

The Effects of Parental Management of Peer Relationships on Male and Female Adolescents' Social Skills, Friendship Qualities, Loneliness, and Delinquency

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《Abstract》

This study purported to examine relationships between parental peer management and adolescents' social skills, friendship quality, loneliness, and delinquency and further shed light on gender differences in these relationships. Four-hundred-seventy adolescents living in Seoul, Gyeonggi, and Incheon areas (240 males and 230 females) completed pencil-and-paper assessments of parental management of adolescent peer relationships, adolescent social skills, adolescent friendship quality, adolescent loneliness, and adolescent delinquency. Given the lack of research validating the Parental Management of Peer relationship Inventory (PMPI; Mounst, 2001) using a Korean adolescent population and the possibility of cross-cultural differences in the structure of the parental peer management behaviors, exploratory factor analyses were conducted for the original PMPI items and developed the four scales (Consulting on Peer Relationships, Insisting/Prohibiting Certain Friendships, Emphasizing Healthy Friendships, and Autonomy Granting in Peer Relationships). Correlation and hierarchical multiple regression analyses suggest that parental consulting, autonomy granting, and emphasizing healthy friendships are positive parental peer management dimensions, with positive effects on adolescent social outcomes and negative or no effects on adolescent loneliness and delinquency. On the other hand, parental insisting/prohibiting was found to contribute to adolescents' feeling lonely and engaging in delinquent behaviors and have no effects on other adolescent outcomes. Gender differences were found in some relationships involving parental consulting and autonomy granting. Clinical implications of these findings were discussed.

Keywords: *parental peer management, adolescent social skills, adolescent friendship quality, adolescent loneliness, adolescent delinquency*

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Parenting researchers have made a conceptual distinction between parenting styles and parenting behaviors, and assumed parenting behaviors, rather than parenting styles, have more direct influences on emotional and behavioral outcomes in their child (e.g., Darling & Steinberg, 1993; Maccoby, 1992). Parenting style, defined as a global set of parental attitudes, goals, and patterns of parenting practices, is hypothesized to create an emotional climate for the parent-child relationship. That is, parenting style is a general pattern of caregiving that provides context for specific episodes of parental childrearing behaviors. In contrast, parenting behaviors are conceptualized as specific kinds of parental interactions with children in specific situations. Parenting style has been conceptualized as a moderator rather than a direct predictor of children's psychosocial outcomes (e.g., Darling & Steinberg, 1993).

Given the direct nature of parenting behaviors, relative to parenting styles, in affecting psychosocial adjustment in offsprings, recent parenting studies have focused more on parenting behaviors than parenting styles. This is also true in an area of parental peer management. Researchers in this field want to address the importance of specific parental peer management behaviors, such as helping children to meet good friends and talking with children about ways of making new friends, in their offsprings' peer relationships. Moreover, as a recognition that parents engage in a variety of parenting practices or management behaviors in an effort to affect their

adolescent child's peer relationships increases (e.g., Kerr & Stattin, 2000; Stattin & Kerr, 2000), researchers have extended their research targets from school-aged children to adolescents (e.g., Mounts, 2000, 2004, 2011; Mounts & Kim, 2009; Soenens, Vansteenkiste, Smits, Lowet, & Goossens, 2007; Vernberg, Beery, Ewell, & Abwender, 1993; Youniss, DeSantis, & Henderson, 1992).

Literature on parental peer management behaviors has documented that various parental peer management behaviors play a role in influencing peer-related outcomes in adolescent children. Representatively, parental consulting on peer relationships was consistently reported to work positively to adolescents' responsibility and cooperation social skills, peer relationships, delinquency, and drug use (Mounts, 2004, 2011). In a similar vein, parental supporting and autonomy granting is each reported to be related to adolescents' high sense of belonging to peer group and better peer-related outcomes. Specifically, Mounts (2004) found that high levels of parental autonomy granting with regard to peer issues were linked to low levels of adolescents' peer conflicts and low involvement in delinquent behaviors and drug use.

Contrary to parental consulting, supporting, and autonomy-granting, parental prohibiting and guiding of certain peer relationships is reported to be negatively related to adolescents' indices of social adjustment (Soenens et al., 2007). Soenens et al. (2007), for example, found that high levels of parental prohibition and guidance were linked to adolescents' high hanging around

with delinquent friends and less feeling of membership to peer groups. On the other hand, parental mediation of child's peer relationships, another parental peer management dimension frequently examined by researchers, seems to have heterogeneous items, including items pertaining to parental support and items pertaining to parental prohibition and guidance, at the same time. This heterogeneity causes difficulties addressing the true nature of the role of parental peer management behaviors by presenting mixed implications to adolescents' social and other peer related outcomes.

Despite the fact that research has been attempted to address the effects of parental peer management on adolescent children's social and delinquent outcomes, these efforts have mostly been made in Western cultures. Such effort has rarely been made to Korean adolescent group. Studies attempted so far in Korea have examined the relationships between parenting styles and adolescent children's psychosocial adjustment. However, as Darling and Steinberg (1993) contended, parenting styles create an emotional climate for the parent-child relationship. More direct effects could come from specific parental peer management behaviors. Furthermore, the previous findings have suggested a moderation of adolescent gender in the effects of parenting on adolescent adjustment outcomes (Brown, Oduyungungbo, Thabane, Byrne, & Smart, 2010; Chang, Schwartz, Dodge, & McBride-Chang, 2003; Cunningham, Kliewer, & Garner, 2009; Griffin, Botvin, Scheier, Diaz, & Miller, 2000; Kwon & Lee, 2006; Rothbaum & Weisz, 1994). However,

this type of gender moderation has not been investigated in the field of parental peer management.

Given the lack of efforts exploring the effects of concrete parental peer management behaviors on adolescent child's social outcomes in Korean culture and the potential moderation of child gender in these relationships, this study purported to examine relationships between parental peer management and adolescents' social skills, friendship quality, loneliness, and delinquency and further shed light on gender differences in these relationships.

Method

Participants

Four-hundred-seventy adolescents in Seoul, Gyunggi, and Incheon areas participated in the investigation. All the adolescent participants were first-year middle-school students. The mean age was 12.90 years ($SD=.44$). The sample was 51.1% male ($n=240$), and 48.9% female ($n=230$).

Procedures

Adolescents were recruited from four middle schools located in Seoul, Gyunggi, and Incheon areas in Korea. Adolescents who gave their informed consent for study participation were asked to complete a pencil-and-paper questionnaire packet which consisted of measures of adolescents' perception of parental management of peer

relationships and adolescents' social skills, friendship qualities, loneliness, and delinquency. Questionnaires were completed in the participants' own classroom during a career development class. Each data collection session lasted for approximately 25 minutes and was administered in a group format. Participants were given a small present as a compensation for their study participation.

Measures

Parental Management of Peer Relationships. The Parental Management of Peers Inventory (PMPI; Mounts, 2001, 2004, 2007) was used in this study to assess adolescents' perception of parental management of their adolescent child's peer relationships. The PMPI is a 32-item, 4-point Likert-type scale (1=*strongly disagree* to 4=*strongly agree*). This scale taps three dimensions, Consulting (10 items, assesses parental help with problem solving in regard to peers), Mediating (18 items, assesses parental involvement in adolescent peer relationships), and Autonomy-Granting (4 items, assesses parental autonomy granting with regard to peer relationships). Given the lack of validation research of the PMPI dimensions using a Korean adolescent population and the possibility of cross-cultural difference between Western and Eastern cultures in the structure of the parental peer management behaviors, this study first evaluated the factor structure underlying the PMPI item pool. To do this, an exploratory factor analysis was conducted for the PMPI 32 items using

principal components extraction and Varimax rotation. Initially when a Kaiser method (factors with an eigen value of more than 1.00) was used, seven groups of items were identified. The first seven eigenvalues in this analysis were 6.80, 3.46, 1.95, 1.64, 1.22, 1.13, and 1.03, and each factor accounted for 21.22%, 10.80%, 6.10%, 5.13%, 3.80%, 3.54%, and 3.22% of the item variance, respectively. To identify the adequate number of factors for the PMPI, scree plots test and parallel analysis were conducted. As recommended by Longman et al. (Longman, Cota, Holden, & Fekken, 1989), parallel analysis was conducted twice, the first time using the mean eigenvalues and the second time using the 95th percentile eigenvalues. Scree plots test indicated a five-factor solution. However, parallel analyses at the 50th and 95th percentiles all indicated that four factors could reliably be extracted. The principal component analysis with Varimax rotation was conducted twice, first with the number of factor extracted being four and second with the number of factor extracted being five. The results of the exploratory factor analyses revealed that the four-factor structure has better interpretability than the five-factor structure. The result of the exploratory factor analysis with a four-factor structure was presented in Table 1.

Given the four groups of items identified through the exploratory factor analysis, the researcher selected the final items for each scale. The decision regarding which items were to be retained and which items were to be excluded was based on four

Table 1
Factor loadings of the 32 PMPI items
(Exploratory Factor Analysis, $n=470$)

	Factor1	Factor2	Factor3	Factor4
PMPI 13	.75	.17	-.02	.05
PMPI 03	.74	.13	.05	.10
PMPI 10	.72	-.09	.11	.08
PMPI 08	.71	.01	.22	.07
PMPI 02	.70	.00	-.01	.03
PMPI 18	.70	.16	-.04	-.10
PMPI 27	.69	.09	.23	.12
PMPI 21	.67	.13	.03	-.05
PMPI 24	.56	-.10	.33	.24
PMPI 11*	.45	.32	-.01	.23
PMPI 16	.44	-.05	.36	.24
PMPI 32*	-.37	.36	-.26	.31
PMPI 26*	.36	.28	.14	.22
PMPI 17	.08	.70	.06	-.06
PMPI 04	-.03	.62	.04	-.09
PMPI 28	-.04	.59	.11	-.28
PMPI 01	.02	.52	-.03	.04
PMPI 07	.23	.49	.29	-.17
PMPI 09	.22	.48	-.04	.13
PMPI 30*	.34	.43	.20	-.23
PMPI 25	-.18	.42	.31	-.12
PMPI 06*	.28	.35	-.01	.16
PMPI 22	.04	.10	.68	-.01
PMPI 15	.00	-.09	.60	.06
PMPI 23	.19	-.11	.57	.36
PMPI 29	.22	.32	.56	.02
PMPI 19	.04	.38	.56	-.16
PMPI 20	.32	.33	.42	-.14
PMPI 12	-.17	.14	-.04	.66
PMPI 31	.13	-.14	.06	.65
PMPI 05	.30	-.23	-.02	.52
PMPI 14	.32	-.09	.12	.44

Note. * item excluded from the final scale; % of variance=42.84.

equally important goals: (1) item factor loading of .40 or higher, (2) avoiding being loaded with multiple factors, (3)

increasing factor interpretability, and (4) maintaining adequate level of internal consistency in each factor. Items 32, 26 and 6 were excluded because factor loadings of these items were below .40. Items 11 and 30 were excluded to increase factor interpretability and avoid multiple loadings to conflicting parental peer management practices.

As a result of the item exclusion step, a total of 27 items were retained, including 10 items from Group 1, 7 items from Group 2, 6 items from Group 3, and 4 items from Group 4. Group 1 contained items reflecting parental consulting on peer relationships (e.g., "My parent and I talk about ways of making new friends" or "When I am having a problem with a friend, I can ask my parent for help in solving it"). All the items in Group 1 came from the original PMPI Consulting scale except for one (item 3. "My parent helps me think of ways to meet new kids"; this item belongs to the Mediating scale in the original PMPI) (Mounts, 2001, 2004, 2007). Group 2 contained items reflecting parental insisting and prohibiting of certain friendships (e.g., "My parent only wants me hanging around with kids who are like our family." or "My parent tells me that they don't like my friends."). All the items in Group 2 came from the original PMPI Mediating scale. Group 3 contained items reflecting parental emphasis on the importance of having healthy friendships (e.g., "My parent tells me that who I have for friends will affect my future." or "My parent talks to me about the pros and cons of hanging around with certain people"). All the items in

Group 3 came from the original PMPI Mediating scale except for one (item 23. "My parent thinks that having friends is important"; this item belongs to the Consulting scale in the original PMPI). Group 4 contained items reflecting parental autonomy granting in their adolescent child's peer relationships (e.g., "My parent tells me that who I have as friends is my personal choice." or "My parent doesn't interfere with my friendships"). All the items in Group 4 came from the original PMPI Autonomy-Granting scale except for one (item 12. "My parent doesn't talk to me about my friends"; this item belongs to the mediating scale in the original PMPI). Given these characteristics, the four scales were named Consulting on Peer Relationships (Consulting), Insisting/Prohibiting Certain Friendships (Insisting/Prohibiting), Emphasizing Healthy Friendships (Emphasizing Friendships), and Autonomy Granting in Peer Relationships (Autonomy Granting).

Means, standard deviations and Cronbach alpha coefficients of the four PMPI scales are presented in Table 2. The correlations among the PMPI scales are presented in Table 3. Table 3 presents correlation coefficients among the PMPI scales for each adolescent gender. As you can see in Table 2, internal consistency for the Autonomy Granting scale calculated by Cronbach's alpha is relatively low. However, given the fact that internal consistency index is often affected by the number of items and the fact that the number of items included in the Autonomy Granting scale is small (4 items), the internal consistency level of the Autonomy Granting

scale seems okay. Moreover, Clark and Watson (1995) argued that inter-item correlations should be at least .15 if a scale is to be judged to have adequate level of internal consistency. Inter-item correlations among the four Autonomy Granting items are at least .15 in this study. Therefore, the internal consistency level of the Autonomy Granting scale seems okay.

Table 2
Means, standard deviations, and Cronbach's alphas of the five PMPI scales (n=470)

PMPI scales	# of items	Item Mean (SD)	α
Consulting on Peer Relationships	10	2.59 (.60)	.89
Insisting/Prohibiting Certain Friendships	7	1.99 (.49)	.70
Emphasizing Healthy Friendships	6	2.98 (.52)	.68
Autonomy Granting in Peer Relationships	4	2.77 (.57)	.53

Social Skills. The Social Skills Rating System-Social Skills scales (SSRS; Gresham & Elliott, 1990) was used in this study to assess adolescents' social skills. Student-version was administered to adolescent participants. Student-version measures four social skills dimensions such as Empathy (includes behaviors that show concern and respect for others' feelings and viewpoints; 13 items), Cooperation (includes behaviors such as helping others, sharing materials, and complying with rules and directions; 5 items), Assertion (includes initiating behaviors such as asking others for information,

introducing oneself, and responding to the actions of others; 7 items), and Self-Control (includes behaviors that emerge in conflict situations, such as responding appropriately to teasing, and in nonconflict situations that require taking turns and compromising; 7 items). For each item, participants were asked to rate frequency and importance on a range from 0 (never in "How often?"; not important in "How important?") to 2 (very often in "How often?"; not important in "How important?"). High scores indicate high skills indicated by each social skills domain. While frequency and importance ratings are suggested to be both necessary for interpretation (Gresham & Elliott, 1990), scale raw scores and derived scores are all based on frequency ratings. In this study, only frequency rating raw scores of each of social skills dimensions (derived scores are calculated based on total scores) were used for analyses given the potential importance of individual social skills dimension to our research questions. This measure has shown good reliability and criterion-related validity (Gresham & Elliott, 1990). The Cronbach alphas of adolescent ratings on social skill scales were .87, for Empathy, .70 for Cooperation, .78 for Assertion, and .76 for Self-Control in this study.

Friendship Quality. The McGill Friendship Questionnaire-Friend's Function (MFQ-FF; Mendelson & Aboud, 1999) was used to assess adolescents' friendship quality. The MFQ-FF consists of six scales which tap different functions of friendship quality - Stimulating Companionship, Help, Intimacy, Reliable Alliance, Self-Validation, and Emotional Security. Respondents are

asked to rate the degree to which their best friend fulfills each item related to various friendship functions (e.g., "My best friend helps me when I need it" or "My best friend is someone I can tell private things to") on a 30-item scale that ranges from 0 (*never*) to 8 (*always*). The MFQ-FF scales showed high internal consistency, covaried with the duration of being a best friend and with a self-esteem subscale regarding close friends. Preliminary analyses on the data suggested very high correlations among the six scales. Therefore, the items were combined into an overall measure of friendship quality. A high score on the overall MFQ-FF indicates a more positive friendship quality. Cronbach's alpha was .97 in this study.

Loneliness. The Revised University of California at Los Angeles Loneliness Scale (R-UCLALS; Russell, Peplau, & Cutrona, 1980) was used to assess adolescents' loneliness. The R-UCLALS is a 20-item self-report measure of general loneliness. The R-UCLALS was designed to counter the possible effects of response bias in the original UCLA loneliness scale (Russell, Peplau, & Ferguson, 1978). The R-UCLALS consists of 11 items reflecting dissatisfaction (Lonely; e.g., "How often do you feel left out?") and 9 items reflecting satisfaction with social relationships (Not Lonely; e.g., "How often do you feel part of a group of friends?"). Respondents are asked to rate each item on a scale that ranges from 1 (*never*) to 4 (*often*). The items reflecting satisfaction should be reversed when being scored. Total scores range from 20 to 80,

and high scores represent high loneliness. The revised measure was reported to have high internal consistency (Cronbach alpha = .94) and concurrent and discriminant validity (Russell et al., 1980). The Cronbach alphas of the R-UCLALS was .92 in this study.

Delinquency. The Delinquent Behavior scale of Achenbach's (1991) Youth Self Report (YSR-DB) was used to assess adolescents' delinquency levels. The YSR-DB consists of 12 items tapping youth delinquent behaviors (e.g., "I run away from home" or "I steal at home"). Adolescents are asked to rate the degree to which each item is true about him/her in the past six months on a 3-point scale (0=*not true*, 1=*somewhat or sometimes true*, and 2=*very true or often true*). The total scores range from 0 to 24, with high scores indicating high involvement in delinquent behaviors. The YSR has shown adequate psychometric properties (Achenbach, 1991). The Cronbach alpha of the YSR-DB was .85 in this study.

Data Analytic Strategy

To examine the relations of parental peer management variables with the indices of social skills, friendship quality, loneliness, and delinquent problems, correlation and hierarchical regression analysis approaches were used. Given the previous findings suggesting a moderation of adolescent gender in the effects of parenting on adolescent adjustment outcomes (Brown et al., 2010; Chang et al., 2003; Cunningham et al., 2009; Griffin et al., 2000; Kwon & Lee, 2006; Rothbaum & Weisz, 1994), this study

first calculated zero-order Pearson correlation coefficients for each adolescent gender. Then, this study tested gender moderation in the effects of parental peer management behaviors on adolescent social and delinquent outcomes using multiple regression analyses. In each regression analysis, each of the adolescent outcome indices was regressed on adolescent gender, each of the four parental peer management dimensions, and the interaction term (gender \times parenting variable). Predictor variables were all centered, to reduce multicollinearity between higher-order and lower-order terms (Aiken & West, 1991).

Results

Zero-Order Correlations among Parental Peer Management Dimensions and Male and Female Adolescents' Social and Delinquent Indices

Zero-order correlations between adolescents' parental peer management variables and the indices of social skills, friendship quality, loneliness, and delinquency for each of adolescent gender are presented in Table 3 (see bold figures in Table 3) & Table 4. Table 4 rearranged the correlation coefficients in Table 3 in a way that make gender comparison easier.

Firstly, with regard to adolescent social skills, parental consultation on child's peer relationships, parental emphasis on having healthy friendships, and parental autonomy

Table 3
Correlation Matrix among PMPI scales and delinquent measures in male and female adolescents (male $n=240$, female $n=230$)

	1	2	3	4	5	6	7	8	9	10	11
1=PMPI Consulting	-	.07	.38**	.35**	.29**	.36**	.00	.36**	.25*	-.27**	-.29**
2=PMPI Insisting/Prohibiting	.29*	-	.37**	-.21**	-.05	-.01	.05	.01	-.00	.16*	.12
3=PMPI Emphasizing Friendship	.42**	.33**	-	-.04	.22**	.16*	.14*	.20**	.23**	-.15*	-.05
4=PMPI Autonomy-Granting	.27*	-.13*	.16*	-	.15*	.14*	-.07	.21**	.09	-.23**	-.11
5=Social Skills: Empathy	.44**	.05	.32**	.28**	-	.58**	.51**	.47**	.52**	-.39**	-.05
6=Social Skills: Cooperation	.46**	.01	.27**	.18**	.60**	-	.30**	.61**	.31**	-.26**	-.33**
7=Social Skills: Assertion	.33**	.12	.25**	.14*	.59**	.36**	-	.29**	.41**	-.23**	.22**
8=Social Skills: Self-Control	.41**	.03	.20**	.30**	.61**	.67**	.37**	-	.22**	-.28**	-.30**
9=Friendship Quality	.41**	.06	.34**	.25**	.62**	.41**	.49**	.40**	-	-.62**	-.07
10=Loneliness	-.20**	.16*	-.12	-.18**	-.38**	-.28**	-.27**	-.25**	-.43**	-	.30**
11=Delinquency	-.08	.17*	-.03	-.08	-.03	-.21**	.12	-.15*	-.03	.27**	-

Note. lower left triangle=male adolescent, upper right triangle=female adolescent; PMPI=Parental Management of Peer Inventory, Consulting=Consulting on Peer Relationships, Insisting/Prohibiting=Insisting/Prohibiting Certain Friendships, Emphasizing Friendship=Emphasizing Healthy Friendships, & Autonomy Granting=Autonomy Granting in Peer Relationships; * $p<.05$, ** $p<.01$ (all two-tailed).

Table 4

Correlations between PMPI scales and social and delinquent measures in male adolescents and female adolescents and item means and standard deviations of each of PMPI scales (male $n=240$, female $n=230$)

Social & Delinquent Measures	PMPI Scales										
	Consulting		Insisting/Prohibiting		Emphasizing Friendship		Autonomy Granting				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Social Skills											
Empathy	.44**	.29**	.05	-.05	.32**	.22**	.28**	.15*			
Cooperation	.46**	.36**	.01	-.01	.27**	.16*	.18**	.14*			
Assertion	.33**	.00	.12 ⁺	.05	.25**	.14*	.14*	-.07			
Self-Control	.41**	.36**	.03	-.01	.20**	.20**	.30**	.21**			
Friendship Quality	.41**	.25*	.06	-.00	.34**	.23**	.25**	.09			
Loneliness	-.20**	-.27**	.16*	.16*	-.12*	-.15*	-.18**	-.23**			
Delinquency	-.08	-.29**	.17**	.12*	-.03	-.04	-.08	-.11			
Item Mean (SD)	2.51 (.56)	2.67 (.63)	2.05 (.51)	1.92 (.45)	3.01 (.52)	2.93 (.51)	2.74 (.56)	2.79 (.58)			

Note. PMPI=Parental Management of Peer Inventory, Consulting=Consulting on Peer Relationships, Insisting/Prohibiting=Insisting/Prohibiting Certain Friendships, Emphasizing Friendships=Emphasizing Healthy Friendships, & Autonomy Granting=Autonomy Granting in Peer Relationships; ⁺ $p<.10$, * $p<.05$, ** $p<.01$ (all two-tailed).

granting were found to be positively correlated with all of the four social skills dimensions (empathy, cooperation, assertion and self-control) in male adolescents. These results suggest that the more parent consults with children on peer relationships, emphasizes having healthy friends, and grants autonomy concerning peer relationships, the more their male adolescent child is likely to show empathy, cooperation, assertion, and self-control in social relationships. Similarly positive relationships were observed between these three parental dimensions and female adolescents' social skills, with two exceptions. No significant correlation was found between parental consulting and female adolescents' assertion skills ($r=.00$, $p>.05$) and between parental autonomy granting and female adolescents' assertion skills ($r=-.07$, $p>.05$). That is, positive associations of parental consulting and autonomy granting with adolescents' assertion skills were found only in male adolescents. On the other hand, parental insisting/prohibiting certain friendships, a more intrusive type of parental peer management, was found to have no significant correlation with any of the four adolescent social skills in both adolescent genders (see Table 4).

Secondly, the correlational analyses demonstrated that parental consulting on peer relationships and parental emphasizing on healthy friendships have positive associations with adolescents' friendship quality and parental insisting/prohibiting certain friends has no link to adolescents' friendship quality. These patterns of relationships were found in both adolescent

genders. However, gender difference was found in the relationship between parental autonomy granting and adolescent friendship quality. A statistically significant positive correlation between these two variables was found only in males ($r=.25$, $p<.01$), not in females ($r=.09$, $p>.05$).

As far as adolescent loneliness is concerned, the correlational analyses demonstrated that parental consultation and parental autonomy granting each has a significant negative association with loneliness, meaning that high levels of parental behaviors in these dimensions are related to low levels of feeling lonely in adolescent children. In contrast, parental insisting/prohibiting was found to have a significant positive association with loneliness, meaning that high levels of parental insistence/prohibition are related to high levels of feeling lonely in adolescent children. These patterns of relationships were observed in both adolescent genders. On the other hand, the relationship between parental emphasizing of healthy friendships and adolescent loneliness reached a statistical significance only in female ($r=-.15$, $p<.05$). Male adolescents showed only tendency in this relationship ($r=-.12$, $p=.06$).

Lastly, with regard to adolescent delinquency, only two parental peer management dimensions are found to be related to adolescent delinquency. Parental consultation on peer relationships seems to ward female adolescents off an involvement in delinquent behaviors, demonstrating a significant negative correlation with female adolescents' delinquency ($r=-.29$, $p<.01$), but

do not seem to do this job in male adolescents ($r = -.08, p > .05$). The reverse pattern was observed in the relationship between parental insisting/prohibiting certain friendships and adolescent delinquency. Parental insisting/prohibiting behaviors were positively correlated with delinquency only in males ($r = .17, p < .01$), but not in females though a tendency was observed ($r = .12, p = .08$). Parental behaviors of emphasizing good friendships and of granting autonomy in peer relationships were not related to delinquency both in male and female adolescents.

Given these somewhat different patterns of correlations across gender, the statistical testings of gender moderation were attempted using hierarchical multiple regression analyses. The results were presented in the subsequent section.

Moderation of Gender in the Effects of Parental Peer Management Dimensions on Adolescent Children's Social and Delinquent Indices

In order to test whether adolescent gender moderates the effects of parental peer management behaviors on adolescent social and delinquent outcomes, this study conducted series of multiple regression analyses which hierarchically enter adolescent gender, parental peer management dimension, and an interaction term (gender \times parental peer management) for each of these adolescent outcomes. The results are presented in Table 5. Table 5 includes β coefficients and R^2 values only for the final model.

As you can see in Table 5, parental consultation on peer relationships is found to be a significant variable in predicting all of the adolescent social and delinquent outcomes included in this study (empathy, cooperation, assertion, self-control, friendship quality, dissatisfaction and satisfaction with social relationships, and delinquency), even after controlling the effects of adolescent gender and an interaction term on each criterion. Moreover, as seen in Table 5, adolescent gender was found to moderate the effects of parental consultation on adolescents' empathy, cooperation, assertion, and friendship quality (FQ). The interaction patterns (see β coefficients of male and female adolescents in Table 5) revealed that parental consulting practice seems to exert its positive social effects more on male adolescents than on female adolescents. It is also noticeable that parental consultation has a significant positive effect on assertion skills in male adolescents ($\beta = .33, p < .01$) but does not have any significant effect on assertion skills in female adolescents ($\beta = .00, p > .05$).

Another significant gender moderation was found in parental autonomy granting of adolescent children's peer relationships. Particularly, this moderation was observed in the prediction of adolescent children's assertion skills. Given the interaction patterns seen in Table 5, it is interpreted that parental autonomy granting seems to positively affect male adolescents' assertion skills. However, as in the case of parental consultation, parental autonomy granting has no effect on female adolescents' assertion skills. Although not reaching statistical

Table 5
 Summary of hierarchical multiple regression analyses to test gender moderation between parental peer management and adolescent social and delinquent outcomes (male $n=240$, female $n=230$)

Predictor	Criterion																						
	Empathy			Cooperation			Assertion			Self-Control			FQ			Loneliness			Delinquency				
	β	R ²		β	R ²		β	R ²		β	R ²		Total	β	R ²		Total	β	R ²		Total		
Gender(A)	.26**			-.00			.06			-.15**			.22**			-.11*						-.19**	
Consult(B)	.36**			.42**			.19**			.39**			.33**			-.23**						-.15**	
A×B	-.12* (.44*/.29*)			-.10* (.46*/.36*)			-.18** (.33*/.00)			-.05			-.10* (.41*/.25*)			-.02						-.04	
Full Model		.23**			.18**			.07**		.16**			.18**				.07**					.07**	
Gender(A)	.31**			.05			.10*			-.09*			.27**			-.12*						-.19**	
Insist/Inhibit(C)	.00			.00			.09			-.02			.03			.16**						.14**	
A×C	-.05			-.01			-.04			-.01			-.03			.00						-.05	
Full Model		.10**			.00			.02*		.01			.07**				.04**					.07**	
Gender(A)	.33**			.07			.10*			-.08			.29**			-.15**						-.21**	
Emphasize(D)	.26**			.22**			.20**			.20**			.27**			-.14**						-.03	
A×D	-.06			-.07			-.06			-.00			-.05			-.01						.00	
Full Model		.17**			.06**			.05**		.05**			.15**				.04**					.04**	
Gender(A)	.30**			.05			.08			-.11*			.25**			-.13**						-.20**	
Autonomy(E)	.21**			.16**			.04			.26**			.17**			-.20**						-.09	
A×E	-.08* (.28*/.15)			-.03			-.11* (.14*/.07)			-.06			-.08* (.25*/.09)			-.02						.01	
Full Model		.14**			.03**			.02*		.08**			.10**				.06**					.05**	

Note. FQ=Friendship Quality, Consult=Consulting on Peer Relationships, Insist/Prohibit=Insisting/Prohibiting Certain Friendships, Emphasize=Emphasizing Healthy Friendships, & Autonomy=Autonomy Granting in Peer Relationships; gender dummy coded (0=male, 1=female); left in () = β for male, right in () = β for female; * $p<.10$, ** $p<.05$, *** $p<.01$ (all two-tailed).

significance at the significance level of .05, gender moderation tendencies were observed in the effects of parental autonomy granting on adolescent empathy skills and on adolescent FQ (all β 's = -.08, $p < .10$, see Table 5 for gender moderation tendency). The hierarchical regression analyses also suggest parental autonomy granting to contribute to the increase of adolescents' empathy, cooperation, self-control, FQ, and loneliness in social situations, regardless of adolescent gender. However, regression analyses found no effects of parental autonomy granting on adolescents' delinquent behaviors both in males and females.

No gender moderation was found in the effects of parental insisting/prohibiting certain friendships on adolescent social and delinquent outcomes and in the effects of parental emphasizing of healthy friendships on adolescent social and delinquent outcomes. In the hierarchical models involving parental insisting/prohibiting certain friendships and parental emphasis on healthy friendships, adolescent gender seems to be a significant variable in predicting their empathy skills, assertion skills, FQ, loneliness, and delinquency, demonstrating that males reported higher levels of social loneliness and delinquency than females and lower levels of empathy, assertion, and FQ than females (see Table 5). Along with these, adolescent gender additionally predicted adolescents' self-control skills in the hierarchical model involving parental insisting/prohibiting certain friendships, suggesting that males have higher levels of self-control than females. However, in those models, the

interaction terms (gender \times parental peer management dimension) were revealed not significant. When controlling the effects of adolescent gender and the interaction term on the criterion, parental insisting/inhibiting dimension was only significant in the prediction of adolescent negative social outcomes, increasing adolescents' feeling lonely and their involvement in delinquent behaviors. On the contrary, when controlling the effects of adolescent gender and the interaction term on the criterion, parental emphasis on healthy friendships was significant in the prediction of adolescent social skills, FQ, and loneliness. Parental emphasis on healthy friendships was found to positively affect the four adolescent social skill dimensions, FQ, feeling not lonely but to have no effects on adolescents' involvement in delinquent behaviors.

Discussion

The purposes of this study were to investigate the effects of parental peer management on adolescent children's social and delinquent outcomes and to examine the potential gender moderation in these relationships. Given the lack of validation study for the parental management of peer inventory using a Korean adolescent population and the possibility of the cross-cultural difference in its factor structure, this study first validated the measure using a Korean adolescent sample and used the four parental peer

management dimensions developed through the validation procedure in the exploration of the current research questions.

The results suggest that consulting on peer relationships, emphasizing healthy friendships, and granting autonomy regarding friend matters are desirable parental behaviors, affecting adolescent children's social skills, friendship qualities, satisfaction with social relationships (feeling not lonely in social situations), delinquent behaviors in a positive way. Particularly, parental consulting seems to be the most desirable parental peer management behaviors, demonstrating significant effects on all of the adolescent outcomes of this study and having its effects being the greatest among the four parental peer management dimensions.

Though not that many as in the case of parental consulting, parental autonomy granting in child's peer relationships and emphasis on healthy friendships were found to positively contribute to male and female adolescents' social outcomes. Parental autonomy granting was found to positively affect empathy, cooperation, and self-control social skills, friendship quality, and satisfaction with social relationships in both male and female adolescents. Moreover, this parental dimension was also found to influence male adolescents' assertion skills, though this positive impact was not found in female adolescents. On the other hand, parental emphasis on healthy friendships was found to positively affect all the four social skills, friendship quality, and feeling not lonely in both male and female

adolescents.

Contrary to the three parental peer management dimensions aforementioned, parental insisting/prohibiting certain friendships was found not to be related to the positive aspects of adolescent children's social outcomes (social skills and friendship quality). Rather, this parental dimension appears to be a negative parental peer management dimension, contributing to the increase of adolescent children's feeling lonely and involvement in delinquent behaviors. These negative effects were observed both in male and female adolescents.

The study also suggests that the effects of parental peer management behaviors on adolescents' social outcomes could be different across adolescent child's gender. This study found that parental consulting on peer relationships exerted its positive social effects more on male adolescents than on female adolescents. This type of gender moderation was specifically observed in the prediction of adolescents' empathy, cooperation, and friendship quality. Moreover, the study found that some of the parental peer management dimensions showed more selective pattern of effects across adolescent gender. The selective effects were observed in the prediction of adolescents' assertion social skills. Parental consulting behaviors and parental autonomy granting behaviors concerning their child's peer relationships were found to contribute to the increase of assertion skills in male adolescents; however, such positive effects were not found in female adolescents. Although not reaching a statistical significance, the study

also found similar gender moderation tendencies in the relationships between parental autonomy granting and adolescent empathy social skills and between parental autonomy granting and adolescent friendship quality.

Given these findings, no noticeable differences were found between Western and Korean cultures in the effects of parental peer management practices on their adolescent child's social outcomes. Though not many studies have been done in the past, Mounts (2004, 2011), in her studies using American adolescent samples, found that parental consulting on peer relationships and autonomy granting work positively to adolescents' social skills, peer relationships, delinquency, and drug use. These results were replicated in this study.

Slight difference was found in parental mediation of child's peer relationships. As discussed earlier in this paper, this parental dimension has been viewed to be composed of heterogeneous items, including items pertaining to parental support and items pertaining to parental prohibition and guidance, which is more intrusive type of parental peer management. This heterogeneous nature of the parental dimension seem to result in somewhat mixed findings (Lee, 2009a; Lee, 2009b; Mounts, 2004, 2007; Soenens et al., 2007; Vernberg et al., 1993). However, this study differentiated parental mediation items into three categories, items of parental insistence/inhibition, items of parental emphasis on healthy friendships, and items of parental consultation, and found parental emphasis and parental

consultation to be a parental dimension beneficial to adolescent child's social development and functioning and parental insistence/prohibition to be a parental dimension nonbeneficial to child social development and functioning.

In sum, this study gave a chance to shed light on the effects of specific parental peer management behaviors on adolescent children's social and delinquent outcomes. In particular, this study specified components of parental mediation dimension, which has been viewed as a vague parental dimension, and investigated the effects of these differentiated parental dimensions (parental insisting/prohibiting of certain friendships and parental emphasis on having healthy friendships) on adolescent children's social and delinquent outcomes. In addition, this study addressed gender moderation in the parental effects on adolescent children's social functioning. From the study, we can assume that parent training which help parents better consult with their adolescent child about peer problems, emphasize how important to have good friends, and give autonomy in their peer choice will be beneficial to adolescents' social development and functioning.

Lastly, we want to provide directions for future studies.

The results of this investigation should be interpreted with caution, mainly because this study used a cross-sectional design. Although we conceptualized a causal model, direction of effects between parental peer management behaviors and adolescents' social and delinquent outcomes is not addressed in this study. Use of a

longitudinal design would better address the direction of effects.

Future study should address whether the findings from this study will be replicated in schoolers. Previous studies suggest that more direct parental control, which might not be beneficial to adolescents, could result in positive outcomes in young children (e.g., Choi, 2016). The future study of this kind will address differential effects of parental peer management behaviors on children depending on child developmental stage.

This study tried to address the effects of specific parenting behaviors on children as compared to the effects of parental styles, more general pattern of caregiving, on children. Several researchers including Darling and Steinberg (1993) and Deater-Deckard and Dodge (1997) argued that parenting style is a general pattern of caregiving that provides context for specific episodes of parental childrearing behaviors. Future study should address whether parenting style will moderate the effects of parental peer management behaviors on adolescents' social and behavioral functioning.

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부모의 자녀 또래관계 관리가 청소년의 사회기술, 친구관계 질, 외로움 및 비행에 미치는 영향

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본 연구는 부모의 자녀 또래관계관리와 청소년의 사회기술, 친구관계 질, 외로움 및 비행과의 관계를 검토하고 이들 관계에서의 성차를 조명하는데 그 목적이 있었다. 서울, 경기, 인천 지역에 거주하는 470명의 청소년(남자 240명, 여자 230명)이 부모의 자녀 또래관계관리, 청소년의 사회기술, 친구관계 질, 외로움, 비행을 측정하는 질문지를 완성하였다. 한국청소년을 대상으로 한 부모의 자녀 또래관계관리 질문지(PMPI; Mounts, 2001)의 타당화 노력 부족과 부모의 자녀 또래관계관리행동 구조에서의 횡문화간 차이 가능성을 고려하여 본 연구는 PMPI 문항들에 대한 탐색적 요인분석을 먼저 실시하였고 이를 통해 4개 척도(또래관계 자문, 특정 친구의 강요/금지, 건전한 친구관계에 대한 강조, 또래관계에 대한 자율성 인정)를 개발하였다. 상관과 위계적 다중회귀분석은 부모의 또래관계 자문, 또래관계에 대한 부모의 자녀 자율성 인정, 부모의 건전한 친구관계 강조가 긍정적 부모 차원임을 시사하였는데, 이들 부모 차원은 청소년의 사회적 결과물에 정적 영향을 준 반면 외로움과 비행에는 부적 영향을 주거나 유의한 영향을 주지 않았다. 한편, 특정 친구를 강요/금지하는 부모행동은 청소년 자녀의 외로움 경험과 비행행동 관여에 공헌했지만 그 외의 청소년 결과물에는 영향을 주지 않았다. 성차는 부모의 친구관계 자문과 자율성 인정을 포함하는 일부 관계에서만 발견되었다. 연구결과의 임상적 함의가 논의되었다.

주제어: 부모의 자녀 또래관계 관리, 청소년 사회기술, 청소년 친구관계 질, 청소년 외로움, 청소년 비행