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**PARENT-ADOLESCENT RELATIONSHIPS
EXAMINED THROUGH
ENGAGEMENT STYLE (AGENT VS PATIENT)
AND LOCUS OF CONTROL**

By

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ABSTRACT

**PARENT-ADOLESCENT RELATIONSHIPS EXAMINED THROUGH
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Locus of control (LOC) and engagement style (ES) were examined as characteristics of parents and adolescents that could explain variations in parent-adolescent relationships of minority families. These constructs could influence parenting style and in turn the parent-adolescent relationship.

One hundred seventy-three ninth and eleventh grade students from four high schools and college freshmen from a midwestern university participated. They completed the engagement style questionnaire, family environment scale (FES), parent authority questionnaire (PAQ) and Rotter's LOC scale.

Older subjects scored more agent than the younger subjects on ES. College freshmen scored more external than eleventh grade students. Mothers were rated as more authoritative by college freshmen females than eleventh grade females. On the FES, significant correlations between adolescents and mothers became evident on seven of the subscales, whereas with fathers only one subscale had a significant correlation. This surprising concordance between mothers' and adolescents' views deserves further investigation.

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Introduction

Coleman (1978) claims that many of the theories of adolescence are contradictory. The traditional notion emphasizes disruptions during adolescence. The traditional notion follows from G. Stanley Hall's (1904) biogenetic theory that describes adolescence as a period during which conflict and difficulties are inevitable. Hall's theory was substantiated by school and juvenile court records and parental testament of turbulence and conflict during adolescence.

However, many studies do not support this traditional notion of adolescent development as tumultuous and reveal that with some teenagers, adolescence can be a rather smooth transition. In her 1928 study of girls in Samoa, Margaret Mead (1928/1961) was one of the first to provide evidence that adolescence can be a peaceful transition, at least in that culture. This led to the belief that perhaps the period of adolescence is stressful only for adolescents in the modern western world. But, Douvan and Adelson (1966) found that, even in the United States, adolescence was not necessarily unduly stressful and that many adolescents find the transition to adulthood smooth. Also, Offer and Offer (1975) found that almost one quarter (23%) of the boys in their study did not experience distress during adolescence. According to the traditional theory of "storm and stress," conflict will be chronic in the parent-

adolescent relationship. J. A. Hall (1987) described parent-adolescent conflict by stating that conflict originates from the unconscious mind of the adolescent.

Conflict is present in some families and not in others (Montemayor, 1983). Furthermore, where conflict is present, its influence is not always the same from one family to the next. Therefore, research is needed to understand why there are such vast differences between families in describing the parent-adolescent relationship. Perhaps the explanation of differences in parent-adolescent relationships does not lie in the changes or goals of adolescent development, but in differences in personalities of the parent and the adolescent. As adolescents become older and more independent, they may, in fact, become more confident in stating their opinions on topics they discuss. If the parent and adolescent differ in the way they address situations in general, this difference may lead to more conflict.

Many of the studies of parent-adolescent relationships have focused on specific aspects of the relationship e.g., conflict (e.g., Jacob, 1974, Montemayor, 1985, Robin, 1981), communication (e.g., Nydegger & Mitteness, 1988), or time spent together (e.g., Montemayor, 1985). Rather than study the areas of communication and conflict in the parent-adolescent relationship as has often been done, I will explore personality constructs, i.e., engagement style and locus of control, that may underlie the styles of communicating and negotiating in various interpersonal relationships including the parent-adolescent relationship. The researcher assumes that engagement style can be used to explain interactions between two individuals based on how each individual perceives his or her interaction with the environment in general (McKinney, 1980).

Engagement style is the way an individual perceives his or her interactions with the environment (McKinney, 1980). According to McKinney (1981), engagement style can be thought of as a continuum, with two extremes, "active agent" and "reactive patient" and a central section labelled "communal." These styles can be envisioned as forms of communication. The extremes can be thought of as monologues. An active agent is one who perceives oneself as "doing" on the environment or giving a monologue to his or her environment. A reactive patient is one who perceives oneself as "being done to" by the environment or hearing a monologue being given. The "communal" engagement style can be thought of as a dialogue. A communal person is one who perceives oneself as both acting upon the environment and being acted upon by the environment, which includes give and take, hearing (being done to), and talking (acting upon).

Engagement style appears to be similar in some respects to the locus of control concept. At first examination it appears almost identical (active agent=internal locus of control; reactive patient=external). However, a closer examination reveals that it differs in several areas (McKinney, 1981). First, an internally controlled person must not only act on the environment but also perceive the effects of his or her actions. The active agent engagement style refers only to the part of acting on the environment. In this sense it is less complicated than locus of control. Second, engagement style refers simply to the experience of oneself acting or being acted upon without reference to the expected results. From this perspective, engagement style could develop prior to locus of control.

Some evidence leads to the idea that locus of control could develop after engagement style. Locus of control develops after social learning of the cause-effect relationship of one's actions takes place (Rotter, 1966). Tzuriel and Haywood (1985) found that a child who is intrinsically motivated to explore and be curious about the environment or act on the environment (active agent) becomes less intrinsic when he or she is continually rewarded externally for such behaviors. Therefore the child develops as an externally controlled person because his or her "agent" behavior is rewarded externally. However, if the child's "active agent" behavior continues without external rewards then the child will develop to be internally motivated. Lewis and Goldberg (1969) discussed the theory of generalized expectancy as it pertained to locus of control and rewards for behavior. Rotter (1966), as cited in Lewis and Goldberg's work, claims that children form a generalized expectancy or an expectation that their behaviors will elicit a reward. If children are rewarded from the outside they will expect these external rewards each time they produce this behavior. However, if the reward comes from the inside or if the child repeats the behavior because of his or her own desire, then the child will not expect external rewards for these behaviors and will be rewarded internally for the behavior. Therefore, the drive for the behavior is internal or internally controlled.

Deci (1980) also discussed the effects of rewards on intrinsic motivation in this regard. Locus of control is defined as a generalized expectancy regarding the perceived causal relationship between behavior and its consequences (Nowicki & Strickland, 1973; Rotter, 1966). Engagement style focuses solely on the perceived interaction

between the environment and a person, and does not concern itself with the consequences of the action.

McKinney (1981) did not find a correlation between locus of control and engagement style ($r = .01$). But logically it follows that to be internally controlled necessitates being an "agent" person. Thus it appears that there could be some relationship between the two constructs, a relationship that warranted retesting. This relationship was examined by considering both locus of control and engagement style. A considerable amount of research has been done in the area of parent-child relations and locus of control (i.e. Galejs & Pease, 1986; Johnson & Kilmann, 1975; Krampen, 1989; Tzuriel & Haywood, 1985; Yates, Kennelly, & Cox, 1975). The findings in these studies seem to point to logical hypotheses concerning the effect of engagement style on the parent-adolescent relationship as well.

Engagement style is a characteristic that can affect social interactions in all aspects of a person's life. Therefore, one might expect engagement style to possibly explain interaction differences between parents and adolescents. Parents with differing engagement styles may, in fact, have parenting styles that correspond to the manner in which they interact with the environment. Galejs and Pease (1986) found that different parenting practices are implemented by parents who are more self-determined than parents who feel that event outcomes are determined by fate. The former (self-determined parents) may be considered to be "agent" while the latter (fate-controlled parents) appear to be more "patient." Parenting style has, in turn, been found to affect the parent-adolescent relationship (Galejs & Pease, 1986), adolescents'

self-esteem (Buri, Louiselle, Misukanis, & Mueller, 1988) and adolescents school performance (Dornbusch, Ritter Leiderman, Roberts & Fraleigh, 1987).

Researchers studying the parent-adolescent relationship have focused upon patterns of communication and interactions between the parent and the adolescent; and they have used these patterns to examine various facets of the parent-adolescent relationship. Few studies have examined how each person in the relationship perceives his or her interactions with the environment, in general, and how this general style of interacting affects the specific relationship between the parent and the adolescent.

General characteristics of one's relationships or style of relating to others can be considered personality characteristics that are relatively stable and comparable from one relationship to another. Wish, Deutsch, and Kaplan (1976) concluded that different relationships can be compared to one another because certain common characteristics can be present in more than one relationship. These characteristics can be explored and identified by examining how each person in a relationship relates to the other and to the environment in general. Gjerde (1986) claims that the quality of one relationship can influence and in turn be influenced by other relationships. Researchers showed that the quality of the marital relationship affects the parent-child relationship. For example, Farrington (1978) found that the onset of marital disturbances tends to precede the development of aggression in the adolescent children. Burman, John and Margolin (1987) found that parents' marital satisfaction was positively associated with child adjustment. Howes and Markman (1989) found that even the premarital quality of communication between parents can be associated with autonomous behavior in

their children. Belsky (1981) stressed the importance of the marital relationship for effective parenting.

Montemayor (1986) found that conflict varies in families by social context (e.g., economic conditions, length of time that adolescents are dependent on their parents) , family structure (e.g., family size, single and step parents) and style of interaction (e.g., communication, problem-solving styles, exchange of positive and negative behavior). Robin (1981) found that training families to solve problems effectively reduced conflict and its negative effect. Findings such as these still do not fully explain why only some families have conflict problems and others do not. This study examined engagement style and locus of control as personality characteristics that may affect the family environment as a whole.

Some studies examine a specific aspect of the nature of the relationship itself. By examining personality constructs like engagement style and locus of control, one can explore (1) the individual's perceptions of a social event or interaction and (2) the underlying basis for the way a given individual interacts in social situations. These points can be studied by examining one's perception of his or her interactions with the environment both through perceived influence and intentions. Specifically, this study examined how engagement style and locus of control relate to the various interactions within the parent-adolescent relationship. Instead of examining one of the traditional dimensions of a relationship, such as conflict or communication style, and using it to explain the relationship, the researcher used a personality variable (e.g., engagement style or locus of control) to explain why these traditional dimensions vary from one family to another.

This study focused on how differences in engagement style and locus of control influenced many of the characteristics of the adolescent-parent relationship. Perhaps by examining differences in personality characteristics such as these, one can begin to explain variation and contradictions, suggested by Coleman (1978), in theories of adolescence. Engagement style can be a means of exploring the parent-adolescent relationship in a manner somewhat different from earlier studies.

How parents and adolescents relate to one another is important because this relationship plays a key role in the adolescent's overall development. The parent-child relationship has been shown to affect all aspects of child development. Burman, John, and Margolin (1987) found that when the warmth in the parent-child relationship is taken into account, the relationship between marital problems and child behavior problems were found only for mother's perception of boys. Frick, Lahey, Hartdagen, and Hynd (1989) found that children's own rating of adjustment is related directly to the parent-child relationship. They concluded that an effective parent-child relationship may buffer the impact of divorce or a distressed marital relationship. Cooper, Grotevant, and Condon (1983) found that adolescents in a supportive family are better able to develop and express their own opinions, which leads to individuation. From information on child-rearing practices, one can significantly predict the majority of personality variables on the high school personality questionnaire, such as self-sufficiency, conformity, and withdrawal (Barton, Dielman, & Cattell, 1977). Bell and Bell (1982) stress the importance of interactive communication between parents and adolescents in the development of an adaptive self.

Hunter and Youniss (1982) argue that building a mutually reciprocal relationship that allows for exposure to loyalty, empathy, trust, and morality is what leads to adolescent social development. Garbarino, Sebes, and Schellenbach (1984) found that children at risk for destructive parent-child relations are less socially competent and have developmental problems. Also, Hill (1980) proposed that security in the family relationship can promote competency in the child by allowing that child to become involved in activities outside the family. These outside activities can foster the development of identity. These studies show the importance of the parent-adolescent relationship to adolescent development.

The impact of engagement style and locus of control on the parent-adolescent relationship as examined in this study is shown in Figures 1 and 2 respectively. I predicted finding an indirect relationship between engagement style and the parent-adolescent relationship mediated by parenting style. I anticipate finding the same indirect relationships for locus of control and the parent-adolescent relationship. A measure of the family environment was used to assess the quality of the parent-adolescent relationship. I also predicted that this relationship is directly affected by the parenting style (as defined by Baumrind, 1971) which is in turn affected by the parent's engagement style or locus of control and the child's engagement style or locus of control. Engagement style was measured by two variations of McKinney's (1990) engagement style measures for college students. One variation consisted of a form for high school students and another for adults. The initial measure, used by McKinney (1980), was a semi-projective technique. More recently, McKinney (1990) constructed a story completion measure for college students and adults.

Locus of control was measured by Rotter's (1966) locus of control measure (I-E Scale). Parenting Style was measured according to adolescent perception. Brook, Whiteman, Gordon, Brenden, and Jinishian (1980) found that adolescents' perception of maternal behavior was quite similar to the mothers' perception of their own behavior, and as Buri, Louiselle, Misukanis, and Mueller (1988) state, "the actual parental behavior to which an individual has been exposed will effect that individual to the extent and in the way that he or she perceives that behavior." The adolescents' perception of their parents, child-rearing practices were measured by the parent authority questionnaire (PAQ) (Buri, 1989). The quality of the parent-adolescent relationships was examined using the family environment scale (FES) (Moos, 1974).

Hypotheses

The engagement style model for this study is presented in Figure 1. In Figure 2, includes the model for locus of control. The following shows the relationship predicted between each variable shown in the models.

Mother's Parenting Style ----->

Parent-Adolescent Relationship

Father's Parenting Style ----->

Parent-Adolescent Relationship

Parenting Style was expected to be directly related to the family environment. Yee and Flanagan (1985) found that children from high authoritarian family environments were more concerned about being scrutinized when amongst peers than children from authoritative or permissive families. They concluded that families with

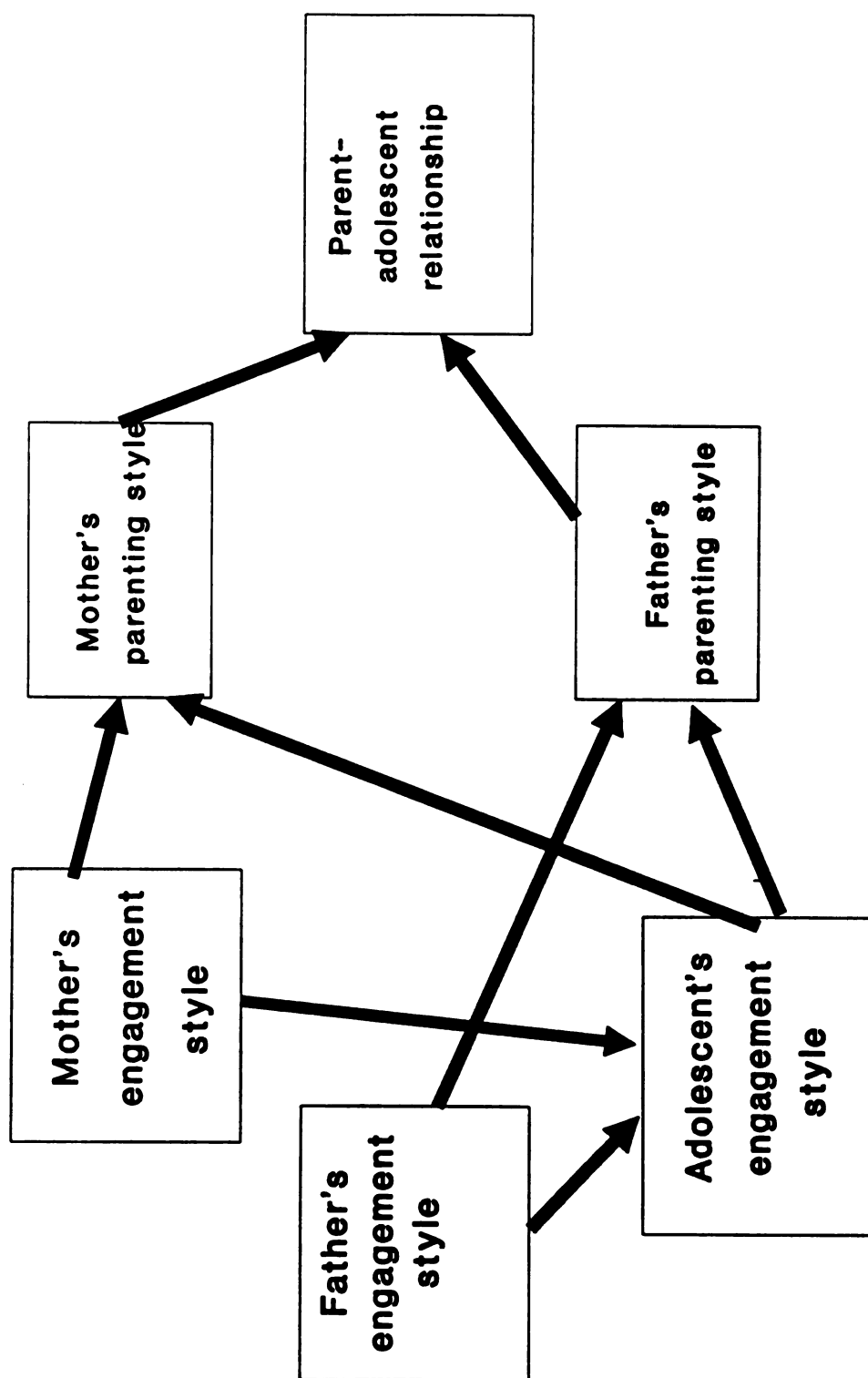


Figure 1. Path model for engagement style

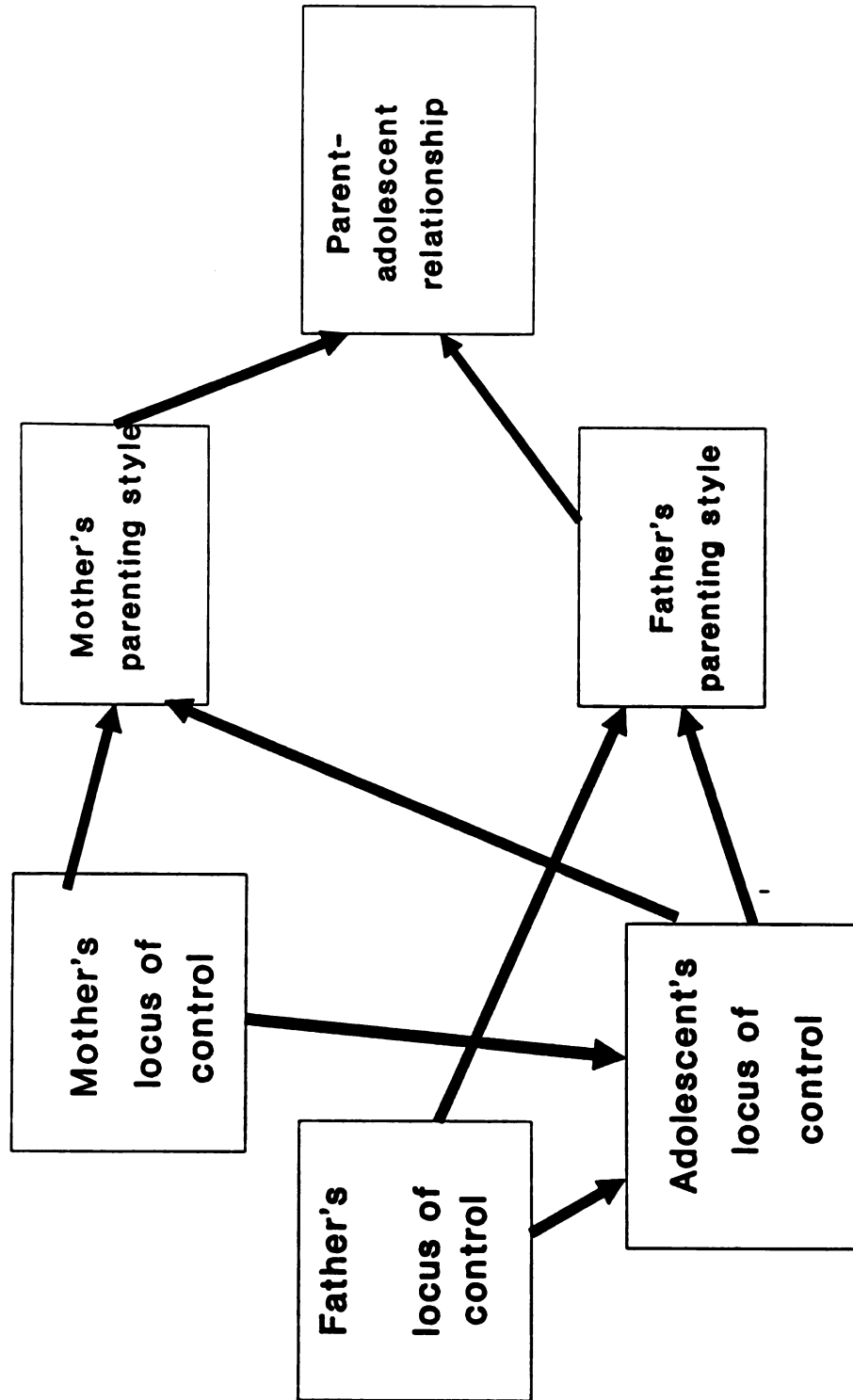


Figure 2. Path model for locus of control

high parental control may make the child more self conscious by being overly concerned about the child's conformity to external rules. Authoritarian parenting style, because of its dictatorial and controlling characteristics, was going to lead to fewer adolescent contributions to the family environment (Buri et al., 1988). Therefore this environment and the parent-adolescent relationship would have been less cohesive and expressive, but more controlling.

In contrast, authoritative parenting styles led to family environments that were characterized by the encouragement of autonomous behavior or independent decision-making. This type of environment conveys to the child that he or she is worthy of trust; in this family environment, parents placed more emphasis on independent decision making and less on the compliance with decisions made by others. Nunn and Parish (1980) found that children reared by permissive parents tended to develop less self-esteem. Buri et al. (1988) found that the mother's authoritativeness was positively related to child's self-esteem.

Authoritarianism, as measured by Buri's Parent Authority Questionnaire, in both parents was expected to be negatively related to the following subscales on the FES: expressiveness and independence. Authoritarianism was expected to be positively related to the control subscale.

Authoritativeness in both parents was expected to be positively related to the cohesion, expressiveness, independence and organization subscales of the FES.

Permissive parenting styles are predicted to be positively related to the conflict subscale and negatively to the control, organization, and cohesiveness subscales.

Adolescent's Engagement Style -----> Parenting Style

Adolescent's Locus of Control -----> Parenting Style

The effects of engagement style on child-rearing practices have not been researched. The effect of engagement style on parenting style was expected to be similar to that of locus of control. This expectation was based on the notion that engagement style is a possible precursor to the development of locus of control.

External people tended to perceive their parents more negatively (MacDonald, 1971; Palmer, 1971; Rotter, 1966). Johnson and Kilmann (1975) found that external children rated their mothers as more restrictive and demanding than internals, and that maternal overprotectiveness and restrictiveness were related to external locus of control.

Research has shown that males with an external orientation rated fathers as more rejecting while external females rated their fathers as less rejecting (Johnson & Kilmann, 1975; Yates, Kennedy & Cox, 1975). These researchers demonstrated that parental punishment perceived as noncontingent to child misbehavior was related to external locus of control. Based on the preceding research, it was also expected that adolescents who perceive themselves as "patients" (being acted upon by their environment) will rate their parents as more authoritarian.

Children who have a more internal locus of control perceive their parents in a very different manner. Nowicki and Segal (1974) found that the parents of children with internal locus of control generally had more positive parenting qualities. Researchers have found evidence that internals perceive their parents as more consistent and predictable in punishment (authoritative) (Davis & Phares, 1969;

MacDonald, 1971). Yates et al (1975) found that parents perceived as contingent punishers were also perceived as loving and verbally supportive, while the noncontingent punisher was perceived as rejecting, neglecting and critical. Therefore, I predicted that more agent adolescents would perceive their parents as more authoritative.

Parent Engagement Style -----> Parenting Style

Parent Locus of Control -----> Parenting Style

Galejs and Pease (1986) examined the locus of control of parents and asked what they believed were ideal characteristics of parents. They found that more external mothers stressed educational materials and good nutrition as ideal parental behaviors. However, for more internal mothers, the ideal parenting characteristics included more affection and verbal interaction. Given that internal parents stress verbal interaction or authoritativeness and agent and communal people are ones who act upon their environment, I predicted that the more agent mothers would be rated as authoritative.

The same study also examined the relationship between father's locus of control and their perception of the ideal parent. Fathers, who believed they were in control of their lives, emphasized good health habits, balanced meals and encouraged responsibility. Fathers who believed they were in less control of their lives included creativity and verbal interaction as ideal parenting characteristics. Fathers did not believe that they had no control over their lives or that their lives were controlled by fate, but simply thought that they had less control than the other fathers in the study. Therefore, all of the fathers can be considered internals. Considering that the

characteristics listed by the fathers fall mainly in the authoritative parenting style, I predicted that agent fathers would rate as more authoritative.

Different parenting styles can be expected with differing combinations of engagement style. If the parent is agent and the adolescent is patient, one could predict that the parenting style would be more authoritarian. The parent would be "doing things to the child" while the child perceived him or herself as only being done to and not having an active effect on the relationship. A patient parent and agent child could lead to more of a permissive parenting style. The parent would perceived him or herself as "being done to" by the child, whereas the child would be "acting on" the relationship.

Hypothesis Related to Age Differences

Age was expected to be a significant factor in the development of engagement style and in the manifestations of the parent-adolescent relationship. I predicted that the older adolescents would be more agent than the younger adolescents. I based this on the findings of several researchers who indicate that as children get older they attain more means of affecting their environment and gain control of increasingly more areas of their lives (Bialer, 1961; Crandall, Katkovsky, & Crandall, 1965; Sherman, 1984). Older subjects will have more opportunity to act upon their environment.

The data were also be analyzed for sex differences. I made no particular predictions for the effect of sex or any interaction between sex and age. A summary of the hypotheses of this study can be found in Table 1.

Method

Subjects

The 174 minority subjects were from four high schools in a large midwestern city and a large midwestern university. From the high schools, the sample consisted of 71 9th grade students (28 males and 43 females with a mean age of 14.6 years) and 57 11th grade students (37 males and 20 females with a mean age of 16.5 years). From the large midwestern university 46 college freshmen (19 males and 27 females with a mean age of 19.9) participated. I examined these three age levels because Papini and Sebby (1987) found a developmental change in the affective quality of the parent-adolescent relationship during the apex of the pubertal growth spurt. This change in affect between the adolescent and parent could affect the interactions between the adolescent and the parent. By the time adolescents are in the 11th grade, most have passed this stage; the interactions assessed would not be confounded with differing interactions due to the stresses of entering puberty.

Procedure

The ninth and eleventh grade students were given a letter in class explaining the purpose of the study. A copy of this letter can be found in Appendix A. The students were asked to take this letter home and discuss it with their parents, sign it and bring it back to school. The letter was followed by a phone call to answer any questions for those who had not returned the signed letter and to determine why they had chosen not to participate. The telephone script can be found in Appendix B. Those who returned the letter completed the adolescent measures in class and took the parent

Table 1. Summary of hypotheses.

Summary of Hypotheses		
FES SUBSCALE		
	$r +$	$r -$
Parental Agreement	Cohesion, Expressiveness Independence, Organization Religious-Moral Emphasis	
Parenting Style		
Authoritarian	Control	Expressiveness, Independence
Authoritative	Cohesion, Expressiveness Independence, Organization	
Permissive	Conflict	Control, Organization, Cohesion
Engagement Style of Adolescent		Parenting Style Rating
More agent adolescent		More authoritative rating
More patient adolescent		More authoritarian rating
Engagement Style of Parent		Parenting Style Rating
Agent or communal mother		More authoritative
Patient mother		More authoritarian
Agent father		More authoritarian
Patient father		More permissive
Communal father		More authoritative
CROSS-SECTIONAL AGE EFFECTS		
Adolescents will become progressively more agent as they get older.		

measures home. The parent measures were mailed back to the University upon completion. The college freshmen were recruited via the undergraduate introductory psychology subject pool in exchange for class credit. They were asked to complete the instruments and mail a packet of instruments to their parents to complete.

Each packet contained a consent form that was signed by the parent(s) and the adolescent, the engagement style questionnaires, Rotter's I-E scale, and the Family Environment Scale. Each packet was assigned a number and all of the materials in that packet had that number written on it. Therefore the appropriate parent adolescent pairs could be matched while maintaining anonymity. The parents and adolescents were instructed not to put their names or any other identifying information on the questionnaires.

Instruments

The engagement style questionnaires were story completion tests. Each brief story began with two sentences that set up a situation for Sally (for females), Bill (adult males), and Billy (for adolescent males) and the respondent was asked to indicate with one sentence what happens next in the story. These responses were coded for agency. Each test included twenty situations. An example would be "Sally wants to play tennis. She asks her friend if she wants to play." An agent response may have been "Sally plays tennis with her friend." Such a response was considered agent because the subject described Sally (or Billy) as active in the situation. A communal response (i.e. both agent and patient) may have been "Sally's friend says yes and Sally is happy." This response was considered communal because Sally (or Billy) was

described by the subject as being both active in the situation and as the recipient of action of another person. A patient response may have been "Sally's friend says that she will play tennis with her." This response showed Sally solely as the recipient of another's behavior and not as active. Therefore, this response would have been considered patient. The subject's agency was determined by how many stories they completed using agent responses. The reliability of this instrument was acceptable (Cronbach's $\alpha = .90$) (McKinney, 1990). The relationship of the story measure with the picture form was also acceptable ($r = .40$, corrected for attenuation, $n = 114$). The adult and high school forms were identical in all respects except the content of the stories. The adolescent stories involve activities that adolescents would engage in, while adult stories involved activities more appropriate for adults.

The Family Environment Scale was designed by Moos (1974). It consisted of ninety true/false questions that were divided into three dimensions for a total of ten subscales. In the Relationship Dimensions were three subscales: Cohesion, Expressiveness and Conflict. The Personal Growth Dimension there consisted of five subscales: Independence, Achievement Orientation, Intellectual-Cultural Orientation, Active-Recreational Orientation, and Moral-Religious Emphasis. Last, the System Maintenance Dimension, included two subscales: Organization and Control. A full discussion of what each subscale attempted to measure can be found in Appendix C.

Reliability for the Family Environment Scale has been demonstrated (Moos, Insel, & Humphrey, 1974). The Kuder-Richardson Formula 20 was used to calculate the internal consistency of each scale. Reliabilities range from .64 for the Independence subscale to .78 for Cohesion, Intellectual-Cultural Orientation, and the

Organization subscales. The reliabilities were based on a sample of 814 family members in 240 families. The average item-subscale correlation was calculated on the same 814 family members and ranged from .45 for the Independence subscale to .58 for the Cohesion subscale. Test-retest reliability was calculated on forty-seven family members in nine families with an interval of eight weeks. The scores range from .73 on the Expressiveness subscale and .86 on the Cohesion subscales. The intercorrelations for each of the subscales averaged about .20 indicating, according to Moos et al (1974), that the subscales measure distinct but related aspects of the family environment.

The Parent Authority Questionnaire, designed by Buri et al., 1988), consisted of 30 questions, 10 for each of the parenting styles (authoritative, authoritarian, and permissive). Each parent received a score for each type of parenting style, with a total of six subscales (three for each parent). Each item was stated from the perspective of an individual appraising the authority exhibited by his or her parents. The respondent replied on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). An example of an item from the permissive scale is "My mother/father has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want." An example from the authoritarian scale is "As I was growing up my mother/father did not allow me to question any decision that she/he made." An example of an item from the authoritative scale was, "My mother/father has always encouraged verbal give and take whenever I have felt that family rules and restrictions were unreasonable."

The test-retest reliability was based on responses of 61 college students over a two week period yielded the following: $r=.81$ mother's permissiveness, $r=.86$ for mother's authoritarianism, $r=.78$ for mother's authoritativeness, $r=.77$ for father's permissiveness, $r=.85$ for father's authoritarianism, and $r=.92$ for father's authoritativeness. Cronbach (1951) coefficient alpha values were calculated on the responses of 185 college students to the PAQ. The results are as follows: .75 for mother's permissiveness, .85 for mother's authoritarianism, .82 for mother's authoritativeness, .74 for father's permissiveness, .87 for father's authoritarianism, and .85 for father's authoritativeness (Buri et al., 1988).

Rotter's (1966) I-E Scale consisted of 29 forced-choice items. Each question gave two alternatives and the subject selected which one he or she more strongly believed. The items presented statements that reflected either individual control of the world or fate, luck, or chance as controlling the events of the world. Six of the 29 items were "filler" items that were not related to the measure but were used to disguise the purpose of the test. An example of a test item would be: "a. It is hard to know whether or not a person really likes you (external). b. How many friends you have depends upon how nice a person you are (internal)." The test was scored by counting the number of "external" choices.

One month test-retest scores for 30 male college students were: $r = .60$, 30 female college students: $r = .83$ (combined $r = .72$). Two month test-retest reliability for 63 male college students were: $r = .49$, 54 female college students: $r = .61$ (combined $r = .55$). Rotter (1966) stated that the lower two-month test-retest reliability scores may be due to different method of administration of the test at the two times.

The students completed the initial test set in a group, but students taking the second test set did so individually.

The internal consistency of the test proved acceptable. The Spearman-Brown Split Half for 50 male college students was: $r = .65$ and 50 female college students: $r = .79$. Kuder-Richardson for 50 male college students turned out to be $r = .70$ and $r = .76$ for 50 female students. A second Kuder-Richardson analysis on 200 males and 200 females yielded $r = .70$ and $.70$ respectively.

Data Analysis

All of the hypotheses were tested by conducting path analyses on the data. One path analysis included locus of control another included engagement style. These analyses were used to determine whether either was related to parenting style and whether either affects the parent-adolescent relationship or family environment. Preliminary analyses were completed to determine sex and age differences. Additionally, for ninth and eleventh grade students, analyses were made to determine school differences and to determine the appropriateness of combining schools by age. Considering that many of the parents did not return their questionnaires, the data were analyzed to determine differences between subjects whose parents returned the questionnaires and those who did not. Separate path analyses were completed based on age and sex if necessary based on the preliminary analyses.

Results

Preliminary Analyses

Tables 2 and 3 show means (for males and females, respectively) for each of the measures used in this study by grade (references in Appendix D). Also, for comparative purposes, means from previous studies that used the same measures as this study are provided. Analyses revealed a marked difference between the means for the engagement style questionnaire from this study and that from another study of ninth and eleventh grade subjects (i.e. for females, $M_{9th\ grade} = 5.198$ $M_{11th\ grade} = 6.00$ $M_{McKinney's\ study} = 9.72$).

Reliabilities

Since the previously published reliabilities for each of the measures used were based on college students and not specifically on minorities, reliabilities for each measure were completed. Dancy and Handal (1981) reported norms for African-Americans for the Moos' Family Environment Scale, however, reliabilities were not included. Not all subjects completed all questionnaires which resulted in differences in sample size for some of the measures. Split-Half, Spearman-Brown, and Cronbach alpha calculations were completed for each measure. These reliabilities can be found in Table 4.

The reliabilities for most of the subscales of Moos' Family Environment Scale were below acceptable levels. For example, for the Achievement Orientation and Expressiveness, Cronbach Alphas were .105 and .216 respectively. These low reliabilities demonstrate that perhaps the questions on these measures are not

Table 2. Comparisons of means from this study with means from other studies using the same measures for males.

Test	Current Study			Other Studies	
	9th	11th	CF	Mean	Age
Rotters I-E	10.821	10.135	11.947	11.32 ¹	univ
Engagement style	4.804	3.764	5.947	9.72 ²	16-18
Parent Authority Questionnaire Subscales					
Permissive for mothers	25.962	27.028	26.167	25.38 ³	19.2
Permissive for fathers	27.458	26.097	26.474	23.48	19.2
Authoritative for mothers	34.192	33.667	38.111	36.52	19.2
Authoritative for fathers	34.042	32.194	36.579	33.20	19.2
Authoritarian for mothers	33.346	31.944	31.389	27.20	19.2
Authoritarian for fathers	32.583	33.806	31.105	29.03	19.2
Family Environment Scale Subscales					
Cohesion	5.786	6.189	6.316	6.61 ⁴	n=1125 all ages represented
Expressiveness	4.357	4.027	4.632	5.45	
Conflict	3.964	3.243	3.737	3.31	
Independence	5.893	5.649	6.474	6.61	
Achievement	6.607	6.405	6.316	5.47	
Intellectual	4.714	4.784	5.105	5.63	

Table 2 (cont'd).

Test	Current Study			Other Studies	
	9th	11th	CF	Mean	Age
Active recreational	5.393	5.297	6.105	5.35	
Moral religious	6.500	5.054	5.316	4.72	
Organizational	5.893	5.919	4.895	5.41	
Control	6.143	4.865	3.842	4.34	

Table 3. Comparisons of means from this study with means from other studies using the same measures for females.

Test	Current Study			Other Studies	
	9th	11th	CF	Mean	Age
Rotters I-E	12.220	11.400	12.815	11.81 ¹	univ
Engagement style 16-18	5.198	6.000	8.593	9.72 ²	
Parent Authority Questionnaire Subscales					
Permissive for mothers	24.860	26.000	24.815	25.38 ³	19.2
Permissive for fathers	27.105	26.600	24.360	23.48	19.2
Authoritative for mothers	36.070	32.263	35.481	36.52	19.2
Authoritative for fathers	31.421	32.450	31.840	33.20	19.2
Authoritarian for mothers	34.186	32.526	31.222	27.20	19.2
Authoritarian for fathers	32.974	30.700	32.960	29.03	19.2
Family Environment Scale Subscales					
Cohesion	5.093	5.500	6.630	6.61 ⁴	n=1125 all ages
Expressiveness	3.860	4.250	5.556	5.45	represented
Conflict	4.395	4.650	3.926	3.31	
Independence	5.628	6.300	6.407	6.61	
Achievement	6.581	6.350	6.444	5.47	
Intellectual	4.442	5.050	5.407	5.63	

Table 3 (cont'd).

Test	Current Study			Other Studies	
	9th	11th	CF	Mean	Age
Active recreational	4.442	4.950	6.037	5.35	
Moral religious	5.535	5.550	5.593	4.72	
Organizational	5.721	5.200	5.815	5.41	
Control	5.558	5.350	4.519	4.34	

applicable to minority populations in the same manner that they are in the populations that were originally used by Moos. Having only nine questions per subscale combined with the inappropriateness of the questions probably contributes to such low reliabilities.

For Buri's Parent Authority Questionnaire, the reliabilities ranged from Cronbach Alpha ranging from .715 for the Permissive scale for fathers to .818 for the Authoritarian scale for mothers. All of the reliabilities for this measure were at or above acceptable levels.

Engagement style had the highest Cronbach Alpha level of all measures used (.871). With a minority population, the engagement style questionnaire showed high reliability.

Rotter's locus of control scale, like the Moos Family Environment Scale, had low reliability. Jones and Zoppel (1979) concluded the Rotter locus of control Scale does not have equivalence of meaning across populations, even here in the United States.

Analyses for Differences Between Schools

Because four high schools were involved in this study, a 2 x 4 (grade (9th and 11th) by school) ANOVA was done on all constructs. If no differences were found between schools within the same grade, then data from all four schools would be combined for all further analyses.

The only significant finding was for ninth grade students; students at one high school (\underline{M} = 4.774) scored significantly lower than at another high school (\underline{M} = 5.831)

Table 4. Reliabilities on all measures used based on the ninth and eleventh grade subjects.

Test	N	Split Half	Spearman-Brown	Cronbach Alpha
Rotters I-E	105	.389	.560	.456
Engagement Style	105	.756	.861	.871
Parent Authority Questionnaire Subscales				
Permissive for mothers	103	.575	.730	.727
Permissive for fathers	94	.547	.707	.715
Authoritative for mothers	103	.606	.755	.802
Authoritative for fathers	94	.605	.754	.793
Authoritarian for mothers	103	.781	.877	.818
Authoritarian for fathers	94	.677	.807	.774
Family Environment Scale Subscales				
Cohesion	105	.629	.774	.772
Expressiveness	106	.208	.345	.216
Conflict	106	.578	.732	.726
Independence	106	.164	.281	.303
Achievement	106	.111	.200	.105
Intellectual	106	.457	.627	.601

Table 4 (cont'd).

Test	N	Split Half	Spearman-Brown	Cronbach Alpha
Active				
Recreational	106	.365	.534	.655
Moral Religious	106	.375	.546	.558
Organizational	106	.514	.679	.626
Control	106	.217	.356	.323

on the Moral Religious Subscale of the Moos Family Environment Scale ($F = 3.124$, $p < .039$). Since this was the only significant finding, all further analyses were based on data from the four schools combined for both 9th and 11th grade subjects.

Hypotheses for Engagement Style and Locus of Control

Analysis of the overall age difference for engagement style was $F(2,170) = 5.374$, $p < .005$. The Tukey test of pairwise comparisons revealed that college freshmen ($M = 7.2$), as predicted, scored significantly more agent than 9th grade ($M = 5.001$) or 11th grade ($M = 4.882$) grade students.

Also, 2×3 (sex by grade) ANOVA revealed that college freshmen females ($M = 8.593$) scored significantly more agent than 9th grade females ($M = 5.198$), $F(5,167) = 3.475$, $p < .005$. This age difference for females can be seen in Figure 3.

For the Rotter I-E scale of locus of control, the overall age difference for the student rating was $F(2,169) = 47.476$, $p < .013$. As shown in Figure 4, the Tukey test of pairwise comparisons revealed that college freshmen ($M = 12.381$) were significantly more externally controlled than 9th ($M = 11.521$) and 11th ($M = 10.768$) grade students. This finding is contrary to previous studies in the area of locus of control, but consistent with research using African-Americans.

Scores on Rotter's I-E scale of locus of control and scores on the engagement style test were not correlated significantly ($r = .145$, ns). McKinney (1981), also, did not find locus of control and engagement style scores to be correlated. However, this was contrary to the hypotheses for this study.

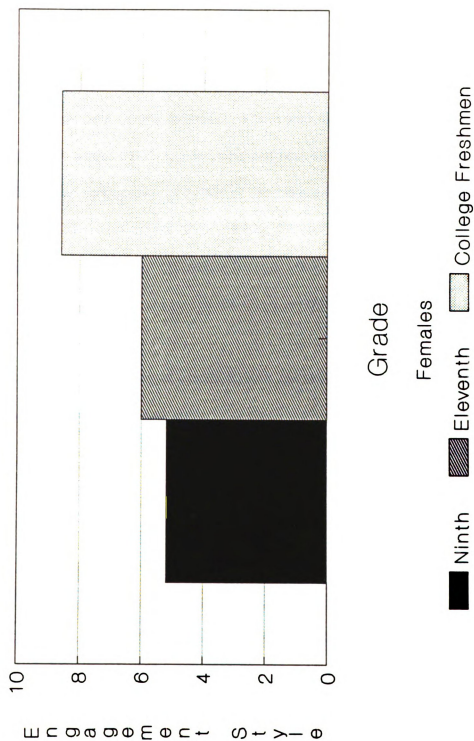


Figure 3. Age change for females on engagement style

Path Analyses

Most parents of the students involved in this study did not return their forms. This left an inadequate sample to conduct a path analysis on the hypothesized model. In only 46 cases across the three age levels had both student and parent response. A path analysis was conducted on a subset of the models, excluding the engagement style and locus of control scores of the parents. Conducting the path analysis on this subset of the models seemed appropriate because adolescents' engagement style and locus of control were predicted to directly affect parenting style and in turn the parent-adolescent relationship.

The preliminary analyses exhibited both age and sex differences. Therefore, the sample was divided by sex and grade. This subdivision also rendered less than adequate sample sizes for path analyses. Among the six subsets, the sample size ranged from 19 to 33. Considering there were 17 measures, including all subscales, the sample sizes were blatantly too low to warrant any type of confidence in the findings.

Path analyses were completed on the six subsets, even though the data were inadequate to determine if there was any type of relationship between the data and the models. Separate analyses were done for engagement style and locus of control. No path coefficients were significant, though path coefficients were in the predicted direction between student's engagement style and authoritative parenting scores for some sex by grade subsets. For college freshmen males, the path coefficient between student engagement style and mother's authoritative score was .21, for father's authoritative score, .33. The path analysis figures for college freshmen males can be

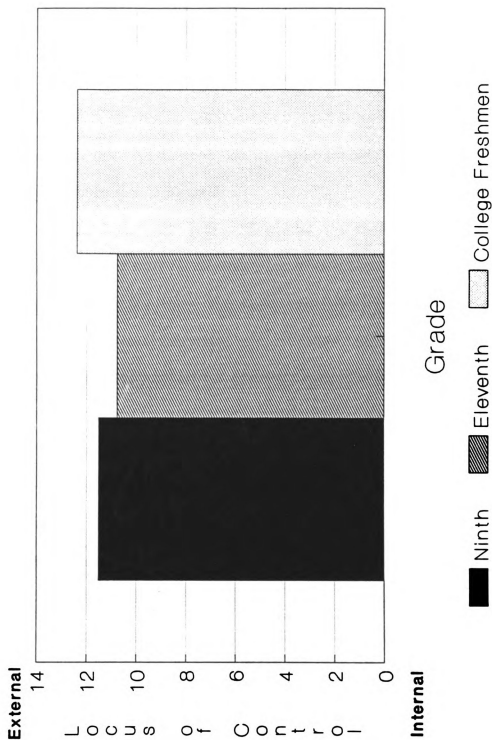


Figure 4. Age comparisons for locus of control

seen in Figure 5. The coefficients for college freshmen females were not in the predicted direction nor were they high enough to report.

The path coefficient between student engagement style and mother's authoritative score for eleventh grade males (.56) and father's authoritative score (.33) were also in the predicted direction. The figures for the path analysis for eleventh grade males can be seen in Figure 6.

As Figure 7 shows, the path coefficient between student engagement style and mother's authoritative score for eleventh grade females was not in the predicted direction. For ninth grade males, the path coefficient was in the predicted direction for the path between student engagement style and parent's authoritativeness score. Between student engagement style and mother's authoritativeness score the path coefficient was .35 and for father's authoritativeness, it was .33. The same was also true for ninth grade females (.19 and .14 respectively) although the path coefficients were not as strong. The results of the path analysis for ninth grade males can be seen in Figure 8 and for ninth grade females, Figure 9.

For locus of control scores, path analyses were done on the six subsets of the sample. As with the path analyses for engagement style, the sample size was not adequate to have confidence in the results. These data did not fit the predicted model. Only eleventh grade females (Figure 10) and ninth grade males (Figure 11) even had scores in the predicted direction. For eleventh grade females, the path coefficients between student locus of control and score for mother's authoritativeness was .59 and for father's authoritativeness it was .21. For ninth grade males, the path coefficient between student locus of control and mother's score on authoritativeness was not

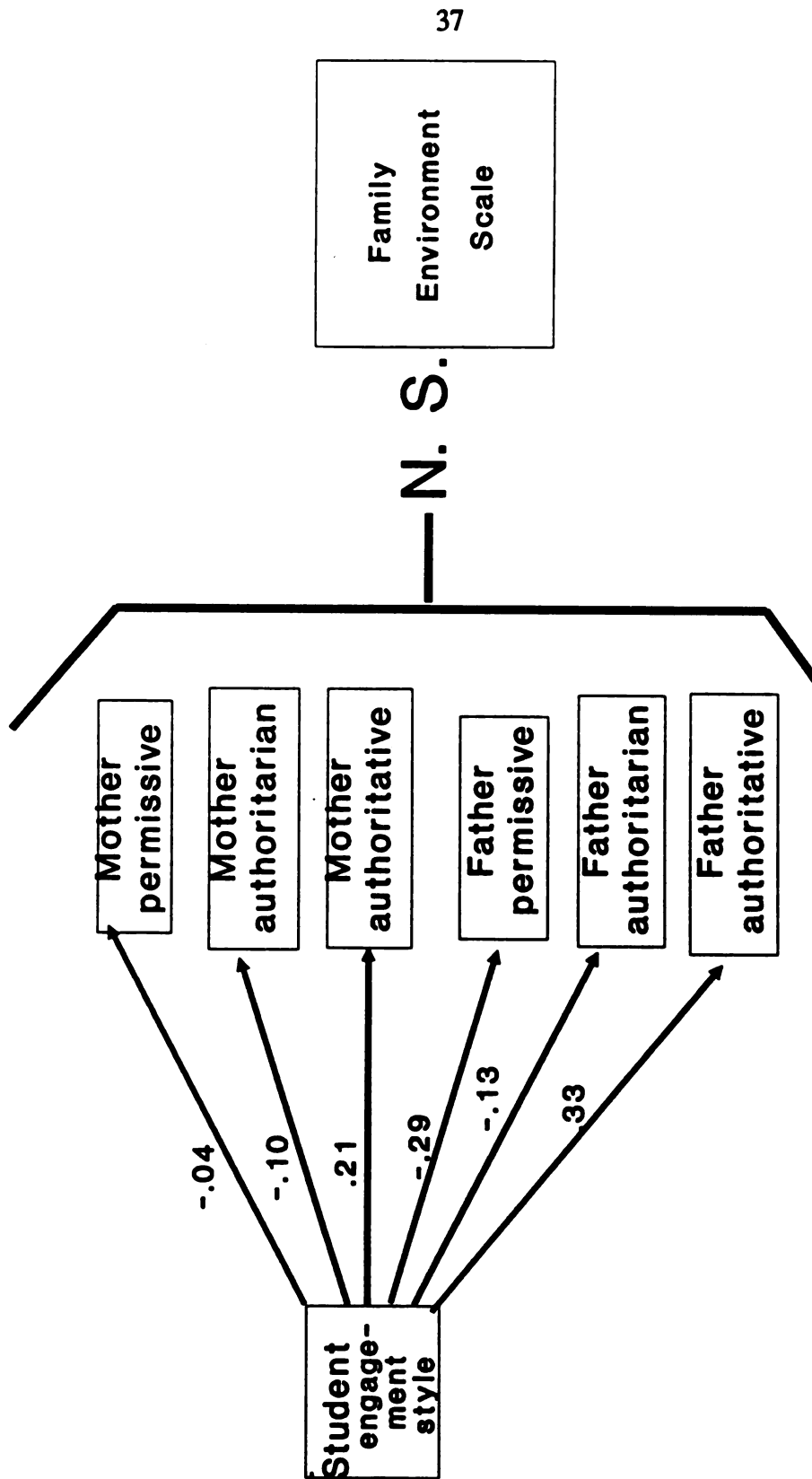


Figure 5. Path analysis for college freshmen males on engagement style.

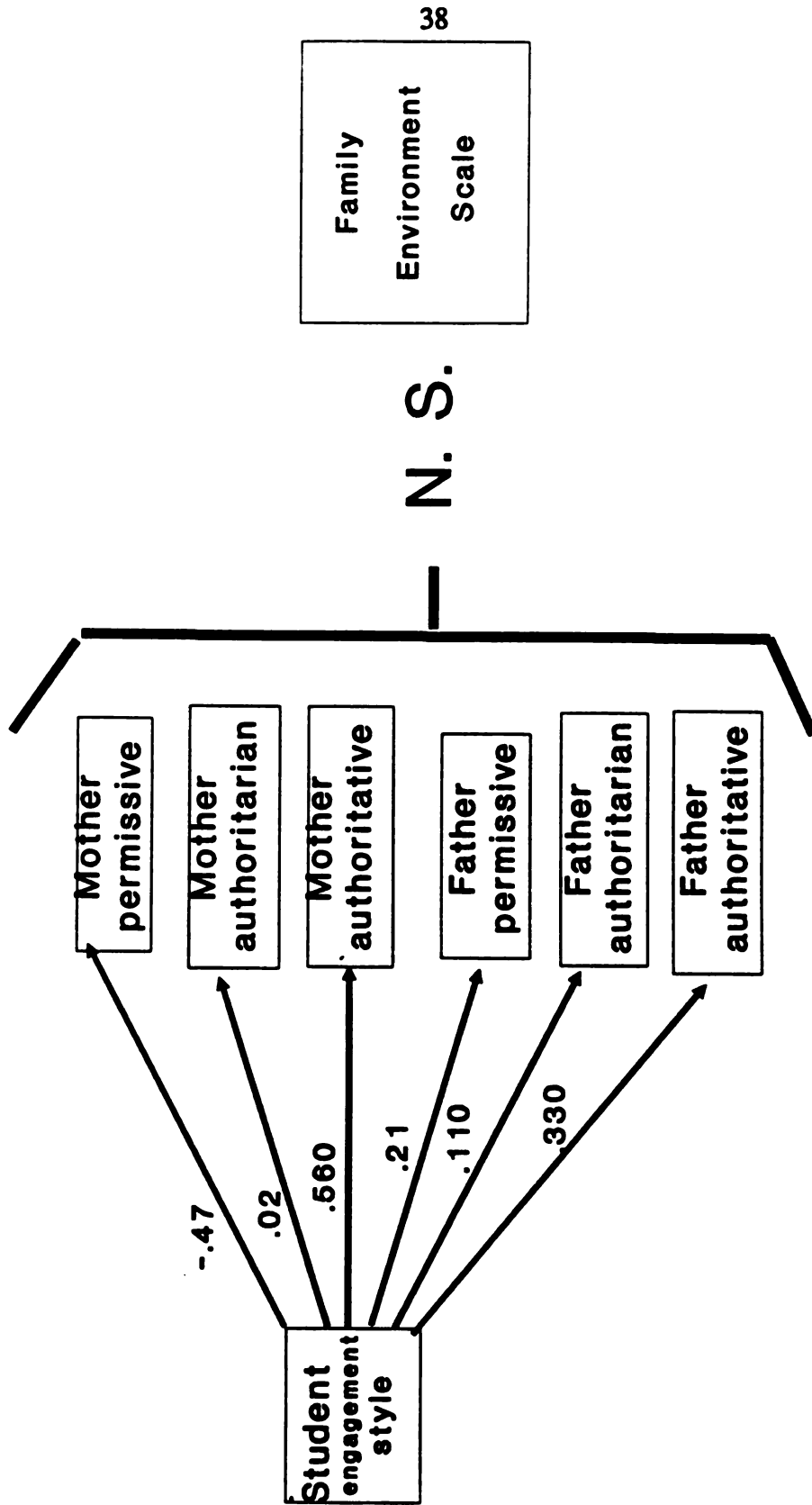


Figure 6. Path analysis for 11th grade males on engagement style.

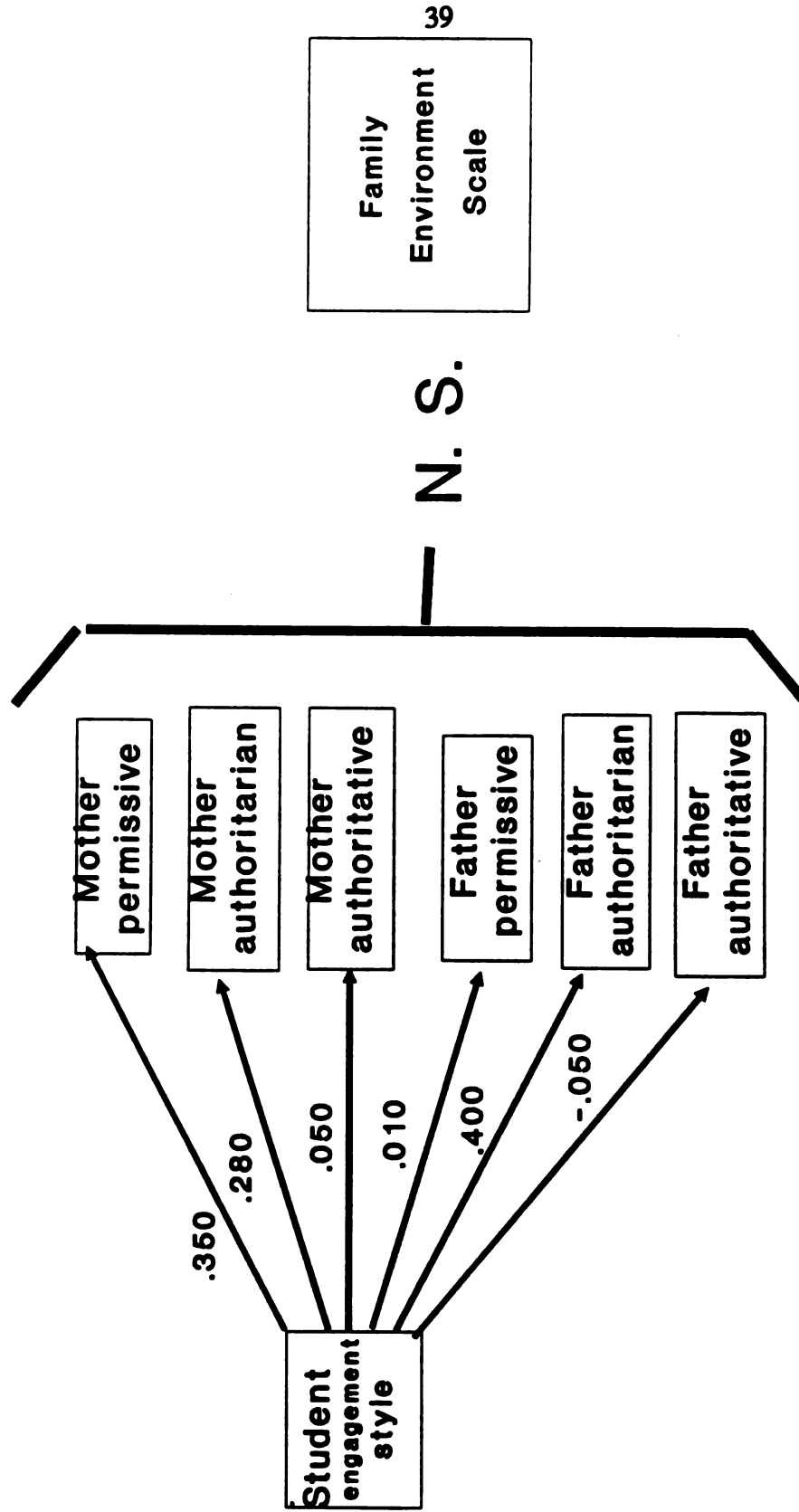


Figure 7. Path analysis for 11th grade females on engagement style

significant, but in the predicted direction, (.51) and for father's authoritativeness score the path coefficient was .47. The remaining path coefficients for locus of control were not significant nor were they in the predicted direction.

Additional Analyses

Analyses of Parent Response

Because the majority of parents of subjects involved in this study did not return questionnaires, subjects whose parents did return their questionnaires were compared with those subjects whose parents did not. I predicted that this could be an indicator of the quality of the parent-adolescent relationship.

A 2 x 3 (parent response x grade) ANOVA was done for all constructs. Although the omnibus F ratio for engagement style indicated significant differences, ($F(1,171) = 7.227, p < .008$), according to the Tukey test of pairwise comparisons, within grade there were no significant differences between students whose parents returned their forms and students whose parents did not. The significant finding was that ninth and eleventh grade students who did not have parent responses ($M = 5.302, 4.500$, respectively) scored significantly lower than college freshmen ($M = 8.726$) who had parent responses. Considering the age difference and the difference in parent response, this finding was confounded.

Although the reliability was quite low, significant differences were found for the Expressiveness Subscale of the Family Environment Scale between students whose parents responded and those who did not ($F(1,171) = 17.786, p < .001$). The Tukey Test of pairwise comparisons revealed that college freshmen whose parents did

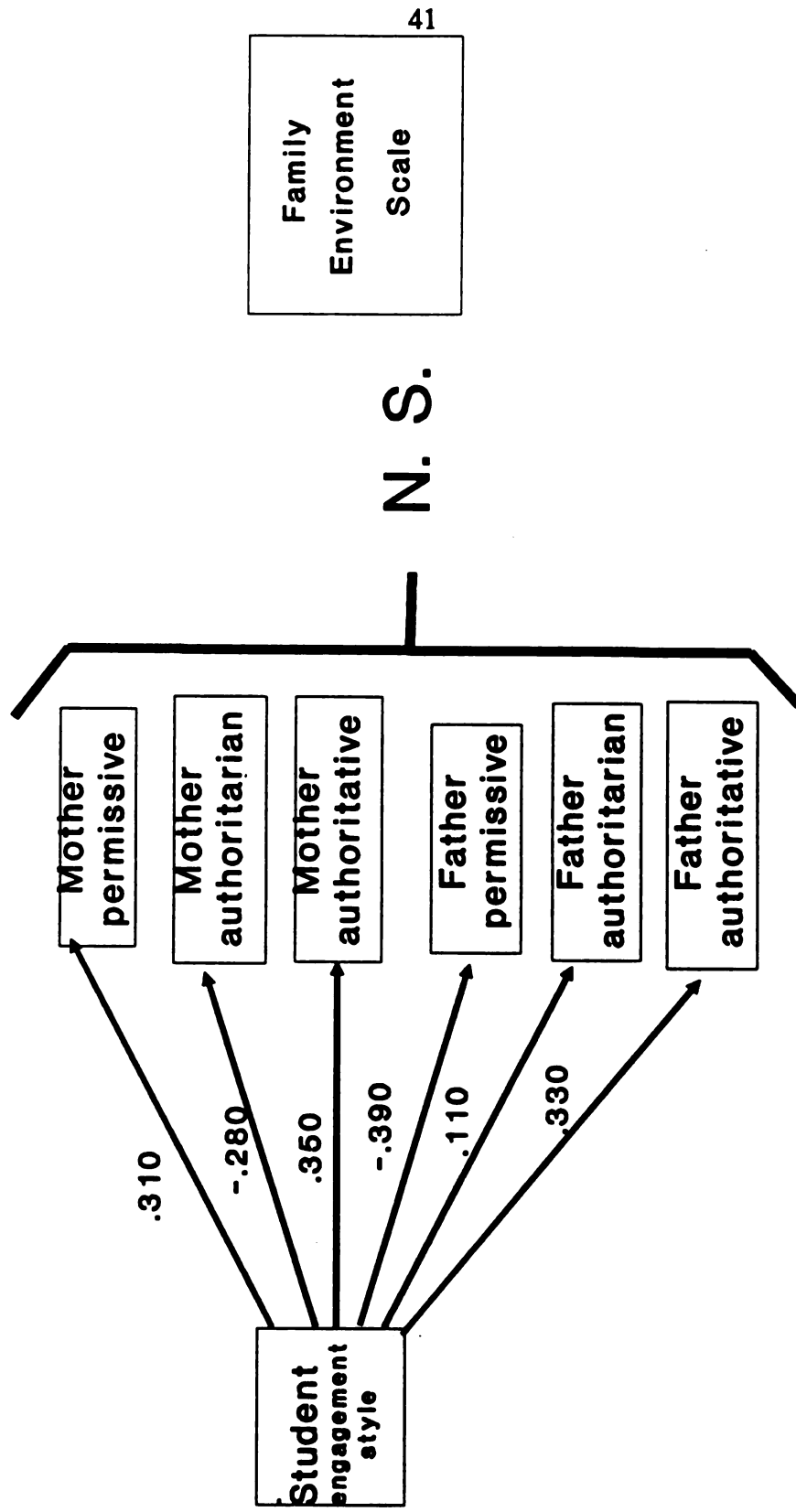


Figure 8. Path analysis for 9th grade males on engagement style.

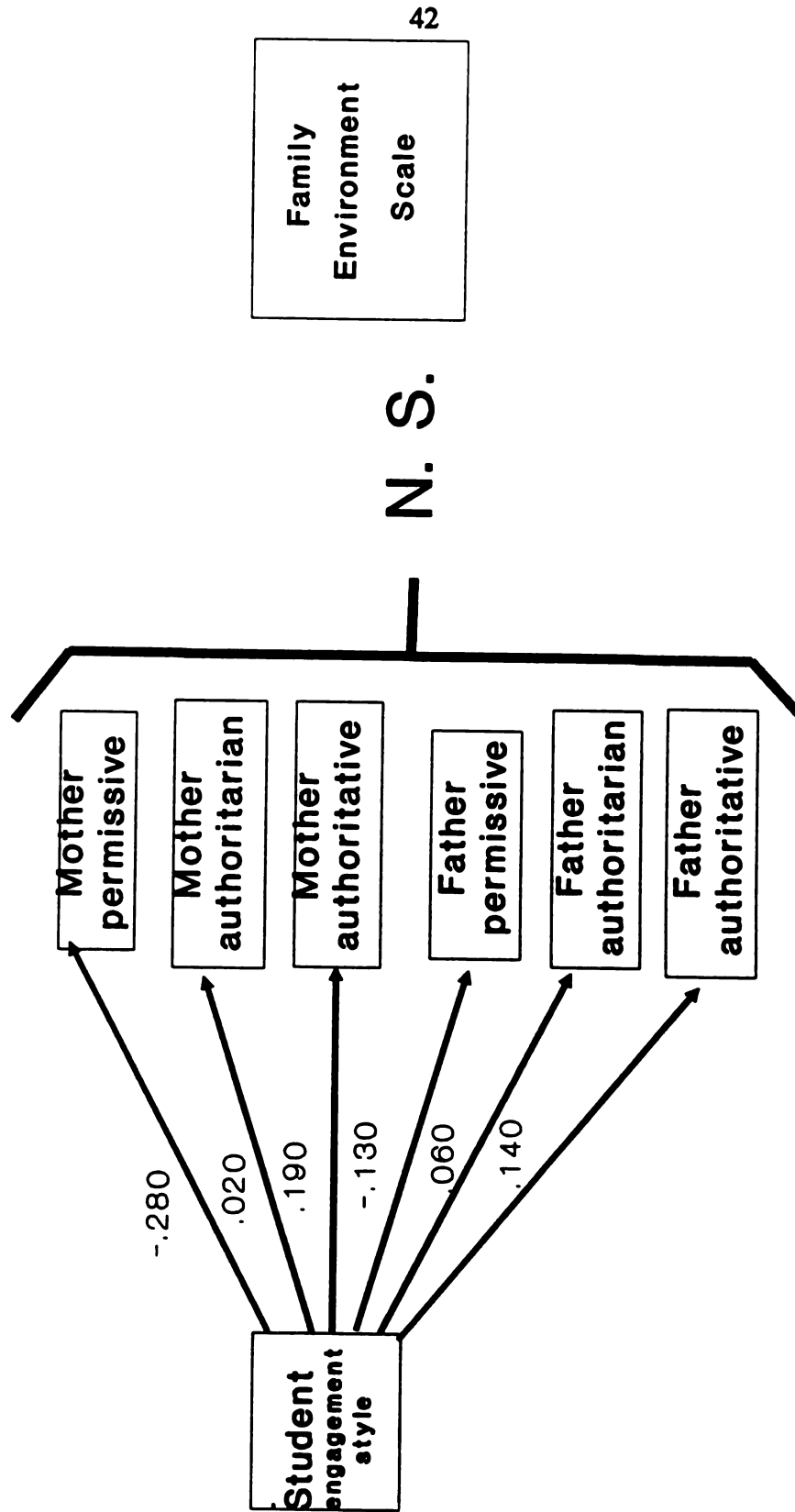


Figure 9. Path analysis for 9th grade females on engagement style.

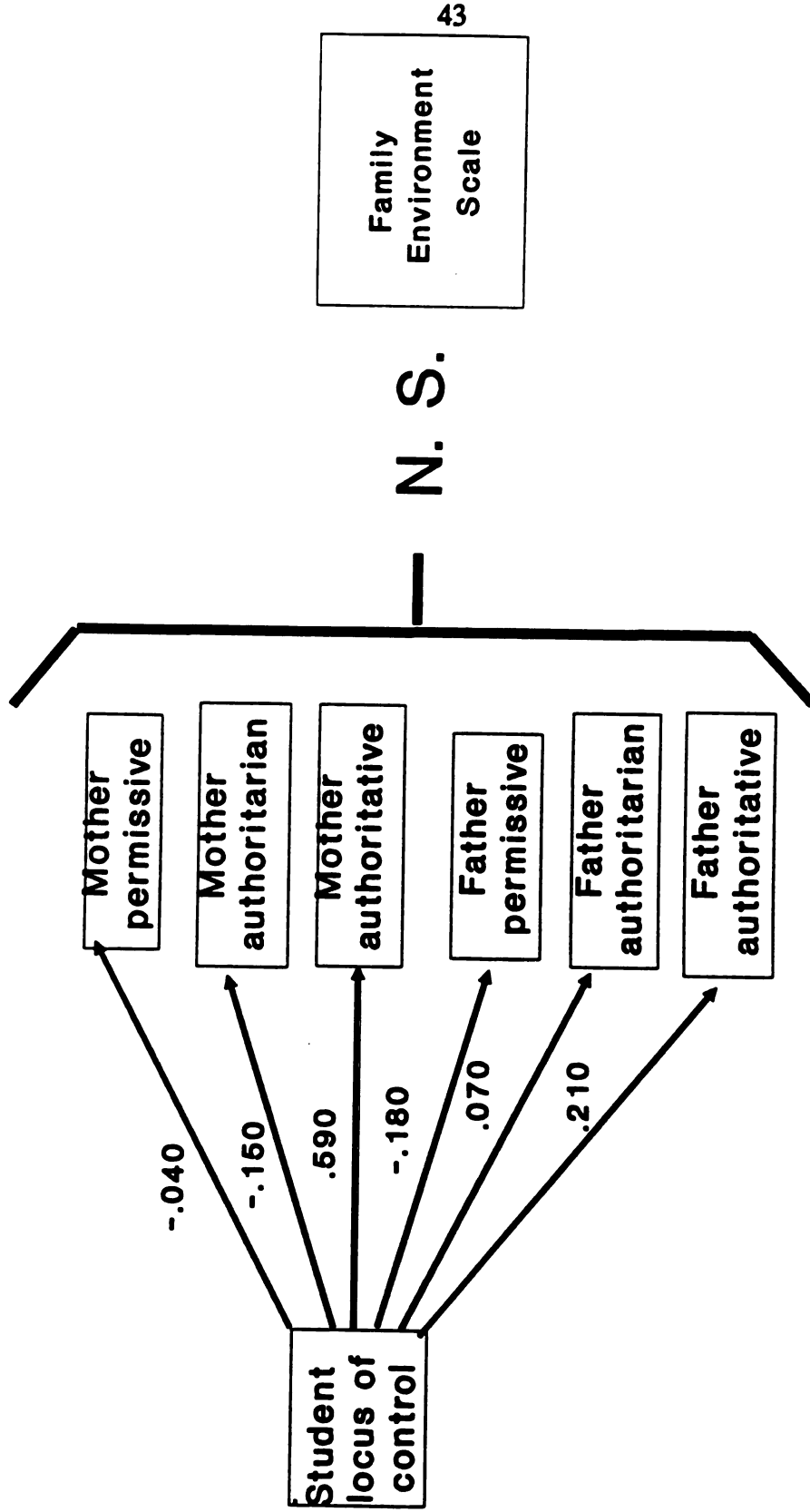


Figure 10. Path analysis for 11th grade females for LOC

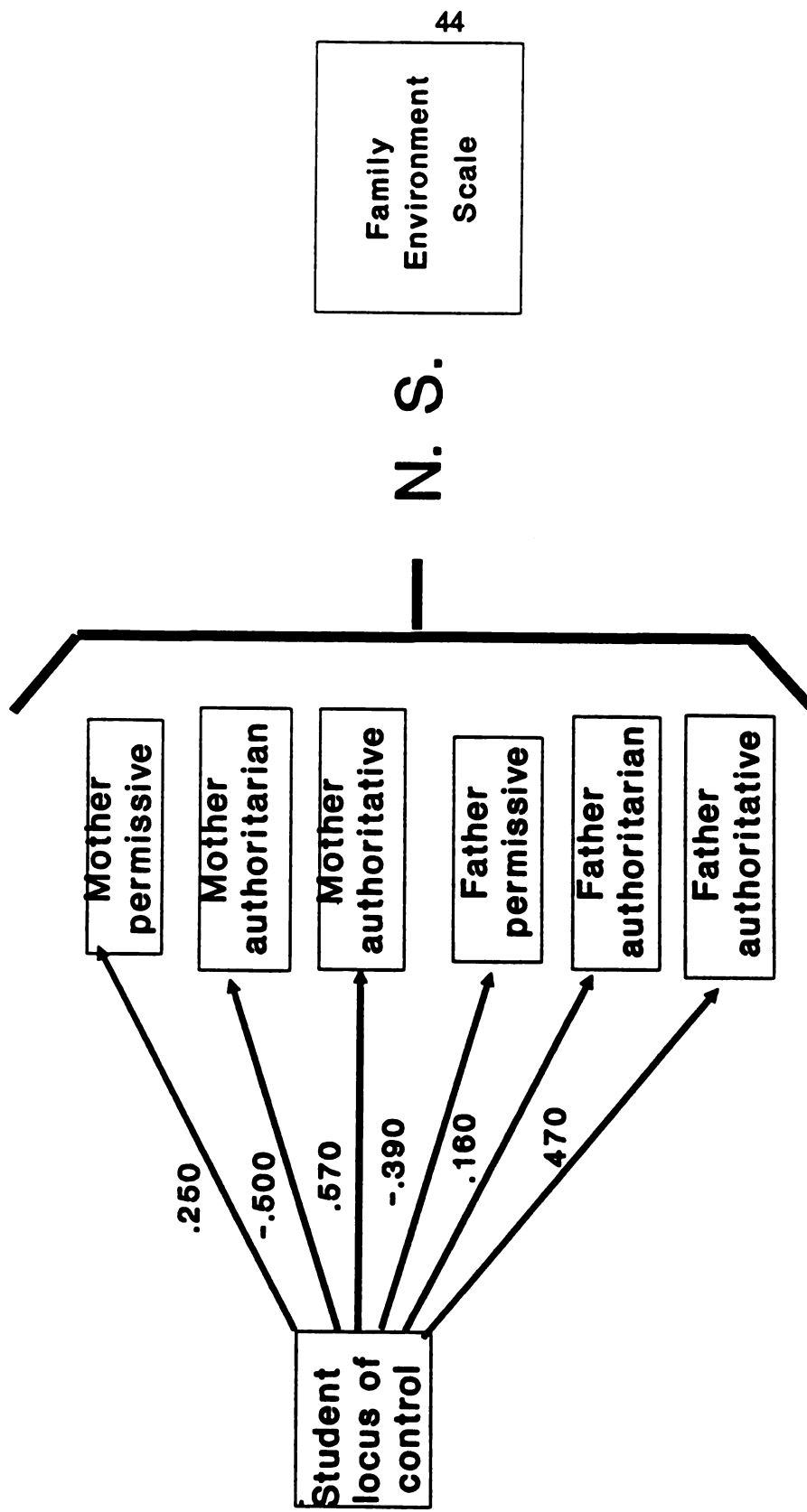


Figure 11. Path analysis for 9th grade males for LOC

respond ($\underline{M} = 5.710$) scored significantly higher than college freshmen whose parents did not respond ($\underline{M} = 4.067$).

Engagement Style

T tests were done on all constructs comparing male and female subjects. For engagement style the following findings were the significant: Females ($\underline{M} = 6.394$) scored significantly more agent than males ($\underline{M} = 4.614$) ($t = -2.409$, $p < .017$). This finding is contrary to the findings of McKinney (1981) who did not find sex differences.

Locus of Control

In this study, males ($\underline{M} = 12.226$) scored significantly more external on Rotter's I-E scale of locus of control than females ($\underline{M} = 10.784$) ($t = 2.955$, $p < .004$). Although contrary to typical research findings on locus of control, this finding is consistent with research that has examined the locus of control of African-Americans. DiCindio, Floyd, Wilcox, and McSeveney (1983) found that males tend to be more external than females in the African-American population. This finding is especially interesting because it is similar in direction to the engagement style findings with females scoring significantly more agent than males. Although a significant correlation between locus of control and engagement style was not found this finding is interesting because it shows a similar pattern for sex differences within this population.

Parenting Style

For the student's rating of mothers on the Authoritative subscale of Buri's Parent Authority Questionnaire, age differences were found to be significant ($F(2,166) = 3.703, p < .027$). The Tukey test of pairwise comparisons found that college freshmen ($M = 36.796$) rated mother as more authoritative than 11th ($M = 32.965$) grade students. This age difference can be seen in Figure 12.

T tests were used to assess sex differences on subjects ratings of their parents' parenting style. On Buri's Parent Authority Questionnaire, males ($M = 33.919$) rated fathers as more authoritative than females ($M = 31.795$) ($t = 1.909, p < .05$).

Students' ratings of both their parents on the Buri Parent Authority Questionnaire were correlated. The correlation of mothers and fathers on the permissiveness subscale was $r = .56, p < .002$, on the authoritarian subscale $r = .48, p < .007$, and on the authoritative subscale $r = .40, p < .030$. This shows that these adolescents view their parents as somewhat in agreement on their childrearing practices.

Correlations between subscales indicate that the subscales are measuring different but related aspects of the same construct. The adolescents' ratings of their mothers for authoritative and authoritarian subscales were significantly but negatively correlated ($r = -.548, p < .002$). This significant negative correlation is consistent with Buri's (1989) finding ($r = -.48, p < .0005$). The Pearson Product Moment Correlation between the authoritarian subscale and the permissive subscale was significantly but negatively correlated ($r = -.671, p < .001$) for fathers and $r = -.487, p < .007$ for mothers) as also shown by Buri (1989) ($r = -.38, p < .005$ for mothers and $r = -.50, p$

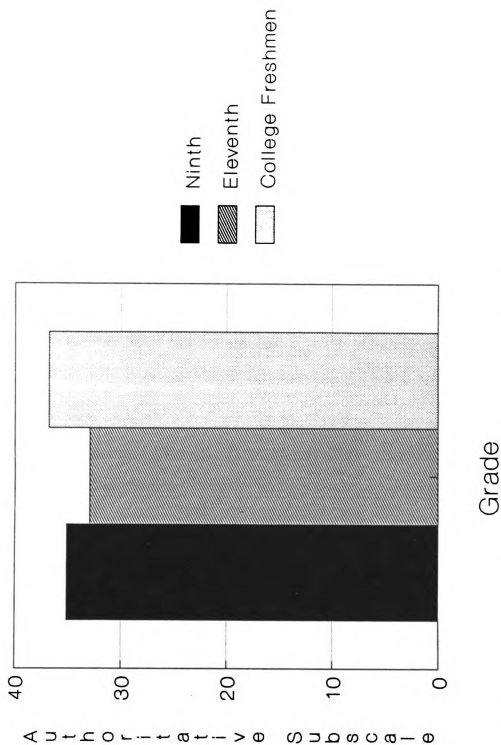


Figure 12. Age progression on parent authoritativeness

< .005 for fathers). These findings demonstrate that mothers are not usually seen as having more than one type of parenting style and that fathers are perceived as both permissive and authoritarian.

The correlation between adolescents' ratings on the authoritative and authoritarian subscales approached significance ($r = -.346$, $p < .066$) for fathers. This correlation was not significant in Buri's (1989) study for fathers or mothers. However, the correlations between permissiveness and authoritativeness differed for ratings of fathers in comparison to mothers. The correlation between adolescents' ratings of mothers for Permissiveness and Authoritativeness was not significantly correlated ($r = .292$, $p < .124$). The correlation between adolescents ratings of fathers on permissiveness and authoritativeness was significantly correlated ($r = .507$, $p < .005$). The correlations were converted to z scores followed by the use of standard error of the sampling distribution and a z test which revealed that the two correlations were significantly different ($z = 2.30$, $p < .05$).

Parent-Adolescent Relationship

The parent-adolescent relationship was measured by Moos' Family Environment Scale which has 10 subscales. Each subscale was treated separately in all analyses. For the Active Recreational Orientation Subscale, the overall age difference was ($F(2,171) = 4.984$, $p < .008$). The Tukey test of pairwise comparisons revealed that college freshmen ($M = 6.071$) scored higher than 9th grade students ($M = 5.417$).

A 2 x 3 (sex by grade) ANOVA revealed age differences for females on the Active Recreational Orientation Subscale ($F(5,168) = 2.773$, $p < .020$). The Tukey

analyses indicated that college freshmen females ($\underline{M} = 6.037$) scored significantly higher than 9th grade females ($\underline{M} = 4.442$).

For the Expressiveness Subscale, an overall increase was found ($F(2,171) = 6.828, p < .001$). The Tukey analyses revealed that college freshmen ($\underline{M} = 5.094$) scored significantly higher than 11th grade students ($\underline{M} = 4.138$). A 2 x 3 (sex by grade) ANOVA followed by a Tukey test of pairwise comparisons revealed that college freshmen females ($\underline{M} = 5.556$) scored significantly higher than 9th grade females ($\underline{M} = 3.860$) ($F(5,168) = 3.734, p < .003$).

For the Control Subscale of the Moos Family Environment Scale, an overall decrease in student ratings showed ($F(2,171) = 9.600, p < .001$). The Tukey analyses indicated that college freshmen ($\underline{M} = 4.120$) scored significantly lower than 9th grade students ($\underline{M} = 5.850$).

A 2 x 3 (sex by grade) ANOVA followed by the Tukey test of pairwise comparisons, for the control subscale, revealed that college freshmen males ($\underline{M} = 3.842$) scored significantly lower than 9th grade males ($\underline{M} = 6.143$).

The data from the Family Environment Scale was analyzed for sex differences using the t test. Females ($\underline{M} = 4.311$) scored significantly higher on the Conflict Subscale of the Moos' Family Environment Scale than males ($\underline{M} = 3.595$), ($t = -1.909, p < .05$).

Data analyses also showed significant correlations between mothers' ratings and students' ratings on seven of the ten scales of the Moos Family Environment Scale. The correlation between fathers' ratings and students ratings was significant on

only one of the subscales, Moral-Religious Subscale. Table 5 shows these correlations. The majority of subjects are female ($n_{\text{males}} = 16$; $n_{\text{females}} = 30$).

Discussion

Engagement Style

As predicted, older adolescents were more agent than the younger adolescents in this study. This can be explained by their increased activity in their environments. No significant differences were found between ninth and eleventh grade students which could be due to the fact that their environments are more similar than different. When one compares the environment of college freshmen with that of the ninth and eleventh grade students, one finds a marked difference. The difference includes the facts that the college freshmen are required to make more decisions for themselves and have to play a more "active agent" role to maintain themselves.

This finding may also be an artifact of the college sample being more selective than the ninth or eleventh grade sample. However, the college students were freshmen rather than upperclassmen. When comparing upperclassmen with freshmen one must be aware and account for selective attrition. The upperclassmen sample may be different than the freshmen sample simply because some people have dropped out in a nonrandom manner. This study used college freshmen so the selective attrition rate would be low. Today, those that complete at least one or two quarters of college after high school is not as selective as it has been in previous years. Therefore, differences due to selectivity could be minimal. In order to address this question, one would need to compare college freshmen with those the same age who did not go on to college.

Table 5. Correlations between student ratings and each parent rating on each subscale of Moos' Family Environment Scale.

Subscale on FES	Correlation with Mother p value		Correlation with Father p value	
n=43				
Cohesion	.360	.055	.045	ns
Expressiveness	.508	.005	.048	ns
Conflict	.616	.001	.259	ns
Independence	.134	ns	.004	ns
Achievement	.036	ns	.201	ns
Intellectual	.653	.001	.313	ns
Active recreational	.537	.003	.331	ns
Moral religious	.736	.001	.825	.001
Organization	.545	.002	.277	ns
Control	.268	ns	.246	ns

Although a paper-and-pencil test of engagement style was used for this study, future studies examining this construct in adolescence should also use interview techniques and different story stems. Many subjects in this study thought that Bill and Sally were "a joke" or not real to life. Researchers need to be careful to assure that the stories are relevant to the population under study. In order to assess a true measure of engagement style through a projective test, the subject needs to be able to identify with the character. Although some may have viewed Billy and Sally as a joke does not preclude their identifying with them. If the subject views the character as too extreme, he or she may not identify with "Bill" or "Sally," resulting in skewed responses. Based on comments that the students wrote at the end of the questionnaire, the subjects viewed "Bill" and "Sally" as passive or always needing assistance, which may have skewed the responses to the "patient" end of the scale ($M = 5.54$ on a scale of 0 to 20 compared to the mean from McKinney (1981) of $M = 9.72$). But in speaking with these subjects I do not believe that they see themselves as being as patient as they viewed Sally and Billy.

Difficulty in identifying with "Sally" or "Billy" occurred in the ninth and eleventh grade sample and may have led to skewing to the "patient" end of the scale. Additionally, respondents could have used the space at the end of the questionnaire for comments. Many of the students commented that "Sally" and "Bill" were going to get into trouble if they were not careful, that they were too dependent and needed to learn how to think for themselves and the like. It seems reasonable to suppose that these subjects did not see themselves as similar to these characters and did not identify with them, which would call into question the validity of the measure even though the

reliability was quite high. One method of testing whether or not these student viewed themselves as patient as they viewed Sally and Billy is to give them the engagement style questionnaire and also ask them to write several paragraphs about themselves regarding their interactions with their friends. One could correlate the number of agent, patient, and communal responses from the questionnaire with the number of like statements from the paragraphs about themselves. The engagement style questionnaire had the highest reliability of any measure used in this study, the questionnaire is reliably measuring some aspect of these subjects; however, further studies are needed to test the validity of the questionnaire. Future research examining engagement style in minority populations may need to determine if the engagement style scale has equivalence in meaning across differing populations within the United States.

Although number of words in a response was not analyzed for the engagement style data, during data coding it appeared that the more words a person used in his/her response the more likely the response was to be communal. Subjects who gave three-word answers tended either to use Bill or Sally as subjects and were, therefore, coded as agent, or they consistently used the other person in the story stem as the subject and were coded as patient. However, from watching subjects respond to the questions I concluded that the shorter answers were more often an indicator that the subject just wanted to complete the questionnaires as quickly as possible with little care. Those with longer answers tended to be ones who showed more care about their responses. They were more complete, including what both "Sally" or "Bill" had done in addition to what the other person in the story stem had done. Perhaps people who are more communal in their engagement style are more verbal or more careful to include all

people in their response than their agent or patient counterparts. It would seem reasonable that patient respondents see only one side of the situation (that of being done to) and that agent respondents see only the other side of the situation (that of acting upon). Communal respondents may have been the only ones to see both sides of the situation (that of being done to and acting upon), which is clearly reflected in their answers. Future researchers in the area may want to investigate this observation. Are persons who score as more communal more verbal than agent or patient people? Future researchers could examine both the number of words or complexity of responses given with the engagement style score. One may also want to account for the verbal skills of the person and their engagement style score.

Locus of Control

Studies that examine age changes on the construct of locus of control have found that people become more internally controlled as they get older (i.e. Sherman, 1984). Therefore, an examination of locus of control in ninth graders, eleventh graders, and college freshmen, one might expect college freshmen to score as more internally controlled than the ninth grade subjects. Contrary to these studies, college freshmen in this study scored significantly more externally controlled than ninth and eleventh grade subjects.

One way to explain this finding is to compare the environment of the college freshmen to that of ninth and eleventh grade students. The ninth and eleventh grade students are in environments that are basically stable and familiar to them, therefore they may in fact feel that they are more in control of that environment. College

freshmen, on the other hand, more than likely have recently experienced a considerable change in their environments. For the first time, they may be living away from home. They are attending a large university and may feel as though they are not in control, or not getting the expected reinforcement from the environment as they try to maneuver themselves through the maze of selecting appropriate classes. Also, one must take into consideration that fact that the reliability on the Rotter I-E Scale was not as good as some of the other measures (e.g. Cronbach's Alpha = .456). After using the Rotter locus of control scale with African-Americans, Jones and Zoppel (1979) concluded that it lacks equivalence in meaning cross-culturally as well as for differing populations within the United States.

An attempt at replicating this finding could assure that it is not an artifact in the data. One method of testing the hypothesized explanation is to compare the locus of control of those students who went to college right after high school with those who stayed at home and took jobs. Also, one would want to compare subjects of differing ages with either a cross-sectional or a longitudinal study. Another explanation for the finding could be that college freshmen have a more external locus of control until they become accustomed to their environment. Therefore, if one examined college sophomores or juniors, the researcher would find the expected change to a more internally controlled person. To determine whether the difference is due to being accustomed to the environment or an actual age difference, one could compare upperclassmen with same age college freshmen.

Males scored as more external than females in this study. This is opposite to many findings for locus of control (i.e. Rotter, 1966). However, when examining locus

of control in minority subjects, more specifically African-American subjects, one finds that males tend to be more external than females (DiCindio et al., 1983) and that being more externally controlled is associated positively with other outcome variables such as self esteem (i.e., Gurin, Gurin, & Lao, 1969; Hendrix, 1980). Therefore, this finding is consistent with the literature despite the less than desirable reliability.

Parenting Style

As predicted, college freshmen rated mothers as more authoritative than did eleventh grade students. Although ninth grade students also rated mothers as more authoritative than did eleventh grade subjects, the difference was not significant. The difference between the authoritative ratings for mothers of ninth grade students and college freshmen was also not significant. As college freshmen gain more control of their lives and their parents relinquish some control over their adolescents, the relationship can become more egalitarian and democratic. Both the parents and the adolescents were amenable to trying to understand the others perspective. The increasing ability of adolescents and parents to take the other's perspective was demonstrated by Smetana, Braeges and Yau (1991). This finding was also consistent with the lower level of conflict found at the beginning and end of adolescence, reflecting the inverted "U" that Montemayor (1983) reported. Eleventh grade students may not view their parents as authoritative as did college freshmen because they are struggling over issues with their parents as they attempt to become more independent.

Researchers have demonstrated that Authoritative parenting styles are associated with positive outcomes for the child (i.e. Maccoby & Martin, 1983) and

more positive relationships (Alexander, 1973). In the present study, both ninth grade subjects and college freshmen rated their parents as more authoritative than eleventh grade subjects, although only college freshmen were significantly different from the eleventh grade subjects. This finding does not imply that eleventh grade subjects do not rate their parents as authoritative but simply not to the extent as the ninth grade and college freshmen subjects.

The correlations between the subscales of the Parent Authority Questionnaire were similar to that of previous studies (e. g. Buri, 1989). For both mothers and fathers, Buri (1989) did not find significant correlations between authoritativeness and permissiveness. In this study, however, the correlation between permissiveness and authoritativeness for fathers was significant ($r = -.507, p < .005$). This was not the case for mothers. The distinction that can be made regarding the fathers on the permissive and authoritative subscales warrants further investigation. The adolescents in this study were able to distinguish between parenting styles for fathers better than for mothers, but they agree significantly more with mothers on the family environment.

This study examined parenting style from the perspective of the adolescent. It would be interesting to investigate parenting style and changes in parenting style from the perspective of the parent of African-American adolescents. Fu et al. (1984) found that parenting styles as perceived by the adolescent remained much the same across the ages of 12 to 16. Studies have shown that parents' rating of their parenting style and children's ratings of their parent's parenting style are significantly correlated among white adolescents (i.e, Brook et al., 1980, Deal, Halverson, & Wampler, 1989).

Parent-Adolescent Relationship

Previous researchers who examined African-American adolescents using Moos' Family Environment Scale found age differences only on the Independence subscale (i.e., Dancy & Handal, 1981). This finding was not replicated in the present study. College freshmen females scored significantly higher than eleventh grade females on the expressiveness subscale of the family environment scale. According to Moos' (1974) explanation of the expressive subscale, this means that college freshmen females feel that "family members are allowed and encouraged to act openly and to express their feelings" more than eleventh grade females. Balkwell, Balswick, and Balkwell (1978) found that African-American high school students tended to have lower levels of expressiveness overall than white students. The finding in this study is consistent with Dancy and Handal (1981) in that they did not find significant differences on the Expressiveness subscale between older and younger high school students. They did not study college freshmen.

The significantly higher level of expressiveness found in the college freshmen could be explained by the tendency, found in this study, for college freshmen overall to rate their mothers as more authoritative than eleventh grade students. Authoritative parents, according to Baumrind (1971) and Maccoby and Martin (1983), are more democratic in their parenting style. They tend to respect the adolescent's opinion and use reasoning for explaining decisions they make as parents. Since these parents value the adolescent's point of view, they may encourage them to express themselves. Therefore, one would expect that as adolescents get older they would view their

mothers as more authoritative and they would feel that they could more easily express their feelings.

College freshmen also rated their family environment as lower on the control subscale than did ninth grade students. According to Moos (1974) this subscale "assesses the extent to which the family is organized in a hierarchical manner, the rigidity of family rules and procedures and the extent to which family members order each other around." One would expect that college freshmen would feel less of this control than a ninth grade subject. College freshmen are typically young adults of legal age. Many of them are living away from home and making their own decisions about many of the issues that would come under parental control for a ninth grade subject. Some of those issues include curfew, clothing choices, and whether or not they want to go to class or school on a particular day.

The responses from mothers and adolescents were significantly correlated on seven out of the ten subscales while fathers and adolescents were significantly correlated on only on one subscale, moral religious; this is fascinating and deserves further attention. The difference in the number of significantly correlated subscales on the Family Environment Scale between adolescents and their mothers and between adolescents and their fathers was significant ($X^2 = 7.5$, $p < .01$). This can be expected for several reasons. The majority of subjects who had parent data were females ($N_{\text{females}} = 30$, $N_{\text{males}} = 16$) and adolescent females typically identify more with their mothers than their fathers. It would be interesting to examine this phenomenon with males and their fathers. Not enough male parent data were available to correlate them separately with the fathers' scores.

A second reason for these subjects' responses to have such high correlations with their mothers' data could be because African-Americans tend to be more parent oriented (DiCindio et al., 1983). DiCindio et al. (1983) found that subjects who were more internally controlled were more peer oriented, while those who were more externally controlled were more parent oriented. DiCindio et al. (1983) found that African-Americans were both more externally controlled and more parent oriented than their white counterparts. Mothers in African-American families are typically viewed as strong figures, therefore, to identify with parents in these families could mean identifying with the mother.

Fu and her colleagues (1984) studied four aspects of childrearing by African-American and white mothers and daughters. These childrearing aspects included fostering dependency, excluding outside influences, loyalty to parents, encouraging independence. They found that African-American mothers scored higher on all four aspects than the white mothers in the study. More pertinent to this study is that the African-American mothers fostered loyalty to parents and dependency in their daughters. This could also explain why there is such a high correlation between mothers and adolescents ratings on the Moos' Family Environment Scale.

One important contribution of this study to the literature has been the reliability of the Moos' Family Environment Scale for use with African-American adolescents. Dancy and Handel (1981) contributed norms as they differ from Moos' (1974) work with predominately white college students and this study provides the reliabilities of each subscale.

Path Model Analyses

There simply were not enough data to complete the analysis on the model after accounting for the sex and age differences found in the preliminary analysis. The fact that the data were not consistent with the predicted models does not necessarily mean that the models were incorrect. The power in the model was not high enough to warrant confidence in any finding in the path analyses.

The results of the path analyses were that the coefficients were in the predicted direction between student engagement style and parent authoritativeness. At this time, I would be interested in redoing parts of the study to account for some of the difficulties in gaining response from parents. Perhaps one could begin by recruiting parents and then by having the parents encourage the adolescents to participate.

This study, like many, ends with more questions than answers. Future research should be directed at attempting to answer the following questions that have arisen. The significant correlations between mothers and adolescents on seven of the ten subscales of the FES warrants further investigation. Is this true only for females? Is it also true between fathers and sons? It would also be interesting to attempt to replicate this finding with white subjects as well.

For the study of engagement style in minority populations, additional research is needed to determine the most appropriate method for assessing engagement style. Although the engagement style test had the highest reliability score of the measures used in this study, future researchers should determine whether the engagement style scale has equivalence in meaning in differing populations.

Another area for future research, mentioned earlier, is the appearance of a relationship between number of words used in a response and engagement style scores. Perhaps using a different method of assessing engagement style, such as a forced-choice technique, would be appropriate.

The results of this study could lead in many different directions for future research, particularly in the areas of parent-adolescent relationships, African-American families and engagement style.

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Appendix A

Appendix A

Dear Parents and Students:

My name is Nancy Hill. I am a Psychology graduate student at Michigan State University studying parent-adolescent relationships. I am interested in how parents and adolescents interact with others in a relationship in general, and how this affects the parent-adolescent relationship. I would like to know if you would be interested in participating a study I will be conducting in the next couple of months under the guidance of Dr. John P McKinney. It will require only about forty-five minutes of your time.

All that is asked is that both of the parents fill out three brief questionnaires. The son or daughter will be asked to complete four questionnaires during school. The first one is a story completion questionnaire. It will give you an initial story and ask you to write what would come next. An example of a story is: "Sally wants to play tennis. She asks her friend if she wants to play." You would write a sentence that explains what would come next. The second questionnaire has a true/false questions. A sample question would be: "Family members really help and support one another." You would be asked to answer whether this statement is generally true or false in regards to your family. The final questionnaire for the parents will require that you choose between two statements which one you agree with most. The fourth questionnaire for the child only will ask if the child generally agrees or disagrees with the statement listed in

regards to your family. A sample question would be: "My mother/father has always encouraged verbal give and take whenever I have felt that family rules and restrictions were unreasonable". These will be sent home to you by your child upon returning this letter signed. Your identity and responses to the questionnaires will be held in the strictest confidence. The questionnaires that you will receive will be coded numerically such that parent-adolescent triads can be correctly matched without the use of identifying information. Please consider whether or not you would be interested in participating. Once you have decided to participate please sign the enclosed form and return it to your child's homeroom teacher. Please feel free to contact me at 517-355-3936 if you have any questions.

Thank you

Nancy E. Hill

I, _____, have voluntarily decided to participate in the study that Nancy Hill is conducting on adolescent-parent relationship. I understand that everything in the study has been explained to me and all of my questions have been satisfactorily answered. I also understand that my identity will be held anonymous, that I am voluntarily participating in this study and that I may withdraw from the study at anytime, for any reason without penalty. I understand that I have a right to the general results of the study, but specific results will not be possible due to anonymity. Participation in this study does not guarantee any beneficial results.

Parent's signature

Date

Student's Signature

_____I would like the final results of this study

Name _____

Address _____

Appendix B

Appendix B
Telephone Script

Hello Mr/Mrs _____, my name is _____ calling in regards to the letter you should have received from Nancy Hill discussing a study on adolescent-parent relations. Did you receive the letter? It should have been sent home from school with your son/daughter.

If yes: Good, Do you have any questions that I can answer at this time? Have you decided whether or not you would like to participate?

If no: Is there any particular reason why. O.K. thank you for your time.

If yes: Good, if you could please send the signed permission slip back to school with your son/daughter I will be able to send you the packet of questionnaires. Thanks for your time.

If no: It is a study examining how both parents and adolescents interact with others, in general and how this effects the parent-adolescent relationship. Do you think you would be interested? It only requires about fifteen to twenty minutes of your time. All that you would be asked to do is to fill out two questionnaires that would be mailed to you. If you are interested I can see to it that your son/daughter receives a letter from their teacher. Do you think that you would be interested?

If yes: Good I will see to it that you get a letter.

If no: Is there a particular reason for not wanting to participate? O. K. thanks for your time, Bye.

Appendix C

Appendix C

Family Environment Scale

Description of the Subtests taken from

Moos, 1974 (p 4)

Relationship Dimensions

- 1. Cohesion: The extent to which family members are concerned and committed to the family and the degree to which family members are helpful and supportive of each other.**
- 2. Expressiveness: The extent to which family members are allowed and encouraged to act openly and to express their feelings directly.**
- 3. Conflict: The extent to which the open expression of anger and aggression and generally conflictual interactions are characteristic of the family.**

Personal Growth Dimensions

- 4: Independence: The extent to which family members are encouraged to be assertive, self sufficient, to make their own decisions and to think things out for themselves.**
- 5: Achievement Orientation: The extent to which different types of activities (e.g., school and work) are cast into an achievement oriented or competitive framework.**
- 6. Intellectual-Cultural Orientation: The extent to which the family is concerned about political, social, intellectual and cultural activities.**

7. **Active Recreational Orientation:** The extent to which the family participates actively in various kinds of recreational and sporting activities.
8. **Moral-Religious Emphasis:** The extent to which the family actively discusses and emphasizes ethical and religious issues and values.

System Maintenance Dimensions

9. **Organization:** Measures how important order and organization is in the family in terms of structuring the family activities, financial planning, and explicitness and clarity in regard to family rules and responsibilities.
10. **Control:** Assesses the extent to which the family is organized in a hierarchical manner, the rigidity of family rules and procedures and the extent to which family members order each other around.

Appendix D

Appendix D

¹Yates, III, R., Kennelly, K. & Cox, S. H. (1975)

²McKinney, J. P. (1980)

³Buri, J. R. (1989)

⁴Moos, R. H. (1974)

Story Completion Test

(adult female)

The following stories are all about a lady named Sally. Please complete the story with a third sentence by telling the next thing that happens in each story. Remember, they are all about Sally.

1. Sally is visiting a new part of town and she gets lost. She stops to ask a police officer where Brook street is.

2. Sally is in a hurry and can't do her own project. She asks her partner if she can help out.

3. Sally wants to celebrate her birthday. She asks a few friends what they are doing that night.

4. Sally tries out for a part in the local play. She asks the director what her chances are.

5. Sally wants to play tennis. She asks her friend if she wants to play.

6. Sally enjoys good food. She asks her sister if she wants to go out to dinner.

7. Sally is going skiing. She asks her friend which trail they should take.

8. Sally is bored with her work today. She asks her friend what else they could do.

9. Sally is pretty strong. She asks her friend, who is moving, if she wants some help.

10. Sally wants to see a movie. She hates to go alone so she asks her partner if he wants to go.

11. Sally is hard at work. She shows her employer what she has done.

12. Sally is reading a story aloud. She asks her daughter if she is enjoying it.

13. Sally wants to go downtown. She asks a friend if she can use the friend's car.

14. Sally is having marital troubles. She asks a friend for advice.

15. Sally is low on cash. She asks a friend for a loan.

16. Sally is an excellent cook. She asks her friend if she wants help preparing food for her party.

17. Sally is a hard worker. She gives her supervisor an excellent report.

18. Sally is going for a visit. She asks her friend for directions.

19. Sally likes a new suit she sees in the store window. She ask the clerk if she thinks
it is well made.

20. Sally is a good typist. She offers to help her friend who has a project due.

Comments?

Story Completion Test

(adult male)

The following stories are all about a guy named Bill. Please complete the story with a third sentence by telling the next thing that happens in each story. Remember, they are all about Bill.

1. Bill is visiting a new part of town and he gets lost. He stops to ask a police officer where Brook street is.

2. Bill is in a hurry and can't do his own project. He asks his partner if he can help out.

3. Bill wants to celebrate his birthday. He asks a few friends what they are doing that night.

4. Bill tries out for a part in the local play. He asks the director what his chances are.

5. Bill wants to play tennis. He asks his friend if he wants to play.

6. Bill enjoys good food. He asks his sister if she wants to go out to dinner.

7. Bill is going skiing. He asks his friend which trail they should take.
-
8. Bill is bored with his work today. He asks his friend what else they could do.
-
9. Bill is pretty strong. He asks his friend, who is moving, if he wants some help.
-
10. Bill wants to see a movie. He hates to go alone so he asks his partner if she wants to go.
-
11. Bill is hard at work. He shows his employer what he has done.
-
12. Bill is reading a story aloud. He asks her daughter if she is enjoying it.
-
13. Bill wants to go downtown. He asks a friend if he can use the friend's car.
-
14. Bill is having marital troubles. He asks a friend for advice.
-
15. Bill is low on cash. He asks a friend for a loan.
-
16. Bill is an excellent cook. He asks his friend if he wants help preparing food for his party.
-

17. Bill is a hard worker. He gives his supervisor an excellent report.

18. Bill is going for a visit. He asks his friend for directions.

19. Bill likes a new suit he sees in the store window. He ask the clerk if he thinks it is well made.

20. Bill is a good typist. He offers to help his friend who has a project due.

Comments?

Story Completion Test

(adolescent female)

The following stories are all about a girl named Sally. Please complete the story with a third sentence by telling the next thing that happens in each story. Remember, they are all about Sally.

1. Sally is visiting a new part of town and she gets lost. She stops to ask a police officer where Brook Street is.

2. Sally is in a hurry and can't do her homework. She asks her class mate if she can borrow hers.

3. Sally wants to celebrate her birthday. She asks a few friend what they are doing that night.

4. Sally tries out for the swim team. She asks the coach what her chances are.

5. Sally wants to play tennis. She asks her friend if she wants to play.

6. Sally is in the mood for pizza. She asks her mother what is for dinner.

7. Sally is going skating. She asks her friend if she thinks it is too cold.

8. Sally is bored with studying today. She asks her friend what else they could do.
-
9. Sally sees an old man crossing the street. She asks him if she can carry his package for him.
-
10. Sally wants to see a movie. She hates to go alone so she asks her brother if he wants to go.
-
11. Sally is hard at work cleaning her room. She shows her mother what she has done.
-
12. Sally is reading a story aloud. She asks her younger sister if she is enjoying it.
-
13. Sally wants to go to a football game. She asks a friend if her mother would drive.
-
14. Sally wants to "go with" a certain boy. She asks a friend for advice.
-
15. Sally lost her lunch money. She asks a friend if she would lend her some money.
-
16. Sally has done pretty well on her tests and homework. She asks her friend if she want help with her math.
-

17. Sally is a good student. She gives her teacher an excellent paper.

18. Sally is going for a visit. She asks her friend for directions.

19. Sally likes a new outfit she sees in the store window. She asks the clerk if she thinks it will be the style this season.

20. Sally is good at playing the guitar. She asks her friend if she want to start a band.

Comments?

Story Completion Test

(adolescent male)

The following stories are all about a boy named Bill. Please complete the story with a third sentence by telling the next thing that happens in each story. Remember, they are all about Bill.

1. Bill is visiting a new part of town and he gets lost. He stops to ask a police officer where Brook Street is.

2. Bill is in a hurry and can't do his homework. He asks his classmate if he can borrow his.

3. Bill wants to celebrate his birthday. He asks a few friends what they are doing that night.

4. Bill tries out for the swim team. He asks the coach what his chances are.

5. Bill wants to play tennis. He asks his friend if he wants to play.

6. Bill is in the mood for pizza. He asks his mother what is for dinner.

7. Bill is going skating. He asks his friend if he thinks it is too cold.

8. Bill is bored with studying today. He asks his friend what else they could do.

9. Bill sees an old man crossing the street. He asks him if he can carry his package for him.

10. Bill wants to see a movie. He hates to go alone so he asks his brother if he wants to go.

11. Bill is hard at work cleaning his room. He shows his mother what he has done.

12. Bill is reading a story aloud. He asks his younger sister if she is enjoying it.

13. Bill wants to go to a football game. He asks a friend if his mother would drive.

14. Bill wants to "go with" a certain girl. He asks a friend for advice.

15. Bill lost his lunch money. He asks a friend if he would lend him some money.

16. Bill has done pretty well on his tests and homework. He asks his friend if he want help with his math.

17. Bill is a good student. He gives his teacher an excellent paper.

18. Bill is going for a visit. He asks his friend for directions.

19. Bill likes a new sweatshirt he sees in the store window. He asks the clerk if he thinks it will be the style this season.

20. Bill is good at playing the guitar. He asks his friend if he want to start a band.

Comments?

Rotter's I-E Scale

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also, try to respond to each item independently when making your choice, do not be influenced by your previous choices.

- 1.a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.
- 2.a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
- 3.a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.
- 4.a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
- 5.a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
- 6.a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
- 7.a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.
- 8.a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.

- 9.a. I have often found that what is going to happen will happen.
- b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
- 10.a. In the case of the well prepared student there is rarely of ever such a thing as an unfair test.
- b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
- 11.a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
- b. Getting a good job depends mainly on being in the right place at the right time.
- 12.a. The average citizen can have an influence in government decisions.
- b. This world is run by the few people in power, and there is not much the little guy can do about it.
- 13.a. When I make plans. I am almost certain that I can make them work.
- b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
- 14.a. There are certain people who are just no good.
- b. There is some good in everybody.
- 15.a. In my case getting what I want has little or nothing to do with luck.
- b. Many time we might just as well decide what to do by flipping a coin.

- 16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
- b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
- 17.a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
- b. By taking an active part in political and social affairs the people can control world events.
- 18.a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
- b. There really is no such thing as "luck."
- 19.a. One should always be willing to admit mistakes.
- b. it is usually best to cover up one's mistakes.
- 20.a. It is hard to know whether or not a person really likes you.
- b. How many friends you have depends upon how nice a person you are.
- 21.a. In the long run the bad things that happen to us are balanced by the good ones.
- b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
- 22.a. With enough effort we can wipe out political corruption.
- b. It is difficult for people to have much control over the things politicians do in office.

- 23.a. Sometimes I can't understand how teachers arrive at the grades they give.
- b. there is a direct connection between how hard I study and the grades I get.
- 24.a. A good leader expects people to decide for themselves what they should do.
- b. A good leader makes it clear to everybody what their jobs are.
- 25.a. Many times I feel that I have little influence over the things that happen to me.
- b. It is impossible for me to believe that chance or luck plays an important role in my life.
- 26.a. People are lonely because they don't try to be friendly.
- b. There;s not much use in trying too hard to please people, if they like you, they like you.
- 27.a. There is too much emphasis on athletics in high school.
- b. Team sports are an excellent way to build character.
- 28.a. What happens to me is my own doing.
- b. Sometimes I feel that I don't have enough control over the direction my life is taking.
- 29.a. Most of the time I can't understand why politicians behave the way they do.
- b. In the long run the people are responsible for bad government on a national as well as on a local level.

Parental Authority Questionnaire (PAQ)

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best indicates how that statement applies to you and your father. Try to read and think about each statement as it applies to you and your father during your years growing up at home. There re no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

1. While I was growing up my father felt that in a well-run home the children should have their way in the family as often as the parents do.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

2. Even if his children didn't agree with him, my father felt that it was for our own good if we were forced to conform to what he thought was right.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

3. Whenever my father told me to do something as I was growing up, he expected me to do it immediately without asking any questions.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

4. As I was growing up, once family policy had been established, my father discussed the reasoning behind the policy with the children in the family.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

5. My father has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

6. My father has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

7. As I was growing up, my father did not allow me to question any decision that he had made.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

8. As I was growing up my father directed the activities and decision of the children in the family through reasoning and discipline.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

9. My father has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

10. As I was growing up, my father did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

11. As I was growing up, I knew what my father expected of me in my family, but I also felt free to discuss those expectations with my father when I felt that they were unreasonable.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

12. My father felt that wise parents should teach their children early just who is boss in the family.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

13. As I was growing up, my father seldom gave me expectations and guidelines for my behavior.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

14. Most of the time as I was growing up, my father did what the children in the family wanted when making family decisions.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

15. As the children in my family were growing up, my father consistently gave us direction and guidance in rational and objective ways.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

16. As I was growing up, my father would get very upset if I tried to disagree with him.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

17. My father feels that most problems in society would be solved if parents would not restrict their children's activities.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

18. As I was growing up my father let me know what behaviors he expected of me, and if I didn't meet those expectations he punished me.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

19. As I was growing up, my father allowed me to decide most things for myself without a lot of direction from him.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

20. As I was growing up my father took the children's opinions into consideration when making family decisions, but he would not decide for something simply because the children wanted it.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

21. My father did not view himself as responsible for directing and guiding my behavior as I was growing up.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

22. My father had clear standards of behavior for the children in our home as I was growing up, but he was willing to adjust those standard to the needs of each of the individual children in the family.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

23. My father gave me direction for my behavior and activities as I was growing up and he expected me to follow his direction, but he was always willing to listen to my concerns and to discuss that direction with me.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

24. As I was growing up my father allowed me to form my own point of view on family matters and he generally allowed me to decide for myself what I was going to do.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

25. My father has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

26. As I was growing up, my father often told me exactly what he wanted me to do and how he expected me to do it.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

27. As I was growing up my father gave me clear direction for my behaviors and activities, but he was also understanding when I disagreed with him.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

28. As I was growing up my father did not direct the behaviors, activities and desires of the children in the family.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

29. As I was growing up I knew what my father expected of me in the family and he insisted that I conform to those expectations simply out of respect for his authority.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

30. As I was growing up, if my father made a decision in the family that hurt me, he was willing to discuss that decision with me and to admit it if he had made a mistake.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

Parent Authority Questionnaire (PAQ)

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best indicates how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother during your years growing up at home. There re no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

2. Even if his children didn't agree with him, my mother felt that it was for our own good if we were forced to conform to what he thought was right.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

3. Whenever my mother told me to do something as I was growing up, he expected me to do it immediately without asking any questions.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

5. My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

6. My mother has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

7. As I was growing up, my mother did not allow me to question any decision that he had made.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

8. As I was growing up my mother directed the activities and decision of the children in the family through reasoning and discipline.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

10. As I was growing up, my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

11. As I was growing up, I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

12. My mother felt that wise parents should teach their children early just who is boss in the family.

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Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

13. As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

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1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
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Strongly	Disagree	Neutral	Agree	Strongly
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25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

26. As I was growing up, my mother often told me exactly what he wanted me to do and how he expected me to do it.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
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27. As I was growing up my mother gave me clear direction for my behaviors and activities, but he was also understanding when I disagreed with him.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
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28. As I was growing up my mother did not direct the behaviors, activities and desires of the children in the family.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

29. As I was growing up I knew what my mother expected of me in the family and he insisted that I conform to those expectations simply out of respect for his authority.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree

30. As I was growing up, if my mother made a decision in the family that hurt me, he was willing to discuss that decision with me and to admit it if he had made a mistake.

1	2	3	4	5
Strongly	Disagree	Neutral	Agree	Strongly
Disagree				Agree