DYADIC TYPES OF VIOLENCE BETWEEN PARENTS OF UNIVERSITY STUDENTS AND PARENTS METHODS OF CORRECTING CHILDREN’S MISBEHAVIOR*

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* Other publications on this and related issues can be downloaded from http://www.pubpages.unh.edu/~mas2
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DATA FROM THE INTERNATIONAL PARENTING STUDY

- Target: Students in 40 Nation
- Researchers in 25 nations participating so far
- This presentation:
  - First site: Univ. of New Hampshire
  - N = 478
- Questionnaire completed in one class period.
- Includes:
  - Dimensions Of Discipline Inventory –DDI
- Analyses control for
  - Gender of student and parent
  - Age of student
  - Score on social desirability response-set scale
  - Other, as needed

OBJECTIVES

To compare parents who are violent to each other with non-violent parents in order to test the hypotheses that violent parents:
1. Use violent methods of discipline more often
2. Use positive methods of discipline less often
3. Have problematic methods of implementing discipline and problematic characteristics

INDEPENDENT VARIABLE – DYADIC TYPES OF VIOLENCE BETWEEN PARENTS

* Used the Revised Conflict Tactics Scales, Short form
* Classified parents in “mutuality types”

% of parents

- Neither assaulted: 85.8
- Only father assaulted: 1.1
- Only mother assaulted: 4.2
- Both assaulted: 8.6


14.3% violent (consistent with many US general population studies)

DEPENDENT VARIABLES

Discipline Indexes - frequency of methods of correcting misbehavior

Punitive
Corporal Punishment
Deprive Privileges
Psychological Aggression

Non-Punitive
Monitor
Explain/Teach
Divert
Reward

Context and Mode of Implementing Discipline

Positive
Cognitive framing
Confidence in discipline
Responsiveness to child
Consistency in discipline
Warmth to child
Warning to child

Negative
Conflict with partner
Perceived Ineffectiveness
Impulsiveness
Stress in parenting

RESULTS FOR HYPOTHESIS 1

Table 1. Relation of Violence Between Parents to Discipline Methods Used

<table>
<thead>
<tr>
<th>Parent</th>
<th>None (n=410)</th>
<th>Father Only n=7</th>
<th>Only Mother n=20</th>
<th>Both n=41</th>
<th>p Main*</th>
<th>p Inter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary Effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CXDE Father</td>
<td>253.8</td>
<td>523.7</td>
<td>392.1</td>
<td>631.9</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>CXDE Mother</td>
<td>340.4</td>
<td>506.6</td>
<td>511.4</td>
<td>337.9</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>PUNITIVE METHODS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power-Assertive/ Punitive CXPO Father</td>
<td>76.3</td>
<td>408.5</td>
<td>105.2</td>
<td>150.1</td>
<td>NS</td>
<td></td>
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<tr>
<td>CXPO Mother</td>
<td>133.1</td>
<td>266.9</td>
<td>258.6</td>
<td>314.0</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>Corporal Punishment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td>7.4</td>
<td>0</td>
<td>2.1</td>
<td>12.1</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>CXCP Mother</td>
<td>8.4</td>
<td>0</td>
<td>15.8</td>
<td>39.6</td>
<td>NS</td>
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</tr>
<tr>
<td>Deprive Privileges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td>17.0</td>
<td>12.0</td>
<td>15.4</td>
<td>39.4</td>
<td>NS</td>
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</tr>
<tr>
<td>CXDP Mother</td>
<td>24.7</td>
<td>3.7</td>
<td>23.0</td>
<td>88.2</td>
<td>NS</td>
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<tr>
<td>Psychological Aggression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td>48.5</td>
<td>357.9</td>
<td>48.5</td>
<td>165.0</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>CXPA Mother</td>
<td>69.5</td>
<td>193.0</td>
<td>163.1</td>
<td>177.0</td>
<td>NS</td>
<td></td>
</tr>
</tbody>
</table>

Important differences, but not significant because low n’s and large standard deviations

* No neglectful

Use punitive methods of discipline more often
As hypothesized

1. Use violent methods of discipline more often
2. Use positive methods of discipline less often
3. Have problematic methods of implementing discipline and problematic characteristics
RESULTS FOR HYPOTHESIS 2

<table>
<thead>
<tr>
<th>Condition</th>
<th>Parent</th>
<th>Violent Parents</th>
<th>Not Violent Parents</th>
<th>p Main</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Punitive Total</td>
<td>Father</td>
<td>166.0</td>
<td>213.0</td>
<td></td>
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<tr>
<td></td>
<td>Mother</td>
<td>166.1</td>
<td>247.3</td>
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<tr>
<td>Monitor Behavior</td>
<td>Father</td>
<td>160.0</td>
<td>247.3</td>
<td></td>
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<tr>
<td></td>
<td>Mother</td>
<td>166.1</td>
<td>242.8</td>
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</tr>
<tr>
<td>Explan/Teach</td>
<td>Father</td>
<td>73.1</td>
<td>244.0</td>
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</tr>
<tr>
<td></td>
<td>Mother</td>
<td>62.3</td>
<td>192.0</td>
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</tr>
<tr>
<td>Involvement</td>
<td>Father</td>
<td>134.0</td>
<td>60.5</td>
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<tr>
<td></td>
<td>Mother</td>
<td>196.6</td>
<td>12.8</td>
<td></td>
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<tr>
<td>Reward</td>
<td>Father</td>
<td>45.2</td>
<td>112.0</td>
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</tr>
<tr>
<td></td>
<td>Mother</td>
<td>54.4</td>
<td>118.4</td>
<td></td>
</tr>
</tbody>
</table>

**WHAT COULD EXPLAIN WHY VIOLENT PARENTS ARE HIGH IN BOTH POSITIVE AND PUNITIVE DISCIPLINE?**

Table 2. Relation of Violence Between Parents to Mean Scores On Mode Of Administering Discipline and Context Of Discipline (0-4 scales*)

<table>
<thead>
<tr>
<th>Parent</th>
<th>Violent Parents</th>
<th>Not Violent Parents</th>
<th>p Main</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>27.8</td>
<td>121.8</td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td>27.3</td>
<td>112.0</td>
<td></td>
</tr>
</tbody>
</table>

CONCLUSIONS

Violent parents are high in both punitive and non-punitive discipline: Is it because they are more devoted to bringing up well-behaved children? No, it is because:

- They have more behavior problems
- They have more problematic modes of implementing discipline and problematic contextual conditions
- Therefore more corrective actions, both punitive and non-punitive are necessary

SOME REFERENCES


