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An investigation into the importance of the quantity and quality of the mother-child relationship in preschool children

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c. Tell him it is all right if he isn't interested in the same things

d. See to it that he does the same things as others in his group

e. Help him find ways of making the most of his interests

40. When my child shows a deep interest in something I don't think is important, I:

a. Let him go ahead with his interest

b. Ask him to tell me more about his interest

c. Help him find ways to make the most of his interest

d. Do everything I can to discourage his interest in it

e. Try to interest him in more worthwhile things

THANK YOU VERY MUCH FOR YOUR COOPERATION

LETTER SENT TO MOTHERS

UNIVERSITY OF THE WITWATERSRAND
SCHOOL OF PSYCHOLOGY
PRE-SCHOOL RESEARCH PROJECT

Dear ,

The purpose of the study is to investigate the effects of different pre-school facilities on the physical and emotional development of the children attending them. On the basis of our findings we hope to make recommendations to the centres concerned that will benefit the children.

As mentioned on the phone we will require approximately one hour of your time in which we will have : a short interview with you, ask you to complete a questionnaire and observations will be made of the children's reactions to different situations. All information is strictly confidential. Remember - only you and your youngest child are required to participate.

Enclosed you will find a map of the university and surrounding area where you will be required to come. I shall be contacting you in a few weeks time to confirm times and to clear up any queries or problems concerning the study and your participation.

I hope you will find this an interesting and worthwhile study.

Your contribution is greatly appreciated.

Yours sincerely,

Annette Friedman

RAW DATA

PPAS = Total Porter Parental Acceptance Scale; A = the parent "regards his child as a person with feelings and respects the child's right and need to express these feelings"; B = The parent "values the unique make-up of his child and does what he can to foster that uniqueness within the limits of healthy personal and social adjustment; C = The parent "recognizes the child's need to differentiate and separate himself from his parents; to become an autonomous individual"; D = The parent "loves his child unconditionally"; F.T. = Frustration tolerance; M.L. = Mother leaves; M.R. = Mother returns; T.S.A. = Total Separation Anxiety; STRANX = Stranger Anxiety; C.C.M. = Child Coping Mechanisms; RESP + A.C. = Responsiveness + Acceptance; RESP = Responsiveness; AC = Acceptance.

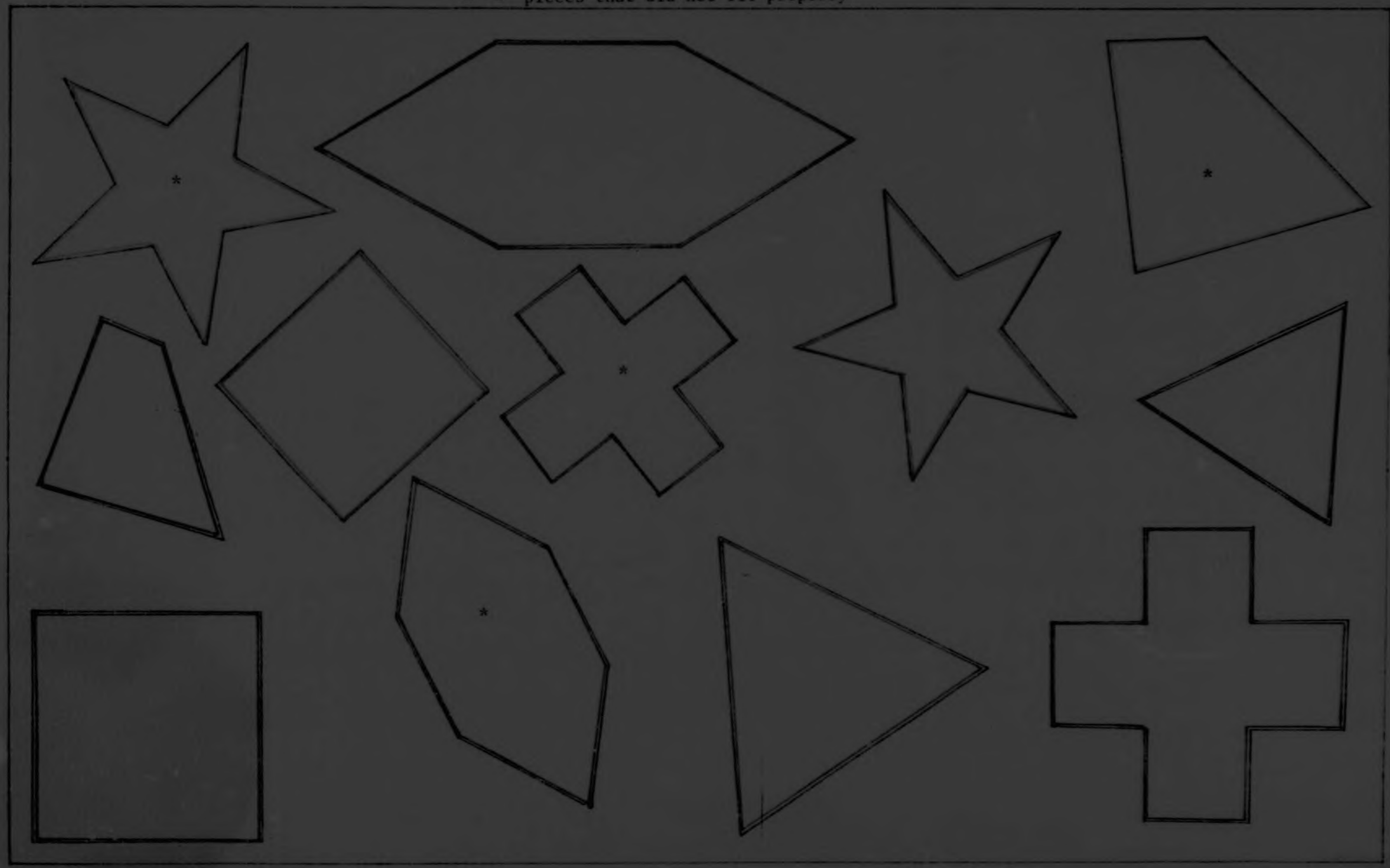
GROUP	SUB-JECT	SEX	AGE (Months)	PPAS	A	B	C	D	F.T.	M.L.	M.R.	T.S.A.	STRANX	C.C.M.	RESP + AC	RESP.	AC
Home	1	M	45	143	42	34	41	26	7	2	2	4	6	41	7	3	4
Home	2	F	48	128	29	29	38	12	4	1	2	3	3	37	8	4	4
Home	3	F	49	141	36	34	45	26	10	1	4	5	9	20	6.5	3	3.5
Home	4	M	52	126	29	35	31	30	6	1	2	3		32	7.5	4	3.5
Home	5	F	47	143	28	37	44	34	10.5	1	2	3	11	47	5.5	3	2.5
Home	6	F	48	158	40	33	45	40	5.5	2	1	3	14.5	31	6	5	1
Home	7	M	62	127	24	35	32	36	4	1	1	2	12	42	6	3	3
Home	8	M	48	153	32	37	43	41	6	1	2	3	10	15	8	4	4
Home	9	F	50	140	31	34	43	32	9	2	2	4	6	35	9	5	4
Home	10	M	60	157	34	35	46	42	4	1	2	3	6	38	7.5	3.5	4
Home	11	M	49	146	37	35	42	32	8	1	2	3	8	44	7	3	4
Home	12	F	58	139	33	30	40	36	7	1	3	4	18	42	7	4	3
Home	13	M	51	132	25	30	42	35	4	1	2	3	6.5	43	7	3	4
Home	14	F	51	157	35	37	47	42	4	1	1	2	6	34	7.5	4	3.5
Nursery School	15	M	55	132	32	34	44	22	6.5	1	2.5	3.5	13	32	8	4	4
Nursery School	16	M	51	144	27	39	43	36	4.5	1.5	3	4.5	14.5	38	7	4	3
Nursery School	17	F	49	160	41	37	43	40	15	3	2	5	12	26	8	4	4
Nursery School	18	F	51	127	29	29	42	22	3	1	1	2	8	36	5.5	3	2.5
Nursery School	19	F	53	152	39	37	42	32	7	1	3	4	11	10	7	3	4
Nursery School	20	M	60	155	40	37	40	38	6.5	1	1.5	2.5	5.5	30	7	3	4
Nursery School	21	F	55	135	31	33	37	34	5	1	1.5	2.5	9	30	8	4	4
Nursery School	22	F	61	148	32	39	39	38	8.5	1	1.5	2.5	7	32	7	4	3
Nursery School	23	M	67	147	44	35	29	39	8	4	2	6	16	43	8.5	4.5	4
Nursery School	24	M	61	135	30	33	44	28	4	1	1.5	2.5	6	38	7	3	4
Nursery School	25	M	61	124	30	32	40	22	6.5	1	2.5	3.5	13	36	8	4	4
Nursery School	26	F	55	140	30	33	43	34	7	3	1	4	9	30	6	4	2
Nursery School	27	M	62	150	36	39	47	28	5.5	2	4.5	6.5	12	42	7	4	3
Nursery School	28	F	51	126	25	28	41	32	4	4	5	9	21	23	8	4	4
Day-care(3-yrs)	29	M	50	102	22	33	31	16	13.5	4	5	9	18	33	8	4	4
Day-Care(3-yrs)	30	M	50	104	23	20	29	32	5	2	1	3	13	39	6.5	3.5	3
Day-care(3-yrs)	31	M	51	111	30	23	38	20	9.5	2	2.5	4.5	6.5	20	6	2	4
Day-Care(3-yrs)	32	M	62	153	22	40	41	50	5	1	2	3	12	46	6	3	3
Day-Care(3-yrs)	33	M	51	127	33	33	41	20	4	2	5	7	20	26	2	1	1
Day-Care(3-yrs)	34	M	50	159	40	33	44	42	6	4	5	9	8	35	6.5	3	3.5

RAW DATA (ctd.)

GROUP	SUBJECT	SEX	AGE (Months)	PPAS	A	B	C	D	F.T.	M.L.	M.B.	T.S.A.	STRANK	C.C.M.	RESP.& AC.	RESP.	AC
Day-Care (3 yrs)	35	F	46	116	27	26	45	18	7.5	2	2	4	5.5	27	8	4	4
Day-Care (3-yrs)	36	F	48	131	30	28	43	32	9	2	1	3	6	20	5.5	2.5	3
Day-Care (3-yrs)	37	F	47	133	37	28	38	30	10	1	2	3	6	39	8	4	4
Day-Care (3-yrs)	38	F	45	149	28	39	42	40	6	1	2	3	15	35	7	3.5	3.5
Day-Care (3-yrs)	39	F	53	144	29	38	42	36	7	1	2	3	3	37	8.5	4	4.5
Day-Care (3-yrs)	40	M	49	151	37	32	44	38	9	2	3	5	13	45	6	3	3
Day-Care (3-yrs)	41	F	50	144	37	31	42	34	6	4	5	9	3	31	7.5	3.5	4
Day-Care (3-yrs)	42	F	51	166	40	43	47	36	12	2	2	4	18	37	8	4	4
Day-Care (1-yr)	43	M	46	161	44	35	44	48	15	4	5	9	18	22	10	5	5
Day-Care (1-yr)	44	M	44	179	46	40	47	50	7	1	3	4	6	36	7	3	4
Day-Care (1-yr)	45	F	58	139	35	30	34	40	13	4	4	8	13	36	7	3	4
Day-Care (1-yr)	46	M	47	130	24	33	39	34	10.5	4	5	9	11	23	5	2	3
Day-Care (1-yr)	47	F	62	130	33	35	42	20	3.5	1	2	3	5	31	7	3	4
Day-Care (1-yr)	48	M	49	162	38	45	41	38	6	4	5	9	21	32	10	5	5
Day-Care (1-yr)	49	F	50	140	35	33	44	28	13.5	1	2	3	6	36	7	4	3
Day-Care (1-yr)	50	F	40	169	46	36	47	38	9	4	5	9	15	30	8	4	4
Day-Care (1-yr)	51	M	52	116	29	26	43	18	8	1	1.5	2.5	10	46	7.5	3.5	4
Day-Care (1-yr)	52	M	44	140	28	37	42	32	10.5	1	2	3	11	24	3	2	1
Day-Care (1-yr)	53	F	53	143	36	33	44	30	4	1	2	3	6	28	9	4	5
Day-Care (1-yr)	54	M	63	156	39	45	42	30	8	1	1.5	2.5	9	27	6.5	3.5	3
Day-Care (1-yr)	55	M	47	125	32	26	35	32	8	2	2	4	9	36	5	4	1
Day-Care (1-yr)	56	M	47	152	38	36	40	38	10.5	2	2	4	11	31	7.5	4	3.5

DIAGRAM OF TASK MEASURING FRUSTRATION TOLERANCE

* = pieces that did not fit properly



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