Hong Kong Diploma of Secondary Education Examination

Liberal Studies

Independent Enquiry Study Report

Year of examination: 2014

Candidate number:

Project title:

Effects of different parenting styles
on the peer relationship of adolescents in Hong Kong
Abstract

Parenting is a hot issue nowadays while interpersonal relationship of adolescents is greatly concerned. Various antecedent researches have studied the correlation between parenting and development of children but major focus on its effects on peer relationship is limited. Therefore, the purpose of this research is to identify how peer relationship of adolescents varies with parenting styles in which it acts as an explorational attempt for filling the knowledge gap.

By a qualitative judgmental sampling method, 4 research participants were interviewed to examine their personal behaviors and characteristics thoroughly, and to obtain in-depth results. Parenting styles of them were analyzed according to the acceptance and involvement of parents in interviewees’ life, and strictness and supervision of parents; whereas variables used to measure peer relationship were social skills, peer popularity, companionship and peer mediation.

The findings indicate that types of parenting contribute significantly to interviewees’ peer relationships by their degree of responsive behavior and demand, which shapes interviewees’ characteristics. Authoritative parenting has positive effects on peer relationship of adolescents while both authoritarian and permissive parenting posing negative impacts on it. This research leaves a potential new line for researchers to further investigate into whether there is a major correlation between permissive parenting and peer relationship of adolescents since my findings on that does not completely go with literature review.
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Chapter 1: Introduction

Recently, parenting style has become a heated issue in Hong Kong. The terms “Helicopter parents”, “Tiger Moms” are constantly mentioned. Interpersonal relationship of adolescents is being concerned as well. In a research done by Breakthrough investigating the interpersonal communication of adolescents, half the respondents claim to be lacking of good relationship with peers (Jeong Jin Yu, MS., Karen Hoffman Tepper, Ph.D. and Stephen T. Russell, Ph.D., 2011). As parents are role models of children who play a socializing role and teach them how to behave, it draws my interests to find out the influence of parenting on peer relationship of adolescents.

1.1 Objective/Expected Outcomes

- The main objective of the study is to test what effects would parenting style pose on the peer relationship of adolescents
- It is expected that adolescents’ relationship with peers will vary with different degree of parental attention and supervision
- Interviewees under authoritarian parenting are expected to have lower self-esteem and narrower social circle, whereas those under permissive parenting might be dependent, hence incapable of having good social skills
- Interviewees under authoritative parenting are expected to have the best peer relationship and are most popular among peers

1.2 Focus questions/Sub-questions

1. How do we determine the parenting style which adolescents are under?
2. How do we define peer relationships of adolescents?
3. What kind of adolescents do authoritative parents tend to produce?
4. Will authoritarian parent cause low-esteem and overlook of adolescents by peers?
5. Will permissive parent cause high dependence and reject of adolescents by peers?
Chapter 2: Literature Review

In discussing the topic of parenting, psychologists have long studied parenting styles and their covariates. Studies exist both in the west and local examine parenting styles’ influences on lives of children. The following review will consist of two main parts. The first part focuses on reviewing literature about definition and characteristics of parenting, whereas the second part about how parenting correlate with adolescent’s development.

Parenting styles were initially categorized into three types which are authoritarian, authoritative and permissive by Diana Baumrind, a child development psychologist. Referring to her book Youth and Society, authoritarian parents value obedience and ‘favour punitive, forceful measures’. They do not encourage verbal give and take. On the other hand, authoritative parents share with their child ‘the reasoning behind parental policy’ and direct activities of children in a ‘rational issue-oriented manner’. Lastly, permissive parents are very protective and loving, while some may be self-involved and offer freedom to evade responsibility (Baumrind, 1978).

Past researches have also included another parenting style characterized by low warmth and control, called neglectful parenting (Dekovic & Gerris, 1992). Proposed by Maccoby and Martin (1983), this style can be called Indifferent-Uninvolved which parents are emotionally-detached and tend to keep children away.

Summarizing the above four parenting styles, the book Child Development developed two additive scales, one on parental ‘acceptance/involvement’ and the other on ‘strictness/supervision’. They then cross-classify them to form a 3 × 3 table (see Table 1). The table shows the factors categorizing types of parenting. (Lamborn, Mounts, Steinberg, and Dornbusch, 1991) In the current Hong Kong society, the major types of parenting style are mainly authoritarian and authoritative as most Hong Kong parents have high supervision over children. Permissive parenting is one of the common types as well whereas the neglectful type is relatively rare.

Coming to the second part of the review, various researchers have found that parenting styles have direct influences on development of children.
The study “Parenting and Youth Outcomes in the UK” done by Anita Koo and Tak Wing Chan in 2008 has shown how parenting styles have substantial net effects on youth outcome in three domains: self-esteem, problem behaviour, and school enrollment. The conclusion is that authoritarian and permissive parents tend to produce youth of lower level of self-esteem, who are more likely to report the problem behavior, and have relatively worse academic performance.

According to the website “Preteen Thru Teenage Parenting Action Guide”, authoritarian parents tend to produce children who are more withdrawn and lack of self-esteem. These children show a lack of initiative as they are seldom allowed the freedom to think and act for themselves. And under permissive parenting, children are mostly dependent. They are emotionally and socially immature who might blame others for their failures and lack self-control (Lance Dobieski, 2012).

Focusing on the situation in Hong Kong, “The Impact of Parenting Styles on Only Children’s Outcomes in Hong Kong”, a research done by the Department of Sociology in the Chinese University of Hong Kong, has found out differences in only children’s social relationships who characterize their parents not only as giving high or least parental attention and expectation, as well as having whether conforming or independent style of decision-making.

Findings of the researches tell us only children who receive higher parental attention are more obedient to rules. The overprotected children are shyer and their passiveness might prevent them from being popular among peers. Furthermore, children who display a conforming communication style are not sensitive towards others’ feeling. They are used to following instructions and they rely on coercive discipline which leads to low level of social competence. Those who make decisions independently have wide network of friends but relatively weaker attachment. They are less social cognitive as they are more prone to insist on their own will. Therefore, we may conclude that parenting can affect the self-esteem and independence of children, hence their social skills, acceptance among peers and relationship with friends.

Based on the reviewed literatures, although findings about the effects of parenting on children have similar reliable outcomes, most studies are done overseas and those in Hong Kong mainly
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focus on the correlation between development of children and parenting. Researches particularly examine the correlation between different parenting style and peer relationship is rare. It is therefore worthwhile to look into the aspect in this research.

Chapter 3: Research Methodology

3.1 Research design

This research aims at investigating in the correlation between different types of parenting styles and the peer relationship of adolescents in Hong Kong. Qualitative research method was used in the study to identify personal behaviors of the research participants, and to understand their relationships with parents and peers more thoroughly; hence, in-depth results were obtained. Parenting styles of the research participants were analyzed according to the acceptance and involvement of parents in interviewees’ life, and strictness and supervision of parents whereas peer relationship was measured by their social skills, peer popularity, companionship and peer mediation.

4 research participants were interviewed for collecting first-hand information. Related news, articles and books were read and used as second-hand information.

The interviews were conducted in English. 2 of them were conducted face-to-face whereas the other 2 were carried out on phone. Each interview had an approximate duration of half an hour. There were 45 questions. All 4 interviews were recorded to avoid missing of any expressions by the interviewees and the recording could be used for future reference as well.

Referring Appendix I, the interview questions were divided into four main parts. The objectives of each part are as follow:

Part 1(Q.1-17): 1.1 To find out interviewees’ relationship with parents(parental bonding);

1.2 To categorize the parenting style which interviewees are under by understanding involvement of parents in their life,

1.3 strictness and supervision of parents
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Part 2(Q.18-35): To determine the self-esteem and independence of interviewees and to find out their peer relationship

Part 3(Q36-40): To investigate in interviewees’ perception on parents’ intervention and influence in their peer relationship

Part 4(Q41-45): To obtain simple background information of interviewees

3.2 Research targets and sampling methods

The research was conducted through investigating adolescents studying in secondary school. Students at this age were chosen to be the target group as they were supposed to have the ability to express themselves freely and had well-developed communication skills.

Judgmental sampling was adopted in this research. Interviewees were all female students from the same age group (secondary five students) who had siblings since research findings might be biased due to gender difference as well as interviewees’ family background (number of siblings). They were all students from middle-income families in a Band-one secondary school. No randomization was needed as research participants of similar social-economic status were required for obtaining fair results in the study.

3.3 Working Schedule

<table>
<thead>
<tr>
<th>Apr 2012</th>
<th>Draft methodology and interview questions</th>
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<tr>
<td>May 2012</td>
<td>Complete final proposal</td>
</tr>
<tr>
<td>July 2012 – Sep 2012</td>
<td>Data collection: conduct interviews</td>
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<tr>
<td></td>
<td>Sending out invitation emails to interviewees(15/7-22/8)</td>
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<tr>
<td></td>
<td>1. First interview at Starbucks, Causeway Bay (25/7 5:30-6pm)</td>
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<td>2. Second interview through phone (28/7 11-11:40am)</td>
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<td></td>
<td>3. Third interview through phone (21/8 2:45-3:10pm)</td>
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<td></td>
<td>4. Forth interview at cafeteria of interviewees’ school (10/9 4:10-4:30pm)</td>
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<tr>
<td>Oct 2012 - Nov 2012</td>
<td>Contextualize and organize data collected</td>
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<tr>
<td>Dec 2012</td>
<td>Draft data analysis</td>
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<tr>
<td>Jan 2013</td>
<td>Complete research findings</td>
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<tr>
<td>Feb 2013</td>
<td>Draft conclusion and final product</td>
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<tr>
<td>June 2013</td>
<td>Complete and hand-in final report</td>
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### 3.4 Limitations during data collection and ways to overcome

There were quite a number of obstacles encountered during the course of data collection process. First of all, all interviews were planned to be conducted face-to-face originally. However, due to the difficulties of making appointments and unavailability of them, two of the interviews were done by making phone calls. This caused certain limitations for the research as when I conducted interviews by phone, I was unable to observe interviewees’ facial expressions when they were responding, hence unable to find out their emotions or deduce their personalities. At last, I had to replace visual observation by paying careful attention to their voice and tone. I managed to get a brief idea of their emotions and their sociability through the way they spoke though.

There was another challenge which interviewees replied only with short and sometimes ambiguous answers like ‘not really’, ‘quite’ or ‘not very often’ when I asked about frequency. It increased the difficulty for me to obtain accurate results. To overcome this challenge, I did not blindly follow my interview guide but moved along with responsive questions such as ‘Really?’, ‘Why?’, ‘To what extent’ or ‘Under what situations?’ to let them further elaborate their ideas.
Chapter 4: Data Analysis

4.1 Parenting styles

Two key determinants of parenting styles in this research are parents’ acceptance and involvement in interviewees’ life, and their strictness and supervision. Types of parenting are determined with reference to a table Operationalising a typology of parenting style (Lamborn Mounts, Steinberg, and Dornbusch, 1991) (Appendix 1), which categorizes high and low-level factors like responsive behavior and demand into parenting.

4.1.1 Acceptance and involvement

This determinant is all about the parental attention given and affirmation or recognition of interviewees by parents.

Interviewee 1, 3 and 4 all agreed that their parents had paid a high degree of attention and time on them. Their parents tried hard to get involved in their life and knew much about their everyday experience. Their own opinions were respected. Parents were logical when they made mistakes. Instead of punishment, they evaluated together.

Feeling depressed, both interviewee 1 and 3’s parents would comfort them. There was a slightly different situation for interviewee 4 as she mentioned that ‘I try my best to hide to especially when I’m sad because when I’m not in mood, I won’t want any questions from them.’ All three interviewee’s parents tended to be comprehensive though and provided encouragement at all times. Although Interviewee 4 seldom shared her feelings, we could see the high degree of concern from her parents when she expressed that, ‘I know they would start their endless questions if I tell them I am sad.’

In Interviewee 2’s case, her parents did not concern about her much, but they made focus on her achievement. They had small involvement in her emotions and friendships. They inclined to scold and punish when she made mistakes. ‘They rarely think in my shoes. They always expect me to achieve high so they remind me to revise all the time’ (Interview 2 on 28th July, 2012; p.30)
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It can be concluded that the parenting style Interviewee 2 under is low in acceptance and involvement which her parents did not understand much about her needs and abilities, while that of Interviewee 1, 3, 4’s parents are higher.

4.1.2 Strictness and supervision

For Interviewees 1, 2 and 3, parents’ strictness and supervision are of higher levels whereas that for Interviewee 4 is much lower. The two aspects are determined by the extent of expectation, pressure, intervention and freedom on interviewees by their parents.

Interviewee 1, 2 and 3 all thought that parents have high expectation on them. They felt pressurized as parents set high goals for them. Speaking of intervention on decisions, Interviewee 1 and 3 had their parents analyze their decisions with them, helping to come up with the best one. But for Interviewee 2, ‘They make most decisions for me. They ban if they disagree my plan’ She showed a bit of discontent, ‘They keep saying that they do it for my future but sometimes I don’t understand their mindset.’ As for freedom, Interviewee 1 and 3 admitted that freedom they received was enough though they wanted more. Dissimilarly, Interviewee 2 said she had to ask for permission for everything she did. Her parents like fixing timetable for her and ordered her to do things they want at specific time; therefore, she did not think that she was given appropriate freedom like other peers do.

Although above three interviewees faced same high level surveillance in parenting, there is a difference between that of Interviewee 1, 3 and Interviewee 2. Parents of Interviewee 1 and 3 would explain the reasons behind when they gave order and supervision; nevertheless, parents of Interviewee 2 would only make strict command. Interviewee 2’s parenting was found to be stricter.

Interviewee 4 neither faced high expectations nor felt pressurized. When she was asked whether her parents interfere with her decisions, she replied, ‘Rarely, if it carries certain consequences then they’ll assist me’. She was given great freedom relatively and she was allowed to make own arrangements and decisions. She was not supervised much.
4.1.3 Categorization of parenting styles of each interviewee

Interviewee 1 and 3 are found to be under authoritative parenting as their parents are high in acceptance and involvement, also strictness and supervision. Their parents have provided appropriate amount of autonomy and control, which allow their possession of a more cooperative interactive style and considerate behaviours.

Interviewee 2 is under authoritarian parenting which her parents are high in stringency and surveillance, with no great concern and acceptance towards her. The involvement of parents in her life is small and they are more like a ‘boss’ to her.

Interviewee 4’s parenting style is defined as a permissive one as her parents have high responsive behavior and involvement in her life but low in supervision and strictness. She is regarded as a bit indulged and over-protected. She enjoys freedom and she makes decisions according to own will solely.

4.2 Peer relationship

Peer relations are defined as ways in which an adolescent is related to a group of people of approximately same age as his/her. (Oxford Advanced Learner’s Dictionary). Peer relationship hereby is measured using social skills, peer popularity, companionship and peer mediation as indicators.

4.2.1 Social skills

Social skills mean the ability to interact effectively with others. Interviewees were asked with questions like reactions produced while facing certain situations and their personalities or social ability was then analyzed.

Interviewee 1 was willing to voice out. This personality was cultivated by her democratic parents as they encouraged her to speak more about inner thoughts. She would try approaching people whom she thought was compatible like she took initiative to make new friends. She was found to be sociable.
Interviewee 2 used ‘obedient’ and ‘never violate rules’ for self-description. As her parents demanded her instead of letting her express own ideas, she was shy and not used to speaking in front of the crowd. She felt insecure while meeting strangers or taking active role in making friends. She was unable to take the lead after long-term blind obedience.

Interviewee 3 had high self-satisfaction. Her confidence was believed to be shaped by her encouraging parents who let her feel security of love and acceptance. She would take the active role in meeting friends and saw the world or environment as safe and friendly.

Interviewee 4 described herself as ‘pretty wild and playful’. She showed her naughty side to her friends but held back in front of strangers. She needed people to approach her first or else would never take the proactive role. When facing a fresh environment with strangers, ‘Most probably I’ll find a comfy corner and stay there, see if anyone approaches me.’ She was showered by excess privileges by parents which made her expect everything come to her spontaneously.

4.2.2 Peer popularity

Interviewee 1 and 3 showed the highest peer popularity as they had an extensive friendship circle. Interviewee 1 claimed to have a wide network while Interviewee 3 had a number of friends both inside and outside school. They got along with peers well and felt that they were accepted. Democratic and liberal child-rearing style of their parents shaped their easy-going character and increased chances for positive interactions with peers.

Interviewee 2’s social circle was limited as most of her friends were from class. She seldom got the chance to participate in outside school activities she liked freely due to restriction by parents. She was afraid that peers would perceive her as nerdy as she was required to stay at home to study all the time.

Interviewee 4 did not have a large friendship circle either. She did not like meeting new people much as she preferred to stick to her own group of friends most of the time. She only had few close best friends who knew well about her. Lack of discipline from her parents gradually
shaped her brusque behavior. Although this wild talkative personality of her was accepted by her close friends, sustaining relationship with other general peers was a difficult task for her.

4.2.3 Companionship

Surprisingly, although interviewees were found to have different characteristics in social abilities, data obtained have reflected that all four of them share one common area – having great companionship with close friends. When asked about relationship with friends, they all gave positive answers even interviewee 2 and 4 were found to have narrower social network and lower social skills in the previous sections.

Interviewee 1 and 3, having easy-going personality, described their friendship as ‘genuine’. Interviewee 1 and her friends shared secrets and supported each other while Interviewee 3 seldom quarrelled with friends and they had much fun together. Both of them relied on friends to a large extent as they emphasized that friends were the ones they share and spend time with the most. Both of them had mentioned about sharing friendship problem with parents and how they supervised or assisted them in friendship building.

Interviewee 2 was passive and introversive when compared with other interviewees, but she had pleasant relationship with friends as they shared mutual interests, ‘We treat each other quite politely and well...I don’t think there’s really something that can make us quarrel’. According to the interview results, Interviewee 4 was cool and a bit inapproachable, nevertheless, she was able to maintain good friendship, ‘though sometimes we may have quarrels we make up pretty quickly, we accept each other’s weaknesses...when I’m with them I feel like I’m being taken good care of’. The above two interviewees did not have the habits of sharing friendship problems with parents which might potentially become one of the factors of friendship hindrance.

Furthermore, the research asked about the role that interviewees perceive themselves as taking among group of friends. Interviewee 1, 2 and 3 saw themselves as ‘listener’ mostly as they were willing to listen, adding that Interviewee 2 described herself as a ‘follower’ who was not used
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to giving orders and preferred following instead. Interviewee 2 was used to compliance under over-coercive parenting. Interviewee 4 saw herself more or less like a leader in the group and claimed that, ‘Well, I’m the creative thinker and I always give comments about things, and ideas of course, so I think I’m the decision maker, maybe.’ This might link to her being in the midst of indulgence by parents.

4.2.4 Peer mediation

Good peer mediation means ability to resolve disputes among peers. Interviewee 1 and 3 showed the ability to solve conflicts with friends and reconcile shortly after quarrel since they seldom lose temper in front of peers easily. They were well-taught by parents about dealing with emotional upheaval hence the importance to stay peaceful with peers.

‘I (Interviewee 1) am usually rational. I have always been taught not to lose temper easily as it is impolite by my parents.’ (Interview 1 on 25th July, 2012; p.27)

‘Actually I (Interviewee 3) tend to show my good side in front of people and I have always been taught to calm down and suppress my anger if I am furious.’ (Interview 3 on 21st August, 2012; p.37)

On the other hand, Interviewee 2 tended to suppress and hid feeling mostly as she lacked chances and felt uneasy to express herself due to ignorance by parents. She had never lost temper and created disputes though. Her mediating skills could not be well-interpreted in this case.

Showing the opposite to the above interviewees, Interviewee 4 admitted to be emotional sometimes. She mentioned that if being pissed off by friends, she might become cool and distant. She would remain silent when she was not in a good mood until others approached her, ‘To be honest, I am glad that my closest friends will always understand and forgive me.’ From her reply, it can be deduced that as she was used to being accommodated by parents, she waited for others to take the proactive role in settling down problems.
4.3 Analyzed correlation between parenting styles and peer relationship of adolescents

4.3.1 Authoritative parenting

From a research carried out by Dishion in 1990, children of parents who use a balanced approach of parenting which couples high parental expectations with high parental support, gain high scores for peer acceptance, i.e. respondents are more popular among peers. Various researchers have found that this authoritative parenting allows parents’ honest discussion with children and encouragement for children to share, making them good communicators. (Alison Poulsen, 2009; Julie Caradonna, 2010)

As parents encouraged them to share or speak up, Interviewees 1 and 3 both developed good skills of communication and cooperation; hence their intercommunion with peers was enhanced. Liberal child-rearing style they were under shaped their easy-going character. They have a higher social problem solving skills and may play a more active role in being a peer mediator. Supervision and teaching from parents make them learn to respect others and maintain friendship also.

‘I (Interviewee 1) like sharing with them (Interviewee 1’s peers) and we open up often... My mum told me that friends should try to accept each others’ flaws then I apologized and we made up’ (Interview 1 on 25th July, 2012; p.27)

‘I (Interviewee 3) think the way how I interact and treat my peers have improved since my mum is experienced and she has taught me a lot’ (Interview 3 on 21st August, 2012; p.38)

To conclude, interviewee 1 and 3 are observed to be more capable to understand or get along with others, and are active in widening peer network. They have decent social skills and extensive social circle which both of them have got own group of friends outside school. The research results go with my hypothesis which authoritative parents produce children who have the best peer relation.
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4.3.2 Authoritarian parenting

Interviewee 2 was found to have lower social competence concerning the factors of social skills and peer popularity.

She was not given much chance to go out with friends freely and her timetable was packed with activities designed by parents, which led to weaker social engagement. Her parents were strict and tended to hold on to their power and commanded her, which had caused her dependence. ‘As they (Interviewee 2’s parents) plan everything like my activities and schedules for me, I (Interviewee 2) rely on them for managing my stuff and giving me instructions’.

Moreover, research shows that parenting styles of high control are related to low ability in interacting with others properly as children are used to following instructions blindly and relying on coercive discipline. (Haralson, 1992) Interviewee 2 was obedient to rules. She was withdrawn and not used to take the initiative. Passiveness was the reason preventing her to become popular among peers and limited her chances to meet new friends. (Lance Dobieski, 2011)

‘I (Interviewee 2) feel awkward to take the active role in making friends...Moreover, some of my peers may perceive me as a nerd’ (Interview 2 on 28th July, 2012; p.31,32)

4.3.3 Permissive parenting

The only interview results that show a different idea with my literature review is the permissive parenting part.

From a research done by the Department of Sociology in the Chinese University of Hong Kong, permissive parents produce overprotected children who are often perceived as dependent and rely a lot on parents. Some previous research (Lorion, Cowen, Kraus and Milling, 1977; Engfer, 1993) have shown that those children are shyer than others, making them socially withdrawn. However, from the data I collected, Interviewee 4 was bossy and unruly rather than
shy. She was self-centred and always expected others to take the proactive role to approach her or offer help. She was independent in deciding instead as she described herself as ‘decision maker’ among her group of friends. Owing to the indulgent parenting, she took everything for granted and was not willing to accommodate the others.

Nevertheless, both second-hand online resources and my research data reflect that permissive parenting causes adolescents’ lack of sensitivity towards others’ feeling. From the interview conversations, Interviewee 4 was found to be more prone to insist on her own will. As her parents satisfied her wants all the time, she had an underlying belief that all her peers should follow her command.

‘They (Interviewee 4’s peers) ask me this and that which I feel quite annoying...! (Interviewee 4) don’t like being under control. I always give comments about things, and ideas of course’ (Interview 4 on 10th September, 2012; p.40,41)
Chapter 5: Conclusion

This research acts as a pioneer study which expands the field of the study of parenting to how it plays an important role in particularly peer relationship of youngsters. It indicates parenting style, determined by parents’ acceptance and involvement in interviewees’ life, strictness and supervision, contribute significantly to interviewees’ social skills, peer popularity, companionship and peer mediation by their degree of responsive behavior, demand, as well as shaping of interviewees’ characteristics and social behavior. Authoritative parenting affects peer relationship of adolescents positively whereas both authoritarian and permissive parenting poses negative impacts on it.

It is found that authoritative parents foster development of good social skills of adolescents and enhance their intercommunion with peers through a cooperative interactive child-rearing style. This shapes their considerate and easy-going characters which makes them more capable in getting along with others and to have an extensive social circle. Authoritarian parents tend to be commanding in which their strictness contributes to the dependence of adolescents, and they have a relatively lower ability and chance in interacting with peers. They are more likely to be withdrawn, leading to weaker social engagement. Permissive parents often produce adolescents who are over-protected and self-centered. Those adolescents are more prone to persist owns thoughts and less sensitive towards others’ feelings which they are regarded to be less social cognitive as well. Lack of discipline and indulgence from parents are main causes of this.

During the research, there are limitations like bias regarding the determination of parenting styles and peer relationship through qualitative research on teenage interviewees solely. Objective results of peer relationship might not be found as interviewees’ peers’ real perception towards them or their popularity in real life was unknown. It could only be deduced from their own description of personality and interaction with others as well as their social skills. Furthermore, past research (e.g. Yau & Smetana, 1996) has indicated that difference between Hong Kong adolescents and their parents in perceptions of parenting style can affect validity of results. In order
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to facilitate the flow of interview, interview guide was sent to interviewees a week beforehand for reference. Hence, interviews were carried out smoothly as interviewees all had certain answers towards questions in hand. Dead air and long pauses were avoided which saved time. Nevertheless, this might have undermined immediate responses for example for those embarrassing questions that may show emotional changes. This is the constraint of this research.

Parenting is a construct worth to be further studied. Future research with improvement or potential new research could be done. First of all, research can be done by investigation in related stakeholders apart from adolescents to make the findings comprehensive. It may attempt to examine the directional relations of parenting and social development through exploration into parents’ belief. Moreover, chitchat can be added before official interviews to build relationships with interviewees to allow the reveal of internal thought easier. As for potential new lines for research, as first-hand information analyzed by me does not go with my second-hand data collected in literature review for the permissive parenting part, the aspect can be further investigated to see if there’s a major correlation between such parenting and peer relationship of adolescents. For future study, quantitative research might be used instead, and sampling size can be increased to identify a more general result, making the findings credible and transferable.

Personal Reflection

During the course of this study, I have learnt how greatly parenting can affect adolescents. Lots of research work has to be done, and different factors should be looked into detailed if we are working on a correlation. I learn to predict limitations beforehand hence try making improvements or minimize them. Setting interview questions wisely in order to obtain significant data precisely is what I have improved after doing the research.
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## Bibliography

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<tr>
<td>2.</td>
<td>Anita Koo and Tak Wing Chan. (July 30, 2008). Parenting and Youth Outcomes in the UK. Department of Sociology University of Oxford, Oxford, United Kingdom</td>
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<td>14.</td>
<td>The Impact of Parenting Styles on Only Children’s Outcomes in Hong Kong. (2001-2002). Hong Kong : Department of Sociology, the Chinese University of Hong Kong.</td>
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Appendix

Appendix 1

Table 1: Operationalising a typology of parenting style (Lamborn et al., 1991)

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Appendix 2: Interview Guide

Part 1.1

1. How do you describe your relationship with parents? (Friends, teacher, supporter, enemies etc.)
2. a) How much time do you spend with your parents each day on average?
   b) What do you usually do together? (Enjoy dinner, watch television etc.)
3. a) How well do you think your parents know you?
   b) How do your parents gain a better understanding of you? (Through verbal communication, observation, communicating with your friends or teachers, Internet, etc.)
4. How often do you talk to your parents about your feelings?
5. How often do you quarrel with your parents?
6. a) Are you worried about your relationship with parents?
   b) If yes, in what aspects? (Being unable to meet parents’ expectations? Having difficulty in communication?)

Part 1.2

1. a) Do your parents listen to your opinion?
   b) If yes, do they respect your opinion and choices?
2. Do your parents get involved in your life? (Do they know your everyday schedules, school life, friendship etc.?)
3. How would you describe the attention and time your parents have paid on you?
4. How will your parents react when you make mistakes?
5. How will your parents react when you are depressed and upset?
6. Do you think the parenting style that you are under is high in acceptance and involvement?

Part 1.3

1. a) Do you think your parents have high expectations on you?
   b) If yes, in what aspects? Do you feel pressurized?
2. a) Do your parents interfere with your decisions?
   b) If yes, under what situations?
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Part 2

1. How do you see yourself?
2. Do you like being who you are?
3. Are you a confident person?
4. Are you an independent person?
5. a) To what extent do you rely on your parents?
   b) To what extent do you rely on your friends?
6. Do you like to work on your own or with a group of people?
7. How do you define friends?
8. a) How will you react when facing a new environment with strangers?
    b) Will you take the initiative to make new friends?
9. What factors make you become friends with others? (Similar age group, mutual interests, etc.)
10. Can you describe your friendship/social circle? (Extensive friendship network? Any friends from other schools? Any online friends?)
11. How will you describe your role among your group of friends? (Leader, listener, follower, etc.)
12. Do you often open up to your friends?
13. Have you ever lost temper in front of your peers? How often?
14. a) Have you ever quarreled with your friends? How often?
    b) If yes, under what situation? How do you resolve the problem?
15. a) How often do you spend time with your friends?
    b) What do you usually do?
16. a) Are you worried about your peer relationship?
    b) If yes, in what aspects? (Being unable to get along with others? Having difficulty in making friends? Having conflicts with your friends?)
17. How do you think your peers view or perceive you? Do you think you are accepted by them?

Part 3

1. a) Do your parents interfere with or comment on your choice of friends?
    b) Are they concerned about the friends you have?
2. Do your parents allow you to hang out with friends?
3. Do your parents allow you to text or chat on phone with friends?
4. a) Do you discuss your peer relationships with your parents?
    b) If yes, will they guide you through the process of improving peer relationships?
    c) Or will they discourage the relationship?
5. To what extent do you think that your parents have affected your peer relationships?
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Part 4

1. How old are you?
2. Do you have any siblings?
3. What are your hobbies and interests?
4. How will you describe your strengths and weaknesses?
5. Can you briefly describe your personality?
6. a) What are your extra-curricular activities? (including tutorials)
   b) What do you usually do after school on weekdays?
   c) What do you usually do during weekends?

Appendix 3: Interview transcripts

Interview transcript 1

Date: 25th July, 2012
Time: 4:30-6 pm
Venue: Starbucks, Causeway Bay
Mode of interview: face-to-face interview

Part 1.1 –Parental bonding

Q: Hmm...Let’s start with your relationship with parents? How do you describe your relationship with them?
A: Good. We respect each other and our relationship is quite formal.
Q: Formal?!
A: Yea...like ordinary parents and children, but unlike friends whom you can talk silly things with.
Q: How much time do you spend with your parents each day on average?
A: Let me see…two hours.
Q: What do you usually do together?
A: Enjoy dinner, watch television or just simply chat.
Q: How well do you think they know you?
A: I think they are very clear about my personalities and interests.
Q: So how do they gain a better understanding of you?
A: They talk to me. I guess through verbal communication mainly? They sometimes talk to my teachers.
Q: How often do you talk to them about your feelings?
A: Whenever I feel the need to. It is hard to describe the frequency.
Q: How about quarrel?
A: Not much I think. About…once to twice a month.
Q: Are you worried about your relationship?
A: No. I think they always understand if I am not able to meet their expectations. They are quite caring. We are willing to communicate.

Part 1.2 –Acceptance and involvement of parents in life
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Q: Do your parents listen to your opinion?
A: Yes they do. They are always willing to listen which I am quite glad with that.

Q: Do they respect your opinion and choices then?
A: They respect my opinion and choices but they might not use them. They will see whether it makes sense or not first.

Q: Do they get involved in your life? Like do they know about your everyday schedules, school life, friendship etc.?
A: Well...They will know about what they want to know. They always have the ability to understand and to know almost everything, either by communicating with me or finding out themselves. So I guess they are very familiar with my timetable.

Q: How would you describe the attention and time they have paid on you?
A: I think it is enough. I will not expect more... hahaha It is appropriate now which they get involved in my life at the same time I have enough free time.

Q: How will they react when you make mistakes?
A: If it is a serious mistake, they will blame me and there might be punishment. But anyways, they are logical and reasonable and they will try to know the reason behind first.

Q: What about when you are depressed and upset?
A: Try to cheer me up and understand what is going on. Buy me ice-creams perhaps?

Q: Do you think the parenting style that you are under is high in acceptance and involvement?
A: Well kind of… They really accept me and I will not hope if they have further involvement in my life ha-ha.. it is already high enough.

Part 1.3 – Strictness and supervision of parents

Q: Do you think your parents have high expectations on you?
A: Yes very high. Phew…

Q: In what aspects? You feel pressurized don’t you?
A: Of course academic! Oh and also piano and table-tennis. I am pressurized because it seems to me that they want me to be good in all aspects.

Q: Do they interfere with your decisions?
A: Umm...yes for some cases.

Q: Under what situations?
A: Under decisions that will affect in academic like spending too much time on entertainment or under those that they think will have negative impacts on me.

Q: Do you think they have given you enough freedom?
A: I want more I would say. I hope that I can have more freedom over my use of computer or electronic devices. They usually give me less freedom on this aspect.

Q: Will they tell you the reasons behind after they order you to do something?
A: Yea. Usually they will explain quite clearly.

Q: Do you think the parenting style that you are under is high in strictness and supervision?
A: Yes very high. They are strict and they have surveillance over my academic. They plan my
timetable for me and need me listen to their orders. But well…they will explain the reason behind most of the time.

Part 2 – Peer relationship

Q: Okay let’s move on and talk about something more personal. How do you see yourself actually?
A: Hmm… normal student? Not rebellious and quite friendly hahaha…

Q: Do you like being who you are?
A: Yes. I think my personalities are okay… and I am satisfied with my current situation. Like I have a bunch of good friends… my parents are nice and my brother is… okay

Q: Are you a confident person?
A: Quite… I am willing to voice out all the time and I speak a lot at school. Not in front of complete strangers though.

Q: Are you independent?
A: Yes I think I can care about myself well. I even take care of my younger brother. And I think my time-management is good.

Q: To what extent do you rely on your parents?
A: Sorry… what do you mean by extent?

Q: Like degree? Or maybe how you rely on them?
A: Ah I see. I think mainly economically. Quite a large extent because I am still young. I need to rely on them for money. Also, they supervise me when I have to make decisions. They take care of me physically. Oh yea… and although I seldom share secrets like what I talk to my friends, I will also talk to them if I am unhappy or like having argues with my friends.

Q: To what extent do you rely on your friends?
A: A large extent. Most of the time they are my listeners when I face any problems and they share my feelings. They are my secrets keepers.

Q: Do you like to work on your own or with a group of people?
A: Both. I don’t mind. It depends. But I like being with friends.

Q: How do you define friends?
A: Very very important. Irreplaceable.

Q: How will you react when facing a new environment with strangers?
A: If I think the strangers are nice, I will try to approach them. I will see if we are compatible.

Q: Will you take the initiative to make new friends?
A: Also see if I need and if we are compatible. I like having more friends though. I think I am often the one who take the initiative.

Q: What factors make you become friends with others?
A: Similar age group, mutual interests. Must be nice… well most importantly is compatible again hahaha…

Q: Can you describe your friendship/social circle?
A: My friends are mainly from school and yea I have got some friends from other schools. I meet some during outside school activities. I do think that my friendship circle is quite big and I have a
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Q: How will you describe your role among your group of friends?
A: I am mostly a listener I think. My friends said they like me because I am not bossy and I am always willing to listen.

Q: How is the relationship between you and your friends?
A: Very good. Genuine. We support each other and we share secrets. Even if we cannot meet each other all the time, we text a lot or chat on phone to update each other.

Q: Do you often open up to your friends?
A: Yes. I will. I like sharing with them and we open up often. No matter happiness or sadness.

Q: Have you ever lost temper in front of your peers? How often?
A: No very seldom. Only if they make me extremely angry. I am usually rational. I have always been taught not to lose temper easily as it is impolite by my parents.

Q: Have you ever quarrelled with your friends? How often?
A: Very seldom as well. We have good relationship.

Q: If yes, under what situation? How do you resolve the problem?
A: Just some trivial things I do not remember. We had cold war at first and neglected each other.
   But it did not last long. We reconciled in a short period of time. My mum told me that friends should try to accept each others’ flaws then I apologized and we made up.

Q: How often do you spend time with your friends?
A: Very often. Actually I have lunch with them every day at school.

Q: What do you usually do?
A: We hang around and chat. We eat together. We go shopping!

Q: Are you worried about your peer relationship?
A: No. I get along well with my friends.

Q: How do you think your peers view or perceive you? Do you think you are accepted by them?
A: Easy-going? I am usually a listener in my group of friends. My friends always find me if they face problems. And other than friends, I think my other peers accept me. I am not that kind of bossy or mean person after all. People from school like chatting with me.

Part 3 –Parents’ intervention and influence in peer relationship

Q: As you mentioned, your parents are quite strict? So do they interfere with or comment on your choice of friends?
A: For comment yes. They always teach me to choose friends wisely. They will comment and discuss with me but won’t have high interference though. They will tell me what kind of people I should not approach or should avoid to make friends with.

Q: Are they concerned about the friends you have?
A: Yes. They want to know all my best friends. They will see if I have made any bad friends. They are quite concern about peer influence. Sometimes, they ask me to introduce my friends to them.

Q: Do they allow you to hang out with friends?
A: Yes. But not anytime I want. And I need to tell them beforehand. They actually encourage me to
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go out and play with friends instead of facing the computer at home if it is not during the exam period.

Q: Do your parents allow you to text or chat on phone with friends?
A: Of course if not for a long time. They will limit me on phone but not text. But they will not want me to text during dinner time.

Q: Do you discuss your peer relationships with your parents?
A: Yes. I mainly talk to my mum if I quarrel with my friends. We seldom quarrel but when we do and when I do not know how to deal with it, I will seek help from my mum.

Q: Will they guide you through the process of improving peer relationships?
A: Yes they will teach and help me. I remember last time I argued with my best friend and we ignored each other. My mum told me that friends should try to accept each others’ flaws and I should treasure the friends I have. Then I apologized and we became friends again. She is always the one who can give the best comment at the appropriate moment.

Q: Will they discourage any of the relationship?
A: Nope. They know almost all my friends and all my friends are actually like…approved by them? ha-ha…They like me making friends and having more social support.

Q: To what extent do you think that your parents have affected your peer relationships?
A: To quite a large extent. Their influence is in a positive way though because they are only concerned but they don’t interfere much and they let me develop my friendship freely. They offer advice when I ask them for opinion. I think their way of parenting actually shapes me into a more friendly person with good personalities. It helps when it comes to making friends.

Part 4 –Simple background information

Q: It comes to the final part of our interview. Would you mind if I ask something about your background information?
A: Sure.

Q: How old are you?
A: Sixteen.

Q: Do you have any siblings?
A: Yes one.

Q: What are your hobbies and interests?
A: Reading, listening to music and playing table-tennis.

Q: How will you describe your strengths and weaknesses?
A: I am good at managing and organizing things I think. I am actually the committee members of various school clubs. For weaknesses, I think I rely too much on my friends and I cannot stand the feeling of being alone. I always need company.

Q: Can you briefly describe your personality?
A: Easy-going and friendly hahaha…

Q: What are your extra-curricular activities?
A: Playing the piano and table-tennis.
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Q: What do you usually do afterschool on weekdays?
A: Tutorial, watch television and do homework.
Q: What do you usually do during weekends?
A: Sometimes hangout with friends if approved by parents and be with family on Sundays.
Q: This is the end. Thank you so much.

Interview transcript 2
Date: 28th July. 2012
Time: 11-11:40 am
Mode of interview: phone interview

Part 1.1 –Parental bonding
Q: Let’s start our interview. How do you describe your relationship with your parents?
A: Hmm…our relationship is okay…but sometimes I feel like they are like my boss instead. They keep giving me orders.
Q: How much time do you spend with your parents each day on average?
A: My dad works abroad, I only see my mum after 8pm on weekdays, so two to three hours perhaps.
Q: What do you usually do together?
A: We have dinner together and maybe watch the television. My mum studies with me sometimes.
Q: Oh? How does she study with you?
A: Well…not really study together…she likes to sit beside me and advise me when I am doing school work.
Q: Don’t you feel a bit pressurized?
A: Yes. But she said that it is the way for me to improve my results and I find no reasons to say no.
Q: How well do you think they know you?
A: In some aspects very well while for most not really. Like they know all my schedules, results at school well but I do not think they understand all my inner feelings or personal life. I do not think they know well about my ability actually.
Q: So how do they gain a better understanding of you?
A: Observation and verbal communication, sometimes they use a middleman, like a friend of theirs whom I also know or teachers at school.
Q: How often do you talk to them about your feelings?
A: Not very often. I share feelings with my sister mostly.
Q: How about quarrel?
A: They scold me quite a lot. But for real quarrel I guess not much, I dare not to quarrel with them.
Q: Are you worried about your relationship?
A: Yes a bit. We are not very close and we don’t spend time with each other very often. But they are strict to me and even they don’t spend much time with me, they always want to have high supervision over me.
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Part 1.2 – Acceptance and involvement of parents in life
Q: Do your parents listen to your opinion?
A: Yes they will listen if I take the proactive role to talk to them.
Q: Do they respect your opinion and choices then?
A: Well…they will listen but they seldom accept though. They arrange most of the stuff for me.
Q: Do they get involved in your life? Like knowing your everyday schedules, school life, friendship etc.?
A: Not really. They are familiar with my everyday schedules and they are very concerned about my school results. However, as long as they don’t ask about it, I seldom share my stuff. So they don’t really know about my emotions, friendships and so on.
Q: How would you describe the attention and time they have paid on you?
A: For time it is not much actually. They pay much attention on my studies but they seldom ask about my private life. Their focus is mainly on the academic or the achievement.
Q: How will they react when you make mistakes?
A: It depends on how serious the mistakes are. If from their view, it is a serious one, they might scold me or even give punishment. If the mistakes are trivial maybe they will just let them go or just remind me not to make the same mistakes next time.
Q: What about when you are depressed and upset?
A: I don’t usually show my feelings to them and I sometimes hide my emotions. But I guess if they know about it, they will comfort me.
Q: Do you think the parenting style that you are under is high in acceptance and involvement?
A: No. They rarely think in my shoes indeed. I don’t think they understand me much although they seemed to be familiar with my schedule. They always expect me to achieve high so they remind me to revise all the time. I don’t think they would have high acceptance in my weaknesses either.

Part 1.3 – Strictness and supervision of parents
Q: Do you think your parents have high expectations on you?
A: Yes, especially on my academic results.
Q: Do you feel pressurized?
A: To be honest, yes. It seems to me that they want me to perform better than others. Not just academically, but for ECA as well like badminton. They think I have the ability therefore they set high goals.
Q: Do they interfere with your decisions?
A: Yea…They make most decisions for me. They will ban if they disagree my plan.
Q: Do you think they have given you enough freedom?
A: Not much. They like fixing timetable for me and order me to do things they want at specific time. I have to ask for their permission for everything I do. They seldom allow me to hang out with friends as school work is always the first priority for them. But there’s one thing that they never limit my use of mobile phone though so I can text my friends whenever I like.
Q: Will they tell you the reasons behind after they order you to do something?
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A: They always keep saying that they do it for my future but sometimes I don’t understand their mindset.

Q: Do you think the parenting style that you are under is high in strictness and supervision?
A: Yes definitely. I wish they could be less strict. They are making me quite pressurized. I am afraid that I cannot meet their standards. I really hope I can have more time to relax.

Part 2 –Peer relationship

Q: Okay let’s move on and talk about something more personal. How do you see yourself actually?
A: Perhaps someone who’s good at logical stuff and maths. I am someone who loves to read and indulge myself into the world of novels. I think I am obedient and I never violate rules.

Q: Do you like being who you are?
A: Well I am glad that I get to be the top students at school but I wish my life can be less bored like not just having tutorial everyday afterschool.

Q: Are you a confident person?
A: I am proud of my academic results but when it comes to oral parts or when I have to social with the others or make a speech, I become quite shy because I am not used to speak in front of the crowd or present my ideas out loud.

Q: Are you independent?
A: Not very I would say as I seldom get the chance to organize things myself. My parents always have most things planned for me. What I do is just follow what they say.

Q: To what extent do you rely on your parents?
A: Quite…As they plan everything like my activities and schedules for me. I rely on them for managing my stuff and giving me instructions.

Q: To what extent do you rely on your friends?
A: Not much actually. I meet them mostly at school only. We do test quite often, but I am pretty much on my own and I don’t have a huge number of close friends, so I don’t rely much on them.

Q: Do you like to work on your own or with a group of people?
A: For work, I prefer on my own because this is more effective.

Q: How do you define friends?
A: Whom I can play with or spend time with. Someone who share similar hobbies or interests with me.

Q: How will you react when facing a new environment with strangers?
A: Maybe I will just find a place which I feel comfortable with…and where there is not much people and wait there to do some observation first. I will be a bit nervous since I don’t like going to new places with people I don’t know. I would feel insecure and I don’t really know how to start a conversation with strangers.

Q: Will you take the initiative to make new friends?
A: No in most cases because I feel awkward to take the active role in making friends.

Q: What factors make you become friends with others?
A: Personalities, mutual interests, whether they are friendly or not.
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Q: Can you describe your friendship/social circle?
A: A bit limited. I have most of my friends from school, my class mainly. My number of friends is not little but my circle is small as I seldom get the chance to participate in outside school activities or ECA other than tutorials.

Q: How will you describe your role among your group of friends?
A: I am a listener or a follower maybe. I am not used to giving orders. To me thinking and giving ideas are quite troublesome and I am used to as well as prefer following others’ ideas instead.

Q: How is the relationship between you and your friends?
A: Our relationship is good as we share similar interests. Most of my friends like Korean pop stars like me so we have lots to talk with. But I seldom have the chance to go out with them because of my parents’ order.

Q: Do you often open up to your friends?
A: Not very often. I seldom share my ideas and feelings to the others. And I don’t really have many friends who are close enough for me to share all my secrets to. And we mainly talk about pop culture when we chat.

Q: Have you ever lost temper in front of your peers? How often?
A: I think I have never done that. I can suppress and hide my feeling well most of the time.

Q: Have you ever quarrelled with your friends? How often?
A: No. We treat each other quite politely and well…I don’t think there’s really something that can make us quarrel.

Q: How often do you spend time with your friends?
A: I meet them at school every day. But for holidays, I seldom go out unless it is some big festive event like the Christmas or sometimes someone’s birthdays.

Q: What do you usually do?
A: We mainly eat and chat together. We listen to pop songs or watch movies together.

Q: Are you worried about your peer relationship?
A: A bit…Every time when my friends ask me out I reject as my parents don’t allow me. It might be a bit hard for me to maintain friendship with everyone if I don’t even get the chance to see or hang out with them. They may think that I am strange or unwilling to go out with them.

Q: How do you think your peers view or perceive you? Do you think you are accepted by them?
A: Sometimes I am afraid that people will think that I am a nerd as I always stay at home and study all the time. I think some of my friends know how strict my parents are and understand me but some of my peers may perceive me as a nerd, awkward or someone not ordinary. I really hope I can be more normal, like people who can fool around all day with friends whenever they like.

Part 3 – Parents’ intervention and influence in peer relationship

Q: As you said your parents are quite strict? Do they interfere with or comment on your choice of friends?
A: Well…for this aspect I don’t think they care so much. They are only strict in the way that they force me to study hard and they don’t let me go out too often. They are strict but they don’t know
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much about my private life so they won’t interfere with my choosing of friends. They are fine as
long as I don’t spend too much time having fun with friends and ignore my studies.
Q: Are they concerned about the friends you have?
A: As long as they consider them as those who won’t affect me in a negative way or someone who
is naughty and get poor performance at school they are okay.
Q: Do they allow you to hang out with friends?
A: Not really. Just during long holidays or some special events for example birthdays, Christmas
and so on which I have mentioned? I have to ask for permission first every time I go out. I have to
be back within certain timeslots. I really dislike that.
Q: Do your parents allow you to text or chat on phone with friends?
A: Strange to say, but they indeed give me lots of freedom on the use of mobile phones and they do
not limit my use. I can text them all the time. Oh but of course, when they see me chat on phone
for too long they will stop me or scold me for wasting too much time on non-important stuff.
Q: Do you discuss your peer relationships with your parents?
A: I discuss them with my sister mostly. My parents put all the focus on my studies and
achievements so they are too busy to interfere with my friendship.
Q: To what extent do you think that your parents have affected your peer relationships?
A: To a large extent from my point of view. I think their parenting is too strict and harsh
sometimes, they do not let me go and have fun with friends all the time. I have less time to spend
with peers like nowadays’ teenagers. Moreover, some of my peers may perceive me as a nerd. I do
think they might have affected my peer relationship slightly negatively.

Part 4 – Simple background information

Q: Coming to the final part of our interview, would you mind if I ask something about your
background information?
A: Okay.
Q: How old are you?
A: Sixteen.
Q: Do you have any siblings?
A: Yes one.
Q: What are your hobbies and interests?
A: I love reading books and listening to music. I play badminton.
Q: How will you describe your strengths and weaknesses?
A: I have quite outstanding academic results and I think I have got some intelligence in maths. I
am obedient and persistent. But my weakness is that I am not that sociable and I am sometimes
quite passive and shy. I think I am not independent enough too.
Q: Can you briefly describe your personality?
A: I think I am not that talkative kind of person. I am quite quiet. But I am quite easygoing and I
don’t really have a preference for most of the stuff.
Q: What are your extra-curricular activities?
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A: Playing badminton and the piano…and if tutorials are counted…
Q: What do you usually do afterschool on weekdays?
A: I have tutorial lessons and I do my homework. If time allows, I might do some reading if I am not forced to revise by my mum.
Q: What do you usually do during weekends?
A: Tutorials again. If not I will just stay at home most of the time. My weekends are quite boring.
Q: This is the end. Thank you so much.

Interview transcript 3
Date: 21st August. 2012
Time: 2:45-3:10 pm
Mode of interview: phone interview
Part 1.1 –Parental bonding
Q: Let’s talk about your relationship with parents first. How would you describe your relationship?
A: Quite close. They are reasonable in requiring me to follow their order. We also chat as friends.
Q: How much time do you spend with your parents each day on average?
A: For dad, four hours. As for my mum, hmm... I think about six hours.
Q: What do you usually do together?
A: Have dinner and watch TV. My mum will study with me as well.
Q: How well do you think they know you?
A: Quite well. They know my interests and characteristics well. I share with them my personal life such as my friendship, my feelings etc.
Q: So how do they gain a better understanding of you?
A: Through verbal communication and observation. We chat a lot and we talk about almost everything. As my mum doesn’t need to work, I spend lots of time with her and we really share a lot. We even talk about movie stars together.
Q: How often do you talk to them about your feelings?
A: I always do especially to my mum. We see each other every day so I can chat with them whenever I want. They often ask me about my school life and I talk to them no matter I am happy or sad. They are willing to listen.
Q: How about quarrel?
A: Err..ha-ha..every day? Well..not that much I suppose. We quarrel quite a lot but it is only small conflicts which we will make up very soon after I apologise.
Q: Are you worried about your relationship?
A: No. Because I know they love me and they care about me a lot. Though I am sometimes naughty and I may piss them off, they seldom really punish me. They will scold me of course but they will usually explain everything to me and advise me first. Having such rational parents I guess I have nothing to worry.
Part 1.2 –Acceptance and involvement of parents in life
Independent Enquiry Study Report

Q: Do your parents listen to your opinion?
A: Yes, they always do.

Q: Do they respect your opinion and choices then?
A: They respect like no matter how they will try to listen and understand first. Then they will start analyzing with me and see if I am making the right decision. If not, they might interfere.

Q: Do they get involved in your life? Like knowing your everyday schedules, school life, friendship etc.?
A: Yea, and to quite a large extent. They know my daily schedules, timetables for my extra-curricular activities. Oh and school life and friendship as well, they try to know more either by asking me or people around me like my peers and teachers. And I think they remember all my closest friends.

Q: How would you describe the attention and time they have paid on you?
A: A lot. They care much about my academic as well as mental and physical development. They spend much time guiding me and instructing me.

Q: How will they react when you make mistakes?
A: They may get a little bit mad at first. But they will then calm down and evaluate my problem with me to help me avoid them.

Q: What about when you are depressed and upset?
A: They will try to know the reasons behind first. Then they will start comforting me and encourage me not to give up. Their comfort always work.

Q: Do you think the parenting style that you are under is high in acceptance and involvement?
A: They accept my flaws and bad sides and they involve a lot in my life so I will describe it as high indeed.

Part 1.3 – Strictness and supervision of parents

Q: Do you think your parents have high expectations on you?
A: To a certain extent yes.

Q: In what aspects? Don’t you feel pressurized?
A: Academics and maybe moral aspects. Sometimes it gives me pressure, it seems to me that they want me to be an all-rounded person. I understand that they are for my own good though.

Q: Do they interfere with your decisions?
A: Yes they will analyze the pros and cons of my decisions and help me to come up with the best one.

Q: Under what situations?
A: Hmm…like subject selections. Most of the time are the academic-related stuff.

Q: Do you think they have given you enough freedom?
A: Yes. When I ask to go out with friends, they usually will let me go. But exam periods or during time which I haven’t finished my schoolwork are exceptional cases. They don’t let me out during exams. And they give me a lot of space to make my own decisions although they will still help amend me afterwards.

Q: Will they tell you the reasons behind after they order you to do something?

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A: Yes they will. I don’t know why they just love to say the phrase “It’s for your own good.”

Q: Do you think the parenting style that you are under is high in strictness and supervision?

A: Yes like in academic and moral aspect. My parents require me to allocate time well in studying and my mum supervises my study from time to time. They are strict in requiring me to achieve certain level of results as well as being someone with virtues like honesty, persistence, kindliness and so on.

Part 2 – Peer relationship

Q: Let’s move on and talk about something on the personal aspect. How do you see yourself?

A: I think I’m quite normal and average. Friendly and easy-going maybe.

Q: Do you like being who you are?

A: Yes I am satisfied with myself even though I wish I can achieve better results sometimes.

Q: Are you a confident person?

A: I don’t really know. At least I am confident in front of people I know and I am not afraid to speak in front of a crowd. I have joined various speech and public speaking competitions so I guessed I am not timid at least.

Q: Are you independent?

A: Yes, because my parents train me how to do housework and take care of myself. They need me to take care of my younger sister all the time. And I have joined some programme before that trained my independence.

Q: To what extent do you rely on your parents?

A: Mainly financially and psychologically. I rely on them on handling my emotions like tough feelings sometimes. But for taking care of myself or managing my own stuff, I do it myself.

Q: To what extent do you rely on your friends?

A: We always stick together and I love the feeling of being accompanied. Without them I guess I will be very lonely and bored. So…to a high extent.

Q: Do you like to work on your own or with a group of people?

A: A group of people. As I mentioned, I like being accompanied and I think that more people more fun.

Q: How do you define friends?

A: People I like to spend time with and be together. Friends are supportive and whom you can talk secrets with. They often share mutual interests with you.

Q: How will you react when facing a new environment with strangers?

A: If I think they are good and we have chances to be friends, I will try approaching them. If they look cool or distant, maybe I will just wait and observe for a while first.

Q: Will you take the initiative to make new friends?

A: If I am in a completely new place with no one I know, I usually will.

Q: What factors make you become friends with others?

A: Mutual interests and similar mindsets. Similar age group and background also.

Q: Can you describe your friendship/social circle?
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A: Well I have friends both from school and outside school. My friendship cycle is not extremely extensive but not small I would say. I think the number of friends is not as important as the quality like my relationship with them though. I like it when some of my friends are from different schools that we can constantly exchange experiences and get to know more about others.

Q: How will you describe your role among your group of friends?
A: Listener and follower. I seldom make all the orders and I do not like making decisions actually.

Q: How is the relationship between you and your friends?
A: Good. We seldom quarrel. We always laugh a lot and have so much fun when we are together.

Q: Do you often open up to your friends?
A: Yes, I love sharing with them and exchanging secrets.

Q: Have you ever lost temper in front of your peers? How often?
A: Actually I tend to show my good side in front of people and I have always been taught to calm down and suppress my anger if I am furious. So I have never lost temper in front of peers actually.

Q: Have you ever quarrelled with your friends? How often?
A: Yes but only one to two times.

Q: Under what situation and how do you resolve the problem?
A: I remember once I did something that my friend didn’t really like which annoyed her. At first, I didn’t realize that, and both of us were not talking to each other. But as long as I found out the problem, I apologized and admitted my faults. We made up very soon.

Q: How often do you spend time with your friends?
A: Like apart from staying together during recesses and lunchtimes at school. We hangout on holidays.

Q: What do you usually do?
A: Eat out together, shopping, karaoke.

Q: Are you worried about your peer relationship?
A: No, we get along quite well. My friends are all easy-going and as I mentioned, we seldom quarrelled. Even if we do, there is always someone who is willing to take the initiative to stand out and apologize so we usually make up in a short period of time.

Q: How do you think your peers view or perceive you? Do you think you are accepted by them?
A: I think to them I am easygoing and quite talkative. Err…whether I am accepted? I think so… I seldom have really poor relationship with others which I feel quite proud of.

Part 3 –Parents’ intervention and influence in peer relationship

Q: Do your parents interfere with or comment on your choice of friends?
A: A little. They will only want to know how my friends are like and advise me to choose someone with good personalities but they won’t interfere much.

Q: Are they concerned about the friends you have?
A: Yes, quite. They hope that I won’t have any friends that have bad influences on me.

Q: Do they allow you to hang out with friends?
A: Yes but not anytime I like. I have to ask for permission first. And they usually don’t allow me
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out during exams or those pre-exam periods.

Q: Do your parents allow you to text or chat on phone with friends?
A: Yes, but not during the time when I am studying. They need me to have a good time management on that and allocate my time well.

Q: Do you discuss your peer relationships with your parents?
A: Yes, I always talk about that and share with my mum. My mum will usually gives me advises. through our discussion, I think the way how I interact and treat my peers have improved since my mum is experienced and she has taught me a lot.

Q: To what extent do you think that your parents have affected your peer relationships?
A: A certain extent. Although they don’t interfere much on my choice and they never discourage any of my friendship, they always offer advice when I face problems. Sometimes, they teach me how to take the initiative to make new friends. They have affected my peer relationship in a positive way indeed.

Part 4 –Simple background information

Q: It comes to the final part of our interview. Would you mind if I ask something about your background information?
A: Okay sure.

Q: How old are you?
A: Sixteen.

Q: Do you have any siblings?
A: Yes one younger sister.

Q: What are your hobbies and interests?
A: Watching TV dramas, reading, swimming and surfing the internet

Q: How will you describe your strengths and weaknesses?
A: I’m sociable and talkative. Well for my weakness…I am sometimes not concentrated enough during my studies and I a\can be quite lazy sometimes.

Q: Can you briefly describe your personality?
A: Easygoing…hahaha

Q: What are your extra-curricular activities?
A: I swim twice a week and I go to tutorials afterschool.

Q: What do you usually do afterschool on weekdays?
A: Tutorial and watch TV. And I do my homework as well.

Q: What do you usually do during weekends?
A: Also tutorial. Sometimes I go out with my family or with my friends.

Q: This is the end. Thank you so much.

Interview transcript 4

Date: 10th September. 2012
Time: 4:10-4:30 pm
**Independent Enquiry Study Report**

Venue: Cafeteria of interviewee 4’s school  
Mode of interview: face-to-face interview

**Part 1.1 –Parental bonding**

Q: Let’s start with your relationship with parents, shall we? How would you describe your relationship with them?

A: Well…they are very nice to me. We are not very close but our relationship is good. They never scold me at least and they give me a lot of freedom.

Q: How much time do you spend with your parents each day on average?

A: More than three hours. My parents always say it is a must for us to have dinner together every night.

Q: What do you usually do together?

A: We enjoy dinner together. After that, we always have a little chat time which my parents ask me about my school life. I sometimes play computer games with my Dad ha-ha…

Q: How well do you think they know you?

A: I am not sure…It seems to me that they know what I like and my tastes…but I don’t think that they have ever asked about my results…seems that they do not really care a lot about my academic performance

Q: So how do they gain a better understanding of you?

A: Talk to me? Like I said we usually have a little chat time after dinner and they would keep asking me questions. Argh…sometimes it annoys me though…

Q: How often do you talk to them about your feelings?

A: To be frank, I don’t, I show all my emotions on my face so they get it though I don’t speak it out. It is mainly them who ask my feelings.

Q: How about quarrel?

A: Not much, they give me a lot of privacy and let me make my own decisions so I’m pretty happy with that. They seldom scold me actually.

Q: Are you worried about your relationship?

A: No, though I don’t share much with them, I think they are trying hard to know more about me, they respect each other’s privacy and they never try to control or monitor me. I’m sure they have certain expectations, but they will not scold me if I let them down. I enjoy the freedom that they give me. I am glad that even they try to get involved in my life, they are not strict and will not have high supervision.

**Part 1.2 –Acceptance and involvement of parents in life**

Q: Do your parents listen to your opinion?

A: Yes, always.

Q: Do they respect your opinion and choices then?

A: They try their best to accommodate everyone’s opinion and arrive at the best possible solution.

Q: Do they get involved in your life? Like do they know about your everyday schedules, school life, friendship etc.?
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A: I would say they are trying to. But they know all my schedules which I rely on them to remind me most of the time. Umm…as for my relationship with friends, they always ask about it but they know little since I think it is something private and I seldom share.

Q: How would you describe the attention and time they have paid on you?
A: A lot. They always want to get involved in my life. They ask me this and that which I feel quite annoying. I wish they put less attention on me sometimes.

Q: How will they react when you make mistakes?
A: They never punish me, they’ll ask me about the reasons behind and give me suggestions to avoid making the same mistakes again.

Q: What about when you are depressed and upset?
A: I never tell them about my feelings and I try my best to hide it esp. when I’m sad because when I’m not in mood, I won’t want any questions from them, so not much about that. I know they would start their endless questions if I tell them I am sad.

Q: Do you think the parenting style that you are under is high in acceptance and involvement?
A: They accept most of the things that I do as long as I don’t cross their bottom line. And as I mentioned, they always try to get involved in my life. So it is quite high I guess?

Part 1.3 – Strictness and supervision of parents

Q: Do you think your parents have high expectations on you?
A: Well I don’t know, maybe.

Q: In what aspects? You feel pressurized don’t you?
A: Academics mainly, but they don’t give me a lot of pressure, they think I can manage my own things pretty well.

Q: Do they interfere with your decisions?
A: Rarely, if it carries certain consequences then they’ll assist me.

Q: Under what situations?
A: If I want to study abroad or not. They keep telling me that I should think twice but I don’t think they will stop me if I insist.

Q: Do you think they have given you enough freedom?
A: Yeah, I don’t even need to ask them before I go out or do anything with my friends, they let me allocate my own time to do things I want to do.

Q: Will they tell you the reasons behind after they order you to do something?
A: They rarely order me to do anything, but they will explain if I ask for it.

Q: Do you think the parenting style that you are under is high in strictness and supervision?
A: No of course, I have so much freedom and privacy. ha-ha..

Part 2 – Peer relationship

Q: Okay let’s move on and talk about something more personal. How do you see yourself actually?
A: I think I’m pretty wild and playful, I put my own likes before anything that I do, so sometimes I get myself into big trouble

Q: Do you like being who you are?
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A: Yeah, I don’t like being under control.
Q: Are you a confident person?
A: I’m really shy in front of strangers. I need people to approach me or else I won’t take the
proactive role to know them. But in front of friends, I am of course different. I can be talkative and
quite wild.
Q: Are you independent?
A: In terms of making decisions and other personal issues, yes. In terms of taking care of myself,
not really.
Q: To what extent do you rely on your parents?
A: I don’t need to rely on them to make any decisions for me. Well mainly I only rely on them
when I’m in need of money. Everyone does the same anyway. Oh I rely them to organize things for
me sometimes as they know all my schedules.
Q: To what extent do you rely on your friends?
A: I spend a lot of time with them and they have a huge influence on me, when I’m with them I
feel like I’m being taken good care of and I always ask them for their opinion, so pretty much I
think.
Q: Do you like to work on your own or with a group of people?
A: I don’t really have a preference.
Q: How do you define friends?
A: People who’ll help me when I’m in need, listen to me when I’m down… Simply people who
are willing to spend time with me.
Q: How will you react when facing a new environment with strangers?
A: Most probably I’ll find a comfy corner and stay there, see if anyone approaches me.
Q: Will you take the initiative to make new friends?
A: Well…no. I’m very passive and I need them to take the initiative.
Q: What factors make you become friends with others?
A: Personalities, interests, values we share.
Q: Can you describe your friendship/social circle?
A: I don’t have a very big social circle, but my friends all know very well about me. Yea, they’re
mainly classmates, I don’t interact much with people from other schools.
Q: How will you describe your role among your group of friends?
A: Well, I’m the creative thinker. I don’t like being under control and I always give comments
about things, and ideas of course, so I think I’m the decision maker, maybe.
Q: How is the relationship between you and your friends?
A: Pretty good, though sometimes we may have quarrels we make up pretty quickly, we accept
each other’s weaknesses.
Q: Do you often open up to your friends?
A: Only to the closest ones, they are always the same three to four people.
Q: Have you ever lost temper in front of your peers? How often?
A: Yes. Mostly to my closest friends. Quite often when I am not in a good mood. But I am glad that they will always understand and forgive me.

Q: Have you ever quarrelled with your friends? How often?
A: Yes. I don’t remember. Sometimes…

Q: If yes, under what situation? How do you resolve the problem?
A: Sometimes they piss me off when they misunderstand me but then they don’t listen to what I want to say, or when they suddenly become very cold and distant. I’ll never fight or try to argue with them, most of the time I remain silent until that person approaches me.

Q: How often do you spend time with your friends?
A: I’m with them most of the time.

Q: What do you usually do?
A: Hang out, shop, have long convos, fool around and do stupid stuff. Ha-ha

Q: Are you worried about your peer relationship?
A: Well no for the close ones, but for the outer circle ones, sometimes I don’t really know how to sustain our relationship, sometimes it just ends and we pretend we don’t know each other anymore.

Q: How do you think your peers view or perceive you? Do you think you are accepted by them?
A: Well, I’m always the wildest and most talkative one, to them I think I’m playful and brave because I always come out with wild ideas and crazy pranks. Sure I think they accept me.

Part 3 –Parents’ intervention and influence in peer relationship

Q: Let’s talk back about your parents. Do they interfere with or comment on your choice of friends?
A: No they never interfere. For comment…hmm…sometimes.

Q: Are they concerned about the friends you have?
A: Yes they are. They ask about my friends, how they are like all the time.

Q: Do they allow you to hang out with friends?
A: Sure anytime I want. As long as they know where have I gone and when I will be back.

Q: Do your parents allow you to text or chat on phone with friends?
A: Yes they do but I seldom text or call my friends. I prefer talking face-to-face or just hang around with them.

Q: Do you discuss your peer relationships with your parents?
A: Not really. I think it is something private and I would like to keep it to myself.

Q: To what extent do you think that your parents have affected your peer relationships?
A: They have a certain influence on my peer relationship, like they’ll make certain comments when they meet my friends. They try their best to know more about my friends and ask about them,…I don’t really like to share though. But well, they won’t discourage the relationship after all, no matter they like them or not, so…it’s okay…

Part 4 –Simple background information

Q: It comes to the final part of our interview. Would you mind if I ask something about your background information?
Independent Enquiry Study Report

A: Okay.
Q: How old are you?
A: Sixteen.
Q: Do you have any siblings?
A: Yes one younger sister.
Q: What are your hobbies and interests?
A: Reading, playing volleyball, watching TV
Q: How will you describe your strengths and weaknesses?
A: I’m creative and quite funny, but sometimes I don’t think about consequences of my actions and I’m not very sociable.
Q: Can you briefly describe your personality?
A: Adventurous maybe? I like taking risks.
Q: What are your extra-curricular activities?
A: I learn French and I play the piano. I am in the volleyball team at school.
Q: What do you usually do afterschool on weekdays?
A: Revision, watch TV.
Q: What do you usually do during weekends?
A: Go out with family or friends.
Q: This is the end. Thank you so much.
### Enquiry Topic
Effects of parenting styles on the peer relationship of adolescents in Hong Kong

### Mark
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### Comments
- Despite the fact that the report is a bit lengthy, this is an in-depth and very focused research which aimed at investigating the correlation between the different types of parenting styles and the peer relationship of adolescents in Hong Kong.
  - The candidate developed a well-structured enquiry framework, with appropriate deployment of qualitative data collection method (four in-depth interviews were conducted).
  - The candidate also showed a clear conceptual and operational understanding of “Parenting Style” as evident in the analysis of the collected data in an organised manner. However, further operationalisation of the concept “Peer Relationship” as well as a discussion on other intervening variables could also have been included.
  - The findings and analysis were presented in a clear and systematic manner. Second-hand on-line resources were used to triangulate and support the findings which were highly relevant to the research objectives.