AN EXAMINATION OF

AUTHORITARIANISM IN CHILD-

REARING ATTITUDES AS

MANIFESTED BY

FOSTER PARENTS

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by

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ABSTRACT

A review of child welfare literature suggested that
foster parents tend to manifest authoritarian child-rearing
attitudes, resulting in foster children being exposed to
inadequate parenting. A concurrent review of research
literature related to families and socialization theory
found that authoritarian child-rearing attitudes do have
detrimental effects on the socialization of the child. It
was thought that, if Newfoundland foster parents were similar
to foster parents in the child welfare studies reviewed,
they would reflect authoritarian child-rearing attitudes
which would be related to their parenting adequacy.

Methodology provided for the examination of the
child-rearing attitudes of a population of foster parents
serviced by a local child welfare agency. The foster parents
were divided in two groups by child care social workers at
the agency. They rated one group as more adequate, and
the other as less adequate. Instruments used to examine
their child-rearing attitudes consisted of six scales
selected from the Parental Attitude Research Instruments--
Mother Form and Father Form. The foster parents' demographic
characteristics were examined. All respondents were per-
sonally interviewed.

Descriptive measures were used to observe for
differences between the more and less adequate foster

parents in the study group. Data analysis revealed that foster parents in the study group did have demographic characteristics somewhat similar to those of foster parents studied in other countries. Differences between mean scores obtained for more adequate and less adequate foster parents on the attitude scales were minimal. Possible explanation lies in the fact that more adequate and less adequate foster mothers displayed marginal differences between means on both restrictive and permissive scales. Also, more adequate foster fathers tended to be less permissive on some scales than did the less adequate foster fathers.

When examined as subgroups, foster mothers and foster fathers who were rated by agency social workers as being less adequate did show a tendency to be more authoritarian in their child-rearing attitudes than the more adequate foster mother and father subgroups. Overall, less adequate foster parents scored in the direction of being more authoritarian than more adequate foster parents, when taking into consideration the former's scores as subgroups.

A final observation is that agency social workers did prove capable in rating the adequacy of foster parents in their caseloads. Their judgement was upheld in that the less adequate foster parents tended to be less permissive and more restrictive in their child-rearing attitudes, even though the differences were somewhat marginal.

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CHAPTER 1

THE PROBLEM

Introduction

The family in its various forms has been described
extensively in the literature of the social sciences
(Cogswell & Sussman, 1974; Loomis & Dyer, 1976). As a unit
which provides a variety of direct supports to its members,
the family has had to struggle against the demands of a
changing society. This is particularly true in North
American societies such as those existing in the United
States and Canada where the phenomenon of the nuclear family
has received a great deal of attention (Parsons & Bales,
1955; Wakil, 1971). As a result of industrialization and
increasing specialization in technological advances, the
family has become more mobile, often isolated from direct
kinship supports. While intensively involved in the
socialization of its young, the nuclear family is also more
vulnerable. Strains imposed by fluctuating economies and
materialistic values have led to family disruptions,
necessitating alternative child care.

How greatly disadvantaged is the child who has been
removed from the care of his parents? Having reviewed the
results of research in foster home care, Dinnage (1967)
observed that successful fostering scarcely makes an

appearance, except by implication. In other words, fostering of children is an apparently hit or miss affair. A great deal is left to chance regarding the success of the placement outcome in relation to the adequacy of the foster child's parenting. The question arises, therefore, as to the effectiveness of society's alternative child care options in this era of swift social change.

Considering the importance of the family in child-rearing, it is desirable to pursue the problem of determining the adequacy of at least one of society's substitutes for a child's family. Fostering continues to be the preferred alternative child care method. The relationship between foster parenting attitudes and adequacy will be examined to gain a better understanding of the suitability of this alternative for children who cannot remain in their own homes for certain reasons. Some results of the foster home care process are incorporated in the problem statement which follows. They serve to illustrate the impact of foster parents' child-rearing attitudes on the child and reflect on the adequacy of the process.

Problem Statement

The stresses of society often lead to individual hardship and inability to cope with personal responsibilities. This sometimes creates a family situation where the parents can no longer, temporarily or permanently, continue to

provide a satisfactory environment for their children.
Reasons vary from a lack of suitable accommodation, temporary
illness, to severe mental instability. When children re-
quire an alternative to their own families, determined
either by welfare agencies, the courts, or their own families,
the usual option is that of care in a foster family (En-
cyclopaedia of Social Work, 1969; Pope, 1967).

In considering the adequacy of fostering as an
alternative method of child care, social work literature
reflects an excessive interest in the characteristics of
foster parents (Babcock, 1965a; Kraus, 1971; Wakeford, 1963).
Kraus (1971, p. 69) defends this approach to determining
adequate foster child-rearing in stating that,

> all such characteristics could represent
> indexes of attitudes and values, and
> secondary traits that have attained a
> degree of functional autonomy and thus
> could be factors in foster parent-child
> relationships.

This knowledge, Kraus believes, could ultimately be related
to successful or adequate parenting, thus developing cri-
teria for future foster home selection. Observation of
tangible characteristics is not the only method available
in determining the quality of foster child care. Studies
by Fanshel (1966) and George (1970) have broken with that
tradition, seeking to assess the intangibles such as parenting
attitudes to which foster children are exposed.

Research in child-rearing indicates that children
raised by parents with restrictive, authoritarian attitudes

very often display difficulties in personality development and in acquiring social skills (Yarrow, 1965). They are fearful, overly dependent, intellectually sluggish, and suppress hostility (Hoffman, 1960). The opposite is true for children raised by parents with permissive child-rearing attitudes. They are more outgoing and get along more easily with others. They are intellectually curious and achievement oriented (Pollard & Geoghegan, 1969). The latter traits are not generally observed in foster child behaviours. Considerable evidence exists to suggest that these children are being subjected to an inadequate socialization process, as suggested in the following studies.

Lurie (1970) reports on the emotional health of children in the family setting. She observed that children living in intact homes, but with surrogate mothers, were poorer risks, in terms of experiencing healthy emotions, than those living with their natural mothers. They were likely to be emotionally stunted in giving or receiving affection, nontrusting or overly fearful. In her findings Lurie (1970) noted that extroversion in children was associated with open displays of affection by parents, low tension level on the part of the mother, and acceptance of herself and her marriage. Parental nonsupportive disciplinary methods were associated with the children's problems of impulse control and frustration tolerance. Surrogate mothers were less likely to display positive

attitudes indicative of their self-acceptance or warmth in child-rearing.

In a follow-up study of 422 children (out of an original 551), Maas (1969) found that about one-third had been in foster care for 10 years or more. These children suffered from tenuous or warped foster parent-child relationships and most functioned below average, intellectually. Particularly striking was the attitude of the majority of foster parents toward foster children in terms of excluding outside influences. As one foster father said (Maas, 1969, p. 14),

> Just give us the child and help us in paying the expense. We will take care of everything else ourselves. We don't want a social worker coming around here.

In her study of 25 foster families, Babcock (1965a) noted that these foster parents were more successful with young children. They obtained much satisfaction from meeting the physical needs of the young, dependent children. They tended to lavish the child with affection through handling and expressions of endearment and warmth. Once the children grew older, and reacted alternatively with love or hate or disciplinary methods, these parents were unable to cope, preferring to remain as foster parents for the very young. Since the ages of children requiring foster care vary, this group was limited in the service they gave by the very nature of their unskilled or inadequate approach in handling children who attempt to test their independence.

As Charnley (1955) noted, a child from a home where parental attitudes implied a lack of warmth and love and disregard for discipline and routine, will not do well with foster parents who may be similarly unloving or who tend to reward submissiveness only.

While the family still has the primary function in the socialization of the child, it is being increasingly supported by external influences such as the school and the children's peer group (Report of the Canadian Committee on Social Welfare, 1968). As a substitute for natural parents, foster parents also play a major role in the child's social development.

In summary, the effects of parental adequacy in the parent-child relationship in relation to its importance in the child socialization process has been generally accepted (Kohn, 1972). One aspect of their adequacy in this process can be reviewed through examining their child rearing attitudes. Such attitudes are instrumental in moulding a child's behaviour in a manner so as to enable or disable his ability to form and maintain interpersonal relationships (Brophy, 1977).

It is the purpose of this study, therefore, to examine for any difference in the child-rearing attitudes maintained by foster parents who have been rated as either more or less adequate by their social workers. Specifically, are the more adequate foster parents those who have per-

missive, liberal child-rearing attitudes; those who easily give affection, creating an atmosphere of warmth and security, permitting children to say what they think? On the other hand, are the less adequate parents those who have restrictive attitudes which forbid verbalization and encourage dependency in children; those who prevent stimulating, learning experiences by protecting the child from outside influences?

Having placed the problem in perspective, significance of its study is outlined in the following section. An explanation of terms used and a discussion of the study's limitations are also provided.

Significance of Study

A study of this nature has relevance for fostering in Newfoundland. As of 31 May 1978, there were 842 foster children in the legal custody of the Director of Child Welfare for Newfoundland. These children were in the direct care of 485 foster families (Children in Care, Statistical Report, 1978). Society has an obligation to assure itself that alternatives in child care are intensively reviewed for effectiveness, since it is the community which is responsible for the welfare of the child (Bane, 1976).

If foster parents who have been categorized as less adequate are also found to be more restrictive in child

rearing attitudes, this may indicate the need for a review of the criteria used in selecting and approving foster parents. Such findings could signify the need for developing attitudinal measuring instruments similar to the Parental Attitude Research Instruments developed by Schaefer and Bell (1958, 1960).

It is useful to determine the kinds of child-rearing attitudes maintained by foster parents even in one region of the Province. The findings could then be brought to the attention of those who develop and implement Newfoundland's child welfare policies.

Delimitations of the Study

The group examined consisted of the total foster parent population who maintained regular foster homes in and immediately outside the boundaries of the city of St. John's, Newfoundland, as of 1 June 1978. The population was equally divided with respect to their urban or rural locations. Half were in the metropolitan area of St. John's. The other half were in small, rural communities located three to five miles from the city limits.

Limitations

Since this study was interested in child-rearing attitudes held by foster parents in St. John's, and its nearby rural communities, resulting observations or findings

are pertinent to that group only. This limitation is due
to the small size of the population examined which precluded
the use of randomly selected samples. Any findings must
be viewed as representative of the group studied, preventing
generalizations to other groups of foster parents in
Newfoundland.

Explanation of Terms

To insure that this study is understood in the manner
intended, it is necessary to explain the terms used therein.
While the chief interests are authoritarian attitudes and
foster parents, some attention must be given to the concept
of socialization. The influence of parental attitudes is
merely an aspect of the child's total socialization process.
As such they must be viewed against that larger whole, hence
a discussion of the term socialization.

Socialization

Socialization is a process which begins at birth,
notes Pollard and Geoghegan (1969, p. 110) whereby a person
comes to understand and accept the

> customs, standards, traditions and values
> of the group of which he is a member; to
> acquire the skills, knowledge and attitudes
> necessary for him to be an accepted and
> productive member of that group.

The process of socialization has been treated
separately, in the literature and by theorists, from child

development. Succinctly stated by Brophy (1977, p. 6),

> The socialization and child rearing approach
> stresses the role of external forces in
> shaping the child's development, in contrast
> to the developmental approach, with its
> stress on naturalistic observation,
> description and cumulation of normative
> information about stages in development
> which presumably are universal across
> children and cultures.

Child development theorists have concentrated their efforts in the manner suggested by Brophy. Major among these have been, "Lewin, Piaget, Freud . . . Werner, and Parsons and Bales" (Baldwin, 1968, p. 579). Socialization theory has received less attention and has developed mainly in two schools of thought. From Freud and the Psychoanalysts we learn that socialization of the child takes place by imitation. In following the example of those around him, particularly parents and siblings, the child develops traits such as friendliness, independence, kindness or their opposites. He incorporates into himself the attitudes, ideals and values of those near him so that, by the time the child is ready to enter school, this process has had a far reaching and irreversible effect on the development of his personality. The crux of the theory is that the environment provides the impetus for the effects of social-ization (Freud, 1938, 1965).

Learning theorists' approach to socialization is more aggressive. They do not see the child and his environ-ment interacting passively (Bolles, 1975). They believe

that the child learns how to behave as an accepted and productive member of the group through being rewarded for appropriate behaviours and not rewarded for those which the family cannot approve. While the theorists may disagree as to how socialization takes place, all concerned with developing family theory, socialization theory, and child development theory do agree that the family is still the primary source of the child's socialization.

Attitude

In his essay on 'The Nature of Attitudes', Rokeach (1968, p. 449) provides the following definition:

> An attitude is a relatively enduring
> organization of beliefs around an object
> or situation predisposing one to respond
> in some preferential manner.

Attitudes have generally been divided into three components: affect, cognition and behaviour (Zimbardo & Ebbesen, 1969). While affect takes into consideration a person's emotional response to something, and behaviour is the actual observable activity of the individual, it is the cognition, that is, belief or knowledge, which is that part of the parenting attitudes as stated in the hypotheses which is examined.

Attitudes are generally referred to as being either positive, permissive, or liberal, indicating an open-minded, enabling view on the part of the incumbent; or they can be negative, restrictive, or authoritarian, implying a repressive, narrow, disabling stance or position.

Authoritarianism

The basic concept of an authoritarian personality was first proposed in 1950 (Adorno, Frenkel-Brunswik, Levinson & Sanford, 1950). Its central thesis is that noted by Kirscht and Dillehay (1967, p. 5)

> Prejudiced and hostile attitudes are
> expressions of inner needs or impulses
> which form the foundation of the author-
> itarian personality syndrome. Certain
> solutions to intra-psychic conflict
> result in suspicion, distrust, and hatred
> of others.

The Adorno study has been extensively criticized with regard to the methodology used and his interpretations of the findings. However, the basic concept of an authoritarian dimension of personality does not appear to have been refuted (Ernhart & Loevinger, 1969). The Authoritarian personality is characterized by distrust, rigidity, conformity, worship of the past, and a hierarchial perception of human relations. Power dictates the ordering of relationships for such persons. Those more powerful are submitted to while those who are weaker are used and considered inferior (Ernhart & Loevinger, 1969).

Foster Parents

Fostering or foster care is a generic term which includes the variety of situations wherein a child may receive care outside the confines of his own family (Costin, 1972). Included in the term are institutional care, group homes and foster homes. Since this study is concerned with

the provision of foster home care for children in the Province of Newfoundland, it is appropriate to cite the Government's definition of this type of care.

The Provincial Government's Department of Social Services, Division of Child Welfare, refers to foster home care in relation to its purpose and function rather than stating a formal definition. For example, the Newfoundland Government's Department of Social Services Child Welfare Regulations (1977) state,

> Regular foster homes (are) for neglected children who require short term or long term care and include children who are awaiting adoption.

In the same place it is further stated,

> The purpose of providing homes ... is to provide a normal family home with respect to size, composition and housing with opportunities for the growth and development of children, and to provide a stable family environment, as an alternative to institutional care, for children with emotional, physical and mental disabilities.

The Division of Child Welfare's Policy Manual observes that, (p. 292.2(i))

> Foster Home Service is a means of providing children with suitable environment within which normal childhood experiences may be enjoyed in a family life setting.

It should be noted that the Division of Child Welfare uses the term 'regular' to distinguish regular foster homes from group homes or special foster homes which serve the emotionally or physically handicapped children.

While the Department of Social Services does not
have a definition of foster home care as such, their intent
and purpose as outlined above is consistent with most
definitions of foster home care found in the literature.
Britain's Boarding Out of Children Regulations 1955, state
that the essence of fostering for children in care is that
the child lives with foster parents, in their dwelling as
a member of their family (Pugh, 1968). Throughout this
study foster home care, delivered by foster parents, is
used in the context of being, ".... full time care, 24 hours
a day, outside the child's own home ... given within a
foster family home" (Costin, 1972, p. 321).

Adequacy

A brief explanation of this term is provided by
Fanshel (1966, p. 110) in relation to his appraisal of
foster parenting adequacy as perceived by child care social
workers. He noted that adequacy includes,

> the foster mother's understanding of child
> behaviour, her understanding of her own
> emotional needs as a foster parent, her
> ability to behave toward the child in
> accordance with his needs, her ability to
> respond to suggestions from the caseworker
> about her child-rearing practices, and her
> ability to report to the caseworker sig-
> nificant data about the child's personality.

Additional information related to the term adequacy is
provided in the methodology for this study where the
development of a Foster Parent Global Adequacy Scale is

reported in detail. Therein, eight dimensions of foster
parenting adequacy are discussed (p. 35).

Operational Definitions of Variables to be Examined by the Parental Attitude Research Instruments

The following six variables, shown by scale title,
are the attitude scales selected from the Parental Attitude
Research Instruments to examine parental child-rearing atti-
tudes, as proposed in this study. The explanations for each
scale are those found in the reports of the Instruments'
developers (Schaefer & Bell, 1958, 1960). These particular
scales were selected by the writer because they examine
parental attitudes most often discussed in the literature
reviewed. Each scale contains a number of statements, as
noted in the methodology (Instruments, p. 43) designed to
elicit responses pertinent to the attitude being examined
(see Appendices D and E).

1. Encouraging Verbalization

This scale examines for a permissive child-rearing
attitude. It was designed to determine whether the parent
will permit or encourage the child to talk about his
anxieties, conflicts, hostilities, and disagreements with
parental policies.

2. Breaking the Child's Will

This scale examines for a restrictive child-rearing
attitude. It was designed to elicit parental attitudes

toward ideas such as, children need to have some of the natural meanness taken out of them; they must be taught early just who is boss; one must drive the mischief out of the child before he will behave.

3. Equalitarianism

This scale examines for a permissive attitude in child-rearing which indicates that the child's feelings, views, and wishes are equal in import to those of the parents and should be taken into consideration, within reason, in making decisions which affect, directly or indirectly, the child's well being.

4. Excluding Outside Influences

This scale examines for a restrictive child-rearing attitude. It was designed to examine family ethnocentrism, (family/self-centered), and may be related to parental control and authoritarian attitudes. Parents who want their children to be influenced primarily by what they say and do reflect this attitude.

5. Comradeship and Sharing

This scale examines for a permissive child-rearing attitude. Parents and children should share interest in one another's activities and have a desire to talk about them, in the same sense that any good friends share these

qualities; this means, among other things, a continuing two-way dialogue in which both parties share information and experience.

6. Suppression of Sex

This scale examines for a restrictive child-rearing attitude. Suppression refers to recognizing conflicts but deliberately putting them out of one's mind by thinking about something else or otherwise distracting one's self (or child). It is a form of escape from conflict, but it is done consciously and deliberately.

The foregoing explanation of terms, and the study's significance and limitations, were included to define the scope of the problem in a context desirable for this study. In order to meaningfully illustrate the nature of the problems and concerns encountered in foster home care, a review of pertinent literature has been prepared. While the problem statement underpinned results of foster home care, the review which follows seeks to demonstrate research efforts relevant to foster parents' child-rearing attitudes, and to discuss observations resulting therefrom.

CHAPTER 2

REVIEW OF THE LITERATURE

A review of the literature reveals that child-
rearing attitudes and other factors related to childhood
socialization have not received the attention which has been
given to other areas of fostering. Interest has centered
largely in the socioeconomic characteristics displayed by
foster parents. Most evident perhaps, is an almost per-
vasive attitude in the child welfare literature that
fostering is accomplished to serve the system, that is,
the network of child care agencies. One would conclude
that it is an end in itself rather than a means of child
protection.

There are at least three self-interest groups,
apart from the foster child, which have a stake in the
fostering process. One can visualize this by using a
triangle-like diagram. One side represents the child
welfare agency, another the foster parents, and last, the
natural parents. The foster child stands in the center,
seemingly alone. The interactions generated by the three
sides of the triangle are often with each other about the
child, rather than with him.

A review of relevant literature during the past
fifteen years found that the authors' interests easily

divide among five separate areas of foster child care.
First, and foremost, are the studies related to foster
parents. Considering the written interest, the impression
is left that the child welfare field wishes to reassure
itself about something; perhaps the adequacy of the foster
family concept as a child-rearing policy. A second area
of interest is the foster child, being examined from a
number of perspectives, as is the child welfare agency in
its diverse forms. The fourth area is comparatively large.
It consists of reported and suggested alternatives to foster
family care as well as a number of scathing reviews and
condemnations of the fostering process. Last, and likely
considered least, are the natural parents. They are given
as much attention by the authors, their works imply, as
is given to natural parents by the child welfare agencies
and foster parents.

Having identified the major interests or concepts
developing as a result of the foster family process, research
literature pertinent to foster parents will be reviewed.
More specifically, literature dealing with foster parenting
attitudes will be examined since these are extremely
important in the process of child socialization.

Foster Parents' Attitudes

Foster parents are responsible for insuring that
foster children receive adequate stimulation, emotionally

and intellectually. They must insure that the children experience the kinds of interactions which contribute to developing healthy attitudes toward themselves and others. In order to determine their adequacy as socialization agents, a number of studies have focused on the characteristics of foster parents, but of primary interest are their attitudes.

In a study of the relationship between foster parents' child-rearing attitudes and social class, the following was reported (Rowe, 1976). Findings indicated that, although the majority of foster parents in the study were on the professional side of the class distribution, there were some working class families. No relationship between social class and success in fostering was found. However, Rowe had social workers divide his foster parent sample into two groups of more and less adequate. He observed that foster parents rated as more adequate were more permissive than the less adequate group in terms of accepting a child's early adult behaviour, being more tolerant of poor academic performance, and more accepting of a child's difficult behaviour. They were also more tolerant in not requiring strict religious observance by the child.

Rowe concluded that, while parental attitudes are related to successful fostering, social class is not. He admits, however, that his sample was skewed toward the professional side of the socioeconomic class. He found that foster parents in the professional class displayed attitudes

which were more accepting and tolerant of the foster child's difficult behaviour than those in the lower class.

On the other hand, Mandell (1973) declares her preference for the lower class foster home. She reasons that these foster parents have more tolerant attitudes toward children since they are not high achievement oriented. They expect their children to be similarly minded. They are more accepting, therefore, of the children's failures.

Foster parenting attitudes were given considerable attention in a study completed by Fanshel (1966). A number of attitudinal relationships were measured which appear to be pertinent to the socialization of the child. He found that foster mothers displayed harsh and negative attitudes toward children. He noted that this appeared to be related to the fact that the foster mothers were elderly and poorly educated. Subsequent analysis of his findings also revealed that foster parents who cared for acting out children rated high in emotional maturity, democratic family relationships and, generally, were an able group of people. The foster parents of handicapped children in the study were rated lower than the above noted in maturity and democratic family relationships. Instead, caseworkers associated these with a kind of benevolent authoritarianism.

In her study of the on-going records of 25 American foster families, Babcock (1965b) reported a number of interesting findings from her point of view as

a psychiatrist. She concluded that these families were stable rather than upwardly mobile. As a group, they were lacking in flexibility or curiosity, and dependent on hard work or denial to avoid possible problems. Her observations are somewhat in keeping with the description of the authoritarian personality as being rigid, conforming, and given to fostering dependency so as to maintain a hierarchial ordering of relationships (Ernhart & Loevinger, 1969).

Foster parenting attitudes have been examined in relation to socioeconomic characteristics. Generally the findings show that foster parents having lower incomes, little education, and occupying unskilled occupations, are authoritarian in their child-rearing attitudes (George, 1970; Parker, 1966; Wakeford, 1963). Several authors, as noted above, question the adequacy of such parenting.

Conclusions in the foregoing studies do not indicate a consensus of opinion that foster parents' child-rearing attitudes are more restrictive than permissive. Variations in observations, nevertheless, warrant continued study in this area.

Critique

The number of studies available for review herein, which applied themselves directly to the subject of foster parents' child-rearing attitudes are minimal. In itself, this is a reflection on the inattention of research to this

aspect of foster child care. Furthermore, the quality of some of the existing research is such that conclusions reached must often be viewed in isolation.

Rowe (1976) admits to several shortcomings in his study of foster parents' child-rearing attitudes. He noted that the sample of foster parents used was skewed. Reasons for this included an atypically high proportion of profes- sional persons in the area from which his sample was drawn, and a low rate of returned questionnaires by foster parents who had been rated by social workers as less adequate. Subsequent analysis revealed that those who returned questionnaires had received a better success rating than nonreturners. Petersen and Pierce (1974) noted that foster parents' class distribution has a tendency to be reflective of that of the surrounding community. Rowe's findings, therefore, do not lend themselves to generalization beyond the area where his study was completed.

Research in the area of foster parents' demographic characteristics, including the socioeconomic, is more prevalent. These studies tend to present a similarity in findings. It is generally accepted that foster parents are more often found in the lower socioeconomic class. The need exists to develop more studies on the scale of the Fanshel (1966) endeavour, wherein the psychological characteristics of foster parents can be given as much attention as the tangible, more readily observable

characteristics have received.

Summary

The studies cited in this review of the literature
are representative of several countries, including Britain,
(Wakeford, 1963); and the United States (Fanshel, 1966).
Their general observations, coupled with findings of foster
parents' tendencies to be restrictive or dominant in their
child-rearing attitudes, make questionable the realism
with which foster family care is being considered as the
most appropriate means of socialization for foster children.

As a socialization agent, the family has received
considerable attention in the literature and provides a
theoretical base from which to assess many aspects,
including attitudes, which parents bring to bear upon the
child. This will be discussed in the theoretical rationale,
which follows, for the study.

CHAPTER 3

THEORETICAL RATIONALE AND HYPOTHESES

As a unit of society the modern family has lost many of its previous functions which included providing for the economic, religious, and protective needs of its members. It appears now that its primary function is being shared, if not eroded. A growing consensus maintains that the socialization of the child is being assisted by other agents apart from the family (Ponsioen, 1969). Nevertheless, the family is still observed as the child's foremost socialization agent, accounting for the interest in this process which finds itself at the core of most family theory.

Prior to shifts in familial responsibilities, the socialization of children received more support in the large family and extended kin system (Bossard, 1956; Redfield, 1946; Toennies, 1957, 1963). These leading sociologists inferred that greater numbers alone, in the large family, relieve stresses encountered in relationships by providing alternative interactions.

Familial patterns reported by Toennies (1957, 1963) and observed by Redfield (1946) are suggestive of an authoritarian type of family leadership prevailing to insure the continuing integrity of the large family. They

observed that conventional behaviour is strongly patterned, and the duties and rights of every individual fixed.

It could be asserted that the authoritarian type of leadership evidenced in large families was there not so much as to insure the total well being of the family but to meet the psychological needs of the family leaders. Ponsoien (1967) notes that the large family is still with us, even in the industrialized societies. In his study of 100 natural, large families, Bossard (1956) found that these families were large by design rather than by chance or accident. It may be construed, therefore, that the 'planned' aspect of their existence is analogous to the planned extension or revision of a natural (nuclear) family into a foster family.

The large or extended family has received far less attention than the nuclear family which has been popularized in the literature by Talcott Parsons. He is recognized as a leading theorist on the family although his views are now being frequently challenged (Morgan, 1975). Parsons is identified with the structure--functional school of family theory. As one of its leading proponents, he emphasizes the relationship between the family and the larger society. Concepts basic to Parsons' theory include viewing the family as a dependent subsystem of a larger society. The subsystem or family is a social system in itself, inter-acting with other subsystems which comprise the structure

of society. In Parsons' words (1955, p. 35),

> The parents, as socializing agents, occupy
> not merely their familial roles, but these
> articulate, i.e., interpenetrate with their
> roles in other structures of the society,
> and this fact is a necessary condition ...
> of their functioning effectively as social-
> izing agents, i.e., as parents.

Therein Parsons is emphasizing that the child is
socialized not only for and into his family, but into other
structures beyond the family, including school, his peer
group and eventually, his own family of procreation. His
meaning of socialization includes, therefore, not only that
of the child, but his internalizing the culture (Morgan,
1975). Parsons attributes only two basic functions to
the nuclear family, procreation expected; the social-
ization of the child and the stabilization of the adult
personality.

Referring to the influence of Freudian theories on
the course of child development and socialization theories,
and family theorists such as Parsons, one is mindful of
the father's activity in the child's socialization as being
a necessary and positive ingredient. In the early 1950's,
John Bowlby (1953) made his pronouncement that the only
important relationship in the socialization process was
between the child and mother. Having taken this as their
cue, the majority of researchers in childhood socialization
have concerned themselves mainly with the interactions
between mother and child; and how these affect the child's

socialization and the development of his personality. Only in the last few years has the father been given any attention regarding his effects as a socialization agent in the family (Benson, 1968; Green, 1976; Lynn, 1974; Nash, 1965).

In describing the socialization of the child, special attention has been given here to the influence of the father to indicate that, far too often, this particular aspect is not sufficiently taken into account when consideration is given to placing children in foster home care. Moreover, this study undertook to examine the child-rearing attitudes of foster fathers as well as those of foster mothers.

Much has been written regarding the need for the presence of the father in the appropriate sex identification being made by the child, especially in the father-son relationship. Attention is drawn to the distinction between identification with one's father and identification with one's sex, the former always conditioning the latter (Benson, 1968). To grossly oversimplify, the relationship which the child develops with his father through interaction and observation will influence his sex identification, which takes place as described by Freudian theory. Benson (1968, p. 18) observed that a summary of literature on identification, indicates that the father who,

> plays an impressive role within his family's
> daily routines, in terms of both control and
> affection, will very likely be an object of
> strong identification for both his son and
> his daughter.

This being so, children will find that being like their
father is pleasing to him and rewarding. Where, in such a
relationship the father is highly conventional, the children,
as adults, may have difficulty in relating to new life
situations. Indications are that, as the father's role as
authority figure and disciplinarian in the modern family
declines, the expressive or affection giving aspects of
his role are increasing (Lynn, 1974). Benson (1968, p. 182)
further noted that,

> A warm relationship between father and
> child, laced with paternal firmness but
> not authoritarianism, increases the
> chances that the child will find a sense
> of security and self-confidence without
> becoming dependent upon his father for
> constant guidance.

Attitudes which parents imply through their child-
rearing practices can be indicative of their basic orientation
toward the overall process of child socialization. As an
example of what is meant here, the parent who is dominant
or restrictive in his attitude toward child-rearing may
reflect this in his excessive control, not permitting the
child new experiences, and in being overly protective for
fear the child will be injured. Such a parent may force
development in areas such as walking, talking, or toilet
training when the child is unprepared physiologically and/or
psychologically. On the other hand, permissive parents'
attitudes toward child-rearing are reflected in their per-
mitting the child freedom in exploring, in verbal and other

forms of self-expression. They are contented to let the child develop at his own pace.

The restrictive, dominant parent, having undemocratic or strict methods of child-rearing, can be associated with the authoritarian personality as exemplified in the work of Adorno et al. (1950). Several studies convincingly indicate that child-rearing attitudes incorporated by the authoritarian type, reflected in his child-rearing practices, have detrimental effects on the socialization of the child (Baumrind, 1965, 1970; Byrne, 1965; Hoffman, 1960; Lang, 1969). Children raised by authoritarian parents tend to display traits such as discontent, distrust and fears of new experiences (Baumrind, 1965), hostility (Hoffman, 1960), dependency (Moore, 1965), and aggression (Delaney, 1965).

To summarize, family theory has led to research which has shown that childhood socialization is largely influenced by parental attitudes and the adequacy of their child-rearing practices. Other research resulting from childhood socialization and developmental theories has produced similar observations. The influence of the father in child-rearing has also been given due recognition in recent family related research. This body of knowledge, coupled with evidence of detrimental effects produced by authoritarian parenting should lead to further enquiry. Investigation may be directed toward parental adequacy which is called into question where authoritarian or

restrictive child-rearing attitudes are thought to be prevalent. This combination of factors, as summarized, led to the formulation of the proposition and hypotheses as stated in the following section.

Proposition and Hypotheses

As a result of examining the importance of parental attitudes in the process of childhood socialization, as demonstrated in literature related to theories of socialization and the family, as well as a review of research in foster home care, the following proposition was advanced:

When examined by scales selected from the Parental Attitude Research Instruments, devised to measure restrictive and permissive child-rearing attitudes, foster parents rated as more adequate by agency social workers reflect a greater orientation toward permissive attitudes, and a lesser orientation toward restrictive attitudes, than foster parents who have been rated as less adequate by the agency social workers.

Hypotheses generated by the foregoing are as follows:

More adequate foster parents display a greater inclination to be permissive in encouraging verbalization on the part of the child than less adequate foster parents.

Less adequate foster parents display a restrictive attitude indicative of breaking the child's will to a greater extent than more adequate foster parents.

More adequate foster parents indicate
equalitarian permissive attitudes toward
children to a greater extent than less
adequate foster parents.

Less adequate foster parents display a
restrictive attitude of excluding outside
influences in their children's lives to a
greater extent than more adequate foster
parents.

More adequate foster parents demonstrate
permissive attitudes toward comradeship
and sharing with children to a greater extent
than less adequate foster parents.

Less adequate foster parents indicate a
restrictive attitude of suppressing sex
knowledge or related information on their
children's behalf, to a greater extent than
more adequate foster parents.

In order to test the hypotheses, a methodology was

designed, pretested, and implemented as reported in the

following chapter.

CHAPTER 4

METHODOLOGY

Since this was a study of an ex post facto nature,
the research design was restricted by the examination of
a group where the variables being studied had been and
continue to be on-going. Because attitudes of foster
parents were being examined, there was no possibility of
manipulation in terms of creating a purely experimental
design. The subjects were not amenable to any examination
of attributes other than those which existed at the time
of study.

The group examined comprised those foster parents
who maintained regular foster homes for the Division of
Child Welfare, Department of Social Services office, St.
John's, Newfoundland, as of 1 June 1978. It should be
noted that the Provincial Department of Social Services
has the Province divided into five regions for the purpose
of expediting delivery of all facets of its services,
including child welfare. Each region has a number of
foster homes, though varying in quantity from one to
another. As of 31 May 1978 there were 485 regular foster
homes in the Province. The 82 families in the study group
represented approximately 17 per cent of the provincial
total.

Prior to commencement of the field work portion of this study, the Department of Social Services, Head Office, St. John's, was approached. They agreed to become involved in this endeavour by providing easy access to records identifying foster parents who maintain regular foster homes in the St. John's area. Use of casefiles, if required, was authorized. They also gave approval for the researcher to solicit assistance from their field staff, including social workers and administrative personnel.

Sampling Procedure

Due to constraints imposed by time and finances, it was not feasible to select a sample from the total foster parent population in Newfoundland. The number available, therefore, was only 82 families. This small number necessitated use of the entire foster-parent population serviced by the Department of Social Services' office in St. John's, and communities just outside the city limits.

It was desirable to have two groups of foster parents for comparison purposes. Assistance in dividing the study group into two separate groups was provided by the child care social workers at the Social Services' office in St. John's. They assisted in the development of a Foster Parent Global Adequacy Scale in a manner described in the following section. The scale was then used by the social workers to rate the foster families. Two groups emerged, the more

adequate and the less adequate foster parents.

Developing the Foster Parents' Global Adequacy Scale

Three student researchers were interested in obtaining information about fostering, including differences in child-rearing attitudes among foster parents, satisfactions which they derive, and the use of control and support in child-rearing. The researchers were constrained by circumstances in using a population of foster parents as previously noted. Since these foster parents would be useful for the researchers' respective studies only when divided in two groups, the following procedure was devised, tested, and implemented by them to secure the two groups of foster parents who comprise the subjects for this study.

Martin Wolins (1963), an American researcher in child welfare, proposes that any applicant for licensing as a foster parent is rated by a social worker in terms of that social worker's perceptions of the applicant's ability to foster. He believes that each worker has a continuum by which he rates potential foster parents. Such a continuum rates from very bad to excellent. Based on Wolins' thinking, it logically follows that foster homes fall on a continuum after they are licensed. Kadushin (1970) and Wolins (1963) have found that the demand for foster homes is always greater than the supply. The result, they maintain, is that homes rated low on the continuum become licensed to meet the demand.

Based on these observations, the researchers believed that it was probable that two groups of foster parents would emerge by dividing such a continuum, and by developing a rating scale which would measure the global or overall adequacy of foster parents. Because the available study group had only 82 families, the scale was deliberately designed to cause the raters to rate foster parents as either more adequate or less adequate (see Appendix A). Foster parents would then fall into one category or the other, depending on the rating score each home achieved. Each of the eight variables on the scale had four possible responses, and values were assigned as follows: Above Average, 4; Average to Slightly Above Average, 3; Average to Slightly Below Average, 2; Below Average, 1. A foster home rating score totalling 20 or less was determined to be less adequate. Foster homes with rating scores over 20 were considered more adequate. Researchers believed that a scale which allowed more than two categories to emerge would produce groups which would be too small to produce meaningful results.

The eight variables used in the scale were those determined as being most relevant in measuring foster parents' global adequacy. These variables were obtained in two ways. The first was through interviews with the social workers offering child care services in the Child Welfare Division of the Department of Social Services' office in St. John's.

The second was through use of the child care literature
related to adequacy in foster parenting.

Social workers were asked, independently of each
other, to give written responses indicating which factors
they considered most important in an adequate foster home.
From their replies, researchers abstracted variables which
appeared most frequently. The following variables emerged.

1. Emotional Maturity of Foster Parents

This variable occurred in six of eight workers'
responses. Follow-up telephone conversations with the
workers sought to learn what they considered would be an
operational definition of this variable. They provided
the following. Emotional maturity includes the capacity
to love, give and take; the ability to cope with day to
day problems; flexibility and good judgement; adequate
enactment of social roles; acceptance of all one's weak-
nesses and strengths; capacity to form satisfying inter-
personal relationships. Kline and Overstreet (1972)
support this definition of emotional maturity. Trasler
(1960) indicates that unsatisfactory placement outcomes
of foster children are related to emotional illness in
foster parents. His study is supportive of social workers
correlating emotional maturity with fostering adequacy.

2. Ability of Foster Parents to Understand and
    Accept Natural Parents in the Fostering Process

Foster parents may express this ability through indicating beliefs that natural parents are normal people who are temporarily unable to cope with the care of their children. They understand that the foster child may eventually return to the natural parents. They encourage the foster child to maintain a loyalty toward his natural parents. This variable occurred in four out of eight workers' responses. This is supported by Galaway (1972) in his observations regarding clarification of the role of foster parents.

3. Meeting the Emotional Needs of the Child

This variable occurred in seven out of eight workers' responses. Emotional needs were defined by the workers as giving warmth, affection, understanding and tolerance. In his research, Trasler (1960) defined emotional needs in a very similar way. He stated that warmth, feelings of self-worth, the developing of a moral conduct (sense of socially acceptable behaviour), and stimulation of learning are the key elements in a definition of emotional needs to be met in children. In his assessment of foster parents' ability to meet foster children's basic needs, Solomon (1969) found that these parents largely concentrate on meeting the child's physical needs. Only one-third of his study group showed an awareness or appreciation for emotional

needs and intellectual stimulation of the child.

4. Capacity of Foster Parents to be Child-Centered rather than Self-Centered

This is defined as the parents' ability to accept the child for his own self, rather than as a means to fulfilling their own needs. For example, do foster parents talk more about themselves than the child; or do they use the words, home, love, children, quite a lot? This variable occurred in one form or another in five of the eight social workers' responses. Again, this variable has been found to be related to success in fostering (Stanton, 1956). His findings indicate that success in fostering is higher among those foster parents who love the foster child without reservation.

The remaining four variables did not clearly emerge from the social workers' replies, but are considered to be quite important in the literature on foster care and parenting.

1. Ability to Meet Basic Physical Needs

Physical needs are defined to include food, clothing, housing, and medical services. This variable would be considered the base line for any human being. Solomon (1969), in looking at foster parents' ability to meet the emotional needs of the children, noted that this variable has, for years, been the focus of foster home programs. Consequently, foster parents have emphasized physical care

and developed it well. This may explain why physical need was not included as a variable by the St. John's social workers; that is, it is taken for granted.

2. Foster Parents' Ability to meet the Intellectual Needs of the Child

Intellectual needs are operationally defined as providing new learning experiences, expressing interest in school progress, and encouraging the child's efforts in learning new tasks. While the social workers did not explicitly give this variable, its importance can be found in the literature related to the socialization of the child. Brophy (1977) reiterates that one of the major functions of the family is the socialization of the child, and one of the key elements in that socialization process is developing the child's learning through experiences provided by the family.

3. Ability of Foster Parents to Understand, Accept and Cope with Different Childhood Behaviours

This is operationally defined to include foster parents' ability to independently evaluate the child's behaviour. For example, the awareness of reasons for slowness in toilet training, bed wetting, or hyperactivity. This includes the parents' overall readiness to accept the child's behaviours at different ages and stages in his development (Meisels & Loeb, 1956; Solomon, 1969).

4. **Satisfactions which Foster Parents**
   derive from the Foster Parenting Role

Foster parents may indicate such satisfactions by expressing positive comments about their relationship with the social worker (agency); by indicating that they enjoy meeting the challenge of difficult tasks in fostering; being able to serve the community (humanity), in this manner, and by expressing their fascination at watching children grow up. These observations about foster parent satisfactions are supported by Fanshel (1966); Jaffe and Kline (1970); and Kline and Overstreet (1972).

Pretesting the Scale

The Foster Parents' Global Adequacy Scale was pretested at the Long Pond district office of the Department of Social Services. Two social workers divided 20 foster families and used the scale to rate them. The foster parents who were categorized by the social workers as being more adequate were also rated more highly by them when using the scale. The converse was true for those categorized as less adequate.

Using Social Workers to Rate Foster
Parents in the Study Group

Having used social workers to rate foster parents on the basis of adequacy, precedents established by researchers such as Fanshel (1966) and Trasler (1960) were

being followed. These researchers found that social workers
maintain a substantially clear, predictable, and consistent
image of more adequate and less adequate foster parents.
This capability was found to exist for social workers
individually, within agencies, and among agencies. It was
expected, based on these observations, that social workers
at the St. John's Social Services office would be consistent
with one another in using the Foster Parents' Global Adequacy
Scale. This was anticipated, to some extent, in that the
majority of workers had identified similar criteria for
rating foster parents when they assisted in the construction
of the scale.

The underlying assumption was that social workers,
who would be rating foster parents, were capable of making
correct assessments, based on their agency's guidelines for
fostering (see Appendix C), their experience, and their
academic training. The average education of the social
workers who rated foster parents for this study was a
Bachelor of Arts degree with a Social Work major. They had
an average of four years experience in working with foster
families and related child welfare activity. Analysis of
rating scales completed by workers revealed that homes
rated as less adequate scored 20 or less, the more adequate
scored over 20.

It must be noted, however, that the method used by
social workers to divide their caseloads in two groups may

have biased their decisions. They were asked to divide
the foster parents into two groups prior to using the rating
scale. Having thus divided her caseload, a worker may have
then consistently perceived a parent as being less adequate,
for example, being committed to that decision, in her mind,
prior to using the rating scale.

The rationale underlying asking social workers to
divide caseloads prior to using the scale relates to the
earlier mentioned continuum (Wolins, 1963) on which foster
parent applicants are rated by workers, and are either
accepted or rejected. The continuum of ratings for foster
parents at time of application for licensing might range
from excellent to very bad. The homes licensed would tend
to fall mainly on the positive side of the continuum.
Therefore, it should be recognized that the ratings of
more adequate and less adequate, on the positive side of
the continuum, was difficult for workers to determine since
each home had already been considered adequate enough to
be licensed. This could also explain why any differences
between more and less adequate, on the positive side of
the continuum, could be minimal.

Instruments

The instruments used to examine parental attitudes
toward child-rearing were constructed by selecting six
scales each from the two Parental Attitude Research Instru-

ments, one for the Mother and one for the Father, as developed by Schaefer and Bell in 1958 and 1960, respectively.

Parental Attitude Research Instrument--
Mother Form

This instrument contains 23 scales. The six scales selected from this (and the Father Form of the PARI), are described in the section which gave an explanation of terms used in this study (p. 15). The scale titles are as follows: Encouraging Verbalization, Breaking the Child's Will, Equalitarianism, Excluding Outside Influences, Comradeship and Sharing, and Suppression of Sex. Each scale had five statements with which the respondents were asked to either Strongly Agree, Agree, Disagree, or Strongly Disagree to which numerical values of 1, 2, 3, and 4 were assigned, respectively. This procedure is similar to that used by the developers and others who have used the scales (Cline, Richards & Needham, 1960). The statements were cycled so that every sixth statement referred to the same scale. This resulted in the respondent presumably not being aware that she was responding to the same scale five times in the course of the interview (see Appendix D).

In using the Parental Attitude Research Instrument with his study Fanshel (1966) noted that the instrument may have two possible sources or error. The first is acquiescense response-set. Persons operating with this set may tend to

agree with most items on the questionnaire even if some
are in direct contradiction to one another. The tendency
of such a person is to be agreeable, thus overloading the
positive responses. Fanshel offered a possible explanation
as to why foster mothers in his study tended to agree more
with the statements in the instrument than did the com-
parison group. He noted that the foster mothers had much
less education and were older than the women in the com-
parison group. The second source of possible error in the
instrument lies in the method of its administration. Its
authors, Schaefer and Bell (1958), had raised some questions
about its being used as a mailed questionnaire, with the
possibility of its reliability being reduced. They suggested
that it should be treated as a projective test, being com-
pleted quickly with spontaneity. In the study being reported
here, the researcher and assistants administered the
instrument to the respondents in person, complying with
the authors' suggestion.

Evaluating his use of the instrument, Fanshel (1966,
p. 25) observed that,

> there were a number of significant correla-
> tions found between index scores developed
> from direct interviews with the foster
> parents and the PARI scales.

There were also strong positive correlations between the
Benefactress scale and the Anomie scale and the PARI scales
describing restrictive attitudes toward child-rearing.

In a report on the construction of the Parental
Attitude Research Instrument, Schaefer and Bell (1968, p.
351) noted that the final form, Number IV, was extensively
tested for its test-retest reliability. They observed that,

> Test-retest reliabilities, which were
> calculated for 60 of the group who were
> retested after a period of three months,
> were generally good although a few scales
> on which there was very little variability
> in score in this group had appreciably
> lower test-retest reliability as compared
> to internal consistency reliability.

The six scales selected from the Parental Attitude
Research Instrument by the writer were pretested on a small
group of foster parents in the Long Pond district. This
was accomplished at the time the Foster Parents' Global
Adequacy Scale was being developed and in conjunction with
the pretesting of instruments being used by fellow researchers
earlier mentioned. While only 20 foster families were used,
half had been rated as more adequate, and half as less
adequate by agency social workers in Long Pond. Pretesting
of the scales was undertaken essentially to determine if
more and less adequate foster parents would score differ-
ently on the six scales selected for use in this study.
Mean scores obtained did indicate a tendency on the part
of the more adequates to reflect less authoritarian and more
permissive attitudes toward child-rearing than the less
adequate. Retesting on this group was prohibited by time
constraints in the completion of this study.

Radin and Glasser (1972) reported on the utility
of the Parental Attitude Research Instrument in a study
which involved low income mothers in three groups, testing
parent involvement in their children's educational programs.
The instrument was used successfully in predicting which
mothers would drop out of the program.

The Parental Attitude Research Instrument has been
used by a number of other researchers with varying degrees
of success. Heilbrun and McKinley (1962) used it success-
fully in conjunction with the Minnesota Multiphasic
Personality Inventory. Their study showed that parents
of incipient psychopathological subjects were perceived by
the subjects as restrictive.

William and Hartup (1962) used the instrument to
examine a relationship between the sex-like imitation of
preschool children and maternal attitudes. Maternal dis-
satisfaction with husband and the homemaking role was
positively related to imitation of mother by girls. Five
maternal measures, all reflecting authoritarianism, intrusive
or suppressive attitudes, were related to imitation of
father by boys.

Zuckerman, Barrett and Bragiel (1960) described an
unpublished study wherein the Parental Attitude Research
Instrument was used. Teachers' ratings on overall adjust-
ment of 26 nursery school children matched the instru-
ment's findings on their parents in that, poorly

adjusted children had parents who scored high on restrictive scales and low on the permissive scales.

Becker and Krug (1965) completed a research review of the Parental Attitude Research Instrument. They are mainly critical of the instrument noting that there is difficulty in controlling for response set and that, theoretically, meaningfully results have been obtained only with homogeneous samples of upper, middle class families. They do agree with Schaefer and Bell, however, that it is a useful instrument as an economical 'first approach' in uncharted areas, that is, breaking new ground as was the purpose of this study.

Parental Attitude Research Instrument-- Father Form

This form of the Parental Attitude Research Instrument has not been used as extensively as the Mother Form. It was developed by Schaefer and Bell in 1960 and later refined by Cline et al. (1963). The refined instrument contained eight scales of eight statements each. For our purposes, six scales were selected as earlier described in discussing the Mother Form of the instrument. The response options and numerical values assigned thereto are the same as on the Mother version of the instrument which was adapted for use in this study. Scale statements were similarly cycled (see Appendix E).

Cline et al. (1963) used the Father Form of the PARI to conduct a study with a view to presenting data concerning the form's scale of reliabilities and scale intercorrelation. They found (p. 71) that the scales

> strongly suggest that the reliabilities
> are as high as it is reasonable to expect
> for instruments of this type. Certainly
> the large majority are of sufficient
> magnitude to justify the use of these
> scales in group comparisons.

Scales which they found to be reasonably clear in interpretation were, Encouraging Verbalization, Excluding Outside Influences, Equalitarianism, Comradeship and Sharing, and Suppression of Emotions.

Demographic Questionnaire

In addition to the Parental Attitude Research Instruments, a questionnaire designed by the researcher was used to obtain demographic information on the population studied. Information of this nature was required so as to provide a demographic profile of the population being examined and, where possible, to relate differentiating characteristics to the foster parents designated as either more adequate or less adequate.

The demographic questions directed to foster mothers (see Appendix F), and foster fathers (see Appendix G), were the same, except in the following instances. The question

regarding family income was on the father's questionnaire, but provided that responses should indicate if there was family income received from spouse's earnings as well as from the husband's earnings. Similarly, the question regarding living arrangements was asked of the father only.

The foster mother's questionnaire differed from the foster father's in the following manner. They were asked how many natural children they had had; how many natural children living at home at the time of the survey; and how many children they had fostered since becoming a foster parent. Placing of the above noted questions was governed by the appropriateness of their being directed to the spouse thought most likely to best handle the response.

The following questions were asked to determine socioeconomic characteristics of the study group.

Occupation. Responses to this question were taken as given; that is, if a person was a plumber, the occupation was so written on the response sheet. Prior to the survey, the Newfoundland Government's Department of Manpower and Industrial Relations was contacted for assistance in coding occupations. As a result seven categories were developed. These are: Homemaker, Homemaker with Part-Time Employment, Retired, Unskilled, Semi-Skilled, Skilled, and Professional. Responses to the occupation question were subsequently assigned to the category which they were thought to best fit after referring to the Canadian Classification and

Dictionary of Occupations, 1977, prepared by Employment
and Immigration Canada, Ottawa.

Education. Categories were developed to determine
those persons who had no high school, some high school,
technical training with either of the foregoing, high
school graduation, and university education.

Income. The Department of Manpower and Industrial
Relations also assisted in devising income ranges based
on current occupations in Newfoundland. Two ranges,
$5,000.00 to $6,999.00 and $7,000.00 to $9,999.00 were
determined to be the lower income categories; $10,000.00
to $14,999.00 and $15,000.00 to $20,000.00 were the
middle income ranges; over $20,000.00 was the higher income
level.

Age. The question regarding age was asked to
determine if a particular age group, for example, 40 to
50 years, provided the majority of foster parents, or if
there were some other variations. Two questions sought
to determine if the foster families in this study tended
to remain in the one place for lengthy periods. Indications
of stable living arrangements, particularly if the home was
occupant owned, as well as length of residence in an area,
would reveal the permanency of the arrangement.

Information was sought regarding the size of the
place where the foster parents were raised, the number of
siblings they had, and the size of their own families. The

population ranges used for places where respondents were raised are the same as those used by Census Canada, but modified slightly for use in this study. Two new ranges were added, under 1,000 and over 100,000. Census Canada considers all areas with a population less than 1,000 to be rural. Considering the small size of many of Newfoundland's outport settlements, using the under 1,000 range was necessary. And since there is only one city in the Province with a population of more than 100,000, there was no reason to go beyond this range. The reason for asking this question, and the number of siblings, was to determine if foster parents in this study generally came from large families in rural areas.

Survey Procedure

Through use of the Foster Parents' Global Adequacy Scale, agency social workers provided two groups of foster parents, which together comprised the total regular foster parent population serviced by the Department of Social Services' office in St. John's. One group was designated as more adequate foster parents and the other as the less adequates.

One week prior to the actual survey period, researchers arranged with the Child Welfare Division of the above noted agency to mail a letter to each foster home. The letter, bearing the letter head of the Department of Social Services,

over the signature of the Child Welfare Supervisor,
informed the foster parents that a research project in
child care was underway, and requested their cooperation
(see Appendix H).

During the period 6-19 June 1978, foster parents,
were telephoned and appointments scheduled, at their
convenience, for interviewers to visit them. Three graduate
students (fellow researchers), and three undergraduates,
all in social work, formed three interviewing groups; a
researcher and student in each. Before the survey began
each interviewer was familiarized with the interview
instruments, and all were aware of the interview format,
i.e., no prompting of responses, no explanations of the
statements in the interview schedule. They were also briefed
in the use of the coding system devised and the response
sheets (see Appendices I and J), used for recording the
foster parents' responses.

The interview schedules were administered to both
parents, usually, in about 35 minutes. The schedules for
the two researchers interested in foster parents' 'satis-
factions' and 'child-rearing practices' are not included
here although they were administered with the writer's
instruments as one schedule. The section on Satisfactions
(A), was administered first, followed by that on Child-
Rearing Practices (B), and Attitudes (C), finishing with
the demographic questionnaire (D).

The interviewing teams visited with the foster parents, usually in the late evenings, since this was the only time foster fathers were available. They were always advised that their responses would be treated confidentially. While one interviewer spoke with the mother, the other spoke with the father. Throughout the survey interviewing members alternately interviewed the mother or the father, though not by design. There was little possibility for an interviewer's bias to enter since interviewee responses were limited and prompting, or explanations were prohibited. Response cards were given to the respondents on which were printed the response choices for the sections as outlined above. The team approach of interviewing necessitated, where possible, separating mother and father so that, with two conversations in progress, neither would be a distraction to the other. The use of survey teams made possible as many as five interviews per evening, accomplishing the actual survey in a two-week period.

Collected data were collated and the differences between groups were examined using descriptive statistical techniques. Analysis of the prepared data, reported in the following chapter, focused on the characteristics of the study group and the results of examining their child-rearing attitudes.

CHAPTER 5

ANALYSIS

The foster parents served by the Department of
Social Services agency in St. John's were divided in two
groups, as noted previously. The more adequate group of
foster parents will be referred to herein as Group I, and
the less adequates as Group II. There was a population
of 82 families with a total of 156 persons, including 75
men and 81 women. Table 1 indicates the family composition
of the 82 families.

TABLE 1

Family composition of foster parent population studied

Composition	No. Families	Males	Females
Two Parents	74	74	74
Widow	7	0	7
Widower	1	1	0
Totals	82	75	81

Table 2 indicates the composition of the families
in Groups I and II who agreed to take part in the survey.

TABLE 2

Respondents' family composition

Composition	GROUP I				GROUP II			
	No. Families	Male	Female	Total Persons	No. Families	Male	Female	Total Persons
Two Parents	38	35	38*	73	23	21	23*	44
One Parent	1	0	1	1	7	1	6	7
Totals	39	35	39	74	30	22	29	51

*In 5 instances, only 1 parent of a 2-parent family responded.

The response rate for all families was 84 per cent, with 83 per cent for females and 76 per cent for males.

Table 3 indicates the family composition of foster mothers and foster fathers who were unavailable to take part in the study.

TABLE 3

Nonrespondents' family composition

Composition	No. Families	Male	Female	Total Persons
Two Parents	13	18*	13	31
Totals	13	18	13	31

*In 5 instances, 1 parent of a 2-parent family refused to respond.

Table 4 contains the reasons why nonrespondents were unavailable to take part.in the study. Characteristics of nonrespondents were not examined. To press for their participation may have caused discord among the nonpartic- ipants, the researcher, and the agency which made the group, available for study. It is unknown, therefore, if char- acteristics of nonrespondents differed from those of respondents.

TABLE 4

Reasons for nonresponse

Family Composition	Male	Female	Total Persons	Reason
Two Parents	11	9	20	Refused
Two Parents	2	2	4	Excluded
Two Parents	3	1	4	Illness
Two Parents	1	1	2	Death
Two Parents	1	0	1	Absent
Totals	18*	13	31	

*In 5 instances, 5 parents in 2-parent families did not respond.

The usual reasons for refusals were that the parents were just too busy to talk with the interviewers. One extreme is the reason of a foster mother, with two foster children, who said that she just was not interested in fostering. Two families had to be excluded from the study. In the first instance the foster family had just moved into the agency's area. Due to the social worker's unfamiliarity with the family, she was unable to assign a rating of either more or less adequate, precluding the family's inclusion in either group. The second case was a home erroneously licensed as a foster home by the Department of Social

Services. It was actually a situation where a child was living with relatives, not technically considered to be a foster home arrangement. Such an arrangement is ordinarily referred to by the Department of Social Services as a Child Welfare Allowance case, where families are paid to care for children who are relatives.

Disregarding the excluded families, the nonresponse rate for individual foster parents categorized as more adequate was 18.7 per cent (N = 91*); for the less adequate it was 16.4 per cent (N = 61). The nonresponse rate for foster families was 16 per cent.

It was observed that 50 per cent of the study group lived within the metropolitan area of St. John's. The other 50 per cent lived in small, rural communities located within three to five miles of the city limits.

Characteristics of Study Group

Demographic data were obtained from foster parents regarding religion, socioeconomic characteristics, age, origin, siblings and family size, and living arrangements.

Religion

Roman Catholics comprised 42 per cent of the foster parents in the study. The remaining 58 per cent were in a number of protestant denominations, 74 per cent of these

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*N = total number in group

being Anglican. Frequencies and percentages are displayed in Table 5.

TABLE 5

Foster parents' religion

Denominations	Fathers		Mothers	
	Freq.	%	Freq.	%
Roman Catholic	24	42.1	29	42.6
Anglican	17	29.8	25	36.8
United Church	9	15.8	8	11.8
Salvation Army	2	3.5	2	2.9
Other	5	8.8	4	5.9
Totals	57	100.0	68	100.0

The percentage distribution of foster parents across the various denominations was fairly representative of Newfoundland's religious denominational composition as verified with Canada Census Statistics, 1971. In 1971 the Province's major religious denominations comprised per-centages of the population as follows: Roman Catholic, 36.5 per cent; Anglican, 27.7 per cent; and the United Church, 19.5 per cent. A frequency check on the distribution of religions in Groups I and II revealed a distribution similar to those reported in Table 5.

Socioeconomic Characteristics

In order to develop a socioeconomic profile of the
foster parents in Groups I and II, most of the information
was obtained from the foster fathers. This included occu-
pation and income. Educational levels were assessed for
all foster parents.

Only 13 per cent of all foster mothers were employed
outside the home, nearly 46 percent of these on a part-time
basis. Educational achievements for all foster mothers
fell in two categories, those with grade eight or less,
and those with education beyond that level. Table 6
illustrates that the majority of better educated foster
mothers were in Group I, those who had been rated as more
adequate. In that group, 69 per cent of the foster mothers
had education beyond grade eight, while only 31 per cent
in Group II were beyond that level.

Foster fathers in the population studied appear to
be as well educated as the foster mothers; 39.3 per cent
(N = 57) of the foster fathers had grade eight or less and
38.6 per cent (N = 68) of the foster mothers had grade eight
or less. Although 60 per cent of fathers and mothers have
education beyond the grade eight level, foster fathers
appear to be ahead overall. There are twelve high school
graduates among the fathers and only four in the mothers.
Education also appears to be a factor for determining
adequacy in foster fathers since the better educated are in

TABLE 6

Foster mothers' education

Education Level	GROUP I		GROUP II	
	Freq.	%	Freq.	%
Grade 8 or less	7	18.0	20	69.0
Some High School	14	35.9	9	31.0
High School Grad	4	10.3	0	00.0
Some University	1	2.6	0	00.0
*Tech/Trn No H.S.	5	12.6	0	00.0
**Tech/Trn Some H.S.	8	20.6	0	00.0
Totals	39	100.0	29	100.0

*Technical Training/No High School
**Technical Training/Some High School

the more adequate group, as shown in Table 7.

Table 8 depicts the occupational categories for all foster fathers in the study.

About 46 per cent of all foster fathers were in the skilled and beyond categories. The other 54 per cent included the retired, semi- and unskilled. Eight of the 57 fathers were classed as unskilled. Just over 54 per cent of the more adequate foster fathers in Group I were in skilled and professional occupations. Only 32 per cent of the less-adequate fathers in Group II were so employed.

TABLE 7

Foster fathers' education

Education Level	GROUP I		GROUP II	
	Freq.	%	Freq.	%
Grade 8 or less	14	40.0	8	36.4
Some High School	7	20.0	7	31.8
High School Grad.	7	20.0	5	22.8
Some University	1	2.8	0	0.0
*Tech/Trn No H.S.	0	0.0	0	0.0
**Tech/Trn Some H.S.	5	14.4	2	9.0
University Grad.	1	2.8	0	0.0
Totals	35	100.0	22	100.0

*Technical Training/No High School
**Technical Training/Some High School

TABLE 8

Foster fathers' occupation

Category	GROUP I		GROUP II	
	Freq.	%	Freq.	%
Retired	5	14.3	4	18.2
Unskilled	6	17.1	2	9.1
Semi-Skilled	5	14.2	9	40.9
Skilled	16	45.8	7	31.8
Professional	3	8.6	0	0.0
Totals	35	100.0	22	100.0

Eight foster fathers, four in each group, were self-employed.

Table 9 shows the income ranges occupied by the foster fathers in terms of their yearly earnings. Where both parents in a foster family were employed, the mother's income was included with the father's for reporting purposes.

TABLE 9

Foster fathers' income

Income Range	GROUP I		GROUP II	
	Freq.	%	Freq.	%
$ 5,000.00 – $ 6,999.00	4	11.4	4	18.2
7,000.00 – 9,999.00	3	8.6	5	22.8
10,000.00 – 14,999.00	17	48.6	7	31.8
15,000.00 – 20,000.00	8	22.8	3	13.6
Over 20,000.00	3	8.6	3	13.6
Totals	35	100.0	22	100.0

The majority of foster fathers, 42 per cent, were in the $10,000.00 – $14,999.00 income range. Another 19 per cent were in the $15,000.00 – $20,000.00 range, and 10 per cent earning over $20,000.00 per year. The remainder 19 per cent in the study group were in the $5,000.00 – $9,999.00 income range. It was observed that 80 per cent

of the fathers in Group I had yearly earnings over $10,000.00
compared with 60 per cent for Group II.

Age

Age distribution is quite similar for foster mothers
and foster fathers. Age distributions for foster mothers
are displayed in Table 10.

TABLE 10

Foster Mothers' age

Age Range	GROUP I		GROUP II	
	Freq.	%	Freq.	%
Under 40 years	23	59.0	8	27.6
40 - 49 years	8	20.5	6	20.6
50 and over	8	20.5	15	51.8
Totals	39	100.0	29	100.0

It was observed that 59 per cent of the foster
mothers in Group I were in the under 40 years age range,
compared with 27.6 per cent in Group II. This is in contrast
to the Parker (1966) and Trasler (1960) studies which found
the more successful mothers to be over 40 years of age.
Fanshel (1966) found that foster mothers in his study did
not present any type of sharp distinction regarding age

distribution. George (1970) did find that foster mothers under 40 years of age were the more successful fosterers.

Table 11 shows the age distribution for the foster fathers in the study group.

TABLE 11

Foster fathers' age

Age Range	GROUP I		GROUP II	
	Freq.	%	Freq.	%
Under 40 years	16	45.8	5	22.7
40 - 49 years	11	31.4	5	22.7
50 and over	8	22.8	12	54.6
Totals	35	100.0	22	100.0

It was observed that 45 per cent of the foster fathers in Group I were in the under 40 years age range, compared with 22 per cent in Group II. Foster fathers in Group II were found mainly in the over 50 years age range, comprising 54.5 per cent of that group.

Origins, Siblings, and Family Size

Fifty-eight per cent of all foster fathers and foster mothers were raised in rural areas, where populations were less than 2,500. While Census Canada does define an area

of over 1,000 in population as urban, population centers
in Newfoundland under 2,500 should be considered as rural.
They consist of communities scattered along the coast, in
a rural setting. This was certainly the situation 25 to
50 years ago when the parents in this study were growing up.
Table 12 presents the population sizes of the areas where
foster parents in this study were raised.

TABLE 12

Area population where foster parents raised

| Population Ranges | GROUP I | | GROUP II | |
	Freq.	%	Freq.	%
Less than 1,000	22	38.6	34	50.0
1,000 - 2,499	12	21.0	5	7.4
2,500 - 4,999	1	1.8	2	2.9
5,000 - 9,999	3	5.2	4	5.9
10,000 - 29,999	1	1.8	3	4.4
30,000 - 99,999	14	24.6	13	19.1
Over 100,000	4	7.0	7	10.3
Totals	57	100.0	68	100.0

Fanshel (1966) reports that over two-thirds of the
foster mothers in his study came from rural backgrounds.
The percentage obtained in this study bears a close similarity.

Two-thirds of the fathers in his study came from families with four or more children. Again there is similarity in this study, as Table 13 demonstrates.

TABLE 13

Foster parents' siblings

No. Siblings	GROUP I		GROUP II	
	Freq.	%	Freq.	%
None	0	0.0	1	1.5
1 - 2	12	21.0	13	19.1
3 - 4	11	19.3	16	23.5
5 - 6	9	15.8	12	17.7
7 or more	25	43.9	26	38.2
Totals	57	100.0	68	100.0

Table 13 indicates that a little more than 60 per cent of the foster fathers came from families with five or more children. About 50 per cent of the foster mothers came from similarly large families.

There is also a tendency for the foster parents in this study to have large families. As Table 14 indicates, nearly 28 per cent of the foster mothers had six or more children, while nearly 53 per cent had between three and five. This is in keeping with Wakeford's observation (1963)

that foster mothers tend to have large numbers of children as a means to improving and maintaining their status.

TABLE 14

Foster parents' natural children

No. Children	Freq.	%
None	5	7.4
1 - 2	8	11.8
3 - 5	36	52.9
6 or more	19	27.9
Totals	68	100.0

The majority of foster parents in this study were raised in rural areas, had four or more siblings, and tend to have large numbers of natural children. This compares with the findings of Fanshel (1966); George (1970); and Wakeford (1963).

Living Arrangements

Nearly 90 per cent of the population examined were living in their own homes. The remainder were renting. Almost 52 per cent had been living in the same area throughout their lifetimes, with another 35.7 per cent being settled for over five years. Babcock (1965a) cites stability (lack

of upward mobility), as a characteristic of the 25 foster families in her study, who tended to exhibit authoritarian attitudes in child-rearing, protecting their children from the influences of others.

Foster Parents' Profile

The percentages of foster parents in this study, in various religions, is representative of the religious denominational composition for Newfoundland. The majority were, in the first instance, Roman Catholics, followed by Anglicans.

Foster parents' demographic characteristics indicate that few are educated through high school completion. For example, only 16 of the 125 foster parents in the study graduated from high school. It was observed that 90 per cent of the parents owned their homes, while 70 per cent had annual earned incomes beyond the $10,000.00 range. Considering the low educational level for the majority of foster parents, this was difficult to understand. Explanation, in a few cases, lies in the fact that working foster mothers, full or part-time, helped to increase a family's earned income. Another observation is that many foster fathers had a second full or part-time job. While this characteristic was not examined, it aroused the researcher's interest when trying to arrange interview dates amenable to the foster parents' busy schedules.

Foster parents rated as more adequate by the social workers displayed a clear tendency to be the better educated people in the study group. The more adequate foster fathers also occupied more skilled or professional positions than the less adequate. Contrary to Petersen and Pierce (1974) foster parents did not tend to reflect the socioeconomic characteristics of the area where they reside. Only three foster fathers could be categorized as being engaged in professional occupations such as teaching or law. The metropolis of the St. John's area attracts a large number of professionals, being the seat of the Provincial Government, a university city, and a regional service center. Skilled occupations held by foster fathers tended to be centered in trades such as carpentry or electrical.

Two-thirds of the foster parents were under 50 years of age. Social workers tended to rate younger parents as being more adequate than older foster parents. Nearly 60 per cent of all parents originally came from rural areas and large families. They also tended to have large families of their own. In his study, Kraus (1971) noted that the more successful or adequate foster parents had more than four persons in the home, including foster children.

Demographic characteristics examined in this study group did not reveal anything unusual in relation to other studies which have examined characteristics of foster parents. Babcock (1965a) described her study group as industrious and

hard working. This is perhaps the most striking character-
istic of the population examined in this study. The majority
own their homes and tend to be found mainly in the middle
of the income ranges which were used to examine income.

Foster Parents' Child-Rearing Attitudes

Six scales were used to measure the existence of
authoritarian attitudes in foster parenting. Three scales
were used expressly to examine authoritarian or restrictive
attitudes, namely, Breaking the Child's Will, Excluding
Outside Influences, and Suppression of Sex. Three others,
Encouraging Verbalization, Equalitarianism, and Comradeship
and Sharing were used to examine permissiveness. The
inclusion of permissive scales added a positive aspect to
the examination procedure whereby a balance could be achieved
to prevent respondents from being dismayed should only
seemingly negative or harsh statements be presented for
their response.

Descriptive measures were used to examine for differ-
ences in the population. Specifically, differences between group
means were used to determine differences in the responses
between foster parents in Groups I and II.

The results of examining foster parents' attitudes
are presented in three sections. The first outlines the
findings for restrictive attitudes of subgroups of foster
mothers and foster fathers in Groups I and II. The second

section is similarly presented, but for permissive attitudes.
The third section reports findings for all foster fathers
and foster mothers in Group I compared with those in Group
II.

Examination of Restrictive Attitudes

Using a procedure similar to that employed by
developers of the Parental Attitude Research Instruments,
numerical values were assigned to statements in all scales.

On restrictive scales, parents with restrictive
attitudes would tend to achieve lower scores than parents
with permissive attitudes.

On permissive scales, parents with restrictive
attitudes would tend to gain higher scores than the permis-
sive parents.

Using the mean as a basis for measurement, Group I
and Group II could be compared for differences between mean
scores.

Table 15 presents the mean scores and standard
deviations (SD) for foster fathers in Groups I and II which
they obtained on the restrictive attitude scales.

Scale 1, Breaking the Child's Will, shows a differ-
ence of 2.0 between means. The difference between means
on scale 2, Excluding Outside Influences, is 2.2. On scale
3, Suppression of Sex, the difference is 1.6. Group I
achieved the higher mean on all three scales, suggestive of

their being less restrictive in their child-rearing attitudes.
The reverse is also true. Group II, obtaining the lower
mean scores, are more restrictive in their child-rearing
attitudes.

TABLE 15

Restrictive attitude scales--foster fathers

SCALES		GROUP I (N=35)		GROUP II (N=22)	
No.	Title	Mean	SD	Mean	SD
1.	Breaking Child's Will	20.4	3.31	18.4	3.57
2.	Excluding Outside Influences	19.7	2.58	17.5	2.52
3.	Suppression of Sex	18.6	2.99	17.0	3.11

Table 16 illustrates the differences between means
obtained on similar restrictive scales used in examining the
child-rearing attitudes of foster mothers in the study group.

The differences between means for Groups I and II
on scale 1, Breaking the Child's Will, and scale 2, Excluding
Outside Influences, are less than 1.0, being 0.8 and 0.1,
respectively. The difference between means on scale 3,
Suppression of Sex, is 1.3. While Group I did achieve higher
mean scores on all three scales, the largest difference
between means appears on the Suppression of Sex scale.

The tendency for Group II (less adequate mothers) to be
restrictive is not as pronounced as with the less adequate
fathers, Group II in Table 15 (p. 74).

TABLE 16

Restrictive attitude scales--foster mothers

No.	SCALES Title	GROUP I (N=39) Mean	SD	GROUP II (N=29) Mean	SD
1.	Breaking Child's Will	12.5	1.93	11.7	1.86
2.	Excluding Outside Influences	11.8	1.82	11.7	1.56
3.	Suppression of Sex	13.3	1.91	12.0	1.90

Examination of Permissive Attitudes

The mean scores obtained by foster fathers in Groups
I and II, on the permissive attitude scales, are presented
in Table 17.

There is little difference in the mean scores
achieved by foster fathers in Groups I and II on the per-
missive scales. However, on scale 5, equalitarianism, Group
I (more adequate) achieved the higher mean score indicating
a slight tendency to be less permissive than Group II (less
adequate). On scales 4 and 6 Group II had slightly larger
mean scores than Group I, differences between means being

0.1 and 0.2, respectively. This indicates a very slight tendency for Group II to be less permissive on these scales than Group I.

TABLE 17

Permissive attitude scales--foster fathers

No.	SCALES Title	GROUP I (N=35) Mean	SD	GROUP II (N=22) Mean	SD
4.	Encouraging Verbalization	16.2	2.29	16.3	2.00
5.	Equalitarianism	16.1	2.45	15.6	1.73
6.	Comradeship and Sharing	14.9	3.01	15.1	3.54

The mean scores obtained by foster mothers in Groups I and II, on the permissive attitude scales, are presented in Table 18.

TABLE 18

Permissive attitude scales--foster mothers

No.	SCALES Title	GROUP I (N=39) Mean	SD	GROUP II (N=29) Mean	SD
4.	Encouraging Verbalization	9.8	1.60	10.6	1.18
5.	Equalitarianism	9.8	1.27	10.4	0.83
6.	Comradeship and Sharing	9.1	1.60	10.1	1.29

The more adequate mothers in Group I achieved lower mean scores than the less adequate mothers in Group II on all three scales. In contrast to foster fathers, each subgroup of foster mothers displayed a consistency in scoring direction (see Table 17, p. 76). The largest difference between means obtained by foster mothers in Groups I and II was 1.0 on scale 6, Comradeship and Sharing. The achievement of lower mean scores by the more adequate foster mothers in Group I indicates their tendency to be more permissive than less adequate foster mothers in their child-rearing attitudes.

Examination of Restrictive and Permissive Attitudes, All Foster Parents in Groups I and II

Table 19 indicates the differences between means for foster fathers and foster mothers in Group I, and all of those in Group II, on the restrictive scales.

While the higher mean scores on all three scales were obtained by Group I, the largest difference between means was 0.6 on scales 1 and 3, with 0.5 on scale 2. At best, these differences, in favour of Group I, reflect a slight tendency for more adequate foster parents to be less restrictive than the less adequate foster parents in Group II.

Table 20 displays the mean scores obtained by all foster parents in Groups I and II on the permissive attitude scales.

TABLE 19

Restrictive attitude scales--foster parents

SCALES		GROUP I (N=74)		GROUP II (N=51)	
No.	Title	Mean	SD	Mean	SD
1.	Breaking Child's Will	14.2	2.80	13.6	3.00
2.	Excluding Outside Influences	13.9	3.03	13.4	2.54
3.	Suppression of Sex	14.0	2.59	13.4	3.11

TABLE 20

Permissive attitude scales--foster parents

SCALES		GROUP I (N=74)		GROUP II (N=51)	
No.	Title	Mean	SD	Mean	SD
4.	Encouraging Verbalization	6.2	4.11	6.9	4.41
5.	Equalitarianism	14.8	5.83	13.9	4.63
6.	Comradeship and Sharing	14.1	5.74	13.3	4.14

The mean scores in Table 20 show a tendency for Group I to be less permissive than Group II. Only on one scale, Encouraging Verbalization, do the more adequate

parents, Group I, achieve a lower mean score, indicating
a tendency to be more permissive than the less adequate
foster parents in Group II. The difference between means,
on that scale, however, is merely 0.7. On scale 5, Equal-
itarianism, and scale 6, Comradeship and Sharing, Group II
obtained the lower mean scores, the differences between
means being 0.9 and 0.8, respectively. This indicates
their tendency to be more permissive in their child-rearing
attitudes than the more adequate foster parents in Group
I.

Results of Testing the Hypotheses

Restrictive Attitudes

The three hypotheses testing restrictive attitudes
namely, Breaking the Child's Will, Excluding Outside Influ-
ences, and Suppression of Sex, indicated that less adequate
foster parents, Group II, display greater tendencies than
more adequate foster parents, Group I, to be restrictive
in their child-rearing attitudes. The three hypotheses
were found to be in the direction predicted, and were accepted.
Foster fathers in Group II were more restrictive than foster
fathers in Group I. Foster mothers in Group II were more
restrictive than foster mothers in Group I. All foster
parents (fathers and mothers combined) in Group II were
more restrictive than all foster parents in Group I.

Permissive Attitudes

The three hypotheses testing permissive attitudes, namely Encouraging Verbalization, Equalitarianism, and Comradeship and Sharing, were not all found to be in the direction predicted, and are reported as follows.

The hypothesis which indicated that more adequate foster parents, Group I, display a greater tendency than less adequate foster parents, Group II, to be permissive in encouraging verbalization, was found to be in the direction predicted, and was accepted. Foster fathers in Group I were more permissive than foster fathers in Group II. Foster mothers in Group I were more permissive than those in Grade II. All foster parents in Group I were more permissive than all foster parents in Group II.

The hypothesis which indicated that more adequate foster parents, Group I, display a greater tendency than less adequate foster parents, Group II, to show equalitarian attitudes was not found to be in the direction predicted, and was not accepted. Foster fathers in Group I were less permissive than foster fathers in Group II. Foster mothers in Group I were more permissive than foster mothers in Group II. All foster parents in Group I were less permissive than all foster parents (mothers and fathers combined) in Group II.

The hypothesis which indicated that more adequate foster parents, Group I, show a greater tendency than

less adequate foster parents, Group II, to display a permissive attitude of comradeship and sharing, was not found to be in the direction predicted, and was not accepted. Foster fathers in Group I were less permissive than foster fathers in Group II. Foster mothers in Group I were more permissive than foster mothers in Group II. All foster parents (mothers and fathers combined) in Group I were less permissive than all foster parents in Group II.

Summary of Examination Results

Examined as subgroups, foster mothers and foster fathers in Group I did reflect an overall tendency to be less restrictive and more permissive than Group II. The tendency was reduced when subgroups of Group I were combined and compared with combined subgroups of Group II. A possible explanation lies in the fact that foster mothers in Groups I and II obtained very little differences between their mean scores on both restrictive and permissive scales. The more adequate foster fathers in Group I tended to be less permissive than the less adequate fathers in Group II. As Parsons noted, attitudes of family members toward the instrumental leader (father) can be respectful, constrained, or even hostile at times, while generally being at ease with mother, the expressive leader (Parsons & Bales, 1955). It is possible, in the sequence of social control, that foster mothers tend to provide a balance in tending toward permis-

siveness where foster fathers are perceived as being restrictive (Baldwin, 1968).

In examining attitudinal differences in child-rearing attitudes, between more and less adequate foster parents, the largest differences between mean scores were found to exist between more and less adequate foster fathers on the restrictive attitude scales. Explanation may be related to their age distribution. Nearly 55 per cent of the less adequate foster fathers (N=22) were in the over 50 years age range. This may account for their tendency to demonstrate more restrictive attitudes. The older person, being more dogmatic and less tolerant, may be less flexible in his attitudes toward children and youth, generally (Kimmel, 1974).

Another observation is that more adequate mothers did consistently indicate a tendency, though marginal, to be more permissive than less adequate mothers. Presumably, then, the more restrictive foster fathers in Group II, and the less permissive foster mothers in Group II combine to reflect an overall parental tendency to be more restrictive or authoritarian in their child-rearing attitudes. This combination is more clearly observed in the findings reported for the restrictive attitude scales, and lend themselves to the conclusions and recommendations which developed as a result of this study, and comprise the final section of this report.

CHAPTER 6

CONCLUSIONS

This chapter presents a summary of this study
which examined for authoritarianism and permissiveness in
the child-rearing attitudes of foster parents working with
the Department of Social Services district office in St.
John's. Included also are the major conclusions resulting
from the study and some recommendations for future research
related to foster child care.

Summary

A review of child welfare literature indicated that
foster children raised by foster parents who exhibit author-
itarian child-rearing attitudes may be subjected to an
inadequate socialization process.   This indicated that
foster parents who maintain such attitudes would also be
less adequate than foster parents who do not share similar
attitudes.   Theorists in child development and socialization
are in general agreement that children are better prepared
in personality development, and the ability to handle inter-
personal interactions as a result of being exposed to
parenting where permissive child-rearing attitudes prevail.
This suggested that foster children may not be socialized
in a manner which adequately prepares them to function as

capable, emotionally mature adults. Since the majority

of foster children in Newfoundland are maintained in foster

home care, the possibility existed that they were being

exposed to an inadequate socialization process which could

be reflected in the foster parents' child-rearing attitudes.

A group of foster parents in St. John's was selected to

study their child-rearing attitudes in order to determine

if this problem existed. Agency social workers were asked

to rate the foster parents in the study group as being either

more or less adequate. Having two groups, it was possible

to examine for any differences between them in child-rearing

attitudes.

Six scales each from the Parental Attitude Research

Instruments--Mother Form and Father Form, were used to

examine the foster parents' child-rearing attitudes. Critics

have asserted that these instruments are more appropriately

used with middle and upper class people since they are more

educated and would more readily understand the statements

in the scales (Becker & Krug, 1965). The writer was unaware

of the educational levels of the foster parents at the

time they were selected as a study group. Furthermore,

critics had acknowledged the instruments' usefulness in

breaking new ground in the examination of parental child-

rearing attitudes. A demographic questionnaire was also

used to collect data in order to present a profile of the

foster parents in the study. Data collection occurred

through personal interviews. The data were analyzed using descriptive statistics. Examination of a total population precluded the use of inferential statistics as well as generalizations from the findings.

Data analysis revealed that demographic character-istics of foster parents studied were similar to those of foster parents in American and British studies (Fanshel, 1966; Parker, 1966). The majority had not graduated from high school. Only 5 per cent of the foster fathers were in professional positions while another 40 per cent were in skilled occupations. About 43 per cent were in the $10,000.00 - $15,000.00 income range. The remainder were found on either side of this range, with 30 per cent earning incomes beyond $15,000.00 per year. Ninety per cent of the foster families owned their homes. The majority of foster parents tended to originate from large families in rural areas and have large families themselves. Younger foster parents tended to be in the more adequate group, as rated by social workers.

Foster parents rated as less adequate by social workers did reflect a tendency to be more restrictive than more adequate foster parents in their child-rearing attitudes. Specific findings for each hypothesis tested are reported as follows:

Encouraging Verbalization

The hypothesis stated that more adequate foster parents display a greater tendency to be permissive in encouraging verbalization than would less adequate foster parents.

More adequate foster parents, as a group, did display a greater tendency than less adequate foster parents to encourage verbalization in children. This was also true for foster mothers when examined as a subgroup of the more adequates, and the subgroup of more adequate fathers. The hypothesis was accepted.

Breaking the Child's Will

The hypothesis stated that less adequate foster parents display a restrictive attitude indicative of breaking the child's will to a greater extent than more adequate foster parents.

Less adequate foster parents, as a group, did indicate a greater tendency than more adequate foster parents toward authoritarian attitudes indicative of breaking the child's will. As subgroups, the less adequate mothers and fathers also exhibited a greater tendency toward restrictiveness than did subgroups of more adequate mothers and fathers. The hypothesis was accepted.

Equalitarianism

The hypothesis stated that more adequate foster parents indicate equalitarian permissive attitudes toward children to a greater extent than less adequate foster parents.

More adequate foster parents, as a group, did not display a greater tendency than less adequate foster parents to have equalitarian attitudes. As subgroups, however, more adequate mothers were shown as more permissive on this scale than less adequate mothers. As subgroups, more adequate fathers were less permissive on this scale than the less adequate fathers. The hypothesis was not fully accepted.

Excluding Outside Influences

The hypothesis stated that less adequate foster parents display a restrictive attitude of excluding outside influences in their children's lives to a greater extent than more adequate foster parents.

Less adequate foster parents, as a group, did indicate a restrictive attitude of excluding outside influences to a greater extent than more adequate foster parents. As subgroups, both less adequate mothers and fathers were found to be more restrictive on this scale than equivalent subgroups in the more adequate foster parents. The hypothesis was accepted.

Comradeship and Sharing

The hypothesis stated that more adequate foster parents demonstrate permissive attitudes toward comradeship and sharing to a greater extent than less adequate foster parents.

More adequate foster parents, as a group, did not demonstrate a greater tendency than less adequate foster parents toward comradeship and sharing. As a subgroup, however, more adequate foster mothers did show a greater tendency than less adequate foster mothers toward permissiveness on this scale. The more adequate fathers were found to be less permissive than the less adequate foster fathers. The hypothesis was not fully accepted.

Suppression of Sex

The hypothesis stated that less adequate foster parents indicate a restrictive attitude of suppressing sex knowledge on their children's behalf to a greater extent than more adequate foster parents.

Less adequate foster parents, as a group, did display a greater tendency than more adequate foster parents to be restrictive in their attitude toward suppression of sex. As subgroups, less adequate fathers and mothers showed this tendency to an even greater degree than when combined. The hypothesis was accepted.

Conclusions

The conclusions resulting from this study are as follows:

1. Examination of demographic characteristics displayed by foster parents in the study group serve to verify the following. They resemble foster parents in similar studies which took place in Britain and the United States (Fanshel, 1966; Wakeford, 1963). Similarities exist in their socio-economic characteristics, number of siblings, in having originated predominately from rural areas, and in having large families. They are also a relatively stable group in terms of remaining in the one place for long periods of time (Babcock, 1965).

2. Foster parents as a group, and as subgroups of fathers and mothers, who were rated as less adequate by social workers, displayed an overall tendency to be more authoritarian in their child-rearing attitudes than did foster parents rated as more adequate. This may indicate that foster children placed in their care are being exposed to an inadequate socialization process. Foster children bring a variety of problems with them when they enter the fostering process (Maas, 1969; MacIntyre, 1970). These could be undoubtedly compounded if they also have to cope with adjustment in a foster placement situation where parenting attitudes are restrictive, implying a controlled, dependency creating and unloving experience for the foster child.

3. As a subgroup, the less adequate foster mothers displayed more restrictive and less permissive child-rearing attitudes than the more adequate foster mothers. During the study it was observed that foster fathers tended to be uninvolved in the fostering process. It would seem, therefore, that most of the foster children's interactions are occurring with the foster mothers. By the foster mother's presence, she must become the most significant adult to the foster children. Her restrictive attitudes will have a negative effect not only on the children's emotional development, but on their perceptions as how to evaluate and anticipate adult behaviour in a family (Brophy, 1977; Parsons & Bales, 1955).

4. The greatest tendency toward restrictiveness in child-rearing attitudes was displayed by the subgroup of less adequate foster fathers. This factor, coupled with the observation that the majority of foster fathers in both more and less adequate groups tend to be away from home often, and uninvolved in the fostering process, must create concern about the foster child's socialization. Literature on the family, child care, and personality development emphasizes the need for the involved presence of the father as important in aiding a child's healthy development, emotionally and socially (Johnson & Medinnus, 1974; Lynn, 1974). This is particularly true for boys who will benefit from the enabling presence of a father figure, making less

difficult their progress in sex-like and sexual identification (Green, 1976). Where the foster father apparently plays a minimal role in the lives of foster children, the conclusion can be drawn that they are receiving less than adequate parenting, creating difficulties in their overall socialization process.

5. Social workers, who rated foster parents in this study, appear capable of making accurate assessments as to the adequacy of foster parents in their caseloads. This is supportive of similar observations in studies by Fanshel (1966) and Trasler (1960). However, they were aided in making their judgements by the use of the Foster Parents' Global Adequacy Rating Scale which provided specific criteria on which to base ratings. Observation of their apparent rating capability is supported in the study's findings. Foster parents rated as less adequate by social workers did demonstrate a tendency to be more restrictive than more adequate parents in their child-rearing attitudes. A profile of foster parents' demographic characteristics indicated that less adequate foster parents tended to be less educated, older, and had fewer skilled occupations than the more adequate foster parents. While little education, aging, and unskilled occupations do not imply inadequacy, foster parents with these characteristics would have more difficulties in coping with the variety of difficult interpersonal interactions presented by children needing foster

care. This is supported to some extent by the Babcock (1965b) study.

It must be noted, however, that some bias may have existed in rating foster parents as either more or less adequate, in addition to that already noted in the methodology (p. 43). Social workers who rated the foster parents were a younger group, the average being about 30 years of age. It is possible that these younger social workers tended to identify with, and perceive the younger foster mothers as more adequate because of age proximity. They rated 23 of 31 foster mothers under 40 years of age as being more adequate. And 16 of the 21 foster fathers under 40 years were similarly rated. An opposite trend was observed in the ratings for foster parents who were 50 years of age and over (see Tables 10 and 11, pp. 65 and 66).

Recommendations

1. Research should continue in the area of child-rearing attitudes maintained by foster parents, especially to determine if they are similar, or different to otherwise comparable nonfoster families.

2. A study to determine how much time social workers spend with less adequate foster parents, compared with the more adequates, would be useful. Social workers, influenced by their personal bias, values, and preferences, may tend to spend more time with younger and better qualified foster

parents. At the same time, it is probably the less qualified foster parent who needs the social worker's help and influence in gaining understanding of childhood development and parent-child interpersonal relationships. Ultimately, it is the foster child who benefits from the social worker's activities to improve child care standards in foster parenting.

3. There is a need to determine the effectiveness of the foster father's role. Impressions obtained while doing the study reported here suggest that foster fathers tend to be uninvolved in foster family life. Many are away from home nearly all the time, holding down two jobs. This absence, coupled with the tendency for less adequate foster fathers to be authoritarian, must combine to have a negative effect upon children in foster care.

4. The foster parenting process has tended to exclude the foster father. This was apparent in this study where many fathers wondered at the interviewers' interest in them, and appeared to be subsequently flattered. They mentioned often that it was "the wife who had all to do" with the foster children, not them. Similarly, several foster mothers wondered at the interest this study had in foster fathers. It would be useful to determine how much time social workers spend with foster fathers, on a professional basis, once the initial contacts, prior to licensing the home, have been completed.

5. Consideration should be given to research aimed at exploring the alternatives to foster home care. This study found that 42.5 per cent of the foster parents in the population examined were rated as less adequate by the agency social workers. One-third of all parents were over 50 years of age. This is suggestive of difficulty in obtaining enough adequate homes, to the point where the agency has to settle for less adequate, implying an inferior quality of parenting for children placed in these homes.

Research could play a role in determining how many foster children may have been prevented from going into care if their natural families had had supports such as day care facilities, homemaker services, family counselling, and other community provided familial supports.

6. A study of alternative child care within the fostering system could be of benefit to the foster child. Many foster parents form attachments to children who are in long-term care and free for adoption. Since the State has to pay for foster care, what benefits could accrue if, where feasible, the foster home payments were to become available to subsidize an adoption by the foster parent? Concern about long-term financing of a child's care may prevent many foster parents from adopting their foster child where such an option is available. Adoption, although subsidized, could bring great security to the child and foster parents, eliminating the fears of both regarding

impermanancy implied in any foster care situation.

A research study to determine the feasibility of the use of contracts within the foster care system would also be useful. This is an arrangement whereby a foster parent signs an agreement to be responsible for a foster child's overall well being. This provides a security for the child as well as the knowledge that there is someone, apart from an agency, who is responsible for him. The beneficial effects are primarily psychological, yet, this is the area of childhood development which still remains uncertain in foster care.

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APPENDICES

APPENDIX A

FOSTER PARENTS GLOBAL ADEQUACY SCALE

This information is part of a research project being conducted by graduate students at the School of Social Work, Memorial University. In this study we are interested in understanding more about the attitudes, behaviours and satisfactions of foster parents. In order to do so, it is first necessary to rate each of your foster families. We would like you to complete the following questionnaire for each of the regular foster homes in your district. While we have asked you to give the name, address and telephone number of each foster home, your answers to this questionnaire will be maintained in confidence and used for research purposes only.

Foster Parents' Name _____

Address _____

Phone Number _____ Length of Time Fostering _____
(years)

Please complete one questionnaire for each foster home. The following statements have 4 possible ratings. Please circle one rating for each statement. The rating you circle should best represent your overall rating of the statement as it applies to this particular foster home.

1. EMOTIONAL MATURITY OF THE FOSTER PARENTS

    This statement is defined as the foster parents ability to love, give and take; the ability to cope with day to day problems; flexibility and exercise of good judgement; adequate enactment of one's social roles; acceptance of all one's weaknesses and strengths; capacity to form satisfying interpersonal relationships.

Above Average	Average to Slightly Above Average	Average to Slightly Below Average	Below Average

2. ABILITY OF FOSTER PARENTS TO UNDERSTAND AND ACCEPT NATURAL PARENTS

    This may be expressed by the foster parents by their indicating that they view the natural parents as normal people, temporarily unable to cope; that the foster

child may eventually return to the natural parents;
by their encouraging foster child to maintain a loyalty
toward the natural parents.

Above Average	Average to Slightly Above Average	Average to Slightly Below Average	Below Average

3. ABILITY OF FOSTER PARENTS TO MEET THE EMOTIONAL
NEEDS OF THE CHILD

Emotional needs are defined as giving the child love
and warmth; enhancing the child's feelings of self-
worth; developing child's socially acceptable behaviour.

Above Average	Average to Slightly Above Average	Average to Slightly Below Average	Below Average

4. CAPACITY OF FOSTER PARENTS TO BE CHILD-CENTERED
RATHER THAN SELF-CENTERED

This is defined as the ability to accept the child for
his own self, rather than a means of fulfilling own
needs; for example, do foster parents more often talk
about their own wishes, needs, problems, than those of
the child; do they use the words, home, love and child,
quite a lot.

Above Average	Average to Slightly Above Average	Average to Slightly Below Average	Below Average

5. ABILITY OF FOSTER PARENTS TO MEET THE PHYSICAL
NEEDS OF THE CHILD

These are defined as clothing, food, housing; giving
proper attention to medical needs.

Above Average	Average to Slightly Above Average	Average to Slightly Below Average	Below Average

6. **ABILITY OF FOSTER PARENTS TO MEET THE CHILD'S INTELLECTUAL NEEDS**

Examples of this are represented by foster parents' efforts to provide the child with new learning experiences; expressing interest in his school progress; encouraging the child in learning new tasks.

Above Average	Average to Slightly Above Average	Average to Slightly Below Average	Below Average

7. **ABILITY OF FOSTER PARENTS TO UNDERSTAND, ACCEPT, AND COPE WITH DIFFERENT CHILDHOOD BEHAVIOURS**

Can foster parents independently evaluate child's behaviour; for example, do they indicate an awareness of reasons for slowness in toilet training, bed-wetting, or hyper-activity; an overall readiness to accept child's behaviour at various ages and stages of his development.

Above Average	Average to Slightly Above Average	Average to Slightly Below Average	Below Average

8. **SATISFACTION WITH FOSTER PARENTING ROLE**

Foster parents may express this in making positive comments about their relationship with social worker, (agency); by indicating that they enjoy meeting challenge of difficult tasks in fostering; of being able to serve the community (humanity) in fostering; expressing fascination at watching children grow up.

Above Average	Average to Slightly Above Average	Average to Slightly Below Average	Below Average

APPENDIX B

INSTRUCTIONS FOR SOCIAL WORKERS
COMPLETING FOSTER PARENTS GLOBAL
ADEQUACY SCALE

Using your foster home index cards, please divide your foster parents into two groups, having approximately the same number in each. One group should represent those foster parents who, at this point in time, have been <u>above average</u> or <u>average to slightly above average</u> in overall performance. The other grouping should contain those foster parents whose performance is <u>average to slightly below average</u> or <u>below average</u>. Then, please complete a questionnaire on each foster home in each group.

The rating you circle on the Foster Parents Global Adequacy Scale should <u>best represent your overall rating</u> as it applies to a particular home.

For example: Statement Number one on the Scale:

<u>EMOTIONAL MATURITY OF FOSTER PARENTS</u>

Referring to the definition just below this statement, you may determine that the foster parents in a particular home may be able to cope quite well on a day to day basis, requiring an 'above average' rating for that. However, they (or one of the foster parents) may have difficulty in forming satisfying interpersonal relationships, or a weakness in some other area outlined in the definition. In that case the overall rating would then be less than 'above average', perhaps requiring an 'average to slightly above average' rating, depending on your judgement of the overall adequacy in regard to the foster parents' matching

with the definition given for this particular scale.

APPENDIX C

DEPARTMENT OF SOCIAL SERVICES' FOSTER
HOME (PARENTS) SELECTION GUIDELINES

The following is the outline of the Foster Home
Application Procedure (selection criteria) as stated
in the Policy Manual maintained by the Child Welfare
Division, Department of Social Services, Government
of Newfoundland. Reproduced herewith is all of
Section 233 of the Policy Manual, Revision No. 282 -
October 1976.

233 Foster Home Application Procedure

.1 Initial Contact

When prospective foster parents contact a
Social Worker to offer their services to care
for children he should discuss very carefully
and thoroughly with them the meaning, purpose
and responsibilities of foster home care.
Unless it is very inconvenient, arrangements
should be made for both prospective foster
parents to be interviewed in the office. If
the applicants appear to have qualities which
are needed by foster parents and they are
offering a home for the types of children
for which foster homes are needed, they
should be given the Application for a Child,
(form 8-607, Revised 10-'70) to be completed
in triplicate and returned to the Social
Worker.

It is to be expected that not all applicants
will be considered suitable foster parents.
They may have proved to be excellent parents
in caring for their own children or, if they
have no children of their own, they may be
considered citizens that any community would
be quite proud of; however, it must be
recognized that such applicants may not
possess qualities which are necessary in
providing care for other parents' children.
When such applicants have their application
rejected and request an explanation for the
decision, it is considered advisable that
the Social Worker should explain to them the
reason for not availing of their services
as foster parents.

.2 Supporting Documents

Following receipt of the application the
Social Worker must visit the home and complete

very carefully the Foster Home Study. It
is essential that both parents, and children
where this is practical, should be inter-
viewed.

The following supporting documents are
required:

(a) Proof of date of birth and of marriage
should be seen by the Social Worker
and information/transferred to Verifi-
cation of Birth and Marriage (form
8-614).

(b) A Medical report is required for all
members of the household which includes
a chest x-ray. The applicants are
responsible for obtaining these documents
at their own expense. If it is known
early in the application process that
applicants may not qualify as foster
parents for any reason, they should be
discouraged from incurring any expenses
to obtain medicals.

(c) Three references (form 8-608) are re-
quired and wherever possible one of these
should be from the applicant's own
clergyman. The Social Worker should
explain to the applicants that the other
two references should be from persons
in the community who are not related to
the applicants and who are well respected
and whose recommendations would be
impartial.

(d) It is important that a comprehensive
and detailed home study be completed on
each foster home application in order to
properly evaluate the ability of the
applicants to provide adequate care for
children placed in their home. The
following outline may serve as a guide.
Other pertinent information, which the
worker feels would be of value, should
also be included.

.3 Foster Home Study

(a) Parental History

State the full name, birth date and place
of birth of both parents. Describe the

childhood experienced by both parents
with emphasis on their relationships
with their own parents and how they were,
themselves, treated, for example, dis-
cipline. The employment history of both
should be included, as well as their
present occupation and the stability of
their present employment. Job satisfaction
should be gauged and if the wife is not
employed outside the home, her concept
of her role as a homemaker and mother
should be described. Include the person-
ality of both parents in detail with
particular emphasis on their concern for
children, their knowledge and sensitivity
to children, their patience and tolerance.
Is the marital relationship a stable one
and how does each view the other as
spouse and as parent? Do both share
responsibility for household chores and
care of the children? Who is the dis-
ciplinarian in the family and what is the
method of discipline? Are they in mutual
agreement on this topic and are there any
problems in this area?

(b)   Other Persons in the Home

List all other persons in the home,
including the place of birth, date of
birth, and the relationship to the family.
Describe all of the natural children of
the foster family, including their
personality, educational achievement,
ability to interact with other children,
knowledge of and attitude towards foster
care. Indicate whether the children
have had any serious problems in the
past, and if a foster child coming into
the home would be viewed as a threat.
Would jealousy be a problem? If there
are other persons living in the home who
will be long-term members of the household,
describe their personality, their attitude
towards foster care and any children who
might be placed in the home.

(c)   Environment

Describe the home, including the number
of rooms (specify which are bedrooms),
the type of heating and lighting and the

plumbing. Indicate the type of
furnishings and the standard of house-
hold management. Describe any indoor
and outdoor play area. Is the home owned
or rented? Describe the community and
neighbourhood where the home is located
and the location with respect to distance
from school, medical facilities, and
church.

(d) Health and Education

In addition to the medical certificate
and x-ray report, the worker should
describe the family's health background,
for example, any instances of medical
illnesses. Are there any health problems
in the family which would limit the
family's ability to care for foster
children?

Describe the educational achievement of
each member of the family and, if there
is limited educational achievement, outline
the reasons for this. Describe their
attitude towards education in general and
whether they would be interested in helping
children attain their highest possible
standard. Do they view education as a
prerequisite for boys and girls equally?
Are they prepared to assist children with
homework, visit the school for periodic
reports? Do they do this with their own
children?

(e) Religious Attitudes

Indicate the religion of all family members
and whether they are active members of
their religion. If there is a difference
in religion indicate the religion in which
any child placed in the home will be raised.
What is their attitude toward religion
generally and do they feel religious
upbringing of children is significant?
Do they attend church with their own
children? Describe any unusual practices
of their religion which might make them
different from others in the community.
Are they tolerant of other religions or do
they impose inflexible religious standards?

(f) Community Standing

Do they take part in community activities and how are they viewed by the community as a whole? Would they be considered good examples for foster children?

(g) Income

Indicate all sources of income and the amounts. Is the income of the parents stable and is there any history of dependence on Social Assistance? Is the family able to budget well with their income and are they able to function independently or will they rely on income from foster care? Are they willing and able to provide extras for children in their care? How does their standard of living compare with the community as a whole? Does employment take either spouse away from home for long periods of time and, if so, does this cause any problems?

(h) Motivation

This is the most crucial aspect of the application whereby the worker should accurately describe the reasons why the applicants are interested in becoming foster parents. Are both displaying an equal interest in becoming foster parents and is one not merely going along with the other? Are all other members of the household equally motivated? Do the applicants demonstrate a genuine love for children? Do they demonstrate patience, tolerance, and understanding for a foster child? Are they fully aware of their role as foster parents and are they able to love a child, care for him, and help prepare him for returning home or for adoption? Do they have a basic knowledge of a child's development, both physically, intellectually, socially, and emotionally? Do they have practical ideas about how to handle the child and are these ideas flexible or are they so set that they would have difficulty accepting guidance and suggestions from the worker and other professionals? What is their attitude

towards foster care itself and towards
foster children in general? Is there any
hint of the attitude of "welfare children"?
Do they see the foster child as having
different values, standard and behaviour
patterns than their own children and are
they able to accept this or must the child
fit into a pattern? Will they show patience
and understanding in helping a child to
change gradually, yet retain his own
individuality?

Are the foster parents aware of the
necessity of having natural parents visit
and how receptive are they to this? Do
they have negative feelings towards parents
who are unable to care for their children
and will these attitudes be conveyed to
the child? Are they prepared to take the
child for any medicals and other appoint-
ments deemed necessary - to treat the
child as if it were their own? Are they
cooperative with worker and willing to
work closely with the worker in endeavouring
to care for children? Will they share
problems with the worker or will they
conceal them - pretend they are not there
or endeavour to solve them by themselves?

(i)   Preferences and Expectations

The worker and foster family should together
consider the type, age, sex and number of
children best suited to the particular
family. The foster parents should be
given an opportunity to discuss in detail
the types of children requiring care,
the reasons for their being in care, and
the problems these children may possibly
have. Both the foster parents and worker
should signify as exactly as possible
the types of children the foster home would
be best suited for. The natural age spacing
should be considered, as well as the need
to not overwhelm new foster parents with
children who have serious problems. At
the same time foster parents should be
encouraged and supported in taking a child
with problems if they have the ability to
cope with him.

When all required documents pertaining
to the foster home application have been
received, the worker will make an overall
recommendation as to whether the home
should be licensed and the specific
number of children for whom the home
should be licensed. In all cases workers
should be truthful with applicants advising
them of their recommendation, the reasons,
etc. In those rare instances where this
would seem inadvisable, consultation should
take place with the Regional Director and
all documents should be forwarded to the
Regional Director for his decision. It
should be noted that applications for
receiving homes should be completed in
exactly the same manner but with all
documents being forwarded through the
office of the Regional Director to the
Director of Child Welfare. Licenses for
receiving homes will not exceed two children
unless very exceptional circumstances
indicate otherwise.

.4 License

The Child Welfare Act, No. 37, 1972, Section
45, enables Regional Directors to issue, re-
classify, refuse to issue and revoke a foster
home license. He also has authority under this
Act to grant permission for the boarding of a
child.

When an application is approved, the license
should be issued on form 8-625 and sent to the
applicants with a covering letter (see Appendix
A). When a license has been revoked or reclas-
sified, foster parents should be advised by
letter (see Appendix E). If the home cannot
be approved, the applicants should be notified
as soon as possible (see Appendix D). The
Social Worker shall be advised of the reason
for rejection and these reasons may be shared
with the applicants if this is deemed advisable
by the Regional Director.

The occasion may arise when the Social Worker
will obtain knowledge of a situation which may
constitute an illegal placement in accordance
with Section 45 of the Child Welfare Act, No.
37, 1972. Such placement should be discussed

with the Regional Director who may decide to legalize the placement and advise the person or persons boarding the child accordingly (see Appendix B).
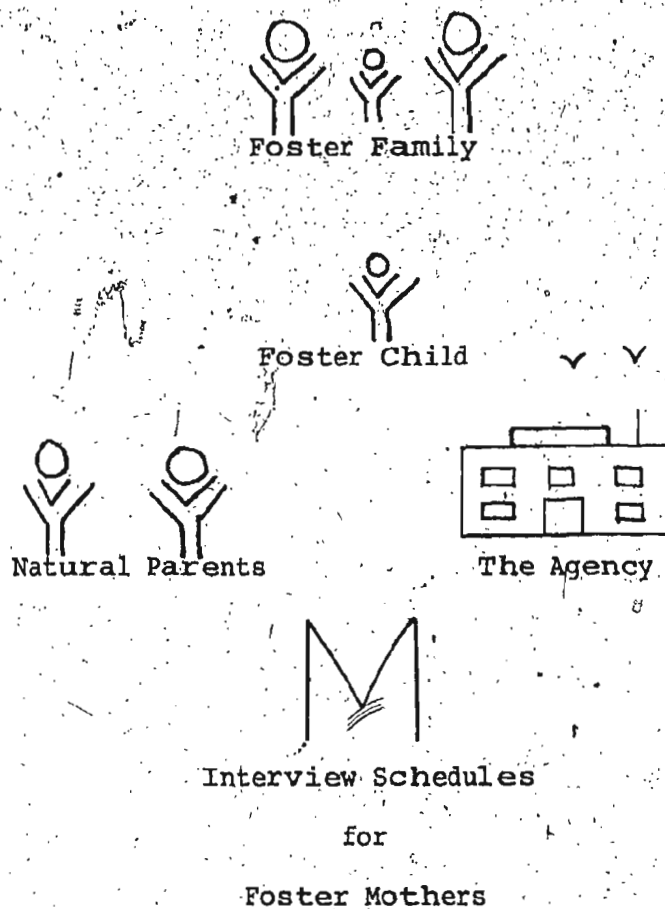
Accurate and up-to-date statistics and information are essential at Headquarters and this can only be maintained when forwarded by the field staff to the Child Welfare Division. In this connection it is very important that a copy be sent to the Director in every instance where action is taken as described in this section.

The licensing of receiving homes, special homes and group foster homes is still the responsibility of the Director; however, all such applications should be forwarded through the office of the Regional Director. The Director will notify Receiving Home Parents and Group Foster Home parents when their application is approved, their license revoked or reclassified. In each situation a copy of the Director's letter will be forwarded to the Social Worker and the Regional Director.

APPENDIX D

INTERVIEW SCHEDULE FOR FOSTER MOTHERS

A STUDY OF FOSTER FAMILIES IN ST. JOHN'S, NEWFOUNDLAND

Foster Family

Foster Child

Natural Parents

The Agency

Interview Schedules

for

Foster Mothers

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland

1978

INSTRUCTIONS FOR INTERVIEWER

There are two interview schedules, each containing four sections A-D. One schedule labelled M is for use with foster mothers, while schedule F is for use with foster fathers. As the questions vary, please ensure that the correct schedule is used for each interview. Interviews are to be carried out separately and answer sheets are labelled Foster Mother ♂ Interview Schedule and Foster Father ♂ Interview Schedule. Please ensure the correct answer sheet is utilized and that answers are clearly coded.

Please do not prompt answering, give subjective reactions or attempt any imput with regard to the statements or questions. Before each section of the interview schedule begins, please read the written explanations given. The given interview format should be adhered to beginning with reading the following paragraph:

INTRODUCTION FOR RESPONDENT

This survey is part of a research project on family life being completed by graduate students at the School of Social Work, Memorial University of Newfoundland. Opinions are used for research purposes only and will be strictly confidential. This is not a test and there are no right or wrong answers.

SURVEY OF OPINIONS ON FAMILY LIFE   SECTION C

.This section consists of a series of statements about family life with four possible opinions about each statement. These four possible opinions are:

1. I Strongly Agree   3. I Disagree

2. I Agree   4. I Strongly Disagree

It is important that an opinion be given for all statements. Some of these statements may seem alike, but all are necessary to show slight differences of opinion.

1. Children should be allowed to disagree with their parents if they feel their own ideas are better.

2. Some children are just so bad they must be taught to fear adults for their own good.

3. Parents should adjust to the children some, rather than always expecting the children to adjust to the parents.

4. It is best for the child if he never gets started wondering whether his mother's views are right.

5. Children would be happier and better behaved if parents would show more interest in their affairs.

6. A young child should be protected from hearing about sex.

7. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.

8. It is frequently necessary to drive the mischief out of a child before he will behave.

9. Parents must earn the respect of their children by the way they act.

10. A parent should never to made to look wrong in a child's eyes.

SECTION C (cont'd.)

1. I Strongly Agree   3. I Disagree

2. I Agree   4. I Strongly Disagree

11. Laughing at childrens' jokes and telling children jokes make things go more smoothly.

12. It is very important that young boys and girls not be allowed to see each other completely undressed.

13. A child has a right to his own point of view and ought to be allowed to express it.

14. A wise parent will teach a child early just who is boss.

15. Children are too often asked to do all the compromising and adjusting, and that is not fair.

16. Children should never learn things outside the home which make them doubt their parents' ideas.

17. Parents who are interested in hearing about their children's parties, date and fun, help them grow up right.

18. Children who take part in sex play become sex criminals when they grow up.

19. A child's ideas should be seriously considered in making family decisions.

20. Children need some of the natural meanness taken out of them.

21. As much as is reasonable, a parent should try to treat a child as an equal.

22. The child should not question the thinking of his parents.

23. If parents would have fun with their children, the children would be more apt to take their advice.

24. Sex is one of the greatest problems to be contended with in children.

25. When a child is in trouble he ought to know he won't be punished for talking about it with his parents.

SECTION C (cont'd.)

1. I Strongly Agree   3. I Disagree

2. I Agree   4. I Strongly Disagree

26. It is sometimes necessary for the parents to break the child's will.

27. There is no reason parents should have their own way all the time, anymore than children should have their own way all the time.

28. There is nothing worse than letting a child hear criticisms of his mother.

29. When you do things together, children feel close to you and can talk easier.

30. There is usually something wrong with a child who asks a lot of questions about sex.

APPENDIX E

INTERVIEW SCHEDULE FOR FOSTER FATHERS

A
STUDY OF FOSTER FAMILIES
IN
ST. JOHN'S, NEWFOUNDLAND

Foster Family

Foster Child

Natural Parents

The Agency

Interview Schedules

for

Foster Fathers

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland

1978

INSTRUCTIONS FOR INTERVIEWER

There are two interview schedules, each containing four sections A-D. One schedule labelled M is for use with foster mothers, while schedule F is for use with foster fathers. As the questions vary, please ensure that the correct schedule is used for each interview. Interviews are to be carried out separately and answer sheets are labelled, Foster Mother ♂ Interview Schedule and Foster Father ♂ Interview Schedule. Please ensure the correct answer sheet is utilized and that answers are clearly coded.

Please do not prompt answering, give subjective reactions or attempt any imput with regard to the statements or questions. Before each section of the interview schedule begins, please read the written explanations given. The given interview format should be adhered to beginning with reading the following paragraph:

INTRODUCTION FOR RESPONDENT

This survey is part of a research project on family life being completed by graduate students at the School of Social Work, Memorial University of Newfoundland. Opinions are used for research purposes only and will be strictly confidential. This is not a test and there are no right or wrong answers.

SURVEY OF OPINIONS ON FAMILY LIFE   SECTION C

This section consists of a series of statements about family life with four possible opinions about each statement. These four possible opinions are:

    1. I Strongly Agree   3. I Disagree

    2. I Agree   4. I Strongly Disagree

It is important that an opinion be given for all statements. Some of these statements may seem alike, but all are necessary to show slight differences of opinion.

1. Children should be allowed to gripe about rules which their parents make.

2. Some children are just so bad that they must be taught to fear adults for their own good.

3. Parents should do what the children want sometimes rather than always expecting the children to do what the parents want.

4. Children shouldn't be confused by letting them learn things that differ from what their parents have told them.

5. Children are happiest and best behaved when parents show a lot of interest in their affairs.

6. A young child should not hear about sex until he is a lot older.

7. Parents should always take what their children think into account in making decisions which directly concern their children.

8. It is frequently necessary to drive the mischief out of a child before he will behave.

9. Parents must act in such a way that they earn the respect of their children.

SECTION C (cont'd.)

    1. I Strongly Agree   3. I Disagree

    2. I Agree   4. I Strongly Disagree

10. A parent should never be made to look wrong in a child's eyes.

11. Laughing at children's jokes and telling children jokes helps you to get along with them.

12. It is very important that young boys and girls not be allowed to see each other completely undressed.

13. A child should nearly always be allowed to express his own point of view.

14. A wise parent will teach a child early just who is boss.

15. It is not fair to expect the children to do all the compromising and adjusting in a family.

16. There is no excusing someone who upsets the confidence a child has in his parents' way of doing things.

17. Children are lucky when they have parents who are interested in hearing about their parties, dates, and fun.

18. Children who take part in sex play often become sex criminals when they grow up.

19. A child's ideas should be seriously considered in making family decisions.

20. Children need some of the natural meanness taken out of them.

21. A parent should try to treat a child as an equal.

22. It is best for the child if he never gets started wondering whether his father's views are right or not.

23. If parents would have more fun with their children, the children would be better off.

24. Curiosity about sex is one of the greatest problems to be contended with in children.

SECTION C (cont'd.)

1.	I Strongly Agree	3.	I Disagree
2.	I Agree	4.	I Strongly Disagree

25. When a child is in trouble he always ought to be able to tell his parents without being punished.

26. It is necessary for the parent to break the child's will in order to train him properly.

27. Neither parents nor children should expect to have their own way all the time.

28. It is a very bad policy to let a child begin to have doubts about what his parents have told him.

29. When you do a lot of things together, your children feel closer to you and can talk more easily.

30. There is usually something wrong with a child who asks a lot of questions about sex.

31. Children should be encouraged to express their opinions about anything which involves them.

32. Many children, like horses, must be broken in order to be trained.

33. Fathers and mothers should treat children with as much consideration and respect as they show to one another.

34. A child should not question the thinking of his parents.

35. It is best for parents and teenagers to have a "friend-to-friend" relationship.

36. A parent can be very helpful to a child by teaching him how to keep from showing it when he is "boiling" inside.

37. Family life would be happier if parents made children feel that they were free to say what they think about anything.

38. A child's trust in his parents should be safeguarded by not having so many people with different ideas around him.

SECTION C (cont'd.)

1. I Strongly Agree   3. I Disagree

2. I Agree   4. I Strongly Disagree

39. Parents should respect the wishes of children just as much as they expect children to respect their wishes.

40. Children who know a lot about sex just become more curious about it and are more likely to get into trouble.

41. Most parents should be more playful and less dignified with their children.

42. A child who always looks calm and cool no matter how upset he feels inside gets along best.

43. Children should be allowed to disagree with their parents if they feel their own ideas are better.

44. Children should never learn things outside the home which make them doubt their parents' ideas.

45. Children have a right to know why, when their parents ask them to do something.

46. A normal child isn't curious about sex.

47. Fathers who play a lot of games with their children usually have the best children.

48. Parents should teach a child to control his feelings as soon as he can understand.

APPENDIX F

FOSTER MOTHERS' DEMOGRAPHIC QUESTIONNAIRE

INTERVIEW SCHEDULE   SECTION D

(Mother)

Demographic Questions

1. What religion do you follow now?

    <u>R.C.</u>   <u>Ang.</u>   <u>U.C.</u>   <u>S.A.</u>   <u>Pent.</u>   <u>Other</u>

     1   2   3   4   5   6

2. What is your occupation? (write response on answer sheet)

3. What is the last grade you completed at school?

    1. 8th grade or less   6. Special or technical
    2. Some high school   training, with some
    3. High school graduation   high school
    4. Some college, no degree
    5. Special or technical   7. University graduation
        training, but not high   (specify)
        school

4. What is your age?

    <u>20-24</u>   <u>25-29</u>   <u>30-39</u>   <u>40-49</u>   <u>50-60</u>   <u>Over 60</u>

       1   2   3   4   5   6

5. How many brothers and sisters were there in your family?

    <u>1 - 2</u>   <u>3 - 4</u>   <u>5 - 6</u>   <u>7 or more</u>

       1   2   3   4

6. What was the approximate population of the city, town
    or village in which you were raised?

    1. Less than 1,000   5. 10,000 - 29,999
    2. 1,000 - 2,499   6. 30,000 - 99,000
    3. 2,500 - 4,999   7. Over 100,000
    4. 5,000 - 9,999

SECTION D (cont'd.)

7. How long have you lived in this area? (city, town or village)

less than 1 year	1 - 5 years	over 5 years	lifetime
1	2	3	4

8. How long have you been married?

1 - 5 years	6 - 10 years	11 - 15 years	16 or more years
1	2	3	4

9. How many natural children have you had?

None	1 - 2	3 - 5	6 or more
1	2	3	4

10. How many foster children have you had since becoming a foster mother?

None	1 - 3	4 - 7	8 or more
1	2	3	4

11. How many children of your own do you still have living with you?

None	1 - 2	3 - 5	6 or more
1	2	3	4

12. List children, if any, by sex and age; e.g., M - 11 years; F - 3 years, etc.

   N.B. This includes all children. (Adopted children are considered natural children). Please write in FC after Foster Child, NC after Natural Child.

APPENDIX G

FOSTER FATHERS' DEMOGRAPHIC QUESTIONNAIRE

INTERVIEW SCHEDULE   SECTION D

(Father)

Demographic Questions

1. What religion do you follow now?

   R.C.   Ang.   U.C.   S.A.   Pent.   Other

    1   2   3   4   5   6

2. What is your occupation? (write response on answer sheet)

3. What is the last grade you completed at school?

   1. 8th grade or less   6. Special or technical
   2. Some high school   training, with some
   3. High school graduation   high school
   4. Some university, no degree
   5. Special or technical   7. University graduation
      training, but no high   (specify)
      school

4. What is your age?

   20-24   25-29   30-39   40-49   50-60   Over 60

     1   2   3   4   5   6

5. What is the approximate amount of your yearly earnings?
   (husband and wife) (excluding family allowance and foster
   home payments)

   $5,000-6,999 $7,000-9,999 $10,000-14,999 $15,000-20,000

         1   2   3   4

                        Over $20,000

                             5

SECTION D (cont'd.)

6. How many brothers/sisters were there in your family?

<u>1 - 2</u>	<u>3 - 4</u>	<u>5 - 6</u>	<u>7 or more</u>
1	2	3	4

7. What was the approximate population of the city, town or village, in which you were raised?

1. Less than 1,000   5. 10,000 - 29,999
2. 1,000 - 2,499   6. 30,000 - 99,999
3. 2,500 - 4,999   7. Over 100,000
4. 2,500 - 9,999

8. What are your living arrangements?

<u>Own Home</u>	<u>Rent</u>	<u>Other</u>
1	2	3

9. How long have you been living in this area? (city, town or village)

<u>less than 1 year</u>	<u>1 - 5 years</u>	<u>over 5 years</u>	<u>lifetime</u>
1	2	3	4

APPENDIX H

LETTER TO FOSTER PARENTS FROM DEPARTMENT OF SOCIAL

SERVICES DISTRICT OFFICE, CHILD WELFARE DIVISION,

ST. JOHN'S, NEWFOUNDLAND

GOVERNMENT OF NEWFOUNDLAND AND LABRADOR
DEPARTMENT OF SOCIAL SERVICES

ST. JOHN'S

1978.05.29

Dear Foster Parents:

Sometime in the near future you will probably receive a telephone call from a Social Work Student at Memorial University. Three of the Social Work students are interested in obtaining more information about fostering as part of their work in graduate studies.

Foster home care for children has been in existence in Newfoundland for over twenty-five years, and is considered to be quite successful. The Social Work students are interested in learning about foster home care. In order to do so, they would like your opinion on a number of questions, requiring approximately 45 minutes of your time.

Your co-operation in helping these students will be greatly appreciated.

Yours truly,

S. Callahan (Mrs.)
Social Worker Supervisor

SC/pd

APPENDIX I

RESPONSE SHEET FOR FOSTER MOTHER

FOSTER MOTHER
INTERVIEW SCHEDULE
Answer Sheet

SECTION C	SECTION D
ATTITUDES	DEMOGRAPHIC

1.	16.	1.	
2.	17.	2.	
3.	18.	3.	
4.	19.	4.	
5.	20.	5.	
6.	21.	6.	
7.	22.	7.	
8.	23.	8.	
9.	24.	9.	
10.	25.	10.	
11.	26.	11.	
12.	27.	12. F ___ yrs.	M ___ yrs.
13.	28.	F ___ yrs.	M ___ yrs.
14.	29.	F ___ yrs.	M ___ yrs.
15.	30.	F ___ yrs.	M ___ yrs.

APPENDIX J

RESPONSE SHEET FOR FOSTER FATHER

FOSTER FATHER

INTERVIEW SCHEDULE

Answer Sheet

SECTION C   SECTION D

ATTITUDES   DEMOGRAPHIC

1. _____   25. _____   1. _____
2. _____   26. _____
3. _____   27. _____   2. _____
4. _____   28. _____
5. _____   29. _____   3. _____
6. _____   30. _____
7. _____   31. _____   4. _____
8. _____   32. _____
9. _____   33. _____   5. _____
10. _____   34. _____
11. _____   35. _____   6. _____
12. _____   36. _____
13. _____   37. _____   7. _____
14. _____   38. _____
15. _____   39. _____   8. _____
16. _____   40. _____
17. _____   41. _____   9. _____
18. _____   42. _____
19. _____   43. _____
20. _____   44. _____
21. _____   45. _____
22. _____   46. _____
23. _____   47. _____
24. _____   48. _____

APPENDIX K

PERMISSION TO USE PARENTAL ATTITUDE
RESEARCH INSTRUMENT - MOTHER FORM

Reproduced below is the Permission of Schaefer
and Bell to use the Parental Attitude Research
Instrument (PARI), as it is given in

"Development of a Parental Attitude Research
Instrument," by Earl S. Schaefer and Richard
Q. Bell, in Child Development, Vol. 29, No.
3, September, 1958, p. 339-361.

The following is the footnote on page 354:

(final copy of Final Form IV (PARI)*

*"Permission is granted to anyone to re-
produce this material with proper
acknowledgement, without permission of
the authors or of the Society for Research
in Child Development."

APPENDIX L

PERMISSION TO USE PARENTAL ATTITUDE

RESEARCH INSTRUMENT - FATHER FORM

THE UNIVERSITY OF UTAH

4 Jan 1978

DEPARTMENT OF
PSYCHOLOGY

MEMO

To: Reginold Gabriel

From: Dr. Victor B. Cline

Dear Mr. Gabriel:

Your letter didn't arrive until the 3rd of
January. But I am enclosing a used form the the
Father Form of the PARI. You may keep it and
use it as you wish.

Sincerely,

SALT LAKE CITY 84112