

Supplemental Materials

Measures

The University of New Orleans
Alabama Parenting Questionnaire--Parent Form (partial form)
Parent Involvement Subscale

Instructions: The following are a number of statements about your family. Using the following scale, please rate each item as to how often it TYPICALLY occurs in your home.

1	2	3	4	5
Never	Almost Never	Sometimes	Often	Always

1. You have a friendly talk with your child	1	2	3	4	5
2. You volunteer to help with special activities that your child is involved in (such as sports, boy/girl scouts, church youth groups)	1	2	3	4	5
3. You play games or do other fun things with your child.	1	2	3	4	5
4. You ask your child about his/her day in school.	1	2	3	4	5
5. You help your child with his/her homework.	1	2	3	4	5
6. You ask your child what his/her plans are for the coming day.	1	2	3	4	5
7. You drive your child to a special activity.	1	2	3	4	5
8. You talk to your child about his/her friends.	1	2	3	4	5
9. Your child helps plan family activities.	1	2	3	4	5
10. You attend PTA meetings, parent/teacher conferences, or other meetings at your child's school.	1	2	3	4	5

PARENTING SCALE (partial)
(Arnold, O'Leary, Wolff, and Acker, 1993)
Overreactivity Subscale

For each item, circle the number that best describes your style of parenting during the past two months with your oldest child.

1. When I'm upset or under stress...

I am picky and on my child's back. 1 2 3 4 5 6 7 I am no more picky than usual.

2. When my child misbehaves...

I usually get into a long argument with my child. 1 2 3 4 5 6 7 I don't get into an argument.

5. When my child misbehaves...

I give my child a long lecture. 1 2 3 4 5 6 7 I keep my talks short and to the point.

6. When my child misbehaves...

I raise my voice or yell. 1 2 3 4 5 6 7 I speak to my child calmly.

8. After there's been a problem with child...

I often hold a grudge. 1 2 3 4 5 6 7 things get back to normal quickly.

11. When there's a problem with my child...

things build up and I do things I don't mean to do. 1 2 3 4 5 6 7 things don't often get out of hand.

12. When my child misbehaves, I spank, slap, grab or hit my child...

never or rarely. 1 2 3 4 5 6 7 most of the time.

I often don't carry it out. 1 2 3 4 5 6 7 I always do what I say.

16. When my child misbehaves...

I handle it without getting upset. 1 2 3 4 5 6 7 I get so frustrated or angry that my child can see I'm upset.

18. When my child misbehaves...

I rarely use bad language or curse. 1 2 3 4 5 6 7 I almost always use bad language.

20. When my child does something I don't like, I insult my child, say mean things or call my child names...

never or rarely. 1 2 3 4 5 6 7 most of the time.

ABOUT YOUR JOB
(O'Neil, 1991)
Autonomy

This is a list of specific job characteristics. Please read each statement, and using the scale provided circle the number which best describes your situation at work.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

1. I have a lot of control over the way I use my time while I'm at work.	1	2	3	4	5
2. I feel like I have a great deal of influence in the decision-making process on my job.	1	2	3	4	5
3. I am able to vary the order that I complete my tasks at work each day.	1	2	3	4	5
4. I'm given a chance to do the things I do best when I'm at work.	1	2	3	4	5
5. I'm always able to make a personal phone call during my work hours.	1	2	3	4	5
6. My job is often mentally demanding.	1	2	3	4	5
7. I'm able to plan my work tasks to allow time for a private visitor during work hours.	1	2	3	4	5
8. I'm frequently expected to solve challenging problems at work.	1	2	3	4	5
9. My job requires that I do the same things over and over.	1	2	3	4	5
10. It's usually up to me to decide how to do a job once I've been given the assignment.	1	2	3	4	5
11. I do a lot of different things on my job.	1	2	3	4	5
12. I'm frequently required to deal with unexpected projects or tasks.	1	2	3	4	5
13. I have the freedom to decide what I do on my job.	1	2	3	4	5
14. It is basically my responsibility to decide how my job gets done.	1	2	3	4	5
15. I decide who I work with on my job.	1	2	3	4	5

16. I'm required to meet extremely high standards where I work.	1	2	3	4	5
17. The work I do is interesting.	1	2	3	4	5
18. I have an opportunity to develop my own special skills at work.	1	2	3	4	5

Table B. Covariance Matrix of Indicator Variables.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
F_CBP	63.65																					
M_CBP	31.19	76.80																				
T_CBP	22.04	18.10	56.26																			
M_PO	1.76	2.59	.54	.58																		
M_PI	-.60	1.00	-.34	-.13	.25																	
F_PO	2.24	2.27	.79	.14	-.01	.50																
F_PI	-.074	-1.16	-.09	-.08	.06	-.09	.24															
F_CAS	-31.91	-37.59	-12.16	-2.75	1.63	-2.29	1.83	68.05														
M_CAS	-17.30	-46.05	-13.30	-2.73	2.23	-.81	1.30	36.95	79.50													
T_CAS	-21.43	-27.25	-42.95	-.09	-.34	-.83	.32	13.79	8.50	83.49												
F_JA1	-.35	-.88	.56	-.08	.05	-.12	.07	.96	-.01	-.35	.31											
F_JA2	-.47	-1.11	.40	-.06	.05	-.08	.03	1.01	.62	-.15	.21	.31										
F_JA3	-.37	-.59	.49	-.02	.02	-.09	.04	.54	-.07	-.31	.17	.21	.33									
M_JA1	-1.45	-1.87	-1.17	-.10	.05	-.04	.03	1.02	1.39	.42	.03	.02	.04	.32								
M_JA2	-1.43	-1.28	-1.15	-.06	.04	-.05	.03	.54	.90	.87	.03	.02	.02	.27	.35							
M_JA3	-1.13	.08	-.93	-.05	.04	-.06	-.04	-.29	-.18	-.08	.03	-.002	.02	.24	.30	.49						
M_WH1	-9.75	-9.36	-5.03	.06	.17	-.23	.16	7.63	.31	10.83	.52	.09	.01	.71	1.06	.91	38.21					
M_WH2	-4.09	-8.02	-8.19	.18	-.15	-1.27	.02	-4.53	2.67	12.47	1.98	.88	.89	1.45	.93	2.07	24.02	108.81				
M_WH3	-26.83	-15.66	-19.08	.31	-.60	-2.22	.01	7.94	-10.84	9.16	1.52	.76	.83	2.23	1.67	2.79	24.60	72.63	158.88			
F_WH1	-7.04	-.01	4.17	-.87	.49	-.63	.18	6.19	4.44	-14.32	.42	.32	.52	.29	.14	1.16	-1.27	8.28	11.42	64.78		
F_WH2	-3.68	-13.60	1.83	-3.01	.17	-1.52	.51	-12.17	7.40	-17.30	-.03	-.53	-.42	-.08	-.97	.34	-7.53	12.24	24.29	19.84	166.79	
F_WH3	-13.12	4.84	-15.25	-.92	.12	-1.02	-.37	-3.19	-8.64	16.43	.30	.14	.88	-.08	.36	.59	5.78	8.99	11.13	27.12	18.46	114.36

Note. M = mother, F = father, T= teacher, CBP = child behavior problems, CAS =child adaptive skills, WH = work hours, JA = Job autonomy, PO = parent overreactivity, PI = parent involvement

Table C. *Parameter Estimates for the Direct Effects for Mediation Model Predicting Children's Behavioral Problems*

Direct Effects	Unstandardized Estimates	SE	t
Mothers			
JA → PO	-.39	.13	-2.99
PO → CBP	1.78	.69	2.59
JA → CBP	-3.15	1.00	-3.13
JA → PI	.17	.09	2.01
WH → PO	.04	.03	1.21
WH → CBP	-.33	.25	-1.32
WH → PI	-.02	.02	-.81
PI → CBP	-1.32	1.01	-1.31
Fathers			
JA → PO	-.27	.10	-2.62
PO → CBP	3.31	.81	4.09
JA → CBP	2.17	.90	2.40
JA → PI	.23	.07	3.07
WH → PO	-.03	.02	-1.38
WH → CBP	.09	.15	.62
WH → PI	-.004	.01	-.27
PI → CBP	-1.38	1.01	-1.36
Indirect Effects			
Mothers	-.92	.41	-2.54
Fathers	-1.22	.48	-2.26
Model Comparison	23.36 (4)		
$\Delta\chi^2 (\Delta df)^a$			

Note: Values in bold font were statistically significant, $p < .05$. JA= Job Autonomy, PO= Parental Overreactivity, CBP =Child Behavioral Problems WH= Work Hours, PI=Parental Involvement. ^aMediation models were compared to a model with paths from job autonomy to parenting mediators fixed to zero.

Table D. *Parameter Estimates for the Direct Effects for Mediation Model Predicting Children's Adaptive Skills*

	Unstandardized Estimates	SE	t
Mothers' Direct Effects			
JA → PO	-.47	.20	-2.40
PO → CAS	-2.98	.72	-4.17
JA → CAS	1.26	1.37	.92
JA → PI	.23	.12	1.88
WH → PO	.05	.04	1.27
WH → CAS	.18	.28	.66
WH → PI	-.02	.02	-.95
PI → CAS	5.21	1.11	4.70
Fathers' Direct Effects			
JA → PO	-.26	.10	-2.49
PO → CAS	-2.79	.86	-3.23
JA → CAS	-2.21	.94	-2.36
JA → PI	.22	.07	3.02
WH → PO	-.05	.03	-1.60
WH → CAS	-.61	.31	-1.97
WH → PI	-.002	.02	-.10
PI → CAS	3.93	1.13	3.47
Indirect Effects			
Mothers	2.60	.41	2.37
Fathers	1.58	.53	2.98
Model Comparison	19.97 (4)		
$\Delta\chi^2 (\Delta df)^a$			

Note: Values in bold font were statistically significant, $p < .05$. JA= Job Autonomy, PO= Parental Overreactivity, CAS=Child Adaptive Skills, WH= Work Hours, PI=Parental Involvement

^aMediation models were compared to a model with paths from job autonomy to parenting mediators fixed to zero.

Table E. *Standardized Coefficients for Mediational Models without and with Covariates.*

<i>Direct Effects</i>	Behavior Problems		Adaptive Skills	
	No Covariates	With Covariates	No Covariates	With Covariates
Mothers				
JA → PO	-.29	-.28	-.30	-.29
PO → DV	.26	.16	-.38	-.21
JA → DV	-.34	-.23	.10	.17
JA → PI	.20	.18	.22	.17
WH → PO	.14	.16	.16	.17
WH → DV	-.18	-.24	.08	.10
WH → PI	-.09	-.09	-.12	-.09
PI → DV	-.13	-.18	.43	.47
Fathers				
JA → PO	-.22	-.24	-.21	-.22
PO → DV	.44	.35	-.32	-.27
JA → DV	.23	.18	-.20	-.16
JA → PI	.26	.27	.25	.26
WH → PO	-.19	-.02	-.24	-.03
WH → DV	.09	-.03	-.36	-.08
WH → PI	-.03	-.16	-.01	-.16
PI → DV	-.13	-.18	.32	.37
<i>Indirect Effects</i>				
Mothers	-.10	-.08	.21	.16
Fathers	-.13	-.13	.15	.14
<i>Covariates</i>				
INC → DV	--	-.07	--	-.22
EDU → DV	--	-.12	--	.23
BOY → DV	--	.50	--	-.30

Note: Values in bold font were statistically significant, $p < .05$. JA= Job Autonomy, PO= Parental Overreactivity, DV =Dependent Variable (indicated in column headings), WH= Work Hours, PI=Parental Involvement, INC=Income, EDU=Level of Education, BOY=indicator for male sex.