

NOTICE

The ETS Test Collection provides microfiche copies of certain unpublished tests as a service to educators and psychologists. It is hoped that these materials will provide users with creative ideas for the development of their own instruments, or, in some instances, with measures of attributes for which no published tests are available.

The materials included on the microfiche may be reproduced by the purchaser for his own use until otherwise notified by ETS or the author. Permission to use these materials in any other manner must be obtained directly from the author. This includes modifying or adapting the materials, and selling or distributing them to others. Any copyright notice or credit lines must be reproduced exactly as provided on the original.

Typically, the tests included in this service have not been subjected to the intensive investigation usually associated with commercially published tests. As a consequence, inclusion of a test does not imply any judgment by ETS of the quality or usefulness of the instrument. The purchaser must assume full responsibility for controlling access to these materials, the manner in which they are used, and the interpretation of data derived from their application.

It is recommended that access to these microfiche be limited to staff members of professionally recognized educational and psychological institutions or organizations, and individuals who are members of the American Educational Research Association, the American Psychological Association, the National Council on Measurement in Education, or the Association for Measurement and Evaluation in Guidance. The qualifications of others not in these categories should receive careful consideration.

Finally the purchaser is urged to provide information about his use of these materials directly to the authors. Many cooperating authors are interested in collecting data on their instruments which will make them more useful to others. Therefore, it is to the advantage of everyone concerned - authors, present users, and users in the future - that purchasers recognize their professional responsibility to initiate such communication. The address of the author of this instrument as of the date on which this series was released:

Professors Shirin and Eduard Schludermann  
Department of Psychology  
University of Manitoba  
Winnipeg, Manitoba, Canada R3T 2N2

ETS Test Collection  
Educational Testing Service  
Princeton, New Jersey 08541

012109

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

DESCRIPTION: A 115-item alternate version of the PARENTAL ATTITUDE RESEARCH INSTRUMENT developed originally by Schaefer and Bell as a research instrument. Used to measure father's attitudes toward child rearing. Contains 100 basic scale items (5 items each for 20 subscales) and 15 response bias check items. Respondents answer each item on a four-point rating scale.

ADMINISTRATION: Group administered.

SCORING AND INTERPRETATION: Detailed instructions for scoring and interpretation are given in the section entitled, "Revised Notes on the Scoring of the Father's PARI Q4."

TECHNICAL INFORMATION: A sample of 387 male college students was used in a normative study of the Father's PARI Q4. Test-retest reliabilities are reported in Table I in "Revised Notes on the Scoring of the Father's PARI Q4."

MATERIALS: Questionnaire; Revised Scoring System; Revised Notes on the Scoring of the Father's PARI Q4.

REFERENCES: Schludermann, Shirin and Schludermann, Eduard. "Conceptual Frames of Parental Attitudes of Fathers." THE JOURNAL OF PSYCHOLOGY; v75 p193-204, Jul 1970.

Schludermann, Shirin and Schludermann, Eduard. "A Methodological Note on Conceptual Frames of Parental Attitudes of Fathers (PARI)." THE JOURNAL OF PSYCHOLOGY; v76 p145-48, Nov 1970.

Schludermann, Shirin and Schludermann, Eduard. "Response Set Analysis of a Parental Attitude Research Instrument (PARI)." THE JOURNAL OF PSYCHOLOGY; v79 p213-20, Nov 1971.

Schludermann, Shirin and Schludermann, Eduard. "A Revised Paternal Attitude Research Instrument (PARI) Q4: Methodological Study." THE JOURNAL OF PSYCHOLOGY; v96 p15-23, May 1977.

on  
ng Service  
rsey 08541

012107-2

Department of Psychology  
University of Manitoba  
Winnipeg, Manitoba  
Canada R3T 2N2

Father's PARI Q4

A QUESTIONNAIRE TO MEN (4)

Schludermann, 1979

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

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

Indicate your opinion by drawing a circle around the 'A' if you strongly agree, around the 'a' if you mildly agree, around the 'd' 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	Dis-agree
1. Children should be allowed to gripe about rules which their parents make.	A a d D	
2. A good father lets his child learn the hard way about life.	A a d D	
3. A child should never be taught to fear adults.	A a d D	
4. It is no use trying to make a child behave by slapping the child immediately for getting into mischief.	A a d D	
5. Deceiving a child is very often necessary for his own good.	A a d D	
6. There is no reason for arguments in a happy marriage.	A a d D	
7. Children who are troublemakers have most likely been spanked too much.	A a d D	
8. Loyalty on the part of children to their parents is something the parents should earn.	A a d D	
9. After a hard day's work a father should listen patiently to all the questions a wife and children ask.	A a d D	
10. Strict training will make a child resent his parents later on.	A a d D	
11. A child who is not afraid to show his emotions will do well in life.	A a d D	
12. Children should be taught not to be content with what they have, but to strive for better things.	A a d D	
13. Children must often be taught to do certain things by just being left on their own.	A a d D	
14. A child should learn that he has to be disappointed sometimes.	A a d D	
15. You can't make a child behave by cracking down on him.	A a d D	
16. If small children refuse to obey, parents should not whip them for it.	A a d D	

TABLE I  
TEST-RETEST RELIABILITIES (1974 study)  
Father's PARI Q4  
Revised scoring system N=387

- |   |         |
|---|---------|
| 17. A good wife never has to argue with her husband.  | A a d D |
| 18. Physical punishment makes a child fear adults and this is the worst thing that can happen to a child.   | A a d D |
| 19. Strict discipline makes children grow up to be mean or rebellious.  | A a d D |
| 20. There is nothing wrong with bathing boys and girls in the same bath tub.  | A a d D |
| 21. A father has no right to demand that the whole family must do what he knows is best.  | A a d D |
| 22. Few wives realize that husbands are part of the family too, and need some looking after.  | A a d D |
| 23. It is not a mistake, when a man marries a woman who always wants to wear the pants in the family.   | A a d D |
| 24. Children should not be spanked immediately, when they are cross and nagging, because that makes them obstinate and they get into the habit of acting like that. | A a d D |
| 25. If a couple really loves each other, there are very few arguments in their married life.  | A a d D |
| 26. Spanking a child makes it impossible for him to love and respect his parents.   | A a d D |
| 27. Having to be with the family all the time gives a man the feeling that his wings have been clipped.   | A a d D |
| 28. It's quite natural for children to hit one another.   | A a d D |
| 29. Most children soon learn that their parents were mistaken in many of their ideas.   | A a d D |
| 30. There is nothing wrong when outsiders upset the confidence a child has in his parent's way of doing things.   | A a d D |
| 31. There is no excuse for men to reach their boiling point when they run into family problems on their return home from work.                                      | A a d D |
| 32. Sex play is a normal thing in children.   | A a d D |
| 33. There should not be a boss in the family, and the father should not boss the family around.   | A a d D |
| 34. One thing that marriage means is that a wife belongs to the husband and not to her parents or other people she knows.   | A a d D |
| 35. Children should be trained to be independent by forcing them to do their own work.  | A a d D |
| 36. A child's ideas should be seriously considered in making family decisions.  | A a d D |
| 37. Children have to face difficult situations on their own.  | A a d D |
| 38. If a child acts mean, he needs understanding rather than punishment.  | A a d D |
| 39. The wise parent will not whip a child to teach him to change his ways.  | A a d D |

- |   |         |
|---|---------|
| 40. Children should be taught ways of defending themselves in a fight.  | A a d D |
| 41. A parent should not expect to be more highly esteemed than other worthy adults in their child's eyes.                                   | A a d D |
| 42. Children have a right to question their father's views.   | A a d D |
| 43. A father or husband should never get irritated about family problems, no matter how tired he is or how silly the problems are.          | A a d D |
| 44. Most children are disciplined too much.   | A a d D |
| 45. The old fashioned family, where the father is in charge, is a very bad thing.   | A a d D |
| 46. Most husbands would do better, if they quit trying to look smarter than their wives.  | A a d D |
| 47. Parents who teach children to express freely (uncontrollably) how they feel help them to get along better in life.                      | A a d D |
| 48. Parents who allow their children to grow up with an idea that other people will often help them just encourage them to become failures. | A a d D |
| 49. Children should be encouraged to undertake all kinds of jobs no matter how hard.  | A a d D |
| 50. It is no use whipping children who are always breaking their parent's rules.  | A a d D |
| 51. Often you have to fool children to get them to do what they should without a big fuss.  | A a d D |
| 52. Husbands and wives who have different views can still get along without arguments.  | A a d D |
| 53. Settling down to family life is hard for a man because it means giving up so many other things.   | A a d D |
| 54. Loyalty to parents is an over-emphasized virtue.  | A a d D |
| 55. When at home a father must never get angry and 'blow his top.'  | A a d D |
| 56. Strict training makes children unhappy.   | A a d D |
| 57. Children are normally curious about sex.  | A a d D |
| 58. The mother should be the final authority in the family.   | A a d D |
| 59. Wives should be encouraged to have more say in running the family affairs.  | A a d D |
| 60. The best attitude for a child to learn is not to take things as they are, but to work to improve his situation.                         | A a d D |
| 61. Children should at all times be told to fight their own battles.  | A a d D |

62. Children should be encouraged to express their opinions about anything which involves them. A a d D
63. Children are most lovable when they become self-reliant. A a d D
64. You cannot train children by breaking them the way you break in horses. A a d D
65. Trying to be completely honest with a young child is just doing things the hard way. A a d D
66. Only a cruel parent would use physical punishment on a child. A a d D
67. Men don't know how much they enjoy being free to do as they please, until they begin raising a family. A a d D
68. Children should be allowed to hit back, when someone hits them. A a d D
69. Children should not be taught to love their parents always above everyone else. A a d D
70. When a child thinks his parent is wrong he should say so. A a d D
71. No man has a right to be angry and irritated when the family doesn't give him the chance to relax at home. A a d D
72. It is very harmful to warn children about sex. There is no harm if they sometimes indulge in sex play. A a d D
73. Wives too often use the children as an excuse for ignoring the father. A a d D
74. A parent does much harm to a child when he teaches him to keep from showing it, when he is 'boiling' inside. A a d D
75. A child should not be taught that about all one can expect to do is to make the best of what one has. A a d D
76. The child who grows up with the idea that he will have to do almost everything for himself gets on much further in life. A a d D
77. Family life would be happier, if parents made children feel that they were free to say what they think about anything. A a d D
78. You have to fool children into doing many things because they wouldn't understand why they should be done anyway. A a d D
79. Before marriage, most men don't realize how much of a burden the responsibility of a family can be. A a d D
80. A good child learns to fight for its own rights. A a d D
81. One should not attempt to safeguard a child's trust in his parents by preventing the child from meeting people with different ideas. A a d D
82. The ideal home is one in which it is clear to all that the mother is head of the household. A a d D

TABLE 4  
MEANS (1977 data) REVISED SCORING SYSTEM (1979)

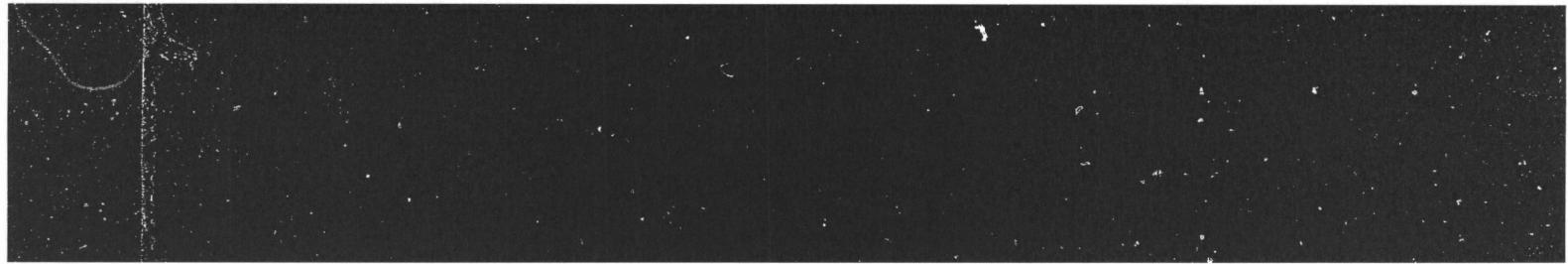


104. It is frequently necessary to drive the mischief out of a child before he will behave. A a d D
105. A child soon learns that there is no greater wisdom than that of his parents. A a d D
106. It's no wonder that men reach their boiling point, when as soon as they come in the door at home, they run right into family problems. A a d D
107. Children need some of the natural meanness taken out of them. A a d D
108. Parents deserve the highest esteem and regard of their children. A a d D
109. There are times when any husband or father gets to the point where he feels he can't stand his family a moment longer. A a d D
110. Many children, like horses, must be broken in in order to be trained. A a d D
111. Loyalty to parents comes before anything else. A a d D
112. A man needs to 'blow his top' once in a while around the home just to clear the air a bit. A a d D
113. To keep from getting into trouble, a child should have a healthy fear of adults. A a d D
114. A child should always love his parents above everyone else. A a d D
115. A man has a right to be angry and irritated when the family doesn't give him a chance to relax at home. A a d D

Father's PARI Q4  
Revised scoring system  
Schludermann, 1979

NAME: _____	IDENTIFICATION NO: _____ Item Locations						TOTAL SCALE SCORES
	1.	2.	3.	4.	5.	6.	D.A.P.D.
Basic Scale U System A-4, a-3, d-2, D-1							
1. Encour. Verbal. (U)	36.		62.	77.	87.		
2. Post. Independ. (R)	14.	37.	49.	63.			
3. Per. Cld. Self Asser. (R)	15.	38.		64.		88.	
4. Avoid Harsh Punish. (R)	16.	24.	39.	50.			
5. Deception (U)				51.	65.	78.	89.
6. Avoid Marit. Conflict. (R)	17.	25.		52.			90.
7. Non-Punishment (U)	18.	26.		53.	67.	79.	91.
8. Irresp. of Father (U)				27.			92.
9. Toler. Aggr. Appresn. (R)				28.	40.	68.	80.
10. Avoid Deific. of Parent (R)				29.	41.	54.	69.
11. Toler. Out. Infl. (R)				30.	42.	70.	81.
12. Lack of Irritability (R)				31.	43.	55.	71.
13. Avoid Strictness (R)				32.	44.	56.	
14. Tol. Exp. Sexlty. (R)				33.	45.	58.	
15. Rej. Ascend. of Husb. (R)				34.			
16. Inconsid. of Wife (U)				35.	46.	59.	
17. Enc. Asc. Wife (R)				36.			
18. Enc. Emot. Expr. (R)				37.	47.		
19. Change Orient. (R)				38.			
20. Forcing Independ. (U)				39.	50.		
Response Bias Check R system A-1, a-2, d-3, D-4.				40.	51.		
3. Per. Cld Self Asser. (U)				41.	52.		
10. Avoid Deific. of Parent (U)				42.	53.		
12. Lack of Irritability (U)				43.	54.		
101. 104.		107.		110.		113.	
102.	105.	108.	111.	114.			
103.	106.	109.	112.	115.			
					TOT.		

SCORING INSTRUCTIONS: Score all basic scales according to U system and response bias check scales according to R system. Record item scores in space indicated by item number. Add 5 item scores across rows to obtain scale scores. To estimate response bias sets consider corresponding items between 3 response bias check scales 30, 100, 120 and corresponding 3 basic scales (101 vs 3, 102 vs 8, 103 vs 9 etc.) The acquiescence set is estimated by counting the number of item pairs where a person agrees (A or a) with both corresponding items. Divide them by 15. The opposition set set is estimated by counting the number of item pairs where a person disagrees (D or d) with both corresponding items. Divide then by 15. The extreme set is estimated by counting in the 6 scales the number of items answered either A or D. Divide them by 30.  
 Subtotals: Democratic attitudes: add scale scores in column D.A. and divide by 10. Paternal Detachment: add scale scores in column P.D. and divide by 6.  
 Acq = , Opp = , Ext. = , D.A. = , P.D. = ,



Item and Scale Scores

As was mentioned above, items are scored according to the U system in the following way: A (strongly agree) = 4, a (agree) = 3, d (disagree) = 2, D (strongly disagree) = 1. Agreement with an item results in a high score. The name of a scale designates agreement with its items. On the other hand items are scored according to the R system in the following way: A (strongly agree) = 1, a (agree) = 2, d (disagree) = 3, D (strongly disagree) = 4. Agreement with an item results in a low score. The name of a scale designates disagreement with its items.

The basic scales of the final Q4 were obtained by selecting 6 scales from Q1: (1U Encouraging Verbalization; 5U Deception; 7U Non-Punishment; 8U Irresponsibility of Father; 16U Inconsiderateness of Wife; 20U Forcing Independence) and by selecting 14 scales from Q2 (2R Fostering Dependence, 3R Breaking the Will, 4R Harsh Punishment, 6R Marital Conflict, 9R Suppression of Aggression, 10R Deification of Parent, 11R Excluding Outside Influences, 12R Irritability, 13R Strictness, 14R Suppression of Sexuality, 15R Ascendancy of Husband, 17R Complaint of Ascendancy of Wife, 18R Suppression of Affection, 19R No-Change Orientation). The three-response bias check scales were all taken from Q1 (3U Breaking the Will, 10U Deification of Parent, 12U Irritability).

Even though reversed (U vs R) scoring systems were needed for methodological studies on response set biases, they greatly complicate the scoring and interpretation of Q4. The scorer must identify the items which should be scored according to the U or R system. Moreover, the name of some scales (high scores) suggests agreement with its items (U) while the name of other scales suggests disagreement with its items (R). The 1979 modification tries to simplify the scoring system and interpretation of scale scores: All items of basic scales are scored according to the U system (A = 4, D = 1). Interpretation of scale scores according to the U system (scale name related to high scores and agreement with item content) necessitates "reversing" the scale names of all basic Q4 scales selected from Q2. The new set of scale names is as follows:

<u>Formerly</u>	<u>No.</u>	<u>Name (Implied by agreement with item content)</u>
U	1	Encouraging Verbalization
R	2	Fostering Independence
R	3	Permitting Child's Self Assertion
R	4	Avoiding Harsh Punishment
U	5	Deception
R	6	Avoiding Marital Conflict
U	7	Non-Punishment
U	8	Irresponsibility of Father
R	9	Tolerating Aggression
R	10	Avoiding Deification of Parent
R	11	Tolerance of Outside Influences
R	12	Lack of Irritability
R	13	Avoiding Strictness
R	14	Tolerating Expression of Sexuality
R	15	Rejecting Ascendancy of Husband
R	16	Inconsiderateness of Wife
R	17	Encouraging Ascendancy of Wife
R	18	Encouraging Emotional Expression
R	19	Change Orientation
U	20	Forcing Independence

The scoring of all the items of the response bias scales has now been changed to the R system (A = 1, D = 4). All their scale names have also been reversed (3U Permitting Child's Self Assertion), 10U Avoiding Deification of Parent, 12U (Lack of Irritability). Here the scale name signifies disagreement with item content.

Reversal of scoring system and scale names from basic Q4 scales taken from Q2 also changed some methodological information reported in the 1977 article: e.g., sign of correlation coefficients in correlation of U and R scales; the sign of factor loadings of R scales; the formula for calculating subtotals; norms for scale scores and subtotals. These new values will be reported later in these notes.

Normative Study of Q4

As reported in the 1977 paper (*Journal of Psychology*, 1977, 96, 15-23) a sample of 387 male college students at the University of Manitoba (17-22 years old) from various faculties completed the Father's PARI Q4 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.

Test-Retest Reliability

The test-retest reliabilities of the Q4-scales (and some other variables) are reported in attached Table 1. One scale (3R) had a reliability of .57, fourteen scales had reliabilities between .60 and .69, and five scales had reliabilities between .70 and .75. Thus the test-retest reliabilities of the scales were sufficiently high to make the Q4 an instrument giving stable scores.

Response Sets:

Three response set scores were calculated by comparing item pairs from corresponding R and U scales (i.e., 3R vs 3U; 10R vs 10U; 12R vs 12U).

- (a) The acquiescence set was estimated by determining the percentage of item pairs where the subject "agreed" (A or a) with both corresponding R and U items. (Number of item pairs "agreeing" divided by 15).
- (b) The opposition set was estimated by determining the percentage of item pairs where the subject "disagreed" (D or d) with both corresponding U and R items. (Number of item pairs "disagreeing" divided by 15).
- (c) The extreme set was estimated by determining the percentage of items in the three pairs of scales with "extreme" scores (A or D). (Divide this number of items by 30).

For this sample the acquiescence set was 17% (st. dev. 14%), the opposition set was 21% (st. dev. 13%) and the extreme set was 28% (st. dev. 19%). The relatively large standard deviations suggest that there is a large variability in these response set biases. The response sets for the initial and retest sessions were correlated to obtain test-retest reliabilities of response set measures. These were for the acquiescence set .50, for the opposition set .51, and for the extreme set .78. The results suggest that a subject's tendency to "agree," "disagree," or give "extreme" answers may be an individual (personality) characteristic which may be relatively stable over time.

Table 2 shows the correlations of the response set biases with 20 basic scales and 3 response bias check scales. With the exception of 5U the acquiescence set did not correlate significantly with any Q4 scale. However it did correlate (as expected on the basis of the information from earlier studies) significantly with all three response bias scales. The opposition set had significant correlations with only two basic scales' (3R and 10R) and one of the response bias check scales (12U). The extreme set correlated significantly with seven basic scales and one response bias check scale (3U). As expected the acquiescence and opposition sets had significant negative correlations (-.42) but neither was significantly correlated with the extreme set.

The results suggest that Q4 had succeeded in greatly reducing the acquiescence response set which was a serious methodological problem in Schaefer's original version (and Q1). If a researcher is not interested in response biases he/she can eliminate questions 101 to 115 from Q4. Response bias information can be used to provide a check on the validity of the PARI information in various research efforts: e.g., eliminate data from subjects with very high response biases; identify individuals or groups with high response biases; in correlational studies partial out the variance attributable to response biases from the variance of basic scales.

#### Factor Analysis

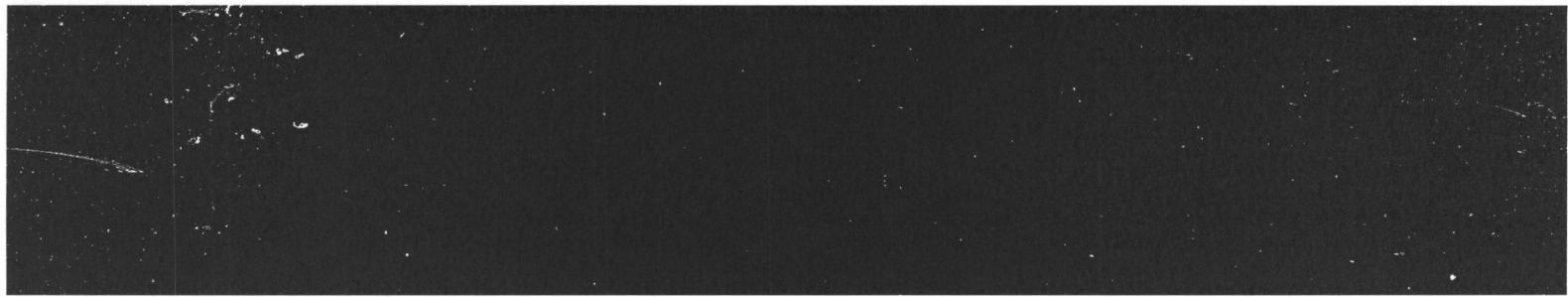
The test and retest data were combined and analyzed together ( $2 \times 387$  sets of data). A correlation matrix of the 20 basic scales was calculated (see Table 2). A cluster analysis on the significant intercorrelations revealed two distinct clusters of substantial intercorrelations.

The correlation matrix was then factor analyzed by the principal axes method (unities 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) eigenvalue of last common factor should be at least 1.0; (b) the number of the last common factor should have more variables with significant loadings (larger than  $.40$ ) than the rank order of the factor (e.g., 5 significant loadings on F2); (c) the percentage of variance accounted for by the last common factor should be at least twice that of a single variable (e.g., F1 12% of variance while a single variable in a  $20 \times 20$  correlation matrix accounts for 5% of the variance); (d) Plotting factor number (abscissa) against either corresponding eigenvalue or 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 3).

Simplifying the scoring system (i.e. reversing scoring of basic R scales) has altered the sign of the factor loadings of basic R scales from those reported in the 1977 article. In the case of F1 (called Paternal Dominance in the 1977 article) of the 10 significant loadings 2 were negative and 8 were positive. As a change of the scoring system all 10 of these were negative. This factor was then reflected (i.e. all the signs of the loadings were changed) so that the final factor refers now to the opposite of Paternal Dominance. The term "Democratic Attitudes" was chosen to reflect this new dimension. The name refers to high scores and agreement with item content of the following scales: Encouraging Verbalization (1U), Permitting Child's Self Assertion (3R), Avoiding Harsh Punishment (4R), Non Punishment (7U), Avoiding Deification of Parent (10R), Tolerating Outside Influences (11R), Avoiding Strictness (13R), Rejecting Ascendancy of the Husband (15R), Encouraging Ascendancy of Wife (17R), Encouraging Emotional Expression (18R).

In the case of F2 (called Male Autonomy in the 1977 article) changing the scoring system has resulted also in changes of factor loadings and names. In the 1977 article 3 scales had significant negative loadings and 3 scales had significant positive loadings. The changed scoring system resulted in 6 scales with positive loadings: 4 scales refer to the father-child relationship (Fostering Independence (2R), Tolerating Aggression (9R), Change Orientation (19R), and Forcing Independence (20U)). The other 2 scales refer to the husband-wife relationship (Irresponsibility of Father (8U), Inconsiderateness of Wife (16U)). High scores (agreement with items) suggest a father who refuses to take responsibility for his children's behavior ("let them solve their problems on their own") and who wants freedom from family responsibilities ("settling down to family life is hard for a man because it means giving up so many other things." Wives too often use children as an excuse for ignoring the father.) Paternal Detachment seems to be an appropriate label for such attitudes.

Using the varimax solution two factor scores were calculated for each session. The test-retest reliability for Democratic Attitudes (F1) was .87 and for Paternal Detachment (F2) was .75. The correlations between the factor scores of F1 and F2 were close to zero suggesting that the two factors are orthogonal. F1 showed some significant negative correlation with the opposition set (-.31) and a significant positive correlation (.42) with the extreme set. F2 had significant positive correlations with the acquiescence set (.28) and significant negative correlations with the opposition set (-.29). Consolidation of scale scores into factor scores increased the reliability of the resulting measures and also increased the correlations between factor scores and response biases.



X 4

R 5

TABLE I  
TEST-RETEST RELIABILITIES (1977 study)  
Father's PARI Q4  
Revised scoring system  
Schludermann, 1979  
*N=384*

NAME:	IDENTIFICATION NO: Item Locations								TOTAL SCALE SCORE	D.A.-P.D.
<b>Basic Scale U System</b> A-4, a-3, d-2, D-1										
1. Encour. Verbal. (U)	1.42		36.44		62.34	77.43	87.44	65.65		
2. Post. Indep. (R)	1.55	14.34	37.49	49.51	63.47				60.60	X
3. Per. Cld. Self Asser. (R)	1.47	15.41	38.48		64.36		88.39	54.54		X
4. Avoid Harsh Punish. (R)	1.45	16.43	24.49	39.56	50.46				71.71	
5. Deception (U)	1.54				51.59	65.44	78.47	89.41		.74
6. Avoid Marit. Conflict. (R)	1.35	17.47	25.53		52.48			90.47		.62
7. Non-Punishment (U)	1.39	18.40	26.46			66.48		91.53	71.71	
8. Irresp. of Father (U)			27.45		53.67	79.49	92.49			
9. Toler. Aggr. Appresn. (R)			28.45	40.55	68.48	80.43	93.52			
10. Avoid Deific. of Parent (R)	1.44	29.49	50.57	54.41					68.68	
11. Toler. Out. Infl. (R)		30.49	42.42		70.54	81.20	94.38	63.63		
12. Lack of Irritability (R)	1.52	31.47	43.48	55.43	71.40				68.68	
13. Avoid Strictness (R)	1.42	19.54	44.52	56.53					75.75	
14. Tol. Exp. Sexlty. (R)		20.61	32.56	57.48	72.46				69.69	
15. Rej. Ascend. of Husb. (R)	1.41	21.62	33.59	58.49		82.53				
16. Inconsid. of Wife (U)		22.48	34.68		73.50	83.40	97.42			
17. Enc. Asc. Wife (R)	1.30		23.51	46.59	59.48		84.43	98.37	61.61	
18. Enc. Emot. Expr. (R)	1.34			51.47	74.44	85.41	99.39	63.63		
19. Change Orient. (R)		12.39		50.41	60.75	86.47	100.52			
20. Forcing Indep. (U)	1.31	13.40	35.55	48.48	61.42				60.60	
<b>Response Bias Check R system</b> A-1, a-2, d-3, D-4.										
3. Per. Cld Self Asser. (U)	1.49		104.49	107.57		110.50		113.62		.74
10. Avoid Deific. of Parent (U)	1.49		102.53	108.53	111.66	114.54				
12. Lack of Irritability (U)	1.41		103.57	109.38	112.51	115.45				
								TOT.		

**SCORING INSTRUCTIONS:** Score all basic scales according to U system and response bias check scales according to R system. Record item scores in space indicated by item number. Add 5 item scores across rows to obtain scale scores. To estimate response bias sets consider corresponding items between 3 response bias check scales 30, 100, 120 and corresponding 3 basic scales (101 vs 3, 102 vs 8, 103 vs 9 etc.) The acquiescence set is estimated by counting the number of item pairs where a person agrees (A or a) with both corresponding items. Divide then by 15. The opposition set set is estimated by counting the number of item pairs where a person disagrees (D or d) with both corresponding items. Divide then by 15. The extreme set is estimated by counting in the 6 scales the number of items answered either A or D. Divide then by 30.  
**Subtotals:** Democratic attitudes: add scale scores in column P.D. and divide by 10. Paternal Detachment: add scale scores in column P.D. and divide by 6.  
 Acq = .56, Opp = .51, Ext. = .78, D.A. = .84, P.D. = .75.

b 1

b 5

Table 3

FATHER'S PARI Q4  
 FACTOR ANALYSIS  
 (Revised scoring system 1979)

		Principal Axes	Varimax		
		F1	F2	D.A.	P.D.
1U	Encouraging Verbalization	.69	.00	.68	.11
2R	Fostering Independence	.24	.63	.14	.66
3R	Permitting Child's Self Assertion	.68	.06	.68	.04
4R	Avoiding Harsh Punishment	.62	-.11	.63	-.02
5U	Deception	-.26	.29	-.30	.25
6R	Avoiding Marital Conflict	.07	.07	.06	.08
7U	Non-Punishment	.56	-.06	.56	.03
8U	Irresponsibility of the Father	-.00	.59	-.09	.58
9R	Tolerating Aggression	.16	.61	.06	.63
10R	Avoiding Deification of Parent	.62	-.04	.62	.06
11R	Tolerating Outside Influences	.66	-.02	.66	.08
12R	Lack of Irritability	.27	-.22	.30	-.18
13R	Avoiding Strictness	.59	-.11	.60	-.03
14R	Tolerating Expressions of Sensuality	.36	.08	.34	.13
15R	Rejecting Ascendancy of Husband	.53	-.23	.56	-.15
16U	Inconsiderateness of Wife	.01	.55	-.08	.55
17R	Encouraging Ascendancy of Wife	.44	.00	.43	.07
18R	Encouraging Emotional Expression	.45	.19	.41	.25
19R	Change Orientation	.18	.48	.11	.50
20U	Forcing Independence	.07	.69	-.04	.69
		Eigenvalue	3.86	2.39	
		Variance	19.3	11.9	

N = 774 (Initial and retest data combined)

Decimal points have been omitted: e.g. .69 is 0.69



TABLE 4  
MEANS (1977 data) REVISED SCORING SYSTEM (1979).

N=384

Father's PARI Q4  
Revised scoring system  
Schludermann, 1979

TOP NUMBER INITIAL TESTING  
BOTTOM NUMBER RETESTING.

NAME:	IDENTIFICATION NO: Item Locations										TOTAL SCALE SCORE	
											D.A.	P.D.
<b>Basic Scale U System</b> A-4, a-3, d-2, D-1												
1. Encour. Verbal. (U)	1-30 2-9		363-1 3-1		62-3-4 3-3	773-0 3-0	873-1 3-1	155-6 154				2-5
2. Post. Indep. (R)	2-2-3 1-4 3-4		37-2-0 3-0	49-2-0 3-0	63-2-5 2-6						14-2 14-4	2-2
3. Per. Cld. Self Asser. (R)	3-3-3 3-2 2-5		38-3-1 3-1		64-3-6 3-4		88-2-6 2-5	15-1 14-1				2-1
4. Avoid Harsh Punish. (R)	4-2-6 2-9 3-0		24-2-4 2-3	39-3-3 3-2	50-2-9 2-8						14-2 13-8	2-3
5. Deception (U)	5-2-1 2-1			51-2-5 2-4	65-4-9 2-0	782-2 2-0	89-4-0 2-1				10-6 10-2-5	
6. Avoid Marit. Conflict. (R)	6-1-8 1-9 1-9		25-2-3 2-3	52-2-8 2-8				90-2-4 2-0-5			14-0 14-7-2	
7. Non-Punishment (U)	7-2-0 2-1 2-8		26-2-7 1-8		66-2-1 2-2			91-4-9 2-0-3			10-4 10-9	2-2
8. Irresp. of Father (U)			27-2-4 2-4		52-2-6 2-6	67-2-4 2-7	75-2-0 2-9	92-2-3 2-4			13-0 13-0	2-9
9. Toler. Aggr. Appresn. (R)			28-2-0 3-0	40-3-0 3-1	68-2-4 2-6	80-2-0 3-1	93-2-4 2-5				13-8 14-3	2-2
10. Avoid Deific. of Parent (R)	8-3-3 3-2 2-4		29-2-6 2-7	42-2-4 2-8	69-2-4 2-9						13-1 13-3	2-5
11. Toler. Out. Infl. (R)			30-2-0 2-6	42-2-3 3-3	70-2-2 3-3	81-2-3 3-1	94-3-4 3-2	16-2-2 15-2				2-1
12. Lack of Irritability (R)	9-2-9 1-9		31-2-6 2-6	43-2-6 3-6	55-2-2 3-2	71-2-2 2-3					12-6 12-6	
13. Avoid Strictness (R)	10-2-3 2-2		44-2-1 2-2	56-2-5 2-4				95-2-6 2-7	11-7 11-7			2-4
14. Tol. Exp. Sexity. (R)	20-3-0 3-0 3-0		32-2-1 2-2	57-3-5 3-5	72-2-6 2-6			96-3-5 3-4			15-1 15-7-2	
15. Rej. Ascend. of Husb. (R)	21-2-7 2-7		33-2-7 2-7	65-2-2 2-2	58-1-8 1-7		82-1-9 1-6				10-7 10-7	
16. Inconsid. of Wife (U)	22-2-3 2-5 2-5		34-2-4 2-6			73-2-8 2-8	83-2-9 2-6	97-2-0 2-1			12-0 12-6	2-4
17. Enc. Asc. Wife (R)	23-2-4 2-5			46-2-7 2-7	59-3-0 3-0		84-2-4 2-8	98-2-4 2-9				2-2
18. Enc. Emot. Expr. (R)	11-2-7 2-8		47-2-5 2-6		74-2-0 2-8	85-2-9 2-4	99-3-2 3-1					2-2
19. Change Orient. (R)	12-2-9 3-1				60-2-4 3-3	75-2-4 2-6	86-3-0 3-1	100-2-1 3-2			14-6 15-3	2-2
20. Forcing Indep. (U)	13-2-3 3-2		35-2-7 2-8	48-2-4 2-5	61-2-6 2-7	76-2-9 2-9					13-9 14-2	2-2
<b>Response Bias Check R system</b> A-1, a-2, d-3, D-4.												
3. Per. Cld Self Asser. (U)	101-2-1 3-1 2-8		104-1-0 2-8		107-2-8 2-8		110-2-6 3-1				113-2-0 3-1	2-5
10. Avoid Deific. of Parent (U)	102-2-1 3-0 3-0		105-2-9 3-1	108-2-4 2-9	111-2-8 2-9	114-2-6 2-7					113-2-0 3-1	2-5
12. Lack of Irritability (U)	103-2-6 2-6		106-2-6 2-4	109-2-3 2-3	112-2-6 2-5	115-2-3 2-3					114-2-0 3-1	2-4
			2-4	2-3	2-5	2-3					121-2-2 3-1	
								TOT.				

**SCORING INSTRUCTIONS:** Score all basic scales according to U system and response bias check scales according to R system. Record item scores in space indicated by item number. Add 5 item scores across rows to obtain scale scores. To estimate response bias sets consider corresponding items between 3 response bias check scales 3U, 10U, 12U and corresponding 3 basic scales (101 vs 3, 102 vs 8, 103 vs 9 etc.) The acquiescence set is estimated by counting the number of item pairs where a person agrees (A or a) with both corresponding items. Divide then by 15. The opposition set set is estimated by counting the number of item pairs where a person disagrees (D or d) with both corresponding items. Divide then by 15. The extreme set is estimated by counting in the 6 scales the number of items answered either A or D. Divide then by 30.  
**Subtotals:** Democratic attitudes: add scale scores in column D.A. and divide by 10. Paternal Detachment: add scale scores in column P.D. and divide by 6.  
 Acq = 1690 Opp = 2134, Ext. = 3013, D.A. = 13-28, P.D. = 14-02

17-24      19-48      25-55      13-29      13-97