



**University
of Victoria**

Graduate Studies

Notice of the Final Oral Examination
for the Degree of Master of Science

of

VIVIEN SO

BA (University of Western Ontario, 2012)

**“Exploring Mismatches between Adolescent Perceptions and Ideals of
Parenting in Chinese Canadian Families: Cross-Cultural and Cultural
Perspectives”**

Department of Psychology

Monday, July 25, 2016

10:00 A.M.

Cornett Building

Room A228

Supervisory Committee:

Dr. Catherine Costigan, Department of Psychology, University of Victoria (Supervisor)

Dr. Marion Ehrenberg, Department of Psychology, UVic (Member)

External Examiner:

Dr. Zheng Wu, Department of Sociology, UVic

Chair of Oral Examination:

Dr. Linda Welling, Department of Economics, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies

Abstract

Using cross-cultural and cultural perspectives, this thesis investigated ideals of parenting and the relations between parenting mismatches and youth adjustment in a sample of adolescents from Chinese immigrant families and Canadian non-immigrant families. Asian traditional parenting techniques have been linked to both positive and negative outcomes in Asian immigrant youth. This study sought to clarify these mixed findings by focusing on adolescent interpretations of parenting, specifically their opinions of how parents *should* behave, which is referred to as parenting ideals. Parental behaviours of warmth, reasoning, monitoring, and harsh discipline were investigated. Results indicated that adolescents from Chinese immigrant families and Canadian adolescents desired similar levels of these parenting behaviours from their fathers and mothers, with the exception of harsh discipline behaviours. Amongst Chinese adolescents, some findings supported the hypothesis that cultural orientation is related to parenting ideals. Parenting mismatches, or discrepancies between actual and ideal parenting, were hypothesized to be related to more depressive symptoms and lower self-esteem. Findings supported this hypothesis in the dimensions of parental warmth and monitoring, but not reasoning. Low endorsement of perceptions, ideals, and mismatches in harsh discipline precluded strong conclusions about this parenting dimension. Directions for future research and implications for parent education and clinical settings were discussed.