

Current Status of Adolescents Parental Monitoring and Its Effects on Social Adjustment

JIANG Jianquan^{[a],*}

^[a]School of Education, Chongqing University of Arts and Sciences, Chongqing, China.

*Corresponding author.

Received 15 June 2016; accepted 14 August 2016

Published online 26 August 2016

Abstract

With 1,162 middle school students as the participants, the questionnaire method is used to observe parental monitoring of adolescents and the relationship between parental monitoring of adolescents and social adjustment and Neuroticism is discussed. Results: (a) Parental monitoring of adolescents has significant differences in grade and gender: girls are significantly greater than boys in parental knowledge degree of adolescents; and in parental negative control of adolescents, boys are significantly greater than girls; but in autonomy granting, the gender difference is non-significant. What's more, the tendency is shown on the three styles of parental monitoring that the higher the grade is, the lower the score is. (b) Parental monitoring of adolescents can be divided into democratic style, authoritative style and indulgent style, and the proportions of which adolescents are 38%, 30% and 32% separately. (c) The differences of adolescents under different types of parental monitoring on the eight styles of social adjustment reach the extremely significant level. (4) Neuroticism has significant regulating effects on the relationship between parental monitoring and adolescents' negative adjustment.

Key words: Parental monitoring; Social adjustment; Neuroticism; Adolescents

Jiang, J. Q. (2016). Current Status of Adolescents Parental Monitoring and Its Effects on Social Adjustment. *Studies in Sociology of Science*, 7(4), 75-82. Available from: URL: <http://www.cscanada.net/index.php/sss/article/view/8889> DOI: <http://dx.doi.org/10.3968/8889>

INTRODUCTION

Parental monitoring means that parents know and monitor children's whereabouts, activities and concerning objects (Dishion & McMahon, 1988). When children enter the adolescent, their physiology and mentality become mature gradually, and they ask to get rid of parental protection and start the journey of self-exploration little by little. However, they are not even mature individuals, so parents are required to know more about their behaviors, communication and life at the same time of giving them more freedom. Only in this way, it's able to predict the development of their thoughts and behaviors, keep their thoughts and behaviors in the normal track and reduce the possibility of their illegal behaviors (Qu & Zou, 2008). Therefore, despite the important development task of adolescents is obtaining autonomy, but moderate parental monitoring is also one of the protective factors for their healthy growth.

1. PROBLEM POSING

Social Bond Theory thinks that parental monitoring of adolescents plays an important part in social bond, and the chances that adolescents under parental monitoring meet the partners with illegal or problem behaviors will decrease and then the possibility of forming these bad behaviors will be reduced (Hirsch, 1969). Many cross-sectional and longitudinal studies show that low-level parental knowledge (knowing children's whereabouts, activities and friends) is related to high-level antisocial and illegal behaviors the involvement of illegal behaviors, and more related to addicting to tobacco, alcohol and other drugs (Laird, Pettit, Bates, & Dodge, 2003). As the level of parental monitoring goes up, adolescents' smoking, drinking (Fang, 1995) and illegal behaviors (Qu & Zou, 2008) will decrease correspondingly; for adolescents who had unprotected sex and accidental pregnancy, the level

of their parental monitoring is also relatively low (Crosby, Diclemente, & Wingood, 2002).

However, there are also studies showing that the increase of parental monitoring will not necessarily bring the reduction of adolescents' problem behaviors. According to the opinion of autonomy granting, the most important development task in the adolescent is obtaining mature and healthy self-determination (Barber, Olsen, & Shagle, 1994). Parents are able to give adolescents abundant self-determination after learning about children's life and study without using mandatory monitoring strategies, which will reduce the irregularities. But if parents always use the way of monitoring to deal with adolescents' problem behaviors, the irregularities will rise with the increase of knowledge, especially in the situation of parental first unsuccessful parental monitoring effort or taking mandatory monitoring actions (Laied et al., 2003).

For the inconsistent research conclusion, one of the possible reasons is that the studies on parental monitoring mostly use the simplex parental monitoring questionnaires, so the survey contents of which are only limited to the degree of parental knowledge about children's study and social life, etc., but this doesn't cover all the contents of parental monitoring. What coping strategies parents will use after knowing the situation is the key factor that affects the development of adolescents' mind and behaviors. Therefore, two parental behaviors are introduced into this study, namely negative control and autonomy granting, which jointly form the system of parental monitoring behaviors with the degree of knowledge, distinguishing the different effects of what parents know from those of what parents do. Hereinto, the degree of knowledge means the degree of parental knowledge about children's study, life and communication; negative control means parental mandatory management of children and negative responses to the undesirable behaviors; autonomy granting means parental encouragement to children's behaviors of self-expression and self-decision, standing for the parental democratic and non-arbitrary behaviors that adolescents perceived.

Besides, parental monitoring is not limited to parental influences on children, but a process that parents build together with children (Kerr & Stattin, 2000), and adolescents' own traits will also affect the effects of parental monitoring. Just like what were proposed in the pathocllisis theory (Belsky, Bakermans-Kranenburg, & IJzendoorn, 2007): Organisms have individual differences in the susceptibility of protective and risk factors, and some individuals are more strongly influenced by protective and risk factors; in addition, some individuals are not easy to be influenced both by negative and positive factors. Accordingly, the function of individual factors should be considered when considering the influencing mechanism of parental monitoring for adolescents' development.

Neuroticism manifests as a series of individual characteristics like anxiety, frailty, tension and fear, and individuals with these characteristics always have negative emotional overtone and are easy to do more cognitive processing to the unpleasant and negative information when describing the main experiences in their own life (McAdams et al., 2004), seriously affecting adolescents' social relations and adjustment results. There have been studies showing that Neuroticism can significantly predict adolescents' negative adjustment in Five-Factor personality, while other four factors are significantly related to their positive adjustment (Nie et al., 2008). Children with high negative emotional state are unevenly influenced by supportive or unsupportive parental behaviors: when they grow up in the supportive parental rearing environment, more positive results will appear; but when they grow up in the unsupportive parental rearing environment, more negative results will appear (Belsky, 1997, 2005; Bakermans-Kranenburg & IJzendoorn, 2007). In view of the above-mentioned considerations, this study will make a specific analysis on what aspects of parental monitoring behaviors can promote the positive adjustment of individuals with Neuroticism traits or intensify their negative adjustment to partially reveal the inner process in which parental behaviors influence children and provide further empirical proof for the pathocllisis theory.

To sum up, studies on parental monitoring have three disadvantages: first, the previous surveys on parental monitoring were only limited to the degree of parental knowledge about children, without considering that what countermeasures parents will take after knowing their children's situation, so this study thinks that the later one is the key factor that affects the development of adolescents' mentality and behaviors. Second, current studies on parental monitoring mostly discuss the relationship between parental monitoring and specific problem behaviors, lacking of empirical studies that completely explore the relationship between parental monitoring and adolescents' social adjustment. Third, current studies mainly focus on the one-way influences of parental behaviors on adolescents' development, rarely considering the interaction between parental behaviors and adolescents' own traits. As a kind of external environmental factor, although parental behaviors have their important effects, they are not decisive, and to a great extent, the result of their influences depends on children's own traits. For the above-mentioned problems, this paper explored the relationship between parental monitoring and adolescents' social adjustment from three aspects separately: First, integrate the degree of knowledge, negative control and autonomy granting into the scope of parental monitoring from two aspects of the degree of knowledge and countermeasures and explore the status of adolescents' parental monitoring. Second, fully explore the relationship between parental monitoring and adolescents' social adjustment. Third, discussion about

the regulating effects of Neuroticism between adolescents' parental monitoring and their social adjustment.

2. RESEARCH METHOD

2.1 Participation

Select six cities, Chengdu, Guiyang, Xi'an, Kunming, Changsha and Lanzhou, and one key middle school and one ordinary middle school are selected in each city. There are 1,162 students in total, including 642 students from the key middle school and 520 ones from the ordinary middle school. The situation of participants in each grade and gender distribution are: 275 students of Grade 7, including 134 boys and 141 girls; 316 participants of Grade 8, including 155 boys and 161 girls; 308 participants of Grade 10, including 155 boys and 153 girls; 263 participants of Grade 11, including 108 boys and 155 girls. The age of participants is from 11 to 18 years old, the average age is 14.32, and the standard deviation is 1.84.

2.2 Research Tools

2.2.1 Parental Monitoring Questionnaires

Take 13, 8 and 7 items with higher factor loading separately from the revised parental monitoring questionnaires and psychological control questionnaires by Lin (2001) and the revised autonomy granting scale by Liu (2006) and revise them as the formal questionnaires by pre-test. After screening and analyzing the items according to the contents described in the items and the result of factor analyzing, they are divided into three styles, the degree of knowledge, negative control and autonomy granting, and each style keeps 8, 5 and 6 items separately, totally 19 items, grading with 5 levels, from "Not meet at all" to "Meet completely", graded with 1 to 5 points. The Cronhach's α coefficient of each style is 0.84, 0.80 and 0.82 separately, relatively independent from each other. The confirmatory factor analysis shows that the factor loading of items is completely greater than 0.45, $X^2/df=6.06$, RMSEA=0.03, NFI=0.95, CFI=0.89, NNFI=0.87, GFI=0.91.

2.2.2 Questionnaire for the Evaluation of Adolescents' Social Adjustment

Use "Questionnaire for the Evaluation of Adolescents' Social Adjustment" compiled by Zhou (2008) and revised by Zou and Yu (2009) of the research group of social adjustment, including 50 items, which are divided into 4 fields, namely self-adjustment (self-affirmation and ego agony), interpersonal adjustment (prosocial tendency and social isolation), behavioral adjustment (working efficiency and irregularities), environmental adjustment (positive coping and passive withdrawal), 8 styles in total. Two styles of each field stand for the status of positive adjustment and that of negative adjustment separately, where second-order-factor positive and

negative adjustment can be extracted. Grading by points, which were graded as 1 to 5 points from "Not meet at all" to "Meet completely". The Cronhach's α coefficient of each style in this study is between 0.86 and 0.87. The confirmatory factor analysis shows that the factor loading of items is completely greater than 0.40, $X^2/df=6.07$, RMSEA=0.05, NFI=0.95, CFI=0.96, NNFI=0.96, GFI=0.88.

2.2.3 Five-Factor Personality Questionnaires for Adolescents

Five-factor Personality Questionnaires for Children and Adolescents revised by Zou (2003) is used, including 50 items, which are divided into five styles, namely extroversion, agreeableness, Neuroticism, prudence and openness. This study only selected the style of Neuroticism, 13 items in total, grading for 5 points, from "Not like me at all" to "Very much like me", graded as one to five points. The Cronhach's α coefficient of this style is 0.85.

2.2.4 Experimental Procedure and Data Analyzing

The test will be carried out collectively with class as a unit, and trained undergraduates of Psychology act as the experimenters. After rejecting the useless questionnaires, use SPSS17.0 to conduct a statistical analysis on the data.

3. RESULTS ANALYZING

3.1 Current Status of Adolescents' Parental Monitoring

3.1.1 Grade and Gender Characteristics of Adolescents' Parental Monitoring

In general, the scores of current status of adolescents' parental monitoring on the degree of knowledge and autonomy granting are relatively higher, while relatively lower on the style of negative control, showing that the overall status of parental monitoring is good (see Table 1).

Table 1
Difference Comparison of Each Style's Average Score in Parental Monitoring of Different Genders and Grades (N = 1162)

	Knowledge degree	Negative control	Autonomy granting
Total	3.79(0.80)	2.25(0.86)	3.65(0.86)
Boys (n = 552)	3.74(0.78)	3.00(2.23)	3.86(0.93)
Girls (n = 610)	3.84(0.81)	2.94(2.24)	3.88(0.90)
F	8.94**	15.88***	0.13
Junior one (n = 275)	4.07(0.78)	2.36(0.96)	3.75(0.89)
Junior two (n = 316)	3.91(0.79)	2.32(0.88)	3.68(0.90)
Senior one (n = 308)	3.67(0.75)	2.15(0.78)	3.61(0.83)
Senior two (n = 263)	3.48(0.75)	2.14(0.78)	3.55(0.79)
F	62.78***	9.84**	5.22**

Note. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, the same below.

Conduct the 2 (gender) × 4 (grade) multivariate analysis of variance (MANOVA) with taking the three styles of parental monitoring as the dependent variables, gender and grade as the independent variables. The result shows that the main effect of grades is significant, $F_{(9,5598)} = 23.70, P < 0.001$; that of gender is significant, $F_{(3,2300)} = 13.33, P < 0.001$, but the interaction of the two factors is not significant.

The further univariate analysis of variance shows that girls are significantly higher than boys in the degree of parental knowledge; and in negative control, boys are significantly higher than girls; but in autonomy granting, the gender differences are non-significant. On the three styles of parental monitoring, there exist significant differences, the higher the grade is, the lower the score is. Post Hoc (Tukey) shows that every two of each grade have significant differences on the style of the degree of knowledge; on the style of negative control, only Grade 8

is significantly different from Grade 10 and Grade 11; and on the style of autonomy granting, Grade 7 is significantly different from Grade 10 and Grade 11, and Grade 8 is significantly different from Grade 11.

3.1.2 Style Distribution of Adolescents' Parental Monitoring

In order to explore the effects of the styles of parental monitoring on adolescents' social adjustment, a Cluster analysis on parental monitoring was conducted in this study. First, convert the three styles of parental monitoring into standard Z-Scores. Considering that the sample scale of this study is oversize, select partial data in random first to conduct multiple clusters of Between-groups linkage and Euclidean Distance Square in hierarchical cluster analysis, and finally, it was found that the most suitable clustering number is 3. Then use K-S Quick Cluster to conduct a Cluster analysis on the status of all samples' parental monitoring (see Table 2).

Table 2
Cluster Analysis on Adolescents' Parental Monitoring

	Knowledge degree(z-scores)	Negative control(z-scores)	Autonomy granting(z-scores)	N(%)
Democratic style	0.95	-0.52	0.82	442(38%)
Authoritative style	-0.61	1.03	-0.97	353(30%)
Indulgent style	-0.53	-0.35	-0.03	365(32%)

The features of Style 1 are that the scores of the degree of knowledge and autonomy granting are higher and that the score of the style of negative control is lower, showing that parents will not only learn about children's study and life situation, but also give them corresponding rights of independence and self-determination, which can be named as "democratic parental monitoring", taking up 38%; the features of Style 2 are that the scores of the degree of knowledge and autonomy granting are lower and that the score of the style of negative control is higher, showing that parents know quite little about children's actual situation and they will strictly limit their saying and doing, so this can be called as "authoritative parental monitoring", taking up 30%; and the feature of Style 3 is that the scores of all three styles are lower, which can be named as "indulgent parental monitoring", taking up 32%.

3.2 Influences of Adolescents' Parental Monitoring on Their Social Adjustment

3.2.1 Correlation of Adolescents' Parental Monitoring and Neuroticism With Social Adjustment

Work out the correlation of the scores of the three styles of parental monitoring and each style of Neuroticism and social adjustment, and the result shows that the degree of knowledge and autonomy granting are significantly and positively correlated with the 4 styles of positive adjustment, and significantly and negatively correlated

with the 4 styles of negative adjustment; Thereinto, the correlation between negative control and ego agony is relatively higher, the degree of knowledge is more highly correlated with prosocial tendency, working efficiency and positive coping, and autonomy granting is more highly correlated with working efficiency and positive coping. Neuroticism has a significantly negative correlation with the style of positive adjustment, and has a significantly positive correlation with the style of negative adjustment.

3.2.2 Differences of Adolescents' Social Adjustment Under Different Styles of Parental Monitoring

Conduct the multivariate analysis of variance (MANOVA) with taking the different styles of adolescents' social adjustment as the dependent variables, different styles of parental monitoring as the independent variables. The result in Table 4 shows that the main effect of styles of parental monitoring is significant, $F_{(16,4660)} = 31.80, P < 0.000$. Univariate *F* Test shows that adolescents under different styles of parental monitoring have significant differences in 8 aspects of social adjustment. For the democratic parental monitoring group, adolescents' social adjustment is the best, and the scores in the aspects of self-affirmation, prosocial tendency, working efficiency and positive coping with the environment changes are commonly higher. Adolescents' social adjustment of the authoritative parental monitoring group is the worst, especially showing in ego agony and passive withdrawal.

The influences of the indulgent parental monitoring group on adolescents' social adjustment are between democratic style and authoritative style. Post test (Turkey) shows that

the status of adolescents' social adjustment under different styles of parental monitoring has significant differences two by two.

Table 3
Correlation of Adolescents' Parental Monitoring and Neuroticism With Social Adjustment

	Self-affirmation	Ego agony	Prosocial tendency	Social isolation	Working efficiency	Irregularities	Positive coping	Passive withdrawal
Knowledge degree	0.19**	-0.25**	0.28**	-0.20**	0.32**	-0.19**	0.28**	-0.14**
Negative control	-0.08**	0.26**	-0.10**	0.12**	-0.15**	0.16**	-0.13**	0.17**
Autonomy granting	0.19**	-0.24**	0.21**	-0.14**	0.27**	-0.16**	0.27**	-0.12**
Neuroticism	-0.18**	0.55**	-0.23**	0.25**	-0.27**	0.20**	-0.30**	0.32**

Table 4
Difference Comparison of the Average Score on Adolescents' Social Adjustment Under Different Styles of Parental Monitoring (N = 1160)

		Self-affirmation	Ego agony	Prosocial tendency	Social isolation	Working efficiency	Irregularities	Positive coping	Passive withdrawal
Democratic style	<i>M</i>	4.14	1.68	4.38	1.68	3.92	1.17	3.99	2.06
<i>n</i> =442	<i>SD</i>	0.72	1.05	0.99	0.67	0.70	0.39	0.70	1.18
Authoritative style	<i>M</i>	3.69	2.33	3.86	2.29	3.28	1.49	3.45	2.51
<i>n</i> =353	<i>SD</i>	1.38	1.01	0.73	2.08	1.05	0.98	1.28	0.84
Indulgent style	<i>M</i>	3.77	2.01	3.94	2.09	3.43	1.31	3.53	2.33
<i>n</i> =365	<i>SD</i>	1.16	0.79	0.97	1.02	0.99	0.46	0.67	1.27
<i>F</i>		39.25***	88.12***	73.82***	42.60***	110.09***	48.91***	81.78***	31.59***

3.2.3 An Analysis on the Regulating Effects of Neuroticism Between Adolescents' Parental Monitoring and Their Social Adjustment

To explore the predictive effect of the three styles of parental monitoring on adolescents' social adjustment and the regulating effect of Neuroticism, this study takes positive and negative adjustment as the dependent variables, the three styles of parental monitoring as the independent variables, and the emotionality of Five-Factor Personality as the regulating variables separately to build regression equation. In it, grade and gender enter the first layer as the control variables; the degree of knowledge, negative control, autonomy granting and Neuroticism enter the second layer and the interaction of the three styles of parental monitoring with Neuroticism enters the third one. The result in Table 5 shows that the degree of knowledge and autonomy granting significantly and positively predict positive adjustment and negative control significantly and negatively predicts positive adjustment; the degree of knowledge and autonomy granting significantly and negatively predict negative adjustment and negative control can significantly and positively predict positive control. Neuroticism can significantly and

negatively predict adolescents' positive adjustment and significantly and positively predict adolescents' negative adjustment.

After adding the regulating effect of Neuroticism, the predictive effects of the three styles of parental monitoring on adolescents' social adjustment slightly decreased, but its regulating effect didn't reach the significant level on the predictive effect of parental monitoring on positive adjustment, but significant on negative adjustment, especially that the interaction between autonomy granting and Neuroticism reached the very significant level, that is the higher the autonomy granting is, the lower negative adjustment is, for individuals with low emotionality; but for those with high emotionality, the higher the autonomy granting is, the stronger negative adjustment is.

4. DISCUSSION

4.1 Current Status of Adolescents Parental Monitoring

This study explored the status of parental monitoring from 3 aspects, finding that the overall status of adolescents'

receiving parental monitoring is good and that the gender and grade differences are significant. The gender differences are specifically expressed that the degree of parental knowledge about girls is higher than that of boys, but the level of using negative control strategies to boys is significantly higher than that of girls. Opinions about the gender differences think that the instrumental traits of men are stronger, they are independent, rational, brave and strong; and that the expressive traits of women are stronger, they are gentle, considerate and emotional (Fiske & Stevens, 1993). This determines that the possibility for girls to make self-disclosure to their parents is higher than that for boys, thus, the information that parents got from girls is more significant than that of boys. But the gender differences in the style of negative control are just opposite of related western studies, which may be caused due to the different parental rearing concepts under different cultural background. In western countries, parents give boys more room to do things, rarely making efforts to change their behaviors; girls' traits such as anxiety and sensitivity are easy to induce parents' critical behaviors (Pettit & Laird, 2001). But in Chinese cultural concepts, boys take more family expectations and responsibilities because strict management makes talents. Thus, more negative control will be used to boys.

Table 5
Regulating Effects of Neuroticism Between Parental Monitoring and Adolescents' Social Adjustment

Predictor variables	Positive adjustment			Negative adjustment		
	β_1	β_2	β_3	β_1	β_2	β_3
Layer one						
Grade	0.17***	-0.08**	-0.08**	0.11**	0.02	1.64
Gender	-0.11	-0.00	-0.00	-0.03	-0.04**	-2.21
Layer two						
Knowledge degree		0.20***	0.18***		-0.12***	-0.03
Negative control		-0.06***	-0.03		0.06***	0.06
Autonomy granting		0.20***	0.13***		-0.04**	0.22***
		-0.26***	-0.43***		27.43***	9.02***
Layer three						
Interaction one			0.05			-0.17
Interaction two			0.04			0.02
Interaction three			0.11			-0.42***
ΔR^2	0.03	0.21	0.00	0.01	0.34	0.02
ΔF	35.35***	160.34***	0.41	14.52	295.86***	17.75***

Note. Interaction 1: The interaction between the degree of knowledge and Neuroticism; Interaction 2: The interaction between negative control and Neuroticism; Interaction 3: the interaction between autonomy granting and Neuroticism.

The status of adolescents' parental monitoring has significant grade differences, in the degree of knowledge, the higher the grade is, the lower the score is, and every two of each grade have significant differences. Students of Grade 7 are in the prepubescence, who have close relations with parents and are willing to share with them; but as the grade rises, they gradually enter the adolescence, their hearts are closed and they are eager to be independent, which make them to keep more secrets to their parents and reserve more personal space. The scores of negative control and autonomy granting fall down as the grade goes up, showing that using less negative control doesn't mean using more autonomy granting, that is to say, low-level negative control is not equal to high-level autonomy granting. These two strategies are not two ends of parental continuity of action (Silk, Morris, Kanaya, & Steinberg, 2003) so there are respective reasons to use them. The level of negative control is higher in low grades and falls down in high grades, showing that immature individuals are easier to induce parental behaviors of negative control and that parental are more inclined to control them from feeling and emotion. Besides, when adolescents start to enter the adolescent, all kinds of sudden changes and disorientation also make their rebelliousness the highest, the more rebellious children are, the more likely parents are to take negative control. For the index of autonomy granting, it also decreases with the grade rising, and this may be because high school students face the realistic pressure of entering a high school and existing, which eagerly needs them to acquire the socially desirable behavioral norms and become the independent individuals who can take responsibilities, and then parental norms and constraints for them will also be more due to this.

4.2 The Relationship Between Monitoring and Adolescents' Social Adjustment

Hierarchical linear regression analysis shows that the degree of knowledge and autonomy granting significantly and positively predicts positive adjustment and significantly and negatively predict negative adjustment; negative control significantly and positively predicts positive adjustment and significantly and positively predicts negative adjustment. This is basically in line with the previous study theories. But this is different from the theories of foreign researchers, that is to say, negative control and autonomy granting are related to inner problems while the degree of parental knowledge is related to outer problems (Bean, Barber, & Grane, 2006). The conclusion of this study is that the degree of knowledge, negative control and autonomy granting are all significantly correlated with the four aspects (ego, interpersonal relationship, behaviors and environment) of adolescents' social adjustment, showing that parental behaviors have general effects on the status of adolescents' social adjustment, only the degree of influence is slightly different. The effect of negative control on adolescents'

self-adjustment is more stronger; the effect of the degree of knowledge on adolescents' interpersonal adjustment and their dealing with social affairs and following social norms is more stronger; and the effect of autonomy granting on adolescents' facing the environment changes is more significant.

Adolescents under different types of parental monitoring have significant differences in 8 aspects of social adjustment. For adolescents of the democratic parental monitoring group, their parents know about their life and study at the same time of giving them corresponding rights of independence and self-determination, so the status of social adjustment is the best; for parents of the authoritative parental monitoring group, they still can't relax the control of adolescents and give them room of self-development. This behavior that limits children too much does separate children from outer influences and chances so that adolescents' social interaction and behavioral experience are limited, which leads to the decrease of their social abilities (Morris, Steinberg, Sessa, Avenevoli, & Silk, 2001), so the status of social adjustment is the worst. Although parents of the indulgent parental monitoring group know little about children and can't give them chances of self-development exactly, what's positive, it won't limit or control children's behaviors, so the status of adolescents' social adjustment under this circumstance is better than that of the authoritative parental monitoring group. This also shows that negative control has great harm to adolescents' healthy development. Once adolescents feel negative control from parents; it's easy to generate bad emotional responses and lower self-efficacy (Shek, 2007).

4.3 Regulating Effects of Neuroticism Between Adolescents' Parental Monitoring and Their Social Adjustment

An analysis on the interaction between parental monitoring and adolescents' Neuroticism shows that the interaction of emotionality between autonomy granting and negative adjustment is significant. This suggests that autonomy granting can't always generate positive effects, which depend on adolescents' feeling of it. Individuals with high emotionality are easy to think about problems from the negative perspective, and they are likely to interpret parents' high-level autonomy granting as parental ignorance of their own existing or avoidance of the responsibility of controlling children so that many negative feelings appear and bad social adjustment is caused. This conclusion sustains the ideas of the pathoklisis theory, suggesting that some children have some problems no matter how parents control them; and some other children can develop very well by themselves despite parents have no time to take care of them. Thus, parents need to consider adolescents' own features at the same of rethinking their own parenting styles. For sensitive and worrying adolescents, parents need to both

give them comfortable room for self-development and encourage them to explore independently, meanwhile, parents should make them exactly feel parental attention and support.

In conclusion, on one hand, this study broadened the scope of parental monitoring, at the same time, it explored the effects of what parents know and do on adolescents' social adjustment and surveyed the special effect of single parental behavior and the joint effect of different parental behaviors separately, therefore, not only the effect of every parental monitoring behavior on adolescents' social adjustment can be found, but also the joint effect of what kind of parental monitoring behaviors can be found the best. This helps parents to rethink their parental behaviors, play an active behavioral role and try best to avoid or adjust negative behaviors immediately. On the other hand, it comprehensively explored the relationship between personality factors and parental monitoring behaviors, which can help us to know the influencing mechanism for the status of adolescents' social adjustment more deeply. However, this study also has some disadvantages. The effect of parental monitoring on adolescents' social adjustment is very complicated, except for the Neuroticism factors, adolescents' gender features and developing status will also affect parental behaviors. The interpersonal relationship in family or family function may play a part in it. So in later studies; it's required to discuss the dynamic interaction effect between personal and environmental factors that influence adolescents' social adjustment more deeply starting from the studying perspective of the interaction between people and the whole environment.

CONCLUSION

(a) The overall status of adolescents' parental monitoring is better, and the main effect of gender and grade is significant. It mainly shows that the degree of parental knowledge about girls is higher than that about boys, but their negative control of boys is significantly higher than that of girls, and there are no gender differences in autonomy granting. All of the three styles of parental monitoring have the tendency that it falls down as the grade goes up.

(b) The degree of knowledge and autonomy granting of parental monitoring significantly and positively predict adolescents' positive adjustment and significantly and negatively predict their negative adjustment; parental negative control of adolescents significantly and positively predicts their positive adjustment and significantly and positively predicts their negative adjustment.

(c) Adolescents under different types of parental monitoring have significant differences in 8 aspects of social adjustment. Adolescents' social adjustment in the democratic parental monitoring group is the best, then that

in the indulgent parental monitoring group, and that in the authoritative parental monitoring group is the worst.

(d) The regulating effect of adolescents' Neuroticism on the influence of parental monitoring on positive adjustment is not significant; but it's significant on the influence of parental monitoring on their negative adjustment, especially shown as the influence of autonomy granting on negative adjustment.

REFERENCES

- Bakermans-Kranenburg, M. J., & IJzendoorn, M. H. (2007). Genetic vulnerability or differential susceptibility in child development: The case of attachment. *Journal of Child Psychology and Psychiatry*, 48(12), 1160-1173.
- Barber, B. K., Olsen, J. E., & Shagle, S. C. (1994). Associations between parental psychological and behavioral control and youth internalized and externalized behaviors. *Child Development*, 65(4), 1120-1136.
- Bean, R. A., Barber, B. K., & Grane, D. R. (2006). Parental support, behavioral control, and psychological control among African-American youth: The relationships to academic grades, Delinquency and depression. *Journal of Family Issues*, 27(10), 1335-1355.
- Belsky, J. (2005). Differential susceptibility to rearing influence: An evolutionary hypothesis and some evidence. In B. Ellis & D. Bjorklund (Eds.), *Origins of the social mind: Evolutionary psychology and child development* (pp.139-163). New York: Guilford.
- Belsky, J., Bakermans-Kranenburg, M. J., & IJzendoorn, M. H. (2007). For better and for worse differential susceptibility to environmental influences. *Current Directions In Psychological Science*, 16(6), 300-305.
- Belsky, J. (1997). Variation in susceptibility to rearing influence: An evolutionary argument. *Psychological Inquiry*, 8, 182-186.
- Crosby, R. A., DiClemente, R. J., & Wingood, G. M. (2002). Low parental monitoring predicts subsequent pregnancy among African-American adolescent females. *Pediatric and adolescent gynecology*, 15, 43-46.
- Dishion, T. J., & McMahon, R. J. (1998). Parental monitoring and the prevention of child and adolescent problem behavior: A conceptual and empirical formulation. *Clinical, Child and Family Psychology Review*, 1, 61-75.
- Fang, X. Y. (1995). Mother-child attachment, parental monitoring and adolescents' smoking and drink behaviors. *Psychological Development and Education*, 32(3), 54-59.
- Gallagher, K. C. (2002). Does child temperament moderate the influence of parenting on adjustment? *Developmental Review*, 22, 623-643.
- Hirschi, T. (1969). *Causes of delinquency*. Berkeley: University of California Press.
- Kerr, M., & Stattin, H. (2000). What parents know, how they know it, and several forms of Adolescent adjustment: Further support for a reinterpretation of monitoring. *Developmental Psychology*, 36(3), 366-380.
- Laird, R. D., Pettit, G. S., Bates, J. E., & Dodge, K. A. (2003). Parents "monitoring-relevant knowledge and adolescents" delinquent behavior evidence of correlated developmental changes and reciprocal influences. *Child Development*, 74(3), 752-768.
- Lin, S. (2001). *The influence of family connection, regulation, and psychology control on Chinese adolescent development* (PhD thesis). University of Nebraska.
- Liu, Q. (2006). *The developing characteristics of adolescents' autonomy in affection and its relationship with negative control, autonomy granting and parent-child attachment* (Master degree dissertation). Beijing: Beijing Normal University.
- McAdams, D. P., Anyidoho, N. A., Brown, C., Huang, Y. T., Kaplan, B., & Machado, M. A. (2004). Traits and stories: Links between dispositional and narrative features of personality. *Journal of Personality*, 72(4), 761-784.
- Morris, A. S., Steinberg, L., Sessa, F. M., et al. (2001). Measuring children's perceptions of psychological control: Developmental and conceptual considerations. In B. K. Barber (Ed.), *Intrusive parenting: How psychological control affects children and adolescents* (pp.125-159). Washington, DC: American Psychological Association.
- Nie, Y. G., Lin, C. D., Zheng, X., Ding, L., & Peng, Y. S. (2008). The relationship between adolescent social adaptive behavior and the "big-five" personality. *Psychological Science*, 31(4), 774-779.
- Pettit, G. S., Laird, R. D., Dodge, K. A., Bates, J. E., & Crisis, M. M. (2001). Antecedents and behavior-problem outcomes of parental monitoring and psychological control in early adolescence. *Child Development*, 72(2), 583-598.
- Qu, Z. Y., & Zou, H. (2008). Family environment, parental monitoring and juvenile delinquency. *China Youth Study*, 4, 35-40.
- Qu, Z. Y., & Zou, H. (2009). Family environment, parental monitoring, self-control and juvenile delinquency. *Psychological Science*, 32(2), 360-363.
- Shek, D. T. L. (2007). A longitudinal study of perceived parental psychological control and psychological well-being in Chinese adolescents in Hong Kong. *Journal of Clinical Psychology*, 63(1), 1-22.
- Silk, S. J., Morris, A., Kanaya, T., & Sternberg, L. (2003). Psychological control and autonomy granting: Opposite ends of a continuum or distinct constructs? *Journal of Research on Adolescence*, 13(1), 113-128.
- Stattin, H., & Kerr, M. (2000). Parental monitoring: A reinterpretation. *Child Development*, 71(4), 1072-1085.
- Yu, Y. B. (2009). *Assessment of middle school students social adjustment and its family risk and protective factors*. Doctoral Dissertation of Beijing Normal University.
- Zou, H. (2003). *Adolescents' peer relationship—developing characteristics, function and its influencing factors*. Beijing Normal University Press.