

THE UNIVERSITY OF MANITOBA
THE FAMILY CONTEXT
OF PREMARITAL SEXUAL PERMISSIVENESS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS

DEPARTMENT OF SOCIOLOGY

WINNIPEG, MANITOBA

OCTOBER 1972



ACKNOWLEDGEMENTS

The author would like to express his appreciation to Dr. W. Morrison for permitting the use of the data used in this study. Special thanks go to Dr. A. A. Hunter, thesis advisor, Dr. B. J. Hodgkins and Dr. M. F. Stack for the encouragement and guidance they provided.

ABSTRACT

Following a symbolic interactionist's perspective, the process of socialization that the individual goes through can be described in terms of three stages, the habituating of the child to a certain sequence of behaviours, the symbolizing of images, and the process of learning meanings and values. During this process the individual can be thought of as maintaining an interpersonal relationship with his parents with respect to three dimensions; inclusion, control and affection. The interpersonal relationship the child does have with his parents exercises a great deal of influence on the child's social adjustment.

An examination of the literature suggests that the nature of the relationship between parent and child influences certain attitudes the child holds. The present study examined the idea that one attitude that is influenced by the parent-child relationship is the attitude the child holds toward premarital sexual permissiveness. It was hypothesised that the premarital sexual attitude or standard of an individual would be associated with the affectional relationship the child has with his parents. No support was found for the hypotheses.

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INTRODUCTION

The relationship between a parent and his child seems to have an important bearing on the child's social development, right up to and including his adolescent period. Even though there has been a great deal of research on the various other agents of socialization, indicating their effects on social adjustment (Hollingshead, 1949), many still feel that the parent-child relationship exercises the dominant influence over the child's attitudes. One set of attitudes which appears to be influenced by the parent-child relationship is that which the child has towards premarital sexual permissiveness. Little attempt, however, has been made to show the importance of the parent-child relationship as a determinant of the child's premarital sexual standard. The major studies in sexuality that do deal with attitudes (Rockwood and Ford, 1954; Burgess and Wallin, 1953; Kinsey, 1948, 1953; Ehrmann, 1959; Schofield, 1965; Reiss, 1967), make only brief mention of the importance of the parent-child association in this regard. The purpose of this thesis will be to examine the association between the parent-child relationship and the attitudes the child holds toward premarital sexual permissiveness.

Chapter I

THEORY AND RELATED RESEARCH

The interpersonal relationship a child has with his parents exercises, through a process of socialization, a great deal of influence on his social adjustment (Serot, 1961; Brown, Morrison and Couch, 1947). According to the symbolic interactionist perspective an individual is born into an ongoing society where a network of interacting individuals, with a culture, already exist. Through a process of socialization the individual must learn the requirements of the culture to which he is born. Following the symbolic interactionist perspective, the process of socialization can be thought of as occurring in three stages (Rose, 1962). The first stage is the "habituating" of the child to a certain sequence of behaviours and events; the second is concerned with the symbolizing of images; the third is the process of learning meanings and values.

A review of the literature suggests that it is useful to describe the parent-child relationship in terms of three dimensions, inclusion, control and affection (Schutz, 1958). Inclusion refers to the degree to which a satisfactory relationship with the parents, with respect to interaction, is maintained. Control refers to the power exercised by the parents over the child. Affection, which will be the focus here, can be defined in terms of "love", "acceptance", "interest", "warmth", and "concern". The interpersonal relationship the child does have with the parents refers here to how the child perceives the relationship.

Through interaction with the parents, the child, by imitation, modeling, or introjection acquires attitudes and values, that are similar to those of the parents. These attitudes and values have been shown to have some consequences for the child's social development (Hetherington, 1967). This becomes important when studying the adolescent in modern industrial society, for it raises the question of the degree of influence that the parents have over and against other agents of socialization (e.g. peers, community and the mass media). An often accepted view is that a transfer of dependency from the parents to the peers occurs, intensifying the dependents-independents conflict (Rosen, 1955a). Although there has been a tendency to emphasize adolescent resistance to parental dependency, and to suggest that they are becoming increasingly peer-oriented (Coleman, 1961; Sherif and Sherif, 1964), a number of studies indicate that parental influence is still a powerful force on adolescents (Epperson, 1964; Douvan and Adelson, 1966). It is true that by the time individuals reach adolescence, they may be drawn closer to the peer group, and display the "normal" development of striving for independence from the family -- a situation that is, as Kandel and Lesser suggest, "clearly the major task facing both adolescent and parent during the adolescent period" (Kandel and Lesser, 1969:348). As Kandel and Lesser's study pointed out, however, there is still a close relationship between the parents and the child, despite the apparent generational conflict. That is to say, even though the peer group does have a certain claim on the adolescent in regard to certain activities, the parental relationship retains a dominant influence

for, "the majority of adolescents still remain dependent on their parents for advice, help and emotional support." (Bandura, 1959:34). This was expressed by Epperson:

...The transition from a life primarily oriented towards parent to one that is more oriented towards peers undoubtedly occurs, but evidence ...indicates that the teenage group is in some respect no more estranged from adults than the pre-teenage group and that standards set in the family may not have been replaced by peer group standards in the high school context....(Epperson, 1959:94)

The adolescent's attitudes and behaviours then, seem to be influenced by both parents and peers. Adolescence is a period in our society in which ties are maintained with both the family and the peer group. Often the child may have to choose between a parent-favoured or a peer-favoured orientation. Rather than viewing the parents as being replaced, "both peers and parents might be thought of as reference groups i.e., as groups, each provides perspectives in terms of which adolescents make choices" (Epperson, 1959:94). It would seem from such studies as Whitehurst (1968) that the adolescent still retains a parent-favoured orientation for certain "choices". Whitehurst's study showed that those who were most successful in their marriages tended to be influenced more in their attitudes toward marriage by their parents than by their peers. This is not to deny studies such as that done by A. M. Mirande (1968), which show that the peer reference group does have an influence on the individual. The influence of the peers on the individual, however, seems to be more with regards to his behaviours than his attitudes (Wen, Yamamura, and Ikeda, 1969).

Rosen examined the relationship between parent-child attitudes within the conceptual framework of reference group theory. The main assumption in his study seems to be that "a positive correlation between the parent-child attitude indicates the child's attitude is acquired from or in some measure influenced by those of his parents" (Rosen, 1955b:137). In his study he found "that the data consistently and cumulatively point to the parents as a factor in influencing the adolescent's attitude" (Rosen, 1955b:143). Other studies (Macoby, 1962; Ellis and Lane, 1963), have also demonstrated that the parental orientation can be an important reference when it comes to understanding certain attitudes held by the adolescent.

One attitude which seems to be influenced by the parent-child relationship is the attitude the child adopts toward premarital sexual permissiveness. As Bell suggests, "values as to the proper premarital sexual role behaviour from the perspective of the parents are generally influenced by the strong emotional involvement of the parent with the child." (Bell, 1966:34). Others, while studying the sexual activities of the young people, (Reiss, 1967; Schofield, 1968), found that the parent-child relationship seemed to be an important factor in the attitudes the child held towards premarital sexual permissiveness. In Reiss' study for example it was suggested that there was a "tendency for those who were unhappy in their relations with their parents to be more permissive." (Reiss, 1967:157). In light of this, the guiding hypothesis in this study is that the premarital sexual attitude or standard of an individual is associated with the

affectional relationship he has with his parents.

Premarital Sexual Standard

Many works on sexual relationships make only brief mention of the attitudes held by respondents. It has only been within the past decade that the focus has expanded to include the attitudes the individual holds towards premarital sexual permissiveness. The latest and most inclusive study on the sexual standards of young people is that by Ira L. Reiss (1967). Aware of the difficulties previous studies encountered in developing an adequate classification scheme, Reiss designed a typology that "would better fit the existing major premarital sexual standards," (Reiss, 1967:19). Beginning with four major standards, Reiss was able to further subdivide them into ten subtypes, allowing for a more refined description. The scope of the scheme is such that it affords a useful tool for the comprehensive examination of premarital sexual standards and is, therefore, felt to be useful in its entirety for the present research (Fig. I).

Attitude

Before discussing the specific hypotheses to be examined, a brief comment should be made in regards to the concept of attitude. The controversy in the literature concerning the proper conceptualization of attitude is far from being resolved. Both the theoretical and operational usages of the term have created a plethora of different definitions.

Figure I

PREMARITAL SEXUAL STANDARDS IN AMERICA

-
1. Abstinence (premarital intercourse is considered wrong for both sexes)
 - (a) Petting without affection (petting is acceptable even when affection is negligible)
 - (b) Petting with affection (petting is acceptable only in a stable, affectionate relationship)
 - (c) Kissing without affection (only kissing is acceptable, but no affection is required)
 - (d) Kissing with affection (only kissing is acceptable and only in stable, affectionate relationship)
 2. Double standard (males are considered to have greater rights to premarital intercourse)
 - (a) Orthodox (males may have intercourse, but females who do so are condemned)
 - (b) Transitional (males have greater access to coitus, but females who are in love or engaged are allowed to have intercourse)
 3. Permissiveness without affection (premarital intercourse is right for both sexes regardless of the amount of affection present)
 - (a) Orgiastic (pleasure is of such importance that precautions are not stressed)
 - (b) Sophisticated (pleasure is stressed, but precautions to avoid VD and pregnancy are of first importance)
 4. Permissiveness with affection (premarital intercourse is acceptable for both sexes if part of a stable, affectionate relationship)
 - (a) Love (love or engagement is a prerequisite for coitus)
 - (b) Strong affection (strong affection is a sufficient prerequisite for coitus)
-

Source: Adapted from Ira L. Reiss, Premarital Sexual Standards in America. (New York: The Free Press, 1960) 251.

There is, however, some agreement as to the major references of the term (Newcomb, 1964; Campbell, 1963; Kretch, Crutchfield and Ballachy, 1962). The strongest agreement is in the notion of splitting the term attitude into three components. These components, based largely on the Platonic trichotomy, have been identified as the cognitive, the affective and the conative.

In order to be as precise as possible in identifying the meaning of attitude as it relates to premarital sexual permissiveness, and to avoid as much as possible the unmanageable methodological problems suggested by Fishbein (Fishbein, 1965), an attitude will refer primarily to the affective (evaluative) component. Charles E. Osgood and his associates have suggested that it would be "reasonable to identify attitude, as it is ordinarily conceived in both lay and scientific language with the evaluative dimension of the total semantic space, as this is isolated in the factorization of meaningful judgments." (Osgood, Suci and Tannenbaum, 1957: 190). An attitude toward premarital sexual permissiveness, then, can be defined as the evaluative (affective) orientation of an individual with regards to premarital sexual permissiveness.

Affection and Sexuality

In recent years, a great deal of literature has accumulated concerning the attitudes and behaviours of the adolescent with regard to premarital sexual matters. Although there is some disagreement as to the behavioural trends (Holt, 1967; Udry, 1966; Bell and Chases, 1970; Christensen,

1970), a review of the literature suggests that a liberalizing shift in attitudes towards premarital sexuality has been occurring. Whether one refers to this shift as a "revolution" (Sorokin, 1956), a "sexual renaissance" (Reiss, 1966), or a "new morality" (Packard, 1968), there is little doubt that the liberal beliefs expressed are its most salient feature. The prevailing consensus appears to be that recent years have seen a more openly expressed view of sexuality, and a less restrictive attitude toward sexual behaviour, especially among the youth.

The seemingly more permissive attitudes that are being adopted by the adolescent may be accounted for by a number of factors. The greater access to contraceptives, for instance, and easily acquired medical assistance in controlling venereal diseases are two conditions often mentioned. The most important, however, appears to be "the intellectualized philosophy about the desirability of sex accompanying affection." (Reiss, 1970a:204). In Reiss' study, "the key condition was judged to be the amount of affection present in the relationship" (Reiss, 1967:21). This requirement of affection appears to arise from the child's socialization. In one of the earliest studies dealing with sexuality, it was found that the affectional relationship between the parent and the child influenced the child's later sexual relationships (Terman, 1938).

Hypothesis 1

A number of studies have indicated that the nature of the interpersonal relationship a child has with his parents is important in understanding such

things as involvement in delinquency and social adjustment. A study conducted by Sheldon and Eleanor Glueck (1950) found that the affectional relationship of the parents and child was correlated with the amount of delinquency among boys. In an earlier study by Brown, Morrison, and Couch (1947:422), it was suggested "that character development is determined by affectional family relationships." While the correlations were not especially high, there was a definite association between affectional family relationship and social adjustment. How the amount of affection in the parent-child relationship affects the child was brought out more specifically by Bandura and Walters (1959). During the course of their investigation, they found that parents who are cold and rejecting, i.e. who display a minimum of affection, tend to have aggressive sons. This point concerning aggression is of importance, since it may cast some light on a more recent study by Kanin (1971). Kanin found that sex aggression is largely the consequences of a particular type of socialization, with the implication that "unsatisfactory relationships with the parents may be involved. In describing the child who fails to display affection in his sex relations, he suggests that a non-affective relationship would "provide norms that would more "legitimately" permit the utilization of females for erotic purposes" (Kanin, 1971:110). The important thing here is that those individuals who have non-affective relationships with their parents may adopt non-affective norms and values. This suggests the following hypothesis:

THE GREATER THE AFFECTION THE PARENTS HAVE FOR THE CHILD, THE MORE THE CHILD WILL VALUE THE IMPORTANCE OF AFFECTION IN SEXUAL RELATIONS.

Hypothesis 2

In the Gluecks' study, it was found that the degree of affection displayed by the parents was an important correlate of delinquency. That is to say, the affectional relationship was associated with the delinquency displayed. In a much more recent article, Reiss (1970) noted the similarity between premarital sexual permissiveness and deviance. He states that "premarital sexual intercourse is viewed as deviant behaviour by most parents in our culture and with sufficient intensity to qualify this substantive area for inclusion in the field of deviant behaviour" (Reiss, 1970b:78). Reiss goes on to emphasize this by treating premarital sexual intercourse as deviant by considering it in light of the many theories on deviant behaviour. Although the permissiveness Reiss was speaking of was intercourse, it seems that such permissiveness as light or heavy petting can also be considered to some degree deviant. This, of course, is dependent on the parental attitudes, but as Bell suggests "in general, it is probable that most parents assume that their children, especially their daughters, accept the traditional restrictive values about premarital sexual behaviour" (Bell, 1966:37). That the "traditional restrictive values" refers to the exclusion of petting of any kind, is suggested by the various studies which report that, as the child becomes an adult, he becomes more conservative in his attitudes toward premarital sexual behaviour. Therefore, even though there may be a trend toward more liberalism on the part of the parents, it seems that any permissive standard can be considered to a certain degree "deviant". From this and such studies

as the Gluecks', it would seem reasonable to expect that the affection between the parents and the child would also relate to the permissiveness of the standard that the child holds towards premarital sexual activities. This suggests the following hypothesis:

THE GREATER THE AFFECTION THE PARENTS HAVE FOR THE CHILD, THE GREATER THE CHILD'S ADHERENCE TO A CONSERVATIVE SEXUAL STANDARD.

Hypothesis 3

It has been suggested in a number of studies that the mother is the key figure in the process of childhood socialization. This suggestion seems only plausible, due to the fact that the child, at least during the first developmental stages, spends more time with the mother than he does with the father. Danziger, Bandura, and the Gluecks have all expressed similar ideas:

Moreover the active member of the dyad is not just any adult, but nearly always the mother.... (Danziger, 1970:12).

In general, they seemed to be well-cared for, with their mothers assuming most of the responsibilities for their upbringing....(Bandura, 1959:48).

A much higher percentage of both groups of boys expressed attachment to their mothers than their fathers....(Glueck and Glueck, 1950:127).

These and other statements suggest that the relationship one has with his mother may have greater influence on his sexual standards than does his relationship with his father. This suggests the following hypothesis:

OF THE TWO PARENTS, THE AFFECTIONAL RELATIONSHIP BETWEEN THE MOTHER AND THE CHILD WILL BE THE MORE CLOSELY RELATED TO THE CHILD'S PERMISSIVE SEXUAL STANDARD.

Summary

In this chapter, it has been argued that the nature of the relationship between a child and his parents has an important bearing on the child's social development. One area--the child's attitudes toward affection and permissiveness in premarital sexual activities--has been singled out for study in this research. A review of the literature suggested the following hypotheses:

1. The greater the affection the parents have for the child, the more the child will value the importance of affection in sexual relations.
2. The greater the affection the parents have for the child, the greater the child's adherence to a conservative sexual standard.
3. Of the two parents, the affectional relationship between the mother and the child will be the more closely related to the child's permissive sexual standard.

Chapter II

METHODOLOGY

A survey questionnaire method was used for gathering the data relevant to the above hypotheses. The study was conducted between September 1969 and June 1970. Before beginning to discuss the specific variables and scales involved, a brief description of the larger study, of which this is but a part, will be given.

The purpose of the study was to "set the record straight on the actual behaviour and beliefs of the young Canadian adult of today. Many errors, many incorrect statements have been made about our adolescent and young adult population".¹ The investigation was primarily designed to acquire some information on the "communication problem" between the adolescent and adult population, specifically the parental population. After a detailed examination of the literature, a number of the more controversial subjects were chosen for inclusion in the investigation. In conjunction with individuals who were proficient in the specific areas of inquiry, a questionnaire was constructed with the intent of examining the behaviours and beliefs of young adults.

The Questionnaire

The questionnaire covered a wide range of topics, and was divided into three sections. The first section dealt with family and community

1. Taken from the introduction to the questionnaire used in the study.

relations. The second section dealt with questions pertaining to attitudes and behaviour with regard to alcoholic beverages, the law, and drugs. The third section dealt with sexual attitudes and behaviours. Considerable care was taken in constructing the questionnaire to keep the length short, and yet to provide a reliable set of indicators for each specific area. The questionnaire was then administered in school guidance classes. The respondents took approximately one hour to complete the one hundred and fifty questions.

Scales

The variables to be used in this research will now be operationally defined. Three independent and two dependent variables are involved in the testing of the above hypotheses. The three independent variables are the affectional relationship between the parents and the child, the affectional relationship between the mother and the child, and the affectional relationship between the father and the child. The two dependent variables are a measure of the respondent's permissive sexual standard and a measure of the importance of affection in sexual relations.

a. Parent-child affectional relationship scale

The parent-child affectional relationship scale can be operationalized using the child's response to questions concerning the way he sees his parents with respect to the interest they show in him and the ability they display in communicating with him. The specific items used for the scale following Swanson (1950) were as follows:

My parents (or any one of them) show(ed) a keen interest in my studies

1. all of the time
2. most of the time
3. sometimes
4. just once in a while
5. never

My parents (or any one of them) show(ed) a keen interest in my future career

1. all of the time
2. most of the time
3. sometimes
4. just once in a while
5. never

Do your parents show genuine interest in you as a person?

1. all of the time
2. most of the time
3. sometimes
4. just once in a while
5. never

Are (were) your parents able to communicate with you to your satisfaction?

1. all of the time
2. most of the time
3. sometimes
4. just once in a while
5. never

An item-to-total correlation coefficient was calculated for each item. The four coefficients were .78, .79, .81, and .73 respectively.

b. The mother-child and father-child affectional relationship scales

Mother-child and father-child affectional relationship variables can be measured in terms of how the child sees the relationship between himself and either his mother or his father. Two items were used for each scale.

I think my mother²

1. has lots of affection for me
2. likes me most of the time
3. likes me sometimes; at others, she doesn't
4. seldom likes me
5. never seems to like me

Do you feel rejected by your mother?

1. all of the time
2. most of the time
3. sometimes
4. just once in a while
5. never

The respective item-to-total correlations were .40 and .48 for the mother, and .34 and .55 for the father. The second item was scored in reverse.

c. Permissive sexual standard scale

The permissive sexual standard can be operationalized in terms of eight items. They were:

I believe that, WHEN IN LOVE, it is acceptable for the male to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

2. In the father-child relationship scale the word father was used in place of mother, otherwise the items were the same.

I believe that, WHEN STRONGLY AFFECTIONATE toward his partner, it is acceptable for the male to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

I believe that, WHEN INVOLVED IN A RELATIONSHIP WHERE ONE HAS LITTLE OR NO AFFECTION TOWARDS HIS PARTNER, it is acceptable for the male to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

I believe that, WHEN ENGAGED TO BE MARRIED, it is acceptable for the male to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

I believe that, WHEN IN LOVE, it is acceptable for the female to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

I believe that, WHEN STRONGLY AFFECTIONATE toward her partner, it is acceptable for the female to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

I believe that, WHEN INVOLVED IN A RELATIONSHIP WHERE ONE HAS LITTLE OR NO AFFECTION TOWARD HER PARTNER, it is acceptable for the female to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

I believe that, WHEN ENGAGED TO BE MARRIED, it is acceptable for the female to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

The respondents' scores were calculated by summing across the eight items. The item-to-total correlations were .80, .81, .69, .76, .82, .83, .67, and .77, respectively.

d. Importance of affection in sexual relations

Four items, from the permissive sexual standard scale, were used to measure the importance of affection in sexual relations. Two of the items were used to measure the importance of affection in sexual relations for males. They were as follows:

I believe that, WHEN STRONGLY AFFECTIONATE toward his partner, it is acceptable for the male to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

I believe that, WHEN INVOLVED IN A RELATIONSHIP WHERE ONE HAS LITTLE OR NO AFFECTION TOWARDS HIS PARTNER, it is acceptable for the male to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

The remaining two items were used to measure the importance of affection in sexual relations for the female. They were as follows:

I believe that, WHEN STRONGLY AFFECTIONATE toward her partner, it is acceptable for the female to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

I believe that, WHEN INVOLVED IN A RELATIONSHIP WHERE ONE HAS LITTLE OR NO AFFECTION TOWARDS HER PARTNER, it is acceptable for the female to engage in the following behaviour

1. kissing
2. light petting
3. heavy petting
4. full sexual relations

SAMPLE

The questionnaires were distributed to students in an "availability sample" of high schools in Manitoba, (Portage La Prairie, Dauphin, Nelson McIntyre, Transcona Collegiate, Glen Lawn Collegiate, Westwood, Garden City, Red River Collegiate) and north western Ontario (Fort Frances). The total sample consisted of 1,115 students between the ages of 14 - 20, with a relatively even distribution between the sexes -- 576 males and 539 females. Characteristics of the sample with regard to age, grade, average grade in school, father's education and family income are given in Tables 1 - 5 respectively.

TABLE 1. DISTRIBUTION OF THE SAMPLE BY AGE

AGE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (Per Cent)
14	10	.9
15	108	9.7
16	309	27.3
17	289	25.9
18	254	22.8
19	70	6.3
20	27	2.1
No response	57	5.1
Total	1115	100.0

TABLE 2. DISTRIBUTION OF THE SAMPLE BY GRADE IN SCHOOL

GRADE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (Per Cent)
9	19	1.7
10	323	29.0
11	379	34.0
12	287	25.7
No response	107	9.6
Total	1115	100.0

TABLE 3. DISTRIBUTION OF THE SAMPLE BY AVERAGE GRADE IN SCHOOL

AVERAGE GRADE IN SCHOOL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (Per Cent)
Failure	27	2.4
50-59	155	13.9
60-69	476	42.7
70-79	335	30.0
80-89	80	7.2
90-100	10	0.9
No response	32	2.9
Total	1115	100.0

TABLE 4. DISTRIBUTION OF THE SAMPLE BY FATHER'S EDUCATION

FATHER'S EDUCATION	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (Per Cent)
Grade school	370	33.2
Some high school	371	33.3
Finished high school	133	11.9
Training Beyond High School	79	7.1
Some college	35	3.1
Finished college	48	4.3
Post graduate university work	22	2.0
No response	57	5.1
Total	1115	100.0

TABLE 5. DISTRIBUTION OF THE SAMPLE BY FAMILY INCOME

FAMILY INCOME	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (Per Cent)
Less than \$3,000 a year	58	5.2
3,000 - 4,999	111	10.0
5,000 - 6,999	239	21.4
7,000 - 8,999	253	22.7
9,000 - 10,999	149	13.4
11,000 - 14,999	107	9.6
15,000 and over	66	5.9
No response	132	11.8
Total	1115	100.0

DISTRIBUTION OF SCALE VARIABLES IN THE STUDY SAMPLE

In this section, the distribution of each of the scale variables will be given, so that the reader may get a better understanding of the sample study. The scales will be considered in the order they were presented above.

a. Parent-child affectional relationship distribution

The distribution of scores for the parent-child affectional relationship scale is given in Table 6. The mean score in the sample was 8.7, with a standard deviation of 3.3.

TABLE 6. DISTRIBUTION OF PARENT-CHILD AFFECTIONAL RELATIONSHIP SCORES IN SAMPLE

SCALE SCORES	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (Per Cent)
1	1	0.1
2	1	0.1
3	1	0.1
4	42	3.8
5	139	12.8
6	149	13.7
7	148	13.6
8	121	11.1
9	103	9.5
10	101	9.3
11	75	6.9
12	72	6.6
13	31	2.8
14	35	3.1
15	23	2.1
16	14	1.3
17	13	1.2
18	10	0.9
19	5	0.4
20	4	0.4
No response	27	2.4
Total	1115	100.0

b. Mother-child affectional relationship distribution

The distribution of scores in the mother-child affectional relationship scale is given in Table 7. The mean score in the sample was 5.7, with a standard deviation of 1.0.

TABLE 7. DISTRIBUTION OF MOTHER-CHILD AFFECTIONAL RELATIONSHIP SCORES IN SAMPLE

SCALE SCORES	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (Per Cent)
1	1	0.1
2	9	0.8
3	9	0.8
4	57	5.1
5	305	27.4
6	557	50.0
7	135	12.1
8	10	0.9
9	0	0.0
10	3	0.3
No response	29	2.6
Total	1115	100.0

c. Father-child affectional relationship distribution

The distribution of scores for the father-child affectional relationship scale is given in Table 8. The mean score in the sample was 5.7, with a standard deviation of 1.0.

TABLE 8. DISTRIBUTION OF FATHER-CHILD RELATIONSHIP SCORES IN SAMPLE

SCALE SCORES	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (Per Cent)
1	8	.7
2	9	.8
3	5	.4
4	67	6.0
5	279	25.0
6	512	45.9
7	160	14.3
8	16	1.4
9	1	0.1
10	0	0.0
No response	58	5.2
Total	1115	100.0

d. Permissive sexual standard distribution

The distribution of scores for the premarital sexual standard scale is given in Table 9. The mean score in the sample was 20.2, with a standard deviation of 6.5.

TABLE 9. DISTRIBUTION OF PERMISSIVE SEXUAL STANDARD SCORES
IN SAMPLE

SCALE SCORES	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (Per Cent)
1	2	0.2
2	2	0.2
3	3	0.3
4	3	0.3
5	1	0.1
6	11	1.0
7	2	0.2
8	21	1.9
9	8	.7
10	20	1.8
11	17	1.5
12	46	4.1
13	30	2.7
14	57	5.1
15	26	2.3
16	76	6.8
17	44	3.9
18	73	6.5
19	39	3.5
20	78	7.0
21	35	3.1
22	79	7.1
23	35	3.1
24	75	6.7
25	37	3.3
26	64	5.7
27	21	1.9
28	43	3.9
29	13	1.2
30	20	1.8
31	14	1.3
32	65	5.8
No response	55	4.9
Total	1115	100.0

Testing the Hypotheses

The Pearson product-moment correlation coefficient was used in testing the hypotheses, following Borgatta (1968). Since there was no probability sample, no tests of significance were performed. An arbitrary value of .20 (4 per cent of variance) was selected for deciding on the acceptability of the data for support of the hypotheses.

Chapter III

ANALYSIS OF DATA

In this chapter, the data relevant to the hypotheses advanced in Chapter I will be examined. The hypotheses will be considered in the order in which they were presented above.

Analysis of Data

The first hypothesis asserted that the greater the affection the parents have for the child, the more the child will value the importance of affection in sexual relations. In order to test this hypothesis, a coefficient of partial correlation was calculated between the parent-child affectional relationship scale and the second item of the permissive sexual standard scale (I believe that, when strongly affectionate toward his partner, it is acceptable for the male to engage in the following behaviour: kissing, light petting, heavy petting, full sexual relations), holding the third item of the latter scale (I believe that, when involved in a relationship where one has little or no affection towards his partner, it is acceptable for the male to engage in the following behaviour: kissing, light petting, heavy petting, full sexual relations) constant.

The same procedure was followed for items six (I believe that, when strongly affectionate toward her partner, it is acceptable for a female to engage in the following behaviour: kissing, light petting, heavy petting, full sexual relations) and seven (I believe, that when involved in a rela-

tionship where one has little or no affection toward her partner, it is acceptable for the female to engage in the following behaviour: kissing, light petting, heavy petting, full sexual relations), i.e. a partial correlation coefficient between the parent-child affectional relationship scale and the sixth item of the permissive sexual standard scale, holding the seventh item constant, was calculated.

The rationale behind the use of the partial correlation coefficient in testing this hypothesis is, briefly, as follows. Insofar as affection plays a role in determining one's sexual conduct, one would expect that an individual's responses to the two items on the permissive scale indicated above would differ from one another. Since our concern is with the relationship between parental affection, on the one hand, and the importance of affection in sexual relations, on the other, one way of examining this empirically would be to correlate parental affection scores with the differences in an individual's answers to the sexual standards items which, essentially, is the technique of partial correlation, in this instance, does. The relevant partial correlation coefficients are given in Table 10. In both cases, the data failed to support the hypothesis.

TABLE 10. CORRELATION BETWEEN PARENT-CHILD AFFECTIONAL RELATIONSHIPS AND IMPORTANCE OF AFFECTION IN PERMISSIVE SEXUAL STANDARD, MALES AND FEMALES

	IMPORTANCE OF AFFECTION	
	MALES	FEMALES
PARENT-CHILD RELATIONSHIP	.05	.05

The second hypothesis suggested that the affection displayed in the parent-child relationship would be positively associated with the permissiveness of the child's attitude toward sexuality. The correlation between the composite indicators of the parent-child affectional relationship scale and the permissive sexual standard scale was .08. The data, therefore, do not support the hypothesis.

The third hypothesis asserted that, of the two parents, the affectional relationship between the mother and the child will be the more closely related to the child's permissive sexual standard. In order to test this hypothesis, both the mother-child affectional relationship scale and the father-child affectional relationship scale were needed, in addition to the permissive sexual standard scale. Given the hypothesis, it would be expected that the mother-child affectional relationship would have the stronger association with the child's permissive sexual standard. To determine the strength of the relationship between both the mother-child and the father-child affectional relationship scales a correlation coefficient was calculated first between the mother-child affectional relationship and the permissive sexual standard and then the father-child affectional relationship and the permissive sexual standard. The correlations between the composite indicators of the mother-child and the father-child affectional relationship scales and the permissive sexual standard scale are given in Table 11. The data, once again, failed to support the hypothesis.

TABLE 11. CORRELATIONS BETWEEN MOTHER-CHILD AND FATHER-CHILD
AFFECTIONAL RELATIONSHIPS AND CHILD'S PERMISSIVE
SEXUAL STANDARD

	PERMISSIVENESS
MOTHER-CHILD AFFECTIONAL RELATIONS	.07
FATHER-CHILD AFFECTIONAL RELATIONSHIP	.03

Chapter IV

SUMMARY AND CONCLUSIONS

In the past few years, there has been an increase in the amount of literature concerning adolescents' attitudes toward premarital sexual behaviour. In the wider social context, the attitudes held by the adolescent toward premarital sexual activities have been examined with respect to such social characteristics as social class, one-parent and two-parent families, number of siblings, and religion. In regards to the interpersonal relationship within the family, specifically the parent-child affectional relationship, however, inquiry has almost been non-existent. In a recent study, sufficient data were collected so as to enable a preliminary investigation of this area.

It has been recognized in the existing literature that the relationship a parent has with his child has important consequences for the child's later social development. The parent-child relationship has been considered to affect the child's attitudes. One attitude considered to be affected by this relationship is that held toward premarital sexual behaviour. This thesis has concerned itself with the possibility of an association between the parent-child relationship and the child's premarital sexual standard. The guiding hypothesis was that the premarital sexual attitudes or standards of an individual would tend to be a function of the affectional relationship he has with his parents.

In the first chapter it was argued that the parents may be an important influence on the process of attitude formation among adolescents. It would

be impossible at this point to try and explicate the many processes which operate in socialization within the context of the family. While the author is aware of the possible importance of many factors, the aim of this thesis was to examine the specific effects of the affectional relationships between the parents and the child. Although no support was found in the data used in this study, the strong testimony given in the literature concerning the influence of the parent-child relationship on the child's attitudes suggests that a good approach to the study of adolescence attitudes toward premarital sexual permissiveness is that of a parent-child relationship perspective.

Each of the above hypotheses will now be examined, and some suggestions made as to why no support was found.

Hypothesis 1: The greater the affection the parents have for the child the more the child would value the importance of affection in sexual relations.

In order to test this hypothesis, a coefficient of partial correlation was calculated between the parent-child affectional relationship scale and the two sets of items in the permissive sexual standard scale that dealt directly with affection and sexual permissiveness. Since the permissive sexual standard scale was composed of two parts, the first four questions dealing with attitudes directed toward the male permissive sexual standard and the last four questions directed toward the female permissive sexual standard, two partial correlation coefficients were calculated. The first was calculated between the parent-child affectional relationship scale and

the second item of the permissive sexual standard scale, holding the third item constant. The second was calculated between the parent-child affectional relationship scale and the sixth item of the permissive sexual standard scale, holding the seventh item constant. According to hypothesis 1, it would be expected that the higher the score on the parent-child relationship scale the more importance the child would place on affection in premarital sexual activities. Table 10 shows the values of r . The values are much weaker than anticipated.

As can be seen from Table 6, the distribution of the scores on the parent-child relationship scale is far from being normal, but rather is heavily skewed. The distribution is such that 74.1 percent of the sample population fall on the high affection side of the continuum. It would appear from the data that the adolescent population have strong affectional ties with their parents. Within the sample, there was virtually no child with a low or even moderately low affectional relationship with his parents. In effect, this indicates that there is a lack of variability in the parent-child affectional relationship scale. In reality, the parent-child affectional relationship variable is almost a constant. Since the magnitude of the correlation coefficient of the permissive sexual standard variable and the parent-child affectional relationship variable depends on the range of variability in both variables, the lack of variability in the latter variable might explain the low correlation.

Hypothesis 2: The greater the affection the parents have for the child the greater will be the child's adherence to a conservative sexual standard.

As was pointed out earlier, no support was found from the data used in the study for this hypothesis. The reason for this is thought to be again partly due to the skewed distribution of the parent-child affectional relationship scores. Furthermore, it may be that the child's conservatism with regards to his sexual attitude is determined more from the perspective of his parents attitude than it is from "traditional restrictive value". The conservatism of the child's sexual standard was operationally defined as the degree of permissiveness he accepted toward sexual activities. It was argued in Chapter I that the "traditional restrictive values" referred to the exclusion of petting of any kind. Thus, according to hypothesis 2, it would be expected that those who scored high on the parent-child affectional relationship scale would adhere to a sexual standard that would exclude sexual activities such as light petting. Because of the increasing trend toward a more liberalizing attitude toward sexual activities the "traditional restrictive value" concerning the exclusion of petting of any kind may no longer be the dominant point of reference for considering the conservatism of the child's sexual standard. The child's adherence to a conservative sexual standard may be in terms of the restrictive attitudes of his parents. This being the case, in order to test the hypothesis it would be necessary to consider the variability of the parents attitude toward premarital sexual behaviour and its similarity with the child's attitude toward premarital sexual activities.

Hypothesis 3: Of the two parents, the affectional relationship between the mother and the child will be the more closely related to the child's permissive sexual standard.

Table 11 shows the values of r . The values are much weaker than anticipated, and fall well below the arbitrary point for considering their significance. There is no indication from these figures that the mother is the more influential. The low association may be due to the fact that both the mother-child and the father-child scales were composed of only two items each, and that the item-to-total correlations were relatively low, .40 and .48 for the mother-child scale and .34 and .55 for the father-child scale respectively. It would appear from these data that an individual may feel rejected by his mother and yet feel that she has affection for him or that his mother does not have affection for him and yet does not reject him. In other words, there appears to be no strong relationship between being rejected by your parents and the affection that your parents show toward you. Table 12 shows the correlation coefficient between the individual items of the mother-child and father-child affectional scales and the permissive sexual standard scale. Again, the correlation coefficients do not suggest that the mother is the more influential.

TABLE 12. CORRELATION BETWEEN MOTHER-CHILD AND FATHER-CHILD
AFFECTIONAL RELATIONSHIP AND CHILD'S PERMISSIVE
SEXUAL STANDARD

INDIVIDUAL ITEMS	PERMISSIVE SEXUAL STANDARD
MOTHER-CHILD AFFECTIONAL RELATIONSHIP	
ITEM 1	.07
ITEM 2	.04
FATHER-CHILD AFFECTIONAL RELATIONSHIP	
ITEM 1	.04
ITEM 2	.03

Furthermore, as with the parent-child relationship scale, the distribution of both the mother-child and the father-child scales were far from being normally distributed, and were found to be highly skewed. For the mother-child scale, over 77 percent of the respondents reported having high affectional relationships with the mother. For the father-child scale, high affection accounted for over 70 percent of the respondents.

Scales

The following section will present a discussion concerning the scales used in the study. Except for the criticism already cited for the mother-child and father-child relationship scales, the scale variables appear to be good indicators for what they intended to measure.

Although only composed of four items, the parent-child affectional relationship scale would seem, from the point of view of face validity, to be a good indicator of the affection displayed in the relationship between the parents and the child (Swanson, 1950). The fact that the lowest item-

to-total correlation coefficient was .73 suggests that all the items were measuring the same thing. With regard to the permissive sexual standard scale, again, this scale seemed a good indicator of the child's attitude toward premarital sexual activities. The specific items that were used were adopted from Reiss' premarital sexual permissiveness scale (Reiss, 1964). Although sacrificing some information the scale again from the point of view of face validity, does seem to indicate the degree of permissiveness of the child's premarital sexual attitude.

Two approaches may be taken when examining the reasons why no support is found for the hypotheses of a study. In general, it may be due to either the theoretical statements that generated the hypotheses or it may be because of an inadequate methodology designed for testing the hypotheses. The author feels that for the present investigation it was the latter that was the cause for no support to be found for the hypotheses. The fact that the data used for this study was a secondary analysis of data, gathered for a larger study, placed certain limitations on the development of the scales and the identifying of the variables needed for testing the hypotheses. Furthermore, the lack of variability in all of independent variables indicates that the scales adopted for measuring the variables did not draw a fine enough distinction between those individuals who had a fairly high affectional relationship with their parents.

Suggestions for Further Research

As was pointed out in the discussion of Hypothesis 2 the child's conservatism in his sexual standard may be better examined with respect to the parents' attitude toward premarital sexual activities rather than in terms of a traditional value.

Further research into the area of parental influence on the child's premarital sexual attitude, should consider the variability of the parents' attitudes to premarital sexual behaviour and its similarity with the child's attitude. For example, Reiss found that sixty-three percent of his study sample felt a similarity and suggested that it was:

a rather strong testimony to the powerful effects of parental attitudes, and evidence that the highly permissive youngsters were probably from homes that were perceived as highly permissive (Reiss, 1967:130).

This being the case, in order properly to examine the association between the parent-child relationship and the child's attitude toward premarital sexual activities, it would be necessary to know both the parents' and the child's attitudes toward premarital sexual permissiveness.

Furthermore, some consideration should be given to the specific methods of measuring both the parent-child relationship and the child's attitude toward premarital sexual activities. Although the scales used in the present study, from the point of view of face validity, did seem to measure the parent-child relationship and the permissiveness of the child's sexual standard they were limited in information. It would possibly be more beneficial if further research were to develop more inclusive scales or to

utilize those already developed for both the parent-child relationship (Swanson, 1950) and for attitudes toward premarital sexual behaviour (Reiss, 1964).

Conclusion

Even though the present investigation did not shed much light on the subject of the parental influence of the child's premarital sexual standard with regards to supporting the thesis, it is still felt by the author to be an important area of inquiry.

As was suggested earlier, the strong evidence in the existing literature as to the influence of the parent-child relationship on the child's attitudes suggests that a parent-child relationship approach is an important method by which to examine the premarital sexual attitudes of adolescents. It was argued that the child goes through a process of socialization by which he is habituated to a certain sequence of behaviour and events, symbolizes images, and finally, learns meaning and values. For the most part, it would seem that it is during this final stage that the most prominent parental influence on social adjustment is exerted on the individual, continuing right up to and including the adolescent period. The adolescent within modern-industrial society is placed within a differential web of family, kin, peer, school, and other large societal influences such as the mass media and the economic, political, and religious institutions. Therefore in order to determine the parental influence on the child's social adjustment, specifically his attitude toward premarital sexual behaviour, the role the

parents in the process of socialization of the child should be considered. This should include, among other things, a discussion concerning the process by which the parents filter and transmit the groups culture to the child.

Neither the role the parents play in the process of socialization of the child nor the process by which the parents filter and transmit the groups culture to the child was considered in this thesis. A theoretical framework that took into account the considerations mentioned may more adequately explain the association between the parent-child relationship and the child's attitude toward premarital sexual activities.

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APPENDIX A

Selected sections from the
survey questionnaire

Instructions: Check one alternative in each question or sub-section of each question.

1. Your age to nearest birthday _____
2. Your marital status
 1. single _____
 2. married _____
 3. divorced _____
 4. widow-widower _____
 5. living common-law _____
 6. other _____
3. Sex:
 1. male _____
 2. female _____
4. Average grade in school last year (or last year attended)
 1. failure _____
 2. 50-59 _____
 3. 60-69 _____
 4. 70-79 _____
 5. 80-89 _____
 6. 90-100 _____
5. Present year or grade in school (if not in school, highest grade attended)

6. How much schooling was completed by your father?
 1. grade school _____
 2. some high school _____
 3. finished high school _____
 4. training beyond high school _____
 5. some college _____
 6. finished college _____
 7. post-graduate university work _____
7. Your present family income (this includes all family members living at home) your best estimate is sufficient
 1. less than \$3,000 a year _____
 2. \$3,000 - 4,999 _____
 3. 5,000 - 6,999 _____
 4. 7,000 - 8,999 _____
 5. \$9,000 - 10,999 _____
 6. 11,000 - 14,999 _____
 7. 15,000 and over _____
8. In which of these five groups do you consider your family to be?
 1. upper class _____
 2. upper middle class _____
 3. middle class _____
 4. working class _____
 5. lower class _____

9. Before your adulthood, what was the marital situation of your parents?

- 1. both parents alive and living together _____
- 2. only mother was living _____
- 3. only father was living _____
- 4. parents were divorced _____
- 5. parents were separated _____

10. At present, do you now live

- 1. at home with both parents _____
- 2. at home with one parent ie., mother _____
- 3. at home with one parent ie., father _____
- 4. at home with spouse _____
- 5. single - I live alone _____
- 6. live in apartment or dormitory with others _____
- 7. other _____

11. I think my father

- 1. has lots of affection for me _____
- 2. likes me most of the time _____
- 3. likes me sometimes, at others, he doesn't _____
- 4. seldom likes me _____
- 5. never seems to like me _____

12. I think my mother

- 1. has lots of affection for me _____
- 2. likes me most of the time _____
- 3. likes me sometimes; at others, she doesn't _____
- 4. seldom likes me _____
- 5. never seems to like me _____

13. I think the way my parents punish(ed) me is (was)

- 1. very fair _____
- 2. quite fair _____
- 3. somewhat fair and somewhat unfair _____
- 4. rather unfair _____
- 5. very unfair _____

14. My parents agree(d) with each other in making day to day household decisions

- 1. at all times _____
- 2. most of the time _____
- 3. sometimes _____
- 4. seldom _____
- 5. never _____

15. My parents seem(ed) to hold a close affection for each other

- 1. at all times _____
- 2. most of the time _____
- 3. sometimes _____
- 4. seldom _____
- 5. never _____

16. My parents (or any one of them) show(ed) a keen interest in my studies
1. all of the time _____
 2. most of the time _____
 3. sometimes _____
 4. just once in a while _____
 5. never _____
17. My parents (or one of them) show(ed) a keen interest in my future career
1. all of the time _____
 2. most of the time _____
 3. sometimes _____
 4. just once in a while _____
 5. never _____
18. Do your parents show genuine interest in you as a person?
1. all of the time _____
 2. most of the time _____
 3. sometimes _____
 4. just once in a while _____
 5. never _____
19. Are (were) your parents able to communicate with you to your satisfaction?
1. all of the time _____
 2. most of the time _____
 3. sometimes _____
 4. just once in a while _____
 5. never _____
20. Do you feel rejected by your father?
1. all of the time _____
 2. most of the time _____
 3. sometimes _____
 4. just once in a while _____
 5. never _____
21. Do (did) you feel rejected by your mother?
1. all of the time _____
 2. most of the time _____
 3. sometimes _____
 4. just once in a while _____
 5. never _____
22. How would you describe your home training and discipline?
1. exceedingly strict or harsh _____
 2. firm but not harsh-consistent _____
 3. lenient, usually allowed my own way _____
 4. kind, but consistent _____
 5. irregular or unreliable, sometimes strict, sometimes lenient _____

23. Have your parents, for the most part
1. been happy together _____
 2. been fairly happy together _____
 3. shown numerous signs of friction and stress in their relationship _____
 4. quarrelled and fought a good deal _____
 5. been separated _____
 6. been divorced _____

(For the final section, DATING AND GOING STEADY, A DATE is defined as participating in a significant activity, by plan, with some partner of the other sex)

Definition: In order to be sure that we define terms the same way, we will define "light petting" as kissing and hugging, "heavy petting" as sexually more stimulating behaviour including various kinds of bodily contact but not including full sexual relations.

1. Have you so far gone out on one or more dates?
 1. Yes _____
 2. No _____
2. How old were you when you first began having dates fairly regularly, i.e., at least one or two a month?

_____ years old (write in age)
3. In all your experiences with the opposite sex, what is the furthest you have gone?
 1. holding hands _____
 2. kissing _____
 3. light petting _____
 4. heavy petting _____
 5. full sexual relations _____
4. Are you satisfied with your present level of heterosexual activity?
 1. No, I am more permissive than I feel I should be _____
 2. Yes, reasonably content _____
 3. No, I am less active than I feel I should be _____
5. I believe that, WHEN IN LOVE, it is acceptable for the male to engage in the following behaviour

1. kissing	Yes _____	No _____
2. light petting	Yes _____	No _____
3. heavy petting	Yes _____	No _____
4. full sexual relations	Yes _____	No _____
6. I believe that, WHEN STRONGLY AFFECTIONATE toward his partner, it is acceptable for a male to engage in the following behaviour.

1. kissing	Yes _____	No _____
2. light petting	Yes _____	No _____
3. heavy petting	Yes _____	No _____
4. full sexual relations	Yes _____	No _____

7. I believe that, WHEN INVOLVED IN A RELATIONSHIP WHERE ONE HAS LITTLE OR NO AFFECTION TOWARDS HIS PARTNER it is acceptable for the male to engage in the following behaviour.
- | | | | | |
|--------------------------|-----|-------|----|-------|
| 1. kissing | Yes | _____ | No | _____ |
| 2. light petting | Yes | _____ | No | _____ |
| 3. heavy petting | Yes | _____ | No | _____ |
| 4. full sexual relations | Yes | _____ | No | _____ |
8. I believe that, WHEN ENGAGED TO BE MARRIED, it is acceptable for the male to engage in the following behaviour.
- | | | | | |
|--------------------------|-----|-------|----|-------|
| 1. kissing | Yes | _____ | No | _____ |
| 2. light petting | Yes | _____ | No | _____ |
| 3. heavy petting | Yes | _____ | No | _____ |
| 4. full sexual relations | Yes | _____ | No | _____ |
9. I believe that, WHEN IN LOVE, it is acceptable for the female to engage in the following behaviour.
- | | | | | |
|--------------------------|-----|-------|----|-------|
| 1. kissing | Yes | _____ | No | _____ |
| 2. light petting | Yes | _____ | No | _____ |
| 3. heavy petting | Yes | _____ | No | _____ |
| 4. full sexual relations | Yes | _____ | No | _____ |
10. I believe that, WHEN STRONGLY AFFECTIONATE TOWARDS HER PARTNER, it is acceptable for a female to engage in the following behaviour.
- | | | | | |
|--------------------------|-----|-------|----|-------|
| 1. kissing | Yes | _____ | No | _____ |
| 2. light petting | Yes | _____ | No | _____ |
| 3. heavy petting | Yes | _____ | No | _____ |
| 4. full sexual relations | Yes | _____ | No | _____ |
11. I believe that, WHEN INVOLVED IN A RELATIONSHIP WHERE ONE HAS LITTLE OR NO AFFECTION TOWARD HER PARTNER, it is acceptable for the female to engage in the following behaviour.
- | | | | | |
|--------------------------|-----|-------|----|-------|
| 1. kissing | Yes | _____ | No | _____ |
| 2. light petting | Yes | _____ | No | _____ |
| 3. heavy petting | Yes | _____ | No | _____ |
| 4. full sexual relations | Yes | _____ | No | _____ |
12. I believe that, WHEN ENGAGED TO BE MARRIED, it is acceptable for the female to engage in the following behaviour.
- | | | | | |
|--------------------------|-----|-------|----|-------|
| 1. kissing | Yes | _____ | No | _____ |
| 2. light petting | Yes | _____ | No | _____ |
| 3. heavy petting | Yes | _____ | No | _____ |
| 4. full sexual relations | Yes | _____ | No | _____ |
13. In all their experience with the opposite sex, so far, in general, how far do you think your same sexed friends have gone, on the average, in their sexual behaviour?
- | | | | | |
|--------------------------|-----|-------|----|-------|
| 1. holding hands | Yes | _____ | No | _____ |
| 2. kissing | Yes | _____ | No | _____ |
| 3. light petting | Yes | _____ | No | _____ |
| 4. heavy petting | Yes | _____ | No | _____ |
| 5. full sexual relations | Yes | _____ | No | _____ |

14. Are you happy with or satisfied with the social codes and standards of our society on premarital sexual relationships?
1. Yes _____
 2. No _____
 3. Uncertain _____
15. Are you dissatisfied or critical toward these codes because they appear to you to be
- | | | | |
|-------------------------------------|-----------|-----------------|----------|
| 1. confusing | Yes _____ | Uncertain _____ | No _____ |
| 2. unjust or unfair to human nature | Yes _____ | Uncertain _____ | No _____ |
| 3. narrow-minded or bigoted | Yes _____ | Uncertain _____ | No _____ |
| 4. hypocritical | Yes _____ | Uncertain _____ | No _____ |
| 5. other (write) | _____ | | |
-
16. Are you embarrassed by serious, frank but decent, discussions about sex?
1. yes _____
 2. no _____
 3. in presence of other sex, yes _____
 4. sometimes, depends upon degree of intimacy of discussion _____
17. About how old were you when you first came to learn or to understand clearly the essential facts with regard to sexual union (full relations)?
- | | |
|-------------------------|--------------------------------|
| 1. below 8 years _____ | 5. 15 or 16 years _____ |
| 2. 8 or 9 years _____ | 6. 17 to 20 years _____ |
| 3. 10 to 12 years _____ | 7. I don't know them yet _____ |
| 4. 13 or 14 years _____ | 8. over 20 years _____ |
18. About how old were you when you first came to learn or to understand the essential facts about the use of contraceptives?
- | | |
|-------------------------|--------------------------------|
| 1. below 8 years _____ | 5. 15 or 16 years _____ |
| 2. 8 or 9 years _____ | 6. 17 to 20 years _____ |
| 3. 10 to 12 years _____ | 7. over 20 years _____ |
| 4. 13 or 14 years _____ | 8. I don't know them yet _____ |
19. How do you rate your personal adjustment in sexual matters?
1. very satisfactory _____
 2. somewhat satisfactory _____
 3. average _____
 4. somewhat unsatisfactory _____
 5. very unsatisfactory _____
20. Have you ever used contraceptives?
1. yes _____
 2. no _____