

## Summaries

### **Parents' religiousness and their child-rearing**

by Frans Van der Slik, Albert Felling and Jan Peters

In this article the role of parents' religiousness on their child-rearing is examined. Previous research showed a strong influence of parents' education on their child-rearing values and practices. It appears that the religious factor (i.e. denomination, church attendance, Christian world view, and innerworldly worldview) offers a relevant additional explanation for parental child-rearing values and practices. Compared to a model including only education as the independent variable, the total amount of explained variance is doubled when the religious factor is added. While there is only a minor influence of denomination and church attendance, the influence of the two worldview dimensions mentioned, is rather strong. Parents who subscribe to a Christian worldview strongly emphasize the child-rearing values conformity to external authority, and conformity to parental rules. With respect to child-rearing practices, they are inclined to exert pressure on their children by punishing them more often, and they are discouraging the independence or autonomy of their children. Parents who subscribe to the innerworldly worldview, consider personal autonomy as an important child-rearing value. Their child-rearing behaviour is characterized by expressing affection to their children, and encouraging them to behave independent and responsible for their own decisions.

### **The advantage of girls at the beginning of their school career through secondary education**

by Paul W.J. Hustinx

In this article the elsewhere cautiously mentioned advantage of girls in educational position at the beginning of secondary education is further explored. Self-report-data from 1500 12- to 17-years-old Dutch pupils concerning their advised, actually chosen and present type of secondary education are analyzed using LISREL and other methods. For all variables mentioned above the advantage of girls proves to be consistent over the whole range of schooltypes and is found in all subgroups by age and social background. The present type of school shows even greater sex differences than the advised or first chosen schooltype.

### **An adequate formulation of research questions in a practice oriented research**

by P.M.J. Verschuren

Many principals of research complain about the low efficiency of empirical research. The main reasons for this can be found in the first stage of the research, when the researchproblem is formulated. The first problem is that whereas principals often have only a very limited idea of what

their problem is, many researchers pay little attention to it. A second problem is represented by research questions of a prescriptive type. For instance 'How can the problem of overproduction in agriculture be solved?' Whereas the formulation of questions of this kind is extremely easy, is the answering very difficult. In principle a research project cannot be seen as a problemsolving instrument as such. This article presents three ways out of this situation. As to the first problem the researcher can try to make a clear picture of the problem of the principal by means of an analysis following the so called intervention cycle. This cycle contains five stages that should be run through by the researcher: pointing out the problem, diagnosis, design, implementation and evaluation. Researchers are advised always to go back to the roots of the problem. As to the second problem there are two ways out. The first strategy is to develop an impact model that tells by what intermediating steps the aim of the principal can be reached. As the aim of the research one chooses a step somewhere at the beginning of the model. The second possibility is not to try to answer directly prescriptive questions of the form 'how can...', but to formulate subquestions of a descriptive, explaining, forecasting or evaluative kind.