

THE RELATIONSHIPS AMONG THE PARENTING  
ATTITUDES OF MOTHERS, FATHERS, AND  
ADOLESCENTS AS MEDIATED BY THE  
ADOLESCENTS' PERCEPTIONS OF  
THEIR PARENTS' PARENTING  
BEHAVIORS

By

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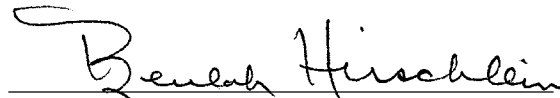
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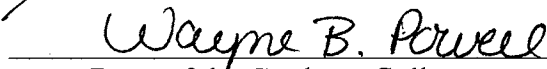
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## CHAPTER I

### INTRODUCTION

#### Significance of Problem

Parenting education has evolved during the last 100 years from emphasizing the child's physical health and survival to an emphasis on the psychological growth and development of children (Palm, 1999). From one generation to the next, families pass along methods of discipline and expectations for children. In the late 1960s and early 1970s, child abuse was identified as an important issue (Palm, 1999). Since that time, many efforts have been made by state agencies to provide parenting education programs that focus on discipline, child development, family stress, and realistic expectations for child behavior.

Recent demographic trends, such as the increased number of families in which both parents are employed, the increased number of children who care for younger siblings, and the high incidence of teen pregnancy have resulted in an increasing number of adolescents with parental responsibilities for their own children or younger siblings. With these changing demographic trends, it would appear that parenting attitudes of adolescents is of utmost concern. Therefore, the purpose of this study is to investigate the process through which adolescents learn their parenting attitudes. Numerous studies have examined corporal punishment parenting practices, but few studies have examined the

parenting attitudes of the empathy to the needs of the child and belief in the use of alternatives to corporal punishment from the mothers' and fathers' perspectives. Interest in empathy within the parent-child relationship developed from studies conducted on the antecedents of moral development in children (Hoffman, 1963). According to Rosenstein (1995) much attention has been paid to empathy as a concept necessary to the therapeutic relationship and successful outcomes with clients, but less attention has been paid to the importance of empathy in the parent-child relationship. Few studies have examined the adolescent's parenting attitudes on empathy to the needs of children and belief in the use of corporal punishment parenting attitudes. "Abuse and neglect are the outward behavioral evidences of a caretaker's inadequate empathy for a child. The excessive punitive discharge of aggression or the neglectful disregard of a child's basic needs could not occur if normal, adequate empathy existed in the caretaker" (Kempe & Helfer, 1980, p. 52-53). There is a need for more research that examines the relationships between the parenting attitudes of mothers and fathers with those of their adolescents, while also examining the relationship of adolescent's observations of their mother's and father's parenting behaviors of support, positive induction, and punitiveness. Specific research that directly links abusive and supportive parenting is rare (Nicholas & Bieber, 1996). From a social learning theory perspective, parenting attitudes of adolescents was examined in an attempt to better understand what and when specific parenting interventions need to be implemented in order to alter specific abusive parenting practices and encourage the development of positive parenting practices.

Parents are said to be models who serve as a basis for emulation (Cohen, 1987). Schumm, Bugaighis, Jurich, and Bollman (1986) suggest that the behavior portrayed by

the parents to their adolescent shapes the adolescent's views as they search for their individuality. Learning through modeling is a central concept in social learning theory, the theoretical foundation for this study. Hence, social learning theory posits that adolescents learn their parenting attitudes from modeling their parents' observable parenting behaviors (Bandura, 1986). If parents' observable parenting behaviors are indicators of their own underlying parenting attitudes, then the parent's observable parenting behaviors may be the process through which adolescent's learn to model their parents' parenting attitudes. Therefore, adolescents' perceptions of their parents' parenting behaviors serve as mediators between the parental and adolescent parenting attitudes. The understanding of the relationship between parents' parenting attitudes, parents' parenting behaviors, and adolescents' parenting attitudes may increase family life educators understanding of how parenting attitudes develop. Consequently, this increased understanding may benefit family life educators as they design and implement programs to enhance the development of appropriate parenting attitudes and behaviors.

The familial environment, especially the pervading parental attitude or emotional tone of parent-child interaction, has long been identified as an important factor in understanding child development. Improving our understanding of the discrepancies between the parents' report and the children's report of parenting behavior, especially for adolescent children, is essential to research on parental influence on children's behaviors. People's thoughts and actions are often based on their definition of a situation (Schaefer, 1965). Similarly, children are influenced by their perceptions of parental attitudes and behaviors rather than actual parental attitudes and behaviors or those reported by their parents (Demo, 1992).

Research on how adolescents perceive either and/or both of their parents and whether they agree more with mother or father is warranted for a better understanding of parent-child interactions and their consequences. This study examined the differences in adolescents' perception of their mothers and fathers parenting behaviors. In family research, including studies of parenting, numerous studies have relied on the reports of only one family member for characterizations of other family members' behaviors (Dryfoos, 1990). This research study includes reports of the mother's and father's parenting attitudes and the adolescent's parenting attitudes.

#### Problem Statement

Parents remain their child's primary role models throughout the child's developmental years. For example, children learn what they see, hear, and experience with their parents. Furthermore, adolescents are not only growing physically and maturing cognitively, but also are developing their individual identities. Yee and Flanagan (1985) explain that adolescence is considered to be the first, formal opportunity the teenager has to understand and analyze his/her interaction and efficacy when handling the numerous issues, experiences, and problems confronting him/her daily. During the beginning stages of adolescence, teenagers shift from great dependence upon parents into greater autonomy (Yee & Flanagan, 1985). Adolescents believe they are ready to make more of their own decisions regarding dating, leisure activities, fashion, income, and time management while minimizing the parent's role in the decision-making process (Peterson, 1986). The research suggests that the behavior demonstrated by the parents

will shape their children's views as they search for their individuality during adolescence (Schumm et al., 1986).

Researchers report that mothers and fathers feel that adolescents between the ages of 14 to 18 are the most difficult to parent (Bogenschneider & Stone, 1997; Gecas & Seff, 1990; Hoffman & Manis, 1978; Olson, McCubbin, Barnes, Larson, Muxen, & Wilson, 1983; Pasley & Gecas, 1984; Small & Eastman, 1991; Small, Eastman, & Cornelius, 1988; Steinberg, 1990). Parents of adolescents report feeling more anxious about issues related to their children's growing independence and desire for more freedom than parents think appropriate (Bogenschneider & Stone, 1997; Small et al., 1988). Parents of adolescents also report feeling less adequate in their parenting role than when their children were younger (Bogenschneider & Stone, 1997; Steinberg, 1990). The research supports and recognizes the primary influence the family has on children even through adolescence (Bogenschneider & Stone, 1997; Bronfenbrenner, 1986). The relationship between the parent and the adolescent is realigned and transformed from a relationship based on unilateral authority to one of interdependence and cooperative negotiation (Bogenschneider & Stone, 1997; Cooper & Cooper, 1992; Steinberg, 1990; Youniss & Smollar, 1985). Researchers report that the relationship between parents and their children is bi-directional where the parents and children mutually influence one another (Fincham & Osborne, 1993), yet, parents usually have greater influence on children than children do on parents (Maccoby, 1992).

Knowledge of the specific components and processes which explain individual differences in parental functioning would contribute to a better understanding of competent parenting practices (Bogenschneider, Small, & Tsay, 1997; Belsky, 1984,

1990). These researchers explain that few studies of parenting competence have been conducted with normative populations and most studies have examined parenting competence on parents of young children with a predominant emphasis on dysfunctional parenting (e.g., child-abusing families). These theorists, Bandura, Sears, Maccoby, and Levin, noted that these competencies modeled and reinforced by parents contribute to the development of the individual's self-concept as a parent (Young, 1988). In studies of socialization into adult roles in selected cultures (Benedict, 1950), researchers concluded that learning the parenting role is part of a gradual and continuous process affected by interaction with the environment. Young (1988) concludes that currently in our society adolescents are poorly prepared for the parenting role. Recent studies suggest that effective parenting can be learned by adolescents through support and developmentally appropriate teaching programs (Young, 1988).

It seems reasonable to suggest that adolescents will respond to the parenting behaviors they perceive and that parents' parenting behaviors are observable evidence of parents' parental beliefs. However, it is possible that the parental behaviors, as viewed by adolescents, may be inconsistent between what the parents believe and what the adolescent perceives. Therefore, research is needed to test the process through which parents' parenting attitudes influence their children's parenting attitudes.

### Theoretical Framework

Goldenberg and Goldenberg (1980) define social learning theory as the view that an individual's behavior is understood best when the social conditions in which these behaviors were learned are understood. Environmental influences are the primary



concern, but an individual's personal thoughts and feelings are also considered necessary in order to understand that individual's behavior (Nichols & Schwartz, 1995). Social learning theory as applied to families emphasizes the fact that parents control many of the conditions influencing the acquisition and maintenance of certain behavior patterns in children (Goldenberg & Goldenberg, 1980). Socialization theories such as social learning (Bandura, 1977b) and social interaction (Patterson, 1982) and those that focus on the transmission of values in the parent-child relationship (Elder, 1962; Hoffman, 1970), contend that the social interaction patterns children learn from their parents should be exhibited in their relationships with both siblings (Brody, Stoneman, & McCoy, 1992, 1994; Patterson, 1984; Stocker, Dunn, & Plomin, 1989) and friends (Gold & Yanof, 1985).

The process of behavior change has been studied largely from the perspective of five widely used theories (Brandis, 1991). The five most popular are Fishbein's theory of reasoned action (Ajzen & Fishbein, 1980; Fishbein, 1972; Fishbein & Ajzen, 1975), social cognition theory/social learning theory (Bandura, 1986, 1989, 1991), the health belief model (Becker, 1974, 1988; Janz & Becker, 1984; Montgomery, Joseph, Becker, Ostrow, Kessler, & Kirscht, 1989), the theory of self regulation and self control (Kanfer, 1970, 1987; Karoly & Kanfer, 1982), and Triandis' (1972) theory of subjective culture. The identification of key social psychological factors that appear to serve as the primary determinants of any given behavior provides essential clues for intervention, since the modification of these factors becomes the basis for the design of programs to modify behavior. Brandis (1991) explains that for a person to perform a given behavior, one or more of the following must be true. First, the person must have formed a strong positive

intention (or made a commitment) to perform the behavior. Second, there should be no environmental constraints that make it impossible for the behavior to occur. Third, the person should have the skills necessary to perform the behavior. Fourth, the person should perceive more social (normative) pressure to perform the behavior than not to perform the behavior. Fifth, the person should perceive that performance of the behavior is more consistent than inconsistent with his or her self-image or that performance does not violate personal standards that activate negative self-sanctions. Sixth, the person's emotional reaction to performing the behavior should be more positive than negative. Finally, the person should perceive that he or she has the capabilities to perform the behavior under a number of different circumstances.

In other words, the person has perceived self-efficacy to carry out the behavior in question (Fishbein, Bandura, Triandis, Kanfer, Becker, & Middlestadt, 1993). For behavior to occur, an individual must have a strong positive intention to perform the behavior in question, have the skills necessary to carry out the behavior, and the environment must provide an opportunity free of constraints for the behavior to occur. Anticipated outcomes, norms, self-standards, self-efficacy, and emotional reactions are variables that influence the strength and direction of intention, and all of them are influenced by performance.

### Purpose and Objectives

Since the premise of social learning theory is that children learn their behaviors by modeling their parents' behaviors, children as a result will parent their own children in much the same ways they were parented unless interventions are implemented and

different parenting options are taught to the children before they actually become a parent. Once an individual has assumed the parenting role and developed ways of dealing with specific situations, then it becomes more difficult for an individual to alter or modify behavior. When an individual becomes a parent then the possibility of altering or changing their parenting behavior is reduced. In order to change unhealthy parenting or abusive parenting practices, children need to be taught and exposed to alternative forms of discipline, and positive communication and negotiation skills before they are adults parenting their own children. The primary objective of this study was to examine how parents' parenting attitudes and parental behaviors relate to adolescent reports of their own parenting attitudes, after examining specific social demographic variables that have been found to relate to adolescent parenting attitudes. Therefore, the relationship between these social demographics (i.e., family socioeconomic status, parents' educational level, age of adolescent, gender of adolescent) and adolescent parenting attitudes was also examined. The purpose of this study was to examine and compare the parenting attitudes of the parents in relation to the parenting attitudes of adolescents (ages 12 to 18). Theorists such as Bandura (1963) and Sears, Maccoby, and Levin (1957) recognized that independence and maturity are necessary qualities for parenting and that adolescents are developing these attributes during the adolescent stage of development.

### Conceptual Hypotheses

This research study examined the following related conceptual hypotheses after controlling for selected demographic variables:

1. There is a significant relationship between parents' parenting attitudes (empathy and corporal punishment) and adolescent perceptions of their parents' parenting behaviors (support, positive induction, and punitiveness).
2. There is a significant relationship between adolescent perceptions of their parents' parenting behaviors (support, positive induction, and punitiveness) and adolescent self-reports of their own parenting attitudes (empathy and corporal punishment).

### Conceptual Definition of Terms

Following are ten primary terms that apply to this study:

1. Adolescence--Adolescence refers to "the period of physical and psychological development from the onset of puberty to maturity" (The American Heritage Dictionary, 1994, p. 11). For the purposes of this study adolescence refers to males and females in grades seven through twelve who range in age from 12-18.
2. Parent--"A father or mother and ancestor progenitor; an organism that produces or generates offspring; to act as a parent," (The American Heritage Dictionary, 1994, p. 603). Birth parent is "the biological parent," (The American Heritage Dictionary, 1994, p. 88).
3. Parent education--Parent education is defined as "an organized, programmatic effort to change or enhance the child-rearing knowledge and skills of a family system or a child care system" (Arcus, Schvaneveldt & Moss, 1993, p. 88).
4. Lack of empathy toward children's needs--This concept refers to a trait of parents who are unable to be empathetically aware of their children's needs and to be able to respond to those needs in an appropriate fashion (Steele, 1975). Empathic awareness of a

child's needs entails the ability of a parent to understand the condition or state of mind of the child without actually experiencing the feelings of the child. To empathize as a parent is to participate in the child's feelings and ideas (Rowen, 1975).

5. Parental value for physical punishment--Physical punishment used as a unit of behavior designed to punish and correct specific bad conduct or inadequacy on the part of children (Bavolek, 1984).

6. Corporal punishment--Corporal punishment is defined as the use of physical force with the intention of causing a child to experience pain, but not injury, or the purpose of correction or control of the child's behavior (Giles-Sims, Straus, & Sugarman, 1995).

7. Parental support--Parental support refers to nurturing behaviors directed toward their adolescents that communicate positive affect (e.g., warmth, praise, encouragement, or physical affection; Peterson & Leigh, 1990).

8. Parental positive induction--Parental induction refers to parental attempts to influence their adolescents through the use of reason and logic. Parental positive induction is defined as using reasoning designed to elicit positive reactions so as to gain compliance. Negative induction is defined as using reasoning designed to elicit negative reactions so as to gain compliance (Peterson & Leigh, 1990).

9. Parental punitiveness--Punitiveness refers to the arbitrary use of force or coercion in attempts to gain adolescent compliance with parental expectations (Peterson & Leigh, 1990).

10. Modeling--Modeling is used to teach complex or new behavior (Bandura, 1969). A model is defined as "anything that conveys information to an observer" (Hergenhahn, 1988, p. 348).

## Content Overview of Subsequent Chapters

Chapter II includes an overview of parenting education, a review of social learning theory and an explanation of how the model can be used to better explain the transmission of parenting attitudes. Chapter III includes a discussion of the research design, operational hypotheses, data collection/coding, data analysis and methodological assumptions and limitations. Chapter IV reports the statistical findings, interpretation, and discussion of the results in relation to the four operational hypotheses. Chapter V contains a summary of the study's theoretical overview, related literature, statistical results, and implications. Recommendations for future research and suggestions for the application of the current study are offered.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

This study was designed to investigate the relationships between mother's and father's parenting attitudes and those of their adolescent children as measured by the Adult-Adolescent Parenting Inventory-2 (Bavolek, 1999; AAPI-2). The study also examined how the constructs of social learning theory relate to parenting attitudes of both groups -- parents and children. This chapter will review social learning theory, the parenting attitudes measured by the AAPI-2, and the predictor variables of adolescents and adults.

#### Social Learning Theory

##### Overview of Bandura's Theory

One of the purposes of this study was to explain what factors contribute to the formation of human behavior, specifically the parenting attitudes of two generations. Bandura (1978) presents four different perspectives in an attempt to explain whether the determinants of human behavior are internal personal variables or environmental variables. Bandura developed a complex explanation of human behavior.

The first perspective is unidirectional environmental determinism which postulates environment as the major determinant of human behavior (Bandura, 1978). While some behaviorists acknowledge a mediation role for the organism between the environmental stimulus and these behavioral responses to a certain degree, they suggest the environment may stimulate a response from the organism, which may modify the organism's behavior. Behaviorists who support this position discredit the influence of personal factors on behavior (McAdams, 1990). However, even this moderate behaviorist view obviates human reactions to the environment, and the environment continues to be viewed as the major determinant of the behavior (Bandura, 1978).

The second perspective is unidirectional personal determinism, which specifies internal person variable as the major determinant of behavior. In unidirectional personal determinism, the central theme is a subjective environment created by the individual, implying that the individual's environment results from the personal variables. Existentialists support this type of model (McAdams, 1990). This view does not acknowledge environmental influences on the individual's perceptions, thereby neglecting the impact of the environment on the individual (Bandura, 1978).

The third perspective is bi-directional interactionism that consolidates the two unidirectional approaches. Bi-directional interactionism views behavior as the outcome of the interaction between the person and the environment. This approach is bi-directional because it presumes that both person and environment influence behavior. However, this view fails to consider the counter influence of behavior on person and environment (Bandura, 1978).



The fourth perspective examined is triadic reciprocal determinism. This position consolidates both unidirectional and bi-directional determinism (Bandura, 1978). In this approach, behavior is viewed as an equal element in continuous reciprocal interaction among person, environment, and behavior variables. Behavior and environment interact with each other, which influences personal variables. Behavior and personal variables interact with each other, which influences environment. Personal variables and environment interact with each other to influence behavior. Consequently, in this triadic model, behavior can be a stimulus, a response, or an environmental reinforcement because of the circular reciprocal interactions. In the triadic interactional process, the predominance of each component as a determinant varies depending on the individual and the situation. A central theme of social learning theory is how a person acts upon the environment.

### Observational learning

By observing a model, people can learn without the risk of serious consequence that may occur with direct experience. A model is defined as “anything that conveys information to an observer” (Hergenhahn, 1988, p. 348). A model can be direct or abstract, such as a person, a television, a newspaper, or an instruction (Hergenhahn, 1988). In social learning theory, learning through modeling plays an important role, but the presentation of a model does not necessarily induce learning. People often learn by emulating others, particularly if the models are perceived as successful or prestigious, and if their behavior is seen to lead to reinforcing consequences (Bandura, 1963). A therapist

or a family member who exhibits a desired behavior that is then imitated by another member of the family is modeling behavior. The amount of learning that takes place during modeling depends upon the degree to which the target family member pays attention, has the capacity to understand and rehearse the new behavior, and can reproduce the behavior. Modeling has been found to be an effective way to shortcut the long and tedious process of trial-and-error learning (Nichols & Schwartz, 1995). According to Bandura (1986), observational learning occurs by way of the following four component processes: attentional, retentional, behavior reproductive, and motivational (Bandura, 1986).

An attentional process is the first step in observational learning. People learn only when they pay attention to a model, but the observer's attention is selective. Some factors that influence selectivity include characteristics of the observer, characteristics of the observed, functional value of modeled behavior, and attractiveness of the observed (Bandura, 1977a).

Retentional processes reserve information obtained by attentional processes. Visual symbolic retention and verbal symbolic retention can store information learned by observation. The verbal symbolic retention is more important in Bandura's theory because, according to Bandura (1977b), verbal symbols store information more easily. This human capacity for symbolic retention is what allows individuals to learn from observations (Bandura, 1977b). Bandura submits that once the observational learning is cognitively stored, an individual can retrieve, practice, or reinforce the observational learning.

According to Bandura (1977b) behavioral reproductive process means that not all learned information can be transformed immediately into performance. Hergenhahn (1988) states that a period of cognitive rehearsal is required in order for the learner to match performance to the model's performance. During the cognitive rehearsal process, a person will observe a potential behavior and compare the behavior to the modeled behavior, which is stored symbolically in the cognitive reservoir. The individual may modify or alter the intended behavior if there is any discrepancy between the potential behavior and the modeled behavior.

An individual has to be motivated to produce behavior, because according to Bandura (1986), observational learning does not become actual behavior until an incentive exists. In motivational processes, several factors influence the person's behavior. One is the expected environmental consequence of the behavior, which is cognitively and symbolically stored in the person's memory. Another factor is the person's anticipated self-reaction to the anticipated behavior. These anticipated reactions are regulated by internalized standards. Environmental consequences reflect the influence of the environment, whereas the anticipated self-reactions reflect the influence of personal variables on behavior. One pattern of the triadic interactions, the combined effects of environment and person on behavior, is reflected in the motivational process. Each element in the triadic model is important in social learning (Bandura, 1986). A considerable amount of emphasis seems to be placed on personal factors within the reciprocal interaction because Bandura (1986) posits that most behavior is the result of a person's self-produced influences. The self-system is the structural system that enables a person to generate self-produced influence on behavior.

### Self-System

In the triadic reciprocal deterministic model, a person is neither completely independent of the environment nor completely dependent on the environment. Which influence is dominant depends on the specific circumstances and the individual. The actual influence by the environment or even one's behavior is a result of the internal self-system discussed by Bandura (1986).

The self-system, representing personal elements in the model, refers to “cognitive structures that provide reference mechanisms and to a set of sub-functions for the perception, evaluation, and regulation of behavior” (Bandura, 1978, p. 348). The two component cognitive structures in the self-system that have received the most attention are self-regulation and self-efficacy. Self-regulation primarily entails self-regulation of behavior through internal standards and self-evaluative reactions to a person's own behavior, while self-efficacy concerns people's perception of their own generative capabilities.

### Self-Regulation

Bandura (1978) asserts that the self-regulatory function of the self-system is that which enables self-directive behavior of an individual. Self-regulation is considered to be different from willpower or intention because behavior can be reinforced extrinsically as well as intrinsically. Bandura (1982) emphasizes intrinsic reinforcement more than extrinsic reinforcement.

Intrinsic reinforcement, one of the factors that contributes to operating self-regulatory function of self-system, consists of self-observation, judgmental process, and self-reactive influences. Self-observation means simply that an individual has to observe behavior to control their individual actions. An individual will pay discriminating attention to different things depending on the value orientation of that individual and the functional significance of given activities such as the environment, or the individual's behavior, or the behavior of others (Bandura, 1982). Self-observation is the first step in regulating one's individual behavior.

Self-observation along with judgmental process is needed to initiate self-reactions resulting in behavioral change. The four sub-processes of judgmental processes are personal standards, referential performance, evaluation of activities, and performance attribution. These four sub-processes are needed to regulate an individual's actions.

The first sub-process, personal standards, is developed to evaluate actions. An individual develops an individual evaluation system by observing and learning from models and/or teachers. When the evaluation system is well established, the individual uses the criteria to evaluate behavior. This personal standard, however, does not permit a person to see one's relative accomplishment in terms of performance; instead, an individual needs to refer to external criteria.

Referential performance is the second component. An individual usually, depending on the activities or tasks, selects reference groups with whom the individual shares common characteristics, hence the importance of group support in social learning theory. For example, an employee may evaluate his/her work performance against that of a co-workers' performance. Evaluation of activities, the third component, simply means that

an individual will make an effort to do a good job when the potential activities are perceived as meaningful.

The performance attributes is the final judgmental component. An individual attains satisfaction and self-worth when the individual attributes the satisfactory performance to effort or ability. For example, if an individual sees external factors that are perceived as luck contributing to success, performance may not be evaluated as satisfactory. Also, performance may be evaluated as unsatisfactory if failure is attributed to a lack of effort or low ability.

When an individual has developed judgmental standards and judgmental skills, the individual might be able to produce self-generated influence over behavior. This could be attained by self-produced incentives or by foreseeing consequences of action. Self-produced incentives influence behavior primarily through motivation because a self-motivated person will exert effort to accomplish goals. However, if foreseen consequences are considered to be negative, then an individual is not likely to take action (Bandura, 1982). In social learning theory, this self-produced influence interacts interdependently with both behavior and environment.

According to Bandura (1982), extrinsic reinforcement, as well as intrinsic reinforcement, contributes to the operation of a self-regulatory system. The self-regulatory system has to be activated to operate. Bandura (1982) explains that people can selectively engage or disengage the system when they feel they have reasons, which leads to meaningful social implications. For instance, individuals may disengage their regulatory system by rationalizing objectionable behavior to avoid self-criticism. Individuals may make a selective comparison by choosing a different reference group

with which to compare substandard behavior and, therefore, making their behavior appear to be more acceptable. Furthermore, individuals may ignore the system in many situations to avoid possible negative self-evaluation generated by their self-regulatory system.

## Parenting Attitudes

### Overview

A study of 451 two-parent families (Simons, Beaman, Conger, & Chao, 1992) found that mothers and fathers convey their parenting attitudes to their adolescent children via their parenting practices. Bavolek and Keene (1999) identified five parenting attitudes that relate to an individual's ability to parent children. Among the parenting attitudes are (1) inappropriate expectations, (2) empathy, (3) corporal punishment, (4) role reversal, and (5) power independence (Bavolek & Keene, 1999). The Adult-Adolescent Parenting Inventory-2 (Bavolek & Keene, 1999; AAPI-2) measure these parenting attitudes that relate to a variety of outcomes in adult and adolescent parenting practices (e.g., abusive parenting practices). Bavolek (1984) found that individuals (both adolescents and adults) who report a lack of empathy, inappropriate expectations regarding child development, increased parent-child role reversal, and a belief in corporal punishment are at a greater risk to model violent, cruel, physically, and psychologically abusive behaviors. Additionally, researchers have found that initial parenting attitudes are related to the transition into parenthood. Klein and Cordell (1987) found that initial positive parenting

attitudes in adolescent mothers are related to a more positive adjustment of the adolescent to motherhood.

### Empathy Parenting Attitude

One important parental attitude is empathy, which refers to the ability of an individual to value and be sensitive to needs of children. Empathy has been found to relate to more child-based and less stereotypical parenting strategies (Brems & Sohl, 1995) and improved quality in family relationships (Guerney, 1988). Although limited research exists, a relationship between parental empathy and parental patterns of discipline and/or child abuse has also been found (Bavolek, 1984; Haskett, Johnson, & Miller, 1993; Rosenstein, 1995). There is relatively little research on empathy and adolescent's parenting attitude. Little research has also been done on the relationship between empathy to the needs of the child and the parenting behaviors of parental support, parental positive induction, and parental punitiveness.

For example, in a study of low-income African-American mothers, the level of parental empathy toward the child was significantly less for abusive mothers than for the non-abusive control group (Melnick & Hurley, 1969). Letourneau (1981) found that mothers identified as abusive reported significantly lower levels of cognitive and affective empathy than the mothers identified as non-abusive. Kempe and Helfer (1980) state that parental abuse and neglect are the overt signs of a parent's lack of empathy towards the child.

According to Rosenstein (1995), "a complete assessment of risk of child physical abuse must include a measure of parental empathy" (p. 1349). Selman (1971) states that



empathy is the key to meeting a child's needs, yet empathy is beyond the capacity of the adolescent parent. In a study comparing the parenting attitudes of adolescents ( $M = 17.8$ ) and older mothers ( $M = 25.9$ ), Baranowski, Schilmoeller, and Higgins (1990) found that adolescent mothers reported significantly lower empathy towards a child's needs than did older mothers. Although the mean scores on the other three parenting attitudes were lower for the adolescent mothers, no significant differences were found.

#### Corporal Punishment Parenting Attitude

The belief in corporal punishment is one parenting attitude that has received a large amount of interest in the media and among researchers. Researchers have found that the majority of parents in the United States support the principle of corporal punishment (Straus & Gelles, 1988; Straus, Gelles, & Steinmetz, 1980). Yet, many social scientists (Gilmartin, 1979; Straus, 1991) and child rearing experts (Balter, 1989; Kersey, 1991; Leach, 1989; Spock, 1988) contend that corporal punishment is related to a variety of internalizing and externalizing problems in children. Other researchers contend that the link between corporal punishment and child problems is exaggerated (Simons, Johnson, & Conger, 1994). More research has been conducted on the corporal punishment parenting attitude than on empathy. Very little research has been done that examines corporal punishment and adolescents' parenting attitudes, and corporal punishment and parenting behaviors of support, positive induction, and punitiveness.

Research has indicated that a belief in alternatives to corporal punishment is related to a decrease in the reported use of corporal punishment and a decreased risk for child abuse. For example, Fox and Bentley (1992) found that the mother's parenting attitudes regarding a belief in corporal punishment were moderately correlated to the mother's reported use of discipline strategies characterized by an increased use of verbal and physical punishment.

In a review by Reis and Herz (1987), adolescent parents tended to use greater physical punishment as the discipline strategy of first choice and have less accurate expectations regarding child development. Yet, Bavolek (1984) found that adolescent scores on each of the parenting attitudes were significantly lower than scores for adults. Hanson (1990) reported that pregnant adolescents scored significantly lower than non-abused adolescents on Adult-Adolescent Parenting Inventory (AAPI) (Bavolek, 1984). Hence, further research is needed to examine the factors that relate to the parenting attitudes (e.g., empathy and corporal punishment) by parents or future parents.

## Parental Behaviors

### Overview

Social learning theory posits that adolescents learn parenting attitudes from modeling their parents' observable parenting behaviors. If parents' observable parenting behaviors are determinants of the adolescents' parenting attitudes, then the parents' observable parenting behaviors may be the process through which adolescents' learn to model their parents' parenting attitudes; thus, they are the mediators between parents'

and adolescents' parenting attitudes. Consequently, the understanding of how parents' parenting attitudes relate to adolescents' parenting attitudes may benefit from the examination of observable parenting behaviors as a mediating variable.

Parenting behaviors are conceptualized as involving two basic dimensions of parental behaviors--support and control (Peterson & Hann, 1999). Parental support refers to nurturing behaviors directed toward their adolescents which communicate positive affect (e.g., warmth, praise, encouragement, or physical affection) (Peterson & Leigh, 1990). Parental control behaviors, such as parental punitiveness, are actions by parents designed to elicit adolescent compliance with parental desires (Peterson & Hann, 1999). Parental punitiveness refers to the arbitrary use of force or coercion in attempts to gain adolescent compliance with parental expectations (Peterson & Leigh, 1990). The two types of parental control behaviors designed to encourage adolescent development, parental positive induction, and parental punitiveness was examined in this research.

Parental support and rational control (induction) are important components of "authoritative" parenting styles, which are consistent with mainstream social values in the United States and are believed to foster social competence in children (Henry & Peterson 1995; Baumrind, 1991; Maccoby & Martin, 1983; Peterson & Rollins, 1987). Research suggests that an "authoritarian" parenting style, which involves frequent punitive behaviors, fosters problematic characteristics in adolescents and, hence, greater distance and hostility between the parents and the children (Henry & Peterson, 1995; Baumrind, 1991; Peterson & Leigh, 1990). Parental support and induction are expected to relate positively to adolescents' parenting attitudes, but parental punitiveness is expected to be a negative predictor of adolescents' parenting attitudes.

### Parental Support

Support has been identified as a major dimension of parent-child relations (Amato, 1989). Supportive parents are parents that take an interest in their children's activities, show affection, and provide help with everyday problems. Supportive parenting behavior is consistently associated with positive developmental outcomes in youth (Peterson & Hann, 1999). Parental support encompasses nurturing behaviors such as warmth, praise, encouragement, or physical affection that communicates positive affect from parents to adolescents (Peterson & Leigh, 1990). Parental support consistently has been found to be a key element in effective parenting that is positively related to numerous aspects of adolescent social competence (Eisenberg, 1992). Supportive parenting then translates into an increased ability to feel empathy toward others (Eisenberg, 1992). Parents' supportive parenting was more strongly related to the beliefs of girls than boys, while parents' harsh discipline practices were more closely related to the discipline beliefs of boys than girls (Simons, Beaman, Conger, & Chao, 1993). Barnes and Farrell (1992) explain that the parental support construct is traditionally operationalized as the degree of nurturance, attachment, acceptance, affection, and love that parents provide to their children. Parental warmth has been conceptually equated to parental support (Peterson & Leigh, 1990). Parents show support and communicate acceptance and approval when they praise their children, show affection, and are attentive when children speak. However, parents do not show support when they are highly critical or punitive or show favoritism toward siblings (Felson & Zielinski, 1989).

### Parental Positive Induction

Parental positive induction is defined as using reasoning designed to elicit positive reactions so as to gain compliance, while negative induction is defined as using reasoning designed to elicit negative reactions so as to gain compliance. Parental induction, which refers to parental attempts to influence their adolescents through the use of reason and logic, is expected to be positively related to empathy and caring (Oliner & Oliner, 1988). Parents are more likely to obtain voluntary compliance from children when they use positive induction that involves the use of explanations and reasons (Amato, 1989). In the process of socialization in parent-child relationships, youth who interact with parents who use induction seem to demonstrate empathy towards others (LaRossa & Reitzes, 1993).

### Parental Punitiveness

Parental punitiveness is defined as parental attempts to coerce their adolescent's compliance and to gain control over the behavior of the adolescent (Peterson & Leigh, 1990). The parental control construct is commonly operationalized as the degree of discipline, punishment, monitoring, and supervision that parents provide to their children (Barnes & Farrell, 1992). Control attempts include coercive actions such as hitting, threatening, and yelling, and inductive actions such as talking, reasoning, and explaining. Additionally, control attempts may include expectations and rules regarding such issues as curfew, homework, appearance, and dating (Barnes & Farrell, 1992). Researchers have found that inductive (authoritative) parental control is positively related to bonadaptation, whereas deductive (authoritarian) parental control is positively related to maladaptation

(Gecas & Seff, 1990; Henry, 1994). Coercive discipline involves the use of force by parents and takes the form of physical punishment and deprivation of privileges (Amato, 1989).

## Parenting Attitudes and Parental Behaviors

### Overview

Parents serve a fundamental role in the formation of values in adolescents by being a role model and setting behavioral standards (Fox, 1981; Furstenberg, 1981; Herceg-Baron & Furstenberg, 1982). Parents tend to influence adolescent behavior by providing standards regarding such fundamental issues as values, morals, educational goals, and life plans. Tebes, Grady, and Snow (1989) found that parents trained in social learning theory principles and child management report direct behavior change in their adolescents when they model appropriate behaviors. Parents remain an important source of influence on the behavior of their children even when the children are in the adolescent stage of development (Small & Eastman, 1991). Additional research about empathy and the relationship to corporal punishment would contribute to the knowledge base about parental transmission of parenting attitudes and behaviors such as support, positive induction, and punitiveness.

### Empathy and Parental Behaviors

Past research has established that effective parents are warm and supportive, engage in monitoring and supervision, use inductive reasoning to explain rules, and avoid harsh,

explosive punishment (Simons, Johnson, Beaman, Conger, & Whitbeck, 1996; Maccoby, 1992; Maccoby & Martin, 1983). Despite the importance of empathy in social development, there is little research concerning parental influences and correlates of children's empathy. Eisenberg (1992) noted that induction encourages youth to empathize with others, provides reasons for behavioral expectations that can be applied in the future, implies that youth are responsible for their own behavior, and provides an opportunity for children to learn from their parents without being afraid or angry. Several tentative conclusions can be drawn from the limited research. Consistent with predictions based on social learning theory (regarding modeling) and the ethological view of attachment, level of empathy has been associated with the development of a secure attachment early in life, supportive parenting, and parental empathy or sympathy, particularly in mothers (Eisenberg, Fabes, Schaller, Carlo, & Miller, 1991).

#### Corporal Punishment and Parental Behaviors

The majority of United States' parents support the principle of corporal punishment and utilize such methods to discipline their children (Straus & Gelles, 1988; Straus et al., 1980). Child rearing experts (Balter, 1989; Dreikurs, 1964; Kersey, 1991; Leach, 1989; Spock, 1988) and social scientists (Gilmartin, 1979; Straus, 1991) have argued that children exposed to harsh corporal punishment are more inclined to manifest a variety of emotional and behavioral problems.

Straus (1994) reports that children who are spanked are from two to six times more likely to be physically aggressive, to become juvenile delinquents, and later as adults, to use physical violence against their spouses, to have sadomasochistic tendencies, and to

suffer from depression. Straus (1994) contends that this believed-to-be-minor form of physical violence is the precursor to much of the violence that plagues our world.

Children who are spanked learn quickly that love and violence can go hand in hand. Since spanking is generally done by loving, caring parents and for the child's own good, a child can learn that hitting is considered morally right. Adolescents observe then model the parenting attitudes that are often associated with harsh parenting practices. These parenting practices are transmitted across generations (Straus, 1991). Consistent with this view, several studies have reported that individuals who were subjected to severe physical discipline as children are at risk for utilizing similar parenting strategies with their own children (Simons, Whitbeck, Conger, & Conger, 1991; Straus et al., 1980). Harshly treated children are approximately five times more likely to engage in abusive parenting than individuals who were not victims of severe corporal punishment (Kaufman & Zigler 1987). While there is an intuitively obvious mechanism (i.e., modeling) whereby harsh parenting might be expected to foster child aggressiveness, the reasons for anticipating a relationship between such parenting and delinquency are less clear. Involved, supportive parents show warmth and affection, demonstrate consistency, engage in monitoring and supervision, and use inductive reasoning to explain rules and expectations (Amato, 1989; Maccoby & Martin, 1983).

The Simons et al. (1994) study, which used data from a panel study of 332 Midwestern families, examined the impact of harsh corporal punishment and quality of parental involvement and found that quality of parental involvement had a significant association with adolescent behavior. Corporal punishment was also found to be negatively related to quality of parental involvement. This correlation might be viewed as



an indication that recurrent corporal punishment tends to reduce the level of warmth and commitment between the parent and child. Although corporal punishment may not directly influence adolescent adjustment, it may do so indirectly through its coercive influence on the parent-child relationship. For example, children who are subject to frequent corporal punishment perceive their parents as uncaring and, therefore, reciprocate with low warmth and affection. In response to this indifference shown by the child, parents may reduce their involvement and support, thereby increasing the child's risk for conduct and emotional problems. There is some evidence that physically abusive parenting (Straus & Gelles, 1988), as well as less extreme forms of corporal punishment (Simons et al., 1991), has decreased in prevalence over the past 15 years.

Past studies have also linked reduced parental support and involvement to factors such as poverty and economic hardship, marital breakup, and single parenthood (Elder, 1974; Elder & Caspi, 1988; Simons et al., 1993). The continued force of these societal pressures that subvert nurturance and involvement may balance any shift in norms abating corporal punishment (Simons, Johnson, & Conger, 1994).

Family researchers define corporal punishment as "the use of physical force aimed at causing children to experience pain, but not injury, for the purposes of correction and control of youth behavior" (Straus & Donnelly, 1993, p. 420). About 90% of parents in the United States report having spanked their children (Sears et al, 1957; Simons et al., 1994). Physical punishment practices are used less often by more competent, effective parents, because they tend to make greater use of firm, rational control, nurturing communication, and responsiveness to the developmental tasks and capabilities of children (Baumrind, 1991; Belsky, 1984).

A study by Day, Peterson and McCracken (1998) analyzed data from a subsample of 1,879 mothers and 984 fathers for the National Survey of Families and Households (NSFH). This study found that boys are spanked more frequently than girls; mothers spank more frequently than fathers; older children, especially seven years old and older, tend to be spanked less frequently than younger children; and Black mothers, but not Black fathers, tend to spank more frequently than the other subsamples examined. Parents see child attributes such as competence and the level of perceived difficulty as contributing to the use of spanking as a discipline strategy. The personal parental attributes and ideology, such as mental health, educational level, age, and conservative religious orientation, also serve as predictors of spanking as a form of discipline. A significant predictor of spanking frequency is the parent-child context, i.e., the level of arguing between parent and child, social support, and household size.

Policy discussions focus on re-evaluation of spanking norms, arguments for using the term corporal punishment in research and policy, and strategies to reduce the use of physical force as discipline. Some people use the term spanking to mean a specific type of physical punishment, such as spanking a child's buttocks. Others use it as a generic term to include other legal forms of corporal punishment, such as slapping a child. As the research and policy arena of corporal punishment receives increasing attention, it is essential to clarify the terminology that legitimizes spanking. In this discussion, we recommend that researchers, family life educators, and policy makers use clearly defined terminology to describe the use of physical force on children. A possible suggestion might be to use the term corporal punishment instead of spanking where corporal punishment is defined as the use of physical force with the intention of causing a child to

experience pain, but not injury, for the purpose of correction or control of the child's behavior.

### Parent Demographic Characteristics and Parenting

Personal parental resources include the parents' age, gender, marital status, race or ethnicity, educational level, socioeconomic status, religious preference, and number of children and ages and gender of the children they are parenting. According to Peterson (1986) and Henry, Wilson, and Peterson (1989), the parents' sociodemographic status has been used to predict adolescent autonomy.

The fathers' education indirectly affects an adolescent's development because his education is an indicator of the family's socioeconomic status. Parents of high socioeconomic status seem to value self-direction and autonomy in children more than parents of lower socioeconomic status. Marital status is also included because parental divorce and separation may have consequences for the parent-adolescent relationship. Parents' age is another variable because older adults tend to have different views on child rearing than younger adults. Older parents who have more education, for example, will have more experience raising children, will know more about alternative and non-punitive strategies of discipline, and will have a greater sense of personal maturity and self-control, all of which may reduce inclinations to spank (Giles-Sims et al., 1995; Straus, 1994).

Parents' child-rearing attitudes may differ based on the gender and age of the adolescent (Maccoby & Martin, 1983). Changes in family composition frequently has implications on child-rearing practices (Umberson, 1989). The parents' educational level

and socioeconomic status (SES) also have been identified in earlier research as impacting parents' child-rearing attitudes and behavior (Henry & Peterson, 1995; Kohn, 1983; Peterson & Rollins, 1987). Several studies have reported that parents of low SES tend to engage in less effective parenting practices than parents with high-resources (Simons et al., 1996). Simons et al., (1996) also reports that this research indicates that the emotional distress produced by economic hardship often disrupts parenting (Elder & Caspi, 1988; Simons, Lorenz, Wu, & Conger, 1993) and that persons of low education are more apt to use harsh, authoritarian parenting techniques (Simons et al., 1993). Another study reported an association between neighborhood poverty and low maternal warmth, after controlling for family SES (Simons et al., 1996; Klebanov, Brooks-Gunn, & Duncan 1994).

Bandura (1986) explains that perceived self-efficacy as defined with social cognitive theory refers to the beliefs that individuals hold regarding their ability to complete the course of action necessary to achieve important goals. Thus, children living in communities where the majority of the adults are poor, have little education, are unemployed or receive welfare are more inclined to develop the view that people do not have very much influence over their own lives (Simons et al., 1996). As the socioeconomic status of children and adults increases, the prevalence of spanking is reduced. Also, for the parents who spank, chronicity decreases as socioeconomic status increases. The increased educational level of mothers is not a predictor of lower rates of spanking. Older mothers between the ages of 30-34 years are less inclined to use spanking as a form of discipline than younger mothers (Simons et al., 1996).

Bavolek's (1984) findings are consistent with a large body of parenting literature, which indicates that there are stylistic and involvement differences between fathers and mothers in terms of their interaction with their children. In general, fathers tend to be less involved in the lives of their children than mothers, and their roles tend to be less scripted and more oriented toward play (Parke, 1995). It is not surprising, then, to find differences in parenting attitudes since their interaction with children tends to have a different quality for fathers than for mothers. The interaction effects indicate increased empathy and stronger beliefs against physical punishment for parents who already have children and who have fewer stressors. It may be more difficult to show empathy to children and easier to react with physical punishment when parents are pushed to their own limits. In addition, the lowest levels of conflict among any group were found with females who were first-time parents. The sample for that study consisted of 542 parents of newborns (322 female and 220 males), who voluntarily completed a self-assessment inventory at one of the local hospital systems over a 16-month period. The parents' personal economic potential and economic independence may lead to greater sense of personal worth which should convert into more competent parenting, an important link to non-punitive discipline (Belsky, 1984).

Religiosity is broadly defined in the literature to encompass those variables related to religious attendance or belief (Miller, Warner, Wickramaratne, & Weissman, 1997). "For many adolescents, their religious organization and its leaders are often as trusted as family. A sense of familiarity, combined with the commitment of adult church leaders to nurture young church members, strengthens church-based youth programs" (Carnegie Council on Adolescent Development, 1993, p. 52). Congregations are often unrecognized

resources in communities. The Carnegie Council on Adolescent Development (1993) also concluded that religious organizations emphasize the fact that children and adolescents are resources to be empowered. According to Cochran and Niego (1995), recent research which links social networks to parenting “demonstrates that the actions of communities, states, and society as a whole are a decisive factor in determining whether parents have the resources necessary for fulfilling our expectations of them” (p. 415). Thus, the enhancement of parental competencies within the context of family-friendly institutions such as congregations maximizes opportunities for the development of parents and adolescents.

#### Adolescent Demographic Characteristics and Parenting Attitudes

Previous research shows that selected demographic variables relate to variation in parenting attitudes. Children pay particular attention to same-sex adult acquaintances (Bandura, 1969, 1986). A relationship has been found between gender of the adolescent and parenting attitudes. Adolescents’ gender showed to be a factor because generally female adolescents conform to parental expectations more extensively than male adolescents do. In a sample of abusive and non-abusive adults, Bavolek (1984) found that females from both groups reported significantly more positive parenting attitudes than both groups of males. Bavolek (1984) found similar results from a sample of abusive and non-abusive adolescents.

Adolescents’ gender is a factor to be considered, because generally female adolescents conform to parental expectations more extensively than do male adolescents. The age of the adolescent is a factor because adolescents tend to obtain greater

independence as they mature (Peterson, 1986). The adolescents' development seems to have an effect on adolescent-parent relationships as decisions are made relative to the adolescents' well-being. The influence of parents during early childhood has a direct effect on the individual's decision making process throughout adolescence. Research has also found a relationship between family composition and adolescent adjustment (Bronstein, Clauson, Stoll, & Abrams, 1993; Henry, 1994).

Siblings serve as major resources for children in several ways: by acting as caretakers for younger children, by providing companionship and emotional support, and by offering direct instruction (Amato, 1989). Relations with similarly aged siblings may take on a special significance when children reach the teenage years because adolescents are peer oriented. Some research has shown that an adult role model can also be an older sibling of the adolescent (East, 1996). The number of siblings had an effect on autonomy because parents of larger families restrict autonomy more extensively than parents of smaller families. Research suggests that "siblings can play an important role in adolescents' adjustment" (Scales & Leffert, 1999, p. 44). Conger, Conger, and Scaramella (1997) reported that three years later, the attempts by siblings to control 7th graders psychologically such as by making them feel guilty, criticizing them, or getting into arguments with them were associated with feelings of lower self-esteem and exhibition of anti-social behaviors, and specifically for males, depression. Birth order is another predictor because the need of autonomy is more common among first born than other birth positions. Good relationships with siblings have been found to be related to positive social and personal functioning among adolescents (Amato, 1989).

Parenting attitudes may differ by different ethnic groups. For example, Duvall and Booth (1979) found differences in parenting attitudes regarding corporal punishment. In a sample of 6,480 non-abused adolescents, Bavolek (1984) found that significant differences existed on all four parenting attitude constructs between African-American and Caucasian adolescents. The Caucasian adolescents reported higher levels of empathy to the child's needs, more appropriate child developmental expectations, more appropriate parent-child role reversal, and greater belief in alternatives to corporal punishment than the African-American adolescents. Bavolek (1984) found similar results in a sample of abused African-American and Caucasian adolescents. In a study of adolescent mothers' parenting attitudes, East, Matthews, and Felice (1994) found that Caucasian mothers reported significantly higher levels of empathy to child's needs, more appropriate parent-child role reversal and child developmental expectations of children, and a greater belief in alternatives to corporal punishment than did African-American or Hispanic-American mothers.

In a study of 451 two-parent families, Simons et al. (1992) found that female siblings held that parents' supportive parenting behavior was more strongly related to the beliefs of girls than boys were, and that parents' harsh discipline was more closely related to the discipline beliefs of boys than girls. Male siblings on the other hand possessed similar beliefs concerning preferred approaches to discipline. A study by Peters (1994) found that according to the perspective of adolescents, stereotypical gender roles are being perpetuated in families. Bulcroft, Carmody, and Bulcroft (1996) found that the effects of age, gender, and race on adolescence demonstrate the importance of cultural patterns in parenting behavior and the process of adolescent socialization.



## Summary of Chapter

The process of social learning includes imitation and observational learning, or modeling. Children and adolescents model adults' behavior. It is doubtful that individuals could ever develop their complex repertoires of social behaviors and skills without observing and modeling the behavior of adults (Bandura, 1977a).

The development of imitation begins early in life. Infants of just a few weeks of age have been shown to imitate the facial expressions and gestures of adults (Jacobson, 1979), and older babies will imitate more complicated actions. Although imitation declines in childhood, observational learning or modeling continues. Unlike imitation, observational learning involves a delay between when the behavior is observed by the child and when it is modeled. Much of the literature pertaining specifically to adult role models examines the impact of adults modeling negative behaviors. The research suggests, however, that adolescent's expectations about their future lives, whether educational attainment, work, or family life, are influenced by their parents.

The recent trend toward exploring both family system characteristics and parental behaviors as factors in the family environment that work in concert to promote adolescent development merits further investigation (Henry, 1994; Peterson & Leigh, 1990). Cohen (1987) found that mothers and fathers are basically equal in their modeling influence on their male and female adolescent children. Social learning theory posits that behaviors exhibited by adolescents are often a result of parenting practices observed in their homes (Simons et al., 1991).

## CHAPTER III

### METHODS

The topics presented in this chapter include a description of the research design, the listing of the operational hypotheses, a description of the instruments, an outline of the procedures, a description of the sample, and the data analysis plans including the methodological assumptions and limitations.

#### Research Design

Marriage and family research has “moved toward a scientific orientation that values going beyond description to the empirical testing of relationships” (Miller, 1986, p. 42). This exploratory study used data collected from a sample of convenience of adolescents (ages 12-18 years) and their parents to test the hypothesized relationships between variables. To reduce shared method variance, a self-report instrument was used to assess adolescents’ perceptions of their own parenting attitudes and their parents’ parenting behaviors, while self-reports from mother and father figures was used to measure parents’ parenting attitudes (Bank, Dishion, Skinner, & Patterson, 1990). Specifically, the identified adolescent reported on their parenting attitudes regarding corporal punishment (ranging from valuing corporal punishment to valuing alternatives to corporal punishment) and empathy to child’s needs (ranging from low level of empathy to an

mother's and father's parenting behaviors (i.e., support, positive induction, punitiveness). The mothers and fathers reported on their own parenting attitudes (valuing corporal punishment, empathy to child's needs).

Path analysis, a correlational methodology, was used to examine the hypothesized direct and indirect effects of parents' parenting attitudes (i.e., empathy to child's needs, valuing corporal punishment) through parents' parental behaviors (i.e., support, positive induction, and punitiveness) on adolescents' parenting attitudes. Consistent with Baron and Kenny (1986), parents' parenting behaviors serve as mediating variables between parental reports of their parenting attitudes and adolescent reports of their own parenting attitudes when: (1) changes in the parents' parenting attitudes account for significant changes in the parents' parenting behaviors, (2) changes in parents' parenting behaviors account for significant changes in the adolescents' parenting attitudes, and (3) when these changes are controlled, the previously significant relationships between parents' parenting attitudes and adolescents' parenting attitudes are no longer significant. Since path analysis assumes linear relationships between variables, evidence of curvilinear relationships would preclude use of this analytic technique (Simons et al., 1996). Therefore, it was assumed that linear relationships would exist between the exogenous and endogenous variables in the models.

### Operational Hypotheses

This study empirically tested the following operational hypotheses after controlling for selected demographic variables:

1. The parenting attitude, parental empathy to child's needs, will be positively related to the parenting behaviors, parental support and parental positive induction, and negatively related to the parenting behavior, parental punitiveness.
2. The parenting attitude, parental valuing of corporal punishment, will be negatively related to the parenting behaviors, parental support and parental positive induction, and positively related to the parenting behavior, parental punitiveness.
3. The parenting behaviors, parental support and parental positive induction, will be positively related to adolescents' parenting attitude, empathy to child's needs.
4. The parenting behavior, parental punitiveness will be negatively related to adolescents' parenting attitude, valuing of corporal punishment. (See Appendix M; Figures 1-5).

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Insert Figures 1-5 about here  
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#### Instrumentation

Prior to collecting any information from parents and adolescents, the Oklahoma State University Institutional Review Board granted the principal investigator permission to collect data for this study (see Appendix A). Initially the adolescents, the mothers and the fathers were informed about the purpose of the study by the principal investigator, and were asked to sign a parental consent form (see Appendix B) and a student assent form (see Appendix C). After the individuals signed the consent and assent forms, they were given standardized instructions (see Appendix D) and asked to complete the following questionnaires.

### Personal/Demographic Characteristics Questionnaire

A self-report questionnaire assessed the demographic variables for the adolescent and parent participants. The adolescent personal information includes items on gender, age, racial or ethnic identity, current grade level in school, family composition, age/gender and number of siblings, and religious preference (see Appendix E). The parent personal information includes items on gender, age, marital status, racial or ethnic identity, educational level, socioeconomic status, age/gender and number of children, and religious preference (see Appendix F).

### Parenting Attitudes Questionnaire

The parenting attitudes of the parents and the adolescents was measured using two (i.e., empathy, corporal punishment) of the five sub-scales (i.e., inappropriate expectations, empathy, corporal punishment, role reversal and power independence) of the 40-item, Likert-type, Adult-Adolescent Parenting Inventory-2 (Bavolek & Keene, 1999, 1984; AAPI-2; see Appendix G). The AAPI (Bavolek, 1984) was developed from information regarding abusive and neglectful parenting practices and normed on over 2,000 adults and 6,500 adolescents, including separate samples for abusive and non-abusive adolescents and adults. Over 70 agencies nation wide were selected to participate in the study to revise and re-norm the AAPI (Bavolek & Keene, 1999). The reliability and validity of the AAPI and the AAPI-2 (Bavolek, 1984; Bavolek & Keene, 1999) has been tested many times by Bavolek and others and reported in the AAPI and AAPI-2 Manuals (Bavolek, 1984; Bavolek & Keene, 1999) and a separate report on the AAPI

instrument (Bavolek, 1990). One notable difference between the AAPI (Bavolek, 1984) and the AAPI-2 (Bavolek & Keene, 1999) is the internal consistency reliabilities.

As reported by Bavolek and Keene (1999), the Cronbach's Alpha for the AAPI-2 subscale empathetic awareness is .84 and the subscale corporal punishment is .92. This researcher's report for this study found that the Cronbach's Alpha for the AAPI-2 subscale empathy to child's needs for the total sample of 152 adolescent reports was .59, from the mother reports was .68, and from the father reports was .63 (see Appendix I; Table 1). Also, for this research study, the Cronbach's Alpha for the AAPI-2 subscale valuing alternatives to corporal punishment for the total sample of 152 adolescent reports was .79, from the mother reports was .85, and from the father reports was .78 (see Appendix I; Table 1). For the reliabilities from the subsample of mothers and fathers see Appendix I; Table 1.

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Insert Table 1 about here

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The two subscales used in this study were the empathy and corporal punishment subscales. The 10-item empathy sub-scale assesses the parent's and the adolescent's lack of ability to understand the condition of a child without actually experiencing the feelings of the child. A sample item is: "Children should keep their feelings to themselves." The 11-item corporal punishment sub-scale assesses the parent's and the adolescent's belief in physical punishment as a desired and effective disciplinary measure. A sample item is: "A certain amount of fear is necessary for children to respect their parents." Response

choices are 1= strongly agree, 2= agree, 3= uncertain, 4= disagree, 5= strongly disagree.

The responses to the items on the sub-scales were summed.

### Parenting Behaviors Questionnaire

The parenting behaviors, parental support, parental positive induction, and parental punitiveness, was measured using three subscales of Peterson's (1982) Parental Behavior Measure (PBM; see Appendix H). The PBM was developed based on research combining Schaefer's (1965) Parental Behavior Inventory with the Heilbrun (1964, 1973) and Cornell measures of parental support (Bronfenbrenner, 1961; Deveraux, Bronfenbrenner, & Rodgers, 1969) with items based upon Hoffman's (1970) concept of induction (Ellis, Thomas, & Rollins, 1976; Henry et al., 1989; Peterson, Rollins, & Thomas, 1985). Previously established internal consistency reliability coefficients for scales range from .79 to .87. The Cronbach's Alpha for the adolescent reports (N=152) was .65 for mothers' support, .75 for fathers' support, .70 for mothers' positive induction, .75 for fathers' positive induction, and .72 for mothers' punitiveness, .67 for fathers' punitiveness (see Appendix I; Table 1). For the reliabilities for the subsamples of mother (n=132) and father (n=117) reports see Appendix I; Table 1.

The parental support subscale assesses the extent to which adolescents see each parent/stepparent as providing emotional and resource support. A sample item is "This parent tells me how much he/she loves me." The parental induction subscale assesses the degree to which adolescents view each parent/stepparent as attempting to exert control through the use of logical explanation or reasoning. A sample item is "This parent

explains to me how good I should feel when I do right.” The parental punitiveness subscale assesses the adolescents’ perceptions of the extent to which each parent/stepparent attempted to exact compliance through the use of force. A sample item is “This parent punishes me by not letting me do things that I really enjoy.” Response choices are 1= strongly disagree to 5= strongly agree. Adolescent participants were asked to respond to each item twice, once for fathers/stepfathers and once for mothers/stepmothers who live in their households. The responses about fathers/stepfathers and mothers/stepmothers on each set of subscale responses were examined as separate mother and father models (see Appendix M; Figures 2-5).

### Sample

The self-report data was derived from a convenience sample of adolescents, mothers and fathers from members of congregations in a mid-western state (see Appendix J; Table 2). The demographic data for the sample population of 152 adolescents ages 12 to 18 in grades 7 through the first year out of high school was 63.8% female and 36.2% male. The ages of the adolescents ranged from 3.3% 12 year olds, 30.3% 13 year olds, 23.0% 14 year olds, 11.8% 15 year olds, 11.8% 16 year olds, 11.8% 17 year olds, and 12% 18 year olds. The adolescent sample population consisted of 95.4% Caucasians, 1.3% Hispanic or Latino, and .7% American Indian/Native American, and 2.6% other. The grade of the adolescent sample population ranged from 19.1% seventh, 21.1% eighth, 18.4% ninth, 12.5% tenth, 11.8% eleventh, 9.9% twelfth, and 4.6% first year as a high school graduate. The adolescents’ family composition is described as 73.0% living with both biological mothers and fathers, 11.8% living with



biological mother and stepfather, 7.2% living with biological mother only, 2.6% living with biological father and stepmother, 2.6% living with adoptive mother and adoptive father, 1.3% living with some other person or relative, and .7% living with biological father only. For the number of brothers and sisters living at home with the participating adolescent, 34.9% reported having one sibling, 27.6% two siblings, 17.1% no siblings, 12.5% three siblings, 3.9% four siblings, and .7% had five, six or seven siblings living at home, respectively (see Appendix J; Table 2).

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Insert Table 2 about here

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The total number of mothers participating in the study consisted of 146 ranging in age from 28 to 62 years old with a mean age of 41.73. The mother sample population reported the highest level in school or year in college completed as 21.1% reported completing some college, 21.1% reported graduating from college, 14.5% reported graduating from high school, 9.9% reported completing technical or trade school after high school, 7.9% reported graduating with a graduate degree, 7.2% reported being a high school graduate, 6.6% reported completing some graduate school, 3.3% reported having graduated with an advanced graduate degree such as a Ph.D., M.D. or J.D., and 2.6% reported having some advanced graduate school courses, and 1.3% reported completing grade school, and 1.3% reported having a GED diploma. The mothers reported their total household income before taxes as 21.1% from \$50,000 to \$74,999, 16.4% from \$40,000 to \$49,999, 15.1% over \$100,000, 11.8% from \$75,000 to \$99,999, 8.6% from \$20,000 to \$29,999 and 8.6% from \$30,000 to \$39,000, 7.9% of the

population reported from \$10,000 to \$19,999, and 4.6% reported under \$10,000. (See Appendix J; Table 2).

The total number of fathers participating in the study consisted of 123 ranging in age from 27 to 65 years old with a mean age of 43.37. The father sample population reported the highest level in school or year in college completed as 16.4% reported graduating from college, 15.4% reported completing some college, while 14.5% reported graduating from high school, 11.2% reported graduating with a masters degree, 8.6% reported having some graduate school work, 5.9% reported graduating with an advanced graduate degree such as a Ph.D., M.D. or J.D., 5.3% reported completing technical or trade school after high school, and 2.6% reported having some high school, and .7% reported having a GED diploma, and .7% reported having some advanced graduate school courses. The fathers reported their total household income before taxes as 19.7% from \$50,000 to \$74,999, 13.8% over \$100,000, 12.5% from \$40,000 to \$49,999, 11.8% from \$30,000 to \$39,000, 9.9% from \$75,000 to \$99,999, 5.3% from \$20,000 to \$29,999 and, 3.9% reported under \$10,000, and 3.3% of the population reported from \$10,000 to \$19,999. For a demographic breakdown of the sub-sample with mother and adolescent responses as well as the sub-sample with the father and adolescent responses see Appendix J; Table 2.

According to the 1990 U. S. Bureau of the Census (1993), the central community from which the sample was drawn has a population of 45,309, which is 79.86% of the population for the county. In this community, 91.02% of the population is White, 4.41% is Black, 2.33% is Native American, and the remaining 2.24% is comprised of all other

ances. This community has 85 Protestant and Catholic churches. The results are only generalizable to those groups with characteristics similar to the sample population.

According to Sudman (1976), "the purpose of sampling is to obtain information either for basic research or for decision making by either a profit-making or nonprofit organization" (p. 90). The purpose of this study is to obtain information for decision making for organizations on how parents' parenting attitudes and adolescents' perceptions of their parents' parental behaviors relate to the adolescents' report of their own parenting attitudes. The findings from this study allow the researcher to examine and compare the parenting attitudes of parents in relation to parenting attitudes of adolescents (ages 12 to 18).

"The choice of sampling methods depends on the purpose of the research being conducted" (Kitson, Sussman, & Zeehandelaar, 1982, p. 968). Sudman (1983) explains that for unfunded doctoral dissertation research, the samples chosen for analyses are usually from special populations such as professionals or organizations. This generally reduces the sample size because more effort must be expended to locate the special population and obtain cooperation. If a general population sample and face-to-face interviewing are required, the samples are typically from a single place and the number of respondents usually ranges from 200 to 300.

Since this was an exploratory study of a sample of convenience in a northwestern community in a mid-western state, and the participants completed self-administered questionnaires, the sample size can be as few as 50 to 100 (Sudman, 1983). Exploratory studies tend to use very small samples (Okolo, 1990). The major assumption associated with a convenience sample is that the elements in the target population do not differ

based on accessibility or convenience. Accessible elements within a target population may differ significantly from those less accessible elements. The attributes of this type of sample is that convenience sampling is inexpensive, less time-consuming and accessible (Okolo, 1990).

### Data Collection and Coding Procedures

The principal investigator either contacted a member of the clergy, a congregational youth official, or a key congregation member to seek the participation of adolescents and parents for this study. The principal investigator introduced the purpose and procedures of the study and distributed consent forms. Next, the principal investigator distributed family packets containing an introductory letter to the family and three separate packets of information, a student packet, a mother packet, and a father packet. The student packet contained the student assent form to be signed and placed in a separate envelope, the Adolescent Personal Information Questionnaire and answer sheet, the AAPI-2 (Bavolek & Keene, 1999) and answer sheet, and the Peterson's Parental Behavior Measure (Peterson, 1982) and the answer sheet to be completed and placed back in the student packet and sealed. The mother packet contained a parental consent form, to be signed and placed in the envelope with the student assent form, the Parent Personal Information Questionnaire and answer sheet and the AAPI-2 (Bavolek & Keene, 1999) and answer sheet to be completed and placed back in the mother packet and sealed. The father packet contained a parental consent form, to be signed and placed in the envelope with the student assent form, the Parent Personal Information Questionnaire and answer sheet and the AAPI-2 (Bavolek & Keene, 1999) and answer sheet to be completed placed back in the father packet and sealed. Each packet and form in each packet contained the same

identification number for coding and tracking purposes. The assent and consent forms did not contain the identifying number and were placed in a separate envelope from the answer sheets. The packets also contained pencils to aid in the completion of the surveys.

The principal investigator distributed 300 packets to either a member of the clergy, a congregational youth official, or a key congregation member to then distribute to congregational members. The participants either returned the completed packets to the person who distributed the packet to them or the principal investigator went to the participants home or place of business and collected the packets. Of the 300 packets distributed, 152 were returned. The return envelopes and copies of the materials were pre-coded with the same identification number to track each family case for data analysis purposes. Following are the specific procedures.

1. Approximately two weeks prior to data collection, the investigator obtained verbal consent for data collection from the appropriate member of the clergy, a congregational youth official, or a key congregation member.
2. Next, this principal investigator trained five research assistants on the purpose and procedures of the research. The research assistants either had a masters degree, a doctoral degree, or a Juris Doctorate. These research assistants and the principal investigator distributed the packets to congregation youth members, members of the clergy, congregational youth officials, or key congregation members to either complete the packets personally or distribute the packets to adolescents and parents. The parent and adolescent participants were given instructions to sign and complete the packets by a specified date and to either return the packets to the research assistants or the principal investigator. If the participant was unable to return the packets to the research assistant or

the principal investigator, then either the research assistant or the principal investigator would collect the packet from the participants' home or place of business.

3. The research assistants or the principal investigator examined the documents for completion and gave each participant (i.e., adolescent, mother, father) a \$5.00 gift certificate to the local Western Sizzlin Steak House, the incentive for their voluntary participation.

4. The principal investigator placed all the envelopes with the consent and assent forms in a locked file cabinet.

5. The packets of information from each participating family remained sealed until the principal investigator opened them for data entry and analysis.

6. The principal investigator entered the data from each pre-coded questionnaire into a computer database.

7. The packets of student, mother, and father questionnaires are being stored in the investigator's office in a locked filing cabinet where they will be kept for a minimum of five years as recommended by the American Psychological Association (1994).

### Data Analyses

Path analysis was used to examine the hypothesized direct and indirect effects of parents' parenting attitudes through parents' parental behaviors on adolescents' parenting attitudes. According to Vogt (1993) a major advantage of using path analysis is that it allows the researcher to calculate the direct and indirect effects of independent variables which cannot be accomplished when using ordinary multiple regression analysis. (See Appendix M; Figure 1 for the theoretical model). The research questions proposed for this study are first, what proportion of the variance of the adolescents' parenting attitudes

is accounted for by the adolescent's age and gender? Second, what proportion of the mother's and father's parenting attitudes is accounted for by their educational level and socioeconomic status? Third, what are the relationships between the mother's and father's parenting attitudes and the adolescent's report of the mother's and father's parenting behaviors? Fourth, what are the relationships between mother's and father's parenting attitudes and the parenting attitudes of the adolescent? Fifth, what are the relationships between the mother's and father's parenting attitudes, the adolescent's report of the mother's and father's parenting behaviors and the adolescent's report of their own parenting attitudes? Sixth, what are the direct and indirect effects? (See Appendix M; Figures 2 - 5).

One of the appeals of path analysis is that path diagrams clearly portray patterns of indirect causation (Stolzenberg & Land, 1983). Path analysis is the common workhorse of causal modeling in social research. Stolzenberg and Land (1983) add that the popularity of linear, additive models can be attributed to four factors: first, an enormous range of relationships among variables studied in the social sciences are linear and additive. Second, many of the nonlinear and non-additive relationships that have been observed do not depart from linearity and additivity so much that great harm is done by treating them as if they were linear and additive. Third, the parameters of linear, additive recursive models usually can be estimated easily and inexpensively with ordinary least-squares regression. Fourth, their parameters are easy to interpret.

Path analysis was developed in the 1920s by Sewall Wright as "a method for studying the direct and indirect effects of variables hypothesized as causes of variables treated as effects" (Pedhazur, 1982, p. 580). It is a non-experimental way to determine

causation because it allows the researcher to test hypothesized cause and effect relationships among variables. Initially the research begins with an explanatory model that hypothesizes very specific relationships among the variables. In order to accomplish that, the researcher develops a path model or path diagram showing the causal ordering of the variables. Next the researcher develops a series of hypotheses based on the causal ordering. In order to use this technique, a very strong theory is necessary. Since the model is well grounded in theory, then there is less possibility of misspecification. See Appendix M; Figure 1). One of the great appeals of path diagrams used in path analysis is that they very clearly portray patterns of indirect causation (Vogt, 1993). A path diagram can make relationships clear. Although path diagrams concisely portray the causal linkages that produce indirect effects, they are not very efficient at showing the total effect of one variable on another (i.e., the sum of the direct and indirect effects).

To assess the parenting attitudes of empathy and corporal punishment, the frequencies of the parenting attitude scores on each subscale for each subject was examined according to the guidelines established by Bavolek (1999, 1984). Zero-order correlations were used to examine pairs of relationships between the exogenous variables: gender and age of the adolescent, the educational level, and the socioeconomic status of mothers and fathers; parents' parenting attitudes; parental behaviors; and the endogenous variables: the two adolescents parenting attitudes on the parental subscales of empathy and of corporal punishment.

The demographic variables that were significant in the zero-order correlations were entered as exogenous control variables in relation to the respective endogenous variables in the path analyses (see Appendix K; Tables 3 and 4). The parents' parenting



attitudes and parental behaviors were included in the path analyses. Separate models for mothers and fathers were constructed to test the hypothesized relationships shown in Figures 2 through 5 (see Appendix M).

Path analyses using the identified models in Figures 2 through 5 (see Appendix M) were used to examine the direct, indirect, and total effects of the predictor variables upon the two adolescent parenting attitudes of empathy and corporal punishment. To obtain the detailed partitioning of effects, the reduced form equation technique was utilized as outlined by Cohen and Cohen (1983). This approach uses hierarchical multiple regression equations that enter the exogenous variables in order of causal priority. The total effect is determined from the regression coefficient for each variable when it is first entered into the hierarchical regression analysis. The direct effect is determined from the regression coefficient for each variable in the final equation. The total indirect effect is calculated by subtracting the direct effect from the total effect. The variables were entered into the path analyses using the default value of .10 as the low level of tolerance to determine if multicollinearity was sufficient to be a problem (Cohen & Cohen, 1983).

#### Methodological Assumptions

According to Pedhazur (1982, p. 582), there are five assumptions that underlie path analysis. "First, the relations among the variables in the model are linear, additive, and causal. Consequently, curvilinear, multiplicative, or interaction relations are excluded. Second, each residual is not correlated with the variables that precede it in the model. The implication is that all relevant variables are included in the model that is

being tested. Variables not included and subsumed under residuals are assumed to be not correlated with the relevant variables. Each endogenous variable is conceived of as linear combinations of exogenous and/or endogenous variables in the model and a residual. Exogenous variables are treated as givens. When exogenous variables are correlated among themselves, these correlations are treated as givens and remain unanalyzed. Third, there is a one-way causal flow in the system. That is, reciprocal causation between variables is ruled out. Fourth, the variables are measured on an interval scale. Finally, the variables are measured without error.”

Given these assumptions, the method of path analysis reduces to the solution of one or more multiple linear regression analyses. Thus, the consequences of violating the assumptions of multiple regression analysis applies also to path analysis of recursive models. There are two main components in conducting path analysis, developing a path model and decomposing the correlations. These components are important because the goal of path analysis is to provide a plausible explanation for the relationship among the variables. This is accomplished by constructing a cause-effect estimate for the interrelationship of the variables.

## Limitations

One limitation of this study was that the participants were a sample of convenience of adults and adolescents in a northwestern community in a mid-western state. Another notable limitation was that the participants from congregations completed self-administered questionnaires. Also, the AAPI-2 is a measure of parenting attitudes and not parenting behaviors, and since there are no long term follow-up studies, predictive validity of the AAPI-2 is not evident.

One limitation pertains to the method of data collection. The adolescents were self-selected based on which adolescent was present the day the packets were distributed in the church youth groups. The youth were the responsible agent in the family for gaining the compliance of the parents and returning the packets the following week. Since the adolescent packets contained the most forms to be completed, this may have biased the response rate. The instruments were self-report questionnaires and were the only sources of data in this study. As a result, the quality of data might be compromised by responses being left blank, questions being misunderstood, or subjects being illiterate (Miller, 1986). The literacy concerns are not easily addressed when using questionnaires, yet they are simple, fast, and economical and can be administered in a manner that ensures respondents' anonymity (Miller, 1986). Because of the exploratory nature of the study and non-random sample, the findings are only generalizable to those groups with characteristics similar to the study sample.

## Summary

Using social learning theory as the framework for this study, this researcher examined the relationship of the following predictor variables: mother and father reports of educational level and socioeconomic status, and adolescent (ages 12 to 18) reports of gender and age, with the two parenting attitudes measured by the AAPI-2 (Bavolek & Keene, 1999). As indicated by current research, few studies have been conducted with normative populations of adults and adolescents investigating and comparing the parenting attitudes of adolescents to those of their parents. Bogenschneider et al. (1997) reported that even though the nature of the parent-child relationship has been widely recognized, the separation of the behaviors of the parent from those of the child in relation to child's characteristics are seldom measured in studies of parent-adolescent relationships (Ambert, 1992).

## CHAPTER IV

### RESULTS

Prior to computing the correlational statistical analyses, a dummy variable was created to assign a numeric value to the gender of the adolescent variable. Female adolescents were assigned a value of “0”, and male adolescents were assigned a value of “1”. Also, for the item measuring the highest level of school or year in college completed by the mother or father participants, a numerical value was created. The following numeric values were assigned to the following educational response options: completed grade school, a value of “6”; some high school, a value of “10”; GED diploma, a value of “12”; graduated high school, a value of “12”; technical or trade post high school, a value of “13”; some college, a value of “14”; graduated from college, a value of “16”; some graduate school, a value of “17”; graduate with a masters degree, a value of “18”; some advanced graduate school, a value of “19”; and graduate with an advanced degree, a value of “21”. The dummy coding allows the use of categorical variables in the statistical analyses (i.e., zero-order correlations and the subsequent path statistical analyses (Cohen & Cohen 1983).

#### Zero-Order Correlations

Zero-order correlations were used to examine the strength and direction of the

bivariate relationships between the exogenous and endogenous variables. Correlation matrices were generated for mother and father subsamples as follows: (1) a subsample of adolescent respondents whose mothers also responded ( $n = 139$ ; see Table 3), and (2) a subsample of adolescent respondents whose fathers also responded ( $n = 117$ ; see Table 4). (See Appendix K).

### Control Variables

Four demographic variables (adolescent age, adolescent gender, mothers' and fathers' educational level, and family income) were examined in the zero-order correlations to determine their utility as possible control variables. Since the age of the adolescent was not significantly related to any of the variables in either correlation matrix, it was not included as a control variable in any of the subsequent analyses. Adolescents' reports of empathy to child's needs parenting attitudes were significantly related to adolescent gender (indicating female adolescents reported higher empathy to child's needs than adolescent boys) in both the mother and father correlation matrices. Therefore, gender was included as a control variable in both of the path analyses with adolescent reports of empathy to child's needs as an endogenous variable. Mothers' and fathers' educational level was significantly related to adolescent reports of valuing corporal punishment, as well as mothers' and fathers' reports of empathy to child's needs and valuing alternatives to corporal punishment. Therefore, mothers' educational level was used as a control variable in all of the subsequent path analyses. Mothers' and fathers' income level was also related to at least one of the parents' parenting attitudes in the correlations, therefore the income level was included in subsequent path analyses as a

control variable.

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 Insert Table 3 about here  
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### Mothers' Subsample

In the correlation matrix for the subsample of adolescent and mother responses ( $n=139$ ), adolescents' reports of empathy to child's needs parenting attitudes were significantly related to mothers' reports of empathy to child's needs ( $r = .15, p < .05$ ) and adolescents' observations of mothers' use of positive induction ( $r = -.24, p < .01$ ). Adolescents' parenting attitudes of valuing alternatives to corporal punishment were significantly related to adolescents' perceptions of mothers' use of punitive parenting behaviors ( $r = -.14, p < .05$ ) and mothers' reports of valuing alternatives to corporal punishment ( $r = .39, p < .001$ ). Additionally, adolescents' observations of mothers' supportive behaviors were significantly related to mothers' reports of empathy to child's needs ( $r = .17, p < .05$ ) and mothers' reports of valuing alternatives to corporal punishment ( $r = .15, p < .05$ ). (See Appendix K; Table 3).

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 Insert Table 4 about here  
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### Fathers' Subsample

In the subsample of adolescent and father responses ( $n = 117$ ), adolescents'

reports of empathy to child's needs parenting attitudes were significantly and negatively related to adolescent perceptions of their fathers' use of positive induction ( $r = -.21, p < .05$ ). Adolescents' parenting attitudes of valuing alternatives to corporal punishment were significantly related to fathers' reports of valuing alternatives to corporal punishment ( $r = .32, p < .001$ ), and adolescents' observations of fathers' use of punitive parenting behaviors ( $r = -.16, p < .05$ ). Additionally, adolescents' observations of fathers' punitive behaviors were significantly related to fathers' reports of valuing alternatives to corporal punishment ( $r = -.19, p < .05$ ). (See Appendix K; Table 4).

### Path Analyses

To acquire the detailed partitioning of effects, the reduced form equations method described by Cohen and Cohen (1983) was used. Consistent with this approach, hierarchical multiple regression equations are used to enter the exogenous variables in order of causal priority (control variables first, parents' parenting attitudes second, and adolescent reports of parenting behaviors third). The total effect of each exogenous variable on the endogenous variable is determined from the regression coefficient when the exogenous variable is first entered into the hierarchical regression analyses. The direct effect for each variable is determined from the regression coefficient in the final equation of the analyses. The total indirect effect of each exogenous variable on each endogenous variable is calculated by subtracting the direct effect from the total effect.

As suggested by Cohen and Cohen (1983), all of the variables were entered into the path analyses using the default value of .10 as the low level of tolerance. Results of the analyses using this tolerance level indicated that multicollinearity was not sufficient to be a problem in the models. The direct effects, total indirect effects, and total effects



for the models are presented in Tables 5, 6, 7, and 8. (See Appendix L). The standardized path coefficients for the models were utilized in Tables 5, 6, 7, and 8 as well as in Figures 6, 7, 8, 9, 10, 11, 12, and 13. (See Appendices L and N). A minimum significance level of  $p < .05$  was used to determine the significance of the path coefficients. Since family income was not significantly related to any of the endogenous variables in any of the path analyses, it was dropped as a control variable and the path analyses were re-estimated.

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 Insert Figure 6 about here  
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#### Adolescents' Empathy to Child's Needs Parenting Attitudes

Mothers' models. In the first model using the subsample of adolescent and mother responses, (see Appendix N; Figure 6), only gender of the adolescent showed a direct path coefficient to adolescents' empathy to child's needs parenting attitude ( $\beta = -.20$ ;  $p < .05$ ) indicating that female adolescents reported more empathy to child's needs than males. Contrary to the hypotheses, the mothers' empathy to child's needs and valuing alternatives to corporal punishment were not related to the youths' empathy to child's needs. The mothers' level of education was significantly and positively related to the mothers' empathy to child's needs parenting attitude ( $\beta = .37$ ,  $p < .001$ ) and the valuing alternatives to corporal punishment parenting attitude ( $\beta = .36$ ;  $p < .001$ ). The two control variables and mothers' parenting attitudes accounted for a non-significant amount of variance in adolescents' empathy to child's needs ( $R^2 = .06$ ).

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Insert Table 5 and Figure 7 about here

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In the second model, the adolescents' perceptions of their mothers' parenting behaviors were added between the parents' parenting attitudes and the youths' parenting attitudes as possible mediators (see Appendix L; Table 5 and Appendix N; Figure 7). Gender of the adolescent showed a direct path coefficient to adolescents' empathy to child's needs parenting attitude ( $\beta = -.21$ ;  $p < .05$ ) indicating that female adolescents reported more empathy to child's needs than males. Contrary to the hypotheses, adolescents' perceptions of mothers' support and mothers' punitiveness were not significantly related to adolescents' empathy to child's needs. Additionally, the path between mothers' positive induction and adolescents' empathy to child's needs was negative ( $\beta = -.29$ ;  $p < .001$ ). Also, contrary to the hypotheses, neither of the mothers' self-reported parenting attitudes were significantly related to the adolescents' perceptions of their mothers' parenting behaviors. No indirect paths were found between the mothers' parenting attitudes through the parenting behaviors to the youths' empathy towards the child's needs. As in the first model, the mothers' level of education was significantly and positively related to the mothers' empathy to child's needs parenting attitude ( $\beta = .37$ ,  $p < .001$ ) and the valuing alternatives to corporal punishment parenting attitude ( $\beta = .36$ ;  $p < .001$ ). The two control variables, the mothers' parenting attitudes, and the adolescent perceptions of their mothers' parenting behaviors accounted for 15% of the variance in adolescents' empathy to child's needs ( $p < .01$ ). The direct, indirect, and total effects on each of the endogenous variables are shown in Table 5 (see Appendix L).

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Insert Figure 8 about here

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Fathers' models. The fathers' models were almost identical to the mothers' models. In the first model using the subsample of adolescent and father responses, (see Appendix N; Figure 8), only gender of the adolescent showed a direct path coefficient to adolescents' empathy to child's needs parenting attitude ( $\beta = -.28$ ;  $p < .01$ ) indicating that female adolescents reported significantly more empathy to child's needs than male adolescents. Contrary to the hypotheses, the fathers' empathy to child's needs and valuing alternatives to corporal punishment were not related to the adolescents' empathy to child's needs. The fathers' level of education was significantly and positively related to the fathers' empathy to child's needs parenting attitude ( $\beta = .33$ ,  $p < .001$ ) and the valuing alternatives to corporal punishment parenting attitude ( $\beta = .30$ ;  $p < .001$ ). The two control variables and fathers' parenting attitudes accounted for 11% of the variance in adolescents' empathy to child's needs ( $p < .05$ ) as shown in Table 6 (see Appendix L).

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Insert Table 6 and Figure 9 about here

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In the second model (see Appendix L; Table 6 and Appendix N; Figure 9), gender of the adolescent showed a direct path coefficient to adolescents' empathy to child's needs parenting attitude ( $\beta = -.28$ ;  $p < .01$ ). Contrary to the hypotheses, adolescents' perceptions of fathers' support and fathers' punitiveness were not significantly related to the youths' empathy to child's needs parenting attitude. Additionally, the path between

father's positive induction and adolescents' empathy to child's needs was negative ( $\beta = -.25$ ;  $p < .01$ ). Also, contrary to the hypotheses, neither of the fathers' self-reported parenting attitudes were significantly related to the adolescents' perceptions of their fathers' parenting behaviors. No indirect paths were found between the fathers' parenting attitudes through the parenting behaviors to the adolescents' empathy to the child's needs. As in the first model, the fathers' level of education was significantly and positively related to both of the fathers' parenting attitudes. The two control variables, the fathers' self-reported parenting attitudes, and the adolescent perceptions of their fathers' parenting behaviors accounted for 18% of the variance in adolescents' empathy to child's needs ( $p < .01$ ). The direct, indirect, and total effects on each of the endogenous variables are shown in Table 6 (see Appendix L).

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 Insert Figure 10 about here  
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#### Adolescents' Valuing Alternatives to Corporal Punishment Parenting Attitudes

Mothers' models. As hypothesized, in the first model using the subsample of adolescent and mother responses, (see Appendix N; Figure 10), the mothers' valuing of alternatives to corporal punishment parenting attitudes were significantly and positively related to the adolescents' valuing of alternatives to corporal punishment ( $\beta = .44$ ,  $p < .001$ ). Contrary to the hypothesis, a significant, negative path coefficient was found between the mothers' empathy to child's needs and the youths' valuing of alternatives to corporal punishment parenting attitudes ( $\beta = -.25$ ,  $p < .01$ ). The mothers' level of

education was significantly and positively related to the mothers' empathy to child's needs parenting attitude ( $\beta = .36, p < .001$ ) and the valuing alternatives to corporal punishment parenting attitude ( $\beta = .35; p < .001$ ). The two control variables and mothers' parenting attitudes accounted for 20% of the variance in adolescents' valuing of alternatives to corporal punishment parenting attitudes ( $p < .001$ ) as shown in Table 7 (see Appendix L).

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Insert Table 7 and Figure 11 about here

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As hypothesized in the second model, (see Appendix L; Table 7 and Appendix N; Figure 11), mothers' punitiveness was significantly and negatively related to the adolescents' valuing of alternatives to corporal punishment. However, contrary to the hypotheses, adolescents' perceptions of mothers' positive induction were not significantly related to the youths' valuing of alternatives to corporal punishment. Also contrary to the hypothesis, the adolescents' perceptions of their mothers' supportive parenting behaviors was negatively related to the adolescents' valuing of alternatives to corporal punishment ( $\beta = -.17, p < .05$ ). The mothers' valuing of alternatives to corporal punishment parenting attitudes were significantly and positively related to the adolescents' valuing of alternatives to corporal punishment ( $\beta = .46, p < .001$ ). Contrary to the hypothesis, a significant, negative path coefficient was found between the mothers' empathy to child's needs and the youths' valuing of alternatives to corporal punishment parenting attitudes ( $\beta = -.23, p < .01$ ). No indirect paths were found between the mothers' parenting attitudes through the parenting behaviors to the youths' valuing of

alternatives to corporal punishment parenting attitudes. As in the first model, the mothers' level of education was significantly and positively related to the mothers' empathy to child's needs parenting attitude ( $\beta = .36, p < .001$ ) and the valuing alternatives to corporal punishment parenting attitude ( $\beta = .35; p < .001$ ). The two control variables, the mothers' parenting attitudes, and the adolescent perceptions of their mothers' parenting behaviors accounted for 24% of the variance in adolescents' empathy to child's needs ( $p < .001$ ). The direct, indirect, and total effects on each of the endogenous variables are shown in Table 7 (see Appendix L).

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Insert Figure 12 about here  
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Fathers' models. As hypothesized, in the first model using the subsample of adolescent and father responses, (see Appendix N; Figure 12), the fathers' valuing of alternatives to corporal punishment parenting attitudes were significantly and positively related to the adolescents' valuing of alternatives to corporal punishment ( $\beta = .28, p < .01$ ). Contrary to the hypothesis, a non-significant path coefficient was found between the fathers' empathy to child's needs and the youths' valuing of alternatives to corporal punishment parenting attitudes. The fathers' level of education was significantly and positively related to the fathers' empathy to child's needs parenting attitude ( $\beta = .33, p < .001$ ) and the valuing alternatives to corporal punishment parenting attitude ( $\beta = .30; p < .001$ ). The two control variables and fathers' parenting attitudes accounted for 11% of the variance in adolescents' valuing of alternatives to corporal punishment parenting attitudes

( $p < .01$ ) displayed in Table 8 (see Appendix L).

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Insert Table 8 and Figure 13 about here

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Contrary to the hypotheses, in the second model (see Appendix L; Table 8 and Appendix N; Figure 13) the adolescents' perceptions of fathers' positive induction and fathers' punitiveness were not significantly related to the youths' valuing of alternatives to corporal punishment. Also contrary to the hypothesis, the adolescents' perceptions of their fathers' supportive parenting behaviors was negatively related to the adolescents' valuing of alternatives to corporal punishment ( $\beta = -.19, p < .05$ ). The fathers' valuing of alternatives to corporal punishment parenting attitudes were significantly and positively related to the adolescents' valuing of alternatives to corporal punishment ( $\beta = .26, p < .01$ ). A non-significant path coefficient was found between the fathers' empathy to child's needs and the youths' valuing of alternatives to corporal punishment parenting attitudes. No indirect paths were found between the fathers' parenting attitudes through the parenting behaviors to the youths' valuing of alternatives to corporal punishment parenting attitudes. As in the previous model, the fathers' level of education was significantly and positively related to the fathers' empathy to child's needs parenting attitude ( $\beta = .33, p < .001$ ) and the valuing alternatives to corporal punishment parenting attitude ( $\beta = .30; p < .001$ ). The two control variables, the fathers' parenting attitudes, and the adolescent perceptions of their fathers' parenting behaviors accounted for 15% of the variance in adolescents' empathy to child's needs ( $p < .01$ ). The direct, indirect, and total effects on each of the endogenous variables are shown in Table 8 (see Appendix L).

## CHAPTER V

### SUMMARY

#### Overview

The purpose of this research was to explain the process through which parent's parenting attitudes influence their offspring's parenting attitudes from a social learning theory perspective. More specifically, it was hypothesized that both mothers' and fathers' parenting attitudes (i.e., empathy to child's needs, valuing alternatives to corporal punishment) would be significantly related to adolescents' perceptions of their mothers' and fathers' parenting behaviors (i.e., support, positive induction, punitiveness) and that these behaviors would influence an adolescents' parenting attitudes (i.e., empathy to child's needs, valuing alternatives to corporal punishment). For the theoretical diagram refer to Figure 1 and for the diagrams with the hypothesized relationships refer to Figures 2, 3, 4, and 5 (see Appendix M). It was assumed that a parent's parenting attitude would be demonstrated through their overt parenting behaviors and that adolescents would learn their own parenting attitudes through their observations of these behaviors. In addition to the primary variables of interest, four control variables were considered for possible inclusion into the models (i.e., age of the adolescent, gender of the adolescent, educational level of the parents, and income level of the parents).



## Summary of the Results

### Direct Effects of the Parents' Parenting Attitudes on the Adolescents' Parenting Attitude

Partial support was found for the hypothesized relationships of the parents' parenting attitudes as predictors of the adolescents' parenting attitudes. More specifically, the more the mothers and fathers reported that they valued alternatives to corporal punishment, the more the adolescents reported valuing alternatives to corporal punishment. This finding would appear to lend support to the social learning model that adolescents learn their disciplining attitudes from their parents. However, the mechanism through which this parenting attitude is transferred from one generation to the next was not found in this study. In other words, no mediating effect of the parenting behaviors was found.

Contrary to the hypothesis, mothers who self-reported higher levels of empathy to child's needs had adolescents who reported a lower valuing of alternatives to corporal punishment in the path analyses. Interestingly, this relationship was positive in the zero-order correlations. It appears that the relationship in the path analysis between the mothers' empathy and the adolescents' valuing alternatives to corporal punishment may be partially a function of a linear combination of the predictor variables in the path equation. More investigation should be conducted.

Neither of the parents' self reported parenting attitudes (i.e., empathy and valuing alternatives to corporal punishment) were directly or indirectly related to the adolescents' parenting attitude of empathy to the child's needs. One explanation for this lack of

finding is that the parents' empathy to child's needs is not directly learned by the adolescent. Additionally, the parents' discipline style (i.e., corporal punishment/alternatives) may not be internalized by the adolescent in regards to demonstrating or not demonstrating empathy. In other words, even though parents may be empathetic to children's needs, their actions may not be interpreted as empathetic by the adolescent. Upon re-examination of the items in the empathy subscale, the investigator wondered if items other than these might more accurately measure empathy to a child's needs. The following items are examples of empathy subscale items on the AAPI-2: (1) "letting a child sleep in parent's bed every now and then is a bad idea," (2) "a good child sleeps through the night," and (3) "babies need to learn how to be considerate of the needs of their mother." Future researchers may want to examine other measures of empathy to child's needs.

#### Direct Effects of the Parents' Parenting Attitudes on the Parents' Observed Parenting Behaviors

One of the criticisms of instruments which examine parenting attitudes is that there is little research which demonstrates a relationship between self-reported parenting attitudes and actual observable parenting behaviors. This study attempted to remedy this lack of research by hypothesizing and testing that parents' parenting attitudes would be related to their observed parenting behaviors as perceived by their adolescent offspring. More specifically, parents' empathy to a child's needs and valuing alternatives to corporal punishment would be positively related to a parents observed supportive behaviors and use of positive induction and negatively related to parental punitiveness.

However, only limited support of the hypotheses was found in the zero-order correlations and no support was found in the path analyses. More specifically, the mothers' empathy to a child's needs and valuing of alternatives to corporal punishment were both significantly and positively related to supportive behaviors ( $p < .05$ ). For fathers, the valuing of alternatives to corporal punishment was significantly and negatively related to punitiveness ( $p < .05$ ). However, each of these relationships was non-significant in the path analyses.

It appears that the interaction of the predictor variables in the regression equations is changing the nature of the bivariate relationship between the parents' parenting attitudes and the adolescent reported parenting behavior. It might be worthwhile to further investigate the relationship between the parents' parenting attitudes and their observed parenting behaviors at the zero-order correlational level. Additionally, other combinations of parents' parenting attitudes and their parenting behaviors should be examined before researchers determine there is no relationship between the two constructs.

#### Direct Effects of Parenting Behaviors on Adolescents' Parenting Attitudes

Using the social learning model, it was theorized that adolescents would learn their parenting attitudes through modeling their parents observable parenting behaviors. However, limited support was found for the hypotheses. The one hypothesis which was supported was that mothers' punitiveness was negatively related to the adolescents' valuing of alternatives to corporal punishment parenting attitude. In other words, if mothers were perceived as more punitive and coercive, then their adolescents reported

less value of corporal punishment and more value of alternatives to corporal punishment.

Contrary to the hypotheses, adolescent perceptions of their mothers' and fathers' use of positive induction was negatively related to empathy to child's needs. In other words, adolescents who perceived their parents as using positive reasoning to gain their compliance were also less likely to report higher empathy to the child's needs. This finding may be a function of the empathy subscale of the AAPI. More specifically, the higher scores on the AAPI empathy subscale also seems to indicate less self-reliance by the child because the items ask about the parents helping the child. If parents are using positive induction to gain compliance, which also encourages self-reliance in the youth, it is possible that the youth are internalizing the value of reliance in children. Therefore, the youth may also report lower empathy to a child's needs as measured by the AAPI-2.

Also contrary to the hypotheses, adolescent perceptions of parental support were negatively related to adolescents' valuing of alternatives to corporal punishment. Hence, if adolescents perceived their mothers and fathers as being supportive, they also had a stronger value of corporal punishment and less value of alternatives to corporal punishment. One explanation is that the sample this study drew from was the faith community which has been found to have a higher value of corporal punishment as an acceptable form of discipline designed to help offspring become more responsible, respectful, and obedient children (Day et al., 1998). Therefore, adolescents in this sample whose parents are more supportive may internalize the value of supportive parenting, but they may also see corporal punishment as one way to be supportive. More research needs to be conducted which examines this relationship in different samples.

### Mediating Effects of the Parenting Behaviors

No support was found for the hypothesized mediating effect of the adolescent perceptions of the parenting behaviors between the parents' parenting attitudes and the adolescents' parenting attitudes. According to Baron and Kenny (1986) the parenting behaviors can be considered a potential mediator when (1) the parents' parenting attitudes are significantly and directly related to the parenting behaviors and (2) the parenting behaviors are significantly related to the adolescent parenting attitudes. However, the parents' self-reported parenting attitudes were not significantly related to the adolescents' perceptions of the parents' parenting behaviors. Additionally, only one of the hypothesized relationships between the adolescents' perceptions of the parents' parenting behaviors and the adolescent parenting attitudes were significant (i.e., mothers' punitiveness was significantly and negatively related to the adolescents' valuing of alternatives to corporal punishment). Therefore, no mediating effects of the parenting behaviors were found in this research study.

One explanation for this lack of the mediating effect is that the parents' self-reported parenting attitudes do not relate to their actual parenting behaviors. However, it is possible that parents may believe one way in the ideal but give socially desirable responses. It is also possible that adolescents perceive their parents acting differently than an outsider might observe. Although no support was found for the hypothesized mediating effects, future researchers might want to examine different combinations of parents' parenting attitudes, parents' parenting behaviors, and youth's parenting attitudes.

### Control Variables

Although the primary purpose of this study was to investigate the relationship between the parents' parenting attitudes, parents' parenting behaviors, and the adolescents' parenting attitudes, certain control variables were included in the models. Some of the more significant results of the study involve these control variables. First, the gender of the adolescent was significantly related to the adolescents' empathy to a child's needs parenting attitudes. More specifically, female adolescents reported more empathy to a child's needs than male adolescents. This finding is not surprising given that females tend to be more empathetic in general than males (Bavolek, 1984).

Next, the parents' educational level was significantly and positively related to both of the parents' parenting attitudes. Both mothers and fathers who have higher educational attainment also reported more empathy to a child's needs and an increase in valuing alternatives to corporal punishment. This finding is not surprising given past research, which found similar results (Simons et al., 1996). It would appear that researchers in the future who examine parenting attitudes would benefit from including education and gender as control variables.

### Conclusion

Parents are said to be models who serve as a basis for emulation (Cohen, 1987). The goal of this study was to examine how parents' parenting attitudes and parental behaviors relate to adolescent reports of their own parenting attitudes, while also examining specific social demographic variables that have been found to relate to

adolescent parenting attitudes. Even though results found no mediating effects of the parenting behaviors, support, positive induction, and punitiveness, with the parenting attitudes of empathy to child's needs and valuing of corporal punishment, relationships between different parenting behaviors and different parenting attitudes may yield different findings. More research involving mothers, fathers, and adolescents is needed to examine other relationship variables between parents and children.

Since this study was a cross sectional study, the findings are only applicable to the sample population. Following are particular limitations specific to this study. First, the response rate might have been higher if the packet of information was smaller. The packet of information contained answer sheets that doubled the size of the packets, especially the youth packets. The youth had two questionnaires to complete, generally taking the adolescent 45 minutes to complete. The adolescents were initially resistant, because the questionnaires plus the answer sheets appeared to be a much thicker packet than the parent packets. The information packets were distributed through the youth organizations in the congregations and the youth were the responsible agent in the family for getting the packets completed and returned to the principal investigator or the research assistants. The general comments from adults were that more families might have participated if the adults had been provided the packets along with the youth. Also, since the packets were distributed at the congregational youth meetings, a full week passed before the youth were reminded to complete and return the packets. Without daily reminders to get the information returned, the youth seemed to forget. In the situations where the adult youth leaders reminded and enthusiastically encouraged the youth to complete the packets, the youth more often completed and returned the packets. Many of

the adult youth leaders stated that the incentive of \$5.00 gift certificates to the Western Sizzlin Steak House increased the completion rate.

Lessons learned from this data collection procedure are first, if possible, when collecting information from parents and youth, insist on meeting with the parents and the youth together to explain the study. The parents and youth responded positively when the person collecting the packets contacted the families personally. Next, if using answer sheets, present the information on as few pages as possible. It would be more advantageous for the parents and youth to complete the packets of information while the principal investigator monitors the procedure. This ensures the participants' confidentiality in their responses to the questions and time is decreased tremendously in the collection of the data. Unfortunately in this situation, the youth directors allowed the principal investigator to meet with the youth for ten minutes maximum for explanation and distribution of the information. Since most people have busy, demanding schedules, the least amount of time required to complete the surveys is important for increased response rate.

Another limitation was the time of year of data collection. For example, this data was collected at the beginning of the summer vacation, two weeks after the school year had ended. The youth and members of the congregations were preparing for youth camps and summer vacations. Because of the commitment from the congregational volunteers, 152 of the 300 families contacted agreed to participate in this study.

Because of the demographic trends of dual career families and single parent households, an increasingly large number of children are either left to supervise themselves or younger siblings. The prevalence of pregnant and parenting teens also



contributes to the need for conducting studies examining the transmission of parenting attitudes and behaviors. Hence, formal parent education programs for youth might be a positive way of decreasing the number of abusive or unhealthy parenting practices learned by adolescents before they actually assume a formal parenting role.

In summary, many variables contribute to the development of the attitudes and behaviors exhibited by children. As explained earlier, people often learn by emulating others, particularly if the models are perceived as successful or prestigious, and if their behavior is seen to lead to reinforcing consequences (Bandura, 1963). The amount of learning that takes place during modeling depends upon the degree to which the target family member pays attention, has the capacity to understand and rehearse the new behavior, and can reproduce the behavior. In studies of socialization into adult roles in selected cultures (Benedict, 1950), researchers concluded that learning the parenting role is part of a gradual and continuous process affected by interaction with the environment.

Young (1988) concluded that currently in our society adolescents are poorly prepared for the parenting role. Recent studies suggest that effective parenting can be learned by adolescents through support and developmentally appropriate teaching programs (Young, 1988). People's thoughts and actions are often based on their definition of a situation (Schaefer, 1965). Children are influenced by their perceptions of parental attitudes and behaviors rather than actual parental attitudes and behaviors or those reported by their parents (Demo, 1992).

Continuing research efforts are essential in improving our understanding of the discrepancies between mother reports, father reports, and children reports of parent's parenting behavior and children's parenting behaviors. The relationship between children

and their parents is complex. This study contributes to the belief that in order to better prepare children and adolescents for their roles as parents, then we as practitioners and researchers, need to continue to work together to explore various combinations of variables that may influence the development and transmission of parenting attitudes and behaviors.

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## APPENDICES

**APPENDIX A**  
**INSTITUTIONAL REVIEW BOARD APPROVAL FORM**

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD

Date: June 16, 1999 IRB #: HE-99-099

Proposal Title: "THE RELATIONSHIP AMONG THE PARENTING ATTITUDES OF MOTHERS, FATHERS, AND ADOLESCENTS AS MEDIATED BY THE ADOLESCENTS' PERCEPTIONS OF THEIR PARENTS' PARENTING BEHAVIORS"

Principal Investigator(s): Beulah Hirschlein  
Vicki Harris

Reviewed and Processed as: Expedited (Special Population)

Approval Status Recommended by Reviewer(s): Approved

Signature:



\_\_\_\_\_  
Carol Olson, Director of University Research Compliance

\_\_\_\_\_  
June 16, 1999

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

**APPENDIX B**  
**PARENTAL CONSENT FORM**

Parental Consent Form

Parental Consent to Participate  
in an  
Oklahoma State University  
Research Study

Dear Parents:

We would like to request your voluntary participation in a study. This study focuses on understanding how parents' parenting attitudes and adolescents' parenting attitudes relate as determined by the adolescents' perception of their parents' parenting behaviors. Adolescents between the ages of 13 and 18 are being asked to participate. Only those adolescents with consent forms signed by themselves and their parents will be allowed to participate.

The adolescents and the parents will each be given an envelope containing copies of the questionnaires to be completed by the parents and the adolescents. The parents will each answer the demographic questions and the 40 item Adult-Adolescent Parenting inventory-2. This will take each parent approximately 20 minutes to complete. Upon completion of the questionnaire, the parents will place their questionnaires in an envelope, seal it and return the envelope to this researcher. The adolescent will complete the demographic questions and the 40 item Adult-Adolescent Parenting Inventory-2 and the 57 item Parental Behavior Measure. This will take the adolescent approximately 45 minutes to complete. Upon completion of the questionnaires, the adolescent will place the questionnaires in an envelope, seal it, and return the envelope to this researcher.

Please do not write your names or any other identifying information on any of the questionnaires. No one except this researcher will have access to the completed questionnaires. When all of the participants have completed and returned the questionnaires, each participant will receive a \$5.00 gift certificate to a local restaurant (total of \$15.00 for each family).

The envelopes will remain sealed and will be opened at a later date only by the researcher. The participants' anonymous responses will be entered into a computer database for analysis. The original questionnaires, containing no identifying information, will be maintained for a minimum of five years in the researcher's locked file cabinet. Only two people, Dr. Beulah Hirschlein and Vicki Harris Wyatt, will have access to the information obtained from the questionnaires.

"I understand the above procedures and guidelines for participation in this research. Furthermore, I understand that participation is voluntary, that there is no penalty for refusal to participate, and that at any time I can notify the researcher to withdraw my consent and participation without penalty. If I have any questions, I may contact Dr. Beulah Hirschlein at (405) 744-8347 or Vicki Harris Wyatt at (580) 242-5115. I may also contact Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, Oklahoma State University, Stillwater, Oklahoma 74078; telephone number (405) 744-5700. I have read and fully understand this consent form. I sign it freely and voluntarily. I understand that if I choose to participate, I will be provided a copy of this signed form on the day of data collection."

\_\_\_\_\_  
Name of Adolescent

\_\_\_\_\_  
Parent or Guardian Signature                      Date                      Time \_\_\_\_\_ (am/pm)

"I certify that I have personally explained all elements of this form to the subject or his/her representative before requesting the subject or his/her representative to sign it."

\_\_\_\_\_  
Vicki Harris Wyatt, Doctoral Candidate                      Date                      Time \_\_\_\_\_ (am/pm)



**APPENDIX C**  
**STUDENT ASSENT FORM**

Student Assent Form

Student Assent to Participate  
in an  
Oklahoma State University  
Research Study

Dear Student:

We would like to request your voluntary participation in a study. This study focuses on understanding how parents' parenting attitudes and the parenting attitudes of teenagers relate. Teens between the ages of 13 and 18 are being asked to participate. Only those teenagers with consent forms signed by themselves and their parents will be allowed to participate.

You and your parents will each be given an envelope containing copies of the survey forms to be completed. Each of your parents will be asked to answer the personal information questions and the 40 item Adult-Adolescent Parenting Inventory-2, which will take each approximately 20 minutes to complete. When your parents have completed their survey forms, they will be asked to place the forms in an envelope, seal it, and return the envelope to this researcher. You will be asked to complete the personal information questions and the 40 item Adult-Adolescent Parenting Inventory-2 and the 57 item Parental Behavior Measure. This will take you about 45 minutes to complete. You will be asked to please answer the questions honestly, and do not show your answers to anyone, including your parents, or talk to anyone else about your answers. When you have answered the questions and completed the questionnaires, you will be asked to place the forms in an envelope, seal it, and return the envelope to this researcher. Remember everyone's answers are private and confidential.

Please do not write your names or any other identifying information on any of the questionnaires. No one except this researcher and Dr. Beulah Hirschlein will see your completed forms. When you and your parents, have completed and returned the questionnaires, each of you will receive a \$5.00 gift certificate to a local restaurant (total of \$15.00 for each family).

The envelopes will remain sealed and will be opened at a later date only by this researcher. You and your parents' responses will be entered into a computer database for analysis. The original questionnaires, containing no identifying information, will be maintained for a minimum of five years in the researcher's locked file cabinet. Only two people, Dr. Beulah Hirschlein and Vicki Harris Wyatt, will have access to the information obtained from the questionnaires.

"I understand the above procedures and guidelines for participation in this research. Furthermore, I understand that participation is voluntary, that there is no penalty for refusal to participate, and that at any time I can notify the researcher to withdraw my consent and participation without penalty. If I have any questions, I may contact Dr. Beulah Hirschlein at (405) 744-8347 or Vicki Harris Wyatt at (580) 242-5115. I may also contact Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, Oklahoma State University, Stillwater, Oklahoma 74078; telephone number (405) 744-5700. I have read and fully understand this consent form. I sign it freely and voluntarily. I understand that if I choose to participate, I will be provided a copy of this signed form on the day of data collection."

\_\_\_\_\_  
Adolescent Participant Signature                      Date                      Time \_\_\_\_\_ (am/pm)

"I certify that I have personally explained all elements of this form to the subject or his/her representative before requesting the subject or his/her representative to sign it."  
\_\_\_\_\_  
Vicki Harris Wyatt, Doctoral Candidate                      Date                      Time \_\_\_\_\_ (am/pm)

**APPENDIX D**

**PARTICIPANT STANDARDIZED INSTRUCTIONS**

## Participant Standardized Instructions

Hi. My name is Vicki Harris Wyatt, and I am a graduate student in family relations in the department of Family Relations and Child Development at Oklahoma State University. We are interested in understanding how parents' and teenagers' parenting attitudes relate. In order to better understand that, I need your help. You can help by participating in this study.

Your participation is completely voluntary and no one will be able to identify your answers. Please answer the questions honestly. At anytime you choose not to participate, you can stop immediately without being penalized. If there are specific items that you choose not to answer, please skip those items and continue answering the remaining questions.

If you choose to participate, you will first be asked to read and sign a consent form. After completing the consent form, you will be asked to complete some surveys. If you are a teenager, it will take you approximately 45 minutes to complete three surveys, and if you are an adult, it will take you approximately 25 minutes to complete two surveys. Do not write your names on the survey forms. The information you provide is kept completely confidential. When you have completed all the survey forms, you will be asked to place them in an envelope, seal the envelope, and return it to the person administering the surveys.

When you have returned your forms, you will receive a \$5.00 gift certificate to the Western Sizzlin Steak House restaurant. Thank you very much for answering the questions. Your cooperation is greatly appreciated.

**APPENDIX E**  
**PERSONAL INFORMATION**  
**TEENAGER/ADOLESCENT**

**Personal Information**  
**Teenager/Adolescent**

**Instructions:** *Please do not write your name on this form.* Your answers will be kept completely confidential. Please answer the following questions and circle the letter for the answer that best describes you.

1. What is your sex (gender)?
  - a. Female
  - b. Male
  
2. How old are you? \_\_\_\_\_
  
3. When you start school this fall (1999), what will be your grade level in school?
  - a. 7<sup>th</sup>
  - b. 8<sup>th</sup>
  - c. 9<sup>th</sup>
  - d. 10<sup>th</sup>
  - e. 11<sup>th</sup>
  - f. 12<sup>th</sup>
  - g. First year as a high school graduate
  
4. Which ONE category BEST describes your racial or ethnic background?
  - a. African American / Black
  - b. American Indian / Native American
  - c. Asian or Pacific Islander
  - d. Caucasian / White
  - e. Hispanic / Latino origin
  - f. Other, please name \_\_\_\_\_
  
5. What is your religious preference?
  - a. Assembly of God
  - b. Baptist
  - c. Catholic
  - d. Christian
  - e. Church of Christ
  - f. Disciples of Christ
  - g. Episcopal
  - h. Lutheran
  - i. Methodist
  - j. Nazarene
  - k. Presbyterian
  - l. Other, please name \_\_\_\_\_
  
6. How often do you attend religious services or activities?
  - a. More than once a week
  - b. About once a week
  - c. Two or three times a month
  - d. About once a month
  - e. Several times or less during the year

7. Which of the following BEST describes the parents or guardian with whom you currently live?
- a. Both biological mother and biological father
  - b. Biological father and stepmother
  - c. Biological mother and stepfather
  - d. Biological father only
  - e. Biological mother only
  - f. Adoptive mother and adoptive father
  - g. Some other person or relative, please describe: \_\_\_\_\_
8. Please write the number of your brothers and sisters that live in your home? \_\_\_\_\_
9. Please, write the age of your brothers and sisters, and circle whether they are a male or a female for all of your brothers and sisters?
- a. Child 1: age \_\_\_\_\_, Male or Female
  - b. Child 2: age \_\_\_\_\_, Male or Female
  - c. Child 3: age \_\_\_\_\_, Male or Female
  - d. Child 4: age \_\_\_\_\_, Male or Female
  - e. Child 5: age \_\_\_\_\_, Male or Female
  - f. Child 6: age \_\_\_\_\_, Male or Female
  - g. Child 7: age \_\_\_\_\_, Male or Female
  - h. Child 8: age \_\_\_\_\_, Male or Female

*Thank you very much for participating in this study.*

**APPENDIX F**

**PERSONAL INFORMATION**

**MOTHER/STEPMOTHER (FEMALE GUARDIAN) OR**

**FATHER/STEPFATHER (MALE GUARDIAN)**



**Personal Information**  
**Mother/Stepmother (Female Guardian)**  
**OR**  
**Father/Stepfather (Male Guardian)**

**Instructions:** *Please do not write your name on this form.* Your answers will be kept completely confidential. Please answer the following questions and circle the letter for the answer that best describes you.

1. What is your sex (gender)?
  - a. Female
  - b. Male
  
2. How old are you? \_\_\_\_\_
  
3. What is your marital status?
  - a. Married
  - b. Divorced
  - c. Widowed
  - d. Separated
  - e. Never been married
  - f. A member of an unmarried couple
  - g. Other, please explain \_\_\_\_\_
  
4. Which ONE category BEST describes your racial or ethnic background?
  - a. African American / Black
  - b. American Indian / Native American
  - c. Asian or Pacific Islander
  - d. Caucasian / White
  - e. Hispanic / Latino origin
  - f. Other, please name \_\_\_\_\_
  
5. What is the highest level in school or year in college that you have completed?
  - a. Completed grade school
  - b. Some high school
  - c. GED Diploma
  - d. Graduated high school
  - e. Technical or Trade School after high school
  - f. Some college
  - g. Graduated from college
  - h. Some graduate school
  - i. Graduate with a graduate degree (Masters degree)
  - j. Some advanced graduate school courses
  - k. Graduated with an advanced graduate degree (Ph.D., MD, JD)
  - l. Other, please explain \_\_\_\_\_

6. **What is your total household income before taxes?**
- a. Under \$10,000
  - b. \$10,000 to 19,999
  - c. \$20,000 to 29,999
  - d. \$30,000 to \$39,999
  - e. \$40,000 to \$49,999
  - f. \$50,000 to \$74,999
  - g. \$75,000 to \$99,999
  - h. Over \$100,000
7. **What is your religious preference?**
- a. Assembly of God
  - b. Baptist
  - c. Catholic
  - d. Christian
  - e. Church of Christ
  - f. Disciples of Christ
  - g. Episcopal
  - h. Lutheran
  - i. Methodist
  - j. Nazarene
  - k. Presbyterian
  - l. Other, please name \_\_\_\_\_
8. **How often do you attend religious services or activities?**
- a. More than once a week
  - b. About once a week
  - c. Two or three times a month
  - d. About once a month
  - e. Several times or less during the year
9. **Which of the following represents your relationship with the teenager in your home who is also participating in this study?**
- a. Biological father / Biological mother
  - b. Adoptive father / Adoptive mother
  - c. Stepfather / Stepmother
  - d. Foster father / Foster mother
  - e. Grandfather / Grandmother
  - f. Uncle / Aunt
  - g. Other relationship, please explain \_\_\_\_\_
10. **Please write the number of your children that live with you? \_\_\_\_\_**

11. For all of your children, please, write the age of each child and circle whether that child is a male or a female?
- a. Child 1: age \_\_\_\_\_, Male or Female
  - b. Child 2: age \_\_\_\_\_, Male or Female
  - c. Child 3: age \_\_\_\_\_, Male or Female
  - d. Child 4: age \_\_\_\_\_, Male or Female
  - e. Child 5: age \_\_\_\_\_, Male or Female
  - f. Child 6: age \_\_\_\_\_, Male or Female
  - g. Child 7: age \_\_\_\_\_, Male or Female
  - h. Child 8: age \_\_\_\_\_, Male or Female

12. For the teenager participating in this study, please, write the age of the teenager, and circle whether the teenager is male or female?

age \_\_\_\_\_, Male or Female

*Thank you very much for participating in this study.*

**APPENDIX G**  
**ADULT-ADOLESCENT PARENTING INVENTORY**  
**(AAPI-2, FORM A)**

## Adult-Adolescent Parenting Inventory

AAPI - 2

Form A

*Stephen J. Bavolek, Ph.D. and Richard G. Keene, Ph.D.*

Name \_\_\_\_\_ Date \_\_\_\_\_

ID# \_\_\_\_\_ State/City \_\_\_\_\_

Sex (circle one)    Male    Female    Age \_\_\_\_\_ years

Race (circle one)    White    Black    Asian    Hispanic    Native American    Pacific Islander    Other \_\_\_\_\_

**INSTRUCTIONS:** There are 40 statements in this booklet. They are statements about parenting and raising children. You decide the degree to which you agree or disagree with each statement by circling one of the responses.

**STRONGLY AGREE** — Circle SA if you strongly support the statement, or feel the statement is true most or all the time.

**AGREE** — Circle A if you support the statement, or feel this statement is true some of the time.

**STRONGLY DISAGREE** — Circle SD if you feel strongly against the statement or feel the statement is not true.

**DISAGREE** — Circle D if you feel you cannot support the statement or that the statement is not true some of the time.

**UNCERTAIN** — Circle U only when it is impossible to decide on one of the other choices.

When you are told to turn the page, begin with Number 1 and go on until you finish all the statements. In answering them, please keep these four points in mind:

1. Respond to the statements truthfully. There is no advantage in giving an untrue response because you think it is the right thing to say. There really is no right or wrong answer — only your opinion.
2. Respond to the statements as quickly as you can. Give the first natural response that comes to mind.
3. Circle only one response for each statement.
4. Although some statements may seem much like others, no two statements are exactly alike. Make sure you respond to every statement.

If there is anything you don't understand, please ask your questions now. If you come across a word you don't know while responding to a statement, ask the examiner for help.

When you finish, please feel free to write any comments you have on the back page.

Turn the Page and Begin

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3160 Pinebrook Road, Park City, UT 84098  
1-800-688-5822

AATA-2

Form A	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Children should keep their feelings to themselves.	SA	A	U	D	SD
2. Children should do what they're told to do, when they're told to do it. It's that simple.	SA	A	U	D	SD
3. Parents should be able to confide in their children.	SA	A	U	D	SD
4. Children need to be allowed freedom to explore their world in safety.	SA	A	U	D	SD
5. Spanking teaches children right from wrong.	SA	A	U	D	SD
6. The sooner children learn to feed and dress themselves and use the toilet, the better off they will be as adults.	SA	A	U	D	SD
7. Children who are one year old should be able to stay away from things that could harm them.	SA	A	U	D	SD
8. Children should be potty trained when they are ready and not before.	SA	A	U	D	SD
9. A certain amount of fear is necessary for children to respect their parents.	SA	A	U	D	SD
10. Good children always obey their parents.	SA	A	U	D	SD
11. Children should know what their parents need without being told.	SA	A	U	D	SD
12. Children should be taught to obey their parents at all times.	SA	A	U	D	SD
13. Children should be aware of ways to comfort their parents after a hard days work.	SA	A	U	D	SD
14. Parents who nurture themselves make better parents.	SA	A	U	D	SD
15. It's OK to spank as a last resort.	SA	A	U	D	SD
16. "Because I said so!" is the only reason parents need to give.	SA	A	U	D	SD
17. Parents need to push their children to do better.	SA	A	U	D	SD
18. Time-out is an effective way to discipline children.	SA	A	U	D	SD
19. Children have a responsibility to please their parents.	SA	A	U	D	SD

---

Please go to next page.

---

Form A	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
20. There is nothing worse than a strong-willed two year old.	SA	A	U	D	SD
21. Children learn respect through strict discipline.	SA	A	U	D	SD
22. Children who feel secure often grow up expecting too much.	SA	A	U	D	SD
23. Sometimes spanking is the only thing that will work.	SA	A	U	D	SD
24. Children can learn good discipline without being spanked.	SA	A	U	D	SD
25. A good spanking lets children know parents mean business.	SA	A	U	D	SD
26. Spanking teaches children it's alright to hit others.	SA	A	U	D	SD
27. Children should be responsible for the well-being of their parents.	SA	A	U	D	SD
28. Strict discipline is the best way to raise children.	SA	A	U	D	SD
29. Children should be their parents' best friend.	SA	A	U	D	SD
30. Children who receive praise will think too much of themselves.	SA	A	U	D	SD
31. Children need discipline, not spanking.	SA	A	U	D	SD
32. Hitting a child out of love is different than hitting a child out of anger.	SA	A	U	D	SD
33. In father's absence, the son needs to become the man of the house.	SA	A	U	D	SD
34. Strong-willed children must be taught to mind their parents.	SA	A	U	D	SD
35. A good child will comfort both parents after they have argued.	SA	A	U	D	SD
36. Parents who encourage their children to talk to them only end up listening to complaints.	SA	A	U	D	SD
37. A good spanking never hurt anyone.	SA	A	U	D	SD
38. Babies need to learn how to be considerate of the needs of their mother.	SA	A	U	D	SD
39. Letting a child sleep in the parent's bed every now and then is a bad idea.	SA	A	U	D	SD
40. A good child sleeps through the night.	SA	A	U	D	SD

**APPENDIX H**  
**PARENTAL BEHAVIOR MEASURE**



## PARENTAL BEHAVIOR MEASURE

Gary W. Peterson

Instructions: Think about your relationship with your mother/stepmother (or female guardian) and/or your father/stepfather (or male guardian). RESPOND REGARDING THE FAMILY WITH WHOM YOU LIVE. Please answer the following questions by filling in the bubble on the answer sheet for the answer that you believe best describes your thoughts and feelings about each parent/stepparent (or guardian). DO NOT WRITE YOUR NAME ON THIS FORM. Your answers are completely confidential. Thank you for your cooperation.

1. This parent explains to me that when I share things with other family members, that I am liked by other family members.	<i><b>Mother</b></i>	<i><b>Strongly Disagree</b></i>	<i><b>Disagree</b></i>	<i><b>Neither Agree nor Disagree</b></i>	<i><b>Agree</b></i>	<i><b>Strongly Agree</b></i>
	<i><b>Father</b></i>	<i><b>Strongly Disagree</b></i>	<i><b>Disagree</b></i>	<i><b>Neither Agree nor Disagree</b></i>	<i><b>Agree</b></i>	<i><b>Strongly Agree</b></i>
2. This parent seems to approve of me and the things I do.	<i><b>Mother</b></i>	<i><b>Strongly Disagree</b></i>	<i><b>Disagree</b></i>	<i><b>Neither Agree nor Disagree</b></i>	<i><b>Agree</b></i>	<i><b>Strongly Agree</b></i>
	<i><b>Father</b></i>	<i><b>Strongly Disagree</b></i>	<i><b>Disagree</b></i>	<i><b>Neither Agree nor Disagree</b></i>	<i><b>Agree</b></i>	<i><b>Strongly Agree</b></i>
3. When I ask questions, I get honest answers from this parent.	<i><b>Mother</b></i>	<i><b>Strongly Disagree</b></i>	<i><b>Disagree</b></i>	<i><b>Neither Agree nor Disagree</b></i>	<i><b>Agree</b></i>	<i><b>Strongly Agree</b></i>
	<i><b>Father</b></i>	<i><b>Strongly Disagree</b></i>	<i><b>Disagree</b></i>	<i><b>Neither Agree nor Disagree</b></i>	<i><b>Agree</b></i>	<i><b>Strongly Agree</b></i>
4. I am very satisfied with how this parent and I talk together.	<i><b>Mother</b></i>	<i><b>Strongly Disagree</b></i>	<i><b>Disagree</b></i>	<i><b>Neither Agree nor Disagree</b></i>	<i><b>Agree</b></i>	<i><b>Strongly Agree</b></i>
	<i><b>Father</b></i>	<i><b>Strongly Disagree</b></i>	<i><b>Disagree</b></i>	<i><b>Neither Agree nor Disagree</b></i>	<i><b>Agree</b></i>	<i><b>Strongly Agree</b></i>

5. This parent tells me that if I loved him/her, I would do what he/she wants me to do.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
6. This parent says nice things about me.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
7. This parent insults me when he/she is angry with me.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
8. This parent tells me about all the things he/she has done for me.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
9. This parent will not talk to me when I displease him/her.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>

10. This parent has a tendency to say things to me which would be better left unsaid.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
11. This parent nags/bothers me.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
12. This parent tells me that I will be sorry that I wasn't better behaved.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
13. This parent tells me that someday I will be punished for my behavior.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
14. This parent is always a good listener.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>

15. This parent explains to me how good I should feel when I do what is right.	<b>Mother</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<b>Father</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
16. Sometimes I have trouble believing everything this parent tells me.	<b>Mother</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<b>Father</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
17. This parent is always finding fault with me.	<b>Mother</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<b>Father</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
18. This parent physically disciplines me.	<b>Mother</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<b>Father</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
19. This parent tries to understand my point of view.	<b>Mother</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<b>Father</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>

20. This parent punishes me by sending me out of the room.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
21. Over the past several years, this parent has explained to me how good I should feel when I share something with other family members.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
22. This parent complains about my behavior.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
23. There are topics I avoid discussing with this parent.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
24. This parent tells me how good others feel when I do what is right.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>

25. This parent punishes me by not letting me do things with other teenagers.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
26. This parent explained to me how good I should feel when I did something that he/she liked.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
27. This parent tells me how much he/she loves me.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
28. This parent can tell how I'm feeling without asking.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
29. This parent does not give me any peace until I do what he/she says.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>

30. When we are having a problem, I often give this parent the silent treatment.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
31. I find it easy to discuss problems with this parent.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
32. I can discuss my beliefs with this parent without feeling restrained or embarrassed.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
33. This parent punishes me by not letting me do things that I really enjoy.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
34. I don't think I can tell this parent how I really feel about some things.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>

35. I am careful about what I say to this parent.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
36. If I were in trouble, I could tell this parent.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
37. When talking to this parent, I have a tendency to say things that would be better left unsaid.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
38. I openly show affection to this parent.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
39. I am sometimes afraid to ask this parent for what I want.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>



40. This parent avoids looking at me when I have disappointed him/her.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
41. It is very easy for me to express all my true feelings to this parent.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
42. This parent has made me feel that he/she would be there if I needed him/her.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
43. This parent knows where I am after school.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
44. I tell this parent who I am going to be with when I go out.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>

45. When I go out, this parent knows where I am.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
46. This parent knows the parents of my friends.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
47. This parent knows who my friends are.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
48. This parent knows how I spend my money.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
49. If this parent did not want me to go to a particular movie, then I believe that I would not go.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>

50. If this parent did not like me to talk in certain ways, then I would stop talking in that way.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
51. If this parent wanted my to go to a different school, then I would go to the school that he/she wants me to attend.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
52. If this parent wanted me to go around with a particular group of friends, then I would do as this parent wants me to.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
53. If this parent wanted me to attain a certain level of education, then I would try to attain this level of education.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
54. If this parent wanted me to marry someone in the future, then I would marry that person.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>

55. I believe that I will live at home as long as this parent wants me to.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
56. If this parent wanted me to choose a particular career, then I would try to prepare for this career.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
57. Generally speaking, I believe that I do most things in the way this parent wants me to.	<i>Mother</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>Father</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>

**APPENDIX I**  
**VARIABLES, MEASURES, AND RELIABILITIES**

**Table 1**  
**Variables, Measures, and Reliabilities**

Variable	Measure	Reliabilities (Cronbach's Alpha)		
		T	M	F
<u>Adolescent Reports</u>				
Empathy to child's needs	Adult-Adolescent Parenting Inventory-2 (Bavolek & Keene, 1999)	.59	.61	.61
Valuing alternatives to corporal	Adult-Adolescent Parenting Inventory-2 (Bavolek & Keene, 1999)	.79	.79	.79
Mothers' support	Parental Behavior Measure (Peterson, 1982)	.65	.64	
Mothers' positive induction	Parental Behavior Measure (Peterson, 1982)	.70	.71	
Mothers' Punitiveness	Parental Behavior Measure (Peterson, 1982)	.72	.72	
Fathers' support	Parental Behavior Measure (Peterson, 1982)	.75		.73
Fathers' positive induction	Parental Behavior Measure (Peterson, 1982)	.75		.72
Fathers' punitiveness	Parental Behavior Measure (Peterson, 1982)	.67		.70
<u>Mother Reports</u>				
Empathy to child's needs	Adult-Adolescent Parenting Inventory-2 (Bavolek & Keene, 1999)	.68	.66	
Valuing alternatives to corporal	Adult-Adolescent Parenting Inventory-2 (Bavolek & Keene, 1999)	.85	.86	
<u>Father Reports</u>				
Empathy to child's needs	Adult-Adolescent Parenting Inventory-2 (Bavolek & Keene, 1999)	.63		.62
Valuing alternatives to corporal	Adult-Adolescent Parenting Inventory-2 (Bavolek & Keene, 1999)	.78		.78

T = Reliability for total sample (N = 152)

M = Reliability for mothers' subsample (n = 139)

F = Reliability for fathers' subsample (n = 117)

**APPENDIX J**  
**DEMOGRAPHIC CHARACTERISTICS OF THE TOTAL SAMPLE,**  
**MOTHER SUBSAMPLE, AND FATHER SUBSAMPLE**

**Table 2**  
**Demographic Characteristics of the Total Sample (N = 152), Mother Subsample (n<sup>m</sup> = 139), and Father Subsample (n<sup>f</sup> = 117)**

Characteristics	N	%	n <sup>m</sup>	%	n <sup>f</sup>	%
<b>Adolescent Age</b>						
12	5	3.3	5	3.6	5	4.3
13	46	30.3	42	30.2	40	34.2
14	35	23.0	30	21.6	25	21.4
15	18	11.8	16	11.5	14	12.0
16	18	11.8	17	12.2	15	12.8
17	18	11.8	18	12.9	10	8.5
18	12	7.9	11	7.9	8	6.8
<b>Adolescent Gender</b>						
Female	97	63.8	94	67.6	76	65.0
Male	55	36.2	45	32.4	41	35.0
<b>Adolescent Grade</b>						
7	29	19.1	28	20.1	29	24.8
8	32	21.1	28	20.1	25	21.4
9	28	18.4	24	17.3	19	16.2
10	19	12.5	17	12.2	16	13.7
11	18	11.8	17	12.2	13	11.1
12	15	9.9	15	10.8	10	8.5
13	7	4.6	7	5.0	4	3.4
<b>Ethnic Background</b>						
African American/Black						
American Indian/Native American	1	.7	1	.7	1	.9
Asian or Pacific Islander						
Caucasian/White	145	95.4	132	95.0	111	94.9
Hispanic/Latino origin	2	1.3	2	1.4	1	.9
Other	4	2.6	4	2.9	4	3.4
<b>Number of Siblings</b>						
0	26	17.1	24	17.3	15	12.8
1	53	34.9	47	33.8	43	36.8
2	42	27.6	40	28.8	33	28.2
3	19	12.5	19	13.7	17	14.5
4	6	3.9	5	3.6	5	4.3
5	1	.7	1	.7		
6	1	.7	1	.7	1	.9
7	1	.7	1	.7	1	.9
8 or more						
<b>Family Composition</b>						
Living with both biological parents	111	73.0	103	74.1	94	80.3
Living with biological father and stepmother	4	2.6	3	2.2	2	1.7
Living with biological mother and stepfather	18	11.8	17	12.2	15	12.8
Living with biological father only	1	.7			1	.9
Living with biological mother only	11	7.2	9	6.5	1	.9
Living with adoptive mother and adoptive father	4	2.6	4	2.9	3	2.6
Some other person or relative	2	1.3	2	1.4	1	.9

(Table 2 continues)



**Table 2 continued**  
**Demographic Characteristics of the Sample**

Characteristics	N	%	n <sup>m</sup>	%	n <sup>f</sup>	%
<b>Mothers' Age</b>	Range = 28-62 Mean = 41.73		Range = 28-62 Mean = 41.69		Range = 28-62 Mean = 41.25	
<b>Biological Mother Educational Status</b>						
Completed grade school	2	1.3	1	.7	1	.9
Some high school	11	7.2	10	7.2	7	6.0
GED diploma	2	1.3	2	1.4	1	.9
Graduated from high school	22	14.5	21	15.1	17	14.5
Technical or trade school after high school	15	9.9	15	10.8	13	11.1
Some college	32	21.1	31	22.3	24	20.5
Graduated from college	32	21.1	29	20.9	24	20.5
Some graduate school	10	6.6	10	7.2	9	7.7
Graduate with a graduate degree(M. degr.)	12	7.9	12	8.6	11	9.4
Some advanced graduate school courses	4	2.6	3	2.2	1	.9
Graduated with an advanced graduate degr. (Ph.D., MD, JD)	5	3.3	5	3.6	4	3.4
<b>Mother's total household income</b>						
Under \$10,000	7	4.6	6	4.3	6	5.1
\$10,000 to 19,999	12	7.9	12	8.6	6	5.1
\$20,000 to 29,999	13	8.6	12	8.6	8	6.8
\$30,000 to 39,999	13	8.6	13	9.4	12	10.3
\$40,000 to 49,999	25	16.4	25	18.0	22	18.8
\$50,000 to 74,999	32	21.1	28	20.1	22	18.8
\$75,000 to 99,999	18	11.8	18	12.9	16	13.7
Over \$100,000	23	15.1	22	15.8	17	14.5
<b>Fathers' Age</b>	Range = 27-65 Mean = 43.37		Range = 27-65 Mean = 43.15		Range = 27-65 Mean = 43.37	
<b>Biological Father Educational Status</b>						
Completed grade school						
Some high school	4	2.6	4	2.9	4	3.4
GED diploma	1	.7	1	.7	1	.9
Graduated from high school	22	14.5	21	15.1	21	17.9
Technical or trade school after high school	8	5.3	8	5.8	7	6.0
Some college	23	15.1	21	15.1	21	17.9
Graduated from college	25	16.4	24	17.3	24	20.5
Some graduate school	13	8.6	12	8.6	12	10.3
Graduate with a graduate degree (M. degr.)	17	11.2	16	11.5	17	14.5
Some advanced graduate school courses	1	.7			1	.9
Graduated with an advanced graduate degr. (Ph.D., MD, JD)	9	5.9	6	4.3	9	7.7
<b>Father's total household income</b>						
Under \$10,000	6	3.9	6	4.3	6	5.1
\$10,000 to 19,999	5	3.3	12	8.6	5	4.3
\$20,000 to 29,999	8	5.3	12	8.6	7	6.0
\$30,000 to 39,999	18	11.8	13	9.4	18	15.4
\$40,000 to 49,999	19	12.5	25	18.0	18	15.4
\$50,000 to 74,999	30	19.7	28	20.1	28	23.9
\$75,000 to 99,999	15	9.9	18	12.9	14	12.0
Over \$100,000	21	13.8	22	15.8	21	17.9

**APPENDIX K**  
**CORRELATIONS AMONG VARIABLES, MEANS,**  
**AND STANDARD DEVIATIONS**  
**FOR THE MOTHER SUBSAMPLE AND FATHER SUBSAMPLE**

**Table 3**  
**Correlations Among Variables, Means, and Standard Deviations for the Mother Subsample (n = 139)**

Variables	1	2	3	4	5	6	7	8	9	10	11
1 Age of youth	1.00										
2 Gender of youth	-.06	1.00									
3 Mothers' education level <sup>1</sup>	-.09	.07	1.00								
4 Family income level <sup>1</sup>	-.02	.03	.50**	1.00							
5 Mothers' empathy to child's needs <sup>1</sup>	.07	-.06	.36**	.24**	1.00						
6 Mothers' alternatives to corporal punishment <sup>1</sup>	.15*	.01	.34**	.20*	.45**	1.00					
7 Mothers' support	-.01	-.04	.02	.09	.17*	.15*	1.00				
8 Mothers' positive induction	-.05	-.03	-.18*	-.11	-.06	-.03	.30**	1.00			
9 Mothers' punitiveness	-.06	-.03	-.11	-.08	-.10	-.11	-.31**	.04	1.00		
10 Youths' empathy to child's needs	.12	-.21**	.03	.07	.15*	.08	.12	-.24**	-.12	1.00	
11 Youths' alternatives to corporal punishment	-.03	-.09	.18*	.05	.00	.39**	-.09	-.07	-.14*	.04	1.00
Mean	14.69	.32	14.56	5.24	4.13	3.03	4.16	3.38	2.77	3.64	3.00
Standard Deviation	1.74	.47	2.72	2.03	.41	.78	.68	.71	.77	.49	.69

\* $p < .05$ ; \*\* $p < .01$

<sup>1</sup>These variables are mothers' reports

**Table 4**  
**Correlations Among Variables, Means, and Standard Deviations for the Father Subsample (n = 117)**

Variables	1	2	3	4	5	6	7	8	9	10	11
1 Age of youth	1.00										
2 Gender of youth	-.05	1.00									
3 Fathers' education level <sup>1</sup>	-.08	.06	1.00								
4 Family income level <sup>1</sup>	.01	.03	.48**	1.00							
5 Fathers' empathy to child's needs <sup>1</sup>	.04	.03	.33**	.16*	1.00						
6 Fathers' alternatives to corporal punishment <sup>1</sup>	-.06	-.01	.29**	.12	.20*	1.00					
7 Fathers' support	-.09	.03	.01	-.00	.09	.02	1.00				
8 Fathers' positive induction	-.02	.01	-.15*	-.24**	.03	-.06	.25**	1.00			
9 Fathers' punitiveness	.07	.04	-.09	-.02	-.15	-.19*	-.32**	.09	1.00		
10 Youths' empathy to child's needs	.09	-.28**	-.02	.00	.14	-.01	.09	-.21*	-.15	1.00	
11 Youths' alternatives to corporal punishment	-.01	-.05	.19*	.09	.12	.32**	-.12	-.06	-.16*	-.02	1.00
Mean	14.48	.35	15.31	5.41	3.82	2.67	3.98	3.31	2.76	3.60	2.94
Standard Deviation	1.67	.48	2.79	1.95	.43	.60	.76	.73	.78	.50	.68

\* $p < .05$ ; \*\* $p < .01$

<sup>1</sup>These variables are fathers' reports

**APPENDIX L**

**STANDARDIZED INDIRECT, DIRECT,**

**AND TOTAL EFFECTS FOR ADOLESCENTS**

**Table 5**

**Standardized Indirect, Direct, and Total Effects for Adolescents' Empathy to Child's Needs: Mother Subsample (n = 139)**

Predictor Variables	<u>Mothers' Support</u>			<u>Mothers' Positive Induction</u>			<u>Mothers' Punitiveness</u>			<u>Youths' Empathy to Child's Needs</u>		
	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects
Gender of the adolescent	-.07	-.03	-.10	-.02	.00	-.02	-.02	.01	-.01	-.21*	.00	-.21*
Mothers' educational level	-.06	.09	.03	-.16	.00	-.16	-.06	-.05	-.11	-.05	.10	.05
Mothers' empathy to child's needs	.16	.....	.16	-.01	.....	-.01	-.06	.....	-.06	.09	.03	.12
Mothers' valuing alternatives to corporal punishment	.09	.....	.09	.01	.....	.01	-.07	.....	-.07	.02	.01	.03
Mothers' support	.....	.....	.....	.....	.....	.....	.....	.....	.....	.16	.....	.16
Mothers' positive induction	.....	.....	.....	.....	.....	.....	.....	.....	.....	-.29***	.....	-.29***
Mothers' punitiveness	.....	.....	.....	.....	.....	.....	.....	.....	.....	-.06	.....	-.06
Multiple R			.22			.16			.15			.39
R <sup>2</sup>			.05			.03			.02			.15
Adjusted R <sup>2</sup>			.02			.00			-.01			.11
F-Value			1.80			.90			.76			3.39**

\*p > .05; \*\*p > .01; \*\*\*p > .001

Table 6

Standardized Indirect, Direct, and Total Effects for Adolescents' Empathy to Child's Needs: Father Subsample (n = 117)

Predictor Variables	Fathers' Support			Fathers' Positive Induction			Fathers' Punitiveness			Youths' Empathy to Child's Needs		
	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects
Gender of the adolescent	.03	.00	.03	.03	.00	.03	.03	.00	.03	-.28**	.00	-.28**
Fathers' educational level	-.02	.03	.01	-.15	.01	-.14	-.01	-.08	-.09	-.09	.09	.00
Fathers' empathy to child's needs	.10	.....	.09	.03	.....	.09	-.09	.....	-.09	.18	-.01	.17
Fathers' valuing alternatives to corporal punishment	.01	.....	.01	.00	.....	-.03	-.18	.....	-.18	-.05	.02	-.03
Fathers' support	.....	.....	.....	.....	.....	.....	.....	.....	.....	.12	.....	.12
Fathers' positive induction	.....	.....	.....	.....	.....	.....	.....	.....	.....	-.25**	.....	-.25**
Fathers' punitiveness	.....	.....	.....	.....	.....	.....	.....	.....	.....	-.07	.....	-.07
Multiple R	.09			.14			.22			.42		
R <sup>2</sup>	.01			.02			.05			.18		
Adjusted R <sup>2</sup>	-.02			-.01			.01			.13		
F-Value	.28			.60			1.42			3.37**		

\*p > .05; \*\*p > .01; \*\*\*p > .001

Table 7

Standardized Indirect, Direct, and Total Effects for Adolescents' Valuing Alternatives to Corporal Punishment: Mother Subsample (n = 139)

Predictor Variables	<u>Mothers' Support</u>			<u>Mothers' Positive Induction</u>			<u>Mothers' Punitiveness</u>			<u>Youths' Valuing Alternatives to Corporal Punishment</u>		
	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects
Mothers' educational level	-.07	.09	.02	-.16	.00	-.16	-.06	-.05	-.11	.10	.09	.19*
Mothers' empathy to child's needs	.17	.....	.17	.00	.....	.00	-.05	.....	-.05	-.23*	-.02	-.25**
Mothers' valuing alternatives to corporal punishment	.09	.....	.09	.01	.....	.01	-.07	.....	-.07	.46***	-.01	.45***
Mothers' support	.....	.....	.....	.....	.....	.....	.....	.....	.....	-.17*	.....	-.17*
Mothers' positive induction	.....	.....	.....	.....	.....	.....	.....	.....	.....	.01	.....	.01
Mothers' punitiveness	.....	.....	.....	.....	.....	.....	.....	.....	.....	-.16*	.....	-.16*
Multiple R			.21			.16			.15			.48
R <sup>2</sup>			.04			.02			.02			.23
Adjusted R <sup>2</sup>			.02			.00			.00			.20
F-Value			2.14			1.19			1.00			6.69***

\*p > .05; \*\*p > .01; \*\*\*p > .001



**Table 8**

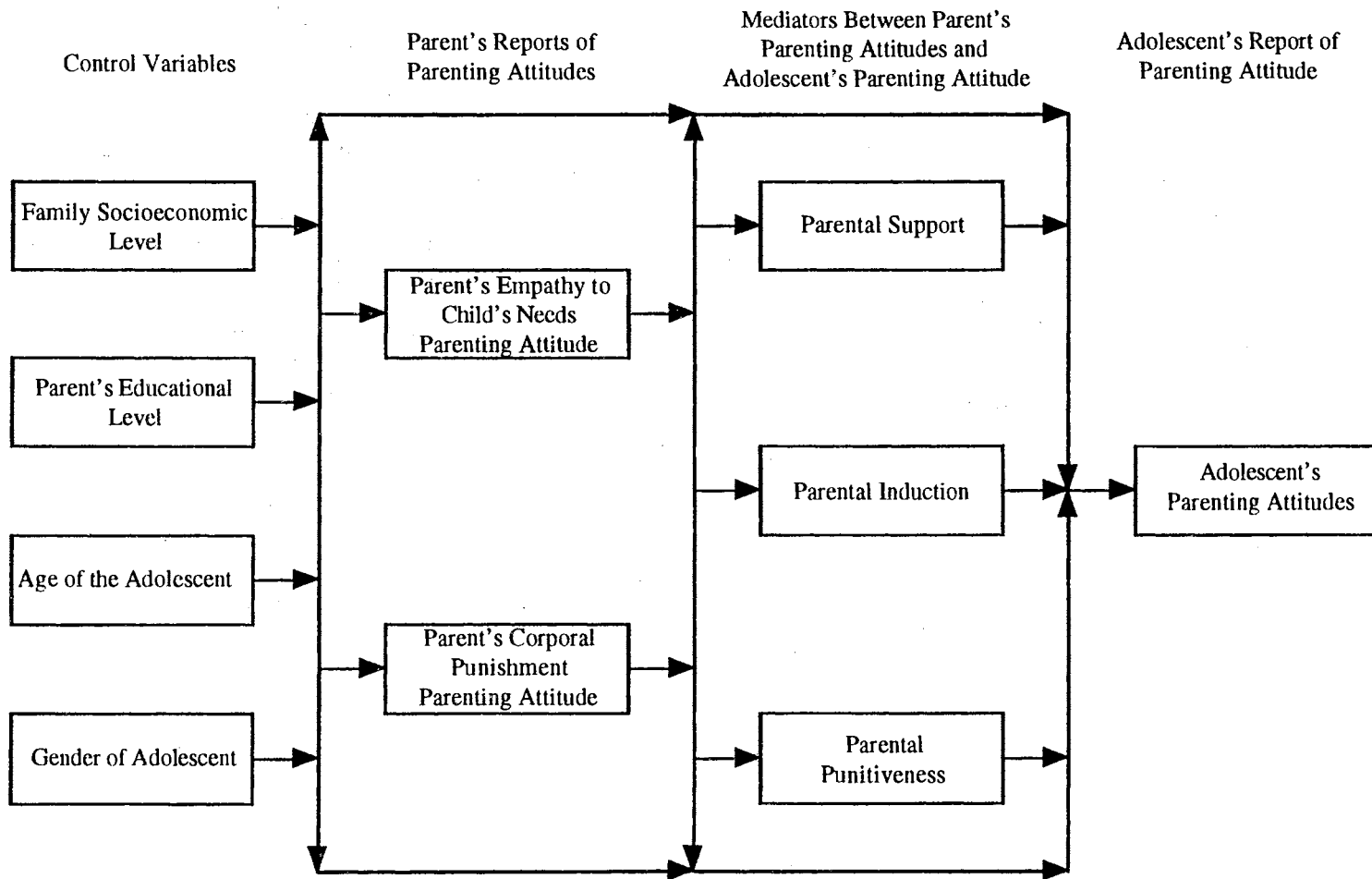
**Standardized Indirect, Direct, and Total Effects for Adolescents' Valuing Alternatives to Corporal Punishment: Father Subsample (n = 117)**

Predictor Variables	Fathers' Support			Fathers' Positive Induction			Fathers' Punitiveness			Youths' Valuing Alternatives to Corporal Punishment		
	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects	Direct Effects	Indirect Effects	Total Effects
Fathers' educational level	-.02	.03	.01	-.15	.01	-.14	-.01	-.08	-.09	.10	.09	.19*
Fathers' empathy to child's needs	.10	.....	.10	.03	.....	.03	-.09	.....	-.09	.03	.00	.03
Fathers' valuing alternatives to corporal punishment	.01	.....	.01	.00	.....	.00	-.18	.....	-.18	.26**	.02	.28**
Fathers' support	.....	.....	.....	.....	.....	.....	.....	.....	.....	-.19*	.....	-.19*
Fathers' positive induction	.....	.....	.....	.....	.....	.....	.....	.....	.....	.03	.....	.03
Fathers' punitiveness	.....	.....	.....	.....	.....	.....	.....	.....	.....	-.16	.....	-.16
Multiple R			.09			.14			.22			
R <sup>2</sup>			.01			.02			.05			
Adjusted R <sup>2</sup>			-.02			-.01			.02			
F-Value			.35			.78			1.88			

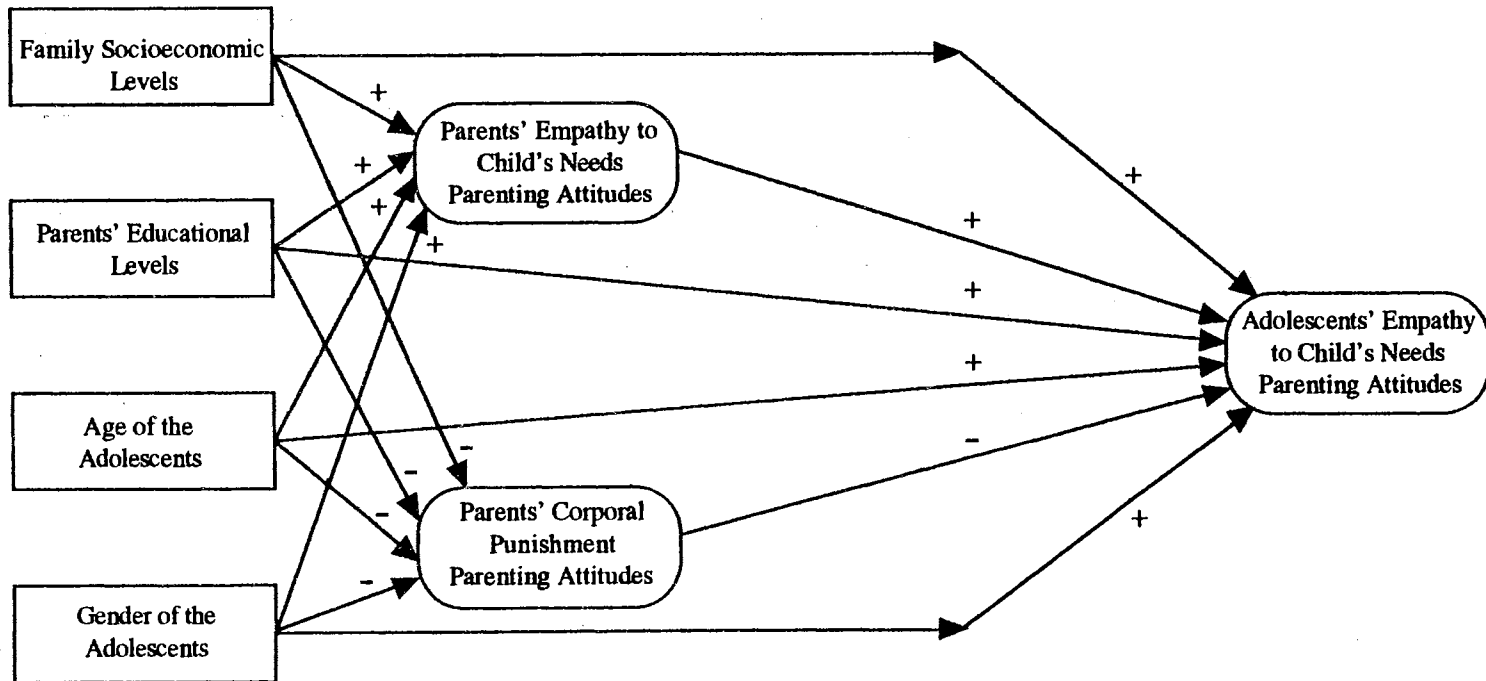
\*p > .05; \*\*p > .01; \*\*\*p > .001

**APPENDIX M****THEORETICAL AND HYPOTHESIZED RELATIONSHIPS**

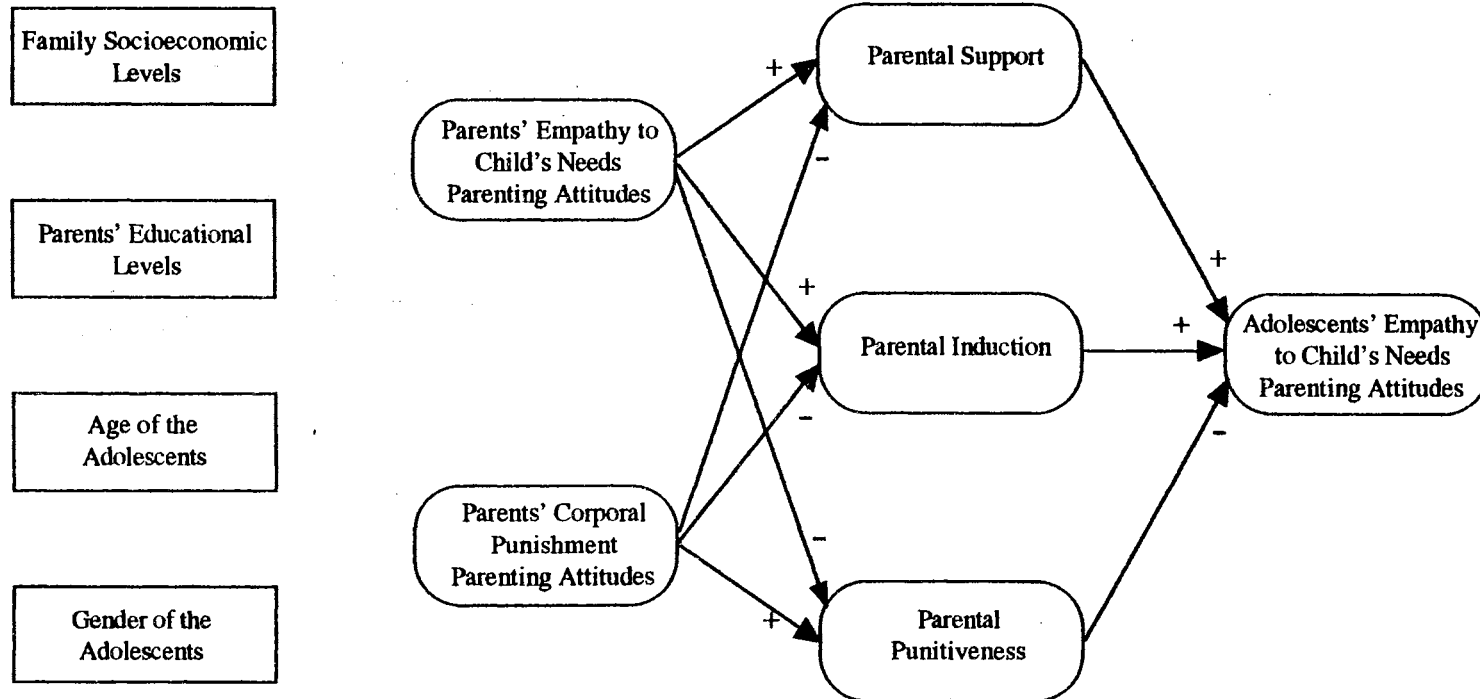
**Figure 1. Adolescent's parenting attitudes theoretical path model.**



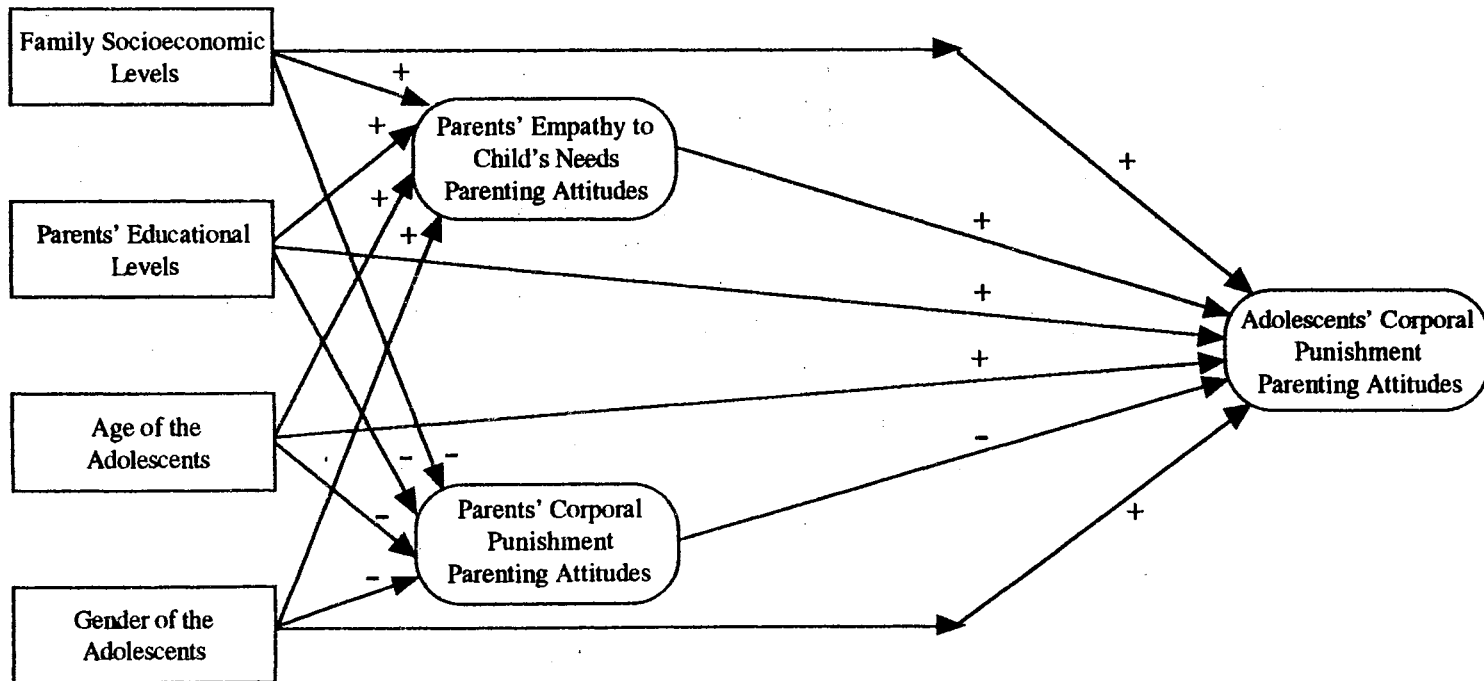
**Figure 2. Adolescents' empathy to child's needs parenting attitude: Hypothesized relationships between exogenous and endogenous variables without the mediating variables.**



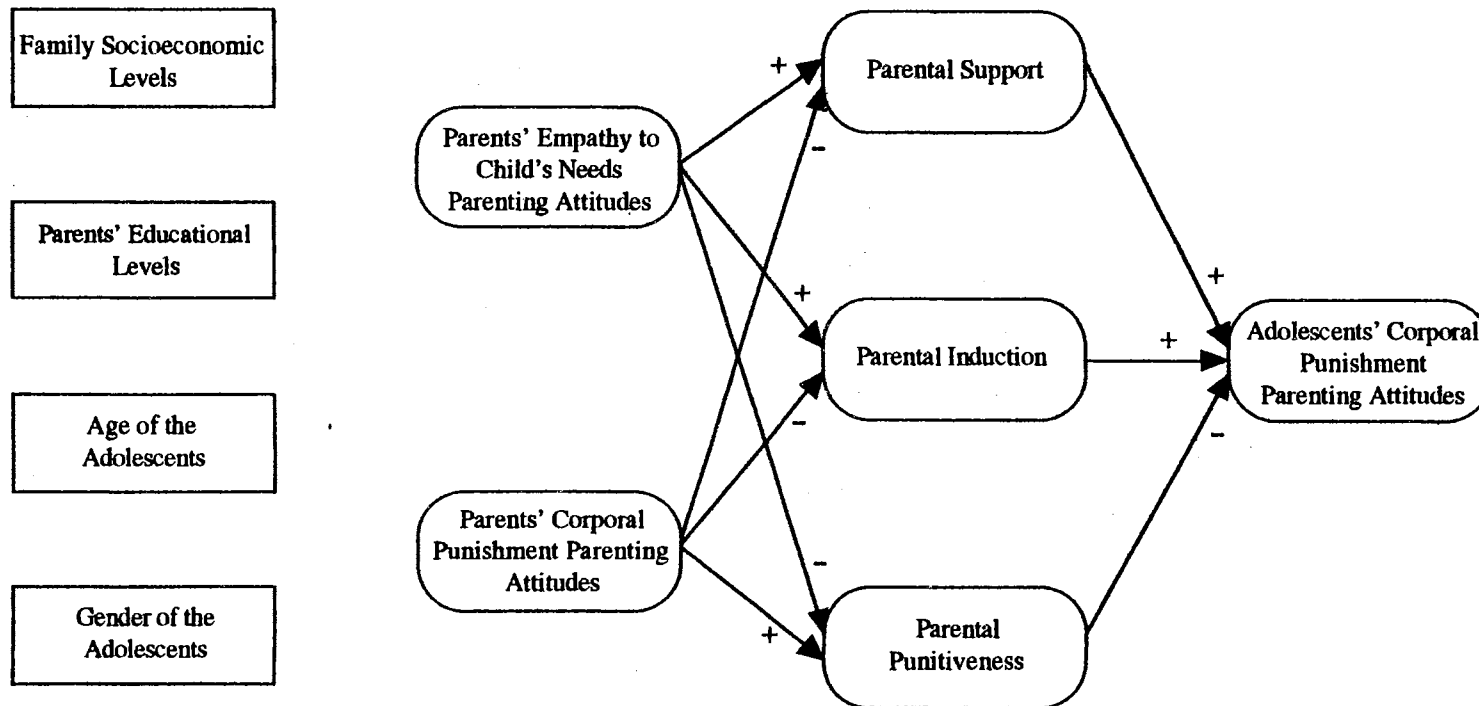
**Figure 3. Adolescents' empathy to child's needs parenting attitude: Hypothesized relationships between parent's parenting attitudes, parental behaviors, and adolescent's parenting attitude.**



**Figure 4. Adolescents' valuing alternatives to corporal punishment parenting attitude: Hypothesized relationships between exogenous and endogenous variables without the mediating variables.**



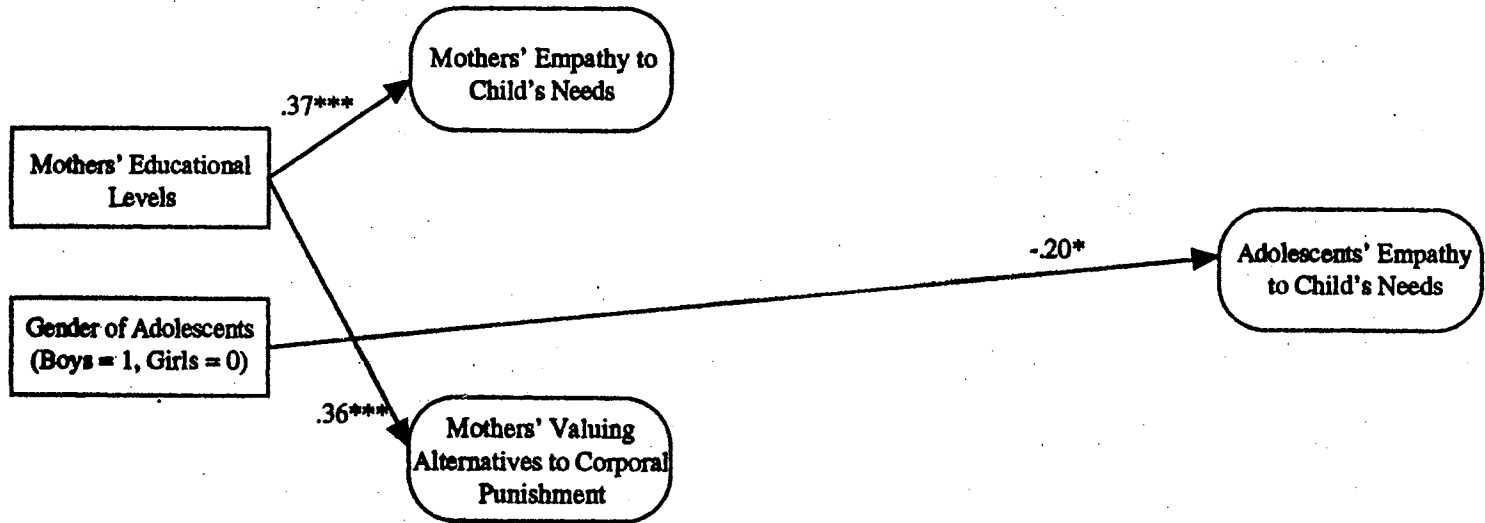
**Figure 5. Adolescents' valuing alternatives to corporal punishment parenting attitude: Hypothesized relationships between parent's parenting attitudes, parental behaviors, and adolescent's parenting attitudes.**



**APPENDIX N**  
**PATH ANALYSIS DIAGRAMS**

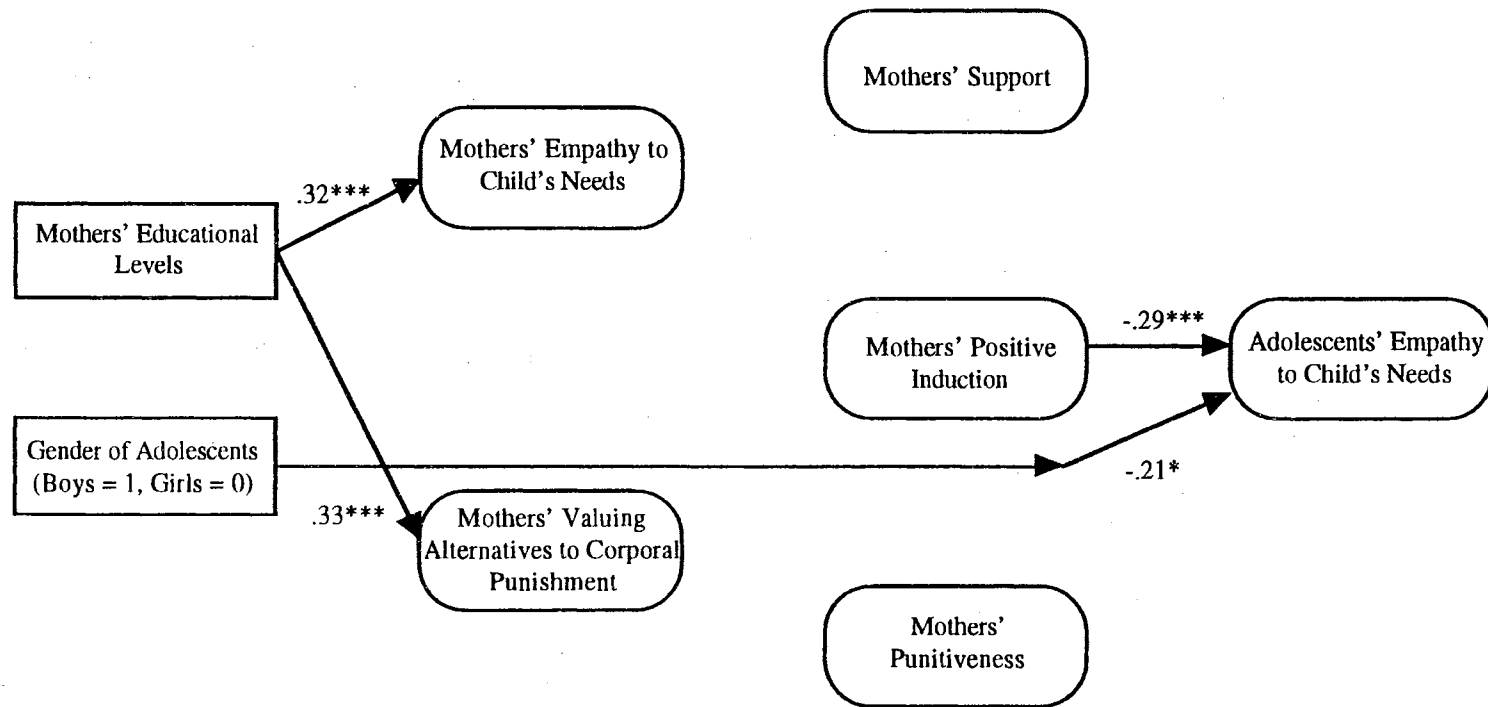


Figure 6. Adolescents' empathy to child's needs path analysis without the mother's parenting behaviors: Mother subsample (n= 139).



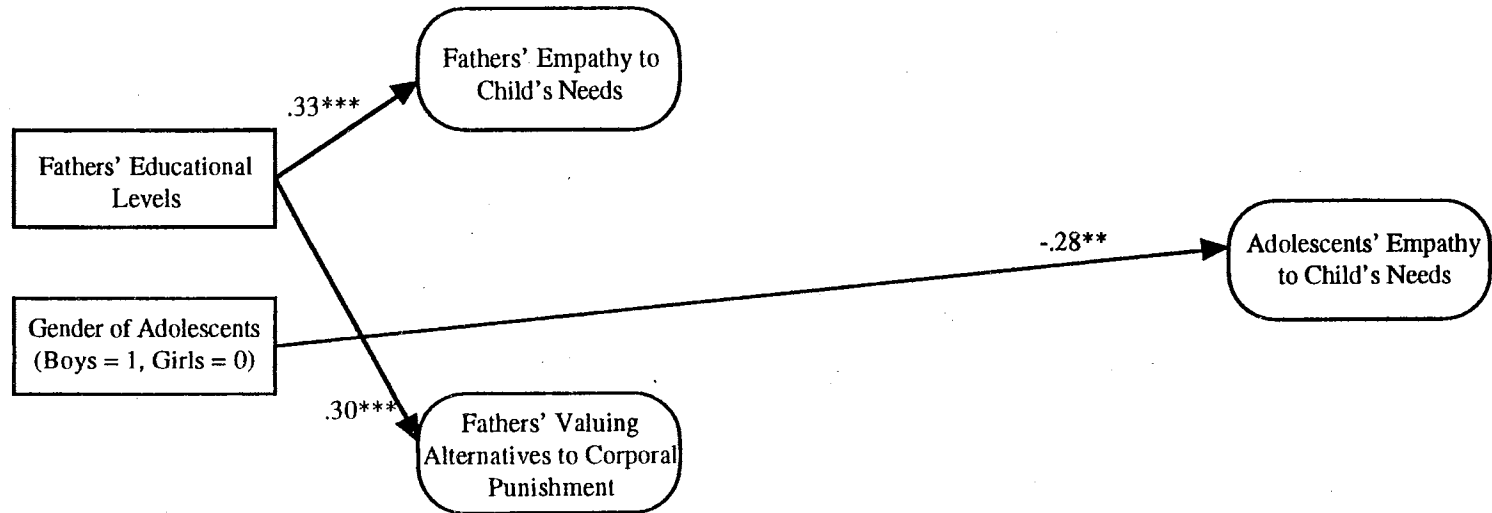
\*p < .05; \*\*p < .01; \*\*\*p < .001

**Figure 7. Adolescents' empathy to child's needs path analysis: Mother subsample (n=139).**



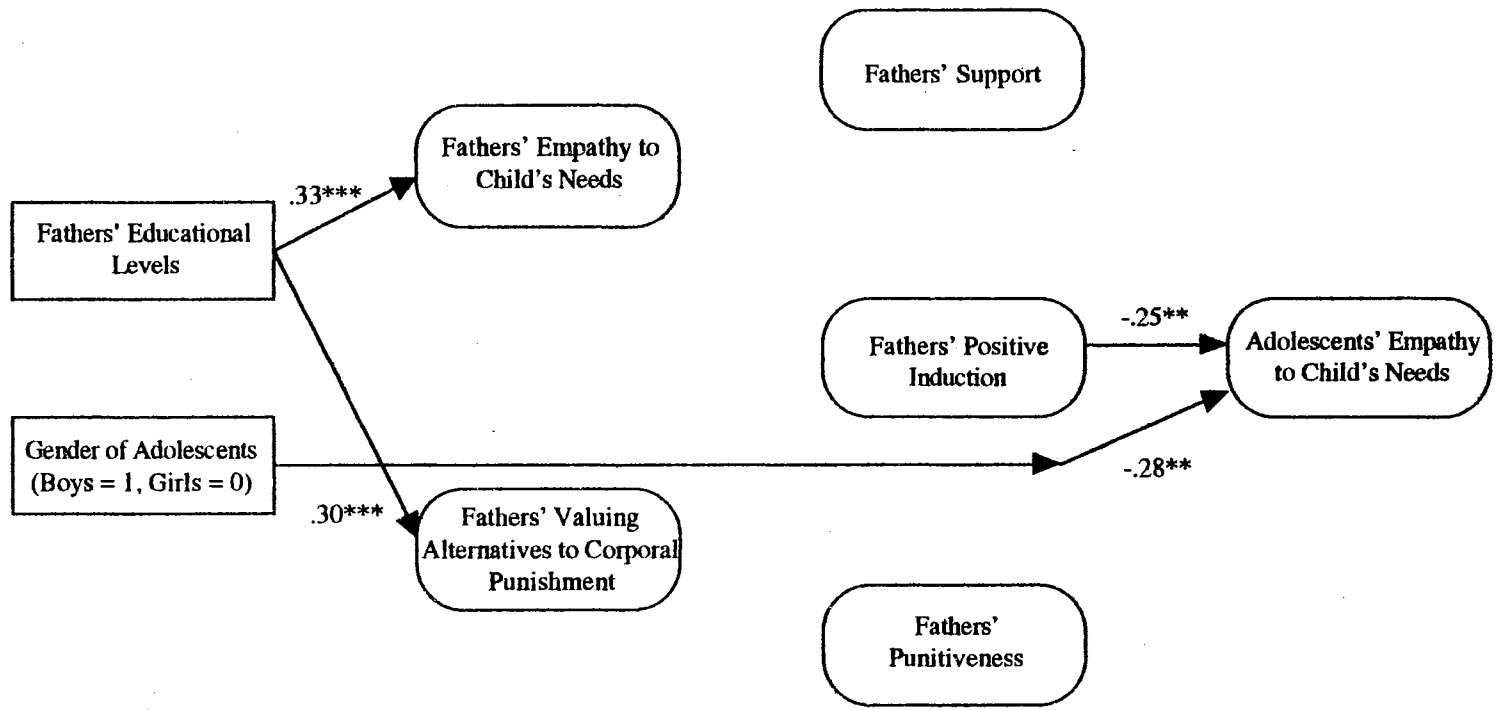
\*p < .05; \*\*p < .01; \*\*\*p < .001

**Figure 8. Adolescents' empathy to child's needs path analyses without the father's parenting behaviors: Father subsample (n= 117).**



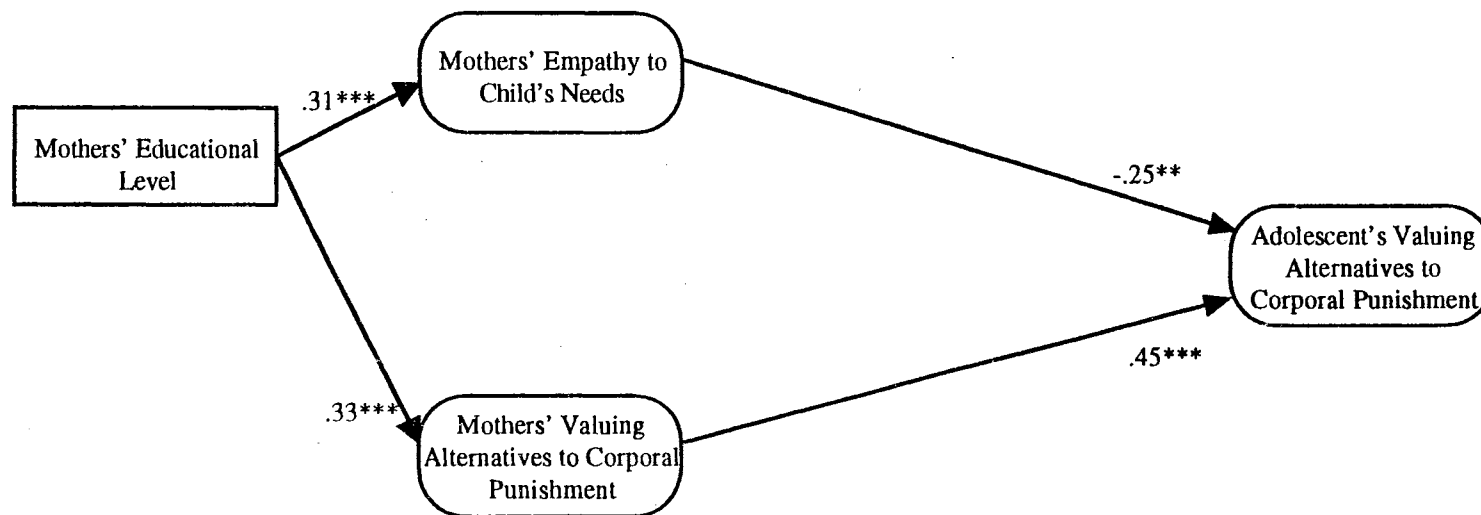
\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Figure 9. Adolescents' empathy to child's needs path analyses: Father subsample (n=117).



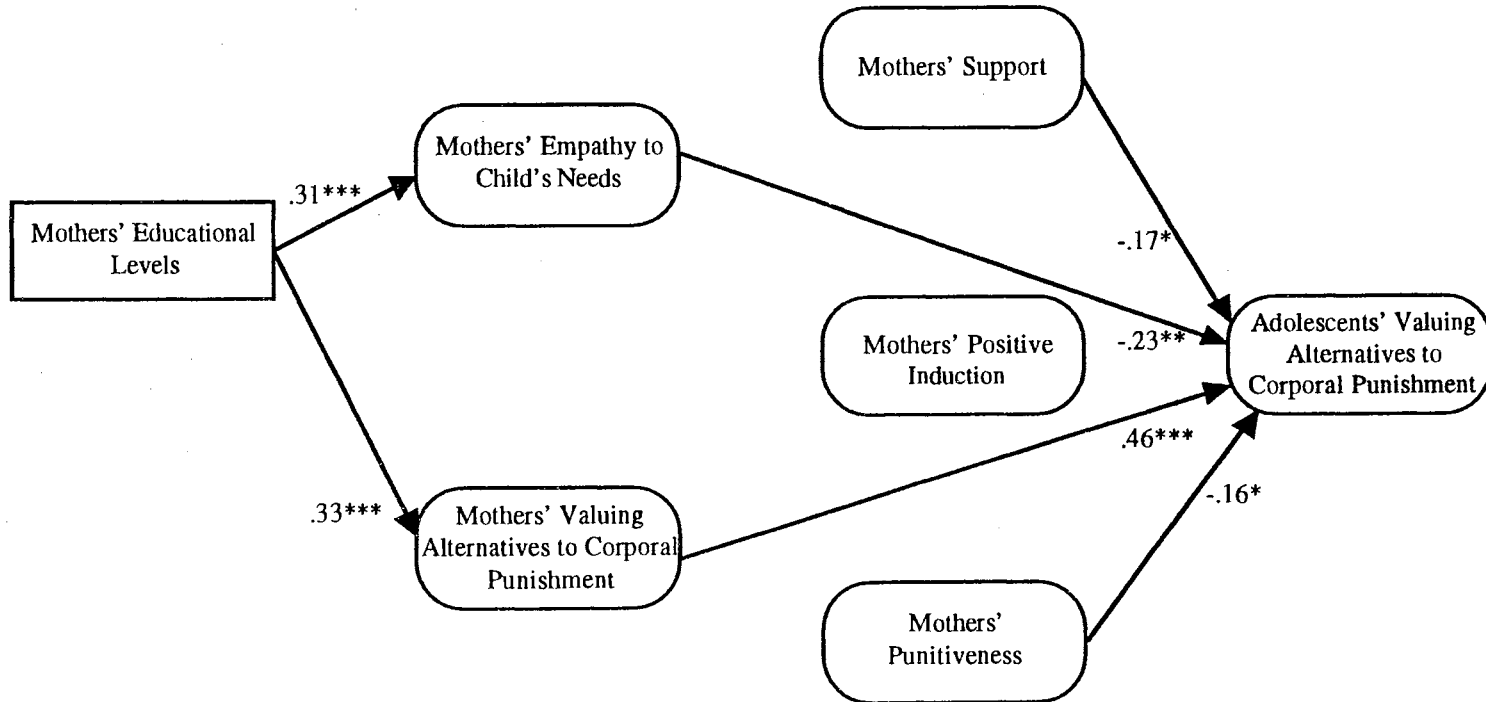
\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

**Figure 10. Adolescents' valuing alternatives to corporal punishment path analyses without the mother's parenting behaviors: Mother subsample (n=139).**



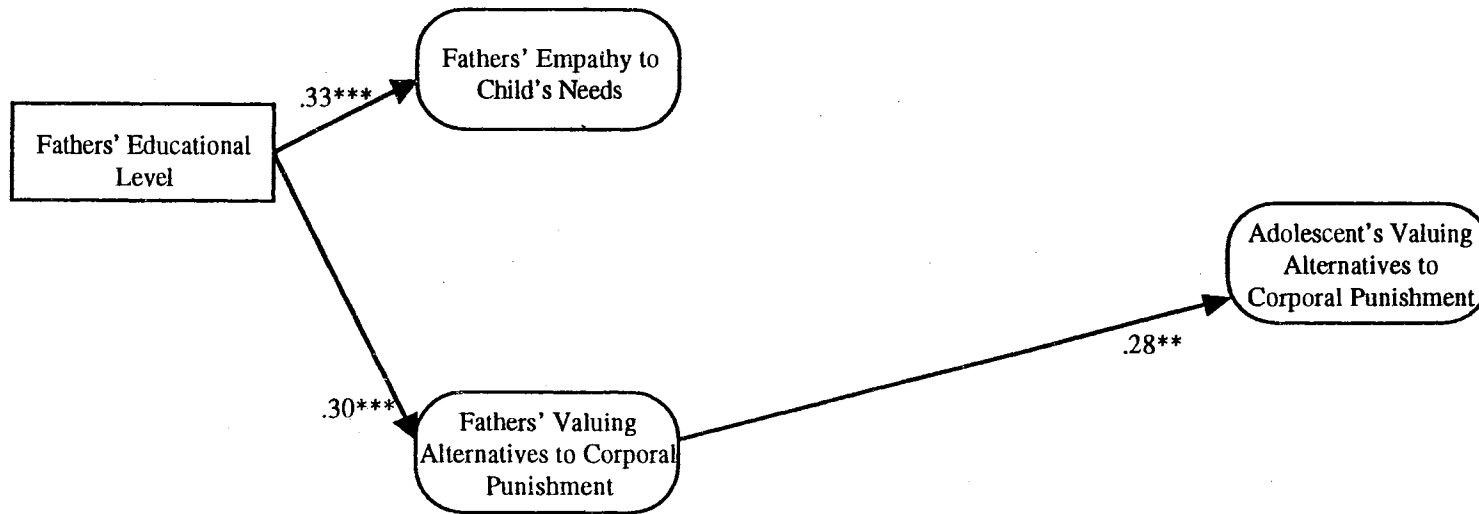
\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

**Figure 11. Adolescents' valuing alternatives to corporal punishment path analyses: Mother subsample (n=139).**



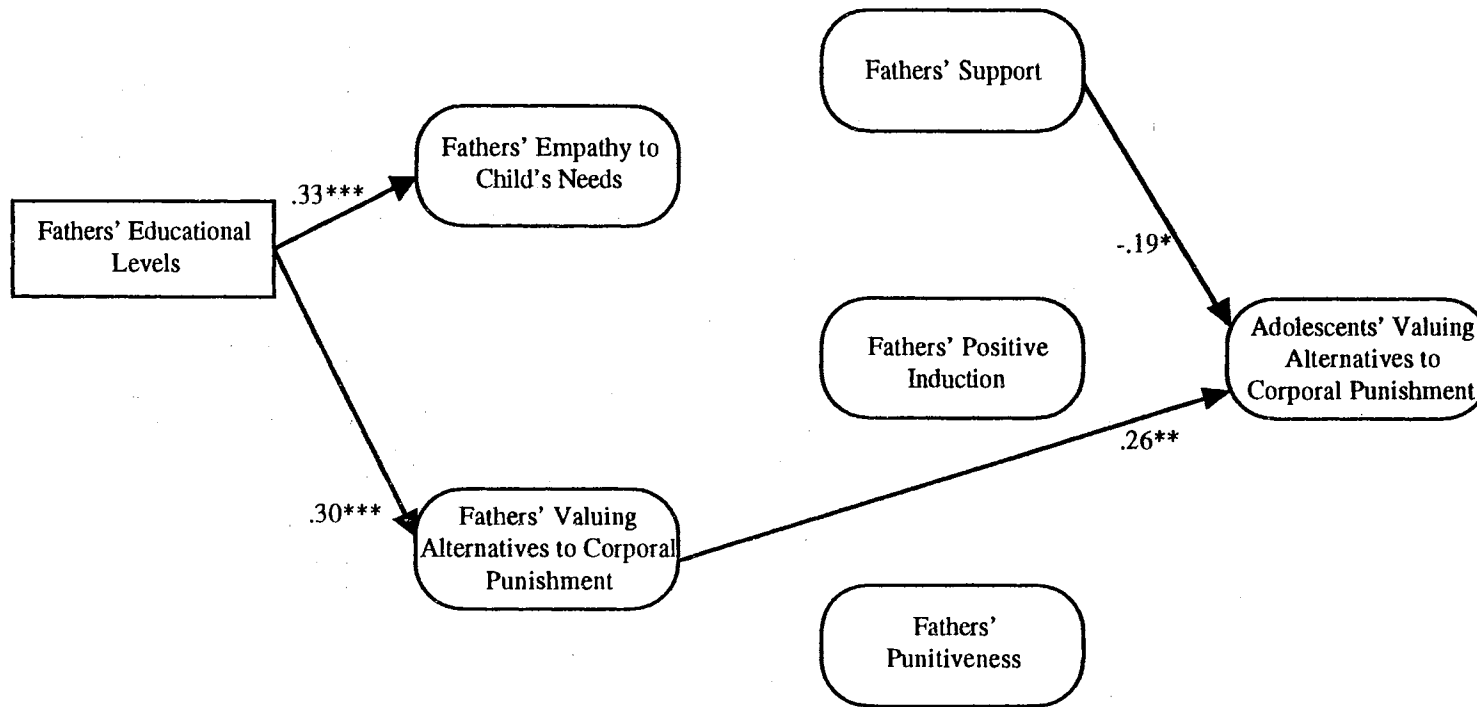
\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

**Figure 12. Adolescents' valuing alternatives to corporal punishment path analyses without the father's parenting behaviors: Father subsample (n=117).**



\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

**Figure 13. Adolescents' valuing alternatives to corporal punishment path analyses: Father subsample (n=117).**



\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$



VITA

Vicki L. Harris Wyatt

Candidate for the Degree of

Doctor of Philosophy

**Dissertation:** THE RELATIONSHIPS AMONG THE PARENTING ATTITUDES OF MOTHERS, FATHERS, AND ADOLESCENTS AS MEDIATED BY THE ADOLESCENTS' PERCEPTIONS OF THEIR PARENTS' PARENTING BEHAVIORS

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