



The effects of abusive sibling conflict on self esteem
by Mary Elizabeth Kannegaard

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Science in
Home Economics
Montana State University
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Abstract:

The purpose of this study was to investigate the relationships between the acceptance and use of violence in the family environment, violent conflict between siblings, and self esteem. Acceptance and use of violence in the family environment was measured with the Family Violence Scale developed by Panos D. Bardis. The use of violent sibling conflict between siblings was assessed using the Conflict Tactics Scale developed by Murray Straus. Self esteem was measured using the Self Esteem Inventory which was developed by Stanley Coopersmith.

Participant in the study were 150 college students at Montana State University. Volunteers were between 18 and 20 years of age with at least one sibling. Results indicated a significant relationship between the acceptance and use of violence in the home and violent conflict between siblings. A significant relationship was also found between violent sibling conflict and lower self esteem. In looking at male and female respondent separately it was found that violent sibling conflict was negatively related to the self esteem of male respondents and positively related to the self esteem of female respondents.

Implications of this study were relevant for parents and professionals who work with families and/or children with problems stemming from low self esteem. The findings are also relevant to the prevention of child abuse.

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APPROVAL

of a thesis submitted by

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This thesis has been read by each member of the graduate committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

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ABSTRACT

The purpose of this study was to investigate the relationships between the acceptance and use of violence in the family environment, violent conflict between siblings, and self esteem. Acceptance and use of violence in the family environment was measured with the Family Violence Scale developed by Panos D. Bardis. The use of violent sibling conflict between siblings was assessed using the Conflict Tactics Scale developed by Murray Straus. Self esteem was measured using the Self Esteem Inventory which was developed by Stanley Coopersmith.

Participant in the study were 150 college students at Montana State University. Volunteers were between 18 and 20 years of age with at least one sibling. Results indicated a significant relationship between the acceptance and use of violence in the home and violent conflict between siblings. A significant relationship was also found between violent sibling conflict and lower self esteem. In looking at male and female respondent separately it was found that violent sibling conflict was negatively related to the self esteem of male respondents and positively related to the self esteem of female respondents.

Implications of this study were relevant for parents and professionals who work with families and/or children with problems stemming from low self esteem. The findings are also relevant to the prevention of child abuse.

CHAPTER 1

ORIENTATION OF THE STUDY

Introduction

According to Straus, Gelles, and Steinmetz (1981) violence between siblings is the most common and the most overlooked type of violence. It appears that it is so much a part of family life that it is considered a normal, perhaps even necessary part of childhood. A certain amount of sibling conflict is sometimes encouraged in order to prepare children for the dog-eat-dog competition of the real world. Even when questioned about sibling violence parents are reluctant to call it violence (Gelles and Straus, 1988). Gelles and Straus feel that the ideology of "boys will be boys" and "all kids fight" has helped develop a set of social norms that have at least maintained, if not encouraged, an acceptance of sibling violence. The violence witnessed between siblings often reflects what they see happening between their parents or what happens between parent and child. Yet, while child abuse and spouse abuse are reluctantly discussed among family members and outsiders, sibling violence is openly talked about and accepted (Straus et al., 1980). Such violence can reach potentially abusive levels which--like other kinds of violence--may be detrimental to self esteem (Gelles and Straus, 1988).

Statement of the Problem and Purpose of the Study

Most sibling conflict is considered a normal part of sibling relationships. Only if the conflict approaches the edge of causing serious physical injury is it considered abusive. Parents complain about the amount of conflict between their children, but the kind of assaults that would get a non-family member, or even the parents arrested, is still largely ignored if it is inflicted by a sibling. Children tend to imitate the behavior of their caregivers. If other members in the household resolve conflict with violence, children will probably do the same (Bandura, 1977). Even if the parents do not use violence to solve the conflicts between them, they often ignore, or in some other passive way, condone violent conflict between siblings (Straus et al., 1981). Spouse abuse and child abuse have been studied, and the results of such abuse has been brought to public attention. The fact that sibling conflict can be physically harmful should not be ignored. If such acts were committed by non-family members, they would be considered assault; if done by a parent, they would be called child abuse. Sibling conflict that is abusive is often hidden within the context of normal sibling relations. According to Strauss et al. (1980), this abuse needs to be brought out in the open and dealt

with just like any other type of child abuse because serious physical injury does occur.

The purpose of this study is to examine the relationship between: 1) the acceptance and use of violence in the home environment, 2) the amount and severity of conflict between siblings in the family, and 3) the self esteem of children.

Theoretical Model

This study is based on a theoretical framework consisting of assumptions from Social Learning Theory, Culture of Violence Theory, and Erikson's Theory of Psychosocial Development.

Social Learning Theory assumes that an individual is born a clean slate upon which the norms and values of the family, and, later, the larger society, are drawn. The family, as the primary agent of socialization, provides the environment in which children learn the values and behaviors of the larger social group. Violent behavior is an unfortunate outcome of a successful learning experience that gives the individual knowledge about a response (in this case, violence) and what stimuli will be followed by violence (Sussman and Steinmetz, 1987). For example, if a younger sibling takes a treasured possession of an older brother (stimuli) the response may be some kind of physical violence and getting the possession back.

Among the aspects of learning theory are three that relate to family violence. The first is that family members learn violence through exposure and imitation (Bandura, 1977). The second is that exposure to and experience with violence result in learned norms that approve of violence (Owens and Straus, 1975). Third, violence can be learned by modeling violence shown by an appropriate role model (Singer, 1971). When applied to the family, learning theory postulates that the family could be an ideal place to learn violence. The family provides examples that can be modeled later in life to deal with spouses, children and others. Not only does being socialized to violence affect a child's relationships with parents, siblings and friends, but it carries into all future relationships. In this way the cycle of violence continues.

Culture-of-Violence theory, which is an extension of Social Learning Theory (Sussman and Steinmetz, 1987), also assumes that violence is a learned response. This learning is a result of being part of a cultural group that values or accepts violence as a way of dealing with conflict (Wolfgang and Ferracuti, 1967). Again, the family is seen as a training ground for living within a violent social context. Not only is family violence acceptable, but it is expected that the more powerful members of the family will use force and violence to control the less powerful

members (Sussman and Steinmetz, 1987). Therefore, it is assumed that family members use violence against other family members because they can. Much like the assumptions of Social Exchange Theory, which interprets behavior in terms of costs and rewards, it appears there is little consequence (or cost) for violent behavior, but that violence is expected and rewarded.

The Theory of Psychosocial Development states that an individual's personality and character are not innate, but are developed and redeveloped as the individual grows and experiences life (Erikson, 1980; Protinsky, 1988). The psychosocial stages are the results of interaction between the individual and his or her world (Tribe, 1982). If a child can not trust the family members in their innermost environment, if the child has no power over what happens to him/her, if the purpose in life is to protect oneself from someone stronger, and if the child cannot accomplish competence in keeping oneself safe s/he cannot develop a healthy ego-identity. Social, emotional, and cognitive development cannot be completed. What will develop is a sense of failure and inferiority (Forehand, Long, Brody, & Fauber, 1986).

Figure 1, shows the theoretical model upon which this study was based. It suggests that the acceptance and amount of violence in the family influences the conflict tactics used by siblings to handle their differences. If

violence is a part of the family environment the siblings will be more likely to use violent tactics to solve their problems. If the tactics used to solve conflict are of a violent nature, and if the hierarchy of the family allows a weaker sibling to be violently acted upon by a more powerful one, it is possible that the self esteem of the less powerful sibling will be lowered.

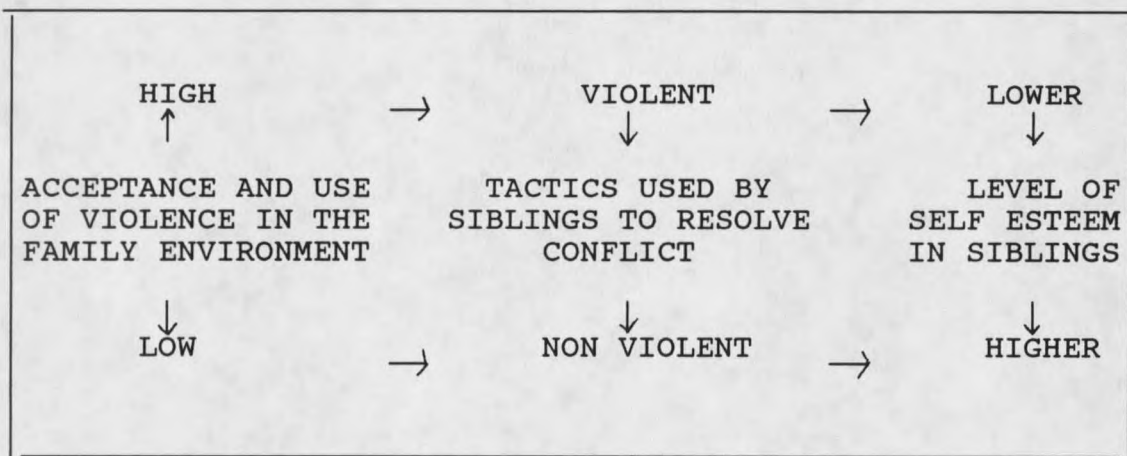


Figure 1. Acceptance and use of violence in the home environment influences the tactics used by siblings to resolve differences. The use of violent tactics is detrimental to self esteem.

Nominal Definitions

In this study the following definitions are used.

Sibling conflict: A difference in opinion or among siblings. The specific way in which sibling conflict is responded to will be referred to as tactics.

Tactic: The method used by a sibling in response to a conflict. Straus, (1989) categorized tactics used to resolve conflict into three areas; reasoning, verbal

aggression and violent.

Reasoning tactics: Reasoning tactics use calm discussion, or bringing in someone, such as a parent, to help mediate.

Verbally aggressive tactics: Verbally aggressive tactics use methods such as insulting, sulking, stomping away or throwing or breaking something.

Violent tactics: Violent tactics are actions such as throwing something at a sibling, pushing or slapping. In addition, Straus further identified kicking, biting, hitting, beating, choking and threatening or using a gun or knife as violence that could result in serious injury.

Violence: The use or threat of force which would cause physical or mental pain or injury to another person.

Abuse: The use of conflict tactics that result in lowered self esteem.

Self esteem: The evaluation an individual makes, and maintains, of him/herself. Coopersmith (1987) defines self esteem as a judgment of value a person expresses in the attitudes about him/herself.

The major objectives of this study are to: (1) determine if a violent family environment contributes to the amount and severity of violent conflict between siblings, (2) determine if violent conflict is detrimental to the self esteem of those involved and could be considered abusive.

CHAPTER 2

REVIEW OF THE LITERATURE

Violence in the Family Environment

Violence begins at home. Chances are that a child's earliest exposure to violence comes in the form of a spanking, or some other form of physical punishment, delivered by the hand of a parent (Gelles and Straus, 1988). When Gelles and Straus (1988) asked a national sample of two thousand people, one fourth of the wives and one third of the husbands thought that it was to some degree necessary, normal and even good for husbands and wives to slap each other. More than seven out of ten people surveyed also thought that slapping a twelve year old child was necessary, normal and good. It seems that most American parents think that physical punishment is part of being a loving parent.

Nichols (1988) and Bank and Kahn (1982) contend that effective parents are able to intervene when violent and abusive behavior occurs between siblings, but they also seem to know when they should let the children "work it out" for themselves. This sense comes from a combination of a sense of humor, a respect for the children's need to experience and learn how to deal with aggression and an

awareness of the particular context of the argument. However, as Nichols states, if the parents have an unstable value system, or when rules are only sometimes enforced, the resulting conflict between siblings can be not only abusive, but lethal.

Although only four percent of American homes are violent to the point of possible mortal injury (Gelles and Straus, 1988), the following statistics paint a sad picture of the American home. One in six homes has been the scene of some form of violence between family members (Straus et al., 1980). Slightly over forty-five out of one thousand women have been the victims of violence at the hands of their husbands. Forty-three men out of one thousand have been hit by their wives, after the husband initiated an attack (Gelles and Straus, 1988).¹ Six out of one thousand women are beaten up yearly, and the average battered wife is beaten three times a year (Gelles and Straus, 1988). Forty out of one thousand parents say they have beaten their child at some time, while ten out of one thousand parents beat their child yearly (Gelles and Straus, 1988).

Social Learning Theory (Bandura, 1977), suggests that sibling abuse will occur more often in families with other violent interaction patterns. Even though social and

¹This does not say that violent family exchange is mutual combat. Although there certainly are instances of husbands being battered, there is no substantial evidence of a battered husband syndrome (Finklehor, 1983).

economic forces influence the attitude of parents, it is the family's influence that shapes the entire existence of the child. (DeRosis, 1971). DeRosis found that children often respond to violence in the home with violence. A child who has learned to act in a specific way in order to get along in her/his family (ie. violently), may not be able to act otherwise outside of the family. For example, if a child acts out with physical aggression whenever she/he is approached not only will she/he be avoided by peers, but may even be punished for, what to her/him, is natural.

In looking at five children who had inflicted serious injury to a sibling, Arthur Green (1984) discovered that they had all been physically abused by adults. Gullette (1988) found that in homes where sibling violence occurred the father had often been very controlling. Violence was the method by which hierarchy and control of the family members was established and maintained. When the father left, and the mother, who was new to the role of controller, at times became overwhelmed by the children, the children were often unprepared to control themselves and to function well without control. The abuser used the attacks on their siblings to adapt in the following ways: to gain revenge against their more valued sibling, to express rage against the distant mother, to get attention, to gain a

sense of mastery over their own abuse and to teach the parent a lesson (Gullette, 1988).

This literature suggests that sibling conflict is a normal and, perhaps even necessary, part of sibling relations. However, it also suggests, that without proper parental awareness and guidance, such as a family in which violence is an accepted way to handle conflict, response to conflict among siblings can become violent. In other words, the more violence is accepted and used by family members, the more violent the conflict between siblings will become.

Conflict Tactics Used by Siblings

Michael Nichols (1988) suggests that the seeds of sibling conflict are sown when the first sibling arrives. The displaced, older child may be jealous. After having the exclusive love of both parents, he or she now has to share that precious love with another. Not only is there a chance of the older child not getting as much attention as they used to, but the new infant may now be the number one priority in Mother's life. In return, younger children are often envious of their older siblings, who, because of their age, usually have more privileges and accomplishments. Nichols, as well as Bank and Kahn (1982) and Gelles and Straus (1988), contend that this rivalry plays an important part in teaching children how to fight for their place in the world. They agree that competition

is a natural force of evolution and that normal sibling rivalry makes children tougher and more resilient. In addition, Nichols feels that it also teaches them how to assert themselves and how to keep their fights within safe limits. Abramovitch, Carter and Lando (1979) state that aggression is the major way in which siblings interact, and the lessons learned through aggressive sibling interaction are used throughout the lifetime. Because there is a degree of violence in our culture, children need to learn acceptable norms and limits to violence.

Supporting the view that sibling violence is normal and accepted, Bank and Kahn (1982), also assert that physical sibling conflict is part conflict and part sought-after contact, or warmth. They feel that within the attack and counterattack of sibling conflict is a familiar and predictable measure of physical bodily contact. Other research suggests, however, that there are negative aspects of sibling conflict. Straus et al. (1980) found that there are those children who face the possibility of serious harm at the hands of a sibling every day. Though this is not the norm, the incidents of lethal sibling conflict are well documented, and cannot be ignored in looking at the overall picture.

Straus, Stienmetz, and Gelles found, what they considered, startling results when they conducted a national study in the late 1970s. The data was published in

Behind Closed Doors in 1980. It was found that in families with children three to seventeen years of age, 82% of the children had been violent to a sibling in the previous year. These behaviors included pushing, shoving, slapping, throwing things, kicking, biting, punching, hitting with objects and beating with fists. Applied to the estimated 36.3 million children in the United States this is more than 29 million acts of sibling violence committed in one year. Although most of the violence was confined to slaps, kicks, pushes, punches and bites, three out of one hundred involved using a weapon. Translated, this means that over 100 thousand children face a sibling with a gun or a knife every year (Gelles and Straus, 1988).

On the far end of the sibling violence continuum, there are children who appear to act as the "unconscious agents" (Sargent, 1962) of violence in their family systems. Sargent (1962) stated, "Homicide committed by children is not rare." He went on to support his hypothesis that children who kill not only siblings, but other family members, are the unconscious agents of a parent who will, in some way, benefit from the act.

Rosenthal and Doherty (1984) found that children who do not learn to control their aggressive impulses are capable of not only violent behavior toward a sibling, but mortal injury. These researchers studied children, ages two to five, from dysfunctional families who suffered from some

degree of abuse and/or neglect. Because of their young age and cognitive immaturity, the subjects were unclear of the consequences of their behavior. It was found that when parents fail to set limits, or provide role models that are stable, a child may try to gratify basic needs to be nurtured. These instinctual impulses may be destructive toward those who frustrate the child, such as a younger or weaker sibling.

In the same vein, Kay Tooley (1977) found that the abused child often was the "sacrificial lamb" of a family. This research confirmed earlier work done by Johnson and Szurek in 1952. Tooley's article entitled "The Small Assassins", looks at a subgroup of children who had attempted to get "rid" of their younger siblings by such means as fire, poisoning and drowning. All of these children were under the impression that they were doing what their parent, who they were trying to please, wanted. Tooley found that in most instances the abused children get no attention until they start to show antisocial behaviors outside of the home, or become abusive or self destructive themselves.

This literature suggests that sibling conflict is on a continuum from normal to lethal. The more learned patterns reinforce the use of violence in the family the more violent the interactions between siblings can become.

Effects of Sibling Violence on Self Esteem

In addition to the physical harm that abuse can inflict, psychological harm, such as low self esteem, is a pervasive and severe result of sibling violence (Steinmetz, 1977). James Garbarino (1977) looked at child maltreatment from a human ecology point of view. From this view a child's world consists of systems nested into other systems. All the systems are interdependent and shape the context in which a child experiences social reality. The innermost system, or microsystem, is the family. Ideally, this should be the safest system. If this inner-most social habitat is not only unsafe, but accepting of abuse, it is possible that a child will be at risk for a variety of psychological problems resulting from low self-esteem, such as impaired ability to enjoy life, sad affect and social withdrawal (Kazdin, Moser, Colbus and Bell, 1985).

Growing up in an abusive environment has been shown to dramatically affect the social and cognitive development of a child. In Intimate Violence (1988), Gelles and Straus state that children from violent homes exhibit lower scores on formal intelligence tests, have more learning problems and attain lower academic achievement than children from nonviolent homes. Since succeeding in these areas are vital to self esteem, it is not hard to see why children raised

in abusive environments suffer from low self esteem (Coopersmith, 1987). In addition, the uncontrolled aggression of the abuser could lead to future social, as well as psychological problems for him or her. Such problems as temper tantrums, academic problems, trouble making friends and juvenile delinquency may surface (Gelles and Straus, 1988).

Gelles and Straus (1988) state that power, control and self-esteem are "rewards" for family violence. Abusers generally have low self esteem which is raised by the act of controlling those less powerful. Beginning with the parents: father abuses mother, mother abuses the children, the oldest child abuses the younger, who in turn may abuse a pet. Sibling abuse in these types of families is often termed "horseplay" and is seldom reported because it is largely ignored by the parents (Banks and Kahn 1982; Gelles and Straus, 1988).

Kazdin, Moser, Colbus, and Bell (1985) found that physically abused children had lower levels of self-esteem than children who are not abused. Also, the severity of the low self-esteem varied as with the history of abuse. Children who were both past and currently abused had the lowest self-esteem and those who were only currently abused had less severe self-esteem problems.

This literature suggests that child abuse is detrimental to self esteem. Therefore, it is suggested that

abusive acts between siblings could also be detrimental to self esteem.

Summary

In summary it is evident that sibling conflict is a normal and necessary part of child development (Nichols, 1988; Gelles and Straus, 1988). Effective parents know when to intervene in sibling conflict and when to let the children work their differences out between themselves. However, conflict may occur in context of a violent home environment. In this case children learn violent tactics at the hand of a "loving" parent. Violence can also be modeled at home through spousal abuse. Although spousal violence occurs in only four percent of American homes, the extrapolated statistics are alarming. Eighty-two percent of more than 700 families with children experienced a violent act within one year (Straus, Steinmetz and Gelles, 1980). One in six American homes have been the scene of domestic violence. Children carry these violent interaction patterns with them for the rest of their lives (DeRosis, 1971; Gelles & Straus, 1988; Bank & Kahn, 1988).

The most lethal acts of siblings seem to be committed by those children who suffered neglect and/or abuse at the hands of a caretaker (Rosenthal and Doherty, 1984), or who thought they were acting on the wishes of a parent, whose attention and approval the child felt were needed for their

own survival (Sargent, 1962; Tooley, 1977).

Based on this review of the literature, hypothesis one and two state:

- 1: The more violent the family environment, the more conflict expressed among siblings.
- 2: The more violent the family environment, the more violent the tactics used by siblings to solve conflict.

This review of the literature also suggests that violent conflict between siblings can make the home environment unsafe. The resulting psychological harm of living in an unsafe environment is lowered self esteem, lowered ability to enjoy life and social withdrawal. Low self esteem manifests itself in poor motivation and academic achievement (Kazdin, Moser, Colbus and Bell, 1985). In addition, a child with uncontrolled aggression faces poor peer relationships and future problems with the law, all of which may contribute to low self esteem (Straus and Gelles, 1988).

Therefore, hypotheses three and four state:

- 3: The greater the amount of conflict between siblings, the lower the self esteem of siblings.
- 4: The more violent the conflict between siblings, the lower the self esteem of siblings.

CHAPTER 3

METHODS

Sample

The data for this study was gathered with a static group comparison, which is a one time survey. The survey was given to 287 volunteer college students during regularly scheduled class periods of Sociology, Psychology, Geography, and Human Development. The purpose of the study and the mechanics of the measure were explained at that time. The subjects were asked to answer the assessments at their own convenience and bring them to the next class meeting. The measure was collected at that time. One hundred and fifty-two assessments were returned. Two of those were not usable because of incomplete data. Respondents were between the ages of 18 to 20. There were 111 females and 39 males.

Measures

Three measures were used. They were: (1) The Family Violence Scale (FVS), (2) The Conflict Tactics Scale (CTS), and (3) The Coopersmith Self Esteem Inventory (CSEI).

The Family Violence Scale (FVS)

The attitude toward violence in the subject's home environment was measured using the Family Violence Scale. This measure was developed by Panos D. Bardis, a sociologist at the University of Toledo. The scale contains twenty-five questions dealing with the acceptance of verbal and physical violence in the family and the larger society. Each question is answered with a numerical response of (0) never, (1) very seldom, (2) seldom, (3) often and (4) very often. Scores range from 0 to 100, the higher the score, the more accepting the family is of violence.

Reliability was established by Kendall and Buckland in 1960 with correlation coefficients of .94 (df 28, $p < .001$) and .93 (df 38, $p < .001$). Also, the correlation coefficient forms by a test-retest with 35 people was .87 (df 33, $p < .001$) (Bardis, 1973).

Validity was established in numerous studies by Straus, 1971, Putney and Middleton, 1962, Bronfenbrenner, 1986, Kohn, 1963, Gil, 1970 and Lewis, 1971 that compared violent behavior and attitude toward violence. T values between 2.65 with 78 degrees of freedom was significant at the .01 level and 3.79 with 73 degrees of freedom was significant at the .001 level (Bardis, 1973).

The Conflict Tactics Scale (CTS)

Data on the amount of perceived conflict between siblings and the degree of violent conflict tactics used by siblings was gathered by using the Conflict Tactics Scales developed by Dr. Murray Straus at the University of New Hampshire in 1971. The scale was modified by Straus from 1971 to 1976 and has been used extensively since then. It is designed to measure intrafamily conflict by looking at three different tactics: (1) Reasoning: the use of rational discussion and argument; (2) Verbal Aggression: the use of verbal and symbolic means of hurting-such as insults or threats to hurt the other; and (3) Violence: the actual use of physical force.

The Conflict Tactics Scale contains nineteen items, labeled A through R, referring to how disagreements are settled between siblings, parent and child, and parent and parent. Eight of these items measure physical violence, such as throwing something at the other person or threatening with a gun or knife. Possible responses to a question about the amount of conflict between the referent and his or her sibling progress from (A) discussed the issue calmly to (R) used a knife or gun and count number of occurrences ranging from never to twenty or more times.

An over-all violence index can be drawn using the last eight items on the Conflict Tactics Scale. For the purpose of this study, an overall score was used to measure the

amount of sibling conflict (CTS) and the violent subset score on the last eight items was used to assess violent conflict between siblings (CTS2). In addition the respondents were asked to indicate who performed the action by circling Y (you), S (sibling), or B (both). This will be referred to as the You-Sibling-Both Scale.

Reliability of the scale was examined by two techniques: item analysis and the Alpha coefficient of reliability. The coefficient of the first eleven items, referred to as the Psychological Aggression Scale, was .77 in 1975 and .62 in 1985. The coefficient of the last eight items, referred to as the Severe Violence Scale was .49 in 1985. These minimal coefficients suggest that the occurrence of abuse is not consistent (Straus, 1989).

Validity has been established through various studies by Bulcroft and Straus, (1975), Jorgenson, (1977), Mulligan, (1977), Steinmetz, (1977), and Straus, (1974). Alpha on the child to child scale were .56 for reasoning, .79 for verbal aggression and .82 for violence (Straus, 1989).

Coopersmith Self Esteem Inventory (CSEI)

Self-esteem was measured with the Coopersmith Self-esteem Inventories - Adult Form. The measure, developed by Stanley Coopersmith (1981), is designed to be used with people sixteen years and older. This self-esteem inventory consists of 25 statements about feelings, such as "It's

pretty tough to be me." and "People usually follow my ideas." The statements are answered by checking either "like me" or "unlike me".

Reliability was established by Spatz and Johnson in 1973, who gave the CSEI to over 600 students at three grade levels, fifth, ninth and twelfth. Kuder-Richarson reliability estimates were more than .80 at all levels. Short form reliabilities were established by Bedian, Geagud, and Zmud in 1977. They reported KR 20s of .74 for males and .71 for females (Adair, 1986).

Validity was established by Kokenes in 1974. She did a factor analysis of the responses of 7,600 subjects and found that the four bipolar dimensions obtained were congruent with the test's subscales. The CSEI Adult Form was normed on 226 college students who attended either a community college or a state university in northern California (Coopersmith, 1987).

Analysis of Data

The data collected using the above measures was analyzed by one-way analyses of variance (ANOVA) to determine if relationships existed between the family environment and sibling conflict and between sibling conflict and self esteem. For purpose of analysis the scores of the measures given were divided into high, midrange and low groups.

CHAPTER 4

RESULTS

The purpose of this study was to examine the hypothesis that relationships exist between acceptance of violence by the family, violence between siblings, and self esteem. The hypotheses for analysis were formed following a review of the empirical and theoretical research which indicated these factors may be related.

The independent variable of acceptance and use of violence in the family was examined as a predictor of the amount of sibling conflict and the amount of violent sibling conflict. In turn sibling conflict and violent sibling conflict were both used as intervening variables in examining self esteem.

Preliminary Analysis

A preliminary analysis was conducted on the Family Violence Scale (FVS), Conflict Tactics Scale (CTS), the violent subset of the Conflict Tactics Scale (CTS2), and the Coopersmith Self Esteem Inventory (CSEI) to determine the range of scores. The scores on the measures were then divided into low, midrange, and high groups (see Table 1).

Criteria for dividing the CSEI and the CTS groups were those scores more than one standard deviation below the mean. These were put into the low self esteem group. Those scores within one standard deviation of the mean were put into the midrange group. The scores that were more than one standard deviation above the mean were put into the high self esteem group. Because of the lack of variance in the scores of the CTS2 and the FVS, the same method of division was not appropriate. On the CTS2 the low group consisted of 19% of the sample, the midrange group was 59%, and the high group was the remaining 22% of the sample. On the FVS the low group consisted of 39%, the midrange group was 42%, and the high group was 19% of the sample. For the Family Violence Scale (FVS) low scores ranged from 0 to 4, midrange scores were from 5 to 20, and high scores were from 21 to 66. These scores were out of a possible 100.

On the Conflict Tactics Scale (CTS) low scores were 6 to 30, midrange scores were 31 to 66 and high scores ranged from 67 to 94. These scores were out of 108 possible on the measure. The scores of the violent subscale of the Conflict Tactics Scale (CTS2) were low 0 to 2, midrange 3 to 20, and high 21 to 40. There were 48 possible on the CTS2. Low range on the Coopersmith Self Esteem Inventory (CSEI) was 1 to 40, midrange scores were 44 to 84, and high scores were from 88 to 100. There were 100 possible points on the CSEI.

TABLE 1 Low, midrange, and high groupings of scores of all five measures.

	low	N	midrange	N	high	N
FVS (100)*	0 - 4	58	5 - 19	64	20 - 66	28
CTS (108)*	6 - 30	27	31 - 66	95	67 - 94	28
CTS2 (48)*	0 - 2	29	3 - 20	88	21 - 40	33
CSEI (100)*	0 - 40	27	44 - 84	89	88 - 100	34

*Total possible points.

Analyses

A one-way analysis of variance (ANOVA) with a minimum significant level of $p < .05$ was used to determine significant differences between high, midrange, and low scores. The following variances were examined: Conflict Tactics Scale (CTS) by Family Violence Scale (FVS), violent subset of the Conflict Tactics Scale (CTS2) by Family violence Scale (FVS), Coopersmith Self Esteem Inventory (CSEI) by Conflict Tactics Scale (CTS), and Coopersmith Self Esteem Inventory (CSEI) by the violent subset of the Conflict Tactics Scale (CTS2). A Scheffe' post hoc multiple comparison was run on each of the pairs of variables to determine differences between the high, midrange, and low

groups. For example, the post hoc test tells if the means on the Conflict Tactics Scale was different for those respondents who scored low, midrange, or high on the Family Violence Scale. In addition, a Pearson correlation was run on the scores of each measure and gender to determine if there was a difference between gender and the scores of the measures. Although gender was not addressed by the hypotheses, it was felt this information would be valuable in determining the direction for future research.

Hypothesis 1

The first hypothesis stated that the more accepting the family is of violence, the more conflict will be reported by siblings to solve differences. A one-way ANOVA of the Family Violence Scale by the Conflict Tactics Scale (CTS) scores revealed statistically significant differences in the group mean scores, $F(2, 147) = 19.87432, p < .01$ (see Table 2). The higher the scores on the FVS, the higher the scores on the CTS. A Sheffe' post-hoc multiple comparison indicated that the high, midrange, and low groups of FVS scores had significantly ($p < .05$) different means on the CTS scores (see Table 3). Those who scored in the low group on the FVS (0 to 4) had a means of 39.6724 on the CTS, which is different from the midrange FVS group (5 to 19) who had a mean of 49.9531 on the CTS. Both the low and midrange groups were different from the high FVS group

(20 to 66) which had a mean of 63.4286 on the CTS. Since there was a relationship between family violence and sibling conflict, Hypothesis 1 was retained.

TABLE 2 Analysis of CTS by FVS.

Source of Variation	Sum of Squares	df	Mean Square	F
Between	10895.0010	2	5447.5005	19.8742*
Within	40292.4924	147	274.0986	
Total	51187.4933	149		

*Significant at the .01 level.

TABLE 3 Significant difference between means on the CTS of low, midrange, and high FVS groups.

FVS groups	Mean of CTS	low	mid	high
low	39.6724			
mid	49.9531	*		
high	63.4286	*	*	

*Denotes pairs of groups significantly different at the .05 level.

Hypothesis 2

The second hypothesis stated that the more accepting the family is of violence, the more violent the tactics used by siblings to solve conflict. The one-way ANOVA of the Family Violence Scale (FVS) scores of low, midrange, and high groups by the violent subset of the Conflict Tactics

Scale (CTS2) scores showed significant differences $F(2, 147) = 32.9558, p < .001$ (Table 4). The more accepting the family is of violence the more violent the conflict tactics used between siblings. A Scheffe' post-hoc multiple comparison indicated that the low, midrange, and high FVS groups had means on the violence subset of the CTS2 that were significantly different from each other at the .05 level (Table 5). Those with low FVS scores (0 to 4) had a mean of 5.7759 on the CTS2. The midrange group (5 to 19) had a mean of 12.0469 on the CTS2 and the group that scored highest on the FVS (20 to 66) had a mean of 22.2143 on the CTS2. Since there was a relationship between family violence and violent sibling conflict, Hypothesis 2 was retained.

TABLE 4 Analysis of CTS2 by FVS.

Source of Variation	Sum of Squares	df	Mean Square	F
Between	5133.7801	2	2566.8901	32.9558*
Within	11449.6599	147	77.8888	
Total	16583.4400	149		

*Significant at the .001 level.

TABLE 5 Significant difference between means on the CTS2 of low, midrange, and high FVS groups.

FVS groups	Mean of CTS2	low	mid	high
low	5.7759			
midrange	12.0469	*		
high	22.2143	*	*	

*Denotes pairs of groups significantly different at the .05 levels.

Hypothesis 3

The third hypothesis stated that the greater the amount of conflict between siblings the lower the self esteem of siblings. A one-way ANOVA of Coopersmith Self Esteem Inventory (CSEI) scores of the low, midrange, and high groups by Conflict Tactics Scale (CTS) scores indicated significant differences in the group mean scores, $F(2, 147) = 10.6210$, $p < .05$ (Table 6). (The higher the amount of conflict experienced, the lower the self esteem.) The Scheffe' post-hoc multiple comparison indicated that the low and midrange CTS groups were significantly different from the high group at the .05 level (Table 7). Those who scored high on the CTS2 (21 to 40) had a mean of 50.0 on the CSEI. However, those who scored in the midrange (3 to 20) and in the low range (0 to 2) had means on the CSEI that were not statistically different. Since a relationship was found between sibling conflict and self esteem, in the high conflict group, Hypothesis 3 was retained.

TABLE 6 Analysis of CSEI by CTS

Source of Variation	Sum of Squares	df	Mean Square	F
Between	9669.7051	2	4834.8526	10.6210*
Within	66916.5349	147	455.2145	
Total	76586.2400	149		

*Significant at the .05 level.

TABLE 7 Significant difference between means on the CSEI of low, midrange, and high CTS groups

CTS groups	mean of CSEI	low	mid	high
low	71.7037			*
midrange	70.2316			*
high	50.0000			

*Denotes pairs of groups significantly different at the .05 levels.

Hypothesis 4

The fourth hypothesis stated that the more violent the conflict between siblings, the lower the self esteem of siblings. A one-way ANOVA of Coopersmith Self Esteem Inventory (CSEI) scores of low, midrange, and high groups by the violent subset of Conflict Tactics Scale (CTS2) scores revealed significant differences in the group mean scores, $F(2, 174) = 11.5712$. $p < .05$ (Table 8). The more violent the conflict tactics used by siblings the lower the self esteem. The Scheffe' post-hoc multiple comparison indicated that the low and midrange groups were significantly different from the high group at the .05

level but there was no significant difference between the low and midrange CTS2 groups in looking at self esteem (Table 9). Those who scored in the high group on the CTS2 (21 to 40) had a mean of 51.03 on the CSEI. Those who scored in the midrange group (3 to 20) and the low group (0 to 3) on the CTS2 had means that were not statistically different. Because a relationship was found between CSEI scores and CTS2 scores, for the violent conflict group, Hypothesis 4 was retained.

TABLE 8 Analysis of CSEI by CTS2

Source of Variation	Sum of Squares	df	Mean Square	F
Between	10417.1261	2	5208.5631	11.5712*
Within	66169.1139	147	450.1300	
Total	76586.2400	149		

*Significant at the .05 level.

TABLE 9 Significant difference between means on the CSEI of low, midrange, and high CTS2 groups

CTS2 groups	mean of CSEI	low	mid	high
low	70.8966			*
midrange	71.2273			*
high	51.0303			

*Denotes pairs of groups significantly different at the .05 levels.

Gender Differences

According to the results of the multiple regression run on gender and measurement scores, the mean CSEI score for males (67.38) was similar to that of females (73.21). However, Male CSEI scores were significantly negatively correlated to male FVS scores (-.6745), CTS scores (-.6174), and CTS2 scores (-.6722). Female CSEI scores were significantly positively correlated with CTS2 scores (.4801) but were not correlated with CTS scores or FVS scores. Correlation matrix of this information is shown in Table 10.

TABLE 10 Correlation matrix for male (N=39) and female (N=111) respondents $p < .05$.

	CSEI	CTS	CTS2	FVS
CSEI				
male	----	-.6174	-.6722	-.6745
female	----	.1668	.4800	-.1535
CTS				
male	----	----	.7346	.4857
female	----	----	.8936	.5090
CTS2				
male	----	----	----	.6431
female	----	----	----	.5629

Summary of Findings

Analysis of the results of this study indicate that all four of the hypotheses were supported by the data collected. The examination revealed the following findings:

1. Family acceptance of violence was significantly and positively related to the amount of conflict between siblings. Low, midrange, and high Family Violence Scale (FVS) groups had significantly different means on the Conflict Tactics Scale (CTS) at the .05 level. The higher the family violence reported, the higher the amount of conflict reported between siblings.

2. Family acceptance of violence was significantly and positively related to the amount of violent conflict between siblings. Low, midrange, and high Family Violence Scale (FVS) groups had significantly different means on the violent subset of the Conflict Tactics Scale (CTS2) at the .05 level. The higher the reported family violence, the more violent the conflict tactics used by siblings.

3. The amount of conflict between siblings was significantly and negatively related to the level of self esteem. The group mean on the Coopersmith Self Esteem Inventory (CSEI) of those who scored high on the Conflict Tactics Scale was significantly different from those who scored in the midrange and low groups at the .05 level. There was no statistically significant difference between the means of the CSEI of midrange and high conflict groups. This indicates that those reporting the lowest self esteem also reported the greatest amount of conflict between siblings.

4. Violent conflict between siblings was significantly and negatively related to self esteem. The mean on the Coopersmith Self Esteem Inventory (CSEI) of the high violent conflict group was significantly different from that of the midrange and low violent conflict groups at the .05 level. There was no statistically significant difference between the means on the CSEI of the midrange and low violent conflict groups. The higher the reported violent conflict, the lower the reported self esteem. However, in looking at males and females separately, it was discovered that there was a negative correlation between violent sibling conflict and self esteem for males and a positive correlation between violent sibling conflict and self esteem for females.

CHAPTER 5

CONCLUSIONS AND DISCUSSION

The results of this study indicate that in the college population studied acceptance of violence in the home environment was related to violence between siblings. There was a strong relationship between scores on the Family Violence Scale (FVS) which measures acceptance of violence in the family and scores on the Conflict Tactics Scale (CTS) which measures the amount of conflict expressed between siblings, as well as the subset scores of violent conflict tactics (CTS2). These findings were consistent with Bandura's (1977) social learning theory which states that individuals model the behavior of those in their social environment.

The findings also show a negative relationship between violent conflict among siblings and self esteem. A significant relationship ($p < .05$) was found between the general Conflict Tactics Scale (CTS) scores and the Coopersmith Self Esteem Inventory (CSEI) scores, as well as between the latter and the subset Conflict Tactics Scale (CTS2) which measures violent conflict tactics. This is consistent with the theory of psychosocial development (Forehand et al. 198), and the work of Garbarino (1977) and Gelles and Straus (1988) relating the safety of one's

environment to the ability to trust and develop a healthy self esteem.

Discussion of the Hypotheses

This study found a significant relationship for all four of the hypotheses. Acceptance of violence by the family was measured by the Family Violence Scale (FVS), the overall amount of conflict between siblings was measured by the Conflict Tactics Scale (CTS), violent conflict between siblings was measured by the violent subset of the Conflict Tactics Scale (CTS2), and self esteem was measured by the Coopersmith Self Esteem Inventory - adult form (CSEI).

Acceptance of violence in the family and sibling conflict

The data indicates there is a statistically significant and positive relationship ($p < .01$) between the acceptance and use of violence in the home environment and the amount of conflict between siblings. As the scores of the Family Violence Scale increased, the scores of the Conflict Tactics Scale increased. These findings are consistent with social learning theory (Bandura, 1977) which says that children learn their behavior by observing significant role models such as parents, and with Singer's (1971) work on appropriate role modeling. In addition, the results of this

study were congruent with Owen's and Straus' (1975) research on exposure to and experience with violence and the resulting learned norms of family members.

Violence in the home environment
and violent sibling conflict

The data also indicated that there is a significant ($p < .001$) relationship between the acceptance and use of violence in the home environment and violent sibling conflict. As the scores of the Family Violence Scale increased, the scores on the violent tactics subset of the Conflict Tactics Scale increased. The more accepting the family was toward violence the more violent the conflict between siblings. Again these findings are consistent with social learning theory (Bandura, 1977) and Culture of violence theory (Sussman and Steinmetz, 1987) which states that violent behavior is a result of being part of a group that values and accepts violence as a way of dealing with conflict.

The amount of sibling conflict
and self esteem

The amount of sibling conflict was significantly ($p < .05$) related to self esteem. As the scores of the Conflict Tactics Scale increased the scores of the Coopersmith Self Esteem Inventory decreased. However, while there was a significant difference between the high conflict group and

the midrange and low conflict groups, there was no such difference between the midrange and low conflict groups. This may indicate that the amount of sibling conflict must be quite high before it affects self esteem. This information is consistent with the work of Abromovitch et al, 1979 and Nichols, 1988, who contend that aggression is the major way in which siblings interact and that the lessons learned through sibling conflict are used to learn acceptable norms and limits of our culture. If there is no perceived victimization in this interaction, it would not be detrimental to self esteem.

Violent sibling conflict and self esteem

There was a significant ($p < .05$) relationship between violent sibling conflict and self esteem. As the scores of the violent subset of the Conflict Tactics Scale increased, the scores of the Coopersmith Self Esteem Inventory decreased. There has been very little research done in the area of violent sibling conflict and self esteem, but the findings are consistent with work done by Garbarino (1977), Gelles and Straus, Coopersmith (1987), and Kazdin et al. (1985) which indicates that children who grow up in unsafe environments develop a variety of problems resulting from low self esteem, such as sad affect, social withdrawal, and learning problems.

Male and female differences in the Relationship
Between Violent Sibling Conflict and Self Esteem

The multiple regression was run on gender and the scores of the measurement. The results of the multiple regression indicated that violent conflict was detrimental to the self esteem of males, but not of females. In fact, the data indicated that there are those females whose fighting can become violent, yet they manage to develop a relatively healthy self esteem. Although this finding of male/female differences in relationships between violence and self esteem was serendipitous, it is, perhaps, the most interesting finding of this study. It could be that females gain a sense of self confidence in surviving violent sibling conflict. After all, being a fighter is not a traditional female trait in our culture. It is, however, culturally expected for males to fight for their position in the hierarchy of life. Perhaps the males that chose to take part in this study were those who were victims of violent sibling conflict, rather than aggressors. The only significant difference in the means of the scores of males and females was on the Family Violence Scale (males 17.46 and female 9.054). Males reported their families to be almost twice as violent as those reported by females. It should be pointed out that the number of males that took part in the study was low (n=39). A larger sample is needed to get a clearer picture of this relationship.

Limitation

This research was limited in the following areas: the age and gender of the respondent, the complexity of the Conflict Tactics Scale, and the violent nature of the Family Violence Scale.

Subjects taking part in the survey were college students who, for the most part, were no longer living in a family situation with siblings. Therefore, they were relying on long term memory to recall what kind of conflict occurred and how often. These memories weaken with time, greatly diluting the results of the study (Straus et al., 1980). Also, since this was not a random sample, the findings of this research cannot be extrapolated to other populations.

Secondly, the large majority of the respondents were female. This could be because there were more female students in the classes approached or that only males who had been strongly affected by sibling conflict volunteered, or a combination of both. The classes used were core curriculum classes in the letters and science area at Montana State University, but the ratio of men to women is unavailable.

The You-Sibling-Both scale that was added to the Conflict Tactics Scale to determine aggression and victimization did not yield usable data about perceived victim/aggressor status of the respondent. This scale may have confused the respondents. Perhaps it would have been

more effective to ask each subject to write a short statement addressing his/her perceived amount of aggression or victimization. The results of this scale were of little use because many respondents did not respond to it or responded for some questions and not others.

The Family Violence Scale, developed by Panos Bardis, was too narrow to measure all but the most violent families. A measure that had more items of a less violent nature may have resulted in a wider variance of scores. The conflict Tactics Scale could have been used to measure family conflict as well as conflict between siblings.

Implications for Research and Practice

The implications of this study suggest that violent conflict between siblings is detrimental to self esteem and potentially abusive. A closer look at the attitudes of the family with a much broader measurement than the Family Violence Scale may give more useful information in this area.

Future research should target those children who suffer from low self esteem and the resulting problems, such as depression, poor academic achievement, and poor social skills. These children do not become healthy adults, but generally carry their problems into later life (Coopersmith, 1987). Also, high conflict/high self esteem individuals should be studied to determine what it is in

the experience of sibling conflict that is beneficial to self esteem. What are the common and differing factors between high conflict/low self esteem individuals and high conflict/high self esteem individuals? Surely there are more variables that play into this picture than just gender. It is suggested that the number of siblings, gender of those who engage in violent conflict (boy/boy, girl/girl, or boy/girl), and attitude of the parents toward conflict and toward their individual children play a role. In addition, results would be more reliable if both male and female children who are still living in a family situation with a sibling were studied. Maturity and distance may reduce the perceived severity of the conflict between siblings.

For parents and professionals this information does suggest that sibling conflict can go too far. Developing egos are delicate (Mahrer, 1978). Relationships between siblings are, for the most part, healthy (Nichols, 1988), but for some they can be damaging to self esteem resulting in a variety of personal and interpersonal problems. It may be difficult for parents to see the total picture of sibling conflict because of their position in the family arena, but a professional who was not part of the system, should be able to point out sibling conflict that could be damaging. A professional may have to change the family system so that violence is no longer an option, in order to

help a victimized sibling. This is difficult enough to do in cases of spousal and child abuse, which are punishable by law. Sibling bashing is not illegal, and therefore is still sanctioned as an all-kids-do-it situation. However, if it is damaging to a child's self esteem it is abusive, and should be given attention.

In addition, normative violence in our culture should be addressed. Killing, maiming, and grand larceny are commonplace on American television. We spend millions more dollars on military arms than we do to feed and shelter our citizens. It appears that the priorities of our culture are out of line, and that the attitude is filtering down to families.

Summary

The research presented in this thesis supports the existing literature regarding the relationship between family environment and behavior between siblings. In addition, it gives new information on the relationship between violent sibling conflict and self esteem. The findings indicate that, while normative, sibling conflict is dealt with using violent tactics. Even though this appears to be typical it seems to affect self esteem. Perhaps the norm of violence in our culture should be challenged. Parents need help finding ways to discipline without violence and to teach children how to deal with conflict using reasoning or other non-violent tactics.

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APPENDIX

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COOPERSMITH INVENTORY - ADULT FORM
 Stanley Coopersmith, Ph.D.
 University of California at Davis

Age _____
 Sex M ___ F ___

Number of siblings _____
 What number are you? _____
 (first, second, etc.)

Directions: Below, you will find a list of statements about feelings. If a statement describes how you **usually feel**, put an X in the column **Like Me**. If a statement **does not describe how you usually feel**, put an X in the column **Unlike Me**. There are no right or wrong answers.

Like Unlike
 Me Me

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Things usually don't bother me. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. I find it very hard to talk in front of a group. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. There are lots of things about myself I'd change if I could. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. I can make up my mind without too much trouble. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. I'm a lot of fun to be with. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. I get upset easily at home. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. It takes me a long time to get used to anything new. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. I'm popular with persons my own age. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. My family usually considers my feelings. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. I give in very easily. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. My family expects too much of me. |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. It's pretty tough to be me. |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Things are all mixed up in my life. |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. People usually follow my ideas. |

15. I have a low opinion of myself.
16. There are many times when I would like to leave home.
17. I often feel upset with my work.
18. I'm not as nice looking as most people.
19. If I have something to say, I usually say it.
20. My family understands me.
21. Most people are better liked than I am.
22. I usually feel as if my family is pushing me.
23. I often get discouraged with what I am doing.
24. I often wish I were someone else.
25. I can't be depended on.

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In some families where there are children, they always seem to be having spats, fights, disagreements, or whatever you want to call them; and they use many different ways of trying to settle differences between themselves. You are going to read a list of some things that you and/or your siblings might have done when you had a disagreement with each other. For each one, please circle how often it happened and indicate who acted, you, your sibling or both you and your sibling. Please answer as best as you can remember.

Is the sibling you will be referring to a natural sibling or an adopted sibling, such as a child of a stepparent or of your parent and a stepparent? _____

HOW OFTEN?

- 0 - never
 1 - once
 2 - twice
 3 - 3-5 times
 4 - 6-10 times
 5 - 11-20 times
 6 - more than 20

WHO ACTED?

- Y - You
 S - your sibling
 B - both

-
- A. Discussed an issue calmly 0 1 2 3 4 5 6 Y S B
- B. Got information to back up
 your/his/her thinking..... 0 1 2 3 4 5 6 Y S B
- C. Brought in, or tried to
 bring in, someone to help
 settle things..... 0 1 2 3 4 5 6 Y S B
- D. Insulted or swore at him/
 her/you..... 0 1 2 3 4 5 6 Y S B
- E. Sulked or refused to talk
 about an issue..... 0 1 2 3 4 5 6 Y S B
- F. Stomped out of the room
 or house or yard..... 0 1 2 3 4 5 6 Y S B
- G. Cried..... 0 1 2 3 4 5 6 Y S B
- H. Did or said something to
 spite him/her/you..... 0 1 2 3 4 5 6 Y S B
- I. Threatened to hit or throw
 something at him/her/you..... 0 1 2 3 4 5 6 Y S B

- J. You/he/she threw or smashed or hit or kicked something.... 0 1 2 3 4 5 6 Y S B
- K. Threw something at him/her/you..... 0 1 2 3 4 5 6 Y S B
- M. Slapped him/her/you..... 0 1 2 3 4 5 6 Y S B
- N. Kicked, bit, or hit him/her/you..... 0 1 2 3 4 5 6 Y S B
- O. Hit or tried to hit him/her/you with something..... 0 1 2 3 4 5 6 Y S B
- P. Beat him/her/you up..... 0 1 2 3 4 5 6 Y S B
- Q. Choked him/her/you..... 0 1 2 3 4 5 6 Y S B
- R. Threatened him/her/you with a knife or gun..... 0 1 2 3 4 5 6 Y S B
- S. Used a knife or fired a gun... 0 1 2 3 4 5 6 Y S B

Following is a list of questions concerning family violence. Please read all questions very carefully and respond to all of them honestly. After reading each question, write in the space to its left one of the following numbers: 0, 1, 2, 3, 4. The meanings of each number are: 0: NEVER; 1: VERY SELDOM; 2: SELDOM; 3: OFTEN; 4: VERY OFTEN.

For research purposes, you must consider all questions as they are, without modifying any of them in any way. Remember that all questions refer to your own family during your childhood.

0: NEVER 1: VERY SELDOM 2: SELDOM 3: OFTEN 4: VERY OFTEN

- _____ 1. Did your father beat you?
- _____ 2. Did your mother approve of physical violence in general (war against enemy countries, necessary violence against criminals, physical punishment in school, and the like?)
- _____ 3. Did your father seriously threaten physical violence against you?
- _____ 4. Did your mother use really violent language in dealing with your father?

- _____ 5. Did your father use really violent language in dealing with you?
- _____ 6. Did your mother seriously threaten physical violence against people outside your family?
- _____ 7. Did your father approve of physical violence in general (war against enemy countries, necessary violence against criminals, physical punishment in school, and the like?)
- _____ 8. Did your mother throw or break things in violent anger?
- _____ 9. Did you fight physically with other children?
- _____ 10. Did your father throw or break things in violent anger?
- _____ 11. Did your mother encourage you to use physical violence against other children?
- _____ 12. Did your father seriously threaten physical violence against your mother?
- _____ 13. Did your mother use really violent language in dealing with you?
- _____ 14. Did your father use really violent language in dealing with your mother?
- _____ 15. Did your mother seriously threaten physical violence against your father?
- _____ 16. Did your father encourage you to use physical violence against other children?
- _____ 17. Did your mother beat your father?
- _____ 18. Did you seriously threaten physical violence against other children?
- _____ 19. Did your father beat your mother?
- _____ 20. Did your mother seriously threaten physical violence against you?
- _____ 21. Did your father seriously threaten physical violence against people outside your family?
- _____ 22. Did your mother beat you?

- _____ 23. Did your father use physical violence against people outside your family (other than war)?
- _____ 24. Did your mother use physical violence against people outside your family (other than war)?
- _____ 25. How often did physical violence take place in your neighborhood?

Thank you for participating in this study. Sometimes when families are looked at, especially when looking at conflict, painful issues can come up. If you would like to talk to someone about issues that may have come up for you, counseling is available at The Counseling and Family Research and Training Clinic, 994-4112 or The Counseling Center, 994-4531. If you have any questions concerning the survey or the outcome of the study contact Mary Kannegaard at (406) 587-2437.

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