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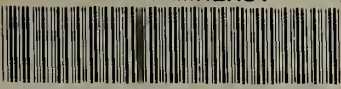
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THE RELATIONSHIP OF PARENTAL DISCIPLINE STYLE TO GENDER DIFFERENCES  
IN EARLY ADOLESCENT COMPLIANCE, SELF-IMAGE AND PEER RELATIONS:  
A COMPARISON OF CHILD AND PARENT PERSPECTIVES

A Thesis Presented

by

LINDA D. JENNESS-MCCLELLAN

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

MASTER OF SCIENCE

September, 1989

Department of Psychology

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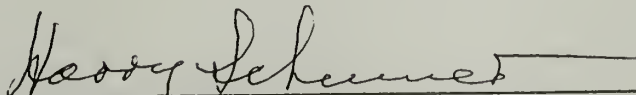
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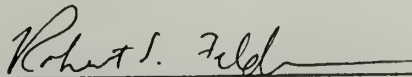
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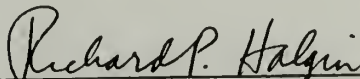
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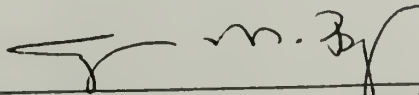
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To my mother, Eleanor Jenness,  
with grateful love and appreciation.

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background

Early adolescence, typically defined as ages ten through fifteen, is most distinctly marked by the physical transformations associated with puberty - change in stature, maturation of sex organs, breast development, menarche, etc. - as well as increased cognitive capacity which enables children to think about themselves. The timing and rate of these changes are unique to each individual, and each individual's responses to these changes are contingent on readiness to undergo them. Thus, early adolescence may be a critical and difficult phase of the maturational process because children must acquire adult bodies whether or not they "feel" equipped to do so.

The dynamics of the period are further complicated and made more volatile by societal and familial expectations. For the child, the issues surrounding maturation will differ not only from culture to culture, but within cultures from class to class, sex to sex, and individual and individual.

Although peers, television, school milieu, and other external factors will have ramifications on the development of the early adolescent, it is clearly the parent-child dynamic during this period that will be the one which most influences the child's successful transition from youth to adulthood. The extent to which the child feels accepted and supported by the parents will affect how the child responds to pressures from outside the home.

Perhaps the most serious complication for the family of the early adolescent is the child's burgeoning need to develop autonomy. According to Bromberg, Commins, and Friedman (1980) the tasks of adolescence proper are: "(1) the separation of oneself from one's family; (2) the development of a personal identity; (3) the establishment of a sexual identity that leads to the ability to form significant interpersonal relationships; and (4) the creation of educational and vocational plans." Inherently, the completion of these tasks demand that both the child and the parents "perform" and "let go." These two skills, performing and letting go, are perhaps never more difficult than in the early period of adolescence when they are being met for the first time by both parties.

Culturally, we support this difficulty by acceptance of certain identified myths. Although attitudes are changing, many still accept that "contemporary adolescence is a time of rebellious, antisocial, and unacceptable behavior," and that "there is a generation gap between parents and adolescents" (Manning, 1983). However, Thornburg's (1982) analysis with which Manning (1983) agrees is that adolescents are not rebellious in nature despite the fact that they do engage in rebellious activities. Additionally, Bengston (1970) and Thornburg and Burpeau (1980) report that the myth of a generation gap was born of the prevailing view of the 1960s that highly significant differences existed between parents and adolescents, but that these differences have never been substantiated.

We are left then with having to form a new account for the prevalence of observed parent-child differences that relies neither on the classical point of view that the period is one of storm and stress, nor the empirical point of view which proposes that the period is relatively peaceful and harmonious. Both are oversimplified and exaggerate the extremes of the continuum.

Coleman (1978) has offered as a solution to the controversy his "focal theory" which proposes that "at different ages particular relationship patterns come into focus, in the sense of being most prominent, but that no pattern is specific to one age only." Coleman suggests that adolescents cope with the many potentially stressful changes inherent to their developmental period by focussing on them one at a time, thus spreading the process of adaptation over a span of years.

An important implication of Coleman's theory is that individuals who have to cope with more than one issue at a time are the most likely to have problems and to exhibit "storm and stress." We may conclude then that the child who must cope not only with the internal changes necessitated by the acceptance of the physical maturational process, but also the external changes in relationships, particularly the familial relationship, is the one most vulnerable. Without parental support and guidance that accommodates the child's need to move away, adversity confronts the child at both the internal and external levels.

For parents, the pressure to provide support and guidance is complicated by society's demand that they "do their job well"

(Douvan and Adelson, 1966). For most parents, doing the job well implies raising a child who conforms to the parent's perception of what society considers a "good kid." That perception will be colored by the adult's immediate social environment; to the corporate executive, it may mean raising a Harvard-bound Ph.D. candidate, to the single minority-mother, it may mean raising a child who finishes high school and "stays out of trouble."

In any event, parents usually expect their children to comply with an identified mode of behavior. Thus, it is the parents' responsibility to provide a discipline strategy that will foster such anticipated compliant behavior without negating their children's responsibility to gain independence and ultimately establish themselves as a successful adults.

Certain critical factors impact on the discipline-related dynamics cultivated by the family of the early adolescent. These are the sex of the child, the impact of the child's gender on self-esteem, the nature of the child's relationship with peers, the prevailing affective nature the parents demonstrate, and, of course, the discipline style employed by the parents.

It is the intent of this paper to review the current literature relevant to these factors and to report the results of a study that utilized these variables in a comparison of early adolescents' perceptions of their parents' discipline style and its impact on their behavior with their parents' reports of the discipline style they employed and its perceived impact on their child's behavior.



## 1.2 Gender-Related Developmental Factors

Early adolescents are confronted with the reality that they must undergo the irrevocable physical changes associated with puberty. The experience of inevitable somatic development is often different for males and females.

To start, one of the most prominent physical changes associated with puberty is the growth spurt. In boys the growth spurt may begin as early as 10 years of age, or as late as 16, while in girls the same process can begin at seven or eight, or not until 12, 13, or even later (Coleman, 1980). For the average boy, though, rapid growth begins at about 13, and reaches a peak somewhere during the 14th year. Comparable ages for girls are 11 for the onset of the growth spurt, and 12 for the peak age of increase in height and weight. It is possible and notable that a girl will have completed the pubertal process before a boy her same age has begun it.

The process of developing the secondary sex characteristics and the increments in body size lasts for about four years, and begins and ends about two years earlier for girls than boys (Boxer, Tobin-Richards, and Petersen, 1983). The timing of physical maturation can and does have varying effects from individual to individual; however, there is some predictability of reactions to somatic development. The boy or girl who matures early is pushed into an adult-like world, while the late maturer maintains a boyish or girlish image that is conducive to prolonged childhood. As a result, "the early-maturing youth is overaccepted in his or her

recognition of movement toward adulthood, while the late-maturing youth is underaccepted" (Adams and Gullotta, 1983).

"A 12-year-old girl who has just begun menarche cannot be looked at only in terms of physical or sexual maturation. As she begins dressing more adolescent-like, gains interest in dating and sexual matters, and is recognized by her peers and adults as more mature, her behavioral potential changes - not just because of outside forces but because she is different and changing, and personal dynamics usher her into new ways of thinking, feeling, and behaving" (Thornburg, 1983).

"For adolescent girls, physical attractiveness becomes a crucial determinant of their social status, while masculinity and athletic prowess become the determinants for adolescent boys" (Ogundari, 1985). These physical characteristics are also important for heterosexual socialization.

While Blyth, Bulcroft and Simmons (1981) indicate that "there is no significant relationship between self-esteem and the relative onset of puberty for girls, and only a slight positive relationship for boys indicating that early development is related to higher self-esteem," others indicate that "a physically mature adolescent female is likely to be treated as a sex object and to be thrust prematurely into relationships with the opposite sex" (Clausen, 1975). As a result, early maturation in girls can lead to lower self-esteem. In general, then, the early-maturing boy is likely to prosper, while the early-maturing girl is likely to experience tension, anxiety, and poor self-concept.

Muss (1970) addressed an important yet fundamental point when he asserted that "if cultural importance attached to puberty were to follow the significance of physiological changes in the individual, puberty rites would be more marked and more frequent for girls than for boys. Since man's role in most societies is defined as the more dominating and the one that has more prerogatives, more cultures actually emphasize the initiation ceremony of the adolescent male rather than the female. For the girl, menarche constitutes a definite dividing line between childhood and adulthood. For the boy, there is no one specific developmental event that gives him the assurance to say, 'I am a man now.' Consequently, society steps in and provides him with a sexual identity and a new definition of himself by way of rites de passage."

When groups of young people were interviewed to elicit information about how they felt about their pubertal experience, results were sex-delineated (Petersen, Tobin-Richards, and Boxer, 1983). "For boys, greater maturity was related to the most positive body image and feelings of attractiveness for every pubertal item. This linear relationship was statistically significant and strong. Facial hair was most strongly related to perceptions of self, relative to other items."

"For girls, there was a curvilinear pattern of associations between pubertal status and perceptions of self such that an intermediate (normative) status was best, with later development next best. Early development on all indices, except breast development, was the least positive. This result is consistent with

one reported earlier for menarche: it was clear that girls who menstruated early felt very negative about themselves and that event."

An examination of the literature on puberty conducted from the perspective of understanding the pubertal process and its potential ramifications on young people quickly clarifies that the physical changes associated with adolescence are potentially more devastating to females than to males. It is further evident that we have responded culturally by ignoring or underplaying the significance of female maturation, while we have heralded the oncoming of manhood for males, not only through more male-directed rites of passage which are usually one-time-only events, but also by historically offering the male greater mobility and opportunity within society than the female.

Speaking on the benefits education offered young people following the industrialization of society and subsequent removal of children from the labor force, Coleman (1974) tells us that "a young man's opportunities were no longer limited by the occupation of his father but extended to a much broader labor market. Similarly, the school, by freeing the girl from her immediate environs, began to provide a broader marriage market and thus made her life opportunities less dependent on the household in which she grew up."

The identity problems posed for the two sexes differ sharply. "For the boy, identity revolves around the questions, 'Who am I? What do I do?' The nature of his occupation plays a crucial defining role in a male's identity. The girl on the other hand,



depends on marriage for her critical defining element; she will take her self-definition by and large from the man she marries and the children she raises" (Douvan, 1974).

"Most women maintain through life an identity based on relationships to others - as self-defined by their husbands and children. Even the majority of women who work define themselves in this manner and consider their work as an instrumental activity to reach family goals rather than as an anchor for self-destruction" (Douvan, 1974).

Can we assume, then, that one reason for females responding more reluctantly, albeit negatively, to their change in physical appearance is that the double standard imposed on society vis a vis male and female opportunities dictates that physical maturation for women does not facilitate coming into an age where they can explore themselves and their opportunities in the world, but rather an age when they can start competing among themselves for the "best catches" in the male pool?

And, does it not go hand-in-hand that males respond more positively to the acquisition of manliness because for them maturity means they can move faster and further out into the world of potential success, perhaps even with an attractive female in tow?

The implication here is not that women have to be permanently damaged by the pubertal experience, or that men are guaranteed more successful futures than women simply by virtue of their sex. The implication is that evidence seems to support the notion that the highly charged formative period known as puberty is more difficult

for females than for males and that this factor will remain in operation until society addresses the spectrum of gender-related issues that contribute ultimately to female stress associated with puberty.

### 1.3 Family-Related Factors

Whether or not a family is intact, divorced, reconstituted, or single-parent headed, there are certain identifiable characteristics that are common to most families.

First, each family member, regardless of the form of the family, plays a role; and each family member's functioning is influenced by the role played by each of the other family members (Rogers, 1962). Thus, any given family member will frequently function in a way that satisfies the expectations of the family others.

Family members develop images of each other, and these images may serve to perpetrate both desired and undesired behaviors. For example, in a study of adolescent marijuana abusers and their families which compared abusers with their non-marijuana abusing siblings, Hendin, Pollinger, Ulman and Carr (1982) identified that siblings tend to "incorporate parents' image of each of them and to express that image in their behavior."

For example, parents may typecast one child as an "angel," another as a "devil;" the children then assume behavioral roles compatible with the labels. Implications for the role of the "bad" child are readily apparent; such a child may indulge in any of a

number of self-destructive behaviors, e.g., drug or alcohol consumption, indiscriminate sexual activity, stealing, lying, truancy, etc. Implications for the "good" child are less apparent since these children often feel compelled to repress their problems, and neither demonstrate nor recognize them. An implication for the adults is that perceived images that are assumed and perpetrated across family members may lead to particular discipline dynamics between parent(s) and children, and establish cyclical patterns from which it is difficult to break.

In addition to family roles, families rely on rules. According to Jackson (1965), family rules "determine the patterning of behaviors between people, which become the governing principles of family life. Each person's behavior within the family is related to and dependent on the behavior of all the other members." All families follow rules for dividing labor, power, and so on, in order to carry out the tasks of daily living. These rules are sometimes stated overtly; however, most family rules are unwritten and covert (Goldenberg and Goldenberg, 1980).

Family rules extend beyond who's responsible for washing dishes and making beds, who's responsible for providing cash to support the household, and what grades on school reports will be considered acceptable to include such rules as we must never discuss that father hits mother, that mother drinks too much, or that older sister is sexually active with her boyfriend.

One way in which families succeed in enforcing these unspoken rules is through typecasting or scapegoating a particular family

member as the "bad" one, or the one at fault for the family's problems. Frequently, the scapegoat is a child. Scapegoating is a collusive act in which all family members participate in order to have a focal point on which to blame hidden family disharmony or dysfunction. Furthermore, scapegoating is a method which allows the family to maintain homeostasis, i.e., "the inclination of a system to maintain a dynamic equilibrium around some central tendency, and to undertake operations to restore that equilibrium whenever it is threatened. Thus, a family's homeostatic mechanisms usually restrict behavior to a narrow range" (Bloch and LaPerriere, 1973).

Certainly family roles, rules, and homeostasis can function to facilitate and foster healthy, constructive family interactions; in fact, they are necessary to healthy interaction. However, once rules are used to place responsibility for family problems inequitably on a particular member, or family roles are devised that lock members into exaggerated behaviors, effects are likely to be deleterious for all.

Young adolescents may be particularly vulnerable family members. For example, in a study of abusive parents, Lourie (1979) noted that middle-aged parents are often caught in their own life-cycle issues, e.g., reassessment of life course, decrease in energy, marital problems, change of life, etc., that are often associated with depression. This depression may subsequently lower a parent's tolerance of adolescent behavior, especially since the adolescent behavior is often associated with the optimism of youth so noticeably absent in the adult's life.



Furthermore, depression may alter a parent's perception of child behavior. In a comparison of mothers of clinic-referred deviant, clinic-referred non-deviant, and non-clinic children, Rickard, Forehand, Wells, Griest and McMahon (1981) determined that the clinic non-deviant group had been referred by their parents "not because of child deviant behavior resulting from poor parenting skills, but because of parental adjustment problems which affected parental perceptions of their child's adjustment. In particular, parental depression would appear to be a significant type of parental maladjustment that may affect parental perceptions of child maladjustment."

A second scenario which depicts the increased vulnerability of early adolescents revolves around the reality that as children age, parents are increasingly likely to expect them to recognize and respond to the practical requirements of maintaining the home. The youths, on the other hand, may be more interested in moving away from the family scene and establishing themselves socially in the peer culture. There are few institutional and practical requirements structuring friendship. The primary requirement of interactions with friends is having a good time and the predominant activity is leisure. Conversely, household tasks and allocation of resources necessitate interactions among family members that provide constant opportunity for conflict and can interfere with the ability of family members to enjoy coexistence. How families choose to deal with conflict has important implications for all members.

The discipline style to which parents gravitate and subsequently choose to employ is likely to reflect demands for family homeostasis. Inevitably, the discipline style employed by parents will impact on the degree of child compliance observed, as well as the achieved degree of child self-esteem and the nature of the child's perceived success in peer relationships.

#### 1.4 Discipline Style as a Factor

According to Douvan and Adelson (1966), there are four concepts crucial to understanding family dynamics: "(1) the parents' interest and involvement in their parent roles and in their child's development (both degree and nature of this involvement); (2) the affective intensity of family interaction; (3) the degree and nature of family conflict; and (4) the nature of parental authority."

These four concepts are supported in the literature on families containing adolescents as follows. Regarding the first concept, Gove and Crutchfield (1982) found that "parent-child attachment was the strongest predictor of delinquency." Furthermore, Wechsler and Thum (1973) in an examination of causal factors in deviant behavior found that adolescents who drink (alcohol) excessively were likely not to feel "very close" to their families. Rather, "they are likely to feel loosely controlled, particularly by their mothers, and to feel rejection and a great deal of psychological tension in relationship with their fathers" (Pendergast and Schaefer, 1974).

Regarding the second concept, Parish, Dostal and Parish (1981) inventoried 284 fifth-through-eighth graders to assess their evaluations of self and parents as a function of family intactness and family happiness. The finding was that children evaluated themselves significantly more positively if they were from happy families than unhappy families. Evaluations for mothers and fathers were significantly more negative if children were from divorced rather than intact families. However, evaluations for mothers and fathers were also significantly more negative if the children were from unhappy rather than happy families. In families that were intact or divorced but happy, "the mothers seemed to be held in high regard."

In accord with this, Raschke and Raschke (1979) report in their results of a study of intact and single-parent families that measured relationship of family conflict to children's self-concepts that children from intact, reconstituted, single-parent or other family types showed no significant differences in self-concept. However, children who reported higher levels of family conflict did achieve self-concept scores which were significantly low. This finding led Raschke and Raschke to suggest the positive observation that "divorce, which most often produces the single-parent family structure, is an adaptive strategy for families in a rapidly changing society rather than an indicator of family disintegration."

Both the Parish et al. and the Raschke and Raschke studies cited above lend support to Douvan and Adelson's third stipulation

that the concept of the degree and nature of family conflict is necessary to understanding family dynamics.

Finally, the fourth concept - the nature of parental authority - may be examined from two viewpoints. First, from the consideration of parental power and second from the consideration of the discipline style employed by the parents.

McDonald (1977) has identified four categories of parental power: (1) parental outcome-control power based on the ability of parents to provide rewards and mediate punishments for their adolescent children; (2) parental legitimate power based on the adolescents' belief that parents have the right or authority to control their behavior or opinions; (3) parental referent power, based on the adolescents' established disposition to turn to their parents for guidance and advice; and (4) parental expert power, based on the adolescents' perceptions of superior knowledge, skill and competence in their parents.

How power is perceived may influence a child's willingness to comply. For example, younger children may defer to parents' expert power unquestioningly, but as they make educational gains with age, they may be inclined to see themselves as more "expert" than their parents and to act out accordingly.

Outcome-control power which is largely economic may work best in intact families where the father may be viewed as having control of economic resources, decision-making ability, and use of rewards and punishers. The single-parent subsisting below the poverty level

may be stripped of outcome-control power and have less recourse in managing the behavior of her young.

Becker (1964) and Baumrind (1968) have addressed the consideration of discipline style. According to Becker, as reported in Adams and Gullotta (1983), there is "research data suggesting that in a warm and controlling family environment a child is likely to become a polite, neat, dependent adolescent. In contrast, in a hostile but controlling environment a child is likely to become withdrawn, neurotic, and quarrelsome. A warm and permissive family is thought to create an active, highly social person who is highly independent. But a hostile and permissive environment is associated with a non-compliant and highly aggressive adolescent."

Baumrind (1968) has identified three modes of parental control: permissive, authoritarian, and authoritative. A proponent of authoritative parental control, Baumrind believes that responsible conformity with group standards without loss of individual autonomy or self-assertiveness can be achieved as a result of the authoritative style. She believes that the children of authoritative parents learn to look for the reasons behind directives and will eventually exercise the option to either conform, or to deviate, and will be prepared to cope with the consequences of their behavior.

Baumrind recognizes punishment and other manifestations of power as important parts of a feedback system which "advance the parent's understanding of the child and the child's level of cognitive and moral development." She cautions that "by early



adolescence, power cannot and should not be used to legitimate authority." Her reason for this assertion is that by early adolescence a child is aware of the many alternatives to parents' directives. The parents then, she believes, "needs to be ready to defend rationally, as they would to an adult, any directive with which the adolescent disagrees." Any imbalance in power characteristics of parent-early child relations is no longer in existence when the child reaches adolescence. Therefore, attempts to physically force an adolescent into a particular behavior will be futile.

Support for Baumrind's position is evident in research conducted by Kelly and Goodwin (1983). In a study of adolescents' perception of three styles of parental control, "(1) autocratic - parents rarely allow adolescents to express their views on subjects regarding their behavior or permit them to regulate their own behavior, (2) democratic - adolescents are encouraged to participate in discussing issues relevant to their behavior although the final decision is typically made or approved by the parents, and (3) permissive - adolescents have more influence in making decisions which concern them than do their parents," Kelly and Goodwin found that the most positive reactions to parental power were from those adolescents who had been raised under the democratic parental style.

Certainly, a critical factor in the dispersement of parental power and related manifestations of particular discipline styles is the communication patterns the family establishes. According to Gibb (1961), family communications are characterized by either supportive or defensive family member styles. "Behaviors that are

evaluative, controlling, involve the use of strategies, indifferent, superior, dominating and meant to impress others are typical of defensive communication." Gibb found that non-productive systems, i.e., "demonstrating counter-growth and self-defeating programs," typically demonstrate patterns of defensiveness.

Conversely, Gibb (1961) has found that "small group systems characterized by supportive communication patterns tend to be productive, intact, adjusting and happy. Supportive communications (defined as genuine information seeking and giving, spontaneous problem solving, empathic understanding, and equality) tend to produce in others lowered anxiety, clearer communications, and more productive interactions."

In a study designed by Alexander (1973) that utilized the Gibb model, the communication patterns of 22 normal and 20 delinquent families were observed. Normal families demonstrated strong reciprocity of supportive communications and only slight reciprocity of defensive statements. Conversely, delinquent families demonstrated no reciprocity of supportive communications and significant reciprocity of defensive statements.

A conclusion that we may draw from this is that the troubled families, e.g., delinquent inclusive, function only marginally as reciprocal systems. If we assume that reciprocity is a characteristic of a democratically managed (i.e., authoritative) family, we have further evidence that authoritative families are less prone to contain delinquent youth, as well as some insight into why this would be true.

In fact, if the measure of success is healthy social adjustment of adolescents, evidence is consistent throughout the literature that authoritarian and permissive/laissez faire strategies for managing child behavior are less desirable than authoritative/democratic style.

### 1.5 Goals and Hypotheses

The primary goal of this study was to examine the relationship of parental discipline style to gender differences in child compliance, self-image, and peer relations at puberty. A premise of this work was that families with early adolescent members may be prone to increased incident of conflict, and that the method chosen for dealing with that conflict would dictate the positive or negative nature of child outcome behaviors.

As cited above, among the factors that could heighten discord in the homes of pubertal youths are first and foremost, the very nature of the developmental goals of this period. Early adolescent children must begin (1) to separate themselves from the family, (2) to develop a personal identity, (3) to develop a sexual identity, and (4) to initiate educational plans that will largely dictate their futures. Parents must therefore begin to relinquish control while remaining supportive; they must "let go" and allow their children to function more autonomously. Often the process of give-and-take that must occur if children are to achieve independence is not smooth, and conflict results.

Other factors also cited above that may contribute to the parent-child struggle are differences between the expectations of family and of peers; changes in parental affect that negatively influence their perceptions of their children; and adherence to established family roles and rules that successfully governed family operations when children were younger, but that need to be modified to accommodate the changing needs of adolescents.

A second premise of this study was that how parents chose to deal with inevitable conflict would determine the degree to which their children were compliant, the likelihood that their children would develop positive self-image, and the probability that their children would enjoy positive peer relations. The crux of this issue was identified as the discipline strategy the parents chose to invoke. Three possible discipline styles outlined by Baumrind (1968) were identified for use in this research. They were authoritarian, democratic, and laissez faire. The attributes that characterize parents who employ each of these styles are as follows:

#### The Authoritarian Parent

1. Is rigid and controlling.  
Has a set standard of conduct in mind that is often theologically motivated or formulated by a "Higher Authority."
2. Places a high value on obedience.
3. Favors punishment and forceful measures to control child's self-will.
4. Values respect for authority, respect for work, and preservation of order.
5. Does not encourage verbal give-and-take.



### The Laissez Faire Parent

1. Does not impose punishments.  
Accepts child's behavior unconditionally.  
Affirms child's impulses, desires and actions.
2. Makes few demands.  
Allows child to regulate own activities.
3. Avoids exercising control.  
Does not encourage child to obey externally defined standards.
4. Uses reason rather than power.

### The Democratic Parent

1. Attempts to direct child's activities in a rational, issue-oriented manner.
2. Encourages verbal give-and-take.  
Lets the child know the reasons behind particular expectations.
3. Is firm and consistent.
4. Recognizes child has individual interests and special ways.
5. Affirms and accepts child's current qualities, but is also clear about standards for future behavior.
6. Perceives that as the parent, s/he has rights that should not be overshadowed by the child's behavior.

The ultimate goals of this study were (1) to determine which of these three parental discipline styles - authoritarian, democratic or laissez faire - was most frequently associated with compliant behavior, higher self-image, and positive peer relations among early adolescents, and (2) to examine the relationship of discipline style to gender differences in early adolescent children. Three hypothesis were formulated regarding both child-generated and parent-generated data.



First, it was expected that democratic style would be positively correlated with child compliance, self-image, and peer relations regardless of the child's gender.

Second, it was expected that authoritarian style would be negatively correlated with child compliance, self-image, and peer relations regardless of the child's gender.

Third, it was expected that laissez faire style would be negatively correlated with child compliance, self-image, and peer relations regardless of the child's gender.

Furthermore, predictions were made concerning gender differences in the dependent variables under investigation in this study. First, given the earlier research which has demonstrated that dependency is fostered in female children (Hoffman, 1972), that females are less physically aggressive than males (Maccoby & Jacklin, 1974), that females tend to be less assertive than males (Kaplan & Sedney, 1980), that females are consistently more easily influenced by societal pressures than males (Eagly & Carli, 1981), and that compliance is considered an identifying characteristic of the feminine stereotype (Adams & Gullotta, 1983), it is expected that early adolescent females will self-report and be reported by parents as more compliant than their male counterparts.

Second, given the earlier research which has demonstrated that boys have more positive self-perceptions than girls (Offer, Ostrov, & Howard, 1977), and that boys at puberty tend to prosper while girls are more likely to experience negative effects (Jones, 1965; Clausen, 1975; and Simmons, Blythe, Van Cleave, & Bush, 1979),

It is expected that early adolescent males will self-report and be reported by parents as having more positive self-image than their female counterparts.

Third, given that earlier research has predominantly considered differences in friendship patterns between females and males, e.g., Douvan and Adelson (1966), Erikson (1968) and Hollingshead (1949), rather than differences in the quality of peer relations, no prediction was made concerning this variable.

## CHAPTER 2

### METHOD

This study was a retrospective survey conducted in two phases. In the first phase, 424 University of Massachusetts (U/MASS) undergraduates completed a questionnaire designed to assess their perceptions of the discipline style used by their parents at the time that they (the students) were experiencing puberty, and to assess their perceptions of their own behavior at that time. In the second phase, 111 parents of students from Phase I completed a questionnaire similar to the Phase I instrument that was designed to assess their perceptions of the discipline style they used at the time their child was experiencing puberty, and their perceptions of the child's behavior at that time.

In the following description of methodology applied, the areas Subjects, Materials, and Procedure will be broken into their Phase I and Phase II components.

#### 2.1 Subjects

##### 2.1.1 Phase I

The subjects in Phase I of this study were 424 students solicited from undergraduate courses offered in the Psychology Department at U/MASS. There were 290 females and 134 males in this sample.

Demographic information available from Fall 1988 statistics collected by the Student Affairs Research and Evaluation Office (SAREO) indicate that 925 students were enrolled as Psychology

majors and that approximately 3500 University students were taking courses in the Psychology Department at that time. Of the majors, 757 were White and 657 were female. University-wide statistics available for that same semester indicate that approximately 50% of the Fall 1988 entering class reported an annual family income of \$50,000 or more.

### 2.1.2 Phase II

The subjects in Phase II were 111 parents, 72 mothers and 39 fathers, of students who participated in Phase I. For the purpose of this research, the terms "parents," "mothers" and "fathers" referred to those adults who were living with the students at the time that they were experiencing puberty. The parent sample included natural parents, step-parents, and single parents.

## 2.2 Measures

### 2.2.1 Phase I

A questionnaire was used in Phase I to assess students' perceptions of the discipline styles employed by their parents at the time they (the students) were experiencing puberty and to assess their perceptions of their own behavior at that time (see Appendix A).

Because this was a retrospective survey, the instructions included a description of the normal physical changes associated with puberty to assist subjects in identifying that particular time in their personal history. To further assist recall, the

instructions provided cues for subjects to aid them in identifying key landmarks of the period, and space to write them down; e.g., home in which your family lived, your closest friends during puberty, etc. Throughout the questionnaire, subjects were reminded to refer to their list of cues to increase the likelihood that their recollections would actually pertain to the period during which they experienced puberty.

The survey instrument was designed to measure the perceived discipline style utilized by parents and the compliant behavior reported by the child. The instrument also provided information regarding the gender of the child, the child's self-image, the child's peer relations and the child's assessment of the parents' marital relationship.

The instrument was comprised of two types of questions, open-ended fill-in-the-blank, and contained-choice questions to be answered by circling the appropriate position from 1 (strongly agree) to 6 (strongly disagree) on a "Likert-type" scale. The questionnaire was informally divided into three sections.

The first section was comprised of fifteen open-ended questions that provided information about family demographics and specific recollections the subjects had regarding the physical changes associated with puberty as they experienced them.

The second section was comprised of seventy-three items designed to measure the multidimensional characteristics of parental discipline style and child compliant behavior across seven scales: Authoritarian, Authoritative/Democratic, and Laissez Faire



Discipline Styles; Child Compliant Behavior; Child Self-Image; Child Peer Relationships; and Parents' Marital Relationship. Some scales were modeled after those used in earlier studies (e.g., Offer Self-Image Questionnaire (OSIQ), 1972); other scales reflected characteristics of particular behaviors derived from previous research (e.g., Baumrind's authoritarian, authoritative, and permissive styles of discipline, 1968). Table 29 (see Appendix B) identifies which items in the Phase I instrument comprised each of the scales. The seven scales embedded in the Phase I survey instrument were tested for reliability. Results are presented in Table 1 below.

Table 1

Phase I Scale Data and Reliability Coefficients

SCALE	NUMBER OF ITEMS	SCALE MEAN	STANDARD DEVIATION	ALPHA
AUTHORITARIAN DISCIPLINE STYLE	5	2.519	1.126	.81783
DEMOCRATIC DISCIPLINE STYLE	8	3.701	.906	.76089
LAISSEZ FAIRE DISCIPLINE STYLE	8	2.060	.771	.73383
COMPLIANCE	10	4.447	.886	.80591
SELF-IMAGE	7	3.686	1.053	.85339
PEER RELATIONS	4	4.367	1.011	.70539

The third section of the instrument was comprised of three open-ended questions designed to determine what subjects remembered

as the one area they and their parents disagreed about most often during puberty, how the subjects feel about their bodies today, and characteristics of the child/parent relationship at this time.

### 2.2.2 Phase II

The questionnaire used in Phase II was similar in most respects to that used in Phase I except that appropriate noun/pronoun language changes were made and the total number of items was reduced from 88 to 82 (see Appendix C). Again, because this was a retrospective survey, instructions for subjects included a description of the normal physical changes associated with puberty to assist them in isolating the time period in which their child experienced that developmental process, and cues were implemented to aid in identifying key landmarks of the period with space provided to write them down.

Throughout the questionnaire, subjects were reminded to refer to their list of cues to increase the likelihood that their recollections actually pertained to the period in which their child experienced puberty. To help control for results confounded by effects of collusion, an additional instruction in the Phase II questionnaire requested that subjects did not confer with their spouse or child until after they had completed the questionnaire.

Like the Phase I instrument, the Phase II questionnaire was comprised of two types of questions, open-ended fill-in-the-blank, and contained choice questions to be answered by circling the appropriate position from 1 (strongly agree) to 6 (strongly

disagree) on a "Likert-type" scale. The Phase II questionnaire was also informally divided into three sections.

Section one contained open-ended questions that provided information about family demographics and specific recollections the subjects had regarding the physical changes associated with puberty as they remembered their child experienced them.

Section two included the same seven scales measured by the Phase I instrument, i.e., Authoritarian, Authoritative/Democratic, and Laissez Faire Discipline Styles, Child Compliant Behavior, Child Self-Image, Peer Relationships, and Parents' Marital Relationship. Table 30 identifies which items were included in which of the scales (see Appendix D).

The seven scales embedded in the Phase II survey instrument were tested for reliability. Results are presented in Table 2 below.

Table 2

Phase II Scale Data and Reliability Coefficients

SCALE	NUMBER OF ITEMS	SCALE MEAN	STANDARD DEVIATION	ALPHA
AUTHORITARIAN DISCIPLINE STYLE	5	2.2975	.756	.51950
DEMOCRATIC DISCIPLINE STYLE	7	4.27321	.766	.70346
LAISSER FAIRE DISCIPLINE STYLE	8	1.11760	.571	.65349
COMPLIANCE	10	4.970	.765	.81165
SELF-IMAGE	6	4.31667	.794	.64320
PEER RELATIONS	4	4.56250	.946	.58426

The third section of the instrument was comprised of two open-ended questions designed to determine what subjects remembered as the one area they and their child disagreed about most frequently during puberty, and characteristics of the parent/child relationship at the time the survey was conducted.

## 2.3 Procedure

### 2.3.1 Phase I

Subjects were solicited from undergraduate courses offered in the Psychology Department at U/MASS-Amherst. The instrument was administered under standardized conditions to small groups. The administration procedure followed guidelines set by the Human Subjects in Research Committee of the University.

Once subjects received the survey instrument, they were allowed unlimited time to complete it; most subjects needed forty-five to sixty minutes. Subjects received one experimental credit to be applied to coursework in the Department in exchange for their participation.

At the point subjects finished the questionnaire and received the experimental credit, they had completed active participation in Phase I and were told explicitly what was expected if they wished to earn a second experimental credit by helping to facilitate Phase II.

The experimenter explained verbally to individual subjects or small groups of subjects that if they were willing to authorize the mailing of a package of materials to both their parents that included a letter describing the study, a survey instrument similar



to the one they had just completed, an informed consent form that did not need to be signed or returned, and a feedback sheet, they would receive a second experimental credit. Students were reminded that the information on their own questionnaire would remain confidential, and informed that they would not be eligible to receive any specific feedback regarding answers their parents might provide. Students were encouraged to read through all of the materials before making a decision.

Finally, it was explained that if they elected to assist in facilitating Phase II, they would be expected to provide their parents' address. If they agreed, their parents' address was added, by them, to an ongoing list that contained only names and addresses of parents of children consenting to the mailing. The list was maintained separate from the subjects completed questionnaires, and it was impossible to match the two. The address was used only for the purpose of mailing materials, and it was not possible to match names and addresses to returned parent questionnaires since they were submitted anonymously. The specific identity of all participants in both phases thus remained anonymous, however, ultimately it was possible to match student and parent questionnaires by the child's date of birth, gender, and place of birth. Students whose parents currently did not live together were asked to authorize mailing a separate envelope to each. Those students who chose to participate received a second experimental credit upon providing the address(es).



The experimenter was responsible for the mailing of the Phase II materials. This action completed Phase I of the study.

### 2.3.2 Phase II

Subjects received the survey materials in the mail. Included was a letter describing the nature and goals of the study and providing encouragement for participation. This letter also described the procedures used that led to subjects' receiving the package of materials and accentuated the fact that if they elected to participate they would remain anonymous, and any information they provided would remain confidential.

An informed consent form was provided. This clarified that recipients were in no way obligated to return the questionnaire, that their decision to participate or not could in no way affect their child, that they were not eligible to receive any information regarding specific answers their child had provided previously, and that their child was not eligible to receive any information regarding specific answers that they (the parents) might provide. This form also let them know that they could receive information regarding the overall results of the study when it was completed if they provided (under separate cover to maintain their anonymity) their names and addresses with a request for information.

A feedback sheet describing the study and its goals was also included, in addition to the survey instrument(s).

It should have taken subjects in Phase II about forty-five to sixty minutes to complete the questionnaire. It is hoped that those

who did participate honored the request to refrain from conferring with their spouse or child until after they had finished answering all the items. A stamped envelope addressed to the experimenter was included in the package to be used by subjects wishing to return completed questionnaires. Upon receiving questionnaires from Phase II subjects, the experimenter matched them according to date of birth, gender, and city of birth with the questionnaire of their child.

## CHAPTER 3

### RESULTS

#### 3.1 Analysis of Child Generated Data

##### 3.1.1 Major Trends

The first phase of the analysis utilized only that data which had been provided by students. Three correlation matrices were generated, one for the total sample (n=424), one for the female subsample (n=290), and one for the male subsample (n=134). Data from these three matrices are presented in Tables 3, 4 and 5.

The major trends in the child-generated data are evident even in this relatively simple analysis. As may be seen in Table 3, which presents the correlation matrix for the full student sample (n=424), a significant positive correlation exists between perceived democratic parental style and all three dependent measures, i.e., compliance, self-image, and peer relations. Conversely, there is a significant negative correlation between perceived authoritarian parental style and all three dependent measures. Correlational results for perceived laissez faire parental style are weak; the only significant correlation indicates a negative relationship between laissez faire style and compliance.

From this data we may assume that the strongest positive effects between parental style and child outcomes occur when parents are perceived as democratic. Conversely, the strongest negative effects between parental style and child outcomes occur when parents are perceived as authoritarian.

Table 3

Correlations in Child-Generated Data (n=424)

	AUTHORITARIAN	DEMOCRATIC	LAISSÉZ FAIRE	COMPLIANCE	SELF-IMAGE	PEER RELATIONS
AUTHORITARIAN	1.0000 P=****	-.6004 P=.001	-.0376 P=.220	-.2992 P=.001	-.1757 P=.001	-.3530 P=.001
DEMOCRATIC	-.6004 P=.001	1.0000 P=****	-.0960 P=.024	.5027 P=.001	.2492 P=.001	.2971 P=.001
LAISSÉZ FAIRE	-.0376 P=.220	-.0960 P=.024	1.0000 P=****	-.2106 P=.001	.0547 P=.130	-.0641 P=.094
COMPLIANCE	-.2992 P=.001	.5027 P=.001	-.2106 P=.001	1.0000 P=****	.1473 P=.001	.2119 P=.001
SELF-IMAGE	-.1757 P=.001	.2492 P=.001	.0547 P=.130	.1473 P=.001	1.0000 P=****	.4256 P=.001
PEER RELATIONS	-.3530 P=.001	.2971 P=.001	-.0641 P=.094	.2119 P=.001	.4256 P=.001	1.0000 P=****

These findings were relatively stable across the female and male subsamples; however, as may be seen from Tables 4 and 5, measurable differences did occur between genders. The positive effects of perceived democratic parental style and the negative effects of perceived authoritarian parental style were stronger for females than males.

Before considering the relationship of parental discipline style to gender differences in early adolescents' reports of compliance, self-image, and peer relations, overall differences between male and female reports of both perceived parental style and

Table 4

Correlations in Child-Generated Data for Female Subsample (n=290)

	AUTHORITARIAN	DEMOCRATIC	LAISSÉZ FAIRE	COMPLIANCE	SELF-IMAGE	PEER RELATIONS
AUTHORITARIAN	1.0000 P=****	-.6396 P=.001	-.0793 P=.089	-.3456 P=.001	-.2379 P=.001	-.4026 P=.001
DEMOCRATIC	-.6396 P=.001	1.0000 P=****	-.0616 P=.140	.5359 P=.001	.2098 P=.001	.3453 P=.001
LAISSÉZ FAIRE	-.0793 P=.089	-.0616 P=.140	1.0000 P=****	-.1031 P=.001	.0251 P=.335	.0015 P=.490
COMPLIANCE	-.3456 P=.001	.5359 P=.001	-.1031 P=.001	1.0000 P=****	.1850 P=.001	.2222 P=.001
SELF-IMAGE	-.2379 P=.001	.2098 P=.001	.0251 P=.335	.1850 P=.001	1.0000 P=****	.4448 P=.001
PEER RELATIONS	-.4026 P=.001	.3453 P=.001	.0015 P=.490	.2222 P=.001	.4448 P=.001	1.0000 P=****

Table 5

Correlations in Child-Generated Data for Male Subsample (n=134)

	AUTHORITARIAN	DEMOCRATIC	LAISSÉZ FAIRE	COMPLIANCE	SELF-IMAGE	PEER RELATIONS
AUTHORITARIAN	1.0000 P=****	-.5226 P=.001	.0157 P=.429	-.1366 P=.050	-.1354 P=.059	-.2545 P=.001
DEMOCRATIC	-.5226 P=.001	1.0000 P=****	-.1090 P=.014	.3907 P=.001	.1546 P=.037	.1639 P=.029
LAISSÉZ FAIRE	.0157 P=.429	-.1090 P=.014	1.0000 P=****	-.2642 P=.001	.0788 P=.183	-.2102 P=.006
COMPLIANCE	-.1366 P=.050	.3907 P=.001	-.2642 P=.001	1.0000 P=****	.1337 P=.062	.1899 P=.014
SELF-IMAGE	-.1354 P=.059	.1546 P=.037	.0788 P=.103	.1337 P=.062	1.0000 P=****	.4039 P=.001
PEER RELATIONS	-.2545 P=.001	.1639 P=.029	-.2102 P=.006	.1899 P=.014	.4039 P=.001	1.0000 P=****



the dependent measures were tested for significance. The results of these T-Tests are presented in Tables 6 and 7.

Table 6

Overall Differences Between Female (n=290) and Male (n=134) Ratings of Perceived Authoritarian, Democratic, and Laissez Faire Discipline Style

	MEAN FEMALES	MEAN MALES	T-VALUE	PROBABILITY
AUTHORITARIAN	2.4109 (SD=1.115)	2.7522 (SD=1.119)	-2.93	.004
DEMOCRATIC	3.7073 (SD= .960)	3.6859 (SD= .780)	.24	.808
LAISSER FAIRE	2.0179 (SD= .774)	2.1517 (SD= .759)	-1.66	.097

As may be seen from Table 6, no significant differences in ratings occurred between female and male perceptions of their parents utilization of democratic or laissez faire style. However, males did rate their parents as significantly more authoritarian than did females. This discrepancy between male and female reports is probably attributable to the finding that males also indicated more frequently than females that their parents used physical punishment to get them to do what was expected ( $T = -3.47$ ,  $p = .001$ ), and that their parents used physical punishment when they did things wrong ( $T = -4.28$ ,  $p = .001$ ).

Table 7

Overall Differences Between Female (n=290) and Male (n=134) Ratings of Compliance, Self-Image, and Peer Relations

	MEAN FEMALES	MEAN MALES	T-VALUE	PROBABILITY
COMPLIANCE	4.5137 (SD=.939)	4.3012 (SD=.741)	2.52	.012
SELF-IMAGE	3.5532 (SD=1.070)	3.9742 (SD=.957)	-3.09	.000
PEER RELATIONS	4.3664 (SD=1.029)	4.3669 (SD=.976)	-0.01	.996

As is apparent from Table 7, females reported that they were significantly more compliant than males; males reported that they had significantly higher self-esteem than females; and there were no significant differences by gender in reports of peer relations.

3.1.2 Perceived Parental Discipline Style and Its Relationship to Gender Differences in Compliance, Self-Image, and Peer Relations

The data presented in Table 3 above supports the expectation that democratic style would be positively correlated with compliance, self-image and peer relations, and that authoritarian style would be negatively correlated with these same outcomes. The expectation that laissez faire style would be negatively correlated with compliance was also confirmed; correlations between laissez faire style and both self-image and peer relations were not significant.

However, despite support for these expectations, additional analyses were necessary to determine whether gender differences in outcome behaviors occurred as a result of discipline style. As Tables 4 and 5 indicated, while the directional trends observed for the full student sample held in the correlational analyses of the female and male subsamples, subtle differences were observed. Most notably, Tables 4 and 5 show that the positive correlation between compliance and democratic style was stronger for females ( $r = .5359$ ,  $p = .001$ ) than for males ( $r = .3987$ ,  $p = .001$ ), and that the negative correlation between compliance and authoritarian style was also stronger for females ( $r = -.3456$ ,  $p = .001$ ) than for males ( $r = -.1366$ ,  $p = .058$ ).

In order to discern whether or not between-gender differences in compliance, self-image, and peer relations occurred when discipline style was considered, Analyses of Covariance were conducted. In this endeavor only differences between authoritarian and democratic style were examined because, as reported above in Tables 4 and 5, when analyzed by gender, correlations between laissez faire style and the dependent measures were weak.

The Analyses of Covariance indicated that when the relationship between the independent measures (democratic or authoritarian style) and the dependent measures (compliance, self-image and peer relations) was considered by gender, in each case the covariate (democratic or authoritarian style) was significant. Given that the covariate was significant, the interaction of covariates by gender, and whether or not it was significant, was

examined. This examination provided the information necessary to calculate the adjusted means for dependent measures based on an appropriate model. A common slope model was implemented for all but the relationship between compliance and authoritarian style for which adjusted means were calculated using separate slopes. The calculated means and the results of the test of significance are presented in Tables 8, 9 and 10.

Table 8

Differences Between Female (n=290) and Male (n=134) Ratings of Compliance When Discipline Style Is Considered

	ADJUSTED MEAN COMPLIANCE FEMALES	ADJUSTED MEAN COMPLIANCE MALES	P-VALUE	PROBABILITY
AUTHORITARIAN	4.52	4.25	8.648	.003
DEMOCRATIC	4.51	4.31	6.454	.011

As Table 8 indicates, females rated themselves as significantly more compliant than males when either democratic style or authoritarian style was considered. As Table 9 indicates, males rated themselves as having significantly higher self-image than females when either democratic style or authoritarian style was considered. As Table 10 indicates, there were no significant differences between female and male ratings of peer relations when either democratic style or authoritarian style was considered.



These between-gender effects are consistent with the overall between-gender differences reported in Table 7.

Table 9

Differences Between Female (n=290) and Male (n=134) Ratings of Self-Image When Discipline Style Is Considered

	ADJUSTED MEAN SELF-IMAGE FEMALES	ADJUSTED MEAN SELF-IMAGE MALES	F-VALUE	PROBABILITY
AUTHORITARIAN	3.54	4.02	20.689	.001
DEMOCRATIC	3.55	3.90	16.646	.001

Table 10

Differences Between Female (n=290) and Male (n=134) Ratings of Peer Relations When Discipline Style Is Considered

	ADJUSTED MEAN PEER RELATIONS FEMALES	ADJUSTED MEAN PEER RELATIONS MALES	F-VALUE	PROBABILITY
AUTHORITARIAN	4.33	4.45	1.240	.266
DEMOCRATIC	4.37	4.30	.006	.940

While it is useful to know that whether or not parents are perceived as democratic or authoritarian, females rate themselves as more compliant, males rate their self-image as higher, and there are no differences by gender in ratings of peer relations, the question



of primary interest in this study was whether or not within-gender differences in ratings of dependent measures occurred as a result of perceived parental discipline style. That is, what this study hoped to uncover was whether or not females reported significant differences in their compliance, self-image or peer relations as a result of democratic or authoritarian style; and similarly, whether males reported significant differences in their compliance, self-image or peer relations as a result of democratic or authoritarian style.

Therefore, Paired T-Tests were conducted to discern whether or not within-gender differences in compliance, self-image and peer relations occurred as a result of discipline style. The adjusted means calculated for females for each dependent measure were tested by discipline style using a Paired T-Test. Results of six Paired T-Test were generated, and are presented separately for females and males in Tables 11 and 12.

As Table 11 indicates, there was no significant difference in female compliance when democratic and authoritarian style were considered. There also was no significant difference in female self-image when democratic and authoritarian style were considered. However, the difference in female peer relations approached significance when style was considered and indicated that females experience more positive peer relations when parental discipline style is perceived as democratic.

As Table 12 indicates, there was no significant difference in male compliance when democratic and authoritarian style were

Table 11

Differences in Female (n=290) Compliance, Self-Image, and Peer Relations When Democratic and Authoritarian Styles Are Considered

	AUTHORITARIAN	DEMOCRATIC	DIF. MEAN	STD. DEV.	STD. ERROR	T-VALUE	PROB.
ADJUSTED MEAN COMPLIANCE	4.5208 (SD= .323)	4.5107 (SD= .793)	-.0102	.848	.050	-.20	.838
ADJUSTED MEAN SELF-IMAGE	3.5355 (SD=1.042)	3.5514 (SD=1.025)	.0159	.214	.013	1.27	.206
ADJUSTED MEAN PEER RELATIONS	4.3320 (SD= .944)	4.3643 (SD= .966)	.0323	.200	.017	1.91	.057

Table 12

Differences in Male (n=134) Compliance, Self-Image, and Peer Relations When Democratic and Authoritarian Styles Are Considered

	AUTHORITARIAN	DEMOCRATIC	DIF. MEAN	STD. DEV.	STD. ERROR	T-VALUE	PROB.
ADJUSTED MEAN COMPLIANCE	4.2523 (SD= .101)	4.3006 (SD= .685)	.0563	.707	.061	.92	.358
ADJUSTED MEAN SELF-IMAGE	4.0125 (SD= .950)	3.9706 (SD= .949)	-.0339	.204	.010	-1.93	.056
ADJUSTED MEAN PEER RELATIONS	4.4411 (SD= .950)	4.3719 (SD= .960)	-.0692	.312	.027	-2.57	.011

considered. However, there was an effect of these styles on both self-image and peer relations that contradicted expectations. Males reported more positive self-image in the authoritarian than the democratic mode, an effect which approached significance; and males

reported more positive peer relations in the authoritarian than the democratic mode, an effect which achieved significance.

### 3.2 Analysis of Parent-Generated Data

#### 3.2.1 Discrepancies in the Parent-Generated Data

The second phase of the analysis utilized only that data which had been provided by the 113 parents who responded to the survey questionnaire they had received in the mail. This number represented about twenty-five percent of the parents contacted. Specifically, four hundred and twenty-four subjects had participated in Phase I of the study; and of these 424, 80 subjects had one or more parents who participated in Phase II.

Because not all students whose reports were analyzed in the first phase of the study had parents participating in the second phase, prior to analyzing the Phase II data, T-Tests were conducted using the Phase I data to determine whether or not there were significant differences in any of the independent and dependent measures between the group of students whose parents did participate and the group of students whose parents did not participate in this study. Results of these T-Tests are presented in Table 13 below.

As Table 13 shows, students whose parents did participate reported that their parents were significantly less authoritarian than did those students whose parents did not participate. Also, students whose parents did participate reported that they had significantly higher peer relations than did those students whose parents did not participate. No other significant differences in

either the independent or dependent measures were observed as an effect of parent participation.

Table 13

Differences Between Students Whose Parents Did Participate (n=80) in the Study and Students Whose Parents Did Not (n=343)

	MEAN RATINGS OF STUDENTS WHOSE PARENTS DID PARTICIPATE	MEAN RATINGS OF STUDENTS WHOSE PARENTS DID NOT PARTICIPATE	T-VALUE	PROBABILITY
AUTHORITARIAN	2.2675	2.5783	2.23	.026
DEMOCRATIC	3.8366	3.6719	-1.47	.143
LAISSER FAIRE	2.1621	2.0373	-1.30	.193
COMPLIANCE	4.5002	4.4330	- .68	.499
SELF-IMAGE	3.8470	3.6495	-1.51	.131
PEER RELATIONS	4.5500	4.3256	-2.01	.046

Despite the observation that according to reports of the youths who participated in this study the parent-generated data was biased in the direction of parents who were less authoritarian and whose children had more positive peer relations than those parents who did not participate, it was decided to conduct the same set of analyses utilizing the parent data as had been conducted utilizing the child data. This decision was based on three considerations.



First, it seemed unnecessarily stringent and counter-productive to dismiss the data of nearly 350 child subjects because their parents did not participate in the study. Second, it seemed useful to get a general sense of what a group of adolescents believed to be true about their compliance, self-image, and peer relations when their perceptions of their parents' discipline style was considered; and it seemed similarly useful to get a general sense of what a subset of their parents believed to be true about their adolescent's compliance, self-image, and peer relations when their reported discipline style was considered. It was believed that discrepancies in the data sets could be considered in the discussion, particularly if only general, rather than specific, comparisons were made. Third, a follow-up analysis is planned that will directly compare child-to-parent reports, and that will utilize the data of only those adolescent subjects whose parents did participate and the data of their parents.

### 3.2.2 Major Trends

The same procedure that was followed to analyze the child-generated data was followed to analyze the parent-generated data. Initially, five correlation matrices were generated, one for the total sample (n=113), one for parents of females (n=85), one for parents of males (n=28), one for female parents (n=72), and one for male parents (n=39). Data from these five matrices are presented in Tables 14, 15, 16, 17 and 18.



The trends in the parent data are evident even in this relatively simple analysis. As may be seen from Table 14, which presents correlational relationships for the parent sample (n=113), democratic style is positively correlated with early adolescent compliance, self-image, and peer relations; however, this effect is significant for compliance and self-image only. Authoritarian style is negatively correlated with compliance and self-image, and positively correlated with peer relations; but achieves significance for compliance only. Laissez faire style is negatively correlated with compliance and peer relations, and positively correlated with self-image; but achieves significance for compliance only.

Table 14

Correlations in Parent-Generated Data (n=113)

	AUTHORITARIAN	DEMOCRATIC	LAISSEZ FAIRE	COMPLIANCE	SELF- IMAGE	PEER RELATIONS
AUTHORITARIAN	1.0000 P=****	-.2156 P=.011	-.1350 P=.076	-.2301 P=.006	-.0894 P=.173	.0226 P=.406
DEMOCRATIC	-.2156 P=.011	1.0000 P=****	-.3400 P=.001	.5472 P=.001	.2978 P=.001	.0249 P=.397
LAISSEZ FAIRE	-.1350 P=.076	-.3400 P=.001	1.0000 P=****	-.4073 P=.001	.0849 P=.186	-.0207 P=.414
COMPLIANCE	-.2301 P=.006	.5472 P=.001	-.4073 P=.001	1.0000 P=****	.2616 P=.003	.0990 P=.148
SELF-IMAGE	-.0894 P=.173	.2978 P=.001	.0849 P=.106	.2616 P=.003	1.0000 P=****	.2374 P=.006
PEER RELATIONS	.0226 P=.406	.0249 P=.397	-.0207 P=.414	.0990 P=.148	.2374 P=.006	1.0000 P=****

As Tables 15 and 16 show, when parents' reports were considered by gender of their children, slight deviations from the overall correlations presented in Table 14 occurred. For example, the positive effects cited above for democratic style were stable regardless of child gender, i.e., democratic style is positively and significantly correlated with compliance and self-image; however, slight variations in the correlations between authoritarian style and early adolescent outcomes are evident. Most notably, the significant negative correlation between authoritarian style and compliance was weakened; this relationship failed to achieve, but did approach, significance for both daughters and sons. Effects of laissez faire style also varied slightly when child gender was considered. The negative relationship between laissez faire style and compliance remained significant for both daughters and sons; but a previously unobserved significant negative correlation between laissez faire style and peer relations occurred for male children only.

As Tables 17 and 18 show, when parents reports were considered by gender of the parents, results were more consistent with the overall correlations presented in Table 14. Democratic style is positively and significantly correlated with compliance and self-image; authoritarian style is negatively correlated with compliance but achieves significance only for data generated by fathers; and laissez faire style is negatively correlated with compliance regardless of parent gender.

Table 15

Correlations in Parent-Generated Data for Parents of Daughters (n=85)

	AUTHORITARIAN	DEMOCRATIC	LAISSÉZ FAIRE	COMPLIANCE	SELF-IMAGE	PEER RELATIONS
AUTHORITARIAN	1.0000 P=****	-.1028 P=.175	-.0975 P=.187	-.1711 P=.059	-.0804 P=.232	-.0220 P=.421
DEMOCRATIC	-.1020 P=.175	1.0000 P=****	-.4122 P=.001	.5436 P=.001	.2462 P=.012	-.0242 P=.413
LAISSÉZ FAIRE	-.0975 P=.187	-.4122 P=.001	1.0000 P=****	-.5466 P=.001	.1160 P=.145	.0518 P=.319
COMPLIANCE	-.1711 P=.059	.5436 P=.001	-.5466 P=.001	1.0000 P=****	.2347 P=.015	.0893 P=.208
SELF-IMAGE	-.0804 P=.232	.2462 P=.012	.1160 P=.145	.2347 P=.015	1.0000 P=****	.1969 P=.035
PEER RELATIONS	-.0220 P=.412	-.0242 P=.413	.0518 P=.319	.0893 P=.208	.1969 P=.035	1.0000 P=****

Table 16

Correlations in Parent-Generated Data for Parents of Sons (n=28)

	AUTHORITARIAN	DEMOCRATIC	LAISSÉZ FAIRE	COMPLIANCE	SELF-IMAGE	PEER RELATIONS
AUTHORITARIAN	1.0000 P=****	-.4669 P=.006	-.2668 P=.085	-.2767 P=.077	-.1098 P=.289	.1410 P=.237
DEMOCRATIC	-.4669 P=.006	1.0000 P=****	-.1424 P=.235	.4891 P=.004	.4841 P=.005	.2282 P=.121
LAISSÉZ FAIRE	-.2668 P=.085	-.1424 P=.235	1.0000 P=****	-.3931 P=.019	-.0603 P=.380	-.3176 P=.050
COMPLIANCE	-.2767 P=.077	.4891 P=.004	-.3931 P=.019	1.0000 P=****	.4214 P=.013	.2781 P=.076
SELF-IMAGE	-.1098 P=.289	.4841 P=.005	-.0603 P=.380	.4214 P=.013	1.0000 P=****	.4143 P=.014
PEER RELATIONS	.1410 P=.237	.2282 P=.121	-.3716 P=.050	.2701 P=.076	.4143 P=.014	1.0000 P=****

Table 17

Correlations in Parent-Generated Data for Mothers (n=72)

	AUTHORITARIAN	DEMOCRATIC	LAISSÉZ FAIRE	COMPLIANCE	SELF-IMAGE	PEER RELATIONS
<b>AUTHORITARIAN</b>	1.0000 P=****	-.1005 P=.102	-.1396 P=.121	-.1506 P=.103	-.0667 P=.289	.1143 P=.169
<b>DEMOCRATIC</b>	-.1005 P=.102	1.0000 P=****	-.3501 P=.001	.5439 P=.001	.2797 P=.009	.0993 P=.203
<b>LAISSÉZ FAIRE</b>	-.1396 P=.121	-.3501 P=.001	1.0000 P=****	-.5291 P=.001	.0073 P=.233	-.0647 P=.295
<b>COMPLIANCE</b>	-.1506 P=.103	.5439 P=.001	-.5291 P=.001	1.0000 P=****	.1915 P=.054	.0204 P=.432
<b>SELF-IMAGE</b>	-.0667 P=.289	.2797 P=.009	.0073 P=.233	.1915 P=.054	1.0000 P=****	.1905 P=.055
<b>PEER RELATIONS</b>	.1143 P=.169	.0993 P=.203	-.0647 P=.295	.0204 P=.432	.1905 P=.055	1.0000 P=****

Table 18

Correlations in Parent-Generated Data for Fathers (n=39)

	AUTHORITARIAN	DEMOCRATIC	LAISSÉZ FAIRE	COMPLIANCE	SELF-IMAGE	PEER RELATIONS
<b>AUTHORITARIAN</b>	1.0000 P=****	-.3343 P=.019	-.2679 P=.050	-.3425 P=.016	-.2107 P=.091	-.1365 P=.204
<b>DEMOCRATIC</b>	-.3343 P=.019	1.0000 P=****	-.1909 P=.122	.5106 P=.001	.4663 P=.001	-.1303 P=.215
<b>LAISSÉZ FAIRE</b>	-.2679 P=.050	-.1909 P=.122	1.0000 P=****	-.3120 P=.027	-.0519 P=.377	.0700 P=.336
<b>COMPLIANCE</b>	-.3425 P=.016	.5106 P=.001	-.3120 P=.027	1.0000 P=****	.5313 P=.001	.2740 P=.045
<b>SELF-IMAGE</b>	-.2107 P=.091	.4663 P=.001	-.0519 P=.377	.5313 P=.001	1.0000 P=****	.3930 P=.007
<b>PEER RELATIONS</b>	-.1365 P=.204	-.1303 P=.215	.0700 P=.336	.2740 P=.045	.3930 P=.007	1.0000 P=****



From the correlational relationships presented in Tables 14 through 18, we may assume that the strongest positive effects between parental style and early adolescent outcomes occur when parents perceive themselves to be democratic. This finding conforms to the expectations of this study.

Before considering the relationship of reported parental discipline style to perceived compliance, self-image, and peer relations of their early adolescent children, overall differences in these independent and dependent measures were examined by both gender of the children and gender of the parents. Tables 19 and 20 present the results of T-Tests implemented to discern discrepancies in parents reports of style that may have occurred as a result of being the parent of a daughter or son, and as a result of being a mother or father.

As Table 19 shows, no significant difference in parents' ratings of democratic style occurred as a result of their child's gender. Parents of sons did report higher authoritarian scores than parents of daughters; however, this result approached but did not achieve significance. The only significant difference in parents' reports occurred for laissez faire style; parents of daughters scored higher than did parents of sons.

As Table 20 shows, no significant difference in parents' rating of themselves as democratic occurred as a result of their own gender. Similarly, there was no significant difference in parents' ratings of themselves as authoritarian. The only significant effect that did occur in parents' ratings of their styles was that fathers



rated themselves as significantly more laissez faire than did mothers.

Table 19

Overall Differences Between Parents of Daughters (n=85) and Parents of Sons (n=28) Ratings of Reported Discipline Style

	MEAN PARENTS OF DAUGHTERS	MEAN PARENTS OF SONS	T-VALUE	PROBABILITY
AUTHORITARIAN	2.2400 (SD=.799)	2.5500 (SD=.773)	-1.79	.075
DEMOCRATIC	4.3006 (SD=.768)	3.9974 (SD=.814)	.39	.699
LAISSEZ FAIRE	1.7515 (SD=.623)	1.7009 (SD=.511)	1.79	.007

Table 20

Overall Differences Between Mothers (n=72) and Fathers (n=39) Ratings of Reported Discipline Style

	MEAN MOTHERS	MEAN FATHERS	T-VALUE	PROBABILITY
AUTHORITARIAN	2.2306 (SD=.717)	2.4564 (SD=.939)	-1.31	.195
DEMOCRATIC	4.2967 (SD=.795)	4.1020 (SD=.757)	1.25	.213
LAISSEZ FAIRE	1.6302 (SD=.579)	1.9359 (SD=.568)	-.267	.009

Tables 21 and 22 present the results of T-Tests implemented to discern discrepancies in parents' reported perceptions of their children's compliance, self-image, and peer relations. Table 21 presents data analyzed by gender of the parent's early adolescent child, and Table 22 presents data analyzed by the parent's gender.

Table 21

Overall Differences Between Parents of Daughters (n=85) and Parents of Sons (n=28) Ratings of Child Compliance, Self-Image, and Peer Relations

	MEAN PARENTS OF DAUGHTERS	MEAN PARENTS OF SONS	T-VALUE	PROBABILITY
COMPLIANCE	5.0051 (SD=.714)	4.4790 (SD=.625)	4.01	.000
SELF-IMAGE	4.2727 (SD=.897)	4.2226 (SD=.754)	.27	.791
PEER RELATIONS	4.4804 (SD=.991)	4.6042 (SD=.888)	-.59	.558

As Table 21 shows, parents of early adolescent daughters rated their child as significantly more compliant than did parents of early adolescent sons. There were no significant differences in parents' ratings of self-image or peer relations that occurred as a result of having a female or male child.

As Table 22 shows, there were no significant differences in parents' ratings of their child's compliance, self-image, or peer

relations that occurred as a result of parent gender. However, the tendency of fathers to rate child self-image higher than mothers rated child self-image did approach significance.

Table 22

Overall Differences Between Mothers (n=72) and Fathers (n=39)  
Ratings of Child Compliance, Self-Image, and Peer Relations

	MEAN MOTHERS	MEAN FATHERS	T-VALUE	PROBABILITY
COMPLIANCE	4.9816 (SD=.755)	4.8607 (SD=.715)	.82	.413
SELF-IMAGE	4.1595 (SD=.945)	4.4513 (SD=.677)	-1.88	.063
PEER RELATIONS	4.4788 (SD=.976)	4.5150 (SD=.941)	-.19	.848

3.2.3 Reported Parental Discipline Style and Its Relationship to Perceived Child Compliance When Child Gender and Parent Gender Are Considered

The data presented in Tables 14 through 18 above provided support for the directional expectations that democratic style would be positively correlated with early adolescent compliance, self-image, and peer relations, and that authoritarian and laissez faire styles would be negatively correlated with these same dependent measures. Not all of these directional predictions achieved significance; the strongest and most consistent relationships occurred between the three discipline styles and compliance.

The question of primary importance in this study is whether or not the relationship of discipline style to compliance, self-image and peer relations is influenced by gender differences. Therefore, in order to determine whether or not child gender or parent gender effected the relationships between discipline style and early adolescent outcomes, additional analyses were necessary.

In this endeavor, Analyses of Covariance were implemented to determine whether or not parents' perceptions of their child's compliance, self-image, or peer relations that occurred as a result of reported authoritarian or democratic discipline style varied as an effect of child gender or parent gender. In the case of the parent data, the covariate (authoritarian) was not significant for self-image, and the covariates (authoritarian and democratic) were not significant for peer relations. Both covariates (authoritarian and democratic) were significant for compliance only.

Since examination of the interaction of covariates by child and by parent gender, and whether or not it was significant, provided the information necessary to calculate adjusted means for dependent measures, adjusted means were calculated for compliance only, and were based on a common slope model. The calculated means and the results of the tests of significance are presented in Tables 23 and 24.

As Table 23 indicates, parents of daughters rated their child as significantly more compliant than did parents of sons when either democratic style or authoritarian style was considered. As Table 24 indicates, when parent ratings were considered by the gender of the

parent, there were no significant differences in ratings of their early adolescent's compliant behavior when either democratic style or authoritarian style was considered.

Table 23

Differences Between Parents of Daughters (n=85) and Parents of Sons (n=28) Perceptions of Their Child's Compliance When Discipline Style Is Considered

	ADJUSTED MEAN COMPLIANCE DAUGHTERS	ADJUSTED MEAN COMPLIANCE SONS	F-VALUE	PROBABILITY
AUTHORITARIAN	5.07	4.51	13.447	.001
DEMOCRATIC	5.04	4.58	12.600	.001

Table 24

Differences Between Mothers (n=72) and Fathers (n=39) Perceptions of Their Child's Compliance When Discipline Style Is Considered

	ADJUSTED MEAN COMPLIANCE MOTHERS	ADJUSTED MEAN COMPLIANCE FATHERS	F-VALUE	PROBABILITY
AUTHORITARIAN	4.97	4.89	.259	.612
DEMOCRATIC	4.95	4.93	.031	.861

While it is useful to know that whether or not parents report themselves to be authoritarian or democratic, they rate their



daughters as significantly more compliant than their sons, and it is interesting to note that no significant differences in parents' ratings of early adolescent compliance occur as a result of parent gender, the question of primary interest in this study was whether or not within-gender differences in ratings of dependent measures occurred as a result of parental discipline style. That is, what this study hoped to uncover was whether or not parents reported their daughter's compliant behavior to be significantly different as a result of authoritarian or democratic style, and whether or not parents reported their son's compliant behavior to be significantly different as a result of authoritarian or democratic style. It was also of interest to discern whether or not parents ratings of their adolescent's compliance differed significantly as a result of the parent's gender.

To answer these questions regarding within-gender effects, Paired T-Tests were conducted. The adjusted means calculated for female compliance were tested by discipline style, and the adjusted means calculated for male compliance were tested by discipline style. Results of these two Paired T-Tests are presented in Tables 25 and 26 respectively.

As Table 25 indicates, according to parents' ratings, daughters were more compliant in the authoritarian than the democratic mode; however, this effect of style did not achieve significance. As Table 26 indicates, according to parents' ratings, sons were more compliant in the democratic than the authoritarian mode; however, this effect of style also did not achieve significance.

Table 25

Differences in Parents of Daughters (n=85) Ratings of Child Compliance When Authoritarian and Democratic Styles Are Considered

	AUTHORITARIAN	DEMOCRATIC	DIF. MEAN	STD. DEV.	STD. ERROR	T-VALUE	PROB.
ADJUSTED MEAN COMPLIANCE	5.0682 (SD=.705)	5.0463 (SD=.599)	-.0219	.415	.045	-.49	.628

Table 26

Differences in Parents of Sons (n=28) Ratings of Child Compliance When Authoritarian and Democratic Styles Are Considered

	AUTHORITARIAN	DEMOCRATIC	DIF. MEAN	STD. DEV.	STD. ERROR	T-VALUE	PROB.
ADJUSTED MEAN COMPLIANCE	4.5302 (SD=.601)	4.5947 (SD=.557)	.0655	.370	.070	.94	.350

Paired T-Tests were also implemented to determine whether mothers' ratings of child compliance differed significantly as a result of discipline style, and whether fathers' ratings of child compliance difference significantly as a result of discipline style. Results of these Paired T-Tests are presented in Tables 27 and 28.

As Table 27 indicates, there was no significant difference between mothers' ratings of their adolescents compliance when authoritarian and democratic style were considered. Similarly, as Table 28 indicates, there was no significant difference between

fathers' ratings of their adolescents compliance when authoritarian and democratic style were considered.

Table 27

Differences in Mothers (n=72) Ratings of Child Compliance When Authoritarian and Democratic Styles Are Considered

	AUTHORITARIAN	DEMOCRATIC	DIF. MEAN	STD. DEV.	STD. ERROR	T-VALUE	PROB.
ADJUSTED MEAN COMPLIANCE	4.9632 (SD=.747)	4.9451 (SD=.633)	-.0181	.417	.049	-.37	.714

Table 28

Differences in Fathers (n=39) Ratings of Child Compliance When Authoritarian and Democratic Styles Are Considered

	AUTHORITARIAN	DEMOCRATIC	DIF. MEAN	STD. DEV.	STD. ERROR	T-VALUE	PROB.
ADJUSTED MEAN COMPLIANCE	4.8904 (SD=.673)	4.9233 (SD=.612)	.0329	.370	.059	.56	.581

## CHAPTER 4

### DISCUSSION

#### 4.1 The Child-Generated Data

##### 4.1.1 Trends and Overall Effects

Results of the preliminary analyses of the child-generated data provided consistent support for predicted effects of democratic and authoritarian discipline styles. The expectation that democratic style would be positively correlated with early adolescent compliance, self-image, and peer relations was supported overall, as well as for female and male subsets. This relationship achieved significance for each set. The expectation that authoritarian style would be negatively correlated with early adolescent compliance, self-image, and peer relations was also supported overall, and for the female and male subsets. This relationship achieved significance overall and for the female subset, and it approached significance for the male subset.

The expectation that laissez faire style would be negatively correlated with early adolescent compliance, self-image and peer relations received only partial support. Laissez faire style was negatively and significantly correlated with compliance overall and for female and male subsets. No significant correlations between laissez faire and self-image existed overall or by gender. No significant effect of laissez faire style on peer relations was observed overall or for females; however, there was a significant negative correlation for males.

Regarding the independent measures, analyses showed that there were no significant overall differences between early adolescent female and male ratings of democratic and laissez faire discipline styles. However, early adolescent males rated their parents as significantly more authoritarian than did their female counterparts. Males also reported that their parents were significantly more likely to use physical punishment.

Regarding the dependent measures, analyses showed that overall females reported being significantly more compliant than males; overall males reported having significantly higher self-image than females; and overall there was no significant gender difference in reported peer relations.

However, the question of primary interest in this study was whether or not within-gender differences occurred as an effect of parental discipline style. The strongest and most consistent divergence in correlational results for child-reported measures occurred between democratic and authoritarian scores. Laissez faire correlations for all measures except peer relations for males occurred in a mid-range between the other two. When only democratic and authoritarian styles were considered, and results were interpreted by gender, the following observations were made.

Neither males nor females reported any significant difference in their compliant behavior as a result of perceived democratic or authoritarian parental discipline style. Females reported higher self-image and peer relations in the democratic mode; the effect of democratic style approached significance for peer relations only.



Conversely, males reported higher self-image and peer relations in the authoritarian mode; the effect of authoritarian style approached significance for self-image and achieved significance for peer relations. Thus, the expectation that early adolescents, regardless of gender, would be more compliant, have higher self-image, and better peer relations in a democratic environment was not supported.

Despite the earlier evidence Baumrind (1968) has demonstrated for the utility of democratic style in evoking positive outcome behaviors in children, the current study reported herein aligns better with Baumrind's (1987) more contemporary work which suggests that meaningful differences in children's responses to parental discipline style may occur as a result of gender. The nature and possible origins of those differences are considered below.

#### 4.1.2 Compliance

Compliance in this study was a measure of early adolescents' assessments of their social behaviors relative to their parents' expectations. Results showed that overall females rated themselves as significantly more compliant than did males. Furthermore, when effects of authoritarian and democratic style on compliance were considered by gender, no significant within-gender differences were observed. In other words, regardless of parental discipline style, females were more compliant than males, and degree of compliance for either gender was not significantly altered as an effect of style. If degree of within-gender compliance is about the same whether parents are authoritarian or democratic, we may conjecture that

something in the environment other than discipline style is accounting for the overall difference between female and male compliant behavior. One possible explanation follows.

Females are sex-role socialized to be obliging, accepting, calm and dependent (Brooks-Gunn & Matthews, 1979); thus, their gender-typical sex-role behavior is conducive to the development of qualities that are consistent, if not synonymous, with compliant behavior. Furthermore, females develop intimacy skills, and the capacity for reciprocal communication on which it is based, earlier than males (Fischer, 1981; Steinberg & Hill, 1978).

It may be that females are less likely to act out against parents' expectations since girls' developmental efforts to achieve a personal identity readily allow for successful integration of internal behaviors (sex-typical norms) and external behaviors (compliance). It also may be that the sex-role behaviors and communication skills that characterize the female personality result in fewer overt conflicts between early adolescent girls and their parents. We know from the results above that the females in this study reported that they were significantly less likely than the males to be the recipients of physical punishment.

Thus, early adolescent females may experience their burgeoning independence in a context that is supportive of, and consistent with, their perception of themselves as compliant. Furthermore, regardless of the nature of discipline style their parents utilized, because females were more able to communicate and negotiate, and less likely to be the recipients of physical

punishment, they may have interpreted absence of overt conflict as an additional indicator of their own compliance.

On the other hand, males are sex-role socialized to be aggressive, assertive, active, and independent (Brooks-Gunn & Matthews, 1979); thus, their gender-typical sex-role behavior is conducive to the development of qualities that are inconsistent with, if not antithetical to, compliant behavior. Furthermore, males may experience deficits in intimacy skill, and the capacity for reciprocal communication on which it is based, later into development than their early adolescent female counterparts.

It may be that males are more likely to act out against parents' expectations since boys developmental efforts to achieve a personal identity do not readily allow for successful integration of internal behaviors (sex-typical norms) and external behaviors (compliance). It also may be that the sex-role behaviors and diminished communication skills that characterize the early adolescent male personality result in more overt conflicts between boys and their parents.

It is possible that early adolescent males accept socially sanctioned sex-roles that recognize masculine qualities such as aggression, assertion, action and independence as desirable, and subsequently act out against parental expectations more frequently and more forcefully than do their female counterparts. Thus, in our culture it may be a sad truth that males require more dramatic and forceful measures in order to successfully internalize values that are consistent with their developing (masculine) personal identity.

Their gender-typical sex-role behavior may sufficiently provoke their parents to resort to physical retaliation. We know from the results above that the males in this study reported that they were significantly more likely than the females to be the recipients of physical punishment. Being the victim of physical punishment, even if it is a one-time-only event, could cause males to view themselves as less compliant. Furthermore, even in the absence of physical punishment, if early adolescent males sufficiently challenge their parents to withhold rewards, to frequently invoke rational but unwelcomed strategies such as grounding, and to be continuously firm and consistent in their expectations about rules, it seems likely that boys could then derive a view of themselves as less compliant.

Early adolescent males may experience their burgeoning independence in a context that is supportive of, and consistent with, their perception of themselves as less compliant than their female counterparts. Because they were less able to communicate and negotiate, more likely to be assertive and independent, and more likely to be the recipients of physical punishment, males may perceive themselves as less compliant regardless of the discipline strategy their parents employed.

#### 4.1.3 Self-Image

Self-image in this study was a measure of early adolescent's perceptions of their physical attractiveness, self-confidence, and degree of comfort with and acceptance of the physical changes associated with puberty. Regarding self-image, it was shown overall

that males rated themselves significantly higher than did females. It was also shown that males reported their self-image to be higher in an authoritarian environment; and that, conversely, females reported their self-image to be higher in a democratic environment. The effect of authoritarian style on self-image approached significance for males.

The overall finding that early adolescent males experience higher self-image than early adolescent females is consistent with results of previous research (Ogundari, 1985; Petersen, Tobin-Richards, & Boxer, 1983). When males mature physically they receive increased social recognition from peers, are more likely to become leaders, and realize gains in popularity based on physical prowess - experiences that are conducive to positive self-image. On the other hand, when females mature physically, they risk social rejection by other females (Steinberg, 1985), and they are likely to receive attention from older males who perceive them as available sex-objects (Clausen, 1975) - experiences that are conducive to negative self-image.

The reality that physically mature early adolescent females are likely to be viewed as sex objects is salient because it may culminate in pressure to decide to forego popularity to maintain self-respect or to compromise self-respect to gain popularity. At the crux of this decision for females is the ability to maintain a positive self-view in a culture that both objectifies and idealizes female sexuality, as it simultaneously disdains the sexual activity of women.



Because female self-image is influenced by the ability to respond to cultural norms that value physical beauty and attractiveness to the opposite sex, and that devalue sexual behavior, the degree of support, guidance and trust females receive from parents may be important factors for successful resolution of positive self-image. The democratic parent is more likely than the authoritarian parent to engage in discourse, reward positive behaviors, and consider the child's individual needs. The democratic parent is also the one more likely to instill strong internal codes for behavior, and thus prepare a female child to feel confident in her ability to manage her own behavior successfully.

Conversely, the authoritarian parent is likely to be restrictive, controlling, and punitive. The early adolescent female from this environment may learn to rely on external sanctions to check her behavior, and subsequently fail to achieve confidence in the belief that she can manage her behavior on her own.

Therefore, the female child from a democratic home is more likely to have both the internal structures to behave in ways that do not put self-image at risk, and the external support and guidance from parents when they are needed. For these reasons, she may be less likely to behave prematurely in sexual situations that will compromise and/or lower her self-image.

The early adolescent female from an authoritarian home, on the other hand, is more likely to lack both the internal structures that govern behavior, and the support, trust and guidance of her parents. Rigid external control and punitive sanctions may convey

that she is neither trustworthy nor capable of managing herself; and lack of well-developed internal structures may culminate in behavioral experiences that confirm those parental messages. Thus, self-image for females potentially is reduced in the authoritarian environment.

The measured differences in early adolescent male self-image that occurred as a result of authoritarian vs democratic parental style may also be explained in terms of the sex-role socialization process. In our culture the qualities that are fostered and rewarded in males, e.g., aggression and independence, are qualities that males incorporate into a positive self-image. These qualities, however, are likely to instigate discord between male children and their parents, and to necessitate parents' increased implementation of authoritarian measures that are typically restrictive, controlling, and punitive. The male child who challenges his parents and evokes their authoritarian responses is behaving in a way that is compatible with what we admire in males; thus, although one result may be increased adversity at home, the net result may be that the male child is performing in a way that is culture-consistent and culture-valued. The early adolescent male from an authoritarian home may translate conflict with his parents as a positive demonstration of his masculinity. This conflict-generated perception of self as masculine may be integrated into his developing personal identity and used as evidence for positive self-image.

Conversely, the early adolescent male from a democratic home in which communication and negotiation are typically utilized to

resolve conflict may feel robbed of his masculinity because his assertive and independent acts are met with rational support and guidance. Furthermore, because democratic parenting is more likely to instill strong internal codes for behavior, the early adolescent male from the democratic environment may feel less able to engage in the "sowing-of-wild-oats" behavior historically typical of his gender, and thus perceive himself as less of a man than his same-gender age-mates who are more external-sanction oriented. His perception of diminished masculinity coupled with internal sanctions that limit gender-typical behavior may culminate in lowered self-image.

#### 4.1.4 Peer Relations

Peer relations in this study was a measure of early adolescents' perceived popularity and the degree to which they believed their goals and values were similar to those of their friends. Regarding peer relations, it was shown that no significant overall difference in peer relations occurred as a result of gender. However, females reported more positive peer relations in the democratic than the authoritarian mode, an effect that strongly approached significance. And conversely, males reported more positive peer relations in the authoritarian than the democratic mode, an effect that did achieve significance.

Furthermore, it is interesting to note that the strongest correlation among the dependent measures occurred between peer

relations and self-image, indicating that the two are strongly related.

As stated above, the early adolescent female from the democratic home is likely to have a higher self-image than her same-gender counterpart from an authoritarian home. The explanation posed for this finding was that the early adolescent female from the democratic home probably has stronger internalized codes for behavior, as well as the benefit of communicative parents who provide support, guidance and trust. It also follows that the female child from a democratic home may also enjoy the latitude of parents who consider her social needs as important, and who are willing to negotiate about important issues such as dating and curfew, and who are willing to help provide tangible support, e.g., rides and money. With parental cooperation on the very practical issues that facilitate peer interaction, she is more able to be available for opportunities to access the peer culture and to develop meaningful relationships. This simultaneously increases the likelihood that she will experience meaningful acceptance into the peer milieu, and that she will subsequently perceive herself as having positive peer relations.

As the early adolescent female from the authoritarian home begins to move away from parental control and to engage in relationships with peers, her success will be at least partially contingent on her ability to attend a variety of social events, and perhaps more importantly, her availability for dates. Characteristically, the authoritarian parent does not engage in verbal



give-and-take that takes into account a child's specific needs at a given time. Rather, they are more likely to impose arbitrary and rigid rules that are frequently non-negotiable. Often these rules involve curfews that are not lifted even temporarily to provide for "special events," and age-determined privileges that may not reflect the norms of the adolescent environment.

For the female from an authoritarian home, it is unlikely that attempts at assertion and independence will be met with complicity. In fact, she is likely to experience developmental discontinuity that results from cultural norms that value acceptance and dependence in females, even when assertiveness and independence might be developmentally useful. Such role confusion could result in diminished self-image; and the fostering of stereotypic feminine qualities could be counterproductive to early adolescent females' attempts to successfully achieve autonomy through peer-related experiences. Restrictive parents who disallow dating, or who insist on parentally-supervised dates or an age-inappropriate early curfew, are helping to insure that their female child will not integrate easily into the peer milieu. By not providing practical and tangible support, authoritarian parents have the power in a very real way to account for the finding that their female offspring report diminished peer relations.

The early adolescent male from an authoritarian home can display behavioral characteristics such as aggressiveness and independence that our culture recognizes and rewards in males (Sears, Macoby, & Levin, 1957). The male child, therefore, is more



able to rebel against authoritarian parents and to experience developmental continuity because his behavior is consistent with culturally valued norms. Thus, his self-image is less vulnerable to the effects of authoritarian style. And it is possible that his attempts to rebel against his restrictive, controlling parents afford him increased respect among his peers. For example, there are practical avenues available to the early adolescent male from the authoritarian home that are less available to his female counterpart. If his parents refuse to drive him to the school dance to meet his date, he can hitch-hike with less risk of personal danger than could his date. And if he chooses to hitch-hike, he is far more likely to be respected, and even admired, by his peers than his date would if she did the same.

Although there was no difference in male compliance as an effect of authoritarian or democratic style, it is quite possible that the behaviors early adolescent males learn and demonstrate in their authoritarian homes are more positively received by their peers than are the behaviors learned and demonstrated by their male counterparts from democratic homes. The early adolescent male from the authoritarian home may be positively reinforced by parental attention for displaying aggressive, assertive, and independent behaviors that are consistent with the sex-role norms for his gender. Thus he may be more likely to engage in these same typically masculine behaviors when he is surrounded by peers, and his peers may subsequently provide positive recognition for these same sex-typical behaviors. In fact, it is possible that the male

child from the authoritarian home who engages in open conflict with his parents and relates stories about his role in these conflicts to his peers may experience opportunities to become the center of masculine comraderie; and this could be why males report more positive peer relations in the authoritarian than the democratic mode.

The early adolescent male from the democratic home whose compliant behavior is not significantly different from the early adolescent male from the authoritarian home may feel less able to engage in behaviors that are typically revered and respected by his peers even when his parents are not present. Limited by internal codes that guide him into behavioral decisions that align with his parents' democratic expectations (negotiation and communication) rather than his peers' social conduct (overt conflict), the young man from the democratic environment may feel robbed of male-typical attributes and conclude that he is either a social misfit or more mature than his peers. In either event, he is "different" and reports himself as having significantly lower peer relations than his same-gender counterpart from the authoritarian home.

## 4.2 The Parent-Generated Data

### 4.2.1 Trends and Overall Effects

Results of the preliminary analyses of the parent-generated data provided strong support for the predicted relationships between compliant behavior and discipline styles, and partial support for the predicted relationships between self-image and discipline

styles. The relationships between peer relations and discipline styles were weak and inconsistent.

Specifically, compliance was positively correlated with democratic style, and negatively correlated with both authoritarian and laissez faire styles overall, and for child-gender and parent-gender subsets. All of these relationships conform to predictions.

Self-image was positively correlated with democratic style, and negatively correlated with authoritarian style overall and for child-gender and parent-gender subsets. Self-image was negatively correlated with laissez faire style for the parents-of-sons and male-parent subsets. These relationships also conform to predictions. Contrary to expectations, however, self-image was positively correlated with laissez faire style overall and for the parents-of-daughters and female-parent subsets.

Peer relations was positively correlated with democratic style overall and for the parents-of-sons and female-parent subsets. Peer relations was negatively correlated with authoritarian style for the parents-of-daughters and male-parent subsets. Peer relations was negatively correlated with laissez faire style overall and for parents-of-sons and female-parent subsets. These relationships conform to predictions. Contrary to expectations, peer relations was negatively correlated with democratic style for parents-of-daughters and male-parent subsets; positively correlated with authoritarian style overall and for parents-of-sons and female-parent subsets; and positively correlated with laissez faire style for parents-of-daughters and male-parent subsets.

Regarding the independent measures, analyses showed that there were no significant difference in parents' ratings of democratic style either by the gender of their child or their own gender. There also was no significant difference in parents' ratings of authoritarian style either by gender of their child or their own gender; however, their report that they were more authoritarian if their child was male rather than a female did approach significance. Significant effects of gender and laissez faire style were observed for both sets. Parents of females reported that they were significantly more laissez faire than parents of males; and male parents reported that they were significantly more laissez faire than female parents.

Regarding the dependent measures, when compliance was analyzed by gender of the child, early adolescent females were reported as significantly more compliant than early adolescent males. When compliance was analyzed by gender of the parents, there was no significant difference between mothers' and fathers' reports of their early adolescents' compliant behavior. When self-image was analyzed by gender of the child, there was no significant difference in perceived self-image for female and male early adolescents. However, when self-image was analyzed by gender of the parents, the directional trend for fathers to report higher early adolescent self-image than mothers reported approached significance. When peer relations were analyzed, there were no significant differences either by gender of the child or gender of the parent.



However, the question of primary interest in this study was whether or not within-gender differences occurred as an effect of parental discipline style. To be consistent with the child-generated data, only effects of authoritarian and democratic style were considered. Furthermore, because there was no significant covariate for self-image with authoritarian style, and for peer relations with either authoritarian and democratic style, no additional analyses for within-gender differences were conducted for either self-image or peer relations.

Within gender differences in ratings of compliant behavior were analyzed for all four subsets, i.e., parents of female children, parents of male children, female parents and male parents. No significant difference in compliance as a result of authoritarian or democratic discipline style was observed for any gender-differentiated subset. That is, there was no difference in reports of perceived female early adolescent compliance or perceived male early adolescent compliance that occurred as a result of authoritarian or democratic discipline style. And there were no differences in mothers' and fathers' reports of their early adolescents' compliant behavior as a result of authoritarian or democratic discipline style.

Regarding the parent-data, we see again that despite the earlier evidence Baumrind (1968) has demonstrated for the utility of democratic style to evoke positive outcome behaviors in children, meaningful differences in early adolescent's compliant behavior may be more tied to the child's gender, i.e., daughters are more



compliant than sons, than to the discipline strategy employed by the parent.

#### 4.2.2 Compliance

Compliance for the parent-generated data was a measure of the extent to which parents believed that their early adolescents' social behavior conformed to parental expectations. Results showed that overall parents of early adolescent females rated their children as significantly more compliant than did parents of early adolescent males. Furthermore, when effects of authoritarian and democratic style on compliance was considered by gender of the early adolescent, no significant within-gender differences were observed. In other words, regardless of reported parental discipline style, female early adolescents were perceived as more compliant than male early adolescents. If degree of within-gender compliance is about the same whether parents are authoritarian or democratic, we may once more conjecture that something in the environment other than discipline style is accounting for the overall difference between parents' perceptions of their early adolescent female and male childrens' compliant behavior.

Parents play a powerful and pervasive part in the sex-role socialization of their offspring. Parents are likely to foster sex-typical attributes in their female children that result in the tendency of their daughters to be obliging, accepting, calm and dependent. Such feminine attributes are conducive to the development of qualities that are consistent, if not synonymous,

with compliant behavior. Parents are also more likely to foster intimacy skills, and the capacity for reciprocal communication on which they are based, earlier in their female than their male child's development.

Female adolescents, therefore, may be less likely to act out against their parents expectations since the environment parents provide for their female offspring is conducive to successful integration of internal behaviors (sex-typical norms) and external behaviors (compliance). Thus the early adolescent female's efforts to achieve a personal identity result in less inner conflict, and this reduction of inner conflict coupled with the increased likelihood that she will experience positive communication with parents may translate to less outwardly directed conflicts.

In sum, early adolescent females may experience their burgeoning independence in an environmental context that is supportive of, and consistent with, what parents report as compliant behavior.

Just as parents are likely to sex-role socialize their daughters to be obliging, accepting, calm and dependent, they are also likely to sex-role socialize their sons to be aggressive, assertive, active and independent. Such masculine attributes are inconsistent with, if not antithetical to, compliant behavior. Furthermore, parents are less likely to foster communication and intimacy skills in their male children.

Male early adolescents, therefore, may be more likely to act out against their parents' expectations since the environment

parents provide for their male offspring is counterproductive to their boys attempts to successfully integrate internal behaviors (sex-typical norms) and external behaviors (compliance). Thus the early adolescent male's efforts to achieve a personal identity result in greater internal conflict, and this increase of internal conflict coupled with the likelihood that early adolescent males also will experience deficits in communication skills, may translate to more overt conflict with parents.

In sum, early adolescent males may experience their burgeoning independence in an environmental context that is supportive of, and consistent with, what parents report as less compliant behavior.

#### 4.3 Observations of Similarities and Differences in the Child-Generated and Parent-Generated Data

Appendix E, Table 31, provides the directional results of the correlations for all data sets and subsets. Regarding the correlational relationships observed in the child-generated data, and the parent-generated data, it is interesting to note that there was perfect agreement between compliance and discipline styles for all data sets and subsets. Specifically, results of all correlational analyses indicated that compliance and democratic style were positively correlated, and compliance and both authoritarian and laissez faire styles were negatively correlated.

Correlational analyses of self-image with discipline style were also quite consistent for all data sets and subsets.

Specifically, results of all correlational analyses indicated that self-image and democratic style were positively correlated, and self-image and authoritarian style were negatively correlated. Self-image and laissez faire style were positively correlated overall for both child and parent data, for both male and female child-data subsets, and for the parents-of-daughters and female-parent subsets. However, self-image and laissez faire style were negatively correlated for the parents-of-sons and male-parent subsets.

Correlational analyses of peer relations with discipline style were least consistent when child-generated data was compared with parent-generated data. The most notable disagreement occurred between the overall correlations for the two groups when the relationship of peer relations to authoritarian style was analyzed. Overall, the child data indicated a negative relationship between peer relations and authoritarian style, and the parent data indicated a positive relationship between peer relations and authoritarian style. This discrepancy, however, is probably best explained by the finding noted in 3.2.1 above that the students whose parents participated in this study reported that their parents were significantly less authoritarian than did those students whose parents did not participate and the concurrent finding that the students whose parents participated in this study reported that they had significantly higher peer relations than did those students whose parents did not participate.



Nonetheless, the lack of agreement between parents and their adolescent children regarding the relationship of authoritarian style and peer relations raises an interesting question that should be addressed in future analyses that will include only those adolescents whose parents are represented. Specifically, what this comparison of child-generated and parent-generated correlational analyses may be indicating is that whether or not parents can immediately measure the effect of their discipline style on their early adolescent's behavior will dictate the degree to which they will agree with their child about the effects of their discipline style.

For example, compliant behavior is "right in the moment." That is, parents can immediately observe the effect of their discipline strategy on the degree of compliance it elicits in their children. Therefore, the finding that there is perfect agreement between the child-generated data and the parent-generated data regarding the correlational relationship of compliance to all three discipline styles makes sense.

The nature of a child's self-image and peer relations may be harder for parents to identify, since self-image and peer relations are more personally relevant to the child. Quality of self-image may be easier for parents to recognize since it is likely to translate into behaviors parents can observe, i.e., self-confidence and degree of attractiveness are relatively apparent and may visibly alter as a result of parental discipline behaviors. Hence, the finding that there is fairly consistent agreement between the child



data and the parent data regarding the correlational relationship of self-image to all three discipline styles also makes sense.

However, a child's peer relations frequently happen outside the view of the parents. Parents may not know, or may not "want to know" what their child is doing with friends and, therefore, cannot correctly anticipate the effect of their discipline strategy on their child's peer relations. Thus, the finding that parents report overall that authoritarian style is positively correlated with peer relations while their children report overall that authoritarian style is negatively correlated with peer relation occurs.

Regarding the independent measures in this study, there was consistent parent-child agreement. Both groups gave the highest rating to democratic style, indicating that both the early adolescents and their parents perceived democratic style as strongest. In addition, both groups gave the second highest rating to authoritarian style, and the lowest rating to laissez faire style, again indicating that early adolescents and their parents share common perceptions about the nature of the discipline implemented in their homes.

Finally, regarding the dependent measures in this study, parent-child agreement was inconsistent. Both the child-generated data and the parent-generated data, when analyzed by gender of the child, indicated that early adolescent females were significantly more compliant than early adolescent males. The child-generated data diverged from the parent-generated data when self-image was considered. According to the child data, males had a significantly

higher self-image than females; however, no significant difference in parents' perceptions of their early adolescents' self-image by gender of the child occurred. Agreement between the two sets occurred once again when peer relations was considered. Both the child-generated data and the parent-generated indicated that there were no significant differences by gender in peer relations.

## CHAPTER 5

### SUMMARY AND IMPLICATIONS

The purpose of this research was to compare early adolescents' perceptions of their parents' discipline style and its reported impact on their compliant behavior, self-image, and peer relations with parents' reported discipline style and its perceived impact on their early adolescent's compliant behavior, self-image, and peer relations. Scales were developed to discriminate between democratic, authoritarian, and laissez faire discipline styles, as well as to measure compliance, self-image, and peer relations. Data was gathered retrospectively, i.e., the children had completed the pubertal process prior to the study and were currently enrolled in a college undergraduate program. In order to maximize efficacy of the study, cues were provided to assist both children and parents in their efforts to accurately identify the time frame during which puberty occurred. Two data sets were compiled, one for children and one for parents; these sets were analyzed separately.

Consideration in this study was given to both between-gender and within-gender effects of parental discipline style on early adolescent's compliant behavior, self-image, and peer relations. The effects of both gender of the child and gender of the parent were considered in the evaluations.

Regarding the independent measures, analysis of the child-generated data indicated that no significant overall differences between early adolescent female and male ratings of democratic and laissez faire style occurred, however, the early adolescent males

did rate their parents as significantly more authoritarian than did the early adolescent females. Males also reported that their parents were significantly more likely to use physical punishment. Analysis of the parent-generated data showed that there were no significant differences in parents' ratings of democratic style either by the gender of their child or their own gender. There also was no significant difference in parents' ratings of authoritarian style either by gender of their child or their own gender, however, their report that they were more authoritarian if their child was male rather than female did approach significance. Significant effects of gender and laissez faire style were observed when both child gender and parent gender were considered; parents of females reported that they were significantly more laissez faire than parents of males; and male parents reported that they were significantly more laissez faire than did female parents.

Regarding the dependent measures, results of the analysis of the child-generated data indicated that early adolescent females rated themselves as significantly more compliant than their male counterparts and that early adolescent males rated their self-image as significantly higher than did their female counterparts. No significant differences between female and male ratings of peer relations were observed.

Analysis of the parent-generated data showed that when gender of the child was considered, early adolescent females were reported as significantly more compliant than early adolescent males; however, when child compliance was analyzed by gender of the



parents, no significant differences in ratings of compliance occurred. When self-image was analyzed by gender of the child, there was no significant difference in perceived self-image for female and male early adolescents; however, when self-image was analyzed by gender of the parents, the directional trend for fathers to report higher early adolescent self-image than mothers reported approached significance. When peer relations were analyzed, there were no significant differences either by gender of the child or gender of the parent.

While the overall between-gender differences cited above are noteworthy, the question of primary interest in this study was whether or not within-gender differences in the dependent measures occurred as a result of parental discipline style. Both the early adolescent subjects and the parent subjects rated female compliance as significantly higher than male compliance, however, when the effects of democratic and authoritarian discipline style on compliance were considered, no significant effects were observed. That is, female early adolescents rated their compliance as similar in both the democratic and authoritarian modes, and male early adolescents rated their compliance as similar in both the democratic and authoritarian modes. Parents rated their female children's compliance as similar in both the democratic and authoritarian modes, and they rated their male children's compliance as similar in both the democratic and authoritarian modes.

Within-gender effects of democratic and authoritarian discipline style on self-image and peer relations were analyzed for



the child-generated data only. While male early adolescents rated themselves overall as having significantly higher self-image than did their female counterparts, there was no observed difference in their self-image when discipline style was considered, nor was there any observed difference in female ratings of self-image when discipline style was considered. That is, males reported their self-image as higher in the authoritarian than the democratic mode but this difference did not achieve significance; female ratings of their self-image were similar in both the democratic and authoritarian modes. Finally, while no reported between-gender difference in ratings of peer relations occurred overall, it is interesting to note that males rated their peer relations significantly higher in the authoritarian than the democratic mode, and that females' higher ratings of their peer relations in the democratic than the authoritarian mode approached significance.

Therefore, this study provided support for the argument that gender and the accompanying effects of sex-role socialization, may be a more efficacious predictor of early adolescent compliance and self-image than is parental discipline style. Furthermore, contrary to the contemporary view that democratic style is the one most likely to evoke positive outcome behaviors in adolescents, the current study indicated that some outcome variables, e.g., male peer relations, might be resolved more positively if parents are perceived as authoritarian.

However, before we are too quick to abandon discipline style as an meaningful antecedent to early adolescent behaviors, it is

important to note that the participants in the current study were college undergraduates who were reporting retrospectively about events that they recalled from their experiences at puberty. Regarding these subjects, two potential confounds are readily apparent. First, it is possible that these youths experienced selective perception, i.e., they may have over-recalled or under-recalled aspects of their parents' discipline style, as well as their own behaviors. Second, it is possible that the success in life of these subjects exceeds that of youths who did not enter college because they were sufficiently damaged emotionally and intellectually by the effects of physical abuse so frequently associated with authoritarian style. Hence, what the current subject group identified as authoritarian parental discipline style, may not realistically equate with what non-college populations would identify as authoritarian parental style.

Thus, future studies that consider the effects of discipline style on early adolescent behaviors should include youths who are experiencing puberty at the time the research data is being collected; and should explore differences that occur not only by gender, but also as an effect of other demographic variables such as Social and Economic Status (SES), history of pathology, poor academic achievement, criminal record, etc.

Measures of degree of democratic, authoritarian and laissez faire style need to be formulated for discerning the point at which authoritarianism may become excessive and counterproductive regardless of gender. Future studies, therefore, would benefit

from fine-tuning that would hopefully reduce the styles to reflect not only their nature, but also their limits.

Such fine-tuning might also allow for further collection of specific information about the inferences both children and parents draw from the discipline-oriented events in their relationship. Future research should focus, particularly, on the discontinuities male and female early adolescents experience as they attempt to achieve independence and to develop a personal and sexual identity in a culture that fosters prescribed sex-role behaviors that are instilled to a great extent within the family context through implementation of a discipline strategy.

Simultaneously, continued exploration of parental discipline style should integrate parent gender and parent sex-role typicality as meaningful variables. Unless we begin to look at generational effects of sex-role stereotyping and their implications for implementation of discipline, we will miss the opportunity to significantly impact on social and cultural norms that force our youths to experience unnecessary internal and external conflict.

Furthermore, it has been generally accepted that within our educational system, teachers frequently engage in attitudes and behaviors that facilitate sex-role socialization of youths. Teachers also utilize many of the same discipline strategies employed by parents. The effect teachers have on youths in the classroom often is similar to that which parents elicit in the home. If an effect of sex-role socialization is that we can expect females to be more compliant than males, and if an effect of discipline

style is that we can expect gender-differentiated behaviors, the implications for educational institutions is clear. By implementing more egalitarian standards that recognize differences in male and female responses to discipline styles, compliance in the classroom - which typically has been identified with female students - might be more readily induced in males, and deficits in self-image and peer relations that are experienced by both male and female youths might be avoided. This could potentially reduce the amount of time teachers spend disciplining and/or counselling students, and allow more time for the art of instilling knowledge.

Finally, because this study seems to indicate that compliance, self-image, and peer relations may represent an important triad whose effects are intermingled, there are important implications for therapists working with individuals who encounter problems as they attempt to successfully negotiate the adolescent developmental period. Individuals who have encountered a discipline style wielded by adults either at home or at school that is counter-productive given one's gender, may experience negative effects that they attempt to resolve in therapy. For the therapist, knowledge of the gender-specific implications of such an encounter could be essential in identifying specific negative effects and determining an efficacious treatment plan.

Increased understanding of the effects of discipline style on children when gender is considered will pave the way for a more egalitarian society that universally encourages androgyny in its youth. Androgyny is associated with the development of a positive

personal identity and the experience of success in life; hence it is a desirable and, hopefully, realistic goal. We know that historically discipline style and its effects have been significantly repeated through generations of families. The time has come to attend to this reality. However, we can no longer look to only the grand principles of generational patterns of discipline such as "abused children grow up to become abusive parents," we also must recognize the more subtle principles such as "responses to universally applied discipline strategies may be gender-differentiated."



## APPENDIX A

### Phase I Questionnaire

Date of Birth: \_\_\_\_\_

Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female

City and State in which you were born: \_\_\_\_\_

The following questionnaire is designed to assess your perception of your families' patterns of interactions at the time when you were experiencing the changes normally associated with puberty. You were probably somewhere between the ages of 10 and 15, and in grade 5 to 10 in school. It is quite likely your family experienced the tension, disharmony and stress frequently associated with families of early adolescents.

To help you recall at what point in time you experienced puberty, the following information regarding the normal physical changes associated with that period is provided:

a growth spurt normally lasting about a year in which significant gains in height are achieved; maturation of sex organs and the appearance of pubic hair; and for girls, breast development and the onset of menstruation.

Before you begin to answer any of the questions, please take a few minutes to recall some of the strategic identifiers of this period for you, for example, the home in which you lived, the school you attended, the friends with whom you associated, any extracurricular activities or lessons in which you participated; the fashions, music and trends of that period, etc.

To assist your recall and provide a reference to which you may turn to jog your memory as you complete the questions, please take the time now to fill in the following.

Home in which your family lived \_\_\_\_\_

Your closest friends during puberty \_\_\_\_\_

Your extracurricular activities -sports \_\_\_\_\_  
-clubs \_\_\_\_\_  
-lessons \_\_\_\_\_  
-church \_\_\_\_\_  
-other \_\_\_\_\_

Music and trends of the period -music \_\_\_\_\_  
-clothes \_\_\_\_\_  
-hairstyle \_\_\_\_\_

Particular problems you and your parents encountered \_\_\_\_\_

Any other key identifiers for you \_\_\_\_\_

When you feel you have achieved a comfortable level of recall, please answer each item as carefully and as accurately as you can. You may find it helpful as you move from question to question to stop briefly and think back again to the critical identifying events to be sure your answers refer to the time you were experiencing puberty.

Comments

1. If your natural parents divorced, please indicate your age at the time of their divorce.

\_\_\_\_\_ years \_\_\_\_\_ months

\_\_\_\_\_  
\_\_\_\_\_

2. If your natural parents were divorced, and either of them remarried, please indicate your age at the time of their remarriage(s).

\_\_\_\_\_ years old when father remarried

\_\_\_\_\_ years old when mother remarried

\_\_\_\_\_  
\_\_\_\_\_

3. With whom of the following were you primarily living when you experienced puberty?

- both natural father and natural mother
- natural father only
- natural mother only
- natural father and stepmother
- natural mother and stepfather
- other (please describe) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

PLEASE NOTE: Hereafter, all references to your parents, male parent or female parent, should be interpreted as the adults with whom you were living at the time you experienced puberty.

4. What educational level did your male parent achieve?

- Less than high school
- High school
- Some college
- Bachelor's degree
- Master's degree
- Doctoral degree

\_\_\_\_\_  
\_\_\_\_\_

5. What educational level did your female parent achieve?

- Less than high school
- High school
- Some college
- Bachelor's degree
- Master's degree
- Doctoral degree

\_\_\_\_\_  
\_\_\_\_\_

6. Male parent's occupation when you were experiencing puberty?

\_\_\_\_\_

\_\_\_\_\_

Comments

7. Male parent's current occupation?

\_\_\_\_\_

\_\_\_\_\_

8. Female parent's occupation when you were experiencing puberty?

\_\_\_\_\_

\_\_\_\_\_

9. Female parent's current occupation?

\_\_\_\_\_

\_\_\_\_\_

10. How many sisters do you have?

\_\_\_\_\_

\_\_\_\_\_

11. What are your sisters doing at this time (e.g., married, in college, in the fourth grade)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

12. How many brothers do you have?

\_\_\_\_\_

\_\_\_\_\_

13. What are your brothers doing at this time (e.g., married, in college, in the fourth grade)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

14. At what age did you first become aware that your body was achieving the physical characteristics of an adult?

\_\_\_\_\_ years \_\_\_\_\_ months

\_\_\_\_\_

\_\_\_\_\_

15. What single adult characteristic do you remember becoming aware of first?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments

All of the following questions refer to the time when you were experiencing puberty. Please take a minute to refer to the notes you made to help you identify that time. It is essential that all of your answers reflect your sense of how things were when you were experiencing puberty. Please circle the number that most accurately reflects your feelings.

16. My parents seemed happy, satisfied, and fulfilled by their relationship together.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

17. My parents used to agree with each other about how to discipline me.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

18. My parents treated each of their children with equal fairness.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

19. My parents thought it was easier to raise boys than girls.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

20. My parents and I argued about which chores I should do and when I should do them.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

21. My parents seems unhappy, unsatisfied, and unfulfilled by their relationship together.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

Comments

22. My parents used to argue with each other about how to discipline me.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

---



---

23. My parents had a favorite child.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

---



---

24. My parents thought it was easier to raise girls than boys.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

---



---

25. My parents and I agreed about which chores I should do and when I should do them.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

---



---

26. I was my parents' favorite child.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

---



---

27. During puberty, I felt comfortable with the physical changes in my body.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

---



---

28. I wished that my body would mature faster than it did.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

---



---



Comments

29. I was popular with my peers.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

30. I did not feel physically attractive.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

31. I thought my peers did not like me.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

32. I wasn't comfortable in my body because I thought it was changing too quickly.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

33. I wished my body didn't look so adult-like.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

34. I was confident and self-assured.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

35. I felt physically attractive.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

Comments

36. It was difficult for me to make friends.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

37. I liked my body.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

Please remember, all of the following questions refer to the time when you were experiencing puberty.

38. My parents used rewards (extra money, gifts, etc.) to get me to behave as they expected me to.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

39. My parents did not use physical punishment to get me to do as they wanted.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

40. My parents used threats and withdrawal of privileges (e.g., grounding, no allowance) to get me to do as they wanted.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

41. In my family, the girls had more freedom and privileges than the boys.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

Comments

42. When I have children in their early teens, I will use the same kinds of discipline my parents used.

1 — 2 — 3 — 4 — 5 — 6  
 strongly agree strongly disagree

43. My parents agreed on how to discipline me.

1 — 2 — 3 — 4 — 5 — 6  
 strongly agree strongly disagree

44. My parents used physical punishment when I did things wrong.

1 — 2 — 3 — 4 — 5 — 6  
 strongly agree strongly disagree

45. When my parents wanted to get me to behave in a certain way or to do something they thought was important, they would offer me some kind of reward.

1 — 2 — 3 — 4 — 5 — 6  
 strongly agree strongly disagree

46. I usually did what my parents wanted me to because I agreed with their rules.

1 — 2 — 3 — 4 — 5 — 6  
 strongly agree strongly disagree

47. Boys in my family had more privileges than girls.

1 — 2 — 3 — 4 — 5 — 6  
 strongly agree strongly disagree

48. My parents made their rules firm and did not take my feelings into consideration.

1 — 2 — 3 — 4 — 5 — 6  
 strongly agree strongly disagree

Comments

49. My parents and I discussed rules and made decisions together about what the rules should be.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
 strongly agree strongly disagree

50. My parents were quick to punish me when they thought I had done wrong.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
 strongly agree strongly disagree

51. In general, my parents were unclear or inconsistent about what rules I was expected to follow and how I should behave.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
 strongly agree strongly disagree

52. When my parents thought I had done something wrong, we would talk about it and together decide if and what punishment I should receive.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
 strongly agree strongly disagree

53. My parents rarely interfered in my life; I could usually make my own decisions and do as I pleased.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
 strongly agree strongly disagree

54. My parents treated me fairly.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
 strongly agree strongly disagree

55. In general, my parents did not really care about what I did or how I behaved.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
 strongly agree strongly disagree

Comments

56. I did not feel comfortable talking with my parents about issues or problems related to sex.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

57. In general, I received high grades in school.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

58. How many times were you suspended from school?

$\bar{0}$  ———  $\bar{1}$  ———  $\bar{2-3}$  ———  $\bar{4-6}$  ———  $\bar{8-12}$  ———  $\bar{\text{more than 12}}$  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

59. I did not experiment with drugs.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

60. I did experiment with alcohol.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

61. I did experiment with cigarettes.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

62. I preferred to talk with my friends, not my parents, about issues and problems related to sex.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_



Comments

63. My friends and I spent more time at my house than at theirs.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

64. My behavior was not very similar to that of my friends.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

65. My goals and values were not similar to the goals and values of my friends.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

66. My friends and I received similar grades on our school reports.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

Please remember, all of the questions above and those that follow refer to the time you were experiencing puberty. If you feel it would be helpful, please refer again to your notes regarding your key landmarks for this period of time.

67. There were occasions on which I left my house without permission to do things my parents told me I could not do.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

68. My parents knew when I began dating.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

69. My parents did not like my friends.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

Comments

70. My parents liked the people I dated.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

71. My parents did not like the way I dressed or wore my hair.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

72. My parents liked my friends who were the same sex as I better than they liked my friends of the opposite sex.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

73. My parents and I had similar taste in music.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

74. My parents knew how I spent my free time.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

75. My parents did not approve of my goals.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

76. My parents approved of the way I spent my free time.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

77. I could stay out as late as I wanted.

$\bar{1}$  —  $\bar{2}$  —  $\bar{3}$  —  $\bar{4}$  —  $\bar{5}$  —  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

Comments

78. My parents usually knew with whom I was spending my time.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

79. My mother was the primary disciplinarian in my family.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

80. I had to let my parents know where I would be if I was not at home.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

81. I had to let my parents know at what time I would return home.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

82. My father was not the primary disciplinarian in my home.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

83. My parents did not care if I smoked cigarettes.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

84. If I had a problem, I could not talk it over with my mother.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

Comments

85. My parents did not want me to drink alcohol.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

86. It was okay with my parents if I experimented with drugs.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

87. If I had a problem, I could talk it over with my father.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

88. My parents made rules without taking my feelings into consideration.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$  \_\_\_\_\_  
 strongly agree strongly disagree \_\_\_\_\_

Please answer the following with brief written answers. Be as complete as you can. If you need more space, you may use the back of this page.

Please indicate and describe the one thing you and your parents disagreed about most often.

Please describe how you feel about your body today, e.g., how comfortable you are in your body, whether or not you feel physically attractive, what characteristic(s) you would most like to change, etc.

Please describe your behavior today as it relates to your parents expectations, e.g., do they know most of what you're doing, would they approve of you, your friends, your goals, your habits, etc.

APPENDIX B

Table 29

Identification of Items that Comprised Each of the Child-Data Scales

Authoritarian Scale

My parents did not use physical punishment to get me to do what they wanted.\*

My parents used physical punishment when I did things wrong.

My parents made their rules firm and did not take my feelings into consideration.

My parents were quick to punish me when they thought I had done things wrong.

My parents made rules without taking my feelings into consideration.

Democratic Scale

My parents treated each of their children with equal fairness.

My parents and I agreed about which chores I should do and when I should do them.

I usually did what my parents wanted me to because I agreed with their rules.

My parents and I discussed rules and made decisions together about what the rules should be.

When my parents thought I had done something wrong, we would talk about it and together decide if and what punishment I should receive.

If I had a problem, I could not talk it over with my mother.\*

If I had a problem, I could talk it over with my father.

My parents treated me fairly.



Laissez Faire Scale

In general, my parents were unclear or inconsistent about what rules I was expected to follow and how I should behave.

My parents rarely interfered in my life; I could usually make my own decisions and do as I pleased.

In general, my parents did not really care about what I did or how I behaved.

I could stay out as late as I wanted.

I had to let my parents know where I would be if I was not at home.\*

I had to let my parents know what time I would return home.\*

My parents did not care if I smoked cigarettes.

My parents did not want me to drink alcohol.\*

Compliance

There were occasions on which I left my house without permission to do things my parents told me I could not do.\*

How often did you experiment with drugs.

My parents knew when I began dating.

My parents knew how I spent my free time.

My parents usually knew with whom I was spending my time.

My parents did not like my friends.\*

My parents did not like the way I dressed or wore my hair.\*

My parents did not approve of my goals.\*

My parents approved of the way I spend my free time.

My parents liked the people I dated.

Self-Image

I did not feel physically attractive.\*

I wasn't comfortable in my body because I thought it was changing too quickly.\*

I wished my body didn't look so adult like.\*

During puberty I felt comfortable with the physical changes in my body.

I was confident and self-assured.

I felt physically attractive.

I liked my body.

Peer Relations

I thought my peers did not like me.\*

It was difficult for me to make friends.\*

My goals and values were not similar to the goals and values of my friends.\*

I was popular with my peers.

\* Directionality of these items was reversed prior to analysis.

## APPENDIX C

### Phase II Questionnaire

The following questionnaire is designed to assess your perception of your families' patterns of interactions at the time when your child was experiencing the changes normally associated with puberty. He was probably somewhere between the ages of 10 and 15, and in grade 5 to 10 in school. Typically families with early adolescents experience tension, disharmony, and stress related to the child's need to assert his independence and the parents' desire to maintain control while assisting the child in making decisions that will affect him throughout life.

To help you recall at what point in time your child experienced puberty, the following information regarding the normal physical changes associated with that period is provided:

a growth spurt normally lasting about a year in which significant gains in height are achieved; maturation of sex organs and the appearance of pubic hair; and for girls, breast development and the onset of menstruation.

Before you begin to answer any of the questions, please take a few minutes to recall some of the strategic identifiers of this period for you; for example, the home in which you lived, the school your child attended, the friends with whom he associated, any extracurricular activities or lessons in which he participated; the fashions, music and trends of that period, etc.

To assist your recall and provide a reference to which you may turn to jog your memory as you complete the questions, please take the time now to fill in the following.

Home in which your family lived \_\_\_\_\_

Your child's closest friends during puberty \_\_\_\_\_

His extracurricular activities -sports \_\_\_\_\_  
-clubs \_\_\_\_\_  
-lessons \_\_\_\_\_  
-church \_\_\_\_\_  
-other \_\_\_\_\_

Music and trends of the period -music \_\_\_\_\_  
-clothes \_\_\_\_\_  
-hairstyle \_\_\_\_\_

Particular problems/disagreements you and your child encountered \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any other key identifiers for you \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When you feel you have achieved a comfortable level of recall, please answer each item as carefully and as accurately as you can. You may find it helpful as you move from question to question to stop briefly and think back again to the critical identifying events to be sure your answers refer to the time your child was experiencing puberty.

The following questionnaire is designed to assess your perception of your families' patterns of interactions at the time when your child was experiencing the changes normally associated with puberty. She was probably somewhere between the ages of 10 and 15, and in grade 5 to 10 in school. Typically families with early adolescents experience tension, disharmony, and stress related to the child's need to assert her independence and the parents' desire to maintain control while assisting the child in making decisions that will affect her throughout life.

To help you recall at what point in time your child experienced puberty, the following information regarding the normal physical changes associated with that period is provided:

a growth spurt normally lasting about a year in which significant gains in height are achieved; maturation of sex organs and the appearance of pubic hair; and for girls, breast development and the onset of menstruation.

Before you begin to answer any of the questions, please take a few minutes to recall some of the strategic identifiers of this period for you, for example, the home in which you lived, the school your child attended, the friends with whom she associated, any extracurricular activities or lessons in which she participated; the fashions, music and trends of that period, etc.

To assist your recall and provide a reference to which you may turn to jog your memory as you complete the questions, please take the time now to fill in the following.

Home in which your family lived \_\_\_\_\_

Your child's closest friends during puberty \_\_\_\_\_

Her extracurricular activities

- sports \_\_\_\_\_
- clubs \_\_\_\_\_
- lessons \_\_\_\_\_
- church \_\_\_\_\_
- other \_\_\_\_\_

Music and trends of the period

- music \_\_\_\_\_
- clothes \_\_\_\_\_
- hairstyle \_\_\_\_\_

Particular problems/disagreements you and your child encountered \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any other key identifiers for you \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When you feel you have achieved a comfortable level of recall, please answer each item as carefully and as accurately as you can. You may find it helpful as you move from question to question to stop briefly and think back again to the critical identifying events to be sure your answers refer to the time your child was experiencing puberty.

1. Your child's date of birth: \_\_\_\_\_
2. Your child's sex: \_\_\_\_\_
3. Your child's city of birth: \_\_\_\_\_
4. Your relationship to your child:
  - mother
  - father
  - stepmother
  - stepfather
  - other \_\_\_\_\_
5. If you were ever divorced, please indicate your child's age at the time the divorce occurred:
 

\_\_\_\_\_ years \_\_\_\_\_ months
6. If you were ever divorced and remarried, please indicate your child's age at the time you remarried:
 

\_\_\_\_\_ years \_\_\_\_\_ months
7. With whom was your child primarily living when s/he experienced puberty:
  - both natural father and natural mother
  - natural father only
  - natural mother only
  - natural father and stepmother
  - natural mother and stepfather
  - other (please describe) \_\_\_\_\_
8. What educational level did you achieve:
  - Less than high school
  - High school
  - Some college
  - Bachelor's degree
  - Master's degree
  - Doctoral degree
9. What was your occupation when you child was experiencing puberty:
 

\_\_\_\_\_
10. What is your current occupation: \_\_\_\_\_
11. How many children did you have:
 

\_\_\_\_\_ girls \_\_\_\_\_ boys





18. My child and I agreed about which chores s/he should do and when s/he should do them.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

19. I treated each of my children with equal fairness.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

20. I thought it was easier to raise boys than girls.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

21. My child and I argued about which chores s/he should do and when s/he should do them.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

22. The child who participated in this study was my favorite child.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

23. My spouse and I used to disagree about how to discipline our child.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

24. My child was very popular with her/his peers.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

25. My child did not think s/he was physically attractive.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

26. My child thought s/he was not very popular.

strongly agree    1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6    strongly disagree

27. Because my child matured early, s/he did not feel very comfortable in her/his body.

strongly agree    1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6    strongly disagree

28. My child wished s/he did not look so adult-like.

strongly agree    1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6    strongly disagree

29. My child was confident and self-assured.

strongly agree    1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6    strongly disagree

30. My child felt physically attractive.

strongly agree    1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6    strongly disagree

31. It was difficult for my child to make friends.

strongly agree    1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6    strongly disagree

32. My child was physically attractive.

strongly agree    1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6    strongly disagree

33. In general I felt happy, satisfied, and fulfilled by my relationship with my spouse.

strongly agree    1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6    strongly disagree

Please remember, all of the following questions refer to the time your child who participated in this study was experiencing puberty.

34. I used rewards (extra money, gifts, etc.) to get my child to behave as I expected.

1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly agree strongly disagree

35. I did not use physical punishment to get my child to do as I wanted.

1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly agree strongly disagree

36. I used threats and withdrawal of privileges (e.g., grounding, no allowance, etc.) to get my child to do as I wanted.

1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly agree strongly disagree

37. I allowed my sons more freedom and privileges than my daughters.

1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly agree strongly disagree

38. My spouse and I agreed on how to discipline our child.

1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly agree strongly disagree

39. When my child did something wrong, I used physical punishment.

1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly agree strongly disagree

40. When I wanted to get my child to behave in a certain way or to do something I thought was important, I would offer some kind of reward.

1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly agree strongly disagree

41. My child usually did what I wanted because s/he agreed with my rules.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

42. I allowed my daughters less freedom and privileges than I allowed my sons.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

43. I made my rules firm and was not persuaded to change them when my child expressed his/her feelings.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

44. I was quick to punish my child and let him/her know when I thought s/he had done wrong.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

45. In general, I was not unclear or inconsistent about what rules I expected my child to follow and what behavior I expected my child to maintain.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

46. When my child did something wrong, we would talk about it and together decide if and what punishment s/he should receive.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree

47. I rarely interfered in my child's life; s/he could usually make her/his own decisions and do as s/he pleased.

strongly agree      1 — 2 — 3 — 4 — 5 — 6      strongly disagree



48. In general, I treated my child fairly.

strongly agree    1 — 2 — 3 — 4 — 5 — 6    strongly disagree

49. In general, I cared about what my child did and how s/he behaved.

strongly agree    1 — 2 — 3 — 4 — 5 — 6    strongly disagree

50. My child and I discussed rules and decided together what the rules should be.

strongly agree    1 — 2 — 3 — 4 — 5 — 6    strongly disagree

51. My child did not feel comfortable talking with me about issues and problems related to sex.

strongly agree    1 — 2 — 3 — 4 — 5 — 6    strongly disagree

52. In general, my child received high grades in school.

strongly agree    1 — 2 — 3 — 4 — 5 — 6    strongly disagree

53. How many times was your child suspended from school.

0 — 1 — 2-3 — 4-6 — 8-12 — more than 12

54. My child did not experiment with drugs.

strongly agree    1 — 2 — 3 — 4 — 5 — 6    strongly disagree

55. My child did experiment with alcohol.

strongly agree    1 — 2 — 3 — 4 — 5 — 6    strongly disagree

56. My child did experiment with cigarettes.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

57. My child preferred to talk with friends, not me, about issues and problems related to sex.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

58. My child and her/his friends spent more time at our house than at the homes of her/his friends.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

59. My child's friends behaved in a way similar to the way my child behaved.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

60. My child's goals and values were not similar to the goals and values of her/his friends.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

61. My child and her/his friends received similar grades on their school reports.

$\bar{1}$  ———  $\bar{2}$  ———  $\bar{3}$  ———  $\bar{4}$  ———  $\bar{5}$  ———  $\bar{6}$   
 strongly agree strongly disagree

Please remember, the questions above and those that follow refer to the time your child was experiencing puberty. If you feel it would be helpful, please refer again to your notes regarding your key landmarks for this period of time.

62. There were times when my child left our house without permission to do things I had said s/he could not do.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

strongly agree

strongly disagree

63. I knew when my child began dating.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

strongly agree

strongly disagree

64. I did not like my child's friends.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

strongly agree

strongly disagree

65. I liked the people my child dated.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

strongly agree

strongly disagree

66. I liked the way my child dressed and wore her/his hair.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

strongly agree

strongly disagree

67. I liked my child's friends who were the same sex as my child better than I liked her/his friends of the opposite sex.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

strongly agree

strongly disagree

68. My child and I had similar taste in music.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

strongly agree

strongly disagree

77. When my child went out, s/he had to let me know what time s/he would be home.

strongly agree      1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly disagree

78. I did not care if my child smoked cigarettes.

strongly agree      1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly disagree

79. If my child had a problem, s/he would talk it over with me.

strongly agree      1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly disagree

80. I did not want my child to drink alcohol.

strongly agree      1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly disagree

81. It was not okay with me if my child experimented with drugs.

strongly agree      1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly disagree

82. My spouse was the primary disciplinarian in our home.

strongly agree      1 ——— 2 ——— 3 ——— 4 ——— 5 ——— 6  
strongly disagree

Please answer the following questions with brief written answers. Be as complete as you can. If you need more space, you may use the back of this page.

Please indicate and describe the one thing you and your child disagreed about most often.

Please describe your child's behavior today as it related to your expectations, e.g., do you know much about what your child is doing, do you approve of your child's friends, goals, habits, etc.





## APPENDIX D

Table 30

### Identification of the Items that Comprised Each of the Parent-Data Scales

#### Authoritarian Scale

I did not use physical punishment to get my child to do as I wanted.\*

When my child did something wrong, I used physical punishment.

I made my rules firm and was not persuaded to change them when my child expressed his/her feelings.

I was quick to punish my child and let him/her know when I thought s/he had done wrong.

I made rules without taking my child's feelings into consideration.

#### Democratic Scale

I treated my children with equal fairness.

My child and I agreed about which chores s/he should do and when s/he should do them.

My child usually did what I wanted because s/he agreed with my rules.

My child and I discussed rules and decided together what the rules should be.

When my child did something wrong, we would talk about it and together decide if and what punishment s/he should receive.

If my child had a problem, s/he could talk it over with me.

In general, I treated my child fairly.

Laissez Faire Scale

In general, I was not unclear or inconsistent about what rules I expected my child to follow and what behavior I expected my child to maintain.\*

I rarely interfered in my child's life; s/he could usually make her/his own decisions and do as s/he pleased.

In general, I cared about what my child did and how s/he behaved.\*

I let my child stay out as late as s/he wanted.

If my child was not going to be at home, s/he had to let me know where s/he would be.\*

When my child went out, s/he had to let me know what time s/he would be home.\*

I did not care if my child smoked cigarettes.

I did not want my child to drink alcohol.\*

Compliance Scale

There were times when my child left out house without permission to do things I had said s/he could not do.\*

My child did not experiment with drugs.

I knew when my child began dating.

I knew how my child spent her/his free time.

I usually knew with whom my child was spending free time.

I did not like my child's friends.\*

I liked the way my child dressed and wore her/his hair.

I did not approve of my child's goals.\*

I approved of the way my child spent her/his free time.

I liked the people my child dated.

Self-Image

My child felt physically attractive.

Because my child matured early, s/he did not feel very comfortable in her/his body.\*

My child wished s/he did not look so adult-like.\*

When my child was experiencing puberty, s/he felt comfortable with the physical changes in his/her body.

My child was confident and self-assured.

My child did not think s/he was physically attractive.\*

Peer Relations

My child thought s/he was not very popular.\*

It was difficult for my child to make friends.\*

My child's goals and values were not very similar to the goals and values of her/his friends.\*

My child was very popular with her peers.

\* Directionality of these items was reversed prior to analysis.

APPENDIX E

Table 31

Directional Results of Correlational Relationships Between Discipline Styles and Dependent Measures For All Data Sets and Subsets

	COMPLIANCE	SELF-IMAGE	PEER RELATIONS
<u>CHILD DATA OVERALL</u>			
AUTHORITARIAN	- *	- *	- *
DEMOCRATIC	+ *	+ *	+ *
LAISSEZ FAIRE	- *	+	-
<u>FEMALE CHILD DATA</u>			
AUTHORITARIAN	- *	- *	- *
DEMOCRATIC	+ *	+ *	+ *
LAISSEZ FAIRE	- *	+	+
<u>MALE CHILD DATA</u>			
AUTHORITARIAN	-	-	- *
DEMOCRATIC	+ *	+ *	+ *
LAISSEZ FAIRE	- *	+	- *
<u>PARENT-DATA OVERALL</u>			
AUTHORITARIAN	- *	-	+
DEMOCRATIC	+ *	+ *	+
LAISSEZ FAIRE	- *	+	-
<u>PARENTS OF DAUGHTERS</u>			
AUTHORITARIAN	-	-	-
DEMOCRATIC	+ *	+ *	-
LAISSEZ FAIRE	- *	+	+
<u>PARENTS OF SONS</u>			
AUTHORITARIAN	-	-	+
DEMOCRATIC	+ *	+ *	+
LAISSEZ FAIRE	- *	-	- *
<u>FEMALE PARENTS</u>			
AUTHORITARIAN	-	-	+
DEMOCRATIC	+ *	+ *	+
LAISSEZ FAIRE	- *	+	-
<u>MALE PARENTS</u>			
AUTHORITARIAN	- *	-	-
DEMOCRATIC	+ *	+ *	-
LAISSEZ FAIRE	- *	-	+

\* Correlational Relationship Significant (p ≤ .05)

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