

**INTERNALIZATION AND DISCIPLINE PRACTICES:
INTERGENERATIONAL CONTINUITY AND CHANGE**

BY

MARGARET C. WRIGHT

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**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University of
Manitoba in partial fulfillment of the requirement of the degree
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MASTER OF SCIENCE**

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Abstract

Previous research has failed to examine the combined effects of parental discipline interventions and the child's perceptions of those interventions on intergenerational internalization of discipline practices. Questionnaires were used to collect data from fifty-six mother and adult daughter dyads about the daughters' experiences of power assertive and nonpower assertive discipline interventions, during adolescence. A regression analysis was carried out to test the hypothesis that the combination of the frequency with which daughters experienced various disciplinary interventions, the accuracy of daughters' perceptions of the content of the mothers' message during disciplinary encounters, and the accuracy of daughters' perceptions of the importance that their mothers attached to the disagreement issue would predict internalization more fully than frequency of experience alone. The frequency with which power assertive interventions were experienced was found to be a significant predictor of those interventions. However, the cognitive variables were not found to be significant predictors of the internalization of either power assertive or nonpower assertive interventions.

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CHAPTER ONE

Introduction

In recent years there has been renewed research interest in the variables that influence intergenerational similarities and differences in the use of discipline practices. This interest is prompted in part by recent research evidence that challenges the commonly held belief that abusive discipline practices are transmitted from one generation to the next. This intergenerational transmission hypothesis appears to have strong support from early child abuse research (Fontana, 1968; Kempe, Silverman, Steele, Droegemueller, & Silver, 1962; McHenry, Girdany, & Elmer, 1963; Silver, Dublin, & Lourie, 1969). However, critics of these studies have noted methodological limitations that render the findings inconclusive (Burgess & Youngblade, 1988; Jayartne, 1977; Kaufman & Zigler, 1987; Simons, Whitbeck, Conger, Wu Chyi-In, 1991). For example, many early studies used data from clinical samples and collected data from only one generation. As well, these early studies, framed by a unidirectional perspective, focused on the similarities in parental behavior in successive generations and did not examine the role of child-effects on the transmission process (Ambert, 1992; Cashmore & Goodnow, 1985; Grusec & Kuczynski, 1980; Holden & Zambarano, 1992).

More recent studies have found only a modest relationship between the experience of harsh discipline in one generation and its use in the next (Egeland, Jacobitz, & Papatola, 1987; Hunter & Kilstrom, 1979; Jayartne, 1977; Kaufman & Zigler, 1987, Burgess & Youngblade, 1988). For example, in a review of the relevant literature Kaufman and Zigler (1987) found that only one third of individuals who experienced harsh parenting are likely to repeat those parenting practices with their own children, while the remaining two thirds are not. Although these findings suggest that a childhood history of harsh discipline increases the risk of using harsh discipline as a parent, the intergenerational cycle of abusive discipline practices is not inevitable (Kaufman &

Zigler, 1987). Given that there is strong evidence for both continuity and discontinuity in intergenerational parenting/discipline practices, future research needs to be reframed in terms of "What mediates transmission?" In addition, the theoretical biases and methodological limitations of previous research need to be identified so that new models of intergenerational dynamics may be developed.

Theoretical Background

Behaviorism

Researchers have examined intergenerational similarities and differences in discipline practices from both the behavioral and cognitively-oriented perspectives. According to the behaviorist perspective, guided by the unidirectional assumptions of environmental determinism, parental discipline behaviors are shaped and maintained in predictable ways through environmental contingencies of reinforcement and extinction. Furthermore, from a radical behaviorist perspective, only the observable responses to stimuli are of interest and the influence of "memories" of past experiences falls into the realm of speculation, rather than scientific inquiry. Perceptions about past events, such as discipline experiences in childhood, are considered to be of no value in understanding or predicting current discipline behavior (Mallot & Whaley, 1983; Skinner, 1953, 1975). Indirect support for the behaviorally-oriented contention that conditioning history (environmental influences) shapes discipline practices in successive generations comes from recent studies finding that childhood experience of discipline is a strong predictor of its use by a parent. For example, Egeland, Jacobvitz, and Papatola (1987) examined parenting behaviors in a sample of high-risk mothers that included a comparison group of high-risk mothers who had experienced neither abuse nor emotional support during childhood. They found that 70% of the mothers who had been abused in childhood used abusive discipline with their children, compared to 9% of the women in the comparison group. Similarly, Straus (1983), using a nationally representative sample, found that the

frequency with which parents use abusive discipline was positively correlated with the frequency with which they were hit by their own parents. Covell, Grusec, and King (1995) found a positive correlation between grandmothers and mothers in the frequency of their use of physical punishment and the use of material reward in disciplinary situations. As well, they found that the likelihood that a particular discipline method will be repeated in adulthood is positively correlated with the frequency with which it was experienced in childhood. This study suggests that normative discipline, as well as harsh discipline, may be modeled by successive generations. These recent findings suggest that overt parental behavior is the primary force in shaping the child's own future discipline behavior. However, this behaviorist perspective cannot explain why many individuals with similar conditioning histories do not share similar parenting styles.

Social Learning Theory

In contrast to the unidirectional principles of behaviorist theory, social learning theory is based on the premise that socialization is guided by the process of reciprocal determinism. This process is characterized by the interaction of observable behavior, environmental events (as in the behaviorist perspective), and intrapersonal/cognitive factors (Bandura, 1986). Support for this theoretical perspective has been found in a number of recent studies that have found cognitive links between discipline experiences in childhood and disciplinary beliefs as a parent. For example, Herzberger and Tennen (1985) found that adults who recalled having experienced a particular punishment in childhood, when compared to those who had not recalled having experienced the punishment, were more likely to perceive the remembered act as less severe and more appropriate. More recently, Buntain-Ricklefs, Kemper, Bell, and Babonis (1994) found that almost all parents (88%) who had experienced commonly used normative disciplinary punishments in childhood approved of those punishments as adults. As well, college students who were spanked in childhood were found to be more likely to approve

of spanking and more likely to intend to use spanking to discipline their own children (Graziano & Namaste, 1990). These findings are especially relevant given that other studies have linked approval of punishment and its use (Holden & Zambarano, 1992; Straus, 1994). For example, Straus (1994) reported that parents who approve of corporal punishment are more likely to hit their adolescent children compared to those who do not approve of it. Although these studies suggest that perceptions about childhood punishment and later parenting behavior are linked by cognitive processes, they are framed by an interest in the unidirectional processes of transmission from parent to child.

In more recent studies researchers have begun to examine the mutual shaping of disciplinary beliefs and practices by the parent and child. For example, Holden, Thompson, Zambarano, and Marshall (1997) examined bi-directional effects in intergenerational disciplinary practices. They found that approval of spanking not only mediated the parental use of it, but also that intergenerational similarity in the approval of spanking was altered by perceptions of its effects. In this study, prior to becoming mothers, 87% of the sample approved of spanking and reported that their perceptions of their parents' attitudes were the strongest source of influence. The majority of the mothers who reported changes in their attitudes (both in favor of and against spanking) reported that their perceptions of the effects of the punishment on the child were the source of change.

Despite strong evidence that disciplinary practices are influenced by both environmental conditions and perceptions about discipline, the role of perceptions is complex and not clearly understood. For example, in a study that was based on a social learning theory model, Simons, Conger, Whitbeck, and Wu Chyi-In (1991) found that harsh discipline practices in one generation were likely to be replicated in the next. They found that the transmission of harsh discipline was in part a function of environmental

conditions, namely low socio-economic status. However, they found little support for the hypothesis that parents transmit harsh discipline by influencing their children's parenting beliefs.

Internalization - Traditional Perspectives

In addition to socialization research that is guided by the unidirectional perspective of behaviorism and the contrasting reciprocal approach of social learning theory, a large number of researchers have used the cognitive concept of internalization to explain how children maintain behaviors in differing settings across time.

Internalization has been defined as the "process by which individuals acquire beliefs, attitudes, or behavioral regulations from external sources and progressively transform those external regulations into personal attributes, values, or regulatory style" (Grolnick, Deci, & Ryan, 1997, p.139). Internalized beliefs and attitudes are considered to be under the control of intrinsic motivators and are not easily altered by environmental events. Thus, attitudes about discipline that are first formulated in childhood may be carried into adulthood, even in the absence of external reinforcement. From this point of view, the parental discipline attitudes that the child perceives and the discipline behaviors that the child experiences in the family of origin are gradually accepted and finally perceived by the young adult as his or her own.

A large body of research has found that the internalization of parental values is influenced by the parent's use of discipline. Power-assertive discipline, characterized by the use of physical force and verbal coercion, interferes with internalization of parental values. In contrast, the use of inductive discipline techniques, based on the use of reason and negotiation, are associated with successful internalization (Grusec & Kuczynski, 1997; Hoffman, 1970; Macoby & Martin, 1983). Although power-assertive techniques may interfere with the internalization of parental values, the techniques (if not the value in question) may be learned by the child. Straus (1983) states that the child

may learn that harsh parenting is normative. As well, the child may also learn, vicariously, that environmental contingencies (rewards and punishments) can be effectively controlled through the use of power-assertive behaviors.

From the traditional point of view, the internalization of parental beliefs and attitudes is a unidirectional process (from parent to child) and intergenerational agreement is evidence that parental ideas have been internalized (Glass, Bengtson & Dunham, 1986). According to traditional socialization theories, adults who repeat the discipline practices of their parents have internalized or "taken-on" their parents' attitudes as their own. It follows that these attitudes may guide the discipline interventions of a new generation. Recent research has challenged both the unidirectional assumptions of the traditional perspective as well as the idea that intergenerational agreement is evidence of internalization. However, Ambert (1992) notes that although there is general agreement that children's behavior may shape parenting behavior, the traditional unidirectional, parental causality perspective continues to predominate. The traditional perspective on socialization not only ignores reciprocal social interaction between parent and child, but also falsely equates intergenerational agreement and internalization.

Internalization - Revised Perspectives

Bi-directional Approach

Despite the continuing unidirectional orientation to socialization, an increasing body of research supports the idea that socialization is a bi-directional process in which parents and children elicit behaviors from each other and that this reciprocal process is guided by mutual expectations and individual limits of tolerance (Ambert, 1992; Bell, 1968; Grusec & Kuczynski, 1980). As well, several studies have emphasized the importance of a bi-directional approach in the measurement of intergenerational agreement. Grusec and Goodnow (1994) state that the distinction between actual and

perceived agreement is important in studies that examine intergenerational agreement. In the case of actual agreement parents and children do share the same point of view. However, in cases of perceived agreement, one or both generations falsely believe that the other generation holds a similar point of view. For example, Cashmore and Goodnow (1985) found that children reported that the position that they attributed to their parents (on the importance of qualities such as obedience and neatness) were similar to their own positions. However, data collected from the parents indicated that the children did not have accurate perceptions about their parents' positions. This study demonstrated the likelihood that data from one source may be misinterpreted as agreement between two generations, when in fact, the apparent agreement is based on misunderstanding of the other's position.

Intergenerational Agreement

Sociological research has also challenged the traditional assumption that intergenerational agreement is evidence of successful internalization. These studies have found evidence that suggests that the inheritance of social status may have a greater influence on the socialization of children than the direct effect of parents (Glass, Bengtson, and Dunham, 1986). Therefore, intergenerational attitude agreement may not be the direct result of the child's acceptance of the parent's position, but instead may be the result of the parent and child having shared the same social environment.

Social Information Processing Approach

Despite these challenges to the concept of internalization, several cognitively oriented researchers have revised the traditional concept and have constructed new models that are based on a social information processing approach. These models are especially useful in testing hypotheses about cognitive processes that may mediate the transmission of discipline practices. A central assumption of the social information processing orientation is that children and parents are defined as active agents, with the

possibility of maintaining continuity or effecting change in their interpersonal relationships and the social environment. According to the social information processing perspective, both environmental and cognitive factors influence human behavior. However, cognitive representations, rather than environmental conditions and observable behavior, are considered to be of primary importance (Quiggle, Garber, Panak, & Dodge, 1992).

Within this theoretical framework, the database of long-term memories is viewed as an important link between childhood experience and later adult attitudes about that experience. The development of this memory store begins in infancy and is continued throughout each individual's life span. The memories, or cognitive representations, of childhood experiences are not fixed and permanent, but are malleable. They evolve as new experiences become part of the memory bank and past experiences are reinterpreted from the changing perspectives that accompany maturational processes and the passage of time.

Models

A Bi-directional Model

Grusec and Kuczynski (1997) have developed a bi-directional model of internalization that is based on a social information processing perspective. This model uses a reformulated concept of internalization which rejects the traditional idea that parents "pass on" or "down load" a package of attitudes and beliefs that have been transmitted, unchanged, from previous generations. As well, the revised view holds that internalized attitudes, values, and beliefs guide behaviors that are more enduring than those that are guided by expectancies about external consequences. Internalization is viewed as a lifelong process, generating normative intergenerational similarities and differences.

This model is based on the premise that human behavior (including discipline behavior) is guided by cognitive variables that are associated with the construction of

"cognitive working models". Internalization takes place as parent and child independently and simultaneously engage in the construction of these cognitive working models, which are comprised of beliefs, values, skills, attitudes and motives. The cognitive working models (of both parent and child) and parent-child interactions are linked by two cognitive processes, internalization and externalization. These processes are responsible for the interpretation, selection, forgetting, or rejection of information. The activity of internalization refers to the assimilation of perceptions (originating in the external environment) into the existing knowledge structure of each parent and child. Externalization refers to further cognitive processing that is the result of interaction with the social environment. It is hypothesized that internalization is of primary importance in establishing the communication pathway that may generate/control the transmission of attitudes and behaviors from one generation to the next.

According to this perspective, internalized parental attitudes and beliefs may be altered not only through continuing interactions with parents but also with the social environment outside the family of origin. Beliefs and attitudes that were gradually internalized within the family of origin may be altered later in life by influences of marital partners, child-rearing experiences, or societal effects.

A Two-step Process Model

A second model, currently being developed by Grusec and Goodnow (1994), is also based on a social-information processing perspective and provides a framework for a more "fine-grained analysis" of internalization. Grusec and Goodnow (1994) suggest that if internalization is to be defined as intergenerational agreement about values, beliefs and attitudes, then agreement must be based on a two-step process. They hypothesize that the final step in the internalization process, the degree of acceptance of the parent's position, may be influenced by the child's judgements about the discipline method that is used in connection with that position. For example, they suggest that if a

parental position is enforced by discipline practices that are viewed by the child as appropriate and well-intentioned, then the likelihood that the parental position will be accepted is enhanced. As well, children may more readily accept the parent's position if the parental intervention is suited to the child's temperament and/or developmental status.

Grusec and Goodnow (1994) contend that the final step in the process of the child's internalization of the parent's position must be preceded by a preliminary step. They suggest that failure to internalize the parent's position may be the result of the child either (a) having inaccurately perceived the parent's point of view, or (b) having rejected the parent's point of view. Therefore, the first step involves the child having an accurate perception of the parent's point of view. The second step is the child's acceptance of the accurately perceived parental point of view.

The content of the parent's message. It may be argued, from the social cognitive domain perspective, that children who have an accurate perception of the justifications that support the parent's point of view have, in fact, an understanding of the content (or underlying meaning) of the message that expresses that position. Accurate perceptions of the parent's underlying reasons may allow the child to go beyond an understanding of the explicit message and grasp the "content" or the subtle implications of the parent's words. Previous studies have used justification categories, based on social cognitive domain theory, to examine adolescent and parental perceptions about conflict.

According to this perspective, social experiences (including parent/ child conflicts) are organized within categories that have been constructed through interactions within the social environment (Turiel, 1983). These categories, or domains, of social knowledge are constructed early in life as children experience qualitatively different events where different rules, norms and standards may apply. The cognitive domains of social knowledge assist children in choosing appropriate behaviors in varied

social settings and frame their judgements and justifications about their behaviors and the behaviors of others. As well, the domains inform and guide parental expectations about their children's behavior and their choice of discipline method (Smetana, 1997).

Researchers have identified the following social cognitive domains: moral, social conventional, and psychological/ personal and prudential (Davidson, Turiel, & Black, 1983; Nucci, 1981; Turiel, 1983, 1978). Messages that pertain to the moral domain are concerned with rights, justice and welfare of the self and others. Moral judgments are thought of as universally applicable and unalterable. Messages about activities that are categorized within this domain are not affected by societal changes in ideas about right and wrong. Individuals have been found to justify their positions within this domain by referring to concepts such as personal conscience and the interests and rights of others, as well as feelings of obligation, trust, and duty (Smetana, 1989).

Within the social conventional domain, events, rules and knowledge are contingent upon the arbitrary views and dictates of a constantly changing society. In contrast to messages that are relevant to the moral domain, messages formulated within the social conventional domain are arbitrary and subject to change. Justifications that correspond to this domain may refer to the importance of developing a sense of responsibility, an appeal to rules and laws, the necessity of maintaining an organized social (family) system, as well as an appeal to manners, politeness, customs or norms (Smetana, 1989).

The psychological domain contains two categories that are especially relevant for parent/child discipline events. The first category is the personal domain, and refers to activities that are perceived as relevant only to the individual, not based on social custom or obligation (Nucci, 1981). For example issues that affect the private aspect of one's life, such as personal appearance and choice of friends, are relevant to this domain. Parental messages about the child's activities within this domain would reflect

the parent's position with regards to the extent to which the child should have personal jurisdiction over these activities. Justifications that correspond to the personal domain refer to one's personal preferences, autonomy seeking, identity exploration, and psychological separation from the family. The second category is the prudential domain. Activities relevant to this domain are characterized by risk-taking behavior that may impair the safety, health or comfort of the individual who is engaged in that behavior (Nucci & Lee, 1993; Shweder, Turiel, & Much, 1981; Tisak & Turiel, 1984). Parental messages that reflect expectations about risk-taking behavior are relevant to this domain. Justifications that correspond to the prudential domain may refer to nonsocial negative consequences, such as personal comfort, health or safety (Smetana, 1989).

The importance of the parent's message. Grusec and Goodnow (1994) have hypothesized that the child must have an accurate perception of the parental message in order for internalization to take place. Perceptual accuracy of (a) the content of the parental message and (b) the importance of the message to the parent are both necessary elements in the process of internalization. The accuracy of the child's perception of the importance that the message holds for the parent may be relevant to the child's attentional processes. In other words, children who "pick-up" maternal cues that signal the importance of the message may be able to make clearer distinctions between behavior that is acceptable and that which is unacceptable. This is important because children are typically faced with an array of possible behavioral alternatives. These alternatives may fit into one of three "zones": the "zone of forbidden behavior", the "zone of tolerated behavior", and the "zone of preferred behavior" (Valsiner, 1984). Children who are aware of parental distinctions with respect to these areas have a greater chance of behaving in ways that are approved by parents and thus may focus on behaviors that the parent wishes them to internalize.

Research evidence suggests that the child's perception of the mother's ideas

about importance of the message may be signaled by the mother's affect during delivery of the message. For example, several studies have found that "affective information may be used to understand, differentiate and remember moral and other types of social events" (Arsenio, 1988; Smetana, 1997, p.172). The child may be aware of the mother's affect, ranging from one that is highly emotional to one that is calm and controlled. As well, the accuracy of the child's perception about the importance of the message may be enhanced by an understanding of the extent to which the mother feels obligated (or duty-bound) to have a rule about the conflict in question. Finally, the accuracy of the child's perception about the importance of the parent's message may also be influenced by an understanding of the mother's expectations about compliance.

Summary

In summary, early studies that found evidence for the intergenerational transmission of parental discipline practices were flawed in several ways. Framed by the principles of behaviorism, these studies did not test hypotheses about the role of cognitions in the use of discipline. In addition, because these studies often used clinical samples and no comparison groups, the results were not generalizable beyond the population from which the participants were drawn (Burgess & Youngblade, 1988; Jayartne, 1977; Kaufman & Zigler, 1986).

More recent studies, framed by cognitively-oriented theory, were an improvement over the early studies (Buntain-Ricklefs, Kemper, Bell, & Babonis, 1994; Herzberger & Tennen, 1985). Although these studies examined the effects of beliefs about childhood discipline, many of them were influenced by the unidirectional assumptions of traditional socialization theory and collected data only from one generation. Current research must not only address the cognitive aspect of the internalization process, but also examine this key component within a bi-directional framework. Newly developed models of internalization will offer researchers an opportunity to further investigate the complex

dynamics of discipline interactions and to test hypotheses about the cognitive variables that may mediate the intergenerational transmission of childhood disciplinary experiences (Grusec & Kuczynski, 1997).

The Research Question

This review of the literature has demonstrated that experiences of childhood discipline and the cognitive processing of those experiences both play an important and complex role in determining the extent to which discipline practices will be replicated in the next generation. Harsh discipline experience in childhood appears to be a necessary but insufficient condition for the replication of abusive discipline in successive generations. However, the mechanisms that provide a link between one generation and the next are not clearly understood. The literature also suggests that contemporary research in this area needs to be framed by a model that describes internalization as a bi-directional process. Research that begins to address the complexities of this process may provide at least a partial answer to the question, "What are the variables that mediate intergenerational similarities and differences in the use of discipline?"

Purpose

Previous research has failed to examine the complex relationship between childhood discipline experience and the accuracy of the child's perceptions about the discipline on subsequent internalization. Therefore, the purpose of the present study was to investigate the relative ability of three factors to predict daughters' internalization of their mothers' approval of various discipline interventions. The first factor was the frequency with which the mother used various discipline interventions. The second factor was the accuracy of the daughter's perception of the content of the mother's message during disciplinary encounters. The third factor was the accuracy of the daughter's perception of the importance that her mother attached to the disagreement issue. The goal of this investigation was to shed light on the contribution of cognition to

internalization of discipline practices, above and beyond the experience of those practices.

Hypotheses

In general it was predicted that cognitive variables would make a contribution to internalization over and above that of experience (Grusec & Goodnow, 1994; Grusec & Kuczynski, 1997). In the present study internalization was defined as the level of agreement between each mother's past approval and each daughter's current approval of ten disciplinary interventions. Three specific hypotheses were tested.

Hypothesis 1

The frequency with which a given discipline intervention was experienced was hypothesized to be a significant predictor of internalization (Graziano & Namaste, 1990; Straus, 1994).

Hypothesis 2

The combination of frequency of experience and the accuracy of the child's perception of the content of the parent's disciplinary message was hypothesized to be a stronger predictor of internalization than frequency of experience alone (Grusec & Goodnow, 1994).

Hypothesis 3

The combination of frequency of experience, the accuracy of the child's perception of the content of the parent's disciplinary message, and the accuracy of the child's perception of the importance of the disagreement issue to the parent was hypothesized to be the strongest predictor of internalization, compared to frequency of experience alone, or the combination of frequency of experience and the accuracy of the child's perception of the content of the parent's disciplinary message (Grusec & Goodnow, 1994).

CHAPTER TWO

Method

Participants

Sample Size

A power analysis was conducted to estimate the number of participants (dyads) that were required to detect a medium size effect for a regression analysis with three predictor variables, where power = .80, Alpha = .05 (Kraemer & Thiemann, 1987). The required number of participants was determined to be 51 dyads.

Data were collected from 85 dyads for three disagreement issues: dating, appearances, and curfews. Of the 85 dyads that completed questionnaires, 56 dyads reported that they had disagreed about curfews, while the remaining 29 dyads reported that either (a) mothers and/or daughters did not disagree about any of the three issues, or (b) mothers and daughters did not report on the same disagreement issues.

Therefore, only the data that were collected from the 56 dyads that reported on curfews were used in all the analyses.

Of the 56 dyads that reported that they had disagreed about curfews (a) 31 dyads reported that they had disagreed only about curfews and had not disagreed about either dating or appearances, (b) 14 dyads reported that they had disagreed about both dating and curfews, (c) 7 dyads reported that they had disagreed about both appearances and curfews, and (d) 4 dyads reported that they had disagreed about all three issues, dating, appearances, and curfews.

Inclusion / Exclusion Criteria

Participation was restricted to biologically related mother and daughter dyads. Only birth mothers and their daughters were included to control for the possibility that biologically unrelated pairs may respond differently because of genetic/behavioral influences (McCrae, et al., 1999). All daughters were between 18 and 24 years of age.

This age range was selected to limit the time period between the daughters' adolescence and adulthood, thus limiting the effects of memory on the recollections of their experiences during adolescence (Christenson, 1988; Singleton, Straits & Straits, 1993). Only mothers and daughters who lived together during the daughters' adolescence (from age 14-17 years) were included to maximize the possibility that mothers and daughters experienced disagreements during that time period. Only daughters who were not mothers themselves were included to eliminate the possibility that the daughters' current attitudes about discipline had been altered by "child-effects" from their experiences as a parent (Holden, Thompson, Zambarano, & Marshall, 1997). Both mothers and daughters were required to speak English fluently, thus minimizing misinterpretation of the questionnaire material.

Demographic Characteristics

The sample consisted of 56 mother and daughter dyads; 53 dyads were recruited from undergraduate classes at the University of Manitoba, while the remaining 3 dyads were recruited from notices that were placed on bulletin boards throughout the university and distributed to 2,500 households located in the neighborhood surrounding the university. The mean age of the mothers was 47.4 years ($SD = 4.63$). The mean age of the daughters was 19.0 years ($SD = 1.71$). The vast majority of daughters (98.2%) had siblings; 83.9% had at least one younger sibling, 14.3% had at least one older sibling, and 1.8 % were single children or had same age siblings.

Measures

Demographic Measures

Each daughter was asked to respond to four demographic items (see Appendix A).

Daughters' age. Item (1) was "How old are you?" Although each daughter's age was within a six year range, social experiences during this time may have resulted in

older daughters having greater psycho-social maturity, compared to younger daughters in the sample (Stone & Church, 1973). As a result, younger daughters may have been more likely to have evaluated their discipline experiences as a restriction to their autonomy and viewed them as attempts, by their mothers, to exercise unreasonable control. In contrast, older daughters may have had an increased ability to understand their mothers' perspective. These differences between older and younger daughters may have influenced their interpretations of their mothers' disciplinary messages.

Mothers' age. Item (2) was "How old is your mother?" The ages of the mothers were more varied than the ages of the daughters. The mothers in the sample who became parents at a relatively young age may have been more likely to use physical punishment compared to older mothers (Giles-Sims, Straus, Sugarman, 1995; Westman, 1994). The tendency to approve of and use this type of punishment may have continued into the daughters' teen years and influenced their perceptions of the content and importance of the disagreement issues.

Age(s) of sibling(s). Item (3) and (4) provided data about siblings. Item (3), a filter question, was "Do you have brothers and/or sisters?" Item (4) was "If you answered "yes", please list the ages of each of them below". Daughters who had siblings would have had a greater opportunity to observe discipline encounters, compared to daughters who were single children. As well, daughters who had younger siblings would be likely to have observed more discipline encounters than daughters with older siblings. As a result of observing discipline encounters between her mother and other family members, each daughter may have had a more accurate perception about the content and importance of her mother's message, as well as an increased opportunity to model maternal discipline behaviors, compared to daughters who were single children.

Information Sheets

At the beginning of her questionnaire each mother and daughter was presented

with an Information Sheet (see Appendix B for Mothers' Information Sheet and Daughters' Information Sheet). These sheets informed the participants that most mothers and daughters have disagreements from time to time, that these disagreements are usually about everyday events (such as dating, personal appearances, and curfews) and that the researcher was interested in knowing about some disagreements that may have occurred between them when the daughter was a teenager. These issues were chosen because they were found to be among the most common sources of conflict between parents and adolescents (Smetana, 1989), thus maximizing the likelihood that mother/daughter dyads would have had discipline encounters with respect to these issues.

Each mother and daughter was asked to recall disagreements that occurred between them when the daughter was 16 years old and to answer questionnaire items to the best of her recollections from that time period. This time period was selected because the relatively short time-span between age 16 and early adulthood, compared to the time-span between earlier adolescence and early adulthood, may have facilitated recall for both mothers and daughters (Christenson, 1988; Singleton, Straits & Straits, 1993). As well, during each daughter's 16th year there may have been an increased number of "normative" disagreements that were generated because the daughters and mothers had differing points of view about driving the family car or driving with friends.

Filter Questions.

Each mother and daughter was asked to respond to a filter question at the beginning of the questionnaire items for each of the three disagreement issues (see Appendix C for Mothers' Filter Questions for Dating, Appearances, and Curfews; see Appendix D for Daughters' Filter Questions for Dating, Appearances, and Curfews). The filter question for each daughter was "When you were 16 years old, did you and your mother ever disagree about dating/appearances/curfews?" The filter question for each

mother was "When your daughter was 16 years old, did you and she ever disagree about dating/appearances/curfews?" Each respondent was instructed to continue if her response to the filter question was "yes". She was instructed to skip to the items pertaining to the next disagreement issue if her response was "no". Data were discarded for dyads in which (a) the mother, the daughter, or both the mother and the daughter indicated that she (they) did not disagree about an issue, and (b) the mothers and daughters did not report on the same disagreement issue.

Measure of Predictor Variables

The measures of the predictor variables focused on parent-adolescent conflict because the time period between adolescence and early adulthood, compared to the time period between childhood and early adulthood, is relatively short. It was thought that this would enhance the accuracy of recall for both mothers and daughters by limiting the effects of memory (Christenson, 1988; Singleton, Straits & Straits, 1993).

Frequency of disciplinary experiences. Each daughter was asked to indicate the frequency with which her mother used various discipline interventions, on the Frequency of Discipline Scale (see Appendix E for Frequency of Discipline Scale for Dating, Appearances, and Curfews). The items on this scale represented the two categories of disciplinary intervention: power-assertive (ordering, withdrawing privileges, yelling, embarrassing, and slapping) and non-power assertive (reasoning, negotiating, ignoring, pleading, and rewarding). These two categories of disciplinary interventions have been used extensively in parenting research to describe parenting techniques (Grusec & Goodnow, 1994; Trickett & Kuczynski, 1986). This scale was administered three times, once for each of the three disagreement issues (dating, personal appearance, and curfews). This scale was developed by the researcher for this study.

Each daughter's perception of the frequency with which each of the ten disciplinary interventions was used by her mother was measured by a series of four-

point Likert-type scales (1= never, 2 = rarely, 3 = sometimes, 4 = very often).

A Frequency of Power Assertive Discipline Score was calculated by summing each daughter's scores for the five power assertive discipline items for curfews. This score ranged from 5 (representing no use of power assertive interventions) to 20 (representing the highest level of use of power assertive interventions). A Frequency of Nonpower Assertive Discipline Score was calculated by summing each daughter's scores for the five non-power assertive discipline items for curfews. This score ranged from 5 (representing no use of nonpower assertive interventions) to 20 (representing the highest level of use of nonpower assertive interventions).

Content of the disciplinary message. Each mother was asked to rate the strength of her beliefs about the content of the disciplinary message that she communicated to her daughter, during disciplinary encounters when her daughter was 16 years old. Each daughter was asked to rate the strength of what she believed to be her mother's beliefs about the content of her disciplinary message, when she (the daughter) was 16 years old. Each mother and daughter dyad was asked to rate the items that represented the strength of the mother's beliefs for all three disagreement issues. Each mother was asked to respond to items on the Mothers' Content Perception Scale (Appendix F) from the point of view that she held when her daughter was 16 years old. Each daughter was asked to respond to items on the Daughters' Content Perception Scale (Appendix G) from what she believed to be her mother's point of view when she (the daughter) was 16 years old. These scales were developed by the researcher for this study.

Both the Mothers' Content Perception Scale and the Daughters' Content Perception Scale were comprised of four items for each disagreement issue. These items corresponded to justifications from the moral, social conventional, psychological (personal), and psychological (prudential) social cognitive domains. The items on these scales were based on findings of a previous study that examined adolescents' and

parents' perceptions about actual family conflicts (Smetana, 1989).

Item 1 for each disagreement issue was designed to elicit responses that corresponded to the moral domain. For example, Item 1 for dating was "When I (my daughter) was 16 years old, my mother (I) believed that dating would likely lead to activities that she (I) considered immoral". Similarly, item 1 was designed to elicit responses about morality with respect to appearances and curfews. Item 2 for each disagreement issue was designed to elicit responses that corresponded to the social conventional domain. Item 2 for dating was "When I (my daughter) was 16 years old, my mother (I) believed that she (I) would be judged by others to be a poor parent if she (I) didn't set limits on my dating activities". Similarly, Item 2 was designed to elicit responses about social convention with respect to appearance and curfews. Item 3 for each disagreement issue was designed to elicit responses that corresponded to the psychological/prudential domain. Item 3 for dating was "When I (my daughter) was 16 years old, my mother (I) believed that I (my daughter) might be placed in unsafe situations while on dates (for example, car accidents)". Similarly, item 3 was designed to elicit responses about safety with respect to appearances and curfews. Item 4 for each disagreement issue was designed to elicit responses that corresponded to the psychological/personal domain. Item 4 for dating was "When I (my daughter) was 16 years old, my mother (I) believed that I (she) wasn't old enough to make my (her) own dating decisions". Similarly, item 4 was designed to elicit responses about personal independence with respect to appearance and curfews.

Each mother's responses on the Mothers' Content Perception Scale and each daughter's responses on the Daughters' Content Perception Scale were measured on a series of four-point Likert-type scales [1 = not at all what I (my mother) believed, 2 = somewhat what I (my mother) believed, 3 = close to what I (my mother) believed, and 4 = exactly what I (my mother) believed].

Accuracy of perceptions about content. The accuracy of each daughter's perceptions about the content of her mother's message during past disciplinary encounters was measured by comparing each mother's scores for curfews (on the Mothers' Content Perception Scale) and her daughter's scores for curfews (on the Daughters' Content Perception Scale). Mother-daughter difference scores were obtained for each of the four domain-specific items. A difference score of zero on any item indicated the highest level of accuracy with regards to each daughter's perception of the content of her mother's message, during past disagreements about curfews.

A Content Accuracy Score was obtained by summing the absolute values of the mother-daughter difference scores across all four domain-specific items, for curfews. The score assumed values from 0 (representing the highest level of each daughter's perceptual accuracy) to 12 (representing the lowest level of each daughter's perceptual accuracy) of the content of her mother's message during past disciplinary encounters about curfews.

Importance of the disagreement issue. Each mother and daughter was asked to independently rate the strength of each mother's beliefs about the importance of each disagreement issue: dating, appearances, and curfews. Each mother was asked to respond to items on the Mothers' Importance Perception Scale (Appendix H) from the point of view that she held when her daughter was 16 years old. Each daughter was asked to respond to items on the Daughters' Importance Perception Scale (Appendix I) from what she believed to be her mother's point of view during that time period.

The Mothers' Importance Perception Scale and the Daughters' Importance Perception Scale were comprised of three items for each of the three disagreement issues. The items were designed to elicit responses about (a) the strength of each mother's belief about her duty as a parent, (b) the strength of each mother's belief about her daughter's obedience, and (c) the intensity of each mother's emotional response

during disciplinary encounters. These scales were developed by the researcher for this study.

Item 1 for each disagreement issue measured the strength of each mother's beliefs about her duty as a parent. Item 1 was "When you (your daughter) were (was) 16 years old, did your mother (you) believe that she (you) had a duty, as a parent, to have rules about whom you (your daughter) could date; your (your daughter's) personal appearance; how late you (your daughter) stayed out at night?" Each mother's and daughter's responses to item 1 was measured on a series of four-point Likert-type scales [1 = not at all what I (my mother) believed, 2 = somewhat what I (my mother) believed, 3 = close to what I (my mother) believed, 4 = exactly what I (my mother) believed]. Item 2 for each disagreement issue measured the strength of each mother's feelings about her daughter's obedience. Item 2 was "When you (your daughter) were (was) 16 years old, how strongly did your mother (you) feel about your (her) obedience with respect to her (your) expectations regarding your (her) dating activities, appearances, and curfews?" Each mother's and daughter's responses to this item were measured on a series of four-point Likert-type scales (1 = not strongly, 2 = somewhat strongly, 3 = strongly, 4 = very strongly). Item 3 for each disagreement issue measured how upset each mother became during disagreements. Item 3 was "When you (your daughter) were (was) 16 years old, how upset did your mother (you) become during arguments about dating, appearances, and curfew?" Each mother's and daughter's responses to item 3 were measured on a series of four-point Likert-type scales (1 = not at all upset, 2 = mildly upset, 3 = quite upset, 4 = extremely upset).

Accuracy of perceptions about importance. The accuracy of each daughter's perception of the importance that her mother attached to disagreements about curfews was measured by comparing each mother's scores on the Mothers' Importance Perception Scale and her daughter's scores on the Daughters' Importance Perception

Scale for disagreements about curfews. A difference score of zero on any item indicated the highest level for the daughter's perceptual accuracy about the importance that the disagreement issue held for her mother, when she (the daughter) was 16 years old.

An Importance Accuracy Score was obtained by summing the absolute values of the mother-daughter difference scores, for all three items that were relevant to each mother's point of view about the importance of disagreements about curfews, when her daughter was 16 years old. This score assumed values that ranged from 0 (representing the highest level of perceptual accuracy) to 9 (representing the lowest level of perceptual accuracy).

Measure of the Criterion Variable

Internalization was defined as the level of agreement between each mother's and daughters' approval of the disciplinary interventions. Each daughter's level of internalization was measured as the value of the difference between her ratings of her current approval and her mother's ratings of her past approval for the power assertive and nonpower assertive interventions.

Measure of mother's and daughter's approval. Each mother was asked to rate her past approval of all ten disciplinary interventions (from the point of view that she held when her daughter was 16 years old) on the Mothers' Approval of Discipline Scale (Appendix J). Each daughter was asked to rate her current approval of all ten disciplinary interventions on the Daughters' Approval of Discipline Scale (Appendix K). The items on each of these two scales replicated the ten items that comprised the two categories of discipline intervention that were presented in the Frequency of Discipline Scale: power-assertive (ordering, withdrawing privileges, yelling, embarrassing, and slapping) and non-power assertive (reasoning, negotiating, ignoring, pleading, and rewarding). These scales were developed by the researcher for this study.

Each mother rated the strength of her past approval for each of the five power

assertive and five nonpower assertive interventions on a series of four-point Likert-type scales (1 = strongly disapprove, 2 = mildly disapprove, 3 = mildly approve, and 4 = strongly approve). Similarly, each daughter rated the strength of her current approval for each discipline intervention on a series of four-point Likert-type scales (1= strongly disapprove, 2 = mildly disapprove, 3 = mildly approve, and 4 = strongly approve).

An Internalization of Power Assertive Discipline Score was calculated by summing the absolute values of the difference scores for each item in the power assertive discipline category. An Internalization of Non-power Assertive Discipline Score was calculated by summing the absolute values of difference scores for each item in the non-power assertive discipline category. Each of these two scores assumed values that ranged from 0 (representing the lowest level of disagreement /the highest level of internalization) to 15 (representing the highest level of disagreement/the lowest level of internalization).

Procedures

Recruiting Participants

Potential participants responded to (a) notices that were distributed to 2,500 Winnipeg households in neighborhoods close to the University of Manitoba and posted on bulletin boards throughout the university campus (Appendix L) and (b) presentations that were made, by the researcher, in undergraduate psychology and family studies classes.

Recruiting the first member of the dyad. Individuals who responded to the recruiting notices and the in-class presentations were informed that the purpose of this study was to find out how families think about discipline. They were informed about the eligibility criteria, and that they would be asked to recruit their mothers/daughters. In addition, they were informed that participants must attend a questionnaire session together at the University of Manitoba to fill-out questionnaires, and that the Mothers'

Questionnaire and the Daughter's questionnaire would each take about 20 minutes to complete. They were informed that all participants would be eligible to receive an honorarium; however, psychology students who received course credits would not be eligible to receive either of the two types of honoraria that were offered by the researcher (i.e., a cash honoraria of ten dollars or the opportunity to enter a draw for one of two day spa gift certificates, each valued at \$150). Also, they were informed that all their responses to questionnaire items would be confidential, that they would be asked to sign a consent form, and that they were free to withdraw from the study at any time without penalty.

Those who were interested, who met the eligibility criteria and were willing to determine whether their mothers/daughters were interested in participating, gave their names and telephone numbers to the researcher so that they could be contacted several days later (see Appendix M for Recruiting Script for First Member of Dyad).

Recruiting the second member of the dyad. Each potential participant who had responded to notices or in-class presentations and had agreed to recruit her mother/daughter, was given a follow-up telephone call several days later. If the potential participant reported that her mother/daughter (the potential second member of the dyad) was interested in participating also, then the researcher telephoned the potential second member. Each potential second member was given the same information that had been given to the first member (see Appendix N for Recruiting Script for Second Member of Dyad).

If both potential members of each dyad agreed to participate then subsequent telephone calls were made to arrange a mutually convenient time for each dyad to meet with the researcher, at the University of Manitoba, for the purpose of filling out the questionnaires.

Data Collection

Question - order effects. To control for the possibility that participants may be influenced by question-order effects, two questionnaire formats were used for the Mothers' Questionnaire and the Daughters' Questionnaire. Approximately one half of the dyads (47.0%) were given questionnaires in which the items pertaining to the criterion variable (internalization of approval of disciplinary interventions) were presented first, followed by items pertaining to the predictor variables (frequency of daughters' disciplinary experiences, accuracy of daughters' perceptions about the content of the mothers' message during disciplinary encounters, and accuracy of daughters' perceptions about the importance that the disagreement issue held for the mother). The remaining dyads (53.0%) were given questionnaires in which the items pertaining to the predictor variables were presented first, followed by items pertaining to the criterion variables.

Consent forms. Before completing their respective questionnaires, each mother and daughter was asked to read and sign a consent form (see Appendix O for Consent Form for Psychology Students, see Appendix P for Consent Form for Participants who are not Psychology Students).

Confidentiality. Each dyad was given a package containing a Mothers' Questionnaire and a Daughters' Questionnaire. Questionnaires in the same package were labeled with the same participant number. This number was concealed so that neither the participants nor the researcher knew which dyad had any given number. The completed questionnaires were placed in a box in random order, as participants handed them in. When several pairs of questionnaires had been returned, the numbers were uncovered allowing the researcher to match the questionnaires for each dyad, while preventing the researcher from matching the identity of the participant with any given questionnaire.

To ensure privacy and to eliminate the possibility that mothers and daughters would discuss the questionnaire items, mothers and daughters occupied separate rooms while completing their respective questionnaires.

Honoraria

Written permission was obtained from the manager of the Edward Carriere Salon to use the name "Edward Carriere" on recruiting notices and during presentations at the University of Manitoba (see Appendix Q for Letter of Permission).

After the questionnaires were completed, the participants were reminded about the conditions that applied to receiving an honorarium. Student participants who chose to receive course credits filled out a form that had been supplied by the psychology department. These forms were returned to the psychology department. Participants who chose the \$10 cash honoraria were paid when the questionnaire was handed to the researcher. Participants who chose to enter a draw for the day spa gift certificate wrote their names, addresses and telephone numbers on slips of paper. In the presence of each participant, the researcher placed the slip of paper in one of two envelopes that were labeled "Daughters' Draw" and "Mothers' Draw" respectively.

The draws for each of the two Gift Certificates were made on February 9, 2001, by Dr. Joan Durrant, who selected an entry slip from each of the draw envelopes. The winners of the Mothers' Draw and the Daughters' Draw were notified and the researcher delivered the gift certificates.

Debriefing Letters and Closing Comments to Participants

Upon completion of the questionnaires, each participant was encouraged to ask questions about the study. They were informed that upon completion of the study, a written copy would be available in the Human Ecology General Office. As well, participants were told that if they wished to leave their names and addresses, a summary of the completed study would be mailed to them. Before leaving, each

participant was given a debriefing letter (see Appendix R for Debriefing Letter for Psychology Students and their Mothers/Daughters, and Appendix S for Debriefing Letter for Participants who are not Psychology Students).

Ethics Approval

The proposal for this study was approved by (a) the Faculty of Human Ecology Ethics Review Committee (Chair: Dr. Nancy Higgit) and (b) the Department of Psychology Human Ethics Review Committee (Chair: Dr. Bruce Tefft).

CHAPTER THREE

Results

Data Analyses

Correlational analyses were conducted to test the relationship between the internalization of power assertive and nonpower assertive interventions. Because the two types of disciplinary interventions were not significantly correlated, scores for power assertive and nonpower assertive interventions were examined separately in all analyses.

Data were collected for each of the three disagreement issues: dating, appearances and curfews. To meet the power analysis criteria for the required number of participants, only data for curfews were used in all of the analyses.

Frequency of Daughters' Experience of Disciplinary Interventions

To estimate the frequency of each daughter's experience of the five power assertive interventions (ordering, withdrawing privileges, yelling, embarrassing, and slapping) and the five nonpower assertive interventions (reasoning, negotiating, ignoring, pleading, and rewarding) each daughter was asked to rate the frequency with which her mother used each intervention, for each of the three disagreement issues, when she was 16 years old. Descriptive statistics were calculated for daughters' responses for curfews.

Power assertive interventions. As shown in Table 1, ordering and withdrawing privileges were the two most frequently experienced power assertive interventions. According to daughters' reports, the majority of mothers used ordering (85.7%) or withdrawing privileges (82.1%) at some time (either rarely, sometimes, or very often) when their daughters were 16 years old. However, daughters reported that ordering was four times more likely than withdrawing privileges to be used very often. Yelling, the third most frequently reported intervention, was used by a majority of mothers (71.4%) at

Table 1

Percentage of Daughters Recalling Frequency of Experience of Ten DisciplinaryInterventions (n = 56)

| Intervention | Frequency of Experience | | | |
|---------------------------|-------------------------|--------|-----------|------------|
| | Never | Rarely | Sometimes | Very Often |
| Power Assertive | | | | |
| Ordering | 14.3 | 23.2 | 33.9 | 28.6 |
| Withdrawing Privileges | 17.9 | 21.4 | 53.6 | 07.1 |
| Yelling | 28.6 | 25.0 | 32.1 | 14.3 |
| Embarrassing | 69.6 | 17.9 | 12.5 | 00.0 |
| Slapping | 89.3 | 10.7 | 00.0 | 00.0 |
| Nonpower Assertive | | | | |
| Reasoning | 01.8 | 14.3 | 42.9 | 41.1 |
| Negotiating | 07.1 | 14.3 | 50.0 | 28.6 |
| Ignoring | 53.6 | 32.1 | 14.3 | 00.0 |
| Pleading | 62.5 | 21.4 | 12.5 | 03.6 |
| Rewarding | 69.6 | 19.6 | 08.9 | 01.8 |

some time and daughters reported that it was twice as likely as withdrawing privileges to be used very often. Slapping and embarrassing were the least frequently used power assertive interventions. The vast majority of daughters reported that slapping (89.3%) and embarrassing (69.6%) were never used.

Nonpower assertive interventions. As shown in Table 1, reasoning was the nonpower assertive intervention most likely to be reported by daughters. Virtually all daughters (98.3%) reported that their mothers used reasoning at some time (either rarely, sometimes, or very often). Negotiation was also a frequently used strategy; 92.9% of daughters reported that their mothers used negotiation at some time. Pleading and rewarding were the two least frequently used nonpower assertive interventions. Approximately two thirds of the daughters reported that their mothers never used pleading (62.5%) or rewarding (69.6%). Ignoring was reported to have been used by approximately half (46.4%) of the mothers. However, none of the daughters reported that ignoring had been used very often.

A Frequency of Power Assertive Discipline Score was calculated by summing each daughter's scores for each of the five power assertive discipline interventions, that were reported for curfews. Scores on this variable could have ranged from 5.00, representing the lowest level of frequency of experience to 20.00 representing the highest level of frequency of experience for all five power assertive interventions. The daughters' response scores ranged from 5.00 to 17.00, the median was 10.00, and the mode was 11.00. A Frequency of Nonpower Assertive Discipline Score was calculated by summing each daughter's scores for each of the five nonpower assertive disciplinary interventions, that were reported for curfews. Scores on this variable could have ranged from 5.00, representing the lowest level of frequency of experience to 20.00 representing the highest level of frequency of experience. The response scores ranged from 7.00 to 17.00, the median was 11.00, and the mode was 11.00.

Content of the Disciplinary Message

Each mother was asked to recall the time period when her daughter was 16 years old and rate the strength of her beliefs about the content of the disciplinary message that she communicated, to her daughter, during disagreements about dating, appearances, and curfews (Appendix F). Each daughter was asked to recall the same time period and rate what she believed to be the strength of her mother's beliefs about the content of her mother's message, for each of the three disagreement issues (Appendix G). The questionnaire items about content represented four social cognitive domains (a) moral, (b) social conventional, (c) prudential and (d) personal (Turiel 1983). Descriptive statistics were calculated for mothers' and daughters' responses for curfews.

Mothers' ratings of the strength of their past beliefs about content. As shown in Table 2, a majority of mothers (82.2%) reported that the questionnaire item pertaining to the prudential domain either closely or exactly represented their past beliefs. All of the mothers reported that the item pertaining to the prudential domain represented their past beliefs to some extent (either somewhat, closely, or exactly). Slightly more than one half of the mothers (58.9%) reported that the questionnaire item pertaining to the personal domain either closely or exactly represented their past beliefs. Nearly one half of the mothers reported that the statements about either the moral domain (48.2%) and the social conventional domain (46.4%) were not at all what they believed, when their daughters were 16 years old.

Daughters' ratings of the strength of their mothers' past beliefs about content. As shown in Table 3, a majority of the daughters (84.0%) reported that they believed that their mothers' past beliefs were either closely or exactly represented by the questionnaire item pertaining to the prudential domain. Approximately one half of the daughters (53.5%) reported that their mothers' beliefs were either exactly or closely represented by the item pertaining to the personal domain. Nearly one third of the

Table 2

Percentage of Mothers Reporting Strength of Beliefs about Content (n = 56)

| Content Category | Strength of Belief | | | |
|---------------------|--------------------|----------|----------|---------|
| | Not at All | Somewhat | Close To | Exactly |
| Moral | 48.2 | 28.6 | 16.1 | 07.1 |
| Social Conventional | 46.4 | 32.1 | 10.7 | 10.7 |
| Prudential | 00.0 | 17.9 | 39.3 | 42.9 |
| Personal | 10.7 | 30.4 | 32.1 | 26.8 |

Table 3

Percentage of Daughters Reporting their Mothers' Strength of Belief about Content(n = 56)

| Content Category | Strength of Belief | | | |
|---------------------|--------------------|----------|----------|---------|
| | Not at all | Somewhat | Close To | Exactly |
| Moral | 30.4 | 37.5 | 21.4 | 10.7 |
| Social Conventional | 35.7 | 32.1 | 17.9 | 14.3 |
| Prudential | 01.8 | 14.3 | 28.6 | 55.4 |
| Personal | 07.1 | 39.3 | 32.1 | 21.4 |

daughters (30.4%) reported that the item pertaining to the moral domain was not at all what their mothers believed. Slightly more than one third of the daughters (35.7%) reported that the item pertaining to the social conventional domain was not at all what their mothers believed.

Difference scores - accuracy of daughters' perceptions about content. Each daughter's perceptual accuracy of the content of her mother's message, for disagreements about curfews, was measured by comparing the individual mother and daughter scores that were obtained for (a) the strength of each mother's past beliefs about each of the four social cognitive domains and (b) each daughter's assessment of the strength of her mother's past beliefs about each of the four domains. For each dyad the difference scores on each of these four social cognitive domain categories could have ranged from zero to 3.00. For each of the four social cognitive domain categories, a difference score of zero, represented (a) the lowest level of difference in each mother's and daughter's ratings of the mother's past beliefs, as well as (b) the highest level of perceptual accuracy for each daughter's assessment of her mother's past beliefs. For each of the four social cognitive domain categories, a difference score of 3.00 represented (a) the highest level of difference in each mother's and daughter's ratings of the mother's past beliefs, as well as (b) the lowest level of perceptual accuracy for each daughter's assessment of her mother's past beliefs.

As shown in Table 4, the difference scores were inverted so that a score of zero represented the lowest level of accuracy for each daughter's perceptions about the content of her mother's past message about curfews and a score of 3.00 represented the highest level of accuracy for each daughter's perceptions about the content of her mother's past message about curfews. The majority of daughters were found to have either extremely high or high levels of perceptual accuracy about the content of the mothers' messages, with respect to the moral domain (87.5%) and the prudential domain

Table 4

Percentage of Daughters at Each Level of Perceptual Accuracy About the Intended Content of the Mothers' Disciplinary Message (n = 56)

| Content Category | Levels of Perceptual Accuracy | | | |
|---------------------|-------------------------------|------|------|------|
| | 0 | 1 | 2 | 3 |
| Moral | 00.0 | 12.5 | 41.1 | 46.4 |
| Social Conventional | 08.9 | 14.3 | 48.2 | 28.6 |
| Prudential | 00.0 | 14.3 | 44.6 | 41.1 |
| Personal | 01.8 | 19.3 | 50.0 | 28.8 |

Note. Levels of perceptual accuracy: 0 = Extremely Low, 1 = Low, 2 = High,

3 = Extremely High.

(85.7%). None of the daughters were found to have extremely low levels of perceptual accuracy about mothers' beliefs about either the moral domain or the prudential domain. A majority of daughters were found to have either extremely high or high levels of perceptual accuracy about their mothers' beliefs about the social conventional domain (76.8%) and the personal domain (78.8%). However, only about one quarter of daughters were found to have extremely high levels of perceptual accuracy about their mothers' beliefs about either the social conventional domain (28.6%) or the personal domain (28.6%).

A Content Accuracy Score was obtained by summing the absolute values of each mother-daughter difference score for each of the four social cognitive domains, for curfews. Scores on this variable could have ranged from zero to 12.00. A score of zero represented (a) the lowest level of mother and daughter difference in each mother's and daughter's ratings of the intended content of the mother's past disciplinary message and (b) the highest level of each daughter's perceptual accuracy of the intended content of her mother's past disciplinary message, for all four social cognitive domains. A score of 12 represented (a) the highest level of mother and daughter difference in each mother's and daughter's ratings of the intended content of the mother's past disciplinary message and (b) the lowest level of each daughter's perceptual accuracy of the intended content of her mother's past disciplinary message. The Content Accuracy Score ranged from zero to 7.00, the median was 4.00, and the mode was 4.00.

Importance of the Disciplinary Message

Each mother was asked to recall disagreements about dating, appearances, and curfews (that took place when her daughter was 16 years old) and rate the strength of her beliefs about the importance that each of the three disagreement issues held for her, during that time period. Each daughter was asked to recall the same time period and to report her perceptions of her mother's past beliefs about the importance of each of the

three disagreement issues. Three questionnaire items were designed to elicit responses (from each mother and daughter) about the importance that the disagreement issues held for each mother. These items requested information about (a) each mother's past beliefs about her duty as a parent, (b) each mother's past expectations about her daughter's obedience, and (c) the intensity of each mother's emotional response during disciplinary encounters. Descriptive statistics were calculated for mothers' and daughters' responses about curfews.

Mothers' ratings of the strength of their past beliefs about importance. As shown in Table 5, a large majority of mothers reported that the questionnaire items about obedience (94.6%) and duty (87.5%) either closely or exactly represented their past beliefs. As shown in Table 6, the majority of mothers (85.7%) reported that they became either mildly or quite upset during past disagreements. A very small percentage reported that they were either not at all upset (8.9%) or extremely upset (5.4%), during disagreements about curfews when their daughters were 16 years old.

Daughters' ratings of the strength of their mothers' past beliefs about importance. As shown in Table 7, the majority of daughters reported that the questionnaire items about duty (82.1%) and obedience (83.9%) either closely or exactly represented their mothers' past beliefs. As shown in Table 8, the majority of daughters (82.2%) reported that their mothers became either mildly or quite upset during disagreements about curfews in the past. A very small percentage reported that their mothers were either not at all upset (10.7%) or extremely upset (7.1%), during past disagreements about curfews.

Difference scores - Accuracy of daughters' perceptions about importance. Each daughter's perceptual accuracy of her mother's beliefs about each of the importance categories, for disagreements about curfews, was measured by comparing the individual mother and daughter scores that were obtained for each of the three importance

Table 5

Percentage of Mothers Reporting the Strength of their Beliefs About Duty andObedience (n = 56)

| Importance Category | Strength of Belief | | | |
|---------------------|--------------------|----------|----------|---------|
| | Not at all | Somewhat | Close To | Exactly |
| Duty | 00.0 | 12.5 | 21.4 | 66.1 |
| Obedience | 00.0 | 05.4 | 46.4 | 48.2 |

Table 6

Percentage of Mothers Reporting their Feeling of Being Upset During DisciplinaryEncounters (n = 56)

| Importance Category | Level of Upset | | | |
|---------------------|----------------|--------|-------|-----------|
| | Not at All | Mildly | Quite | Extremely |
| Upset | 8.9 | 39.3 | 46.4 | 05.4 |

Table 7

Percentage of Daughters Reporting their Mothers' Strength of Belief About Duty and**Obedience (n = 56)**

| Importance Category | Strength of Belief | | | |
|---------------------|--------------------|----------|----------|---------|
| | Not at All | Somewhat | Close To | Exactly |
| Duty | 05.4 | 12.5 | 33.9 | 48.2 |
| Obedience | 01.8 | 14.3 | 50.0 | 33.9 |

Table 8

Percentage of Daughters Reporting their Mothers' Feelings of Being Upset During
Disciplinary Encounters (n = 56)

| Importance Category | Level of Upset | | | |
|---------------------|----------------|--------|-------|-----------|
| | Not at all | Mildly | Quite | Extremely |
| Upset | 10.7 | 42.9 | 39.3 | 07.1 |

categories: the strength of each mother's past beliefs about the importance of duty, the strength of each mother's past beliefs about the importance of obedience, and the intensity of each mother's emotional response during disagreements about curfews. For each dyad, the difference scores on each of the three importance categories could have ranged from zero to 3.00. For each of the three importance categories, a difference score of zero represented (a) the lowest level of difference in each mother's and daughter's ratings of the mother's past beliefs about the importance of duty and obedience, and the intensity of her emotional response; as well as (b) the highest level of perceptual accuracy for each daughter, about her mother's past beliefs about the importance of duty and obedience, and the intensity of her mother's emotional response with respect to disagreements about curfews. For each of the three importance categories, a difference score of 3.00 represented (a) the highest level of difference in each mother's and daughter's ratings of the mother's past beliefs about the importance of duty and obedience, and the intensity of her emotional response; as well as (b) the lowest level of perceptual accuracy for each daughter, about her mother's past beliefs about duty and obedience, and the intensity of her emotional response with respect to disagreements about curfews.

As shown in Table 9, the difference scores were inverted so that a score of zero represented the lowest level of accuracy for each daughter's perceptions about her mother's past beliefs about the three importance categories and a score of 3.00 represented the highest level of accuracy for each daughter's perceptions about her mother's past beliefs about the three importance categories. A large majority of daughters were found to have high or moderately high levels of perceptual accuracy about their mothers' past beliefs about duty (85.8%) and obedience (91.1%). As shown in Table 10, a large majority of daughters (92.8%) were found to have either high or moderately high levels of perceptual accuracy about the intensity of their mothers'

Table 9

Percentage of Daughters at Each Level of Perceptual Accuracy About the Importance of Duty and Obedience (n = 56)

| Importance Category | Levels of Perceptual Accuracy | | | |
|---------------------|-------------------------------|------|------|------|
| | 0 | 1 | 2 | 3 |
| Duty | 03.6 | 10.6 | 42.9 | 42.9 |
| Obedience | 00.0 | 08.9 | 48.2 | 42.9 |

Note. Levels of accuracy: 0 = Extremely Low, 1 = Low, 2 = High, 3 = Extremely High

Table 10

Percentage of Daughters at Each Level of Perceptual Accuracy about Mothers' Feelings of Being Upset (n = 56)

| Importance Category | Levels of Perceptual Accuracy | | | |
|---------------------|-------------------------------|------|------|------|
| | 0 | 1 | 2 | 3 |
| Upset | 00.0 | 07.2 | 48.2 | 44.6 |

Note. Levels of accuracy: 0 = Extremely Low, 1 = Low, 2 = High, 3 = Extremely High.

feelings during disagreements about curfews, when they were 16 years old.

An Importance Accuracy Score was obtained by summing the absolute values of the mother-daughter difference scores for each of the three importance items, for curfews. Scores on this variable could have ranged from zero to 9.00. A score of zero represented the lowest level of mother and daughter difference and the highest level of each daughter's perceptual accuracy about the importance that disagreements about curfews held for her mother (when the daughter was 16 years old). A score of 9 represented the highest level of mother and daughter difference and the lowest level of each daughter's perceptual accuracy about the importance that the disagreement issue held for her mother (when the daughter was 16 years old). The Importance Accuracy Score ranged from 0.00 to 6.00, the median was 2.00 and the mode was 2.00.

Internalization - Mothers' and Daughters' Approval of the Disciplinary Interventions

Each mother was asked to rate the strength of her past approval, when her daughter was 16 years old, of the five power assertive and the five nonpower assertive interventions. Each daughter was asked to rate the strength of her current approval of the five power assertive interventions and the five nonpower assertive interventions. Descriptive statistics were calculated for mothers' and daughter's approval of all ten disciplinary interventions.

Mothers' past approval of power assertive interventions. As shown in Table 11, a large majority of mothers (94.6%) reported that they mildly or strongly approved of withdrawing privileges. Only half of the mothers (50%) reported any approval of ordering, the second most frequently approved power assertive intervention. Less than half of the mothers (41.1%), reported that they mildly or strongly approved of yelling. A large majority of mothers (92.8%) reported that they disapproved of embarrassing. Virtually all the mothers (98.2%) reported that they mildly or strongly disapproved of slapping. Of those mothers who approved of slapping, none reported that they strongly

Table 11

Percentage of Mothers Reporting Past Approval of Ten Disciplinary Interventions**(n = 56)**

| Intervention | Level of Approval | | | |
|---------------------------|---------------------|-------------------|----------------|------------------|
| | Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |
| Power Assertive | | | | |
| Ordering | 21.4 | 28.6 | 44.6 | 05.4 |
| Withdrawing Privileges | 01.8 | 03.6 | 39.3 | 55.4 |
| Yelling | 35.7 | 23.2 | 37.5 | 03.6 |
| Embarrassing | 83.9 | 08.9 | 05.4 | 01.8 |
| Slapping | 83.9 | 14.3 | 01.8 | 00.0 |
| Nonpower Assertive | | | | |
| Reasoning | 01.8 | 01.8 | 08.9 | 87.5 |
| Negotiating | 05.4 | 03.6 | 62.5 | 28.6 |
| Ignoring | 37.5 | 26.8 | 28.6 | 07.1 |
| Pleading | 55.4 | 30.4 | 14.3 | 00.0 |
| Rewarding | 19.6 | 16.1 | 58.9 | 05.4 |

approved.

Mothers' past approval of nonpower assertive interventions. As shown in Table 11, reasoning (96.4%) and negotiating (91.1%) were the two most frequently approved nonpower assertive interventions. Of those mothers who approved of reasoning, the majority (87.5%) reported that they strongly approved of this intervention. Nearly two thirds of mothers (64.3%) reported that they approved of rewarding, although the majority (58.9%) reported that they only mildly approved. Approximately one third of mothers (35.7%) reported that they mildly or strongly approved of ignoring. In contrast, the majority of mothers (85.8%) reported that they disapproved of pleading. None of the mothers reported strong approval for pleading.

Daughters' current approval of power assertive interventions. As shown in Table 12, a large majority of daughters (80.3%) reported that they mildly or strongly approved of withdrawing privileges, the most frequently reported intervention. Approximately one third reported that they approved of ordering (30.4%) or yelling (32.2%), with less than two percent reporting that they strongly approved of either of those interventions. Most daughters reported that they disapproved of embarrassing (94.6%); and nearly all (85.7%) reported that they strongly disapproved. All the daughters (100%) reported that they strongly disapproved of slapping.

Daughters' current approval of nonpower assertive interventions. As shown in Table 12, virtually all the daughters reported that they mildly or strongly approved of reasoning (98.2%) or negotiating (94.6%). However, more daughters reported strong approval for reasoning (91.1%) than for negotiating (71.4%). Approximately half the daughters (51.8%) reported that they mildly or strongly approved of rewarding. The majority of daughters reported that they mildly or strongly disapproved of pleading (78.5%) and ignoring (82.2%).

Table 12

Percentage of Daughters Reporting Current Approval of Ten Disciplinary Interventions

n = 56)

| Intervention | Level of Approval | | | |
|---------------------------|-------------------|------------|---------|----------|
| | Strongly | Mildly | Mildly | Strongly |
| | Disapprove | Disapprove | Approve | Approve |
| Power Assertive | | | | |
| Ordering | 33.9 | 35.7 | 28.6 | 01.8 |
| Withdrawing Privileges | 03.6 | 16.1 | 55.4 | 25.0 |
| Yelling | 16.1 | 51.8 | 30.4 | 01.8 |
| Embarrassing | 85.7 | 08.9 | 00.0 | 05.4 |
| Slapping | 100.0 | 00.0 | 00.0 | 00.0 |
| Nonpower Assertive | | | | |
| Reasoning | 01.8 | 00.0 | 07.1 | 91.1 |
| Negotiating | 01.8 | 03.6 | 23.2 | 71.4 |
| Ignoring | 53.6 | 28.6 | 16.1 | 01.8 |
| Pleading | 44.6 | 33.9 | 21.4 | 00.0 |
| Rewarding | 21.4 | 26.8 | 37.5 | 14.3 |

Difference scores - Agreement on approval. The level of each daughter's internalization of her mother's past approval of each of the five power assertive and five nonpower assertive interventions was measured by comparing the individual mother and daughter scores that were obtained for each mother's past approval and each daughter's current approval of the ten interventions. For each dyad the difference score for any of the ten interventions could have ranged from zero to 3.00. A difference score of zero represented (a) the lowest level of difference between each mother's ratings of her own past approval and each daughter's ratings of her own current approval and (b) the highest level of each daughter's internalization of approval of the disciplinary intervention. A difference score of 3 represented (a) the highest level of difference between each mother's ratings of her own past approval and each daughter's ratings of her own current approval and (b) the lowest level of each daughter's internalization of approval of each disciplinary intervention.

Internalization of power assertive interventions. As shown in Table 13, the difference scores were inverted so that a score of zero represented the lowest level of daughters' internalization for each of the ten disciplinary interventions and a score of 3 represented the highest level of daughters' internalization for each of the ten disciplinary interventions. In the power assertive category, the majority of daughters were found to have internalized their mothers' approval of slapping (83.9%) and embarrassing (73.2%). Only one half of daughter's (50%) were found to have internalized approval of withdrawing privileges, in the power assertive category. The least frequently internalized attitudes in the power assertive category were yelling and ordering. Only about one third of daughters were found to have internalized their mothers' approval of yelling (37.5%) and ordering (30.4%).

Internalization of nonpower assertive interventions. As shown in Table 13, approval of reasoning (82.1%) was the most frequently internalized attitude in the

Table 13

Percentage of Daughters at each Level of Internalization of Approval of DisciplinaryInterventions (n=56)

| Intervention | Levels of Internalization | | | |
|---------------------------|---------------------------|------|------|------|
| | 0 | 1 | 2 | 3 |
| Power Assertive | | | | |
| Ordering | 01.8 | 19.6 | 48.2 | 30.4 |
| Withdrawing Privileges | 01.8 | 07.1 | 41.1 | 50.0 |
| Yelling | 00.0 | 14.3 | 48.2 | 37.5 |
| Embarrassing | 03.6 | 05.4 | 17.8 | 73.2 |
| Slapping | 00.0 | 01.8 | 14.3 | 83.9 |
| Nonpower Assertive | | | | |
| Reasoning | 03.6 | 01.8 | 12.5 | 82.1 |
| Negotiation | 03.6 | 05.4 | 53.6 | 37.4 |
| Ignoring | 03.6 | 14.3 | 39.3 | 42.8 |
| Pleading | 00.0 | 16.1 | 42.8 | 41.1 |
| Rewarding | 01.8 | 16.1 | 39.2 | 42.9 |

Note. Levels of internalization: 0 = Extremely Low, 1 = Low, 2 = Moderately High, 3 = Extremely High.

nonpower assertive category. Less than half the daughters were found to have internalized their mothers' approval of rewarding (42.9%), ignoring (42.8%), and pleading (41.1%). The smallest percentage of daughters (37.4%) were found to have internalized their mothers approval of negotiation.

An Internalization of Power Assertive Discipline Score was calculated by summing the absolute values of the difference scores for each item in the power assertive category. An Internalization of Nonpower Assertive Discipline Score was calculated by summing the difference scores for each item in the nonpower assertive category. The scores for each of these variables could have ranged from 0 to 15.00. A score of zero represented the lowest level of mother and daughter difference for approval and the highest level of each daughter's internalization. A score of 15.00 represented the highest level of mother and daughter difference for approval and the lowest level of each daughter's internalization. The Internalization of Power Assertive Discipline Score ranged from 0.00 to 7.00, the median was 3.00, and the mode was 2.00. For each dyad the Internalization of Nonpower Assertive Discipline Score ranged from 0.00 to 11.00, the median was 3.00 and the mode was 3.00.

Cohen's kappa. Cohen's kappa was calculated to estimate the likelihood of chance agreement between mothers' and daughters' approval scores of power assertive and nonpower assertive interventions. Mothers and daughters had rated their approval of each of the five power assertive interventions and each of the five nonpower assertive interventions on a series of four-point Likert-type scales: strongly disapprove, mildly disapprove, mildly approve, strongly approve.

Of the five power assertive interventions, three (yelling ordering and withdrawing privileges) yielded kappa values using the original four-point scale. Of these, withdrawing privileges was the only intervention for which agreement about approval was significantly greater than would be expected by chance ($kappa = .216$, $p = .014$).

For the remaining power assertive interventions (slapping and embarrassing), kappa could not be calculated because either all mothers or all daughters did not endorse one of the values of the four-point scale, making the table asymmetrical. Therefore, the four-point scale was collapsed into a dichotomous variable (approve, disapprove) for these two variables. Neither kappa value was significant ($p. >.05$).

Of the five nonpower assertive interventions, three (negotiating, rewarding, and ignoring) yielded kappa values using the original four-point scale. Of these, rewarding was the only intervention for which agreement about approval was significantly greater than would be expected by chance (kappa = .167, $p. = .033$). For the remaining nonpower assertive interventions (reasoning and pleading), kappa could not be calculated because either all mothers or all daughters did not endorse one of the values on the four-point scale, making the table asymmetrical. Therefore, the four-point scale was collapsed into a dichotomous variable (approve, disapprove) for these two variables. Neither kappa value was significant ($p. > .05$).

Regression Analyses

Relationships among demographic and criterion variables. Correlational analyses were conducted between each of the demographic variables and (a) the criterion variables (internalization of power assertive interventions and internalization of nonpower assertive interventions), and (b) the three predictor variables (frequency of use, accuracy of the daughters' perceptions about content, and accuracy of the daughters' perception about importance). The only significant correlation was found to be a negative relationship between the number of siblings and the internalization of nonpower assertive interventions ($\tau = -.248, p. .029$).

Relationships among the predictor variables. Collinearity diagnostics were carried out to test the strength of the relationships among the three predictor variables for the internalization of power assertive and nonpower assertive interventions. The

tolerance scores for the relationship between the Frequency of Power Assertive Discipline Score (.978), the Content Accuracy Score (.952), and the Importance Accuracy Score (.972) indicated that little of the variability for each of these three variables is explained by the other two predictor variables. The tolerance scores for the relationship between the Frequency of Nonpower Assertive Discipline Score (.951), the Content Accuracy Score (.929), and the Importance Accuracy Score (.966) indicated that little of the variability for each of these three variables is explained by the other two predictor variables.

Tests of Hypotheses

To test the proposed model that all three predictor variables will predict internalization better than experience alone or the combination of experience together with the accuracy of the child's perceptions about either the content or the importance of the parent's message, two regression analyses were carried out for each hypothesis. One set of regression analyses, the Power Assertive Analyses, tested the relationship between the internalization of power assertive interventions and the predictor variables: frequency of experience of power assertive interventions, accuracy of perception about content and importance of the parent's message. The other set of regression analyses, the Nonpower Assertive Analyses, tested the relationship between the internalization of nonpower assertive interventions and the predictor variables: frequency of experience of nonpower assertive interventions, accuracy of perception about content and importance of the parent's message.

Test of Hypothesis 1: Frequency of Discipline Interventions will be a Significant Predictor of Internalization

Two regression analyses were carried out. First the Frequency of Power Assertive Discipline Score was regressed against the Internalization of Power Assertive Discipline Score. Frequency of experience was found to be a significant predictor in this

equation. ($R^2 = .109$, $p = .013$). Second, the Frequency of Nonpower Assertive Discipline Score was regressed against the Internalization of Nonpower Assertive Discipline Score. Because of its significant correlation with the Internalization of Nonpower Assertive Discipline Score, the number of siblings was forced into the equation first ($R^2 = .061$, $p = .066$). The Frequency of Nonpower Assertive Discipline Score did not significantly increase the explained variance in the Internalization of Nonpower Assertive Discipline Score ($R^2 = .066$, $p = .609$).

Test of Hypothesis 2: Accuracy of Perception of the Content of the Mother's Message will Increase the Amount of Explained Variance in Internalization Scores

Two forced entry regression analyses were carried out. First, the Frequency of Power Assertive Discipline Score was entered, followed by the Content Accuracy Score, to predict Internalization of Power Assertive Discipline Score. The variance accounted for was not increased significantly when the Content Accuracy Score was added to the Frequency of Power Assertive Discipline Score ($R^2 = .145$, $p = .143$). Second, the number of siblings was entered into the equation, followed by the Frequency of Nonpower Assertive Discipline Score, followed by the Content Accuracy Score to predict the Internalization of Nonpower Assertive Discipline Score. The explained variance was not increased significantly when the Content Accuracy Score was added to the number of siblings and the Frequency of Nonpower Assertive Discipline Score ($R^2 = .085$, $p = .306$). Therefore, the second hypothesis was not supported.

Test of Hypothesis 3: Accuracy of Perception of the Importance of the Issue to the Mother will Increase the Explained Variance in Internalization Scores

Two forced entry analyses were carried out. First, the Frequency of Power Assertive Discipline Score was entered, followed by the Content Accuracy Score, followed by the Importance Accuracy Score to predict Internalization of Power Assertive Discipline Score. The explained variance in the Internalization of Power Assertive

Discipline Score was not increased significantly by the addition of the Importance Accuracy Score ($R^2 = .182$, $p = .132$).

Second, the number of siblings was entered into the equation, followed by the Frequency of Nonpower Assertive Discipline Score, followed by the Content Accuracy Score, followed by the Importance Accuracy Score to predict the Internalization of Nonpower Assertive Discipline Score. The explained variance in the Internalization of Nonpower Assertive Discipline Score was not increased significantly by the addition of the Overall Importance Accuracy Score ($R^2 = .086$, $p = .836$). Therefore, the third hypothesis was not supported.

CHAPTER FOUR

Discussion

The purpose of this study was to examine the relative ability of three factors to predict the internalization of approval of discipline interventions: (a) the frequency with which a mother used various discipline interventions, (b) the accuracy of daughters' perception of the content of mothers' messages during discipline encounters, and (c) the accuracy of daughters' perceptions of the importance that their mothers attached to the disciplinary encounters.

It was hypothesized that the frequency with which a given discipline intervention was experienced would be a significant predictor of internalization. It was further predicted that the combination of the frequency of experience and the accuracy of the daughter's perception of the content of the mother's message would be a stronger predictor of internalization than frequency alone. Finally, it was predicted that the accuracy of the daughter's perception of the importance of the issue to her mother would further enhance the prediction of her internalization.

The first hypothesis was partially supported. The frequency with which power assertive interventions were experienced predicted the strength of the internalization of those interventions. However, the frequency with which nonpower assertive interventions were experienced did not predict the internalization of those interventions. The second and third hypotheses were not supported. Therefore, the data did not demonstrate that cognitive factors enhance the role of experience in the internalization of attitudes about discipline.

If the present findings are valid, they suggest that at least two of the variables included in Grusec and Goodnow's (1994) model of internalization may not play a role in the internalization of disciplinary attitudes. Grusec and Goodnow speculated that internalization would be enhanced if the child had accurate perceptions about (a) the

content of the parent's message during disciplinary encounters and (b) the importance that the disagreement issue held for the mother. However, the present findings do not support the inclusion of these two cognitive variables in this model.

These findings are surprising, as previous research and theory would suggest that cognitive variables play an important role in the intergenerational transmission of parental methods of socialization. For example, Buntain-Ricklefs, Kemper, Bell, and Babonis (1994) found that almost all parents (88%) who had experienced normative disciplinary punishments in childhood approved of those punishments as adults. In another study, Herzberger and Tennen (1985) found that adults who had experienced a particular type of punishment in childhood, when compared to those who had not experienced the punishment, were more likely to perceive the punishment as less severe and more appropriate. As well, Straus (1994) reported that parents who approve of corporal punishment are more likely to hit their adolescent children, compared to parents who do not approve. Contrary to the findings of the present study, these previous studies suggest that (a) the individual's cognitions about childhood discipline experiences may carry attitudes from one generation to the next and (b) these attitudes may regulate parenting behaviors in successive generation.

There are at least three possible theoretical explanations for the findings of the present study: (a) cognitive variables that were not examined in the present study may have an influence on internalization, (b) observable disciplinary behavior, not attitudes about discipline, may be of primary importance in determining intergenerational discipline practices, (c) neither behavioral nor social learning theory provides a sufficient rationale for the explanation of intergenerational processes.

The Role of Cognitive Variables

First, it is possible that other cognitive variables that were identified by Grusec and Goodnow (1994) play a more important role than either accurate perceptions of the

content of the parent's message or accurate perceptions about the importance that the disagreement issue held for the parent. The present study was limited to the examination of only two variables that were associated with the first step in the Grusec and Goodnow (1994) model. The first step focused on the accuracy of the child's perceptions about the parent's message. However, Grusec and Goodnow suggested that other variables may also contribute to the child's achievement of this first step. For example, they suggested that the following variables may also play a role in the internalization process: (1) the clarity and consistency of the parent's message, (2) the parent's ability to convey the idea that her intentions were in the best interest of the child, and (3) the extent to which the message fit with the child's existing schema.

The present study did not examine the variables that were included in the second step of the Grusec and Goodnow (1994) model. The second step focused on the process by which the child accepts the parent's message. Grusec and Goodnow suggest that (a) the perceived appropriateness of the parent's message, (b) the degree to which the message is motivating to the child, and (c) the ability of the message to facilitate feelings of self-empowerment may contribute to the child's acceptance of the parent's message.

It may be the case that the accuracy of the child's perceptions about the other variables associated with both steps in the Grusec and Goodnow (1994) model, either alone or in combination, may have been better predictors of internalization than the two cognitive variables that were examined in the present study.

As well, the present study did not make a clear distinction between the effects of high levels versus low levels of approval on internalization. In the present study, daughters reported that they infrequently experienced either slapping or embarrassing. As well, both mothers and daughters tended to report very low levels of approval for these interventions. However, it is interesting to note that the largest majority of

daughters reported the highest level of internalization for attitudes about slapping (83.9%) and embarrassing (73.2%). Given that the frequency with which the discipline interventions were experienced was low, frequency of experience alone cannot account for the high levels of internalization of the mother's attitudes. It appears if the daughters' understanding of the mothers' point of view may have been important in the internalization of attitudes about power assertive interventions. Therefore, it is possible that the transmission of power assertive discipline interventions that are not approved of may be influenced by cognitive variables.

The Role of Experience

Alternatively, it is possible that cognitive variables do not play a role in the internalization of disciplinary attitudes. In the present study it was demonstrated that the internalization of approval of power assertive discipline is mediated by the daughters' perceptions about the frequency with which it was experienced. However, neither the daughters' understanding of the disciplinary message nor the daughters' understanding of the importance that the disagreement issue held for the parent were found to mediate the internalization process.

It may be the case that a behavioral approach to understanding the intergenerational transmission of approval is more useful and parsimonious than a social learning approach. For example, the behavioral concept of conditioned reinforcement may explain why the child's thoughts about the parent's message do not appear to influence the learning (internalization) of the parenting behavior. Conditioned reinforcers are stimuli that are reinforcing to the individual only because those stimuli have been associated with other reinforcers (Martin & Pear, 1999). Children who perceive that their parents' behaviors and attitudes with respect to power assertive discipline are reinforced, will also be reinforced when they themselves either behave in the same way or hold similar attitudes. In this way children may acquire their parents' attitudes without actually

processing the meaning of those attitudes.

It follows that children who have experienced conditioned reinforcement for power assertive interventions may imitate their parents' behaviors and use power assertive behaviors with their siblings or peers. The immediate compliance that is associated with power assertive actions will be directly reinforcing for the child (Martin & Pear, 1999). Eventually, the parenting interventions that shape the individual's behavior in childhood may be replaced by experiences that are similarly reinforcing in the larger social environment. Therefore, the fact that adults report approval of power assertive interventions in successive generations may be irrelevant. Both their approval and behavior may be controlled by the environmental contingencies of reinforcement and extinction in the broader social environment.

On the other hand, frequency of experience was not found to mediate the internalization of approval of nonpower assertive interventions. This finding may also be explained within the context of behavioral theory. According to the principles of behavior modification, learning will be enhanced if the discriminative stimuli that cue the child's private verbal behavior are especially salient, allowing the child's attentional capabilities to be more acutely focused (Martin & Pear, 1999; Mussen, Conger, Kagan, & Huston, 1990). It may be argued that power assertive interventions, compared to nonpower assertive interventions, are more salient to the child because of the parent's tone of voice or physical gestures. As well, in contrast to power assertive interventions, nonpower assertive interventions may be less salient because they are more representative of ordinary everyday conversations.

The Role of Identification

A third explanation of the present findings may be that learning theories do not provide the best accounts of the process of internalization. From another perspective, the process of identification may be used to explain why daughters internalized their

mothers' attitudes about power assertive interventions and did not internalize their attitudes about nonpower assertive interventions. Identification is a process by which children imitate the behavior patterns and adopt the characteristics (values, beliefs and attitudes) of another person (Grusec, 1997). Children who identify with a parent perceive themselves as similar to the parent, and as sharing the parent's attributes and reactions. Research evidence suggests that children will identify more strongly with "warm, nurturant, powerful, dominant parents" (Mussen, Conger, Kagan, & Huston 1990). It may be argued that the parent who uses power assertive discipline interventions, providing that the interventions are not abusive and are administered within a warm and supportive relationship, will be seen by the child as strong and dominant, and thus enhance the process of identification and the subsequent internalization of the parent's attitudes.

Methodological Limitations

The present study had several particular strengths. First, unlike many previous intergenerational studies that relied on information from one generation only (e.g., Buntain-Ricklefs, Kemper, Bell & Babonis, 1994; Holden, Thompson, Zambarano, & Marshall, 1997; Hunter & Kilstrom, 1979; Ringwalt, Browne, Rosenbloom, Evans, & Kotch, 1989), the present study collected data from both mothers and daughters.

Second, each participant was asked to report on specific types of disagreement issues (dating, appearances, and curfews) that may have taken place during a specific time period (when the daughter was 16 years old). By focusing on specific issues, not on disagreements in general, and restricting the time period to the daughters' sixteenth year, the likelihood was increased that mothers and daughters were reporting on the same incidents. Third, because the sample was restricted to daughters ranging in age from 18 to 24 years and their mothers, their recollections of adolescent disagreements were from a relatively recent time period. This may have enhanced the accuracy of their

recollection of the disagreement events for both daughters and mothers (Singleton, Straits, & Straits, 1993).

Fourth, the procedure for collecting data was controlled so that mother-daughter dyads did not have an opportunity to discuss the questionnaire items, and perhaps influence each other's responses (Singleton, Straits, & Straits, 1993).

Although the present study had several strengths, some limitations of the design and methodology should be noted. The first limitation is in the operational definitions of the variables. For example, the criterion variable, internalization, was measured by rating each mother's and daughter's level of approval for each of the discipline interventions. However, the word "approval" may not have had similar connotations for each participant.

Second, the cognitive factors that were predicted to influence internalization may have been too narrowly defined. Children have perceptions about their parents that have nothing to do with their parents' belief systems. For, example children who have powerful, warm and nurturant parents are more likely to identify with them, and adopt not only their global behaviors but also their attitudes, compared to children whose parents are cold or detached (Mussen, Conger, Kagan, Huston, 1990). Perhaps cognitive variables that measure the accuracy of the child's perceptions about the parent's personality traits would have been better predictors of approval of parental discipline interventions than measures of the child's perceptions of the parent's beliefs.

Third, the present sample may have been biased. An ideal sample for this study would have been mothers and daughters who had experienced a high level of normative conflict during the daughters' adolescent years. The recruiting method may have encouraged the mothers and daughters who had relatively few conflicts in the past to volunteer as participants. This may have happened because daughters were asked to recruit their mothers and then co-operate with them so that they could arrange a

mutually convenient time to fill out the questionnaires. It is possible that the daughters and their mothers who volunteered actually had a shared history of having conflicts that were few in number and not very contentious. In contrast, daughters and mothers with a history of numerous disagreements may have selected themselves out of the study.

Fourth, this study asked daughters and mothers to recall and report on past events. In order to minimize the effects of memory, the daughter participants were all between 18 and 24 years old. They and their mothers were asked to recall events that had happened no more than eight years previously; it was expected that recall over this time span would be more accurate than recall of an event in the more distant past. However, the fact that only 62 of the 85 dyads could agree on their recollections about which of the three disagreement issues was a problem for them, suggests that their recall of past events was not reliable. This limitation may also be explained by the possibility that mothers and daughters had accurate recollections about the events *per se* but that the recalled events were only mildly contentious, so that mothers and/or daughters recalled these events as discussions and not disagreements.

Fifth, the distributions of scores on the predictor variables were highly skewed. Therefore, the regression analyses may not have measured the true relationship among the variables. However, the descriptive statistics provided some interesting data. For example, the vast majority of mothers and daughters tended to report similar levels of approval for each of the discipline interventions. As well, daughters tended to report that highly approved interventions were used most frequently, and that less approved interventions were reported as used less frequently.

The sixth limitation was that the study did not include fathers. It is possible that fathers, not mothers, were primarily responsible for the discipline of their daughters and that they differed from the mothers in their approval and use of various discipline interventions. Although this study measured the relationship between mothers and

daughters, the daughters' approval of the various discipline interventions may be related to the frequency with which their fathers used the various discipline interventions, the accuracy of the daughters' perceptions of the content of the fathers' messages, and the importance that the disagreement issue held for fathers. As well, it is possible that the effects of the predictor variables may be shared by mothers and fathers and may differ for each family unit. For example, in some families, but not others, the frequency with which a father used a particular intervention may be correlated with the mother's level of approval of that intervention, but not correlated with his own level of approval for that discipline (Dibble & Straus, 1990).

The seventh limitation was that the criterion variable and the three predictor variables were measured by scales that were developed by the researcher for this study. Therefore, the reliability and validity of these measures were unknown.

Finally, the mothers' and daughters' perceptions about the effectiveness of the various discipline interventions may have had an influence on the internalization of the various interventions. One might speculate that discipline interventions that were perceived by the daughters as ineffective might not be internalized, even if they have been approved of and experienced with high levels of frequency. However, perceptions of effectiveness were not measured in the present study.

Directions for Future Research

Many previous studies, framed by a behavioral perspective, have examined the variables that contribute to the intergenerational transmission of harsh discipline practices. Although the behavioral principles of reinforcement and extinction can explain how similar parenting behaviors are shaped in successive generations, these principles cannot explain differences in discipline practices from one generation to the next. Therefore, future research should examine not only how parents and children behave, but also how they think about discipline practices. A social learning approach to

understanding intergenerational diversity in parenting practices is recommended because this approach would include, but not be limited to, an examination of observable parent-child behaviors. More importantly, a social learning approach would identify and explore the effects of cognition as parents and children interact with each other and their environments.

Second, future research should investigate the influence of affect on the internalization processes (Ateah, 2000; Kochanska, 1994). Because all discipline interventions are characterized by parental power assertion and the possibility to engender the temporary withdrawal of parental affection (Hoffman, 1970), the impact of emotional factors must be considered. For example, the expression of anger by either parent or child during disciplinary interventions may influence the likelihood that the parent and child will react with anger in the future, as well as the child's understanding and acceptance of the disciplinary message. Therefore, it is important that future research explores the impact of emotional states during disciplinary encounters on the internalization of parental messages.

Third, future studies should be framed by a qualitative approach to research. Studies that are framed by interpretive methodology allow participants to use their own language to describe their thoughts. On the other hand, researchers who use a quantitative approach to internalization research must ask specific questions about the processes that cannot be observed directly. Data elicited in this way are based on the researcher's interpretation of reality and, as a result, participant responses are limited by the researcher's definitions of pre-selected variables. In contrast, a qualitative approach to internalization research may provide all researchers with information that could be used to develop more valid ways of defining and measuring the cognitive variables that mediate the internalization of attitudes about discipline. For example, parental disciplinary messages that are couched in humor, sarcasm, or drama may be especially

effective because they require decoding in order to be understood (Goodnow, 1992; Grusec & Goodnow, 1994). Qualitative research methods, such as semi-structured interviews, would be more likely to capture each child's unique interpretation of implicit parental messages.

Finally, future research should include studies that have a longitudinal design. In contrast to retrospective studies, longitudinal studies would eliminate the effects of memory, yielding more valid data (Christenson, 1988; Singleton, Straits & Straits, 1993). It follows that by controlling for the effects of memory, longitudinal studies would allow researchers to investigate internalization as a lifelong process that begins in infancy (Bretherton, Colby, & Cho, 1997) and continues throughout childhood (Kochanska & Thompson, 1997) and adolescence (Collins, Gleason, & Sesma, 1997). Given that the internalization processes of childhood may be different than those of adolescence (Kochanska, 1994), the data from longitudinal studies would facilitate the development and testing of theories about how internalization evolves over the lifespan.

Conclusion

It is generally recognized that the socialization of children is the primary responsibility of parents, that virtually all parents use some form of discipline in the socialization of their children, and that parents learn about parenting from their parents. However, the variables that influence parents to either accept or reject the parenting practices of the previous generation are not clearly understood (Covell, Grusec & King, 1995; Simons, Whitbeck, Conger, & Wu Chyi-In, 1991).

Some researchers have speculated that because most discipline interventions take place in the privacy of the family, children may learn that the discipline interventions that were used by their parents are normative (Straus, 1983). As well, it has been suggested that adults who view their childhood discipline experiences as typical may

repeat those disciplinary behaviors, later in life, in a reflexive, unthinking way (Simons, Whitbeck, Conger, & Wu Chyi-In, 1991). Other more cognitively oriented researchers have argued that parents may be guided by a parenting script, or a set of beliefs about appropriate use of discipline (Bandura 1986).

Over the past several decades, much of the research on intergenerational patterns of discipline practices, has focused on parental use of punitive interventions. A large number of studies, framed by a behavioral approach to research, have identified behavioral and environmental variables that predict abusive parenting behaviors in successive generations. However, more recent studies have found that the majority of abused children do not use abusive discipline with their own children (Kaufman & Zigler, 1987).

As a result of these recent findings, researchers have been prompted to reexamine and revise the traditional view of internalization as a unidirectional process that explains continuity of social order in families and society. In fact, recent research strongly suggests that internalization is bi-directional process between parent and child, and as such is an instrument of both continuity and change. As well, researchers have emphasized the importance of understanding the multidirectional forces of continuity and change from an ecological perspective (Garbarino, Kostelny, & Barry, 1997). This perspective stresses the importance of viewing individuals as unique biological systems that develop within ever-changing, interrelated social and physical environments.

The goal of this study was to explore the question: "Why do some parents repeat the discipline practices of their parents, while others do not?" The study was guided by three assumptions: (a) children may internalize parental attitudes about discipline, (b) internalization may be a process that acts as a communication link between generations, and (c) parental discipline practices are guided by the attitudes that parents hold about discipline. The present study examined the role of two cognitive variables in

the internalization of attitudes about discipline. Although these variables were not found to be significantly correlated with the internalization of parental attitudes about discipline, the concept of internalization as an explanatory construct was not challenged. Despite the findings of the present study, the concept of internalization will continue to provide researchers with a rich source of ideas to test and questions to answer. Researchers who examine internalization within a social learning theory frame of reference will be able to explore the complex interplay of behavioral and cognitive variables. Perhaps continuing research will eventually provide support for the idea that human behavior is volitional, environmental determinants are changeable, and parenting behavior is not entirely predetermined by childhood experience.

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Appendix A

Demographic Questionnaire

(1) How old are you? _____ (years of age)

(2) How old is your mother? _____ (years of age)

(3) Do you have brothers and/or sisters? Yes _____ No _____

(4) If you answered " yes", please list the ages of each of them below.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Appendix B

Mothers' Information Sheet

Most mothers say that even when they generally get along well with their daughters there may be times when they don't get along or have disagreements. For mothers and their teenaged daughters, most disagreements are about everyday issues like dating, personal appearances, and curfews. We are interested in knowing about disagreements that you had with your daughter when she was a teenager. Please recall disagreements that you had with your daughter when she was 16 years old and answer the following questions to the best of your recollections from that time period.

Daughters' Information Sheet

Most daughters say that even when they generally get along well with their mothers there may be times when they don't get along or have disagreements. For teenaged daughters and their mothers, most disagreements are about everyday issues like dating, personal appearances, and curfews. We are interested in knowing about disagreements that you had with your mother when you were a teenager. Please recall disagreements that you had with your mother when you were 16 years old and answer the following questions to the best of your recollection from that time period.

Appendix C

Mothers' Filter Question for Dating

When your daughter was 16 years old, did you and she ever disagree about dating?

Yes ____ No ____

If your answer is "Yes" then please turn to page (3).

If your answer is "No" then please skip to page (5).

Mothers' Filter Question for Appearances

When your daughter was 16 years old, did you and she ever disagree about her **personal appearance** (for example, the way she dressed, her hairstyle, or her use of make-up)?

Yes ____ No ____

If your answer is **"Yes"** then please turn to **page (6)**.

If your answer is **"No"** then please skip to **page (8)**.

Mothers' Filter Question for Curfews

When your daughter was 16 years old, did you and she ever disagree about **curfews** (when she should be home at night)?

Yes ____ No ____

If your answer is "**Yes**" then please turn to **page (9)**.

If your answer is "**No**" then please skip to **page (11)**.

Appendix D

Daughters' Filter Question for Dating

When you were 16 years old, did you and your mother ever disagree about
dating?

Yes _____ No _____

If your answer is "**Yes**" then please turn to **page (4)**.

If your answer is "**No**" then please skip to **page (8)**.

Daughters' Filter Question for Appearances

When you were 16 years old, did you and your mother ever disagree about **personal appearances** (for example, the way you dressed, your hairstyle, or your use of make-up)?

Yes _____ No _____

If your answer is "**Yes**" then please turn to **page (9)**.

If your answer is "**No**" then please skip to **page (13)**.

Daughters' Filter Question for Curfews

When you were 16 years old, did you and your mother ever disagree about **curfews** (when you should be home at night)?

Yes ____ No ____

If your answer is **"Yes"** then please turn to **page (14)**.

If your answer is **"No"** then please skip to **page (18)**.

Appendix E

Frequency of Discipline Scale
Dating

When I was 16 years old and my mother and I had disagreements about **dating**, she would:

(1) **Yell at me.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(2) **Order me to obey.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(3) **Slap me.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(4) **Withdraw my privileges** (for example, ground me, restrict my use of telephone or television viewing).

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(5) **Embarrass me in front of others.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(6) **Reason with me about the potential dangers of dating.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(7) **Negotiate with me.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(8) **Plead with me.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(9) **Offer me rewards.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(10) **Ignore my behavior when I disobeyed her about dating.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

**Frequency of Discipline Scale
Appearances**

When I was 16 years old and my mother and I had disagreements about my **personal appearance** (my choice of clothes, hairstyle, or use of make-up) she would:

(1) **Yell at me.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(2) **Order me to obey.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(3) **Slap me.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(4) **Withdraw my privileges** (for example, ground me, restrict my use of telephone or television viewing).

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(5) **Embarrass me in front of others.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(6) **Reason with me about the potential dangers of presenting myself improperly.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(7) **Negotiate with me.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(8) **Plead** with me.

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(9) Offer me **rewards**.

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(10) **Ignore** my behavior when I disobeyed her about appearances.

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

Frequency of Discipline Scale
Curfews

When I was 16 years old and my mother and I had disagreements about **when I should be home at night** she would:

(1) **Yell at me.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(2) **Order me to obey.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(3) **Slap me.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(4) **Withdraw my privileges** (for example, ground me, restrict my use of telephone or television viewing).

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(5) **Embarrass me** in front of others.

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(6) **Reason with me** about the potential dangers in staying out too late.

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(7) **Negotiate with me.**

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(8) Plead with me.

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(9) Offer me rewards.

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

(10) Ignore my behavior when I disobeyed her about my staying out late.

| | | | |
|-------|--------|-----------|------------|
| 1 | 2 | 3 | 4 |
| Never | Rarely | Sometimes | Very Often |

Appendix F

Mothers' Content Perception Scale
Dating

Please think about **your point of view** when your daughter was 16 years old.
How did you view the dating issue?

Please circle the number that best represents your thoughts.

(1) When my daughter was 16 years old, I believed that dating would likely lead to activities that I considered immoral.

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(2) When my daughter was 16 years old, I believed that I would be judged by others to be a poor parent if I didn't set limits on her dating activities.

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(3) When my daughter was 16 years old, I believed that she might be placed in unsafe situations while on dates (for example, car accidents).

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(4) When my daughter was 16 years old, I believed that she wasn't old enough to make her own dating decisions.

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

**Mothers' Content Perception Scale
Appearances**

Please think about **your point of view** when your daughter was **16 years old**.
How did you view issues concerning her personal appearance?

Please circle the number that represents your thoughts.

(1) When my daughter was 16 years old, I believed that certain ways of presenting herself would lead to immoral activities.

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(2) When my daughter was 16 years old, I believed that I would be judged by others to be a poor parent if I didn't set limits on the way she presented herself.

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(3) When my daughter was 16 years old, I believed that certain ways of presenting herself could jeopardize her safety.

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(4) When my daughter was 16 years old, I believed that she wasn't old enough to decide about her personal appearance.

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

**Mothers' Content Perception Scale
Curfews**

Please think about **your point of view** when your daughter was 16 years old.
How did you view curfews?

Please circle the number that represents your thoughts.

(1) When my daughter was 16 years old, I believed that if she stayed out late she would likely become involved in immoral activities.

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(2) When my daughter was 16 years old, I believed that I would be judged to be a poor parent if I didn't set limits on when she should be home at night.

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(3) When my daughter was 16 years old, I believed that she might find herself in dangerous situations if she stayed out late at night.

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(4) When my daughter was 16 years old, I believed that she wasn't old enough to decide for herself when to come home at night.

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

Appendix G

Daughters' Content Perception Scale
Dating

Please think about **your mother's point of view** when you were 16 years old.
How did **she** view the dating issue?

Please circle the number that best represents **your mother's** thoughts.

(1) When I was 16 years old, my mother believed that dating would likely lead to activities that she considered immoral.

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(2) When I was 16 years old, my mother believed that she would be judged by others to be a poor parent if she didn't set limits on my dating activities.

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(3) When I was 16 years old, my mother believed that I might be placed in unsafe situations while on dates (for example, car accidents).

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(4) When I was 16 years old, my mother believed that I wasn't old enough to make my own dating decisions.

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

**Daughters' Content Perception Scale
Appearances**

Please think about **your mother's point of view** when you were 16 years old.
How did **she** view your personal appearance?

Please circle the number that represents your mother's thoughts.

(1) When I was 16 years old, my mother believed that certain ways of presenting myself would lead to immoral activities.

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(2) When I was 16 years old, my mother believed that she would be judged by others to be a poor parent if she didn't set limits on the way I presented myself.

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(3) When I was 16 years old, my mother believed that certain ways of presenting myself could jeopardize my safety.

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(4) When I was 16 years old, my mother believed that I wasn't old enough to decide about my personal appearance.

| | | | |
|--|--|--|--------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my other believed |

**Daughters' Content Perception Scale
Curfews**

Please think about **your mother's point of view** while you were a teenager.
How did she view curfews?

Please circle the number that represents your mother's thoughts when you were a teenager.

(1) When I was 16 years old, my mother believed that if I stayed out late I would likely become involved in immoral activities.

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(2) When I was 16 years old, my mother believed that she would be judged to be a poor parent if she didn't set limits on when I should be home at night.

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(3) When I was 16 years old, my mother believed that I might find myself in dangerous situations if I stayed out late at night.

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(4) When I was 16 years old, my mother believed that I wasn't old enough to decide for myself when to come home at night.

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

Appendix H

Mothers' Importance Perception Scale
Dating

(1) When your daughter was 16 years old, did you believe that you had a duty, as a parent, to have rules about whom she could date?

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(2) When your daughter was 16 years old, how strongly did you feel about her obedience with respect to your expectations regarding her dating activities?

| | | | |
|------------|----------|----------|---------------|
| 1 | 2 | 3 | 4 |
| Not at all | Somewhat | Strongly | Very Strongly |

(3) When your daughter was 16 years old, how upset did you become during arguments about dating?

| | | | |
|---------------------|-----------------|----------------|--------------------|
| 1 | 2 | 3 | 4 |
| Not at all upset | Mildly upset | Quite upset | Extremely upset |

**Mothers' Importance Perception Scale
Appearances**

(1) When your daughter was 16 years old, did you believe that you had a duty, as a parent, to have rules about her personal appearance?

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(2) When your daughter was 16 years old, how strongly did you feel that your daughter should conform to your expectations about her personal appearance?

| | | | |
|------------|----------|----------|---------------|
| 1 | 2 | 3 | 4 |
| Not at all | Somewhat | Strongly | Very Strongly |

(3) When your daughter was 16 years old, how upset did you become during arguments about her appearance?

| | | | |
|---------------------|-----------------|----------------|--------------------|
| 1 | 2 | 3 | 4 |
| Not at all upset | Mildly upset | Quite upset | Extremely upset |

**Mothers' Importance Perception Scale
Curfews**

(1) When your daughter was 16 years old, did you believe that you had a duty, as a parent, to have rules about how late she stayed out at night?

| | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what I believed | Somewhat what I believed | Close to what I believed | Exactly what I believed |

(2) When your daughter was 16 years old, how strongly did you feel that she should conform to your expectations about curfews?

| | | | |
|------------|----------|----------|---------------|
| 1 | 2 | 3 | 4 |
| Not at all | Somewhat | Strongly | Very Strongly |

(3) When your daughter was 16 years old, how upset did you become during arguments about curfews?

| | | | |
|---------------------|-----------------|----------------|--------------------|
| 1 | 2 | 3 | 4 |
| Not at all upset | Mildly upset | Quite upset | Extremely upset |

Appendix I

Daughters' Importance Perception Scale
Dating

(1) When you were 16 years old, did your mother believe that she had a duty, as a parent, to have rules about whom you could date?

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(2) When you were 16 years old, how strongly did your mother feel about your obedience with respect to her expectations about your dating activities?

| | | | |
|------------|----------|----------|---------------|
| 1 | 2 | 3 | 4 |
| Not at all | Somewhat | Strongly | Very Strongly |

(3) When you were 16 years old, how upset did your mother become during arguments about dating?

| | | | |
|---------------------|-----------------|----------------|--------------------|
| 1 | 2 | 3 | 4 |
| Not at all upset | Mildly upset | Quite upset | Extremely upset |

**Daughters' Importance Perception Scale
Appearances**

(1) When you were 16 years old, did your mother believe that she had a duty, as a parent, to have rules about your personal appearance?

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(2) When you were 16 years old, how strongly did your mothers feel that you should conform to her expectations about your personal appearance?

| | | | |
|------------|----------|----------|---------------|
| 1 | 2 | 3 | 4 |
| Not at all | Somewhat | Strongly | Very Strongly |

(2) When you were 16 years old, how upset did your mother become during arguments about your appearance?

| | | | |
|---------------------|-----------------|----------------|--------------------|
| 1 | 2 | 3 | 4 |
| Not at all upset | Mildly upset | Quite upset | Extremely upset |

**Daughters' Importance Perception Scale
Curfews**

(1) When you were 16 years old, did your mother believe that she had a duty, as a parent, to have rules about how late you stayed out at night?

| | | | |
|--|--|--|---------------------------------------|
| 1 | 2 | 3 | 4 |
| Not at all what my mother believed | Somewhat what my mother believed | Close to what my mother believed | Exactly what my mother believed |

(2) When you were 16 years old, how strongly did your mother feel that you should conform to her expectations about curfews?

| | | | |
|------------|----------|----------|---------------|
| 1 | 2 | 3 | 4 |
| Not at all | Somewhat | Strongly | Very Strongly |

(3) When you were 16 years old, how upset did your mother become during arguments about curfews?

| | | | |
|---------------------|-----------------|----------------|--------------------|
| 1 | 2 | 3 | 4 |
| Not at all upset | Mildly upset | Quite upset | Extremely upset |

Appendix J

Mothers' Approval of Discipline Scale

The following disciplinary techniques are sometimes used by parents to discipline their teenagers.

We are interested in knowing **the point of view that you held when your daughter was 16 years old**. In other words, how much did you approve of each of these techniques when they are used to change or control teenagers' behavior?

Please rate your past approval (not your current approval) by circling the number that corresponds with the point of view that you held when your daughter was 16 years old.

(1) **Yelling at the teenager.**

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(2) **Ordering the teenager.**

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(3) **Slapping the teenager.**

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(4) **Withdrawing privileges** (for example, no TV, no use of the car, no use of the phone, "grounding").

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

5) Embarrassing in front of others.

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(6) Reasoning (giving information, explaining).

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(7) Negotiating (compromising, making a "deal").

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(8) Pleading.

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(9) Offering rewards.

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(10) Ignoring (giving no reaction, "letting it go").

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

Please do not remove the tape.

Your participation number is recorded under the fold.

Appendix K

Daughters' Approval of Discipline Scale

The following disciplinary techniques are sometimes used by parents to discipline their teenagers.

We are interested in knowing how much you approve of each of these techniques when they are used to change or control teenagers' behavior.

Please rate your approval by circling the number that corresponds with your point of view.

(1) Yelling at the teenager.

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(2) Ordering the teenager.

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(3) Slapping the teenager.

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(4) Withdrawing privileges (for example, no TV, no use of the car, no use of the phone, "grounding") .

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(5) Embarrassing in front of others.

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(6) Reasoning (giving information, explaining).

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(7) Negotiating (compromising, making a "deal").

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(8) Pleading.

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(9) Offering rewards.

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

(10) Ignoring (giving no reaction, "letting it go").

| | | | |
|------------------------|----------------------|-------------------|---------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disapprove | Mildly Disapprove | Mildly Approve | Strongly Approve |

Please do not remove the tape.

Your participation number is recorded under the fold.

Appendix L

Families and Discipline

If you are a Daughter (between the ages of 18 and 24)

or

If you are a Mother with a daughter (between the ages of 18 and 24)

We would like to hear
what you think about discipline !

If you and your mother/daughter are eligible for this study and would like to participate by filling out a short questionnaire you may choose to receive either a

\$10 Cash Honorarium

or

Enter a draw for one of two
\$150 Gift Certificates for
Edward Carriere Day Spa

To find out if you are eligible for this study please call:

Margaret (Phone 269- 2893)
Family Studies Discipline Project
Department of Family Studies -University of Manitoba

Appendix M

Recruiting Script for First Member of Dyad

The following script was used by the researcher to guide conversations with potential participants. It was not read *verbatim*.

My name is Margaret and I am a graduate student in Family Studies. Thank you for your interest in this research project. This study is a requirement for my Master of Science Degree in Family Studies. The purpose of the study is to find out how families think about discipline.

To be eligible for this study both you and your mother/daughter must agree to participate. The mothers in the study must be birth mothers and their daughters must be between 18 and 24 years old. As well, each mother and daughter pair must have lived together when the daughter was between 12 and 17 years of age. Finally, only daughters who do not have children may be included in this study.

As well, all participants must sign a consent form. This is standard procedure for participants in studies at the University of Manitoba. The consent form states that you have been informed about the purpose of the study, that you understand all your responses will be confidential and that you are free to withdraw from the study at any time without penalty. If you decide to withdraw you will not be expected to justify your decision in any way.

This means that, as a participant, you are expected to attend a questionnaire session with your mother/daughter (as previously explained). However, if either or both of you choose not to respond to the questionnaire items you will still be eligible to receive an honorarium. Each of you may choose to receive either a ten dollar cash honorarium, which will be given when the questionnaire is returned to the researcher, or enter a draw for one of two Gift Certificates for Edward Carriere Day Spa (each valued at \$150). The draw for the gift certificate will be made when all the data has been collected.

Students who are enrolled in introductory psychology classes are eligible to receive 2 course credits for their participation in this study. Students who choose to receive the course credits are not eligible to receive either the cash honoraria or to enter the draw. However, mothers/daughters of students who choose to receive course credits will be eligible to receive either the cash honoraria or to enter the draw.

If both you and your mother/daughter agree to participate you will be asked to come to the university at the same time to fill out a questionnaire about discipline practices. To ensure privacy you and your mother will respond to the questionnaire items in separate rooms. The questionnaire will take about 20 minutes to complete. Please contact your mother/daughter to find out if she is interested in participating and if she will give her permission for you to give her name and telephone number so that I may contact her.

If you are still interested in participating, I will telephone you in several days to find out if your mother/daughter is interested also and if she has given her verbal permission for me to telephone her.

Appendix N

Recruiting Script for Second Member of Dyad

The following script was used by the researcher to guide conversations with potential participants. It was not read *verbatim*.

My name is Margaret and I am a graduate student in Family Studies. Your mother/daughter has indicated that you may be willing to participate in a study that will examine how families think about discipline. I would like to confirm that you are in fact interested. If so, I would like to give you some information so that you can decide if you would like to participate.

This study is a requirement for my Master of Science Degree in Family Studies. The purpose of the study is to find out how families think about discipline. To be eligible as participants, both you and your mother/daughter must agree to participate. The mothers in the study must be birth mothers and their daughters must be between 18 and 24 years old. As well, each mother and daughter pair must have lived together when the daughter was between 12 and 17 years of age. Finally, only daughters who do not have children may be included in this study.

As well, all participants must sign a consent form. This is standard procedure for participants in studies at the University of Manitoba. The consent form states that you have been informed about the purpose of the study, that you understand all your responses will be confidential and that you are free to withdraw from the study at any time without penalty. If you decide to withdraw you will not be expected to justify your decision in any way. This means if either or both of you chose not to respond to the questionnaire items you will still be eligible to receive an honorarium.

Each of you may choose to receive either a ten dollar cash honorarium, which will given when the questionnaire is returned to the researcher, or enter a draw for one of two Gift Certificates for Edward Carriere Day Spa (each valued at \$150). The draw for

the gift certificate will be made when all the data has been collected. Students who are enrolled in introductory psychology classes are eligible to receive 2 course credits. Students who choose to receive the course credits are not eligible to receive either the cash honoraria or to enter the draw. However, mothers/daughters of students who choose to receive course credits will be eligible to receive either the cash honoraria or to enter the draw.

If both you and your mother agree to participate you will be asked come to the university at the same time so that each of you may fill out a questionnaire. To ensure privacy you and your mother/daughter will fill out the questionnaire in separate rooms. The questionnaire will take about 20 minutes to complete.

Please contact your mother/daughter so that you can arrange mutually convenient time to meet with me for the purpose of filling out the questionnaires.

Appendix O

Consent Form for Psychology Students (and their Mothers/Daughters)

Thank you for your interest in this study of mothers' and daughters' points of view about discipline. This study is being conducted under the supervision of Dr. Joan Durrant (Department of Family Studies, University of Manitoba).

If you agree to participate, you will be asked to fill-out a questionnaire about your (your daughter's) discipline experiences that have taken place during your (your daughter's) adolescent years. All of the questionnaire items will request information about commonly used discipline practices and typical parent adolescent disagreements about dating, personal appearances, and curfews.

Any information that you provide will be kept confidential. Your responses will be recorded by your participant number only and will not be linked to your name, nor will they ever be shown to your mother (daughter). Only the principal investigators and the research assistants directly involved with this project will have access to your responses to the questionnaire. Please feel free to skip any question that makes you feel uncomfortable. Otherwise, be careful not to miss any question as every item is important to our research.

Your participation in this study is voluntary. If at any time you wish to end your participation in this study, you are free to do so without penalty. In other words, student participants will still receive course credits and nonstudent participants will receive an honorarium. The questionnaire should take approximately 20 minutes to complete.

Each student will receive 2 course credits. Each participant who is not receiving course credits may choose to receive a cash honorarium of \$10 or to have their names entered into a draw for a \$150 - Gift Certificate for Edward Carriere Day Spa.

Please feel free to ask questions about the procedures that are used for this study. As well, feel free to discuss the questionnaire items with your mother (daughter) after the questionnaires have been completed and returned to the researcher. We ask that you do not discuss the questionnaire items with other potential participants because of the risk of influencing their responses.

This study has been approved by the Department of Psychology Human Ethics Review Committee (HERC) and any complaints regarding procedures may be reported to the chair of HERC, Dr. Bruce Teft (474-8259).

My signature below indicates that I have read the above statement and have given my informed consent to participate in this study.

Signature

Printed Name

Date

Witness Signature

Date

Appendix P

Standard Consent Form (for Participants who are not Psychology Students)

Thank you for your interest in this study of mothers' and daughters' points of view about discipline. The purpose of this study is to examine how discipline practices are viewed by mothers and daughters. This study partially fulfills the requirements for a Master of Science degree in Family Studies for Margaret Wright. It is conducted under the supervision of Dr. Joan Durrant (Department of Family Studies, University of Manitoba).

If you agree to participate, you will be asked to fill-out a questionnaire about discipline experiences that have taken place during your (your daughters') adolescent years. All of the questionnaire items will request information about commonly used discipline practices and typical parent-adolescent disagreements.

Any information that you provide will be kept confidential. Your responses will be recorded by your participant number only and will not be linked to your name, nor will they ever be shown to your mother (daughter). Only the principal investigator and the research assistants directly involved with this project will have access to your responses to the questionnaire.

The questionnaire should take approximately 20 minutes to complete. If any question makes you feel uncomfortable, please feel free to skip that question. Otherwise, be careful not to miss any question, as every item is important to our research.

Your participation in this study is voluntary. If at any time you wish to end your participation in this study, you are free to do so without penalty. In other words, even if you do not complete the questionnaire you may still choose to receive either a cash

honorarium of \$10 or to have your name entered into a draw for a \$150 - Gift Certificate for Edward Carriere Day Spa.

Please feel free to ask questions about the procedures that are used for this study. As well, feel free to discuss the questionnaire items with your mother (daughter) after the questionnaires have been completed and returned to the researcher. We ask that you do not discuss the questionnaire items with other potential participants because of the risk of influencing their responses.

This study has been approved by the Department of Family Studies Ethics Review Committee (University of Manitoba).

—

My signature below indicates that I have read the above statement and have given my informed consent to participate in this study.

Signature

Printed Name

Date

Witness Signature

Date

Appendix Q

75 Morningside Drive
Winnipeg, R3T 4A2
August 12, 2000

Dear Edward Carriere,

I am a graduate student at the University of Manitoba, currently doing an intergenerational study for a Master of Science degree in Family Studies (Department of Human Ecology). My research committee consists of Dr. Joan Durrant (Department Head of Family Studies), Dr. John Bond, Dr. Warren Eaton.

The participants in my study will be young women (between the ages of 18 and 24 years) and their birth mothers. They will be asked to fill out a questionnaire about their views on parental discipline practices. I plan to offer an honorarium to each participant. The honoraria would serve two purposes. First, it would be a way of thanking the women who have taken the time to fill out my questionnaire. Second, it may generate interest in my study and act as an incentive for potential participants.

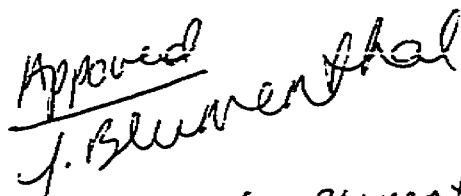
I plan to offer each participant the opportunity to enter a draw for a gift certificate for a product or service that would be especially appealing to women. I would like to purchase two Edward Carriere Day Spa Gift Certificates (valued at \$150.00 each) to be used as prizes for this draw. I am sure that a gift certificate from Edward Carriere would be very appealing to women in both age groups and would be a unique way of thanking them for their participation.

As part of the recruiting process I will be placing posters on bulletin boards at the University of Manitoba, the University of Winnipeg and various places of business, such as coffee shops, community centers, and shopping malls. I will also recruit directly from introductory psychology, sociology and family studies classes at both universities. In order reach a varied population of potential participants I will place notices in Ad-Bags (which will be delivered to a minimum of 2,500 homes in Winnipeg), as well as in community and student newspapers.

I am asking your permission to use the name "Edward Carriere" in my presentations to classes at both universities, as well as on the posters and ads. I am enclosing a sample of the notices that will be distributed (subject to your approval). I hope that this plan meets with your approval. I look forward to hearing from you in the near future. You may reach me by phoning 269-2893 or by writing to the above address.

Sincerely,


Margaret Wright

Approved

Jennifer Blumenthal

Appendix R

Debriefing Letter (for Psychology Students and their Mothers/Daughters)

Thank you for participating in this study about mothers, teenaged daughters, and discipline. Most mothers and teenaged daughters experience numerous disagreements and discipline encounters. These experiences are usually a normal part of daily family life and are easily resolved. However, some mothers and/or daughters may have unresolved issues about past discipline encounters. If you feel that some of these discipline issues remain a problem and you would like to discuss them further, you may find that one of the counselling services listed below may be helpful:

(1) Counselling Services, 474 University Center

Phone: 474-8592

(2) Klinik Community Health Center

Phone: 784-4090

The study should be completed in December, 2000. Upon completion I would be happy to share the results with you. A summary of the results of this study will be available at the General Office, in the Human Ecology Building at the University of Manitoba.

This study has been approved by the Department of Psychology Human Ethics Review Committee (HERC), and any complaints regarding procedures may be reported to the chair of HERC, Dr. Bruce Tefft (474-8259).

Once again, thank you for your interest and participation. Your involvement is very much appreciated.

Margaret Wright (Researcher)

Telephone 269-2893

Appendix S
Debriefing Letter
(for Participants who are not Psychology Students)

Thank you for participating in this study about mothers, teenaged daughters, and discipline. Most mothers and teenaged daughters experience numerous disagreements and discipline encounters. These experiences are usually a normal part of daily family life and are easily resolved. However, some mothers and/or daughters may have unresolved issues about past discipline encounters. If you feel that some of these discipline issues remain a problem and you would like to discuss them further, you may find that one of the counseling services listed below may be helpful:

(1) Counseling Services, 474 University Center

Phone: 474-8592

(2) Klinik Community Health Center

Phone: 784-4090

The study should be completed in December, 2000. Upon completion I would be happy to share the results with you. A summary of the results of this study will be available at the General Office, in the Human Ecology Building at the University of Manitoba.

If you have any inquiries or complaints about the procedures that were used for this study, please contact the researcher, Margaret Wright (ph. 269-2893) or Dr. Joan Durrant, thesis advisor (ph. 474-8060).

Once again, thank you for your interest and participation. Your involvement is very much appreciated.

Margaret Wright (Researcher)

Telephone 269-2893