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Parent Civic Behavior and Observed Civic Messages: Associations with Adolescent Civic Behavior and
Prioritization

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Thesis submitted to the
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ABSTRACT

Parent Civic Behavior and Observed Civic Messages: Associations with Adolescent Civic Behavior and Prioritization

Benjamin Oosterhoff

The current study employed observational and multi-informant survey methodology to explore associations among parents' civic behaviors, observed parent and adolescent messages about civic obligation, and adolescents' civic behavior and prioritization (*should*) judgments. A sample of 160 adolescents ($M_{\text{age}} = 14.42$, range = 12-18) and their parents (144 mothers and 52 fathers), participated in video-recorded, structured, dyadic interaction tasks in which they discussed citizenship and civic duty. Parents and adolescents also completed questionnaires assessing civic behavior and civic prioritization judgments. Within distinct civic activities, parents' report of civic behavior was positively associated with adolescents' report of civic behavior and prioritization judgments. Over and above parents' civic behavior, adolescents' community service behavior was positively associated with parents' observed messages about help and respect for others and one's country but negatively associated with adolescents' own observed messages about being productive members of society. Additionally, parents' observed messages about the importance of following rules and regulations were negatively associated with their adolescents' prioritization judgments concerning social movement involvement (e.g., protesting). Findings suggest that parents' observed messages about citizenship and civic duty may promote and deter adolescents' from engagement in specific civic activities.

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Political philosophers have acknowledged that well-functioning democracies require citizens to be active in civic affairs, which may include participation in political and community activities (Verba, Schlozman, & Brady, 1995). Developmental psychologists have posited that adolescent civic engagement is a forerunner of active citizenship in adulthood (Sherrod & Lauchardt, 2009) and research on youth civic engagement has primarily focused on youth behavior (Zaff, Malanchuk, & Eccles 2008). However, although civic participation is hypothesized to be integral to the development of citizenship, legal and economic barriers may prevent adolescents from becoming involved in some types of civic activities. Despite these obstacles, teens still form attitudes and beliefs concerning whether individuals *should* engage in certain activities and prioritize some behaviors over others (Metzger & Ferris, 2013). Little research has examined social predictors of adolescents' judgments concerning civic activities (Metzger, Oosterhoff, Palmer, & Ferris, in press; Metzger & Smetana, 2009). Similar to other dimensions of social cognition, adolescents' beliefs about civic obligation are thought to be influenced by social experiences, including social relationships (Metzger & Smetana, 2010; Zaff, Hart, Flanagan, Youniss, & Levine, 2010). The parent-adolescent relationship may be an especially important context that influences the cognitive and behavioral processes related to civic development. Parents cultivate their adolescents' connections to society through modeling civic behavior, sharing values, and communicating expectations (Rosenthal, Feiring, & Lewis, 1998). However, the specific messages parents and adolescents communicate to one another about civic duty have yet to be explored, and it is unknown how these messages are coordinated with adolescents' civic behavior and beliefs about civic obligation. The current study used observational and multi-informant survey methodology to examine associations among parents' civic behavior, observed parent and adolescent messages about civic obligation, and adolescents' civic participation and prioritization judgments.

Civic engagement has been theorized to be a multifaceted construct which encompasses a variety of community and political activities (Youniss et al., 2002). Democracies rely on citizens to become involved

in their community, which may include participating in community gathering events (e.g., attend community plays or participate in community groups) and engagement in community service (Flanagan & Faisson, 2001). Political philosophers have long argued that citizens should be expected to be politically active through standard political involvement (e.g., voting) and democratic systems require citizens to provide checks on government policy through social movement forms of political participation (e.g., protesting, boycotting; Youniss et al., 2002). Research has shown that adolescents distinguish between different types of civic activities in their judgments and justifications (Metzger & Smetana, 2009), and these distinctions are thought to reflect broader development in adolescent moral and social understanding (Metzger & Smetana, 2010).

According to social domain theory, individuals judge and reason about social information from different domains of social knowledge (Turiel, 2006). For instance, the *moral* domain encompasses issues that concern rights, justice, and welfare, the *conventional* domain pertains to issues of social order, and the *personal* domain comprises issues that are left to one's own prerogative. In previous research, adolescents' prioritization of various forms of civic engagement has been measured through judgments assessing the degree to which they believe citizens *should* be involved in different civic activities (Metzger & Smetana, 2009). Adolescents' *should* judgments have been shown to distinguish categories of civic involvement, and the application of these judgments follow domain-specific patterns (Metzger & Smetana, 2009). Specifically, adolescents prioritize (e.g., rate higher in their *should* judgments) community service and standard political participation over social movement and community gathering involvement (Metzger & Smetana, 2009). Whereas community service behaviors directly concern the welfare of others (i.e., moral issues), standard political activities are important for the maintenance of democratic systems and youth's judgments and justification indicate they view these issues as important social conventions (Metzger & Smetana, 2009). In contrast, social movement and community gathering behaviors are viewed by adolescents as entailing

individual choice, although social movement may be multifaceted and include moral components (Metzger & Smetana, 2009).

Although all adolescents distinguish between types of civic involvement in their judgments and justifications, there is also considerable individual variation in adolescents' civic prioritization judgments. In previous research, heterogeneity in civic judgments has been associated with adolescents' participation in civic activities (Metzger & Smetana, 2009) and "core values" (spirituality, authoritarianism, and patriotism; Metzger et al., in press). However, little research has examined social and contextual factors that may be associated with adolescent prioritization of civic activities.

Parents Influence on Adolescent Civic Development

Research utilizing political socialization theory suggests that parents may be a particularly important source of knowledge concerning citizenship and civic duty (e.g., McIntosh, Hart, & Youniss, 2007; Zaff et al., 2008). Political socialization theory posits that political and civic behaviors and attitudes are learned from socializing agents, such as parents (Sigel, 1970). Consistent associations among parent and adolescent civic behavior have been well documented (Bekkers, 2007; Jonoski & Wilson, 1995; Plutzer 2002; Zaff, Malanchuk, Michelsen, & Eccles, 2003), though some research has failed to find associations between parent and adolescent community service participation (McIntosh et al., 2007). Parents connect adolescents to social institutions by communicating social attitudes, values, and expectations (Sherrod & Lauchardt, 2009). Additionally, parents model civic behavior and provide opportunities and resources that allow for active engagement in community organizations.

Less research has examined the influence of parents' civic involvement on adolescent civic beliefs and attitudes, such as the degree to which youth prioritize different civic activities. However, theories of civic development postulate that parents facilitate civic development by serving as civic exemplars and contributing to adolescents' "civic contexts" (Zaff, et al., 2008) through modeling civic engagement (Andolina, Jenkins, Zukin, & Keeter, 2003; Grimm et al., 2005). For instance, the frequency of parent voting

has been shown to be associated with the importance adolescents' ascribe to voting (Kelly, 2006).

Similarly, parents who are involved in other forms of civic activity may have adolescents that view these types of civic activities as more obligatory compared to adolescents whose parents are less involved.

Parents also influence their adolescents' civic attitudes and behavior through engaged discussion (Sigel, 1970). Parents communicate personal and family values, social rules, and general expectations (Grusec & Goodnow, 1994). These messages are an important part of adolescents' social experiences, which they use to construct moral and social knowledge (Smetana, 1999). Several studies have found a positive association between the frequency of parent-adolescent political discussions and adolescent civic engagement (e.g., McIntosh et al., 2007; Torney-Punta, Lehmann, Oswald, & Schulz, 2001; Verba, et al., 1995). In fact, parents' political messages affect youth civic activity even when parents do not engage in civic behaviors (Fletcher, Elder, & Mekos, 2000). Compared to youth who did not discuss politics with their parents, young adults who participated in political discussions at home had greater political efficacy and trust in government, viewed voting as more important, were more likely to volunteer, and were more likely to register to vote (Lake Snell Perry, 2002). Parents' political discussion provides adolescents with the opportunity to think critically about social issues, and may entail parental messages that encourage active engagement. Additionally, such messages may influence adolescents' civic behavior and beliefs in ways that complement parents' own engagement in civic activities.

Measuring Civic Messages

Previous research on political discussion has utilized survey measures to assess the frequency of parent-adolescent general discussions about politics or current events (e.g., McIntosh et al., 2007).

However, research has not examined parents' and adolescents' specific messages concerning citizenship and civic duty. Parents' explicit messages about citizenship and civic duty may contain views of normative citizenship expectations and thus may influence adolescents' civic engagement and beliefs about civic obligation. Previous research on parent political communication has relied on self-report methods.

However, beliefs concerning civic obligation are diverse (Westheimer & Kahne, 2004), and self-report methods may not adequately capture the variety of messages parents convey to their adolescents. In studies using adult samples and Q-methodology, profiles of good citizenship indicated differential prioritization of political involvement, contributions to the common good and social welfare, and tolerance/respect for others (Anderson, Avery, Pederson, Smith, & Sullivan, 1997; Theiss-Morris, 1993). Studies using open-ended survey responses reveal that adolescents characterize good citizens as those who obey laws, are respectful, patriotic, productive, informed, honest, and individualistic (Sherrod, 2003). Parents' views of civic obligation and the messages they convey about these issues may be equally diverse, but previous measures of parents' political and civic messages may not have adequately captured such potential heterogeneity. In addition, previous research has neglected to capture adolescents' own messages concerning civic obligation, which is an important component of parent-adolescent communication dynamics and may provide valuable insight into how civic messages are associated with adolescent civic behavior and judgments.

Observational methods such as structured parent-adolescent interaction tasks allow researchers to assess parents' spontaneous civic messages in real time and also examine the relational dynamics of parent-adolescent interactions that are difficult to measure using self-report methodology (Wakschlag et al., 2011). Structured parent-adolescent interaction tasks have been used in previous research on parent-adolescent communication regarding sexual behavior (Lefkowitz, Boone, Sigman, & Au, 2002) and cigarette smoking (Metzger et al., 2013). Given the multifaceted nature of citizenship and civic duty, structured observable discussion tasks may be a useful tool to determine if, and in what proportion, civic duties are represented in parents' and adolescents' actual messages and how these messages influence teens' prioritization and behavior.

The Current Study

Drawing on social domain and political socialization theories, the primary goal of the current study was to examine associations among observed parent and adolescent messages and adolescent civic outcomes. Based on previous research, it was expected that parents' involvement in civic activities would correspond with their adolescents' prioritization and engagement in similar activities. Additionally, it was anticipated that parents' civic messages would be associated with adolescents' involvement and prioritization concerning similar types of civic activities. To assess whether parents' messages uniquely contributed to adolescents' civic outcomes, associations were tested over and above adolescents' civic messages and parents' civic behavior.

Method

Participants

The total sample consisted of 161 adolescents and their parents (145 mothers and 53 fathers) who were recruited as part of a larger study examining parent-adolescent communication. Two adolescents participated with another female relative (aunt, grandparent) and were grouped with the mothers. One adolescent and two parents had missing data for all dependent variables and were removed from further analyses, making the final analytic sample 160 adolescents and their parents (144 mothers and 52 fathers, $M_{\text{age}} = 44$, $SD = 7.22$). Two mothers and six fathers were adoptive parents and three mothers and six fathers were step parents, the other mothers ($n = 135$) and fathers ($n = 42$) were biological parents. Adolescents (60% female) were between the ages of 12-18 ($M = 14.42$, $SD = 1.74$). Additionally, 23% of adolescents participated with both parents ($n = 37$) and the majority of adolescents (86%) who participated with one parent did so with their mothers ($n = 106$). Adolescents were primarily Caucasian/White (77%), biracial (9%), or African American (3%) and the remainder identified as Hispanic/Latino (2.5%), Asian-American (1.9%), Native American (1.3%), or other (5%). One participant did not report their ethnicity. The majority of mothers (89%) and fathers (93%) identified as Caucasian/White. Most mothers (72%) and fathers (85%) were married. In terms of parents' education, 36% of mothers reported completing college,

30% completed a graduate degree, 13% completed business or technical school, and 18% completed high school. For fathers, 33% completed college, 27% completed a graduate degree, 8% completed business or technical school, and 29% completed high school. The majority (78%) of adolescents lived in two-parent households. The median household income was \$75,000 to \$99,999. Participants were recruited from local high schools, community events, community clubs, and religious organizations in and around a Mid-Atlantic town, and were given monetary compensation for their involvement

Procedure

Data were collected in families' homes (71%) and within research labs or public places (29%). Adolescents provided informed assent and parents provided informed consent and permission for their children to participate. Parents and adolescents participated in 33-minute, structured, dyadic-communication tasks. Upon completion, questionnaires were administered in separate rooms with research assistants present to answer questions. Members of the research team read the survey to 7.5% of the adolescents and partially read the survey to 2.5%. Responses to all study variables did not differ across collection location or whether the survey was read aloud.

Observational Measure

A 33-minute video-taped structured discussion task was used to assess parent-adolescent communication patterns across a variety of different topics, including general family life, eating behavior, internet and cell phone use, alcohol consumption, and civic engagement. Similar to previous observational research, a "flip card" methodology was used to facilitate the parent-adolescent interaction (Cui & Conger, 2008; Wakschlag et al., 2011). Research staff gave instructions to families and provided them with cue cards that contained prompt questions designed to capture variability in discussion for each topic. Throughout the interaction, parents and adolescents alternated reading prompt questions. Participants were instructed to ignore the camera, read the questions aloud, and progress through the cards at their

own pace, taking as little or as much time as they would like discussing each topic. Research assistants left the room during the discussion and only reentered to introduce the next topic.

Civic messages. Civic engagement was discussed in the final 7-minute discussion segment. Six prompt questions were used to facilitate parent-adolescent discussion of citizenship and civic duty. The six prompts for the civic discussion task were (parentheses indicated the focal instructed to read the question aloud) (a) *Let's talk about how people in our family feel about being citizens of the United States. What does it mean to be a citizen of the United States?* (Teen) (b) *Do citizens 'have' to do anything? What do citizens have to do?* (Parent) (c) *Let's talk about some of the ways that people in our family participate in activities or groups in our community.* (Teen) (d) *Do people in our family talk about politics? If we do, what do we talk about and who does most of the talking?* (Parent) (e) *Should teenagers be expected to contribute to their community, city, or country? If so, how?* (Teen) (f) *If our family was asked to describe our community or city, what would people in our family say? How do we feel about our community or city?* (Teen).

Civic content coding. The entire civic discussion segment was coded for the content of parent and adolescent statements that related to civic obligation and citizenship expectations. A single codable statement began when participants started to speak and ended when the speaker willfully allowed the other person to speak. In some instances, interruptions occurred when either member of the dyad broke the continuity or flow of the other's statement. If the focal continued a statement after an interruption, the entire statement (pre- and post-interruption) was coded as a single statement and the interruption was coded as a separate statement. The number of statements that qualified as distinct civic messages was recorded.

Based on previous research and pilot videos ($n = 10$), 9 coding categories were created to capture parent and adolescents messages concerning civic duty. One primary and one reliability rater coded parent and adolescent statements for content aligned with the following categories of civic obligation: *following regulations, community service, helping others, being productive, voting, other standard political*

involvement, respect for others, and respect for country. Verbatim examples and criterion statements for each coding category are displayed in Table 1 (for a lengthier description of these codes, see Oosterhoff, Metzger, & Yale Babskie, 2013). Raters were trained using a subset (5%) of videos. Training continued until a criterion reliability level ($Kappa = .70$) was obtained for all coding categories. Once this criterion was met, an additional 30.5% of civic discussion interactions were coded by the reliability coder. Weekly consensus meetings were held between the primary and reliability coders to prevent coder “drift” and make final decisions on discrepancies for double-coded interactions (analyses were conducted on these final “consensus codes”). To assess criterion reliability for count data, linear weighted Kappa’s were used. Reliability coefficients and frequencies for all code categories are displayed in Table 1.

Questionnaire Measures

Adolescent civic prioritization. Using 17 items adapted from previous research (Metzger & Ferris, 2013; Metzger & Smetana, 2009), adolescents rated whether people living in the United States “should” participate in 4 civic activities, including community service (4 items; e.g., volunteer to help disabled students at your school), standard political (5 items; e.g., keep up with current events and politics), social movement (4 items; e.g., participate in a political protest or rally), and community gathering (4 items; e.g., attend a community social event or dance). Responses were given on a 5-point Likert scale ranging from 1 (*doesn’t matter*) to 5 (*definitely should*). Higher ratings indicated greater prioritization of that activity. Cronbach alphas ranged from .75-.89.

Parent and adolescent civic behavior. Parents’ involvement in civic activities was measured through 9 self-report items and adolescents’ civic involvement was assessed through 10 self-report items adapted from previous research examining organized activity involvement (Eccles, Barber, Stone, & Hunt, 2003; Metzger & Smetana, 2009). Parents reported how often (in an average month) they engaged in four types of activities: standard-political (1 item; i.e., keep up with current events and politics), community service (3 items, $\alpha = .70$), community gatherings (2 items, $\alpha = .44$), and social movement (3 items, $\alpha = .65$).

Similar items measured adolescents' involvement (in an average month) in the same types of civic activities: standard-political (1 item), community service (3 items, $\alpha = .74$), community gatherings (3 items, $\alpha = .42$), and social movement (3 items, $\alpha = .67$). All items were identical for parents and adolescents, although adolescents responded to one additional community gathering item. Responses were given on a 5-point Likert-type scale ranging from 1 (*never*) to 5 (*very often*). Higher scores corresponded to greater involvement in civic activities.

Results

Preliminary Analyses

Due to low frequencies for some of the content codes, categories that were conceptually similar were collapsed. Specifically, *respect for country* and *respect for others* were collapsed into one category that represented a general duty to *respect others and country*. Additionally, *voting* and *other standard political involvement* were collapsed into one category representing *standard political involvement*. Furthermore, adolescents' *community service* ($n = 13$) and *helping others* ($n = 7$) message still had low frequencies, and were therefor not included in the further analyses.

Scale level Mean imputation was used for missing values on self-report measures (less than 2%). To create a continuous indicator of parent and adolescent civic messages, proportion scores were calculated for all civic message variables. For each participant, proportion scores represented the frequency of statements within a coding category divided by the total number of codable statements within the interaction. Tables 2-5 display the means, standard deviations, and correlations for all variables in the study.

Predictors of Adolescent Civic Judgments and Behavior

To test for predictors of adolescents' civic judgments (*should* judgments for community service, standard political, social movement, community gathering) and behavior (community service, standard political, social movement, community gathering), a series of hierarchical regressions was used. Due to the

low number of participating fathers, primary regressions were conducted on mother-adolescent dyads. Demographic characteristics, including adolescent gender, adolescent age, and mothers' report of their education were added to the first step as controls. The second step consisted of adolescents' civic message proportion scores (*follow regulations, respect others and country, be productive, standard political involvement*). Mothers' report of the civic behavior that corresponded to the adolescent's civic outcome (e.g., mothers' community service behavior for models predicting adolescents' community service behavior and prioritizations) was entered in the third step. The fourth step consisted of mothers' civic message proportion scores (*community service, standard political involvement, helping others, be productive, follow regulations, and respect others and country*). Significant standardized beta coefficients are reported for the final step of each model.

Models predicting adolescent civic behavior. Several variables were significant predictors of adolescents' community service behavior ($F(14, 129) = 2.22, p = .010, R^2 = 19.4$). Specifically, adolescents' *be productive* messages, mothers' community service behavior, mothers' *helping others* and *respect others and country* civic message proportion scores were significant predictors. Adolescents' own observed *be productive* (e.g., about the importance of work and education) was associated with lower levels of community service ($\beta = -.17, p = .048$). Mothers' community service participation was associated with adolescents' community service activities ($\beta = .24, p = .006$). Furthermore, mothers' observed *helping others* ($\beta = .19, p = .040$) and *respect others and country* ($\beta = .19, p = .044$) messages were positive predictors of adolescent community service involvement.

Age was the only significant predictor variable within regression models predicting both adolescents' standard political ($F(14, 129) = 1.55, p = .10, R^2 = 14.4$) and social movement involvement ($F(14, 129) = 1.17, p = .31, R^2 = 11.3$). Older adolescents were more likely to keep up with current events and politics ($\beta = .19, p = .022$) and become involved in social movement activities ($\beta = .18, p = .033$). No

variables were significant predictors of adolescents' community gathering behavior ($F(14,129) = 1.43, p = .15, R^2 = 13.4$).

Models predicting adolescent civic judgments. Similar models were run predicting adolescents' civic (*should*) judgments. Adolescents' own observed *standard political* messages ($\beta = .27, p = .004$) were the only significant predictor of their judgments concerning community service ($F(14,129) = 1.59, p = .090, R^2 = 14.7$). Within the model predicting adolescent judgments about standard political involvement, multiple variables were significant ($F(14,129) = 2.12, p = .015, R^2 = 18.7$). Prioritization of standard political activity was greater for older adolescents ($\beta = .19, p = .021$). In addition, greater judgments about standard political activity were associated with adolescents' own observed *standard political* messages ($\beta = .21, p = .017$), as well as their mother's engagement in standard political activities ($\beta = .20, p = .023$). Within the regression model predicting adolescent social movement judgments ($F(14,129) = 1.71, p = .059, R^2 = 18.0$), adolescents' observed *standard political* messages ($\beta = .25, p = .009$) was a significant predictor. Furthermore, mothers who conveyed messages that contained greater proportions of *following regulations* had adolescents that were less likely to prioritize social movement activities ($\beta = -.27, p = .011$). A final model predicted adolescents' prioritization of community gathering activities ($F(14,129) = 1.43, p = .15, R^2 = 13.4$). Adolescents' *standard political* messages ($\beta = .29, p = .002$) was the only significant predictor.

Follow-Up Analyses

For models predicting adolescent civic judgments, follow up analysis were used to test if parent variables predicted adolescents' civic prioritization over and above adolescents' own civic involvement. Analyses were re-run with adolescents' corresponding civic behavior added to each model as a control. The above significant parent and adolescent predictors were unchanged, indicating that these associations cannot be fully explained by adolescents' own civic behavior.

Correlation with Father Civic Variables

Given the small number of fathers in the study, bivariate correlations were used to explore trends in associations among fathers' civic behavior and messages and adolescents' civic behavior prioritization judgments (Tables 2 and 3). Although non-significant, the direction of the correlations among father civic variables and adolescent civic judgments were, in general, consistent with the associations found within the regression analyses examining mother variables. Unexpectedly, the correlation between fathers' *follow regulation* messages and adolescents' social movement judgments was trending in the opposite direction than that found for mothers, such that fathers messages about following rules corresponded with higher prioritization of social movement activities.

Discussion

Adolescence has been hypothesized to be a time of increased understanding of civic duty, as well as emerging conceptualizations of 'good citizenship' (Metzger & Smetana, 2010; Sherrod, 2003). Using both observational and multi-informant self-report measures, results from the current study pointed to multiple associations among parents' civic behavior, observed messages about civic obligation, and adolescents' civic behavior and prioritization judgments. Although cross-sectional, this study highlights the potential importance of parents in influencing youth's civic expectations and behavior. The current study also calls attention to the active role of adolescents within parent-teen civic discussion, and coordination among adolescents' civic messages and their own beliefs about civic obligation. In addition, the use of a structured interaction task helped to illustrate the heterogeneity in parents' and adolescents' conceptualizations of civic duty, which were evident in their varied messages about citizenship expectations.

Consistent with hypotheses, several of mothers' observed civic messages were linked to adolescents' civic behavior and attitudes. Specifically, mothers' messages concerning helping others and respect for both others and country predicted adolescents' community service behavior. Mothers may use civic discussion as a way to convey messages about the meaning of their adolescents' community service

involvement, which may include notions of respect and helping others. Community service activities are diverse, and typically entail direct contribution to individuals, groups, and larger social organizations (Metz, McLellan, & Youniss, 2003). Mothers' messages concerning helping and respect may connect adolescents' community service experiences with broader principles of concern for others and allegiance to social institutions. Future research is needed to examine associations between parents' civic message and adolescent involvement in specific types of community service activities, such as those that entail more direct helping behaviors (e.g., working with marginalized groups) and those that are more closely tied to the functioning of organizations (e.g., administrative work; Metz et al., 2003).

Surprisingly, mothers' civic messages that concerned following the rules and obeying laws negatively predicted adolescents' social movement prioritization. Whereas obeying rules and laws involves compliance and adherence to structure and order, social movement activities, such as protesting and boycotting, involve opposition to the established order and attempts to change the status quo (Zaff et al., 2010). Mothers that stress following rules may place a greater emphasis on maintaining social order and conventions. Such mothers may believe that good citizens are those who do not refute or challenge social policy, and adolescents may have interpreted such messages as indicating that social movement involvement was a less acceptable form of civic behavior. Previous research has found positive associations between authoritarianism and social movement judgments, but these associations are less strong for older adolescents (Metzger et al., in press). The authors suggest that these findings may be attributed to expanding civic and political understanding during the teenage years. In the current study, mothers specifically applied compliance to authority as a civic duty, which may have reduced the cognitive complexity required for adolescents to coordinate these beliefs with civic action. Additionally, the absence of associations between parental messages and other civic attitudes suggests that parents' civic messages may have a larger impact on adolescents' beliefs concerning forms of civic engagement that entail both

moral and personal dimensions (Metzger & Smetana, 2009). For such multifaceted civic behaviors, adolescents' attitudes may be influenced by an array of information sources including their parents.

Parents' civic behavior was also associated with adolescents' civic prioritization and behavior. Consistent with hypotheses, mothers' standard political behavior predicted adolescents' prioritization of standard political activities. These associations held after controlling for adolescents' own standard political behavior, suggesting that adolescents may look to mothers for information that concerns appropriate conventional obligations, even if adolescents themselves are not politically engaged. However, it is important to note that the measure of adolescents' standard political behavior used in the current study only included following current events and politics. Research suggests that adults who stay current on political information also engage in other political activities, such as voting (Prior, 2005; Tolbert & McNeal, 2003). Future research is needed to explore whether similar associations are present across a multitude of standard political activities. Following current events may be engaged in more frequently than other forms of standard political involvement (e.g., voting, joining a political party; Metzger & Smetana, 2009). Parent behaviors that occur more often may be more salient or memorable to adolescents, and may be more closely tied to adolescents' judgments.

When examining the relationship between mother and adolescent behavior, mothers' community service behavior predicted adolescents' involvement in community service activities. This is consistent with prior research on community service (Andolina et al., 2003). However, similar congruence was not found between mothers' and adolescents' standard political, social movement, and community gathering involvement. Whereas keeping up with current events and politics may entail actions that are more independent (e.g., reading the newspaper), strengthening social ties has been shown to be a key motivator of community service involvement (Clary & Snyder, 1999). Potentially, parents and adolescents who are currently involved in community service activities recruit one another to join them participating in opportunities provided within school or work contexts (Taylor & Chatters, 1986). Furthermore, community

gathering and social movement activities may be selected based on personal interests, making shared parent-adolescent experiences less frequent (Metzger & Smetana, 2009).

Mothers' community gathering behavior or observed messages concerning civic duty were not associated with adolescents' prioritization and engagement in community gathering activities such as attending a theater event or local play. Scholars have argued that participation in community events is a large component of civic wellbeing and community involvement may provide important social capital for bolstering future civic engagement (Putnam, 2000). However, community activities may fall outside of parents' and adolescents' conceptualization of civic duty (Metzger & Smetana, 2009), as neither parents nor teens discussed community engagement as an important duty in the live civic discussion interaction task.

Adolescents' own messages they conveyed to parents during the structured conversation task were also associated with their own judgments about civic obligation. For instance, adolescents' messages that pertained to voting and keeping up with politics as important civic duties were positively associated with adolescents' prioritization of all forms of civic activity, including community gathering participation. Adolescents who discuss standard political involvement as an important civic duty may generally have a more positive view of their community and involvement. Voting and keeping up with current events are more normative forms of engagement (Metzger & Ferris, 2013) and are often reinforced within civic curriculum (Galston, 2001). Previous research has shown that teens discuss civic curricula with their parents (McDevitt & Chaffee, 2002), and these discussions influence parents' civic attitudes. Adolescents' that are positively oriented toward their community may discuss activities that are frequently mentioned in school within parent-adolescent civic discussion. Future research is needed to examine the influence these messages have on parent civic outcomes.

Additionally, findings from the current study hint at coordination between adolescents' civic behavior and their own observed civic messages. Specifically, adolescents' who stated that work,

becoming educated, and speaking English were important dimensions of citizenship were less likely to be involved in community service activities. A possible explanation is that adolescents who view citizenship in terms of productivity and self-improvement may be less inclined to become involved in activities with no immediate tangible personal benefit. However, previous research that controlled for a variety of different parent and adolescent civic behaviors failed to find associations between adolescents' messages about productivity and community service behavior (Oosterhoff et al., 2013) and future research is needed to replicate these findings.

Finally, adolescent age was positively associated with both adolescent standard political involvement and social movement behaviors. With age comes increased opportunity to become involved in political activities, and older adolescents may be more likely to seek out and have the motivation and resources to become invested in meaningful political affairs. Additionally, and consistent with previous research (Metzger & Ferris, 2013; Metzger et al., in press), age was positively associated with adolescents' judgments about standard political involvement. Older adolescents typically have increased civic knowledge (Hart & Atkins, 2011), which may result from greater exposure to high school civic courses (Flanagan, Gallay, Gill, Gallay, & Nti, 2005). Moreover, with age, adolescents may have more prolonged exposure to other political socialization agents, such as other adults (e.g., community organization leaders; Flanagan & Faison, 2001) and media (Zaff et al., 2010). Also consistent with previous research (Metzger & Smetana, 2009; Metzger & Ferris, 2013), adolescent girls were more likely to prioritize community service participation, which could reflect gender differences in care orientation (Jaffee & Hyde, 2000).

Although limited sample size prevented testing the full conceptual model with fathers, bivariate correlations hint at similar associations to those found in analyses involving maternal variables. Adolescents may use civic discussion with fathers as a way to voice attitudes about the importance of being involved in civic duties. Furthermore, similar to mothers, teens may also look to fathers for information concerning conventional political involvement. However, further research is needed to gain a

more comprehensive understanding of how these processes unfold within the father-adolescent relationship.

These findings should be taken in light of several limitations. Self-report survey and observational measures are subject to social desirability bias, especially when measuring prosocial activities (Rutten et al., 2011). Concordant data does not allow for the examination of causal effects or developmental change. To gain a richer view of these developmental processes, future research is needed to test these associations using longitudinal data. Additionally, parent and adolescent report of standard political behavior was examined using a single item, and some of the civic behavior scales had low reliabilities, especially community gathering behaviors. Future research needs to employ survey measures with a wider array of community gathering and standard political activities. Although bivariate correlations captured trending associations, the low number of fathers that participated did not allow for a full examination of potential similarities and differences across mothers and fathers. Future research would benefit from exploring how mothers and fathers differentially contribute to adolescent civic development, and how adolescents manage conflicting messages. Although several steps have been taken to ensure the ecological validity of the discussion task, the extent to which the parent-adolescent interaction task is representative of naturally occurring conversations within families is unclear. Experiential sampling and qualitative interviews may be especially useful tools to explore the frequency of unprompted civic messages throughout everyday family interactions.

Despite these limitations, findings from the current study help to further elucidate parents' and adolescents' role in contributing to youth civic development and further exemplify domain specificity among distinct civic behaviors (Sherrod & Lauchardt, 2009). Future research is needed to explore adolescents' role in facilitating their own civic development and to document the nuances that underlie these processes. Additionally, research should continue to explore parental influences on the cognitive components of developing citizenship, and how these processes differ across civic activities. Such processes are thought

to be antecedents of later civic engagement (Metzger & Smetana, 2010) and provide valuable insight into the complexity of civic development.

Table 1

Civic Coding Category Criteria Statements and Linear Weighted Kappas.

Coding Category	Criterion Statements		Ns Parent (Teen)	Weighted Kappas Parent (Teen)
Follow Regulations	<ul style="list-style-type: none"> • Obey Laws • Follow rules • Pay taxes 	<ul style="list-style-type: none"> • Join the military when there is a draft • Attend jury duty when summoned 	81 (68)	.89 (.79)
Voting	<ul style="list-style-type: none"> • Vote 		68 (38)	.62 (.79)
Other Standard Political	<ul style="list-style-type: none"> • Know your representatives 	<ul style="list-style-type: none"> • Keep with current events and politics 	20 (4)	.70 (1.0)
Be Productive	<ul style="list-style-type: none"> • Work • Pay Bills 	<ul style="list-style-type: none"> • Be educated • Speak English 	27 (26)	.88 (.85)
Respect for Country	<ul style="list-style-type: none"> • Take pride in your country • Support the troops 	<ul style="list-style-type: none"> • Respect for the flag • Stand up for your country 	24 (13)	.75 (.79)
Respect for Others	<ul style="list-style-type: none"> • Treat each other kindly • Respect others 	<ul style="list-style-type: none"> • Don't cause harm to others 	20 (8)	.79 (.50)
Helping Others	<ul style="list-style-type: none"> • Helping others 	<ul style="list-style-type: none"> • Protect each other 	43 (7)	.73 (.79)
Community Service	<ul style="list-style-type: none"> • Community service 	<ul style="list-style-type: none"> • Volunteer 	31 (13)	.73 (.90)

Table 2

Means and Standard Deviation for all Mothers' and Adolescents' Observed Civic Messages.

Observed Civic Messages	Mothers' <i>M (SD)</i>	Adolescents' <i>M (SD)</i>
Follow Regulations	.33 (.41)	.23 (.35)
Standard Political	.16 (.32)	.21 (.32)
Be Productive	.08 (.22)	.08 (.22)
Respect Others and Country	.06 (.21)	.11 (.25)
Help Others	.12 (.27)	.05 (.17)
Community Service	.08 (.23)	.03 (.16)

Table 3

Means and Standard Deviation for all Mothers' and Civic Behavior and Adolescents' Civic Outcomes.

Civic Activity	Civic Behavior		Civic Prioritization
	Mothers' <i>M (SD)</i>	Adolescents' <i>M (SD)</i>	Adolescents' <i>M (SD)</i>
Community Service	2.29 (.92)	1.66 (.75)	3.91 (.99)
Standard Political	3.69 (1.16)	2.52 (1.45)	3.00 (1.13)
Social Movement	1.46 (.66)	1.34 (.65)	2.74 (.96)
Community Gathering	1.98 (.87)	1.56 (.74)	2.94 (1.08)

Table 4

Correlations among Parent and Adolescent Civic Messages, Adolescent Civic Prioritization, and Adolescent Civic Behavior

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Adolescent Messages[†]																		
1. Follow Reg	-	-.26**	-.06	-.13	-.04	-.12	.07	.07	.01	-.02	-.13	-.17*	-.13	.01	.09	-.18*	.02	.06
2. Stan Political	-.13	-	-.14	-.10	-.04	.24**	-.08	.00	.04	.02	.23**	.24**	.24**	.19*	.09	.24**	-.04	.00
3. Be Productive	-.19	-.07	-	-.11	.01	.04	.07	.08	.03	-.04	.02	.03	.03	.10	-.15	-.08	-.06	-.04
4. Respect	-.16	-.02	-.07	-	-.05	-.12	-.04	-.00	-.03	-.00	.14	.06	.11	.04	.04	-.04	-.09	-.13
Parent Messages[†]																		
5. Follow Reg	.04	.03	-.12	-.12	-	-.22**	-.08	-.18*	-.20*	-.18*	-.08	-.09	-.20*	.01	-.12	-.11	.06	.06
6. Stan Political	-.07	-.14	.05	.11	-.43**	-	-.12	-.11	-.18*	-.11	.02	.16	.07	-.05	-.03	.04	-.10	-.14
7. Be Productive	.22	-.03	-.08	-.14	-.06	-.17	-	-.13	-.13	-.09	-.09	-.00	-.02	-.02	-.13	.06	.08	-.01
8. Respect	-.06	.00	.06	-.03	.02	-.11	-.15	-	-.07	-.10	.12	.02	.02	.02	.13	-.02	-.04	.07
9. Help Others	-.29*	-.12	-.05	-.06	-.06	-.09	-.12	.03	-	-.07	-.02	-.12	-.03	.03	.17*	-.01	.05	.10
10. Com Service	-.28*	.17	-.14	.38**	-.12	-.17	-.10	-.05	.14	-	.07	.00	.02	-.09	.05	.04	-.12	-.10
Adolescent Prioritization																		
11. Com Service	-.18	.07	.01	.18	.19	-.07	-.38**	.16	.04	.05	-	.53***	.66***	.66***	.25**	.27**	-.03	-.05
12. Stan Political	-.07	.09	-.13	.04	.02	.14	-.23	.05	.04	.03	.40**	-	.70***	.45***	.21*	.53**	.19*	.03
13. Social Move	-.08	.17	-.03	-.09	.19	-.10	-.18	.24	.00	-.18	.67**	.54**	-	.66**	.38**	.42**	.28**	.06
14. Com Gather	.04	.01	-.11	.06	.25	-.09	-.15	.18	.08	-.13	.75**	.24	.65**	-	.28**	.24**	.16	.04
Adolescent Behavior																		
15. Com Service	-.14	-.07	-.16	-.09	.16	-.10	.16	.21	-.02	-.04	.12	.03	.23	.15	-	.23**	.48**	.40**
16. Stan Political	.13	.09	.01	.14	.10	-.21	-.09	.06	-.03	-.03	.04	.25	.26	.01	.09	-	.23**	.12
17. Social Move	.03	-.08	-.08	-.04	.14	-.13	.25	-.04	.07	.03	-.30*	-.04	.01	-.19	.55**	.22	-	.48**
18. Com Gather	.07	-.02	.12	-.12	.00	-.05	.34*	-.06	.14	.00	-.28*	-.08	-.06	-.14	.49**	.10	.51**	-

Note: Bolded font indicates correlations among study variables for mothers. Non-bolded font indicates correlations for fathers.

[†] Variable proportion scores were used.

*p < .05, **p < .01, ***p < .001

Table 5

Correlations among Parent and Parent Civic Behavior, Adolescent Civic Prioritization, and Adolescent Civic Behavior

Variable	1	2	3	4	5	6	7	8	9	10	11	12
Parents Behavior												
1. Com Service	-	.24**	.40***	.46***	.06	.08	.20*	.07	.24**	.09	.11	.00
2. Stan Political	.04	-	.34***	.19*	.09	.18*	.14	.00	.03	.03	-.09	-.01
3. Social Move	.21	.03	-	.51***	.00	.21*	.13	.10	.16	.10	.16	.11
4. Com Gather	.50***	-.02	.40**	-	.02	.19*	.13	.06	.13	.17*	.09	.17*
Adolescent Prioritization												
5. Com Service	-.12	.47**	.01	-.25	-	.53***	.66***	.66***	.25**	.27**	-.03	-.05
6. Stand Political	-.05	.33**	.03	-.04	.40**	-	.70***	.45***	.21*	.53***	.19*	.03
7. Social Move	-.32*	.32**	-.03	-.27	.67***	.54***	-	.66***	.38***	.42***	.28**	.06
8. Com Gather	-.26	.29*	.04	-.19	.75***	.24	.65***	-	.28**	.24**	.16	.04
Adolescent Behavior												
9. Com Service	-.04	.07	.10	.01	.12	.03	.23	.15	-	.23**	.48***	.40***
10. Stand Political	-.06	.28*	.20	-.07	.04	.25	.26	.01	.09	-	.23**	.12
11. Social Move	-.09	-.13	.17	.07	-.30*	-.04	.01	-.19	.55***	.22	-	.48***
12. Com Gather	.00	-.19	.05	.14	-.28*	-.08	-.06	-.14	.49***	.10	.51***	-

Note: Bolded font indicates correlations among study variables for mothers. Non-bolded font indicates correlations for fathers.

*p < .05, **p < .01, ***p < .001.

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Appendix A

'What do citizens have to do?': Predictors of parent and adolescent civic messages

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Key words: *civic engagement, civic discussion, parent adolescent interaction*

Abstract

Observational and multi-informant survey methodology was used to document and test correlates of parents' and adolescents' spontaneous messages concerning citizenship and civic duty. A sample of 160 adolescents ($M_{\text{age}} = 14.42$, range = 12-18) and parents (144 mothers and 52 fathers) participated in a structured, dyadic-communication task concerning civic duty and completed questionnaires assessing civic and religious behavior. In mixed-effect logistic regression models, parents' community service behavior was positively associated with parents' observed messages about helping others and negatively associated with parents' observed messages about following rules and regulations. Parents involved in social movement political activities were less likely to express messages concerning respecting and helping. Adolescents' community service behavior was positively associated with parents' observed messages about respecting others.

Political scientists and developmental psychologists have conducted a great deal of empirical research investigating the antecedents of adult civic and political engagement, and much of this research has focused on adolescent community and political involvement (Sherrod & Lauckhardt, 2009; Zaff, Moore, Papillo, & Williams, 2003). More recently, scholars have considered the contexts that promote positive attitudes toward civic participation, referred to as “civic contexts” (Zaff, Hart, Flanagan, Youniss, & Levine, 2010). Parents are an especially important component of adolescents’ civic contexts and contribute to adolescents’ understanding of civic responsibility by communicating social expectancies, cultural norms, and civic values (McDevitt, Kioussis, Wu, Losch & Ripley, 2003; Rosenthal, Feiring, & Lewis, 1998). Additionally, adolescents may use political and civic discussion with parents as an opportunity to express their own opinions on political and civic issues (McDevitt & Chaffee, 2002). However, little is known about how parents and adolescents discuss their own views of citizenship and civic duty and which factors distinguish parent and adolescent distinct civic messages. The current study employs both observational and multi-informant survey techniques to document the content of parent and adolescent civic discussion, and test whether parent and teen civic behaviors are associated with differing civic messages.

Previous research investigating parental effects on youth civic outcomes was typically rooted in political socialization theory. Political socializations theory posits that older generations convey civic attitudes and promote youth civic behavior through discussion and modeling (for review, see Nieme & Sobieszek, 1977). However, some research suggests that these associations are bidirectional, as adolescent civic and political discussion has been linked with parent civic and political attitudes (McDevitt & Chaffee, 2002). Recently, developmental psychologists have applied systems theories (Bronfenbrenner, 1979) to civic development (Zaff, Malanchuk, & Eccles 2008). According to systems theories, factors that exist within adolescents, such as attitudes and values, work in concert with external factors to create a civic context that promotes or inhibits civic outcomes (Zaff, et al., 2010). Parent-adolescent civic discussion may be an especially important component of adolescents’ civic context, as active discussion allows

adolescents to express their personal attitudes concerning citizenship and civic duty, while evaluating messages from those who have had greater exposure and experience with social institutions (Torney-Purta, 1995). To date, research has yet to document the way parents and adolescents communicate attitudes and beliefs concerning citizenship and civic duty.

Civic engagement is multifaceted and entails attitudes and behaviors directed toward the betterment of society (Sherrod & Lauchardt, 2009). In democratic societies, citizens are expected to contribute to the electoral process by becoming involved in standard political activities, such as voting and joining political parties (Walker, 2002). Citizens may also voice opinions and engage in behaviors that strive to influence or change the status quo through social movement involvement (e.g., protesting). Additionally, citizens are expected to be engaged in behaviors that contribute to their local community, such as volunteering and community gathering (e.g., attending community events) activities (Putnam, 2000). Scholars have recognized the importance of such behavior for successful democratic processes, and have incorporated these activities in diverse operationalizations of civic engagement (e.g., Sherrod & Lauchardt, 2009; Sherrod, Flanagan, & Youniss, 2002).

However, some evidence suggests that individual's conceptualizations of 'good citizenship' may extend beyond previously used a priori operationalizations. Using an open-ended response method, Sherrod (2003) found that when asked "what it means to be a good citizen" 46.7% of participating youth (ages 14 to 24) stated obeying laws and 46.2% stated help others/improve things. Other responses included "being patriotic," "being productive," and "respecting others." Similar trends have been found with 8th and 11th grade students (Chiodo & Martin, 2005) and with cross cultural research (Torney-Punta, Lehmann, Oswald, & Schulz, 2001). Parents' conceptualization of civic duty has received less empirical attention. When examining strictly political behavior, adults are most likely to characterize citizenship in terms of conventional forms of political involvement (Theiss-Morris, 1993). Alternatively, when asked which qualities of citizenship should be taught to high school students, teachers were most likely to report

questioning the status quo, followed by exposure to different ideologies, and obeying laws (Anderson, Avery, Pederson, Smith, & Sullivan, 1997). Through active political discussion, parents and adolescents may share their own personal attitudes and beliefs. Thus, it is expected that the heterogeneity found across conceptualizations of 'good citizenship' will be reflected in parents' and adolescents' messages concerning civic duty. However, the type civic messages parents and teens state concerning civic obligation may also vary by family demographic characteristics and may be tied to their own engagement in civic activities (Theiss-Morris, 1993).

Correlates of Parent and Adolescent Civic Messages

To date, researchers have yet to examine potential correlates of parent and adolescent civic messages. However, correlates of parental political and current event discussion, as well general trends in civic behavior, have been well documented. It is anticipated that these correlates of political discussion and civic behavior will be similar to correlates of parents' and adolescents' messages concerning citizenship and civic obligation.

Demographic characteristics. Adolescents' and adults' civic behavior and attitudes have been found to consistently vary by adolescent gender and parents' education level. Although women are slightly more likely to vote than men (Center for American Women and Politics, 2011), women are less likely to openly express strong opinions about political figures, have less political knowledge and less political efficacy (Atkeson & Rapoport, 2003; Banwart, 2007; Bennet & Bennet, 1989). In contrast, when compared to men, adolescent girls and young adult women are more involved in community service activities (Flanagan et al., 1998; Jenkins, 2005; Metz, McLellan, & Youniss, 2003; Youniss, McLellan, Su, & Yates, 1999). Similar trends have been found in adolescents' prioritization of civic behavior (Metzger & Ferris, 2013; Metzger & Smetana, 2009), which suggests potential gender differences in the social-cognitive processes related to civic development. Parents' education has been shown to be positively associated with adolescents' participation in voting and volunteering in young adulthood (Zaff et al., 2003).

Adolescents with more educated parents have greater intentions to participate in political behavior, including voting, working on a campaign, and boycotting (Reinders & Youniss, 2006). These differences may be reflected in the types of civic messages parents and teens communicate to one another.

Civic behavior. Parents' and adolescents' own civic behavior may also be associated with the specific messages they convey during civic discussions. For instance, parents have been found to draw on their own personal experiences when discussing topics with their teens such as cigarette smoking (Wakschlag et al., 2011) and sexual health (Lefkowitz & Stoppa, 2006). Similar trends may be found in conversations about citizenship and civic duty, as adolescents' participation in school-based civic curricula has been shown to be associated with adolescent-initiated political discussion at home (McDevitt & Chaffee, 2000). Additionally, some evidence suggests activity-specific coordination between civic behaviors and corresponding attitudes and judgments (Metz, et al., 2003; Metzger & Smetana, 2009). Parents and adolescents may use their own experiences within community organizations to communicate reasons certain activities are important civic obligations, as well as emphasize how specific avenues of civic participation may impact their community.

Both parents and adolescents may also use each other's civic experiences as a prompt to discuss good citizenship. A great deal of research has found consistency between parent and adolescent civic behavior (Bekkers, 2007; Grimm et al., 2005; Jonoski & Wilson, 1995; McIntosh et al., 2007; Plutzer 2002; Zaff, Malanchuk, Michelsen, & Eccles, 2003) and coordination among parent-adolescent political discussion and adolescent civic behavior (e.g., Lake Snell Perry, 2002; Torney-Punta et al., 2001; Verba, Schlozman, & Brady, 1995; McIntosh, Hart, & Youniss, 2007). Young adults (age 15-25) who lived in households with at least one parent who was a habitual volunteer were more likely to volunteer, be active in a group, vote (if of proper age), follow politics, boycott, and sign a petition when compared to households where no parents volunteered (Andolina, Jenkins, Zukin, & Keeter, 2003). Furthermore, adolescents who regularly heard political discussion were more likely to volunteer and vote (when of age; Andolina et al.,

2003) and viewed voting as more important than adolescents without such discussion (Kelly, 2006). Similar effects have been shown with adolescent-prompted political discussion. Teen-initiated political discussion has been shown to be associated with parents' political information consumption and civic competence (McDevitte & Chaffee, 2000). Adolescents may incorporate parents' civic behavior into their own message concerning civic duty. Similarly, parents may view adolescents as civic exemplars, and convey messages that reinforce civic engagement by connecting adolescents' active civic behavior to more abstract civic principles such as citizenship expectations and obligations (Fram, 2004; Yates & Youniss, 1999).

Religious behavior. Previous research suggests that religious involvement may also be predictive of specific civic messages. Church attendance, religious tradition, and religious beliefs have been shown to predict social trust, membership in social organizations, and volunteering in social organizations (Gibson, 2008; Grimm et. al., 2005; Ozarak, 2003; Smidt, 1999). Qualitative evidence suggests that religious involvement may be a catalyst for community engagement, as Bible study was reported as typically-cited experience that motivated adolescent community service involvement (Seider, 2007). Additionally, spirituality has been shown to be associated with adolescents' social and moral judgments for community service and community gathering activities (Metzger, Oosterhoff, Palmer, & Ferris, in press). Those who are religiously involved may view 'good citizens' as those who participate in community service, and convey messages about the importance of volunteering.

The present study explored the content of parent and adolescent messages concerning civic duty discussed in live, video-taped conversations, as well as correlates that differentiate specific categories of parent and adolescent messages. Based on previous research, it was hypothesized that parents and adolescents would discuss a variety of civic activities with one another including community service involvement and standard political involvement, and that parents and adolescents would also discuss additional citizenship expectations such as respecting others and obeying laws. It was expected that adolescent boys, fathers, and parents with higher education would be more likely to communicate

messages pertaining to standard political involvement (e.g., voting, following current events), and adolescent girls and mothers would communicate message pertaining to community service. Finally, it was hypothesized that parents and adolescents civic behavior would be associated with their corresponding civic messages.

Method

Participants

The total sample consisted of 161 adolescents and their parents (145 mothers and 53 fathers), who were recruited as part of a larger study examining parent-adolescent communication. Of the total sample, one adolescent and two parents were missing all dependent variables and were removed from further analyses. Additionally, two adolescents participated with another female relative (aunt, grandparent), and were grouped with mothers, making the final analytic sample 160 adolescents and their parents (144 mothers and 52 fathers, $M_{age} = 44$, $SD = 7.22$). Two mothers and six fathers were adoptive parents and three mothers and six fathers were step parents, the other mothers ($n = 135$) and fathers ($n = 42$) were biological parents. Adolescents (60% female) were between the ages of 12-18 ($M = 14.42$, $SD = 1.74$). The majority of adolescents (86%) who participated with one parent did so with their mothers ($n = 106$) and 12% ($n = 15$) participated with their fathers. The remaining 23% of adolescents participated with both parents ($n = 37$). Adolescents were primarily Caucasian/White (77%), biracial (9%), or African American (3%) and the remained identified as Hispanic/Latino (2.5%), Asian-American (1.9%), Native American (1.3%), other (5%), and one participant did not report ethnicity. The majority of mothers (89%) and fathers (93%) identified as Caucasian/White. Most mothers (72%) and fathers (85%) were married. Regarding education, 36% of mothers reported completing college, 30% completed a graduate degree, 13% completed business or technical school, and 18% completed high school. For fathers, 33% completed college, 27% completed a graduate degree, 8% completed business or technical school, and 29% completed high school. The majority (78%) of adolescents lived in two-parent households. The median

household income was \$75,000 to \$99,999. Participants were recruited from local high schools, community events, community clubs, and religious organizations in and around a Mid-Atlantic town, and were given monetary compensation for their involvement.

Procedure

Most of the data were collected in families' homes (71%), though some families (29%) participated at the research lab or in a public place. Informed consent and permission for the adolescent were obtained from parents and informed assent was obtained from the adolescent. Parent-adolescent dyads participated in a 33-minute dyadic communication task followed by the completion of questionnaires in separate rooms, with research team members present to answer questions. Research assistants read the survey to twelve (7.5%) of the adolescents, and partially read the survey to four (2.5%). Responses to all study variables did not differ across collection location or whether the survey was read aloud.

Questionnaire Measures

Civic involvement categories. Parents' and adolescents' engagement in civic and religious activities was measured through self-report items adapted from previous research (Eccles, Barber, Stone, & Hunt, 2003; Metzger & Smetana, 2009). Parents and adolescents civic involvement was assessed across four types of civic behaviors: *community service* (e.g., volunteer to help disabled students at your school), *standard political involvement* (e.g., keep up with current events and politics), *social movement* (e.g., take part in a political protest or rally), and *community gathering* (e.g. attend a community social event or dance).

Civic behavior and religious involvement. Parents' civic and religious involvement was measured through 12 items and adolescents' involvement was assessed through 13 items measure adapted from previous research (Eccles, Barber, Stone, & Hunt, 2003; Metzger & Smetana, 2009). Parents reported how often (in an average month) they engaged in four types of activities: standard-political activities (1 item; i.e., keep up with current events and politics), community service (3 items, $\alpha = .70$),

community gatherings (2 items, $\alpha = .44$), social movement (3 items, $\alpha = .65$), and religious activities (3 items, $\alpha = .88$). Similar items measured adolescents' involvement (in an average month) in the same types of civic and religious activities: standard-political (1 item), community service (3 items, $\alpha = .74$), community gatherings (3 items, $\alpha = .42$), social movement (3 items, $\alpha = .67$), and religious involvement (3 items, $\alpha = .86$). All items were identical for parents and adolescents, although adolescents responded to one additional community gathering item. Responses were given on a 5-point Likert-type scale ranging from 1 (*never*) to 5 (*very often*). Higher scores corresponded to greater involvement in civic and religious activities.

Observational Measure

A 33 minute video-taped structured discussion task was used to assess parent-adolescent communication patterns across a variety of different topics, including general family life, eating behavior, internet and cell phone use, alcohol consumption, and civic engagement. Similar to previous parent-adolescent communication studies, discussions were semi-structured using prompt cards to facilitate conversations about each topic (Cui & Conger, 2008; Wakschlag et al., 2011). Throughout the interaction, parents and adolescents alternated reading prompt cards. Dyads were encouraged to discuss all of the cards within the topic; however families were instructed to discuss the topics at their own pace. Families were also encouraged to return to a previous prompt card if they made it through all cards. In order to improve the ecological validity of the discussion task, researchers left the room during the discussion task and returned only to introduce each topic. Ecological validity was also increased by having most of the discussions occur within families' homes.

Civic messages. Civic engagement was discussed in the final 7-minute discussion segment. Six questions were developed to prompt discussions specific to civic beliefs and engagement. The six civic prompts were (parentheses indicated the focal instructed to read the question aloud) (a) *Let's talk about how people in our family feel about being citizens of the United States. What does it mean to be a citizen of the United States?* (Teen) (b) *Does being a citizen mean you have to do anything? What do citizens have*

to do? (Parent) (c) Let's talk about some of the ways that people in our family participate in activities or groups in our community. (Teen) (d) Do people in our family talk about politics? If we do, what do we talk about and who does most of the talking? Let's talk about this. (Parent) (e) Should teens be expected to contribute to their community, city or country? If so, how? (Teen) (f) If our family was asked to describe our community or city, what would people in our family say? How do we feel about our community or city? (Parent)

Civic content coding. The entire civic discussion segment was content coded for statements that related to civic obligation and citizenship expectations. A single codable statement began when participants started to speak and ended when the speaker willfully allowed the other person to speak. In some instances, interruptions occurred when either member of the dyad broke the continuity or flow of the others statement. If the focal continued a statement after an interruption, the entire statement (pre- and post-interruption) was coded as a single statement and the interruption was coded as a separate statement. The presence of a codable statement was recorded.

Based on previous research and pilot videos ($n = 10$), 9 coding categories were created to capture parents' and adolescents' messages concerning civic duty. Criterion statements and verbatim examples of each coding category are displayed in Table 1. One primary and one reliability rater coded parent and adolescent statements for: *following regulations, community service, helping others, being productive, voting, other standard political involvement, respect for others, and respect for country*. Due to the novelty of the content coding system, raters were trained using a subset (5%) of videos from the current study. Both coders rated 2 videos at a time and discussed discrepancies. This pattern continued until a criterion reliability level of $Kappa = .70$ was obtained. Once this criterion was met, 30.5% of videos were coded by the reliability coder. Weekly meetings were held to prevent coder "drift" and make final decisions on discrepancies for double-coded interactions (analyses were conducted on these final "consensus codes").

To assess criterion reliability for binary data, Kappa's were used. Reliability coefficients for all code categories are displayed in Table 1.

Analytic Strategy

First, a detailed description of each coding category and frequency of distinct parent-adolescent civic messages were discussed. Next, and following similar procedures as researchers using random-effects models with family data (Gentzler, Wheat, Palmer, & Burwell, 2013), a series of mixed-effect logistic regressions were used to test associations between parent and adolescent civic behavior and civic messages (Luke, 2004). As both parents of the same teenager were included in the study, a multi-level approach was used with "family" as the second level predictor. Family accounted for a significant amount of the variance in four of the dependent variables, including parent *respect others and country* ($ICC = .25, p < .001$) and *community service* ($ICC = .43, p < .001$) messages and adolescent *respect others and country* ($ICC = .73, p < .001$) and *standard political* ($ICC = .86, p < .001$) messages. Including family as a level two predictor accounted for the non-independence introduced by including both parents.

Results

Parent and Adolescent Civic Messages

Due to low levels of missing data (less than 2%), mean imputation was used. Frequencies of parent and adolescent civic messages, as well as means and standard deviations for civic and religious behavior, are displayed in Table 2 and Table 3. Overall, 79.4% of parents and 70.2% of adolescents mentioned at least one codable civic duty. Compared to adolescents, a higher percentage of parents mentioned three or more civic duties within civic discussion. Additionally, fathers discussed multiple civic duties more frequently than mothers.

Follow regulations and *voting* were the most frequently discussed civic obligation by both parents and adolescents. Parent and adolescent follow regulation statements referenced "obeying laws", "paying taxes", and "following rules" as important civic duties. Following regulations often entails an obligation to

abide by the social rules and uphold social order, which manifested in statements pertaining to specific behaviors (e.g., you need to attend jury duty when called) as well as general patterns of obedience (e.g., follow the rules, follow the laws). Voting statements explicitly referred to voting in national and local elections as an important civic obligation. These statements were typically conveyed in broad terms (e.g., you have to vote). Parents and adolescents similarly referenced follow regulations; however, a higher percentage of parents referenced voting. Furthermore, compared to mothers, a greater percentage of fathers discussed follow regulations.

Additionally, parents and adolescents both conveyed messages concerning productivity. *Be productive* codes contained statements that referenced “working”, “becoming educated”, or “speaking English” as an important civic duty. These messages entailed a responsibility to be self-sufficient, independent, and uphold traditional American customs. *Be productive* statements were relatively infrequent across parents and adolescents and when compared to mothers, a higher percentage of fathers discussed being productive as a civic duty.

Other civic messages pertained to helping others, which included all statements that referenced informal helping (not through a community organization) as a civic duty. *Helping other's* messages entail components of self-transcendence, and stressed the importance of contributing to other individuals without specifying the need for involvement in established community structures or organizations. These messages typically referred to statements about general and informal ways of helping community members (e.g., help your neighbor). Compared to teens, a higher percentage of parents mentioned informal helping as an important civic duty. Formal community service was also mentioned in parent-adolescent civic discussion. *Community service* messages included any statement that referenced formal volunteering in a community organization as a civic duty. These messages also entailed components of self-transcendence, but channeled through established community organizations. Typical community service messages pertained to different types of volunteer experiences (e.g., volunteering to work with the elderly), but also contained

statements that referenced volunteering more generally. Similar to helping others, a greater percentage of parents mentioned community service as an important civic duty and when adolescents mentioned community service, it was discussed by a greater percentage of girls than boys.

For parents and adolescents, *respect for country* and *respect for others* were relatively uncommon. Whereas respect for country messages included statements referencing allegiance to and support for the nation, respect for others' messages captured statements that referenced courtesy and an obligation to consider others. Those who communicated respect for the country messages stressed an obligation to be connected to larger polity and loyalty to the nation. These messages typically included statements about taking pride in our nation's symbols and military (e.g., honor the flag, support the troops). Respect for others stresses the importance to be connected and thoughtful of other individuals. These messages typically concerned being conscious of the effect one's actions may have on others (e.g., don't impede on others). Overall, 8.1% of adolescents and 12.1% of parents mentioned respect for country and 5% of adolescents and 10.1% of parents mentioned respecting others.

Compared to the other codes, *other standard political involvement* was mentioned least frequently by adolescents and at similar rates to respecting others for parents. Other standard political involvement statements included those that referenced keeping up with current events and knowing representatives. Messages that contained other standard political statements typically focused on political awareness (e.g., know what's going on in politics). Few parents and adolescents discussed other types of standard political involvement as important civic duties.

Due to low frequencies, coding categories that were conceptually similar were collapsed for further analyses. Specifically, *voting* and *other standard political involvement* were combined into one measure of standard political involvement. Voting has been viewed as a traditional form of civic participation that upholds current democratic structures (Metzger & Ferris, 2013) and previous research has operationalized standard political involvement to include voting (Metzger & Smetana, 2009). Similarly, *respect for country*

and *respect for others* were collapsed into one category that represented respect for others and country. Respect for others and respect for one's country both require citizens to be aware of the implications of their actions, and stressed an obligation to be connected to others on an individual or macro level. Adolescents' *community service* ($n = 13$) and *helping others* ($n = 7$) message still had low frequencies, and were therefor not included in the further analyses.

Predicting Parent Civic Messages

Descriptive statistics and biliseral correlations are displayed in Table 3. Six linear effect mixed models were used to test predictors of *parent follow regulation*, *community service*, *standard political*, *respect others and country*, *helping others*, and *be productive* messages. For each model, demographic characteristics (adolescent age, adolescent gender, parents' education, and parents' gender), parent and adolescent civic behavior (community service, standard political, social movement, community gathering) and religious behavior were added as predictors. To ensure associations were not attributed to parents discussing a greater frequency of codeable statements more generally, parents' overall civic message score was added to the model as a covariate.

Adolescent gender and parents' education were both associated with parents' civic messages. Specifically, adolescent gender predicted parent *follow regulation* ($B = -.85$, $S E = .40$, $OR = .43$ $CI = [.19-.97]$, $p = .042$) and *respect other and country messages* ($B = 1.42$, $S E = .51$, $OR = 4.15$, $CI = [1.47-11.71]$, $p = .009$). Parents were more likely to communicate follow regulation messages to adolescent boys and more likely to express messages about the importance of respecting others and country to girls. Additionally, parents' education significantly predicted parents' *standard political* messages ($B = .44$, $S E = .16$, $OR = 1.56$, $CI = [1.12-2.16]$, $p = .010$). With increasing education, parents were more likely to express messages about the importance of standard political involvement.

Parents' civic behavior also predicted their own message about civic obligation. Parent community service behavior was associated with *follow regulation* ($B = -.68$, $S E = .28$, $OR = .50$ $CI = [.28-.89]$, $p =$

.028) and *helping others* ($B = .74$, $SE = .29$, $OR = 2.10$ $CI = [1.17-3.79]$, $p = .015$) messages. Parents who were more involved in community service behavior were significantly less likely to give messages related to following regulations and more likely to express messages about helping others within the observed discussions. Additionally, parent social movement behavior significantly predicted parents' *respect others and country* ($B = -1.23$, $SE = .48$, $OR = .29$, $CI = [.093-.91]$, $p = .034$) and *helping others* ($B = -1.57$, $SE = .48$, $OR = .21$, $CI = [.08-.56]$, $p = .003$) messages. Parents were less likely to convey respect for others and country as well as helping others messages with increasing involvement in social movement behaviors.

Additionally, adolescents' civic behavior was associated with parents' civic messages. Specifically, adolescents' community service behavior significantly predicted *respect others and country* messages ($B = .82$, $SE = .30$, $OR = 2.27$ $CI = [1.21-4.22]$, $p = .012$). Parents were more likely to express messages about the importance of respecting others and country when their adolescent was involved in community service behavior. Adolescents' religious behavior significantly predicted parents' *community service* messages ($B = -.51$, $SE = .24$, $OR = .60$, $CI = [.37-.98]$, $p = .043$). Parents who had adolescents involved in religious activities were less likely to convey messages concerning community service.

Predicting Adolescent Civic Messages

Four mixed-effect logistic regressions were used to test predictors of adolescents' *follow regulation*, *standard political*, *be productive*, and *respect others and country* messages. Similar to the models predicting parent messages, demographic characteristics (adolescent age, adolescent gender, parents' education, and parents' gender), parent and adolescent civic behavior (community service, standard political, social movement, community gathering) and religious behavior were added to each model as predictors. Additionally, adolescents' overall civic message score was added as a covariate.

After controlling for adolescents' overall messages, no parent or adolescent demographic variable or civic behavior significantly predicted the likelihood of adolescents mentioning *follow regulations*, *be productive*, or *respect others and country* messages within the observed conversations. Adolescent gender

($B = -2.00$, $SE = .91$, $OR = .14$, $CI = [.02-.87]$, $p = .036$) was the only significant predictor of adolescents' *standard political* messages, with boys being more likely to convey messages concerning standard political messages. Adolescents' community service behavior was also a marginally significant predictor of adolescents' observed *standard political* messages ($B = 1.14$, $SE = .56$, $OR = 3.11$, $CI = [.99-9.78]$ $p = .052$).

Discussion

Adolescence is characterized by substantial growth in civic and social cognitive development (Metzger & Smetana, 2010) and recent research has highlighted the importance of civic contexts in facilitating civic attitudes and behaviors (Zaff et al., 2010). The current study builds on previous research (e.g., McIntosh et al., 2007), and used an observational semi-structured interaction task to explore parents' and adolescents' messages about citizenship and civic duty as well as demographic and behavior correlates of civic messages. Findings reveal considerable heterogeneity in messages parents and adolescents convey to one another about citizenship and civic duty, and hint at coordination between parent messages and parents' and adolescents' current civic involvement.

Civic engagement is multifaceted, and includes a variety of community and political behaviors (Youniss et al., 2002). The first goal of the current study was to identify the types of civic duties parents and adolescents discuss with one another in a live civic discussion task. Consistent with multiple operationalizations of civic duty (e.g., Andolina et al., 2003), findings reveal that standard political involvement was frequently cited as an important civic obligation and although less, parents and adolescents discussed community service as important civic duties. Traditional forms of political involvement, such as voting and keeping up with current events are important to ensure smooth and efficient functioning of the democratic system (Metzger & Smetana, 2009), and are colloquially referred to as ones 'civic duty' (Metzger & Smetana, 2010). Furthermore, previous research indicates that adolescents ascribe moral judgments and justifications to community service behaviors (Metzger & Smetana, 2009).

Participating in structured volunteer activities is hypothesized to contribute to adolescents' moral development (Metzger & Smetana, 2009) and civic identity (Youniss et al., 1999). Furthermore, volunteering is a way for adolescents to take action and contribute to the welfare of others, even when faced with legal barriers that prevent political action (Youniss et al., 2002). In the current study, both parents and adolescents incorporated standard political and community service activities within their discussion of citizenship.

However, community and political behaviors were not the only activities present in civic discussion, as findings from the current study reveal that parents and teens mentioned other duties, such as obeying laws, being productive, helping others, and respecting others and their country. In fact, obeying laws and following regulations was the most frequently stated civic duty within the observed conversations. Parents and adolescents may use civic discussion to communicate the importance of following laws as a fundamental responsibility of citizenship, as well as discuss the potential consequences for those who do not conform to social rules. Additionally, and consistent with previous research on adolescents' conceptualization of 'good citizens' (Sherrod, 2003), parents' and adolescents' observed statements about citizenship and civic duty also entailed messages about the importance of being productive members of society. Parents and adolescents may attribute working and becoming educated as being responsible for oneself and incorporate this responsibility in their messages concerning civic obligation. Although mentioned less frequently, some parents and adolescents discussed citizenship as entailing consideration for others and allegiance to the nation. Patriotism and respect have long been components of civic education (e.g., Archard, 1999; Gutmann, 1995), and for some, these obligations were emphasized in parent-adolescent civic discussion.

The second goal of the current study was to identify correlates of parents' and adolescents' civic messages, and findings suggest that parent and adolescent messages vary across demographic characteristics and civic experiences. Consistent with previous research, more educated parents were

more likely to convey messages concerning standard political involvement. Socioeconomic differences in civic messages may be attributed to parental education differences in political efficacy (Verba, Schlozman, & Burns, 2005). Those from less affluent backgrounds may view government as unresponsive or feel less competent in their ability to become politically active and therefore be less inclined to discuss standard political behavior as an important obligation. Additionally, similar to those from different ethnic cultures (e.g., Sanchez-Jankowski, 2002), those from lower socio-economic backgrounds may not view standard political involvement as an important civic commitment.

Adolescent gender differences were also found in parent and adolescent civic messages. Consistent with previous research on adolescent civic attitudes and behavior (Dávila & Mora, 2007), adolescent boys were more likely to convey messages concerning standard political involvement. Previous research indicates that compared to girls, adolescent boys view standard political involvement as more obligatory and worthy of social praise (Metzger & Smetana, 2009). Thus, adolescent boys may be more likely to view standard political activities as fulfilling an important social obligation, leading them to incorporate these activities into discussions with their parents about civic obligations. Contrary to expectations, parents were more likely to convey messages concerning following the rules and obeying laws to adolescent boys and were more likely to discuss respecting for other and the country to adolescent girls. These findings may reflect gender differences in the socialization of justice versus care orientations (Jaffee & Hyde, 2000). Previous research has found that boys are slightly more concerned with justice and fairness while girls are more concerned with care for others, and these differences may be influenced by differentially reinforced modes of moral reasoning (Jaffee & Hyde, 2000). Thus, for boys, parents may reinforce justice oriented civic duties, and for girls, parents may reinforce civic duties that entail consideration and connection to others both on an individual and societal level.

Previous research has shown that parents use their own experiences to discuss topics such as cigarette smoking (Wakschlag et al., 2011) and sexual risk (Lefkowitz & Stoppa, 2006), and findings from

the current study point to similar trends with civic engagement. Parent community service behavior was positively associated with helping others messages, but not their community service messages. Parents may view civic discussion as a way to communicate the broader meaning of their volunteer experiences. Alternatively, parents that convey helping others civic messages may view volunteering as one specific avenue to fulfill a more general duty to help others. Parents who were more involved in community service and volunteering were also less likely to convey follow regulation messages. Parents invested in the betterment of their community through volunteering may be exposed to greater social inequality and have formed a stronger sense of civic identity (Youniss, McLellan, & Yates, 1997), and may be less inclined to view following regulations as a way to fulfill their broader civic and community obligations.

Similar to community service, parent social movement involvement may also be used to inform civic messages. Parents' social movement behavior was negatively associated with respect others and country and helping others messages. Respect for one's country entails a sense of loyalty and commitment to the nation, the status quo, and current conventional structures. Involvement in social movement activities challenges these structures and parents who are active in protests and rallies may view 'good citizens' as those who are critical toward the current state of affairs. Additionally, those involved in social movement activities may view civic obligation as a commitment to macro-level social reformation, and might be less inclined to reinforce civic behavior with more immediate implications, such as informally helping others. Scholars have also argued that social movement involvement may be motivated by self-enhancement (Kaplan & Liu, 2000) and it is plausible that parents who are involved in social movement activities may be equally concerned with self-promotion rather than assisting others. However, further research is needed to explicate these findings.

Consistent with hypotheses, adolescent civic and religious behavior was associated with parent civic discussion. Specifically, adolescents' community service behavior was positively associated with parents' respect others and country messages. Similar to parents' own community service behavior,

parents may draw upon adolescents' community service involvement to prompt discussion of the importance of respect. Alternatively, adolescents may interpret parent messages concerning respect and loyalty as those who support community organizations, which may prompt teens to contribute to social organizations by volunteering. Additionally, adolescents' religious behavior was negatively associated with parents' community service messages. Previous research has found that after controlling for adolescents' volunteer involvement, religious behavior was negatively associated with adolescents' moral and social judgments concerning community service activities (Metzger & Smetana, 2009). In the current study, analyses controlled for adolescents' community service involvement as well as parents' religious and community service behavior. It is unclear why parents with low levels of volunteer and religious involvement would be less likely to communicate community service messages to adolescents when their teen is involved in religious activities. Potentially, these parents may view church as a catalyst and context for adolescent community service involvement, and may be less inclined to hold such conversations in the home. Future research is needed to explore this pattern of findings.

Contrary to hypotheses, no parent or adolescent civic behaviors predicted adolescent's civic messages. Younger adolescents may view their own and their parents' civic behavior as fulfilling important social and moral obligations (Metzger & Smetana, 2009), however may not incorporate these attitudes into their conceptualizations of citizenship or civic duty. With age, adolescents may be better able to coordinate civic experiences and modeling with developing conceptualizations of citizenship and future research is needed to explore similar associations later in adolescence. Additionally, compared to adolescents, a greater percentage of parents conveyed civic messages for many coding categories and were more frequently engaged in civic activities. Greater frequencies of civic messages and civic behavior may have increased the likelihood of capturing associations among both constructs.

These findings should be taken in light of several limitations. Observational and self-report survey measures used to assess civic behavior are subject to social desirability biases. The cross-sectional nature

of the study does not allow for examination of causal effects, and future research is needed to explore these associations over time. Parent and adolescent report of standard political behavior was examined using a single item scale, and the community gathering behavior scale had notably low reliability. Future research should employ survey measures that assess a wider array of civic behaviors, especially community gathering and standard political activities. The low number fathers within two parent families that participated in the study did not allow for the examination of structural difference that varies by parent gender. Future research should explore the extent to which these processes are distinct for mothers and fathers.

Findings from the current study aid in our understanding of the parent-adolescent civic context. Citizenship is a multifaceted construct deeply rooted in social relationships. While a large amount of research has examined contextual factors that influence engagement (e.g., Youniss, McLellan, & Mazer, 2001; Zaff et al., 2010) research also needs to explore the facets that comprise adolescents' civic contexts. The current study exemplifies heterogeneity in parents' and adolescents' messages about citizenship and civic duty, and suggests that these differences vary across different types of civic experiences. In order to gain a deeper understanding of youth civic development, future research should identify factors that contribute to variations in youth civic contexts.

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Table 1.

Verbatim Examples of Civic Duty Code Categories and Kappas.

Coding Category	Criterion Statements	Verbatim example	Kappa Parent (Teen)
Follow Regulations	<ul style="list-style-type: none"> Obey Laws Follow rules Pay taxes Join the military during draft Attend jury duty when required 	<i>P: "What do citizens have to do? We don't really have to do anything but follow the laws."</i> <i>T: "Citizen have to do what they are told by the government"</i>	.86 (.86)
Voting	<ul style="list-style-type: none"> Vote 	<i>P: " I think it means having a say in the way our county is run through voting"</i> <i>T: "we have civic duties like voting and stuff like that"</i>	.80 (.94)
Be Productive	<ul style="list-style-type: none"> Work Pay Bills Be educated Speak English 	<i>P: "I feel very strongly that when you're a citizen that you should be educated to make informed decisions."</i> <i>T: " You do everything you can to get an education"</i>	.79 (.84)
Helping Others	<ul style="list-style-type: none"> Helping others Protect each other 	<i>P: "You have to try to participate in helping your neighbor,"</i> <i>T: "Being a good neighbor or helping others when their car breaks down"</i>	.78 (1.0)
Community Service	<ul style="list-style-type: none"> Community service Volunteer 	<i>P: "...being responsible with how you keep your community, like volunteering you know"</i> <i>T: "helping with community advocacy doing those things to make your community better whether its helping with a homeless shelter or volunteering with kids, i think that stuff is important"</i>	.77 (.90)
Respect for Country	<ul style="list-style-type: none"> Take pride in your country. Respect for the flag. Support the troops. Stand up for your country 	<i>P: "...and [you have] to be loyal to your country you have to not tell secrets to other countries or do anything that will hurt your country"</i> <i>T: "To have your full honor go toward the US ."</i>	.74 (.70)
Respect for Others	<ul style="list-style-type: none"> Don't cause harm to others Treat each other kindly Respect others 	<i>P: "They just have to be really respectful of other citizens I think that's important you don't just go onto other property or do your own thing"</i> <i>T: "Respect the people who live there with you"</i>	.73 (.49)
Other Standard Political	<ul style="list-style-type: none"> Keep with current events Know your representatives 	<i>P: "I think it is a responsibility for use to keep current to know so that we know who to vote for"</i> <i>T: "that you will educate yourself in politics"</i>	.88 (1.0)

Table 2

Frequencies and Percentages of Codes by Category.

Coding Category	Overall Adolescent (<i>n</i> = 160)	Boys (<i>n</i> = 64)	Girls (<i>n</i> = 96)	Overall Parent (<i>n</i> = 196)	Mothers (<i>n</i> = 144)	Fathers (<i>n</i> = 52)
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Follow Regulations	68 (42.2)	28 (43.8)	40 (42)	81 (41)	52 (35.9)	29 (54.7)
Voting	38 (23.6)	17 (26.6)	21 (21.9)	68 (34)	49 (33.8)	19 (35.8)
Being Productive	26 (16.1)	7 (10.9)	18 (19)	27(13.6)	14 (9.7)	13 (24.5)
Helping Others	7 (4)	3 (4.7)	4 (4.2)	43 (22)	32 (22.1)	11 (20.8)
Community Service	13 (8.1)	1 (1.6)	12 (12.5)	31 (16)	23 (15.9)	8 (15.1)
Respect for Country	13 (8.1)	4 (6.3)	9 (9.4)	24 (12.1)	17 (11.7)	7 (13.2)
Respect for Others	8 (5.0)	5 (7.8)	1 (1)	20 (10.1)	17 (11.7)	3 (5.7)
Other Standard Political	4 (2.5)	2 (3.1)	2 (2.1)	20 (10.1)	13 (9)	7 (13.2)
No Duties	48 (29.8)	21 (32.8)	26 (27.1)	41 (20.6)	31 (21.4)	10 (18.9)
One Duty	49 (30.4)	18 (28.1)	30 (31.3)	43 (21.6)	34 (23.4)	9 (17.0)
Two Duties	36 (22.4)	16 (25)	20 (20.8)	50 (25.1)	38 (26.2)	12 (22.6)
Three + Duties	29 (18.0)	9 (13.1)	20 (20.8)	64 (32.2)	42 (29.0)	22 (42.0)

Table 3

Means and Standard Deviation for all Parent and Adolescent Civic Behavior.

Civic and Religious Behavior	Adolescent <i>M (SD)</i>	Parent <i>M (SD)</i>
Community Service	1.82 (.87)	2.20 (.88)
Standard Political	2.49 (1.43)	3.79 (1.17)
Social Movement	1.34 (.63)	1.48 (.66)
Community Gathering	1.57 (.74)	1.90 (.86)
Religious Involvement	2.51 (1.30)	2.77 (1.21)

Table 4

Bilateral Correlations among Demographics, Parent Civic Messages, Parent Civic Behavior, and Teen Civic Behavior.

Variable	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Teen Gender†	.08	.06	.03	-.08	-.04	.10	-.09	-.07	.22**	-.02	-.07	.03	-.01	.10	.12	.05	.03	-.00	.04
2. Parent Gender†	-	.07	-.13	.01	.01	-.03	-.17*	.05	.04	.17*	-.16*	-.05	.13	.03	-.02	.03	-.03	-.07	-.07
3. Parents Education		-	.10	.03	.13	.25***	-.06	-.10	-.02	.19**	.21**	.20**	.25***	.14*	-.04	.08	.01	.07	.04
4. Parent Age			-	.03	.01	.16*	-.04	-.04	.11	.04	.35***	.06	.07	.12	.04	.16*	-.09	-.11	-.05
Parent Messages																			
5. Community Service				-	.15*	.07	-.02	.11	-.00	.09	.10	-.02	.06	-.06	-.06	-.01	-.06	-.07	-.17*
6. Help Others					-	.00	.02	.01	.05	.17*	.08	-.08	.13	.03	.09	-.03	.02	.10	-.08
7. Standard Political						-	.00	.03	.09	.06	.16*	.12	.09	-.07	-.05	.02	-.08	-.07	-.03
8. Follow Regulations							-	.17*	.01	-.17*	-.05	.06	.06	-.05	-.06	-.05	.01	.11	.04
9. Be productive								-	-.05	-.14*	-.03	-.07	-.03	-.14	-.02	.08	.09	.10	-.07
10. Respect others/country									-	-.11	.14	-.06	-.12	-.11	.11	.24	.03	-.03	.07
Parent Behavior																			
11. Community Service										-	.17*	.34**	.47***	.25***	.15*	.06	.06	-.01	-.01
12. Standard Political											-	.26***	.11	.02	.01	.08	-.09	-.05	-.05
13. Social Movement												-	.47***	.25***	.14*	.12	.16*	.10	.05
14. Community Gathering													-	.24**	.16*	.11	.08	.15*	-.01
15. Religious														-	.09	.18*	.08	.05	.50***
Adolescent Behavior																			
16. Community Service															-	.19*	.46***	.40***	.24**
17. Standard Political																-	.19*	.08	.20*
18. Social Movement																	-	.50***	.13
19. Community Gathering																		-	.13
20. Religious																			-

Note: Correlations among teen variables were assessed using the total sample of adolescents (N=160). All other correlations were assessed using the total sample of parents (N=196).

*p<.05, **p<.01, ***p<.001.

† 1=female 2=male.

Appendix B

Proposed Results

Means and standard deviations for demographic variables, mothers civic message proportion scores, parents civic behavior, and teens civic behavior are displayed in Table 1 and 2 and correlations are displayed in Table 3.

Research Question 1. How do parents conceptualize citizenship in discussions with their teens and do they focus on citizenship duties or rights? Do parents note specific civic duties in their discussions?

Hypothesis 1. Based on previous research, it is hypothesized that:

- a. When asked what it means to be a citizen of the United States, parents will discuss rights more than duties.
- b. When asked to discuss civic duties specifically, parents will discuss both obeying laws and respecting others more than other civic duties such as forms of civic engagement

To address hypothesis 1a, proportion scores for parents' messages concerning civic rights and duties were both entered into a within-subjects t-test. Results indicate that when asked to discuss conceptualizations of citizenship, parents conveyed messages pertaining to civic rights in greater proportion to duties $t(198) = -3.40, p = .001$. Parents' conceptualizations of citizenship strongly entail the individual rights, including both freedoms and entitlements that are granted to members of larger polity. These findings are consistent with research showing similar disequilibrium in content of civic textbook (Gonzales, Riedel, Avery, & Sullivan, 2001) and students own endorsement of rights and duties (Bos, Williamson, Sullivan, Gonzales, & Avery, 2007). For hypothesis 2, a within-subject ANOVA was used with all 8 civic duty proportion scores entered as the only factor. A significant Mauchly's test for sphericity $\chi^2(27)=360.56, p<.001$ indicated a violation of the assumption of sphericity. Accordingly, Greenhouse-Geisser was used to test within-subject effects, which indicated significant differences within the factor ($F(4.34,859.13)= 38.94, p<.001, \eta_p^2=.16$). Post-hoc comparisons using Bonferroni corrections reveal that parents conveyed messages concerning respect others significantly less than follow regulations ($p<.001$) and standard political involvement ($p<.001$). Additionally, parents conveyed messages concerning follow regulation significantly more than all other duties (all $p<.001$) except standard political involvement ($p=.11$).

Parents are the primary socializing agent of conventional norms and standards (Smetana, 1989). Conventional activities entail those that concern authority and norms that coordinate interactions within a social system (Smetana, 2005), and subsequently encompass following rules and regulations. The importance of obeying laws has been evident in adolescents own conceptualization of citizenship (Chiodo & Martin, 2005; Sherrod, 2003) and may be rooted in

the messages teens receive from parents. Additionally, social domain researchers have delineated standard political activities as conventional forms of civic participation (Metzger & Smetana, 2009), as standard political activities are an integral to the maintenance of democratic systems. Parents may recognize the importance of this maintenance and communicate these expectancies to their teens.

Proposed Research Question 2

Paper one in this volume addressed research question 2 of my main proposal. Several changes were made from the proposed models and those presented in paper one.

- The original model predicted teen's judgments concerning standard political and community service. To capture how parent messages and behavior was associated with a more broad array of civic and community judgments, the revised analyses were expanded to include teens judgments concerning social movement and community gathering activities.
- The original models did not include teens civic messages, and the second step of the revised models accounted (and test) for variance explained by teens civic messages. Previous research has neglected teen messages concerning citizenship and civic duty. Including teen messages within the model allowed the author to test associations between teen judgments and the messages teens convey to parents during live discussion.
- The original model proposed to explore open communication, parent examples, and parental explanations as moderators of the association between parent messages and teen civic attitudes. However, paper one did not discuss such analyses. The models included in paper one lacked the power to test potential moderators, and the use of examples and explanations were relatively infrequent.
- In the original document, stepwise regressions were proposed to examine similar models using adolescent-father dyads. However, the models included in paper one lacked the power to directly test associations with adolescent-father dyads and used bivariate associations to examine trends in associations with father variables.

Research Question 2. Do parents' observed messages concerning forms of civic behavior predict adolescents' attitudes towards civic engagement?

Hypothesis 1. Based on previous research, it is hypothesized that parent discussion and behavior will be positively associated with adolescents' feelings of obligation. More specifically,

- a. Adolescents will view volunteering and standard political involvement as more obligatory if they are discussed as civic obligations by parents
- b. Adolescents will view volunteering and standard political involvement as more obligatory if their parents are actively involved in the same activity.
- c. As an exploratory analysis, adolescent's report of open communication, parents' explanation, and parents' examples will be explored as moderators of the association between parents' civic messages and adolescents' obligatory attitudes.

Results for Proposed Research Question 2

To address research question 2, four separate multiple regressions were used. Specifically, models conducted with adolescent-mother dyads utilized two hierarchical regressions and models conducted with adolescent-father dyads utilized two stepwise

regressions. For each regression, the first step included adolescent age, adolescent gender, and mothers' [fathers'] education. The second step of the regression includes mothers' [fathers'] religious and civic behavior. The third and final step of the regression will include mothers' [fathers'] proportioned civic message score. As an exploratory analysis, mothers' [fathers'] examples, mothers' [fathers'] explanations, and adolescents' report of open communication will be tested for interactions with proportioned civic message score.

After controlling for teens' gender, teens' age, mothers' education, as well as mothers' political and religious behavior, mothers' messages concerning standard political involvement did not significantly predict teens' prioritization of standard political behavior (Table 4). Similar results were found for community service. After controlling for demographics as well as mothers' religious and community service behavior, mothers' messages concerning community service involvement did not significantly predict teens' prioritization of community service activities (Table 5). Furthermore, neither of the above models were significant when a stepwise regression was used for fathers (Tables 6 & 7).

As follow up analyses, parents' observed civic message score was dichotomized and reentered into both models. Similar results emerged, with neither community service nor standard political messages predicting teens corresponding attitudes.

Additional follow up analyses was run for the standard political model. Parents' standard political message score was divided into messages concerning only "voting" and those concerning "other standard political activities" (e.g., keeping up with current events). When both civic message proportion scores were entered into the model separately, similar results emerged. After controlling for demographics as well as parents standard political and religious behavior, neither parents voting messages nor parents others standard political messages predicted teen prioritization of standard political behavior. Similar procedures were conducted when testing dichotomized standard political message scores and returned non-significant results.

Furthermore, teens' standard political judgments were separated into those concerning voting and other standard political activities. Two multiple regressions were then conducted predicting each set of judgments from mothers' messages concerning voting and other standard political activities. After controlling for demographics as well as mothers' standard political and religious behavior, the association between mothers' other standard political messages and teens' judgments concerning other standard political behavior was marginal ($p=.092$) and the association between mothers' voting messages and teens' prioritization of voting was marginal ($p=.053$). Again, these analyses were rerun using dichotomous civic message scores, which resulted in no significant associations.

After controlling for teens age, teen gender, and mothers' education, mothers' political and religious behavior did not predict teens' prioritization of standard political involvement (Table 3). A similar model was run for teens prioritization of community service activities. After controlling for teens age, teens gender, and mothers education, mothers' religious involvement, , significantly predicted teens' prioritization of community service behavior (Table 4).

Parents use of examples and reasons, and teens' report of open communication with their mother did not moderate any of the associations between mothers' civic messages and teens' prioritization of community service or standard political activities. As an additional exploratory analysis, age was tested as a moderator mothers' civic messages and teens' prioritization of civic activities. However, no significant results emerged. All models were rerun for fathers using the stepwise approach, no variables were significant.

Proposed Research Question 3

Paper two in this volume addressed research question 3 of my main proposal. Several changes were made from the proposed models and those presented in paper one.

- In the original document, stepwise regressions were proposed to examine similar models using adolescent-father dyads. However, as a more parsimonious approach, mixed-effect logistic regression was used to test correlates of parent messages more generally, controlling for family effects.
- The original models predicted parents messages concerning standard political involvement and community service and not other potential messages. Furthermore, the original model did not propose to test for predictors of teen civic messages. To gain a broader understanding of civic messages correlates, separate models were run predicting a wider array of parent civic messages and teens civic messages.

Research Question 3. What factors will distinguish parents who mention standard political activity (e.g., voting, etc.) as a civic duty and which factors will distinguish parents who mention volunteering as a civic duty within observed conversations?

Hypothesis 1. Based on previous research, it is hypothesized that adolescents' gender, parents' gender, parents' education, adolescents' age, parents' civic attitudes as well as parents' civic and religious behavior will be associated with the discussion of volunteering and standard political involvement. More specifically,

- a. Fathers will be more likely to discuss political involvement and less likely to discuss volunteering with their adolescent than mothers.
- b. Parents will be more likely to discuss standard political activities with male adolescents and volunteer activities with female adolescents.
- c. Parents will be more likely to discuss standard political as civic duties activities with older adolescents compared to younger adolescents.
- d. With increased parental education, parents will be more likely to discuss standard political involvement as a civic duty.
- e. Parents who view standard political and community involvement as more obligatory are more likely to discuss standard political and community involvement than parents with lower obligatory attitudes.
- f. Parents who report higher religious involvement will be more likely to discuss volunteering as a civic duty when compared with families with lower to no religious involvement.

- g. Parents with higher levels of standard political and community involvement will be more likely to discuss standard political and community involvement as a civic duty, respectively, than less involved parents

Results from Proposed Research Question 3

Four multiple regressions were used to predictors of parents civic messages. Two hierarchical regressions were used to test predictors of mothers' messages and two stepwise regressions were used to test fathers' messages concerning standard political and community service involvement. After testing for teens' gender, teens' age, parents' education, parents' prioritization of community service, parents' religious involvement, and parents community service involvement, no variables significantly predicted parents community service messages (Table 9). A similar model was run with parents' standard political behavior and prioritization substituted for the community service prioritization and behavior. However, no variables significantly predicted parents standard political proportion scores (Table 8). For fathers, parent education significantly predicted teens standard political messages (Table 10). However, no father variables predicted teens' community gathering messages (Table 11).

As a follow up analysis, two logistic regressions were used to test for predictors of the presence of mothers' messages concerning standard political activities and community service activities. The overall model for standard political involvement was significant ($LR \chi^2 (6, N=143) = 13.81, p=.032$). Mothers' education ($\beta=.47, S.E. = .16, Wald=8.53, Odds Ratio=1.61, p=.003$) was the only significant predictor in the model. For community service, the overall model was significant ($LR \chi^2 (6, N=143) = 15.62, p=.016$). Mothers' education ($\beta=.49, S.E. = .16, Wald=9.29, Odds Ratio=1.63, p=.002$) was the only significant predictor in the model. However, mothers' community service behavior was marginal ($\beta=.40, S.E. = .21, Wald=3.65, Odds Ratio=1.49, p=.056$).

Similar models were repeated for fathers. The overall model for standard political involvement was significant ($LR \chi^2 (3, N=50) = 15.04, p=.020$). Father's education ($\beta=.73, S.E. = .35, Wald=4.336, Odds Ratio=2.07, p=.037$) was the only significant predictor in the model. However, fathers' prioritization of standard political involvement was marginal ($\beta=.95, S.E. = .55, Wald=2.96, Odds Ratio=2.58, p=.085$). For community service, the overall model was non significant ($LR \chi^2 (3, N=50) = 11.73, p=.068$). Father's education ($\beta=.83, S.E. = .31, Wald=6.95, Odds Ratio=2.29, p = .008$).was the only significant predictor in the model.

Finally, two pairwise t-tests were used to test for parent gender differences in proportion of standard political and community service civic messages. Mothers and fathers did not differ on community service $t(197)=-.55, p=.59$, or standard political discussion $t (197)=.41, p =.68$.

Table 1.

N's, Means, and Standard Deviations of Parents' Civic Messages

	Overall Parents N=199				Mothers n=145				Fathers n=54			
	N	%	M	SD	N	%	M	SD	N	%	M	SD
<i>Conceptualizations of Citizenship</i>												
Rights	110	55.3	.45	.45	77	53.1	.43	.45	33	61.1	.49	.44
Duties	78	39.2	.28	.39	55	37.9	.27	.39	23	42.6	.29	.38
<i>Civic Duties</i>												
Follow Regulation	107	53.8	.32	.35	73	50.3	.28	.33	34	63.0	.37	.35
Good Samaritan	43	21.6	.09	.21	32	22.1	.10	.24	11	20.4	.06	.13
Respect Others	22	11.1	.04	.13	18	12.4	.04	.14	4	7.4	.02	.09
Be Productive	28	14.1	.04	.14	18	12.4	.03	.14	10	18.5	.05	.14
Loyalty to Country	26	13.1	.05	.17	19	13.1	.06	.18	7	13.0	.04	.11
Standard Political	101	50.8	.22	.30	71	49.0	.21	.30	30	55.6	.24	.31
Community Service	38	19.1	.08	.21	27	18.6	.09	.22	11	20.4	.07	.18
Born / Test	21	10.6	.05	.16	13	9.0	.04	.15	8	14.8	.06	.15

Table 2

Means and Standard Deviations of Civic Prioritization and Civic and Religious Behavior.

	Overall Teens n=161		Overall Parents N=199		Mothers n=145		Fathers n=54	
<i>Prioritization of Civic Activities</i>								
Community Service	3.90	1.01	4.00	.87	4.04	.85	3.88	.92
Standard Political	2.97	1.10	3.45	.84	3.44	.84	3.49	.83
Social Movement	2.70	.95	2.69	.92	2.66	.87	2.77	1.03
Civic & Religious Behavior								
Religious Behavior	2.50	1.30	2.77	1.21	2.79	1.25	2.70	1.14
Community Service	1.67	.75	2.20	.88	2.29	.92	1.96	.72
Standard Political	1.48	.70	1.48	.66	1.46	.66	1.54	.68
Social Movement	1.62	1.18	1.17	.43	1.17	.44	1.17	.38

Table 3.
Correlations between demographics, discussion proportion scores, mothers' civic behavior, and mothers' and teen prioritization of civic activities.

Variable	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Teen Gender	.00	.00	.01	-.08	.05	-.18*	.20*	-.02	-.06	.12	-.03	.01	.10	-.04	-.02	.18*	.08
2. Teen Age	-	.07	.06	-.05	.08	.03	.02	-.08	-.11	-.09	.04	.06	.11	.03	.02	-.09	.21*
3. Parents Education		-	-.02	.03	.25**	.06	-.10	-.05	.03	-.07	.15	.18*	.13	.00	.21*	-.01	.13
<i>Discussion Proportion Scores</i>																	
4. Community Service			-	-.07	-.10	-.19*	-.11	-.14	-.10	-.04	.03	-.08	.05	-.02	-.06	.11	.07
5. Good Samaritan				-	-.16	-.19*	-.12	-.16	-.09	.02	.15	.02	.09	.18*	-.03	-.04	-.12
6. Standard Political					-	-.25**	-.10	-.10	-.09	-.14	.16	.11	.06	.01	.19*	.02	.21*
7. Follow Regulations						-	-.15	-.09	-.12	-.12	-.05	.14	.06	-.01	.10	-.15	-.10
8. Loyalty to Country							-	-.11	-.05	.06	-.16	-.18*	-.11	.01	-.01	.16*	.08
9. Be Productive								-	.19*	-.13	-.23**	-.10	-.21*	-.13	.03	-.09	.01
10. Born / Test									-	-.08	-.02	-.12	.00	.02	-.05	-.07	-.08
11. Respect Others																	
<i>Civic Behavior</i>																	
12. Parent Community Service											-	.40**	.22**	.28**	.07	.05	.08
13. Parent Standard Political												-	.25**	.04	.25**	.00	.21*
14. Parent Religious													-	.20*	.21*	.01	.16
<i>Should Judgments</i>																	
15. Parents Community Service														-	.46**	.15	-.00
16. Parents Standard Political															-	.11	.28**
17. Teens Community Service																-	.53**
18. Teens Standard Political																	-

* $p < .05$, ** $p < .01$, *** $p < .00$

Table 4

Regression for Mother Predictors of Adolescents' Standard Political Obligatory Attitudes

	R2	ΔF	B	S.E.	B	S.E.	B	S.E.
Step 1	.04	2.96*						
Adolescent Age			.13*	.05	.11*	.05	.11*	.05
Adolescent Gender			.19	.19	.17	.19	.16	.19
Mothers Education			.11	.08	.07	.08	.04	.08
Step 2	.07	2.87						
Mothers Religious Involvement					.07	.08	.07	.08
Mothers Political Involvement					.29	.15	.27	.15
Step 3	.08	3.62						
Observed Mothers Standard Political Message Score							.59	.31

*p<.05

Table 5

Regression Mother Predictors of Adolescent Community Service Obligatory Attitude

	R2	ΔF	B	S.E.	B	S.E.	B	S.E.
Step 1	.02	2.08						
Adolescent Age			-.06	.05	-.06	.05	-.06	.05
Adolescent Gender			.37*	.17	.37*	.17	.37*	.17
Parent's Education			-.01	.07	-.01	.07	-.01	.07
Step 2	.01	.26						
Mothers Religious Involvement								
Mothers Community Service Involvement					-.01	.07	-.01	.07
					.07	.09	.06	.09
Step 3	.02	1.88						
Observed Mothers Community Service Message Score							.52	.38

*p<.05

Table 6.

Regression for Father Predictors of Adolescent Standard Political Obligatory Attitudes

	R ²	ΔF	B	S.E.	B	S.E.	B	S.E.
Step 1	.05	1.91						
Adolescent Age			.19	.10	.20*	.10	.19	.10
Adolescent Gender			.19	.32	.15	.33	.14	.34
Fathers' Education			.17	.14	.14	.15	.10	.16
Step 2	.03	.51						
Fathers' Religious Involvement					-.08	.15	-.07	.15
Fathers' Political Involvement					.22	.25	.19	.26
Step 3	.02	.43						
Observed Fathers' Standard Political Message Score							.39	.59

*p<.05

Table 7.

Regression Father Predictors of Adolescent Community Service Obligatory Attitude

	R ²	ΔF	B	S.E.	B	S.E.	B	S.E.
Step 1	.05	1.92						
Adolescent Age			-.11	.09	-.12	.09	-.13	.09
Adolescent Gender			.44	.30	.43	.30	.37	.30
Parent's Education			.13	.12	.22	.13	.23	.13
Step 2	.08	1.75						
Parents Religious Involvement					-.13	.14	-.11	.14
Parents Community Service Involvement					-.28	.22	-.35	.23
Step 3	.09	1.53						
Observed Parents Community Service Message Score							1.00	.81

NOTE: The original analyses proposed and conducted these models consisted of stepwise regressions. The tables provide are results from a Hierarchical regression, and are given as a means to exemplify trending effects.

Table 8.

Regression Table for Predictors of Observed Mothers' Community Service Discussion

	R2	ΔF	B	S.E.	B	S.E.	B	S.E.
Step 1	-.02	.22						
Adolescent Age			.01	.01	.01	.01	.01	.01
Adolescent Gender			.01	.04	.01	.04	.00	.04
Mother's Education			.00	.02	.00	.02	.00	.02
	-.02	.07						
Step 2								
Mother's Community Service Obligatory Attitudes					-.01	.02	-.01	.02
	-.04	.19						
Step 3								
Mothers Religious Involvement							.01	.02
Mothers Community Service Involvement							.01	.02

Table 9.

Regression Table for Predictors of Observed Mothers' Standard Political discussion

	R2	ΔF	B	S.E.	B	S.E.	B	S.E.
Step 1	.05	3.37*						
Adolescent Age			.01	.02	.01	.02	.01	.02
Adolescent Gender			.02	.05	.03	.05	.03	.05
Mothers Education			.07**	.02	.06*	.02	.06*	.02
	.06	3.43						
Step 2								
Mothers Standard Political Obligatory Attitude					.06	.03	.06	.03
	.05	.05						
Step 3								
Mothers Religious Involvement							.00	.02
Mothers Political Involvement							.01	.04

**p<.01, *p<.05

Table 10.

Regression Table for Predictors of Observed Fathers' Standard Political discussion

	R ²	ΔF	B	S.E.	B	S.E.	B	S.E.
Step 1	.14	3.72	.02	.03	.03	.03	.03	.03
Adolescent Age			.05	.08	.02	.09	.01	.09
Adolescent Gender			.11**	.04	.09*	.04	.08*	.04
Parent's Education								
	.17	2.26						
Step 2								
Parents Standard Political Obligatory Attitude					.09	.06	.08	.06
	.15	.70						
Step 3								
Parents Religious Involvement							-.03	.04
Parents Political Involvement							.05	.07

**p<.01, *p<.05

Table 11.

Regression Table for Predictors of Observed Fathers' Community Service Discussion

	R ²	ΔF	B	S.E.	B	S.E.	B	S.E.
Step 1	-.04	.42	.01	.02	.02	.02	.02	.02
Adolescent Age			.05	.06	.04	.05	.05	.05
Adolescent Gender			-.01	.02	-.02	.02	-.02	.02
Parent's Education								
	.00	2.84			.05	.03	.06	.03
Step 2								
Parent Community Service Obligatory Attitudes								
	.02	1.47					-.03	.03
Step 3							.06	.04
Parents Religious Involvement								
Parents Community Service Involvement								

Appendix C

Parents-Adolescent Civic Discussion:
Video-taped Interaction coding

INTRODUCTION: This coding system is designed to assess individual's concepts or beliefs surrounding citizenship within dyadic, video-taped interactions. Specifically, the goal of this coding system is to analyze parents' and adolescents' attitudes and conceptualization of citizenship, and how these attitudes are verbally shared with one another. Research on citizenship has established that forming civic attitudes is essential for civic engagement. These attitudes fall into two broad categories:

Civic Rights: describes the expectation to *receive* from a group based on membership.

Civic Duties: describes a personal obligation to *contribute* to a group based on membership.

Citizenship is multifaceted issue consisting of both rights and duties. As a citizen, you received certain rights (e.g., freedom of speech, welfare) and are encumbered with certain duties (e.g., voting, community service). Individuals form attitudes about what constitutes, as well as, how proportioned their civic rights are compared to duties. These attitudes represent broader, abstract values. Values are the guiding principles behind attitudes. Political scientists recognize two fundamental value systems present in Western Culture: Individualism and Egalitarianism. *Individualism* value orientation (focus on what one can *receive*) and *egalitarianism* value orientations (focus on what one can *contribute*) are reflected in specific attitudes towards civic rights and duties. Through the process of socialization, children's values are shaped by parents through discussion and modeling. Therefore, a parent who discusses more civic duties, in proportion to rights, is transmitting more egalitarianism values and a parent who discusses more civic rights, in proportion to duties, is transmitting more individualistic values.

Researchers examining civic engagement have largely utilized survey methods to assess adolescent's attitudes toward citizenship. This manual is designed to assess how parents socialize their children by transmitting their civic values and attitudes. Thus, this manual can be used to assess what aspects of citizenship parents discuss with their children, and how the child responds. This method can present several control and clarity obstacles not present with other forms of data collection and analysis. Researchers are unable to guide responses or clarify ambiguities in a similar manner as survey methods allow. This manual will address these issues by providing criteria used to qualify what constitutes a codable statement and guide the user on how to distinguish between these statements.

Unit of Analysis: What constitutes a statement

One potential issue coders encounter when analyzing dyadic interactions is the wide diversity of statements responders provide. In semi-structured interviews, researchers can ask follow-up questions to clarify responses or prompt participants to expand on certain topics. In dyadic interactions, however, researchers are unable to resolve these issues during the collection of data, and therefore must systematically account for diverse and ambiguous content.

The first step in clearing the “noise” produced by dyadic interactions is to operationally define what constitutes a codable statement. After statements are established, the content of each statement can be assessed for codable material. For this interaction, **codable statements will consist of any verbiage used the parent and adolescent convey to one another during the period of the interaction.**

Confirmatory Verbiage

Statements will also include any verbiage used to confirm statements made by the adolescent.

For example:

Adolescent: *“we have to help others”*

Parent: *“yeah”*

Adolescent: *“and obey laws”*

Parent: *“of course”*

This is true even if the parent offers an alternative view as long as they still confirm the adolescent’s statement.

Adolescent: *“as a citizen we have a lot of freedom”*

Parent: *“well yes, but we also have a lot of responsibilities”*

In this example, the coder would choose both a rights (CV) code AND a duty code. Statements that acknowledge but DO NOT use confirmatory verbiage do not qualify for the respective code. For example:

Adolescent: *“we need to be educated and go to college”*

Parent: *“To be a citizen? What about voting?”*

Confirmatory verbiage must be EXPLICIT. Parent’s must use words that confirm the teens message. Therefore, noises such as “mhmm” or head nods will not be coded as confirmatory verbiage.

Confirmatory verbiage codes will include statements where parents repeat the same codable material as the teen. For example, the teen says “we need to obey laws” and the parents says “and follow rules” this would be a follow regulation CV code. This may require the coder to pay close attention to where the actual messages shifts.

For example

2641 - (P) respect laws (T) yeah (P) and respect rules, respect authority (T) **but at the same time, question authority (P) don’t just be sheep and open to anything...**

Types of Confirmatory Verbiage

Elaboration (CVE) – Verbiage that adds examples, reasoning, or any other type of additional information while confirming a codeable statement made by the other member of the dyad.

Repeat / Rephrase (CVR) – Repeating or rephrasing codable material.

Acknowledge – (CVA) Confirming through acknowledgement of the others statement. “yes” “okay” or “yup” characterize acknowledge codes if not accompanied by additional information.

Qualification and Framing

When coding, make sure you go beyond listening for “buzz words” and code what is actually being said. These are some common problems that may occur:

If a parent discusses codable material, but qualifies the material as *not* being apart of citizenship, then do not code this information.

E.g., 1891 – 30.00 – (P) pay taxes.. but to me, that’s not being a good citizen

Typically, parents will start off discussing very vague material, but they will add to the material throughout the statement.

E.g., (P) “you need to be an active member of society. You need to work and go to school”.

Being an “active member of society” is very vague, however the parent qualifies the statement by saying “you need to work”....

In the event that the parent provides codable material that would fit into a certain category, but expands and explicitly *qualifies* the material to fit into a different category, the coder should code the material based on the expansion.

E.g., – 1831 – 29.16 – (T) should go to school (P) should go to school, well you kind of have to go to school, that’s the law

In this case, the original code would be a (T) “be productive”, however, when expanding on the subject, the parent qualifies the material by saying it’s a law, therefor, the code becomes (P) “obey laws”.

Be careful with statements that contain multiple similar codes such as (e.g. respect others, help others, formally volunteer). For these statements, the coder want to make sure that a parent isn’t qualifying a vague code. Listen for words like “by” or “through”.

Lists

If the parent acknowledges freedoms, entitlements, or duties without providing specific types of each, this will receive one code. If, however, they qualify an acknowledgement of freedom / duty with specific types of freedoms / entitlements / duties, you should code for each Type of duty and not for the broad mention of duties more generally.

Confirmatory Verbiage and Lists: In the event that the parents or adolescents list multiple components of citizenship / civic duties and the parent or teen uses confirmatory verbiage after the list, you code each distinct statement as “confirmatory verbiage”.

E.g., - 1311 - (T) **expect that you will educate your self in politics and vote, which not everyone does (P) right**

In this example, the parent would receive a CV code for voting and be productive.

Other Caveats

Be attentive to the context and make sure that the parent-teen dyad is continually answering the questions and not on tangent. Simultaneously, the coder should be attentive to material that could be construed as answer the question within these contexts.

Pauses - Typically, statements will be broken up with the inclusion of other codable material. That is, multiple code for one category generally have other codes in between (e.g., talk about voting, then respecting others and community service, and summing up with voting). Voting would count as 2 codes if it was not part of a list. However, in the event that a family pauses for a period of time, the coder may begin to question whether the discourse after the pause counts as a new statement.

For a pause to distinguish between statements, the pause must be long enough that beyond reasonable doubt, the parent is re-enforcing a previously stated point beyond continuation. As a general rule of thumb, pauses that last longer than approximately 20 + seconds should distinguish codes.

Coding Categories

Rights	Describes self-interest actions of citizenship; the ability to benefit from certain aspects of society. Describes freedoms or entitlements given to individuals based on membership to a larger polity.
Freedom based Rights	<p>The right to not have something taken away...</p> <p>An individual's unabridged ability to participate in certain behaviors. The ability to express personal agency in behavior and attitudes. Being protected from restrictions / limitations placed by organizations or others. Freedoms stated do not need to be legally guaranteed (e.g., represented in the bill of rights). Examples include freedom of speech, freedom of religion, freedom to demonstrate, liberties</p> <p>Distinct Freedom Codes: Speech, Action (do what you want to do), Beliefs</p> <p>If teens present vague codeable material, such as "Freedom" and the parent uses confirmatory verbiage but continues to expand on specific types of freedom, then assign 1 CV code and 1 Parent code for distinct freedom codes:</p> <p>EXAMPLES:</p> <p>1341 (3 codes) - (T) cause you have a lot of freedom, what does it mean to be a citizen of the united states? (P) it means having freedom. It means making your own decisions inside the law but its making decisions about what you want to do, the god that you want to serve or if you want to serve a god, the job , you know the freedom of speech, you have the freedom to pick which job you want to do its just such a blessing to be a citizen of the United states and to have that choice.</p> <p>1302 - (P) you have to look at all those who have gone before you to create a democracy and you know to push forward with people having their own choice, the idea of liberty</p> <p>1721- (P) in general, in America, I think people really take our freedoms for granted. I don't think we realize how good we have it.</p> <p>1311 - (P) it means to be responsible, get out there and vote (T) it doesn't necessarily mean that (P) I think it's important (T) what is it, only half of the citizens in the United States vote? (P) and it's a privilege, if you live in other countries, they don't get that privilege, and even if they get that privilege it's so corrupt that your vote doesn't necessarily count so i think it's very important to take the rights in this country, the right to be able to talk and have freedom of speech.... so it's important for you to know other counties don't have these privileges and you don't take them for granted.</p> <p>1321 - (P) you have rights but also you have like, when you become citizen you have the same rights of American people but you also have the same</p>

	<p>compromise with the country (T) what does it mean to be a citizen of the united states, just that you are in a free nation (P) you can vote (T) yeah you can vote it just mean that you can be a free person and do the same things that everyone else can do (P) that we have the same rights. (T) yeah you have an opinion about it (P) you can vote</p>
Entitlement based Rights	<p>The right TO BE GIVEN something...</p> <p>Rights of an individual to receive certain privileges from the larger polity. A guarantee of access to societal benefits. Examples include access to medicare, social security, or welfare programs. Acknowledges that individuals <i>receive</i> from being a part of a larger polity.</p> <p>EXAMPLES:</p> <p>1762 – Like the right to get their license and like we take it for granted (P) yeah that is a good point</p> <p>2321 – (P) I think we have amazing privilege and with that comes amazing responsibility</p>
Duties	<p>Responsibilities of citizens to contribute to the larger polity or community based on the individuals membership to that polity or community. General codes include, but are not limited to, responsibility, obligation, and duty. Words that express a positive appraisal of a specific type of civic duty should be considered, such as “should”, “ought”, “good thing to do”, “right thing to do”. These codes can be vague if no specific codable material is present.</p> <p>EXAMPLES:</p> <p>1432 – (p) yeah, you have to keep an eye on your government too.</p> <p>2881 –(P) the other thing too is we also even though if you don’t agree with who the president is or their views on something .The importance of, it’s a respect position. So even though you don’t like them you have to respect them based on.</p> <p>2321 - (P) I think we have amazing privilege and with that comes amazing responsibility</p>
Community Service	<p>Expresses that individual have a duty to participate in formal community service / volunteering. The focus on this category should be that the obligation moves past simply helping others to helping out in an organized, structured way.</p> <p>EXAMPLES:</p> <p>1081- (P) but I think more than that, being a citizen is more than just voting, it means working to make things better you know that's really important to</p>

	<p>me in my life I feel like if there's a fund raiser to help the community, you should participate in it, if there's a book drive or something you should participate in it.</p> <p>1311 - (P) I think you being in the boy scouts you do a lot of community service... I think it's very important being a citizen is that you should try to help in the community...what do citizens have to do, you have to be active, you have to vote, you have to be involved.</p>
Helping others	<p>Activities that contribute to the community or welfare of others. Does not express the need to formally contribute through structured organizations, rather just be good / help people in a broad sense.</p> <p>EXAMPLES:</p> <p>1601 - (P) try and help other people,</p> <p>1081 - (P) If your neighbor needs help, you should help your neighbor</p> <p>1661 - (P) Being a good citizen is a girl scout, you can help out people, what have you done to help out being a good citizen...</p> <p>1981 – (P) it is good to help others</p> <p>1641 (P) we protect each other</p>
Other Standard Political Involvement	<p>Participating in political activities such as being educated about the political system, joining a campaign.</p> <p>Distinct Other Standard Political Codes: Know current events/politics, Join a political party.</p> <p>EXAMPLES:</p> <p>1891 - (P) I think you kind of have to know what's going on in the world and your community and voicing your opinions, can't be ignorant about what's happening in the world around you...</p> <p>1432 - (P) you have to keep an eye on your government (T) you have to take care of your country (P) yeah you have to be aware of issues around the world too.</p> <p>1311 - (T) expect that you will educate yourself in politics and vote, which not everyone does (P) right</p>
Voting	Simply stating voting as civic duty.

	<p>EXAMPLES:</p> <p>1471 (31:00) (P) Being a citizen you have to vote</p> <p>1721 (30.02) (P) it's important to vote</p> <p>1031- (P) I don't believe we have to do it, but I believe we should take advantage of our right to vote</p> <p>1081 - citizens at the bear minimum need to vote....(T)(P) I think to me, voting is really important because if you're not voting you are just let people tell you what to do and you have no say in it.</p> <p>1801- (P) what do we have to do? (T) fix it (P) vote! (T) no we don't have to do anything (P) but I think being a citizen you should vote</p>
Follow Regulations	<p>Obeying laws or follow regulations are directly mentioned. This may include regulations that require contribution, including joining the military during a draft. These codes may be accompanied by consequences and ramifications for not abiding by rules.</p> <p>DISTINCT CODES: Obey Laws, Pay taxes, Registration, Insurance on Vehicles, Join the military if there is a draft, jury duty.</p> <p>EXAMPLES:</p> <p>1661 – (P) and being a citizen means you should always follow the rules and do what's best for your country.</p> <p>2131 - (T) pay taxes (P) yeah, we have to pay taxes, obey the law, you know anybody needs to obey the law</p> <p>2232- (P) Citizens have to go to work everyday you guys have to go to school everyday... citizens have to pay their bills citizens have to obey the law...</p> <p>1721 – Reasons - (T) I think citizens have to give back to their community and to their country like I think soldiers are the best citizens, they give back by trying to keep it safe....we still try to give back to the church and church gives to the community and voting helps give back to the country. (P) so all of the those things you said are all things you think people should do but the paper says what do we have to do and although those are things that we do, and we try to do, alot of people in our country don't (P) so really the only thing we have to do leading down to the basics is we have to pay taxes, if your taxes get so far behind they will send you off to jail</p> <p>1831 (28.13) – “well we have to follow the law...”</p> <p>1961 (29.17) – “pay taxes...”</p>

Respect for Others	<p>Respect for others includes acts and behaviors that express tolerance courtesy towards other citizens. The focus here should be on not impeding on others. This requires no active contribution, rather inhibiting ones own behavior so that it does not effect other individuals. This code may be framed as “don’t do ____”. Also includes verbiage such as “be kind”.</p> <p>EXAMPLES:</p> <p>1961 (29.17) – don’t cause harm to others...</p> <p>1641 – (P) we have to treat each other kindly, the way that we want to be treated.</p>
Be Productive	<p>Qualities of citizenship that typically cite self-enhancement. Working, going to school, speaking English would all qualify as being productive. This does not include simply “Living in the U.S.” or completing citizenship exams.</p> <p>DISTINCT CODES: Work, Pay Bills, Be educated, Speak English,</p> <p>EXAMPLES:</p> <p>1801 – (P) I Think what were saying is that everyone should be well educated and vote</p> <p>2232- (2) codes - 2232 30.05 – Citizens have to go to work everyday, you guys have to go to school everyday...</p> <p>1601 30.54 (P) be educated</p> <p>2511 – They don’t have to get a job and they don’t have to go to school but are the right things to do.</p>
Respect for Country	<p>Acts that express respect and appreciation to the United States. Pride in our country. Respect for the flag. Support the troops. Stand up for your country</p> <p>EXAMPLES:</p> <p>2131 – 29.57 - (P) I think as a citizen regardless of your beliefs you should support the men and women who fight for a country whether you agree or disagree with the war.</p> <p>1432 - (P) means to participate in your government as much as you can and to be aware about whats going on (T) and to not tell secrets about our government to other places (P) yeah, and you have to be a part of the poitical process... you have to keep an eye on your government</p> <p>2936 – You need stand up for your country.</p>

Random	Family DOES answer the question, however, the response DOES NOT fit any given code.
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Appendix D

Parent's Measures*Parents' Demographics***Tell us about yourself...**

1. What gender are you?

☐ Male ☐ Female

2. What is your relationship to the adolescent in the study?

☐ Birth Mother ☐ Birth Father ☐ Grandparent
☐ Step-Mother ☐ Step-Father ☐ Other relative (aunt, uncle,
☐ Adoptive Mother ☐ Adoptive Father brother, sister, cousin, etc.)

☐ Other relative (specify): _____

☐ Other guardian(specify): _____

3. What is your present marital status?

☐ Married
☐ Divorced/Separated
☐ Widowed
☐ Single, never married
☐ Living with a romantic partner

4. For how long have you had your present marital status? _____ years

5. How old are you? _____ (years) What is your birthday?
 _____(Month/Day/Year)

6. What is your ethnicity (check all that apply)?

☐ African-American/Black ☐ Hispanic/Latino
☐ Asian-American/Pacific Islander ☐ Native American
☐ Caucasian/White ☐ Other (describe) _____

7. What is the highest level of education you have completed?

☐ Completed 8th grade
☐ Completed high school
☐ Completed college
☐ Business or Technical School
☐ Graduate degree (doctor, lawyer, PhD)

8. Are you currently employed?

☐ Yes, full-time ☐ Yes, part-time ☐ No

9. Are you a student?

☐ Yes, full-time ☐ Yes, part-time ☐ No

10. Which best describes your total yearly household income?

- ☐ \$11,999 or less
☐ \$12,000 to 24,999
☐ \$25,000 to 49,999
☐ \$50,000 to 74,999
☐ \$75,000 to 99,999
☐ \$100,000 to 149,999
☐ \$150,000 or above

19. Does your child participate in a free or reduced lunch program?

☐ No ☐ Yes

Parents' Obligatory Attitudes

How much do you think people *SHOULD* do the following activities?

<i>Do you think people <u>SHOULD</u>...</i> (Circle the number)	Doesn't matter	Maybe should	Probably Should	Mostly Should	Definitely Should
1. Take part in a political protest or rally	1	2	3	4	5
2. Join a community sports or music club	1	2	3	4	5
3. Volunteer for a fundraiser aiding victims of a natural disaster	1	2	3	4	5
4. Write to a newspaper, magazine, blog, or website about a social or political issue	1	2	3	4	5
5. Volunteer to help the people in your community	1	2	3	4	5

6. Join a political party	1	2	3	4	5
7. Attend a community social event or dance	1	2	3	4	5
8. Work to help change a law that they disagree with	1	2	3	4	5
9. Attend a community festival or theater event	1	2	3	4	5
10. Work on a political campaign	1	2	3	4	5
11. Volunteer to help feed the homeless people	1	2	3	4	5
12. Join a neighborhood social club	1	2	3	4	5
13. Keep up with current events and politics	1	2	3	4	5
14. Know who their elected representatives and leaders are	1	2	3	4	5
15. Distribute a petition for a cause	1	2	3	4	5
16. Vote in a political election	1	2	3	4	5

Parents Civic and Religious Behavior

Organized Activities In an *average month*, how often do you do the following activities OR work with the following groups. For each activity you are involved in, estimate the number of HOURS EACH MONTH you commit to the activity.

<i>How often do you....</i>	Never	Not often	Some	Quite often	Very often	Number of hours?
1. participate in an organization affiliated						

with a political party or union	1	2	3	4	5	_____
2. participate in a community social club	1	2	3	4	5	_____
3. attend religious services	1	2	3	4	5	_____
4. participate with an organization focused around a political or social cause	1	2	3	4	5	_____
5. work for charity to collect money for a social cause	1	2	3	4	5	_____
6. take part in local or community art, music, or drama organization	1	2	3	4	5	_____
7. participate in religious social activities	1	2	3	4	5	_____
8. volunteer to help poor, sick, or disabled people in your community	1	2	3	4	5	_____
9. volunteer to clean up your neighborhood, local school, or community	1	2	3	4	5	_____
10. take part in a political rally or protest	1	2	3	4	5	_____
11. participate in religious community service activities	1	2	3	4	5	_____
12. know what's going on in the news and about political events	1	2	3	4	5	_____
13. Help your neighbors out on projects at their home/farm for no pay	1	2	3	4	5	_____

14. Help other family members who live in your area with projects at their home/farm for no pay	1	2	3	4	5	_____
15. take part in <u>OTHER</u> activities or groups not mentioned above?? Describe_____	1	2	3	4	5	_____

Teen Measures*Teen Demographics***Tell us about yourself...**

1. What gender are you?

☐ Male ☐ Female

2. How old are you? _____ (years) What is your birthday?
 _____ (Month/Day/Year)

3. What is your grade in school? 6th 7th 8th 9th 10th 11th 12th

4. School grades (average for the year):

- ☐ Mostly A's
- ☐ Some A's some B's
- ☐ Mostly B's
- ☐ Some B's some C's
- ☐ Mostly C's
- ☐ Some C's some D's
- ☐ Mostly D's or lower

5. What is your ethnicity (check all that apply)?

☐ African-American/Black	☐ Hispanic/Latino
☐ Asian-American/Pacific Islander	☐ Native American
☐ Caucasian/White	☐ Other (describe) _____

6. Who currently lives in your home (check all that apply)?

- ☐ mother (birth or adopted) ☐ stepmother
- ☐ father (birth or adopted) ☐ stepfather
- ☐ brothers/sisters? (ages of siblings) _____
- ☐ other adults (who?) _____

7. What is the highest level of schooling your mother (or female guardian) completed?

- ☐ Completed 8th grade
- ☐ Completed high school
- ☐ Completed college
- ☐ Graduate degree (doctor, lawyer, PhD)
- ☐ Don't know or unsure

At what type of JOB does your MOTHER

8. What is the highest level of schooling your father (or male guardian) completed?

- ☐ Completed 8th grade
- ☐ Completed high school
- ☐ Completed college
- ☐ Graduate degree (doctor, lawyer, PhD)
- ☐ Don't know or unsure

At what type of JOB does your FATHER

work?

work?

Parent-Adolescent Communication Scale

Answer the questions based on how you and your MOM interact:	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree
1. I can discuss my beliefs with my mom without feeling restrained or embarrassed.	1	2	3	4	5
2. There are topics I avoid discussing with my mother	1	2	3	4	5
3. My mom is always a good listener.	1	2	3	4	5
4. When talking to my mom, I have a tendency to say things that would be better left unsaid.	1	2	3	4	5
5. Sometimes I have trouble believing everything my mother tells me.	1	2	3	4	5
6. My mom can tell how I'm feeling without asking.	1	2	3	4	5
7. My mom insults me when she is angry with me.	1	2	3	4	5
8. I am very satisfied with how my mom and I talk together.	1	2	3	4	5
9. My mom has a tendency to say things to me that would be better left unsaid.	1	2	3	4	5

10. If I were in trouble, I could tell my mom.	1	2	3	4	5
11. I openly show affection to my mom.	1	2	3	4	5
12. I don't think I can tell my mom how I really feel about some things.	1	2	3	4	5
13. When I ask questions, I get honest answers from my mom.	1	2	3	4	5
14. When we are having a problem, I often give my mom the silent treatment.	1	2	3	4	5
15. I am careful about what I say to my mom.	1	2	3	4	5
16. My mom tries to understand my point of view.	1	2	3	4	5
17. My mom nags/bothers me.	1	2	3	4	5
18. I find it easy to discuss problems with my mom.	1	2	3	4	5
19. It is very easy for me to express all my true feelings to my mom.	1	2	3	4	5
20. I am sometimes afraid to ask my mom for what I want.	1	2	3	4	5

Adolescent's Obligatory Attitudes

How much do you think people *SHOULD* do the following activities?

<i>Do you think people <u>SHOULD</u>...</i> (Circle the number)	Doesn't matter	Maybe should	Probably Should	Mostly Should	Definitely Should
1. Take part in a political protest or rally	1	2	3	4	5
2. Join a community sports or music club	1	2	3	4	5

3. Volunteer for a fundraiser aiding victims of a natural disaster	1	2	3	4	5
4. Write to a newspaper, magazine, blog, or website about a social or political issue	1	2	3	4	5
5. Volunteer to help the people in your community	1	2	3	4	5
6. Join a political party	1	2	3	4	5
7. Attend a community social event or dance	1	2	3	4	5
8. Work to help change a law that they disagree with	1	2	3	4	5
9. Attend a community festival or theater event	1	2	3	4	5
10. Work on a political campaign	1	2	3	4	5
11. Volunteer to help feed the homeless people	1	2	3	4	5
12. Join a neighborhood social club	1	2	3	4	5
13. Keep up with current events and politics	1	2	3	4	5
14. Know who their elected representatives and leaders are	1	2	3	4	5
15. Volunteer to help disabled students at your school	1	2	3	4	5
16. Distribute a petition for a cause	1	2	3	4	5
17. Vote in a political election	1	2	3	4	5