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**The effects of positive affective priming on Māori
mothers' attributions for children's misbehaviours and
appropriate methods of discipline**

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ABSTRACT

This study is a test-retest experimental design which sets out to determine if Māori mothers, exposure to emotive (positive) photographs of Māori people (children interacting with adults) would influence their attributions and disciplinary responses for child misbehaviour in a positive direction. I also hypothesised that the exposure to Māori visual icons or objects might have a similar but lesser affect.

The participants were a group of 48 mothers of Māori descent living in the Porirua and Wellington areas. I recruited by approaching the principal from a local primary school and my previous employer, by attending a parent group, and by using a snowballing strategy.

Cultural identity was assessed using a "Lifestyle Questionnaire" and results showed that the majority of participants were well integrated into both Māori and mainstream New Zealand culture.

Participants were randomly divided into four equal groups of 12 participants. Each group was shown different sets of photographs that served as the emotional primes (i.e., Māori people, non-Māori people, Māori objects and non-Māori objects). The two experiment groups viewed the Māori people or Māori objects photographs. Conversely, the two control groups viewed the non-Māori people or non-Māori objects photographs.

The participants undertook a pre-testing exercise prior to viewing the photographs, followed by a post-testing exercise. The pre-testing and post-testing exercises consisted of parent-child scenarios based on child

misbehaviours where the child could be blamed for the misbehaviour, and ambiguous behaviours where the child could not be clearly blamed for the misbehaviour. Participants used 4-point Likert scales to rate their causal attributions for the parent-child scenarios and their likely disciplinary responses.

The data were statistically analysed using a mixed between-within subjects analysis of variance (ANOVA). Most of the results were not statistically significant, apart from two of the positive causal attributions. Child misbehaviour scenarios showed a significant main effect for pre-test and post-test scores, with all groups being more forgiving or excusing the child when clearly the child was to blame. Ambiguous behaviour scenarios showed a significant interaction between Māori and non-Māori groups' pre-test and post-test scores (i.e., Māori groups were more forgiving or excusing the child and non-Māori groups were less forgiving or excusing the child).

The majority of participants' scores showed their disciplinary responses were less harsh at pre-test and post-test. The most likely responses were talking to their child, followed by child apologies and then telling off. The least likely responses were smacking; next in order were doing nothing and ignoring.

This study provided some insight into Māori mothers' causal attributions and disciplinary responses. Recommendations for future research, limitations and positive features are presented.

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FOREWORD

My own parenting is based on my experiences and memories of growing up in a large bicultural whānau (with a Māori mother, a Pākehā father and eight siblings). It was my father who was the breadwinner, and my mother took on most of the parenting responsibilities and worked part-time. She made sure we were all looked after and went to school. Then when my mother died it was my father that kept us together, looked after us and was adamant that we should get an education. Other parenting experiences I have learnt over many years include helping to look after my younger siblings, nieces and nephews, my experiences raising my own children and in my professional role as a Māori Mental Health Clinician working with children, youth and their families.

If I reflect on my upbringing, there were clear Māori and Pākehā differences in child rearing, traditions and values. You learnt to appreciate differences and adapt accordingly. A glimpse of my childhood memories are of āwhinatanga (helping) which included: helping to look after my younger siblings and doing chores including house work or untangling fishing lines for my father. A sense of kotahitanga (unity) and collectivism included family holidays at Te Waitere, near Kawhia, where we would go swimming and catch flounders in our dinghy. Or there were the Sunday lunches with extended whānau at my Nanna Broughton's (my maternal grandmother, who was of Māori descent and had 13 children) homestead. My mother always made sure we were washed and dressed in our Sunday best. At my Nanna's home every

wall in her lounge was covered with photographs of those family members that had passed away and those still living (my whakapapa). Then after lunch we would go and visit my great Grandma Smith (my paternal great grandmother) who was well into her nineties and lived with her daughter and son-in-law (my great aunty and great uncle). We had to be quiet and well-behaved. My father would often take her the freshest and sometimes biggest crayfish he had caught while fishing that week. Consequently looking after younger children and elderly relatives, being honest and kind, respectful of one self and others, sharing, reciprocity, helping and supporting one another are whānau values that were instilled in me at a young age and still continue today.

My personal interest in working with children, young persons and families informs me that children are vulnerable and need appropriate nurturance and guidance. Although parenting can be difficult at times, parents need to invest time with their children. This might mean teaching them about their whakapapa or helping them with homework, giving them opportunities and mauri ora (positive) experiences. So when things are going really well in parent-child relations, parents need to commend themselves. Reflecting on my own mothering experiences there are many priceless and memorable moments. For example, when my first child was born I thought what a big responsibility being a mother would be and then when my second child was born I thought that I was lucky to have a boy and a girl. Another moment was when my son was about five years old at the time and asked me one day "Mum do you own me?" I looked at him and said "Son I don't own you, but I am responsible for you". His reply was "Good, now I can do what I like". This

was his thinking or level of cognitive development at this developmental stage. Now at eight years of age he knows what he wants and often asks permission to do something.

Working as a Māori Mental Health Clinician not only increased my awareness of parenting and child development but also raised my awareness of difficult childhood behaviours and demands placed on families. Often these were children or young persons who were out of school, in trouble with the law and with multiple agency involvement. Most families often wanted their child or young person “fixed” and could only report negative behaviours. But, further clinical assessment of the child or young person might highlight traumatic childhoods, learning and behaviour difficulties and multiple other factors. I learnt that it was best to get involved early as the first two years were when the parent and child were forming a significant attachment and also the first five to seven years are seen as critical years, when the child’s brain has the most development. I believe it is in the early years we should be intervening with knowledge about parenting and behavioural management strategies. We should not wait until the child or young person develops a severe conduct disorder (extreme form of child misbehaviour) and other co-occurring or co-morbid mental health disorders, and definitely not wait until the parents become desperate for help as a last resort.

My work with Māori parents, in particular Māori mothers, with parent training regarding child behaviour management principles, highlighted the gaps in data. This meant that parent training programmes needed to be adapted and cultural components added. Although there is much information on

parenting both in New Zealand and overseas, too much information can be overwhelming and contradictory. Or not enough can be a cause for concern. To date, Māori mothers and childrearing/parenting is an area of study that is badly under-represented in the research literature. Either there is no reference to Māori or ethnic minorities, or suggestions are made that it would be good to investigate further how this might affect ethnic minorities. The gaps in the literature provided little guidance for this study and raised further questions that need to be addressed. For example, how relevant are standard parent training programmes for Māori families? Is there a lack of culturally appropriate parent training programmes for Māori families? Do Māori families volunteer to do parent training programmes to learn how to be better parents if parenting skills are learnt within their families of origin? Where have we gone wrong in New Zealand society regarding parenting and child abuse statistics, despite the fact that, in traditional Māori society, children were valued as taonga (treasures)?

I believe that the research question was worthy of further investigation. This study was one way of finding out at “grassroots” Māori mothers’ thoughts and judgments about certain parent-child scenarios and what their suggested disciplinary responses might be.

INTRODUCTION

There is widespread interest in parenting in Aotearoa New Zealand and much debate about the rights of the child versus the rights of parents, particularly in regard to child abuse statistics. Higher child abuse statistics are being recorded in Aotearoa New Zealand. Does this highlight that Aotearoa New Zealand has more "abusive parents" suggesting a need for more parent training and guidance in childrearing or parenting?

To combat child abuse, Government policies and legislation have been implemented to safeguard and protect children and young persons, as well as deter or punish abusive parents. Parents are now being guided by more stringent regulations in terms of their responsibilities in childrearing or parenting (e.g., age restrictions for when children can start school, be left without supervision, and leave home permanently).

In Aotearoa New Zealand, figures released in 2006 by Anne Tolley (then Associate Welfare Spokeswoman for National Party on Child, Youth and Family) comparing investigation findings by Child, Youth and Family Services in December 2000 and December 2005 show increases in the number of children suffering child abuse, neglect, and behavioural and relationship difficulties. According to Tolley, "emotional abuse increased from 78 investigations in December 2000 to a whopping 479 in December 2005"... "Neglect almost doubled for both Māori and Pākehā children, and leapt from 1 to 50 for Pacific Island children"... "With substantiated cases of abuse totalling 13,000 last year, up from 6,000 in the year 2000, this monthly snapshot

shows clearly that abuse is increasing in frequency and severity" (Tolley, 2006).

One legislative response to poor child abuse statistics by the Government was the introduction of the Crimes (Substituted Section 59) Amendment Act 2008. The Act makes it possible for parents to be prosecuted for smacking their children. This has caused controversy, with parents becoming more concerned about their rights to discipline their child/children and suggests for me that parents may need to learn new disciplinary strategies other than smacking, particularly since smacking can lead to more abusive disciplinary strategies.

As a nation we should be concerned about increasing child abuse statistics and the implications. No longer can we turn a blind eye to child abuse, neglect and harsh parenting. Often child abuse is reported in the media when it is too late and no one reported their concerns. By being a bystander (not intervening and thinking someone else will intervene) you may ensure that no one will do anything. When what we could be doing is intervening earlier, breaking the cycle of violence and ensuring that parents do have access to appropriate services and supports.

Being a parent is an emotional experience having both highs and lows. Parenting can be rewarding like being there for your child's significant developmental milestones (e.g., first steps, word, or tooth), celebrating achievements and spending quality time together. On the other hand, it can be challenging, demanding, thankless and can tug at the heartstrings. Challenges might include issues to do with the developmental age of the child

(e.g., “terrible twos”, starting school, difficult teenage behaviour, or leaving home), stress factors (e.g., grief and loss, mental health, illness, divorce, separation, blended families, illness, aging, disabilities, etc.) and combining work related issues. As a parent, no one knows how they will cope with life’s unforeseen challenges, what expectations they may have of themselves or what others might expect from them as parents. But balancing these tasks can be demanding and often parents are left to cope with their own resources.

Parents need support with childrearing (i.e., talking to someone about their concerns, specialist assessment for children with special needs or child misbehaviours, respite care, etc.) and at times expert knowledge in child developmental issues. These supports may or may not be accessed depending on the parent’s feelings, core beliefs and thoughts.

Due to the broad area of literature on parenting, the review of literature focuses on parent attributions (thoughts and judgments), disciplinary responses, Māori childrearing or parenting and emotive priming significant to this study.

Parenting in Aotearoa New Zealand

Parent training programmes in Aotearoa New Zealand

Parents wishing to further up-skill their knowledge on parenting can now do so with multiple parent training programmes available in Aotearoa New Zealand. These parent training programmes have been either adopted from overseas (e.g., Triple P., The Incredible Years, Parents as First Teachers, etc.), or developed in Aotearoa New Zealand (e.g., Family Start, Parents Inc.). Although Māori families are a targeted group for parent training programmes, limited information is known about how relevant and effective these programmes are for Māori families, in terms of addressing their purposefulness, cultural relevance and benefits for improved psychological wellbeing.

Parent training programmes administered either individually or in group therapy have been well researched and are cost effective, considered beneficial and evidence-based (Kazdin, 2004). A review commissioned by The Families Commission estimates that approximately 14,000 families in New Zealand received help in the 2003/04 financial year, with the Government spending \$30.5 million per year (Kerslake Hendricks & Balakrishnan, 2005). Parents are now becoming more exposed to more parenting on television and radio (e.g., Super Nanny [Jo Frost] or Nigel Latta) or have access to websites promoting private parent training or coaching sessions.

The ad hoc nature of parent training programmes which have developed in Aotearoa New Zealand raises significant issues for those working with Māori families. Psychologists working in child and family services need to become more aware about the significance of how parent training programmes are implemented and how they can impact on Māori families, both culturally and psychologically. Government policies can no longer continue to introduce and administer parent training programmes for Māori families (developed either overseas or in Aotearoa New Zealand) without scrutinizing their appropriateness for Māori families.

Differences in Māori and non-Māori parenting exist; neither parenting should be considered superior to the other. In Aotearoa New Zealand do we want to help Māori families improve parenting in mainstream New Zealand culture or are we trying to assimilate Māori families into mainstream New Zealand culture? These questions are important to ask as the process whereby one culture takes on the values or traditions of another culture is referred to as acculturation.

Acculturation

Acculturation is an important consideration in parent training programmes because behaviour management strategies might be foreign, reflect individual ideals or values and might be considered a form of acculturation or assimilation.

Government policies attempt to compensate for past injustices relating to acculturation or assimilation policies by incorporating the Treaty of Waitangi and its principles of partnership, protection and participation to provide an alternative kaupapa Māori perspective from mainstream. For example, Government and iwi based agencies like Te Whare Mārie and Rangataua Mauriora respectively aim at improving services for Māori by providing clinical and culturally relevant Māori models of practice (e.g., Te Whare Tapa Whā, Te Wheke, etc.). Another example of the Treaty of Waitangi being applied is Te Whāriki (the early childhood education curriculum in Aotearoa New Zealand). It is at this national level that a significant milestone for Māori families is achieved.

Parenting issues for Māori families in Aotearoa New Zealand

Issues to do with parenting for Māori families include: Māori targeted parenting programmes; effectiveness of parenting programmes for Māori families; and parent training programmes not operating in isolation and being holistic.

Māori targeted parenting programmes

Māori families have been targeted as a group requiring parent training possibly due to poor child abuse statistics, increased incidences of domestic violence, lower socio-economic status and so forth. This raises several important questions. Firstly, the name “Māori targeted” parenting programmes evokes ambiguity in itself. Does this mean that Māori parents

should do parenting programmes or is it that parent training programmes are appropriate for Māori parents? Secondly, who decides that Māori parenting needs improving? Thirdly, how many Māori parents undertake Māori targeted parent training programmes? Lastly, who decides what Māori targeted parenting programmes should be available in Aotearoa New Zealand?

According to Gravistas, targeting certain groups may lead to stigmatization (as cited in Kerslake Hendricks & Balakrishnan, 2005) and discourages attendance at parent training programmes. Gifford and Pirikahu (2008) found in their study with Māori families that parent training programmes were associated with negative connotations and attending one implies you are a “bad parent”. An example of a targeted Māori parent training programme is Parents as First Teachers (PAFT) which was introduced by Dr Lockwood Smith (then Minister of Education) in 1992. PAFT is based on the Missouri Parents as Teachers (PAT) programme, offers support for parents prior to the birth of their child until their child is three years of age. Since 1998 the PAFT programme has become more targeted towards certain groups (i.e., Māori and Pacific Nations, solo parents, teenage parents, those with limited income and family support, and lacking parenting skills (Farquhar, 2002). According to Farquhar (2003), in 1999 “Ahuru Mowai” (a Māori dimension) which incorporates principles and strands of Te Whāriki into PAFT programme was launched. Farquhar reported that as at the 31 December 2002, 42% of families attending PAFT were Māori.

Effectiveness of parent training programmes for Māori families

In Aotearoa New Zealand some parent training programmes claim to be relevant for Māori families. Two of these programmes, incorporating behavioural modification strategies are Triple P (Positive Parenting Programme) and The Incredible Years Parenting Programme.

The Triple P was established by Sanders, in Australia and successfully operates in 17 countries (Sanders, 2008). A randomized clinical trial completed by Turner, Richards and Sanders (2007) with Aboriginal and Torres Strait Islander (Australian Indigenous) families used the “Group Triple P for Indigenous families” and found that the culturally enhanced parenting programme was beneficial (Turner, Richards & Sanders, 2007). Triple P is “committed to ensuring that delivery of the system meets the needs of Māori” (Triple P, 2008). The effectiveness of Triple P for Māori, however, is not yet known.

The Incredible Years Programme was established by Webster-Stratton and is an American based programme. In Aotearoa New Zealand, Lees (2003) undertook the incredible years parenting programme, as part of a world randomized controlled trial, with four case studies of Pākehā mothers of children with Attention Deficit Hyperactivity Disorder and found this programme to be beneficial. However, culture was not considered in the study (Lees, 2003).

The Werry Centre (2008) reviewed the implementation of the Incredible Years Parenting Programme by kaimahi (Māori workers). Feedback acknowledged the Incredible Years Parenting Programme as tauiwi (Pākehā)

and “based on cultural beliefs and values which are contrary or different to indigenous values” (The Werry Centre, 2008, p. 19). Recommendations from kaimahi were to have: the programme and “its adaptability for Māori utilising kaupapa Maori research methods” evaluated, enhancing the Incredible Years Parenting Programme by producing a Māori video on parenting, incorporating Te Whare Tapa Whā model, and supports be available so kaimahi can develop culturally appropriate responses. Kaimahi acknowledged that Māori parenting programmes should be equally valued and respected like other non-New Zealand based programmes (The Werry Centre, 2008).

Fergusson, Stanley and Horwood (2009) looked at “the efficacy and cultural acceptability of the Incredible Years Basic Parent Programme”. Data was collected from the Ministry of Education records on 212 participants that completed the course; 41 (19%) participants were Māori. Results show the Incredible Years Parenting Programme was an “effective and culturally appropriate programme for Māori and non-Māori”. However, the study did not include those not attending the programme. Therefore, Fergusson, Stanley and Horwood (2009) recommended “a wait-list randomized design similar to that used in the evaluation of IYBPP in Wales and Norway” (Fergusson, Stanley & Horwood, 2009, p.79).

More recently, the Government plans to implement the Incredible Years Parenting Programme into Aotearoa New Zealand, by targeting parents: “more than 12,000 parents of violent or misbehaving children will be sent back to school in an effort to crack down on bad behaviour” (Beaumont, 2009, p. A1).

Another parent training programme, The Tips and Ideas on Parenting Skills Parenting Programme, developed by the Far North REAP (Rural Education Activities Programme) was applied by Gifford and Pirikahu, they found that out of 13 parent training programmes this was the only one specific for Māori families (Gifford & Pirikahu, 2008).

There may be some benefits to adopting parenting programmes such as Triple P and the Incredible Years Parenting Programme in Aotearoa New Zealand for Māori families. However, the “one size fits all” principle (Gravistas, 2005, as cited in Kerslake Hendricks & Balakrishnan, 2005; Webster-Stratton, 2007) does not fit Māori families. It appears that the parent training programmes need to be culturally adapted to suit Māori anyway. For example, Webster-Stratton (2007) found that the Incredible Years Parenting Programme's bank account pyramid had no meaning to Māori. After one modified the bank account pyramid to four baskets of wisdom/knowledge - spiritual, tikanga, ancestors and healing, “the parenting programme was framed as filling their baskets with gifts of wisdom” (p.14).

Parent training programmes not operating in isolation but being holistic

Some of the literature states that parent training programmes should not be done in isolation (Kerslake Hendricks & Balakrishnan 2005; Gifford & Pirikahu, 2008). Sanders suggests doubling the number of parents attending parent training programmes by targeting employers to provide parent training at work (Sanders, 2008).

Similarly, Durie talks about Māori being holistic and that “interdependence rather than independence is the healthier goal (Durie, 2001, p.72). When we talk about being holistic it is about Mauri ora (wellbeing).

It is regarded as the maintenance of balance between wairua (spiritual wellbeing), hinengaro (intellectual wellbeing), ngākau (emotional wellbeing) and tinana (physical wellbeing). Mauri ora is sustained and restored by experiences of ihi (being enraptured with life), wehi (being in awe of life) and wana (being enamoured with life) (Te Puni Kōkiri, 2004, p. 15).

The need for Māori-relevant parent training programmes

There appears to be a need for more culturally relevant parent training programmes for Māori families. Herbert (2001) maintains that “culturally adapted parent-training programmes should endeavour to address the important issues of identity and diversity, to include the process issues of collective involvement, and provide equity in relationships between facilitators and attendees” (p. 165). Herbert integrated her parent training programmes into an already existing marae based programme for hard to reach families and found that Māori parents valued the standard parenting training programme delivered in a standard manner. However, the culturally adapted Matuatanga Māori programme that incorporated whānau relationships and Māori values (as enhancements) and parent training was valued even more. Herbert referred to this model as multi-dimensional as it accounted for

“cultural values and concepts that are relevant to parenting for Māori and also recognises standard child-management strategies” (p.166). According to Herbert, “the identity issues and importance of whānau and collective values for Māori can be acknowledged in their own right as can the value and effectiveness of standard parent-training” (p.166).

Herbert's Matuatanga Model Whānau Programme proposed four dimensions for a holistic approach. This includes: 1) that the programme be culturally responsive; 2) relevant cultural concepts to parenting for Māori are explored and validated and that connections can occur with child development (e.g., whakapapa [identity], whanaungatanga [shared family connections], and āwhinatanga [compassionate support]); 3) standard learning theory and child management strategies (e.g., child development, communication, and positive interactions); and 4) the client receptiveness to the programme (Herbert, 2001).

Another parent training programme targeting Māori whānau to help reduce cigarette smoking in tamariki/rangatahi was by Gifford and Pirikahu (2008). Recruitment took seven months and nine participants or whānau began the programme but only seven whānau completed the programme. This highlighted issues including transportation, social and health needs, and childcare. Whakawhanaungatanga (social support, kinship) amongst participants were evident.

Māori mothers and childrearing/parenting

It is almost 40 years since Ritchie and Ritchie (1970) studied Māori mothers in Wellington.

Like Māori culture Māori child rearing has proved its survival over time and both are clearly very resilient indeed. In the wisdom, and in time, Māori mothers will themselves adapt it, graft on to it new practices, and new balances between practices. They can do so only insofar as they feel confident and it seems to us they are reasonably so, indeed more so in the city than in the country town.

But if they are to change there may be better models than those they see around them in the prevailing pattern of Pākehā child rearing. And we cannot ignore, nor show lack of concern about the high level of stress. Māoris themselves may have to find ways of reducing this stress by providing more social support and companionship for mothers in their role. And Pākehās should let them (Ritchie & Ritchie, 1970, p. 145).

Although time has passed I agree with Ritchie and Ritchie that Māori childrearing is resilient and Māori mothers need to reduce stress by providing social support or whakawhanaungatanga amongst themselves.

Today childrearing or parenting is still a struggle for some Māori families. The mothers of today do not necessarily have social support or whakawhanaungatanga like in days gone by. Herbert (2001) found in her study that participants had different experiences of Māori values in their

upbringing “the older participants recalled being an integral part of whānau groups, and Māori communities with Māori values, these experiences were not so common for the younger participants” (p. 164).

Māori childrearing is intergenerational with traditions and customs being passed down from generation to generation and learnt within the whānau, hāpu and iwi. In general, the kuia (older respected Māori women) have a unique role in Māori culture, not only in looking after ngā mokopuna (grandchildren) but role modelling childrearing or parenting to younger mothers. Herbert (2001) found in her interviews with kaumatua that the kuia had an important role in “teaching and instilling Māori values” (p. 144). Furthermore, mothers still need to nurture their children, teach them about their tupuna (ancestors) in order to help build a strong cultural identity and sense of belonging through whānau values and whakapapa. As well as, balancing their family’s needs and looking after oneself. Phillips (1987) maintains that mothers are often providing for others and forget about their own needs.

Pere’s Te Wheke model (the octopus) is holistic and highlights the importance of nurturing the wairua (spiritual wellbeing) and that it is good for self-esteem building. Pere highlights lots of positiveness, richness of time together, going for a walk, and so forth (Pere, 1997). Pere highlights “the interdependence of all things across the universe” and “peace, love, joy and truth to the universe” (p. 58).

The need for better understanding of what influences parent attributions to children's misbehaviour

Various factors can influence parent attributions (thoughts and judgments) about children's misbehaviour, including: schemata or core beliefs, expectations, the level of severity of the child misbehaviour, the parent's emotional state, parenting style, child's age and stage of development, the parent's childhood experiences, the environment, habit, and so forth. How parents react to their child is important. When parents' awareness is raised (e.g., is there a scapegoat, or a favourite or spoilt child, etc.) they can reflect on parent-child situations and change their responses.

So are parents aware when they make attributions about their child's behaviour or do they assume they know all the facts and act spontaneously through habit? For example if your child is hurt and grazes his or her knee and needs a band aid, does your child come running to you? How do you respond to your child? Do you think your child is really hurt? Do you think your child is annoying you? Do you say "go away"? Or do you help straight away and find a band aid?

This section focuses on parent attributions including attribution theory, and differences between attributions and schemata, and research on parent attributions.

Parent attributions

Parent attributions, both positive and negative, about children's behaviours can influence affective responses, behaviour and child development (Miller, 1995). Attribution theory maintains that attributions are about explaining and evaluating our own and others' behaviour (Miller, 1995). Wiener (1985a, 1986) classified attributions as: locus (internal-external), stability (stable-unstable), and controllability (controllable-uncontrollable) (as cited in Miller, 1995).

Parent attributions can be distinguished between parenting schemata. Parenting schemata are core beliefs, created by experiences growing up in a family, experiences with significant others or other parents that defines "who we are" (Azar, Nix & Makin-Byrd, 2005, p. 49) and "include conceptions of the care giving role, beliefs about one's own functioning in that role, knowledge of children in general (i.e., how they develop and what they should be like), and thoughts about one's own children in particular" (Azar, Nix & Makin-Byrd, 2005, p. 45).

Research on parent attributions

Researching parental attributions can be difficult due to biases (e.g., self-serving and positivity). Gretarsson and Gelfand (1988) found that "Mothers were optimists, attributing more internality, more stability, and more responsibility for good outcomes than for bad ones" (as cited in Miller, 1995, p.1565).

According to Miller (1995) accurately judged parent attributions can mean successful childrearing. Some research on parent attributions highlights relevant information about parenting which includes: child development, negative attributions, depression, and quality of childrearing.

Child development

Parent attributions are influential in child development and effect parent affect and parent behaviour direct or indirectly (Miller, 1995). Miller also maintains "development appears to proceed best when parents attribute low performance to controllable and changeable effort rather than to uncontrollable and unchangeable ability" (p.1578).

Negative attributions

Dix and associates (as cited in Miller, 1995) maintain that angry mothers increased negative attributions for child behaviours. Similarly, happy mothers made negative attributions for child behaviours. According to Dix and Reinhold (1991, as cited in Miller, 1995) this "mood contrasting effects" shows people with a positive mood to be sensitive to negative events that threaten their happy state (Miller, 1995).

Depression

Depressed mothers have an increased negative view about child development. They see their child's behaviour as more negative and maladjusted (Dix, 1991, as cited in Miller, 1995)

Quality of childrearing

A study by Daggett, O'Brien, Zanolli, and Peyton (2000) studied mothers' childhood and life experiences to determine whether or not parents' attributions and quality of their childrearing environment were related. The mothers had children aged between 1 – 5 years. Daggett et al. found those with negative interpretations of their child's behaviour provided a lower quality childrearing environment than those with positive interpretations of child's behaviour.

Daggett et al. recommended clinicians use attribution and attitude measures to identify parents at risk earlier (before their child's birth). By focussing on parent attributions and attitudes (rather than disciplinary strategies) in parent training programmes, parent responses embedded in attitudes to child behaviour can be changed. Similarly Bowlby (1987) maintains it is important for parents to address any unresolved emotional issues that may impact on the parenting role prior to their child being born.

When children misbehave what disciplinary responses do parents use and why?

There are a range of disciplinary responses parents can choose. This can range from the least harsh (e.g., doing nothing) to a much harsher response (e.g., smacking). Harsh punishment is not the same as abuse, as many opposed to the repeal of section 59 of the Crimes Act have argued, but it is possible that undeserved excessive or overly harsh punishment is a

precursor to abuse. Peterson, Gable, Doyle, and Ewignman (1997) maintain parents with strong beliefs in exercising absolute control over their children's behaviour, are more likely to use harsh discipline and risk abusing their children (as cited in Azar et al. 2005). On the other hand a lack of compassion or affection for children is neglectful and emotionally abusive. Implications are that the child may become less trusting of others, anxious, depressed, lack self confidence and so forth.

Parent attitudes and beliefs

Research shows that parent attitudes and beliefs can impact on parenting. A study by Rodriguez (2003) studied children's emotional functioning in relation to parents' reported disciplinary practices and child abuse potential. Forty-two children aged 8-12 years and their parents living in Dunedin were asked to respond to physical discipline scenarios (based on three levels of severity). The findings show that parents with physically abusive attitudes and beliefs had children that reported more anxiety and depressive symptoms.

Further findings from Daggett et al. (2000) showed mothers reporting harsh parenting as children, had a negative life attitude, were unrealistic about child development expectations and had a negative attitude towards their own child, reporting more behavioural problems and deliberate misbehaving.

According to Grusec, Hastings and Mammone (1994) certain parents use harsh punishment or maltreat children. For example, dismissive and

preoccupied parents were well represented in the group of maltreating parents. Consequently, their children are at risk for maladaptive parenting.

Bugental, Lyon, Kranz, & Cortez (1997) studied schema and parenting and found that "low-power parents may be thought of as revealing schema-consistent ideation under conditions of concurrent memory load. That is they rated children as being relatively more dominant (e.g., bossy, forceful, and demanding) than they themselves are as parents" (p. 1306).

Parent judgments about child behaviour and how they respond to the child's behaviour are related. More importantly, can causal attributions and disciplinary responses change with positive emotive primes? That is, can we make mothers' attributions more forgiving or less blaming towards their child/children so that disciplinary responses are appropriate? This leads into the next section on positive affective priming.

Parenting is an emotive experience, and if parents' behaviour is based on underlying feelings and emotional need then can we change parents' behaviour by positive affective priming?

Parenting evokes lots of emotions, both positive (e.g., pride, love, joy) and negative (e.g., sadness, anger), which can influence parental behaviour and judgments about their children. If parents have strong negative feelings and maladaptive thoughts toward their child, they are likely to be more blaming and more punitive. These strong feelings and thoughts may be linked to various factors. Grusec and Mammone (1995) maintain cognitions

are grounded in parents' own childrearing experiences and early attachment. For example, if parents have very few of their own mauri ora childhood experiences then how can they create positive experiences for their own children without doing things differently and making changes. So can we change parents' negative thoughts and feelings towards children, and make them more positive by promoting a sense of children as taonga?

Priming

Priming can be used to “understand emotional and cognitive processing” by experiments. Experimental psychologists introduced this intervention over twenty years ago in various guises (see Anderson, 1995, as cited in Evans, in press).

The two requirements for priming are “that the priming phenomenon itself is an automatic process, and ... that the individual is unaware of the purpose of the priming procedure in order to minimize reactance” (Evans, in press).

Evans suggests positive affective priming could be helpful for changing maladaptive feelings and thoughts (e.g., hostility). Therefore, it would be worth exploring positive affective priming with Māori mothers to see if culturally relevant primes do influence their judgments about child misbehaviour and their responses (Evans, in press). He maintains that priming may be a useful tool in therapy and might work alongside empirically based therapies.

Emotive priming

Cultural images used as primes can “evoke in observers a particular frame of mind in a powerful and relatively undifferentiated way” (Ortner, 1973, as cited in Hong, Morris, Chiu, & Benet-Martinez, 2000, p. 711). Hong, et al. (2007) undertook various cognitive priming experiments, one experiment used iconic symbols (e.g., the American flag vs. a Chinese dragon) to examine culture and cognitions with participants that identified with both North American and Chinese.

Hong, et al. found priming experiments a useful tool for cultural research. They found that by using different icons (priming) on bicultural individuals that emotions were triggered by ascertaining whether or not “culturally distinct emotional states could be induced ” (p. 717).

Photographs

Boucai and Karniol (2008) used photographs of babies to prime women, without children, from an Israeli university to examine suppression of motherhood and justification for being childless mothers. Boucai and Karniol had two separate samples, with half of the participants being primed with baby photographs. The priming intervention was “effective in changing women’s expressed motivation for motherhood” (p. 870).

Research question

If we can change parent attributions in a positive direction then we might make Māori mothers more forgiving, less blaming and less harsh towards their child.

To research this, my study used positive Māori people photographs (emotive primes) to see if this would arouse positive emotions and make mothers' attributions about children's behaviour based on the imaginary scenarios more forgiving or less blaming, and disciplinary responses for the misbehaviour more positive.

With the possibility that the effect of the prime would only be seen in situations that have explicit Māori content (people and objects) if the cultural schemata or corresponding cultural meanings were activated by participants then their own parenting in relation to their cultural beliefs and values about parenting should be congruent in practice. These emotive primes were supposed to elicit schemata about their child/children and parenting. To examine further I used the experimental method of priming.

METHOD

Ethical considerations

Ethics approval was obtained from the Massey University Human Ethics Committee: Southern B, Application 08/18. Initially, the Massey Human Ethics committee was concerned about deception (i.e., that participants would not find out about the purpose of the emotive priming experiment until after the experiment was completed) and whether this might be harmful for the participants.

The deception, a necessary condition for priming, raised the dilemma of not being tika (truthful) and losing some integrity with the participants. The deception was carried out by not telling participants why they were looking at the photographs. Instead participants were asked to look at a set of photographs for a set time and then afterwards they would be given a memory task. The debriefing occurred immediately after the experiment.

Cultural considerations

Cultural considerations included incorporating cultural components and including a cultural identity measure. Cultural advice was provided by Dr Te Kani Kingi (Director, Te Mata o Te Tau, Academy for Maori Research and Scholarships). Reviewers of the photographs included two Māori mothers who were not part of this study. Karakia was incorporated into interviews where appropriate. Manaakitanga included making participants feel welcome at the CHERUBS lab. However, this role reversed when I had to interview

participants at home, work or in the community, and at times there were moments of whakawhanaungatanga experienced during the research. In order to value the contribution of the participants, a small koha was given to participants and an invitation for the participants to take part in the parent training session separate from this study.

Participants

Before carrying out the research, I contacted the principal at Clyde Quay School and the Kaiwhakahaere (manager) at Rangataua Mauriora (Alcohol and Drug Service) where I was previously employed to look at recruitment of Māori mothers. This was followed up by letter outlining the research project (see Appendix A). Subsequently, once prospective participants were identified by these two organizations, letters were sent out advising them about the research project and my background (see Appendix B). Participants were contacted by telephone or email. As the research began participants were asked if they knew of any Māori mothers who might like to participate in the research. This snowball strategy was very effective in recruitment. In order to recruit younger Māori mothers I attended a parent support group at Ora Toa, on three occasions; however, recruitment was low and only a further three participants took part in this study.

The participants were 48 Māori mothers living in the Porirua and Wellington region. There was no age restriction; participants' ages ranged from 19 to 67 years, mean age = 38, SD = 10.1 (see Table 1).

Table 1
Demographic Characteristics of Participants

Groups	N	Mean	SD	Minimum	Maximum
Māori People	12	38.25	10.69	25	53
Non-Māori People	12	38.33	10.98	19	67
Māori Objects	12	37.75	8.24	22	52
Non-Māori Objects	12	37.58	9.77	20	57
Participant's age	48	37.98	10.08	19	67

Two participants from two different groups declined to participate in the research once they read work booklet A or B stating too busy or tired to participate. Two participants were excluded from the research as the data for pre-test and post-testing was incomplete. One bias noted (apart from the snowball technique) was that in order to get the participants I met at the marae where one of the photographs was taken for the Māori objects group.

Twenty-six (54%) participants were interviewed in small groups of two to five participants and twenty-two (46%) participants were interviewed individually.

Sixteen participants (33%) had their baby, child or children present during the interviews, due to caregiver role, time of day and venue.

Settings

Initially, the venue for the experiment was to be the CHERUBS postgraduate lab room, School of Psychology, Massey University, Wellington and Rangataua Mauriora, Porirua. However, once data collection commenced it was more appropriate to meet with the participants at a time (before and during work, lunch breaks or weekends) or venue (i.e., work, home, health clinic or on the marae) convenient to them due to various restraints (e.g., transport, childcare, finances, work and other commitments). Three participants were interviewed at home; 18 participants were interviewed at work, one participant was interviewed at the health clinic, another participant was interviewed near the waterfront as this was away from work, five participants were interviewed at the marae. Only eight participants were interviewed at the CHERUBS lab and 12 participants were interviewed at Rangataua Mauriora. Overall the balance across groups was quite good.

Materials and measures

Photographs (independent variables)

The Independent Variable was operationalised using four distinct sets of photographs. Each set of photographs consisted of 13 black and white, A4 size photographs. These photographs were collected from various sources and were laminated or placed on black card and reproduced into five sets for group interviews. All four groups of photographs are provided in Appendices E, F, G, and H.

Māori people group

The Māori people photographs chosen were copies of photographs taken by Ans Westra in the 1960's and 1980's. These photographs were selected because they too evoked an emotive response for me. The photographs not only reminded me of childhood memories but also connected me with my cultural heritage. These photographs were of Māori families, strong Māori women, and in a sense portrayed some strong whānau values that you might experience growing up in a Māori family (e.g., kotahitanga and manaakitanga). Although some of these photographs portrayed a degree of poverty and were controversial at the time they were published and later banned from schools, they appeared "genuine". Westra was able to uniquely capture Māori in their familiar home or marae settings. Permission was sought and given by Westra to reproduce these photographs for this study.

Non-Māori people group

The non-Māori people photographs were taken by Kerry Annett to show non-Māori positive family images. Kerry Annett took photographs of families interacting in various activities at a friend's home. I advertised in my children's local school newsletter for volunteers to be photographed for this study. Written consent was obtained from volunteers or parents/caregivers. I planned various types of parent-child interactions so that most of the photographs would be matched to the Māori set of photographs to a certain extent. I gathered items (e.g., English china tea set, a birthday cake, etc.) prior to the photograph session.

Māori objects group

The Māori objects photographs were photographed by me. These consisted of objects that were clearly Māori (e.g., carved greenstone, whale bone pendant, etc.). These were taken either at home, at Rangataua Mauriora, Takapuwāhia marae in Porirua and Te Pāpā in Wellington.

Non-Māori objects group

The non-Māori objects photographs were also taken by me. Similarly, these were taken at home, and around Wellington. It was difficult to match these identical to Māori objects. However, taonga (treasures) were matched with gold rings, the pōhutukawa flower was symbolic of time for Māori and was matched with a clock, the painting was by Michael Smither (New Zealand artist) and the toy car was from an iconic Fun Ho toy car factory in Inglewood.

Review of the photographs

The Māori photographs initially included Māori positive and Māori neutral people photographs and were reviewed by a group of postgraduate students from the CHERUBS lab and a group of friends to determine the reliability, that is, were the photographs positive images. Reviewers were asked to rate the photographs based on emotions, thoughts and memories. The majority of photographs were classified as expected. Some of the photographs raised thoughts, emotions and memories. There was some ambiguity in neutral and positive photographs. An issue of poverty highlighted in some of the photographs had mixed reviews and produced different

interpretations (e.g., some reviewers thought these should not be included, whereas, others felt a sense of pride in being Māori).

Subsequently, two Māori mothers reviewed the Māori people photographs to determine how the participants might respond. These photographs were rated on a continuum: joyful – sad; disliking – loving; Māori – non-Māori; distant – close; and protective – neglectful. The Māori mother reviewers confirmed that some of the photographs evoked a sense of pride in seeing the Māori people photographs and responses were feelings of: tender (photograph 1), pride (photograph 4), peace (photograph 10), connectedness (photograph 11), and being humble (photograph 12).

Overall the review process highlighted the difficulty in choosing photographs and how varying responses highlighted that one reviewer's interpretation may be completely different from another reviewer, with some focusing on the content and others focusing on the interactions in the photographs. From the review of photographs black and white photographs were used.

Measures

Work booklets A and B were the same, except for the order of the pre-test and post-test which were switched around in work booklet B. This was done to counter balance or control for order effect. The work booklets contained the participant's details, a consent form, scenario exercises one

and two, whānau activity, memory task, lifestyle questionnaire and parent training questionnaire (see Appendix C).

Scenario exercise one and scenario exercise two (dependent variables)

Scenarios were used to find out participants' views on certain parent and child situations. Participants were asked to imagine that they were the whaea or mother in each different parenting scenario and that the child was one of their own. Participants were then asked to rate the degree to which different causal explanations might explain the behaviour (causal attributions), as well as to rate how likely they would be to use one of the series of possible discipline responses. A qualifier included in the instructions was that the list of parent causal attributions and disciplinary responses were not an exhaustive list and there were no right or wrong answers.

Both sets of scenarios consisted of six stories or accounts of a child's behaviour. The odd number exercises were focused on child misbehaviour scenarios where clearly the child could be blamed for the misbehaviour. Similarly, the even number stories represented ambiguous behaviour scenarios where the child could not be clearly blamed for the misbehaviour. These scenarios were also matched in the pre-test and post-test so that each set of child misbehaviour and each set of ambiguous behaviours corresponded to either pre-test or post-test.

Scenarios were based on my own experiences as a mother or my awareness of similar parenting situations. Each child/children in the scenarios had a specific age between 2 – 10 years emphasizing the significance of

different ages and stages of child development. In work booklet A, exercise one, the ages in scenarios were 4, 5, 6, 7, 9, 10 years, and in exercise two, the ages in scenarios were 2, 3, 7, 8, 9, 10 years; and vice versa for work booklet B. Scenarios were mainly set at home (8/12), or at te kōhanga reo (1/12), the dairy (1/12), a relative's home (1/12) and the local neighbourhood (1/12). Issues included: bullying, stressed mother, child nightmares, not sharing, name calling, children being demanding, being defiant, nagging, swearing and sibling rivalry. Participants were asked to decide on the gender of the child in the scenarios in order to assess any gender differences in parenting.

Parent causal attributions and disciplinary responses were measured by ratings using a 4-point Likert scale. Holden and Edwards (1989) reviewed parent child-rearing attitude questionnaires and found Likert-type scales were used in 68% of the surveys due to easy administration and analysis (Holden & Edwards, 1989). By contrast, Miller (1995) found that closed questions have been the method of choice in parental attribution research and would prefer more open-ended questions (Miller, 1995). The 4-point Likert-scales created for this study did not allow participants to have a middle response.

Parent causal attributions were divided into negative and positive causal attributions. Negative causal attributions included attributions that are more blaming of the child and included the following options: A – wants attention; B – does not like to share; C – wants to annoy me; and D – thinks he or she is the boss: Positive causal attributions included attributions that are more forgiving/excusing of the child's behaviour and included the following

options: E – is not your child's fault; F – has poor social skills; G – is too young to know any better; and H – is typical behaviour for a child this age. The disciplinary responses included eight options with various levels of harshness (e.g., from doing nothing to smacking).

Whānau activity (filler activity)

Participants were asked to list ten whānau activities and rank them from the most enjoyable to the least enjoyable activity. This was used to neutralise participants' both positive and negative emotional states prior to viewing the photographs (emotive prime stimulus).

Memory task

The memory task was included in the research to check the impact of the emotive prime stimulus (photographs) and to ascertain the degree the prime did or did not arouse any emotions. Participants were asked to write down all the photographs they remembered and a description of the photographs including how they remembered them.

The lifestyle questionnaire

A lifestyle questionnaire was included to determine cultural identity and level of acculturation for participants (see Appendix C) and was recommended by Dr Te Kani Kingi. This questionnaire was one devised by the Kohala Health Research Project team at the University of Hawaii and permission was sought and given by Dr Joseph Keawe'aimoku Kaholokula from University of Hawaii to include this questionnaire in this study. Two words "American" and "Hawaiian" were changed to "Māori" and "New

Zealand” respectively. Subsequently, scores were analysed by mean scores instead of level of acculturation modes (i.e., integration, traditional, assimilated, and marginalised).

Parent training questionnaire

A parent training questionnaire was devised; it included questions to determine if participants looked after themselves rather than focusing mainly on parenting, the level of interest in parent training and additional information relevant for the parent training session.

Design and procedure

Design

This study was a repeated measures (pre-test/post-test) experimental design.

The independent variable manipulated in this experimental design was an emotive prime, namely exposure to photographs of highly positive images of Māori families that clearly depict kaupapa Māori themes which one group was exposed to. Another group was exposed to photographs of highly positive images of non-Māori families that had no Māori content.

The comparison or neutral prime was objects. One set consisted of photographs of Māori objects and one set consisted of photographs of non-Māori objects; both sets were matched to one another for general theme.

The second control group was necessary, since I did not know if the positive elements of the two sets of images would have a significant effect

regardless of whether they have a kaupapa Māori theme or not. Thus, in order to show that the prime had an effect, it was necessary to have a third group exposed to the same themes but neutral in terms of their emotional content. Therefore it was preferable to have four groups: Māori people, Māori objects, non-Māori people, and non-Māori objects, this was a between-subjects manipulation.

Participants were randomly divided among the four groups, each group getting a different set of photographs. Each group consisted of 12 participants. The research was conducted in small groups of 2 - 5 participants or participants were interviewed individually.

There were three dependent variables. The first, two dependent variables were participant ratings of their negative and positive causal attributions given to common incidents of child misbehaviour or ambiguous behaviour. Attributions given would be scored on the degree to which the attributions focus on blaming or forgiving/excusing the child. Negative attributions were seen as more blaming of the child, whereas positive attributions were seen as more forgiving/excusing the child. The third dependent variable was based on the participant's ratings of their disciplinary responses to the scenarios. Disciplinary responses would be scored on degree of harshness.

Child misbehaviour and ambiguous behaviour were presented in alternating scenarios of imaginary parent-child stories. Each scenario exercise one and two includes three exercises of each kind in pre-test and post-tests and the scores were aggregated.

In order to see if the manipulation (the prime) changed the participants in the expected direction, a pre-post design was used, that is, participants were tested twice and this was a within subject variable. Therefore the factorial design was a 2x2x2 ANOVA: 2 (Māori/non-Māori) X 2 (people/objects) between subjects, by 2(pre/post) within subjects. There were three dependent variables—negative attributions (blameworthiness), positive attributions (forgiving/excusing) and the suggested disciplinary responses (harshness).

Procedure

The participant/s were welcomed and thanked for agreeing to take part in the research. Participants were asked if they wished to begin with karakia (prayer) or not. However, most participants were happy to begin without karakia. This was an important part of the kawa (protocol). Participants were informed about my background prior to the research commencing via an introduction letter (see Appendix B). Participants were advised that this was a pen and paper exercise, and the photographs were the only timed exercise. The entire testing procedures took approximately 45 minutes to an hour to complete.

Participants were each given a work booklet either A or B (see Appendix C) and asked to complete their details and sign the consent form. This lists demographic details and also includes their age, occupation, iwi, ethnicity, number of children including ages and gender. Work booklets were

given in an alternating ordering to enable half of the participants to receive work booklet A and the other half to receive work booklet B.

Next the following work booklet order of contents was followed:

Scenario Exercise One (Pre-test)

Whānau Activities Exercise (filler): The whānau activity was included so that participants focused on rating (from “most enjoyable” to “least enjoyable”) a list of ten whānau activities prior to viewing the photographs.

Exposure to emotive or neutral primes (photographs): Participants were asked to look at the set of allocated photographs for a few minutes (between 3 <or <4 minutes) to ensure that the stimuli were being attended to. Participants were not advised that this was an emotive priming experiment but were told that there would be a memory test afterwards. The timer was used to time this part of the experiment. Photographs were collected immediately after the allocated time was up.

Scenario Exercise Two (Post-test): Immediately after the participants had been exposed to the prime stimuli, they completed Scenario Exercise Two.

Memory Task: Once Scenario Exercise Two was completed, participants were asked to write down all the photographs they remembered and a brief description of the photographs.

The Lifestyle Questionnaire: Participants rated their attitudes and beliefs about their Māori and New Zealand heritage and lifestyle.

Parent Training Questionnaire: Participants were asked about their views on parenting skills, knowledge and parent training programmes.

Debriefing: Once the work booklets were completed a debriefing statement was read out advising participants about the deception (see Appendix D). The debriefing was the final part of the procedure and an invaluable opportunity to gauge how the experiment went, advise participants that the experiment involved some deception, check whether or not the participants had experienced similar parent-child behaviour and if the photographs raised any emotions that might be concerning for participants. Participants were then able to ask further questions or provide feedback about this study.

RESULTS

The design of this study was a two (people vs. objects) by two (Māori relevant vs. non-Māori relevant) between groups by two (pre - post) within group comparison. In addition, two types of scenarios were judged by the participants - clear misbehaviour versus ambiguous behaviour and this was also used as an independent, within subjects variable. The three dependent variables were: negative and positive causal attributions for the children's behaviour in the scenarios, and suggested disciplinary responses. Where appropriate a mixed between-within subjects analysis of variance (ANOVA) was conducted to statistically compare group means for pre-test and post-test scores for negative and positive causal attributions and disciplinary responses.

The first section looks at descriptive statistics of what the participants were like. This includes demographics such as occupation, education, marital status, ages and gender of participants' children, lifestyle, and whānau activities. Second negative and positive causal attributions were analysed for all the scenarios, both child misbehaviour and ambiguous behaviour scenarios. The role the type of misbehaviour played in participants' judgments was examined. Third, I analysed possible changes in the suggested disciplinary responses to the child misbehaviour as a result of the intervention, including the role the type of child misbehaviour played in the participants' suggested disciplinary responses. Fourth, the memory recall rate of photographs, including qualitative data. Finally I summarise feedback on

what participants thought about the procedure, including: the deception, scenarios, priming/photographs and parent training.

Descriptive statistics of what the participants were like

The participants were a diverse group of mothers, with the majority of participants in paid employment. Four participants put their occupation down as full-time mother/homemaker, whereas five participants were students and mothers. The occupations varied and ranged from administrative positions to management or consultants. The majority of participants worked in the public sector (e.g., education, health and public policy). Educational background showed the majority of participants had tertiary education qualifications. The marital status of participants showed the following: 38% married, followed by 31% single, then 19% defacto, next 6% engaged, 4% divorced, and 2% unknown.

Participants had between one to eight children (mean = 3), ages of children ranged from three months to 44 years of age, total number of children equals 129. Table 2 shows how many children participants have, based on four age groupings, their child's/children's gender and which group the participants were in. This demonstrates the variability in parenting experience amongst participants.

Table 2

Participants' children's ages and gender based on four age groups and which groups participants were assigned to

Groups		Age ranges of participants' children (years)				Total
		0-4	5-12	13-17	18 and over	
Māori People						
Boys		3	9	3	4	19
Girls		1	5	3	7	16
Non-Māori People						
Boys		4	3	3	9	19
Girls		2	6	3	3	14
Māori Objects						
Boys		7	5	4	2	18
Girls		2	8	1	4	15
Non-Māori Objects						
Boys		5	1	3	3	12
Girls		5	8	1	2	16
Total		29 (22%)	45 (35%)	21 (16%)	34 (26%)	129

The lifestyle questionnaire

The results from the Lifestyle Questionnaire showed that the majority of participants had a strong or positive identity and were well integrated into both Māori and New Zealand heritage and lifestyles. Those participants in the Māori People group scored higher on the New Zealand Lifestyle dimension than their Māori Lifestyle dimension compared to the other three groups who showed the opposite effect (e.g., scoring higher in the Māori Lifestyle dimension), however, these differences were not statistically significant. Table 3 shows the actual scores for the Lifestyle Questionnaire for all four groups combined.

Table 3:
Lifestyle Questionnaire actual responses for all the groups combined scores

Māori Heritage and Lifestyle					
1) Knowledgeable:	10 (20.8%)	32 (66.7%)	2 (4.2%)	4 (8.3%)	-
	very knowledgeable	somewhat knowledgeable	neutral or no response	somewhat not knowledgeable	
2) Involved:	14 (29.2%)	22 (45.8%)	6 (12.5%)	5 (10.4%)	1 (2.1%)
	very involved	Somewhat involved	neutral or no response	somewhat not involved	not at all involved
3) Feel toward:	41 (85.4%)	5 (10.4%)	1 (2.1%)	1 (2.1%)	-
	very positive	Somewhat Positive	neutral or no response	somewhat Negative	

Table 3 (continued)

4) Associate:	35 (72.92%)	10 (20.83%)	3 (6.25%)	-	-
	most of the time	somewhat often	very little of the time		
5) Important:	38 (79.2%)	7 (14.6%)	3 (6.2%)	-	-
	very important	somewhat important	neutral or no response		
New Zealand Heritage and Lifestyle					
1) Knowledgeable:	14 (29.2%)	28 (58.3%)	5(10.4%)	1 (2.1%)	-
	very knowledgeable	somewhat	neutral/no response	somewhat not knowledgeable	
2) Involved:	17 (35.4%)	26 (54.2%)	4(8.3%)	1 (2.1%)	-
	very involved	somewhat	neutral/no response	somewhat not involved	
3) Feel toward:	26 (54.2%)	16 (33.3%)	5(10.4%)	1 (2.1%)	-
	very positive	somewhat	neutral or no response	somewhat negative	
4) Associate:	33 (68.7%)	14 (29.2%)	1 (2.1%)	-	-
	most of the time	somewhat often	neutral or no response		
5) Important:	26 (54.2%)	15 (31.2%)	5(10.4%)	2 (4.2%)	-
	very important	Somewhat	neutral/no response	Very little importance	

The mean scores on the lifestyle questionnaire comparing Māori and New Zealand Identity for the four groups is depicted in Figure 1.

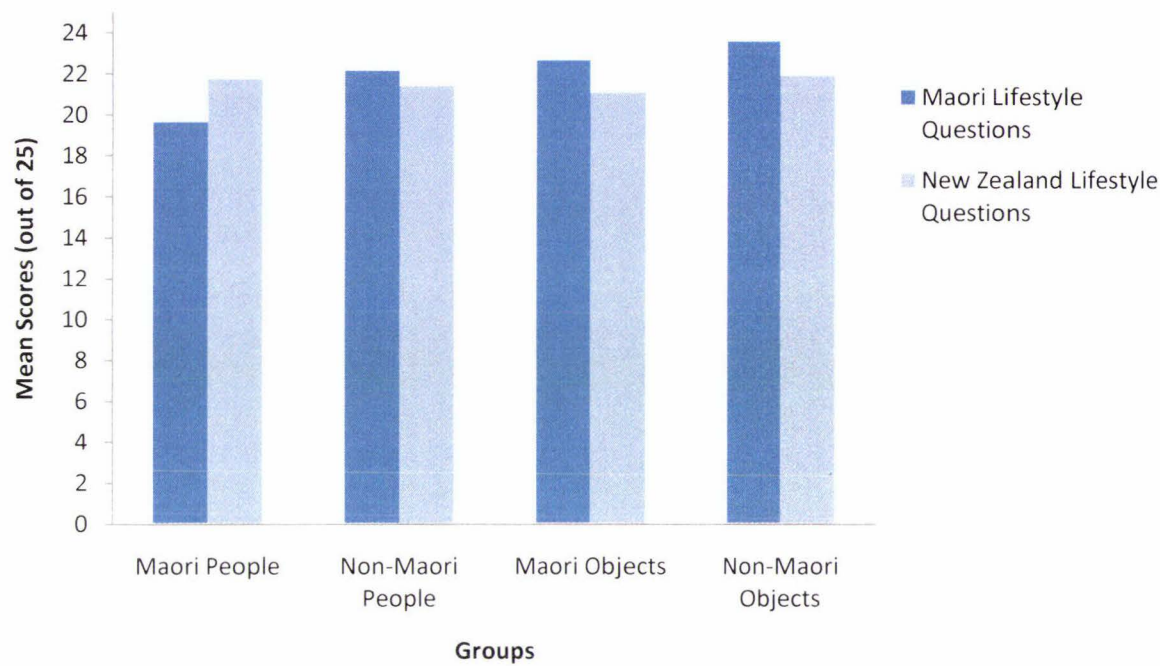


Figure 1. Level of identification with Māori and mainstream New Zealand lifestyles: Mean scores based on Māori and New Zealand lifestyle questionnaire for all four groups.

Whānau activities

The whānau activity was a filler activity, but the results in Table 4 are included here for interest and show that the four groups were essentially similar in the kinds of activities they enjoyed.

Sports activities involved either participating with other whānau members or being a spectator. Leisure activities included relaxing together, enjoying meals together with other whānau members at their homes, celebrations, and treating whānau. The least enjoyable activities appeared to

Table 4

Whānau activities based on most enjoyable and least enjoyable activities for all four groups (filler activity)

Group	Most Enjoyable Activity	Least Enjoyable Activity
Māori People	Sports activities 4	Household chores 8
	Leisure activities 4	Other (homework, holiday,
	Sharing kai together 3	lunch, helping whānau
	Whānau visiting 1	financially) 4
Non-Māori People	Sports activities 6	Leisure activities 5
	Leisure activities 5	Household chores 3
	Other (church) 1	Sports 2
		Other (going to work, homework) 2
Māori Objects	Leisure activities 6	Household chores 7
	Sports activities 3	Leisure activities 3
	Sitting around talking 2	Sports 1
	Sharing kai together 1	Other (family reunion) 1
Non-Māori Objects	Leisure activities 4	Household chores 4
	Sports activities 3	Leisure activities 3
	Visiting whānau 2	Other (visiting friends, arguing,
	Other (talking, eating, cuddles) 3	driving, going to work) 5

be doing chores or housework. Because of the instructions to list only 10 activities, some participants may have listed only their favourite activities; thus

“visiting friends” may have been on such a list and therefore not strictly “Least Enjoyable Activity” overall. Compare the “Most Enjoyable Activity” “Whānau visiting” and “Visiting whānau”.

Effects of the priming intervention on causal attributions

Parent causal attributions were divided into negative and positive causal attributions. As mentioned in the Method section, negative causal attributions were blaming the child and included the following options: A – wants attention; B – does not like to share; C – wants to annoy me; D – thinks he or she is the boss. Positive causal attributions were more forgiving/excusing the child’s behaviour and included the following options: E – is not your child’s fault; F – has poor social skills; G – is too young to know any better; and H – is typical behaviour for a child this age. Parent causal attribution actual mean scores have been depicted in Table 5.

Table 5

Mean scores for Negative and Positive Causal Attributions for all groups

Groups	Pre-test		Post-test	
	Mean	SD	Mean	SD
Māori People:				
Negative	2.28	.62	2.28	.36
Positive	2.39	.40	2.50	.38
Non-Māori People:				
Negative	2.10	.40	2.23	.54
Positive	2.29	.21	2.35	.30
Māori Objects:				
Negative	1.78	.60	1.87	.66
Positive	2.06	.22	2.21	.42
Non-Māori Objects:				
Negative	2.09	.54	2.26	.64
Positive	2.11	.54	2.12	.51

To show the distribution of all scores, frequency histograms were constructed.

The histogram depicted in Figure 2 shows the frequency distribution and variability for negative causal attributions pre-test, mean = 2.06, SD = .56, median = 2.08.

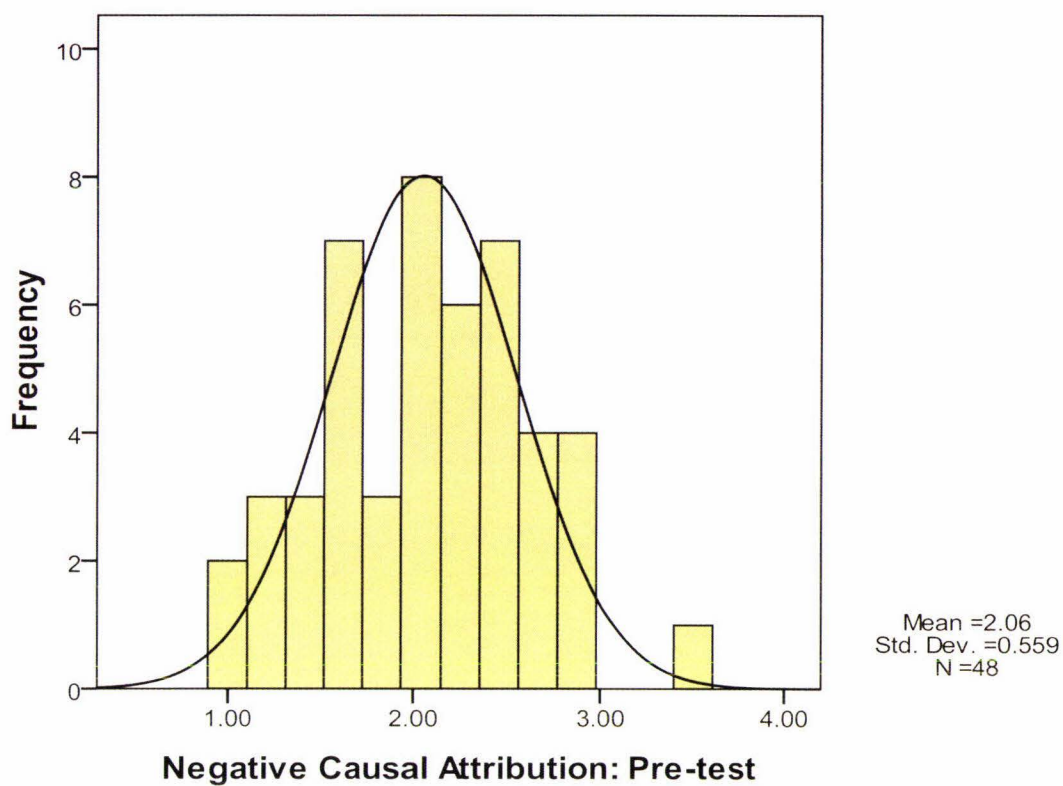


Figure 2. Histogram of Negative Causal Attribution Scores for Pre-test.

The histogram depicted in Figure 3 shows the frequency distribution and variability for negative causal attributions post-test, mean = 2.16, SD = .56, median = 2.08.

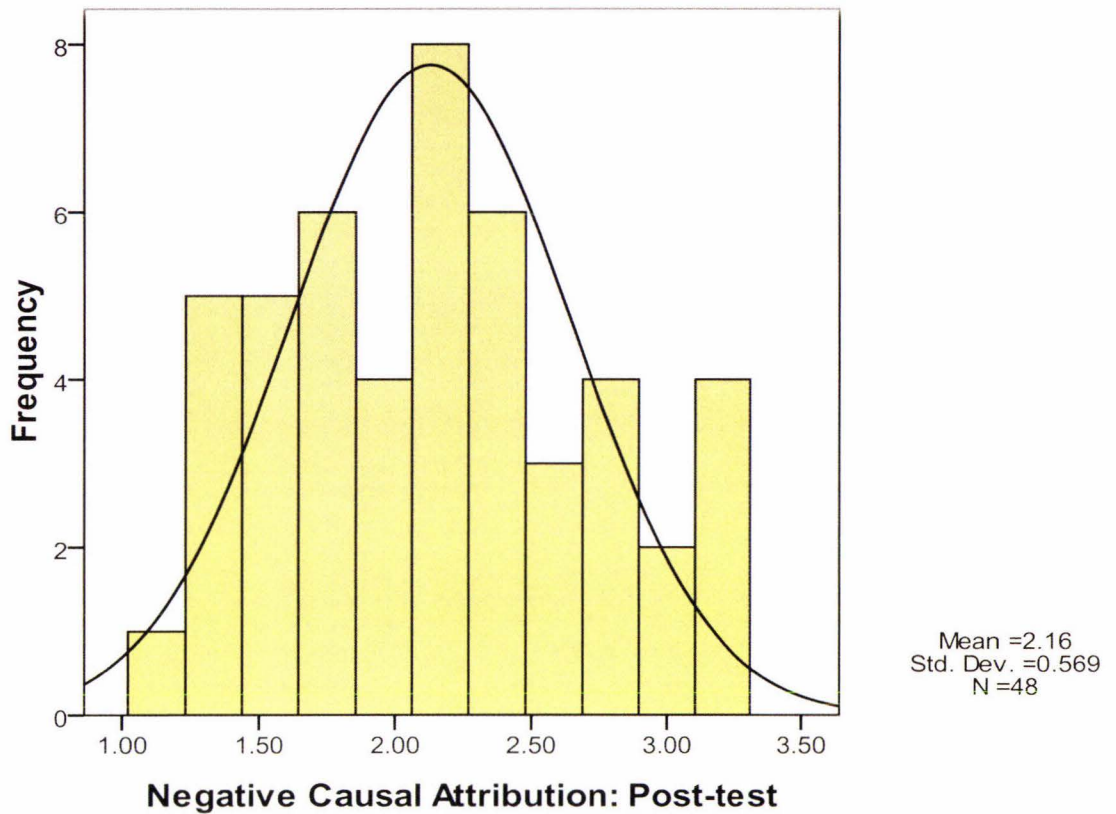


Figure 3. Histogram of Negative Causal Attribution scores for Post-test.

The histogram depicted in Figure 4 shows the frequency distribution and variability for scores for positive causal attributions pre-test, mean = 2.21, SD = .38, median = 2.19.

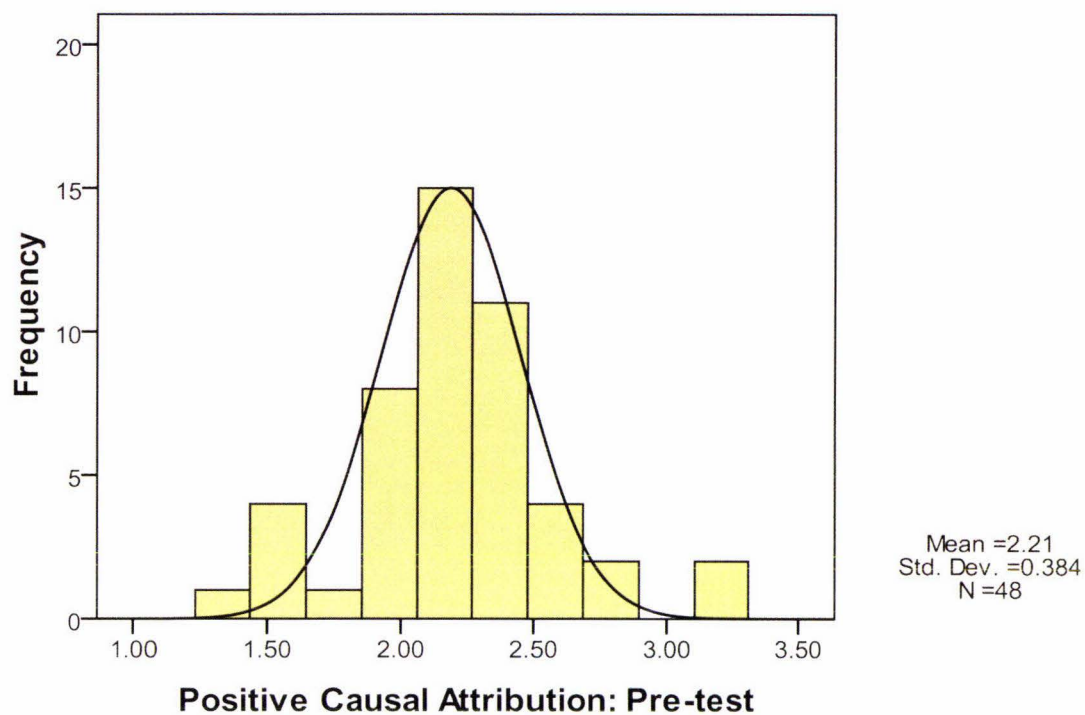


Figure 4. Histogram of Positive Causal Attribution scores for Pre-test.

The histogram depicted in Figure 5 shows the frequency distribution and variability for scores for positive causal attributions at post-test, mean = 2.30, SD = .42, median = 2.33.

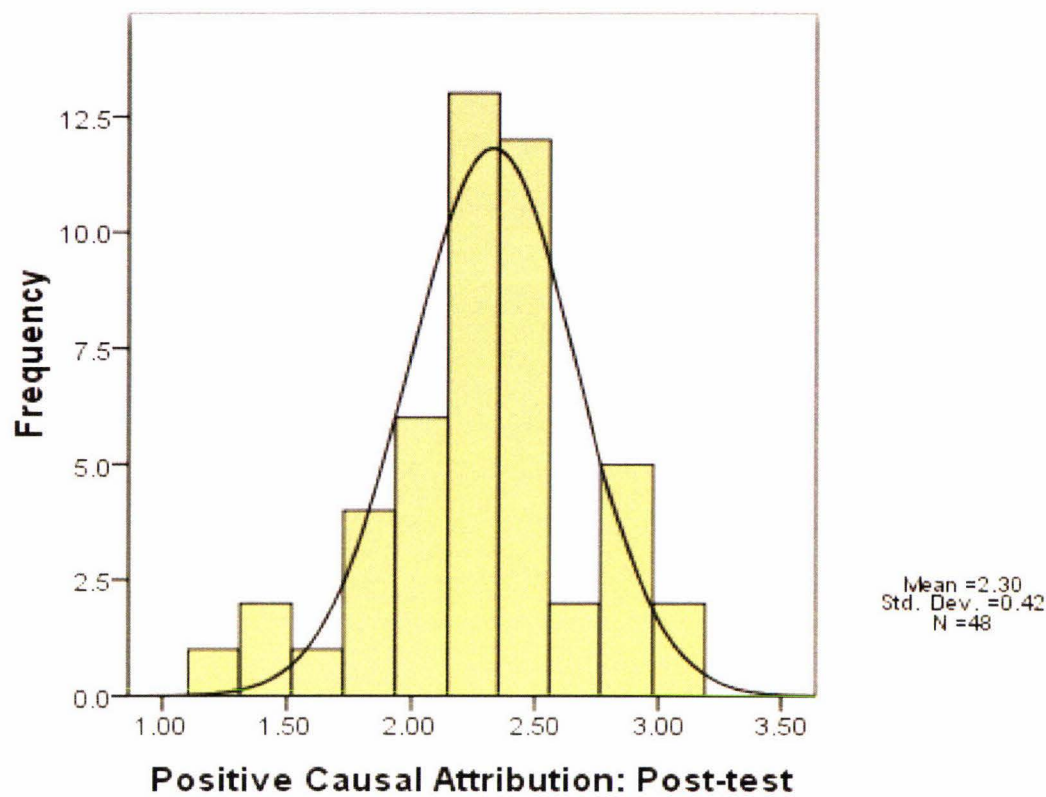


Figure 5. Histogram of Positive Causal Attribution scores for Post-test.

Next, a mixed between-within subjects analysis of variance was conducted to assess differences in group mean pre-test and post-test scores between the four groups: Māori people, non-Māori people, Māori objects and non-Māori objects for parent causal attributions.

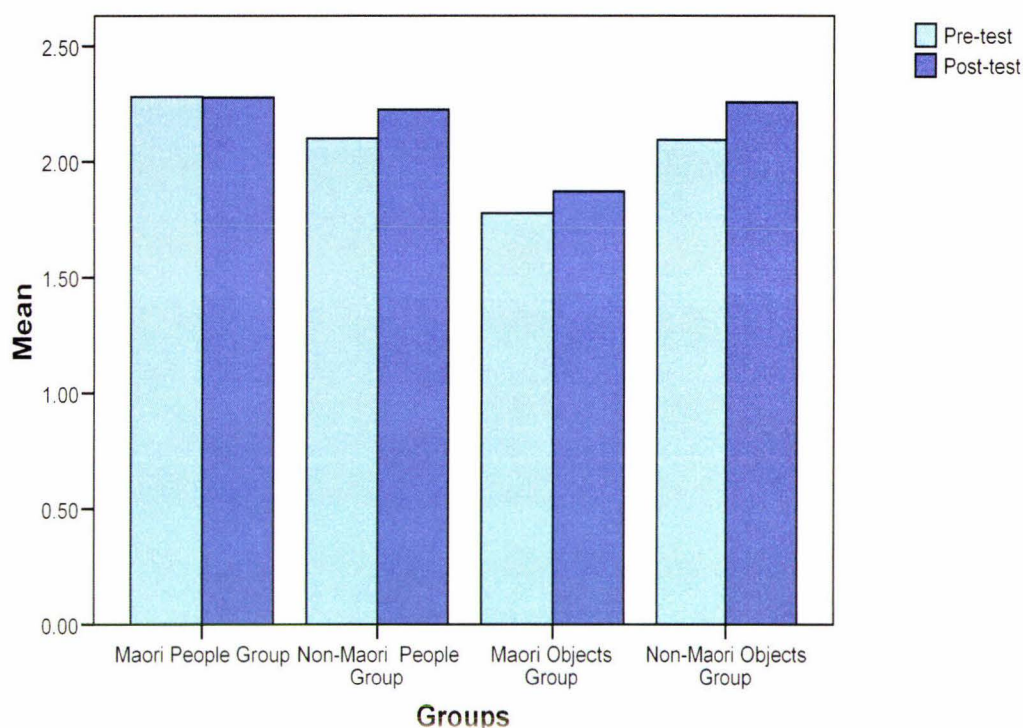


Figure 6. Negative Causal Attributions for groups viewing four types of photographs: Mean scores for Pre-test and Post-test.

The results for the measure of negative causal attributions for all scenarios are depicted in Figure 6, which reveals slight increases for three groups, apart from the Māori people group, which remained the same. To test the statistical significance of these increases, a 2x2x2 ANOVA was conducted. There was no main effect for pre-test versus post-test, Wilks' Lambda = .95, $F(1, 44) = 2.11$, $p = .15$, $\eta^2 = .30$. There was no significant interaction between Māori and non-Māori Groups pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .58$, $p = .45$, $\eta^2 = .013$. The People versus Objects main effect for pre-test and post-test scores was not significant, Wilks' Lambda = 1, $F(1, 44) = .27$, $p = .61$, $\eta^2 = .006$. There was

no significant interaction between all the groups and pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .05$, $p = .82$, $\eta^2 = .001$.

The results for the measure of positive causal attributions are depicted in Figure 7, which reveals small increases in positive attributions for all four groups. To test the statistical significance of these increases, a 2x2x2 ANOVA was conducted. There was no main effect for pre-test versus post-tests, Wilks' Lambda = .92, $F(1, 44) = 3.61$, $p = .06$, $\eta^2 = .08$. There was no significant interaction between Māori and non-Māori group pre-test and post-test scores, Wilks' Lambda = .98, $F(1, 44) = .98$, $p = .33$, $\eta^2 = .022$. The People and Objects group pre-test and post-test scores had a non-significant interaction result, Wilks' Lambda = 1, $F(1, 44) = 0$, $p = 1$, $\eta^2 = 0$. There was no significant interaction between all the groups and pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .27$, $p = .61$, $\eta^2 = .006$.

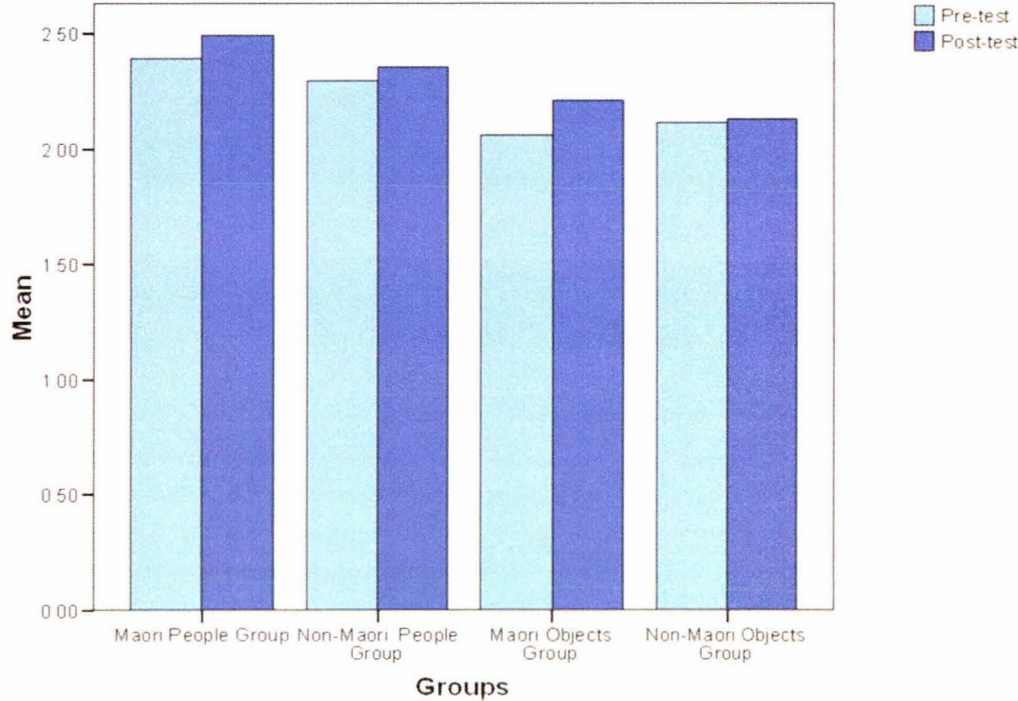


Figure 7. Positive Causal Attributions for Groups viewing four types of photographs: Mean scores for Pre-test and Post-test.

Further analysis of parent causal attributions according to type of scenarios: child misbehaviour versus ambiguous behaviour

As explained in the Method section, the scenarios consisted of child misbehaviours (odd number scenarios) and ambiguous behaviours (even number scenarios). It is therefore possible to see whether the priming (the intervention) had a differential effect for type of scenario.

The results for the measure of negative causal attributions for child misbehaviour scenarios are depicted in Figure 8, which reveals slight increases for three groups, and a slight decrease for the Māori People group. To test the statistical significance of these results, a 2x2x2 ANOVA was conducted. There was no main effect for pre-test versus post-tests, Wilks'

Lambda = .98, $F(1, 44) = .89$, $p = .35$, $\eta^2 = .02$. There was no significant interaction between Māori and non-Māori group pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .08$, $p = .78$, $\eta^2 = .002$. The People and Objects group pre-test and post-test scores had a non-significant interaction result, Wilks' Lambda = 1, $F(1, 44) = .11$, $p = .74$, $\eta^2 = .002$. There was no significant interaction between all the groups and pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .27$, $p = .61$, $\eta^2 = .006$.

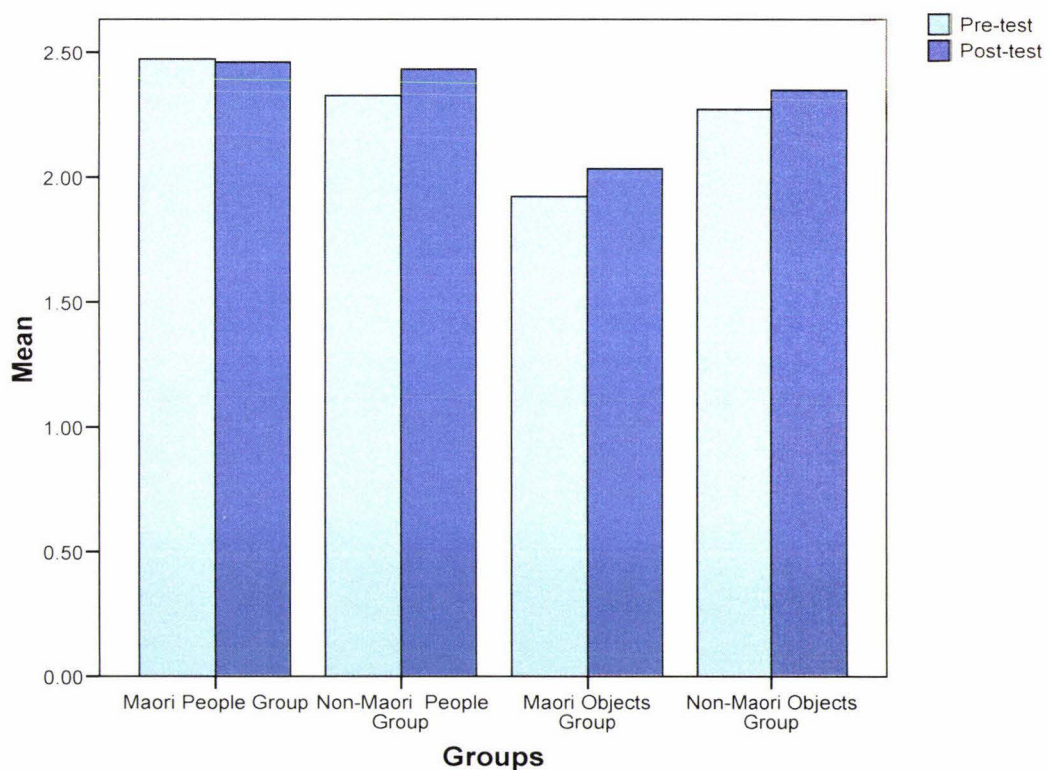


Figure 8. Negative Causal Attributions for Child Misbehaviour Scenarios: Mean scores for Pre-test and Post-test.

The results for the measure of positive causal attributions for child misbehaviour are depicted in Figure 9, which reveals increases for all groups, but the Māori People group had only a small increase. To test the statistical

significance of these increases, a 2x2x2 ANOVA was conducted. There was a significant main effect for pre-tests versus post-tests, Wilks' Lambda = .92, $F(1, 44) = 4$, $p = .05$, $\eta^2 = .08$. There was no significant interaction between Māori and non-Māori group pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .001$, $p = .98$, $\eta^2 = 0$. The People and Objects group pre-test and post-test scores had a non-significant interaction result, Wilks' Lambda = 1, $F(1, 44) = .11$, $p = .74$, $\eta^2 = .002$. There was no significant interaction between all the groups and pre-test and post-test scores, Wilks' Lambda = .98, $F(1, 44) = 1.10$, $p = .30$, $\eta^2 = .024$.

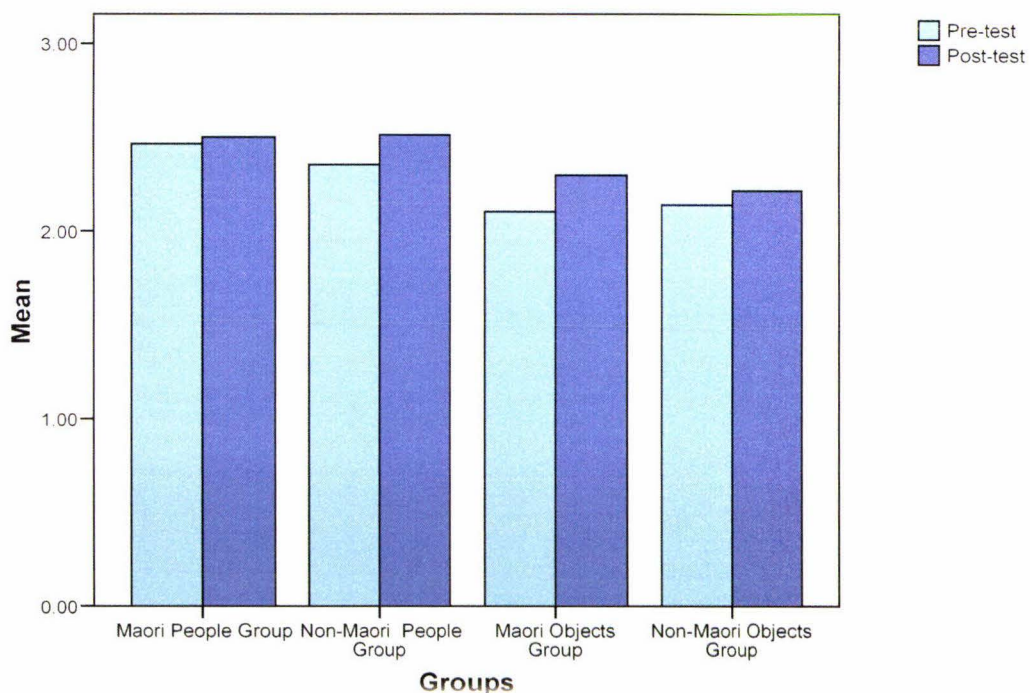


Figure 9. Positive Causal Attributions for Child Misbehaviour Scenarios: Mean scores for Pre-test and Post-test.

The results for the measure of negative causal attributions for ambiguous behaviour scenarios are depicted in Figure 10, which reveals that the Māori People group remained the same and the three other groups had

increases, both non-Māori Objects and non-Māori People groups showed a bigger increase in comparison to the Māori Objects group which showed a slight increase. There was no main effect for pre-test versus post-tests, Wilks' Lambda = .93, $F(1, 44) = 3.34$, $p = .07$, $\eta^2 = .07$. There was no significant interaction between Māori and non-Māori group pre-test and post-test scores, Wilks' Lambda = .97, $F(1, 44) = 1.42$, $p = .24$, $\eta^2 = .03$. The People and Objects group pre-test and post-test scores had a non-significant interaction result, Wilks' Lambda = 1, $F(1, 44) = .44$, $p = .51$, $\eta^2 = .01$. There was no significant interaction between all the groups and pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .02$, $p = .90$, $\eta^2 = 0$.

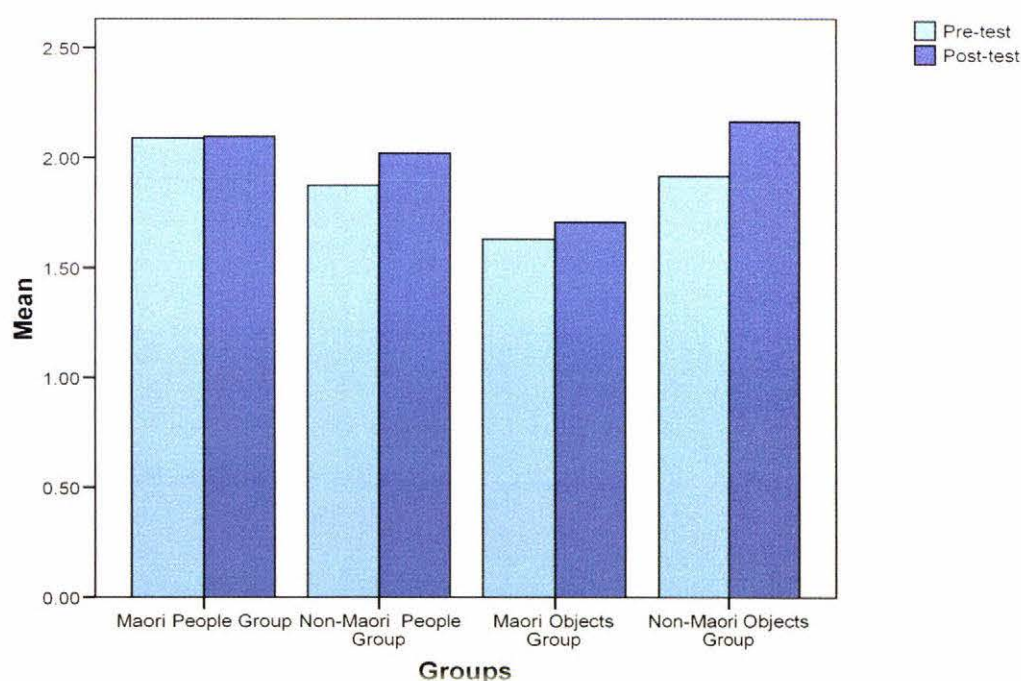


Figure 10. Negative Causal Attributions for Ambiguous Behaviour Scenarios: Mean scores for Pre-test and Post-test.

The results for the measure of positive causal attributions for ambiguous behaviour are depicted in Figure 11, which reveals decreases for

both non-Māori People and non-Māori Objects groups and increases for both Māori People and Māori Objects groups, with the Māori People group increasing slightly more. To test the statistical significance of these results, a 2x2x2 ANOVA was conducted. There was no main effect for pre-tests versus post-tests, Wilks' Lambda = 1, $F(1, 44) = .06$, $p = .82$, $\eta^2 = .001$. There was a significant interaction between Māori and non-Māori groups pre-test and post-test scores, Wilks' Lambda = .91, $F(1, 44) = 4.16$, $p = .05$, $\eta^2 = .09$. The People and Objects group pre-test and post-test scores had a non-significant interaction result, Wilks' Lambda = 1, $F(1, 44) = .25$, $p = .62$, $\eta^2 = .006$. There was no significant interaction between all the groups and pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .40$, $p = .53$, $\eta^2 = .009$.

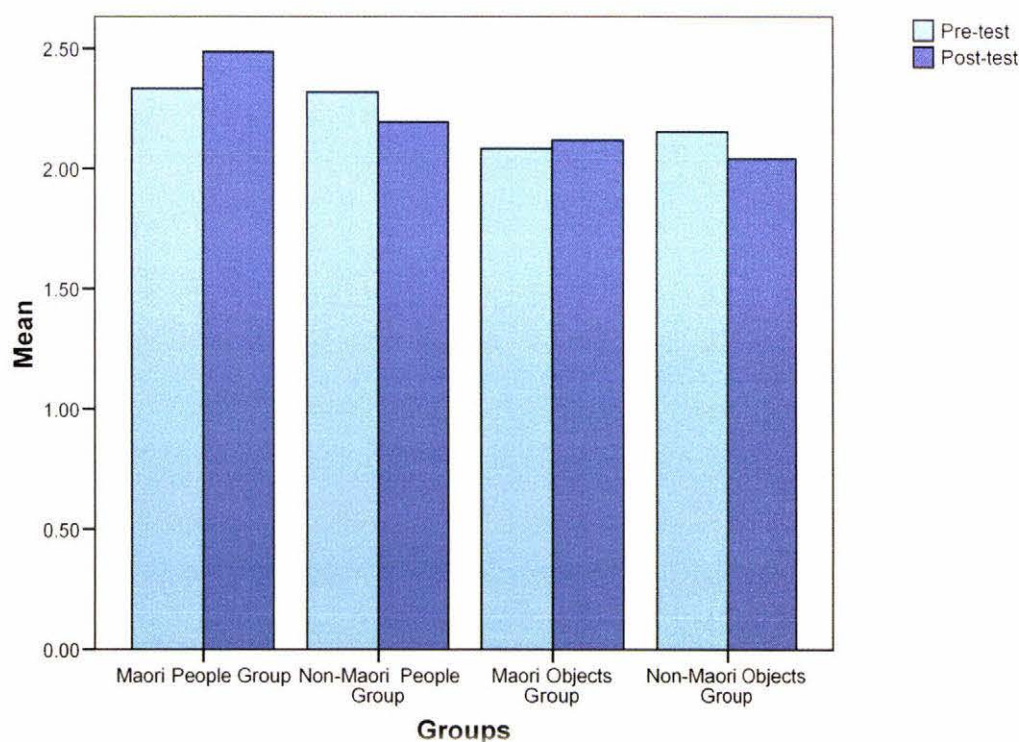


Figure 11. Positive Causal Attributions for Ambiguous Behaviour Scenarios: Mean scores for Pre-test and Post-test.

What role did the type of misbehaviour play in participants' judgments?

Further analysis of negative and positive causal attributions was undertaken to determine the role the precise type of misbehaviour played in participants' judgments, in other words were any of the judgments made differentially attributed to certain scenarios? This analysis reveals the specific negative and positive causal attributions that were most often made by the participants. The balanced design meant that it was necessary to split the total sample into two equal groups to enable accurate comparisons. So Group A participants received pre-test 1 and post-test 2 and Group B participants received pre-test 2 and post-test 1. Each child misbehaviour and ambiguous behaviour scenario were simultaneously analysed by Group A and B, for negative and positive causal attributions, (and disciplinary responses) have been collated in Appendices I and J.

The total of all 12 scenarios combined for Negative causal attributions at pre-test has been depicted in Figure 12. Negative causal attributions at pre-test show similar parallel responses for Group A (pre-test 1) and Group B (pre-test 2). Group A showed two of the responses (e.g., not sharing and annoying) ranging from very unlikely (1) to somewhat unlikely (2). In comparison Group B, showed two of the responses (e.g., not sharing and annoying) close to somewhat unlikely (2). For both Groups A and B, two of the responses (e.g., wants attention and thinks boss) ranged from somewhat unlikely (2) to somewhat likely (3). In Group A the most common response was wants attention followed by thinks boss which was closer to somewhat unlikely (2). In Group B wants attention was the most common response

being closer to somewhat likely (3) followed by thinks boss being closer to somewhat unlikely (2).

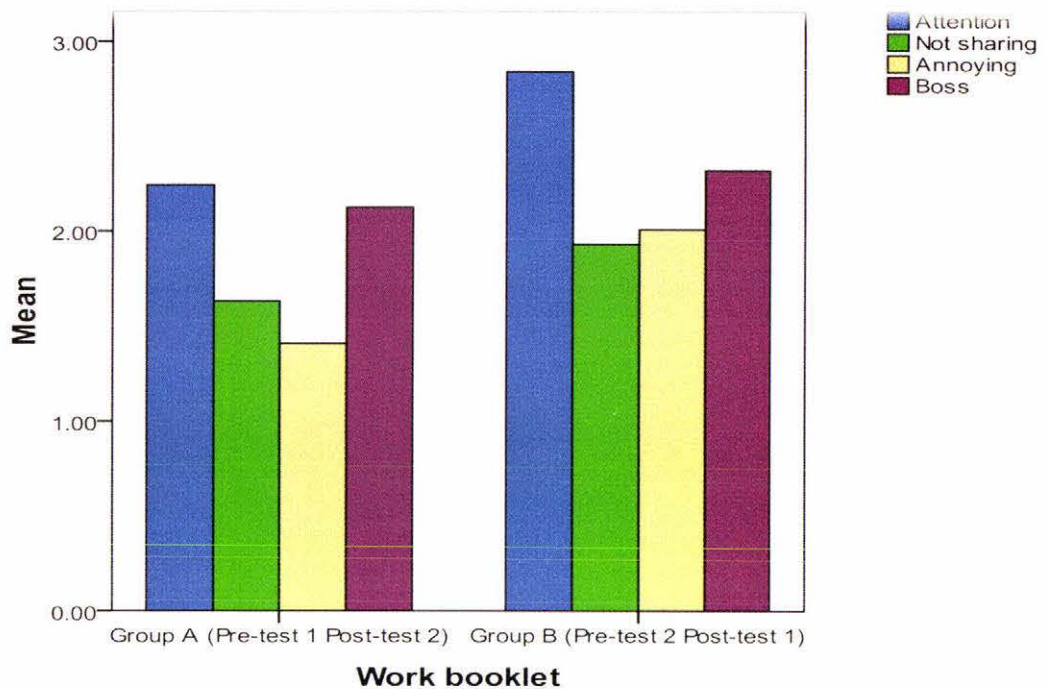


Figure 12. Total of all twelve scenarios combined for Negative Causal Attributions at Pre-test: Total Mean ratings for Group A and Group B.

The total of all 12 scenarios combined for Negative causal attributions at post-test has been depicted in Figure 13. Negative causal attributions at post-test show similar parallel responses for Group A (post-test 2) and Group B (post-test 1). Two of the responses (i.e., not sharing and annoying) ranged from very unlikely (1) to somewhat unlikely (2) but closer to somewhat unlikely. Similarly two of the responses (i.e., wants attention and thinks boss) ranged from somewhat unlikely (2) to somewhat likely (3), the most common response was wants attention being close to somewhat likely (3) followed by thinks boss being closer to somewhat unlikely (2), for both Group A and Group B.

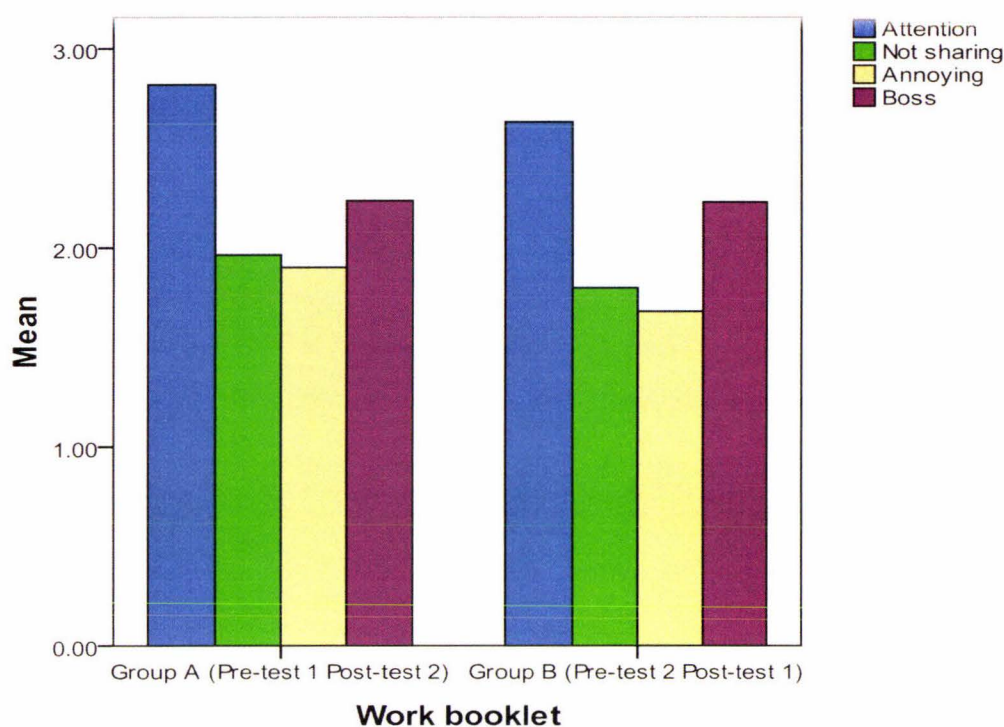


Figure 13. Total of all twelve scenarios combined for Negative Causal Attributions at Post-test: Total Mean ratings for Group A and Group B.

The total of all 12 scenarios combined for Positive causal attributions at pre-test has been depicted in Figure 14. Positive causal attributions at pre-test show similar parallel responses for Group A (pre-test 1) and Group B (pre-test 2). Two of the responses (i.e., poor social skills and too young) ranged from very unlikely (1) to somewhat unlikely (2). Two of the responses (i.e., not child's fault and typical) ranged from somewhat unlikely (2) to somewhat likely (3). For both Groups A and B, the most common response was typical followed by not child's fault. The least likely response was poor social skills ranging from very unlikely (1) to somewhat unlikely (2).

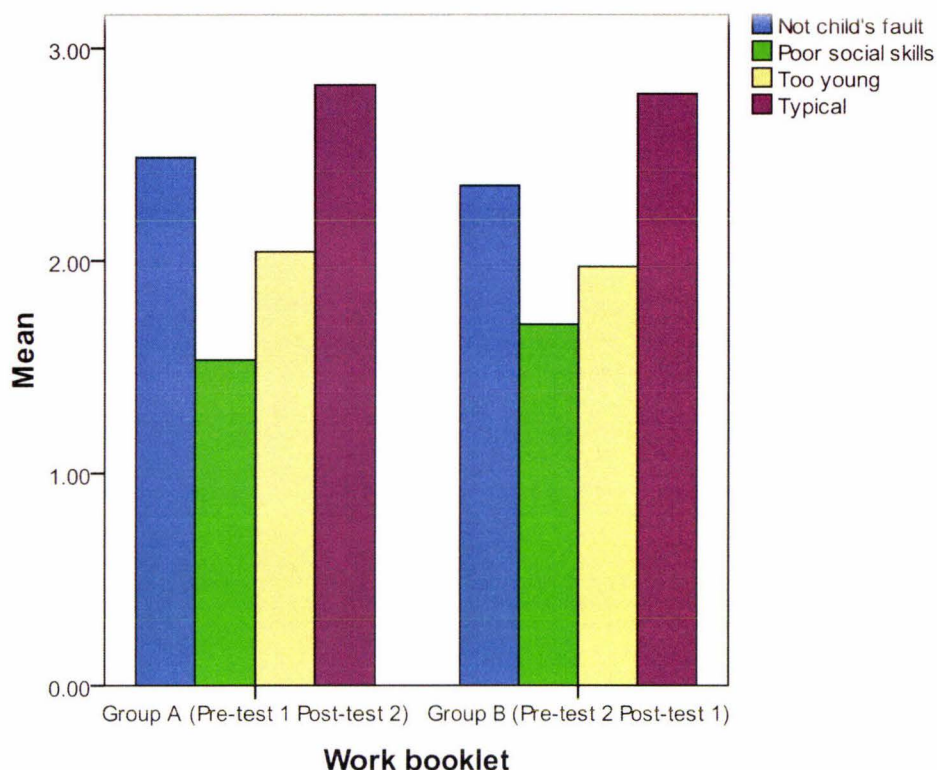


Figure 14. Total of all twelve scenarios combined for Positive Causal Attributions at Pre-test: Total Mean ratings for Group A and Group B.

The total of all 12 scenarios combined for Positive causal attributions at post-test has been depicted in Figure 15. Positive causal attributions at post-test show similar parallel responses for Group A (post-test 2) and Group B (post-test 1). One of the responses (poor social skills) ranged from very unlikely (1) to somewhat unlikely (2). Three of the responses (i.e., not child's fault, too young and typical) ranged from somewhat unlikely (2) to somewhat likely (3). For both Groups A and B the most common response was typical followed by not child's fault then too young, then poor social skills.

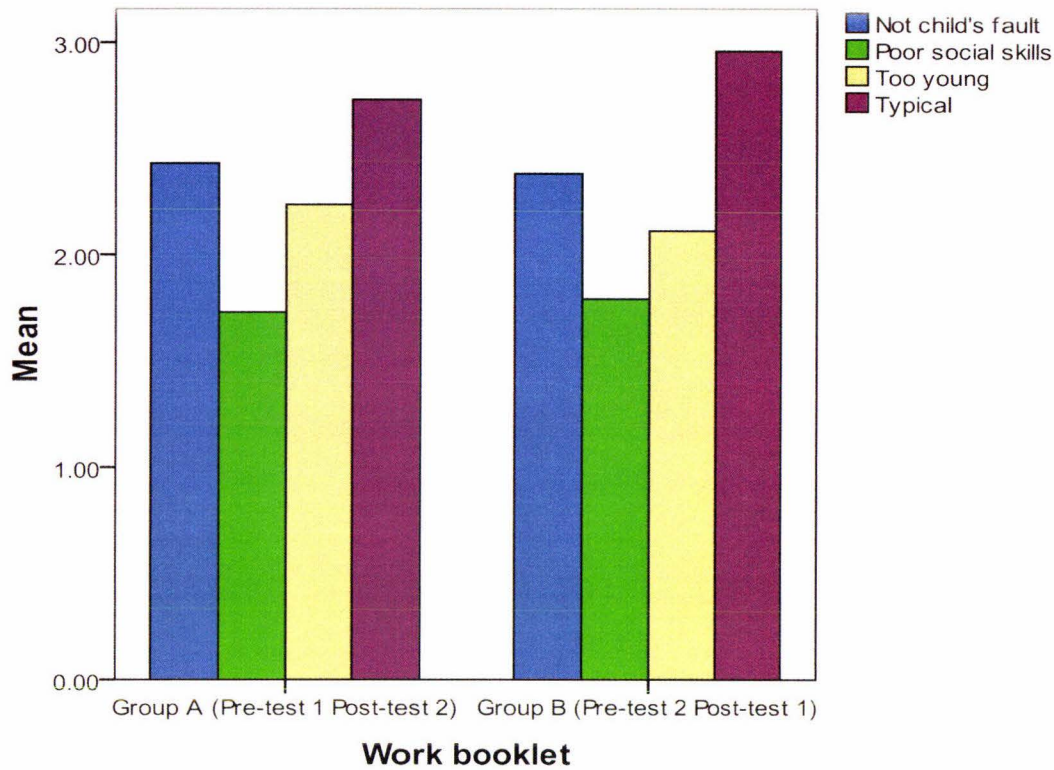


Figure 15. Total of all twelve scenarios combined for Positive Causal Attributions at Post-test: Total Mean ratings for Group A and Group B.

Did participants' suggested disciplinary responses to the misbehaviour change as a result of the priming intervention?

Disciplinary responses were based on how participants suggested they would deal with the child's behaviour and were rated in terms of their harshness, or punitiveness. This involved an algorithm and reverse scoring for responses D, F and G. The algorithm was:

$$\frac{A+3B+2C+(5-D)+2(5-F)+(5-G)}{10}$$

Where A = tell your child off; B = smack your child; C = take away a privilege or promised treat; D = ignore; F = talk to your child about the situation; and G

= ask your child to apologise. Category E = do nothing was excluded, but included in Figures 21 and 22, and Appendices I and J. Disciplinary responses actual mean scores have been depicted in Table 6.

Table 6

Mean scores for Disciplinary responses for all groups

Groups	Pre-test		Post-test	
	Mean	SD	Mean	SD
Māori People	1.93	.20	1.87	.15
Non-Māori People	1.93	.18	1.88	.20
Māori Objects	1.82	.19	1.82	.20
Non-Māori Objects	1.88	.20	1.91	.25

To show the distribution of all scores, frequency histograms were constructed. The histogram depicted in Figure 16 shows the frequency distribution and variability for disciplinary responses pre-test, mean = 1.89, SD = .19, median = 1.87 and mode = 1.87. A low score equals less harsh disciplinary responses.

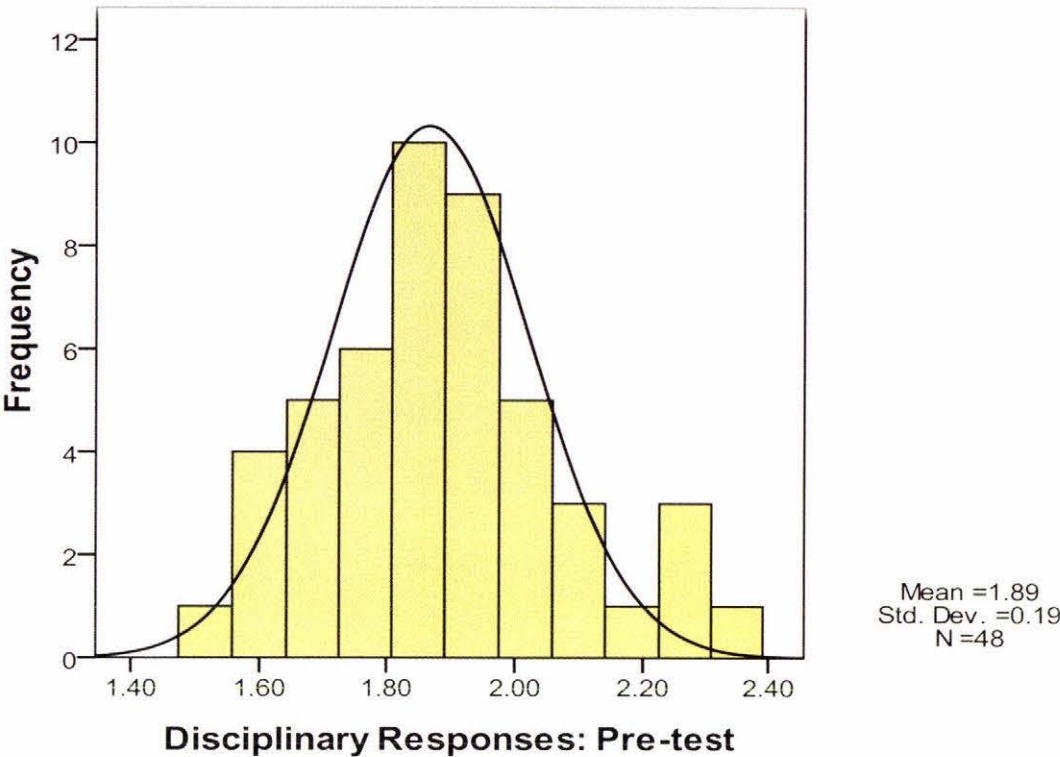


Figure 16. Histogram of Disciplinary Responses scores for Pre-test.

The histogram depicted in Figure 17 shows the frequency distribution and variability for disciplinary responses post-test, mean = 1.87, SD = .20, median = 1.83 and mode = 1.73. A low score equals less harsh disciplinary responses.

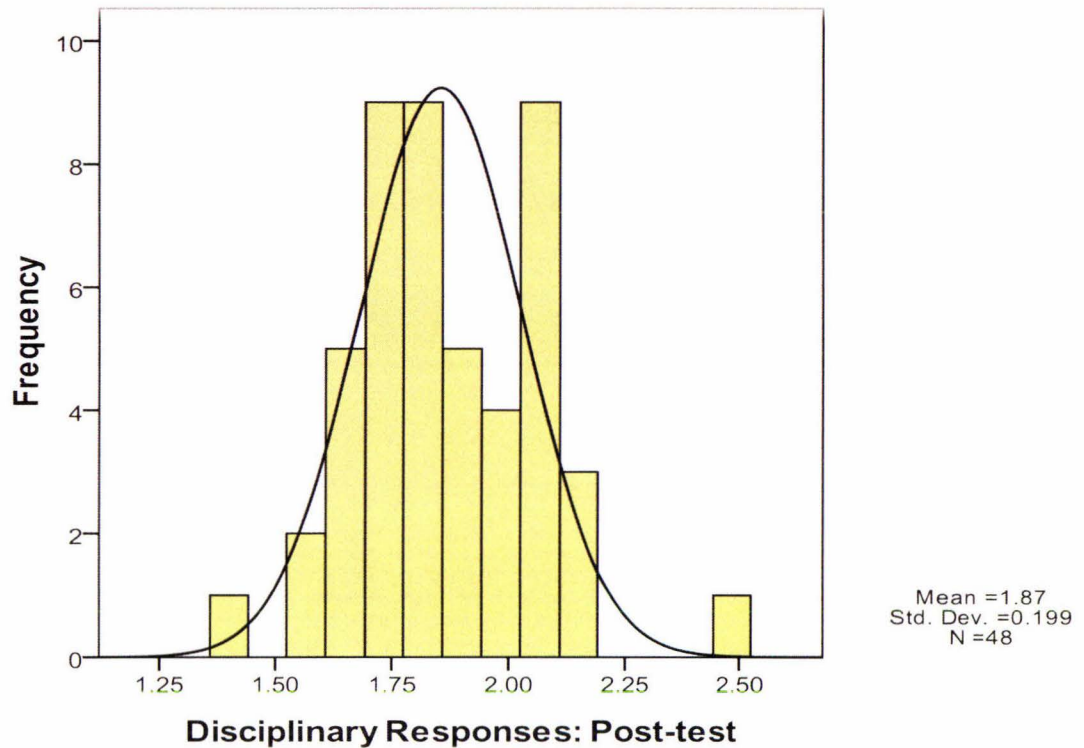


Figure 17. Histogram of Disciplinary Responses scores for Post-test.

Next, a mixed between-within subjects analysis of variance was conducted to assess differences in group mean pre-test and post-test scores between the four groups: Māori People, non-Māori People, Māori Objects and non-Māori Objects for disciplinary responses.

The results for the measure of disciplinary responses for all the scenarios for pre-test and post-test are depicted in Figure 18, which reveals decreases in harshness to varying degrees for three groups, apart from the non-Māori Object group which showed increases in harshness. To test the statistical significance of these results, a 2x2x2 ANOVA was conducted. There was no main effect for pre-test versus post-tests, Wilks' Lambda = .98, $F(1, 44) = 1.14$, $p = .29$, $\eta^2 = .03$. There was no significant interaction

between Māori and non-Māori group pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .28$, $p = .60$, $\eta^2 = .006$. The People and Objects group pre-test and post-test scores had a non-significant interaction result, Wilks' Lambda = .95, $F(1, 44) = 2.41$, $p = .13$, $\eta^2 = .05$. There was no significant interaction between all the four groups and pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .10$, $p = .75$, $\eta^2 = .002$.

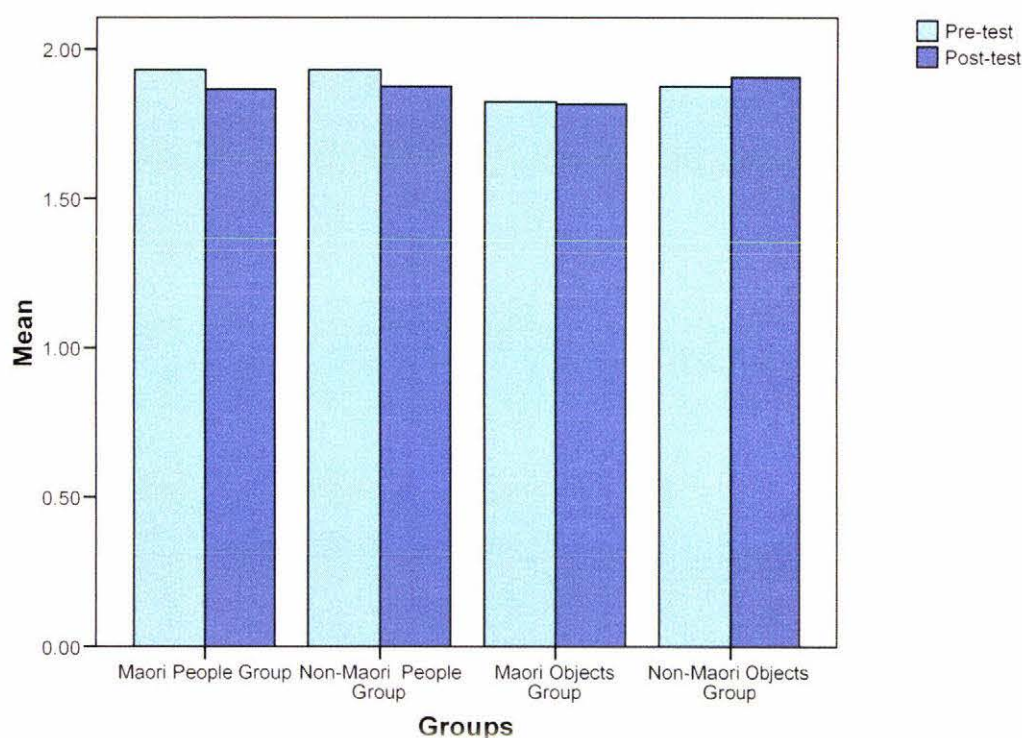


Figure 18. Disciplinary Responses for All Scenarios: Mean scores for Pre-test and Post-test.

The results for the measure of disciplinary responses for only child misbehaviour scenarios for pre-test and post-test are depicted in Figure 19, which reveals that three of the groups show decreases in harshness, apart from the Māori Objects group which showed increases in harshness. To test

the statistical significance of the results, a 2x2x2 ANOVA was conducted. There was no main effect for pre-tests versus post-tests, Wilks' Lambda = 1, $F(1, 44) = .08$, $p = .78$, $\eta^2 = .002$. There was no significant interaction between the Māori and non-Māori groups' pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .37$, $p = .55$, $\eta^2 = .008$. The People and Objects group pre-test and post-test scores had a non-significant interaction result, Wilks' Lambda = 1, $F(1, 44) = .37$, $p = .55$, $\eta^2 = .008$. There was no significant interaction between all the four groups and pre-test and post-test scores, Wilks' Lambda = 1, $F(1, 44) = .28$, $p = .60$, $\eta^2 = .006$.

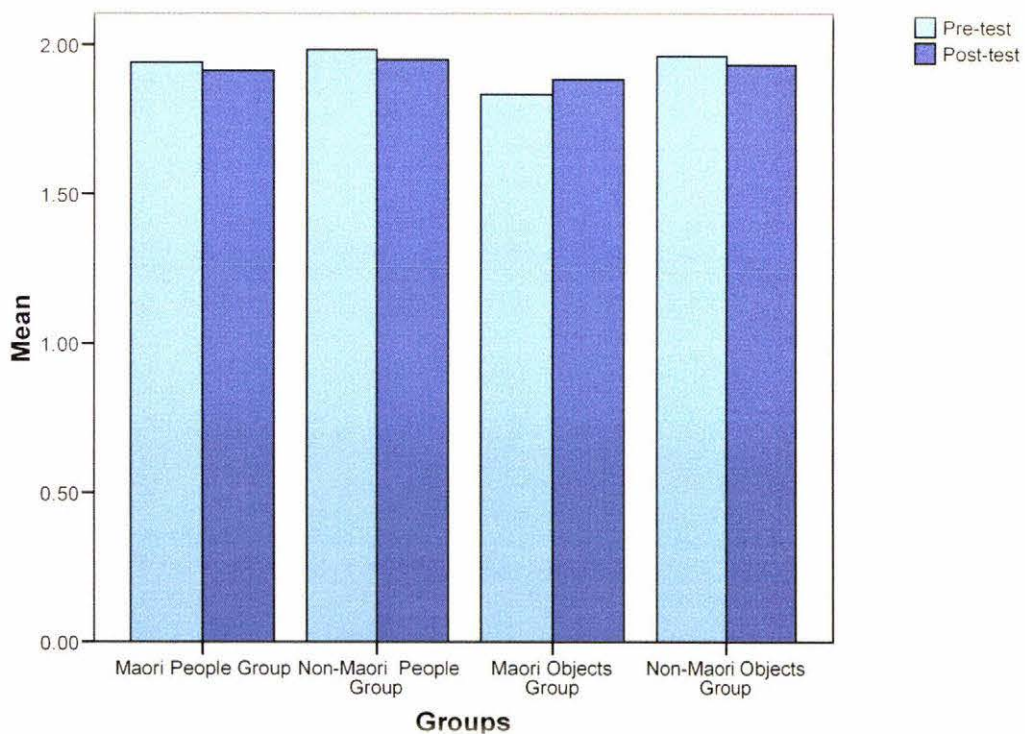


Figure 19. Disciplinary Responses for Child Misbehaviour Scenarios: Mean scores or Pre-test and Post-test.

The results for the measure of disciplinary responses for only ambiguous behaviour scenarios for pre-test and post-test are depicted in

Figure 20, which reveals that three of the groups showed decreases in harshness, apart from the non-Māori Objects group which showed increases in harshness. To test the statistical significance of the increases, a 2x2x2 ANOVA was conducted. There was no main effect for pre-test versus post-tests, Wilks' Lambda = .97, $F(1, 44) = 1.38$, $p = .25$, $\eta^2 = .03$. There was no significant interaction between Māori and non-Māori group pre-test and post-test scores, Wilks' Lambda = .96, $F(1, 44) = 1.79$, $p = .19$, $\eta^2 = .04$. The People and Objects group pre-test and post-test scores had a non-significant interaction result, Wilks' Lambda = .95, $F(1, 44) = 2.26$, $p = .14$, $\eta^2 = .05$. There was no significant interaction between all the groups and pre-test and post-test scores, Wilks' Lambda = .98, $F(1, 44) = .94$, $p = .34$, $\eta^2 = .021$.

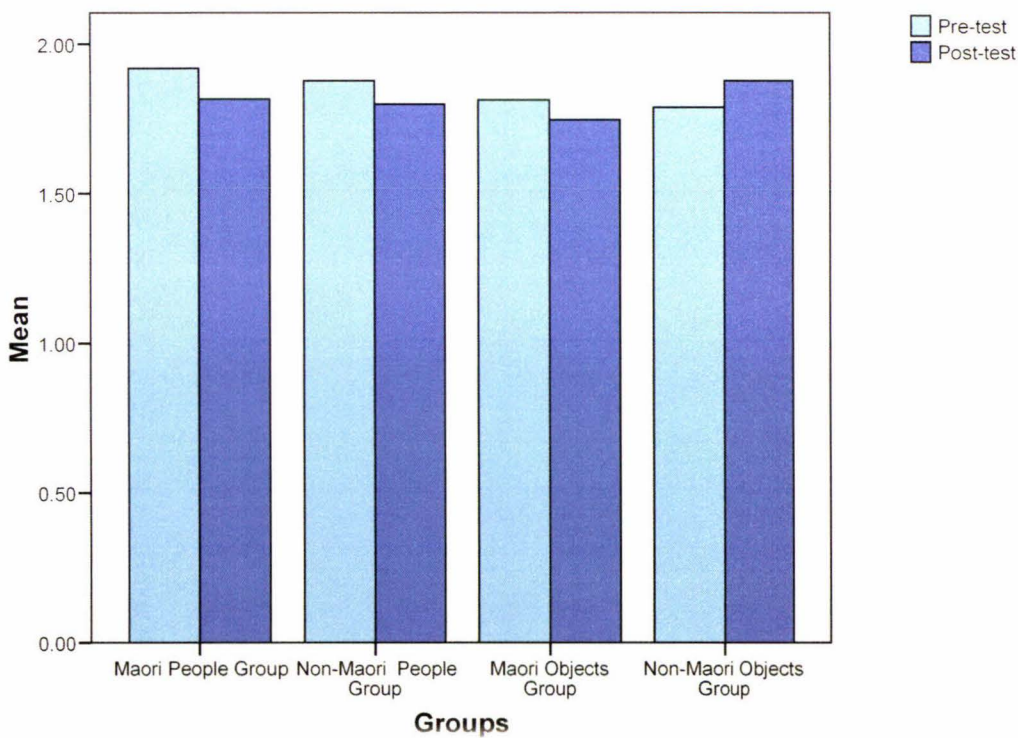


Figure 20. Disciplinary Responses for Ambiguous Behaviour Scenarios: Mean scores or Pre-test and Post-test.

What role did the type of misbehaviour play in participants' disciplinary responses?

Further analysis of the specific disciplinary responses suggested by participants was undertaken to determine the role the precise type of misbehaviour played in the participants' disciplinary responses, in other words were any of the disciplinary responses due to certain scenarios? This analysis reveals the specific disciplinary responses that were most often made by the participants. By splitting the sample into two equal groups based on Group A (participants receiving pre-test 1 and post-test 2) and B (participants receiving pre-test 2 and post-test 1) I could make accurate comparisons. Each child misbehaviour and ambiguous behaviour scenario was simultaneously analysed by Group A and B; disciplinary responses (and negative and positive causal attributions) have been collated in Appendices I and J.

The total of all 12 scenarios combined for disciplinary responses at pre-test has been depicted in Figure 21. Disciplinary responses at pre-test show similar parallel responses for Group A (pre-test 1) and Group B (pre-test 2). Three of the responses (i.e., smacking, do nothing and ignore) ranged from very unlikely (1) to somewhat unlikely (2). Three of the responses (i.e., telling off, remove treat and child apologises) ranged from somewhat unlikely (2) to somewhat likely (3) for both groups A and B. For both groups A and B, the most common responses included talk to the child followed by child

apologises then tell child off. The least likely response was smacking followed by do nothing then ignore.

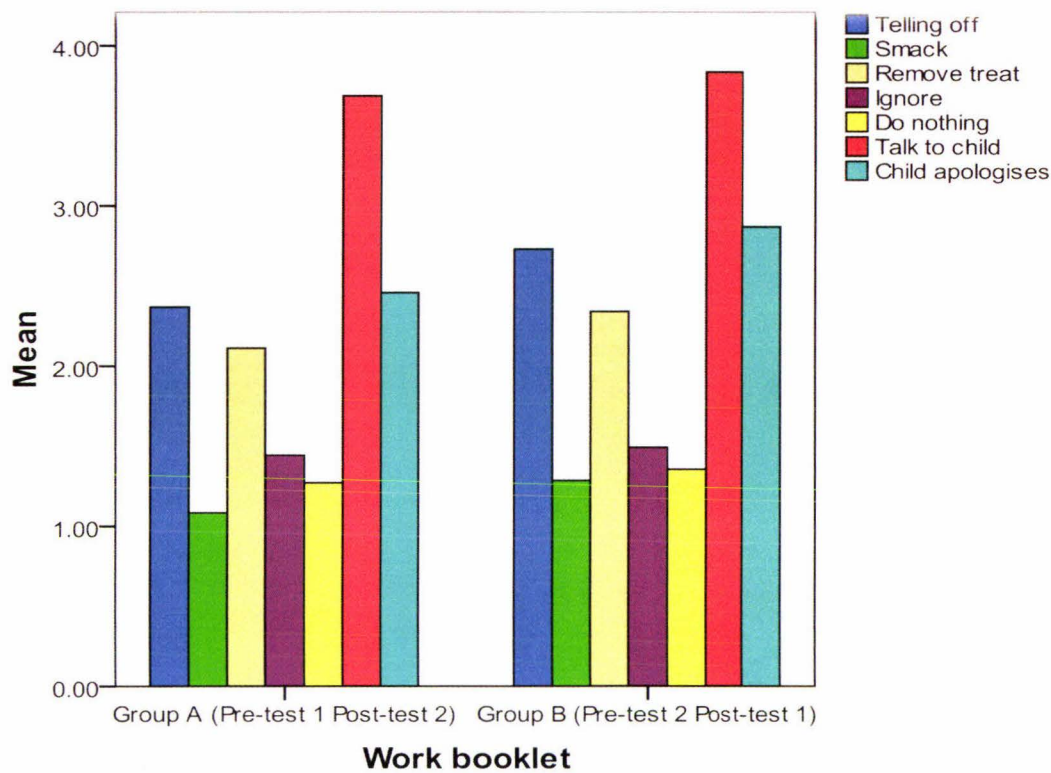


Figure 21. Total of all scenarios combined for Disciplinary Responses at Pre-test: Total Mean ratings for Group A and Group B.

The total of all 12 scenarios combined for Disciplinary Responses at post-test has been depicted in Figure 22. Disciplinary responses at post-test show similar parallel responses for Group A (post-test 2) and Group B (post-test 1). Three of the responses (i.e., smacking, ignore and do nothing) ranged from very unlikely (1) to somewhat unlikely (2) for both groups. Three of the responses (i.e., telling off, remove treat and child apologises) ranged from somewhat unlikely (2) to somewhat likely (3) for both groups. The most common responses included talk to the child which ranged from somewhat

likely (3) to very likely (4). The least likely responses were smacking followed by do nothing then ignoring.

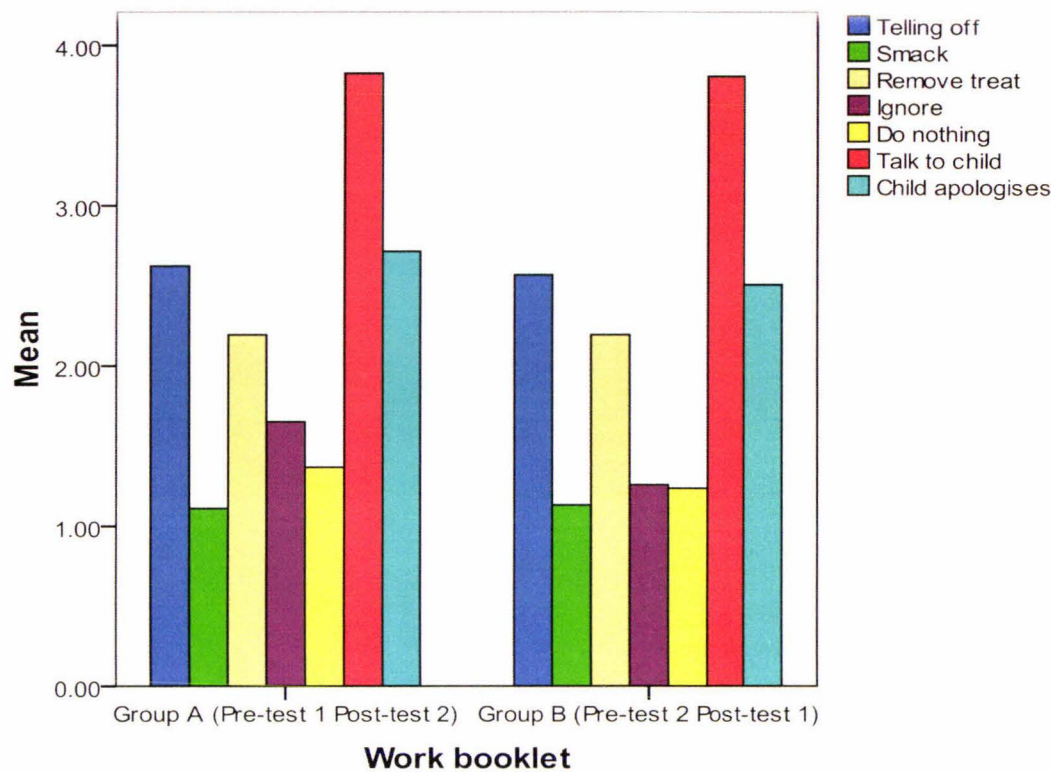


Figure 22. Total of all scenarios combined for Disciplinary Responses at Post-test: Total Mean ratings for Group A and Group B.

Did participants recall the photographs?

Memory task

The memory task results have been depicted in Table 7. These results show that on average the photographs of the non-Māori objects were recalled best, Mean = 11.25, SD = 1.87. The photographs have been included in Appendices E, F, G, and H, with photographs ranked in order of highest recall rate.

Table 7
Memory Task for all Groups of Participants: Score out of 13

Group	Mean	SD	Minimum	Maximum
Māori People	9.58	1.38	7	12
Non-Māori People	10.33	1.37	8	13
Māori Objects	10.75	1.64	7	13
Non-Māori Objects	11.25	1.87	6	13

Feedback on photographs

Overall, some participants provided a brief or detailed description of the photographs, whereas, other participants provided details about the process by which they remembered the photographs.

Māori people group

Some participants had favourite photographs. One participant “noticed lots of smiling women with the smiling kids” and felt happy especially about the one with the kuia with a mokopuna, although this participant had never had similar experiences with older Māori women. This participant also liked photograph 4 (the hardworking whaea kissing her pēpi). One participant thought the photograph of the mother bottle feeding her baby as a “beautiful shot and comforting” and the one of the toddler in front of the women singing

“was a lovely capture of a woman in front row acknowledging a wee child who is standing in front of them”. Another participant thought it was “good to see happy healthy Māori whānau pictures”. However, another participant reflected on her childhood and thought that the “photographs reminded me as a kid at the marae which was positive or cool experiences”.

The Māori people photographs evoked not only positive emotions but also negative; one participant thought that “the photos evoked an emotive response “looking at our tupuna makes you realise what hard times some of them experienced, then on the other hand these are great photos and ones that we should all reconnect to as part of our learning, our understanding”. This includes: photograph 4 (the hardworking whaea kissing her pēpi), photograph 6 (the kuia and mokopuna organising a cuppa tea), photograph 1 (Ngā tamariki playing with the kete) and photograph 3 (whaea and ngā tamariki sitting near a fireplace). Another participant considered the Māori people photographs by Ans Westra as being “priceless”.

Non-Māori people group

One participant remembered the photographs by remembering the activities common for children. Another participant looked at the content or themes of the photographs. In particular, noticing the absence of father figures, traditional versus non-traditional roles which included traditional roles as hanging out the washing, pouring tea, reading to son, and boys playing

ball. In comparison to the untraditional role of mum playing ball with kids, this is untraditional but common if you are a solo mum.

Māori objects group

Two participants preferred to see colour photographs. One participant maintained that “I was more likely to remember the image if I had a positive emotional reaction. For example, the marae reminded me of my marae where lots of good things happen. I was less likely to remember the image if there was a negative emotional reaction. I didn’t remember any images to which I had a neutral reaction (photographs 1, 2, 9, and 11)”. Another participant thought that connections could be made with nature (e.g., wood, greenstone, bone, and harakeke). Another participant remembered the photographs by making connections with people or taonga (treasure). Similarly one participant saw the image of the kete with feathers as the kete being her and her husband and the feathers their children. Another comment about the pōhutukawa flower was “I think the pōhutukawa tree is beautiful which is why I remembered it. I likened it to something emotional in me”. Another participant said “Photos lovely, more culturally attuned with. Images were very real and comforting. More connected to the photographs rather than the questionnaire”.

Non-Māori objects group

Participants recalled what the objects were and provided very little feedback. One participant used alphabetical ordering to remember

photographs. Another participant described the photographs as “detached because no people, material, cold and objects” and stated that she “felt absolutely no emotional ties to these photos for me”. This participant stated she would have loved to have seen the Māori people photographs once debriefed about this study.

What did the participants say and feel about the procedure of the study itself?

Feedback obtained from the debriefing was an invaluable opportunity to gauge how the experiment went. Much whakawhanaungatanga (kinship, connections) and manaakitanga (support) was offered throughout the research project. I had previous connections with some of the participants through my work and school involvement. Participants suggested names of prospective participants. Some participants were supportive of the parent training and offered to attend, although they did not think they needed the training and recognised their own wealth of knowledge and experiences in parenting that they could share. At the marae and health centre participants provided kai (food). Other participants shared their knowledge and understanding of te reo. The majority of participants enjoyed the experience, found the experience positive and showed genuine interest in this study. There were only a few participants that were not interested, were tired, or found the process too long or did not think this study was relevant because their child or children were now adults. Issues were dealt with as they arose.

What else did participants think about this study?

Feedback from the debriefing provided additional qualitative data regarding the deception, scenarios, priming/photographs and parent training.

Deception

The deception was not a major issue as I had anticipated. Participants were not concerned about the deception. One participant commented that there was no deception. Even when one participant asked “should I look for something else while looking at the photos?” I was careful to maintain the same instructions for each participant. The debriefing statement was useful in clarifying the experiment.

Scenarios

The participants were asked about what they thought about the scenarios used in this study. Responses highlighted the diversity within the group of participants, ranging from new mothers to grandmothers, and highlighted where participants were at with their own parenting. Some new mothers with babies had not yet experienced some of the child behaviours presented in the scenarios. Therefore some participants either guessed their responses or reflected on their own experiences with their nephews and nieces. Some participants reported not experiencing some behaviour (e.g., swearing or bullying).

Limitations of the questionnaire were reported by some of the participants. One participant thought the responses were repetitive or not applicable for some of the scenarios. Five participants felt restrained by the 4-point Likert scales used. Three of these participants commented that a response they might have chosen for a particular scenario was not available (e.g., give a hug, time out, give a look, and would talk about whānau or whakapapa to their child). Two of these participants commented that the Likert scales were restrictive, included extreme terms and did not leave any flexibility, therefore pushing you to a preferred answer. One participant suggested open-ended questions may have allowed for richer responses. Another participant would have liked the context of scenarios captured more. Whereas, another participant suggested modelling from other children could have been included as an answer. Overall the majority of participants enjoyed the experience and could relate to the scenarios. Feedback was positive and some comments included: typical, right on, realistic, easy to relate to, and common.

Priming/Photographs

Feedback from some of the participants after the experiment was varied depending on the group they were in.

Māori people group.

Some participants guessed that it might be an emotive prime test particularly since the Māori People photographs were positive and had smiling

faces. One participant had mixed emotions about the Māori people photographs. These images evoked sadness at seeing the kuia and koro as this reflected a time of hardship for tupuna. But, also positive emotions as these were part of our culture and were highlighted in the feedback on photographs. Another mother mentioned that the Māori mother of today is different from the mother of the olden days.

Non-Māori people group.

Some comments include: "European family look different, especially the afternoon tea gathering, not relevant to Māori traditional roles". Or "foreign-bricks, tea set, family oriented grandparents, homely situation with three generations".

Māori objects group.

One participant's comment includes: "Photos lovely, more culturally attuned with, images very real and comforting and more connected to photographs".

Non-Māori objects group.

Some comments include: "Nothing", "wicked", "good and interesting", "liked them, the piano and boat showed affluence and the rug and bowl categorised wealth or rich people", "couldn't relate to objects", and "there was nothing to identify with",

Parent training

Although the parent training session is separate from this study, feedback from the parent training questionnaire highlighted some important information and issues (e.g., most participants had not participated in parent training programmes but would be interested in attending a parent training programme). Some were not interested, did not need it but were keen to participate and others were keen to see more appropriate parent training programmes developed for Māori mothers. To date, many parenting skills were learnt from others or on the marae.

The Parent training questionnaire shows that 60% (29/48) of participants had not participated in a parent training programme; 35% (17/48) of participants had attended a parent training; and 4% (2/48) of participants results unknown.

When asked about parent training programmes in general, overall 56% (27/48) of participants were keen to do a parent training programme; 23% (11/48) of participants were not sure but possibly might attend a parent training programme; 21% (10/48) of participants were not keen to attend a parent training programme but provided relevant feedback about what a parent training programme might include.

Participants expressed various topics that may be relevant (e.g., advice for new parents, terrible twos, dealing with difficult teenagers, developmental stages and raising boys). Thus, reflecting the age range of the participants, age range of their children and family dynamics. There were relevant issues for single mothers, working mothers trying to maintain a better work-life

balance, issues for parenting teenagers, step-families, and coping strategies. One participant stated that “parent training needs to clearly set out children’s development stages and needs so that their actions or behaviours can be set in context”.

One significant factor was that some participants were keen to meet with other mothers/participants and share their views and experiences on parenting. This highlights the importance of whakawhanaungatanga (kinship) and the importance of collectivist sharing. This invaluable feedback was supportive of Māori parent training programmes.

One participant stated that “becoming a parent is one of the greatest most rewarding achievements of my life” and highlighted the significance of the parenting/mothering role.

DISCUSSION AND CONCLUSION

The discussion and conclusion looks at: firstly, a summary of the findings; secondly, an elaboration of the findings regarding the prime effects on negative and positive causal attributions and disciplinary responses; thirdly, possible issues and implications; fourthly, limitations of this study; fifthly, the positive features (strengths) of this study; and finally, thoughts about future research in this area and conclusions.

The purpose of this study was to investigate whether positive emotional primes influenced Māori mothers' judgments regarding children's behaviour and how to deal with it. Studies of positive affective priming suggest that such primes can elicit positive affect which in turn might influence judgment of controversial or ambiguous situations. It was argued that if such priming could be shown to have a positive effect, it might be used as a component of providing more culturally appropriate parent training programmes.

In addition to the prime being a relevant positive prime (depicting children in positive interactions with adults), the prime could also be a culturally relevant positive prime. For the purposes of this study that focused on Māori mothers, this suggested that two dimensions could be examined: Māori relevant versus non-Māori relevant, and people relevant versus more neutral objects. Placing these dimensions into a 2 by 2 factorial design yielded four groups: Māori people, non-Māori people, Māori objects, and non-Māori objects. Each group was therefore presented with priming stimuli having one of these characteristics. The priming stimuli were a series of

photographs meeting the above definition, and this study examined the influence of the priming stimuli by first testing the participating mothers' judgments of behaviour, introducing the prime, and then re-testing them to see if their judgments had changed. Thus the influence of the prime was assessed by changes in scores from pre-test to post-test priming.

The judgment task used consisted of two elements: (a) the attributions the participating mothers used when thinking about the possible negative and positive causes of samples of children's behaviour (both misbehaviour and more ambiguous, possibly neutral behaviours); and (b) the suggested disciplinary responses or proposed consequences the participants would be likely to use in each of these hypothetical behavioural scenarios. The proposed attributions could be rated as being blaming (negative) or forgiving/excusing (positive) the child and the suggested disciplinary responses could be judged for their degree of harshness.

It was hypothesised that the prime involving both culturally relevant (Māori) and people relevant (showing children and adults) would be the most effective in terms of making the participants' judgments both more excusing (in the causal attributions) and less harsh (in the suggested disciplinary responses). It was also hypothesised that any prime that was culturally relevant would evoke positive identity feelings and thus the two groups that involved culturally relevant (Māori) primes would show a greater positive (more excusing, less punitive) effect than the two non-Māori priming conditions.

These hypotheses were confirmed statistically to some extent, as positive causal attributions for child misbehaviour scenarios showed a

significant main effect for pre-test and post-test scores with all groups becoming slightly more forgiving/excusing the child when clearly the child was to blame. As well, positive causal attributions for ambiguous behaviour scenarios showed a significant interaction between Māori and non-Māori groups for pre-test and post-test scores as Māori groups were more forgiving/excusing the child and non-Māori groups were less forgiving/excusing the child when the behaviour was ambiguous in the scenarios.

The proposed consequences or disciplinary responses for child misbehaviour and ambiguous behaviour in a positive direction were not supported statistically. Furthermore, the majority of participants pre-testing scores showed their responses were less harsh to begin with.

Qualitative feedback from the participants highlighted that participants responded well to the Māori photographs (culturally relevant information) as opposed to the non-Māori photographs (where participant feedback included feelings of detachment and photographs being foreign). Similarly, Herbert's (2001) study found that Māori parents responded well to the cultural adaptations in the Matuatanga Māori programme.

Did the primes have emotive properties?

In some ways the first question that needs to be considered is whether the priming stimuli served their purpose: did they evoke positive and culturally-relevant feelings?

To test this, I used a recall task, arguing that if the primes had affective properties and were culturally relevant, they would be recalled better and the participants would use positive emotional terms when describing the photographs they had been exposed to.

To some extent this did occur, although in fact it was easier to recall simple objects than it was to recall more complex people interaction images, as evidenced by non-Māori objects group having a higher recall rate and the Māori people group a lower recall rate. However, there was strong emotion in the complex people interaction images, with participants making many affectively meaningful comments, such as happy and positive feelings especially the ones with the kuia, comforting, and good that the whānau were healthy.

A complication, however, was revealed in this memory task and later at the debriefing. The majority of the participants viewing the Māori people images found them positive in many ways; however, one participant also had mixed emotions, and felt sadness upon reflecting on the hard times the tupuna had experienced and positive that these were great photographs that captured this moment in time that we should reconnect to as part of our learning and understanding.

In conclusion it can be said that the priming stimuli had very significant positive emotive properties and indeed one participant's response was unambiguously positive, evoking on one hand bitter-sweet memories of hard times experienced by ancestors from colonisation in Aotearoa New Zealand and on the other hand positive feelings.

Effects of the primes on negative and positive causal attributions

The positive causal attributions for child misbehaviour showed a significant main effect for pre-test and post-test – all groups showed increases in positive causal attributions. The positive causal attributions for ambiguous behaviour showed a significant interaction between Māori and non-Māori groups for pre-test and post-test scores, in that Māori groups were more positive and the non-Māori groups were less positive.

However, there were no significant main effects for culture (Māori vs. non-Māori) or people relevance (People vs. objects). The interaction between these two main effects was not significant either, indicating that the four groups change scores were not significantly different from each other.

Although there was no statistical significance for negative causal attributions, the Māori people group remained the same at both pre-test and post-testing, when all other groups showed increases in negative causal attributions for all scenarios and ambiguous scenarios. When these were broken down into child misbehaviour, all groups increased slightly, apart from the Māori people group, which decreased slightly.

Effects of the primes on harshness of discipline

Changes in the harshness of the proposed consequences from pre-test to post-test priming showed a small overall effect in the direction of proposed consequences becoming less harsh for most of the groups, with object groups increasing in harshness. However, in all scenarios the groups decreased in

harshness to varying degrees; apart from the non-Māori object group which increased in harshness. The child misbehaviour scenarios showed all groups decreased in harshness, apart from the Māori objects group, which increased in harshness. For ambiguous behaviour all groups decreased in harshness, apart from the non-Māori objects group, which increased in harshness.

However, there were no statistical significant main effects for culture (Māori vs. non-Māori) or people relevance (People vs. objects). The interaction between these two main effects was not significant either, indicating that the four groups change scores were not significantly different from each other. Thus the culturally and people relevant stimuli did not have a discernible effect on mothers' judgments regarding child management.

Further analysis of disciplinary responses showed that participants preferred to talk to their child about the child misbehaviour. This was followed by getting the child to apologise, and then telling the child off. Much harsher strategies (e.g., smacking) were less likely to be suggested, and some participants had other strategies (e.g., time out, give a hug, etc.) they would use that were not options in the disciplinary responses.

Possible issues and implications

Although some significance was found in this study (e.g., positive causal attributions) there are a number of possible reasons for the non-significant findings.

First of all, the mothers differed in the degree to which they identified with Māori culture. Essentially all of these participants were comfortable in both Māori and mainstream New Zealand lifestyles and settings. Māori

identity was reasonably well balanced across the four experimental groups, and it was not possible, given the numbers and the range of scores, to ascertain whether Māori cultural identity was a significant mediating variable for the effects I was looking for.

Secondly, the participants differed in their own motherhood status, in terms of their diverse family backgrounds, ages, and ages and gender of their own children. Participants were asked to select the child's gender in the scenarios as the age of the child had been pre-set from 2 years to 10 years. This age range was difficult for some participants, as some participants had children that were much younger or much older. Some participants that were also grandmothers related the scenario exercised to their experiences with their grandchildren. Matching participants to those with children aged from 2 years to 10 years might have alleviated this issue. Likewise, I looked at the gender of the child that participants chose for all scenarios. But due to the small number in each group it was difficult to examine statistically. Analysis of all scenarios at pre-test to post-test for a boy child showed no change in negative causal attributions, positive causal attributions increased slightly, and no change in disciplinary responses. By contrast a girl child showed negative causal attributions increased slightly, positive causal attributions hardly changed (a slight decrease), and disciplinary responses decreased slightly.

Another possible problem is that the dependent variables (negative causal attributions and disciplinary responses) may simply not have been sufficiently sensitive to show small changes in participants' affect or judgment. There tended to be ceiling effects on these variables in that generally the

participants did not elect very blaming kinds of attributions nor propose particularly harsh punishments.

Thirdly, due to the 4-point Likert scale being used, there appeared to be a tendency for responses to range only from somewhat unlikely (2) and somewhat likely (3) for the total of all scenarios regarding all three dependent variables. Some participants mentioned that since there was no middle response they rated scores between somewhat unlikely (2) to somewhat likely (3). In the Results sections, the raw data shows that mean scores for negative causal attributions pre-test ranged from 1.78 – 2.28 and post-test ranged from 1.87 – 2.28, for positive causal attributions pre-test ranged from 2.06 – 2.39 and post-test ranged from 2.12 – 2.50, and disciplinary responses pre-test ranged from 1.82 – 1.93 and post-test ranged from 1.82 – 1.91. In hindsight I believe that designing a 5-point or 7-point Likert scale would have given a middle point and possibly highlighted more variability.

Finally, of course, as already mentioned the primes might have been too weak or too ambiguous to produce a particular clear effect on current affect or been able to evoke particular “schemata” regarding children.

Limitations of this study

The various factors that might have resulted in not seeing a larger effect of the prime have been described. In an ideal situation it would have been possible to pilot all of the prime materials and all of the testing tasks in order to ensure the effectiveness of the former and the sensitivity of the latter. So too, the process of obtaining what is really quite a large sample of Māori mothers, resulted in the participant groups being quite diverse in background.

While the groups were reasonably well balanced on these background factors, the fact remains that diversity in the sample reduced the possibility of finding further significant degrees of change, even if some changes did occur.

Initially, the experiment was to be administered in small groups at the CHERUBS lab or Rangataua Mauriora. However, difficulties experienced early in recruiting groups of participants resulted in more individual interviews. This meant extra time was involved in recruitment and data collection. Similar difficulties with length of recruitment were noted in a study by Gifford and Pirikahu (2008). Many of the participants in this study were in paid employment, juggling the demands of childrearing, household, and other commitments. Group administering may have had a social desirability effect. Both methods of administering the experiment had pros and cons.

The constructs parent causal attributions and disciplinary responses were difficult constructs to measure and the measures may not have been accurate. It was difficult to design a questionnaire for twelve different scenarios (either child misbehaviour or ambiguous behaviour) with all the same dependent variables (negative and positive causal attributions and disciplinary responses). For example, if your child becomes demanding at the dairy it would be difficult to respond with time out. Therefore the disciplinary responses provided for scenarios had limitations and were noted by some participants.

Positive features

There is a dearth of experimental work in psychology involving purely Māori participants. I wanted to bring to the situation concepts from

mainstream Western psychology, being mindful and respectful of current literature on parenting, but it was necessary to conduct this study within the guidelines of appropriate tikanga (right culture) and kawa (protocols) for Māori research. As a Māori researcher drawing on mainstream psychological principles, I had to ensure that various aspects of the research were acceptable. To do this I have attempted to weave some cultural elements into this study. I relied on my own whānau values throughout the process (e.g., adhering to values of whakawhanaungatanga, āwhinatanga, manaakitanga and being aware of my biases and influences as a Māori mother). Wherever applicable, I tried to incorporate the Treaty of Waitangi principles (e.g., partnership, protection, and participation) and include an acculturation measure in this study.

This study demonstrates that it is possible to use the methods and techniques for experimental psychology—which are judged to be rigorous by the larger field of psychology—in a sensitive and culturally relevant way. There are few such studies in the literature, and it is felt that this alone makes a contribution to Māori mothers and parenting in Aotearoa New Zealand. I am confident that this type of approach has merit, but that much more detailed research will need to take place in order to be able to show unequivocally that this “priming” concept is worth pursuing. Particularly, in relation to ensuring that Māori mothers experience mauri ora in parent training. The most promising strategy now would be to repeat this study with a more homogeneous selection of Māori mothers, perhaps having difficulties with child discipline, and using primes that are more carefully selected and that genuinely match the cultural experience and meaningful symbols from their

lives. I would incorporate whānau values (e.g., kotahitanga, āwhinatanga, manaakitanga, etc.) as these are relevant for Māori mothers today, and might be interpreted in the Māori photographs used by the participants. Likewise, a comparative study between Māori and non-Māori mothers might also highlight culturally-relevant differences.

The Positive and Negative Affective Schedule (PANAS) measures emotional states, and was initially considered for this study but not used. Incorporating this measure in future research might add further information on participants' mood and their responses to parent-child scenarios.

Using photographs as primes can raise valid issues about parenting; for example if the positive memories or emotions were not experienced in parent-child situations then how can mothers have any awareness of them? As one participant stated, the photos of a kuia were positive and evoked happiness even though she had never had similar experiences. Similarly, how can parents that have few positive memories or mauri ora experiences in their own childhood know alternative styles of parenting or what is thought to be acceptable? This study is one attempt towards helping participants learn new ways of interacting positively.

Conclusions

The results of this study did support the hypotheses to some extent, Results showing positive attributions for child misbehaviour indicate a significant main effect for pre-test and post-test scores for all groups being more forgiving or excusing the child when clearly the child was to blame. Positive causal attributions for ambiguous behaviour scenarios showed a

significant interaction between Māori and non-Māori groups pre-test and post test scores (i.e., Māori groups were more forgiving or excusing the child and non-Māori groups were less forgiving or excusing the child's ambiguous behaviour, and the Māori people group increased more than the Māori objects group).

Both negative causal attributions and proposed consequences were not statistically significant. The Māori people group showed little or no change in negative causal attributions pre-test and post-testing. The Māori people group showed less harshness, but the participants' pre-testing scores were less harsh to begin with. With the most common responses being talking to their child, followed by child apologies and then telling off. In comparison to the least likely responses being smacking, doing nothing, and ignoring.

The fact that the Māori people photographs/primes had a significant impact on these participating mothers indicates that it might be possible to use these or similar images when working clinically with Māori mothers or caregivers struggling to learn positive strategies for managing their children's behaviour. There is also some hint that Māori symbols and images have the potential to evoke positive feelings of self-identity; mothers with positive self-concepts would seem to be more likely to be able to manage children's behaviour in a positive and affirming way.

Cognitive Behavioural Therapy (CBT) is a widely used intervention, and this study is related to understanding its mechanisms. In standard approaches to child discipline, Pākehā-derived training programmes like Triple P and The Incredible Years are suggested, although there are some Māori-designed programmes as well. In either case, it is important to

understand much more about the nature of the “schemata” that the participants hold regarding motherhood, their children, responsibility to nurturing their children, and so forth. Knowing much more about how these schemata might be accessed and changed would likely, in the future, provide a sounder basis for genuinely kaupapa Māori parent training programmes.

Although this study is small, with 48 participants, it is one attempt to understand parenting for Māori families in Aotearoa New Zealand. I believe that much more needs to be done to ascertain the needs of Māori families so that parent training can be more useful and better targetted.

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APPENDICES

Appendix A: Recruitment Letter: Agency

(Printed on Massey University letterhead)

School of Psychology

Project Title: Ngā Whaea me ā rātou tamariki

4 June 2008

Mrs Jeanette Katene

Kaiwhakahaere

[REDACTED]

Further to our discussion on 12 May 2008 regarding participant recruitment, I have been advised by the Massey University Campus Human Ethics Committee: Southern B that my project has been provisionally approved until I can satisfactorily complete several requirements. One requirement is to request your written consent for permission to recruit within your organisation. Please find attached a recruitment consent form for your completion.

As discussed I am currently doing my Masters degree which involves a research project. This project looks at parental attributions/judgments and mothers of Māori descent. Therefore, I am looking to invite mothers of Māori descent to participate. Participants will be asked to attend a one hour session, complete some exercises on their thoughts or judgments about their child's behaviour. The activities will involve viewing some pictures of children and families and responding to some imaginary examples of child situations.

Subsequently, participants will be invited to attend a free two hour parent training session in August or September which is optional. I am hoping to include research feedback into the training and participants can contribute suggestions. As part of the remuneration for taking part in this study a \$10 koha towards travel costs will be available.

Participants are not obligated to accept this invitation. But, if they decide to participate, they have the right to: decline to answer any particular question; withdraw from the study at any time; ask any questions about the study at any time during participation; provide information on the understanding that their name will not be used unless they give permission to me; and be given access to a summary of the project findings when it is concluded.

If you require further clarification or have any questions. Please do not hesitate to contact my academic supervisor, Professor Ian Evans on 8015799 extn 62125 or my cultural supervisor, Dr Te Kani Kingi on 3800620 extn 6021 or myself on 8015799 extn 62324/021540872. I can be contacted during Monday to Friday from 9.00 am to 5.00 pm.

Thank you for your assistance with this matter. I look forward to your response.

Noho ora mai

Vickie Amor-Ponter

Massey University Masters Degree student

CHERUBS (Children's Environments: Research Unit for Behavioural Studies).

Appendix B: Letter to participants/participant information sheet

(Printed on Massey University letterhead)
 School of Psychology
 Project Title: Ngā Whaea me ā rātou tamariki

Tēnā Koutou Katoa,

Ko Taranaki te Maunga,
 Ko Waiwhakaihō te Awa,
 Ko Te Āti Awa te Iwi,
 Ko Ngāti te Whiti te Hapū,
 Ko Muru Raupatu te marae,
 Ko Kurahaupō te Waka,
 Ko Vickie Amor-Ponter tōku ingoa.

I am currently doing my Masters degree and am required to undertake a small research project. This project looks at parental attributions/judgments and mothers of Māori descent. Therefore, I am inviting mothers of Māori descent to participate in a small research experiment. You will be required to attend a one hour session, complete some exercises on your thoughts or judgments about your child's behaviour. The activities will involve viewing some photographs and responding to some imaginary examples of parent-child situations.

Subsequently, you will be invited to attend a free two hour parent training session in November which is optional. I am hoping to include research feedback into the training and participants can contribute their suggestions. As part of the remuneration for taking part in this research experiment a \$10 koha towards travel costs will be available.

Participants are not obligated to accept this research invitation. But, if you decide to participate, you have the right to: decline to answer any particular question; withdraw from the research experiment at any time; ask any questions about the research experiment at any time during participation; provide information on the understanding that your name will not be used unless you give permission to me; and you will be given access to a summary of the project findings when it is concluded.

I am training to be a Clinical Psychologist at Massey University. I am married and have two primary school aged children. I have worked in various government or Māori agencies as a social worker or alcohol and drug counsellor. My interests include working with Māori children, youth and their families, Women's issues and Māori Health issues.

Please do not hesitate to contact my academic supervisor, Professor Ian Evans on 8015799 extn 62125 or my cultural supervisor, Dr Te Kani Kingi on 3800620 extn 6021 or myself on 8015799 extn 62 [REDACTED], if you require further clarification or have any questions.

I am very much looking forward to hearing from you and appreciate that participating in this research may impinge on your time, travel or childcare responsibilities. Therefore, please do not hesitate to contact me if I can be of further assistance in this area.

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 08/18. If you have any concerns about the conduct of this research, please contact Dr Karl Pajo, Chair, Massey University Human Ethics Committee: Southern B, telephone 04 8015799 x 6929, email humanethicssouthb@massey.ac.nz.

Thank you for your assistance.

Noho ora mai
 Vickie Amor-Ponter
 Massey University Student
 CHERUBS (Children's Environments: Research Unit for Behavioural Studies).

Appendix C: Work Booklet A

Ngā Whaea Me Ā Rātou Tamariki
Research Project

Work Booklet A

Research conducted by Vickie Amor-
Ponter

Massey University

October 2008 – January 2009

Contents

1. Participant details	page 2
2. Participant consent forms	page 3
3. Scenario exercise one	page 4
4. Activity one	page 15
5. Scenario exercise two	page 16
6. Memory task	page 27
7. Lifestyle questionnaire	page 33
8. Parent training questionnaire	page 35

Participant Details

Name: _____

Address: _____

Telephone numbers: _____ (work)

_____ (cellphone)

_____ (home)

Date of birth or age: _____

Occupation: _____

Marital status: _____

Highest Education Qualification: _____

Names of children: _____
(Include ages and gender)

Iwi affiliation: _____

Ethnicity: _____

PROJECT TITLE: NGĀ WHAEA ME Ā RĀTOU TAMARIKI
(*Māori mother and her children*)

PARTICIPANT CONSENT FORM

I have read the information sheet about the research and have had the details of the study explained to me.

My questions have been answered to my satisfaction and I understand that I may ask further questions at any time.

I have the right to withdrawal from the research at any time.

I agree to participate in this study under the conditions set out in the information sheet.

This consent form will be held for a period of five (5) years.

SIGNATURE:

FULL NAME – PRINTED:

DATE:

NGĀ WHAEA ME Ā RĀTOU TAMARIKI EXERCISE ONE

INTRODUCTION: These exercises have been created in order to study how you might make decisions or judgments about your tamaiti (child) or tamariki (children's) behaviours and how you might respond or discipline your child or children in these particular scenarios or imaginary stories. Using scenarios is one way of finding out your views on certain parenting situations.

INSTRUCTIONS: Complete the SIX exercises by imagining that you are the whaea (mother) in each different parenting scenario and that the child is one of your own.

Please read each scenario and then answer the following questions:

- a) What do YOU think is causing your child's behaviour?
- b) How would YOU respond or discipline your child?

Please complete the scales by ticking the boxes after the answer that you think are most appropriate for both questions A and B.

Complete each line with just one tick. The options provided are not an exhaustive list and there are no right or wrong answers. I am interested to find out about your parental attributions and judgments regarding each scenario. All information will be treated with the strictest confidentiality.

Please circle the gender of your child in the scenarios: Boy / Girl
These should remain the same throughout the exercise.

1. You have an important meeting at work and you need to take your children to school. Your five year old child begins watching cartoons on television and is glued to the television. You become increasingly more and more stressed and eventually by the time you leave home you realise you won't get to the meeting on time.

1a. What do you think is causing your child's behaviour?

A. wants attention	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
B. does not like to share	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
C. wants to annoy me	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
D. thinks he or she is the boss	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
E. is not your child's fault	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
F. has poor social skills	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
G. is too young to know any better	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
H. is typical behaviour for a child this age	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	

1b. How would you respond or discipline your child?

A. tell your child off	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
B. smack your child	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
C. take away a privilege or a promised treat	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
D. ignore	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
E. do nothing	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
F. talk to your child about the situation	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
G. ask your child to apologise	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	

2. You are woken up in the middle of the night by your six year old child as he or she had a bad dream, appears terrified and calls out to you and demands that you stay with him or her. You suggest going back to bed but this does not work. You are already tired after having a busy day at work.

2a. What would you think is causing your child's behaviour?

A. wants attention	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
B. does not like to share	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
C. wants to annoy me	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
D. thinks he or she is the boss	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
E. is not your child's fault	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
F. has poor social skills	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
G. is too young to know any better	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
H. is typical behaviour for a child this age	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			

2b. How would you respond or discipline your child?

A. tell your child off	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
B. smack your child	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
C. take away a privilege or a promised treat	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
D. ignore	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
E. do nothing	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
F. talk to your child about the situation	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
G. ask your child to apologise	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			

3. You go to Te Kōhanga Reo to collect your four year old child and the head teacher or kaiako asks you to wait and talk to her about your child’s behaviour. Apparently, your child has been bullying another child at the centre.

3a. What do you think is causing your child’s behaviour?

A.	wants attention	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>			
B.	does not like to share	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>			
C.	wants to annoy me	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
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D.	thinks he or she is the boss	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
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E.	is not your child’s fault	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
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F.	has poor social skills	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
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G.	is too young to know any better	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>			
H.	is typical behaviour for a child this age	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>			

3b. How would you respond or discipline your child?

A.	tell your child off	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>			
B.	smack your child	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>			
C.	take away a privilege or a promised treat	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
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D.	ignore	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
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E.	do nothing	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>			
F.	talk to your child about the situation	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>			
G.	ask your child to apologise	<table><tr><td><input type="checkbox"/></td><td>Very unlikely</td><td><input type="checkbox"/></td><td>Somewhat unlikely</td><td><input type="checkbox"/></td><td>Somewhat likely</td><td><input type="checkbox"/></td><td>Very likely</td><td><input type="checkbox"/></td></tr></table>	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>			

4. Your children aged seven and ten come home crying and distressed. Apparently, the neighbour's children down the road called the older one, horrible names and threatened to give them a hiding if they told anyone. After speaking to your children, you decide to go and speak to the neighbour's parents and are told that your ten year old child has also been swearing and telling the neighbours to "get lost".

4a. What do you think is causing your 10 year old child's behaviour?

- A. wants attention

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--
- B. does not like to share

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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- C. wants to annoy me

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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- D. thinks he or she is the boss

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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- E. is not your child's fault

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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- F. has poor social skills

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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- G. is too young to know any better

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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- H. is typical behaviour for a child this age

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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4b. How would you respond or discipline your ten year old child?

- A. tell your child off

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--
- B. smack your child

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--
- C. take away a privilege or a promised treat

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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- D. ignore

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--
- E. do nothing

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--
- F. talk to your child about the situation

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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- G. ask your child to apologise

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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5. Your children ask you to take them to the beach as it is a very hot day. However, you have already been out with them earlier in the day. Your seven year old child starts complaining and says that you never take them to the beach and demands that you go to the beach now.

5a. What do you think is causing your seven year old child's behaviour?

A. wants attention	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
B. does not like to share	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
C. wants to annoy me	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
D. thinks he or she is the boss	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
E. is not your child's fault	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
F. has poor social skills	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
G. is too young to know any better	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
H. is typical behaviour for a child this age	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			

5b. How would you respond or discipline your child?

A. tell your child off	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
B. smack your child	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
C. take away a privilege or a promised treat	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
D. ignore	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
E. do nothing	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
F. talk to your child about the situation	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			
G. ask your child to apologise	<table border="1"><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely			

6. Your nine year old child refuses to do any homework. You offer to help with homework on several occasions, however you think this will have a negative influence on other children in the family.

6a. What do you think is causing your child's behaviour?

A. wants attention	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
B. does not like to share	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
C. wants to annoy me	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
D. thinks he or she is the boss	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
E. is not your child's fault	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
F. has poor social skills	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
G. is too young to know any better	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
H. is typical behaviour for a child this age	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>

6b. How would you respond or discipline your child?

A. tell your child off	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
B. smack your child	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
C. take away a privilege or a promised treat	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
D. ignore	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
E. do nothing	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
F. talk to your child about the situation	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>
G. ask your child to apologise	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>	Somewhat unlikely	<input type="checkbox"/>	Somewhat likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>

Thank you very much for completing this part of the research.

Activity One:

List 10 activities that you usually do with your whānau. Rank these from 1 to 10. Most enjoyable activity is 1 to least enjoyable activity 10.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

NGĀ WHAEA ME Ā RĀTOU TAMARIKI EXERCISE TWO

INTRODUCTION: These exercises have been created in order to study how you might make decisions or judgments about your tamaiti (child) or tamariki (children's) behaviours and how you might respond or discipline your child or children in these particular scenarios or imaginary stories. Using scenarios is one way of finding out your views on certain parenting situations.

INSTRUCTIONS: Complete the SIX exercises by imagining that you are the whaea (mother) in each different parenting scenario and that the child is one of your own.

Please read each scenario and then answer the following questions:

- a) What do YOU think is causing your child's behaviour?
- b) How would YOU respond or discipline your child?

Please complete all the questions by ticking the boxes after the answer that you think are most appropriate for both questions A and B.

Complete each line with just one tick. The options provided are not an exhaustive list and there are no right or wrong answers. I am interested to find out about your parental attributions and judgments regarding each scenario. All information will be treated with the strictest confidentiality.

Please circle the gender of your child in the scenarios: Boy /
Girl

These should remain the same throughout the exercise.

1. You are at home looking after your child who is three years old and your nephew who is four years old. During this time your child refuses to share his/her toys and your nephew becomes very upset.

1a. What do you think is causing your child's behaviour?

A.	wants attention	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
B.	does not like to share	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
C.	wants to annoy me	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
D.	thinks he or she is the boss	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
E.	is not your child's fault	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
F.	has poor social skills	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
G.	is too young to know any better	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
H.	is typical behaviour for a child this age	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				

1b. How would you respond or discipline your child?

A.	tell your child off	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
B.	smack your child	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
C.	take away a privilege or a promised treat	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
D.	ignore	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
E.	do nothing	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
F.	talk to your child about the situation	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				
G.	ask your child to apologise	<table><tr><td>Very unlikely</td><td></td><td>Somewhat unlikely</td><td></td><td>Somewhat likely</td><td></td><td>Very likely</td><td></td></tr></table>	Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
Very unlikely		Somewhat unlikely		Somewhat likely		Very likely				

2. Your eight year old child is very interested in learning about your whakapapa or family history. Most times your child is eager and says "mum please can you tell me a story about what you did when you were little". Your child has been constantly nagging you about this on several occasions but you are either tired or too busy doing other things to respond.

2a. What do you think is causing your child's behaviour?

A. wants attention

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

B. does not like to share

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

C. wants to annoy me

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

D. thinks he or she is the boss

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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E. is not your child's fault

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

F. has poor social skills

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

G. is too young to know any better

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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H. is typical behaviour for a child this age

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
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2b. How would you respond or discipline your child?

A. tell your child off

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

B. smack your child

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

C. take away a privilege or a promised treat

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

D. ignore

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

E. do nothing

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

F. talk to your child about the situation

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

G. ask your child to apologise

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

3. Prior to visiting your auntie and uncle, your ten year old child was annoyed with you. During the visit your child begins swearing at you and starts calling you terrible names. You don't know what to do.

3a. What do you think is causing your child's behaviour?

- A. wants attention
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- B. does not like to share
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- C. wants to annoy me
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- D. thinks he or she is the boss
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- E. is not your child's fault
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- F. has poor social skills
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- G. is too young to know any better
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- H. is typical behaviour for a child this age
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|

3b. How would you respond or discipline your child?

- A. tell your child off
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- B. smack your child
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- C. take away a privilege or a promised treat
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- D. ignore
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- E. do nothing
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- F. talk to your child about the situation
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- G. ask your child to apologise
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|

4. You have been at the shops for several hours with your ten year old child and before you know it, the shops are closing. You had promised to buy a book for your seven year old child who had done well at school. At home your seven year old asks you about this and becomes very annoyed and starts swearing at you when you say you ran out of time to buy the book.

4a. What do you think is causing your child's behaviour?

- A. wants attention
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- B. does not like to share
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- C. wants to annoy me
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- D. thinks he or she is the boss
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- E. is not your child's fault
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- F. has poor social skills
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- G. is too young to know any better
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- H. is typical behaviour for a child this age
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|

4b. How would you respond or discipline your child?

- A. tell your child off
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- B. smack your child
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- C. take away a privilege or a promised treat
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- D. ignore
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- E. do nothing
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- F. talk to your child about the situation
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
- G. ask your child to apologise
- | | | | | | | | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|
| Very unlikely | | Somewhat unlikely | | Somewhat likely | | Very likely | |
|---------------|--|-------------------|--|-----------------|--|-------------|--|

5. On the way home from work you stop at the dairy with your two year old child to buy bread and milk. Your child comes into the dairy with you and asks you for lollies and ice blocks. Initially, your child wants one thing but then becomes very demanding. People waiting to be served are watching you.

5a. What do you think is causing your child's behaviour?

A. wants attention	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
B. does not like to share	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
C. wants to annoy me	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
D. thinks he or she is the boss	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
E. is not your child's fault	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
F. has poor social skills	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
G. is too young to know any better	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
H. is typical behaviour for a child this age	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>

5b. How would you respond or discipline your child?

A. tell your child off	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
B. smack your child	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
C. take away a privilege or a promised treat	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
D. ignore	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
E. do nothing	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
F. talk to your child about the situation	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>
G. ask your child to apologise	<div><div>Very unlikely</div><div></div><div>Somewhat unlikely</div><div></div><div>Somewhat likely</div><div></div><div>Very likely</div><div></div></div>

- 6. Your six year old child needs extra help with reading every night. Your nine year old child is quite advanced with reading so does not get any help at all. You notice that over time the nine year old child becomes more irritable and rude when your six year old child gets help with reading and causes a fight by taking away a book.**

6a. What do you think is causing your nine year old child's behaviour?

A. wants attention

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

B. does not like to share

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

C. wants to annoy me

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

D. thinks he or she is the boss

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

E. is not your child's fault

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

F. has poor social skills

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

G. is too young to know any better

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

H. is typical behaviour for a child this age

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

6b. How would you respond or discipline your child?

A. tell your child off

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

B. smack your child

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

C. take away a privilege or a promised treat

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

D. ignore

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

E. do nothing

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

F. talk to your child about the situation

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

G. ask your child to apologise

Very unlikely		Somewhat unlikely		Somewhat likely		Very likely	
---------------	--	-------------------	--	-----------------	--	-------------	--

Thank you very much for completing this part of the research.

Memory Task:

Question 1. Write down all the photographs you remember.

Question 2. For each photograph write a description of the photograph. This might include how you remembered it.

Photograph:

Photograph:

Photograph:

Photograph:

Photograph:

Additional notes

Lifestyle Questionnaire

ID

			-	
--	--	--	---	--

Instructions: Below are questions about your attitude and beliefs about Māori and New Zealand heritage and lifestyle. Please read each question carefully and provide your best answer by circling the response that best describes you after each question.

Māori Heritage and Lifestyle

1) How <u>knowledgeable</u> are you of traditional Māori culture and lifestyle?	Very Knowledgeable	Somewhat knowledgeable	Neutral or no response	Somewhat not knowledgeable	Not at all knowledgeable
2) How <u>involved</u> are you in Māori culture and lifestyle?	Very involved	Somewhat involved	Neutral or no response	Somewhat not involved	Not at all involved
3) How do you <u>feel toward</u> the Māori culture and lifestyle?	Very positive	Somewhat positive	Neutral or no response	Somewhat negative	Very Negative
4) How often do you <u>associate</u> with people of the Māori culture and lifestyle?	Most of the time	Somewhat often	Neutral or no response	Very little of the time	Not at all
5) How <u>important</u> is it for you to maintain a Māori lifestyle and identity?	Very important	Somewhat important	Neutral or no response	Very little importance	Not important at all

New Zealand Heritage and Lifestyle

1) How <u>knowledgeable</u> are you of traditional New Zealand culture and lifestyle?	Very Knowledgeable	Somewhat knowledgeable	Neutral or no response	Somewhat not knowledgeable	Not at all knowledgeable
2) How <u>involved</u> are you in New Zealand culture and lifestyle?	Very involved	Somewhat involved	Neutral or no response	Somewhat not involved	Not at all involved
3) How do you <u>feel toward</u> the New Zealand culture and lifestyle?	Very positive	Somewhat positive	Neutral or no response	Somewhat negative	Very Negative
4) How often do you <u>associate</u> with people of the New Zealand culture and lifestyle?	Most of the time	Somewhat often	Neutral or no response	Very little of the time	Not at all
5) How <u>important</u> is it for you to maintain a New Zealand lifestyle and identity?	Very important	Somewhat important	Neutral or no response	Very little importance	Not important at all

Ngā Whaea me ā rātou tamariki

Parent Training Questionnaire

1. What did you do for yourself today?
2. When was the last time you did something for you?
3. Would you be interested in attending a parent training session?
4. What would you like to get out of a parent training session?
5. What do you think would be useful?
6. What times are suitable for you?
7. Have you attended any parent training courses before?
If yes what were they?
8. Any other comments?

Appendix D: Debriefing Statement

NGĀ WHAEA ME Ā RĀTOU TAMARIKI

Tēnā Koutou Katoa

Thank you for participating in this experiment. This study examined how you viewed your child's behaviour based on causal attributions and how you might respond or discipline your child.

Has any one experienced any similar behavioural difficulties with your own child/children? Some of this can be addressed in the parent training session that you are all welcome to attend. How did you find the scenarios? Did anyone/you have any reactions to the photographs?

This test was not only a memory test but also an emotive prime test in relation to your response to the photographs and to see if the photographs triggered any emotions or not. I have had to use some deception in order to eliminate bias. What I mean by that is I did not tell you about the significance of the photographic images. This deception was necessary because your responses may have been different if you knew what I was trying to study.

My dilemma is that this goes against tika, pono and aroha. But I hope the results may be useful in further developing more appropriate parent training programmes for Māori mothers.

Your input into this study has been a major contribution about how parenting with Māori families might be addressed differently in the future. You will each receive a summary of the results. Therefore, I look forward to inviting you to the parent training session. I will incorporate some whānau values, Māori models, photographs based on this research, and your parent training feedback.

Does anyone have any questions/comments?

Thank participants for their contribution, close with karakia (if appropriate) and koha.

Appendix E: Māori People Photographs and Recall Rate

The images below are the photographs of Māori people shown to the Māori people group. The photographs are ordered according to the recall rate of each photograph, the first photograph having the highest recall rate and the last having the lowest recall rate amongst the participants.



Photograph 1: Child in kete with two children.

Recall rate: 12 out of 13 (92.3%)

Photographer: Ans Westra

Note. From *Wash Day at the Pa*, by A. Westra, 1964, Christchurch: The Caxton Press. Reprinted with permission.

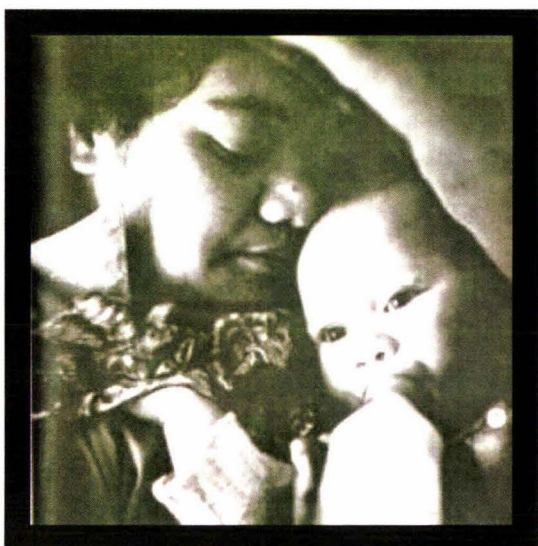


Photograph 2: Child in kete with two children and mother.

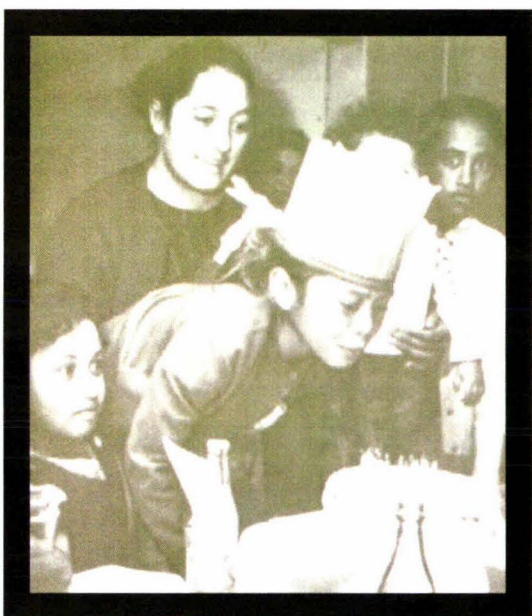
Recall rate: 11 out of 13 (84.6%)

Photographer: Ans Westra

Note. From *Wash Day at the Pa*, by A. Westra, 1964, Christchurch: The Caxton Press. Reprinted with permission.



Photograph 7: Mother with baby
 Recall rate: 11 out of 13 (84.6%)
 Photographer: Ans Westra
Note. From *Māori*, (p. 127), by J. Ritchie, 1967, Wellington: A.H & A.W Reed.
 Reprinted with permission.



Photograph 5: Child blowing out candles.
 Recall rate: 9 out of 13 (69.2%)
 Photographer: Ans Westra
Note. From *Māori*, (p. 61), by J. Ritchie, 1967, Wellington: A.H & A.W Reed.
 Reprinted with permission.



Photograph 6: At the kitchen table
 Recall rate: 9 out of 13 (69.2%)
 Photographer: Ans Westra
Note. From *Whaiora: The Pursuit of Life*, (p. 37), by K. Maitira, 1985, Wellington: Allen and Unwin, Nicholson Press.
 Reprinted with permission.



Photograph 8: Having kai.

Recall rate: 9 out of 13 (69.2%)

Photographer: Ans Westra

Note. From *Māori*, (p. 126), by J. Ritchie, 1967, Wellington: A.H & A.W Reed. Reprinted with permission.

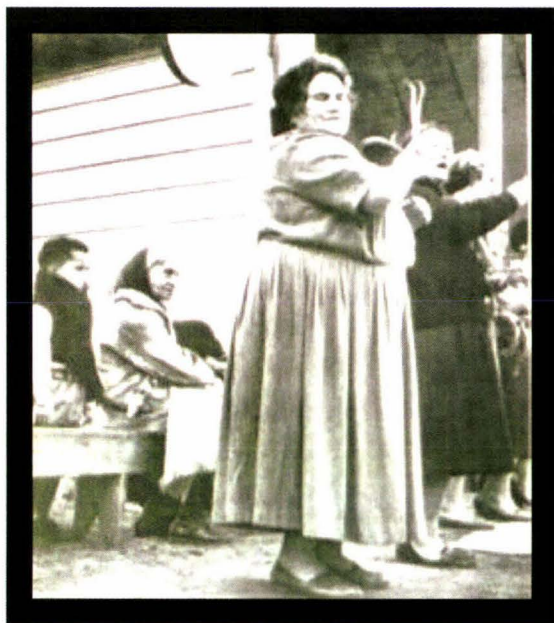


Photograph 9: Mother holding baby and looking at child.

Recall rate: 9 out of 13 (69.2%)

Photographer: Ans Westra

Note. From *Māori*, (p. 127), by J. Ritchie, 1967, Wellington: A.H & A.W Reed. Reprinted with permission.



Photograph 11: Waiata # 1

Recall rate: 9 out of 13 (69.2%)

Photographer: Ans Westra

Note. From *Māori*, (p. 158), by J. Ritchie, 1967, Wellington: A.H & A.W Reed. Reprinted with permission.



Photograph 4: Mother kisses baby

Recall rate: 8 out of 13 (61.5%)

Photographer: Ans Westra

Note. From *Māori*, (p.31), by J. Ritchie, 1967, Wellington: A.H & A.W Reed.

Reprinted with permission.



Photograph 10: Waiata # 2

Recall rate: 8 out of 13 (61.5%)

Photographer: Ans Westra

Note. From *Māori*, (p.163), by J. Ritchie, 1967, Wellington: A.H & A.W Reed. Reprinted with permission.



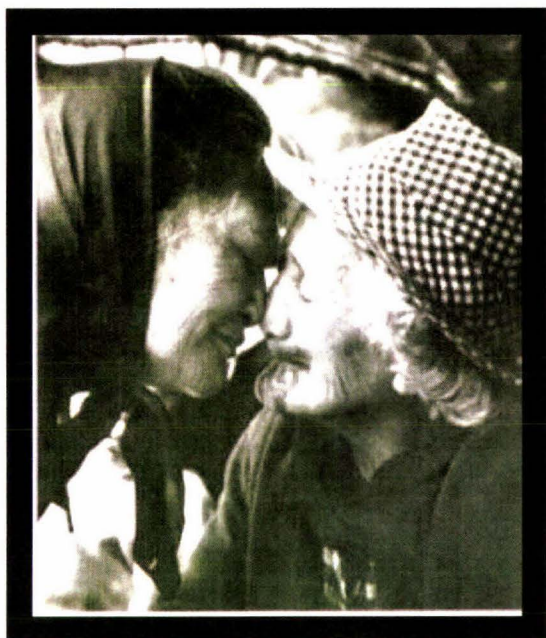
Photograph 13: Waiata # 3

Recall rate: 8 out of 13 (61.5%)

Photographer: Ans Westra

Note. From *Whaiora: The Pursuit of Life*, (p. 15), by K. Maitira, 1985, Wellington: Allen and Unwin, Nicholson Press.

Reprinted with permission.



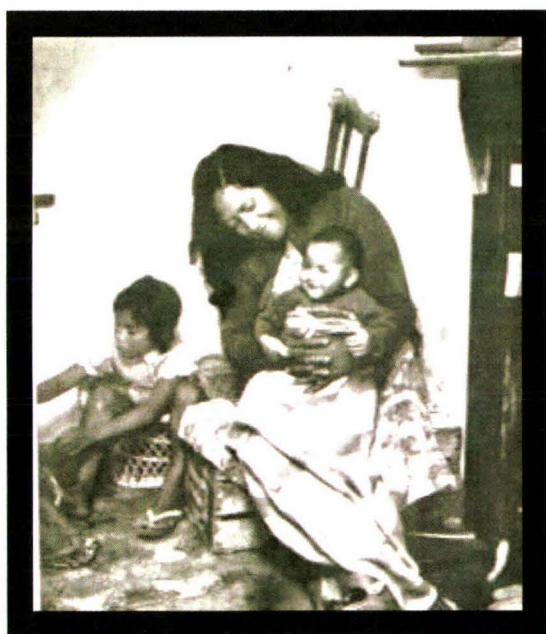
Photograph 12: Hongi

Recall rate: 7 out of 13 (53.8%)

Photographer: Ans Westra

Note. From *Māori*, (p. 146), by J. Ritchie, 1967, Wellington: A.H & A.W Reed.

Reprinted with permission.



Photograph 3: Mother and baby in blanket and small child

Recall rate: 5 out of 13 (38.4%)

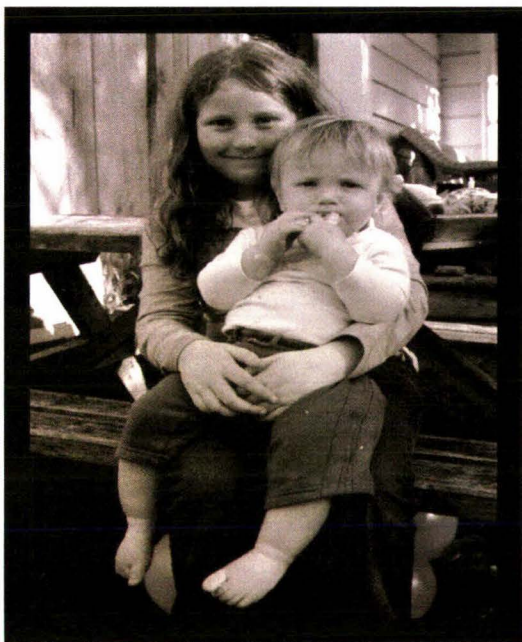
Photographer: Ans Westra

Note. From *Māori*, (p.123), by J. Ritchie, 1967, Wellington: A.H & A.W Reed.

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Appendix F: Non-Māori People Photographs and Recall Rate

The images below are the photographs of non-Māori people shown to the non-Māori people group. The photographs are ordered according to the recall rate of each photograph, the first photograph having the highest recall rate and the last having the lowest recall rate amongst the participants.



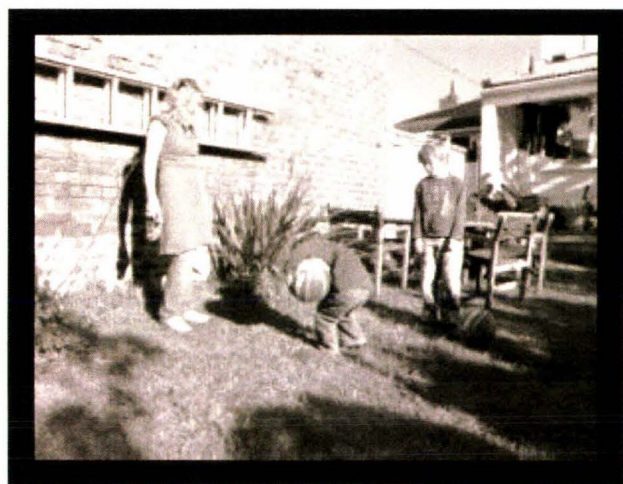
Photograph 13: Sister and brother
Recall rate: 11 out of 13 (84.6%)
Photographer: Kerry Annett
Note. From: Kerry Annett. Reprinted with permission.



Photograph 8: Tea party
Recall rate: 11 out of 13 (84.6%)
Photographer: Kerry Annett
Note. From: Kerry Annett. Reprinted with permission.



Photograph 4: Football
 Recall rate: 11 out of 13 (84.6%)
 Photographer: Kerry Annett
Note. From: Kerry Annett.
 Reprinted with permission.



Photograph 2: Ball boys
 Recall rate: 11 out of 13 (84.6%)
 Photographer: Kerry Annett
Note. From: Kerry Annett.
 Reprinted with permission.



Photograph 12: Kitchen helper
 Recall rate: 10 out of 13 (76.9%)
 Photographer: Kerry Annett
Note. From: Kerry Annett.
 Reprinted with permission.



Photograph 9: Family tea party
 Recall rate: 10 out of 13 (76.9%)
 Photographer: Kerry Annett
Note. From: Kerry Annett. Reprinted with permission.



Photograph 6: Girls blowing up balloons.
 Recall rate: 10 out of 13 (76.9%)
 Photographer: Kerry Annett
Note. From: Kerry Annett. Reprinted with permission.



Photograph 5: Birthday party.
 Recall rate: 10 out of 13 (76.9%)
 Photographer: Kerry Annett
Note. From: Kerry Annett. Reprinted with permission.



Photograph 1: Girls helping with the washing.

Recall rate: 10 out of 13 (76.9%)

Photographer: Kerry Annett

Note. From: Kerry Annett. Reprinted with permission.



Photograph 3: Reading time

Recall rate: 9 out of 13 (69.2%)

Photographer: Kerry Annett

Note. From: Kerry Annett. Reprinted with permission.



Photograph 11: Mother and children playing ball in the backyard.

Recall rate: 8 out of 13 (61.5%)

Photographer: Kerry Annett

Note. From: Kerry Annett. Reprinted with permission.



Photograph 7: Mother and son
Recall rate: 7 out of 13 (53.8%)
Photographer: Kerry Annett
Note. From: Kerry Annett.
Reprinted with permission.



Photograph 10: Mother and son
playing connect four
Recall rate: 6 out of 13 (46.1%)
Photographer: Kerry Annett
Note. From: Kerry Annett.
Reprinted with permission.

Appendix G: Māori Objects Photographs and Recall Rate

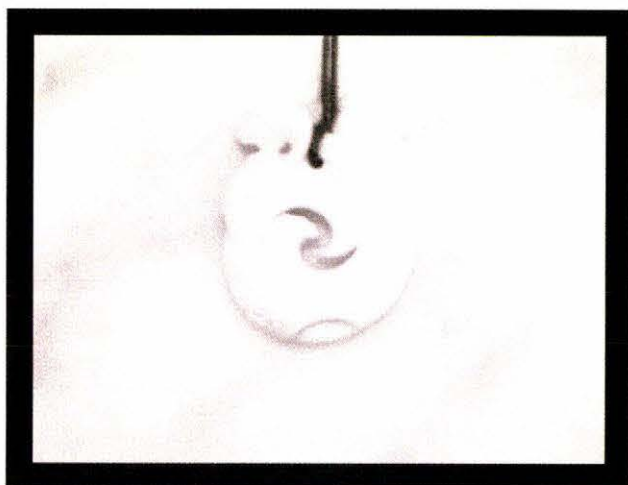
The images below are the photographs of Māori objects shown to the Māori objects group. The photographs are ordered according to the recall rate of each photograph, the first photograph having the highest recall rate and the last having the lowest recall rate amongst the participants.



Photograph 5: Whakairo waka a tau ihu
Recall rate: 12 out of 13 (92.3%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.



Photograph 6: Wharenuī
Recall rate: 12 out of 13 (92.3%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.



Photograph 3: Whalebone necklace

Recall rate: 11 out of 13 (84.6%)

Photographer: Vickie Amor-Ponter

Note. From: Vickie Amor-Ponter. Reprinted with permission.



Photograph 9: Pounamu taonga

Recall rate: 11 out of 13 (84.6%)

Photographer: Vickie Amor-Ponter

Note. From: Vickie Amor-Ponter. Reprinted with permission.

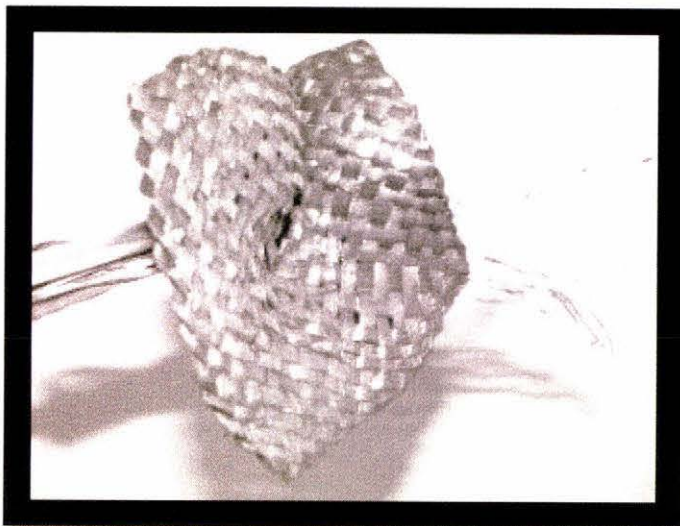


Photograph 10: Carved taonga

Recall rate: 11 out of 13 (84.6%)

Photographer: Vickie Amor-Ponter

Note. From: Vickie Amor-Ponter. Reprinted with permission.



Photograph 1: Harakeke
putiputi

Recall rate: 10 out of 13
(76.9%)

Photographer: Vickie Amor-
Ponter

Note. From: Vickie Amor-
Ponter. Reprinted with
permission.



Photograph 7: Pōhutukawa

Recall rate: 10 out of 13
(76.9%)

Photographer: Vickie Amor-
Ponter

Note. From: Vickie Amor-
Ponter. Reprinted with
permission.

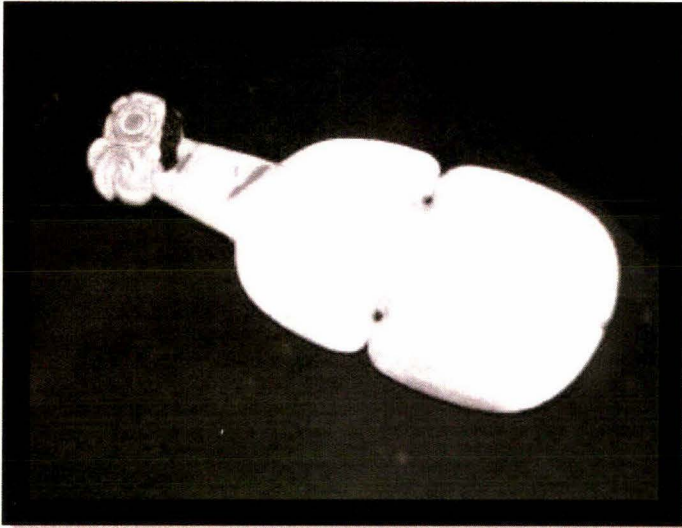


Photograph 8: Harakeke
whāriki

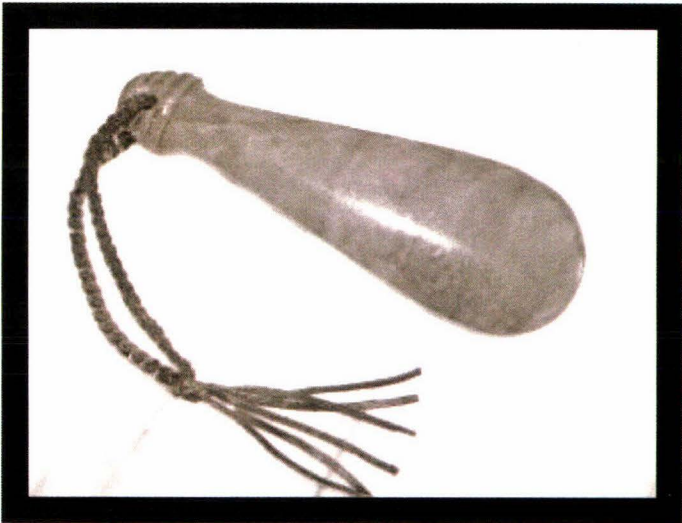
Recall rate: 10 out of 13
(76.9%)

Photographer: Vickie Amor-
Ponter

Note. From: Vickie Amor-
Ponter. Reprinted with
permission.



Photograph 11: Mere
wahaika
Recall rate: 10 out of 13
(76.9%)
Photographer: Vickie Amor-
Ponter
Note. From: Vickie Amor-
Ponter. Reprinted with
permission.



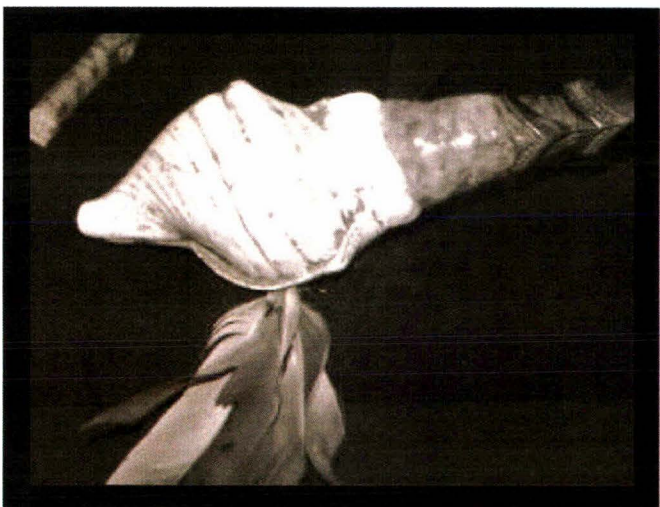
Photograph 2: Greenstone
patu
Recall rate: 9 out of 13
(69.2%)
Photographer: Vickie Amor-
Ponter
Note. From: Vickie Amor-
Ponter Reprinted with
permission.



Photograph 4: Harakeke kete
Recall rate: 9 out of 13 (69.2%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter.
Reprinted with permission.



Photograph 13: Hei tiki
Recall rate: 7 out of 13 (53.8%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.



Photograph 12: Conch
Recall rate: 7 out of 13 (53.8%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.

Appendix H: Non-Māori Objects Photographs and Recall Rate

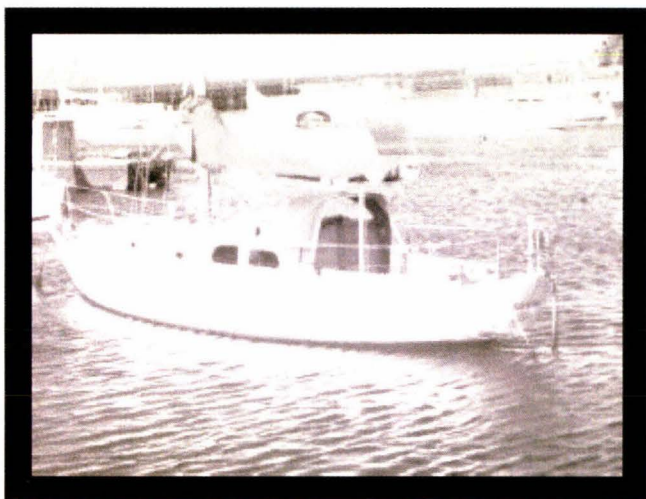
The images below are the photographs of non-Māori objects shown to the non-Māori objects group. The photographs are ordered according to the recall rate of each photograph, the first photograph having the highest recall rate and the last having the lowest recall rate amongst the participants.



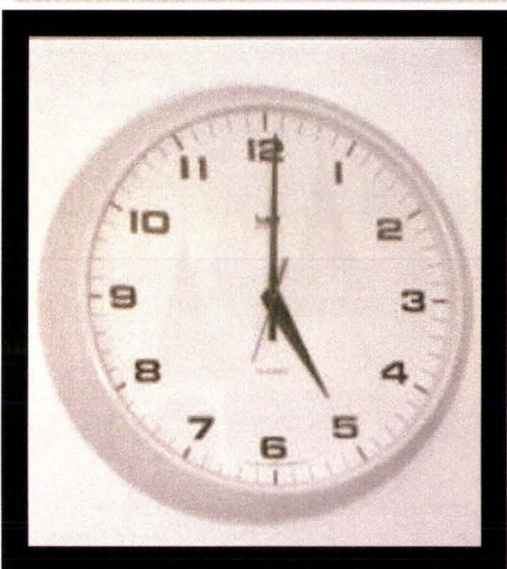
Photograph 1: Flower
Recall rate: 12 out of 13
(92.3%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.



Photograph 3: Necklace
Recall rate: 12 out of 13
(92.3%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.



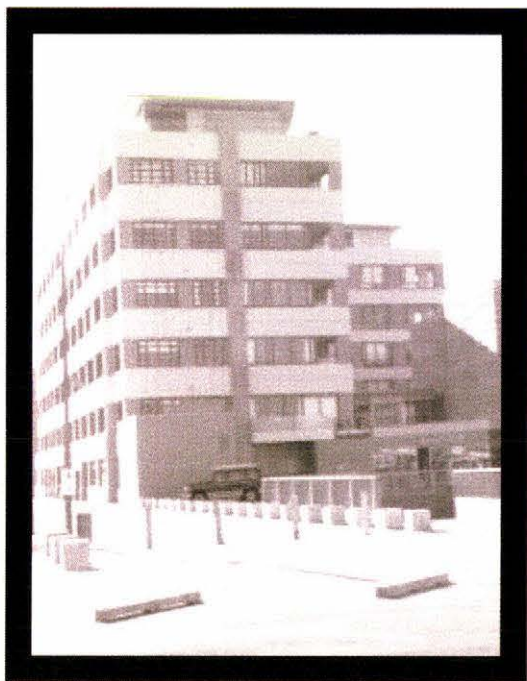
Photograph 5: Boat
Recall rate: 12 out of 13 (92.3%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.



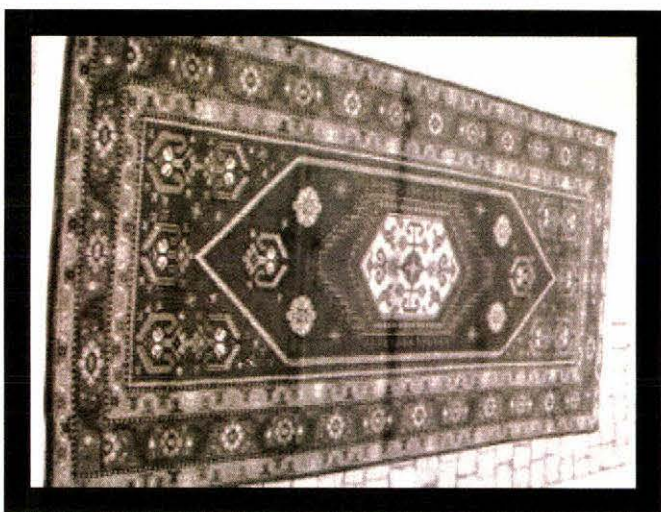
Photograph 7: Clock
Recall rate: 12 out of 13 (92.3%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.



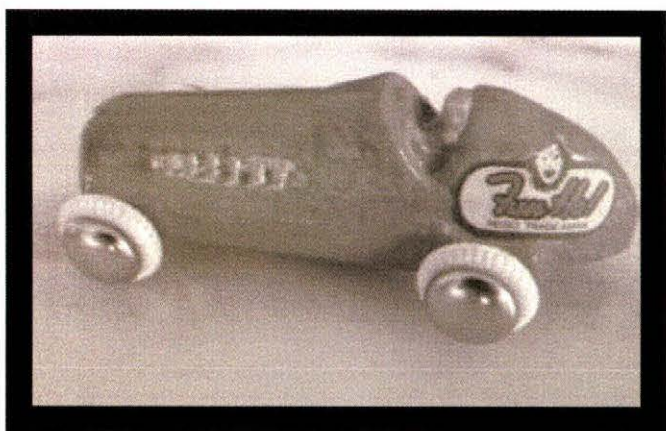
Photograph 4: Handbag
Recall rate: 11 out of 13 (84.6%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.



Photograph 6: Apartment
 Recall rate: 11 out of 13 (84.6%)
 Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter
 Reprinted with permission.



Photograph 8: Rug
 Recall rate: 11 out of 13
 (84.6%)
 Photographer: Vickie Amor-
 Ponter
Note. From: Vickie Amor-
 Ponter. Reprinted with
 permission.



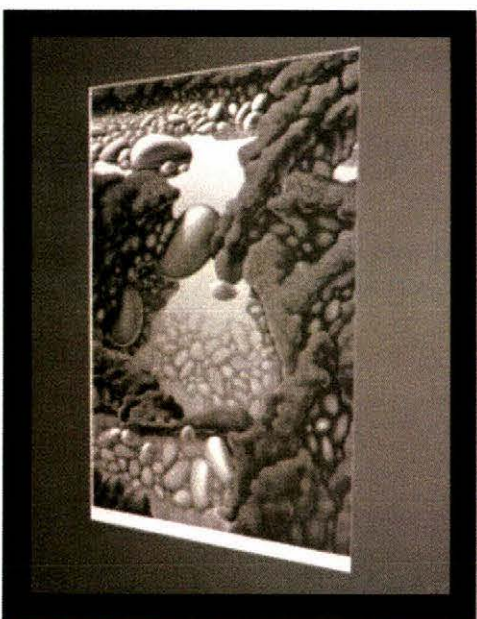
Photograph 13: Toy
 Recall rate: 11 out of 13
 (84.6%)
 Photographer: Vickie Amor-
 Ponter
Note. From: Vickie Amor-
 Ponter
 Reprinted with permission.



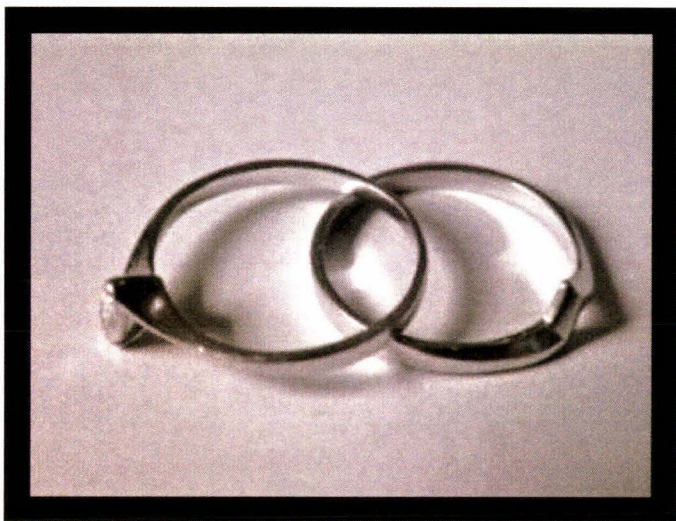
Photograph 2: Bowl
Recall rate: 10 out of 13 (76.9%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.



Photograph 10: Trophy
Recall rate: 10 out of 13 (76.9%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.



Photograph 11: Painting
Recall rate: 9 out of 13 (69.2%)
Photographer: Vickie Amor-Ponter
Note. From: Vickie Amor-Ponter. Reprinted with permission.



Photograph 9: Rings

Recall rate: 7 out of 13
(53.8%)

Photographer: Vickie Amor-Ponter

Note. From: Vickie Amor-Ponter. Reprinted with permission.



Photograph 12: Piano

Recall rate: 7 out of 13
(53.8%)

Photographer: Vickie Amor-Ponter

Note. From: Vickie Amor-Ponter. Reprinted with permission.

Appendix I: Child Misbehaviour Scenarios (causal attributions and disciplinary responses)

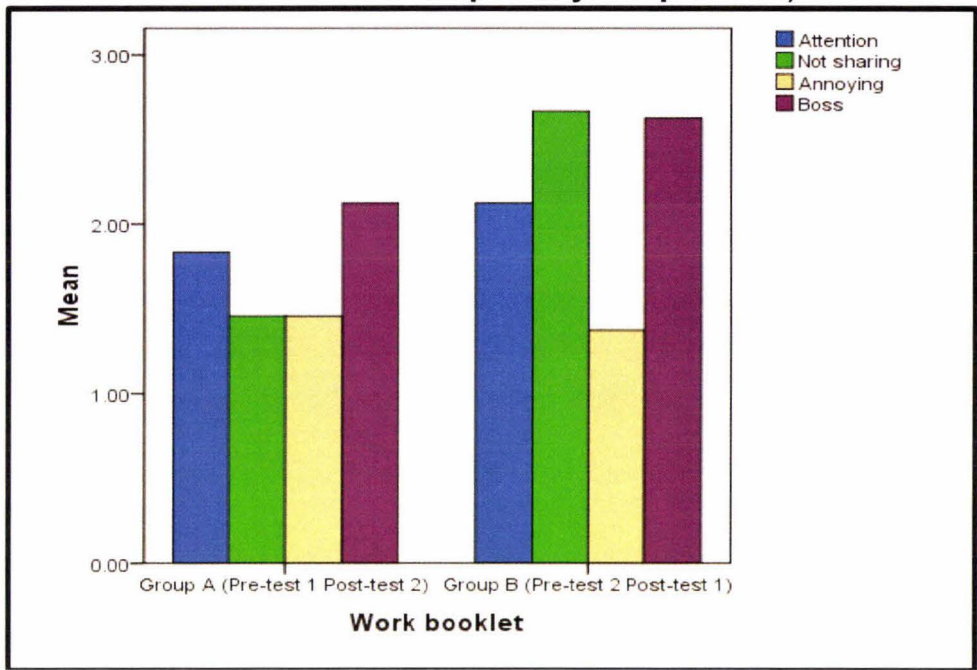


Figure II. Negative Causal Attributions based on Scenario One at Pre-test: Mean scores pre-test for Group A and B (out of total score of 4).

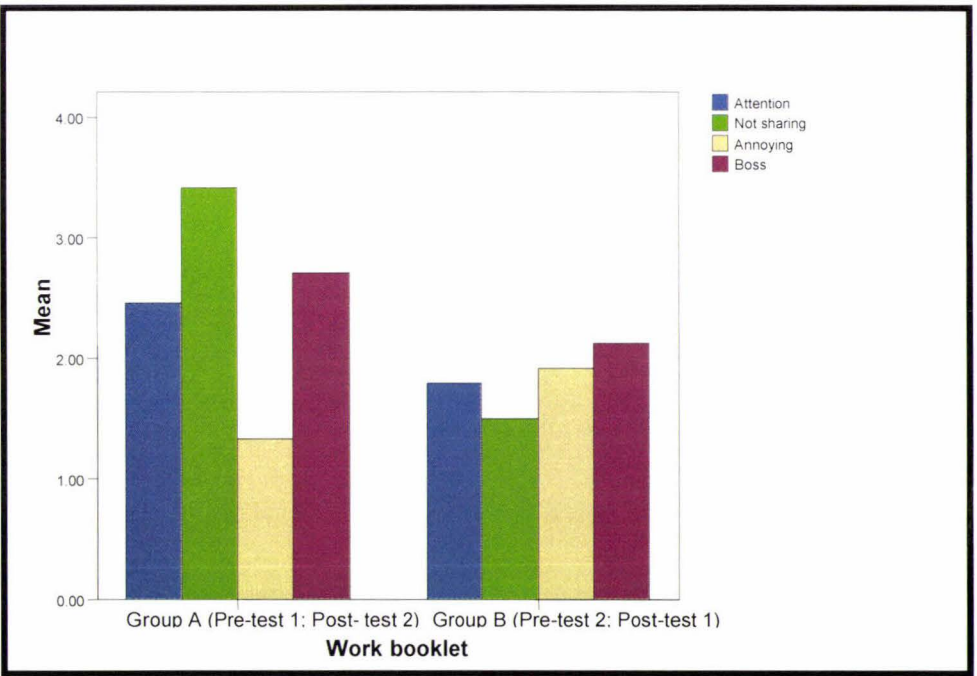


Figure I2. Negative Causal Attributions based on Scenario One at Post-test: Mean scores Post-test for Group A and Group B (out of total score of 4).

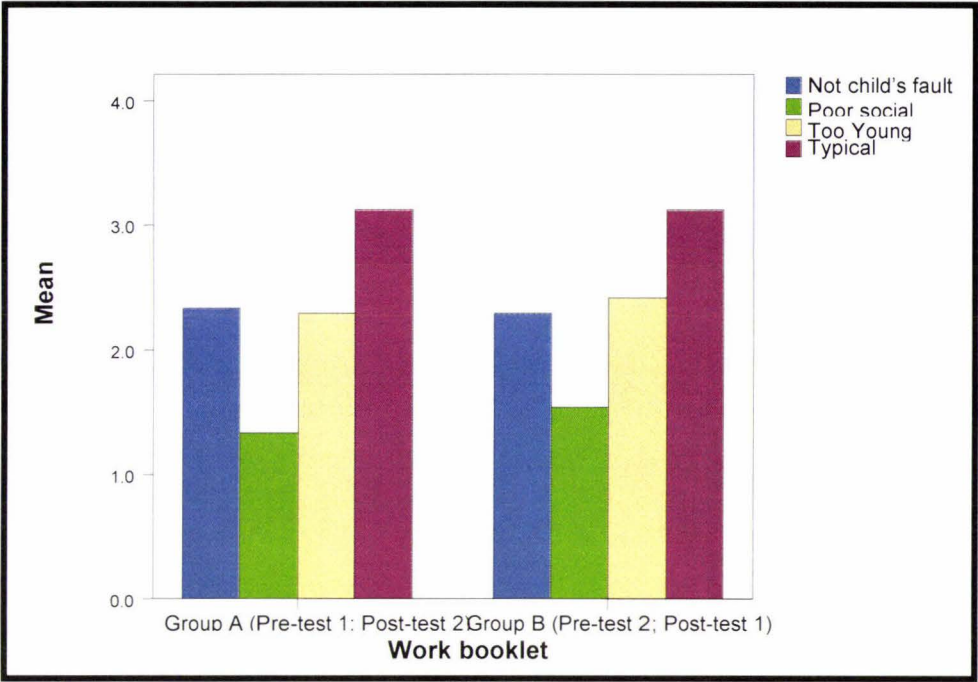


Figure I3. Positive Causal Attributions based on Scenario One at Pre-test:
Mean scores Pre-test for Groups A and B (out of total score of 4).

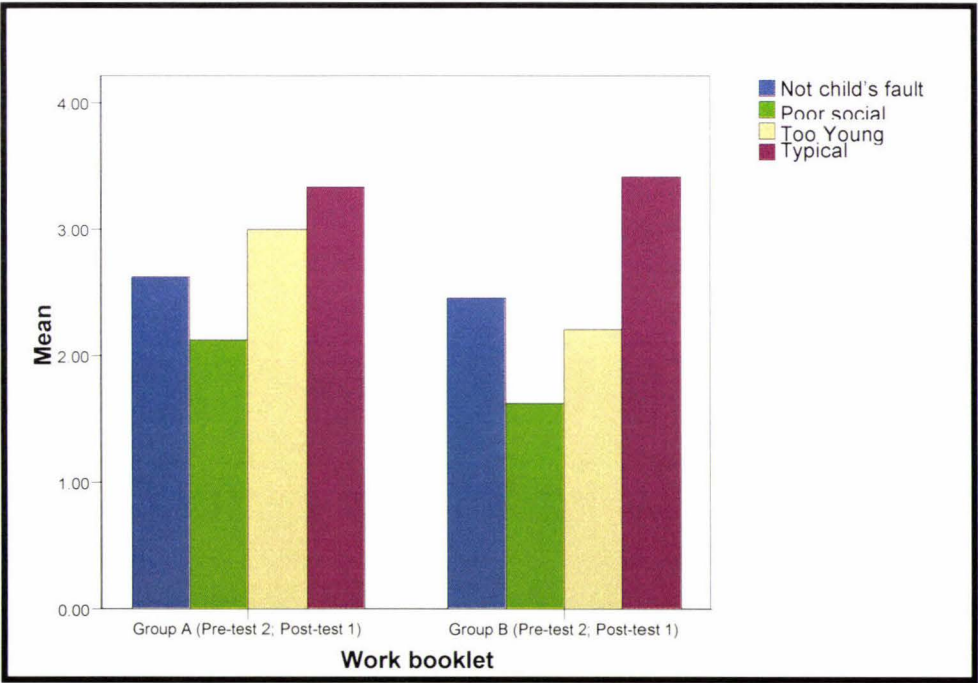


Figure I4. Positive Causal Attributions based on Scenario One at Post-test:
Mean scores Post-test for Groups A and B (out of total score of 4).

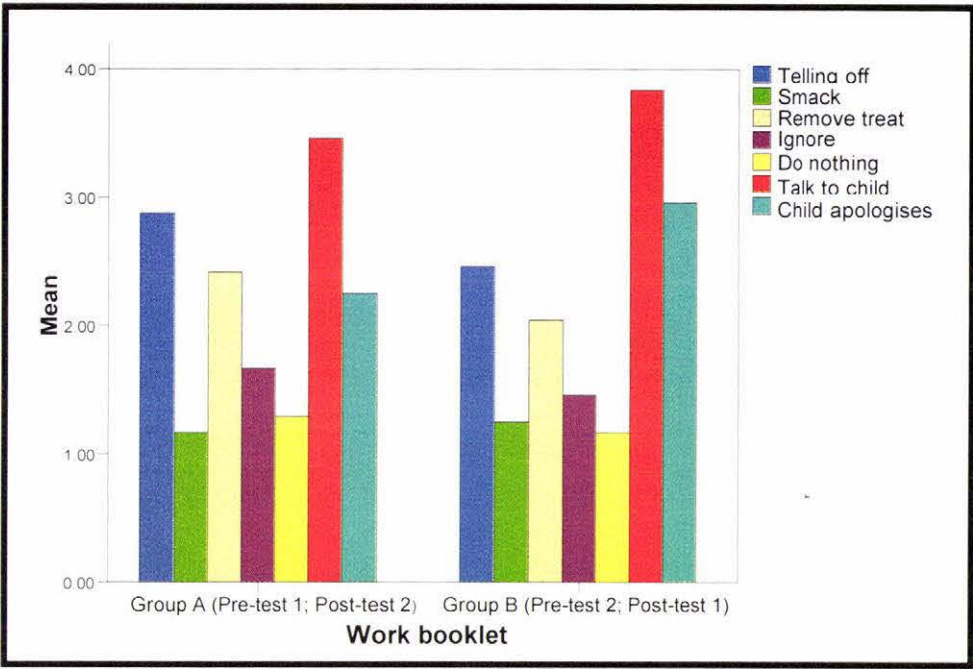


Figure 15. Disciplinary Responses based on Scenario One at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

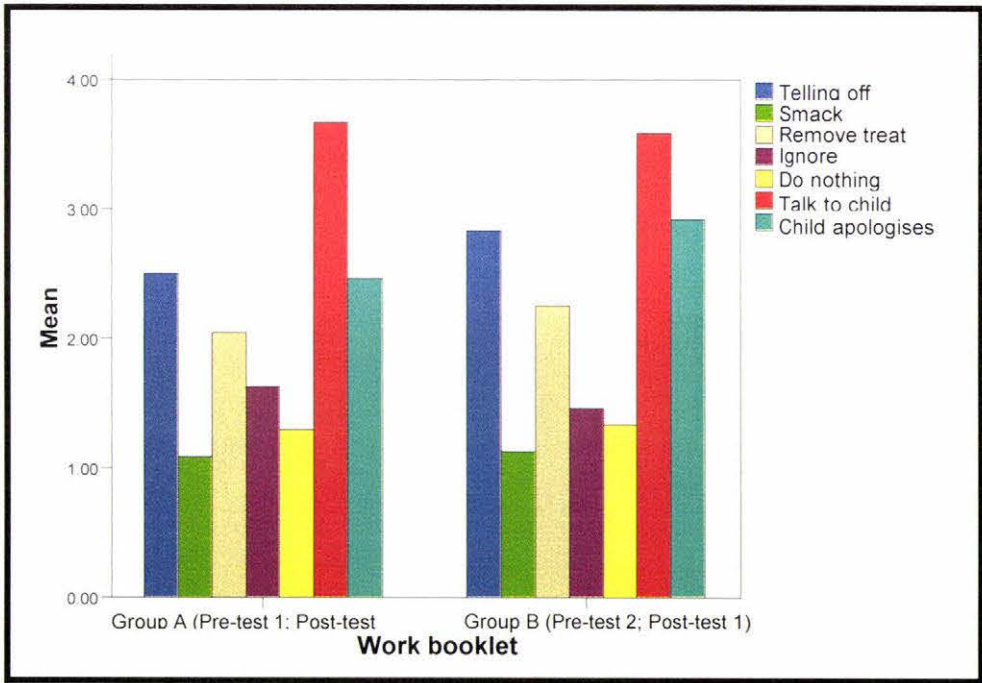


Figure 16. Disciplinary Responses based on Scenario One at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

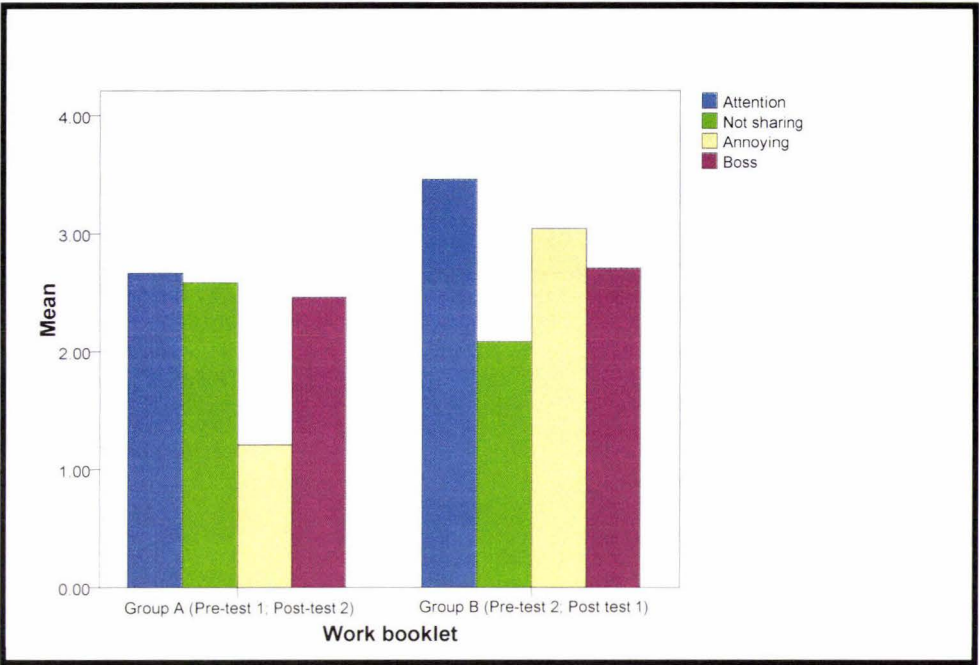


Figure 17. Negative Causal Attributions based on Scenario Three at Pre-test:
Mean scores Pre-test for Groups A and B (out of total score of 4).

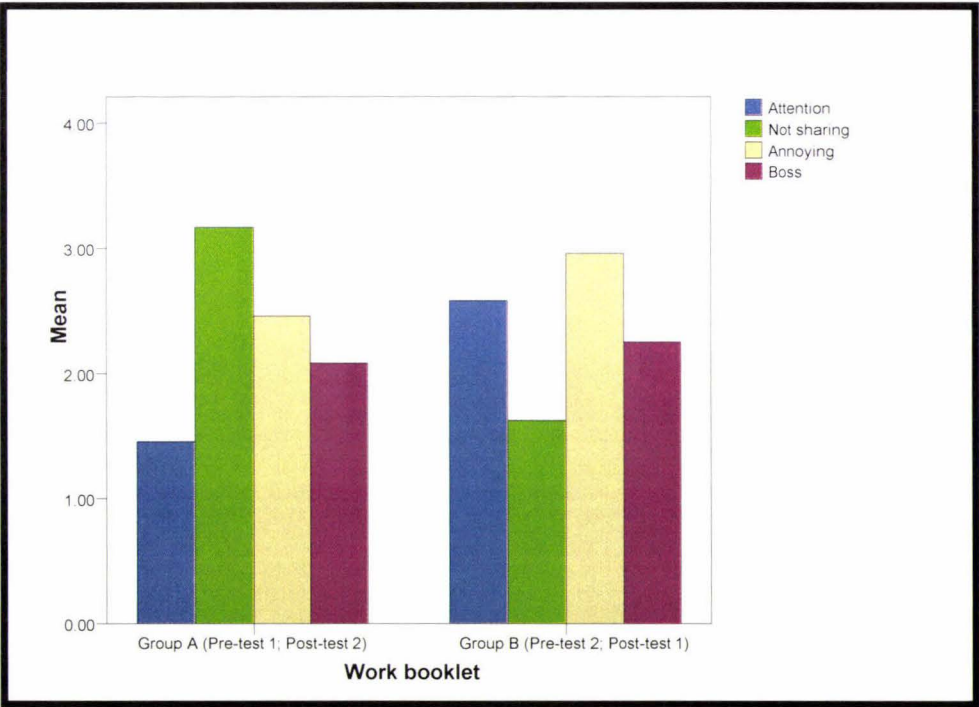


Figure 18. Negative Causal Attributions based on Scenario Three at Post-test:
Mean scores Post-test for Groups A and B (out of total score of 4).

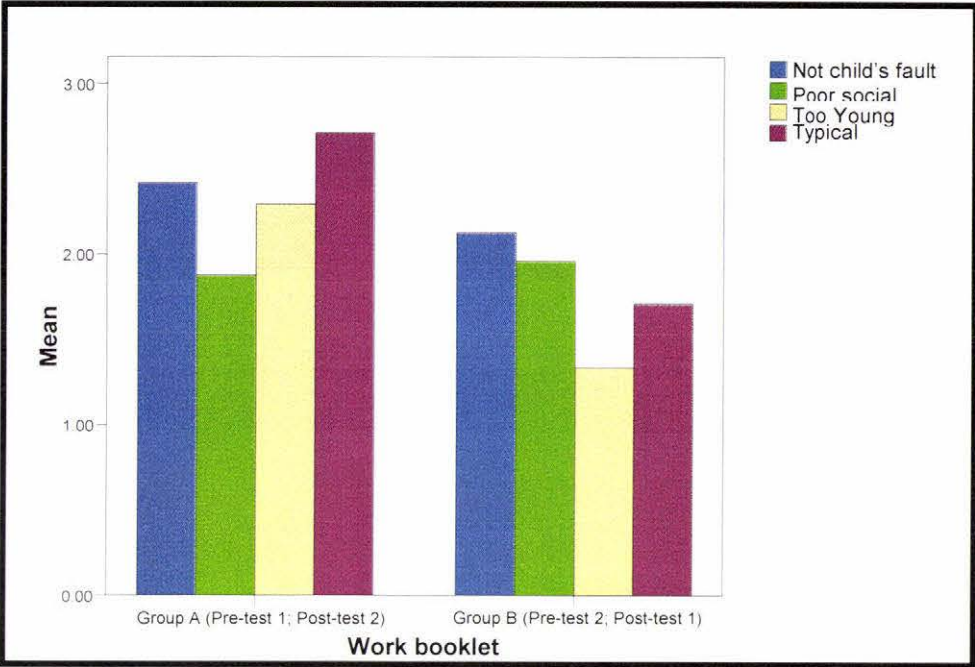


Figure 19. Positive Causal Attributions based on Scenario Three at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

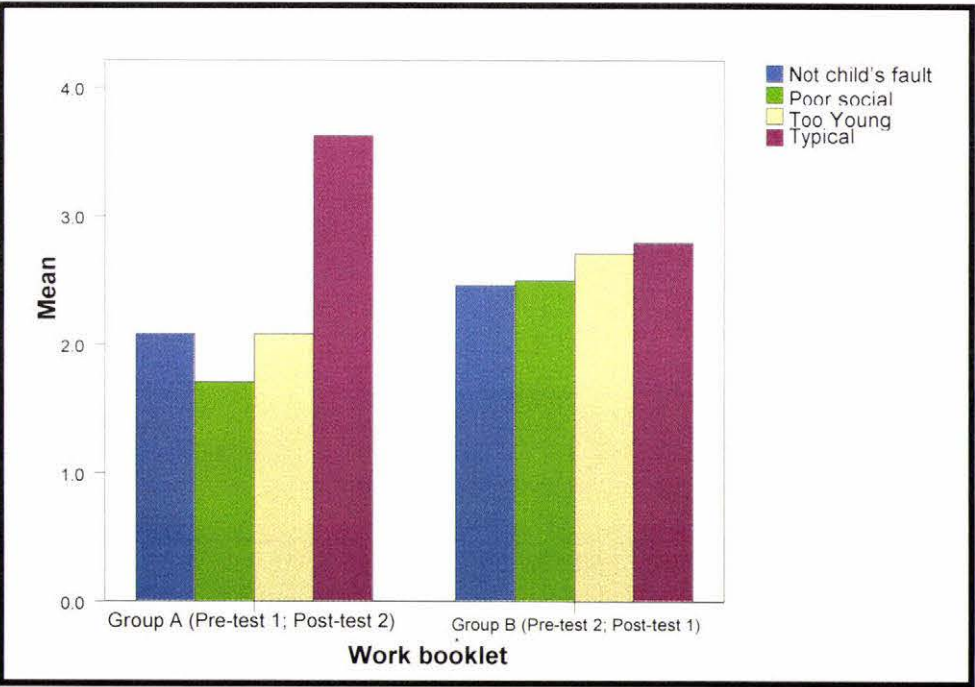


Figure 110. Positive Causal Attributions based on Scenario Three at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

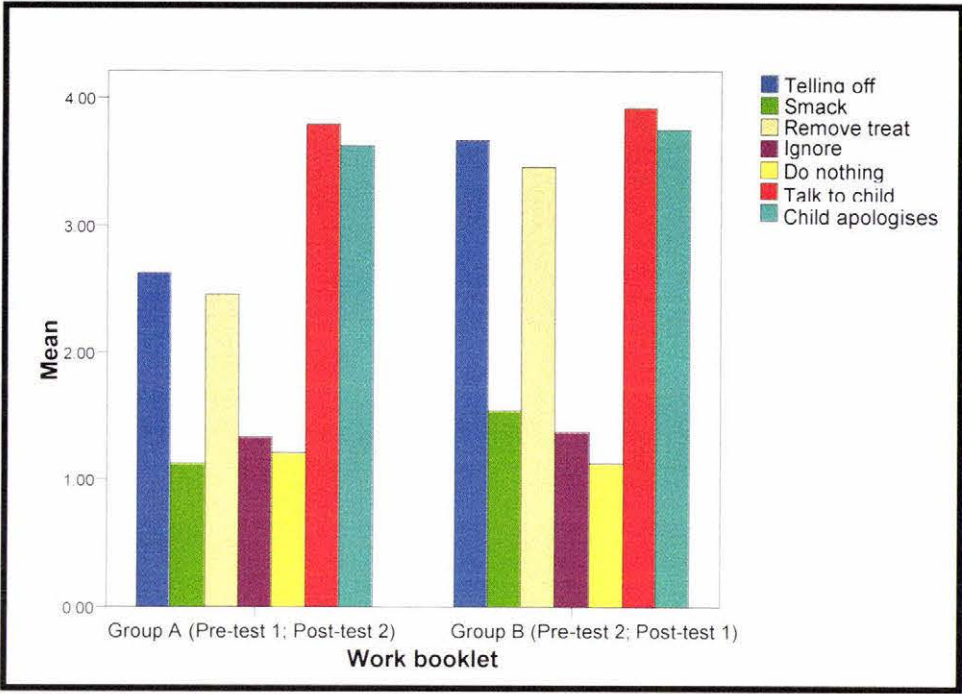


Figure I11. Disciplinary Responses based on Scenario Three at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

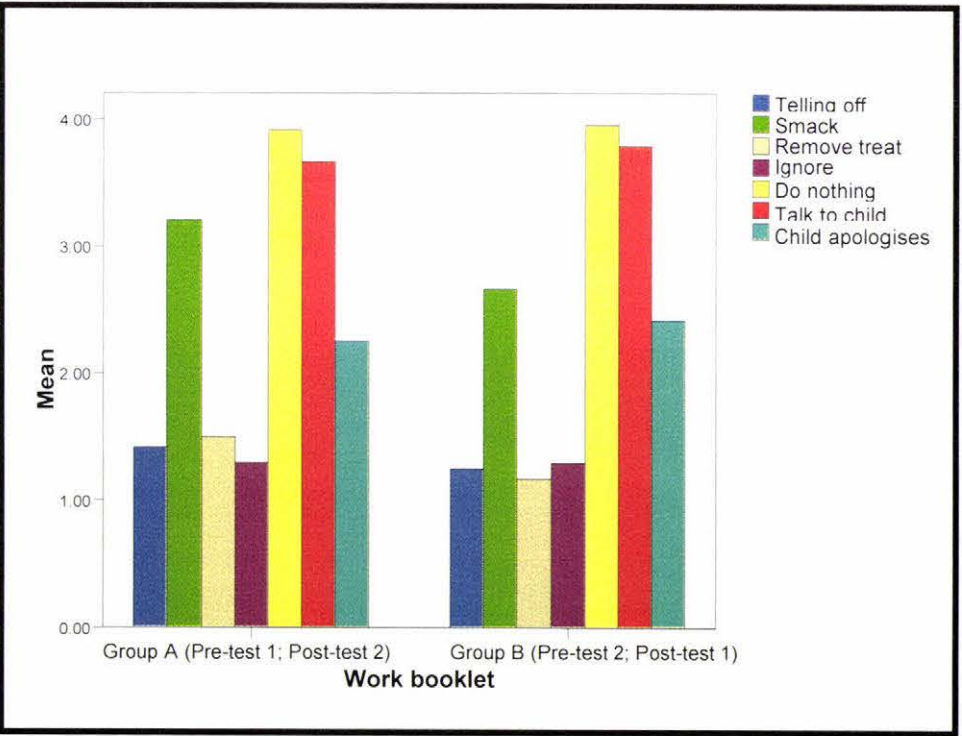


Figure I12. Disciplinary Responses based on Scenario Three at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

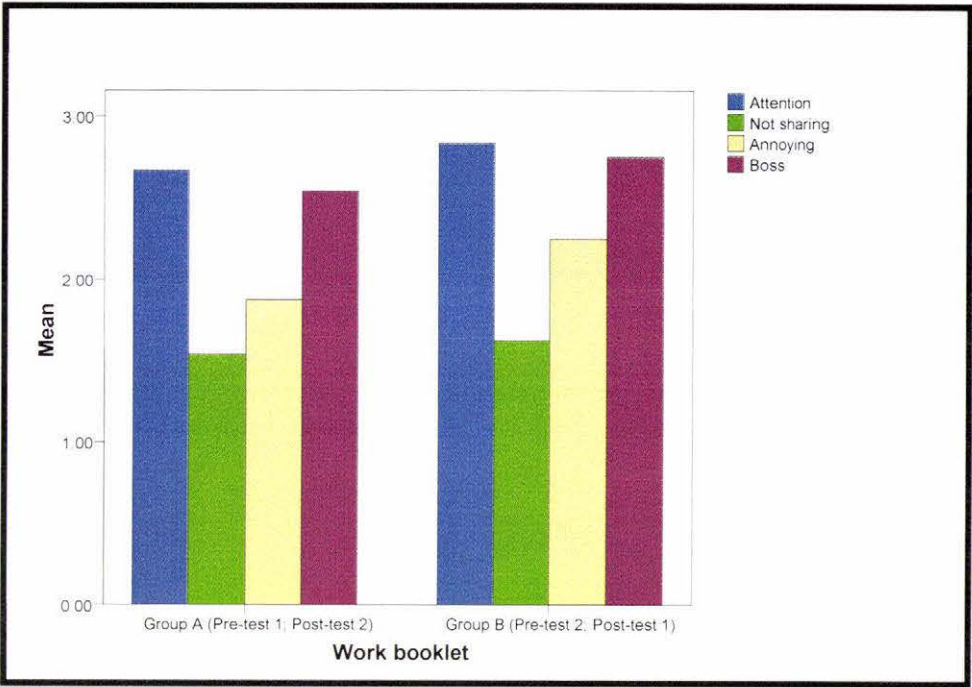


Figure I13. Negative Causal Attributions based on Scenario Five at Pre-test:

Mean scores Pre-test for Groups A and B (out of total score of 4).

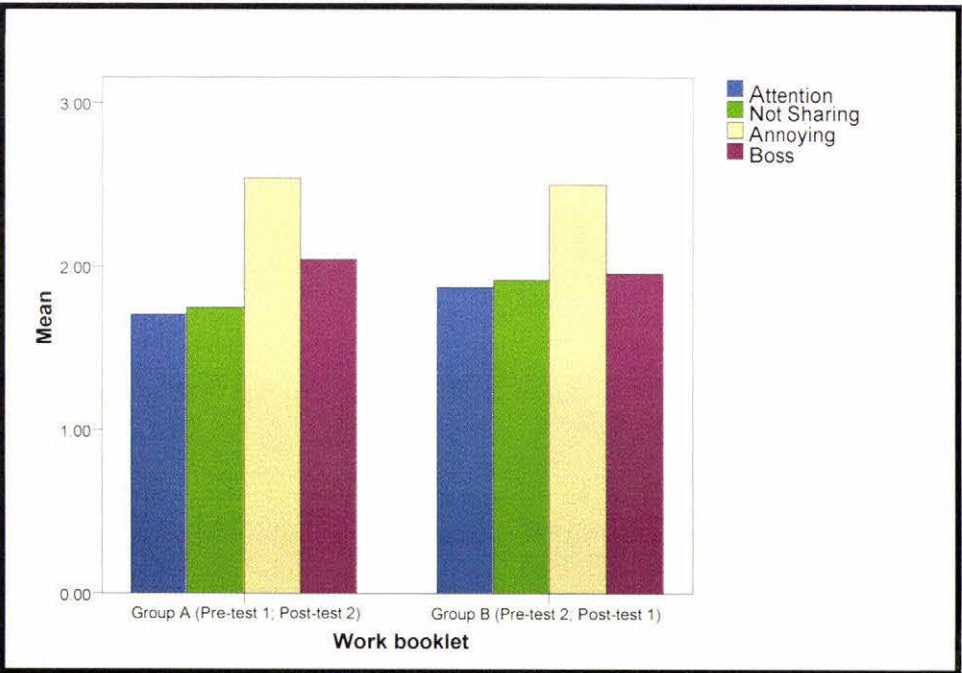


Figure I14. Negative Causal Attributions based on Scenario Five at Post-test:

Mean scores Post-test for Groups A and B (out of total score of 4).

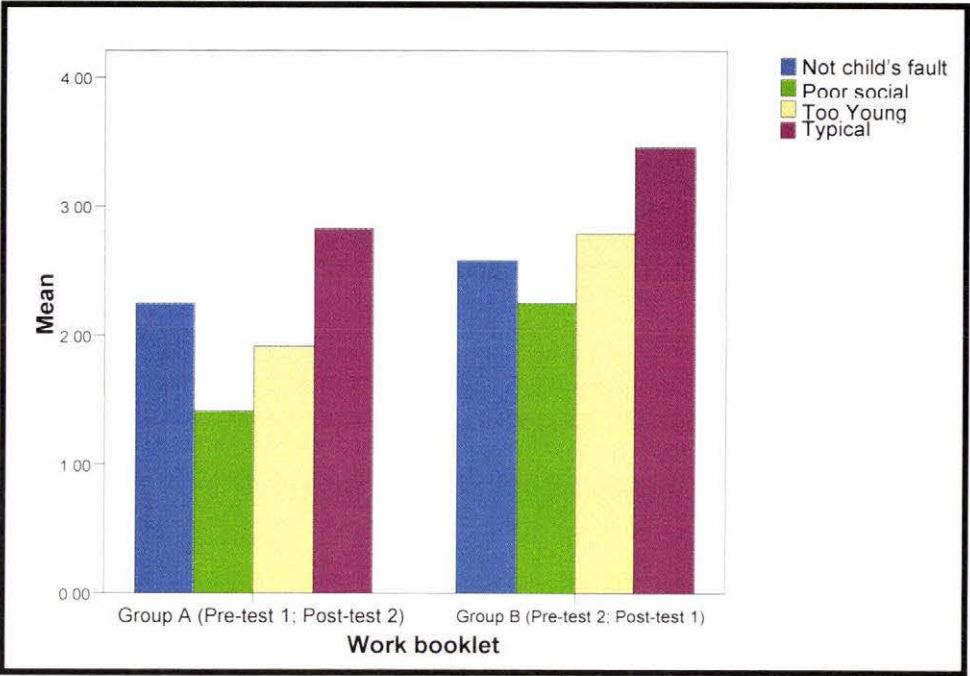


Figure I15. Positive Causal Attributions based on Scenario Five at Pre-test:
Mean scores Pre-test for Groups A and B (out of total score of 4).

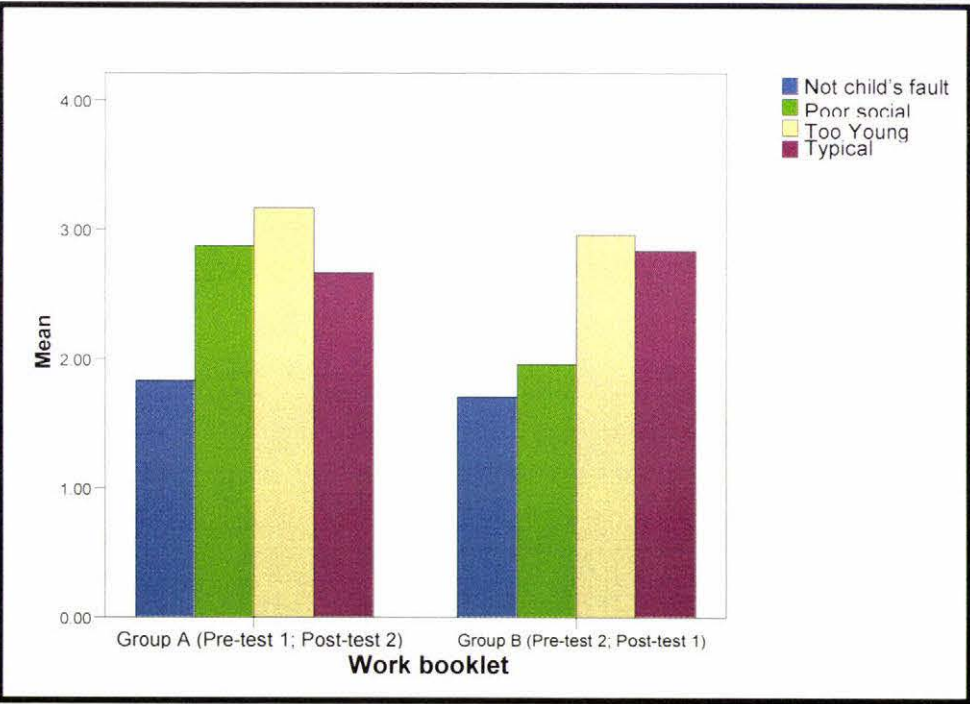


Figure I16. Positive Causal Attributions based on Scenario Five at Post-test:
Mean scores Post-test for Groups A and B (out of total score of 4).

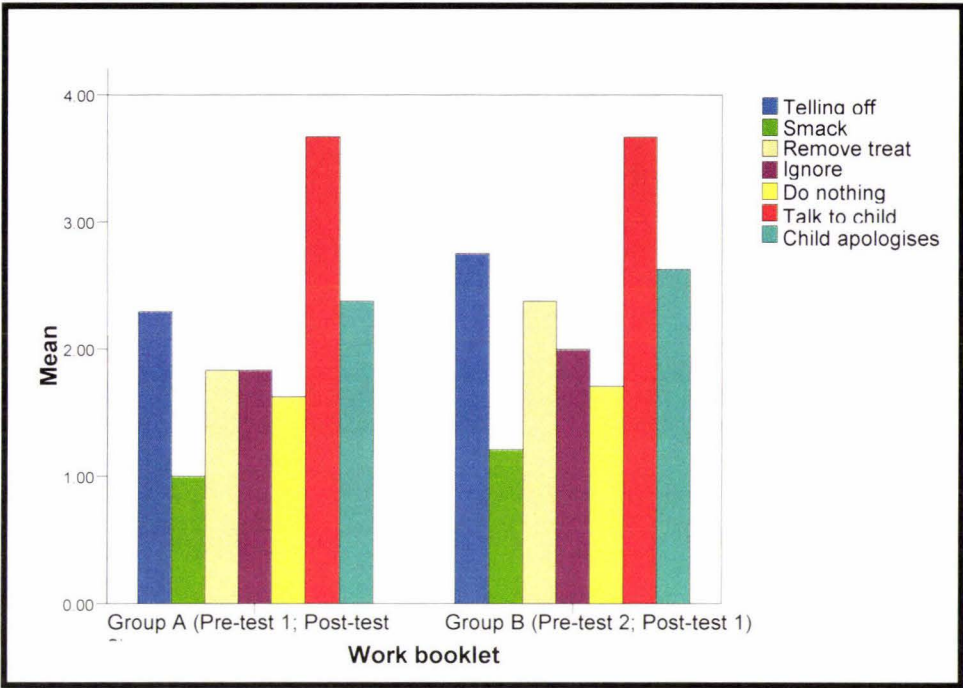


Figure I17. Disciplinary Responses based on Scenario Five at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

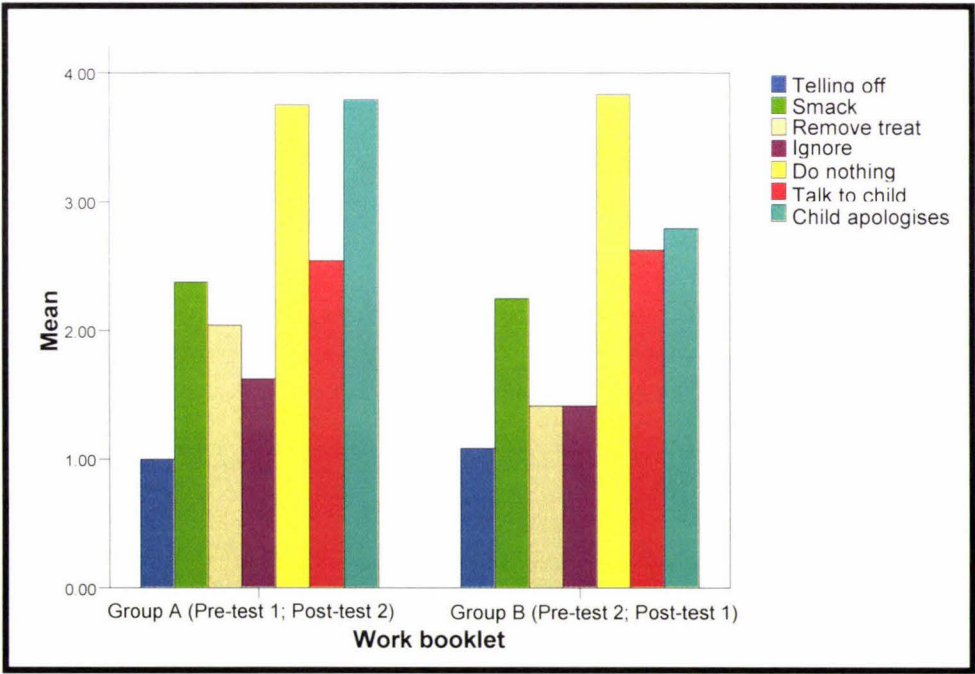


Figure I18. Disciplinary Responses based on Scenario Five at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

Appendix J: Ambiguous Behaviour Scenarios (causal attributions and disciplinary responses)

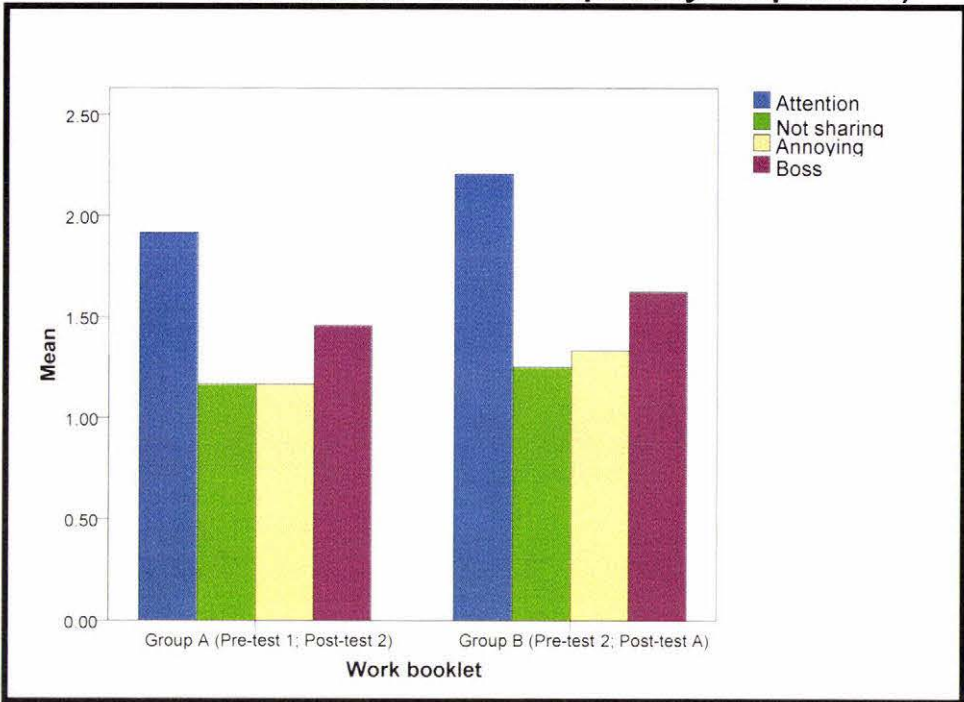


Figure J1. Negative Causal attributions based on Scenario Two at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

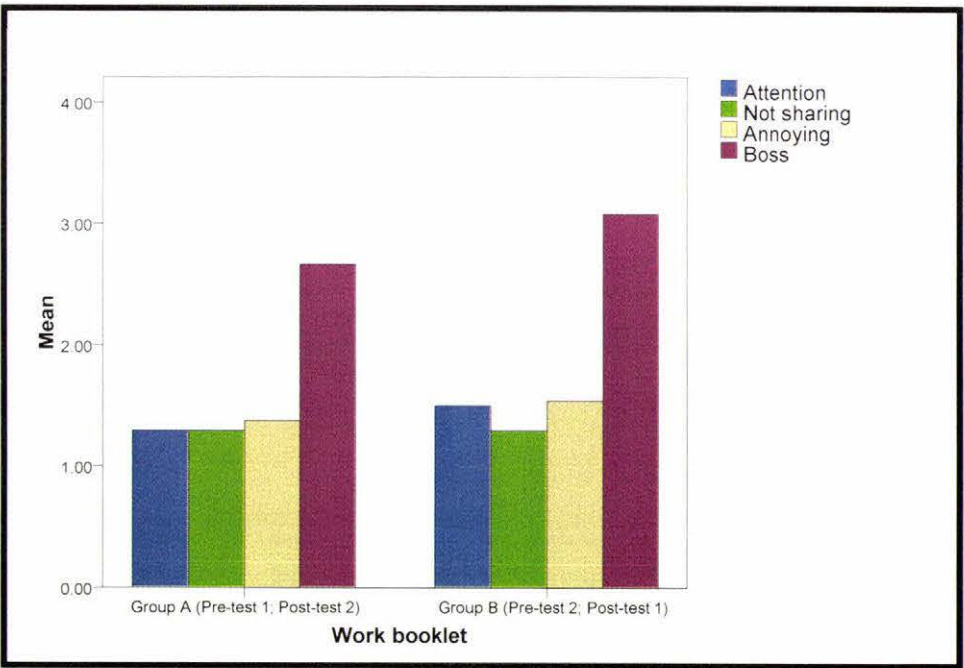


Figure J2. Negative Causal Attributions based on Scenario Two at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

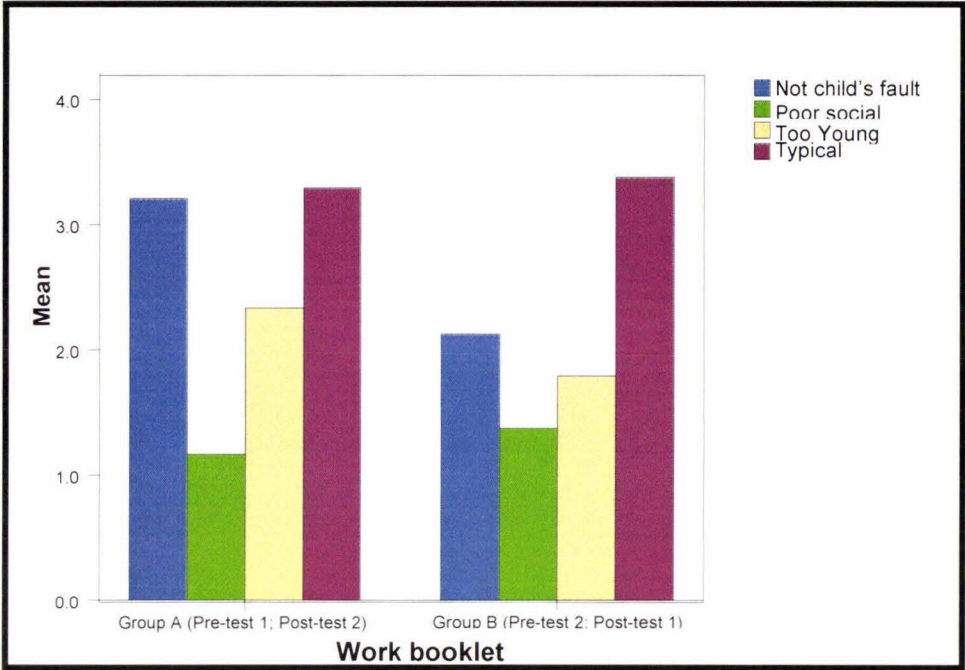


Figure J3. Positive Causal Attribution based on Scenario Two at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

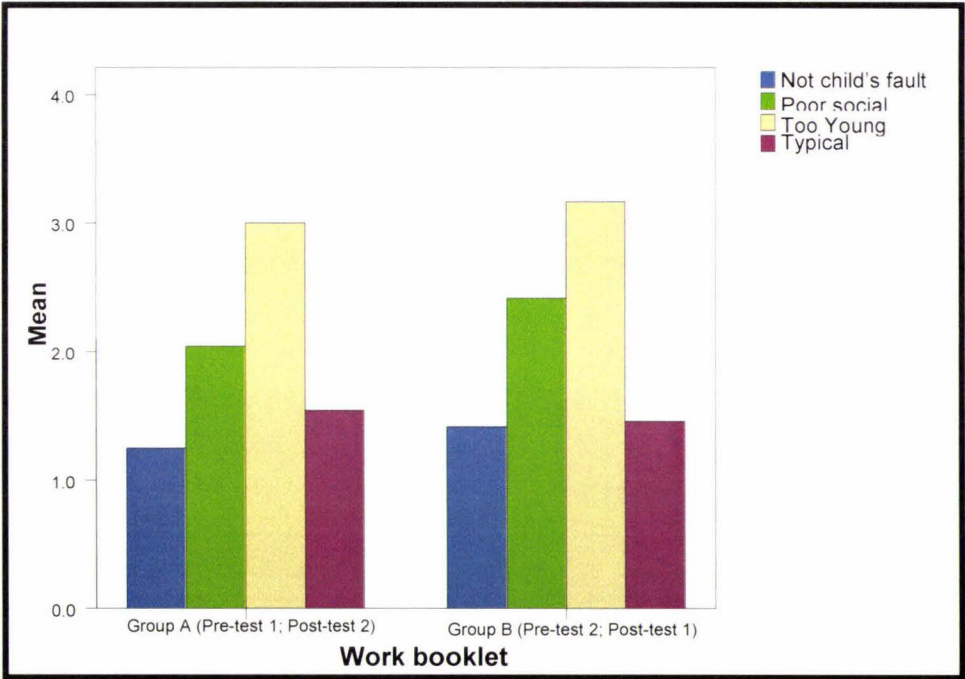


Figure J4. Positive Causal Attribution based on Scenario Two at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

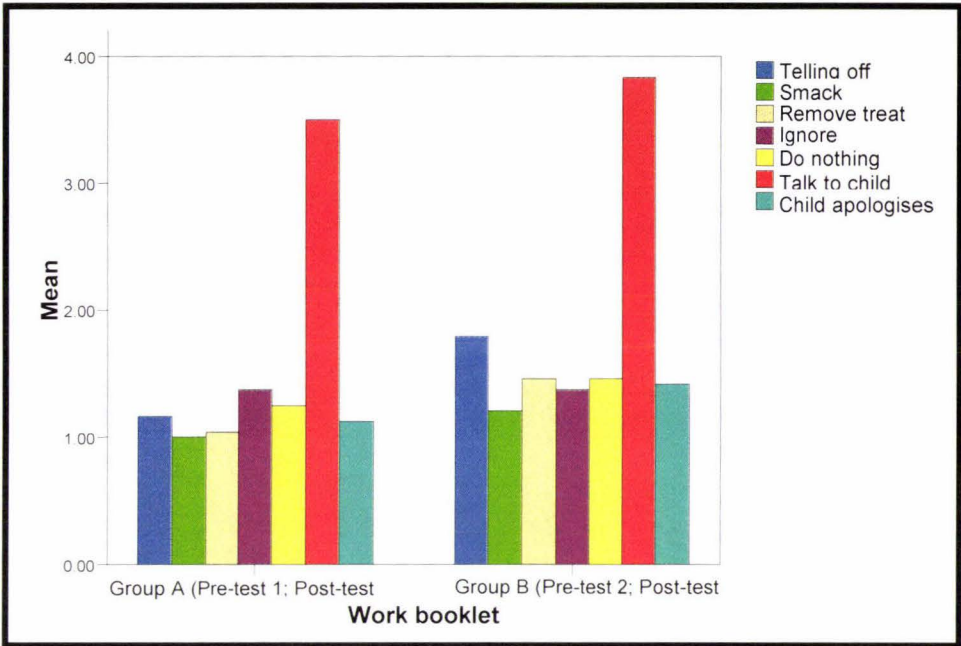


Figure J5. Disciplinary Responses based on Scenario Two at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

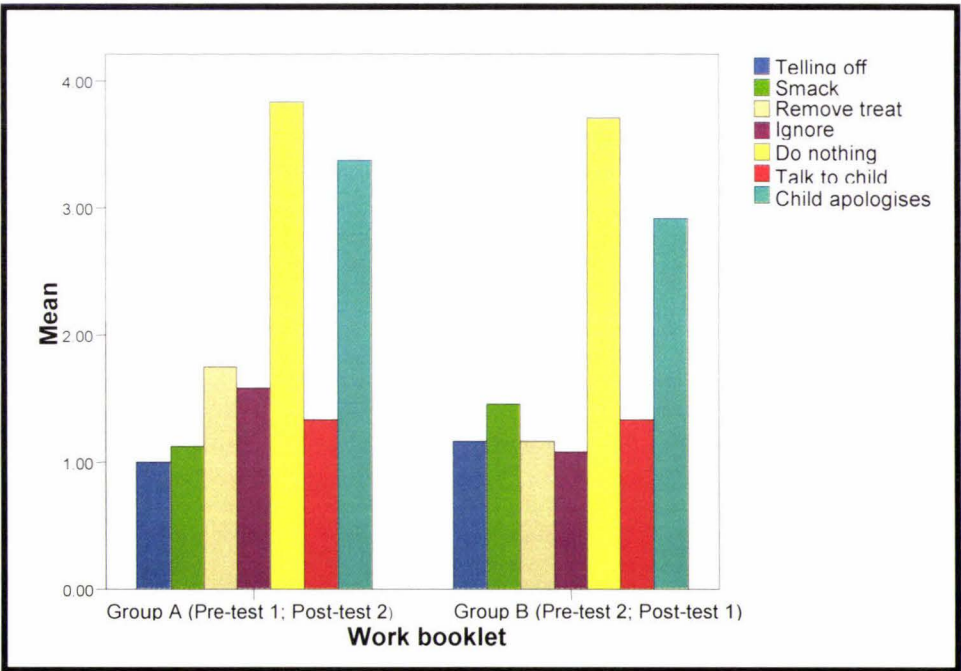


Figure J6. Disciplinary Responses based on Scenario Two at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

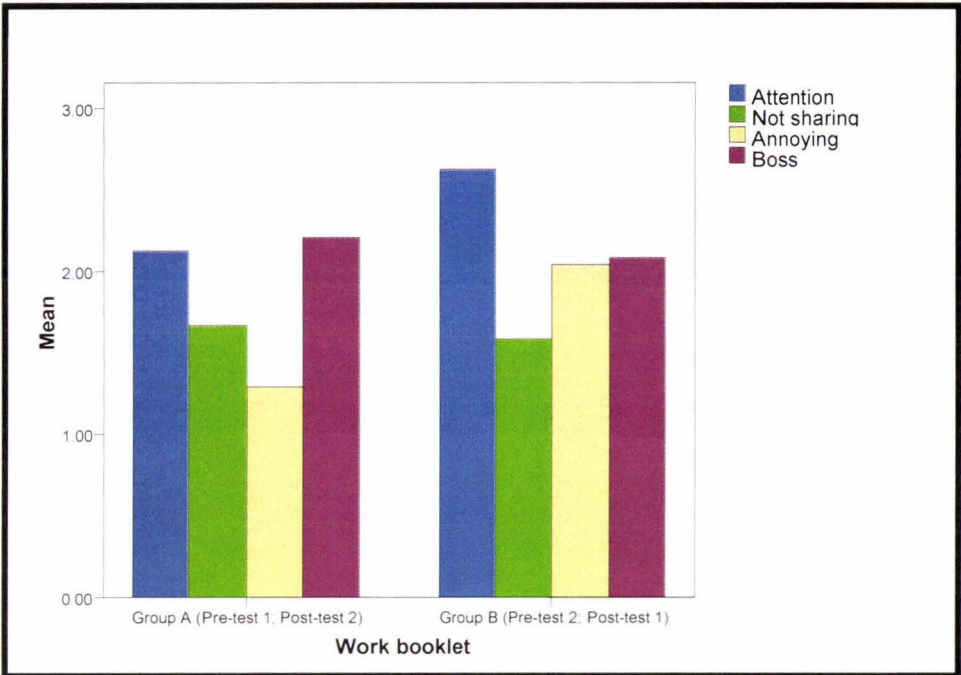


Figure J7. Negative Causal Attributions based on Scenario Four at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

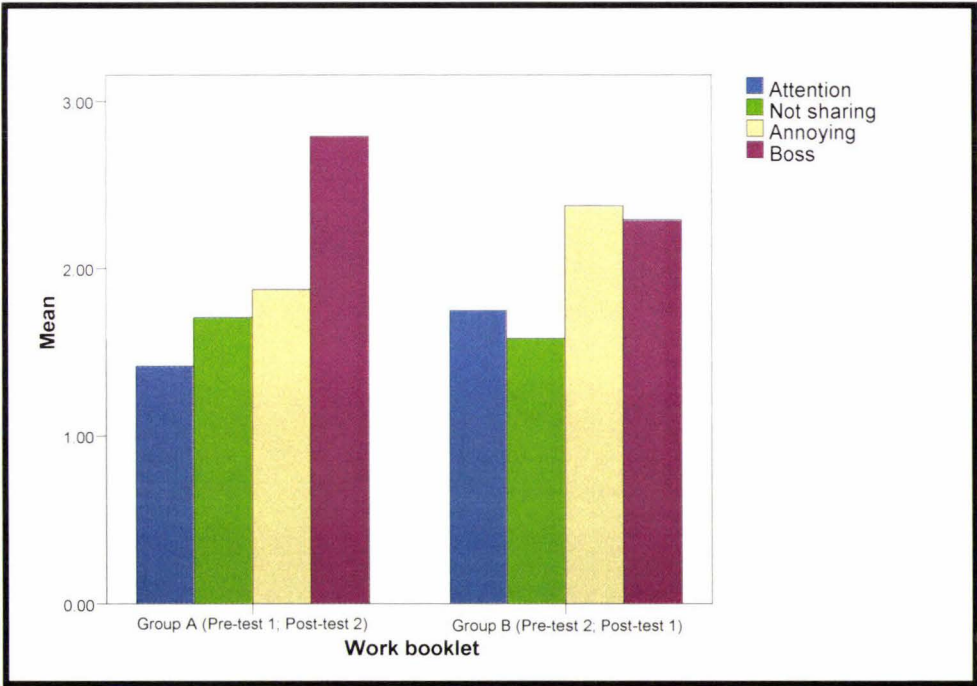


Figure J8. Negative Causal Attributions based on Scenario Four at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

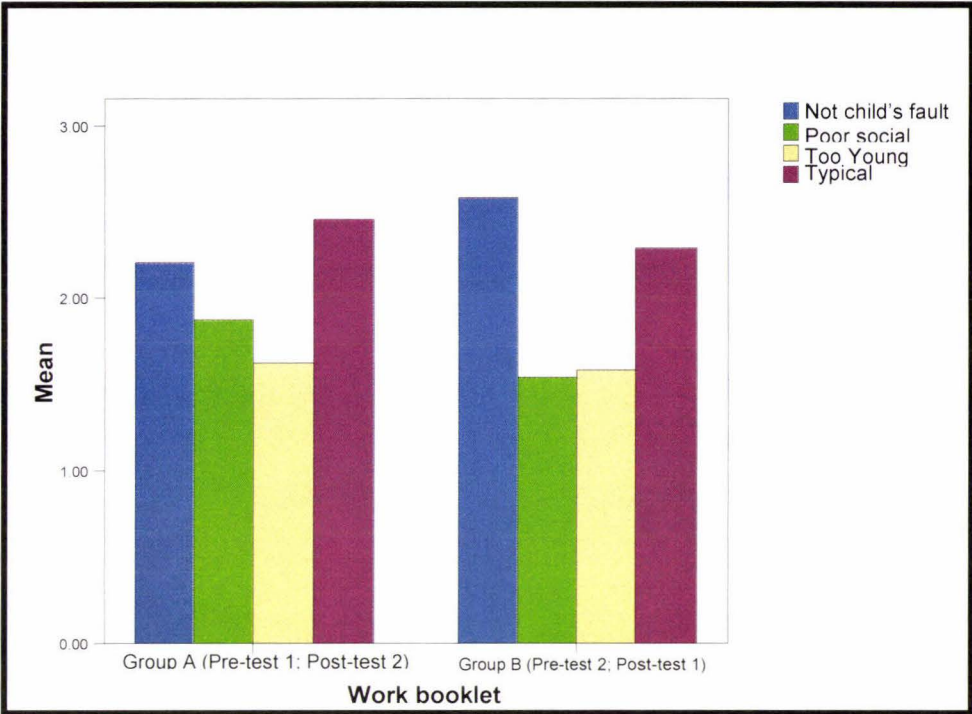


Figure J9. Positive Causal Attributions based on Scenario Four at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

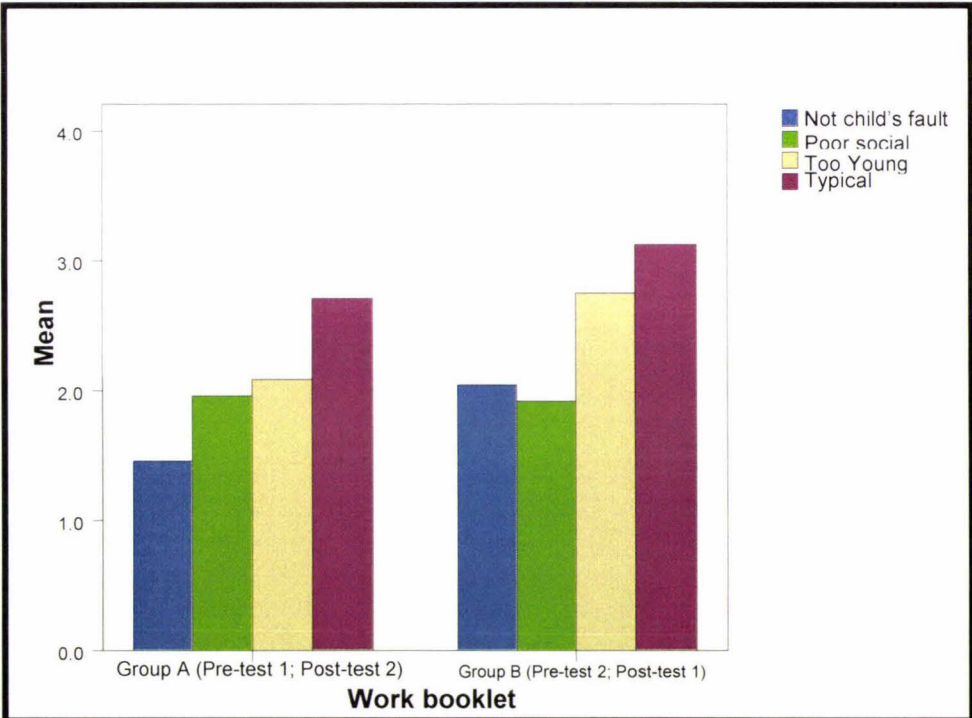


Figure J10. Positive Causal Attributions based on Scenario Four at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

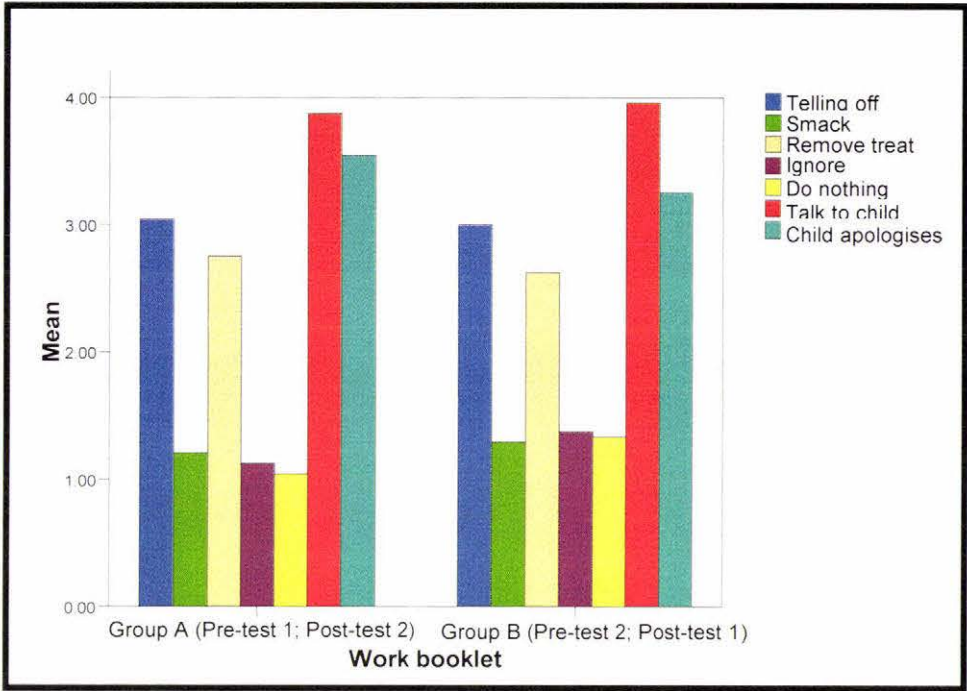


Figure J11. Disciplinary Responses based on Scenario Four at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

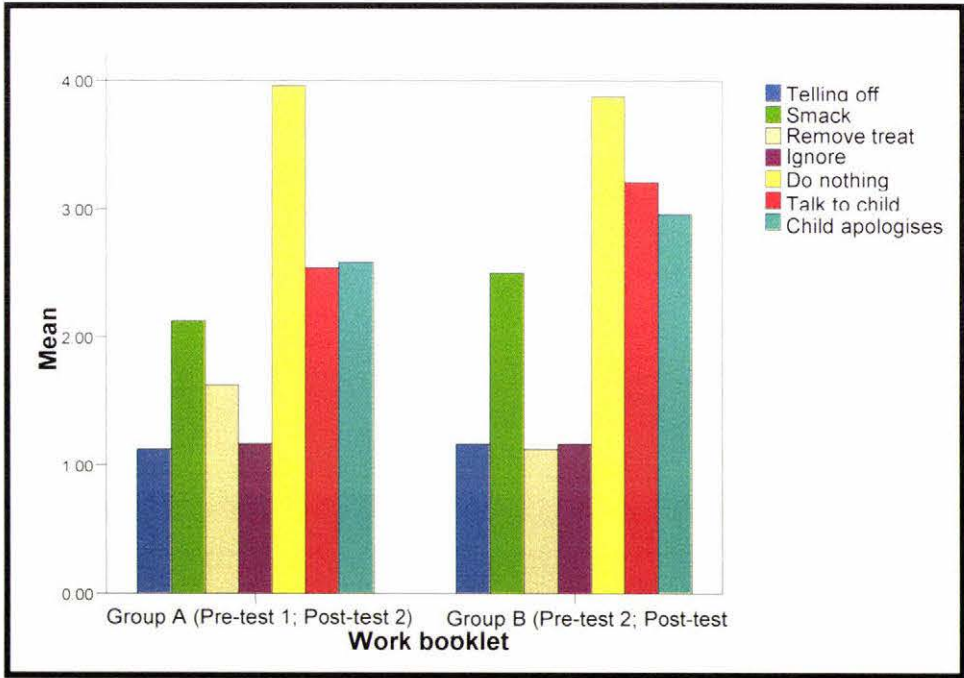


Figure J12. Disciplinary Responses based on Scenario Four at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

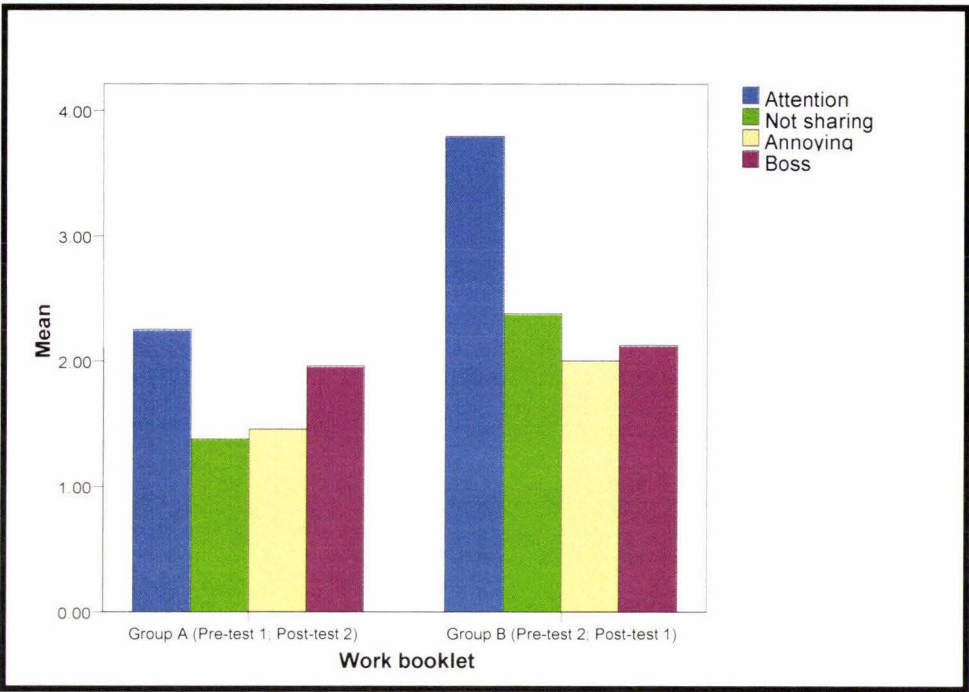


Figure J13. Negative Causal Attributions based on Scenario Six at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

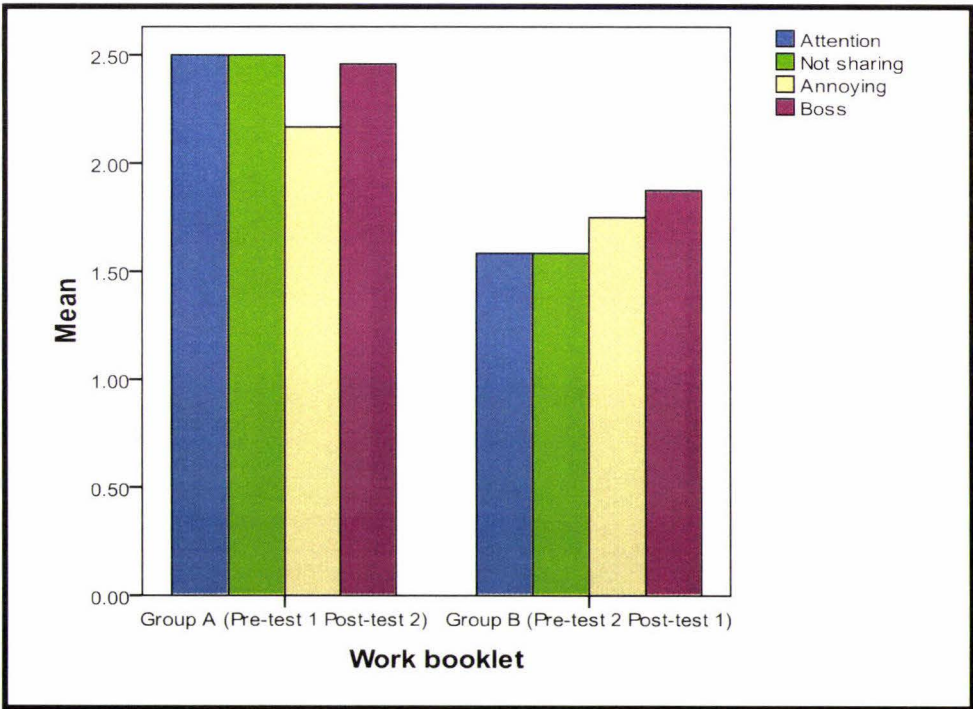


Figure J14. Negative Causal Attributions based on Scenario Six at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

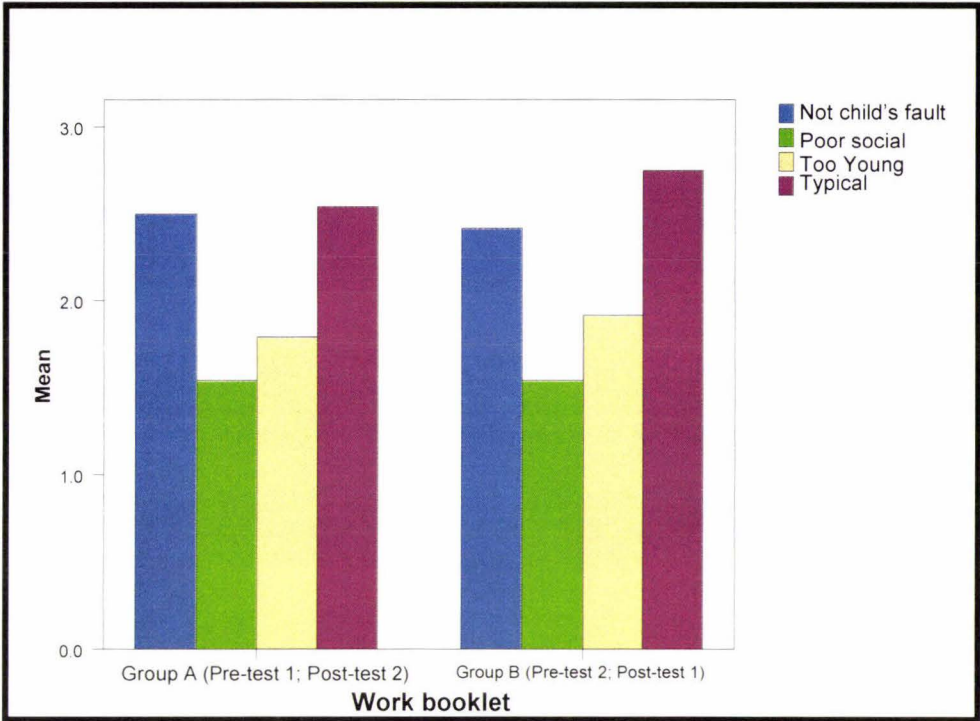


Figure J15. Positive Causal Attributions based on Scenario Six at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

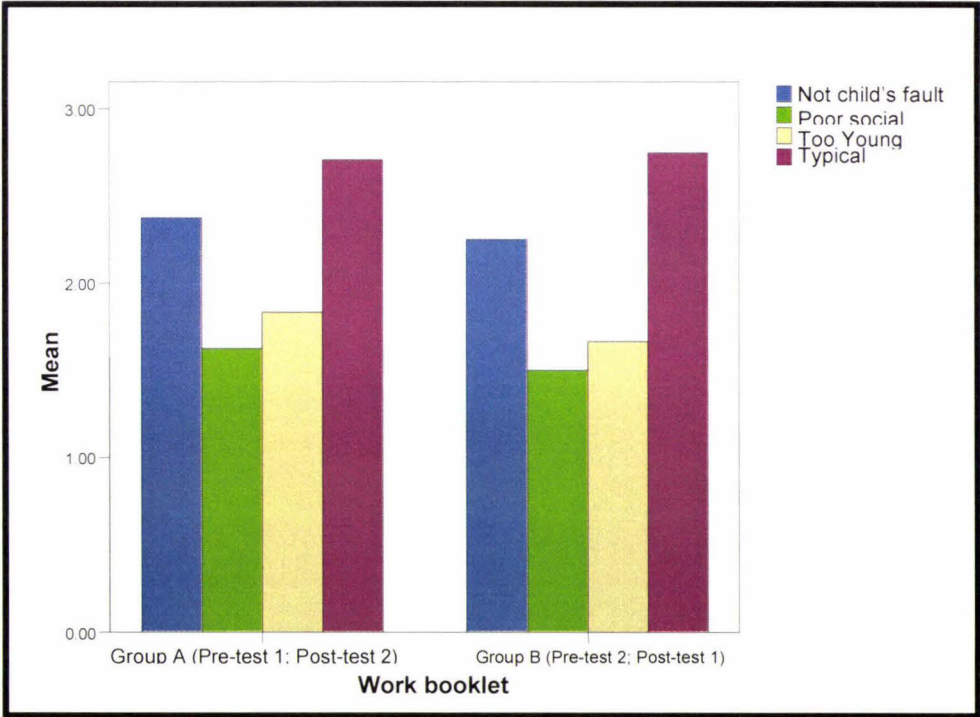


Figure J16. Positive Causal Attributions based on Scenario Six at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).

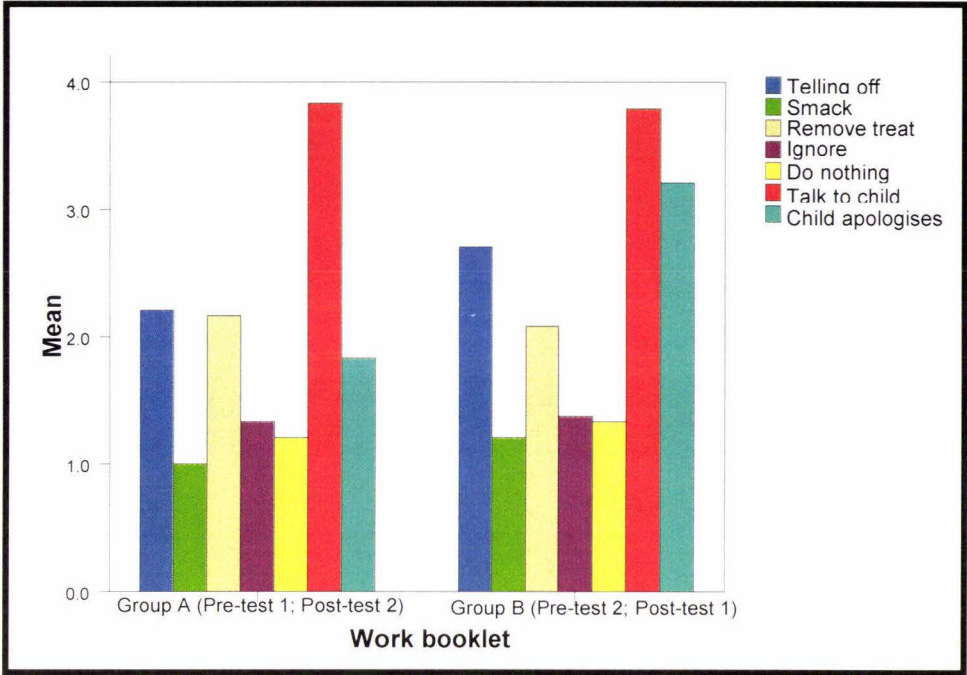


Figure J17. Disciplinary Responses based on Scenario Six at Pre-test: Mean scores Pre-test for Groups A and B (out of total score of 4).

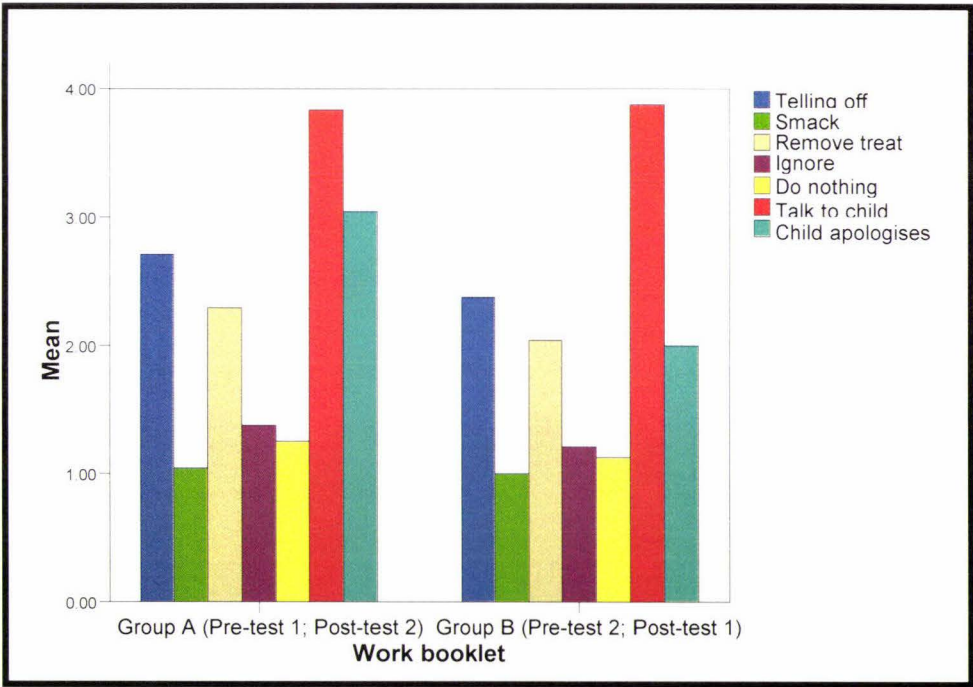


Figure J18. Disciplinary Responses based on Scenario Six at Post-test: Mean scores Post-test for Groups A and B (out of total score of 4).