

## ABSTRACT

Title of Dissertation: KOREAN PARENTS' AND ADOLESCENTS' REPORTS OF PARENTING STYLES: A DEVELOPMENTAL STUDY

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The main purpose of this study was to examine differences and relations among Korean mothers', fathers', and adolescent girls' and boys' reports of parenting styles, distinguishing possible differences in early and mid-adolescence. The following five parenting factors were assessed: warmth/affection, aggression/hostility, neglect/rejection, behavioral control, and psychological control. Differences in individuals' adherence to cultural values as well as the relations among cultural values and parenting styles were examined.

Results revealed differences within and across parents' and adolescents' reports of parenting styles. For example, mothers were more warm, aggressive/hostile, behaviorally controlling, and psychologically controlling than fathers. Boys also reported more parental behavioral control and neglect/rejection than girls. Developmental comparisons showed that younger adolescents and their parents reported the use of more parental behavioral control than older adolescents and their parents.

Comparisons with regard to the relations among parenting styles showed that behavioral control is not always positively associated with warmth among Koreans. More specifically, maternal behavioral control was associated with maternal warmth for boys, but not for girls. In addition, psychological control was not a consistent negative predictor of warmth among Koreans. For example, adolescents' perceptions of maternal psychological control negatively predicted warmth for older, but not younger adolescents.

Assessments also revealed that parents adhered more to Asian cultural values than their adolescent children. Cultural values moderated the relations among parental dimensions of warmth and control. For example, fathers with high adherence to Asian cultural values associated expressions of behavioral control with those of warmth. Fathers with low adherence to Asian cultural values, however, associated expressions of behavioral control with both warmth *and* aggression/hostility.

Overall, differences in reports of parenting styles as well as differences in the relations among cultural values and parenting styles for mothers, fathers, and adolescent boys and girls revealed the complexity in the forms and functions of parenting styles among Koreans. Results also revealed the importance of examining developmental differences in parental expressions and adolescents' perceptions of parenting styles.

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A DEVELOPMENTAL STUDY

by

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## CHAPTER I

### Introduction

Parenting is a phenomenon common to all the world's cultures. Some aspects of parenting can be considered universally important. For example, parents must nurture and provide for the healthy physical development and basic survival of their children (Bornstein, 1995). In addition, certain aspects of parental behavior (e.g., warmth and acceptance) have been found to be associated with, and predictive of, children's normal psychological and behavioral adjustment across cultures (e.g., see Rohner, Khaleque, & Cournoyer, 2005 for review). It is the case, however, that there are more variations than commonalities in the expression and interpretation of parenting behaviors across cultures. Such differences in parenting behaviors may be influenced by many factors including parent personality, child characteristics, and contextual sources of stress (Belsky, 1984). Individual differences and stressors aside, certain values endorsed at the cultural level may set boundaries and limitations within which such differences in styles and perceptions of parenting may occur.

To date, most research regarding parenting has focused on the development of children raised in Western cultures such as the United States. Most of these studies have been initiated by researchers concerned with discovering the optimal *pattern* of parenting conducive to adaptive child development (Darling & Steinberg, 1993). This *pattern* of parenting known as parenting *style* is defined as an emotional climate in which parents' behaviors are expressed (Darling & Steinberg, 1993). Parenting style refers to the type of parent-child interaction that occurs across many situations and includes parental practices and non-direct behaviors such as tone of voice and gestures.

The most common method of assessing parenting style has been to examine parenting along the two broad dimensions of *warmth* and *control* (e.g., Baumrind, 1989; Maccoby and Martin, 1983; Rohner, Khaleque, & Cournoyer, 2005). Generally, researchers have found that parents behaving in an *authoritative* style (a form of parenting characterized as being moderate in parental control and high on parental warmth) are more likely to have children and adolescents who are well socialized, psychologically mature, and academically successful (see Baumrind 1989, 1991). In contrast, *authoritarian* styles of parenting (characterized by high control and low warmth) have been found to be associated with more negative developmental outcomes. Some researchers suggest that children from authoritarian homes tend to be more immature, demanding, impulsive, and less socially competent and reliant (Baumrind, 1971; Mantzicopoulos & Oh-Hwang, 1998; Kim & Gim Chung, 2003).

Differences in the relations among parenting styles and child outcome, however, have been found in intra-ethnic and cross-cultural research. For example, whereas in samples of European American children, authoritarian styles of parenting are often related to timid, fearful, and compliant behaviors, such parenting styles have been associated with assertive behavior among African American girls (Baumrind, 1972). In studies of academic achievement, it has been found that European American adolescents reared in authoritative homes achieve greater academic success than European American adolescents who report having authoritarian parents (Steinberg & Silk, 2002). The same association between authoritative parenting and academic achievement, however, has not been found for Asian or Asian-American adolescents (Steinberg, Dornbusch, & Brown, 1992). In fact, in studies of Korean parenting styles, high parental control has been

associated with adolescent perceptions of parental warmth (e.g., Pettengill and Rohner, 1985).

Understanding and interpreting such cultural variations in the relations among parenting styles and child outcome, however, have been difficult to assess due to current limitations in the conceptualization and methodology of parenting styles research. First, the current method of assessing parenting styles may not be appropriate for non-western cultures or cross-cultural comparisons. As noted above, most research on the topic of parenting styles derives from research and methods developed and conducted in North America. Fundamental differences in parenting styles may exist across cultures, but may be overlooked in current measures of parenting styles that have been developed primarily in Western cultures (e.g., Baumrind, 1989). In addition, the following *general* limitations in the parenting styles research may contribute to the difficulties in the accurate assessment of parenting styles in other cultures. First, most of the information regarding parenting has focused on the mother as parent. Little is known regarding differences in parenting styles as reported by both mothers *and* fathers. And relatively little is known about parenting from the perspectives of the parents' children. Furthermore, even less is known regarding the perception of parenting styles by sons versus daughters. Thus, the extent to which parents and children agree or disagree about parenting styles is relatively unknown. Finally, there is limited *developmental* research examining parenting styles. For example, differences in perceptions of parenting styles by young- and mid-period adolescents have not been adequately distinguished.

The parenting styles research is also limited insofar as culture is concerned. Despite recent advances in the conceptual understanding of culture, cultural variations of

parenting styles have been attributed to *group* differences in the general orientation of values, goals, and ideologies endorsed at the *cultural* level. For example, differences in behaviors across cultures have been attributed to two main conceptualizations of culture labeled *Individualism* and *Collectivism* (e.g., Hui & Triandis, 1986; Triandis & Gelfand, 1998; Hofstede, 1980). This conceptualization of culture, however, does not account for *individual* differences in adherence to values endorsed at the cultural level. It also does not regard culture as a *changing* phenomenon. More recently, researchers have conceptualized culture as a subjective representation of *values* and a psychological reality that is best assessed at the individual level (e.g., Killen & Wainryb, 2000).

One particular cultural group that may be misunderstood in the current literature as a result of limitations in culture and parenting styles research are Asians. Asians comprise those with ethnic origins or roots in regions of East Asia (e.g., China, Japan, and Korea), South Asia (e.g., India, Pakistan, Nepal, Bangladesh, and Sri Lanka), and Southeast Asia (e.g., Vietnam, Laos, and Cambodia). In general, Asians have often been labeled as “collectivistic” in cross-cultural parenting research. Behaviors examined in these cultures have often been attributed to their traditional ideologies rooted in historical and religious orientations (e.g., Confucianism in East Asian cultures). Researchers, however, have not specifically assessed individuals’ *current* cultural perceptions of Asian values, perhaps overlooking the changing nature of Asia’s cultural orientations in recent history. Many Asian cultures are undergoing rapid economic and sociocultural changes, yet many researchers still view the forms and functions of Asian styles of parenting based on assumptions regarding collectivistic traditions and ideologies. Perhaps the most significant weakness in studies of Asian populations is the failure to recognize that not all

Asians believe in or practice similar behaviors. By including all groups of Asians as a conceptually similar collective, researchers have failed to acknowledge unique differences between individual countries with regard to, for example, parenting styles. By so doing, researchers may have over-generalized the nature of their findings.

Given the limitations of parenting styles research with regard to culture, especially Asian culture, the present study contributed to the existing research in the following ways. First, parenting styles within a *single* Asian culture were examined. More specifically, I focused on Korean mothers, fathers, and their adolescent children. The sample was born and lived in South Korea at the time of the study. Only families with both mothers and fathers were of interest. A culturally sensitive measure of parenting styles was used to examine the widest spectrum of parenting styles most relevant to Koreans (e.g., behavioral *and* psychological control). Thus, the first goals of this study were to (1) examine differences between mothers', fathers', and adolescents' reports of parenting styles (e.g., behavioral control, psychological control, warmth/affection, aggression/hostility, and neglect/rejection), and (2) examine behavioral control and psychological control (control dimensions) as predictors of warmth/affection, aggression/hostility, and neglect/rejection (warmth dimensions), separately for mothers, fathers, and adolescents.

Second, culture was assessed by examining individuals' cultural values. Whereas past research has focused on differences in parenting styles as a function of cultural ideologies or values varying at the group level, differences in adherence to cultural values at the individual level were assessed. Thus, *individuals'* mental representations of culture were assessed among Koreans by examining their adherence to a set of traditional Korean

values. The second goal of this study was to examine similarities and differences in mothers', fathers', and adolescents' adherence to cultural values.

Finally, the relations among cultural values and parenting style were assessed. In the extant research, it is unknown whether adherence to Korean cultural values is meaningfully predictive of parental expressions of parenting styles. Whether or not the relations between parenting styles are influenced by adherence to Korean cultural values is also unknown. Thus, the final goals of this study were to assess (1) cultural values as a predictor of parental expressions of parenting styles and (2) cultural values as a moderator between dimensions of parental warmth and control.

Unlike previous research, in this study, mothers, fathers, *and* their adolescent sons and daughters completed all measures with regard to cultural values and parenting styles. I further distinguished between younger and older adolescents in an attempt to capture the possibility of developmental differences in both parents' and adolescents' adherence to cultural values and reports of parenting styles.

Korean culture provided the focus of this study for several reasons. First, Korean culture has been regarded as a collectivistic nation. In recent decades, however, Koreans have experienced a great deal of cultural change. Due to modernization and the influence of Western culture, life in Korea has changed in the direction of greater democracy and an acceptance of principles of equality (e.g., there is more opportunity for women to hold political positions of power; there are more equal expectations for boys *and* girls to succeed in school) (Soh, 1993). In the familial context of Korea, however, parenting styles and roles have, in large part, remained rooted in Confucian ideals of traditional roles and filial piety (Cho & Shin, 1996; Hurh, 1998). The cultural ideologies and values

endorsed at the cultural level and at the familial level may contradict each other. Such differences may lead to greater variability in cultural values endorsed by members of a family. Given that parenting is in large part shaped by culture, a main goal of the current study was to assess whether or not individuals' adherence to cultural values is related to reports of parenting styles similarly for Korean mothers, fathers, and adolescent boys and girls.

In the current study, the focus was on *early* and *middle* adolescence. Previous studies have examined a wide adolescent age range, disregarding developmental differences that may be related to variations in perceptions of the forms and functions of parenting styles in early or middle adolescence. For example, in Western culture, a sense of autonomy and independence is more important for older than younger adolescents (Conger & Ge, 1999; Steinberg & Morris, 2001; Fuligni, 1998). Within this cultural context then, older adolescents and their parents may report behavioral control to be more negative than younger adolescents and their parents. Whether or not there are similar developmental differences in cultural understanding and reports of parenting styles among Koreans is unknown.

## CHAPTER II.

### Literature Review

#### *Overview*

In this chapter, three areas of literature relevant to the design of this study will be presented. First, I review the *general* theoretical importance, concepts, and empirical research with regard to parenting styles, particularly in adolescence. Limitations and alternate methods of assessing parenting styles will be discussed. Second, I review the ways in which culture has been conceptualized in past research to interpret and understand differences in perceptions of parenting styles. Limitations and alternate views of culture (e.g., assessing culture via cultural values) and its relation to parenting styles will be addressed. Third, a more narrow focus on *Korean* culture, parenting styles, and the relations among cultural values and parenting styles is examined. An overview of the current study, including the main goals and hypotheses is presented at the end of the chapter.

#### *Parenting Styles*

In general, most research regarding parenting behaviors have been initiated by theoretical concerns regarding the role of parents' behaviors on children's socialization. For example, Hartup (1985) theorized that it is within the parent-child interaction context that children acquire basic skills, such as language and impulse control, learn proper social interaction patterns and expectations, and develop problem solving skills. Adaptive childrearing strategies expressed in the parent-child interaction context have also been theorized to be beneficial in equipping children with the necessary means to become a successful member in society (Bornstein, 2002).

To address these concerns, researchers have examined parenting behaviors in two ways. One way in which parenting has been defined and described stems from the literature on *parenting practices*. Parenting practices refer to goal-directed attempts by parents to influence children's competence or development in a particular manner (Darling & Steinberg, 1993). For example, parents wishing to direct their child toward high academic achievement may provide a child with a tutor. While much early work began with the assessment of particular parenting practices in relation to child "outcomes," inconsistencies and difficulty in examining parenting in this manner gave way to the conceptualization of parenting in a more general manner.

Given the complex nature of relating specific parenting practices to particular domains of child development, the conceptualization of *parenting styles* was developed as a heuristic device to assess parenting on a more global level. Parenting styles have been defined by Darling and Steinberg (1993) as an emotional climate in which parents' behaviors are expressed. Parenting styles describe the type of parent-child interaction that occurs across situations and includes parental practices and non-direct behaviors such as tone of voice, gestures, etc. Assessing parenting in this way is important because there is some evidence to suggest that the same parenting practices may have different outcomes when they are expressed with one parenting style than when implemented with another (Darling & Steinberg, 1993; Steinberg, Lamborn, Dornbusch, & Darling, 1992). For example, parental affection (e.g., hugging, kissing) may be typically perceived as a positive parenting practice. If this kind of parental affection is expressed in a type of emotional climate that is usually less warm or overly controlling, however, this parental practice may not be received in a similar manner. While the important contribution of

examining parenting via parenting practices is not to be ignored (see Darling & Steinberg, 1993 for a review), in the proposed study, I focused on parenting styles in order to assess parenting in a more comprehensive manner.

*Constructs of Parenting Styles.*

Traditionally, research regarding parenting styles has been viewed as comprising the two major dimensions of *warmth* and *control*. Baumrind's (1971, 1991) typology of parenting styles, in particular, has been the most influential conceptual framework for research concerning parenting. In this framework, Baumrind identified three types of parenting styles; authoritative, authoritarian, and permissive. *Authoritarian* parenting is described as being low in warmth and strict control, and more likely to be restrictive, punitive, and power assertive (with little explanation). *Authoritative* parents are described as high in warmth and firm control. They hold high standards of excellence, grant appropriate autonomy, provide emotional support, are reasonable and flexible, and choose to use verbal communication *and* power to achieve their parental objectives. Parents who are *Permissive*, are perceived as being high on warmth and low on control. They take a more relaxed approach to parenting by making few demands, allowing children to regulate their own activities, and being non-punitive.

*Limitations of Baumrind's typological constructs.* A limitation to this measurement of parenting style is that the three types of Baumrind's parenting style do not cover all the dimensions of parenting. Kim and Rohner (2002) have noted that none of Baumrind's categories include moderate control. Only low/lax, firm, and strict/restrictive control are assessed. This taxonomy also does not assess the following combinations of parenting styles: high warmth/acceptance and strict control, or rejection

and firm control, or low warmth and low control (this latter construct, as I will discuss shortly, was later recognized by Maccoby & Martin (1983) as the indifferent/uninvolved style of parenting). In fact, the current categories may not apply to a majority of parents and their parenting styles, particularly for research conducted outside of the United States or of minorities within the United States. Many researchers have had to omit a large percentage of their participants to create Baumrind's categories. For example, in a study of ethnic minorities, Fletcher, Steinberg, and Sellers (1999) had to omit one-third of their sample to create Baumrind's categories of parenting style. Similarly, Kim and Rohner (2002) found that within a Korean-American sample, only 26% fit *any* of Baumrind's categories. Thus, in the present study, I used an alternate method of examining Korean parenting styles. This alternate view of parenting styles is reviewed in the following section.

*Alternate constructs of parenting styles.* Researchers have elaborated and added new dimensions to Baumrind's conceptualization of parenting styles. Maccoby and Martin's (1983) concept of parenting, for example, updated Baumrind's concepts and plotted them in a two-dimensional space created by the orthogonal constructs of parental-warmth (acceptance-rejection) and control (permissiveness-strictness). This approach does not force participants to fit into a particular category of parenting. It is also different from Baumrind's categories in that in Maccoby and Martin's orthogonal framework (1983), control is measured by the degree of demandingness. Baumrind's constructs use other features including restrictiveness, autonomy granting, and coerciveness. In addition, Maccoby and Martin's (1983) conceptualizations suggest a fourth style of parenting -- *Indifferent* or *Uninvolved*. Parents who are indifferent or uninvolved are

perceived to be low on the dimensions of control and warmth. These parents lack affection for their children, are not committed to their roles as parents, and set few limits for their children.

Another conceptualization and measurement of parenting styles is offered by the *Parental Acceptance-Rejection Theory* (Rohner, 2005, Rohner, Khaleque, and Cournoyer, 2005). According to this evidence-based theory, children and adults around the world have been found to organize their perceptions of parental acceptance or lack thereof on four classes of behavior: physical and verbal *warmth/affection* (e.g., kisses, hugs, praise, compliments), physical and verbal *hostility/aggression* (e.g. hits, kicks, being unkind, curses), *indifference/neglect* (e.g., physical and psychological unavailability of parent), and *undifferentiated rejection* (e.g., the child feels unloved, unappreciated, or uncared for even if there are no behavioral indications of neglect). These different behaviors comprise the *warmth* construct. In addition, similar to Maccoby and Martin's framework, behavioral control is regarded as an orthogonal construct along a separate dimensional framework of *control*.

The particular forms of behavior that connote each parenting style, however, are conceptualized to be subjective and in large part interpreted through one's own cultural and personal lens. Thus, an important conceptual feature of the Parental Acceptance-Rejection Theory (Rohner, 2005, Rohner, Khaleque, and Cournoyer, 2005) is its emphasis on individual and cultural variability in the expression and interpretation of parenting behaviors. To date, the measure developed from this theory, the *Parental Acceptance-Rejection/Control Questionnaire (PARQ)*; Rohner & Khaleque, 2005), has been used extensively in cross-cultural research, including studies of Koreans and Korea-

Americans (e.g., Kim, 2005; Kim & Choi, 1994; Kim & Rohner, 2002; Rohner & Pettengill, 1985). Findings suggest that the items on this measure are culturally sensitive and reliable (see Rohner, Khaleque, Cournoyer, 2005 for review). Given that this measure also assesses similarities and differences in reports of current parenting styles for mothers, fathers, and their children, I assessed Korean parenting styles using this measure in the present study.

More recently, there has also been a resurgence of interest regarding a particular form of parenting style known as *psychological control*. More specifically, researchers have examined the distinction between psychological control and behavioral control (e.g., Barber, 1996; Barber & Harmon, 2002; Gray & Steinberg, 1999; Mills & Rubin, 1998). According to Steinberg (1990), behavioral control has to do with parental attempts to monitor, supervise, and set limits on behavior (e.g., setting curfews). Behavioral control focuses on regulation of behavior and activities without impeding on or manipulating others' thoughts and ideas (Barber, 1996). In contrast, *psychological control* refers to intrusions on the psychological and emotional development of children (Barber, 1996). Parental behaviors that are intended to manipulate children's behaviors through guilt, shame, love-withdrawal, or criticism are examples of psychological control. While some indices of psychological control are imbedded in the parenting styles measures described thus far (such as the authoritarian construct), most researchers have not clearly examined the unique contribution of psychological control on development, particularly in non-Western cultures.

The psychological control construct is derived from the research of Becker (1964) and Shaefer (1965a, 1965b). To these scholars, psychological control is considered a

negative style of parenting that inhibits a child from developing as an independent individual. In Western research, empirical findings support the notion that psychological control is related to negative adjustment, and that it is conceptually distinct from behavioral control and parental acceptance/warmth (Barber, 1992; Barber et al, 1994; Shek, 2006; Steinberg, 1990; Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Dornbusch, & Darling, 1992). Whether or not psychological control is interpreted in a similar manner across cultures is relatively unknown.

Thus, in the present study, a measure of psychological control was used in addition to the *Parental Acceptance-Rejection Questionnaire* (Rohner, 1991; Rohner & Khaleque, 2005) in order to assess the widest spectrum of parenting styles. Based on previous research and theoretical speculations regarding the salience and function of psychological control within the Asian cultural context (e.g. Fung, 1999; Kim & Park, 2006; Miller, Fung, & Mintz, 1996; Miller, Wiley, Fung, & Liang, 1997; Yang, 1999; Yang & Rosenblatt, 2001), the distinction between behavioral control and psychological control was theorized to be particularly important to address.

#### *Parenting Styles in Adolescence: Empirical Research*

Most often, researchers have examined the constructs of parenting styles in *relation* to child and adolescent development in the context of Western cultures. In general, findings regarding European American adolescents show a consistent pattern of relations among parenting styles and adolescent development. For example, adolescents who have been reared in authoritative homes are more psychosocially competent than peers who have been reared in non-authoritative homes (e.g., Steinberg, 2001; Steinberg & Morris, 2001; Steinberg, Dornbusch, Brown, 1992). Adolescents from authoritative

homes are more responsible, more self-assured, more adaptive, more creative, more curious, and socially skilled. In addition, adolescents reared in authoritative homes are less likely to report psychological distress such as depression and anxiety (e.g., Steinberg & Silk, 2002; Wagner et al., 1996), and less likely to engage in antisocial behavior such as delinquency and drug use (Steinberg & Silk, 2002) than peers reared in non-authoritative homes. A strong relation between authoritative parenting and adolescents' academic achievement has also been found for European American adolescents (e.g., Steinberg & Silk, 2002; Steinberg, Dornbusch, Brown, 1992).

In contrast, authoritarian parenting has been found to be related to lower psychosocial maturity (lower self-reliance, identity, and ability to complete tasks) in American adolescents (e.g., Mantzicopoulos & Oh-Hwang, 1998). In addition, they are less socially adept, less self-assured and less intellectually curious (Steinberg & Silk, 2002). Researchers have also related authoritarian parenting to both dependent and passive behaviors (e.g., Lamborn, Mounts, Steinberg, & Dornbusch, 1991) *and* more externalizing problems such as aggression (e.g., Chen, Dong, & Zhou, 1997).

Neglectful/indifferent parenting styles (especially when coupled with abusive behavior) have also been found to be negatively associated with adolescent development. More specifically, this styles of parenting are negatively associated with adolescents' mental health and development including depression and behavior problems (e.g., Crittenden, Claussen, & Sugarman, 1994; Kim, Cicchetti, 2006; Strauss & Yodanis, 1996). Adolescents reared in permissive homes have been found to be impulsive and likely to be exhibit delinquent behaviors involving gender, drugs, and alcohol (e.g., Fuligni & Eccles, 1993; Lamborn et al., 1991). Research suggests that adolescents of

permissive parents are often less mature, more irresponsible, more conforming to their peers, and less able to assume positions of leadership than children raised in authoritative homes (e.g., Steinberg & Silk, 2002).

Finally, findings comparing the function of behavioral and psychological control on adjustment reveal important differences. For example, existing literature finds that while unregulated behavioral control is more directly associated with externalizing problems (impulsivity, aggression, delinquency, drug use, and general precocity), greater psychological control is consistently correlated with dependency, alienation, and problems of an internalizing nature such as social withdrawal, low self-esteem, depressed affect, and feelings of guilt (see Barber, 1996 for a review). Barber (1996) suggests that this distinction may be important in assessing the various patterns of adolescent adjustment associated with authoritarian parenting. As noted above, some adolescents of authoritarian parents have been found to display more passive and dependent behavior whilst others have been found to display problems of an externalizing nature such as aggression (e.g., Crittenden, Claussen, & Sugarman, 1994; Fuligni & Eccles, 1993; Kim, Cicchetti, 2006; Lamborn et al., 1991; Maccoby & Martin, 1983; Strauss & Yodanis, 1996). Barber (1996) suggests that making the distinction between behavioral and psychological control of authoritarian parenting could help to explain why some children of authoritarian parents are more “subdued” and others “out of control” (Maccoby & Martin, 1983, pg.44).

Insofar as parenting styles among Asian cultures is concerned, this distinction may be especially important given that there have been some inconsistent findings and conceptualizations with regard to the function of psychological control. For instance,

similar to Western research, some studies suggest that behaviors related to psychological control are distinct from behavioral control and that it is associated with negative outcomes (e.g., Lau & Cheung, Greenberger & Chen, 1996). In other research, findings suggest that parents are perceived to be warm despite reports of behaviors related to psychological control (e.g., Kim, 2005). In fact, some researchers suggest that psychological control, particularly shame and guilt induction, are important to Asian socialization and culture (e.g., Fung, 1999; Kim & Park, 2006; Miller, Fung, & Mintz, 1996; Miller, Wiley, Fung, & Liang, 1997; Yang & Rosenblatt, 2001). Further clarification of psychological control and behavioral control, particularly in Asian cultures is warranted.

The knowledge gained from this line of research has been beneficial in many ways. First, research in Western cultures has demonstrated empirically, the general importance of examining parenting styles in adolescence. Second, consistent relations among particular parenting styles and adolescent development have allowed researchers to determine the pattern of parenting that is most appropriate for adolescent development within Western cultures. For example, authoritative styles of parenting can be considered to be the most appropriate forms of parenting in the U.S.A. whereas greater control or the lack thereof exercised by authoritarian, permissive, and indifferent/neglectful parents connotes more negative styles of parenting.

*General limitations of parenting styles research.* Current knowledge with regard to parenting styles is somewhat limited. First, developmental considerations with regard to parenting styles have not been adequately addressed. Research with regard to parenting styles in adolescence has been examined, but most often, in relation or

predicting to developmental outcomes such as academic and psychological development (e.g., Kim & Rohner, 2002; Steinberg, Dornbusch, & Brown, 1992; Kim, Cain, & McCubbin, 2006). The primary purpose of such research has been to understand the function or predictive value of parenting styles in one period of adolescence. Less attention has been given to examining differences in reports of parenting styles across two different age groups in adolescence. As such, little is known with regard to differences in reports of parenting styles for younger and older adolescents. The relations among parenting styles for younger and older adolescents are also unknown (e.g., do adolescent perceptions of maternal behavioral control positively or negatively predict maternal warmth).

Developmental considerations with regard to perceptions of parenting styles, however, are important to consider. For example, beginning in early adolescence, children grow in cognitive abilities so that they are able to think more about the abstract and hypothetical than younger children (Steinberg & Silk, 2002). They are able to consider situations and problems in a more multidimensional and relativistic manner (Keating, 1990). These advances are related to the ability of adolescents to be more introspective in evaluating themselves and others. Such cognitive advances are also related to adolescents' realizations that the social conventions and moral standards that parents uphold may be subjective (e.g., Steinberg & Silk, 2002; Smetana & Asquith, 1994; Yau & Smetana, 1996). Thus, adolescents may begin to question parental authority and assert their own authority at this time, particularly for decisions for which adolescents perceive as matter of personal choice (e.g., Conger & Ge, 1999; Fuligni, 1998; Steinberg & Morris, 2001; Smetana, 1995). Furthermore, adolescents' social

relationships may change in that adolescents spend more time with and rely on peers than parents (Burhmester, 1996; Savin-Williams & Berndt, 1990; Steinberg & Silk, 2002).

The physical, cognitive, and social changes that occur during adolescence drive adolescents to seek greater autonomy and independence from their family and establish their identity (Steinberg & Silk, 2002).

It is hypothesized, that in *early* adolescence, parents may not necessarily acknowledge their adolescents' first attempts to attain greater authority and may continue to exercise high levels of behavioral control. Young adolescents' perceptions of parenting styles may not be favorable during this time because parents may not have adapted to the new set of adolescents' developmental expectations (Steinberg & Silk, 2002). Whether or not these developmental patterns are associated with differences and relations among adolescents' and parents' reports of parenting styles in the early and middle years of adolescence across cultures are unknown. Some developmental research among Asian cultures, however, suggest that parents do change their expectations for children as a function of age (e.g., Ho, 1986; Jose, Huntsinger, Huntsinger, & Liaw, 2000), but researchers have not readily assessed differences in *parenting styles* across development.

Second, parenting researchers have focused largely on the mother as parent or have considered only the perspectives of adolescents (e.g., Rohner & Pettengill, 1985; Kim & Rohner, 2002; Chao, 1994; Lin & Fu, 1990; Kim & Chung, 2003). There is a lack of research concerned with *paternal* parenting styles in adolescence. Thus, researchers have overlooked the possibility that maternal and paternal expressions of parenting styles may differ. Heavy reliance on mothers' reports and the lack of research

including fathers' reports of parenting styles in past research may have created a "fiction of convenience" (Pedersen, 1981 as cited in Maccoby & Martin, 1983, pg. 57).

Furthermore, distinctions between adolescent boys' and girls' perceptions of maternal and paternal parenting styles as well as differences influenced by specific parent-adolescent relationships (mother-son vs. mother-daughter) have not been readily assessed. To address these limitations, the present study focused on developmental differences in parenting styles as indicated by parents themselves and by their early- and mid-period adolescent children. Parenting styles were examined for mothers, fathers, and from the perspectives of adolescents, distinguishing boys and girls. Finally, as described in the review of the literature above, further research with regard to behavioral control and psychological control were explored.

#### *Role of Culture*

A comprehensive assessment and understanding of parenting styles cannot be achieved without also considering the context within which behaviors are expressed. According to Bornstein's (1995) conceptual framework of form and function, for example, the consideration of context (e.g., culture) is important for understanding both the form (e.g., authoritative parenting style) and function (the interpretation or meaning of parenting styles) of behavior. In this conceptualization, culture is theorized to afford different meaning to behaviors (e.g., parenting). While there are varying levels of context (e.g., family, peer group, neighborhood, economy, physical ecology, etc.) that can offer meaning to behavior, the present study focused primarily on the particular role that culture may have on current perceptions of parenting styles via cultural *values*.

Values, as assessed generally in research, have been defined in a variety of ways. Some researchers have defined values as “enduring characteristics with a high degree of stability” (Grusec, Rudy, & Martini, 1997 pg., 267). Others have defined values as “universalistic statements about what we think is desirable or attractive” (Smith & Bond, 1994, pg., 52). Values have also been defined as “mental programs” that guide individuals to have a “broad tendency to prefer certain states of affairs over others” (Hofstede, 2001, pg., 5). Values, in general, are considered to be different from behaviors in that values allude to what a person sees as desirable behavior across situations; values can be used to examine an individuals’ motives and characteristics. Constructs such as beliefs, attitudes, and personality have also been used to infer values in psychological, cross-cultural, and developmental research (Hofstede, 2001). Whereas specific beliefs and attitudes regarding parenting practices are important to assess, the current study concerned the relations among parenting styles and adherence to values or ideologies endorsed at the cultural level. Often times, values are influenced by a given culture’s dominant religion, history, tradition, and/or economic circumstances. Thus, in this study, values were referred to as *cultural values* and were hypothesized to be internalized through socialization.

The relation between cultural values and reports of parenting styles has been suggested to be an important aspect of Western parenting. For example, the positive relation between authoritative parenting and positive adolescent development has been suggested to be associated with the American endorsement of individualistic values including: attainment of autonomy, assertiveness, competence, and personal achievement (e.g., Hui & Triandis, 1986; Triandis & Gelfand, 1998; Hofstede, 1980). Within the

context of the U.S. culture then, it can be expected that parents who encourage discussion and socialize competence in children (e.g., authoritative parents) are more likely to have children who are well adapted. Culture in this respect can be assumed to play a role in development and parenting by establishing a certain *orientation* of values and beliefs.

Researchers have often cited differences in the forms and functions of parenting styles *across* cultures to further support this assumption. For example, whereas authoritative parenting has been associated with positive development in both European American and Asian cultures (e.g. Chiu, Feldman, & Rosenthal, 1992; Lim & Lim, 2003; Wagner et al., 1996), variations in the relation between authoritarian parenting and particular domains of adolescent adjustment has been found across these two groups. More specifically, Asian students, whose parents tend to be more authoritarian, do better in school performance (e.g., higher grades), than European American students whose parents are more likely to evidence an authoritative style of parenting (e.g., Steinberg, Dornbusch, & Brown, 1992). Similarly, it is known that whereas behavioral control has been associated with negative indices of parenting among European American adolescents, it has been associated with positive indices of parental acceptance and warmth among Korean adolescents (Kim, 2005; Pettengill and Rohner, 1985).

This latter paradox has been theorized to be a function of the cultural context within which Asians live. Researchers have suggested that in Asian cultures, in accordance with more collectivistic ideologies (e.g., fitting in, attending to others, and importance of maintaining order and hierarchical relationships), that authoritarian parenting may be more appropriate and not necessarily associated with negative adolescent outcomes. Typically, cultural differences in behavior have been attributed to

the two constructs of *Individualism* and *Collectivism* (Hui & Triandis, 1986; Triandis & Gelfand, 1998; Hofstede, 1980). As noted above, in an *individualistic* society (e.g. U.S.), individuals value autonomy, independence, assertiveness and personal achievement. In a *collectivistic* society, the emphasis is on attending to others, fitting in, and having harmonious interdependence. Lau and Cheung (1987) have termed this method of interpretation as the *cultural-differences* approach or assumption.

#### *An Alternate View of Cultural Values*

Labeling a certain nation as having either an individualistic or collectivistic orientation or value may oversimplify the complexities found within and across cultures. More recently, researchers have proposed that this dichotomy may be too broad and that more differences than similarities in values are found *within* cultures (Killen & Wainryb, 2000; Turiel, 1998). Killen and Wainryb (2000) suggested that all cultures have a coexistence of individualistic and collectivistic values. The proportions of individualistic and collectivistic values, however, may differ within a culture. Moreover, the adherence to the values endorsed at the cultural level may not relate directly to the values of every individual or family within a culture. In other words, individuals may take an active role in the construction of values, giving and taking meaning from their culture (Harkness & Super, 1992). In this respect, culture is highly subjective and represented in the *mental* knowledge, skills, precepts, and schemes of an individual (Cole, 1999). According to this perspective, the assessment of cultural values should not be based only on assumptions of values at the cultural level (e.g., individualism or collectivism), but also conceived as being represented in the values and beliefs of *individuals* (Killen & Wainryb, 2000). This conceptualization of culture is beneficial in that it allows for a coexistence of values both

at the cultural and individual level, accounting for the complexity of individual's thinking and experiences within and across cultures (Killen, 1997).

Thus, in the present study, I assumed that all individuals have coexisting individualistic and collectivistic values. Varying proportions of individualistic and collectivistic values were expected in all participants. In general, I expected that individuals would be more likely to act in ways that are consistent with the dominant orientation of values and ideologies of their culture, given that they are more likely to be exposed to the teachings and experiences that their culture provides. At the same time, I also assumed that not *all* members within a culture adhere to the same set of broad value orientations, especially when there is more than one set of cultural values endorsed in their culture. Cultural values were expected to be subjective and fluid. Since cultural values may vary from one culture to another, the specific set of cultural values that were examined in the current study are highlighted in the following section.

#### *Focus on Korean Culture, Cultural Values, and Parenting Styles*

The focus of the current study was on *Korean* parenting styles and cultural values. Korea has been indicated to be one of the fastest modernizing countries on earth (Alfred, 1999). Whereas Koreans still practice and endorse many collectivistic traditions (e.g., maintaining hierarchical relationships and attending to others), they are also thought to be one of the most individualistic of Asian cultures (Alfred, 1999). Changes to this Confucian-based nation have noticeably changed due to Korean women's attainment of higher education, democratic ideology, and industrialization (Kim & Park, 1997). Such exposure and experience with contrasting values endorsed by Confucian traditions/values

and Western ideologies may be responsible for slight shifts or differences in the values and acceptable behaviors (e.g., parenting styles) that Koreans once held.

One strength of this study is the focus on just one Asian culture. In previous research, many Asian cultures have been examined as a collective cultural group (e.g., Greenberger & Chen, 1996; Rhee, Chang, & Rhee, 2003; Steinberg, Dornbusch, & Brown). Not all Asian cultures, however, endorse the same set of values or adhere to them to the same degree (e.g., Kim, Yang, Atkinson, Wolfe, & Hong, 2001).

In order to better understand and interpret Korean perceptions of parenting styles and relate them to varying cultural values, I first highlight the current cultural context of Koreans by presenting the historical ideologies and traditions that have guided the social and familial structure of Koreans. This overall depiction of the broader traditional ideologies guiding Korean culture is followed by a narrower focus on the current practices, family structure, and gender expectations of Korean families.

Next, I present the empirical research and limitations with regard to Korean parenting *styles*. Then, I discuss the current empirical research and limitations with regard to Korean cultural values and define the set of cultural values that were examined in the current study. Finally, I discuss the possible relation between Korean cultural values and perceptions of parenting styles. Following each review of empirical research and limitations with regard to Korean parenting styles, cultural values, and the relations among parenting styles and cultural values, I discuss the general questions and expectations of the current study.

### *Traditional Ideologies Endorsed by Korean Culture*

The traditional cultural ideologies of Korea are rooted in collectivistic traditions stemming from a history of wide acceptance and practice of Confucian beliefs as well as reliance on an agricultural economy (Chao & Tseng, 2002; Kim & Choi, 1994). The ultimate goal of Confucianism is peace and harmony in the self, family life, national life, and ultimately peace in the world (King & Bond, 1985; Lam 1997). The way to attain this ultimate goal begins with the cultivation of an orderly and loving life in the family. The family is, therefore, given the highest priority. Primary obligations and responsibilities are to the family, and children are expected to remain emotionally and financially attached to parents throughout the lifetime (Lam, 1997). Of these family relationships, the father-son relationship, in particular, acts as the prototype of all other relationships. In other words, this relationship serves to represent the mutual responsibility and hierarchical structure central to all relationships (Kim & Choi, 1994). It also represents the definite role and place each member has in society. In the past, acceptance of a patriarchal social structure was influential for the sake of minimizing social conflict and maintaining order (Kim & Choi, 1994; Yi, 1993). Men were placed in superior positions or roles and women in more subordinate roles both in the larger social and familial context. Conformity, dependency, harmony, respect, self-control, and obedience are attributes valued in each member to maintain order and harmony in relationships (Kim & Choi, 1994).

*General orientation of development and related parenting styles.* According to this traditional ideology, children are inherently good and corruption of their nature is brought on by outside influences in the world (Chao & Tseng, 2002). As a result, Korean

parents assume full responsibility for their children's behaviors and outcomes. Given this responsibility, Korean parents tend to exert high levels of control and display extensive involvement in their children's daily lives (Cho & Shin, 1996). Parents may also exert higher levels of psychological control than behavioral control in attempts to allow children to develop an internalized sense of morality and self-discipline (Uba, 1994). In fact, according to tradition, psychological control such as guilt and shame induction are thought to be important and adaptive methods of Korean parenting (e.g., Kim & Park, 2006; Yang & Rosenblatt, 2001). These behaviors have been theorized to be important methods of keeping order, and a method of teaching children to control and conform their behavior to cultural and familial expectations.

*Roles of mothers and fathers.* Both mothers and fathers must emphasize their role as parents by building and protecting proper character (namely self-control and ability to cultivate harmonious relationships) in their children and providing formal education to achieve continuous self-improvement (Ho, 1989). The methods in which each parent cultivates proper development in children, however, are specific to each gender. These different roles in the family are believed to balance a child's character. More specifically, fathers are required to be strict and stern, and mothers are to be benevolent and understanding (Kim & Choi, 1994). Fathers primarily act as the main breadwinner and decision maker in the family, setting the broader rules of the family context. Mothers are responsible for managing household duties and expected to take the primary responsibility of educating and socializing their children (Cho & Shin, 1996). Mothers are also perceived to be the emotional providers of the family. In response to these cultural prescriptions, mothers are thought to develop a more empathetic orientation

toward their children. In other words, they closely identify with the child and consider the child as an extension of themselves. This closeness is expressed in their communication patterns. Mothers speak *for* the child, *on behalf* of the child, instead of *to* the child (Choi, 1990 as cited in Kim & Choi, 1994).

*Roles of parents and children.* The parent-child relationship is given highest honor and is considered more important than the marital relationship (Chung, 1992). The parent-child relationship is given high honor because it brings pride, privilege, satisfaction, and self-esteem to the parent (Lam, 1997). A central concept that describes traditional Korean parenting and expectations of children is *Hyo (filial piety)*. Kim (2006) regards *Hyo* as a guideline for the parent-child relationship and parenting style; a type of guideline that emphasizes specific roles and mutual responsibility of both parent and child. Under these guidelines, the most effective and proper parenting style begins with the parents' own self-cultivation. In this regard, parents should have sufficient education and understanding of child development, expectations, and have proper morals/values to instill in their children. Next, they should model good behavior as well as educate children (both formal teaching and moral education). Both parents are expected to be completely devoted to their children and to sacrifice for their children's well being. Finally, parents are required to respect their children, show generosity, and have trust in them.

Children are required to be thankful for their parents' love and devotion, be respectful, and follow their parents' will. The way this is shown is through self-cultivation of the child (attainment of proper moral values and formal education), ability to be self-controlled, knowledge and practice of proper etiquette. Older, adult children

are called upon to support their parents (physically and emotionally), achieve success in life (via education) and cherish deceased parents (Chung et al, 1996a, 1996b, 1997 as cited in Kim, 2006).

*Gender expectations of girls and boys.* Boys are generally allowed to have more independence and encouraged to explore their environments outside of the home (Drachman, Kwon-Ahn, & Paulino, 1996). Girls are expected to act more demurely in social settings and are discouraged to independently explore their environments outside of the home due to reasons regarding safety and protection of virtue (Min, 1998). Daughters also have more responsibilities in the home. They are expected to assist their mother in preparing meals, cleaning the house and other chores. Boys, however, are not required to assist mothers in this manner (Drachman, Kwon-Ahn, & , Paulino, 1996).

*General ideas regarding adolescence.* Since development in Korean traditional cultural ideology is seen as being more continuous, the period of adolescence is not regarded as a particular “stage”. Rather, it is seen as a time to continue building relationships with others and develop appropriate networks, practicing social skills such as reading subtle cues and reading minds of others to maintain harmonious relationships (Lam, 1997).

#### *Korean Families Today*

While some of these cultural guidelines have been modified or excluded, many are still understood to be relevant and practiced by Koreans living in Korea today. For example, despite changes in the larger social context (e.g., the influence of Western education and values) there seems to be little change in the role expectations of mothers and fathers in the family context. For instance, whereas Korean women now hold more

positions of power in the larger social context, mothers still take the primary role of socializing their children and manage household tasks within the home (Kim & Choi, 1994). For fathers, their role as the primary breadwinner and decision maker have remained traditional both in the larger social *and* familial context (Kim, O'Neil, & Owen, 1996). In addition, expectations regarding parents' and children's' roles have remained intact. In a recent study of Korean parents and children of all ages living in Korea, parents and children were aware of Hyo (filial piety) and agreed that the guidelines regarding thanks, self-discipline/cultivation, physical comfort, respect, and good standing/success in life were still very important and something that parents expected of their children (Kim, 2006).

The main method of attaining success is still through educational success. According to Lee and Larson (2000), Korean adolescents, with age, are given greater responsibilities and pressure to succeed academically. Compared to US adolescents, Korean adolescents were found to spend less time in leisure activities and sleep, and significantly more time involved in schoolwork. Such rigorous academic demands on Korean adolescents were associated with more negative affect and levels of clinical depression compared to their US counterparts.

Keeping with tradition, parents are also more lenient with sons than daughters (Cho & Shin, 1996). Slight changes have been seen, however, for younger, more educated, and urban parents in that they emphasize the emotional aspect of the family function rather than the "institutional functions" (Yang, 2003). Mothers with more modern gender role attitudes have also been found to allow children more independence and freedom (Cho & Shin, 1996). Younger mothers have also been found to be more

likely to endorse Western individualistic values and encourage social assertiveness rather than self-restraint (Park & Cho, 1995). Still, dependency and greater connectedness with parents may be considered a norm for Korean adolescents. For example, in a study of Korean adolescents, individuation was negatively associated with self-esteem for both male and female adolescents (Chun & MacDermid, 1997). Finally, more equal expectations regarding educational attainment for both sons and daughters have evolved, but daughters are still expected to assist mothers in domestic tasks in the home (Lee, 1998; Macdonald, 1996).

Styles of interactions among Korean parents and adolescents today also reflect the traditional goals endorsed by Korean culture. For example, adolescents are still expected to be submissive and obedient to their parents (Lee, 1995; Oak & Martin, 2000). They are deterred from expressing dissenting opinions, and confrontations with parents are discouraged (Min, 1998). There is a lack of expression of behavioral affection and direct communication in Korean parent-adolescent interactions (Hurh, Kim, & Kim, 1979; Min, 1998; Kim & Choi, 1994). Instead, high parental involvement and investment in adolescents' daily lives are still thought to relay a message of warmth and affection (Cho & Shin, 1996).

#### *Korean Parenting Styles in Adolescence: Empirical Research*

So, what are the current parenting *styles* of Koreans? Whereas some information can be gathered from the literature reviewed thus far regarding the general structure, traditions, and *practices* of Korean families, only a handful of studies have been conducted specifically on Korean parenting *styles* in adolescence. In general, studies using the typological approach to assess parenting styles have usually examined Korean-

American parenting styles (e.g., Shraake, 1996). The results of such studies show that Korean-American parents are authoritarian. But the typological approach, as noted above, was developed for studies of Western parenting styles. This approach may not accurately assess Korean parenting styles. For example, traditional Korean parenting styles involve less physical warmth, but high levels of involvement and control. Whereas this traditional style of parenting may be reported by Korean parents and adolescents as a positive form of parenting within the Korean cultural context, the typological approaches of assessing parenting styles can only depict Korean parenting styles as stern and controlling. Variations in the functions of parenting styles according to cultural context are not adequately captured.

Studies assessing parenting styles using the *Parental Acceptance-Rejection/Control Questionnaire (PARQ/Control)* may be more culturally sensitive and reliable (Rohner & Khaleque, 2005). This measure assesses the following subscales: warmth/affection (e.g., hugs, kisses, compliments, kind words), hostility/aggression (hitting, kicking, says unkind or thoughtless things to or about child), indifference/neglect (physical and psychological unavailability of parent), undifferentiated rejection (child just feels unloved even if there is no clear indication of parental neglect or hostility), and behavioral control (e.g., tells the child what he or she should do all the time). Unlike the findings from typological assessments of parenting styles, studies assessing parenting styles from the perspectives of adolescents using the *PARQ/Control* measure show that Korean and Korean-American adolescents generally perceive their mothers and fathers to be warm, loving, and moderately controlling (e.g., Kim, 2005; Kim & Choi, 1994; Kim & Rohner, 2002).

The relations among parenting styles have also been examined. For example, Rohner & Pettengill (1985) found that Korean *adolescents'* perceptions of parental behavioral control were positively related to perceptions of parental warmth, and negatively related to perceptions of parental neglect. These findings were thought to reflect the positive function of behavioral control and involvement in the traditional Korean context. In the same study, adolescents' perceptions of maternal behavioral control were associated with maternal aggression/hostility. Adolescents' perceptions of paternal behavioral control, however, were not associated with paternal aggression/hostility. Adolescents' perceptions of paternal behavioral control were thought to be better received than maternal behavioral control because fathers are traditionally the leaders and major decision makers of the family (e.g., Cho & Shin, 1996).

*Limitations of Korean parenting styles research.* When considering the current limitations of the general parenting styles research reviewed thus far, many more questions with regard to parenting styles, particularly regarding Korean parenting styles, ought to be addressed. First, how do Korean parents parent? Only broad assessments of Korean parenting styles are known, and are usually derived only from the perspectives of Korean adolescents (e.g., Kim & Rohner, 2002; Rohner & Pettengill, 1985). Little is known about Korean parenting styles as reported by mothers, fathers, *and* adolescents. In a study comparing Korean-born and American-born Korean-American adolescents and their parents, Kim (2005) did compare reports of mothers, fathers, and adolescents, but only differences *across* the two Korean-American groups were made. For example, Kim (2005) found that Korean-born adolescents perceived less parental neglect/rejection and

more parental warmth/acceptance than American-born adolescents. *Within* group differences (e.g., comparing reports of Korean-born adolescents, mothers, and fathers) were not assessed.

Differences in reports of parenting styles are also likely to be influenced by specific parent-child relationships (e.g., mother-son versus mother-daughter) due to heightened gender roles and expectations that exist in both the Korean familial and cultural context. Currently, however, research is unclear with regard to gender differences. For example, based on adolescents' perceptions, Rohner & Pettengill (1985) found that Korean daughters perceived fathers to be more restrictive and controlling than sons. But in a study of Korean immigrants, no differences in sons' and daughters' reports of mothers' and fathers' control were found (Rohner, Hahn, & Rohner, 1980).

In addition, key parenting styles such as psychological control have not been studied among Korean parents. Past research suggests that this construct may be particularly prominent in Asian cultures (e.g., Fung, 1999; Kim & Park, 2006; Miller, Fung, & Mintz, 1996; Miller, Wiley, Fung, & Liang, 1997; Yang, 1999; Yang & Rosenblatt, 2001) and, as in Western research, distinct from the functions of behavioral control (e.g., Barber, 1996; Barber & Harmon, 2002; Gray & Steinberg, 1999; Mills & Rubin, 1998).

Second, what are the relations among parenting styles? Little is known of the *relations* among parenting styles for Korean mothers, fathers, *and* adolescent boys and girls. The study conducted by Rohner & Pettengill (1985) suggests some possible relations among parental behavioral control and dimensions of warmth from adolescents' perspectives, but this study did not assess *parental* reports of parenting styles. In

addition, the results of this study may no longer reflect the current forms and functions of Korean parenting styles. In fact, more current research with regard to Korean American adolescents suggests that Korean-born adolescents do not associate parental behavioral control with more parental warmth and less parental neglect (Kim, 2005). For American-born adolescents, parental behavioral control was actually associated with less warmth/acceptance. Similarly, all Korean-American mothers, regardless of their adolescents' birthplace, associated their expressions of behavioral control with less warmth and neglect. Like Korean adolescents (Pettengill & Rohner, 1985), Korean-American adolescents and mothers associated maternal behavioral control with more aggression/hostility (Kim, 2005). In contrast, all Korean-American fathers associated behavioral control with more warmth. For fathers with American-born adolescents, however, behavioral control was associated with more warmth *and* aggression/hostility. While Korean-American parenting styles cannot be said to be the same as Korean parenting styles, findings from this research suggest the possibility that the relations among Korean parenting styles may differ today and that parental reports of parenting styles may differ from adolescents' perceptions. Furthermore, no studies to date have assessed the relations among parenting styles separately for Korean adolescent girls and boys. In addition, the function of parental psychological control and reports of parental warmth/acceptance, aggression/hostility, and neglect/rejection are unknown.

Finally, as noted in the review of the general parenting styles research, little attention has been paid to possible differences in parents' and adolescents' reports of parenting styles across development. Cognitive as well as social differences in adolescence (e.g., early and mid adolescence) may be important in the assessment of how

particular parenting styles (e.g., behavioral control and psychological control) are reported and related to parental warmth, aggression/hostility, and neglect/rejection. Currently, there are no developmental studies assessing differences in reports of Korean parenting styles across adolescence. In addition, the relations among Korean parenting styles have only been assessed through correlational analyses (e.g., Kim, 2005; Rohner & Pettengill, 1985). Researchers have not attempted to *predict* reports of parental warmth/affection, aggression/hostility, and neglect/rejection from behavioral control and psychological control.

Given the above-noted shortcomings, the first goals of the present study were to (1) examine potential differences in maternal and paternal parenting styles as reported by mothers, fathers, and their adolescent children (noting differences by age and gender of adolescent), and (2) examine behavioral and psychological control (control dimensions) as predictors of parental warmth/affection, aggression/hostility, and neglect/rejection (warmth dimensions). Due to a lack of previous research, many of the expectations were based on traditional ideologies endorsed by Korean culture.

*Hypotheses regarding Korean parenting styles.* In line with previous research (e.g., Kim, 2005; Rohner & Pettengill, 1985), Korean parenting styles (as reported by mothers, fathers, and adolescents) were expected to be high in warmth and moderate-to-firm in behavioral control. Due to differences in traditional Korean parenting roles, however, I expected that Korean mothers (the emotional provider and nurturer, e.g., Cho & Shin, 1996) would express and be perceived by their children to be more warm and affectionate than fathers. In addition, because women are often the primary caregivers and socializing agents for their children (Cho & Shin, 1996), mothers were expected to

express and be perceived by their adolescent children to be more behaviorally and psychologically controlling than fathers. This was expected because mothers, as the primary caregiver, were expected to spend more time than fathers in teaching and socializing their children (e.g., Cho & Shin, 1996; Kim & Choi, 1994). Mothers have also been found to spend more time than fathers with their children in both positive *and* negative interactions (Cho & Shin, 1996). Given this finding, I expected that mothers would express and be perceived by their children to be more aggressive and hostile than fathers. Since mothers are the primary caregivers, mothers were not expected to express or be perceived by their children to be neglectful or rejecting. But whether or not mothers would express and be perceived by their children to be more or less neglectful or rejecting than fathers was unknown.

Differences across adolescents' perceptions and parental expressions (e.g., adolescent perception of maternal warmth vs. mother expressions of warmth) of parenting styles were also explored. Since mothers are the primary caregivers, regard their children as extensions of themselves, and report high levels of closeness to their children (Choi, 1990 as cited in Kim & Choi, 1994; Cho & Shin, 1996), I hypothesized that mothers' reports of maternal warmth would be higher than adolescents' perceptions of maternal warmth. Maternal efforts to care, provide for, and love their child was thought to be more salient to mothers than to their adolescent children. Differences in mothers' and adolescents' reports of maternal aggression/hostility, neglect/rejection, behavioral control and psychological control were explored. Differences in fathers' and adolescents' reports of parenting styles were also explored.

Gender differences in adolescents' perceptions and parental expressions of parenting styles were also expected. Given the lack of consistency in past research (e.g., Rohner, Hahn, & Rohner, 1980; Rohner & Pettengill, 1985), expectations with regard to gender differences were based on traditional Korean parenting and expectations. For example, traditionally, girls are expected to act more demurely in social settings and are discouraged to independently explore their environments outside of the home due to reasons regarding safety and protection (e.g., Min, 1998). Thus, mothers, being the primary caregiver and socializing agents (Cho & Shin, 1996), were expected to express more controlling (behavioral and psychological) behaviors toward their daughters than to their sons. Similarly, girls were expected to perceive more maternal behavioral and psychological control than boys. Whether or not differences in maternal expressions of warmth, aggression/hostility, and neglect/rejection would be different for girls and boys were unknown. Due to a lack of previous research, expectations with regard to differences in paternal expressions of parenting styles for girls and boys were also explored.

Developmental differences in reports of parenting styles were examined. Idealistically, given that adolescence is traditionally considered as a time of building skills and attaining greater responsibilities (e.g., Kim & Choi, 1994) older adolescents should not require as much parental control (behavioral and psychological) than younger adolescents. However, Korean adolescents, when compared with European American adolescents, perceive greater dependency and connectedness with parents to be appropriate in adolescence (Chun & MacDermid, 1997). Moreover, traditionally, Korean parents show their love and care by being highly involved in the lives of their children

(e.g., Kim & Choi, 1994). Thus, parents in both early and mid-adolescence could express similar amounts of parental control. In fact, it may be the case that older adolescents and their parents report more behavioral control than younger adolescents and their parents. Given that with age, Korean adolescents are given greater responsibilities and pressure to attain educational success (e.g., Lee & Larson, 2000), older adolescents and their parents may report more behavioral control than younger adolescents and their parents. Due to a lack of previous research, developmental differences in parental control were explored. Developmental differences in parental warmth/affection, aggression/hostility, and neglect/rejection were also explored.

The predictive contribution of parental behavioral control on parental expressions and adolescents' perceptions of parental warmth/affection, aggression/hostility, and neglect/rejection were assessed. Given that Korean parents traditionally consider high levels of control and involvement in their adolescents' daily lives as a demonstration of their love and interest in their offspring's well-being (Kim, 2005; Rohner & Pettengill, 1985), both maternal and paternal *behavioral control* were expected to positively predict parental warmth and negatively predict parental neglect/rejection as reported by parents and adolescents. Similar to previous research (Kim, 2005; Rohner & Pettengill, 1985), maternal behavioral control as reported by mothers and adolescents was hypothesized to positively predict maternal aggression/hostility. Given that fathers are traditionally the leaders and major decision makers of the family (e.g., Cho & Shin, 1996; Kim & Choi, 1994), paternal attempts to behaviorally control adolescents were not expected to be predictive of paternal expressions of adolescent perceptions of aggression/hostility.

Differences in relations among parenting styles as a function of gender and age were expected. In general, given that Korean parents are traditionally more lenient and encourage greater independence for their sons than daughters (Min, 1998), it was expected that compared to girls, adolescent boys' perceptions of parental behavioral control would predict lower perceptions of parental warmth and acceptance. All other effects of gender and age on the relation between behavioral control and warmth/acceptance, aggression/hostility, and neglect/rejection were explored.

The predictive contribution of parental psychological control to parental expressions and adolescents' perceptions of parental warmth/affection, aggression/hostility, and neglect/rejection were also explored. Although it was assumed that psychological control would be perceived as evident in Korean parenting styles, whether psychological control would be related to positive or negative indices of parenting styles was unknown. There is some evidence in the Korean-American literature that suggests that Korean-American adolescents perceive their parents to be warm and loving despite reports of perceived parental hostility (which include some psychological control factors; Kim, 2005). This finding suggests that psychological control may not always be perceived of as a negative style of parenting. In fact, Kim and Park (2006) theorize that guilt induction, another form of psychological control, is a positive form of educating and socializing children in the Korean context. From Western research, however, psychological control has been perceived as a negative construct, associated with poor adjustment (e.g., Barber, 1992; Barber, Olsen, & Shagle, 1994; Shek, 2006; Steinberg, 1990; Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Dornbusch, & Darling, 1992). Given the lack of consistent research, the differences in

mother, father, and adolescent reports of psychological control were explored in this study. The relations among psychological control and dimensions of warmth as a function of gender or age were also explored.

### *Cultural Values of Korea: Empirical Research*

Given relations between parenting styles *and* culture (e.g., Bornstein, 1995; Bornstein & Cheah, 2005; Goodnow, 1985, 2005; Lau & Cheung, 1987; Triandis & Gelfand, 1998), a second goal of this study was to examine Korean individuals' adherence to Korean cultural values. As noted above, culture is believed to be highly subjective and best represented in the precepts, knowledge, and understanding of individuals (Cole, 1999). Individuals' adherence to cultural values, in particular, was thought to play a role in interpreting behaviors, including parental expressions and adolescents' perceptions of parenting *styles*.

The literature described above alludes to some of the traditional and current values of Korea, but how can the cultural values of Korea be defined and measured empirically? To date, there are no empirical studies focused primarily on defining and assessing cultural values in Korea. The most relevant line of research on the topic of Korean cultural values derives from the line of acculturation research of Kim and colleagues (e.g., Kim, Yang, Atkinson, Wolfe, & Hong, 2001; Kim, Atkinson, & Yang, 1999; Kim & Hong, 2004). Through literature review and focus-group discussions, Kim, Atkinson, and Yang (1999) identified the six most relevant and prominent Korean cultural value dimensions: 1) collectivism, 2) conformity to norms, 3) emotional self-control, 4) family recognition through achievement, 5) filial piety, and 6) humility.

*Collectivism* refers to the importance of thinking of others and the group before considering one's own needs. For example, individuals who agree with this value would find it important to first consider the needs of their family members or coworkers before deciding on what they should do or what choices they should make. This is a cultural value that reflects Confucian ideals and traditions. *Conformity to norms* refers to the importance of conforming to the expectations of family and society, thereby not bringing any disgrace to one's family reputation. *Emotional self-control* refers to the importance of having the ability to self-regulate, to resolve emotional problems on one's own, and to understand that love (including parental love) does not always have to be openly expressed. This style of emotional self-control can be observed in Korean parent-adolescent interactions today (Hurh, Kim, & Kim, 1979; Min, 1998; Kim & Choi, 1994; Shrake, 1996). Rather than associating outward expressions of affection with parental warmth and affection, Koreans may be just as likely to associate high parental involvement and investment in adolescents' daily lives with warmth and affection. As noted previously, however, this style of communication may be less valued among more educated and urban families (Yang, 2003; Park & Cho, 1995).

*Family recognition through achievement* refers to the importance of not bringing shame to the family by achieving occupational and educational success. As noted previously, academic achievement is thought to be an important method of advancement. Such success is not only the responsibility of an individual, but also of parents. Thus, the failure of any individual to succeed in occupational and educational attainment may reflect poorly on the entire family, especially the parents. This primary focus on

academic and occupational achievement remains an important value of Koreans (e.g., Lee & Larson, 2000; Kim, 2006).

*Filial piety* refers to the importance of having respect for and conforming to the wishes of parents and elders. For example, individuals who agree with this value would regard their elders as a person of great wisdom and obey their parents. The hierarchical structure of Korean culture and the regard that Koreans have for their elders and parents is an important value stemming from Confucian traditions. Some evidence in Korean literature shows that filial piety (Hyo) is still a relevant value among Koreans (e.g., Kim, 2006). Finally, *humility* refers to the importance of being humble, not being boastful about one's achievements, and being modest. This value also reflects Confucian traditions.

This six factor structure was initially reported by Kim, Atkinson, and Yang (1999); the factors represent the theoretical underpinnings of the Asian Values Scale (AVS). More recently, however, a subsequent study by Kim, Yang, Atkinson, Wolfe, and Hong (2001) indicated that AVS items were best represented by a single, unidimensional general Asian values factor. Assuming unidimensionality of the AVS, Kim and Hong (2004) revised the AVS to improve measurement quality and its ability to distinguish variations in value adherence among individuals. This revision shortened the 36 item AVS with a 7 point Likert scale to a 25 item, 4 point Likert scale ( $\alpha = .80$ ).

Researchers have used the AVS to relate Asian values to psychological services and adjustment in acculturating groups (e.g., Atkinson, 2004; Kim & Atkinson, 2002; Kim, Li, & Liang, 2002; Kim & Omizo, 2003, 2005). Although this measure of Asian values has not been used in studies of Korean's parenting styles (only among 1<sup>st</sup>

generation Korean-Americans as a subset of Asian Americans, e.g., Atkinson, 2004; Kim & Atkinson, 2002; Kim, Li, & Liang, 2002; Kim & Omizo, 2003, 2005), given the relevance and empirical reliability of this measure (Kim, Atkinson, & Yang, 1999; Kim, Yang, Atkinson, Wolfe, Hong, 2001; Kim & Hong, 2004), the revised AVS was used herein to define and examine Korean cultural values.

The following questions were of interest. First, are there differences in adherence to cultural values between Korean mothers, fathers, adolescent boys and girls? Research from acculturation research suggests that some differences in adherence to cultural values may exist. For example, in research regarding Vietnamese adolescents and parents, girls reported lower adherence to traditional values than boys (Rosenthal, Ranieri, & Klimidis, 1996). Gender differences in adherence to cultural values have been thought to result from differences in heightened gender roles among men and women in more collectivistic cultures (Kim, Park, Kwon, & Koo, 2005, Rosenthal, Ranieri, Klimidis, 1996). Because non-traditional gender roles give women greater advantage (e.g., greater equality, more freedom), women are hypothesized to be more likely than men to endorse more individualistic values than men. The current study also examined differences in adherence to values for adolescents in early and middle adolescence.

*Hypotheses regarding Cultural Values (AVS).* Given that culture is transmitted from one generation to the next, similarities in adherence to values were hypothesized to be more similar for individuals in one generation than across generations (Fuligni, Tseng, & Lam, 1999; Phinney, Ong, Madden, 2000). Thus, parents were predicted to have higher AVS scores than their adolescent children.

Differences in father and mother *AVS* scores were also expected. Acculturation research suggests that women are more likely to endorse more individualistic values than men and that girls are more likely to endorse more individualistic values than boys (e.g., Kim, Park, Kwon, & Koo, 2005; Rosenthal, Ranieri, & Klimidis, 1996; Tang & Dion, 1999). Borrowing from this research, I hypothesized that mothers would have lower *AVS* scores than fathers. Similarly, adolescent girls' *AVS* scores were expected to be lower than boys' *AVS* scores. Although Koreans are not an acculturating group, given the recent social and cultural changes, differences in adherence to cultural values were thought to exist.

Finally, age differences in adherence to cultural values were expected. In general, I expected that younger adolescents would report higher adherence to cultural values than older adolescents. This variation was thought to be due to differences in older adolescents' exposure to two contrasting cultural values (through more exposure to media, peers, and other social contexts outside of the home).

#### *Relating Korean Cultural Values to Reports of Parenting Styles*

The final goal of this study was to relate the above mentioned cultural values to reports of parenting styles. Past researchers have not related *individuals'* adherence to cultural values with reports of parenting styles. For example, whether or not parents' adherence to traditional Korean values predicts to high levels of expressed behavioral control is unknown. Moreover, past researchers have attributed Korean adolescents' positive perceptions of behavioral control (associated with high warmth) to be related to the endorsement of collectivistic values (Kim, 2005; Pettengill and Rohner, 1985). But the specific function of cultural values (as assessed at the individual level) and its relation

to parenting styles is empirically unknown. For example, do parents and adolescents associate high parental behavioral control with high warmth even if they have low adherence to Korean cultural values? Given the theoretical influence of culture on parenting (e.g., Bornstein, 1995; Bornstein & Cheah, 2005; Goodnow, 1985, 2005; Lau & Cheung, 1987; Triandis & Gelfand, 1998), assessing the predictive contribution of parents' cultural values on expressions of their parenting styles as well as examining how cultural values moderate the relations between parental control (behavioral and psychological control) and warmth dimensions (warmth/affection, aggression/hostility, and neglect/rejection) for adolescents and parents was thought to provide an advance in the extant literature.

The following questions were of interest. First, do parents' cultural values predict expressions of parenting styles? And do these relations differ by gender and age of adolescent children? Second, do the relations among parental expressions and adolescent perceptions of parenting styles (e.g., behavioral control and warmth) differ for individuals with high, moderate, or low adherence to cultural values?

Thus far, these questions have not been answered due to limitations in the measurement and conceptualization of both parenting styles and culture. The following expectations were largely guided by the literature reviewed above concerning traditional Korean cultural ideologies, current cultural context, and family structure/expectations. Many of the research questions in the present study were exploratory in nature.

*Hypotheses regarding cultural values and parenting styles.* Traditionally, Korean parents try to socialize their children to conform and control their behavior (e.g., Uba, 1994; Cho & Shin, 1996). Thus, I expected that AVS scores would positively predict

parental control, both for mothers and fathers. *AVS* scores were also expected to positively predict mother and father expressions of warmth, but negatively predict levels of mother and father expressions of neglect/rejection since traditional Korean parenting involves high levels of involvement, devotion, and sacrifice (e.g., Cho & Shin, 1996; Kim, 2006; Kim & Choi, 1994). The predictive contribution of cultural values on parental expressions of aggression/hostility was explored. Differences in the predictive contribution of cultural values on expressions of parenting styles as a function of adolescent gender and/or adolescent age were also explored.

Relations among parenting styles were expected to differ for Koreans with high, moderate, and low *AVS* scores (high *AVS* scores=high adherence to traditional Asian cultural values; low *AVS* scores=low adherence to traditional Asian cultural values). For example, given that traditionally, parental control and involvement are signs of parental care and warmth (e.g., Cho & Shin, 1996; Kim & Choi, 1994), I expected that for Koreans with high *AVS* scores, the associations between behavioral control and warmth would be positive and stronger than for Koreans with low *AVS* scores. Whether or not parents and adolescents with lower adherence to Korean cultural values would also associate behavioral control with parental warmth was unknown. The associations between behavioral control and aggression/hostility, and behavioral control and neglect/rejection for Korean parents and adolescents with low, moderate, and high adherence to cultural values were explored. Developmental differences in relations among behavioral control and all other dimensions of parental warmth as a function of cultural values were also explored.

Given that parental psychological control is a common method of socializing children in Asian cultures (Fung, 1999; Kim & Park, 2006; Miller, Fung, & Mintz, 1996; Miller, Wiley, Fung, & Liang, 1997; Yang, 1999; Yang & Rosenblatt, 2001), the associations between psychological control and warmth were expected to be negative and stronger for Koreans with low *AVS* scores than for Koreans with high *AVS* scores. The relations between psychological control and aggression/hostility, and psychological control and neglect/rejection for parents and adolescents with low, moderate, and high adherence to cultural values were explored. Finally, developmental differences in the relations among psychological control and all other dimensions of parental warmth as a function of cultural values were explored.

## CHAPTER III.

### Method

#### *Participants*

Participants included 92 (43 boys, 49 girls) Korean *younger* adolescents ( $M = 11.95$  years;  $SD = .50$ ) and their parents (mother age-  $M = 40.39$  years;  $SD = 3.51$ , father age-  $M = 42.98$  years;  $SD = 3.47$ ) and 89 (42 boys, 47 girls) *older* adolescents ( $M = 15.07$  years;  $SD = .40$ ) and their parents (mother age-  $M = 42.54$  years;  $SD = 3.04$ , father age-  $M = 45.96$  years;  $SD = 3.08$ ). Data were collected by contacting middle school and high school teachers and their principals in Inchon, a modernized city in South Korea. These schools in the city of Inchon were chosen because the students and families living in this area were thought to reflect the modern and rapidly changing life and culture of Korea. All the adolescents in this study were from middle class homes with both parents residing at home. The majority of fathers reported working full-time (75.2% full-time; 1.7% part-time; 23.1% other). The work status of mothers varied more than fathers (41.8% full-time; 13.7% part-time; 37% not working; 7.6% other). Fathers reported longer work hours than mothers (mother work hours-  $M = 38.13$  hours per week;  $SD = 20.66$ , father work hours-  $M = 48.78$  hours per week;  $SD = 12.97$ ). The majority of mothers had received at least a high school education or university degree (59.1% completed high school; 4.4% received some college education; 24.3% received a university degree). The majority of fathers also had received at least a high school education or university degree (41.4% completed high school; 3.9% received some college education; 40.3% received a university degree; 5% received a master's degree). Parents' education levels were not significantly associated with their adherence to cultural values. Mothers' education level,

however, was positively associated with maternal expressions of warmth/affection ( $r = .15, p < .05$ ). No other significant associations between parental education and parenting styles were found.

### *Procedure*

Korean adolescent participants were asked by a designated teacher at their school to take home and fill out a packet of questionnaires regarding parenting styles. Each family packet included separate and sealed questionnaire packets for mothers, fathers, and adolescents. All the questionnaires were translated into Korean by a professional translator and back-translated into English by another Korean graduate student to ensure proper translations. Each mother packet included: 1) Mother letter; 2) Consent Form for mother participation; 3) Demographic Questionnaire; 4) Revised-Asian Value Scale; and 5) the Parental Acceptance-Rejection/Control Questionnaire. Each father packet included: 1) Father letter; 2) Consent Form for father participation; 3) Revised-Asian Values Scale; and 4) the Parental Acceptance-Rejection/Control Questionnaire. Each adolescent packet included: 1) Adolescent letter; 2) Adolescent assent form; 3) Parental consent form; 4) Revised-Asian Values Scale (adapted for adolescent use); and 5) two Parental Acceptance-Rejection/Control Questionnaires (one regarding maternal parenting styles and the other regarding paternal parenting styles). All letters, consent forms, and questionnaires can be found in Appendices A to M.

The estimated time for completion of all questionnaires was about 30-40 minutes for adolescents and 20-30 minutes for parents. Adolescents and parents were asked to complete their questionnaires within about two weeks. Upon completion, participants were asked to seal the completed questionnaires in their appropriate envelopes and return

them to a designated teacher at their school. Once all questionnaires were collected by teachers, the principal of the school mailed all the questionnaires to the University of Maryland, College Park.

A total of 230 packets were distributed. A total of 199 packets were returned. Eighteen of the packets were not included in the current study due to incomplete data (e.g., missing demographic information) or missing consents.

### *Measures*

#### *Demographics Questionnaire*

The Demographics Questionnaire was used to assess each participant's age and country of birth. In addition, parents were asked about their education level, status of employment, current occupation (if applicable), number of hours at work per week, and other persons living within the home.

#### *Revised Asian Values Scale (Kim & Hong, 2004; Kim, Atkinson, & Yang, 1999)*

This 25-item questionnaire was used to assess Korean mothers', fathers', and adolescents' adherence to traditional Asian values. Mothers, fathers, and adolescents were asked to rate each statement on a four-point scale (1=strongly disagree to 4=strongly agree). Korean adolescents received an adapted version of the Revised Asian Values Scale. This version included the same items from the Revised Asian Values Scale, but the items were rephrased to be developmentally appropriate for adolescents. For example, instead of presenting the following statement, "one should think about one's group before oneself", adolescents were presented the following statement, "teens should think about others before themselves". In addition, one item ("one should not make waves") was excluded from this study due to difficulty in translation in the Korean

language. As a result, this 25-item questionnaire was reduced to a 24-item questionnaire. While the statements on the Revised Asian Values Scale may also be valued in different degrees in different cultures, these statements were thought to especially represent the traditional cultural ideologies taught within the Korean culture.

Upon data entry, preliminary factor analyses were conducted to examine the factor structure of the current data set. Factor analyses were conducted by pooling mothers', fathers', and adolescents' AVS scores. Separate factor analyses for mothers, fathers, and adolescents were also conducted. Factor analyses conducted on the current data set supported the work of Kim, Yang, Atkinson, Wolfe, and Hong (2001) and Kim and Hong (2004), which indicated that AVS items were best represented by a single, unidimensional general Asian values factor. In addition, three items (item #4-“one should be discouraged from talking about one's accomplishments”, item #6-“when one receives a gift, one should reciprocate with a gift of equal or greater value”, and item #16-“one should have sufficient inner resources to resolve emotional problems”) from the Revised Asian Value Scale were excluded due to lack of statistical reliability.

A total Revised Asian Values Scale (AVS) score was created for mothers, fathers, and adolescents by computing a mean score of all remaining items. The following items were reverse scored: 3, 5, 7, 8, 12, 18, 20, 21, 22, 23, and 24. High scores on this variable characterized someone who has high adherence to Asian cultural values whereas low scores on this variable characterized someone who has low adherence to Asian cultural values. This scale has been shown to have an internal consistency coefficient alpha of .80. Internal reliability using Cronbach's alpha coefficients for this measure in the current Korean sample were .68 for adolescents, .59 for fathers, and .57 for mothers.

*Parental Acceptance-Rejection/Control Questionnaire (PARQ/Control; Rohner 1991)*

The *PARQ* portion of the *PARQ/Control* was used to assess adolescents' and parents' views of parental acceptance and rejection. The *PARQ* is a 60-item, four-point Likert-scale instrument consisting of four subscales including: 1) warmth/affection (e.g., my mother makes me feel wanted and needed), 2) hostility/aggression (e.g., my mother gets angry at me easily), 3) indifference/neglect (e.g., my mother ignores me as long as I do nothing to bother her), and 4) undifferentiated rejection (e.g., my mother does not really love me). To ensure cultural validity of these factors, factor analysis was conducted. In order to compare the parenting reports of mothers, fathers, and adolescents, common factors were extracted through factor analysis by pooling all the data into one file. A principal components factor analysis with varimax rotation yielded three orthogonal factors for adolescents, mothers, and fathers. Separate factor analyses for mothers, fathers, and adolescents showed that these factors were reliable. These three subscales included warmth/affection, aggression/hostility, and neglect/rejection. In the current Korean sample, items regarding neglect and rejection loaded on the same factor. All items loading onto each factor, and items excluded from this study are shown in Table 1. A mean score for each factor was created for adolescents, mothers, and fathers. High scores on each factor characterized someone who reports high levels of a particular parenting style whereas low scores characterized someone who reports low levels of a particular parenting style.

This measure has been used in many cross-cultural studies of parenting (see Rohner and Khaleque, 2005 for a review) and has been found to have an alpha coefficient ranging from .76 to .95. Cronbach's alpha coefficients for the *PARQ* subscales in the

current Korean sample ranged from .51 to .95 for adolescents, .61 to .93 for fathers, and .70 to .90 for mothers.

The *Control* portion of *PARQ/Control* (Rohner, 1991) was used to measure adolescents' and parents' perceptions of parental behavioral control (e.g., my mother wants to control whatever I do). This measure is a 13-item, four-point Likert-scale instrument. The following items from the *PARQ/Control* measure were used to compute a mean score of behavioral control for adolescents, mothers, and fathers: 6, 11, 16, 21, 27 (reversed), 31, 36 (reversed), 41, 46, 51, 60 (reversed), 66, and 56. Internal reliability using Cronbach's alpha coefficients of the current sample was .72 for adolescents, .66 for fathers, and .67 for mothers.

#### *Psychological Control Scale (Barber 1996)*

All 8 items from the *Psychological Control Scale* were added to the *PARQ/Control* measure to yield a single separate factor for psychological control. The following items from the *PARQ/Control* measure were items from the *Psychological Control Scale*: 3, 10, 19, 25, 39, 48, 61, & 75. A mean score for all psychological control items were computed for mothers, fathers, and adolescents. No items were reversed. Items from this scale have been found to have an alpha ranging from .80 to .83. Internal reliability using Cronbach's alpha coefficients of the current same was .80 for adolescents, .76 for fathers, and .78 for mothers.

#### *Data Analyses*

To compare *differences* in means of mothers', fathers', and adolescents' (boys and girls) cultural values and parenting styles in early and mid adolescence, a series of ANOVAs were computed using SPSS software.

A series of hierarchical regression analyses was computed separately for mothers, fathers, and adolescents to examine parental control (behavioral and psychological control) as predictors of parental warmth/affection, aggression/hostility, and neglect/rejection (see Tables 4 and 5). For the analysis examining behavioral control as a predictor of warmth/affection, aggression/hostility, and neglect/rejection, predictors were entered in the following order: gender, age, behavioral control, gender X age, gender X behavioral control, age X behavioral control, and gender X age X behavioral control. For the analysis examining psychological control as a predictor of warmth/affection, aggression/hostility, and neglect/rejection, predictors were entered in the following order: gender, age, psychological control, gender X age, gender X psychological control, age X psychological control, and gender X age X psychological control.

A series of hierarchical regression analyses was also computed separately for mothers and fathers to examine cultural values as a predictor of parental behavioral control, psychological control, warmth/affection, aggression/hostility, and neglect/rejection (see Table 8). Predictors were entered in the following order: gender, age, cultural values, gender X age, gender X cultural values, age X cultural values, and gender X age X cultural values.

Finally, the moderating effects of cultural values on the relations between parental dimension of control and warmth were examined by conducting a series of hierarchical regression analyses, separately for mothers, fathers, and adolescents (see Tables 9 and 10). For the analysis examining the relations among (1) parental behavioral control and warmth/affection, (2) behavioral control and aggression/hostility, (3) behavioral control and neglect/rejection as a function of cultural values, the predictors were entered in the

following order: age, cultural values, behavioral control, age X cultural values, age X behavioral control, cultural values X behavioral control, age X cultural values X behavioral control. For the analysis examining the relations among (1) parental psychological control and warmth/affection, (2) psychological control and aggression/hostility, and (3) psychological control and neglect/rejection as a function of cultural values, the predictors were entered in the following order: age, cultural values, psychological control, age X cultural values, age X psychological control, cultural values X psychological control, age X cultural values X psychological control.

## CHAPTER IV

### Results

#### *Parenting Styles*

The first goals of this study were to (1) examine differences in reports of parenting styles for mothers, fathers, adolescent girls and boys in early and mid adolescence and (2) examine relations between parental dimensions of control (behavioral and psychological control) and warmth (warmth/affection, aggression/hostility, and neglect/rejection). To examine differences in reports and perceptions of parenting styles within and across all groups, a series of ANOVAs was conducted. In some ways, the current data may be considered to be nested, but for the purpose of this study, the family (mothers, father, and adolescent) was not examined as a unit. Rather, similarities and differences across all Korean mothers, fathers, and adolescents were of interest. The means and standard deviations for each parenting style (separately for gender, age, and age X gender) are presented in Table 2. Overall, mothers, fathers, and adolescents reported high levels of warmth, moderate levels of behavioral control, and lower levels psychological control, aggression/hostility, and neglect/rejection.

#### *Differences among Parental Expressions of Parenting Styles*

The first series of ANOVA analyses was conducted to examine differences in maternal and paternal expressions of parenting styles. A 2 (age of adolescent: younger, older) X 2 (gender of adolescent: boy, girl) X 2 (group: mother, father) ANOVA was conducted to examine differences in means for each of the five parenting dimensions. The following are the findings for each parenting dimension.

*Behavioral control.* Significant main effects were found for age of adolescent  $F(1, 347) = 4.01, p < .05, n^2$  (partial eta squared) = .01 and group  $F(1, 347) = 24.74, p < .01, n^2 = .02$ . Results showed that parents of younger adolescents reported more behavioral control than parents of older adolescents and mothers reported more behavioral control than fathers. A significant interaction effect was found for age and gender of adolescent  $F(1, 347) = 6.61, p < .01, n^2 = .02$ . Follow-up analyses revealed that parents of younger adolescent boys reported more behavioral control than parents of older adolescent boys  $t(166) = 3.41, p < .01$ . There was no significant difference in means for parents of younger and older adolescent girls,  $t(185) = -.39, ns$ . No other main effects or significant interactions were found.

*Psychological control.* A significant main effect for group was found  $F(1, 347) = 6.33, p < .01, n^2 = .02$ . Results showed that mothers expressed more psychological control than fathers. No other main effects or significant interactions were found.

*Warmth/affection.* A significant main effect for group was found  $F(1, 347) = 37.92, p < .01, n^2 = .10$ . Results showed that mothers expressed more warmth/acceptance than fathers. No other main effects or significant interactions were found.

*Aggression/hostility.* Significant main effects were found for age  $F(1, 347) = 3.78, p < .05, n^2 = .01$  and group  $F(1, 347) = 13.04, p < .01, n^2 = .04$ . Results showed that parents of younger adolescents expressed more aggression/hostility than parents of older adolescents, and that mothers expressed more aggression/hostility than fathers. No other main effects or significant interactions were found.

*Neglect/rejection.* No main effects or significant interactions were found for neglect/rejection.

*Differences among Adolescents' Perceptions of Parenting Styles*

The second series of ANOVA analyses was conducted to examine differences among *adolescents'* perceptions of maternal and paternal parenting styles. A 2 (age of adolescent: younger, older) X 2 (gender of adolescent: boy, girl) X 2 (group: adolescents' perceptions of maternal parenting styles; adolescents' perceptions of paternal parenting styles) was conducted to examine differences in means for each of the five parenting dimensions. The following are the findings for each parenting dimension.

*Behavioral control.* Significant main effects were found for gender  $F(1, 345) = 3.91, p < .05, n^2 = .01$  and age  $F(1, 345) = 9.59, p < .01, n^2 = .03$ . Results showed that adolescent boys perceived more parental behavioral control than adolescent girls, and that younger adolescents perceived more parental behavioral control than older adolescents. In addition, a significant interaction was found for gender and age  $F(1, 345) = 4.41, p < .04, n^2 = .01$ . Follow-up analyses found that younger adolescent boys perceived more parental behavioral control than older adolescent boys  $t(162) = 3.71, p < .01$ . There was no significant difference in means for older and younger adolescent girls  $t(162) = -.72, ns$ . A trend was also found for age and group  $F(1, 345) = 2.97, p < .086, n^2 = .01$ . Follow-up analyses showed that younger adolescents perceived more maternal behavioral control than paternal behavioral control  $t(177) = -2.01, p < .05$ . No significant difference in means was found for older adolescents' perceptions of maternal and paternal behavioral control  $t(172) = .43, ns$ . No other main effects or significant interactions were found.

*Psychological control.* Significant main effects were found for age  $F(1, 345) = 13.83, p < .01, n^2 = .04$  and group  $F(1, 345) = 7.77, p < .01, n^2 = .02$ . Results showed that older adolescents perceived more parental psychological control than younger adolescents, and adolescents perceived more maternal psychological control than paternal psychological control. A trend in interaction effects was found for age and group  $F(1, 345) = 3.60, p < .059, n^2 = .01$ . Follow-up analyses revealed that younger adolescents perceived more maternal psychological control than paternal psychological control  $t(177) = -3.42, p < .001$ . No statistical difference in means for maternal and paternal psychological control was found for older adolescents  $t(172) = -.614, ns$ . No other main effects or significant interactions were found.

*Warmth/affection.* A trend was found for the main effect of group  $F(1, 345) = 3.30, p < .07, n^2 = .01$ . Adolescents seemed to perceive more maternal warmth than paternal warmth. No other main effects or significant interactions were found.

*Aggression/hostility.* Significant main effects were found for age  $F(1, 345) = 16.22, p < .01, n^2 = .05$  and group  $F(1, 345) = 7.03, p < .01, n^2 = .02$ . Results showed that older adolescents perceived more parental aggression/hostility than younger adolescents, and adolescents perceived more maternal aggression/hostility than paternal aggression/hostility. No other main effects or significant interactions were found.

*Neglect/rejection.* Significant main effects were found for gender  $F(1, 345) = 5.54, p < .02, n^2 = .02$  and age  $F(1, 345) = 6.96, p < .01, n^2 = .02$ . Results showed that boys perceived more parental neglect/rejection than girls, and older adolescents perceived more parental neglect/rejection than younger adolescents. A trend was found for the interaction between gender and age  $F(1, 345) = 3.29, p < .07, n^2 = .01$ . Follow-up

analyses revealed that older adolescent boys perceived more neglect/rejection than younger adolescent boys  $t(162) = -2.84, p < .01$ . No significant difference in means was found for older and younger adolescent girls  $t(187) = -.65, ns$ . No other main effects or significant interactions were found.

*Differences across Adolescents' and Parents' Reports of Parenting Styles*

Separate ANOVAs were conducted to examine the differences across adolescent and parent perceptions of parenting styles. First, a series of 2 (gender of adolescent: boy, girl) X 2 (age of adolescent: younger, older) X 2 (adolescents' perceptions of maternal parenting, maternal expressions of parenting) ANOVAs was conducted to examine differences in maternal reports of their parenting styles and adolescent reports of their mothers' parenting styles. The following are the findings for each parenting dimension.

*Maternal behavioral control.* Significant main effects were found for age  $F(1, 346) = 12.89, p < .01, n^2 = .04$ , and groups  $F(1, 346) = 22.12, p < .001, n^2 = .06$ .

Results showed that younger adolescents and their mothers reported more maternal behavioral control than older adolescents and their mothers, and that mothers reported more maternal behavioral control than their adolescent children. A significant interaction was found for gender and age  $F(1, 346) = 4.03, p < .05, n^2 = .01$ . Follow up analyses revealed that younger adolescent boys and their mothers reported more behavioral control than older adolescent boys and their mothers  $t(164) = 4.28, p < .001$ . No difference in means were found for younger adolescent girls and their mothers and older adolescent girls and their mothers  $t(186) = .95, ns$ . A trend was also found for the interaction between age and group  $F(1, 346) = 3.04, p < .082, n^2 = .01$ . Follow-up analyses suggested that mothers of younger adolescents reported more behavioral control than

their younger adolescent children  $t(176) = -2.30, p < .02$ . Mothers of older adolescents also reported more behavioral control than their older adolescent children  $t(174) = -4.42, p < .001$ . No other main effects or significant interactions were found.

*Maternal psychological control.* No main effects or significant interactions were found for maternal psychological control.

*Maternal warmth/affection.* A main effect for group was found  $F(1, 346) = 45.90, p < .001, n^2 = .12$ . Mothers reported more warmth/affection than their adolescents. No other main effects or significant interactions were found.

*Maternal aggression/hostility.* A main effect for group was found  $F(1, 346) = 15.59, p < .001, n^2 = .04$ . Mothers reported more aggression/hostility than their adolescents. A trend was found for the interaction between age and group  $F(1, 346) = 2.75, p < .098, n^2 = .01$ . Follow-up analyses suggested that mothers of younger adolescents reported more aggression/hostility than their adolescent children  $t(176) = -4.95, p < .001$ . There was no significant difference in means for older adolescents and their mothers  $t(174) = -1.63, ns$ . No other main effects or significant interactions were found.

*Maternal neglect/rejection.* A main effect for group was found  $F(1, 346) = 32.28, p < .001, n^2 = .09$ . Results showed that adolescents perceived more neglect/rejection than their mothers. No other main effects or significant interactions were found.

Next, a series of 2 (gender of adolescent: boy, girl) X 2 (age of adolescent: younger, older) X 2 (adolescents' perceptions of paternal parenting, father expressions of parenting) ANOVAs was conducted to examine differences in reports of paternal

parenting styles for adolescents and fathers. The following are the findings for each parenting dimension.

*Paternal behavioral control.* A significant interaction between gender and age was found  $F(1, 345) = 6.82, p < .01, n^2 = .02$ . Follow up analyses revealed that younger adolescent boys and their fathers reported more paternal behavioral control than older adolescent boys and their fathers  $t(164) = 2.97, p < .001$ . No differences in means were found for younger adolescent girls and their fathers, and older adolescent girls and their fathers  $t(186) = -.72, ns$ . No other main effects or significant interactions were found.

*Paternal psychological control.* Significant main effects were found for age  $F(1, 345) = 5.59, p < .02, n^2 = .02$  and group  $F(1, 345) = 5.9, p < .02, n^2 = .02$ . Results showed that older adolescents and their fathers reported more paternal psychological control than younger adolescents and their fathers. Also, fathers reported more paternal psychological control than their adolescents. A significant interaction between age and group was also found  $F(1, 345) = 14.73, p < .001, n^2 = .04$ . Follow-up analyses revealed that in early adolescence, fathers reported more psychological control than their adolescents  $t(176) = -4.90, p < .001$ . No differences in means were found for fathers and adolescents in mid adolescence. No other main effects or significant interactions were found.

*Paternal warmth/affection.* A main effect for group was found  $F(1, 345) = 9.74, p < .001, n^2 = .03$ . Fathers reported more paternal warmth/affection than their adolescents. No other main effects or significant interactions were found.

*Paternal aggression/hostility.* A significant main effect was found for group  $F(1, 345) = 11.84, p < .001, n^2 = .03$ . Fathers reported more paternal aggression/hostility

than their adolescents. A significant interaction effect was found for gender and age. Follow up analyses revealed that younger adolescent girls and their fathers reported more paternal aggression/hostility than older adolescent girls and their fathers  $t(186) = -2.37, p < .02$ . No differences in paternal aggression/hostility means were found for younger adolescent boys and their fathers, and older adolescent boys and their fathers  $t(164) = .56, ns$ . A significant interaction effect was also found for age and group  $F(1, 345) = 19.99, p < .001, n^2 = .06$ . Follow up analyses revealed that in early adolescence, fathers reported more paternal aggression/hostility than their adolescents  $t(176) = -5.78, p < .001$ . No differences in means were found for father and adolescent reports of paternal aggression/hostility in mid adolescence  $t(174) = .71, ns$ . No other main effects or significant interactions were found.

*Paternal neglect/rejection.* Significant main effects were found for gender  $F(1, 345) = 3.80, p < .05, n^2 = .01$  and group  $F(1, 345) = 32.19, p < .001, n^2 = .09$ . Results showed that adolescent boys and their fathers reported more neglect/rejection than adolescent girls and their fathers, and adolescents reported more neglect/rejection than their fathers. A trend in the main effect for age was also found  $F(1, 345) = 2.99, p < .084, n^2 = .01$ . Fathers and their adolescents in mid adolescence seemed to report more paternal neglect/rejection than fathers and their adolescents in early adolescence. A trend for the interaction between gender and age was found  $F(1, 345) = 3.56, p < .06, n^2 = .01$ . Follow-up analyses suggested that older adolescent boys and their fathers reported more neglect/rejection than younger adolescent boys and their fathers  $t(164) = -2.11, p < .04$ . No differences in means were found for younger adolescent girls and their fathers and older adolescent girls and their fathers. A trend was also found for the interaction

between age and group  $F(1, 345) = 3.44, p < .06, \eta^2 = .01$ . Follow up analyses suggested that in early adolescence, adolescents reported more paternal neglect/rejection than their fathers  $t(176) = 3.29, p < .001$ . Similarly, in mid adolescence, adolescents reported more paternal neglect/rejection than their fathers. No other main effects or significant interactions were found.

#### *Relations among Parenting Styles*

All correlations between parenting styles *within* each group (mothers, fathers, and adolescents) can be found in Table 3. To examine the predictive contribution of behavioral and psychological control on reports of warmth/affection, aggression/hostility, and neglect/rejection, by gender (0=boy, 1=girls) and age (0=younger, 1= older), a series of hierarchical regressions was conducted. All predictor variables were centered on their means before forming interaction terms and computing regressions. All interactions were probed by using a computational tool provided by Preacher, Curran, and Bauer (2006), which was designed to follow the recommendations by Aiken and West (1991). The following are the results of these analyses according to mothers, fathers, and adolescents.

*Behavioral control as a predictor of warmth/affection, aggression/hostility, and neglect/rejection.* Predictors were entered in the following order: gender, age, behavioral control, gender X age, gender X behavioral control, age X behavioral control, and gender X age X behavioral control. Tables of all regressions analyses with regard to behavioral control can be found in Table 4.

The overall regression analysis predicting *adolescents' perceptions of maternal warmth* from gender, age, and adolescents' perceptions of behavioral control was significant,  $F(7, 169) = 2.13, p < .04$ . As noted in Table 4, a positive and significant

main effect for adolescents' perceptions of behavioral control was revealed. As well, after controlling for behavioral control, the interaction between gender and adolescents' perceptions of maternal behavioral control was significant.

To further probe this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of maternal warmth on adolescents' perceptions of behavioral control for boys and girls. The values of adolescents' perceptions of maternal behavioral control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. These equations are plotted in Figure 1 to display the interaction. Findings showed that the simple slope for boys was significantly different from zero ( $B = .47, SE = .13, t = 3.50, p < .001$ ), whereas the simple slope for girls was not significantly different from zero ( $B = .14, SE = .10, t = 1.38, ns$ ). Thus, for boys, there was an association between maternal behavioral control and maternal warmth, but this relation was not significant for girls.

The overall regression predicting *maternal expressions of warmth* from gender of adolescent, age of adolescent, and maternal expressions of behavioral control was significant,  $F(7, 169) = 2.21, p < .04$ . As noted in Table 4, a positive and significant main effect for maternal expressions of behavioral control was revealed.

The overall regression predicting *adolescents' perceptions of paternal warmth* from gender, age, and adolescents' perceptions of paternal behavioral control was significant,  $F(7, 168) = 2.24, p < .03$ . As noted in Table 4, a positive and significant change in adolescents' perceptions of paternal warmth was attributable to adolescents' perceptions of behavioral control. As well, after controlling for adolescents' perceptions

of paternal behavioral control, the interaction between gender, age, and adolescents' perceptions of paternal behavioral control was significant.

To further probe this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of paternal warmth on adolescents' perceptions of paternal behavioral control for younger and older adolescents, separately for boys and girls. The values of adolescents' perceptions of paternal behavioral control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. These equations are plotted in Figures 2 and 3 to display the interaction. Findings showed that for boys, the simple slope for younger adolescents was significantly different from zero ( $B = .74, SE = .22, t = 3.39, p < .001$ ). The simple slope for older adolescent boys was not significantly different from zero ( $B = -.01, SE = .22, t = -.04, ns$ ). For girls, the simple slope for younger and older adolescents were significantly different from zero ( $B = .10, SE = .21, t = 4.81, p < .001$  and  $B = 1.15, SE = .21, t = 5.48, p < .001$ , respectively). Thus, the association (positive) between adolescents' perceptions of paternal behavioral control and paternal warmth was particularly strong for younger and older adolescent girls, followed by younger adolescent boys. The same relation was not found for older adolescent boys.

The overall regression predicting *paternal expressions of warmth* from gender of adolescent, age of adolescent, and paternal expressions of behavioral control was significant,  $F(7, 170) = 9.2, p < .001$ . As noted in Table 4, a positive and significant change in paternal expressions of warmth was attributable to paternal expressions of behavioral control. After controlling paternal expressions of behavioral control, a negative and significant interaction between gender and paternal expressions of

behavioral control was revealed. As well, after controlling for this interaction, a significant three way interaction for gender, age and paternal expressions of behavioral control was found.

To probe this interaction, the regression equation was restructured to express the regression of paternal expressions of warmth on paternal expressions of behavioral control for fathers of younger and older adolescents, separately for fathers of boys and girls. The values of paternal expressions of behavioral control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. These equations are plotted in Figures 4 and 5 to display the interaction. Findings showed that for boys, the simple slopes for fathers of younger and older adolescents were significantly different from zero ( $B = .97, SE = .17, t = 5.59, p < .001$  and  $B = .54, SE = .17, t = 3.11, p < .001$ , respectively). For fathers of girls, the simple slope for fathers of older adolescents was significantly different from zero ( $B = .48, SE = .12, t = 3.91, p < .001$ ) and the simple slope for fathers of younger adolescents approached significance ( $B = .23, SE = .12, t = 3.91, p < .001$ ). There was a significant and positive association between paternal expressions of behavioral control and warmth, for fathers of younger and older adolescent boys and girls. This relation was particularly strong for fathers of younger adolescent boys, followed by fathers of younger adolescent girls, and fathers of older adolescent boys. The lowest relation was for fathers of older adolescent girls.

The overall regression predicting *adolescents' perceptions of maternal aggression/hostility* from gender, age, and adolescents' perceptions of maternal behavioral control was significant,  $F(7, 169) = 2.57, p < .02$ . As noted in Table 4, a

positive and significant main effects for age and adolescents' perceptions of maternal aggression/hostility was revealed.

The overall regression predicting *maternal expressions of aggression/hostility* from gender of adolescent, age of adolescent, and maternal expressions of behavioral control was significant,  $F(7, 169) = 2.84, p < .01$ . As noted in Table, a positive and significant main effect for maternal expressions of behavioral control was revealed.

The overall regression predicting *adolescents' perceptions of paternal aggression/hostility* from gender, age, and adolescents' perceptions of paternal behavioral control was significant,  $F(7, 168) = 5.23, p < .001$ . As noted in Table 4, positive and significant main effects were found for age and adolescents' perceptions of paternal behavioral control. After controlling for age and adolescents' perceptions of behavioral control, a significant interaction between age and adolescents' perceptions of paternal behavioral control was revealed.

To further probe this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of paternal aggression/hostility on adolescents' perceptions of paternal behavioral control for younger and older adolescents. The values of adolescents' perceptions of paternal behavioral control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. These equations are plotted in Figure 6 to display the interaction. Findings showed that the simple slope for older adolescents was significantly different from zero ( $B = .57, SE = .14, t = 3.98, p < .001$ ), whereas the simple slope for younger adolescents was not significantly different from zero ( $B = .15, SE = .14, t = 1.14, ns$ ). A positive relation between adolescents' perceptions of paternal behavioral control

and aggression/hostility was significant for older adolescents, but not significant for younger adolescents.

There was also a trend for the interactions between gender, age, and adolescents' perceptions of paternal aggression/hostility. To probe this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of paternal aggression/hostility on adolescents' perceptions of paternal behavioral control for younger and older adolescents, separately for boys and girls. The values of adolescents' perceptions of paternal behavioral control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. Findings showed that for boys, the simple slope for older adolescents was significantly different from zero ( $B = .77, SE = .18, t = 4.27, p < .001$ ). The simple slope for younger adolescent boys was not significantly different from zero ( $B = -.01, SE = .18, t = -.08, ns$ ). For girls, the simple slope of older adolescents approached significance and seemed to be different from zero ( $B = .38, SE = .21, t = 1.76, p < .08$ ). The simple slope of younger adolescent girls was not significantly different from zero ( $B = .26, SE = .21, t = 1.24, ns$ ). Thus, the association between adolescents' perceptions of paternal behavioral control and aggression/hostility was particularly strong for older adolescent boys and approached significance for older adolescent girls. The same relation was not significant for younger adolescent boys and girls.

The overall regression predicting *paternal expressions of aggression/hostility* from gender of adolescent, age of adolescent, and paternal expressions of behavioral control was significant,  $F(7, 170) = 2.4, p < .02$ . As noted in Table 4, a negative and significant change in paternal expression of aggression/hostility was attributable to age.

A positive trend was found for the main effect of paternal expressions of behavioral control. A trend was also found for the interaction between gender and age.

To probe this interaction, the regression equation was restructured to express the regression of paternal expressions of aggression/hostility on gender for fathers of younger and older adolescents. Results showed that the simple slope for fathers of younger adolescents approached significance ( $B = -.19, SE = .10, t = -1.84, p = .07$ ). It seemed that fathers of younger adolescents expressed more aggression/hostility toward boys than girls. The simple slope for fathers of older adolescents was not significantly different from zero ( $B = .08, SE = .10, t = .08, ns$ ).

A trend was also found for the interaction between gender and paternal expressions of behavioral control. To probe this interaction, the regression equation was restructured to express the regression of paternal expressions of aggression/hostility on paternal expressions of behavioral control for fathers of adolescent boys and girls. Results showed that the simple slopes for fathers of adolescent boys and girls were not significantly different from zero ( $B = .05, SE = .39, t = .14, ns$ , and  $B = .27, SE = .55, t = .49, ns$ , respectively).

The overall regression predicting to *adolescents' perceptions of maternal neglect/rejection* from gender, age, and adolescents' perceptions of behavioral control was not significant,  $F(7, 169) = 1.22, ns$ .

The overall regression predicting to *maternal expressions of neglect/rejection* from gender of adolescent, age of adolescent, and maternal expressions of behavioral control was not significant,  $F(7, 169) = .67, ns$ .

The overall regression predicting *adolescents' perceptions of paternal neglect/rejection* from gender, age, and adolescents' perceptions of paternal behavioral control approached significance,  $F(7, 168) = 1.87, p < .08$ . As noted in Table 4, a positive and significant change in adolescents' perceptions of paternal neglect/rejection was attributable to age. After controlling for age, the interaction between gender and age approached significance.

To probe this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of paternal neglect/rejection on gender for younger and older adolescents. Results showed that the simple slope for older adolescents was significantly different from zero ( $B = -.23, SE = .09, t = -2.47, p < .01$ ). The simple slope for younger adolescents was not different from zero ( $B = .00, SE = .10, t = .03, ns$ ). Thus, the relation between gender and adolescents' perceptions of paternal neglect/rejection was not significant for younger adolescents, but for older adolescents, adolescents' perceptions of paternal neglect/rejection were higher for boys than girls.

The overall regression predicting *paternal expressions of neglect/rejection* from gender of adolescent, age of adolescent, and paternal expressions of behavioral control was not significant,  $F(7, 170) = 1.08, ns$ .

*Psychological control as a predictor of warmth/affection, aggression/hostility, and neglect/rejection.* Predictors were entered in the following order: gender, age, psychological control, gender X age, gender X psychological control, age X psychological control, and gender X age X psychological control. All regressions with regard to psychological control can be found in Table 5.

The overall regression predicting to *adolescents' perceptions of maternal warmth/affection* from gender, age, and adolescents' perceptions of maternal psychological control was significant,  $F(7, 169) = 6.73, p < .001$ . As noted in Table 5, a *negative* and significant change to adolescents' perceptions of maternal warmth/affection was attributable to adolescents' perceptions of maternal psychological control. After controlling for adolescents' perceptions of maternal psychological control, a trend was found for the interaction between gender and adolescents' perceptions of maternal psychological control.

To probe this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of maternal warmth/affection on adolescents' perceptions of psychological control for adolescent boys and girls. The values of adolescents' perceptions of maternal psychological control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. Findings suggested that the slope for both adolescent boys and girls was significantly different from zero ( $B = -.23, SE = .10, t = -2.42, p < .02$  and  $B = -.45, SE = .09, t = -5.15, p < .001$ , respectively). The negative relation between adolescents' perceptions of maternal warmth and psychological control was significant for both boys and girls, but particularly strong for boys.

Another significant interaction was found for age and adolescents' perceptions of maternal psychological control. To probe this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of maternal warmth on adolescents' perceptions of maternal psychological control for younger and older adolescents. The values of adolescents' perceptions of maternal psychological control

were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. These equations are plotted in Figure 7 to display the interaction. Findings showed that the simple slope for older adolescents was significantly different from zero ( $B = -.60, SE = .09, t = -6.46, p < .001$ ), whereas the slope for younger adolescents was not significantly different from zero ( $B = -.14, SE = .08, t = -1.72, ns$ ). Thus, a significant and negative association between adolescents' perceptions of maternal psychological control and warmth was found for older adolescents, but not for younger adolescents.

The overall regression predicting to *maternal expressions of warmth/affection* from gender of adolescent, age of adolescent, and maternal expressions of psychological control was significant,  $F(7,169) = 4.01, p < .001$ . As noted in Table 5, a negative and significant main effect was found for maternal expressions of psychological control. After controlling for maternal expressions of psychological control, a significant interaction was found for age and maternal expressions of psychological control.

To probe this interaction, the regression equation was restructured to express the regression of maternal expressions of warmth/affection on maternal expressions of psychological control for mothers of younger and older adolescents. The values of maternal expressions of psychological control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. These equations are plotted in Figure 8 to display the interactions. Findings showed that the simple slope for mothers of younger adolescents was significantly different from zero ( $B = -.31, SE = .07, t = -4.75, p < .001$ ), while the simple slope for mothers of older adolescents was not significantly different from zero ( $B = -.10, SE = .07, t = -1.46, ns$ ).

The relation (negative) between maternal expressions of warmth and psychological control was significant for mothers of younger adolescents, but not for older adolescents.

The overall regression predicting to *adolescents' perceptions of paternal warmth/affection* from gender of adolescent, age of adolescent, and adolescents' perceptions of paternal psychological control was significant,  $F(7, 168) = 4.15, p < .001$ . As noted in Table 5, a negative and significant change to adolescents' perceptions of paternal warmth/affection was attributable to adolescents' perceptions of paternal psychological control.

The overall regression predicting to *paternal expressions of warmth/affection* from gender of adolescent, age of adolescent, and paternal expressions of psychological control was significant,  $F(7, 170) = 2.13, p < .04$ . As noted in Table 5, a negative and significant change in paternal expressions of warmth/affection was attributable to paternal expressions of psychological control.

The overall regression predicting to *adolescents' perceptions of maternal aggression/hostility* from gender, age, and adolescents' perceptions of maternal psychological control was significant,  $F(7, 169) = 8.98, p < .001$ . As noted in Table 5, positive and significant main effects for age and adolescents' perceptions of psychological control were revealed. After controlling for gender and adolescents' perceptions of psychological control, a trend was also found for the interaction between gender and adolescents' perceptions of psychological control.

To probe for this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of maternal aggression/hostility on adolescents' perceptions of psychological control for adolescent boys and girls. The

values of adolescents' perceptions of maternal psychological control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. Results showed that the simple slopes for both adolescent boys and girls were significant ( $B = .74$ ,  $SE = .06$ ,  $t = 11.70$ ,  $p < .001$  and  $B = .88$ ,  $SE = .06$ ,  $t = 15.98$ ,  $p < .001$ , respectively). A positive association between adolescents' perceptions of maternal aggression/hostility and psychological control was significant for both boys and girls. This relation was particularly strong for girls.

The overall regression predicting to *maternal expressions of aggression/hostility* from gender of adolescent, age of adolescent, and maternal expressions of psychological control was significant,  $F(7, 169) = 43.46$ ,  $p < .001$ . As noted in Table 5, a positive and significant main effect was found for maternal expressions of psychological control. A trend was found for the interaction among gender, age, and maternal expression of psychological control.

To probe this interaction, the regression equation was restructured to express the regression of maternal expressions of aggression/hostility on maternal expressions of psychological control for mothers of younger and older adolescents, separately for mothers of girls and boys. Again, the values of maternal expressions of psychological control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. Results showed that for mothers of boys, the simple slopes for mothers of younger and older adolescents were significantly different from zero ( $B = .98$ ,  $SE = .09$ ,  $t = 11.25$ ,  $p < .001$  and  $B = .80$ ,  $SE = .09$ ,  $t = 9.08$ ,  $p < .001$ , respectively). For mothers of girls, the simple slopes for mothers of younger and older adolescents were also significantly different from zero ( $B = .89$ ,  $SE = .13$ ,  $t = 7.04$ ,  $p <$

.001 and  $B = 1.11$ ,  $SE = .14$ ,  $t = 8.23$ ,  $p < .001$ , respectively). For mothers of older and younger adolescent girls and boys, there seemed to be a relation between maternal expressions of aggression/hostility and psychological control.

The overall regression predicting to *adolescents' perceptions of paternal aggression/hostility* from gender, age, and adolescents' perceptions of paternal psychological control was significant,  $F(7, 168) = 53.14$ ,  $p < .001$ . As noted in Table 5, positive and significant main effects were found for age and adolescents' perceptions of psychological control. A significant interaction between gender and age was also found.

To probe this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of paternal aggression/hostility on gender for younger and older adolescents. These equations are plotted in Figure 9 to display the interactions. Results showed that the simple slopes for both younger and older adolescents were not significantly different from zero ( $B = -.13$ ,  $SE = .13$ ,  $t = -.99$ , *ns* and  $B = .08$ ,  $SE = .13$ ,  $t = .64$ , *ns*, respectively).

The overall regression predicting to *paternal expressions of aggression/hostility* from gender of adolescent, age of adolescent, and paternal expressions of psychological control was significant,  $F(7, 170) = 33.96$ ,  $p < .001$ . As noted in Table 5, a negative and significant change in paternal expressions of aggression/hostility was attributable to age of adolescent. A positive and significant change in paternal expressions of aggression/hostility was attributable to paternal expressions of psychological control. Similar to results found in the regression analyses predicting paternal expressions of aggression/hostility from gender of adolescent, age of adolescent, and paternal

expressions of behavioral control, a significant interaction between gender and age was found.

The overall regression predicting to *adolescents' perceptions of maternal neglect/rejection* from gender, age, and adolescents' perceptions of maternal psychological control was significant,  $F(7, 169) = 56.56, p < .001$ . Positive and significant main effects were found for age and adolescents' perceptions of maternal psychological control. After controlling for age and adolescents' perceptions of maternal psychological control, the interaction effect between gender and adolescents' perceptions of maternal psychological control approached significance.

To probe for this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of maternal neglect/rejection on adolescents' perceptions of maternal psychological control for adolescent boys and girls. The values of adolescents' perceptions of maternal psychological control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. Results showed that the simple slope for boys approached significance ( $B = .45, SE = .27, t = 1.67, p < .096$ ), while the simple slope for girls was not significantly different from zero ( $B = .27, SE = .40, t = .67, ns$ ). A positive association between adolescents' perceptions of maternal psychological control and neglect/rejection seemed to be found for boy, but not for girls.

The overall regression predicting to *maternal expressions of neglect/rejection* from gender of adolescent, age of adolescent, and mother expressions of psychological control was significant,  $F(7, 169) = 22.60, p < .001$ . As noted in Table 5, a positive and significant change in maternal expressions of neglect/rejection was attributable to

maternal expressions of psychological control. After controlling for maternal expressions of psychological control, a significant interaction among gender, age, and maternal expressions of psychological control was found.

To probe this interaction, the regression equation was restructured to express the regression of maternal expressions of neglect/rejection on maternal expressions of psychological control for mothers of younger and older adolescents, separately for mothers of boys and girls. Again, the values of maternal expressions of psychological control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. These equations are plotted in Figure 10 and 11 to display the interactions. Findings showed that for mothers of boys, the simple slopes for mothers of younger and older adolescents were significantly different from zero ( $B = .36, SE = .09, t = 3.89, p < .001$  and  $B = .79, SE = .09, t = 8.54, p < .001$ , respectively). For mothers of girls, the simple slopes for mothers of younger and older adolescents were significantly different from zero ( $B = .59, SE = .09, t = 6.31, p < .001$  and  $B = .37, SE = .10, t = 3.71, p < .001$ , respectively). For mothers of older and younger adolescent girls and boys, there seemed to be a positive relation between maternal expressions of aggression/hostility and maternal expressions of psychological control. The relation was particularly strong for mothers of older adolescent boys and mothers of younger adolescent girls.

The overall regression predicting to *adolescents' perceptions of paternal neglect/rejection* from gender, age, and adolescents' perceptions of paternal psychological control was significant,  $F(7, 168) = 8.87, p < .001$ . As noted in Table 5, a positive and significant change to paternal neglect/rejection was attributable to age and

adolescents' perceptions of psychological control. After controlling for age and adolescents' perceptions of psychological control, a trend was found for the interaction between gender and age.

To probe for this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of paternal neglect/rejection on gender for younger and older adolescents. Results showed that the simple slope for older adolescents was significantly different from zero ( $B = -.23$ ,  $SE = .09$ ,  $t = -2.47$ ,  $p < .01$ ), whereas the simple slope for younger adolescent was not significant from zero ( $B = .00$ ,  $SE = .10$ ,  $t = .03$ ,  $ns$ ). Older adolescent boys seemed to perceive greater levels of paternal neglect/rejection than older adolescent girls. There were no differences in perceptions of paternal neglect/rejection for younger adolescent girls and boys.

The overall regression predicting to *paternal expressions of neglect/rejection* from gender of adolescent, age of adolescent, and paternal expressions of psychological control was significant,  $F(7, 170) = 18.115$ ,  $p < .001$ . As noted in Table 5, a positive and significant change in paternal expressions of neglect/rejection was attributable to paternal expressions of psychological control. After controlling for paternal expressions of psychological control, a significant interaction was found for gender of adolescent and father expressions of psychological control.

To probe for this interaction, the regression equation was restructured to express the regression of paternal expressions of neglect/rejection on paternal expressions of psychological control for fathers of adolescent boys and girls. The values of paternal expressions of psychological control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. These

equations are plotted in Figure 13 to display the interactions. Findings showed that the simple slopes for fathers of adolescent boys and girls were significantly different from zero ( $B = .66, SE = .07, t = 9.54, p < .001$  and  $B = .24, SE = .06, t = 3.73, p < .001$ , respectively). The relation between paternal expressions of neglect/rejection and psychological control was significant for both fathers of boys and girls. This relation was particularly strong for fathers of boys.

Another significant interaction for age and paternal expressions of psychological control was found to predict father expressions of neglect/rejection. To probe for this interaction, the regression equation was restructured to express the regression of paternal expressions of neglect/rejection on paternal expressions of psychological control for fathers of younger and older adolescents. Again, the values of paternal expressions of psychological control were chosen to correspond to the mean, one standard deviation above the mean, and one standard deviation below the mean. These equations are plotted in Figure 14 to display the interactions. Findings showed that the simple slopes for fathers of younger and older adolescents were significantly different from zero ( $B = .30, SE = .07, t = 4.26, p < .001$  and  $B = .62, SE = .07, t = 8.80, p < .001$ , respectively). The relation between paternal expressions of neglect/rejection and paternal psychological control was significant for both fathers of younger and older adolescents. This relation was particularly strong for older adolescents.

### *Cultural Values*

The second goal of this study was to examine differences in adherence to cultural values between mothers, fathers, adolescent girls and boys in early and mid adolescence. The means and standard deviations of all cultural value scores are presented in Table 6.

Overall, Korean adolescents, fathers, and mothers, adhered moderately to the items on the revised-AVS measure. To compare differences in means, a 2(gender) X 2(age) X (group: adolescent, mother, father) ANOVA was conducted. A main effect for group was found ( $F(2, 521) = 13.91, p < .00, \eta^2 = .05$ ). As expected, post-hoc analyses indicated that mothers' ( $M = 2.57, SD = .20$ ) and fathers' ( $M = 2.58, SD = .211$ ) adherence to Asian cultural values were statistically higher than adolescents' ( $M = 2.46, SD = .27$ ) adherence to Asian cultural values. Mother and father means were not statistically different. No other main effects or significant interactions were found.

### *Cultural Values and Parenting Styles*

The final goals of this study were to (1) examine cultural values as a predictor of parental expressions of warmth/affection, behavioral control, psychological control, aggression/hostility, and neglect/rejection, and (2) examine cultural values as a moderator between the dimensions of parental control (behavioral and psychological control) and warmth (warmth/affection, aggression/hostility, and neglect/rejection) for mothers, fathers, and adolescents. All predictor variables were centered on their means before forming interaction terms and computing regressions. Again, all interactions were probed by using a computational tool provided by Preacher, Curran, and Bauer (2006), which was designed to follow the recommendations by Aiken and West (1991). All correlations between cultural values (AVS) and parenting styles within each group (mothers, fathers, adolescents) can be found in Table 7.

### *Cultural Values (AVS) as a Predictor of Parenting Styles*

Predictors were entered in the following order: gender, age, AVS, gender X age, gender X AVS, age X AVS, and gender X age X AVS. Regressions were conducted

separately for maternal and paternal expressions of warmth/affection, behavioral control, psychological control, aggression/hostility, and neglect/rejection. Tables of all regressions with regard to AVS predicting to all five parenting styles, can be found in Table 8.

*AVS as a predictor of behavioral control.* The overall regression predicting to *maternal expressions of behavioral control* from gender of adolescent, age of adolescent, and mothers' cultural values was significant,  $F(7, 169) = 2.08, p < .05$ . As noted in Table 8, a significant amount of the variance in maternal expressions of behavioral control was attributable to the two-way interaction between age and mothers' cultural values.

To probe for this interaction, the regression equation was restructured to express the regression of maternal expressions of behavioral control on mothers' cultural values for mothers of younger and older adolescents. These equations are plotted in Figure 15 to display the interactions. Findings showed that the relation between maternal expressions of behavioral control and mothers' cultural values was positively associated for mothers of older adolescents ( $B = .61, SE = .21, t = 2.91, p < .001$ ), whereas the correlation was not significant for mother of younger adolescents ( $B = -.23, SE = .18, t = -1.28, ns$ ).

The overall regression predicting *paternal expressions of behavioral control* was significant,  $F(7, 170) = 3.53, p < .001$ . As noted in Table 8, fathers' cultural values was a significant predictor of paternal expressions of behavioral control. Fathers' adherence to cultural values was positively associated with paternal expressions of behavioral control. The two-way interaction between gender and age also approached significance.

To probe for this interaction, the regression equation was restructured to express the regression of paternal expression of behavioral control on gender of adolescent for fathers of younger and older adolescents. Findings showed that the simple slope for fathers of older adolescents was significantly different from zero ( $B = -.31$ ,  $SE = .08$ ,  $t = -3.812$ ,  $p < .001$ ), whereas the simple slope for fathers of younger adolescent was not significantly different from zero ( $B = -.09$ ,  $SE = .08$ ,  $t = -1.13$ , *ns*). Fathers of older boys expressed more behavioral control than fathers of older adolescent girls. No significant difference in paternal expressions of behavioral control was found for younger adolescent boys and girls.

*AVS as a predictor of psychological control.* The overall regression predicting to *maternal expressions of psychological control* from gender, age, and mothers' cultural values was not significant  $F(7, 169) = 1.15$ , *ns*. The overall regression predicting to *paternal expressions of psychological control* was not significant,  $F(7, 170) = .61$ , *ns*.

*AVS as a predictor of warmth.* The overall regression predicting to *maternal expressions of warmth* from gender of adolescent, age of adolescent, and mothers' cultural values was not significant,  $F(7, 169) = .25$ , *ns*. The overall regression predicting to *paternal expressions of warmth* from gender of adolescent, age of adolescent, and fathers' cultural values was also not significant,  $F(7, 170) = 1.62$ , *ns*.

*AVS as a predictor of aggression/hostility.* The overall regression predicting to *maternal expressions of aggression/hostility* from gender, age, and mothers' cultural values approached significance,  $F(7, 169) = 1.90$ ,  $p < .07$ . As noted in Table 8, mothers' cultural value was a negative and significant predictor of maternal expressions of aggression/hostility.

The overall regression predicting to *paternal expressions of aggression/hostility* from gender, age, and fathers' cultural values was significant,  $F(7, 170) = 2.31, p < .03$ . As noted in Table 8, a negative main effect for age of adolescent was found. A significant interaction effect of gender and age was also found.

To probe this interaction, the regression equation was restructured to express the regression of paternal expressions of aggression/hostility on gender of adolescent for fathers of younger and older adolescents. These equations are plotted in Figure 16 to display the interactions. Results showed that the simple slope for fathers of younger adolescents approached significance ( $B = -.19, SE = .10, t = -1.84, p < .07$ ), and the simple slope for fathers of older adolescents was not significantly different from zero ( $B = .08, SE = .10, t = .83, ns$ ). It seemed that fathers of younger boys expressed greater levels of paternal aggression/hostility than fathers of younger girls.

*AVS as a predictor of neglect/rejection.* The overall regression predicting to *maternal expressions of neglect/rejection* from gender of adolescent, age of adolescent, and mother cultural values was not significant,  $F(7, 169) = 1.78, ns$ . The overall regression predicting to adolescents' perceptions of paternal neglect/rejection from gender of adolescent, age of adolescent, and father cultural values was also not significant,  $F(7, 170) = .57, ns$ .

#### *Cultural Values (AVS) as a Moderator between Parental Control and Warmth*

##### *AVS as a moderator between behavioral control and dimensions of warmth.*

Predictors were entered in the following order: age of adolescent, AVS, behavioral control, age of adolescent X AVS, age of adolescent X behavioral control, AVS X behavioral control, and age of adolescent X AVS X behavioral control (see Table 9).

Separate regressions were computed for mothers, fathers, and adolescents with regard to maternal and paternal parenting styles. Gender of adolescent was not included as a predictor in these analyses because a greater interest was with regard to age of adolescent as a predictor.

The overall regression predicting *adolescents' perceptions of maternal warmth* from age, adolescents' cultural values, and adolescents' perceptions of maternal behavioral control was significant,  $F(7, 169) = 2.26, p < .001$ . As noted in Table 9, adolescent perception of maternal behavioral control was a positive and significant predictor of adolescents' perceptions of maternal warmth.

The overall regression predicting *maternal expressions of warmth* from age, mothers' cultural values, and maternal expressions of behavioral control was significant,  $F(7, 169) = 2.50, p < .02$ . As noted in Table 9, maternal expressions of behavioral control was a positive and significant predictor of maternal expressions of warmth. However, after controlling for maternal expressions of behavioral control, a trend was found for the interaction between mothers' cultural values and maternal expressions of behavioral control.

To probe this interaction, the regression equation was restructured to express the regression of maternal expressions of warmth on maternal expressions of behavioral control at levels of mothers' cultural values. The values of mothers' cultural values were chosen to correspond to the mean, one standard deviation above the mean (high), and one standard deviation below the mean (low). Results showed that the simple slopes of high and average (mean) mothers' cultural values groups were significantly different from zero ( $B = .35, SE = .09, t = 3.80, p < .001$  and  $B = .24, SE = .06, t = 3.90, p < .001$ ,

respectively), and the simple slope for the low mothers' cultural values group approached significance ( $B = .14$ ,  $SE = .08$ ,  $t = 1.77$ ,  $p < .08$ ). Thus, for mothers with average and high Asian cultural values, there seemed to be a positive association between maternal expressions of behavioral control and warmth.

The overall regression predicting *adolescents' perceptions of paternal warmth* from age, adolescents' cultural values, and adolescents' perceptions of paternal behavioral control was significant,  $F(7, 168) = 3.10$ ,  $p < .001$ . As noted in Table 9, positive main effects for adolescents' cultural values and adolescents' perceptions of paternal behavioral were found.

The overall regression predicting *paternal expressions of warmth* from age, fathers' cultural values, and paternal expressions of behavioral control was significant,  $F(7, 170) = 8.17$ ,  $p < .001$ . As noted in Table 9, positive main effects for fathers' cultural values and paternal expressions of behavioral control were found. However, after controlling for these main effects, a significant interaction between fathers' cultural values and paternal expressions of behavioral control was found.

To probe this interaction, the regression equation was restructured to express the regression of paternal expressions of warmth on paternal expressions of behavioral control at levels of fathers' cultural values. Again, the values of fathers' cultural values were chosen to correspond to the mean, one standard deviation above the mean (high), and one standard deviation below the mean (low). These equations are plotted in Figures 17 to display the interaction. Results showed that the simple slopes of low, average, and high fathers' cultural value groups were all significantly different from zero ( $B = .31$ ,  $SE = .10$ ,  $t = 3.06$ ,  $p < .001$ ,  $B = .50$ ,  $SE = .08$ ,  $t = 5.76$ ,  $p < .001$ , and  $B = .58$ ,  $SE = .09$ ,  $t =$

6.51,  $p < .001$ , respectively). The relation between paternal expressions of behavioral control and paternal expressions of warmth was significant for fathers who reported low, average, and high adherence to cultural values, but this relation was particularly strong for the average and high fathers' cultural values groups.

The overall regression predicting *adolescents' perceptions of maternal aggression/hostility* from age, adolescents' cultural values, and adolescents' perceptions of maternal behavioral control was significant,  $F(7, 169) = 3.18, p < .001$ . As noted in Table 9, positive and significant main effects were found for age and adolescents' perceptions of maternal behavioral control. No significant interactions were found.

The overall regression predicting *maternal expressions of aggression/hostility* from age, mothers' cultural values, and maternal expressions of behavioral control was significant,  $F(7, 169) = 5.46, p < .001$ . As noted in Table 9, a negative and significant main effect for mothers' cultural values and a positive and significant main effect for maternal expressions of behavioral control were found. No significant interactions were found.

The overall regression predicting *adolescents' perceptions of paternal aggression/hostility* from age, adolescents' cultural values, and adolescents' perceptions of paternal behavioral control was significant,  $F(7, 168) = 5.86, p < .001$ . As noted in Table 9, positive and significant main effects were found for age and adolescents' perceptions of paternal behavioral control. A negative and significant main effect was found for adolescents' cultural values. After controlling for these main effects, a significant interaction between age and adolescents' perceptions of paternal behavioral control was found. This interaction was already found in the regression predicting

adolescents' perceptions of paternal aggression/hostility from adolescents' perceptions of paternal behavioral control. A trend was also found for the interaction between age, adolescents' cultural values, and adolescents' perceptions of paternal behavioral control.

To probe this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of paternal aggression/hostility on adolescents' perceptions of paternal behavioral control for levels of adolescents' cultural values, separately for younger and older adolescents. Again, the values of adolescents' cultural values were chosen to correspond to the mean, one standard deviation above the mean (high), and one standard deviation below the mean (low). Results showed that for younger adolescents, the simple slopes of the average and high adolescent cultural values groups were not significantly different from zero ( $B = .13$ ,  $SE = .12$ ,  $t = 1.07$ ,  $ns$  and  $B = -.01$ ,  $SE = .16$ ,  $t = -.07$ ,  $ns$ , respectively), whereas the simple slope for the low adolescent cultural values group approached significance ( $B = .27$ ,  $SE = .16$ ,  $t = 1.07$ ,  $p < .08$ ). For older adolescents, the simple slopes for the average and high adolescent cultural values groups were significantly different from zero ( $B = .56$ ,  $SE = .15$ ,  $t = 3.67$ ,  $p < .001$  and  $B = .77$ ,  $SE = .23$ ,  $t = 3.33$ ,  $p < .001$ , respectively). The simple slope for the low adolescent cultural values group was not significantly different from zero ( $B = .34$ ,  $SE = .26$ ,  $t = 1.30$ ,  $ns$ ). The relation between adolescents' perceptions of paternal aggression/hostility and adolescents' perceptions of paternal behavioral control was significant for older adolescents who had average to high adherence to cultural values, and this relation was also suggested for younger adolescents with low adherence to cultural values.

The overall regression predicting to *paternal expressions of aggression/hostility* from age, fathers' cultural values, and paternal expressions of behavioral control was

significant,  $F(7, 170) = 3.00, p < .01$ . As noted in Table 9, a negative and significant main effect for age and a positive and significant main effect for paternal expressions of behavioral control were found. A significant interaction was also found for fathers' cultural values and paternal expressions of behavioral control.

To probe this interaction, the regression equation was restructured to express the regression of paternal expressions of aggression/hostility on paternal expressions of behavioral control. Again, the values of fathers' cultural values were chosen to correspond to the mean, one standard deviation above the mean (high), and one standard deviation below the mean (low). These equations are plotted in Figure 18 to display the interaction. Results showed that the simple slopes for the low and average fathers' cultural values groups were significantly different from zero ( $B = .42, SE = .13, t = 3.25, p < .001$  and  $B = .27, SE = .10, t = 2.77, p < .01$ , respectively). The simple slope for the high fathers' cultural values group was not significantly different from zero ( $B = .13, SE = .12, t = 1.10, ns$ ). Thus, a significant (positive) relation between paternal expressions of aggression/hostility and behavioral control was found for fathers with low and average adherence to cultural values. This relation was particularly strong for fathers with low adherence to cultural values.

The overall regression predicting to *adolescents' perceptions of maternal neglect/rejection* from age, adolescents' cultural values, and adolescents' perceptions of maternal behavioral control was not significant,  $F(7, 169) = .90, ns$ .

The overall regression predicting to *maternal expressions of neglect/rejection* from age, mothers' cultural values, and maternal expressions of behavioral control approached significance,  $F(7, 169) = 1.86, p < .08$ . As noted in Table 9, a significant

interaction between age and mothers' cultural values was found. After controlling for this interaction, however, a three-way interaction between age, mothers' cultural values, and maternal expressions of behavioral control approached significance.

To probe for this interaction, the regression equation was restructured to express the regression of maternal expressions of neglect/rejection on maternal expressions of behavioral control at levels of mothers' cultural values, separately for mothers of younger and older adolescents. Again, the values of mothers' cultural values were chosen to correspond to the mean, one standard deviation above the mean (high), and one standard deviation below the mean (low). Results showed that for mothers of younger adolescents, the simple slopes of low, average, and high mothers' cultural values groups were not significantly different from zero ( $B = -.00, SE = .15, t = -.03, ns$ ,  $B = .08, SE = .13, t = .66, ns$ , and  $B = .18, SE = .19, t = .95, ns$ , respectively). For mothers of older adolescents, the simple slope of high mothers' cultural values group was not significantly different from zero ( $B = .03, SE = .17, t = .20, ns$ ). The simple slope of average mothers' cultural values group approached significance ( $B = .02, SE = .12, t = 1.77, p < .08$ ) and the simple slope of low mothers' cultural values group was significant ( $B = .38, SE = .16, t = 2.34, p < .02$ ). Thus, a positive relation between maternal expressions of behavioral control and neglect was only significant for mothers of older adolescents with average to low adherence to cultural values.

The overall regression predicting to *adolescents' perceptions of paternal neglect/rejection* from age, adolescents' cultural values, and adolescents' perceptions of paternal behavioral control was not significant,  $F(7, 168) = 1.18, ns$ .

The overall regression predicting to *paternal expressions of neglect/rejection* from age, fathers' cultural values, and paternal expressions of behavioral control was not significant,  $F(7, 170) = .59, ns$ .

*AVS as a moderator between psychological control and dimensions of warmth.* Predictors were entered in the following order: age, AVS, psychological control, age X AVS, age X psychological control, AVS X psychological control, and age X AVS X psychological control (see Table 10). Separate regressions were again computed for mothers, fathers, and adolescents with regard to maternal and paternal parenting styles.

The overall regression predicting to *adolescents' perceptions of maternal warmth* from age, adolescents' cultural values, and adolescents' perceptions of maternal psychological control was significant,  $F(7, 169) = 7.13, p < .001$ . As noted in Table 10, a negative and significant main effect for adolescents' perceptions of maternal behavioral control as well as a significant interaction between age and adolescents' perceptions of maternal psychological control was found. After controlling for these effects, a three-way interaction between age, adolescents' cultural values, and adolescents' perceptions of maternal psychological control approached significance.

To probe for this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of maternal warmth on adolescents' perceptions of maternal psychological control at levels of adolescents' cultural values, separately for younger and older adolescents. Again, the values of adolescents' cultural values were chosen to correspond to the mean, one standard deviation above the mean (high), and one standard deviation below the mean (low). Results showed that for younger adolescents, the simple slopes of low, average, and high adolescent cultural

values groups were not significantly different from zero ( $B = -.16$ ,  $SE = .10$ ,  $t = -.157$ ,  $ns$ ,  $B = -.10$ ,  $SE = .09$ ,  $t = -1.18$ ,  $ns$ , and  $B = -.05$ ,  $SE = .11$ ,  $t = -.43$ ,  $ns$ , respectively). For older adolescents, the simple slopes of low, average, and high adolescent cultural values groups were significantly different from zero ( $B = -.42$ ,  $SE = .15$ ,  $t = -2.84$ ,  $p < .01$ ,  $B = -.60$ ,  $SE = .10$ ,  $t = -6.35$ ,  $p < .001$ , and  $B = -.79$ ,  $SE = .15$ ,  $t = -5.20$ ,  $p < .001$ , respectively). Thus, for the older adolescents, there was a negative relation between adolescents' perceptions of maternal warmth and psychological control for adolescents with low, average, and high adherence to cultural values. This relation was particularly strong for adolescents with average to high adherence to cultural values.

The overall regression predicting to *maternal expressions of warmth* from age of adolescent, mothers' cultural values, and maternal expressions of psychological control was significant,  $F(7, 169) = 4.87$ ,  $p < .001$ . As noted in Table 10, a negative and significant main effect was found for maternal expressions of psychological control as well as a significant interaction between age and maternal expressions of psychological control. After controlling for these effects, however, a significant interaction between mother cultural values and maternal expressions of psychological control was found.

To probe for this interaction, the regression equation was restructured to express the regression of maternal expressions of warmth on maternal expressions of psychological control at levels of mothers' cultural values. Again, the values of mothers' cultural values were chosen to correspond to the mean, one standard deviation above the mean (high), and one standard deviation below the mean (low). These equations are plotted in Figure 19 to display the interaction. Results showed that the simple slopes for the low, average, and high mothers' cultural values groups was significantly different

from zero ( $B = -.14, SE = .05, t = -2.66, p < .01, B = -.24, SE = .05, t = -5.08, p < .001,$  and  $B = -.35, SE = .07, t = -4.93, p < .001,$  respectively). There was a negative relation between maternal expressions of warmth and psychological control for mothers with low, average, and high adherence to cultural values, but this relation was particularly strong for mothers with average and high adherence to cultural values.

The overall regression predicting to *adolescents' perceptions of paternal warmth* from age, adolescents' cultural values, and adolescents' perceptions of paternal psychological control was significant,  $F(7, 168) = 4.26, p < .001$ . As noted in Table 10, a positive and significant main effect was found for adolescents' cultural values and a negative and significant main effect was found for adolescents' perceptions of paternal psychological control. No significant interactions were found.

The overall regression predicting to *paternal expressions of warmth* from age, fathers' cultural values, and paternal expressions of psychological control was significant,  $F(7, 170) = 3.61, p < .001$ . As noted in Table 10, a positive and significant main effect for fathers' cultural values and a negative and significant main effect paternal expressions of psychological control were found. No significant interactions were found.

The overall regression predicting to *adolescents' perceptions of maternal aggression/hostility* from age, adolescents' cultural values and adolescents' perceptions of maternal psychological control was significant,  $F(7, 169) = 52.00, p < .001$ . As noted in Table 10, positive and significant main effects were found for age and adolescents' perceptions of maternal psychological control. No significant interactions were found.

The overall regression predicting to *maternal expressions of aggression/hostility* from age, mothers' cultural values, and maternal expressions of psychological control

was significant,  $F(7, 169) = 44.74, p < .001$ . As noted in Table 10, a negative and significant main effect was found for mothers' cultural values and a positive and significant main effect for maternal expressions of psychological control was found. No significant interactions were found.

The overall regression predicting to *adolescents' perceptions of paternal aggression/hostility* from age, adolescents' cultural values, and adolescents' perceptions of paternal psychological control was significant,  $F(7, 168) = 53.00, p < .001$ . As noted in Table 10, positive and significant main effects were found for age and adolescents' perceptions of paternal psychological control. A negative and significant main effect was found for adolescent cultural values. However, after controlling for these effects, a significant three-way interaction between age, adolescents' cultural values, and adolescents' perceptions of paternal psychological control was found.

To probe this interaction, the regression equation was restructured to express the regression of adolescents' perceptions of paternal aggression/hostility on adolescents' perceptions of paternal psychological control at levels of adolescents' cultural values, separately for young and older adolescents. The values of adolescent cultural values were chosen to correspond to the mean, one standard deviation above the mean (high), and one standard deviation below the mean (low). These equations are plotted in Figures 20 and 21 to display the interaction. Results showed for younger adolescents, the simple slope for low, average, and high adolescents' cultural value groups were significantly different from zero ( $B = 1.01, SE = .08, t = 12.15, p < .001$ ,  $B = .98, SE = .10, t = 10.18, p < .001$ , and  $B = .94, SE = .13, t = 7.23, p < .001$ , respectively). For older adolescents, the simple slopes for low, average, and high cultural value groups were significantly different

from zero ( $B = .75, SE = .08, t=8.98, p < .001, B = .88, SE = .07, t = 13.00, p < .001$ , and  $B = 1.02, SE = .11, t = 9.16, p < .001$ , respectively). The relation (positive) between adolescents' perceptions of paternal aggression/hostility and psychological control was significant for younger and older adolescents with low, average, and high adherence to cultural values. This relation seemed to be particularly strong for younger adolescents with lower adherence to cultural values, whereas for older adolescents, this relation was particularly strong for adolescents with average to high adherence to cultural values.

The overall regression predicting to *paternal expressions of aggression/hostility* from adolescent age, fathers' cultural values, and paternal expressions of psychological control was significant,  $F(7, 170) = 32.90, p < .001$ . As noted in Table 10, a negative and significant main effect for age and a positive and significant main effect for paternal expressions of psychological control were found. No significant interactions were found.

The overall regression predicting to *adolescents' perceptions of maternal neglect/rejection* from age, adolescents' cultural values, and adolescents' perceptions of maternal psychological control was significant,  $F(7, 169) = 8.37, p < .001$ . As noted in Table 10, a positive and significant main effect was found for adolescents' perceptions of maternal psychological control. No significant interactions were found.

The overall regression predicting to *maternal expressions of neglect/rejection* from age, mothers' cultural values, and maternal expressions of psychological control was significant,  $F(7, 169) = 24.29, p < .001$ . As noted in Table 10, a positive and significant main effect for maternal expressions of psychological control and significant interactions between age and mothers' cultural values, and mothers' cultural values and maternal expressions of psychological control were found. However, after controlling for

these effects, a significant three-way interaction between age, mothers' cultural values, and maternal expressions of psychological control was found.

To probe for this interaction, the regression equation was restructured to express the regression of maternal expressions of neglect/rejection on maternal expressions of psychological control at levels of mothers' cultural values. The values of mothers' cultural values were chosen to correspond to the mean, one standard deviation above the mean (high), and one standard deviation below the mean (low). These equations are plotted in Figures 22 and 23 to display the interaction. Results showed that for mothers of younger adolescents, the simple slopes for the low, average, and high cultural values groups were significantly different from zero ( $B = .51, SE = .08, t = 6.30, p < .001$ ,  $B = .47, SE = .07, t = 7.18, p < .001$ , and  $B = .43, SE = .10, t = 4.19, p < .001$ , respectively). The relation (positive) between maternal expressions of neglect/rejection and psychological control was significant for mothers with low, average, and high adherence to cultural values. This relation was particularly strong for mothers with average and low adherence to cultural values. For mothers of older adolescents, the simple slopes for the low, average, and high cultural values groups were also significantly different from zero ( $B = .73, SE = .07, t = 10.08, p < .001$ ,  $B = .51, SE = .07, t = 7.21, p < .001$ , and  $B = .30, SE = .10, t = 2.98, p < .001$ , respectively). Similar to mothers of younger adolescents, there was a relation (positive) between maternal expressions of neglect/rejection and psychological control for mothers of older adolescents with low, average, and high adherence to cultural values. This relation was particularly strong for mothers with average and low adherence to cultural values.

The overall regression predicting to *adolescents' perceptions of paternal neglect/rejection* from age, adolescents' cultural values, and adolescents' perceptions of paternal psychological control was significant,  $F(7, 168) = 8.40, p < .001$ . As noted in Table 10, positive and significant main effects for age and adolescents' perceptions of paternal psychological control were found. No significant interactions were found.

The overall regression predicting to *paternal expressions of neglect/rejection* from age, fathers' cultural values, and paternal expressions of psychological control was significant,  $F(7, 170) = 13.71, p < .001$ . As noted in Table 10, a positive and significant main effect for paternal expressions of psychological control was found. Similar to the results found in the regression analyses predicting paternal expressions of neglect/rejection from gender of adolescent, age of adolescent, and paternal expressions of psychological control, a significant interaction between age and paternal expressions of psychological control was also found to predict paternal expressions of neglect/rejection. No other significant interactions were found.

## CHAPTER V

### Discussion

#### *Overview*

The results of this study suggest the need to assess cultural values, the reports of parents and their children, and developmental differences in studies of individual differences in parenting styles. In the present study, I examined parenting styles from the perspectives of Korean mothers, fathers, and adolescent girls and boys in early and mid-adolescence. I attempted to evaluate differences in reports of parenting styles and uncover the concurrent relations among parental dimensions of warmth and control for all possible groups. As well, the independent and interactive contributions of cultural values were examined as they predicted parenting styles. This study demonstrated that perceptions of parenting styles are related to adherence to cultural values and that the forms and functions of parenting styles are not always interpreted to be the same among Koreans. In the following sections, only significant findings are discussed.

#### *Parenting Styles*

The first aims of the study were to (1) examine the differences in reports of parenting styles for mothers, fathers, and adolescents; comparing parenting styles across age and gender, and (2) examine the predictive contributions of parental behavioral and psychological control (control dimensions) on reports of warmth, aggression/hostility, and neglect/rejection (warmth dimensions). As noted in the review of the general parenting styles research, little attention has been paid to possible differences in adolescents' perceptions of parenting styles across development. Cognitive as well as social differences in adolescence (e.g., early and mid adolescence) may be important in

the assessment of how particular parenting styles (e.g., behavioral control and psychological control) are perceived and related to perceptions of warmth, aggression/hostility, and neglect/rejection. Currently, there are no studies assessing differences in reports of parenting styles among Koreans across two age groups in adolescence.

What is known from past research is that there seems to be a notable difference in the relations between behavioral control and dimensions of warmth among Korean adolescents and European adolescents. Behavioral control has to do with parental attempts to monitor, supervise, and set limits on behavior (e.g., setting curfews) (Steinberg, 1990). Behavioral control focuses on regulation of behavior and activities without impeding on or manipulating others' thoughts and ideas (Barber, 1996). Past research suggests that unlike their European counterparts, Korean adolescents' perceptions of parental behavioral control are positively related to perceptions of parental warmth and negatively related to perceptions of neglect (Pettengill & Rohner, 1985). Differences in boys', girls', mothers', and fathers' reports of parenting styles have not been uncovered. In addition, other forms of control such as psychological control have not been assessed and examined in relation to dimensions of warmth. Furthermore, developmental differences in reports of parenting styles have not been assessed among Koreans. It was hypothesized, however, that making these distinctions would be important to uncovering the forms and functions in parenting styles among Koreans today.

*Differences in Reports of Parenting Styles.*

In line with previous research (e.g., Kim, 2005; Pettengill and Rohner, 1985), Korean parenting styles (as reported by mothers, fathers, and adolescents) were expected to be warm and moderate-to-firm in behavioral control. This expectation was supported by this study. An assessment of overall means in reports of parenting styles showed that, in general, Korean mothers, fathers, and adolescents reported moderate to high levels of warmth and moderate levels of behavioral control. Levels of psychological control, aggression/hostility, and neglect/rejection were low. It seemed that for most Koreans, reports of parenting styles were positive.

*Differences in maternal and paternal parenting styles.* It was expected that Korean mothers (the emotional provider and nurturer, e.g., Cho & Shin, 1996) and adolescents would report mothers to be warmer than fathers. This expectation was supported when considering parental reports and approached significance for adolescent reports of parental warmth. Past research suggests that Korean mothers view their children as extensions of themselves and feel a high sense of closeness and responsibility to their children (Choi, 1990 as cited in Kim & Choi, 1994). Given this close bond, mothers more so than fathers, may have made an effort to parent in such a way that would allow for a more harmonious and positive relationship. In addition, because Korean women are often the primary caregivers and socializing agents for their children (Cho & Shin, 1996), mothers' and adolescents' reports of maternal control (behavioral and psychological control) were expected to be higher than fathers' and adolescents' reports of paternal control. Indeed, mothers reported more behavioral control and psychological control than fathers. This finding supported the initial hypothesis.

Adolescents also perceived more maternal psychological control than paternal psychological control. However, results comparing adolescents' perceptions of maternal and paternal *behavioral* control suggested that only younger adolescents perceived mothers to be more behaviorally controlling than fathers. Differences in perceptions of maternal and paternal behavioral control were not found among older adolescents. Differences in maternal and paternal behavioral control may have not been found among older adolescents because it was also found that older adolescents perceived less overall parental behavioral control than younger adolescents. Thus, differences in perceptions of maternal and paternal behavioral control may have been less evident for older adolescents.

Mothers have also been thought to spend more time than fathers with their children in both positive *and* negative interactions (Cho & Shin, 1996). Thus, it was expected that mothers would be perceived by adolescents and would express more aggressive and hostile behaviors than fathers. The findings supported this hypothesis. Mothers reported more aggression/hostility than fathers. Adolescents also reported more aggression/hostility for mothers than fathers.

Despite reports of more aggression/hostility for mothers than fathers, mothers reported and were perceived by adolescents as being warmer than fathers. Past research suggests that Korean mothers are particularly close to their children and regard their children as an extension of themselves (e.g. Choi, 1990 as cited in Kim & Choi, 1994; Cho & Shin, 1996). Thus, within this close relationship, even negative styles of parenting may have been better received and understood by both mothers and adolescents to be expressed out of love and care.

Finally, since mothers are the primary caregivers and have been found to report high levels of closeness to their children (e.g. Choi, 1990 as cited in Kim & Choi, 1994; Cho & Shin, 1996), mothers and adolescents were not expected to report high levels of maternal neglect/rejection. But whether or not mothers would express less neglect/rejection than fathers was unknown. Results showed no differences in adolescents' perceptions and parental expressions of neglect/rejection for mothers and fathers. Levels of neglect/rejection as reported by mothers, fathers, and adolescents with regard to maternal and paternal parenting were generally low.

*Differences across adolescents' and parents' reports of parenting styles.* Since mothers are the primary caregivers, regard their children as extensions of themselves, and report high levels of closeness to their children (e.g., Choi, 1990 as cited in Kim & Choi, 1994; Cho & Shin, 1996), it was hypothesized that mothers' reports of maternal warmth would be higher than adolescents' perceptions of maternal warmth. Maternal efforts to care, provide for, and love their child were thought to be more salient for mothers than adolescents. Indeed, findings from this study supported this hypothesis.

Differences in maternal aggression/hostility, neglect/rejection, behavioral control, and psychological control were explored. Findings showed that mothers' reports of maternal behavioral control and aggression/hostility were higher than adolescents' perceptions of maternal behavioral control and aggression/hostility. No differences in psychological control were found. Interestingly, adolescents' perceptions of maternal neglect/rejection was higher than mothers' reports of their own neglect/rejection.

A similar pattern for fathers' and adolescents' reports of paternal parenting styles was found. Fathers' reports of paternal warmth, aggression/hostility, and psychological

control were higher than adolescents' perceptions of paternal warmth, aggression/hostility, and psychological control, but adolescents reported more paternal neglect/rejection than fathers. Similar to mothers, fathers may have been less likely to report neglect/rejection than their adolescent children because this style of parenting is in contrast to traditional expectations and roles (e.g., high involvement and sacrifice) of Korean parenting (e.g., Cho & Shin, 1996, Kim, 2006). Parental expressions of neglect/rejection may have also been more salient to adolescents than to parents when compared to other styles of parenting because neglect/rejection connotes that parents are not loving or accepting of adolescents. Other styles of parenting (even psychological control and aggression/hostility within the Korean context), however, may be understood to be expressed out of concern or care (e.g. Kim & Park, 2006; Yang & Rosenblatt, 2001).

Differences in the reports of maternal and paternal parenting for daughters and sons were expected. For example, given that girls are expected to act more demurely in social settings and are discouraged to independently explore their environments outside of the home due to reasons regarding safety and protection (Ho, 1985; Min, 1998), girls and their parents were expected to report more behavioral and psychological control than boys and their parents. No differences were found for parental expressions of behavioral and psychological control for their sons and daughters. Similarly, no differences were found between adolescents girls' and boy's perceptions of parental psychological control. But contrary to expectations, adolescents' perceptions of parental behavioral control were higher for boys than girls. Perhaps because traditionally greater independence and freedom is given to boys than girls (e.g., Ha, 1985; Min, 1998), boys perceived even

small amounts of behavioral control to be unacceptable. The only other gender difference in reports of parenting styles was for neglect/rejection. Boys perceived more parental neglect than girls. Fathers of boys also reported more neglect/rejection than fathers of girls. This finding is interesting because boys also reported greater parental behavioral control than girls. How is it that boys simultaneously report more behavioral control and neglect/rejection than girls? Perhaps this finding may be due to lingering traditional expectations and roles for boys compared to girls. For example, traditionally, greater expectations and responsibilities outside of the home (e.g., attaining a good education, good career, making parents and the family proud) have been placed on boys whereas girls are given greater responsibilities inside the home (e.g., Lee, 1998; Macdonald, 1996). As a result, boys may have a more inflexible and pressured role to be a good student, a leader, and pursue interests in line with parental wishes. Thus, adolescent sons may have perceived their parents to be more limiting and controlling than daughters. Whereas daughters may be controlled more within the context of the home with regard to more everyday tasks and behaviors, more leniency may be given to daughters to choose their own educational goals and interests. In addition, sons may have reported more neglect/rejection than daughters because they may have perceived parents to be enforcing greater responsibilities and traditional roles while neglecting or rejecting of other possible interests and goals. No differences in maternal or paternal parenting for daughters and sons were found for hostility/aggression or warmth/affection.

*Developmental differences in parenting styles.* As noted above, younger adolescents (particularly boys) and parents reported more behavioral control than older adolescents and parents. This finding suggests that with age, less behavioral monitoring

and supervision is required. However, from the adolescent perspective, more parental psychological control along with aggression/hostility and neglect/rejection were reported among *older* rather than younger adolescents. Perhaps these findings suggest that whereas less *behavioral* control and supervision is needed with age, older adolescents perceive their parents as still trying to socialize and control their behaviors through *psychologically controlling* behaviors. These findings may also suggest that older adolescents perceive greater struggles in their parent-adolescent interactions than younger adolescents (witnessed through more reports of aggression/hostility, psychological control, and neglect/rejection). Another explanation could be that older adolescents are more sensitive to negative interactions with parents than younger adolescents because they experience greater pressure and demand to succeed academically (e.g., Lee & Larson, 2000). Greater overall stress and negative affect at this time may have influenced adolescents' perceptions of parental psychological control, aggression/hostility, and neglect/rejection.

No developmental differences in parental expressions of psychological control and neglect/rejection were found. Contrary to adolescents' perceptions, however, parents of younger adolescents reported more aggression/hostility than parents of older adolescents. Perhaps parents reported more aggression/hostility with younger adolescents because this is the age at which they begin to expect their children to take on greater responsibilities. For example, parents of younger adolescents may have begun to recognize the importance of educational success at this age and began to use more forceful or aggressive styles of parenting to control their adolescents' behaviors. Perhaps aggression/hostility was not a common form of parenting until this age and so parents'

expressions of this behavior were more salient and negative in their memory compared to parents of older adolescents. No age differences were found for reports of parental warmth/affection.

### *Relations among Parenting Styles*

*Behavioral control as a predictor of warmth/affection, aggression/hostility, and neglect/rejection.* Given that Korean parents traditionally consider high levels of control and involvement in their adolescents' daily lives as a demonstration of their love and interest in their offspring's well-being (Kim, 2005; Pettengill and Rohner, 1985), both maternal and paternal *behavioral control* were expected to positively predict levels of parental warmth for both parents and adolescents. All other main effects and interactions for gender and age were explored.

Overall, mother and father reports of behavioral control positively predicted their expressions of warmth. However, for adolescent perspectives of maternal warmth, the relation between behavioral control and warmth differed for boys and girls. More specifically, contrary to expectations, adolescent perceived behavioral control was a positive predictor of warmth for boys, but not for girls. Perhaps for girls, behavioral control is not the best predictor of warmth. Given that girls have been found to spend more time with mothers in daily tasks than boys (e.g., Drachman, Kwon-Ahn, & Paulino, 1996; Yee, 1987), girls may have more time with mothers to develop a kind of friendship relationship compared to boys. Whereas maternal behavioral control may be a sufficient indicator of warmth and care for boys, for girls, other factors of the mother-daughter *relationship* may be better predictors of maternal warmth. Examples might include emotional closeness or intimacy. These factors may also positively predict boys'

perceptions of maternal warmth, but since mothers traditionally spend more time with their daughters, these relationship factors may be particularly important to examine for girls. For adolescents' perceptions of paternal parenting styles, behavioral control positively predicted warmth for younger and older adolescent girls and younger boys, but not for older boys. Older boys may have perceived greater behavioral control from their fathers as inappropriate for their developmental age and gender. Perhaps with age, boys expect parents (especially fathers) to become less behaviorally controlling.

Given that Korean parents traditionally consider high levels of control and involvement in their adolescents' daily lives as a demonstration of their love and interest in their offspring's well-being (Kim, 2005; Rohner & Pettengill, 1985), *behavioral control* was also expected to negatively predict parental neglect/rejection. Contrary to expectations, findings revealed that mothers' and adolescents' reports of maternal behavioral control did not predict maternal neglect/rejection. Similarly, fathers' and adolescents' reports of paternal behavioral control did not predict paternal neglect/rejection. Perhaps lower behavioral control is not always indicative of neglect/rejection within the current Korean context. Whereas lower levels of behavioral control may have been attributed to neglect/rejection within the traditional Korean cultural context, perhaps Koreans today (due to modernization and influence of Western culture) do not necessarily associate low behavioral control with higher neglect/rejection. In fact, both low and high expressions of behavioral control could be perceived to be adaptive forms of Korean parenting.

Similar to previous research (Kim, 2005; Rohner & Pettengill, 1985), maternal behavioral control was hypothesized to positively predict maternal aggression/hostility.

Results showed that for mothers, expressed behavioral control positively predicted levels of aggression/hostility. Adolescents' perceptions of maternal behavioral control also positively predicted levels of aggression/hostility. These findings suggest that while behavioral control is usually associated with maternal warmth, it is also associated with maternal aggression and hostility. While maternal behavioral control may have been expressed out of concern and care, it may also have created greater opportunities for conflict and aggression, especially if adolescents asserted their own authority.

Past research also suggest that among Korean and Korean-born Korean American adolescents and fathers, paternal behavioral control is not associated with aggression/hostility (Kim, 2005; Rohner & Pettengill, 1985). Results from this study showed that for adolescents, the relation between paternal behavioral control and aggression/hostility varied by age. For example, the positive relation between adolescents' perceptions of paternal behavioral control and aggression/hostility was significant for older adolescents, but not significantly related for younger adolescents. Perhaps in early adolescents, fathers are perceived as the strict and stern decision maker (e.g., Kim & Choi, 1994). At this age then, adolescents may perceive their fathers' attempts to behaviorally control their behavior as normative and traditional (e.g., Kim & Choi, 1994). However, with age, older adolescents may begin to perceive behavioral control as limiting their search for greater independence and autonomy (e.g., Feldman & Rosenthal, 1991; Greenberger & Chen, 1996). Fathers' *expressions* of behavioral control did not significantly predict aggression/hostility, but it did approach significance. Given their role as the main decision maker, leader, and stern parent (Kim & Choi, 1994), fathers may have been more likely than mothers to perceive their expressions of

behavioral control to be appropriate in adolescence and not to be taken as a sign of aggression/hostility. However, results from this study suggested that fathers' expressions of behavioral control may also be positively (perhaps to a lesser degree) associated with aggression/hostility.

According to Rohner and Pettengill (1985), differences in the relation between behavioral control and aggression/hostility for mothers and fathers may have been attributed to a principle known in small-group behavior sociology. This principle (Homans, 1974 as cited in Rohner & Pettengill) proposes that when a person in an expressive or affective role (Korean mothers) exerts authority (behavioral control), it is more likely to be resented by the individuals within that group (being the family unit). In contrast, authority that is practiced by a member of the group that has a more instrumental or task-related role (Korean fathers) is less likely to be resented or perceived as being negative.

*Psychological control as a predictor of warmth/affection, aggression/hostility, and neglect/rejection.* Findings showed that paternal expressions of psychological control *negatively* predicted paternal expressions of warmth. Similarly, adolescents' perceptions of paternal psychological control *negatively* predicted adolescents' perceptions of paternal warmth. Adolescents' perceptions of maternal psychological control also predicted perceptions of maternal warmth, but differences in this relation were found for younger and older adolescents. Adolescents' perceptions of maternal psychological control *negatively* predicted warmth for older, but not younger adolescents. In contrast, maternal expressions of psychological control *negatively* predicted warmth for mothers of younger adolescents, but not older adolescents. Perhaps older compared

to younger adolescents perceived greater maternal psychological control to predict lower maternal warmth because they perceived this style of parenting as limiting their desired autonomy and independence (e.g., Feldman & Rosenthal, 1991; Greenberger & Chen, 1996). Older adolescents may have also been experiencing more generalized stress and negative affect compared to younger adolescents due to greater academic pressure and demands (e.g., Lee & Larson, 2000). As a result, older adolescents may have been overly sensitive to maternal expressions of psychological control than younger adolescents. For mothers of younger adolescents, however, the expression of psychological control may have been associated with lower warmth because they felt that their adolescents may not understand the function of this style of parenting in the Korean cultural context. More specifically, mothers of younger adolescents may have felt that their children were too young to understand that psychological control was expressed out of care and utilized as a method of educating and socializing adolescents (e.g. Kim & Park, 2006, Uba, 1994). The lack of association between psychological control and warmth for mothers of older adolescents may suggest that mothers of older adolescents have more experience using this method of parenting. Mothers of older adolescents may now feel that their older adolescents understand that this style of parenting is common in Korean culture (e.g., Kim & Park, 2006, Uba, 1994).

The predictive relations between psychological control and aggression/hostility were also explored. Findings revealed that psychological control positively predicted aggression/hostility for mothers, fathers, and adolescents. Mother reports, father reports, and adolescents' perceptions of maternal and paternal psychological control positively predicted neglect/rejection.

These findings warrant further investigation. Although psychological control was found to be positively associated with maternal and paternal aggression/hostility and neglect rejection, psychological control did not consistently predict lower levels of parental warmth. More specifically, psychological control predicted lower paternal warmth, but not maternal warmth. For example, psychological control was not associated with lower maternal warmth for younger adolescents. Findings from this study lend some support for past research and theory, which suggests that such parenting behaviors as guilt and shame induction (which are forms of psychological control) may not always be interpreted as negative indices of parenting (e.g., Kim & Park, 2006, Uba, 1994).

#### *Cultural Values*

The second goal of this study was to assess differences in mothers', fathers', and adolescents' adherence to cultural values. As expected, results showed that adolescents' adherence to Asian cultural values was lower than that of mothers and fathers. This finding is consistent with past research, which suggest that similarities in adherence to values are more similar within than across generations (e.g., Fuligni, Tseng, & Lam, 1999; Phinney, Ong, Madden, 2000). Contrary to expectations, the *AVS* scores of mothers did not differ from those of fathers and adolescent girls did not differ from boys. Previous studies have suggested that women may be more likely than men to endorse more non-traditional values (e.g., Kim, Park, Kwon, & Koo, 2005; Rosenthal, Ranieri, & Klimidis, 1996; Tang & Dion, 1999). Differences in this study, however, may not have been found because the married couples who participated in this study may already share

cultural values. Perhaps differences in values may have been better captured with a more varied sample (e.g., greater age differences, varied SES, different schools and cities).

### *Cultural Values and Parenting Styles*

The final goals of this study were to (1) examine cultural values as a predictor of parental expressions of parenting styles and (2) examine cultural values as a moderator between parental dimensions of control (e.g., behavioral and psychological control) and warmth (e.g., warmth/affection, aggression/hostility, and neglect/rejection).

#### *Cultural Values (AVS) as a Predictor of Parenting Styles*

In line with the traditional values endorsed by Korean culture, it was expected that parents with higher adherence to Asian cultural values would try to socialize their children to conform and control their behavior (e.g., Uba, 1994; Cho & Shin, 1996). Thus, it was hypothesized that parental AVS scores would positively predict parental behavioral control and psychological control. As expected, fathers' AVS scores positively predicted paternal expressions of behavioral control. Similarly, for mothers, AVS positively predicted behavioral control, but only for mothers of older adolescents. The overall regression predicting maternal and paternal expressions of psychological control from gender of adolescent, age of adolescent, and AVS were not significant. Parental AVS scores were also expected to positively predict parental expressions of warmth, but negatively predict parental expressions of neglect/rejection. These findings were expected because traditional Korean parenting involves high levels of involvement, devotion, and sacrifice (e.g., Cho & Shin, 1996; Kim, 2006; Kim & Choi, 1994). Contrary to expectations, the overall regression predicting maternal and paternal expressions of warmth from gender of adolescent, age of adolescent, and AVS was not

significant. Similarly, the overall regression predicting maternal and paternal expressions of neglect/rejection from gender of adolescent, age of adolescents, and *AVS* were not significant. Findings also revealed that mothers' *AVS* score negatively predicted their expressions of aggression/hostility, but that fathers' *AVS* scores did not predict their expressions of aggression/hostility.

Overall, results showed that both mothers' and fathers' *AVS* scores positively predicted expressions of behavioral control. Only mothers' *AVS* scores negatively predicted their expressions of aggression/hostility. Mothers' and fathers' *AVS* scores did not significantly predict to expressions of warmth, psychological control, or neglect/rejection. Perhaps these results suggest that there are certain parenting styles that are more "culturally appropriate" for mothers and fathers. For instance, behavioral control may be a common and culturally appropriate form of parenting for both Korean mothers *and* fathers. Mothers' cultural values negatively predicted their expressions of aggression/hostility. These findings may suggest that high expressions of aggression/hostility are not culturally appropriate for mothers. The lack of relation between fathers' cultural values and aggression/hostility may suggest that cultural values are not the best predictors of this parenting style for fathers. In fact, findings from this study showed that a better predictor of fathers' expressions of aggression/hostility was the gender and age of their adolescent. The lack of relations between cultural values and mothers' and fathers' expressions of warmth, psychological control, and neglect/rejection may further suggest that these parenting styles are not highly influenced by one's cultural values. Perhaps other factors such as education would be a better predictor of parental warmth. Indeed, findings from this study revealed a positive correlation between

maternal warmth and education. Other factors such as parent personality, child personality, stressful life events, or social support may be better predictors of parental psychological control and neglect/rejection.

*Cultural Values (AVS) as a Moderator between Parental Control and Warmth*

*AVS as a moderator between behavioral control and dimensions of warmth.*

Relations among parenting styles were expected to differ for Koreans with high, moderate, and low AVS scores. For example, given that traditionally, parental control and involvement are forms of parental care and warmth (e.g., Cho & Shin; Kim, 2006; Kim & Choi, 1994), it was expected that for Koreans with high AVS scores, the associations between behavioral control and warmth would be positive and stronger than for Koreans with low AVS scores. This hypothesis was true for fathers. Fathers' expressions of behavioral control were positively associated with warmth for all AVS groups, but this relation was particularly strong for fathers with high AVS scores. The associations between behavioral control and aggression/hostility, and behavioral control and neglect/rejection as a function of cultural values were also explored. Results showed that fathers' AVS scores had a significant moderating effect on the relation between father expressions of behavioral control and aggression/hostility. That is, the positive relation between fathers' expressions of behavioral control and aggression/hostility was significant for fathers with average and low AVS scores, but not significant for fathers with high AVS scores. Finally, the relation between parental behavioral control and neglect/rejection was not significantly moderated by fathers', mothers', or adolescents' AVS scores.

These findings suggest that only fathers' cultural values significantly moderated the relation between behavioral control and dimensions of parental warmth. More specifically, these results showed that for fathers with more traditional values, behavioral control was associated with warmth, but not aggression/hostility. However, for fathers with less traditional values, paternal behavioral control was associated with both warmth and aggression/hostility. These findings are similar to those reported by Kim (2005) with regard to Korean-American fathers. In a comparison between Korean-born and American-born Korean-American adolescents and their parents, Kim (2005) found that fathers of Korean-born adolescents associated behavioral control with warmth. For fathers of American-born adolescents, however, behavioral control was associated with warmth *and* aggression/hostility. Kim (2005) speculated that this difference may be due to changing perceptions of adaptive parenting as a function of acculturation (e.g., changes in behavior and values). More specifically, fathers of American-born adolescents compared to fathers of Korean-born adolescents were assumed to have lower adherence to traditional Korean values. As a result, fathers of American-born adolescents were speculated to be similar to European American parents (e.g., Rohner & Pettengill, 1985) and associate high behavioral control with negative indices of parenting. Only speculations with regard to the moderating effect of cultural values, however, were offered in the study conducted by Kim (2005) because a concurrent measure of cultural values was not obtained. The findings of the current study, however, provide empirical support for the relation between individuals' cultural values and parenting styles.

The findings with regard to cultural values and paternal parenting styles may also suggest that there are fundamental differences in the form or context within which

behavioral control is expressed for fathers with low and high adherence to cultural values. For example, fathers with more traditional values may be more likely than fathers with less traditional values to express behavioral control without opportunities for discussion. Traditionally, Korean parents (especially fathers given their leadership role in the family) make decisions concerning their children without their children's consent or approval (Min, 1998). In fact, Korean adolescents are deterred from expressing dissenting opinions, and confrontations with parents are discouraged in traditional homes (Min, 1998). Fathers with more traditional values may have given stern guidance and direction with the expectation that their adolescents would just defer to their authority. In contrast, like European American parents, fathers with less traditional values may have desired for their adolescents to be more autonomous and independent (e.g., Hui & Triandis, 1986; Triandis & Gelfand, 1998; Hofstede, 1980). Fathers with less traditional values may have socialized their adolescents to regulate their own behaviors without explicit parental behavioral control (Grolnick & Farkas, 2002). Consequently, some expressions of behavioral control may have been perceived as necessary, but in most instances, strict behavioral control may have been seen as aggressive/hostile as well as intrusive on their adolescents' growing autonomy.

*AVS as a moderator between psychological control and dimensions of warmth.*

Given that traditionally, parental psychological control has been perceived as a common and perhaps an adaptive form of parenting within the Korean culture (e.g., Uba, 1994; Cho & Shin, 1996) the associations between psychological control and warmth were expected to be negative and stronger for Koreans with low AVS scores than for Koreans with high AVS scores. The findings of this study did not support this hypothesis. In fact,

contrary to expectations, whereas the relation between maternal expressions of psychological control and warmth was negative for all *AVS* groups, the strongest relations were found for mothers with average-to-high *AVS* scores. Perhaps even though mothers with more traditional cultural values may perceive psychological control to be expressed out of love and concern, they may be more prone to feel that it expresses less warmth because it may at times threaten the close emotional bond that they feel towards their children (Choi, 1990 as cited in Kim & Choi, 1994).

The relations between psychological control and aggression/hostility as a function of cultural values were also explored. A moderating role of *AVS* was found only for adolescents' perceptions of paternal parenting. Results showed that for younger adolescents, perceptions of paternal psychological control positively predicted aggression/hostility at all levels of *AVS*, but this relation was particularly strong for adolescents with low *AVS* scores. In contrast, for older adolescents, perceptions of paternal psychological control positively predicted aggression/hostility for all *AVS* groups, but this relation was particularly strong for adolescents with high *AVS* scores. For younger adolescents, the relation between psychological control and aggression/hostility may have been found to be particularly strong for those with lower adherence to cultural values because for these adolescents, they may start desiring autonomy and independence at an earlier age than adolescents with higher Asian values. These desires may cause more conflict and adolescents may perceive their parents to express more psychological control and aggression towards them. For older adolescents, the relation between psychological control and aggression may have been particularly strong for those with high adherence to cultural values because these adolescents may not

have struggled for greater autonomy and independence until this later time (e.g., Feldman & Rosenthal, 1991; Greenberger & Chen, 1996).

Finally, the relation between psychological control and neglect/rejection as a function of cultural values were also explored. A moderating role of AVS was found only for mothers. Results showed that the relation between maternal expressions of psychological control and neglect/rejection was positive for all AVS groups, but this relation seemed to be particularly strong for mothers with low AVS scores. Mothers with low AVS scores may have believed that psychological control was a negative form of parenting. Rather than expressing psychological control to educate and increase adolescents' self-discipline (e.g., Fung, 1999; Kim & Park, 2006; Miller, Fung, & Mintz, 1996; Miller, Wiley, Fung, & Liang, 1997; Yang, 1999; Yang & Rosenblatt, 2001), these mothers may have expressed psychological control as a last attempt to reject the behaviors and ideas of their adolescent children.

#### *Summary of Findings*

The findings from this study revealed the importance of examining differences and similarities in the forms of parenting styles as reported *simultaneously* by Korean mothers, fathers, and their adolescent sons and daughters. For example, the findings from this study showed that Korean mothers' and fathers' parenting styles are different. In general, mothers were warmer, and more behaviorally controlling, psychologically controlling, and aggressive/hostile than fathers. Differences in maternal and paternal neglect/rejection were not found. Differences in reports of parenting styles according to gender of adolescent were also found. For example, boys perceived more behavioral control and neglect than girls. However, parents did not report differences in the

expression of behavioral control for their sons and daughters. Such discrepancies in reports of parenting styles suggest that the forms of parenting behaviors are not always interpreted to be the same. Thus, only relying on adolescent perceptions on parenting may not provide an accurate assessment of Korean parenting.

The findings from this study also showed the importance of distinguishing reports of parenting styles as a function of adolescent age. For example, younger adolescents and their parents reported more parental behavioral control than older adolescents and their parents. Older adolescents, however, reported more parental psychological control, aggression/hostility, and neglect/rejection than younger adolescents. Parents, however, did not report development differences in their expressions of psychological control, aggression/hostility, and neglect/rejection. These findings suggest that developmental differences in reports of parenting styles may be more apparent and negative for adolescents than parents.

Results with regard to the relations among parenting styles showed that the functions of parenting styles differ for mothers, fathers, and adolescent boys and girls in early and mid-adolescence. For example, maternal behavioral control was associated with maternal warmth for boys, but not for girls. Maternal reports of behavioral control was also associated with warmth *and* aggression/hostility, whereas paternal reports of behavioral control was only significantly associated with warmth. In addition, parental psychological control positively predicted aggression/hostility and neglect/rejection, but did not consistently predict parental warmth. For example, adolescents' perceptions of maternal psychological control negatively predicted to warmth for older, but not younger adolescents.

In addition, this study showed that variations in adherence to cultural values exist at the familial level, between Korean parents and adolescents. More specifically, parents adhered more with Asian cultural values than adolescents. Cultural values also predicted the expression of maternal and paternal parenting styles. For example, cultural values positively predicted mothers' and fathers' reports of behavioral control. Cultural values also negatively predicted expressions of aggression/hostility, but only for mothers. Mothers' and fathers' cultural values did not predict their expressions of neglect/rejection, psychological control, and warmth.

Finally, the relation between parental control and warmth was found to be moderated by one's cultural values. For example, for fathers with high adherence to Asian cultural values, behavioral control was associated with warmth. For fathers with low adherence to Asian cultural values, however, behavioral control was associated with warmth *and* aggression/hostility. Also, younger adolescents with low adherence to cultural values associated psychological control with aggression/hostility, but for older adolescents, the relation between psychological control and aggression was particularly strong for those with high adherence to cultural values. These findings showed that the function of parenting styles are not always interpreted to be the same and that the function of parenting styles are in part influenced by one's cultural values. Differences in reports of parenting styles across age, gender, and adherence to cultural values revealed the complex nature of Korean parenting styles.

#### *Limitations and Future Directions*

There were several limitations to the present study. First, the effect sizes of significant findings with regard to parenting styles as well as cultural values were low to

moderate in significance. Perhaps the following suggestions for future research could help to account for more significant variability in findings. For example, in the current study, parenting styles were not differentiated as they applied to different contexts. Thus, one can only speculate why boys perceived more behavioral control and neglect/rejection than girls. By assessing parental control and neglect/rejection in different contexts, a better understanding as to why and in which contexts boys and girls differ in their perceptions of parenting styles (separately for mothers and fathers) could be addressed. For instance, some parents may be behaviorally controlling with regard to academic development, but not as controlling with regard to choices adolescents make in extracurricular activities or choices in friends. Such differences may also differ by age and gender of child, or gender of parent. Understanding the context within which psychological control is expressed could also help to understand why maternal expression of psychological control is negatively associated with warmth for older, but not younger adolescents.

In addition, assessing the relations between the quality of parent-adolescent relationships (e.g., support, closeness) *and* parenting styles may help to better understand the dynamic process of parenting and help to better interpret varying perceptions of parenting. For example, despite mothers' and adolescents' reports of more maternal than paternal aggression/hostility, mothers were still reported to be warmer than fathers. Even negative styles of parenting may be perceived to be a sign of warmth if these behaviors are expressed within a close and supportive relationship (e.g., Darling & Steinberg, 1993).

Future research should also be conducted to better assess Korean cultural values. In the present study, I used a measure of Asian cultural values, not a measure particularly designed for Koreans. Thus, an accurate assessment of Korean cultural values may not have been revealed. In fact, the reliability of the Revised Asian Values Scale (Hong, 2004; Kim, Atkinson, & Yang, 1999) in the current Korean sample was low (.68 for adolescents, .59 for fathers, and .57 for mothers). Future research is needed in developing a measure that is suitable to measure Korean cultural values. Moreover, researchers should examine differences in adherence to cultural values with regard to different domains or subscales of Korean cultural values. For example, while one individual may have high adherence to cultural values with regard to filial piety, they may have less traditional values regarding conformity to norms or the importance of emotional control. The measure of cultural values for the present study only allowed a global assessment of cultural values.

The generalizability of this study was also limited in that all participants were from Korean middle class, two-parent homes. Differences in reports of parenting styles and cultural values may vary for Koreans living in more rural areas, in one parent homes, or with less education. For example, research suggests that younger, more educated, and urban parents emphasize the emotional aspect of the family function rather than the “institutional functions” (Yang, 2003). Younger mothers have also been found to be more likely to endorse Western individualistic values and encourage social assertiveness rather than self-restraint (Park & Cho, 1995). Greater differences in reports of parenting styles and cultural values may also be uncovered by examining adolescents in early and *late* adolescence. Developmental studies of young *children*, adolescents, and parents

could also reveal important differences in parenting styles across a wider age range. The findings from this study also cannot be generalized to other Asian cultures or compared to findings of other Asian cultures due to the lack of current research. Studies with regard to other Asian cultures do not readily assess parenting styles from all perspectives. Moreover, the main goals of these studies are to examine adolescent adjustment, not necessarily to uncover the process (e.g., examining various forms and functions) of parenting (e.g., Greenberger & Chen, 1996; Rhee, Chang, & Rhee, 2003; Steinberg, Dornbusch, & Brown).

Future research should be conducted with regard to the predictive contribution of Korean parenting styles on adolescent social and psychological adjustment. Some research suggests that Korean adolescents experience more depression and negative affect compared to U.S. adolescents due to rigorous academic demands (Lee & Larson, 2002). Perhaps certain parenting styles or practices can help to relieve some of this stress experienced by Korean adolescents. Comparisons between Korean and Korean-American parents and adolescents with regard to the relations between parenting styles and adaptation could also help to understand the dynamic relations between culture and parenting styles (e.g., Kim, 2005). Comparisons among different groups of Asians (e.g., Koreans, Chinese, and Japanese) could help bring a greater awareness with regard to cultural differences in parenting styles within this subgroup of collectivistic cultures. Findings from such studies may suggest that not all Asian cultures are alike in their adherence to cultural values and parenting styles. Such research could help provide further knowledge and guidance for parents and counselors working with Korean or Korean immigrant families.

Table 1

*Factor Loadings for Parenting Styles Measure PARQ (not including control items)*

	<i>1</i>	<i>2</i>	<i>3</i>
<i>Warmth/Affection</i>			
50-pays a lot of attention to me	.73		
78-lets me know he loves me	.72		
52-tells me how proud he is of me when I am good	.72		
59-likes to spend time with me	.70		
22-makes me feel proud when I do well	.70		
42-is really interested in the things I do	.69		
74-is interested in the things I do	.68		
47-makes me feel wanted and needed	.68		
67-cares about what I think, and likes me to talk about it	.67		
32-talks to me in a warm and loving way	.66		
37-says nice things to me when I deserve them	.64		
20-enjoys having me around	.64		
62-tried to help me when I am scared and upset	.64		
57-makes me feel what I do is important	.64		
17-makes it easy for me to tell him things that are important to me	.61		
79-treats me gently and with kindness	.61		
40-cares about who my friends are	.61		
81-tried to make me happy	.60		
9-takes an active interest in me	.60		
69-cares about what I would like when he makes plans	.58		
76-tries to make me feel better when I am hurt or sick	.58		
7-talks to me about our plans and listen to what I have to say	.58		
30-makes sure that I have the right kind of food to eat	.56		
1-says nice things about me	.55		
70-lets me do things that I think are important, even if it is hard for him	.55		
28-praises me to others	.53		
12-wants me to bring my friends home, and tries to make things pleasant for them	.51		
<i>Aggression/Hostility</i>			
33-gets angry at me easily		.75	
38-gets mad quickly and picks on me		.74	
15-yells at me when he is angry		.72	
53-goes out of her way to hurt my feelings		.70	
43-says many unkind things to me		.69	
18-treats me harshly		.69	
49-tells me I get on her nerves		.67	
58-frightens or threatens me when I do something wrong		.65	
13-ridicules and makes fun of me		.63	

*Factor Loadings for Parenting Style Measure (not including control items)*

	<i>1</i>	<i>2</i>	<i>3</i>
<i>Aggression/Hostility (continued)</i>			
65-complains about me		.60	
8-complains about me to others when I do not listen		.55	
29-punishes me severely when he is angry		.52	
<i>Neglect/Rejection</i>			
64-tries to stay away from me			.67
26-sees me as a big nuisance			.61
73-lets me know I am not wanted			.58
72-wants other people to take care of me (for example, a neighbor or relative)			.45
68-feels other children do better than I am no matter what I do			.44
71-thinks other children behave better than I do			.41
<i>Excluded Items</i>			
4-pays no attention to me			
35-seems to dislike me			
45-thinks it my own fault when I am having trouble			
23- hits me, even when I do not deserve it			
34-is too busy to answer my questions			
24-forgets things he is supposed to do for me			
14-pays no attention to me as long as I do nothing to bother him			
2-naps or scolds me when I am bad			
54-forgets important things I think she should remember			
5-does not really love me			
55-makes me feel unloved if I misbehave			
63-shames me in front of my friends when I misbehave			
77- tells me how ashamed she is when I misbehave			
80- makes me feel ashamed or guilty when I misbehave			

Table 2

*Descriptive Statistics for Parenting Styles*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Regarding Maternal Warmth</i>			
Adolescents	177	3.28	.51
Boys	82	3.31	.50
Girls	95	3.25	.52
Younger	90	3.31	.46
Older	87	3.24	.56
Younger Boys	41	3.35	.45
Younger Girls	49	3.28	.48
Older Boys	41	3.26	.55
Older Girls	46	3.21	.58
Mothers	177	3.59	.31
Mothers of Boys	84	3.59	.32
Mothers of Girls	93	3.59	.30
Mothers of Younger Adolescents	88	3.57	.30
Mothers of Older Adolescents	89	3.60	.33
Mothers of Younger Boys	42	3.56	.33
Mothers of Younger Girls	46	3.58	.26
Mother of Older Boys	42	3.61	.32
Mothers of Older Girls	47	3.59	.34

Scaling: 1 = Almost never true; 2 = Rarely True; 3 = Sometimes True; 4 = Almost Always True

*Descriptive Statistics for Parenting Styles*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Regarding Paternal Warmth</i>			
Adolescents	176	3.16	.64
Boys	82	3.23	.67
Girls	94	3.10	.62
Younger	89	3.18	.56
Older	87	3.14	.72
Younger Boys	41	3.23	.55
Younger Girls	48	3.14	.57
Older Boys	41	3.23	.77
Older Girls	46	3.06	.66
Fathers	178	3.35	.42
Fathers of Boys	84	3.32	.46
Fathers of Girls	94	3.37	.37
Fathers of Younger Adolescents	89	3.31	.43
Fathers of Older Adolescents	89	3.38	.40
Fathers of Younger Boys	42	3.29	.53
Fathers of Younger Girls	47	3.34	.33
Father of Older Boys	42	3.35	.38
Father of Older Girls	47	3.40	.41

Scaling: 1 = Almost never true; 2 = Rarely True; 3 = Sometimes True; 4 = Almost Always True

*Descriptive Statistics for Parenting Styles*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Regarding Maternal Behavioral Control</i>			
Adolescents	177	2.71	.45
Boys	82	2.75	.42
Girls	95	2.67	.48
Younger	90	2.81	.44
Older	87	2.60	.43
Younger Boys	41	2.91	.40
Younger Girls	49	2.74	.46
Older Boys	41	2.60	.38
Older Girls	46	2.59	.48
Mothers	177	2.91	.36
Mothers of Boys	84	2.90	.31
Mothers of Girls	93	2.92	.40
Mothers of Younger Adolescents	88	2.95	.31
Mothers of Older Adolescents	89	2.87	.40
Mothers of Younger Boys	42	2.98	.26
Mothers of Younger Girls	46	2.91	.36
Mothers of Older Boys	42	2.82	.35
Mothers of Older Girls	47	2.92	.44

Scaling: 1 = Almost never true; 2 = Rarely True; 3 = Sometimes True; 4 = Almost Always True

*Descriptive Statistics for Parenting Styles*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Regarding Paternal Behavioral Control</i>			
Adolescents	176	2.65	.45
Boys	82	2.71	.46
Girls	94	2.61	.44
Younger	89	2.68	.46
Older	87	2.62	.44
Younger Boys	41	2.79	.46
Younger Girls	48	2.58	.44
Older Boys	41	2.62	.45
Older Girls	46	2.63	.44
Fathers	178	2.72	3.75
Fathers of Boys	84	2.70	.35
Fathers of Girls	94	2.73	.39
Fathers of Younger Adolescents	89	2.75	.36
Fathers of Older Adolescents	89	2.68	.39
Fathers of Younger Boys	42	2.80	.34
Fathers of Younger Girls	47	2.71	.38
Fathers of Older Boys	42	2.61	.35
Fathers of Older Girls	47	2.75	.41

Scaling: 1 = Almost never true; 2 = Rarely True; 3 = Sometimes True; 4 = Almost Always True

*Descriptive Statistics for Parenting Styles*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Regarding Maternal Psychological Control</i>			
Adolescents	177	1.72	.56
Boys	82	1.77	.55
Girls	95	1.66	.58
Younger	90	1.66	.59
Older	87	1.77	.53
Younger Boys	41	1.77	.63
Younger Girls	49	1.56	.54
Older Boys	41	1.77	.45
Older Girls	46	1.78	.60
Mothers	177	1.81	.48
Mothers of Boys	84	1.79	.53
Mothers of Girls	93	1.83	.43
Mothers of Younger Adolescents	88	1.79	.49
Mothers of Older Adolescents	89	1.83	.48
Mothers of Younger Boys	42	1.76	.52
Mothers of Younger Girls	46	1.81	.46
Mothers of Older Boys	42	1.81	.55
Mothers of Older Girls	47	1.85	.41

Scaling: 1 = Almost never true; 2 = Rarely True; 3 = Sometimes True; 4 = Almost Always True

*Descriptive Statistics for Parenting Styles*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Regarding Paternal Psychological Control</i>			
Adolescents	176	1.55	.57
Boys	82	1.57	.55
Girls	94	1.54	.59
Younger	89	1.39	.45
Older	87	1.72	.64
Younger Boys	41	1.38	.34
Younger Girls	48	1.40	.52
Older Boys	41	1.75	.65
Older Girls	46	1.69	.63
Fathers	178	1.68	.45
Fathers of Boys	84	1.71	.46
Fathers of Girls	94	1.66	.44
Fathers of Younger Adolescents	89	1.72	.45
Fathers of Older Adolescents	89	1.65	.44
Fathers of Younger Boys	42	1.77	.45
Fathers of Younger Girls	47	1.68	.45
Fathers of Older Boys	42	1.65	.47
Fathers of Older Girls	47	1.64	.43

Scaling: 1 = Almost never true; 2 = Rarely True; 3 = Sometimes True; 4 = Almost Always True

*Descriptive Statistics for Parenting Styles*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Regarding Maternal Aggression/Hostility</i>			
Adolescents	177	1.71	.55
Boys	82	1.68	.55
Girls	95	1.74	.58
Younger	90	1.63	.54
Older	87	1.80	.55
Younger Boys	41	1.62	.57
Younger Girls	49	1.64	.52
Older Boys	41	1.74	.46
Older Girls	46	1.84	.62
Mothers	177	1.95	.56
Mothers of Boys	84	1.91	.55
Mothers of Girls	93	1.98	.57
Mothers of Younger Adolescents	88	1.96	.57
Mothers of Older Adolescents	89	1.93	.56
Mothers of Younger Boys	42	1.94	.58
Mothers of Younger Girls	46	1.98	.56
Mothers of Older Boys	42	1.87	.53
Mothers of Older Girls	47	1.99	.59

Scaling: 1 = Almost never true; 2 = Rarely True; 3 = Sometimes True; 4 = Almost Always True

*Descriptive Statistics for Parenting Styles*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Regarding Paternal Aggression/Hostility</i>			
Adolescents	176	1.54	.63
Boys	82	1.56	.57
Girls	94	1.53	.67
Younger	89	1.38	.54
Older	87	1.72	.67
Younger Boys	41	1.44	.50
Younger Girls	48	1.32	.56
Older Boys	41	1.67	.62
Older Girls	46	1.75	.71
Fathers	178	1.74	.48
Fathers of Boys	84	1.77	.52
Fathers of Girls	94	1.72	.45
Fathers of Younger Adolescents	89	1.83	.51
Fathers of Older Adolescents	89	1.66	.44
Fathers of Younger Boys	42	1.93	.56
Fathers of Younger Girls	47	1.74	.45
Fathers of Older Boys	42	1.61	.43
Fathers of Older Girls	47	1.70	.44

Scaling: 1 = Almost never true; 2 = Rarely True; 3 = Sometimes True; 4 = Almost Always True

*Descriptive Statistics for Parenting Styles*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Regarding Maternal Neglect/Rejection</i>			
Adolescents	177	1.58	.41
Boys	82	1.64	.44
Girls	95	1.54	.37
Younger	90	1.54	.40
Older	87	1.63	.41
Younger Boys	41	1.57	.44
Younger Girls	49	1.52	.38
Older Boys	41	1.71	.45
Older Girls	46	1.55	.37
Mothers	177	1.34	.40
Mothers of Boys	84	1.33	.45
Mothers of Girls	93	1.36	.35
Mothers of Younger Adolescents	88	1.33	.36
Mothers of Older Adolescents	89	1.36	.44
Mothers of Younger Boys	42	1.27	.30
Mothers of Younger Girls	46	1.38	.41
Mothers of Older Boys	42	1.39	.56
Mothers of Older Girls	47	1.33	.30

Scaling: 1 = Almost never true; 2 = Rarely True; 3 = Sometimes True; 4 = Almost Always True

*Descriptive Statistics for Parenting Styles*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Regarding Paternal Neglect/Rejection</i>			
Adolescents	176	1.58	.47
Boys	82	1.64	.51
Girls	94	1.52	.43
Younger	89	1.50	.37
Older	87	1.65	.54
Younger Boys	41	1.50	.39
Younger Girls	48	1.50	.36
Older Boys	41	1.78	.57
Older Girls	46	1.54	.49
Fathers	178	1.33	.36
Fathers of Boys	84	1.36	.45
Fathers of Girls	94	1.30	.27
Fathers of Younger Adolescents	89	1.33	.32
Fathers of Older Adolescents	89	1.32	.40
Fathers of Younger Boys	42	1.33	.38
Fathers of Younger Girls	47	1.33	.26
Fathers of Older Boys	42	1.38	.51
Fathers of Older Girls	47	1.27	.27

Scaling: 1 = Almost never true; 2 = Rarely True; 3 = Sometimes True; 4 = Almost Always True

Table 3

*Correlations Among Parenting Styles For All Adolescents and Parents*

	1	2	3	4	5
<i>Adolescent Perceptions of Maternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.24**	--			
3. Psychological Control	-.38**	.19*	--		
4. Aggression/Hostility	-.42**	.19*	.82**	--	
5. Neglect/Rejection	-.23**	.09	.49**	.45**	--
<i>Adolescent Perceptions of Paternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.19*	--			
3. Psychological Control	-.34**	.24**	--		
4. Aggression/Hostility	-.41**	.24**	.82**	--	
5. Neglect/Rejection	.03	.03	.49**	.44**	--
<i>Maternal Expressions of Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.26**	--			
3. Psychological Control	-.32**	.27**	--		
4. Aggression/Hostility	-.31**	.31**	.79**	--	
5. Neglect/Rejection	-.30**	.09	.65**	.59**	--
<i>Paternal Expressions of Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.45**	--			
3. Psychological Control	-.27**	.19*	--		
4. Aggression/Hostility	-.34**	.14	.74**	--	
5. Neglect/Rejection	-.23**	.01	.56**	.47**	--

\*p&lt;.05, \*\*p&lt;.01

*Correlations Among Parenting Styles For Adolescent Boys and Parents*

	1	2	3	4	5
<i>Adolescent Perceptions of Maternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.39**	--			
3. Psychological Control	-.25*	.20	--		
4. Aggression/Hostility	-.28*	.10	.77**	--	
5. Neglect/Rejection	-.17	.05	.55**	.42**	--
<i>Adolescent Perceptions of Paternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.25*	--			
3. Psychological Control	-.19	.23*	--		
4. Aggression/Hostility	-.21	.25*	.81**	--	
5. Neglect/Rejection	.17	.02	.48**	.43**	--
<i>Maternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.26*	--			
3. Psychological Control	-.41**	.13	--		
4. Aggression/Hostility	-.43**	.20	.85**	--	
5. Neglect/Rejection	-.32**	.08	.70**	.63**	--
<i>Paternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.52**	--			
3. Psychological Control	-.26*	.07	--		
4. Aggression/Hostility	-.35**	.04	.77**	--	
5. Neglect/Rejection	-.22*	-.05	.68**	.55**	--

\*p&lt;.05, \*\*p&lt;.01

*Correlations Among Parenting Styles For Adolescent Girls and Parents*

	1	2	3	4	5
<i>Adolescent Perceptions of Maternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.13	--			
3. Psychological Control	-.49**	.17	--		
4. Aggression/Hostility	-.51**	.26*	.87**	--	
5. Neglect/Rejection	-.32**	.10	.41**	.50**	--
<i>Adolescent Perceptions of Paternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.12	--			
3. Psychological Control	-.48**	.24*	--		
4. Aggression/Hostility	-.58**	.23*	.82**	--	
5. Neglect/Rejection	-.15	.02	.50**	.45**	--
<i>Maternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.27**	--			
3. Psychological Control	-.21*	.40**	--		
4. Aggression/Hostility	-.21*	.39**	.75**	--	
5. Neglect/Rejection	-.28**	.10	.59**	.56	--
<i>Paternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.39**	--			
3. Psychological Control	-.27**	.30**	--		
4. Aggression/Hostility	-.33**	.24*	.70**	--	
5. Neglect/Rejection	-.25*	.09	.39**	.34**	--

\*p&lt;.05, \*\*p&lt;.01

*Correlations Among Parenting Styles For Younger Adolescents and Parents*

	1	2	3	4	5
<i>Adolescent Perceptions of Maternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.28**	--			
3. Psychological Control	-.18	.26*	--		
4. Aggression/Hostility	-.25*	.28**	.81**	--	
5. Neglect/Rejection	-.18	.17	.53**	.46**	--
<i>Adolescent Perceptions of Paternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.33**	--			
3. Psychological Control	-.37**	.19	--		
4. Aggression/Hostility	-.43**	.13	.79**	--	
5. Neglect/Rejection	.03	-.06	.38**	.36**	--
<i>Maternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.26*	--			
3. Psychological Control	-.51**	.21	--		
4. Aggression/Hostility	-.48**	.27*	.80**	--	
5. Neglect/Rejection	-.38**	.05	.63**	.56**	--
<i>Paternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.44**	--			
3. Psychological Control	-.20	.30**	--		
4. Aggression/Hostility	-.36**	.19	.76**	--	
5. Neglect/Rejection	-.06	.17	.42**	.40**	--

\*p<.05, \*\*p<.01

*Correlations Among Parenting Styles For Older Adolescents and Parents*

	1	2	3	4	5
<i>Adolescent Perceptions of Maternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.19	--			
3. Psychological Control	-.56**	.18	--		
4. Aggression/Hostility	-.55**	.19	.83**	--	
5. Neglect/Rejection	-.27*	.06	.43**	.42**	--
<i>Adolescent Perceptions of Paternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.08	--			
3. Psychological Control	-.33**	.33**	--		
4. Aggression/Hostility	-.40**	.38**	.81**	--	
5. Neglect/Rejection	.03	.12	.51**	.44**	--
<i>Maternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.28**	--			
3. Psychological Control	-.15	.33**	--		
4. Aggression/Hostility	-.16	.34**	.79**	--	
5. Neglect/Rejection	-.25*	.12	.68**	.63**	--
<i>Paternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.49**	--			
3. Psychological Control	-.33**	.07	--		
4. Aggression/Hostility	-.30**	.05	.73**	--	
5. Neglect/Rejection	-.39**	-.11	.68**	.56**	--

\*p<.05, \*\*p<.01

*Correlations Among Parenting Styles For Younger Adolescent Boys and Parents*

	1	2	3	4	5
<i>Adolescent Perceptions of Maternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.45**	--			
3. Psychological Control	-.09	.30	--		
4. Aggression/Hostility	-.13	.29	.81**	--	
5. Neglect/Rejection	-.01	.22	.63**	.46**	--
<i>Adolescent Perceptions of Paternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.61**	--			
3. Psychological Control	-.07	.23	--		
4. Aggression/Hostility	-.21	-.01	.76**	--	
5. Neglect/Rejection	.32*	.06	.41**	.28	--
<i>Maternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.30	--			
3. Psychological Control	-.53**	.15	--		
4. Aggression/Hostility	-.60**	.22	.88**	--	
5. Neglect/Rejection	-.49**	.03	.62**	.55**	--
<i>Paternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.63**	--			
3. Psychological Control	-.15	.20	--		
4. Aggression/Hostility	-.34*	.05	.78**	--	
5. Neglect/Rejection	-.01	.20	.59**	.54**	--

\*p<.05, \*\*p<.01

*Correlations Among Parenting Styles For Younger Adolescent Girls and Parents*

	1	2	3	4	5
<i>Adolescent Perceptions of Maternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.15	--			
3. Psychological Control	-.30	.19	--		
4. Aggression/Hostility	-.36*	.29*	.84**	--	
5. Neglect/Rejection	-.34*	.12	.41**	.46**	--
<i>Adolescent Perceptions of Paternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.08	--			
3. Psychological Control	-.54**	.19	--		
4. Aggression/Hostility	-.61**	.20	.84	--	
5. Neglect/Rejection	-.21	-.17	.37**	.43**	--
<i>Maternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.25	--			
3. Psychological Control	-.49**	.27	--		
4. Aggression/Hostility	-.34*	.32*	.72**	--	
5. Neglect/Rejection	-.32	.08	.66**	.58**	--
<i>Paternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.26	--			
3. Psychological Control	-.27	.36*	--		
4. Aggression/Hostility	-.38**	.31*	.74**	--	
5. Neglect/Rejection	-.18	.14	.22	.20	--

\*p<.05, \*\*p<.01

*Correlations Among Parenting Styles For Older Adolescent Boys and Parents*

	1	2	3	4	5
<i>Adolescent Perceptions of Maternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.32*	--			
3. Psychological Control	-.46**	.10	--		
4. Aggression/Hostility	-.44**	-.02	.73**	--	
5. Neglect/Rejection	-.27	.00	.49**	.35*	--
<i>Adolescent Perceptions of Paternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	-.00	--			
3. Psychological Control	-.25	.30**	--		
4. Aggression/Hostility	-.22	.56**	.85**	--	
5. Neglect/Rejection	.11	.10	.43**	.47**	--
<i>Maternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.29	--			
3. Psychological Control	-.30	.15	--		
4. Aggression/Hostility	-.22	.16	.83**	--	
5. Neglect/Rejection	-.27	.16	.77**	.76**	--
<i>Paternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.49**	--			
3. Psychological Control	-.40**	-.13	--		
4. Aggression/Hostility	-.36*	-.17	.80**	--	
5. Neglect/Rejection	-.48**	-.20	.78**	.69**	--

\*p<.05, \*\*p<.01

*Correlations Among Parenting Styles For Older Adolescent Girls and Parents*

	1	2	3	4	5
<i>Adolescent Perceptions of Maternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.10	--			
3. Psychological Control	-.64**	.22	--		
4. Aggression/Hostility	-.63**	.30*	.90**	--	
5. Neglect/Rejection	-.30*	.11	.41**	.55**	--
<i>Adolescent Perceptions of Paternal Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.17	--			
3. Psychological Control	-.44**	.27	--		
4. Aggression/Hostility	-.57**	.24	.79**	--	
5. Neglect/Rejection	-.11	.15	.60	.48**	--
<i>Maternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.29	--			
3. Psychological Control	.02	.52**	--		
4. Aggression/Hostility	-.12	.44**	.77**	--	
5. Neglect/Rejection	-.26	.12	.50**	.57**	--
<i>Paternal Expressions of Own Parenting</i>					
1. Warmth	--				
2. Behavioral Control	.49**	--			
3. Psychological Control	-.28	.25	--		
4. Aggression/Hostility	-.27	.18	.67**	--	
5. Neglect/Rejection	-.29*	.06	.48**	.48**	--

\*p<.05, \*\*p<.01

Table 4

*Hierarchical Regression Analyses Predicting to Parental Warmth/Affection, Aggression/Hostility, and Neglect/Rejection from Gender, Age, and Behavioral Control*

*Hierarchical Regression Analyses Predicting Maternal Warmth from Gender, Age, and Behavioral Control*

Predictors	Adolescents' Perceptions				Maternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	-.06	.08	-.05	.00	.00	.05	.00	.00
2. Age	-.08	.08	-.08	.01	.03	.05	.04	.00
3. Behavioral Control	.27	.09	.23**	.05**	.23	.06	.27**	.07**
4. Gender X Age	-.03	.15	-.02	.00	-.08	.09	-.12	.00
5. Gender X Behavioral Control	-.36	.18	-.24*	.02*	-.10	.14	-.10	.00
6. Age X Behavioral Control	-.03	.18	-.02	.00	-.02	.13	-.02	.00
7. Gender X Age X Behavioral Control	-.01	.36	-.01	.00	.17	.28	.12	.00

*Hierarchical Regression Analyses Predicting Paternal Warmth from Gender, Age, and Behavioral Control*

Predictors	Adolescents' Perceptions				Paternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	-.13	.10	-.10	.01	.06	.06	.07	.00
2. Age	-.05	.10	-.04	.00	.06	.06	.07	.01
3. Behavioral Control	.26	.11	.18*	.03*	.51	.08	.46**	.21**
4. Gender X Age	-.14	.19	-.10	.00	-.11	.11	-.12	.01
5. Gender X Behavioral Control	-.20	.22	-.10	.00	-.38	.15	-.26**	.03**
6. Age X Behavioral Control	-.28	.22	-.14	.01	-.03	.15	-.02	.00
7. Gender X Age X Behavioral Control	.90	.43	.31*	.02*	.69	.30	.35*	.02*

†p<.10, \*p<.05, \*\*p<.01, ◆ = overall regression is not significant

*Hierarchical Regression Analyses Predicting Maternal Aggression/Hostility from Gender, Age, and Behavioral Control*

Predictors	Adolescents' Perceptions				Maternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	.06	.08	.05	.00	.08	.09	.07	.01
2. Age	.17	.08	.15*	.02*	-.03	.09	-.03	.00
3. Behavioral Control	.30	.10	.25**	.06**	.48	.11	.31**	.09**
4. Gender X Age	.03	.16	.02	.00	.00	.16	.00	.00
5. Gender X Behavioral Control	.14	.19	.09	.00	.22	.24	.11	.00
6. Age X Behavioral Control	-.12	.19	-.07	.00	-.03	.24	-.01	.00
7. Gender X Age X Behavioral Control	.51	.39	.23	.01	.34	.50	.14	.00

*Hierarchical Regression Analyses Predicting Paternal Aggression/Hostility from Gender, Age, and Behavioral Control*

Predictors	Adolescents' Perceptions				Paternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	-.03	.10	-.02	.00	-.05	.07	-.05	.00
2. Age	.34	.09	.27**	.07**	-.18	.07	-.18*	.03*
3. Behavioral Control	.36	.10	.25**	.06**	.16	.10	.12†	.02†
4. Gender X Age	.13	.18	.09	.00	.24	.14	.22†	.02†
5. Gender X Behavioral Control	-.05	.20	-.03	.00	.34	.20	.20†	.02†
6. Age X Behavioral Control	.44	.20	.22*	.02*	-.23	.19	-.13	.00
7. Gender X Age X Behavioral Control	-.67	.40	-.24†	.01†	.10	.39	.05	.00

†p<.10, \*p<.05, \*\*p<.01, ◆ = overall regression is not significant

*Hierarchical Regression Analyses Predicting Maternal Neglect/Rejection from Gender, Age, and Behavioral Control*

Predictors	Adolescents' Perceptions ♦				Maternal Expressions ♦			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	-.10	.06	-.13†	.02†	.03	.06	.03	.00
2. Age	.08	.06	.10	.01	.03	.06	.04	.00
3. Behavioral Control	.10	.07	.11	.01	.10	.09	.09	.01
4. Gender X Age	-.12	.12	-.13	.01	-.19	.12	-.20	.01
5. Gender X Behavioral Control	-.04	.15	-.03	.00	-.09	.18	-.07	.00
6. Age X Behavioral Control	-.10	.14	-.07	.00	.06	.18	.05	.00
7. Gender X Age X Behavioral Control	.24	.29	.14	.00	-.23	.38	-.13	.00

*Hierarchical Regression Analyses Predicting Paternal Neglect/Rejection from Gender, Age, and Behavioral Control*

Predictors	Adolescents' Perceptions				Paternal Expressions ♦			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	-.12	.07	-.12	.02	-.06	.06	-.08	.01
2. Age	.15	.07	.16*	.03*	-.01	.06	-.01	.00
3. Behavioral Control	.03	.08	.03	.00	.01	.07	.01	.00
4. Gender X Age	-.25	.14	-.23†	.02†	-.11	.11	-.13	.01
5. Gender X Behavioral Control	-.07	.16	-.05	.00	.11	.15	.09	.00
6. Age X Behavioral Control	.20	.16	.13	.01	-.24	.15	-.18	.02
7. Gender X Age X Behavioral Control	.24	.32	.12	.00	.47	.30	.27	.01

†p<.10, \*p<.05, \*\*p<.01, ♦ = overall regression is not significant

Table 5

*Hierarchical Regression Analyses Predicting to Parental Warmth/Affection, Aggression/Hostility, and Neglect/Rejection from Gender, Age, and Psychological Control*

*Hierarchical Regression Analyses Predicting Maternal Warmth from Gender, Age, and Psychological Control*

Predictors	Adolescents' Perceptions				Maternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	-.06	.08	-.05	.00	.00	.05	.00	.00
2. Age	-.08	.08	-.08	.01	.03	.05	.04	.00
3. Psychological Control	-.35	.06	-.38**	.15**	-.21	.05	-.32**	.10**
4. Gender X Age	.10	.15	.08	.00	-.04	.09	-.06	.00
5. Gender X Psychological Control	-.22	.13	-.18†	.01†	.11	.10	.11	.01
6. Age X Psychological Control	-.41	.13	-.30**	.05**	.22	.09	.24*	.03*
7. Gender X Age X Psychological Control	.15	.26	.09	.00	.13	.19	.09	.00

*Hierarchical Regression Analyses Predicting Paternal Warmth from Gender, Age, and Psychological Control*

Predictors	Adolescents' Perceptions				Paternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	-.13	.10	-.10	.01	.06	.06	.07	.00
2. Age	-.05	.10	-.04	.00	.06	.06	.07	.01
3. Psychological Control	-.40	.08	-.36**	.12**	-.24	.07	-.26**	.07**
4. Gender X Age	-.11	.18	-.08	.00	-.11	.18	-.08	.00
5. Gender X Psychological Control	-.26	.17	-.18	.01	-.26	.17	-.18	.01
6. Age X Psychological Control	.03	.18	.02	.00	.03	.18	.02	.00
7. Gender X Age X Psychological Control	.30	.38	.15	.00	.30	.38	.15	.00

†p<.10, \*p<.05, \*\*p<.01, ◆ = overall regression is not significant

*Hierarchical Regression Analyses Predicting Maternal Aggression/Hostility from Gender, Age, and Psychological Control*

Predictors	Adolescents' Perceptions				Maternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	.06	.08	.05	.00	.08	.09	.07	.01
2. Age	.17	.08	.15*	.02*	-.03	.09	-.03	.00
3. Psychological Control	.81	.04	.82**	.67**	.93	.05	.80**	.63**
4. Gender X Age	-.10	.09	-.08	.00	.11	.10	.08	.00
5. Gender X Psychological Control	.14	.08	.11†	.01†	.11	.11	.06	.00
6. Age X Psychological Control	.07	.09	.05	.00	-.01	.11	-.01	.00
7. Gender X Age X Psychological Control	.09	.17	.05	.00	.41	.22	.15†	.01†

*Hierarchical Regression Analyses Predicting Paternal Aggression/Hostility from Gender, Age, and Psychological Control*

Predictors	Adolescents' Perceptions				Paternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	-.03	.10	-.02	.00	-.05	.07	-.05	.00
2. Age	.34	.09	.27**	.07**	-.18	.07	-.18*	.03*
3. Psychological Control	.88	.05	.81**	.60**	.79	.05	.73**	.53**
4. Gender X Age	.27	.11	.19**	.01**	.20	.10	.19*	.01*
5. Gender X Psychological Control	.02	.10	.02	.00	-.13	.11	-.08	.00
6. Age X Psychological Control	-.10	.11	-.07	.00	-.14	.11	-.09	.00
7. Gender X Age X Psychological Control	.29	.23	.15	.00	.20	.22	.09	.00

†p<.10, \*p<.05, \*\*p<.01, ◆ = overall regression is not significant

*Hierarchical Regression Analyses Predicting Maternal Neglect/Rejection from Gender, Age, and Psychological Control*

Predictors	Adolescents' Perceptions				Maternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	.06	.08	.05	.00	.03	.06	.03	.00
2. Age	.17	.08	.16*	.02*	.03	.06	.04	.00
3. Psychological Control	.81	.04	.83**	.67**	.55	.05	.66**	.42**
4. Gender X Age	-.10	.09	-.08	.00	-.15	.09	-.16	.01
5. Gender X Psychological Control	.14	.08	.11†	.01†	-.10	.10	-.08	.00
6. Age X Psychological Control	.07	.09	.05	.00	.16	.10	.13	.01
7. Gender X Age X Psychological Control	.09	.17	.05	.00	-.66	.19	-.34**	.04**

*Hierarchical Regression Analyses Predicting Paternal Neglect/Rejection from Gender, Age, and Psychological Control*

Predictors	Adolescents' Perceptions				Paternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	-.12	.07	-.12	.02	-.06	.06	-.08	.01
2. Age	.15	.07	.16*	.03*	-.01	.06	-.01	.00
3. Psychological Control	.39	.06	.48**	.21**	.45	.05	.56**	.31**
4. Gender X Age	-.21	.12	-.20†	.01†	-.14	.09	-.17	.01
5. Gender X Psychological Control	-.02	.11	-.02	.00	-.44	.10	-.38**	.07**
6. Age X Psychological Control	.12	.12	.11	.00	.30	.10	.25**	.03**
7. Gender X Age X Psychological Control	.29	.26	.21	.01	-.12	.19	-.07	.00

† $p < .10$ , \* $p < .05$ , \*\* $p < .01$ ,  $\diamond$  = overall regression is not significant

Table 6

*Descriptive Statistics for AVS*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Adolescents</i>	177	2.46	.27
Boys	82	2.50	.29
Girls	95	2.44	.26
Younger	90	2.47	.31
Older	87	2.45	.24
Younger Boys	41	2.50	.32
Younger Girls	49	2.46	.30
Older Boys	41	2.49	.25
Older Girls	46	2.42	.22
<i>Mothers</i>	177	2.57	.20
Mothers of Boys	81	2.56	.20
Mothers of Girls	92	2.57	.20
Mothers of Younger Adolescents	86	2.53	.21
Mothers of Older Adolescents	87	2.60	.18
Mothers of Younger Boys	40	2.53	.21
Mothers of Younger Girls	46	2.52	.21
Mothers of Older Boys	41	2.59	.19
Mothers of Older Girls	46	2.61	.17

Scaling: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

*Descriptive Statistics for AVS*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Fathers</i>	178	2.58	.21
Fathers of Boys	82	2.57	.20
Fathers of Girls	93	2.59	.20
Fathers of Younger Adolescents	88	2.56	.23
Fathers of Older Adolescents	87	2.60	.19
Fathers of Younger Boys	41	2.57	.24
Fathers of Younger Girls	41	2.58	.17
Fathers of Older Boys	47	2.56	.23
Fathers of Older Girls	46	2.62	.21

Scaling: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

Table 7  
*Correlations among AVS and Parenting Styles*

*Correlations for Adolescents' Cultural Values (AVS) and Maternal Parenting Styles*

Neg/Rejection	Warmth	<i>Adolescents' Perceptions of Maternal Parenting Styles</i>		
		Behavioral Control	Psychological Control	Agg/Hostility
<i>Adolescents' Cultural Values</i>	.10	.01	-.17*	.13
-.06				
Boys	.15	-.01	-.25*	-.10
-.10				
Girls	.05	.02	-.13	-.15
-.05				
Younger	.17	.00	-.32**	-.23*
-.07				
Older	.02	.01	.05	.02
-.03				
Younger Boy	.15	.10	-.25	-.08
-.10				
Younger Girl	.18	-.09	-.42**	-.38**
-.05				
Older Boy	.15	-.16	-.24	-.11
-.09				
Older Girl	-.13	.15	.29	.16
-.02				

*Correlations for Adolescents' Cultural Values (AVS) and Paternal Parenting Styles*

Neg/Rejection	Warmth	<i>Adolescents' Perceptions of Paternal Parenting Styles</i>		
		Behavioral Control	Psychological Control	Agg/Hostility

<i>Adolescents' Cultural Values</i>	.22**	-.02	-.24**	-.15*
-.03				
Boys	.18	-.02	-.17	.02
.01				
Girls	.25*	-.16	-.32**	-.31**
-.12				
Younger	.24*	-.07	-.39**	-.19
-.13				
Older	.22*	.06	-.13	-.11
.07				
Younger Boy	.08	.11	-.08	.15
-.05				
Younger Girl	.37*	-.28	.59**	-.50**
-.21				
Older Boy	.29	.10	-.27	-.12
-.05				
Older Girl	.11	.02	.01	-.08
-.02				

\*p<.05, \*\*p<.01

*Correlations for Mothers' Cultural Values (AVS) and Maternal Parenting Styles*

	<i>Maternal Expressions of Parenting Styles</i>			
	Warmth	Behavioral	Psychological	Agg/Hostility
		Control	Control	
<i>Mothers' Cultural Values</i>	-.00	.05	-.14	-.24**
-.10				
For Mothers of:				
Boys	-.07	-.00	-.20	-.27**
-.10				
Girls	.06	.08	-.06	-.22*
-.05				

.01	Younger	-.03	-.15	-.12	-.24*
-.23*	Older	.01	.27*	-.18	-.25*
.11	Younger Boy	-.06	-.26	-.09	-.18
-.04	Younger Girl	.01	-.10	.14	-.30*
-.35*	Older Boy	.11	.29	-.34*	-.37*
-.03	Older Girl	.11	.26	.02	-.16

*Correlations for Fathers' Cultural Values (AVS) and Paternal Parenting Styles*

Neg/Rejection	<i>Paternal Expressions of Parenting Styles</i>			
	Warmth	Behavioral	Psychological	Agg/Hostility
		Control	Control	
<i>Fathers' Cultural Values</i>	.21**	.29**	-.06	-.13
-.07				
For Fathers of:				
Boys	.08	.21	-.03	-.02
.03				
Girls	.34**	.35**	-.08	-.24
-.21*				
Younger	.22*	.28**	-.13	-.18
-.04				
Older	.18	.34**	.05	-.03
-.10				
Younger Boy	.08	.22	-.07	-.06
.05				
Younger Girl	.46**	.33**	-.19	-.33*
-.17				

	Older Boy	.09	.24	.05	.09
.01	Older Girl	.23	.38**	.06	-.14
-.22					

\*p<.05, \*\*p<.01

Table 8

*Hierarchical Regression Analyses Predicting to Parenting Styles from Gender, Age, and AVS**Hierarchical Regression Analyses Predicting Maternal and Paternal Expressions of Behavioral Control from Gender, Age, and AVS*

Predictors	Maternal Expressions				Paternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	.01	.05	.02	.00	.02	.06	.03	.00
2. Age	-.07	.05	-.10	.01	-.07	.06	-.10	.01
3. AVS	.12	.14	.07	.00	.54	.13	.30**	.09**
4. Gender X Age	.17	.11	.21	.01	.20	.11	.24†	.02†
5. Gender X AVS	.11	.28	.05	.00	.26	.26	.11	.01
6. Age X AVS	.83	.28	.30**	.05**	.19	.26	.07	.00
7. Gender X Age X AVS	-.04	.56	-.01	.00	.01	.53	.00	.00

*Hierarchical Regression Analyses Predicting Maternal and Paternal Expressions of Psychological from Gender, Age, and AVS*

Predictors	Maternal Expressions ♦				Paternal Expressions ♦			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	.04	.07	.05	.00	-.05	.07	-.06	.00
2. Age	.04	.07	.04	.00	-.07	.07	-.08	.01
3. AVS	-.36	.19	-.15*	.02*	-.10	.16	-.05	.00
4. Gender X Age	-.01	.15	-.01	.00	.09	.14	.09	.00
5. Gender X AVS	.39	.37	.12	.01	-.11	.33	-.04	.00
6. Age X AVS	-.21	.38	-.06	.00	.40	.33	.12	.01
7. Gender X Age X AVS	1.11	.76	.21	.01	.23	.67	.06	.00

†p<.10, \*p<.05, \*\*p<.01, ◆ = overall regression is not significant

*Hierarchical Regression Analyses Predicting Maternal and Paternal Expressions of Warmth from Gender, Age, and AVS*

Predictors	Maternal Expressions ◆				Paternal Expressions ◆			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	.00	.05	.00	.00	.06	.06	.07	.00
2. Age	.03	.05	.04	.00	.06	.06	.07	.01
3. AVS	-.02	.12	-.01	.00	.40	.15	.20**	.04**
4. Gender X Age	-.04	.10	-.06	.00	-.16	.12	-.02	.00
5. Gender X AVS	.23	.25	.11	.01	.39	.29	.15	.01
6. Age X AVS	.06	.25	.03	.00	-.11	.30	-.04	.00
7. Gender X Age X AVS	.29	.50	.08	.00	-.27	.61	-.07	.00

*Hierarchical Regression Analyses Predicting Maternal and Paternal Expressions of Aggression/Hostility from Gender, Age, and AVS*

Predictors	Maternal Expressions				Paternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Gender	.08	.09	.07	.01	-.05	.07	-.05	.00
2. Age	-.03	.09	-.03	.00	-.18	.07	-.18*	.03*
3. AVS	-.71	.21	-.25*	.06*	-.26	.17	-.11	.01
4. Gender X Age	.11	.17	.09	.00	.28	.14	.26*	.02*
5. Gender X AVS	.04	.43	.01	.00	-.48	.34	-.16	.01
6. Age X AVS	-.15	.44	-.04	.00	.37	.35	.10	.01
7. Gender X Age X AVS	.81	.87	.13	.01	.02	.70	.00	.00

†p<.10, \*p<.05, \*\*p<.01, ◆ = overall regression is not significant

*Hierarchical Regression Analyses Predicting Maternal and Paternal Expressions of Neglect/Rejection from Gender, Age, and AVS*

Predictors	Maternal Expressions ◆				Paternal Expressions ◆			
	B	SE	β	ΔR <sup>2</sup>	B	SE	β	ΔR <sup>2</sup>
1. Gender	.03	.06	.03	.00	-.06	.06	-.08	.01
2. Age	.03	.06	.04	.00	-.01	.06	-.01	.00
3. AVS	-.23	.16	-.11	.01	-.12	.13	-.07	.00
4. Gender X Age	-.15	.12	-.17	.01	-.10	.11	-.12	.00
5. Gender X AVS	.30	.31	.10	.01	-.31	.26	-.13	.01
6. Age X AVS	-.58	.32	-.19*	.02*	-.07	.27	-.03	.00
7. Gender X Age X AVS	1.23	.63	.28*	.02*	-.02	.55	-.01	.00

†p<.10, \*p<.05, \*\*p<.01, ◆ = overall regression is not significant

Table 9

*Hierarchical Regressions Analyses Predicting to Parental Warmth/Affection, Aggression/Hostility, and Neglect/Rejection From Age, AVS, and Behavioral Control*

*Hierarchical Regression Analyses Predicting Maternal Warmth from Age, AVS, and Behavioral Control*

Predictors	<u>Adolescents' Perceptions</u>				<u>Maternal Expressions</u>			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Age	-.08	.08	-.08	.01	.03	.05	.04	.00
2. AVS	.18	.14	.10	.01	-.02	.12	-.01	.00
3. Behavioral Control	.27	.09	.24**	.05**	.24	.06	.27**	.07**
4. Age X AVS	-.22	.29	-.07	.00	-.15	.24	-.06	.00
5. Age X Behavioral Control	-.04	.17	-.02	.00	.00	.13	.00	.00
6. AVS X Behavioral Control	-.42	.38	-.10	.01	.53	.31	.13†	.02†
7. Age X AVS X Behavioral Control	-.95	.77	-.13	.01	-.21	.61	-.04	.00

*Hierarchical Regression Analyses Predicting Paternal Warmth from Age, AVS, and Behavioral Control*

Predictors	<u>Adolescents' Perceptions</u>				<u>Paternal Expressions</u>			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Age	-.05	.10	-.04	.00	.06	.06	.07	.01
2. AVS	.52	.17	.22**	.05**	.40	.15	.21**	.04**
3. Behavioral Control	.28	.10	.20**	.04**	.49	.08	.44**	.18**
4. Age X AVS	.18	.36	.05	.00	-.17	.27	-.05	.00
5. Age X Behavioral Control	-.33	.21	-.16	.01	.01	.16	.00	.00
6. AVS X Behavioral Control	.51	.37	.10	.01	.66	.27	.17*	.03*
7. Age X AVS X Behavioral Control	-.47	.84	-.05	.00	.36	.60	.05	.00

†p<.10, \*p<.05, \*\*p<.01, ◆ = overall regression is not significant

*Hierarchical Regression Analyses Predicting Maternal Aggression/Hostility from Age, AVS, and Behavioral Control*

Predictors	Adolescents' Perceptions				Maternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Age	.17	.08	.15*	.02*	-.03	.09	-.03	.00
2. AVS	-.25	.15	-.12	.02	-.71	.21	-.25**	.06**
3. Behavioral Control	.29	.09	.24**	.05**	.51	.11	.33**	.10**
4. Age X AVS	.46	.30	.14	.01	-.58	.42	-.13	.01
5. Age X Behavioral Control	-.10	.18	-.06	.00	.19	.23	.09	.00
6. AVS X Behavioral Control	.33	.41	.07	.00	-.63	.52	-.09	.01
7. Age X AVS X Behavioral Control	1.00	.81	.13	.01	-.51	1.05	-.05	.00

*Hierarchical Regression Analyses Predicting Paternal Aggression/Hostility from Age, AVS, and Behavioral Control*

Predictors	Adolescents' Perceptions				Paternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Age	.34	.09	.27**	.07**	-.18	.17	-.12*	.03*
2. AVS	-.32	.17	-.14*	.02*	-.27	.17	-.12	.01
3. Behavioral Control	.35	.10	.25**	.06**	.22	.10	.17*	.03*
4. Age X AVS	-.04	.33	-.01	.00	.27	.34	.08	.00
5. Age X Behavioral Control	.44	.19	.22*	.03*	-.30	.20	-.17	.01
6. AVS X Behavioral Control	-.17	.35	-.04	.00	-.67	.34	-.15*	.02*
7. Age X AVS X Behavioral Control	1.30	.78	.14†	.01†	.37	.76	.05	.00

† $p < .10$ , \* $p < .05$ , \*\* $p < .01$ , ♦ = overall regression is not significant

*Hierarchical Regression Analyses Predicting Maternal Neglect/Rejection from Age, AVS, and Behavioral Control*

Predictors	Adolescents' Perceptions ♦				Maternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Age	.08	.06	.10	.01	.03	.06	.04	.00
2. AVS	-.08	.11	-.05	.00	-.23	.16	-.11	.01
3. Behavioral Control	.11	.07	.12	.01	.11	.09	.10	.01
4. Age X AVS	.05	.23	.02	.00	-.72	.32	-.23*	.03*
5. Age X Behavioral Control	-.10	.14	-.08	.00	.16	.18	.11	.00
6. AVS X Behavioral Control	-.23	.40	-.04	.00	-.23	.40	-.04	.00
7. Age X AVS X Behavioral Control	.08	.63	.01	.00	-1.34	.80	-.18†	.02†

*Hierarchical Regression Analyses Predicting Paternal Neglect/Rejection from Age, AVS, and Behavioral Control*

Predictors	Adolescents' Perceptions ♦				Paternal Expressions ♦			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Age	.15	.07	.16*	.03*	-.01	.06	-.01	.00
2. AVS	-.04	.13	-.03	.00	-.12	.13	-.07	.01
3. Behavioral Control	.04	.08	.04	.00	.03	.08	.03	.00
4. Age X AVS	.31	.27	.11	.01	-.15	.27	-.06	.00
5. Age X Behavioral Control	.20	.16	.13	.01	-.26	.16	-.19	.02
6. AVS X Behavioral Control	-.12	.28	-.03	.00	-.03	.27	-.01	.00
7. Age X AVS X Behavioral Control	-.23	.63	-.03	.00	.06	.60	.01	.00

†p<.10, \*p<.05, \*\*p<.01, ◆ = overall regression is not significant

Table 10

*Hierarchical Regressions Analyses Predicting to Parental Warmth/Affection, Aggression/Hostility, and Neglect/Rejection From Age, AVS, and Psychological Control*

*Hierarchical Regression Analyses Predicting Maternal Warmth from Age, AVS, and Psychological Control*

Predictors	<u>Adolescents' Perceptions</u>				<u>Maternal Expressions</u>			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Age	-.08	.08	-.08	.01	.03	.05	.04	.00
2. AVS	.18	.14	.10	.01	-.02	.12	-.01	.00
3. Psychological Control	-.34	.07	-.37**	.13**	-.21	.05	-.33**	.11**
4. Age X AVS	.03	.28	.01	.00	.01	.23	.00	.00
5. Age X Psychological Control	-.49	.13	-.35**	.07**	.21	.09	.23**	.03**
6. AVS X Psychological Control	.01	.20	.00	.00	-.50	.20	-.19**	.03**
7. Age X AVS X Psychological Control	-.87	.47	-.14†	.02†	-.39	.42	-.12	.00

*Hierarchical Regression Analyses Predicting Paternal Warmth from Age, AVS, and Psychological Control*

Predictors	<u>Adolescents' Perceptions</u>				<u>Paternal Expressions</u>			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Age	-.05	.10	-.04	.00	.06	.06	.07	.01
2. AVS	.52	.17	.22**	.05**	.40	.15	.21*	.04*
3. Psychological Control	-.36	.09	-.32**	.09**	-.23	.07	-.25**	.06**
4. Age X AVS	.32	.35	.08	.00	.05	.29	.02	.00
5. Age X Psychological Control	.06	.19	.05	.00	-.14	.13	-.11	.01
6. AVS X Psychological Control	.30	.26	.09	.01	.56	.36	.12	.01



†p<.10, \*p<.05, \*\*p<.01, ◆ = overall regression is not significant

*Hierarchical Regression Analyses Predicting Maternal Neglect/Rejection from Age, AVS, and Psychological Control*

Predictors	Adolescents' Perceptions				Maternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Age	.08	.06	.10	.01	.03	.06	.04	.00
2. AVS	-.08	.11	-.05	.00	-.23	.16	-.11	.01
3. Psychological Control	.35	.05	.48**	.23**	.54	.05	.65**	.41**
4. Age X AVS	-.21	.21	-.09	.01	-.48	.24	-.15*	.01*
5. Age X Psychological Control	-.06	.10	-.05	.00	.13	.10	.11	.01
6. AVS X Psychological Control	-.14	.15	-.06	.00	-.77	.20	-.22**	.04**
7. Age X AVS X Psychological Control	-.55	.37	-.11	.01	-.88	.42	-.20*	.01*

*Hierarchical Regression Analyses Predicting Paternal Neglect/Rejection from Age, AVS, and Psychological Control*

Predictors	Adolescents' Perceptions				Paternal Expressions			
	B	SE	$\beta$	$\Delta R^2$	B	SE	$\beta$	$\Delta R^2$
1. Age	.15	.07	.16*	.03*	-.01	.06	-.01	.00
2. AVS	-.04	.13	-.03	.00	-.12	.13	-.07	.01
3. Psychological Control	.41	.06	.50**	.22**	.45	.05	.56**	.31**
4. Age X AVS	.23	.24	.08	.00	-.32	.22	-.12	.01
5. Age X Psychological Control	.13	.13	.13	.01	.32	.10	.28**	.04**
6. AVS X Psychological Control	.12	.18	.05	.00	-.15	.27	-.04	.00
7. Age X AVS X Psychological Control	-.41	.37	.11	.01	-.19	.55	-.03	.00

†p<.10, \*p<.05, \*\*p<.01, ◆ = overall regression is not significant

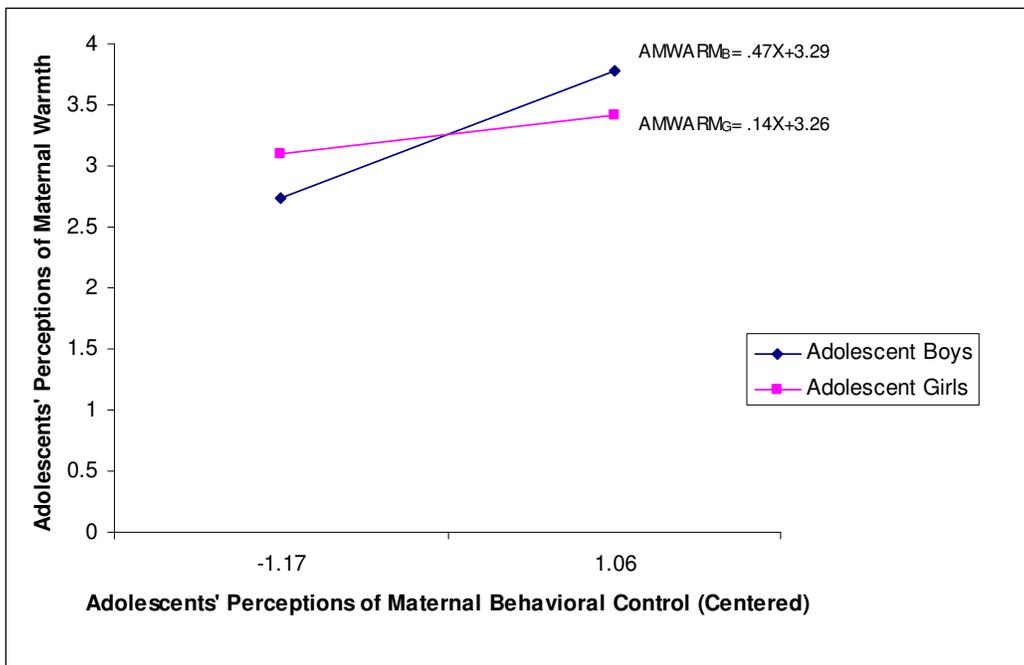


Figure 1. Predicting adolescents' perceptions of maternal warmth from adolescents' perceptions of maternal behavioral control for boys and girls.

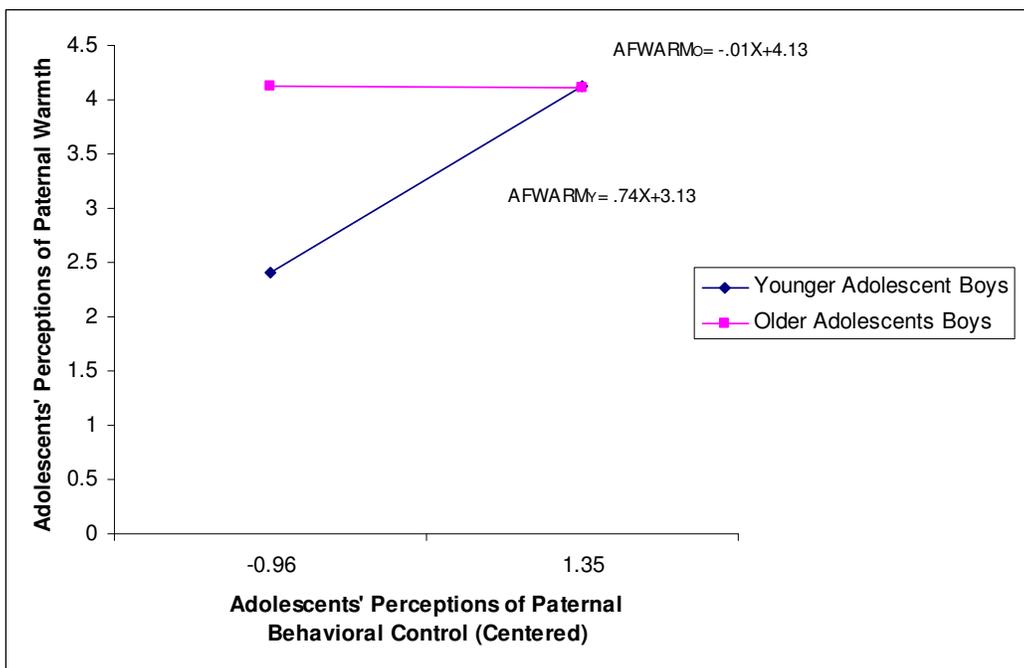


Figure 2. Predicting adolescents' perceptions of paternal warmth from adolescents' perceptions of maternal behavioral control for younger and older adolescent boys.

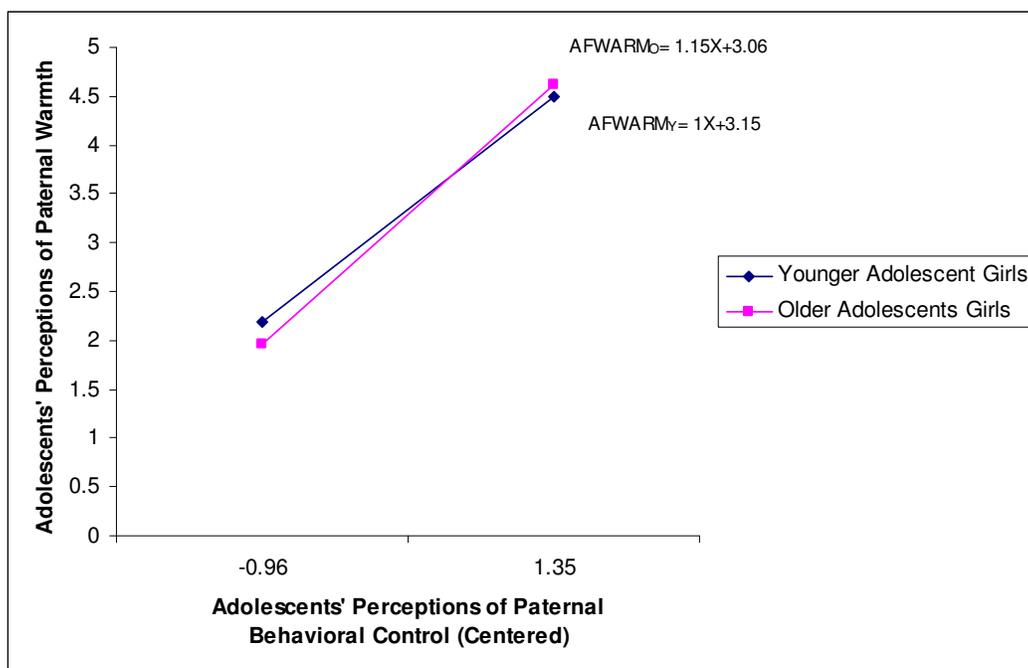


Figure 3. Predicting adolescents' perceptions of paternal warmth from adolescents' perceptions of behavioral control for younger and older adolescent girls.

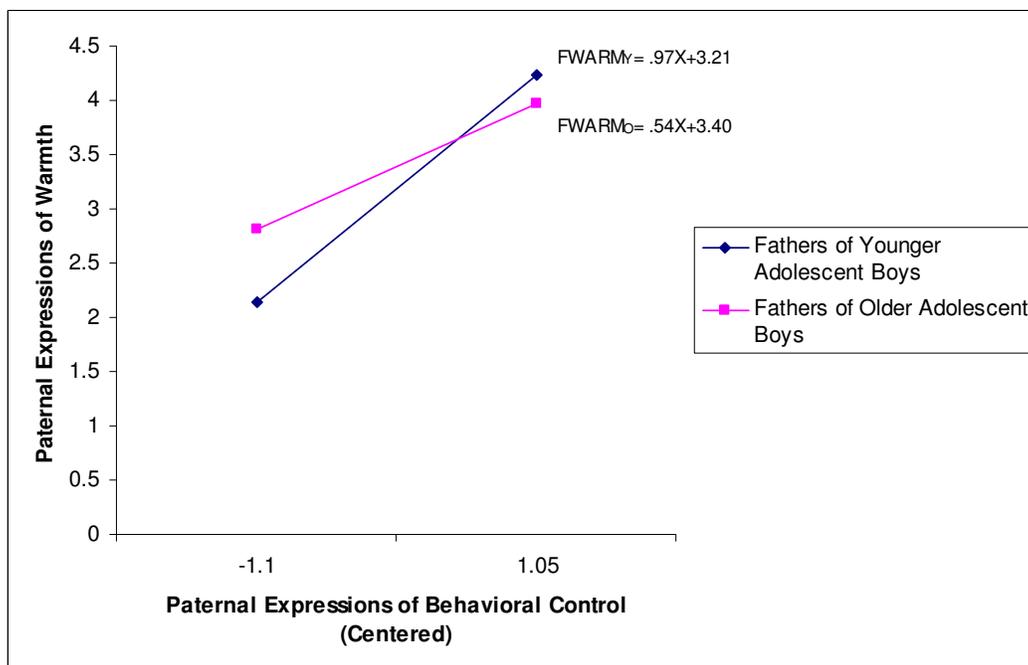


Figure 4. Predicting paternal expressions of warmth from paternal expressions of behavioral control for fathers of younger and older adolescent girls.

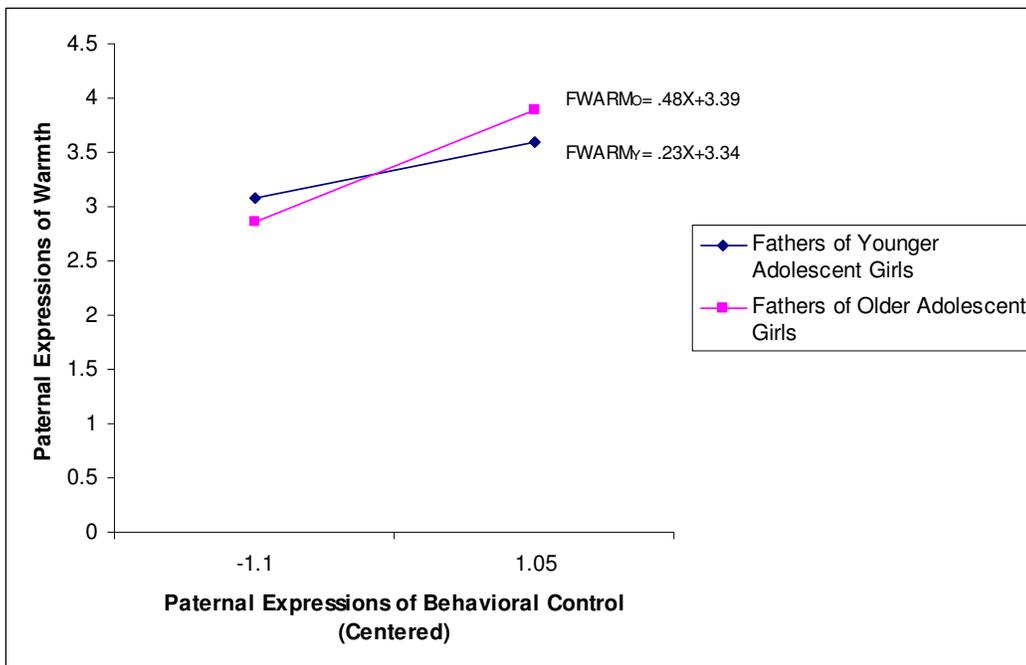


Figure 5. Predicting paternal expressions of warmth from paternal expressions of behavioral control for fathers of younger and older adolescent boys.

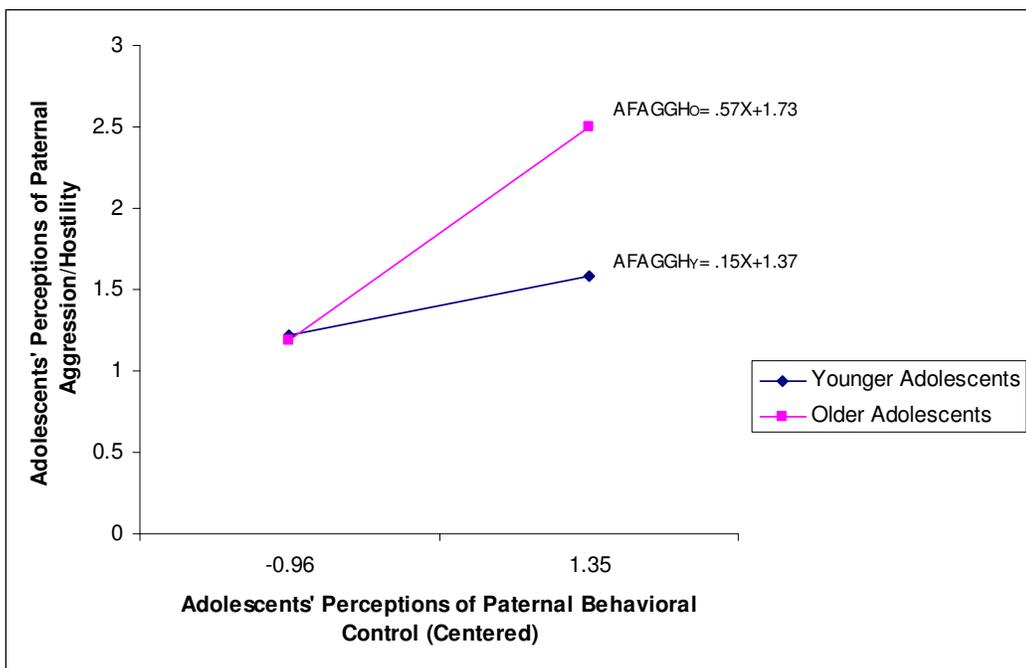


Figure 6. Predicting adolescents' perceptions of paternal aggression/hostility from adolescents' perceptions of paternal behavioral control for younger and older adolescents.

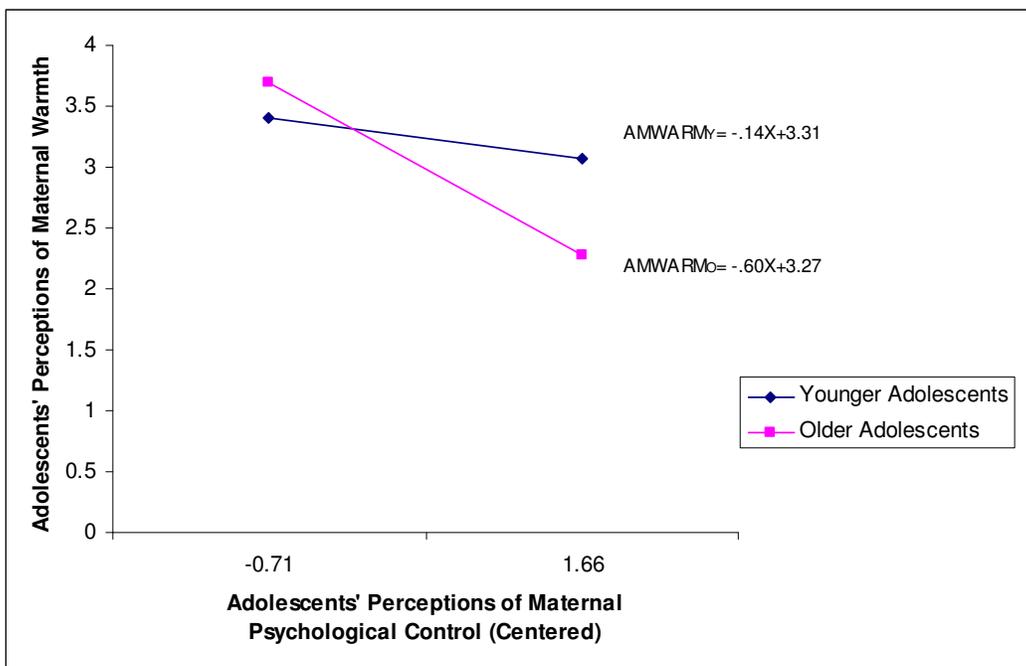


Figure 7. Predicting adolescents' perceptions of maternal warmth from adolescents' perceptions of maternal psychological control for younger and older adolescents.

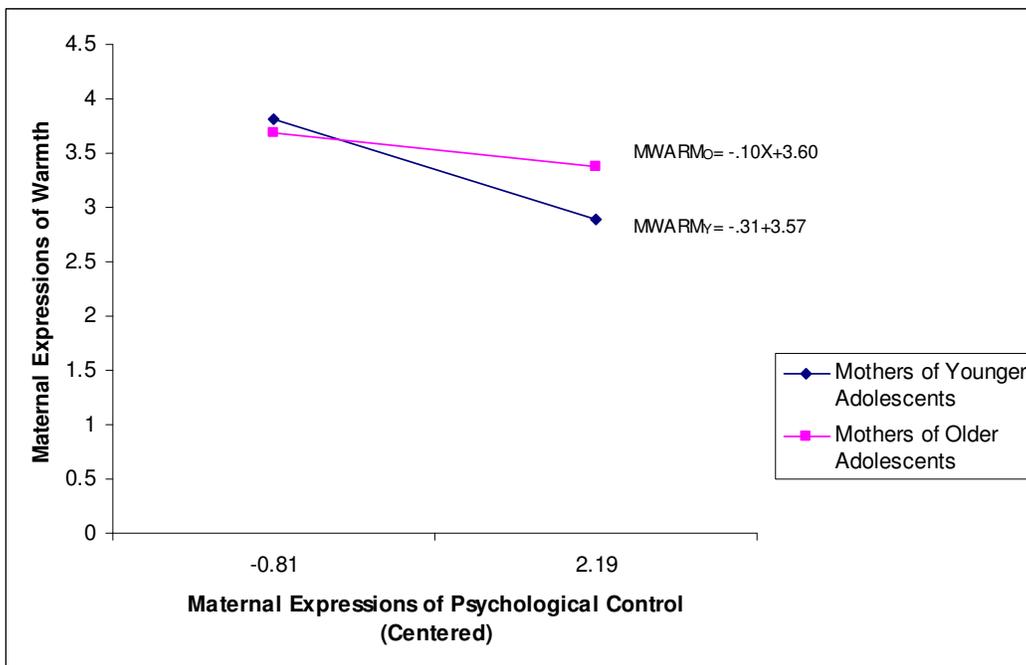


Figure 8. Predicting maternal expressions of warmth from maternal expressions of psychological control for mothers of younger and older adolescents.

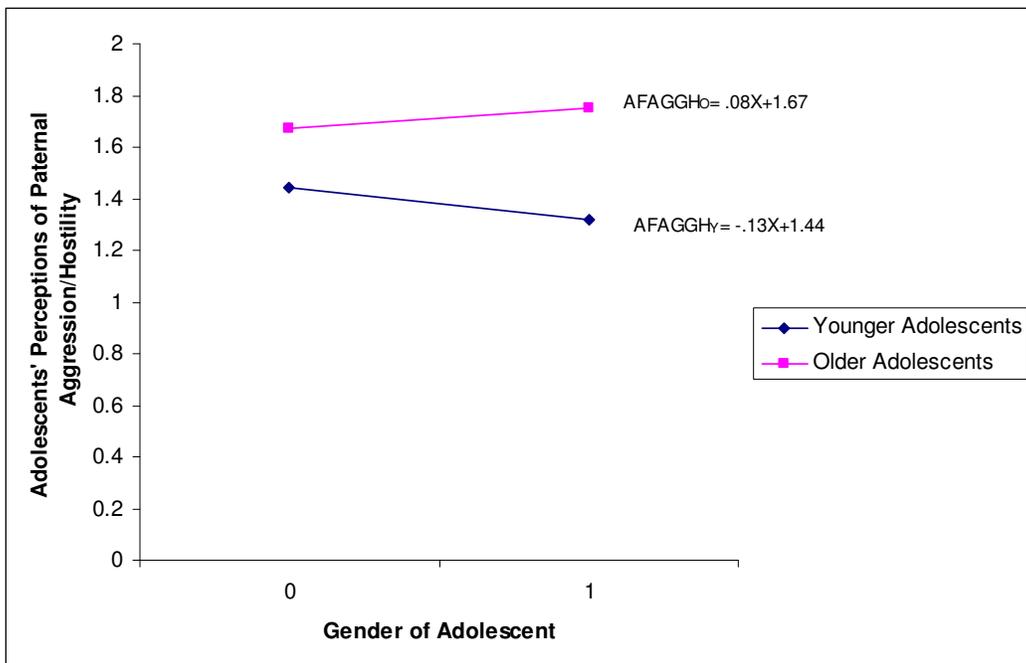


Figure 9. Predicting adolescents' perceptions of paternal aggression/hostility from gender (0=boys, 1=girls) of younger and older adolescents.

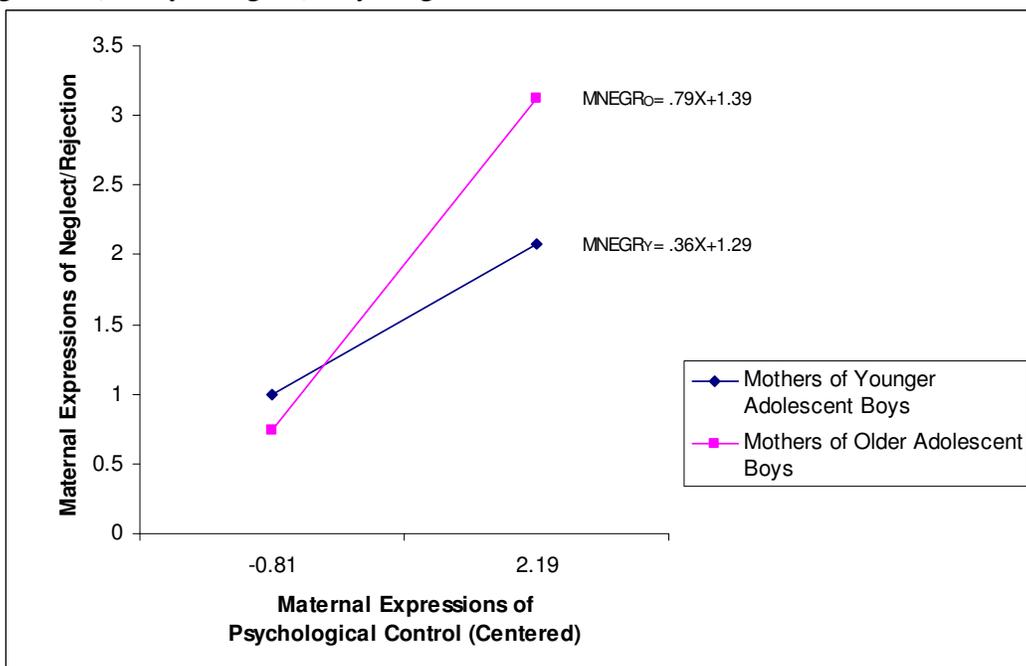


Figure 11. Predicting maternal expressions of neglect/rejection from maternal expressions of psychological control for mothers of younger and older adolescent boys.

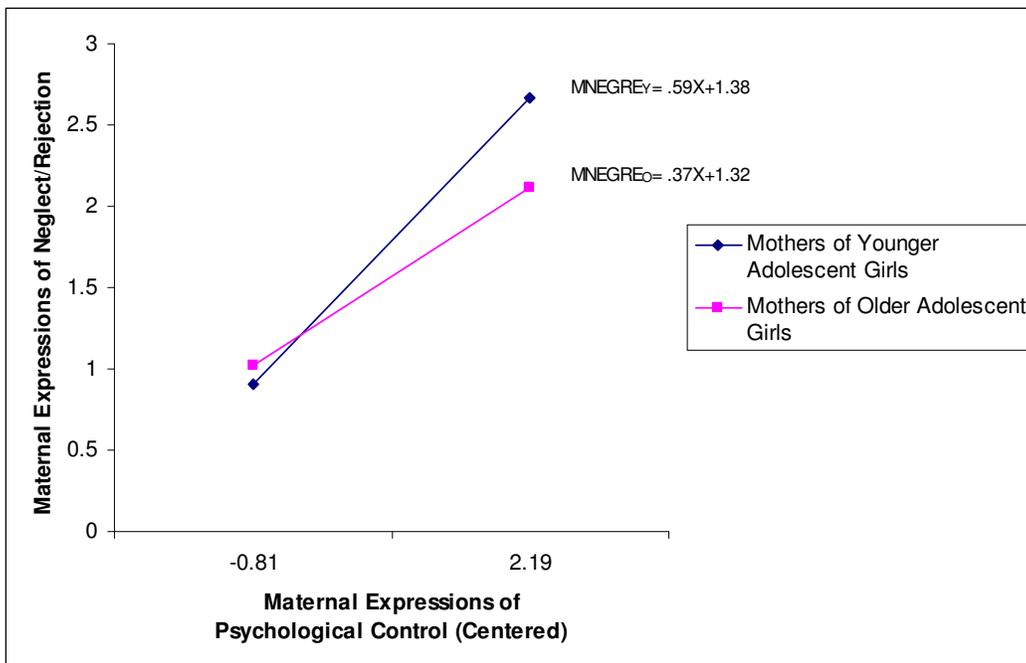


Figure 12. Predicting maternal expressions of neglect/rejection from maternal expressions of psychological control for mothers of younger and older adolescent girls.

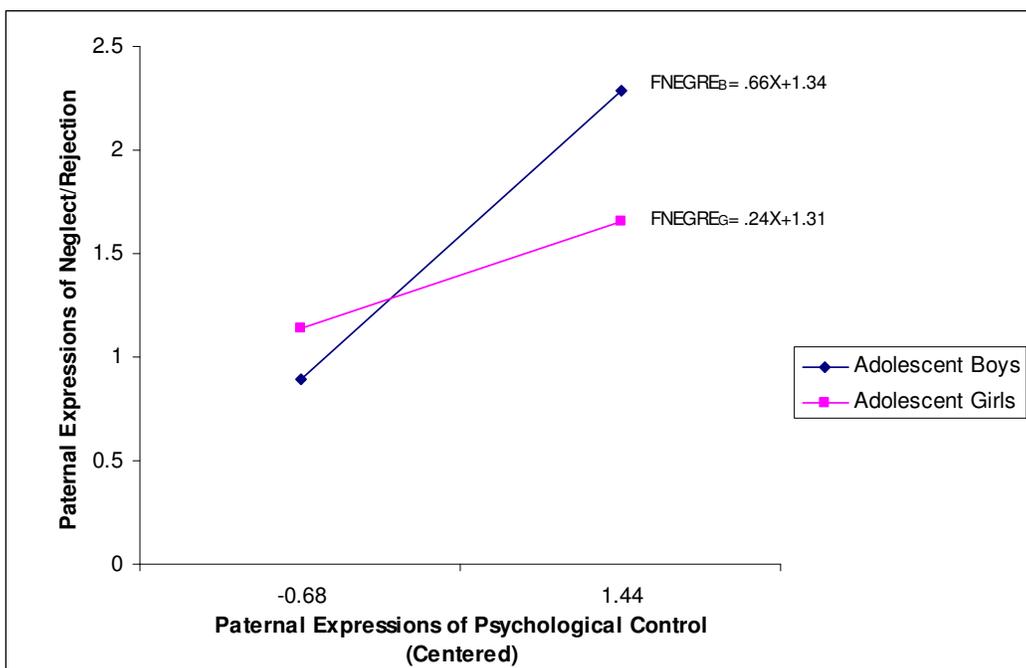


Figure 13. Predicting paternal expressions of neglect/rejection from paternal expressions of psychological control for boys and girls.

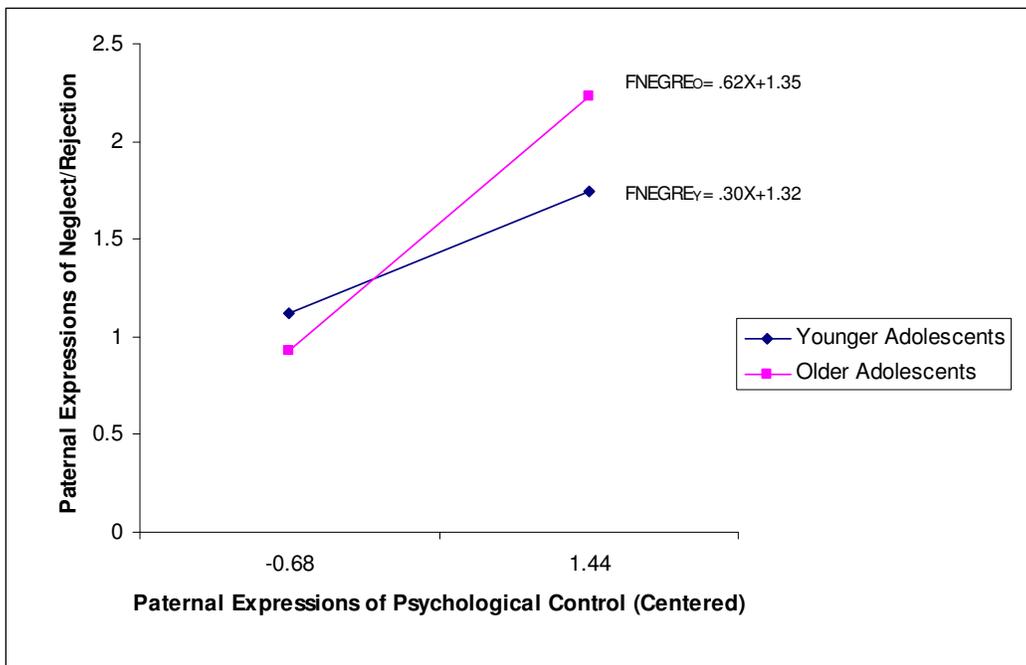


Figure 14. Predicting paternal expressions of neglect/rejection from paternal expressions of psychological control for younger and older adolescents.

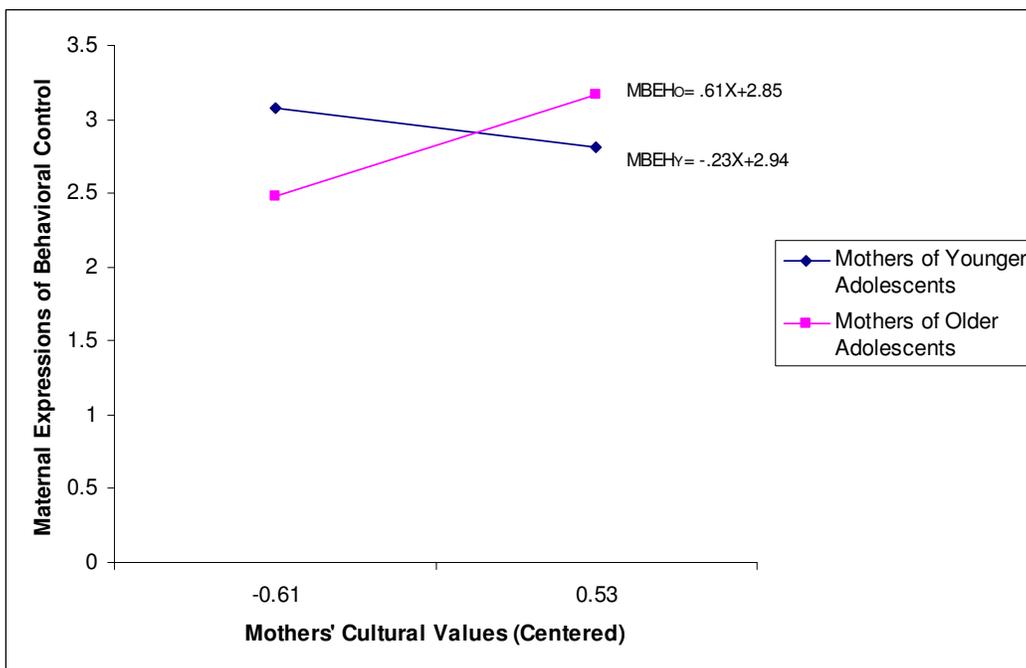


Figure 15. Predicting maternal expressions of behavioral control from mothers' cultural values for mothers of younger and older adolescents.

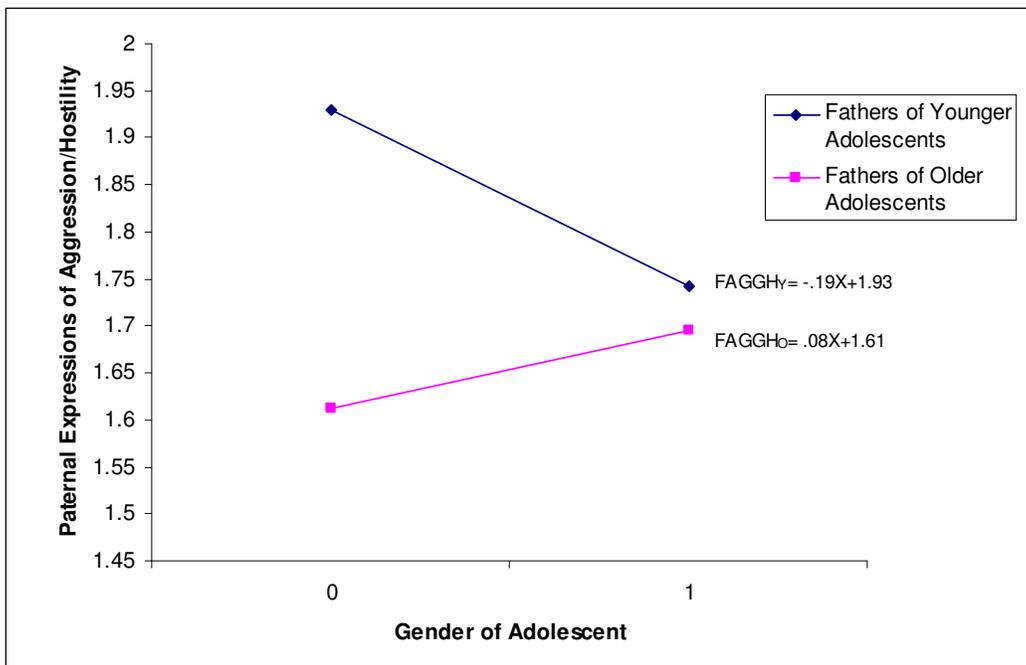


Figure 16. Predicting paternal expressions of aggression/hostility from gender of adolescent (0=boys, 1=girls) for fathers of younger and older adolescents.

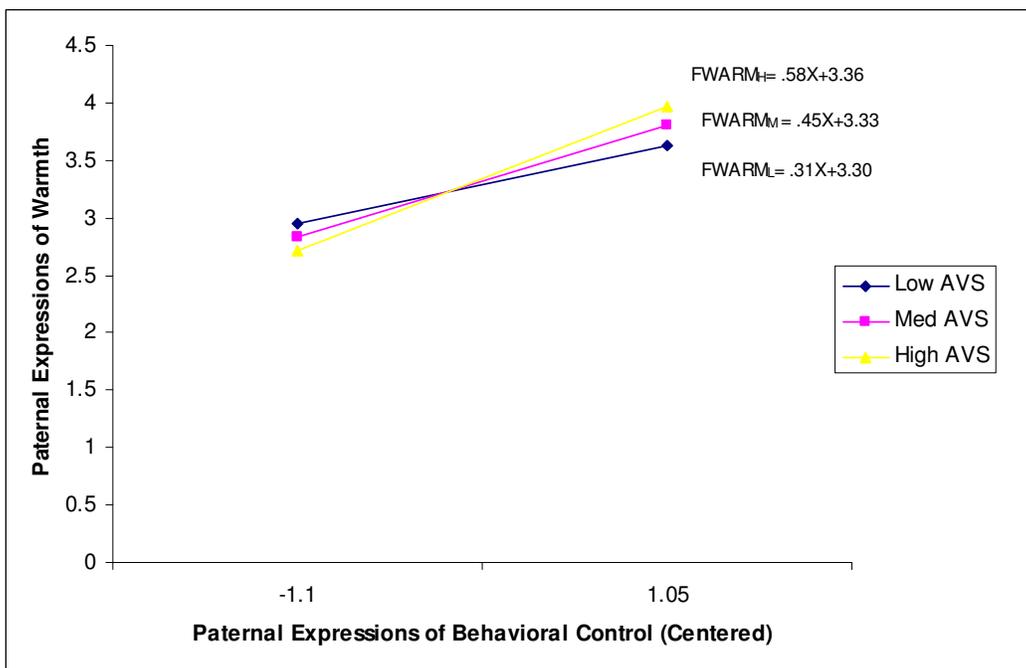


Figure 17. Predicting paternal expressions of warmth from paternal expressions of behavioral control at levels of fathers' cultural values (AVS).

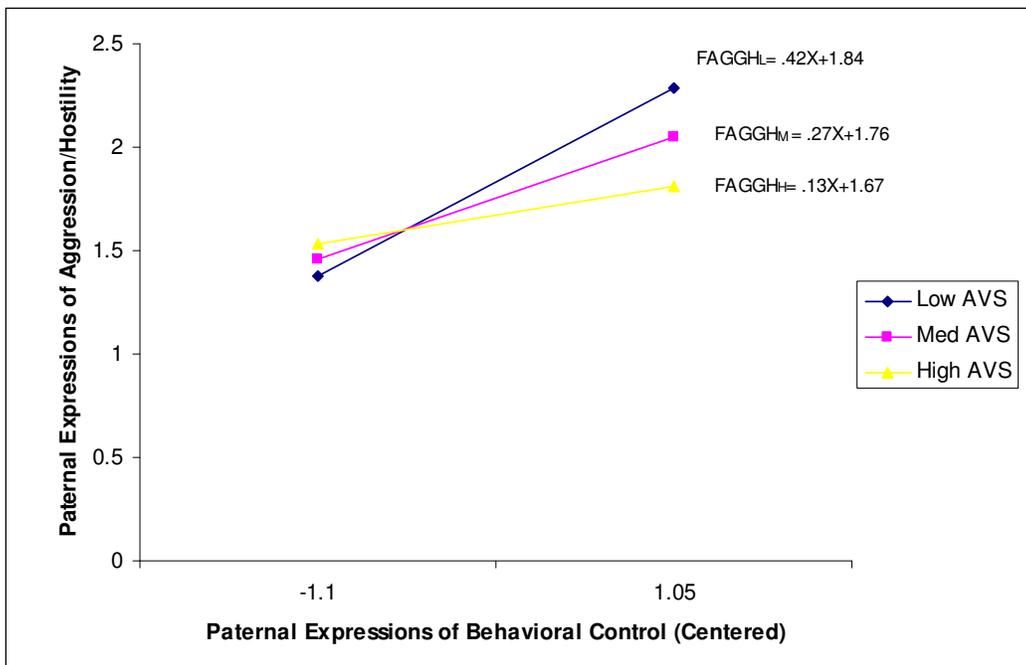


Figure 18. Predicting paternal expressions of aggression/hostility from paternal expressions of behavioral control at levels of fathers' cultural values (AVS).

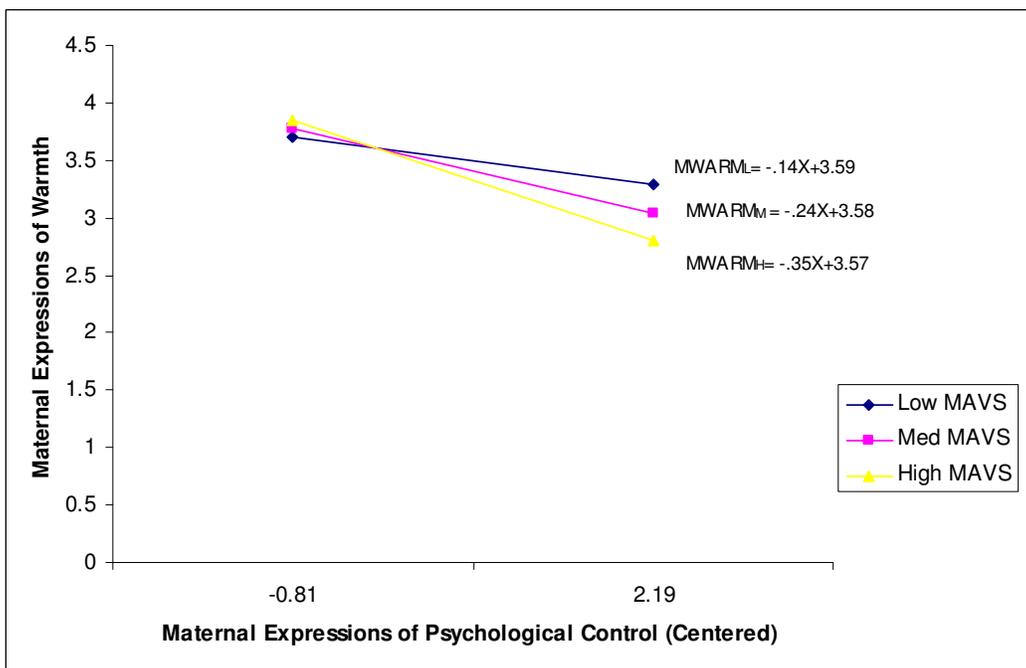


Figure 19. Predicting maternal expressions of warmth from maternal expressions of psychological control at levels of mothers' cultural values (AVS).

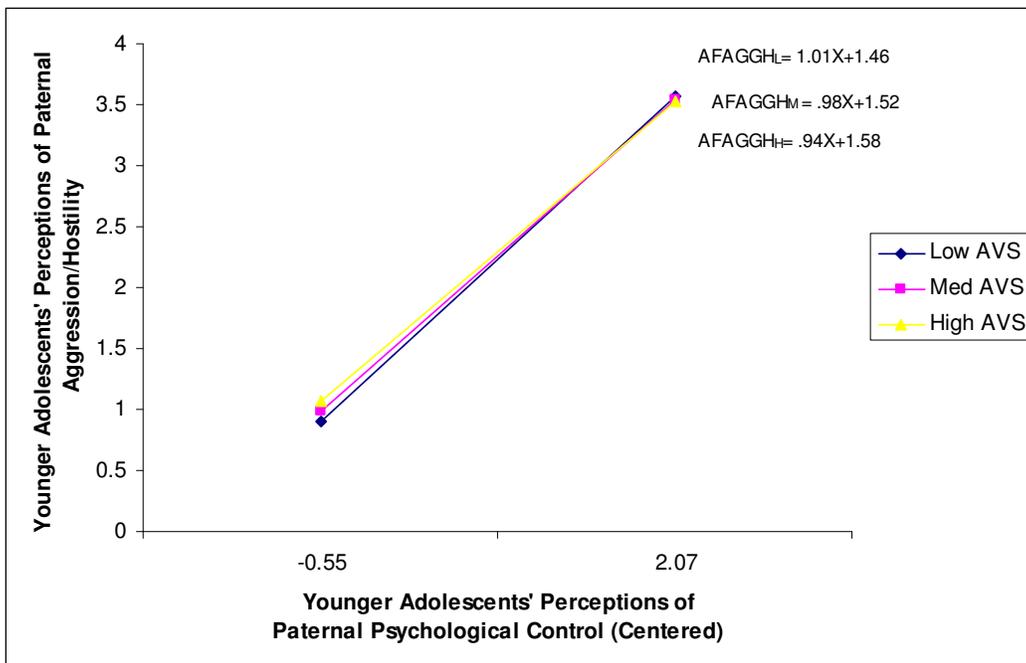


Figure 20. Predicting younger adolescents' perceptions of paternal aggression/hostility from younger adolescents' perceptions of paternal psychological control at levels of adolescents' cultural values (AVS).

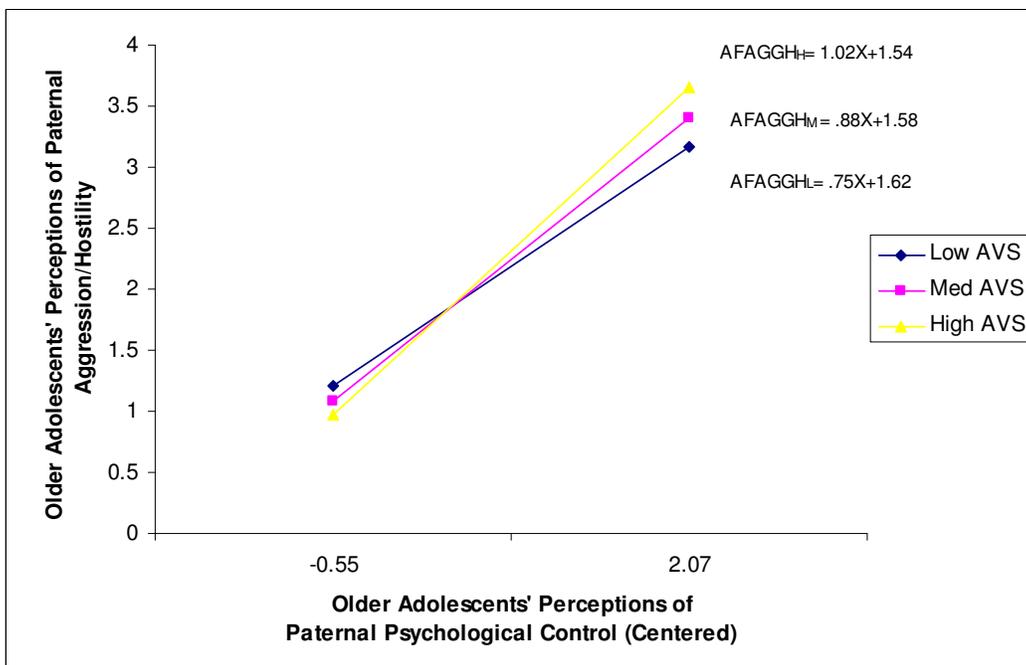


Figure 21. Predicting old adolescents' perceptions of paternal aggression/hostility from older adolescents' perceptions of paternal psychological control at levels of adolescents' cultural values (AVS).

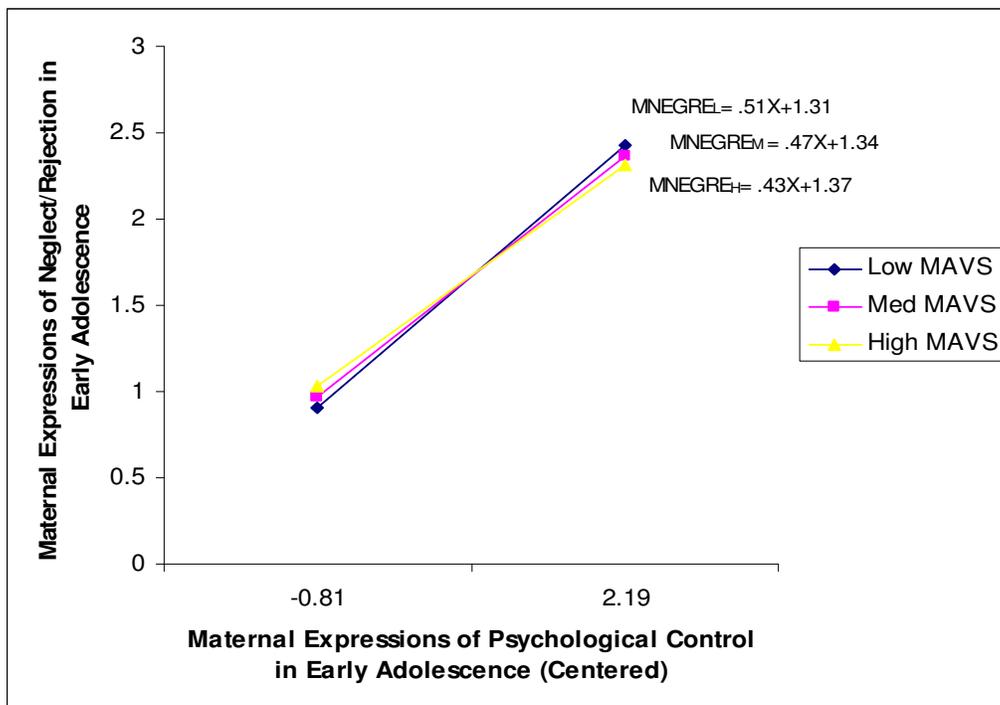


Figure 22. Predicting maternal expressions of neglect/rejection in early adolescence from maternal expressions of psychological control in early adolescence at levels of mothers' cultural values (AVS).

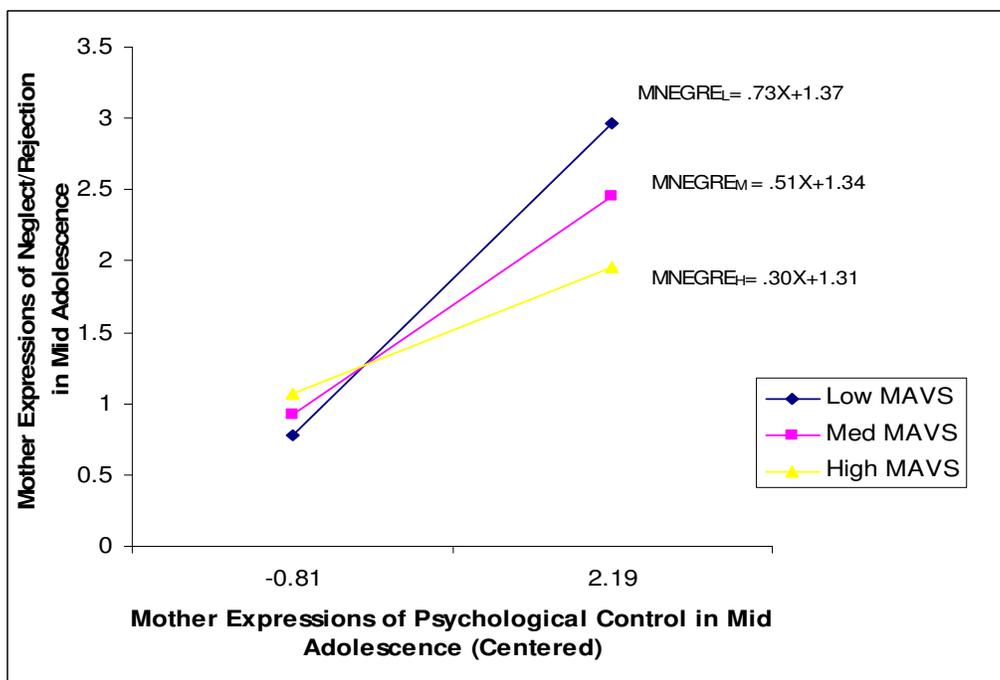


Figure 23. Predicting maternal expressions of neglect/rejection in mid adolescence from maternal expressions of psychological control in mid adolescence at levels of mothers' cultural values (AVS).

## Appendix A

## Letter for Korean Adolescents

**Dear Participant:**

I am a doctoral student in the Department of Human Development at the University of Maryland, College Park. For my doctoral dissertation research, I am studying Korean adolescents' and parents' perceptions of parenting styles. Although researchers know a great deal about parenting styles among Euro-American families, relatively little is known about Korean families.

If you would agree to participate in my study, please complete these questionnaires within the next two weeks, and return them in a sealed envelope to the designated teacher at your school. The following items are enclosed in this packet: an adolescent assent form, a parental consent form, a cultural values survey, and two questionnaires regarding your mother's and father's parenting styles.

Please remember that your responses will all be kept completely *private* and *confidential*, and will be identified by number only. If you have any concerns or questions about the study or any of the questionnaires, please feel free to contact me.

Thank you for your kind assistance. Once again, I sincerely hope that you will agree to participate.

Sincerely,

Angel Hayoung Kim  
(301) 405-5194  
[angelkim@umd.edu](mailto:angelkim@umd.edu)

## Appendix B

## Letter for Korean Mothers

**Dear Mother:**

I am a doctoral student in the Department of Human Development at the University of Maryland, College Park. For my doctoral dissertation research, I am studying Korean adolescents' and parents' perceptions of parenting styles. Although researchers know a great deal about parenting styles among Euro-American families, relatively little is known about Korean families.

If you would agree to participate in my study, please complete these questionnaires within the next two weeks. Once you have completed your questionnaires, please seal them back in this envelope and have your child return your packet to the designated teacher at his/her school. The following items are enclosed in this packet: a consent form, a family demographic survey, a cultural values survey, and a questionnaire regarding your parenting style.

Please remember that your responses will all be kept completely *private* and *confidential*, and will be identified by number only. If you have any concerns or questions about the study or any of the questionnaires, please feel free to contact me.

Thank you for your kind assistance. Once again, I sincerely hope that you will agree to participate.

Sincerely,

Angel Hayoung Kim  
(301) 405-5194  
[angelkim@umd.edu](mailto:angelkim@umd.edu)

## Appendix C

## Letter for Korean Fathers

**Dear Father:**

I am a doctoral student in the Department of Human Development at the University of Maryland, College Park. For my doctoral dissertation research, I am studying Korean adolescents' and parents' perceptions of parenting styles. Although researchers know a great deal about parenting styles among Euro-American families, relatively little is known about Korean families.

If you would agree to participate in my study, please complete these questionnaires within the next two weeks. Once you have completed your questionnaires, please seal them back in this envelope and have your child return your packet to the designated teacher at his/her school. The following items are enclosed in this packet: a consent form, a cultural values survey, and a questionnaire regarding your parenting style.

Please remember that your responses will all be kept completely *private* and *confidential*, and will be identified by number only. If you have any concerns or questions about the study or any of the questionnaires, please feel free to contact me.

Thank you for your kind assistance. Once again, I sincerely hope that you will agree to participate.

Sincerely,

Angel Hayoung Kim  
(301) 405-5194  
[angelkim@umd.edu](mailto:angelkim@umd.edu)

## Appendix D

**Adolescent Assent Form**

- Title of Project:** Korean and Korean-American Perceptions of Parenting Styles in Adolescence.
- Purpose:** The purpose of this research is to investigate perceptions of parenting styles among Korean and Korean-American parents and adolescents.
- Procedures:** You will be asked to complete two questionnaires regarding your mother's and father's parenting styles and one questionnaire regarding your cultural values. Korean-American participants will be asked to fill out an additional questionnaire regarding their level of acculturation. These questionnaires will be completed at home and the total time for your participation will be approximately 30-40 minutes.
- Confidentiality:** All of the information collected during the course of this research program will be confidential, and your name will not be identified at any time.
- Risks:** There are no known risks associated with the procedures used in this study.
- Benefits:** This study is not designed to help you personally, but the researchers hope to learn more about Korean and Korean-American parenting styles. If you should have any questions, please ask the researchers at any time during the course of this study. Your participation in this project is purely voluntary and you may choose to withdraw at any time without penalty.
- Adolescent Assent:** Your signature indicates that the research has been explained to you; your questions have been fully answered; and you are freely and voluntarily choosing to participate in this program of research being conducted by Angel Hayoung Kim under the supervision of Professor Kenneth H. Rubin at the Graduate School, Department of Human Development, University of Maryland, College Park, U.S.A.

Student Investigator:	Angel Hayoung Kim Institute for Child Study 3304 Benjamin Building University of Maryland College Park, MD 20782 (301) 405-0258 <a href="mailto:angelkim@umd.edu">angelkim@umd.edu</a>	Faculty Advisor:	Kenneth H. Rubin, Ph.D. Institute for Child Study 3304 Benjamin Building University of Maryland College Park, MD 20782
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**Name of Adolescent Participant (Please Print):** \_\_\_\_\_

**Signature of Adolescent Participant:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix E

**Parental Consent Form**

- Title of Project:** Korean and Korean-American Perceptions of Parenting Styles in Adolescence.
- Purpose:** The purpose of this research is to investigate perceptions of parenting styles among Korean and Korean-American parents and adolescents.
- Procedures:** Your child will be asked to complete two questionnaires regarding mother and father parenting styles and one questionnaire regarding their cultural values. Korean-American participants will be asked to fill out an additional questionnaire regarding their level of acculturation. These questionnaires will be completed at home and the total time for their participation will be approximately 30-40 minutes.
- Confidentiality:** All the information collected during the course of this research program will be confidential, and your child's name will not be identified at any time.
- Risks:** There are no known risks associated with the procedures used in this study.
- Benefits:** This study is not designed to help you or your child personally, but the researchers hope to learn more about Korean and Korean-American parenting styles. If your child should have any questions, please have your child ask the researchers at any time during the course of this study. Your child's participation in this project is purely voluntary and s(he) may choose to withdraw at any time without penalty.

**Parental Consent  
For a Minor:**

Your signature indicates that you are at least 18 years of age; the research has been explained to you; your questions have been fully answered; and you are freely and voluntarily choosing to let your child participate in this program of research being conducted by Angel Hayoung Kim under the supervision of Professor Kenneth H. Rubin at the Graduate School, Department of Human Development, University of Maryland, College Park, U.S.A.

Student	Angel Hayoung Kim	Faculty	Kenneth H. Rubin, Ph.D.
Investigator:	Institute for Child Study	Advisor:	Institute for Child Study
	3304 Benjamin Building		3304 Benjamin Building
	University of Maryland		University of Maryland
	College Park, MD 20782		College Park, MD 20782
	(301) 405-0258		
	<a href="mailto:angelkim@umd.edu">angelkim@umd.edu</a>		

**Child Name (Please Print):** \_\_\_\_\_

**Name of Parent/Guardian (Please Print):** \_\_\_\_\_

**Signature of Parent/Guardian:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix F

**Mother Consent Form**

- Title of Project:** Korean and Korean-American Perceptions of Parenting Styles in Adolescence
- Purpose:** The purpose of this research is to investigate perceptions of parenting styles among Korean and Korean-American parents and adolescents.
- Procedures:** You will be asked to complete one questionnaire regarding your parenting style, one questionnaire regarding your cultural values, and a family demographic survey. Korean-American participants will be asked to fill out an additional questionnaire regarding their level of acculturation. These questionnaires will be completed at home and the total time for your participation will be approximately 20-30 minutes.
- Confidentiality:** All of the information collected during the course of this research program will be confidential, and your name will not be identified at any time.
- Risks:** There are no known risks associated with the procedures used in this study.
- Benefits:** This study is not designed to help you or your child personally, but the researchers hope to learn more about Korean and Korean-American parenting styles. If you should have any questions, please ask the researchers at any time during the course of this study. Your participation in this project is purely voluntary and you may choose to withdraw at any time without penalty.

**Statement of Age of**

**Subject and Consent:** Your signature indicates that you are at least 18 years of age; the research has been explained to you; your questions have been fully answered; and you are freely and voluntarily choosing to participate in this program of research being conducted by Angel Hayoung Kim under the supervision of Professor Kenneth H. Rubin at the Graduate School, Department of Human Development, University of Maryland, College Park, U.S.A.

Student Investigator:	Angel Hayoung Kim Institute for Child Study 3304 Benjamin Building University of Maryland College Park, MD 20782 (301) 405-0258 <a href="mailto:angelkim@umd.edu">angelkim@umd.edu</a>	Faculty Advisor:	Kenneth H. Rubin, Ph.D. Institute for Child Study 3304 Benjamin Building University of Maryland College Park, MD 20782
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**Name of Mother (Please Print):** \_\_\_\_\_

**Signature of Mother:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix G

**Father Consent Form**

**Title of Project:** Korean and Korean-American Perceptions of Parenting Styles in Adolescence

**Purpose:** The purpose of this research is to investigate perceptions of parenting styles among Korean and Korean-American parents and adolescents.

**Procedures:** You will be asked to complete one questionnaire regarding your parenting style and one questionnaire regarding your cultural values. Korean-American participants will be asked to fill out an additional questionnaire regarding their level of acculturation. These questionnaires will be completed at home and the total time for your participation will be approximately 20-30 minutes.

**Confidentiality:** All of the information collected during the course of this research program will be confidential, and your name will not be identified at any time.

**Risks:** There are no known risks associated with the procedures used in this study.

**Benefits:** This study is not designed to help you or your child personally, but the researchers hope to learn more about Korean and Korean-American parenting styles. If you should have any questions, please ask the researchers at any time during the course of this study. Your participation in this project is purely voluntary and you may choose to withdraw at any time without penalty.

**Statement of Age of**

**Subject and Consent:** Your signature indicates that you are at least 18 years of age; the research has been explained to you; your questions have been fully answered; and you are freely and voluntarily choosing to participate in this program of research being conducted by Angel Hayoung Kim under the supervision of Professor Kenneth H. Rubin at the Graduate School, Department of Human Development, University of Maryland, College Park, U.S.A.

Student	Angel Hayoung Kim	Faculty	Kenneth H. Rubin, Ph.D.
Investigator:	Institute for Child Study	Advisor:	Institute for Child Study
	3304 Benjamin Building		3304 Benjamin Building
	University of Maryland		University of Maryland
	College Park, MD 20782		College Park, MD 20782
	(301) 405-0258		
	<a href="mailto:angelkim@umd.edu">angelkim@umd.edu</a>		

**Name of Father (Please Print):** \_\_\_\_\_

**Signature of Father:** \_\_\_\_\_

**Date:** \_\_\_\_\_



Mother's education level (check all that apply):

Elementary School \_\_\_\_\_  
 Middle School \_\_\_\_\_  
 High School \_\_\_\_\_  
 Vocational School \_\_\_\_\_  
 Some College \_\_\_\_\_  
 University Degree \_\_\_\_\_  
 Some Graduate School \_\_\_\_\_  
 Master's Degree \_\_\_\_\_  
 Doctoral Degree \_\_\_\_\_  
 Other (specify) \_\_\_\_\_

**Part B: Father Information**

Birthdate \_\_\_\_\_ Age \_\_\_\_\_  
                   Month       Day       Year

Country of Birth \_\_\_\_\_

What is your employment status (check one):

Employed full time \_\_\_\_\_  
 Employed part-time \_\_\_\_\_  
 Not employed outside of home \_\_\_\_\_  
 Retired \_\_\_\_\_  
 Other (specify) \_\_\_\_\_

What is your occupation?

\_\_\_\_\_

How many hours do you work per week?

\_\_\_\_\_ hours

\_\_\_\_\_ Question does not apply to me

Father's education level (check all that apply):

Elementary School \_\_\_\_\_  
 Middle School \_\_\_\_\_  
 High School \_\_\_\_\_  
 Vocational School \_\_\_\_\_  
 Some College \_\_\_\_\_  
 University Degree \_\_\_\_\_  
 Some Graduate School \_\_\_\_\_  
 Master's Degree \_\_\_\_\_  
 Doctoral Degree \_\_\_\_\_  
 Other (specify) \_\_\_\_\_

**Part C: Family composition**

My family is a (please check one):

\_\_\_\_\_ two-parent household (both mother and father live at home)

\_\_\_\_\_ one-parent household

If your family is a one-parent household, which parent lives at home? \_\_\_\_\_

\_\_\_\_\_ Other, please specify \_\_\_\_\_

**Other children**—Please list the following information for all other children (of either partner), whether or not they are living at home:

	<b>Birthdate</b>	<b>Sex of child</b>	<b>Last grade of school completed</b>	<b>Are they living at home or away?</b>	<b>Where were they born?</b>
Child 1	___/___/___	___	_____	Home/Away	_____
Child 2	___/___/___	___	_____	Home/Away	_____
Child 3	___/___/___	___	_____	Home/Away	_____
Child 4	___/___/___	___	_____	Home/Away	_____

**Other adults**—Please list all other adults living with the family:  
(e.g., grandparents, aunt/uncle, cousins)

Name: \_\_\_\_\_  
Relationship to child: \_\_\_\_\_  
Length of time living with family: \_\_\_\_\_

Name: \_\_\_\_\_  
Relationship to child: \_\_\_\_\_  
Length of time living with family: \_\_\_\_\_

Name: \_\_\_\_\_  
Relationship to child: \_\_\_\_\_  
Length of time living with family: \_\_\_\_\_

## Appendix I

**ASIAN VALUES SCALE**  
**Adolescent Version**

**INSTRUCTIONS:** Use the scale below to indicate the extent to which you agree with the value expressed in each statement. Circle a “1” if you Strongly Disagree, a “2” if you Disagree, a “3” if you Agree, or a “4” if you Strongly Agree with the value statement.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. Teens should not move away from their family’s and culture’s norms (values).	1	2	3	4
2. Children should not place their parents in retirement homes.	1	2	3	4
3. Teens do not need to focus all their energy on school work.	1	2	3	4
4. Teens should be discouraged from talking about their accomplishments.	1	2	3	4
5. Younger persons should be able to confront their elders.	1	2	3	4
6. When teens receive a gift, they should give back with a gift of equal or greater value.	1	2	3	4
7. Teens do not need to achieve in school in order to make their parents proud.	1	2	3	4
8. Teens do not need to play down their own achievements.	1	2	3	4
9. Teens should consider the needs of others before considering their own needs.	1	2	3	4
10. Educational and career achievements do not need to be a teen’s top priority.	1	2	3	4

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
11. Teens should think about others before themselves.	1	2	3	4
12. Teens should be able to question a person in a higher position.	1	2	3	4
13. Modesty is an important quality for a person.	1	2	3	4
14. Teens' achievements should be viewed as family achievements.	1	2	3	4
15. Teens should avoid bringing displeasure to their ancestors.	1	2	3	4
16. Teens should have the ability to resolve emotional problems on their own.	1	2	3	4
17. The worst thing that teens can do is to bring disgrace to their family's reputation.	1	2	3	4
18. Teens do not need to remain reserved and quiet.	1	2	3	4
19. Teens should be humble and modest.	1	2	3	4
20. Family reputation is not the most important social concern.	1	2	3	4
21. Teens do not need to be able to resolve psychological problems on their own.	1	2	3	4
22. Teens do not bring shame to the family if they fail in their work at school.	1	2	3	4
23. Teens do not need to follow the expectations of their family.	1	2	3	4
24. Teens do not need to control expressing their emotions.	1	2	3	4

## Appendix J

**ASIAN VALUES SCALE**

**INSTRUCTIONS:** Use the scale below to indicate the extent to which you agree with the value expressed in each statement. Circle a “1” if you Strongly Disagree, a “2” if you Disagree, a “3” if you Agree, or a “4” if you Strongly Agree with the value statement.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. One should not deviate from familial and social norms.	1	2	3	4
2. Children should not place their parents in retirement homes.	1	2	3	4
3. One need not focus all energies on one’s studies.	1	2	3	4
4. One should be discouraged from talking about one’s accomplishments.	1	2	3	4
5. Younger persons should be able to confront their elders.	1	2	3	4
6. When one receives a gift, one should reciprocate with a gift of equal or greater value.	1	2	3	4
7. One need not achieve academically in order to make one’s parents proud.	1	2	3	4
8. One need not minimize or depreciate one’s own achievements.	1	2	3	4
9. One should consider the needs of others before considering one’s own needs.	1	2	3	4
10. Educational and career achievements need not be one’s top priority.	1	2	3	4
11. One should think about one’s group before oneself.	1	2	3	4

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
12. One should be able to question a person in an authority position.	1	2	3	4
13. Modesty is an important quality for a person.	1	2	3	4
14. One's achievements should be viewed as family achievements.	1	2	3	4
15. One should avoid bringing displeasure to one's ancestors.	1	2	3	4
16. One should have sufficient inner resources to resolve emotional problems.	1	2	3	4
17. The worst thing that one can do is to bring disgrace to one's family reputation.	1	2	3	4
18. One need not remain reserved and tranquil.	1	2	3	4
19. One should be humble and modest.	1	2	3	4
20. Family reputation is not the primary social concern.	1	2	3	4
21. One need not be able to resolve psychological problems on one's own.	1	2	3	4
22. Occupational failure does not bring shame to the family.	1	2	3	4
23. One need not follow the role expectations (gender, family hierarchy) of one's family.	1	2	3	4
24. One need not control one's expression of emotions.	1	2	3	4

## Appendix K

**ADOLESCENT PERCEPTIONS OF PARENTING STYLE**  
**Mother Version**

ID #: \_\_\_\_\_

Date: \_\_\_\_\_

Here are some statements about the way mothers act toward their children. I want you to think about how each one of these fits the way your mother treats you. If the statement is basically true about the way she treats you then ask yourself, “Is it almost always true?” or “Is it only sometimes true?”. If you think your mother almost always treats you that way, circle the box labeled ALMOST ALWAYS TRUE; if the statement is sometimes true about the way she treats you then mark SOMETIMES TRUE. If you feel the statement is basically untrue about the way your mother treats you then ask yourself, “Is it rarely true?” or “Is it almost never true?”. If it is rarely true about the way she treats you circle the box labeled RARELY TRUE; if you feel the statement is almost never true then mark ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Answer each statement the way you feel your mother really is rather than the way you might like her to be. For example, if she almost always hugs and kisses you when you are good, you should mark the item as follows:

## EXAMPLE:

MY MOTHER	TRUE		FALSE	
1. Hugs and kisses me when I am good.	Almost Always True	Sometimes True	Rarely True	Almost Never True

---

 Respondent's significant female caregiver (if not mother)

MY MOTHER	TRUE		FALSE	
1. Says nice things about me	Almost Always True	Sometimes True	Rarely True	Almost Never True
2. Nags or scolds me when I am bad	Almost Always True	Sometimes True	Rarely True	Almost Never True
3. Always tries to change how I feel or think about things	Almost Always True	Sometimes True	Rarely True	Almost Never True
4. Pays no attention to me	Almost Always True	Sometimes True	Rarely True	Almost Never True
5. Does not really love me	Almost Always True	Sometimes True	Rarely True	Almost Never True
6. Sees to it that I know exactly what I may or may not do	Almost Always True	Sometimes True	Rarely True	Almost Never True
7. Talks to me about our plans and listens to what I have to say	Almost Always True	Sometimes True	Rarely True	Almost Never True
8. Complains about me to others when I do not listen to her	Almost Always True	Sometimes True	Rarely True	Almost Never True
9. Takes an active interest in me	Almost Always True	Sometimes True	Rarely True	Almost Never True
10. Changes the subject whenever I have something to say	Almost Always True	Sometimes True	Rarely True	Almost Never True
11. Tells me exactly what time to be home when I go out	Almost Always True	Sometimes True	Rarely True	Almost Never True
12. Wants me to bring my friends home, and tries to make things pleasant for them	Almost Always True	Sometimes True	Rarely True	Almost Never True
13. Ridicules and makes fun to me	Almost Always True	Sometimes True	Rarely True	Almost Never True
14. Pays no attention to me as long as I do nothing to bother her	Almost Always True	Sometimes True	Rarely True	Almost Never True
15. Yells at me when she is angry	Almost Always True	Sometimes True	Rarely True	Almost Never True
16. Is always telling me how I should behave	Almost Always True	Sometimes True	Rarely True	Almost Never True
17. Makes it easy for me to tell her things that are important to me	Almost Always True	Sometimes True	Rarely True	Almost Never True

MY MOTHER	TRUE		FALSE	
18. Treats me harshly	Almost Always True	Sometimes True	Rarely True	Almost Never True
19. Often interrupts me	Almost Always True	Sometimes True	Rarely True	Almost Never True
20. Enjoys having me around her	Almost Always True	Sometimes True	Rarely True	Almost Never True
21. Believes in having a lot of rules and sticking to them	Almost Always True	Sometimes True	Rarely True	Almost Never True
22. Makes me feel proud when I do well	Almost Always True	Sometimes True	Rarely True	Almost Never True
23. Hits me, even when I do not deserve it	Almost Always True	Sometimes True	Rarely True	Almost Never True
24. Forgets things she is supposed to do for me	Almost Always True	Sometimes True	Rarely True	Almost Never True
25. Blames me for other family members' problems	Almost Always True	Sometimes True	Rarely True	Almost Never True
26. Sees me as a big nuisance	Almost Always True	Sometimes True	Rarely True	Almost Never True
27. Gives me as much freedom as I want	Almost Always True	Sometimes True	Rarely True	Almost Never True
28. Praises me to others	Almost Always True	Sometimes True	Rarely True	Almost Never True
29. Punishes me severely when she is angry	Almost Always True	Sometimes True	Rarely True	Almost Never True
30. Makes sure I have the right kind of food to eat	Almost Always True	Sometimes True	Rarely True	Almost Never True
31. Tells me exactly how I am to do my work	Almost Always True	Sometimes True	Rarely True	Almost Never True
32. Talks to me in a warm and loving way	Almost Always True	Sometimes True	Rarely True	Almost Never True
33. Gets angry at me easily	Almost Always True	Sometimes True	Rarely True	Almost Never True
34. Is too busy to answer my questions	Almost Always True	Sometimes True	Rarely True	Almost Never True

MY MOTHER	TRUE		FALSE	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
35. Seems to dislike me	Almost Always True	Sometimes True	Rarely True	Almost Never True
36. Lets me go any place I want without asking	Almost Always True	Sometimes True	Rarely True	Almost Never True
37. Says nice things to me when I deserve them	Almost Always True	Sometimes True	Rarely True	Almost Never True
38. Gets mad quickly and picks on me	Almost Always True	Sometimes True	Rarely True	Almost Never True
39. Brings up past mistakes when she criticizes me	Almost Always True	Sometimes True	Rarely True	Almost Never True
40. Cares about who my friends are	Almost Always True	Sometimes True	Rarely True	Almost Never True
41. Insists that I must do exactly as I am told	Almost Always True	Sometimes True	Rarely True	Almost Never True
42. Is really interested in what I do	Almost Always True	Sometimes True	Rarely True	Almost Never True
43. Says many unkind things to me	Almost Always True	Sometimes True	Rarely True	Almost Never True
44. Pays no attention when I ask for help	Almost Always True	Sometimes True	Rarely True	Almost Never True
45. Thinks it is my own fault when I am having trouble	Almost Always True	Sometimes True	Rarely True	Almost Never True
46. Lets me go out any time I want	Almost Always True	Sometimes True	Rarely True	Almost Never True
47. Makes me feel wanted and needed	Almost Always True	Sometimes True	Rarely True	Almost Never True
48. Is less friendly with me if I do not see things her way	Almost Always True	Sometimes True	Rarely True	Almost Never True
49. Tells me I get on her nerves	Almost Always True	Sometimes True	Rarely True	Almost Never True
50. Pays a lot of attention to me	Almost Always True	Sometimes True	Rarely True	Almost Never True
51. Would like to be able to tell me what to do all the time	Almost Always True	Sometimes True	Rarely True	Almost Never True

MY MOTHER	TRUE		FALSE	
52. Tells me how proud she is of me when I am good	Almost Always True	Sometimes True	Rarely True	Almost Never True
53. Goes out of her way to hurt my feelings	Almost Always True	Sometimes True	Rarely True	Almost Never True
54. Forgets important things I think she should remember	Almost Always True	Sometimes True	Rarely True	Almost Never True
55. Makes me feel unloved if I misbehave	Almost Always True	Sometimes True	Rarely True	Almost Never True
56. Gives me certain jobs to do and will not let me do anything else until they are done	Almost Always True	Sometimes True	Rarely True	Almost Never True
57. Makes me feel what I do is important	Almost Always True	Sometimes True	Rarely True	Almost Never True
58. Frightens or threatens me when I do something wrong	Almost Always True	Sometimes True	Rarely True	Almost Never True
59. Likes to spend time with me	Almost Always True	Sometimes True	Rarely True	Almost Never True
60. Lets me do anything I want to do	Almost Always True	Sometimes True	Rarely True	Almost Never True
61. Will avoid looking at me when I have disappointed her	Almost Always True	Sometimes True	Rarely True	Almost Never True
62. Tries to help me when I am scared or upset	Almost Always True	Sometimes True	Rarely True	Almost Never True
63. Shames me in front of my friends when I misbehave	Almost Always True	Sometimes True	Rarely True	Almost Never True
64. Tries to stay away from me	Almost Always True	Sometimes True	Rarely True	Almost Never True
65. Complains about me	Almost Always True	Sometimes True	Rarely True	Almost Never True
66. Wants to control whatever I do	Almost Always True	Sometimes True	Rarely True	Almost Never True
67. Cares about what I think, and likes me to talk about it	Almost Always True	Sometimes True	Rarely True	Almost Never True
68. Feels other children are better than I am no matter what I do	Almost Always True	Sometimes True	Rarely True	Almost Never True

MY MOTHER	TRUE		FALSE	
	Almost Always True	Sometimes True	Rarely True	Almost Never True
69. Cares about what I would like when she makes plans	Almost Always True	Sometimes True	Rarely True	Almost Never True
70. Lets me do things I think are important, even if it is hard for her	Almost Always True	Sometimes True	Rarely True	Almost Never True
71. Thinks other children behave better than I do	Almost Always True	Sometimes True	Rarely True	Almost Never True
72. Wants other people to take care of me (for example, a neighbor or relative)	Almost Always True	Sometimes True	Rarely True	Almost Never True
73. Lets me know I am not wanted	Almost Always True	Sometimes True	Rarely True	Almost Never True
74. Is interested in the things I do	Almost Always True	Sometimes True	Rarely True	Almost Never True
75. If I have hurt her feelings, stops talking to me until I please her again	Almost Always True	Sometimes True	Rarely True	Almost Never True
76. Tries to make me feel better when I am hurt or sick	Almost Always True	Sometimes True	Rarely True	Almost Never True
77. Tells me how ashamed she is when I misbehave	Almost Always True	Sometimes True	Rarely True	Almost Never True
78. Lets me know she loves me	Almost Always True	Sometimes True	Rarely True	Almost Never True
79. Treats me gently and with kindness	Almost Always True	Sometimes True	Rarely True	Almost Never True
80. Makes me feel ashamed or guilty when I misbehave	Almost Always True	Sometimes True	Rarely True	Almost Never True
81. Tries to make me happy	Almost Always True	Sometimes True	Rarely True	Almost Never True

## Appendix L

**ADOLESCENT PERCEPTIONS OF PARENTING STYLE**  
**Father Version**

ID #: \_\_\_\_\_

Date: \_\_\_\_\_

Here are some statements about the way fathers act toward their children. I want you to think about how each one of these fits the way your father treats you. If the statement is basically true about the way he treats you then ask yourself, "Is it almost always true?" or "Is it only sometimes true?". If you think your father almost always treats you that way, circle the box labeled ALMOST ALWAYS TRUE; if the statement is sometimes true about the way he treats you then mark SOMETIMES TRUE. If you feel the statement is basically untrue about the way your father treats you then ask yourself, "Is it rarely true?" or "Is it almost never true?". If it is rarely true about the way he treats you circle the box labeled RARELY TRUE; if you feel the statement is almost never true then mark ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Answer each statement the way you feel your father really is rather than the way you might like him to be. For example, if he almost always hugs and kisses you when you are good, you should mark the item as follows:

EXAMPLE:

MY FATHER	TRUE		FALSE	
1. Hugs and kisses me when I am good.	Almost Always True	Sometimes True	Rarely True	Almost Never True

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 Respondent's significant male caregiver (if not father)

MY FATHER	TRUE		FALSE	
1. Says nice things about me	Almost Always True	Sometimes True	Rarely True	Almost Never True
2. Nags or scolds me when I am bad	Almost Always True	Sometimes True	Rarely True	Almost Never True
3. Always tries to change how I feel or think about things	Almost Always True	Sometimes True	Rarely True	Almost Never True
4. Pays no attention to me	Almost Always True	Sometimes True	Rarely True	Almost Never True
5. Does not really love me	Almost Always True	Sometimes True	Rarely True	Almost Never True
6. Sees to it that I know exactly what I may or may not do	Almost Always True	Sometimes True	Rarely True	Almost Never True
7. Talks to me about our plans and listens to what I have to say	Almost Always True	Sometimes True	Rarely True	Almost Never True
8. Complains about me to others when I do not listen to him	Almost Always True	Sometimes True	Rarely True	Almost Never True
9. Takes an active interest in me	Almost Always True	Sometimes True	Rarely True	Almost Never True
10. Changes the subject whenever I have something to say	Almost Always True	Sometimes True	Rarely True	Almost Never True
11. Tells me exactly what time to be home when I go out	Almost Always True	Sometimes True	Rarely True	Almost Never True
12. Wants me to bring my friends home, and tries to make things pleasant for them	Almost Always True	Sometimes True	Rarely True	Almost Never True
13. Ridicules and makes fun to me	Almost Always True	Sometimes True	Rarely True	Almost Never True
14. Pays no attention to me as long as I do nothing to bother him	Almost Always True	Sometimes True	Rarely True	Almost Never True
15. Yells at me when he is angry	Almost Always True	Sometimes True	Rarely True	Almost Never True
16. Is always telling me how I should behave	Almost Always True	Sometimes True	Rarely True	Almost Never True
17. Makes it easy for me to tell him things that are important to me	Almost Always True	Sometimes True	Rarely True	Almost Never True

<b>MY FATHER</b>	TRUE		FALSE	
18. Treats me harshly	Almost Always True	Sometimes True	Rarely True	Almost Never True
19. Often interrupts me	Almost Always True	Sometimes True	Rarely True	Almost Never True
20. Enjoys having me around him	Almost Always True	Sometimes True	Rarely True	Almost Never True
21. Believes in having a lot of rules and sticking to them	Almost Always True	Sometimes True	Rarely True	Almost Never True
22. Makes me feel proud when I do well	Almost Always True	Sometimes True	Rarely True	Almost Never True
23. Hits me, even when I do not deserve it	Almost Always True	Sometimes True	Rarely True	Almost Never True
24. Forgets things he is supposed to do for me	Almost Always True	Sometimes True	Rarely True	Almost Never True
25. Blames me for other family members' problems	Almost Always True	Sometimes True	Rarely True	Almost Never True
26. Sees me as a big nuisance	Almost Always True	Sometimes True	Rarely True	Almost Never True
27. Gives me as much freedom as I want	Almost Always True	Sometimes True	Rarely True	Almost Never True
28. Praises me to others	Almost Always True	Sometimes True	Rarely True	Almost Never True
29. Punishes me severely when he is angry	Almost Always True	Sometimes True	Rarely True	Almost Never True
30. Makes sure I have the right kind of food to eat	Almost Always True	Sometimes True	Rarely True	Almost Never True
31. Tells me exactly how I am to do my work	Almost Always True	Sometimes True	Rarely True	Almost Never True
32. Talks to me in a warm and loving way	Almost Always True	Sometimes True	Rarely True	Almost Never True
33. Gets angry at me easily	Almost Always True	Sometimes True	Rarely True	Almost Never True
34. Is too busy to answer my questions	Almost Always True	Sometimes True	Rarely True	Almost Never True

<b>MY FATHER</b>	TRUE		FALSE	
35. Seems to dislike me	Almost Always True	Sometimes True	Rarely True	Almost Never True
36. Lets me go any place I want without asking	Almost Always True	Sometimes True	Rarely True	Almost Never True
37. Says nice things to me when I deserve them	Almost Always True	Sometimes True	Rarely True	Almost Never True
38. Gets mad quickly and picks on me	Almost Always True	Sometimes True	Rarely True	Almost Never True
39. Brings up past mistakes when he criticizes me	Almost Always True	Sometimes True	Rarely True	Almost Never True
40. Cares about who my friends are	Almost Always True	Sometimes True	Rarely True	Almost Never True
41. Insists that I must do exactly as I am told	Almost Always True	Sometimes True	Rarely True	Almost Never True
42. Is really interested in what I do	Almost Always True	Sometimes True	Rarely True	Almost Never True
43. Says many unkind things to me	Almost Always True	Sometimes True	Rarely True	Almost Never True
44. Pays no attention when I ask for help	Almost Always True	Sometimes True	Rarely True	Almost Never True
45. Thinks it is my own fault when I am having trouble	Almost Always True	Sometimes True	Rarely True	Almost Never True
46. Lets me go out any time I want	Almost Always True	Sometimes True	Rarely True	Almost Never True
47. Makes me feel wanted and needed	Almost Always True	Sometimes True	Rarely True	Almost Never True
48. Is less friendly with me if I do not see things his way	Almost Always True	Sometimes True	Rarely True	Almost Never True
49. Tells me I get on his nerves	Almost Always True	Sometimes True	Rarely True	Almost Never True
50. Pays a lot of attention to me	Almost Always True	Sometimes True	Rarely True	Almost Never True
51. Would like to be able to tell me what to do all the time	Almost Always True	Sometimes True	Rarely True	Almost Never True

<b>MY FATHER</b>	TRUE		FALSE	
52. Tells me how proud he is of me when I am good	Almost Always True	Sometimes True	Rarely True	Almost Never True
53. Goes out of his way to hurt my feelings	Almost Always True	Sometimes True	Rarely True	Almost Never True
54. Forgets important things I think he should remember	Almost Always True	Sometimes True	Rarely True	Almost Never True
55. Makes me feel unloved if I misbehave	Almost Always True	Sometimes True	Rarely True	Almost Never True
56. Gives me certain jobs to do and will not let me do anything else until they are done	Almost Always True	Sometimes True	Rarely True	Almost Never True
57. Makes me feel what I do is important	Almost Always True	Sometimes True	Rarely True	Almost Never True
58. Frightens or threatens me when I do something wrong	Almost Always True	Sometimes True	Rarely True	Almost Never True
59. Likes to spend time with me	Almost Always True	Sometimes True	Rarely True	Almost Never True
60. Lets me do anything I want to do	Almost Always True	Sometimes True	Rarely True	Almost Never True
61. Will avoid looking at me when I have disappointed him	Almost Always True	Sometimes True	Rarely True	Almost Never True
62. Tries to help me when I am scared or upset	Almost Always True	Sometimes True	Rarely True	Almost Never True
63. Shames me in front of my friends when I misbehave	Almost Always True	Sometimes True	Rarely True	Almost Never True
64. Tries to stay away from me	Almost Always True	Sometimes True	Rarely True	Almost Never True
65. Complains about me	Almost Always True	Sometimes True	Rarely True	Almost Never True
66. Wants to control whatever I do	Almost Always True	Sometimes True	Rarely True	Almost Never True
67. Cares about what I think, and likes me to talk about it	Almost Always True	Sometimes True	Rarely True	Almost Never True
68. Feels other children are better than I am no matter what I do	Almost Always True	Sometimes True	Rarely True	Almost Never True

MY FATHER	TRUE		FALSE	
69. Cares about what I would like when he makes plans	Almost Always True	Sometimes True	Rarely True	Almost Never True
70. Lets me do things I think are important, even if it is hard for him	Almost Always True	Sometimes True	Rarely True	Almost Never True
71. Thinks other children behave better than I do	Almost Always True	Sometimes True	Rarely True	Almost Never True
72. Wants other people to take care of me (for example, a neighbor or relative)	Almost Always True	Sometimes True	Rarely True	Almost Never True
73. Lets me know I am not wanted	Almost Always True	Sometimes True	Rarely True	Almost Never True
74. Is interested in the things I do	Almost Always True	Sometimes True	Rarely True	Almost Never True
75. If I have hurt his feelings, stops talking to me until I please him again	Almost Always True	Sometimes True	Rarely True	Almost Never True
76. Tries to make me feel better when I am hurt or sick	Almost Always True	Sometimes True	Rarely True	Almost Never True
77. Tells me how ashamed he is when I misbehave	Almost Always True	Sometimes True	Rarely True	Almost Never True
78. Lets me know he loves me	Almost Always True	Sometimes True	Rarely True	Almost Never True
79. Treats me gently and with kindness	Almost Always True	Sometimes True	Rarely True	Almost Never True
80. Makes me feel ashamed or guilty when I misbehave	Almost Always True	Sometimes True	Rarely True	Almost Never True
81. Tries to make me happy	Almost Always True	Sometimes True	Rarely True	Almost Never True

## Appendix M

**PARENT PERCEPTIONS OF PARENTING STYLE**

ID #: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Relationship to the child (e.g., mother or father)

The following pages contain a number of statements describing the way different parents sometimes act toward their children. Read each statement carefully and think how well it describes the way you treat your child who is participating in this study. Work quickly; give your first impression and move on to the next item. Do not dwell on any item.

Four boxes are drawn after each sentence. If the statement is basically true about the way you treat your child then ask yourself, “Is it almost always true?” or “Is it only sometimes true?”. If you think you almost always treat your child that way, circle the box labeled ALMOST ALWAYS TRUE; if the statement is sometimes true about the way you treat your child then mark SOMETIMES TRUE. If you feel the statement is basically untrue about the way you treat your child then ask yourself, “Is it rarely true?” or “Is it almost never true?”. If it is rarely true about the way you treat your child circle the box labeled RARELY TRUE; if you feel the statement is almost never true then mark ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Answer each statement the way you feel you really are rather than the way you might like to be. For example, if you almost always hug and kiss your child when (s)he is good, you should mark the item as follows:

EXAMPLE:

1. I hug and kiss my child when s(he) is good	Almost Always True	Sometimes True	Rarely True	Almost Never True
---	--------------------------	-------------------	----------------	----------------------

1. I say nice things about my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
2. I nag or scold my child when (s)he is bad	Almost Always True	Sometimes True	Rarely True	Almost Never True
3. I always try to change how my child feels or thinks about things	Almost Always True	Sometimes True	Rarely True	Almost Never True
4. I pay no attention to my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
5. I do not really love my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
6. I see to it that my child knows exactly what s(he) may or may not do	Almost Always True	Sometimes True	Rarely True	Almost Never True
7. I discuss general daily routines with my child and listen to what (s)he has to say	Almost Always True	Sometimes True	Rarely True	Almost Never True
8. I complain about my child to others when (s)he does not listen to me	Almost Always True	Sometimes True	Rarely True	Almost Never True
9. I take an active interest in my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
10. I change the subject whenever my child has something to say	Almost Always True	Sometimes True	Rarely True	Almost Never True
11. I tell my child exactly what time to be home when (s)he goes out	Almost Always True	Sometimes True	Rarely True	Almost Never True
12. I want my child to bring friends home, and try to make things pleasant for them	Almost Always True	Sometimes True	Rarely True	Almost Never True
13. I make fun of my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
14. I pay no attention to my child as long as (s)he does nothing to bother me	Almost Always True	Sometimes True	Rarely True	Almost Never True
15. I yell at my child when I am angry	Almost Always True	Sometimes True	Rarely True	Almost Never True
16. I always tell my child how (s)he should behave	Almost Always True	Sometimes True	Rarely True	Almost Never True
17. I make it easy for my child to confide in me	Almost Always True	Sometimes True	Rarely True	Almost Never True
18. I am harsh with my child	Almost Always True	Sometimes True	Rarely True	Almost Never True

19. I often interrupt my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
20. I enjoy having my child around me	Almost Always True	Sometimes True	Rarely True	Almost Never True
21. I believe in having a lot of rules and sticking to them	Almost Always True	Sometimes True	Rarely True	Almost Never True
22. I make my child feel proud when (s)he does well	Almost Always True	Sometimes True	Rarely True	Almost Never True
23. I hit my child, even when (s)he does not deserve it	Almost Always True	Sometimes True	Rarely True	Almost Never True
24. I forget things I am supposed to do for my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
25. I blame my child for other family members' problems	Almost Always True	Sometimes True	Rarely True	Almost Never True
26. My child is a nuisance for me	Almost Always True	Sometimes True	Rarely True	Almost Never True
27. I give my child as much freedom as (s)he wants	Almost Always True	Sometimes True	Rarely True	Almost Never True
28. I praise my child to others	Almost Always True	Sometimes True	Rarely True	Almost Never True
29. I punish my child severely when I am angry	Almost Always True	Sometimes True	Rarely True	Almost Never True
30. I make sure my child has the right kind of food to eat	Almost Always True	Sometimes True	Rarely True	Almost Never True
31. I tell my child exactly how (s)he is to do his/her work	Almost Always True	Sometimes True	Rarely True	Almost Never True
32. I talk to my child in a warm and affectionate way	Almost Always True	Sometimes True	Rarely True	Almost Never True
33. I am impatient with my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
34. I am too busy to answer my child's questions	Almost Always True	Sometimes True	Rarely True	Almost Never True
35. I resent my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
36. I let my child go any place (s)he wants without asking	Almost Always True	Sometimes True	Rarely True	Almost Never True

37. I praise my child when (s)he deserves it	Almost Always True	Sometimes True	Rarely True	Almost Never True
38. I am irritable with my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
39. I bring up past mistakes when I criticize my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
40. I care about who my child's friends are	Almost Always True	Sometimes True	Rarely True	Almost Never True
41. I insist that my child do exactly as (s)he is told	Almost Always True	Sometimes True	Rarely True	Almost Never True
42. I take a real interest in my child's affairs	Almost Always True	Sometimes True	Rarely True	Almost Never True
43. I say unkind things to my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
44. I pay no attention to my child when (s)he asks for help	Almost Always True	Sometimes True	Rarely True	Almost Never True
45. I am unsympathetic to my child when (s)he is having trouble	Almost Always True	Sometimes True	Rarely True	Almost Never True
46. I let my child go out any time (s)he wants	Almost Always True	Sometimes True	Rarely True	Almost Never True
47. I make my child feel wanted and needed	Almost Always True	Sometimes True	Rarely True	Almost Never True
48. I am less friendly with my child if (s)he does not see things my way	Almost Always True	Sometimes True	Rarely True	Almost Never True
49. I tell my child that (s)he gets on my nerves	Almost Always True	Sometimes True	Rarely True	Almost Never True
50. I pay a lot of attention to my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
51. I would like to be able to tell my child what to do all the time	Almost Always True	Sometimes True	Rarely True	Almost Never True
52. I tell my child how proud I am of him/her when (s)he is good	Almost Always True	Sometimes True	Rarely True	Almost Never True
53. I hurt my child's feelings	Almost Always True	Sometimes True	Rarely True	Almost Never True
54. I forget important things my child thinks I should remember	Almost Always True	Sometimes True	Rarely True	Almost Never True

55. When my child misbehaves, I make him/her feel I don't love him/her.	Almost Always True	Sometimes True	Rarely True	Almost Never True
56. I give my child certain jobs to do and will not let him/her do anything else until they are done	Almost Always True	Sometimes True	Rarely True	Almost Never True
57. I make my child feel what (s)he does is important	Almost Always True	Sometimes True	Rarely True	Almost Never True
58. When my child does something wrong, I frighten or threaten him/her	Almost Always True	Sometimes True	Rarely True	Almost Never True
59. I like to spend time with my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
60. I let my child do anything (s)he would like to do	Almost Always True	Sometimes True	Rarely True	Almost Never True
61. I avoid looking at my child when (s)he disappoints me	Almost Always True	Sometimes True	Rarely True	Almost Never True
62. I try to help my child when (s)he is scared or upset	Almost Always True	Sometimes True	Rarely True	Almost Never True
63. When my child misbehaves, I shame my child in front of his/her friends	Almost Always True	Sometimes True	Rarely True	Almost Never True
64. I try to stay away from my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
65. I complain about my child	Almost Always True	Sometimes True	Rarely True	Almost Never True
66. I want to control whatever my child does	Almost Always True	Sometimes True	Rarely True	Almost Never True
67. I respect my child's point of view and encourage him/her to express it	Almost Always True	Sometimes True	Rarely True	Almost Never True
68. I compare my child unfavorably with other children	Almost Always True	Sometimes True	Rarely True	Almost Never True
69. When I make plans, I take my child into consideration	Almost Always True	Sometimes True	Rarely True	Almost Never True
70. I let my child do things (s)he thinks are important, even if it is hard for me	Almost Always True	Sometimes True	Rarely True	Almost Never True
71. I think other children behave better than my child does	Almost Always True	Sometimes True	Rarely True	Almost Never True
72. I leave my child to someone else's care (for example, a neighbor or relative)	Almost Always True	Sometimes True	Rarely True	Almost Never True

73. I let my child know (s)he is not wanted	Almost Always True	Sometimes True	Rarely True	Almost Never True
74. I am interested in the things my child does	Almost Always True	Sometimes True	Rarely True	Almost Never True
75. If my child hurts my feelings, I stop talking to him/her until (s)he pleases me again	Almost Always True	Sometimes True	Rarely True	Almost Never True
76. I try to make my child feel better when (s)he is hurt or sick	Almost Always True	Sometimes True	Rarely True	Almost Never True
77. I tell my child how ashamed I am when (s)he misbehaves	Almost Always True	Sometimes True	Rarely True	Almost Never True
78. I let my child know I love him/her	Almost Always True	Sometimes True	Rarely True	Almost Never True
79. I treat my child gently and kindly	Almost Always True	Sometimes True	Rarely True	Almost Never True
80. When my child misbehaves, I make him/her feel ashamed or guilty	Almost Always True	Sometimes True	Rarely True	Almost Never True
81. I try to make my child happy	Almost Always True	Sometimes True	Rarely True	Almost Never True

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