RELATIONSHIPS AMONG MOTHERS' PERCEPTIONS OF STRESS, SUPPORT, AND CHILD DISCIPLINE STRATEGIES

By

BERNITA LOUISE QUOSS

Bachelor of Arts

Texas Christian University

Fort Worth, Texas

1958

Master of Science

Oklahoma State University

Stillwater, Oklahoma

1975

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
December, 1988

RELATIONSHIPS AMONG MOTHERS' PERCEPTIONS OF STRESS, SUPPORT, AND CHILD DISCIPLINE STRATEGIES

Thesis Approved:

Thesis Adviser

Frances Stromberg

Wayne Matthews

Beulah Hirschlein

Norman N. Durham

Dean of the Graduate College

PREFACE

This study of the sources of parenting stress evolved from years of working with parents and children in a variety of communities. I saw that even those parents with advantages of educational, social, and economic status sometimes endured great distress associated with their child-rearing responsibilities. Ordinary explanations of their problems began to seem inadequate; pursuing a graduate education provided me an opportunity to learn methods of researching this important problem. The present study may be a beginning to a long-term process of listening to parents define their role problems and their needs.

The mothers who participated in this study contributed greatly to my own knowledge and understanding. Other parents, over the years, served as my teachers as much as I served as their children's teacher or as their advocate for family resources. I am grateful to all those parents for helping to shape my thinking.

The challenge of organizing and implementing the study owes much to Godfrey J. Ellis, my adviser, whose creativity always inspired me and whose knowledge of the parent-child relationship guided me. I am highly grateful to James Moran for his critical review, his patience, and his steady influence. Frances Stromberg has provided an enduring influence in my academic and my personal development, by continuing to

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF SYMBOLS AND ABBREVIATIONS

CHSTRS = Parenting Stress (see PSTRS)

COERC = Coercive Discipline

DEMOG = Demographic Variables

DISC = Discipline

ECSTRS = Economic Stress

ED = Education

FAMSIZE = Family Size

FASUP = Family Support

FINF = Financial Feelings Stress

FINL = Financial Limits Stress

FRSUP = Friend Support

FTE PERM = Full-time employed, permanent position

FTE TEMP = Full-time employed, temporary position

FTE SEAS = Full--time employed, seasonal position

HSTRS = Intimacy Stress (see ISTRS)

HUSUP = Intimate Partner (Husband) Support

INC = Income

IND = Induction

INTSTRS = Intimacy Stress (see HSTRS)

JOB = Occupational Category

PARTSUP = Partner Support

PSTRS = Parenting Stress (see CHSTRS)

PTE PERM = Part-time employed, permanent position

PTE TEMP = Part-time employed, temorary position

PTE SEAS = Part-time employed, seasonal position

REL = Religion

TOTSTRS = Total Stress

TOTSUP = Total Support

WKSTRS = Workload Stress

RELATIONSHIPS AMONG MOTHERS' PERCEPTIONS OF STRESS, SUPPORT, AND CHILD DISCIPLINE STRATEGIES

By

Bernita Quoss

ABSTRACT

This study investigated the differential effects of specific sources of perceived stress and social support on mothers' use of discipline. Participating mothers from 116 two-parent families were members of programs providing some education for family life. Established scales in a mailed or delivered questionnaire measured perceived stress and satisfaction with support; a new scale measured persistence in using inductive discipline (parental attempts to induce self-control by a child). Regression and partial correlational analyses identified relationships among variables. Total support was inversely related to total stress ($p<.001$), but total stress was unrelated to discipline. Economic stress was related to inductive discipline ($p<.001$), while parenting stress was related to coercion ($p<.05$). When effects of support were statistically removed from analysis, parenting stress was unrelated to coercion. These findings indicate that social supports may not effectively reduce the impact of parenting stress on children. The development and remediation of parenting stress should be further investigated.

RELATIONSHIPS AMONG MOTHERS' PERCEPTIONS OF STRESS, SUPPORT, AND CHILD DISCIPLINE STRATEGIES

The pace of social change in modern societies demands continual adaptation from struggling humans, who additionally must adapt to their own personal changes over greatly lengthened lifespans. Adaptive energies may become depleted; physical or behavioral difficulties may follow. Many human disorders may originate from these problematic efforts to adapt to stressful situations. As contemporary families adapt to changes in gender roles, in marital stability, and in economic burdens, parents may experience increased stress which could affect their children.

Since the majority of American children are cared for primarily by their mothers, many children may be exposed and vulnerable to the effects of maternal stress. Indeed, the contagion concept of stress (Wilkins, 1974) suggests that childhood stress may result from parental stress, perhaps through harsh disciplinary practices (O'Leary, 1984). Limited empirical work indicates that mothers who report a high level of stress are indeed more likely to use coercive, punitive discipline with their children. Further, mothers' satisfaction with social support can moderate the influence of stress on coercive treatment of children (Longfellow, Zelkowitz, & Saunders, 1982; Colletta, 1979). Since women experience greater stress within the family (Ilfeld, 1982) and also continue to have greater child-care responsibilities (Lein, 1984), their stress may be related to the social problem of child abuse. The present study investigated the relationships among mothers' perceptions of stress, support, and discipline.

General Stress Theory and Concepts

Stressors are stimuli or events which present a demand for adaptation. Selye's (1936) original biological theory defined stress as a generalized adrenocortical response to stressors, with specific negative physiological changes occurring when demands exceed the organism's adaptive capacity. More recent explanations of stress (Weiner, 1977; Schneiderman & McCabe, 1985) describe a variety of physical and mental disorders as symptoms resulting from sustained physiological arousal or underarousal. Cognitive processes mediate the stress-disorder relationship through perceptions or definitions of environmental stressors and of coping resources.

In the past decade, national priorities for medical and behavioral research have shifted from a focus on infectious diseases to investigation of environmental stressors which contribute to physical and mental disorders. Research in family studies has responded to the new focus on health and behavior (McCubbin, Joh, Cauble, Comeau, Patterson, & Needle, 1980). Family stress theory (Hill, 1949; Hansen & Johnson, 1979; McCubbin & Patterson, 1983) uses the physiologic concept of stress as a metaphor to describe dysfunctional patterns of interactions among family members. Thus, a family's collective definition of a demanding situation must consider challenges to existing patterns of interaction, just as an individual's cognitive processes must assess challenges to individual functioning. A "crisis" in the family system may occur if events are defined as stressful and if resources (such as social support) are inadequate for a beneficially adaptive response ("maladaptation" versus "bonadaptation"). "Crisis,"

which refers to the amount of disorganization in the family's system of interactions, conceptually relates to the symptomatic disorders of stressed individuals. In the present study, coercive discipline is considered to be both a maladaptive response within the biobehavioral system of stressed mothers and a related "crisis" in the parent-child sub-system of the family.

Maternal Stress, Social Support, and Discipline

Investigations of a direct relationship between parental stress and coercive or punitive discipline have provided only weak evidence, despite widespread assumptions of such a relationship. One experimental study (Passman & Mulhern, 1977) of ten mothers and their children found significant correlations between degree of task-related stress and intensity of punitiveness toward children's task failure. In contrast to the artificially-induced behaviors which produced significant findings in this study, Straus (1980) found through survey research that the abuse reported by a probability sample of mothers remained high across all levels of reported life stress events.

Similarly, Kotelchuk (1982) found few differences, including life event stress and psychosocial indicators, between punishment patterns of a group of parents whose hospitalized children had been medically identified as victims of abuse and another group of parents whose children were hospitalized for reasons unrelated to abuse. Starr's (1982) multi-method, ecological study design also failed to identify stress-related differences between abusive and non-abusive parents. However, from a review of 20 psychological studies of child-abusive parents, Wolfe (1985) concluded that such parents are more likely to

report stress-related symptoms. Three of the studies reviewed by Wolfe (1985) relied on physiological measures of stress. The results of these and the other varied studies reported here, although somewhat inconsistent, provide sufficient evidence for the hypothesis that stress increases mothers' use of punitive and coercive discipline.

The effects of coercive discipline on the psychosocial development of children are well documented by an extensive body of theoretical and empirical literature (Baumrind, 1966, 1967, 1972; Hoffman, 1960, 1970; Rollins & Thomas, 1979; Steinmetz, 1979) showing that children reared by authoritarian, coercive, or punitive strategies are more likely to develop aggressive behavior and a weak sense of moral values. In studies by Vaughn, Egelund and Sroufe (1979) and by Weinraub and Wolfe (1983), environmental stress and harsh maternal discipline also were associated with attachment problems in children. Research on children's perceptions shows that children of stressed mothers perceive their mothers as more punitive (Longfellow et al., 1982), and, in a nationwide sample (Zill, 1978), such children reported their family life to be unhappier. Given the strength of these findings, the present study will not examine outcomes for children, but will assume that mothers' use of coercive discipline places their children at risk for maladjustment.

Sources of maternal stress may be material, such as economic stress, or interpersonal, such as intimacy stress. In particular, strains inherent in the roles of women appear to present demands which tax adaptive capacities (Aneshensel, 1987; Pearlin & Johnson, 1977). This social role theory of stress suggests that stressors are unevenly

distributed throughout the social system and that unique stressors may be associated with specific roles (Thoits, 1987). According to results of the Los Angeles Depression Study (Aneshensel, 1987), the role of wife significantly influences stress and coping for women:

> In one sense, married women appear to have a greater potential risk (for stress) than unmarried women. Their sense of social support appears to be strongly dependent upon their relationship with their husband. (p. 112)

Thus, marital strain may present a major source of stress for women.

Although Campbell's (1975) survey revealed that the burdens of parenthood are more severe for mothers, Ilfeld (1982) has noted the close relationships among wife and mother roles as stressors for married women, such that their separate contributions to maternal stress may be difficult to distinguish. Some empirical studies (Gove, Hughes & Style, 1983; Cowan et al., 1985; Ross, Mirowsky & Huber, 1983) indicate that strain in the instrumental roles of homemaker or wage-earner may interplay with strain from expressive roles of wife and mother. Thus, for married women, there appears to be a triad of roles -- wife, mother, and worker -- which influences stress. The present study examined this triad of roles to determine whether mothers' perceived stress in family-related roles influences their reliance on coercive discipline.

Since Caplan (1974) and Cassel (1976) explained social support as a protection against the harmful consequences of stressful environmental conditions, a plethora of empirical studies have

documented the efficacy of support in mitigating the effects of stress. Most of this work is atheoretical, and there is a need to determine "in what contexts, for what types of problems social support reduces the negative impact of stress" (Brownell & Schumaker, 1984). Joint studies by the National Institute of Mental Health and Harvard University (Belle, 1982) provide evidence that social support can reduce mothers' reliance on coercive discipline in the contexts of poverty or single-parenting. For the context of marriage, limited research indicates a possible linkage between spousal support and "effective" or "sensitive" parenting (Weinraub & Wolfe, 1983; Goldberg & Esterbrook, 1984). Such research confirms the theoretical position developed by Belsky (1981; 1984), describing marriage as "a support system for parenting."

Unfortunately, most stress and parenting research omits social support as a moderating variable. Studies by Colletta (1979, 1983) did examine stress, support, and restrictive or punitive discipline in several contexts, with the consistent findings that: a) support buffers the negative impact of stress on discipline and b) low income accounts for a significant amount of maternal stress in single-parent families. Additionally, although Longfellow et al. (1982) did not examine support per se, they did note that the presence of a partner did not necessarily reduce the relationship between maternal stress and punitive discipline in low-income families.

Thus, there is limited and inconsistent empirical information concerning the dynamics of the stress, support and discipline process. Because the direction of associations between these variables,

including interactive effects, have not been clearly identified in the context of two-parent families, alternative hypotheses were examined in the present study.

Concepts and Testable Propositions

For the present study of stress in family relationships, core definitions were used from the longitudinal Chicago Transitions studies, in which Pearlin, Lieberman, Menaghan & Mullan (1981) described three components of the stress process: a) sources of stress, b) mediating resources, c) manifestations (outcomes) of stress. Both life events and chronic strains may be defined as stressors, since either has the potential to evoke feelings of threat. The impact of stressors on the individual is stress: "responses of the organism to conditions experienced as noxious" (Pearlin et al., 1981, p. 341), further defined in the present study as "reported experiences of emotional upset" (Pearlin & Schooler, 1978, p. 4). Mediators of stress may include social resources, psychological resources (personality characteristics) and "coping" responses used in contending with stressors. Neither psychological state nor coping has been found to have significant influences on the relationship between maternal stress and coercive discipline or abuse (Conger, 1984; Pearlin et al., 1981); therefore, only the interactive effects of social resources were examined in the present study. Finally, discipline was defined as parental attempts either to induce self-control by a child (inductive discipline), or to impose external control on a child (coercive discipline). Induction involves explanations or reasoning which aim at voluntary compliance by a child to behavior desired by the parent;

coercion involves direct control through deprivation of privileges or the application of force to gain compliance.

Due to the limited theoretical and empirical evidence concerning relationships among maternal stress, support, and discipline and also the confounding that is typical among stress, support, and disorder variables, the use of multiple working hypotheses (Kerlinger, 1986; Platt, 1964; Chamberlin, 1965; Cohen & Nagel, 1934) was judged to be desirable for this study. Three models of these relationships were developed (see Figure 1), and hypotheses derived from these modesl were tested.

Insert Figure 1 about here

First, since the preferred hypothesis was that stress influences the use of coercive discipline, it was necessary to test the competing hypothesis that coercive discipline provokes stress within the parent-child relationship. In Model A, maternal stress could result first, from negative emotions (such as irritation or anger) to child behavior the mother perceives as aversive, second, from aggression accompanying the mother's coercive behavior, or third, from an empathic response to the child's distress when coerced. The presence of social support, especially support which advocates use of coercive discipline, may reduce any of these alternative experiences of stress. Straus (1980), examining the effects of life event stressors on family violence, identified such a correlation between child abuse and family support, with greater abuse among those with many relatives living

nearby. Earlier cross-cultural research by Minturn and Lambert (1964) also has demonstrated that close proximity to kin may reduce positive parenting. Thus, family support may not always have a prosocial influence, particularly if normative values condone the use of punishment or if the support engenders interpersonal conflicts.

To explain hypotheses for the direct effect of stress on coercive discipline (Model B), choice and exchange theory was added to the systemic orientation which informs this study. From this perspective, support is considered to be inequitably distributed among roles within the family system, especially within the parent-child relationship, where mothers provide a high level of support but receive little in return (Belle, 1983; Zabielski, 1984). Alternately, the absence of social support may provoke stress. Therefore, stress can increase the use of coercive discipline but social support can moderate the increase of coercion under stressful conditions (support-buffering hypothesis). The alternative is that the absence of social support provokes the perception or experience of stress, which then increases use of coercive discipline (support-provoking hypothesis). In this model, social support does have a prosocial effect.

The final hypothesis suggests that social support influences the use of noncoercive (inductive) discipline, but the presence of stress, from sources outside the parent-child family subsystem, moderates this relationship. In this case, attribution or symbolic interaction theory may be used to describe the communication basis of family interactions, since stress may influence the way a parent attributes meaning to the child's behavior. As stress increases, "characteristics of children

may be perceived in an increasingly negative light" (Conger et al., 1984). Larrance and Twentyman (1983) did find abusive and neglectful mothers to be more negative in their attributions of their childrens' intentionality; however, these authors did not include stress as a variable in their study. In contrast, Rosenberg and Reppuci (1983) found abusive mothers to be more highly stressed but not more negative in their attributions. With these conflicting findings, the final hypothesis retains plausibility.

Method

Design and Participants

This study was part of a larger study of Parental Support and Control sponsored by a university-based Family Study Center. In the winter of 1987, questionnaires with stamped return envelopes were mailed or delivered to two groups. The first group was obtained from a stratified random sample of 230 mothers with schoolage children, drawn from membership mailing lists for the four districts of a state-wide organization of Extension Homemakers. This sample provided 99 subjects for the larger study. With 12 questionnaires returned as undeliverable, a 49% rate of return was achieved. The second group was composed of members of a program for displaced homemakers and single-parents administered by 22 districts of the State Department of Vocational and Technical Education. The Coordinator for each district was contacted and asked to distribute 10 copies of the questionnaire to program participants. The Coordinators reported, through follow-up telephone calls, that 150 questionnaires were delivered to program participants. The 81 surveys mailed to the Study Center represented a

return rate of 54%.

The intent of these procedures was to obtain, for the larger Parental Support and Control study, two distinctively different groups in terms of support from a spouse or partner. Only one group from the larger study was used, representing women who reported either that they were married or involved with a live-in companion or partner. This group included the responses of 91 women from the Extension Homemakers but excluded the responses of the 8 women in this group who reported they were neither married nor living with a live-in companion or partner. From the Displaced Homemakers group, the responses of 25 women were included who reported they were married or involved with a live-in companion or partner. The total sample of 116 subjects represented predominantly young homemakers (mean age, 32.9 years) with schoolage children, the target population for the study. The majority (58.2%) of this group of mothers had been married ten years or less. The mean years of education for the group was 13.5, and 25.0% reported they were currently students. About half (49.6 %) reported an annual income judged to provide a moderate to affluent standard of living (range: $16,000 to $39,999, mean $18,000), but 21.3% were living on less than $12,000 a year. Although a substantial majority (70.0%) of these mothers contributed to family income by earning a salary, those who worked in full-time, permanent positions comprised only 29% of the sample. Moreover, 66.4% of the total group described themselves as full-time homemakers. Few (10.3%, N = 12) racial minorities were represented. Many (62.6%) reported they were Protestant, with nearly one-fourth (24.4%) identifying themselves as belonging to "other"

denominations of the Christian religion, and the remaining 11% reporting either a Catholic or no religious affiliation.

Variables and Measures

Since the instrument used in this study was part of a larger study of Parental Support and Control in Dual and Single Parent Families, scales other than those used in the present study, as well as background information items, were included in the questionnaire completed by participants in the stress study (see Appendix D for a copy of the questionnaire). Only those scales pertinent to this aspect of the total study will be discussed here.

The final questionnaire used in this study consisted of a number of established or adapted scales (see Appendix E for items, dimensions, and reliabilities). The major components of the scales included measures of stress, support, and discipline. Four major dimensions of perceived stress were measured, using items from the Transitions Study (Pearlin et al., 1981; Pearlin & Schooler, 1978) to assess perceived stress in parenting, intimacy, workload, and finances; items in the original financial stress scale also were divided into a financial limits stress scale and a financial feelings scale, to provide a more detailed measure of the economic variable. For each dimension, respondents were asked to think about their day-to-day experiences and to rate on a five point scale, ranging from strongly agree to strongly disagree, how often they felt eight specific emotional reactions: frustrated, worried, unsure, bothered or upset, tense, relaxed, emotionally worn out, contented. Scores from the four major stress scales were then summed for a measure of total stress. An .89 alpha

coefficient was found for the total stress scores with subscales ranging from .62 to .88.

Items for support scales measured perceived satisfaction with support, which has been identified as a predictor of positive parenting (Crnic, Greenberg, Ragozin, Robinson & Basham, 1983). Only expressive support was included, using items from the Transitions Study and also items adapted from the Perceived Satisfaction with Family (PSSFa) and Perceived Satisfaction with Friends (PSSFr) scales by Procidano & Heller (1983). Three scales adapted from the PSSFa and PSSFr asked a respondent to rate on a 5 point scale, ranging from strongly agree to strongly disagree, if she relied on family, friends, and intimate partner for emotional support and for companionship, if emotional support and companionship were provided by family, friends, and intimate partner, and whether she wished family, friends, or partner were much different. A second measure of satisfaction with support from intimate partner (Pearlin et al., 1981) tapped three dimensions identified by Vanfossen (1981), using a five point scale ranging from strongly agree to strongly disagree. The first dimension, affection, was measured by the statement "my husband/partner is someone who is affectionate towards me". The second dimension, intimacy, was measured by three statements: "my husband/partner is someone I can really talk with about things that are important to me"; my marriage/relationship doesn't give me enough opportunity to become the sort of person I'd like to be"; my husband/partner seems to bring out the best qualities in me". Equity, the last dimension, was measured by two statements: "my husband/partner insists on having his own way" and "generally, I

give in more to my husband/partner's wishes than he gives in to mine". Alpha coefficients for this study ranged from .63 to .80 for the support subscales.

For discipline, a selected review of extant measures was conducted (see Appendix B for a more detailed discussion), revealing measurement problems in survey instruments. Historically, earlier studies of parental discipline (Baumrind, 1966, 1967; Hoffman, 1960, 1970), relying on observational measures, have yielded clear and significant results which have strongly influenced parenting and family life education. More recent studies (Starr, 1982; Kotelchuk, 1982) which sought to identify parents with a potential for child abuse, have relied on survey instruments which might be utilized to screen large numbers of parents. Such survey measures have failed to discriminate between identified child abusive parents and other parents or have yielded contradictory results. Kotelchuk's (1982) recommendation for a process rather than a categorical survey measure of discipline provided a rationale for development of a measure of resistance to use of coercive, punitive discipline and persistence in using induction (Ellis, 1987). For this process measure, five discipline strategies were described to respondents and listed in a specific order: discussion, appeal to conscience, withdrawal of privileges, threat of physical punishment, and physical punishment. Respondents then indicated how fast or how slowly they moved from discussion to punishment, when a discipline method didn't work. The five point scale for this measure ranged from: "try very briefly" to "avoid going on at all costs". Low scores on this discipline scale were considered to

indicate persistent use of induction alternatives to punishment, i.e., an apparent resistance to using physical punishment. High scores on this scale were useds to indicate the more ready use of physical punishment as a disciplinary measure.

Results

Regression analysis was used to identify main effects of stress and stressors on discipline as well as any predictive influences of support and specific supports on either discipline or stress. Demographic influences on total stress and on specific stressors also were examined by regression analysis. Interactive effects of social support then were examined through partial correlational analysis, and interactive effects of key demographic variables similarly were identified through partial correlations.

Main Effects of Stress and Support

The linear regression analyses demonstrated that neither total stress nor total support had a main effect on discipline. Only two specific stressors showed main effects on discipline strategies (see Table 1). Parenting stress was positively related to discipline scores, indicating less resistance to use of coercion with increased stress, while economic stress was inversely related to discipline, indicating more persistence in using induction.

Insert Table 1 about here

Total support scores were inversely related to total stress scores, with $R^2 = .15$, $p < .001$; thus, as support increased stress decreased. Scores for satisfaction with Partner support were related to total stress scores, with $R^2 = .20$ and $p < .02$. Further stepwise regressions of specific support variables on specific stress variables indicated that high scores for satisfaction with family support were related to high scores for economic stress: $R^2 = 09$ and $p < .002$ and to parenting stress, with $R^2 = .04$ and $p < .03$. Finally, none of the scores for satisfaction with support demonstrated any relationship to discipline scores (for more detailes on analyses, see Appendix I).

Interactions of Stress, Support, and Discipline

Partial correlational analyses were used to identify any interactive relationships that might exist among these support, stress, and discipline variables. These correlations, shown in Table 2, revealed that support variables had mediating functions for the variables of economic stress and parenting stress. The previously significant relationship between parenting stress and discipline (a direct relationship) disappeared when the effects of support variables were removed through partial correlational analyses. For economic stress, statistical removal of support variables did not significantly reeduce the previous inverse relationship with discipline. These effects of social supports on economic and parenting stress were not additive. Finally, no significant relationships were found for

workload stress and discipline or for intimacy stress and discipline, when controlling for support variables.

Insert Table 2 about here

These analyses would appear to indicate that specific supports have different mediating functions on specific stress-discipline relationships. First, parenting stress is related to coercive discipline only when the effects of any source of support are considered. Second, economic stress is related to inductive discipline when any single source of support is included. Stress associated with an intimate partner relationship remained unrelated to discipline even when effects of support were removed, and workload stress similarly remained unrelated to discipline.

Demographic Influences on Stress and Stressors

Additional sources of stress were sought among demographic or socioeconomic variables, again using stepwise regression analysis. Three variables, income, education, and family size, accounted for 29% of the variance in stress, as shown in Table 3.

Insert Table 3 about here.

Of the three demographic variables which were related to total stress, only income and education showed significant relationships when analyzed with specific stressors. As shown in Table 4, income was related to economic stress, and education was related to economic

stress. An additional demographic variable, age, showed a significant relationship to intimacy stress, with $p < .05$, as shown in Table 5. Neither parenting stress nor workload stress were significantly related to any demographic variable (see Appendix I for statistical tables of these analyses).

Insert Table 4 about here.

Insert Table 5 about here.

Demographic Influences on Stress-Discipline

Partial correlations were calculated to remove effects of demographic variables on stressor-discipline relationships; these correlations are shown in Table 6. Under previous regression analysis, total stress was unrelated to discipline; when effects of single demographic variables were removed by partial correlation, stress remained unassociated with discipline. This result suggests either: a) demographic variables may have an antecedent relationship to total stress or b) demographic variables should have their influence on stress-discipline relationships only through specific stressors.

Insert Table 6 about here.

The relationships of parenting stress and economic stress to discipline were indeed affected by demographic variables. For parenting stress, only the statistical removal of income scores

produced a significant relationship to discipline; no other demographic variables demonstrated such an interactive effect. For economic stress, the variables of education, income, race, job, and family size all showed interactive effects on the economic stress-discipline relationship. Demographic variables had no effect on the relationships of discipline to either workload stress or intimacy stress.

Summary of Results

1. Total stress showed no significant relationship to discipline scores; under statistical removal of demographic variable effects, stress and discipline remained unrelated. Thus, specific stressors should account for any effects of stress on discipline.

2. Relationships between economic stress and discipline and between parenting stress and discipline were sufficiently strong to reveal a main effect through regression analysis, but neither intimacy stress nor workload stress showed a relationship to discipline through regression analyses.

3. Regression analysis also revealed that total stress was related to total support and to partner support. Economic stress and parenting stress were related to family support.

4. When interactive relationships among stress, support, and discipline were examined by partial correlational analyses, the inverse relationship of economic stress and discipline remained when any social support was removed, while the relationship of parenting stress and discipline disappeared when effects of social supports were statistically controlled. Workload stress and intimacy stress continued to have no relationship to discipline scores. These analyses

indicate that the mediating effects of support vary according to both type of stress and type of support.

5. Several demographic variables affected the relationship between economic stress and discipline, but only income affected parenting stress and discipline. No other demographic relationships were shown for specific stressors, although total stress was related to income, education, and family size.

6. The specific stressor of workload showed no significant relationship to discipline, under any of the regression or partial correlational analyses.

Discussion

These findings concerning maternal stress, support, and coercive discipline generally indicate that specific relationships differ considerably according to the origin of stressors and the source of supports. Stress which originates within the parent-child relationship appears to be least susceptible to positive effects of social support. Previous studies (Belle, 1982; Colletta, 1983) have indicated that support can buffer children from negative outcomes of general maternal stress. Results of the present study, which investigated the differential effects of specific types of support on specific dimensions of maternal stress, suggest that expressive social supports may have buffering effects only when stress originates outside the mother-child relationship. Indeed, these results indicate that some sources of social support may have negative mediating effects when maternal stress originates in the parenting role, since parenting stress, which was significantly related to family support, also was

related to a lack of persistence in using inductive discipline.

In the context of parenting stress, support may have functioned as an additional source of stress or it may have provided sanction for mothers' use of coercion. A more detailed examination of the nature of such social support effects on parenting stress should be conducted. At this time, the results appear to provide some tentative confirmation of Model A , indicating negative effects of social support on maternal stress and discipline, when stress originates within the parent-child relationship.

In contrast to this finding of negative effects of social support on parenting stress, social supports were associated with a relationship between economic stress and inductive discipline, a finding which confirms the support-buffering hypothesis of Model B and also confirms the results of a number of previous studies. No support was found for Model C.

Further study of the stress-discipline relationship should examine more closely the role of spousal support, which was related here to total stress but unrelated to stress-discipline relationships. The analyses utilized in the present study may have failed to reveal confounding which could have occurred between intimacy stress and support variables. The critical nature of an intimate partner's support in influencing positive maternal caregiving has been noted in studies of divorced parents (Ahrons, 1981) and in studies comparing divorced and married parents (Ellison, 1981). The fragile nature of intimate and marital relationships in contemporary society may require that parents learn to negotiate a more deliberate distinction between

their intimate relationship and their co-parental relationship. As evidence accummulates regarding the importance of the co-parental relationship, marriage preparation and parenting education programs may need to expand attention to this relationship and its impact on maternal caregiving.

Because the present study examined only the perceptions and reports of mothers, future investigations should include comparative perceptions of fathers, as well as information from children. In addition, since only expressive support was examined, future research should investigate the functions of instrumental support in reducing maternal stress. Further research on linkages between maternal stress and discipline also could identify the specific events which cause mothers to perceive themselves as being stressed in their parenting role. A multi-method design, utilizing physiological measures of stress and observational measures of discipline, also would contribute additional, useful information. Further, although the present study provided some confirmation of support hypotheses which are prevalent in current studies of maternal stress, this and other studies have not yet disentangled measurement problems concerning the time-order occurring between the perception of stress and an increase in coercive discipline. Individual interviews rather than mailed questionnaires would allow the use of probes to reveal the time order between stress and its outcomes.

The present investigation, by indicating that social support may fail to mitigate the effects of parenting stress and instead may exacerbate a stress-coercion relationship, provides encouragement for

study of children's effects on maternal stress. Indeed, Patterson (1980) found that "rearing normal children provides the mother with high rates of aversive events" (p. 45), and that training in nonpunitive forms of control did not lower rates of aversive child behavior. Mulhern and Passman (1979) also found that aversive child behavior tended to reinforce maternal punitiveness and that the child's behavior could be targeted to remedy mothers' inappropriate and ineffective use of punishment. Such research has implications for the design of prevention programs in child abuse and for the content of parenting education programs.

Mothers in this study were members of educational programs which emphasized resources for family living; nevertheless, their parenting stress was significantly related to greater reliance on coercive and punitive ways of disciplining their children. Future research should compare mothers who voluntarily seek knowledge about family life to mothers who do not seek such information. If further research confirms that the parenting stress-discipline relationship exists among a group of mothers who voluntarily seek educational support for family living, parenting stress may be identified as an important problem among American women and their children.

The nuclear family in a postindustrial society may be overburdened with the responsibility of humanizing individuals in a dehumanizing world, yet changes in the economy and in gender role expectations have encouraged many mothers to increase their burdens by assuming income-producing responsibilities. Moreover, the caregiving role of a parent is inherently inequitable, and the burdens of parenthood remain

more severe for mothers. As the present study indicates that parenting stress relates to use of disciplinary strategies which may be injurious to children's development, and as neither social supports nor psychological coping appear to effectively mediate this parenting stress-discipline relationship, additional community, workplace, and educational resources (Coolson, 1982) may be needed. The findings of this study emphasize the difficulties normal parents face in the contemporary world, in which "the lives of couples, as well as single parents, are for many adults no longer able to accommodate the tasks of parenting". (Pilisuk & Parks, 1983, p. 141)

References

Ahrons, C.R. (1981). The continuing coparent relationship between divorced spouses. American Journal of Orthopsychiatry, 51, 415-427.

Aneshensel, C.S. (1987). Marital and employment role-strain, social support, and depression among adult women. In S.E. Hobfoll, (Ed.), Stress, social support, and women. Washington, DC: Hemisphere.

Baumrind, D. (1966). Effects of authoritative control on child behavior. Child Development, 37, 887-907.

Baumrind, D. (1967). Child-care practices anteceding three patterns of preschool child behavior. Genetic Psychology Monographs, 75, 43-88.

Baumrind, D. (1972). Socialization and instrumental competence. In W. Hartup (Ed.), The young child. Reviews of Research, Vol. 2 (pp. 202-264). Washington, DC: National Association for the Education of Young Children.

Belle, D. (1983). The stress of caring: Women as providers of social support. In L. Goldberger & S. Breznitz (Eds.), Handbook of stress theory and research (pp. 496-505). New York: Free Press.

Belle, D. (Ed.). (1982). Lives in stress. Women and depression. Beverly Hills: Sage.

Belsky, J. (1981). Early human experience: A family perspective. Developmental Psychology, 17, 3-23.

Belsky, J. (1984). The determinants of parenting: A process model. Child Development, 55, 83-96.

Brownell, A. & Shumaker, S.A. (1984). Social support: An introduction to a complex phenomenon. Journal of Social Issues, 40, 1-9.

Campbell, A. (1975). The American way of mating: Marriage, si, children, only maybe. Psychology Today, May, 37-43.

Caplan, G. (1974). Support systems and community mental health. New York: Behavioral publications.

Cassel, J. (1976). The contribution of the social environment to host resistance. American Journal of Epidemiology, 103, 107-123.

Chamberlin, T. (1965). The method of multiple working hypotheses. Science, 147, 754-759; original publication in Science, 15, 1890.

Cohen, M. & Nagel, E. (1934). An introduction to logic and scientific method. New York: Harcourt Brace Jovanovich.

Colletta, N. D. (1979). Support systems after divorce: Incidence and impact. Journal of Marriage and Family, 41, 837-846.

Colletta, N. (1983). Stressful lives: The situation of divorced mothers and their children. Journal of Divorce, 6, 19-31.

Conger, R.D., McCarty, J.A., Yang, R.K., Lahey, B.B. & Kropp, J.P. (1984). Perception of child, child-rearing values, and emotional distress as mediating links between environmental stressors and observed maternal behavior. Child Development, 55, 2234-2247.

Coolson, P. (1982). Relationship of child abuse to the workplace: Employer-based strategies for prevention. National Committee for Prevention of Child Abuse. Prevention Focus Working Paper No. 4. ED 234890.

Cowan, C.P., Cowan, P.A., G. Heming, E. Garrett, W.S. Coysh, H. Curtis-Boles, & A.J. Boles, III. (1985). Transitions to parenthood. His, hers, and theirs. Journal of Family Issues, 6, 451-481.

Crnic, K.A., Greenberg, M.T., Ragozin, A.S., Robinson, N.M. & Basham, R.B. (1983). Effects of stress and social support on mothers and premature and full-term infants. Child Development, 54, 109-217.

Ellis, G.J. (1987). Parental Induction/Coercion Scale. Unpublished instrument.

Ellison, E.S. (1981). Issues concerning parental harmony and children's psychosocial adjustment. American Journal of Orthopsychiatry, 53, 73-80.

Goldberg, W.A. & Esterbrook, M.A. (1984). Role of marital quality in toddler development. Developmental Psychology, 20, 504-514.

Gove, W.R., Hughes, M. & Style, C.B. (1983). Does marriage have positive effects on the psychological well-being of the individual? Journal of Health and Social Behavior, 24, 122-131.

Hansen, D. & Johnson, V. (1979). Rethinking family stress theory: Definitional aspects. In W.R. Burr, R. Hill, F.I. Nye, & I. Reiss (Eds.), Contemporary theories about the family, Vol. II (pp. 582-603). New York: The Free Press.

Hill, R. (1949). Families under stress. New York: Harper & Row.

Hoffman, M.L. (1960). Power assertion by the parent and its impact on the child. Child Development, 31, 129-43.

Hoffman, M.L. (1970). Moral development. In P.H. Mussen (Ed.), Carmichael's manual of child psychology, 3rd ed., Vol. 2 (pp. 261-360). New York: Wiley.

Ilfeld, F.W., Jr. (1982). Marital stressors, coping styles and symptoms of depression. In L. Goldberger and S. Breznitz (Eds.), Handbook of stress (pp. 482-495). New York: Free Press.

Kerlinger, F.N. (1986). Foundations of behavioral research, 3rd ed. New York: Holt, Rinehart & Winston.

Kotelchuk, M. (1982). Child abuse and neglect: Prediction and misclassification. In R.H. Starr, Jr. (Ed.), Child abuse prediction. Policy implications (pp. 67-104). Cambridge, MA.: Ballinger.

Larrance, D.T. & Twentyman, C.T. (1983). Maternal attributions and child abuse. Journal of Abnormal Psychology, 92, 449-457.

Lein, L. (1984). Families without villains. American families in an era of change. Lexington, MA.: D.C. Heath.

Longfellow., C., Zelkowitz, P. and Saunders, E. (1982). The quality of mother-child relationships. In D. Belle (Ed.), Lives in stress, pp. 163-178. Beverly Hills: Sage.

McCubbin, H.I., Joh, C.B., Cauble, A.E., Comeau, J.K., Patterson, J.M. & Neeedle, R.H. (1980). Family stress and coping: A decade review. Journal of Marriage and Family, 42, 125-141.

McCubbin, H.I. & Patterson, J.M. (1983). The family stress process: The double ABCX model of adjustment and adaptation. In H. I. McCubbin, M. B. Sussman & J. M. Patterson (Eds.), Social stress and the family: Advances and developments in family stress theory and research (pp. 7-38). New York: Haworth Press.

Minturn, L. & Lambert, W.W. (1964). Mothers in Six Cultures. Antecedents of child-rearing. New York: J. Wiley.

Mulhern, R.K., Jr. & Passman, R.H. (1979). The child's behavioral pattern as a determinant of maternal punitiveness. Child Development, 50, 815-820.

O'Leary, K. D. (1984). Marital discord and children: problems, strategies, methodologies, and results. In A. Doyle, D. Gold, D. S. Moskowitz (Eds.), Children in families under stress (pp. 35-46). San Francisco: Jossey-Bass.

Passman, R.H. & Mulhern, R.K., Jr. (1977). Maternal punitiveness as affected by situational stress: An experimental analogue of child abuse. Journal of Abnormal Psychology, 86, 565-569.

Patterson, G. (1980). Mothers as victims and architects. Society for Research in Child Development, Monograph 45 (5).

Pearlin L.I. & Johnson, J. (1977). Marital structure, life stress and depression. American Sociological Review, 42, 704-715.

Pearlin, L.I. & Schooler, C. (1978). The structure of coping. Journal of Health and Social Behavior, 19, 2-21.

Pearlin, L.I., Lieberman, M.A., Menaghan, E.G., & Mullan, J.T. (1981). The stress process. Journal of Health and Social Behavior, 22, 337-356.

Pilisuk, M. & Parks, S.H. (1983). Social support and family stress. In H. I. McCubbin, M.B. Sussman, & J.M. Patterson (Eds.), Social stress and the family: Advances and developments in family stress theory and research, pp. 137-156. New York: Haworth Press.

Platt, J. (1964). Strong inferences. Science, 146, 347-353.

Procidano, M.E. & Heller, K. (1983). Measures of perceived social support from friends and from family: Three validation studies. American Journal of Community Psychology, 11, 1-23.

Rollins, B.C. & Thomas, D.L. (1979). Parental support, power and control techniques in the socialization of children. In W.R. Burr, R. Hill, F.I. Nye, & I.L. Reiss (Eds.), Contemporary theories about the family, Vol. 1 (pp. 317-364). New York: Free Press.

Rosenberg, M.S. & Reppucci, N.D. (1983). Abusive mothers: Perceptions of their own and their children's behavior. Journal of Counseling and Clinical Psychology, 52, 674-682.

Ross, C.E., J. Mirowsky, & J. Huber (1983). Dividing work, sharing work, and in-between: Masrriage patterns and depression. American Sociological Review, 48, 809-823.

Schneiderman, N. & McCabe, P.M. (1985). Biobehavioral responses to stressors. In T.M. Field, P.M. McCabe, & N. Schneiderman, (Eds.), Stress and coping (pp. 13-62). Hillsdale, NJ: Lawrence Erlbaum.

Selye, H. (1936, July 4). A syndrome produced by diverse nocuous agents. Nature.

Starr, R.H., Jr. (1982). A research-based approach to the prediction of child abuse. In Child abuse prevention. Policy implications. Cambridge, MA.: Ballinger.

Steinmetz, S.K. (1979). Disciplinary techniques and their relationship to aggressiveness, dependency, and conscience. In W.R. Burr, R. Hill, F.I. Nye, & I.L. Reiss (Eds.), Contemporary theories about the family. Vol. 1 (pp.405-438). New York: The Free Press.

Straus, M.A. (1980). Stress and child abuse. In C.H. Kempe & R.E. Helfer, (Eds.), The battered child (pp. 84-103). Chicago: University of Chicago Press.

Thoits, P. (1987). Gender and marital status differences in control and distress: Common stress versus unique stress explanations. Journal of Health and Social Behavior, 28, 7-22.

Vanfossen, B.E. (1981). Sex differences in the mental health effects of spouse support and equity. Journal of Health and Social Behavior, 22, 130-143.

Vaughan, Egelund, and Sroufe (1979). Individual differences in infant-mother attachment at twelve and eighteen months: Stability and change in families under stress. Child Development, 50, 971-975.

Weiner, H. (1977). Psychobiology and human disease. N.Y.: Elsevier.

Weinraub, M.& Wolfe, B.M. (1983). Effects of stress and social support on mother-child interactions. Child Development, 54, 1297-1311.

Wilkins, W. (1974). Social stress and illness in industrial societies. In E.K. Gunderson and R.H. Rahe (Eds.), Life stress and illness (pp. 242-254). Springfield, IL: Chas. C. Thomas.

Wolfe, D.A. (1985). Child-abusive parents: An empirical review and analysis. Psychological Bulletin, 97, 462-482.

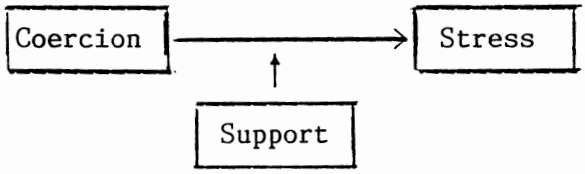
Zabielski, M.T. (1984). Giving and receiving in the neonatal period. A case of distributive inequity. Maternal-Child Nursing Journal, 13, 19-46.

Zill, N. (1978). Divorce, marital happiness and the mental health of children. Findings from the Foundation for Child Development National Survey of Children. Unpublished report.

Figure 1

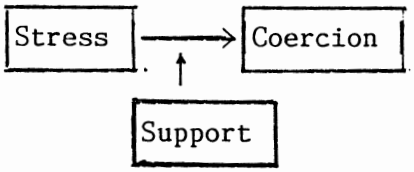
Models of Variable Relationships

MODEL A: MAIN EFFECT OF COERCIVE DISCIPLINE ON MATERNAL STRESS IN PARENT-CHILD RELATIONSHIP

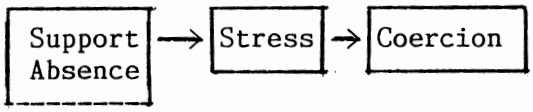


Support Strengthens Coercion-Stress Relationship

MODEL B: MAIN EFFECT OF MATERNAL STRESS ON COERCIVE DISCIPLINE

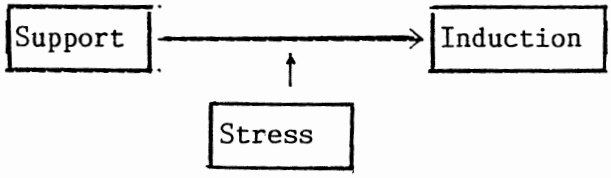


Support Reduces Stress-Coercion Relationship



Absence of Support Provokes Stress; Stress Increases Coercive Discipline

MODEL C: MAIN EFFECT OF SOCIAL SUPPORT ON INDUCTIVE DISCIPLINE



Stress Reduces Support-Induction Relationship, Increasing Coercive Discipline

Table 1

Regression of 3 Stressors on Discipline

Variable	B	Beta	T	p
Economic Stress	-.20	-.27	-3.34	.001
Parenting Stress	.18	.17	2.14	.03
Intimacy Stress	.05	.06	.77	.44
R = .074				

Table 2

Partial Correlations of Stress, Support, and Discipline

Discipline	TotSup	HusuSup	Partsup	Fasup	Frsup
Totstress	-.09	-.09	-.09	-.10	-.13
Ecstress	-.22	-.21	-.22	-.21	-.26
Ptgstress	.08	.08	.08	.08	.06
Workstres	.08	.09	.08	.08	.08
Intstress	.05	.07	.06	-.01	-.04

Table 3

Demographic Influences on Stress

Variable	B	Beta	T	p
Income	.09	.41	4.61	.00
Education	.09	.20	2.27	.03
Family Size	-.11	-.18	-2.08	.04
R .29				

Table 4

Demographic Influences on Economic Stress

Variable	B	Beta	T	p
Income	.18	.51	5.96	.00
Education			2.21	.03
Age				.81
Religion				.57
Family Size				.25
Job				.62
Discipline				.23
R = .26				

Table 5

Demographic Influences on Intimacy Stress

Variable	B	Beta	T	Sig. T
Discipline	.18	.14	1.42	.16
Race	-.02	-.02	-.15	.88
Religion	.01	.03	.21	.83
Age	-.18	-.20	-2.02	.05
Job	.15	.10	.93	.36
Family Size	-.08	-.10	.97	.33
Education	.02	.03	.25	.81
Income	.04	.12	1.00	.32

$R^2 = .11$

Table 6

Partial Correlations of Stressors X Discipline, Controlling for Single Demographic Variables

Discipline	Educ.	p	Age	p	Inc.	p	Rel.	p
Parenting	.101	.14	.14	.08	.16	.05	.15	.07
Intimacy	.12	.11	.14	.08	.14	.08	.13	.10
Workload	.12	.11	.13	.10	.15	.07	.13	.10
Economic	-.21	.02	-.16	.06	-.11	.13	-.16	.06
TotStress	-.04	.	.01	.48	.07	.26	.01	.48

Discipline	Race	p	Job	p	Famsize	p
Parenting	.18	.09	.13	.10	.13	.11
Intimacy	.13	.10	.12	.12	.11	.13
Workload	.13	.10	.14	.09	.12	.13
Economic	-.16	.05	-.17	.05	-.17	.04
TotStress	.00	.50	-.01	.46	-.02	.43

APPENDIX A

REVIEW OF LITERATURE:

CONCEPTUAL FRAMEWORKS

REVIEW OF LITERATURE: CONCEPTUAL FRAMEWORKS

Stress As An Integrative Paradigm for Home Economics

The paradigm of stress, through its potential to explain relationships among the individual's physical, social, and family experiences, offers the discipline of home economics opportunities for collaborative research as well as access to new sources of funding. Home economics, through its holistic, ecological understanding of human experience offers the field of stress research a unique potential for integrative explanations. This review seeks to contribute to effective participation by home economists in stress studies by summarizing relevant theories of general stress and of family stress, by describing current issues regarding the stress/health paradigm, and by sketching a glimpse of opportunities for home economists in stress and health studies.

Like home economics, the field of stress studies has struggled with fragmentation from over-specialization. A strong movement away from "disciplinary provincialism" (Scotch & Levine, 1970) in stress studies began in the mid-1970's, with the National Academy of Science's Institute of Medicine report documenting that "behavioral factors contribute to much of our burden of illness, early death, and related long-term disability in the United States and other industrial, affluent countries" (Hamburg, Elliott & Parron, 1982, p. 25). Out of a series of conferences which followed this report, a national research

agenda was developed for the new field of the biobehavioral sciences, and funding for medical research began to shift toward stress and health studies.

In general, biobehavioral studies have continued to rely strongly on behavioral medicine, which is concerned with the pathology of the stress-disorder process. The emerging interdisciplinary subspeciality of behavioral health concerns itself not only with prevention of disorder but with maintenance of health. Behavioral health emphasizes adaptative responses to stress, as well as the concept of "eustress", or beneficial stress. The concept of adaptation thus serves as the conceptual substructure of stress studies, across areas of specialization and theoretical orientations.

This review of theoretical literature first discusses the major general perspectives in stress studies then describes models of family stress. From these conceptual descriptions, conclusions are drawn concerning issues in stress studies and implications of the field for home econoomics.

Major General Perspectives

Two fundamental paradigms of stress (Dohrenwend, 1986) emphasize characteristics of the organism versus characteristics of the environment. These paradigms have facilitated the conceptualization of a number of models, hypotheses, theories, and integrative frameworks. Leading current models are described here as either psychophysiological perspectives or psychosocial perspectives. From the psychophysiological perspective, basic understandings of the stress process are outlined here and issues of debate are defined. From the

psychosocial perspective, the following topics are discussed: a) historical features of the field, b) the influential predisposition model of stress, c) life event stress research, d) study of social determinants, e) current study of support and coping variables. Several integrative models also are described, including Antonovsky's health and coherence model, Dohrenwend's prevention model, Moos' ecological model, and a recent biopsychosocial model.

Psychophysiological Perspectives of Individual Stress

Physiological Understandings

Cannon (1929), through animal studies, introduced the concept of "fight or flight" to describe the organism's physiological emergency alarm reaction to emotion-provoking stimuli. This emergency reaction occurs through activation of the SAM axis (sympathetic-adrenal-medullary) of the autonomic nervous system. In the 1930's, Meyer (1951) adopted Cannon's suggestion that the alarm reaction could provoke illness in humans, by training physicians to use life charts as a diagnostic tool. Subsequently, Selye (1936) expanded on Cannon's concept in developing his model of stress, the General Adaptation Syndrome (G.A.S.). Selye's conceptualization identified the alarm reaction as an organism's initial response to demands for adaptation to change.

According to the three-stage G.A.S. model, noxious agents or stimuli elicit the SAM alarm reaction as the first stage of response. If stimuli continue to evoke the alarm reaction, a second stage of adaptation or resistance occurs, as "no organism can be maintained continuously in a state of alarm" (Selye, 1975a, p. 5). A third stage

of exhaustion may then occur, "which follows inexorably if the stressor is severe enough and is applied for a sufficient length of time" (Selye, 1975a, p. 5). Within this model, Selye included the effects of a second axis of the autonomic nervous system, the HPAC (hypothalamic-pituitary-adrenal-cortical) system.

More recent data and descriptions of the physiological sources of stress disorders (Everly, Harnett, Henderson, Plasay, Sherman, Allen, & Newman, 1986; Schneiderman & McCabe, 1985; Weiner, 1977) have included the following elements of total physiological response to stressors:

1) Sensory receptors responsive to external stimuli.
2) Autonomic afferent inflow, which changes levels of hormones and neurochemicals.
3) The HPAC axis which modulates activities of the SAM axis. Due to its capacity to inhibit physiological responses, this axis may be associated with conservation-withdrawal responses to stress.
4) The SAM axis which activates the neural axis (see 5 below) through the adrenal medullary hormones, epinephren and norepinephren. This axis corresponds to Cannon's "fight o flight" response and is espe:. discharge of catecholamines and an increase in metabolic activity, providing active responses to stressors.
5) Neural activities of the autonomic nervous system, primarily the sympathetic branch but including some of the parasympathetic.

6) Brain catecholamines, which may influence depression.

7) Brain opiates (endorphins and enkalephins) which appear to regulate the secretion of pituitary hormones during stress. Endorphins probably serve as neurotransmitters at nerve synapses and enkalephins probably act as neurohormones.

8) The immune system, "which affects the complex chemical machinery of the cell. . . .(and thus influences) structural and functional changes at the cellular level (Weiner, 1977, p. 5).

Finally, all these authors emphasize the integrative role of the brain. In particular, Weiner (1977) descibes the brain as "the seat of all adaptive action" (p. 5). According to Everly et al. (1986), the stress response as a general phenomenon may be traced back to integrative activities at the diencephalic level of the brain. The location of the diencephalon, at the posterior of the forebrain, connects it to the limbic system which has strong links to the hypothalamus and thereby to visceral and endocrine functions. The diencephalon also is influenced by prefrontal cognitive input associated with analytic reasoning. Thus the diencephalon may indeed integrate voluntary and involuntary responses associated with the human experience of stress.

Debates within the psychophysiological paradigm.

While general agreement exists concerning the physiological responses in stress-disorder processes, an important debate exists concerning the degree of cognitive control over stress responses. The

traditional psychophysiological view emphasizes the primacy of cognitive interpretations of stressful stimuli. According to this view, activation of all axes is a function of cognitive interpretations of environmental stimuli (Everly et al, 1986). Therefore, a sustained response (hypermetabolic activation) to the exhaustion stage of Selye's model is an outcome of cognitive interpretive processes. Selye (1975b), however, continues to argue that some autonomic activation occurs without cognitive mediation; therefore, the exhaustion stage of extreme stress may not be entirely controlled by higher cortical activities. This debate over the balance of cognitive versus autonomic control over physiological responses to stress also has fostered important differences concerning the physiology of different coping mechanisms -- active versus conservation-withdrawal.

Mason (1975) summarized the lack of supportive evidence for Selye's original hypothesis that a general, nonspecific physiological response is triggered for any stressor. Indeed, many current physiological stress studies "reflect persistent attempts by reseachers in this area to replace the nonspecificity hypothesis with an understanding of specific patterns of responding" (Gunnar, 1987, p. 1405). In the specificity view (Henry & Stephens, 1977), cognitive perceptions are identified as the initiators of either the SAM arousal system or the HPAC conservation system. Stimuli which are cognitively interpreted as challenges to control will initiate the fight-or-flight SAM system with its arousing catecholamines. Perceptions of a loss of control will initiate the conservation-withdrawal HPAC system with its subdueing corticoids. Thus, cognitive perceptions are the source of

active coping and problem-solving versus withdrawal and depression.

In comparison to this view of cognitive dominance, Cohen, Evans, Stokos, and Krantz (1986), describing an adaptive cost hypothesis, accept Selye's concern that fatigue or exhaustion also can result from general, autonomic responses. Thus, both successful and unsuccessful adaptative or coping responses can produce deleterious outcomes through cumulative fatigue. Schneiderman and McCabe (1985) further suggest that cognition may not be the sole source of stress responses; instead, they propose that individuals may be biologically predisposed to rely on one of the two autonomic patterns for coping -- either defensive, active coping or passive withdrawal.

Psychosocial Models

Introduction

As medical researchers began to shift attention from infectious causes of disease to stressors in the environment, the study of psychosocial stress emerged. Because early researchers relied on a medical model of pathology, initial conceptions of psychosocial stress emphasized psychopathology or psychological disorder, focusing on the stress of critical life events (Gunderson & Rahe, 1974). Attention to critical life events then dominated the field until the 1970's except within the field of family studies, which traditionally has focused on interpersonal strains and subjective perceptions.

Recent models of psychosocial stress have considered such social determinants as chronic strains, from inadequate material resources to the burden of daily "hassles." Recent models also include attention to subjective perceptions of stress as well as the mediating functions of

social support and psychological coping. But as Thoits (1983) has observed, although researchers in psychosocial stress generally assume that physiological processes have some relationship to social stress and psychological disorders, such a relationship usually is not tested. The field of psychosocial stress now may be moving toward ecological models which do consider both physical and psychosocial factors that may influence health and disorder. The concept of adaptation to environmental demands, however, remains a core variable within the psychosocial orientation.

Predisposition Model

Initial studies of life event stress and psychological disorder relied heavily on psychophysiological considerations. The diasthesis model (Levi, 1974) developed for these early studies still continues to influence current research into the biological basis of mental disorders such as schizophrenia, alcoholism, and anxiety states. Recently, scholars promoting the emergence of a new discipline, developmental psychopathology, have relied strongly on the diasthesis model (Zigler & Glick, 1986). The diasthesis model assumes that individuals "have a predisposition toward a particular mental disorder and will manifest that disorder when affected by stress" (Gatchel, Baum & Singer, 1983, p. 145). Sternbach (1966) elaborated the concept of predisposition by postulating the presence of two additional factors: a) individual response stereotypy - the tendency toward a particular physiological activation and response pattern, and b) inadequate homeostatic restraints - a condition produced by exhaustion from stress, accident or infection, or by genetic predisposition.

Life Event Stress

By the 1950's, stress from life events was accepted as an important factor in the etiology of physical disease. Event stress also has served as an important basis for examination of psychological disorder. Although voluminous research has yielded a consistent finding that events are significantly associated with psychological disturbance, "the correlations have been disappointingly low. . . . usually under .30; they rarely exceed .40" (Thoits, 1983, p. 42). Methodological improvements have not increased these correlations but have provided important theoretical insights.

Most basically, the original assumption of life event research has been disproved: relationships between amount of change and psychological disorder are spurious relationships, although amount of change may affect physical disorder. Instead, the relationship between events and psychological distress can be attributed to the undesirability of events, indicating that it is not change per se which overtaxes resources but the quality of events. Theoretically, further research may find that time-clustering of major undesirable events has the greatest impact on disorder.

The process through which undesirable events influence disorder remains unclear, and "unified theories . . . have been notably lacking" (Thoits, 1983, p. 84). Dohrenwend (1986) identified five alternative models for comparative investigations of psychosocial stress based on life events. These models are:

1. Victimization Model: The cumulative impact of stressful events causes psychopathology.
2. Vulnerability Model: Pre-existing personal dispositions and social conditions moderate the causal relation between events and psychopathology.
3. Additive Burden Model: Personal dispositions and social conditions independently contribute to psychopathology.
4. Chronic Burden Model: Personal dispositions and conditions alone account for psychopathology.
5. Proneness Model: Prior psychopathology leads to events which exacerbate the disorder.

Social Determinants

Levine and Scotch's (1970) ground-breaking epidemiological study of the psychosocial origins of physical disease presented the first systematic, cross-disciplinary discussion of social determinants of stress, including a chapter on family stress. Social Stress (Levine and Scotch, 1970) addressed two concerns: a) how social stressors produce physical, psychological, or behavioral pathology for the individual,

and b) what relationships exist between specific social stressors and individual pathology, that is, what are the differential effects of varied occupational settings, family disruptions, social class positions, or degrees of urbanization.

In their chapter assessing evidence for the influence of psychosocial stress on specific disorders Scotch and Levine (1970) initiated one of two traditions in psychosocial stress theory and research -- the consideration of social support -- with their conclusion that:

> Stress is not an individual affair but must be viewed in terms of the social context in which it occurs. This is not an idle caveat but a basic characteristic of the human experience.... (therefore)....If group membership is an important mediating factor, the corollary is that social isolation is a negative factor. (p. 298)

These authors also contributed a problem-solving model of stress, developed by Scott & Howard (1970). The emphasis in this model on the cognitive aspects of mastery attempts introduced a second tradition in social stress theory and research -- the consideration of coping responses.

Social Determinants Hypotheses.

Scotch and Levine's (1970) first question, concerning the process by which social stressors create individual pathology, remains unanswered at this time. The study of their second question concerning differential effects, called the exposure hypothesis, has provided only weak and inconsistent results and is vulnerable to attack from adherents of the social selection or social drift hypothesis. (The

social drift hypothesis suggests that people with disorders tend to settle in the lower classes because their competence may be diminished.) An underlying assumption of the exposure hypothesis is that the differences in stress symptoms reported among varied social groups are due to differential exposure to stressful events. That is, persons of low socioeconomic status experience more stress because they are exposed to more stressful events and because their environment provides them with fewer coping resources. However, investigations of the exposure hypothesis have yielded problematic results; perhaps the underlying assumption is inadequate. An alternate unique stressors hypothesis proposes that "one must hold particular roles in order to be at risk of specific role-related events" (Thoits, 1987, p. 18). For example, married women may be more exposed and more vulnerable to stress from negative, uncontrollable personal and network events, while married men are more exposed and vulnerable to negative but controllable career-based experiences.

Support and Coping: Moderating Effects

A continuing orientation toward understanding and preventing pathology has characterized the sociological tradition in stress studies. To date, an understanding of social support has been limited by researchers' reliance on classical macrotheory such as Durkheim's concepts of industrialization and anomie. This sociological tradition has emphasized objective characteristics of social networks and the resources such networks provide, while a social psychological orientation has focused on subjective perceptions of social support. Despite extensive research into the nature of social support and

personal coping, a lack of adequate conceptual models limits the conclusions which may be drawn at this time. The present state of conceptualization is summarized here for both variables.

The limited knowledge derived from a tremendous outpouring of social support research has been criticized in two major reviews (Depner, Wethington & Ingersoll-Dayton, 1984; Turner, 1983). Turner (1983) offers three minimal "propositions" or conclusions which may be drawn from the voluminous support literature: a) Social factors do "enhance or lower susceptibility to disease and disorder"; b) the relationship between social factors and disorder probably contains some general feature; and c) that general feature probably is social support. Shumaker and Brownell (1984), by defining social support in terms of social exchange theory, specified conceptual gaps in the existing knowledge base, so that future research might yield stronger and more extensive conclusions. In addition, Tardy (1985) has contributed a practical review of instruments to measure social support, accompanied by a taxonomy describing dimensions of support.

Exchange or equity theory already has served successfully as a foundation for the best-outlined model of social stress and support, a social role model (Pearlin & Schooler, 1978) developed by researchers associated with the Chicago Transitions Study. This model considers that a breakdown in the reciprocity of exchange between incumbents of role sets may engender distress. The use of social exchange theory

also subsequently facilitated development of a social role model of coping (Pearlin, Leiberman, Menaghen, & Mullan, 1981).

Within the study of psychosocial stress, as evidence accummulated that amount of change does not account for the influence of life event stress on disorders, an important reconceptualization of the stress process occurred. If change per se is not responsible for maladaptions to stress, the adaptative resources of the individual still may be overtaxed by environmental demands. Thus, destructive reactions to stress may occur when environmental demands for adaptation exceed the adaptive resources of the individual (Menaghan, 1983). The established fact that individuals differ markedly in their physiological and psychological reactions to similar stressors led researchers from the Chicago Transitions Study to a focus on coping, as a subjective perception of the environment.

However, as Menaghan (1983) has observed, theories of coping thus far have not been particularly helpful in identifying the social conditions under which specific coping responses are most effective. "Interpreting the different levels of coping, and relating them to individual and family functioning, remains an immense challenge for the future" (p. 132). This author introduced an initial classification of coping variables which may be investigated: a) coping resources such as self-esteem; b) coping styles such as a tendency to deny rather than reflect on the problem; and c) coping efforts such as asking for help. Assessment of any of these types of coping depends on the judgment of coping effectiveness, defined as the ability to manage a stress successfully.

Despite keen interest in the concept of coping, evidenced by an outpouring of studies by psychophysiologists and psychosocial researchers, scholars continue to debate whether generalized coping abilities exist. If general abilities do exist, they probably affect attempts either to alter environmental demands and opportunities or to alter individual interpretations of demands and capacities.

Integrative Models

Introduction

Because much of the early work on social stress originated from a medical concern with disease states, a pathogenic orientation inevitably affected conceptual models. However, since the mid-1970's, new disciplines and new professional fields have stimulated development of alternative models which tend to emphasize concepts of health, prevention, and ecological processes. Antonovsky (1979) introduced a new orientation toward health, with his "salutogenic" model. The new field of community psychology, which aims to reduce the overall amount of psychopathology within communities, has emphasized the usefulness of stress in designing programs to prevent human disorder. Both Dohenrenwend (1978) and Moos (1984) have contributed models for community psychology. Finally, emerging interdisciplinary studies of stress have required scholars to develop more complex models of interacting variables; one preliminary model (Jenkins, 1982) is presented here.

Coherence Model

Antonovsky's (1979; 1987) salutogenic or health orientation identifies the origins of health within a "sense of coherence". This model presents health and disease as a continuum rather than a dichotomy and also emphasizes tension reduction or management rather than stress reduction. Antonovsky considers that an essential task in healthy management of tension is to make sense of the countless stimuli in the environment. This task of making sense of and imposing order on random stimuli is achieved through a sense of coherence. Thus, developing a sense of coherence provides a generalized resource for stress resistance. Antonovsky also emphasizes that a sense of coherence differs radically from the "locus of control" concept. Coherence also differs from a sense of identity, in that identity refers to a picture of one's self while coherence refers to a picture of one's world, which includes the self.

> Sense of coherence is a global orientation that expresses the extent to which one has a pervasive, enduring though dynamic feeling of confidence that one's internal and external environments are predictable and that there is a high probability that things will work out as well as can reasonably be expected. (Antonovsky, 1979, p. 123)

In addition to developing an instrument to measure SOC and conducting empirical research regarding SOC in stress situations, Antonovsky and Sourance (1988) recently expanded this model to incorporate the family and culture. An individual's sense of coherence

(SOC) may depend on collective values available in cultures and families. Collective values promote a sense of coherence through routines, rituals, and traditions.

> What culture does, in giving us our place in the world is to give us an extraordinarily wide range of answers to demands. The demands and the answers are routinized: from the the psychological point of view, they are internalized; from the sociological point of view, they are institutionalized. (Antonovsky, 1979, p. 117)

Prevention Model

Dohrenwend's (1978) prevention model, designed for community psychologists, presented the first model of the stress process which describes differential outcomes and intervention strategies. The model includes several central assumptions: a) Both environmental and psychological factors determine stressful life events; b) stressors precipate individual stress reactions which are almost always transient, even when they include psychotic symptoms; c) transient reactions interact with situational and psychological mediators to produce either psychological growth, no change, or psychopathology; and d) limited situational or psychological resources, especially material deprivation or lack of social support, result in worse outcomes.

Prevention and intervention strategies based on this model may be directed toward the individual or toward the community (which may be a source of many stressors). For example, corrective therapy addresses persistently dysfunctional stress reactions of individuals, while brief crisis intervention may prevent individuals from developing persistently negative reactions to stress. Skills training would be a

more preventive strategy, enabling individuals to cope more effectively in stressful situations. However, Dohrenwend (1978) observed that neither therapy nor crisis intervention can ever reduce the amount of psychopathology in the community, nor are these interventions cost-effective. She also asserted that the knowledge base concerning stress management has not yet been translated into effective skills training programs. Thus, community interventions are needed, including programs for general education and socialization, for community and organizational development, and for political action to help disadvantaged groups gain greater acccess to the resources and supports which mediate stress-disorder reactions.

Ecological Model

Moos's (1984) model of the stress-coping-disorder process also addresses prevention efforts by examining "the processes by which human contexts and coping resources promote human adaptation and growth" (p. 6). The special contribution of this model lies in its view of transactional processes which occur among four dimensions of the human ecology: a) environmental systems; b) personal systems; c) social network resources; and d) appraisal/coping responses. Moos' transactional view of a dynamic process, with reciprocal feedback among its dimensions, emphasizes that stressors, environmental systems, and personal systems can shape resources and coping responses. An environment or context such as the family may be characterized by its growth or goal orientations, its system maintenance and change dimensions, and the relationship dimensions among group members. However, the family must be viewed as only one of many microsystems

affecting individual development and adaptation; therefore the linkages among settings should be considered when designing and assessing intervention activities. Because Moos also has outlined a systems model of family functions, as well as a number of empirical measures of variables in his models, his ecological model of stress offers a strong foundation for research in family stress, as well as empirical knowledge for family education.

Biopsychosocial Model

The discipline of behavioral medicine continues to initiate movement toward broader interdisciplinary studies of psychosocial stress. Athough the complexity of biopsychosocial processes inhibit conceptualization of any single, transcendent model of stress, Jenkins (1982) has contributed a preliminary schema. His person-environment interaction model specifically views the environment of social disadvantage, but could be reconceptualized for other settings.

In Jenkins' "Circle of Disadvantage Model", physical aspects of the environment influence the etiology of disease, and the social environment then affects outcomes. The cultural and ideological environment -- not only beliefs and values, but also ways of life and standards of living -- influences resources and responses to health matters. As an example of a determinative environmental influence on personal characteristics, Jenkins describes the impact of nutrition on biological response to stress. In transactions between environment and person, the culture of poverty may discourage careful sanitary supervision of children, resulting in a higher rate of infection. The culturally-influenced rate of infection then interacts with a

poverty-determined biological state of poor nutrition. The interactive effects among infection and nutrition are more damaging than if either problem occurred in isolation.

Summary of Major General Perspectives

The psychophysiological tradition in stress studies has contributed much information concerning hormonal, neurochemical, and brain responses associated with stress. Prevailing debates focus on the human power to manage stress through cognitive coping versus a more innate power of the body's biological predispositions toward specific disorders or toward specific coping mechanisms. The study of psychosocial stress, which began by relying on a model of biological predisposition, has examined both life events and social roles or situations as sources of stress. Further, this area of stress studies has contributed knowledge about the importance of social support and personal coping in managing or reducing negative stress outcomes.

Major Theories of Family Stress

Introduction

An important distinction exists between social stress theory and family stress theory in that sociological models consider the impact of social factors on individuals, while family process models consider collective responses to stressors which jointly affect members of a group. Among scholars who examine family process, disciplinary paradigms distinguish two groups: a) community and clinically-oriented psychologists with roots in behaviorism and a historical orientation toward individual functioning; b) family scientists with roots in symbolic interaction theory and a strong orientation toward systems

concepts. Models described in this section thus are grouped as: a) a sociological role-based model; b) psychological models; c) family science models.

Sociological Role Model

Although role analysis scholars in stress studies have considered contemporary frameworks such as social exchange and equity theories, their roots appear to extend to structural/functional theory:

> Clearly, it is around daily and enduring roles such as breadwinning and work or marriage and parenthood that much of our lives are structured through time. It is here that researchers are most likely to find the seedbeds of stress among large collectivities. (Pearlin, 1983, p. 5)

Data from the Chicago Transitions panel study (Pearlin & Leiberman, 1979) continues to serve as the basis for development of a role-oriented model of social stress (Aneshensel & Pearlin, 1987), which relies on the "unique stressors" concept of psychosocial stress. According to this model, incumbents of specific family roles may be exposed and vulnerable to stressors unique to those roles; events create stress by causing undesirable alterations in roles or by exacerbating existing role strains.

The concept of role strain which supports this model refers to "hardships, challenges, and conficts or other problems that people come to experience as they engage over time in normal social roles" (Pearlin, 1983, p. 8). Role strains, because they are chronic, have powerful effects on components of the self, especially on a sense of mastery and self-esteem. As data have shown (Pearlin & Schooler, 1978), mastery and self-esteem appear to be critical aspects of coping

and stress-resistance.

Psychological Models

Stress and Coercive Family Process.

Patterson (1980) has explained family stress through his model of coercive family process. Patterson's extensively funded studies of families with antisocial delinquents have combined the results of computer-analyzed videotaped observations with clinical judgments of families in treatment. According to this model, the stress of minor hassles and crises demands adaptations within family interactions, especially within parent-child interactions. New adaptive strategies then become permanent interactions. Thus, stress is the change agent in family process. For example, the unskilled parent with poor problem-solving and rule-setting strategies may be disposed to react irritably to interactional hassles, as a means of escaping from a crisis. Because irritable parental reactions can evoke antagonistic child reactions, a repetitive chain of coercive behaviors may be established as a structure within the family microprocess.

These chains or interactional sequences form the heart of Patterson's behavioral analysis, which assumes that correlated behaviors in a dyad result from reinforcement. When one member of a dyad demonstrates a consistent behavior within these chains, that behavior is a "trait." Where the traits of dyad members intercorrelate, a "bilateral trait" exists. Since family management practices, in the context of minor stressors, greatly influence the development of coercive bilateral traits, these practices may be an effective intervention point for changing ineffective stress reactions.

Transmission of Stress Model.

While Patterson has described family stress in terms of microprocess level interactions, Thomson and Vaux (1986) have described the "importation" of external stress into the family and the "transmission" of stress from one family member to another. Their model contributes an important distinction between sources of stress that are "endogenous" (within the family system) or "exogenous" (outside the family system). Exogenous stressors experienced by one family member may be imported into the family system and transmitted to other family members; the transmission may vary according to the members involved and the direction of effects. Variation also may occur in "bandwidth" effects of stressors, according to how many family members are contacted by new demands.

Family Science Model

For several decades, scholars in family science have continued to elaborate on a process model of family stress. The basic A-B-C-X model of family stress (Hill, 1949) emphasizes collective patterns of interaction and perception, an emphasis which reflects the discipline's strong roots in Symbolic Interaction theory. In this model, variable A represents stressors, events or situations demanding change in the family's established patterns of behavior; variable B represents the family's resources for adaptation; variable C represents the family's definition of its situation; and variable X represents a crisis in the family's collective patterns of interaction. Burr (1973) further specified the B variable as either family resources or vulnerabilities.

In recent years the ABCX model has been the source of several

major studies which have advanced general theoretical and empirical knowledge of family process. In terms of theoretical contributions these recent studies have: a) related concepts of stress to concepts of normative and nonnormative family development (McCubbin & Figley, 1983); b) linked concepts of family stress, family development, and family systems (Olsen & McCubbin, 1985); 3) extended the basic model to a Double ABCX model, to consider time before and after stressors enter the family system (McCubbin & Patterson, 1983a; 1983b); and d) deepened understanding of the symbolic variable (the family's definition of stress) by introducing Antonovsky's concept of a sense of coherence (McCubbin, in press). In general, perception has been a central variable in family stress studies, especially "the mediating role of perception in reducing the impact of stressful events" (McCubbin et al., 1980, p. 132).

Issues and Implications of Stress Paradigm

Introduction

The new health orientation in stress studies has stimulated research and development of educational programs for stress management which are additions to existing therapy, crisis intervention, and prevention programs for individual and family disorders. The results of stress management programs, their cost-effectiveness, and their potential to increase rather than to reduce stress are substantive issues which may be addressed by examining three issues in stress studies: a) conceptual and methodological problems in interpreting research results; b) ethical choices inherent in theoretical frameworks which guide research; and c) the possible prematurity of a prevention

focus. Following a discussion of these issues, possibilities for home economists in stress and health research are presented.

Conceptual and Methodological Problems in Stress Studies

Goldberger and Breznitz (1982), in their recent review of stress research, comment on the "perennial definitional and conceptual problems and methodological complexities peculiar to stress research" (p. xi). The need for judicious use of federal research funds recently has promoted a number of critical reviews of methods in stress studies. Kessler's (1982) discussion of major research designs and analytic strategies generally is considered to be the most definitive treatment of methodological issues. Other major critiques concern specific areas of stress studies, such as social support (Brownell & Shumaker, 1984; Tardy, 1985); or coping (Menaghan, 1982).

Major conceptual problems in stress research involve circular reasoning and confounding among stress, support, and disorder variables. For example, in some studies a depressed mood is defined as an outcome of life event stressors, yet in other studies depression is defined as a stressor. Where social support is introduced as a third variable, additional confusion may be created between cause and effect interpretations because social networks may have both stressful and supportive properties.

Since the effects of stress and support transpire over time, temporal issues further confound research methods and interpretations. The systems concept of "punctuation" may clarify the nature of this problem. That is, the temporal stream of human events is studied by making arbitrary perceptual divisions or "punctuations" of the ongoing

process. Different divisions or punctuations of the process create different perspectives of the same event as either a source or as an outcome of stress. This phenomenological reality underlying stress studies leads Haan (1982) to assert that "social-psychological knowledge is a human construction and it does not have the same objective reality that physical constructs do" (p . 256). Many researchers now rely on subjective self-reports of stress, although this choice still is debated (Kessler, 1982).

Debates over definitions of stress have obscured a more critical conceptual issue concerning the variety of disorders presumed to be outcomes of stress. In their review of concepts and measures of disorder, Depue and Monroe (1986) concluded that: a) A pattern of chronic disorder exists in about twenty-five percent of most populations, and (b) chronicity within stress research samples is "the most powerful predictor of disorder" (p. 37). This finding of "chronicity" as a general state of physical or psychological disorder implies that more specific measures and more sophisticated research are needed. Stress studies have not yet become sophisticated enough that relationships can be claimed to exist between specific socioenvironmental factors and specific disorders, nor is there any clarity of knowledge about relationships between specific personal attributes and specific disorders. Thus, popular conceptions such as a "cancer-prone personality," for example, as yet have no adequate empirical confirmation.

Ethical Choices Inherent in Conceptual Frameworks

Conceptualizations of disorder also involve definitions of mental illness. Brown (1985) questions whether mental disorder is "abnormality," "suffering," or "disability." Any of these categories involves some set of standards regarding what is socially acceptable; therefore, stress-disorder concepts sometimes may involve broad moral and political issues involving "individual freedom, community security, legal control, and tolerance of deviance from social norms." (Brown, 1985, p. 575)

The development and dissemination of knowledge from stress studies also may involve specific ethical dilemmas concerning the locus of responsibility for intervening in stress-disorder relationships. Some conceptualizations of stress encourage personalistic attributions, others encourage social explanations. The trend in home economics research and education toward family therapy and and toward stress management contains the potential to privatize social sources of stress by making individuals and families responsible for stress that may arise from the social structure. Thus, a narrow focus on coping can obscure the origins of social stress and block social actions for change. A countervailing trend toward use of ecological explanations of family problems may encourage home economists to heed Meichenbaum and Novaco's (1986) recommendation for a "multilevel and multifaceted" approach to stress studies.

Debates Over A Prevention Focus

Advocates within the community health movement (Albee, 1986) emphasize stress research as a basis for actions to change the social system. Other mental health specialists (Lamb & Zusman, 1978) firmly claim that stress cannot account adequately for the biogenetic basis of human disorders. Research scholars also express concerns that knowledge is too limited yet to develop adequate prevention programs. Representing these researcher concerns, Goldberger and Breznitz (1982) caution against an "optimistic bias" in the shift in focus from anxiety to stress:

> In our view, this shift indicates a tendency toward the denial of major and often unmanageable difficulties. Advocates of the new approach argue that since stress is caused by factors "out there" it is necessary only to devise ways to change the stressful features of the environment and all will be well. This view may to a certain extent account for the proliferation in Western societies of simplistic techniques of stress management. . . . These practices rest on the assumption that given the right tools, one can cope effectively with most sources of stress. (p. 5)

Pearlin (1983) also advises against the premature application of only tentative conclusions:

> What I find worrisome is that we may be directing inordinate energies toward finding the conditions that prevent or buffer stress without being commensurately energetic about learning how stress arises in the first place. (p. 4)

Meichenbaum and Novaco (1986), who conduct ongoing, applied research in stress inoculation training (SIT), have expressed more specific concerns. Their projects, involving a number of different populations including rape victims, burn victims, adolescent offenders,

and others, have provided "encouraging results (but) the enthusiasm is somewhat ahead of the (evaluation) data" (p. 432). These researchers and practitioners also criticize stress management programs which offer coping techniques at the expense of education about the concept of stress. Finally, they emphasize the need for multilevel interventions that go beyond the individual victim:

> For example, if one wants to help rape victims then one can use SIT at the victim level, but one can also work at the the institutional or organizational levels to change the ways in which the police, hospital staff, and judges interact with the rape victim. The issue of secondary victimization underscores the need...to intervene at various organizational levels. Efforts at reducing and avoiding stress should be multileveled and multifaceted. (p. 434)

Implications for Home Economics

This review of theoretical frameworks and issues in stress studies has emphasized a major transformation in thinking about disease and disorder and about health and wellness. As this transformation influences funding in research and education, home economists need to become broadly informed about biobehavioral studies in order to compete for funding, to participate in new areas of research, and to bring new knowledge to families.

The federal research agenda in this field includes several areas that are pertinent to home economics: infants at risk for developmental dysfunction; health, behavior, and aging; behavior, health risk, and social disadvantage. More specific areas include: attachment, roles of the family and the importance of social supports.

Home economists already contribute knowledge to biobehavioral

science, especially to behavioral health. For example, researchers in dietitics and nutrition have contributed knowledge concerning relationships between diet and disease, and many home economists have become involved in nutrition education as a preventive approach to family health. Specialists in family economics and consumer education have examined relationships between family management skills and stress reactions (Imig & Imig, 1986). Most recently, the profession's concern over farm family stress has stimulated research (Russell, Griffin, Flinchbaugh, Martin & Atilano, 1985). Opportunities also exist for research in fashion therapy or in disorders influenced by appearance and self-image, such as anorexia.

Finally, family relations and child development, the core of home economics as an integrative discipline, has become deeply involved in stress and health studies. McCubbin et al.'s recent research (in press) illustrates the collaborative basis of much of this medically-based work, in which medical researchers contribute information about the biological functioning of patients, family scientists contribute information about family system functioning, and a collaborative team integrates the knowledge to broaden understanding of the stress process.

Perhaps family and community health and wellness may become a major topic in home economics research and education. Indeed, extension home economists, through grass-roots activities have made a strong claim that home economics is "the wellness profession." These activists who are bringing health knowledge to families will need quality information from home economics researchers, who face a new

opportunity for interdisciplinary research. By acquiring familiarity with the range of conceptual frameworks and methods used in stress and health studies, home economics researchers can collaborate with other scholars in this new field.

APPENDIX B

REVIEW OF LITERATURE:

EMPIRICAL EVIDENCE

REVIEW OF LITERATURE: EMPIRICAL EVIDENCE

Studies of Parental Stress and Discipline

Influence of Parental Stress on Child Outcomes

General Evidence

Little empirical evidence exists concerning a causal relationship between parental stress and child maladjustment. One controlled study cited by Kety (1982) compared rates of schizophrenia among children born to two groups of Finnish mothers: those whose husbands died during their pregnancy and those whose husbands died during the first year after the child's birth. A significantly higher rate of schizophrenia was found among the first group. As Kety observes, this study deserves replication.

Teele (1981), in a longitudinal study of delinquent or disturbed adolescents, traced 98.6% of the children's parents for outcome interviews thirteen years after the parents had sought but not received professional help. The fewer undesirable life stress events originally reported by these parents, the more likely they were in the follow-up study to report a positive adjustment by their children in adulthood.

More indirect evidence is available concerning a relationship between maternal stress and child outcomes. Several studies have examined the influence of marital adjustment or parental harmony on parenting skills. Raschke and Raschke (1979) found children in single-parent and dual-parent families did not differ in self-concept scores but scores were lower for children in either of these family structures who perceived family conflict or parental unhappiness. Weissman and Paykel (1974) found that depressed, married mothers were

more likely to use "ineffective parenting skills" and that the perceived quality of the marital relationship was the strongest source of depression. Rickard, Forehand, Atkeson, and Lopez (1982), criticizing earlier studies for a reliance on clinical populations, used a case-control comparison design with single- and dual-parent families. They also found that maternal depression was associated with a failure to use positive parenting skills and that married subjects were as likely as divorced subjects to be depressed.

Thus, some evidence exists that maternal stress may somehow be transmitted to children. In a recent review of family stress and child development, O'Leary (1984) quoted Baer's suggestion that marital discord and similar variables associated with negative child outcomes may be only "marker" variables. Baer suggested that researchers instead should examine discipline practices as a channel for transmission of stress within the parent-child relationship. Weinraub and Wolfe (1983) did identify attachment problems in children subjected to harsh maternal discipline. Longfellow, Zelkowitz, and Saunders (1982) found that children of women with high stress scores perceived that their mothers were more punitive.

Investigations of child-rearing practices and child adjustment outcomes need to be cautiously interpreted. Lamb and Zusman (1978) strongly criticize claims that child-rearing practices are linked to mental illness: "There is no evidence that any particular child-rearing practices affect the incidence of any of the mental disorders" (p. 15). However, these critics do consider child abuse to be "socially transmitted from generation to generation." Thus, the study of

relationships among stress, support, and coercive child discipline may contribute useful knowledge concerning the prevention of abuse.

Transmission of Stress through Discipline

A popular assumption in the literature on child abuse associates parental stress with abuse, and many studies based on this assumption have investigated discipline strategies. Indeed, definitions of abuse in such studies often overlap with or are confused with specific descriptors of discipline, such as "coercive." "restrictive," "punitive," or "harsh." More general evaluative descriptors also are used, such as "ineffective parenting." The variety of measures has produced conflicting results, and measurement problems also exist. Therefore, interpretations of a link between stress and abusive discipline must remain tentative. Several major studies are reported here.

In an early study of life stress and abuse, Straus (1980) noted "the absence of any necessary link between stress and (family) violence" (p. 87). Using a modified version of the Holmes and Rahe life events stress scale, Straus obtained highly significant correlations between increases in event stress and increases in child abuse. These results held only for fathers; the rate of child abuse by mothers remained high across all categories of stress and levels of stress. Subsequently, two major studies of child abuse (Kotelchuk, 1982; Starr, 1982), both using comprehensive measures and ecological designs, reported only two moderately significant effects of life stress on abuse: recent experiences with a death and very recent childbearing problems. However, the failure of these studies to find

any significant relationship between maternal stress and abuse may be due to a methodological problem, since gender bias in life event scales has been identified (Makovsky (1980).

Relationships between maternal stress and abuse or coercive discipline have been found in studies which use measures of psychosocial rather than life stress. Garbarino's (1976) demographic analysis revealed that reported rates of child abuse were higher among low-income mothers, indicating that psychosocial stress could be associated with punitive discipline. Observations conducted by Colletta (1979) showed that low-income mothers, regardless of marital status, were more restrictive and more demanding in disciplining their children. Subsequently, researchers in the Harvard Family Stress Study (Belle, 1982a) did not find that low income specifically was associated with coercive discipline among the forty-three mothers in their study. Instead, they found that a group of mothers with high stress scores "tended to yell, retaliate, and to use physical punishment, while their less depressed counterparts relied more on reasoning and loss of privilege" (Zelkowitz, 1982, p. 159). Further, mothers with the highest scores for depression and the highest rated stress conditions had the most troubled children. Moreover, mothers' subjective state (rather than event or situational stress) was the strongest link to domineering and hostile treatment of children.

Colletta (1983a) then adapted observation and interview instruments developed by these Harvard researchers to investigate relationships among depression and maternal behavior in seventy-five adolescent mothers. Depression was related to "hostile, indifferent

and rejecting patterns of mother-child interaction," and levels of depression increased positively as amount of stress increased. To identify more clearly the effect of income on the maternal stress-discipline relationship, Colletta (1983b) then compared moderate income divorced and married families with low income divorced families. Her purposive samples included twenty-four families in each group and used an open-ended interview schedule devised by Bronfenbrenner and Cochran (1976) to identify subjective perceptions of stress and to collect reports of child-rearing practices. Low-income mothers did report greater stress, while moderate-income divorced mothers differed from married mothers only in reporting greater stress related to child-rearing. Finally, across all three income and marital status groups, mothers with the highest stress scores tended to be more demanding of their children and more restrictive.

The Starr (1982) and Kotelchuk (1982) studies also reported conflicting results from measures of "personality" or "psychiatric self- characterizations." Such measures often are interpreted as indicators of psychosocial stress, and the Starr (1982) and Kotelchuk (1982) measures resemble the stress measures used by the Harvard researchers (Belle, 1982a), and by Colletta (1983b). Starr (1982) found no significant differences between mothers in clinical and control samples on a questionnaire item relating to feeling overwhelmed with tasks and children. In contrast, Kotelchuk (1982) found that

mothers in a different clinical sample were significantly more likely to report in interviews that they often felt overwhelmed by household and child-care chores.

Finally, the Teele longitudinal study (1981) provided some disconfirmation of these findings, as "respondents who reported using physical punishment, in comparison with respondents reporting the sole use of nonphysical discipline, were more likely to have adult children performing at the highest level". (1981, p. 214)

The evidence from these studies cited above was gathered from survey or quasi-experimental research designs. One experimental study (Passman & Mulhern, 1977), using a random sample of ten presumably normal mothers, manipulated sources of task-dependent and child-dependent stress with non-corporal punishment. Increased stress, whether child-related or not, was significantly associated with increased punitiveness toward children.

A variety of evidence thus suggests that maternal stress may be associated with negative types of maternal discipline. This evidence supports the hypothesis that discipline strategies serve as a channel for the transmission of stress in the parent-child relationship.

Sources of Maternal Stress

Introduction

If discipline serves as the interactional channel through which maternal stress is transmitted to a child, then modification of discipline strategies would be a strategy to disrupt this transmission. A second strategy would be to identify and modify the sources of maternal stress. The present study seeks to contribute knowledge

concerning the sources of maternal stress. Evidence describing three sources of maternal stress is discussed in this section. These sources are: a) personal factors, b) family factors, and c) situational factors.

Personal Factors

Psychophysiological.

Some researchers suggest that an individual's physiological arousal pattern may be an important factor related to stress and abusivive discipline (Wolfe, 1985). An experimental study (Wolfe, Fairbank, Kelly, & Bradlyn, 1983) examined abusive and non-abusive mothers' physiological reactions to videotaped scenes of parent-child interactions. In the videotape, some scenes displayed cooperative child behavior and some displayed conflictive behavior. For scenes which the subjects rated as stressful, abusive mothers showed higher scores on measures of respiration and skin conductance but not on measures of heart rate. The authors concluded that the physiological experience of arousal associated with stressful parent-child interactions may precipitate the use of aggression, especially if parents mislabel their arousal as anger.

This cognitively-oriented conclusion proceeds from the assertion by social learning theorists (Rule & Nesdale, 1976) that heightened arousal facilitates aggressive behavior when cues for aggressive behavior are present. Since such cues include cognitive labels for emotional arousal, abusive parents may be mislabeling their arousal as anger and could, through cognitive therapy, learn more appropriate labels. From a learning perspective, then, arousal is not an inherent

part of a stress reaction, but is merely part of a learned behavior pattern which may be changed through awareness and training.

Cognitive.

The interpretive basis of the psychophysiological studies described above relies on cognitive behavioral theory, particularly attribution theory.Cognitive attributions or explanations of child behavior have been examined directly in some studies as a source of maternal stress. Other cognitive studies have relied on a developmental framework to define the structure of parents' thinking -- their belief systems -- about child behavior.

Studies based on attribution theory have been concerned with "triggering stimuli" and "triggering contexts" which elicit abusive behavior. The contexts in which abuse occurs are thought to contain stimuli associated with specific cognitive explanations for a child's behavior. Popular hypotheses based on clinical case studies have been that abusive parents either a) misinterpret age-appropriate behavior as disobedient or intentional or b) make personal attributions regarding the child's character. Rosenberg and Reppucci (1983) conducted the first experimental study of mothers' attribution of intentionality. No differences were found between abusive and non-abusive mothers in intentionality or in personal attributions. Indeed, abusive mothers used a wider variety of positive interpretations when their children were upset over a transgression. These mothers also expressed more upset over their own childrearing abilities, expressing anger and self-reproach. Finally, the abusive mothers had higher life stress scores.

In contrast to these findings of no attributional differences, Larrance and Twentyman's (1983) experimental research revealed: 1) Severity of maternal abuse was positively correlated to negative expectations for children's behavior; and 2) degree of situational influence on the child's behavior did not lessen abusive mothers' more frequent attributions of intentionality nor their judgments that punishment would be appropriate. This study also examined the possibility that mothers might differ in generalizing the self-serving "protective bias" to their children. The self-serving attribution bias reflects a tendency to take personal credit for success and to blame others for failure. The study results provided evidence that non-abusive mothers do make significantly more self-serving attributions to their children.

Although the variables of parental stress and child abuse have not yet been specifically linked in studies based on a cognitive-developmental framework, Egelund and Brunnquel's (1979) prospective study revealed that prenatal cognitions about child development predicted later parenting dysfunctions with an 84% rate of accuracy. Their work confirms the view that parents construct belief systems about their children and then use these cognitive structures as a basis of actions.

In further cognitive-developmental work, Newberger and Cook (1983) used parent interviews to develop a model of four levels of parental awareness: a) egoistic level of awareness, involving only the experiences and needs of the parental self; b) conventional norm level, in which tradition or authority justifies parenting behavior; c)

individualistic level, involving the child's perspective as a separate individual; and d) analytic-systems level, involving parental awareness of a mutual system of reciprocal interactions. Newberger and Cook (1983) then tested this model with abusive and non-abusive parents from urban and rural settings. Abusive parents were significantly more likely to operate at lower levels of cognition about children.

Summary.

As the above discussion indicates, current research on personal sources of stress associated with child abuse has emphasized cognitive factors such as parental attributions or parental belief systems. The results of two attribution studies were inconsistent while two parental belief studies both were predictive of dysfunctional parenting. Attribution studies also have involved physiological data, indicating that stress and abuse may be associated with a greater predisposition toward arousal, mediated by cognitive interpretations.

Family Factors

Cognitive and physiological studies of maternal stress and child abuse offer personalistic explanations of child abuse. In contrast, social explanations focus on role-based problems, especially the roles of spouse or parent. This review of studies based on social explanations first reviews an emerging conceptual orientation concerning the experiential focus of women, since this orientation has influenced research relevant to the present study, particularly on the topics of marital strain and parenting stress, also reviewed here.

Experiential Focus of Women.

Although life event scales have not yet differentiated clearly between male and female perceptions of stress, Dohrenwend (1973) analyzed data to identify one crucial difference: women report more stress from events happening to others rather than to self, especially to family members. Contemporary theorists and researchers in the psychology of women describe women's inner reality as an orientation toward others' experiences and needs, with a sense of imbeddedness in social relationships (Chodorow, 1978; Baumrind, 1980). Belle (1982b) therefore asserts that primary stress for women originates in the support-giving functions of their gender role, especially within the family where support rarely is reciprocally or equitably exchanged. The situation of "distributive inequity" (Zabielski, 1984) may account for much of the stress experienced by women.

This emerging conceptual orientation suggests that women may be vulnerable to chronic stress in their family roles, but their roles inherently preclude adequate support to mitigate the effects of stress. Role theory thus underlies much of the contemporary research concerning the sources of stress affecting mothers, particularly the concept of "unique stressors" associated with a specific role.

Marital Strain.

The existence of a higher rate of depression among women has been extensively investigated during the past two decades (Paykel, Weissman, M.M., Prusoff, B.A. & Tonks, C.M. , 1971; Gove and Tudor, 1978; Guttentag, Salasin, and Belle, 1980; Anashensel, 1986). One major investigation (Paykel et al, 1969) found that marital discord was the

most common event reported by depressed women as having occurred in the last six months. Weissman and Paykel (1974), comparing a clinical group of depressed women to a nonclinical group of "normal" women, found the clinical group reported considerably more problems in marital intimacy, especially in ability to communicate with spouses. These reported problems endured even when there was a successful remission of depressive symptoms. The longitudinal Los Angeles Depression Study (Anashensel, 1986) has specified that the affectional quality of the marital relationship is more important than marital status in influencing depression among women. Vanfossen (1981) has further identified equity within the marital relationship as a significant factor affecting depression among women.

Depression associated with marital strain also is correlated with parenting behavior and child adjustment. In the study by Rickard et al. (1982), maritally dissatisfied wives used more ineffective parenting than divorced mothers. Waring and Patton (1984) found that children of depressed women with unsatisfactory marriages were more likely to demonstrate negative outcomes than children of divorced women. These studies suggest children of married mothers may not always receive positive developmental support, since "marriage does not confer a strong protective advantage on women (in comparison to men), and in some studies marriage appears to expose women to enhanced risk (Belle, 1982b, p. 498)".

Parenting Stress.

A specific role-based explanation of parenting stress has not yet been developed, although the role stress literature contains scattered data and interpretations involving child-rearing. Child-rearing presents a long-term responsibility with infrequent respite, and the status of this social role is low. Indeed, Lott (1973) describes "a very strong cultural bias for rejection of child-rearing" (p. 575). The task of parenting also emphasizes attention to needs of others rather than self and it has unpredictable outcomes. Further, since child-rearing values have been identified as a major source of marital conflict (Croog et al, 1970), decision-making authority in this role may either be limited or may be a source of dissension. These characteristics -- long-term responsibility, low status, uncertainty, and limited authority -- fit the definition of a high-stress job.

Although American families show a long-term trend toward equalitarian role structure, mothers most often still bear the primary responsibility for this stress-filled work. Even when spouses have an equalitarian belief system, the transition to parenthood often results either in sex-segregated task allocation (Belsky, Lerner, & Spanier, 1984) or in fathers taking on the more pleasurable parenting responsibilities (Lein, 1984). Further, Patterson (1980) found through observational analysis that a mother's caretaking role exposes her to "high rates of aversive events" (p. 2).

These studies suggest that the parenting role, independent of difficulties in the marital role, may present married women with a source of stress. The child's behavior also may be a direct source of

stress to parents, as indicated by a variety of research on reciprocal influences between parents and children. Patterson (1980), from clinical and computer-analyzed observational studies, identified mothers as both "victims and architects" of stress in parent-child interactions. However, Kotelchuk (1982) found the child's own characteristics were only minor factors, except that abused children were physically smaller than national norms; this finding is consistent with the data on higher rates of abuse experienced by infants born prematurely. Other than the risk factor of prematurity, which appears to affect maternal self-esteem through atypical caregiver-infant interactions, studies of the child as a source of maternal stress as yet offer information too general for the present study (Zeits & Prince, 1982).

Situational Factors

Workload.

Kotelchuk (1982) found a significant impact from stress associated with workload, in that abusive mothers reported fewer people were available to help them with child care. Thirty-five percent of the abusive mothers in this study reported either that they had no help or help only from one person. These mothers also were significantly more likely to state that they often felt overwhelmed by household and child-care chores. "In general, abused and neglected children are cared for by the mother at home with little help from fathers, relatives, or day care. The burden of child care falls more heavily on the child abuse mothers, since they have few financial or family outlets" (Kotelchuk, 1982, p. 79). Studies reported by by Zelkowitz et

al. (1982) and by Longfellow et al. (1982) support Kotelchuk's finding: daily help with tasks, especially the task of child-care, is associated with lower maternal stress. Thus, social isolation may have its power in situations of child abuse through the objective absence of instrumental support to mothers and through mothers' subjective experiences of stress from a demanding workload.

Material Strain.

Weisner and Abbott (1977), from their comparative review of nearly two dozen stress studies, claimed an almost universal tendency exists for low socioeconomic status or low income to be associated with high stress. Although Garbarino (1976) found no relationship between socioeconomic demographic indicators and rates of child abuse and neglect in the state of New York, Australian researchers (Nixon, Pern, Wilkey & Petrie, 1981) found that severe cases of child abuse, which usually do not escape detection, were higher in lower-income families.

Although Belle (1983) has speculated on the specific ways in which material and financial strain may influence parental stress and discipline, little empirical evidence has yet been collected. Colletta (1979) did discover that mothers' restrictiveness and obedience demands were related specifically to the quality of a family's neighborhood. Mothers who assessed their neighborhoods as "dangerous" were more restrictive.

This limited data suggests that material and financial strain may influence maternal stress and coercive discipline in objective as well

as subjective ways. However, little information is yet available to suggest which properties of the material environment may have the most influence of a mother's level of stress.

Summary of Stress and Discipline Studies

The above review of empirical literature on maternal stress and child discipline has described evidence that: a) Maternal stress appears to be associated with negative child outcomes; b) discipline strategies may operate as a channel for the transmission of stress from mother to child; and c) the relationship between maternal stress and coercive discipline may originate in personal, social, or situational factors.

Support as a Moderator of Maternal Stress

Emotional support

Emotional support involves such critical resources as "exchange of intimate communication and presence of solidarity and trust" (Pearlin & Schooler, 1978, p. 340). For married women, emotional support from confiding relationships outside the marriage apparently do not substitute for support from a husband. Research from the Transitions Study disconfirmed the hypothesis that peer support would be more important than spousal support (Leiberman, 1982). Brown (1978) re-analyzed the Transitions data to clarify that the group of married women who coped most successfully with stress were those who had a confiding marital relationship: "regardless of whether or not they had a confiding relationships outside the marriage. . . the spouse (was) the key confidant" (p. 774). These findings confirmed earlier research showing that both husbands and wives who reported satisfaction with

their spouses' emotional help in coping with tensions also reported less experience of stress, even under conditions generally associated with stress (Burke & Weir, 1977).

Support and Parenting.

Straus (1980) found that level of reported stress was positively associated with proximity to other family members, suggesting that social support can have a detrimental influence on parenting. Two interpretations of such a finding exist. First, some social support may come from "negative networks" (Collins & Pancoast (1976) which have a potential to support destructive or antisocial behaviors. Second, because mutual aid networks involve costs as well as benefits, their costs sometimes may be a source of stress (Granovetter, 1973). In contrast to Straus' (1980) finding, Salzinger, Kaplan and Artemyeff (1983) found that abusive mothers were more isolated from their small networks; and Crnic, Greenberg, Ragozin, Robinson, and Basham (1983) found that mothers' satisfaction with social support positively influenced the nature of mother-infant interactions.

The conflicting data from these selected studies indicate the problematic nature of research on social support, which may function as a provoker of stress when absent, as a moderator when present with positive functions, as an exacerbator of existing stress, or even as negative support for maladaptive behavior. In addition, comparisons among the studies reported here also is difficult because their designs and measures are quite different.

Other researchers have investigated linkages between the supportiveness in the marital relationship and mothers' caregiving behavior. Both Weinraub and Wolfe (1983) and Goldberg and Esterbrooks (1984) identified significant associations between marital satisfaction and "effective" or "sensitive" parenting. Barrett (1978) similarly found that socioemotional support from the secondary caregiver had a direct effect upon maternal caregiving behavior, as well as an indirect effect mediated through maternal self-esteem. These studies provide evidence that marital support has a positive association with mothers' caregiving, such that provision of support may influence effective parenting and lack of support may influence ineffective parenting.

Social support, both emotional and instrumental, may be most crucial for low-income mothers. As previously described, Garbarino (1976) reported that socioeconomic stress in the absence of social supports accounted for a significant thirty-six percent of the variation in child abuse rates in New York, while economic stress considered alone lacked a significant impact. Colletta and Lee (1983) clarified that amount of support of all types was positively related to higher self-esteem and educational progress among low-income, black school-age mothers, although child-care assistance was the most important type of support. Colletta inferred that support from the social environment predicts more positive outcomes for both mother and child.

Instrumental Support

Although Pearlin (1983) found that housework was not an important source of stress, Huber and Spitze (1983) found that satisfaction with domestic tasks predicted depression in married women but not in single women. Cowan and Cowan (1981) found that for married women only, household help was related to a number of parenting measures. Similarly, the Ross, Mirowsky, and Huber (1983) national survey also showed that spouse support with household tasks decreased maternal stress, regardless of a wife's employment status.

Instrumental support from husbands in the form of assistance with child-care may be most critical in buffering mothers from the impact from stress. In Ross et al.'s (1983) study, child-care assistance had the greatest impact on reducing maternal stress. Similarly, Weinraub and Wolfe (1983) found that total parenting support predicted optimal mother-child interactions.

Summary of Support Studies

Despite conceptual problems in defining the influence of support, considerable empirical data has been gathered confirming the positive effects of social and instrumental support on parenting behavior. Further, both social and instrumental support can reduce the negative impact of stress on parenting. For mothers, emotional support from a confiding spouse is so important that support from friends cannot substitute. A spouse's instrumental support, especially in child-caring tasks but also in household assistance, also has significant effects on a mother's experience of stress and on her level of parenting.

Studies of Discipline

Introduction

Measurement problems may limit the degree of confidence that can be placed in studies of stress-support-discipline relationships. Discipline has been used as the outcome variable in many widely cited studies of abuse and of parenting stress, with contradictory and inconsistent results. Comparison of results among these studies is difficult, as the discipline measures are not comparable. A review of nineteen recent and major studies was conducted. As shown in Table 7, significant results are more easily obtained from instruments based on home observations, on home interviews with open-ended questions, or on analogue and physiological studies. Fewer significant results have been obtained with self-report inventories or questionnaires; of those self-report studies with significant results, the majority emphasized measures of parental support over parental discipline. Since the present study relied on a self-report measure of discipline, only those studies based on similar self-report measures are described here.

Self-Report Studies of Discipline

Teele's (1981) longitudinal outcome study of parents and their antisocial adolescents originally asked interview questions concerning type of punishment given for specific types of child misbehavior. Those parents who reported greater use of punishment for delinquent or troubled behavior were significantly more likely later to report positive adult outcomes for their children. However, Teele's data also

Table 7

Selected Review of Discipline Measures

Author	Variable	Measure	Outcome
Colletta (1983b)	Child-Rearing Practices Stress	Open-Ended Interview	Stress related to harsh discipline
Conger et al (1984)	Authoritarian Child-Rearing Values	Questionnaire: respect from child, hit, spank	Values mediated relationship between stress, abuse
Garbarino et al (1984)	Parental Support/ Control	Questionnaires Cornell Heilbrun Schaefer	High Risk report more punitive but not less supportive; children disagree
Kotelchuk (1982)	Punishment/ Reinforcement	Interviews and Self-reports	No differences between abusive and normal
Longfellow et al (1982)	Mands, Mand style	Structured Observation	Stressed mothers used more dominant mands, more negative style
Passman & Mulhern (1977)	Intensity, escalation of punishment	Experimental Withholding of rewards for depicted child misbehavior	Stress directly related to intensity, rate
Rickard et al (1982)	Positive parental behavior	Observations in home: positive attention to child, child compliance	Marital satisfaction of clinical group affected positive parenting

Starr (1982	Disciplinary Practices	Questionnaire frequency of of hug, yell hit, treat.	No differences between abusive and normal parents
		Observations by HOME	Abusive more restrictive, punitive, less involved
	Child-Rearing Attitudes	Cohler Maternal Attitudes Scale	Abusive parents denied child's emotional complexity
Straus (1980)	Abuse	Conflict Tactics Scale	For mothers, minimal relation to life stress
Teele (1981)	Use of reason versus punishment	Questionnaire Forced-choice items on type of specific practices	High punishment parents more likely to report their antisocial children had positive adult outcomes
Weinraub & Wolfe (1983)	Use of reason versus punishment	Structured lab observation: Baumrind's protocol	No difference between single and married mothers
Wolfe, Katell & Drabman (1982)	Rewarding v. punitive strategies	Lab Analogue: Reported resolutions to video conflicts	Physiologically stressed were more punitive
Zelkowitz et	Discipline	Open-ended Self-Report	Highly stressed mothers used harsher discipline

showed an inverse correlation between the use of reason and parental help-seeking behavior, suggesting a spurious relationship may exist between punishment and positive adjustment. That is, parents who heavily punished their children may have triggered higher levels of child aggression, a spiraling cycle of aversive parent-child interactions, and a consequent need for more help-seeking. The positive outcomes for these children may be related more to their parents' need to seek and find effective help, than to their parents'use of punishment.

Both Kotelchuk (1982) and Starr (1982) participated in national studies with the aim of evaluating measures of prediction for child abuse. Starr's (1982) study, based on a case-control comparison of abusive and non-abusive mothers, revealed no significant differences in answers to an eleven item questionnaire on use of rewards and punishments in managing child behavior. Kotelchuk (1982) also found no differences between abusive and non-abusive mothers based on interviews which included questions on punishment versus praise as discipline strategies. In a case-control analysis, only two significant differences emerged: a) Abusive mothers reported that they spanked their children less than non-abusers; and b) abusive mothers reported that they lost their tempers more often. Kotelchuk concluded that misclassification would be a serious problem in child-abuse prediction, especially since "Physical violence against children remains quite common in the present generation" (p. 83).

A national study (Yankelovitch, Skelly & White, 1977) confirms

Kotelchuk's statement regarding physical violence against children. Raising Children in a Changing Society (Yankelovitch, Skelly & White, 1977), which surveyed reported on a national probability survey of attitudes toward child-rearing, revealed that an overwhelming majority of American parents do use punishment to discipline their children. Those who reported themselves to be strict disciplinarians were most likely to report losing control or punishing more than a child deserves. Thus, it is unlikely that presently used self-report measures can identify those parents who may be at-risk for abusive discipline. Moreover, it is likely that these identified problems with measures of punitive discipline probably also affect measures of coercive discipline, given the overlap among the definitions. Perhaps Kotelchuk's recommendation should be heeded, to develop measures of "ease of punishment escalation". (p. 95)

Summary of Maternal Stress, Support, and Discipline Studies

Little direct evidence exists concerning the impact of maternal stress on child adjustment, but a large body of indirect evidence suggests that women's family roles expose them to stressors which may negatively affect the parent-child relationship. Social support, especially support from a husband or intimate partner, may have positive effects on stressed mothers' parenting behavior; some evidence suggests that instrumental support may be especially important in buffering children from the effects of maternal stress. The process by which maternal stress affects children remains unclear, although many investigators have identified disciplinary techniques as a primary channel for the transmission of stress from mother to child. The

inconsistencies and contradictions in these studies appear to originate in measurement problems with the discipline variable. Therefore, future studies of relationships among maternal stress, support, and discipline should emphasize measurement of discipline as the outcome variable.

APPENDIX C

REVIEW OF LITERATURE:

REFERENCES

REVIEW OF LITERATURE: REFERENCES

Albee, J. (1986). Toward a just society. Lessons on observations of the primary prevention of psychopathology. American Psychologist, 41, 891-898.

Aneshensel, C.S. & Pearlin, L.I. (1987). Structural contexts of sex differences in stress. In R. Barnett, L. Biener, & G. Baruch (Eds.), Women and stress pp. 75-95. New York: Free Press.

Aneshensel, C.S. (1986). Marital and employment role-strain, social support, and depression among adult women. In Hobfoll, S.E. (Ed.), Stress, social support, and women (pp. 99-114). Washington, DC: Hemisphere Publishing.

Antonovsky, A. & Sourani, T. (1988). Family sense of coherence and family adaptation. Journal of Marriage and Family, 50, 79-92.

Antonovsky, A. (1987). Unraveling the mystery of health. How people manage stress and stay well. San Francisco, CA: Jossey-Bass.

Antonovsky, A. (1979). Health, stress, and coping. San Francisco: Jossey-Bass.

Barrett, R.K. (1978). A study of the effects of maternal self-esteem on maternal caregiving behavior and relationship esteem in the family system. Dissertation Abstracts International, 39 (2-A) 1040. (University Microfilms No.

Baumrind, D. (1980). New directions in socialization research. American Psychologist, 35, 639-652.

Belle, D. (1983). The impact of poverty on social networks and supports. In In L. Lein & M. Sussman (Eds.), Ties that bind. Men's and women'social networks. New York: Haworth Press.

Belle, D. (Ed.). (1982a). Lives in stress. Women and depression. Beverly Hills: Sage.

Belle, D. (1982b). The stress of caring: Women as providers of social support. In L. Goldberger & S. Breznitz (Eds.), Handbook of stress. Theoretical and clinical aspects (pp. 496-505). New York: Free Press.

Belsky, J., Lerner, R.M. & Spanier, G.B. (1984). The child in the family. Reading, MA.: Addison-Wesley.

Bronfenbrenner, U. & Cochran, M. (1976). Family interview. Unpublished manuscript. Ithaca, NY: Cornell University.

Brown, B.B. (1978). Social and psychological correlates of help-seeking behavior among urban adults. American Journal of Community Psychology, 6, 425-439.

Brown, W.M. (1985). A critique of three conceptions of mental illness. The Journal of Mind and Behavior, 6, 553-576.

Brownell, A. & Shumaker, S.A. (1984). Social support: An introduction to a complex phenomenon. Journal of Social Issues, 40, 1-9.

Burke, K. & Weir, T. (1977). Marital helping relationships: Moderators between stress and well-being. Journal of Psychology, 95, 121-130.

Burr, W.R. (1973). Theory construction and the sociology of the family. New York: Wiley.

Cannon, W.B. (1929). Bodily changes in pain, hunger, fear, and rage. New York: Appleton.

Chodorow, N. (1978). The reproduction of mothering. Berkeley: University of California Press.

Cohen, D. & Cohen, H. (1986). Biological theories, drug treatments, and schizophrenia: A critical assessment. The Journal of Mind and Behavior, 7, 11-36.

Cohen, S, Evans, G.S., Stokos, D. & Krantz, D.S. (1986). Behavior, health, and environmental stress. NY: Plenum Press.

Colletta, N.D. (1979). The impact of divorce: Father absence or poverty? Journal of Divorce, 3, 27-35.

Colletta, N.D. (1983a). At risk for depression: A study of young mothers. Journal of Genetic Psychology, 142, 301-310.

Colletta, N.D. (1983b). Stressful lives: The situation of divorced mothers and their children. Journal of Divorce, 6, 19-31.

Coletta, N.D. & Lee, D. (1983). The impact of support for black adolescent mothers. Journal of Family Issues, 4, 127-143.

Collins, A. & Pancoast, D. (1976). Natural helping networks. Washington, DC: National Association of Social Workers.

Conger, R.D., McCarty, J.A., Yang, R.K., Lahey, B.B. & Krop, J.P. (1984). Perception of child, child-rearing values, and emotional distress as mediating links between environmental stressors and observed maternal behavior. Child Development, 55, 2234-2247.

Cowan, C.P., Cowan, P.A., Heming, G., Garrett, E., Coysh, W.S., Curtis-Boles, H. & Boles, A.J., III. (1985). Transition to parenthood. His, hers, and theirs. Journal of Family Issues, 6, 451-481.

Crnic, K.A., Greenberg, M.T., Ragozin, A.S., Robinson, N.M. & Basham, R.B. (1983). Effects of stress and social support on mothers and premature and full-term infants. Child Development, 54, 289-297.

Croog, S.H. (1970). The family as a source of stress. In S. Levine & N.A. Scotch (Eds.), Social stress (pp. 19-53). Chicago: Aldine.

Depner, C.E., Wethington, E. & Ingersoll-Dayton, B. (1984). Social support: Methodological issues in design and measurement. Journal of Social Issues, 40, 37-54.

Depue, R.A. & Monroe, S.M. (1986). Conceptualization and measurement of human disorder in life stress research: The problem of chronic disturbance. Psychological Bulletin, 99, 36-51.

Dohrenwend, B.S. (1985). Social status and responsibiity for stressful life events. In C.D. Spielberger & I.G. Sarason (Eds.), Stress and anxiety, vol. 10. A sourcebook of theory and research (pp. 105-130). Washington, DC: Hemisphere Publishing.

Dohrenwend, B.S. (1978). Social stress and community psychology. American Journal of Community Psychology, 6, 1-14.

Dohrenwend, B.S. (1973). Social status and stressful life events. Journal of Personality and Social Psychology, 28, 225-235.

Egelund, B. & Brunnquell, D. (1979). An at-risk approach to the study of child abuse: Some preliminary findings. Journal of American Academy of Child Psychiatry, 18, 219-235.

Everly, G.S., Jr., Harnett, C., Henderson, R., Plasay, M., Sherman, M., Allen, R., Newman, E.C. (1986). The development of an instrument to measure stress in adults. In J. J. Humphrey, (Ed.), Human stress. Current selected research, Vol. 1.

Garbarino, J., Sebes, J. & Schellenbach, C. (1984). Families at risk for destructive parent-child relations in adolescence. Child Development, 55, 174-183.

Garbarino, J. (1976). A preliminary study of some ecological correlates of child abuse: The impact of socioeconomic stress on mothers. Child Development, 47, 178-185.

Gatchel, R.J. Baum, A. & Singer, J. (1983). An introduction to health psychology. Reading, MA.: Addison-Wesley.

Goldberg, W.A. & Esterbrooks, M.A. (1984). Role of marital quality in toddler development. Developmental Psychology, 20, 504-514.

Goldberger, L. & Breznitz, S. (Eds.). (1982). Handbook of stress. Theoretical and clinical aspects. New York: Free Press.

Gove, W.R. & J.R. Tudor (1978). Adult sex roles and mental illness. American Journal of sociology, 4, 813-837.

Granovetter, M. (1973). The strength of weak ties. American Journal of Sociology, 78, 1360-1380.

Gunderson, E.K. & Rahe, R.H. (Eds.). (1974). Life stress and illness. Springfield, IL.: Chas. C. Thomas.

Gunnar, M.R. (1987). Psychobiological studies of stress and coping: An introduction. Child Development, 58, 1403-1407.

Guttentag, M., Salasin, S. & Belle, D. (Eds.) (1980). Mental health of women. New York: Academic Press.

Haan, N. (1982). The assessment of coping, defense, and stress. In L. Goldberger & S. Breznitz (Eds.), Handbook of stress. Theoretical and clinical aspects (pp. 254-269). NY: Free Press.

Hamburg, D.A., Elliott, G.R. & Parron, D.L. (Eds.) (1982). Health and behavior. Frontiers of research in the biobehavioral sciences. Washington, DC: National Academy Press.

Henry, J.P. & Stephens, P.M. (1977). Stress, health, and the social environment: A sociobiologic approach to medicine. New York: Springer-Verlag.

Hill, R. (1949). Families under stress. New York: Harper & Row.

Huber, J.& Spitze, G. (1983). Sex stratification. Children, housework and jobs. New York: Academic Press.

Ilfeld, F.W.,Jr. (1982). Marital stressors, coping styles and symptoms of depression. In L. Goldberger & S. Breznitz (Eds.), Handbook of stress. NY: Free Press.

Imig, D.R. & Imig, G.L. (1986). Influences of family management and spousal perceptions on stressor pile-up. Family Relations, 35, 227-232.

Jenkins, C.D. (1982). Overview: Behavioral perspectives on health risks among the disadvantaged. In D.L. Parron, F. Solomon, & C.D. Jenkins (Eds.), Behavior, health risks, and social disadvantage. Health and behavior: A research agenda. Interim Report No. 6. Summary of a Conference (pp. 3-12). Washington, DC: National Academy Press.

Kessler, R.F. (1983). Methodological issues in the study of psychosocial stress. In H.B. Kaplan (Ed.), Psychosocial stress: Trends in theory and research (pp. 267-341). New York: Academic Press.

Kety, S. (1982). Comments pertinent to the higher prevalence of schizophrenia among the lower socioeconomic classes. In Parron, D.L., Solomon, F., & Jenkins, C.D. (Eds.), Behavior, health risks, and social disadvantage. Health and behavior: A research agenda. Interim Report No. 6. Summary of a Conference (pp. 101-102). Washington, DC: National Academy Press.

Kotelchuk, M. (1982). Child abuse and neglect: Prediction and missclassification. In R.H. Starr, Jr. (Ed.), Child abuse prediction. Policy implications (pp. 67-104). Cambridge, MA.: Ballinger.

Lamb, H.R. & Zusman, J. (1978). Primary prevention in perspective. American Journal of Psychiatry, 136, 12-17.

Larrance, D.T. & Twentyman, C.T. (1983). Maternal attributions and child abuse. Journal of Abnormal Psychology, 92, 449-457.

Leiberman, M.A. (1982). The effects of social supports on responses to stress. In L. Goldberger & S. Breznitz (Eds.), Handbook of stress. Theoretical and clinical aspects (pp. 764-784). New York: Free Press.

Lein, L. (1984). Families without villains. American families in an era of change. Lexington, MA.: D.C. Heath.

Levi, L. (1974). Psychosocial stress and disease: A conceptual model. In E.K. Gunderson and R.H. Rahe (Eds.), Life stress and illness. Springfield, IL: Chas. C. Thomas.

Levine, S. & Scotch, N.A. (1970). Social stress. Chicago: Aldine.

Longfellow, C., Zelkowitz, P. & Saunders, E. (1982). The quality of mother-child relations. In D. Belle (Ed.), Lives in stress. Women and depression (pp. 163-178). Beverly Hills: Sage.

Lott, B. (1973). Who wants the children? Some relationships among attitudes towards children, parents, and the liberation of women. American Psychologist, 28, 573-582.

Makovsky, V.P. (1980). Stress and the mental health of women: A discussion of research and the issues. In M. Guttentag, S. Salasin, & D. Bell (Eds.), Mental health of women (pp. 111-128). New York: Academic Press.

Mason, J.W. (1975). A historical view of the stress field. Parts 1 and 2. Journal of Human Stress, 6-12; 22-36.

McCubbin, H. (1986). Unpublished manuscript.

McCubbin, H. & Figley, C. (Eds.) (1983). Stress and the family. Vol. 1. Coping with normative transitions. New York: Bruner/Mazel.

McCubbin, H. & Figley, C, (Eds.) (1983). Stress and the family. Vol. 2. Nonnormative transitions. NY: Bruner/Mazel.

McCubbin, H., Joy, C.B., Cauble, A.E., Comeau, J.K., Patterson, J.M. & Needle, R.H. (1980). Family stress and coping: A decade review. Journal of Marriage and the Family, 42, 125-142.

McCubbin, H. & Patterson, J.M. (1983). The family stress process: The doube ABCX model of adjustment and adaptation. In H. McCubbin, M. Sussman, & J. M. Patterson (Eds.), Social stress and the family: Advances and developments in family stress theory and research, pp. 7-38. New York: Haworth Press.

Meichenbaum, D. & Novaco, R. (19). Stress inoculation: A preventive approach. In C. D. Speilberger & I. G. Sarason (Eds.), Stress and anxiety, Vol. 10. A sourcebook of theory and research, pp. 419-435. Washington, DC: Hemisphere Publishing.

Menaghan, E.G. (1983). Individual coping efforts and family studies: Conceptual and methodological issues. Journal of Family Issues, 113-135.

Menaghan, E.G. (1982). Individual coping efforts: Moderators of the relationship between life stress and mental health outcomes. In Kaplan, H.B. (Ed.), Psychosocial stress. Trends in theory and research (pp. 157-194). New York: Academic Press.

Meyer, A. (1951). The life chart and the obligation of specifying positive data in psychopathological diagnosis. In E.E.Winters (Eds.), The collected papers of Adolf Meyer, Vol. III (pp. 52-56). Baltimore, MD: John Hopkins Press.

Moos, R.H. (1984). Context and coping: Toward a unifying conceptual framework. American Journal of Community Psychology, 12, 5-35.

Newberger, C.M. & Cook, S.J. (1983). Parental awareness and child abuse: A cognitive-developmental analysis of urban and rural rural samples. American Journal of Orthopsychiatry, 53, 512-524.

Nixon, J., Pearn, J., Wilkey, I. & Petrie, G. (1981). Social class and violent child death: An analysis of fatal nonaccidental injury, murder, and fatal child neglect. Child Abuse and Neglect, 5, 111-116.

O'Leary, K. Daniel. (1984). Marital discord and children: problems, strategies, methodologies, and results. In A. Doyle, D. Gold, D. S. Moskowitz (Eds.), Children in families under stress (pp. 35-46). San Francisco: Jossey-Bass.

Olson, D.H. & McCubbin, H. (1985). Families. What makes them work. Beverly Hills: Sage.

Passman, R.H. & Mulhern, R.K., Jr. (1977). Maternal punitiveness as affected by situational stress: An experimental analogue of child abuse. Journal of Abnormal Psychology, 86, 565-569.

Patterson, G. (1980). Mothers: The unacknowledged victims. Society for Research in Child Development, Monograph 45 (5).

Paykel, E.S., Weissman, M.M., Prusoff, B.A. & Tonks, C.M. (1971). Dimensions of social adjustment in depressed women. Journal of Nervous and Mental Disorders, 158-72.

Pearlin, L.I. (1983). Role strains and personal stress. In H.B. Kaplan (Ed.), Psychosocial stress. Trends in theory and research pp. 3-32. New York: Academic Press.

Pearlin, L.I. & J. Johnson (1977). Marital structure, life stress and depression. American Sociological Review, 42, 704-715.

Pearlin, L.I. & Lieberman, M.A. (1979). Social sources of emotional distress. In R. Simmons (Eds), Research in community and mental health (pp. 217-248). Greenwich, CT: JAI Press.

Pearlin, L.I., M.A. Leiberman, E.G. Menaghan & Mullan, J.T. (1981). The stress process. Journal of Health and Social Behavior, 22, 337-356.

Pearlin, L.I. & Schooler, C. (1978). The structure of coping. Journal of Health and Social Behavior, 19, 2-21.

Raschke, H.J. & Raschke, V.J. (1979). Family conflict and children's self-concepts: A comparison of intact and single-parent families. Journal of Marriage and the Family, 367-374.

Rickard, K.M., Forehand, R., Atkeson, B.M., Lopez, C. (1982). An examination of the relationship of marital satisfaction and divorce with parent-child interactions. Journal of Clinical Child Psychology, 11, 61-65.

Rosenberg, M.S. & Reppucci, N.D. (1983). Abusive mothers: Perceptions of their own and their children's behavior. Journal of Consulting and Clinical Psychology, 52, 674-682.

Ross, C.E., Mirowsky, J. & Huber, J. (1983). Dividing work, sharing work, and in-between: Marriage patterns and depression. American Sociological Review, 48, 809-823.

Rule, B.G. & Nesdale, A.R. (1976). Emotional arousal and aggressive behavior. Psychological Bulletin, 83, 851-863.

Russell, C.S., Griffin, C.L., Flinchbaugh, C.S., Martin, M.J. & Attilano, R.B. (1985). Coping strategies associated with intergenerational transfer of the family farm. Rural Sociology, 50, 361-376.

Salzinger, S., Kaplan, S. & Artemyeff, C. (1983). Mothers' personal social networks and child maltreatment. Journal of Abnormal Psychology, 92, 68-76.

Schneiderman, N. & McCabe, P.M. (1985). Biobehavioral responses to stressors. In T. M. Field, P. M. McCabe, N. Schneiderman, (Eds.), Stress and coping (pp. 13-62). Hillsdale, NJ: Lawrence Erlbaum.

Scotch, S. & Levine, N.A. (1970). Perspectives on stress research. In N.A. Levine & S. Scotch (Eds.), Social stress, pp. 279-290. Springfield, IL.: Chas. C. Thomas.

Scott, R. & Howard, A. (1970). Models of stress. In N.A. Levine & S. Scotch (Eds.), Social Stress (pp. 259-278). Chicago: Aldine.

Selye, H. (1936). A syndome produced by diverse nocuous agents. Nature.

Selye, H. (1975a). Stress in health and disease. Boston: Butterworths.

Selye, H. (1975b). Confusion and controversy in the stress field. Journal of Human Stress, 6, 37-44.

Selye, H. (1982). History and present status of the stress concept. In L. Goldberger & S. Breznitz (Eds.), Handbook of Stress. Theoretical and Clinical Aspects. New York: Free Press.

Shumaker, S.A. & Brownell, A. (1984). Toward a theory of social support: Closing conceptual gaps. Journal of Social Issues, 40, 11-36.

Starr, R.H., Jr. (1982). A research-based approach to the prediction of child abuse. In Child abuse prevention. Policy implications. Cambridge, MA.: Ballinger.

Sternbach, R.A. (1966). Principles of psychophysiology. NY: Academic Press.

Straus, M.A. (1980). Stress and child abuse. In C.H. Kempe & R.E. Helfer (Eds.), The battered child (pp. 86-103). Chicago: University of Chicago Press.

Teele, J.E. (1981). Mastering stress in child-rearing. A longitudinal study of coping and remission. Lexington, MA: D.C. Heath.

Thoits, P.A. (1983). Dimensions of life events that influence psychological distress: An evaluation and synthesis of the literature. In H.B. Kaplan (Ed.), Psychosocial stress. Trends in theory and research, (pp. 33-104). New York: Academic Press.

Thoits, P.A. (1987). Gender and marital status differences in control and distress: Common stress versus unique stress explanations, Journal of Health and Social Behavior, 28, 7-22.

Thomson, B. & Vaux, A. (1986). The importation, transmission, and moderation of stress in the family system. American Journal of Community Psychology, 14, 39-56.

Turner, R.J. (1983). Direct, indirect, and moderating effects of social support on psychological distress and associated conditions. In H.B. Kaplan (Ed.), Psychosocial stress. Trends in theory and research (pp. 105-156). New York: Academic Press.

Vanfossen, B.E. (1981). Sex differences in the mental health effects of spouse support and equity. Journal of Health and Social Behavior, 22, 130-143.

Vaughan, B., Egelund, B., Sroufe, L.A. & Waters, E. (1979). Individual differences in infant-mother attachment at 12 and 18 months: Stability and change in families under stress. Child Development, 50, 971-975.

Waring, E.M. & Patton, D. (1984). Marital intimacy and depression. British Journal of Psychiatry, 145, 641-644.

Weiner, H. (1977). Psychobiology and human disease. New York:

Weinraub, M. & Wolf, B.M. (1983). Effects of stress and social supports on mother-child interactions in single-parent and two-parent families. Child Development, 54, 1297-1311.

Weisner, T. & Abbott, S. (1977). Women, modernity and stress: Three contrasting contexts for change in East Africa. Journal of Anthropological Research, 33, 421-451.

Weissman, M.M. & Paykel, E.S. (1974). The depressed woman. A study of social relations. Chicago: University of Chicago Press.

Wolfe, D.A. (1985). Child-abusive parents: An empirical review and analysis. Psychological Bulletin, 97, 462-482.

Wolfe, D.A., Fairbank, J.A., Kelly, J.A. & Bradlyn, A.S. (1983). Child abusive parents' physiological responses to stressful and non-stressful behavior in children. Behavioral Assessment, 5, 363-371.

Wolfe, D.A., Katell, A., & Drabman, R.S. (1982). Parents' and preschool children's choices of disciplinary childrearing methods. Journal of Applied Developmental Psychology, 3, 167-176.

Yankelovich, Skelly & White, Inc. (1977). Raising children in a changing society. The General Mills American Family Report.

Zeits, C.R. & Prince, R.M. (1982). Child effects on parents. In B. B. Wolman & G. Stricker (Eds.), Handbook of developmental psychology (pp. 751-770). Englewood Cliffs, NJ: Prentice-Hall.

Zelkowitz, P. (1982). Parenting philosophies and practices. In D. Belle (Ed.), Lives in stress. Women and depression (pp. 154-162). Beverly Hills: Sage.

Zigler, E. & Glick, M. (1986). A developmental approach to adult psychopathology. New York: John Wiley & Sons.

APPENDIX D

INSTRUMENT

HOW MOTHERS EXPERIENCE DAILY LIFE

Many mothers today are experiencing significant changes in their personal relationships. The Family Study Center at Oklahoma State University believes that it's important to know more about the effects of these changes. The information that you provide in this survey will help us make recommendations about the support needs of all mothers.

We hope that filling out this survey will be an interesting experience for you. Please answer as completely and honestly as possible. There are no right or wrong answers -- the best answer is your own personal opinion. Your answers will be anonymous and all information will be treated with complete confidentiality. If you would like copies of the results, please write us a letter, or telephone; we will be happy to put your name on our mailing list.

Family Study Center
Oklahoma State University
Stillwater, OK 74078
405/624-5057

PART I: You and Your Children

1. Please provide the following information about your children, starting with the oldest:

(fill in)		(circle one)	
Age:____	Sex:_____	Living at Home:	Yes No
Age:____	Sex:_____	Living at Home:	Yes No
Age:____	Sex:_____	Living at Home:	Yes No
Age:____	Sex:_____	Living at Home:	Yes No
Age:____	Sex:_____	Living at Home:	Yes No
Age:____	Sex:_____	Living at Home:	Yes No

One of the most important relationships for mothers is the mother-child relationship. In Part I, we're interested in how you would respond to some common situations mothers experience with chidren. Below are 4 typical situations in family living. Each has two possible responses: one marked (a) and another response marked (b). Please read the two possible answers and mark the one answer that is closest to the way you might act, if you were the parent.

Each of the choices is a perfectly acceptable way for a parent to act, and at one time or another, you may have acted either way. Because neither solution may be the best one, you may think some other solution would be better; however, we are interested in which of the choices given here best fits your preference. Remember, circle only one choice for each situation.

1. You had planned an activity for Friday night but it fell through. Your daughter (or son) is looking for something to do that evening, too, so you decide to do something together. Are you more likely to: (please circle either a or b, but only one of them.)

(a)		(b)
Plan to spend time just being with her -- maybe use some time to enjoy talking with her as a friend.	OR	Show some interest and support in her activities -- maybe teach her something she's been wanting to learn.

2. Your son (or daughter) is very anxious to invite his entire church or synagogue youth group over for a hamburger party next weekend. You want him to have friends and you don't want to be selfish -- but you're worried about the hassle. You haven't decided whether or not to ask him to forget the idea. If you do decide to ask him to cancel the plans, you feel you would have the right to make that request because:

(a)		(b)
He is the minor and you are the parent--it is your job to make difficult decisions like this one.	OR	You've earned the right to have your needs respected. You do nice things for him all the time--you're entitled to consideration, too.

3. Your daughter (or son) is very eager to go roller-skating with you. You haven't skated in years and besides, you don't like noisy, sweaty, roller rinks. But you can see how much it would mean to her. Are you more likely to:

(a)		(b)
Put on skates and suffer through it -- just for the enjoyment of doing something together.	OR	Take her roller-skating and cheer her on from the viewing area -- to show your approval of her and the things she does.

4. Your son (or daughter) has reached an age where he is no longer comfortable with expressing physical affection. Even though he still feels as much love for you as ever, it embarrasses him to be hugged or kissed -- even in private. You've been expecting this change and aren't surprised by it. Are you more likely to:

(a)	(b)
Be unconcerned. You're sure he is certain of your affection and that you're there when he needs you.	You're concerned that he may not be certain of your affection and that you're there for him when he needs you.

5. Which of the following statements best describes your relationship with your child?

Mark Only One:

_____ I consider my child my best friend in the world and a complete equal to me in every way.

_____ I think of my child as my equal and one of my primary companions and friends.

_____ My child is like a friend and is, in many ways, an equal.

_____ My child is, after all, only a child -- although our relationship is a good one, we respect the fact that we are not equals.

_____ My major responsibility as a parent is to train and educate. I don't consider a child on an equal level with an adult.

6. Do you share your household with any family member or friend, other than husband or intimate partner?

_____ No _____ Yes, I share my household with: (check all that apply to you)

_____ grandchild
_____ parent
_____ grandparent
_____ sister or brother
_____ other relatives (niece, nephew, cousins)
_____ friend
_____ live-in household helper whom whom you pay.

7. The next statement asks you to choose between two acceptable but different beliefs about family life.

Please mark either a or b.

_____ Most children today aren't taught to respect their parents enough.

_____ Parents have an obligation to earn their children's respect.

8. Most mothers feel that being a parent is quite challenging. Over the years they develop many different feelings about being a parent. When you think about your experiences as a mother, how much of the time do you experience each of the following ?

Circle one for each:	1 = Almost Always 2 = Fairly Often 3 = Regularly 4 = Sometimes 5 = Almost Never

a)	Frustrated	1	2	3	4	5
b)	Worried.	1	2	3	4	5
c)	Unsure	1	2	3	4	5
d)	Bothered or upset.	1	2	3	4	5
e)	Tense.	1	2	3	4	5
f)	Relaxed.	1	2	3	4	5
g)	Emotionally worn out	1	2	3	4	5
h)	Contented.	1	2	3	4	5

PART II: Adult Relationships

Would you please think now about the people in your life who are available to you for support and companionship. Start with your parents and other extended family members (brothers and sisters, grandparents, etc.), then consider your friends. Please circle the letter that best describes how well each statement applies to you.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

About family:

9.	I rely on my extended family for emotional support.	SA	A	N	D	SD
10.	My extended family gives me the emotional support I need.	SA	A	N	D	SD
11.	I rely on my extended family for companionship.	SA	A	N	D	SD
12.	My extended family gives me the companionship I need.	SA	A	N	D	SD
13.	I wish my extended family were much different.	SA	A	N	D	SD

About friends:

SA = STRONGLY AGREE
A = AGREE
N = NEUTRAL
D = DISAGREE
SD = STRONGLY DISAGREE

14.	I rely on my friends for emotional support.	SA	A	N	D	SD
15.	My friends give me the emotional support I need.	SA	A	N	D	SD
16.	I rely on my friends for companionship.	SA	A	N	D	SD
17.	My friends give me the companionship I need.	SA	A	N	D	SD
18.	I wish my friends were much different.	SA	A	N	D	SD

19. Everyone feels loneliness sometimes, as part of being human. Please circle the number that best describes how much of the time you have felt lonely during the past year:

Circle One:
1 = ALMOST ALWAYS
2 = FAIRLY OFTEN
3 = REGULARLY
4 = SOMETIMES
5 = ALMOST NEVER

20. Are you presently married or involved with a live-in companion or partner? (Please circle one answer, then follow the arrow to the next item).

Yes ↓ v

No ↓ v

21. How long have you been married or involved?

_____ Years

_____ Months

21. How important is it to find someone to live with in a marriage or a similar relationship? (circle one)

Very

Somewhat

22. What is your present relationship with your children's father?

_____ Married _____ Divorced _____ Separated

____ Living Together ____ Widowed

We'd like to know how often you experience some typical feelings in your intimate relationship or marriage. (If you are not now married or involved, please think about your most recent relationship and answer the best you can remember.) Please circle the letter that best describes how well each statement applies to you.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

23. My marriage/relationship doesn't give me enough opportunity to become the sort of person I'd like to be.	SA	A	N	D	SD
24. My husband/partner is someone I can really talk with about things that are important to me.	SA	A	N	D	SD
25. Generally, I give in more to my husband/partner's wishes than he gives in to mine.	SA	A	N	D	SD
26. My husband/partner insists on having his own way.	SA	A	N	D	SD
27. My husband/partner seems to bring out the best qualities in me.	SA	A	N	D	SD
28. My husband/partner is someone who is affectionate towards me.	SA	A	N	D	SD

SA = STRONGLY AGREE A = AGREE N = NEUTRAL D = DISAGREE SD = STRONGLY DISAGREE

29. I rely on my husband/partner for emotional support.	SA	A	N	D	SD
30. My husband/partner gives me the emotional support I need.	SA	A	N	D	SD
31. I rely on my husband/partner for companionship.	SA	A	N	D	SD
32. My husband/partner gives me the companionship I need.	SA	A	N	D	SD
33. I wish my husband/partner were much different.	SA	A	N	D	SD

34. When you think about the pleasures and problems in your day-to-day life with your husband or partner, how much of the time do you feel:

Circle one for each:	1 = Almost Always 2 = Fairly Often 3 = Regularly 4 = Sometimes 5 = Almost Never				
a) Contented	1	2	3	4	5
b) Relaxed	1	2	3	4	5
c) Unsure	1	2	3	4	5
d) Frustrated.	1	2	3	4	5
e) Bothered or upset	1	2	3	4	5
f) Worried	1	2	3	4	5
g) Tense	1	2	3	4	5
h) Emotionally worn out. . . .	1	2	3	4	5

The next four questions ask you to choose again between typical ways that a parent might deal with some ordinary parent-child situations. For each one, please circle only one answer, a or b.

35. Your young daughter (or son) has been very friendly with strangers lately: introducing herself to them at the store, waving to cars driving by, and so on. Her behavior concerns you and you want her to be more reserved. Because you don't want to be too blunt, you haven't succeeded in making her understand why you feel this way. Frustrated, you give up on using logic at this time -- you'll explain more when she's ready to understand. For the present, are you more likely to:

(a)		(b)
Tell her you're older and wiser, you've been around longer, and you know what you're talking about. You feel you've earned her trust.	OR	"Pull rank" and use your authority as a parent; in a case like this, where her safety is concerned, you're in charge.

36. Your son (or daughter) comes home from school with news that he has just lost his best friend, Erik, over an argument about a homework assignment. He thought Erik tore his papers on purpose; Erik said that he was only having a little fun. Your son is visibly upset. Are you more likely to:

(a)		(b)
Teach him about the nature of friendship at this age -- advise him on how to handle these kinds of problems.	OR	Trust that he will work it out -- give him a listening ear and be a friend, maybe share an activity or spend a little time together.

37. You've been wanting your daughter (or son) to clean up her bedroom (it's a disaster area!). She always says she'll do it, but then she stalls or gets distracted and it never seems to get cleaned up. You've discussed with a neighbor whether this is any of your business and the neighbor thinks you have no right to intrude. However, you still tend to think you have a right to be involved. Are you more likely to base this belief on:

(a)		(b)
Your position as the child's guardian -- society has decided it is your responsibility to teach her acceptable behavior.	OR	The fact that you are supplying the child with the bedroom -- you're paying the bills and deserve some input into how she treats things in the house.

38. Phil Donahue hosts a program on parenthood and ends the show with the question: "How do parents BEST show their love for their children?" It's an interesting question and you wonder how you would respond. Are you more likely to:

(a)	OR	(b)
Say that you BEST show your love by spending time together, enjoying doing things together and sharing activities as best friends, such as talking or going on trips.		Say that you BEST show your love by being able to be counted on and by creating a sense of security.

PART III: Workload

Most women today handle many responsibilities. Many work full-time in their homes or outside their homes (or both). We would like to ask how you feel about managing your day-to-day responsibilities.

39. When you think about your day-to-day responsibilities, how much of the time do you experience each of the following feelings?

Circle one for each:	1 = Almost Always 2 = Fairly Often 3 = Regularly 4 = Sometimes 5 = Almost Never

a)	Frustrated	1	2	3	4	5
b)	Worried	1	2	3	4	5
c)	Unsure	1	2	3	4	5
d)	Bothered or upset	1	2	3	4	5
e)	Tense	1	2	3	4	5
f)	Relaxed	1	2	3	4	5
g)	Emotionally worn out	1	2	3	4	5
h)	Contented	1	2	3	4	5

40. Still thinking about your day-to-day responsibilities, how much of the time do you just have more work than you can handle? Circle just one 1 2 3 4 5

41. Please check each answer below that describes your working situation. More than one answer may apply to you -- Check all that fit you.

_____ I work in my home as a full-time homemaker.

_____ I earn a salary and my job is:

- _____ full-time
- _____ part-time
- _____ permanent
- _____ seasonal
- _____ temporary

_____ I work outside my home as a volunteer at least 20 hours a week.

_____ I work outside my home as a volunteer at least 10 hours a week.

_____ I am a student.

42. Are you the sole source of income for your family?

Circle one: Yes No

43. When you think about your family's financial situation, how much of the time do you experience each of the feelings listed below?

Circle one for each:	1 = Almost Always 2 = Fairly Often 3 = Regularly 4 = Sometimes 5 = Almost Never

a)	Frustrated	1	2	3	4	5
b)	Worried	1	2	3	4	5
c)	Unsure	1	2	3	4	5
d)	Bothered or upset.	1	2	3	4	5
e)	Tense.	1	2	3	4	5
f)	Relaxed.	1	2	3	4	5
g)	Emotionally worn out . . .	1	2	3	4	5
h)	Contented.	1	2	3	4	5

44. How much of the time does it happen that you do not have enough money to afford the following:

Circle one for each:

a)	the leisure and fun activities your family should have. . . .	1	2	3	4	5
b)	the kind of clothing your family should have	1	2	3	4	5
c)	meeting monthly payments on bills	1	2	3	4	5
d)	the kind of food your family should have	1	2	3	4	5
e)	the kind of medical care your family should have.	1	2	3	4	5

PART IV: Managing Children

Any number of disciplinary situations may happen in day-to-day living with your children. For example -- you can't get your daughter to clean her room, or you can't get your son to load the dishwasher. Other examples would be: stopping your child from putting down a little brother or sister -- insulting and teasing them -- or having to stop your daughter or your son from shouting and yelling when frustrated.

We are interested in learning about how mothers get control when these kind of "contests of will" occur with children. (Of course, we know you will use different kinds of control in different situations.) Most parents use several steps in trying to gain control:

1) They start off with discussion (explaining the reasons for rules and the consequences for breaking them).

2) Often, discussion doesn't work, and parents then move on to appealing to the child's conscience (telling the child you are disappointed or allowing the child to feel a little healthy guilt).

3) When this method doesn't work, the next method parents may try is withholding privileges (for example, grounding the child or not allowing any t.v. watching).

4) Often, that still doesn't work, and the parent reaches the point of threatening to use physical punishment.

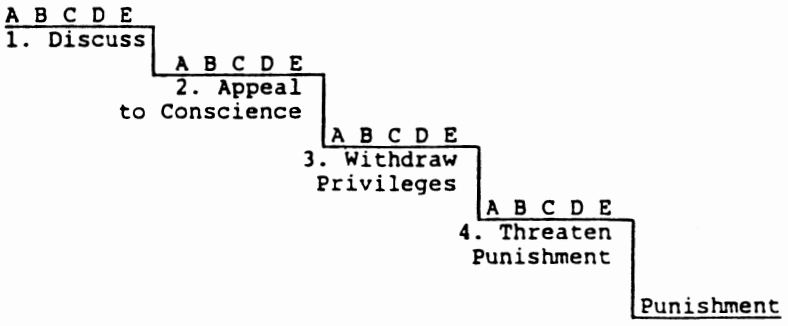
5) Then, if the threat doesn't work, they will actually use physical punishment.

45. We're interested in how fast or slow you move from one of these methods to the next, when a method doesn't work. (It doesn't matter how much you use one of them, just how quickly you move on or how firmly you stick with one method.) To tell us how fast or slow you move from discussion to punishment -- imagine a staircase, with each step being one of the methods we have described. Start with the first stairstep below, and tell us at each step how quickly you move on or how firmly you stick with the method for that step, when that method is not working.

WHEN A METHOD DOESN'T WORK, I:

A =	TRY VERY BRIEFLY OR MAKE NO ATTEMPT AT ALL
B =	TRY HALF-HEARTEDLY AND GIVE UP QUICKLY
C =	MAKE A SERIOUS ATTEMPT
D =	TRY VERY HARD AND GIVE UP RELUCTANTLY
E =	BEND OVER BACKWARDS AND AVOID GOING ON, AT ALL COSTS

Circle
Only One at each step.



46. Of these 5 methods of discipline, which one do you use the most?

Mark Only One:

_____ Discussion

_____ Conscience

_____ Withholding Privileges

_____ Threats of Punishment

_____ Physical Punishment

47. Regardless of the discipline method you usually use, how often do you usually discipline your child? (Ignoring the method for now -- just consider the overall amount of control.)

Mark Only One:

_____ Almost constantly
_____ Many times a day
_____ Two or three times a day
_____ Once a day
_____ Several times a week
_____ Once a week or less

PART V: Background Information

These final questions below will take just a few more minutes to complete the survey.

48. Please check the amount of total income you expect to live on this year.

___ $1,000 to $4,999
___ $5,000 to $7,999
___ $8,000 to $11,999
___ $12,000 to $15,999
___ $16,000 to $19,999
___ $20,000 to $29,999
___ $30,000 to $39,999
___ $40,000 to $59,999
___ $60,000 to $79,999
___ More than $80,000

49. How many years of school did you complete? _____

50. What is your present age in years? _____

51. Which of the following best describes your racial or ethnic identification?

___ Black ___ White ___ Hispanic ___ Oriental
___ Native American ___ Other

52. Which of the following best describes your religious affiliation?

___ Protestant ___ Catholic ___ Evangelical Christian
___ Jewish ___ None ___ Other

Thank you for completing this survey. Just mail it in the stamped, addressed envelope we have given you.

This survey was supported by a grant to the Family Study Center of Oklahoma State University.

APPENDIX E

SCALE AND ITEM ANALYSIS

Scale and Item Analysis

Variable Name	Description[a]	Source	Range of Scores	Alpha Reliability	No. Items	Quest. Items
INDEPENDENT VARIABLES						
Parenting Stress	Amount of reported distress from experiences as a mother	Pearlin et al. (1977)	1-5	.64	8	8
Intimacy Stress	Amount of reported distress in daily life with husband or intimate partner	Pearlin	1-5	.62	8	34
Workload Stress	Amount of reported distress from day-to-day responsibilities	Pearlin	1-5	.80	8	39-40
Financial Feelings Stress	Amount of reported distress from thinking about family's financial situation	Pearlin	1-5		8	43
Financial Limits Stress	How much of the time family cannot afford basic items	Pearlin	1-5		5	44
Economic Stress	Sum of Feelings and Limits	Pearlin	1-5	.88	13	
Total Stress	Sum of all scales above	Pearlin		.89	37	

[a] All items based on interval interval level measurement.

Variable Name	Description	Source	Range of Scores	Alpha Reliability	No. Items	Quest. Items
INTERACTING VARIABLES						
Family Suppport	Degree to which extended family gives satisfactory support and companionship	Procidano & Heller (1983)	5-25	.69	5	9-13
Friend Support	Degree to which friends give satisfactory companionship and support	Procidano & Heller	5-25	.68	5	14-18
Partner Support	Degree to which partner gives satisfactory companionship and support	Procidano & Heller	5-25	.80	5	29-33
Partner Affirmation	Degree to which partner gives recognition and affection	Pearlin	5-30	.63	6	23-28
Husband Support	Sum of Partner Support and Partner Affirmation					
Total Support	Sum of scales above					
DEPENDENT VARIABLE						
Discipline	Degree of persistence in use of inductive disciplinary strategies and resistance to use of coercive strategies	Ellis (1987)	4-20		4	45

APPENDIX F

RELIABILITY ANALYSES

TABLE 8

RELIABILITY ANALYSIS - SCALE (TOTSUP)

1.	FAMSUP1	RELY ON FAM FOR SUPPORT
2.	FAMSUP2	FAMILY GIVES SUPPORT
3.	FAMSUP3	RELY ON FAM FOR COMPANIONSHIP
4.	FAMSUP4	FAMILY GIVES COMPANIONSHIP
5.	FAMSUP5	WISH FAM WERE DIFFERENT
6.	FRSUP1	RELY ON FR FOR SUPPORT
7.	FRSUP2	FR GIVES SUPPORT
8.	FRSUP3	RELY ON FR FOR COMPANIONSHIP
9.	FRSUP4	FR GIVES COMPANIONSHIP
10.	FRSUP5	WISH FR WERE DIFFERENT
11.	PINT1	MARRIAGE GIVES NO OPPS
12.	PINT2	CAN TALK TO PARTNER
13.	PINT3	PARTNER BRINGS OUT BEST
14.	PINT4	PARTNER IS AFFECTIONATE
15.	PDOM1	I GIVE IN TO PARTNER
16.	PDOM2	MY PARTNER INSISTS
17.	PSUP1	RELAY ON PARTNER FOR SUPPORT
18.	PSUP2	PARTNER GIVES SUPPORT
19.	PSUP3	RELY ON PARTNER FOR COMPANIONSHIP
20.	PSUP4	PARTNER GIVES COMPANIONSHIP
21.	PSUP5	WISH PARTNER WERE DIFFERENT

CORRELATION MATRIX

	FAMSUP1	FAMSUP2	FAMSUP3	FAMSUP4	FAMSUP5	FRSUP1	FRSUP2	FRSUP3	FRSUP4	FRSUP5
FAMSUP1	1.0000									
FAMSUP2	.5544	1.0000								
FAMSUP3	.4930	.4343	1.0000							
FAMSUP4	.4345	.4725	.5996	1.0000						
FAMSUP5	-.1441	-.2248	-.0964	-.0602	1.0000					
FRSUP1	.3311	.2549	.2096	.1583	-.0312	1.0000				
FRSUP2	.2521	.3091	.1367	.1941	-.0442	.5181	1.0000			
FRSUP3	.1507	.1587	.1668	.0893	-.0056	.4986	.5863	1.0000		
FRSUP4	.1317	.1795	.1331	.1192	-.0160	.4137	.6358	.5517	1.0000	
FRSUP5	-.1524	-.2263	-.0738	-.0862	.3352	-.1324	-.1306	-.1650	-.2554	1.0000
PINT1	-.0828	-.0348	-.0866	-.1099	.1864	-.0538	-.1192	-.1991	-.0858	.1936
PINT2	.0725	.0748	.1512	.0981	-.0110	.0908	.1515	.0831	.0526	-.0262
PINT3	.0085	-.0355	.0765	.0260	.0505	.0143	.0594	.0624	-.0012	.0193
PINT4	.0860	.1191	.1458	.1044	-.0435	-.0327	.1139	.0544	-.0342	-.0587
PDOM1	-.0040	-.0185	.0017	.0478	.0832	.0175	.0094	.0402	-.0133	.1104
PDOM2	-.0481	-.0569	-.0362	-.0019	.0190	.0620	.0083	-.0392	.0200	.1744
PSUP1	.1020	.0073	.1758	.0066	-.0278	.0813	.1912	.1661	.1268	-.0394
PSUP2	-.0580	-.0613	.0288	.0738	-.0102	-.0041	.1513	.0760	-.0351	.0079
PSUP3	.0485	-.0286	.1868	.0187	-.0380	.1042	.1206	.0993	.1007	-.0095
PSUP4	.0603	.0624	.1942	.0782	.0246	.1057	.1905	.1213	.1382	-.0297
PSUP5	-.1405	-.0520	-.0435	.0483	.0864	-.0761	-.0549	-.0311	-.0203	.2739
	PINT1	PINT2	PINT3	PINT4	PDOM1	PDOM2	PSUP1	PSUP2	PSUP3	PSUP4

RELIABILITY ANALYSIS - SCALE (TOTSUP)

CORRELATION MATRIX

	PINT1	PINT2	PINT3	PINT4	PDOM1	PDOM2	PSUP1	PSUP2	PSUP3	PSUP4
PINT1	1.0000									
PINT2	-.0393	1.0000								
PINT3	-.0144	.5244	1.0000							
PINT4	-.0233	.5476	.4557	1.0000						
PDOM1	.1687	.2594	.1883	.2328	1.0000					
PDOM2	.3089	.0857	.0615	-.0096	.3003	1.0000				
PSUP1	.0059	.5976	.4361	.5622	.1301	.0968	1.0000			
PSUP2	-.0988	.5688	.5197	.6327	.2287	.1384	.6446	1.0000		
PSUP3	-.0677	.5232	.4800	.4906	.0735	.1118	.6569	.5795	1.0000	
PSUP4	-.0188	.5442	.5584	.5772	.1945	.1366	.6158	.6840	.7341	1.0000
PSUP5	.2353	-.0413	.0496	-.1175	.1757	.3445	.0002	.0284	-.0204	.0062

	PSUP5
PSUP5	1.0000

OF CASES = 171.0

ITEM-TOTAL STATISTICS

	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
FAMSUP1	71.3216	94.1959	.2665	.4551	.7904
FAMSUP2	71.2807	95.1325	.2400	.4726	.7917
FAMSUP3	71.2456	92.8452	.3583	.5075	.7845
FAMSUP4	71.1988	95.1602	.2835	.4897	.7886
FAMSUP5	70.4912	101.7926	-.0293	.1937	.8006
FRSUP1	71.3099	94.4622	.2983	.4070	.7879
FRSUP2	71.2105	93.1201	.4072	.5923	.7820
FRSUP3	71.2456	94.6805	.3031	.4855	.7876
FRSUP4	71.2749	95.6946	.2570	.5350	.7900
FRSUP5	70.6667	102.4588	-.0735	.2766	.8020
PINT1	70.4152	101.9619	-.0362	.2471	.7996
PINT2	71.4503	84.1078	.5806	.5150	.7677
PINT3	71.1053	90.6830	.4765	.4147	.7774
PINT4	71.4737	86.5920	.5302	.5468	.7722
PDOM1	70.6140	97.8149	.2440	.2229	.7902
PDOM2	70.4854	99.1218	.1524	.2750	.7937
PSUP1	71.4561	84.0848	.6214	.6272	.7649
PSUP2	71.1637	87.0554	.5633	.6847	.7705
PSUP3	71.4269	85.4226	.5766	.6371	.7686
PSUP4	71.3275	83.6686	.6754	.6942	.7614
PSUP5	70.3509	101.0879	.0229	.2459	.7982

RELIABILITY COEFFICIENTS 21 ITEMS

ALPHA = .7932 STANDARDIZED ITEM ALPHA = .7533

TABLE 9

RELIABILITY ANALYSIS - SCALE (TOTSTRS)

1.	PST1	PARENT FRUSTRATED
2.	PST2	PARENT WORRIED
3.	PST3	PARENT UNSURE
4.	PST4	PARENT BOTH
5.	PST5	PARENT TENSE
6.	PST6	PARENT RELAXED
7.	PST7	PARENT WORNOUT
8.	PST8	PARENT CONTENTED
9.	INTSTS1	CONTENTED WITH PARTNER
10.	INTSTS2	RELAXED WITH PARTNER
11.	INTSTS3	UNSURE WITH PARTNER
12.	INTSTS4	FRUSTRATED WITH PARTNER
13.	INTSTS5	BOTHERED WITH PARTNER
14.	WKSTS1	FRUSTRATED WITH WORK
15.	WKSTS2	WORRIED OVER WORK
16.	WKSTS3	UNSURE OVER WORK
17.	WKSTS4	BOTHERED ABOUT WORK
18.	WKSTS5	TENSE ABOUT WORK
19.	WKSTS6	RELAXED ABOUT WORK
20.	WKSTS7	WORN OUT WITH WORK
21.	WKSTS8	CONTENT WITH WORK
22.	WKSTS9	TOO MUCH WORK TO HANDLE
23.	ECEM1	FRUSTRATED WITH FINANCES
24.	ECEM2	WORRIED OVER FINANCES
25.	ECEM3	UNSURE ABOUT FINANCES
26.	ECEM4	BOTHERED OVER FINANCES
27.	ECEM5	TENSE OVER FINANCES
28.	ECEM6	RELAXED ABOUT FINANCES
29.	ECEM7	WORN OUT OVER FINANCES
30.	ECEM8	CONTENT WITH FINANCES
31.	ECEL1	NOT ENOUGH FUN
32.	ECEL2	NOT ENOUGH CLOTHES
33.	ECEL3	NOT ENOUGH FOR BILLS
34.	ECEL4	NOT ENOUGH FOOD
35.	ECEL5	NOT ENOUGH MEDICAL CARE

RELIABILITY ANALYSIS - SCALE (TOTSTRS)

CORRELATION MATRIX

	PST1	PST2	PST3	PST4	PST5	PST6	PST7	PST8	INTSTS1	INTSTS2
PST1	1.0000									
PST2	.1641	1.0000								
PST3	.2690	.0490	1.0000							
PST4	.2988	.1929	.1548	1.0000						
PST5	.3726	.2915	.1347	.4545	1.0000					
PST6	.0589	.0149	.0212	-.0085	.0089	1.0000				
PST7	.3994	.2790	.2272	.3017	.4568	.0552	1.0000			
PST8	.1263	.0138	.0402	.1513	.1046	.3722	.2263	1.0000		
INTSTS1	.1453	.0435	.0981	.1009	-.0304	.1812	.0572	.3365	1.0000	
INTSTS2	.0120	-.0201	.0462	.0848	-.0664	.2595	-.0384	.1812	.5588	1.0000
INTSTS3	-.0020	.0531	.0864	.0492	.1598	-.1000	.0865	-.0467	.0003	.0020
INTSTS4	.0795	.1753	.0726	.0813	.1473	-.0388	.2188	-.0456	-.0456	-.0870
INTSTS5	.0749	.0852	-.0144	.1515	.2136	-.1259	.1627	-.0648	-.0822	-.0363
WKSTS1	.1175	.0392	.2176	.2250	.2615	-.0110	.2955	.0277	.0170	-.0748
WKSTS2	.1782	.2349	.2697	.2497	.3535	-.0831	.2711	.0215	.0741	-.0833
WKSTS3	.1194	.0401	.3970	.1899	.3185	-.0678	.1624	.0547	.1549	-.0119
WKSTS4	.1726	.0920	.2961	.2978	.3395	-.0150	.2597	.0223	.0795	-.0480
WKSTS5	.1783	.1676	.2033	.3974	.4549	.0200	.3252	.1169	.0710	-.0122
WKSTS6	-.0147	-.0446	-.1073	-.0755	-.0886	.3650	-.0100	.1971	.1407	.1848
WKSTS7	.2840	.1106	.2079	.2001	.2508	.0207	.4855	.1055	.0542	-.0654
WKSTS8	-.0098	-.0665	-.0832	.0377	.0882	.2668	.0062	.3431	.2132	.1860
WKSTS9	.1925	.0561	.0890	.1289	.2053	.0079	.3165	.0786	.0161	-.0143
ECEM1	.2063	.2011	.2245	.2350	.3264	-.0783	.2865	.0258	.0215	-.0999
ECEM2	.2336	.2592	.2351	.1457	.3237	-.0031	.3034	.1157	.1483	-.0375
ECEM3	.1858	.1966	.2483	.1523	.3094	-.0133	.2980	.0856	.1138	-.0042
ECEM4	.2498	.2057	.2130	.2364	.3173	-.0615	.3181	.0892	.1350	-.0400
ECEM5	.2362	.2264	.2403	.2315	.3537	-.0802	.3353	.0712	.1115	-.0209
ECEM6	-.0655	-.1033	-.0994	-.1325	-.2619	.2465	-.0964	.0860	.0080	.0363
ECEM7	.2812	.1563	.2128	.1572	.2220	-.0733	.3384	.0751	.1193	.0037
ECEM8	-.1304	-.1000	-.1554	-.0764	-.2906	.2537	-.0798	.1245	.0142	.0146
ECEL1	-.0106	.0384	.0358	.0621	.1094	-.0215	.0136	.1167	.1120	-.0511
ECEL2	-.0392	.1401	.0709	.0899	.2149	-.0375	.1078	.0550	.0756	.0048
ECEL3	-.0897	.1564	.0270	.0914	.1387	.0483	.0411	-.0089	-.0370	-.0261
ECEL4	.0008	.1557	.1276	.1196	.1244	.0452	.0154	.0117	.0893	.0615
ECEL5	.0421	.1669	.1773	.0815	.2383	.0209	.0676	-.0410	.0874	.0537

RELIABILITY ANALYSIS - SCALE (TOTSTRS)

CORRELATION MATRIX

	INTSTS3	INTSTS4	INTSTS5	WKSTS1	WKSTS2	WKSTS3	WKSTS4	WKSTS5	WKSTS6	WKSTS7
INTSTS3	1.0000									
INTSTS4	.6320	1.0000								
INTSTS5	.5473	.6586	1.0000							
WKSTS1	.0373	.0686	.1510	1.0000						
WKSTS2	.1465	.2844	.2252	.3847	1.0000					
WKSTS3	.2118	.2050	.1722	.4740	.6248	1.0000				
WKSTS4	.1047	.1857	.1646	.5610	.5649	.6628	1.0000			
WKSTS5	.0772	.1286	.0994	.4907	.5525	.5189	.5888	1.0000		
WKSTS6	-.0147	-.0364	-.1023	-.1105	-.1536	-.1499	-.1219	-.1112	1.0000	
WKSTS7	.0555	.1842	.1518	.4404	.5327	.4594	.5900	.5652	-.0745	1.0000
WKSTS8	-.0738	-.1353	-.1311	-.0224	-.0683	-.0927	-.0120	.0913	.5123	-.0597
WKSTS9	-.1016	-.1429	-.1584	.3970	.2762	.2402	.3223	.3871	-.0195	.4706
ECEM1	.1454	.1713	.1819	.2466	.4417	.3828	.3799	.3999	-.0802	.4682
ECEM2	.1366	.1730	.1470	.1534	.4356	.3804	.3810	.4055	-.0747	.5042
ECEM3	.2174	.2085	.1994	.2318	.4639	.4529	.4033	.4036	-.0576	.4612
ECEM4	.1539	.1607	.1422	.1751	.4606	.3833	.4395	.4240	-.0333	.4531
ECEM5	.2011	.1809	.1704	.2059	.4954	.4198	.4457	.4631	-.0692	.4743
ECEM6	-.0954	-.0443	-.0744	-.1967	-.1393	-.2125	-.1993	-.1932	.2569	-.1519
ECEM7	.1148	.1238	.0827	.1988	.4437	.4097	.4002	.3668	-.1030	.5857
ECEM8	-.0780	-.0980	-.0574	-.1700	-.1582	-.2634	-.1706	-.2728	.2097	-.2065
ECEL1	.2474	.1143	.2407	.0941	.0945	.2124	.1009	.1205	.0083	.0515
ECEL2	.2168	.1102	.2130	.1153	.1191	.2365	.0385	.1547	.0129	.0516
ECEL3	.0884	.0854	.1017	.0539	.2068	.1245	.0696	.1204	-.0145	.1731
ECEL4	.0302	.0241	.0661	.0669	.1001	.1121	.1225	.1454	.0405	.1218
ECEL5	.1453	.1436	.1847	.0618	.1617	.2149	.1656	.1203	.0602	.0851

	WKSTS8	WKSTS9	ECEM1	ECEM2	ECEM3	ECEM4	ECEM5	ECEM6	ECEM7	ECEM8
WKSTS8	1.0000									
WKSTS9	.0590	1.0000								
ECEM1	-.1799	.3670	1.0000							
ECEM2	-.1131	.3408	.8513	1.0000						
ECEM3	-.1140	.3756	.7932	.8558	1.0000					
ECEM4	-.0709	.3667	.8025	.8387	.8734	1.0000				
ECEM5	-.1132	.3903	.7876	.8140	.8427	.8993	1.0000			
ECEM6	.0596	-.3174	-.2400	-.2409	-.2414	-.2533	-.2406	1.0000		
ECEM7	-.0833	.4151	.7030	.7371	.7175	.7404	.7648	-.3002	1.0000	
ECEM8	.2176	-.2641	-.2485	-.2202	-.2805	-.2415	-.2114	.6641	-.1986	1.0000
ECEL1	.0074	.0317	.2886	.3368	.3091	.3467	.3031	-.1126	.2009	-.0902
ECEL2	-.0109	.0739	.3795	.3877	.3674	.4019	.3792	-.1393	.2457	-.1048
ECEL3	.0196	.2250	.3636	.4094	.3892	.3842	.3625	-.0294	.3337	-.0243
ECEL4	.0789	.1531	.2803	.2847	.2539	.3213	.2958	-.0929	.2332	-.1304
ECEL5	-.0152	.1078	.3322	.3345	.2954	.3651	.3404	-.1096	.2379	-.1959

	ECEL1	ECEL2	ECEL3	ECEL4	ECEL5
ECEL1	1.0000				
ECEL2	.7372	1.0000			
ECEL3	.4596	.5469	1.0000		
ECEL4	.2378	.4142	.6448	1.0000	
ECEL5	.2826	.4558	.5001	.7302	1.0000

OF CASES = 166.0

R E L I A B I L I T Y A N A L Y S I S - S C A L E (T O T S T R S)

ITEM-TOTAL STATISTICS

	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
PST1	125.9398	275.8145	.2764	.4004	.8871
PST2	126.1807	273.9187	.2590	.2439	.8876
PST3	125.6566	275.5480	.2918	.3274	.8869
PST4	125.7349	275.5536	.3298	.4097	.8864
PST5	125.8133	269.5831	.4539	.5994	.8844
PST6	125.6627	282.1279	.0426	.3669	.8897
PST7	125.7108	270.1704	.4302	.5422	.8848
PST8	125.5000	279.0758	.1662	.3537	.8884
INTSTS1	125.3675	279.0581	.1812	.4911	.8881
INTSTS2	125.5663	282.5865	.0173	.4392	.8903
INTSTS3	125.6506	274.5075	.2439	.5150	.8878
INTSTS4	125.7771	274.5864	.2741	.6320	.8872
INTSTS5	125.7892	273.8401	.2657	.5901	.8875
WKSTS1	126.1566	271.3087	.3591	.5217	.8859
WKSTS2	125.9458	262.7183	.5692	.5991	.8820
WKSTS3	125.6867	265.5134	.5407	.6845	.8828
WKSTS4	125.8855	266.3929	.5387	.6898	.8830
WKSTS5	126.0723	263.6917	.5552	.6318	.8824
WKSTS6	125.7651	283.5869	-.0204	.4450	.8903
WKSTS7	126.0181	261.1330	.5717	.6928	.8818
WKSTS8	125.5843	283.1898	-.0023	.5124	.8901
WKSTS9	126.6084	266.5791	.3767	.5050	.8858
ECEM1	126.7229	251.0743	.7335	.8020	.8776
ECEM2	126.7048	248.4881	.7708	.8696	.8765
ECEM3	126.4578	249.3406	.7704	.8663	.8767
ECEM4	126.4819	248.8209	.7877	.8923	.8763
ECEM5	126.3735	246.9991	.7917	.8623	.8759
ECEM6	125.5241	288.7115	-.2445	.6014	.8929
ECEM7	126.0904	250.6524	.6771	.7394	.8787
ECEM8	125.3494	288.8348	-.2444	.6366	.8931
ECEL1	126.3554	264.0244	.3852	.6509	.8860
ECEL2	126.1084	260.2064	.4718	.7005	.8839
ECEL3	125.8916	260.8730	.4696	.6710	.8839
ECEL4	125.5663	265.4229	.4035	.6975	.8853
ECEL5	125.6024	262.3864	.4449	.6444	.8844

RELIABILITY COEFFICIENTS 35 ITEMS

ALPHA = .8880 STANDARDIZED ITEM ALPHA = .8631

TABLE 10

RELIABILITY ANALYSIS - SCALE (WKSTRS)

1.	WKSTS1	FRUSTRATED WITH WORK
2.	WKSTS2	WORRIED OVER WORK
3.	WKSTS3	UNSURE OVER WORK
4.	WKSTS4	BOTHERED ABOUT WORK
5.	WKSTS5	TENSE ABOUT WORK
6.	WKSTS6	RELAXED ABOUT WORK
7.	WKSTS7	WORN OUT WITH WORK
8.	WKSTS8	CONTENT WITH WORK
9.	WKSTS9	TOO MUCH WORK TO HANDLE

CORRELATION MATRIX

	WKSTS1	WKSTS2	WKSTS3	WKSTS4	WKSTS5	WKSTS6	WKSTS7	WKSTS8	WKSTS9
WKSTS1	1.0000								
WKSTS2	.4236	1.0000							
WKSTS3	.4834	.6298	1.0000						
WKSTS4	.5693	.5729	.6678	1.0000					
WKSTS5	.5197	.5699	.5197	.5873	1.0000				
WKSTS6	-.1355	-.1781	-.1562	-.1318	-.1267	1.0000			
WKSTS7	.4761	.5635	.4702	.5873	.5866	-.1084	1.0000		
WKSTS8	-.0368	-.0886	-.0941	-.0055	.0690	.4966	-.0709	1.0000	
WKSTS9	.3940	.2751	.2310	.3010	.3992	-.0020	.4562	.0495	1.0000

OF CASES = 179.0

ITEM-TOTAL STATISTICS

	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
WKSTS1	29.3408	23.3945	.6013	.4211	.7677
WKSTS2	29.1341	22.4426	.6224	.5227	.7632
WKSTS3	28.8659	23.3415	.6133	.5514	.7662
WKSTS4	29.0615	22.8445	.7054	.5978	.7549
WKSTS5	29.2682	21.9951	.6999	.5254	.7520
WKSTS6	28.9330	30.1753	-.0963	.2815	.8322
WKSTS7	29.1955	21.4278	.6729	.5212	.7544
WKSTS8	28.7430	29.3044	.0262	.2899	.8237
WKSTS9	29.8045	23.0234	.4463	.2728	.7927

RELIABILITY COEFFICIENTS 9 ITEMS

ALPHA = .8014 STANDARDIZED ITEM ALPHA = .7701

TABLE 11

RELIABILITY ANALYSIS - SCALE (ECSTRS)

1.	ECEM1	FRUSTRATED WITH FINANCES
2.	ECEM2	WORRIED OVER FINANCES
3.	ECEM3	UNSURE ABOUT FINANCES
4.	ECEM4	BOTHERED OVER FINANCES
5.	ECEM5	TENSE OVER FINANCES
6.	ECEM6	RELAXED ABOUT FINANCES
7.	ECEM7	WORN OUT OVER FINANCES
8.	ECEM8	CONTENT WITH FINANCES
9.	ECEL1	NOT ENOUGH FUN
10.	ECEL2	NOT ENOUGH CLOTHES
11.	ECEL3	NOT ENOUGH FOR BILLS
12.	ECEL4	NOT ENOUGH FOOD
13.	ECEL5	NOT ENOUGH MEDICAL CARE

CORRELATION MATRIX

	ECEM1	ECEM2	ECEM3	ECEM4	ECEM5	ECEM6	ECEM7	ECEM8	ECEL1	ECEL2
ECEM1	1.0000									
ECEM2	.8540	1.0000								
ECEM3	.7990	.8537	1.0000							
ECEM4	.8029	.8418	.8700	1.0000						
ECEM5	.7903	.8213	.8396	.9008	1.0000					
ECEM6	-.2606	-.2723	-.2595	-.2784	-.2684	1.0000				
ECEM7	.6968	.7334	.7111	.7379	.7593	-.3063	1.0000			
ECEM8	-.2615	-.2425	-.2874	-.2613	-.2282	.6737	-.2001	1.0000		
ECEL1	.2716	.3273	.2854	.3329	.2983	-.1114	.1902	-.0753	1.0000	
ECEL2	.3676	.3800	.3563	.3929	.3718	-.1493	.2406	-.1059	.7347	1.0000
ECEL3	.3904	.4109	.4005	.3812	.3629	-.0452	.3352	-.0299	.4354	.5345
ECEL4	.2589	.2584	.2421	.2864	.2684	-.0997	.2090	-.1179	.2135	.4028
ECEL5	.3049	.3024	.2772	.3245	.3064	-.0897	.2105	-.1609	.2668	.4412

	ECEL3	ECEL4	ECEL5
ECEL3	1.0000		
ECEL4	.6355	1.0000	
ECEL5	.5130	.7342	1.0000

OF CASES = 177.0

ITEM-TOTAL STATISTICS

	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
ECEM1	42.9492	90.0031	.7554	.7681	.8549
ECEM2	42.9153	88.2939	.7943	.8317	.8521
ECEM3	42.6949	89.5768	.7688	.8252	.8540
ECEM4	42.7006	88.7337	.8076	.8677	.8517
ECEM5	42.5989	88.1620	.7850	.8441	.8525
ECEM6	41.7684	113.2699	-.2283	.5042	.8914
ECEM7	42.3051	90.9859	.6428	.6454	.8612
ECEM8	41.6045	113.0245	-.2071	.5031	.8912
ECEL1	42.5706	96.0760	.4508	.5754	.8728
ECEL2	42.3277	93.2443	.5749	.6388	.8653
ECEL3	42.1469	92.3647	.6129	.5694	.8631
ECEL4	41.8475	96.9255	.4716	.6500	.8710
ECEL5	41.8757	95.3595	.4891	.5797	.8704

RELIABILITY COEFFICIENTS 13 ITEMS

ALPHA = .8756 STANDARDIZED ITEM ALPHA = .8433

TABLE 12

RELIABILITY ANALYSIS - SCALE (INTSTRS)

1. INTSTS1 CONTENTED WITH PARTNER
2. INTSTS2 RELAXED WITH PARTNER
3. INTSTS3 UNSURE WITH PARTNER
4. INTSTS4 FRUSTRATED WITH PARTNER
5. INTSTS5 BOTHERED WITH PARTNER

CORRELATION MATRIX

	INTSTS1	INTSTS2	INTSTS3	INTSTS4	INTSTS5
INTSTS1	1.0000				
INTSTS2	.5887	1.0000			
INTSTS3	.0087	.0099	1.0000		
INTSTS4	-.0441	-.0842	.6299	1.0000	
INTSTS5	-.0804	-.0377	.5642	.6682	1.0000

OF CASES = 178.0

ITEM-TOTAL STATISTICS

	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
INTSTS1	15.7303	6.6726	.1249	.3539	.6629
INTSTS2	15.9157	6.5861	.1138	.3557	.6724
INTSTS3	16.0112	4.2598	.5544	.4376	.4561
INTSTS4	16.1461	4.5548	.5636	.5467	.4595
INTSTS5	16.1517	4.4119	.5188	.4864	.4802

RELIABILITY COEFFICIENTS 5 ITEMS

ALPHA = .6204 STANDARDIZED ITEM ALPHA = .5883

TABLE 13

RELIABILITY ANALYSIS - SCALE (CHSTRS)

1.	PST1	PARENT FRUSTRATED
2.	PST2	PARENT WORRIED
3.	PST3	PARENT UNSURE
4.	PST4	PARENT BOTH
5.	PST5	PARENT TENSE
6.	PST6	PARENT RELAXED
7.	PST7	PARENT WORNOUT
8.	PST8	PARENT CONTENTED

CORRELATION MATRIX

	PST1	PST2	PST3	PST4	PST5	PST6	PST7	PST8
PST1	1.0000							
PST2	.1487	1.0000						
PST3	.2589	.0811	1.0000					
PST4	.3093	.1598	.1445	1.0000				
PST5	.3639	.2504	.1318	.4555	1.0000			
PST6	.0608	.0268	.0308	-.0067	.0199	1.0000		
PST7	.3931	.2946	.2337	.2901	.4323	.0539	1.0000	
PST8	.1214	-.0099	.0325	.1566	.1199	.3662	.2190	1.0000

OF CASES = 177.0

ITEM-TOTAL STATISTICS

	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
PST1	27.0904	9.1054	.4453	.2438	.5853
PST2	27.3390	9.1344	.2546	.1152	.6450
PST3	26.8305	10.0393	.2336	.0914	.6385
PST4	26.8870	9.5553	.4088	.2487	.5982
PST5	26.9718	8.5049	.4856	.3349	.5689
PST6	26.8079	10.7243	.1271	.1429	.6588
PST7	26.8701	8.2728	.5353	.3223	.5530
PST8	26.6610	10.1572	.2366	.1945	.6368

RELIABILITY COEFFICIENTS 8 ITEMS

ALPHA = .6444 STANDARDIZED ITEM ALPHA = .6426

TABLE 14

RELIABILITY ANALYSIS - SCALE (FASUP)

1.	FAMSUP1	RELY ON FAM FOR SUPPORT
2.	FAMSUP2	FAMILY GIVES SUPPORT
3.	FAMSUP3	RELY ON FAM FOR COMPANIONSHIP
4.	FAMSUP4	FAMILY GIVES COMPANIONSHIP
5.	FAMSUP5	WISH FAM WERE DIFFERENT

CORRELATION MATRIX

	FAMSUP1	FAMSUP2	FAMSUP3	FAMSUP4	FAMSUP5
FAMSUP1	1.0000				
FAMSUP2	.5688	1.0000			
FAMSUP3	.4830	.4390	1.0000		
FAMSUP4	.4604	.4907	.6010	1.0000	
FAMSUP5	-.1286	-.2028	-.0780	-.0401	1.0000

OF CASES = 179.0

ITEM-TOTAL STATISTICS

	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
FAMSUP1	14.3128	7.5083	.5829	.4000	.5733
FAMSUP2	14.2570	7.9224	.5530	.4130	.5900
FAMSUP3	14.2123	7.9097	.5968	.4202	.5700
FAMSUP4	14.1788	8.1701	.6276	.4362	.5623
FAMSUP5	13.4525	13.2042	-.1450	.0473	.8025

RELIABILITY COEFFICIENTS 5 ITEMS

ALPHA = .6909 STANDARDIZED ITEM ALPHA = .6364

TABLE 15

RELIABILITY ANALYSIS - SCALE (FRSUP)

1.	FRSUP1	RELY ON FR FOR SUPPORT
2.	FRSUP2	FR GIVES SUPPORT
3.	FRSUP3	RELY ON FR FOR COMPANIONSHIP
4.	FRSUP4	FR GIVES COMPANIONSHIP
5.	FRSUP5	WISH FR WERE DIFFERENT

CORRELATION MATRIX

	FRSUP1	FRSUP2	FRSUP3	FRSUP4	FRSUP5
FRSUP1	1.0000				
FRSUP2	.5118	1.0000			
FRSUP3	.4783	.5884	1.0000		
FRSUP4	.4094	.6322	.5718	1.0000	
FRSUP5	-.1305	-.1382	-.1978	-.2847	1.0000

OF CASES = 178.0

ITEM-TOTAL STATISTICS

	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
FRSUP1	14.0787	6.5023	.5237	.3122	.5774
FRSUP2	13.9663	6.2474	.6929	.5185	.4965
FRSUP3	13.9775	6.3159	.6195	.4453	.5289
FRSUP4	14.0112	6.5761	.5729	.4890	.5543
FRSUP5	13.4045	11.2818	-.2329	.0888	.8173

RELIABILITY COEFFICIENTS 5 ITEMS

ALPHA = .6753 STANDARDIZED ITEM ALPHA = .6175

TABLE 16

RELIABILITY ANALYSIS - SCALE (HUSUP)

1.	PINT1	MARRIAGE GIVES NO OPPS
2.	PINT2	CAN TALK TO PARTNER
3.	PINT3	PARTNER BRINGS OUT BEST
4.	PINT4	PARTNER IS AFFECTIONATE
5.	PDOM1	I GIVE IN TO PARTNER
6.	PDOM2	MY PARTNER INSISTS

CORRELATION MATRIX

	PINT1	PINT2	PINT3	PINT4	PDOM1	PDOM2
PINT1	1.0000					
PINT2	-.0278	1.0000				
PINT3	-.0042	.5220	1.0000			
PINT4	-.0220	.5514	.4571	1.0000		
PDOM1	.1753	.2617	.1781	.2179	1.0000	
PDOM2	.2984	.0804	.0580	-.0300	.3248	1.0000

OF CASES = 180.0

ITEM-TOTAL STATISTICS

	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
PINT1	18.0611	13.1527	.0764	.1016	.6621
PINT2	19.0611	7.3650	.5697	.4139	.4845
PINT3	18.7389	9.3895	.5036	.3151	.5287
PINT4	19.0667	8.2637	.4928	.3588	.5284
PDOM1	18.2611	11.5795	.3585	.1837	.5964
PDOM2	18.1444	12.5153	.1607	.1793	.6466

RELIABILITY COEFFICIENTS 6 ITEMS

ALPHA = .6312 STANDARDIZED ITEM ALPHA = .6041

TABLE 17

RELIABILITY ANALYSIS - SCALE (PARTSUP)

1.	PSUP1	RELAY ON PARTNER FOR SUPPORT
2.	PSUP2	PARTNER GIVES SUPPORT
3.	PSUP3	RELY ON PARTNER FOR COMPANIONSHIP
4.	PSUP4	PARTNER GIVES COMPANIONSHIP
5.	PSUP5	WISH PARTNER WERE DIFFERENT

CORRELATION MATRIX

	PSUP1	PSUP2	PSUP3	PSUP4	PSUP5
PSUP1	1.0000				
PSUP2	.6447	1.0000			
PSUP3	.6609	.5802	1.0000		
PSUP4	.6198	.6840	.7368	1.0000	
PSUP5	-.0303	.0131	-.0493	-.0211	1.0000

OF CASES = 177.0

ITEM-TOTAL STATISTICS

	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	ALPHA IF ITEM DELETED
PSUP1	14.2599	12.3412	.7089	.5427	.7245
PSUP2	13.9831	13.1304	.7130	.5482	.7254
PSUP3	14.2316	12.3154	.7312	.6115	.7164
PSUP4	14.1356	12.2997	.7663	.6443	.7043
PSUP5	13.2203	20.7523	-.0263	.0055	.8829

RELIABILITY COEFFICIENTS 5 ITEMS

ALPHA = .8038 STANDARDIZED ITEM ALPHA = .7570

APPENDIX G

PILOT STUDIES

PILOT STUDIES

Several pilot versions of scales, measures, and procedures were conducted before the final instrument was used in the winter of 1987. This appendix briefly describes pilot instruments and procedures.

Questionnaire Pilots

In early July, 1986, a small sample (12) of graduate family relations students completed the first version of the instrument used in the pilot study. This version of the instrument was constructed to elicit detailed comments and evaluations from subjects who would be likely to detect inadequate measures, instructions, or other problems.

In August, 1986, a referral technique was used to deliver revised pilot questionnaires to 60 mothers; 44 questionnaires were returned. These mothers resided in two southwestern states, and the majority were urban residents. Where possible, addresses of potential volunteer subjects were obtained from graduate students and friends of the researchers; many questionnaires were distributed through church groups. Data from these 44 subjects was analyzed by reliability of scales and by examination of frequencies.

Pilot Versions of Discipline Scales

Following an extensive review of literature and existing measures of this study's outcome variable, discipline, a number of measures were tested. The fall, 1986 pilot questionnaire (see Appendix H) included:

1. One scale from the Child Rearing Practices Questionnaire (Barton, 1981), a widely used psychological instrument. This scale included pilot questions 18-23.
2. Items from the Authoritarian Family Ideology Scale (Ernhart & Loevinger, 1969), including pilot questions 5-9.
3. Scales created for the pilot test, including questions 13-17.
4. A scale which was designed to measure parents' evaluation of the appropriateness, or social desirability, of specific control techniques, including questions 51-59.

These scales were not used in the final instrument. For the final scale, the desirability (or undesirability) for both the discipline choices and the child's behavior were easily confounded within specific items. For other scales, the categorical measures of discipline seemed inadequate to identify the greater ease with which some parents escalate toward coercive control strategies. Measuring a parent's rate of progress from use of reason to use of punishment seemed a more appropriate type of scale. An entirely new scale then was created and tested with an advanced undergraduate class in marriage and family development, in December, 1986. Revisions of this scale then were made. The final scale included in the 1987 questionnaire (see Appendix D) includes Part IV and questions 45-47.

Scoring of Discipline Scale

Several alternate methods of scoring were tested for this process variable. For the present study, means for question 45 only were used, with the scale weighted toward coercion. Thus, higher scores on discipline indicated a more rapid escalation toward punishment as the final strategy for managing child misbehavior.

References

Barton, K. (1981). Six child rearing dimensions common to both fathers and mothers. Multivariate Experimental Clinical Research, 3, 91-97.

Ernhart, C.B. & Loevinger, J. (1969). Authoritarian family ideology: A measure, its correlates, and its robustness. Multivariate Behavioral Research Monograph No. 69-1.

APPENDIX H

PILOT INSTRUMENT

HOW MOTHERS EXPERIENCE DAILY LIFE

Many mothers today are experiencing significant changes in their personal relationships. The Family Study Center at Oklahoma State University believes that it's important to know more about the effects of these changes. The information that you provide in this survey will help us make recommendations about the support needs of all mothers.

We hope that filling out this survey will be an interesting experience for you. Please answer as completely and honestly as possible. There are no right or wrong answers -- the best answer is your own personal opinion. Your answers will be anonymous and all information will be treated with complete confidentiality. If you would like copies of the results, please write us a letter, or telephone; we will be happy to put your name on our mailing list.

YOU HAVE RECEIVED A TRIAL VERSION OF A NEW SURVEY INSTRUMENT. AFTER YOU FINISH WITH YOUR ANSWERS, WOULD YOU PLEASE GO BACK THROUGH THIS SURVEY AND WRITE ANY REACTIONS OR COMMENTS YOU HAVE. YOUR OPINIONS ABOUT THE QUESTIONNAIRE ITSELF ALSO WILL HELP US. THANK YOU.

Family Study Center
Oklahoma State University
Stillwater, OK 74078
405/624-5057

PART I: The Mother-Child Relationship.

One of the most important relationships for mothers is the mother-child relationship. In Part I, we're interested in how you would respond to some common situations mothers experience with chidren. Below are 4 typical situations in family living. Each has two possible responses: one marked (a) and another response marked (b). Please read the two possible answers and mark the one answer that is closest to the way you might act, if you were the parent.

Each of the choices is a perfectly acceptable way for a parent to act, and at one time or another, you may have acted either way. Because neither solution may be the best one, you may think some other solution would be better; however, we are interested in which of the choices given here best fits your preference. Remember, circle only one choice for each situation.

1. You had planned an activity for Friday night but it fell through. Your daughter (or son) is looking for something to do that evening, too, so you decide to do something together. Are you more likely to: (please circle either a or b, but only one of them.)

(a)		(b)
Plan to spend time just being with her -- maybe use some time to enjoy talking with her as a friend.	OR	Show some interest and support in her activities -- maybe teach her something she's been wanting to learn.

2. Your son (or daughter) is very anxious to invite his entire church or synagogue youth group over for a hamburger party next weekend. You want him to have friends and you don't want to be selfish -- but you're worried about the hassle. You haven't decided whether or not to ask him to forget the idea. If you do decide to ask him to cancel the plans, you feel you would have the right to make that request because:

(a)		(b)
He is the minor and you are the parent -- it is your job to make difficult decisions like this one.	OR	You've earned the right to have your needs respected. You do nice things for him all the time -- you're entitled consideration, too.

3. Your daughter (or son) is very eager to go roller-skating with you. You haven't skated in years and besides, you don't like noisy, sweaty, roller rinks. But you can see how much it would mean to her. Are you more likely to:

(a)		(b)
Put on skates and suffer through it -- just for the enjoyment of doing something together.	OR	Take her roller-skating and cheer her on from the viewing area -- to show your approval of her and the things she does.

4. Your son (or daughter) has reached an age where he is no longer comfortable with expressing physical affection. Even though he still feels as much love for you as ever, it embarrasses him to be hugged or kissed -- even in private. You've been expecting this change and aren't surprised by it. Are you more likely to:

(a)		(b)
Be unconcerned. You're sure he is certain of your affection and that you're there when he needs you.	OR	Be a little upset at not being able to show your love. You feel almost as if you're missing something important in your life.

The next statements below ask you to choose between two acceptable but different beliefs about family life. For each item, please circle either a or b.

5. (a) Children should be allowed to criticize their parents.
   (b) Children should not be disrespectful of their parents.

6. (a) Once you've made rules for family livng, you should never go back on them.
   (b) In family living, it is often best not to be too strict about rules.

7. (a) Living on a schedule makes life a lot easier.
   (b) Trying to stick to a schedule makes life a lot harder.

8. (a) The best kind of family life is the kind where the whole family does everything together.
   (b) Everyone, even a child, needs some privacy his or her life.

9. (a) Most children today aren't taught to respect their parents enough.
   (b) Parents have an obligation to earn their children's respect.

10. Please provide the following information about your children, starting with the oldest:

(fill in)		(circle one)		
Age:____	Sex:_____	Living at Home:	Yes	No
Age:____	Sex:_____	Living at Home:	Yes	No
Age:____	Sex:_____	Living at Home:	Yes	No
Age:____	Sex:_____	Living at Home:	Yes	No
Age:____	Sex:_____	Living at Home:	Yes	No
Age:____	Sex:_____	Living at Home:	Yes	No

11. Most mothers feel that being a parent is quite challenging. Over the years they develop many different feelings about being a parent. When you think about your experiences as a mother, how much of the time do you experience each of the following ?

Circle one for each:	1 = Almost Always 2 = Fairly Often 3 = Regularly 4 = Sometimes 5 = Almost Never					
a) Frustrated		1	2	3	4	5
b) Worried.		1	2	3	4	5
c) Unsure		1	2	3	4	5
d) Bothered or upset.		1	2	3	4	5
e) Tense.		1	2	3	4	5
f) Relaxed.		1	2	3	4	5
g) Emotionally worn out		1	2	3	4	5
h) Contented.		1	2	3	4	5

12. What do you feel is the most challenging part of being a parent?

_____

_____

_____

_____

13. There are a variety of ways to deal with child misbehavior. The two lists on the next two pages describe several methods of disciplining children. You may have used all of them or just a few of them.

Please study List A carefully. Place a "1" next to the method for which you have the highest approval, in your own relationship with your child. Then place a "2" next to the method for which you have the second highest approval, for you and your child. Go on and number each item in List A. The method for which you have the least approval should be ranked "6".

When you have completed ranking all the methods in List A, go back and check over the list. Feel free to make changes -- please take all the time needed to think about this, so that the end truly result represents your opinion.

LIST A

_____ "Grounding" the child at home
_____ Having a one-to-one talk about the problem
_____ Hitting with a belt, paddle, etc.
_____ Lecturing or nagging
_____ Spanking with an open hand
_____ Telling the child you're disappointed

14. Now, please repeat the same procedure for List B below (mark "1" for highest approval and "6" for least approval).

LIST B

_____ Discussing the consequences of the misbehavior with the child.
_____ Giving the child a "piece of your mind"
_____ Pinching, poking, or biting, etc.
_____ Shaming (laying a guilt trip)
_____ Slapping or shaking
_____ Withholding t.v. or other privileges

15. For this question, please think in a different way about these ways of dealing with child misbehavior. Think about how you actually use these methods. Mark "1" beside the method you use most frequently, "2" beside the method you use the second most frequently, etc. "6" should mark the method you use the least.

LIST A

_____ "Grounding the child at home.
_____ Having a one-to-one talk about the problem.
_____ Hitting with a belt, paddle, etc.
_____ Lecturing or nagging
_____ Spanking with an open hand
_____ Telling the child you are disappointed

16. Repeat your rankings for List B:

LIST B	
_____	Discussing the consequences of the misbehavior with the child
_____	Giving the child a "piece of your mind"
_____	Pinching, poking, or biting, etc.
_____	Shaming (laying a "guilt trip")
_____	Slapping or shaking
_____	Withholding T.V. or other privileges

17. Regardless of the method you choose, how often do you take direct action to correct your child?

Mark only one answer:

_____ Constantly
_____ Several times a day
_____ Two or three times a day
_____ Once a day
_____ Every other day
_____ Several times a week
_____ Two or three times a week
_____ Once a week
_____ Several times a month
_____ Once a month or less
_____ Several times a year
_____ Once a year
_____ Never

Please think now about your personal experiences with your child's misbehavior.

Circle one for each:	1 = Almost Always 2 = Fairly Often 3 = Regularly 4 = Sometimes 5 = Almost Never

18. Over the past year, how often have you found it effective to punish your child by taking away privileges? 1 2 3 4 5

19. How often are you strict in punishing your child for fighting just to fight? 1 2 3 4 5

20. How often does your child understand "reason"? 1 2 3 4 5

21. How often do you work to use reason with your child? 1 2 3 4 5

22. How often do you use strong physical punishment if your child shouts? 1 2 3 4 5

23. How often have you used reason with your child? 1 2 3 4 5

PART III: Adult Relationships

Would you please think now about the people in your life who are available to you for support and companionship. Start with your parents and other extended family members (brothers and sisters, grandparents, etc.), then consider your friends. Please circle the letter that best describes how well each statement applies to you.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

About family:

24.	I rely on my extended family for emotional support.	SA	A	N	D	SD
25.	My extended family gives me the emotional support I need.	SA	A	N	D	SD
26.	I rely on my extended family for companionship.	SA	A	N	D	SD
27.	My extended family gives me companionship I need.	SA	A	N	D	SD
28.	I wish my extended family were much different.	SA	A	N	D	SD

About friends:

29.	I rely on my friends for emotional support.	SA	A	N	D	SD
30.	My friends give me the emotional support I need.	SA	A	N	D	SD
31.	I rely on my friends for companionship.	SA	A	N	D	SD
32.	My friends give me the companionship I need.	SA	A	N	D	SD
33.	I wish my friends were much different.	SA	A	N	D	SD

34. Are you presently married or involved with a live-in companion or partner? (Please circle one answer, then follow the arrow to the next item).

Yes ↓ No ↓

35. How long have you been married or involved?

_____ Years

_____ Months

35. How important is it to find someone to live with in a marriage or a similar relationship? (circle one)

Very

Somewhat

Not at all

36. Do you share your household with any family member or friend, other than husband or intimate partner?

_____ No

_____ Yes, I share my household with: (check all that apply to you)

_____ grandchild
_____ parent
_____ grandparent
_____ sister or brother
_____ other relatives (niece, nephew, cousins)
_____ friend
_____ live-in household helper whom whom you pay.

We'd like to know how often you experience some typical feelings in your intimate relationship or marriage. (If you are not now married or involved, please think about your most recent relationship and answer the best you can remember.) Please circle the letter that best describes how well each statement applies to you.

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

37. My husband/partner seems to bring out the best qualities in me. SA A N D SD

38. My marriage/relationship doesn't give me enough opportunity to become the sort of person I'd like to be. SA A N D SD

39. My husband/partner is someone I can really talk with about things that are important to me. SA A N D SD

40. My husband/partner is someone who is affectionate towards me. SA A N D SD

41. I rely on my husband/partner for emotional support. SA A N D SD

Circle one <u>for each</u>:

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

42. My husband/partner gives me the emotional support I need. SA A N D SD

43. I rely on my husband/partner for companionship. SA A N D SD

44. My husband/partner gives me the companionship I need. SA A N D SD

45. I wish my husband/partner were much different. SA A N D SD

46. Generally, I give in more to my husband/partner's wishes than he gives in to mine. SA A N D SD

47. My husband/partner insists on having his own way. SA A N D SD

48. When you think about the pleasures and problems in your day-to-day life with your husband or partner, how much of the time do you feel:

Circle one for each:	1 = Almost Always 2 = Fairly Often 3 = Regularly 4 = Sometimes 5 = Almost Never					
a)	Contented	1	2	3	4	5
b)	Relaxed	1	2	3	4	5
c)	Unsure	1	2	3	4	5
d)	Frustrated.	1	2	3	4	5
e)	Bothered or upset	1	2	3	4	5
f)	Worried	1	2	3	4	5
g)	Tense	1	2	3	4	5
h)	Emotionally worn out. . . .	1	2	3	4	5

49. Everyone feels loneliness sometimes, as a part of being human. Please circle the number that best describes how much of the time you have felt lonely during the past year 1 2 3 4 5

50. What is your present relationship with your children's father?

_____ Married _____ Divorced _____ Separated

_____ Living Together _____ Widowed

This next section asks you more about what you believe are the best ways to handle children. For each item, please circle the number for the choice that best describes what you believe.

51. A mother tells a child who hits a playmate that she is being mean.

1	2	3	4
Sometimes Acceptable	Never Acceptable	Always Desirable	Sometimes Desirable

52. When parents receive a report that their teen is getting in arguments with a teacher, they spend several hours "talking through the problem."

1	2	3	4
Sometimes Acceptable	Never Acceptable	Always Desirable	Sometimes Desirable

53. A parent paddles the son who punched his sister in the face and arms.

1	2	3	4
Sometimes Acceptable	Never Acceptable	Always Desirable	Sometimes Desirable

54. A teenager tells her parents how she "told off" a store clerk who couldn't find the right size shirt. The parents take the teen back to the store to apologize.

1	2	3	4
Sometimes Acceptable	Never Acceptable	Always Desirable	Sometimes Desirable

55. A parent who catches a child in a lie grabs the child and shakes him.

1	2	3	4
Sometimes Acceptable	Never Acceptable	Always Desirable	Sometimes Desirable

56. When an elderly neighbor reports that a child has been bothering her by banging on her door and yelling rude remarks, the parents lock the child in his room for the evening.

1	2	3	4
Sometimes Acceptable	Never Acceptable	Always Desirable	Sometimes Desirable

57. When a 14 year old argues with the family minister, the parents tell her she is shameful and a disgrace.

1	2	3	4
Sometimes Acceptable	Never Acceptable	Always Desirable	Sometimes Desirable

58. When one child slaps her sister, one of the parents spends part of the evening "getting things straightened out."

1	2	3	4
Sometimes Acceptable	Never Acceptable	Always Desirable	Sometimes Desirable

59. A 7 year old "talks back" to his mother, who slaps him because he is being disrespectful.

1	2	3	4
Sometimes Acceptable	Never Acceptable	Always Desirable	Sometimes Desirable

The next four questions ask you to choose again between typical ways that a parent might deal with some ordinary parent-child situations. For each one, please circle only one answer, a or b.

60. Your young daughter (or son) has been very friendly with strangers lately; introducing herself to them at the store, waving to cars driving by, and so on. Her behavior concerns you and you want her to be more reserved. Because you don't want to be too blunt, you haven't succeeded in making her understand why you feel this way. Frustrated, you give up on using logic at this time -- you'll explain more when she's ready to understand. For the present, are you more likely to:

(a)		(b)
Tell her you're older and wiser, you've been around longer, and you know what you're talking about. You feel you've earned her trust.	OR	"Pull rank" and use your authority as a parent; in a case like this, where her safety is concerned, you're in charge.

61. Your son (or daughter) comes home from school with news that he has just lost his best friend, Erik, over an argument about a homework assignment. He thought Erik tore his papers on purpose; Erik said that he was only having a little fun. Your son is visibly upset. Are you more likely to:

(a)		(b)
Teach him about the nature of friendship at this age -- advise him on how to handle these kinds of problems.	OR	Trust that he will work it out -- give him a listening ear and be a friend, maybe share an activity or spend a little time together.

62. You've been wanting your daughter (or son) to clean up her bedroom (it's a disaster area!). She always says she'll do it, but then she stalls or gets distracted and it never seems to get cleaned up. You've discussed with a neighbor whether this is any of your business and the neighbor thinks you have no right to be intrude. However, you still tend to think you have a right to be involved. Are you more likely to base this belief on:

(a)		(b)
Your position as the child's guardian -- society has decided it is your responsibility to teach her acceptable behavior.	OR	The fact that you are supplying the child with the bedroom -- you're paying the bills and deserve some some input into how she treats things in the house.

63. Phil Donahue hosts a program on parenthood and ends the show with the question: "How do parents BEST show their love for their chidren?" It's an interesting question and you wonder how you would respond. Are you more likely to:

(a)	OR	(b)
Say that you BEST show your love by spending time together, enjoying doing things together and sharing activities as best friends, such as talking or going on trips.		Say that you BEST show your love by being able to be counted on, by creating a sense of trust, and by providing for the child's needs.

PART III: Workload

Most women today handle many responsibilities. Many work full-time in their homes or outside their homes (or both). We would like to ask how you feel about managing your day-to-day responsibilities.

64. When you think about your day-to-day responsibilities, how much of the time do you experience each of the following feelings?

Circle one for each:

1 = Almost Always
2 = Fairly Often
3 = Regularly
4 = Sometimes
5 = Almost Never

a)	Frustrated	1	2	3	4	5
b)	Worried	1	2	3	4	5
c)	Unsure	1	2	3	4	5
d)	Bothered or upset	1	2	3	4	5
e)	Tense	1	2	3	4	5
f)	Relaxed	1	2	3	4	5
g)	Emotionally worn out	1	2	3	4	5
h)	Contented	1	2	3	4	5

65. Still thinking about your day-to-day responsibilities, how much of the time do you just have more work than you can handle? (Circle just one) 1 2 3 4 5

66. To help you manage your day-to-day responsibilities, how much of the time do you rely on each of the following people?

1 = Almost Always 2 = Fairly Often 3 = Regularly 4 = Sometimes 5 = Almost Never

Circle one:

a)	Spouse/intimate partner	1	2	3	4	5
b)	Child or children	1	2	3	4	5
c)	Parent(s)	1	2	3	4	5
d)	Other family members	1	2	3	4	5
e)	Friends	1	2	3	4	5
f)	Someone you pay	1	2	3	4	5
g)	Others (please describe)					
	---------- . . .	1	2	3	4	5

67. How much of the time do you wish you had more help from each of the following people?

a)	Spouse/intimate partner	1	2	3	4	5
b)	Child or children	1	2	3	4	5
c)	Parent(s)	1	2	3	4	5
d)	Other family members.	1	2	3	4	4
e)	Friends	1	2	3	4	5
f)	Others (please describe)					
	----------. . . .	1	2	3	4	5

68. How much of the time does managing your daily responsibilities result in disagreements with each of the following people?

1 = Almost Never 2 = Fairly Often 3 = Regularly 4 = Sometimes 5 = Almost Never

Circle one for each:

a)	Spouse/intimate partner. . . .	1	2	3	4	5
b)	Child or children	1	2	3	4	5
c)	Parents.	1	2	3	4	5
d)	Other family members	1	2	3	4	5
e)	Friends	1	2	3	4	5
f)	Others (please describe)					
	---------- . . .	1	2	3	4	5

69. How often does it happen that household responsibilities are a source of family disagreements?. 1 2 3 4 5

70. How often does it happen that parenting responsibilities are a source of family disagreements? 1 2 3 4 5

71. What do you think is the best solution to family disagreements over household or parenting responsibilities?

---

72. Please check each answer below that describes your working situation. More than one answer may apply to you -- Check all that fit you.

_____ I work in my home as a full-time homemaker.

_____ I earn a salary and my job is:

- _____ full-time
- _____ part-time
- _____ permanent
- _____ seasonal
- _____ temporary

_____ I work outside my home as a volunteer at least 20 hours a week.

_____ I work outside my home as a volunteer at least 10 hours a week.

_____ I am a student.

73. When you think about your family's financial situation, how much of the time do you experience each of the feelings listed below?

Circle one for each:

1 = Almost Always
2 = Fairly Often
3 = Regularly
4 = Sometimes
5 = Almost Never

a)	Frustrated	1	2	3	4	5
b)	Worried	1	2	3	4	5
c)	Unsure	1	2	3	4	5
d)	Bothered or upset.	1	2	3	4	5
e)	Tense.	1	2	3	4	5
f)	Relaxed.	1	2	3	4	5
g)	Emotionally worn out . . .	1	2	3	4	5
h)	Contented.	1	2	3	4	5

74. How much of the time does it happen that you do not have enough money to afford the following:

Circle one for each:

a)	the leisure and fun activities your family should have. . . .	1	2	3	4	5
b)	the kind of clothing your family should have	1	2	3	4	5
c)	meeting monthly payments on bills	1	2	3	4	5
d)	the kind of food your family should have	1	2	3	4	5
e)	the kind of medical care your family should have.	1	2	3	4	5

75. Are you the sole source of income for your family?

Circle one: Yes No

76. Please check the amount of total income you expect to live on this year.

___	$1,000 to $4,999	____	$20,000 to $29,999
___	$5,000 to $7,999	____	$30,000 to $39,999
___	$8,000 to $11,999	____	$40,000 to $59,999
___	$12,000 to $15,999	____	$60,000 to $79,999
___	$16,000 to $19,999	____	More than $80,000

PART V: Background Information

These final questions below will take just a few more minutes to complete the survey.

77. How many years of school did you complete?

_____

78. What is your present age in years?

_____

79. Which of the following best describes your racial or ethnic identification?

_____	Black	_____	Hispanic
_____	Native American	_____	White
_____	Oriental	_____	Other

80. What is your religious affiliation?

---

81. Please describe any course, workshop, or educational program you have ever attended on child development or parenting.

---

82. Please tell us any additional comments or reactions you may have about mother-child relationships, mothers' adult relationships, or the workload and responsibilities of mothers.

---

83. We would like to hear any other comments you would like to share about this survey.

Thank you for completing this survey. Just mail it the stamped, addressed envelope we have given you.

This survey was supported by a grant to the Family Study Center of Oklahoma State University.

APPENDIX I

SELECTED STATISTICAL ANALYSES

TABLE 18

Regression Analysis of Discipline by Support

EQUATION NUMBER 1 DEPENDENT VARIABLE.. TOTDISC

BEGINNING BLOCK NUMBER 1. METHOD: ENTER TOTSUP

VARIABLE(S) ENTERED ON STEP NUMBER 1.. TOTSUP TOTAL SUPPORT SCALE

		ANALYSIS OF VARIANCE			
MULTIPLE R	.06741		DF	SUM OF SQUARES	MEAN SQUARE
R SQUARE	.00454				
ADJUSTED R SQUARE	-.00118	REGRESSION	1	.27116	.27116
STANDARD ERROR	.58433	RESIDUAL	174	59.41066	.34144

F = .79417 SIGNIF F = .3741

---------- VARIABLES IN THE EQUATION ----------

VARIABLE	B	SE B	BETA	T	SIG T
TOTSUP	.074716	.083841	.067405	.891	.3741
(CONSTANT)	2.888271	.252509		11.438	.0000

END BLOCK NUMBER 1 ALL REQUESTED VARIABLES ENTERED.

TABLE 19

Regression Analysis of Discipline by Stress

EQUATION NUMBER 1 DEPENDENT VARIABLE.. TOTDISC

BEGINNING BLOCK NUMBER 1. METHOD: ENTER TOTSTRS

VARIABLE(S) ENTERED ON STEP NUMBER 1.. TOTSTRS TOTAL STRESS SCALE

MULTIPLE R	.04503
R SQUARE	.00203
ADJUSTED R SQUARE	-.00371
STANDARD ERROR	.58507

ANALYSIS OF VARIANCE

	DF	SUM OF SQUARES	MEAN SQUARE
REGRESSION	1	.12100	.12100
RESIDUAL	174	59.56081	.34230

F = .35350 SIGNIF F = .5529

---------- VARIABLES IN THE EQUATION ----------

VARIABLE	B	SE B	BETA	T	SIG T
TOTSTRS	-.056050	.094271	-.045028	-.595	.5529
(CONSTANT)	3.316113	.349711		9.482	.0000

END BLOCK NUMBER 1 ALL REQUESTED VARIABLES ENTERED.

TABLE 20

Regression of Discipline by
4 Stressor Variables

Variable	B	Beta	Corr.	ParCorr.	T	Sig. T
Wkstrs	.130263	.129326	.069046	.119034	1.234	.2198
Intstrs	.057056	.072447	.083883	.073827	.762	.4476
Ecstrs	-.239327	-.324564	-.226534	-.291745	-3.140	.0022
Pstrs	.118955	.111956	.054014	.102075	1.056	.2932

R = .09458

TABLE 21

Regression Analysis of Stress by Support

EQUATION NUMBER 1 DEPENDENT VARIABLE.. TOTSTRS TOTAL STRESS SCALE

BEGINNING BLOCK NUMBER 1. METHOD: ENTER TOTSUP

VARIABLE(S) ENTERED ON STEP NUMBER 1.. TOTSUP TOTAL SUPPORT SCALE

		ANALYSIS OF VARIANCE			
MULTIPLE R	.38681		DF	SUM OF SQUARES	MEAN SQUARE
R SQUARE	.14962	REGRESSION	1	6.20511	6.20511
ADJUSTED R SQUARE	.14490	RESIDUAL	180	35.26709	.19593
STANDARD ERROR	.44264				

F = 31.67032 SIGNIF F = .0000

---------- VARIABLES IN THE EQUATION ----------

VARIABLE	B	SE B	BETA	T	SIG T
TOTSUP	-.343431	.061026	-.386809	-5.628	.0000
(CONSTANT)	4.696814	.184760		25.421	.0000

END BLOCK NUMBER 1 ALL REQUESTED VARIABLES ENTERED.

TABLE 22

Regression Analysis of Stress by Specific Supports

EQUATION NUMBER 1 DEPENDENT VARIABLE.. TOTSTRS TOTAL STRESS SCALE

VARIABLES IN THE EQUATION					
VARIABLE	B	SE B	BETA	T	SIG T
HUSUP	-.205964	.082002	-.307581	-2.512	.0129
PARTSUP	-.064854	.060127	-.132142	-1.079	.2823
FASUP	-.040460	.043648	-.065190	-.927	.3553
(CONSTANT)	4.681255	.193415		24.203	.0000

VARIABLES NOT IN THE EQUATION					
VARIABLE	BETA IN	PARTIAL	MIN TOLER	T	SIG T
FRSUP	062494	.066911	301851	877	3818

END BLOCK NUMBER 4 ALL REQUESTED VARIABLES ENTERED.

. . . . . .

BEGINNING BLOCK NUMBER 5. METHOD: ENTER FRSUP

VARIABLE(S) ENTERED ON STEP NUMBER 4.. FRSUP FRIEND SUPPORT SCALE

MULTIPLE R	.44744
R SQUARE	.20020
ADJUSTED R SQUARE	.18150
STANDARD ERROR	.43832

ANALYSIS OF VARIANCE

	DF	SUM OF SQUARES	MEAN SQUARE
REGRESSION	4	8.22391	2.05598
RESIDUAL	171	32.85362	.19213

F = 10.70116 SIGNIF F = .0000

VARIABLES IN THE EQUATION					
VARIABLE	B	SE B	BETA	T	SIG T
HUSUP	-.197420	.082634	-.294821	-2.389	.0180
PARTSUP	-.074144	.061093	-.151070	-1.214	.2266
FASUP	-.048134	.044546	-.077555	-1.081	.2814
FRSUP	.051438	.058657	.062494	877	.3818
(CONSTANT)	4.562582	.236163		19.320	.0000

END BLOCK NUMBER 5 ALL REQUESTED VARIABLES ENTERED.

TABLE 23

Regression Analysis of Discipline by Specific Supports

EQUATION NUMBER 1 DEPENDENT VARIABLE.. TOTDISC

VARIABLES IN THE EQUATION					
VARIABLE	B	SE B	BETA	T	SIG T
HUSUP	.124250	.110867	.151004	1.121	.2640
PARTSUP	-.051568	.081159	-.085686	-.635	.5260
FASUP	.037788	.059534	.049875	.635	.5265
(CONSTANT)	2.728846	.268849		10.150	.0000

VARIABLES NOT IN THE EQUATION					
VARIABLE	BETA IN	PARTIAL	MIN TOLER	T	SIG T
FRSUP	-.072793	-.069629	.313643	-.897	.3713

END BLOCK NUMBER 4 ALL REQUESTED VARIABLES ENTERED.

. . . . . .

BEGINNING BLOCK NUMBER 5. METHOD: ENTER FRSUP

VARIABLE(S) ENTERED ON STEP NUMBER 4.. FRSUP FRIEND SUPPORT SCALE

MULTIPLE R	.13171
R SQUARE	.01735
ADJUSTED R SQUARE	-.00647
STANDARD ERROR	.58562

ANALYSIS OF VARIANCE

	DF	SUM OF SQUARES	MEAN SQUARE
REGRESSION	4	.99900	.24975
RESIDUAL	165	56.58764	.34296

F = .72823 SIGNIF F = .5739

VARIABLES IN THE EQUATION					
VARIABLE	B	SE B	BETA	T	SIG T
HUSUP	.111730	.111808	.135787	.999	.3191
PARTSUP	-.036491	.082930	-.060634	-.440	.6605
FASUP	.049051	.060879	.064741	.806	.4216
FRSUP	-.072929	.081341	-.072793	-.897	.3713
(CONSTANT)	2.892222	.324916		8.901	.0000

END BLOCK NUMBER 5 ALL REQUESTED VARIABLES ENTERED

TABLE 24

Regression Analysis of Stress by Demographic Variables

EQUATION NUMBER 1 DEPENDENT VARIABLE.. TOTSTRS TOTAL STRESS SCALE

VARIABLE(S) ENTERED ON STEP NUMBER 3.. FAMSIZE

MULTIPLE R	.53840			ANALYSIS OF VARIANCE			
R SQUARE	.28988	R SQUARE CHANGE	.03104		DF	SUM OF SQUARES	MEAN SQUARE
ADJUSTED R SQUARE	.26836	F CHANGE	4.32699	REGRESSION	3	6.99364	2.33121
STANDARD ERROR	.41600	SIGNIF F CHANGE	.0401	RESIDUAL	99	17.13254	.17306
				F = 13.47087		SIGNIF F = .0000	

VARIABLES IN THE EQUATION

VARIABLE	B	SE B	95% CONFDNCE INTRVL B		BETA	CORREL	PART COR	PARTIAL	T	SIG T
INC1	.087827	.019051	.050025	.125628	.410268	.473611	.390440	.420396	4.610	.0000
EDUC	.089533	.039472	.011212	.167855	.201959	.322087	.192106	.222266	2.268	.0255
FAMSIZE	-.104652	.050310	-.204479	-.004826	-.176296	-.173130	-.176174	-.204638	-2.080	.0401
(CONSTANT)	4.097712	.179814	3.740923	4.454501					22.789	.0000

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	MIN TOLER	T	SIG T
AGE	-.074689	-.086923	.878356	-.864	.3898
REL	.033077	.033360	.692205	.330	.7418
RACE	.094737	.111826	.897278	1.114	.2680
JOB1	-.015114	-.017051	.852095	-.169	.8663
TOTDISC	.013364	.015400	.877631	.152	.8791

END BLOCK NUMBER 1 PIN = .050 LIMITS REACHED.

TABLE 25

Demographic Influence on Economic Stress

EQUATION NUMBER 1 DEPENDENT VARIABLE.. ECSTRS ECONOMIC STRESS SCALE

DESCRIPTIVE STATISTICS ARE PRINTED ON PAGE 70

BEGINNING BLOCK NUMBER 1. METHOD: STEPWISE

VARIABLE(S) ENTERED ON STEP NUMBER 1.. INC1 YEARLY INCOME

MULTIPLE R	.51215			ANALYSIS OF VARIANCE			
R SQUARE	.26230	R SQUARE CHANGE	.26230		DF	SUM OF SQUARES	MEAN SQUARE
ADJUSTED R SQUARE	.25492	F CHANGE	35.55674	REGRESSION	1	16.72116	16.72116
STANDARD ERROR	.68576	SIGNIF F CHANGE	.0000	RESIDUAL	100	47.02669	.47027
				F = 35.55674		SIGNIF F = .0000	

VARIABLES IN THE EQUATION

VARIABLE	B	SE B	95% CONFDNCE INTRVL B		BETA	CORREL	PART COR	PARTIAL	T	SIG T
INC1	.179394	.030085	.119707	.239081	.512154	.512154	.512154	.512154	5.963	.0000
(CONSTANT)	2.789059	.175043	2.441779	3.136339					15.934	.0000

VARIABLES NOT IN THE EQUATION

VARIABLE	BETA IN	PARTIAL	MIN TOLER	T	SIG T
EDUC	.195736	.216806	.905066	2.210	.0294
AGE	.021066	.024498	.997634	.244	.8079
REL	.057857	.057974	.740692	.578	.5647
RACE	.116780	.135957	.999883	1.365	.1752
FAMSIZE	-.099675	-.116050	.999993	-1.163	.2478
JOB1	.043381	.050044	.981735	.499	.6192
TOTDISC	-.104501	-.120658	.983442	-1.209	.2294

TABLE 26

Demographic Influences on Intimacy Stress

EQUATION NUMBER 1 DEPENDENT VARIABLE.. HSTRS

DESCRIPTIVE STATISTICS ARE PRINTED ON PAGE 55

BEGINNING BLOCK NUMBER 1. METHOD: ENTER

VARIABLE(S) ENTERED ON STEP NUMBER 1.. TOTDISC
2.. RACE
3.. REL RELIGION
4.. AGE YEARS AGE
5.. JOB1 I WORK IN HOME
6.. FAMSIZE
7.. EDUC YEARS EDUCATION
8.. INC1 YEARLY INCOME

MULTIPLE R	.32893			ANALYSIS OF VARIANCE			
R SQUARE	.10819	R SQUARE CHANGE	.10819		DF	SUM OF SQUARES	MEAN SQUARE
ADJUSTED R SQUARE	.03230	F CHANGE	1.42551	REGRESSION	8	5.92703	.74088
STANDARD ERROR	.72092	SIGNIF F CHANGE	.1960	RESIDUAL	94	48.85465	.51973
				F = 1.42551		SIGNIF F = .1960	

VARIABLES IN THE EQUATION

VARIABLE	B	SE B	95% CONFDNCE INTRVL B		BETA	CORREL	PART COR	PARTIAL	T	SIG T
TOTDISC	.184237	.129776	-.073437	.441910	.142814	.137833	.138278	.144881	1.420	.1590
RACE	-.014734	.099877	-.213042	.183575	-.014563	-.050183	-.014369	-.015214	-.148	.8830
REL	.008651	.041229	-.073210	.090512	.024824	-.002613	.020439	.021638	.210	.8342
AGE	-.178659	.088573	-.354523	-.002796	-.201900	-.205849	-.196470	-.203685	-2.017	.0465
JOB1	.151276	.163213	-.172787	.475340	.097543	.152195	.090279	.095165	.927	.3564
FAMSIZE	-.087190	.089753	-.265396	.091017	-.097473	-.149561	-.094621	-.099697	-.971	.3338
EDUC	.013111	.073012	-.126856	.163078	.027111	.069599	.024161	.025576	.248	.8046
INC1	.039229	.039070	-.038345	.116803	.121611	.123109	.097799	.103011	1.004	.3179
(CONSTANT)	7.675990	.679803	6.326227	9.025753					11.291	.0000

END BLOCK NUMBER 1 ALL REQUESTED VARIABLES ENTERED.

TABLE 27

Demographic Influences on Parenting Stress

EQUATION NUMBER 1 DEPENDENT VARIABLE.. CHSTRS PARENTING STRESS SCALE

DESCRIPTIVE STATISTICS ARE PRINTED ON PAGE 49

BEGINNING BLOCK NUMBER 1. METHOD: ENTER

VARIABLE(S) ENTERED ON STEP NUMBER 1.. TOTDISC
2.. RACE
3.. REL RELIGION
4.. AGE YEARS AGE
5.. JOB1 I WORK IN HOME
6.. FAMSIZE
7.. EDUC YEARS EDUCATION
8.. INC1 YEARLY INCOME

MULTIPLE R	.39253		
R SQUARE	.15408	R SQUARE CHANGE	.15408
ADJUSTED R SQUARE	.08131	F CHANGE	2.11738
STANDARD ERROR	.53171	SIGNIF F CHANGE	.0416

ANALYSIS OF VARIANCE

	DF	SUM OF SQUARES	MEAN SQUARE
REGRESSION	8	4.78903	.59863
RESIDUAL	93	26.29303	.28272

F = 2.11738 SIGNIF F = .0416

VARIABLES IN THE EQUATION

VARIABLE	B	SE B	95% CONFDNCE INTRVL B		BETA	CORREL	PART COR	PARTIAL	T	SIG T
TOTDISC	.113487	.096173	-.077494	.304468	.116144	.143638	.112542	.121457	1.180	.2410
RACE	.050785	.073678	-.095525	.197094	.066622	.040308	.065738	.071293	.689	.4924
REL	-.049118	.030435	-.109556	.011319	-.186691	-.228153	-.153921	-.165057	-1.614	.1099
AGE	-.070173	.065733	-.200705	.060358	-.104547	-.060206	-.101816	-.110029	-1.068	.2885
JOB1	.079622	.120739	-.160141	.319384	.067994	.128050	.062894	.068223	.659	.5112
FAMSIZE	-.076675	.066345	-.208423	.055071	-.113673	-.116995	-.110224	-.118991	-1.156	.2508
EDUC	.102814	.053879	-.004180	.209808	.204323	.264914	.181992	.194110	1.908	.0594
INC1	.011510	.028823	-.045726	.068746	.047252	.204997	.038086	.041374	.399	.6906
(CONSTANT)	3.273472	.507200	2.266274	4.280670					6.454	.0000

END BLOCK NUMBER 1 ALL REQUESTED VARIABLES ENTERED.

TABLE 28

Demographic Influences on Workload Stress

EQUATION NUMBER 1 DEPENDENT VARIABLE.. WKSTRS

DESCRIPTIVE STATISTICS ARE PRINTED ON PAGE 61

BEGINNING BLOCK NUMBER 1. METHOD: ENTER

VARIABLE(S) ENTERED ON STEP NUMBER 1.. TOTDISC
2.. RACE
3.. REL RELIGION
4.. AGE YEARS AGE
5.. JOB1 I WORK IN HOME
6.. FAMSIZE
7.. EDUC YEARS EDUCATION
8.. INC1 YEARLY INCOME

				ANALYSIS OF VARIANCE			
MULTIPLE R	.27883				DF	SUM OF SQUARES	MEAN SQUARE
R SQUARE	.07775	R SQUARE CHANGE	.07775				
ADJUSTED R SQUARE	-.00074	F CHANGE	.99052	REGRESSION	8	2.49142	.31143
STANDARD ERROR	.56072	SIGNIF F CHANGE	.4486	RESIDUAL	94	29.55437	.31441

F = .99052 SIGNIF F = .4486

---------- VARIABLES IN THE EQUATION ----------

VARIABLE	B	SE B	95% CONFDNCE INTRVL B		BETA	CORREL	PART COR	PARTIAL	T	SIG T
TOTDISC	.156964	.100938	-.043449	.357378	.159085	.144772	.154032	.158368	1.555	.1233
RACE	.010891	.077683	-.143350	.165132	.014074	.006043	.013887	.014459	.140	.8888
REL	.036640	.032067	-.027030	.100310	.137462	.003284	.113177	.117041	1.143	.2561
AGE	.028867	.068890	-.107916	.165651	.042653	.034539	.041506	.043180	.419	.6761
JOB1	-.158939	.126944	-.410990	.093112	-.133995	-.050231	-.124016	-.128074	-1.252	.2137
FAMSIZE	-.064925	.069808	-.203531	.073681	-.094899	-.102876	-.092122	-.095488	-.930	.3547
EDUC	.025894	.056788	-.086859	.138647	.050679	.079358	.045165	.046978	.456	.6495
INC1	.057086	.030388	-.003250	.117421	.231380	.139120	.186075	.190221	1.879	.0634
(CONSTANT)	3.004421	.528738	1.954599	4.054242					5.682	.0000

END BLOCK NUMBER 1 ALL REQUESTED VARIABLES ENTERED.

TABLE 29

Partial Correlation of Discipline X Stressors,
Controlling for Demographic Variables,
Minus Specific Variable of Interest

Variable	Educ	p	Age	p	Inc	p	Rel	p
Pstrs	.1401	.087	.1087	.147	.1092	.146	.1198	.124
Intstrs	.1360	.094	.1217	.120	.1173	.129	.1291	.106
Wkstrs	.1569	.065	.1486	.075	.1122	.139	.1414	.086
Ecstrs	-.1320	.101	-.1748	.045	-.2309	.012	-.1784	.042
Totstrs	.0439	.336	.0040	.485	-.0579	.289	.0043	.483

Variable	Race	p	Famsize	p	Job	p
Pstrs	.1122	.139	.1266	.111	.1159	.132
Instrs	.1301	.104	.1420	.085	.1347	.097
Wkstrs	.1479	.076	.1616	.059	.1396	.089
Ecstrs	-.1719	.048	-.1567	.065	-.1756	.044
Totstrs	.0067	.474	.0300	.387	.0068	.474

TABLE 30

Subject Data

Age, Sex, Residence of Children

Child		Age								Sex				At Home	
		1-5		6-12		13-17		18+		F		M			
No.	%	%	N	%	N	%	N	%	N	%	N	%	N	%	N
1	113	4.4	5	62.8	71	24.8	28	7.9	9	50.4	57	49.6	56	96.4	107
2	105	19.0	20	70.5	74	4.8	5	5.8	6	42.9	45	57.1	60	95.1	98
3	49	38.8	19	51.0	25	8.2	4	2.0	1	51.0	25	24.0	49	93.6	44
4	14	71.4	10	14.3	1	14.3	2			57.1	8	49.9	6	92.9	13
5	3	100.0	3							66.6	1	33.3	1	100.0	3
6	1	100.0	1									100.0	1	100.0	1

TABLE 31

Subject Data

Years of Education Completed

Years	Freq.	%	Cum. %
0	1	.9	.9
9	1	.9	1.7
10	2	1.7	3.5
11	4	3.4	7.0
12	44	37.9	45.2
13	13	11.2	56.5
14	17	14.7	71.3
15	6	5.1	76.5
16	14	12.1	88.7
17	4	3.4	92.2
18	7	6.0	98.3
19	1	.9	99.1
20	1	.9	100.0

Mean = 13.522

Std Dev = 2.518

TABLE 32

Subject Data: Years of Age

Years	Freq	%	Cum %
19	1	.9	.9
22	1	.9	1.7
24	2	1.7	3.4
25	1	.9	4.3
26	2	1.7	6.0
27	4	3.4	9.5
28	6	5.2	14.7
29	3	2.6	17.2
30	12	10.3	27.6
31	10	8.6	36.2
32	10	8.6	44.8
33	14	12.1	56.9
34	11	9.5	66.4
35	9	7.8	74.1
36	15	12.9	87.1
37	7	6.0	93.1
38	1	.9	94.0
39	3	2.6	96.6
44	1	.9	97.4
45	2	1.7	99.1
54	1	.9	100.0

Mean = 32.867

Std Dev = 4.583

TABLE 33

Subject Data

Annual Income

Income	Freq	%	Cum %
$ 1,000 - 4,999	9	7.8	8.0
5,000 - 7,999	9	7.8	15.9
8.000 - 11,999	6	5.2	21.2
12,000 - 15,999	6	5.2	26.5
16,000 - 19,999	8	6.9	33.6
20,000 - 29,999	33	28.4	62.8
30,000 - 39,999	23	19.8	83.2
40,000 - 59,999	15	12.9	96.5
60,000 - 79,999	2	1.7	98.2
More than $80,000	2	1.7	100.00

Mean = 5.540

Std Dev = 2.244

TABLE 34

Subject Data

Race

Race	Freq	%	Cum %
Black	10	5.5	5.5
White	159	87.4	92.9
Hispanic	2	1.1	94.0
Native	9	4.9	98.9
Other	6	1.1	100.0

TABLE 35

Subject Data

Religion

Religion	Freq	%	Cum %
Protestant	95	52.2	53.2
Catholic	20	11.0	64.2
Evangelical	9	4.9	69.3
None	6	3.3	72.6
Other	49	26.0	100.0

TABLE 36

Subject Data

Job Status

Status	Freq		%	
	Yes	No	Yes	No
Work in Home	108	74	59.3	40.7
Earn Salary	103	79	56.6	43.4
Volunteer 20 hrs	4	178	2.2	97.8
Volunteer 10 hrs	24	158	13.2	86.8
Student	87	95	47.8	52.2

TABLE 37

Subject Data

Type of Work

Variable	Freq	%	Cum %
FTE Perm	44	24.2	43.6
FTE Temp	8	4.4	51.5
PTE Perm	38	20.9	89.1
PTE Temp	4	2.2	93.1
FTE Seas	3	1.6	96.0
PTE Seas	4	2.2	100.0

APPENDIX J

FACTOR ANALYSES

TABLE 38

Factor Analysis of Stress Items

FACTOR ANALYSIS

CORRELATION MATRIX:

	PSTRES1	PSTRES2	PSTRES3	PSTRES4	PSTRES5	PSTRES6	PSTRES7	PSTRES8	HSTRES1	HSTRES2	HSTRES3	HSTRES4
PSTRES1	1.00000											
PSTRES2	.17764	1.00000										
PSTRES3	.26461	.14020	1.00000									
PSTRES4	.58101	.05584	.14832	1.00000								
PSTRES5	.56227	.33683	.30132	.53707	1.00000							
PSTRES6	.42600	.18605	.22153	.32618	.41154	1.00000						
PSTRES7	.51304	.02031	.50621	.40014	.58810	.24348	1.00000					
PSTRES8	.17815	.15292	.15804	-.09333	.25378	.63266	.33633	1.00000				
HSTRES1	.21368	.16349	.41559	.03250	.32607	.25765	.14935	.48877	1.00000			
HSTRES2	.16386	.11345	.27433	.06264	.37788	.38145	.18846	.46051	.75359	1.00000		
HSTRES3	.14810	.20435	.27873	-.00793	.41325	-.04340	.33948	.41087	.72571	.63682	1.00000	
HSTRES4	.35819	.15569	.50393	.04569	.40735	-.06022	.41471	.26358	.70798	.49919	.86671	1.00000
HSTRES5	.23054	.22223	.47707	.11556	.39966	.00421	.30888	.26230	.79631	.60851	.82072	.85349
HSTRES6	.21211	.33897	.41148	-.02684	.39908	.08818	.25144	.42576	.83236	.72230	.85980	.83966
HSTRES7	.29705	.31322	.28692	.10409	.54978	.22092	.29431	.43456	.79238	.81072	.79700	.71354
HSTRES8	.41890	.22541	.46613	.15011	.51788	.12637	.47038	.42790	.73909	.69226	.82113	.87885
HSTRES9	.37289	.39888	.60173	.25593	.37789	.19578	.40509	.23783	.44939	.28001	.52077	.57073
ECEMOT1	.58440	.49323	.30190	.31160	.40246	.19297	.25804	.04905	.30471	.07753	.24745	.41527
ECEMOT2	.66659	.44853	.22899	.41721	.38858	.27801	.24000	.05212	.30574	.07265	.15785	.34672
ECEMOT3	.63446	.28254	.40151	.45126	.37277	.24549	.35064	.02053	.33085	.09647	.19575	.40323
ECEMOT4	.60236	.39888	.26059	.45567	.33731	.30766	.23340	.05069	.23216	.09159	.15351	.29047
ECEMOT5	.47255	.30910	.25453	.42475	.46323	.33389	.31706	.06982	.25770	.29053	.21066	.23524
ECEMOT6	.41789	.44424	.41998	.27939	.51417	.51548	.36965	.51668	.54454	.48000	.35380	.38560
ECEMOT7	.56131	.31952	.31433	.42007	.56288	.34263	.44431	.19539	.22745	.31850	.26225	.34207
ECEMOT8	.43153	.44131	.36360	.16600	.38348	.44627	.22218	.49471	.65298	.54281	.46327	.51128
ECLIM1	.39777	-.08198	.31952	.19565	.20476	.25680	.18091	.28514	.46810	.14665	.36382	.54209
ECLIM2	.62986	-.01970	.15562	.31045	.51645	.60366	.32979	.47197	.35546	.33152	.28945	.37668
ECLIM3	.54433	.08239	.15423	.52310	.21957	.31639	.05760	-.07291	.13823	.09243	-.04471	.11221
ECLIM4	.68330	-.08456	.12268	.09698	.30208	.24140	.40289	.22210	.06328	.17618	.12630	.34016
ECLIM5	.08578	.29780	.58310	-.07897	.42297	.05361	.23142	.18386	.57309	.33409	.57917	.63629
WKSTRS1	.44102	.30321	.05960	.61946	.57782	.35184	.36372	.10354	.08540	.13534	.02607	.00204
WKSTRS2	.15190	.00741	-.00502	.16527	.12087	.00987	.22446	.02065	.05033	.09700	.05318	.09739
WKSTRS3	.04538	-.05008	.00535	-.06349	.10031	-.09482	.29407	.11896	.26543	.27503	.38423	.34475
WKSTRS4	.49487	-.01878	.24523	.42358	.34713	.20374	.68191	.28251	.03904	.12340	.14686	.23672
WKSTRS5	.27308	.05260	.20180	.35968	.65446	.16350	.62506	.10745	.19388	.32125	.31989	.25233
WKSTRS6	.11424	.24864	.39405	.18279	.30005	.40406	.37395	.46126	.45007	.45060	.28736	.28554
WKSTRS7	.05643	.02804	.20194	-.10233	.27994	.01019	.39580	.05539	-.00742	.05434	.14267	.24088
WKSTRS8	.37085	-.00121	.02695	.19692	.10624	.48697	.30384	.56659	.17904	.34510	.09423	.05662
WKSTRS9	.26109	.07936	.06909	.23995	.39782	.09475	.30464	.12920	.25736	.34804	.31251	.38246

	HSTRES5	HSTRES6	HSTRES7	HSTRES8	HSTRES9	ECEMOT1	ECEMOT2	ECEMOT3	ECEMOT4	ECEMOT5	ECEMOT6	ECEMOT7
HSTRES5	1.00000											
HSTRES6	.86992	1.00000										
HSTRES7	.84492	.87742	1.00000									
HSTRES8	.84124	.85007	.86765	1.00000								
HSTRES9	.51274	.50425	.39568	.45207	1.00000							
ECEMOT1	.34103	.26380	.24993	.37236	.45813	1.00000						
ECEMOT2	.30061	.23078	.18661	.29415	.49845	.85587	1.00000					
ECEMOT3	.35833	.23863	.15240	.30017	.54693	.80818	.93621	1.00000				
ECEMOT4	.29234	.17780	.15768	.26235	.45763	.85434	.88885	.88450	1.00000			
ECEMOT5	.35630	.19834	.30898	.33442	.40063	.72428	.71156	.71491	.86195	1.00000		
ECEMOT6	.52254	.54999	.51958	.49301	.41948	.53971	.57818	.56261	.63368	.62862	1.00000	
ECEMOT7	.30609	.30188	.35356	.50723	.38021	.64678	.57729	.55539	.69085	.81700	.53531	1.00000
ECEMOT8	.58263	.63560	.57641	.58899	.36316	.66795	.62768	.60545	.71344	.63647	.90191	.56179
ECLIM1	.51027	.41250	.33061	.47443	.17708	.45604	.42046	.47015	.43466	.31133	.39842	.28736
ECLIM2	.31455	.37472	.42714	.42979	.11134	.33179	.32383	.30002	.31492	.30759	.47181	.42359
ECLIM3	.00742	.01009	-.05563	.07494	.26060	.55359	.73148	.72949	.67380	.51289	.30701	.46951
ECLIM4	.10304	.16604	.16947	.39146	.01755	.33485	.30687	.29416	.29843	.25148	.23110	.47758
ECLIM5	.62494	.62020	.49615	.51313	.51075	.41932	.23654	.29306	.19884	.26530	.35928	.26610
WKSTRS1	.01925	-.02037	.14554	.11394	.23216	.45189	.47259	.48771	.42169	.42422	.31187	.35504
WKSTRS2	.03728	.11422	.01575	.03924	.05385	-.06265	.17351	.26298	.05385	-.09000	.11658	-.18677
WKSTRS3	.26464	.40515	.19836	.25292	.18771	-.05752	.12999	.21825	.06512	.09603	.09077	.17004
WKSTRS4	.09330	.05029	.05133	.26424	.23783	.32754	.37285	.46852	.36259	.32115	.37981	.37403
WKSTRS5	.23391	.22637	.35031	.36762	.31423	.18957	.18339	.23989	.14437	.45622	.17143	.55531
WKSTRS6	.42849	.42678	.40772	.39064	.21839	.14987	.09391	.15398	.15486	.21331	.46348	.32407
WKSTRS7	.18567	.11786	.17232	.28671	.08521	.06766	-.03428	-.05498	-.06298	.14594	-.08778	.38722
WKSTRS8	.10369	.20651	.21078	.20620	-.03681	-.11882	-.00901	.01091	.04733	-.01884	.30925	.14643
WKSTRS9	.29824	.32326	.45614	.53899	.09736	.15258	.07547	.01649	.00150	.10192	.03549	.40963

	ECEMOT8	ECLIM1	ECLIM2	ECLIM3	ECLIM4	ECLIM5	WKSTRS1	WKSTRS2	WKSTRS3	WKSTRS4	WKSTRS5	WKSTRS6
ECEMOT8	1.00000											
ECLIM1	.52107	1.00000										
ECLIM2	.48581	.68585	1.00000									
ECLIM3	.40850	.28320	.30624	1.00000								
ECLIM4	.30678	.28345	.60951	.25532	1.00000							
ECLIM5	.40584	.36661	.25977	.05131	.10095	1.00000						
WKSTRS1	.24120	.00450	.20008	.44957	.07361	.07084	1.00000					
WKSTRS2	.05728	.05115	.03706	.13676	.09296	-.11975	.36632	1.00000				
WKSTRS3	.12516	.06185	.07549	.06633	.21822	.12777	-.04819	.55582	1.00000			
WKSTRS4	.28142	.10739	.29635	.40234	.46439	.04036	.58310	.41705	.18946	1.00000		
WKSTRS5	.04517	-.02420	.23111	.07646	.21990	.32234	.51042	.11693	.41268	.38095	1.00000	
WKSTRS6	.47366	.11691	.24965	.12925	.10281	.34252	.22755	.13037	.29167	.35166	.20891	1.00000
WKSTRS7	-.07600	-.00352	.06605	-.12572	.24940	.28548	-.16052	-.19225	.27212	.05539	.41765	.37753
WKSTRS8	.31035	.12488	.43266	.12020	.37222	-.19558	.11026	.27293	.24764	.40528	-.06588	.61399
WKSTRS9	.10356	.04695	.23192	.09233	.33353	.13265	.14864	.01428	.22850	.23946	.40152	.39476

- FACTOR ANALYSIS -

	WKSTRS7	WKSTRS8	WKSTRS9
WKSTRS7	1.00000		
WKSTRS8	.02107	1.00000	
WKSTRS9	.60401	.09683	1.00000

EXTRACTION 1 FOR ANALYSIS 1, PRINCIPAL-COMPONENTS ANALYSIS (PC)

>WARNING 11283
>NEGATIVE EIGENVALUES HAVE BEEN FOUND AND THE MATRIX IS NOT POSITIVE DEFINITE.
>THIS MAY BE DUE TO PAIRWISE DELETION OF MISSING VALUES. NEGATIVE EIGENVALUES
>ARE REPLACED WITH 0.

INITIAL STATISTICS:

VARIABLE	COMMUNALITY	FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
PSTRES1	1.00000	1	13.51764	34.7	34.7
PSTRES2	1.00000	2	5.32683	13.7	48.3
PSTRES3	1.00000	3	3.30171	8.5	56.8
PSTRES4	1.00000	4	2.73854	7.0	63.8
PSTRES5	1.00000	5	2.01119	5.2	69.0
PSTRES6	1.00000	6	1.98059	5.1	74.0
PSTRES7	1.00000	7	1.48290	3.8	77.8
PSTRES8	1.00000	8	1.44082	3.7	81.5
HSTRES1	1.00000	9	1.04228	2.7	84.2
HSTRES2	1.00000	10	1.00562	2.6	86.8
HSTRES3	1.00000	11	.85052	2.2	89.0
HSTRES4	1.00000	12	.75203	1.9	90.9
HSTRES5	1.00000	13	.68539	1.8	92.7
HSTRES6	1.00000	14	.60234	1.5	94.2
HSTRES7	1.00000	15	.46955	1.2	95.4
HSTRES8	1.00000	16	.32529	.8	96.2
HSTRES9	1.00000	17	.27725	.7	97.0
ECEMOT1	1.00000	18	.23595	.6	97.6
ECEMOT2	1.00000	19	.22168	.6	98.1
ECEMOT3	1.00000	20	.15824	.4	98.5
ECEMOT4	1.00000	21	.13380	.3	98.9
ECEMOT5	1.00000	22	.10593	.3	99.1
ECEMOT6	1.00000	23	.09137	.2	99.4
ECEMOT7	1.00000	24	.06299	.2	99.5
ECEMOT8	1.00000	25	.05803	.1	99.7
ECLIM1	1.00000	26	.04152	.1	99.8
ECLIM2	1.00000	27	.03552	.1	99.9
ECLIM3	1.00000	28	.01903	.0	99.9
ECLIM4	1.00000	29	.01177	.0	100.0
ECLIM5	1.00000	30	.00844	.0	100.0
WKSTRS1	1.00000	31	.00522	.0	100.0
WKSTRS2	1.00000	32	.00000	.0	100.0
WKSTRS3	1.00000	33	.00000	.0	100.0
WKSTRS4	1.00000	34	.00000	.0	100.0
WKSTRS5	1.00000	35	.00000	.0	100.0
WKSTRS6	1.00000	36	.00000	.0	100.0
WKSTRS7	1.00000	37	.00000	.0	100.0
WKSTRS8	1.00000	38	.00000	.0	100.0
WKSTRS9	1.00000	39	.00000	.0	100.0

PC EXTRACTED 10 FACTORS.

FACTOR MATRIX:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8
PSTRES1	.66216	.44640	.20741	-.03392	-.04982	-.29002	-.15108	-.10537
PSTRES2	.38107	.08691	-.31882	-.00041	-.09872	.52963	.10131	.23355
PSTRES3	.53263	-.11953	-.13066	.13259	-.01587	.05221	.42651	-.52934
PSTRES4	.41171	.51949	.23587	.11239	.07572	.13239	-.37129	-.20779
PSTRES5	.69585	.08538	.25360	.24974	-.14889	.22834	-.29755	-.16695
PSTRES6	.44096	.23661	.33203	-.50955	-.31726	.25451	.01641	-.13723
PSTRES7	.57668	.05968	.48972	.31879	.08116	-.00243	.22587	-.34166
PSTRES8	.45770	-.28325	.32410	-.52038	-.13268	.15427	.16939	-.08701
HSTRES1	.70213	-.47976	-.20123	-.21626	.10836	.04571	-.11966	.00134
HSTRES2	.60674	-.46796	.13348	-.20515	.01900	.19889	-.22901	.17607
HSTRES3	.65741	-.58744	-.12257	.11091	.16597	-.04732	-.14716	.00932
HSTRES4	.74358	-.44357	-.17529	.18121	.15375	-.30824	-.00477	-.08744
HSTRES5	.73619	-.50198	-.24659	.05995	.10016	-.05739	-.06694	-.03733
HSTRES6	.72810	-.59974	-.15880	-.06828	.13310	-.00389	-.06258	.08307
HSTRES7	.72602	-.54058	-.01394	-.03766	-.06874	.11712	-.31541	.08387
HSTRES8	.80777	-.44782	.01902	.09636	-.03532	-.14071	-.13125	.01492
HSTRES9	.62533	-.02534	-.26727	.21838	.16304	.20627	.19094	-.27022
ECEMOT1	.68587	.44530	-.39772	.10657	-.12872	-.07133	.05599	.08399
ECEMOT2	.67601	.56041	-.32529	.01582	.11637	-.07633	.02949	.15208
ECEMOT3	.69753	.53466	-.28647	.06284	.25374	-.11472	.11975	.00696
ECEMOT4	.66743	.58756	-.33862	-.04636	-.00043	-.04558	.09503	.16502
ECEMOT5	.67725	.43571	-.20005	.12649	-.19052	.10720	.01377	.20543
ECEMOT6	.77237	.10025	-.10995	-.35681	-.02424	.22913	.12165	.00337
ECEMOT7	.71988	.30358	.06924	.22691	-.36755	-.00329	.06456	.24272
ECEMOT8	.80912	.04027	-.24075	-.40498	-.04717	.05348	.10313	.18335
ECLIM1	.54831	-.00869	-.19973	-.27006	-.04630	-.53145	-.05725	-.22586
ECLIM2	.60699	.06847	.28869	-.34432	-.24982	-.36960	-.21099	-.14859
ECLIM3	.44166	.62912	-.10214	-.08190	.12451	-.13063	-.05012	.13245
ECLIM4	.44496	.17027	.38834	-.01844	-.16604	-.57590	.07149	.11626
ECLIM5	.56651	-.35175	-.32446	.23257	-.10460	.05075	.17361	-.25371
WKSTRS1	.42924	.51440	.22268	.10804	.21133	.42887	-.31021	-.10351
WKSTRS2	.14328	.10130	.30417	-.05481	.82158	.00908	-.00378	.08226
WKSTRS3	.29200	-.23243	.26691	.20508	.52605	-.15409	.22996	.43252
WKSTRS4	.48029	.36180	.47182	.07282	.31074	-.03293	.17148	-.13625
WKSTRS5	.47272	.02360	.38153	.58477	-.01882	.21275	-.15597	-.02260
WKSTRS6	.52137	-.21105	.34489	-.15693	-.02798	.32252	.40070	.12929
WKSTRS7	.20721	-.22608	.31932	.54536	-.42434	-.10097	.37806	.20073
WKSTRS8	.29432	-.03557	.61306	-.55972	.09587	-.01204	.19575	.11266
WKSTRS9	.39362	-.21218	.39802	.37896	-.22745	-.07000	-.15534	.31525

	FACTOR 9	FACTOR 10
PSTRES1	-.16303	.20205
PSTRES2	-.44330	.27840
PSTRES3	.21501	.09614
PSTRES4	.31699	.19754
PSTRES5	-.15613	-.06139
PSTRES6	.08919	-.15951
PSTRES7	-.14226	-.05199
PSTRES8	-.22344	-.15285
HSTRES1	.20223	-.04200
HSTRES2	.19688	-.11077
HSTRES3	-.11376	-.03572
HSTRES4	-.06178	.13581
HSTRES5	.11332	.08111
HSTRES6	-.05359	.04140
HSTRES7	-.04434	.05477
HSTRES8	-.04592	.15070
HSTRES9	-.04237	.04655
ECEMOT1	-.14416	.09960
ECEMOT2	-.06735	.03812
ECEMOT3	.07403	-.03968
ECEMOT4	.02117	-.04137
ECEMOT5	.12398	-.29683
ECEMOT6	-.08662	-.11759
ECEMOT7	.05434	-.11800
ECEMOT8	-.03057	-.02804
ECLIM1	.13764	-.10939
ECLIM2	-.06325	-.14745
ECLIM3	.36218	.10231
ECLIM4	-.29172	.02234
ECLIM5	-.00962	-.11087
WKSTRS1	-.05825	.04245

	FACTOR 9	FACTOR 10
WKSTRS2	-.10584	-.00740
WKSTRS3	.04626	-.33507
WKSTRS4	-.09374	.10877
WKSTRS5	.00702	-.41915
WKSTRS6	.31593	.21712
WKSTRS7	.08512	.03737
WKSTRS8	.03752	.18981
WKSTRS9	.14359	.37329

FINAL STATISTICS:

VARIABLE	COMMUNALITY	FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
PSTRES1	.86982	1	13.51764	34.7	34.7
PSTRES2	.88350	2	5.32683	13.7	48.3
PSTRES3	.85320	3	3.30171	8.5	56.8
PSTRES4	.85144	4	2.73854	7.0	63.8
PSTRES5	.83704	5	2.01119	5.2	69.0
PSTRES6	.83824	6	1.98059	5.1	74.0
PSTRES7	.87485	7	1.48290	3.8	77.8
PSTRES8	.81651	8	1.44082	3.7	81.5
HSTRES1	.88123	9	1.04228	2.7	84.2
HSTRES2	.82142	10	1.00562	2.6	86.8
HSTRES3	.87034				
HSTRES4	.96181				
HSTRES5	.89707				
HSTRES6	.95283				
HSTRES7	.95087				
HSTRES8	.92600				
HSTRES9	.69336				
ECEMOT1	.90080				
ECEMOT2	.92647				
ECEMOT3	.95741				
ECEMOT4	.94800				
ECEMOT5	.89818				
ECEMOT6	.83524				
ECEMOT7	.88173				
ECEMOT8	.92932				
ECLIM1	.78333				
ECLIM2	.86638				
ECLIM3	.80227				
ECLIM4	.84158				
ECLIM5	.72444				
WKSTRS1	.85085				
WKSTRS2	.81942				
WKSTRS3	.90743				
WKSTRS4	.75573				
WKSTRS5	.95773				
WKSTRS6	.88898				
WKSTRS7	.87557				
WKSTRS8	.87480				
WKSTRS9	.84290				

FACTOR SCORE COEFFICIENT MATRIX:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8
PSTRES1	-.00534	-.00367	-.05216	.27508	.13740	-.00630	-.03134	-.00998
PSTRES2	-.00244	.02069	.00723	.02973	-.03152	.02714	-.01951	-.04378
PSTRES3	-.03601	-.02917	.04375	-.08582	.03905	.02678	-.07179	.48048
PSTRES4	.02250	-.00923	-.03776	-.10057	.43285	.03973	-.07168	.00950
PSTRES5	.03218	-.07114	-.01640	.08353	.15116	-.07114	-.08846	-.02224
PSTRES6	-.06306	-.00013	.28608	-.05072	.02055	-.06535	-.13077	.01286
PSTRES7	-.07047	-.09270	.02123	.14525	.00361	-.01541	.08679	.27345
PSTRES8	-.02075	-.07254	.25561	.09986	-.15401	-.12598	.00190	.03637
HSTRES1	.14098	.01421	.04082	-.14206	.04379	-.04399	-.00970	-.03465
HSTRES2	.12509	-.00597	.10545	-.17414	.06361	.01612	.00560	-.17801
HSTRES3	.14506	-.04704	-.08227	.04687	-.01788	-.07149	.05413	-.04222
HSTRES4	.12019	-.02633	-.13930	.12995	.00466	.00952	.03933	.08151
HSTRES5	.14045	-.00368	-.06347	-.05518	.05248	.01735	-.01036	.03578
HSTRES6	.14291	-.02072	-.02048	-.00144	-.02443	-.02075	.04614	-.04660
HSTRES7	.15958	-.05575	-.01093	.00230	.09859	-.00705	-.06550	-.15004
HSTRES8	.12443	-.04362	-.06469	.09973	.06548	.06454	-.02883	-.02872
HSTRES9	.01156	-.00021	-.04168	-.05464	.02353	-.06496	.02327	.26164
ECEMOT1	-.01166	.12915	-.08000	.08724	-.04710	.02349	-.05979	.00304
ECEMOT2	-.01082	.15718	-.06502	.02726	-.02976	-.01440	.05755	-.04495
ECEMOT3	-.02092	.15337	-.05687	-.03713	-.02314	-.03885	.10510	.07061
ECEMOT4	-.03349	.18731	-.00707	-.03319	-.07620	.00753	.01633	-.03650
ECEMOT5	-.03188	.18349	.03788	-.14308	-.12105	.02872	-.04100	-.09665
ECEMOT6	-.00419	.06171	.15832	-.04034	-.09439	-.10880	.00291	.01957
ECEMOT7	-.04174	.12752	.03335	-.02084	-.09708	.17672	-.07631	-.08654
ECEMOT8	.03153	.11148	.11916	-.03269	-.11631	-.02552	.00098	-.07105
ECLIM1	.05571	.04926	-.01110	.12590	-.04122	-.11731	-.08121	.05386
ECLIM2	.02321	-.02288	.08694	.24055	-.00864	-.11450	-.11094	-.08129
ECLIM3	-.01138	.16404	-.01246	-.13951	.14743	.10837	.02968	-.05402
ECLIM4	-.04244	.00636	-.01862	.39265	-.15122	.06634	.04280	-.07592
ECLIM5	.03917	-.00500	-.03079	-.03088	-.09991	-.04970	-.08252	.22086
WKSTRS1	-.00303	-.02533	-.00528	-.05386	.28082	-.10571	.04517	-.04085
WKSTRS2	.01848	-.02450	-.03401	.00947	.05486	-.13203	.40314	-.03018
WKSTRS3	.00899	.08834	-.00559	-.09852	-.26683	.06076	.39919	-.12080
WKSTRS4	-.07120	-.03251	.02512	.11589	.08201	.00932	.18934	.15200
WKSTRS5	-.00952	-.01536	-.02595	-.07101	-.01962	-.02493	.05241	-.03550
WKSTRS6	-.03049	.01406	.21633	-.24465	.05116	.29118	.05751	.13740
WKSTRS7	-.07045	.02102	.00282	.00080	-.15773	.38602	-.04344	.08967
WKSTRS8	-.03649	-.04289	.23374	.04757	.03632	.10565	.12596	-.01224
WKSTRS9	.06450	-.02710	-.07930	.01488	.20154	.39186	-.04671	-.14737

FACTOR TRANSFORMATION MATRIX:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8
FACTOR 1	.63146	.55537	.28960	.23537	.18459	.13993	.09193	.22730
FACTOR 2	-.67298	.62942	-.01871	.13649	.33595	-.12247	.02281	-.03455
FACTOR 3	-.22525	-.41851	.45339	.33203	.30838	.38553	.35744	-.07867
FACTOR 4	-.02185	-.01668	-.69935	-.04928	.09737	.46955	.07212	.24814
FACTOR 5	.11292	-.01842	-.21126	-.16564	.15490	-.36712	.85077	.07165
FACTOR 6	-.04426	-.08143	.31013	-.66731	.26928	-.05774	-.05408	.07243
FACTOR 7	-.27804	.11876	.24345	-.09242	-.56349	.27880	.22311	.59326
FACTOR 8	.03741	.27472	.00202	-.18025	-.30031	.43738	.26201	-.70850
FACTOR 9	.03446	.12127	.07876	-.53580	.25228	.28465	-.07834	.06485
FACTOR 10	.05038	-.09336	-.12181	.11156	.42500	.32884	-.08220	.10426

	FACTOR 9	FACTOR 10
FACTOR 1	.18882	.06424
FACTOR 2	.04269	.02350
FACTOR 3	.25257	-.12969
FACTOR 4	.45268	.07793
FACTOR 5	-.16102	-.03456
FACTOR 6	.27993	.53624
FACTOR 7	-.18768	.09261
FACTOR 8	-.07805	.18009
FACTOR 9	-.18100	-.70926
FACTOR 10	-.71795	.37366

	FACTOR 9	FACTOR 10
PSTRES1	-.10503	.08175
PSTRES2	-.08293	.60042
PSTRES3	-.10422	-.12480
PSTRES4	-.07865	-.15874
PSTRES5	.23292	.10920
PSTRES6	.11435	-.08613
PSTRES7	.14360	.03968
PSTRES8	.10653	.11239
HSTRES1	-.03746	-.14704
HSTRES2	.07195	-.12417
HSTRES3	.05683	.04896
HSTRES4	-.11339	.00880
HSTRES5	-.08589	-.06049
HSTRES6	-.04611	.06009
HSTRES7	.02455	.07474
HSTRES8	-.07579	.04728
HSTRES9	.00488	.09690
ECEMOT1	-.05714	.15588
ECEMOT2	-.05593	.07710
ECEMOT3	-.03409	-.07348
ECEMOT4	-.02105	.00220
ECEMOT5	.22648	-.11922
ECEMOT6	.06194	.08400
ECEMOT7	.13775	-.03253
ECEMOT8	-.06006	.05699
ECLIM1	-.05006	-.30648
ECLIM2	.09296	-.15723
ECLIM3	-.17535	-.22597
ECLIM4	-.01450	.05983
ECLIM5	.10686	-.01948
WKSTRS1	.11338	.13422
WKSTRS2	-.02779	.05528
WKSTRS3	.17129	-.14260
WKSTRS4	-.04749	.07105
WKSTRS5	.48320	-.11116
WKSTRS6	-.21373	-.02179
WKSTRS7	.03518	-.01242
WKSTRS8	-.22408	.02762
WKSTRS9	-.18357	.05169

COVARIANCE MATRIX FOR ESTIMATED REGRESSION FACTOR SCORES:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8	FACTOR 9
FACTOR 1	1.00000								
FACTOR 2	.00000	1.00000							
FACTOR 3	.00000	.00000	1.00000						
FACTOR 4	.00000	.00000	.00000	1.00000					
FACTOR 5	.00000	.00000	.00000	.00000	1.00000				
FACTOR 6	.00000	.00000	.00000	.00000	.00000	1.00000			
FACTOR 7	.00000	.00000	.00000	.00000	.00000	.00000	1.00000		
FACTOR 8	.00000	.00000	.00000	.00000	.00000	.00000	.00000	1.00000	
FACTOR 9	.00000	.00000	.00000	.00000	.00000	.00000	.00000	.00000	1.00000
FACTOR 10	.00000	.00000	.00000	.00000	.00000	.00000	.00000	.00000	.00000

	FACTOR 10
FACTOR 10	1.00000

- F A C T O R A N A L Y S I S -

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8
ECLIM3	-.06333	.75853	.06442	.02461	.36083	.04945	.11227	-.02360
ECLIM4	.06160	.24499	.16305	.80086	-.06279	.27177	.13958	-.05002
ECLIM5	.58472	.18303	-.04678	-.02793	-.16472	.04017	-.16476	.49090
WKSTRS1	-.04027	.35205	.14257	.00194	.68869	-.10308	.19992	.02524
WKSTRS2	.04746	.01109	.03690	.05050	.22623	-.20060	.84834	-.01711
WKSTRS3	.27938	.08663	.00890	-.03017	-.27212	.24057	.77618	-.07113
WKSTRS4	-.06205	.25416	.24030	.35708	.36893	.12411	.49342	.30102
WKSTRS5	.19401	.10624	-.01597	.04147	.24246	.29035	.18821	.11602
WKSTRS6	.29482	.09039	.62324	-.19982	.10629	.47932	.19451	.27033
WKSTRS7	.06292	-.04704	-.01947	.12217	-.21501	.82720	-.06099	.21889
WKSTRS8	.05593	-.06593	.75903	.25039	.13455	.16153	.34187	-.05446
WKSTRS9	.34934	-.02765	-.01115	.18413	.29498	.75859	.01759	-.12920

	FACTOR 9	FACTOR 10
PSTRES1	.02898	.02785
PSTRES2	.00223	.82514
PSTRES3	-.00701	-.08518
PSTRES4	.12193	-.13761
PSTRES5	.54124	.19105
PSTRES6	.17491	-.04749
PSTRES7	.41304	.03654
PSTRES8	.11036	.12885
HSTRES1	-.02538	-.10612
HSTRES2	.16118	-.06985
HSTRES3	.15146	.07725
HSTRES4	-.03042	-.01802
HSTRES5	-.01300	-.02520
HSTRES6	.00357	.10391
HSTRES7	.15865	.13580
HSTRES8	.07172	.05159
HSTRES9	.13933	.21270
ECEMOT1	.03459	.24039
ECEMOT2	.00388	.14720
ECEMOT3	.02972	-.02585
ECEMOT4	.02706	.08062
ECEMOT5	.38595	-.00695
ECEMOT6	.10588	.19151
ECEMOT7	.37118	.04008
ECEMOT8	-.07507	.13667
ECLIM1	-.12884	-.42799
ECLIM2	.13985	-.26977
ECLIM3	-.14918	-.22377
ECLIM4	.06082	-.07949
ECLIM5	.21489	.05494
WKSTRS1	.34055	.25169
WKSTRS2	-.02760	.03111
WKSTRS3	.23290	-.16497
WKSTRS4	.11634	.05392
WKSTRS5	.84462	-.03836
WKSTRS6	-.09806	.06294
WKSTRS7	.26821	-.00564
WKSTRS8	-.25187	-.03210

TABLE 39

Factor Analysis of Support Items

- F A C T O R A N A L Y S I S -

ANALYSIS NUMBER 1 LISTWISE DELETION OF CASES WITH MISSING VALUES

	MEAN	STD DEV	LABEL
FAMSUP1	2.43182	1.02066	RELY ON FAM SUPPORT
FAMSUP2	2.59091	1.01885	FAM GIVES SUPPORT
FAMSUP3	2.79545	1.02480	RELY ON FAM COMPANIONSHIP
FAMSUP4	2.84091	1.05529	FAM GIVES COMPANIONSHIP
FAMSUP5	2.59091	1.20692	WISH FAM WERE DIFFERENT
FRSUP1	1.86364	.90453	RELY ON FRIEND SUPPORT
FRSUP2	1.97727	.90190	FRIENDS GIVE SUPPORT
FRSUP3	1.97727	.90190	RELY ON FRIEND COMPANIONSHIP
FRSUP4	2.00000	.88921	FRIENDS GIVE COMPANIONSHIP
FRSUP5	1.93182	.97403	WISH FRIENDS WERE DIFFERENT
PARSUP1	2.13636	1.26842	RELY ON PART SUPPORT
PARSUP2	2.25000	1.34899	PART GIVES SUPPORT
PARSUP3	2.09091	1.36089	RELY ON PART COMPANIONSHIP
PARSUP4	2.18182	1.28086	PART GIVES COMPANIONSHIP
PARSUP5	2.25000	1.16389	WISH PART WERE DIFFERENT
PARINT1	2.31818	1.09487	HUSBAND BRINGS OUT BEST
PARINT2	2.18182	1.08419	MARR DOESNT GIVE OPPS
PARINT3	2.29545	1.23099	CAN REALLY TALK TO HUSBAND
PARINT4	2.00000	1.20077	HUSBAND IS AFFECTIONATE
PARDOM1	3.02273	1.04522	I GIVE IN TO PARTNER
PARDOM2	2.36364	1.12252	PARTNER INSISTS HIS WAY

NUMBER OF CASES = 44

CORRELATION MATRIX:

	FAMSUP1	FAMSUP2	FAMSUP3	FAMSUP4	FAMSUP5	FRSUP1	FRSUP2	FRSUP3	FRSUP4	FRSUP5	PARSUP1	PARSUP2
FAMSUP1	1.00000											
FAMSUP2	.80000	1.00000										
FAMSUP3	.75342	.76438	1.00000									
FAMSUP4	.60504	.71673	.87238	1.00000								
FAMSUP5	.48655	.56049	.57006	.58678	1.00000							
FRSUP1	-.18663	-.23858	-.25658	-.09635	.05422	1.00000						
FRSUP2	-.14067	-.16220	-.23160	-.02832	-.00874	.90833	1.00000					
FRSUP3	-.06488	-.11159	-.08063	.02055	.03399	.85132	.77128	1.00000				
FRSUP4	-.12812	-.10268	-.12760	.04957	-.02167	.83849	.86994	.89894	1.00000			
FRSUP5	-.22701	-.16937	-.08419	.05708	.09442	.46433	.50118	.34234	.42961	1.00000		
PARSUP1	.16902	.08016	.14719	.20770	.31073	.21928	.20606	.14507	.20619	.32770	1.00000	
PARSUP2	-.01267	-.10998	.02103	.07760	.10713	.21918	.21504	.10035	.19387	.27876	.83587	1.00000
PARSUP3	.00457	-.08996	-.01971	.01030	-.00515	.16144	.15330	-.01722	.05765	.18023	.74711	.88575

	FAMSUP1	FAMSUP2	FAMSUP3	FAMSUP4	FAMSUP5	FRSUP1	FRSUP2	FRSUP3	FRSUP4	FRSUP5	PARSUP1	PARSUP2
PARSUP4	-.02587	-.11988	-.00644	.03910	-.01094	.14233	.16471	-.03660	.08167	.23385	.75736	.88832
PARSUP5	.00489	-.04903	.02437	.08994	.15728	.07731	.07200	.00554	.11235	.13847	.59073	.75911
PARINT1	.12392	.01516	.03863	.10521	.15359	.09180	.14880	-.03961	.07166	.21708	.80533	.70068
PARINT2	.30568	.15311	.18077	.18848	.39584	.16815	.24215	.00432	.09649	.36436	.69180	.49292
PARINT3	.02566	-.04973	-.02472	.03703	.20847	.24588	.23660	.02714	.12747	.34692	.80767	.73874
PARINT4	.03795	-.01901	-.17009	-.07341	.00000	.25694	.32211	.04295	.21780	.29826	.73291	.61735
PARDOM1	.18678	.16180	.26498	.34070	.06285	-.11963	-.04878	-.17213	-.05004	-.13550	.05023	.25977
PARDOM2	.20483	.09243	.26832	.24629	.16385	-.01874	.07727	-.08353	.00000	.15082	.48703	.58360

	PARSUP3	PARSUP4	PARSUP5	PARINT1	PARINT2	PARINT3	PARINT4	PARDOM1	PARDOM2
PARSUP3	1.00000								
PARSUP4	.95090	1.00000							
PARSUP5	.69007	.74879	1.00000						
PARINT1	.62007	.62112	.39237	1.00000					
PARINT2	.38258	.46129	.38702	.61624	1.00000				
PARINT3	.69158	.71736	.59652	.67060	.67324	1.00000			
PARINT4	.69734	.72579	.53248	.67219	.57163	.69226	1.00000		
PARDOM1	.22740	.25740	.43490	.05450	.01679	.17541	.05559	1.00000	
PARDOM2	.52591	.56759	.58741	.37673	.59411	.50949	.32782	.27029	1.00000

EXTRACTION 1 FOR ANALYSIS 1, PRINCIPAL-COMPONENTS ANALYSIS (PC)

INITIAL STATISTICS:

VARIABLE	COMMUNALITY	*	FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
FAMSUP1	1.00000	*	1	7.27143	34.6	34.6
FAMSUP2	1.00000	*	2	4.39227	20.9	55.5
FAMSUP3	1.00000	*	3	3.19945	15.2	70.8
FAMSUP4	1.00000	*	4	1.40453	6.7	77.5
FAMSUP5	1.00000	*	5	.88953	4.2	81.7
FRSUP1	1.00000	*	6	.67521	3.2	84.9
FRSUP2	1.00000	*	7	.62622	3.0	87.9
FRSUP3	1.00000	*	8	.60202	2.9	90.8
FRSUP4	1.00000	*	9	.45722	2.2	92.9
FRSUP5	1.00000	*	10	.31363	1.5	94.4
PARSUP1	1.00000	*	11	.26418	1.3	95.7
PARSUP2	1.00000	*	12	.23064	1.1	96.8
PARSUP3	1.00000	*	13	.18319	.9	97.7
PARSUP4	1.00000	*	14	.11774	.6	98.2

VARIABLE	COMMUNALITY	•	FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
PARSUP5	1.00000	•	15	.10535	.5	98.7
PARINT1	1.00000	•	16	.07110	.3	99.1
PARINT2	1.00000	•	17	.06746	.3	99.4
PARINT3	1.00000	•	18	.04628	.2	99.6
PARINT4	1.00000	•	19	.03169	.2	99.8
PARDOM1	1.00000	•	20	.02604	.1	99.9
PARDOM2	1.00000	•	21	.02482	.1	100.0

PC EXTRACTED 4 FACTORS.

FACTOR MATRIX:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
FAMSUP1	.10860	.72550	.43328	-.06803
FAMSUP2	.00706	.74297	.49144	-.05226
FAMSUP3	.07703	.79605	.47686	.09973
FAMSUP4	.16934	.66419	.56580	.17031
FAMSUP5	.22890	.51236	.49677	-.21639
FRSUP1	.34763	-.68080	.56311	.07219
FRSUP2	.37903	-.63497	.57336	.08418
FRSUP3	.17823	-.58306	.69100	.15124
FRSUP4	.30294	-.60231	.64714	.19734
FRSUP5	.41159	-.37335	.29112	-.22611
PARSUP1	.91159	.09651	.00597	-.21588
PARSUP2	.90676	-.00572	-.18494	.15889
PARSUP3	.84761	.01297	-.30466	.16513
PARSUP4	.87725	.01405	-.30788	.17066
PARSUP5	.74192	.09861	-.21903	.39309
PARINT1	.76479	.09137	-.13285	-.32000
PARINT2	.71470	.18227	.12572	-.42067
PARINT3	.85927	.00270	-.12401	-.14624
PARINT4	.79356	-.11819	-.14658	-.19392
PARDOM1	.22266	.33869	-.05568	.73430
PARDOM2	.64040	.27939	-.07615	.16072

FINAL STATISTICS:

VARIABLE	COMMUNALITY	•	FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
		•				
FAMSUP1	.73050	•	1	7.27143	34.6	34.6
FAMSUP2	.79630	•	2	4.39227	20.9	55.5
FAMSUP3	.87698	•	3	3.19945	15.2	70.8

VARIABLE	COMMUNALITY	*	FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
FAMSUP4	.81896	*	4	1.40453	6.7	77.5
FAMSUP5	.60851	*				
FRSUP1	.90663	*				
FRSUP2	.88267	*				
FRSUP3	.87208	*				
FRSUP4	.91229	*				
FRSUP5	.44467	*				
PARSUP1	.88695	*				
PARSUP2	.88169	*				
PARSUP3	.83869	*				
PARSUP4	.89369	*				
PARSUP5	.76266	*				
PARINT1	.71330	*				
PARINT2	.73679	*				
PARINT3	.77511	*				
PARINT4	.70280	*				
PARDOM1	.70659	*				
PARDOM2	.51980	*				

VARIMAX ROTATION 1 FOR EXTRACTION 1 IN ANALYSIS 1 - KAISER NORMALIZATION.

VARIMAX CONVERGED IN 5 ITERATIONS.

ROTATED FACTOR MATRIX:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
FAMSUP1	.05203	.84359	-.12644	.01253
FAMSUP2	-.06082	.88196	-.12057	.01465
FAMSUP3	-.00715	.91058	-.12412	.17992
FAMSUP4	.03810	.87269	.05716	.22948
FAMSUP5	.15449	.74513	.06403	-.15916
FRSUP1	.12332	-.12411	.93445	-.05320
FRSUP2	.15227	-.08016	.92305	-.03231
FRSUP3	-.07521	.00821	.93073	.00936
FRSUP4	.04739	-.02391	.95120	.06844
FRSUP5	.31889	-.03801	.52087	-.26502
PARSUP1	.90308	.19003	.15582	-.10491
PARSUP2	.89012	-.03454	.13531	.26435
PARSUP3	.86577	-.10364	.02290	.27907
PARSUP4	.89417	-.10202	.02860	.28795
PARSUP5	.71785	-.01033	.03467	.49603
PARINT1	.81355	.08837	.00565	-.20877

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
PARINT2	.71828	.32366	.10610	- 32381
PARINT3	.87104	.02559	.11763	-.04363
PARINT4	.81203	-.08459	.15317	-.11313
PARDOM1	.15153	.19758	-.08908	.79791
PARDOM2	.62852	.22234	-.03672	.27200

FACTOR TRANSFORMATION MATRIX:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
FACTOR 1	.95237	.10843	.26648	.10109
FACTOR 2	.07334	.75899	-.62875	.15240
FACTOR 3	-.26280	.63867	.71654	-.09803
FACTOR 4	-.13618	-.06545	.14222	.97824

FACTOR SCORE COEFFICIENT MATRIX:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
FAMSUP1	-.00266	.21665	-.00973	-.03397
FAMSUP2	-.02197	.22903	-.00133	-.02558
FAMSUP3	-.02546	.22925	.00576	.08354
FAMSUP4	-.02972	.22231	.05509	.12668
FAMSUP5	.01871	.20120	.02439	-.14498
FRSUP1	-.01909	-.00342	.24362	.01424
FRSUP2	-.01622	.00646	.24172	.02430
FRSUP3	-.05781	.03279	.26007	.06641
FRSUP4	-.04267	.02042	.26224	.10093
FRSUP5	.04568	.01027	.11083	-.17363
PARSUP1	.14145	.04152	-.00093	-.13452
PARSUP2	.11845	-.03179	.00872	.12874
PARSUP3	.12025	-.05363	-.02230	.13658
PARSUP4	.12388	-.05390	-.02153	.14098
PARSUP5	.07870	-.03394	.00382	.29423
PARINT1	.14363	.01559	-.04721	-.20500
PARINT2	.12711	.08685	-.01434	-.28058
PARINT3	.13695	-.00466	-.01148	-.08602
PARINT4	.13280	-.02881	-.00646	-.12364
PARDOM1	-.03180	.01651	.02156	.52799
PARDOM2	.07921	.03514	-.01731	.13287

COVARIANCE MATRIX FOR ESTIMATED REGRESSION FACTOR SCORES:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
FACTOR 1	1.00000			
FACTOR 2	.00000	1.00000		
FACTOR 3	.00000	.00000	1.00000	
FACTOR 4	.00000	.00000	.00000	1.00000

APPENDIX K

CORRESPONDENCE

OSU

Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 624-5057

March 12, 1987

,

Dear :

As a mother and as a member of Extension Homemakers, you have important knowledge to contribute to social understanding about parents and children in today's society.

Family living today is changing so rapidly that we cannot know what mothers are experiencing unless we ask you directly. We have developed a survey to ask mothers of children in grade school about their experiences. We hope you will assist us by sharing your personal knowledge. If your own children are no longer in grade school, please pass this survey on to a friend.

Pleae notice the survey introduction explains that all information wil be anonymous and will be treated with complete confidentiality. Information which you and other extension homemakers contribute will be summarized in reports published by the Family Study Center at Oklahoma State University.

Your help is important to the goal of developing recommendations about the needs of mothers today. However, the usefulness of any recommendations will depend on the number of surveys which are completed and returned. Please help by returning your completed survey as soon as possible in the self-addressed stamped envelope which is provided.

By participating in this survey, you will have the satisfaction of knowing that you have helped to describe accurately the experiences of Oklahoma mothers today. Your help is appreciated and we both thank you for your crucial contribution.

Sincerely,

Dr. Godfrey J. Ellis
Project Director

Bernita Quoss Luce
Project Coordinator

Enclosures: Survey
Envelope

CENTENNIAL DECADE
1980 • 1990

OSU

Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 624-5057

March 5, 1987

Dear Coordinator:

To learn more about the support needs of single-parent mothers, we are asking for your assistance in locating single mothers of school-age children. Several women who fit this description may be enrolled in your Displaced Homemakers program. Would you please ask ten of these women to fill out and return the surveys enclosed in this packet?

Please encourage the women who agree to participate in this study to return the completed surveys as soon as possible. If we receive a high return rate, we will have significant, scientific information to share with the Displaced Homemakers program concerning some of the experiences and needs of program participants. In fact, our ability to develop conclusions and recommendations depends crucially on the number of surveys which are returned.

This survey is part of an ongoing research project of the Family Study Center in the College of Home Economics at Oklahoma State University. Dr. Godfrey J. Ellis, director of the project, has been conducting research for several years on parent-child relationships; as the project coordinator, I have been conducting a study of maternal stress and support.

Having worked with a women's resource program, I know how demanding your daily tasks are and how challenging it can be to add another task. But your help is critical to the goal of developing needed information about the support needs of single mothers. Thank you for contributing to this activity.

Sincerely,

Bernita Quoss Luce

Bernita Quoss Luce

Enclosures: 10 surveys

Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 624-5057

March 12, 1987

County Extension Home Economist
Hughes County Extension Office
P.O. Box 271 Courthouse
Holdenvile,OK 74848

Dear Extension Home Economist:

In your county, selected members of Extension Homemakers are being asked to participate in a study of the support needs of Oklahoma mothers. The Home Economics Cooperative Extension program has cooperated with the Family Study Center in the College of Home Economics by identifying a random sample of extension members who have children of grade school age.

The mothers who are being asked to participate will receive a survey which asks them to describe their daily experiences in family living. This survey is part of an ongoing research project directed by Dr. Godfrey J. Ellis of the Department of Family Relations and Child Development in the College of Home Economics. Dr. Ellis has been conducting research for several years on parent-child relationships.

Extension Homemakers and their families have participated in other such studies in the past, contributing valuable information about changes occurring in family living today. Information from the present study will be summarized in reports published by the Family Study Center.

Please encourage any mothers who may contact you to share their knowledge of family living, so that accurate information can be made available to all concerned people. Your assistance will be appreciated.

Sincerely,

Bernita Quoss Luce

Bernita Quoss Luce
Project Coordinator

cc: Dr. Donna Cadwallader

VITA

Bernita Louise Luce

Candidate for the Degree of

Doctor of Philosophy

Thesis: RELATIONSHIPS AMONG MOTHERS' PERCEPTIONS OF STRESS, SUPPORT, AND CHILD DISCIPLINE STRATEGIES

Major Field: Home Economics--Family Relations and Child Development

Biographical:

Personal Data: Born in Talihina, Oklahoma, September 30, 1936, the daughter of Henry Neal and Lu Ellen Quoss.

Education: Graduated from Sunset High School, Dallas, Texas, in June, 1954; received Bachelor of Arts degree in English and Education from Texas Christian University in 1958; received Masters of Science degree in Family Relations and Child Development from Oklahoma State University in 1975; completed requirements for the Doctor of Philosophy degree at Oklahoma State University in December, 1988.

Professional Experience: Teacher, El Paso Public Schools, 9/59-6/60; special education teacher, Prince Georges County Public Schools, 9/60-11/63; diagnostic teacher, Cooperative Nursery School of Montgomery County Association for Retarded Children, 9/66-6/68; teacher, Carolyn Rogers Nursery School, Tulsa, Oklahoma, 9/69-6/72; planning analyst, Public Housing Authority of Tulsa, 9/74-6/75; voluntary programs specialist, City of Tulsa, 9/75-6/78; field representative and district supervisor for Dallas Region, Neighborhood Reinvestment, 6/78-4/82; executive director, Domestic Violence Intervention Services, Tulsa, Oklahoma, 8/82-4/84; teaching and research associate, Department of Family Relations and Child Development, Oklahoma State University, 9/84-8/86; visiting instructor, University of Oklahoma, Norman, Oklahoma, 9/86-6/87; visiting instructor, Central Michigan University, 8/87-7/88; assistant professor, South Dakota State University, 8/88.

Professional Affiliations: American Home Economics Association; National Council on Family Relations; Omicron Nu; American Forum on Global Education