

Relationship Qualities and Discipline for Peer Aggression



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Introduction

- Inductive discipline is defined as emphasizing perspective taking and the child's responsibility for harm (Hoffman, 2000).
- This type of discipline promotes prosocial behavior in children, but factors that affect how children react to such discipline need exploration (Krevans & Gibbs, 1996).
- Research shows that positive relationships with parents improve the effectiveness of parental discipline (Patrick & Gibbs, 2016).
- Little research has examined this in regards to teacher-student relationships and teacher discipline.



Research Question

What effect does the relationship quality between adolescents and their parents or adolescents and their teachers have on teen reactions to inductive discipline for peer aggression?

Participants

- 475 middle and high school students
- 68% female, 30% male, 2% other
- 39.4% White, 37.7% Black, 10.9% Multiracial, 7.6% Other; 11.4% Latinx

Methods

- Adolescents answered questions about a scenario where they aggress against a peer and then a parent or teacher reprimands them using inductive discipline.
- Answers measured student perceptions of the effectiveness and acceptability of the statement and post-statement levels of guilt and empathy for the victim.
- Structural path models (as shown in Figures 1-4) examined links between relationship quality with parents and teachers and perceptions of parent and teacher discipline.
 - Peer aggression and victimization were controlled as they are associated with parental discipline and perceptions of its legitimacy (Darling et al., 2008; Kokkinos & Panayiotou, 2007) as well as guilt and empathy (Antoniadou et al., 2019; Olthof, 2012).

Constructs Measured

Prosocial behavior: Prosocial behavior subscale-SDQ (Goodman, 2001) 5 items, $\alpha = 0.704$, (1 – Not True) to (3 – Certainly True)

Empathetic concern: Perspective-taking & empathetic concern subscales-IRL (Davis, 1983) 7 items, $\alpha = 0.7$, (1 – Not true) to (5 – Very true)

Guilt: TOSCA-A short (Tangney et al., 1991) 10 items, $\alpha = 0.827$, (1 – Not at all likely) to (5 – Very likely)

Relationship with teachers: Affiliation with teacher scale-PIML (Cook et al., 1995) 8 items, $\alpha = 0.92$, (1 – Almost never or never true) to (4 – Almost always or always true)

Relationship with parents: Affiliation with parents scale-PIML (Cook et al., 1995) 8 items, $\alpha = 0.93$, (1 – Almost never or never true) to (4 – Almost always or always true)

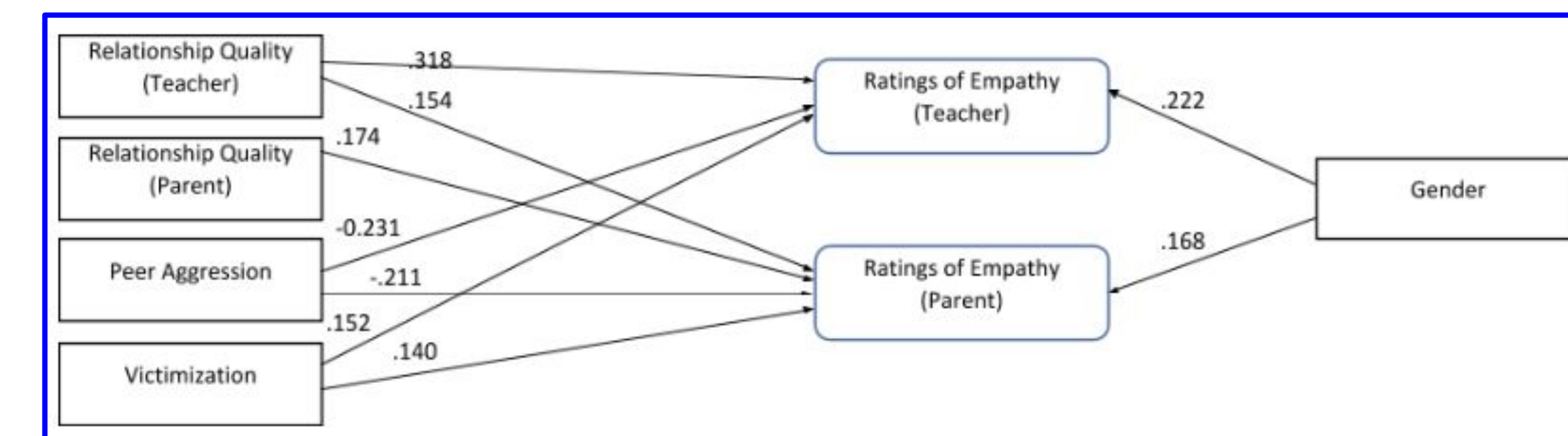
Bullying status: Reduced Aggression/Victimization Scale (Orpinas & Horne, 2006) 4 items, $\alpha = 0.79$, (0 – 0 times) to (6 – 6+ times)

Victimization status: Reduced Aggression/Victimization Scale (Orpinas & Horne, 2006) 4 items, $\alpha = 0.803$, (0 – 0 times) to (6 – 6+ times)

Findings

- Better teacher relationships predicted more empathy, effectiveness, acceptability, and guilt for both teacher and parent relationships respectively.
- Better parental relationships predicted empathy and effectiveness for only parent statements, and acceptability for only teacher statements. All relationships shown were significant at $p < .05$

Results



- Models generated using standardized regression coefficients. All paths were modeled but only sig paths ($p < .05$) are depicted.
- Gender was coded as Male(1), Female(2). All other responses were excluded.

Figure 1. Relationships for empathy for victim after statements by parent and teacher, $X^2(6) = .67$, RMSEA = .000, CFI = 1.00, SRMR = .013

Figure 2. Relationships for effectiveness of statements made by parent and teacher $X^2(6) = .66$, RMSEA = .000, CFI = 1.00, SRMR = .013

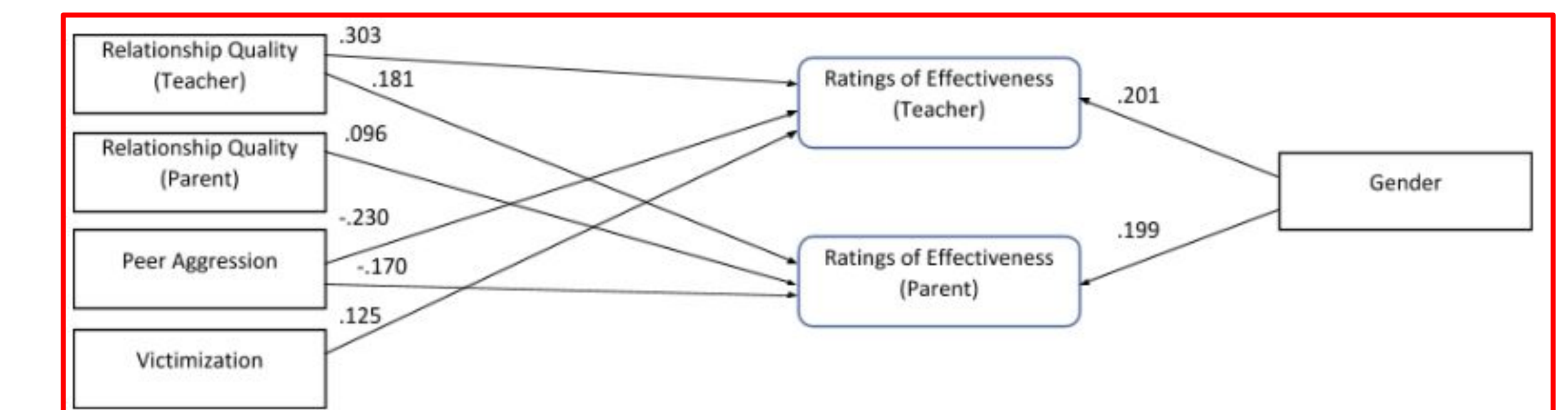


Figure 3. Relationships for acceptability of statements made by parent and teacher $X^2(6) = .65$, RMSEA = .000, CFI = 1.00, SRMR = .013

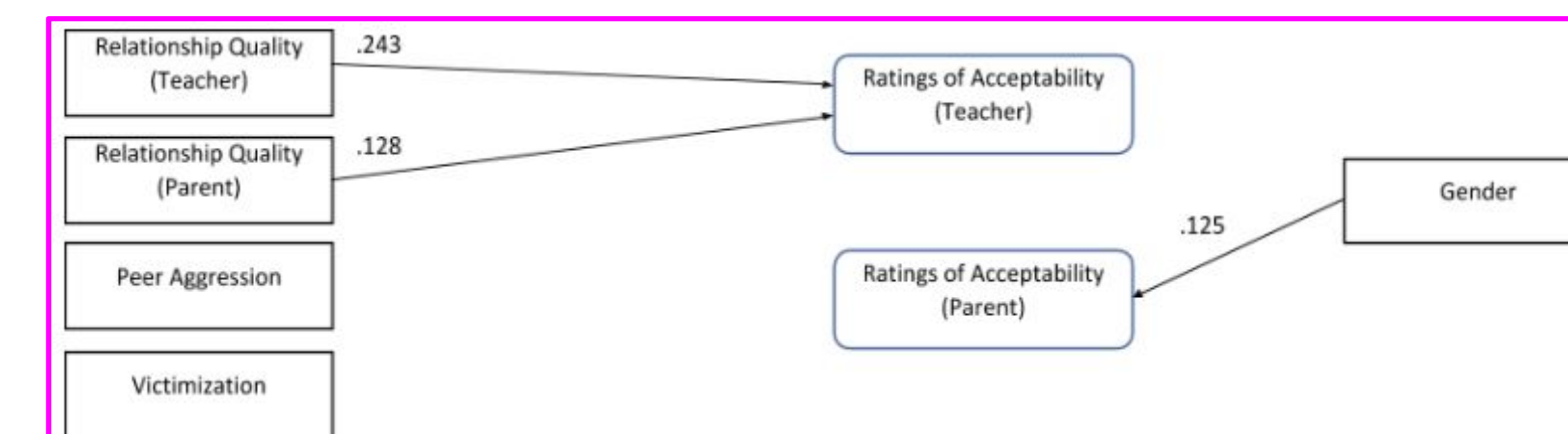
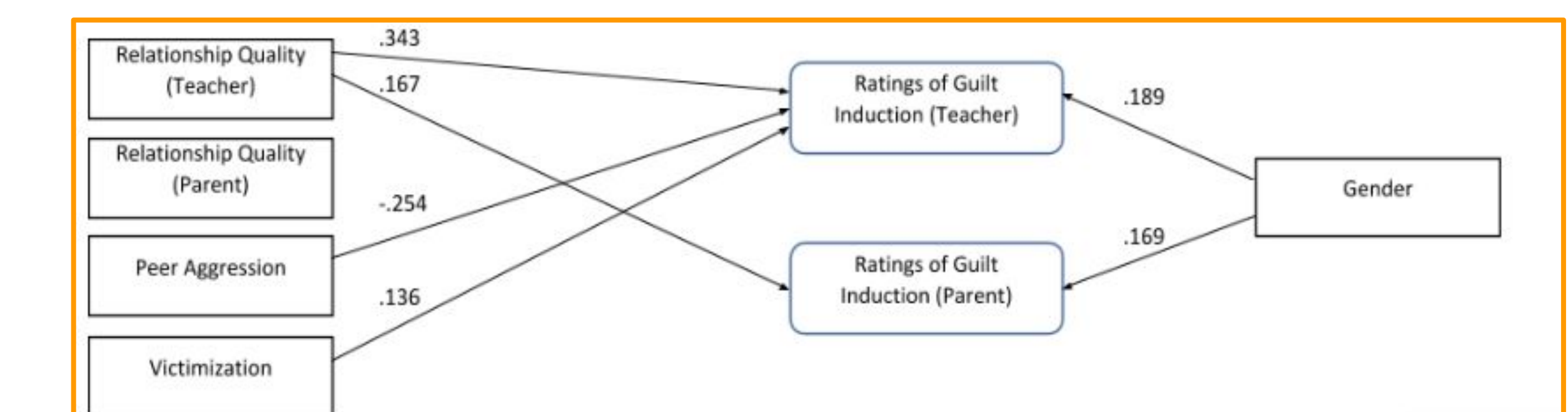


Figure 4. Relationships for feelings of guilt after statements made by parent and teacher $X^2(6) = .65$, RMSEA = .000, CFI = 1.00, SRMR = .013



Discussion

- Relationship quality promotes positive adolescent reactions to teacher and parent inductive discipline
- Teacher-adolescent relationship quality is more important than parent-adolescent relationship quality for effective disciplining in the school settings.
- Findings can help influence more effective disciplinary strategies in school settings for peer aggression
- Knowledge of what influences teen's reactions can help predict when adolescents will be receptive to discipline.
- Future directions include exploring possibilities of teacher-adolescent relationships forming more healthy and positive relationships among students.

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