MATERNAL CHILD ABUSE POTENTIAL: THE   RELATIONSHIP OF

PARENTING DAILY HASSLES, NEED FOR CONTROL,

FRUSTRATION, AND SOCIAL

SUPPORT TO PARENTING

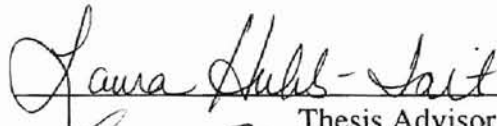ATTITUDES, ANGER,

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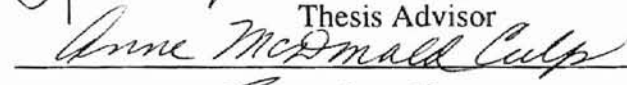AGGRESSION

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1991

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
December, 1997

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ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Stress is a natural and inherent part of parenting (Rodd, 1993). A potential outcome of this stress is parent's physical and verbal maltreatment of their children. Research tends to support a relationship between life events stress and the physical and verbal abuse of children (Justice, Calvert & Justice, 1985; Rosenberg & Reppucci, 1983; Straus, 1980; Whipple & Webster-Stratton, 1991). The Frustration-Aggression hypothesis (Dollard,1939; Berkowitz, 1988, 1989, 1993) and Family Stress Theory (Boss, 1987) can provide a theoretical base for the empirical relationship between stress and child abuse.

Before proceeding with a discussion of theory, several research variables need to be defined. These variables include 1) parenting daily hassles, 2) parental need for control, 3) parental frustration, 4) social support, and 5) child abuse potential. Parenting daily hassles are the minor stressors parents experience during the daily interchanges with their children. They include but are not limited to: managing children in a grocery store, dealing with whining, bedtime struggles, and sibling fights. Parental need for control is regarded as a parent's need to regulate the behavior of his or her child (Justice, 1994). Parental frustration is the level of frustration reported by parents regarding parenting experiences. Social support is a broad concept and can be discussed in terms of intimate support, community support, social network size, tangible support, emergency support, and emotional support. For the purposes of the current research, social support

is viewed in terms of the amount of perceived emotional and tangible support, and the mother's level of satisfaction with that support (Pascoe, Ialongo, Horn, Reinhart, & Perradatto, 1984). The final variable, child abuse potential is referred to as the likelihood that parents will exhibit behaviors associated with the physical and verbal abuse of children. The outcome factors used to assess child abuse potential in this study included: high reported anger; physical and verbal aggression; hostility; inappropriate expectations; role reversal; value of physical punishment; and lack of empathy. The initial four factors are associated with aggressive behavior (Buss & Perry, 1992), a corollary of child abuse (Daughtry, 1981). Each of the later four factors of child abuse potential has been associated with child abuse (Bavolek, 1980, 1984) and abusive attitudes (Minor, Karr, & Jain, 1987). A discussion of theory related to the above variables follows.

The first theoretical basis for the present research is the Frustration-Aggression hypothesis. Frustration is a condition caused by stimuli that interfere with reaching a goal. In 1939, Dollard and his colleagues hypothesized that frustration leads to aggressive behavior, the Frustration-Aggression hypothesis. Berkowitz (1988, 1989, 1993) reexamined Dollard's hypothesis and asserted that frustration produces negative affect such as anger, which in turn leads to aggression. Geen (1994) theorizes however, that anger may parallel the aggressive behavior instead of acting as a mediator between frustration and aggression. Buss and Perry (1992) boldly suggest "anger is often a precursor to aggression, and we do not need to document here that people are more likely to aggress when angry than when not angry, hence a link between anger and both

documentation is not needed. In either case, frustration, anger, and aggression seem to be theoretically related.

For the purposes of this research, anger, physical and verbal aggression, role reversal, inappropriate expectations, lack of empathy, and valuing of physical punishment, will be considered indicators of the potential for exhibiting physical and verbal child abuse. As in the Frustration-Aggression hypothesis, the current research model suggests that anger and aggression follow frustration. In addition, the daily hassles of parenting and parental need for control are the stressors from the Frustration-Aggression hypothesis that interfere with goal attainment. Further, the current research model suggests that frustration is a mediator between parental need for control and parenting daily hassles on the one hand and child abuse potential outcomes on the other. The aforementioned discussion summarizes the commonalities of the Frustration-Aggression hypothesis and the current research model.

Key concepts of Family Stress Theory included in this study are: stressor, stress, perceptions, resources, crisis and coping. Specifically, Hill's (1958) ABC-X model will be applied to the current research. In the following discussion the words found in italics are concepts from Family Stress Theory. Underlined words are variables of the current research. A *stressor* is a force or event that produces the potential for stress. In the current study parenting daily hassles are considered normative, minor stressors. Related to these stressors is the need for control. Need for control becomes a stressor when that need is not being met or is interrupted by the daily hassles of parenting. The concept of frustration loosely fits as a *perception* of the stressor. The parent reacting to the stressor

becomes frustrated; the parent *perceives* the situation as frustrating. Family Stress Theory also focuses on the resources the family/individual has to utilize during a stressor event. The *resource* (or lack thereof) examined in this research is <u>social support</u>. *Stress, crisis* and *coping* are other terms related to Family Stress Theory. With regard to this research, stress results from the accumulation and intensity of daily hassles, along with high need for control and high frustration. In dealing with the stress, <u>child abuse</u> can be viewed as a crisis or a form of maladaptive coping. A diagram of Hill's (1958) ABC-X model, an early model within Family Stress Theory, and related research variables follows.

stressor	**resources**	**perceptions**	**stress /crisis or coping**
A <-->	**B** <-->	**C** <-->	**X**
parenting daily hassles & need for control	social support	"frustrating" (frustration)	child abuse potential
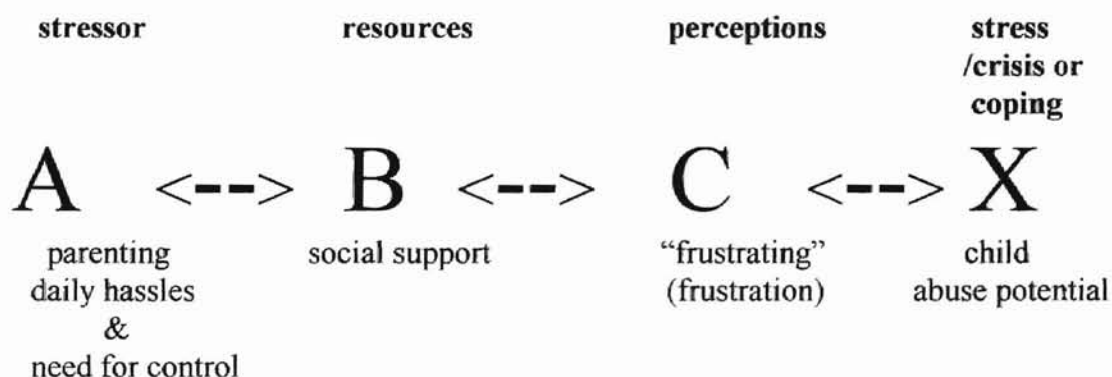
Both the Frustration-Aggression hypothesis and Hill's ABC-X model (from Family Stress Theory) offer valid frameworks for the examination of this process model of child abuse potential. The ABC-X model and the Frustration-Aggression hypothesis both include the assumption of a stressor and an unpopular outcome (i.e. stress; potentially abuse). Both offer a process orientation of how stressors can lead to aggressive acts. Instead of a direct process, as in the Frustration-Aggression hypothesis,

the ABC-X model offers another intervening variable (i.e. resources). The Frustration-Aggression hypothesis does not generally take into consideration resource factors. For the sake of argument, it is proffered that the factor of "perceptions" from the ABC-X model, is distinguished in the Frustration-Aggression hypothesis as frustration. The "perception" in the ABC-X model for the purposes of this research is also frustration. While the ABC-X model offers more variables to the understanding of the process of stress reactions, the Frustration-Aggression hypothesis offers a more discrete, simpler version of the process.

This paper will focus on the relationships of the following variables: parenting daily hassles, parental need for control, parental frustration, social support, and physical and verbal child abuse potential. A review of related research areas follows. These research areas include: life events stress and child abuse, parenting daily hassles and child abuse; parental need for control and child abuse; stress, frustration, anger and aggression; social support and child abuse.

CHAPTER II

A REVIEW OF THE LITERATURE

The following review of the literature begins with a discussion of life events stress and child abuse. Life events stress is frequently linked to child abuse in the research literature. However, another stress concept, parenting daily hassles has not received much attention. A discussion of parenting daily hassles and child abuse follows the life events discussion. Other research variables that will be discussed include: parental need for control; stress, frustration, anger, and aggression; and social support.

Life Events Stress and Child Abuse

Much of the research that addresses parenting stress and child abuse uses the construct of significant life events stressors (Justice, Calvert, & Justice, 1985; Rosenberg & Reppucci, 1983; Straus, 1980; Whipple & Webster-Stratton, 1991). These stressors include divorce, job loss or transitions, death of a spouse or friend and recreation changes (Holmes & Rahe, 1967). While investigating abusive mothers' perceptions of their children's behavior, Rosenberg and Reppucci, found that the abusive mothers in their sample encountered more life stress than nonabusive mothers (1983). Justice et al. (1985) found comparable results while investigating abusive and nonabusive couples. In a study of the role of stress in abusive families, Whipple and Webster-Stratton (1991) found similar results. Straus (1980) also examined life events stress in relation to child

found similar results. Straus (1980) also examined life events stress in relation to child abuse. Straus' research suggests a positive correlation between the number life events stressors and the rate of child abuse. More specifically, as the number of stressors increased, so did the incidence of child abuse.

Numerous other studies suggest a relationship between stress and abuse (Lesnick-Oberstein, Koers & Cohen, 1995; Hickox & Furnell, 1989; Kolko, Kazdin, Thomas, & Day, 1993; & Mash, Johnston, & Kovitz, 1983). While examining parent-child interactions, it was found that mothers known to be abusive reported more stress related to parenting than mothers known to be nonabusive (Mash et al., 1983). Hickox and Furnell (1989) suggest that stress can differentiate groups of abusing and nonabusing parents. Family stress also seems to be reported more frequently by high abuse potential mothers than moderate and low abuse potential mothers (Kolko et al., 1993). In addition, Lesnick-Oberstein and colleagues (1995), report that in addition to a correlation between stress and hostile feelings, psychologically abusive mothers reported higher levels of stress and strain. There is abundant research suggesting connections between stress and abuse.

A summary of the relationship of stress and child abuse follows. Justice, Calvert, and Justice suggest, "child abuse is one expression of a diminished ability to cope with stress (1985, p. 359)." In addition, Tyson and Sobschak (1994) suggest that child abuse is a stress-related disorder. Burrell, Thompson, and Sexton (1994) further propose that of all the correlates of child abuse potential, perhaps stress is the most important.

Parenting Daily Hassles and Child Abuse

While life events stressors cannot be denied as significant in causing stress, they do typically occur with relatively low frequency (Crnic & Greenberg, 1987). Another stress construct is parenting daily hassles. Mothers of young children experience many "hassles" in parenting. Endless messes, dressing or diapering an uncooperative toddler, sibling rivalry, and sleepless nights are a few parenting daily hassles. Hassles can be defined as minor stressors that occur on an almost daily basis. These hassles of parenting have been characterized as: laborious, stressful, and frustrating (Genevie & Margolies, 1987). In contrast to life events stress, parenting daily hassles occur with much greater frequency. Patterson (1980) suggests that mothers of preschool children experience "minor aversive events" with their children as often as every three minutes (p. 45). With regard to parenting, Crnic and Greenberg (1990) suggest that daily hassles are a "more powerful stress construct" than life events stress (p.1628). Hassles taken alone are not perceived as stressful, but the cumulative affect of these minor stresses does cause substantial stress (Patterson, 1983). The frequent, and familiar nature of parenting daily hassles make this construct an important area of study.

One of the primary etiological factors of family violence is stress (Farrington, 1986). In a recent study, Teti, Nakaqawa, Das, and Wirth (1991), found a negative correlation between maternal stress and the quality of mother-child interactions. That is, as maternal stress increased, the quality of the mother-child interactions decreased. Gelles and Hargreaves (1990) found that mothers with excessive domestic responsibilities reported higher rates of violence and abuse. Along similar lines, Furst

and Morse (1988) support this by suggesting that mothers who face the pressures of childcare without help may abuse their children. Spurlock and Robinowitz (1990) report that some abusive mothers feel that stress "drives them to violence" (p. 146).

It has also been suggested that daily events such as bedtime and mealtime are potential situations for negative parent-child interactions (Barkley & Edelbrock, 1987). These negative interactions may result in abusive situations. For example, 50% of the abuse cases occur around bed time, 30% near dinner time, and 20% in the morning (Justice & Justice, 1990). These are all transitional times within the family. Gil (1970) reports that abuse occurs during such family transitions.

In addition, a positive correlation has been found between high life events stress and high child noncompliance on the one hand, and negative maternal control on the other hand (Campbell, Pierce, March, & Ewing, 1991). One of the parenting daily hassles proposed by Crnic and Greenberg (1990) is child noncompliance. In other literature, Duggan (1981) reports that "family members are more frequently resorting to violence in response to the frustrations and demands of daily living" (p. 253). Research and related literature suggest a connection between stress and the abuse of children. Previous research (Rosenberg & Reppucci, 1983; Straus, 1980; Whipple & Webster-Stratton, 1991) however, has not directly addressed the relationship between the daily hassles of parenting and the potential for abuse. The first purpose of this study is to examine this relationship.

Parental Need for Control and Child Abuse

When daily hassles are frequent and intense, a parent may feel things are out of control. In such circumstances, parents who have a strong need for control may become frustrated, angry, and violent. After interviewing 593 women, Thomas (1993) reports that the women became angry when they felt things were out of their control. In interviews with parents from a Parents Anonymous group, it was suggested that violence resulted from feelings of frustration and not feeling in control (Bly, 1988). In addition, Peterson, Ewigman, and Vandiver (1994) report that mothers who perceive that they are not in control, become angry. Further, this study found that the mothers with high anger also reported high levels of physical punishment. Through observation, Mash, Johnston and Kovitz (1983) found the abusive mothers in their study to be more controlling and directive that non-abusive mothers. In a review of child abuse research, Milner and Chilamkurti (1991) suggest that for the most part, in order to gain control, abusive mothers resort to physical punishment. It seems many abusive mothers are more likely to use abusive controlling techniques instead of nonabusive techniques while disciplining their children.

A high need for control could be likened to a high desire for authority over others. Mothers who value authority over others are more abusive than mothers who do not value authoritarian attitudes (Rosen, 1979). It can be suggested that parents with an authoritarian parenting style have a strong need for control. However, the amount of research that examines the issue of authoritarian style and child abuse potential is very limited. Using groups of undergraduates and parents, Robitaille, Jones, Gold, Robertson,

and Milner (1985) found no significant relationship between authoritarianism and child abuse potential. However, in 1987, with groups of abusive, neglectful, and control parents, Bardua (1987) found a positive relationship between authoritarian attitudes and the potential for child abuse. In a more recent study, the relationship of authoritarianism and child abuse potential was examined with nonparent female undergraduates. This study found a positive correlation between these variables (Whissell, Lewko, Carriere, & Radford, 1990). Thus, there seems to be evidence demonstrating a relationship between authoritarian attitudes and the potential for abuse. The need for control is one element of authoritarian parenting style. The second purpose of this study is to further examine need for control as a determinant of child abuse potential.

<p style="text-align:center">Stress, Frustration, Anger, and Aggression</p>

Research tends to support the relationship between stress, frustration, anger, and aggression (deAnda, Darrock, Davidson, Gilly, Javidi, Jefford, Komorowski, & Morejon-Schrobsdorf, 1992; Keenan & Newton, 1985; Kvist, Rajantie, Kvist, & Siimes, 1991; Oatley & Duncan, 1994). In an examination of aggression in children with malignancy, Kvist et al. (1991) found higher levels of aggression among children whose families were burdened with stress. This aggression typically displayed itself in the form of anger. Keenan and Newton examined the relationships between stress, frustration, and anger in a sample on young professional engineers (1985). Their findings suggest that frustration and anger were responses to stress in the work place. Since there is little current research with a focus on parenting and the variables of anger, aggression, and frustration. A jump from Keenan and Newton's (1985) workplace to a parents workplace is proposed. If a

parent's work place is in the home, we may cautiously attempt to generalize that parents (like the workers in Keenan and Newton's study, 1985) may respond to parenting stress with frustration and anger. deAnda et al. (1992) examined these variables in relation to the experience of pregnant adolescents. The adolescent mothers-to-be who reported the highest levels of stress also reported the highest levels of frustration and anger. Through diary analysis, Oatley and Duncan (1994) were able to suggest that frustration predicts anger. There seems to be a relationship among the variables of stress, frustration, and anger.

Hassles are characterized by demands which may be "irritating, frustrating, annoying, and distressing" (Crnic & Greenberg, 1990, p.1629). This statement suggests that hassles are frustrating. Therefore, if a parent is frustrated, Dollard's (1939) and Berkowitz's (1989) hypotheses predict this frustration could result in aggressive acts toward children. Clinical observations support this hypothesis (Newberger, 1980). Newberger (1980) theorizes that a parent "under extreme stress...might become overwhelmed with anger and frustration and behave in a dangerous or destructive way" with his or her child (p. 56). Qualitative work also supports the relationship of parenting stress and abuse (Genevie & Margolies, 1987). In an extensive qualitative survey of mothers, one mother writes, "I had no idea of how a child's constant demands could frazzle your nerves to a thread. I think I finally have come to understand child abuse" (Genevie & Margolies, 1987, p. 36). In an analysis of stress theory, Farrington (1986) suggests that stress and frustration lead to violence. The relationships among parenting daily hassles, frustration, anger, physical aggression, and verbal aggression have not yet

been examined quantitatively. Therefore the third purpose of this study is to conduct a quantitative examination of the relationships among parenting daily hassles, frustration, anger, verbal aggression, and physical aggression.

<div align="center">Social Support and Child Abuse</div>

Research suggests a relationship between stress and social support. It has been suggested that mother-child stress is negatively correlated with maternal social support (Adamkos, Ryan, Ullman, Pascoe, Diaz, & Chessare, 1986). Therefore, when social support is low, stress is high. Further, when social support is high, stress is low. The relationship of parenting stress and social support has been examined in two groups: known abusive mothers and nonabusive mothers. The results suggest that abusive mothers had less social support than nonabusive mothers (Chan, 1994). Abusive mothers also tend to be more socially isolated than nonabusive mothers (Corse, Schmid & Trickett,1990; Whipple & Webster-Stratton, 1991). Further, social support seems to differentiate between control group parents and emotionally abusive parents (Hickox & Furnell, 1989), mothers with known maladaptive parenting skills and mothers who were not known to have maladaptive parenting skills (Turner & Avison, 1985) and high- and low-risk adolescent mothers (Haskett, Johnson, & Miller, 1994). The above studies underscore the importance of the relationships between stress, social support, and child abuse.

One school of thought regarding social support contends that social support buffers (protects or moderates) individuals from potential negative outcomes resulting from stress and/or psychopathology (Cohen & Wills, 1985). This notion is known as the

buffering hypothesis. It can be suggested that mothers with more social support may perceive stress as less frustrating resulting in a lessening of their potential for abuse. Koeske and Koeske (1990) suggest that in their present and previous research, social support consistently moderates the effects of stress, that is as social support increases, it lessens the "debilitating effects" (p. 448) of stress. In an assessment of maternal parenting behaviors, Rodgers (1993) found social support to buffer the relationship between parenting stress and parenting behaviors and also between parent symptomatology and parenting behavior. While investigating social support and stress in alcoholic families, it was found that social support buffered the effect of stress on maltreatment for high risk mothers (Muller, Fitzgerald, Sullivan, & Zucker, 1994). With regard to parenting daily hassles, Crnic and Booth (1991) propose that social support can help moderate the impact of these minor stressors.

Higher levels of social support may assist parents in developing and maintaining healthy parenting styles. It has been suggested that social support development can be an effective prevention and intervention measure (Turner & Avison, 1985). Others support the notion that increased social support may help mothers deal with the "stresses of daily life and child rearing" (Adamakos, Ryan, Ullman, Pascoe, Diaz, & Chessare, 1986, p. 469). Milner and Chilamkurti (1991) suggest social support increases the probability that parents will develop their parenting skills and receive child care assistance. Social support is an important variable in the understanding of the relationship between parenting daily hassles and child abuse. A fourth purpose of this study is to examine the

relationship of social support to parenting daily hassles and need for control, frustration, and abuse potential.

Summary and Hypotheses

This research examines family stress and potential child abuse outcomes through an examination of the daily hassles of parenting, parental need for control, parental level of frustration, and social support. It is proffered that mothers who perceive daily hassles as high and have a strong need for control will report a high level of frustration. This frustration will then lead to the potential for child abuse. Frustration will be a mediator between parental need for control and parenting daily hassles on the one hand, and the potential for child abuse on the other. That is, frustration will be a "go between" or intermediary factor between the predictor and outcome variables. Social support is yet another important variable in understanding the above relationships. It is suggested that high levels of social support will moderate the effects of high parenting daily hassles and high parental need for control on frustration. That is, as social support increases, the outcome of stress in the form of frustration will decrease. Lowered frustration will in turn be associated with lower child abuse potential outcomes.

The following hypotheses examine the issues put forth in the preceding review of the literature. The general purpose of the research is to examine the aforementioned research model and its respective variables. The following hypotheses offer specific purposes for the inquiry. Related research questions are presented with each hypothesis.

Hypothesis 1. There will be a positive correlation between each of the child abuse potential outcomes (anger, verbal aggression, physical aggression, hostility, and

Adult-Adolescent Parenting Index) and daily hassles and need for control. The research question associated with hypothesis one is: Is there a relationship between child abuse potential and parenting daily hassles and parental need for control?

Hypothesis 2. The interaction of daily hassles and need for control will explain significant incremental variance in the child abuse potential outcomes beyond that explained by the individual predictors (i.e. daily hassles and need for control). The research question associated with hypothesis two is: Is the interaction of parenting daily hassles and need for control a stronger predictor of child abuse potential, than parenting daily hassles and parental need for control as lone predictors?

Hypothesis 3. Frustration will be a mediator between the relationship of the predictor variable (daily hassles and need for control interaction) and the child abuse potential outcomes. The research question associated with hypothesis three is: Is frustration a mediator between parenting daily hassles or need for control on the one hand and child abuse potential on the other?

Hypothesis 4. Social support will moderate the relationship between parenting daily hassles and parental need for control on the one hand, and frustration on the other hand. Thus, individuals with high need for control, high parenting daily hassles, and high social support will be lower on frustration and child abuse potential than those who are high on need for control and parenting daily hassles and low on social support. The research question associated with hypothesis four is: Does social support act as a moderator of the impact of parenting daily hassles and parental need for control (individually and combined) on frustration

CHAPTER III

METHODOLOGY

Subjects

The sample consisted of 55 primary caretakers of four and five-year-olds

recruited from day care centers in a mid-sized southwestern community (N=27), a small

western community (N=17), and one mid-sized midwestern community (N=11). Fifty-

three mothers, one grandmother, and one father each completed a questionnaire packet.

The children cared for by these adults consisted of 28 boys (50.9%) and 27 girls (49.1%),

ranging from 4 years of age to 6 years. The mean age of the children was 4.63. The

majority of the guardians completing the packet were married (72.7%); 2 were

separated, 11 divorced, and 3 never married. The majority of the subjects reported

playing ten or more hours a week with their child (72.7%) and considered their child to

be normal (87.3%) or gifted (12.7%). The majority of the subjects worked full-time

(70.9%). Income levels ranged from less than $10,000 to over $50,000. The majority of

the subject's household incomes were in the >$50,000 range (43.6%), followed by

$10,000 to $20,000 (16.4%), $30,000-$40,000 (14.5%), <$10,000 and $40,000-$50,000

(9.1% each) and $20,000-$30,000 (7.3%). Education levels ranged from some high

school (1.8%) to graduate school levels (18.2%). The majority of subjects identified

themselves as having attended some college (25.5%) or having graduated from college

(29.1%). The majority of the subjects were Caucasian (89.1%), other subjects were Native American (3.6%), Asian (3.6%) or Hispanic (1.8%). The age of the subjects ranged from 22-years to 51-years. The mean age was 33.42.

Procedures

Participating adults were informed that the purpose of the research was to investigate the relationships among the following variables: the stress of mothering (parenting daily hassles), parental need for control, parental frustration, social support, lack of empathy, role reversal, belief in physical punishment, parental expectations of children, anger, physical punishment and verbal punishment. A box of questionnaire packets was hand delivered to each day care center. After the subject read and signed the consent form, the day care director gave each subject a packet of questionnaires to complete. Upon completion, packets were sealed (by the subject) and returned to their respective day care center. The researcher obtained the completed packets from the day care center. The questionnaire packet included assessments of parenting daily hassles, parental need for control, frustration level, social support, and child abuse potential.

Measurements

Parenting Daily Hassles

Parenting daily hassles was assessed using the Parenting Daily Hassles measure (PDH; Crnic & Greenberg, 1990). This 20-item measure typically takes five to eight minutes to complete. The measure consists of Frequency and Intensity scales, with internal consistency alphas of .81 and .90 respectively. Alphas for the current data set were .81 for Frequency and .89 for Intensity. Alphas for the two subscales of the PDH

were computed and equaled .74 for hassles related to parenting tasks and .81 for Hassles related to challenging behaviors. Previous research suggests that the subscales correlate highly, $r = .78$ (Crnic & Greenberg, 1990). Regarding each item, parents chose "how often" the event happens (ranging from "never" to "constantly") and "how intense" the event was (ranging from "no hassle" to "big hassle"). The scores on the four subscales (Frequency of Hassles, Intensity of Hassles, Challenge Hassles, and Parenting Hassles) were used as predictor variables in this study.

Parental Need for Control

Parental need for control was assessed by two instruments. The first was the Need for Control Subscale of the Parent As A Teacher (PAAT; Strom, 1993) inventory. The PAAT was developed in 1972, with revisions in 1984, and 1993. The complete 50-item inventory of parenting attitudes and expectations takes approximately 30-minutes to complete. It was developed for use with parents of three- to nine-year-olds. Respondents were asked to choose from four choices, "strong yes", "yes", "no", "strong no". Test-retest reliability of the PAAT is .80 to .90. Construct validity has been assessed by examining the responses to the PAAT and observed parent behaviors. Consistency scores in a 1980 study at two assessment points were .75 and .85 (reported in Justice, 1994). The PAAT includes measures of creativity, frustration, need for control, teaching-learning, and play. Strom (1984) warns that these subtests should not be used as independent factors. Nevertheless much of the research that uses the PAAT does examine the means of these subtests (Justice, 1994). Sparks, Thornburg, Ispa, and Gray (1984) utilized the Need for Control subscale of the PAAT to examine the relationship

between parental need for control and children's prosocial behaviors. The internal consistency of the Need for Control subscale was .35 for the current sample. This alpha was deemed too low; therefore this subscale was not used in further data analyses.

Heeding the warnings of Strom not to use the subscales as independent factors, another instrument to measure need for control was chosen. The Ideas about Parenting (IAP) instrument was utilized. The IAP is a measure adapted from scales by Baumrind, Block, and Heming (Cowan, Cowan, Heming, Coysh, Curtis-Boles, Boles III, 1985). A nine-item factor measures need for control in terms of the parent's use of authoritarian tactics. The internal consistency of this factor for the current sample is .67.

Frustration Level

Frustration level was assessed using the Frustration subscale of the Parent As A Teacher (PAAT) inventory. Additional information about the PAAT can be found in the description of Assessment of Parental Need for Control. The internal consistency of the Frustration subscale for the current sample was .56. This alpha was too low and therefore this subscale was not used in further analyses.

Again, heeding Strom's (1984) warning about the use of PAAT subscales, another instrument was also chosen to measure frustration. The Parenting Sense of Competence (PSOC; Gibaud-Wallston & Wandersman, 1978) scale is a 17-item questionnaire. Each item is rated from (1) strongly agree to (6) strongly disagree. It is separated into two subscales: Satisfaction and Efficacy. The Satisfaction subscale (9-items) consists of questions that assess a parent's level of frustration, including accomplishment and anxiety. The internal consistency reported for the Satisfaction

subscale is .82 (Johnston & Mash, 1989). The internal consistency alpha for the current sample is .79.

Maternal Social Support

Maternal social support was assessed using the Maternal Social Support Index (MSSI). The MSSI is a 21-item questionnaire consisting of subscales that address issues including daily task sharing, satisfaction with relationships, availability of emergency help, and degree of community involvement (Adamakos, Ryan, Ullman, Pascoe, Diaz & Chessare, 1986). Test-retest reliability of the MSSI is reported as .72 and internal consistency as .60 to .63 (Pascoe, Ialongo, Horn, Reinhart, & Perradatto, 1984). Internal consistency scores identified for the current sample for the MSSI total scale, and the subscales of Child Care Support, Nonchild Care Support, and Support combining Child Care Support and Nonchild Care Support were .73, .66, .73, and .77, respectively. Therefore, for this study, the total MSSI score was used as well as 3 scores, Child Care Support, Nonchild Care Support and a combination of these two support factors.

Child Abuse Potential

The two measures used to assess child abuse potential were: the Adult-Adolescent Parenting Inventory (AAPI; Bavolek, 1984) and the Aggression Questionnaire (Buss & Perry, 1992). The Adult-Adolescent Parenting Inventory (AAPI) assesses parenting attitudes of adolescents and adults. The 32-item measure consists of four subscales based on child-rearing practices of abusive and neglectful parents. The subscales are Role Reversal, Inappropriate Expectations, Value of Physical Punishment, and Lack of Empathy. These attitude constructs have been shown to differentiate reliably between

abusive and nonabusive parents (Bavolek, 1980) and have been used in other research to examine abusive attitudes (Minor, Karr, & Jain, 1987). The inventory takes 20 to 30 minutes to complete. Content validity of the AAPI was assessed by experts. With regard to the subscales there was found to be 100% agreement among the experts. Forty-nine out of sixty-nine items met the predetermined 80% agreement criteria cut-off. From these 49 items, inventory prototypes were developed and field tested. Construct validity of this measure is supported by research that suggests abusive adults score higher on all subscales of the AAPI (Bavolek, 1984). The test-retest reliability of the AAPI is .76. Internal consistency alphas range from .75 to .86. The internal consistency reliabilities for the current sample of the scale total, and the subscales of Physical Punishment, Role Reversal, Inappropriate Expectations, and Lack of Empathy were .95, .91, .87, .69, and .87, respectively. Therefore, for this study, the scores on all four subscales were used.

The Aggression Questionnaire (Buss and Perry, 1992) consists of 29-items divided into four subscales. The subscales are Physical Aggression, Verbal Aggression, Hostility and Anger. The reported internal consistency for each subscale and the total score was as follows: Physical Aggression, .85; Verbal Aggression, .72; Hostility, .77, Anger, .83, and Total, .89. Internal consistency analyses for the current sample revealed the alphas to be .91, .84, .84, .73, and .78 for Total, Anger, Hostility, Verbal Aggression, and Physical Aggression respectively. Test-retest reliability correlations for total scale and the four subscales are: Physical Aggression, .80; Anger, .72; Verbal Aggression, .76, Hostility, .72 and Total, .80. Construct validity for the Aggression Questionnaire was

determined through self-report on the Aggression Questionnaire and peer nominations of

aggressiveness. The correlations between self-report and peer nominations were

significant and shown to be modest to strong ranging from .24 (Hostility) to .45 (Physical

Aggression). The Aggression Questionnaire total score correlation between peer and

self-ratings was .31. Each correlation supports the construct validity of it's respective

subscale, with the Physical Aggression subscale yielding the most support. For this

study, the scores on all four subscales were used as well as the total sum score.

CHAPTER IV

RESULTS OF THE STUDY

Means and standard deviations for all measures are depicted in Table 1. Prior to
testing the four hypotheses, correlations were computed among all predictor, mediator,
and moderator variables (see Table 2). Similarly, correlations were computed for all the
outcome variables (see Table 3). SPSS version 4.1 for IBM VM/CMS was used for all
statistical computations.

Hypothesis One

The first hypothesis proposes that there will be a significant positive correlation
between the predictor and outcome variables. The hypothesis was confirmed in the case
of the relationship between the differing measures of hassles and three of the Aggression
Questionnaire subscales: Hostility, Physical Aggression, and Anger (see Table 4). The
hypothesis was also confirmed with significant correlations between the Challenge
Hassles subscale of the Parenting Daily Hassles Inventory and three of subscales of the
Adolescent-Adult Parenting Inventory. The three subscales were: Role Reversal, Lack
of Empathy, and Physical Punishment (see Table 4). Need for control was significantly
correlated with Physical Punishment (see Table 4).

<u>Hypothesis Two</u>

Hypothesis two suggests that the interaction of parenting daily hassles and need for control explains significance incremental variance beyond that explained by the variables themselves. Tolerance limits (.10) were exceeded in trying to enter theinteraction. There was too much multicolinearity in all but one of the regressions (which did not reach significance); therefore this hypothesis was untestable.

<u>Hypothesis Three</u>

Hypothesis three suggests frustration will be a mediator between the predictor variables and the child abuse potential outcomes. Because hypothesis two could not be tested, the predictor variables were examined separately instead of as an interaction. Because of the preliminary nature of the current research, the significance level selected as evidence of support for a relationship between mediator (frustration) and the outcome was set at $p \leq .07$. Because Parenting Hassles and Challenge Hassles are subscales of Intensity Hassles, only the two subscales were utilized. Three steps were taken in examining the mediation hypothesis. First, the mediator (frustration) was regressed on the independent variable (predictors). Secondly, the dependent variable (outcomes) were each regressed on the independent variable (predictors). Thirdly, the dependent variable was regressed on both the independent variable and the mediator. For frustration to be a mediator the first two steps of the regression need to be significant. In addition, in the third step of the regression, frustration must be significant, while the predictor is not significant. Note that this is a conservative evaluation of the mediation hypothesis (Baron & Kenny, 1986). The mediation hypothesis was tested only if there was a

significant correlation between the predictor and outcome variables (see Table 4) and the predictor and the mediator (see Table 2).

The regression examining hypothesis 2 had demonstrated that Need for Control and Challenge Hassles together explained 22% of the variance in Physical Punishment. Thus, these two predictors were examined together in the tests of the mediation hypothesis for the outcome, Physical Punishment. The mediation hypothesis was confirmed with respect to Challenge Hassles and Lack of Empathy (see Table 5). The hypothesis was confirmed with respect to Challenge Hassles and three of the Aggression Questionnaire (AQ) subscales: Anger, Hostility, and Physical Aggression (see Table 6). Hypothesis confirmation was found in the regressions of the Frequency of Hassles subscale and two of the AQ subscales: Hostility and Physical Aggression (see Table 6). The mediation hypothesis was also confirmed with regard to Parenting Hassles and Anger (see Table 6).

Hypothesis Four

Hypothesis four suggests that social support will moderate the effect of hassles on frustration and child abuse potential outcomes, and that social support will moderate the effect of need for control on frustration and child abuse potential outcomes. Since current research does not stipulate how much social support is good, a median split was chosen as a cut off point between high and low social support. The people with scores at the median were included in the high support group. The complete interaction of social support with hassles was not tested, only that portion of the interaction that included high versus low social support within high hassles or need for control. In order to reduce the

number of analyses, only frustration, AAPI total score, and AQ total scores were included as dependent variables. The moderation hypothesis was confirmed for two of the hassle subscales with frustration as the dependent variable and for Need for Control with the Aggression Questionnaire total as the dependent variable (see Table 7).

CHAPTER V

DISCUSSION

A summary of the major findings, as well as meanings, and applications of the findings are presented in this chapter. First, summaries of the findings related to each of the four hypotheses will be presented. Second, an interpretation of the research findings will follow. Third, applications of the findings for parents, child abuse professionals, and teachers will be presented. Fourth, a discussion of the limitations of this study will be provided. The Discussion section will conclude with directions for future research related to the present work.

Summary of Major Findings

Hypothesis one

Confirmation of the hypothesis, "there will be a positive correlation betwen each of the child abuse potential outcomes and daily hassles and need for control" was attained for many of the predictor and outcome variables. Specifically, hostility was significantly correlated with: hassle frequency, parenting hassles, challenge hassles and the intensity of hassles. Physical aggression was significantly correlated with the frequency and intensity of hassles and challenge hassles. In addition to the same pattern of correlations as physical aggression, anger was correlated with parenting hassles. Significant relationships were found between role reversal and challenge hassles, and

verbal aggression and the frequency of hassles. Physical punishment and lack of empathy were each significantly correlated with challenge hassles, while physical punishment was also correlated significantly with need for control.

Challenge hassles were significantly correlated with six of the eight outcome variables. The frequency of hassles was significantly correlated with four of the eight outcome variables. The intensity of hassles was correlated significantly with three of the eight outcome variables. Parenting hassles and need for control were each significantly correlated with one outcome variable.

Significant correlations were found for 15 out of 32 possible correlations between the predictor and outcome variables. Twelve of the 15 significant correlations were found between the four hassle constructs and the four subscales of the Aggression Questionnaire (AQ). In contrast only three significant correlations were found between one of the hassle constructs (Challenge) and the four subscales of the Adult-Adolescent Parenting Index. The AQ correlates more often with parenting daily hassles, than does the AAPI. The AQ measures specific emotions and behaviors related to child abuse potential, while the AAPI measures parenting beliefs associated with the potential for child abuse. Parenting daily hassles and the AQ subscales are related more often than parenting daily hassles and the APPI subscales. Interpretation of these observations follows in the interpretation section of this chapter.

Hypothesis two

The hypothesis that the interaction of parenting daily hassles and need for control would explain significant incremental variance beyond that explained by the lone

predictors, was untestable. The tolerance limits (.10) were exceeded due to too much multicolinearity.

<u>Hypothesis three</u>

Hypothesis three suggested that frustration would act as a mediator between the predictor variables and the outcome variables. Confirmation of the mediator hypothesis was attained with regard to lack of empathy and challenge hassles. That is, frustration is a "go between" between challenge hassles and lack of empathy. The relationship between hassles and Aggression Questionnaire subscales was mediated by frustration. Specifically, the relationship between challenge hassles and anger, hostility, and physical aggression were mediated by frustration. The relationship between parenting hassles and anger was also mediated by frustration. The relationship between the frequency of hassles and physical aggression was mediated by frustration. Hypothesis three is supported in terms of the aforementioned relationships, however frustration is not a "global" mediator. That is, frustration does not mediate all predictor and child abuse potential outcome relationships. The hypothesis is supported in four of the eight possible regression sets related to the Aggression Questionnaire and only 1 of 5 regression sets computed with the AAPI subscales.

<u>Hypothesis four</u>

Support for the fourth hypothesis that social support will act as a moderator between parenting daily hassles and need for control (individually and combined) on frustration and the child abuse potential outcomes was partially confirmed. Support acted as a moderator between frustration and two hassle constructs (challenge hassles

and the frequency of hassles). Confirmation of social support as a moderator between predictor and outcome variables was also found in the case of need for control and the total score on the Aggression Questionnaire.

Interpretation of the Results

Hypothesis one

Challenge hassles were correlated with several child abuse potential outcomes. Challenge hassles include: being nagged at, complained and whined to, children not listening to and resisting a parent, and children making demands and interrupting (Crnic & Booth, 1991). In general, challenge hassles are related to difficulties in managing children. Challenge hassles were significantly correlated with hostility, anger, physical aggression, and physical punishment, all of which are conceptually and empirically linked with child abuse (Bavolek, 1984; Daughtry, 1981; Lesnick-Oberstein, Koers & Cohen, 1995). This finding suggests that when children are difficult to manage there is the potential for child abuse. These findings support previous research (Campbell, Pierce, March & Ewing 1991).

Lack of empathy and role reversal were also correlated with challenge hassles, suggesting that parents may be less empathetic and demand more adult-type behaviors from their children when faced with child management difficulties. The intensity and frequency of hassles are correlated with hostility, physical aggression, anger, and verbal aggression (frequency only). This finding suggests that when hassles are more frequent or more intense, child abuse in terms of physical and verbal aggression could potentially happen. Crnic and Greenberg (1990) suggest that daily hassles are more compelling than

life events stress. Further, life events stress is frequently related to child abuse in the research literature. Like life events stress, parenting daily hassles are related to the potential for child abuse.

Managing schedules, cleaning up, sibling arguments, running errands, and children underfoot are hassles related to the parenting hassles subscale. The current reserach suggests that Parenting hassles are correlated with hostility. Qualitative researchers, Gelles and Hargreaves (1990) advise that mothers with excessive responsibilities in the home report higher rates of violence and abuse. This suggests that when parents are faced with these aforementioned tasks, they can also be hostile.

Another predictor variable, need for control is correlated with physical punishment. This suggests that parents who have a high need to control their children may also be likely to use physical punishment. Parents who have a high need for control, can typically be labeled authoritarian. Theory suggests that authoritarian parents are less likely to use reasoning with their children and more likely to demand children do as they are told, "because I said so or else". That "else" may be some type of punishment, including physical punishment.

Hypothesis three

Frustration acts as a mediator in several predictor and outcome relationships. The relationships between challenge hassles and empathy, hostility and physical aggression are mediated by frustration. This suggests that when challenge hassles are present, frustration is a go between; that is, it comes between the actual child abuse potential outcome (lack of empathy, anger, hostility, and physical aggression) and

challenge hassles. Frustration occurs when one is unable to meet his or her needs. Challenge hassles related to the parenting experience typically represent situations that threaten one's ability to meet his or her needs because of interuptions, uncooperativeness, and/or resistance on the part of the child. Therefore when a parent experiences challenge hassles, frustration ensues, and the parent is likely to lack empathy for their child. In addition, the parent is likely to become angry, hostile, and physically aggressive.

Frustration also mediates the relationship between parenting hassles and anger. That is when a parent faces high parenting hassles (running errands, children underfoot, refereeing sibling arguments) he or she is likely to become frustrated and then angry.

The relationship between frequency of hassles and physical aggression is mediated by frustration. That is, frustration comes before physical aggression. Several theorists and researchers have found the same relationship with regard to stress (typically life events stress), frustration and aggression (Dollard, 1939; Berkowitz, 1989; Newberger, 1980; Farrington, 1986). Numerous life event stressors lead to frustration and in turn to aggression. The current research suggests parenting daily hassles stress serves the same function in the frustration/aggression hypothesis as life events stress.

Hypothesis four

As predicted, social support acted as a moderator of the relationship between the predictor variable and frustration. This was found to be true with respect to challenge hassles and the frequency of hassles. That is, the impact of high challenge or high frequency of hassles on frustration is buffered by high social support. High social

support seems to lessen the impact of some types of high hassles. When faced with difficult child management hassles (challenge) or frequent hassles, the presence of help in terms of high support lessens the effect of the hassles on frustration. This finding is especially enlightening when the frustration/aggression, frustration/anger, frustration/hostility relationships found in hypothesis three are considered. That is, when high social support is available, frustration is lessened, thereby potentially lessening the likelihood of the expression of the child abuse potential outcomes (physical aggression, anger, and hostility). Social support also moderates the effect of need for control on child abuse potential outcomes as measured by the Aggression Questionnaire. These findings support previous research with regard to stress, social support, and parent behavior (Muller, Fitzgerald, Sullivan & Zucker, 1994; Rodgers, 1993). Since the focus of the MSSI is satisfactory relationships and help with child and nonchild home tasks, the importance of satisfactory relationships and high childcare and nonchild care support are implicated in this finding. The research findings suggests that the amount of social support lessens the effect of some types of parenting daily hassles and the need for control.

Concluding Remarks Regarding Interpretation

The model for the current research is confirmed with challenge hassles and the frequency of hassles as the predictors. Need for control and parenting hassles as predictors do not support the predicted model. The research model has been adapted below and shows the relationships of the frequency of hassles, social support, frustration, and verbal and physical aggression.

Model A

                Social Support

Frequency of   ↓

   Hassles   →   Frustration   →   Physical Aggression
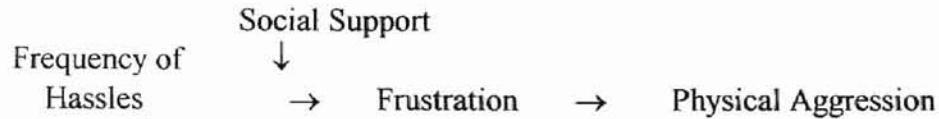
Model A suggests that a high frequency in hassles leads to frustration, which in turn leads to physical aggression. High social support buffers the effect of the high frequency of hassles and thus lessens the frustration and the child abuse potential outcomes. Another model can be assertained from the current research.

Model B

                Social Support

                  ↓

Challenge Hassles   →   Frustration   →   Lack of Empathy

                                         or

                                       Anger

                                       or

                                       Hostility

                                       or

                                       Physical Aggression
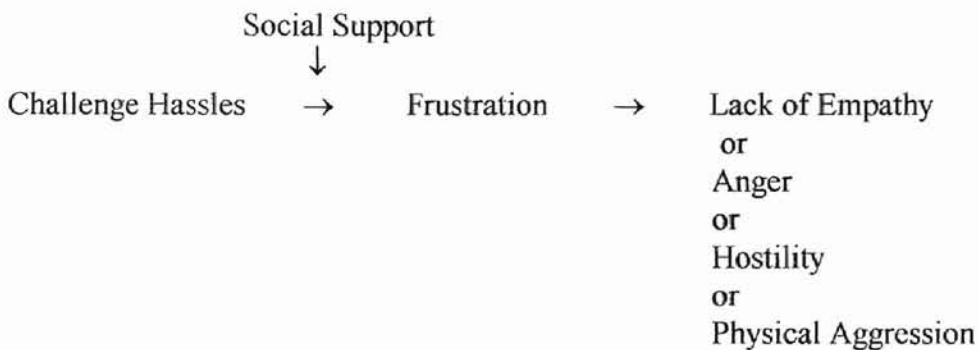
Model B suggest that challenge hassles; characterized by difficulty in managing children, leads to frustration which in turn leads to child abuse potential outcomes of lack of empathy, anger, hostility and/or physical aggression. However, social support buffers the relationship between challenge hassles and frustration, lessening the impact of frustration on the child abuse potential outcomes.

Social support is not correlated with any of the parenting daily hassle subscales, need for control, or frustration (see Table 2). Therefore, parents who score high on need for control, frustration and hassles, do not necessarily score low on social support. This suggests that social support is a separate construct, negating the argument that personality

dimensions "color" the subjects' perceptions of life and thus their answers on the research questionnaires.

Applications

In general a heightened awareness of the dynamics involved in the prediction of child abuse potential would be beneficial to parents and professionals working with families and children. This awareness could lead to the development of parent education programs that teach parents and teachers to be aware of the potential for abuse when challenge hassles and/or the frequency of hassles and/or need for control are high. In addition to an awareness, parents and teachers need to be taught how to deal with frustration before it leads to potential abusive situations so that these situations can be avoided. Since social support buffers the effect of challenge and the frequency of hassles, information about the importance of social support needs to be disseminated. It can be taught to couples during premarriage classes, marriage enrichment programs, and in marital or family therapy. Mass media may also play a part in the dissemination of this information. Parents who experience low social support need to be identified by social service groups and then taught how to find and use available social support, whether it be community, neighborhood, or church resources.

Limitations of the Research

Limitations to the current study include a relatively small sample size ($n = 55$) and the homogenous nature of the sample. Nearly, eighty-nine percent of the sample was Caucasian, while close to forty-nine percent had an income level over $50,000. Caution should be taken in generalizing the findings to other ethnic and family structure groups.

Although anonymity was guarenteed due to the use of identification numbers and no names; because of the personal nature of the questionnaires, subjects may have answered the questionnaires to make themselves look good. This may have lead to different results than what might have been found through behavioral observation techniques rather that questionnaire type research. Future research may address some of these issues.

Directions for Future Research

The explorative nature of this study yields many directions for future research. Larger samples are needed to strengthen future research findings. Future research should further examine the effect challenge hassles and the frequency of hassles have on child abuse potential, as well as the nature of frustration and social support in the relationships of ethnic and cultural groups other than Caucasian. Stepfamilies, lesbian and gay families, mixed race families, differing religious groups, low and high income families, and child care professionals could be assessed by the same measures as employed in the current research. A sample representative of the heterogeneous nature of our society would also be beneficial. A comparison of both parents' perceptions of hassles, support, frustration, and child abuse potential outcomes could provide the potential to compare perceptions of the two parents. A social desirability scale could be added to the questionnaires to address the problem of trying to make oneself look good.

Conclusions

Parenting daily hassles are correlated with child abuse potential outcomes (see Table 4). In addition, frustration acts as a mediator between challenge hassles and child abuse potential outcomes (anger, hostility, lack of empathy and physical aggression), and

the frequency of hassles and physical and verbal aggression. The relationship of challenge hassles and the frequency of hassles on the one hand and frustration on the other is moderated by social support. This information is important to all families and people working with families. Preventative, educational and support programs could be effective in helping families who are burdened with high hassles and low social support. Teaching families how to deal with hassles and frustration and helping them find support in their community are important applications of this research. Future research should address various demographic groups and utilize behavioral observation techniques.

Summary

Live events stress has been related to child abuse in the research literature. The purpose of this study was to examine parenting daily hassle stress and its relationship to potential for child abuse. A model predicting frustration as a mediator between parenting daily hassle stress and need for control, and child abuse potential outcomes was developed. Another variable in the model, social support, acted as a moderator between the predictor variables and frustration and the predictor variables and the outcome variables. Four hypotheses were developed to test this model. Three of the four hypotheses were at least partially supported. One hypothesis was untestable. The model is supported with challenge hassles and the frequency of hassles as predictors. A high frequency of hassles leads to frustration, which in turn leads to physical aggression. High social support can act as a buffer to lessen the impact of frequent hassles on frustration and thus lessen the impact of frustration and potentially the likelihood of physical aggression. Also, intense challenge hassles can lead to frustration, which in turn can lead

to lack of empathy, anger, hostility, or physical aggression. Social support acts as a buffer between challenge hassles and frustration, lessening the likelihood of the occurance of child abuse potential outcomes. The interpretations of this research can be applied to the fields of family social services, family education, counseling, teaching, and marriage enrichment. The small sample size (n=55) is a limitation of this research. Other limitations include a rather homogenous sample and questionnaire type data. Future research should address these limitations.

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Table 1
Range, Means and Standard Deviations for all Measures

	Range	M	sd
Frequency of Hassles	14-60	35.84	8.45
Intensity of Hassles	26-71	47.32	12.00
Parenting Hassles	9-29	17.35	4.74
Challenging Hassles	10-30	18.87	5.30
IAP	32-77	55.71	9.96
PSOC	9-41	22.27	7.17
AQ Total	29-99	57.15	15.58
Anger	7-29	15.75	5.51
Verbal Aggression	5-21	10.98	3.48
Physical Aggression	9-32	14.44	4.77
Hostility	8-29	15.98	6.15
AAPI Total	32-104	57.87	16.81
Role Reversal	8-29	15.18	5.38
Lack of Empathy	8-26	12.55	4.22
Physical Punishment	10-36	20.15	7.24
Inappropriate Expectations	6-16	10.00	2.87
MSSI Total	8-36	23.79	5.99
Childcare Support	0-3	1.48	1.13
Nonchild Care Support	0-7	3.27	1.98
Child/Nonchild Care Support	0-10	4.82	2.64

Table 2

Intercorrelations among all Predictors, Frustration, and Social Support

	Frequency of Hassles	Parenting Hassles	Challenge Hassles	Intensity Hassles	Need for Control	Frustration	Total Social Support
Frequency of Hassles		.66***	.67***	72***	-.13	.44***	-.04
Parenting Hassles			.76***	.90***	-.05	.44***	-.04
Challenge Hassles				.94***	.02	.56***	-.11
Intensity of Hassles					-.04	.53***	-.12
Need for Control						.21	-.18
Frustration							-.19
Total Social Support							

*p ≤ .05   **p ≤ .01   **p ≤ .001

Table 3

Intercorrelations among Outcomes

	Hostility	Physical Aggression	Anger	Verbal Aggression	Role Reversal	Physical Punishment	Lack of Empathy	Innapr. Expectat.
Hostility		.47***	.44***	.42**	.23	.28*	.24	.13
Physical Aggression			.49***	.57***	.36**	.48***	.53***	.29*
Anger				51***	.24	.12	.11	.02
Verbal Aggression					.11	.15	.09	-.11
Role Reversal						.64***	.59***	.50***
Physical Punishment							.72***	.60***
Lack of Empathy								.62***
Inappropriate Expectations								

*p ≤ .05   **p ≤ .01   ***p ≤ .001

Table 4

Hypothesis one: Correlations of Predictors, Mediators and Moderators

with Outcome Variables

	Frequency of Hassles	Parenting Hassles	Challenge Hassles	Intensity of Hassles	Need for Control	Frustration	Social Support
Hostility	.42**	.43***	.40**	.47***	.00	.51***	-.35**
Physical Aggression	.29*	.16	.32*	.31*	-.09	.38**	-.25
Anger	.35**	.30*	.28*	.36**	-.16	.35**	-.20
Verbal Aggression	.31*	12	19	.21	-.24	.19	-.13
Role Reversal	.03	.01	.27*	.16	.04	.33*	-.22
Lack of Empathy	-.01	.04	26*	.16	.19	.34*	-.43***
Inappropriate Expectations	.01	-.02	.10	01	-.01	.15	-.25
Physical Punishment	.12	.03	37**	.21	.30*	.30*	-.43***

p ≤ .05   **p ≤ 01   ***p ≤ .001

52

Table 5

Regressions Testing Frustration as a Mediator of the Relationship between Control or Hassles and AAPI Subscales

Equation

Outcome	Predictors	R^2	F	df	Beta	Standardized Beta
Control, Challenge, Frustration—›Punishment						
1. Frustration		.35	14.19***	2,52		
	Control				.14	.20
	Challenge Hassles				.75	.56***
2. Physical Punishment		.22	7.30**	2,52		
	Control				.21	.29*
	Challenge Hassles				.49	.36**
3. Physical Punishment		.22	4.82**	3,51		
	Control				.20	.28*
	Challenge Hassles				.46	.33*
	Frustration				.05	.05
Control, Parenting, Frustration—›Punishment						
1. Frustration		.24	7.94***	2,51		
	Control				.15	.21
	Parenting Hassles				.67	.45***
2. Physical Punishment		.11	3.20*	2,51		
	Control				.24	.33*
	Parenting Hassles				.07	.05
3. Physical Punishment		.19	4.00**	3,50		
	Control				.19	.26*
	Parenting Hassles				-.15	-.10
	Frustration				.33	.33*
Control, Frequency, Frustration—›Punishment						
1. Frustration		.27	9.60***	2,52		
	Control				.20	.27*
	Frequency				.41	.48***
2. Physical Punishment		.12	3.38*	2,52		
	Control				.23	.32*
	Frequency				.14	.16
3. Physical Punishment		.15	2.97*	3,51		
	Control				.19	.26
	Frequency				.05	.06
	Frustration				.22	.21

Table 5 continued

<u>Challenge, Frustration—›Lack of Empathy</u>

1. Frustration	.31	24.29***	1,53		
Challenge				.76	.56***
2. Lack of Empathy	.07	3.98*	1,53		
Challenge				.21	.26*
3. Lack of Empathy	.13	3.73*	2,52		
Challenge				.08	.10
Frustration				.17	.28†

<u>Challenge, Frustration—›Role Reversal</u>

1. Frustration	.31	24.29***	1,53		
Challenge				.76	.56***
2. Role Reversal	.07	4.22*	1,53		
Challenge				.28	.27*
3. Role Reversal	.12	3.62*	2,52		
Challenge				.12	.12
Frustration				.20	.27

† $p \leq .07$

* $p \leq .05$

** $p \leq .01$

*** $p \leq .001$

Table 6

Regressions Testing Frustration as a Mediator of the Relationship between Control or Hassles and AQ Subscales

Equation						
Outcome	Predictors	R^2	F	df	Beta	Standardized Beta
Challenge, Frustration—›Anger						
1. Frustration		.31	24.29***	1,53		
	Challenge				.76	.56***
2. Anger		.08	4.49*	1,53		
	Challenge				.29	.28*
3. Anger		.13	4.05*	2,52		
	Challenge				.12	.12
	Frustration				.22	.29†
Parenting, Frustration—›Anger						
1. Frustration		.19	12.38***	1,52		
	Parenting				.66	.44***
2. Anger		.09	5.26*	1,52		
	Parenting				.36	.30*
3. Anger		.15	4.58**	2,51		
	Parenting				.21	.18
	Frustration				.21	.27†
Frequency, Frustration—›Anger						
1. Frustration		.20	12.91***	1,53		
	Frequency				.38	.44***
2. Anger		.12	7.53**	1,53		
	Frequency				.23	.35**
3. Anger		.17	5.44**	2,52		
	Frequency				.16	.24
	Frustration				.19	.25
Challenge, Frustration—›Hostility						
1. Frustration		.31	24.29***	1,53		
	Challenge				.76	.56***
2. Hostility		.16	9.85**	1,53		
	Challenge				.46	.40**
3. Hostility		.28	10.12***	2,52		
	Challenge				.18	.16
	Frustration				.36	.42**

Table 6 continued

Parenting, Frustration—›Hostility					
1. Frustration	.19	12.38***	1,52		
Parenting				.66	.44***
2. Hostility	.18	11.62***	1,52		
Parenting				.55	.43***
3. Hostility	.30	10.91***	2,51		
Parenting				.33	.26*
Frustration				.32	.38**
Frequency, Frustration—›Hostility					
1. Frustration	.20	12.91***	1,53		
Frequency				.38	.44***
2. Hostility	.17	11.05**	1,53		
Frequency				.30	.42**
3. Hostility	.31	11.52***	2,52		
Frequency				.17	.23†
Frustration				.35	.41**
Frequency, Frustration—›Verbal Aggression					
1. Frustration	.20	12.91***	1,53		
Frequency				.38	.44***
2. Verbal Aggression	.10	5.63*	1,53		
Frequency				.13	.31*
3. Verbal Aggression	.10	2.87†	2,52		
Frequency				.12	.28†
Frustration				.03	.06
Challenge, Frustration—›Physical Aggression					
1. Frustration	.31	24.29***	1,53		
Challenge				.76	.56***
2. Physical Aggression	.10	5.95*	1,53		
Frequency				.29	.32*
3. Physical Aggression	.16	4.89**	2,52		
Challenge				.14	.16
Frustration				.19	.29†
Frequency, Frustration—›Physical Aggression					
1. Frustration	.20	12.91***	1,53		
Frequency				.38	.44***
2. Physical Aggression	.08	4.71*	1,53		
Frequency				.16	.29*
3. Physical Aggression	.16	4.93**	2,52		
Frequency				.08	.15
Frustration				.21	.31*

†$p \leq .07$

*$p \leq .05$

**$p \leq .01$

***$p \leq .001$

Table 7

Social Support as a Moderator of the Impact of High Hassles and Need for Control on Frustration, and Child Abuse Potential Outcomes

Outcome	Groups	N	M	sd	F	DF	p
Frustration							
	High Challenge Hassles	29			5.45	1,27	.03
	Low Social Support	17	27.06	7.08			
	High Social Support	12	21.42	5.28			
	High Parenting Hassles	29			2.14	1,27	.16
	Low Social Support	15	25.27	8.23			
	High Social Support	14	21.50	5.19			
	High Frequency Hassles	28			6.96	1,26	.01
	Low Social Support	15	27.87	7.13			
	High Social Support	13	21.85	4.39			
	High Need for Control	28			2.79	1,27	.11
	Low Social Support	16	24.69	6.91			
	High Social Support	12	20.08	7.62			
Total AQ							
	High Challenge Hassles	29			2.10	1,27	.16
	Low Social Support	17	66.18	17.15			
	High Social Support	12	57.50	13.79			
	High Parenting Hassles	29			.77	1,27	.39
	Low Social Support	15	61.53	14.28			

Table 7 continued

High Social Support	14	57.07	12.93			
High Frequency of Hassles	28			3.27	1,26	.08
Low Social Support	15	70.13	15.18			
High Social Support	13	59.08	17.21			
High Need for Control	28			5.12	1,26	.03
Low Social Support	16	57.81	12.50			
High Social Support	12	48.17	9.02			

Total AAPI

High Challenge Hassles	29			1.92	1,27	.18
Low Social Support	17	66.47	19.97			
High Social Support	12	57.25	13.5			
High Parenting Hassles	29			1.08	1,27	.31
Low Social Support	15	58.87	17.15			
High Social Support	14	53.14	17.85			
High Frequency of Hassles	28			3.43	1,26	.08
Low Social Support	15	66.53	20.71			
High Social Support	13	53.77	14.74			
High Need for Control	28			.36	1,26	.55
Low Social Support	16	61.75	15.79			
High Social Support	12	58.17	15.24			

APPENDIX

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 04-04-96   IRB#: HE-96-052

Proposal Title: MATERNAL CHILD ABUSE POTENTIAL: THE RELATIONSHIPS OF PARENTING DAILY HASSLES, NEED FOR CONTROL, FRUSTRATION, AND SOCIAL SUPPORT TO PARENTING ATTITUDES, ANGER HOSTILITY, AND AGGRESSION

Principal Investigator(s): Laura Hubbs-Tait, Sarah Eiden

Reviewed and Processed as: Expedited

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: _____   Date: April 22, 1996

Chair of Institutional Review Board

VITA

Sarah M. Eiden

Candidate for the Degree of

Master of Science

Thesis: MATERNAL CHILD ABUSE POTENTIAL: THE RELATIONSHIPS OF PARENTING DAILY HASSLES, NEED FOR CONTROL, FRUSTRATION, AND SOCIAL SUPPORT TO PARENTING ATTITUDES, ANGER, HOSTILITY, AND AGGRESSION

Major Field: Family Relations and Child Development

Biographical:

Education: Graduated from Ashland High School, Ashland, WI in June 1985; received B.S. degree in Psychology and a Bachelor of Science in Education degree in Elementary Education from the University of Wisconsin-Oshkosh, Oshkosh, Wisconsin in May, 1991 Completed the requirements for the M.S. degree with a major in Child Development at Oklahoma State University, December, 1997

Experience: Day Care Director, St. Francis House, Little Rock, Arkansas, August 1997- ; Kindergarten Teacher, Child Development Lab., Oklahoma State University, Stillwater, Oklahoma, August 1996 - May 1997; Graduate Teaching Assistant/Student Teacher Supervisor, Family Relations and Child Development, Oklahoma State University, Aug. 1995 to May 1996

Professional Development: 15th Annual Early Childhood Conference, DePere, Wisconsin, April 1993; 103rd Annual American Psychological Association Convention, New York, August 1995; National Association for the Education of Young Children National Conference, Dallas, Texas, November, 1996; National Association for the Education of Young Children National Conference, Anaheim, California, November 1997

Professional Memberships: National Council on Family Relations; National Association for the Education of Young Children

Honors: John and Sue Taylor Graduate Research Scholar, Spring 1996; National Psychology Honor Society (PSI CHI), April 1988; National Education Honor Society (KAPPA DELTA PI), April 1988