

RELATIONSHIPS OF COMBINED PARENTING STYLES OF STEP AND
BIOLOGICAL PARENTS IN STEPFAMILY RELATIONSHIP FORMATION
AND EMERGING ADULT STEPCHILDREN'S ADJUSTMENT

by

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Abstract

Previous stepfamily research suggested that the parenting styles of biological parents and stepparents are related to children's behavioral adjustment. Scant research also provided evidence of the significance of combined parenting styles on emerging adults' behavioral adjustment. In conjunction with this literature, the scope of the current study served four purposes. First, the current study examined the degree to which parenting styles predict emerging adults' behavioral adjustment. Second, the degree to which biological parent and stepparent parenting styles predict the emerging adult-biological parent and stepparent relationships was examined. Third, the degree to which the emerging adult-biological parent and stepparent relationships predict adjustment was examined. Fourth, emerging adult-biological parent and stepparent relationships were examined as mediators in the relationship between parenting styles and emerging adults' adjustment. As part of this study, 100 emerging adults who were enrolled in a psychology course at the University of Central Florida were given a series of questionnaires regarding the variables of interest (i.e., parenting style, stepparenting style, biological parent-emerging adult relationships, stepparent-emerging adult relationships, and emerging adults' adjustment). Results of this study provided confirmation of previously held notions that both parenting styles and relationships are predictors of emerging adults' adjustment. Additionally, this study contributes new information concerning the significance of combined parenting styles and the use of parent-emerging adult relationships as a mediator between an authoritative parenting style and emerging adults' adjustment.

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CHAPTER ONE: INTRODUCTION

Stepfamily Demographics

As family structures begin to take new forms, modern conceptions of family relationships continue to change. Consistently, during the last decades of the twentieth century, family structures have become more complicated as a result of family formations that lack clear beginning and ending points (Cherlin, 2010). One of these relatively new structures is the stepfamily. Stepfamilies occur from the unionization of two individuals, where at least one of these individuals has a child from a previous relationship (Ganong & Coleman, 2004). Stepfamily trends from the 1990's are reported by the National Stepfamily Resource Center. These trends suggested that 23 percent of children reside in legally married stepfamilies; this figure increases to 30 percent when cohabitating relationships are considered (Bumpass, Raley, & Sweet, 1995). In addition, more than half of all Americans will eventually have been in a stepfamily situation, with approximately one in five individuals currently designated as being a part of a stepfamily union (Larson, 1992). Overall, these statistics are considered to be an underrepresentation of the current number of stepfamilies. Although stepfamilies clearly are increasing in number, more research needs to be done to understand the dynamics of these families.

General Research on Stepfamilies and Children's Adjustment

According to a review of the stepfamily literature from recent decades completed by Sweeny (2010), stepfamilies are viewed as diverse entities, lacking clear definitions of structure

and institutionalization. From a legal perspective, stepparents often are viewed as outside parties with whom children have no official ties (Mahoney, 2006). Multiple factors appear to contribute to the dynamics within stepfamilies. These factors may include characteristics of parents' previous divorce, children's relationships with their nonresidential parents, and the lack of role identity within new family relationships. Overall, though, a clear pattern in the literature postulates a sense of ambiguity within stepfamilies with regard to expectations of normal family guidelines, behaviors, roles, and relationships.

As a result of this ambiguity, stepfamilies may appear to display more problematic characteristics (e.g., with regard to the degree of family closeness and connectedness, communication and cohesion; Bray & Berger, 1993; Brown & Manning, 2009). In addition, longitudinal studies suggested that children in stepfamilies perform poorly in comparison to children in biological families in terms of academic performance, emotional health, substance use, early sexual activity, and behavioral outcomes (Artis, 2007; Barrett & Turner, 2005; Brown, 2004; Deleire & Kalil, 2002; Manning & Lamb, 2003). It should be noted, however, that traditional biological families often are used as a standard of comparison for stepfamilies and for families where adult partners are cohabitating (e.g., Brown & Manning, 2009). Observation research where such relative comparisons are not made, however, suggested that stepfamilies have good relationships (Crosbie-Burnett, 1984). Given such discrepant findings, more research needs to be done to better understand the functioning of stepfamilies.

Research on Biological Parent-Child Relationships

That May Be Relevant to Understanding Stepparent-Child Relationships

Although the biological parent-child relationship is noted to be of significant importance to children's adjustment, less information is known about the role of the stepparent-child

relationship in children's adjustment. Thus far, research examined the roles that biological parents play for their children when stepfamilies are formed. As biological parents focus on their relationship with their new partners (i.e., their children's stepparents), some parents and children begin to disengage. In many cases, biological parents take on the role of mediators in the context of stepparent-child conflicts. As a result, biological parents often are forced to choose sides. Research suggested that relatively negative outcomes can occur subsequently, with lowered relationship satisfaction noted commonly. For example, in the research done on stepfather families, biological mothers engaged in less management and monitoring of their children after the stepfamily was formed (Hetherington, 1992). In a qualitative study by Cartwright and Seymour (2002), college students also expressed disdain for their biological parents' acquired lack of attention, consultation, judgment, and loyalty as well as the allocation of disciplinary responsibilities to the stepparent. Namely, children emphasized a clear desire for their biological parents to continue maintaining the responsibility of disciplinary roles. More so, it was important for children to feel as if they took priority over their parents' new partners. Children place high importance in having their parents' support and loyalty, particularly if the stepparent-child relationship is a negative one. If biological parents tend to side too much with their new partners, children feel a sense of abandonment (Cartwright, 2003). As a result of these various conflicts, stepchild relationships with their biological parents can be strained, particularly when compared to those described in the standard nuclear family (Bray & Berger, 1993).

Research on Stepparent-Child Relationships

Although both stepparents and children may develop a bond with the biological parent, the stepparent-child relationship is not one of choice; rather, stepparents and their partners' children are brought together by circumstance. Due to these circumstances, relationships that

vary widely can occur between stepparents and their new stepchildren (Wallerstein & Lewis, 2007). In a 10-year follow up of post-divorced families and remarriages done by Wallerstein and Lewis (2007), some stepparents were shown to love their stepchildren as if they were their own, whereas others only chose to develop a relationship with a select stepchild or none at all. Often, positive relationships were contingent on the ease with which stepchildren accepted the new stepfamily structure and rules. Further, Ganong, Coleman, Fine, and Martin (1999) indicated that, although some stepparents seek to build affinity with their partners' children, these efforts are often short-lived. Unless stepparents continue to build affinity with their stepchildren past their initial interactions, stepchildren are not likely to reciprocate affinity-seeking behaviors. Due to these inclinations, relationships between stepparents and their stepchildren are considered a salient factor with regard to the many challenges faced by stepfamilies (Fine, Coleman, & Ganong, 1998; Fine & Kurdek, 1995; Shrodt, 2006).

In addition to the relationships built with their stepchildren, stepparents exert a significant level of influence on the relationships between biological parents and their children. It is presumed that this influence is due to the desire of biological parents to sustain stability within their new marriage. Due to these findings, researchers expressed the need for further study regarding the role of stepparents in relationships within the blended family system (Wallerstein & Lewis, 2007). In fact, some researchers argued that the stepparent-stepchild relationship is the most problematic and stressful relationship in stepfamilies (Ganong & Coleman, 1994). In contrast, others view the stepparent-stepchild relationship as containing both positive and negative characteristics. Consistently, stepchildren often hold conflicting attitudes about their stepparents that consist of both positive and negative feelings that dominate each other intermittently (Baxter, Braithwaite, Bryant, & Wagner, 2004; Golish, 2003).

Parent-Child and Stepparent-Child Relationships and Children's Adjustment

The current literature has numerous examples of how parent-child relationships have an effect on children's adjustment, such as children's emotional, educational, and behavioral adjustment (Day & Padilla-Walker, 2009; Overbeek, Stattin, Vermulst, Ha & Rutger, 2007; Sturge-Apple, Davies, Winter, Cummings & Schermerhorn 2008). For example, Day and Padilla-Walker (2009) noted the importance of parent-child connectedness in children's behavioral adjustment, suggesting that this connectedness plays a vital role in the mothering and fathering experience as well as the relationships that children and adolescents develop with other individuals. Overall, the relationships that mothers and fathers have with their adolescents are related to the degree of internalizing and externalizing behaviors that their adolescents display. Further, Day and Padilla-Walker (2009) determined that age was a potential contributor to flaws in their findings and have emphasized the need to examine parent-child relationships after the adolescent period.

Parent-child relationships within stepfamilies were noted as being different from relationships developed in the traditional family system, and stepfamilies were characterized with their own developmental processes and outcomes (Bray, 1992). In the literature focusing on familial relationships and childhood adjustment in clinical populations, the turmoil and dysfunction observed in the stepfamily structure led children of these families to be particularly at risk for behavioral problems (Garbarino, Sebes, & Sehellenbaeh, 1984). Researchers argued that the lack of genetic parental investment by stepparents combined with the vulnerability of living within a family structure without clear societal definitions leads to the increased risk

experienced by these children. However, researchers who have reviewed findings on adjustment patterns in stepfamilies articulated only small differences between stepfamilies and traditional families and larger differences within the diversity of stepfamily structures (Dunn, 2002). Studies done to compare functional and dysfunctional stepfamilies found that dysfunction often was related to low stepfather involvement and the development of alliances between biological parents and their children (Anderson & White, 1986). Further, positive relationships between children and both their biological parents and their stepparents resulted in a positive mood and prosocial behavioral functioning (e.g., assertiveness, warmth, involvement). Conversely, negative relationships between children and their biological parents and stepparents were associated with more antisocial behaviors (Bray, 1992).

Recommendations for future research made by Bray (1992) asserted that there is a need to investigate parent-child relationships and adjustment within stepfamilies across the life cycle of families. In this way, researchers can better identify how children may develop different stepfamily relationships in different periods of their lives. The current study attempted to fill this gap in the literature by examining parent-child relationships in the context of stepfamilies within an emerging adult population. Additionally, past research found that the parent-child relationship mediates the relationship between children's adjustment and constructs such as socioeconomic disadvantage, social adversity, and parents' mental health problems (Dunn, 2002). To extend our understanding of stepfamilies, the current study examined the parent-emerging adult relationship and the stepparent-emerging adult relationship as a mediating factor in the relationship between the parenting styles used in families by both biological parents and stepparents and emerging adults' adjustment.

Parenting Styles of Biological Parents and Stepparents and Children's Adjustment

Over many years of research, parenting styles have been examined using a typology integrating four basic categories of parenting. These categories include Authoritarian, Authoritative, Indulgent, and Neglectful Parenting (Baumrind, 1966; Crosbie-Burnett & Giles-Sims, 1994). According to previous research, Authoritative parents are seen as both warm and controlling while promoting communication between themselves and their children. In contrast, parents exhibiting Authoritarian characteristics lack warmth while initiating high levels of controlling behavior. In contrast, Indulgent parents tend to exhibit high levels of warmth and trust but low levels of control. Finally, Neglectful parents exhibit low levels of both warmth and control while tending to show little engagement in overall parenting activities (Baumrind, 1966; Crosbie-Burnett & Giles-Sims, 1994).

In addition to these more traditional categories of parenting styles, Crosbie-Burnett and Giles-Sims (1994) described typical parenting styles for stepparents. These styles include Supportive and Disengaged Parenting. Much like parents who are Indulgent, stepparents who are Supportive show high levels of warmth and caring while engaging in low levels of control and disciplinary activities. Nonetheless, such parenting behaviors may provide additional support to the parenting of biological parents. In contrast, stepparents who are Disengaged exhibit characteristics much like those of parents who are Neglectful, as these stepparents have chosen not to engage in parenting activities (Crosbie-Burnett & Giles-Sims, 1994). According to the cognitive perspective held by many stepfamily researchers, however, what determines the functionality of a stepfamily are the beliefs and expectations held by members about appropriate roles and relationships (Moore & Cartwright, 2005). Additionally, previous research suggested that the desire of biological parents to make their new marriage 'work' allows stepparents to

exert a great deal of influence over the parenting styles used by biological parents (Wallerstein & Lewis, 2007).

In the context of this family background, research linked parenting styles to the overall adjustment experienced by children, adolescents, and emerging adults. In past research on traditional biological families, children with parents who exhibit Authoritative characteristics display positive adjustment patterns. In comparison, parents who exhibit Authoritarian, Indulgent, and Neglectful characteristics have children who exhibit negative or inconsistent adjustment (Baumrind, 1991; Hetherington, 1989; Williams et al., 2009). Many studies focusing on parenting styles in stepfamilies have found similar results. In particular, children who have stepparents who are Authoritative exhibit more positive adjustment than children who have stepparents who are Authoritarian, Supportive, or Disengaged (Baumrind, 1991; Hetherington, 1989; Lamborn et al., 1991). Stepchildren who were exposed to an Authoritative, supportive, or disengaged stepparenting style as compared to an Authoritarian stepparenting style were less engaged in criminal behaviors. Further, stepchildren exposed to Authoritative stepparenting styles also were less likely to engage in early sexual activity (Nicholson, Phillips, Peterson, & Battistutta, 2002).

Research findings indicated, however, that functional stepparent roles differ from those of biological parents. Children in a stepfamily environment were resistant if stepparents attempted to take on Authoritative or Authoritarian parenting roles too early in the relationship. Namely, families where stepfathers took on these roles early on had children who had adjustment issues and negative outcomes. Outcomes for families were most successful when stepfathers were supportive of mothers' disciplining style and only exerted their role as parents gradually. Once the parental role is achieved gradually, adolescents responded well if stepparents then

adopted an Authoritative style (Moore & Cartwright, 2005). Although the importance of how parents and stepparents fulfill their roles relative to each other has been acknowledged, little research examined the combined parenting styles of biological parents and stepparents (Nicholson, Phillips, Peterson, & Battistutta, 2002). According to Nicholson and colleagues (2002), the combination of parenting styles exhibited by biological parents and stepparents does have an effect on children, however. Additionally, the combination of parenting styles used by each parent appears to have more of an effect than either parents' or stepparents' own parenting styles individually. Given the lack of research in this area, further examination of the collective parenting styles of biological parents and stepparents as it relates to children's functioning is needed.

The Current Study

Based on the aforementioned literature, it is clear that more research needs to examine the relationships of biological parents' and stepparents' parenting styles and children's adjustment. As a result, the primary purpose of this study was to examine parenting styles and stepfamily relationships as recollected by emerging adults. In fact, the parenting styles that are experienced by emerging adults are related significantly to their emotional and behavioral functioning (McKinney & Renk, 2008), as emerging adults continue to maintain close relationships with their parents (e.g., Arnett, 2000). Thus, although the parent-child relationship is important throughout children's lives, emerging adulthood (i.e., the developmental period from approximately 18- to 25-years of age; Arnett, 2000) marks a key transition in this relationship. According to Seiffge-Krenke (2007), emerging adulthood marks the time after adolescence in which the parent-child relationship decreases as children gain independence and develop close relationships with peers and significant others. In support of this observance,

multiple authors postulated the importance of parent-emerging adult child relationships for an appropriate transition into adulthood and for emerging adults' adjustment (Nelson et al., 2007; Renk, Klein, & Rojas-Vilches 2005).

Hypotheses

Based on the aforementioned literature, the following hypotheses are offered. First, it was expected that both biological parents' and stepparents' parenting styles would be related to the overall adjustment of emerging adults. Second, it was expected that the collective parenting styles of biological parents and stepparents would be related to the types of relationships that they have with their emerging adult children. Third, it was expected that the separate relationships developed between emerging adults and their biological parents and stepparents would be related to emerging adult adjustment. Fourth and finally, it was expected that emerging adults' relationships with their biological parents and their stepparents within the stepfamily configuration were anticipated to have a mediating effect between the parenting styles of biological parents and stepparents and emerging adults' adjustment.

CHAPTER TWO: METHODOLOGY

Participants

Participants consisted of 100 undergraduate students at the University of Central Florida who were enrolled currently in at least one Psychology course. Recruitment of students was carried out using Sona Systems, an online extra credit research recruitment system used in the Department of Psychology. Thus, participants were given extra credit for their participation. Of the participants included in this sample thus far, 69 were females (69.00%), and 31 were males (31.00%). The age range of the participants in this sample ranged from 18- to 37-years, with a mean age of 20.99-years ($SD= 4.12$ -years). The majority of participants were from a Caucasian background (74.00%). The remainder of the sample was ethnically diverse, including those from Hispanic (11.00%), Black/African American (9.00%), Asian (2.00%), and Native American (2.00%) backgrounds. With regard to class standing, the majority of students were Freshman (43.00%); the remainder of the sample included Seniors (19.00%), Juniors (18.00%), Sophomores (16.00%) and Non-Degree Seeking/Other Students (4.00%). The majority of students no longer lived at home (63.00%), whereas the remainder of the sample reported that they still lived with their parents (37.00%).

Measures

Parenting Styles Measure. A version of the *Parental Authority Questionnaire (PAQ-R)* was used to examine the parenting styles of both biological parents and stepparents (Reitman, Rhode, Hupp, & Altobello, 2002). This measure was developed to measure Baumrind's three dimensions of parental authority (i.e., Authoritative, Authoritarian, and Permissive Parenting).

The first dimension, Authoritative Parenting, is characterized by a “parent who is high in control, responsiveness, communication, and maturity demands.” The second dimension, Authoritarian Parenting, is characterized by a “parent who is high in control and maturity demands and low in responsiveness and communication.” The third dimension, Permissive Parenting, is characterized by a “parent who is low in control and maturity demands and high in communication and responsiveness” (Reitman., 2002, p. 120). Participants rated their perceptions of the parenting styles of their biological parents and their stepparents using a 5-point Likert-type scale that ranged from “Strongly Agree” to “Strongly Disagree”. The PAQ-R demonstrated acceptable validity when compared to similar measures as well as acceptable reliability with alpha coefficients ranging from .56 to .77 for internal consistency and .77 to .92 for test rest-test reliability.

Relationship Measure. The *Parent-Adolescent Relationship Scale (PAR;* Hair et al., 2006) was used to examine participants’ relationships with both their biological parents and their stepparents. In other words, participants completed two versions of this scale, one for their biological parents and one for their stepparents. The PAR was designed to examine the global aspects of identification and support in the parent-child relationship and was comprised of two subscales. The two subscales within this measure focused on identification with parents and perceived parental supportiveness. Identification with parents was measured on a 5-point Likert-type scale, with scores that could range from ‘Strongly Agree’ to ‘Strongly Disagree.’ Items included statements such as “I think highly of him or her.” Perceived Parental supportiveness was measured on a 5-point Likert-type scale ranging from ‘Never’ to ‘Always’ for questions such as “How often does s/he praise you for doing well?” Results from both subscales were tallied in order to ascertain an overall relationship score. This measure demonstrated acceptable

reliability, with a Cronbach's alpha between .72 to .74 for mothers and .82 for fathers in families from various races/ethnicities. It also displayed acceptable validity when compared against other parent-adolescent measures (Hair et al., 2006).

Emerging Adult Adjustment. Finally, the *Achenbach Adult Self-Report for Ages 18-59 (ASR)* was used to measure the overall adjustment of the emerging adult participants (Achenbach, 2009). The ASR is composed of nine sections that assess various aspects of adult competency. Sections one through five assess adult adaptive functioning. Sections six through nine assess aspects such as empirically based syndromes (e.g., aggressive behavior, somatic complaints); internalizing, externalizing, and total problems; and substance use. For this study, the Internalizing and Externalizing Problems scales were used. The ASR demonstrated strong reliability with an alpha of .89 for Internalizing Problems and .91 for Externalizing Problems. The ASR also had adequate validity when compared with measures such as the Adult Behavior Checklist.

Procedure

Participants were recruited through SONA Systems, an online survey conductor used in the University of Central Florida Psychology Department. Participants were able to complete surveys at any computer with access to the internet but were required to have an open account in SONA Systems. Participants signing up for this study had to be part of a stepfamily. An Explanation of Research form was included at the beginning of the survey so that participants were able to understand that their responses were both anonymous and voluntary. Contact information for researchers was also given if participants had any questions or concerns pertaining to the study. Following the completion of surveys, participants were given a post

participation debriefing form, explaining the intent of the study and providing relevant research references. There were no foreseen risks for participation in this study.

CHAPTER THREE: RESULTS

Descriptive Statistics

To put the results of this study into context, means and standard deviations for each of the measures were calculated. Means, standard deviations, and ranges are included in Table 1. On average, participants perceived their biological parents to utilize moderate levels of Authoritarian ($M=32.54$, $SD= 6.34$; possible scores could range from 10 to 50), Authoritative ($M= 34.14$, $SD= 7.25$; possible scores could range from 10 to 50), and Permissive ($M=25.99$, $SD=5.73$; possible scores could range from 10 to 50) parenting behaviors. For stepparenting styles, participants also perceived their stepparents to utilize moderate levels of Authoritarian ($M= 32.32$, $SD= 7.03$; possible scores could range from 10 to 50), Authoritative ($M= 31.36$, $SD= 6.91$; possible scores could range from 10 to 50), and Permissive ($M= 27.40$, $SD= 6.49$; possible scores could range from 10 to 50) parenting behaviors. On average, participants also displayed highly positive relationships with both their biological parents ($M=21.88$, $SD=5.98$; possible scores could range from 0 to 32) and their stepparents ($M=21.84$, $SD=6.95$; possible scores could range from 0 to 32). With regard to emerging adults' adjustment, participants displayed Nonclinical levels of internalizing problems ($M= 52.80$, $SD=10.83$; possible scores could range from 0 to 100) and externalizing problems ($M=52.84$, $SD=11.40$; possible scores could range from 0 to 100).

Correlational Analysis

To examine the relationships among parenting styles, parent-emerging adult relationships, and emerging adults' adjustment, correlations among all variables were calculated. See Table 2. With regard to biological parents' parenting styles and emerging adults'

adjustment, Authoritative parenting was correlated negatively and significantly with emerging adults' internalizing ($r = -.24, p < .02$) and externalizing ($r = -.32, p < .001$) problems. With regard to stepparents' parenting styles, Authoritarian parenting was correlated positively and significantly with emerging adults' internalizing ($r = .33, p < .0008$) and externalizing ($r = .21, p < .04$) problems, whereas Authoritative parenting was correlated negatively and significantly with internalizing ($r = -.30, p < .003$) problems.

When examining correlations between biological parents' parenting style and the biological parent-emerging adult relationship, Authoritative ($r = .64, p < .0001$) and Permissive ($r = .21, p < .04$) parenting styles were correlated positively and significantly with positive relationships (i.e., high combined scores for identification with parents and perceived parental support). In contrast, Authoritarian parenting was correlated negatively and significantly with a positive biological parent-emerging adult relationship ($r = -.21, p < .04$). When examining correlations between stepparents' parenting styles and the stepparent-emerging adult relationship, Authoritative parenting was correlated positively and significantly with a positive relationship ($r = .48, p < .0001$). In contrast, Authoritarian parenting was correlated negatively and significantly with a positive stepparent-emerging adult relationship ($r = -.34, p < .0006$).

When examining the biological parent-emerging adult relationship, a positive relationship was correlated negatively and significantly with emerging adults' internalizing ($r = -.37, p < .0002$) and externalizing ($r = -.46, p < .0001$) problems. Positive relationships between emerging adults and their stepparents also were correlated negatively and significantly with emerging adults' internalizing ($r = -.21, p < .04$) and externalizing ($r = -.25, p < .01$) problems.

Regression Analyses

To examine the predictive value of biological parents' and stepparents' parenting styles and characteristics of the parent-emerging adult relationship for emerging adults' adjustment, a series of multiple regression analyses were conducted.

Parenting Styles and Emerging Adults' Adjustment. In the first set of regression equations, biological parents' and stepparents' parenting styles were used as predictor variables, and emerging adults' adjustment variables were used as criterion variables. See Table 3.

When examining biological parents' parenting styles as predictors of emerging adults' adjustment, biological parents' parenting styles predicted significantly emerging adults' internalizing problems, $F(3, 96) = 2.73, p < .05, r^2 = .08$. In particular, biological parents' Authoritative parenting served as a significant individual predictor ($p < .02$), with higher levels of Authoritative parenting being related to lower levels of internalizing problems. Similarly, biological parents' parenting styles also predicted significantly emerging adults' externalizing problems, $F(3, 96) = 3.80, p < .01, r^2 = .11$. In particular, biological parents' Authoritative parenting served as a significant individual predictor ($p < .01$), with higher levels of Authoritative parenting being related to lower levels of externalizing problems.

When examining stepparents' parenting styles as predictors of emerging adults' adjustment, stepparents' parenting styles predicted significantly emerging adults' internalizing problems, $F(3, 96) = 7.04, p < .0002, r^2 = .18$. In particular, stepparents' Authoritarian ($p < .002$), Authoritative ($p < .01$), and Permissive ($p < .05$) parenting served as significant individual predictors ($p < .002$), with higher levels of Authoritarian and Permissive parenting and lower

levels of Authoritative parenting being related to higher levels of internalizing problems. Conversely, stepparents' parenting styles did not predict emerging adults' externalizing problems, $F(3, 96) = 2.39, p < .07, r^2 = .07$.

When examining both biological parents' and stepparents' parenting styles collectively as predictors of emerging adults' adjustment, these parenting styles predicted significantly emerging adults' internalizing problems, $F(6, 93) = 3.73, p < .002, r^2 = .19$. In this case, stepparents' Authoritarian parenting ($p < .003$) served as a significant individual predictor, with higher Authoritarian parenting being related to higher levels of internalizing problems. Similarly, biological parents' and stepparents' parenting styles also predicted significantly emerging adults' externalizing problems, $F(6, 93) = 3.10, p < .008, r^2 = .17$. In this case, biological parents' Authoritative parents ($p < .002$) and stepparents' Authoritarian parenting ($p < .01$) served as significant individual predictors.

Parenting Styles and the Parent-Emerging Adult Relationship. Next, a set of multiple regressions was conducted to examine the association between parenting styles and the parent-emerging adult relationship. In these regressions, parenting styles served as predictor variables, and the parent-emerging adult relationship served as the criterion variable. See Table 4.

With regard to biological parents' parenting style and the parent-emerging adult relationship, biological parents' parenting styles predicted significantly the parent-emerging adult relationship, $F(3, 96) = 23.49, p < .0001, r^2 = .42$. In particular, Authoritative parenting ($p < .0001$) served as a significant individual predictor of the biological parent-emerging adult relationship parents, with more Authoritative parenting behaviors being related to a more positive relationship.

With regard to stepparents' parenting styles and the stepparent-emerging adult relationship, stepparents' parenting styles predicted significantly the stepparent-emerging adult relationship, $F(3, 96) = 12.21, p < .0001, r^2 = .28$. In particular, Authoritarian ($p < .02$) and Authoritative ($p < .0001$) parenting served as significant individual predictors of the step parent-emerging adult relationship parents, with less Authoritarian parenting and more Authoritative parenting behaviors being related to a more positive relationship.

When examining collective parenting styles as predictors of the parent-emerging adult relationship, biological parents' and stepparents' parenting styles predicted significantly the parent-emerging adult relationship, $F(6, 93) = 14.14, p < .0001, r^2 = .48$. In this case, biological parents' Authoritative parenting ($p < .0001$) and stepparents' Authoritarian parenting ($p < .005$) served as significant predictors.

Finally, when examining collective parenting styles as predictors of the stepparent-emerging adult relationship, biological parents' and stepparents' parenting styles predicted significantly the stepparent-emerging adult relationship, $F(6, 93) = 6.46, p < .0001, r^2 = .29$. In this case, stepparents' Authoritarian ($p < .01$) and Authoritative ($p < .002$) parenting served as significant individual predictors.

Parent-Emerging Adult Relationships and Emerging Adults' Adjustment. Next, a set of regression analyses was conducted in order to observe the association among parent-emerging adult relationships and emerging adults' adjustment. In these regression analyses, the parent-emerging adult relationship was the predictor variables, and emerging adults' adjustment was the criterion variable. See Table 3.

With regard to the biological parent-emerging adult relationship and emerging adults' adjustment, this relationship predicted significantly emerging adults' internalizing problems, $F(1, 98) = 15.18, p < .0002, r^2 = .13$. In particular, a more positive relationship predicted fewer internalizing problems ($p < .0002$). The biological parent-emerging adult relationship also predicted significantly emerging adults' externalizing problems, $F(1, 98) = 26.32, p < .0001, r^2 = .21$. In particular, a more positive relationship predicted fewer externalizing problems ($p < .0001$).

With regard to the step parent-emerging adult relationship and emerging adults' adjustment, this relationship predicted significantly emerging adults' internalizing problems, $F(1, 98) = 4.40, p < .04, r^2 = .04$. In particular, a more positive relationship predicted fewer internalizing problems ($p < .04$). The stepparent-emerging adult relationship also predicted significantly emerging adults' externalizing problems, $F(1, 98) = 6.53, p < .01, r^2 = .06$. In particular, a more positive relationship predicted fewer externalizing problems ($p < .01$).

Parenting Styles, Parent-Emerging Adult Relationship, and Emerging Adults' Adjustment. Finally, as both parenting styles and parent-emerging adult relationships served as significant predictors of emerging adults' adjustment, a set of regressions was conducted to examine whether parent-emerging adult relationships had a mediating effect on the association between parenting styles and emerging adults' adjustment. Regressions to examine mediation were only conducted on parenting style variables deemed significant in the previous regression analyses. See Tables 5 and 6.

Hierarchical regression examining biological parents found that an Authoritative parenting style contributed significantly to the prediction of emerging adults' internalizing

problems in Block 1, $F(1, 98) = 5.82, p < .02, r^2 = .06$. In particular, higher levels of Authoritative parenting were related to lower levels of internalizing problems. In Block 2, when the parent-child relationship variable was added, the regression remained significant, $F(2, 97) = 7.52, p < .0009, r^2 = .13$. In this Block, the parent-child relationship served as the only significant predictor ($p < .004$). Thus, the parent-child relationship displayed a mediating effect between biological parents' parenting style and emerging adults' internalizing problems.

Next, hierarchical regression found that an Authoritative parenting style contributed significantly to the prediction of emerging adults' externalizing problems in Block 1, $F(1, 98) = 11.36, p < .001, r^2 = .10$. In particular, higher levels of Authoritative parenting were related to lower levels of externalizing problems. In Block 2, when the parent-child relationship was added, the regression remained significant, $F(2, 97) = 13.14, p < .0001, r^2 = .21$, with the parent-child relationship variable acting as the only significant predictor ($p < .0004$). Thus, the parent-child relationship variable displayed a mediating effect between biological parents' parenting style and emerging adults' externalizing problems.

Finally, hierarchical regression did not find a mediating effect for the stepparent-emerging adult relationship for the association between stepparents' parenting style and emerging adults' adjustment. For internalizing problems, parenting styles predicted significantly internalizing problems in Block 1, $F(2, 97) = 8.33, p < .0005, r^2 = .15$. In particular, Authoritative and Authoritarian parenting served as significant individual predictors, with more Authoritative ($p < .04$) and less Authoritarian parenting ($p < .01$) predicting fewer internalizing problems. When the stepparent-emerging adult relationship variable was added in Block 2, the regression remained significant, $F(3, 96) = 5.52, p < .0001, r^2 = .15$. However, only Authoritarian

parenting ($p < .02$) was a significant predictor. As a result, the stepparent-emerging adult relationship was not a mediator in this case.

For externalizing problems, parenting styles did not predict externalizing problems in Block 1, $F(2, 97) = 2.75, p < .07, r^2 = .05$. When the stepparent-emerging adult relationship variable was added in Block 2, the regression became significant, $F(3, 96) = 2.79, p < .04, r^2 = .08$. None of the individual predictors were significant, however. As a result, the stepparent-emerging adult relationship was not a mediator in this case.

CHAPTER FOUR: DISCUSSION

According to previous literature, parenting styles that are used by both biological parents and stepparents contribute to both parent-child relationships and children's overall adjustment. Further, relationships that parents and stepparents develop with their children contribute separately to children's overall functioning. The purpose of this study was to further extend this literature by examining aspects of stepfamily systems (i.e., parenting styles and relationships) that may contribute to the overall adjustment of individuals emerging into adulthood. Additionally, this study sought to investigate the significance of the collective parenting styles used by biological parents and stepparents in the stepfamily unit. Finally, this study sought to investigate whether the separate relationships between emerging adults and their biological parents and stepparents mediated the connection between parenting styles and emerging adults' adjustment.

Previous literature researching both biological parent and stepparent dynamics documented that parenting styles are a salient predictor of children's adjustment (Baumrind, 1991; Hetherington, 1989). Consistent with this literature, the current study found that biological parents' parenting styles were significant predictors of emerging adults' adjustment. In particular, the Authoritative parenting of biological parents was related to lower levels of both emerging adults' internalizing and externalizing problems. Additionally, stepparents' parenting styles also predicted emerging adults' adjustment. In this case, Authoritative stepparenting was related to lower levels of internalizing (but not externalizing) problems. In addition, however, Permissive step parenting predicted higher levels of emerging adults' internalizing (but not externalizing) problems, and Authoritarian stepparenting predicted higher levels of emerging adults' internalizing and externalizing problems. Generally, these findings are consistent with those of the previous

literature (Baumrind, 1991; Hetherington, 1989; Williams et al., 2009). The fact that an Authoritative stepparenting style did not predict externalizing problems, however, is inconsistent with the literature. Generally, the previous literature suggested that children whose stepparents use Authoritative parenting are less likely to engage in externalizing behaviors such as promiscuity and criminal activities (Nicholson et al., 2002).

The collective parenting of biological parents and stepparents also predicted significantly emerging adults' internalizing and externalizing problems. In particular, when parenting styles were considered collectively, Authoritarian stepparenting predicted higher levels of emerging adults' internalizing problems. Additionally, when parenting styles were considered collectively, both biological parents' Authoritative parenting and stepparents' Authoritarian parenting predicted significantly emerging adults' externalizing problems. Thus, both increased Authoritative parenting from biological parents and decreased Authoritarian parenting from stepparents were important in curbing emerging adults' externalizing problems. Finally, based on the findings of this study, collective parenting accounted for more of the variance for both internalizing and externalizing behaviors than did biological parents' or stepparents' parenting styles examined separately. Nonetheless, the amount of variance accounted for in all cases was relatively small, suggesting that other variables also should be examined.

Based on the aforementioned literature, it also was hypothesized that parenting styles of biological parents and stepparents would be related to the relationships that they develop with their emerging adults. When examined separately, the parenting styles utilized by both biological parents and stepparents contributed to the relationships that they have with their emerging adults. In particular, Authoritative parenting by biological parents was a significant predictor of a positive biological parent-emerging adult relationship. Additionally, Authoritative parenting by

stepparents was a significant predictor of a positive stepparent-emerging adult relationship, but Authoritarian stepparenting also was predictive of a negative stepparent-emerging adult relationship. These findings are consistent with previous notions in the literature that children prefer to have their biological parents engaged in the parenting process (Hetherington, 1992). These findings also are consistent with previous literature emphasizing that children respond well to Authoritative stepparents once a stepparent-child relationship has been established (Moore & Cartwright, 2005).

Further, the collective parenting styles of both biological parents and stepparents in stepfamilies predicted significantly the relationships that emerging adults had with both their biological parents and stepparents. Particularly, when parenting styles were considered collectively, Authoritative parenting by biological parents, in conjunction with a lack of Authoritarian stepparenting, predicted significantly a positive biological parent-emerging adult relationship. These findings are consistent with the literature suggesting that stepparents often have an influence on the relationship developed between biological parents and their children following the establishment of the stepfamily (Wallerstein & Lewis, 2007). For the stepparent-emerging adult relationship, Authoritative stepparenting, in conjunction with a lack of Authoritarian stepparenting, predicted significantly a positive stepparent-emerging adult relationship. Interestingly, none of biological parents' parenting contributed significantly to the stepparent-emerging adult relationship, suggesting that stepparents carry important responsibility in building their relationships with their stepchildren. Additionally, it is important to note that both biological parents' and stepparents' parenting styles when considered alone and collectively accounted for an exceptionally large amount of variance when predicting the biological parent-

emerging adult relationship. These findings indicate the importance of parenting styles for stepfamily relationships.

As there is a need to examine both the parent-child and stepparent-stepchild relationship in later periods of development (Bray, 1992; Day & Padilla-Walker, 2009), this study addressed this need by examining emerging adults' adjustment in the context of the parent-emerging adult relationship with both biological parents and stepparents. As predicted, the biological parent-emerging adult relationship predicted significantly emerging adults' adjustment. Specifically, more positive relationships were related to lower levels of emerging adults' internalizing and externalizing problems. Further, the relationships that developed between stepparents and their emerging adult stepchildren also were predictive of both emerging adults' internalizing and externalizing problems. As with biological parents, more positive stepparent-emerging adult stepchild relationships were related to lower level of emerging adults' internalizing and externalizing problems. Findings in this study are consistent with a similar pattern found at earlier periods in children's lives (e.g., Bray, 1992). Nonetheless, diverse types of stepfamilies may foster varying outcomes for their children (Dunn, 2002). Thus, it will be beneficial for future research to examine these associations within the context of differing stepfamily structures. Additionally, the biological parent-emerging adult relationship accounted for more variance in predicting emerging adults' adjustment than did the stepparent-emerging adult relationship. These results indicated that emerging adults' relationships with their biological parents may be more important to their adjustment than their relationships with their stepparents.

Finally, the relationship between emerging adults and their biological parents mediated the relationship between Authoritative biological parenting and emerging adults' adjustment. Consistent with the initial hypotheses, the biological parent-emerging adult relationship mediated

the relationship between Authoritative biological parenting and both emerging adults' internalizing and externalizing problems. Inconsistent with the initial hypotheses, however, the stepparent-emerging adult relationship did not mediate the relationship between stepparents' parenting styles and emerging adults' adjustment. Given these findings, parent-emerging adult relationships must play differential roles depending on whether the biological parent or stepparent is considered. Only the biological parent-emerging adult relationship appears to play a role in the relationship between parenting styles and emerging adults' adjustment. In contrast, differential stepparenting factors may be related to emerging adults' adjustment. As a result, more research is warranted so that a better understanding of how stepparent dynamics may contribute to emerging adults' adjustment can be gained. Due to the lack of variance accounted for by stepparent-emerging adult relationships in emerging adults' adjustment, it is not surprising that this relationship did not have a mediating effect.

Although this study provides interesting results and insight, certain limitations must be considered. First, the results of this study may not be generalized to all populations, as the majority of participants were female, from Caucasian backgrounds, in the emerging adult age range, and completing higher education. Thus, to increase the generalizability of these findings, future research would benefit from extending these findings to more culturally diverse or urbanized populations. Second, only emerging adults' self-report regarding their parents' parenting styles, their relationships with their biological parents and their stepparents, and their own functioning are considered here. Different results may have emerged if the reports of other informants (i.e., the parents themselves) or objective observations were considered. This information may be helpful in gaining a full picture of stepfamily dynamics. Additionally, this study did not consider the amount of time that emerging adults had been a part of their

stepfamily or the gender of the biological parent and stepparent with whom the emerging adult participants had the most contact. Certainly, the length of emerging adults' relationships with their stepparents as well as the stepparents' gender may be an important factor to consider in the future. Finally, it is important to note that the sample examined in this study was relatively well adjusted. As a result, future research should compare the variables examined in this study across both clinical and nonclinical populations.

In summary, the findings of the current study confirm and extend the previous literature regarding stepfamily dynamics. Additionally, these findings extend this knowledge of stepfamily dynamics to the emerging adult population, a developmental stage that is proving to be unique. Due to the scant amount of literature researching the collective parenting of both biological parents and stepparents in reconstituted stepfamilies, the results of the current study provide a promising direction for future research. Because the only other article (Nicholson, Phillips, Peterson, & Battistutta, 2002) found on this topic also researched the emerging adult population, it will be important for future researchers to examine the implications of the collective parenting styles of biological parents and stepparents for young child and adolescent populations as well.

Table 1. *Descriptive Statistics for Parenting Styles, Relationships, and Behavior Problems*

Variables (Measured Range of Scores)	<i>M</i>	<i>SD</i>
<i>Biological Parenting Style</i>		
Authoritarian (15-48)	32.54	6.34
Authoritative (18-49)	34.14	7.25
Permissive (11-40)	25.99	5.73
<i>Stepparenting Style</i>		
Authoritarian (19-50)	32.32	7.03
Authoritative (10-46)	31.36	6.91
Permissive (12-42)	27.46	6.49
<i>Relationships</i>		
Relationship With Biological Parent (5-29)	21.88	5.98
Relationship With Step Parent (0-32)	21.84	6.95
<i>Emerging Adult Adjustment</i>		
Internalizing Behavior Problems (32-76)	52.84	11.41
Externalizing Behavior Problems (30-83)	52.86	10.83

Table 2. *Correlations of Parenting Styles, Relationships, and Behavior Problems*

Variables	1	2	3	4	5	6	7	8	9	10
1. Biological	-									
2. Biological	-.16	-								
3. Biological	-.35	.19*	-							
4. Step	.45	-.10	-.16	-						
5. Step	-.17	.57 †	.05	.35 †	-					
6. Step	-.13	.15	.44 †	.47 †	.35 †	-				
7. Biological	-.21*	-.64 †	.21*	-.24*	.30**	.08	-			
8. Step	-.16	.35 †	.08	-.34 †	.48 †	.15	.34 †	-		
9. Internalizing	.16	-.24*	-.01	.33 †	-.30**	-.04	-.36	-.20*	-	
10.	.05	-.32**	-.02	.21*	-.17	-.01	-.46	.25*	.60 †	-

Note. * $p < .05$ ** $p < .01$ † $p < .001$

Table 3. Regression Analyses for Parenting Style and Relationships as Predictors of Adjustment

Variables	B	β	t
Internalizing Behavior Problems			
Biological Parenting Style $F(3, 96) = 2.73, p < .05, r^2 = .08$			
Authoritarian	.28	.19	1.49
Authoritative	-.36	.16	-2.29*
Permissive	.18	.21	.83
Stepparenting Style $F(3, 96) = 7.04, p < .0002, r^2 = .18$			
Authoritarian	.55	.17	3.20**
Authoritative	-.417	.17	-2.49*
Permissive	.37	.19	1.99*
Collective Parenting Style $F(6, 93) = 3.73, p < .0023, r^2 = .19$			
Biological Authoritarian	-.07	.21	-.33
Biological Authoritative	-.21	.19	-1.13
Biological Permissive	-.07	.23	-.28
Step Authoritarian	.61	.20	3.06**
Step Authoritative	-.29	.21	-1.38
Step Permissive	.41	.22	1.84
Biological Parent-Emerging Adult Relationship $F(1, 98) = 15.18, p < .0002, r^2 = .13$			
Biological Relationship	-.70	.18	-3.90**
Stepparent-Emerging Adult Relationship $F(1, 98) = 4.40, p < .04, r^2 = .04$			
Step Relationship	-.34	.16	-2.10*
Externalizing Behavior Problems			
Biological Parenting Style $F(3, 96) = 3.80, p < .01, r^2 = .11$			
Authoritarian	.03	.18	.19
Authoritative	-.49	.15	-3.33**
Permissive	.10	.20	.49
Stepparenting Style $F(3, 96) = 2.39, p < .07, r^2 = .07$			
Authoritarian	.35	.18	1.97
Authoritative	-.23	.17	-1.33
Permissive	.24	.19	1.28
Collective Parenting Style $F(6, 93) = 3.10, p < .008, r^2 = .17$			
Biological Authoritarian	-.20	.19	-1.03
Biological Authoritative	-.56	.18	-3.13**
Biological Permissive	-.02	.23	-.10
Step Authoritarian	.50	.19	2.59*
Step Authoritative	.13	.20	.63
Step Permissive	.26	.21	1.23

Table 3 continued.

Biological Relationship	-0.83	.16	-5.13**
Stepparent-Emerging Adult Relationship	$F(1, 98) = 6.53, p < .01, r^2 = .06$		
Step Relationship	-0.39	.15	-2.56*

Note. * $p < .05$, ** $p < .01$

Table 4. *Regression Analyses for Biological, Step, and Collective Parenting Styles as Predictors of Parent-Emerging Adult Relationships and Stepparent-Emerging Adult Relationships*

Variables	B	β	t
Biological Parent-Emerging Adult Relationship			
Biological Parenting Style $F(3, 96) = 23.49, p < .0001, r^2 = .42$			
Authoritarian	-.09	.08	-1.16
Authoritative	.50	.07	7.71**
Permissive	.06	.09	.69
Collective Parenting Style $F(3, 96) = 14.14, p < .0001, r^2 = .48$			
Biological Authoritarian	.02	.09	.22
Biological Authoritative	.57	.08	7.24**
Biological Permissive	.12	.10	1.25
Step Authoritarian	-.24	.08	-2.88**
Step Authoritative	.12	.09	-1.29
Step Permissive	-.15	.09	-1.62
Stepparent-Emerging Adult Relationship			
Stepparenting Style $F(3, 96) = 12.21, p < .0001, r^2 = .28$			
Authoritarian	-.24	.10	-2.42*
Authoritative	.44	.10	4.62**
Permissive	-.13	.11	-1.24
Collective Parenting Style $F(6, 93) = 6.46, p < .0001, r^2 = .29$			
Biological Authoritarian	.06	.12	.55
Biological Authoritative	.11	.11	1.07
Biological Permissive	.11	.13	.84
Step Authoritarian	-.28	.11	-2.50**
Step Authoritative	.38	.12	3.18**
Step Permissive	-.19	.13	-1.49

Note. * $p < .05$, ** $p < .01$

Table 5. *Hierarchical Regression Analyses for Biological Parent-Emerging Adult Relationship As a Mediator between Significant Parenting Style Predictors and Emerging Adult Adjustment*

Variables	<i>B</i>	\hat{a}	<i>t</i>
Internalizing Behavior Problems			
Block 1. $F(1, 98) = 5.82, p < .02, r^2 = .06$			
Biological Authoritative	-.37	.15	-2.41*
Block 2. $F(2, 97) = 7.52, p < .0009, r^2 = .13$			
Biological Authoritative	-.01	.19	-.04
Biological Parent Relationship	-.69	.23	-2.96**
Externalizing Behavior Problems			
Block 1. $F(1, 98) = 11.36, p < .001, r^2 = .10$			
Biological Authoritative	-.48	.14	-3.37**
Block 2. $F(2, 97) = 13.14, p < .0001, r^2 = .21$			
Biological Authoritative	-.07	.17	-.41
Biological Parent Relationship	-.78	.21	-3.67**

Note. * $p < .05$, ** $p < .01$

Table 6. *Hierarchical Regression Analyses for Step Parent-Emerging Adult Relationship As a Mediator between Significant Step Parenting Style Predictors and Emerging Adult Adjustment*

Variables	<i>B</i>	\hat{a}	<i>t</i>
Internalizing Behavior Problems			
Block 1. $F(2, 97) = 8.33, p < .0005, R^2 = .15$			
Step Authoritarian	.42	.16	2.59*
Step Authoritative	-.34	.17	-2.05**
Block 2. $F(3, 96) = 5.52, p < .0001, r^2 = .15$			
Step Authoritarian	.41	.17	2.47*
Step Authoritative	-.32	.18	-1.76
Stepparent Relationship	.05	.18	-.26
Externalizing Behavior Problems			
Block 1. $F(2, 97) = 2.75, p < .07, R^2 = .05$			
Step Authoritarian	.26	.16	1.59
Step Authoritative	-.17	.17	-1.06
Block 2. $F(3, 96) = 2.79, p < .04, r^2 = .08$			
Step Authoritarian	.20	.16	1.23
Step Authoritative	-.05	.18	-.29
Stepparent Relationship	-.30	.18	-1.66

Note. * $p < .05$, ** $p < .01$

Appendix A: IRB Approval Letter



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1
FWA00000351, IRB00001138**

To: **Saarah Kison**

Date: **February 10, 2011**

Dear Researcher:

On 2/10/2011, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: Relationships of Combined Parenting Styles of Step- and Biological Parents in Stepfamily Relationship Formation and Emerging Adult Stepchild Adjustment
Investigator: Saarah Kison
IRB Number: SBE-11-07451
Funding Agency:
Grant Title:
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Joseph Bielitzki, DVM, UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 02/10/2011 04:05:39 PM EST

A handwritten signature in cursive script that reads "Joanne Muratori".

IRB Coordinator

Appendix B: Explanation of Research Form



EXPLANATION OF RESEARCH

Title of Project: Understanding Blended Families

Principal Investigator: Saarah Kison, Undergraduate Honors Student

Faculty Supervisor: Kimberly Renk, Ph.D., Associate Professor of Psychology

You are being invited to take part in a research study. Whether you take part is up to you. In other words, your participation is completely voluntary.

- The primary purpose of this study is to examine the characteristics of families who have a stepparent involved in raising sons and daughters. For this study, we are particularly interested in emerging adults' perspectives of their family's characteristics and how these characteristics are related to their current functioning. Although blended families that include a stepparent are quite common in current times, more research is needed to fully understand these families. We hope that the information gained from this study can be used to further understand the dynamics within stepfamilies and the impact of these dynamics on the family members involved.
- You will be asked to complete a packet of questionnaires as part of your participation in this study. The packet of questionnaires is provided through the SONA systems website or you may schedule a time to fill out a paper and pencil version of the questionnaires. First, you will be asked to fill out a questionnaire that asks you to describe yourself, such as your age, gender, and basic information about your family (e.g., your parents' current occupations). Next, you will be asked to answer questionnaires about the characteristics of your family, such as the parenting styles used by your biological and stepparents and the kind of relationship that you have with each of your parents. Finally, you will be asked to complete questionnaires about your own current functioning. These questionnaires will take you approximately one hour to complete. You will receive .5 extra credit Sona points per 30 minutes for your in-seat participation and .25 extra credit Sona points per 30 minutes for your on-line participation. You do not have to answer every question or complete every task. You can discontinue your participation at any time.
- Although no risks are anticipated as a result of participating in this study, some participants may be sensitive to the survey questions, particularly if they have had

difficult family experiences in the context of their interactions with their parents and stepparents growing up. If you feel that you may benefit from psychological assistance for matter such as these, please contact Kimberly Renk, Ph.D., faculty supervisor for this project by telephone (407-823-2218) or e-mail (krenk@mail.ucf.edu). You also may contact the UCF Student Counseling Center for psychological assistance at 407-823-2811.

You must be 18 years of age or older to take part in this research study.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or if you think that this research study has hurt you, please contact: Kimberly Renk, Ph.D., Associate Professor and Faculty Supervisor, University of Central Florida Department of Psychology, by telephone at (407) 823-2218 or by email at krenk@mail.ucf.edu.

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

University of Central Florida IRB

IRB NUMBER: SBE-11-07451

IRB APPROVAL DATE: 2/10/2011

Appendix C: Demographics Questionnaire

Demographics Questionnaire

Please circle, check, or fill in an answer to each of the following questions.

1. Gender: Male Female
2. Age: _____
3. Your ethnicity: _____
4. Year in college: Freshman Sophomore Junior Senior
Graduate Non-degree seeking Other: _____
5. Have you been out of school for more than one semester since high school? (Not including summer session.) Yes No
6. What is your current marital status? Single Married Divorced
 Living with Partner Other: _____
7. Do you have any children (biological or adopted)? Yes No

NOTE: Questions 8-13 are applied to the parents of your PRIMARY HOUSEHOLD (in other words, the household where you spent the majority of your time while growing up).

8. Please indicate the parents of your primary household.
 _____ Mother
 _____ Stepmother
 _____ Father
 _____ Stepfather
9. a.) Do you live with your parent(s)? Yes No
 **If "Yes", continue to #10.
 If "No", do your parents pay for your living expenses (rent, utilities)?
 Yes In part No
 **If "Yes", continue to #10.
 If "No", do you pay your own living expenses?
 Yes In part No
10. How frequent is your contact with the person you consider you (step) mother?
 _____ At least once a day.
 _____ Less often than once a day, but at least once a week.
 _____ Less often than once a week, but at least once every two weeks.

_____ Less often than every two weeks, but at least once a month.
 _____ Less often than once a month.
 _____ None.
 Is this your biological mother? Yes No

11. How frequent is your contact with the person you consider your (step) father?

_____ At least once a day.
 _____ Less often than once a day, but at least once a week.
 _____ Less often than once a week, but at least once every two weeks.
 _____ Less often than every two weeks, but at least once a month.
 _____ Less often than once a month.
 _____ None.
 Is this your biological father? Yes No

12. What is your (step) mother's occupation? _____
 What was the last grade that your (step) mother completed in school? _____

13. What is your (step) father's occupation? _____
 What was the last grade that your (step) father completed in school? _____

14. What is your family's average yearly income? _____

15. What was your high school grade point average (GPA)? _____

16. What is your current university GPA? _____

Appendix D: PAQ Stepparents

Parental Authority Questionnaire (PAQ) Pertaining to Stepparents

For each of the following statements, circle the number on the 5-point scale (**1 = Strongly Disagree through 5 = Strongly Agree**) that best describes how that statement applies to you and your stepparent (the stepparent with whom you have lived most). Try to read and think about each statement as it applies to you and your stepparent during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

1. While I was growing up, my stepparent felt that in a well-run home the children should have their way in the family as often as the parents do. 1 2 3 4 5
2. Even if his/her children didn't agree, my stepparent felt that it was for our own good if we were forced to conform to what he/she thought was right. 1 2 3 4 5
3. Whenever my stepparent told me to do something as I was growing up, he/she expected me to do it immediately without asking questions. 1 2 3 4 5
4. As I was growing up, once family policy had been established, my stepparent discussed the reasoning behind the policy with the children in the family. 1 2 3 4 5
5. My stepparent has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable. 1 2 3 4 5
6. My stepparent has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. 1 2 3 4 5

7. As I was growing up, my stepparent did not allow me to question any decision he/she had made. 1 2 3 4 5
8. As I was growing up, my stepparent directed the activities and decisions of the children in the family through reasoning and discipline. 1 2 3 4 5
9. My stepparent has always felt that more force should be used by parents in order to get his/her children to behave the way they are supposed to. 1 2 3 4 5
10. As I was growing up, my stepparent did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them. 1 2 3 4 5
11. As I was growing up, I knew what my stepparent expected of me in my family, but also felt free to discuss those expectations with my stepparent when I felt that they were unreasonable. 1 2 3 4 5
12. My stepparent felt that wise parents should teach their children early just who is boss in the family. 1 2 3 4 5
13. As I was growing up, my stepparent seldom gave me expectations and guidelines for my behavior. 1 2 3 4 5
14. Most of the time as I was growing up my stepparent did what the children in the family wanted when making family decisions. 1 2 3 4 5
15. As the children in my family were growing up, my stepparent consistently gave us direction and guidance in rational and objective ways. 1 2 3 4 5
16. As I was growing up, my stepparent would get very upset if I tried to disagree with him/her. 1 2 3 4 5

17. My stepparent feels that most problems in society would be solved if parents would not resist their children's activities, decisions, and desires as they are growing up. 1 2 3 4 5
18. As I was growing up, my stepparent let me know what behavior he/she expected of me, and if I didn't meet those expectations, he/she punished me. 1 2 3 4 5
19. As I was growing up, my stepparent allowed me to decide most things for myself without a lot of direction from him/her. 1 2 3 4 5
20. As I was growing up, my stepparent took the children's opinions into consideration when making family decisions, but my stepparent would not decide for something simply because the children wanted it. 1 2 3 4 5
21. My stepparent did not view him/herself as responsible for directing and guiding my behavior as I was growing up. 1 2 3 4 5
22. My stepparent had clear standards of behavior for the children in our home as I was growing up, but my biological was willing to adjust those standards to the needs of each of the individual children in the family. 1 2 3 4 5
23. My stepparent gave me direction for my behavior and activities as I was growing up, and he/she expected me to follow his/her direction, but he/she was always willing to listen to my concerns and to discuss that direction with me. 1 2 3 4 5
24. As I was growing up, my stepparent allowed me to form my own point of view on family matters and he/she generally allowed me to decide for myself what I was going to do 1 2 3 4 5
25. My stepparent has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to do as they are growing up. 1 2 3 4 5

26. As I was growing up, my stepparent often told me exactly what he/she wanted me to do and how he/she expected me to do it. 1 2 3 4 5
27. As I was growing up, my stepparent gave me clear direction for my behaviors and activities, but he/she was also understanding when I disagreed with him/her. 1 2 3 4 5
28. As I was growing up, I knew that my stepparent did not direct the behaviors, activities, and desires of the children in the family. 1 2 3 4 5
29. As I was growing up, I knew what my stepparent expected of me in the family, and he/she insisted that I conform to those expectations simply out of respect for his/her authority. 1 2 3 4 5
30. As I was growing up, if my stepparent made a decision in the family that hurt me, he/she was willing to discuss that decision with me and to admit it if he/she had made a mistake. 1 2 3 4 5

Appendix E: PAQ Biological Parents

Parental Authority Questionnaire (PAQ) Pertaining to Biological Parents

For each of the following statements, circle the number on the 5-point scale (**1 = Strongly Disagree through 5 = Strongly Agree**) that best describes how that statement applies to you and your biological parent (the biological parent with whom you have lived most). Try to read and think about each statement as it applies to you and your biological parent during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

1. While I was growing up, my biological parent felt that in a well-run home the children should have their way in the family as often as the parents do. 1 2 3 4 5

2. Even if his/her children didn't agree, my biological parent felt that it was for our own good if we were forced to conform to what he/she thought was right. 1 2 3 4 5

3. Whenever my biological parent told me to do something as I was growing up, he/she expected me to do it immediately without asking questions. 1 2 3 4 5

4. As I was growing up, once family policy had been established, my biological parent discussed the reasoning behind the policy with the children in the family. 1 2 3 4 5

5. My biological parent has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable. 1 2 3 4 5

6. My biological parent has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. 1 2 3 4 5

7. As I was growing up, my biological parent did not allow me to question any decision he/she had made. 1 2 3 4 5

8. As I was growing up, my biological parent directed the activities and decisions of the children in the family through reasoning and discipline. 1 2 3 4 5
9. My biological parent has always felt that more force should be used by parents in order to get his/her children to behave the way they are supposed to. 1 2 3 4 5
10. As I was growing up, my biological parent did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them. 1 2 3 4 5
11. As I was growing up, I knew what my biological parent expected of me in my family, but also felt free to discuss those expectations with my biological parent when I felt that they were unreasonable. 1 2 3 4 5
12. My biological parent felt that wise parents should teach their children early just who is boss in the family. 1 2 3 4 5
13. As I was growing up, my biological parent seldom gave me expectations and guidelines for my behavior. 1 2 3 4 5
14. Most of the time as I was growing up my biological parent did what the children in the family wanted when making family decisions. 1 2 3 4 5
15. As the children in my family were growing up, my biological parent consistently gave us direction and guidance in rational and objective ways. 1 2 3 4 5
16. As I was growing up, my biological parent would get very upset if I tried to disagree with him/her. 1 2 3 4 5
17. My biological parent feels that most problems in society would be solved if parents would not resist their children's activities, decisions, and desires as they are growing up. 1 2 3 4 5

18. As I was growing up, my biological parent let me know what behavior he/she expected of me, and if I didn't meet those expectations, he/she punished me. 1 2 3 4 5
19. As I was growing up, my biological parent allowed me to decide most things for myself without a lot of direction from him/her. 1 2 3 4 5
20. As I was growing up, my biological parent took the children's opinions into consideration when making family decisions, but my biological parent would not decide for something simply because the children wanted it. 1 2 3 4 5
21. My biological parent did not view him/herself as responsible for directing and guiding my behavior as I was growing up. 1 2 3 4 5
22. My biological parent had clear standards of behavior for the children in our home as I was growing up, but my biological was willing to adjust those standards to the needs of each of the individual children in the family. 1 2 3 4 5
23. My biological parent gave me direction for my behavior and activities as I was growing up, and he/she expected me to follow his/her direction, but he/she was always willing to listen to my concerns and to discuss that direction with me. 1 2 3 4 5
24. As I was growing up, my biological parent allowed me to form my own point of view on family matters and he/she generally allowed me to decide for myself what I was going to do. 1 2 3 4 5
25. My biological parent has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to do as they are growing up. 1 2 3 4 5
26. As I was growing up, my biological parent often told me exactly what he/she wanted me to do and how he/she expected me to do it. 1 2 3 4 5

27. As I was growing up, my biological parent gave me clear direction for my behaviors and activities, but he/she was also understanding when I disagreed with him/her. 1 2 3 4 5
28. As I was growing up, I knew that my biological parent did not direct the behaviors, activities, and desires of the children in the family. 1 2 3 4 5
29. As I was growing up, I knew what my biological parent expected of me in the family, and he/she insisted that I conform to those expectations simply out of respect for his/her authority. 1 2 3 4 5
30. As I was growing up, if my biological parent made a decision in the family that hurt me, he/she was willing to discuss that decision with me and to admit it if he/she had made a mistake. 1 2 3 4 5

Appendix F: Parent Adolescent Relationship Questionnaire for Biological Parents

Please choose the answer that best describes **YOUR beliefs** about your **BIOLOGICAL parent**. There are no right or wrong answers, We are looking for your overall impression regarding each statement. In the right column please choose your answer for each item. SA= Strongly; Agree A = Agree; N= Neither Agree nor Disagree; D= Disagree; SD= Strongly Disagree.

Please indicate the biological parent for whom you are responding:

1. Biological Mother 2. Biological Father

1	I think highly of him/her.	SA	A	N	D	SD
2	S/he is a person I want to be like.	SA	A	N	D	SD
3	I really enjoy spending time with him/her.	SA	A	N	D	SD

Please choose the answer that best describes **YOUR beliefs** about your **BIOLOGICAL parent**. There are no right or wrong answers. We are looking for your overall impression regarding each question. In the right column please choose your answer for each item. N= Never; R= Rarely; S= Sometimes; U= Usually; A= Always

Please indicate the biological parent for whom you are responding:

1. Biological Mother 2. Biological Father

1	How often does s/he praise you for doing well?	N	R	S	U	A
2	How often does s/he criticize you or your ideas?	N	R	S	U	A
3	How often does s/he help you do things that are important to you?	N	R	S	U	A
4	How often does s/he blame you for her/his problems?	N	R	S	U	A
5	How often does s/he make plans with you and cancel for no good reason?	N	R	S	U	A

Appendix G: Parent Adolescent Relationship Questionnaire for Step Parents

Please choose the answer that best describes **YOUR beliefs** about your **STEPparent**. There are no right or wrong answers, We are looking for your overall impression regarding each statement. In the right column please choose your answer for each item. SA= Strongly; Agree A = Agree; N= Neither Agree nor Disagree; D= Disagree; SD= Strongly Disagree.

Please indicate the stepparent for whom you are responding:

1. Stepmother 2. Stepfather

1	I think highly of him/her.	SA	A	N	D	SD
2	S/he is a person I want to be like.	SA	A	N	D	SD
3	I really enjoy spending time with him/her.	SA	A	N	D	SD

Please choose the answer that best describes **YOUR beliefs** about your **STEPparent**. There are no right or wrong answers. We are looking for your overall impression regarding each question. In the right column please choose your answer for each item. N= Never; R= Rarely; S= Sometimes; U= Usually; A= Always

Please indicate the biological parent for whom you are responding:

1. Stepmother 2. Stepfather

1	How often does s/he praise you for doing well?	N	R	S	U	A
2	How often does s/he criticize you or your ideas?	N	R	S	U	A
3	How often does s/he help you do things that are important to you?	N	R	S	U	A
4	How often does s/he blame you for her/his problems?	N	R	S	U	A
5	How often does s/he make plans with you and cancel for no good reason?	N	R	S	U	A

Appendix H: Adult Self Report



Please print your answers.

ADULT SELF-REPORT FOR AGES 18-59

For office use only
ID# _____

YOUR FULL NAME First Middle Last _____			YOUR USUAL TYPE OF WORK, even if not working now. Please be specific—for example, auto mechanic; high school teacher; homemaker; laborer; lathe operator; shoe salesman; army sergeant; student (indicate what you are studying & what degree you expect). Your work _____ Spouse or partner's work _____		
YOUR GENDER <input type="checkbox"/> Male <input type="checkbox"/> Female		YOUR AGE _____	ETHNIC GROUP OR RACE _____		PLEASE CHECK YOUR HIGHEST EDUCATION <input type="checkbox"/> 1. No high school diploma and no GED <input type="checkbox"/> 7. Some graduate school but no graduate degree <input type="checkbox"/> 2. General Equivalency Diploma (GED) <input type="checkbox"/> 8. Master's Degree <input type="checkbox"/> 3. High school graduate <input type="checkbox"/> 9. Doctoral or Law Degree <input type="checkbox"/> 4. Some college but no college degree <input type="checkbox"/> Other education (specify): _____ <input type="checkbox"/> 5. Associate's Degree <input type="checkbox"/> 6. Bachelor's or RN Degree
TODAY'S DATE Mo. _____ Date _____ Yr. _____			Please fill out this form to reflect <i>your</i> views, even if other people might not agree. You need not spend a lot of time on any item. Feel free to print additional comments. Be sure to answer all items.		

I. FRIENDS:

- A. About how many close friends do you have? (Do not include family members.)
 None 1 2 or 3 4 or more
- B. About how many times a month do you have contact with any of your close friends? (Include in-person contacts, phone, letters, e-mail.)
 Less than 1 1 or 2 3 or 4 5 or more
- C. How well do you get along with your close friends?
 Not as well as I'd like Average Above average Far above average
- D. About how many times a month do any friends or family visit you?
 Less than 1 1 or 2 3 or 4 5 or more

II. SPOUSE OR PARTNER:

- What is your marital status? Never been married Married but separated from spouse
 Married, living with spouse Divorced
 Widowed Other—please describe: _____

At any time in the past 6 months, did you live with your spouse or with a partner?

No—please skip to page 2.

Yes—Circle 0, 1, or 2 beside items A-H to describe your relationship during the past 6 months:

0 = Not True 1 = Somewhat or Sometimes True 2 = Very True or Often True

0 1 2 A. I get along well with my spouse or partner 0 1 2 B. My spouse or partner and I have trouble sharing responsibilities 0 1 2 C. I feel satisfied with my spouse or partner 0 1 2 D. My spouse or partner and I enjoy similar activities	0 1 2 E. My spouse or partner and I disagree about living arrangements, such as where we live 0 1 2 F. I have trouble with my spouse or partner's family 0 1 2 G. I like my spouse or partner's friends 0 1 2 H. My spouse or partner's behavior annoys me
---	---

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 www.ASEBA.org

*Please be sure you have answered all items.
 Then see other side.*

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Page 1

Please print. Be sure to answer all items.

III. FAMILY:

Compared with others, how well do you:

		Worse than Average	Variable or Average	Better than Average	No Contact
A. Get along with your brothers?	<input type="checkbox"/> I have no brothers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Get along with your sisters?	<input type="checkbox"/> I have no sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Get along with your mother?	<input type="checkbox"/> Mother is deceased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Get along with your father?	<input type="checkbox"/> Father is deceased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Get along with your biological or adopted children?	<input type="checkbox"/> I have no children				
1. Oldest child	<input type="checkbox"/> Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 2nd oldest child	<input type="checkbox"/> Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 3rd oldest child	<input type="checkbox"/> Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Other children	<input type="checkbox"/> Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Get along with your stepchildren?	<input type="checkbox"/> I have no stepchildren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. JOB: At any time in the past 6 months, did you have any paid jobs (including self-employment and military service)?

No—please skip to Section V.

Yes—please describe your job(s): _____

Circle 0, 1, or 2 beside items A-I to describe your work experience *during the past 6 months*:

0 = Not True 1 = Somewhat or Sometimes True 2 = Very True or Often True

0 1 2	A. I work well with others	0 1 2	F. I do things that may cause me to lose my job
0 1 2	B. I have trouble getting along with bosses	0 1 2	G. I stay away from my job even when I'm not sick or not on vacation
0 1 2	C. I do my work well	0 1 2	H. My job is too stressful for me
0 1 2	D. I have trouble finishing my work	0 1 2	I. I worry too much about work
0 1 2	E. I am satisfied with my work situation		

V. EDUCATION: At any time in the past 6 months, did you attend school, college, or any other educational or training program?

No—please skip to Section VI.

Yes—what kind of school or program? _____

What degree or diploma are you seeking? _____ Major? _____

When do you expect to receive your degree or diploma? _____

Circle 0, 1, or 2 beside items A-E to describe your educational experience *during the past 6 months*:

0 = Not True 1 = Somewhat or Sometimes True 2 = Very True or Often True

0 1 2	A. I get along well with other students	0 1 2	D. I am satisfied with my educational situation
0 1 2	B. I achieve what I am capable of	0 1 2	E. I do things that may cause me to fail
0 1 2	C. I have trouble finishing assignments		

VI. Do you have any illness, disability, or handicap? No Yes—please describe: _____

VII. Please describe your concerns or worries about family, work, education, or other things: No concerns

VIII. Please describe the best things about yourself: _____

Please print your answers. Be sure to answer all items.

IX. Below is a list of items that describe people. For each item, please circle 0, 1, or 2 to describe yourself over the past 6 months. Please answer all items as well as you can, even if some do not seem to apply to you.

0 = Not True	1 = Somewhat or Sometimes True	2 = Very True or Often True
0 1 2	1. I am too forgetful	0 1 2 37. I get in many fights
0 1 2	2. I make good use of my opportunities	0 1 2 38. My relations with neighbors are poor
0 1 2	3. I argue a lot	0 1 2 39. I hang around people who get in trouble
0 1 2	4. I work up to my ability	0 1 2 40. I hear sounds or voices that other people think aren't there (describe): _____
0 1 2	5. I blame others for my problems	0 1 2 41. I am impulsive or act without thinking
0 1 2	6. I use drugs (other than alcohol and nicotine) for nonmedical purposes (describe): _____	0 1 2 42. I would rather be alone than with others
0 1 2	7. I brag	0 1 2 43. I lie or cheat
0 1 2	8. I have trouble concentrating or paying attention for long	0 1 2 44. I feel overwhelmed by my responsibilities
0 1 2	9. I can't get my mind off certain thoughts (describe): _____	0 1 2 45. I am nervous or tense
0 1 2	10. I have trouble sitting still	0 1 2 46. Parts of my body twitch or make nervous movements (describe): _____
0 1 2	11. I am too dependent on others	0 1 2 47. I lack self-confidence
0 1 2	12. I feel lonely	0 1 2 48. I am not liked by others
0 1 2	13. I feel confused or in a fog	0 1 2 49. I can do certain things better than other people
0 1 2	14. I cry a lot	0 1 2 50. I am too fearful or anxious
0 1 2	15. I am pretty honest	0 1 2 51. I feel dizzy or lightheaded
0 1 2	16. I am mean to others	0 1 2 52. I feel too guilty
0 1 2	17. I daydream a lot	0 1 2 53. I have trouble planning for the future
0 1 2	18. I deliberately try to hurt or kill myself	0 1 2 54. I feel tired without good reason
0 1 2	19. I try to get a lot of attention	0 1 2 55. My moods swing between elation and depression
0 1 2	20. I damage or destroy my things	56. Physical problems <i>without known medical cause</i> :
0 1 2	21. I damage or destroy things belonging to others	0 1 2 a. Aches or pains (<i>not</i> stomach or headaches)
0 1 2	22. I worry about my future	0 1 2 b. Headaches
0 1 2	23. I break rules at work or elsewhere	0 1 2 c. Nausea, feel sick
0 1 2	24. I don't eat as well as I should	0 1 2 d. Problems with eyes (<i>not</i> if corrected by glasses) (describe): _____
0 1 2	25. I don't get along with other people	0 1 2 e. Rashes or other skin problems
0 1 2	26. I don't feel guilty after doing something I shouldn't	0 1 2 f. Stomachaches
0 1 2	27. I am jealous of others	0 1 2 g. Vomiting, throwing up
0 1 2	28. I get along badly with my family	0 1 2 h. Heart pounding or racing
0 1 2	29. I am afraid of certain animals, situations, or places (describe): _____	0 1 2 i. Numbness or tingling in body parts
0 1 2	30. My relations with the opposite sex are poor	0 1 2 57. I physically attack people
0 1 2	31. I am afraid I might think or do something bad	0 1 2 58. I pick my skin or other parts of my body (describe): _____
0 1 2	32. I feel that I have to be perfect	0 1 2 59. I fail to finish things I should do
0 1 2	33. I feel that no one loves me	0 1 2 60. There is very little that I enjoy
0 1 2	34. I feel that others are out to get me	0 1 2 61. My work performance is poor
0 1 2	35. I feel worthless or inferior	0 1 2 62. I am poorly coordinated or clumsy
0 1 2	36. I accidentally get hurt a lot, accident-prone	

Please print your answers. Be sure to answer all items.

0 = Not True	1 = Somewhat or Sometimes True	2 = Very True or Often True
0 1 2	63. I would rather be with older people than with people of my own age	0 1 2 93. I talk too much
0 1 2	64. I have trouble setting priorities	0 1 2 94. I tease others a lot
0 1 2	65. I refuse to talk	0 1 2 95. I have a hot temper
0 1 2	66. I repeat certain acts over and over (describe): _____	0 1 2 96. I think about sex too much
0 1 2	67. I have trouble making or keeping friends	0 1 2 97. I threaten to hurt people
0 1 2	68. I scream or yell a lot	0 1 2 98. I like to help others
0 1 2	69. I am secretive or keep things to myself	0 1 2 99. I dislike staying in one place for very long
0 1 2	70. I see things that other people think aren't there (describe): _____	0 1 2 100. I have trouble sleeping (describe): _____
0 1 2	71. I am self-conscious or easily embarrassed	0 1 2 101. I stay away from my job even when I'm not sick or not on vacation
0 1 2	72. I worry about my family	0 1 2 102. I don't have much energy
0 1 2	73. I meet my responsibilities to my family	0 1 2 103. I am unhappy, sad, or depressed
0 1 2	74. I show off or clown	0 1 2 104. I am louder than others
0 1 2	75. I am too shy or timid	0 1 2 105. People think I am disorganized
0 1 2	76. My behavior is irresponsible	0 1 2 106. I try to be fair to others
0 1 2	77. I sleep more than most other people during day and/or night (describe): _____	0 1 2 107. I feel that I can't succeed
0 1 2	78. I have trouble making decisions	0 1 2 108. I tend to lose things
0 1 2	79. I have a speech problem (describe): _____	0 1 2 109. I like to try new things
0 1 2	80. I stand up for my rights	0 1 2 110. I wish I were of the opposite sex
0 1 2	81. My behavior is very changeable	0 1 2 111. I keep from getting involved with others
0 1 2	82. I steal	0 1 2 112. I worry a lot
0 1 2	83. I am easily bored	0 1 2 113. I worry about my relations with the opposite sex
0 1 2	84. I do things that other people think are strange (describe): _____	0 1 2 114. I fail to pay my debts or meet other financial responsibilities
0 1 2	85. I have thoughts that other people would think are strange (describe): _____	0 1 2 115. I feel restless or fidgety
0 1 2	86. I am stubborn, sullen, or irritable	0 1 2 116. I get upset too easily
0 1 2	87. My moods or feelings change suddenly	0 1 2 117. I have trouble managing money or credit cards
0 1 2	88. I enjoy being with people	0 1 2 118. I am too impatient
0 1 2	89. I rush into things without considering the risks	0 1 2 119. I am not good at details
0 1 2	90. I drink too much alcohol or get drunk	0 1 2 120. I drive too fast
0 1 2	91. I think about killing myself	0 1 2 121. I tend to be late for appointments
0 1 2	92. I do things that may cause me trouble with the law (describe): _____	0 1 2 122. I have trouble keeping a job
		0 1 2 123. I am a happy person
		124. In the past 6 months, about how many times per day did you use tobacco (including smokeless tobacco)? _____ times per day.
		125. In the past 6 months, on how many days were you drunk? _____ days.
		126. In the past 6 months, on how many days did you use drugs for nonmedical purposes (including marijuana, cocaine, and other drugs, except alcohol and nicotine)? _____ days.

Appendix I: Post Participation Information

POST PARTICIPATION INFORMATION

PROJECT: Relationships of Combined Parenting Styles of Step- and Biological Parents in Stepfamily.
Relationship Formation and Emerging Adult Stepchildren's Adjustment

INVESTIGATORS: Saarah Kison, Undergraduate Student, & Kimberly Renk, Ph.D.

Thank you for participating in this research project. This project is being conducted to examine the characteristics of families who have a stepparent involved in raising sons and daughters. Particularly we are examining emerging adults' perspectives of their family's characteristics and how these characteristics are related to their current functioning. In your packet, you completed several questionnaires about the characteristics of families such as the parenting styles used by biological and stepparents, the kind of relationship that emerging adults have with each of their parents, and emerging adults' current functioning. The responses to these questionnaires will be used to explore the relationships among these variables. The results of this study will provide an understanding of stepfamily dynamics. Results also will investigate the overall functioning of emerging adults who have grown up in stepfamily households.

This research may be helpful in increasing your awareness of your perception toward the parenting styles of your parents, the relationships you have with them, and your overall functioning at this time in your life. If you would like more information about stepfamilies, parenting style, or parent child relationships, please refer to the following sources:

Cherlin, A. J. (2010). Demographic trends in the United States: A review of research in the 2000s. *Journal of Marriage and Family*, 72, 403-419.

Crosbie-Burnett, M., & Giles-Sims, J. (1994). Adolescent adjustment and stepparenting styles. *Family Relations*, 43, 394-399.

Nicholson, J., Phillips, M., Peterson, C., & Battistutta, D. (2002). Relationship between the parenting styles of biological parents and stepparents and the adjustment of young adult stepchildren. *Journal of Divorce & Remarriage*, 36, 57-76.

Renk, K., Klein, J., & Rojas-Vilches, A. (2005). Predictors of the characteristics of parent-adult child relationships and adult child functioning in a college student sample. *Journal of Intergenerational Relationships*, 3, 81-10

If you have any further questions about this research study, please contact Kimberly Renk, Ph.D., by phone (407-823-2218) or e-mail (krenk@mail.ucf.edu). If you feel that you may benefit from psychological assistance, please contact Dr. Renk (at the contact points noted here), or call the UCF Student Counseling Center at 407-823-2811.

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- Achenbach, T. M. (2009). *ASEBA: Development, findings, theory, and applications*. Burlington, VT: University of Vermont Research Center for Children, Youth and Families.
- Anderson, J. Z., & White, G. D. (1986). Dysfunctional intact families and stepfamilies. *Family Process, 25*, 407-422.
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- Baron, R. M., & Kenny, D. A. (1986). Moderator-mediator variables distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology, 51*, 1173-1182.
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