

Filipino Parent-Adolescent Relationship Scale

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Abstract

The present study aim to develop a Parent-Adolescent Relationship Scale based on Steinberg and Silk's (2002) three dimensions of parent-adolescent relationship (Autonomy, Conflict, and Harmony). There were 757 who participated in this study. There are 416 (55%) females and 341 (45%) males. Their age ranges from 12 years old to 19 years old ($M=16.85$, $SD=1.87$). There were 120 items constructed by the researcher (38 items in the autonomy scale, 39 items in the conflict scale, and harmony scale has 43 items). Results showed that the scale has high internal consistency, with Cronbach's alpha of .89. The three factors when correlated showed significant correlation. Divergent validity was attained between conflict with autonomy ($r =-.12$) and harmony ($r=-.38$). While convergent validity was attained between autonomy and harmony ($r=.48$). Confirmatory Factor Analysis showed that all of the items of the subscales have significant estimates. The three factor model of the parent-adolescent relationship scale also attained a good fit ($\chi^2=19937.41$; RMSEA=.07; AIC=28.05; SBC=29.56; and BCCVI=28.18)

Keywords: Parent-Adolescent Relationship, Autonomy, Conflict, and Harmony

Introduction

Parents have been dreading the time when their children will become teenagers. Who would have blame them, when all they would be seeing, hearing, and reading from widespread and erroneous popular culture of stereotypes is that adolescents are difficult, oppositional, and moody (Steinberg, 2001). Most parents fear that at this stage in their children's life, their relationships with them will decline. Although, researchers claim that despite temporary decrease in positive affects and positive interchanges among parents and adolescents, children who have warm relationships with their parents during preadolescence are likely to remain close and connected with their parents, even though the frequency and quality of positive interactions are lessened (Steinberg, 2001; Steinberg & Silk, 2002; YMCA, 2000).

Researchers have looked into parent-adolescent relationship and its association to academic achievement and found that parent-adolescent conflict negatively predicted achievement (Dotterer, Hoffman, Crouter, & McHale, 2008). They have been studying parent-adolescent relationship and its connection to adolescent suicidal ideation, spirituality, and parental well-being (Spoon & Longo, 2012; Wheeler, Updegraff, & Crouter, 2011; Desrosiers, Kelley, & Miller, 2011; Connor & Rueter, 2006; Bilgin, Cenkseven, & Satar, 2007). Perceptions of parent-adolescent relationships and its relationships to adolescent personality and adolescent externalizing problem behaviors are also studied (McGue, Elkins, Walden, & Iacono, 2005; Kruger, Johnson, & Iacono, 2008; Denissen, van Aken,

&Dubas, 2009; Eichelsheim, et. al, 2010). But these studies made use of varied instruments to measure parent-adolescent relationship. Eichelshiem, et. al, (2010) used Parental Behavior Questionnaire, Balanced Relatedness Questionnaire, and Parenting Practices Questionnaire to measure the three dimensions of parent-adolescent relationship: autonomy, conflict, and harmony respectively. Others adapted the following questionnaires: 11 item measure of conflict adapted from Smetana (1988) (Dotterer, et. al, 2008); Relation Support Inventory (Scholte, et. al, 2009; Denissen, et. al, 2009); Inventory of Parent Attachment (Greenberg &Armeelen, 1987; Raja, et. al, 1992; Spoon & Longo, 2012); Children's Report of Parental Behavior Inventory (PBI) (Parker, et.al, 1979; Desrosiers, et. al, 2011); Iowa Family Interaction Rating Scales (Melby, et. al, 1998; Connor &Rueter, 2006); and Parent Environment Questionnaire (PEQ) (McGee, et. al, 2005; Krueger, et. al, 2008).

As noticed in the different studies above, most of the researchers used several questionnaires to measure the three dimensions of parent-adolescent relationship. They usually adapt a subscale of the questionnaires or remove several items in a subscale they are using to measure one dimension. There is no existing instrument that can measure all three dimensions. The aim of the present study is to develop an instrument that will be able to measure the three dimensions of parent-adolescent relationship.

The factors of the instrument were based on Steinberg and Silk's (2002) overarching dimensions of parent-adolescent relationship. The three dimensions are Autonomy, Conflict, and Harmony. Autonomy refers to behavioral autonomy it is the adolescent's capacity to make independent decisions and follow through with them. This factor is characterized by adolescent disclosure and parental- autonomy granting. Conflict refers to the extent to which the parent-adolescent relationship is contentious and hostile. The factor is marked by hostility, contentiousness, nattering, bickering, and coercion between parents and adolescents. Harmony refers to the extent to which the parent-adolescent relationship is warm, involved, and emotionally close. The factor is characterized by show of affection, involvement, support, and emotional closeness.

Method

Participants

There are 757 adolescent-participants in this study. There are 416 (55%) females and 341 (45%) males. Their age ranges from 12 years old to 19 years old ($M=16.85$, $SD=1.87$). The respondents came from different schools, colleges, and universities in Manila, Philippines.

Instrument

The instrument was developed based on Steinberg and Silk's (2002) three overarching dimensions of parent-adolescent relationship. There are three factors in the scale: Autonomy, Conflict, and Harmony.

Autonomy refers to behavioral autonomy; it is the adolescent's capacity to make independent decisions and follow through with them. According to Steinberg and Silk (2002), adolescent's early attempts to practice behavioral autonomy in the family often cause conflict between parents and adolescents. This factor is characterized by adolescent disclosure and parental-autonomy granting. There are 38 items of behavioral autonomy in this scale (e.g. "My parents allow me to drink alcoholic beverages"; "My parents allow me to go out of town with my boyfriend/girlfriend"; "My parents allow me to go to bars/clubs.")

Harmony refers to the extent to which the parent-adolescent relationship is warm, involved, and emotionally close (Steinberg & Silk, 2002). The factor is characterized by show of affection, involvement, support, and emotional closeness. There are 43 items of harmony in this scale (e.g. "I can tell my secrets to my parents."; "My parents never fail to comfort and guide me."; "I show affection with my parents by hugging, kissing and saying I love them.")

Conflict refers to the extent to which the parent-adolescent relationship is contentious and hostile (Steinberg & Silk, 2002). The factor is marked by hostility, contentiousness, nattering, bickering, and coercion between parents and adolescents. Although many believed that frequent angry fighting with parents are normal during adolescence, researchers have found that it is not normative during the adolescent stage (Steinberg, 2001). According to researchers, most arguments between teens and their parents are because of mundane issues of daily life such as chores, attire, and curfew (Montemayor, 1983; Steinberg, 1990). There are 39 items of conflict in this scale (e.g. "I'm angry with my parents"; "I ignore my parents when they reprimand me about texting"; "I frequently disobey my parents").

The researcher gathered 40 psychology major students (16 to 17 years old) to identify the manifestations of the factors and eventually arrive with the items. Steinberg and Silk's three overarching dimensions of parent-adolescent relationship were discussed with them. The factors are all defined and explained. They were later asked to identify the different manifestations of the factors. The following session they were tasked to write items that would measure each of the three factors. After writing the items, the items were categorized according to the factor it was supposed to measure. Content analyses of the items were done. Statements that are expressing the same thought were put together and an item was constructed to represent the theme. An appropriate response format was then chosen and directions for responding were developed. Three experts in the content of the instruments were asked to do an item review of the scale then the instrument was reexamined and revised. The present form of the parent-adolescent relationship scale has 3 subscales: Autonomy, Conflict, and Harmony. There are 38 items of autonomy in this scale (e.g. "My parents allow me to clean and decorate my own room"; "My

parents know where I am when I'm not at home"; "My parents allow me to choose my hair style"). While there are 39 items of conflict in this scale (e.g. "I argue with my parents about simple things"; "I make faces whenever my parents scold me"; "I argue with my parents"). There are 43 items of harmony in this scale (e.g. "I can share my thoughts and feelings with my parents"; "My parents make me feel that I am loved"; "My parents support me financially, morally, and spiritually in all my activities"). A Likert scale of 1 to 4 (1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree) is the response format of the instrument.

Procedure

The researcher asked permission from school administrators of different universities if the students will be allowed to answer the PAR Scale being tested. Student assistants were trained to administer the instrument. They were taught how to administer the instrument, give directions to respondents on how to answer the instrument, and how to handle questions from respondents. The instrument was administered to respondents in groups. Before answering the items, the respondents were asked to rate the statements as truthfully and objectively as possible. They were reminded to read carefully the directions first and not to leave any items blank. The participants were also assured that their response will be kept confidential. They were afterwards thanked by the test administrators for their time and cooperation.

Data Analysis

Descriptive statistics like mean, standard deviation, skewness, and kurtosis were used to describe the data.

Pearson's product moment correlation coefficient was used to show the relationship between the three factors of the scale. Convergent validity is indicated by positive correlations between factors, while divergent validity is indicated by negative correlations between factors.

Confirmatory Factor Analysis was conducted to test the three-factor structure of the parent-adolescent relationship scale. The model is adequate if the fit indices for the Chi-Square Statistic, was not significant and the Root Mean Square Error of Approximation (RMSEA) is close to .09.

Divergent validity was used to further establish the factor structure between conflict with the autonomy and harmony scales. Convergent validity was also used to establish the factor structure between autonomy and harmony (Magno & Ouano, 2010).

Results

The means, standard deviation, kurtosis, and skewness were used to determine the participants' responses on the measures used in the study. Results of Cronbach's alpha for the three subscales and correlation coefficients of the three factors are also shown. The three factor model of the parent-adolescent relationship scale was tested to confirm its factor structure.

Table 1
Descriptive Statistics of the Factors (N= 757)

Variables	Mean	SD	Skewness	Kurtosis	Cronbach's alpha
Parent-adolescent relationship	2.65	.25	.48	.69	.89
Autonomy	2.89	.41	.28	.15	.89
Conflict	2.07	.5	.49	.10	.94
Harmony	3.01	.47	-.22	.08	.94

Results showed that high mean scores were obtained for the subscale harmony ($M=3.01$ and $SD=.47$). While the subscale conflict has the lowest mean ($M=2.07$ and $SD=.5$). Results also showed a Cronbach's alpha of .89, indicating a very high internal consistency of the overall parent-adolescent relationship items. Cronbach's alphas of .89, .94, and .94 are also showed for the subscales autonomy, conflict, and harmony, respectively.

Table 2
Intercorrelations among the Factors of Parent-adolescent Relationship

	1	2	3
1. Autonomy	---		
2. Conflict	-.12*	---	
3. Harmony	.48*	-.38*	---

* $p < .05$

Table 2 shows the correlation between the factors of parent-adolescent relationship. The correlation between autonomy, conflict, and harmony are all significant at $p < .05$ level of significance. Among the factors significant negative correlations were obtain between conflict and autonomy ($r = -.12$), and conflict and harmony ($r = -.38$). This supports the divergent validity of the scales. While positive correlations were observed between autonomy and harmony ($r = .48$), which supports convergent validity.

Table 3
Goodness of fit measures of the 3 models

	1 Factor model	2 Factor Model	3 Factor Model
Chi Square	27094.61	26309.08	19937.41
RMSEA	0.11	0.1	0.07
Akaike Information Criterion	37.877	36.798	28.046
Schwarz's Bayesian Criterion	39.391	38.312	29.560
Browne-Cudeck Cross Validation Index	38.009	36.930	28.177

Table 3 shows the different measures of goodness of fit of the models. The three factor model of the parent-adolescent relationship scale was tested against a two factor model and a one factor model. In the two factor model the first 60 items were assigned to factor 1, while the last 60 items were assigned to factor 2. In testing for the one factor model, all 120 items were assigned to factor 1. Confirmatory Factor Analysis showed that the values of the chi square, RMSEA, Akaike Information Criterion, Schwarz's Bayesian Criterion, and Browne-Cudeck Cross Validation Index indicates bad fit. In the three factor model, Confirmatory Factor Analysis showed that all items that were assigned to their specific factors were found to have adequate goodness of fit. The estimates and the values of the chi square, RMSEA, Akaike Information Criterion, Schwarz's Bayesian Criterion, and Browne-Cudeck Cross Validation Index indicates a good fit.

Table 4
Parameter Estimates and p-values of the Items per Factor

Factors	Parameter Estimates	p-value
Autonomy		
My parents let me choose my own career path/the course to take in college	0.26	0.00
My parents let me choose my school for college	0.27	0.00
My parents allow me to commute from school to my house	0.31	0.00
My parents let me join to different activities in school	0.31	0.00
My parents allow me to hang out with my friends	0.46	0.00
My parents permits me to go to concerts of my favorite band or artist	0.53	0.00
My parents let me choose the sport I like	0.36	0.00
My parents let me shop clothes for myself	0.41	0.00
My parents allow me to drink alcoholic beverages	0.64	0.00
My parents allow to watch any movie I like	0.41	0.00
My parents permit me to travel in far places alone	0.62	0.00
My parents allow me to have a boyfriend/girlfriend	0.58	0.00
My parents allow me to go out of town with my boyfriend/girlfriend	0.63	0.00
My parents let me go on adventure trips.	0.50	0.00
My parents allow me to clean and decorate my own room.	0.30	0.00
My parents let me have my privacy.	0.35	0.00
My parents let me sleep over with my friends.	0.53	0.00

Cont. Table 4

My parents monitor my educational activities.	0.20	0.00
My parents allow me to go to bars/clubs.	0.62	0.00
My parents allow me to drive our car.	0.49	0.00
My parents allow me to sleep late during weekends.	0.33	0.00
My parents text or call me every now and then.	0.16	0.00
My parents check my school status.	0.15	0.00
My parents put a tracker in my cell phone and in my car.	0.16	0.00
My parents allow me to express my own opinion.	0.26	0.00
I am allowed to be friends with gays and lesbians.	0.33	0.00
My parents allow me to have my own pet.	0.33	0.00
My parents allow me to choose my own sexual preference.	0.42	0.00
My parents know where I am when I'm not home.	0.23	0.00
In everything I do, my parents need to know it first	0.14	0.00
I can withdraw from my bank account	0.59	0.00
My parents let me decide whether to go to church or not.	0.45	0.00
My parents allow me to choose my hairstyle.	0.36	0.00
I live on my own because I want to be independent.	0.36	0.00
My parents allow me to have extreme sports like car racing and mountain climbing.	0.47	0.00
I can negotiate with my parents the number of hours I can be out of the house	0.39	0.00
My parents allow me to be separate from them for longer periods of time now	0.44	0.00
I am entitled to have an opinion towards family matters and decision making.	0.27	0.00
Conflict		
My parents are very strict.	0.23	0.00
I don't talk to my parents a lot.	0.47	0.00
My parents misunderstood me.	0.43	0.00
My parents don't trust me.	0.50	0.00
I answer back to my parents.	0.46	0.00
My parents don't have time for me.	0.53	0.00
I am not close with my parents.	0.55	0.00
I don't spend quality time with my parents.	0.52	0.00
My parents won't allow me to have a piercing and tattoos.	0.09	0.03
I argue with my parents about simple things.	0.49	0.00
My parents get mad when I go home late.	0.29	0.00
My parents treat me as a 13 year old.	0.34	0.00
My parents know my face book and twitter passwords.	0.46	0.00
I feel less important to my parents.	0.60	0.00
My parents hurt me physically whenever I did something wrong.	0.58	0.00
I don't obey my parents when I think I'm right.	0.49	0.00
My parents hurt me emotionally whenever I did something wrong.	0.54	0.00
I make faces whenever my parents scold me.	0.47	0.00
I'm angry with my parents	0.60	0.00

Cont. Table 4

When my parents want me to do something , I ignore them	0.54	0.00
I enjoy being with my delinquent friends and having my parents mad at me	0.60	0.00
I threaten my mom/dad that I will move out of the house	0.61	0.00
I ignore my parents when they reprimand me about texting	0.63	0.00
I frequently disobey my parents	0.59	0.00
My parent get angry whenever I play computer games and surf the net	0.38	0.00
I argue with my mother/father	0.57	0.00
I get upset whenever they scold me even though I know it's my fault	0.41	0.00
My parents compare my attitude and intellect to my other siblings.	0.43	0.00
My parents insult or mock my low performance in school	0.54	0.00
My parents and I usually do not talk to each other.	0.55	0.00
My parents dislike what I post on facebook.	0.48	0.00
My parents and I hurt each other physically.	0.53	0.00
My Parents always check my mobile inbox.	0.41	0.00
My parents nag me	0.48	0.00
I lie to my parents	0.29	0.00
I thought of running away from home	0.51	0.00
My mom always shouts at me.	0.53	0.00
My parents scold me in front of many people.	0.58	0.00
I often shout at my parents in the middle of arguments.	0.59	0.00
Harmony		
My parents show their affection even in public	0.40	0.00
My parents and I go to mall or somewhere else during family day	0.48	0.00
My parents and I attend different gatherings together	0.42	0.00
My parents and I still watch movies together	0.51	0.00
My parents and I eat together every time we are all at home	0.47	0.00
My parents and I have common interest and hobbies like reading books	0.41	0.00
My parents and I bond through sports	0.45	0.00
My parents and I travel together in far places	0.44	0.00
My parents and I go to church every Sunday	0.45	0.00
I can share my thoughts and feelings with my parents.	0.50	0.00
My parents respect my decision.	0.45	0.00
My parents understand me.	0.48	0.00
My parents love me.	0.42	0.00
I can tell my secrets to my parents.	0.53	0.00
My parents share their life experiences with me.	0.53	0.00
My parents make me feel that I am loved.	0.49	0.00
If I have problems, I tell it to my parents.	0.52	0.00
I help my parents with the household chores.	0.42	0.00
We say "I love you" to each other.	0.53	0.00
My parents befriend my friends.	0.41	0.00

Cont. Table 4

My parents never fail to comfort and guide me.	0.56	0.00
I avoid incidents that may result conflict with my parents.	0.43	0.00
My parents support me in everything	0.51	0.00
My parents and I compromise	0.40	0.00
My parents gives me the freedom that I want	0.44	0.00
I can easily get permission from my parents	0.40	0.00
I ask for my parent's advice	0.50	0.00
We have this democratic system in the family	0.38	0.00
I I can tell my parents what happened to me at school	0.50	0.00
My mother/father prepares my "baon"	0.43	0.00
I can talk to my parents as if they are my friends	0.55	0.00
I can drink alcoholic beverages with my father/mother	0.24	0.00
My parents support me financially, morally, and spiritually in all my activities.	0.43	0.00
My parents and I hang out together with my friends.	0.40	0.00
I obey my parents.	0.42	0.00
I go home early after class so that my parents will not get mad.	0.39	0.00
I consult my parents in decision-making	0.52	0.00
I show affection with my parents by hugging, kissing and saying I love them.	0.55	0.00
My parents are always there for me when I need help and in trouble.	0.50	0.00
My parents accept me for who I am and what I want in life.	0.46	0.00
I respect and admire my parents.	0.46	0.00
My parents say sorry when they hurt my feelings.	0.51	0.00
I use "po" and "opo" while having conversation with my parents.	0.39	0.00

In the three factor model of the parent-adolescent relationship scale, the CFA results showed that all 38 items of the autonomy subscale have significant estimates ($p < .05$). In the conflict subscale all 39 items have significant estimates ($p < .05$), while all 43 items of the harmony subscales also have significant estimates ($p < .05$). CFA results confirm the divergent validity between conflict with autonomy ($r = -.12$) and harmony ($r = .38$). Convergent validity between autonomy and harmony ($r = .48$).

Discussion

The present study aim to develop a parent-adolescent relationship scale based on Steinberg and Silk's three dimensions of parent-adolescent relationship (Autonomy, Conflict, and Harmony).

Results of the descriptive statistics showed that the mean score of Harmony subscale ($M = 3.01$, $SD = .47$) is higher than the means of Autonomy ($M = 2.89$, $SD = .41$) and Conflict ($M = 2.07$, $SD = .5$). It implies that for the adolescent participants they perceived their relationship with their parents as harmonious. Researchers claim

that despite temporary decrease in positive affects and positive interchanges among parents and adolescents, children who have warm relationships with their parents during preadolescence are likely to remain close and connected with their parents, even though the frequency and quality of positive interactions are lessen (Steinberg, 2001; Steinberg & Silk, 2002; YMCA, 2000). Most Filipino families are warm, emotionally involved and have close family ties. Autonomy meanscores are higher than Conflict meanscores. Filipino children are taught to respect their parents and most believe that the parents are always thinking of what is best for them. The items of this scale reflect that, most often than not they allow their parents to make decisions or consult their parents in their decision making. There are also adolescents who hate confrontations they would rather go with the flow, follow what their parents wanted than cause conflict. As most adolescents would rather avoid conflict, some have adopted the “to keep the peace attitude” as implied by the low mean score of the respondents on the conflict subscale.

Cronbach’s alphas were computed to identify the internal consistency of the scale as a whole and the subscales. The whole scale has a Cronbach’s alpha of .89, which implies high internal consistency. The subscales Autonomy, Conflict, and Harmony has a Cronbach’s alpha of .89, .94, and .94 respectively. The individual subscales showed high internal consistency. This implies that all the item contents were manifesting a single construct.

Intercorrelation results showed that all three factors are significantly correlated. Conflict is negatively related to Autonomy ($r = -.12, p < .05$) and Harmony ($r = -.38, p < .05$). This implies divergence of the factors within the parent-adolescent relationship scales. Autonomy and harmony ($r = .48, p < .05$) are significantly related. These were consistent in the CFA results were the same divergent and convergent validity emerged. The divergent validity between conflict and harmony implies that for Filipino families, the warmer and closer family ties are, the lesser the hostility, the bickering and the nattering between parents and adolescents. While the divergence in the conflict and autonomy implies, that for most Filipino families higher autonomy granted to the adolescent lesser conflict between parents and adolescents arises. Some parents view the autonomy granted to the adolescent as controlled freedom were they compare the child to a kite attached to a roll of string. The kite can soar in the skies freely but no matter where it goes it is still attach to the string. The string actually dictates how high or how low the kite can fly. The convergence between autonomy and harmony implies higher autonomy granted to child the more harmonious the relationship between parents and adolescents.

Three models were tested to assess the best factor structure for the instrument and the three factors model proved to be the best fit. This showed that the PAR scale is not unidimensional and it is best viewed with factors as proposed.

In the Autonomy subscale all 38 items have significant estimates. This factor is characterized by adolescent disclosure and parental-autonomy granting (e.g. “My parents permit me to travel in far places alone”; “I can withdraw from my bank account”; “My parents let me sleep over with my friends.”). While in the Conflict subscale all 39 items have significant estimates. The factor is marked by hostility,

contentiousness, nattering, bickering, and coercion between parents and adolescents. Researchers claimed that most of the arguments parents and adolescent engage are usually arguments of small things, like texting, chatting, surfing the net, and even the facebook wall post of the adolescent (e.g. "I ignore my parents when they reprimand me about texting"). Teen-agers are very sensitive even if it is their own fault they don't want to be reprimanded or scolded in front of other people specially, in front of their peers. Parents should learn to hold their temper and should always be patient when it comes to dealing with their adolescent children (e.g. "My parents scold me in front of many people."; "I often shout at my parents in the middle of arguments."). In the Harmony scale all 43 items have estimates that are significant. The factor is characterized by show of affection, involvement, support, and emotional closeness. There are Filipino adolescents who avoid confrontation and conflict (e.g. "I avoid incidents that may result conflict with my parents."). Hence, most of the time they just go with what their parents want for them. While there are parent-child relationship are open and understanding that they can talk like old friends (e.g. "I can talk to my parents as if they are my friends"). Filipino adolescents who have a warm and supportive relationship with their parents often find themselves consulting their parents whenever they have decisions to make (e.g. "I consult my parents in decision-making").

The results of the present study can help: Parents in understanding their adolescent children better; the school counselors so that they can help not only the parents in understanding their children but also help the adolescent child understand his or her parents; the teachers to help them have a better understanding of adolescent students since they act as parents to their students in school.

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