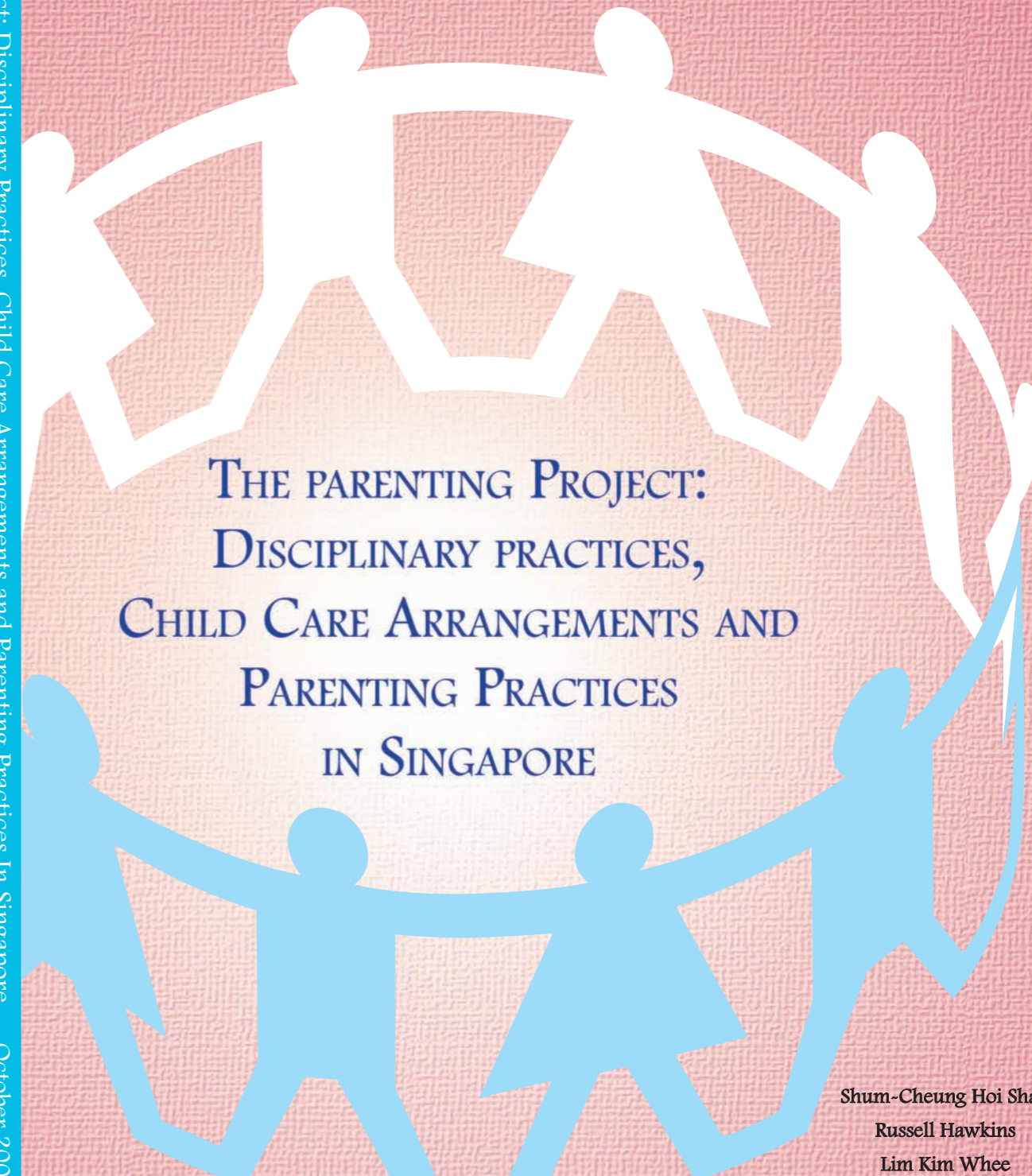




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The Parenting Project: Disciplinary Practices, Child Care Arrangements and Parenting Practices In Singapore October 2006



THE PARENTING PROJECT:
DISCIPLINARY PRACTICES,
CHILD CARE ARRANGEMENTS AND
PARENTING PRACTICES
IN SINGAPORE

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SINGAPORE CHILDREN'S SOCIETY

Research Monograph No.6

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APPENDIX A:
QUESTIONNAIRE FOR PARENTS

INTERVIEW FACT SHEET

Resp. No

F/M

Name of Interviewer : _____

[Interviewer to fill in after interview]

Telephone Number : _____

Time taken for interview : _____ minutes

Interviewer comments:

RESPONDENT'S BACKGROUND DATA [To be filled in by interviewer]

SEX

- 1] Male 2] Female

RACE

- 1] Chinese 2] Malay 3] Indian 4] Others (Please specify)

AGE _____

EDUCATION LEVEL

- 1] No formal education 5] Obtained a Diploma
2] Completed primary education 6] Obtained a Bachelor degree
3] Completed secondary education 7] Obtained a Postgraduate degree
4] Completed GCE 'A' Level

OCCUPATION _____

MONTHLY HOUSEHOLD INCOME

- 1] below 2000
2] 2000 - 4999
3] 5000 - 7999
4] above 8000

MARITAL STATUS _____

please tell us the sex and age of all your children.

[Interviewer: Please put a tick in the box for the child the parent will be responding on. The parent may choose which child he / she would like to respond on if more than one child meets the sampling criteria.]

Birth Order		Sex	Age
1st Child	<input type="checkbox"/>	_____	_____
2nd Child	<input type="checkbox"/>	_____	_____
3rd Child	<input type="checkbox"/>	_____	_____
4th Child	<input type="checkbox"/>	_____	_____
5th Child	<input type="checkbox"/>	_____	_____
6th Child	<input type="checkbox"/>	_____	_____

SECTION 1 : DISCIPLINARY PRACTICES

[Interviewer: Please say the following to the respondent]

General Introduction

We are going to present you with a list of possible misbehaviour of children. For each of the 8 forms of misbehaviour, I am going to ask you 3 questions.

Firstly, we would like to find out how effective you think certain disciplinary practices are in dealing with children. Every now and then, we hear parents say that what they do is not effective, and so we are interested in hearing your views on what is effective in dealing with children who have misbehaved.

You will be given a list of disciplinary methods labelled (a) to (g), and you will be asked to indicate how effective each method is in dealing with a child who has, say, shown disrespect to adults.

For instance, if you think using physical punishment is very effective in dealing with a child who has shown disrespect to adults, please circle “5”. If you think physical punishment is effective, please circle “4”. On the other hand, if you think using physical punishment is ineffective, please circle “2”. If you think physical punishment is very ineffective, please circle “1”. Please circle “3” only if you are neutral. Please do the same for the rest of the disciplinary practices.

SHOW DISRESPECT TO ADULTS

i	How effective do you think the following methods are in dealing with a child who has shown disrespect to adults?	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child I don't love him/her	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

Next, we seek to find out how often your child would engage in certain misbehaviour. We know that your child is good in many ways, but your response will help us understand better how children in general may misbehave at times.

We are going to ask how often your child has, for example, shown disrespect to adults.

ii	How often does your child show disrespect to adults?	Never	Almost Never	Sometimes	Often	Very Often
		1	2	3	4	5

If your child shows disrespect to adults very often, please circle “5”. If your child often shows disrespect, please circle “4”. If your child only shows disrespect to adults sometimes, please circle “3”.

If your child almost never shows disrespect to adults, please circle “2”. If your child has never shown disrespect to adults, please circle “1”.

Finally, we are interested to know how parents have reacted to their children’s misbehaviour, knowing that in general there is no right or wrong way to do things.

We are going to ask how often you have used specific disciplinary methods, when you deal with your child who has shown disrespect to adults.

iii	How often have you used the following methods to discipline your child for <u>showing disrespect to adults</u> ?	Never	Almost Never	Sometimes	Often	Very Often
a.	Use physical punishment on my child	1	2	3	4	5
b.	Show anger towards my child (e.g scolding, shouting etc)	1	2	3	4	5
c.	Take away some of my child’s privileges (e.g no TV, games etc)	1	2	3	4	5
d.	Explain to my child what he/she has done wrong	1	2	3	4	5
e.	Isolate my child	1	2	3	4	5
f.	Tell my child I don’t love him/her	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

If you use physical punishment very often to deal with your child who has shown disrespect to adults, please circle “5”. If you use physical punishment often, please circle “4”. If you use physical punishment sometimes, please circle “3”. If you have almost never used physical punishment on your child who has shown disrespect to adults, please circle “2”. If you have never used physical punishment on your child, please circle “1”. Please do the same for the rest of the disciplinary methods.

[Interviewer: Please ask respondent if he/she has any questions. If no question, proceed with the questionnaire.]

1. QUARREL WITH OTHERS

1a.	How effective do you think the following methods are in dealing with a child who has <u>quarrelled with others?</u>	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child I don't love him/her	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

1b.	How often does your child <u>quarrel with others?</u>	Never	Almost Never	Sometimes	Often	Very Often
		1	2	3	4	5

Interviewer: If the respondent says his/her child has never quarrelled with others, please tick in the box on the right and skip Q1c.

1c.	How often have you used the following methods to discipline your child for <u>quarrelling with others?</u>	Never	Almost Never	Sometimes	Often	Very Often
a.	Use physical punishment on my child	1	2	3	4	5
b.	Show anger towards my child (e.g scolding, shouting etc)	1	2	3	4	5
c.	Take away some of my child's privileges (e.g no TV, games etc)	1	2	3	4	5
d.	Explain to my child what he/she has done wrong	1	2	3	4	5
e.	Isolate my child	1	2	3	4	5
f.	Tell my child I don't love him/her	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

2. FIGHT WITH OTHERS

2a. How effective do you think the following methods are in dealing with a child who has <u>fought with others</u> ?	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
a. Use physical punishment on the child	1	2	3	4	5
b. Show anger towards the child (e.g scolding, shouting etc)	1	2	3	4	5
c. Take away some of the child's privileges (e.g no TV, games etc)	1	2	3	4	5
d. Explain to the child what he/she has done wrong	1	2	3	4	5
e. Isolate the child	1	2	3	4	5
f. Tell the child I don't love him/her	1	2	3	4	5
g. Do nothing	1	2	3	4	5
2b. How often does your child <u>fight with others</u> ?	Never	Almost Never	Sometimes	Often	Very Often
	1	2	3	4	5

Interviewer: If the respondent says his/her child has never fought with others, please tick in the box on the right and skip Q2c.

2c. How often have you used the following methods to discipline your child for <u>fighting with others</u> ?	Never	Almost Never	Sometimes	Often	Very Often
a. Use physical punishment on my child	1	2	3	4	5
b. Show anger towards my child (e.g scolding, shouting etc)	1	2	3	4	5
c. Take away some of my child's privileges (e.g no TV, games etc)	1	2	3	4	5
d. Explain to my child what he/she has done wrong	1	2	3	4	5
e. Isolate my child	1	2	3	4	5
f. Tell my child I don't love him/her	1	2	3	4	5
g. Do nothing	1	2	3	4	5

3. BULLY ANOTHER CHILD

3a.	How effective do you think the following methods are in dealing with a child who has <u>bullied another child</u> ?	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child I don't love him/her	1	2	3	4	5
g.	Do nothing	1	2	3	4	5
3b.	How often does your child <u>bully another child</u> ?	Never	Almost Never	Sometimes	Often	Very Often
		1	2	3	4	5

[Interviewer: If the respondent says his/her child has never bullied another child, please tick in the box on the right and skip Q3c.

3c.	How often have you used the following methods to discipline your child for <u>bullying another child</u> ?	Never	Almost Never	Sometimes	Often	Very Often
a.	Use physical punishment on my child	1	2	3	4	5
b.	Show anger towards my child (e.g scolding, shouting etc)	1	2	3	4	5
c.	Take away some of my child's privileges (e.g no TV, games etc)	1	2	3	4	5
d.	Explain to my child what he/she has done wrong	1	2	3	4	5
e.	Isolate my child	1	2	3	4	5
f.	Tell my child I don't love him/her	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

4. VANDALIZE OBJECTS

4a. How effective do you think the following methods are in dealing with a child who has <u>vandalized objects</u> ?	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
a. Use physical punishment on the child	1	2	3	4	5
b. Show anger towards the child (e.g scolding, shouting etc)	1	2	3	4	5
c. Take away some of the child's privileges (e.g no TV, games etc)	1	2	3	4	5
d. Explain to the child what he/she has done wrong	1	2	3	4	5
e. Isolate the child	1	2	3	4	5
f. Tell the child I don't love him/her	1	2	3	4	5
g. Do nothing	1	2	3	4	5
4b. How often does your child <u>vandalize objects</u> ?	Never	Almost Never	Sometimes	Often	Very Often
	1	2	3	4	5

[Interviewer: If the respondent says his/her child has never vandalized objects, please tick in the box on the right and skip Q4c.

4c. How often have you used the following methods to discipline your child for <u>vandalizing objects</u> ?	Never	Almost Never	Sometimes	Often	Very Often
a. Use physical punishment on my child	1	2	3	4	5
b. Show anger towards my child (e.g scolding, shouting etc)	1	2	3	4	5
c. Take away some of my child's privileges (e.g no TV, games etc)	1	2	3	4	5
d. Explain to my child what he/she has done wrong	1	2	3	4	5
e. Isolate my child	1	2	3	4	5
f. Tell my child I don't love him/her	1	2	3	4	5
g. Do nothing	1	2	3	4	5

5. TAKE AND KEEP THINGS THAT DO NOT BELONG TO HIM/HER

5a.	How effective do you think the following methods are in dealing with a child who has <u>taken and kept things that do not belong to him/her?</u>	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child I don't love him/her	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

5b.	How often does your child <u>take and keep things that do not belong to him/her?</u>	Never	Almost Never	Sometimes	Often	Very Often
		1	2	3	4	5

[Interviewer: If the respondent says his/her child has never taken things that do not belong to him/her, please tick in the box on the right and skip Q5c.

5c.	How often have you used the following methods to discipline your child for <u>taking and keeping things that do not belong to him/her?</u>	Never	Almost Never	Sometimes	Often	Very Often
a.	Use physical punishment on my child	1	2	3	4	5
b.	Show anger towards my child (e.g scolding, shouting etc)	1	2	3	4	5
c.	Take away some of my child's privileges (e.g no TV, games etc)	1	2	3	4	5
d.	Explain to my child what he/she has done wrong	1	2	3	4	5
e.	Isolate my child	1	2	3	4	5
f.	Tell my child I don't love him/her	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

6. TELL LIES

6a. How effective do you think the following methods are in dealing with a child who has <u>told lies</u> ?	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
a. Use physical punishment on the child	1	2	3	4	5
b. Show anger towards the child (e.g scolding, shouting etc)	1	2	3	4	5
c. Take away some of the child's privileges (e.g no TV, games etc)	1	2	3	4	5
d. Explain to the child what he/she has done wrong	1	2	3	4	5
e. Isolate the child	1	2	3	4	5
f. Tell the child I don't love him/her	1	2	3	4	5
g. Do nothing	1	2	3	4	5
6b. How often does your child <u>tell lies</u> ?	Never	Almost Never	Sometimes	Often	Very Often
	1	2	3	4	5

[Interviewer: If the respondent says his/her child has never told lies, please tick in the box on the right and skip Q6c.

6c. How often have you used the following methods to discipline your child for <u>telling lies</u> ?	Never	Almost Never	Sometimes	Often	Very Often
a. Use physical punishment on my child	1	2	3	4	5
b. Show anger towards my child (e.g scolding, shouting etc)	1	2	3	4	5
c. Take away some of my child's privileges (e.g no TV, games etc)	1	2	3	4	5
d. Explain to my child what he/she has done wrong	1	2	3	4	5
e. Isolate my child	1	2	3	4	5
f. Tell my child I don't love him/her	1	2	3	4	5
g. Do nothing	1	2	3	4	5

7. REFUSE TO OBEY INSTRUCTIONS

7a. How effective do you think the following methods are in dealing with a child who has <u>refused to obey instructions</u> ?	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
a. Use physical punishment on the child	1	2	3	4	5
b. Show anger towards the child (e.g scolding, shouting etc)	1	2	3	4	5
c. Take away some of the child's privileges (e.g no TV, games etc)	1	2	3	4	5
d. Explain to the child what he/she has done wrong	1	2	3	4	5
e. Isolate the child	1	2	3	4	5
f. Tell the child I don't love him/her	1	2	3	4	5
g. Do nothing	1	2	3	4	5
7b. How often does your child <u>refuse to obey instructions</u> ?	Never	Almost Never	Sometimes	Often	Very Often
	1	2	3	4	5

[Interviewer: If the respondent says his/her child has never refused to obey instructions, please tick in the box on the right and skip Q7c.

7c. How often have you used the following methods to discipline your child for <u>refusing to obey instructions</u> ?	Never	Almost Never	Sometimes	Often	Very Often
a. Use physical punishment on my child	1	2	3	4	5
b. Show anger towards my child (e.g scolding, shouting etc)	1	2	3	4	5
c. Take away some of my child's privileges (e.g no TV, games etc)	1	2	3	4	5
d. Explain to my child what he/she has done wrong	1	2	3	4	5
e. Isolate my child	1	2	3	4	5
f. Tell my child I don't love him/her	1	2	3	4	5
g. Do nothing	1	2	3	4	5

8. BEING IMPOLITE TO OTHERS

8a. How effective do you think the following methods are in dealing with a child who has <u>been impolite to others</u> ?	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
a. Use physical punishment on the child	1	2	3	4	5
b. Show anger towards the child (e.g scolding, shouting etc)	1	2	3	4	5
c. Take away some of the child's privileges (e.g no TV, games etc)	1	2	3	4	5
d. Explain to the child what he/she has done wrong	1	2	3	4	5
e. Isolate the child	1	2	3	4	5
f. Tell the child I don't love him/her	1	2	3	4	5
g. Do nothing	1	2	3	4	5
8b. How often is your child <u>impolite to others</u> ?	Never	Almost Never	Sometimes	Often	Very Often
	1	2	3	4	5

[Interviewer: If the respondent says his/her child has never been impolite to others, please tick in the box on the right and skip Q8c.

8c. How often have you used the following methods to discipline your child for <u>being impolite to others</u> ?	Never	Almost Never	Sometimes	Often	Very Often
a. Use physical punishment on my child	1	2	3	4	5
b. Show anger towards my child (e.g scolding, shouting etc)	1	2	3	4	5
c. Take away some of my child's privileges (e.g no TV, games etc)	1	2	3	4	5
d. Explain to my child what he/she has done wrong	1	2	3	4	5
e. Isolate my child	1	2	3	4	5
f. Tell my child I don't love him/her	1	2	3	4	5
g. Do nothing	1	2	3	4	5

SECTION 2 : CHILD CARE ARRANGEMENTS

[Interviewer: Please say the following to the respondent]

In this section, we are interested in understanding more about the care arrangement of children from different age groups. We are going to ask you a few questions on the care arrangement of your child.

For Question 1, please think about the care arrangement of your child when he/she was from age 0-3.

[Interviewer: The respondent may choose more than 1 option]

1a. From age 0 to 3, my child was mainly cared for by

- the mother
- the father
- the grandmother
- the grandfather
- an adult relative (not parents or grandparents)
- a non-relative adult (e.g. family friends)
- an older brother or sister
- a paid worker (e.g. maid, babysitter)
- a child care centre
- Others Please specify _____

1b. How happy were you with the above care arrangement? Please tell us the reason(s) for your choice.

- | | | | | |
|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1..... | 2..... | 3..... | 4..... | 5..... |
| Very
Unhappy | Unhappy | Neither
Unhappy Nor
Happy | Happy | Very
Happy |

Ideally, which of the following care arrangement would you have preferred when your child was from age 0 to 3? Please tell us the reason(s) for your choice.

[Interviewer: Please tick one only]

1c. From age 0 to 3, my child was mainly cared for by

- the mother
 - the father
 - the grandmother
 - the grandfather
 - an adult relative (not parents or grandparents)
 - a non-relative adult (e.g. family friends)
 - an older brother or sister
 - a paid worker (e.g. maid, babysitter)
 - a child care centre
 - Others Please specify _____
-
-

[Interviewer: Please say the following to the respondent]

For the remaining questions, we are going to ask about the main care arrangement for your child before and after school each day.

[Interviewer: The respondent may choose more than 1 option]

2a. From age 4 to 6, my child was mainly cared for *before and after school* by

- the mother
- the father
- the grandmother
- the grandfather
- an adult relative (not parents or grandparents)
- a non-relative adult (e.g. family friends)
- an older brother or sister
- a paid worker (e.g. maid, babysitter)
- a child care centre
- Others Please specify _____

2b. How happy were you with the above care arrangement? Please tell us the reason(s) for your choice.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.....	2.....	3.....	4.....	5.....
Very Unhappy	Unhappy	Neither Unhappy Nor Happy	Happy	Very Happy

2c. Ideally, which of the following care arrangement would you have preferred when your child was from age 4 to 6? Please tell us the reason(s) for your choice.

[Interviewer: Please tick one only]

- the mother
- the father
- the grandmother
- the grandfather
- an adult relative (not parents or grandparents)
- a non-relative adult (e.g. family friends)
- an older brother or sister
- a paid worker (e.g. maid, babysitter)
- a child care centre
- Others Please specify _____

3a. From age 7 to 9, my child was mainly cared for *before and after school* by
[Interviewer: The respondent may choose more than 1 option]

- the mother
- the father
- the grandmother
- the grandfather
- an adult relative (not parents or grandparents)
- a non-relative adult (e.g. family friends)
- an older brother or sister
- a paid worker (e.g. maid, babysitter)
- a child care centre
- Others Please specify _____

3b. How happy were you with the above care arrangement? Please tell us the reason(s) for your choice.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.....	2.....	3.....	4.....	5.....
Very Unhappy	Unhappy	Neither Unhappy Nor Happy	Happy	Very Happy

3c. Ideally, which of the following care arrangement would you have preferred when your child was from age 7 to 9? Please tell us the reason(s) for your choice.

[Interviewer: Please tick one only]

- the mother
 - the father
 - the grandmother
 - the grandfather
 - an adult relative (not parents or grandparents)
 - a non-relative adult (e.g. family friends)
 - an older brother or sister
 - a paid worker (e.g. maid, babysitter)
 - a child care centre
 - Others Please specify _____
-
-

4a. From age 10, my child was mainly cared for *before and after school* by

[Interviewer: The respondent may choose more than 1 option]

- the mother
- the father
- the grandmother
- the grandfather
- an adult relative (not parents or grandparents)
- a non-relative adult (e.g. family friends)
- an older brother or sister
- a paid worker (e.g. maid, babysitter)
- a child care centre
- Others Please specify _____

4b. How happy were you with the above care arrangement? Please tell us the reason(s) for your choice.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.....	2.....	3.....	4.....	5.....
Very Unhappy	Unhappy	Neither Unhappy Nor Happy	Happy	Very Happy

4c. Ideally, which of the following care arrangement would you have preferred when your child was from age 10? Please tell us the reason(s) for your choice.

[Interviewer: Please tick one only]

- the mother
- the father
- the grandmother
- the grandfather
- an adult relative (not parents or grandparents)
- a non-relative adult (e.g. family friends)
- an older brother or sister
- a paid worker (e.g. maid, babysitter)
- a child care centre
- Others Please specify _____

SECTION 3 : QUALITIES FOR CHILDREN

[Interviewer: Please say the following to the respondent]

I am going to read to you a list of qualities. Please tell me to what extent you think each of these qualities is important for children, on a scale from 1 to 5.

If you think a quality is very important, please circle “5”. If the quality is somewhat important, please circle “4”. If the quality is somewhat unimportant, please circle “2”. If you think the quality is not important at all, please circle “1”. Please circle “3” only if you are neutral.

		Not Important At All	Somewhat Unimportant	Neutral	Somewhat Important	Very Important
1	To be independent	1	2	3	4	5
2	To do well in school	1	2	3	4	5
3	To be obedient	1	2	3	4	5
4	To get along with others	1	2	3	4	5
5	To not harm others	1	2	3	4	5
6	To be polite	1	2	3	4	5
7	To show emotional self-control	1	2	3	4	5
8	To not be selfish	1	2	3	4	5
9	To be helpful	1	2	3	4	5
10	To share with others	1	2	3	4	5
11	To respect people older than the child	1	2	3	4	5
12	To be modest/humble	1	2	3	4	5
13	To be honest	1	2	3	4	5
14	To be responsible	1	2	3	4	5
15	To be assertive	1	2	3	4	5

SECTION 4 : PARENTING PRACTICES

[Interviewer: Please say the following to the respondent]

We are going to read to you a list of things parents may do in the process of bringing up their children.

We are interested to find out how often you have done certain things when you bring up your child. Your response will help us to understand better what parents do when they interact with their children.

		Never	Almost Never	Sometimes	Often	Very Often
1	I train my child to work very hard	1	2	3	4	5
2	I train my child to be disciplined	1	2	3	4	5
3	I teach my child by pointing out good behaviour in others	1	2	3	4	5
4	I tell my child not to "show off" when other people say nice things about him/her	1	2	3	4	5
5	I supervise all of my child's activities	1	2	3	4	5
6	I make my child feel guilty when he/she doesn't meet my expectations	1	2	3	4	5
7	I do everything for my child's education	1	2	3	4	5
8	I spend time with my child	1	2	3	4	5
9	I give praise when my child is good	1	2	3	4	5
10	I show my love by hugging, kissing and holding my child	1	2	3	4	5
11	I give comfort and understanding when my child is upset	1	2	3	4	5
12	I listen to my child's ideas and opinions	1	2	3	4	5
13	I let my child decide many things for him/herself	1	2	3	4	5
14	I do not allow my child to question my decisions	1	2	3	4	5
15	I make sure I know where my child is and what he/she is doing	1	2	3	4	5
16	I am strict	1	2	3	4	5
17	I encourage my child to always do his/her best	1	2	3	4	5
18	I show an interest in what my child does	1	2	3	4	5
19	I am too busy to bother with my child	1	2	3	4	5
20	I make sure that my child knows about our religion	1	2	3	4	5

We have come to the end of the survey.
Thank you very much for your participation!

APPENDIX B:
QUESTIONNAIRE FOR CHILDREN

INTERVIEW FACT SHEET

Resp. No

C

Name of Interviewer : _____

[Interviewer to fill in after interview]

Telephone Number : _____

Time taken for interview : _____ minutes

Interviewer comments:

CHILD RESPONDENT'S BACKGROUND DATA [To be filled in by interviewer]

SEX

- 1] Male 2] Female

RACE

- 1] Chinese 2] Malay 3] Indian 4] Others (Please specify)

AGE _____

EDUCATION LEVEL

- 1] Primary 4
2] Primary 5
3] Primary 6
4] Others _____

SECTION 1 : DISCIPLINARY PRACTICES

[Interviewer: Please say the following to the respondent]

We are going to present to you a list of things children like yourself sometimes do. Most parents usually do not like those things, and they will respond in various ways, such as:

- 1 use physical punishment on the child
- 2 show anger towards the child (e.g. scolding, shouting etc.)
- 3 take away some of the child's privileges (e.g. no TV, games etc.)
- 4 explain to the child what he/she has done wrong
- 5 isolate the child
- 6 tell the child he/she is not loved
- 7 do nothing

We want to know what you think about these actions, when parents deal with children who misbehave.

Here is an example of how to answer this section. Before I start each question, I will tell you the misbehaviour to be considered. For the first question, you will be given a list of disciplinary methods labelled (a) to (g), and you will be asked to tell me how fair it is for a parent to do those actions to a child if the child has, for example, been rude to adults.

BEING RUDE TO ADULTS

i	If a child is <u>rude to adults</u> , how fair is it for parents to	Very Unfair	Unfair	In-Between	Fair	Very Fair
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

If you think it is very fair for parents to use physical punishment on a child who has been rude to adults, please choose “5”. If you think it is fair to use physical punishment, please choose “4”. If you think it is unfair to use physical punishment, please choose “2”. If you think it is very unfair to use physical punishment, please choose “1”. Please choose “3” if you think using physical punishment is neither fair nor unfair. Do the same for the rest of the actions.

For the next question, we would like to know how effective you think a list of actions are, when a parent deal with a child who has, for example, been rude to adults.

ii How effective do you think the following methods are in dealing with a child who has been rude to adults?

	Very Ineffective	Ineffective	In-Between	Effective	Very Effective
a. Use physical punishment on the child	1	2	3	4	5
b. Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c. Take away some of the child’s privileges (e.g. no TV, games etc)	1	2	3	4	5
d. Explain to the child what he/she has done wrong	1	2	3	4	5
e. Isolate the child	1	2	3	4	5
f. Tell the child he/she is not loved	1	2	3	4	5
g. Do nothing	1	2	3	4	5

If you think using physical punishment on the child who has been rude to adults is very effective, please choose “5”. If you think physical punishment is effective, please choose “4”. On the other hand, if you think physical punishment is ineffective, please choose “2”. If you think physical punishment is very ineffective, please choose “1”. “Please choose “3” if you think using physical punishment is neither effective nor ineffective”. Do the same for the rest of the actions.

[Interviewer: Please ask the respondent if he/she has any questions. If no questions, proceed with the questionnaire.]

1. QUARREL WITH OTHERS

1a	If a child <u>quarrels with others</u> , how fair is it for parents to	Very Unfair	Unfair	In-Between	Fair	Very Fair
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5
1b	How effective do you think the following methods are in dealing with a child who has <u>quarrelled with others</u> ?	Very Ineffective	Ineffective	In-Between	Effective	Very Effective
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

2. FIGHT WITH OTHERS

2a	If a child <u>fights with others</u> , how fair is it for parents to	Very Unfair	Unfair	In- Between	Fair	Very Fair
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5
2b	How effective do you think the following methods are in dealing with a child who has <u>fought with others</u> ?	Very Ineffective	Ineffective	In- Between	Effective	Very Effective
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

3. BULLY ANOTHER CHILD

3a	If a child <u>bullies another child</u> , how fair is it for parents to	Very Unfair	Unfair	In-Between	Fair	Very Fair
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5
3b	How effective do you think the following methods are in dealing with a child who has <u>bullied another child</u> ?	Very Ineffective	Ineffective	In-Between	Effective	Very Effective
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

4. VANDALIZE OBJECTS

4a	If a child <u>vandalizes objects</u> , how fair is it for parents to	Very Unfair	Unfair	In- Between	Fair	Very Fair
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5
4b	How effective do you think the following methods are in dealing with a child who has <u>vandalized objects</u> ?	Very Ineffective	Ineffective	In- Between	Effective	Very Effective
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

5. TAKE AND KEEP THINGS THAT DO NOT BELONG TO HIM/HER

5a	If a child <u>takes things that do not belong to him/her</u> , how fair is it for parents to	Very Unfair	Unfair	In-Between	Fair	Very Fair
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5
5b	How effective do you think the following methods are in dealing with a child who has <u>taken things that do not belong to him/her</u> ?	Very Ineffective	Ineffective	In-Between	Effective	Very Effective
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

6. TELL LIES

6a	If a child <u>tells lies</u> , how fair is it for parents to	Very Unfair	Unfair	In-Between	Fair	Very Fair
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5
6b	How effective do you think the following methods are in dealing with a child who has <u>told lies</u> ?	Very Ineffective	Ineffective	In-Between	Effective	Very Effective
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

7. REFUSE TO OBEY INSTRUCTIONS

7a	If a child <u>refuses to obey instructions</u> , how fair is it for parents to	Very Unfair	Unfair	In- Between	Fair	Very Fair
	a. Use physical punishment on the child	1	2	3	4	5
	b. Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
	c. Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
	d. Explain to the child what he/she has done wrong	1	2	3	4	5
	e. Isolate the child	1	2	3	4	5
	f. Tell the child he/she is not loved	1	2	3	4	5
	g. Do nothing	1	2	3	4	5
7b	How effective do you think the following methods are in dealing with a child who has <u>refused to obey instructions</u> ?	Very Ineffective	Ineffective	In- Between	Effective	Very Effective
	a. Use physical punishment on the child	1	2	3	4	5
	b. Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
	c. Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
	d. Explain to the child what he/she has done wrong	1	2	3	4	5
	e. Isolate the child	1	2	3	4	5
	f. Tell the child he/she is not loved	1	2	3	4	5
	g. Do nothing	1	2	3	4	5

8. BEING IMPOLITE TO OTHERS

8a	If a child is <u>impolite to others</u>, how fair is it for parents to	Very Unfair	Unfair	In- Between	Fair	Very Fair
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5
8b	How effective do you think the following methods are in dealing with a child who has been <u>impolite to others</u>?	Very Ineffective	Ineffective	In- Between	Effective	Very Effective
a.	Use physical punishment on the child	1	2	3	4	5
b.	Show anger towards the child (e.g. scolding, shouting etc)	1	2	3	4	5
c.	Take away some of the child's privileges (e.g. no TV, games etc)	1	2	3	4	5
d.	Explain to the child what he/she has done wrong	1	2	3	4	5
e.	Isolate the child	1	2	3	4	5
f.	Tell the child he/she is not loved	1	2	3	4	5
g.	Do nothing	1	2	3	4	5

SECTION 2 : CHILD CARE ARRANGEMENTS

[Interviewer: Please say the following to the respondent]

We are interested to know who takes care of you before and after school each day. We are going to ask you some questions, please answer them as accurately as possible.

[Interviewer: The respondent may choose more than 1 option]

1a. From age 4 to 6, I was mainly cared for by

- the mother
- the father
- the grandmother
- the grandfather
- an adult relative (not parents or grandparents)
- a non-relative adult (e.g. family friends)
- an older brother or sister
- a paid worker (e.g. maid, babysitter)
- a child care centre
- Others Please specify _____

1b. How happy were you with the above care arrangement? Please tell us the reason(s) for your choice.

- | | | | | |
|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1..... | 2..... | 3..... | 4..... | 5..... |
| Very
Unhappy | Unhappy | Neither
Unhappy Nor
Happy | Happy | Very
Happy |

1c. Think about the time when you were from age 4 to 6. If you had a choice, who would you have liked to be your caregiver? Please tell us the reason(s) for your choice.

[Interviewer: Please tick one only]

- the mother
 - the father
 - the grandmother
 - the grandfather
 - an adult relative (not parents or grandparents)
 - a non-relative adult (e.g. family friends)
 - an older brother or sister
 - a paid worker (e.g. maid, babysitter)
 - a child care centre
 - Others Please specify _____
-
-

2a. From age 7 to 9, I was mainly cared for *before and after school* by

[Interviewer: The respondent may choose more than 1 option]

- the mother
- the father
- the grandmother
- the grandfather
- an adult relative (not parents or grandparents)
- a non-relative adult (e.g. family friends)
- an older brother or sister
- a paid worker (e.g. maid, babysitter)
- a child care centre
- Others Please specify _____

2b. How happy were you with the above care arrangement? Please tell us the reason(s) for your choice.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.....	2.....	3.....	4.....	5.....
Very Unhappy	Unhappy	Neither Unhappy Nor Happy	Happy	Very Happy

2c. Think about the time when you were **from age 7 to 9**. If you had a choice, who would you have liked to be your caregiver? Please tell us the reason(s) for your choice.

[Interviewer: Please tick one only]

- the mother
- the father
- the grandmother
- the grandfather
- an adult relative (not parents or grandparents)
- a non-relative adult (e.g. family friends)
- an older brother or sister
- a paid worker (e.g. maid, babysitter)
- a child care centre
- Others Please specify _____

3a. From age 10, I was mainly cared for *before and after school* by
 [Interviewer: The respondent may choose more than 1 option]

- the mother
- the father
- the grandmother
- the grandfather
- an adult relative (not parents or grandparents)
- a non-relative adult (e.g. family friends)
- an older brother or sister
- a paid worker (e.g. maid, babysitter)
- a child care centre
- Others Please specify _____

3b. How happy were you with the above care arrangement? Please tell us the reason(s) for your choice.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.....	2.....	3.....	4.....	5.....
Very Unhappy	Unhappy	Neither Unhappy Nor Happy	Happy	Very Happy

3c. Think about the time when you were from age 10. If you had a choice, who would you have liked to be your caregiver? Please tell us the reason(s) for your choice.

[Interviewer: Please tick one only]

- the mother
- the father
- the grandmother
- the grandfather
- an adult relative (not parents or grandparents)
- a non-relative adult (e.g. family friends)
- an older brother or sister
- a paid worker (e.g. maid, babysitter)
- a child care centre
- Others Please specify _____

SECTION 3 : PARENTING PRACTICES

[Interviewer: Please say the following to the respondent]

We are going to read to you a list of things parents may do when they are bringing up their children.

We are interested to find out how often your mother has done these things to you. Your response will help us understand better what parents do when they interact with their children. There is no right or wrong answer.

		Never	Almost Never	Sometimes	Often	Very Often
1	My mother trains me to work very hard	1	2	3	4	5
2	My mother trains me to be disciplined	1	2	3	4	5
3	My mother teaches me by pointing out good behaviour in others	1	2	3	4	5
4	My mother tells me not to “show off” when other people say nice things about me	1	2	3	4	5
5	My mother supervises all of my activities	1	2	3	4	5
6	My mother makes me feel guilty when I don't meet her expectations	1	2	3	4	5
7	My mother does everything for my education	1	2	3	4	5
8	My mother spends time with me	1	2	3	4	5
9	My mother gives praise when I am good	1	2	3	4	5
10	My mother shows love by hugging, kissing, and holding me	1	2	3	4	5
11	My mother gives comfort and understanding when I am upset	1	2	3	4	5
12	My mother listens to my ideas and opinions	1	2	3	4	5
13	My mother lets me decide many things for myself	1	2	3	4	5
14	My mother does not allow me to question her decisions	1	2	3	4	5
15	My mother makes sure she knows where I am and what I am doing	1	2	3	4	5
16	My mother is strict	1	2	3	4	5
17	My mother encourages me to always do my best	1	2	3	4	5
18	My mother shows an interest in what I do	1	2	3	4	5
19	My mother is too busy to bother with me	1	2	3	4	5
20	My mother makes sure that I know about our religion	1	2	3	4	5

[Interviewer: Please say the following to the respondent]

We are going to read to you a list of things parents may do when they are bringing up their children.

We are interested to find out how often your father has done these things to you. Your response will help us understand better what parents do when they interact with their children. There is no right or wrong answer.

		Never	Almost Never	Sometimes	Often	Very Often
1	My father trains me to work very hard	1	2	3	4	5
2	My father trains me to be disciplined	1	2	3	4	5
3	My father teaches me by pointing out good behaviour in others	1	2	3	4	5
4	My father tells me not to "show off" when other people say nice things about me	1	2	3	4	5
5	My father supervises all of my activities	1	2	3	4	5
6	My father makes me feel guilty when I don't meet his expectations	1	2	3	4	5
7	My father does everything for my education	1	2	3	4	5
8	My father spends time with me	1	2	3	4	5
9	My father gives praise when I am good	1	2	3	4	5
10	My father shows love by hugging, kissing, and holding me	1	2	3	4	5
11	My father gives comfort and understanding when I am upset	1	2	3	4	5
12	My father listens to my ideas and opinions	1	2	3	4	5
13	My father lets me decide many things for myself	1	2	3	4	5
14	My father does not allow me to question his decisions	1	2	3	4	5
15	My father makes sure he knows where I am and what I am doing	1	2	3	4	5
16	My father is strict	1	2	3	4	5
17	My father encourages me to always do my best	1	2	3	4	5
18	My father shows an interest in what I do	1	2	3	4	5
19	My father is too busy to bother with me	1	2	3	4	5
20	My father makes sure that I know about our religion	1	2	3	4	5

**We have come to the end of the survey.
Thank you very much for your participation!**

APPENDIX C:
DEMOGRAPHICS AND RELIABILITIES

Demographic statistics

Table 9: Demographic statistics

Age of Participants	Mean	SD
Parents	41.9 years	5.3 years
Children	11.0 years	.81 year
Average Monthly Household Income Groups (\$)		%
Below 2000		26.5
2000-4999		37.0
5000-7999		19.5
Above 8000		17.1
Total		100.0
Marital Status of Parents		%
Married		97.7
Divorced		1.1
Separated		0.9
Single Parent		0.2
Total		100.0
Education Levels Attained by Parents		%
No formal education		1.9
Completed primary education		10.1
Completed secondary education		45.4
Completed GCE 'A' Level		8.6
Obtained a Diploma		17.8
Obtained a Bachelor Degree		10.1
Obtained a Postgraduate Degree		6.0
Total		100.0

Reliability coefficients

Table 10: Cronbach alphas of measures of effectiveness, frequency and fairness for each disciplinary practice

Disciplinary practices	Cronbach α			
	Effectiveness of Discipline		Frequency of Discipline	Fairness of Discipline
	Parents	Children	Parents	Children
	N = 533	N = 533	N = 533	N = 533
Use physical punishment	.91	.90	.93	.89
Show anger towards the child	.90	.85	.96	.87
Take away some privileges	.91	.90	.92	.89
Explain to the child	.83	.85	.84	.83
Isolate the child	.91	.91	.94	.91
Tell the child he/she is not loved	.92	.91	.96	.90
Do nothing	.88	.90	.95	.88

APPENDIX D:
REPORT ON STATISTICAL ANALYSES

Disciplinary practices

In instances where MANOVA was performed to test the differences between the means, the IV, DVs, univariate *F*s, stepdown *F*s and their respective dfs were reported. Estimated marginal means and pooled within-cell correlations (with standard deviations on the diagonal) were also shown.

For analyses on disciplinary practices, the DVs were entered in the following order: 1) explain to the child, 2) tell the child that he/she is not loved, 3) use physical punishment, 4) take away privileges, 5) show anger towards the child, 6) isolate the child and 7) do nothing. The top-priority DVs were of interest in the present study, given that past research on discipline had also focused on these discipline methods more so than others.

Given the large sample size and the multiple comparisons, a more conservative ρ (.01) was used for the MANOVAs.

1. Parents rated telling a child that he or she is not loved as being less frequently used than physical punishment.

A paired samples *t*-test was done to test the difference between the frequencies of telling children that they are not loved and physical punishment. Result showed that telling a child that he/she is not loved was less frequently used than physical punishment, $t(504) = 17.58$, $\rho < .01$. $d = .78$.

2. Mothers were found to have used physical punishment more frequently than fathers did. This result was obtained through MANOVA.

Table 11: Main effect of sex for frequency of disciplinary practices
 $F(7,324) = 3.50$, $\rho < .01$, partial eta-squared = .07

IV	DV	Univariate <i>F</i>	df	Stepdown <i>F</i>	df
Sex	Explain to child	.00	1/330	.00	1/330
	Tell child that he/she is not loved	2.22	1/330	2.21	1/329
	Physical punishment	*12.63	1/330	**10.78	1/328
	Take away privileges	.00	1/330	1.10	1/327
	Show anger	*12.41	1/330	4.52	1/326
	Isolate child	*9.83	1/330	5.46	1/325
	Do nothing	.07	1/330	.04	1/324

* Significance level would reach $\rho < .01$ in univariate context

** $\rho < .01$

Table 12: Estimated marginal means for frequency of physical punishment by fathers and mothers

Frequency of physical punishment	
Parameter	Estimated marginal means
Fathers	1.97
Mothers	2.22

Table 13: Pooled within-cell correlations with SDs on the diagonal, for frequency of disciplinary practices rated by parents

Disciplinary Practices	Explain	Tell child he is not loved	Physical punishment	Take away privileges	Show anger	Isolate child	Do nothing
Explain	.58						
Tell child he is not loved	-.05	.67					
Physical punishment	-.11	.25	.89				
Take away privileges	.03	.14	.28	1.03			
Show anger	-.04	.12	.48	.21	.83		
Isolate child	.01	.39	.27	.24	.12	.80	
Do nothing	-.23	.37	.04	-.03	-.03	.19	.46

3. Children were found to be neutral about the effectiveness of physical punishment.

A one-sample *t*-test was done to test if the mean score for the effectiveness of physical punishment given by children (3.07) was statistically significant from the mid-point 3 (neutral). Result showed that children were neutral about the effectiveness of physical punishment, $t(532) = 1.91, n.s.$

4. Parents and children considered telling a child that he or she is not loved as being less effective than physical punishment.

A paired samples *t*-test was done to test the differences. Result showed that parents rated telling a child that he/she is not loved as being less effective than physical punishment, $t(532) = 24.81, \rho < .01, d = 1.07$. Similar result was obtained for children's ratings, $t(532) = 29.21, \rho < .01, d = 1.27$.

5. Mothers considered the use of physical punishment and isolating the child as being more effective than fathers did. The results were obtained through MANOVA.

Table 14: Main effect of sex for effectiveness of disciplinary practices by parents $F(7,346) = 3.19, \rho < .01$, partial eta-squared = .06

IV	DV	Univariate F	df	Stepdown F	df
Sex	Explain to child	2.97	1/352	2.97	1/352
	Tell child that he/she is not loved	1.99	1/352	.89	1/351
	Physical punishment	*10.56	1/352	**8.31	1/350
	Take away privileges	.03	1/352	1.08	1/349
	Show anger	1.06	1/352	.44	1/348
	Isolate child	*11.91	1/352	**8.24	1/347
	Do nothing	.20	1/352	.12	1/346

* Significance level would reach $\rho < .01$ in univariate context

** $\rho < .01$

Table 15: Estimated marginal means for effectiveness of physical punishment by fathers and mothers

Effectiveness of physical punishment	
Parameter	Estimated marginal means
Fathers	2.56
Mothers	2.77

Table 16: Estimated marginal means for effectiveness of isolating the child by fathers and mothers

Effectiveness of isolating the child	
Parameter	Estimated marginal means
Fathers	2.12
Mothers	2.32

Table 17: Pooled within-cell correlations with SDs on the diagonal, for effectiveness of disciplinary practices rated by parents

Disciplinary Practices	Explain	Tell child he is not loved	Physical punishment	Take away privileges	Show anger	Isolate child	Do nothing
Explain	.48						
Tell child he is not loved	-.29	.71					
Physical punishment	-.16	.19	.87				
Take away privileges	.07	.03	.30	.85			
Show anger	-.08	.17	.55	.37	.80		
Isolate child	-.07	.36	.18	.11	.15	.84	
Do nothing	-.26	.48	.05	-.09	.01	.14	.49

6. Boys considered telling a child that he/she is not loved as being more effective than girls did. This result was obtained through MANOVA.

Table 18: Main effect of sex for effectiveness of disciplinary practices by children $F(7,503) = 4.27, \rho < .01$, partial eta-squared = .06

IV	DV	Univariate F	df	Stepdown F	df
Sex	Explain to child	5.41	1/509	5.41	1/509
	Tell child that he/she is not loved	*11.83	1/509	**7.41	1/508
	Physical punishment	*12.08	1/509	6.77	1/507
	Take away privileges	1.80	1/509	.00	1/506
	Show anger	3.22	1/509	.05	1/505
	Isolate child	*14.82	1/509	3.00	1/504
	Do nothing	*13.29	1/509	**6.78	1/503

* Significance level would reach $\rho < .01$ in univariate context

** $\rho < .01$

Table 19: Estimated marginal means for effectiveness of telling the child that he or she is not loved, rated by boys and girls

Effectiveness of telling the child he or she is not loved	
Parameter	Estimated marginal means
Boys	1.89
Girls	1.73

Table 20: Pooled within-cell correlations with SDs on the diagonal, for effectiveness of disciplinary practices rated by children

Disciplinary Practices	Explain	Tell child he is not loved	Physical punishment	Take away privileges	Show anger	Isolate child	Do nothing
Explain	.62						
Tell child he is not loved	-.40	.71					
Physical punishment	-.21	.23	.87				
Take away privileges	-.12	.18	.28	.87			
Show anger	-.09	.13	.58	.40	.70		
Isolate child	-.25	.56	.30	.19	.21	.82	
Do nothing	-.18	.40	.01	-.12	-.11	.24	.65

7. Children considered the use of physical punishment as being neither fair nor unfair.

A one-sample *t*-test was done to test if the mean score for the fairness of physical punishment given by children (3.08) was statistically significant from the mid-point 3 (neutral). Result showed that children were neutral about the fairness of physical punishment, $t(532) = 2.14$, n.s.

8. Boys considered telling a child that he/she is not loved as being more fair than girls did. This result was obtained through MANOVA.

Table 21: Main effect of sex for fairness of disciplinary practices by children $F(7,503) = 5.92$, $\rho < .01$, partial eta-squared = .08

IV	DV	Univariate <i>F</i>	df	Stepdown <i>F</i>	df
Sex	Explain to child	3.06	1/509	3.06	1/509
	Tell child that he/she is not loved	*16.03	1/509	**13.29	1/508
	Physical punishment	*10.69	1/509	6.39	1/507
	Take away privileges	.46	1/509	.22	1/506
	Show anger	3.83	1/509	.15	1/505
	Isolate child	*15.13	1/509	2.56	1/504
	Do nothing	*28.03	1/509	**14.84	1/503

* Significance level would reach $\rho < .01$ in univariate context

** $\rho < .01$

Table 22: Estimated marginal means for fairness of telling the child that he or she is not loved, rated by boys and girls

Fairness of telling child he or she is not loved	
Parameter	Estimated marginal means
Boys	1.87
Girls	1.68

Table 23: Pooled within-cell correlations with SDs on the diagonal, for fairness of disciplinary practices rated by children

Disciplinary Practices	Explain	Tell child he is not loved	Physical punishment	Take away privileges	Show anger	Isolate child	Do nothing
Explain	.52						
Tell child he is not loved	-.28	.64					
Physical punishment	-.08	.18	.84				
Take away privileges	.09	.14	.27	.89			
Show anger	.04	.11	.54	.44	.74		
Isolate child	-.09	.50	.31	.20	.26	.81	
Do nothing	-.26	.41	.05	-.12	-.06	.21	.67

9. Correlations between how frequently parents used each disciplinary practice, and how effective parents considered these practices to be.

Table 24: Pearson correlations between frequency of misbehaviour and parents' ratings of effectiveness of disciplinary practices

Parents' Rating	Frequency of Misbehaviour
Effectiveness of physical punishment	** .18
Effectiveness of showing anger	.08
Effectiveness of taking away privileges	.00
Effectiveness of explaining	** -.21
Effectiveness of isolating child	** .12
Effectiveness of telling child he/she is not loved	.05
Effectiveness of doing nothing	-.01

** $\rho < .01$ (2-tailed)

10. Correlations between how frequently children misbehaved, and the frequency with which parents have used each of the disciplinary practices.

Table 25: Pearson correlations between frequency of misbehaviour and frequency with which disciplinary practices were used

Parents' Rating	Frequency of Misbehaviour
Frequency of physical punishment	** .39
Frequency of showing anger	** .24
Frequency of taking away privileges	** .15
Frequency of explaining	** -.14
Frequency of isolating child	** .19
Frequency of telling child he/she is not loved	** .14
Frequency of doing nothing	.05

** $\rho < .01$ (2-tailed)

Child care arrangements

Independent samples *t*-tests were performed to examine if there were any difference in the extent to which children were happy with their care arrangements, when either parents or paid workers were their main caregivers. Comparisons were done for ages 4 to 6, 7 to 9 and 10 to present.

Results showed that children were happier with parents being their main caregivers compared to paid workers, from ages 4 to 6, 7 to 9 and 10 to present, $t(202) = 3.97$, $\rho < .01$, $d = .56$; $t(272) = 3.90$, $\rho < .01$, $d = .47$; and $t(261) = 7.26$, $\rho < .01$, $d = .90$ respectively.

Parenting practices

In instances where MANOVA was performed to test the differences between the means, the IV, DVs, univariate *F*s, stepdown *F*s and their respective dfs were reported. Estimated marginal means and pooled within-cell correlations (with standard deviations on the diagonal) were also shown.

For analyses on parenting practices, the DVs were entered in the following order: 1) Training/*guan*, 2) Encouragement of modest behaviour, 3) Shaming, 4) Parental involvement, 5) Warmth/acceptance, 6) Parental control, 7) Autonomy, 8) Exposure to religion. The top-priority DVs were of interest in the present study, as they were found to be relevant to Asian (Chinese) samples in previous studies.

Given the large sample size and the multiple comparisons, a more conservative $\rho(.01)$ was used for the MANOVAs.

- 1. Mothers adopted training (*guan*) more frequently than fathers did. This result was obtained through MANOVA.**

Table 26: Main effect of sex for frequency of parenting practices by parents
 $F(8,345) = 4.58, \rho < .01$, partial eta-squared = .10

IV	DV	Univariate F	df	Stepdown F	df
Sex	Training/ <i>guan</i>	*24.70	1/352	**24.70	1/352
	Encourage modest behaviour	*8.94	1/352	.55	1/351
	Shaming	.79	1/352	.52	1/350
	Parental involvement	*18.38	1/352	4.14	1/349
	Warmth/acceptance	*11.19	1/352	.44	1/348
	Parental control	*10.75	1/352	.45	1/347
	Autonomy	*12.48	1/352	3.01	1/346
	Exposure to religion	*10.58	1/352	2.46	1/345

* Significance level would reach $\rho < .01$ in univariate context

** $\rho < .01$

Table 27: Estimated marginal means for frequency of training/*guan*, by fathers and mothers

Frequency of Training/ <i>guan</i>	
Parameter	Estimated marginal means
Fathers	3.87
Mothers	4.14

Table 28: Pooled within-cell correlations with SDs on the diagonal, for frequency of parenting practices by parents

	Training/ <i>guan</i>	Encourage modest behaviour	Shaming	Parental Involvement	Warmth/acceptance	Parental Control	Autonomy	Expose to religion
Training/ <i>guan</i>	.64							
Encourage modest behaviour	.46	.86						
Shaming	.32	.16	1.15					
Parental Involvement	.46	.33	.08	.54				
Warmth/Acceptance	.37	.30	.11	.52	.67			
Parental Control	.47	.24	.33	.39	.29	.55		
Autonomy	.22	.19	.01	.30	.37	.20	.68	
Expose to religion	.25	.10	.14	.23	.25	.19	.17	1.12

2. Children perceived mothers to have used more training (*guan*), encouragement of modest behaviour, shaming, parental involvement, display of warmth/acceptance and parental control more frequently than fathers did. No difference was observed for autonomy and exposure to religion. Results of paired samples *t*-tests were shown in Table 29.

Table 29: Comparisons between frequencies with which fathers and mothers used parenting practices (responses by children)

N = 527

Pairs	Mean	S.D	<i>t</i>	df
Mothers - Training/ <i>guan</i>	4.00	.59	**6.66	526
Fathers - Training/ <i>guan</i>	3.78	.81		
Mothers - Encourage modest behaviour	3.60	1.13	**2.98	526
Fathers - Encourage modest behaviour	3.46	1.15		
Mothers - Shaming	3.13	1.11	**2.82	526
Fathers - Shaming	2.98	1.14		
Mothers - Parental involvement	4.01	.51	**11.34	526
Fathers - Parental involvement	3.74	.62		
Mothers - Warmth/acceptance	3.85	.75	**7.70	526
Fathers - Warmth/acceptance	3.61	.84		
Mothers - Parental control	3.56	.59	**6.78	526
Fathers - Parental control	3.36	.65		
Mothers - Autonomy	3.36	.75	-.75	526
Fathers - Autonomy	3.39	.82		
Mothers - Exposure to religion	3.52	1.16	1.29	526
Fathers - Exposure to religion	3.46	1.21		

** $\rho < .01$

APPENDIX E:
ANALYSES OF MORAL VERSUS
SOCIAL - CONVENTIONAL TRANSGRESSIONS

Moral vs Social-conventional Transgressions

Preliminary analyses were performed by grouping parents' and children's responses according to the types of transgression (i.e., moral versus social-conventional transgressions). As mentioned in Chapter 2, moral transgressions are considered to be more serious in nature as compared to social-conventional transgressions.

Comparisons between responses for moral and social-conventional transgressions were done using paired samples *t*-tests. In view of the large sample size and multiple comparisons made, a more conservative ρ (.01) was used. In the tables below, "moral" stands for moral transgressions, while "social" stands for social-conventional transgressions.

Table 30: Frequency of disciplinary practices - comparisons between moral and social-conventional transgressions (responses by parents)

N = 433

Pairs	Mean	S.D	<i>t</i>	df
Moral - Frequency of physical punishment	2.19	.94	1.77	432
Social - Frequency of physical punishment	2.12	1.00		
Moral - Frequency of showing anger	3.15	.89	-.50	432
Social - Frequency of showing anger	3.17	1.04		
Moral - Frequency of taking away privileges	2.93	1.06	.61	432
Social - Frequency of taking away privileges	2.91	1.17		
Moral - Frequency of explaining	4.28	.65	-.69	432
Social - Frequency of explaining	4.31	.67		
Moral - Frequency of isolating child	1.79	.84	.05	432
Social - Frequency of isolating child	1.79	.87		
Moral - Frequency of telling child he is not loved	1.39	.68	.51	432
Social - Frequency of telling child he is not loved	1.38	.71		
Moral - Frequency of doing nothing	1.28	.49	1.44	432
Social - Frequency of doing nothing	1.25	.51		

** $\rho < .01$

Table 31: Effectiveness of disciplinary practices - comparisons between moral and social-conventional transgressions (responses by parents)

N = 533

Pairs	Mean	S.D	<i>t</i>	df
Moral - Effectiveness of physical punishment	2.71	.91	**6.15	532
Social - Effectiveness of physical punishment	2.54	.97		
Moral - Effectiveness of showing anger	3.34	.81	**2.86	532
Social - Effectiveness of showing anger	3.26	.94		
Moral - Effectiveness of taking away privileges	3.43	.88	**2.93	532
Social - Effectiveness of taking away privileges	3.35	1.0		
Moral - Effectiveness of explaining	4.41	.50	.64	532
Social - Effectiveness of explaining	4.40	.59		
Moral - Effectiveness of isolating child	2.26	.86	**4.77	532
Social - Effectiveness of isolating child	2.13	.90		
Moral - Effectiveness of telling child he is not loved	1.63	.69	**3.29	532
Social - Effectiveness of telling child he is not loved	1.56	.75		
Moral - Effectiveness of doing nothing	1.41	.51	1.67	532
Social - Effectiveness of doing nothing	1.38	.56		

** $\rho < .01$

Table 32: Effectiveness of disciplinary practices - comparisons between moral and social-conventional transgressions (responses by children)

N = 533

Pairs	Mean	S.D	<i>t</i>	df
Moral - Effectiveness of physical punishment	3.11	.92	**4.48	532
Social - Effectiveness of physical punishment	2.96	1.0		
Moral - Effectiveness of showing anger	3.37	.73	2.28	532
Social - Effectiveness of showing anger	3.30	.89		
Moral - Effectiveness of taking away privileges	3.26	.89	-.04	532
Social - Effectiveness of taking away privileges	3.26	1.02		
Moral - Effectiveness of explaining	4.19	.63	.64	532
Social - Effectiveness of explaining	4.17	.77		
Moral - Effectiveness of isolating child	2.38	.86	**3.54	532
Social - Effectiveness of isolating child	2.29	.92		
Moral - Effectiveness of telling child he is not loved	1.83	.73	**3.70	532
Social - Effectiveness of telling child he is not loved	1.75	.80		
Moral - Effectiveness of doing nothing	1.78	.69	2.20	532
Social - Effectiveness of doing nothing	1.73	.77		

** $\rho < .01$

Table 33: Fairness of disciplinary practices – comparisons between moral and social-conventional transgressions (responses by children)

N = 533

Pairs	Mean	S.D	<i>t</i>	df
Moral – Fairness of physical punishment	3.14	.89	**7.91	532
Social – Fairness of physical punishment	2.88	1.01		
Moral – Fairness of showing anger	3.45	.76	**5.18	532
Social – Fairness of showing anger	3.28	.94		
Moral – Fairness of taking away privileges	3.25	.91	**2.80	532
Social – Fairness of taking away privileges	3.15	1.05		
Moral – Fairness of explaining	4.31	.55	-1.30	532
Social – Fairness of explaining	4.34	.67		
Moral – Fairness of isolating child	2.40	.85	**6.63	532
Social – Fairness of isolating child	2.24	.90		
Moral – Fairness of telling child he is not loved	1.80	.67	**4.60	532
Social – Fairness of telling child he is not loved	1.71	.70		
Moral – Fairness of doing nothing	1.85	.71	1.81	532
Social – Fairness of doing nothing	1.81	.79		

** $\rho < .01$

In general, parents and children tended to rate certain disciplinary practices as being more effective for moral transgressions than for social-conventional transgressions. Similarly, children tended to consider certain discipline methods as being more fair for moral transgressions than social-conventional transgressions. However, parents were found to have used each of the disciplinary practices to the same extent for both moral and social-conventional transgressions. The charts depicting the comparisons between moral and social-conventional transgressions are shown in Figures 15, 16, 17 and 18. Given that the differences in responses observed for moral and social-conventional transgressions were not consistent throughout, and that the patterns of responses for effectiveness, fairness and frequency turned out to be very similar for moral and social-conventional transgressions, we have combined the responses for the two types of transgressions in the main report.

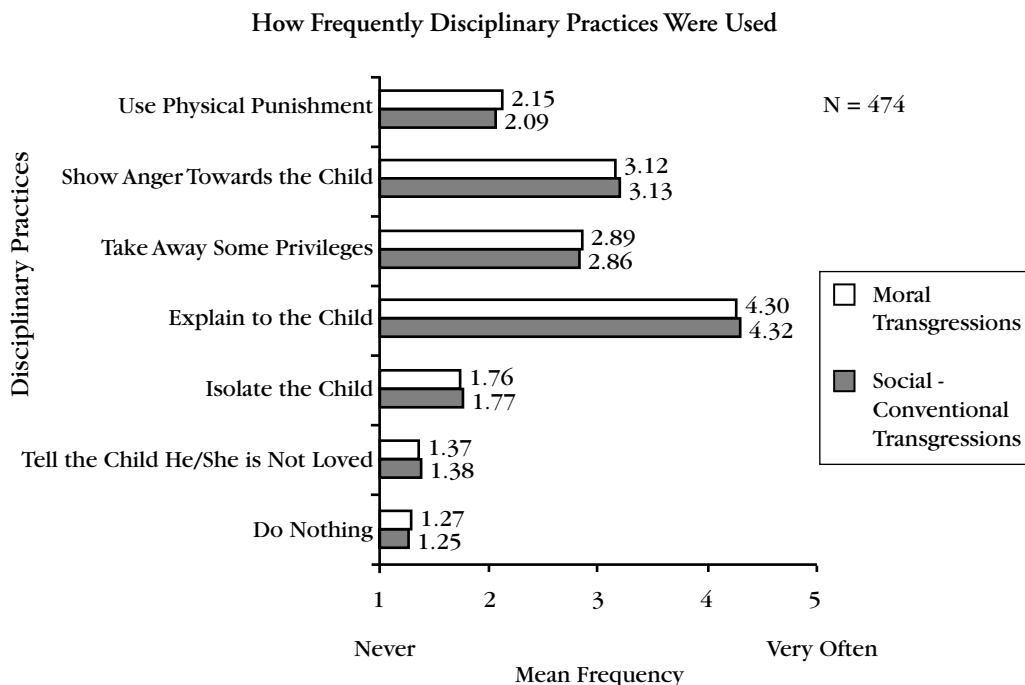


Figure 15: Frequency with which disciplinary practices were used by parents differentiated by types of transgressions

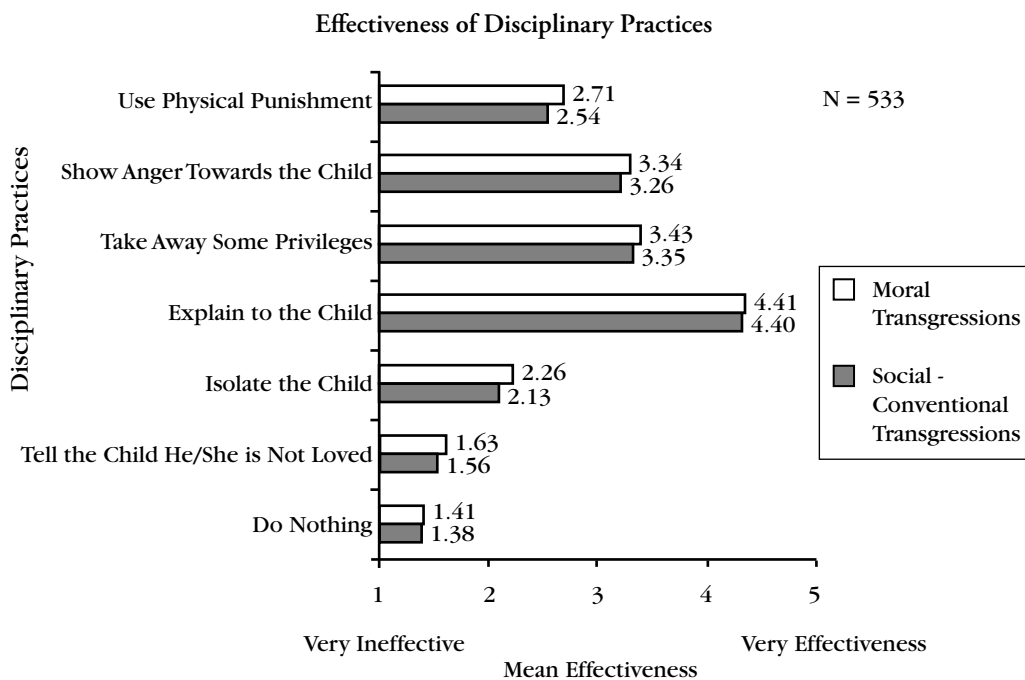


Figure 16: Parents' ratings on the effectiveness of disciplinary practices differentiated by types of transgressions

Effectiveness of Disciplinary Practices (Children's Responses)

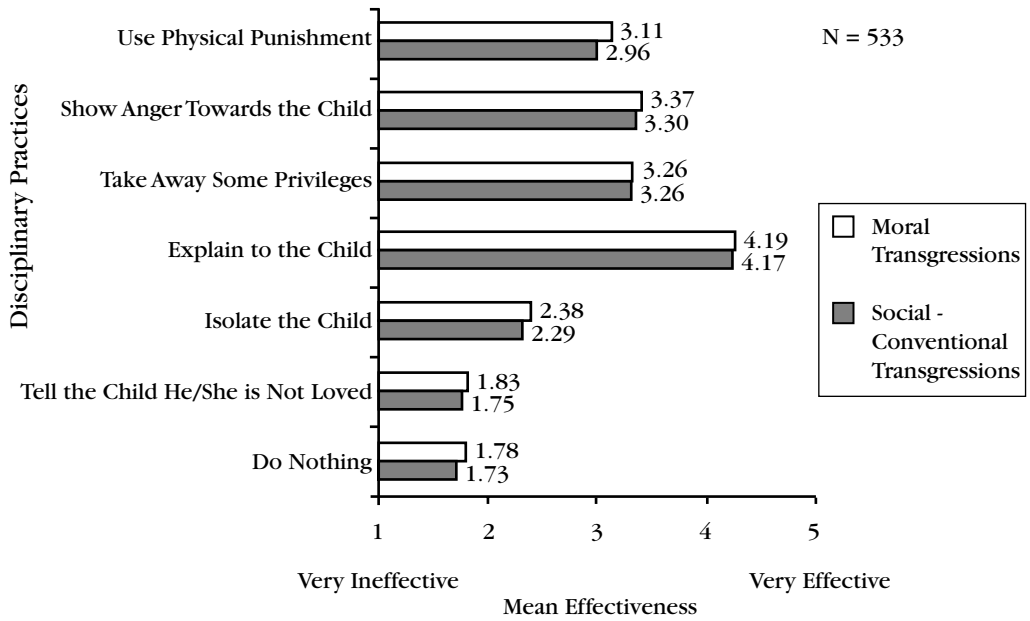


Figure 17: Children's ratings on the effectiveness of disciplinary practices differentiated by types of transgressions.

Fairness of Disciplinary Practices

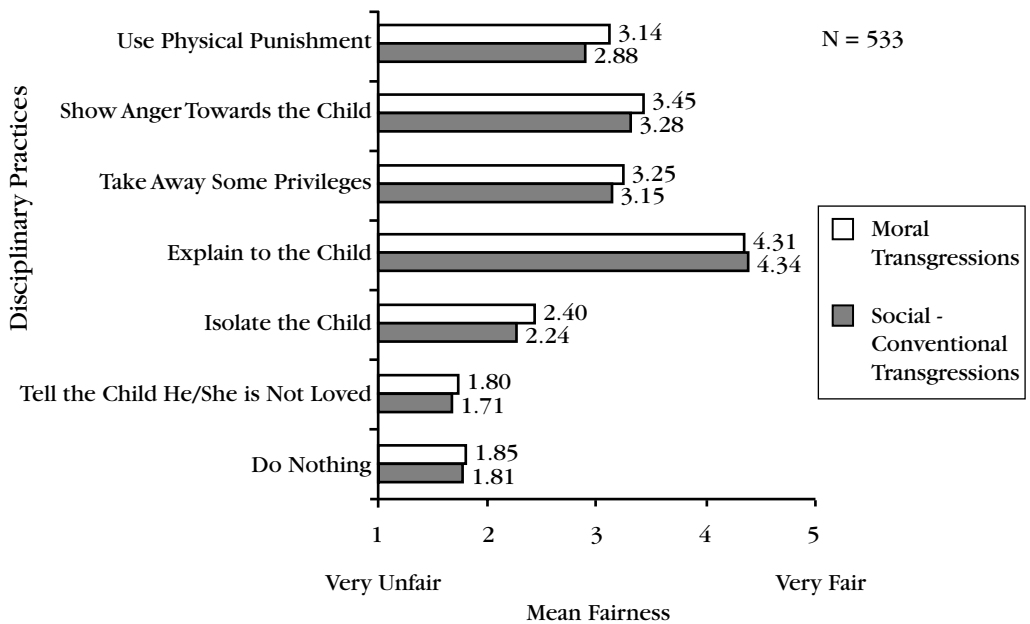


Figure 18: Fairness of disciplinary practices differentiated by types of transgressions