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THE RELATIONSHIP OF PERCEPTION OF PARENTAL ATTITUDES TO PERSONALITY DIFFERENCES IN ADULTS

A Dissertation

Presented for the

Doctor of Education

Degree

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William H. Pritchard

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ABSTRACT

The purpose of this study has been to investigate the personality variables associated with the perception of parental attitudes during development. The study is based on David Ausubel's developmental theory of ego maturation, and focusses on the two basic orientations that he hypothesized, satellization and non-satellization. An attempt has been made to provide a partial empirical validation for the theory.

Subjects were 179 students enrolled in educational psychology classes at The University of Tennessee. Each subject was measured on the perception of four parental attitudes: Acceptance vs Rejection, Intrinsic vs Extrinsic Valuation, Dominance, and Protection. This measurement was obtained from the Perception of Parental Attitudes Inventory (PPAI), an instrument developed as a part of the study. Dependent variables included measures of 45 scales on the Sixteen Personality Factor Questionnaire (16 PF), the Edwards Personal Preference Schedule (EPPS), and the California Psychological Inventory (CPI). Hypotheses of positive, negative, and zero correlations were formulated between these 45 variables and the parental attitude measures of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation for both mother and father. The hypotheses were fully confirmed in 26 of the 45 predictions, partially confirmed in 10, and not confirmed in 9. In addition, a post hoc analysis of variance was performed, which focused on the personality variables related to varying degrees of perceived parental dominance and protection.

In general, the findings indicate that satellizers, in comparison to non-satellizers, tend to be more sociocentric in value system. They tend to be more outgoing, and they value affiliation with others and group dependence. They have a greater degree of self control and a deeper sense of responsibility to others. They are more sociable and capable of making a good impression in social situations. They are more willing to defer to others, and are less aggressive than non-satellizers. In addition satellizers tend to have a greater sense of well-being, are more self-assured, and less apprehensive and tense. They do not value achievement as highly as the non-satellizer, but tend to exceed the non-satellizer in achievement which involves cooperation with others and group effort.

Perception of high parental dominance by subjects tend to be related to measures of decreased capacity for leadership, decreased levels of sociability and sense of well-being, less social maturity and ability to achieve in setting where cooperation and social interaction are important factors. Perception of high parental dominance seems also to be related to reduced scores on a measure of intellectual efficiency.

The person who perceives himself to have been highly protected tends to score lower on measures of emotional maturity, self-assurance, and capacity for leadership and status. He is more sober and less venturesome, more tender-minded and apprehensive, more conservative, more compelled by a need for order, and less autonomous. In addition he tends to score lower on measures of social presence, sociability, abasement, and sense of well-being. He tends to be lower on a measure

of intellectual efficiency and higher on interests and activities that have been culturally and traditionally called feminine.

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CHAPTER I

INTRODUCTION

I. Theoretical Foundations

David P. Ausubel (1952) proposed a theory of ego development which apparently has not been put to empirical testing to any great extent. This study is an attempt to provide some experimental evidence which will provide a partial validation of the theory.

Ausubel hypothesizes the development of two major personality types, which he calls satellizers and non-satellizers. Satellizers are persons who identify with the parents, and find their self-esteem and values in that relationship. Non-satellizers fail to develop this identification. These two orientations arise to some extent through the reaction of the child during certain crucial stages in development to his perception of the attitudes of his parents toward him.

The first stage in Ausubel's developmental sequence is called the omnipotent phase. During the first months of life the needs of the child are met on demand without reciprocal demands being placed on him. Because of his perceptual immaturity, the child concludes that the parents are deferential and submissive because they are obliged to submit to his powerful will. Between the first and second years of the child's life as he achieves increasing maturity the stage of devaluation of omnipotence begins. He begins to perceive his helplessness and dependence; his feeling of omnipotence begins to crumble; and his

self-esteem is threatened. This experience of threat precipitates a crisis in ego orientation which is normally met by satellization or identification of the child in a dependent position with the powerful parental figures. At this point parental attitudes toward the child are crucial. Satellization can only occur in a context of parental acceptance and one in which the child perceives himself as being loved and valued intrinsically. Satellization is possible only where the parents extend unconditional acceptance, valuing the child not for what he can do or become, but simply because he is their child. The personality outcomes of this developmental path are a tendency to find satisfactions and values in interpersonal relationships, and, in comparison with the non-satellizer, to have more intrinsic security. He has a deeper sense of adequacy and self-worth and experiences lower levels of anxiety and aggression.

Parental attitudes of rejection or extrinsic valuation will tend to block the process of satellization. Devaluation of omnipotence then forces the child to accept the trauma of diminished self-esteem through realization of his own dependence or else forces him to retreat to untenable notions of omnipotence. If he is to experience a sense of worth and security, he must seek them through his own strengths and achievements. In comparison with satellizers, he will tend to be less trusting, higher in anxiety and hostility, more oriented toward achievement and more inclined to view interpersonal relationships as means to an end rather than as ends in themselves.

Within Ausubel's theory of ego maturation, other dimensions of parental attitudes also affect the nature of the child's ego

maturation. Two which were selected for inclusion in this study, in addition to parental acceptance vs rejection and intrinsic vs extrinsic valuation, are degree of dominance and degree of protection. Overdominance may tend to heighten levels of anxiety and encourage dependency and submissiveness. The overdominated individual may also have increased feelings of insecurity, and lack self confidence. By contrast, the underdominated individual may be more aggressive, and be low in socialization, with lower frustration tolerance, and hedonistically oriented behaviors. A middle ground of parental dominance may lead to a greater sense of well-being, and increased satisfactions and facility in interpersonal relationships. Overprotection may lead to emotional immaturity, apprehensiveness and undue caution, while underprotection, like overdominance, may lead to feelings of insecurity and a lack of self confidence. Middle levels of protection may tend to produce more autonomy and a greater sense of well-being.

This study is designed to investigate relationships between the perception of parental attitudes and personality differences as measured by several personality assessment instruments. There are two parts to the study--first, the development of an instrument to assess the perception of parental attitudes and, second, the use of that instrument to test hypotheses based on the theory which underlies the study.

II. Assumptions and Hypotheses

This investigation is based on the following assumptions:

1. Parental attitudes toward the child affect the personality of the child. It is assumed that personality development occurs within a

complex interaction of genetic factors and environmental influences. Of all of the environmental factors, it is assumed that parental attitudes toward the child are among the most crucial for his personality development.

2. One's perception of the attitude of his parents toward him is more closely related to personality development than are the actual attitudes or behavior of the parent. This assumption is consistent with the findings of research in this area, especially during the last decade. In a related study Schaefer (1965) found that the adjustment of the child was significantly related to the perception of the child of his parent's behavior, but was not significantly related to observed parental behavior. Although particular experiences in the parent-child relationship may be forgotten, repressed, recalled selectively or otherwise distorted in the person's present recollection, he still has a generalized residue of feeling about his parent's relationship with him. This generalized feeling about the relationship is assumed to be of vital influence on his development.

3. A self report instrument can be constructed that measures one's present perception of his parent's attitudes toward him at the time when he was a child.

4. Personality differences between adults who were satellizers and those who were non-satellizers as children can be assessed by selected scales on standardized personality instruments.

The complexity of the maturational theory developed by Ausubel could generate a very large number of hypotheses. The ones selected for this study were limited to the central construct of his theory;

i.e., the satellizer vs non-satellizer orientation as it influences personality development. The relationship between parental dominance and protection and adult personality were studied in the post hoc part of this project.

The hypotheses tested in this project deal with relationships between the independent variables, the subjects' perceptions of the attitude of their parents on the dimensions of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation as measured on the Perception of Parental Attitudes Inventory, and various dependent personality variables as measured by the Sixteen Personality Factor Questionnaire, the Edwards Personal Preference Schedule, and the California Psychological Inventory. In each case the prediction was deduced logically from the theory about satellization and non-satellization. Some personality characteristics could logically be expected to correlate positively with measures of parental attitudes, some negatively, while still others could not logically be expected to correlate significantly in either direction.

The criteria used for predicting the nature of the relationship with the independent variable were derived from Ausubel's description of personality differences that can be expected to follow the satellizing and non-satellizing orientations. Four of these opposing sets of characteristics are given below. In each case the first label should characterize the satellizer and the second the non-satellizer.

1. Relatedness vs Independence
2. Sense of Intrinsic Worth vs Sense of Extrinsic Worth
3. Security vs Insecurity
4. Altruism vs Self-Aggrandizement

With the foregoing criteria as the bases for judgment, these broad hypotheses were developed, each one grouping the dependent variables according to the nature of the correlation predicted--positive, negative, or none.

1. The measures of parental Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation will correlate positively with scores on the following scales:

Sixteen Personality Factors Questionnaire (16 PF)

Factor A (Reserved vs Outgoing) - Satellizers will be warmer in interpersonal relationships.

Factor G (Expedient vs Conscientious) - Satellizers will be more conscientious and feel obligations to others more strongly.

Factor Q_3 (Undisciplined vs Controlled) - Satellizers will be more socially precise, careful to maintain social roles.

Edwards Personal Preference Schedule (EPPS)

Deference (Def) - Satellizers will be quicker to defer to others, follow others' wishes, show respect for authority.

Affiliation (Aff) - Satellizers will tend to desire relationships with others.

Succorance (Suc) - Satellizers will be more willing to accept help.

Abasement (Aba) - The satellizer will tend to accept blame for the sake of maintaining the social relationship.

Nurturance (Nur) - The satellizer will tend to help others.

California Psychological Inventory (CPI)

Sociability (Sy) - Satellizers will tend to be more outgoing, participating, and sociable.

Self-acceptance (Sa) - Satellizers will have a greater sense of personal worth and self-acceptance.

Well-being (Wb) - Satellizers will be relatively free from worry and self-doubt.

Responsibility (Re) - Satellizers will tend to be more responsible.

Socialization (So) - Satellizers will be more socially mature.

Self-control (Sc) - Satellizers will tend to be more self-controlled.

Good Impression (Gi) - Satellizers will value more highly making a good impression in social situations.

Achievement via Conformance (AC) - Satellizers will tend to be more cooperative, and efficient in tasks involving interpersonal interactions.

2. The measures of parental Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation will correlate negatively with scores on the following scales:

Sixteen Personality Factor Questionnaire (16 PF)

Factor E (Accommodating vs Assertive) - Satellizers will be less assertive than non-satellizers.

Factor L (Trusting vs Suspicious) - Satellizers will be less suspicious and self-opinionated than non-satellizers.

Factor N (Forthright vs Shrewd) - Satellizers will be less calculating and more natural than non-satellizers.

Factor O (Self-assured vs Apprehensive) - Satellizers will tend to be more self-assured and confident.

Factor Q_2 (Group-dependent vs Self-sufficient) - Satellizers will tend to be less self-sufficient than non-satellizers.

Factor Q_4 (Relaxed vs Tense) - Satellizers will be less frustrated and driven than non-satellizers.

Edwards Personal Preference Schedule (EPPS)

Achievement (Ach) - Satellizers will score lower on Achievement than non-satellizers.

Autonomy (Aut) - The satellizer will be less autonomous.

Dominance (Dom) - The satellizer will be less controlling and self-aggrandizing than the non-satellizer.

Aggression (Agg) - The satellizer will be less aggressive toward others than the non-satellizer.

California Psychological Inventory (CPI)

Achievement via Independence (Ai) - The non-satellizer will be more motivated to achieve on the basis of autonomy and independence.

3. The measures of parental Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation will not correlate significantly with scores for the following scales:

Sixteen Personality Factors Questionnaire (16 PF)

Factor B (Less Intelligent vs More Intelligent)

Factor C (Affected by Feelings vs Emotionally Stable)

Factor F (Sober vs Happy-go-lucky)

Factor H (Shy vs Venturesome)

Factor M (Practical vs Imaginative)

Factor Q_1 (Conservative vs Experimenting)

Edwards Personal Preference Schedule (EPPS)

Order (Ord)

Exhibition (Exh)

Intraception (Int)

Change (Cha)

Endurance (End)

Heterosexuality (Het)

California Psychological Inventory (CPI)

Dominance (Do)

Capacity for Status (Cs)

Social Presence (Sp)

Intellectual Efficiency (Ie)

Psychological Mindedness (Py)

Flexibility (Fx)

Femininity (Fe)

Under the first hypothesis, the criterion of relatedness vs independence was instrumental in the decision to include the scales of Factor A (Reserved vs Outgoing), Factor G (Expedient vs Conscientious) and Factor Q_3 (Undisciplined vs Controlled) from the 16 PF, the scales of Deference, Affiliation, Succorance, Abasement and Nurturance on the EPPS, and the scales of Sociability, Responsibility, Socialization, Self Control and Good Impression from the CPI. The criterion of sense

of intrinsic worth vs sense of extrinsic worth led to the inclusion of the factor of Self Acceptance from the CPI. The criterion of security vs insecurity was the basis for the choice of the Well-being scale from the CPI. The criterion of altruism vs self-aggrandizement was related to the selection of the Achievement via Conformance on the CPI.

Under the second hypothesis, the application of the criterion of relatedness vs independence led to the selection of the scales of Factor E (Accommodating vs Assertive), Factor L (Trusting vs Suspicious) and Factor Q_2 (Group-dependent vs Self Sufficient) from the 16 PF. The criterion of sense of intrinsic worth vs sense of extrinsic worth led in part to the inclusion of Factor O (Self-assured vs Apprehensive) from the 16 PF. The criterion of security vs insecurity was applied in the inclusion of Factor N (Forthright vs Shrewd), Factor O (Self-assured vs Apprehensive) and Q_4 (Relaxed vs Tense). The criterion of Altruism vs Self Aggrandizement was applied in the selection of Factor E (Accommodating vs Assertive) and N (Forthright vs Shrewd) from the 16 PF, and the factors of Achievement, Dominance, and Aggression from the EPPS.

Different hypotheses were postulated for Dominance on the EPPS and Dominance on the CPI because these scales measure different characteristics in spite of having the same name. A negative correlation was hypothesized for measures of Dominance on the EPPS scale because this factor purports to measure in part the element of self aggrandizement. But the Dominance scale on the CPI is largely a measure of leadership. This characteristic might fit either the satellizer or non-satellizer orientation, although leadership may differ in style

and motivation between the two orientations.

Both satellizers and non-satellizers may logically be expected to score high or low on the measures for which non-significant correlations were postulated, but often for different motives. Here are some examples of different motives which might produce high scores on the same scales. Factor Q_1 (Conservative vs Experimenting) on the 16 PF for example is a scale for which a satellizer is likely to score according to the social group to which he belongs. He will be loyal to his peer values. The non-satellizer, on the other hand, will tend to score high or low on Factor Q_1 for reasons of expediency, tending toward the approach that will advance his personal interests. Similarly, the scale of Social Presence (Sp) on the CPI will measure the skill of the satellizer in interpersonal relationships because the satellizer values these relationships for themselves and wishes to facilitate them. For the non-satellizer, social presence will be viewed more as a tool for controlling interpersonal relationships for his own advantage.

III. Limitations of the Study

This investigation is limited by the nature of the data available on the subjects. It is derived from self report instruments dealing with the subject's recall of his parents attitudes and not on observation and assessment of actual parental behavior. The standardized personality instruments are limited by the willingness and ability of the subjects to reveal accurate information about themselves.

The study is also limited by the nature of the sample, which cannot be claimed to be representative of the general population.

Finally, the study is limited to a relatively small number of outcomes for personality development in relationship to perceived parental attitudes because of limitations of time, funding, and measurement techniques.

IV. Organization of the Study

Chapter I contains the introduction. Chapter II presents a review of the literature related to parental attitudes and personality differences. Chapter III describes the research design and procedures. Chapter IV discusses the development of the Perception of Parental Attitudes Inventory. Chapter V contains a presentation of the data obtained in the study and analysis and discussion of the results. Chapter IV contains a summary of the study, presents conclusions, and suggests directions for further research.

CHAPTER II

REVIEW OF LITERATURE

It has long been recognized in psychology and related disciplines that one of the major influences on human development is the influence of the family. Prominent in the developmental theory of Sigmund Freud (1933), the family constellation became the object of a host of developmental theories, and also the focus of a significant amount of empirical study. The research literature is so voluminous in this broad area that it becomes necessary to review it only partially, focusing on example, and to concentrate on a more restricted area more germane to the present study. This chapter will attempt to provide a brief summary of early research on the parent-child relationship, a brief summary of more recent research in the broad area of the parent-child relationship, a discussion of research done on parental attitudes in relation to personality development, and finally, research specifically aimed at a study of the outcomes of parental acceptance vs rejection and parental intrinsic valuation of the child vs extrinsic valuation.

I. Early Research

Stogdill (1937) reviewed early experiments dealing with the effects of parent-child relationships for the period from 1894 to 1936. Of particular interest for this study is one by Bowers (1931) in which he investigated the effects of the parental attitudes of acceptance and degree of dominance. His findings indicated that the perception of

these parental attitudes differed markedly between the parent and the child and that the child's perception differentiated the behavior of children more than the parent's perception of these parental attitudes. Two others worth noting during this early period were those of Watson and Leonard. The effects of parental protection in children was studied by Watson (1934), and his data indicated that overprotection of children on the part of parents tended to produce personality maladjustments as the children matured into adulthood. Leonard (1930) investigated the mother-daughter relationship and found that patience, acceptance and tolerance were important factors in fostering communication between mothers and adolescent daughters.

Some of the major conclusions drawn from the early studies reviewed by Stogdill were as follows:

1. Children feel a high degree of dependence on parents, but this decreases from age six years through age sixteen years.

2. The mother is preferred to the father as a parent by unselected school children of both sexes; delinquent and problem children are likely to prefer the parent of the opposite sex, especially if that parent is overprotective.

3. Preference for parents is formed largely on a "value received" basis by younger children, but older children give more sophisticated reasons for preference.

4. Children feel that parents tend to prefer offspring of the opposite sex.

5. Children resent severe and unjust discipline and prefer greater freedom from control and supervision than parents consider advisable.

6. Very strict discipline and strict religion in the early home life of the child may be associated with later personality maladjustments.

7. Young people who feel a certain amount of antagonism or who disagree with parents tend to be more liberal in their attitudes on social and moral questions.

8. There is evidence that children's attitudes and behavior are strongly influenced by the nature and complexity of the social environment in which they are reared. Parental and family influences especially are more potent than other variables of the environment in influencing children's personality development.

II. Studies in the Parent-Child Relationship Since 1936

The parent-child relationship has been studied for its effect on psychological and physiological normality and abnormality, intellectual and academic ability, values and personality traits in a wide spectrum of variables in parent and child. The evidence points conclusively to the parent-child relationship as a significant and perhaps dominating factor in development.

Smith and his associates (1972) have presented the results of an excellent longitudinal study on a medical model. The study was based on 300 black children and their mothers of low socioeconomic status. It contained detailed information on the mother's background and medical history, obstetrical procedures, pediatric and neurological evaluations at birth, nursery age, and one year, psychological evaluations at eight months, four years, and seven years, and a neurological examination at

seven years. From all of these data a complex multivariate matrix was developed to predict normals and abnormals at the age of seven years.

Tulkin and Colder (1973) investigated the child-rearing attitudes of mothers and the mother-child interaction in the first year of life. Babies of mothers who believed children should be cuddled and talked to during feeding exhibited a wider range of responses than babies of mothers who felt these things were unnecessary.

Kagan (1965) investigated the identification of the child with the parent from a learning theory viewpoint. He defines identification as an acquired cognitive response within a person that causes some of the attitudes, motives, characteristics, and affective states of a model to become part of the person's psychological organization. He presents evidence that the factors motivating identification are mastery and love. The child identifies with the more powerful parent and the one who is perceived to possess important sources of gratification. Earlier studies by Sears (1953) and by Maccoby and Wilson (1957) have tended to support Kagan's hypothesis.

Sontag, Baker and Nelson (1965) studied mental growth and personality development in a longitudinal study at the Fels Institute for Study of Human Development. A group of 140 children for whom longitudinal data were available from birth to age ten years were studied. The researchers found that boys tended to gain in IQ scores more than girls at all ages from one to ten years and this difference was most pronounced in the years after six. Parental relationship factors which tended to accelerate IQ gains were emotional independence from parents and parental emphasis on scholastic achievement.

Rosen and D'Andrade (1959) studied achievement motivation in school age boys and they suggest that maternal affection and encouragement of intellectual mastery, together with a laizzez-faire paternal attitude, are maximally predictive of a desire for intellectual mastery in the young boy.

Crandall et al. (1965) studied the effect of parental attitudes and behaviors on school achievement in reading and arithmetic. They found that most parental attitude and behavior effects on academic work pertained only to girls and not boys. Girls were more proficient if fathers more often praised and less often criticized general academic work and if mothers were approving and satisfied with their daughter's work.

III. Studies of Parental Attitude

A number of experimental instruments have been developed over the years which have attempted to measure the perception of parental attitudes toward the child. One of the earliest was the Fels Parent Behavior Rating Scale, first devised in 1937 by Champney (Baldwin, 1949). Baldwin and his associates have used this instrument in a series of studies designed to investigate the outcomes of the parent-child relationship.

Another early instrument was Swanson's (1950) Child Parent Relationship Scale. The scale, which was designed to measure the degree of happiness with the home relationship was composed of items gathered from a number of other instruments and others constructed from the literature on adolescent psychology. Swanson's work with his instrument

found significant differences between scores for groups of delinquent boys and scores for normal boys.

The parental attitude dimensions of love and authority were investigated by Williams (1958) using the PALS (Parental Authority - Love Statements), an instrument developed as a technique for children to evaluate parents on these dimensions. The test, consisting of eight pictures to which the child responds, is rated by the administrator as either high or low in the two perceived parental attitude dimensions. When administered to a population of normal and a population of "acting out" boys, the instrument was able to discriminate between the two.

Roe and Siegleman (1963) developed the Parent Child Relation (PCR) instrument to obtain a measure of the characteristic behavior of parents toward their young children as experienced by the child. The instrument contains ten scales including Loving, Protecting, Demanding, Rejecting, Neglecting, Casual, Symbolic-love Reward, Direct-object Reward, Symbolic-love Punishment, and Direct-object Punishment. The PCR was used in a study of the origin of interests.

Grebow (1973) developed a scale for evaluating parent emphasis on achievement and parental display of affection. Ratings were made by a group of college women for their own parents with this instrument. The parental attitude factor scores were then compared with the subject's GPA and the subject's rating of the value of the woman's role intellectually. The parental attitude scores correlated positively with these variables.

Davis (1973) found that female drug users remembered their mothers as more rejecting and strict in discipline or control than did non-drug using students.

Serot and Teevan (1961) investigated the difference in the parental perception of the parent-child relationship and the child's perception of that relationship. Using the Swanson Child-Parent Relationship Scale (1950) and the California Test of Personality, Serot found that the child's perception of the parent-child relationship is highly correlated to his adjustment, but that the parent's perception of that relationship is not.

Baldwin et al. (1949) conducted a series of studies using various forms of the Fels Parent Behavior Rating Scales, which has as its major scales: Warmth, Adjustment, Restrictiveness, Clarity of Policy, and Interference. Scoring is done by raters in an interview situation. Differences were found on most of the scales between groups of normal subjects and maladjusted subjects.

In a study of maternal restrictiveness, Kagan and Moss (1962) found that maternal restrictiveness is consistently associated with dependency in girls throughout childhood and into adulthood. For boys, however, a different pattern was indicated. Maternal restrictiveness in males during the first three years is associated with independence in adulthood, while maternal restrictiveness during ages three to six predicts dependence in adulthood.

McCord et al. (1962) studied the antecedents of dependency in male children during middle childhood and adolescence. They found that such dependency was associated with high parental demands, strict parental supervision, and severe restrictions imposed by parents. Dependency upon age mates, on the contrary, was associated with a lack of parental restrictions and supervision.

Pable (1964) investigated the relationship of perceived parental affection, control, and consistency with ego identity in adolescent boys in a study based on Erikson's psychosocial theory of personality development (Maier, 1965). Schaefer's Parental Attitude Scale (1965) was used to assess the perception of parental attitude variables, and a scale developed in the study was used to assess ego identity. The data indicated that affection and moderate control by fathers and consistency between parents in attitudes most facilitated ego identity in boys.

Studies of the relationship of parental attitudes in connection with personality differences have almost universally concurred that there is a relationship between perceived parental attitudes and personality development. Some of the major attitude dimensions which have been studied are warmth, love, acceptance, rejection, restrictiveness, control, protection and conflict. Outcomes which have been investigated include adjustment vs various types of antisocial behavior, school achievement, dependency vs independence, and other personality variables.

IV. Studies in Perception of Parental Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation

Studies investigating the relationship of parental acceptance vs rejection and intrinsic vs extrinsic valuation have been limited in scope. Some attempt has been made to validate empirically the developmental theory of ego maturation proposed by Ausubel. Other studies not based specifically on Ausubel's theory have also investigated the personality outcomes of perceived parental acceptance and rejection.

Ausubel and his associates (1954) conducted some empirical studies directly related to his theory of ego maturation. He investigated the relationship of the perception of parental acceptance vs rejection and intrinsic vs extrinsic valuation to components of the ego structure. The subjects were 40 fourth and fifth grade children from two schools in Champaign, Illinois. An equal number from each school, grade, and sex were selected. Children from broken homes or with absent fathers were excluded. Parental attitudes were measured by data taken from a number of instruments including the Children's Apperception Test, The Blacky Pictures, The Symonds Adolescent Fantasy Test, and the Lydia Jackson Projection Test. Dependent variables included notions of omnipotence, ego aspiration and goal frustration tolerance, ideational independence, executive independence, and ability to postpone hedonistic gratification. These factors were measured by a variety of techniques including ratings by researchers, self report on a constructed scale, and ratings on a five task test. The hypotheses tested were that the perception of parental rejection and extrinsic valuation scores would correlate with more omnipotently conceived self-concept, higher levels of ego aspiration and goal frustration tolerance, greater ideational independence from parents, and less advanced levels of personality maturity. Results of the study were inconclusive, producing only partial confirmation of the hypotheses.

A further attempt to provide some empirical validation of Ausubel's theory of ego maturation was made by Willenson (1959) who hypothesized that non-satellization would be associated with higher levels of anxiety, rigidity in new learning situations, higher level of

aspiration, a stronger need for achievement, lower self-esteem, and an ego-centric as contrasted with a socio-centric value system. His subjects were 43 male undergraduate volunteers. The dimension of acceptance vs rejection was measured by means of a recorded interview dealing with 12 areas of the parent-child relationship. The response of the subjects were scored by raters on a six-point scale. The dependent variables were measured by Sarasen's Test Anxiety Questionnaire; Schole's Test of Behavioral Rigidity; Rotter's Level of Aspiration Board; Hurley's Iowa Picture Interpretation Test; Bills, Vance, and McLeans Index of Adjustment and Values; and a technique developed in the study to assess ego-centric vs socio-centric value system. The only significant differences found in the study were in the variables of self-esteem and ego-centric vs socio-centric value system. Non-satellizers were lower in self-esteem and more ego-centric in their value structure.

The studies that are reviewed in the remainder of this chapter were not based on Ausubel's theory, but they do focus on one of his major concepts, the effects of parental acceptance vs rejection and intrinsic vs extrinsic valuation on later personality development.

Schaefer and Bell (1958) developed the Parental Attitude Research Instrument (PARI), which has been used in a number of studies since that time. The PARI is a multi-dimensional instrument that was originally designed to be administered to parents, but has since been revised and administered to subjects to assess perception of parental attitudes (Schaefer, 1965). Normative data and a factor analysis of the PARI was provided by Zuckerman and Ribbock (1958). Normative data is provided on 222 normal mothers, 60 psychiatric patient mothers, 60 mothers of

young adult psychiatric impatients, and 60 mothers of children referred for examination to a psychiatric clinic. The instrument is composed of 23 scales of five items each, but factor analysis yielded only three main factor clusters which Zuckerman labels: Authoritarian-Control Attitude, Hostility-Rejection Attitude, and Democratic Attitude.

In a later study Schaefer (1965) moved away from a measurement of parental attitudes through the self report of the parent to a measurement of the perception of the parental attitudes on the part of the children. He found significant differences between a group of normal children and a group of delinquent children on the attitude dimensions of Love vs Hostility and Control vs Autonomy.

In a recent study Fish and Biller (1973) studied the relationship of perceived parental attitudes and college females personal adjustment. Schaefer's revised scale (1965) was used to measure the perception of the parental attitudes of nurturance, involvement and rejection. Significant differences were found on all three factors between well-adjusted and poorly-adjusted subjects. Perception of high parental nurturance and involvement correlated positively with high personality adjustment, while high rejection scores correlated negatively with high personality adjustment.

Although some of the studies reviewed in this chapter produced only inconclusive results, most of them have documented the claims of Freud and other personality theorists that the attitude of parents toward their children are critical in the personality development of the young. Very few studies have been based on Ausubel's theory of ego maturation and none has attempted to validate his theory by relating

parental attitudes with specific personality characteristics that his theory predicts on the basis of the psychological construct of the two ego orientations of satellizer vs non-satellizer.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

I. Subjects

The subjects for this investigation were 56 males and 123 females who were enrolled in a course in educational psychology at The University of Tennessee from the summer quarter, 1973, through the winter quarter, 1974. The course was entitled Mental Health and was open to both advanced undergraduates and graduate students. The age range was 19 to 62 years with a median age of 22.4 years, and a mean age of 24.9 years.

II. Instruments

Four instruments were used to obtain the data for this study: the Sixteen Personality Factor Questionnaire (16 PF), the Edwards Personal Preference Schedule (EPPS), the California Psychological Inventory (CPI), and the Perception of Parental Attitudes Inventory (PPAI). A discussion of each of these instruments follows.

Sixteen Personality Factor Questionnaire (16 PF) - Form A

Cattell and his associates (1970, p. 13) claim for the 16 PF that it measures most of the important dimensions of personality and that these measures are functional or "source traits" as opposed to the arbitrary or surface traits measured by other tests. The test was developed by the application of factor analysis to large numbers of items

assumed to be related to personality. First published in 1949, the 16 PF has now expanded to six parallel forms which measure the same personality dimensions. Form A is recommended for research and for use with university students (Cattell et al., 1970, pp. 24-25).

The 16 primary factor scales are as follows: Factor A (Reserved vs Outgoing), Factor B (Less Intelligent vs More Intelligent), Factor C (Affected by Feelings vs Emotionally Stable), Factor E (Accommodating vs Assertive), Factor F (Sober vs Happy-go-lucky), Factor G (Expedient vs Conscientious), Factor H (Shy vs Venturesome), Factor I (Tough-minded vs Tender-minded), Factor L (Trusting vs Suspicious), Factor M (Practical vs Apprehensive), Factor Q_1 (Conservative vs Experimenting), Factor Q_2 (Group Dependent vs Self Sufficient), Factor Q_3 (Undisciplined vs Controlled), and Factor Q_4 (Relaxed vs Tense). The factors have separate norms and separate standard scores for male and female college students and for male and female adults in the general population. In addition, norms for a large number of special groups are also available. In this project raw scores were used in order to facilitate correlations between instruments.

Test-retest reliabilities for Form A, with time intervals of four to seven days, for a sample of 146 employment counselors and undergraduate students ranged from .58 to .83 for the various factors (Cattell et al., 1970, p. 30).

Cattell (1970, pp. 34-39) claims three main forms of validity for the 16 PF.

1. Direct construct validity is a type of validity based on factor analysis. The test scale is correlated with the "pure trait"

isolated by factor analysis which the scale is supposed to measure. Calculated validities using this method for Forms A and B in combination range from .53 to .94 for the various scales.

2. Indirect concept validity is the attempt to correlate the scale with related criteria. Cattell attempts this by an intratest evaluation which investigates how appropriately by the criteria of factor analysis the various scales relate to one another. Indices of validity using this method range from .63 to .96 for the various factors.

3. Direct concrete validity refers to the correlation of the scale with many concrete performances such as school achievement, clinical diagnosis, success in various work situations, etc. This type of predictive validity or relevancy has been extensively investigated for the 16 PF (Cattell et al., 1970, pp. 161-294).

The extensive discussion of validity by Cattell and his associates leaves many reviewers with serious doubts as to whether the dimensions measured by the 16 PF are special or fundamental in any "source trait" sense. The test has predictive validity, but the psychological construct validity does not seem to be demonstrated without questions. The low correlation between the various forms of the test is also seriously questioned (Buros, 1972).

The Edwards Personal Preference Schedule (EPPS)

First published in 1953, the EPPS was developed as a means of assessing the strengths of 15 needs selected from Murray's (1938) list of manifest needs. The 15 needs include: Achievement (Ach), Deference (Def), Order (Ord), Exhibition (Exh), Autonomy (Aut), Affiliation (Aff),

Intraception (Int), Succorance (Suc), Dominance (Dom), Abasement (Aba), Nurturance (Nur), Change (Cha), Endurance (End), Heterosexuality (Het), and Aggression (Agg). The 1959 edition, used in the present study, is essentially the same as the earlier edition. It was constructed of 210 pairs of items, with the subject being forced to make a choice of preference between the two. A distinguishing feature of the test is an attempt to match choices of equal social desirability in order to eliminate the bias of social desirability in the items. Fifteen pairs of items were repeated to produce a consistency scale.

Test-retest reliability coefficients for the various EPPS scales range from .74 to .88 (Edwards, 1959, p. 19).

The validity of the EPPS has been open to question. The manual for the test does not contain any summary of the validation studies that have been done on the instrument, and reviewers in the Mental Measurements Yearbook, while admitting the EPPS may have some practical uses, consensually take the EPPS to task for the paucity of validity evidence. Reviewers admit that some scales (particularly the Achievement scale) still has promise (Buros, 1972).

The California Psychological Inventory (CPI)

The CPI consists of 480 items in a true-false format. The instrument purports to measure a set of "folk concept" dimensions of personality, variables used for the description and analysis of personality in everyday life and social interaction. The goal of the CPI is to measure those traits of character which arise directly and necessarily from interpersonal life. The various scales measured by the instrument

are: Dominance (Do), Capacity for Status (Cs), Sociability (Sy), Social Presence (Sp), Self Acceptance (Sa), Sense of Well-being (Wb), Responsibility (Re), Socialization (So), Self Control (Sc), Tolerance (To), Good Impression (Gi), Communality (Cm), Achievement via Conformance (Ac), Achievement via Independence (Ai), Intellectual Efficiency (Ie), Psychological-mindedness (Py), Flexibility (Fx), and Femininity (Fe).

Test-retest reliability for a period of one to three weeks ranged from .49 to .87 for the various scales of the CPI with a median of .80. A test-retest study with a one year interval produced reliability coefficients mostly in the .60's and .70's (Megargee, 1972, pp. 25-28).

Although other researchers have applied factor analytic methods to the instrument, Gough himself has not provided evidence of factorial or construct validity. Validity data for the CPI generally rests on studies of its predictive ability and ability to discriminate between groups. Gough's approach to test construction emphasized the building of scales for the purpose of predicting socially relevant behavior patterns. As a result, the development and validation has aimed at maximizing predictive and concurrent validity even at the expense of other test attributes such as factorial purity and discriminant validity (Megargee, 1972, pp. 29-35).

The Perception of Parental Attitudes Inventory (PPAI)

The PPAI was developed as an experimental instrument for use in this study. It purports to measure the subject's perceptions of four different dimensions of parental attitudes that are defined by Ausubel

(1952), pp. 247-298): Acceptance vs Rejection, Intrinsic vs Extrinsic Valuation, High vs Low Dominance, and High vs Low Protection. The development of this instrument is reported in Chapter IV.

III. Procedures and Analyses

Method of Administration

The instruments were administered in a classroom situation with approximately 30 students in each of the sections. The standardized instructions and procedures for each instrument were followed closely. Subjects were assured that the results would be confidential but that the information might be used for research purposes. The primary motivation of the subjects, however, was not to engage in a research project but to achieve the objectives of the course, one of which was a self study based in large part on their scores on the personality instruments. What the scores happened to be had no effect on the student's grades in the course, but a careful evaluation of the scores as they reflected the subject's personality orientation was an integral part of the course objectives and evaluation. Thus the subjects had nothing to gain by dishonest reporting but rather personal benefit from test honesty.

Although the subjects were aware that the data might be used in research, the nature of the parental attitude study was not explained to them until the test battery had been administered.

Design and Analyses

In order to test the major hypotheses of the study that positive, negative, and zero correlations existed between the perception of the

attitude of the parents toward the subjects and the personality of the subjects, Pearson product-moment correlations were computed between the independent and dependent variables. The eight independent variables were the four parental attitude scales for both father and mother. The dependent variables were the sixteen scales on the 16 PF, the fifteen scales comprising the EPPS, and the eighteen scales which make up the CPI. Each independent variable was correlated with each dependent variable. Since a post hoc analysis was also planned, scores for the two parental attitude dimensions not relevant to the hypotheses, namely, Dominance and Protection, were also correlated with the dependent variables.

A post hoc analysis of variance was conducted for those variables which correlated with one of the parental attitude variables at the .01 level of significance or beyond and/or were of special interest to the researcher because of the theoretical relevance of the particular dependent variable. The design was a three way analysis, blocking on the variables of sex, age, and the parental attitude dimension concerned. The procedure involved the following steps:

1. Twenty-eight of the 179 subjects were eliminated because of gross discrepancies in scores over the four scales for father and mother. This was intended to reduce the possible confounding factor of large differences between parents in perception of parental attitudes. The mean difference in scores between mother and father over the four scales before this elimination for the 179 subjects was 15.7. The mean difference for the eliminated group was 40.8. The mean difference for the remaining 151 subjects was reduced to 11.0. An additional 15

subjects over age 33 were also eliminated on the assumption that large differences in age might produce personality changes that would confound the analysis.

2. For each parental attitude dimension two groups were formed out of the remaining subject pool--the upper one third and the lower one third on the parental attitude variable involved.

3. Each group was then divided by sex and age with ages 19 through 22 in the younger group and ages 23 through 33 in the older group.

This procedure produced an unequal number of subjects in the cells so the analysis was performed by regression to derive an exact least squares solution. The analysis permitted the researcher to examine the effects of age and sex on the significant correlation as well as any interaction effects present among the variables.

CHAPTER IV

THE PERCEPTION OF PARENTAL ATTITUDES INVENTORY: DEVELOPMENT

The development of the Perception of Parental Attitudes Inventory (PPAI) began two academic quarters before the actual initiation of the testing reported in this paper. The initial form of the instrument was administered to a group of 51 subjects in the educational psychology course entitled Mental Health. A follow-up study the following quarter for the purpose of evaluating a revised form of the instrument involved 36 subjects in the same course.

I. Format of the Instrument

Items for the first form (see Appendix) were constructed from Ausubel's developmenal theory, an attempt being made to derive items that related logically to the parental attitudes which Ausubel discusses. Items were formulated that were intended to assess the subject's perception of dimensions of parental attitudes: Acceptance vs Rejection, Intrinsic vs Extrinsic Valuation, High vs Low Dominance, and High vs Low Protection. Items were developed that related to both sides of each continuum in order to produce, in effect, negative and positive subsets for each scale. An example of an item on the positive side of the Acceptance vs Rejection continuum is "I never doubted his/her love for me." The negative end of the same continuum is illustrated by "Whatever he/she did for me, he/she did more out of duty than of love." It was

reasoned that this procedure would help to eliminate an acquiescent response set, for it requires the subject to answer items which relate both positively and negatively to the dimension being measured.

Out of this pool of statements 48 items were chosen for incorporation into the first form of the instrument. This included 14 items each for the Acceptance vs Rejection and the Intrinsic vs Extrinsic Valuation scales, and 10 items each for the High vs Low Dominance and the High vs Low Protection scales. Half the items in each set were designed to assess the positive side, and half the negative side of each continuum. For example, seven statements on the first scale described Acceptance, and another seven described Rejection. The items for each dimension were interspersed throughout the instrument.

A Likert type response mode was chosen for the scale with four points of agreement-disagreement. A response of strongly disagree (SD) was given a score of zero; disagree (D) was given a score of one; agree (A) was given a score of two; and strongly agree (SA) was given a score of three. Each continuum was arbitrarily assigned a direction with acceptance, intrinsic valuation, high dominance, and high protection being considered high or positive, and rejection, extrinsic valuation, low dominance, and low protection being considered low or negative. For each of the four dimensions the scores for items on the low end of that scale were summed and subtracted from the sum of scores for items on the high end of that particular dimension. This procedure could produce scores ranging from -21 to +21 on the 14 item scales, and from -15 to +15 on the 10 item scales; so in order to eliminate negative scores a constant of 21 was added to each of the scores on the 14 item scales, and

a constant of 15 was added to the scores on each of the 10 item scales. The addition of these constants resulted in a possible range of scores from 0 to 42 on the Acceptance vs Rejection and the Intrinsic vs Extrinsic Valuation scales, and a possible range of scores from 0 to 30 on the High Dominance vs Low Dominance and the High vs Low Protection dimensions.

II. Administration and Revision of the Original Form

The first administration of the experimental instrument had as its major goal an analysis of the items in the instrument, and as its secondary goal an exploratory evaluation of its possible relationship to personality variables.

The 51 subjects were tested late in the quarter during a regular class period by the professor of the class after a high degree of rapport had been established between the class and the instructor. Conditions for honest reporting were probably optimum, for the results of all test materials were to be used by the subject for his own self-understanding. The subject had nothing to lose from honesty and much to gain.

The subjects were told that the results of the inventory would be kept in strict confidence, and that they would be used for research purposes only. They were instructed not to dwell on any particular item but to give their response as honestly as they could, keeping in mind their early childhood years. They were instructed to go through all the items once responding for father, and then go through all the items again responding for mother.

Table 1 contains the range, mean, and standard deviation for each of the four scale dimensions which were derived from the mean of father and mother scores for each subject. The mean for the Acceptance vs Rejection and the Intrinsic vs Extrinsic Valuation scales was above the mid-point of the possible range. The most extreme scores possible for the negative side of these dimensions were not produced by this sample.

TABLE 1

Range, Mean, and Standard Deviation of PPAI (Original Form)

Dimension	Range	Mean	SD
Acceptance vs Rejection	15-41	30.9	6.3
Intrinsic vs Extrinsic Valuation	16-42	31.0	6.7
High vs Low Dominance	10-27	14.9	3.5
High vs Low Protection	8-23	15.6	3.2

NOTE: n = 51.

An intercorrelation of the scales was also made and the matrix of these correlation coefficients is presented in Table 2. An item analysis was performed. The first step was to order the scores on a particular dimension from lowest to highest and to determine two groups of subjects who had scored in the upper and lower 25 percent for that scale. Then for each item in the scale, the number of positive responses for the lower group was subtracted from the number of positive responses for the higher group, and this number was derived by the number of

TABLE 2

Interscale Correlations of PPAI (Original Form)

Dimension	I-EV	DOM	PROT
Acceptance vs Rejection (A-R)	.97	-.40	.38
Intrinsic vs Extrinsic Valuation (I-EV)		-.34	.30
High vs Low Dominance (DOM)			-.13

NOTE: PROT is a symbol for High vs Low Protection.

subjects in the higher group. The formula for this calculation is:

$$\text{Discrimination Index} = \frac{\text{Upper Gp. + responses} \quad \text{Lower Gp. + responses}}{\text{Number of Ss. in Upper Gp.}}$$

This procedure yields an index of discrimination ranging from +1 to -1. An item was considered acceptable if its discrimination index was +.25 or higher (Noll, 1965, p. 177). Among the 48 items, 11 produced discrimination indices less than .25. Table 3 presents the results of this analysis.

Because of the very high correlation between the Acceptance vs Rejection and the Intrinsic vs Extrinsic Valuation scales, consideration was given to combining the two scales into one, even though Ausubel describes acceptance and intrinsic valuation as two separate major parental attitudes leading to satellization (Ausubel, 1952, p. 58). Logically, they are closely related for a loving acceptance is quite similar to the concept of intrinsically valuing. It may be possible

TABLE 3

Item Discrimination Evaluation of PPAI (Original Form)

Item	Disc. Index	Item	Disc. Index	Item	Disc. Index
1	.42	17	.54	33	.42
2	.62	18	.58	34	.44
3	.63	19	.44	35	.27
4	.14	20	.32	36	.33
5	.58	21	-.10	37	.31
6	.62	22	.50	38	.21
7	.35	23	.37	39	.17
8	.40	24	.54	40	.40
9	.15	25	.10	41	.25
10	.60	26	.58	42	.38
11	.52	27	.79	43	.17
12	.29	28	.19	44	.43
13	.52	29	.44	45	.25
14	.44	30	.29	46	.17
15	.52	31	.03	47	.77
16	.23	32	.40	48	.53

the two dimensions have the same meaning at the positive ends of the scales but describe two different kinds of parental attitudes at the negative ends. At the positive pole (which leads to satellization) there may be one parental attitude that is a combination of acceptance and intrinsic valuation, while at the negative pole there may be two distinctly different parental attitudes, rejection and intrinsic valuation. Since Ausubel distinguishes widely different outcomes for the two types of non-satellizers which he terms the rejected non-satellizer and the overvalued non-satellizer (1952, p. 284), a decision was made to retain both the Acceptance vs Rejection and the Intrinsic vs Extrinsic Valuation scales. Both scales would have the same items on the positive side, but the two negative subsets were retained to produce two sets

of scores. An effort was made in the revision to increase the differentiation between the two on the parental attitudes of Rejection and Extrinsic Valuation. By collapsing the Acceptance and Intrinsic Valuation items into one subset, the instrument was reduced from 48 to 41 items. Under this arrangement, any difference between the Acceptance vs Rejection and the Intrinsic vs Extrinsic Valuation scales has to be generated by the negative subsets only. The correlation between the two for the revised instrument was reduced to .89 from the .97 on the original form.

The next step was to examine those items whose index of discrimination was considered unsatisfactory. Each of these items was then modified or replaced with another that seemed to be a better expression of the parental attitude being measured.

III. Administration of Form 2 and Results

The revised form of the instrument (see Appendix) was administered to 36 subjects in the spring quarter, 1973, under conditions which were as similar as possible to the first administration. Table 4 presents the range, mean, and standard deviation for the revised form for each of the four scales which were also derived from the mean of father and mother scores. The item analysis which was done in the same manner as described for the first form, resulted in only one item falling below the acceptable level of discrimination. The overall discrimination index rose from a mean of .39 for the first form to a mean of .45 for the second. Table 5 presents the results of the item analysis for the second form. Table 6 presents a comparison of the mean discrimination

TABLE 4

Range, Mean, and Standard Deviation of PPAI (Revised Form)

Dimension	Range	Mean	SD
Acceptance vs Rejection	15-42	32.6	6.3
Intrinsic vs Extrinsic Valuation	15-42	30.7	6.3
High vs Low Dominance	5-30	15.0	4.3
High vs Low Protection	12-30	19.0	4.0

TABLE 5

Item Discrimination Evaluation of PPAI (Revised Form)

Item	Disc. Index	Item	Disc. Index	Item	Disc. Index
1	.44	15	.46	29	.52
2	.36	16	.38	30	.62
3	.39	17	.56	31	.50
4	.47	18	.56	32	.33
5	.47	19	.50	33	.36
6	.44	20	.33	34	.64
7	.25	21	.44	35	.28
8	.56	22	.60	36	.52
9	.50	23	.50	37	.45
10	.11	24	.58	38	.53
11	.27	25	.33	39	.40
12	.36	26	.36	40	.55
13	.44	27	.70	41	.55
14	.33	28	.39		

TABLE 6

Average Item Discrimination by Subscales of PPAI (Original and Revised Forms)

Subscale	Original Form	Revised Form
Acceptance	.31	.50
Intrinsic Valuation	.55	
Rejection	.54	.48
Extrinsic Valuation	.33	.45
High Dominance	.33	.43
Low Dominance	.30	.40
High Protection	.28	.51
Low Protection	.42	.34

indices by scales for the data obtained from the original and the revised form of the instrument.

IV. Reliability of the PPAI

The reliability of the PPAI was checked by two procedures. First, the Spearman-Brown split half procedure based on scores from 179 subjects produced reliability coefficients ranging from .71 to .95 for the various scales. Next the instrument was administered to 26 subjects and then readministered one month later. This test-retest procedure produced reliability coefficients ranging from .64 to .93. Table 7 presents the reliability indices for each dimension obtained by the split-half method and the test-retest method for fathers and for mothers.

TABLE 7

Reliability Estimates for PPAI Scales by Split-half and Test-Retest Methods

Scale	Father				Mother			
	AR	IEV	DOM	PROT	AR	IEV	DOM	PROT
Split-half method	.95	.94	.71	.74	.92	.91	.71	.81
Test-Retest method	.93	.83	.77	.89	.90	.85	.89	.64

V. Validity of the PPAI

Since the PPAI obviously cannot be validated against the actual attitudes of the parents during the childhood of these young adult subjects, the study of its validity is tied to the question of the construct validity of Ausubel's theory. If the instrument can produce empirical data that privide support for the theoretical constructs of satellization and non-satellization elaborated by Ausubel, then the instrument and the theory mutually and interactively validate each other. Test data will document empirically the logic of the theory, and the theory will feed back a logical basis for the truthfulness of the test scores.

The landmark article which clearly explained and outlined construct validation appeared in 1955 authored by Cronbach and Meehl. Cronbach (1970, p. 142) summarizes construct validation as an analysis of the meaning of test scores in terms of psychological constructs. In

contrast to predictive validity which may be examined by a single experiment, construct validity is established through a long continued interplay between observation, reasoning, and imagination. The process of construct validation parallels the process by which scientific theories are validated.

In this study, the researcher attempted to follow the four logical steps required for construct validation as outlined by Cronbach (1955, pp. 281-302).

1. The proposition is set forth that a particular test measures a specified psychological construct.

The satellization vs non-satellization model is a major construct of the developmental theory of ego maturation as described by Ausubel. The fundamental difference in personality orientation between satellizer and non-satellizer is theoretically linked to perception of parental attitude variables. The PPAI was designed to measure perception of the variables of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation which are linked to satellization vs non-satellization in the construct.

2. The proposition is inserted into theory concerning the construct in question.

The researcher sought to evaluate the proposition in the light of the theory and to decide whether the proposition was logically consistent with it. Since the items for the PPAI were derived directly from a logical analysis of the theoretical construct, the assumption was made that the PPAI scales of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation were theoretically related to the construct

of satellization vs non-satellization.

3. The researcher works through the theory to predict characteristics which should be related to test scores and those that should show no relation to test scores if the test truly measures the construct in question.

Since the 16 PF, the EPPS, and the CPI contain a wide range of personality variables, it was assumed that they should contain some variables that would be theoretically related to the construct of satellization vs non-satellization and that they should also contain other variables that would not be logically related to this construct. Each scale within these instruments was analyzed in terms of a possible relationship to the theoretical construct, and then hypotheses of positive, negative, and zero relationship of these scales with the PPAI scales of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation were formulated.

4. The researcher seeks to secure data which will empirically or experimentally confirm or reject the hypotheses.

This step involves the actual collection and analysis of data as reported in this study.

According to Cronbach, if the anticipated relationships are found, the test is considered valid, and the hypothetical construct with its associated meaning is a useful construct. On the other hand, if the predictions do not hold up, there are three possibilities:

1. The test does not measure the construct variables.

2. The hypothetical network which generated the hypothesis is incorrect.

3. The experimental design failed to test the hypothesis properly.

Among the writers who have sought to explain the process of construct validation are Sidowski and Lathrop. Evidence is provided to show that this study also fulfills their theoretical constructs.

Sidowski (1966, pp. 612-13) has dealt with the question of construct validity in relation to the development of attitude scales. He operationally defines an attitude as "a syndrome of response consistency with regard to social objects." For experimental purposes, the assumption is made that the syndrome of response consistency reflects the latent variable identified by the construct. The investigator must find some way of measuring the attitude in question. He might survey literature for an existing scale, but this procedure is likely to be time consuming and has a high probability of ending in failure. Or he may develop a scale to measure the attitude in question before proceeding to the main part of the investigation. Sidowski says that an attitude may be said to be valid "if it can be demonstrated that certain explanatory constructs account to some degree for the scores yielded by the attitude scale" (1966, p. 613). This study has assumed that responses given consistently to scale items reflect a latent variable--the satellizer vs non-satellizer orientation during ego development. The hypotheses set forth in the introduction are derived logically from the theory and constitute an attempt to predict positive, negative, and zero relationships between the scales which propose to measure the theoretical construct and personality variables as measured on the three personality instruments used in the study. Then empirical data were gathered from a

group of subjects and in most instances the predicted relationships were confirmed. (The report and analysis of these findings are in Chapter V of this study.)

Lathrop (1969, p. 25) describes the process of establishing construct validity as a never ending task. He writes: "Prediction can be made from the theory surrounding the construct and subsequent verification of these predictions will lend weight to the validity of the construct. Unfortunately, none of the constructs will ever be completely proven in that new predictions will always be possible. Thus the process of establishing construct validity becomes one of converging evidence." The PPAI was developed as only one tool to be used in predicting personality differences between the Ausubel hypothetical delineation of satellizers and non-satellizers. Other devices could provide other routes to validation. Whatever evidence the PPAI can provide is only a part of the "converging evidence" that can point toward the truth or the error in Ausubel's theory.

CHAPTER V

FINDINGS AND DISCUSSION

I. .Correlations

The hypotheses formulated to test the validity of the satellization vs non-satellization construct are expressed in terms of correlational relationships between the scores on the parental attitude scales of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation and scores for personality variables as measured on the other personality instruments. Table 8 presents the correlations of the scales of the Perception of Parental Attitudes Inventory (PPAI) with the scales of the 16 Personality Factor Instrument (16 PF); Table 9 presents the correlations between the PPAI scales and the scales of the Edwards Personal Preference Schedule (EPPS); and Table 10 presents the correlations between the PPAI scales and the scales on the California Psychological Inventory (CPI). In each of these tables the following abbreviations are used for the parental attitude variables: AR-F, Acceptance vs Rejection by father; AR-M, Acceptance vs Rejection by mother; I-EV-F, Intrinsic vs Extrinsic Valuation by father; I-EV-M, Intrinsic vs Extrinsic Valuation by mother; DOM-F, High vs Low Dominance for father; DOM-M, High vs Low Dominance for mother; PROT-F, High vs Low Protection for father; PROT-M, High vs Low Protection for mother.

First Hypothesis

The first hypothesis was concerned with positive correlations between the Acceptance vs Rejection and the Intrinsic vs Extrinsic

TABLE 8

Correlation Coefficients Between the PPAI and the 16 PF

Factors	AR-F	AR-M	I-EV-F	I-EV-M	DOM-F	DOM-M	PROT-F	PROT-M
A	.15*	.13*	.18**	.21**	.02	.06	-.01	.00
B	-.04	-.06	-.09	-.02	-.07	-.03	-.09	-.01
C	.18**	.14*	.21**	.24**	-.07	-.14*	-.07	-.17*
E	.06	.06	.01	.10	-.15*	-.12	-.15*	-.13*
F	.22**	.32**	.19**	.25**	.03	-.04	.06	-.17**
G	.09	.08	.13*	.11	.00	.04	-.01	.00
H	.18**	.19**	.13*	.22**	-.09	-.15*	-.15*	-.17*
I	-.04	-.01	.00	-.07	.12	.12	.24**	.14*
L	-.10	-.09	-.13*	-.11	-.05	-.10	.03	.08
M	-.01	-.05	.01	-.07	.00	.02	.03	.05
N	-.10	-.10	-.11	-.08	-.07	.00	-.01	.13*
O	-.23**	-.28**	-.21**	-.32**	.11	.13*	.14*	.17*
Q_1	-.09	-.06	-.06	-.08	-.06	-.03	-.07	-.17*
Q_2	-.19**	-.18**	-.27**	-.20**	-.10	-.10	.03	.08
Q_3	.18**	.18**	.19**	.21**	-.03	.03	.01	-.01
Q_4	-.11	-.10	-.20**	-.24**	.06	.09	.09	.12

*Significant beyond the .05 level.

**Significant beyond the .01 level.

NOTE: For an explanation of the 16 PF factors, see page 26.

TABLE 9

Correlation Coefficients Between the PPAI and the EPPS

Factors	AR-F	AR-M	I-EV-F	I-EV-M	DOM-F	DOM-M	PROT-F	PROT-M
Ach	-.26**	-.17**	-.24**	-.19**	.08	.01	.01	.10
Def	.26**	.16**	.29**	.16*	.05	.06	.06	-.03
Ord	.04	.00	.05	-.03	.11	.10	.11	.19**
Exh	-.01	.08	-.01	.09	-.03	-.07	-.04	-.04
Aut	-.30**	-.20**	-.27**	-.16*	.03	-.09	-.18**	-.17*
Aff	.25**	.20**	.20**	.21**	-.02	-.06	.04	-.06
Int	-.08	-.07	-.05	-.08	-.01	.00	-.02	-.13*
Suc	.16*	.02	.14*	.07	-.03	-.03	.01	.13*
Dom	.14*	.16*	.11	.16*	-.14*	-.10	-.12	-.10
Aba	.10	.01	.06	.02	-.04	-.03	.03	.13*
Nur	.14*	.11	.07	.16*	-.02	-.05	.03	.03
Cha	.08	.08	.11	.03	-.03	.02	-.01	.18**
End	.10	.02	.12	.00	.03	.14*	-.01	.01
Het	.05	.06	.04	.04	.00	.00	.05	.01
Agg	-.26**	-.16*	-.26**	-.17*	.03	.01	.02	.04

*Significant beyond the .05 level.

**Significant beyond the .01 level.

NOTE: For an explanation of the EPPS factors, see page 27.

TABLE 10

Correlation Coefficients Between the PPAI and the CPI

Factors	AR-F	AR-M	I-EV-F	I-EV-M	DOM-F	DOM-M	PROT-F	PROT-M
Do	.16*	.14*	.08	.20**	-.19**	-.20**	-.20**	-.12*
Cs	.04	.05	.01	.14*	-.13*	-.17*	-.17*	-.11
Sy	.22**	.25**	.14*	.31**	-.13*	-.21**	-.13*	-.13*
Sp	.16*	.27**	.11	.27**	-.08	-.18**	-.07	-.19**
Sa	.07	.09	-.01	.11	-.08	-.12	-.07	-.08
Wb	.37**	.26**	.29**	.34**	-.21**	-.20**	-.18**	-.17**
Re	.35**	.21**	.29**	.34**	-.12	-.11	-.12	-.12
So	.53**	.43**	.45**	.46**	-.20**	-.20**	-.00	-.05
Sc	.22**	.10	.20**	.15*	-.07	-.01	-.05	-.02
To	.16*	.15*	.14*	.14*	-.03	-.05	.02	-.03
Gi	.19**	.15*	.20**	.19**	-.06	.00	-.07	-.13*
Cm	.20**	.10	.13*	.07	.00	-.05	.06	-.03
Ac	.28**	.20**	.20**	.27**	-.19**	-.18**	-.12	-.03
Ai	-.17*	.00	-.12	.03	.08	.02	.03	.09
Ie	.12	.11	.06	.03	-.12*	-.19**	-.18**	-.08
Py	.04	.01	.00	.03	-.02	-.03	-.09	-.09
Fx	-.03	.02	-.01	.03	-.01	-.08	-.08	-.08
Fe	-.01	-.08	-.02	-.11	.09	.07	.15*	.19**

*Significant beyond the .05 level.

**Significant beyond the .01 level.

NOTE: For an explanation of the CPI factors, see page 28.

Valuation scales on the PPAI instrument and scores from selected scales on the other instruments used in the study.

The Sixteen Personality Factors Questionnaire (16 PF). It was hypothesized that Factor A (Reserved vs Outgoing), Factor G (Expedient vs Conscientious) and Factor Q_3 (Undisciplined Self-conflict vs Controlled) would correlate positively with Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation on the PPAI. Since scores were obtained separately for father and mother, there are four correlation coefficients for each factor.

Factor A (Reserved vs Outgoing) scores correlated significantly at the .05 level or beyond for all but Intrinsic vs Extrinsic Valuation for mother, and that correlation was .11 (with .125 needed to achieve significance). Factor G (Expedient vs Conscientious) failed to correlate significantly except for Intrinsic vs Extrinsic Valuation for father, but the other three correlations were all in the proper direction (range from .08 to .11). The four correlations for Factor Q_3 (Undisciplined Self-conflict vs Controlled) were significant at the .01 level or beyond (range from .18 to .21).

The Edwards Personal Preference Schedule (EPPS). Predictions of positive correlations were made between the PPAI scales of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation and scales for Deference, Affiliation, Succorance, Abasement, and Nurturance on the EPPS. The scores for Deference and Affiliation correlated significantly for both mother and father for both PPAI scales (range from .16 to .29). Six of the eight correlations were significant at the .01 level or beyond, and

two at the .05 level or beyond. The correlations for Succorance with Acceptance vs Rejection were significant at .05 or beyond for both father and mother, but the correlations of the Succorance scores with scores for Intrinsic vs Extrinsic Valuation were not significant although they were positive. None of the correlations of the Abasement scale with the PPAI scales were significant, but all were positive (range from .01 to .10). The Nurturance scale scores correlated positively with Acceptance vs Rejection for father and with Intrinsic vs Extrinsic Valuation for mother at the .05 level or beyond, but the correlations with Acceptance vs Rejection for mother and Intrinsic vs Extrinsic Valuation for father, although positive, were not significant.

The California Psychological Inventory (CPI). Positive correlations were hypothesized between Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation on the PPAI and the following eight scales on the CPI - Sociability, Self-acceptance, Well-being, Responsibility, Socialization, Self-control, Good Impression, and Achievement via Conformance. In the case of six of these scales - Sociability, Well-being, Responsibility, Socialization, Good Impression, and Achievement via Conformance - all four correlations were both significant and positive, with 22 of the 24 correlations being significant at beyond the .01 level of significance. The range of these correlations was from .14 to .53. The correlation of the Self-acceptance scale scores with the PPAI scales were not significant, but were all positive except for Intrinsic vs Extrinsic Valuation for father which was -.01. The correlations with scores for Self-control were all significant except for Acceptance vs Rejection for mother, which was at .10.

The first hypothesis predicted positive correlations between the total of 16 selected scales from the 16 PF, the EPPS, and the CPI and the four scores for Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation from the PPAI. For 9 of the 16 scales all four correlations were significant and in the positive direction, five scales had one to three significant correlations in the positive direction, and two scales had non-significant correlations with the PPAI scales. Out of a total of 64 correlation coefficients considered in this hypothesis, 47 correlated positively at the .05 level or beyond and confirm the hypothesis. All but one of the remaining correlation coefficients were in the positive direction but failed to achieve levels of signifiance and thus fail to confirm the hypothesis.

Second Hypotheses

The second hypothesis was concerned with negative correlations between the Acceptance vs Rejection and the Intrinsic vs Extrinsic Valuation scales on the PPAI instrument and scores from selected scales from the 16 PF, EPPS and CPI.

The Sixteen Personality Factors Questionnaire (16 PF). The hypothesis predicts that Factor E (Humble vs Assertive), Factor L (Trusting vs Suspicious), Factor N (Forthright vs Shrewd), Factor Q_2 (Group-dependent vs Self-sufficient) and Factor Q_4 (Relaxed vs Tense) will correlate negatively with the parental attitude factors of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation for both mother and father.

Factor Q_2 (Group-dependent vs Self-sufficient) correlated negatively with the four PPAI scale scores at the .01 level or beyond, with a range of correlation coefficients from -.18 to -.27. Scores for Factor Q_4 (Relaxed vs Tense) correlated at the .01 level or beyond with the Acceptance vs Rejection scale for mother and the Intrinsic vs Extrinsic Valuation scale for mother, but failed to achieve significance for the two scales for father (range of correlations -.10 to -.24). Factor L (Trusting vs Suspicious) had only one significant correlation--with Acceptance vs Rejection for mother. All four correlations for this factor were in the predicted direction (range from -.09 to -.13). The correlations of Factor N (Forthright vs Shrewd) with the PPAI variables were non-significant, but all were in the predicted direction (range from -.08 to -.11). Scores for Factor E (Humble vs Assertive) did not correlate significantly with the PPAI variables, and they were in the opposite direction from that which was predicted (range from .01 to .10).

The Edwards Personal Preference Schedule (EPPS). Negative correlations were hypothesized between the parental attitude variables of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation for father and mother and the scales of Achievement, Autonomy, Dominance and Aggression from the EPPS. In the case of Achievement, Autonomy, and Aggression, the prediction was confirmed in all four correlations for each scale. The range of correlations was from -.16 to -.30 for the three scales, with nine of the twelve correlation coefficients being significant at the .01 level or beyond and the other three being significant at the .05 level or beyond.

The correlations for the Dominance scores, however, with the PPAI variables were all positive instead of negative, and all were significant at the .05 level or beyond except for Intrinsic vs Extrinsic Valuation for father (range .10 to .16).

The California Psychological Inventory (CPI). A negative correlation was predicted for the scale of Achievement via Independence on the CPI with the parental attitude variables related to Satellization vs Non-satellization. There was a significant negative correlation for Achievement via Independence scores with the measure of Acceptance vs Rejection for father, but the other three correlations were non-significant. The correlation coefficient for Intrinsic vs Extrinsic Valuation for father was -.12 which is near the level of .05 significance, but the correlations for the two PPAI scales with mother was near zero. It appears that the father's attitude may have a significant effect on this variable, while the mother's attitude has no effect.

The second hypothesis predicted negative correlations between the parental attitude variables of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation and a total of 10 selected scales from the 16 PF, the EPPS, and the CPI instruments. For four of the ten scales all four correlations were negative and significant; four scales had one or more significant correlations in the negative direction; for one scale there was no significant correlations; and for one scale there are three significant correlations in the opposite direction from that which is predicted. Out of a total of 40 correlation coefficients concerned with the second hypothesis, 20 correlated significantly and were in the

predicted direction, and 10 others were in the predicted direction although non-significant. The correlations that were in the opposite direction from that hypothesized were correlations for Factor E (Humble vs Assertive) on the 16 PF and Dominance on the EPPS. These two scales probably have a common factor between them. They were selected for the second hypothesis because they were supposedly related to self-aggrandizement. It seems probably that they failed to confirm the hypothesis because of a common factor of self assertion, which may or may not be for the motive of self-aggrandizement. The satellizer may express dominance or assertiveness for altruistic reasons, such as facilitating group process, helping others, etc. The second hypothesis was supported by the data on at least seven of the ten scales, but in the case of two scales a revision of the theoretical relationship seems called for, and in the tenth scale, Factor N (Forthright vs Shrewd) on the 16 PF, all the correlations were in the predicted direction although none were significant. The failure to confirm the hypothesis in this case may be due to a failure of the experimental design at this point.

Third Hypothesis

The third hypothesis was concerned with predictions of non-significant correlations between the Acceptance vs Rejection and the Intrinsic vs Extrinsic Valuation scales on the PPAI instrument and scores from selected scales from the other instruments used in the study.

The Sixteen Personality Factor Questionnaire (16 PF). The third hypothesis predicts that Factor B (Less Intelligent vs More Intelligent),

Factor C (Affected by feelings vs Emotionally Stable), Factor F (Sober vs Happy-go-lucky), Factor H (Shy vs Venturesome), Factor M (Practical vs Imaginative) and Factor Q_1 (Conservative vs Experimenting) on the 16 PF instrument will not produce scores that correlate significantly with the measures of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation on the PPAI instrument.

Three of the six measures on the 16 PF concerned with this hypothesis had no significant correlations with the parental attitude variables, namely Factor B (Less Intelligent vs More Intelligent), Factor M (Practical vs Imaginative) and Factor Q_1 (Conservative vs Experimenting). The measures on the other three scales--Factor C (Affected by Feelings vs Emotionally Stable), Factor F (Sober vs Happy-go-lucky) and Factor H (Shy vs Venturesome) all correlated positively with the parental attitude measures, with correlations ranging from .13 to .32. Of the 12 correlation coefficients involved, 10 were significant at the .01 level or beyond, and 2 were significant at the .05 level or beyond. These data suggest that the theoretical construct might be expanded. They indicate that the satellizing orientation may lead to greater emotional stability, a more enthusiastic, happy-go-lucky approach to life, and a greater tendency to be venturesome and socially bold and uninhibited to interpersonal relationships as compared to the non-satellizing orientation.

The Edwards Personal Preference Schedule (EPPS). Predictions of non-significant correlations were made between the parental Attitude variables of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation

and the variables of Order, Exhibition, Introspection, Change, Endurance and Heterosexuality on the EPPS instrument. The results confirm the hypothesis for all six scales on this instrument, since none of the 24 correlation coefficients was significant (range -.08 to .12).

The California Psychological Inventory (CPI). Non-significant correlations were hypothesized between measures of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation on the PPAI instrument and the scores for Dominance, Capacity for Status, Social Presence, Intellectual Efficiency, Psychological-mindedness, Flexibility, and Femininity on the CPI instrument.

The correlations for the four scales of Intellectual Efficiency, Psychological-mindedness, Flexibility and Femininity were not significant (range from -.11 to +.12). In the case of Capacity for Status three of the correlations were near zero, but one, the correlation with Intrinsic vs Extrinsic Valuation for mother was .14 which is significant at the .05 level. The four correlations for Capacity for Status taken together probably tend to confirm the hypothesis for that scale more than they tend to fail to confirm it. With both Dominance and Social Presence, three of the four correlations were positive and significant, and the fourth, although non-significant, was positive. The Dominance scale measures some aspects of leadership. This scale, along with Factor E (Humble vs Assertive on the 16 PF and Dominance on the EPPS, seems to indicate that satellizers tend to be self-assertive and assume leadership, perhaps from altruistic or democratic motives in comparison

to non-satellizers. While the scale of Social Presence may not be directly related to interpersonal values, the positive correlation of scores on this scale with the parental attitudes identified with the satellizing orientation may indicate that satellizers, finding their values more fully in the interpersonal world than non-satellizers tend to do, also gain more facility in the skills that facilitate social interactions.

The third hypothesis predicts no significant relationships between the perception of parental attitudes of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation as measured on the PPAI and 19 selected dependent variables from the 16 PF, the EPPS, and the CPI. For 13 of these scales the data confirm the hypothesis in all four correlations, and it is probably also confirmed in the case of Capacity for Status. The other five scales were all positively correlated with the parental attitude variables and do not confirm the hypothesis. Out of a total of 76 correlation coefficients concerned with this hypothesis, 57 were non-significant as predicted, and 19 were significantly correlated in a positive direction with the parental variables.

Intercorrelation of the PPAI Scales

Intercorrelations among the PPAI scales can add some knowledge, first, of the relationship of the four parental dimensions to one another, and, second, of the degree of agreement and disagreement between parents on a particular attitude dimension as perceived by the subject. For these reasons a post hoc intercorrelation of the PPAI scales was performed. Table 11 presents the results of this analysis for father, and

TABLE 11

Intercorrelation Matrix of the PPAI Scales for Father

Scale	AR	I-EV	DOM
I-EV	.93		
DOM	-.15	.05	
PROT	.24	.38	.69

NOTE: AR = Acceptance vs Rejection; I-EV = Intrinsic vs Extrinsic Valuation; DOM = High vs Low Dominance; PROT = High vs Low Protection.

Table 12 presents the results of the analysis for mother. Correlations for father and mother scores for each attitude dimension is presented in Table 13.

For both father and mother the Acceptance vs Rejection with Intrinsic vs Extrinsic Valuation correlations were high (.93 for father and .83 for mother). These scales describe different aspects of the satellization vs non-satellization construct, and their high correlation was expected. For father, correlations for Protection with Acceptance vs Rejection (.24) and Intrinsic vs Extrinsic Valuation (.38) were low but positive. For mother, the opposite situation exists. Protection was negatively correlated with Acceptance vs Rejection (-.18) and Intrinsic vs Extrinsic Valuation (-.18). Rejecting and Extrinsically Valuing fathers tend to decrease the level of Protection, while Rejecting and Extrinsically Valuing mothers tend to increase the level of Protection. A similar pattern was found in the correlation of Dominance with Intrinsic vs Extrinsic Valuation. For father, the correlation was near zero (.05), but for mother it was negative (-.41). Extrinsically valuing mothers tend to increase the level of Dominance. The correlation of Dominance with Protection for father was relatively high (.69), but for mother it was low (.16). High protection in mothers may be more easily associated with low dominance than for fathers.

The intercorrelation of mother and father scores for the same dimension reflect the degree to which the subjects perceived their parents as in agreement on a particular attitude dimension. These ranged from .30 to .72 with Dominance being in closest relationship and Protection having the least. Parents apparently agree most on

TABLE 12

Intercorrelation Matrix of the PPAI Scales for Mother

Scale	AR	I-EV	DOM
I-EV	.83		
DOM	.00	-.41	
PROT	-.18	-.18	.16

NOTE: AR = Acceptance vs Rejection; I-EV = Intrinsic vs Extrinsic Valuation; DOM = High vs Low Dominance; PROT = High vs Low Protection.

TABLE 13

Father/Mother Correlations for PPAI Scales

Scale	AR	I-EV	DOM	PROT
Father/Mother Correlations	.69	.46	.72	.30

NOTE: AR = Acceptance vs Rejection; I-EV = Intrinsic vs Extrinsic Valuation; DOM = High vs Low Dominance; PROT = High vs Low Protection.

degree of control and least on degree of protection.

II. Analysis of Variance

The Satellization vs Non-Satellization Variable

A post hoc analysis of selected significant correlations was performed. The design was a three way analysis of variance blocking on the variables of age, sex, and a parental attitude dimension. The procedure for grouping was described in Chapter III. Because the Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation scales both relate to the construct of satellization vs non-satellization and because the two scales are highly correlated, the mean of the subject's scores on those two scales was used to provide a satellization vs non-satellization variable in the first series of analysis of variance. Other analyses were made substituting the parental attitude variables of Dominance and Protection for the satellization vs non-satellization variable.

The following 16 tables present results of analyses of dependent variables from the 16 PF, the EPPS, and the CPI using the parental attitude blocking variable of satellization vs non-satellization. The first five tables of this series present results of analyses of variance for the dependent variables of the 16 PF--Factors A (Reserved vs Outgoing), F (Sober vs Happy-go-lucky), O (Self-assured vs Apprehensive), Q_2 (Group-dependent vs Self-sufficient), and Q_4 (Relaxed vs Tense).

Table 14 presents an analysis of variance summary table for the dependent variable of 16 PF--(Reserved vs Outgoing). The only significant

TABLE 14

Three-Way ANOVA for Satellization Dimension: Dependent Variable of 16 PF--A

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	23.640	2.69
Sex	B	1	28.511	3.25
Age	C	1	68.564	7.81*
	AxB	1	7.297	0.83
	AxC	1	13.028	1.48
	BxC	1	0.347	0.04
	AxBxC	1	18.652	2.13
Error		75	8.777	
TOTAL		82		

*Significant at or beyond the .05 level.

difference was for the main effect of variable C (age). The mean score for the younger subjects was 10.47 and for the older subjects it was 12.24. The failure of the analysis to detect significant differences on the satellization vs non-satellization dimension may have resulted from the reduction of number of subjects in the analysis of variance as compared to the correlation procedure, or to the design of the analysis.

Table 15 presents an analysis of variance summary table for the dependent variable 16 PF--F (Sober vs Happy-go-lucky). The only significant effect is the main effect of variable A (the satellization vs non-satellization variable). An examination of the means for the two groups show that satellizers score higher on Factor F than non-satellizers. The mean score for the satellizers was 17.95 and for the

non-satellizers it was 15.69. The higher score represents more happy-go-lucky.

TABLE 15

Three-Way ANOVA for Satellization Dimension: Dependent Variable of 16 PF--F

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	208.695	12.77**
Sex	B	1	3.315	0.22
Age	C	1	2.831	0.17
	AxB	1	59.191	3.62
	AxC	1	2.346	0.14
	BxC	1	17.283	1.06
	AxBxC	1	10.569	0.65
Error		75	16.338	
TOTAL		82		

**Significant at or beyond the .01 level.

Table 16 presents an analysis of variance summary table for the dependent variable 16 PF--O (Self-assured vs Apprehensive). There is a significant main effect of Factor A (the satellizer vs non-satellizer variable). An examination of the mean scores for the groups indicate that satellizers are more self-assured than are non-satellizers. The mean score for the satellizer group was 8.89, and for the non-satellizer group it was 12.55. On this scale the higher score indicates guilt and low sense of personal adequacy.

TABLE 16

Three-Way ANOVA for Satellization Dimension:
Dependent Variable of 16 PF--O

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	182.550	13.91**
Sex	B	1	26.014	1.98
Age	C	1	12.510	0.95
	AxB	1	19.046	1.45
	AxC	1	35.740	2.72
	BxC	1	39.845	3.03
	AxBxC	1	7.113	0.54
Error		75	13.122	
TOTAL		82		

**Significant at or beyond the .01 level.

Table 17 presents the results of an analysis of variance with scores of 16 PF--Q_2 (Group-dependent vs Self-sufficient) as the dependent variable. There was a significant main effect for the A variable (the satellization vs non-satellization factor) but no other significant effects. An examination of the means of the groups indicates that satellizers tend to be more group-dependent than non-satellizers. The mean score for the satellizer group was 10.28 and for the non-satellization group it was 11.79, the higher score representing greater self-sufficiency.

TABLE 17

Three-Way ANOVA for Satellization Dimension: Dependent Variable of 16 PF--Q_2

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	44.119	4.02*
Sex	B	1	0.069	0.01
Age	C	1	3.929	0.36
	AxB	1	0.116	0.01
	AxC	1	5.097	0.46
	BxC	1	23.268	2.12
	AxBxC	1	0.298	0.03
Error		75	10.984	
TOTAL		82		

*Significant at or beyond the .05 level.

Table 18 presents an analysis of variance summary table for the dependent variable 16 PF--Q_4 (Relaxed vs Tense). There was a significant main effect for variable A (the satellization vs non-satellization dimension) and no other significant effects. The means indicated that satellizers were more relaxed than non-sattelizers. The mean score for the satellization group was 13.07, and for the non-satellization group it was 15.88.

The five tables following Table 18 present analyses of variance for EPPS dependent variables of Achievement, Deference, Autonomy, Affiliation, and Aggression, again blocking on the dimension of satellization vs non-satellization.

TABLE 18

Three-Way ANOVA for Satellization Dimension: Dependent Variable of 16 PF--Q_4

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	229.655	11.12**
Sex	B	1	20.208	0.98
Age	C	1	12.786	0.62
	AxB	1	21.149	1.02
	AxC	1	31.446	1.52
	BxC	1	0.822	0.04
	AxBxC	1	69.767	3.38
Error		75	20.647	
TOTAL		82		

**Significant at or beyond the .01 level.

Table 19 presents an analysis of variance summary table for the dependent variable of Achievement from the EPPS. There was a significant main effect for the satellization variable. Examination of the means of the groups showed that non-satellizers scored higher on Achievement than did satellizers. The mean for the satellizer group was 13.50 and the mean for the non-satellizer group was 15.72.

Table 20 presents an analysis of variance summary table for the dependent variable of Deference from the EPPS. The analysis produced no significant differences, although a significant correlation occurred in the total sample. The method of grouping and the elimination of some subjects for the analysis of variance may account for this result.

TABLE 19

Three-Way ANOVA for Satellization Dimension: Dependent Variable of EPPS Achievement

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	63.959	4.05*
Sex	B	1	57.042	3.60
Age	C	1	2.957	0.19
	AxB	1	6.398	0.40
	AxC	1	1.419	0.09
	BxC	1	34.285	2.16
	AxBxC	1	1.083	0.07
Error		75	15.863	
TOTAL		82		

*Significant at or beyond the .05 level.

TABLE 20

Three-Way ANOVA for Satellization Dimension: Dependent Variable of EPPS Deference

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	14.161	1.19
Sex	B	1	6.072	0.61
Age	C	1	0.026	0.00
	AxB	1	5.802	0.49
	AxC	1	0.845	0.07
	BxC	1	4.920	0.41
	AxBxC	1	0.028	0.00
Error		75	11.937	
TOTAL		82		

Table 21 presents an analysis of variance summary table for the variable of Autonomy from the EPPS. The main effect of factor A (the satellization vs non-satellization dimension) produced a significant difference at the .05 level or beyond. An examination of the means indicated that the satellizers had a mean score of 12.33 on Autonomy compared to 14.30 for the non-satellizers. There were no significant differences on the variables of sex or age, and there were no significant interaction effects.

TABLE 21

Three-Way ANOVA for Satellization Dimension: Dependent Variable of EPPS Autonomy

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	74.322	4.26*
Sex	B	1	28.553	1.67
Age	C	1	3.727	0.21
	AxB	1	2.494	0.14
	AxC	1	4.766	0.27
	BxC	1	8.805	0.50
	AxBxC	1	1.814	0.10
Error		75	17.447	
TOTAL		82		

*Significant at or beyond the .05 level.

Table 22 presents an analysis of variance summary table for the dependent variable of Affiliation from the EPPS. The satellization variable A produced the only significant main effect; however, there was a significant interaction effect of the variable of age with the satellization variable. Figure 1 presents the nature of the interaction graphically. The main effect of factor A (satellization) is almost completely contained in the younger age group. The effect of the satellization variable seems to weaken with increased age.

TABLE 22

Three-Way ANOVA for Satellization Dimension: Dependent Variable of EPPS Affiliation

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	99.193	6.14*
Sex	B	1	29.608	1.83
Age	C	1	18.844	1.17
	AxB	1	1.233	0.08
	AxC	1	87.878	5.44*
	BxC	1	1.233	0.08
	AxBxC	1	0.276	0.02
Error		75	16.155	
TOTAL		82		

*Significant at or beyond the .05 level.

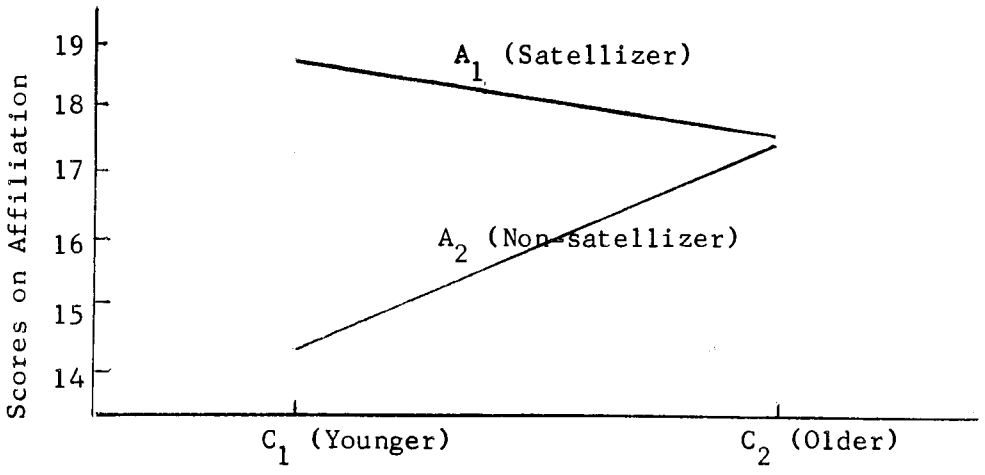


FIGURE 1. Relationship of satellization and age to EPPS affiliation.

Table 23 presents an ANOVA summary table for the dependent variable Aggression from the EPPS. There were no significant main effects or interaction effects. It appears that again in this variable, as in the analysis of the EPPS variable Deference, the reduction of number of subjects and the method of grouping may have been responsible for the inability of the procedure to measure differences among the blocking variables.

The variables on the CPI on which an analysis of variance was performed were the factors of Sociability, Well-being, Responsibility, Socialization, Self-control, and Achievement via Conformance. The six tables following Table 23 will report these analyses.

Table 24 presents an analysis of variance summary table for the dependent variable of Sociability from the CPI. There were significant main effects for variable A (the satellization factor) and variable C (age). Figure 2 presents the relationship of the means of these

TABLE 23

Three-Way ANOVA for Satellization Dimension: Dependent Variable of EPPS Aggression

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	28.522	1.55
Sex	B	1	1.153	0.06
Age	C	1	15.735	0.86
	AxB	1	0.355	0.02
	AxC	1	2.544	0.14
	BxC	1	1.606	0.09
	AxBxC	1	50.835	2.77
Error		75	18.401	
TOTAL		82		

TABLE 24

Three-Way ANOVA for Satellization Dimension: Dependent Variable of CPI Sociability

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	322.991	14.29**
Sex	B	1	11.001	0.49
Age	C	1	169.969	7.52**
	AxB	1	0.638	0.03
	AxC	1	45.244	2.00
	BxC	1	58.489	2.58
	AxBxC	1	6.739	0.30
Error		75	22.608	
TOTAL		82		

**Significant at or beyond the .01 level.

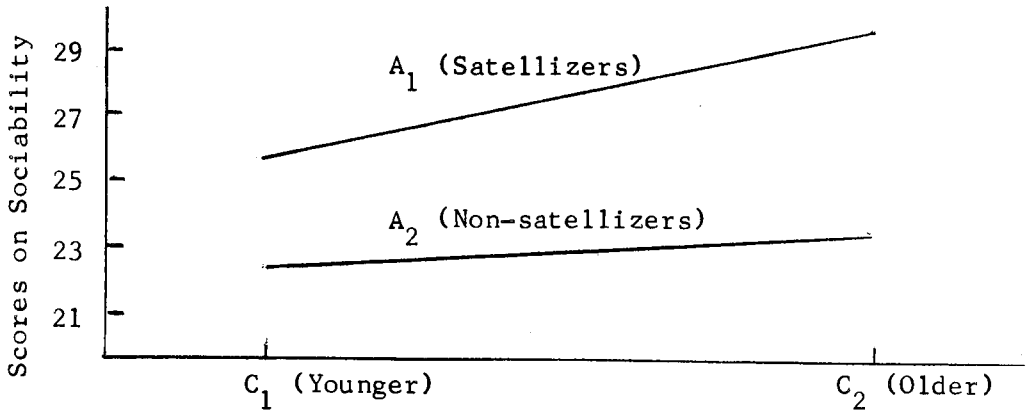


FIGURE 2. Relationship of satellization and age to CPI Sociability.

groupings graphically. Sociability scores are higher for the satellizers than for the non-satellizers, and for the older group as compared to the younger subjects.

Table 25 presents an analysis of variance summary table for the dependent variable of Well-being from the CPI. There was a significant main effect for variable A (the satellization dimension). An examination of the means showed satellizers scored higher on well-being than non-satellizers. The mean score for satellizer was 27.20, and the mean score for non-satellizers was 22.95.

Table 26 presents an analysis of variance summary table for the dependent variable of Responsibility from the CPI. There was a significant main effect for factor A (the satellization variable). The group means indicate satellizers scored higher on Responsibility than non-satellizers. The mean score for the satellizers was 30.54, and for non-satellizers it was 27.28.

TABLE 25

Three-Way ANOVA for Satellization Dimension: Dependent Variable of CPI Well-Being

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	511.136	19.63**
Sex	B	1	1.385	0.05
Age	C	1	38.775	1.49
	AxB	1	16.787	0.64
	AxC	1	0.517	0.02
	BxC	1	0.119	0.00
	AxBxC	1	9.261	0.36
Error		75	26.040	
TOTAL		82		

**Significant at or beyond the .01 level.

TABLE 26

Three-Way ANOVA for Satellization Dimension: Dependent Variable of CPI Responsibility

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	110.685	5.13*
Sex	B	1	0.687	0.03
Age	C	1	64.410	2.98
	AxB	1	45.674	2.12
	AxC	1	5.275	0.24
	BxC	1	0.565	0.03
	AxBxC	1	75.510	3.50
Error		75	21.594	
TOTAL		82		

*Significant at or beyond the .05 level.

Table 27 presents an analysis of variance summary table for the dependent variable of Socialization from the CPI instrument. The only significant result was for the main effect of factor A (the satellization variable). An examination of the group means indicate that the satellizers score higher on socialization than non-satellizers. The mean score for the satellization group was 38.46, and for the non-satellization group it was 32.18.

TABLE 27

Three-Way ANOVA for Satellization Dimension: Dependent Variable of CPI Socialization

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	609.899	35.00**
Sex	B	1	47.343	2.72
Age	C	1	4.301	0.25
	AxB	1	9.975	0.57
	AxC	1	0.032	0.00
	BxC	1	29.348	1.69
	AxBxC	1	5.748	0.33
Error		75	17.379	
TOTAL		82		

**Significant at or beyond the .01 level.

Table 28 presents an analysis of variance summary table for the dependent variable of Self-control from the CPI. The only significant effect was the main effect of variable A (satellization). An examination of the group means show that satellizers scored higher on the

measure of Self-control than did the non-satellizers. The mean score for the satellizers was 28.10 and for the non-satellizers the mean score was 23.83.

TABLE 28

Three-Way ANOVA for Satellization Dimension: Dependent Variable of CPI Self-Control

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	325.307	6.03*
Sex	B	1	11.118	0.21
Age	C	1	175.220	3.25
	AxB	1	0.030	0.00
	AxC	1	19.874	0.37
	BxC	1	17.281	0.32
	AxBxC	1	0.993	0.02
Error		75	53.946	
TOTAL		82		

*Significant at or beyond the .05 level.

Table 29 presents an analysis of variance summary table for the dependent variable of Achievement via Conformance from the CPI. The analysis shows a significant main effect for variable A (the satellization variable). The group means indicate that satellizers scored higher on the measure of Achievement via Conformance than did the non-satellizers. The satellization group mean was 28.43, and the mean scores for the non-satellization group was 24.78.

TABLE 29

Three-Way ANOVA for Satellization Dimension: Dependent Variable of CPI Achievement via Conformance

Source		df	Partial Sum of Squares	F Value
Satellization	A	1	238.731	10.34**
Sex	B	1	2.175	0.09
Age	C	1	69.992	3.03
	AxB	1	0.286	0.01
	AxC	1	0.277	0.01
	BxC	1	4.895	0.21
	AxBxC	1	1.350	0.06
Error		75	23.089	
TOTAL		82		

**Significant at or beyond the .01 level.

The Protection Variable

An analysis of variance was performed on 16 dependent variables from the 16 PF, the EPPS, and CPI. These were three-way analyses, blocking on the variables of degree of parental protection, sex, and age according to the procedure described in Chapter III). The following seven tables present results of analyses for the following dependent variables from the 16 PF: Factors C (Affected by Feelings vs Emotionally Stable, F (Accommodating vs Assertive), F (Sober vs Happy-go-lucky), H (Shy vs Venturesome), I (Tough-minded vs Tenderminded), O (Self-assured vs Apprenhensive), and Q_4 (Relaxed vs Tense).

Table 30 presents an analysis of variance summary table for the dependent variable of 16 PF-C (Affected by Feelings vs Emotionally Stable). The analysis produced no significant effects.

TABLE 30

Three-Way ANOVA for Protection Dimension:
Dependent Variable of 16 PF--C

Source		df	Partial Sum of Squares	F Value
Protection	A	1	42.477	3.34
Sex	B	1	19.824	1.56
Age	C	1	18.280	1.44
	AxB	1	5.258	0.41
	AxC	1	10.968	0.86
	BxC	1	38.279	3.01
	AxBxC	1	4.886	0.38
Error		70	12.707	
TOTAL		77		

Table 31 presents an analysis of variance summary table for the dependent variable of 16 PF-E (Accommodating vs Assertive). There was a significant difference between the levels of variable A (the Parental Protection factor). The mean score for the high protection group was 12.11 and the mean score for the low protection group was 14.40.

Table 32 presents the results of an analysis of variance on the dependent variable 16 PF-F (Sober vs Happy-go-lucky). There was a significant main effect for factor A (Parental Protection). The mean score for the high protection group was 15.89, and the mean score for the low protection group was 17.29.

Table 33 presents the results of an analysis of variance for the dependent variable 16 PF-H (Shy vs Venturesome). The analysis revealed significant differences in the main effects of variable A (Parental

TABLE 31

Three-Way ANOVA for Protection Dimension:
Dependent Variable of 16 PF--E

Source		df	Partial Sum of Squares	F Value
Protection	A	1	77.844	4.03*
Sex	B	1	1.485	0.08
Age	C	1	2.634	0.14
	AxB	1	10.835	0.56
	AxC	1	9.549	0.49
	BxC	1	0.272	0.01
	AxBxC	1	2.068	0.11
Error		70	19.314	
TOTAL		77		

*Significant at or beyond the .05 level.

TABLE 32

Three-Way ANOVA for Protection Dimension:
Dependent Variable of 16 PF--F

Source		df	Partial Sum of Squares	F Value
Protection	A	1	105.784	5.50*
Sex	B	1	63.058	3.28
Age	C	1	8.670	0.45
	AxB	1	57.931	3.01
	AxC	1	0.147	0.01
	BxC	1	11.480	0.60
	AxBxC	1	2.384	0.12
Error		70	19.226	
TOTAL		77		

*Significant at or beyond the .05 level.

TABLE 33

Three-Way ANOVA for Protection Dimension: Dependent Variable of 16 PF--H

Source		df	Partial Sum of Squares	F Value
Protection	A	1	284.802	7.95*
Sex	B	1	35.069	0.98
Age	C	1	146.466	4.09*
	AxB	1	50.092	1.40
	AxC	1	1.061	0.03
	BxC	1	6.201	0.17
	AxBxC	1	0.042	0.00
Error		70	35.814	
TOTAL		77		

*Significant at or beyond the .05 level.

Protection) and variable C (Age). The relationship of these differences is graphically represented in Figure 3. The high protection groups for both age levels were less venturesome, and the older groups for both levels of Parental Protection were higher on this scale.

Table 34 presents an analysis of variance summary table for the dependent variable 16 PF-I (Tough-minded vs Tender-minded). The only significant difference was the main effect of variable B (Sex). The mean score for the male group was 12.42 and the mean score for the female group was 15.19. High scores indicate more tender-minded.

Table 35 presents the results of an analysis of variance for the dependent variable 16 PF-O (Self-assured vs Apprehensive). There was a significant main effect for variable A (Parental Protection). The

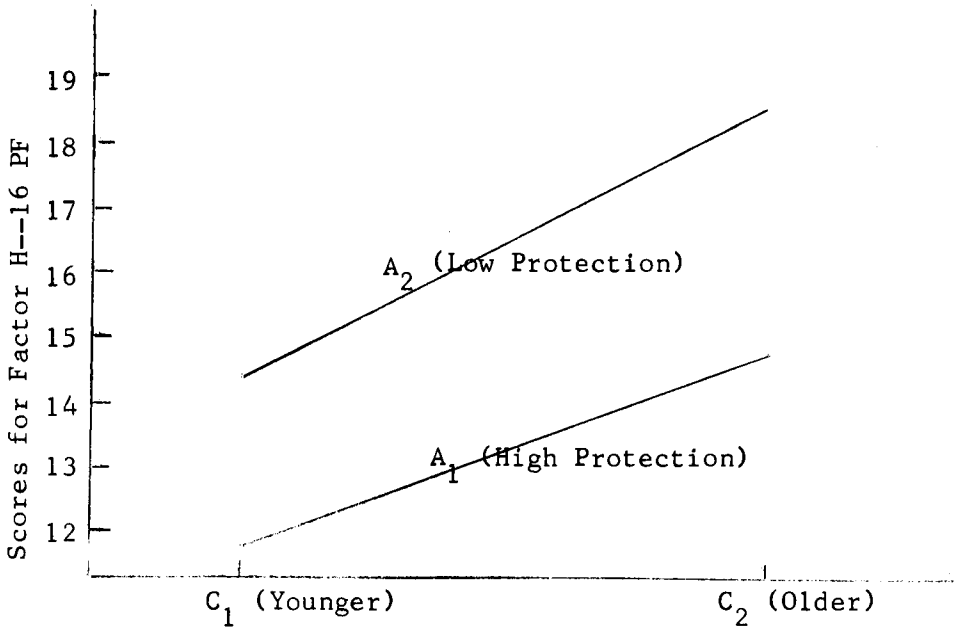


FIGURE 3. Relationship of Parental Protection and age to 16 PF--H.

TABLE 34

Three-Way ANOVA for Protection Variable:
Dependent Variable of 16 PF--I

Source		df	Partial Sum of Squares	F Value
Protection	A	1	21.205	3.68
Sex	B	1	55.160	9.59**
Age	C	1	0.040	0.01
	AxB	1	4.012	0.70
	AxC	1	1.914	0.33
	BxC	1	0.813	0.14
	AxBxC	1	1.916	0.33
Error		70	5.755	
TOTAL		77		

**Significant at or beyond the .01 level.

TABLE 35

Three-Way ANOVA for Protection Dimension:
Dependent Variable of 16 PF--O

Source		df	Partial Sum of Squares	F Value
Protection	A	1	107.723	7.58**
Sex	B	1	0.519	0.04
Age	C	1	22.960	1.62
	AxB	1	31.249	2.20
	AxC	1	6.816	0.48
	BxC	1	26.216	1.84
	AxBxC	1	0.167	0.01
Error		70	14.212	
TOTAL		77		

**Significant at or beyond the .01 level.

mean score for the high protection group was 11.83, and the mean score for the low protection group was 9.45. High scores indicate greater apprehensiveness.

Table 36 presents an analysis of variance summary table for the dependent variable 16 PF-Q_4 (Relaxed vs Tense). The analysis did not reveal any significant differences.

The following three tables present results of analyses of variance for EPPS variables of Order, Autonomy, and Change. Table 37 presents an analysis of variance summary table for the dependent variable of Order from the EPPS. There was a significant main effect for Factor A (Parental Protection). The mean score for the high protection group was 10.36, and the mean score for the low protection group was 7.51. High

TABLE 36

Three-Way ANOVA for Protection Dimension: Dependent Variable of 16 PF--Q_4

Source		df	Partial Sum of Squares	F Value
Protection	A	1	75.359	3.29
Sex	B	1	30.973	1.35
Age	C	1	24.754	1.08
	AxB	1	38.277	1.67
	AxC	1	9.828	0.43
	BxC	1	50.967	2.23
	AxBxC	1	0.029	0.00
Error		70	22.885	
TOTAL		77		

TABLE 37

Three-Way ANOVA for Protection Dimension: Dependent Variable of EPPS Order

Source		df	Partial Sum of Squares	F Value
Protection	A	1	118.864	6.30*
Sex	B	1	0.004	0.00
Age	C	1	7.203	0.38
	AxB	1	4.153	0.22
	AxC	1	12.549	0.66
	BxC	1	3.987	0.21
	AxBxC	1	1.295	0.07
Error		70	18.882	
TOTAL		77		

*Significant at or beyond the .05 level.

scorers feel a greater need of order than low scorers.

Table 38 presents an analysis of variance summary table for the dependent variable of Autonomy from the EPPS. There was a significant main effect for factor A (Parental Protection). The mean score for the high protection group was 12.02, and the mean score for the low protection group was 14.44. High scores indicate a greater degree of autonomy.

TABLE 38

Three-Way ANOVA for Protection Dimension: Dependent Variable of EPPS Autonomy

Score		df	Partial Sum of Squares	F Value
Protection	A	1	73.760	5.17*
Sex	B	1	6.327	0.44
Age	C	1	8.772	0.61
	AxB	1	0.773	0.05
	AxC	1	23.444	1.64
	BxC	1	0.043	0.00
	AxBxC	1	38.084	2.67
Error		70	14.276	
TOTAL		77		

*Significant at or beyond the .05 level.

Table 39 presents an analysis of variance summary table for the dependent variable of Change from the EPPS. There were two significant main effects, one for variable A (Parental Protection) and one for variable B (Sex). Figure 4 graphically presents the relationship of

TABLE 39

Three-Way ANOVA for Protection Dimension:
Dependent Variable of EPPS Change

Source		df	Partial Sum of Squares	F Value
Protection	A	1	131.524	5.52*
Sex	B	1	223.248	9.37**
Age	C	1	1.855	0.08
	AxB	1	1.012	0.04
	AxC	1	7.783	0.33
	BxC	1	9.084	0.38
	AxBxC	1	0.264	0.01
Error		70	23.818	
TOTAL		77		

*Significant at or beyond the .05 level.

**Significant at or beyond the .01 level.

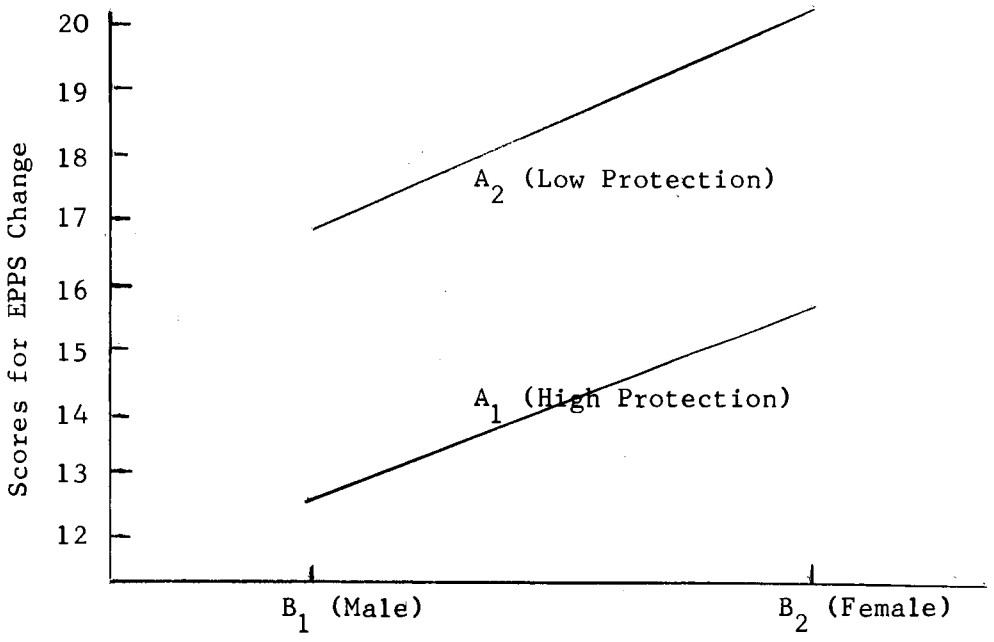


FIGURE 4. Relationship of Parental Protection and Sex to EPPS Change.

scores on the dependent variable of Change for sex and high and low parental protection. Females in general score higher on change, and the lower protection group scores higher on change.

The next six tables present analyses of variance results for dependent variable from the CPI of Dominance, Sociability, Social Presence, Well-being, Intellectual Efficiency, and Femininity.

Table 40 presents an analysis of variance summary table for the dependent variable of Dominance on the CPI. There was a significant main effect for variable A (Parental Protection) and variable C (Age). Figure 5 presents the means for these variables in graphic form. Older subjects and those in the low protection groups scores higher on the measure of Dominance.

TABLE 40

Three-Way ANOVA for Protection Dimension:
Dependent Variable of CPI Dominance

Source		df	Partial Sum of Squares	F Value
Protection	A	1	176.641	4.86*
Sex	B	1	0.197	0.01
Age	C	1	173.409	4.77*
	AxB	1	32.179	0.90
	AxC	1	53.179	1.46
	BxC	1	22.353	0.62
	AxBxC	1	1.545	0.04
Error		70	36.336	
TOTAL		77		

*Significant at or beyond the .05 level.

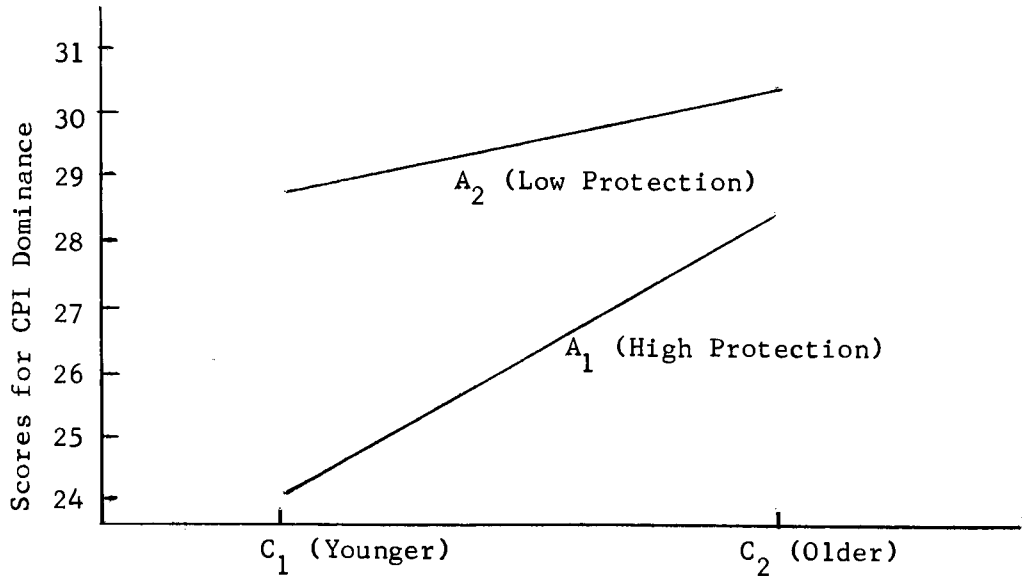


FIGURE 5. Relationship of Parental Protection and sex to CPI Dominance.

Table 41 presents an analysis of variance summary table for the dependent variable of Sociability from the CPI. There was a significant main effect for factor A (Parental Protection). The mean score for the high protection group was 24.08 and the mean score for the low protection group was 26.06. High scores indicate greater sociability.

Table 42 presents an analysis of variance summary table for the dependent variable of Social Presence from the CPI. The analysis revealed a significant main effect for the A variable (Parental Protection) and in addition a significant interaction effect for the B variable (Sex) and the C Variable (Age). Figure 6 presents the cell means graphically. Younger males are lower on measures of Social Presence than females of the same age, but there is little difference between the sexes on measures of Social Presence in the older group. In general, however,

TABLE 41

Three-Way ANOVA for Protection Dimension: Dependent Variable of CPI Sociability

Source		df	Partial Sum of Squares	F Value
Protection	A	1	114.990	4.29*
Sex	B	1	23.976	0.86
Age	C	1	104.074	3.88
	AxB	1	36.866	1.36
	AxC	1	4.204	0.16
	BxC	1	67.986	2.54
	AxBxC	1	10.117	0.38
Error		70	26.796	
TOTAL		77		

*Significant at or beyond the .05 level.

TABLE 42

Three-Way ANOVA for Protection Dimension: Dependent Variable of CPI Social Presence

Source		df	Partial Sum of Squares	F Value
Protection	A	1	174.867	5.03*
Sex	B	1	108.316	3.12
Age	C	1	121.419	3.49
	AxB	1	24.483	0.70
	AxC	1	2.170	0.06
	BxC	1	189.354	5.45*
	AxBxC	1	8.598	0.25
Error		70	34.753	
TOTAL		77		

*Significant at or beyond the .05 level.

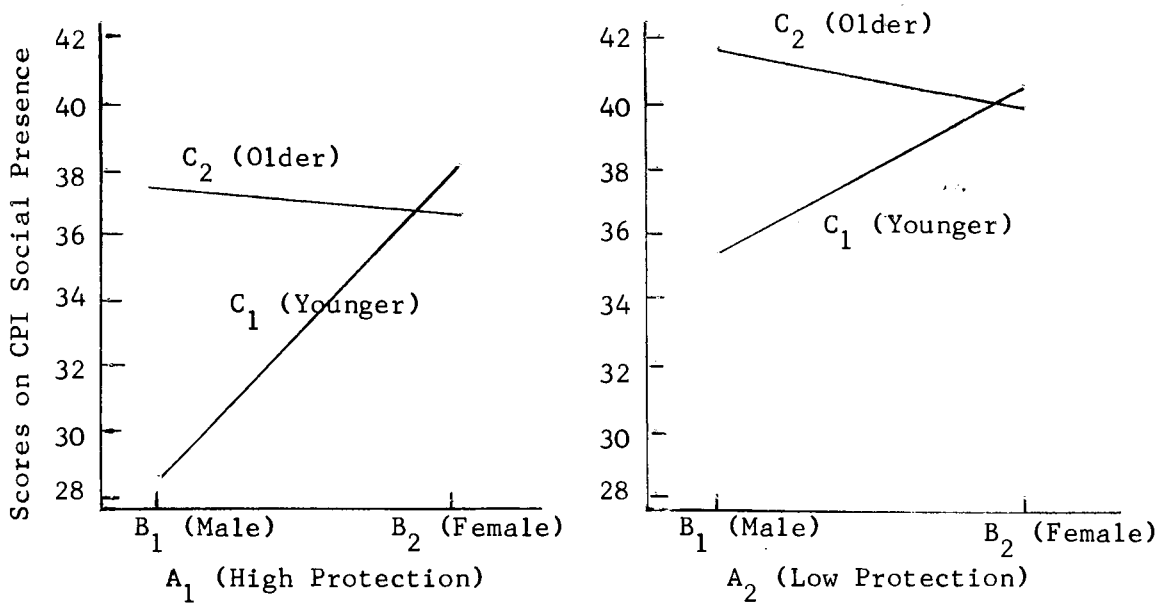


FIGURE 6. Interaction effect for variables B (sex) and C (age) for the two levels of variable A (Parental Protection) for the dependent variable of CPI Social Presence.

persons scoring low on Parental Protection tend to score higher on measures of Social Presence than do persons who scores high on Parental Protection.

Table 43 presents an analysis of variance summary table for the dependent variable of Well-being from the CPI. The analysis produced no significant effects.

Table 44 presents an analysis of variance summary table for the dependent variable of Intellectual Efficiency from the CPI. The analysis produced no significant effects.

Table 45 presents an analysis of variance summary table for the dependent variable of Femininity from the CPI. There were significant main effects for variable A (Parental Protection) and variable B (Sex).

TABLE 43

Three-Way ANOVA for Protection Dimension: Dependent Variable of CPI Well-Being

Source		df	Partial Sum of Squares	F Value
Protection	A	1	34.977	1.15
Sex	B	1	1.880	0.06
Age	C	1	94.299	3.10
	AxB	1	2.277	0.07
	AxC	1	0.115	0.00
	BxC	1	12.285	0.40
	AxBxC	1	6.459	0.21
Error		70	30.420	
TOTAL		77		

TABLE 44

Three-Way ANOVA for Protection Dimension: Dependent Variable of CPI Intellectual Efficiency

Source		df	Partial Sum of Squares	F Value
Protection	A	1	61.250	1.97
Sex	B	1	2.441	0.08
Age	C	1	111.926	3.61
	AxB	1	8.729	0.26
	AxC	1	1.418	0.05
	BxC	1	42.132	1.36
	AxBxC	1	0.008	0.00
Error		70	31.082	
TOTAL		77		

TABLE 45

Three-Way ANOVA for Protection Dimension:
Dependent Variable of CPI Femininity

Source		df	Partial Sum of Squares	F Value
Protection	A	1	113.667	10.61**
Sex	B	1	203.005	18.94**
Age	C	1	0.008	0.00
	AxB	1	34.320	3.20
	AxC	1	4.438	0.41
	BxC	1	2.443	0.23
	AxBxC	1	20.262	1.89
Error		70	10.716	
TOTAL		77		

**Significant at or beyond the .01 level.

It was already known that these sex differences were present, and there are different norms established for the CPI instrument for males and females on this scale. Since raw scores were used in the analysis, sex difference is very marked, but the analysis also reveals that there is a difference for both males and females over the levels of variable A (Parental Protection). Persons who score high on parental protection also tend to score high on Femininity. Figure 7 presents the group differences in femininity scores graphically.

The Dominance Variable

Three-way analyses of variance were performed on the following dependent variables: 16 PF (none); EPPS (none); CPI (Dominance, Sociability, Well-being, Socialization, and Achievement via Conformance). The

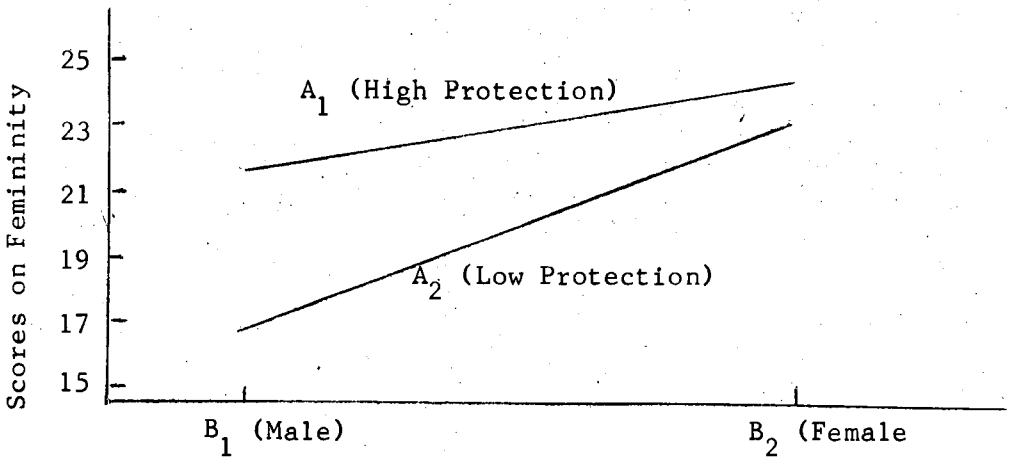


FIGURE 7. Relationship of Parental Protection and sex to CPI Femininity.

independent blocking variables were sex, age, and the parental attitude scale of Dominance. The procedure for obtaining the groups for analysis is discussed in Chapter III. The following five tables record the results of these analyses.

Table 46 presents an analysis of variance summary table for the dependent variable of Dominance from the CPI. The analysis revealed no significant differences.

Table 47 presents an analysis of variance summary table for the dependent variable of Sociability from the CPI. The analysis revealed no significant results.

Table 48 presents an analysis of variance summary table for the dependent variable of Well-being from the CPI. The analysis revealed no significant differences.

TABLE 46

Three-Way ANOVA for Dominance Dimension: Dependent Variable of CPI Dominance

Source		df	Partial Sum of Squares	F Value
Dominance	A	1	20.728	0.69
Sex	B	1	32.590	1.08
Age	C	1	72.426	2.40
	AxB	1	114.945	3.81
	AxC	1	35.822	1.19
	BxC	1	1.337	0.04
	AxBxC	1	0.162	0.01
Error		78	30.131	
TOTAL		85		

TABLE 47

Three-Way ANOVA for Dominance Dimension: Dependent Variable of CPI Sociability

Source		df	Partial Sum of Squares	F Value
Dominance	A	1	1.341	0.05
Sex	B	1	0.885	0.03
Age	C	1	65.626	2.59
	AxB	1	71.416	2.82
	AxC	1	54.943	2.17
	BxC	1	28.233	1.11
	AxBxC	1	7.413	0.29
Error		78	25.338	
TOTAL		85		

TABLE 48

Three-Way ANOVA for Dominance Dimension: Dependent Variable of CPI Well-Being

Source		df	Partial Sum of Squares	F Value
Dominance	A	1	7.129	0.27
Sex	B	1	0.086	0.00
Age	C	1	52.488	1.82
	AxB	1	26.876	0.93
	AxC	1	12.994	0.45
	BxC	1	1.519	0.03
	AxBxC	1	3.069	0.11
Error		78	28.894	
TOTAL		85		

Table 49 presents an analysis of variance summary table for the dependent variable of Socialization on the CPI. There was a significant main effect for variable A (Parental Dominance). The mean score for the high dominance group was 34.89 and the mean score for the low dominance group was 37.67. High score indicate a greater degree of leadership ability.

Table 50 presents an analysis of variance summary table for the dependent variable of Achievement via Conformance from the CPI. The analysis revealed no significant differences.

Only one of the five preceding analyses blocking on the variable of perceived parental Dominance showed significant difference. For this reason the researcher attempted another analysis of variance, focusing on the sex of the subject vs sex of parent relationship. The female

TABLE 49

Three-Way ANOVA for Dominance Dimension: Dependent Variable of CPI Socialization

Source		df	Partial Sum of Squares	F Value
Dominance	A	1	158.286	5.91*
Sex	B	1	42.211	1.58
Age	C	1	27.888	1.04
	AxB	1	0.721	0.03
	AxC	1	0.567	0.02
	BxC	1	16.213	0.61
	AxBxC	1	0.188	0.01
Error		78	26.781	
TOTAL		85		

*Significant at or beyond the .05 level.

TABLE 50

Three-Way ANOVA for Dominance Dimension: Dependent Variable of Achievement via Conformance--CPI

Source		df	Partial Sum of Squares	F Value
Dominance	A	1	0.050	0.00
Sex	B	1	16.564	0.69
Age	C	1	72.805	3.04
	AxB	1	32.599	1.36
	AxC	1	16.056	0.67
	BxC	1	4.891	0.20
	AxBxC	1	7.850	0.33
Error		78	23.915	
TOTAL		85		

subjects and the male subjects were analyzed separately, each in relation to first one and then the other parent. The design was a two-way analysis blocking on the measure of perception of parental Dominance and age of subject. Scores on the Dominance scale of the PPAI were divided into upper, middle, and lower thirds to provide three levels for this variable, and subjects were divided into younger (19 through 22 years) and older (23 through 33 years). The dependent variables, chosen on the basis of the rationale presented earlier were as follows: 16 PF (none); EPPS (Autonomy, Dominance, and Endurance); and CPI (Dominance, Well-being, Socialization, and Achievement via Conformance).

Table 51 presents the results of the analysis of variance for the dependent variable of Autonomy on the EPPS for the four subject-parent combinations of sex differences. Figure 8 presents the relationship of the cell means for the same analysis. There was a significant difference in the female subject vs father relationship for the parental attitude variable of Dominance. Females with scores of high paternal dominance had a mean score for Autonomy of 13.95; those with middle scores on paternal dominance had a mean for Autonomy of 14.06; while those with low scores on paternal dominance had a mean score for Autonomy of 12.0.

Table 52 presents the results of the analysis of variance for the dependent variable of Dominance on the EPPS. There was a significant main effect for age in the female subject vs mother configuration, a significant main effect for both parental dominance and age in the female subject vs father relationship, and a significant main effect for the variable of parental dominance in the male subject vs mother relationship.

TABLE 51

Two-Way ANOVA for Subject-Parent Sex Differences: Dependent Variable of EPPS Autonomy

Relationship	Source		df	Mean Square	F Value
Female Subject--Mother	Dominance	A	2	1.26	0.09
	Age	B	1	3.68	0.26
		AxB	2	1.16	0.08
	Error		109	14.33	
	Total		114		
Female Subject--Father	Dominance	A	2	45.62	3.59*
	Age	B	1	12.09	0.95
		AxB	2	10.30	0.81
	Error		109	12.71	
	Total		114		
Male Subject--Mother	Dominance	A	2	12.75	0.59
	Age	B	1	0.01	0.00
		AxB	2	3.83	0.18
	Error		41	21.5	
	Total		46		
Male Subject--Father	Dominance	A	2	5.30	0.25
	Age	B	1	2.14	0.10
		AxB	2	1.60	0.08
	Error		41	20.87	
	Total		46		

*Significant at or beyond the .05 level.

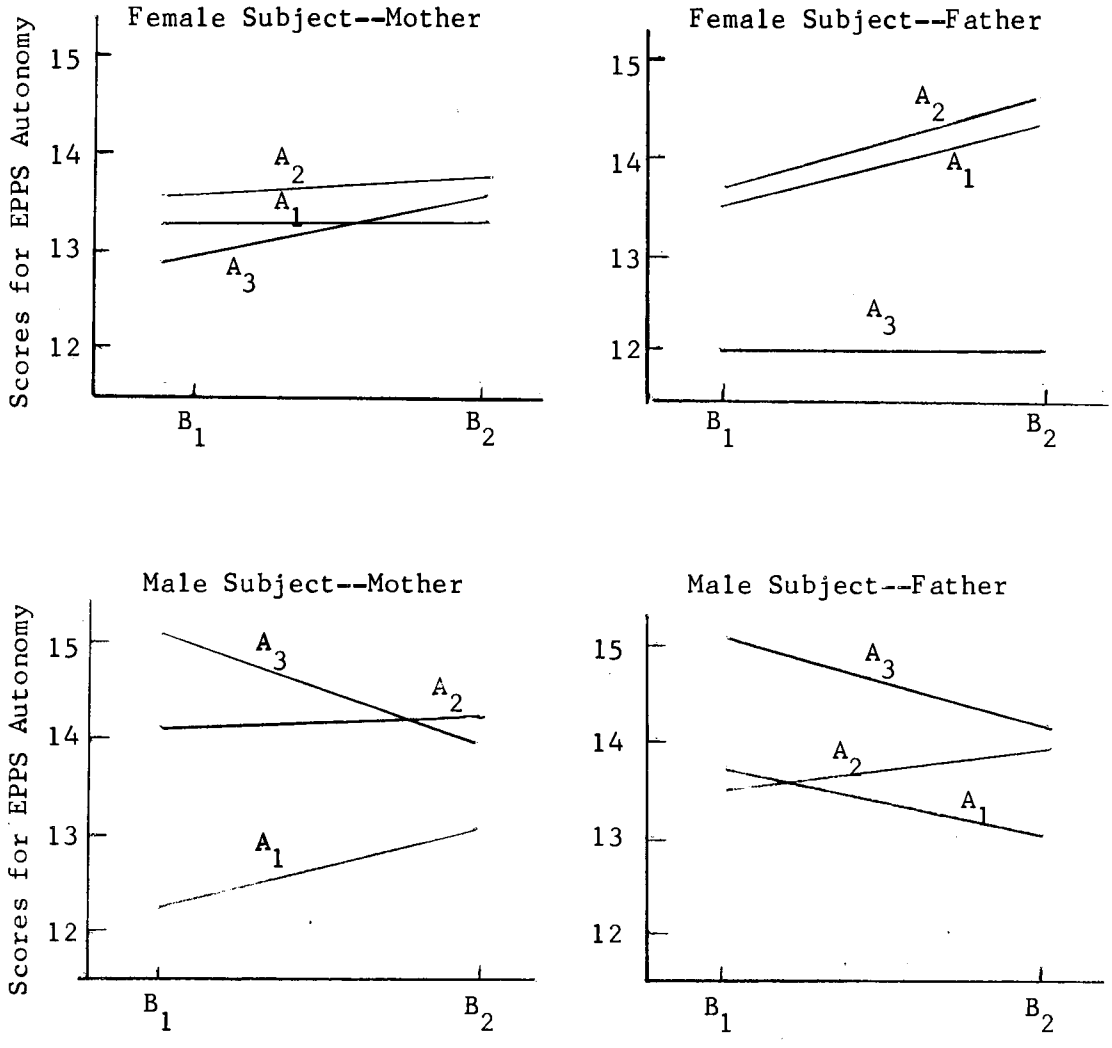


FIGURE 8. Relationship of Parental Dominance, age and sex of subject, and sex of parent to EPPS Autonomy.

NOTE: A_1 = High parental dominance scores; A_2 Middle parental dominance scores; A_3 = Low parental dominance scores; B_1 = Ages 19 through 22 years; and B_2 = Ages 23 through 33 years.

TABLE 52

Two-Way ANOVA for Subject-Parent Sex Differences: Dependent Variable of EPPS Dominance

Relationship	Source		df	Mean Square	F Value
Female Subject--Mother	Dominance	A	2	60.43	3.02
	Age	B	1	133.18	6.65**
		AxB	2	14.33	0.72
	Error		109	20.03	
	Total		114		
Female Subject--Father	Dominance	A	2	70.31	3.45*
	Age	B	1	161.40	7.92**
		AxB	2	8.49	0.42
	Error		109	20.38	
	Total		114		
Male Subject--Mother	Dominance	A	2	39.63	3.27*
	Age	B	1	0.42	0.03
		AxB	2	3.43	0.28
	Error		41	12.13	
	Total		46		
Male Subject--Father	Dominance	A	2	41.61	2.48
	Age	B	1	35.63	2.13
		AxB	2	28.08	1.68
	Error		41	16.75	
	Total		46		

*Significant at or beyond the .05 level.

**Significant at or beyond the .01 level.

Figure 9 presents the relationship of the cell means for the analysis. The age effect in female subjects is seen across all levels of parental dominance, with Dominance scores rising with age. It appears that most of the effect of the variable of paternal dominance is coming from the high paternal dominance group, in the female subject vs father relationship, and that this group scores lower on EPPS Dominance than the other levels of paternal dominance. In the case of the male subject vs mother relationship, the middle level of maternal dominance produced lowest EPPS Dominance scores.

Table 53 presents the results of an analysis of variance for the dependent variable of Endurance on the EPPS for the four subject-parent combinations of sex differences. Figure 10 presents the relationship of the cell means for the same analysis. There was a significant difference in the male subject vs mother relationship for the parental attitude variable of Dominance. Males with scores of low maternal Dominance scored lower on EPPS Endurance than subjects who perceived maternal Dominance in the middle or high level on this variable.

Table 54 presents the results of an analysis of variance for the dependent variable of Dominance on the CPI. This scale measures a capacity for leadership. Figure 11 presents the relationship of the cell means for this analysis. There were significant differences in the female subject relationship for both mother and father in the main effects of the variables of Parental Dominance and of Age. The trait measured by this dependent variable scale increases with age for females, and although the differences were not significant for males, the same trend is evident for them. There is a differential effect between

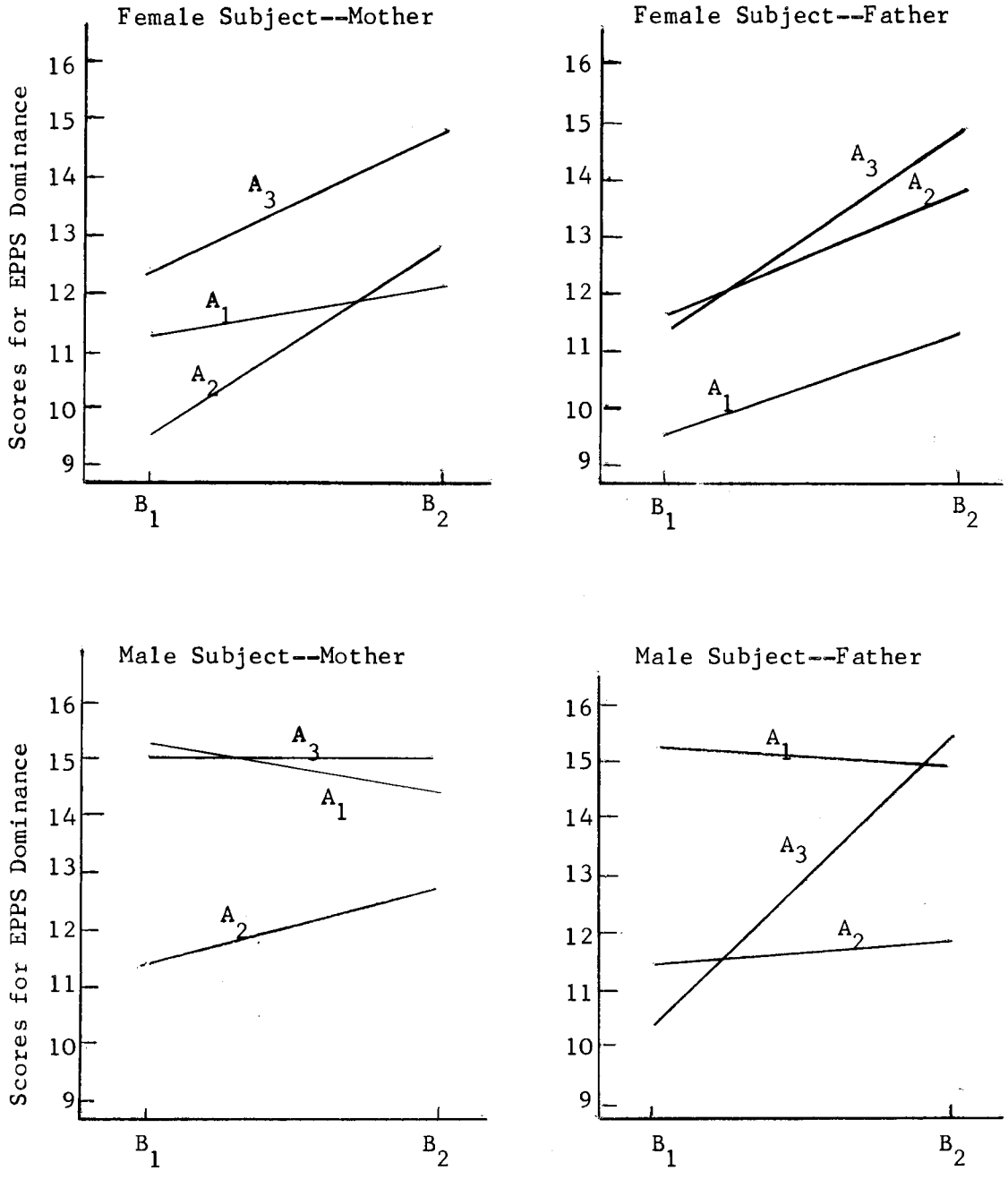


FIGURE 9. Relationship of Parental Dominance, age and sex of subject, and sex of parent to EPPS Dominance.

NOTE: A_1 = High parental dominance scores; A_2 = Middle parental dominance scores; A_3 = Low parental dominance scores; B_1 = Ages 19 through 22 years; and B_2 = Ages 23 through 33 years.

TABLE 53

Two-Way ANOVA for Subject-Parent Sex Differences: Dependent Variable of EPPS Endurance

Relationship	Source		df	Mean Square	F Value
Female Subject--Mother	Dominance	A	2	32.56	1.80
	Age	B	1	0.28	0.02
		AxB	2	24.64	1.37
	Error		109	18.05	
	Total		114		
Female Subject--Father	Dominance	A	2	16.65	0.79
	Age	B	1	0.17	0.01
		AxB	2	5.97	0.28
	Error		109	21.00	
	Total		114		
Male Subject--Mother	Dominance	A	2	62.71	3.67*
	Age	B	1	6.38	0.37
		AxB	2	3.67	0.21
	Error		41	17.09	
	Total		46		
Male Subject--Father	Dominance	A	2	19.35	0.77
	Age	B	1	3.30	0.13
		AxB	2	10.33	0.41
	Error		41	25.05	
	Total		46		

*Significant at or beyond the .05 level.

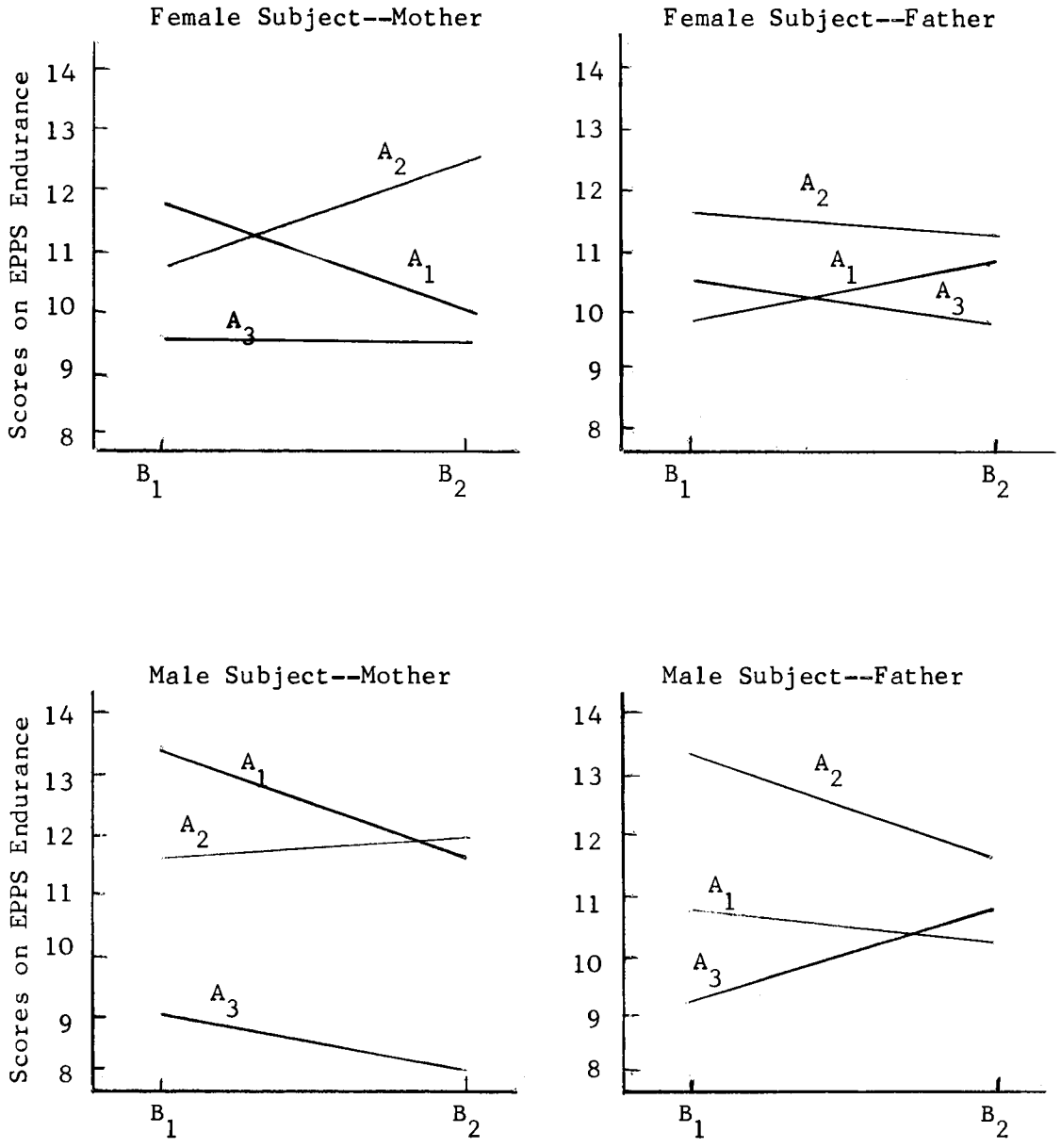


FIGURE 10. Relationship of Parental Dominance, age and sex of subject, and sex of parent to EPPS Endurance.

NOTE: A_1 = High parental dominance scores; A_2 = Middle parental dominance scores; A_3 = Low parental dominance scores; B_1 = Ages 19 through 22 years; and B_2 = Ages 23 through 33 years.

TABLE 54

Two-Way ANOVA for Subject-Parent Sex Differences: Dependent Variable of CPI Dominance

Relationship	Source		df	Mean Square	F Value
Female Subject--Mother	Dominance	A	2	113.89	3.34*
	Age	B	1	293.93	8.62*
		AxB	2	37.97	0.56
	Error		109	34.07	
	Total		114		
Female Subject--Father	Dominance	A	2	178.94	5.25*
	Age	B	1	437.50	12.84**
		AxB	2	18.00	0.53
	Error		109	34.07	
	Total		114		
Male Subject--Mother	Dominance	A	2	29.84	0.88
	Age	B	1	103.55	3.05
		AxB	2	19.89	0.58
	Error		41	34.00	
	Total		46		
Male Subject--Father	Dominance	A	2	16.72	0.53
	Age	B	1	103.48	3.31
		AxB	2	68.89	2.20
	Error		41	31.31	
	Total		46		

*Significant at or beyond the .05 level.

**Significant at or beyond the .01 level.

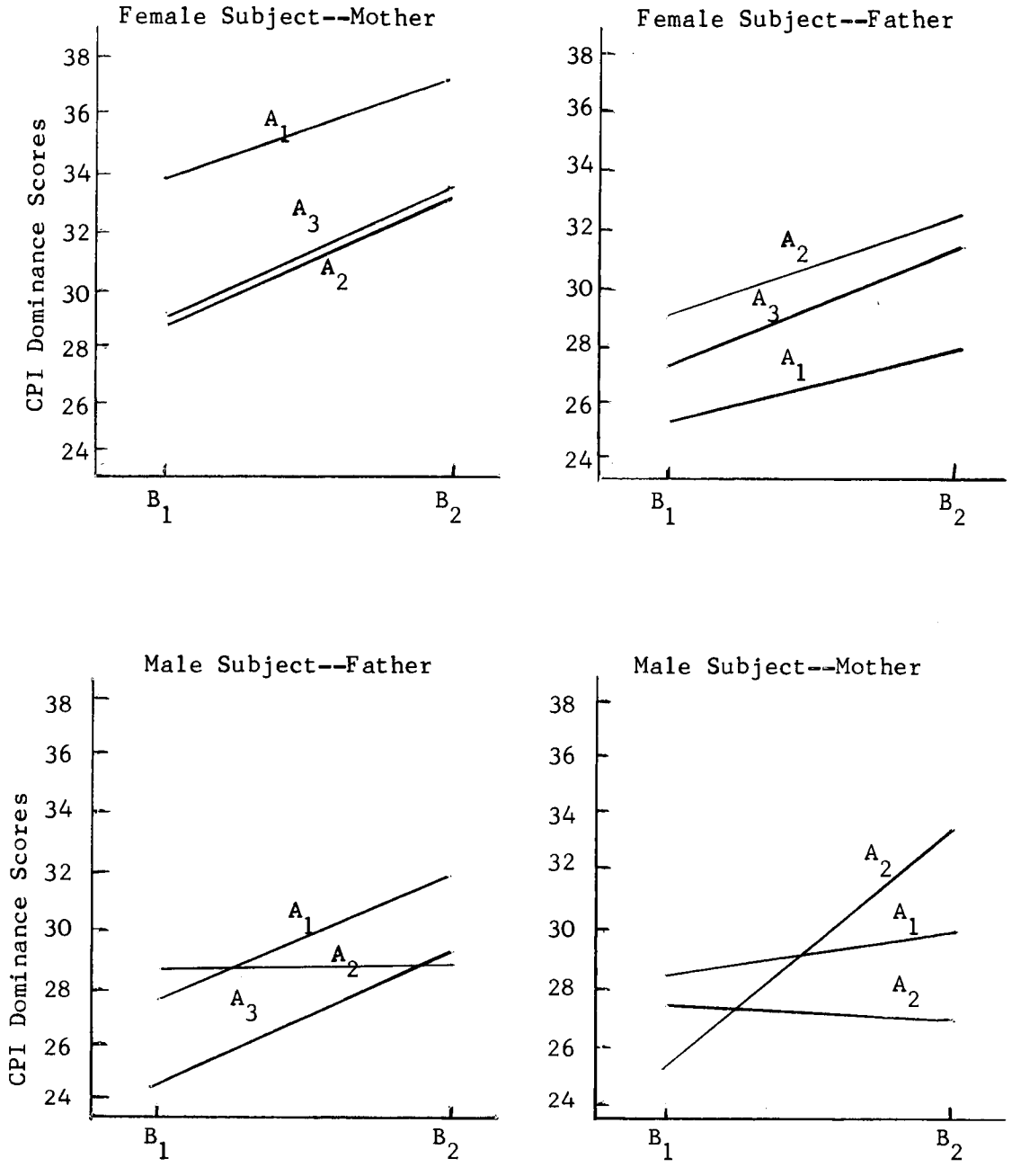


FIGURE 11. Relationship of Parental Dominance, age and sex of subject, and sex of parent to CPI Dominance.

NOTE: A_1 = High parental dominance scores; A_2 = Middle parental dominance scores; A_3 = Low parental dominance scores; B_1 = Ages 19 through 22 years; and B_2 = Ages 23 through 33 years.

parents on the variable of Parental Dominance. High maternal PPAI Dominance for female subjects produced high scores on the CPI Dominance scale, while high paternal PPAI Dominance scores for female subjects produced low scores on CPI Dominance.

Table 55 presents the results of an analysis of variance for the dependent variable of Well-being on the CPI. Figure 12 presents the relationship of the cell means for this analysis. In the female subject vs mother relationship there was a significant main effect for the variable of age as well as an interaction between PPAI Dominance and Age. The three levels of maternal PPAI Dominance produced similar scores on Well-being for the younger group of subjects, with high maternal PPAI Dominance related to the highest level of Well-being. There was an increase in scores on Well-being in the older groups for middle and low levels of maternal Dominance, but a decrease in scores on Well-being for the older group with high maternal Dominance scores. In the female subject vs father relationship, perception of high paternal dominance was related to significantly lower scores on Well-being than perception of middle levels of paternal dominance. In the male subject vs mother and the male subject vs father relationship, there were significant main effects for the variable of age of subject only. Level of Well-being tends to increase for males with age.

Table 56 presents the results of an analysis of variance for the dependent variable of Socialization on the CPI. There was a significant main effect for the parental attitude variable of dominance in the female subject vs father relationship. The group with perception of high paternal dominance scored lowest on the measure of Socialization. (See Figure 13.)

TABLE 55

Two-Way ANOVA for Subject-Parent Sex Differences: Dependent Variable of CPI Well-Being

Relationship	Source		df	Mean Square	F Value
Female Subject--Mother	Dominance	A	2	76.58	2.44
	Age	B	1	106.84	3.40*
		AxB	2	174.16	5.54**
	Error		109	31.41	
	Total		114		
Female Subject--Father	Dominance	A	2	109.15	3.31*
	Age	B	1	48.16	1.46
		AxB	2	6.20	0.19
	Error		109	33.00	
	Total		114		
Male Subject--Mother	Dominance	A	2	3.86	0.19
	Age	B	1	125.38	6.15*
		AxB	2	3.78	0.19
	Error		41	20.32	
	Total		46		
Male Subject--Father	Dominance	A	2	2.66	0.10
	Age	B	1	163.57	6.29*
		AxB	2	18.20	0.70
	Error		41	26.02	
	Total		46		

*Significant at or beyond the .05 level.

**Significant at or beyond the .01 level.

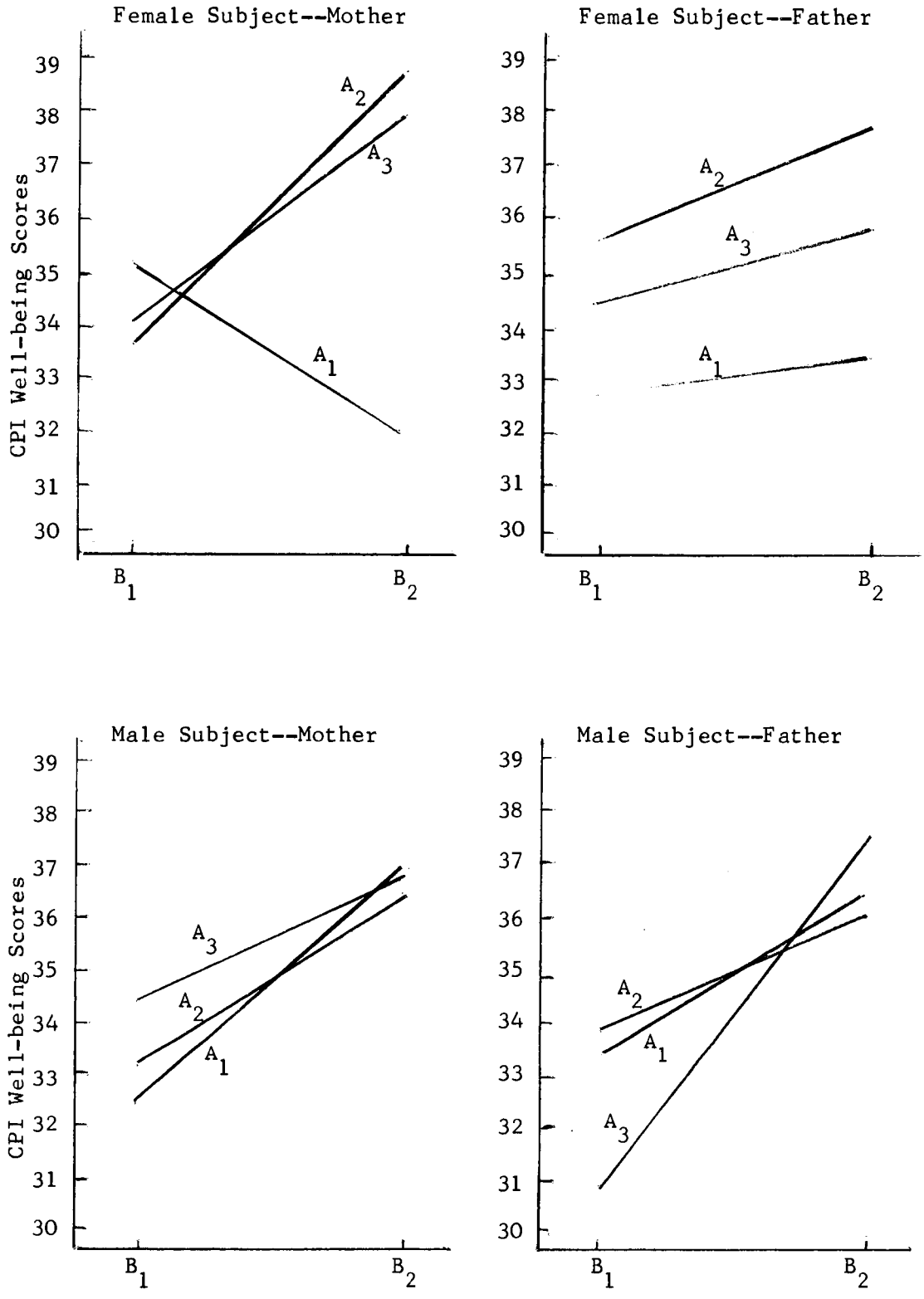


FIGURE 12. Relationship of Parental Dominance, age and sex of subject, and sex of parent to CPI Well-being.

NOTE: A_1 = High parental dominance scores; A_2 = Middle parental dominance scores; A_3 = Low parental dominance scores; B_1 = Ages 19 through 22 years; and B_2 = Ages 23 through 33 years.

TABLE 56

Two-Way ANOVA for Subject-Parent Sex Differences: Dependent Variable of CPI Socialization

Relationship	Source		df	Mean Square	F Value
Female Subject--Mother	Dominance	A	2	46.89	1.66
	Age	B	1	9.29	0.33
		AxB	2	30.35	1.08
	Error		109	28.21	
	Total		114		
Female Subject--Father	Dominance	A	2	171.30	6.47**
	Age	B	1	14.51	0.55
		AxB	2	4.79	0.18
	Error		109	26.47	
	Total		114		
Male Subject--Mother	Dominance	A	2	59.45	1.98
	Age	B	1	55.70	1.85
		AxB	2	1.00	0.03
	Error		41	30.08	
	Total		46		
Male Subject--Father	Dominance	A	2	10.91	0.32
	Age	B	1	45.73	1.36
		AxB	2	5.23	0.16
	Error		41	33.58	
	Total		46		

**Significant at or beyond the .01 level.

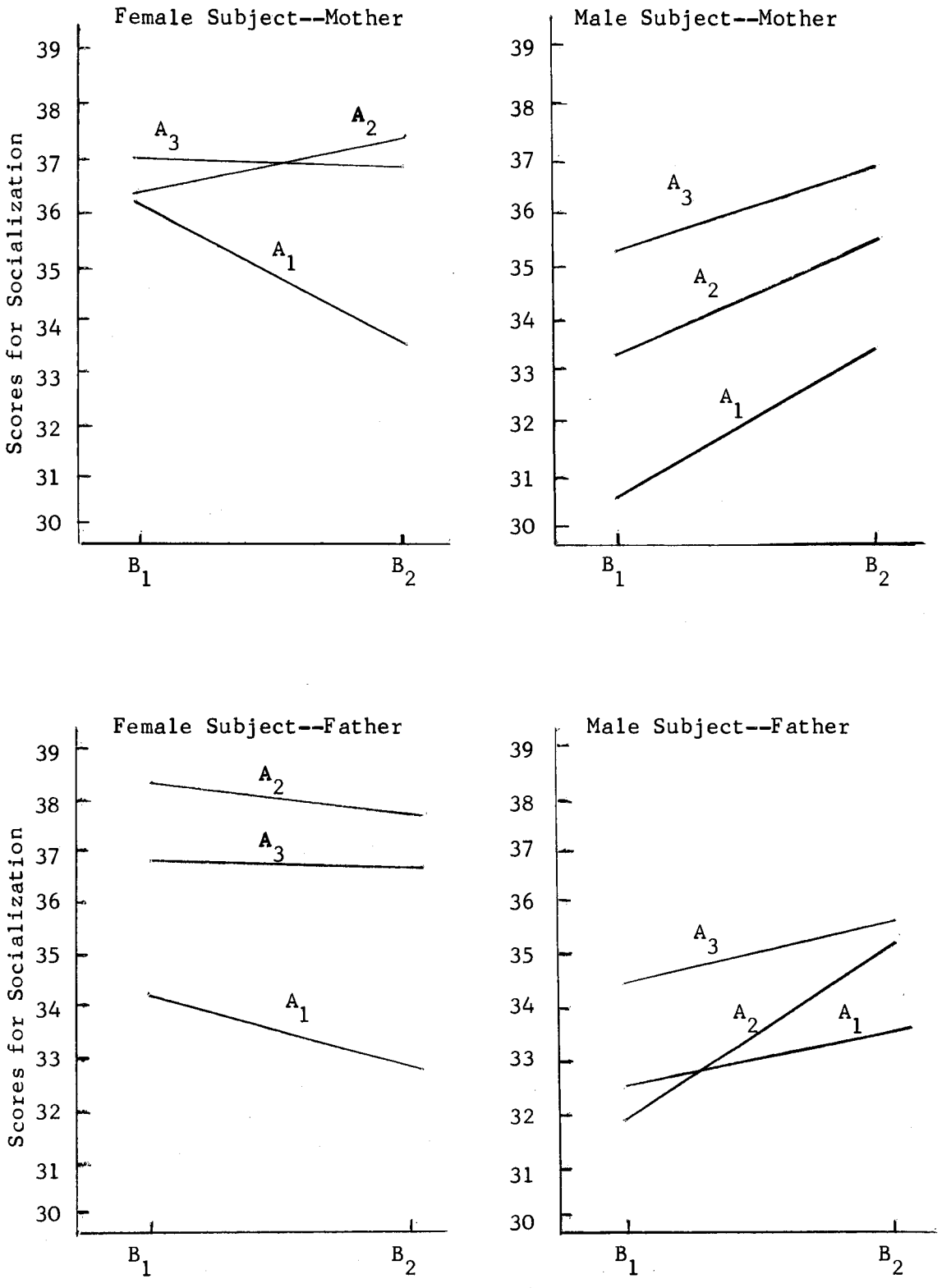


FIGURE 13. Relationship of Parental Dominance, age and sex of subject, and sex of parent to CPI Socialization.

NOTE: A_1 = High parental dominance scores; A_2 = Middle parental dominance scores; A_3 = Low parental dominance scores; B_1 = Ages 19 through 22 years; and B_2 Ages 23 through 33 years.

Table 57 presents the results of an analysis of variance for the dependent variable of Achievement via Conformance on the CPI. There was a significant main effect for the variable of age in each subject-parent relationship. The older age group in each case had higher scores on the measure of Achievement via Conformance. In the case of the female subject vs mother, however, there was a marked interaction, which modifies the preceding statement for that relationship. Subjects in the female subject vs mother group who had a high perception of maternal dominance score decreased in scores on Achievement via Conformance from the younger to the older group. (See Figure 14.)

In summary of the data on subject vs parent sex differences, the evidence indicates that personality outcomes in female subjects may be influenced by the degree of Parental Dominance, and especially in the female subject vs father relationship. In the case of the dependent variables of EPPS Dominance, CPI Dominance, CPI Well-being, CPI Socialization, and CPI Achievement via Conformance, female subjects who scored high on the measure of paternal dominance scored lower than the other groups on the dependent variable. However, in the case of EPPS Autonomy for the dependent variable, female subjects with perception of low paternal dominance scored lowest on the dependent variable. In the female subject vs mother relationship, perception of high maternal dominance tended to lower scores on CPI Dominance, but a tendency for scores on CPI Well-being and Achievement via Conformance was reversed in the group who had a perception of high maternal dominance.

Male subjects who scored high on the measure of perceived parental dominance tended to score lower on the EPPS dependent variable of

TABLE 57

Two-Way ANOVA for Subject-Parent Sex Differences: Dependent Variable of CPI Achievement via Conformance

Relationship	Source		df	Mean Square	F Value
Female Subject--Mother	Dominance	A	2	25.44	1.15
	Age	B	1	164.94	7.46**
		AxB	2	189.70	8.58**
	Error		109	22.09	
	Total		114		
Female Subject--Father	Dominance	A	2	71.13	2.93
	Age	B	1	97.05	4.00*
		AxB	2	12.40	0.51
	Error		109	24.29	
	Total		114		
Male Subject--Mother	Dominance	A	2	26.11	1.26
	Age	B	1	131.60	6.36*
		AxB	2	1.50	0.07
	Error		41	20.70	
	Total		46		
Male Subject--Father	Dominance	A	2	23.53	1.23
	Age	B	1	200.86	10.54**
		AxB	2	10.11	0.53
	Error		41	19.06	
	Total		46		

*Significant at or beyond the .05 level.

**Significant at or beyond the .01 level.

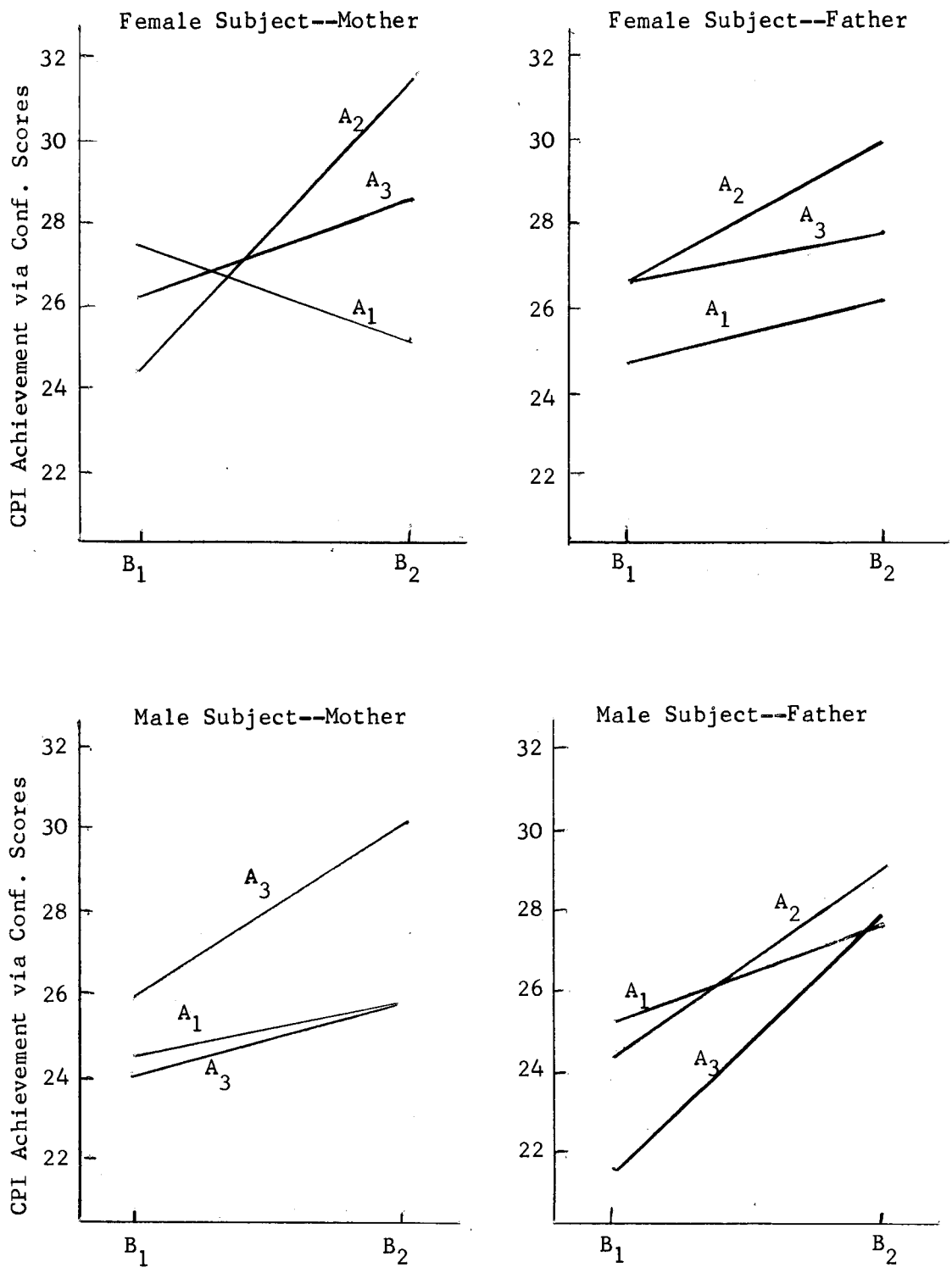


FIGURE 14. Relationship of Parental Dominance, age and sex of subject, and sex of parent to CPI Achievement via Conformance.

NOTE: A_1 = High parental dominance scores; A_2 = Middle parental dominance scores; A_3 = Low parental dominance scores; B_1 = Ages 19 through 22 years; and B_2 = Ages 23 through 33 years.

Dominance, and in addition in the male subject vs mother relationship perception of high maternal dominance tended to be related to lower scores on the variable of EPPS Endurance.

III. Summary of Results

The three hypotheses which were developed and tested in this study related to the construct of satellization vs non-satellization in the theory of ego maturation of Ausubel. The hypotheses were complex in that they included predictions for a total of 45 dependent variables taken from the 16 PF, the EPPS, and the CPI. Since each of these dependent variables were correlated with four parental attitude scores assumed to be related to the theoretical construct of satellization vs non-satellization, 180 correlation coefficients were involved in the three hypotheses.

For 26 of the 45 dependent variables, the four correlations were all significant and in the predicted direction, or were not significant as predicted, and the hypotheses were confirmed. In 10 of the remaining 19 dependent variables, one to three of the four correlations were significant and all four were in the direction hypothesized, or were non-significant as hypothesized. These relationships were tentatively or partially confirmed. For the remaining 9 dependent variables, the hypotheses may be in error, the theory may be incorrect, or the experimental design may have been inadequate to detect significant differences.

The parental attitudes of degree of Dominance and Protection were not part of the hypotheses or directly related to the central construct of the study. However, the correlational study as well as the post hoc

analyses of these variables produced a number ofuseful results which may give indications of how these variables relate to personality differences and suggested directions for future research.

CHAPTER VI

SUMMARY AND CONCLUSIONS

I. Satellization vs Non-Satellization

This study was an effort to provide some validation of an empirical nature for Ausubel's (1952) developmental theory of ego maturation. The focus was on the central construct of the theory, the basic ego orientations of satellization vs non-satellization. The subjects were 56 males and 123 females who were advanced undergraduates and graduate students enrolled in a course in educational psychology at The University of Tennessee, who were classified as satellizers and non-satellizers by the PPAI, an instrument that was developed as a part of this study. Three hypotheses were formulated which predicted positive, negative, and zero correlations between the independent variables of Acceptance vs Rejection and Intrinsic vs Extrinsic Valuation from the PPAI and the dependent variables of 45 scales taken from the 16 PF, the EPPS, and the CPI. Predictions concerning 26 of the 45 variables were fully confirmed, 10 were partially confirmed, and 9 were not confirmed.

The findings of this study differentiated satellizers and non-satellizers in ways consistent with Ausubel's theory. The satellizer, in comparison to the non-satellizer is more sociocentric in his value system. He is more outgoing and values affiliation with others and group dependence. He has a greater degree of self-control and a deeper sense of responsibility to others. He is more sociable and capable of

making a good impression in social situations. He is more willing to deger to others, and is less aggressive than the non-satellizer. In addition the satellizer has a greater sense of well-being than the non-satellizer, and is more self-assured and less apprehensive and tense. He does not value achievement as highly as the non-satellizer, but exceeds the non-satellizer in achievement which involves cooperation with others and group effort.

II. Parental Dominance

Perception of high parental dominance by subjects tends to be related to decreased capacity for leadership, decreased levels of sociability and sense of well-being, less social maturity and ability to achieve in settings where cooperation and social interaction are important factors. Perception of high parental dominance seems also to be related to reduced scores on a measure of Intellectual Efficiency.

In the post hoc analysis of dominance as related to sex differences between subject and parent, the effect of high levels of parental dominance for males was related to reduced capacity for self-assertion and endurance, especially in connection with maternal dominance. For female subjects there was a differential effect between maternal and paternal dominance. High levels of dominance by either parent was associated with reduced levels of self-assertion and leadership capacity. For low paternal dominance leadership capacity tends to increase with age, but for middle levels of paternal dominance capacity for leadership tends to decrease with age. A high level of paternal dominance was also associated with significantly lowered measures of social maturity

and autonomy in female subjects. For high maternal dominance, younger females scored higher on sense of well-being, but this decreased in the older age level. By contrast, the sense of well-being increased with age for the middle and lower levels of maternal dominance. Scores on Achievement via Conformance also decline with age for high maternal dominance, but increase with age for middle and low levels of maternal dominance.

III. Parental Protection

The person who perceives himself as having been highly protected tends to score lower on measures of emotional maturity, self-assurance, and capacity for leadership and status. He is more sober and less venturesome, more tender-minded and apprehensive, more conservative, more compelled by a need for order, and less autonomous. In addition, he scores lower on measures of social presence, sociability, abasement, and sense of well-being. He is lower on a measure of level of intellectual efficiency and higher on interests and activities that have been culturally and traditionally called feminine.

Although no parent-subject sex difference analysis was done for the variable of parental protection in this study, the correlations which generated the differences described above give some indication that parent-subject sex differences do produce differential personality outcomes.

IV. Suggestions for Future Research

It is possible that further analyses based on the sex differential of parent and subject of the data gathered in this study would produce additional useful information on the effect of perceived parental attitudes on personality development. Analyses done in this study were selective and incomplete.

The study needs to be replicated with a wider base of subjects, especially younger subjects and non-student subjects with varying levels of academic achievement. Special occupational and other groups could also be studied in relation to the satellizing vs non-satellizing orientations.

This study has dealt only with those subjects whose PPAI scores were similar for both parents. Another project might study the personalities of subjects who reported a satellizing relationship with one parent but not the other.

Further validation studies in the PPAI would be useful, especially utilizing observation of life experiences as criteria in addition to the self-report instruments used in this study.

A number of additional hypotheses could be developed from Ausubel's theory, and an investigation of them could further the empirical validation of the theory. Hypotheses relating to perception of parental dominance and protection would be especially useful, as well as hypotheses concerning combinations of the PPAI scales.

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APPENDIX

PERCEPTION OF PARENTAL ATTITUDES INVENTORY

Original Form

Instructions:

The responses on this inventory will be used for research purposes only and your personal responses will be held in strict confidence. The instrument is an attempt to measure your impression or perception of the nature of the relationship you had with your parents during your childhood through age nine. Do not dwell on any particular item, but give your impression as honestly as you can, keeping in mind your early childhood years. Make your responses on the answer sheet provided, going through the items once for your father, and a second time for your mother. CIRCLE your response according to the following key.

SD = Strongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree

1. I was confident my parents really loved me even when I displeased them.
2. I felt my parents valued me for my own sake.
3. I worried that my parents might reject me if I disobeyed them.
4. My parents made me "perform" for friends and relatives to show me off.
5. I feel my parents were excessively strict.
6. My parents spoiled me.
7. My parents were often worried I would hurt myself.
8. My parents gave me so much freedom I sometimes got hurt by it.
9. I never doubted my parents love for me.
10. At home I had a real sense of belonging.
11. My parents cared for me only because it was their duty.

12. My parents pushed me to succeed in something in which they had failed.

13. My parents did not tolerate any disobedience.

14. If I really wanted to I could get my own way with my parents.

15. My parents were often afraid I was "coming down with something."

16. My parents let me learn by experience even if I got hurt.

17. I felt my parents had the right to tell me what to do.

18. My relationship with my parents was warm and loving.

19. My parents gave me gifts instead of love.

20. I sometimes felt my parents were using me.

21. I feel my parents were too demanding.

22. My parents seldom disciplined me.

23. In order to protect me, my parents kept me from participating in activities the other children were enjoying.

24. My parents were so busy they sometimes didn't know where I was.

25. I believe my parents were right in the way they treated me.

26. When I failed, it did not affect my parents' love for me.

27. My parents felt I was a burden to them.

28. My parents made me feel that if I didn't succeed I wasn't worth anything.

29. My parents didn't want to let me grow up: they treated me like a baby.

30. I nearly always did what I wanted to do as a child.

31. My parents fussed over the dangers of germs and dirt.

32. My parents were not very concerned about whether I was involved in dangerous activities or not.

33. I believe my parents did the right thing in discipling me.

34. My parents respected me as a person.

35. I wished that I were big and strong enough to show my parents they couldn't boss me around.

36. I resented my parents trying to make me conform to their preconceived pattern.

37. My parents did not trust me to take responsibility.

38. I could usually avoid punishment by crying.

39. I was a very sheltered child.

40. My parents didn't shelter me enough for my own good.

41. I felt guilty when I disappointed my parents.

42. Because my parents felt I was worthy, I had self-respect.

43. I obeyed my parents outwardly, but inwardly I was resentful.

44. I worried that my parents might reject me if I didn't measure up to their preconceived expectations.

45. My sense of loyalty usually prevented me from doing forbidden things away from home.

46. Even when they had to punish me, my parents respected my feelings.

47. I envied other children whose parents seemed to love them more.

48. My parents wanted me in order to satisfy their own needs.

ANSWER SHEET

PERCEPTION OF PARENTAL ATTITUDES INVENTORY

Original Form

BIOGRAPHICAL INFORMATION (Answer all questions relevant to yourself)

1. Name _____ Age ___ Sex: Male____ Female_____

2. If a parent died in your early years, divorce occurred, or for some reason the parent-child relationship changed, circle which year (years) of your life this took place. Age 1 2 3 4 5 6 7 8

3. What was the nature of the change? _____
_____ Age 1 2 3 4 5 6 7 8

4. If you lived with only one parent, circle which years. Age 1 2 3 4 5 6 7 8

5. Was this parent your mother ___ or father ___?

6. If you lived with one or both parent-figures who were not your natural parents, circle which years. Age 1 2 3 4 5 6 7 8

7. Underline the word that describes your relationship to them: stepfather, stepmother, grandmother, grandfather, other relative, guardian.

8. Circle the years of your early life during which your parents attended church or synagogue. Age 1 2 3 4 5 6 7 8

9. Circle the years during your early life when you attended church or synagogue regularly. Age 1 2 3 4 5 6 7 8

- -

Check the response which you feel most closely describes your parents during your early years for each question below.

	None	Slightly	Moderately	Intensely
1. To what extent were your parents active in church life?	___	___	___	___

	None	Slightly	Moderately	Intensely
2. To what extent were your parents committed to their values, whether religious or otherwise?	____	____	____	____
3. To what extent were there conflicts between your parents?	____	____	____	____
4. To what extent do you feel your mother was disappointed in your father as a man?	____	____	____	____
5. To what extent do you feel your father was disappointed in your mother as a woman?	____	____	____	____
6. To what extent did you have difficulty getting along with your mother during childhood?	____	____	____	____
7. To what extent did you have difficulty getting along with your father during childhood?	____	____	____	____

8. Which parent was more dominant in your family? Father___Mother___Equal___

9. In childhood, did you have a "chum" with whom you were very close? Yes___ No___

10. Did you have strong affection for your teachers in elementary school? No_____
Yes_____ (One___More than one___)

ANSWER SHEET: SD = Strongly disagree
D = Disagree
A = Agree
SA = Strongly agree

	Mother	Father		Mother	Father		Mother	Father
1.	SD	SD	2.	SD	SD	3.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
4.	SD	SD	5.	SD	SD	6.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
7.	SD	SD	8.	SD	SD	9.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
10.	SD	SD	11.	SD	SD	12.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
13.	SD	SD	14.	SD	SD	15.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
16.	SD	SD	17.	SD	SD	18.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
19.	SD	SD	20.	SD	SD	21.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
22.	SD	SD	23.	SD	SD	24.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
25.	SD	SD	26.	SD	SD	27.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA

	Mother	Father		Mother	Father		Mother	Father
28.	SD	SD	29.	SD	SD	30.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
31.	SD	SD	32.	SD	SD	33.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
34.	SD	SD	35.	SD	SD	36.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
37.	SD	SD	38.	SD	SD	39.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
40.	SD	SD	41.	SD	SD	42.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
43.	SD	SD	44.	SD	SD	45.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA
46.	SD	SD	47.	SD	SD	48.	SD	SD
	D	D		D	D		D	D
	A	A		A	A		A	A
	SA	SA		SA	SA		SA	SA

PERCEPTION OF PARENTAL ATTITUDES INVENTORY

Revised Form

The responses on this inventory will be used for research purposes only and your personal responses will be held in strict confidence. The instrument is an attempt to measure your impression or perception of the nature of the relationship you had with your parents during your childhood through age nine. Do not dwell on any particular item, but give your impression as honestly as you can, keeping in mind your early childhood years. Make your responses on the answer sheet provided, going through the items once for your father, and a second time for your mother. CIRCLE the number of your response according to the following key.

SD = Strongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree

1. I never doubted his/her love for me.
2. I worried that he/she might reject me if I disobeyed him/her.
3. He/She used me to show me off rather than just valuing me for myself.
4. I feel he/she was excessively strict.
5. I think that he/she might have spoiled me.
6. He/She tended to overprotect me.
7. He/She gave me so much freedom I sometimes got hurt by it.
8. I believe he/she was right in the way he/she treated me.
9. Whatever he/she did for me, he/she did more out of duty than of love.
10. He/She pushed me to succeed in something in which he/she had failed.
11. He/She did not tolerate any disobedience whatsoever.
12. If I really wanted to, I could get my own way with him/her even after he/she had said no.
13. At times he/she was too anxious over my safety or my health.
14. I wished that he/she had done more to keep me from getting myself into trouble.

15. I believe he/she did the right thing in disciplining me.

16. He/She gave me gifts instead of love.

17. I sometimes felt he/she was using me instead of loving me for my own sake.

18. I feel he/she was too demanding of me.

19. Other people thought that he/she spoiled me.

20. He/She shielded me from every little danger.

21. He/She turned me loose so much that at times he/she didn't even know where I was.

22. At home I had a real sense of belonging.

23. He/She felt I was a burden to him/her.

24. I sometimes felt that I had to earn acceptance and love from him/her.

25. He/She tried to make too many decisions for me.

26. As a child I nearly always did whatever I wanted to do.

27. I might have more self confidence today if he/she had given me more freedom and responsibility.

28. He/She was not very concerned about whether I was involved in dangerous activities or not.

29. My relationship with him/her was warm and loving.

30. I wished that I were big and strong enough to show him/her that he/she couldn't boss me around.

31. He/She seemed to want to make me conform to his/her preconceived pattern.

32. He/She tended to overdominate me.

33. He/She let me get away with things that should not have been permitted.

34. I was a very sheltered child.

35. He/She didn't shelter me enough for my own good.

36. He/She valued me as a person in my own right rather than for what I might do for him/her.

37. When I obeyed him/her, I was often inwardly resentful.

38. I worried that he/she might reject me if I didn't measure up to his/her expectations.

39. Even when he/she had to punish me, he/she respected my feelings.

40. I envied other children whose mother/father seemed to love them more.

41. Now I think that when he/she did something "for my own good" it was really for his/her own interest.

ANSWER SHEET

PERCEPTION OF PARENTAL ATTITUDES INVENTORY

Revised Form

BIOGRAPHICAL INFORMATION

Name _____ Age ____ Sex: Male____ Female_____

If you lived with both your parents until you were nine years old, skip Section I. If you did not, please check the items relevant to you.

Section I

My father died when I was 1 2 3 4 5 6 7 8 9 years of age. (Circle appropriate year)
My mother died when I was 1 2 3 4 5 6 7 8 9 years of age.
My parents were divorced when I was 1 2 3 4 5 6 7 8 9 years of age.
I lived with a step-father from age ____ to age ____.
I lived with a step-mother from age ____ to age ____.
I lived with foster parents from age ____ to age ____.
If you were reared by someone other than parents, explain the nature of the relationship. _____
If there has been any major change in your relation with one or both of your parents since you were 9 years old, please explain here _____
_____

Section II

Circle the years of your early life during which your mother regularly attended church or synagogue. 1 2 3 4 5 6 7 8 9

Circle the years of your early life during which your father regularly attended church or synagogue. 1 2 3 4 5 6 7 8 9

Circle the years of your early life when you regularly attended church or synagogue. 1 2 3 4 5 6 7 8 9

Section III

Check the response which you feel most closely describes your parents during your early years for each question below.

1--none
2--slightly
3--moderately
4--intensely

To what extent was your father active in the religious community? 1___ 2___ 3___ 4___

To what extent was your mother active in the religious community? 1___ 2___ 3___ 4___

To what extent was your mother committed to her values, whether religious or otherwise? 1___ 2___ 3___ 4___

To what extent was your father committed to his values, whether religious or otherwise? 1___ 2___ 3___ 4___

During your grade school years, to what extent were you involved in church or synagogue? 1___ 2___ 3___ 4___

During your high school years, to what extent were you involved in church or synagogue? 1___ 2___ 3___ 4___

During your undergraduate years, to what extent were you involved in church or synagogue? 1___ 2___ 3___ 4___

To what extent were there conflicts between your parents? 1___ 2___ 3___ 4___

To what extent do you feel your mother was disappointed in your father as a man? 1___ 2___ 3___ 4___

To what extent do you feel your father was disappointed in your mother as a woman? 1___ 2___ 3___ 4___

To what extent did you have difficulty getting along with your mother during childhood? 1___ 2___ 3___ 4___

To what extent did you have difficulty getting along with your father during childhood? 1___ 2___ 3___ 4___

Which parent was more dominant in your family? Father_____ Mother _____ Equal _____

Did you have strong affection for your teachers in elementary school?
Yes_____ (One_____, More than one_____) No_____

ANSWER SHEET FOR PERCEPTION OF PARENTAL ATTITUDES INVENTORY

Name _____

CAUTION: Notice that the items are numbered across the page on this answer sheet.

On the first half (Section I) of the answer sheet, respond to all items as they apply to your father. Then go through all items again and respond on the second half (Section II) as the questions apply to your mother. SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree.

SECTION I - FATHER

1.	SD	D	A	SA	2.	SD	D	A	SA	3.	SD	D	A	SA	4.	SD	D	A	SA	5.	SD	D	A	SA
6.	SD	D	A	SA	7.	SD	D	A	SA	8.	SD	D	A	SA	9.	SD	D	A	SA	10.	SD	D	A	SA
11.	SD	D	A	SA	12.	SD	D	A	SA	13.	SD	D	A	SA	14.	SD	D	A	SA	15.	SD	D	A	SA
16.	SD	D	A	SA	17.	SD	D	A	SA	18.	SD	D	A	SA	19.	SD	D	A	SA	20.	SD	D	A	SA
21.	SD	D	A	SA	22.	SD	D	A	SA	23.	SD	D	A	SA	24.	SD	D	A	SA	25.	SD	D	A	SA
26.	SD	D	A	SA	27.	SD	D	A	SA	28.	SD	D	A	SA	29.	SD	D	A	SA	30.	SD	D	A	SA
31.	SD	D	A	SA	32.	SD	D	A	SA	33.	SD	D	A	SA	34.	SD	D	A	SA	35.	SD	D	A	SA
36.	SD	D	A	SA	37.	SD	D	A	SA	38.	SD	D	A	SA	39.	SD	D	A	SA	40.	SD	D	A	SA
41.	SD	D	A	SA	DO NOT WRITE IN THIS SPACE																			

AI ____ RE ____ ScS ____ AI ____ EV ____ ScS ____

OD ____ UD ____ ScS ____ OP ____ UP ____ ScS ____

SECTION II - MOTHER

1. SD D A SA	2. SD D A SA	3. SD D A SA	4. SD D A SA	5. SD D A SA
6. SD D A SA	7. SD D A SA	8. SD D A SA	9. SD D A SA	10. SD D A SA
11. SD D A SA	12. SD D A SA	13. SD D A SA	14. SD D A SA	15. SD D A SA
16. SD D A SA	17. SD D A SA	18. SD D A SA	19. SD D A SA	20. SD D A SA
21. SD D A SA	22. SD D A SA	23. SD D A SA	24. SD D A SA	25. SD D A SA
26. SD D A SA	27. SD D A SA	28. SD D A SA	29. SD D A SA	30. SD D A SA
31. SD D A SA	32. SD D A SA	33. SD D A SA	34. SD D A SA	35. SD D A SA
36. SD D A SA	37. SD D A SA	38. SD D A SA	39. SD D A SA	40. SD D A SA
41. SD D A SA	DO NOT WRITE IN THIS SPACE			

AI ____ RE ____ ScS ____ AI ____ EV ____ ScS ____

OD ____ UD ____ ScS ____ OP ____ UP ____ ScS ____

VITA

William H. Pritchard was born in Wheeling, West Virginia, on July 5, 1932, the first of two children born to Mr. and Mrs. William H. Pritchard, Sr. He was graduated from Wheeling High School in 1950, and in June, 1954 received a Bachelor of Arts degree from West Virginia University in Morgantown, West Virginia. In May, 1959, he received a Master of Theology degree from Dallas Theological Seminary in Dallas, Texas. He was pastor of churches in Idaho and Iowa for nine years, and in August, 1968 was employed as Dean of Students and instructor at Mid-South Bible College in Memphis, Tennessee. He entered The University of Tennessee Center for Advanced Graduate Study in Education at Memphis in 1969, and in 1972 came to the Knoxville campus of The University of Tennessee to complete his Doctoral program. He was the recipient of an N. D. E. A. non-service fellowship during the 1972-1974 school years.

He is presently employed as chairman of the Department of Bible and Theology at Detroit Bible College in Detroit, Michigan. He is married and has two children.