AN ABSTRACT OF THE THESIS OF

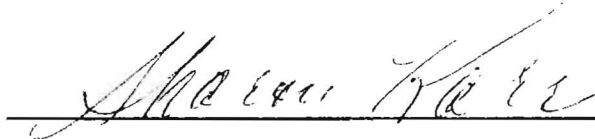Tim Huston   for the Master of Science

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Title: EFFECTS OF GENDER AND EDUCATION LEVELS OF CHILD CARE

WORKER ON ATTRIBUTIONS OF REPRIMAND EFFECTIVENESS

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The present study assessed perceptions of different reprimand techniques of 42 child care workers employed by two juvenile detention centers in the State of Kansas. Ten male and 10 female high school graduate child care workers and 12 male and 10 female college graduate child care workers watched three videotaped scenarios showing a transgression followed by one of three types of reprimand (retributive, restitutive, explanatory). Subjects then completed a questionnaire comparing the three reprimand conditions in terms of leniency, effectiveness, self-endorsement and peer approval.

The data for all four ratings were analyzed utilizing Education (high school versus college), Gender, and

Reprimand as control variables. The Reprimand effects were significant for both the effectiveness and leniency ratings. Specifically, the explanatory reprimand was rated significantly less effective as well as less severe than the other two types of reprimand. The evaluation of Education effects at specific Reprimand levels revealed significant differences for only the endorsement rating. Although high school graduates endorsed retributive reprimands significantly higher than college graduates, the opposite was found for the explanatory reprimand. The evaluation of Reprimand effects by specific levels of Education indicated high school graduates endorsed the explanatory reprimand significantly less than the other two reprimands. In contrast, college graduates only significantly endorsed the restitutive reprimand higher than the retributive reprimand. Data analysis of the peer approval rating yielded a significant interaction for Gender by Education by Reprimand. Specifically, male high school graduates rated peers to approve restitutive reprimand significantly more than explanatory or retributive reprimands. Similarly, female high school graduates also rated the restitutive reprimand, and in addition, the retributive reprimand to receive more peer approval than the explanatory reprimand.

EFFECTS OF GENDER AND EDUCATION LEVELS OF CHILD CARE

WORKER ON ATTRIBUTIONS OF REPRIMAND EFFECTIVENESS

A Thesis

Presented to

the Division of Psychology

EMPORIA STATE UNIVERSITY

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

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by

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

INTRODUCTION

Many child care workers display different
philosophies in working with juvenile delinquents.
Through their diverse backgrounds child care workers have
been exposed to various paradigms attempting to explain
behavior. While working as child care workers they
continue to be confronted with new and competing theories.
Often the workers are asked to adopt a theory that they
regard as less valued than the one they are currently
endorsing. Under these circumstances Creer, Renne, and
Christian (1978) have found that the workers can
unintentionally sabotage a planned program.

Many social service agencies spend much time and
money training workers to implement their programs.
Although this has always been considered advantageous and
appropriate, Creer et al. (1978) found it is not always
successful. Different workers bring different perceptions
and theories about behavior to their work. Accepting this
as true, it will be useful to consider the concept of
implicit personality theory (Schneider, 1973; Wegner and
Vallacker, 1977) and to examine how these various personal
theories influence the functioning of the child care
worker. Personality theories are developed through each

person's life experiences. These theories are not easily superseded by other personality and behavior theories. Personal theories ultimately guide a child care worker's actions toward the children with whom he/she interacts.

It follows from these assumptions that there is much to be gained from developing a clearer understanding of the personality theories of child care workers. With this better understanding one can conceivably match potential child care workers with programs that are in harmony with their philosophies. If this were done programs probably would achieve better results from their training and be more successful.

One rational approach for matching a potential child care worker to a program that would not contradict his/her personality theory is to explore his/her thoughts on what affects changes in behavior. Child care workers are daily confronted with transgressions by children. The workers are expected to change the children's negative behaviors, usually through reprimands. Consequently it would be beneficial to explore what reprimand technique a child care worker endorses in a given situation. If the worker and program are in agreement with the reprimand method used, then one can assume that the worker's personality theory is not in contradiction to the program's philosophies.

It would also be advantageous to determine if such factors as the amount of schooling or gender have effects on personality theory. If it is found that certain background experiences correlate highly with a preferred mode of treatment then this might help in matching child care workers to appropriate programs.

This study will explore the relationship of educational levels of child care workers with their perceptions of different reprimand techniques. Equally important, this study will investigate the preferred techniques of male and female child care workers.

Review of Discipline Paradigms

The vast majority of theorists and investigators who have attempted to explain rule following and reprimands come from a mechanistic school of thought (Mancuso, 1979). This school of thought is based on the assumption that pain and pleasure are direct causal events which steer the course of behavior. Mechanistic theorists believe that effective reprimand withholds or delivers a pleasure or a pain that would counter the force that produces the unwanted behavior (Mancuso, 1979).

The basic assumptions of a mechanistic paradigm provide little basis from which to consider the cognitive systems of either the trangressor or the reprimander. The

4

mechanistic theorists believe that the context of the reprimand situation has no bearing on how the transgressor and the reprimander might construe each other and the reprimand's functions. Thus, though Piaget (1932) had already published evidence that persons at different developmental levels do construe reprimand situations from very diverse perspectives, he gave little attention to the importance of socialization and cognitions of the transgressor and reprimander relative to the reprimand situation.

Studies which began to break away from a strict mechanistic paradigm dealt with the relationships between the reprimander and the transgressor. These studies have received considerable attention in discussions of the effects of disciplinary techniques (e.g., Aronfreed & Reber, 1965; Bandura & Walters, 1963; Becker, 1964; Hoffman, 1963). In general, these viewpoints assume that proper discipline requires that a child form a positive relationship with the disciplinarian if effective reprimanding is to take place.

The assumption that the administration of sanctions by a nurturant person will be more effective than a neutral person has been suggested by Whiting (1957). This hypothesis is based on the assumption that parents acquire the capacity to generate positive and negative affective

reactions in their children. Threats of affectional withdrawal possess power for inducing aversive states in the child. Hence, these threats become important means for producing behavioral control. In fact, a certain degree of positive interaction and affection between a parent and a child is necessary if reprimands are to be an effective means of producing desired behavior. This argument rests on the assumption that withdrawal of affection is an effective component of all forms of social punishment. A similar view has been expressed by Bandura and Walters (1963), who noted 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. In an affectionless parent-child relationship, or one in which the parents are indiscriminatively punitive towards the child, the child does not develop a strong positive attachment to the parent and may become accustomed to a high level of aversive stimulation in their presence (Aronfreed, 1968).

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.

Exploration of cognitive variables is necessary for further understanding of rule following and reprimands. While it is correct that much of discipline and rule following is due to anxiety arousal and reduction, a good deal of discipline is probably due to reliance on cognitive, rather than emotionally-based factors (Parke and Walters, 1967; Walters and Parke, 1967). An adequate theory of rule following in humans requires that both cognitive and emotional factors be taken into consideration.

In field studies of socialization practices, the modifying impact of cognitive variables on punishment has received some recognition. For example, in a study by Sears, Maccoby, and Levin (1957), mothers who combined physical punishment with extensive use of reasoning reported that punishment was more often effective than mothers who tended to use punishment alone. However, these field investigations have yielded little information concerning the relative effectiveness of different aspects of reasoning.

A major reorientation of perspectives in psychology has allowed consideration of alternative ways to conceptualize the processes involved in rule breaking and reprimand. Specifically, attribution theory has become a related topic of study (Snyder, 1976; Wortman, 1976). Attribution refers to the inferences that the person makes regarding the causes of behavior. Attributions are important in the perceiver's subjective understanding of other people's (as well as his or her own) social behavior. These attributions are created through one's past background and experiences (Ostrom, 1981). To understand reprimands and rule following a study of inferences and causes of behavior is necessary.

Following these changes, there now exists a sufficient foundation to begin building a theory of reprimand which incorporates an understanding of the relationships between reprimand outcome and the many possible variables. The theory of contextadist paradigm considers all the variables in a reprimand situation. It includes both the principles of personality theory and attribution theory. In regard to reprimand and rule following the contextadist's general proposition is that a transgressor will comply with a reprimand when the reprimand situation provides a choice by which the transgressor can extend and define his belief system.

This proposition is based on the presumption that a rule is to be regarded as only one of many alternative interpretations of an event. A reprimand always contains a dialectic configuration, offering or implying two theses and their contradictions. The theses of the reprimand may be either irrelevant or relevant to the specific interpretation of the transgressive event (Mancuso, 1979).

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 is "good" and he continues to exhibit the negative behavior identified then he is in violation of his 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.

Contextadist theorists believe that most reprimanders know that if they are to successfully play the role of the reprimander they must interpret the transgressor's system and "feed in" a dialectic configuration which has relevance to the transgressor's system. Thus, when they interpret the transgressor as having available the preferred belief system, they will advocate and use a relevant reprimand. When they sense that a relevant reprimand will not provide the transgressor with an appropriate choice they will substitute an irrelevant reprimand, expecting thereby to unbalance the transgressor (Kelly, 1955).

Contextadist Approach To Reprimands

This section presents studies that investigated rule following and reprimand from a contextadist approach. These studies investigated data about attribution and people's beliefs about reprimands and the outcomes of reprimands in varied transgression situations.

The study by Bugental, Whalen, and Henker (1977) illustrates the general trend of studies which explore the relationships between the strategy to change behavior and

the causal plan used to produce the behavior. Bugental et al. (1977) used two motivating treatments with hyperactive boys. One half of the boys were provided with direct reinforcement for appropriate and effective task involvement. This treatment follows from mechanist principles of reinforcement as direct cause of behavioral change. The second group of boys were subjected to an adaptation of the Mechenbaum and Goodman (1971) verbal mediation procedures. Essentially, the boys imitated overt self-controlling statements, and then were asked to use such statements covertly. The two treatment groups (self-control and direct reinforcement) were composed of boys who had either been assigned to make external or internal control attributions. Bugental et al. (1977) concluded that attributions of causality were associated with the two different intervention strategies. Behavior change was greater for the boys who imitated the self-controlling statements. Consequently, behavior change appears to be greater for children whose attributions are consistent to the expected behavior.

Mancuso and Allen (1976) took a developmental perspective in their study of children's perceptions of a reprimand's function. These investigators studied children at the kindergarten, third grade, and sixth grade levels to record their judgments of the consequences of a

transgressor exposed to three different conditions or reprimands. All the children watched a boy engage in the same transgression; and then observed the boy exposed to either no reprimand, coercive reprimand (irrelevant) or explanatory reprimand (relevant). Following the observations of the videotaped sequences the children responded to a global rating scale and a moral behavior prediction test developed for use by Morrison (1975). Children at different ages showed significantly different judgments of the persons in the different treatment conditions. The kindergartners judged a reprimanded transgressor's behavior to be worse than a non-reprimand transgressor. Third grade children clearly differentiated the transgressor on the basis of the kind of reprimand he received. The coercively reprimanded transgressor was perceived to be worse than was the non-reprimanded transgressor, whereas the transgressor given the explanatory reprimand was judged to be considerably better than the non-reprimanded rule breaker. Sixth graders showed yet another kind of perspective on transgression and reprimand. Reprimanded transgressors were judged to be better than was the non-reprimanded transgressor, regardless of the type of reprimand that had been administered.

Aldrich and Mancuso (1976) studied how children ages 6 through 12 look upon reprimanded transgressors who responded differentially to the reprimand. The subjects watched a filmed portrayal of a child who had created accidental damage and thereupon was reprimanded by his mother. The reprimand was judged to be an explanatory reprimand. Following the reprimand the transgressor was shown responding to the mother's verbal statements. In one condition he offered no response. In the other four conditions (1) he openly and honestly disagreed with his mother's assessment of the situation, (2) he openly belittled his mother's reprimand, (3) he openly accepted the reprimand, but upon his mother leaving the room he verbalized his annoyance, complaining that he had not been at fault in the transgression, or (4) he simply indicated that he would try to follow the mother's wishes.

Participants in the study then selected their perception of the transgressor by responding to the Global Rating Scale (GRS) and the Moral Behavior Prediction Test (MBPT). Like the kindergartners in the Mancuso and Allen (1976) study, the subjects expected further negativism from the transgressor who had been reprimanded. However, they did not extend this view to the child who openly accepted the mother's reprimand. Apparently, even these young children regarded open agreement as an indication of

personal change. Sixth graders varied their judgments to reflect the variations in the transgressor's response to reprimand. Interestingly, when the child made no response to the reprimand given after this apparent accidental transgression, the sixth graders judged him to be more negative than was the child in the conditions where there was open response to reprimand. These older children indicated quite positive evaluations of the transgressor who responded to the mother's reprimand in ways that directly verbalized a willingness to consider the mother's expectations of the events under consideration (open acceptance, open expression of his honest disagreement and covert rejection), but showed a negative perception of the child who had responded by openly belittling the reprimander.

In other reports of continued study of perceptions of reprimand effectiveness, Handin and Mancuso (1978) and Mancuso and Handin (1978) indicate how professional child care workers interpret varied reprimands. In these studies the participants observed transgression/reprimand scenarios like those used by Mancuso and Allen (1976), with a third type of reprimand, restitutive reprimand, being portrayed as another variation.

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 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.

In summary, the literature, (e.g. Bugental, Whalen, & Hender, 1977; Handin & Mancuso, 1980; Mancuso & Allen, 1976; Mancuso & Handin, 1980) has documented that taking a contextual theory approach to the study of reprimands is important. Child care workers who consider the applications of their work should think about their understandings of their clients' expectations and their own.

Since personality theories appear to be important in the beliefs and styles of child care workers (Schneider, 1973; Wegner and Vallacker, 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 the educational levels of child

care workers on their perceptions of different reprimand techniques. It is expected that increased education in child care workers leads them to advocate, and use, relevant reprimands over irrelevant reprimands. More specifically, it is expected that college graduate child care workers will reject the use of retributive reprimand and show greater preferences for restitutive and explanatory reprimands. Another purpose of this study is to examine the effects of gender on preferred reprimand techniques. Females are expected to choose restitutive and explanatory reprimand techniques more often than males.

CHAPTER 2

METHOD

Subjects

Forty-two child care workers of both genders
collaborated in this study. Ten male and 10 female high
school graduate child care workers and 12 male and 10
female college graduate child care workers were used for
this study. The subjects were volunteers and employed by
the Shawnee County Youth Center in Topeka, Kansas and the
Sedgwick County Youth Center in Wichita, Kansas. The
child care workers supervise the activities of children
ranging in age from 10 years to 17 years. All of the
children have been court referred and have engaged in
alleged criminal acts.

Questionnaire

The questionnaire included instructions and
demographic variables (See Table 1 of the Appendix). The
instructions were read to each subject along with a
practice question to help explain how to rate each
question.

At one point in the data collection process the
subjects watched three reprimand scenarios, one following
the other. Then the subjects were asked to complete the

questionnaire which asked for a direct comparison of the three reprimand styles. Four broad types of questions were included on the questionnaire, as follows:

Questions about:

1. The leniency/severity of the reprimand,

2. The peer approval for use of that kind of reprimand,

3. The overall effectiveness of reprimand used, and

4. The subject's level of endorsement of the reprimand in that situation.

Each question rated each of the three portrayed reprimand techniques on a 7-point scale. Higher ratings indicated the most positive or favorable perception. Hence, a rating of 7 was the most positive and a rating of 1 the most negative. On the leniency/severity question a rating of 7 indicated very severe and a rating of 1 indicated very lenient.

Procedure

The major independent variable, a reprimander's technique, was systematically manipulated by portraying a male child care worker as he reprimanded a child for a transgression. Three reprimand techniques were shown: a retributive reprimand, a restitutive reprimand, and an explanatory reprimand. These three reprimand conditions

were represented as an attempt to determine the relationship between the reprimand techniques viewed as most effective by child care workers, and their level of education and particular gender.

The three scenes on the videotape used the same actors 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 eating he acts inappropriately towards another boy and causes a disturbance.

In the retributive reprimand variation, the child care worker calmly, but firmly, sends the boy to his room, telling him he will remain there the rest of the day. In the restitutive reprimand variation the boy is told he must clean the mess and is fined points from his point card. Neither of these reprimands offers explanatory reasons for the actions. In the explanatory reprimand 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 then viewed the three reprimand 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 rating pertaining to each scene just viewed.

To guard against confounding variables, not more than five 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 will be recalled that the primary purpose of the
present study was to investigate the effects of the
educational levels of child care workers on their
perceptions of different reprimand techniques. More
specifically, the study planned to determine if college
graduate child care workers will reject the use of
retributive reprimand and show greater preferences for
restitutive and explanatory reprimands. Another purpose
of the study was to examine the effects of gender on
preferred reprimand techniques. Utilizing a 7-point
scale, each subject rated the three reprimand techniques
on their leniency/severity, peer approval, effectiveness,
and level of endorsement.

Separate mixed factor split-plot analyses of variance
were computed for each of the four ratings. A 3X2X2, or
reprimand technique, by educational level by gender,
design was used to analyze the results. These analyses are
summarized in Table 2 of the Appendix. These analyses
found statistically significant variations for all four
ratings. The analyses for each rating will be discussed
in the order of importance to this study.

Endorsement

For the endorsement rating the Education by Reprimand interaction was found to be significant, $F(2,76) = 6.547$, $p < .002$. The significant interaction was further probed through the use of simple main effects analysis (Keppel, 1982). The evaluation of Reprimand effects at specific levels of Education indicated that workers at both high school and college education levels displayed significantly different ratings of reprimands, $F(2,114) = 13.22$, $p < .05$ and $F(2,114) = 3.26$, $p < .05$, respectively. The Newman-Keuls procedure was employed to ascertain specific comparison and indicated that high school graduate child care workers endorsed retributive and restitutive reprimands significantly more than explanatory reprimands, $(p < .05)$. However, there was no significant difference between the endorsement of restitutive and retributive reprimands. The Newman-Keuls procedure was used to determine specific differences and indicated that workers with college degrees endorsed restitutive reprimands significantly more than retributive reprimands, $(p < .05)$. The remaining comparisons were not significant. The comparison of Education effects by specific levels of Reprimand indicated that high school graduate child care workers endorsed retributive reprimands with a significantly higher rating than college graduate child care workers, $F(1,114) = 4.269$ $p < .05$. There was no

significant difference between college graduate child care workers and high school graduate child care workers for endorsement of restitutive reprimands. However, college graduate child care workers were found to endorse explanatory reprimands significantly more than high school graduate child care workers, $F(1,114) = 10.44$ $p < .05$.

Peer Approval

The Gender by Education by Reprimand interaction was found to be significant for the peer approval rating, $F(2,76) = 3.811$, $p < .025$. The Gender and Education simple main effects analyses at different levels of Reprimand indicated that high school graduate child care workers' ratings of the three types of reprimands were significantly different, $F(2,114) = 4.50$, $p < .05$. The Newman-Keuls procedure was used to make specific comparisons and indicated that male high school graduate child care workers believed that their peers would approve of restitutive reprimands significantly more than explanatory and retributive reprimands, $(p < .05)$. However, their ratings of peer approval for explanatory reprimands were not significantly higher than retributive reprimands. There were no other significant differences for male high school graduate child care workers. For female high school graduate child care workers the Reprimand factor was also significant, $F(2,114) = 8.37$

$p < .05$. The Newman-Keuls procedure indicated that these female child care workers rated their peers as approving retributive and restitutive reprimands significantly more than explanatory reprimands, ($p < .05$). However, there was no significant difference between retributive and restitutive reprimands for the peer approval ratings of these females.

Effectiveness

The analysis of variance conducted on the effectiveness rating indicated that the Reprimand effects were significant $F(2,76) = 13.649$ $p < .001$. The Newman-Keuls procedure was again used to make specific comparisons and indicated that all subjects rated both restitutive and retributive reprimands as significantly more effective than explanatory reprimand. However, the restitituve and retributive reprimands did not significantly differ from each other.

Leniency

Finally, the fourth mixed factor split plot analysis of variance was used to analyze the leniency/severity data. This analysis indicated that the Reprimand factor was significant, $F(2,76) = 145.248$ $p < .001$. The Newman-Keuls procedure indicated that all subjects believed that restitutive and retributive reprimands were

significantly more severe than explanatory reprimand, $(p < .05)$. They also rated retributive reprimand to be significantly more severe than restitutive reprimand, $(p < .05)$.

CHAPTER 4

DISCUSSION

The results of this study supported the conclusion that child care workers did differentiate various reprimand conditions. There was also support that a major differentiation was made according to educational level, as had been predicted in the first hypothesis. Finally, there was minimal support that gender of child care workers causes differentiation among reprimand techniques. Each survey question will be discussed to further analyze the study's results.

Endorsement

The comparison of group means indicated that child care workers, as a group, endorsed restitutive reprimand over both retributive and explanatory reprimands (see Table 3 of the Appendix). This finding is consistent with the work of Mancuso and Handin (1978), who also found restitutive reprimand to be the preferred reprimand technique. Retributive reprimand was the second choice of endorsement for all subgroups except for college graduate females. This finding is not consistent with Mancuso and Handin (1978). They found that retributive was rejected by all as a reprimand of choice. Explanatory reprimand was chosen last by all groups except college graduate females.

26

Restitutive reprimand is clearly the most favored reprimand 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.

The present study revealed that endorsement of reprimand techniques was made according to educational level. It was found that high school graduate child care workers endorsed retributive reprimands significantly more than college graduate child care workers. The present results also indicate that college graduate child care workers endorsed explanatory reprimands significantly more than high school graduate child care workers. These findings directly support the hypothesis that child care workers with a college degree will show greater preference for restitutive and explanatory reprimands than high school graduate child care workers.

Why do these workers, who assumedly have had similar training and experiences in their work, endorse different reprimand techniques? This paradox leads to the consideration of the principles of implicit personality theory (Schneider, 1973; Wegner & Vallacker, 1977) and attribution theory (Wortman, 1981) which were discussed earlier in this study. Apparently the experience of obtaining a college degree influences a worker's

attributions about reprimands. It appears that college graduate child care workers advocate contextadist theory (Mancuso, 1979) approach which incorporates an understanding of the relationships between reprimand outcome and the many possible variables. Therefore, it may be explained that with this understanding between reprimands and other variables college graduate child care workers more often interpret the transgressor's belief system. Thus, college graduate child care workers usually advocate relevant reprimands over irrelevant reprimands.

Peer Approval

The means for the peer approval rating appear in Table 3 of the Appendix. Visual inspection reveals that the means for the peer approval rating of child care workers, as a group, believed their peers would approve of restitutive reprimand over retributive and explanatory reprimands. However, college graduate males and high school graduate females believed their peers would approve of retributive reprimand over restitutive reprimand. Explanatory reprimand was rated to be lowest by all groups for peer approval.

Comparing the means of this question with the means of the endorsement question creates an interesting paradox. All groups chose for themselves restitutive

reprimand as the style they would endorse. When asked what style their peers would endorse, there were two groups, college males and high school females, who believed that retributive reprimand would be the preferred reprimand. It appears from this question that there are some differing views as to what child care workers believe their peers think is the preferred technique and what they personally endorse. This may be a sign of some confusion as to what techniques are actually expected in their own work.

As previously noted, the statistical analysis indicated that the male high school graduate child care workers rated that their peers would approve of restitutive reprimand technique significantly more than the retributive and explanatory reprimand techniques. It was also found that female high school graduate child care workers rated that their peers would approve of retributive and restitutive reprimand techniques significantly more than explanatory reprimand technique. These results clearly show that explanatory reprimand technique is the least preferred reprimand style for these subjects.

Effectiveness

Visual inspection of group means reveals that child care workers, as a group, rated restitutive reprimand slightly more effective than retributive reprimand (see Table 3 of the Appendix). However, these differences were not statistically significant. Explanatory reprimand was rated as significantly least effective by the total group. One explanation for these results might be the meaning of effectiveness for child care workers in detention centers. The nature of the detention program requires that youth compliance be established immediately and maintained throughout short-term treatment. Because of this, child care workers in detention centers may interpret effectiveness of reprimands as being fast, concrete results in rule following.

Leniency

The retributive reprimand technique was rated significantly more severe than both restitutive and explanatory reprimands. Restitutive reprimand was also rated significantly more severe than explanatory reprimand.

Noting how severe the child care workers, as a group, rated retributive reprimand, it is interesting to compare this with how high, as a group, they endorsed it and found

it effective. It appears that the workers in this study find retributive reprimand to be an effective technique for producing desired behavior change. This finding is not consistent with the work by Mancuso and Handin (1980), who found restitutive the least effective and desirable technique employed by child care workers.

Limitations and Implications

The present study contains several limitations that warrant some caution when interpreting the study's results. The major limitation concerns the transgression shown in the videotape. Care was taken to display a transgression that would not bias the viewer toward selection of a reprimand technique of either extreme. This fact may account for the heavily preferred selection of restitutive reprimand, since it could be viewed as a compromise between retributive and explanatory reprimands.

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 two 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 two programs view reprimands. Unfortunately, more subjects 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 type of reprimand chosen. Although it appeared that nothing unusual was occurring in either program, 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 reprimands. 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. Further research combining attribution and personality theories for child care workers seems warranted.

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APPENDIX

TABLE 1

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

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 seem 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 the leniency-severity of discipline style.

very lenient_____:_____:_____:_____:_____:_____:_____very severe

Please rate how fellow workers would rate style used.

no approval_____:_____:_____:_____:_____:_____:_____very high approval

Please rate over all effectiveness of discipline used.

no effect_____:_____:_____:_____:_____:_____:_____very effective

Please rate your level of endorsement of discipline style used.

no endorsement_____:_____:_____:_____:_____:_____:_____very highly endorsed

Scene 2 Please rate the leniency-severity of discipline style.

very lenient_____:_____:_____:_____:_____:_____:_____very severe

Please rate how fellow workers would rate style used.

no approval_____:_____:_____:_____:_____:_____:_____very high approval

Please rate over all effectiveness of discipline used.

no effect_____:_____:_____:_____:_____:_____:_____very effective

Please rate your level of endorsement of discipline style used.

no endorsement_____:_____:_____:_____:_____:_____:_____very highly endorsed

Scene 3 Please rate the leniency-severity of discipline style.

very lenient_____:_____:_____:_____:_____:_____:_____very severe

Please rate how fellow workers would rate style used.

no approval_____:_____:_____:_____:_____:_____:_____very high approval

Please rate over all effectiveness of discipline used.

no effect_____:_____:_____:_____:_____:_____:_____very effective

Please rate your level of endorsement of discipline style used.

no endorsement_____:_____:_____:_____:_____:_____:_____very highly endorsed

TABLE 2

Summary of Mixed Factor Split-Plot Analysis of Variance for Four Ratings

Endorsement

Source	SS	df	MS	F	P
Between Subjects					
Gender	.313	1	.313	.182	
Education	.139	1	.139	.081	
Gender X Education	5.009	1	5.009	2.916	.092
Error	65.300	38	1.718		
Within Subjects					
Reprimand	47.314	2	23.657	8.578	.001
Gender X Reprimand	14.010	2	7.005	2.540	.083
Education X Reprimand	36.114	2	18.057	6.547	.002
Gender X Education X Reprimand	1.523	2	.762	.276	
Error	209.633	76	2.758		
Total	379.355	125			

Peer Approval

Source	SS	df	MS	F	P
Between Subjects					
Gender	.015	1	.015	.008	
Education	.062	1	.062	.032	
Gender X Education	.189	1	.189	.099	
Error	72.556	38	1.909		
Within Subjects					
Reprimand	48.357	2	24.179	11.641	
Gender X Reprimand	3.029	2	1.515	.729	
Education X Reprimand	4.844	2	2.422	1.166	.317
Gender X Education X Reprimand	15.829	2	7.915	3.811	.025
Error	157.878	76	2.077		
Total	302.759	125			

Effectiveness

Source	SS	df	MS	F	P
Between Subjects					
Gender	7.826	1	7.826	3.264	.075
Education	.139	1	.139	.058	
Gender X Education	1.252	1	1.252	.522	
Error	91.133	38	2.398		
Within Subjects					
Reprimand	69.584	2	34.792	13.649	.001
Gender X Reprimand	.610	2	.305	.120	
Education X Reprimand	11.149	2	5.575	2.187	.117
Gender X Education X Reprimand	.690	2	.340	.133	
Error	193.700	76	2.549		
Total	376.083	125			

Leniency

Source	SS	df	MS	F	P
Between Subjects					
Gender	.731	1	.731	.446	
Education	3.774	1	3.774	2.304	.133
Gender X Education	1.432	1	1.432	.874	
Error	62.239	38	1.638		
Within Subjects					
Reprimand	263.190	2	131.595	145.248	.001
Gender X Reprimand	1.138	2	.569	.628	
Education X Reprimand	.129	2	.065	.072	
Gender X Education X Reprimand	1.985	2	.992	1.095	.340
Error	68.844	76	.906		
Total	403.462	125			

TABLE 3

Summary of Group Means

Level of Endorsement	Males		Females		Total
	High School	College	High School	College	
Retributive	4.40	4.08	4.00	2.00	3.620
Restitutive	4.70	4.42	5.10	4.60	4.705
Explanatory	2.00	4.00	2.90	4.00	3.225

Peer Approval of Reprimand	Males		Females		Total
	High School	College	High School	College	
Retributive	3.30	4.42	4.60	3.90	4.055
Restitutive	5.00	4.00	4.50	4.30	4.450
Explanatory	3.40	2.92	2.30	3.30	2.980

Effectiveness of Reprimand	Males		Females		Total
	High School	College	High School	College	
Retributive	5.00	4.33	5.30	4.70	4.832
Restitutive	4.80	4.42	4.90	5.30	4.855
Explanatory	2.60	3.25	3.10	4.10	3.112

Leniency/Severity of Reprimands	Males		Females		Total
	High School	College	High School	College	
Retributive	5.00	5.75	5.60	5.60	4.487
Restitutive	3.80	3.92	4.00	4.40	4.030
Explanatory	1.60	2.42	1.90	1.90	1.955