

2010

Paternal religiosity and parenting style: Influence on the quality of daughter's friendships

Abigail Anne Buenneke
University of Northern Iowa

Let us know how access to this document benefits you

Copyright © 2010 Abigail Anne Buenneke

Follow this and additional works at: <https://scholarworks.uni.edu/hpt>

 Part of the [Psychology Commons](#), and the [Religion Commons](#)

Recommended Citation

Buenneke, Abigail Anne, "Paternal religiosity and parenting style: Influence on the quality of daughter's friendships" (2010). *Honors Program Theses*. 44.

<https://scholarworks.uni.edu/hpt/44>

This Open Access Honors Program Thesis is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Honors Program Theses by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

PATERNAL RELIGIOSITY AND PARENTING STYLE:
INFLUENCE ON THE QUALITY OF DAUGHTER'S FRIENDSHIPS

A Thesis or Project
Submitted
in Partial Fulfillment
of the Requirements for the Designation
University Honors

Abigail Anne Buenneke
University of Northern Iowa
May 2010

Abstract

Research shows that parenting styles fall into three basic categories: authoritarian, authoritative, and permissive (Baumrind, 1971). Also, a high amount of parental involvement has been found to exert a positive influence on children's academic performance and personality development (Heaven & Ciarrochi, 2008). This study examines the hypothesis that a daughter who reports that her father figure only allows her to develop highly regulated friendships will have a more negative perception of her father figure than a girl who is given more freedom in developing friendships. Secondly, the study examines the hypothesis that a daughter who reports highly regulated friendships will be more likely to perceive her father figure as highly involved in a religious organization than a daughter who reports loosely regulated friendships. Finally, the study examines the hypothesis that a girl who reports loosely regulated relationships with friends will make closer friendships than a girl who forms highly regulated relationships. For this study, 35 girls enrolled in a Psychology class at the University of Northern Iowa completed three brief scales: one measured the perceived parenting style of the participant's father figure, one measured the quality of the participant's friendships, and one measured the perceived amount of religious involvement on the part of the participant's immediate family. Unfortunately, the low number of participants in the study prevented adequate statistical power to support analysis of the findings.

Paternal Involvement: Effects on the Quality of Daughters' Social Development

Parental involvement has been shown to positively impact certain aspects of a child's development. A high level of parental involvement has been shown to help a child perform better academically and develop a pleasant personality (Heaven & Ciarrochi, 2008). Parental involvement is also positively correlated with children's academic persistence and formation of an independent personality (Ratelle, Larose, Guay, & Senecal, 2005). If a child grows up in a family that is involved and encourages the child to be independent, this child's emotional needs will decrease, which will increase the child's desire to do well at school (Ratelle et al., 2005). A child with an independent personality will then be more self-confident, secure regarding schoolwork, and psychologically stronger, and therefore, more likely to perform well academically, be motivated internally, and develop a caring, thoughtful personality.

However, the impact of parental involvement on children also depends on the parenting style used by the parents. Typically, children respond better to parents who demonstrate both high responsiveness and high demandingness in interactions with their children. This thesis project examines daughters' perception of fathers who use authoritarian, authoritative, and permissive parenting styles. This study also examines the amount of religious involvement that girls with highly regulated friendships or loosely regulated friendships perceive their father figures' as having. Finally, this thesis considers the quality of friendships developed by daughters who report loosely regulated or highly regulated relationships with friends. The definitions of the three parenting styles considered in this study are examined in detail below.

Parenting Styles

The three definitions of parenting styles that were assessed in this study are authoritarian, authoritative, and permissive/indulgent (Baumrind, 1971, cited in Lamborn, Mounts, Steinberg, & Dornbusch, 1991). These parenting styles can be defined as follows.

Authoritarian

Authoritarian parents focus on rigidly controlling their children, without forming either quality relationships or open communication patterns with them (Aunola, Stattin, & Nurmi, 2000). These parents also do not trust their children or encourage them to be either independent or self-sufficient (Aunola et al., 2000). Authoritarian parents are described as disconnected from their children and intent on expecting unquestioning obedience and compliance from them; they also show little interest or respect for their children's personal views (Heaven & Ciarrochi, 2008). They emphasize conformity and a respect for authority, making significant choices for their children without consulting the child (Gonzalez & Wolters, 2006).

Authoritative

Authoritative parents contrast sharply with their authoritarian counterparts because they make it a priority to cultivate open communication with their children and still maintain a reasonable level of control over them (Aunola et al., 2000). They are also actively involved in their children's lives, trust them, and encourage their children to develop an independent attitude (Aunola et al.). Authoritative parents are warm, caring, and accepting of their children's perspectives on a wide variety of topics (Heaven & Ciarrochi, 2008). They encourage their children to be explorative, become their own person, and interact with other children without being judgmental (Gonzalez & Wolters, 2006).

Permissive/Indulgent

Permissive parents do not try to control their children, but maintain a quality relationship with them that is very accepting and caring (Aunola et al., 2000). They also demand very little from their children and exercise very little control over them (Heaven & Ciarrochi, 2008). However, these types of parents still make their children feel special and valuable. Permissive parents tend to knowingly allow both good and bad behavior in their children and either do not have many rules or choose not to enforce the rules (Gonzalez & Wolters, 2006).

The majority of research focuses on the three parenting styles defined above (e.g., Cooper & Lindsay, 2000; Gonzalez & Wolters, 2006; Heaven & Ciarrochi, 2008). Some researchers have recognized the possible need for a distinction between neglectful and permissive/indulgent parenting styles (Gonzalez, Holbein, & Quilter, 2001). Neglectful parents do not control their children or pay attention to their choices or activities; these parents are not very involved with their children and are very distant from them (Aunola et al., 2000). Neglectful parents differ from permissive parents in that they do not provide their children with either support or direction (Gonzalez et al., 2001). However, the influence of the neglectful parenting style will not be examined in this study because this particular parenting style is not assessed by the modified version of the *Parental Authority Questionnaire*.

Other Perspectives

Children with parents who are moderately involved and only reasonably controlling are more likely to be socially aware, self-confident, and well-behaved than children with parents who are overly involved in their children's lives (Lamborn, Mounts, Steinberg, & Dornbusch, 1991). These researchers would likely advise parents to monitor the peers their child chooses to be with during their free time, but may not directly dictate exactly who composes their child's

peer group. In contrast, children with parents who really do not care about their choices and behaviors are said to be deprived socially, behaviorally, and academically. Children with permissive parents appear well-developed socially but just as likely as children from neglectful homes to become involved in irresponsible behaviors. Children with highly controlling parents excel at following the rules and being excessively obedient, indicating that their parents have forced them to be obedient (Lamborn et al., 1991).

Parental involvement is similar to parenting styles in that both of these characteristics of parenting reflect the parents' interest and care for their children. However, parental involvement has a more direct impact on a daughter's social development and formation of friendships than the parenting style her parents use. Parental acceptance and rejection has been found to affect children's future mental and emotional stability (Khaleque & Rohner, 2002).

Katorski (2003) examined the interaction between the quality of father/daughter relationships and the romantic relationships the daughters develop in adulthood. This study used questions, rather than hypotheses, as a basis for the research. Women who were over the age of 18 completed surveys that examined the daughter's attachment to her father, satisfaction with her relationship with her father, communicative adaptability, and relationship with a current or past romantic partner. However, the study only discovered that a relationship exists between a daughter's attachment to her father and her communicative adaptability in adulthood. No correlation was found between the quality of a daughter's relationship with her father or attachment to her father and her romantic partner later in life (Katorski, 2003).

An article by Gunnoe, Hetherington, and Reiss (1999) examined the interaction between parents' religiosity and parenting style. This article also described the influence of parental religiosity on the social responsibility of adolescents. As the authors expected, religiosity was

positively associated with the authoritative parenting style. In other words, authoritative parents were more likely to be highly involved in a religious organization than authoritarian or permissive parents. However, families were surveyed and videotaped to collect data for this article. Authors did not separately ask the adolescent members of the family to share information about the parenting style the adolescents perceived their parents as using or the amount of parental religious involvement that the children thought existed in their home. The children's responses on the questionnaires and interactions on the videotape may have been affected by the presence of the parents and therefore biased the information given to the researchers (Gunnore, Hetherington, & Reiss, 1999).

Mounts (2002) used a short-term longitudinal study to examine the interaction between parenting styles and parenting practices. The author then considered the effects of parenting styles and practices on adolescent peer relationships. Adolescents and their best friends completed surveys and only passive consent was required from parents. Because only passive parental consent was required from parents, the effect of parental biases on the data collected was, to some extent, minimized. However, the author was mainly concerned with studying the connection between peer relationships and adolescent drug use, rather than the closeness and quality of adolescent friendships. Higher levels of parental involvement are described as correlating positively with lower drug use among adolescents, whereas higher levels of parental control were tied to higher drug use. Finally, the authoritative parenting style and associated parenting practices appeared to help adolescents develop friendships with more responsible peers and, therefore, engage in lower drug use (Mounts, 2002).

In addition to these perspectives, an article by Fletcher, Bridges, and Hunter (2007) explores the effects of parental behavior related to children's relationships with friends on

children's social well-being. Parents are said to be much more likely to approve of their children's friends when they are friends with the child's parents. Also, parents determine how much time they spend supervising their children's interactions with friends based on their feelings towards and trust of the parents of the friends. The involvement of parents in children's friendships during the middle childhood years is said to be the most influential on the children's social development, as well as the most difficult for parents to express. Parental behavior related to children's friendships is also said to differ based on the ethnicity of the parents. European American mothers saw involvement in extracurricular activities as an opportunity for their children to form friendships, as well as an opportunity for them to form relationships with the parents of the friends. African American mothers' social relationships are described as much more kin-based and related to ancient intergenerational relationships than relationships formed by European American mothers. African American families are much more closed to their children developing friendship relationships outside of networks like family and longstanding friendships. Researchers in this study only interviewed mothers and the study had a very small sample size, both characteristics that are described as limitation of the study. Even though the study was intended to determine the influence that parental involvement had on children's social development and well-being, it only discusses the ways that parents were involved in their children's friendships and compares the similarities and differences between European American mothers' involvement and African American mothers' involvement. The children's perspective regarding their parents' involvement is neither examined nor described by the researchers (Fletcher, Bridges, & Hunter, 2007).

Lastly, a study by Fletcher, Newsome, Nickerson, and Bazley (2001) considers closure relationships (friendships between children whose parents are friends) and their influence on

children's social adjustment. Closure friendships are thought to be more beneficial for children because parents are provided with the opportunity to indirectly monitor and supervise their children's interactions. Children who had a greater amount of social network closure in their friendships performed better on an end-of-the-year form of achievement assessment. In addition, although no real correlation exists between the amount of closure in friendship relationships and a higher level of social competence in African American friendships, European American children with higher amounts of closure in their social network do possess a greater level of social competence. Finally, European American parents reported less externalizing behavior on the part of their children when these children had high levels of closure in their social networks, while African American parents actually reported more externalizing behavior on the part of their children. The findings in this study are described as merely preliminary due to the small sample size (Fletcher, Newsome, Nickerson, & Bazley, 2001).

Research Questions

No research has been published directly examining the influence of father figures' religious involvement and parenting style on the quality of friendships developed by daughters. The authors instead focus generally on parents and children and focus specifically on interpreting the quality of peer relationships through children's involvement in problem behaviors. This study will examine the impact of paternal religious involvement and parenting style on daughters' development of friendships by testing the following three hypotheses regarding paternal religious involvement and parenting styles.

Hypothesis 1

A daughter who reports that her father figure only allows her to develop highly regulated friendships will have a more negative perception of her father figure than a girl who is given more freedom in developing friendships.

Hypothesis 2

A daughter who reports highly regulated friendships will be more likely to perceive her father figure as highly involved in a religious organization than a daughter who reports loosely regulated friendships.

Hypothesis 3

A daughter who reports loosely regulated relationships with friends will make closer friendships than a girl who forms highly regulated relationships.

Method**Participants**

The participants in this study were 35 female students enrolled in a Psychology class at the University of Northern Iowa. All 35 participants were between the ages of 18 and 22. Eighty-nine percent identified themselves as non-Hispanic white. Nine percent described themselves as Black American and another three percent described themselves as Hispanic/Latino.

Procedure

Prior to being conducted, the study obtained IRB approval. Participants in the study were offered one half hour of research credit for completing the three surveys. Prior to completing the surveys, participants read and signed a consent form. Then, participants completed a packet composed of the three surveys and a brief *Demographic Information* sheet. The demographic

sheet asked participants' age, race/ethnicity, and status in school (e.g. freshman, sophomore, graduate).

The *Parental Authority Questionnaire* (PAQ) was a modified version of the survey that was designed to find out about a mother's parenting style (Buri, 1991). However, this scale does not include the neglectful parenting style. The PAQ asked the girls to respond to 31 statements like "the father figure in my life thinks that a well-run home allows children to have their way in the family as much as parents," "my father figure has always thought that he needs to approve of my friends," and "as I have grown up, my father figure has let me know what behavior he expects of me, and if I didn't meet those expectations he has punished me." Girls rated their opinion of the statements on the PAQ on a 5-point Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*). The PAQ has been used frequently in this research area.

The *Religious Orientation and Involvement* survey was a multiple choice questionnaire. This survey asked participants about the amount of religious involvement in the participant's personal life. Then, the survey asks participants about the amount of religious involvement that the participants perceive as existing in their immediate family. The survey was divided into associational and communal types of involvement and then doctrinal orthodoxy and devotionalism types of involvement. (Hill, 1999)

The *McGill Friendship Questionnaire* asked participants to consider two aspects of their closest friendship. The first portion of the questionnaire asked participants to consider her feelings for her closest friend. The second part of the questionnaire had the participant describe the kind of friend that she thinks her closest friend is to her. Both surveys are Likert scales; the first one asks participants to respond on a scale from -4 to 4, with -4 indicating strong disagreement and 4 indicating strong agreement. The second questionnaire asks respondents to

reply on a scale of 0 to 8, with 0 indicating never and 8 indicating always. (Mendelson & Kay, 2003)

Results

Due to the low number of participants in the study, I was unable to adequately test any of my three hypotheses. In order for me to assess associations in my data, I needed to have more than 50 individuals complete my questionnaires. Preliminary analyses of correlations yielded no significant results for any hypotheses. Because of the small numbers of cases, it is not clear whether the associations did not exist or were not able to be determined due to the low number of respondents.

Concluding Comments

Limitations

This study had many limitations. First, the setting of the study and the sample of people I used were one of the main limitations I encountered as a researcher. Because the University of Northern Iowa is located in a relatively small Midwestern town, my sample population lacked both racial/ethnic and religious diversity. As stated earlier, 89 percent of the participants considered themselves Non-Hispanic white. Eighty-six percent also wrote down a Christian religion as the religious preference of the family members to whom they feel closest, leaving a mere 14% who wrote down a non-Christian religion. In addition to these limitations, participants were recruited from the undergraduate college population, so the study pool lacked variety in respondent's age. The timing of my research was a limitation as well; when I did research at the end of the fall semester, I had a much easier time obtaining participants than I did at the beginning of the spring semester. Because I am an undergraduate student myself, I think this was probably because students do not consider their need for extra credit until the semester is nearly

over or at least until after midterms. Also, the snowy and icy weather in Iowa may have discouraged students for signing up for anything that required them to either walk or drive in these unpleasant and treacherous conditions. Finally, some of the limitations were related to the measures I used because I had difficulty finding scales that were directly tied to my hypotheses and the general research questions of interest.

Suggestions for Future Research

As stated earlier, research has been done previously that examines certain aspects of parenting and its influence on children. A study conducted by Khaleque and Rohner considered parental involvement instead of specifically focusing on parenting styles. Their research discovered that parental involvement, instead of parenting styles, directly influences daughters' social development and formation of friendships. Also, parental attitudes of acceptance and rejection as demonstrated to their children were found to affect the mental and emotional stability of children later in life.

Additional research performed by Katorski (2003) looked at the interaction between the quality of father/daughter relationships and romantic relationships formed by daughters in adulthood. This study did not find any correlation between the quality of a daughter's relationship with her father and the quality of her romantic relationships as an adult. The only relationship discovered by the researcher was between a daughter's attachment to her father and the communicative adaptability she displayed in adulthood.

A study conducted by Gunnoe, Hetherington, and Reiss (1999) examined the influence of parental religiosity on the social responsibility of adolescent children. However, this study surveyed entire families and took videotapes to collect data, rather than separately asking adolescent children to share information about perceived parenting style and family religious

involvement. Therefore, children's behavior during the videotapes and responses on the questionnaires may have been influenced by the presence of their parents and other family members.

Mounts (2002) examined interactions between parenting styles and parenting practices, as well as their influence on adolescent peer relationships. Only passive consent from parents was required in order for adolescents to participate in the research, which limited the effects of parental biases on the data collected. However, this study did not contribute a great deal of meaningful information for my research because the researcher mainly focused on the connections between peer relationships and adolescent drug usage, rather than examining the closeness and quality and of adolescent friendships or adolescents' social development. Mounts discovered that adolescents with higher levels of parental involvement had lower levels of drug use. However, adolescents with higher levels of parental control actually displayed higher drug use. Children with authoritative parents not only developed friendships with more responsible peers but also exhibited a lower level of drug usage.

Research conducted by Fletcher, Bridges, and Hunter (2007), as well as Fletcher, Newsome, Nickerson, and Bazley (2001), focused on closure friendships, which are relationships between children whose parents are friends. Parents are described as having much more positive feelings about their children's friendships and the time spent with friends when they are friends with the parents of the child's friend. Also, closure friendships are thought to be more beneficial for children because parents can provide subtly supervise and monitor their children's time with peers. European American children who had higher amounts of closure in their social network were also described as possessing a higher level of social competence. Also, European American

children with a higher amount of closure relationships in their social network exhibited less externalizing behavior, but African American children exhibited more externalizing behavior.

After reflecting on previous research and my own small-scale attempt at conducting research, I thought of changes that should be made if I return to graduate school and decide to examine a similar topic. I would revise the questionnaires that I used and adjust them so that they provide better answers to the research questions and are more related to my hypotheses. If finding measures that tied directly to the hypotheses continued to be a difficulty, the hypotheses and research questions could be revised to match more closely with available measures or a measure should be developed and tested. Also, the study could be conducted in a college or other setting where respondents who are more diverse in age, religious background, and ethnicity could be recruited to participate. Study times could also be set up throughout an entire semester so that respondents have the option of participating at a time that is more convenient for them and in weather that is more conducive to travel. Moreover, the study could be revised and expanded to include male and female college students. Including participants of both genders could expand the number of respondents and also increase the availability of surveys that actually address the research questions and hypotheses. Also perhaps an incentive could be provided for participation that was more motivating than a mere ½ hour of credit. The study could be placed as an option on the university's website and an extraneous reward could be provided for participation. Placing a link on the university website would also expand the subject pool to include more than just Psychology students. In addition to these revisions, I would like to recruit a research partner to help me evaluate my research questions and measures and suggest any other necessary revisions to my research. Because no research has been done examining this aspect of parenting styles and their influence on the social development of daughters, I would

really like to conduct further research as a graduate student that tests my three hypotheses and provides me with results from which I could determine correlations and draw meaningful conclusions.

Further research would be valuable because previous studies have not examined the influence of a father figure's involvement and practice of a particular parenting style on his daughter's social development. Also, previous research has not examined the interaction between parenting style and religious involvement and their combined effect on the quality of friendships that daughters develop. Depending on the findings of future research, both father figures and daughters could learn something about one another and about their relationship. In addition to this learning experience, participating in the research could help fathers and daughters understand one another and appreciate one another's perspective. This heightened understanding of one another could contribute to the development of higher quality relationships between fathers and daughters. Lastly, there is a possibility that the research could create an understanding of the important role that close friendships play in the social development of young women.

References

- Aunola, K., Stattin, H., & Nurmi, J. (2000). Parenting styles and adolescents' achievement strategies [Electronic version]. *Journal of Adolescence, 23*, 205-222.
- Buri, J.R. (1991). Parental authority questionnaire [Electronic version]. *Journal of Personality Assessment, 57*, 113-114.
- Cooper, H., & Lindsay, J. J. (2000). Homework in the home: How student, family, and parenting-style differences relate to the homework process [Electronic version]. *Contemporary Educational Psychology, 25*, 464-487.
- Fletcher, A.C., Bridges, T.H., & Hunter, A.G. (2007). Managing children's friendships through interparental relationships: Roles of ethnicity and friendship context [Electronic version]. *Journal of Marriage and Family, 69*, 1135-1149.
- Flecher, A.C., Newsome, D., Nickerson, P., & Bazley, R. (2001). Social network closure and child adjustment [Electronic version]. *Merrill-Palmer Quarterly, 47*, 500-531.
- Gonzalez, A., & Wolters, C. A. (2006). The relation between perceived parenting practices and achievement motivation in mathematics [Electronic version]. *Journal of Research in Childhood Education, 21*, 203-217.
- Gunnoe, M. L., Hetherington, E. M., & Reiss, D. (1999). Parental religiosity, parenting style, and adolescent social responsibility [Electronic version]. *Journal of Early Adolescence, 19*, 199-225.
- Gonzalez, A. R., Doan Holbein, M. F., & Quilter, S. (2002). High school students' goal orientations and their relationships to perceived parenting styles [Electronic version]. *Contemporary Educational Psychology, 27*, 450-470.

- Heaven, P. C. L., & Ciarrochi, J. (2008). Parental styles, conscientiousness, and academic performance in high school: A three-wave longitudinal study [Electronic version]. *Personality and Social Psychology Bulletin*, *34*, 451-461.
- Hill, P.C., & Hood, R.W. (1999). *Measures of religiosity*. Birmingham, AL: Religious Education Press.
- Katorski, J. (2003). Father/daughter relationships: Effect of communicative adaptability and satisfaction on daughter's romantic relationships [Electronic version]. *Journal of Undergraduate Research*, *VI*, 1-6.
- Khaleque, A., & Rohner, R. P. (2002). Perceived parental acceptance-rejection and psychological adjustment: A meta-analysis of cross-cultural and intracultural studies [Electronic version]. *Journal of Marriage and the Family*, *64*, 54-64.
- Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families [Electronic version]. *Child Development*, *62*, 1049-1065.
- Mounts, N. (2002). Parental management of adolescent peer relationships in context: The role of parenting style [Electronic version]. *Journal of Family Psychology*, *58*-69.
- Mendelson, M.J., & Kay, A.C. (2003). Positive feelings in friendship: Does imbalance in the relationship matter? [Electronic version]. *Journal of Social and Personal Relationships*, *20*, 101-116.
- Ratelle, C. F., Larose, S., Guay, F., & Senecal, C. (2005). Perceptions of parental involvement and support as predictors of college students' persistence in a science curriculum [Electronic version]. *Journal of Family Psychology*, *16*, 286-293.

Appendix A

Parental Authority Questionnaire

Please rate your attitude towards the following statements on a 1 (strongly disagree) to 5 (strongly agree) scale. Try to think about how each statement reflects how the father figure in your home has acted towards you while you've grown up. Please be as accurate as possible.

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

- _____ The father figure in my life thinks that, in a well run home, the children should have their way in the family as much as the parents do. *
- _____ Even if I didn't agree with him, my dad thought that it was good for me if I was forced to do what he thought was right. **
- _____ Whenever my dad told me to do something while I was growing up, he expected me to do it immediately without asking any questions. **
- _____ While I was growing up, once family rules had been made, my dad talked about why the rules were made with the family. ***
- _____ My dad has always thought that he needs to approve of my friends. **
- _____ As I have grown up, my father figure has let me know what behavior he expected of me, and if I didn't meet those expectations he punished me. **
- _____ My father figure has always encouraged me to question his reasons whenever I think that family rules or restrictions are unfair. ***
- _____ My father figure has always thought that children need to be free to make up their own minds and do what they want, even if he does not agree with their choices. *
- _____ My dad never lets me question any decisions he makes. **
- _____ My dad has always directed the activities and decisions of his children through reasoning and discipline. ***
- _____ My dad has always thought that more force should be used by parents to get children to behave the way their parents want them to. **
- _____ My dad has never thought that I needed to obey his rules and regulations just because someone in authority created them. *
- _____ I have always known what my dad expected of me, but I have also always felt free to ask him questions about those expectations with him when I thought they were unfair. ***

- _____ My dad thought that good parents should teach their children right away who is boss in the family. **
- _____ My dad has rarely given me expectations and guidelines for my behavior. *
- _____ My dad has almost always done what the children in the family wanted when making family decisions. *
- _____ My dad has consistently given my siblings and me direction and guidance in rational and objective ways. ***
- _____ My dad has always gotten very upset with me if I tried to disagree with him. **
- _____ My dad thinks problems in society can be solved if parents don't try to control their children's activities, decisions, and desires. *
- _____ My dad has usually let me make decisions for myself without a lot of direction from him.*
- _____ My dad has consistently taken his children's opinions into consideration when making family decisions, but he would not decide for something simply because the children wanted it. ***
- _____ My dad does not view himself as responsible for directing and guiding my behaviors. *
- _____ My dad has clear standards of behavior for the children in our home, but he is willing to adjust those standards for the needs of each individual child. ***
- _____ My dad gives me direction for my behavior and activities and expects me to follow his directions, but he is always willing to listen to my concerns and discuss the directions he gave me. ***
- _____ My dad lets me come to my own conclusions about family issues and he usually allows me to decide for myself what I am going to do. *
- _____ My dad has always thought that most problems in society would be taken care of if we can get parents to strictly and forcibly deal with their children when don't do what they are supposed to. **
- _____ My dad has always told me exactly what he wants me to do and how I am supposed to do it. **
- _____ My dad gives me clear direction for my behaviors and activities, but is understanding when I disagree with him. ***

- _____ My dad has consistently chosen not to direct the behaviors, activities, and desires of the children in our family. *
 - _____ I have always known what my dad expects of me in the family and he has always insisted that I live up to those expectations simply because I respect his authority. **
 - _____ My dad has always been willing to discuss any of his decisions with me and admit if he has made a mistake. ***
-

Note. The parenting style represented by each item is indicated by the asterisks: *permissive, **authoritarian, and *** authoritative.

Appendix B

Religious Orientation and Involvement**Types of Involvement***Associational*

- 1) About how often, if ever, have you attended religious services in the last year?
 - a. Once a week or more
 - b. Two or three times a month
 - c. Once a month
 - d. A few times a year or less
 - e. Never

- 2) Do you take part in any of the activities or organizations of your church (synagogue, temple) other than attending services? _____ Yes _____ No

(if yes):

How often have you done these things in the last year?

- a. Once a week or more
- b. Two or three times a month
- c. Once a month
- d. A few times a year or less
- e. Never

Communal

- 1) What is (was) your husband's (wife's) religious preference? _____

- 2) Of those relatives you really feel close to, what proportion are the same religion as you?
 - a. All of them
 - b. Nearly all of them
 - c. More than half of them
 - d. Less than half of them
 - e. None of them

- 3) Thinking of your closest friends, what proportion are the same religion as you?
 - a. All of them
 - b. Nearly all of them
 - c. More than half of them
 - d. Less than half of them
 - e. None of them

Types of Religious Orientation

Doctrinal Orthodoxy

- 1) Do you believe there is a God, or not? ____ Yes ____ No
- 2) Do you think God is like a Heavenly Father who watches over you, or do you have some other belief? ____ Yes ____ No
- 3) Do you believe that God answers people's prayers, or not? ____ Yes ____ No
- 4) Do you believe in a life after death, or not? ____ Yes ____ No
If so, do you also believe that in the next life some people will be punished and others rewarded by God, or not? ____ Yes ____ No
- 5) Do you believe that, when they are able, God expects people to worship Him in their churches and synagogues every week, or not? ____ Yes ____ No
- 6) Do you believe that Jesus was God's only Son sent into the world by God to save sinful men, or do you believe that he was simply a very good man and teacher, or do you have some other belief? ____ Yes ____ No

Devotionalism

- 1) How often do you pray? _____
- 2) When you have decisions to make in your everyday life, do you ask yourself what God would want you to do?
 - a. Often
 - b. Sometimes
 - c. Never

Appendix C

McGill Friendship Questionnaire–RA

The items on this form concern your feelings for your friend. Imagine that the blank space in each item contains your friend's name. With him or her in mind, decide how much you agree or disagree with the item. On the scale directly to the right of each item **circle the number** that indicates how much you agree that the statement describes your feelings. There are no right or wrong answers, because adults' feelings for friends differ from person to person. Just honestly describe your feelings for your friend.

	Very Much Disagree		Some- what Disagree		0	Some- what Agree		Very Much Agree	
	-4	-3	-2	-1	0	1	2	3	4
1. I am happy with my friendship with ____.	-4	-3	-2	-1	0	1	2	3	4
2. I care about ____.	-4	-3	-2	-1	0	1	2	3	4
3. I like ____ a lot.	-4	-3	-2	-1	0	1	2	3	4
4. I feel my friendship with ____ is a great one.	-4	-3	-2	-1	0	1	2	3	4
5. I am satisfied with my friendship with ____.	-4	-3	-2	-1	0	1	2	3	4
6. I feel my friendship with ____ is good.	-4	-3	-2	-1	0	1	2	3	4
7. I want to stay friends with ____ for a long time.	-4	-3	-2	-1	0	1	2	3	4
8. I prefer ____ over most people I know.	-4	-3	-2	-1	0	1	2	3	4
9. I feel close to ____.	-4	-3	-2	-1	0	1	2	3	4
10. I think my friendship with ____ is strong.	-4	-3	-2	-1	0	1	2	3	4
11. I am pleased with my friendship with ____.	-4	-3	-2	-1	0	1	2	3	4
12. I am glad that ____ is my friend.	-4	-3	-2	-1	0	1	2	3	4
13. I hope ____ and I will stay friends.	-4	-3	-2	-1	0	1	2	3	4
14. I would miss ____ if he/she left.	-4	-3	-2	-1	0	1	2	3	4
15. I am content with my friendship with ____.	-4	-3	-2	-1	0	1	2	3	4
16. I enjoy having ____ as a friend.	-4	-3	-2	-1	0	1	2	3	4

McGill Friendship Questionnaire–FF

The items on this form concern the kind of friend your friend is to you. Imagine that the blank space in each item contains your friend's name. With him or her in mind, decide how often the item applies. On the scale directly to the right of each item **circle the number** that indicates how often your friend is or does what the item says. There are no right or wrong answers because adult friendships are very different from one another. Just describe your friend as he or she really is to you.

	Never	Rarely	Once in a While	Fairly Often	Always				
	0	1	2	3	4	5	6	7	8
1. ___ helps me when I need it.	0	1	2	3	4	5	6	7	8
2. ___ would make me feel comfortable in a new situation.	0	1	2	3	4	5	6	7	8
3. ___ is someone I can tell private things to.	0	1	2	3	4	5	6	7	8
4. ___ has good ideas about entertaining things to do.	0	1	2	3	4	5	6	7	8
5. ___ would want to stay my friend if we didn't see each other for a few months.	0	1	2	3	4	5	6	7	8
6. ___ makes me feel smart.	0	1	2	3	4	5	6	7	8
7. ___ makes me laugh.	0	1	2	3	4	5	6	7	8
8. ___ knows when I'm upset.	0	1	2	3	4	5	6	7	8
9. ___ helps me do things.	0	1	2	3	4	5	6	7	8
10. ___ points out things that I am good at.	0	1	2	3	4	5	6	7	8
11. ___ would be good to have around if I were frightened.	0	1	2	3	4	5	6	7	8
12. ___ would still want to be my friend even if we had a fight.	0	1	2	3	4	5	6	7	8
13. ___ lends me things that I need.	0	1	2	3	4	5	6	7	8
14. ___ would make me feel better if I were worried.	0	1	2	3	4	5	6	7	8
15. ___ is someone I can tell secrets to.	0	1	2	3	4	5	6	7	8
16. ___ would stay my friend even if other people criticized me.	0	1	2	3	4	5	6	7	8
17. ___ compliments me when I do something well.	0	1	2	3	4	5	6	7	8
18. ___ is exciting to talk to.	0	1	2	3	4	5	6	7	8

19. ___ makes me feel special.	0	1	2	3	4	5	6	7	8
20. ___ would stay my friend even if other people did not like me.	0	1	2	3	4	5	6	7	8
21. ___ knows when something bothers me.	0	1	2	3	4	5	6	7	8
22. ___ is exciting to be with.	0	1	2	3	4	5	6	7	8
23. ___ would make me feel calmer if I were nervous.	0	1	2	3	4	5	6	7	8
24. ___ helps me when I'm trying hard to finish something.	0	1	2	3	4	5	6	7	8
25. ___ makes me feel that I can do things well.	0	1	2	3	4	5	6	7	8
26. ___ would still want to stay my friend even if we argued.	0	1	2	3	4	5	6	7	8
27. ___ shows me how to do things better.	0	1	2	3	4	5	6	7	8
28. ___ is fun to sit and talk with.	0	1	2	3	4	5	6	7	8
29. ___ is easy to talk to about private things.	0	1	2	3	4	5	6	7	8
30. ___ makes me feel better when I'm upset.	0	1	2	3	4	5	6	7	8