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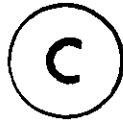
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WITNESSING WIFE ABUSE: PREDICTORS OF CHILDREN'S
VULNERABILITY TO ITS NEGATIVE EFFECTS

by



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B.A. Wilfrid Laurier University, 1977
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A Thesis
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ABSTRACT

Eight family units made up of an abused wife and 2 or more of her children between the ages of 6 and 12 participated in this study. The children's sample included 10 boys and 7 girls. Seven of the 17 children were the oldest child in the family, eight were the youngest while two of the children were middle children. The abused women had resided in a crisis centre in the past year. They reported being abused three or more times and that the children had been at home when the abuse occurred. All families were estimated to be in the lower-middle class and under stress.

It was speculated that the children would have little self esteem, would have trouble with peer relations and school adjustment and would have highly polarized overt sex identities. The study was also designed to provide some insight into the usefulness of a quantitative index of vulnerability and provide a quantitative look at home conditions to help identify children who are "at risk".

The results indicated that the children had less self esteem, are deficient in peer relations and the boys particularly had difficulty with school adjustment and had polarized sex role identities. An attempt to create a precursor to a vulnerability scale was unsuccessful and the environmental conditions of the group studied were markedly similar indicating that all children in this group were "at risk". Suggestions for further research and remediation/counselling are discussed.

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To the eight women and their families
who participated in this study
for their courage and honesty

To Ray and Bob
for their patience and time

To my family and friends
for their support.

To Joyce
for her cheerfulness

To Bill
for being there always.

Thank you

TABLE OF CONTENTS

	Page
ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
Chapter	
I	
INTRODUCTION	1
The Mothers	3
The Fathers	6
The Children	8
The Proposed Study	12
The Vulnerable Child	13
The Research Hypotheses	15
II	
METHODS	17
Subjects	17
Materials	19
Procedure	22
III	
Results	24
Results Concerning the Effects on Children of Witnessing Wife Abuse	24
Results Concerning the Vulnerability Scale	25
Results Concerning the Quantitative Estimate of the Environment	26
IV	
DISCUSSION	35
Limitations	36
Suggestions for Further Research	36
Suggestions for Remediation/ Counselling for the Crisis Centres	38
Conclusions	46

Appendix

A

MATERIALS - TEST FORMS

48

REFERENCES

VITA ANCTORIS

LIST OF TABLES

TABLE		Page
1	Demographic Data	18
2	Chi Square Results of Peer Relation and School Adjustment Critical Item List	28

LIST OF FIGURES

Figure

- | | | |
|---|--|----|
| 1 | Comparison of Mothers' Perception of Herself, Her Mother, and the Ideal - MCRE Acceptance Scale | 29 |
| 2 | Comparison of Mothers' Perception of Herself, Her Mother and the Ideal Mother - MCRE Over Protection Scale | 30 |
| 3 | Comparison of Mothers' Perception of Herself, Her Mother and the Ideal Mother - MCRE Overindulgence Scale | 31 |
| 4 | Comparison of Mothers' Perception of Herself, Her Mother and the Ideal Mother - MCRE Rejection Scale | 32 |

Chapter I

INTRODUCTION

In the past ten years, research into the area of wife abuse has increased considerably. In her bibliography, Pethick (1979) lists one book and three articles that were published on the topic in the late 1950's. She lists only two books and eleven articles published in the 1960's while one hundred and forty-one articles, twenty-three books and thirteen bibliographies were noted for the 1970's. During the past decade, many aspects of wife abuse have been studied. There have, however, only been two studies that the author is aware of that have directly investigated the effects of witnessing wife abuse on children who have witnessed this behaviour in their families. Considering the potentially deleterious effects of being raised in such an environment, it is difficult to understand why this area has not been more fully explored.

The sparsity of research on these children has led to several problems. The first is that there is little, if any, normative data on these children, which makes it exceedingly difficult to estimate in what particular areas these children may be at risk. Another problem is that it is perhaps less taxing on the professional and paraprofessional workers in

this area to assume that all children coming from these families are homogeneous -- just as wife abuse researchers tend to leave the reader believing that all abused wives and abusive husbands are more similar than unique along specific dimensions.

These difficulties can be overcome, but it does require an exploration into various methodological areas as yet uncharted. Therefore, the general purpose of this research was to develop methodology and instruments for investigating this complex subject.

First of all, since there is minimal research on the children who witness their fathers beat their mothers, one can begin by speculating the potential consequences of this experience on the children concerned. In terms of the existing data, the logical way to proceed would seem to be to search the literature for data relating to the child-rearing styles of parents engaged in such a conflictual relationship and hypothesize how their parenting styles might generate response patterns in their children. While there are indeed individual differences between families in conflict, for the sake of parsimony it must be assumed that they share more common stylistic traits than differences. Therefore the hypothesized child reactions to this situation were emanated from a loosely defined stereotypical picture of the family.

In this context, then, the more focal purpose of the present study was to empirically investigate at least some of the consequences for children of witnessing wife abuse and

to discover what type of child is most vulnerable to its deleterious effects. In order to generate a rationale for the research, a review of the literature is presented in the following two sections depicting the parenting practices and strategies of the parents. Then in the third section, several hypotheses will be proffered concerning the reaction of the children to these parenting styles, assuming in this context that each child is equally vulnerable. In the fourth and final section a distinction will be made between the vulnerable and adaptive child and suggest that the expected variability in results may be partially accounted for by this dimension.

The Mothers

Many researchers have noted common personality characteristics as well as similar environmental presses among abused wives such as low self esteem and financial dependency. These factors probably lead these women to rear their children quite differently than women who do not share these types of problems. They probably are required to assume a different role model and communicate different values because of their situation.

A director of a local home for battered women in the Windsor area stated that one of the things she has noticed about the mothers of these families is their free use of physical punishment in disciplining their children. She claimed that they seemed to be at a loss when they are prohi-

bited from using physical punishment in their disciplinary efforts at the shelter. Physical force and restraint appear to be used as major problem solving techniques in the daily lives of these families.

Martin (1976) suggests that children are taught that guilt accompanies punishment in child rearing because the children realize in the process that they do not live up to the expectations of others. Other concomitant emotions are also taught such as unworthiness, inadequacy, worthlessness and a sense of failure. If punishment is a common occurrence in a girl's life, then as an adult she may feel she deserves to be beaten if she disobeys the dictates or expectations of her husband. She could presumably punish her children for the same reasons. On the other hand, a boy grows up in an environment of physical punishment, he may as an adult still believe that if someone does not live up to his expectations, that person deserves to be beaten. His own need for punishment probably translates into several behaviour patterns which will be discussed in the next section.

There is some empirical evidence that the process described above is common among women. Gelles (1974) found that many of the forty wives he interviewed believed that they caused the physical attack. Gelles states:

Wives often accept being struck. They feel that they deserve to be hit because they precipitated the attack by badgering or nagging their husbands. Victim-precipitated violence often is normalized by the wife who states that she caused it, she deserved to be hit (p. 59).

Consequently, physical abuse is a viable problem solver in these families.

Low self esteem is listed again and again in the literature as a characteristic of many abused wives (eg., Truninger (1971) and Strauss (1973)). This low self esteem is reflected in the attitude many of the women have that it is their fault that they are abused. Elbow (1977) noted that this low sense of self esteem negatively affects the way in which the wives and husbands relate to each other, or project or reflect positive aspects of self. If these couples have difficulty being intimate with each other, this same difficulty may carry over into their relationship with their children. A mother who is not able to be intimate with her husband (and a father who is not able to be intimate with his wife) may be inadequate role models for helping their children develop either a sense of being loved or a sense of self esteem.

Not only do abused wives have difficulty maintaining an intimate relationship with their husbands, they also appear to be relatively isolated socially. Gelles (1972) believes that social isolation may be a factor that leads to violence in the family. Many families he studied literally had no friends. If these isolated families had friends to talk over their minor irritations with, violence might be circumvented more often. In contrast, however, Jobling (1974) states that many abused women do have close family members but are ashamed to admit to anyone that their husbands beat

them. This in itself is a type of social isolation. Often the woman has no one to turn to because her self esteem is too low and she feels guilty and humiliated by the beatings. If this is the case, her children may also be learning that it is not appropriate to seek help from outside of the nuclear family.

In summary, mothers who are abused wives communicate that violence is an acceptable problem solver. Also, by using physical punishment frequently, they may foster poor self esteem in their children. Their tendency to socially isolate themselves may also be suggesting to their children that problems are not to be taken outside of the family. Finally, the mother's sense of helplessness also may lead to the communication that violence is inevitable and the children may live in a state of constant apprehension because of it.

The Fathers

Researchers have found that one of the most common characteristics of abusive husbands is a poor self image and a lack of belief in their masculinity. R. F. Lyles who is quoted by Langley and Levy (1977) states that one reason why men beat their wives is to compensate for their own feelings of being less than a man or less than an adequate male. Violence tends to show up the idea of masculinity. Langley and Levy (1977) conclude that "inadequate and unsure males are men likely to abuse women than psychologically stable men." (p. 54)

Another common characteristic among abusive husbands is a resistance to change and the need for others to conform to his system. Elbow (1977) says that the abuser often disallows autonomy for his spouse. He has a strong need for his wife to conform to her role within his system. These expectations, she says will not be compromised. If the husband has a strong need for his wife to conform, he probably has the same need to have his children conform to that system. Interestingly, because there is no one to punish the father when he's bad, he may adopt the attitude that he can't be bad. This omnipotence probably feeds into the justification for his system and the pressure he places on his family to conform to it.

If the father is concerned about his own masculine image and has a need for his family to conform to his system, there is a likelihood that he will be concerned that his sons act like boys and his daughters act like girls. This is further confirmed by the fact that "in general ... fathers are more concerned than mothers with their children's sex rôle behaviour" (Lynn, 1974, p. 155). Like most fathers, abusive husbands are probably concerned with their children's sex role behaviour and since they are unsure of their own system, they may be even more sensitive to this issue and make exaggerated demands for conformity. Ironically, the father may also feel that he, himself, doesn't live up to his own masculine image (Langley and Levy, 1977). The

consequence of this feeling, in some cases, is a hyper-masculinity, exercised through physical control of his family.

In summary then, the abusive husband concerned about sex role typing may be more concerned than other fathers. He tends to use violence to remedy differences between him and his wife, thereby communicating to his children that violence is an acceptable problem solver.

The preceding descriptions do not paint a particularly pleasant picture of a home environment. Since many of these wife abuse problems are confounded by the presence of children, it seems important to at least attempt to understand the consequences accruing to them. It certainly seems like useful information for counselors trying to generate alternative problem solving strategies in these homes. Unfortunately, we don't know much about the consequences and are reduced to speculation in most cases.

The Children

There have only been two studies that have evaluated the needs of children brought up in violent families. Moore (1975) of the National Society for the Prevention of Cruelty to Children looked at 23 violent matrimonial cases from England, Wales, and Northern Ireland, and found four main features that were exhibited by the children involved. The first feature, he called scapegoating. In this situation, one partner tended to favour the child and the other partner rejected or even attacked the child. The second

feature he found was that some children tried to turn the violence against themselves. The children in this group tried to turn their mother's or father's attention away from a possible fight. This group also included children with psychosomatic symptoms that appeared to get worse during and after a fight between their parents. Moore also found that many of the children had school problems that he felt might be attributed to lack of sleep, withdrawal and poor attendance at school. The fourth feature singled out was that these children were treated as pawns. They were physically threatened by one parent so that the other would comply with his demands. They were also used as blackmail to make the mother come back home. In other cases, they were moved from parent to parent while the two were separated. Petherbridge (1977) also studied children from violent homes and advised teachers that these children might have difficulty in school because of high absentee rates and the fact that the families tend to be transients.

There is little additional information on the children from these families to utilize in predicting the consequences of living in an abusive home. These children are, however, probably receiving qualitatively different messages and models in the home than those children whose parents are engaged in a less violent relationship.

For example, children who witness wife abuse probably derived the notion that violence is acceptable. Since the

children are often physically punished when they are disciplined, they may actually acquire the message that violence is not a problem but a problem solver. These children also learn that when they are disobedient or do not live up to the expectations of others, they deserve to be hit. There is probably also some relationship between the extent that they are punished for being bad and their self concept.

If a mother communicates that violence to herself is acceptable, the female child may develop some problems with identification. A girl brought up in such a home may have a diminished tendency to identify with her mother. She may feel that if she develops like her mother, she will be abused like her mother and deserve it as well. Like the daughters in these families, the son may experience some strong ambivalence during the identification process. On the one hand it may be difficult to identify with a father who is abusing the mother. On the other the child may see himself as being incompetent and cowardly for not being able to protect his mother from his father. Two consequences are likely to follow from the above conflict for the son:

(a) uncertainty about his masculinity and, (b) lowered self esteem.

To further confound the identification process, the father may also be demanding rigid sex role behaviour. Although the father may be very concerned that his children behave in a traditional manner, he may be placing them in a situation

in which it is more difficult than normal to do so. Lynn (1974) reports that the masculinity of a father and a son are only positively related if homes are unstressful. If there is stress and anxiety at home, the father and son's masculinity are inversely related. If this is the case, the father who is creating stress and anxiety in the family, may be producing a son who tends towards effeminacy. The problem is that at the same time this father may also demand that his son act like a man. One result of this might be that his sons will act overtly and physically masculine and still have a tendency to be invertly more feminine, resulting in a sense of insecurity about their masculinity.

It is often speculated that children who were raised in homes where parents engaged in physical violence tend to marry into violent relationships (eg., Gelles, 1972). We cannot assume that all children who witness wife abuse will become abusers or abused wives. Since there are many factors affecting such a relationship we cannot assume that the children in this study will grow up to be abused wives or abusive husbands without some kind of intervention. For example, a girl from such a home may learn from her peer's families that violence is in fact a problem and not a problem solver, or she may marry a man who would never strike his wife. Likewise, a boy from such a family may marry a woman who enhances his self esteem. And, of course, he may simply learn that striking out in anger causes more problems than it solves and resolve not to act as his father did. The

parental factors are further clouded by the fact that there are abused wives and abusive husbands who never witnessed physical violence between their mothers and fathers when they were young.

The effects of witnessing wife abuse can also vary because the situation may vary from family to family. For example, if a child lives in a home where there is considerable stress due to a bad financial situation and poor parent-child relationships along with wife abuse, it seems quite different from living in a home that is generally not stressful and wife abuse occurs only when the father is under great pressure at work or some other predictable time. The general level of stress in the home environment is probably important in accurately predicting whether a child might be more vulnerable to developing the characteristics mentioned above. For this reason in the present study an effort will be made to determine the following: 1) the stress level in the home; 2) the type of parent-child relationships that have been formed; 3) the degree of family discord which exists in each family.

The proposed study

The preceding sections have outlined characteristics of wife abusers, abused wives, and children growing up in families where physical abuse of the mother is present. The latter section was admittedly more speculative than substantive, but it illustrates fairly well the need for more

documentation concerning the effects on the children of violence in the home.

The proposed study is designed to determine the relationship between the state of the family environment (where significant physical wife abuse has occurred) and several personality attributes of the children. It is assumed that some children will, in spite of the family pathology, show relatively normal development. A second purpose is to attempt to identify those individual children who are most vulnerable to the pernicious effects of violence in the home. A brief elaboration on research related to the "vulnerable" child precedes the specification of the research hypotheses.

The vulnerable child

Children vary considerably in terms of their susceptibility to the vagaries of the environment. For example, Skolnick (1978) discusses the myth of the vulnerable child. She suggests that we are erroneously led to believe that parents totally determine their children's adjustment to later life. In other words, if the child has detrimental family experiences in early life, he will be scarred for life. However, she concludes that, "Self esteem and a sense of competence may not depend on whether we experience good or bad events, but rather on whether we perceive some control over what happens to us" (p. 60). So it is not necessarily the parent's behaviour that is the predictor of future problems for children but the child's own perception

of that behaviour--or even more likely, the interaction between home environment and the child's perception of it.

There is even more reason to be critical concerning the hypothesis that children suffer permanent scars as a consequence of poor home environment. Pines (1979) described children who come from unsatisfactory home conditions who became highly successful individuals as adults. As children, these individuals had a pattern of coping which was different from other children's.

1. They seem exceptionally at ease socially;
2. Despite their difficulties, they actually try to master their own environment and have a sense of their own power;
3. They know how to attract and use the support of adults;
4. They think for themselves and develop a high degree of autonomy early in life;
5. They are an achieving group and generally do well at most of the things they undertake.

(Pines, 1979, pp. 54-57).

So although some children are affected deleteriously by unusual or stressful occurrences in the home environment, some children cope and survive under similar circumstances.

Employing the five points above as a model, we can assume that a child who does not adapt successful coping strategies in a stressful situation such as living in a violent home,

is likely to be one who is nervous, helpless, afraid or suspicious of adults, dependent and an underachiever.

These two types of children will presumably react in different ways to similar situations.

Research Hypotheses

In this study eight physically abused women and at least two of their children between the ages of five and twelve were studied utilizing a number of psychometric instruments. The children were assessed to obtain an index of their adjustment as compared to normative samples drawn from the following tests: (1) the Piers Harris Self Concept Scale (Piers and Harris, 1969) to measure level of self esteem; (2) the It Scale (Brown, 1956) to estimate degree of sex role typing; and (3) the peer relations and school adjustment critical items from the Personality Inventory for Children to measure some aspects of their social adjustment. The children also completed a Bene-Anthony Family Relations' Test (Bene and Anthony, 1957) in order to compare the children's perception of their family members compared to the normative sample.

The mothers were asked to fill out questionnaires to estimate stress and discord in their home environments. The Social Readjustment Rating Scale (Holmes and Masuda, 1967) was used to measure stress and the family discord critical item list from the Personality Inventory for Children (Wirt et al., 1977) was used as an indicator of family discord.

The mothers were also asked to complete the Mother-Child Relationship Evaluation (Roth, 1961) so that their child rearing attitudes could be studied.

The children were assessed to determine the relationship between their degree of adjustment and their projected degree of vulnerability. Vulnerability was measured by using a five point scale attached to the Mother-Child Relationship Evaluation. (See Appendix A, questions 40 to 53). Information on social variables was also gathered. These variables included social class, family income, sex, age, birth order and grade achievement.

This data collection was designed to achieve several goals: (1) to provide some objective evaluation of the speculation regarding effects on children of witnessing wife abuse; (2) to provide some insight into the usefulness of a quantitative index of vulnerability; (3) to provide a quantitative look at home conditions to facilitate determination of a critical state; and (4) to help identify children who are "at risk" in these situations.

Chapter II

METHODS

Subjects

Eight families were included in this study. The family unit studied was composed of one mother (who was defined as an abused wife) and two of her children who were between the ages of five and twelve. The only exception was a family composed of a mother and three of her children. Two or more children from each family were used to control for variance between families. In all, eight mothers and seventeen children were participants in the study.

The children's sample included ten boys and seven girls. Seven of the seventeen children were the oldest child in the family, eight were the youngest while two of the children were middle children (See Table 1).

The socio-economic level of all families was estimated to be lower-middle class. The fathers were all skilled or semi-skilled labourers although at the time of testing three of the fathers were unemployed because of economic problems in the auto industry. There was significant financial stress in the majority of the households because of the additional burdens brought on by separation of the father from the family.

The families all resided in the tri-county area which includes Essex, Kent and Lambton counties. Four of the families were residing at a residence for abused women in Windsor at

the time of testing. The remaining four families were residing in their own homes after a short stay in a residence for abused women. (See Table 1)

Table 1

Demographic Data

	<u>Community</u>	<u>Sex</u>	<u>Birthorder</u>
Family 1			
Child 1	Windsor	M	O
Child 2	Windsor	F	M
Child 3	Windsor	M	Y
Family 2			
Child 4	Windsor	M	O
Child 5	Windsor	M	Y
Family 3			
Child 6	Chatham	M	M
Child 7	Chatham	M	Y
Family 4			
Child 8	Chatham	F	O
Child 9	Chatham	F	Y
Family 5			
Child 10	Windsor	M	O
Child 11	Windsor	M	Y
Family 6			
Child 12	Sarnia	F	O
Child 13	Sarnia	F	Y
Family 7			
Child 14	Windsor	F	O
Child 15	Windsor	M	Y
Family 8			
Child 16	Sarnia	F	O
Child 17	Sarnia	M	Y

The screening criteria that were established for the study were as follows: 1) the women had reported being abused three or more times; and 2) that the children were at home when the abuse had occurred. Because of confidentiality issues, these screenings were employed initially by the counsellors at the woman's residence. After this pre-selection,

and having received the mothers' consent, the selected names were then communicated to the present investigator. All of the subjects selected by the staff ultimately participated in the study.

Materials

There were two sets of tests given. The first set (the Environmental Evaluation Battery) to be described included those tests that assess the children's home environment, their perception of their family members, and their mothers' child-rearing attitudes. The second set of tests (the Individual Evaluation Battery) included all of the tests that assess specific characteristics of each child.

The first set included: the Social-Readjustment Rating Scale (Holmes and Masuda, 1967, 1972); the Family Discord critical items of the Personality Inventory for Children (Wirt et al. 1977); for further circumstantial data, the Bene-Anthony Family Relations Test (Bene and Anthony, 1957) which measured the children's perception of the family; and the Mother-Child Relationship Evaluation (Roth, 1961), to estimate the mothers' child-rearing attitudes. The second set of tests included: the Piers Harris Children's Self Concept Scale (Piers and Harris, 1969); the It Scale for Children (Brown, 1956); four questions (attached to the Mother-Child Relationship Evaluation) related to vulnerability; and the critical items related to peer relations and school adjustment from the Personality Inventory for Children. (See Appendix A)

The Environmental Evaluation Battery

The Social Readjustment Rating Scale. This scale was developed by Holmes and Masuda (1967, 1972) and involves 43 life events which evoke a certain amount of stress in an individual's life. Each event evokes a certain amount of change in a person's coping pattern. The mothers in this study completed this scale so that the amount of stress in the child's home environment could be estimated. Although this test measures how much stress the mother is experiencing rather than how much stress the child is feeling, it is an estimate of general stress in the family. The mothers were asked to check life experiences that they have had in the past twelve months prior to the time they entered the interval houses.

Family Discord Critical Item Inventory. The mothers were also asked to fill out 10 items that are listed as critical items for measuring family discord from the Personality Inventory for Children (PIC). The PIC test manual (see Wirt et al., 1977) list the percentage of responses for each question for selected sample populations. One sample is the standardization normals involving 1290 males and 1293 females and the other samples are from clinical populations. The ten questions can be seen in Appendix A.

The Bene-Anthony Family Relations Test. This test designed by Bene and Anthony (1975), was used to gain understanding of how each child perceives his position in the

family and to determine the child's perception of his family and their attitudes toward him. This test will give an estimate of how the child perceives his family rather than how adults and researchers perceive it.

The test material consists of 20 figures attached to cardboard boxes. The figures range in age in order to represent any member of the child's family. The test of 40 items for children under seven and 86 items for children seven and older. Each item is printed on a separate card and is to be deposited in the box attached to the appropriate figure.

Kauffman (1970) reports test-retest correlations to be in the .70's to .80's in his study. He also reports that some unpublished studies show that the test is able to distinguish between family dynamics of various clinical groups as well as between perceptions of disturbed and normal children.

The Mother-Child Relationship Evaluation. This instrument developed by Roth (1961) involves 48 items which measure five attitudes by which mothers relate to their children. These attitudes are: Acceptance, Over protection, Over indulgence, Rejection and Confusion-Dominance. The mothers were asked to answer each of the 48 items first as they thought, then as the ideal mother would answer the question, then as her mother would answer it and then as she would answer the item with each separate child in mind.

The Individual Evaluation Battery

Piers-Harris Self Concept Scale. Self concept can be assessed by using this instrument which was devised by Piers

and Harris (1969). The test is recommended to be used for research rather than individual assessment. Bentler (1972) states that it is good for establishing group differences, so it will be useful for discovering patterns. Its reliability is reported to range from .71 to .77.

The It Scale for Children. This scale was used for measuring the degree of sex role typing in each child. This is one of only very few scales available for identifying sex role typing in children. Test-retest reliability (one month between testing) is reported as $r = .71$ for boys and $r = .81$ for girls (McCandless, 1970).

Vulnerability Estimate Questions. Five questions were added to the end of the Mother-Child Relationship Evaluation. These questions were adapted from the five points from Pinès (1979) study.

The General Questionnaire for Personality Characteristics. This test was made in the same manner as the Family Discord Critical Item Inventory. Critical items for peer relations and school adjustment listed by Wirt et al., (1977), were put together in questionnaire form (see Appendix B). Percentage of response rates for a standardized group are found in the PIC Manual.

Procedure

Once the mothers agreed to participate, the experimenter met with them and their children and explained the purpose of the study. The mothers were then individually interviewed

and administered the Mother-Child Relationship Evaluation. They were then provided with the forms for the Social Readjustment Rating Scale, the Family Discord Scale and one General Questionnaire for Personality Characteristics for each of their children. They were requested to complete these without external input.

After the interview with the mother, the younger child of the two tested in the family was always first. If the children had any question concerning the study, their questions were answered as directly as possible. Initially their inquiries were answered by stating "Your mother and father fight more than most mothers and fathers and we want to know what you think about it." Further elaboration was provided when necessary.

Each child was given the Bene-Anthony Family Relations Test, then the Piers-Harris Self Concept Scale and then the It Scale for Children. This procedure took forty-five minutes for each child.

The mothers and children were thanked for their time and those families who were settled back in the community, were given small tokens of appreciation. The mothers were given a small plant and the children were given felt pens. The mothers were asked if they had any more questions or concerns and were told that they could read a copy of the study results that would be sent to the interval home they stayed at when the study was completed.

RESULTS

It is necessary at this juncture to provide the reader with a schema for synthesizing the complexity of the data in the results section. As stated above, the study was designed to achieve several goals and it would seem appropriate to utilize the hypotheses put forth as a framework for presenting the results.

Results Concerning the Effects on Children of Witnessing Wife Abuse

It was hypothesized that children who witness wife abuse 1) would have lowered self esteem, 2) would exhibit highly polarized overt sexual identification, and 3) would have difficulty with peer relationships and school adjustment. The instruments utilized to collect the relevant data were The Piers-Harris Self Concept Scale, the It Scale and the critical items for peer relations and school adjustment as listed in the Personality Inventory for Children (Wirt et al., 1977).

The sign test was used to analyse the data related to self esteem and sex role typing. From this analysis, it was found that self esteem was significantly lower for the whole sample when compared to the norms $z < -1.96$, $p < .05$. Sex role typing (from the It Scale) was significantly higher than expected for boys only $z > 1.96$, $p < .05$. As hypothesized, the children in this study exhibited higher masculinity scores than the normal sample. There were no differences in scores on either of the scales when the sign test was used to

analyse the data from the youngest children in the family and the oldest children in the family separately. In this sample, birth order did not affect the results of the data.

A chi-square analysis was used to analyse the critical item lists for peer relations and school adjustment. Fifteen of the children had significantly more answers to the critical items in the deviant direction than expected $X^2(14) > 29.14$, $p < .01$. A similar pattern was found for nine of the seventeen children on items from the school adjustment scale. Seven of nine scoring in the extreme were boys $X^2(9) = 21.99$ $p < .01$. (See Table 2). As speculated, the children in this sample appear to be having significant problems in peer relationships. The boys were having more score problems in this area than the girls.

Results Concerning the Vulnerability Scale

A multiple regression analysis was used in analyzing the relationship between self esteem (The Piers-Harris Self Concept Scale), positive outgoing feelings perceived toward the father (Bene-Anthony Family Relations Test), negative incoming feelings perceived from the mother (Bene-Anthony Family Relations Test), peer relations and school adjustment (Personality Inventory for Children critical items) and the dependent variable vulnerability (Vulnerability Estimate Questions). The multiple $R = .383$, $F_{6,9} = .927$ $F_{.05} > .927$ $p > .05$. The relationship between the vulnerability scale and the six independent variables was not significant. The score on the vulnerability scale is not predictive of severity of negative effects of witnessing wife abuse.

Results Concerning the Quantitative Estimate of the Environment

A sign test was performed on the scores of the Social Readjustment Rating Scale. Scores were higher than the norms $z > 1.96$, $p < .05$. All families scored higher than the critical 200 score. A X^2 analysis was performed on the Family Discord Critical Item List. All families scored higher than expected $X^2(9) > 29.14$, $p < .01$. The families in this sample were under considerable stress and were in a state of discord.

A sign test was performed on the scores of the Bene-Anthony Family Relations Test to analyse how the children perceived members of their families. Perceived positive feelings going to and coming from the father were lower than the norms $z < -1.96$, $p < .05$. There was less perceived incoming negative feelings from the mother than expected from the norms $z < -1.96$, $p < .05$. The boys in this sample perceived more incoming positive feelings from their mothers than the norms $z > 1.96$, $p < .05$. Sign tests were performed for the oldest children in the family and the youngest separately. There were no differences in perception of family members based on birth order. The children in this sample perceived less positive feelings coming from their fathers and gave their fathers less positive responses. The children perceived their mothers as less negative. Boys perceived their mothers as more positive than boys in the normative sample.

No statistical analysis was done on the results of the Mother-Child Relationship Evaluation. Instead, a descriptive

evaluation based on Figures 1 to 4 is as follows. There was a trend for mothers to perceive themselves answering the same way they would perceive an ideal mother answering the questions. Those mothers who identified their child-rearing attitudes closely with their own mothers, perceived themselves and their mothers as close to ideal. If the mothers perceived their child-rearing attitudes as different from their own mothers the ideal mothers' answers were very similar to their own responses. The ideal mothers' responses were not particularly favourable, just similar to the mother's own responses to the items.

Table 2

Chi Square Results of Peer Relation and School Adjustment
Critical Item List

	<u>Birth Order</u>	<u>Sex</u>	<u>Peer Relations</u>	<u>School Adjustment</u>
Child 1	O	M	83.84*	189.09*
2	M	F	85.26*	0.00
3	Y	M	0.00	0.00
4	O	M	62.94*	85.26*
5	Y	M	0.00	0.00
6	M	M	170.63*	73.89*
7	Y	M	154.03*	73.89*
8	O	F	79.52*	0.00
9	Y	F	164.78*	0.00
10	O	M	79.52*	0.00
11	Y	M	167.78*	159.15*
12	O	F	170.61*	0.00
13	Y	F	91.09*	76.69*
14	O	F	91.09*	0.00
15	Y	M	255.87*	73.89*
16	O	F	161.91*	76.69*
17	Y	M	151.11*	38.87*

p*.05

FIGURE 1

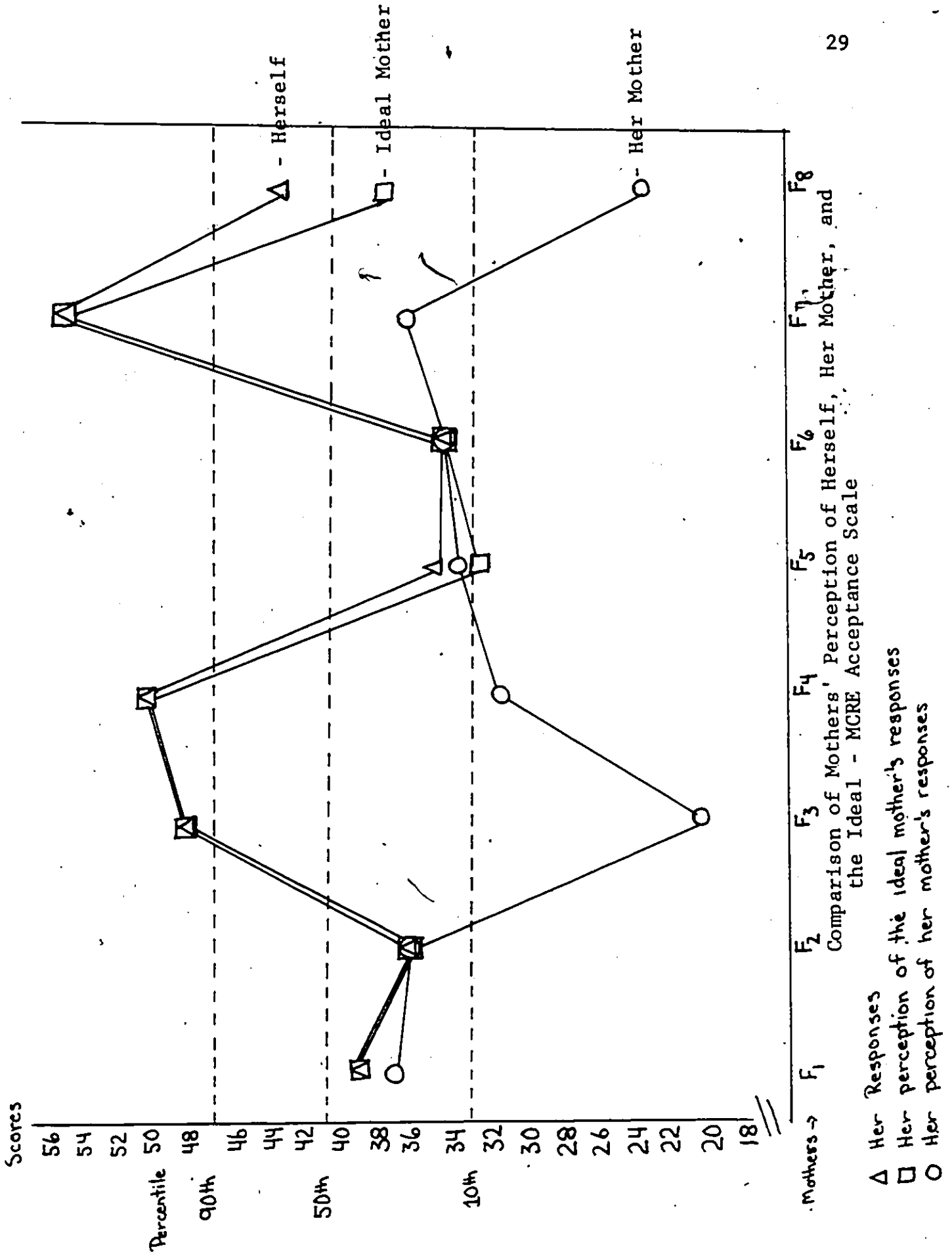


FIGURE 2

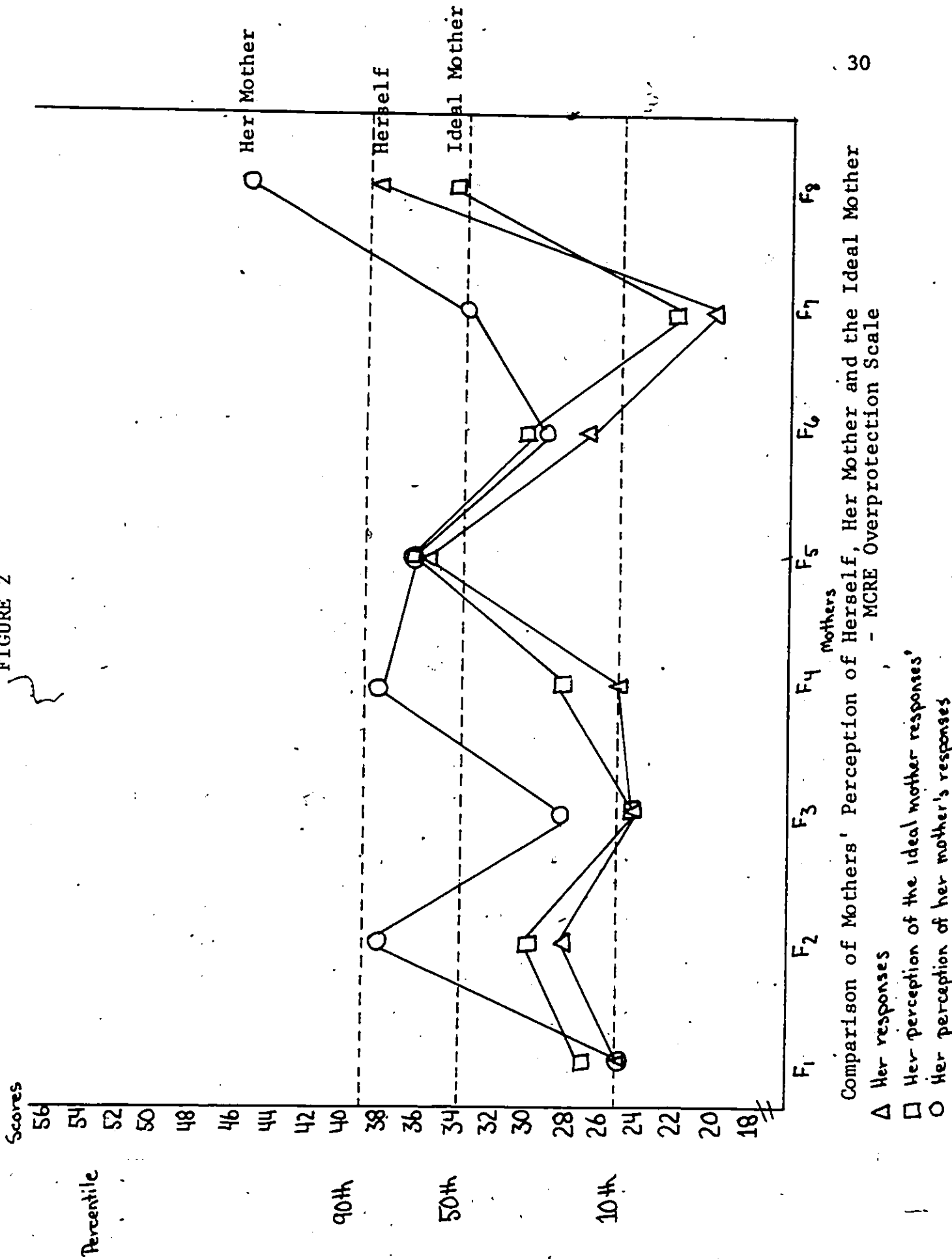
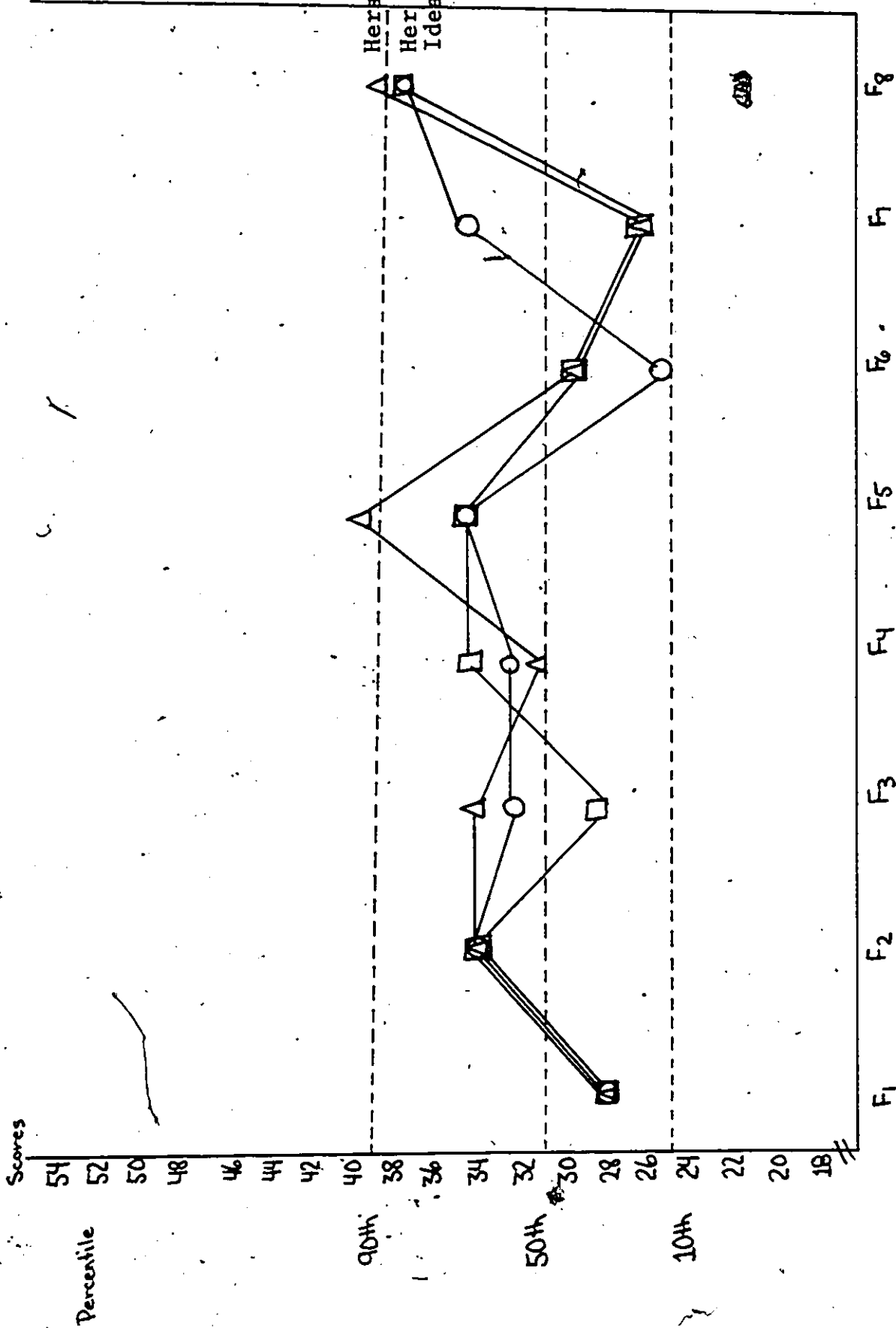
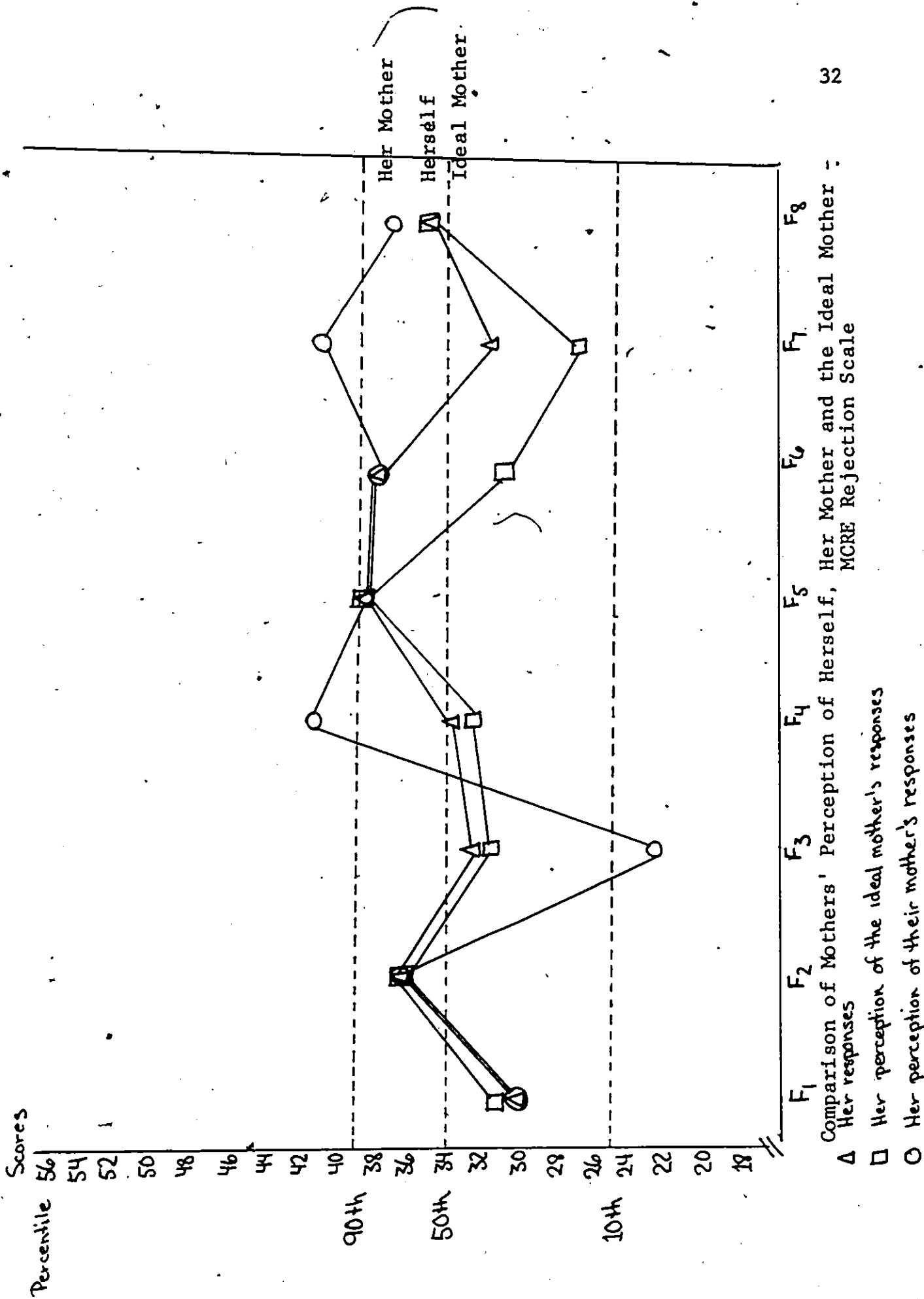


FIGURE 3



Comparison of Mothers' Perception of Herself, Her Mother, and the Ideal Mother
 - MCRE Over Indulgence Scale

FIGURE 4



Chapter IV

DISCUSSION

The goals of this study were numerous. First, it was designed to provide some objective evaluation of the speculation regarding effects on children of witnessing wife abuse. It was speculated that these children would have little self esteem, would have trouble with peer relations and school adjustment and would have highly polarized overt sex identities. Second, it was designed to provide some insight into the usefulness of a quantitative index of vulnerability. The third goal was to provide a quantitative look at home conditions to facilitate determination of a critical state. The final goal was to help identify children who are "at risk" in these situations.

The results indicated that several of the speculations regarding effects of witnessing wife abuse on the children were verified. It was postulated that these children would have lowered levels of self esteem because they were exposed to physical punishment and that they had to identify with a parent who either deserved to be hit or was inappropriately aggressive. The data from the Piers-Harris Self Concept Scale indicated clearly that the children in the study did exhibit low levels of self esteem in relation to the normative population.

It was also expected that these children would have difficulty with social relations and school adjustment. Using critical item lists from the Personality Inventory for

Children, it appears that the entire sample of children had peer relation problems. The boys in relation to the girls had significantly more school adjustment problems.

The above results may be partially explained by the sex role data collected in the study. That is, the sample scored higher than the norm on the It Scale which assessed sex role typing. It is often argued that the school environment favours those who behave in a traditionally more feminine manner (quiet, receptive and passive). Hypermasculine individuals would most often be pinpointed as having difficulty with school behaviour than more feminine individuals.

The girls in this study did not respond to the It Scale in a hyperfeminine manner. It is difficult to speculate why the boys were affected with highly polarized sex role typing but the girls were not. Perhaps the fathers were more concerned about their sons' behaviour than their daughters'. Or one could speculate that it is more natural for boys to "identify with the aggressor" than for girls to identify with the feminine role model portrayed by their mothers. Further research is needed in order to understand these results.

The attempt to create a vulnerability scale which would predict which children in the family were most vulnerable to the negative effects of witnessing wife abuse was unsuccessful. The scale did not significantly correlate with the negative effects. There were several problems with the research design which affected this result.

One problem was that the sample size was so limited that almost every child had to respond the same way in order for the results to be significant. Therefore, almost all of the children had lower self esteem and difficulty with peer relations. Almost all of the boys in this sample were hypermasculine and had difficulty adjusting to school. In other words, all of the children were vulnerable to the negative effects of witnessing wife abuse.

Another problem was related to the scale itself. There were only five questions on the scale. A more refined and detailed scale breaking down the five major points would have picked up the subtleties that this gross measure missed.

A third problem was that the scale was administered to the mothers. The questions directed the respondent to compare her child to other children. It would have been more appropriate to have a respondent who knew many children from a variety of backgrounds such as a teacher to answer these questions.

Although there was no significant correlation between the vulnerability scale and the independent variables used, it should not be dismissed, but rather reworked using a better research design. The problems mentioned above should be considered to reach this end. Then a better estimate of the scale's potential can be established.

Another goal of the study was to provide a quantitative look at home conditions to facilitate determination of a

critical state. The families were in the same income brackets and all families were under considerable stress. All eight families, according to the mothers were over Holmes and Masuda's (1972) 200 point critical level.

Not only were the families under considerable stress, they were also experiencing significant family discord. At the time of entering the women's residences until at least a year after, all of these families were under a considerable amount of stress and discord.

The families in this study were remarkably homogeneous from an environmental point of view. The socioeconomic situation of these families were similar. The families were experiencing a significant degree of stress. Also, the families were experiencing a significant amount of discord. Certainly all of the families at the time of study were in a critical state.

The above relates to the more general aspects of the environment that were investigated. Another factor studied was the child's perception of his social environment namely, the members of his family. The Bene-Anthony Family Relations test was used in this endeavour because it provided the examiner with an estimate of the child's perception of the family situation. It was hypothesized that the children from these families would perceive their family relationships differently than the children from the normative population.

There were basically four types of person perceptions that differed from the norms. First, the children in this sample perceived that their fathers had less positive feelings for them than did the children from the normative study. They also showed fewer positive feelings toward their fathers. The children perceived their mothers showing less negative responses toward them than children from the normative sample attributed to their mothers. It was also found that the boys in this sample perceived their mothers as providing more positive feelings than would be expected from the norms.

A possible explanation of this pattern of results could arise from two viewpoints. First, the deviations from the norm may be related to witnessing wife abuse. As mentioned earlier, it is difficult for abusive husbands to verbalize their feelings. This could explain why the children perceived less positive feelings coming from their fathers than normal. The fathers' behaviour forces the children into viewing their fathers as "the bad guy" with the concomitant negative affect. These children may experience less negative affect from their mothers because the mothers feel that they must compensate for their husband's lack of expression of positive feelings. It is possible that the mothers compensate even more for their sons because the sons can't have close paternal relationships. However, it is just as possible that these different perceptions are related to the fact that the children have been separated from their fathers and that their fathers have been identified

as the cause of the breakup. Certainly it is necessary for a child to adopt a more positive perception of the parent that he must live with than the parent who is no longer involved with his day-to-day welfare. Added to this is the fact that in the families studied, the father's behaviour has been pinpointed as the problem, and as the cause of separation. The more positive perceptions of the mothers than the fathers may be a function of marital breakup rather than from witnessing wife abuse.

Finally, an appraisal of the mothers' child rearing attitudes was carried out. The Mother-Child Relationship Evaluation was used to study these attitudes. The results indicated no special group pattern on any of the four scales (acceptance, rejection, overindulgence, and overprotection) studied.

However, there was a trend for the women of this sample to view themselves as close to their own interpretations of an ideal mother. Half of the women saw their attitudes as very different from their own mothers. (See Figures 1 to 4).

These women saw themselves in a favourable pattern and as very close to ideal. The other half identified closely with their own mothers and although their child-rearing attitudes were somewhat below par, they were unable to discriminate their perception of the ideal mother's answers from their own.

These results can be explained in terms found in much of the literature about abused women (See Gelles, 1972, for example). It appears that many abused women are reluctant

to leave their violent marriages because to fail at marriage is to fail as a woman. It can be speculated then, that it is necessary for these women who do leave their marriages, to redirect themselves to believe that they are good mothers. This belief is essential to maintain at least minimal self esteem concerning their womanhood.

In summary, the results of this study indicated that children who witness wife abuse have less self esteem than other children. They exhibit very deficient peer relations and the boys especially, have difficulty with school adjustment. These boys also have highly polarized sex role identities. An attempt to create a precursor to a vulnerability scale was unsuccessful. The environmental conditions of the group studied were markedly similar. They were from similar socio-economic backgrounds, were all under a significant amount of stress and all the families were experiencing significant levels of familial discord. The children tended to perceive their fathers as giving fewer positive responses to them and gave fewer positive responses to their fathers. The children also perceived their mothers as providing fewer negative responses than normal and the boys in the study perceived more positive feelings coming from their mothers than normal. From this study, one can conclude that most children are "at risk" in the situation of wife abuse and entering a crisis centre.

Limitations

When reviewing the results of this study, it was obvious to the researcher that the sample chosen was biased in many respects. One bias was that the abused women had acknowledged that the abuse was a problem and the families were each going through a crisis. The results obtained may not have been the same had this sample been made up of women who were abused and had no intention of getting outside help. Also, these families were screened by the home staff and volunteered for a study. This may make them qualitatively different from families who had taken up residence in the homes and were not willing to participate.

With these biases, one must be cautious about generalizing the results to all wife abuse cases - especially those cases where there has been no active search for help. The child clinician may want to bear the results of this study in mind when wife abuse is a factor in a case, but the results may not be generalizable to families who do not see the abuse as a serious problem. It is more likely that generalizations can be made from this study to other families who use this study to other families who use the women's crisis homes for intervention.

Suggestions for Further Research

The results from this study suggest that there are some areas of functioning in which children from this sample differ from the children from the normative data. However, it is not

conclusive that these effects are related to witnessing wife abuse. The difference may be related to the fact that all of the families had recently experienced a crisis and a break-up. A study using a similar procedure to the one used in this study with two groups, one group made up of family units who recently separated in a nonviolent disagreement and a second group made up of family units who separated with violent disagreement would help to differentiate whether the differences are due to witnessing wife abuse or family breakdown.

It appears from the results of this study that there are some general differences between this group and the test norms which are shared by more than one child in the family. Since more than one child in each family often experiences the negative effects and since the families appear to share rather homogeneous environments using one child from each family would be sufficient. In this way, a larger sample size for verifying the results of this study would be easier to obtain. It was difficult to find families who met all of the criteria of this study with two children between the specified ages.

Because many different tests were presented to the mothers and their children, only gross measurements could be administered due to the time factor involved in completing them. Administering one or two more subtle tests would reap much more information about these families, and would grant further

verification of the results of this study. For example, administering the entire Personality Inventory for Children may show a similar personality profile for children who witness wife abuse.

There were two suggestions for research that were elaborated in the discussion section above. One suggestion was related to studying sex role typing in the context of modern sex role typing theory. The other research suggestions were related to developing a vulnerability scale.

Several questions have been generated from this study. Are the results of this study due to the crisis in the family, the separation of the parents or witnessing wife abuse? Are there subtle differences between these children that would indicate some children are more vulnerable to its negative effects than others? Can the results from this study be replicated or verified? Is there a personality profile for children who come from these families? Hopefully the results of this study and the questions they raise will stimulate further research into this area.

Suggestions for Remediation/Counselling for the Crisis Centres

Although no index for predicting vulnerability to the adverse effects of witnessing wife abuse was found in this study, most children in this sample had common problems. Initiating programs for children who enter these centres would be appropriate. The results of this study would indicate that most children who come into these centres are vulnerable

to some negative effects, be they related to witnessing wife abuse or related to family crisis and breakdown. The effects appear to last even after the families resume residence in their own homes. The mothers in this sample have a strong need to perceive themselves as ideal mothers. Therefore the mothers may be quite defensive about their parenting skills. This process can be an advantage to counsellors who are interested in remediation of parenting skills. Approaching these mothers with the concept of giving them tools to be even better parents than they are now would probably feed into their rationalization process and work to the counsellors' advantage. After the families are living back in the community, it would be beneficial for the mothers (and the fathers if the family is reunited) to attend such programs as Directive Parental Counselling (Holland, 1977) and Parent Effectiveness Training (Gordon 1973). With new parenting skills, their children should live in a less punitive, more accepting environment which in turn will enhance their self esteem.

If the mother and children return to live with the father, the children are returning home and perceiving their father in a negative light. They see their father as giving very little positive feeling and give him little in return. If the family is coming back for therapy, some emphasis should be placed on this issue. Otherwise the father and the children are placed in a difficult and frustrating position. The

father must learn to communicate the positive feelings he has for his children and learn to accept their positive feelings for him. If his communication skills are not adequate, he will not be able to achieve this without the support from his family facilitated by the therapist.

If the family unit is not reuniting with the husband, it would be beneficial for the boys from these families to get Big Brothers or establish other relationships with older males. This male will be a new role model for the boys and may help lower the boys masculinity level to a more normal level.

To help with difficulties in peer relations, a program including play activities involving rewarding prosocial behaviour and extinguishing other behaviour should be implemented while the children are residing in the residence. If the children are not involved in family therapy after being discharged, some group therapy with other children who experienced the same crises would be beneficial. This would help the children sort out the events and talk with other children who have gone through the same ordeal.

Conclusions

This research project had several goals. It would be gratifying to be able to integrate all of these goals into a neat explanation. However, this study has been dealing with isolated problems in a highly complex situation. If the ultimate

goal of this thesis was to integrate all of the data collected and develop a tight theory of how violence in a family can lead to psychological and social problems, certainly it has failed. However, the goal of this thesis was to collect data that would stimulate further research, and this goal has been attained. The results show certain differences between the sample studied and the test norms. Much research is now needed to study in much more detail, each difference and discover possible explanations for the patterns. It is a monumental task to understand the highly complex situation that is being studied.

Although we cannot explain why the patterns that were found exist, this should not deter professionals who deal with this population to start developing programs which are similar to those suggested above. The results indicate that the children who enter homes for abused women have special problems and need help to work them out. At this point, there is no conclusive information as to why these problems exist. It could be from witnessing abuse or from the family breakup and the high stress levels the family is enduring that are creating the problems the children are facing. Hopefully the problems of etiology and the lack of integration of the data will not discourage those who are working therapeutically with these children but will at the same time stimulate further study for those who are interested in this topic academically.

APPENDIX A

Materials - Test Forms

SOCIAL READJUSTMENT RATING SCALE

Please put a check mark beside each of the life events listed below which have happened to you in the past twelve months (up to the time you entered Hiatus House).

<u>Life Event</u>	<u>Check Here</u>
Death of spouse	_____
Divorce	_____
Jail term	_____
Death of a close family member	_____
Personal injury or illness	_____
Marriage	_____
Fired at work	_____
Marital reconcilliation	_____
Retirement	_____
Change in health of family member	_____
Pregnancy	_____
Sex difficulties	_____
Gain of new family member	_____
Business readjustment	_____
Change in financial state	_____
Death of a close friend	_____
Change to different line of work	_____
Change in the number of arguements with spouse	_____
Mortgage over \$10,000	_____
Foreclosure of mortgage or loan	_____

Life Event

Check Here

- Change in responsibilities at work _____
- Son or daughter leaving home _____
- Trouble with in-laws _____
- Outstanding personal achievement _____
- Wife begins or stops work _____
- Begin or end school _____
- Change in living conditions _____
- Revision of personal habits _____
- Trouble with boss _____
- Change in work hours or conditions _____
- Change in residence _____
- Change in schools _____
- Change in recreation _____
- Change in church activities _____
- Mortgage or loan less than \$10,000 _____
- Change in sleeping habits _____
- Change in number of family get-togethers _____
- Change in eating habits _____
- Vacation _____
- Christmas _____
- Minor violations of the law _____

Family Discord Critical Items

DIRECTIONS: Read each of the statements on this sheet and decide whether it is TRUE OR FALSE AS APPLIED TO YOUR CHILDREN. If the statement is TRUE or MOSTLY TRUE, as applied to your children, mark "T" beside the statement. If a statement is FALSE or USUALLY NOT TRUE as applied to your family, mark "F" beside the statement.

1. The children's father seems jealous of the children. _____
2. The children's parents have broken up their marriage several times. _____
3. We often argue about who is the boss at our house. _____
4. The children's mother often has crying spells. _____
5. The children's father drinks too much. _____
6. The children's parents disagree a lot about rearing the children. _____
7. Sometimes the children's father will go away for days after an argument. _____
8. The children's father is hardly ever home. _____
9. There is a lot of tension in our home. _____
10. Our marriage has been very unstable. _____

THE MOTHER-CHILD RELATIONSHIP EVALUATION

DIRECTIONS: To better understand you and your children, and your relationship with your children, please express your opinions or your feelings which follow. There is no "right" or "wrong" answers, only your opinions or feelings. Let your personal experiences decide your answers. Read each statement, then draw a circle around the opinion or feeling to the right of the statement which comes closest to your opinion or feeling.

If you STRONGLY AGREE with the statement or feeling, circle the letters SA; if you AGREE, circle the letter A; if you are UNDECIDED, circle the letters UN; if you DISAGREE, circle the letter D; and if you STRONGLY DISAGREE, circle the letters SD.

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. If possible, a mother should give her child all those things the mother never had.	SA	A	UN	D	SD
2. Children are like small animals and can be trained the same as puppies.	SA	A	UN	D	SD
3. Children cannot choose proper food for themselves.	SA	A	UN	D	SD
4. It is good for a child to be separated from its mother from time to time.	SA	A	UN	D	SD
5. "Having fun" usually is a waste of time for a child.	SA	A	UN	D	SD
6. A mother should defend her child from criticism.	SA	A	UN	D	SD

	STRONGLY AGREE	AGREE	UNDECI DED	DISAGREE	STRONGLY DISAGREE
7. A child is not at fault when it does something wrong.	SA	A	UN	D	SD
8. When a mother disapproves an activity of her child, she should over emphasize its danger.	SA	A	UN	D	SD
9. My child cannot get along without me.	SA	A	UN	D	SD
10. My child does not get along with other children as well as it should.	SA	A	UN	D	SD
11. A mother should be resigned to the fate of her child.	SA	A	UN	D	SD
12. A mother should see that her child's homework is done correctly.	SA	A	UN	D	SD
13. To raise a child suitably, the mother should know fairly well what she would like her child to be.	SA	A	UN	D	SD
14. A mother should "show off" her child at every opportunity.	SA	A	UN	D	SD
15. It takes much energy to discipline a child properly.	SA	A	UN	D	SD
16. A mother should never leave her child by itself.	SA	A	UN	D	SD
17. With the right training, a child can be made to do almost anything.	SA	A	UN	D	SD
18. It is good for a mother to cut her child's hair if it dislikes going to the barber.	SA	A	UN	D	SD
19. I often threaten to punish my child but never do it.	SA	A	UN	D	SD
20. When a child disobeys in school, the teacher should punish it.	SA	A	UN	D	SD
21. My child annoys me.	SA	A	UN	D	SD
22. It is the mother's responsibility to see that her child is never unhappy.	SA	A	UN	D	SD

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
23. A child is an adult <u>in</u> small form.	SA	A	UN	D	SD
24. A mother cannot spend too much time reading to her children.	SA	A	UN	D	SD
25. A child needs more than two medical exams a year.	SA	A	UN	D	SD
26. Children cannot be trusted to do things by themselves.	SA	A	UN	D	SD
27. Breastfeeding should be stopped by the mother as soon as possible.	SA	A	UN	D	SD
28. Children should always be kept calm.	SA	A	UN	D	SD
29. I often play practical jokes on my child.	SA	A	UN	D	SD
30. A child should not have a fixed allowance.	SA	A	UN	D	SD
31. The mother should lie down with her child if it cannot sleep.	SA	A	UN	D	SD
32. Often children <u>act</u> sick when they are not sick.	SA	A	UN	D	SD
33. Children can never bath themselves as they should.	SA	A	UN	D	SD
34. A child should not be scolded for grabbing things from an adult.	SA	A	UN	D	SD
35. When a mother has problems with her child with which she cannot deal, she should seek the proper help.	SA	A	UN	D	SD
36. When a child cries, it should have the mother's attention at once.	SA	A	UN	D	SD
37. Somehow I cannot refuse any request my child makes.	SA	A	UN	D	SD
38. Children have rights of their own.	SA	A	UN	D	SD
39. A mother should always see that her demands are met.	SA	A	UN	D	SD

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
40. A child should not get angry at its mother.	SA	A	UN	D	SD
41. Young children, like toys, are for their parents' pleasure.	SA	A	UN	D	SD
42. Childbearing is a responsibility of marriage.	SA	A	UN	D	SD
43. There are certain ways of raising a child no matter how the parents feel.	SA	A	UN	D	SD
44. Children should be seen but not heard.	SA	A	UN	D	SD
45. A mother should control her child's emotions.	SA	A	UN	D	SD
46. Since thumbsucking is an unhealthy habit, it should be stopped by all means.	SA	A	UN	D	SD
47. It is not too helpful for a mother to talk over her plans with her children.	SA	A	UN	D	SD
48. A child should please its parents.	SA	A	UN	D	SD
49. My child seems exceptionally at ease socially.	SA	A	UN	D	SD
50. My child tries to master its environment and has a sense of its own power.	SA	A	UN	D	SD
51. My child knows how to attract and use the support of adults.	SA	A	UN	D	SD
52. My child can think for itself.	SA	A	UN	D	SD
53. My child generally does well at most things it undertakes.	SA	A	UN	D	SD

Piers-Harris Self Concept Scale

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will make the way you really feel inside.

- | | | | |
|-----|--|-----|----|
| 1. | My classmates make fun of me | yes | no |
| 2. | I am a happy person | yes | no |
| 3. | It is hard for me to make friends | yes | no |
| 4. | I am often sad | yes | no |
| 5. | I am smart | yes | no |
| 6. | I am shy | yes | no |
| 7. | I get nervous when the teacher calls on me .. | yes | no |
| 8. | My looks bother me | yes | no |
| 9. | When I grow up, I will be an important person | yes | no |
| 10. | I get worried when we have tests in school .. | yes | no |
| 11. | I'm unpopular | yes | no |
| 12. | I am well behaved in school | yes | no |
| 13. | It is usually my fault when something goes wrong | yes | no |
| 14. | I cause trouble to my family | yes | no |
| 15. | I am strong | yes | no |
| 16. | I have good ideas | yes | no |
| 17. | I am an important member of my family | yes | no |
| 18. | I usually want my own way | yes | no |
| 19. | I am good at making things with my hands | yes | no |

- | | | | |
|-----|--|-----|----|
| 20. | I give up easily | yes | no |
| 21. | I am good in my school work | yes | no |
| 22. | I do many bad things | yes | no |
| 23. | I can draw well | yes | no |
| 24. | I am good in music | yes | no |
| 25. | I behave badly at home | yes | no |
| 26. | I am slow in finishing my school work | yes | no |
| 27. | I am an important member of my class | yes | no |
| 28. | I am nervous | yes | no |
| 29. | I have pretty eyes | yes | no |
| 30. | I can give a good report in front of the class | yes | no |
| 31. | In school I am a dreamer | yes | no |
| 32. | I pick on my brother(s) and sister(s) | yes | no |
| 33. | My friends like my ideas | yes | no |
| 34. | I often get into trouble | yes | no |
| 35. | I am obedient at home | yes | no |
| 36. | I am lucky | yes | no |
| 37. | I worry a lot | yes | no |
| 38. | My parents expect too much of me | yes | no |
| 39. | I like being the way I am | yes | no |
| 40. | I feel left out of things | yes | no |
| 41. | I usually feel I have nothing to look forward to | yes | no |
| 42. | I have nice hair | yes | no |
| 43. | I often volunteer in school | yes | no |
| 44. | I wish I were different | yes | no |
| 45. | I sleep well at night | yes | no |

- 46. I am a bad person yes no
- 47. I hate school yes no
- 48. I am among the last to be chosen for games yes no
- 49. I feel best in the mornings yes no
- 50. I am sick a lot yes no
- 51. I am often mean to other people yes no
- 52. My classmates in school think I have good ideas yes no
- 53. I am unhappy yes no
- 54. I have many friends yes no
- 55. I feel I deserve to be punished yes no
- 56. I am cheerful yes no
- 57. I am dumb about most things yes no
- 58. I am good looking yes no
- 59. I often feel people are using me yes no
- 60. I have lots of pep yes no
- 61. I get into a lot of fights yes no
- 62. I am popular with boys yes no
- 63. People pick on me yes no
- 64. My family is disappointed in me yes no
- 65. I have a pleasant face yes no
- 66. When I try to make something, everything seems to go wrong yes no
- 67. I am picked on at home yes no
- 68. I am a leader in games and sports yes no
- 69. I am clumsy yes no
- 70. In games and sports, I watch instead of play yes no

71. I forget what I learn yes no
72. I am easy to get along with yes no
73. I lose my temper easily yes no
74. I am popular with girls yes no
75. I feel bored most of the time yes no
76. I am a good reader yes no
77. I would rather work alone than with a group yes no
78. I like my brother (sister) yes no
79. I have a good figure yes no
80. I often feel people are talking about me yes no
81. I am often afraid yes no
82. I am always dropping or breaking things yes no
83. I can be trusted yes no
84. I am different from other people yes no
85. I think bad thoughts yes no
86. I cry easily yes no
87. I am a good person yes no

The It Scale for Children

The Toy Pictures Section of the ITSC includes the following items:

Necklace	Cradle
Tractor	Racer
Doll	Dishes
Dump truck	Earthmover
Train engine	Soldiers
Purse	Doll buggy
Gun (rifle)	Knife (pocket)
High chair	Baby bath

The Eight Paired Pictures Section of the ITSC includes the following picture pairs:

Indian princess-Indian chief
 Trousers and shirt-Dress
 Sewing materials-Airplane parts
 Cosmetic articles-Shaving articles
 Mechanical tools-Household objects
 Men's shoes-Women's shoes
 Girls playing-Boys playing
 Building tools-Baking articles

The Four Child-Figures Section of the ITSC includes the following:

Girl
 Girlish boy (boy dressed as girl)
 Boyish girl (girl dressed as boy)
 Boy

The order of presenting the various sections and items of the scale, and their spatial arrangement, were randomly determined, with the restriction that male and female items be alternated.

For scoring purposes the following values were assigned to items comprising the scale:

Toy pictures: One point was given for each choice of a male toy picture and zero for each choice of a female toy picture. Each child made eight choices so that the range was from 0 (all female choices) to 8 (all male choices).

Eight paired pictures: Eight points were given for each male preference and zero for each female preference; since there are eight paired items, the range is from 0 (all female preferences) to 8 (all male preferences).

Four child-figures: Preference for the boy was given 12 points, for the girlish boy 8 points, for the boyish girl 4 points, and for the girl, zero.

DIRECTIONS:- Read each of the statements on this sheet and the pages that follow and decide whether it is TRUE OR FALSE AS APPLIED TO YOUR CHILD _____. If the statement is TRUE or MOSTLY TRUE as applied to _____, mark "T" beside the statement. If a statement is FALSE or NOT USUALLY TRUE as applied to _____, mark "F" beside the statement.

1. My child has hit a school official. _____
2. My child is usually rejected by other children. _____
3. The school says my child needs help getting along with other children. _____
4. Most of my child's friends are younger than he (she) is. _____
5. I have found out my child has had sex play with the opposite sex. _____
6. My child never takes the lead in things. _____
7. My child belongs to a gang. _____
8. My child doesn't seem to care to be with others. _____
9. Starting school was very difficult for my child. _____
10. My child usually doesn't trust others. _____
11. My child really has no friend. _____
12. My child cannot sit still in school because of nervousness. _____
13. I do not approve of most of my child's friends. _____
14. Reading has been a problem for my child. _____
15. My child is jealous of others. _____
16. My child has never failed a grade in school. _____

- 17. If my child can't run things, he (she) won't play.
- 18. My child is in a special class for slow learners.
- 19. My child would rather be with adults than with children his (her) own age.
- 20. Other children make fun of my child's different ideas.
- 21. School teachers complain that my child can't sit still.
- 22. My child thinks others are plotting against him (or her).
- 23. My child has never been expelled from school.
- 24. Recently the child's parents have argued with school officials.
- 25. Hardly a day goes by when my child doesn't get into a fight.

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