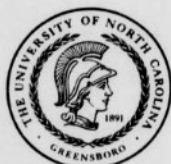


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TWITTY, GAILA MARIE. Effects of Short-Term Father Absence on Perceptions of Paternal Discipline Toward Aggression. (1972) Directed by: Dr. Helen Canaday. Pp. 92.

The study was undertaken to investigate the effects of short-term father absence on intact family members' perceptions of father's discipline toward children's aggressive behavior. Eighty intact family groups composed of mothers, fathers, and children (40 boys and 40 girls) were used. These intact family groups were divided into two groups of 40 each: Group A whose fathers were regularly absent only during the working day.

Two methods were used in selecting the sample:

(1) direct contact through preschool programs and (2) asking wives in the father-absent group to supply names of additional people who might be eligible for the father-present group.

For both children and parents an adaptation of the Parental Punitiveness Scale (PPS) developed by Epstein and Komotita (1965) was used. Two sets of silhouette drawings (one for boys and one for girls) depicting each of the four disciplinary options given in the scale were developed. This adaptation was made because the children were between four years and 6 years 11 months. The estimated reliability coefficient of correlation was .75 which is above the $p < .01$ level of confidence.

The investigator administered the 45 item scale (PPS) to the preschool children. The parents' scale was self-

administered. The scores were analysed by 2 X 2 and 2 X 3 factorial analysis of variance using the TSAR ANOVA.

Of the three hypotheses proposed, the hypothesis that there is no significant difference in perception, of father's discipline toward aggression in the father-absent group as compared to the present-father group was partially supported. The hypothesis that there is no significant difference among family members' perceptions in either group was accepted. The hypothesis that there is no significant difference in boys' and girls' perceptions of father's discipline toward aggression was partially supported. The girls in the father-present group perceived their father's discipline as being slightly more harsh than father-absent girls. The girls in both groups perceived their father's discipline as more harsh than the boys.

It was further concluded that the silhouette drawings did convey the abstract ideas of the four disciplinary options of the PPS to the preschool children. And the use of this adaptation made it possible to use the PPS with preschool children.

EFFECTS OF SHORT-TERM FATHER ABSENCE ON
PERCEPTIONS OF PATERNAL DISCIPLINE
TOWARD AGGRESSION

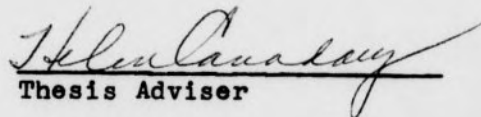
by

Gaila Marie Twitty

A Thesis Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
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Master of Science in Home Economics

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Approved by


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APPROVAL PAGE

This thesis has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

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CHAPTER I

INTRODUCTION

One question which many children development researchers find themselves asking is, how does parental absence effect children's behavior? It has been noted by the investigator that when parents are away from home their children tend to exhibit more aggressive behavior in the nursery school setting. Discipline is one method used by parents to control aggression. One of the roles of the father is that of chief disciplinarian, although the mother actually bears the greater share of the responsibility in managing children's misbehavior (Ausubel, 1958). Traditionally the father's discipline is more arbitrary and severe than the mother's (Radke, 1946). In order to act consistently with culture expectations of femininity, mothers tend more to "sugar-coat their aggressiveness" (Jackson, 1956, p. 339; Ausubel, 1958).

For the past thirty years, the psychology of aggression has been dominated by the hypothesis of Dollard, Dobb, Miller, Mowrer, and Sears (1939) which stated that aggression is a natural and inevitable consequence of frustration. In later modifications of the hypothesis, (Dollard et al., 1944) aggression was regarded as a natural, though not

inevitable, consequence of frustration since nonaggressive responses to frustration could be learned. Nevertheless, aggression was still considered the naturally dominant response to frustration, while nonaggressive responses were likely to occur only if aggressive responses had previously met with nonreward or punishment. Some of the research group were willing to discard the idea that aggression is the only unlearned reaction to frustration; however, some maintained that frustration is an inevitable antecedent of aggression (Bandura, 1963).

Sears, Pintler, and Sears (1946) studied the effects of the father's absence on the aggressive behavior of pre-school children as reflected in doll play. It was found that there was a reliable sex difference between boys and girls in the use of the father doll as an object of aggression whereas there was little sex difference in the aggression shown the mother doll. The authors concluded that the father normally serves both as a more aggressive model and a more potent frustrator to the son than to the daughter. In a later study, also using the doll-play technique, Sears (1951) confirmed these findings, and found the differences to increase up to the age of five years (the oldest children studied). Bach (1946) compared father fantasies of 20 father-separated children and 20 father-home children 6 to 10 years of age by means of a standardized doll-play technique. The father-separated children produced an idealistic

and feminine fantasy picture of the father when compared with the control children who elaborated the father's aggressive tendencies.

According to Buss (1961), various methods have been used in studying aggression in children. Some of the main methods are direct observation (Walters, 1957; Goodenough, 1931; Eron, Laulicht, & Walder, 1956); doll play (Sears, 1946; Sears, 1959; Bach, 1946); and projective techniques such as pictures (Kagan, 1960; Lesser, 1957), incomplete stories (Korner, 1949), and situational depiction of aggression (Epstein & Komorita, 1965).

Two instruments specifically developed to measure children's perceptions of parental punitiveness are Kagan and Lemkin's Child's Differential Perception of Parental Attributes (1960) and Epstein and Komorita's Parental Punitiveness Scale (1965). The instrument used by Kagan and Lemkin was designed to measure young children's perceptions of their mother's and father's power, punitiveness, competence, and nurturance. This differential perception was ascertained by both direct and indirect methods of questioning, pictures, and drawings. Epstein and Komorita's scale measures children's perceptions of parental discipline toward physical, verbal, and indirect aggression.

Today's American society is often described as mobile. Due to this mobility more occupations are causing

fathers to be away from home several days out of each week other than the regular working day.

The investigator's observation in the nursery school of more aggressive behavior in children when parents are away from the home; the knowledge that an increasing number of fathers are away from home several days out of the week other than the regular work day; the dearth of research related to the effects of short-term father absence; and the present question of the causes of aggressive behavior in children have prompted this study. Knowledge of the effects of short-term father absence on nursery school children will provide the nursery school teacher with a better understanding of the causes behind children's more aggressive behavior. What effect short-term father absence has on children's perceptions of paternal discipline toward aggression is the problem investigated in this study.

Purpose of Study

The present study was specifically designed to determine if there was a difference in two intact family groups' perceptions of father's discipline toward children's aggressive behavior. Two groups of nursery school children, their mothers, and their fathers were compared: Group A whose fathers were regularly absent from the home for short periods of time and Group B whose fathers were usually absent only during the regular working day. The perception

of father's discipline was measured by means of an adaptation of the Parental Punitive Scale (PPS) developed by Epstein and Komorita (1965).

Assumptions

The basic assumptions made in relation to this study were the following:

1. Preschool children's, their mother's, and father's perceptions of paternal discipline toward aggression can be reliably measured.
2. The PPS is a valid and reliable measure of children's, mother's, and father's perceptions of paternal discipline toward aggression.

Definitions

For the purpose of this study the following definitions were used.

Aggression. Aggression is a form of psychobiologic energy, either innate or arising in response to or intensified by frustration, which may be manifested by physical, verbal, or indirect aggression toward a person or object (Webster's Dictionary, 1966; Epstein & Komorita, 1965).

Discipline. Discipline means "the way in which a parent attempts to get rid of changeworthy behavior and establish more mature forms of action. Both rewarding and punishing methods may be used as well as providing either

tangible or intangible signs of approval or disapproval (Sears, Maccoby, & Levine, 1957, p. 15)."

Intact family. The family is intact when the husband, wife, and child or children reside in the same home.

Present father. A father who is usually absent from home only during the regular working day.

Punishment. Punishment is the infliction of a penalty by one person upon another because the second has done something disapproved by the first (English & English, 1966).

Punitiveness. Punitiveness is "the pattern in which the actual aggressive behavior of the child is conceived as the consequence of frustration and the extent to which the parent punishes expression of aggression (Baldwin, 1955, p. 571)."

Short-term absent father. A father whose work keeps him from the home and children a minimum of two days a week.

Hypotheses

1. There is no significant difference in perceptions of father's discipline toward aggression in the short-term absent father group (Group A) as compared to the present father group (Group B).

2. There is no significant difference in mother's, child's or father's perception of paternal discipline toward aggression in the father-absent group or the father-present group.

3. There is no significant difference in the father-absent group or father-present group in boys' or girls' perception of father's discipline toward aggression.

Limitations of the Study

The present study utilized a sample composed of two groups of equal size and equal sex ratio. The children were or had been previously enrolled in a preschool or day care program in the Greensboro, North Carolina, area. The age range of the children was between four years and 6 years 11 months. Each of the children had one or more siblings. The inclusion of the subjects in the short-term absent father group was limited to fathers whose occupations made it necessary for them to be away from home on an average of two days a week.

CHAPTER II

REVIEW OF THE LITERATURE

The selected literature related to the present study is discussed under three topics: (1) role of the father, (2) parental absence, discipline, and children's aggression, and (3) measuring children's perceptions of parental punitiveness.

Role of the Father

In the American family today there seems to be a question as to exactly what the role of the father is. Although research indicates that there has been a change in this role there is uncertainty as to clear cut differentiation between the role of the mother and the father.

Tasch (1952) conducted one of the most thorough investigations of the role of the father. She investigated father's expressed attitudes and opinions with regard to their role in family life and the responsibilities, satisfactions, and perplexities which fatherhood entails. Tasch's results showed that there had been a change in the role of the father over the last few generations studied. The fathers who were interviewed saw themselves as active participants in the daily care, disciplining, teaching, and play of their children. They did not, however, regard it as

a part of their role to serve as models for their sons, although Tasch pointed out that they may have done this without being aware of it.

Klineberg (1957) noted that there is a real question as to exactly what the role of the father in the American family today is. He commented that not so long ago it was easy to define the father's role. In addition to loving his wife and children in the past he was expected to be the breadwinner, the disciplinarian, and the dominant voice in all important decisions which affected the family. In today's society the husband shares all these roles with his wife, but with no clear picture of how much sharing should be accomplished.

The traditional and developmental conceptions of fatherhood were investigated by Elder (1949). In this study 32 fathers were asked "What are three things a good father does?, What are three things a good mother does?, and What are three things a good child does? (Elder, 1949, p. 98)." The technique was based on that used by Duvall in studying conceptions of motherhood (Duvall, 1946). Briefly, the categories for traditional conceptions of parenthood include "housekeeping, taking care of child physically, training child to regularity, disciplining, and making the child good. . . . and supporting the family (Elder, 1949, p. 98)." By contrast, developmental conceptions of parenthood emphasize

. . . training for self-reliance and citizenship, seeing to emotional well-being, helping child develop socially, providing for child's mental growth, guiding with understanding and relating self loving to the child, and being a calm, cheerful, growing person one's self (p. 98).

Nearly three-fourths of the fathers interviewed gave predominantly developmental conceptions of a good father, but less than half of them had predominantly developmental conceptions of the mother role, and one-fourth had predominantly developmental conceptions of a good child.

Maternal and paternal roles are clearly differentiated in all cultural settings although according to Ausubel (1958) they overlap to a great extent. Differentiation is naturally related to the social sex roles, to the concepts of masculinity and femininity, and to the division of labor prevailing in a given culture. In American culture, the father has participated more fully in the older children's upbringing. Ausubel recognized the work by Tasch (1952) that found an emphasis on an earlier, more active, and less authoritarian role for the father during the last decade. Ausubel believed that fathers, unlike mother, derive their role perceptions by learned concepts and interpersonal experiences as opposed to hormonal factors or childbearing and lactation. Ausubel commented about Radke's 1946 findings that if the father has any special role in the family apart from economics provider, it is that of chief authority figure, moral arbiter, and disciplinarian.

Further, traditionally the father's discipline is more arbitrary and severe than the mother's.

The father's role in relation to male and female children is somewhat differentiated. With respect to the female child, he helps her define her biological and social sex roles by treating her like a "little woman (Gardner, 1947)." For the male child the father serves as a model of masculinity and of acceptable forms of exhibiting male aggression (Gardner, 1947; Sears, 1946).

Parental Absence, Discipline,
and Children's Aggression

Because of World War II, many American families found themselves either completely without the father in the family or with a father who was away from the family for certain periods of time. This period of father absence prompted many research studies in the 40's and 50's to investigate just what effects this specific absence had on families and children. The trend in the late 60's and early 70's has been research on families in which the father was absent due to death, divorce, or desertion.

Nash's (1965) review of literature pointed out that the father-child relationship has received relatively little attention from scientists. Anthropologists and sociologists make up a large portion of those who have studied it. Nash cited 110 references, but only 13 qualified for inclusion in his section related to father-child relationships in the

family. Six of these studies include fathers as subjects or sources of information while the other 7 made use of the child's perceptions of the father. Thirteen studies were described which focus on the effects of father's temporary or permanent absence from the home.

Herzog and Sudia (1968) reviewed the research on fatherless homes. Although this review was based on 400 studies these authors, commented upon the lack of high quality research in this area. Only 59 studies focused directly on the effects on children growing up in fatherless homes were found. Herzog and Sudia concluded that "existing data do not permit a decisive answer to questions about the effects on children of fatherlessness (p. 181)." The two authors said that

. . . on the basis of what they found, that they would not expect adequate evidence to indicate dramatic differences stemming from fatherlessness per se. If all the confounding factors (such as socio-economic status, age of child, type of father absence) could be controlled, children in fatherless homes might be classified as somewhat worse off than the children in two parent homes with regard to some (though by no means all) of the variables investigated; but the statistical differences would probably be far less dramatic than is generally assumed, and might be negligible. Even if some differences were statistically significant, we would expect their practical importance to be dwarfed by other variables (p. 181).

Billler (1971) has done extensive research related to the father. His book Father, Child and Sex Roles extensively covers his own work as well as other major findings and studies concerning the father. He commented that

. . . a general problem with studies comparing father-absent and father-present children is that investigators have usually treated both father-present children and father-absent children as if they represented homogeneous groups (p. 19).

There have been only a few attempts to match father-absent and father-present children on potentially important variables, such as intelligence, sociocultural background, and variations in the mother-child relationships. Similarly, there has been a lack of concern for the meaning of the father-absence and father-presence. Biller noted that the father's impact upon personality development has been increasingly recognized by contemporary theorists and researchers, but that the emphasis had been on father-son relationships with relatively little acknowledgement being given to the importance of the father-daughter relationship.

Pearce (1963) studied the family correlates of father-presence and father-absence. The conclusions were that the significant differences found were either a function of socioeconomic class values or were related to the mother-son relationship within the sample. It was concluded that "father absence per se is not as important a variable in the lives of 4th, 5th, and 6th grade boys as present theory suggests (p. 4669)."

The father's role in families and the effects of intermittent travel on interpersonal relationships among family members was investigated by Schultz (1965). Three criteria governed the selection of the sample studied:

(1) the husband traveled on an intermittent schedule at least nine months out of the year; (2) the families were intact, that is, both husband and wife were residing together in the home; and (3) there was at least one unmarried child at home. Fifty-one husband-fathers employed as Extension Specialists with the Cooperative Extension Service at Ohio State University participated in the study. It was found that interpersonal relationships among family members in relation to the father's role was not affected by intermittent travel. It was thought by the investigator that the father's apparent concentration on the fulfillment of role obligations to family members when home appeared to compensate for his separation from the family (Schultz, 1965).

The effects of limited father absence on cognitive development was examined by Landy, Rosenberg, and Sutton-Smith (1969). The effects of father night-shift work on quantitative performances of 100 female college students enrolled in a developmental psychology course was investigated in this study. The median age was 19 years. Scores on the American College Entrance Examination were the basis for rating performance. The subjects were divided into five groups on two related dimensions of father absence: (1) the period in the subject's life when the father worked the night shift and (2) the absolute number of years that a father worked on the night shift consecutively. The investigators concluded that the degree of partial

father-absence becomes a relevant variable only as it approaches its upper limits. The results of this study showed that it was feasible to treat long-term night-shift work by the father on a father presence absence continuum. It was noted that it was more likely that the absence effects were due simply to the decreased amount of interaction between father and child. The findings indicated that the years from 1 to 9 compose a critical period for the development of quantitative skills in girls.

Crain and Stamm (1965) examined the relationship between the father's presence or absence and the child's perceptions of both parents. Children's perceptions of their parents as love or authority figures were specifically studied. Second-grade public school children whose fathers were intermittently absent from home due to naval duty were compared with a matched group whose fathers were present from one day to the next. It was found that children whose fathers were regularly absent from the home for extended periods of time perceived their relationship with each parent no differently than did children whose fathers were consistently at home.

One of the most extensive studies of the father's absence is that of Stoltz and her collaborators (1954) who studied the father-child relations of children born during World War II. The subjects were the families of married veterans returning to their studies at Stanford University.

The father was directly involved in this study by means of intense interview sessions. The investigation consisted of an extensive study of a small sample of 19 families in which the father was separated during the pregnancy of the mother and reunited after the first child was at least one year old. Similar campus families in which there had been no separation were used as controls. Among other things, the results showed that the war-separated children were more dependent on other adults, particularly female teachers, than were the controls. The war-separated children showed more hostile aggression and there was evidence of their having greater feelings of anxiety. The fathers complained that much of their son's behavior was unmasculine (Stoltz, 1954).

Sears, Pintler, and Sears (1946) made a study of the effects of the father's absence on the aggressive behavior of preschool children as reflected in doll play. It was found that a reliable difference existed between boys and girls in their use of doll play. Both boys and girls showed more aggression toward the father doll than the mother doll but the boys displayed more aggression than the girls. It was concluded that the father normally serves as a more aggressive model and a more potent frustrator to the son than to the daughter.

In a later study also using the doll-play technique, Sears (1951) confirmed these findings and found the

difference to increase up to the age of five years (the oldest children studied). Paternal absence, due to military service in the war, was found to have a number of effects on the doll play of boys but none on that of girls. It was concluded that

. . . either the absence of the father delays the sex typing process in 3- to 4-year olds, or that those early years are more crucial for the development of phantasy aggression and the father's absence interferes with this process (Sears, 1951, p. 29).

Bach (1946) investigated the father phantasies of father-separated children aged 6 to 10 years. The experimental group consisted of 20 lower-middle-class children of average intelligence (10 boys, 10 girls) whose fathers had been away in the armed forces when the children were between the ages of one and three years. A control group of children whose fathers had been at home was matched to the experimental group. The investigation used the doll-play technique devised by Sears. The mother's attitudes toward the fathers were also obtained by interview. The father-separated children produced an idealistic and feminine phantasy picture of the father as compared with that of the control group, and the influence of the mother's attitude was seen in this typing.

Sears, Rau, and Alpert (1965), in keeping with the frustration and aggression theory, proposed that a cause of frustration is separation from the parents. They pointed out that children in most homes develop a clear dependency

on their parents, especially the mother; presumably, frequent or prolonged absence of the parents would frustrate the dependency supplications and instigate aggression. In the absence of correlated suppressive control by the parents, the aggressive behavior should increase both at home and in the nursery school. Sears et al. (1965) conducted a study to investigate this theory. The main emphasis in their study was on the mother-child separation although the father-child separation was also considered to a lesser extent. With the emphasis on the mother-child separation there was no evidence of any influence on aggression from current separation which was based on the amount of time the parents were away from the children. The investigators noted that

. . . children become reasonably easily accustomed to the kind of planned and regular occasions of parental absence from home that characterize a stable middle-class household, and that, in fact, the children were not frustrated by these absences (p. 132).

They did however conclude that "the child's perceptions of the mother's absence, rather than the mere fact of the absence, is probably the significant determinant of aggressive behavior (p. 132)."

As a part of the larger study by Stolz et al. (1968) concerning father relations of war-born children, Ryder investigated aggression with the use of balloons, blocking, and doll play. This study was instigated because it was

noted that in some cases children who had been separated from their fathers during their first year seem to show an unusual amount of aggression in the nursery school setting. It was found that the war-separated group of children tended to have stronger aggressive feelings than the group of children whose fathers had been present. The difference between the two groups of boys was consistently larger and more significant than for the whole group. The investigator pointed out that the findings were not conclusive. They did suggest a further hypothesis that the father's absence with its accompanying disruptions of family relationships may have a different effect upon boys than upon girls in regard to increasing aggressiveness (Ryder, 1968).

At the Institute for Social Research in Oslo, Norway, a three-part research project on occupational and family problems of sailors in Norway was conducted in the late fifties. One part of this project was conducted by Tiller (1958) who investigated father absence and personality development of children in sailor families. The sailors' group was composed of fathers on long voyages and the control group consisted of shopowners, high civil servants, private managers, chief clerks, and draftsmen masters. Eighty cases were used in this study. Information was obtained from second grade children and their mothers by means of a semi-structured interview with the mothers and structured doll play and a simple drawing test with the

children. Both boys and girls were found to be more over-protected by mothers than the control children and the girls more than the boys. The sailors' children were found to be less mature and more dependent on their mother. Sailors' sons tended to show difficulties in their adjustment to age-mates, signs of aggression inhibition, and some preference for playing with girls rather than boys. There was also a stronger tendency to idealize the father in the sailor group than in the control group.

Lynn (1959) worked on the same Norwegian project. He found that the father-absent boys (1) showed more immaturity; (2) were insecure in their identification with their fathers; (3) displayed stronger strivings toward father identification; and (4) showed poor peer adjustment. Lynn found that the father-absent girls were more dependent on their mothers than the father-present girls.

Ausubel (1958) in his discussion of discipline says that

. . . although much cultural diversity prevails in the severity and techniques of discipline, the phenomenon itself is encountered in all cultural settings, both parents occupy a strategic position. Not only do their own expectations change as a result of altered needs and new perceptions of the child's behavioral capacity but also channeled through them are cultural expectations of appropriately mature behavior at different age levels. In either case the parent is one of the most appropriate agents for applying whatever coercive measures are necessary for effecting conformity of the child's behavior to changed patterns of expectations (p. 374).

The literature on the consequences of different kinds of parental discipline was reviewed by Becker (1964). He noted that active interest by social scientists in this area can be traced to three main influences in the early part of this century: the focus on learning processes by the early functional and behavioristic psychologists, the developmental focus of psychoanalytic theory, and the repeated findings in clinical practice of a high incidence of atypical disciplinary practices in the background of problem children and adults.

Three hypotheses stand out in the literature with respect to child aggression and physical punishment. The first assumes that physical punishment is frustrating and thus instigates anger. The second hypothesis states that the physical punitive parent is setting a model of aggressive behavior for the child which in effect sanctions aggression as well as showing the child how to be aggressive. The third hypothesis postulates a direct reinforcement of aggressive behavior by hostile-punitive parents (Becker, 1964).

Becker (1964) pointed out that although the first hypothesis is the leading one it has very little direct evidence to support it. The authors of Frustration and Aggression (Dollard, Dobb, Miller, Mowrer, & Sears, 1939) provide the strongest support for this hypothesis. According to the Frustration-Aggression Hypothesis (Dollard, et al., 1944),

aggression was regarded as a natural, though not inevitable, consequence of frustration since nonaggressive responses could be learned. Aggression is still considered the naturally dominant response to frustration. In a series of laboratory experiments Bandura (1961; 1962) investigated the importance of modeling on children's behavior. For example, in one (1961) study a group of nursery school children was exposed to aggressive adult models while another group was exposed to subdued and nonaggressive models. The children who had been exposed to an aggressive model displayed significantly more aggression than the control group while those exposed to a positive model displayed significantly less aggression than the control group. The possibility of a direct reward of aggression by power-assertive parents has not been clearly established, but Bandura (1960) and Becker, Peterson, Luria, Shoemaker, and Hellmer (1962) have done research in this area. In a study of aggression and withdrawn boys, Bandura (1960) found that "mothers of the aggressive boys, while quite punitive when aggression was expressed toward them, were more permissive than mothers of inhibited boys when the aggression was expressed toward peers or siblings (Becker, 1964, p. 180)." The findings for the fathers of aggressive boys, however indicated that "they were more punitive for aggression toward parents, as well as less permissive of aggression to peers (Becker, 1969, p. 180)." Becker et al. (1962) found that "when mother is

high in use of physical punishment, she is likely to insist that her children fight for their rights with other children (p. 181)."

In Patterns of Child Rearing (Sears, Maccoby, & Levin, 1957) it was reported that physical punishment was found to be positively associated with mother's perceptions of aggression toward the parents in the home. In interviewing the parents four methods of punishment were most often reported: isolation, ridicule, physical punishment, and deprivation of privileges. It was found that mothers and fathers of girls punished aggression to more similar degrees than did mothers and fathers of boys. The father's use of physical punishment was found to increase his son's aggression toward him, but tended to decrease aggression in the nursery school. The mother's use of physical punishment with females tended to increase interpersonal aggression in the nursery school (Sears et al., 1957).

In a study conducted by Eron, Walder, Toigo, and Lefkowitz (1963) it was found that, with increasing punishment for aggression at home, there is increasing aggression in school. Mother's and father's punishment for aggression operate in the same way regardless of which parent is chiefly responsible for the child's discipline. It was reported that as the parents' social position increased, children, especially boys, were rated more aggressive in school. Eron et al. (1963), found no difference among the

classes in the differential use of psychological and physical punishment which according to the investigators was in conflict with traditional notions about the relations between social class membership and both punishment patterns and aggressive behavior (Eron et al., 1963).

Levine and Sears (1956) used ratings of mother interviews to obtain measures of the punitiveness of parents and of the degree of identification with the same sex parent shown by their preschool children. It was found that strongly identified boys showed more aggression than weakly identified boys, especially when their fathers were the agents of punishment. Differences between strongly and weakly identified girls occurred only if the fathers' punishment had little influence on the boys' aggression. The investigators proposed that by the age of five girls have obtained a stable identification with their mothers who are relatively nonaggressive. Consequently, the extent to which they show aggression is little influenced by the extent of their identification. On the other hand, boys have not yet reached a stable identification with their fathers, who usually provide the aggressive models, and the extent of their aggression is therefore highly dependent on the degree of completion of the identification process.

According to Buss (1961), various methods have been used in studying aggression in children. Some of the main methods are direct observation (Walters, 1957; Goodenough,

1931; Eron, Laulicht, & Walder, 1956); doll play (Sears, 1946; Sears, 1951; Bach, 1945); incomplete stories (Korner, 1949); and situational depiction of aggression (Epstein & Komorita, 1965).

Two instruments specifically developed to measure children's perceptions of parental punitiveness are Kagan and Lemkin's Child Differential Perception of Parental Attributes (1960) and Epstein and Komorita's Parental Punitiveness Scale (1965). Kagan and Lemkin's instrument measures differential perceptions of mothers and fathers by young children with respect to power, punitiveness, competence, and nurturance, by both direct and indirect methods of questioning, pictures, and drawings. Epstein and Komorita's scale measures children's perceptions of parental discipline toward aggressive behavior. With appropriate language adaptations parental perceptions also can be measured. The scale assesses "parental punitiveness toward physical, verbal, and indirect aggression (p. 129)."

In Kagan and Lemkin's study (1965), a group of 67 children with a median age of 5 years 6 months old were individually interviewed with three different methods to obtain information on perception of the parents with respect to nurturance, punitiveness, source of fear, and competence. The three methods were used. The first method used was indirect questioning in which the children were first shown line drawings of a mother, father, and child and asked 13

questions about this "make believe" family. An example would be "Who gives the child the most presents?" (p. 447). The second method was that of showing the children 10 different pictures where a child was depicted in situations that usually involved a parent, but the parent was not shown. The child was asked to name who was missing from the picture, the mother or the father. In the third method direct questioning the child was directly asked the same 13 questions previously asked in the indirect method (in a different order) but the questions were phrased in terms of the child and his own parents. The results suggested the following conclusions: On all three methods the fathers were seen as more fear arousing, more competent, and more punitive than mothers.

In 1965 Epstein and Komotita developed a scale (Parental Punitiveness Scale, PPS) in order to measure children's perceptions of parental discipline toward aggression. Briefly the steps involved in the development of the scale were as follows: (1) a group of 58 children between 7 and 15 years of age residing in a socioeconomically diverse neighborhood in Denver, Colorado, were asked to complete 12 semiprojective stories. Each story depicted a fictitious child whose verbal, physical, or indirect aggression merited a parental response. Subjects were requested to describe how the child's parents might react to the depicted aggression. Content analysis of the responses yielded 31

different disciplinary techniques. (2) A group of 70 white children of diverse socioeconomic backgrounds were asked to rate the discipline techniques on three five-point semantic differential scales: fair-unfair, right-wrong, good-bad. (3) Based on the data collected in the above step, four discipline techniques were selected to serve as response alternatives. The four alternatives were selected according to the following criteria: (a) they should represent the range of severity rating; (b) in order to minimize disagreement among children regarding severity ratings, they should have the smallest variability; and (c) in order to generalize the scale across socio-class groups, the alternatives should not differ significantly in severity ratings across socio-class groups. The following four disciplinary options were chosen and were given arbitrary integral weights of 1, 2, 3, and 4 respectively: (a) have a long talk; (b) take away my television; (c) send me to bed without supper; (d) whip me. (4) Forty-five items involving aggression in a variety of situations were then constructed, and the four response alternatives, randomly ordered, placed with each of these situations.

Summary

Research has revealed a change in the role of the American father. In the past this role was clearly defined by traditional expectations, but today mothers and fathers

share a great number of the duties that once were considered either entirely part of the mother's role or entirely the father's role. An investigation of the importance of the father's role has often been approached from the standpoint of examining what happened when the father was absent from the home and family for various lengths of time. The literature in this area reveals conflicting findings some studies which indicate that father absence does create harmful effects while still others indicate that father absence per se creates no harmful effects. There has been limited research and the quality of research needs to be improved. In some studies of father absence, aggression displayed by children whose fathers were absent was investigated because this aspect of children's behavior seemed to be different in children whose fathers were away from home than those who were regularly present. Various methods have been used in studying aggression in children. Some of these are direct observation, doll play, incomplete stories, and situational depiction of aggression.

CHAPTER III

METHOD AND PROCEDURE

The purpose of this study was to determine if there was a difference in two intact family groups' perceptions of father's discipline toward children's aggressive behavior. The family groups were comprised of nursery school children, their mothers, and their fathers: one-half of the group were headed by fathers who were regularly absent from the home for short periods of time and one-half of the groups by fathers who were usually absent only during the regular working day.

Instrument

The instrument used in this study was an adaptation of the PPS developed by Epstein and Komorita (1965). In the PPS the child's task is to respond to each of 45 items describing aggression situations. Responses are made by choosing one of four disciplinary alternatives in terms of how he thinks his father would respond to the described situation. Responses are differentially weighted from 1 to 4 in terms of their relative severity, and the score on the scale consists of the sum of the weighted responses. Word-
ing is adapted for using the instrument with parents (see Appendixes C-F). A sample PPS item is:

If you hit another child,
your a. whip you
father b. send you to bed without supper
would c. have a long talk with you
d. take away your television (p. 137)

In the review of the PPS by Johnson and Bommarito (1971) the following description of reliability and validity was given:

The administration of the test to 120 children between 7 and 13 years of age from middle-to-upper-middle class families yielded internal consistency reliability coefficients of .93 and .92 respectively for father and mother scales based on the Kuder-Richardson Formula 20. Construct validation of the PPS was attempted by correlating it with ethnocentrism, defined in terms of generalized social distance toward outgroups and measured by Bogardus social distance scales. The relationship between pooled parental punitiveness and ethnocentrism was curvilinear so that the correlation ratio, etc. was used. Based on these data this correlation coefficient was .33 (p. 267).

Drawings depicting each of the four disciplinary choices were developed by the investigator because the subjects in this study were between four and 6 years 11 months and it was felt that the drawings would give the children a clearer understanding of the choices offered them. Silhouettes were used in the drawings as opposed to actual figures because the facial expressions would tend to influence the selections made by the children. There were two sets of drawings, one with boy figures and one with girl figures. A panel of experts established the validity of the concept interpreted by each silhouette. Guttman's formula for determining reliability (Anastasi, 1961, p. 120) was applied

to 20 children's scores which were randomly selected from the total. The estimated coefficient of correlation was .75 which is above the $p < .01$ level of confidence.

Description of Sample

Eighty intact family groups composed of mothers, fathers, and children (40 boys and 40 girls) were used in this study. These intact family groups were divided into two groups of 40 each: Group A whose fathers were regularly absent from the home for short periods of time; and Group B whose fathers were usually absent only during the working day.

The children in the study were at least 4 years old and no older than 6 years 11 months. The average age was 5 years 6 months. All but one child was attending a preschool program and this child had previously attended such a program. There was an average of 2.7 children per family in the intact family groups.

The fathers' occupations were grouped according to the largest categories used by the U. S. Census Bureau. There were 52 fathers in the professional, technical, and managerial occupations, 22 in the clerical and sales occupations, 1 in service occupations, 1 in processing occupations, 1 in a machine trade occupation, and 3 in miscellaneous occupations which include truck drivers and firemen.

Methods of Selecting the Sample

Two methods were used in obtaining subjects for this study. One method was that of direct contact through Greensboro preschool programs and the second method was to ask wives in Group A to supply names of additional people who might be eligible for Group A in the study. The latter method was used because of difficulty in obtaining sufficient Group A subjects by the first means of contact.

By using the first method 15 nursery school, kindergarten, and day care center directors were contacted and asked for their cooperation in this study. Letters were sent home to the parents with all children where there was any possibility they would meet the limitations for the study. Of these 15 schools contacted, 8 were actually involved in the study. Several were eliminated because (1) they did not have any children who met the limitations, (2) the parents did not wish to participate in the study, or (3) towards the end of the search for subjects the schools contacted had children that would qualify only for Group B. The letters which were sent home (1) explained the study; (2) obtained permission for participation in the study; (3) determined the amount of time the father was away from home; and (4) set up a tentative time when an appointment with the parents could be arranged for the investigator to take the questionnaire to their homes. The parents completed the detachable form and returned it to the school

where it was picked up by the investigator. In some instances, but not all, the same letter to the parents sent from the school was personally taken to the homes. A phone call was used to determine if the people would cooperate in the study.

The second method of securing subjects was accomplished by the investigator contacting some of the mothers in Group A for names of families who might qualify for the study. The investigator called each prospective subject, explained the study, and asked for their cooperation.

Methods of Collecting and Recording Data

Two methods were used in collecting the data from the children. In the first method arrangements were made with the school directors for a time when the scale could be administered to the children. Prior to the administration of the scale the investigator visited each of the schools to gain familiarity with the children, staff, and facilities. At the appointed time the children were individually taken to a room or place away from the regular classroom and any possible disturbances. Each child was asked to choose from the 4 alternatives in terms of how he thought his father would respond to the depicted aggression situation. The investigator read the 45 items aloud to the child and the 4 choices were offered by means of both oral explanations and drawings depicting the choices. The child's responses were recorded

by the investigator on a coded score sheet. Each questioning period lasted from 10 to 20 minutes.

In the second method appointments were made for the investigator to go to the child's home and administer the questionnaire. The previously described procedure was followed. Only in a few cases did the investigator make familiarization visits.

The data were collected from the parents during individual appointments with each family when both the mother and father were home. A verbal explanation of the study was made and then the parents were given the questionnaire and asked to put their response on an answer sheet. The parents completed the questionnaire simultaneously either in the living room, family room, or dining room of their own home.

Analyzing and Synthesizing Data

The children's responses to the 45 items on the scale were recorded by the investigator as one of the four multiple choice letters which represented the types of disciplinary measures. The parents recorded their own responses on the answer sheets. Numerical values were later assigned to both the children's and the parents' answer sheets; and each score sheet was totaled.

Hypotheses 1 and 2 were statistically analyzed by means of a 2 X 3 factorial analysis of variance. A 2 X 2

factorial analysis of variance was used in analyzing hypothesis 3. A 2 X 2 and a 2 X 3 TSAR ANOVA was performed by the computer on the data.

RESULTS AND DISCUSSION

This study investigated one aspect of the effect of short-term father absence. Specifically the perceptions of father's discipline toward aggression was examined for two intact family groups: an experimental group (Group A) in which the father was away from home for short periods of time; and a control group (Group B) in which the father was usually away from home only during the regular working day.

An overall view of the scores revealed no significant difference between Group A or Group B at the $p < .05$ level of confidence; the difference between the scores of the mothers and children was significant at the $p < .05$ level; and the difference between the fathers and children was significant at $p < .05$ level. These findings partially support hypothesis 1 which stated there is no significant difference in mother's, child's or father's perceptions of father's discipline toward aggression in the short-term absent father group (Group A) as compared to the present father group (Group B). A 2 X 3 factorial analysis of variance was computed with respect to hypothesis 1 (see Tables 1 and 2).

A 2 X 3 factorial analysis of variance was also used in testing hypothesis 2 which was there is no significant

CHAPTER IV

RESULTS AND DISCUSSION

This study investigated one aspect of the effect of short-term father absence. Specifically the perceptions of father's discipline toward aggression was examined for two intact family groups: an experimental group (Group A) in which the father was away from home for short periods of time; and a control group (Group B) in which the father was usually away from home only during the regular working day.

An overall view of the scores revealed no significant difference between Group A or Group B at the $p < .05$ level of confidence; the difference between the means of the mothers and children was significant at the $p < .05$ level; and the difference between the fathers and children were significant at $p < .05$ level. These findings partially support hypothesis 1 which stated there is no significant difference in mother's, child's or father's perceptions of father's discipline toward aggression in the short-term absent father group (Group A) as compared to the present-father group (Group B). A 2 X 3 factorial analysis of variance was computed with respect to hypothesis 1 (see Tables 1 and 2).

A 2 X 3 factorial analysis of variance was also used in testing hypothesis 2 which was there is no significant

Table 1
Intact Family Groups' Means and Standard Deviations on the PPS

	Child	Mother	Father	Total	
Short-term Absent-father Group	40 103.57 22.13	40 92.92 21.79	40 94.15 26.57	120 96.88 23.88	N Mean SD
Present-father Group	40 106.50 24.79	40 92.53 23.76	40 99.17 22.86	120 99.27 24.34	N Mean SD
Total	80 105.03 23.39	80 92.53 22.66	80 96.66 24.76	240 98.07 24.09	N Mean SD

Table 2
Analysis of Variance on PPS Scores
of Intact Family Groups

Source	DF	Mean Square	F
Columns	2	3445.41	5.77*
Rows	1	343.20	0.61
Rows & Col.	2	172.46	0.30
Error	234	562.25	23.71

* $p < .05$

difference in mother's, child's or father's perception of paternal discipline toward aggression in Group A or Group B. The difference among family members was not significant at the $p < .05$ level (see Tables 1 and 2). The hypothesis was accepted.

Hypothesis 3 which stated there is no significant difference in Group A or Group B in boys' or girls' perception of father's discipline toward aggression was partially supported. A borderline difference (significant at the $p < .10$ level but not significant at the $p < .05$ level) exists when male and female children are considered disregarding the groupings. There was a difference significant at the $p < .08$ level between Group A girls and Group B girls (see Tables 3 and 4 and Figure 1).

The overall findings that there was no significant difference in Group A and Group B perceptions are in agreement with the 1965 findings of Sears et al. which stated that "children become reasonably easily accustomed to the kind of planned and regular occasions of parental absence from home . . . (p. 132)." In this same study it was pointed out that the child's perceptions of the absence rather than the mere fact of the absence was the determinant of aggressive behavior.

Although several father-absent studies (Sears, et al., 1946; Bach, 1946; Sears, 1959; Stoltz, 1954) did indicate an increase in aggressive behavior in father-absent children

Table 3
Boys' and Girls' Means and Standard
Deviations on the PPS

	Girls	Boys	Totals	
Short-term Father- absent Group	20	20	40	N
	104.50	102.65	103.57	Mean
	15.42	27.66	22.13	SD
Present-Father Group	20	20	40	N
	114.70	98.30	106.50	Average
	20.82	26.203	24.79	SD
Totals	40	40	80	N
	109.60	100.47	105.03	Mean
	18.81	26.68	23.39	SD

Means

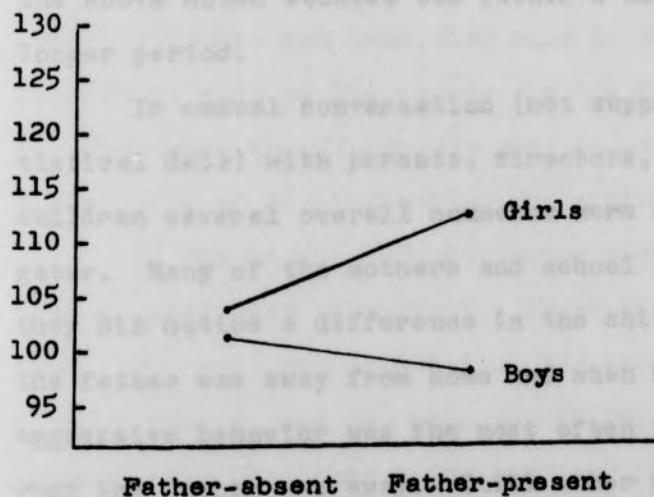


Figure 1. Boys' and Girls' Means on the PPS

Table 4
 Analysis of Variance on the PPS
 Scores of Boys and Girls

Source	DF	Mean Square	F
Columns	1	1665.31	3.13*
Rows	1	171.11	0.32
Rows & Col.	1	1058.51	1.99
Error	76	530.92	23.04

* $p < .08$

perhaps the difference in the length of father absence entered into these findings. In the present study the fathers were away for only short periods of time while in the above noted studies the father's absence was over a much longer period.

In casual conversation (not supported by actual statistical data) with parents, directors, and teachers of the children several overall comments were noted by the investigator. Many of the mothers and school staff reported that they did notice a difference in the children's behavior when the father was away from home and when he was home. More aggressive behavior was the most often reported behavior when the father was away. Still other mothers indicated either no change in behavior or less aggressive behavior when the father was away. Also, while some school staff members could readily point out the children whose fathers

were frequently away from home because of noted behavior change, there were some who had no idea which fathers were absent from the home for periods of time because there was no noted difference in the child's behavior.

Discussion with the mothers in Group A brought forth comments that indicated that they were aware that their own response to the father being away affected the child's behavior. Two types of reactions to absence of the husband were noted by the investigator. One reaction was that the wife had adjusted very well to the situation of the father being away and there seemed to be little difference in the routine when the father was present or absent. A second reaction was that the wife had not adjusted as well to the situation and that things seemed more normal and routine when the father was home than when he was away. One comment frequently made by the mothers in the father-absent group was that when the father was away it was frustrating to play a dual role of disciplinarian and comforter and consoler.

In the Parental Punitiveness Scale four disciplinary options were used throughout. These were (1) have a long talk, (2) take away television, (3) send the child to bed without supper, and (4) whip the child. The majority of parents said that they never used option 3, send the child to bed without supper. Although one response was recorded and used in the total score many parents indicated that they never did just one thing. They often said they explained to

the child why he should not do a certain thing and then punished the child. The parents told the investigator the disciplinary techniques other than the four choices offered, which they found most effective: take away privileges which were very special to the child, insist on the child's correcting the wrong which he had done, isolate the child, and yell at the child.

The fathers in the short-term father absent group mentioned that they made a special effort to spend time with their children when they were home. Schultz (1965) also commented on this behavior in his study of fathers who traveled.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

For many years researchers have invested their resources and effort in studying parent-child relationships, considering the father as a variable whose influence is usually speculated upon or, at best, inferred from information obtained from mothers. In the last 10 years research related to father-child relationships has increased. However, in the specific area of short-term father absence due to occupations less than one half-dozen studies were located.

This study was undertaken to investigate the effect of short-term father absence on intact family members' perceptions of father's discipline toward aggressive behavior. Eighty intact family groups composed of mothers, fathers, and children were used in the study. These intact family groups were divided into two groups of 40 each. The Parental Punitiveness Scale (Epstein & Komorita, 1965) was adapted for the children by developing two sets of silhouette drawings (one for boys and one for girls) representing each of the four disciplinary options in the scale (see Appendix E). The investigator administered the 45 item scale to the preschool children. The parents' scale was self

administered. The scores were analysed by 2 X 2 and 2 X 3 factorial analysis of variance using the TSAR ANOVA.

Conclusions

From this study the following conclusions were made. The experimental group (father-absent group) and the control group (father-present) did not differ significantly in how they perceived the father's discipline toward aggressive behavior. In disregarding the groupings, it was found that the mothers', fathers', and children's perceptions of paternal punitiveness were significantly different. The children perceived the father's discipline as being more harsh than either the mothers' or the fathers'. The mothers' and fathers' perceptions were very similar, but the fathers perceived their own discipline as being slightly more harsh than did the mothers. The hypothesis that there is no significant difference in perceptions of father's discipline toward aggression in the father-absent group and the father-present was partially supported.

The hypothesis that there is no significant difference among family members' perceptions in Group A or Group B was accepted. It was concluded that the difference between the way in which the mothers, fathers, and children perceived the father's discipline toward aggressive behavior was not different whether the father was regularly away from home or not.

The hypothesis that there is no significant difference in boys' and girls' perceptions of father's discipline toward aggression in Group A or Group B was partially supported by the findings. The girls in the father-present group perceived their father's discipline as being more harsh than did the girls in the father-absent group but only slightly. The girls perceived their father's discipline as being more harsh than the boys.

From this study it can be concluded that the silhouette drawings did convey the abstract ideas of the four disciplinary choices of the PPS to the preschool children. This adaptation makes it possible to use the PPS with preschool children.

Recommendations for Further Study

American society today is characterized by its mobility and its continual and rapid state of change. The present trend is toward an increasing number of fathers being called away from their homes and families due to occupation. It would be interesting if the present study were replicated 10 years from now to examine how the changes in society would effect the results.

Still another idea for further study would be to conduct the study several times using various socioeconomic groups or various racial groups and then comparing the results. The children in this study were preschool age. This age factor was very important because at different ages

both the children and the parents respond to the same situation in different ways. Thus the study replicated with several age groups would prove valuable.

Because there has been so little research in the area of short-term father absence an indepth study using a small sample would give a much more inclusive body of knowledge than any one questionnaire could. Also this indepth study might uncover other areas which would further man's understanding of the effects of short-term father absence.

The four disciplinary choices in the PPS were derived from children's perceptions of what their parents would do in certain aggression situations. When parents as well as children are involved in a study a pooling of both parents' and children's perceptions of disciplinary techniques would prove beneficial because it would offer a broader perception of an event.

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APPENDIX A

LIST OF PARTICIPATING SCHOOLS

List of Participating Schools

Cooperation was sought from 15 schools in the Greensboro, North Carolina area. Of the 15 schools subjects were drawn from the first eight listed below. These were the University of North Carolina at Greensboro's Nursery School, First Presbyterian Kindergarten, Happy Day Nursery School, First Baptist Kindergarten, Brightwood Christian Academy, Friendly Avenue Baptist Kindergarten, Parkway Baptist Church Kindergarten, Hester's Creative School (Vaugh Avenue, Spring Garden, and Ballwood), Friendly Day Care Center, Young World, Fisher Park Academic Day Care Center (Chapman Street), and

APPENDIX A

LIST OF PARTICIPATING SCHOOLS

List of Participating Schools

Cooperation was sought from 15 schools in the Greensboro, North Carolina area. Of the 15 schools subjects were drawn from the first eight listed below. These were the University of North Carolina at Greensboro's Nursery School, First Presbyterian Kindergarten, Happy Day Nursery School, First Baptist Kindergarten, Brightwood Christian Academy, Friendly Avenue Baptist Kindergarten, Parkway Baptist Church Kindergarten, Hester's Creative School (Waugh Avenue, Spring Garden, and Dellwood), Friendly Day Care Center, Young World, Fisher Park Academy, American Day Care Center (Chapman Street), and Voncannon's Nursery School.

Dear Parents: I am pleased to inform you that your child has been accepted for admission to the University of Toronto. This is a great achievement and we are proud of you for your support and encouragement.

The University of Toronto is a world-class institution with a rich history and a commitment to excellence in education. We are confident that your child will thrive in this environment and will gain a deep understanding of their field of study.

APPENDIX B

LETTER TO THE PARENTS

We are pleased to inform you that your child has been accepted for admission to the University of Toronto. This is a great achievement and we are proud of you for your support and encouragement.

The University of Toronto is a world-class institution with a rich history and a commitment to excellence in education. We are confident that your child will thrive in this environment and will gain a deep understanding of their field of study.

We are pleased to inform you that your child has been accepted for admission to the University of Toronto. This is a great achievement and we are proud of you for your support and encouragement.

Sincerely,

John W. Twigg

Dr. John W. Twigg, Associate Professor of Educational Psychology, University of Toronto

Dear Parents:

One question which many child development researchers find themselves asking is: How does parental absence effect children's behavior? As I have worked with young children I have observed that when parents are away from home their children tend to exhibit more aggressive behavior in the nursery school setting.

Due to mobility, more fathers' occupations are causing them to be away from home several days out of each week. A knowledge of the effects of short-term father absence on nursery school children would provide their teachers with a better understanding of the causes underlying children's more aggressive behavior. Just what effect regular short-term father absence has on children's perceptions of paternal discipline toward aggression is the question you can help provide answers to.

By taking time to respond to a questionnaire and allowing your child to respond, you will be making a contribution to better understanding the causes underlying children's more aggressive behavior.

The questionnaire will take approximately 15 to 20 minutes to be administered to each child and 10 to 15 minutes for each parent to complete. The children will have the questionnaire administered at the nursery school during the regular nursery school day. Individual appointments will be made for me to come to your homes so that both parents can complete the questionnaire simultaneously.

This study is being conducted as a part of the requirement for a masters degree in child development at the University of North Carolina at Greensboro.

I wish to express my sincere thanks for your time and cooperation.

Sincerely,

Gaila M. Twitty

Dr. Helen Canaday, Associate
Professor of Home Economics
Director of Nursery School

Please detach and return upon completion to the nursery school by the end of this week.

1. Yes, I do give my permission for my family
 No, I do not (nursery school child, mother, & father)
to participate in the above study.
2. The father is regularly away from home for ____ days out of each week due to occupation.
3. If you wish to participate in this study what would be a time when both parents would be home to respond to the questionnaire? _____

Place additional comments on the back of this sheet.

APPENDIX C

ADAPTED PARENTAL PUNITIVENESS SCALE (CHILDREN)

1. If you put your child in bed at night, you would:
- your a. talk to him/her about the behavior
 father b. have a long talk with him/her
 would c. whip him/her
 d. send him/her to bed without talking
2. If you threw a tantrum at night, you would:
- your a. talk to him/her about the behavior
 father b. have a long talk with him/her
 would c. whip him/her
 d. have a long talk with him/her
3. If you lie in bed at night, you would:
- your a. whip you
 father b. have a long talk with you
 would c. talk to you about the behavior
 d. send you to bed without talking

Adapted Parental Punitiveness Scale (children)
 from
 Parental Punitiveness Scale
 by
 Ralph Epstein and Samuel S. Komorita
 Department of Psychology, Wayne State University

Instructions:

When children do something wrong, their parents may react in different ways. I would like to know what you think would happen if you did something wrong. Pretend that you hit another child. Your father might react by: whipping you, sending you to bed without supper, having a long talk with you, or taking away television (pictures representing each of the four choices will be pointed out when they are mentioned). I would like for you to show me what you think your father would do by pointing to one of these drawings. As you point to one I will write your choice on the answer sheet.

Example:

If you hit another child,

your	a.	whip you
father	b.	send you to bed without supper
would	c.	have a long talk with you
	d.	take away your television

Do you have any questions?

1. If you put paint on someone's house,

your	a.	take away your television
father	b.	have a long talk with you
would	c.	whip you
	d.	send you to bed without supper

2. If you throw a rock at someone's car,

your	a.	send you to bed without supper
father	b.	take away your television
would	c.	whip you
	d.	have a long talk with you

3. If you lie to your brother (sister),

your	a.	whip you
father	b.	have a long talk with you
would	c.	take away your television
	d.	send you to bed without supper

4. If you throw something at your brother (sister),

your a. take away your television
father b. send you to bed without supper
would c. whip you
d. have a long talk with you

5. If you steal something that belongs to a teacher,

your a. send you to bed without supper
father b. take away your television
would c. whip you
d. have a long talk with you

6. If you lie to another child,

your a. take away your television
father b. whip you
would c. have a long talk with you
d. send you to bed without supper

7. If you scream at another child,

your a. send you to bed without supper
father b. take away your television
would c. have a long talk with you
d. whip you

8. If you break something that belongs to another child,

your a. whip you
father b. send you to bed without supper
would c. take away your television
d. have a long talk with you

9. If you talk back to another child,

your a. have a long talk with you
father b. whip you
would c. take away your television
d. send you to bed without supper

10. If you start a fire on someone's lawn,

your a. send you to bed without supper
father b. take away your television
would c. whip you
d. have a long talk with you

11. If you kick another child,

your a. have a long talk with you
father b. take away your television
would c. whip you
 d. send you to bed without supper

12. If you talk back to your brother (sister),

your a. send you to bed without supper
father b. whip you
would c. have a long talk with you
 d. take away your television

13. If you hit your brother (or sister),

your a. take away your television
father b. send you to bed without supper
would c. have a long talk with you
 d. whip you

14. If you break a window,

your a. have a long talk with you
father b. send you to bed without supper
would c. whip you
 d. take away your television

15. If you scream at a teacher,

your a. take away your television
father b. send you to bed without supper
would c. whip you
 d. have a long talk with you

16. If you put ink on someone's clothing,

your a. have a long talk with you
father b. send you to bed without supper
would c. whip you
 d. take away your television

17. If you hit a teacher,

your a. whip you
father b. take away your television
would c. send you to bed without supper
 d. have a long talk with you

18. If you steal something that belongs to your brother (sister),

- your a. send you to bed without supper
father b. whip you
would c. have a long talk with you
 d. take away your television

19. If you scream at your brother (sister),

- your a. whip you
father b. have a long talk with you
would c. take away your television
 d. send you to bed without supper

20. If you lie to a teacher,

- your a. take away your television
father b. whip you
would c. have a long talk with you
 d. send you to bed without supper

21. If you break something that belongs to your brother (sister),

- your a. whip you
father b. take away your television
would c. send you to bed without supper
 d. have a long talk with you

22. If you swear at your brother (sister),

- your a. have a long talk with you
father b. send you to bed without supper
would c. take away your television
 d. whip you

23. If you kick your brother (sister),

- your a. send you to bed without supper
father b. have a long talk with you
would c. whip you
 d. take away your television

24. If you put sand in someone's car,

- your a. have a long talk with you
father b. send you to bed without supper
would c. take away your television
 d. whip you

25. If you swear at another child,
your a. have a long talk with you
father b. whip you
would c. send you to bed without supper
d. take away your television
26. If you pull up flowers in someone's garden,
your a. take away your television
father b. whip you
would c. have a long talk with you
d. send you to bed without supper
27. If you swear at your parents,
your a. have a long talk with you
father b. whip you
would c. take away your television
d. send you to bed without supper
28. If you mess up someone's lawn,
your a. whip you
father b. send you to bed without supper
would c. have a long talk with you
d. take away your television
29. If you steal something that belongs to another child,
your a. send you to bed without supper
father b. have a long talk with you
would c. take away your television
d. whip you
30. If you throw something at your parents,
your a. have a long talk with you
father b. send you to bed without supper
would c. take away your television
d. whip you
31. If you hit another child,
your a. whip you
father b. send you to bed without supper
would c. take away your television
d. have a long talk with you

32. If you swear at a teacher,

- | | | |
|--------|----|--------------------------------|
| your | a. | whip you |
| father | b. | send you to bed without supper |
| would | c. | take away your television |
| | d. | have a long talk with you |

33. If you steal something that belonged to your parents,

- | | | |
|--------|----|--------------------------------|
| your | a. | take away your television |
| father | b. | send you to bed without supper |
| would | c. | have a long talk with you |
| | d. | whip you |

34. If you tear someone's book on purpose,

- | | | |
|--------|----|--------------------------------|
| your | a. | whip you |
| father | b. | have a long talk with you |
| would | c. | take away your television |
| | d. | send you to bed without supper |

35. If you kick your parents,

- | | | |
|--------|----|--------------------------------|
| your | a. | send you to bed without supper |
| father | b. | whip you |
| would | c. | take away your television |
| | d. | have a long talk with you |

36. If you throw something at a teacher,

- | | | |
|--------|----|--------------------------------|
| your | a. | take away your television |
| father | b. | send you to bed without supper |
| would | c. | have a long talk with you |
| | d. | whip you |

37. If you break something that belongs to a teacher,

- | | | |
|--------|----|--------------------------------|
| your | a. | have a long talk with you |
| father | b. | whip you |
| would | c. | send you to bed without supper |
| | d. | take away your television |

38. If you throw something at another child,

- | | | |
|--------|----|--------------------------------|
| your | a. | send you to bed without supper |
| father | b. | have a long talk with you |
| would | c. | take away your television |
| | d. | whip you |

39. If you kick a teacher,

- your a. whip you
father b. send you to bed without supper
would c. have a long talk with you
 d. take away your television

40. If you lie to your parents,

- your a. take away your television
father b. send you to bed without supper
would c. have a long talk with you
 d. whip you

41. If you talk back to a teacher,

- your a. send you to bed without supper
father b. take away your television
would c. have a long talk with you
 d. whip you

42. If you hit your parents,

- your a. whip you
father b. send you to bed without supper
would c. take away your television
 d. have a long talk with you

43. If you scream at your parents,

- your a. send you to bed without supper
father b. whip you
would c. have a long talk with you
 d. take away your television

44. If you talk back to your parents,

- your a. take away your television
father b. whip you
would c. have a long talk with you
 d. send you to bed without supper

45. If you break something on purpose that belonged to your parents,

- your a. send you to bed without supper
father b. whip you
would c. take away your television
 d. have a long talk with you

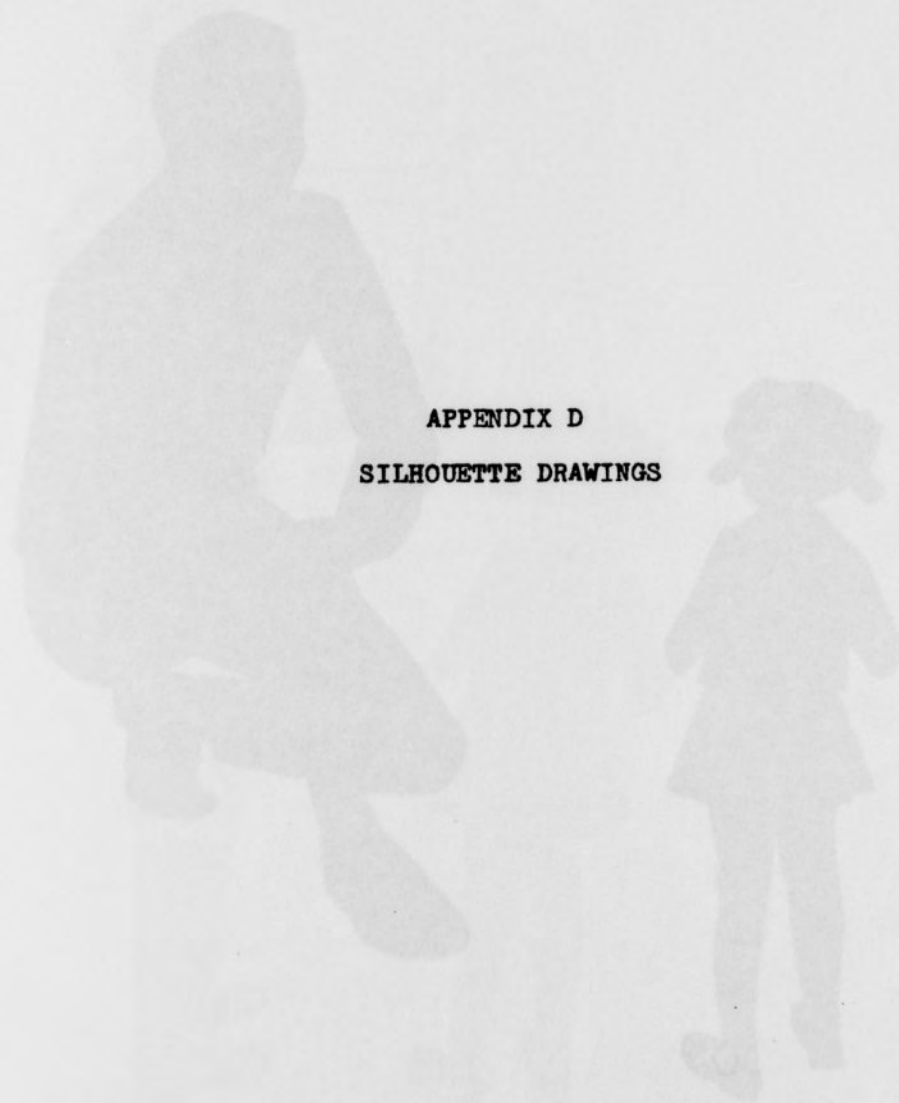
Response Sheet for the Parental Punitiveness Scale

Name _____ Date _____ Number _____ Total _____

Instructions: Please indicate your response by putting the letter a or b or c or d in the blank to the right of the appropriate number.

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

APPENDIX D
SILHOUETTE DRAWINGS



Have a long talk with you



Take away your television



Send you to bed without
supper



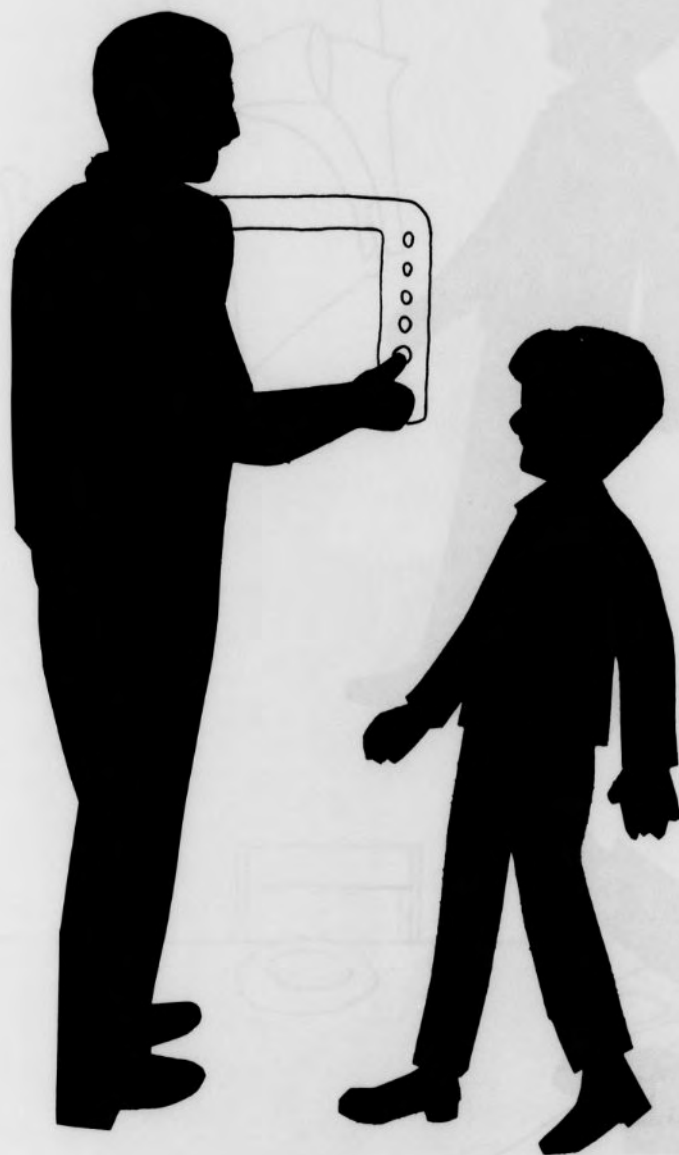
Whip you



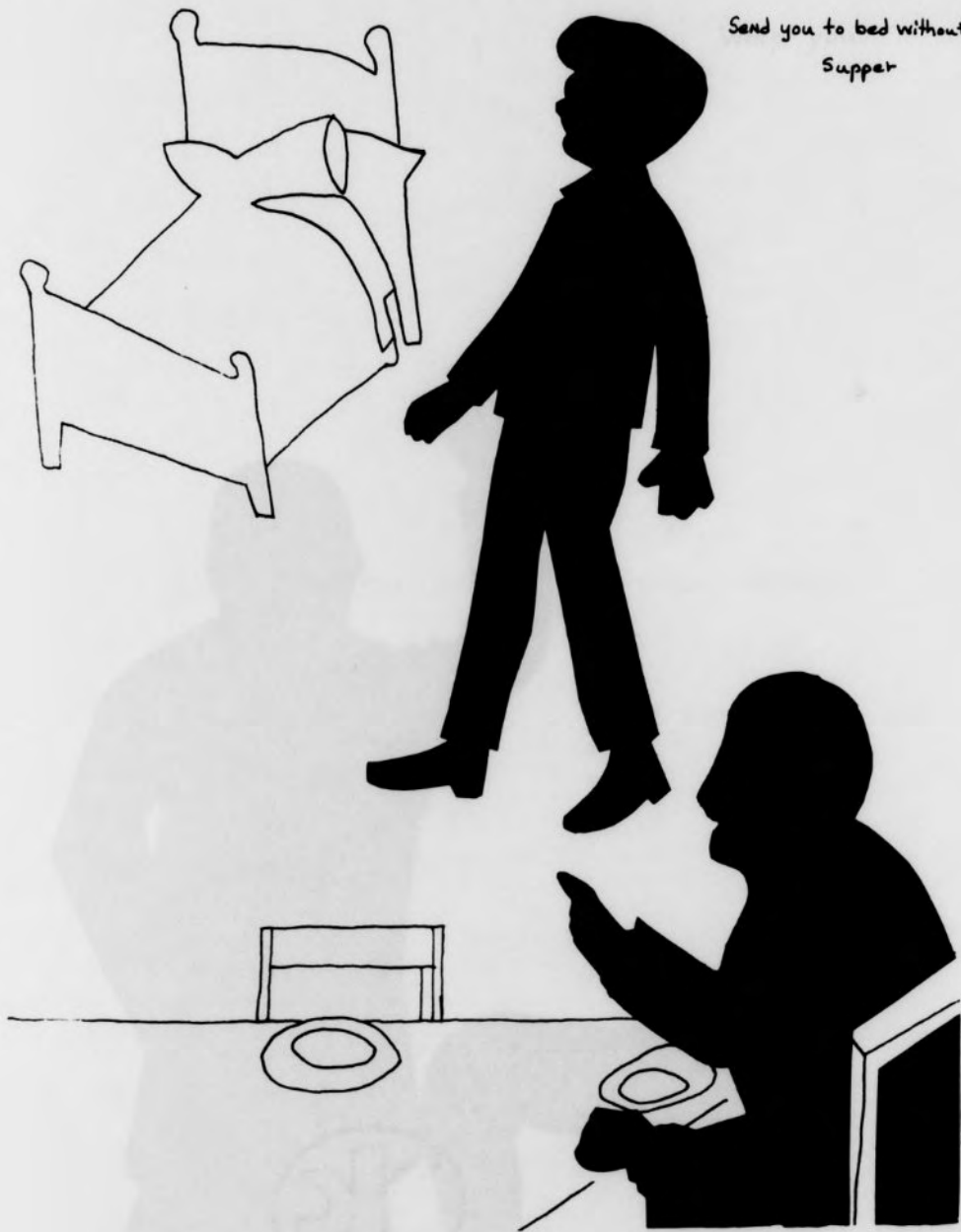
Have a Long talk with you



Take away your television



Send you to bed without
Supper



Whip you



Adapted Parental Punitiveness Scale (motheral)
from

Parental Punitiveness Scale

by

Heinz Spitz and James S. Kenrick

Department of Psychology, Wayne State University

Instructions: When children do something wrong, their parents may react in different ways. I would like to know what you think your husband would do if your child did something wrong. Pretend that your child hit another child. Your husband might react by whipping your child, sending him/her to bed without supper, having a long talk with your child, or taking away television.

Show what you think your husband would do by putting the letter a or b or c or d in the blank on the answer sheet provided.

Example:

If your child hit another child,

APPENDIX E

ADAPTED PARENTAL PUNITIVENESS SCALE (MOTHERS)

your

husband

would

do

Do you have any questions?

1. If your child put paint on someone's house,

- your husband would do
- a. take away your child's television
 - b. have a long talk with your child
 - c. whip your child
 - d. send your child to bed without supper

2. If your child threw a rock at someone's car,

- your husband would do
- a. send your child to bed without supper
 - b. take away your child's television
 - c. whip your child
 - d. have a long talk with your child

3. If your child lied to his/her brother (sister),

- your husband would do
- a. whip your child
 - b. have a long talk with your child
 - c. send your child to bed without supper
 - d. take away your child's television

Adapted Parental Punitiveness Scale (mothers)
from
Parental Punitiveness Scale
by
Ralph Epstein and Samuel S. Kemorita
Department of Psychology, Wayne State University

Instructions: When children do something wrong, their parents may react in different ways. I would like to know what you think your husband would do if your child did something wrong. Pretend that your child hit another child. Your husband might react by whipping your child, sending him (her) to bed without supper, having a long talk with your child, or taking away television.

Show what you think your husband would do by putting the letter a or b or c or d in the blank on the answer sheet provided.

Example:

If your child hit another child,

your	a.	whip your child
husband	b.	send your child to bed without supper
would	c.	have a long talk with your child
	d.	take away your child's television

Do you have any questions?

1. If your child put paint on someone's house,

your	a.	take away your child's television
husband	b.	have a long talk with your child
would	c.	whip your child
	d.	send your child to bed without supper

2. If your child threw a rock at someone's car,

your	a.	send your child to bed without supper
husband	b.	take away your child's television
would	c.	whip your child
	d.	have a long talk with your child

3. If your child lied to his (her) brother (sister),

your	a.	whip your child
husband	b.	have a long talk with your child
would	c.	take away your child's television
	d.	send your child to bed without supper

4. If your child threw something at his (her) brother (sister),

your a. take away your child's television
husband b. send your child to bed without supper
would c. whip your child
 d. have a long talk with your child

5. If your child stole something that belonged to a teacher,

your a. send your child to bed without supper
husband b. take away your child's television
would c. whip your child
 d. have a long talk with your child

6. If your child lied to another child,

your a. take away your child's television
husband b. whip your child
would c. have a long talk with your child
 d. send your child to bed without supper

7. If your child screamed at another child,

your a. send your child to bed without supper
husband b. take away your child's television
would c. have a long talk with your child
 d. whip your child

8. If your child breaks something that belongs to another child,

your a. whip your child
husband b. send your child to bed without supper
would c. take away your child's television
 d. have a long talk with your child

9. If your child talks back to another child,

your a. have a long talk with your child
husband b. whip your child
would c. take away your child's television
 d. send your child to bed without supper

10. If your child starts a fire on someone's lawn,

your a. send your child to bed without supper
husband b. take away your child's television
would c. whip your child
 d. have a long talk with your child

11. If your child kicks another child,

- | | |
|---------|--|
| your | a. have a long talk with your child |
| husband | b. take away your child's television |
| would | c. whip your child |
| | d. send your child to bed without supper |

12. If your child talks back to his (her) brother (sister),

- | | |
|---------|--|
| your | a. send your child to bed without supper |
| husband | b. whip your child |
| would | c. have a long talk with your child |
| | d. take away your child's television |

13. If your child hit his (her) brother (sister),

- | | |
|---------|--|
| your | a. take away your child's television |
| husband | b. send your child to bed without supper |
| would | c. have a long talk with your child |
| | d. whip your child |

14. If your child breaks a window,

- | | |
|---------|--|
| your | a. have a long talk with your child |
| husband | b. send your child to bed without supper |
| would | c. whip your child |
| | d. take away your child's television |

15. If your child screams at a teacher,

- | | |
|---------|--|
| your | a. take away your child's television |
| husband | b. send your child to bed without supper |
| would | c. whip your child |
| | d. have a long talk with your child |

16. If your child put ink on someone's clothing,

- | | |
|---------|--|
| your | a. have a long talk with your child |
| husband | b. send your child to bed without supper |
| would | c. whip your child |
| | d. take away your child's television |

17. If your child hits a teacher,

- | | |
|---------|--|
| your | a. whip your child |
| husband | b. take away your child's television |
| would | c. send your child to bed without supper |
| | d. have a long talk with your child |

18. If your child steals something that belongs to his (her) brother (sister),

- | | | |
|---------|----|---------------------------------------|
| your | a. | send your child to bed without supper |
| husband | b. | whip your child |
| would | c. | have a long talk with your child |
| | d. | take away your child's television |

19. If your child screams at his (her) brother (sister),

- | | | |
|---------|----|---------------------------------------|
| your | a. | whip your child |
| husband | b. | have a long talk with your child |
| would | c. | take away your child's television |
| | d. | send your child to bed without supper |

20. If your child lied to a teacher,

- | | | |
|---------|----|---------------------------------------|
| your | a. | take away your child's television |
| husband | b. | whip your child |
| would | c. | have a long talk with your child |
| | d. | send your child to bed without supper |

21. If your child breaks something that belongs to his (her) brother (sister),

- | | | |
|---------|----|---------------------------------------|
| your | a. | whip your child |
| husband | b. | take away your child's television |
| would | c. | send your child to bed without supper |
| | d. | have a long talk with your child |

22. If your child swears at his (her) brother (sister),

- | | | |
|---------|----|---------------------------------------|
| your | a. | have a long talk with your child |
| husband | b. | send your child to bed without supper |
| would | c. | take away your child's television |
| | d. | whip your child |

23. If your child kicks his (her) brother (sister),

- | | | |
|---------|----|---------------------------------------|
| your | a. | send your child to bed without supper |
| husband | b. | have a long talk with your child |
| would | c. | whip your child |
| | d. | take away your child's television |

24. If your child puts sand in someone's car,

- | | | |
|---------|----|---------------------------------------|
| your | a. | have a long talk with your child |
| husband | b. | send your child to bed without supper |
| would | c. | take away your child's television |
| | d. | whip your child |

25. If your child swears at another child,

- | | |
|---------|--|
| your | a. have a long talk with your child |
| husband | b. whip your child |
| would | c. send your child to bed without supper |
| | d. take away your child's television |

26. If your child pulls up the flowers in someone's garden,

- | | |
|---------|--|
| your | a. take away your child's television |
| husband | b. whip your child |
| would | c. have a long talk with your child |
| | d. send your child to bed without supper |

27. If your child swears at either you or your husband,

- | | |
|---------|--|
| your | a. have a long talk with your child |
| husband | b. whip your child |
| would | c. take away your child's television |
| | d. send your child to bed without supper |

28. If your child messes up someone's lawn,

- | | |
|---------|--|
| your | a. whip your child |
| husband | b. send your child to bed without supper |
| would | c. have a long talk with your child |
| | d. take away your child's television |

29. If your child steals something that belongs to another child,

- | | |
|---------|--|
| your | a. send your child to bed without supper |
| husband | b. have a long talk with your child |
| would | c. take away your child's television |
| | d. whip your child |

30. If your child threw something at you or your husband,

- | | |
|---------|--|
| your | a. have a long talk with your child |
| husband | b. send your child to bed without supper |
| would | c. take away your child's television |
| | d. whip your child |

31. If your child hit another child,

- | | |
|---------|--|
| your | a. whip your child |
| husband | b. send your child to bed without supper |
| would | c. take away your child's television |
| | d. have a long talk with your child |

32. If your child swears at a teacher,

- | | |
|---------|--|
| your | a. whip your child |
| husband | b. send your child to bed without supper |
| would | c. take away your child's television |
| | d. have a long talk with your child |

33. If your child steals something that belonged to you or your husband,

- | | |
|---------|--|
| your | a. take away your child's television |
| husband | b. send your child to bed without supper |
| would | c. have a long talk with your child |
| | d. whip your child |

34. If your child tears someone's book on purpose,

- | | |
|---------|--|
| your | a. whip your child |
| husband | b. have a long talk with your child |
| would | c. take away your child's television |
| | d. send your child to bed without supper |

35. If your child kicks you or your husband,

- | | |
|---------|--|
| your | a. send your child to bed without supper |
| husband | b. whip your child |
| would | c. take away your child's television |
| | d. have a long talk with your child |

36. If your child threw something at a teacher,

- | | |
|---------|--|
| your | a. take away your child's television |
| husband | b. send your child to bed without supper |
| would | c. have a long talk with your child |
| | d. whip your child |

37. If your child breaks something that belongs to a teacher,

- | | |
|---------|--|
| your | a. have a long talk with your child |
| husband | b. whip your child |
| would | c. send your child to bed without supper |
| | d. take away your child's television |

38. If your child throws something at another child,

- | | |
|---------|--|
| your | a. send your child to bed without supper |
| husband | b. have a long talk with your child |
| would | c. take away your child's television |
| | d. whip your child |

39. If your child kicked a teacher,

- | | | |
|---------|----|---------------------------------------|
| your | a. | whip your child |
| husband | b. | send your child to bed without supper |
| would | c. | have a long talk with your child |
| | d. | take away your child's television |

40. If your child lied to you or your husband,

- | | | |
|---------|----|---------------------------------------|
| your | a. | take away your child's television |
| husband | b. | send your child to bed without supper |
| would | c. | have a long talk with your child |
| | d. | whip your child |

41. If your child talks back to a teacher,

- | | | |
|---------|----|---------------------------------------|
| your | a. | send your child to bed without supper |
| husband | b. | take away your child's television |
| would | c. | have a long talk with your child |
| | d. | whip your child |

42. If your child hit you or your husband,

- | | | |
|---------|----|---------------------------------------|
| your | a. | whip your child |
| husband | b. | send your child to bed without supper |
| would | c. | take away your child's television |
| | d. | have a long talk with your child |

43. If your child screamed at you or your husband,

- | | | |
|---------|----|---------------------------------------|
| your | a. | send your child to bed without supper |
| husband | b. | whip your child |
| would | c. | have a long talk with your child |
| | d. | take away your child's television |

44. If your child talks back to you or your husband,

- | | | |
|---------|----|---------------------------------------|
| your | a. | take away your child's television |
| husband | b. | whip your child |
| would | c. | have a long talk with your child |
| | d. | send your child to bed without supper |

45. If your child breaks something on purpose that belonged to you or your husband,

- | | | |
|---------|----|---------------------------------------|
| your | a. | send your child to bed without supper |
| husband | b. | whip your child |
| would | c. | take away your child's television |
| | d. | have a long talk with your child |

Response Sheet for the Parental Punitiveness Scale

Name _____ Date _____ Number _____ Total _____

Instructions: Please indicate your response by putting the letter a or b or c or d in the blank to the right of the appropriate number.

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

Adapted Parental Punitiveness Scale (Fathers)
1968

Parental Punitiveness Scale

by

Sal-D Epstein and Samuel S. Kaminer
Department of Psychology, Wayne State University

Instructions: When children do something wrong, their parents may react in different ways. I would like to know what you think you would do if your child did something wrong. Would that your child hit another child? You might react by whipping your child, sending him (her) to bed without supper, have a long talk with your child, or taking away television.

Show me how you think you would do by putting the letter a or b or c or d in the blank on the answer sheet provided.

Example:

If your child hit another child,

APPENDIX F

ADAPTED PARENTAL PUNITIVENESS SCALE (FATHERS)

Do you have any questions?

1. If your child put paint on someone's house,

- a. take away your child's television
b. have a long talk with your child
c. whip your child
d. send your child to bed without supper

2. If your child threw a rock at someone's car,

- a. send your child to bed without supper
b. have a long talk with your child
c. whip your child
d. have your child talk with you

3. If your child had to beat his (her) brother (sister),

- a. whip your child
b. have a long talk with your child
c. take away your child's television
d. send your child to bed without supper

Adapted Parental Punitiveness Scale (Fathers)
 from
 Parental Punitiveness Scale
 by
 Ralph Epstein and Samuel S. Komorita
 Department of Psychology, Wayne State University

Instructions: When children do something wrong, their parents may react in different ways. I would like to know what you think you would do if your child did something wrong. Pretend that your child hit another child. You might react by whipping your child, sending him (her) to bed without supper, have a long talk with your child, or taking away television.

Show what you think you would do by putting the letter a or b or c or d in the blank on the answer sheet provided.

Example:

If your child hit another child,

- you a. whip your child
 would b. send your child to bed without supper
 c. have a long talk with your child
 d. take away your child's television

Do you have any questions?

1. If your child put paint on someone's house

- you a. take away your child's television
 would b. have a long talk with your child
 c. whip your child
 d. send your child to bed without supper

2. If your child threw a rock at someone's car,

- you a. send your child to bed without supper
 would b. take away your child's television
 c. whip your child
 d. have a long talk with your child

3. If your child lied to his (her) brother (sister)

- you a. whip your child
 would b. have a long talk with your child
 c. take away your child's television
 d. send your child to bed without supper

4. If your child threw something at his (her) brother (sister),
- you a. take away your child's television
would b. send your child to bed without supper
c. whip your child
d. have a long talk with your child
5. If your child stole something that belonged to a teacher,
- you a. send your child to bed without supper
would b. take away your child's television
c. whip your child
d. have a long talk with your child
6. If your child lied to another child,
- you a. take away your child's television
would b. whip your child
c. have a long talk with your child
d. send your child to bed without supper
7. If your child screamed at another child,
- you a. send your child to bed without supper
would b. take away your child's television
c. have a long talk with your child
d. whip your child
8. If your child breaks something that belongs to another child,
- you a. whip your child
would b. send your child to bed without supper
c. take away your child's television
d. have a long talk with your child
9. If your child talks back to another child,
- you a. have a long talk with your child
would b. whip your child
c. take away your child's television
d. send your child to bed without supper
10. If your child starts a fire on someone's lawn,
- you a. send your child to bed without supper
would b. take away your child's television
c. whip your child
d. have a long talk with your child

11. If your child kicks another child,
you a. have a long talk with your child
would b. take away your child's television
c. whip your child
d. send your child to bed without supper
12. If your child talks back to his (her) brother (sister),
you a. send your child to bed without supper
would b. whip your child
c. have a long talk with your child
d. take away your child's television
13. If your child hit his (her) brother (sister),
you a. take away your child's television
would b. send your child to bed without supper
c. have a long talk with your child
d. whip your child
14. If your child breaks a window,
you a. have a long talk with your child
would b. send your child to bed without supper
c. whip your child
d. take away your child's television
15. If your child screams at a teacher,
you a. take away your child's television
would b. send your child to bed without supper
c. whip your child
d. have a long talk with your child
16. If your child put ink on someone's clothing,
you a. have a long talk with your child
would b. send your child to bed without supper
c. whip your child
d. take away your child's television
17. If your child hits a teacher,
you a. whip your child
would b. take away your child's television
c. send your child to bed without supper
d. have a long talk with your child

18. If your child steals something that belongs to his (her) brother (sister).

- you a. send your child to bed without supper
would b. whip your child
 c. have a long talk with your child
 d. take away your child's television

19. If your child screams at his (her) brother (sister),

- you a. whip your child
would b. have a long talk with your child
 c. take away your child's television
 d. send your child to bed without supper

20. If your child lied to a teacher,

- you a. take away your child's television
would b. whip your child
 c. have a long talk with your child
 d. send your child to bed without supper

21. If your child breaks something that belongs to his (her) brother (sister),

- you a. whip your child
would b. take away your child's television
 c. send your child to bed without supper
 d. have a long talk with your child

22. If your child swears at his (her) brother (or sister),

- you a. have a long talk with your child
would b. send your child to bed without supper
 c. take away your child's television
 d. whip your child

23. If your child kicks his (her) brother (sister),

- you a. send your child to bed without supper
would b. have a long talk with your child
 c. whip your child
 d. take away your child's television

24. If your child puts sand in someone's car,

- you a. have a long talk with your child
would b. send your child to bed without supper
 c. take away your child's television
 d. whip your child

25. If your child swears at another child,
you a. have a long talk with your child
would b. whip your child
c. send your child to bed without supper
d. take away your child's television
26. If your child pulls up the flowers in someone's garden,
you a. take away your child's television
would b. whip your child
c. have a long talk with your child
d. send your child to bed without supper
27. If your child swears at either you or your wife,
you a. have a long talk with your child
would b. whip your child
c. take away your child's television
d. send your child to bed without supper
28. If your child messes up someone's lawn,
you a. whip your child
would b. send your child to bed without supper
c. have a long talk with your child
d. take away your child's television
29. If your child steals something that belongs to another
child,
you a. send your child to bed without supper
would b. have a long talk with your child
c. take away your child's television
d. whip your child
30. If your child threw something at you or your wife,
you a. have a long talk with your child
would b. send your child to bed without supper
c. take away your child's television
d. whip your child
31. If your child hit another child,
you a. whip your child
would b. send your child to bed without supper
c. take away your child's television
d. have a long talk with your child

32. If your child swears at a teacher,
you a. whip your child
would b. send your child to bed without supper
c. take away your child's television
d. have a long talk with your child
33. If your child steals something that belonged to you or your wife,
you a. take away your child's television
would b. send your child to bed without supper
c. have a long talk with your child
d. whip your child
34. If your child tears someone's book on purpose,
you a. whip your child
would b. have a long talk with your child
c. take away your child's television
d. send your child to bed without supper
35. If your child kicks you or your wife,
you a. send your child to bed without supper
would b. whip your child
c. take away your child's television
d. have a long talk with your child
36. If your child threw something at a teacher,
you a. take away your child's television
would b. send your child to bed without supper
c. have a long talk with your child
d. whip your child
37. If your child breaks something that belongs to a teacher,
you a. have a long talk with your child
would b. whip your child
c. send your child to bed without supper
d. take away your child's television
38. If your child throws something at another child,
you a. send your child to bed without supper
would b. have a long talk with your child
c. take away your child's television
d. whip your child

39. If your child kicked a teacher,
- you a. whip your child
would b. send your child to bed without supper
 c. have a long talk with your child
 d. take away your child's television
40. If your child lied to you or your wife,
- you a. take away your child's television
would b. send your child to bed without supper
 c. have a long talk with your child
 d. whip your child
41. If your child talks back to a teacher,
- you a. send your child to bed without supper
would b. take away your child's television
 c. have a long talk with your child
 d. whip your child
42. If your child hit you or your wife,
- you a. whip your child
would b. send your child to bed without supper
 c. take away your child's television
 d. have a long talk with your child
43. If your child screamed at you or your wife,
- you a. send your child to bed without supper
would b. whip your child
 c. have a long talk with your child
 d. take away your child's television
44. If your child talks back to you or your wife,
- you a. take away your child's television
would b. whip your child
 c. have a long talk with your child
 d. send your child to bed without supper
45. If your child breaks something on purpose that belonged
to you or your wife,
- you a. send your child to bed without supper
would b. whip your child
 c. take away your child's television
 d. have a long talk with your child

Response Sheet for the Parental Punitiveness Scale

Name _____ Date _____ Number _____ Total _____

Instructions: Please indicate your response by putting the letter a or b or c or d in the blank to the right of the appropriate number.

- | | | |
|-------------|-------------|-------------|
| ___ 1. ___ | ___ 22. ___ | ___ 43. ___ |
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| ___ 18. ___ | ___ 39. ___ | |
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