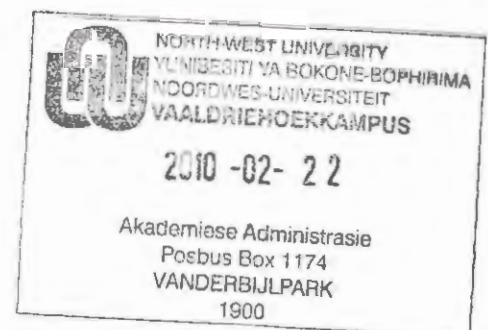


**THE PARENT-ADOLESCENT RELATIONSHIP  
AND THE EMOTIONAL WELL-BEING OF  
ADOLESCENTS**

**VICKI KOEN**



**2009**

**NORTH-WEST UNIVERSITY  
VAAL TRIANGLE CAMPUS**

THE PARENT-ADOLESCENT RELATIONSHIP AND THE  
EMOTIONAL WELL-BEING OF ADOLESCENTS

VICKI KOEN

Bachelors Degree: Psychology & Communication  
(NWU: Potchefstroom Campus)  
Honours Degree: Psychology  
(UNISA)

---

Dissertation presented for the degree  
Magister Artium in Psychology  
in the  
School of Behavioural Sciences  
at  
North-West University: Vaal Triangle Campus

THE PARENT-ADOLESCENT RELATIONSHIP AND THE  
EMOTIONAL WELL-BEING OF ADOLESCENTS

STUDY LEADER:

**Prof C van Eeden**

CO-STUDY LEADER:

**Mrs H Williams**

LANGUAGE EDITOR:

**Dr Amanda van der Merwe**

**For my grandfather,  
Vic Victor  
1929 – 2009  
I love you.**

## Acknowledgements

Firstly, I would like to thank my father, mother and grandmother for all their love and endless support. I am truly blessed to have such wonderful people in my life.

I would also like to thank the following people:

- Prof C van Eeden and Mrs Hayley Williams for their mentorship.
- Prof MP Koen (mother) for support.
- Dr Suria Ellis who acted as statistical consultant.
- Dr Amanda van der Merwe for translation and language editing.
- Ms Annek:ë Coetzee for technical editing of the bibliography.

I would also like to thank the principals, teachers and learners of Hoërskool Riebeeckrand and Randfontein High School for their participation.

Lastly, my greatest thanks to God, for without Him none of this would have been possible.

*“The sage said: We are all books in the great Library of God...  
His love speaks volumes. He is a speed reader. He is no respecter of Bestseller lists.  
He suffers the little magazines to come unto Him.”*

*From “The Word” by D.J. Enright*

## Summary

It is well known that adolescence is a difficult stage of development, involving various aspects of development, namely biological, cognitive, social and emotional development. More recent research indicates that the turbulence and stress in adolescence are exaggerated to a great extent (Berk, 2006); yet the youth of today seem increasingly unhappy. Eating disorders, depression and suicide are some of the problems that occur more frequently in adolescence than before adolescence (Barlow & Durand, 2005). Adolescence may also involve that youth become reluctant to spend time with their parents and that they become more likely to engage in arguments with their parents. Research indicates that both parents and adolescents report that they feel less close to each other during this time (Steinberg & Morris, 2001).

The purpose of this study was to investigate what adolescents' experiences were of their relationship with their parents, what influence the parent-adolescent relationship (as perceived by the adolescent) has on adolescent emotional-well-being, as well as to determine whether or not adolescents' emotional well-being can be predicted by the parent-adolescent relationship. A quantitative cross-sectional survey research design was used for the purpose of this study. The selected sample included grade 9 to 11 learners at various secondary schools who fitted the selection criteria (N = 257). Data collection took place by means of various validated questionnaires to measure the parent-adolescent relationship: The Family Satisfaction Scale (Olson & Wilson, 1982), The Parent-adolescent Communication Scale (Barnes & Olson, 1982), The Inventory of Parent and Peer Attachment (IPPA) of Armsden and Greenberg (1987). To measure adolescent emotional well-being, The Emotional Intelligence Scale (EIS) of Schutte *et al.* (1998), The Fortitude Questionnaire (FORQ) of Pretorius (1997), The Affectometer (AFM) of Kammann and Flett (1983), The General Health Questionnaire (GHQ) of Goldberg and Hillier (1979) and a biographical questionnaire were used to gather demographic information. There were a total of 152 questions, and it took 30-45 minutes to complete. Data analysis was done by means of descriptive statistics, reliability and validity indices,

---

correlation indices and t-tests; and Cohen's practical effect size was used to investigate significant differences.

The results of the study indicate that the majority of adolescents in the research group rate their relationship with their parents positively, although significant differences were found between genders with regard to family satisfaction and between cultures with regard to parent-adolescent communication. The results also seem to indicate that higher manifestations of aspects of emotional well-being are experienced by the African youth than the white participants; and that a healthy parent-adolescent relationship can have a positive influence on adolescent emotional well-being. The parent-adolescent relationship served as a predictor of adolescent emotional well-being, while attachment-anger and family cohesion were found to be the strongest predictors of this.

**Keywords: Adolescent, adolescence, emotional well-being, parent-adolescent relationship.**

## Opsomming

Dit is welbekend dat adolessensie 'n moeilike stadium van ontwikkeling is wat verskeie aspekte van ontwikkeling behels, naamlik biologiese, kognitiewe, sosiale en emosionele ontwikkeling. Onlangse navorsing dui aan dat die onstuimigheid en stres in adolessensie tot 'n groot mate oordryf word (Berk, 2006). Tog kom dit voor dat die jeug van vandag toenemend ongelukkig is. Eetversteurings, depressie en selfmoord is van die probleme wat meer voorkom in adolessensie as voor adolessensie (Barlow & Durand, 2005). Adolessensie kan ook veroorsaak dat jeugdiges terughoudend is om tyd met hulle ouers deur te bring en neig om meer met hulle ouers te argumenteer. Navorsing dui aan dat ouers sowel as adolessente rapporteer dat hulle minder geheg aan mekaar voel gedurende die tyd (Steinberg & Morris, 2001).

Die doel van hierdie studie was om ondersoek in te stel na wat adolessente se ervaring is van hulle verhouding met hulle ouers, hoe die ouer-adolessentverhouding (soos ervaar deur die adolessent) adolessente se emosionele welstand beïnvloed, en om vas te stel of adolessente se emosionele welstand voorspel kan word deur die ouer-adolessentverhouding. 'n Kwantitatiewe deursnee-opname-navorsingsontwerp is gebruik vir die doel van die studie. Die geselekteerde ondersoekgroep het graad 9 tot 11 leerders van verskeie hoërskole ingesluit wat aan die seleksiekriteria voldoen het (N = 257). Data-insameling het plaasgevind deur middel van verskeie gevalideerde vraelyste om die ouer-adolessentverhouding te meet, naamlik: Die Gesinstevredenheidskaal (Olson & Wilson, 1982); die Ouer-adolessent-kommunikasieskaal (Barnes & Olson, 1982), en die Inventaris van Ouer-en-Portuurgehegtheid van Armsden en Greenberg (1987). Om die emosionele welstand van adolessente te meet, is gebruik gemaak van die Emosionele Intelligensieskaal van Schutte *et al.* (1998), die Fortitude vraelys van Pretorius (1997), die Affektometer van Kamman en Flett (1983) en die Algemene Gesondheidsvraelys van Goldberg en Hillier (1979). 'n Biografiese vraelys is gebruik om demografiese inligting in te samel. Daar was 'n totaal van 152 vrae, wat 30-45 minute gevat het om te voltooi. Data-analise is gedoen deur middel van beskrywende statistiek, betroubaarheids- en

geldigheidsindikaturs, korrelasie-indikaturs en t-toetse. Cohen se praktiese effekgrootte is gebruik om beduidende verskille te meet.

Dit wil voorkom asof die resultate van die navorsing aandui dat die meerderheid van die adolessente in die navorsingsgroep hulle verhouding met hulle ouers positief beoordeel, alhoewel daar beduidende verskille tussen geslagte is met betrekking tot gesinsatisfaksie; asook tussen kulture met betrekking tot ouer-adolessentkommunikasie. Die resultate dui ook daarop dat hoër manifestasies van aspekte van emosionele welstand ervaar word deur die Afrika-jeug as deur die wit deelnemers, en dat 'n gesonde ouer-adolessentverhouding 'n positiewe invloed kan hê op adolessente se emosionele welstand. Die ouer-adolessentverhouding dien as 'n voorspeller van adolessente se emosionele welstand. Gehegtheid-aggressie en gesinskohesie is die sterkste voorspellers hiervan.

**Sleutelwoorde: Adolessent, adolessensie, emosionele welstand, ouer-adolessentverhouding.**



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT  
VAAL TRIANGLE CAMPUS

DIRECTOR: SCHOOL of  
BEHAVIOURAL SCIENCES

PO Box 1174, Vanderbijlpark  
South Africa, 1900

Tel: (016) 910-3419

Fax: (016) 910-3424

Web: <http://www.nwu.ac.za>


#### Letter of permission

Permission is hereby given that the following manuscripts:

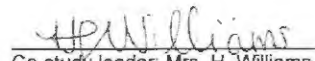
1. *Adolescents' experience of the parent-adolescent relationship*

2. *The influence of the parent-adolescent relationship on adolescents' emotional well-being*

may be submitted by Vicki Koen for the purpose of obtaining a MA-degree in Psychology.

  
Study leader: Prof. C. van Eeden

Date: 2009/11/23.

  
Co-study leader: Mrs. H. Williams

Date: 2009-11-23

## Table of Contents

Acknowledgments	v
Summary	vi
Opsomming	viii
Letter of permission	x

### CHAPTER 1: OVERVIEW OF THE STUDY

<b>1.1</b>	<b>Introduction and rationale for the study</b>	2
<b>1.2</b>	<b>Problem statement</b>	6
<b>1.3</b>	<b>Research objectives</b>	7
<b>1.4</b>	<b>Paradigmatic perspective</b>	7
1.4.1	Meta-theoretical assumptions	7
1.4.1.1	Person	7
1.4.1.2	Environment	8
1.4.1.3	Emotional well-being	8
<b>1.5</b>	<b>Theoretical statements</b>	8
1.5.1	Attachment	8
1.5.2	Parent-adolescent communication	9
1.5.3	Family satisfaction	9
1.5.4	Emotional intelligence	9
1.5.5	Fortitude	9
1.5.6	Affect balance	9
1.5.7	General health	10
<b>1.6</b>	<b>Research methodology</b>	10
1.6.1	Research design	10

1.6.2	Research method	10
1.6.2.1	Sampling	10
1.6.2.2	Data collection	11
1.6.2.3	The role of the researcher	12
1.6.2.4	Data analysis	12
<b>1.7</b>	<b>Literature review</b>	12
1.7.1	Literature review	13
1.7.2	Themes	14
<b>1.8</b>	<b>Design map</b>	28
<b>1.9</b>	<b>Rigor</b>	29
<b>1.10</b>	<b>Ethical considerations</b>	29
<b>1.11</b>	<b>Report outline</b>	31
	<b>References</b>	32
<b>Table 1.1</b>	Measures for ethical accountability	30
<b>Figure 1.1</b>	Literature review	13
<b>Figure 1.2</b>	Four attachment styles based on attitudes about self and others	18
<b>Figure 1.3</b>	Design map	28
<b>Appendix A</b>	Letters: Request to do research at participating secondary schools	44
<b>Appendix B</b>	Letter: Request for permission from Gauteng Department of Education	46
<b>Appendix C</b>	Letter: Request for learner consent	47
<b>Appendix D</b>	Letter: Request for parental consent	49
<b>Appendix E</b>	Permission from various authorities to conduct research	51
<b>Appendix F</b>	Proof of professional translation	56

<b>Appendix G</b>	Questionnaires – English	57
<b>Appendix H</b>	Questionnaires – Afrikaans	67
<b>Appendix I</b>	Request for permission to use PACS and FSS	77

## **CHAPTER 2: ARTICLE ONE**

Guidelines for authors: South African Journal of Psychology	79
Title page: Adolescents' experience of the parent-adolescent relationship.	82
Abstract	83
Problem statement	84
Method	88
Results	92
Discussion	96
References	101
Table 1: Descriptive statistics and internal consistency reliabilities of the measuring instruments for the total group	109
Table 2: Structural equation model validity of the measuring instruments for the total group	110
Table 3: Correlations between the measuring instruments with scores of the total group	111
Table 4: Significant differences in gender and culture for the total group on the measuring instruments	113
Figure 1: Box plot distribution of total group scores on measuring instruments	112

## **CHAPTER 3: ARTICLE TWO**

Guidelines for authors: Psychological Reports	115
Title page: The influence of the parent-adolescent relationship on adolescents' emotional well-being.	117

Abstract	118
Opsomming	119
Problem statement	120
Method	127
Results	133
Discussion	139
References	143
Table 1: Descriptive statistics and internal consistency reliabilities of the measuring instruments for the total group	155
Table 2: Structural equation model validity of the measuring instruments for the total group	156
Table 3: Correlations between the measuring instruments with scores of the total group (N=276).	157
Table 4: Significant differences in gender and culture for the total group on the measuring instruments	158
Figure 1: Model 3 indicating the parent-adolescent relationship as predictor of adolescent emotional well-being	159

## **CHAPTER 4:**

### **CONCLUSIONS, LIMITATIONS & RECOMMENDATIONS**

<b>1</b>	Literature conclusions	161
<b>2</b>	Empirical conclusions	164
<b>3</b>	Limitations	166
<b>4</b>	Recommendations	166
<b>5</b>	Personal narrative	167
<b>6</b>	Reference list	168



**CHAPTER 1:  
OVERVIEW OF THE STUDY**

## OVERVIEW

The background and rationale that inspired the study are discussed first, followed by the problem statement, paradigmatic and theoretical statements and the research methodology. The study is presented in article format, according to the criteria of the journals of choice. The study is concluded by the evaluation, recommendations and discussion of its limitations.

### 1.1 INTRODUCTION AND RATIONALE FOR THE STUDY

Adolescence can be defined as “the period of development marked at the beginning by the onset of puberty and at the end by the attainment of physiological or psychological maturity” (Dictionary of Psychology, 2001: 13). Adolescence is considered to be a psychologically turbulent and emotional period in a person’s life (Strong, De Vault, Satad & Yarber, 2001) because adolescents often feel confused, excited, anxious and uncomfortable. Adolescents experience these emotions because they undergo rapid physical development, especially the cognitive development of abstract thinking skills and advanced reasoning skills (Louw & Louw, 2007). The most striking development and changes occur during early adolescence, from 12 to 14 years of age. Middle adolescence is roughly between the ages of 14 and 16, and late adolescence between the ages of 17 and 19 (Sadock & Sadock, 2007).

Furthermore, adolescents undergo emotional changes and development due to their hormonal changes as well as cognitive and environmental factors and are inclined to experience more negative emotions than younger children and to have more mood swings than both younger children and adults (Louw & Louw, 2007). They are able to identify emotional labels such as anger, happiness and sadness and view such emotional experiences as a product of their inner feelings and thus have more insight concerning other people’s feelings and the reasons for their feelings (Louw, Van Ede & Louw, 2004). Because of the developmental nature of their emotional experiences, it is becoming increasingly important to understand the factors that influence adolescents’

emotional well-being. Well-being does not simply imply the absence of psychopathology but also the ongoing development of inner potential and coping with developmental tasks (Foxcroft & Roodt, 2001). Characteristics of an emotionally healthy adolescent include the experience of more positive than negative emotions, flexible regulation of emotion and behaviour and demonstration of positive coping skills (Bridges, Margie & Zaff, 2001).

There is ongoing research about the causal role of parents, but numerous studies suggest a strong association between the parent-child relationship and adolescents' well-being (Zaff & Moore, 2002). Adolescents' mental and emotional well-being has been associated with the quality of parent-adolescent relationships (Hair, Moore, Garrett, Kinukawa, Lippmann & Michelsen, 2003), and Resnick, Bearman, Blum, Bauman, Harris and Jones (1997) have reported research that indicates high parent-child connectedness as predictive of decreased emotional distress and suicidality in adolescents. Parents play an important part in the physical, mental, emotional and spiritual development of their children (Morris, 2005). The roles of parents include providing their children with safety, care, control and intellectual stimulation (Carr, 2004).

In relation to what Erikson (1968) describes as a stage that involves identity versus role confusion, adolescence involves the formation of an identity and understanding of oneself. Therefore, adolescence is a time of achieving autonomy, where adolescents start forming new relationships and moving away from emotional dependency on parents: this is known as emotional autonomy (Kaplan, 2000). The relationship between adolescents and their parents becomes more emotionally distant due to adolescents' increased need for privacy as well as a decrease in affect towards parents, which is usually temporary (Louw & Edwards, 2003). Parental influence does not disappear during adolescence, and supportive parenting involving positive emotions is correlated with positive adolescent development (Lerner, Brennan, Noh & Wilson, 1995).

Parenting also has an influence on adolescents' degree of emotional intelligence. Emotional intelligence may be defined as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate between them and to use this information to guide one's thinking and actions" (Louv & Louw, 2007: 244-245). The development of perceived control, perceptions of competence, self-esteem, coping, self-regulation and positive and negative emotionality is theorised to be influenced by early parent-child relationship characteristics; for example parental warmth, sensitivity, responsiveness and quality of attachment relationships (Harter, 1983).

Attachment in general refers to the binding affection or emotional tie between people, in this case the adolescent and his/her parents. This emotional tie has been described as secure, fearful-avoidant, dismissing or preoccupied. According to Baron and Byrne (2003), secure attachment is characterised by high self-esteem and high interpersonal trust. Fearful-avoidant attachment is low in self-esteem and interpersonal trust and is the least adaptive, most insecure style. Dismissive attachment is characterised by high self-esteem and low interpersonal trust, whereas the preoccupied style is characterised by low self-esteem and high interpersonal trust. Attachment may be defined as "the strong, affectionate tie we have with special people in our lives that leads us to feel pleasure when we interact with them and to be comforted by their nearness during times of stress" (Berk, 2006: 419). Carr (2004) cites research indicating positive correlations between secure attachment and psychological wellness of youth in all cultures.

Characteristics of a healthy, functional family include clear, congruent communication, the ability to adapt (resilience) and a capacity for intimacy (Becvar & Becvar, 2006). Less fortunate families seem to seek control and ways to intimidate other members of the family (Becvar & Becvar, 2006) and parents who feel powerless are more likely to be hypervigilant with a child, to focus on the negative, engage in coercive and punitive parenting, misread neutral child cues as malevolent and derogate a child in an effort to restore power (The National Child Traumatic Stress Network [NCTSN], 1995). As a result of negative parent-child relationships, adolescents often lack the skills to cope with the demands of life, because their emotional developmental needs remain unfulfilled

(Fourie, Mojapelo-Batka, Mokgatlhe & Von Krosigk, 2007). Approximately 75 percent of teenagers successfully adapt to the physical, cognitive and emotional changes of adolescence (Sadock & Sadock, 2007); however, others do not adapt successfully and experience serious problems once they have to leave behind the protection and dependence of childhood (Fourie *et al.*, 2007).

Adolescents are exposed to a multi-complex society which makes the roles of adolescents increasingly unclear and confusing (Adeyemo & Adeleye, 2008). Research indicates that suicide is on the rise in South Africa, especially among the youth. According to suicide statistics, at least one suicide is committed every hour in South Africa and suicide has risen 48 percent over the past ten years (Newman, 2004). Research to determine possible causes of suicide in youth is ongoing and findings indicate that the causes may be attributed to either environmental factors, for example a lack of parental love, interactional problems between parent and child and social isolation, or it could be internal in the adolescent, such as depression, social anxiety and so forth (Ward, 2004). James and Gilliland (2005: 419) point out that “Suicide is a problem that is far more prevalent and far more lethal than all the school assaults combined – even though school shootings obtain far more publicity”. Adolescents have also become more involved in deviant behaviour, such as risky sexual activity, substance abuse and crime. According to the Substance Abuse and Mental Health Services Administration (2002), sexually transmitted diseases are increasing in the 15 to 19 year age group. Treatment statistics indicate that drugs such as Ecstasy, LSD and Speed are more commonly used by younger persons than by older persons and solvent use is also higher among young people (Parry, 1998). Research also suggests that alcohol use has increased among school-going youth for both males and females, (Flisher *et al.* quoted by Parry, 1998). In Cape Town, half of the persons seeking treatment for addiction started taking drugs before the age of 13 (Lund, 2000). Furthermore, violent movies, music and videogames are popular among adolescents because it serves as an outward expression of anger and frustration that are often experienced by adolescents. These forms of entertainment can infect teenagers with hostility, revenge and vulgarity (Richmond, 2007).

Finally, adolescents of today seem to be more prone to stress due to biological and emotional changes. Stress is caused by external sources, internal perceptions and biology, life changes, world concerns, new experiences, change in routine and their parents experiencing stress (Anonymous, 2008). The increasing distress experienced by young people, especially those who are not part of an emotionally supportive family or support system, more often result in dysfunctional coping attempts such as those discussed above.

## **1.2 PROBLEM STATEMENT**

The complexities and challenges experienced by adolescents, and which impact on their emotional well-being, became clear in the above discussion. Not only is adolescence a difficult stage of development (Strong *et al.*, 2001), but adolescents are confronted with multiple stressors (Anonymous, 2008) and exposed to a multi-complex society (Adeyemo & Adeleye, 2008). There is an increase in adolescent dysfunctional behaviour such as drug and alcohol use (Parry, 1998), risk-taking behaviour and attempting or committing suicide (Caruso, 2008).

The formative and preventative role that parental support and understanding play in adolescent emotional well-being has become increasingly important. Sadly, the increase in dysfunctional youth behaviour might be an indication that parents are not as forthcoming, supportive or understanding as adolescents need them to be concerning their emotional stability and wellness.

Prompted by this problem statement, the researcher asks the following research questions:

- What is adolescents' experience of their relationship with their parents?
- What influence does the parent-adolescent relationship (as perceived by the adolescent) have on adolescent emotional well-being?

### **1.3 RESEARCH OBJECTIVES**

Based on the above-mentioned research questions, the following objectives are identified:

- To determine how parent-adolescent relationships and adolescent emotional well-being is conceptualised in literature.
- To determine how adolescents experience the parent-adolescent relationship.
- To determine adolescent emotional well-being in the research group.
- To determine the relationship (correlations) between adolescents' emotional well-being and the parent-adolescent relationship.
- To determine if adolescents' emotional well-being can be predicted by the parent-adolescent relationship.

### **1.4 PARADIGMATIC PERSPECTIVE**

#### **1.4.1 META-THEORETICAL ASSUMPTIONS**

These assumptions are based on my personal worldview.

##### **1.4.1.1 Person**

For the purpose of this study, the persons that are involved include the adolescent and parent. According to the Oxford Advanced Learner's Dictionary (Hornby, 2001), an adolescent can be defined as a young person who is developing from a child into an adult, or according to the Penguin Student Dictionary (Allen, 2006), as somebody in the period of life between puberty and maturity. For the purpose of this study an adolescent is defined as a young person experiencing physical, cognitive and emotional development; and the range of adolescent age in this study will be regarded as being between 12 and 18 years, with the focus being on the age groups 14 to 18 years. Adolescence is considered to be a turbulent and emotional period in a person's life (Strong *et al.*, 2001). Louw and Louw (2007) describe adolescence as the "weak link" concerning the different life stages, and explain that when debilitating stress occurs, it is most likely to be in adolescence.

The Oxford Advanced Learner's Dictionary (Hornby, 2001) defines a parent as a person's father or mother. According to the Penguin Student Dictionary (Allen, 2006), behaviour characteristics of a parent includes care, protection, nurturing, etc. of offspring.

#### **1.4.1.2 Environment**

For the purpose of this study, the environment is seen as being predicted by the parent-adolescent relationship. According to the Oxford Advanced Learner's Dictionary (Hornby, 2001), a relationship can be defined as the way in which two people behave towards each other. For the purpose of this study, the parent-adolescent relationship will be approached in terms of how a parent and adolescent behave towards each other and the effect it has on adolescent emotional well-being. The experience of parent-adolescent attachment, parent-adolescent communication and family satisfaction is seen here as aspects of the parent-adolescent relationship.

#### **1.4.1.3 Emotional well-being**

Throughout the lifespan, emotional well-being is the predominance of positive affect (Bridges *et al.*, 2001), and for the purpose of this study emotional well-being will include emotional intelligence, fortitude, affect balance and health.

### **1.5 THEORETICAL STATEMENTS**

The theoretical statements are definitions of key terms used in this research.

#### **1.5.1 ATTACHMENT**

Attachment can be defined as a strong affectional bond with a specific person who cannot be replaced (Tonin, 2004). The affectional bond characterised by trust and belongingness between the parent and adolescent will be investigated, as well as the influence it has on an adolescent's emotional well-being.

### **1.5.2 PARENT-ADOLESCENT COMMUNICATION**

The Penguin Student Dictionary (Allen, 2006) defines communication as the exchange of information and for the purpose of this study “parent-adolescent communication’ refers to how well information is exchanged between the parent and adolescent, whether open and honest communication is experienced and whether conflict resolution and problem solving are outcomes of the communication.

### **1.5.3 FAMILY SATISFACTION**

According to the Oxford Advanced Learner’s Dictionary (Hornby, 2001), when something is satisfactory it is good enough for a particular purpose. For the purpose of this study the term *family satisfaction* refers to whether or not adolescents perceive their parents as good parents, with whom they experience a fulfilling relationship characterised by support, availability and care.

### **1.5.4 EMOTIONAL INTELLIGENCE**

Emotional intelligence may be defined as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate between them and to use this information to guide one’s thinking and actions” (Louw & Louw, 2007: 244-245). In this study, emotional intelligence refers to how well adolescents are able to monitor their own emotions as well as the emotions of others and whether or not they understand and use this information in their daily lives.

### **1.5.5 FORTITUDE**

Fortitude may be defined as the character strength derived from appraising ourselves and our world in a positive manner that enables us to cope with life stress (Pretorius, 1997). In this study, fortitude refers to the ability of adolescents to be positive and resilient.

### **1.5.6 AFFECT BALANCE**

Affect balance is the balance between positive and negative affect (Bradburn, 1969). Affect balance, as a component of emotional well-being, will in this study indicate whether or not more positive than negative affect is experienced by an adolescent.

### **1.5.7 GENERAL HEALTH**

The World Health Organisation (WHO, 1964) describes health as a state of complete physical, mental, and social well-being and not just the absence of disease or infirmity. In this study general health refers to adolescent emotional and physical well-being.

## **1.6 RESEARCH METHODOLOGY**

### **1.6.1 RESEARCH DESIGN**

A quantitative cross-sectional survey research design was used to reach the aim of this study. Validated psychological measuring instruments were used to gather information in Hoërskool Riebeeckrand and Randfontein High School in Randfontein, Gauteng. These high schools were chosen on the basis of convenience, as the researcher lives in this area and the problems of adolescents in the area are known to her. The measuring instruments included the following questionnaires to measure the parent-adolescent relationship: the Family Satisfaction Scale (Olson & Wilson, 1982), the Parent-adolescent Communication Scale (Barnes & Olson, 1982), the Inventory of Parent and Peer Attachment (IPPA) of Armsden and Greenberg (1987), and the following questionnaires to measure emotional well-being: the Emotional Intelligence Scale (EIS) of Schutte *et al.* (1998), the Fortitude Questionnaire (FORQ) of Pretorius (1997), the Affectometer (AFM) of Kammann and Flett (1983) and the General Health Questionnaire (GHQ) of Goldberg and Hillier (1979).

### **1.6.2 RESEARCH METHOD**

#### **1.6.2.1 Sampling**

##### **➤ Population and Setting**

The population included grade 9 to 11 learners of secondary schools in Randfontein, Gauteng. The setting for the completion of questionnaires was the school that the participating learners attend.

Participants had to meet the following criteria:

- They had to be grade 9 to 11 learners.
- They had to be between the ages of 14 and 18 years.
- They had to give voluntary consent to participate in the study.
- Their parents had to give written permission.
- Language use and proficiency had to be adequate.

➤ **Sampling method**

Use was made of voluntary all-inclusive and non-discriminatory involvement of grade 9 to 11 learners in secondary schools in Randfontein, Gauteng who were willing and assented to participate and whose parents consented to them participating. The schools were selected as a convenience sample.

➤ **Sample size**

The size of the sample was 257 learners, to ensure validity. According to the statistical consultant at the North-West University, about 30 respondents per questionnaire were needed for this research design.

#### **1.6.2.2 Data collection**

After literature was consulted, the validated questionnaires mentioned above were identified and used to collect data on family satisfaction, parent-adolescent communication, attachment, emotional intelligence, fortitude, affect balance and general health. In a pilot study on the measuring instruments, 8 grade 9 to 11 learners completed the questionnaires and found it user-friendly and reported that it took approximately 30-45 minutes to complete. A biographical questionnaire was also included to collect the participants' socio-demographic information. Professional teachers who acted as mediators, distributed, monitored and collected the questionnaires. The researcher was also present during the completion of questionnaires.

The questionnaires were translated into Afrikaans by the researcher as well as Prof MP Koen. After translation, the questionnaires were compared and then sent to Dr A van der Merwe, an accredited language practitioner, who compared the English and Afrikaans questionnaires to ensure that the translation was correct.

#### **1.6.2.3 The role of the researcher**

Written informed assent was obtained from the learners, written consent was obtained from their parents, and the principals of the various schools gave approval for the research. The researcher contacted the Gauteng Department of Education and made appointments with the principals of the various schools to establish their willingness to let their learners participate in the study, as well as to explain the objectives of the research. The researcher delivered and collected the questionnaires and was also present at the various schools while the questionnaires were completed.

#### **1.6.2.4 Data analysis**

Data analysis was done by the Statistical Consultation Service of the North-West University by means of descriptive statistics, reliability and validity indices, correlational indices, t-test and MANOVA analysis, regression analysis and structural equation modelling.

### **1.7 LITERATURE REVIEW**

#### **1.7.1 LITERATURE REVIEW**

A literature review was conducted to ground the research. The following themes were investigated: adolescent emotional well-being, puberty, emotional development, identity formation, emotional intelligence, gender differences, parent-adolescent relationship, conflict, parenting styles, attachment and communication. These themes are illustrated in the figure below:

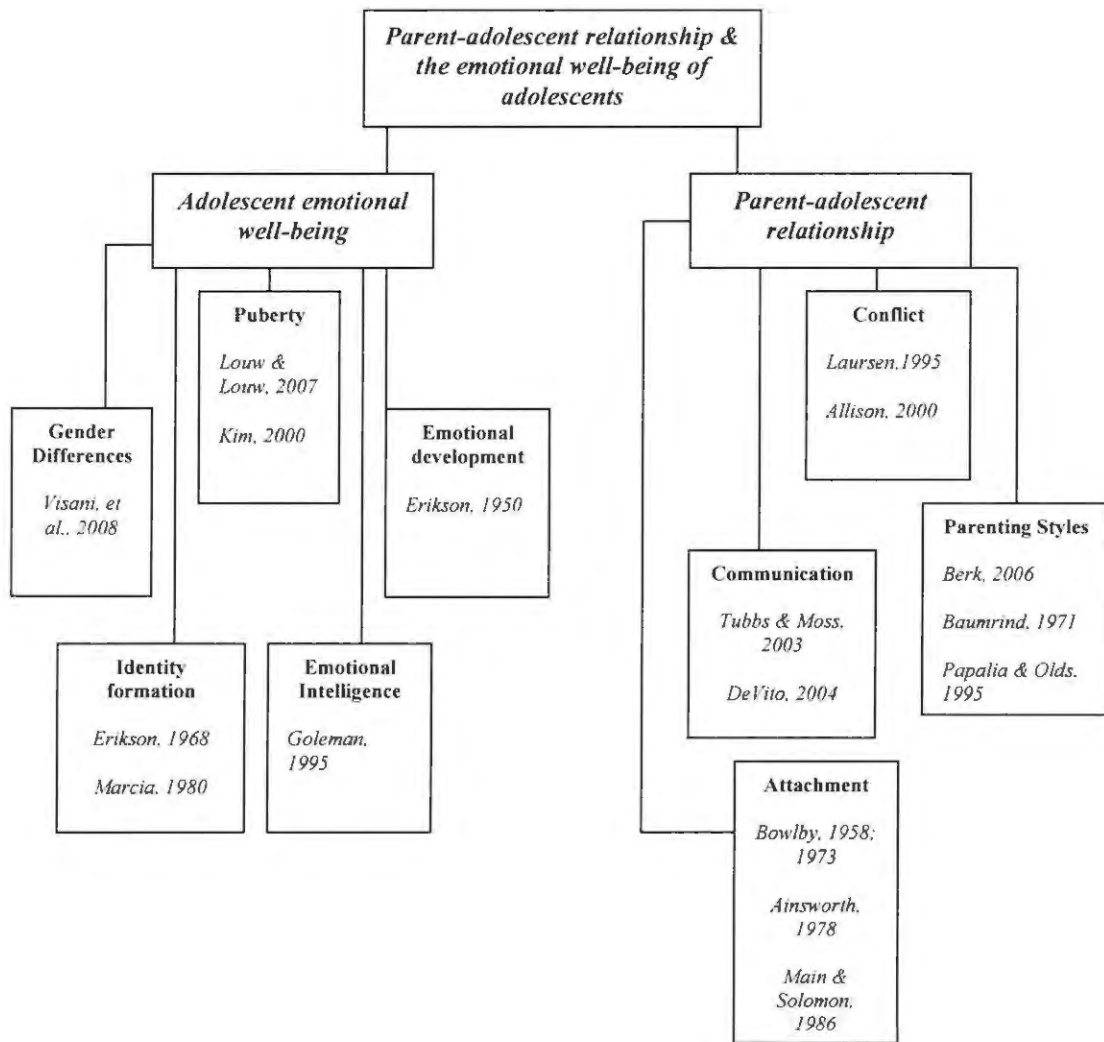


Figure 1.1: Literature review

## 1.7.2 THEMES

Following is a discussion of the themes that are illustrated in the literature review map.

### **Parent-adolescent relationship:**

The following themes are discussed in terms of their influence and the role they play in the parent-adolescent relationship:

- **Conflict**

There are many commonly held misconceptions about the nature of the parent-adolescent relationship. For example, if parents of young children are asked what they expect their children to be like as teenagers, their answers may be something along the line of “rebellious and reckless” or “full of rages and tempers” (Buchanan & Holmbeck, 1998). Some research supports the claim that conflict forms an integral part of parent-adolescent relationships (Laursen, 1995) and the dramatic physical, cognitive, social and emotional changes brought on by the onset of puberty are often blamed for the conflict between adolescents and their parents (Allison, 2000). With the onset of puberty, an increase in self-consciousness and awareness also develops, as well as a growing need for autonomy from parents (Duncan *et al.*, 2008). The increase in parent-child conflict that occurs in adolescence is not, however, due to adolescents’ striving for independence alone. Parents’ development affects children as well, and adolescence is a time when most parents become middle-aged and are conscious that their children will soon leave their home and establish their own lives (Steinberg & Silk, 2002). Consequently, while the adolescents want greater autonomy, the parents want more togetherness (Berk, 2006). However, there is also empirical evidence that contradicts these notions (Hill, 1993; Papalia & Wendkos-Olds, 1995; Rathus, 2006). Parent-adolescent conflict is not the norm and Carr (2004) and Rathus (2006) cite epidemiological studies of adolescents that prove this point. Less time spent at home and adolescents’ greater independence do not mean that adolescents become emotionally detached from their parents. These may be adaptive functions indicating emotional autonomy and the fact that they are able to extend the attachment relationship with parents to engage in forming new

relationships (Rathus, 2006). Flouri and Buchanan (2003, in Rathus, 2006) found that adolescents who maintain a close relationship with parents show self-reliance and independence, self-esteem, good academic performance and psycho-social well-being.

- **Parenting styles**

The art of relationships largely involves skills that allow one to manage emotions in others (Walker, 1999). Parenting that promotes adolescent emotional well-being has been of great interest to psychologists. Within the field of parenting adolescents, research shows that parental knowledge about children, including their emotional well-being, came mainly from self-disclosure to parents (Shek, 2006). Pećnik and Tokić (2008) found that adolescents' self-disclosure to parents was inhibited by negative parental reactions and encouraged by positive parental behaviours. Positive parental behaviour may be defined as behaviour that is nurturing, non-violent, provides structure and recognition, enables empowerment and has the best interest of the child at heart (Council of Europe, 2007). Papalia and Olds (1995) suggest authoritative parenting to provide adolescents with the necessary warmth, acceptance, willingness to listen, explaining, negotiation, and assertion of values, rules and norms.

The other parenting styles include authoritarian, permissive and uninvolved styles, and some are characterised by forms of negative parental behaviour. The authoritarian parenting style, for example, is often cold, rejecting, and frequently degrades the child; the permissive style is warm but overindulgent or inattentive; and the uninvolved style is mostly emotionally detached and withdrawn (Berk, 2006).

- **Attachment**

**Attachment Phases:**

Bowlby (1958; 1973) describes various phases in the development of attachment: (1) the pre-attachment phase, (2) the attachment-in-the-making phase, (3) the phase of "clear-cut" attachment and (4) the formation of a reciprocal relationship.

- *Pre-attachment phase (indiscriminate responsiveness to humans)*  
This stage lasts for the first two to three months of a baby's life. During this phase a baby's behaviour is characterised mainly by genetically determined reflex responses and a baby's reactions tend to be the same concerning both familiar people as well as strangers.
- *Attachment-in-the-making phase (focusing on familiar people)*  
This stage lasts from about the third to sixth month of a baby's life. During this phase, babies have different reactions concerning familiar people and strangers or unfamiliar people. A greater degree of attachment is noticeable between the baby and primary caregiver, where babies tend to smile and "talk" to the primary caregiver more so than to others and may also become upset when separated from the primary caregiver.
- *"Clear-cut" attachment (active proximity seeking)*  
This stage lasts from about six months to two years of age. During this phase infants can crawl or walk and usually try to go where the caregivers are. Attachment can thus be clearly noticed during this phase. Infants also tend to protest, for example by crying when the caregiver/s leaves the room.
- *Formation of reciprocal relationship (partnership behaviour)*  
This stage starts at about the age of two. During this phase cognitive, social and emotional behaviour develops and attachment between a child and caregiver becomes more complex. In this phase, toddlers may attempt to influence the behaviour of their caregiver/s to make them more responsive to their own needs.

#### **Attachment Styles:**

Based on research, Ainsworth (1973) and her team identified three categories of attachment: (1) secure, (2) avoidant and (3) ambivalent. Main and Solomon (1986) identified a fourth category: (4) disorganised-disoriented attachment.

- *Secure Attachment*

In infancy the mother becomes the baby's security base and babies tend to be visibly upset or experience distress when they are separated from their mother. When the mother returns, the baby is happy and welcomes physical contact with the mother. When the baby comes into contact with strangers, his/her reaction is relatively positive when the mother is present. In adulthood, a person with a secure attachment style is characterised by high self-esteem and a positive feeling towards others. These people seek interpersonal closeness and are comfortable in relationships (Baron & Byrne, 2003). Persons with this style tend to have lasting, committed and satisfying relationships (Shaver & Brennan, 1992).

- *Avoidant/Dismissing Attachment*

In infancy the baby is not upset when the mother leaves; and when the mother returns, the baby usually ignores her. These babies do not attempt to explore the environment when with their mothers. They are not unduly upset when they come into contact with strangers, but may also ignore and avoid strangers as with their mothers. In adulthood, persons with this attachment style have a very positive self-image whilst expecting the worst of others. Their self-descriptions differ significantly from how others describe them (Onishi, Gjerde & Block, 2001). These individuals are likely to fear closeness and avoid face-to-face interactions, preferring impersonal contact, such as e-mail (McGowan, Daniels & Byrne, 2000, in Baron & Byrne, 2003).

- *Ambivalent/Preoccupied Attachment*

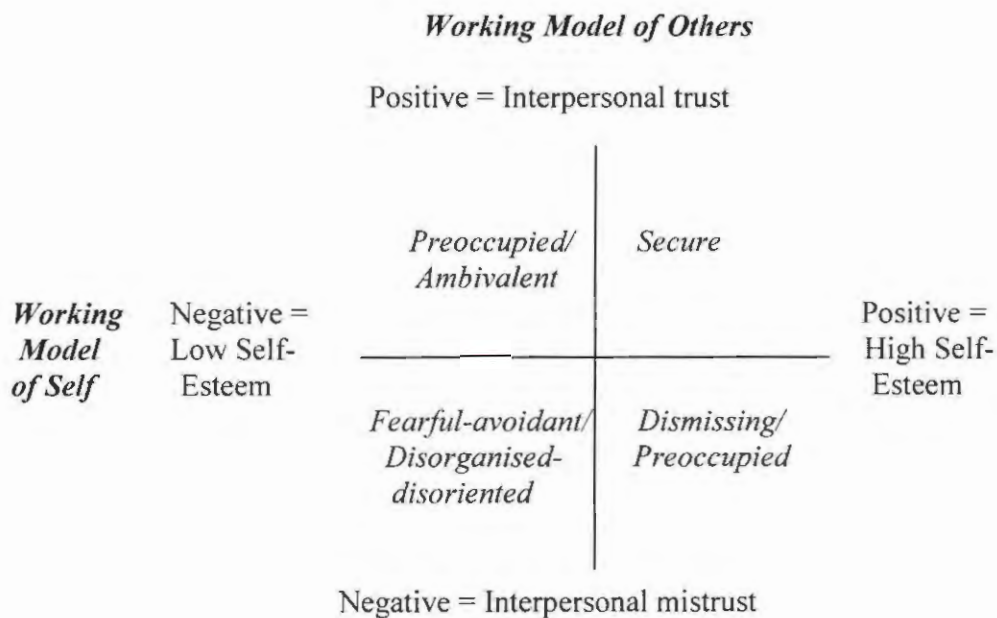
In infancy, the baby tends to be anxious before the mother leaves and becomes very upset when she leaves the room; and when the mother returns, the baby acts ambivalently (trying to make contact with the mother, but also trying to avoid the mother by kicking, crying and so on). These babies are not likely to explore the environment and are wary of strangers, even with their mother present. In adulthood, people with this attachment style have a negative view of themselves and positive expectations concerning others (Baron & Byrne, 2003). They seek

closeness (sometimes too much closeness), but experience feelings of guilt and anxiety, feeling they do not deserve the other person's love (Lopez, Gover, Leskela, Sauer, Schirmer & Wyssmann, 1997).

- *Disorganised-disoriented/Fearful-avoidant Attachment*

An infant may develop this type of attachment if its mother is insensitive, intrusive or abusive. This type of attachment reflects the greatest insecurity. When the mother returns, the baby tends to greet her happily but then turns away and engages in a variety of confused or contradictory behaviours. In adulthood, these people are characterised by low self-esteem and are negative about other people. They avoid close relationships and minimise interpersonal closeness with the intention to avoid rejection (Baron & Byrne, 2003).

The four attachment styles may be represented as follows:



**Figure 1.2: Four attachment styles based on attitudes about self and others** (McGowan, Daniels & Byrne, 2000, in Baron & Byrne, 2003)

Attachment theorists emphasise that children internalise experiences of their relationship with their mother into internal working models that structure and guide the way they act in other social encounters. Children learn from the relationships with their parents how to have satisfying relationships and friendships with others, and the attachment that adolescents have with their parents is a significant predictor of adolescents' emotional adjustment (Engels, Finkenauer, Meeus & Dekovic, 2000).

Attachment to parents who are supportive can be especially beneficial when the transition is made from primary to secondary school (Wong, Wiest & Cusick, 2002). Papini and Roggman (1992), for example, found that adolescents who had stronger attachment in their relationships with their parents reported less physical and social anxiety in the transition to secondary school. Stronger attachment relations during this period were also found to be associated with greater perceived competence. Jacobsen and Hoffman (1997) found that adolescents who were judged to have secure attachment in their relationships showed greater participation and attention, and less insecurity about the self. A study by Learner and Kruger (1997) found that the attachment adolescents have with their parents is positively related to their motivation to succeed academically.

- **Communication**

Communication may be seen as an index of family operations and the means whereby a family transacts the business of life (Scherz, 1962): it is a blueprint by which a child develops from infancy to maturity (Satir, 1964). Theorists stress that all families are unique, happy or unhappy and each family is regarded as distinct, with their own values, history and norms for behaviour. Families do not only have expectations concerning their members, but also regarding communication within the family (Tubbs & Moss, 2003). Each family has their own communication rules and as time passes, these rules have to be revised – as is the case with families who have adolescent children. Issues regarding autonomy and control come up frequently during this period. Adolescents also start to communicate more with their friends and increasingly move away from family communication. The changes and development

that take place during adolescence become the focal point of communication, and acceptable topics may therefore include classes, grades, jobs, sport, decisions concerning the future and so on. More difficult topics to discuss and that are sometimes even avoided include sex, alcohol, drugs and boyfriends or girlfriends. For these reasons, the adolescent years are probably the most difficult times regarding communication (Tubbs & Moss, 2003).

The communication between a parent and child is a form of interpersonal communication which is a transactional process, in the sense that the process of communication is circular, where each person should be involved as a listener and speaker; an actor and reactor (DeVito, 2004).

DeVito (2004) explains that in an attempt to understand families and their communication, it is helpful to look at the communication patterns that dominate different relationships. Four general communication patterns have been identified, and each interpersonal relationship can be viewed as a variation of these patterns. These patterns include: (1) the equality pattern, (2) the balanced split pattern, (3) the unbalanced split pattern and (4) the monopoly pattern.

- *The Equality Pattern*

In this pattern, each person participates equally in the communication transactions and the roles played by the persons who are involved are equal. Communication is usually open, honest and direct. The equity theory states that equity (where the rewards and costs of the relationship are equal) contributes to family satisfaction.

- *The Balanced Split Pattern*

In this pattern equality still exists in the relationship, but different people have authority over different domains. For example, the husband is the breadwinner whilst the wife cooks, cleans and watches over the children.

- *The Unbalanced Split Pattern*

In this type of relationship, one person is dominant and is seen as the expert in most of the areas that concern mutual communication. This expertise can take on the form of control in a relationship, with the person who is in control being more intelligent, having more knowledge or even being more physically attractive or earning more money.

- *The Monopoly Pattern*

In this type of relationship, one person is seen as the authority. Instead of communicating, this person gives orders to and lectures the other person, telling the non-controlling person how things will and will not be. The person in control rarely asks for the other's advice and also speaks more frequently.

There is a large body of research that indicates parenting is a crucial factor in adolescent development as well as adjustment (Steinberg, Elmen & Mounts, 1989). Choo (2000) has found evidence that provides strong support for parental warmth and communication being crucial for the well-being of adolescents. Yu, Clemens, Yang, Li, Stanton, Deveaux, Lunn, Cottrell and Harris (2006) found that depressed adolescents were more likely to engage in risk behaviours and perceived significantly lower levels of parental monitoring as well as higher levels of impaired communication with their parents than did adolescents who were not depressed. Noller and Bagi (1985) found that overall, adolescents tended to communicate more with their mothers than their fathers over a wide range of subjects. There was also more self-disclosure to mothers, with more adolescent females disclosing than males. Blake and Slate (1993) found evidence that adolescents' self-esteem levels are related to the quality of parental verbal interaction as perceived by adolescents.

**Satisfaction with family life**

The family is not only a collection of people that share physical and psychological space (Goldenberg & Goldenberg, 2004). Studies on family satisfaction describe the family as a support system to which adolescents can turn when they have fears and

doubts about their future (Caprara, Pastorelli, Regalia, Scabini & Bandura, 2005). Family satisfaction can have an influence on various aspects of adolescent development, such as individuation and differentiation (Scabini, Lanz & Marta, 1999). Family satisfaction in adolescence has been found to correlate with the quality of the parent-adolescent relationship (Belsky, Jaffee, Hsieh & Silva, 2001) and also with better self-worth in adolescence (Gilman, 2001). Dissatisfaction with regard to family life may result in the experience of emotional hardships in adolescence (Valois, Zullig, Huebner & Drane, 2001).

### **Adolescent emotional well-being:**

The following themes are discussed in terms of the influence and the role they play in adolescent emotional well-being:

- **Puberty**

Adolescence is a time of uncertainty, discomfort, clumsiness and awkwardness and as a result adolescents experience emotional problems during this period (Kang, 2005). Puberty (sexual maturation) is one of the most dramatic events in the development of adolescents. Puberty in girls begins with the enlargement of the sex organs, such as the ovaries, uterus, vagina, labia and clitoris (primary sex characteristics) and at the same time the secondary sexual characteristics also start to develop, such as the appearance of breast buds, bodily hair and broadening of the hips. The most dramatic sign of sexual maturation in girls is the first menstruation, or menarche. Puberty in boys start when the primary sex characteristics (reproductive system) begin to develop, such as the enlargement of the testes, scrotum and penis. Secondary sexual characteristics also develop, such as the appearance of pubic hair and deepening of the voice. The most dramatic sign of sexual maturation in boys is seminal emission or discharge of semen (Louw & Louw, 2007). Adolescents often make critical comparisons between themselves and their peers regarding these physical changes, and as a result they become emotionally unstable, suffering from a sense of inferiority, self-doubt and hypersensitivity (Kim, 2000). Adolescents may experience dissatisfaction, anxiety and depression due to their bodily changes. This

dissatisfaction can be exacerbated by inadequate support from parents (Duncan *et al.*, 2008).

- **Emotional development**

Erikson (1950) identifies eight stages in social-emotional development, namely (1) basic trust versus mistrust, (2) autonomy versus shame and doubt, (3) initiative versus guilt, (4) industry versus inferiority, (5) identity versus role confusion, (6) intimacy versus isolation, (7) generativity versus stagnation and (8) ego integrity versus despair.

- *Basic Trust versus Mistrust*

This stage lasts from birth to one year of age. Basic trust develops as infants receive warm and responsive care. Mistrust, on the other hand, develops when infants have to wait too long to be comforted and when they are treated harshly.

- *Autonomy versus Shame and Doubt*

This stage takes place from one to three years of age. With the development of new mental and motor skills, the need develops in children to choose and decide for themselves. Autonomy is fostered when parents allow reasonable free choice and do not force the child.

- *Initiative versus Guilt*

This stage is from three to six years of age. By taking part in make-believe play, children experiment with the sort of person they can become. When parents are supportive during this stage, a sense of responsibility as well as ambition may arise. However, parents who demand too much self-control will cause the child to experience too much guilt due to over-control.

- *Industry versus Inferiority*

This stage occurs from six to eleven years of age. Now school-going, children develop their capacity to work and cooperate with others. Negative experiences

at home, school, or with peers, on the other hand, can cause feelings of incompetence, which in turn leads to feelings of inferiority.

- *Identity versus Role Confusion*

This stage takes place during adolescence. Adolescents search for answers to questions such as *Who am I?* and *What is my place in society?* A lasting personal identity will be the outcome of self-chosen values and vocational goals, whereas the negative outcome is confusion about future adult goals.

- *Intimacy versus Isolation*

This stage takes place during emerging adulthood. Young people seek to establish intimate ties with others, but some cannot form these close relationships and experience isolation due to earlier disappointments.

The stages of “generativity versus stagnation” and “integrity versus despair” apply to stages later in adulthood and will therefore not be discussed here.

• **Identity formation**

A central task for the adolescent is to form a secure, unique sense of personal as well as social identity (Duncan, Van Niekerk, Mufamadi & Martin, 2008). Through cognitive development, adolescents gain the ability to engage in abstract and hypothetical thinking (Papalia & Olds, 1995). This ability is associated with adolescents’ experience of intense feelings of self-awareness and consciousness (Van Rooyen & Newenya, 1997) – abilities that facilitate the consolidation of an adolescent’s personal identity (Kaplan & Sadock, 1998). However, adolescent judgement is impaired by psychosocial immaturity, for example, susceptibility to peer influence, attitude towards/perception of risk, future orientation and a capacity for self-management (Steinberg & Scott, 2003). The search for an identity drives many choices, such as interpersonal relationships, vocation, expression of one’s sexual orientation, and moral, political and religious ideals (Berk, 2006).

Erikson (1968) believed that the seeds of identity are planted early in infancy and childhood, but it is not until late adolescence that young people become absorbed in the task of forming an identity. Successful psychosocial outcomes during infancy and childhood can pave the way for a positive identity, whereas negative outcomes in adolescence can lead to identity confusion. Marcia (1980) identifies four paths to identity or identity statuses: (1) identity achievement, (2) identity moratorium, (3) identity foreclosure and (4) identity diffusion.

- *Identity Achievement*

Individuals who have achieved an identity have already explored alternatives and are committed to a clearly formulated set of self-chosen values and goals. They are individuals who experience a sense of psychological well-being, clear direction in life and sameness through time.

- *Identity Moratorium*

These individuals have not yet made definite commitments. They are in the process of exploring, gathering information and trying out activities with the desire to find goals and values to guide their lives.

- *Identity Foreclosure*

Without having explored alternatives, these individuals have committed themselves to values and goals. They accept a ready-made identity that has been chosen for them by authority figures in their lives, such as parents, teachers and romantic partners.

- *Identity Diffusion*

These individuals do not have a clear direction in life. They are not committed to values and goals and neither are they trying actively to reach them. A reason for this is that they may not have explored alternatives, or that they simply found the task of doing so too daunting.

Some adolescents may remain in only one status, whereas others may go through status transitions (Berk, 2006). Most will move from the lower statuses (foreclosure and diffusion) to the higher statuses (moratorium and achievement) during mid-adolescence and their mid-twenties, but others may also move in the reverse direction (Kroger, 2001).

A wealth of research indicates and supports the notion that identity achievement and identity moratorium lead to a mature self-definition, whereas long-term identity foreclosure and diffusion are maladaptive (Berk, 2006). If they get stuck in foreclosure or diffusion, adolescents experience adjustment difficulties. Foreclosed adolescents are inflexible and intolerant and most of them fear rejection by those they depend on for affection and for self-esteem; while some may even see any difference of opinion as a threat (Kroger, 1995). Diffused adolescents are the least mature when it comes to identity formation (Berzonsky & Kuk, 2000), they are most likely to use and abuse drugs and many of them are at risk of depression and even suicide because they have a sense of hopelessness about their future (Archer & Waterman, 1990).

- **Emotional intelligence**

Emotional intelligence also plays an important role in emotional development and well-being. Goleman (1995) postulates that when it comes to predicting someone's competence, emotional intelligence is more important than standardised intelligence tests. According to him, emotional intelligence comprises four main areas: (1) development of emotional self-awareness, (2) managing emotions, (3) reading emotions and (4) handling relationships. Outcomes associated with emotional intelligence include better physical health, fewer behavioural problems, improved self-worth and self-acceptance, better decision making, better survival and coping skills and better academic achievement (De Klerk & Le Roux, 2003). In the education of emotional intelligence, parents are the primary role models and teachers, but often lack the ability to cope with the intense negative feelings experienced by their children (Louw & Louw, 2007).

- **Gender differences in emotional well-being**

Parents appear to have strong beliefs concerning appropriate emotional expression in their male and female children (Block, 1973). Males, for example, are encouraged to “be strong”, “don’t cry” and “act like a man”. Females, on the other hand, are not explicitly encouraged to focus inwardly on their emotions or to display them outwardly (Maccoby & Jacklin, 1974); they are not encouraged to use mastery-oriented approaches as with males.

Several studies show a greater prevalence of depressive and anxious symptoms and emotional distress in girls than boys, with indications of lower psychological well-being in females (Visani, Albieri, Ottolini, Tomba & Ruini, 2008). However, Visani *et al.* (2008) found that females reported higher levels of distress than males, but showed similar levels of psychological well-being when compared to boys. Yeo, Ang, Chong and Huan (2007) found that girls had significantly greater worries about self and emotional distress than boys. Research found that females significantly outscored males in conscientiousness (Snyder, Rand & Sigmon, 2002) and characteristics associated with hope. Together, these characteristics are linked with setting definite goals, persistence and self-discipline, which are positively related to emotional well-being.

These different and somewhat conflicting results show that adolescence is a demanding period of development to both genders, with various factors that may positively or negatively influence their emotional well-being.

### 1.8 DESIGN MAP

Below, a design map is given to summarise the research design that was used in this study.

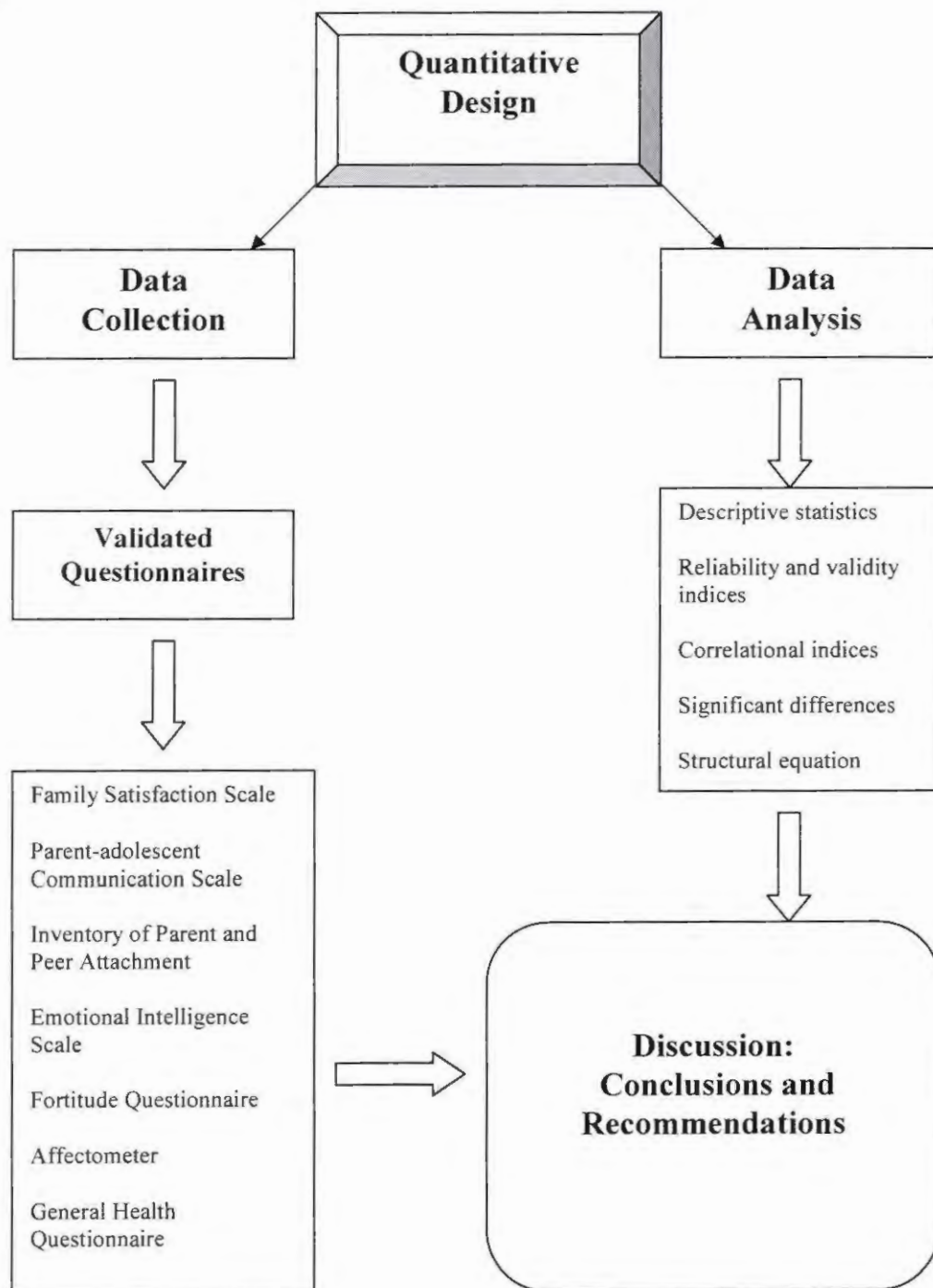


Figure 1.3: Design Map

## **1.9 RIGOR**

The research process in its entirety was guided and evaluated by the following considerations (Guba & Lincoln, 2005):

- Is the research well defined, in order to promote theoretical validity?
- Are the research findings trustworthy and is credibility present in population choice, data collection and the analysis of data?
- Are the research findings transferable and suitable to be used elsewhere?
- Are the research findings consistent?
- Are the research findings neutral/unbiased?
- Does the research have operational value?
- Are the arguments logic?
- Can the research decisions and findings be justified?

## **1.10 ETHICAL CONSIDERATIONS**

The researcher made use of various international ethical principles, such as the Helsinki declaration (Burns & Grove, 2005) in order to conduct the research in an ethical manner (see Table 1.1). The researcher considered certain ethical issues to ensure that the rights of participants were observed, namely anonymity, respect for the dignity of persons, nonmaleficence and confidentiality (Terre Blanche, Durrheim & Painter, 2006). Participation was voluntary and anonymous. Permission for the study was obtained from the Department of Education, the various secondary schools where the research was conducted; and informed voluntary assent from participants and consent from parents/guardians were obtained in written form. Permission was also obtained from the Research Ethics Committee of the North-West University: Vaal Triangle Campus.

The following ethical principles were observed in the study (Burns & Grove, 2005; Terre Blanche, Durrheim & Painter, 2006):

**TABLE 1.1: MEASURES FOR ETHICAL ACCOUNTABILITY**

<b>PRINCIPLE</b>	<b>IMPLICATIONS</b>	<b>MEASURES</b>
<b>Respect</b>	<p>Right to voluntary participation</p> <p>Right to withdraw voluntarily at any stage</p> <p>Right to withhold information</p>	<p>Permission from Ethics Committee</p> <p>Permission from Gauteng Department of Education</p> <p>Permission from principals</p> <p>Letter of consent to learners &amp; their parents</p>
<b>Quality of research</b>	<p>The researcher maintained the highest standard of research by using credited and accepted methods as recommended by the supervisor of the study and literature on the topic.</p>	<p>Validated questionnaires</p> <p>Questionnaires analysed according to recommendations</p> <p>The researcher was present during the completion of questionnaires.</p> <p>Teachers involved also completed the questionnaires beforehand to ensure that they understood the questionnaires, so that they could answer any questions that learners might have during the completion of questionnaires.</p>
<b>Confidentiality &amp; Anonymity</b>	<p>Right to anonymity</p> <p>Right to confidentiality of data</p>	<p>Participants' identities were protected throughout research procedure.</p> <p>The identity of no participant or school can be linked with the research data.</p> <p>Privacy, personal worth &amp; dignity of participants were maintained.</p>

## 1.11 REPORT OUTLINE

The research report is presented in article format, as described by General Regulation A 14.4.2 of the North-West University and includes the following:

- Overview of the study.
- Article 1: Adolescents' experience of the parent-adolescent relationship. The target publication is the *SA Journal of Psychology*. The manuscript, including the reference list, has been styled according to the journal's specifications.
- Article 2: The influence of the parent-adolescent relationship on adolescents' emotional well-being. The target publication is *Psychological Reports*. The manuscript, including the reference list, has been styled according to the journal's specifications.
- Evaluation, recommendations and limitations of the study.

## REFERENCES

- Adeyemo, D.A., & Adeleye, A.T. (2008). Emotional intelligence, religiosity and self-efficacy as predictors of psychological well-being among secondary school adolescents in Ogbomoso, Nigeria. *Europe's Journal of Psychology*, Retrieved November 19, 2009, from <http://www.ejop.org/archives/2008/02/emotional-intel.html>
- Ainsworth, M.D.S. (1973). The development of infant-mother attachment. In B.M. Caldwell & H.N. Ricciuti (Eds.), *Review of child development research* (Vol. 3, pp. 1-94. Chicago: University of Chicago Press.
- Allen, R. (2006). *Penguin student dictionary*. England: Penguin Books.
- Allison, B.N. (2000). Parent-adolescent conflict in early adolescence: Research and implications for middle school programs. *Journal of Family and Consumer Sciences Education*, 18(2), 1-6.
- Anonymous. (2008). *Children's stressors*. Retrieved May 12, 2008, from <http://www.relaxationexpert.co.uk/ChildrensStressors.html>
- Archer, S.L., & Waterman, A.S. (1990). Varieties of identity diffusions and foreclosures: An exploration of sub-categories of the identity statuses. *Journal of Adolescent Research*, 5, 96-111.
- Armsden, G.C., & Greenberg, M.T. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth and Adolescence*, 16(5), 427-451.
- Barlow, D.H., & Durand, V.M. (2005). *Abnormal psychology: An integrative approach*. 4<sup>th</sup> ed. Belmont, CA: Thomson-Wadsworth.

- Barnes, H., & Olson, D.H. (1982). Parent-adolescent communication. In D.H. Olson, H.I. McCubbin, H. Barnes, A. Larson, M. Muxen, & M. Wilson (Eds.), *Family inventories* (pp. 33-48). St Paul, MN: Family Social Science, University of Minnesota.
- Baron, R.A., & Byrne, D. (2003). *Social psychology* (10<sup>th</sup> ed.). New York: Allyn & Bacon.
- Becvar, D.S., & Becvar, R.J. (2006). *Family therapy: A systemic integration* (6<sup>th</sup> ed.). Boston: Pearson.
- Belsky, J., Jaffee, S., Hsieh, K., & Silva, P.A. (2001). Child rearing antecedents of intergenerational relations in young adulthood: A prospective study. *Developmental Psychology*, 37, 801-813.
- Berk, L.E. (2006). *Child development* (7<sup>th</sup> ed.). Boston: Pearson Education.
- Berzonsky, M.D., & Kuk, L.S. (2000). Identity status, identity processing style, and the transition to university. *Journal of Adolescent Research*, 15, 81-98.
- Blake, P.C., & Slate, J.R. (1993). A preliminary investigation into the relationship between adolescent self-esteem and parental verbal interaction. *School Counselor*, 41(2), 81-85.
- Block, J.H. (1973). Conceptions of sex role: Some cross-cultural and longitudinal perspectives. *American Psychologist*, 28, 512-526.
- Bowlby, J. (1958). The nature of the child's tie to his mother. *International Journal of Psychoanalysis*, 39, 350-373.

- Bowlby, J. (1973). *Attachment and loss, Vol. 2. Separation*. New York: Basic Books.
- Bradburn, N.M. (1969). *The structure of psychological well-being*. Chicago: Aldine.
- Bridges, L.J., Margie, N.G., & Zaff, J.F. (2001). *Background for community-level work on emotional well-being in adolescence: Reviewing the literature on contributing factors*. Retrieved June 02, 2008, from [http://www.childtrends.org/Files/Child\\_Trends.html](http://www.childtrends.org/Files/Child_Trends.html)
- Buchanan, C.M., & Holmbeck, G.N. (1998). Measuring beliefs about adolescent personality and behavior. *Journal of Youth and Adolescence*, 27, 609-629.
- Burns, N., & Grove, S.K. (2005). *The practice of nursing research: Conduct, critique, and utilization* (5<sup>th</sup> ed.). St. Louis, Mo.: Elsevier Saunders.
- Caprara, G.V., Pastorelli, C., Regalia, C., Scabini, E., & Bandura, A. (2005). Impact of adolescents' filial self-efficacy on quality of family functioning and satisfaction. *Journal of Research on Adolescence*, 15(1), 71-97.
- Carr, A. (2004). *Positive psychology: The science of happiness and human strengths*. New York: Brunner-Routledge.
- Caruso, K. (2008). *Suicide on the rise in South Africa*. Retrieved May 8, 2008, from <http://www.suicide.org/suicide-on-the-rise-in-south-africa.html>
- Choo, O.A. (Ed.). (2000, December). *Parenting behaviours and adolescents' psychosocial adjustment*. Paper presented at the AERA-ERA Conference, Sydney, Australia.
- Council of Europe. (2007). *Parenting in contemporary Europe: A positive approach*. Strasbourg: Council of Europe Publishing.

- De Klerk, R., & Le Roux, R. (2003). *Emotional intelligence for children and teens*. Cape Town: Human & Rossouw.
- DeVito, J.A. (2004). *The interpersonal communication book* (10<sup>th</sup> ed.). Boston: Pearson Education.
- Dictionary of Psychology*. (2001). England: Penguin Books.
- Duncan, N., Van Niekerk, A., Mufamadi, J., & Martin, G. (2008). Developmental psychology. In L.J. Nicholas (Ed.), *Introduction to psychology* (p. 229-253). Cape Town: UCT Press.
- Engels, R., & Finkenauer, C., Meeus, W., & Dekovic, M. (2000). Parent-adolescent attachment and emotional well-being: The interplay with social skills and social competence. *Pedagogiek*, 20(4), 747-758.
- Erikson, E.H. (1950). *Childhood and society*. New York: Norton.
- Erikson, E.H. (1968). *Identity, youth and crisis*. New York: Norton.
- Fourie, D.P., Mojapelo-Batka, E., Mokgatlhe, P.B., & Von Krosigk, B.C. (2007). *Study guide: Psychopathology 3*. Pretoria: Unisa.
- Foxcroft, C., & Roodt, G. (2001). *An introduction to psychological assessment in the South African context*. Oxford: Oxford University Press.
- Gilman, R. (2001). The relationship between life satisfaction, social interest, and frequency of extracurricular activities among adolescent students. *Journal of Youth and Adolescent*, 30, 749-767.

- Goldberg, D.P., & Hillier, V.F. (1979). A scaled version of the general health questionnaire. *Psychological Medicine*, 9, 139-145.
- Goldenberg, I., & Goldenberg, H. (2004). *Family therapy: An overview*. 6<sup>th</sup> ed. USA: Thomson Brooks/Cole.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.
- Guba, E.G., & Lincoln, Y.S. (2005). Paradigmatic controversies, contradictions and emerging confluences. In N.K. Denzin & Y.S. Lincoln (Eds.), *The sage handbook of qualitative research* (p.1212). London: Sage.
- Hair, E.C., Moore, K.A., Garrett, S.B., Kinukawa, A., Lippmann, L., & Michelsen, E. (Eds.). (2003, March). *Parent-youth relationships*. Paper presented at the Indicators of Positive Development Conference, Washington, D.C.
- Harter, S. (1983). Development perspectives on the self-system. In C.E. Walker, & M.C. Roberts (Ed.), *Handbook of child psychology*, (pp. 387-467). New York: Wiley.
- Hill, P. (1993). Recent advantages in selected aspects of adolescent development. *Journal of Child Psychology and Psychiatry*, 34: 69-99.
- Hornby, A.S. (2001). *Oxford advanced learner's dictionary* (6<sup>th</sup> ed.). Oxford: Oxford University Press.
- Jacobsen, T., & Hoffman, V. (1997). Children attachment representations: Longitudinal relations to school behaviour and academic competence in middle childhood and adolescence. *Developmental Psychology*, 33(4), 701-703.
- James, R.K., & Gilliland, B.E. (2005). *Crisis intervention strategies* (5<sup>th</sup> ed.) USA: Thomson Brooks/Cole.

- Kammann, R., & Flett, R. (1983). Affectometer. *Journal of Personality and Social Psychology*, 73(3), 523-535.
- Kang, H.L. (2005). *The influence of sexuality education on the sexual knowledge and adolescents in Busan, Korea*. Unpublished doctoral dissertation, North-West University, Potchefstroom, South Africa.
- Kaplan, H.I., & Sadock, B.J. (1998). *Synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (8<sup>th</sup> ed.). Baltimore, MD: Williams & Wilkins.
- Kaplan, P.S. (2000). *A child's odyssey: Child and adolescent development* (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth.
- Kim, J. (2000). *Research on sexual awareness and investigation science on circumstances of teenagers*. Unpublished doctoral dissertation, Soonchunhyang University, Asan City, South Korea.
- Kroger, J. (1995). The differentiation of "firm" and "developmental" foreclosure identity statuses: A longitudinal study. *Journal of Adolescent Research*, 10, 317-337.
- Kroger, J. (2001). What transits in an identity status transition: A rejoinder to commentaries. *Identity*, 3, 291-304.
- Laursen, B. (1995). Conflict and social interaction in adolescent relationships. *Journal of Research on Adolescence*, 5(1), 55-70.
- Learner, D.G., & Kruger, L.J. (1997). Attachment, self-concept, and academic motivation in students. *American Journal of Orthopsychiatry*, 67, 485-492.

- Lerner, R., Brennan, A.L., Noh, E.R., & Wilson, C. (1995). *The parenting of adolescents and adolescents as parents: A developmental contextual perspective*. Boston: Boston College.
- Lopez, F.G., Gover, M.R., Leskela, J., Sauer, E.M., Schirmer, L., & Wyssmann, J. (1997). Attachment styles, shame, guilt, and collaborative problem-solving orientations. *Personal Relationships*, 4, 187-199.
- Louw, D., & Louw, A. (2007). *Child and adolescent development*. Bloemfontein: University of the Free State.
- Louw, D.A., & Edwards, D.J.A. (2003). *Sielkunde: 'n Inleiding vir studente in Suider-Afrika* (2de uitg.). Johannesburg: Heinemann.
- Louw, D.A., Van Ede, D.M., & Louw, A.E. (2004). *Menslike ontwikkeling* (3de uitg.). Cape Town: Kagiso Tersiër.
- Lund, T. (2000, August 25). Dramatic increase in teen drug abuse. *Cape Argus*. Retrieved November 19, 2009, from <http://www.iol.co.za>
- Maccoby, E.E., & Jacklin, C.N. (1974). *The psychology of sex differences*. Stanford, CA: Stanford University Press.
- Main, M., & Solomon, J. (1986). Discovery of an insecure, disorganized/disoriented attachment pattern: Procedures, findings and implication for the classification of behaviour. In M.W. Yogman & T.B. Brazelton (Eds.), *Affective development in infancy*. Norwood, NJ: Abbex.
- Marcia, J.E. (1980). Identity in adolescence. In J. Adelson (Ed.), *Handbook of adolescent psychology*. New York: Wiley.

- Morris, P.L. (2005). *The influence of parent involvement on child mental health treatment: Benefits, barriers and interventions to increase involvement*. New York: Kluwe Academic/Plenum Publishers.
- NCTSN (National Child Traumatic Stress Network). (1995). *Guide for implementing the comprehensive strategy for serious violent and chronic juvenile offenders*. Retrieved May 5, 2008, from <http://www.nctsn.org>
- Newman, L. (2004, September 3). SA's shocking suicide statistics. *The Mercury*. Retrieved November 19, 2009, from <http://www.iol.co.za>
- Noller, P., & Bagi, S. (1985). Parent-adolescent communication. *Journal of Adolescence*, 8(2), 125-144.
- Olson, D.H., & Wilson, M. (1982). Family satisfaction. In D.H. Olson, H.I. McCubbin, H. Barnes, A. Larsen, M. Muxen, & M Wilson (Eds.), *Family Inventories: Inventories used in a national survey of families across the family life cycle*, (pp. 25-31). St Paul, MN: University of Minnesota.
- Onishi, M., Gjerde, P.F., & Block, J. (2001). Personality implications of romantic attachment patterns in young adults: A multi-method, multi-informant study. *Personality and Social Psychology Bulletin*, 27, 1097-1110.
- Papalia, D.E., & Olds, S.W. (1995). *Human development*. New York: McGraw-Hill.
- Papalia, D.E., & Wendekos, S.W. (1995). *Human development*. (6<sup>th</sup> ed.). New York: McGraw-Hill.
- Papini, D.R., & Roggman, L.A. (1992). Adolescent perceived attachment to parents in relation to competence, depression, and anxiety: A longitudinal study. *Journal of Early Adolescence*, 12(4), 420-440.

- Parry, C.D.H. (1998). *Substance abuse in South Africa: Country report focusing on young persons*. Parow: Medical Research Council.
- Pećnik, N., & Tokić, A. (Eds.). (2008, July). *Self-disclosure to parents: Adolescents' views*. Paper presented at the European Conference on Positive Psychology, Denmark
- Pretorius, T.B. (1997). *Fortitude as stress-resistance: Development and validation of the fortitude questionnaire (FORQ)*. Belville: University of the Western Cape.
- Rathus, S.A. (2006). *Childhood and adolescence: Voyages in development*. Canada: Thomson Wadsworth.
- Resnick, M.D., Bearman, P.S., Blum, R.W., Bauman, K.E., Harris, K.M., & Jones, J. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study of Adolescent Health. *Journal of the American Medical Association*, 278(10), 823-832.
- Richmond, R.L. (2007). *A guide to psychology and its practice*. Retrieved May 12, 2008, from [http://www.guidetopsychology.com/ad\\_viol.html](http://www.guidetopsychology.com/ad_viol.html)
- Sadock, B.J., & Sadock, V.A. (2007). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/Clinical psychiatry* (10<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.
- Satir, V.M. (1964). *Conjoint family therapy*. Palo Alto: Science & Behaviour Books.
- Scabini, E., Lanz, M., & Marta, E. (1999). Psycho-social adjustment and family relationships: A typology of Italian families with a late adolescent. *Journal of Youth and Adolescence*, 28, 633-644.

- Schers, F.H. (1962). Multiple-client interviewing: Treatment implications. *Social Casework, 15*,11-16.
- Schutte, N.S., Malouff, J.M., Hall, L.E., Haggerty, D.J., Cooper, J.T., Golden, C.J., et al. (1998). Development and validity of a measure of emotional intelligence. *Personality and Individual Differences, 25*, 167-177.
- Shaver, P.R., & Brennan, K.A. (1992). Attachment styles and the “big five” personality traits: Their connections with each other and with romantic relationship outcomes. *Personality and Social Psychology Bulletin, 18*, 536-545.
- Shek, D.T.L. (2006). *Perceived parent-child relational qualities and parental behavioral and psychological control in Chinese adolescents in Hong Kong*. New York: Libra Publishers.
- Snyder, C.R., Rand, K.L., & Sigmon, D.R. (2002). Hope theory: A member of positive psychology family. In C.R. Snyder & S.J. Lopez (Eds.), *Handbook of positive psychology* (pp. 257-276). New York: Oxford University Press.
- Steinberg, L., Elmen, J., & Mounts, N. (1989). Authoritative parenting, psychosocial maturity, and academic success among adolescents. *Child Development, 60*(6), 1424-1436.
- Steinberg, L., & Scott, E. (2003). Less guilt by reason of adolescence: Developmental immaturity, diminished responsibility, and the juvenile death penalty. *American Psychologist, 60*, 46-59.
- Steinberg, L.D., & Morris, A.S. (2001). Adolescent development. *Annual Review of Psychology, 52*, 83-110.

- Steinberg, L., & Silk, J.S. Parenting adolescents. In: M. H. Bornstein (Ed.) *Handbook of parenting* (pp.103-133). Mahwah NJ: Lawrence Erlbaum Associates.
- Strong, B., De Vault, C., Satad, B.W., & Yarber, W. (2001). *Human sexuality: Diversity in contemporary America* (4<sup>th</sup> ed.). Boston, Mass: McGraw-Hill.
- Substance Abuse and Mental Health Services Administration. (2002). Retrieved May 26, 2008, from <http://www.drugabusestatistics.samsha.gov>
- Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice: Applied methods for the social sciences* (2<sup>nd</sup> ed.). Cape Town: University of Cape Town Press.
- Tonin, E. (2004). The attachment styles of stalkers. *The Journal of Forensic Psychiatry & Psychology*, 15(4), 584-590.
- Tubbs, S.L., & Moss, S. (2003). *Human communication: Principles and contexts* (9<sup>th</sup> ed.). New York: McGraw-Hill.
- Valois, R.F., Zullig, K., Huebner, E.S., & Drane, J.W. (2001). Relationship between life satisfaction and violent behaviors among adolescents. *American Journal of Health Behavior*, 25, 353-366.
- Van Rooyen, L., & Ngwenya, M. (1997). *Sexuality education from babyhood to adolescence*. Pretoria: Kagiso.
- Visani, D., Albieri, E., Ottolini, F., Tomba, E., & Ruini, C. (Eds.). (2008, July). *Differences according to gender in psychological well-being and distress during adolescence*. Paper presented at the European Conference on Positive Psychology, Rijeka, Croatia.

- Walker, H.J. (1999). *Clarifying the affective component of psychological well-being*. Unpublished master's thesis, Potchefstroom University for Christian Higher Education, Potchefstroom, South Africa.
- Ward, K.E. (2004). *Adolescent suicide inventory for parents (ASIP)*. Ball State University.
- Wong, E.H., Wiest, D.J., & Cusick, L.B. (2002). *Perceptions of autonomy support, parent attachment, competence and self-worth as predictors of motivational orientation and academic achievement: An examination of sixth- and ninth-grade regular education students*. Retrieved November 10, 2008, from [http://findarticles.com/p/articles/mi\\_m2248/is\\_146\\_37/ai\\_89942828.html](http://findarticles.com/p/articles/mi_m2248/is_146_37/ai_89942828.html)
- World Health Organisation. (1964). *Basic documents* (15<sup>th</sup> ed.). Geneva, Switzerland: Wiley.
- Yeo, L.S., & Ang, R.P., Chong, W.H., & Huan, V.S. (2007). Gender differences in adolescent concerns and emotional well-being: Perceptions of Singaporean adolescent students. *Journal of Genetic Psychology*, 168(1), 63-80.
- Yu, S., Clemens, R., Yang, H., Li, X., Stanton, B., Deveaux, L., et al. (2006). Youth and parental perceptions of parental monitoring and parent-adolescent communication, youth depression, and youth risk behaviors. *Social Behavior and Personality: An International Journal*, 34(10), 1297-1310.
- Zaff, J.F., & Moore, K.A. (2002). *Promoting well-being among America's teens*. Retrieved June 02, 2008, from [http://www.childtrends.org/Files/Child\\_Trends.html](http://www.childtrends.org/Files/Child_Trends.html)

## APPENDIX A: Letters: Request to do research at participating secondary schools

Miss V Koen  
P.O Box 2431  
Kocksvlei  
1764

### REQUEST FOR LEARNERS TO PARTICIPATE IN RESEARCH

**Mr Bühner**

#### **Request: I request to do research at Hoërskool Riebeeckrand**

I am a Masters student in Research Psychology at the North-West University (Vanderbijlpark Campus). The title of my study is "Parent-adolescent relationship and the emotional well-being of adolescents". The objectives of this research are to:

- To determine how parent-adolescent relationships and adolescent emotional well-being is conceptualized in literature.
- To determine adolescent emotional well-being in the research group.
- To determine how adolescents experience the parent-adolescent relationship.
- To determine the relationship (correlations) between adolescents' emotional well-being and the parent-adolescent relationship.
- To determine if adolescents' emotional well-being can be predicted by the parent-adolescent relationship.

Hoërskool Riebeeckrand will be one of the target schools for my study. Therefore, I request permission to distribute validated questionnaires to 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders at this school. I am attaching the questionnaires for your referral.

Participation is voluntary, and the learners and their parents must give informed consent before a learner completes a questionnaire. Permission for this research will also be obtained from the Ethical Committee of the North-West University and Department of Education before any research is undertaken.

My study leaders are Dr C van Eeden (Leader) and Mrs H Williams (Co-Leader). If you have any questions you can contact them at: (016) 910 3419 or Chrizanne.VanEeden@nwu.ac.za

If my request is approved, please provide me with a letter to this effect in English. My e-mail address is koenvicki@yahoo.com

Thank you

.....  
V Koen (Researcher)  
071 266 6807

Miss V Koen  
P.O Box 2431  
Kocksvlei  
1764

## **REQUEST FOR LEARNERS TO PARTICIPATE IN RESEARCH**

**Ms Henning**

### **Request: I request to do research at Randfontein High School**

I am a Masters student in Research Psychology at the North-West University (Vanderbijlpark Campus). The title of my study is "Parent-adolescent relationship and the emotional well-being of adolescents". The objectives of this research are to:

- To determine how parent-adolescent relationships and adolescent emotional well-being is conceptualized in literature.
- To determine adolescent emotional well-being in the research group.
- To determine how adolescents experience the parent-adolescent relationship.
- To determine the relationship (correlations) between adolescents' emotional well-being and the parent-adolescent relationship.
- To determine if adolescents' emotional well-being can be predicted by the parent-adolescent relationship.

Randfontein High School will be one of the target schools for my study. Therefore, I request permission to distribute validated questionnaires to 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders at this school. I am attaching the questionnaires for your referral.

Participation is voluntary, and the learners and their parents must give informed consent before a learner completes a questionnaire. Permission for this research will also be obtained from the Ethical Committee of the North-West University and Department of Education before any research is undertaken.

My study leaders are Dr C van Eeden (Leader) and Mrs H Williams (Co-Leader). If you have any questions you can contact them at: (016) 910 3419 or [Chrizanne.VanEeden@nwu.ac.za](mailto:Chrizanne.VanEeden@nwu.ac.za)

If my request is approved, please provide me with a letter to this effect. My e-mail address is [koenvicki@yahoo.com](mailto:koenvicki@yahoo.com)

Thank you

.....  
V Koen (Researcher)  
071 266 6807

**APPENDIX B: Letter: Request for permission from Gauteng Department of  
Education**

Miss V Koen  
P.O Box 2431  
Kocksvlei  
1764

**REQUEST FOR PERMISSION FROM GAUTENG DEPARTMENT OF EDUCATION**

**Dear Mr/Mrs/Ms**

**Request: I request to do research at the following schools located in Randfontein, Gauteng: Hoërskool Ribeeckrand, Hoërskool Jan Viljoen and Randfontein High School.**

I am a Masters student in Research Psychology at the North-West University (Vanderbijlpark Campus). The title of my study is "Parent-adolescent relationship and the emotional well-being of adolescents". The objectives of this research are to:

- To determine how parent-adolescent relationships and adolescent emotional well-being is conceptualized in literature.
- To determine adolescent emotional well-being in the research group.
- To determine how adolescents experience the parent-adolescent relationship.
- To determine the relationship (correlations) between adolescents' emotional well-being and the parent-adolescent relationship.
- To determine if adolescents' emotional well-being can be predicted by the parent-adolescent relationship.

Hoërskool Riebeeckrand, Hoërskool Jan Viljoen and Randfontein High School will be the target schools for my study. Therefore, I request permission to distribute validated questionnaires to 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders at the above mentioned schools. I am attaching the questionnaires for your referral.

Participation is voluntary, and the learners and their parents must give informed consent before a learner completes a questionnaire. Permission for this research will also be obtained from the Ethical Committee of the North-West University and the principals of the various schools before any research is undertaken.

My study leaders are Dr C van Eeden (Leader) and Mrs H Williams (Co-Leader). If you have any questions you can contact them at: (016) 910 3419 or [Chrizanne.VanEeden@nwu.ac.za](mailto:Chrizanne.VanEeden@nwu.ac.za)

If my request is approved, please provide me with a letter to this effect. My e-mail address is [koenvicki@yahoo.com](mailto:koenvicki@yahoo.com)

Thank you

.....  
V Koen (Researcher)  
071 266 6807

**APPENDIX C: Letter: Request for learner consent**

**INFORMATION AND REQUEST FOR LEARNERS TO PARTICIPATE IN RESEARCH**

Dear Learner

**THE LEARNERS' PARTICIPATION IN RESEARCH: PARENT-ADOLESCENT RELATIONSHIP AND THE EMOTIONAL WELL-BEING OF ADOLESCENTS**

I am studying for a Masters degree in Research Psychology at the North-West University (Vanderbijlpark Campus). I am doing research on the above topic and will appreciate it if you can take part in this research. The objectives of this research are to:

- To determine how parent-adolescent relationships and adolescent emotional well-being is conceptualized in literature.
- To determine adolescent emotional well-being in the research group.
- To determine how adolescents experience the parent-adolescent relationship.
- To determine the relationship (correlations) between adolescents' emotional well-being and the parent-adolescent relationship.
- To determine if adolescents' emotional well-being can be predicted by the parent-adolescent relationship.

Validated questionnaires will be used to gather information. The information gathered will be **confidential** between the researcher, research leaders and the co-coder only. Your name will **not** be disclosed during the research or publication of the results.

Participation is **voluntary** and you are kindly requested to complete the attached consent form to indicate that you are willing to participate in this research.

Thanking you in anticipation

.....  
**V KOEN (Researcher)**

---

**CONSENT BY LEARNERS TO PARTICIPATE IN RESEARCH**

**RESEARCH: PARENT-ADOLESCENT RELATIONSHIP AND THE EMOTIONAL WELL-BEING OF ADOLESCENTS**

I ..... hereby consent to voluntarily participate in the above research project.

Signed ..... (Date)

.....  
**Participant's Signature**

## **INLIGTING EN TOESTEMMING VIR LEERDERS OM AAN NAVORSING DEEL TE NEEM**

Liewe Leerder

### **Die leerder se deelname in navorsing: Ouer-adolesent verhouding en die emosionele welstand van adolessente**

Ek is tans besig met 'n Meesters graad in Sielkunde by die Noordwes Universiteit (Vanderbijlpark Kampus). Ek doen navorsing oor die bogenoemde onderwerp en sal dit waardeer as jy bereid is om deel te neem aan die navorsing. Die doelwitte van die navorsing is om:

- Te bepaal hoe die ouer-adolesent verhouding en die adolessent se emosionele welstand gekonseptualiseer word in literatuur.
- Die adolessent se emosionele welstand te bepaal in die navorsingsgroep.
- Te bepaal hoe die adolessent die ouer-adolesent verhouding ervaar.
- Die verhouding (korrelasies) tussen adolessente se emosionele welstand en die ouer-adolesent verhouding te bepaal.
- Te bepaal of adolessente se emosionele welstand deur die ouer-adolesent verhouding kan voorspel word.

Gevalideerde vraelyste sal gebruik word om inligting in te samel. Die inligting wat ingesamel word sal **konfidensieel** wees tussen die navorser, studie leiers en kodeerder. Jou naam sal **nie** bekend gemaak word gedurende die navorsing of die publikasie van resultate nie.

Deelname is **vrywillig**, en jy word vriendelik versoek om die aangehegte toestemmingsbrief in te vul om bereidwilligheid te toon om deel te neem aan die navorsing.

Dankie

.....  
**V KOEN (Navorser)**

---

### **TOESTEMMING DEUR LEERDERS OM DEEL TE NEEM AAN NAVORSING: OUER-ADOLESENT VERHOUDING EN DIE EMOSIONELE WELSTAND VAN ADOLESSENTE**

Ek ..... gee hiermee toestemming tot vrywillige deelname aan die bogenoemde navorsingsprojek.

..... (Datum)

.....  
**Handtekening**

**APPENDIX D: Letter: Request for parental consent**

**INFORMATION AND REQUEST FOR LEARNERS TO PARTICIPATE IN RESEARCH**

Dear Parent

**THE LEARNERS' PARTICIPATION IN RESEARCH: PARENT-ADOLESCENT RELATIONSHIP AND THE EMOTIONAL WELL-BEING OF ADOLESCENTS**

I am studying for a Masters degree in Research Psychology at the North-West University (Vanderbijlpark Campus). I am doing research on the above topic and will appreciate it if your child can take part in this research. The objectives of this research are to:

- To determine how parent-adolescent relationships and adolescent emotional well-being is conceptualized in literature.
- To determine adolescent emotional well-being in the research group.
- To determine how adolescents experience the parent-adolescent relationship.
- To determine the relationship (correlations) between adolescents' emotional well-being and the parent-adolescent relationship.
- To determine if adolescents' emotional well-being can be predicted by the parent-adolescent relationship.

Validated questionnaires will be used to gather information. The information gathered will be **confidential** between the researcher, research leaders and the co-coder only. Your child's name will **not** be disclosed during the research or publication of the results.

Participation is **voluntary** and you are kindly requested to complete the attached consent form to indicate that you are willing to let your child participate in this research.

Thanking you in anticipation

.....  
**V KOEN (Researcher)**

---

**CONSENT BY PARENTS FOR LEARNERS TO PARTICIPATE IN RESEARCH**

**RESEARCH: PARENT-ADOLESCENT RELATIONSHIP AND THE EMOTIONAL WELL-BEING OF ADOLESCENTS**

I ..... hereby consent to voluntary participation of my child in the above research project.

Signed ..... (Date)

.....  
**Parent's Signature**

## **INLIGTING EN TOESTEMMING VIR LEERDERS OM AAN NAVORSING DEEL TE NEEM**

Liewe Ouer

### **Die leerder se deelname in navorsing: Ouer-adolessent verhouding en die emosionele welstand van adolessente**

Ek is tans besig met 'n Meesters graad in Sielkunde by die Noordwes Universiteit (Vanderbijlpark Kampus). Ek doen navorsing oor die bogenoemde onderwerp en sal dit waardeur as U bereid is om U kind te laat deelneem aan die navorsing. Die doelwitte van die navorsing is om:

- Te bepaal hoe die ouer-adolessent verhouding en die adolessent se emosionele welstand gekonseptualiseer word in literatuur.
- Die adolessent se emosionele welstand te bepaal in die navorsingsgroep.
- Te bepaal hoe die adolessent die ouer-adolessent verhouding ervaar.
- Die verhouding (korrelasies) tussen adolessente se emosionele welstand en die ouer-adolessent verhouding te bepaal.
- Te bepaal of adolessente se emosionele welstand deur die ouer-adolessent verhouding kan voorspel word.

Gevalideerde vraelyste sal gebruik word om inligting in te samel. Die inligting wat ingesamel word sal **konfidensieel** wees tussen die navorser, studie leiers en kodeerder. Jou kind se naam sal **nie** bekend gemaak word gedurende die navorsing of die publikasie van resultate nie.

Deelname is **vrywillig**, en U word vriendelik versoek om die aangehegte toestemmingsbrief in te vul om bereidwilligheid te toon om U kind te laat deelneem aan die navorsing.

Dankie

.....  
**V KOEN (Navorser)**

---

### **TOESTEMMING DEUR OUERS VIR LEERDERS SE DEELNAME AAN NAVORSING: OUER-ADOLESSENT VERHOUDING EN DIE EMOSIONELE WELSTAND VAN ADOLESSENTE**

Ek ..... gee hiermee toestemming tot vrywillige deelname van my kind aan die bogenoemde navorsingsprojek.

..... (Datum)

.....  
**Handtekening**

## APPENDIX E: Permission from various authorities to conduct research



UMnyango WezeMfundo  
Department of Education

Lefapha la Thuto  
Departement van Onderwys

Enquiries: Nomvula Ubisi (011)3550488

Date:	25 November 2008
Name of Researcher:	Koen Vicki
Address of Researcher:	Plot 92
	Ten Acres
	Randfontein
Telephone Number:	0114151774
Fax Number:	0114151774
Research Topic:	Parent adolescent relationship and the emotional well-being of adolescents
Number and type of schools:	3 Secondary Schools
District/s/HO	Gauteng West

### Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

---


Office of the Chief Director: Information and Knowledge Management  
Room 501, 111 Commissioner Street, Johannesburg, 2000 P.O.Box 7710, Johannesburg, 2000

4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Pp Nomvula Ubisi  
CHIEF DIRECTOR: INFORMATION & KNOWLEDGE MANAGEMENT

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	25/11/2008



UMnyango WezeMfundo  
Department of Education

Lefapha la Thuto  
Departement van Onderwys

Enquiries : Shadrack Phele MIRMSA

Tel. No. : [+2711] 355 0285

Tuesday, 11 November 2008

Ms. Koen Vicki  
PO Box 2431  
KOCKSVLEI  
1764

Dear Ms. Koen Vicki

**PERMISSION TO CONDUCT RESEARCH: PROJECT**

The Gauteng Department of Education hereby grants permission to conduct research in its institutions as per application.

Topic of research : "Parent-adolescent relationship and the emotional well-being of adolescents."

Nature of qualification : Masters: Research Psychology (Health Sciences)

Name of institution : North-West University

Upon completion of the research project the researcher is obliged to furnish the Department with copy of the research report (electronic or hard copy).

The Department wishes you success in your academic pursuit.

Yours in Tirisano,

p.p. Shadrack Phele (MIRMSA)

TOM WASPE  
CHIEF INFORMATION OFFICER  
Gauteng Department of Education



Office of the DDG: IS & KM (CIO)  
Room 1807, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000  
Tel: (011) 355-1514/1507 Fax: (011) 355-0734/0833 E-mail: tomw@gov.gov.za or elricar@gov.gov.za



On Thu, 10/30/08, Hoërskool Riebeeckrand <270124@gde.za.net>  
wrote:  
From: Hoërskool Riebeeckrand <270124@gde.za.net>  
Subject: RESEARCH : HOËRSKOOI RIEBEECKRAND  
To: koenvicki@yahoo.com  
Date: Thursday, October 30, 2008, 9:22 AM

Miss V. Koen

e-mail: koenvicki@yahoo.com

Miss Koen

Your request to do research at Hoërskool Riebeeckrand in 2009  
has been approved by the SGB. Please contact miss Sonét Schad  
with regard to any inquiries or arrangements.

Sonét Schad

H.O.D.

082 373 5616

Hoërskool Riebeeckrand - 1760, P.O. Box 1111, Ficksburg 7142, T: 082 373 5616, F: 082 373 5616

03/02/2009

Miss Koen

Your request to do research concerning the parent-adolescent relationship and the emotional well-being of adolescents at Randfontein High School in the second week of February 2009 has been approved.



Mrs Pretorius

## APPENDIX F: Proof of professional translation

DR AMANDA VAN DER MERWE

(Dipl. et Phil. UNISA)  
ACCREDITED LANGUAGE PRACTITIONER • GEAKKREDITEERDE TAALPRAKTYSYN  
(Afrikaans-English/English-Afrikaans)  
SALT MEMBER NO • SAVI-LIDNR. 1000547

8 Johannes Dreyer St, Potchefstroom, 2531, RSA • Tel/Fax +27(0)182943319 • Cell +27(0)827414003 • Jaco.Kruger@uwu.ac.za

### INVOICE • FAKTUUR :08-73

To • Aan:

Prof Daleen Koen
NWU

Date • Datum:

2 Februarie 2009

For • Vir:

DESCRIPTION • BESKRYWING:	WORDS WOORDE	TARIFF TARIEF: R/ 100 WORDS	AMOUNT BEDRAG R
Tekstvergeljking: Navorsing oor ouer-adolesentverhouding en die emosionele welstand van adolessente	2000	17	340.00
<b>TOTAL • TOTAAL</b>			<b>340.00</b>

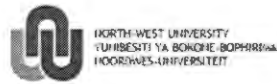
**Details for payment**

Account name: A van der Merwe  
ABSA Cheque account no 4051651991  
Branch code 335138

**Besonderhede vir betaling:**

Rekeninghouer: A van der Merwe  
ABSA Tjekrekeningnr. 4051651991  
Banktakkode 335138

## APPENDIX G: Questionnaires in English



### RESEARCH STUDY: PARENT-ADOLESCENT RELATIONSHIP & THE EMOTIONAL WELL-BEING OF ADOLESCENTS

**Please read the instructions of each questionnaire carefully before responding & answer questions truthfully.**

Thank you for your participation in this study!

Questionnaires:

- A. Socio-demographic information
  - Biographical questionnaire
  
- B. Adolescent emotional well-being questionnaires
  - EIS
  - FORQ
  - AFM 2 (section 2)
  - GHQ
  
- C. Parent-adolescent relationship questionnaires
  - IPPA (section 1)
  - PAC
  - FSS

BIOGRAPHICAL QUESTIONNAIRE (socio-demographic data)

**Please read the following statements and write the answers in the space provided.**

1. How old are you?.....
2. In what grade are you?.....
3. To which culture do you belong?.....
4. In which school are you?.....
5. Are you male or female?.....

### Emotional Intelligence Scale (EIS)

Please read the following statements and indicate to which extent each statement describes your behaviour by marking a cross (x) over the number you choose.

		Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
1	I know when to speak about my personal problems to others.	1	2	3	4	5
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	1	2	3	4	5
3	I expect that I will do well on most things I try.	1	2	3	4	5
4	Other people find it easy to confide in me.	1	2	3	4	5
5	I find it hard to understand the non-verbal messages of other people.	1	2	3	4	5
6	Some of the major events of my life have led me to re-evaluate what is important and not important.	1	2	3	4	5
7	When my mood changes, I see new possibilities.	1	2	3	4	5
8	Emotions are one of the things that make my life worth living.	1	2	3	4	5
9	I am aware of my emotions as I experience them.	1	2	3	4	5
10	I expect good things to happen.	1	2	3	4	5
11	I like to share my emotions with others.	1	2	3	4	5
12	When I experience a positive emotion, I know how to make it last.	1	2	3	4	5
13	I arrange events others enjoy.	1	2	3	4	5
14	I seek out activities that make me happy.	1	2	3	4	5
15	I am aware of the non-verbal messages I send to others.	1	2	3	4	5
16	I present myself in a way that makes a good impression on others.	1	2	3	4	5
17	When I am in a positive mood, solving problems is easy for me.	1	2	3	4	5
18	By looking at their facial expressions, I recognize the emotions people are experiencing.	1	2	3	4	5
19	I know why my emotions change.	1	2	3	4	5
20	When I am in a positive mood, I am able to come up with new ideas.	1	2	3	4	5
21	I have control over my emotions.	1	2	3	4	5
22	I easily recognize my emotions as I experience them.	1	2	3	4	5
23	I motivate myself by imagining a good outcome to tasks I take on.	1	2	3	4	5
24	I compliment others when they have done something well.	1	2	3	4	5
25	I am aware of the non-verbal messages other people send.	1	2	3	4	5
26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.	1	2	3	4	5
27	When I feel a change in emotions, I tend to come up with new ideas.	1	2	3	4	5
28	When I am faced with a challenge, I give up because I believe I will fail.	1	2	3	4	5
29	I know what other people are feeling, just by looking at them.	1	2	3	4	5
30	I help others feel better when they are down.	1	2	3	4	5

31	I use good moods to help myself keep trying in the face of obstacles.	1	2	3	4	5
32	I can tell how people are feeling by listening to the tone of their voice.	1	2	3	4	5
33	It is difficult for me to understand why people feel the way they do.	1	2	3	4	5

### Fortitude Questionnaire (FORQ)

Please indicate the extent to which the following statements apply to you and/or your situation by marking a cross (x) over the number you choose.

		Does not apply	Applies slightly	Applies a lot	Applies very strongly
1	I always feel pretty sure of myself.	1	2	3	4
2	I take a positive attitude towards myself.	1	2	3	4
3	I have no trouble making up my mind.	1	2	3	4
4	I trust my ability to solve new and difficult problems.	1	2	3	4
5	On the whole I am satisfied with myself.	1	2	3	4
6	In general, there are more than 5 people that I could really count on to be dependable when I need help.	1	2	3	4
7	I am very satisfied with the comfort and support I get from others.	1	2	3	4
8	Learning about new and different things is very important in our family.	1	2	3	4
9	When making a decision, I weigh the consequences of each alternative and compare them against each other.	1	2	3	4
10	I am very satisfied with the help and support that I get from those that I count on.	1	2	3	4
11	I know that someone will always be around if I need assistance.	1	2	3	4
12	There is plenty of time and attention for everyone in our family.	1	2	3	4
13	My friends give me the moral support I need.	1	2	3	4
14	I rely on my family for emotional support.	1	2	3	4
15	I have a deep sharing relationship with a number of members of my family.	1	2	3	4
16	Members of my family are good at helping me solve problems.	1	2	3	4
17	In my family we tell each other about our personal problems.	1	2	3	4
18	Activities in our family are pretty carefully planned.	1	2	3	4
19	Friends often have good advice to give.	1	2	3	4
20	At times I think I am no good at all.	1	2	3	4

### Affectometer 2 (AFM 2)

Please indicate to which extent the following applies to you by marking a cross (x) over the number you choose.

		Not at all	Occasionally	Some of the time	Often	All the time
<b>1</b>	My life is on the right track.	1	2	3	4	5
<b>2</b>	I wish I could change some part of my life.	1	2	3	4	5
<b>3</b>	My future looks good.	1	2	3	4	5
<b>4</b>	I feel as though the best years of my life are over.	1	2	3	4	5
<b>5</b>	I like myself.	1	2	3	4	5
<b>6</b>	I feel there must be something wrong with me.	1	2	3	4	5
<b>7</b>	I can handle any problems that come up.	1	2	3	4	5
<b>8</b>	I feel like a failure	1	2	3	4	5
<b>9</b>	I feel loved and trusted.	1	2	3	4	5
<b>10</b>	I seem to be left alone when I don't want to be.	1	2	3	4	5
<b>11</b>	I feel close to people around me.	1	2	3	4	5
<b>12</b>	I have lost interest in other people and don't care about them.	1	2	3	4	5
<b>13</b>	I feel I can do whatever I want to.	1	2	3	4	5
<b>14</b>	My life seems stuck in a rut.	1	2	3	4	5
<b>15</b>	I have energy to spare.	1	2	3	4	5
<b>16</b>	I can't be bothered doing anything.	1	2	3	4	5
<b>17</b>	I smile and laugh a lot.	1	2	3	4	5
<b>18</b>	Nothing seems very much fun anymore.	1	2	3	4	5
<b>19</b>	I think clearly and creatively.	1	2	3	4	5
<b>20</b>	My thoughts go around in useless circles.	1	2	3	4	5

### General Health Questionnaire (GHQ)

Please indicate to which extent the following applies to you by marking a cross (x) over the option you choose.

	HAVE YOU RECENTLY:	1	2	3	4
1	been able to concentrate on whatever you're doing?	Better than usual	Same as usual	Less than usual	Much less than usual
2	lost much sleep over worry?	Not at all	No more than usual	Rather more than usual	Much more than usual
3	felt that you are playing a useful part in things?	More so than usual	Same as usual	Less useful than usual	Much less useful
4	felt capable of making decisions about things?	More so than usual	Same as usual	Less so than usual	Much less capable
5	felt constantly under strain?	Not at all	No more than usual	Rather more than usual	Much more than usual
6	felt you couldn't overcome your difficulties?	Not at all	No more than usual	Rather more than usual	Much more than usual
7	been able to enjoy your day-to-day activities?	More so than usual	Same as usual	Less so than usual	Much less than usual
8	been able to face up to your problems?	More so than usual	Same as usual	Less able than usual	Much less able
9	been feeling unhappy and depressed?	Not at all	No more than usual	Rather more than usual	Much more than usual
10	been losing confidence in yourself?	Not at all	No more than usual	Rather more than usual	Much more than usual
11	been thinking of yourself as a worthless person?	Not at all	No more than usual	Rather more than usual	Much more than usual
12	been feeling reasonably happy, all things considered?	More so than usual	About same as usual	Less so than usual	Much less than usual

### Inventory of Parent and Peer Attachment (IPPA)

Please indicate to which extent the following applies to you by marking a cross (x) over the number you choose.

		Never true	Seldom true	Sometimes true	Often true	Always true
1	My parents respect my feelings.	1	2	3	4	5
2	I feel my parents are successful as parents.	1	2	3	4	5
3	I wish I had different parents.	1	2	3	4	5
4	My parents accept me as I am.	1	2	3	4	5
5	I have to rely on myself when I have a problem to solve.	1	2	3	4	5
6	I like to get my parents' point of view on things I'm concerned about.	1	2	3	4	5
7	I feel it's no use letting my feelings show.	1	2	3	4	5
8	My parents sense when I am upset about something.	1	2	3	4	5
9	Talking over my problems with my parents makes me feel ashamed or foolish.	1	2	3	4	5
10	My parents expect too much from me.	1	2	3	4	5
11	I get upset easily at home.	1	2	3	4	5
12	I get upset a lot more than my parents know about.	1	2	3	4	5
13	When we discuss things, my parents consider my point of view.	1	2	3	4	5
14	My parents trust my judgment.	1	2	3	4	5
15	My parents have their own problems, so I don't bother them with mine.	1	2	3	4	5
16	My parents help me to understand myself better.	1	2	3	4	5
17	I tell my parents about my problems and troubles.	1	2	3	4	5
18	I feel angry with my parents.	1	2	3	4	5
19	I don't get much attention at home.	1	2	3	4	5
20	My parents encourage me to talk about my difficulties.	1	2	3	4	5
21	My parents understand me.	1	2	3	4	5
22	I don't know whom I can depend on these days.	1	2	3	4	5
23	When I am angry about something, my parents try to be understanding.	1	2	3	4	5
24	I trust my parents.	1	2	3	4	5
25	My parents don't understand what I'm going through these days.	1	2	3	4	5
26	I can count on my parents when I need to get something off my chest.	1	2	3	4	5
27	I feel that no one understands me.	1	2	3	4	5
28	If my parents know something is bothering me, they ask me about it.	1	2	3	4	5

**Parent-Adolescent Communication Scale (PAC)**

Please indicate to which extent the following applies to you by marking a cross (x) over the number you choose.

		Strongly disagree	Moderately disagree	Neither agree nor disagree	Moderately agree	Strongly agree
1	I can discuss my beliefs with my mother/father without feeling restrained or embarrassed.	1	2	3	4	5
2	Sometimes I have trouble believing everything my mother/father tells me.	1	2	3	4	5
3	My mother/father is always a good listener.	1	2	3	4	5
4	I am sometimes afraid to ask my mother/father for what I want.	1	2	3	4	5
5	My mother/father has a tendency to say things that would be better left unsaid.	1	2	3	4	5
6	My mother/father can tell how I'm feeling without asking.	1	2	3	4	5
7	I am very satisfied with how my mother/father and I talk together.	1	2	3	4	5
8	If I were in trouble I could tell my mother/father.	1	2	3	4	5
9	I openly show affection to my mother/father.	1	2	3	4	5
10	When we are having a problem, I often give my mother/father the silent treatment.	1	2	3	4	5
11	I am careful about what I say to my mother/father.	1	2	3	4	5
12	When talking with my mother/father I have a tendency to say things that would be better left unsaid.	1	2	3	4	5
13	When I ask questions I get honest answers from my mother/father.	1	2	3	4	5
14	My mother/father tries to understand my point of view.	1	2	3	4	5
15	There are topics I avoid discussing with my mother/father.	1	2	3	4	5
16	I find it easy to discuss problems with my mother/father.	1	2	3	4	5
17	It is very easy for me to express all my true feelings to my mother/father.	1	2	3	4	5
18	My mother/father nags/bothers me.	1	2	3	4	5
19	My mother/father insults me when he/she is angry with me.	1	2	3	4	5
20	I don't think I can tell my mother/father how I really feel about some things.	1	2	3	4	5

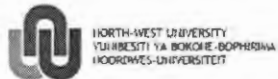
### Family Satisfaction Scale (FSS)

Please indicate to which extent the following applies to you by marking a cross (x) over the number you choose.

	<b>HOW SATISFIED ARE YOU:</b>	Dissatisfied	Somewhat dissatisfied	Generally satisfied	Very satisfied	Extremely satisfied
1	With how close you feel to the rest of your family?	1	2	3	4	5
2	With your ability to say what you want in your family?	1	2	3	4	5
3	With your family's ability to try new things?	1	2	3	4	5
4	With how often parents make decisions in your family?	1	2	3	4	5
5	With how much mother & father argue with each other?	1	2	3	4	5
6	With how fair the criticism is in your family?	1	2	3	4	5
7	With the amount of time you spend with your family?	1	2	3	4	5
8	With the way you talk together to solve family problems?	1	2	3	4	5
9	With your freedom to be alone when you want to?	1	2	3	4	5
10	With how strictly you stay with who does what chores in your family?	1	2	3	4	5
11	With your family's acceptance of your friends?	1	2	3	4	5
12	With how clear is it what your family expects of you?	1	2	3	4	5
13	With how often you make decisions as a family, rather than individually?	1	2	3	4	5
14	With the number of fun things your family does together?	1	2	3	4	5

END

**APPENDIX H: Questionnaires in Afrikaans**



**NAVORSING: OUER-ADOLESCENT VERHOUDING & DIE EMOSIONELE  
WELSTAND VAN ADOLESSENTE**

**Lees asseblief die instruksies van elke vraelys deeglik voor jy die vraelys invul & beantwoord vrae eerlik.**

Dankie vir jou deelname in die studie!

---

Vraelyste:

- D. Sosio-demografiese inligting
  - Biografiese vraelys
  
- E. Adollesent emosionele welstand vraelyste
  - EIS
  - FORQ
  - AFM 2 (section 2)
  - GHQ
  
- F. Ouer-adollesent verhouding vraelyste
  - IPPA (section 1)
  - PAC
  - FSS

BIOGRAFIESE VRAELYS (sosio-demografiese data)

**Lees asseblief die volgende stellings en skryf die antwoorde in die spasie wat verskaf word.**

1. Hoe oud is jy?.....
2. In watter graad is jy?.....
3. Aan watter kultuur behoort jy?.....
4. In watter skool is jy?.....
5. Is jy manlik of vroulik?.....

### Emotional Intelligence Scale (EIS)

Lees aaseblief die volgende stellings en dui aan tot watter mate elke stelling jou gedrag beskryf deur 'n kruis (x) te maak oor die nommer wat jy kies.

		Stem glad nie saam	Stem nie saam	Nie seker	Stem saam	Stem beslis saam
1	Ek weet wanneer om met ander oor my persoonlike probleme te praat.	1	2	3	4	5
2	Wanneer ek met struikelblokke gekonfronteer word onthou ek tye wat ek soortgelyke struikelblokke moes hanteer en hulle oorkom het.	1	2	3	4	5
3	Ek verwag dat ek goed sal doen met die meeste goed wat ek probeer.	1	2	3	4	5
4	Ander mense vind dit maklik om my in hulle vertroue te neem.	1	2	3	4	5
5	Ek vind dit moeilik om die nie-verbale boodskappe van ander te verstaan.	1	2	3	4	5
6	Sommige van die groot gebeurtenisse in my lewe het daartoe gelei dat ek her-evalueer wat in my lewe belangrik is en nie belangrik is nie.	1	2	3	4	5
7	Wanneer my bui verander sien ek nuwe moontlikhede.	1	2	3	4	5
8	Emosies is een van die dinge wat my lewe die moeite werd maak.	1	2	3	4	5
9	Ek is bewus van my emosies soos ek hulle beleef.	1	2	3	4	5
10	Ek verwag dat goeie dinge sal gebeur.	1	2	3	4	5
11	Ek hou daarvan om my emosies met ander te deel.	1	2	3	4	5
12	Wanneer ek 'n positiewe emosie beleef weet ek hoe om dit te behou.	1	2	3	4	5
13	Ek reël geleenthede wat ander geniet.	1	2	3	4	5
14	Ek soek aktiwiteite uit wat my gelukkig maak.	1	2	3	4	5
15	Ek is bewus van die nie-verbale boodskappe wat ek aan ander stuur.	1	2	3	4	5
16	Ek bied myself aan op 'n manier dat dit 'n goeie indruk maak op ander.	1	2	3	4	5
17	Wanneer ek in 'n positiewe bui is, is dit vir my maklik om probleme op te los.	1	2	3	4	5
18	Deur na ander mense se gesigsuitdrukking te kyk kan ek die emosies herken wat hulle beleef.	1	2	3	4	5
19	Ek weet hoekom my emosies verander.	1	2	3	4	5
20	Wanneer ek in 'n positiewe bui is, is ek in staat om met nuwe idees na vore te kom.	1	2	3	4	5
21	Ek het beheer oor my emosies.	1	2	3	4	5
22	Ek kan maklik my emosies herken soos ek hulle beleef.	1	2	3	4	5
23	Ek motiveer myself deur goeie uitkomst te visualiseer van take wat ek onderneem.	1	2	3	4	5
24	Ek komplimenteer ander wanneer hulle iets goed gedoen het.	1	2	3	4	5
25	Ek is bewus van die nie-verbale boodskappe wat ander uitstuur.	1	2	3	4	5
26	Wanneer 'n ander persoon my vertel van 'n belangrike gebeurtenis in sy of haar lewe, voel ek amper asof ek die gebeurtenis self ervaar het.	1	2	3	4	5
27	Wanneer ek 'n verandering in emosies voel, is ek geneig om met nuwe idees op te kom.	1	2	3	4	5
28	Wanneer ek met 'n uitdaging gekonfronteer word gee ek maklik op, want ek glo ek gaan misluk.	1	2	3	4	5
29	Ek weet wat ander mense voel deur net na hulle te kyk.	1	2	3	4	5
30	Ek help ander om beter te voel as hulle moedeloos is.	1	2	3	4	5
31	Ek gebruik goeie buie om myself te help om nie op te gee wanneer ek uitdagings in die gesig staar nie.	1	2	3	4	5

32	Ek kan sê hoe mense voel deur na hulle stemtoon te luister.	1	2	3	4	5
33	Dit is vir my moeilik om te verstaan hoekom mense voel soos wat hulle voel.	1	2	3	4	5

### Fortitude Questionnaire (FORQ)

Dui asseblief aan tot watter mate die volgende stellings van toepassing is op jou en/of jou situasie deur 'n kruis (x) oor die nommer te maak wat jy kies.

		Nooit	Soms	Dikwels	Altyd
1	Ek voel altyd redelik seker oor myself.	1	2	3	4
2	Ek het 'n positiewe houding teenoor myself.	1	2	3	4
3	Dit is nie vir my moeilik om tot 'n besluit te kom nie.	1	2	3	4
4	Ek het vertroue in my vermoë om nuwe en moeilike probleme op te los.	1	2	3	4
5	Oor die algemeen is ek tevrede met myself.	1	2	3	4
6	In die algemeen is daar meer as vyf mense waarop ek kan staat maak as ek regtig hulp nodig het.	1	2	3	4
7	Ek is tevrede met die troos en ondersteuning wat ek van ander kry.	1	2	3	4
8	Om oor nuwe en verskillende dinge te leer is belangrik in ons familie.	1	2	3	4
9	Wanneer ek 'n besluit neem, weeg ek die gevolge van elke alternatief teen mekaar op.	1	2	3	4
10	Ek is baie tevrede met die hulp en ondersteuning wat ek kry van die mense waarop ek staat maak.	1	2	3	4
11	Ek weet dat iemand altyd daar sal wees as ek bystand nodig het.	1	2	3	4
12	Daar is baie tyd en aandag vir almal in ons familie.	1	2	3	4
13	My vriende gee vir my die morele ondersteuning wat ek nodig het.	1	2	3	4
14	Ek maak staat op my familie vir emosionele ondersteuning.	1	2	3	4
15	Ek het 'n diep en meelewende verhouding met 'n aantal lede van my familie.	1	2	3	4
16	Lede van my familie is goed met die oplos van probleme.	1	2	3	4
17	In my familie deel ons ons persoonlike probleme met mekaar.	1	2	3	4
18	Aktiwiteite in ons familie word redelik versigtig beplan.	1	2	3	4
19	Vriende het dikwels goeie advies om te gee.	1	2	3	4
20	Soms dink ek, ek is goed vir niks.	1	2	3	4

### Affectometer 2 (AFM 2)

Dui asseblief aan tot watter mate die volgende stellings van toepassing is op jou deur 'n kruis (x) oor die nommer te maak wat jy kies.

		Nooit	Selde	Soms	Dikwels	Altyd
1	My lewe is op die regte koers.	1	2	3	4	5
2	Ek wens ek kon 'n gedeelte van my lewe verander.	1	2	3	4	5
3	My toekoms lyk goed.	1	2	3	4	5
4	Ek voel asof die beste jare van my lewe verby is.	1	2	3	4	5
5	Ek hou van myself.	1	2	3	4	5
6	Ek voel dat daar iets verkeerd moet wees met my.	1	2	3	4	5
7	Ek kan enige problem hanteer wat opduik.	1	2	3	4	5
8	Ek voel na 'n mislukking.	1	2	3	4	5
9	Ek voel dat ander my lief het en vertrou.	1	2	3	4	5
10	Dit voel asof ek alleen gelaat word wanneer ek nie alleen wil wees nie.	1	2	3	4	5
11	Ek voel naby aan die mense rondom my.	1	2	3	4	5
12	Ek het belangstelling verloor in ander mense en gee nie veel vir hulle om nie.	1	2	3	4	5
13	Ek voel dat ek enige iets kan doen wat ek wil.	1	2	3	4	5
14	My lewe is in 'n groef.	1	2	3	4	5
15	Ek het nog oortollige energie.	1	2	3	4	5
16	Ek stel nie belang om enige iets te doen nie.	1	2	3	4	5
17	Ek glimlag en lag baie.	1	2	3	4	5
18	Niks is werklik meer pret nie.	1	2	3	4	5
19	Ek dink helder en skeppend.	1	2	3	4	5
20	My gedagtes maal oneffektief in sirkels.	1	2	3	4	5

### General Health Questionnaire (GHQ)

Dui asseblief aan tot watter mate die volgende stellings van toepassing is op jou deur 'n kruis (x) oor die opsie te maak wat jy kies.

		1	2	3	4
1	Was jy onlangs in staat om te konsentreer op wat jy ookal doen?	Beter as gewoonlik	Selfde as gewoonlik	Minder as gewoonlik	Baie minder as gewoonlik
2	Het jy onlangs slaap verloor omdat jy jou bekommer?	Glad nie	Nie meer as gewoonlik nie	Bietjie meer as gewoonlik	Baie meer as gewoonlik
3	Het jy onlangs gevoel dat jy 'n belangrike rol speel in dinge?	Meer as gewoonlik	Selfde as gewoonlik	Minder as gewoonlik	Baie minder as gewoonlik
4	Het jy onlangs gevoel dat jy in staat is om besluite te neem oor dinge?	Meer as gewoonlik	Selfde as gewoonlik	Minder as gewoonlik	Baie minder as gewoonlik
5	Het jy onlangs gevoel dat jy altyd onder druk is?	Glad nie	Nie meer as gewoonlik nie	Bietjie meer as gewoonlik	Baie meer as gewoonlik
6	Het jy onlangs gevoel dat jy nie jou probleme kan oorkom nie?	Glad nie	Nie meer as gewoonlik nie	Bietjie meer as gewoonlik	Baie meer as gewoonlik
7	Was jy onlangs in staat om jou dag-tot-dag aktiwiteite te geniet?	Meer as gewoonlik	Selfde as gewoonlik	Minder as gewoonlik	Baie minder as gewoonlik
8	Was jy onlangs in staat om jou probleme die hoof te bied?	Meer as gewoonlik	Selfde as gewoonlik	Minder as gewoonlik	Baie minder as gewoonlik
9	Het jy onlangs ongelukkig en depressief gevoel?	Glad nie	Nie meer as gewoonlik nie	Bietjie meer as gewoonlik	Baie meer as gewoonlik
10	Het jy onlangs vertroue in jouself begin verloor?	Glad nie	Nie meer as gewoonlik nie	Bietjie meer as gewoonlik	Baie meer as gewoonlik
11	Het jy onlangs aan jouself as 'n waardelose persoon gedink?	Glad nie	Nie meer as gewoonlik nie	Bietjie meer as gewoonlik	Baie meer as gewoonlik
12	Het jy onlangs redelik gelukkig gevoel ten spyte van alles?	Meer as gewoonlik	Omtrent dieselfde as gewoonlik	Minder as gewoonlik	Baie minder as gewoonlik

### Inventory of Parent and Peer Attachment (IPPA)

Dui asseblief aan tot watter mate die volgende stellings van toepassing is op jou deur 'n kruis (x) oor die nommer te maak wat jy kies.

		Nooit waar	Selde waar	Soms waar	Dikwels waar	Altyd waar
1	My ouers respekteer my gevoelens.	1	2	3	4	5
2	Ek voel my ouers is suksesvolle ouers.	1	2	3	4	5
3	Ek wens ek het ander ouers gehad.	1	2	3	4	5
4	My ouers aanvaar my soos ek is.	1	2	3	4	5
5	Ek moet op myself staat maak as ek 'n probleem moet oplos.	1	2	3	4	5
6	Ek hou daarvan om my ouers se mening te kry oor dinge waaroor ek besorg is.	1	2	3	4	5
7	Ek voel dit help nie om my gevoelens te wys nie.	1	2	3	4	5
8	My ouers voel aan wanneer ek ontsteld is oor iets.	1	2	3	4	5
9	Wanneer ek my probleme met my ouers bespreek voel ek skaam en bespotlik.	1	2	3	4	5
10	My ouers verwag te veel van my.	1	2	3	4	5
11	Ek raak gou ontsteld by die huis.	1	2	3	4	5
12	Ek raak baie meer ontsteld as waarvan my ouers bewus is.	1	2	3	4	5
13	Wanneer ons iets bespreek neem my ouers my siening in ag.	1	2	3	4	5
14	My ouers vertrou my oordeel.	1	2	3	4	5
15	My ouers het hulle eie probleme, so ek pla hulle nie met myne nie.	1	2	3	4	5
16	My ouers help my om myself beter te verstaan.	1	2	3	4	5
17	Ek deel my probleme en bekommernisse met my ouers.	1	2	3	4	5
18	Ek voel kwaad vir my ouers.	1	2	3	4	5
19	Ek kry nie baie aandag by die huis nie.	1	2	3	4	5
20	My ouers moedig my aan om oor my probleme te praat.	1	2	3	4	5
21	My ouers verstaan my.	1	2	3	4	5
22	Ek weet nie op wie ek kan staat maak deesdae nie.	1	2	3	4	5
23	Wanneer ek kwaad is oor iets probeer my ouers verstaan.	1	2	3	4	5
24	Ek vertrou my ouers.	1	2	3	4	5
25	My ouers verstaan nie waardeur ek deesdae gaan nie.	1	2	3	4	5
26	Ek kan op my ouers staat maak as ek oor iets wil praat.	1	2	3	4	5
27	Ek voel niemand verstaan my nie.	1	2	3	4	5
28	As my ouers weet iets pla my vra hulle my uit daarvoor.	1	2	3	4	5

**Parent-Adolescent Communication Scale (PAC)**

**Dui asseblief aan tot watter mate die volgende stellings van toepassing is op jou deur 'n kruis (x) oor die nommer te maak wat jy kies.**

		Stem glad nie saam	Stem tot 'n mate nie saam nie	Neutraal	Stem tot 'n mate saam	Stem saam
1	Ek kan my oortuigings met my ma/pa bespreek sonder om beperk of verleë te voel.	1	2	3	4	5
2	Soms vind ek dit moeilik om alles te glo wat my ma/pa vir my vertel.	1	2	3	4	5
3	My ma/pa is altyd 'n goeie luisteraar.	1	2	3	4	5
4	Ek is soms bang om my ma/pa te vra vir wat ek wil hê.	1	2	3	4	5
5	My ma/pa het 'n geneigdheid om goed te sê wat eerder nie gesê moet word nie.	1	2	3	4	5
6	My ma/pa weet hoe ek voel sonder dat ek hoef te sê.	1	2	3	4	5
7	Ek is baie tevrede met hoe my ma/pa en ek saam oor goed praat.	1	2	3	4	5
8	As ek in die moeilikheid is kan ek my ma/pa daarvan vertel.	1	2	3	4	5
9	Ek kan openlik liefdevol wees teenoor my ma/pa.	1	2	3	4	5
10	Wanneer ons 'n probleem het gebruik ek dikwels stilstuipe teenoor my ma/pa.	1	2	3	4	5
11	Ek is versigtig oor wat ek vir my ma/pa sê.	1	2	3	4	5
12	Wanneer ek met my ma/pa praat het ek 'n geneigdheid om goed te sê wat eerder nie gesê moet word nie.	1	2	3	4	5
13	Wanneer ek vrae vra kry ek eerlike antwoorde van my ma/pa.	1	2	3	4	5
14	My ma/pa probeer altyd my standpunt verstaan.	1	2	3	4	5
15	Daar is onderwerpe wat ek vermy om met my ma/pa te bespreek.	1	2	3	4	5
16	Ek vind dit maklik om probleme met my ma/pa te bespreek.	1	2	3	4	5
17	Dit is baie maklik vir my om my ware gevoelens teenoor my ma/pa uit te druk.	1	2	3	4	5
18	My ma/pa verpes of pla my.	1	2	3	4	5
19	My ma/pa beledig my wanneer sy/hy kwaad is vir my.	1	2	3	4	5
20	Ek dink nie ek kan vir my ma/pa vertel hoe ek regtig voel oor sommige goed nie.	1	2	3	4	5

### Family Satisfaction Scale (FSS)

Dui asseblief aan tot watter mate die volgende stellings van toepassing is op jou deur 'n kruis (x) oor die nommer te maak wat jy kies.

		Onteverede	Ietwat ontevrede	Oor die algemeen tevrede	Tevrede	Baie tevrede
1	Hoe tevrede is jy met hoe naby jy voel aan die res van jou familie?	1	2	3	4	5
2	Hoe tevrede is jy met jou vermoë om te sê wat jy wil hê in jou familie?	1	2	3	4	5
3	Hoe tevrede is jy met jou familie se vermoë om nuwe dinge te probeer?	1	2	3	4	5
4	Hoe tevrede is jy met hoe dikwels jou ouers die besluite neem in die familie?	1	2	3	4	5
5	Hoe tevrede is jy met hoe dikwels jou ma en pa met mekaar argumenteer?	1	2	3	4	5
6	Hoe tevrede is jy met hoe regverdig die kritiek in jou familie is?	1	2	3	4	5
7	Hoe tevrede is jy met die hoeveelheid tyd wat jy met jou familie spandeer?	1	2	3	4	5
8	Hoe tevrede is jy met die wyse waarop julle saam praat om familie probleme op te los?	1	2	3	4	5
9	Hoe tevrede is jy met die vryheid wat jy het om alleen te wees wanneer jy die behoefte het?	1	2	3	4	5
10	Hoe tevrede is jy met hoe streng julle is met wie watter take doen in die familie?	1	2	3	4	5
11	Hoe tevrede is jy met jou familie se aanvaarding van jou vrënde?	1	2	3	4	5
12	Hoe tevrede is jy met hoe duidelik dit is wat jou familie van jou verwag?	1	2	3	4	5
13	Hoe tevrede is jy met hoe dikwels julle besluite as 'n gesin neem eerder as elkeen individueel?	1	2	3	4	5
14	Hoe tevrede is jy met die hoeveelheid aangename dinge wat julle as 'n familie saam doen?	1	2	3	4	5

**EINDE**

**APPENDIX I: Request for permission to use PACS and FSS**

----- Original Message -----

**From:** [koen01](#)

**To:** [dolson@umn.edu](mailto:dolson@umn.edu)

**Sent:** Tuesday, September 15, 2009 8:00 PM

**Subject:** Permission to use scales

Dear Prof Olson,

I am a Masters student at the North-West University (South Africa). The title of my dissertation: "The parent-adolescent relationship and adolescent emotional well-being." I am hereby asking for your permission to use both the Family satisfaction scale (1982) and Parent-adolescent communication scale (1982) in my research. I hope to hear from you soon.

Regards,  
Miss V Koen

**From:** [koen01](#)

**To:** [howard.barnes@unilever.com](mailto:howard.barnes@unilever.com)

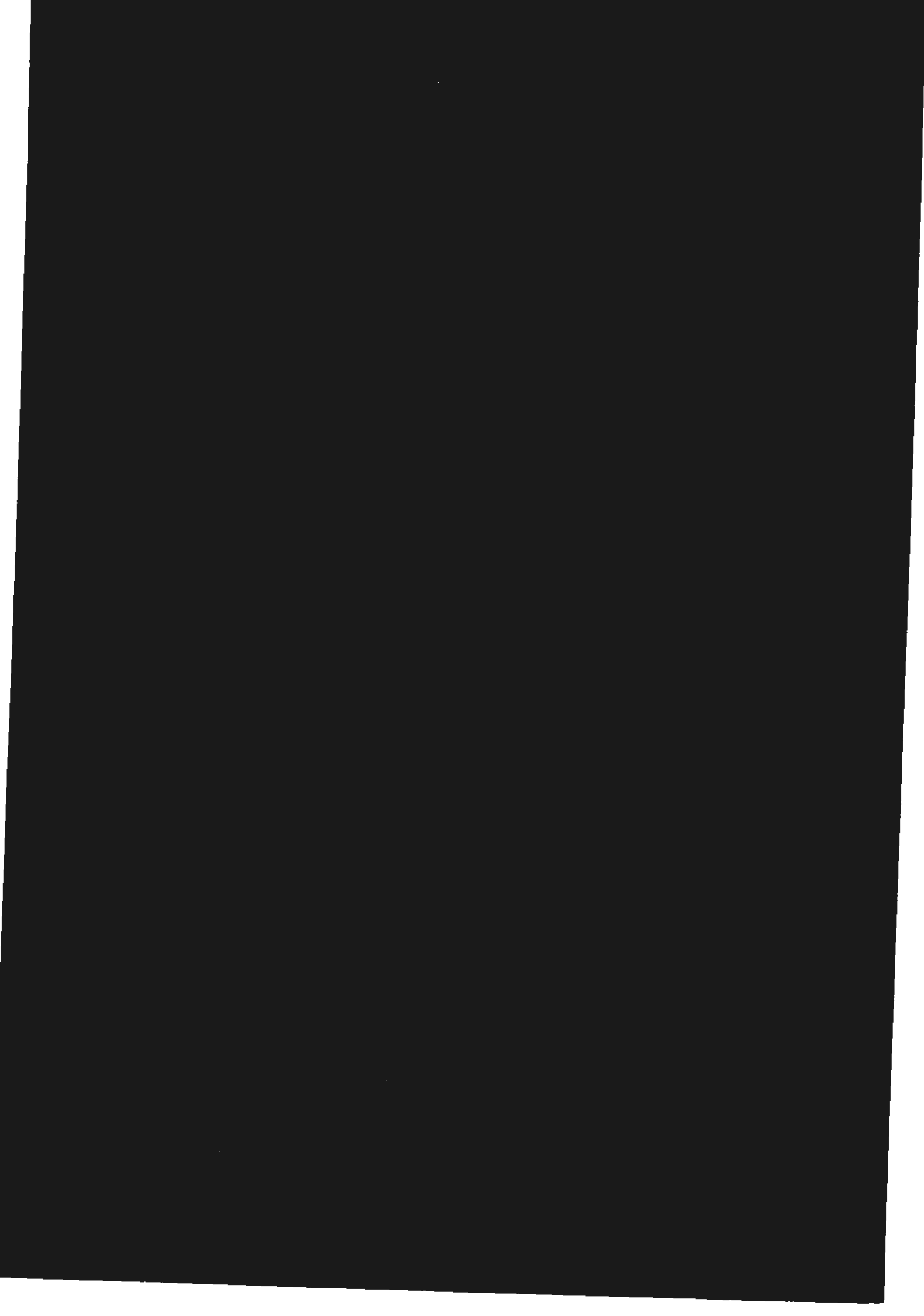
**Sent:** Saturday, September 26, 2009 10:50 AM

**Subject:** Permission to use PACS

Dear Sir,

I am a psychology Masters student at the North-West University (South Africa). The title of my dissertation: "The parent-adolescent relationship and adolescent emotional well-being." I am hereby asking for your permission to use the Parent-adolescent communication scale in my research.

Thanking you in anticipation,  
Miss V Koen



**CHAPTER 2:  
Article 1**

**Adolescents' experience of the parent-adolescent relationship**

For publication in the

*South African Journal of Psychology*

---

## GUIDELINES TO AUTHORS

### *South African Journal of Psychology*

#### **Submitting a manuscript**

SAJP is a peer-reviewed journal publishing empirical, theoretical and review articles on all aspects of psychology. Articles may focus on South African, African or international issues. Manuscripts to be considered for publication should be e-mailed to [sajp@up.ac.za](mailto:sajp@up.ac.za). Include a covering letter with your postal address, email address, and phone number. The covering letter should indicate that the manuscript has not been published elsewhere and is not under consideration for publication in another journal. An acknowledgement of receipt will be e-mailed to the author (within seven days, if possible) and the manuscript will be sent for review by three independent reviewers. Incorrectly structured or formatted manuscripts, or manuscripts not edited for language, will not be accepted into the review process.

Only one article per author will be published per calendar year. Exceptions to this rule will be at the sole discretion of the editor (with his or her associate editors) in the case of an exceptional article that needs to be published, a special issue where the specific article will make a significant contribution, in writing or responding to a *riposte*, etc.

Authors must please quote the manuscript number in ALL correspondence to the editor.

#### **Revised articles**

Where authors are invited to revise their manuscripts for resubmission, it is crucial that the editor be notified (by e-mail) **within three weeks** of the author's intention to resubmit. Author(s) must then submit the revised manuscript **within six weeks from the date of their expressed intention to do so and resubmit within three months**. All articles where this procedure was not followed will automatically be disqualified and removed from the process. Should an author wish to resubmit this article after a longer period, it will be treated as a completely new submission and a new article number will be allocated.

### Manuscript structure

- The manuscript should be no longer than 20 pages (5 000 words).
- **First page:** The full title of the manuscript, the name(s) of the author(s) together with their affiliations, and the name, address, and e-mail address of the author to whom correspondence should be sent.
- **Second page:** The abstract, formatted as a single paragraph, and no longer than 300 words. A list of at least six keywords should be provided alphabetically below the abstract, with semi-colons between words.
- **Subsequent pages:** The text of the article should be started on a new page. The introduction to the article does not require a heading.
- **Concluding pages:** A reference list, followed by tables and figures (if any). Each table or figure should be on a separate page. Tables and figures should be numbered consecutively and their appropriate positions in the text indicated. Each table or figure should be provided with a title (e.g. Figure 1: Frequency distribution of critical incidents). The title should be placed at the top for tables and at the bottom for figures. The appropriate positions in the text should be indicated.
- Authors are requested to pay attention to the proportions of illustrations, tables, and figures, so that they can be accommodated in a single (136mm) column after reduction, without wasting space.

### Manuscript format

- The manuscript should be an MS Word document in 12-point Times Roman font with 1.5 line spacing. There should be no font changes, margin changes, hanging indents, or other unnecessarily complex formatting codes.
- The SAJP referencing style should be adhered to. The referencing style of the SAJP is similar to those used by the British Psychological Society and the American Psychological Association. The American Psychological Association (APA, ver. 5) style guidelines and referencing format should be adhered to.
- Headings should start at the left margin, and should not be numbered. All headings should be in **bold**. Main headings should be in **CAPITAL LETTERS**.

- The beginning of paragraphs is indicated by indenting the paragraph's first line using the tab key on your keyboard, except when the paragraph follows a main or secondary heading.
- Indents are only used for block quotes.
- In the reference list, the first line of each reference starts at the margin; and subsequent lines for each reference are indented.

### **Language**

Manuscripts should be written in English. **As the SAJP does not employ a full-time or dedicated language editor, it is compulsory that manuscripts should be accompanied by a declaration that the language has been properly edited, together with a letter by a certified language specialist, stating the name and address of the person who undertook the language editing. Failure to do so will result in the manuscript being returned to the author. Should the editor not be satisfied with the quality of language usage, in spite of the evidence that the language has been edited, she or he reserves the right to send the article to the a language editor of the Journal's choice and invoice the author(-s).**

### **Ethics**

Authors should take great care to spell out the steps taken to facilitate ethical clearance, i.e. how they went about complying with all the ethical issues alluded to in their study (or studies), either directly or indirectly, including informed consent and permission to report the findings. If, for example, permission was not obtained from all respondents or participants, the authors should carefully explain why this was not done.

---

**Manuscript**

**Adolescents' experience of the parent-adolescent relationship**

**Authors:**

Vicki Koen

[koenvicki@yahoo.com](mailto:koenvicki@yahoo.com)

Chrizanne van Eeden \*

School of Behavioural Sciences: NORTH-WEST UNIVERSITY, Vaal Triangle Campus.

[Chrizanne.vanEeden@nwu.ac.za](mailto:Chrizanne.vanEeden@nwu.ac.za)

Hayley Williams

School of Behavioural Sciences: NORTH-WEST UNIVERSITY, Vaal Triangle Campus.

[Hayley.Williams@nwu.ac.za](mailto:Hayley.Williams@nwu.ac.za)

**\* Author to whom correspondence should be addressed**

---

## **ABSTRACT**

This article describes research that was conducted at two secondary schools located in the Gauteng province on how adolescents experience the parent-adolescent relationship. A quantitative cross-sectional survey research design was followed and convenience sampling was used. Participants included grade 9 to 11 learners who fitted the selection criteria. Data collection took place by means of the Inventory of Parent and Peer attachment (IPPA) of Armsden and Greenberg (1987), the Parent-adolescent Communication Scale (PAC) of Barnes and Olson (1982) and the Family Satisfaction Scale of Olson and Wilson (1982). Descriptive statistics indicated that the means and standard deviations in this study correspond well with those found in research with the norm groups. The reliability coefficients for measuring instruments were good and all the instruments were valid for use in this research group. The scales used showed high significantly positive and negative correlations that were consistent with what was theoretically expected. The results indicate that the majority of adolescents in the research group rate their relationship with their parents positively, although significant differences between genders on family satisfaction and between cultures on parent-adolescent communication were found.

**Keywords:** Adolescent; adolescence; attachment; communication; emotional well-being; parent; parent-adolescent relationship; satisfaction.

## **PROBLEM STATEMENT**

Adolescence may be defined as a period of development that is marked at the start by the onset of puberty and the attainment of physiological and psychological maturity at the end (Dictionary of Psychology, 2001). Adolescence is a difficult stage of development (Strong, De Vault, Satad & Yarber, 2001), wherein adolescents are confronted with multiple stressors and exposed to a multi-complex society (Adeyemo & Adeleye, 2008). Due to cognitive, social and behavioural development, adolescence is a period that involves major transition and is often characterised by dysfunctional behaviour such as drug and alcohol use (Parry, 1998), risk-taking behaviour and attempting or committing suicide (Caruso, 2008).

The adolescent's development of personal strengths that is needed to successfully complete the transition, such as control, competence, self-esteem, coping, self-regulation and a balance between positive and negative emotions, is theorised to be influenced by the quality of the early parent-child relationship characterised by, for example, parental warmth, sensitivity, responsiveness and quality of attachment relationships (Harter, 1983; Papalia, Olds & Feldman, 2009). Other healthy, functional family characteristics that may have a positive influence on adolescent development include clear, congruent communication, being able to adapt (resilience) and a capacity for intimacy (Becvar & Becvar, 2006).

The development of a sense of identity, which is a developmental task of adolescence, often causes the relationship that adolescents have with their parents to undergo a change (Erikson, 1968). This may imply a gradual erosion of the quality of the parent-adolescent relationship, resulting in a higher level of detachment from parents (Berk, 2006; Ryan & Lynch, 1989), physically less time spent with parents (Collins & Repinsky, 1994; Steinberg & Morris, 2001) and increasing communication problems or a lack of communication between parents and their children (Jourard, 1964; Meyer-Weitz, Steyn & Ghama, 1999). In relationships characterised by this erosion, there is evidence that parent-adolescent conflict increases (Holmbeck & Hill, 1991; Louw & Louw, 2007), and problems like experimentation with drugs, alcohol, violence and sex may result due to stressful parent-adolescent relationships (Montemayor, 1983). Parent-child attachment, parent-child communication and

familial satisfaction all play an important role in the quality of the parent-adolescent relationship and the way in which this relationship is experienced by adolescents.

### **Attachment**

Attachment refers to the strong affectionate bond with a particular person who cannot be replaced (Tonin, 2004). The various phases in the development of attachment as described by Bowlby (1958; 1973) include: (1) the pre-attachment phase, (2) the attachment-in-the-making phase, (3) the phase of “clear-cut” attachment and (4) the formation of a reciprocal relationship. Based on research, Ainsworth (1973) identified three categories of attachment: (1) Secure attachment, characterised by high self-esteem and a positive feeling towards others. People with secure attachment seek interpersonal closeness and are comfortable in relationships (Baron & Byrne, 2003). (2) Avoidant attachment, characterised by a positive self-image whilst expecting the worst of others. These people often fear closeness and avoid face-to-face interactions, preferring impersonal contact, such as e-mail (McGowan, Daniels & Byrne, 2000, in Baron & Byrne, 2003). (3) Ambivalent attachment, characterised by a negative view of oneself and positive expectations concerning others (Baron & Byrne, 2003). These people seek closeness (sometimes too much closeness), but experience feelings of guilt and anxiety, feeling they do not deserve the other person’s love (Lopez, Gover, Leskela, Sauer, Schirmer & Wyssmann, 1997). Main and Solomon (1986) identified a fourth category: Disorganised-disoriented attachment, which is characterised by low self-esteem and negativity about other people. These people avoid close relationships and minimise interpersonal closeness, with the intention to avoid rejection (Baron & Byrne, 2003).

Research has indicated that stronger attachment with parents can lead to less physical and social anxiety in children, for example when children make the transition to secondary school (Papini & Roggman, 1992), and that the attachment adolescents have with their parents is also positively related to their motivation to succeed academically (Learner & Kruger, 1997). Attachment theorists emphasise the fact that children learn from the relationships they have with their parents about how to have satisfying relationships and friendships with others, and the attachment that adolescents have with their parents is a significant predictor of adolescents’ emotional adjustment (Engels, Finkenauer, Meeus & Dekovic, 2000).

According to Thompson (1999), there is reason to believe that secure attachment is an important precursor of personal strengths such as optimism, self-esteem and locus of control in adolescents (see Carr, 2004).

### **Communication**

The Penguin Student Dictionary (Allen, 2006) defines communication as the exchange of information. Communication may also be described as an index of family operations and the means whereby a family transacts the business of life (Scherz, 1962) and as a blueprint by which a child develops from infancy to maturity (Satir, 1964). Every family has unique communication rules and as time passes, these rules have to be revised – as is the case with families who have adolescent children. Issues regarding autonomy and control come up frequently during this period. Developmental changes during adolescence form the focal point of communication wherein topics may include classes, grades, jobs, sport, and decisions concerning the future and so on. Other more difficult topics include sex, alcohol, drugs and boyfriends or girlfriends. These topics may even be avoided in communication. The adolescent years are probably the most difficult times regarding communication (Tubbs & Moss, 2003) and it is often argued that parent-child conflict is the norm in adolescence. Carr (2004), however, argues that this is not the case. Epidemiological studies of adolescence found that one in five families experience some conflict, while only one in twenty experience extreme conflicts. Results indicate that most parent-adolescent quarrels are about issues such as untidiness, music, clothing and curfew-time and rarely about values or ethics.

Choo (2000) has found evidence that parental warmth and supportive communication lead to the well-being of adolescents. Yu, Clemens, Yang, Li, Stanton, Deveaux, Lunn, Cottrell and Harris (2006) report that depressed adolescents perceived higher levels of impaired communication with their parents than did adolescents who were not depressed. These adolescents also perceived significantly lower levels of parental monitoring and open communication as well as higher levels of problem communication with parents. Blake and Slate (1993) found evidence that adolescents' self-esteem levels are related to the quality of parental verbal interaction as perceived by adolescents. It thus seems that good parent-child

communication and joint problem-solving skills facilitate the renegotiation of parent-adolescent relationships and the development of adolescent autonomy (Carr, 2004).

### **Family satisfaction**

Goldenberg and Goldenberg (2004) stress that the family is much more than a collection of people that share physical and psychological space. Each family is a natural social system wherein the relationship between its members is deep and they have strong emotional bonds and loyalties that can change between them as time passes. Other studies done on family satisfaction see the family as a context to which adolescents can turn should they have fears and doubts about their future and the outside, adult world (Caprara, Pastorelli, Regalia, Scabini & Bandura, 2005). Adolescent development, especially individuation and differentiation, can be influenced positively by high family satisfaction and the positive family climate it promotes (Scabini, Lanz & Marta, 1999). Research indicates that family satisfaction in adolescence correlates strongly with the quality of the parent-adolescent relationship (Belsky, Jaffee, Hsieh & Silva, 2001) and that adolescents who experience family satisfaction have better self-worth (Gilman, 2001). On the other hand, adolescents who are dissatisfied with their family life often experience emotional hardships (Valois, Zullig, Huebner & Drane, 2001).

From the above it is clear that the role of the parent in adolescent development is essential. Sadly, the increase in dysfunctional youth behaviour might be an indication that parents are not as forthcoming, supportive or understanding as adolescents need them to be concerning their emotional stability and wellness. Prompted by this problem statement, the following research question was asked: *What is adolescents' experience of their relationship with their parents?* This study therefore investigated how adolescents experience aspects of the relationship they have with their parents by examining parent-adolescent attachment, parent-adolescent communication and family satisfaction.

---

## **METHOD**

### **Aims**

The general aim of the study was to investigate how adolescents experience aspects of the relationship they have with their parents, such as parent-adolescent attachment, parent-adolescent communication and family satisfaction, whilst specific aims included:

- To determine how parent-adolescent relationships and its consequences are conceptualised in literature.
- To determine descriptive statistics obtained by the participants in this research on the measuring instruments used.
- To determine the psychometric properties of the measuring instruments used in this study.
- To determine the adolescents' experience of the parent-adolescent relationship.
- To determine the relationship (correlations) between the measuring instruments used in this study.
- To determine the significant differences among subgroups of participants in aspects of the parent-adolescent relationship.

### **Research Design**

A quantitative cross-sectional survey research design was used to reach the aim of this study. Validated psychological measuring instruments were used to gather information at secondary schools located in Randfontein, Gauteng. These schools were selected on the basis of convenience, as the researcher lives in the area and the problems of adolescents in this area are known to her. Randfontein is a gold mining town in western Gauteng, South Africa, 45 km west of Johannesburg.

### **Measuring Instruments**

The measuring instruments included the following validated questionnaires:

- *The Inventory of Parent and Peer Attachment (IPPA)* of Armsden and Greenberg (1987) assesses adolescents' trust (felt security) and anger toward or emotional detachment from their parents and peers. The subscales include aspects of trust and communication (together

seen as attachment-trust) as well as alienation, anger and isolation (together seen as attachment-anger). For the purpose of this study only the parent attachment inventory with the subscales of attachment-trust and attachment-anger were used. The scale consists of 28 items, for example: "My parents accept me as I am" and "I feel that no one understands me". Respondents indicated how often each statement was true for them on a 5-point Likert scale. Response categories include *never true*, *seldom true*, *sometimes true*, *often true* and *always true*. The Inventory of Parent and Peer Attachment showed three-week test-retest reliabilities of 0,93 for the parent attachment measure and good reliability and validity were found (Armsden & Greenberg, 1987). The scale has been used in South African studies, such as "An exploration of father-child relationships, current attachment styles and self-esteem amongst adults" by Williams (2006) and "Factors associated with attempted suicide during adolescence" by Sacoor (1991).

- *The Parent-adolescent Communication Scale (PAC)* of Barnes and Olson (1982) consists of two subscales: 1) open family communication, which measures positive aspects of parent-adolescent communication and 2) problems in family communication, focusing on the negative aspects of communication. The scale consists of 20 items, for example: "My mother/father is always a good listener" and "My mother/father insults me when he/she is angry with me". The items are arranged along a 5-point Likert-type scale and respondents rate themselves on each item, with 1 = strongly disagree, 2 = moderately agree, 3 = neither agree nor disagree, 4 = moderately agree and 5 = strongly agree. The Parent-adolescent Communication Scale has an alpha reliability of 0,87 for open family communication, 0,78 for problems in family communication, 0,88 for the total scale and a test-retest correlation of 0,60 for the total scale (Barnes & Olson, 1982). The scale has been used in a South African study on "Diagnosed conduct disordered adolescents and their caregivers: perceptions of the family" by Kennard (2002). Permission for use of the PAC was requested from the authors by means of personal communication on 15 and 26 September 2009: [howard.barnes@unilever.com](mailto:howard.barnes@unilever.com) and [dolson@umn.edu](mailto:dolson@umn.edu). No reply was received (see attached e-mail correspondence).

- *The Family Satisfaction Scale (FSS)* of Olson and Wilson (1982) assesses family satisfaction on the dimensions of family cohesion and family adaptability. The scale consists of 14 items, for example “How satisfied are you with how close you feel to the rest of your family?” and “How satisfied are you with the number of fun things your family does together?” The items are arranged along a 5-point Likert-type scale and respondents rate their satisfaction on each item, with 1 = dissatisfied, 2 = somewhat dissatisfied, 3 = generally satisfied, 4 = very satisfied and 5 = extremely satisfied. The scale has a Cronbach’s alpha of 0,94 (12 months, N = 541) and 0,95 (60 months, N = 340) and the five-week test-retest correlation for the total score of the Family Satisfaction Scale was 0,75 (Olson & Wilson, 1982). The scale has been used in South African studies, such as “Recent stressors and family satisfaction in suicidal adolescents in South Africa” by Pillay and Wassenaar (1997) and “The family process of high school underachievers” by Roux (1997). Permission for use of the FSS was requested from the authors by means of personal communication on 15 and 21 September 2009: [dolson@umn.edu](mailto:dolson@umn.edu). No reply was received (see attached e-mail correspondence).

### **Participants and procedure**

The researcher made use of international ethical principles such as those found in the Helsinki declaration (Burns & Grove, 2005) in order to conduct the research in an ethical manner and considered certain ethical issues in order to ensure that the rights of participants were observed, namely anonymity, respect for the dignity of persons, nonmaleficence and confidentiality (Terre Blanche, Durrheim & Painter, 2006). Ethical approval was obtained from the Research Ethics Committee of the North-West University: Vaal Triangle Campus. Participation in the research was voluntary and anonymous. Permission for conducting the study was obtained from the Department of Education and from the secondary schools where the research was conducted; and informed voluntary assent and consent were obtained in written form from the participants and their parents/guardians.

The population included grade 9 to 11 learners of two secondary schools in Randfontein, Gauteng. The setting for the completion of questionnaires was the school that the participating learners attended.

Participants had to meet the following criteria:

- They had to be grade 9 to 11 learners.
- They had to be between the ages of 14 to 18 years.
- They had to give voluntary assent to participate in the study.
- Their parents had to give written permission.
- Language use and proficiency in English or Afrikaans had to be adequate.

The size of the research group was 276 learners, comprising 143 grade 9 learners, 29 grade 10 learners and 104 grade 11 learners. The participants were 117 male, 159 female, 158 African and 109 white learners.

After consulting literature, the validated questionnaires mentioned above were identified and used to collect data on family satisfaction, parent-adolescent communication and attachment. A biographical questionnaire was included to collect the participants' socio-demographic information such as age, grade, culture and gender. The questionnaires were bound as one document in the form of a booklet in either English or Afrikaans (having been translated according to accepted translation procedures for questionnaires), the languages of instruction at the schools. The participants could choose the language they preferred. A pilot study was done on the measuring instruments, with 8 grade 9 to 11 learners who completed the questionnaires and found them to be clear, understandable and user-friendly and who reported that it took approximately 20- 25 minutes to complete the battery. Professional teachers who were thoroughly briefed by the researcher and acting as facilitators distributed, monitored and collected the questionnaires, while the researcher was available on the premises for clarification and assistance at all times.

### **Statistical analysis**

Descriptive statistics and Cronbach alpha reliability coefficients for the total group were computed for all measurements used. Validity of measuring instruments was determined with the structural equation model of STATISTICA. Correlations between scales were determined with Pearson R correlational methods. Multiple analyses of variance (MANOVA), t-tests and Cohen's practical effect size were used to investigate significance of

differences among cultural and gender groups. The statistical analyses were done by the Statistical Consultation Service of the North-West University.

## **RESULTS**

The results indicate adolescents' rating of aspects of the relationship they experience with their parents.

### **Descriptive statistics for the total group on measuring instruments**

Table 1 displays the descriptive statistics of the total group of participants on the Inventory of Parent and Peer Attachment (IPPA), the Parent-adolescent Communication Scale (PAC) and the Family Satisfaction Scale (FSS).

[Table 1 approximately here]

For the total group the mean scores tended to be closer to the maximum score than the minimum score, indicating that the respondents experience aspects of the relationship with parents mostly positive. The standard deviations were fairly large, indicating that there was a scatter of scores (variance), which is to be expected, seeing that the participants consisted of different genders and cultures.

The mean scores of the total group for the IPPA were 55,0 for the trust subscale and 33,7 for the anger subscale, with standard deviations of 13,9 and 11,3 respectively. The IPPA-trust scores corresponded with comparable research, such as the means of 54,1 and 52,1 (SD 14,6 & 16,4) reported by Costa (2007) and by Ying, Lee and Tsai (2007), who found a mean of 48,11 (SD 17,59), both findings for parent attachment-trust on the IPPA. Comparable findings on the IPPA attachment-anger subscale could not be found in literature.

For the PAC-Total, the total group of respondents obtained a mean score of 65,7 and standard deviation of 14,8 which compared well with the mean scores of 66,6 and 63,7 (SD 12, 1 & 12, 0) that Barnes and Olson (1982) found in their norm groups. Waggoner (2000)

found mean scores ranging from 57,3 (SD 13,4) to 69,5 (SD 15,4) among adolescent respondents.

For the FSS-Total the mean score of the total group was 47,1 with a standard deviation of 11,2. This finding corresponded well with the mean scores of 47,0 and 45,0 found by Olson and Wilson (1982) with their norm groups. In their study Underhill, LoBello and Fine (2004) found mean scores ranging from 49,3 to 59,0.

*The second specific aim of the study stated above (p. 87) was reached with the descriptive results reported above.*

### **Reliability and validity of measuring instruments**

In Table 1 it is evident that the Cronbach alpha reliability indices for the three scales and their subscales used in this investigation ranged from 0,77 to 0,94 which was an indication of good internal consistency of the scales, based on the scores of the total group of participants. The criteria of Nunnally and Bernstein (1994) were used to come to this conclusion.

The reliability coefficients of the IPPA-trust of 0,94 and IPPA-anger of 0,88 compared well with the 0,91 and 0,86 respectively found by Armsden and Greenberg (1987). For the PAC, Barnes and Olson (1982) found alpha scores of 0,92 (PAC-open), 0,82 (PAC-problem) and 0,72 (PAC-Total). The coefficients of 0,91, 0,77 and 0,88 found in this study thus support the reliability findings of the PAC. In their large norm group (N=2076) Olson and Wilson (1982) found 0,85 (FSS-cohesion), 0,8 (FSS-adaptability) and 0,92 (FSS-Total) alpha indices. The 0,82, 0,81 and 0,90 reliability coefficients found in the current study for the subscales respectively, corresponded well with those of the original norm sample.

The validity of the IPPA, PAC and the FSS was investigated by using the structural equation modelling and path analysis of the SEPATH option of Statistica, shown in Table 2.

[Table 2 approximately here]

The RMSEA point estimates were 0,06 (IPPA), 0,07 (PAC) and 0,08 (FSS) respectively, with 90% confidence intervals ranging from 0,05 to 0,09. These parameter estimates were significant and the Streiger-Linel RMSEA index, for each scale indicated a good fit of the underlying model. The construct validity of the IPPA, PAC and FSS could thus be assumed for use in this group of participants.

*The third aim of the study stated above (p. 87) was achieved with these findings about the psychometric properties of the scales used.*

### **Correlations between measuring instruments**

Table 3 displays the correlations (which are all significant at  $p < 0,01$ ) between the measuring instruments.

[Table 3 approximately here]

The IPPA-trust had high positive correlations with both the PAC-Total (0,80) and the FSS-Total (0,77) which indicated that attachment characterised by basic trust may be a precursor to good parent-adolescent relational features such as sound communication and perceived family cohesion and adaptability. The high positive correlations of IPPA-trust with PAC-open (0,71) and with FSS-cohesion (0,76) and FSS-adaptability (0,72) support this notion. The high negative correlations of the IPPA-anger with the PAC-Total (-0,78) and the FSS-Total (-0,62) may have implied that adolescent attachment eroded by feelings of alienation and isolation could result in problematic communication between parents and adolescents as well as in perceptions of family dysfunction (low levels of cohesion and adaptability). This observation is supported by the high negative correlations of IPPA-anger with PAC-open (-0,77) and with FSS-cohesion (-0,60) and FSS-adaptability (-0,59) and the positive correlation between IPPA-anger and PAC-problem. The high positive correlations between the PAC-Total and the FSS-Total (0,73) could have indicated the interdependence of good parent-adolescent communication and perceived family satisfaction, with open and supportive communication enhancing feelings of family cohesion and adaptability and vice-versa. This notion is supported by the positive correlations between PAC-open and FSS-cohesion and

FSS-adaptability (0,62 & 0,65) and the negative correlations between PAC-problem and FSS-cohesion and FSS-adaptability (-0,38 & -0,44). The correlations between the IPPA, PAC and FSS scales and subscales were in line with what is expected in theory. The measuring instruments were effective in measuring the adolescents' experience of the parent-adolescent relationship in relation to each other. High positive correlations also indicate convergent validity of the IPPA, PAC and FSS. Discriminant validity was indicated by the high negative correlation of the IPPA-anger with the PAC and FSS totals.

*The fourth aim of the study stated above (p. 87) was realised with the correlational findings reported above.*

#### **Distribution of scores on aspects of the parent-adolescent relationship**

The distribution of scores that showed how the total group of adolescents in this study experienced the parent-adolescent relationship is displayed in the form of box plot graphics (see figure 1).

[Figure 1 approximately here]

The box plots for IPPA-trust and IPPA-anger show that the experienced levels of IPPA-trust were higher than that of IPPA-anger in this total group of adolescents. Thus, the attachment with their parents was felt as security, with higher levels of trust and good communication than levels of experienced isolation and alienation. The PAC box plot shows only a slightly higher distribution toward good communication (PAC-open) between parents and adolescents than toward problem communication (PAC-problem) experienced by the adolescents. The overall communication between parents and adolescents was, however, mostly positively experienced by the total group (PAC-Total). The FSS box plot shows a distribution toward fairly high levels of total family satisfaction (FSS-Total) in this group of adolescents, with slightly elevated levels of experienced family cohesion (FSS-cohesion) and adaptability (FSS-adaptability). These box plots and distributions indicated that the majority of the research group was inclined toward a positive experience of aspects of the parent-adolescent relationship.

*The fifth aim of the study stated above (p. 87) was reached with this indication of the distribution scores on aspects of the parent-adolescent relationship by participants.*

### **Significant differences between subgroups**

Table 4 displays the significant differences in the gender and culture subgroups of the total group on the measuring instruments.

[Table 4 approximately here]

The practical effect size of the significant differences ranges between 0,25 and 0,35 according to the criteria of Cohen (1977), with a tendency toward moderate practical effect for most of the differences. The results showed higher levels of family satisfaction experienced by males (48,7) than by females (45,9) and higher levels of family cohesion experienced by males (28,5) than by females (26,5). The results showed more significant differences between cultures than genders. The mean score of 68,3 for white youth in this study was significantly higher than the mean score of 63,9 for African youth on the parent-adolescent communication scale. For open parent-adolescent communication, white youth had a mean score of 39,5 whereas the mean score for African youth in this study was 32,5. Furthermore, white youth had a significantly lower mean score for problem parent-adolescent communication (28,7) than the African youth (31,4). These results seemed to indicate that the white youth who participated in this study were inclined to a more positive experience of parent-adolescent communication.

*The sixth aim of the study stated above (p. 88) was achieved by the reporting of significant differences in subgroup scores obtained in this investigation.*

## **DISCUSSION**

The aim of this study was to determine how adolescents in a peri-urban area in South Africa experienced aspects of the parent-adolescent relationship. A group of learners in grades 9 to 11 at two secondary schools participated in the research which examined the attachment,

communication and satisfaction that they experienced in relation to their parents or caregivers. The participants represented both genders and the African and white cultural groups in South Africa. The results of the study show that although the total group manifests mostly secure attachment, open communication with parents and overall family satisfaction, there are some significant differences between the genders and cultures on certain aspects of communication with parents and family satisfaction.

The means and standard deviations found in the present study correspond well with those reported in literature. A distribution analysis of the mean scores for the total group of adolescents indicate that the mean scores are very close to the median or slightly above it, indicating that the tendency in this group is towards a positive experience of the aspects of the parent-child relationship investigated here. This finding is supported by the comparison between the mean scores found in this study and those reported in literature, which show that the present mean scores tend toward the higher side.

Reliability indices that were found, are according to the criteria of Nunnally and Bernstein (1994), and are quite acceptable for the subscales and the total scales of the IPPA, PAC and the FSS used in this study. The construct validity of these scales was explored by means of factor analysis based on structural equation modelling and path analysis done with the aid of the SEPATH option of Statistica. An acceptable fit of the underlying model for the particular scale was to be revealed to be considered valid for use in this particular study. For the IPPA, PAC and the FSS, all parameter estimates are significant according to the criteria of Hu and Bentler (1999), and the Steiger-Lind RMSEA indices indicate a good fit for the models of all three the scales used. It can thus be concluded that the scales are valid for use in this particular group of participants. Convergent and discriminant validity is indicated by the good positive correlation coefficients and negative correlation coefficients between the scales and subscales, supporting what is expected in theory. The positive correlation coefficients in this study indicate the significant relationship between secure attachment (IPPA-trust), sound communication (PAC-Total, PAC-open) and family satisfaction (FSS-Total, -cohesion and -adaptability) as important aspects of the parent-adolescent relationship (See Brooks, 2006; Duchesne & Larose, 2007; Peterson, 2006; Sheridan, Eagle & Dowd, 2006). The negative

---

correlation coefficients seem to support theoretical assumptions that an attachment relationship which is characterised by feelings of isolation and alienation (IPPA-anger) will manifest in communication difficulties (PAC-Total, PAC-open) and less feelings of family satisfaction and belongingness (FSS-Total, -cohesion and -adaptability) (see Baumgardner & Crothers, 2009; Herzberg, Hammen, Burge, Daley, Davila & Lindberg 1999; West, Rose, Spreng & Adam, 2000). The positive correlation between angry attachment (IPPA-anger) and problem communication (PAC-problem) supports such a conclusion.

Based on literature on the differences between African and Western cultures, it could be speculated that the less positive parent-adolescent communication experienced by the African research group in this study, may possibly be ascribed to Western cultures having more individual confiding or private relationships, so that adolescents feel more comfortable to communicate freely with their parents. The African culture, in contrast, has a more open (community) relationship (Meyer, Moore & Viljoen, 2003), which could make adolescents more reluctant to share information with their parents for fear that it will be shared with the rest of the community. Another possibility for this lack of communication could be the African perspective of time, which involve that African people have a two-dimensional concept of time, with a long history, a present and virtually no future (Meyer, Moore & Viljoen, 2003). Consequently, parents may not find it necessary to discuss certain things with their children, as those topics would be focused on the future (such as sex, future plans, etc). With regards to communication about sexual matters, De Visser and Le Roux (1996) found paucity in African parent-adolescent interactions, and fathers in particular were found to be negligent in the sexual education of their children. In De Visser and Le Roux's study, parent-adolescent relationships were also characterised by conflicts, and results indicated that adolescents disregard their parents' values and opinions. On the basis of the current findings it could be speculated that there might not only be a lack in interactions regarding sexual matters, but also with regard to other aspects of communication in African parent-child interactions.

---

## **RECOMMENDATIONS AND LIMITATIONS**

Based on the results of the study it is recommended that further research be done about culture and gender differences with regard to the different aspects of the relationship adolescents have with their parents. More specifically, research should focus on cultural differences in parent-adolescent communication and gender differences regarding attachment and the parent-adolescent relationship. In previous studies, for example, females were found to have stronger attachment ties with parents than males (Song, Thompson & Ferrer, 2009), but this notion could not be supported by the findings in this study. Qualitative research methods could investigate the apparent reluctance to communicate between African parents and their adolescent children, and it could be investigated whether youth in African cultures experience a need for more and deeper levels of communication.

Based on the current findings, it is clear that the questionnaires (IPPA, PAC & FSS) correlate well with each other and that they are effective in measuring in a reliable and valid manner the experiences of adolescents with regard to aspects of the relationship they have with their parents. It is strongly recommended that these questionnaires be further validated for use in South African research. This study investigated only certain aspects of the parent-adolescent relationship. It is recommended that other psycho-social characteristics of the parent-adolescent relationship be identified and researched with mixed methods of research, so that a complete and in-depth understanding of this relationship can be obtained and recommendations made on which parental guidance practices can be based.

Limitations of the study include the problem that English was the second language of the majority of participants. Questionnaires were made available to the learners in English and Afrikaans, which meant that the majority of the African youth had to complete the questionnaires in their second or third language, and this could have contributed to lower scores on their part. Another limitation was that permission had to be obtained from the learners' parents, and although the letters to obtain permission was distributed well in advance many learners forgot to give their parents the letters and thus could not participate in the study even though they wanted to. It was also difficult to convince the schools to arrange for the completion of questionnaires in such a way that the researcher could be present at

---

each session. The teachers felt that they were experienced in the distribution of questionnaires and – with the researcher present on the premises – they would call for assistance if necessary. Fortunately the process was conducted and completed without any problems.

Despite the indicated limitations of the current research procedure it can be concluded that this study was a successful investigation of adolescents' experience of certain aspects of the parent-child relationship. The aims that were stated to guide the research were all met. A follow-up investigation will determine the influence that the aspects of the parent-adolescent relationship studied here have on the emotional well-being of adolescents.

## REFERENCES

- Adeyemo, D.A., & Adeleye, A.T. (2008). Emotional intelligence, religiosity and self-efficacy as predictors of psychological well-being among secondary school adolescents in Ogbomoso, Nigeria. *Europe's Journal of Psychology*, Retrieved November 19, 2009, from <http://www.ejop.org/archives/2008/02/emotional-intel.html>
- Ainsworth, M.D.S. (1973). The development of infant-mother attachment. In B.M. Caldwell & H.N. Ricciuti (Eds.), *Review of Child Development Research* (Vol. 3, pp. xx-xx). Chicago: University of Chicago Press.
- Allen, R. (2006). *Penguin student dictionary*. England: Penguin Books.
- Armsden, G.C., & Greenberg, M.T. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth and Adolescence*, 16(5), 427-451.
- Barnes, H., & Olson, D.H. (1982). Parent-adolescent communication. In D.H. Olson, H.I. McCubbin, H. Barnes, A. Larson, M. Muxen, & M. Wilson (Eds.), *Family inventories* (pp. 33-48). St Paul, MN: Family Social Science, University of Minnesota.
- Baron, R.A., & Byrne, D. (2003). *Social psychology* (10<sup>th</sup> ed.). New York: Allyn & Bacon.
- Baumgardner, S.R., Crothers, M.K. (2009). *Positive psychology*. NJ: Prentice Hall.
- Becvar, D.S., & Becvar, R.J. (2006). *Family therapy: A systemic integration* (6<sup>th</sup> ed.). Boston: Pearson.

- Belsky, J., Jaffee, S., Hsieh, K., & Silva, P.A. (2001). Child rearing antecedents of intergenerational relations in young adulthood: A prospective study. *Developmental Psychology, 37*, 801-813.
- Berk, L.E. (2006). *Child development* (7<sup>th</sup> ed.). Boston: Pearson Education.
- Blake, P.C., & Slate, J.R. (1993). A preliminary investigation into the relationship between adolescent self-esteem and parental verbal interaction. *School Counselor, 41*(2), 81-85.
- Bowlby, J. (1958). The nature of the child's tie to his mother. *International Journal of Psychoanalysis, 39*, 350-373.
- Bowlby, J. (1973). *Attachment and loss, Vol. 2. Separation*. New York: Basic Books.
- Brooks, R.B. (2006). The power of parenting. In S. Goldstein & R.B. Brooks (Eds.), *Handbook of resilience in children* (pp. 297-313). New York: Springer..
- Burns, N., & Grove, S.K. (2005). *The practice of nursing research: conduct, critique, and utilization* (5<sup>th</sup> ed.). St. Louis, Mo.: Elsevier Saunders.
- Caprara, G.V., Pastorelli, C., Regalia, C., Scabini, E., & Bandura, A. (2005). Impact of adolescents' filial self-efficacy on quality of family functioning and satisfaction. *Journal of Research on Adolescence, 15*(1), 71-97.
- Carr, A. (2004). *Positive psychology: The science of happiness and human strengths*. New York: Brunner-Routledge.
- Caruso, K. (2008). *Suicide on the rise in South Africa*. Retrieved May 8, 2008, from <http://www.suicide.org/suicide-on-the-rise-in-south-africa.html>

- Choo, O.A. (Ed.). (2000, December). *Parenting behaviours and adolescents' psychosocial adjustment*. Paper presented at the AERA-ERA Conference, Sydney, Australia.
- Cohen, J. (1977). *Statistical power analysis for the behavioral sciences*. New York: Academic Press.
- Collins, W.A., & Repinski, D.J. (1994). Relationships during adolescence: Continuity and change in interpersonal perspective. In R. Montemayor, G. Adams, & T. Gullotta (Eds.), *Personal relationships during adolescence* (pp. 1-36). Thousand Oaks, CA: Sage.
- Costa, N.M. (2007). *Hurricane Katrina and youth anxiety: The role of parental anxiety, parental and youth attachment beliefs, and parenting behaviors*. Unpublished doctoral dissertation, University of New Orleans.
- De Visser, J., & Le Roux, T. (1996). The experience of teenage pregnancy in Knoppieslaagte. *South African Journal of Sociology*, 27(3), 98-105.
- Dictionary of Psychology*. (2001). England: Penguin Books.
- Duchesne, S., & Larose, S. (2007). Adolescent parental attachment and academic motivation and performance in early adolescence. *Journal of Applied Social Psychology*, 37(7), 1501-1521.
- Engels, R., & Finkenauer, C., Meeus, W., & Dekovic, M. (2000). Parent-adolescent attachment and emotional well-being: The interplay with social skills and social competence. *Pedagogiek*, 20(4), 219-224.
- Erikson, E.H. (1968). *Identity, youth and crisis*. New York: Norton.

- Gilman, R. (2001). The relationship between life satisfaction, social interest, and frequency of extracurricular activities among adolescent students. *Journal of Youth and Adolescence*, 30, 749-767.
- Goldenberg, I., & Goldenberg, H. (2004). *Family therapy: An overview* (6<sup>th</sup> ed.). USA: Thomson Brooks/Cole.
- Harter, S. (1983). Development perspectives on the self-system. In C.E. Walker, & M.C. Roberts (Ed.), *Handbook of child psychology*, (pp. 387-467). New York: Wiley.
- Herzberg, D.S., Hammen, C., Burge, D., Daley, S.E., Davila, J., & Lindberg, N. (1999). Attachment cognitions predict perceived and enacted social support during late adolescence. *Journal of Adolescent Research*, 14(4), 387-404.
- Holmbeck, G., & Hill, J. (1991). Conflictive engagement, positive affect, and menarche in families with seventh-grade girls. *Child Development*, 62, 1030-1048.
- Hu, L., & Bentler, P.M. (1999). Cut off criterion for fit indices in covariance structure analysis: Conventional versus new alternatives. *Structural Equation Modelling*, 6, 1-55.
- Jourard, S.M. (1964). *The transparent self*. New York: Van Nostrand.
- Kennard, E.C. (2002). *Diagnosed conduct disordered adolescents and their caregivers: Perceptions of the family*. Unpublished master's dissertation, University of Witwatersrand, South Africa.
- Learner, D.G., & Kruger, L.J. (1997). Attachment, self-concept, and academic motivation in students. *American Journal of Orthopsychiatry*, 67, 485-492.

- Lopez, F.G., Gover, M.R., Leskela, J., Sauer, E.M., Schirmer, L., & Wyssmann, J. (1997). Attachment styles, shame, guilt, and collaborative problem-solving orientations. *Personal Relationships*, 4, 187-199.
- Louw, D., & Louw, A. (2007). *Child and adolescent development*. Bloemfontein: University of the Free State.
- Main, M., & Solomon, J. (1986). Discovery of an insecure, disorganized/disoriented attachment pattern: Procedures, findings and implication for the classification of behaviour. In M.W. Yogman & T.B. Brazelton (Eds.), *Affective development in infancy* (pp. 113-124). Norwood, NJ: Abbex.
- Meyer, W., Moore, C., & Viljoen, H. (2002). *Personology: From individual to ecosystem* (3<sup>rd</sup> ed.). Sandown: Heinemann.
- Meyer-Weitz, A., Steyn, M., & Ghama, S. (1999). *A situation analysis: Existing information, education and communication strategies (IECS) regarding adolescent sexuality in the Piet Retief District, Mpumalanga*. Mpumalanga: Human Sciences Research Council: Department of Health and Welfare.
- Montemayor, R. (1983). Parents and adolescents in conflict. *Journal of Early Adolescence*, 3, 83-103.
- Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric theory* (3<sup>rd</sup> ed). New York: McGraw-Hill.
- Olson, D.H., & Wilson, M. (1982). Family satisfaction. In: D.H. Olson, H.I. McCubbin, H.Barnes, A. Larsen, M. Muxen, & M. Wilson (Eds.), *Family Inventories: Inventories used in a national survey of families across the family life cycle*, (pp. 25-31). St Paul, MN: University of Minnesota.

- Papalia, D., Olds, S., & Feldman, R. (2009). *Human development*. (11<sup>th</sup> ed.). New York: McGraw-Hill.
- Papini, D.R., & Roggman, L.A. (1992). Adolescent perceived attachment to parents in relation to competence, depression, and anxiety: A longitudinal study. *Journal of Early Adolescence* 12(4), 420-440.
- Parry, C.D.H. (1998). *Substance abuse in South Africa: Country report focusing on young persons*. Parow: Medical Research Council.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford: Oxford University Press.
- Pillay, A.L. & Wassenaar, D.R. (1997). Recent stressors and family satisfaction in suicidal adolescents in South Africa. *Journal of Adolescence*, 20, 155-162.
- Roux, P.W. (1997). *The family process of high school underachievers*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Ryan, R., & Lynch, J. (1989). Emotional autonomy versus detachment: Revisiting the vicissitudes of adolescence and young adulthood. *Child Development*, 60, 340-356.
- Sacoer, S.N. (1991). *Factors associated with attempted suicide during adolescence*. Unpublished master's dissertation, University of Witwatersrand, South Africa.
- Satir, V.M. (1964). *Conjoint family therapy*. Palo Alto: Science & Behaviour Books.
- Scabini, E., Lanz, M., & Marta, E. (1999). Psycho-social adjustment and family relationships: A typology of Italian families with a late adolescent. *Journal of Youth and Adolescence*, 28, 633-644.

- Schers, F.H. (1962). Multiple-client interviewing: Treatment implications. *Social Casework*, 15, 11-16.
- Sheridan, S.M., Eagle, J.W., & Dowd, S.E. (2006). Families as contexts for children's adaption. In S. Goldstein, & R.B. Brooks (Eds.), *Handbook of resilience in children* (pp. 375-380). New York: Springer.
- Song, H., Thompson, R.A., & Ferrer, E. (2009). Attachment and self-evaluation in Chinese adolescents: Age and gender differences. *Journal of Adolescence*, 32(5), 1267-1286.
- Steinberg, L.D., & Morris, A.S. (2001). Adolescent development. *Annual Review of Psychology*, 52, 83-110.
- Strong, B., De Vault, C., Satad, B.W., & Yarber, W. (2001). *Human sexuality: Diversity in contemporary America* (4<sup>th</sup> ed.). Boston, Mass: McGraw-Hill.
- Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice: Applied methods for the social sciences* (2<sup>nd</sup> ed.). Cape Town: University of Cape Town Press.
- Thompson, R. (1999). Early attachment and later development. In J. Cassidy & P. Shaver (Eds.), *Handbook of Attachment* (pp. 265-286). New York: Brunner/Mazel.
- Tonin, E. (2004). The attachment styles of stalkers. *The Journal of Forensic Psychiatry & Psychology*, 15(4), 584-590.
- Tubbs, S.L., & Moss, S. (2003). *Human communication: Principles and contexts* (9<sup>th</sup> ed.). New York: McGraw-Hill.

- Underhill, A.T., Lobello, S.G., & Fine, P.R. (2004). Reliability and validity of the family satisfaction scale with survivors of traumatic brain injury. *Journal of Rehabilitation Research and Development, 41*(4), 603-610.
- Valois, R.F., Zullig, K., Huebner, E.S., & Drane, J.W. (2001). Relationship between life satisfaction and violent behaviors among adolescents. *American Journal of Health Behavior, 25*, 353-366.
- Waggoner, B.S. (2000). *Relation of Parent-Adolescent Communication and Family Cohesion in Adjudicated Adolescent Truants*. Unpublished master's dissertation, Texas Women's University.
- West, M., Rose, S., Spreng, S., & Adam, K. (2000). The adolescent unresolved attachment questionnaire: The assessment of perceptions of parental abdication of caregiving behavior. *The Journal of Genetic Psychology, 161*(4), 493-503.
- Williams, C.M. (2006). *An exploration of father-child relationships, current attachment styles and self-esteem amongst adults*. Unpublished master's dissertation, Nelson Mandela Metropolitan University, South Africa.
- Ying, Y., Lee, P.A., & Tsai, L. (2007). Attachment, sense of coherence, and mental health among Chinese American college students: Variation by migration status. *International Journal of Intercultural Relations, 31*, 531-544.
- Yu, S., Clemens, R., Yang, H., Li, X., Stanton, B., Deveaux, L., et al. (2006). Youth and parental perceptions of parental monitoring and parent-adolescent communication, youth depression, and youth risk behaviors. *Social Behavior and Personality: An International Journal, 34*(10), 1297-131.

**Table 1.** Descriptive statistics and internal consistency reliabilities of the measuring instruments for the total group (N=276).

<b>Variable</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>	<b><math>\alpha</math></b>
<b>IPPA-trust</b>	55.0	13.9	15.0	75.0	0.94
<b>IPPA-anger</b>	33.7	11.3	13.0	61.0	0.88
<b>PAC-Total</b>	65.7	14.8	24.0	98.0	0.88
<b>PAC-problem</b>	30.2	7.7	12.0	50.0	0.77
<b>PAC-open</b>	35.5	21.5	21.0	86.0	0.91
<b>FSS-Total</b>	47.1	11.2	14.0	70.0	0.90
<b>FSS-cohesion</b>	27.3	6.7	8.0	40.0	0.82
<b>FSS-adaptability</b>	19.9	4.9	6.0	30.0	0.81

Inventory of parent and peer attachment (IPPA)

Parent-adolescent communication (PAC)

Family satisfaction scale (FSS)

**Table 2.** Structural equation model validity of the measuring instruments for the total group (N=276).

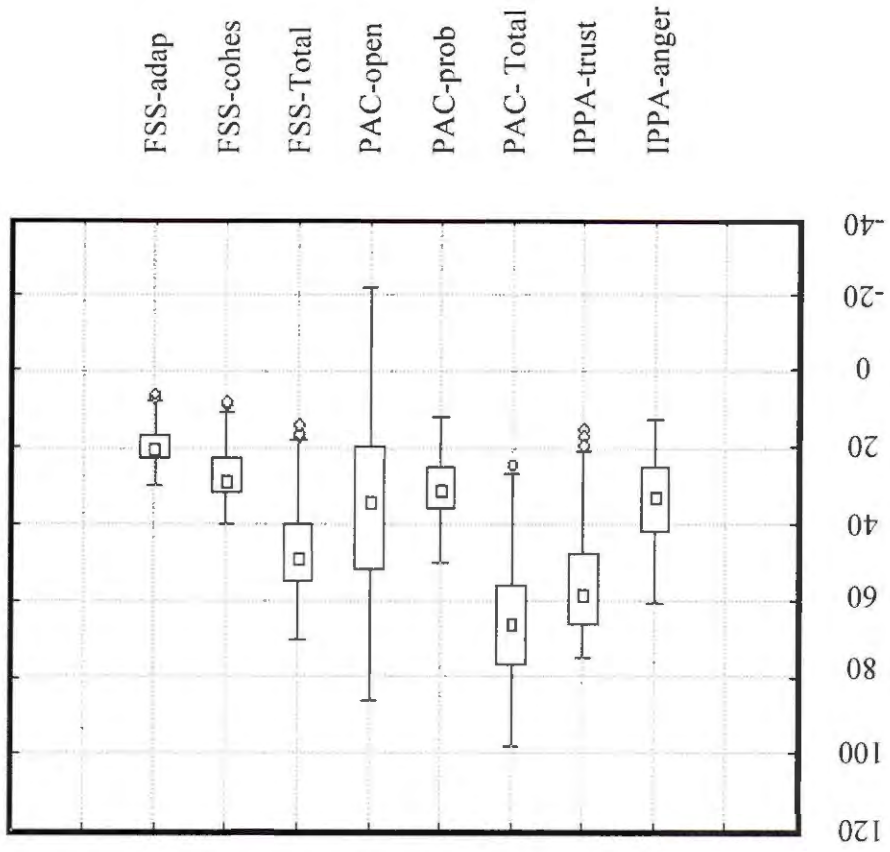
<b>Instrument</b>	<b>Model</b>	<b>Lower 90%</b>	<b>Estimate</b>	<b>Upper 90%</b>
IPPA	RMSEA	0.05	0.06	0.07
PAC	RMSEA	0.06	0.07	0.08
FSS	RMSEA	0.07	0.08	0.09

**Table 3.** Correlations between the measuring instruments with scores of the total group (N=276).

	IPPA- anger	IPPA- trust	PAC- Total	Com- problem	Com- open	FSS- Total	FSS- cohesion	FSS- adapta- bility
IPPA-anger	1							
IPPA-trust	-.67**	1						
PAC-Total	-.78**	.80**	1					
Com-problem	.66**	-.44**	-.81**	1				
Com-open	-.77**	.71**	.98**	-.91**	1			
FSS-Total	-.62**	.77**	.73**	-.42**	.66**	1		
FSS-cohesion	-.60**	.76**	.70**	-.38**	.62**	.97**	1	
FSS-adaptability	-.59**	.72**	.71**	-.44**	.65**	.95**	.86**	1

\*\* = Significant at  $p < 0.01$  (therefore very significant at  $p < 0.05$ ).

Figure 1. Box plot distribution of total group scores on measuring instruments



**Table 4.** Significant differences in gender and culture for the total group on the measuring instruments (N=276).

GENDER	Mean		Mean Difference	t	df	p	D
	Mean Male (N = 117)	Female (N = 159)					
IPPA-trust	54.9	55.1	-0.19	-0.11	274	0.91	-
IPPA-anger	33.3	34.0	-0.65	-0.47	274	0.64	-
PAC-Total	65.1	66.2	-1.09	-0.60	273	0.55	-
PAC-problem	30.5	30.0	0.59	0.61	265	0.54	-
PAC-open	34.7	36.1	-1.45	-0.55	265	0.59	-
FSS-Total	<b>48.7</b>	<b>45.9</b>	<b>2.84</b>	<b>2.06</b>	<b>266</b>	<b>0.04</b>	<b>0.25</b>
FSS-cohesion	<b>28.5</b>	<b>26.5</b>	<b>2.07</b>	<b>2.47</b>	<b>257</b>	<b>0.01</b>	<b>0.31</b>
FSS-adaptability	20.5	19.4	1.13	1.84	260	0.07	-

CULTURE	Mean		Mean Difference	t	df	p	D
	African (N = 158)	White (N = 118)					
IPPA-trust	53.9	56.4	-2.59	-1.49	265	0.14	-
IPPA-anger	34.7	32.5	2.18	1.54	265	0.12	-
PAC-Total	<b>63.9</b>	<b>68.3</b>	<b>-4.40</b>	<b>-2.40</b>	<b>264</b>	<b>0.02</b>	<b>0.30</b>
PAC-problem	<b>31.4</b>	<b>28.7</b>	<b>2.68</b>	<b>2.76</b>	<b>256</b>	<b>0.01</b>	<b>0.35</b>
PAC-open	<b>32.5</b>	<b>39.5</b>	<b>-7.03</b>	<b>-2.60</b>	<b>256</b>	<b>0.01</b>	<b>0.33</b>
FSS-Total	46.8	47.7	-0.83	-0.58	257	0.56	-
FSS-cohesion	27.3	27.4	-0.09	-0.11	249	0.92	-
FSS-adaptability	19.6	20.3	-0.73	-1.15	251	0.25	-

**Note:** Significant differences given in bold print.  
 Practical effect (Cohen, 1977) indicated as follows:  
 Small effect:  $D < 0.30$ ; Medium effect:  $0.30 < D < 0.50$ ; Large effect:  $D > 0.50$ .

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 13.5 million, and the number of people aged 75 and over has increased from 4.5 million to 6.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the needs of older people, and the need to ensure that the health care system is able to meet the needs of older people. The Department of Health (2000) has set out a strategy for the health care system to meet the needs of older people. The strategy is based on the following principles:

- To ensure that older people have access to the same range of health care services as younger people.
- To ensure that older people are able to live independently in their own homes for as long as possible.
- To ensure that older people are able to participate in the decisions that affect their lives.

The strategy also sets out a number of key objectives for the health care system to meet the needs of older people. These objectives are:

- To reduce the number of older people who are admitted to hospital.
- To reduce the length of stay of older people in hospital.
- To reduce the number of older people who are admitted to care homes.

The strategy also sets out a number of key actions for the health care system to meet the needs of older people. These actions are:

- To improve the quality of care for older people.
- To improve the access of older people to health care services.
- To improve the support of older people in their own homes.

The strategy also sets out a number of key indicators for the health care system to meet the needs of older people. These indicators are:

- The number of older people who are admitted to hospital.
- The length of stay of older people in hospital.
- The number of older people who are admitted to care homes.

**CHAPTER 3:  
Article 2**

**The influence of the parent-adolescent relationship on adolescents'  
emotional well-being**

For publication in

*Psychological Reports*

## GUIDELINES FOR AUTHORS

### *Psychological Reports*

1. Be sure your study is within the topic areas in *Psychological Reports* and *Perceptual and Motor Skills*. Please:
  - (a) review the topic areas list for PMS or PR,
  - (b) Search the online Journal databases to be sure your submission is directed to the correct Journal, and
  - (c) be sure your sample is acceptable. Note on online samples
2. A manuscript should be prepared in APA\* format, double-spaced in clear, 12-point type throughout the paper. Print only on the front side of each page.
3. Begin with a Title Page, which must include:
  - (a) the complete title,
  - (b) names and affiliations of all authors in the order they should appear,
  - (c) the running head, and
  - (d) contact information for readers (name, address, e-mail information)
4. Include a Summary or Abstract on a separate page following the title page. Length should be less than 150 words
5. A Reference List should be included at the end of the paper. Check to ensure that:
  - (a) all references are accurate and complete (names must include all initials originally given),
  - (b) all references are actually cited in the body of the paper, and
  - (c) all citations in the paper are included in the Reference list.
6. Copyright Assignment: The following PDF must be printed out, signed, and sent in with your manuscript. Otherwise processing of the manuscript may be delayed.  
Please read this form *carefully* before signing.  
Copyright-Assignment
7. Tables and Figures should be added at the end of the paper after the Reference List. Each Table/Figure should be on a separate sheet of paper.  
Figure Instructions  
Table Instructions
8. If your study used copyrighted questionnaires, instrumentation, etc., then you must also send a letter of permission from the copyright holder with your submission.  
Permission InstructionsAmmons Scientific LTD

9. Prepare a cover letter in which the following is specified:  
(a) that a new manuscript is being submitted for consideration,  
(b) the name of the journal to which the paper is being submitted, and  
(c) the name and address of the author to whom editorial correspondence should be sent. E-mail address and fax number would be appreciated for immediate contact use only.

10. Mailing instructions: Mail your letter and the original manuscript plus three copies (to facilitate peer-reviewing) to:

Dr. Carol Ammons, Senior Editor

P.O. Box 9229 Missoula, MT 59807-9229 USA.

11. Online Instructions: Please visit [www.AmmonsScientific.com/OnlineSubmission.com](http://www.AmmonsScientific.com/OnlineSubmission.com) and follow the instructions provided

\*See: American Psychological Association (1994) *Publication Manual of the American Psychological Association* (4th ed.) Washington, DC: Author.

**Manuscript**

**The influence of the parent-adolescent relationship on adolescents'  
emotional well-being**

**Authors:**

Vicki Koen

[koenvicki@yahoo.com](mailto:koenvicki@yahoo.com)

Chrizanne van Eeden \*

School of Behavioural Sciences: NORTH-WEST UNIVERSITY, Vaal Triangle Campus.

[Chrizanne.vanEeden@nwu.ac.za](mailto:Chrizanne.vanEeden@nwu.ac.za)

Hayley Williams

School of Behavioural Sciences: NORTH-WEST UNIVERSITY, VaalTriangle Campus.

[Hayley.Williams@nwu.ac.za](mailto:Hayley.Williams@nwu.ac.za)

**\* Author to whom correspondence should be addressed**

## ABSTRACT

This article describes research that was conducted at two secondary schools located in the Gauteng province of South-Africa on the effect that the parent-adolescent relationship has on the emotional well-being of the adolescent. A quantitative cross-sectional survey research design was followed. Convenience sampling was used. Participants included grade 9 to 11 learners who fitted the selection criteria. Data collection took place by means of the following validated questionnaires: The Inventory of Parent and Peer Attachment (IPPA) of Armsden and Greenberg (1987), the Parent-adolescent Communication Scale (PAC) of Barnes and Olson (1982), the Family Satisfaction Scale (FSS) of Olson and Wilson (1982), the Emotional Intelligence Scale (EIS) of Schutte, Malouff, Hall, Cooper, Golden and Dornheim (1998), the Fortitude Questionnaire (FORQ) of Pretorius (1997), the Affectometer (AFM) of Kammann and Flett (1983) and the General Health Questionnaire (GHQ) of Goldberg and Hillier (1979). Descriptive statistics indicated that the means and standard deviations found in this study correspond well with those reported in literature. The reliability coefficients for measuring instruments were good and all the instruments were valid for use in this research group. The scales used showed high significantly positive and negative correlations that were consistent with what was theoretically expected. The results reveal that the parent-adolescent relationship is a predictor of the emotional well-being of this total group of adolescents and that attachment-anger and family satisfaction-cohesion are the best predictors. Significant differences between genders on emotional intelligence and fortitude and between cultures on emotional intelligence, fortitude and positive affect were found.

**Keywords:** Adolescent, adolescence, affect, attachment, communication, emotional intelligence, emotional well-being, family satisfaction, fortitude, parent-adolescent relationship.

## OPSOMMING

Die artikel beskryf navorsing wat plaasgevind het by twee sekondêre skole wat in die Gautengprovinsie geleë is oor die effek van die ouer-adolesentverhouding op die emosionele welstand van die adolessent. 'n Kwantitatiewe dwarsdeursnit-opnamesnavorsingsontwerp is gebruik met 'n gerieflikheidsteekproef. Deelnemers het graad 9 tot 11 leerlinge ingesluit wat aan die seleksiekriteria voldoen het. Datakolleksie is gedoen deur middel van die volgende gevalideerde vraelyste: die Inventaris van Ouer en Portuur Gehegtheid van Armsden en Greenberg (1987), die Ouer-adolesent-kommunikasieskaal van Barnes en Olson (1982), die Gesinsatisfaksieskaal van Olson en Wilson (1982), die Emosionele-Intelligensieskaal (EIS) van Schutte *et al.* (1998), die Lewensmoedvraelys van Pretorius (1997), die Affektometer van Kamman en Flett (1983) en die Algemene Gesondheidsvraelys van Goldberg en Hillier (1979). Beskrywende statistiek het aangedui dat die gemiddelde tellings en standaardafwykings wat in die studie gevind is goed korreleer met dit wat in literatuur gerapporteer word. Die betroubaarheidskoeffisiënte vir die meetinstrumente was goed en al die instrumente is geldig vir gebruik in die navorsingsgroep. Die skale wat gebruik is het hoë beduidende positiewe en negatiewe korrelasies getoon wat in ooreenstemming was met teoretiese verwagtinge. Die resultate het aangedui dat die ouer-adolesentverhouding 'n voorspeller van emosionele welstand in hierdie groep adolessente is en dat gehegtheid-aggressie en gesinsatisfaksie-kohesie die beste voorspellers is. Beduidende verskille is tussen geslagte gevind wat betref emosionele welstand en lewensmoed, asook tussen kulture met betrekking tot emosionele intelligensie, lewensmoed en positiewe affek.

**Sleutelwoorde:** Adolessent, adolessensie, affek, gehegtheid, kommunikasie, emosionele intelligensie, familie satisfaksie, lewensmoed, ouer-adolesentverhouding.

## **PROBLEM STATEMENT**

Adolescence is a period of transition that involves major cognitive, social, behavioural and emotional changes. Adolescence is also a time of achieving independence, where adolescents start forming new relationships and moving away from emotional dependency on parents, known as emotional autonomy (Kaplan, 2000). Even though there may be detachment and physical distancing from their parents (Collins & Repinsky, 1994; Papalia, Olds & Feldman, 2009; Ryan & Lynch, 1989), research indicates that adolescents have a high desire for parental support (Allen, McElhaney, Kuperminc & Jodl, 2004; Noller, 1994). Characteristics such as a stable personality, invulnerability and resilience have been found to have a strong correlation with the quality of the parent-child relationship (Louw & Louw, 2007) and Thomas (1981) found that a warm relationship with parents and a close family history contribute to a healthy personality. Invulnerable or resilient children were found to have supportive parents (Anthony, 1974; Berk, 2006), whilst Dyer and McGuinness (1996) found family competencies to be one of three protective factors that are necessary for the development of resilience in children. Parent-adolescent attachment and communication, and satisfaction with family life by the adolescent all play an important role in the quality of the parent-adolescent relationship and this relationship is known to have a strong influence on emotional intelligence, fortitude, affect and general health – all of which are aspects of emotional well-being of the adolescent (Allen, McElhaney, Land, Kuperminc, Moore, O’Beirner-Kelly & Kilmer, 2003; Carr, 2004; Gutman & Eccles, 2007; Overbeek, Stattin, Vermulst, Ha & Engels, 2007; Thompson, 1999).

### **The parent adolescent relationship**

For the purpose of this study, attachment, communication and family life satisfaction are discussed briefly as features of the parent-adolescent relationship with regard to the role they play in adolescent emotional well-being.

### **Attachment**

Attachment is a strong affectionate bond with someone specific who cannot be replaced (Tonin, 2004). Through research, Ainsworth (1973) identified three categories of attachment:

- Secure attachment, which comprises a high self-esteem and a positive feeling towards others. These people seek interpersonal closeness and are comfortable in relationships (Baron & Byrne, 2003).
- Avoidant attachment, which is characterised by a very positive self-image, but a very negative view of others. These people often fear closeness and avoid face-to-face interactions (McGowan, Daniels & Byrne, 2000, in Baron & Byrne, 2003).
- Ambivalent attachment, which involves a negative view of oneself and positive expectations when it comes to others (Baron & Byrne, 2003). These people seek closeness (sometimes too much), but experience feelings of guilt and anxiety, feeling they do not deserve the other person's love (Lopez, Gover, Leskela, Sauer, Schirmer & Wyssmann, 1997).
- A fourth category identified by Main and Solomon (1986) is disorganised-disoriented attachment, which is characterised by low self-esteem and negativity about others. These people avoid close relationships and minimise interpersonal closeness in order to avoid rejection (Baron & Byrne, 2003).

Carr (2004) found that attachment creates cognitive relationship maps which serve as templates for the development of later relationships. Stronger attachment with parents have been found to lead to less physical and social anxiety in children when they make the transition to secondary school (Papini & Roggman, 1992), and the attachment that adolescents have with their parents is positively related to their motivation to succeed academically (Lerner & Kruger, 1997). Higher social cognition was found to correlate with parent-child attachment and adolescent self-esteem (Simons, Paternite & Shore, 2001). Carr (2004) also considered secure attachment as the central feature of emotional competence and resilience in adolescents.

### **Communication**

Communication may be defined in short as the exchange of information in a relationship (Allen, 2006), and is also seen as an index of family operations and the means whereby a family transacts the business of life (Scherz, 1962). Yu, Clemens, Yang, Li, Stanton, Deveaux, Lunn, Cottrell and Harris (2006) report that depressed adolescents perceived higher

levels of impaired communication with their parents than adolescents who were not depressed, while Choo (2000) found evidence that parental warmth and communication enhance the well-being of adolescents.

### **Family life satisfaction**

Berk (2006: 557) observes that “[t]he family is the child’s first and longest-lasting context for development”. Research also shows that family life satisfaction in adolescence correlates positively with the quality of the parent-adolescent relationship (Belsky, Jaffee, Hsieh & Silva, 2001) and that family life satisfaction also enhances adolescents’ sense of self-worth (Gilman, 2001). However, adolescents who are dissatisfied with their family life often experience emotional difficulties (Valois, Zullig, Huebner & Drane, 2001).

### **Emotional well-being**

According to the Penguin Student Dictionary (Allen, 2006), well-being refers to a state of happiness, and happiness is the ability to experience life satisfaction, enjoy oneself and have fun (Walker, 1999). Well-being does not simply imply the absence of illness or ill-being but the ongoing development of inner potential and coping with developmental tasks (Foxcroft & Roodt, 2001). Psychological well-being is seen as multidimensional, where different aspects of the self are involved, such as affect, cognition and behaviour (Wissing & Van Eeden, 1994) and according to Walker (1999) psychological well-being has a definite component of emotional well-being. Emotional development tasks of adolescence are:

- The development of self-esteem, which is a feeling of self-worth based on successes, both actual and potential;
- The development of insight into and taking ownership of one’s emotions, emotional experiences and emotional expressions;
- The development of emotional autonomy, with the understanding that parents and others are no longer responsible for taking care of the adolescent’s emotional development, adjustment and well-being and the understanding that they are shifting away from the emotional dependency on parents and creating emotional fulfilment in new relationships (Kaplan, 2000; Louw & Louw, 2007; Rathus, 2006).

Characteristics of an emotionally well adolescent include the experience of more positive than negative emotions, flexible regulation of emotion and behaviour and demonstration of positive coping skills (Bridges, Margie & Zaff, 2001). The search for an identity in adolescence is closely related to emotional features such as self-esteem, self-efficacy and self-regulation and through these characteristics it drives many choices, such as interpersonal relationships, vocation, expression of one's sexual orientation and moral, political and religious ideals (Berk, 2006). In this investigation, emotional well-being is represented by constructs of emotional intelligence, fortitude, affect balance and general health.

### **Emotional intelligence**

Emotional intelligence is defined as the ability to monitor one's own emotions as well as the emotions of others, to discriminate among them, and to use the information to guide the way one thinks and takes action (Salovey, Hsee & Meyer, 1993). Emotional intelligence plays an important role in emotional development and well-being, as it influences one's ability to cope with demands and pressure in the environment (Bar-On, 1997). Emotional intelligence correlates with behavioural skills that lead to physical health, self-worth and self-acceptance, decision making, survival and coping skills and academic achievement as well as a decrease in behavioural dysfunction (De Klerk & Le Roux, 2003). Parents are seen as the primary teachers when it comes to modelling emotional intelligence, but they often lack the ability to cope with the intense negative feelings experienced by adolescents (Louw & Louw, 2007).

In the ability model of Mayer, Caruso and Salovey (2000), emotional intelligence is seen as abilities that a person uses to process information about his/her own emotions as well as the emotions of others. The model consists of four branches: *Emotional perception* refers to the ability to register, attend to and decipher messages containing emotion, such as facial expressions and tone of voice. Persons who are better at perceiving, are better at receiving information about their environment and adapt to that environment better. *Emotional integration* is the ability to access and generate feelings that facilitate thought. This can be done by emotions giving information about the state of mood (informing us when we are happy, sad and so forth) and making us think in a way that correlates with the mood states. *Emotional understanding* refers to the ability to understand the implications of emotions.

People who have better understanding will be better able to see how one emotion leads to another emotion, how emotions change with time and the effect that emotions can have on different relationships. *Emotional management* is the ability to control the way emotions are expressed and being able to regulate emotions. Such people can choose the degree to which they experience and express emotions.

In the personality trait model of emotional intelligence of Bar-On (2000), there are five domains: The *intrapersonal domain* refers to skills such as emotional self-awareness, assertiveness, independence, self-regard and self-actualisation. The *interpersonal domain* includes skills such as empathy and social responsibility. The *adaptability domain* refers to skills such as problem solving, reality testing and flexibility. The *mood domain* includes the skills of maintaining happiness and optimism. According to Goleman (1995), emotional intelligence consists of four main competencies: (1) development of emotional self-awareness, (2) managing emotions, (3) reading emotions and (4) handling relationships. Carr (2004) is of the opinion that emotional intelligence follows a clear developmental path, involving a gradual development of emotional competence through emotional regulation skills, skills for expressing emotions and skills for managing relationships involving emotional give-and-take.

### **Fortitude**

According to Pretorius (1997), fortitude refers to a character strength derived from appraising ourselves and our world in a positive way. Fortitude enables us to cope with life stress and stay healthy. The strength of fortitude is a result of appraisals of the self, the family and the social support one receives. The family environment, which includes support from family members, the extent of conflict, values within the family and family cohesiveness, thus plays an important part in the development of fortitude. According to Jeffries (1998), fortitude helps to manage conflict in a family environment, as it contributes to the resolution of difficulties, hardships and dangers within the family. Pretorius (1997) found that fortitude was significantly associated with high levels of life satisfaction, positive affect, subjective well-being, stress tolerance and self-efficacy, while feelings of self-doubt and perceptions of

coping deficiency were the results of low fortitude in adolescents. Fortitude thus seems to be a strong emotional well-being variable.

### **Affect balance**

The Oxford Dictionary defines affect as “an emotion or desire influencing behavior” (Pearsall, 1999: 466). According to Diener, Suh, Lucas and Smith (1999), affect represents the way people evaluate the events that occur in their lives. Affect is also described as genuine feelings rather than a cognitive or thinking response to events and objects (Russel & Carroll, 1999). The definition of psychological well-being has an emotional component which includes affect (Pavot & Diener, 1993; Wissing & Van Eeden, 2002), of which positive affectivity is a dimension along which pleasant emotions of different intensities fall and negative affectivity the dimension for the range of unpleasant emotional experiences (Carr, 2004). Affect balance is the balance between positive and negative affect (Bradburn, 1969). The predomination of positive affect typifies adolescent emotional well-being. When negative emotions, for example fear and guilt, become predominant over positive emotions instead of acting as an adaptive function to events, they become maladaptive (Bridges, Margie & Zaff, 2001). It is important to note that many studies on adolescent emotional well-being focused only on negative emotions, but that adolescent emotional well-being is more than the absence of negative emotions (Bridges, Margie & Zaff, 2001). Research on positive and negative affectivity indicates a correlation between positive affectivity and the personality trait extraversion; a correlation between negative affectivity and neuroticism; and that negative affectivity peaks in late adolescence and thereafter declines (Watson, 2000). Positive affectivity includes aspects of joviality, self-assurance and attentiveness, while low positive affectivity is associated with a wide range of psychological disorders (Carr, 2004).

### **General Health**

The World Health Organisation (WHO, 1964) refers to health as a state of complete physical, mental and social well-being and not just the absence of disease or infirmity. This definition thus implies the concept of emotional well-being in the definition of health. Eberst (1984) distinguishes between *mental health*, which has to do with “knowing”, and *emotional health*, which relates more to “feeling”. This difference is further explained as the “expression of

emotion” (emotional) and “control of emotion” (mental) (Eberst, 1984). Carr (2004) believes that physical and mental health is mediated by a variety of measures, which include emotional intelligence, hope and optimism, active coping strategies, self-efficacy, social support, etc. Thus, it is clear that health is not a single element and that there is an emotional dimension to human health.

Puberty and adolescence bring about concerns regarding adolescent health, such as eating disorders, sexually transmitted diseases and pregnancy. Biological, psychological, family and cultural factors contribute to vulnerabilities in adolescent health (Berk, 2006). Furthermore, research shows that the physical health of children is influenced by their emotions. Persistent exposure to stress, anxiety, anger, irritability and a depressed mood appear to correlate with health problems from infancy through to adulthood (Berk, 2006).

The formative and preventative role that parental support and understanding play in adolescent emotional well-being has become increasingly important as adolescence is not only a difficult stage of development, but adolescents are also confronted with multiple stressors, and exposed to a multi-complex society (Adeyemo & Adeleye, 2008). There is an increase in adolescent dysfunctional behaviour such as drug and alcohol use (Parry, 1998), risk-taking behaviour and attempting or committing suicide (Caruso, 2008). Based on this problem statement, the following research question may be formulated: *What influence does the parent-adolescent relationship (as perceived by the adolescent) have on adolescent emotional well-being?*

This study examined the emotional well-being of adolescents, how it correlated with aspects of the parent-adolescent relationship and whether or not the parent-adolescent relationship could serve as a predictor of adolescent emotional well-being.

## **METHOD**

### **Aims**

The general aim of the study was to investigate adolescent emotional well-being and the parent-adolescent relationship as a precursor of adolescent emotional well-being, whilst specific aims included:

- To determine how the parent-adolescent relationship and adolescent emotional well-being is conceptualised in literature.
- To determine emotional well-being in the research group by means of descriptive statistics for the measuring instruments.
- To determine the psychometric properties of the measuring instruments used in this study.
- To determine the relationship (correlations) between the measuring instruments used to measure the parent-adolescent relationship and those used to measure emotional well-being of adolescents.
- To determine the significant differences between subgroups of participants in aspects of emotional well-being.
- To determine whether the parent-adolescent relationship can predict the emotional well-being of the research group.

### **Research Design**

A quantitative cross-sectional survey research design was used to reach the aim of this study. Validated psychological measuring instruments were used to gather information at secondary schools located in Randfontein, Gauteng. These schools were selected on the basis of convenience, as the researcher lives in the area and the problems of adolescents in this area are known to her. Randfontein is a gold mining town in western Gauteng, South Africa, 45 km west of Johannesburg.

### **Measuring Instruments**

The measuring instruments of the parent-adolescent relationship included the following validated questionnaires:

- *The Inventory of Parent and Peer Attachment (IPPA)* of Armsden and Greenberg (1987), assesses adolescents' trust (felt security) and anger toward or emotional detachment from their parents and peers. The subscales include aspects of trust and communication (together seen as attachment-trust) as well as alienation, anger and isolation (together seen as attachment-anger). For the purpose of this study, only the parent attachment inventory with the subscales of attachment-trust and attachment-anger was used. The scale consists of 28 items, for example "My parents accept me as I am" and "I feel that no one understands me". Respondents indicated how often each statement was true for them on a 5-point Likert scale. Response categories include *never true*, *seldom true*, *sometimes true*, *often true* and *always true*. The Inventory of Parent and Peer Attachment showed three-week test-retest reliabilities of 0,93 for the parent attachment measure (Armsden & Greenberg, 1987). The scale has been used in South African studies, such as "An exploration of father-child relationships, current attachment styles and self-esteem amongst adults" (Williams, 2006) and "Factors associated with attempted suicide during adolescence" (Sacoer, 1991).
- *The Parent-adolescent Communication Scale (PAC)* of Barnes and Olson (1982) consists of two subscales: 1) open family communication, which measures positive aspects of parent-adolescent communication and 2) problems in family communication, which focuses on the negative aspects of communication. The scale consists of 20 items, for example: "My mother/father is always a good listener" and "My mother/father insults me when he/she is angry with me". The items are arranged along a 5-point Likert-type scale and respondents rate themselves on each item, with 1 = strongly disagree, 2 = moderately agree, 3 = neither agree nor disagree, 4 = moderately agree and 5 = strongly agree. The Parent-adolescent Communication Scale has an alpha reliability of 0,87 for open family communication; 0,78 for problems in family communication; 0,88 for the total scale and a test-retest correlation of 0,60 for the total scale (Barnes & Olson, 1982). The scale has been used in a South African study on "Diagnosed conduct disordered adolescents and their caregivers: perceptions of the family" by Kennard (2002). Permission for use of the PAC was requested from the authors by means of personal communication on 15 and 26 September 2009: [howard.barnes@unilever.com](mailto:howard.barnes@unilever.com) and [dolson@umn.edu](mailto:dolson@umn.edu). However, no reply was received (see attached e-mail correspondence).

- *The Family Satisfaction Scale (FSS)* of Olson and Wilson (1982), assesses family satisfaction on the dimensions of family cohesion and family adaptability. The scale consists of 14 items, for example: “How satisfied are you with how close you feel to the rest of your family?” and “How satisfied are you with the number of fun things your family does together?” The items are arranged along a 5-point Likert-type scale and respondents rate their satisfaction on each item, with 1 = dissatisfied, 2 = somewhat dissatisfied, 3 = generally satisfied, 4 = very satisfied and 5 = extremely satisfied. The scale has a Cronbach alpha of 0,94 (12 months, N = 541) and 0,95 (60 months, N = 340) and the five-week test-retest correlation for the total score of the Family Satisfaction Scale was 0,75 (Olson & Wilson, 1982). The scale has been used in South African studies such as “Recent stressors and family satisfaction in suicidal adolescents in South Africa” by Pillay and Wassenaar (1997) and “The family process of high school underachievers” (Roux, 1997). Permission for use of the FSS was requested from the authors by means of personal communication on 15 and 21 September 2009: [dolson@umn.edu](mailto:dolson@umn.edu). However, no reply was received (see attached e-mail correspondence).

The measuring instruments used to measure emotional well-being included the following validated questionnaires:

- *The Emotional Intelligence Scale (EIS)* of Schutte *et al.* (1998) assesses the extent to which respondents characteristically identify, understand, harness and regulate their own emotions as well as the emotions of others. The scale consists of 33 items, for instance “I easily recognize my emotions as I experience them” and “I find it hard to understand the non-verbal messages of other people”. Respondents indicated how often each statement was true for them on a 5-point Likert scale. Response categories include *strongly disagree*, *disagree*, *not sure*, *agree* and *strongly agree*. Schutte *et al.* (1998) report an internal consistency of 0,87 to 0,90 and a 2-week test-retest reliability of 0,78. Evidence of validity includes significant correlations with the theoretically related constructs of attention, clarity, mood repair, optimism and low impulsivity. The scale has been used in South African studies such as “A psychometric evaluation measure of emotional intelligence for university students” (Vosloo, 2005), “The relationship between psychological well-being and academic performance of university students in the North West Province” (Van der Merwe, 2005a), “The psychometric

properties of an emotional intelligence measure within a nursing environment” (Van der Merwe, 2005b) and “Job characteristics, emotional intelligence and wellness in a nursing environment” (Nel, 2005).

- *The Fortitude Questionnaire (FORQ)* of Pretorius (1997) evaluates awareness of the self, awareness of the family environment and support from others. The scale consists of 20 items such as the following “I always feel pretty sure of myself”, “I rely on my family for emotional support” and “Activities in our family are pretty carefully planned”. Respondents had to indicate on a Likert scale the extent to which each statement applied to them. Responses include *does not apply*, *applies slightly*, *applies a lot*, and *applies very strongly*. The scale has a reliability for the total scale of 0,85. Estimates of validity were established through factor analytic procedures as well as the relationship of fortitude to measures of well-being and the instruments that constituted the item pool for the fortitude questionnaire (Pretorius, 1997). The scale has been used in South African studies such as “The relationship between psychological wellbeing and cognitive flexibility amongst adolescents” (Hill, 2003), “Psychological well-being and biological correlates in African women” (Botha, 2006) and “Clarifying the interpersonal component of psychological well-being” (Nel, 2003).
- *The Affectometer (AFM)* of Kammann and Flett (1983) has separate items to measure positive affect and negative affect. The scale consists of 20 items, like the following: “My future looks good” and “I feel like a failure”. The items are arranged along a 5-point Likert-type scale and respondents rate themselves on each item, with 1 = not at all, 2 = occasionally, 3 = some of the time, 4 = often and 5 = all the time. The scale has an alpha coefficient of 0,95 and has been compared with 12 other well-being and related scales. The Affectometer is highly correlated with the best alternatives, and takes the highest loading on the general well-being factor. The scale has been used in South African studies such as “The subjective well-being of divorced single custodial parents” (Henry, 2004), “The subjective well-being and anxiety levels of full-time employed married mothers” (Gal, 2004) and “Dynamics of context and psychological well-being: the role of subjective health perceptions, personality factors and spirituality” (Temane, 2006).

- *The General Health Questionnaire (GHQ)* of Goldberg and Hillier (1979), consists of 4 subscales: somatic symptoms, anxiety and insomnia, social dysfunction and severe depression. Low scores are indicative of mental well-being. The scale consists of 12 items, such as the following sample items include: “Have you recently lost much sleep over worry?” and “Have you recently been able to enjoy your day-to-day activities?” Respondents had to indicate on a Likert scale which option applied to them best, for example *better than usual, same as usual, less than usual* and *much less than usual*. A high degree of internal consistency was observed for each of the 12 items, with a Cronbach alpha value of 0,37-0,79; while total scores were 0,79 in the population study. Test-retest correlation coefficients for the score of the 12 items were highly significant, and the intraclass correlation coefficient was high (0,35-0,79) (Goldberg & Hillier, 1979). The scale has been used in South African studies such as “Personal archetypes, personality and psychological well-being” (Els, 2004), “The influence of optimism and pessimism on the psycho-physical wellness of learners in Grades 8-12” (Radebe, 2004) and “Psychological wellbeing and meaning in life” (Bezuidenhout, 2003).

### **Participants and procedure**

The researcher made use of international ethical principles such as those found in the Helsinki declaration (Burns & Grove, 2005) to conduct the research in an ethical manner and considered certain ethical issues to ensure that the rights of participants were observed, namely anonymity, respect for the dignity of persons, nonmaleficence and confidentiality (Terre Blanche, Durrheim & Painter, 2006). Ethical approval was further obtained from the Research Ethics Committee of the North-West University: Vaal Triangle Campus. Participation in the research was voluntary and anonymous. Permission for conducting the study was obtained from the Department of Education, the secondary schools where the research was conducted and informed voluntary assent and consent was obtained in written form from the participants and their parents/guardians

The population included grade 9 to 11 learners of two secondary schools in Randfontein, Gauteng. The setting for the completion of questionnaires was the school that the participating learners attended.

Participants had to meet the following criteria:

- They had to be grade 9 to 11 learners.
- They had to be between the ages of 14 to 18 years.
- They had to give voluntary assent to participate in the study.
- Their parents had to give written permission.
- Proficiency in English or Afrikaans had to be adequate.

The size of the research group was 276 learners, including 143 grade 9 learners, 29 grade 10 learners and 104 grade 11 learners. The participants were 117 male, 159 female, 158 African and 109 white learners.

After consulting literature, the validated questionnaires mentioned above were identified and used to collect data on the parent-adolescent relationship and the emotional well-being of participants. A biographical questionnaire was included to collect the participants' socio-demographic information, such as age, grade, culture and gender. The questionnaires were bound as one document in the form of a booklet in either English or Afrikaans (having been translated according to accepted translation procedures for questionnaires), the languages of instruction at the schools. The participants could choose the language they preferred. A pilot study was done on the measuring instruments with 8 grade 9 to 11 learners who completed the questionnaires and found them to be clear, understandable and user-friendly and who said it took approximately 30-45 minutes to complete the battery. Professional teachers who were thoroughly briefed by the researcher and who acted as facilitators distributed, monitored and collected the questionnaires, while the researcher was available on the premises at all times for assistance and to clear up any uncertainties.

### **Statistical Analysis**

Descriptive statistics were computed for the scales and subscales with scores of the total group and Cronbach alpha reliability coefficients were computed for all measurements used. Correlations between scales were determined by means of Pearson R correlations and t-tests. Cohen's practical effect size were used to investigate significance of differences among cultural and gender groups. Validity of measuring instruments as well as the existence of

structural regression paths between measuring instruments were determined with the structural equation model of AMOS.

## **RESULTS**

The results explain the parent-adolescent relationship and the emotional well-being of participants in this research.

### **Descriptive statistics of the total group**

Table 1 displays the descriptive statistics of the total group of participants on the Inventory of Parent and Peer Attachment (IPPA), the Parent-adolescent Communication Scale (PAC), the Family Satisfaction Scale (FSS), the Emotional Intelligence Scale (EIS), the Fortitude Questionnaire (FORQ), the Affectometer (AFM) and the General Health Questionnaire (GHQ).

[Table 1 approximately here]

For the total group, the mean scores tend to be closer to the maximum than the minimum score, indicating that the respondents experience aspects of the relationship with parents mostly positive and that the majority of the group manifest aspects of emotional well-being positively. The standard deviations for most of the questionnaires are quite high, which indicates that there is a scatter of scores (variance). This is to be expected, seeing that the participants included different genders and cultures.

Mean scores and standard deviations of the instruments measuring the parent-adolescent relationship (IPPA, PAC & FSS) have been discussed in a previous publication. The descriptive results reported there were similar to those reported in literature on research done with comparable groups using the same scales. For the purpose of this study, the descriptive statistical results of instruments measuring aspects of emotional well-being in the participants will be compared with those found in literature (see Table 1).

For the EIS-Total, the mean score of the total group was 125,86 with a standard deviation of 13,62. In a study done with South African students, Law (2004) found a mean score of 128,37 (SD 13,53), which is similar to the mean score found in this study.

For the FORQ-Total the mean score of the current total group was 59,69 with a standard deviation of 10,07 – this corresponds with research by Pretorius (1997), who found a mean score of 57,79 with a standard deviation of 9,43 in a validation study done with students.

For the AFM-affect balance, the mean score for the total group was 14,24 with a standard deviation of 12,09. The mean score for the total group for AFM-positive affect was 37,58 and 23,34 for AFM-negative affect, with standard deviations of 6,51 and 7,29 respectively. In a study done on a South African population, Els (2004) reported a mean of 36,87 for AFM-positive affect, 22,39 for AFM-negative affect and 14,48 for AFM-affect balance, with standard deviations of 5,95, 6,58 and 10,61 respectively. These scores correspond well with the findings in this study.

For the GHQ-Total the mean score for the total group was 2,79 with a standard deviation of 2,73. Comparable findings on the 12-item GHQ scale were found in the research by Hankins (2008), who reported a mean score of 1,4 which was much lower than the present score. The SD of 2,7 found by Hankins is comparable with the present SD.

*The aim to determine emotional well-being in the research group by means of descriptive statistics, was achieved through the findings reported above.*

### **Reliability and validity of measuring instruments**

In Table 1 it is evident that the Cronbach alpha reliability indices for the seven scales and their subscales used in this investigation range from 0,77 to 0,94 which is an indication of good internal consistency of the scales based on the scores of the total group of participants. This conclusion is based on the criteria of Nunnally and Bernstein (1994). The reliability coefficients of the IPPA-trust of 0,94 and IPPA-anger of 0,88 compare well with the 0,91 and 0,86 respectively found by Armsden and Greenberg (1987). For the PAC, Barnes and Olson

(1982) found Alpha scores of 0,92 (PAC-open), 0,82 (PAC-problem) and 0,72 (PAC-Total). The coefficients of 0,91, 0,77 and 0,88 found in this study thus support the reliability findings of the PAC. In their large norm group (N = 2076), Olson and Wilson (1982) found a reliability coefficient of 0,92 for the FSS-Total. The 0,90 reliability coefficient found in the current study corresponded well with the one of the original norm sample. The reliability coefficient of 0,85 found for the EIS in this study corresponds with the coefficient of 0,87 reported by Schutte *et al.* Pretorius (1997) reported a reliability of 0,85 which is supported by the findings in this study, with a coefficient of 0,88 for the FORQ. In an investigation on a South African population, Els (2004) reported a Cronbach alpha of 0,78 for AFM-positive affect and 0,80 for AFM-negative affect, which corresponds with the reliability coefficients of 0,82 for AFM-positive affect and 0,81 for AFM-negative affect found in this study. The GHQ-12 has a reliability coefficient of 0,78 in this study, which corresponds with the correlation of 0,76 found by Goldberg and Hillier (1979) and which is only slightly lower than the 0,87 reported by Hankins (2008).

The validity of the IPPA, PAC, FSS, EIS, FORQ, AFM and GHQ was investigated by using the structural equation modelling and path analysis of the SEPATH option of Statistica, see Table 2.

[Table 2 approximately here]

The RMSEA point estimates were respectively 0,06 (IPPA), 0,07 (PAC), 0,08 (FSS), 0,06 (EIS), 0,05 (FORQ), 0,06 (AFM) and 0,08 (GHQ) with 90% confidence intervals ranging from 0,05 to 0,09. These parameter estimates were significant and the Streiger-Linel RMSEA index for each scale pointed to a good fit of the underlying model. The IPPA, PAC, FSS, EIS, FORQ, AFM and GHQ thus show construct validity for use in the present total group of participants, according to the criteria set by Hu and Bentler (1999).

*The aim to determine the psychometric properties of the measuring instruments used in this study was achieved through the findings reported above.*

### **Correlations between measuring instruments**

Table 3 displays the correlations (which are all significant at  $p < 0,05$ ) between the measuring instruments used to determine the parent-adolescent relationship and those used to measure emotional well-being in the total group of participants. For the purpose of this study, only total scores were used for the PAC, FSS, EIS, FORQ and GHQ. For the IPPA and AFM subscales were used because of the intended purpose of the scales.

[Table 3 approximately here]

There were significantly positive correlations between IPPA-trust and EIS-Total (0,42), FORQ-Total (0,69), AFM-positive affect (0,56) and AFM-affect balance (0,55). There were significantly positive correlations between PAC-Total and EIS-Total (0,39), FORQ-Total (0,59), AFM-positive affect (0,51) and AFM-affect balance (0,59). The FSS-Total correlated significantly positive with EIS-Total (0,42), FORQ-Total (0,70), AFM-positive affect (0,62) and AFM-affect balance (0,59). The high and significant positive correlations between these measuring instruments were an indication that there is a noteworthy relationship between the parent-adolescent relationship (IPPA-trust, PAC-Total, FSS-Total) and adolescent emotional well-being (EIS-Total, FORQ-Total, AFM-positive affect and AFM-affect balance), which seems to indicate that a healthy parent-adolescent relationship can have a positive influence on adolescent emotional well-being and serve as a precursor to the emotional health of youth. The significant negative correlations between the IPPA-trust, PAC-Total FSS-Total and GHQ-Total as well as the AFM-negative affect seem to be a further indication that a good parent-adolescent relationship characterised by secure attachment, communication and satisfaction may serve as a protective factor against emotional ill-being or dysfunction, such as measured by the GHQ and the AFM-negative affect. The significant positive correlations of the AFM-negative affect and the GHQ-Total with IPPA-anger (0,658 & 0,582), which are all indications of dysphoria, seem to further support this conclusion.

The correlations found in this study between the IPPA, PAC, FSS, EIS, FORQ, AFM and GHQ scales and subscales are in line with what is theoretically expected. The measuring instruments were effective in measuring the influence of the parent-adolescent relationship

on adolescent emotional well-being in relation to each other. High positive correlations furthermore show convergent validity of the IPPA, PAC, FSS, EIS, FORQ, AFM and GHQ in this research; and discriminant validity was implied by the significant negative correlations.

*The aim to determine the relationship (correlations) between the measuring instruments used to measure the parent-adolescent relationship and those used to measure emotional well-being of adolescents, was achieved through the correlational results of this investigation reported above.*

### **Significant differences in aspects of the parent-adolescent relationship**

Table 4 displays the significant differences in gender and culture for the total group on the measuring instruments of emotional well-being.

[Table 4 approximately here]

Significant differences of gender and cultural subgroups on aspects of the parent-adolescent relationship were reported in a previous publication. In this study, the female participants scored significantly higher than males for emotional intelligence (EIS-Total). The current results show higher levels of fortitude-self experienced by males (21,6) than females (20,4), but higher levels of fortitude-support experienced by females (19,5) than males (18,3). More significant differences between cultures than genders have been found in this study. For emotional intelligence, the African youth have a mean score of 128,5 whilst the white youth have a significantly lower mean score of 122,5. The African youth also have significantly higher scores for fortitude-self (21,2) and positive affect (38,2) than the white youth, with scores of 20,4 and 36,7 respectively. The white youth have a mean score of 20,0 for fortitude-support, which is significantly higher than the African mean score of 18,3. These results seem to indicate that the African youth experience higher manifestations of aspects of emotional well-being (emotional intelligence, fortitude-self and positive affect) than the subgroups of white participants in this study. The practical effect size of all these significant

differences ranges between 0,23-0,44 and according to the criteria of Cohen (1977), there is a tendency toward moderate practical effect for most of the differences.

*The aim to determine the significant differences between subgroups of participants in aspects of emotional well-being, was achieved through the findings reported above.*

### **Parent-adolescent relationship as a predictor of adolescent emotional well-being**

Structural equation models (path analysis) were developed by means of AMOS (Arbuckle, 1999) to assess the relative contribution of each aspect of the parent-adolescent relationship as a predictor of emotional well-being scores (Figure 1).

[Figure 1 approximately here]

Model 1, with adjusted and unadjusted variations, indicated correlational predictors that were theoretically incorrect, making Model 1 ineffective. Model 2 also gave theoretically meaningless results. In the adjusted Model 3 (Figure 1), which included the reliability and variance of the separate components as found in the study, only FSS-cohesion and IPPA-anger were used as paths to emotional well-being. The squared multiple correlations were 69% for emotional well-being for this model, RMSEA was 0,067 with a lower confidence limit of 0,058 and higher confidence limit of 0,075, CMIN of 458,0,  $p = <0,0001$ , NFI of 0,832, AIC of 596,0 and BCC of 608,6 – indicating that Model 3 was better than Model 1. For the unadjusted Model 3, squared multiple correlations for emotional well-being was 69%, which signifies that the model was a fit. RMSEA was 0,067 with a low of 0,058 and a high of 0,075, CMIN of 457,9,  $p = <0,0001$ , NFI of 0,832 AIC of 595,9 and BCC of 608,6. Overall, Model 3 was the best because all paths were theoretically meaningful and statistically significant.

These results show that the parent-adolescent relationship can be predictive of adolescent emotional well-being and that FSS-cohesion and IPPA-anger have the strongest paths to emotional well-being, implying that these aspects were the best/strongest predictors of adolescent emotional well-being.

*The aim to determine whether the parent-adolescent relationship can predict the emotional well-being of the research group was reached with the predictive results reported above.*

## **DISCUSSION**

The main aim of this study was to determine if the parent-adolescent relationship can predict the emotional well-being of adolescents who participated. The results show that family cohesion (positive correlation) experienced by the adolescents and attachment anger (negative correlation) felt by them serve as the strongest paths to emotional well-being in this research group.

The means and standard deviations found in the present study correspond well with those reported in literature. A distribution analysis of the mean scores for the total group of adolescents reveal that the mean scores are very close to the median or slightly above it, indicating that the tendency in this group is towards emotional well-being. The mean scores in this study corresponds with those reported in literature, which show that most of the present mean scores tend toward the higher side.

According to the criteria of Nunnally and Bernstein (1994), reliability indices that were found are quite acceptable for the subscales and total scales of the IPPA, PAC, FSS, EIS, FORQ, AFM and GHQ used in this study. The construct validity of these scales was explored by means of factor analysis based on structural equation modelling and path analysis done with the aid of the SEPATH option of Statistica. An acceptable fit of the underlying model for the particular scale meant that it was valid for use in this particular study. For the IPPA, PAC, FSS, EIS, FORQ, AFM and GHQ all parameter estimates are significant, according to the criteria of Hu and Bentler (1999). The Steiger-Lind RMSEA indices also point towards a good fit for the models of all the scales used. It can thus be concluded that the scales are valid for use with this particular group of participants. Convergent and discriminant validity is implied by the good positive correlation coefficients and negative correlation coefficients between the scales and subscales, supporting what is expected in theory. The high and significant positive correlations between these measuring instruments were an indication that there is a noteworthy relationship between the parent-

adolescent relationship (IPPA-trust, PAC-Total, FSS-Total) and adolescent emotional well-being (EIS-Total, FORQ-Total, AFM-positive affect and AFM-affect balance). This relationship seems to mean that a healthy parent-adolescent relationship can have a positive influence on adolescent emotional well-being and can serve as a precursor to the emotional health of adolescents. This conclusion is supported by literature (Morris, 2005; Zaff & Moore, 2002). The significant negative correlations between the IPPA-trust, PAC-Total FSS-Total and GHQ-Total as well as the AFM-negative affect seem to be a further indication that a good parent-adolescent relationship characterised by secure attachment, communication and satisfaction may serve as a protective factor against emotional ill-being or dysfunction, such as measured by the GHQ and the AFM-negative affect. This conclusion corresponds with findings by Resnick, Bearman, Blum, Bauman, Harris and Jones (1997) and Hair, Moore, Garrett, Kinukawa, Lippmann & Michelsen (2003). The significant positive correlations of the AFM-negative affect and the GHQ-Total with IPPA-anger (0,658 & 0,582) are all indications of dysphoria and seem to further support this conclusion.

In this study, the female participants scored significantly higher than males for emotional intelligence and for support received from others. This finding may be explained by the fact that women are more aware of their emotions, demonstrate more empathy and are more interpersonally skilled and in touch than men (Bar-On, 2000; Diener & Lucas, 2000; Nolan-Hoeksema & Rusting, 1999; Watson, 2002). Another consistent finding is that women express more positive emotions than men, women smile more frequently than men, women are more intent on emotional experiences of themselves and others than men and appear more skilful than men at understanding nonverbal messages and at correctly assessing emotional responses (Baumgardner & Crothers, 2009; Diener & Lucas, 1999; Nolan-Hoeksema & Rusting, 1999). An explanation of the apparently better emotional functioning of women may come from gender stereotypes projected on and expectations of female children. Women are stereotypically believed to be more emotional and to experience more joy and sadness, whereas men are expected to be less emotional and far less expressive (Nolan-Hoeksema & Rusting, 1999). According to these authors, gender stereotypes seem to affect women's outward expressions of emotions more than their actual inner experience of feelings.

The significantly higher score of males on FORQ self-awareness apparently support findings cited by Carr (2004) that men consistently score better on measures of self-regard, self-efficacy and other self related strengths.

The results appear to indicate that the African youth experience higher levels of emotional well-being (emotional intelligence, fortitude-self and positive affect) than the subgroups of white participants in this study. It could be speculated that the traditional African emphasis on a collective existence with the focus on the community rather than the individual (Meyer, Moore & Viljoen, 2003) creates a supportive unity which contributes to higher manifestations of these aspects in African youth. Furthermore, in traditional African culture, the mind and body are seen as one, and it could be speculated that this traditional view could have a positive influence on different aspects of emotional well-being among African youth, as it implies a state of wholeness (Maiello, 1999). Alternatively, in a previous study, significantly higher scores on aspects of the parent-adolescent relationship were found in the white group of participants and based on that finding, one would have expected higher emotional well-being scores for them. The contradictory finding raises the question as to whether the African youth in this study had perhaps completed their development of emotional autonomy from parents and had thus already achieved more self-competence (FORQ-self), emotional awareness-intelligence (EIS) and positive feelings (affect).

For the total group of participants in this study, the parent-adolescent relationship can predict aspects of emotional well-being , but the relationship aspects of attachment-anger (IPPA-anger) and satisfaction with family cohesion (FSS-cohesion) were identified as the best predictors of negative and positive relationships respectively, with emotional intelligence, positive-negative affect balance and general health and fortitude as aspects of emotional well-being. The fact that secure attachment to parents has a positive influence on many aspects of adolescent emotional well-being (Louw & Louw, 2007) could explain why insecure attachment could serve as a predictor of negative or low levels of emotional well-being. The fact that insecure attachment – often expressed as anger, hostility and alienation – can have so many negative influences on children’s well-being (Louw & Louw, 2007; Papalia, Olds & Feldman, 2009) may be the very reason why it can predict a negative

relationship with aspects of emotional well-being. Olson and Wilson (1982) mention eight features of family cohesion: emotional bonding, family boundaries, coalitions, time, space, friends, decision-making, interest and recreation. All these features lead to coherence or belongingness/involvement, which is a complex family dynamic that represents all the characteristics of healthy family life and secure family attachment-interaction (Sheridan, Eagle & Dowd, 2006). For this reason, family cohesion can act as a good predictor of aspects of adolescent emotional well-being.

### **RECOMMENDATIONS AND LIMITATIONS**

Measurements chosen to represent the parent-adolescent relationship and adolescent emotional well-being give only a limited perspective on these components of adolescent life and psychosocial well-being. Quantitative research with more instruments that measure other dimensions and in larger samples, to provide a broader perspective on the phenomena, is recommended. Qualitative research exploring in-depth dynamics of the parent-adolescent relationship and adolescent emotional well-being is also recommended. Further research on all aspects of family psychosocial well-being in South Africa is called for and longitudinal studies would be best suited for this purpose. Although the measuring instruments used in this study proved to be highly valid and reliable, these instruments should be validated for use in the wider South African context, and the questionnaires should be translated into the major African languages.

Despite the identified limitations of the current research procedure, it is concluded that this study was a successful investigation of the influence of certain aspects of the parent-adolescent relationship on adolescent emotional well-being. The aims that were formulated to guide the research were all achieved.

## REFERENCES

- Adeyemo, D.A., & Adeleye, A.T. (2008). Emotional intelligence, religiosity and self-efficacy as predictors of psychological well-being among secondary school adolescents in Ogbomoso, Nigeria. *Europe's Journal of Psychology*. Retrieved November 19, 2009, from <http://www.ejop.org/archives/2008/02/emotional-intel.html>
- Ainsworth, M.D.S. (1973). The development of infant-mother attachment. In B.M. Caldwell & H.N. Ricciuti (Eds.), *Review of Child Development Research* (Vol. 3, pp 1-94. Chicago: University of Chicago Press.
- Allen, J., McElhaney, K., Kuperminc, G., & Jodl, K. (2004). Stability and change in attachment security across adolescence. *Child Development*, 75, 1792–1805.
- Allen, J.P., McElhaney, K.B., Land, D.J., Kuperminc, G.P., Moore, C.W., O'Beirner-Kelly, H. et al. (2003). A secure base in adolescence: Markers of attachment security in the mother-adolescent relationship. *Child Development*, 74, 292-307
- Allen, R. (2006). *Penguin student dictionary*. England: Penguin Books.
- Anthony, E.J. (1974). The syndrome of the psychologically invulnerable child. In E.J. Anthony, & C. Koupernik (Eds.), *The child in his family: Children at psychiatric risk* (pp. 201-230). New York: Wiley.
- Arbuckle, J.L. (1999). *AMOS 4.0 user's guide*. Chicago, IL: SPSS Corp.
- Armsden, G.C., & Greenberg, M.T. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth and Adolescence*, 16(5), 427-451.

- Barnes, H., & Olson, D.H. (1982). Parent-adolescent communication. In D.H. Olson, H.I. McCubbin, H. Barnes, A. Larson, M. Muxen, & M. Wilson (Eds.), *Family inventories* (pp. 33-48). St Paul, MN: Family Social Science, University of Minnesota.
- Bar-On, R. (1997). *BarOn Emotional Quotient Inventory Technical Manual*. Toronto, Canada: Multi-Health Systems.
- Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In R. Bar-On, & J. Parker (Eds.), *The Handbook of Emotional Intelligence* (pp. 363-88). San Francisco, CA: Jossey-Bass.
- Baron, R.A., & Byrne, D. (2003). *Social psychology* (10<sup>th</sup> ed.). New York: Allyn & Bacon.
- Baumgardner, S.R. & Crothers, M.K. (2009). *Positive psychology*. New Jersey, Prentice Hall.
- Belsky, J., Jaffee, S., Hsieh, K., & Silva, P.A. (2001). Child rearing antecedents of intergenerational relations in young adulthood: A prospective study. *Developmental Psychology*, 37, 801-813.
- Berk, L.E. (2006). *Child development* (7<sup>th</sup> ed.). Boston: Pearson Education.
- Bezuidenhout, M. (2003). *Psychological wellbeing and meaning in life*. Unpublished master's dissertation, University of North-West, Potchefstroom, South Africa.
- Botha, E.M. (2006). *Psychological well-being and biological correlates in African women*. Unpublished doctoral dissertation, North-West University, Potchefstroom, South Africa.
- Bradburn, N.M. (1969). *The structure of psychological well-being*. Chicago: Aldine.

- Bridges, L.J., Margie, N.G., & Zaff, J.F. (2001). *Background for community-level work on emotional well-being in adolescence: Reviewing the literature on contributing factors*. Retrieved June 02, 2008, from [http://www.childtrends.org/Files/Child\\_Trends.html](http://www.childtrends.org/Files/Child_Trends.html).
- Burns, N., & Grove, S.K. (2005). *The practice of nursing research: conduct, critique, and utilization* (5<sup>th</sup> ed.). St. Louis, Mo.: Elsevier Saunders.
- Carr, A. (2004). *Positive psychology: The science of happiness and human strengths*. New York: Brunner-Routledge.
- Caruso, K. (2008). *Suicide on the rise in South Africa*. Retrieved May 8, 2008, from <http://www.suicide.org/suicide-on-the-rise-in-south-africa.html>
- Choo, O.A. (Ed.). (2000, December). *Parenting behaviours and adolescents' psychosocial adjustment*. Paper presented at the AERA-ERA Conference, Sydney, Australia.
- Cohen, J. (1977). *Statistical power analysis for the behavioral sciences*. New York: Academic Press.
- Collins, W.A., & Repinski, D.J. (1994). Relationships during adolescence: Continuity and change in interpersonal perspective. In R. Montemayor, G. Adams, & T. Gullotta (Eds.), *Personal relationships during adolescence* (pp. 1-36). Thousand Oaks, CA: Sage.
- De Klerk, R., & Le Roux, R. (2003). *Emotional intelligence for children and teens*. Cape Town: Human & Rossouw.
- Diener, E. & Lucas, R.E. (1999). Personality and subjective well-being. In D Kahneman, E. Diener & N. Schwarz (Eds). *Well-being: The foundations of Hedonic Psychology*, (pp. 213-229). New York, Russel Sage Foundation.

- Diener, E., & Lucas, R.E. (2000). Subjective emotional well-being. In M. Lewis & J.M. Haviland (Eds). *Handbook of emotions*, (pp. 325-337). New York, Gillford Press.
- Diener, E., Suh, E.M., Lucas, R.E., & Smith, H.L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2): 276-302.
- Dyer, J.G., & McGuinness, T.M. (1996). Resilience: Analysis of the concept. *Archives of Psychiatric Nursing*, 10, 276-282.
- Eberst, R. (1984). Defining health: A multidimensional model. *Journal of Social Health*, 54(3), 99-104.
- Els, C. (2004). *Personal archetypes, personality and psychological well-being*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Foxcroft, C., & Roodt, G. (2001). *An introduction to psychological assessment in the South African context*. Oxford: Oxford University Press.
- Gal, S. (2004). *The subjective well-being and anxiety levels of full-time employed married mothers*. Unpublished master's dissertation, Nelson Mandela Metropolitan University, South Africa.
- Gilman, R. (2001). The relationship between life satisfaction, social interest, and frequency of extracurricular activities among adolescent students. *Journal of Youth and Adolescence*, 30, 749-767.
- Goldberg, D.P., & Hillier, V.F. (1979). A scaled version of the general health questionnaire. *Psychological Medicine*, 9, 139-145.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.

- Gutman, L.M., & Eccles, J.S. (2007). Stage-environment fit during adolescence: Trajectories of family relations and adolescent outcomes. *Development Psychology, 43*, 522–537.
- Hair, E.C., Moore, K.A., Garrett, S.B., Kinukawa, A., Lippmann, L., & Michelsen, E. (Eds.). (2003, March). *Parent-youth relationships*. Paper presented at the Indicators of Positive Development Conference, Washington, D.C.
- Hankins, M. (2008). *The factor structure of the twelve item General Health Questionnaire (GHQ-12): the result of negative phrasing?* Retrieved 10 November, 2009, from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2373289/>
- Henry, J.L. (2004). *The subjective well-being of divorced single custodial parents*. Unpublished master's dissertation, University of Port Elizabeth, Port Elizabeth, South Africa.
- Hill, A. (2003). *The relationship between psychological wellbeing and cognitive flexibility amongst adolescents*. Unpublished doctoral dissertation, University of the Free State, Bloemfontein, South Africa.
- Hu, L., & Bentler, P.M. (1999). Cut off criterion for fit indices in covariance structure analysis: Conventional versus new alternatives. *Structural Equation Modelling, 6*, 1-55.
- Jeffries, V. (1998). *Integralism and benevolent love as virtue: Directions for family studies*. Retrieved July 7, 2009, from <http://www.catholicsocialscientists.org/.../Article--Jeffries.pdf>
- Kammann, R., & Flett, R. (1983). Affectometer. *Journal of Personality and Social Psychology, 73*(3), 523-535.

- Kaplan, P.S. (2000). *A child's odyssey: Child and adolescent development* (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth.
- Kennard, E.C. (2002). *Diagnosed conduct disordered adolescents and their caregivers: Perceptions of the family*. Unpublished master's dissertation, University of Witwatersrand, Johannesburg, South Africa.
- Law, C.A. (2004). *Emotional intelligence, sense of coherence and coping behaviour*. Unpublished doctoral dissertation, North-West University, Vaal Triangle Campus.
- Lerner, D.G., & Kruger, L.J. (1997). Attachment, self-concept, and academic motivation in students. *American Journal of Orthopsychiatry*, 67, 485-492.
- Lopez, F.G., Gover, M.R., Leskela, J., Sauer, E.M., Schirmer, L., & Wyssmann, J. (1997). Attachment styles, shame, guilt, and collaborative problem-solving orientations. *Personal Relationships*, 4, 187-199.
- Louw, D., & Louw, A. (2007). *Child and adolescent development*. Bloemfontein: University of the Free State.
- Maiello, S. (1999). Encounter with an African healer: Thinking about the possibilities and limits of cross-cultural psychotherapy. *Journal of Child Psychotherapy*, 25(2), 217-238.
- Main, M., & Solomon, J. (1986). Discovery of an insecure, disorganized/disoriented attachment pattern: Procedures, findings and implication for the classification of behaviour. In M.W. Yogman & T.B. Brazelton (Eds.), *Affective development in infancy* (pp. 113-124). Norwood, NJ: Abbex.

- Mayer, J.D., Salovey, P., & Caruso, D. (2000). Selecting a measure of emotional intelligence: The case for ability scales. In R. Bar-On & J.D.A. Parker (Eds.), *The handbook of emotional intelligence* (pp. 320-342). San Fransisco: Jossey-Bass.
- Meyer, W., Moore, C., & Viljoen, H. (2003). *Personology: From individual to ecosystem* (3<sup>rd</sup> ed.). Sandown: Heinemann.
- Morris, P.L. (2005). *The influence of parent involvement on child mental health treatment: Benefits, barriers and interventions to increase involvement*. New York: Kluwe Academic/Plenum Publishers.
- Nel, J.A. (2005). *Job characteristics, emotional intelligence and wellness in a nursing environment*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Nel, L. (2003). *Clarifying the interpersonal component of psychological well-being*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Nolan-Hoeksema, S. & Rusting, C.L. (1999). Gender differences in well-being. In D. Kahneman, E. Diener & N. Schwarz (Eds). *Well-being: The foundries of hedonic psychology*, (pp. 330-350). New York, Russel Sage Foundation.
- Noller, P., & Bagi, S. (1985). Parent-adolescent communication. *Journal of Adolescence*, 8(2), 125-144.
- Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric theory* (3<sup>rd</sup> ed.). New York: McGraw-Hill.

- Olson, D.H., & Wilson, M. (1982). Family satisfaction. In: D.H. Olson, H.I. McCubbin, H.Barnes, A. Larsen, M. Muxen, & M Wilson (Eds.), *Family Inventories: Inventories used in a national survey of families across the family life cycle*, (pp. 25-31). St Paul, MN: University of Minnesota.
- Overbeek, G., Stattin, H., Vermulst, A., Ha, T., & Engels, R.C.M.E. (2007). Parent-child relationships, partner relationships and emotional adjustment: A birth-to-maturity prospective study. *Development Psychology*, *43*, 429–437.
- Papalia, D.E., Olds, S.W., & Feldman, R.D. (2009). *Human development* (11<sup>th</sup> ed.). New York: McGraw-Hill.
- Papini, D.R., & Roggman, L.A. (1992). Adolescent perceived attachment to parents in relation to competence, depression, and anxiety: A longitudinal study. *Journal of Early Adolescence* *12*(4), 420-440.
- Parry, C.D.H. (1998). *Substance abuse in South Africa: Country report focusing on young persons*. Parow: Medical Research Council.
- Pavot, W., & Diener, E. (1993). Review of the Satisfaction with Life Scale. *Psychological Assessment*, *5*(2), 164-172.
- Pearsall, J. (Ed.). (1999). *Concise Oxford Dictionary* (10<sup>th</sup> ed.). New York: Oxford University Press.
- Pillay, A.L. & Wassenaar, D.R. (1997). Recent stressors and family satisfaction in suicidal adolescents in South Africa. *Journal of Adolescence*, *20*, 155-162.
- Pretorius, T.B. (1997). *Fortitude as stress-resistance: Development and validation of the fortitude questionnaire (FORQ)*. Belville: University of the Western Cape.

- Radebe, S.J. (2004). *The influence of optimism and pessimism on the psycho-physical wellness of learners in Grades 8-12*. Unpublished master's dissertation, North-West University, Vaal Triangle Campus, Vanderbijlpark, South Africa.
- Rathus, S.A. (2006). *Childhood and adolescence: Voyages in development*. Canada: Thomson Wadsworth.
- Resnick, M.D., Bearman, P.S., Blum, R.W., Bauman, K.E., Harris, K.M., & Jones, J. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study of Adolescent Health. *Journal of the American Medical Association*, 278(10), 823-832.
- Roux, P.W. (1997). *The family process of high school underachievers*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Russel, J.A., & Carroll, J.M. (1999). On the bipolarity of positive and negative affect. *Psychological Bulletin*, 125(1), 3-30.
- Ryan, R., & Lynch, J. (1989). Emotional autonomy versus detachment: Revisiting the vicissitudes of adolescence and young adulthood. *Child Development*, 60, 340-356.
- Sacoor, S.N. (1991). *Factors associated with attempted suicide during adolescence*. Unpublished master's dissertation, University of Witwatersrand, Johannesburg, South Africa.
- Salovey, P., Hsee, C. K., & Mayer, J. (1993). In D.M. Wegner & J.W. Pennebaker (Eds.), *Handbook of mental control* (pp. 258-277). Englewood Cliffs, NJ: Prentice-Hall.
- Schers, F.H. (1962). Multiple-client interviewing: Treatment implications. *Social Casework*, 15, 11-16.

- Schutte, N.S., Malouff, J.M., Hall, L.E., Haggerty, D.J., Cooper, J.T., Golden, C.J., et al. (1998) Development and validity of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177.
- Sheridan, S.M., Eagle, J.W., & Dowd, S.E. (2006). Families as contexts for children's adaption. In S. Goldstein, & R.B. Brooks (Eds.), *Handbook of resilience in children* (pp. 375-380). New York: Springer.
- Simons, K.J., Paternite, C.E., & Shore, C. (2001). Quality of parent/adolescent attachment and aggression in young adolescents. *Journal of Early Adolescence*, 21(2), 182-203.
- Temane, Q.M. (2006). *Dynamics of context and psychological well-being: The role of subjective health perceptions, personality factors and spirituality*. Unpublished doctoral dissertation, North-West University, Potchefstroom, South Africa.
- Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice: Applied methods for the social sciences* (2<sup>nd</sup> ed.). Cape Town: University of Cape Town Press.
- Thomas, C.B. (1981). Stamina: The thread of human life. *Journal of Chronic Diseases*, 34, 41-44.
- Thompson, R. (1999). Early attachment and later development. In J. Cassidy & P. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp. 3-22). New York: Guilford.
- Tonin, E. (2004). The attachment styles of stalkers. *The Journal of Forensic Psychiatry & Psychology*, 15(4), 584-590.

- Valois, R.F., Zullig, K., Huebner, E.S., & Drane, J.W. (2001). Relationship between life satisfaction and violent behaviors among adolescents. *American Journal of Health Behavior, 25*, 353-366.
- Van der Merwe, N. (2005a). *The relationship between psychological well-being and academic performance of university students in the North-West Province*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Van der Merwe, S. (2005b). *The psychometric properties of an emotional intelligence measure within a nursing environment*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Van Eeden, C. (1996). *Psigologiese welstand en koherensiesin (Psychological well-being and sense of coherence)*. Unpublished doctoral dissertation, Potchefstroom University for Christian Higher Education, Potchefstroom, South Africa.
- Vosloo, C. (2005). *A psychometric evaluation measure of emotional intelligence for university students*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Walker, H.J. (1999). *Clarifying the affective component of psychological well-being*. Unpublished master's thesis, Potchefstroom University for Christian Higher Education, Potchefstroom, South Africa.
- Watson, D. (2000). *Mood and temperament*. New York: Guilford Press.
- Watson, D. (2002). Positive affectivity: The disposition to experience pleasurable emotional states. In Snyder, C. R. & Lopez, S. J. (Eds). *Handbook of positive psychology*, (pp. 106-119). Oxford, Oxford University Press.

- Williams, C.M. (2006). *An exploration of father-child relationships, current attachment styles and self-esteem amongst adults*. Unpublished master's dissertation, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.
- Wissing, M.P., & Van Eeden, C. (1994, July). *Psychological well-being: Measurement and construct clarification*. Paper presented during the 23rd International Congress of Applied Psychology. 17-22 July, Madrid, Spain.
- Wissing, M.P., & Van Eeden, C. (2002). Empirical clarification of the nature of psychological well-being. *South African Journal of Psychology*, 32(1), 32-44.
- World Health Organisation. (1964). *Basic documents* (15<sup>th</sup> ed.). Geneva, Switzerland: Wiley
- Yu, S., Clemens, R., Yang, H., Li, X., Stanton, B., Deveaux, L., et al. (2006). Youth and parental perceptions of parental monitoring and parent-adolescent communication, youth depression, and youth risk behaviors. *Social Behavior and Personality: An International Journal*, 34(10), 1297-1310.
- Zaff, J.F., & Moore, K.A. (2002). *Promoting well-being among America's teens*. Retrieved June 02, 2008, from [http://www.childtrends.org/Files/Child\\_Trends.html](http://www.childtrends.org/Files/Child_Trends.html)

**Table 1.** Descriptive statistics and internal consistency reliabilities of the measuring instruments for the total group (N=276).

<b>Variable</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>	<b><math>\alpha</math></b>
<b>IPPA-trust</b>	55.0	13.9	15.0	75.0	0.94
<b>IPPA-anger</b>	33.7	11.3	13.0	61.0	0.88
<b>PAC-Total</b>	65.7	14.8	24.0	98.0	0.88
<b>PAC-problem</b>	30.2	7.7	12.0	50.0	0.77
<b>PAC-open</b>	35.5	21.5	21.0	86.0	0.91
<b>FSS-Total</b>	47.1	11.2	14.0	70.0	0.90
<b>EIS-Total</b>	125.86	13.62	79.4	159.0	0.85
<b>FORQ-Total</b>	59.69	10.07	27.0	80.0	0.88
<b>AFM-positive affect</b>	37.58	6.51	14.0	50.0	0.82
<b>AFM-negative affect</b>	23.34	7.29	10.0	46.0	0.81
<b>AFM-affect balance</b>	14.24	12.09	-32.0	39.0	-
<b>GHQ-Total</b>	2.79	2.73	0.0	12.0	0.78

Inventory of parent and peer attachment (IPPA)  
 Parent-adolescent communication (PAC)  
 Family satisfaction scale (FSS)  
 Emotional intelligence scale (EIS)  
 Fortitude questionnaire (FORQ)  
 Affectometer (AFM)  
 General health questionnaire (GHQ)

**Table 2.** Structural equation model validity of the measuring instruments for the total group (N=276).

<b>Instrument</b>	<b>Model</b>	<b>Lower 90%</b>	<b>Estimate</b>	<b>Upper 90%</b>
<b>IPPA</b>	RMSEA	0.05	0.06	0.07
<b>PAC</b>	RMSEA	0.06	0.07	0.08
<b>FSS</b>	RMSEA	0.07	0.08	0.09
<b>EIS</b>	RMSEA	0.05	0.06	0.07
<b>FORQ</b>	RMSEA	0.03	0.05	0.06
<b>AFM</b>	RMSEA	0.05	0.06	0.07
<b>GHQ</b>	RMSEA	0.06	0.08	0.09

**Table 3:** Correlations between the measuring instruments with scores of the total group (N=276).

	EIS-Total	FORQ-Total	AFM-pos.aff.	AFM-neg.aff.	AFM-aff.bal.	GHQ-Total
<b>IPPA-Anger</b>	-0.326	-0.572	-0.481	0.658	-0.656	0.582
<b>IPPA-Trust</b>	0.417	0.694	0.558	-0.412	0.549	-0.419
<b>PAC-Total</b>	0.395	0.589	0.511	-0.528	0.592	-0.495
<b>FSS-Total</b>	0.415	0.701	0.620	-0.425	0.587	-0.510

Note: All correlations are significant at  $p < 0.05$ .

**Table 4.** Significant differences in gender and culture for the total group on the measuring instruments (N=276).

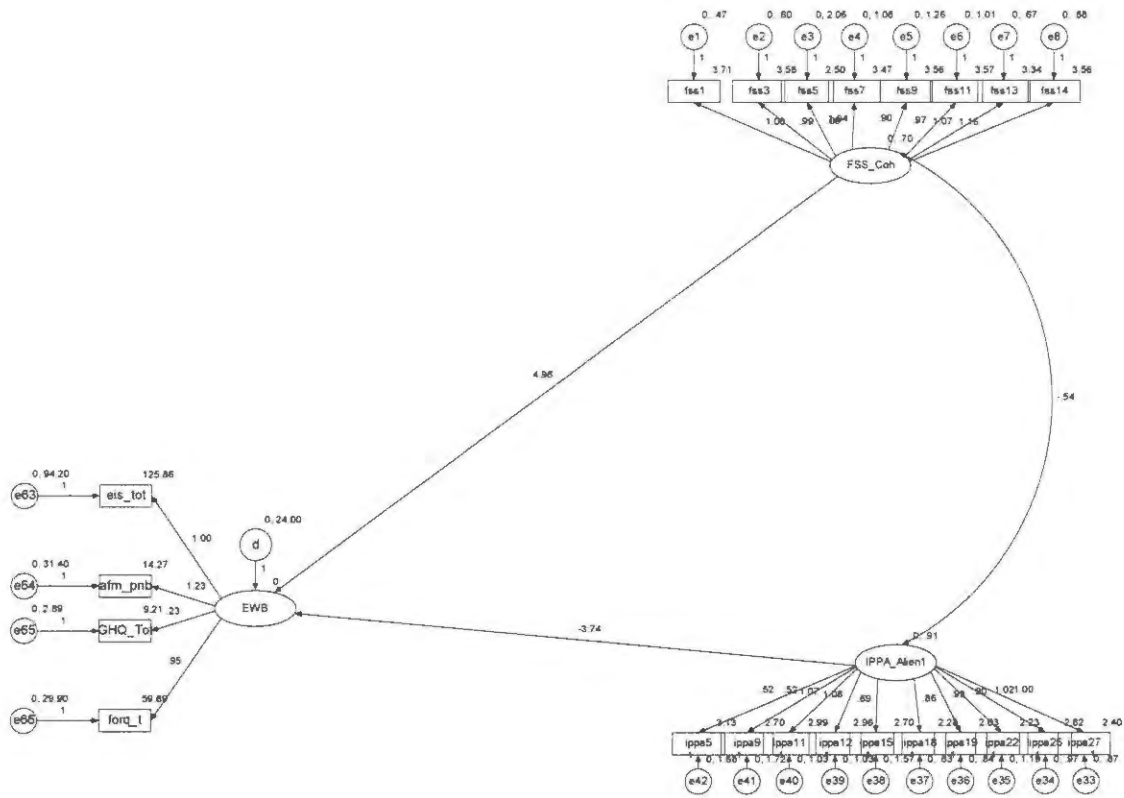
GENDER	Mean Male (N = 117)	Mean Female (N = 159)	Mean Difference	t	df	p	D
EIS-Total	122.9	128.1	-5.20	-3.19	274	0.00	0.38
FORQ-self	21.6	20.4	1.13	2.66	274	0.01	0.34
FORQ-support	18.3	19.5	-1.13	-2.42	274	0.02	0.28
FORQ-family	20.3	19.5	0.77	1.30	274	0.20	-
FORQ-Total	60.1	59.4	0.77	0.63	274	0.53	-
AFM-pos.aff.	37.6	37.6	-0.03	-0.04	272	0.96	-
AFM-neg.aff.	22.9	23.6	-0.69	-0.78	272	0.44	-
AFM-aff.balance	14.6	14.0	0.66	0.45	272	0.66	-
GHQ-Total	2.5	3.0	0.58	1.74	274	0.08	-

CULTURE	Mean African (N = 158)	Mean White (N = 118)	Mean Difference	t	df	p	D
EIS-Total	128.5	122.5	6.01	3.60	265	0.00	0.38
FORQ-self	21.2	20.4	0.81	1.82	265	0.07	0.23
FORQ-support	18.3	20.0	-1.68	-3.53	265	0.00	0.44
FORQ-family	19.5	20.2	-0.68	-1.11	265	0.27	-
FORQ-Total	59.1	60.6	-1.55	-1.23	265	0.22	-
AFM-pos.aff.	38.2	36.7	1.59	1.96	263	0.05	0.23
AFM-neg.aff.	22.9	24.0	-1.12	-1.21	263	0.23	-
AFM-aff.balance	15.4	12.7	2.71	1.78	263	0.08	-
GHQ-Total	2.7	3.0	0.34	1.00	265	0.32	-

**Note:** Significant differences given in bold print.

Practical effect (Cohen, 1977) indicated as follows:

Small effect:  $D < 0.30$ ; Medium effect:  $0.30 < D < 0.50$ ; Large effect:  $D > 0.50$ .



**Figure 1:** Model 3 indicating the parent-adolescent relationship as predictor of adolescent emotional well-being.

Emotional well-being (EWB)

Emotional intelligence total (eis\_tot)

Affect balance (afm\_pnb)

General health total (GHQ\_Tot)

Fortitude total (forq\_t)

Family satisfaction scale: Cohesion (FSS\_Coh)

Attachment: Anger/Alienation (IPPA\_Alien1)

the 1990s, the number of people in the world who are living in poverty has increased from 1.2 billion to 1.6 billion. The number of people who are living in extreme poverty has increased from 600 million to 800 million. The number of people who are living in absolute poverty has increased from 300 million to 400 million.

The number of people who are living in poverty has increased in every country in the world. The number of people who are living in poverty has increased in every region of the world. The number of people who are living in poverty has increased in every continent of the world.

The number of people who are living in poverty has increased in every country in the world. The number of people who are living in poverty has increased in every region of the world. The number of people who are living in poverty has increased in every continent of the world.

The number of people who are living in poverty has increased in every country in the world. The number of people who are living in poverty has increased in every region of the world. The number of people who are living in poverty has increased in every continent of the world.

The number of people who are living in poverty has increased in every country in the world. The number of people who are living in poverty has increased in every region of the world. The number of people who are living in poverty has increased in every continent of the world.

The number of people who are living in poverty has increased in every country in the world. The number of people who are living in poverty has increased in every region of the world. The number of people who are living in poverty has increased in every continent of the world.

The number of people who are living in poverty has increased in every country in the world. The number of people who are living in poverty has increased in every region of the world. The number of people who are living in poverty has increased in every continent of the world.

The number of people who are living in poverty has increased in every country in the world. The number of people who are living in poverty has increased in every region of the world. The number of people who are living in poverty has increased in every continent of the world.

The number of people who are living in poverty has increased in every country in the world. The number of people who are living in poverty has increased in every region of the world. The number of people who are living in poverty has increased in every continent of the world.

**CHAPTER 4:  
CONCLUSIONS, LIMITATIONS & RECOMMENDATIONS**

## INTRODUCTION

In the overview and the preceding articles (manuscripts), research results and conclusions were described. These results and conclusions were synthesised and are now presented as the final conclusions and recommendations derived from this research project. Thus, a retrospective evaluation of the research is offered. Limitations of the research are also discussed.

## LITERATURE CONCLUSIONS

### **Conclusions based on existing literature on the parent-adolescent relationship and adolescent emotional well-being**

Based on literature that was examined for the purpose of this study, it is clear that there is a wealth of information available with regard to the parent-adolescent relationship and adolescent emotional well-being. The literature is not always consistent as to the importance of the various aspects of the parent-adolescent relationship and the influence it has on the emotional well-being of adolescents. In my investigation of existing literature, I was surprised to find that there were no completely new and different insights in the more recent literature. In comparison to older sources, I found the following important differences:

- Parent-adolescent conflict and adolescent rebellion seem to have been greatly exaggerated in older literature and extreme views have now been replaced by more balanced views. Research now suggests that adolescence is not as stormy a phase as previously thought; and that perceived negative behaviour is not nearly as serious as was first believed and that it is challenging rather than dysfunctional in nature (Louw & Louw, 2007). These insights seem to follow from the fact that research has provided new insight into the “why” and “how” of changes in adolescence and the influence it can have on adolescent behaviour and the parent-adolescent relationship (Berk, 2006). The understanding of emotional autonomy as a developmental task of adolescence and its role in identity formation, partner selection and career orientation during late adolescence, has

shed new light on what was previously perceived as resistance behaviour or relational withdrawal in adolescence.

- Newer sources place much emphasis on the quality of the parent-adolescent relationship and its outcomes in adolescent emotional well-being (Hair, Moore, Garrett, Kinukawa, Lippmann & Michelsen, 2003; Zaff & Moore, 2002). In this approach, the adolescent is acknowledged as an active partner in the relationship and no longer subject to the “children must be seen and not heard” adage of the traditional approach.
- Although older research focused separately on the importance of certain aspects of adolescent emotional well-being, such as attachment, communication and emotional intelligence, newer sources focus on the concept as a whole and the concept of emotional well-being seems to be more integrated and incorporated into literature. The emotional intelligence construct seems to have become the theoretical concept most representative of emotional well-being aspects.

Older sources (although widely available in new literature) proved to be more valuable in their description of certain aspects of the parent-adolescent relationship and adolescent emotional well-being, namely:

- Attachment, categories of attachment, phases of attachment and overall importance of attachment (Ainsworth, 1978; Bowlby, 1953; 1973; Main & Solomon, 1986), are as relevant today as when they were when initially conceptualised decades ago.
- The different parenting styles, namely Authoritarian, Uninvolved, Permissive and Authoritative styles, as well as the potential influence of these styles (Baumrind, 1971), have not changed and are still valid indicators of the parent’s involvement levels.
- Emotional development remains important, and especially identity formation as a contributing factor in adolescent emotional well-being (Erikson 1950; 1968).
- Emotional intelligence and its importance in emotional development as well as the components of emotional intelligence are as relevant as it ever was (Goleman, 1995).

My personal experience was that literature on attachment was by far the easiest to find and rarely contradicting. However, I was surprised by how difficult it was to find different

sources describing family life satisfaction and fortitude in particular. With regard to general health, I found that although there were definitions that included emotional well-being, it was difficult to find a clear and defining link between the two concepts.

### **Conclusions with regard to the literature of article 1: The parent-adolescent relationship**

The literature that was examined strongly indicates that the parent-adolescent relationship can be associated with emotional well-being (or aspects thereof) of adolescents (Hair, Moore, Garrett, Kinukawa, Lippmann & Michelsen, 2003; Moore, 2005; Zaff & Moore, 2002). There is abounding research that indicates that even though the parent-adolescent relationship undergoes emotional distance, parental influence in adolescence is very important, and that a strong attachment bond with parents and continued support from parents are important for healthy adolescent development (Kaplan, 2000; Learner & Kruger, 1997; Lerner, Brennan, Noh & Wilson, 1995). Furthermore, it became clear that parent-adolescent estrangement and conflict are not the norm. The above conclusions in existing literature were confirmed by the findings of this study and closely linked to the set objective.

### **Conclusions with regard to the literature of article 2: Adolescent emotional well-being**

With regard to adolescent emotional well-being, literature identified different aspects (apart from the parent-adolescent relationship) that can have an influence on adolescent emotional well-being, such as physical, cognitive and emotional development in adolescence (Louw & Louw, 2007; Louw, Van Ede & Louw, 2004), the multi-complex society we live in (Adeyemo & Adeleye, 2008), and the fact that adolescents of today seem to be more prone to stress (Anonymous, 2008). It is speculated that a good parent-adolescent relationship can moderate the influence of potentially adverse experiences, such as those mentioned, on the emotional health and well-being of adolescents. Emotional intelligence was highlighted in literature as a contributing factor to emotional development and emotional well-being in adolescence (Louw & Louw, 2007). The importance of emotional intelligence in a demanding context seems to lie in the fact that it can enhance the way a person copes with pressure and adverse situations (Bar-On, 1997). Fortitude seems to be a strong emotional well-being variable, as it indicates a strength-based approach to one's world, which is often

mentioned in research on resilience in youth (Brooks & Goldstein, 2006). Affect balance points toward the importance of predominance of positive affect and to the fact that adolescent emotional well-being is more than the absence of negative emotions (Bridges, Margie & Zaff, 2001). The value of general health lies in the fact that emotional well-being is both dependent on good health and contributes to good health (Carr, 2004). Based on the above, it is concluded that all these aspects are important factors in adolescent emotional well-being.

## **EMPIRICAL CONCLUSIONS**

The research method and design used in the first and second articles proved to be successful, as the aims stated to guide the research were all achieved. The findings corresponded with what was theoretically expected and proved to be more positive than expected with regard to the significantly high correlations between the measuring instruments (IPPA, PAC, FSS, EIS, FORQ, AFM and GHQ). In the first phase of the research (article 1), adolescents' experience of the parent-adolescent relationship was examined and findings indicated that the majority of the research group reported a mostly positive relationship with their parents. The white subgroup, however, were found to experience parent-adolescent communication more positively than the African youth in the sample. It was speculated that this difference could be a result of more private (more close-knit) relationships in Western cultures, as opposed to community-oriented (more open) relationships in African cultures. Significant differences between genders were also found, and males scored higher than females for both family satisfaction and family cohesion. This finding was theoretically surprising, since literature identified a clear trend that girls traditionally experience more secure attachment (family closeness) than boys. Therefore, this finding calls for further research as it is speculated that this is a group-specific phenomenon.

The final conclusion based on the findings in Article 1 is that parent-adolescent estrangement is more an exception rather than the norm.

In the second phase of the research (article 2), the influence of the parent-adolescent relationship on adolescent emotional well-being was examined. The results showed that the majority of the research group experience emotional well-being. In contradiction with the findings of article 1, however, the results seemed to indicate that the African youth experienced more aspects of emotional well-being positively than the white participants. It was speculated that the emphasis on a collective existence and supportive unity in the traditional African culture could be a reason for this, as well as a view of wholeness with regard to mind and body. Another reason could be that the African youth either completed or are have progressed further with their development and emotional autonomy. Significant differences were also found between genders, and females scored higher with regard to emotional development and support from others. It was speculated that the reason for this could be the fact that women are more emotional, more aware of their emotions and more empathetic, and that gender stereotypes play a role.

More importantly, the results indicated that the parent-adolescent relationship can predict aspects of emotional well-being (as was shown by the strong correlations between the measuring instruments and the path analysis). Surprisingly enough, a measure of dysphoria in the parent-adolescent relationship (attachment-anger) was found to be one of the strongest/best predictors of the aspects of emotional well-being (emotional intelligence, fortitude, affect balance and general health), albeit predictive of lower levels of emotional well-being. The second strongest path was found to be family cohesion, which makes theoretical sense and supports the unstated hypothesis of this research, namely that aspects of the parent-adolescent relationship serve as precursors of the emotional well-being of youth.

Finally, the method, results, findings and literature used for the investigation appeared to fit together very well, as they all corresponded in a logical, almost straight-forward way – although this was unplanned and unforeseen. The aims of this study were therefore achieved and the research questions were answered.

## LIMITATIONS

The following limitations regarding this study and recommendations for future research were identified:

- The measuring instruments that were used, give a limited view as they only measured limited aspects of the parent-adolescent relationship and adolescent emotional well-being. It is therefore recommended that further quantitative research be done, with more instruments that measure further aspects.
- Larger samples can be used to provide a broader perspective with regard to the data collected.
- Qualitative research can be done for deeper, in-depth data gathering with regard to the parent-adolescent relationship and adolescent emotional well-being.
- Longitudinal research on aspects of family psychosocial well-being in South Africa is recommended.
- The measuring instruments used should be validated for use in the wider South African context and it could also be valuable to translate these questionnaires into the major African languages.

## RECOMMENDATIONS

Recommendations regarding the parent-adolescent relationship and adolescent emotional well-being follow:

- The findings of this study can be useful for incorporation or inclusion in programmes in the form of workshops and life skills classes in schools, as it can empower youth to improve relationships that can be beneficial for their emotional well-being.
- The findings can be useful for therapy and parent-adolescent guidance and should be made available through publication and presentations.
- The information can be made available to parents, who may also benefit from the findings on the importance of open communication and attachment in particular. This

information can also be applied to communication and attachment with significant others of both parents and adolescents.

### **PERSONAL NARRATIVE**

In reflection, I thoroughly enjoyed the research process. Although it was hard work and took much time and energy, I have learned very much. I have always felt passionate about adolescents and the struggles that adolescence sometimes holds. I can't help but have sympathy for young people that are faced with changes in almost every aspect of their lives – I have been there as well. This study has made me realise once more that the parent plays a crucial role in the life of the child and the relationship between parent and child is such a special and necessary bond that it can't be captured in words or statistics. It is my hope, however, that this study will contribute to enhancing that relationship in some way or another.

In conclusion, the value of the study – as far as being formative and preventative with regard to parental-adolescent bonding and understanding of the role it plays in adolescent emotional well-being – is clear. It can be concluded that this study was a successful investigation of adolescents' experience of certain aspects of the parent-child relationship as well as the influence of the parent-adolescent relationship on adolescent emotional well-being. The aims stated to guide the research were all achieved.

## REFERENCE LIST

- Adeyemo, D.A., & Adeleye, A.T. (2008). Emotional intelligence, religiosity and self-efficacy as predictors of psychological well-being among secondary school adolescents in Ogbomosho, Nigeria. *Europe's Journal of Psychology*, Retrieved November 19, 2009, from <http://www.ejop.org/archives/2008/02/emotional-intel.html>
- Ainsworth, M.D.S. (1973). The development of infant-mother attachment. In B.M. Caldwell & H.N. Ricciuti (Eds.), *Review of Child Development Research* (Vol. 3, pp 1-94. Chicago: University of Chicago Press.
- Allen, J., McElhaney, K., Kuperminc, G., & Jodl, K. (2004). Stability and change in attachment security across adolescence. *Child Development*, 75, 1792–1805.
- Allen, J.P., McElhaney, K.B., Land, D.J., Kuperminc, G.P., Moore, C.W., O'Beimer-Kelly, H. et al. (2003). A secure base in adolescence: Markers of attachment security in the mother-adolescent relationship. *Child Development*, 74, 292-307
- Allen, R. (2006). *Penguin student dictionary*. England: Penguin Books.
- Allison, B.N. (2000). Parent-adolescent conflict in early adolescence: Research and implications for middle school programs. *Journal of Family and Consumer Sciences Education*, 18(2), 1-6.
- Anonymous. (2008). *Children's stressors*. Retrieved May 12, 2008, from <http://www.relaxationexpert.co.uk/ChildrensStressors.html>
- Anthony, E.J. (1974). The syndrome of the psychologically invulnerable child. In E.J. Anthony, & C. Koupernik (Eds.), *The child in his family: Children at psychiatric risk* (pp. 201-230). New York: Wiley.

Arbuckle, J.L. (1999). *AMOS 4.0 user's guide*. Chicago, IL: SPSS Corp.

Archer, S.L., & Waterman, A.S. (1990). Varieties of identity diffusions and foreclosures: An exploration of sub-categories of the identity statuses. *Journal of Adolescent Research, 5*, 96-111.

Armsden, G.C., & Greenberg, M.T. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth and Adolescence, 16*(5), 427-451.

Barlow, D.H., & Durand, V.M. (2005). *Abnormal psychology: An integrative approach*. 4<sup>th</sup> ed. Belmont, CA: Thomson-Wadsworth.

Barnes, H., & Olson, D.H. (1982). Parent-adolescent communication. In D.H. Olson, H.I. McCubbin, H. Barnes, A. Larson, M. Muxen, & M. Wilson (Eds.), *Family inventories* (pp. 33-48). St Paul, MN: Family Social Science, University of Minnesota.

Bar-On, R. (1997). *BarOn Emotional Quotient Inventory Technical Manual*. Toronto, Canada: Multi-Health Systems.

Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In R. Bar-On, & J. Parker (Eds.), *The Handbook of Emotional Intelligence* (pp. 363-88). San Francisco, CA: Jossey-Bass.

Baron, R.A., & Byrne, D. (2003). *Social psychology* (10<sup>th</sup> ed.). New York: Allyn & Bacon.

Baumgardner, S.R. & Crothers, M.K. (2009). *Positive psychology*. New Jersey, Prentice Hall.

- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monograph*, 4(1, Pt. 2), 1-103.
- Becvar, D.S., & Becvar, R.J. (2006). *Family therapy: A systemic integration* (6<sup>th</sup> ed.). Boston: Pearson.
- Belsky, J., Jaffee, S., Hsieh, K., & Silva, P.A. (2001). Child rearing antecedents of intergenerational relations in young adulthood: A prospective study. *Developmental Psychology*, 37, 801-813.
- Berk, L.E. (2006). *Child development* (7<sup>th</sup> ed.). Boston: Pearson Education.
- Berzonsky, M.D., & Kuk, L.S. (2000). Identity status, identity processing style, and the transition to university. *Journal of Adolescent Research*, 15, 81-98.
- Bezuidenhout, M. (2003). *Psychological wellbeing and meaning in life*. Unpublished master's dissertation, University of North-West, Potchefstroom, South Africa.
- Blake, P.C., & Slate, J.R. (1993). A preliminary investigation into the relationship between adolescent self-esteem and parental verbal interaction. *School Counselor*, 41(2), 81-85.
- Block, J.H. (1973). Conceptions of sex role: Some cross-cultural and longitudinal perspectives. *American Psychologist*, 28, 512-526.
- Botha, E.M. (2006). *Psychological well-being and biological correlates in African women*. Unpublished doctoral dissertation, North-West University, Potchefstroom, South Africa.
- Bowlby, J. (1958). The nature of the child's tie to his mother. *International Journal of Psychoanalysis*, 39, 350-373.

- Bowlby, J. (1973). *Attachment and loss, Vol. 2. Separation*. New York: Basic Books.
- Bradburn, N.M. (1969). *The structure of psychological well-being*. Chicago: Aldine.
- Bridges, L.J., Margie, N.G., & Zaff, J.F. (2001). *Background for community-level work on emotional well-being in adolescence: Reviewing the literature on contributing factors*. Retrieved June 02, 2008, from [http://www.childtrends.org/Files/Child\\_Trends.html](http://www.childtrends.org/Files/Child_Trends.html).
- Brooks, R.B. (2006). The power of parenting. In S. Goldstein & R.B. Brooks (Eds.), *Handbook of resilience in children* (pp. 297-313). New York: Springer.
- Brooks, R.B., & Goldstein, S. (2006). *Handbook of resilience in children*. New York: Springer.
- Buchanan, C.M., & Holmbeck, G.N. (1998). Measuring beliefs about adolescent personality and behavior. *Journal of Youth and Adolescence*, 27, 609-629.
- Burns, N., & Grove, S.K. (2005). *The practice of nursing research: conduct, critique, and utilization* (5<sup>th</sup> ed.). St. Louis, Mo.: Elsevier Saunders.
- Caprara, G.V., Pastorelli, C., Regalia, C., Scabini, E., & Bandura, A. (2005). Impact of adolescents' filial self-efficacy on quality of family functioning and satisfaction. *Journal of Research on Adolescence*, 15(1), 71-97.
- Carr, A. (2004). *Positive psychology: The science of happiness and human strengths*. New York: Brunner-Routledge.
- Caruso, K. (2008). *Suicide on the rise in South Africa*. Retrieved May 8, 2008, from <http://www.suicide.org/suicide-on-the-rise-in-south-africa.html>

- Choo, O.A. (Ed.). (2000, December). *Parenting behaviours and adolescents' psychosocial adjustment*. Paper presented at the AERA-ERA Conference, Sydney, Australia.
- Cohen, J. (1977). *Statistical power analysis for the behavioral sciences*. New York: Academic Press.
- Collins, W.A., & Repinski, D.J. (1994). Relationships during adolescence: Continuity and change in interpersonal perspective. In R. Montemayor, G. Adams, & T. Gullotta (Eds.), *Personal relationships during adolescence* (pp. 1-36). Thousand Oaks, CA: Sage.
- Costa, N.M. (2007). *Hurricane Katrina and youth anxiety: The role of parental anxiety, parental and youth attachment beliefs, and parenting behaviors*. Unpublished doctoral dissertation, University of New Orleans.
- Council of Europe. (2007). *Parenting in contemporary Europe: A positive approach*. Strasbourg: Council of Europe Publishing.
- De Klerk, R., & Le Roux, R. (2003). *Emotional intelligence for children and teens*. Cape Town: Human & Rossouw.
- De Visser, J., & Le Roux, T. (1996). The experience of teenage pregnancy in Knoppieslaagte. *South African Journal of Sociology*, 27(3), 98-105.
- DeVito, J.A. (2004). *The interpersonal communication book* (10<sup>th</sup> ed.). Boston: Pearson Education.
- Dictionary of Psychology*. (2001). England: Penguin Books.

- Diener, E. & Lucas, R.E. (1999). Personality and subjective well-being. In D Kahneman, E. Diener & N. Schwarz (Eds). *Well-being: The foundations of Hedonic Psychology*, (pp. 213-229). New York, Russel Sage Foundation.
- Diener, E., & Lucas, R.E. (2000). Subjective emotional well-being. In M. Lewis & J.M. Haviland (Eds). *Handbook of emotions*, (pp. 325-337). New York, Gillford Press.
- Diener, E., Suh, E.M., Lucas, R.E., & Smith, H.L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2): 276-302.
- Dyer, J.G., & McGuinness, T.M. (1996). Resilience: Analysis of the concept. *Archives of Psychiatric Nursing*, 10, 276-282.
- Duchesne, S., & Larose, S. (2007). Adolescent parental attachment and academic motivation and performance in early adolescence. *Journal of Applied Social Psychology*, 37(7), 1501-1521.
- Duncan, N., Van Niekerk, A., Mufamadi, J., & Martin, G. (2008). Developmental psychology. In L.J. Nicholas (Ed.), *Introduction to psychology* (p. 229-253). Cape Town: UCT Press.
- Eberst, R. (1984). Defining health: A multidimensional model. *Journal of Social Health*, 54(3), 99-104.
- Els, C. (2004). *Personal archetypes, personality and psychological well-being*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Engels, R., & Finkenauer, C., Meeus, W., & Dekovic, M. (2000). Parent-adolescent attachment and emotional well-being: The interplay with social skills and social competence. *Paedagogiek*, 20(4), 747-758.

- Erikson, E.H. (1950). *Childhood and society*. New York: Norton.
- Erikson, E.H. (1968). *Identity, youth and crisis*. New York: Norton.
- Fourie, D.P., Mojapelo-Batka, E., Mokgatlhe, P.B., & Von Krosigk, B.C. (2007). *Study guide: Psychopathology 3*. Pretoria: Unisa.
- Foxcroft, C., & Roodt, G. (2001). *An introduction to psychological assessment in the South African context*. Oxford: Oxford University Press.
- Gal, S. (2004). *The subjective well-being and anxiety levels of full-time employed married mothers*. Unpublished master's dissertation, Nelson Mandela Metropolitan University, South Africa.
- Gilman, R. (2001). The relationship between life satisfaction, social interest, and frequency of extracurricular activities among adolescent students. *Journal of Youth and Adolescence, 30*, 749-767.
- Goldberg, D.P., & Hillier, V.F. (1979). A scaled version of the general health questionnaire. *Psychological Medicine, 9*, 139-145.
- Goldenberg, I., & Goldenberg, H. (2004). *Family therapy: An overview* (6<sup>th</sup> ed.). USA: Thomson Brooks/Cole.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.
- Guba, E.G., & Lincoln, Y.S. (2005). Paradigmatic controversies, contradictions and emerging confluences. In N.K. Denzin & Y.S. Lincoln (Eds.), *The sage handbook of qualitative research* (p.1212). London: Sage.

- Gutman, L.M., & Eccles, J.S. (2007). Stage-environment fit during adolescence: Trajectories of family relations and adolescent outcomes. *Development Psychology, 43*, 522–537.
- Hair, E.C., Moore, K.A., Garrett, S.B., Kinukawa, A., Lippmann, L., & Michelsen, E. (Eds.). (2003, March). *Parent-youth relationships*. Paper presented at the Indicators of Positive Development Conference, Washington, D.C.
- Hankins, M. (2008). *The factor structure of the twelve item General Health Questionnaire (GHQ-12): the result of negative phrasing?* Retrieved 10 November, 2009, from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2373289/>
- Harter, S. (1983). Development perspectives on the self-system. In C.E. Walker, & M.C. Roberts (Ed.), *Handbook of child psychology*, (pp. 387-467). New York: Wiley.
- Henry, J.L. (2004). *The subjective well-being of divorced single custodial parents*. Unpublished master's dissertation, University of Port Elizabeth, Port Elizabeth, South Africa.
- Herzberg, D.S., Hammen, C., Burge, D., Daley, S.E., Davila, J., & Lindberg, N. (1999). Attachment cognitions predict perceived and enacted social support during late adolescence. *Journal of Adolescent Research, 14*(4), 387-404.
- Hill, A. (2003). *The relationship between psychological wellbeing and cognitive flexibility amongst adolescents*. Unpublished doctoral dissertation, University of the Free State, Bloemfontein, South Africa.
- Holmbeck, G., & Hill, J. (1991). Conflictive engagement, positive affect, and menarche in families with seventh-grade girls. *Child Development, 62*, 1030-1048.
- Hornby, A.S. (2001). *Oxford advanced learner's dictionary* (6<sup>th</sup> ed.). Oxford: Oxford University Press.

- Hu, L., & Bentler, P.M. (1999). Cut off criterion for fit indices in covariance structure analysis: Conventional versus new alternatives. *Structural Equation Modelling*, 6, 1-55.
- Jacobsen, T., & Hoffman, V. (1997). Children attachment representations: Longitudinal relations to school behaviour and academic competence in middle childhood and adolescence. *Developmental Psychology*, 33(4), 701-703.
- James, R.K., & Gilliland, B.E. (2005). *Crisis intervention strategies* (5<sup>th</sup> ed.) USA: Thomson Brooks/Cole.
- Jeffries, V. (1998). *Integralism and benevolent love as virtue: Directions for family studies*. Retrieved July 7, 2009, from <http://www.catholicsocialscientists.org/.../Article--Jeffries.pdf>
- Jourard, S.M. (1964). *The transparent self*. New York: Van Nostrand.
- Kammann, R., & Flett, R. (1983). Affectometer. *Journal of Personality and Social Psychology*, 73(3), 523-535.
- Kang, H.L. (2005). *The influence of sexuality education on the sexual knowledge and adolescents in Busan, Korea*. Unpublished doctoral dissertation, North-West University, Potchefstroom, South Africa.
- Kaplan, H.I., & Sadock, B.J. (1998). *Synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (8<sup>th</sup> ed.). Baltimore, MD: Williams & Wilkins.
- Kaplan, P.S. (2000). *A child's odyssey: Child and adolescent development* (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth.

- Kennard, E.C. (2002). *Diagnosed conduct disordered adolescents and their caregivers: Perceptions of the family*. Unpublished master's dissertation, University of Witwatersrand, Johannesburg, South Africa.
- Kim, J. (2000). *Research on sexual awareness and investigation science on circumstances of teenagers*. Unpublished doctoral dissertation, Soonchunhyang University, Asan City, South Korea.
- Kroger, J. (1995). The differentiation of "firm" and "developmental" foreclosure identity statuses: A longitudinal study. *Journal of Adolescent Research, 10*, 317-337.
- Kroger, J. (2001). What transits in an identity status transition: A rejoinder to commentaries. *Identity, 3*, 291-304.
- Laursen, B. (1995). Conflict and social interaction in adolescent relationships. *Journal of Research on Adolescence, 5*(1), 55-70.
- Law, C.A. (2004). *Emotional intelligence, sense of coherence and coping behaviour*. Unpublished doctoral dissertation, North-West University, Vaal Triangle Campus.
- Lerner, D.G., & Kruger, L.J. (1997). Attachment, self-concept, and academic motivation in students. *American Journal of Orthopsychiatry, 67*, 485-492.
- Lerner, R., Brennan, A.L., Noh, E.R., & Wilson, C. (1995). *The parenting of adolescents and adolescents as parents: A developmental contextual perspective*. Boston: Boston College.
- Lopez, F.G., Gover, M.R., Leskela, J., Sauer, E.M., Schirmer, L., & Wyssmann, J. (1997). Attachment styles, shame, guilt, and collaborative problem-solving orientations. *Personal Relationships, 4*, 187-199.

- Louw, D., & Louw, A. (2007). *Child and adolescent development*. Bloemfontein: University of the Free State.
- Louw, D.A., & Edwards, D.J.A. (2003). *Sielkunde: 'n Inleiding vir studente in Suid-Afrika* (2de uitg.). Johannesburg: Heinemann.
- Louw, D.A., Van Ede, D.M., & Louw, A.E. (2004). *Menslike ontwikkeling* (3de uitg.). Cape Town: Kagiso Tersiër.
- Lund, T. (2000, August 25). Dramatic increase in teen drug abuse. *Cape Argus*. Retrieved November 19, 2009, from <http://www.iol.co.za>
- Maccoby, E.E., & Jacklin, C.N. (1974). *The psychology of sex differences*. Stanford, CA: Stanford University Press.
- Maiello, S. (1999). Encounter with an African healer: Thinking about the possibilities and limits of cross-cultural psychotherapy. *Journal of Child Psychotherapy*, 25(2), 217-238.
- Main, M., & Solomon, J. (1986). Discovery of an insecure, disorganized/disoriented attachment pattern: Procedures, findings and implication for the classification of behaviour. In M.W. Yogman & T.B. Brazelton (Eds.), *Affective development in infancy* (pp. 113-124). Norwood, NJ: Abbex.
- Mayer, J.D., Salovey, P., & Caruso, D. (2000). Selecting a measure of emotional intelligence: The case for ability scales. In R. Bar-On & J.D.A. Parker (Eds.), *The handbook of emotional intelligence* (pp. 320-342). San Francisco: Jossey-Bass.
- Marcia, J.E. (1980). Identity in adolescence. In J. Adelson (Ed.), *Handbook of adolescent psychology*. New York: Wiley.

- Meyer, W., Moore, C., & Viljoen, H. (2003). *Personology: From individual to ecosystem* (3<sup>rd</sup> ed.). Sandown: Heinemann.
- Meyer-Weitz, A., Steyn, M., & Ghama, S. (1999). *A situation analysis: Existing information, education and communication strategies (IECS) regarding adolescent sexuality in the Piet Retief District, Mpumalanga*. Mpumalanga: Human Sciences Research Council: Department of Health and Welfare.
- Montemayor, R. (1983). Parents and adolescents in conflict. *Journal of Early Adolescence*, 3, 83-103.
- Morris, P.L. (2005). *The influence of parent involvement on child mental health treatment: Benefits, barriers and interventions to increase involvement*. New York: Kluwer Academic/Plenum Publishers.
- NCTSN (National Child Traumatic Stress Network). (1995). *Guide for implementing the comprehensive strategy for serious violent and chronic juvenile offenders*. Retrieved May 5, 2008, from <http://www.nctsn.org>
- Nel, J.A. (2005). *Job characteristics, emotional intelligence and wellness in a nursing environment*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Nel, L. (2003). *Clarifying the interpersonal component of psychological well-being*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Newman, L. (2004, September 3). SA's shocking suicide statistics. *The Mercury*. Retrieved November 19, 2009, from <http://www.iol.co.za>

- Nolan-Hoeksema, S. & Rusting, C.L. (1999). Gender differences in well-being. In D. Kahneman, E. Diener & N. Schwarz (Eds). *Well-being: The foundries of hedonic psychology*, (pp. 330-350). New York, Russel Sage Foundation.
- Noller, P., & Bagi, S. (1985). Parent-adolescent communication. *Journal of Adolescence*, 8(2), 125-144.
- Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric theory* (3<sup>rd</sup> ed.). New York: McGraw-Hill.
- Olson, D.H., & Wilson, M. (1982). Family satisfaction. In: D.H. Olson, H.I. McCubbin, H.Barnes, A. Larsen, M. Muxen, & M Wilson (Eds.), *Family Inventories: Inventories used in a national survey of families across the family life cycle*, (pp. 25-31). St Paul, MN: University of Minnesota.
- Onishi, M., Gjerde, P.F., & Block, J. (2001). Personality implications of romantic attachment patterns in young adults: A multi-method, multi-informant study. *Personality and Social Psychology Bulletin*, 27, 1097-1110.
- Overbeek, G., Stattin, H., Vermulst, A., Ha, T., & Engels, R.C.M.E. (2007). Parent-child relationships, partner relationships and emotional adjustment: A birth-to-maturity prospective study. *Development Psychology*, 43, 429-437.
- Papalia, D.E., & Olds, S.W. (1995). *Human development*. New York: McGraw-Hill.
- Papalia, D.E., Olds, S.W., & Feldman, R.D. (2009). *Human developmen* (11<sup>th</sup> ed.). New York: McGraw-Hill.
- Papalia, D.E., & Wendekos-Olds, S.W. (1995). *Human development*. (6<sup>th</sup> ed.). New York: McGraw-Hill.

- Papini, D.R., & Roggman, L.A. (1992). Adolescent perceived attachment to parents in relation to competence, depression, and anxiety: A longitudinal study. *Journal of Early Adolescence* 12(4), 420-440.
- Parry, C.D.H. (1998). *Substance abuse in South Africa: Country report focusing on young persons*. Parow: Medical Research Council.
- Pavot, W., & Diener, E. (1993). Review of the Satisfaction with Life Scale. *Psychological Assessment*, 5(2), 164-172.
- Pearsall, J. (Ed.). (1999). *Concise Oxford Dictionary* (10<sup>th</sup> ed.). New York: Oxford University Press.
- Pećnik, N., & Tokić, A. (Eds.). (2008, July). *Self-disclosure to parents: Adolescents' views*. Paper presented at the European Conference on Positive Psychology, Denmark
- Peterson, C. (2006). *A primer in positive psychology*. Oxford: Oxford University Press.
- Pillay, A.L. & Wassenaar, D.R. (1997). Recent stressors and family satisfaction in suicidal adolescents in South Africa. *Journal of Adolescence*, 20, 155-162.
- Pretorius, T.B. (1997). *Fortitude as stress-resistance: Development and validation of the fortitude questionnaire (FORQ)*. Belville: University of the Western Cape.
- Radebe, S.J. (2004). *The influence of optimism and pessimism on the psycho-physical wellness of learners in Grades 8-12*. Unpublished master's dissertation, North-West University, Vaal Triangle Campus, Vanderbijlpark, South Africa.

- Resnick, M.D., Bearman, P.S., Blum, R.W., Bauman, K.E., Harris, K.M., & Jones, J. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study of Adolescent Health. *Journal of the American Medical Association*, 278(10), 823-832.
- Richmond, R.L. (2007). *A guide to psychology and its practice*. Retrieved May 12, 2008, from [http://www.guidetopsychology.com/ad\\_viol.html](http://www.guidetopsychology.com/ad_viol.html)
- Roux, P.W. (1997). *The family process of high school underachievers*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Russel, J.A., & Carroll, J.M. (1999). On the bipolarity of positive and negative affect. *Psychological Bulletin*, 125(1), 3-30.
- Ryan, R., & Lynch, J. (1989). Emotional autonomy versus detachment: Revisiting the vicissitudes of adolescence and young adulthood. *Child Development*, 60, 340-356.
- Sacoer, S.N. (1991). *Factors associated with attempted suicide during adolescence*. Unpublished master's dissertation, University of Witwatersrand, Johannesburg, South Africa.
- Sadock, B.J., & Sadock, V.A. (2007). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/Clinical psychiatry* (10<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.
- Salovey, P., Hsee, C. K., & Mayer, J. (1993). In D.M. Wegner & J.W. Pennebaker (Eds.), *Handbook of mental control* (pp. 258-277). Englewood Cliffs, NJ: Prentice-Hall.
- Satir, V.M. (1964). *Conjoint family therapy*. Palo Alto: Science & Behaviour Books.

- Scabini, E., Lanz, M., & Marta, E. (1999). Psycho-social adjustment and family relationships: A typology of Italian families with a late adolescent. *Journal of Youth and Adolescence*, 28, 633-644.
- Schers, F.H. (1962). Multiple-client interviewing: Treatment implications. *Social Casework*, 15, 11-16.
- Schutte, N.S., Malouff, J.M., Hall, L.E., Haggerty, D.J., Cooper, J.T., Golden, C.J., et al. (1998) Development and validity of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177.
- Shaver, P.R., & Brennan, K.A. (1992). Attachment styles and the “big five” personality traits: Their connections with each other and with romantic relationship outcomes. *Personality and Social Psychology Bulletin*, 18, 536-545.
- Shek, D.T.L. (2006). *Perceived parent-child relational qualities and parental behavioral and psychological control in Chinese adolescents in Hong Kong*. New York: Libra Publishers.
- Sheridan, S.M., Eagle, J.W., & Dowd, S.E. (2006). Families as contexts for children’s adaption. In S. Goldstein, & R.B. Brooks (Eds.), *Handbook of resilience in children* (pp. 375-380). New York: Springer.
- Simons, K.J., Paternite, C.E., & Shore, C. (2001). Quality of parent/adolescent attachment and aggression in young adolescents. *Journal of Early Adolescence*, 21(2), 182-203.
- Snyder, C.R., Rand, K.L., & Sigmon, D.R. (2002). Hope theory: A member of positive psychology family. In C.R. Snyder & S.J. Lopez (Eds.), *Handbook of positive psychology* (pp. 257-276). New York: Oxford University Press.

- Song, H., Thompson, R.A., & Ferrer, E. (2009). Attachment and self-evaluation in Chinese adolescents: Age and gender differences. *Journal of Adolescence*, 32(5), 1267-1286.
- Steinberg, L., Elmen, J., & Mounts, N. (1989). Authoritative parenting, psychosocial maturity, and academic success among adolescents. *Child Development*, 60(6), 1424-1436.
- Steinberg, L., & Scott, E. (2003). Less guilt by reason of adolescence: Developmental immaturity, diminished responsibility, and the juvenile death penalty. *American Psychologist*, 60, 46-59.
- Steinberg, L.D., & Morris, A.S. (2001). Adolescent development. *Annual Review of Psychology*, 52, 83-110.
- Steinberg, L., & Silk, J.S. Parenting adolescents. In: M. H. Bornstein (Ed.) *Handbook of parenting* (pp.103-133). Mahwah NJ: Lawrence Erlbaum Associates.
- Strong, B., De Vault, C., Satad, B.W., & Yarber, W. (2001). *Human sexuality: Diversity in contemporary America* (4<sup>th</sup> ed.). Boston, Mass: McGraw-Hill.
- Substance Abuse and Mental Health Services Administration. (2002). Retrieved May 26, 2008, from <http://www.drugabusestatistics.samsha.gov>
- Temane, Q.M. (2006). *Dynamics of context and psychological well-being: The role of subjective health perceptions, personality factors and spirituality*. Unpublished doctoral dissertation, North-West University, Potchefstroom, South Africa.
- Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice: Applied methods for the social sciences* (2<sup>nd</sup> ed.). Cape Town: University of Cape Town Press.

- Thomas, C.B. (1981). Stamina: The thread of human life. *Journal of Chronic Diseases*, 34, 41-44.
- Thompson, R. (1999). Early attachment and later development. In J. Cassidy & P. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp. 3-22). New York: Guilford.
- Tonin, E. (2004). The attachment styles of stalkers. *The Journal of Forensic Psychiatry & Psychology*, 15(4), 584-590.
- Tubbs, S.L., & Moss, S. (2003). *Human communication: Principles and contexts* (9<sup>th</sup> ed.). New York: McGraw-Hill.
- Underhill, A.T., Lobello, S.G., & Fine, P.R. (2004). Reliability and validity of the family satisfaction scale with survivors of traumatic brain injury. *Journal of Rehabilitation Research and Development*, 41(4), 603-610.
- Valois, R.F., Zullig, K., Huebner, E.S., & Drane, J.W. (2001). Relationship between life satisfaction and violent behaviors among adolescents. *American Journal of Health Behavior*, 25, 353-366.
- Van der Merwe, N. (2005a). *The relationship between psychological well-being and academic performance of university students in the North-West Province*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Van der Merwe, S. (2005b). *The psychometric properties of an emotional intelligence measure within a nursing environment*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.

- Van Eeden, C. (1996). *Psigologiese welstand en koherensiesin (Psychological well-being and sense of coherence)*. Unpublished doctoral dissertation, Potchefstroom University for Christian Higher Education, Potchefstroom, South Africa.
- Van Rooyen, L., & Ngwenya, M. (1997). *Sexuality education from babyhood to adolescence*. Pretoria: Kagiso.
- Visani, D., Albieri, E., Ottolini, F., Tomba, E., & Ruini, C. (Eds.). (2008, July). *Differences according to gender in psychological well-being and distress during adolescence*. Paper presented at the European Conference on Positive Psychology, Copenhagen, Denmark.
- Vosloo, C. (2005). *A psychometric evaluation measure of emotional intelligence for university students*. Unpublished master's dissertation, North-West University, Potchefstroom, South Africa.
- Waggoner, B.S. (2000). *Relation of Parent-Adolescent Communication and Family Cohesion in Adjudicated Adolescent Truants*. Unpublished master's dissertation, Texas Women's University.
- Walker, H.J. (1999). *Clarifying the affective component of psychological well-being*. Unpublished master's thesis, Potchefstroom University for Christian Higher Education, Potchefstroom, South Africa.
- Ward, K.E. (2004). *Adolescent suicide inventory for parents (ASIP)*. Ball State University.
- Watson, D. (2000). *Mood and temperament*. New York: Guilford Press.
- Watson, D. (2002). Positive affectivity: The disposition to experience pleasurable emotional states. In Snyder, C. R. & Lopez, S. J. (Eds). *Handbook of positive psychology*, (pp. 106-119). Oxford, Oxford University Press.

- West, M., Rose, S., Spreng, S., & Adam, K. (2000). The adolescent unresolved attachment questionnaire: The assessment of perceptions of parental abdication of caregiving behavior. *The Journal of Genetic Psychology, 161*(4), 493-503.
- Williams, C.M. (2006). *An exploration of father-child relationships, current attachment styles and self-esteem amongst adults*. Unpublished master's dissertation, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa.
- Wissing, M.P., & Van Eeden, C. (1994, July). *Psychological well-being: Measurement and construct clarification*. Paper presented during the 23rd International Congress of Applied Psychology. 17-22 July, Madrid, Spain.
- Wissing, M.P., & Van Eeden, C. (2002). Empirical clarification of the nature of psychological well-being. *South African Journal of Psychology, 32*(1), 32-44.
- Wong, E.H., Wiest, D.J., & Cusick, L.B. (2002). *Perceptions of autonomy support, parent attachment, competence and self-worth as predictors of motivational orientation and academic achievement: An examination of sixth- and ninth-grade regular education students*. Retrieved November 10, 2008, from [http://findarticles.com/p/articles/mi\\_m2248/is\\_146\\_37/ai\\_89942828.html](http://findarticles.com/p/articles/mi_m2248/is_146_37/ai_89942828.html)
- World Health Organisation. (1964). *Basic documents* (15<sup>th</sup> ed.). Geneva, Switzerland: Wiley
- Yeo, L.S., & Ang, R.P., Chong, W.H., & Huan, V.S. (2007). Gender differences in adolescent concerns and emotional well-being: Perceptions of Singaporean adolescent students. *Journal of Genetic Psychology, 168*(1), 63-80.
- Ying, Y., Lee, P.A., & Tsai, L. (2007). Attachment, sense of coherence, and mental health among Chinese American college students: Variation by migration status. *International Journal of Intercultural Relations, 31*, 531-544.

Yu, S., Clemens, R., Yang, H., Li, X., Stanton, B., Deveaux, L., et al. (2006). Youth and parental perceptions of parental monitoring and parent-adolescent communication, youth depression, and youth risk behaviors. *Social Behavior and Personality: An International Journal*, 34(10), 1297-1310.

Zaff, J.F., & Moore, K.A. (2002). *Promoting well-being among America's teens*. Retrieved June 02, 2008, from [http://www.childtrends.org/Files/Child\\_Trends.html](http://www.childtrends.org/Files/Child_Trends.html)

