'm not sure he/she  
behaves that way  
more or less than  
the average child

I am sure  
he/she behaves  
that way much  
more than the  
average child

1

50

99

## DOES YOUR CHILD. . .

RATING

ITEM

- \_\_\_\_\_ 1. Return play materials borrowed from other children?
- \_\_\_\_\_ 2. Need reassurance from you when you go together to visit places unfamiliar to him or her?
- \_\_\_\_\_ 3. Watch other children play without joining them?
- \_\_\_\_\_ 4. Initiate play activities with other children?
- \_\_\_\_\_ 5. Cry, pout or run away when he or she has an accident like spilling his or her milk?
- \_\_\_\_\_ 6. Follow verbal directions?
- \_\_\_\_\_ 7. Give directions to other children while they are playing?
- \_\_\_\_\_ 8. Give an understandable explanation on how to use toys, etc.?
- \_\_\_\_\_ 9. Have to have an adult's coaxing and prodding to share toys, food, etc.?
- \_\_\_\_\_ 10. Get upset when teased by members of the family?
- \_\_\_\_\_ 11. Want you to hold his or her hand when taken to a public place?
- \_\_\_\_\_ 12. Hide behind you when you are talking with an adult unfamiliar to him or her?
- \_\_\_\_\_ 13. Hit other children while playing with them?
- \_\_\_\_\_ 14. Interrupt activities of other children?
- \_\_\_\_\_ 15. Seek reassurance when taken to strange places?
- \_\_\_\_\_ 16. Need help to dress himself or herself?
- \_\_\_\_\_ 17. Smile or laugh at joke played on him or her by family members?
- \_\_\_\_\_ 18. Get upset when teased by other children?
- \_\_\_\_\_ 19. Ask to go to the neighbors to play?

I am sure  
he/she behaves  
that way much  
less than the  
average child

He/she behaves  
about like the  
average child OR  
I'm not sure he/she  
behaves that way  
more or less than  
the average child

I am sure  
he/she behaves  
that way much  
more than the  
average child

1

50

99

## DOES YOUR CHILD. . .

RATING

ITEM

- \_\_\_\_\_ 20. Initiate activities which include adults or older children?
- \_\_\_\_\_ 21. Show satisfaction with the things he or she does such as drawing and singing?
- \_\_\_\_\_ 22. Run in the other direction when he or she sees a snake?
- \_\_\_\_\_ 23. Work with you on household tasks?
- \_\_\_\_\_ 24. Have a tantrum when he or she does not get what he or she wants?
- \_\_\_\_\_ 25. Share with other children?
- \_\_\_\_\_ 26. Suggest things the family can do together?
- \_\_\_\_\_ 27. Avoid contact with unfamiliar adults when they visit your home?
- \_\_\_\_\_ 28. Appear to be shy?
- \_\_\_\_\_ 29. Express satisfaction in what he or she does?
- \_\_\_\_\_ 30. Ask his or her playmates home for cookies?
- \_\_\_\_\_ 31. Wander from activity to activity without sustained involvement?
- \_\_\_\_\_ 32. Respond to contacts initiated by an unfamiliar adult?
- \_\_\_\_\_ 33. Follow the lead of other children?
- \_\_\_\_\_ 34. Talk to you about things he or she sees or hears?
- \_\_\_\_\_ 35. Get your attention by pointing, pulling, pushing, shouting or otherwise interrupting?
- \_\_\_\_\_ 36. Tell other children how to play the game?
- \_\_\_\_\_ 37. Ask to play with other children?
- \_\_\_\_\_ 38. Wait for his or her turn when playing with others?
- \_\_\_\_\_ 39. Understand verbal instructions without being shown what to do?

THANK YOU

**APPENDIX D**

**REVISED IOWA SOCIAL COMPETENCY SCALE  
(FATHER FORM)**



109  
**IOWA SOCIAL COMPETENCY SCALE: PRESCHOOL<sup>1</sup> (FATHER FORM)**

Damaris Pease, Sam Clark, Sedahlia Jasper Crase  
Department of Child Development  
Iowa State University

Child's Name: \_\_\_\_\_ Child's Sex: M \_\_\_ F \_\_\_ Child's Birthdate: \_\_\_\_\_  
Father's Name: \_\_\_\_\_ Father's Age: \_\_\_\_\_  
Father's Occupation (Job title or description): \_\_\_\_\_  
Father's Educational Level: Grade School: \_\_\_\_\_ High School: \_\_\_\_\_ Some College: \_\_\_\_\_ BS/BA: \_\_\_\_\_  
MS/MA: \_\_\_\_\_ Ph.D.: \_\_\_\_\_ Post Doc.: \_\_\_\_\_

### GENERAL INSTRUCTIONS

All ratings are made in comparison to what you believe to be the typical behavior of an average (normal) child in a family situation. Before you begin to rate the items, have firmly in mind the child you are rating. Consider only the behavior of that child over the past month. Base your ratings on your own experience with your child. Consider only your own impressions. As much as possible, ignore what others have said about your child.

Make no effort to describe a consistent behavioral picture or personality. Consider each question independently. It is known that children may show seemingly contradictory behavior. Avoid interpretations of "unconscious" motives and feelings. As much as possible, base ratings on outward behavior you actually observe. Do not try to interpret what might be going on in the child's mind.

### RATING DIRECTIONS

You are being asked to rate the behavior of your child using the rating scale given below for each of the descriptive statements. The statements tend to describe behavior you would expect to find in most children. We are interested in knowing if your child displays the behaviors described in the statements more or less

frequently than the average child. In the space provided to the right of each statement, place a number (1 to 99) that seems to you to best represent how frequently, compared to the average child, your child behaves in the manner described. You may use any number from "1" to "99" to indicate the extent to which you think the statement describes your child.

For example, if you believe your child behaves as described in Item 1, you may decide to place an 80 in the Rating Column. This 80 indicates that you believe your child displays the behavior more frequently than the average child. If you decide to give your child a rating of 25, it would indicate that you believe he or she displays the behavior less frequently than the average child. If you decide to give him or her a rating of 50, it would mean that you believe he or she displays this behavior as frequently as the average child. To the extent that you are not sure how to rate the behavior described in the Item your responses should lean toward 50.

The number distinctions you make should be as fine as you can determine. Use any numbers from 1 to 99 with which you feel most comfortable. Make use of the full range whenever possible. Rate each statement quickly. If you are unable to reach a decision quickly, go on to the next statement and come back later to the one skipped. Be sure to rate every statement.

### RATING SCALE

I am sure he/she behaves that way much less than the average child

He/she behaves about like the average child OR I'm not sure he/she behaves that way more or less than the average child

I am sure he/she behaves that way much more than the average child

I am sure  
he/she behaves  
that way much  
less than the  
average child

He/she behaves  
about like the  
average child OR  
I'm not sure he/she  
behaves that way  
more or less than  
the average child

I am sure  
he/she behaves  
that way much  
more than the  
average child

1

50

99

### DOES YOUR CHILD ...

RATING

ITEM

- \_\_\_\_\_ 22. Watch other children play without joining them?
- \_\_\_\_\_ 23. Ask to play with other children?
- \_\_\_\_\_ 24. Misbehave in a structured situation such as church, restaurant, etc.?
- \_\_\_\_\_ 25. Have to have an adult's coaxing and prodding to share toys, food, etc.?
- \_\_\_\_\_ 26. Refuse to play with another child if he or she doesn't get his or her own way?
- \_\_\_\_\_ 27. Hit other children while playing with them?
- \_\_\_\_\_ 28. Tell other children how to play the game?
- \_\_\_\_\_ 29. Want you to hold his or her hand when taken to a public place?
- \_\_\_\_\_ 30. Show satisfaction with the things he or she does such as drawing and singing?
- \_\_\_\_\_ 31. Change his or her activity when an adult requests it?
- \_\_\_\_\_ 32. Initiate activities which include adults or other children?
- \_\_\_\_\_ 33. Show worry about the "right" things to do?
- \_\_\_\_\_ 34. Ask to visit grandma and grandpa or other relatives?
- \_\_\_\_\_ 35. Prefer to engage in familiar activities rather than unfamiliar ones?
- \_\_\_\_\_ 36. Allow another child to join him or her in play?
- \_\_\_\_\_ 37. Give directions to other children while they are playing?

THANK YOU

I am sure  
he/she behaves  
that way much  
less than the  
average child

111  
He/she behaves  
about like the  
average child OR  
I'm not sure he/she  
behaves that way  
more or less than  
the average child

I am sure  
he/she behaves  
that way much  
more than the  
average child

1

50

99

### DOES YOUR CHILD ...

#### RATING

#### ITEM

- \_\_\_\_\_ 1. Cry, pout, or run away when he or she has an accident like spilling his or her milk?
- \_\_\_\_\_ 2. Follow verbal directions?
- \_\_\_\_\_ 3. Try to be first when playing with other children?
- \_\_\_\_\_ 4. Ask for the same kind of toys, etc., as his or her friends?
- \_\_\_\_\_ 5. Ask his or her playmates home for cookies?
- \_\_\_\_\_ 6. Get upset when teased by members of the family?
- \_\_\_\_\_ 7. Appear to be shy?
- \_\_\_\_\_ 8. Verbalize his or her wants?
- \_\_\_\_\_ 9. Give an understandable explanation on how to use toys, etc.?
- \_\_\_\_\_ 10. Seek reassurance when taken to strange places?
- \_\_\_\_\_ 11. Need help to dress himself or herself?
- \_\_\_\_\_ 12. Express satisfaction in what he or she does?
- \_\_\_\_\_ 13. Help another child who is having difficulty using equipment, dressing, etc.?
- \_\_\_\_\_ 14. Have a tantrum when he or she does not get what he or she wants?
- \_\_\_\_\_ 15. Run in the other direction when he or she sees a snake?
- \_\_\_\_\_ 16. Get upset when teased by other children?
- \_\_\_\_\_ 17. Follow the lead of other children?
- \_\_\_\_\_ 18. Share with other children?
- \_\_\_\_\_ 19. Talk to you about things he or she sees or hears?
- \_\_\_\_\_ 20. Listen to you when you talk to him or her?
- \_\_\_\_\_ 21. Need reassurance from you when you go together to visit places unfamiliar to him or her?

**APPENDIX E**

**LETTER TO EXTENSION HOME ECONOMISTS**



March 6, 1978

Dear

I am Ann Reardon, a graduate student in the Child Development Department at Iowa State University. I am finishing my doctoral degree and working on my research. Your name was given to me by Dorothy Pinsky, Extension Specialist, Human Development and Family Life at Iowa State University, as someone who might be able to help me in identifying families who might participate in my dissertation research.

I am looking for middle-class, Caucasian families (mother and father in the home), who have two preschool children between the ages of 2 years 6 months and 5 years 6 months, one male child and one female child. There may be other children and adults in the family. Parents will be asked to complete questionnaires related to the social behaviors of these preschool-age children. Each father will complete two questionnaires, one on his son, one on his daughter. Each mother will also complete one questionnaire on her son and one questionnaire on her daughter. It will take each parent approximately 30 minutes to complete the questionnaires. All information will be confidential. Once parental responses have been coded the questionnaires will be destroyed.

I will be telephoning you in the next week to answer any questions you might have and to discuss the possibility of identifying families in your area. Your assistance in this project is greatly appreciated.

Sincerely,

Approved by:

Ann K. Reardon  
Child Development Department  
Iowa State University

Dr. Damaris Pease  
Distinguished Professor

**APPENDIX F**

**REQUIREMENTS FOR PARTICIPATION IN THE STUDY**

REQUIREMENTS FOR PARTICIPATING IN STUDY

1. A family with Mother, Father, Son and Daughter. (Family unit, however, may consist of more than two children.)
2. The mother and father must be natural parents living at home and cannot be older than 50 years of age.
3. The son and daughter must be in the 2/6 - 5/6 age range (years/months) and cannot be more than 2 years 0 months apart in age. For example: One child may be 2/8 and the other could be any age up to and including 4/8.
4. Middle-class (based on father's education and occupation).
5. Race: White

**APPENDIX G**

**PARENT LETTER**

, 1978

Dear Parents:

I am a graduate student in Child Development at Iowa State University and am presently working on my doctoral dissertation under the direction of Dr. Damaris Pease. I am interested in the social behavior of pre-school-age children and ways in which parents view the typical social behavior of their children. In order to obtain more information, I am requesting parents to fill out and return a questionnaire concerning children's behavior.

I have spoken to \_\_\_\_\_ and he/she gave me a list of parents who meet the requirements for participation in this project and who might be willing to participate in the project. The requirements for participation are: that each family have at least two children between the ages of 2 years and 6 years; that one of these children be a boy and one a girl; and that both the mother and the father are living in the home. (There may be more than these two children in the family.) I am asking both parents to complete the questionnaire. It will take each parent approximately 20 minutes to complete the questionnaire. Each parent is requested to complete two questionnaires, one for their son and one for their daughter. Once completed the questionnaires should be placed in their envelope, sealed and mailed to me by \_\_\_\_\_. When questionnaires are returned all information will be coded and names removed. All responses will be confidential. No information will be considered on an individual basis nor will copies of the questionnaires be made available to anyone. Once the questionnaires have been coded and tabulated the questionnaires will be destroyed.

I will be happy to answer any questions you might have concerning the project and can be reached mornings at 294-3040.

I greatly appreciate your cooperation.

Sincerely,

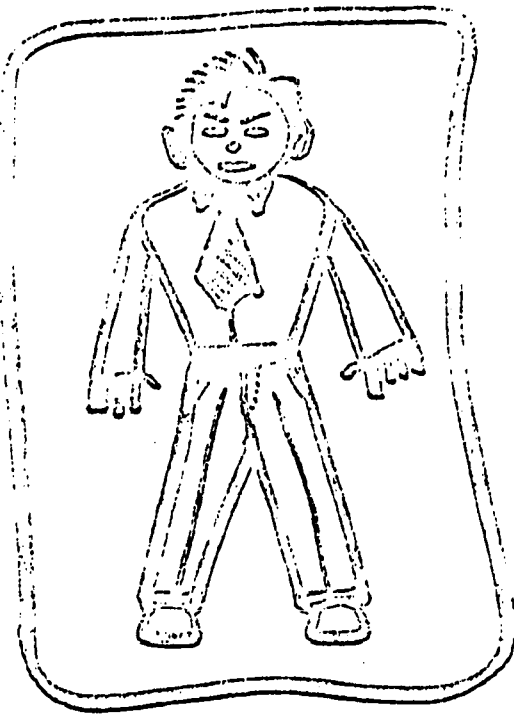
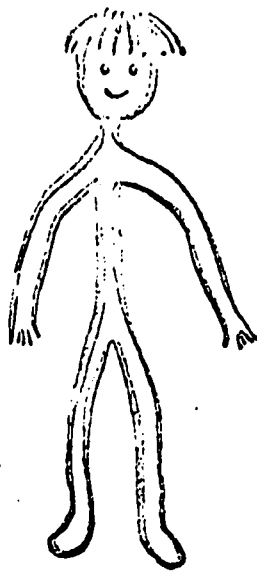
Approved by:

Ann K. Reardon

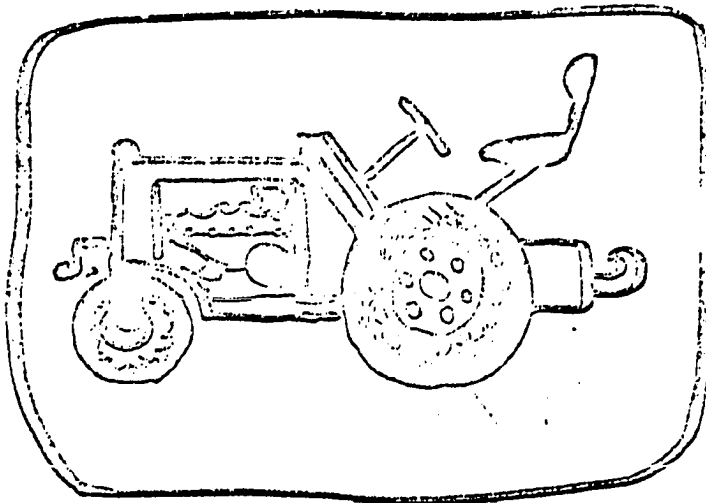
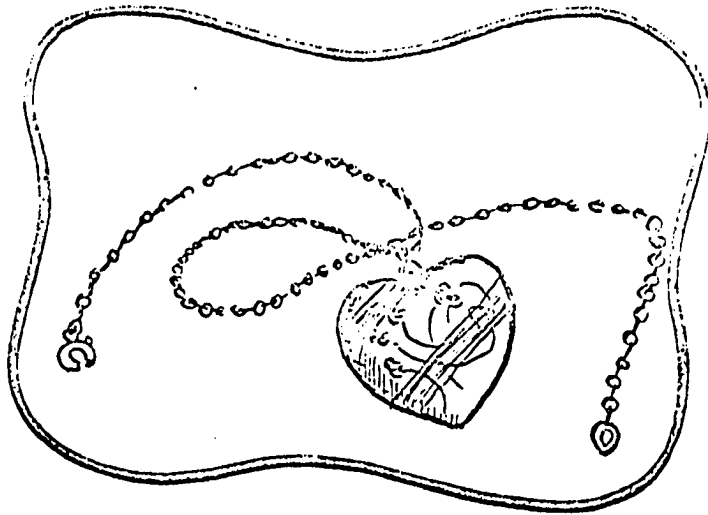
Dr. Damaris Pease  
Distinguished Professor

**APPENDIX H**

**IT SCALE**

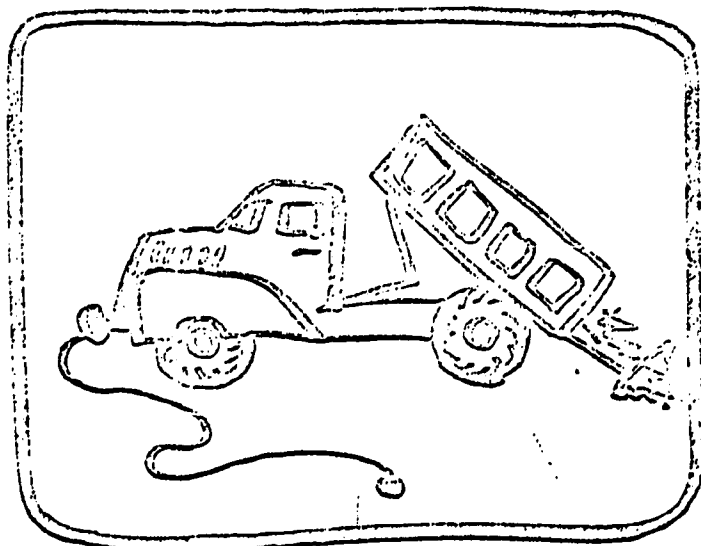


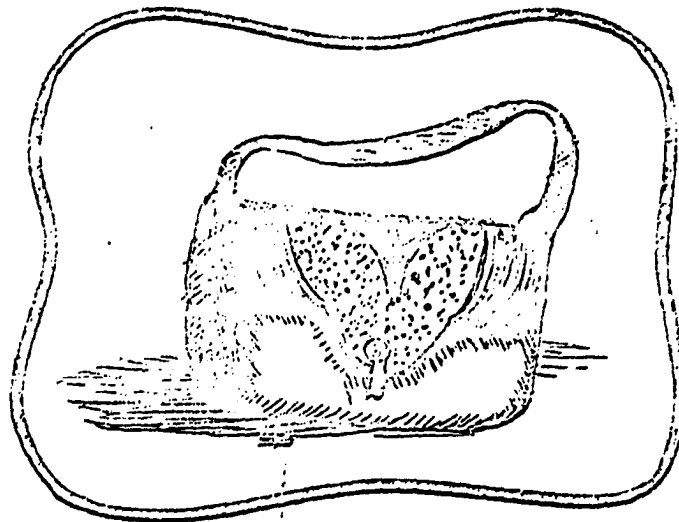
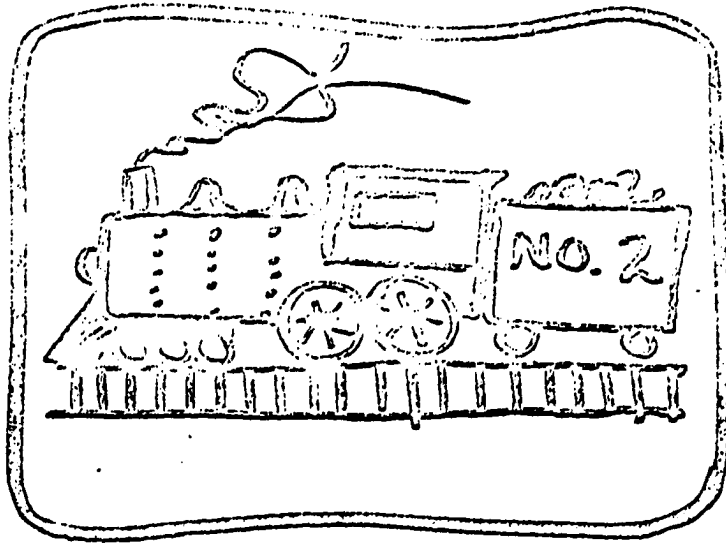
The picture of the IT figure and the Card b and Card d of Subpart 4.



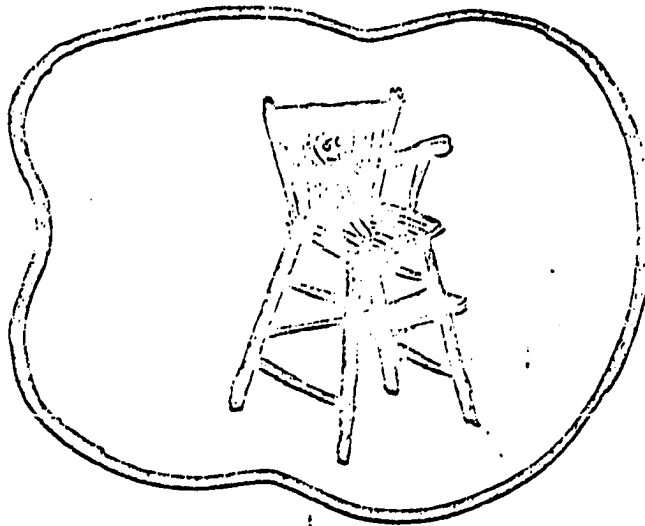
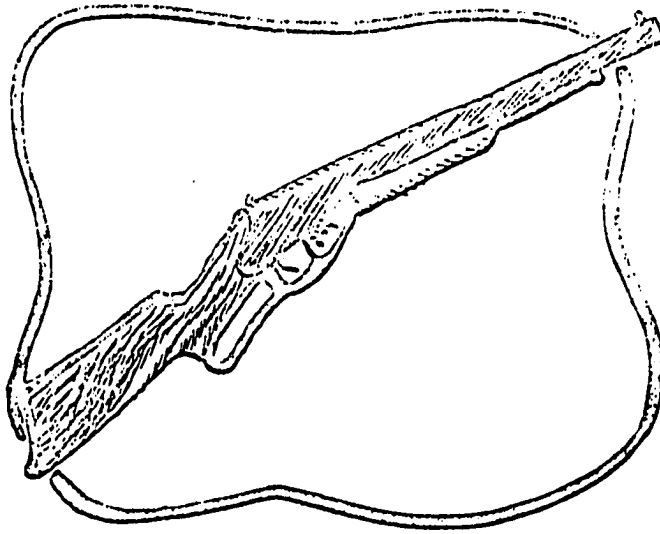
Set 2 of the IT Scale for Children

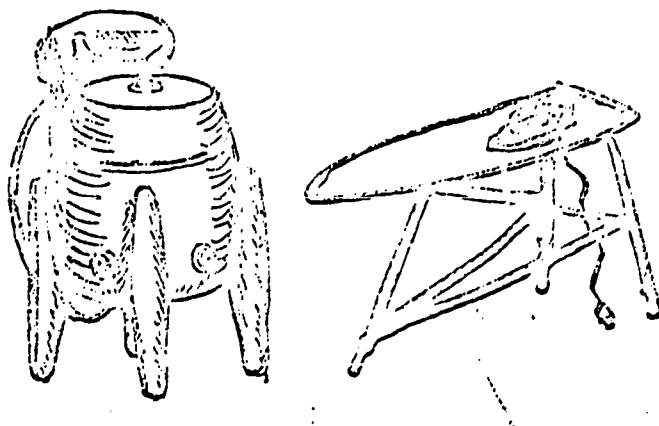
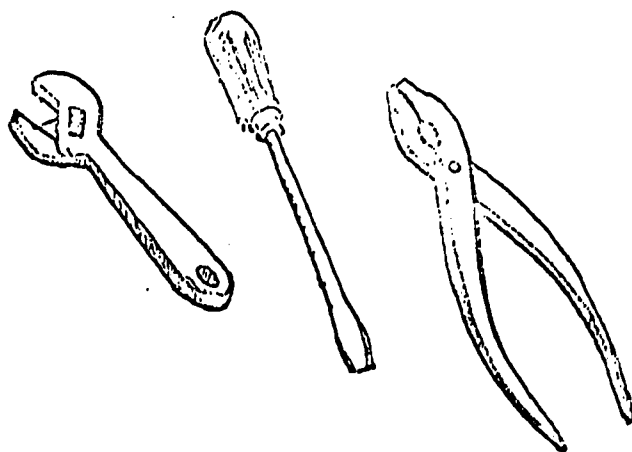




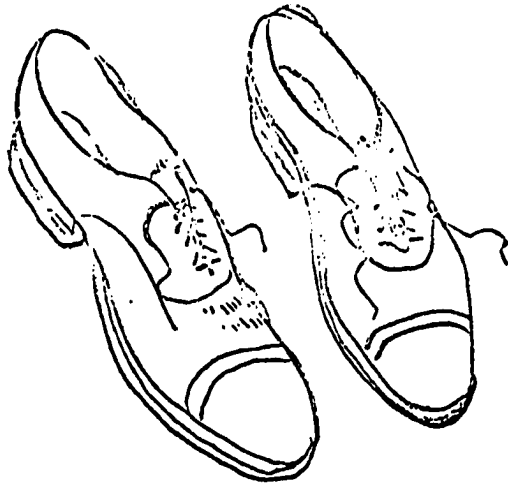


Set 2 of the IT Scale for Children





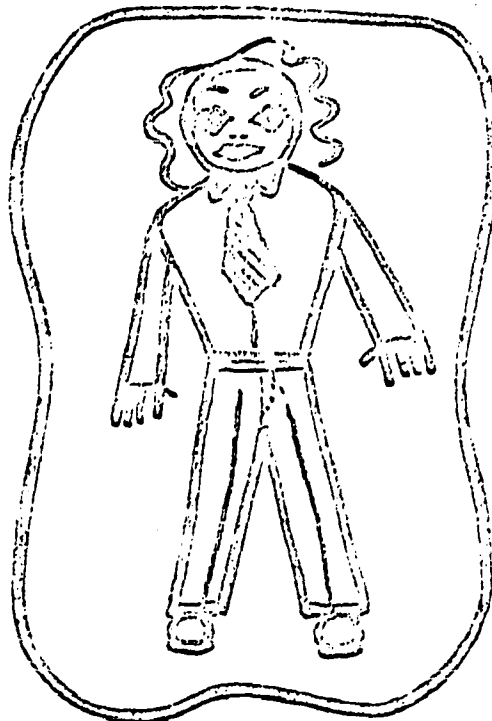
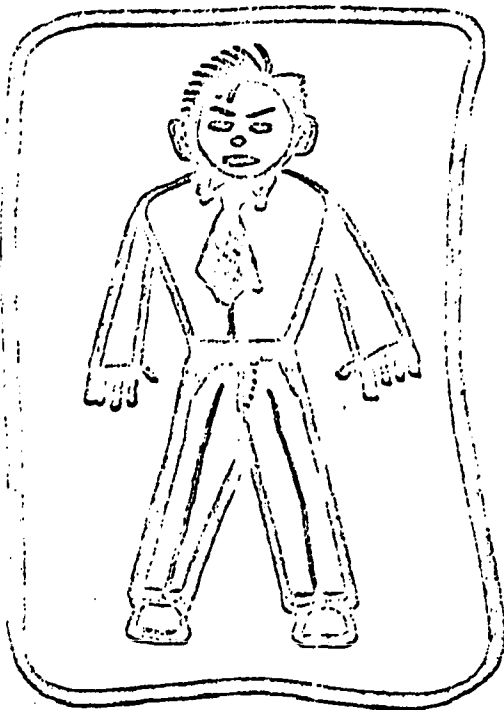
Set 8 of the IT Scale for Children



Set 9 of the IT Scale for Children

**Set 12: Four child figures as follows:**

- 1) Girl dressed as a girl
- 2) Boy dressed as a girl
- 3) Girl dressed as boy
- 4) Boy dressed as boy



Set 12 of the IT Scale for Children

**APPENDIX I**

**TEACHER RATING SCALE**



TEACHER RATING SCALE

Date: \_\_\_\_\_  
 Rater: \_\_\_\_\_  
 Child: \_\_\_\_\_

Directions

You are being asked to rate the behavior of the child using the rating scale given below for each of the descriptive statements. The statements tend to describe behavior you would expect to find to some degree in most children. We are interested in knowing if the child displays the behaviors described in the statements more or less frequently than the average child. In the space to the left of each description, place a number (1 - 99) that seems to you to best represent how frequently compared to the average child, the child behaves in the manner described. You may use any number from "1" to "99" to indicate the extent to which you think the statement describes the child.

For example, if you believe the child behaves as described in item 1, you may decide to place an 80 in the rating column. This 80 indicates that you believe the child displays the behavior more frequently than the average child. If you decide to give the child a rating of 25, it would indicate that you believe the child displays the behavior less frequently than the average child. If you decide to give a rating of 50, it would mean that you believe he displays the behavior as frequently as the average child. To the extent that you are not sure how to rate the behavior described in the item, your response should lean toward 50.

The number of distinctions you make should be as fine as you can determine. Use any number from 1 to 99 with which you feel most comfortable. Make use of the full range of numbers whenever possible. Rate each statement quickly. Be sure to rate all the items.

Rating Scale

I am sure he/she  
behaves that way much  
less than the average  
child.

He/she behaves  
about like the  
average child.

I am sure he/she  
behaves that way much  
more than the average  
child.

1

50

99

Items

DOES THE CHILD . . .

\_\_\_\_\_ 1. Verbalize his/her wants?

\_\_\_\_\_ 2. Understand verbal instructions without being shown what to do?

I am sure he/she  
behaves that way much  
less than the average  
child.

He/she behaves  
about like the  
average child.

I am sure he/she  
behaves that way much  
more than the average  
child.

---

1

50

99

DOES THE CHILD . . .

- \_\_\_\_\_ 3. Need to have instructions repeated?
- \_\_\_\_\_ 4. Talk to you about things he/she sees or hears?
- \_\_\_\_\_ 5. Listen to you when you talk to him/her?

**APPENDIX J**

**PARENT CONSENT LETTER**

March 9, 1978

Dear Parents:

I am a graduate student in Child Development at Iowa State University and am presently working on my doctoral dissertation under the direction of Dr. Damaris Pease. I am interested in the social behavior of preschool-age children and ways in which parents view the typical social behavior of their children. In order to obtain more information, I will be interviewing children and asking their parents and teachers to respond to a questionnaire.

I have spoken to \_\_\_\_\_ and she/he has agreed to allow me to do a ten-minute interview with the children. Teachers will also be asked to complete a questionnaire dealing with the child's ability to understand and follow directions. The child will be shown pictures of pairs of toys and asked to choose the toy an imaginary child might like to play with. In addition your child will bring home questionnaires requesting a response from both of you. The questionnaire will require about twenty minutes of time from each parent. Once completed the questionnaires should be placed in the envelope addressed to me, sealed, and returned to \_\_\_\_\_ by \_\_\_\_\_. When questionnaires are returned all information will be coded and names removed. All responses to the interview and the questionnaires will be confidential. No information will be considered on an individual basis nor will copies of the questionnaire be made available to anyone. Once the information is tabulated the questionnaires will be destroyed.

I will be happy to answer any questions you might have concerning the project and can be reached mornings at 294-3040. Should you not want to have your child participate, please fill out the form below and return it to \_\_\_\_\_ by \_\_\_\_\_.

I greatly appreciate your cooperation.

Sincerely,

Approved by:

Ann K. Reardon

Dr. Damaris Pease  
Distinguished Professor

-----  
I do not want my child to participate.

Date: \_\_\_\_\_ Signed: \_\_\_\_\_