

## PARENT-CHILD RELATIONSHIP AND PERSONALITY DEVELOPMENT OF CHINESE SCHOOL CHILDREN\*

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The objective of the present research is to study the relationships between parental child-rearing practices and personality development of children in their school years. The subjects, 2084 in number, are drawn from grade 1 to grade 9 from two elementary and two junior high schools in Taipei area. All the subjects have been given Parent-Child Relation Questionnaire, Tennessee Self-Concept Scale and Children's Internal-External Control Scale. In addition, subjects in grades 4 to 9 have been given the Emotional Maturity Scale, and those in grades 7 to 9 have taken Eysenck's Juvenile Personality Inventory. Children in the 1st, 4th and 7th grades are also rated by their classroom teachers on certain problem behaviors. Multiple regression analyses have been employed and the results indicate that most of the personality variables can be significantly predicted by parental child-rearing practices. The self-concept, internality, emotional maturity of the subjects are more susceptible to parental influences than their neurotic and problem behaviors. Parental loving and rejecting are more important than parental casual and demanding as far as their impacts on the personality development of the child are concerned. Parental child-rearing practices exert greater influences on the personality development of children in upper grade levels than those in the lower grades. Father's and mother's influences are equally important.

### I. INTRODUCTION

The present study is a part of a longitudinal research project which aims at making a systematic study on physical and psychological development of Chinese children in their school years from grade 1 through grade 9. This report confines itself to a correlational study between parent-child relationship and personality development of children.

Parent-child relationship is a very complicated matter which includes all basic interactions between parents and children. The most frequently mentioned are various parental attitudes and behaviors expressed in child-rearing practices such as loving or rejecting attitude toward children, techniques of reward and punishment, ways of satisfying children's basic psychological needs and so on. A number of investigators tried to conceptualize the meaningful dimensions of parental behavior. Shaefer (1965) proposed two: warmth-hostility and autonomy-control. Roe and Siegelman (1963) identified dimensions of acceptance-rejection and of casual-demanding. Armentrout and Burger (1972) further divided the autonomy-control dimension into psychological autonomy-psychological control and firm control-lax control.

Some investigators were more interested in determining the relationship between parental

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behavior and personality characteristics of children such as delinquent behavior, cognitive ability, and general adjustment. Their findings indicated that parental acceptance was positively related to self-acceptance, happiness, and emotional maturity in children (Symond, 1949; Erikson, 1950; Becker, 1960; Siegelman, 1965, 1966; Bollman, 1967). On the other hand, parents with rejecting attitude and authoritarian control tended to have children who were insecure, anxious, withdraw, aggressive and/or with inferior feelings (Symond, 1949; Erikson, 1950; Bandura and Walters, 1950; Medinnus, 1961). Donald (1959) also found that parental indulgence was associated with irresponsibility, anti-authority attitude and problem behavior in children. Clifford (1959) studied the types of discipline used by parents and their influences on children. He found that reward was associated with healthy adjustment while punishment was associated with high level of anxiety and anti-social behaviors. Children treated by severe punishment tended to be repressive and withdrawn.

In recent years, Chinese psychologists have also done a great deal of research in this field. Some focused on the influences of parental behavior on cognitive development (Chu, 1975), language (Wu, 1978) and creativity (Cheng, 1978) of children. Others had their emphases on the impacts of parents exerting on personality development and adjustment of children such as aggression (Su, 1975), locus of control (Yang, 1976), and adjustment (Su and Cheng, 1977; Chien, 1978). These studies have confirmed the findings of previous studies that parental loving behavior and warm attitudes will be conducive to the development of wholesome personality in children and that parental rejecting attitude and neglecting tend to impair children's personality and adjustment.

In most of the above mentioned studies, however, the researchers either limited their investigations to one particular aspect of child's personality or used only subjects from one grade or one age level. Thus, their results are not sufficient for making generalizations. The main purpose of the present study is, therefore, to gather some systemic information concerning the relationship between parental child-rearing practices and the personality characteristics of Chinese children in their school years. Meanwhile, since parental behaviors often vary with the age of the growing child, we are also trying to find out whether their impacts on children's personality also varies in the developing years of the latter. Another objective is trying to find out if any one particular personality attribute is more susceptible to parental influence than others.

## II. METHOD

### 1. Subjects:

2084 young pupils drawn from grade 1 through grade 9 from two elementary schools and two junior high schools in Taipei area formed the sample of this study (Table 1). All Subjects were given Parent-Child Relation Questionnaire, Tennessee Self-Concept Scale and Children's Internal-External Contral Scale. In addition, subjects in grades 4 through 9 were given the Emotional Maturity Scale, and those in grades 7 to 9 took Eysenck's Juvenile Personality Inventory. Children in the 1st, 4th and 7th grades were also rated by their classroom teachers on eight personality traits including problem behavior.

**Table I: The number of Subjects in each grade level.**

Grade Sex	1	2	3	4	5	6	7	8	9	Total
Boys	122	112	110	129	112	103	124	107	107	1031
Girls	124	112	115	131	109	117	126	112	107	1053
Total	246	224	225	260	221	225	250	219	214	2084

## 2. Questionnaires and Tests:

(1) *Parent-Child Relation Questionnaire*(PCQS): This Questionnaire was originally developed by Roe and Siegelman (1963) to measure the characteristic child-rearing practices of parents through the perception of children. The original form contains 144 items with 10 subscales namely: loving, casual, protecting, neglecting, rejecting, demanding, symbolic-love reward, symbolic-love punishment, direct-object reward, direct-object punishment. The Questionnaire has been revised by Chu (1975) for the use of Chinese children. Since it is too long for young pupils under grade 4, only six scales (loving, rejecting, casual, demanding, symbolic-love reward and direct-object punishment) with 10 items on each scale have been selected for the present use. Each child was asked to rate on a 5 point scale the frequencies of occurrence of certain behaviors conducted by his father and mother.

(2) *Tennessee Self-Concept Scale*: A short form of the revised Tennessee Self-Concept Scale with 30 items was given to subjects from grade 1 through grade 9.

(3) *Children's Internal-External Control Scale*: This scale was developed by Nowichi and Strickland (1973). The full scale was given to children of 4th grade and up while its short form was given to the 1st, 2nd 3rd graders.

(4) *The Scale of Emotional Maturity*: It was developed by Pearson (1954) based on selected items of the MMPI for the measurement of emotional maturity of individuals. The revised form has 30 items and was given to children of the 4th and upper grades.

(5) *Eysenck's Juvenile Personality Inventory*: This scale is designed to measure Extraversion and Neuroticism of young people. In this study, it was only given to subjects from grade 7 to grade 9.

(6) *Teachers' Ratings*: Subjects of 1st, 4th and 7th grades were rated by their classroom teachers on 8 personality traits: achievement, health, happiness, leadership, popularity, aggression, dependency and problem behavior.

## III. RESULTS

### 1. Parent-Child Relationship and the Self-Concept of Children:

Table II contains the correlations between the ratings of PCRQ for both father-child and mother-child Relationships and the subjects' scores on the Tennessee Self-Concept Scale. The figures show that subjects from grades 2 to 9 who perceive their fathers and

Table II: Correlations between Parent-Child Relations and the Self-Concept of Chinese School Children.

Grade	Sex	Items		Loving		Rejecting		Symbolic-love Reward		Direct-object Punishment		Casual		Demanding	
		Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo
1	Boys	.01	.14	-.01	.08	.15	.28**	-.14	-.18	-.15	-.10	.10	.07		
	Girls	.08	.13	-.20*	-.09	.11	.20*	-.29**	-.14	-.09	-.04	-.05	.08		
2	Boys	.39**	.25*	-.08	-.16	.19	.29**	-.25*	-.15	.02	.09	.08	.12		
	Girls	.33**	.14	-.11	-.09	.07	.19	-.20*	-.14	-.10	-.09	-.08	-.11		
3	Boys	.11	.19	-.02	.06	.25*	.24*	.09	.12	.00	-.02	.13	-.06		
	Girls	.14	.26**	-.16	-.14	.19	.00	-.25*	-.25**	-.04	-.03	-.03	-.10		
4	Boys	.40**	.37**	-.19	-.19	.28**	.43**	-.01	-.11	.12	.20*	.12	.06		
	Girls	.13	.11	-.23*	.36**	.11	.02	-.19	-.17	-.12	.00	-.26**	.28**		
5	Boys	.29**	.24*	-.13	.06	.28**	.32**	-.07	-.15	.13	.04	.03	.04		
	Girls	.33**	.05	-.23*	-.21*	.29**	.41**	-.01	.04	.00	-.02	-.05	-.14		
6	Boys	.42**	.35**	.23*	-.48**	.34**	.42**	-.18	.32**	-.04	.14	-.07	-.10		
	Girls	.34**	.28**	-.12	.05	.31**	.41**	.00	.09	.05	-.06	-.09	-.05		
7	Boys	.22**	.36**	-.28**	.18	.04	.26**	.28**	-.25*	.00	-.03	-.06	-.08		
	Girls	.35**	.43**	-.34**	.34**	.32**	.32**	-.25*	-.24*	-.18	-.02	-.15	-.04		
8	Boys	.32**	.27**	-.29**	.18	.24*	.28**	-.23*	.01	.04	-.13	-.04	.12		
	Girls	.10	.30**	-.12	-.32**	.29**	.26**	.26**	.24*	-.08	-.07	-.09	.22*		
9	Boys	.37**	.45**	-.23*	.05	.33**	.40**	.09	.04	-.07	.09	-.02	.07		
	Girls	.23*	.40**	-.19	.27**	.19	.25*	-.03	.02	.09	.11	-.09	.05		

\* P&lt;0.05

\*\*P&lt;0.01

Fa: Father

Mo: Mother

mothers as warm, loving and accepting tend to have positive self-concept. Parents who use the technique of symbolic-love reward seem to have helped their children in developing favorable self-concept. The significant positive relationship between these two variables is very stable among the 5th and upper graders. For those under the 4th grade, the symbolic-love reward used by the mother seem to have greater impact on children's self-concept than that used by the father. Also shown in Table II, parental rejection is seen negatively related to self-concept of children from grade 4 to grade 9. The data suggest that father's rejection seems to have greater harmful effect on the self-concept of boys while mother's rejection tends to associate more closely with the self-concept of girls. As far as the relation of parental direct-object punishment and the children's self-concept is concerned, the data show a negative correlation in majority of the cases. However, in grades 4, 5, and 9, the relations have not reached the level of significance. For the youngsters of grades 1 to 3, the father's behavior seems to have greater influence than that of the mother on the child. But the opposite is true for subjects in grades 6 to 8.

Neither parents' casual behavior nor their demanding correlates significantly with the self-concepts of their children.

## 2. Parent-Child Relationship and the Belief of Internal-External Control of Children:

Children's Internal-External Control Scale was administered to all subjects from grade 1 through grade 9. The scale is scored on "internality", i.e. the higher the score, the stronger the belief of internal control is. Table III gives the correlations between the scores of PCRQ and that of the "internality" of the children. We can see from Table III that parental loving is positively associated with the belief of internality of children. Most of the correlations, except those of grades 1 and 2, have reached the level of significance. Parental symbolic-love reward also correlates positively with the belief of internal control of children in grades 4, 5, 6, 7, 8 and 9. But the significant correlations are scattered around and do not show a consistent trend.

Table III also shows the tendency that unfavorable parental child-rearing behaviors such as rejecting and direct-object punishment are associated with the belief of external control of children. The correlations between the two variables are significant among subjects from grade 4 to grade 9, but are not significant among the younger ones under grade 3.

There seems to be some differences between the influence of the father's direct-object punishment and that of the mother upon the belief of locus of control of children. More specifically, father's punishment is only related to the belief of external control of boys in grades 2, 6, and 8. On the other hand, mother's punishment is associated with the belief of external control of boys in grades 2, 6, and 7, and with that of girls in grade 3. In regard to the relation between parental casual and demanding behavior and the belief of internal control of the subject, negative associations seem to exist. But the correlations have not reached the level of significance.

By and large, the findings of the present study are congruent with the results obtained by Yang (1976). She also found that externals, as compared with internals, tended to perceive their parents as more rejecting, casual and demanding.

Table III: Correlations between Parent-Child Relations and the Internal-External Control of Chinese School Children.

Grade	Sex	Loving		Rejecting		Symbolic-love Reward		Direct-object Punishment		Casual		Demanding	
		Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo
1	Boys	-.02	.10	-.04	-.27**	-.06	.06	-.03	-.15	-.16	-.14	-.12	-.18
	Girls	.08	.02	-.12	-.15	.01	.00	-.10	-.19	.00	-.04	-.11	-.20*
2	Boys	.15	.01	-.12	-.11	.07	.04	-.35**	-.30**	-.24*	-.05	.00	-.12
	Girls	.10	.11	-.06	.10	.09	-.07	-.06	-.02	-.12	.00	-.07	-.16
3	Boys	.11	.00	-.11	-.02	.13	.16	.10	.07	-.04	-.01	-.02	-.12
	Girls	.31**	.28**	-.15	-.13	.24*	.14	-.20**	-.33**	.11	.04	-.09	-.24*
4	Boys	.35**	.21*	-.14	-.24*	.24*	.25*	-.10	-.19	.10	.14	-.10	-.06
	Girls	.06	.20*	-.32**	-.31**	.03	.08	-.17	-.10	-.18	-.08	-.20*	-.23*
5	Boys	.31**	.28**	-.32**	-.31**	.19	.12	-.16	-.18	.10	-.01	-.23*	-.23*
	Girls	.24*	.22*	-.31**	-.33**	.26**	.22**	-.15	-.04	.00	-.04	-.05	-.23*
6	Boys	.24*	.20*	-.30**	-.38**	.09	.11	-.22*	-.29*	-.05	-.21*	-.16	-.09
	Girls	.01	.00	-.05	-.01	.07	.11	-.02	-.03	.15	.11	.00	.02
7	Boys	.15	.41**	-.13	-.30**	.09	.31**	.00	-.25*	.07	.08	.04	-.01
	Girls	.31**	.25*	-.30**	-.26**	.31**	.28**	-.17	-.05	-.08	.06	-.15	-.09
8	Boys	.33**	.31**	-.38**	-.25*	.20*	.25*	-.23*	-.10	.09	.12	-.11	-.17
	Girls	.28**	.13	-.20*	-.16	.15	.13	.04	-.09	-.03	-.21*	-.02	.09
9	Boys	.22*	.22*	-.32**	-.02	.30**	.28**	.02	-.03	-.04	.06	-.10	-.15
	Girls	.27**	.39**	-.32**	-.32**	.26**	.26**	-.14	-.02	.21*	.14	-.19	-.05

\* P&lt;.05

\*\* P&lt;.01

### 3. Parent-Child Relationship and the Emotional Maturity of Children:

Correlation coefficients in Table IV show a clear trend that parental loving and symbolic-love reward are positively related to the emotional maturity of children from grade 4 through grade 9. The only exception is grade 8 where the symbolic-love reward of mother does not seem to have any relation with the emotional maturity of her children.

On the other hand, parental rejection is found negatively associated with the emotional maturity of the children in most of the grade levels. These relations are more consistent in children of grades 4 and 5 than among the older groups. In grades 7 and 9, father's rejection seems to exert influences on the emotional development of both boys and girls while the influence of mother's rejection is only limited to the emotional development of girls. Similarly, negative correlations are found between parental direct-object punishment and emotional maturity of children, and this relation is very clearly seen in grades 4 and 7. For other grades, the relationship is not consistent.

**Table IV: Correlations between Parent-Child Relations and the Emotional Maturity of Chinese School Children.**

Grade	Sex	Loving		Rejecting		Symbolic-love Reward		Direct-object Punishment		Casual		Demanding	
		Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo
4	Boys	.33**	.21*	-.31**	-.27**	-.30**	.28**	-.16	-.20*	.06	.17	-.13	-.22*
	Girls	.08	.20*	-.42**	-.46**	.04	.18	.28**	-.20*	-.13	-.03	-.24*	-.24*
5	Boys	.26**	.20*	-.28**	-.28**	.17	.15	-.25*	-.25*	.23*	.04	-.06	-.10
	Girls	.27**	.30**	-.28**	-.37**	.23*	.26**	-.12	-.14	-.03	-.06	-.07	-.15
6	Boys	.37**	.35**	-.23*	-.44**	.31**	.32**	-.14	-.22*	-.03	-.13	-.14	-.22*
	Girls	.18	.21*	-.02	.00	.22*	.36**	.01	-.11	.03	-.01	-.06	.00
7	Boys	.15	.31**	-.23*	-.18	-.02	.19	-.34**	-.23*	.13	.02	-.22*	-.11
	Girls	.37**	.35**	-.34**	-.37**	.29**	.27**	-.27**	-.22*	-.17	.04	-.10	-.13
8	Boys	.23*	.15	-.23*	-.19	.21*	.17	.00	.06	-.12	-.07	.11	-.09
	Girls	.34**	.24*	-.22*	-.25*	.21*	.16	-.20*	.25*	-.06	-.16	-.03	-.03
9	Boys	.25*	.27*	-.17	-.05	.22*	.31**	-.02	.02	.07	.09	.02	-.10
	Girls	.25*	.32*	-.23*	-.20*	.20*	.16	-.20*	-.17	.08	.11	-.19	-.05

\* P&lt;0.05

\*\* P&lt;0.01

#### 4. Parent-Child Relationship and the Neuroticism of Children

The correlations between parental child-rearing practices and children's scores on neuroticism are shown in Table V. In this particular aspect, girls seem to be more susceptible to their parental influences.

In general, children's neuroticism is definitely associated positively with parental loving and negatively with parental rejection. These relations are statistically significant among girls in all three grades of 7, 8, and 9. For boys, mother's loving for those in grade 9 and mother rejection for those in grade 7 seem to have significant effect while father's handling does not have such close relations. As is expected, parental symbolic-love reward correlates negatively with children's neuroticism in almost all cases, though the relationship is not statistically significant. On the other hand, parental direct-object punishment tends to associate positively with children's neuroticism, and for boys of grade 7 and for girls in grades 8 and 9 the correlations have reached the significant level.

In general, the relationship between parental casual and demanding behavior and children's neuroticism are neglectable and the few exceptions are: father's casual behavior related significantly with neuroticism of girls in grade 7 and his demanding behavior seems to have invited neuroticism among boys of grade 7 and among girls of grade 9. Mother's casual behavior is found related significantly with neuroticism of girls in grade 8 only.

#### 5. Parent-Child Relationship and Children's Problem Behavior Rated by their Teachers

Table VI presents the correlations between parent-child relationship and children's problem behavior rated by teachers. Although the correlations coefficients are generally low, the trend is in the expected direction, i.e. parental loving and parental symbolic-

Table V: Correlations between Parent-Child Relations and Neuroticism of Chinese School Children.

Grade	Sex	Loving		Rejecting		Symbolic-love Reward		Direct-object Punishment		Casual		Demanding	
		Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo
7	Boys	-.01	-.15	.16	.28**	.01	.01	.36**	.21*	.19	.04	.23*	.18
	Girls	-.29**	-.27**	.28**	.30**	.10	-.12	.18	.14	.25*	-.03	-.01	.06
8	Boys	-.08	.00	.16	.07	.00	-.01	.04	-.09	.05	.07	-.09	.12
	Girls	-.25*	-.22*	.26**	.24*	-.12	-.04	.01	.30**	.13	.25*	.03	.09
9	Boys	-.13	-.25*	.05	.04	-.07	-.27**	.00	-.02	.00	.01	-.02	.07
	Girls	-.16	-.20*	.39**	.26**	-.06	-.02	.27**	.13	.06	-.03	.40**	.17

\*  $P < .05$ \*\*  $P < .01$

love reward are negatively related to children's problem behavior while parental rejecting, direct-object punishment, casual behavior and demanding are positively related to problem behavior.

**Table VI: Correlations between Parent-Child Relations and Problem Behaviors of the Subjects in Grade 1, 4 and 7.**

Grade	Sex	Items		Loving		Rejecting		Symbolic-love Reward		Direct-object Punishment		Casual		Demanding	
				Fa		Fa		Fa		Fa		Fa		Fa	
				Mo		Mo		Mo		Mo		Mo		Mo	
1	Boys			.02	-.03	-.02	.01	.01	-.15	.23*	-.01	.13	.11	.13	.03
	Girls			-.11	-.15	.09	-.01	-.13	-.09	.13	.24*	.21*	.03	.07	.07
4	Boys			-.22*	-.16	.14	.18	-.15	-.12	.16	.03	-.06	.10	.09	.07
	Girls			.16	-.14	.15	.18	-.08	-.07	.30**	.30**	-.04	-.03	.23**	.22**
7	Boys			-.03	-.05	.32**	.19	.05	-.04	.13	.28**	-.04	.09	.18	.22**
	Girls			.03	-.14	.12	.14	-.17	-.08	.19	.18	-.08	.04	.14	.23*

\*  $P < .05$

\*\*  $P < .01$

## 6. The Multiple Regression Analysis

In order to understand to what extent that parent-child relationships actually influence the personality development of the child, multiple regression analyses have been employed. The five personality variables are used as the criteria and they are (1) self-concept, (2) internality, (3) emotional maturity, (4) neuroticism and (5) problem behavior. The predictors are (1) mother's child-rearing practices, (2) father's child-rearing practices and (3) both father's and mother's child-rearing practices. The predictors' contributions to the prediction of personality criteria are presented in Table VII.

(1) As shown in Table VII, the regression of the self-concept of the child on mother's child-rearing practices has yielded multiple correlation coefficients of .38 to .80 which are significant in most of the grade levels. These significant multiple correlation coefficients indicate that mother's child-rearing practices account for 11% to 64% of variance in the self-concept of the subjects, depending on specific grade levels. The values of multiple correlation coefficients of father's child-rearing practices are from .39 to .56 which account for 15% to 31% of variance in the self-concept of the subjects. The values of multiple correlation coefficients of father's and mother's child-rearing practices are from .37 to .81 which account for 14% to 66% of the variance in the self-concept of the subjects.

(2) Table VII also shows that the regression of the internality of the child on mother's child-rearing practices has yielded multiple correlation coefficients of .36 to .51 which are significant in most of the grade levels and account for 13% to 26% of the

**Table VII Multiple Correlations Coefficients between Parental Child-Rearing Practices and the Personality Variables of the Subjects of Grade 1 to Grade 9**

Grade	Sex	Self-Concept			Internal-External Control			Emotional Maturity			Neuroticism			Problem Behavior		
		FCRP	MCRP	FCRP & MCRP	FCRP	MCRP	FCRP & MCRP	FCRP	MCRP	FCRP & MCRP	FCRP	MCRP	FCRP & MCRP	FCRP	MCRP	FCRP & MCRP
1	Boys	.49**	.80**	.81**	.19	.36*	.39							.28	.24	.34
	Girls	.39**	.33*	.46**	.22	.27	.31							.33**	.22	.39
2	Boys	.44**	.38*	.51**	.43**	.32	.46**									
	Girls	.39**	.31	.44*	.22	.29	.36*									
3	Boys	.29	.31	.37	.21	.23	.32									
	Girls	.33*	.38**	.46**	.37**	.42**	.49**									
4	Boys	.45**	.52**	.58**	.36**	.39**	.49**	.46**	.44**	.50**				.30	.29	.43*
	Girls	.35*	.39**	.46**	.32*	.35*	.41**	.45**	.54**	.57**				.33*	.34*	.37
5	Boys	.36*	.38**	.44*	.51**	.42**	.46**	.43**	.36*	.48**						
	Girls	.38*	.54**	.57**	.38*	.43**	.51**	.34*	.44**	.46**						
6	Boys	.43**	.56**	.58**	.43**	.46**	.52**	.44**	.55**	.56**						
	Girls	.43**	.46**	.52**	.19	.21	.25	.27	.40**	.43*						
7	Boys	.41**	.41**	.52**	.25	.51**	.57**	.41**	.41**	.54**	.34*	.38**	.46*	.33	.26	.44*
	Girls	.49**	.52**	.58**	.41**	.36**	.44**	.49**	.47**	.56**	.43**	.35*	.50**	.37**	.28	.43*
8	Boys	.54**	.45**	.60**	.47**	.40**	.52**	.37*	.31	.31	.19	.20	.25			
	Girls	.43**	.48**	.52**	.35*	.35**	.42**	.26	.28	.31	.21	.20	.25			
9	Boys	.56**	.53**	.64**	.47**	.33	.51**	.43**	.41**	.51**	.25	.33	.38			
	Girls	.27	.41**	.44*	.44**	.44**	.52**	.38*	.40**	.46*	.48**	.30	.50**			

MCRP: Mother's Child-Rearing Practices

FCRP: Father's Child-Rearing Practices

FCRP & MCRP: Father's and Mother's Child-Rearing Practices

\*  $P < .05$

\*\*  $P < .01$

variance in the internality of the subjects. The values of multiple correlation coefficients of father's child-rearing practices are from .32 to .51 which account for 10% to 26% of variance in the internality of the subjects. The values of multiple correlation coefficients of father's and mother's child-rearing practices are from .41 to .52 which account for 17% to 27% of the variance in the internality of the subjects. These results also indicate that the influences of parental child-rearing practices on the internality of the subjects seem to be greater in upper grade levels than in the lower ones.

(3) Table VII indicates that the regression of the emotional maturity of the child on mother's child-rearing practices has yielded multiple correlation coefficients of .28 to .55 which are significant in most of the grade levels and which account for 13% to 30% of variance in the emotional maturity of the subjects. The values of multiple correlation coefficients of father's child-rearing practices are from .26 to .49 which account for 12% to 24% of the variance in the emotional maturity of the subjects. As regarding to the influences of father's and mother's child-rearing practices, the values of multiple correlation coefficients are from .43 to .57 which account for 18% to 32% of the variance in the emotional maturity of the subjects.

(4) Table VII indicates that the regression of the neuroticism of the child on mother's child-rearing practices has yielded multiple correlation coefficients of .25 to .50 which are significant only at grade 7 (boys,  $R=.38$ ; girls,  $R=.35$ ). When father's child-rearing practices is used as the predictor, its predictions to the neuroticism of the child are significant only at grade 7 (boys,  $R=.34$ ; girls,  $R=.43$ ) and at grade 9 (girls,  $R=.48$ ). When father's and mother's child-rearing practices is used as the predictor, its predictions to the neuroticism of the child are significant only at grade 7 (boys,  $R=.46$ ; girls,  $R=.50$ ) and at grade 9 (girls,  $R=.50$ ). These findings seem to suggest that parental child-rearing practices might not be an important factor in determining the development of neuroticism of adolescents, especially with the older ones.

(5) Data in Table VII shows that the regression of the problem behavior of the child on mother's child-rearing practices has yielded multiple correlation coefficients of .22 to .34. The values of multiple correlation coefficients are not significant in most of the grade levels except for grade 4 (girls,  $R=.34$ ). When father's child-rearing practices is used as the predictor, its predictions to the problem behavior of the child are significant for boys of grades 1, 4 and 7. The values of multiple correlation coefficients of father's child-rearing practices are .33, .33 and .37 respectively. They account for 11% to 14% of the variance in the problem behavior of boys of grades 1, 4 and 7. When father's and mother's child-rearing practices is used as the predictor, its predictions to the problem behavior of the child are significant only at grade 4 (boys,  $R=.43$ ) and at grade 9 (boys,  $R=.44$ ; girls,  $R=.43$ ). These findings seem to indicate that parental child-rearing practices especially mother's child-rearing practices are less important in the development of problem behavior of children of the lower grades. However, the influences of parental child-rearing practices tend to increase as the child reaches the age of adolescence. Besides, it is clearly shown that father's influence is much greater than that of the mother especially for girls.

## IV. DISCUSSION

1. Personality development of an individual is a very complex process and its determinants are too complicated to be analyzed. However, the results of the present study seem to have confirmed that among other things, parent-child relationship is an important factor to the personality development of young people. The data of the multiple regression analyses show that either the contributions of father's and mother's child-rearing practices combined together, or the contributions of the father or of the mother alone, to the prediction to the personality variables of the subjects are significant in most grade levels. The values of multiple correlation coefficients between the predictors and the criteria are from .33 to .81 which account for 11 to 64% of variance in the criteria, depending on the specific personality attributes. This finding seems to suggest, the self-concept, internal control orientation and the emotional maturity of the child are more susceptible to parental influences than the neuroticism and problem behavior. Barton, Dielman and Cattell (1978) found that mother's child-rearing practices accounted for between 4 to 13 percent of the variance in the child's personality scores. Comparing with the results of their study, the present pattern of results give us much more confidence in making generalizations of this regard. However, the finding also shows that parental effect is mixed with other influences outside the family such as peers, teachers, schools and society.
2. Among the six parental child-rearing practice variables, investigated in this study, it is found that parental loving and symbolic-love reward are most conducive to the development of favorable self-concept, internality, emotional maturity of the child and are negatively associated with neuroticism and problem behavior in children and adolescents. These findings are congruent with the results of many previous studies. For example, Cooper-smith (1967) found that mothers of boys high in self-esteem were likely to be those who accepted their children by manifestations of concerns, affection and also rapport. Chien (1978) found that 4th graders who perceived their parents as loving tended to have better personal and social adjustment. They were self-reliant and self-confident. Similar results have been found by Su and Cheng (1977).

The data obtained in the present study also indicate that unfavorable parental child-rearing practices such as rejecting and direct-object punishment are associated with negative self-concept, emotional immaturity, externality, neuroticism and behavior problem of children and adolescents. These results are also in agreement with the findings of Chien (1967) who suggested that among the 4th graders, parental rejection was associated with neurotic symptoms. Su and Chen (1975) also found the same pattern of impact of parental rejecting.

The results of the present study seem to indicate that parental casual and demanding are less important as far as their impacts on the personality development of children and adolescents are concerned. This finding is also consonant with that of Yang & Yang's (1976) study in which parental demanding was not associated with the internality of elementary school children. This phenomenon might be due to the fact that within our society, nearly all parents expect high achievement of their children and tend to impose

strict regulations to them. Therefore, from children's view point, there is little variation in parental demanding through the perception of the subjects.

3. The data derived both from simple correlation analyses and from the multiple regression analyses suggest that the impact of parental child-rearing practices upon a child's personality development seems to be a function of the child's age. The parental behavior does not associate clearly with personality characteristics of a child when the latter is very young. The correlations between the two variables show an increase as the child grows older. This is an interesting phenomenon, which seems to be contradictory to the general belief that the younger the child is the greater the environmental influences will be. However, close examination will reveal that this contradiction may be only a superficial one. One should keep in mind that the PCRQ in this study were answered by children through whose perception their parents' child-rearing practices were rated. Besides, it takes time for a child to get to the stage when he is able to put many scattered facts and experiences together to formulate a concrete concept or to analyze a diffused feeling or a general idea into systematic categories. Young children of lower grades may find it difficult to make clear differentiation about parents' behavior along a particular scale. Undifferentiated ratings will naturally have lower correlations with other variables.

Another reason for the above mentioned phenomenon is that parents in general are more nurturant to younger children than to the older ones. Punishment and demanding practices are not frequently used and usually a great deal of tolerance is given to young child's behavior. Even in the case of rejection, parental negative feelings are expressed very subtly rather than overtly. In other words, when the child is young, his parents' caring behavior is generally simple and is hard to differentiated into sophisticated categories.

4. As regarding to the impact of father versus of the impact of mother, a glance of the data derived from the simple correlation analyses will notice the fact that in most of the cases significant correlations between parental child-rearing practices and the child's personality development. Data derived from both simple correlation analyses and the multiple regression analyses show that both father's and mother's child-rearing practices give significant predictions to the development of self-concept, internality and emotional maturity of their children. These findings seem to suggest that the child-rearing practices of both parents are equally important as far as their impacts upon the development of the child are concerned.

In a study of Chien, parental child-rearing practices were found to have greater influences on the personality development of girls than that of boys. However, such difference is not found in the present study. In many early studies, mother's behavior and her child-rearing practices were often made the major focus of attention (Bayley & Schaefer, 1960; Sears et al., 1946, 1953, 1956, 1957; Yarrow, 1960). That tendency is based on the assumption that in the early years of a child's life, the influence of the mother is probably greater than that of the father. In the recent years, however, evidences seem to suggest that the father's influence is equally important as that of the mother's. Sears (1951)

found that without a masculine model, the 3- and 4- year-old boys from father-absent homes manifested significantly less aggression in doll play than boys from a father-present homes. After having reviewed the literature on the topic of parental child-rearing practices and moral development, Hoffman (1963) found that father's discipline emerged as relatively unimportant in young children but as taking on increased significance with older ones. Chu (1975) found that father increasingly played an important role in the cognitive development of children of 4th to 6th graders. From the results of Su and Chen's study, the fathers also exerted great impact on the personal and social adjustment of adolescence. The results of the present study have brought to us further evidence that the importance of the father in regard to his influences on the development of the child cannot be underestimated or neglected.

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# 我國在學兒童的親子關係和人格發展

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## 摘 要

本研究目的在探討親子關係對於國民教育階段中兒童及青少年人格發展之影響，研究受試為2084名國小一年級至國中三年級學生，各年級受試分別接受親子關係問卷，自我概念及內外控信念量表，此外，國小四年級至國中三年級受試尚接受情緒穩定性量表，國中一年級至國中三年級受試尚接受青少年人格量表，國小一年級與四年級以及國中一年級受試尚就問題行為接受教師之評定，全部所得資料經積差相關及多元迴歸處理分析之後，主要結果如下：

1. 親子關係可有意義的預測兒童及青少年自我概念，內控信念及情緒穩定等人格特質之發展。
2. 在各項親子關係當中，父母之愛護、獎勵、拒絕及懲罰等變項對於兒童及青少年人格發展之影響，顯較父母之寬鬆、命令等變項為大。
3. 親子關係對於國小中高年級兒童以及國中階段青少年人格發展的影響，顯較國小低年級學生為大。
4. 父子關係與母子關係對於兒童及青少年人格發展具有同樣重要之影響。

