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Corporal Punishment and Outcomes in Trinidadian Youth: Direct and Indirect Effects of

Parental Warmth

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Philosophy
in Counseling, Clinical and School Psychology

by

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Dissertation Document

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Corporal Punishment, Well-Being, and Externalizing Behaviors in Trinidadian Youth: Direct

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National Association of School Psychologists Annual Convention, February 2013, Seattle, WA
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ABSTRACT

Corporal Punishment, Well-Being, and Externalizing Behaviors in Trinidadian Youth: Direct

and Indirect Effects of Parental Warmth

by

Kezia Gopaul-Knights

There is an abundant amount of research examining the link between corporal punishment

and youth outcomes in North America, Europe, and to a lesser extent in the Caribbean.

However, there is little research examining this link within the Trinidadian setting. The

current study addressed this gap within the literature by examining the association between

corporal punishment and outcomes in Trinidadian youth. Specifically, this study investigated

the relation between corporal punishment and subjective well-being and externalizing

behaviors (bullying and delinquency). Additionally, it explored whether this relation was

influenced by parental warmth or rejection and youth's cultural beliefs about corporal

punishment. Results of structural equation modeling revealed that there was a direct link

between corporal punishment and youth subjective well-being. Furthermore, it highlighted an

indirect link between corporal punishment and subjective well-being through the mediator of

parental warmth. Youths' cultural beliefs about corporal punishment were not a significant

mediator in the model. These results were present when gender was used as a control.

Additionally, multiple regression results indicated that corporal punishment was associated

with both bullying and delinquency when parental warmth, youths' cultural beliefs about

corporal punishment, and gender were used as controls. However, the effect sizes were small.

The implications of the results of this study for childrearing and public policy are discussed.

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International Context

Corporal Punishment (hereafter referred to as CP) has received a considerable amount of international attention over the past three decades. The practice has been associated with deleterious outcomes in both children and adolescents; thereby, inciting international organizations to implement more stringent measures to protect the welfare and rights of this population. Article 19 of the Convention on the Rights of the Child (CRC) states that governments "shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence…while in the care of parent(s), legal guardian(s) or any other person who has the care of the child" (United Nations, 1989, para. 1). Although it does not specify the discipline strategies that should be used with children, the CRC clearly states that violence with children is prohibited. As of July 2012, 33 countries including Venezuela, Germany, Finland, New Zealand, Costa Rica, and Kenya had laws prohibiting the use of CP with children and 25 more had already initiated legal reform in this area (Global Initiative to End the Use of CP of Children, 2012). Despite these gains, there are many more countries that have made little movement towards eradicating the practice in their territories.

In 1979, Sweden became the first country to completely ban the use of CP with children. Since then, Sweden has made notable gains in many areas related to child welfare. In a study conducted by Durrant (1999), less than 3% of the population engaged in CP and there was a considerable reduction in public support for the use of the practice with children. There was also a reduction in infant deaths from four deaths between 1971 and 1975 to zero deaths within 15 years after the passing of the ban (Durant, 1999). Furthermore, an

evaluation of the child welfare system indicated that there is no longer a need for reactionary interventions; rather, services are more preventative in nature (Durrant, 1999). Conversely, within the United States, CP is still legal within the home in all 50 states and within the school in 19 states (Global Initiative to End the Use of CP of Children, 2012). In 2011, approximately 1,570 children died from abuse and neglect, with children under the age of one year accounting for 42.4% of the fatalities (Child Welfare Information Gateway, 2013). Furthermore, child physical abuse was responsible for 47.9% of all fatalities (Child Welfare Information Gateway, 2013). Although no causal link can be between the ban on CP and improvement in child welfare, Sweden's position on the practice has promoted shifts in attitudes and beliefs among an entire population that signify important gains for promoting the welfare of children.

Caribbean Context

CP is a pervasive form of discipline practice used in the Caribbean with children. The Caribbean includes countries such as Jamaica, Barbados, Grenada, St Lucia, Martinique, and St Kitts that are located southeast of North America. Over 70% of children ages 2 to 14 years are subjected to CP in this region (United Nations International Children's Emergency Fund UNICEF, 2010). Forms of CP include flogging or lashing with a belt or strap, beating with a whip or tamarind switch, and slapping with a hand, shoe, or other object (Payne, 1989). Children are subjected to these types of practices for both minor and major behavior infractions and often receive it without an explanation and in anger (Smith & Mosby, 2004). The widespread use of CP is currently supported by laws sanctioning these practices in the home in all 32-member states and in the school in all 29-member states (UNICEF, 2010). Furthermore it is ingrained within the fabric of society and is passed down through religious

beliefs and cultural tradition (Gopaul-McNicol, 1999). It is not uncommon to hear religious leaders use the proverbial scripture "He that spareth the rod, hateth his child" (Proverbs 13:24, King James Version) as a basis for promoting beatings of children in these territories, despite the original intention of this scripture to promote discipline with children and not CP per se. CP continues to be transmitted from generation to generation as a necessary practice to shape children into upstanding citizens.

The extremely high homicide rates in the Caribbean, coupled with high rates of juvenile delinquency and youth involvement in crime have led some to speculate that the social problems experienced in the Caribbean societies might be at least in part due to the CP that children are subjected to (Smith & Mosby, 2003). Conversely, many public officials and laypersons within this region, have argued that these social problems are due to a decline in the use of corporal punishment. The limited number of studies examining these relations in the Caribbean makes it difficult to draw conclusions especially because this region continues to experience a number of problems, such as economic turmoil, that may also account for the rising social problems.

Trinidadian Context

Like the rest of the Caribbean, CP continues to be employed by a majority of parents in Trinidad (UNICEF, 2010). Although CP has been banned in the school setting, there has been a great amount of resistance to outlaw the practice within the home. Research suggests that many people within this society believe that the discipline strategies used with children should be a parental decision rather than one made by the state or an international body (Clarke, 2011). These opinions are echoed in statements made by citizens, "it's [corporal punishment] a cultural thing and I don't think you can legislate people's behavior in the

home" (Clarke, 2011, p. 12). As such, Trinidad, like other Caribbean countries, have rejected the recommendations to prohibit CP with children citing that it is the traditional way of disciplining children and such a discussion is up for national debate (UNICEF, 2010).

The ramifications for the use of CP with children have not been examined within the context of Trinidad. Many are convinced that if CP worked for them, and they are leading successful lives, then there must be some benefit. Therefore, purging a society of such disciplinary practices that apparently work seems counterintuitive. However, some has argued that the "cultural context" argument is seriously flawed. The resilience literature suggests that the experience of one or more risk factors in one's life does not guarantee that a problem behavior will occur later (Jenson & Fraser, 2006; Garmezy, 1993). Hence, although an overwhelming majority of children experience CP in Trinidad, it is that inevitable that most of them will not experience the negative outcomes associated with the use of the practice. Therefore, the question of whether CP in Trinidad is associated with the same negative outcomes as witnessed in other western societies remains unanswered.

<div align="center">Defining Corporal Punishment</div>

Defining and operationalizing the term CP is a challenging task for researchers (Saunders & Goddard, 2010) and is consequential to the study of the practice (Baumrind, Larzelere & Cowan, 2002). There are varying definitions of CP and the term has been used interchangeably with phrases such as "physical punishment," and "physical discipline" (Saunders & Goddard, 2010). The UN Committee on the Rights of the Child (2007) defines CP in the following way:

> Any punishment in which physical force is used and intended to cause some
> degree or discomfort, however light. Most involves hitting ('smacking',
> 'slapping', 'spanking') children, with the hand or with an implement-a whip,

stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices). In the view of the committee, corporal punishment is invariably degrading. In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (General Comment No. 8, paragraph 11).

Although this definition of CP is thorough, there is no distinction made between what is considered normative corporal punishment and physical abuse. Within the Trinidadian setting, CP is often referred to as "licks," "beatings," or "floggings." The practice is not only used as a form of punishing children but as a means of training them as well (Gopaul-McNicol, 1999). Parents often use their hands and objects such as a stick, belt, shoe, or tamarind switch to beat children (Leo-Rhynie, 1997). However, definite forms of physical abuse include kneeling on a grater, hitting a girl (but not a boy) with an electric cord, or any CP that results in cuts or bruises (Gopaul-McNicol, 1999).

The debate surrounding the differentiation between normative CP and physical abuse continues to ensue. However, Coleman, Dodge, and Campbell (2010) suggested the examination of functional impairment as a standard for separating the two practices. That is, deviation from normative CP is determined when the parent's (or other adult's) behavior results in short-term to long-term impairment for the child. This standard appears consistent with the guidelines typically used within the Trinidadian setting. Therefore, it seems appropriate that this study employs a popular definition used within the scientific literature

that is consistent with the ideas proposed in this section. Hence, for the purposes of this study, CP is defined as "the use of physical force to inflict pain but not injury for the purpose of correcting or controlling a child's behavior" (Straus & Donelly, 1994, p. 4). This includes slapping, shoving or hitting with an object such as a paddle, belt, or brush (Straus & Donelly, 1994).

<div align="center">Corporal Punishment and Child Outcomes</div>

Corporal Punishment and Behavioral Change

As noted in the definition cited above, CP is often used with the intention of changing a child's behavior. However, it is highly questionable whether this practice is effective in doing so. Gershoff (2002a), in her meta-analysis of 88 studies, found that CP was positively associated with immediate compliance. In a meta-analysis of 26 studies conducted on physical punishment and alternative discipline practices, Larzelere and Kuhn (2005) found that conditional spanking (spanking under a limited set of conditions such as for noncompliance) resulted in higher rates of immediate compliance and lower rates of behavior problems than 10 out of 13 alternate forms of punishment (including time-out, reasoning, and verbal reprimands). However, gains in immediate compliance do not indicate that learning needed for long-term behavior change is occurring. Furthermore, CP has been linked to many unintended behavioral consequences such as increasing the value of the stimulus to be avoided, making it more likely that the behavior occurs in the future (McCord, 2005). Additionally, it encourages children to avoid the performance of the behavior in front of those who will punish them but not in other settings (McCord, 2005). Moreover, a major criticism against CP is that it neglects to teach children appropriate behaviors making it more likely that they will develop inappropriate replacement behaviors in the future (Miltenberger,

2008).

Corporal Punishment and Externalizing Problems

   Externalizing behaviors refer to those behaviors that are acted out towards people and things within the environment and include a wide range of behaviors such as aggression, antisocial behavior, and hyperactivity (Liu, 2004). The link between CP and externalizing behaviors has been studied extensively within regions such as North America and Europe, and to a lesser extent within the Caribbean. The following section reviews the literature on the association between CP and aggression and antisocial behavior.

   Aggression. Many scholars have examined the etiology of aggression. One might note the biological bases in which some children are considered to be naturally more aggressive than others (Baron & Ricardson, 2004). In his review of biological correlates of aggressive behavior, Raine (2002) noted three general categories of factors: (a) frontal deficits including damage to the prefrontal cortex leading to autonomic deficits, poor decision making skills, and difficulty learning from feedback; (b) autonomic underarousal and low resting heart rate related to stimulation seeking, fearlessness, increased vagal tone, reduced noradrenergic functioning, and reduced right hemisphere functioning; (c) early health factors that contribute to brain impairment such as complications during birth, minor physical abnormalities, nicotine use during pregnancy as well as nutrition factors.

   In addition to the biological influence on aggression, there seems to be sufficient evidence to suggest that environmental processes also influence aggression in human beings (Baron & Ricardson, 2004). This process is accounted for by the popular social learning theory, which proposes that children exposed to aggressive behaviors are more likely to exhibit these aggressive behaviors themselves (Bandura, 1977). Children who experience

aggression from their parents, in the form of corporal punishment, exhibit higher rates of aggression than children who do not (Gershoff, 2002a; Smith, Springer, & Barrett, 2010). This relation is arguably more prominent at harsh or high levels of CP than at low or moderate levels (Deater-Deckard & Dodge, 1997, as cited in Baumrind, 1997).

The direct association between CP and aggression has been debated. Parent-child relationships have been found to be a mediator of the relation between CP and aggression (Simon, Johnson, & Conger, 1994). This seems to suggest that parent-child relationships could provide an explanation for the link between aggression in adolescents and CP. However, other conflicting results have been gathered from research conducted in the Caribbean. Rohner, Kean, and Couryoner's (1991) study in St. Kitts found that parent-child relationships only partially mediated the relation between CP and aggression in adolescents. Similar results were found in St. Croix, in which parent-child relationships was a partial mediator of the relation between CP, and hostility and aggression for boys but not for girls (Mathurin, Gielen, & Lancaster, 2006). Though these results highlight the interplay between CP and parental factors, they do not necessarily deny the relation between CP and aggression.

Bullying. Although the broad term of aggression has been studied extensively within the CP literature, bullying has been studied to a lesser degree. Bullying and aggression are not synonymous and should be distinguished from each other (Rigby, 2002). An aggressive child might use aggressive means such as hitting or punching to achieve his or her goal. However, this behavior in itself does not make a child a bully. Bullying is a form of aggression and is more contextual than the general term aggression (Olweus, 2010). Children who bully carry out repeated acts of aggression with the intention to hurt or threaten an

individual with less power than them (Olweus, 1993, 2010; Rigby, 2002).

Predictors of bullying. The occurrence of bullying has been linked to a myriad of factors. Hong and Espelage (2012), in their review of bullying and peer victimization, grouped these factors according to the different levels of the ecological framework (Brofenbrenner, 1977, 1994). Youth characteristics associated with the occurrence of bullying included age, gender, race or ethnicity, sexual orientation, health status, depression and anxiety, and intelligence. At the microsystem level, factors included parent-child relationships, inter-parental violence, and school environment. At the mesosystem level, teacher involvement was noted as being of particular importance. Exosystem level factors included exposure to media violence and neighborhood environment. Cultural norms and beliefs as well as religion were related to bullying at the chronosystem level. Finally, changes in family structure such as divorce and remarriage as well as particular developmental times periods were associated bullying.

Bullying in children and adolescents has been linked to parental harsh discipline. Children who experience harsh discipline are more likely to perpetuate this behavior in what is known as the cycle of violence (Hazler, 1996). Children may first experience intimidation and examples of bullying behavior in the family from siblings and parents and later perform these behaviors (Hazler, 1996). Research conducted in Scandinavian countries indicates that adolescents who experience physical violence in the home are more like to engage in bullying (Olweus, 1993). In a study conducted by Espelage, Bosworth, and Simon (2000) in the United States, physical discipline by parents for rule breaking was associated with higher rates of bullying in adolescents. Additionally, parents who used punitive practices and physical punishment in Brazil were more likely to have adolescents who participated in

bullying (Zottis, Salum, Manfro, Isolan, & Heldt, 2013). Results were present when age and gender were controlled for (Espelage et al., 2000; Zottiset al., 2013). These results highlight the cross-cultural associations between CP and punitive practices used by parents.

Antisocial behavior. The term antisocial behavior in the CP literature has been used interchangeably with the terms conduct problems and delinquency. The term represents a wide range of behavioral problems such as lying, stealing, and truancy (Gershoff 2002a). The information presented in this section refers to the broad term antisocial behavior.

Predictors of antisocial behavior. Research conducted over the decades demonstrates a strong link between parenting practices and the development of antisocial behavior. Antisocial behavior in youth is strongly related to parental childrearing practices such as supervision, parental criminality and aggressiveness, deviant peers (Loeber, 1990) and low positive parent-child engagement (Gardner, Ward, Burton, & Wilson, 2003). Additionally, the child maltreatment literature presents evidence for a clear association between children's early experience of physical maltreatment and the later development of antisocial behavior in adolescence (Egeland, Yates, Appleyard, & van Dulmen, 2002). Weaker predictors of antisocial behavior include poor discipline, parental absence or a broken home, and socioeconomic circumstances (Loeber, 1990).

The relation between CP and the occurrence of antisocial behavior has also been studied extensively. Gershoff's (2002a) meta-analysis of studies conducted on CP and outcomes established a clear positive link between CP and the occurrence of antisocial behavior. That is, CP was associated with higher rates of antisocial behavior in children and youth. A reasonable question that has been proposed in the literature is whether the relation between CP and antisocial behavior varies depending on how corporal punishment is

delivered. Straus and Mouradian (1998) found that while CP delivered impulsively was associated with higher rates of antisocial behavior in children, this relation continued to exist at lower rates even when CP was administered intentionally. Related to these results is the finding from a study conducted in Chile that even at low levels of CP were antisocial behavior (Ma, Han, Grogan-Taylor, Delva, & Castillo, 2012). Furthermore, parental warmth did not mediate this relation. These results lends credence to the argument that CP is persistently related to antisocial behavior across varying levels of CP and in the presence of parents' demonstration of warmth.

The notion of reciprocity, inherent within ecological theory (Brofenbrenner, 1977, 1994), is one that has been explored in examining the relation between CP and antisocial behavior. Do adolescents' early antisocial behavior influence the CP their parents use with them and are parents' use of CP associated with increased rates of antisocial behavior in adolescents? There is evidence to support the reciprocal relation between antisocial behavior and the use of CP (Cohen & Brook, 1995). Additionally, Grogan-Kaylor (2005) was able to control for prior antisocial behavior and found that CP was associated with increased rates of antisocial behavior (Grogan-Kaylor, 2005). Furthermore, adolescents continued to exhibit antisocial behavior as they became older even though their parents discipline practices leveled off.

Subjective Well-Being

The relation between CP and mental health functioning has been examined in the literature. Although most children who experience CP do not go on to develop psychopathology (Harper, Brown, Arias, & Brody, 2006), the literature shows there is a positive relation between CP and a range of mental health adjustment issues (Gershoff, 2002;

Straus & Donnelly, 1994). However, most research in this area has examined only negative adjustment.

Definitions of mental health. Mental health has long been conceptualized as a one-dimensional model in which a person is deemed mentally healthy if there is an absence of pathology (Seligman, 2008). This model of thinking has transferred to research conducted on CP in which some authors purport that adolescents who experience CP adjust well psychologically because they score low on indicators of negative psychological adjustment such as depression, negative worldview, and negative self-esteem. However, a two-dimensional view of well-being, in which both positive and negative aspects of psychological adjustment is assessed, challenges this approach.

Researchers are recognizing that while the examination of illness in an individual is important in assessing his or her overall well-being, the absence of such illness is insufficient to determine whether an individual is flourishing (Seligman, 2008). Research examining both positive and negative well-being with a group of adolescents has shown that it is possible to score low on negative well-being yet score low on measures of overall happiness and life satisfaction (Greenspoon & Saklofske, 2001). Pathology and well-being are two distinct but interrelated constructs that must be assessed separately (Wilkinson & Walford, 1998). Given this information, is it possible that proponents of CP have erroneously argued for its continued use because they have neglected to examine the effects of CP on positive well-being?

Definition of subjective well-being. Subjective well-being (hereafter referred to as SWB) is synonymous with the term "happiness" within the literature (Diener, 2000; Lyubomirsky 2007; Lyubomirsky & Lepper 1999). SWB is a comprehensive measure of

well-being that refers to a person's cognitive and affective evaluation of their lives (Diener, 2000). Diener (2000) noted that SWB is comprised of three separate but related components: life satisfaction, positive affect, and negative affect. Global life satisfaction (LS) is an individual's overall cognitive evaluation of his or her life (Huebner, 1991). Although this definition is domain free, it is important to note that specific domains such as family and school relationships influence a person's overall evaluation of his or her happiness (Jiang, Huebner, & Hills, 2013). Positive affect refers to a person's experience of many pleasant emotions and moods such as joy, excitement, proud, cheerful while negative affect refers a person's experience of few unpleasant states such as misery, shame, guilt, and anger (Laurent et al., 1999). According to Diener and Seligman (2002) very happy people experience moderately strong emotions most of the time but are not immune from the experience of some unpleasant emotions.

Until recently, there were a limited number of studies examining SWB in children. The lack of studies assessing children happiness have been thought to be a results of the lack of proper tools for examining the construct with children (Huebner, 1994; Huebner, Suldo, & Valois, 2005). SWB has traditionally been measured using one-item "I am happy with my life." However, these single-item measures attempting to tap into the happiness of youth appear to be restricted. According to Diener (2000), the best measures of SWB are the ones that tap into all three aspects of the construct. Therefore, studies have used measures such as the Student Life Satisfaction Scale (SLSS; Huebner, 1991) that gives a measure of overall satisfaction with life and the Multidimensional Students' Life Satisfaction Scale (MSLSS: Huebner, 1994) that gives satisfaction with domain specific areas as measures of life satisfaction. The Positive and Negative Affect Schedule (PANAS; Watson, Clark, &

Tellegen, 1988) and its predecessors PANAS-C (Laurent et al., 1999) have been used as measures of students' positive and negative emotions.

Correlates of SWB. LS is critical to overall well-being as it is related to a wide array of outcomes in children and adolescents (Suldo & Huebner, 2004). High LS is related to positive outcomes such as higher engagement in school (Lewis, Huebner, Malone, & Valois, 2011) and interpersonal well being (Gilman & Huebner, 2006) whereas low LS is associated with a range of negative psychological outcomes such as depression, anxiety, and diminished self-esteem (Huebner, 1991). Shaffer-Hudkins, Suldo, Loker, and March (2010) examined the relation between SWB and youth physical health perceptions. All three components of SWB were unique predictors of physical health perceptions (infrequency of illness). Moreover, positive affect explained the most unique variance in perceptions, followed by negative affect and life satisfaction. In a longitudinal study examining the link between academic outcomes and SWB in adolescents, researchers found that SWB was predictive of student grade point average and students with both average or high SWB and low psychopathology had the highest attendance, grades, and math skills (Suldo, Thalji, & Ferron 2011).

SWB and social relationships. Although the link between CP and SWB in adolescents is uncertain, research conducted on parental-child relationships and SWB can shed light on this area. Social relationships are necessary conditions for happiness in children (Diener & Oishi 2005). Good relationships with parents, including the ability to confide in parents and discuss matters with them, were strong predictors of overall SWB in boys and girls (Uusitalo-Malmivaara, & Lehto, 2013). Adolescents who have a closer bond with their parents are more likely to report higher LS than those who do not possess such relationship

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with their parents (Jiang et al., 2013).

Furthermore, specific parenting styles such as maternal authoritative parenting style have been associated with higher LS in adolescents (Milevsky, Schlechter, Netter, & Keehn, 2007; Suldo & Huebner, 2004). One study found that parental social support and warmth had strong links to LS throughout childhood and adolescence (Suldo & Huebner, 2004). A study conducted by Petito and Cummins (2000) further highlights the importance of parental relationships in predicting life satisfaction in adolescents. In their study, they evaluated four parenting types based on parent-child decision-making: Authoritarian (parents make decisions), authoritative (joint process), indulgent (joint process but adolescent decides) and unengaged (adolescent decides). They found that authoritative parenting style was the largest predictor of life satisfaction in adolescents. Authoritative parenting strikes a balance between providing warm and supportive relationships while maintaining standards and expectations (Baumrind, 1991). It is possible that CP can undermine this balance especially if it is administered in anger, compulsively, and with no reasoning.

The "subjectivity" that is inherent in subjective well-being presents a limitation to the study of this construct in adolescents. There are known drawbacks to the use of self-reports and individual's examination of themselves in social science research (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Although there might be links between CP and SWB it is uncertain whether children reports of would reflect this relation. A study conducted by Lepistö, Åstedt-Kurki, Joronen, Luukkaala, and Paavilainen (2010) found that adolescents exposed to domestic violence either as witnesses or experiencing violence themselves reported being satisfied with their life. It is unsure whether a similar pattern of reporting of SWB will occur for students who have experienced CP and whether this would be reflective

of the true relation that exists between the variables.

<center>Mediators of Corporal Punishment and Youth Outcomes</center>

Parental Acceptance-Rejection Theory

       The research cited on the relation between CP and child outcomes highlights the need to consider possible mediating variables such as parental warmth or acceptance and parental rejection as these can influence the outcome of research in this area. According to parental acceptance and rejection theory (PARTheory) postulated by Rohner (1986), all human beings have an innate need for acceptance, which includes love, support, care, and warmth from caretakers. The denial of such a basic need leads to feelings of rejection by the parent. Therefore, parental acceptance and rejection exists on a continuum and is known as the warmth dimension of parenting. PARTheory further postulates that rejection by caretakers is accompanied by feelings of insecurity and anxiety leading children to attempt to compensate for these needs by being dependent. However, this dependency is short lived and is often accompanied by negative emotions and feelings if rejection continues. These negative emotions and feelings often manifest in a variety of psychological maladjustment and behavioral disorders including aggression, low self esteem, and negative view of the world (Rohner & Brothers, 1999).

       The relation between parental acceptance and rejection and child outcomes transcends all cultures, geographical locations, ages, sexes, race, ethnicity and other defining characteristics (Cournoyer & Barris, 2004). This is evident the myriad of cross-cultural research that has been conducted both in the United States and internationally. In a meta-analysis of 43 studies conducted worldwide examining the relation between parental rejection and child outcomes, Khaleque and Rohner (2002) found a tremendous amount of

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support for PARTheory in which parental rejection was associated with psychological and behavioral disorders. These results were present regardless of demographic characteristics (Cournoyer & Barris, 2004; Khaleque & Rohner, 2002).

Adolescents who are subjected to CP could interpret it as a form of rejection by their parents (Rohner, 1990). Therefore, is it that CP is related to negative outcomes in adolescents insofar as they perceive it as a form of rejection by parents (Rohner et al., 1991)? This question has been explored in the research and has yielded somewhat inconsistent results. That is, although parental acceptance and rejection may help explain the relationship between CP and adolescent outcomes, the extent to which it completely does so is highly questionable. In some studies discussed in previous sections, parental warmth and rejection only partly explained the relation between CP and negative outcomes (Mathurin et al., 2006; Rohner et al., 1991). That is, adolescents who experienced CP were more likely to experience diminished negative outcomes; however, parental rejection provided only a partial explanation for how this mechanism might occur.

Cultural Normativeness

The high rates of CP in Trinidad, paired with the resistant to global agencies' attempts to eradicate the use of the practice, highlight the cultural normativeness of the practice in this territory. Cultural normativeness is defined in two ways: (a) parents and children's perceptions of the discipline practices used within their culture; and (b) actual normativeness, which refers to actual discipline practices used by parents in a culture (Lansford et al., 2005). For the purposes of this study, cultural normativeness is defined in terms of adolescents' perceptions of the cultural acceptance of corporal punishment.

The importance of assessing the role cultural beliefs in explaining the link between

CP and negative outcomes is paramount. Many use the cultural relativism argument to make the claim that the use of CP is justified in territories that condone the practice. Cultural relativism is a common term that is used with the anthropological literature that implies that there are various truths for cultures and each culture should be judged according to its own and not ethnocentric standards (Zechenter, 1997). Although there is some merit to this claim, it is understood that regardless of the culture in which a child lives, there are universal rights that apply to them as outlined in the CRC guidelines. Lansford et al. (2005) noted that there must be a balance in allowing parents to determine what is best for their children and applying the universal standards of doing no harm to them.

Despite this cultural relativism claim, there is evidence to suggest that it may not be a substantial one. Lansford et al. (2005) examined the role cultural normativeness had in explaining the link between CP and children's adjustment across the countries of China, India, Italy, Kenya, the Philippines, and Thailand. There was evidence that cultural normativeness moderated the link between the two variables; however, it was shown that for some children and adolescent, there was a clear link between CP and negative adjustment despite the normativeness of the practice. Additionally, Rohner et al.'s (1991) study in St. Kitts found that adolescents' cultural beliefs did not mediate the relation between CP and negative outcomes in adolescents. Furthermore, societies, in which CP is culturally acceptable, have continued to demonstrate a link between CP and negative outcomes in adolescents (Evans, Simons, & Simons, 2012; Horn, Joseph, & Cheng, 2004; Smith, Springer, & Barrett, 2010). These results provide evidence against the claim that cultural acceptance mediates the relationship between CP and negative adolescent outcomes. However, it is uncertain whether these results will be replicated in all settings in which CP is

culturally accepted.

Proposed Study

Statement of Purpose

Trinidad continues to face a growing amount of pressure from international bodies to eradicate the use of CP with children. However, this is being done on the basis of empirical evidence gathered from North America, Europe, Asia, and to a lesser extent the Caribbean, although there are unique aspects of the Trinidad setting that inhibits broad application of findings. To date, there are no published studies on the association between CP and adolescent outcomes in Trinidad. Furthermore, a search for unpublished work did not prove any more successful. The critical nature of the effects of CP on adolescent outcomes makes it imperative that research in this area be made a priority by scholars within this territory. This study, therefore, seeks to examine the relation between corporal punishment, and externalizing behavior and subjective well-being in Trinidadian youth.

An overwhelming amount of research on CP and psychological outcomes conducted has focused on assessing mental health from the diseased-model view in which children are deemed to be mentally healthy if there is an absence of pathology. A shift towards a more balanced approach in which both positive and negative aspects of functioning is assessed is beginning to take place within the literature. This study seeks to extend research in this area by assessing both positive and negative aspects of psychological functioning in the form of youths' subjective well-being.

The studies conducted on CP and externalizing behaviors have focused on outcomes such as delinquency and aggression. Although these outcomes are given consideration within this study, it is recognized that the literature has focused on aggression in its broad form and

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has minimally examined more narrow terms such as bullying. Given the prevalent nature of bullying among adolescents not only in Trinidad but also around the world, this study seeks to examine the extent to which CP is linked to bullying.

The relation between CP and outcomes in adolescents has been argued by some researchers to be mediated by parental warmth or acceptance and rejection (Rohner, Bourque, & Elordi, 1996; Simon, Johnson, & Conger, 1994). Rohner and colleagues have argued that no research in this area should be conducted without the examination of these factors. However, even within their research, there is conflicting evidence as to the extent to which this relation is fully mediated by parent child relationships. This study seeks to clarify this potential dilemma within the Trinidadian setting and add to the body of literature that exists. Furthermore, it attends to recommendations regarding the importance of considering both maternal and paternal behavior on the adjustment of adolescent youth (Rohner et al., 1991).

Finally, there are many beliefs surrounding the use of CP within the Trinidadian context and in many other Caribbean countries where the practice is culturally accepted. Although there is a substantial amount of evidence to suggest that cultural acceptance of CP does not necessarily account for the relation between CP and outcomes in adolescents, this has not been specifically studied within Trinidad. This study therefore seeks to examine cultural beliefs in Trinidad and the extent to which they are myths or reality for adolescents.

Research Questions and Hypotheses

The following is an outline of the research questions and hypotheses in this study. The research questions are a modification of those addressed in Rohner et al. (1991) St. Kitts study. Table 1 in Appendix A summarizes these questions and hypotheses along with the

variables included in the study and analyses that will be conducted.

Question 1: Is CP independently associated with subjective well-being in Trinidadian youth?

Hypothesis 1: Yes, CP will be independently associated with subjective well-being in Trinidadian youth.

Question 2a: Does maternal warmth mediate the relationship between CP and subjective well-being in Trinidadian youth?

Hypothesis 2a: Yes, perception of maternal warmth will mediate the relation between CP and subjective well-being in Trinidadian youth.

Question 2b: Does perception of paternal warmth mediate the relation between corporal punishment and subjective well-being in Trinidadian youth?

Hypothesis 2b: Yes, perception of paternal warmth will mediate the relation between CP and subjective well-being in Trinidadian youth.

Question 3: Is the relation between CP and subjective well-being mediated youth's cultural beliefs about corporal punishment?

Hypothesis 3: No, the relation between CP and subjective well-being will not be mediated by youths' cultural beliefs about corporal punishment.

Question 4: Is there a relation between CP and externalizing behaviors when controlling for parental warmth and youths' beliefs about corporal punishment?

Hypothesis 4: Yes, there is a relation between CP and externalizing behaviors when controlling for parental warmth and youths' beliefs about corporal punishment?

Method

Study Setting

This study was conducted in Trinidad located in the southern Caribbean. Trinidad is the larger of two islands that comprise the Republic of Trinidad and Tobago. As of 2011, the total population of the country was 1,328,019 (Trinidad and Tobago Census Bureau, 2011). The ethnic composition is as follow: East Indians (35.4%), Africans (34.2%), mixed races-African/Indian (7.7%), mixed other (15.1%), Caucasian (0.6%), Chinese (0.3%), Indigenous (0.1%), Syrian/Lebanese (0.08%), Portuguese (0.06%). The primary language spoken is Standard English; a variant of English called "English Creole" is also spoken. Trinidad and Tobago's economy is sustained by the energy sector and is considered to be one of the wealthiest Caribbean countries with a per capita Gross Domestic Product (GDP) in 2012 of $17,934 (Worldbank, n.d.). Over 40% of the population attained a secondary or post secondary education, and almost 15% a tertiary education (Central Statistical Office of Trinidad and Tobago, 2011).

Participants

A convenience sample of 630 participants was drawn from five high schools in southern Trinidad. The sample comprised of students in forms two through six, ranging from 13-18 years of age. There were 303 males (48.1%) and 323 females (51.3%) in the study. Table 2 presents the demographic characteristics of the sample. A G-Power analysis was conducted to determine the appropriate sample size for this study. An estimated minimum sample size of 466 was needed to achieve an effect at .80 power and an anticipated effect size of .50 (Cohen, 1988; Soper, 2013).

Measures

Demographic information form. The demographic information form was used to gather basic information regarding a student's age, gender, ethnicity, religion, and education level. Additionally, it elicited information regarding whom adolescents lived with and parents' educational level (see Appendix B).

Corporal punishment. Six items were drawn from the literature (Rohner et al., 1991; Smith et al., 2010) and used to assess CP. Four of these items assessed the frequency with which adolescents' presently experience CP or have experienced it in the past: "In the past, my mother/father hit me with objects," "In the past, my mother/father punched or slapped me," "Presently, my mother/father hits me with objects," and "Presently, my mother/father punches or slaps me." These items were measured on a 4-point scale (0 = *never,* 1= *rarely,* 2= *often,* 3= *always).* Two questions were used to assess the severity of corporal punishment: "In the past when my mother/father punished me it was…" and "Presently, when my mother/father punished me it is…" This item was also measured on a 4-point scale (1 = *not very hard at all,* 2 = *not very hard,* 3 = *a little hard,* 4 = *very hard*; see Appendix C). Cronbach Alpha for these items in the study was .85.

Child Parental Acceptance Rejection Questionnaire-Short Form (Rohner, 2005). The Child Parental Acceptance Rejection Questionnaire-Short Form (Child PARQ-Short Form) is a 24-item self-report measure that assesses a youth's perceptions of their parents' acceptance (warmth, love, or support) or rejection of them. This measure contains four subscales: warmth/affection, hostility/aggress, indifference and neglect, and undifferentiated rejection. Only the warmth subscale was used in this study. Items included: "My mother/father says nice things to me" and "My mother/father makes it easy for me to tell

them things that are important to me." All items were scored on a 4-point scale (1 = *almost never true,* 2 = *rarely true,* 3 = *sometimes true,* 4 = *almost always true*). Higher scores indicated higher feelings of warmth and acceptance and lower scores indicated feelings of rejection. Mother and father's warmth was assessed separately using similar forms (see Appendix D).

There are numerous cross-cultural studies that provide evidence for the reliability and validity of the PARQ. In a meta-analysis, of 51 studies conducted in multiple countries using the PARQ, the alpha coefficient for the measure was above .80 (Khaleque & Rohner, 2002). Convergent validity was provided for with the Children's Report of Parent Behavior Inventory (CRPBI). For example, the warmth and affection scale of the child PARQ correlated at .83 with the acceptance scale of the CRPBI (Rohner, 2005). Cronbach's alpha for the warmth scale in this study was .90.

Bullying Participants Roles Survey (Summers & Demaray, 2009). The Bullying Participants Roles Survey (BPRS) is a 48-item survey used to assess the different participant roles in bullying (i.e., bully, victim, defender, and outsider). Each participant role category contains 12-items and requires the participant to indicate the frequency with which they have performed these behaviors in the last 30 days using a 5-point scale (0 = *never*, 1 = *1-2 times*, 2 = *3-4 times*, 3 = *5-6 times*, and 4 = *7 or more times*). To make the survey as brief as possible, only eight items of the bullying subscale were used in this study. Questions targeting bullying behavior included: "I have pushed punched or slapped another student" and " I have tripped another student" (see Appendix E).

Internal consistency for the bully subscale was acceptable (.90; Summers & Demaray, 2009). Evidence of construct validity for the bully subscale was provided through the

correlation with victim questions (.33), and attitudes towards teacher (.43) and hyperactivity scale (.35) of the Behavior Assessment Scale for Children (Summers & Demaray, 2009). Cronbach's alpha for the bullying items in this study was .86.

Self-Reported Delinquency-Problem Behavior Scale (Miller-Johnson, Sullivan, & Simon, 2004). The Self Reported Delinquency-Problem Behavior Scale is an eight-item measure designed to assess delinquent behaviors in emerging adolescents. This scale was part of a broader measure used to assess a wide range of behaviors such as aggression and drug use in the 2004 Multisite Violence Prevention Project (Miller-Johnson et al., 2004). Participants are asked to report the frequency with which they engaged in delinquent behaviors such as the stealing, cheating, damaging property, and getting suspended from school in the last 30 days. Sample items include: "Skipped school" and "Written things or sprayed paint on walls or sidewalks or cars where you were not supposed to?" Only behavioral descriptors that were indicative of breaking the law were included in this study (see Appendix F). Items were measured on a 6-point scale *(1 = never, 2 = 1-2 times, 3 = 3-5 times, 4 = 6-9 times, 5 = 10-19 times, 6 = 20 or more times)*. Higher scores on this measure denoted higher levels of delinquency. Internal consistency for this scale was .76 (Miller-Johnson et al., 2004). The Cronbach's alpha for items in this study was .78.

Student Life Satisfaction Scale (Huebner, 1991). The Student Life Satisfaction Scale (SLSS) is a 7-item measure used to assess students' global life satisfaction (Huebner, 1991). Items include: "My life is going well," "I have a good life," and "My life is better than most kids." Students were asked to answer questions based on their thoughts in the past several weeks. Items were measured on a 6-point scale (1=*strongly disagree,* 2=*moderately disagree,* 3=*mildly disagree,* 4=*mildly agree,* 5=*moderately agree,* 6=*strongly agree*; see

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Appendix G). The SLSS has adequate reliability and validity. Internal consistency for the scale was .82 and test-retest reliability over a 1-2 week period .74 (Huebner, 1991). Evidence for convergent validity has been provided by the moderate correlations between the SLSS and Piers-Harris Self-Concept total score and happiness subscale (.53), Bradburn's happiness item (.36), Andrews-Withey life-satisfaction item (.62; Huebner, 1991). The alpha coefficient for items in the study was .85.

Positive and Negative Affect Scale for Children (PANAS C: Laurent et al., 1999). The Positive and Negative Affect Scale for Children (PANAS-C) is a measure of children and adolescents' experience of a range of both positive emotions in their daily lives. Fifteen items are used to represent positive affect (e.g. excited, strong, joyful). Similarly, 15 items represent negative affect (e.g. lonely, disgusted, scared). Participants were asked to indicate the extent to which they have experienced each emotion in the past weeks on a 5-point scale (1 = *very slightly or not at all*, 2 = *a little*, 3 = *moderately*, 4 = *quite a bit*, 5 = *extremely*; see Appendix H).

The PANAS-C has good reliability and validity. Internal consistency for both the positive and negative scales was .92 (Laurent et al., 1999). Evidence for convergent validity was provided by the moderate correlation (.61) between the PANAS-C and the Children's Depression Inventory (CDI; Laurent et al., 1999). Evidence for discriminant validity was provided through the correlations of the positive scale of the PANAS-C with the CDI (-.43) and State Trait Anxiety Inventory for Children (-.20). Cronbach's alpha for the both scales in this study was .81.

Cultural normativeness items. To assess youths' cultural beliefs towards CP two questions were used from Rohner et al. (1991) study. These two questions were: "Beatings

are a good and normal part of raising children," and "It is for children's own good that parents beat them." These items were measured on a 4-point scale (1= *completely disagree, 2 = disagree a little,* 3 = *agree a little,* 4 = *completely agree).* Scores of three or above are coded as agreeing with the statements. Cronbach's alpha for these items in this study was .83.

Procedure

Approval. Approval to conduct this study was gained from the Ministry of Education in Trinidad and Tobago via an official written request to the Chief Secretary. Subsequent to gaining the ministry's approval, principals of the five schools were contacted, provided details of the study, and asked to sign an informed consent form (see Appendix J). Following both the ministry of education and principals' approval to conduct research in the various schools, a letter of informed consent were sent home to parents and asked to be returned to homeroom teacher (see Appendix K). Additionally, students were presented with a student assent form and asked to indicate their willingness to voluntarily participate in the study. Only those students who received parental permission and indicated their willingness to participate in the study were included.

Revision of survey items. A team of local professionals was recruited to review the items of the survey to ensure the appropriateness of the language for the Trinidadian context. This was especially critical given that most of the proposed measures had never been used in Trinidad. There were no major concerns with the items used and all professionals agreed that the terminology used was appropriate for the local setting.

Administration of survey. Two methods of survey administration were used in this study: online administration and paper-pencil. Approximately 60% of participants (three schools) completed the survey online using SurveyMonkey and 40% completed it using a

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paper-pencil form. Although the intention in this study was to conduct all surveys online, local infrastructure on the day of administration at two schools did not permit this. An identical version of the online survey was printed using SurveyMonkey for the paper-pencil administration. All formatting and coloring on the survey remained the same. Survey administration occurred on different days for at each school. Each school completed the survey in one day. The survey took approximately 10-15 minutes for each participant to complete. The researcher was present during the entire administration for each school to respond to questions and ensure that students completed the surveys independently. Appendix L contains the instructions that were given to each student prior to the administration of the survey.

Variables in the Study

The variables in this study were: harshness of CP, parental warmth, cultural normativeness, SWB, and externalizing behaviors. CP was indicated by severity and frequency and was the main predictor variable. SWB, an outcome in this study, was indicated by youths' positive and negative affect, and global life satisfaction. Externalizing behaviors were represented by bullying behavior and delinquency and were also used as outcome variables. Parental warmth and cultural normativeness were both mediator variables.

Treatment of Data

Undergraduate research assistants manually entered paper-pencil versions of the survey directly into SurveyMonkey. Data were checked to ensure there were no abnormal patterns of responding (such as checking the same option for all items on a scale or omitting answers for entire scales). Those surveys with noticeable abnormal patterns were excluded from data entry. A total of 8 cases were excluded from analysis based on this pattern of

responding. Following this, all data from SurveyMonkey were exported into an excel file. A second round of inspection of the data was conducted to check for entry errors. The data was then transported to SPSS and variables coded. Preliminary data analysis revealed two concerns with data. Firstly, some participants chose the option "never" when asked if they had ever experienced corporal punishment yet checked options such as "hard" or "very hard" when asked about the severity of corporal punishment. The validity of these responses was called into question and therefore participants with this pattern of responding were excluded from the analysis. A total of 60 participants were excluded based on this inspection. Secondly, the researcher was interested in gauging the impact of both mothers and fathers' use of corporal punishment on participants in this study. Data were sorted to exclude participants who did not complete both the mothers' and fathers' use of corporal punishment sections in the survey. A total of 60 participants were excluded based upon this criterion. A total of 502 cases were retained for final analysis.

Statistical Analyses Data Plan

Structural equation modeling. Structural Equation Modeling was conducted using Mplus to assess the relation between CP and youths' SWB. This method allowed for both direct and indirect effects of the independent variables on the dependent variable to be examined thereby simultaneously controlling for familywise rate error (Field, 2013). The direct effect in this study was examined by modeling CP on SWB. Indirect effects were assessed by modeling the above relationship through the mediator variables of parental warmth and youth's cultural belief about CP.

Prior to conducting the SEM analysis, the assumptions were examined to determine the appropriateness of the statistical method for this study. Specifically, the data were

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examined for univariate and multivariate outliers, multivariate normality, linearity, and multicollinearity. Additionally, the residual of covariances were assessed to determine whether they were small and centered at zero.

A total of three cases were identified using Mahalanobis Distance at ($p < .001$, 22.46). After examining the cases and corresponding scores, the outliers appeared to have occurred by chance and not based on participant or researcher factors. Furthermore, the analyses were conducted with and without outliers and did not yield different results. As such, outliers were retained.

The assumption of linearity between the predictor/mediator variables and outcome variables were examined. Analysis of the matrix scatterplots for the variables included in the study indicated that the relationship between the variables were linear. Normality was assessed through the use of Q-Q plots and histograms for each variable in the study. All variables for use in SEM approximated the normal distribution. There were some deviations from normality for the parental harshness variable, however, the skewness and kurtosis statistic were in the recommended cut-off limits of +/-2 (Brown, 1997) and, therefore, did not require transformations (skewness = 1.26). Furthermore, the slight positive skewness of parental harshness appears to be representative of the Trinidadian population. No problems with multicollinearity were detected among variables. Correlations among variables ranged from low to moderate. Finally, the residual of covariances was assessed and revealed that all normalized residuals were within the +/-1.96 range (Schumacker & Lomax, 2004). Since the assumptions for SEM were met, this statistical technique was deemed appropriate for the current study.

SEM analyses were conducted by testing both the measurement and structural model

in the study. The measurement model was examined to determine how well each observed variable loaded onto its respective construct based on the Trinidadian sample.

The structural model, representing the various paths in the analysis, was assessed to determine its validity and goodness of fit. In addition to using an insignificant chi-square test to determine the model with the best fit, this study also employed the Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), and the Standardized Root Mean Square Residual (SRMR). Unlike the chi-square test, the latter three fit statistics are less sensitive to sample size, parameter estimates, and problems with model specifications (Hooper, Coughlan, & Mullen, 2008). The following criteria was used to assess model fit: the RMSEA must be lower than or equal to .07 (Bentler, 1992), CFI greater than .95 (Hu & Bentler, 1999), and SRMR less than .08 (Diamantopoulos & Siguaw, 2000).

Multiple linear regression. Multiple linear regression were conducted, using IBM SPSS 22, to determine the association between CP and externalizing behaviors after controlling for parental warmth and youth's cultural beliefs about CP. The assumptions were explored to determine the usefulness and appropriateness of multiple linear regression to answer the research questions. These assumptions include: normality in the distribution of all variables and residuals, homoscedasticity in studentized residuals and predicted values and studentized residuals and each predictor, linearity in the relation between each predictor variable and the outcome variable, and the absence of multicollinearity and outliers (Field, 2013).

Although the variables in the study appeared to be linear and free from multicollinearity, the data showed some heteroscedasticity for both the delinquency and bullying variable indicating some potential violations of this assumption. Furthermore,

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normality for the delinquency was violated (skewness = 4.28). These variables were left untransformed since their distributions are indeed representative of the Trinidadian population. To correct for the assumptions violation, an additional analysis in multiple linear regression called bootstrapping was conducted. Bootstrapping is a robust regression technique that is used when there are potential violations of multiple linear regression assumptions (Field, 2013). Fields (2013) noted that bootstrapping corrects for problems with the sample by estimating properties of the sampling distribution from data contained in the sample, which is done by treating the sample as the population and drawing smaller samples from it. This process is typically repeated 1,000 times and confidence intervals are subsequently created.

The variables of parental warmth, cultural normativeness, and gender were used as control variables in all analyses. Data was entered into SPSS using the enter method in which all the variables were entered simultaneously with no specified ranking. To correct for the possibility of increasing the risk of a type 1 error by running separate analyses for each dependent variable, the Bonferroni correction was used. As such, an adjusted p value was calculated by using .05/2 where .05 represents the original p-value to test for significance and 2 represents the number of tests conducted. The adjusted p-value to test for significance was therefore $p < .025$.

Composite variables. Frequency and severity of punishment are highly correlated variables and have been used to form a composite variable of harshness of CP in past studies (Mathurin et al., 2006; Rohner et al., 1991). Within the current study, the association between the variables was significant and positive at $r = .65$, $p < .001$. As such, there was sufficient justification to create this composite variable for use in the subsequent analyses.

Additionally, SWB is a composite variable that is comprised of life satisfaction, and positive and negative affect (Kasser & Sheldon, 2002). In the present study, negative affect was reverse coded. Both positive affect and negative affect were significantly correlated with each other ($r = .24$, $p < .001$). Life satisfaction was correlated significantly with both negative and positive affect ($r = .33$, $p < .001$; $r = .40$, $p < .001$ respectively). As such, this variable was used as a composite for the purpose of running descriptive analyses.

Results

Descriptive Statistics

Table 3 displays the frequency at which children in Trinidad experienced CP from their parents. Table 4 presents the mean scores for the indicators and variables in the study. On average, youth reported experiencing higher frequencies of CP in the past when compared to their current experience of the practice. Overall, mothers appeared to use CP more frequently than fathers and males tend to experience CP more often than females. The gender differences in youths' experience of CP appeared to be more pronounced with fathers' use of CP. Additionally, males reported more severe CP than females ($M = 5.64$, $M = 4.41$, respectively; see Table 5). This trend in gender differences was pervasive throughout the study; males had higher mean scores than females across all the variables used in this study.

The mean scores on parental warmth for the all participants in the study was $M = 37.35$ indicating that most students experienced more warmth than rejection. Mean scores on the delinquency scale for the entire group was $M = 1.36$. On average, participants engaged in less than one delinquent act within the last 30 days. The mean score for bullying indicated that on average, participants engaged in the various bullying behaviors at least 1-2 times per month ($M = 8.30$). The mean score for the children's cultural beliefs about CP, $M = 4.70$,

indicated that on average, youth tended to agree with cultural appropriateness of CP. Furthermore, approximately 50% of participants "agreed a little" or "completely agreed" with the statements that CP is for both participant's and other youths' good.

Correlation Analyses

Correlations for variables in the study are provided in Table 5 and Table 6. Harshness of CP was significantly negatively correlated to parental warmth ($r = -.40$, $p < .001$) but significantly positively correlated to delinquency and bullying ($r = .15$, $p < .001$; $r = .17$, $p < .001$. respectively). Both severity and frequency of CP were significantly negatively correlated with all three indicators of the SWB scale. Children's cultural beliefs about CP were significantly positively related to harshness of CP ($r = .17$, $p < .001$), but not with other variables in the study.

Corporal Punishment and Subjective Well-Being

Model 1, including both the measurement and structural model, was conducted to examine the association between harshness of CP and SWB. The measurement model was confirmed as each indicator loaded on its respective factor as shown in Table 7. Factor loadings ranged from .47 to .93. In the structural model, SWB was regressed on harshness of CP as well as the two mediators, parental warmth and children's CP cultural beliefs. Gender (dummy coded, female = 1) was used as a control variable. The model fit was good, $\chi^2 = 69.88$, $df = 21$, $p < .05$; SRMR = .052; CFI = .954; RMSEA = .068, 90% CI [.051, .086] (see Table 8). Although the chi-square test was significant, all other fit indices were within the cut-off limits. The chi-square test was sensitive to a large sample size as used in this present study. The direct link from CP harshness to SWB was significant and negative ($\beta = -.34$, $p < .001$). The indirect link from CP harshness to SWB through parental warmth was also

significant. That is, CP harshness was negatively linked to parental warmth ($\beta = -.47$, $p <$ .001) and parental warmth was significantly positively linked to SWB ($\beta = .40$, $p < .001$; see Figure 1). Gender was also significantly negatively related to both parental warmth ($\beta = -$.15, $p < .001$) and SWB ($\beta = -.18$, $p < .001$). Youths' cultural beliefs were positively associated with CP harshness ($\beta = .14$, $p < .001$) but were not linked to any other variables in the study. Although this first model was a good fit, the lack of significance between youths' cultural beliefs and other variables in the study suggested that the model was not parsimonious. As such, a second model was run with the removal of youths' cultural beliefs.

In model 2, the measurement model was upheld with factor loadings between .47 and .85 (see Table 9). The overall model produced a good fit, $\chi^2 = 39.76$, $df = 11$, $p < .05$; SRMR = .055; CFI =. 958; RMSEA = .072, 90% CI [.049, .097]. All variables in this model were significant (see Figure 2). That is, the direct path between CP harshness and SWB was significant and negative ($\beta = -.30$ $p < .001$). The significant and larger coefficients in the indirect paths from CP harshness to parental warmth ($\beta = -.48$, $p < .001$) and parental warmth to SWB ($\beta = .42$, $p < .001$) suggest a partial mediation. Gender continued to be significant in the model and negatively linked to parental warmth and SWB ($\beta = -.15$, $p < .001$; $\beta = -.19$, $p < .001$).

Additional SEM models were run to determine the separate influence of mother warmth and father warmth on the association between CP and SWB. The measurement model for father warmth, contained in Model 3, was upheld. Factor loadings ranged from .46 to .86 (see Table 10). The overall model was a good fit, $\chi^2 = 38.18$, $df = 11$, $p < .05$; SRMR = .053; CFI = .955; RMSEA = .070, 90% CI [.047, .095]. Similar to the models presented previously, the direct link between CP and SWB was significant ($\beta = -.40$, $p < .001$; see

Figure 3). Additionally, the indirect link between CP and SWB through father warmth was significant. CP was negatively associated with father warmth (β = -.38, p < .001). Father warmth was positively associated with SWB (β = .27, p < .001). Gender was again significant in the model as it was negatively correlated with both father warmth and SWB (β = -.103, p < .001; β = -.233, p < .001). That is, being female was associated with decreased SWB and father warmth.

Model 4 presents similar results for mother warmth. The measurement model held up and factor loadings on the various scales ranged from .48 to .84 (see Table 10). Again, the overall model was a good fit, χ^2 = 38.86, df = 11, p < .05; SRMR = .055; CFI = .957; RMSEA = .071, 90% CI [.048, .096]. The direct link between CP and SWB was significant and negative (β = -.35, p < .001; see Figure 4). The indirect link from CP to SWB through mother warmth was also significant. CP harshness was negatively related to mother warmth (β = -.42, p < .001) and mother warmth was positively related to SWB (β = .38, p < .001). Again the significant indirect path and larger coefficients indicate partial mediation. Gender was significantly associated with mother warmth and SWB in Model 3 (β = -.16, p < .001; β = -.20, p < .001, respectively).

Corporal Punishment and Externalizing Behaviors

Multiple regression analyses were conducted to examine the association between CP harshness and externalizing behaviors. Bullying and delinquency were assessed in separate models with the predictor and control variables entered into the model simultaneously using the "enter" function in SPSS. Model 1, with bullying as the dependent variable, was overall significant, F(4, 494) = 5.40, p < .001. CP harshness was a significant predictor of bullying behavior when parental warmth, youth's belief about CP and gender were controlled for,

$t(494) = 2.47$, $p = .014$. For every one-unit increase harshness of CP, bullying scores increased by .124 points (see Table 11). Gender was also significant in the model, $t(494) = -2.11$, $p = .036$. However, using the Bonferroni Correction, and an adjusted p-value of .025, this significance level did not fall below the cut-off value. All other variables were not significant in the model. This model accounted for only 4.2% of the overall variance in bullying behavior.

To address the violations of assumptions discussed previously, bootstrapping was performed for model 1. Similar results were found with the bootstrap method. That is, CP harshness was significantly positively correlated with bullying, $b = .12$ [0.01, 0.23], $p = .019$. All other variables continued to be nonsignificant. Table 12 presents the bootstrap coefficients along with the 95% confidence intervals associated with them.

Model 2, with delinquency as the dependent variable, was overall significant, $F(4, 494) = 4.60$ $p = .001$. Again, CP harshness was a significant predictor of delinquency when controlling for the variables of parental warmth, youth's belief about CP, and gender, $t(494) = 3.84$ $p = .001$. Therefore, as harshness of CP increases, rates of delinquency also increase. All other variables in the analysis were not significant (see Table 11). This model accounted for only 3.6% of the overall variance in delinquency behavior.

As in the bullying model, bootstrap was conducted for the delinquency model. Harshness of CP was a significant predictor of delinquency using the bootstrap method, $b = .07$ [0.01, 0.13], $p = .018$. All other variables continued to be nonsignificant. Table 12 presents the bootstrap coefficients along with the 95% confidence intervals associated with them.

Discussion

This study served to discover the associations, if any, between CP and outcomes in Trinidadian youth. Three primary but related questions were asked: (a) Is there a direct link between CP and youth subjective well-being? (b) Is the aforementioned link mediated by parental warmth and youth's cultural beliefs about CP? and (c) Is there a relation between CP and externalizing behaviors? A substantial portion (75.1%) of youth in this study reported experiencing CP in at least one form during their lives. This high percentage of youth who have experienced CP is consistent with data from past research studies conducted in the Caribbean and statistical reports from international entities such as UNICEF (Mathurin et al., 2006; Smith et al., 2010). Despite the cultural sanctioning and popularity of CP within the Trinidadian context, this study demonstrated that the link between CP and deleterious outcomes, established in North America and Europe, is indeed present within the Trinidadian context.

As predicted, there was a direct link between CP and subjective well-being. These results are consistent with past studies in establishing a strong, clear link between CP and impairment in youth functioning (Rohner et al., 1991; Smith et al., 2010). However, past research has primarily focused on the association between CP and the impact on negative functioning indicators (Gershoff, 2002). This study goes beyond the current literature in that it provides evidence for the association between CP and the impact on youth positive functioning. That is, CP appears to be related to not just an increase in the experience of negative symptoms (McLoyd, Jayartne, Ceballo, & Borquez, 1994) but also a decrease in the experience of positive symptoms as shown through the study of SWB, the happiness variable. As supported by the dual-factor model of mental health functioning, flourishing

individuals are not identified only by an absence of negative symptoms but rather a combination of minimal negative symptoms coupled with the experience of many positive symptoms (Diener and Seligman, 2001).

The results of this study also indicated that the relationship between CP and SWB was mediated by youths' experience of parental warmth or rejection. Importantly, youth who experienced warmth from their parents, in the presence of CP, were more likely to report higher levels of happiness than those who experienced parental rejection. Both mother and father warmth were important in this mediating relation. These results are consistent with past research (Mathurin et al., 2006; Rohner et al., 1991). The significance demonstrated for both mother and father warmth in mediating the relation between CP and SWB highlights the importance of both parents' role in childrearing in the Trinidad setting. Parent gender role differentiation is often seen in within the family structure in Trinidad where mothers are seen as primarily responsible for childrearing while fathers are known to be breadwinners relinquishing childrearing to mothers (Evans & Davies, 1997). While this differentiation is changing within the local culture, the need for both mothers and fathers to be involved with childrearing and demonstrate warmth cannot be overstated. However, despite the role of parental warmth in mediating the relation between CP and SWB, one must be careful not to discount the direct association shown between the two variables, which specifies that even under conditions of increasing parental warmth, increasing levels of CP is linked to lower levels of happiness.

Although the above results are consistent for both genders, the analyses showed that females were more likely to report lower levels of warmth from their parents as well as lower levels of levels of happiness with life than males. Despite males receiving more harshness of

CP than females in this study, it is somewhat surprising that they reported higher levels of happiness and warmth than females. Previous research has found that males experience harsher levels of CP and are more likely than females to report lower levels of adjustment (Mathurin et al., 2006), as is the case in this study. However, there is a large body of evidence to support that, in general, females report higher levels of internalizing problems than boys, while boys typically report a higher level of externalizing behaviors than girls (Pomerantz, Alternatt, Rydell, & Saxon, 2002; Smith et al., 2010). Females' experiences of lower levels of CP in this study may be explained by their differences in socialization. In Trinidad, and many areas of the Caribbean, males are thought as being more rugged and needing to be "toughened up," whereas girls are seen as delicate and needing protection (Evans & Davies, 1997). As a result, males experience a harsher level of CP than females (Evans & Davies, 1997). Since CP is used less frequently for girls, it is possible that those who experience the practice (and possibly in harsher forms) may be more likely than males to interpret it as a form of rejection from their parents. This rejection may be linked to their lower levels of reported happiness compared to males.

This study also reveals another important finding for the Trinidadian community. Consistent with previous findings in the Caribbean (Rohner et al., 1991), youths' cultural beliefs about CP did not mediate the relation between CP and SWB. Despite the fact that over 50% of youth culturally sanctioned the use of CP, many of them experience lower levels of happiness associated with their experience of CP. Although many in Trinidad make the claim of cultural relativism with regard to the use of CP, this argument may not be justified in light of the results of this study. Alternatively, what might be at play here for youths is an internal psychological struggle between the universal need to experience warmth from

parents and the experience of a practice, though accepted by in their culture, that challenges this experience.

The hypothesis that CP will be associated with externalizing behaviors was supported in this study. This association was present when controlling for parental warmth, cultural normativeness, and gender. Although the amount of variance that is explained in bullying behavior and delinquency by corporal punishment is minimal, what is highlighted through the results of this study is how far reaching the associations of corporal punishment can be. Furthermore, the results of this study highlight what CP is not doing for children. Many Trinidadians use CP in an attempt to correct a host of problem behaviors in their children. For children who engage in delinquency and bullying, what is clear is that the experience of CP is not effective in reducing the rates of their engagement in such behavior; it is doing just the opposite. These results are consistent with studies conducted in the U.S. (Gershoff, 2002).

There are various determinants and predictors of both bullying and delinquency behaviors. Although parental factors play a role in these behaviors (Nickerson, Mele, & Princiotta, 2008; Parker & Benson, 2004), in the Trinidadian setting neither parental warmth, nor the experience of rejection, were significantly associated with bullying or delinquency. It appears that for these youth, the experience of parental rejection does not sufficiently predict repeated demonstration of aggression against a peer or engagement in delinquent acts. It is possible that though some youth experience a lack of parental warmth, it is within the context of authoritarian parenting where extremely strict controls are presented and fear is developed for parents. This may or may not present a deterrent from problem behaviors.

Limitations and Future Directions

There are several limitations to this study that should be highlighted. First, although

the terms direct and indirect effects were used, this study employed cross-sectional data that would prevent any causal inferences from being made. Additionally, this study predicted links that were unidirectional, however, within the context of ecological theory, it is highly plausible that these links are bidirectional (e.g., parental warmth predictive of parental use of CP). Future studies could employ longitudinal designs within a broad ecological context. Secondly, CP was examined using the continuous variable of CP harshness. However, this variable did not capture the possible nonlinear relation between CP and SWB or externalizing behaviors. Therefore, no conclusions can be made about whether there are variations in the link between CP and outcomes across the different levels of CP (low, moderate, high). As a next step, latent class analysis could be conducted to inform the creation of groups to be used in subsequent analyses.

Third, although information was gained about both past and present experiences of CP, the specific time periods during which CP was experienced were not elicited. As such, it is unknown whether there are critical periods in which the association between CP and outcomes is stronger. Future studies should consider extending the age range of participants in the study to include younger children. Additionally, information could be gathered about general time periods in which CP was administered.

Fourth, the main method used to gain information about CP in this survey was student self-report. There are significant limitations to using self-report for gathering data such as social desirability bias and response bias (Podsakoff et al., 2003). Furthermore, data were gathered from only youths' in this study. It is possible that information gained from parents, observations, as well as behavior school records might have corroborated and provided further data for this study. Future studies could adopt a more comprehensive approach that

examines data from multiple sources.

A fifth limitation in this study is the restricted geographical location from which schools and participants were drawn from. Although a fairly large sample was used and attempts were made to gather a sample representative of the population in Trinidad, data were collected from only the southern part of the country. To the extent possible, future studies should employ a random sample from the various parts of Trinidad.

Another limitation that should be highlighted is that only a restricted number of indicators of both well-being and externalizing behaviors were used in this study. Only SWB, bullying, and delinquency were examined in this study. Therefore, this study does not attempt to explain all facets of externalizing behaviors or youth positive and negative functioning. Future studies should include a wider range of variables, in addition to assessing aspects of youths' personal strengths and assets that might be influenced by CP.

Noteworthy of mention is the possible influence of other societal factors on SWB and externalizing behaviors. Trinidad has one of the highest crime rates in the world. In 2012 there were 37.9 murders per 100,000 people (United States Department of State, 2013). The current gang, drug trade, and illegal firearm problem appear to be spurring the crime rates (United States Department of State, 2013). Additionally, many youths are exposed to inter-partner violence. These factors along with others might impact the adjustment of youth. Therefore, future studies should attempt to examine the extent to which these factors also contribute to youth adjustment.

Other limitations that should be acknowledged include those that challenge the methodology of this study. Specifically, a substantial amount of cases were excluded for analysis in this study. It is possible that the groups that were excluded in this study possessed

unique characteristics that would produce different outcomes if they were included. Further, this study employed a combination of survey administration i.e. paper-pencil and computer based administration. It is possible that there were differences in the style of responding based on the method of administration.

Implications

Unequivocally, the results of this study have major implications for both childrearing practices and public policy in Trinidad. The impact childrearing practices, CP and parental warmth or rejection, has on youth outcomes cannot be denied. As previous research has established, declines in youth's feeling of happiness is related to a number of undesirable outcomes for them including lower functioning in school, physical challenges, impairment in social relationships (Lewis, Huebner, Malone, & Valois, 2011; Suldo & Huebner, 2004). Furthermore, one cannot help but wonder if the increasing crime rates, and overall rise in lawlessness within the Trinidadian community is related to youth's socialization (Smith & Mosby, 2004).

The consequences of these negative outcomes to youth, families, and society on a whole make it necessary that this issue be addressed on a public level. It must be noted that there are a number of positives in childrearing practices that can be used as a baseline for intervention designed by policy makers. Although the practice of CP is still prevalent in Trinidad, there has been an overall decline in the use of CP over time. Furthermore, most youth reported experiencing warmth from their parents. The current decline in CP rates may be attributed to a number of factors but one that seems plausible is the fact that the Trinidadian society is becoming more educated and aware of the possible outcomes of CP through both the local and international media and as such, the attractiveness of CP as the

first line of discipline may be declining.

It would be prudent of policy makers to adopt a holistic approach to address CP and overall child rearing practices in Trinidad. Simply passing laws prohibiting the use of CP within the Trinidadian setting might be insufficient for meeting the needs of society. This approach is more likely to be met with resistance by parents and members of society who feel that their hands are tied with regard to disciplining their children. Alternatively, adopting an approach that supports parents and protect children (Smith et al., 2010) is critical to the success of programs designed to change the nature of childrearing in Trinidad.

Indeed, policy makers could mobilize efforts through various mediums including mental health professionals such as school psychologists, clinical psychologists, school counselors, school guidance counselors, the media, influential members of society, and community run organizations. Programs could be developed to meet parents' life challenges as well as the developmental needs of children and youth (Smith et al., 2010). The most effective parent-training programs will teach parents effective prevention strategies, provide social support for them, and teach critical parenting skills such as communication, appropriate discipline strategies, and behavior management principles (McKee et al., 2008). However, it is imperative that policymakers are careful to use interventions that are evidence-based.

A suggestion made by Smith and Mosby (2003) for the Jamaican setting, that seems applicable in the Trinidadian setting, is for parenting training to begin in the schools. As the authors suggest, young parents are often ignorant about effective parenting strategies. Furthermore, approximately 50% of youth in this study endorse the use of CP and although there is a present decline in the use of CP with children, it is likely that the practice builds

momentum with the next generation of childrearing. Therefore, children can be taught in school, the basics of child development, and effective parenting.

Importantly, this study reiterates the need to have ongoing assessments of youth well-being within the school setting. Although the results from this study show that the majority of children are happy, there are obviously ones that don't show the same pattern. The same importance that is given to assessing academic growth should be given to assessing mental health well-being in Trinidadian youth. The current model in Trinidad is a reactive approach to mental health in which children are referred to the guidance counselor or more intensive therapeutic services only after they have shown clear signs of impairment. However, within a response-to-intervention framework, at-risk children can be identified and given the necessary support before more severe impairment sets in.

Conclusion

This study examined an unexplored link between CP and outcomes in the Trinidadian setting. Specifically, it examined the relation between CP and youth SWB as well as the externalizing behaviors of delinquency and bullying. The results of this study provided evidence that the link between CP and undesirable outcomes in youth in Trinidad is similar to those found in other societies. Furthermore, this study highlighted the critical role of youth's experience of both mother and father warmth in influencing the relation between CP and SWB. More importantly, it quenches the debate regarding the role cultural relativism plays in explaining these relations. Policymakers are now charged with the responsibility of addressing the issue of CP and other harmful parental behaviors and providing appropriate interventions to remediate parent behavior. It is imperative that this is not done in a top-down approach but that parents, youth, mental health professionals, and other members of society

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are engaged in discussions that ultimately affect them.

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Appendix A
Table 1.
Dissertation Matrix

Questions	Hypotheses	IV	DV	Analyses
Q1: Is CP independently associated with subjective well-being in Trinidadian youth?	**H1:** Yes, CP will be independently associated with subjective well-being in Trinidadian youth.	Harshness of Corporal Punishment	Subjective well-being (positive and negative affect, global life satisfaction)	SEM
Q2a: Does maternal warmth mediate the relation between CP and subjective well-being in Trinidadian youth?	**H2a:** Yes, perception of maternal warmth will mediate the relation between CP and subjective well-being in Trinidadian youth.	Harshness of Corporal Punishment; Maternal Warmth (mediator)	Subjective well-being (positive and negative affect, global life satisfaction)	SEM
Q2b: Does perception of paternal warmth mediate the relationship between CP and subjective well-being in Trinidadian youth?	**H2b:** Yes, perception of paternal warmth will mediate the relation between CP and subjective well-being in Trinidadian youth.	Harshness of Corporal Punishment; Perceived paternal warmth (mediator)	Subjective well-being (positive and negative affect, global life satisfaction)	SEM
Q3: Is the relation between CP and subjective well-being mediated by youths' cultural beliefs youths about corporal punishment?	**H3.** No, the relation between CP and subjective well-being will not be mediated by youths' cultural beliefs about corporal punishment.	Harshness of Corporal Punishment; Cultural beliefs (mediator)	Subjective well-being (positive and negative affect, global life satisfaction)	SEM
Q4: Is there a relation between CP and externalizing behaviors when controlling for parental warmth and youths' beliefs about corporal punishment?	**H4.** Yes, there is a relation between CP and externalizing behaviors when controlling for parental warmth and youths' beliefs about corporal punishment?	Harshness of Corporal punishment; parental warmth	Externalizing behaviors (bullying and delinquency)	Multiple Regression analysis

Demographic Information Form

Please read and answer the following questions.

1. Name of School

_____

2. What form are you in?
- ○ Two
- ○ Three
- ○ Four
- ○ Five
- ○ Lower Six
- ○ Upper Six

3. How old are you?

_____

4. What is your gender?
- ○ Female
- ○ Male

5. What is your ethnicity? (Please select all that apply)

- ○ African
- ○ East Indian
- ○ Mixed-East Indian/African
- ○ Caucasian
- ○ Chinese
- ○ Syrian/Lebanese
- ○ Mixed Other
- ○ Other
- ○ Prefer not to answer

6. What is your religion?

○ Anglican
○ Presbyterian
○ Seventh-Day Adventist
○ Baptist
○ Methodist
○ Buddhist
○ Jewish
○ Pentecostal
○ Catholic
○ Muslim
○ Hindu
○ Other
○ Prefer not to answer

7. Who do you live with? (Choose all that apply).
○ Mother
○ Father
○ Grandparents
○ Aunts/Uncles
○ Other

8. What is the highest level of education your parents have completed?

	Elementary School	Secondary School	Associates Degree	Bachelors Degree	Masters Degree	Doctoral Degree	I don't know
Mother	○	○	○	○	○	○	○
Father	○	○	○	○	○	○	○

Mother

Below are statements about how mothers beat their children. Please circle the answer that is true for you.

	Never	Rarely	Often	Always
In the PAST, my mother hit me with objects (e.g. a belt, spoon, whip)	○	○	○	○
In the Past, my mother punched or slapped me	○	○	○	○
PRESENTLY, my mother hits me with objects (e.g. a belt, spoon, whip)	○	○	○	○
PRESENTLY, my mother punches or slaps me	○	○	○	○

Please check the box that applies to you.

	Not Very Hard At All	Not Very Hard	A Little Hard	Very Hard	N/A
In the PAST, when my mother beat me it was	○	○	○	○	○
In the Past, my mother punched or slapped me	○	○	○	○	○

Father

Below are statements about how fathers beat their children. Please circle the answer that is true for you.

	Never	Rarely	Often	Always
In the PAST, my father hit me with objects (e.g. a belt, spoon, whip)	○	○	○	○
In the Past, my father punched or slapped me	○	○	○	○
PRESENTLY, my father hits me with objects (e.g. a belt, spoon, whip)	○	○	○	○
PRESENTLY, my father punches or slaps me	○	○	○	○

Please check the box that applies to you.

	Not Very Hard At All	Not Very Hard	A Little Hard	Very Hard	N/A
In the PAST, when my father beat me it was	○	○	○	○	○
In the PAST, my father punched or slapped me	○	○	○	○	○

Appendix D

CHILD PARQ: Mother Warmth Subscale

The following questions contain a number of statements describing the way mothers sometimes act toward their children. Please circle the answer that is true for you. There is no right or wrong answer to any statement, so be as honest as you can.

My Mother

1. Says nice things about me

   Almost Always True   Sometimes True   Rarely True   Almost Never True

2. Makes it easy for me to tell her things that are important to me

   Almost Always True   Sometimes True   Rarely True   Almost Never True

3. Is really interested in what I do

   Almost Always True   Sometimes True   Rarely True   Almost Never True

4. Makes me feel wanted and needed

   Almost Always True   Sometimes True   Rarely True   Almost Never True

5. Makes me feel what I do is important

   Almost Always True   Sometimes True   Rarely True   Almost Never True

6. Cares about what I think, and likes me to talk   about it

   Almost Always True   Sometimes True   Rarely True   Almost Never True

CHILD PARQ: Father Warmth Subscale

The following questions contain a number of statements describing the way fathers sometimes act toward their children. Please circle the answer that is true for you. There is no right or wrong answer to any statement, so be as honest as you can.

My Father

1. Says nice things about me

    Almost Always True   Sometimes True   Rarely True   Almost Never True

2. Makes it easy for me to tell him things that are important to me

    Almost Always True   Sometimes True   Rarely True   Almost Never True

3. Is really interested in what I do

    Almost Always True   Sometimes True   Rarely True   Almost Never True

4. Makes me feel wanted and needed

    Almost Always True   Sometimes True   Rarely True   Almost Never True

5. Makes me feel what I do is important

    Almost Always True   Sometimes True   Rarely True   Almost Never True

6. Cares about what I think, and likes me to talk   about it

    Almost Always True   Sometimes True   Rarely True   Almost Never True

Appendix E

Bully Participant Roles Survey-Bully Subscale

Have you done any of these behaviors in the **last 30 days?** Put an X for how often	Never	1-2 Times	3-4 Times	5-6 Times	7 or more Times
I have called another student bad names					
I have made fun of another student					
I have purposely left out another student					
I have pushed, punched, or slapped another student					
I have bumped into another student on purpose					
I have told lies about another student					
I have damaged or broken something that was another student's					
I have talked about someone behind their backs					

Appendix F

Self-Reported Delinquency—Problem Behavior Frequency Scale

These items measure the frequency of delinquency behaviors. Respondents are asked to indicate how often in the past month they have been suspended, stolen something or shoplifted, cheated, or damaged the property of others.

Please circle the appropriate answer. In the last 30 days, how many times have you...

Number of Times

1. Stolen something from another student? 0   1-2   3-5   6-9   10-19   20 or more
2. Skipped school? 0   1-2   3-5   6-9   10-19   20 or more

3. Taken something from a store without paying for it (shoplifted)?	0	1-2	3-5	6-9	10-19	20 or more
4. Written things or sprayed paint on walls or sidewalks or cars where you were not supposed to?	0	1-2	3-5	6-9	10-19	20 or more
5. Damaged school or other property that did not belong to you?	0	1-2	3-5	6-9	10-19	20 or more

Students' Life Satisfaction Scale
(Huebner, 1991)

We would like to know what thoughts about life you've had during the past several weeks. Think about how you spend each day and night and then think about how your life has been during most of this time. Here are some questions that ask you to indicate your satisfaction with life. In answering each statement, circle a number from (**1**) to (**6**) where (**1**) indicates you **strongly disagree** with the statement and (**6**) indicates you **strongly agree** with the statement.

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree
1. My life is going well	1	2	3	4	5	6
2. My life is just right	1	2	3	4	5	6
3. I would like to change many things in my life	1	2	3	4	5	6
4. I wish I had a different kind of life	1	2	3	4	5	6
5. I have a good life	1	2	3	4	5	6
6. I have what I want in life	1	2	3	4	5	6
7. My life is better than most kids'	1	2	3	4	5	6

Appendix H

Positive and Negative Affect Scale for Children (PANAS-C; Laurent et al., 1999)
This scale consists of a number of words that describe different feelings and emotions. Read each item and then circle the appropriate answer next to that word. Indicate to what extent you have felt this way during the past few weeks.

Feeling or Emotion		Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
1	Interested	1	2	3	4	5
2	Sad	1	2	3	4	5
3	Frightened	1	2	3	4	5
4	Alert	1	2	3	4	5
5	Excited	1	2	3	4	5
6	Ashamed	1	2	3	4	5
7	Upset	1	2	3	4	5
8	Happy	1	2	3	4	5
9	Strong	1	2	3	4	5
10	Nervous	1	2	3	4	5
11	Guilty	1	2	3	4	5
12	Energetic	1	2	3	4	5
13	Scared	1	2	3	4	5
14	Calm	1	2	3	4	5
15	Miserable	1	2	3	4	5
16	Jittery	1	2	3	4	5
17	Cheerful	1	2	3	4	5
18	Active	1	2	3	4	5
19	Proud	1	2	3	4	5
20	Afraid	1	2	3	4	5
21	Joyful	1	2	3	4	5
22	Lonely	1	2	3	4	5
23	Mad	1	2	3	4	5
24	Fearless	1	2	3	4	5
25	Disgusted	1	2	3	4	5
26	Delighted	1	2	3	4	5
27	Blue	1	2	3	4	5
28	Daring	1	2	3	4	5
29	Gloomy	1	2	3	4	5
30	Lively	1	2	3	4	5

Appendix I

School Consent Form

Dear [School Principal],

Thank you for expressing interest in the research study titled "Corporal Punishment and Outcomes in Trinidadian Youth: Direct and Indirect Effects". Our goal with this study is to better understand the factors that promote and hinder adolescents' well-being and potential to be successful individuals.

Who We Are: This research study is being conducted by a doctoral candidate, Kezia Gopaul-Knights from the University of California, Santa Barbara. Dr. Shane Jimerson, also from the University of California, Santa Barbara, is supervising this study along with dissertation committee members Dr. Michael Furlong, and Dr. Erin Dowdy.

Why We Are Requesting Participation: This study requires the participation of adolescent students. We recognize that this population spends a majority of their day at school and conducting this study at school will allow the participation of a large group of students at the same time.

Why Should Your School Participate: Corporal punishment has been linked to a number of detrimental outcomes in adolescents in other countries. However, little is known about the relationship between corporal punishment and outcomes in Trinidadian youth. Your school's participation in this study will allow us to examine this relationship and provide answers regarding corporal punishment and outcomes to parents, the public, and lawmakers.

What Participation Requires: Students will be asked to complete a 20-25 minute survey during a time that is convenient to your school. For most students, this will be done on a one time basis. However, for a smaller group of students, we will ask them to complete the same survey one week after completing the original survey.

Please Note: Your school's decision to participate in this research study must be completely voluntary. Your consent to participate in this study can be withdrawn at any time and will not affect your relationship with the University of California, Santa Barbara or any other party involved in this research project.

Confidentiality of Responses: This study is confidential and several steps will be taken to protect the identity of students. Students will be given an identification number, which will be used instead of his/her name. Analysis of information will be done on a group level and not on and individual level. If the results of this study are published, individual student information or results from the survey will not be published. Student completed surveys will

be kept confidential to the extent of the law. Only authorized researchers and personnel from the Ministry of Education will have access to research records provided by students.

Risk: There is minimal risk to participating in this study. However, in the unlikely event that a student experiences emotional distress during the study, we ask that a school guidance counselor or appropriate personnel is available. Additionally, although individual information will not be shared, if a student indicates intent to harm himself/herself or shares information relating to child abuse, this information will be shared with appropriate personnel to ensure the student's safety.

Questions or Comments: If you have any questions regarding this study, please contact the researcher Kezia Gopaul Knights at Kezia@education.ucsb.edu or Dr. Shane Jimerson at Jimerson@education.ucsb.edu.

If your school is willing to participate in this study, please complete the attached consent form.

Sincerely,

Kezia Gopaul-Knights, M.S., PPS
Doctoral Candidate
Department of Counseling, Clinical, School Psychology
University of California, Santa Barbara

Consent to Take Part in this Research Study
I freely give my permission to take part in this study. I understand that this is research. I have received a copy of this letter and consent form for my records.

_____   _____
Principal's Signature   Date

Appendix J

Parental Consent Form

Dear Parent or Caregiver,

This letter is to inform you of a research study that will be conducted at [insert name of school] Secondary School by a doctoral candidate, Kezia Gopaul-Knights, under the supervision of Dr. Shane Jimerson from the University of California, Santa Barbara. This study will examine the relationship between corporal punishment and adolescent outcomes. Your child is being asked to participate in this study because he/she attends [name of school] and is in forms 3, 4, or 5.

Although corporal punishment is a practice that is employed by many parents, little is known about how this practice is related to both negative and positive outcomes for adolescents in Trinidad. The information gained from this study will help us better understand factors related to adjustment and well-being, and provide information that can enhance the effectiveness of parental discipline and overall functioning in adolescents.

This study is confidential and several steps will be taken to protect the identity of students. Students will be given an identification number, which will be used instead of his/her name. Analysis of information will be done on a group level and not on an individual level. If the results of this study are published, individual student information or results from the survey will not be published. Student completed surveys will be kept confidential to the extent of the law. Only authorized researchers and personnel from the Ministry of Education will have access to research records provided by students. Individual information will not be shared with school personnel or anyone other than those mentioned.

Participation in this survey is completely voluntary. If you permit your child to participate in this study, surveys will be completed during homeroom time to avoid interference with academic time. Surveys will take 20-25 minutes to complete. The researcher will be present during administration to answer any questions that your child may have regarding the survey. Please note that your decision to allow your child to participate or not to participate in this study will not affect your child's grades, status, or any relationship with your child's school, University of California, Santa Barbara or Ministry of Education in Trinidad and Tobago.

If you have any questions regarding this study, please contact the researcher Kezia Gopaul Knights at Kezia@education.ucsb.edu or Dr. Shane Jimerson at Jimerson@education.ucsb.edu.

If you want your child to participate in this study, please complete the attached consent form and have your child return it to his/her homeroom teacher.

Sincerely

Kezia Gopaul-Knights
University of California, Santa Barbara

……………………………………………………………………………………………

Consent to Participate in Research Study

I voluntarily give my permission to let my child participate in this study titled, *"Corporal Punishment and Outcomes in Trinidadian Youth: Direct and Indirect Effects"*. I understand that I can withdraw my consent at anytime. I have received a copy of this letter and consent form for my records.

_____   _____
Printed Name of Child   Printed Name of Parent/Caregiver

_____   _____
Signature of Parent/Caregiver   Date

Statement of Researcher

I certify that participants of this study have received an informed consent form that has been approved by the University of California, Santa Barbara's Institutional Review Board.

_____   _____
Signature of Researcher   Printed Name of Researcher

_____
Date Consent was Obtained

Appendix K

Student Consent Form

Hello!

Today you will be asked to participate in a research study by filling out a survey online. This study will look at the relationship between parental use of corporal punishment and outcomes in students your age.

This study is being conducted by a researcher from the University of California, Santa Barbara under the supervision of Dr. Shane Jimerson. You are being asked to participate in this study because you attend [insert name of school] and are in form 3, 4, 5, or 6. Your participation in this study will help us examine the effectiveness of corporal punishment as a discipline practice. The information gained from this study will help us better understand factors related to adolescent adjustment and well-being, and provide information that can enhance the effectiveness of parental discipline and overall functioning in adolescents.

The surveys will ask about your experience with corporal punishment, behaviors, thoughts and feelings, and happiness with life. Surveys will take approximately 25-30 minutes to complete. The researcher will be present during administration to answer any questions that you may have regarding the survey. Please note that your decision to participate or not to participate in this study will not affect your grades, status, or any relationship with your teacher or principal, University of California, Santa Barbara or Ministry of Education in Trinidad and Tobago. Additionally, you may discontinue this study at any time if you experience discomfort in completing the survey. Guidance counselors will also be available to meet with you if the need arises.

Your responses to the survey are confidential and several steps will be taken to protect the information you provide for us. You will not be asked to give your name, school identification number or any other identifying information. Student completed surveys will be kept confidential to the extent of the law. Only authorized researchers and personnel from the Ministry of Education will have access to research records provided by students. Individual information will not be shared with school personnel or anyone other than those mentioned.

If you have any questions, please raise your hand now or let us know at any point during the study. You can also direct questions after the survey to the researcher Kezia Gopaul Knights at Kezia@education.ucsb.edu or Dr. Shane Jimerson at Jimerson@education.ucsb.edu. Also, questions and comments can be directed the Human Subjects Committee (HSC) at the University of California, Santa Barbara at 805.893.3807 or email hsc@research.ucsb.edu.

Thank you for participating in this study.

Sincerely,
Kezia Gopaul-Knights
University of California, Santa Barbara

Appendix L

Introduction

Hello!

Thank you for taking your time to complete this survey. The information you provide will help us better understand the usefulness of physical punishment (i.e. beatings/licks) in disciplining youth your age. This survey will take approximately 15-20 minutes of your time. Your answers will be completely anonymous and will not be linked to your identity in any way. You may skip questions or discontinue the survey at any time if you experience discomfort.

Please raise your hand if you have a question at any time during the survey.

THANK YOU!

Appendix M1

Table 2

Demographic Information for Participants in the Study

Demographic Variables		%
Gender		
Male	303	48.1
Female	323	51.3
Age		
13-15 years	441	70
16+years	171	27.1
Forms		
2-3	375	60.4
4-6	248	39.1
Ethnicity		
East Indian	138	21.9
Mixed-East Indian/African	108	22.1
African	160	25.4
Mixed Other	178	28.2
Caucasian	4	.6
Chinese	5	.8

Appendix M2

Table 3

Percentage of Children who Experience Corporal Punishment by Gender

	All (%)	Male (%)	Female (%)
Mother			
Past experience of being hit with objects	75.1	77.5	72.6
Past experience being punched or slapped	47.0	51.8	43.4
Present experience of being hit with objects	19.9	23.7	16.5
Present experience being punched or slapped	17.1	18.9	15.7
Father	All (%)	Male (%)	Female (%)
Past experience of being hit with objects	45.0	58.2	32.1
Past experience being punched or slapped	25.3	33.3	17.3
Present experience of being hit with objects	13.5	17.3	10.0
Present experience being punched or slapped	11.5	15.3	8.0

Appendix M3

Table 4
Mean Scores for Indicators and Latent Variables in Study

	All		Females		Males	
	M	*SD*	*M*	*SD*	*M*	*SD*
Variables						
Subjective well-being	128.52	26.03	125.31	26.96	131.51	24.81
PANAS-negative	47.71	11.55	45.07	7.42	46.25	7.03
PANAS-positive	56.09	10.01	54.23	12.11	57.84	10.94
Life satisfaction	28.88	8.24	25.33	10.56	26.81	9.13
CP harshness	8.41	7.18	6.99	6.12	9.85	7.84
CP frequency	3.57	3.93	2.84	3.01	4.32	4.57
CP severity	5.03	3.90	4.41	3.52	5.64	4.14
Parental warmth	37.35	8.34	36.73	8.48	37.89	8.20
Mother warmth	19.34	4.40	18.94	4.64	19.68	4.45
Father warmth	18.09	5.42	17.86	5.55	18.28	5.30
Children's cultural beliefs	4.70	2.07	4.51	2.07	4.90	2.08
Own good	2.29	1.14	2.23	1.11	2.36	1.16
Good	2.41	1.11	2.29	1.11	2.54	1.10
Delinquency	1.36	2.88	1.09	1.97	1.64	3.57
Bullying	8.30	7.04	7.57	6.51	9.03	7.47

Appendix M4

Table 5
Correlations Among Indicators in SEM

	PANAS-negative	PANAS-positive	Life satisfaction	CP frequency	CP severity	Own good	Good	Parental warmth	Gender
PANAS-negative	—								
PANAS-positive	.24	—							
Life satisfaction	.34	.40	—						
CP frequency	-.14	-.22	-.30	—					
CP severity	-.21	-.14	-.26	.65	—				
Own good	.11	.03	.13	.12	. 13	—			
Good	.09	.05	.11	.08	.18	.71	—		
Parental warmth	.29	.25	.45	-.38	-.35	.05	.07	—	
Gender	-.05	-.18	-.11	-.19	-.16	-.11	-.07	-.07	—

Appendix M5

Table 6
Correlations Among Variables in Multiple Regression

	1	2	3	4	5
1 CP harshness	—				
2. Parental warmth	-.40**	—			
3. Delinquency	.15**	-.01	—		
4. Bullying	.17**	-.12**	.41**		
5. Gender	.20**	-.07	-.10*	—	
6. Children's CP belief	.17**	.06	-.07	-.04	-.09*

* *p* < .05. ** *p* < .01.

Appendix M6

Table 7
Standardized Factor Loadings for Scales in Model 1

Indicators	Subjective well-being	Parental CP	Children's cultural beliefs
PANAS-negative	.47		
PANAS-positive	.51		
Life satisfaction	.77		
CP frequency		.84	
CP severity		.77	
Own good			.93
Good			.76

Appendix M7

Table 8
Model Results for the Relation between Corporal Punishment and Subjective Well-Being

Model	Chi-Square	df	SRMR	RMSEA [CI]	CFI
Model 1	69.883	21	.052	.068 [.051, .086]	.954
Model 2	39.758	11	.055	.072 [.049, .097]	.958
Model 3	38.178	11	.053	.070 [.047 .095]	.955
Model 4	38.863	11	.055	.071 [.048, .096]	.957

Table 9
Standardized Factor Loadings for Scales in Model 2

Indicators	SWB	CP harshness
PANAS-negative	.47	
PANAS-positive	.53	
Life satisfaction	.77	
CP frequency		.85
CP severity		.76

Appendix M9

Table 10
Standardized Factor Loadings for Scales in Model 3 and Model 4

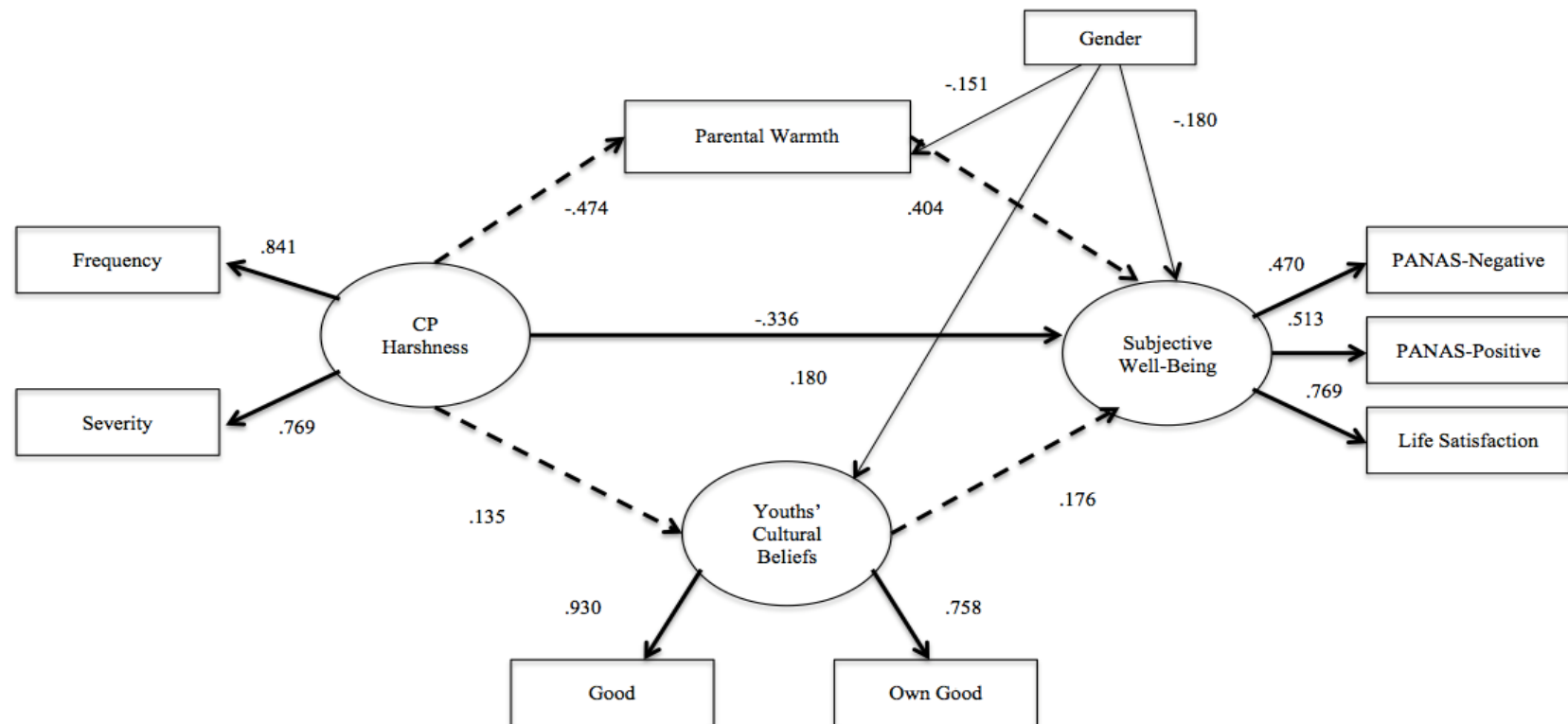|	Model 3		Model 4	
	SWB	CP harshness	SWB	CP harshness
Indicators				
PANAS-negative	.46		.48	
PANAS-positive	.54		.54	
Life satisfaction	.77		.75	
CP frequency		.86		.84
CP severity		.76		.76

Appendix M10

Figure 1. SEM model 1 for relation between CP and subjective well-being.
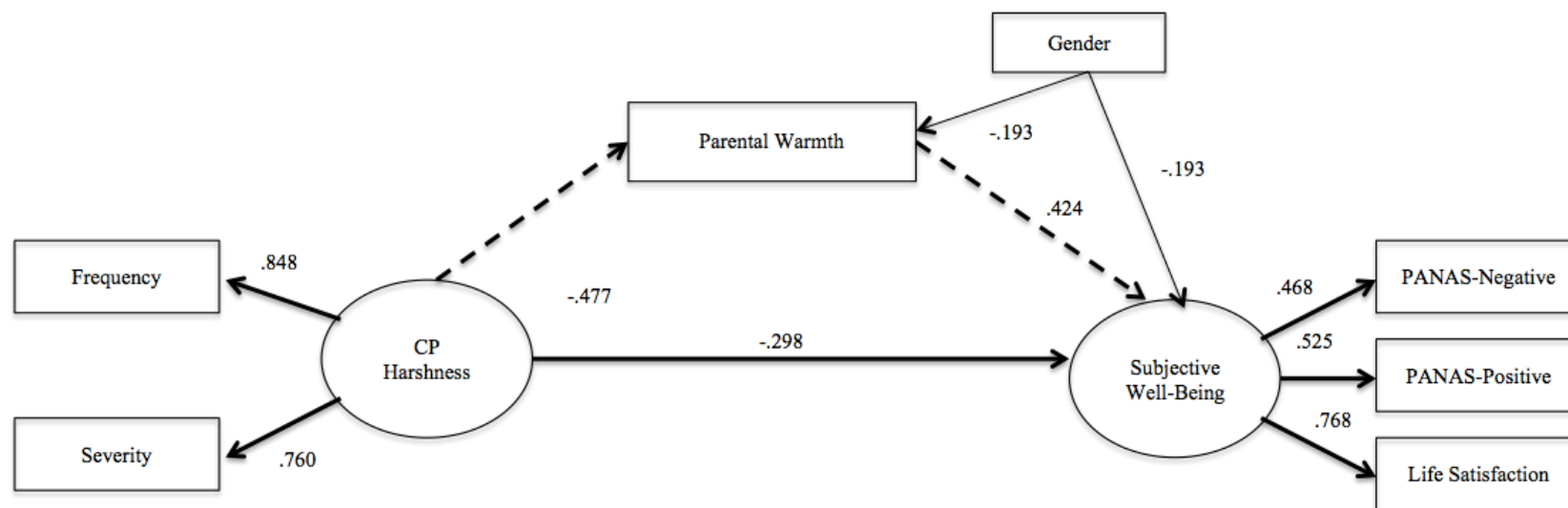
Appendix M11

Figure 2. SEM model 2 for relation between CP and subjective well-being.
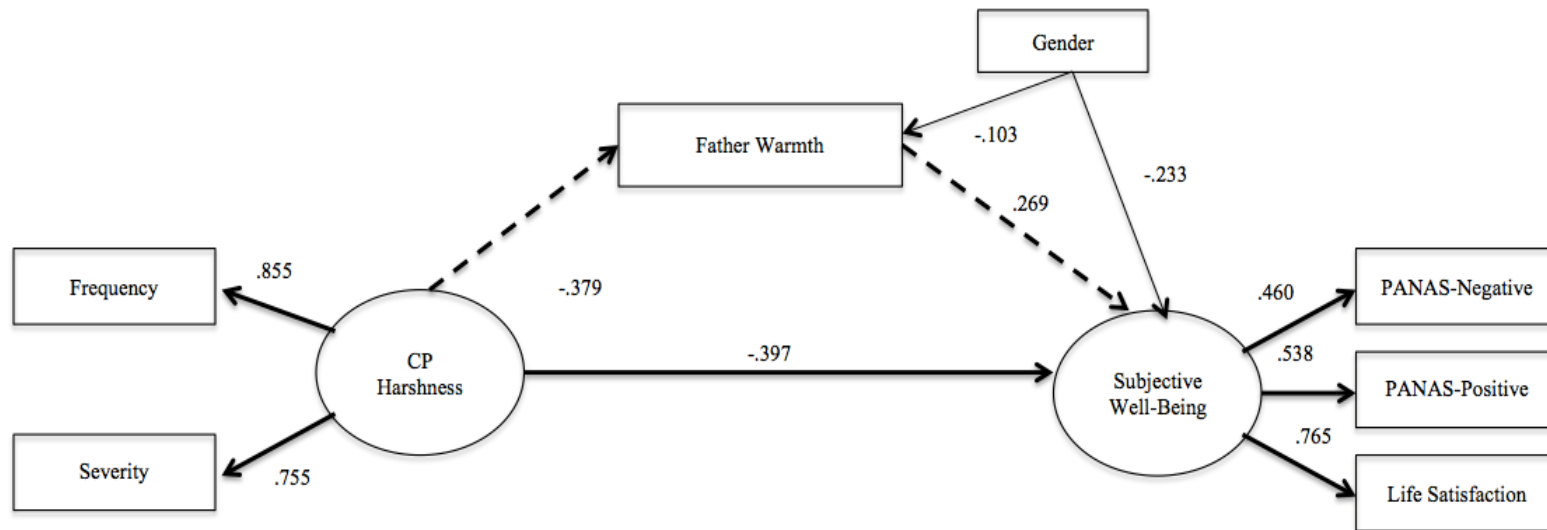
Appendix M12

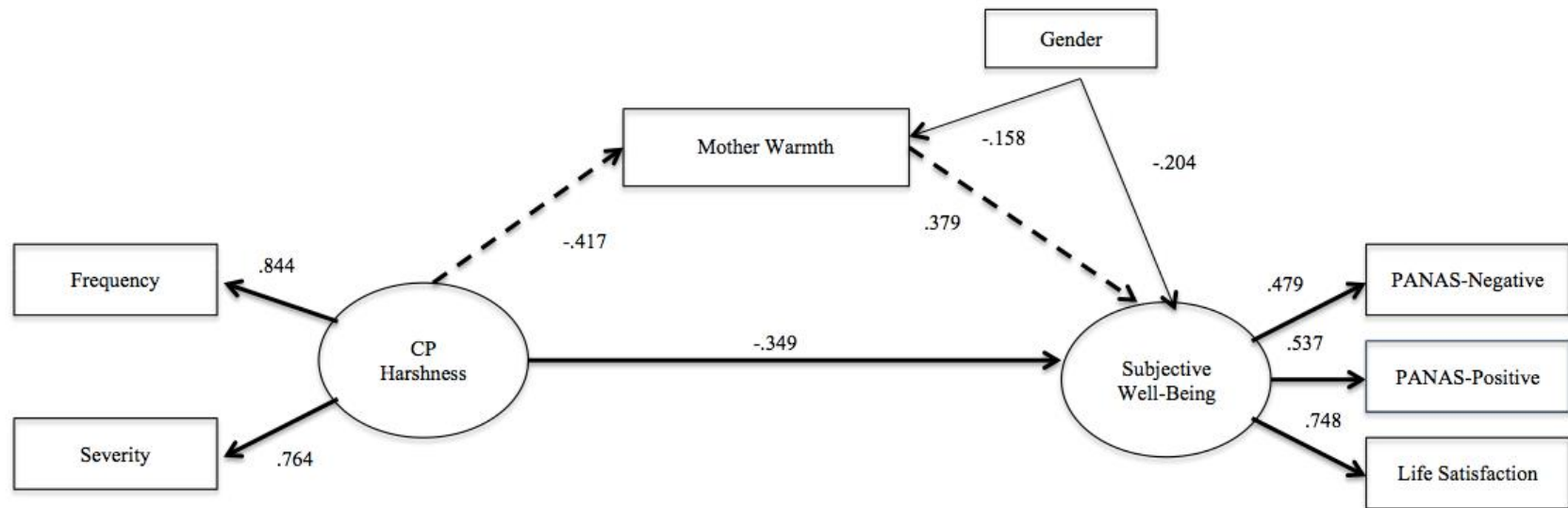**Figure 3. SEM model 3 for relation between CP and subjective well-being**

Appendix M13

Figure 4. SEM model 4 for relation between CP and subjective well-being.

Appendix M14

Table 11
Multiple Regression Models for Externalizing Behaviors

(a) Bullying Model

Variable	β	SE	*t*	*p*
CP harshness	.13	.05	2.47	.01
Parental warmth	-.08	.04	-1.56	.12
Youths' CP cultural beliefs	-.07	.11	-1.43	.15
Gender	-.10	.65	-2.11	.04

(b) Delinquency Model

CP harshness	.18	.02	3.48	.001
Parental warmth	.06	.02	1.26	.21
Youths' CP cultural beliefs	-.90	.05	-1.99	.05
Gender	-.40	.27	-.07	-.51

Table 12

Multiple Regression Models for Externalizing Behaviors with Bootstrap

Variable	b	SE	95% CI	p
(a) Bullying Model				
CP harshness	.13	.05	[0.01, 0.23]	.02
Parental warmth	-.07	.04	[-0.15, 0.01]	.12
Youths' CP cultural beliefs	-.16	.11	[-0.39, 0.06]	.16
Gender	-.1.36	.66	[-2.82, -0.15]	.05
(b) Delinquency Model				
CP harshness	.07	.03	[0.02, 0.13]	.02
Parental warmth	.02	.02	[-0.01, 0.05]	.17
Youths' CP cultural beliefs	-.90	.04	[.001, -0.18]	.06
Gender	-.40	.03	[.019, -0.98]	.22