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012108

MOTHER'S PARI Q4 (PARENTAL ATTITUDE RESEARCH INSTRUMENT) by Eduard and Shirin Schludermann, 1979.

DESCRIPTION: A 130-item rating scale which is an alternate version of the PARENTAL ATTITUDE RESEARCH INSTRUMENT (PARI) originally developed by Schaefer and Bell. Used to measure mother's attitudes towards child rearing. Respondents answer each item on a four-point rating scale. Q4 consists of 23 basic scales from earlier versions of PARI plus 3 scales from an earlier version for response bias checks.

ADMINISTRATION: Group administered.

SCORING AND INTERPRETATION: Detailed instructions for scoring and interpretation are contained in the section entitled, "Mother's PARI Q4: Notes on a Simplified Scoring System and Some Methodological Data."

TECHNICAL DATA: A sample of 425 female college students was used in a study of the MOTHER'S PARI Q4. Test-retest reliabilities are reported in Table I of the paper mentioned above.

MATERIALS: Questionnaire; Revised Score Sheet; Mother's PARI Q4: Notes on a Simplified Scoring System and Some Methodological Data.

REFERENCES: Schludermann, Shirin and Schludermann, Eduard. "Conceptualization of Maternal Behavior." THE JOURNAL OF PSYCHOLOGY; v75 p205-15, Jul 1970.

Schludermann, Shirin and Schuldermann, Eduard. "A Methodological Study of a Revised Maternal Attitude Research Instrument: Mother's PARI Q4." THE JOURNAL OF PSYCHOLOGY; v95 p77-86, 1977.

Schludermann, Shirin and Schludermann, Eduard. "Response Set Analysis of Mother's Form of Parental Attitude Research Instrument (PARI)." THE JOURNAL OF PSYCHOLOGY; v86 p327-34, Mar 1974.

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A QUESTIONNAIRE TO WOMEN (4)

Read each of the statements below and then rate them as follows:

A strongly agree	B mildly agree	C mildly disagree	D strongly disagree
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Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "B" if you mildly agree, around the "C" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

		Agree	Disagree
1.	Children should be allowed to disagree with their parents if they feel their own ideas are better.	A	a d D
2.	A good mother lets her child learn the hard way about life.	A	a d D
3.	A good mother should develop interests outside the home.	A	a d D
4.	The home is the only thing that matters to a good mother.	A	a d D
5.	Parents shouldn't feel they have to sacrifice for their children.	A	a d D
6.	Mothers worry too much about bathing babies.	A	a d D
7.	There is no reason for arguments in a happy marriage.	A	a d D
8.	Strict training will make a child resent his parents later on.	A	a d D
9.	There is no reason why a day with the children should be upsetting.	A	a d D
10.	Children have every right to question their mother's views.	A	a d D
11.	Loyalty on the part of children to their parents is something that the parents should earn.	A	a d D
12.	Children should be taught to fight so they can take care of themselves.	A	a d D
13.	Taking care of a home doesn't have to coop a woman up.	A	a d D
14.	Parents should adjust to the children some, rather than always expecting the children to adjust to the parents.	A	a d D
15.	A child needs time to just sit around and do nothing if he feels like it.	A	a d D
16.	Children should be encouraged to talk about their problems.	A	a d D
17.	Fathers generally are kind and helpful.	A	a d D
18.	Children should be taught about sex as soon as possible.	A	a d D
19.	It is not the mother's place to make the rules for the home.	A	a d D
20.	A child's thoughts and ideas are his own business.	A	a d D
21.	Children would be happier and better behaved if parents would show an interest in their affairs.	A	a d D
22.	Very few children are toilet trained by 15 months of age.	A	a d D

A-5

	Agree	Disagree
23. A young mother doesn't need any help when going through her first experience.	A	a d D
24. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	A	a d D
25. A child has to learn that he has to be disappointed sometimes.	A	a d D
26. A good mother has an active social life.	A	a d D
27. You can't make a child behave by cracking down on him.	A	a d D
28. There is no reason why a mother can't be happy and make her child happy too.	A	a d D
29. Most young mothers don't worry much about handling or holding the baby.	A	a d D
30. A good wife never has to argue with her husband.	A	a d D
31. Strict discipline makes children grow up to be mean or rebellious.	A	a d D
32. Most mothers never get to the point where they can't stand their children.	A	a d D
33. If a parent is wrong he should admit it to his child.	A	a d D
34. A child should be taught that there are many other people he will love and respect as much or more than his own parents.	A	a d D
35. A child should be taught to fight his own battles.	A	a d D
36. Most mothers are content to be with children all the time.	A	a d D
37. Parents must earn the respect of their children by the way they act.	A	a d D
38. There is plenty of time for children to strive for success after they are older.	A	a d D
39. A child should always be encouraged to talk about his troubles.	A	a d D
40. Husbands have a perfect right to their own interests.	A	a d D
41. There is nothing wrong with bathing boys and girls in the same bath tub.	A	a d D
42. The family is better off when the husband settles most of the family problems.	A	a d D
43. Children are entitled to keep their own secrets.	A	a d D
44. Laughing at children's jokes and telling children jokes makes things go more smoothly.	A	a d D
45. A child should take all the time he wants before he walks.	A	a d D
46. Women should handle most of child raising without much help from others.	A	a d D
47. A child has a right to his own point of view and ought to be allowed to express it.	A	a d D
48. Children should be encouraged to undertake tough jobs if they want to.	A	a d D

		Agree			Disagree
		A	s	d	D
49.	A mother can keep a nice home and still have plenty of time left over to visit with neighbours and friends.				
50.	There is no need for children to look on parents as their bosses.				
51.	Most children are grateful to their parents.				
52.	Little accidents are bound to happen when caring for young children.				
53.	If a couple really loves each other there are very few arguments in their married life.				
54.	If children are given too many rules they will grow up to be unhappy adults.				
55.	Most mothers can spend all day with their children and remain calm and even-tempered.				
56.	A child should be encouraged to look for answers to his questions from other people even if the answers contradict his parents.				
57.	Most children soon learn that their parents were mistaken in many of their ideas.				
58.	It's quite natural for children to hit one another.				
59.	Most young mothers don't mind spending most of their time at home.				
60.	Children are too often asked to do all the compromising and adjustment and what is not fair.				
61.	Children should have lots of time to loaf and play.				
62.	A mother should be concerned with any problem of a child no matter how trivial.				
63.	In most cases the mother rather than the father is responsible for trouble in the home.				
64.	Sex play is a normal thing in children.				
65.	A mother should take a back seat to her husband as far as the planning is concerned.				
66.	A good parent doesn't try to pry into the child's thoughts.				
67.	Parents who are interested in hearing about their children's parties, dates and fun, help them grow up right.				
68.	A child needs to be emotionally close to its parents for a long time.				
69.	A woman should be on her own after having a baby.				
70.	A child's ideas should be seriously considered in making family decisions.				
71.	Children have to face difficult situations on their own.				
72.	Mothers should get out of the home fairly often.				
73.	If a child acts mean he needs understanding rather than punishment.				
74.	Children don't "owe" their mothers anything.				

		Agree	Disagree
75.	Most mothers are confident when handling their babies.	A a	d D
76.	Almost any problem can be settled by quietly talking it over.	A a	d D
77.	Raising children is an easy job.	A a	d D
78.	Most children are disciplined too much.	A a	d D
79.	When a child thinks his parent is wrong he should say so.	A a	d D
80.	A parent should not expect to be more highly esteemed than other worthy adults in their children's eyes.	A a	d D
81.	Children should be taught ways of defending themselves in a fight.	A a	d D
82.	If you can run your home right, you have plenty of time to do the things you like to do.	A a	d D
83.	As much as is reasonable a parent should try to treat a child as an equal.	A a	d D
84.	It isn't good for children to be constantly running from one activity to another.	A a	d D
85.	A mother should always be concerned about upset feelings in a child.	A a	d D
86.	Most husbands show a good understanding for a mother's problems.	A a	d D
87.	Sex is no great problem for children if the parent doesn't make it one.	A a	d D
88.	It's up to the father to take charge of the family.	A a	d D
89.	Being a mother doesn't give women the right to know everything in their children's lives.	A a	d D
90.	If parents would have fun with their children, the children would be more apt to take their advice.	A a	d D
91.	Toilet training should be put off until a child indicates that he is ready.	A a	d D
92.	A woman should be up and around a short time after giving birth.	A a	d D
93.	When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	A a	d D
94.	Children should be encouraged to undertake all kinds of jobs no matter how hard.	A a	d D
95.	It is important for a mother to have a social life outside of the family.	A a	d D
96.	Children have a right to rebel and to be stubborn sometimes.	A a	d D
97.	Having children doesn't mean you can't have as much fun as you usually do.	A a	d D
98.	Mothers shouldn't worry much about calamities that might happen to their children.	A a	d D
99.	Husbands and wives who have different views can still get along without arguments.	A a	d D
100.	Strict training makes children unhappy.	A a	d D



127. Raising children is a nerve-wracking job. A a d D
128. It is sometimes necessary for the parents to break the child's will. A a d D
129. Loyalty to parents comes before anything else. A a d D
130. It's natural for a mother to "blow her top" when children are selfish and demanding. A a d D

MOTHER'S PARI Q4: Notes on a simplified scoring system and some methodological data

Eduard and Shirin Schludermann, 1979.

Background of Q4

Schaefer and Bell developed the earliest version of the Mother's PARI (Parental Attitude Research Instrument) (e.g., Child Development, 1958, 29, 339-361). They also conducted some methodological studies on the conceptual and methodological issues related to the instrument (e.g. Child Development, 1958, 29, 321-338; Journal of Abnormal and Social Psychology, 1957, 54, 391-395.) Schaefer's original instrument (called Q1) consisted of 23 scales with 5 items per scale. The instrument is a Likert-type attitude questionnaire where answers were scored in the following way: strongly agree (A) = 4, agree (a) = 3, disagree (d) = 2, strongly disagree (D) = 1. This system of scoring will be called the U (unreversed) system.

In a series of methodological studies Zuckerman and co-workers pointed out that responses to the PARI Q1 were significantly influenced by response set biases especially the acquiescence set. (e.g., Child Development, 1959, 30, 523-532; Journal of Social Psychology, 1961, 53, 199-210; Psychiatric Research Reports, 1958, 10, 28-45; Journal of Consulting Psychology, 1958, 22, 165-171) The problems of response set biases are also discussed by Becker and Krug. (Child Development, 1965, 36, 329-365.) Zuckermann offered an alternative form of the PARI (called Q2). He selected 20 out of Schaefer's 23 Q1 scales and reversed the meaning of all their items. The 3 Q1 scales omitted from Q2 were Encouraging Verbalization, Equalitarianism, and Comradship and Sharing. In Q2 disagreement with item content was related to the scale name and to high scores. The system of scoring was as follows: strongly agree (A) = 1, agree (a) = 2, disagree (d) = 3, strongly disagree (D) = 4. This system of scoring is called the R (reversed) system. A perfectly consistent subject would obtain the same scores on corresponding Q1 and Q2 items because agreement with a given Q1 item implied disagreement with the corresponding Q2 item.

In a series of methodological studies Schludermann and Schludermann (Journal of Psychology, 1970, 75, 205-215; Journal of Psychology, 1974, 86, 327-334; Journal of Psychology, 1977, 95, 77-86) examined the methodological properties of Q1 and Q2 and developed an alternative version of the Mother's PARI (called here Q4) with minimized methodological problems (especially response biases) Q4 was produced by selecting 20 Q2 scales and the 3 Q1 scales with no counterpart in Q2 (i.e., Encouraging Verbalization, Equalitarianism, Comradship and Sharing). These 23 scales were called basic scales and were selected for low response biases. In addition to these 23 basic scales 3 Q1 scales were selected for high response biases (called response bias check scales). By comparing performance on corresponding items between response bias check scales and basic scales one can estimate a subject's response bias. In the 1977 study basic scales taken from Q1 were scored according to the U system while basic scales taken from Q2 were scored according to the R system. The scoring system was simplified in 1969 and these notes refer to the simplified scoring system.

Item and Scale Scores

As was mentioned before, agreement with an item scored according to the U system (A=4, a=3, d=2, D=1) is implied in the scale name and results in a high score. Conversely, disagreement with items scored according to the R system (A=1, a=2, d=3, D=4) is implied by the scale name and results in a high score. Even though reversed scoring systems (U vs. R) were needed for methodological studies of response bias, they greatly complicate the scoring and interpretation of Q4. The scorer must identify the basic scale items which should be scored according to the U or R systems. Moreover the name of some scales suggest agreement with its items (U), while the names of other scales suggest disagreement with its items (R). The 1979 modification of the scoring system tries to simplify the scoring system in the following way (a) All items of the 23 basic scales are scored according to the R system (items 1 to 115) (b) On all basic scales the scale name and high scores are related to disagreement with item content. This can be done by reversing the scale names of the 3 basic scales taken from Q1.

no	Old Name (Schaefer)	Suggested New Name
1U	Encouraging Verbalization	Discouraging Verbalization
14U	Equalitarianism	Parental Control
21U	Comradship and Sharing	Parental Un-Involvement

(c) In order to calculate response set biases the three response bias check scales (items 116-130) continue to be scored according to the U-system.

Normative Study of Q4

As was reported in the 1977 paper (*Journal of Psychology*, 1977, 95, 77-86) a sample of 425 female college students completed the Mother's PARQ and the Marlowe-Crowne Social Desirability Scale. A week later the same subjects completed the Q4 again with the Edwards Social Desirability Scale this time. The 1979 simplification of the scoring makes some normative information reported in these notes different from that reported in the 1979 paper.

Test-Retest Reliability

By comparing item and scale scores on the first and second session the test retest reliability was calculated. The test-retest reliabilities of scale scores and other variables is reported in Table 1. As can be seen from the table reliability coefficients ranged from .52 for scale 6 to .81 for scales 18 and 19.

Response Biases

Three response set scores were calculated by comparing corresponding items of the response bias check scales (i.e., 4U, 11U, 9U) and corresponding basic scales (i.e., 4R, 11R, 9R): i.e. 116 vs. 4, 117 vs. 11, 118 vs. 9, etc.

The acquiescent set was estimated by determining the percentage of item pairs where the subject "agreed" (A or a) with both corresponding R and U items. Count the number of item pairs where the subject obtained scores 1(A) or 2(a) on a basic scale item and obtained scores 3(a') or 4(A) on the corresponding response bias check scale item. Divide this number by 0.15. For this sample the mean acquiescent set was 21% (standard deviation 14.9%).

The opposition set was estimated by determining the percentage of item pairs where the subject "disagreed" (D or d) with both corresponding R and U items. Count the number of item pairs where the subject obtained scores 3(d) or 4(D) on a basic scale item and also obtained scores 1(D) or 2(d) on the corresponding response bias check scale item. Divide this number by 0.15. For this sample the mean opposition set was 22% (standard deviation 11.9%).

The extreme set was estimated by determining the percentage of items in the response bias check scales and corresponding basic scales where the subject obtained "extreme" score (A or D). Count the number of items where the subject obtained either score 1 or 4. Divide this number by 0.30. For this sample the mean extreme set was 34% (standard deviation 19.9%).

The acquiescence set correlated with the opposition set -.36 and with the extreme set -.17. The opposition set correlated with the extreme set -.16. For the 23 basic scales the acquiescence set showed a significant correlation (-.39) with only one scale (19R). As expected, the acquiescence set showed significant correlations with the 3 response bias check scales. For the 23 basic scales the opposition set showed significant correlations with 4R (.40), with 10R (.41) and 11R (.41). It also correlated significantly with one response bias check scale 9U (-.32). The extreme set correlated significantly ($p < 0.01$ at $r = 0.28$, 2 tailed test for table of correlations $N > 400$) with 10 basic scales and 2 response bias check scales. However, the extreme set is the least undesirable of the 3 response sets. The results suggested that Q4 had succeeded in greatly reducing the vulnerability to the acquiescence set which was a serious methodological problem in Schaefer's original version (Q1).

The test-retest reliabilities of the response sets were as follows: acquiescence set .61, opposition set .50, and extreme set .77. The results suggest that response sets are individual (personality) characteristics which are relatively stable over time. If a researcher is not interested in estimating a subject's response set biases he/she can eliminate items 116 to 130 from Q4. However, information on the subject's response sets can be used to provide a check on the validity of the PARQ information in various research efforts: e.g., identify individuals or special groups with high response biases, eliminate data from subjects with very high response biases, in correlational studies partial out the variance attributable to response biases from the variance of basic scales.

Factor Analysis.

The test and retest data were combined and analyzed together (2×425 sets of data). A correlation matrix of the 23 basic scales was calculated. A cluster analysis on the significant intercorrelations revealed two distinct clusters of substantial intercorrelations. The correlation matrix was then factor-analyzed by the principal axis method (units in the diagonal, eigenvalue of 2.0 as the cut-off point). Several criteria were used to decide on the number of common factors to be rotated: (a) The eigenvalue of the last common factor should be at least 1.0. (b) The last common factor should have more variables with significant loadings (larger than $\pm .40$) than the rank order of the factor (e.g., F2 has 5 significant loadings but F3 has only 2 significant loadings) (c) The percentage of variance accounted for by the last common factor should be at least twice that of a single variable (e.g., in a 23×23 matrix a single variable accounts for 4.3% of variance, F2 accounted for 12% but F3 for only 6%) (d) Plotting factor number (abscissa) against either corresponding eigenvalue or against percentage of variance (ordinate) should show a "break" in the slope between the last common factor and the first specific factor (e) The number of common factors should correspond to the number of distinct clusters emerging from cluster analysis. Moreover, variables with significant loadings on a given varimax (rotated) factor should also form a distinct cluster of significant intercorrelations. Use of all these criteria strongly suggested that there were 2 common factors. As a result only two factors were rotated by the varimax criterion (Table 2).

Simplifying the scoring system (reversing the scoring of basic U scales) did alter the signs of some factor loadings from those reported in the 1977 article. F1 with 13 significant positive loadings accounted for 21% of the variance while F2 with 6 significant positive loadings accounted for 12% of the variance. After rotation by the varimax method F1 had 12 significant positive loadings and F2 had 6 significant positive loadings.

F1 had significant positive loadings on the following scales: 1U Discouraging Verbalization, 3R Seclusion of the Mother, 4R Breaking the Will, 5R Martyrdom, 8R Strictness, 10R Exclusion of Outside Influences, 11R Deification, 14U Parental Control, 15R Approval of Activity, 18R Suppression of Sexuality, 20R Intrusiveness, 21U Parental Un-Involvement. Interpretation of Factor 1 suggested that high scores referred to authoritarian behavior of the mother. It was therefore labelled an Authoritarianism factor. F2 had significant positive loadings on the following scales: 7R Marital Conflict, 9R Irritability, 13R Rejection of the Homemaking Role, 17R Inconsiderateness of Husband, 19R Ascendancy of the Mother, 23R Dependency of the Mother. F2 was interpreted as a Family Disharmony factor because the scales with significant loadings referred to attitudes reflecting or contributing the family disharmony.

Varimax factor scores were calculated for each subject and each session. The test-retest reliabilities were .86 for Authoritarianism and .84 for Family Disharmony. The correlation between the factor scores of F1 and F2 was close to zero indicating that the 2 factors were indeed independent and orthogonal. When factor scores were correlated with response biases Authoritarianism had significant correlations with the acquiescence set (-.37) and the extreme set (.20). The consolidation of scale scores into factor scores increased their reliability and thereby also their correlations with response sets.

Subtotals

Since it is not always appropriate to calculate exact factor scores (e.g., in case of samples with N less than 100) an alternative method of approximating factor scores by computing subtotals (ST) was investigated.

ST1 or Authoritarianism was calculated by computing the sum of scale scores 1, 3, 4, 5, 8, 10, 11, 14, 15, 18, 20, 21 and by dividing this sum by 12.

$$\text{or ST1} = \sum \text{scale scores } 1, 3, 4, 5, 8, 10, 11, 14, 15, 18, 20, 21$$

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ST2 or Family Disharmony was calculated by computing the sum of scale scores 7, 9, 13, 17, 19, 23 and by dividing this sum by 6.

$$\text{or ST2} = \sum \text{scale scores } 7, 9, 13, 17, 19, 23$$

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These subtotals have the same score range as scale scores (i.e., minimum score = 5, neutral point 12.5, maximum score = 20). The test-retest reliabilities were 0.86 for ST1 and 0.81 for ST2. When subtotals were correlated with response biases ST1 had significant correlations with the opposition set (.34) and the extreme set (-.32) and ST2 had significant correlations with the acquiescence set (-.35) and the extreme set (.24). Subtotal correlated highly with corresponding factor scores (.97 with F1, .95 with F2). These high correlations suggest that the more easily computed subtotals give equivalent information to factor scores and may be safely used instead of factor scores.

For this sample the mean score on Authoritarianism was 9.7 (indicating democratic attitudes) and the mean score on Family Disharmony was 13.5 (slight approval of disharmony).

Machine Scoring

In research with large sample much time and money can be saved by the following procedure: (1) record item scores on a multiple-choice machine scoreable answer sheet (or have the subject record their answers that way, if possible) (2) get scores (and coded identifying information) transferred from answer sheet to punched computer card (3) get a simple computer program written whereby scale scores, response biases, and subtotals are calculated and punched on a new set of computer-cards (4) use these computer cards as input for further statistical analyses.

Social Desirability

The Marlowe-Crowne (MC) concept of social desirability refers to the subject's motivation to gain social acceptance and approval by culturally appropriate behavior. The Edwards (Ed) concept of social desirability refers to the subject's motivation to present an image of good mental health. Both scales measure a subject's tendency to answer questions in such a way as to create a "good impression." The two measures correlated .28.

The two social desirability measures were correlated with scale scores, response sets, factor scores and subtotals. Separate correlations were calculated for the initial and retest sessions. The two scales had very similar correlations with initial and retest data. This finding suggests that the social desirability set seems to be an individual characteristic relatively stable over time. It also suggests that social desirability measures need not be administered during the same session when the PARI is completed. A coefficient of $\pm .20$ was used as a cut-off point for low but significant correlations. The MC scales showed significant negative correlations (between .20 and .30) with five Q4 scales (7R, 9R, 13R, 16R, 17R) and one response bias check scale (9U). The scales influenced by MC social desirability sets tend to be associated with the Family Disharmony factor. The MC also had significant negative correlations with the Family Disharmony factor (-.39) and subtotal (-.36). On the other hand it had insignificant correlations with other scales the three response sets, the Authoritarianism factor (.03) and subtotal (.05). The results suggest that those college females who wanted to make a good impression tended to deny attitudes indicative of family disharmony.

The Edwards scale did not correlate significantly with any scales, response sets, factors or subtotals.



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Table 2
 MOTHER'S PARI Q4
 Revised Scoring System
 N = 850 (Initial and retest data combined)

SCALES	PRINCIPAL AXES				VARIMAX	
	F1	F2	F3	F4	F1	F2
1U Discour. Verbalizing	.68	-.17	-.08	-.33	.69	-.09
2R Fostering Depend.	.39	.02	-.07	.22	.39	.06
3R Seclus. of the Mother	.45	-.20	-.43	.32	.46	-.16
4R Breaking the Will	.58	.07	.36	-.20	.57	.13
5R Martyrdom	.48	.27	-.18	.28	.45	.32
6R Fear of Harm. Baby	.33	.22	.05	.38	.30	.26
7R Marital Conflict	.03	.58	.14	-.18	-.03	.58
8R Strictness	.40	-.15	.58	-.07	.41	-.11
9R Irritability	.12	.71	-.07	.06	.05	.72
10R Excl. of Outs. Infl.	.70	-.05	.04	-.18	.70	.02
11R Deification	.62	-.18	.31	.10	.63	-.11
12R Suppr. of Aggression	.29	-.03	.15	.39	.29	-.00
13R Rej. of Homemak. Role	.09	.72	-.13	-.06	.02	.73
14U Parental control	.74	-.08	.07	-.13	.74	-.00
15R Appr. of Act.	.53	.00	.20	.00	.52	.06
16R Avoid. of Commis.	.41	.22	-.38	-.46	.39	.26
17R Incons. of Husb.	.16	.62	-.13	.23	.10	.63
18R Suppr. of Sexual.	.63	-.13	-.26	.16	.64	-.06
19R Ascend' of Moth.	-.19	.57	.20	-.07	-.25	.55
20R Intrusiveness	.58	-.22	-.04	.28	.60	-.16
21U Parent Un-Involv.	.51	.21	-.36	-.25	.49	.26
22R Accel. of Devel.	.38	.16	.24	-.16	.36	.19
<u>23R Depend. of Moth.</u>	<u>.00</u>	<u>.47</u>	<u>.35</u>	<u>.26</u>	<u>-.04</u>	<u>.46</u>
Eigenvalue	4.82	2.74	1.48	1.30		
% Variance	21	12	06	06		

Decimal points have been omitted from this table (e.g., -.07 is -0.07)

TABLE 3

Identification No. _____

TOP NUMBER = INITIAL TESTING
 BOTTOM NUMBER = RETESTING

MOTHER'S PARI Q4

Revised (1979) Score Sheet

N=425

Basic Scales (all R system)
 $A=1, a=2, d=3, D=4$

1U Discour. Verbalization

2R Fostering Dependency

3R Seclusion of Mother

4R Breaking the Will

5R Martyrdom

6R Fear of Harm. the Baby

7R Marital Conflict

8R Strictness

9R Irritability

10R Exclus. of Outs, Infl.

11R Deification

12R Suppression of Aggress.

13R Reject. of Homemak. Role

14U Parental Control

15R Approval of Activity

16R Avoid. of Communic.

17R Inconsid. of the Husb.

18R Suppression of Sexual

19R Ascend. of the Moth.

20R Intrusiveness

21U Parental Un-Involvement

22R Acceller. of Develop.

23R Dependency of the Mother

Resp. Bias Ch. Scales (all U system) $A=4, a=3, d=2, D=1$

4U Breaking the will

11U Deification

12U Irritability

Item Location

Total (Scale Scores)
 $\frac{1}{A} \frac{2}{d} \frac{3}{a} \frac{4}{D}$

11.6	24.7	47.4	70.1	89.3	14.4	74.5	2.0	
22.8	25.3	48.7	71.2	94.2	1.9			
31.4	26.3	49.1	72.6	95.1	1.4	8.1	2.2	
* 43.4	27.2	50.1	73.6	96.3	1.1	7.3	2.1	
52.4	28.4	51.9	74.7	97.1	0.4			
62.1	29.1	52.1	75.2	98.3	0.5			
73.0	30.2	53.0	76.1	99.4	1.1	7.1	2.4	
83.7	31.2	54.2	77.2	100.2	1.5	8.2	2.9	
* 94.3	32.4	55.6	78.7	101.1	1.1	7.5	2.5	
104.5	33.4	56.9	79.1	102.2	0.2	8.2	2.2	
114.9	34.1	57.2	80.2	103.6	0.3	7.6	2.6	
123.0	35.1	58.2	81.2	104.2	0.2			
134.4	36.3	59.6	82.1	105.4	0.4			
144.6	37.1	60.3	83.1	106.0	0.2	8.2	2.3	
154.6	38.2	61.2	84.9	107.6	0.2			
164.2	39.1	62.1	85.6	108.3	0.3			
174.1	40.1	63.3	86.2	109.2	0.2			
184.0	41.0	64.2	87.1	110.5	0.2	8.2	2.5	
194.7	42.2	65.2	88.2	111.5	0.2			
204.7	43.1	66.2	89.1	112.6	0.2	8.2	2.7	
214.6	44.1	67.1	90.1	113.2	0.3			
224.4	45.2	68.1	91.2	114.9	0.2			
234.4	46.1	69.2	92.3	115.6	0.2			
				total	:	12	=	: 6 =
116.6	119.6	122.2	125.1	128.5	0.2			
117.7	120.2	123.2	126.2	129.1	0.1			
118.7	121.2	124.2	127.2	132.9	0.2			

SCORING INSTRUCTIONS: Score all basic scale items according to the R system and all response bias check items according to U system. Record item scores in space identified by item number. **SCALES:** Add item scores across rows. **RESPONSE SETS:** Compare corresponding items of response bias check scales (4U, 11U, 9U) and corresponding basic scales (4R, 11R, 9R) e.g., 116 vs. 4, 117 vs. 11, 118 vs. 9 etc. **Arguifcence set:** count item pairs with scores 3 or 4 on response bias check scale item and with scores 1 or 2 on corresponding bias scale items. Divide by 0.15. **Opposition set:** Count item pairs with scores 1 or 2 on response bias check scales item and with scores 3 or 4 on corresponding basic scale item. Divide by 0.15. **Extreme set:** On scales 4U, 11U, 9U, 4R, 11R, 9R, count number of items with scores 1 or 4. Divide by 0.30. **SUBTOTALS:** Authoritarianism: Add scale scores in column Au. Divide by 12. Family Disharmony: Add scale scores in column F.D. Divide by 6.

Acc. 21.5%, Opp. 22.9%, Ext. 36.7%, Auth. 91.8, Fam. Dis.: 13.52
 21.0 20.4 32.0 9.67 13.42
 14.9 11.9 21.9