

AN ABSTRACT OF THE THESIS OF

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in Psychology presented on May 8, 1986

Title: EFFECTS OF GENDER, EDUCATION AND AGE LEVELS OF CHILD
CARE WORKER ON ATTRIBUTIONS OF DISCIPLINE EFFECTIVENESS

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The present study assessed perceptions of different discipline techniques of 30 child care workers employed by three juvenile detention facilities in the State of Kansas. Sixteen male child care workers and fourteen female child care workers with different amounts of education and experience watched three videotaped scenarios showing a child misbehaving. Each scenario used a different style of discipline (retributive, restitutive, explanatory) technique. Subjects then were asked to fill out a questionnaire comparing the three discipline styles in terms of their own endorsement.

The data for all the ratings were analyzed utilizing Education, Gender, Age and Discipline Style as control variables. Of the control variables only treatment style (discipline style) and gender showed themselves to be signif-

icant. Age and education were not seen by this study to be significant variables in determining which discipline technique a worker would endorse. Of all the variables (TRT) or treatment style was the most significant. Both male and female child care workers endorsed the restitutive discipline style as their most preferred technique. The retributive style was a distant second, while the explanatory style was a close third. Over all child care workers appear to strongly favor restitutive discipline over that of retributive and explanatory. Gender proved to be significant also in that males were more willing to endorse retributive discipline than females were. Female child care workers placed explanatory discipline as their second choice. Male workers were reluctant to do that but rather chose retributive discipline as a second option.

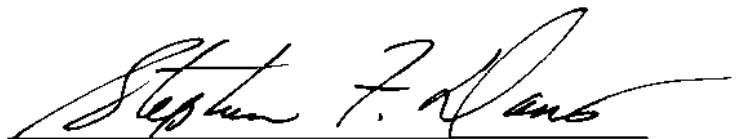
EFFECTS OF GENDER, EDUCATION AND AGE LEVELS OF CHILD CARE
WORKER ON ATTRIBUTIONS OF DISCIPLINE EFFECTIVENESS

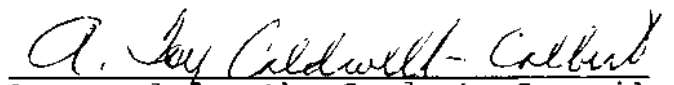
A Thesis
Presented to
the Division of Psychology
EMPORIA STATE UNIVERSITY

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
John Sorrick
May, 1986

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Approved for the Major Department


Approved for the Graduate Council

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DP AUG 29 '86

ACKNOWLEDGEMENTS

I would like to thank Dr. Christopher Joseph for his constant support and direction throughout my two-and-a-half years of schooling. His patience and wisdom were greatly appreciated.

I would also like to thank Dr. Lloyd Goodwin and Dr. Stephen Davis for serving on my thesis committee. I would also like to thank Dr. Stephen Davis for his assistance in the planning and implementing of the statistical analysis.

Joan Waters, Tim Huston and Madeline Johnson have all contributed greatly to my last two years of education. Thank you all for your help and encouragement, your assistance has been deeply appreciated.

Finally, I want to thank my wife for her inspiration and love to me during these (sometimes stressful) two years. Marcia, it is to you that I dedicate this study.

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CHAPTER 1

INTRODUCTION

In the field of child care there are many different institutions, many different child care workers and many different types of clients or residents. Consequently there are countless ways of disciplining a person when their behavior is presenting itself in a negative manner. One of the phenomena that workers are continually being requested to adapt to is a new mode of discipline. Discipline techniques range from ignoring behavior to spanking. It is important to note that neither of these extremes is highly endorsed. The numbers of techniques that lie between these two extremes are many and varied.

Child care workers have extremely wide and varied backgrounds. Gender, education level, race, and age are important factors which contribute to the style in which a child care worker uses discipline. Personal theories also guide a child care worker's actions toward the children with whom he/she interacts.

It would seem then that there is much to be gained from developing a clearer understanding as to what the child care worker uses to form his/her discipline techniques. With this understanding management personnel should be able to better match child care workers with

various programs which would better meet their philosophies. When this happens it should affect turnover and stress levels in the various places of employment. It goes without saying that workers who can comfortably hold to their agencies' philosophies on child discipline will be better workers. If exploring the child care worker's attitudes about discipline were done, the results of programing could be markedly more successful. The reason for this is that child care workers could then be placed in programs that better match their discipline style to the agency's style.

This thesis will explore the child care worker's attributions on discipline. More specifically, it will look at age level and how that affects the type of discipline a child care worker uses. Two related areas were researched previously (Huston, 1985). He found a significance in education level but not a significance in the gender of the child care worker. More significantly he found that education is a contributing factor in which discipline style a child care worker will endorse. He found that with more education (college) a staff worker will choose to use the explanatory method of discipline more than the worker who has a high school education. This was true for both males and females.

Child care workers are daily confronted with transgressions by children. The workers are expected to change the

children's negative behaviors, usually through reprimands or disciplinary acts of some manner. Consequently it would be beneficial to explore what disciplinary technique a child care worker endorses in a given situation. If the worker uses the disciplinary technique that his/her program endorses, then we can assume that the worker is not in contradiction to the program's philosophies.

Working with children has an amazing way of bringing out the child care worker's ingrained perceptions. Often workers have to meet and work through difficulties resulting from conflicting discipline techniques. People have a way of bringing generations of taught perceptions and moralities to work with them. Should children be allowed to curse? What words are permissible? How should they eat at the table? What are appropriate arguing methods? These are simply a few of the "gray" issues that are worked through daily in many of our child care programs.

Age, education and gender are all factors that were considered in determining which discipline style the child care worker would endorse. This study was primarily concerned with how age affects people's views towards discipline.

Review of the Literature

Parents have been the most used and studied child care workers for years. Studies have been done to see which method of child discipline they endorse, and more importantly, is it effective.

The negative attention and combination treatments appear to be effective disciplinary techniques, the proficiency with which parents can utilize either procedure in applied settings with behavior problem children is unknown. Although both a procedure similar to negative attention, that of simply reprimanding the child, and the alternate use of varied discipline procedures probably have been long used by parents in the home, Neither the efficiency of parents in implementing the procedures nor their effectiveness in modifying problem behaviors has been examined. In contrast, both isolation and ignoring have been successfully used by parents (Forehand, 1976).

At the University of Georgia, Forehand (1976) worked with thirty-two mother-child pairs. In Experiment I the effect of the contingent application of negative attention (a verbal reprimand plus a brief period in which the authority person glares intently at the child) and repeated commands on the noncompliant behavior of children were examined. Thirty-two mother-child pairs served as subjects. The results indicated that negative attention decreased

noncompliance whereas repeated commands did not. In Experiment II the effectiveness of negative attention, isolation, ignoring, and a combination of procedures (the alternate use of isolation, ignoring, and negative attention with the same subject) in reducing noncompliance and maintaining it at a low level during a recovery period was examined. Twenty-eight mother-child pairs served as subjects. The results indicated that each of the four disciplinary procedures reduced noncompliance. However, negative attention was associated with less off-task behavior than the isolation and combination procedures when discipline was being imposed and a lower level of noncompliance than ignoring during recovery, whereas the combination condition was the only procedure that maintained noncompliance during recovery at the treatment level. These studies have received considerable attention in discussions of the effects of disciplinary techniques (e.g., Forehand, 1976).

The professional child care worker is not all that different from the mother or father at home. Limits, controls, and discipline are areas of concern which Klein (1975) wrote about when he said, "The purpose of limits and controls is to enable the child to internalize them and for the worker to provide them temporarily so that they can be learned. If there are no limits or if they are vague and inconsistent, there is nothing positive for the child to internalize and hence no support for the achievement of self-control" (p. 165). Klein's book indicates that the

worker's purpose is to have a child develop their ego and superego so as to be able to function in the real world. Self-control is then a matter of both learning and growing.

In order for children to learn how to conduct themselves, workers must make their expectations clear; moreover, these expectations must be the same every time so that children can rely on them. They are not, however, the same for each child because they are based on the needs and stage of development of each. Some children as well as some workers think that it is unfair not to expect the same from each child in the group. It is not fair to expect what a child is incapable of; the children know and respect this, but often they shout "unfair" or "con" to the worker. Child care workers must use discipline in a way that individualizes the discipline to each child.

When controls are too rigid, too strictly enforced, punitive, or unreasonable, two negative results may occur. The child can internalize such overly rigid controls and become self-punishing, self-denying, laden with guilt, and be constricted. This results in an overly demanding superego. It can result also in great resistance, anger, and brutalization. A control should have a reason that is realistic, logical, and understandable. We all chafe under control because we do not like restraint; that is natural. We bridle at controls that seem capricious or punitive Klein (1975).

At times the child care worker believes strongly that the only way to deal effectively with acting out behaviors is to use the power technique. This technique may involve strict room time as well as public humiliation. Hoffman and Saltzstein (1967) and Dienstbier (1975) have agreed, on the basis of different kinds of data, that the power-oriented reprimand techniques do not forestall rule breaking as effectively as do the relevant or inductive reprimand techniques. Hoffman and Saltzstein, in fact, show that indices of general rule following among seventh graders in a school setting are negatively correlated to the use of power assertion techniques.

Punishment viewed by Mancuso (1976), indicates that reciprocity is that form of reprimand wherein the transgressor is made aware of the breach of the social bond incurred by the transgression. From his theory Mancuso concludes that punishments by reciprocity are more likely to produce motivating disequilibria in older children, and he argues that the use of these kinds of techniques most effectively produces the most adequately socialized child.

Mancuso notes that young children, whom he describes as functioning within an egocentric cognitive orientation, express contradictory views on reprimand. On the one hand, Mancuso finds that they declare that a person is "naughtier" following an administration of a punishment. On the other hand, Mancuso (1976) noted that these youngsters say

that "the only way of putting things right is to bring the individual back to his duty by means of a sufficiently powerful method of coercion and to bring home his guilt to him by means of painful punishment" (p. 278). In sum, "The two attitudes coexist in each child, but in a confused and undifferentiated manner. For the child will at one time emphasize the vindictive aspect of punishment as of sheer chastisement inflicted by a higher power. . .at others he comes of himself to the theory of preventative punishment" (Mancuso, 1976, p. 278).

From the evidence he has gathered, Mancuso adduces that as the average child reaches age 7 and undergoes the characteristic qualitative changes in cognitive functioning which then occur, he will change his view of reprimand. ". . .many of the older ones hold that a child to whom, even without punishment, the consequences of his actions have been thoroughly explained is less likely to begin again than if he had been punished and nothing more" (p. 279). Even later (at age 11-13) the child will come to recognize that the same reprimand need not be applied to all transgressors, and that personal circumstances need to be considered in each case.

So far we have spoken to the younger child and how a child care worker might discipline them. LoVoie (1973), notes that older children on the other hand, would differentiate the effects of a reprimand aimed at cognitive aware-

ness from the effects of a reprimand aimed at expiating the transgression. These children would perceive a reprimand which succeeds in extracting cognitive awareness as being effective in producing acceptable behaviors in the transgressor. There is some question about whether they would see it as being more effective than expiative reprimand. Conventional wisdom has it that expiation is effective, and we expect that in our culture a person can learn to endorse its use. Thus older children could show that they have trouble "thinking about" their transgression while they are in the process of "penance". LoVoie (1973) predicted that older children would predict future behaviors to be equally affected by each type of reprimand.

The type of relationship the child care worker has with the client, resident or patient is absolutely crucial. In fact, the degree to which they positively interact and show affection is correlational with the amount of desired behavior. This is something that "good" parents have known for years but that child care workers are now starting to become keenly aware of. If reprimands are to be effective then relationships must be formed (Bandura and Walters 1963). They also indicate that withdrawal of affection is an effective component of all forms of social punishment. Bandura and Walters (1963) also note that any disciplinary act may involve in varying degrees at least two operations, the presentation of a negative reinforcer and the withdrawal or withholding of positive reinforcement.

Employing a controlled laboratory situation, Parke and Walters (1967) investigated the influence of the relationship between the reprimander and transgressor on the effectiveness of punishment for producing response inhibition in children. Regardless of punishment conditions, children who had experienced positive interaction with the reprimander showed significantly greater resistance to deviation than subjects who had had only neutral contact.

Discipline is often affected by the life of the child care worker. There are many things about this special person which contribute to his/her emotional makeup. I get very concerned that the child life worker being "low man" on the very complicated bureaucratic totem pole and having the insight to deal with all of the horrendous problems that come in terms of money and power and space, will forget that he or she is, in fact, quite literally irreplaceable (Rothenburg, 1982). The child life worker is quite literally the only health care provider--the only health care provider--in any child health care setting who is never--repeat never--in a position of having to cause or directly aid in the causing of physical or emotional pain to a child (Rothenburg 1982).

Child care workers are a unique group of professionals. Dinnage, Keller, and Pringle (1966) did an exhaustive study on thirteen countries. They were concerned with the topic of child care workers. They found that there were

many more single women in the profession than there were men. Married couples tended to be the most stable employees and single men usually left their places of employment sooner. One of the most interesting findings was in the area of "turnover." They found that most agencies were staffed by people who are "turnover" prone. These workers become interested in the helping profession and typically go from one institution to another. The professional workers worked very long hours, and evidently did not have much time for reading or professional conferences. Even more importantly, they had hardly any time to get to know the children in their care; yet they had a very unrealistic picture of how their time was spent.

Chapman & Zahnwaxler (1981) looked at the effects of different parental disciplinary techniques on young children's compliance and noncompliance, mothers were trained to observe emotional incidents involving their own toddler-aged children. Reports of disciplinary encounters were analyzed in terms of the types of discipline used (reasoning, verbal prohibition, physical coercion, love withdrawal, and combinations thereof) and children's responses to that discipline (compliance/noncompliance and avoidance). The relation between compliance/noncompliance and type of misdeed (harm to persons, harm to property, and lapses of self-control) was also analyzed. Results indicated that love withdrawal combined with other techniques was most effective in securing children's compliance and that its

effectiveness was not a function of the type of technique with which it was combined. Avoidance responses and affective reunification with the parent were more likely to follow love withdrawal than any other technique. Physical coercion was somewhat less effective than love withdrawal, while reasoning and verbal prohibition were not at all effective except when both were combined with physical coercion. The disciplinary techniques used in this study are not unlike those of child care workers in various programs. Chapman and Zahnwaxler continue to say that the discipline techniques that child care staff most commonly use are: reasoning, verbal prohibition, physical coercion, love withdrawal and combinations thereof.

(1) Reasoning, consisting of:

(a) Explanation. Describing verbally the meaning and consequences of children's misdeeds. "Scissors are dangerous; they can cut." "You're hurting Mommy."

(b) Tutelage. Offering guidance, alternatives, directives; restructuring the situation. "If you want to pat the dog, do it gently." "Let's see you pick up these pieces."

(2) Verbal prohibition. "Stop it!" "Don't bite your sister!"

(3) Physical coercion, consisting of:

(a) Physical punishment. "I spanked him." "I smacked her hand."

(b) Physical restraint. "I put him down from the table." "I held her arm."

(4) Love withdrawal. Withdrawing affection or attention, including enforced separations. "I just ignored him for awhile." "I left her there and went to my room."

The outstanding result of Mancuso's study (1976) was the relative efficacy of love withdrawal as a disciplinary technique. Love withdrawal proved effective in securing children's compliance no matter with what other categories of discipline it was combined, and in every case the addition of love withdrawal to some other category resulted in a more efficacious combination than that category used alone.

So, what is a relevant or "good" reprimand? A relevant reprimand is one which satisfies the belief systems of both the reprimander and transgressor. It indicates to the transgressor that the current behavior exhibited is not consistent to his belief system. A verbal relevant reprimand example is "Good boys don't do things like that." If a person thinks he/she is "good" and he/she continues to exhibit the negative behavior identified, then he/she is in violation of his/her own belief system. Two kinds of relevant reprimands are restitutive and explanatory reprimands. The restitutive reprimand is described as making good or giving an equivalent for some wrong doing. The explanatory reprimand involves clarification of the

reason for a consequence as a result of a wrong doing (Mancuso, 1980).

An irrelevant reprimand simply tries to extinguish the offensive behavior of the transgressor. The irrelevant reprimand is commonly described as retributive reprimand and is considered as simple punishment. Examples of retributive or irrelevant reprimands are body discomfort and restraint.

Baruch (1949) stated that there are definitely times when an authority figure must step in and stop behavior which is becoming dangerous to another person, animal or is violating another person's freedoms. "I know how you feel, dear, and I'm glad you're showing me. But you'll have to show me in some other way. I can't let you pull Meatball's tail." "I can't let you slap baby brother!" "I can't let you shoot BB shots at the kittens." "You may not pull the curtains down, or throw ash trays at the chandelier." "You may not put crayon marks all over the wallpaper." . . . "You may not hit daddy with that hairbrush" (p. 49). In short, a child may not do any physical harm to any person or any object. He/she may not do anything that will be harmful or dangerous or destructive. These things are simply not allowed. These things are forbidden, they must be stopped.

Adler (1981) found that before deciding on a specific punishment, the worker should consider whether it will help

the child to learn not to repeat the offense. If it will not be effective, then it is improper. If a particular punishment is destructive to the relationship between the child and the worker, an alternative should be chosen. Other considerations include:

1. Punishment should be administered as soon as possible after the offensive behavior has been exhibited. Delay may cause the child to forget what he did to deserve it. He will not connect his responsibility to the consequences and will project blame on the worker, considering him unfair.
2. Excessive punishment is unfair as well as abusive. The child will focus on the unfairness of the adult, rather than on his own responsibility.
3. The disciplinary act should not be motivated by vengeance or hostility. If it is, the child senses the hostility and views the punishment as vengeance rather than justice (Adler, 1981).

Schafer (1976) stated that in general there are sixteen additional guidelines to assist child care workers "in thinking about and evaluating their effectiveness in punishing children" (p. 379). Working in the field of child care for many years enabled him to formulate a set of guidelines for child care workers to use. What follows are his suggestions for dealing with troubled or acting out children.

1. A generally supportive relationship between worker and child will enable a child to meet the worker's expectations regarding appropriate behavior or conformity to rules and values.
2. Before blaming or imposing punishment, encourage the child to evaluate his behavior and its consequences to himself and others.
3. Before deciding on a child's culpability and punishment, one should have all the facts about the offense.
4. Threats should be avoided.
5. We should expect some expression of rebellion against adult authority or nonconformity to rules. It is part of growing up and independence. One should not overreact and take it as a personal affront.
6. The worker should follow through on his warning.
"Mean what you say."
7. Children should not be punished by two or more different people for the same offense.
8. Reprimands should not be administered in public.
9. At times a child should be given the option to decide his own punishment.

10. Preventive action can be taken if one can identify situational patterns which contribute to breakdown of discipline.
11. The action should be geared to ensure effectiveness.
12. The worker should be explicit about the punishment to avoid misunderstanding or distortion by the child as to why he is being punished. The misbehavior, the rule or principle that is violated, and the punishment to be received by the child should be clearly identified.
13. When giving out punishment, state what alternative would have been appropriate and acceptable in that situation.
14. Positive reinforcement is preferable to negative action. Punishment should be instituted only as a last resort.
15. It is important to observe a child's reaction to a punishment.
16. Inconsistencies in applying punishment should be avoided. This applies to the individual worker as well as to the team staff.

Hospitals for years have had the problem of how to handle acting out behaviors. Mostly they have gone to a "limit setting" approach (Hofman & Beker, 1976). Limit

setting consists of a calm but firm announcement that the patient simply will not be allowed to continue to disrupt the ward or to harm himself or others, that the staff is sure he would like to do better, and that everyone is there to help.

Hofman and Beker (1976) explain that the timing of the punishment is one of the most important factors. Punishment may be administered at any point during the sequence of responses and result in a relatively direct association of a fear-motivated avoidance response with the response-produced cues occurring at the temporal locus of punishment. If the punishment is administered at the initiation of the deviant response sequence, the maximal degree of fear is attached to the cues produced by the instrumental acts involved in initiating the sequence.

Hofman and Beker go on to say that punishment occurring only when a transgression has been completed attaches maximal anxiety to stimuli associated with the goal response or to the immediately subsequent responses and less strong anxiety to stimuli associated with the instrumental acts. Under these circumstances the deviation is more likely to be initiated on future occasions than it is when punishment is associated with instrumental acts occurring early in the response sequence. Once an act has been initiated, secondary positive reinforcers associated with the instrumental behavior involved in the commission of the

sequence may serve to maintain and facilitate it and thus to some degree to counteract the inhibitory effect of punishment.

A second factor that may alter the effectiveness of punishment is, of course, the intensity of the punishing stimulus. A large number of animal studies indicate that intensity of punishment may have a variety of effects that unfold as intensity increases. At low levels of stimulus, punishment may be used as a cue, as a discriminative stimulus, as a response intensifier, or even a secondary reinforcer. As intensity increases, temporary suppression of the punished response may result, followed by complete recovery; at increasingly higher levels enduring partial suppression, and finally complete suppression may ensue. Since there have been few studies of punishment intensity with human subjects, these conclusions have been based almost entirely on studies involving infra-human organisms. This paucity of information is, in part, the result of the ethical consideration that high intensities of punishment should not be employed with humans (Bandura & Walters, 1963).

Walters and Parke (1967) explain that another facet of punishment which clearly deserves increased attention is the consistency with which punishment is employed. In naturalistic socialization contexts, consistency assumes a variety of forms. For example, consistency between parents

concerning the kind or severity of punishment and the occasions on which it should be used, constitutes one classification. Consistency may also refer to the extent to which a single agent treats violations in the same manner each time they occur or to the extent to which a parent or other socializing agent follows through on their threats of punishment.

Data from field studies of delinquency have yielded some clues concerning the consequences of inconsistency of discipline. Glueck and Glueck (1950) found that parents of delinquent boys were more "erratic" in their disciplinary practices than were parents of nondelinquent boys.

What role does the child play in determining the choice of disciplinary technique? For example, sex and race predict the use of punishment. One such example of this was written by Hilliard (1977). "Niggers have to be taught to behave. I felt that if he hadn't done that, he'd done something else probably even worse, and that he should be put out of the way for a good long while" (p. 69). This researcher is aware that this is an extreme example but used only to emphasize that age, sex and race undoubtedly play a role in determining the extent to which child care staff discipline clients.

Rottenburg (1982) speaks to the advocacy role of the child care worker and how important that is. When a worker is properly trained and sees his/her role as an advocate

then the amount of discrimination through age, sex and racial determinants should be greatly minimized. Child care workers are in a position to identify with children in health care settings in a unique way, there is simply no other professional in the whole system who can carry out the advocacy role the way you can.

On the basis of clinical observations in child care settings Mancuso and Handin (1980) had developed the hypothesis that child care workers characteristically use their background experiences in relation to reprimand attributions. They also believed that those workers who were most effective in their work would use relevant reprimands which the transgressor could successfully integrate into his/her belief system.

From this set of assumptions, it was predicted that most child care workers would endorse explanatory and restitutive reprimands, whereas they would show disapproval of retributive reprimands. Furthermore, it was predicted that more effective child care workers would evaluate explanatory reprimand more positively than would the less effective child care workers.

The child care workers watched three filmed scenarios showing a transgression followed by one of three types of reprimand: retributive, restitutive and explanatory. The worker then completed a questionnaire whereby the three reprimand conditions were compared in terms of leniency,

effectiveness, self approval of the technique, and so forth. The workers then rated each other on their effectiveness at work. Effective workers were rated by their peers as highly effective in their work while ineffective workers were rated as low.

Overall, the predictions which guided the Mancuso and Handin (1980) work were supported by the data. Restitutive reprimand was the most favored technique; apparently because of its midway point on the leniency/harshness dimension. Retributive reprimand was rejected as a reprimand of choice but correlated highly with low effective peer rated workers. High effective peer rated workers were more frequently willing to endorse explanatory reprimand.

Since personality theory appears to be important in the beliefs and styles of child care workers (Wegner & Vallacher, 1977) it would seem logical to explore which background experience correlates highly with preferred treatment techniques. More specifically, the purpose of this study is to investigate the effects of age levels of child care workers on their perceptions of different reprimand techniques. It is expected that increased age in child care workers leads them to advocate, and use, relevant disciplinary techniques over irrelevant techniques. This researcher looked at three age groups, and three discipline techniques. This writer expected to find that the older the worker the more they would endorse an explanatory

disciplinary technique. The younger the worker the more they should endorse the restitutive disciplinary technique.

CHAPTER 2

METHOD

Subjects

This study contained 30 child care workers of both genders. Of the males, seven had graduated from high school, and nine had graduated from college. Of the females, eight had graduated from high school and six had graduated from college. The subjects who were selected for this study were from three detention facilities in Kansas. Ten were from Shawnee County Youth Center in Topeka, Kansas, twelve from the Johnson County Youth Center in Kansas City and eight from Live and Learn in Olathe, Kansas. Of the subjects tested, 30% were black, 2% were Indian and 68% were white. The child care workers supervise the activities of children ranging in age from ten years to seventeen years. All of the children have been court referred and have engaged in alleged criminal acts.

Questionnaire

The questionnaire included questions about pertinent background information on each subject (see Appendix A). The instructions were then read to each subject along with a practice question which helped to explain how to rate each question.

The subjects then watched three video scenarios. In all scenes they were watching two youths, one of whom put the other in a headlock. The subjects viewed the same scenario three times with a different discipline technique being applied each time. The subjects were then asked to complete the questionnaire which asked for a direct comparison of the three discipline styles. One question was included on the questionnaire, as follows:

Question:

1. Please rate your level of endorsement of discipline style used.

Procedures

The major independent variable, a reprimander's technique, was systematically manipulated by portraying a male child care worker as he disciplines a child for a transgression. Three discipline techniques were shown: a retributive discipline technique, a restitutive discipline technique, and an explanatory technique. These three discipline conditions were represented as an attempt to determine the relationship between the discipline techniques viewed as most effective by child care workers, and their level of age, education and gender.

The three scenes on a videotape were prepared and the same actors were used in all sequences. All scenes except

those containing the manipulated variable were the same enactments. The presentation of each scene took approximately one minute for a total of three minutes.

The three video scenes began with the same introduction: The main character, a 15 year-old boy, is "horseplaying" in the dining room during lunch. While sitting at a table he grabs another youth, making a mess and causing a disturbance.

In the retributive discipline variation, the child care worker calmly, but firmly, sent the boy to his room, telling him he will remain there the rest of the day. In the restitutive discipline variation the boy was told he must clean the mess and is fined points from his point card. Neither of these disciplinary techniques offered explanatory reasons for the actions. In the explanatory technique condition the child care worker discussed with the child the consequences of his misdeed, emphasizing the need for him to develop maturity and responsibility so he can be relied upon to behave thoughtfully.

The subjects were first given introductory instructions and viewed the three disciplinary scenes on the videotape. Further instructions were given and the questionnaire was explained. The subjects again viewed the videotape. However, the tape was stopped after each scene to give the subjects time to complete each question pertaining to each scene just viewed.

To guard against confounding variables, not more than three subjects viewed the film and filled out the questionnaire at one time. The subjects were instructed to be quiet and not discuss the questions. The administrator provided assistance to subjects as needed.

CHAPTER 3

RESULTS

It is important to remember that the primary purpose of this study was to see whether age is a factor in how child care workers endorse different discipline techniques. The study also wanted to see if education would be a factor in which discipline technique a worker would endorse. The hypothesis of this writer was that older child care workers would more highly endorse an explanatory discipline style. Another purpose of the study was to examine the effects of gender on preferred discipline techniques. Using a 7-point likert scale, each subject rated the three discipline styles as to their own personal endorsement.

A 3X2X2X2 mixed factor, split-plot analysis of variance was used to analyze the results. This analysis is summarized in Table 1. As can be seen, Treatment Style and Gender, were found to be significant, age and education of child care workers were not found to be statistically significant. The analyses for each rating will be discussed in the order of importance to this study.

TABLE 1
 Summary of Mixed Factor Split-Plot Analysis of
 Variance

Source	<u>Endorsement</u>				
	SS	df	MS	F	P
<u>Between Blocks/Subjects</u>					
Age	1.460	2	.730	.348	
Gen	1.807	1	1.807	.860	
Age/Gen	2.232	2	1.116	.531	
Edu	.765	1	.765	.364	
Age/Edu	1.077	2	.539	.257	
Age/Gen/Edu	3.919	2	1.959	.933	
Error	37.806	18	2.100		
<u>Within Blocks/Subjects</u>					
TRT	72.296	2	36.148	14.851	<.001*
Age/TRT	9.597	4	2.399	.986	
Gen/TRT	20.544	2	10.272	4.220	.022*
Age/Gen/TRT	2.781	4	.695	.286	
Edu/TRT	11.028	2	5.514	2.265	.116
Age/Ed/TRT	12.526	4	3.132	1.287	.292
Gen/Ed/TRT	1.148	2	.574	.236	
Age/Gen/Ed/TRT	6.548	4	1.637	.673	
Error	87.611	36	2.434		

Endorsement of Treatment

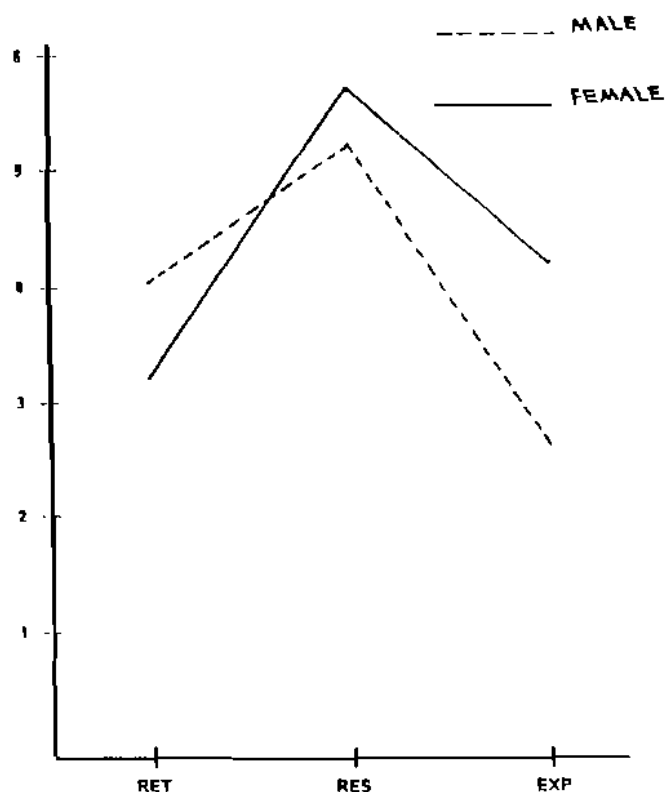
For the endorsement of treatment (TRT) style there were significant differences in the ratings, $F(2,54) = 16.12$, $p < .05$. There also was a significant treatment main effect ($p < .001$). The mean rating for retributive discipline was 3.67; the mean rating for restitutive discipline was 5.46; the mean rating for explanatory discipline was 3.38. The mean ratings for restitutive (mean = 5.46) was significantly higher than both retributive (mean = 3.67) and explanatory (mean = 3.38). There were no significant differences between explanatory and retributive discipline styles.

There was a significant interaction effect between gender and treatment style ($p < .022$). The mean scores are contained in Table 2. Figure 1 shows the interaction effect pictorially. The main effect was further probed through the use of simple main effects analysis. The F value for this analysis was $F(2,54) = 9.56$, $p < .05$ for the females. The F value for the males was $F(2,54) = 11.93$ $p < .05$. This analysis did show that there was a significant difference in which discipline style the male and female subjects choose. The Newman-Keuls procedure then was employed to ascertain specific comparisons and indicated that restitutive discipline was more highly endorsed than retributive and explanatory styles $p < .05$. Both males (mean = 5.27) and females (mean = 5.66) endorsed

restitutive discipline as their first choice. The second choice resulted in differences in that females endorsed explanatory discipline (mean = 4.11) while males endorsed retributive discipline (mean = 4.14). The subjects' second choice resulted in a significance level of greater than $p < .05$.

The difference between males and females in this study was that males endorsed retributive as an alternative discipline style while females endorsed explanatory discipline as an alternative to restitutive. These (treatment style and gender differences) were the only variables that proved to be significant. Age and education were not found to be significant in the 3X2X2X2 ANOVA.

FIGURE 1
Interaction Effect



CHAPTER 4

DISCUSSION

The outcome of this study showed that child care workers do differentiate various discipline techniques. There was, however, no support that major differentiation was due to age or education level. Gender proved to be significant in that males and females had different preferences in discipline styles endorsed. The survey question will be discussed further to analyze the study's results.

Endorsement

The comparison of group means indicated that child care workers, as a group, endorsed restitutive discipline over both retributive and explanatory disciplines (see Table 2 of the Appendix). This finding is consistent with the work of Mancuso and Handin (1978), who also found restitutive discipline to be the preferred discipline technique. Retributive discipline was the second choice of endorsement for male child care workers but not for female workers. This finding is not consistent with Mancuso and Handin (1978). They found that retributive was rejected by all as a discipline style. Explanatory discipline was chosen last by all groups. This study differs from Mancuso and Handin's findings in that male child care workers did endorse retributive discipline as their second choice. This study's findings about female child care workers are

in direct support of Mancuso and Handin's findings. Restitutive discipline is clearly the most favored discipline technique among the child care workers who took part in this study. The strength to which restitution is endorsed strongly prompts one to conclude that workers would use it themselves as they interact with children.

Limitations and Implications

There are limitations in this study which should be looked at while one is considering the results of the study. The most important limitation would be the videotaped scenarios. It was important to film the scenes so that it would minimize viewer bias. This researcher was aware that neutral acting and filming had to be done so as not to influence the viewers' decision. Needless to say this endeavor was and still is quite subjective. Did this researcher accomplish this goal? This is a hard question to answer.

Another limitation is in the area of subject bias. What this writer means is, would the child care workers have scored the results differently if it had been a female resident who was in the act of "horseplaying?" Would the male child care workers have been more explanatory and less retributive if the star of the scene had been a female and not a male resident?

Another limitation concerns the sequencing of the scenes. Serious thought has to be given when one is considering whether the sequence of the scenes themselves might have influenced the subjects. What would have happened if the last scene were run first? Would the viewer have been more in favor of the restitutive style or less in favor of the restitutive style?

Another limitation is the transgressive act. After the rating was completed, some child care workers reported that they interpreted the transgression to be severe intimidation or a fight. This view is much more severe than the horseplay that was intended. More care could have been taken in screening out events that could be misinterpreted.

The actors in the scene are another possible variable which might have had an effect on the results. The actor representing the transgressor was black and the reprimander was white. Future research should investigate the effects of different racial backgrounds of the actors, as well as gender.

Another limitation of the study relates to the selection of subjects. The data was collected from three different detention programs. Even though the purposes of the programs are theoretically the same, different expectations and training may account for a difference in how the three programs view discipline styles. Unfortunately, more sub-

jects were not available to conduct this analysis for the present study.

The "atmosphere" or "climate" of a detention program has an effect on how child care workers think and act. This may have an effect on the type of style chosen. Although it appeared that nothing unusual was occurring in the programs, the social climate was not assessed before the study was done. Future research might control for this variable.

Despite the limitations described above, the present findings would seem to hold several implications for future research. It does appear that certain background experiences have an effect on how child care workers perceive discipline styles. Further exploration of these variables may provide better understanding and selection of child care workers for programs. The result would hopefully be to provide better programs that serve our youth.

The impact of this study could also affect the financial aspect of various institutions. Even though this is not a study on "burnout" and "dropout" rates of overstressed child care workers, the results of this study better provide managers with important information about their workers. It is important to know what type of worker will endorse which type of discipline technique. The result of placing workers where they will be the most ful-

filled spells less sick leave, less turnover and ultimately healthier staff.

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APPENDICES

APPENDIX A
Questionnaire

Please indicate the following:

- A. Length of time worked for the Youth Center _____ Under 1 year
 _____ 1 - 3 years
 _____ 4 - 6 years
 _____ 7 - 10 years
 _____ Over 10 years
- B. Your sex _____ Male
 _____ Female
- C. Schooling - highest grade completed _____
- D. Your ethnic background _____ Black
 _____ Hispanic
 _____ Am. Indian
 _____ Caucasian
 _____ Other
- E. Your age _____ 21 - 28 and 6 months
 _____ 28 and 6 months to 36
 _____ Over 36 years of age

INSTRUCTIONS

After watching a videotape portraying three discipline styles you are asked to complete a short questionnaire. Please make your judgements on the basis of what you believe is true for each discipline style. On each question you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your mark as follows:

THIS EXPERIMENT IS

exciting X : _____ : _____ : _____ : _____ : _____ : _____ boring

or

exciting _____ : _____ : _____ : _____ : _____ : _____ : X boring

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your mark as follows:

exciting _____ : X : _____ : _____ : _____ : _____ : _____ boring

or

exciting _____ : _____ : _____ : _____ : _____ : X : _____ boring

If the concept seems only slightly related on one side as opposed to the other side (but is not really neutral), then you should check as follows:

exciting _____ : _____ : X : _____ : _____ : _____ : _____ boring

or

exciting _____ : _____ : _____ : _____ : X : _____ : _____ boring

The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, then you should place your mark in the middle space.

exciting _____ : _____ : _____ : X : _____ : _____ : _____ boring

Scene 1

Please rate your level of endorsement of discipline style used.

endorsement _____ : _____ : _____ : _____ : _____ : _____ : _____ very highly endorsed

Scene 2

Please rate your level of endorsement of discipline style used.

endorsement _____ : _____ : _____ : _____ : _____ : _____ : _____ very highly endorsed

Scene 3

Please rate your level of endorsement of discipline style used.

endorsement _____ : _____ : _____ : _____ : _____ : _____ : _____ very highly endorsed

APPENDIX B

TABLE 2

Summary of Group Means

Low Male

	RET	RES	EXP	
HS Males	6.00	4.76	3.00	4.56
Col Males	4.00	5.50	2.50	4.00
	5.00	5.08	2.75	

Low Female

	RET	RES	EXP	
HS Females	3.50	4.50	4.00	4.00
Col Females	3.50	5.50	4.50	4.50
	3.50	5.00	4.25	

Medium Male

	RET	RES	EXP	
HS Males	3.00	5.50	1.50	3.33
Col Males	3.25	5.00	3.50	3.92
	3.13	5.25	2.50	

Medium Female

	RET	RES	EXP	
HS Females	4.00	6.33	3.33	4.56
Col Females	2.00	6.50	4.00	4.17
	3.00	6.41	3.66	

High Male

	RET	RES	EXP	
HS Males	4.00	4.00	3.50	3.83
Col Males	4.67	7.00	2.00	4.56
	4.33	5.50	2.75	

High Female

	RET	RES	EXP	
HS Females	3.67	4.67	4.33	4.22
Col Females	2.50	6.50	4.50	4.50
	3.08	5.58	4.42	

APPENDIX C

TABLE 3

Summary of Combined Means

RET	RES	EXP
$\bar{x} = 4.14$ $n = 16$ $\sum = 66$	$\bar{x} = 5.27$ $n = 16$ $\sum = 84$	$\bar{x} = 2.66$ $n = 16$ $\sum = 42$
$\bar{x} = 3.19$ $n = 14$ $\sum = 44$	$\bar{x} = 5.66$ $n = 14$ $\sum = 79$	$\bar{x} = 4.11$ $n = 14$ $\sum = 57$