Individual and Family Factors Related to the Reduction of Risk Behavior in Asian Youth

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INDIVIDUAL AND FAMILY FACTORS RELATED TO THE REDUCTION OF RISK BEHAVIOR IN ASIAN YOUTH

A Dissertation
Presented to
the Faculty of the Graduate School of Social Work
University of Denver

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
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Abstract

This dissertation study examined the risk and promotive factors that can hinder or help adolescents as they transition into adulthood. Chinese, Japanese and Korean adolescents were surveyed in order to examine the individual and family factors influencing risk behavior in adolescents. Correlation and regression were used to examine the relationship among variables. Findings from the analysis revealed that promotive factors including: autonomy, easy temperament, emotional intelligence, humor, moral development, optimism and physical beauty, and risk factors including: history of physical abuse, history of sexual abuse, domestic violence, favoritism of siblings, parental depression and parent not aware, were found to be predicative in North America, Europe, and Australia are also predictive for East Asian cultures. Implications of these findings for theory, research, policy and social work practice are explored.
Acknowledgements

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Chapter One: Introduction

Adolescence is derived from the Latin verb adolescere, meaning “to grow into maturity” (Yahaya et al., 2012). G. Stanley Hall (1904) coined the term adolescence, calling it a period of “heightened stress and storm”. Other scholars such as Ana Freud (1969) and Erik Erikson (1968) adapted their theories to reflect this idea of a necessary stressful period (Snyder & Lopez, 2009). During this period of growth, adolescents mature physically, mentally, emotionally socially, and sexually (Caissy, 2002; Laser & Nicotera, 2011).

As early as the 1960s scholars (Bandura, 1964; Douvan & Adelson, 1966; Offer, 1969) began to show that the majority of young people do not experience a tumultuous time. Currently researchers concur that adolescents should not be a uniquely stressful time (Laser & Nicotera, 2011; Snyder & Lopez, 2009). Jessor, Turbin and Costa (1998) found that youth who entered high school with positive self-esteem were likely to be well adjusted leaving high school. However, when adolescents have inadequate support and resources, and few caring adults in their lives transition to adulthood can be more difficult (Laser & Nicotera, 2011; Snyder & Lopez, 2009). Adolescents with a history of secure attachment, parental warmth, parental responsiveness, support and functional family communication patterns all provide a strong foundation for development (Laser & Nicotera, 2011; Snyder & Lopez, 2009). The quality of parenting and family relationships are critically important to adolescent growth and development (Allen, 2008;
This dissertation aims to test how individual and family promotive and risk factors relate to resilience in Asian youth.

**Theoretical Lens: A human ecology approach.** A human ecology approach considers the psychological experiences and the sociopolitical influences that influence adolescents, and give meaning to their environment (Garbarino & Ganzel, 2000; Laser & Nicotera, 2011). Human ecological theory proposes that over time development is influenced by the interaction between the characteristics of the individual and her/his environments (Barrows, 1995; Bubolz & Sontag, 1993; Griffore & Phenice, 2001). Bronfenbrenner (1979) declares the developing person “as a growing dynamic entity that progressively moves into and restructures the milieu in which it resides” (p. 21). The environment changes to accommodate the individual and the individual changes to accommodate their environment (Laser & Nicotera, 2011). Due to this interaction neither the environment nor the individual is the same (Bronfenbrenner, 1979, 1986, 1989). A human ecological perspective allows for an understanding of the multilevel interactions between an adolescent and her/his environment (Laser & Nicotera, 2011).

Time is an important ingredient in human ecological theory. Bronfenbrenner (1989) uses the term chronosystem to denote generational influence effecting the individual, critical events, and everyday stresses that contribute to human development. Generational influences become more apparent during adolescents and young adulthood (Bronfenbrenner, 1989; Laser & Nicotera, 2011). Environmental factors of a particular era have an impact on that generation for the rest of their lifespan (Laser & Nicotera, 2011).
Life events that directly effect an individual are critical events (Laser & Nicotera, 2011). These critical life events may effect a single person and not their contemporaries (Laser & Nicotera, 2011). Experiences such as death or incarceration of a parent or graduating from high school are examples of critical events that may be experienced by adolescents (Laser & Nicotera, 2011). Although these events do not have an impact on the broader society, they have an impact on the developing adolescent (Laser & Nicotera, 2011).

Everyday stresses refer to the daily issues individuals face such as financial insecurity, traffic, time pressure, sleeping patterns, family coping methods, relationship struggles, friendship quarrels, and dietary issues (Laser & Nicotera, 2011). The ability to cope with these frequent and sometimes chronic issues helps to mold the individual (Laser & Nicotera, 2011).

The chronosystem has a direct impact on the developing adolescent (Laser & Nicotera, 2011). Developing an identity by connecting to his or her cohort or generation has been shown to have powerful influence on the life course (Bronfenbrenner & Morris, 1997). Other personal experiences, and life stresses also shape the developing adolescent (Laser & Nicotera, 2011). The chronosystem impacts the adolescent’s understanding of her/his place in the world (Laser & Nicotera, 2011). There are several nested locations of human ecology theory: the microsystem, mesosystem, exosystem, and macrosystem that will be further explored.
The microsystem. Although the adolescent develops in a number of different contexts, the system where development occurs is referred to as the microsystem (Laser & Nicotera, 2011). Bronfenbrenner (1989) defined the microsystems:

as a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given face-to-face setting with particular physical and material features and containing other systems of belief (p. 227).

Development is bidirectional, meaning that the adolescent is influenced by microsystem such as the family, and the family is influenced by the adolescent (Bronfenbrenner, 1979, 1986, 1989; Laser & Nicotera, 2011).

The mesosystem. The mesosystem is the connection between two or more microsystems in which the adolescent participates (Bronfenbrenner, 1979, 1986, 1989; Laser & Nicotera, 2011). An example of where microsystems might overlap to create a mesosystem is between the family microsystem and the school microsystem. The connections between these settings provide continuity for the adolescent (Bronfenbrenner, 1979, 1986, 1989; Laser & Nicotera, 2011).

The exosystem. The exosystem does not directly involve the developing adolescent (Bronfenbrenner, 1979, 1986, 1989; Laser & Nicotera, 2011). The events that take place in the exosystem are not created by the adolescent but they have a direct effect on his or her development (Bronfenbrenner, 1979, 1986, 1989; Laser & Nicotera, 2011). An example of the direct effect that the exosystem can have on an adolescent would be a stressed relationship with a parent as a result of job stress (Bronfenbrenner, 1979, 1986, 1989; Laser & Nicotera, 2011).

Conceptual and Operational Definitions

Adolescence. Adolescence, depending on the cultural framework, can be a relatively short period of time, or as in American culture can be as long as 10 years or more (Laser & Nicotera, 2011). Societies define adolescents differently; some cultures symbolize adolescents with a rite of passage, marking the transition from childhood to adulthood (Devore & Schlesinger, 1999; Laser & Nicotera, 2011; Zastrow & Kirst-Ashman, 2013). Even then, some cultures focus more on accomplishments and independence of the youth (Laser & Nicotera, 2011). Independence is reached when the youth has finished their education or started a career, which can occur as early as 18, and as late as the mid-20s (Laser & Nicotera, 2011). There is no precise time that this period
of adolescents begins or ends but it usually extends from ages 11 or 12 into late teens or mid 20s (Zastrow & Kirst-Ashman, 2013). For purposes of this dissertation, adolescence will be defined as young people ages 18 to about 22 years old.

**Resilience research and theory.** Historically, there has been a focus on issues of risk and vulnerability. However there has been a shift in focus to individual and environmental promotive factors that promoted positive youth development (Laser & Nicotera, 2011). These promotive factors can potentially reduce the effects of negative events or experiences which brought about the concept of resilience (Laser & Nicotera, 2011). Rutter (1987) explains “not only has there been a shift in focus from vulnerability to resilience, but also from risk variables to the process of negotiating risk situations” (p. 316). Researchers, as a result of this shift in thinking, now view resilience as one of the possible outcomes that may result from stressful life events (Laser & Nicotera, 2011). Werner and Smith (1992) define the concept of resilience and promotive factors as “positive counterparts to both vulnerability, which denotes an individual’s susceptibility to a disorder, and risk factors which are biological or psychological hazards that increase the likelihood of a negative development outcome in a group of people” (p. 3). Current research, as well as this dissertation, has concentrated on assessing promotive and risk factors that can either promote or deter healthy growth and development (Laser & Nicotera, 2011).

**Promotive factors.** Traditionally researchers have focused on risks (Blitstein, Murray, Lytle, Birnbaum, & Perry, 2005) however research is currently focusing on the importance of promotive factors (Bryant & Zimmerman, 2002; Fergus & Zimmerman,
Promotive factors are those characteristics of the individual or in his or her environment that enables the individual to transcend negative experiences (Laser & Nicotera, 2011). However, it is not clear whether these factors protect the individual from negative consequences or promote the likelihood of more positive outcomes (Laser & Nicotera, 2011). Fergus and Zimmerman (2005) suggest that the use of the term promotive factors instead of protective factors as it is more encompassing of the many different ways positive factors in the lives of youth may reduce the effects of negative outcomes from risk factors.

From a human ecological approach, the youth can be viewed from each of the Microsystems they inhabit which includes family, peer, neighborhood, and school (Laser & Nicotera, 2011). Both promotive and risk factors can be organized by these Microsystems (Laser & Nicotera, 2011). This dissertation proposes to specifically investigate how individual level and family microsystem promotive factors contribute to resilient youth that have been found to be effective in North American, European, and Australian youth. These factors have not been used in studies that use Asian youth samples to examine resilience. The particular individual system promotive factors under review are autonomy, creation of a personal myth, easy temperament, emotional intelligence, humor, moral development, optimism, physical beauty, and self-efficacy. The particular family microsystem promotive factors under review are maternal relationship, paternal relationship, parental relationship and parental social support.
Risk factors. Risk factors are those variables that are discovered to increase the probability of a negative outcome for a particular population (Laser & Nicotera, 2011). However, the mere absence of a risk does not necessarily mean there is the presence of promotive factors (Laser & Nicotera, 2011). This dissertation proposes to specifically investigate how individual and family microsystem risk factors increase vulnerability of youth that have been found to be effective in North American, European, and Australian youth. These factors have not been used in studies of Asian youth samples to examine risk factors. The particular individual system promotive factors under review are history of physical abuse and history of sexual abuse. The particular family microsystem risk factors under review are domestic violence, favoritism of siblings, parents not aware, and parental depression.

Dissertation Purpose

As indicated previously this dissertation aims to test how individual and family promotive and risk factors known to effect youth in Western samples, relate to resilience in Asian youth, specifically Chinese, Japanese, and Korean youth. Family microsystem factors will be evaluated as potential promotive and risk factors for delinquency and internalizing behavior outcomes. Chinese youth, Japanese youth and Korean youth will be separately investigated regarding the aforementioned variables. There will also be a composite Asian profile that will be assessed against the outcome variables. Additionally, gender will also be evaluated to see how it effects resilience or vulnerability. Five specific research questions guided this inquiry:
1) What individual factors that have been shown to be important to the
development of North American, European, and Australian youth impact the
outcomes of delinquency and internalizing behaviors in Chinese, Korean and
Japanese youth?

2) What family factors that have been shown to be important to the development
of North American, European, and Australian youth impact the outcomes of
delinquency and internalizing behaviors in Chinese, Korean and Japanese
youth?

3) Are there differences in individual factors that impact the outcomes of
delinquency and internalizing behaviors by gender in Chinese, Korean and
Japanese youth?

4) Are there differences in family factors that impact the outcomes of
delinquency and internalizing behaviors by gender in Chinese, Korean and
Japanese youth?

5) Is there an Asian profile for vulnerability or resilience?

In conclusion this dissertation will investigate the risk and promotive factors that
can hinder or help adolescents as they transition into adulthood. A human ecological
approach will be used to frame development of adolescents. Identifying promotive factors
for Chinese, Japanese, and Korean youth and risk factors for healthy development can
help support East Asian youth and their development.
Chapter Two: Literature Review

Risk and vulnerability have been the focus of past resilience research (Laser & Nicotera, 2011). Early research led to the cataloging of conditions and variables that compromised health and social functioning of adolescents (Jessor, Van Den Bos, Vanderryn, Costa, & Turbin, 1995). Researchers, influenced by epidemiology, created a list of risk factors. Risk factors are those conditions or variables that are associated with a higher likelihood of negative or undesirable outcomes (Jessor et al., 1995). An abbreviated list of risk factors include:

- history of physical abuse;
- history of sexual abuse;
- domestic violence;
- favoritism of siblings; and
- parental depression (Laser & Nicotera, 2011).

Risk factors were quantified, the more risk factors an individual or population subset possessed the greater the likelihood of attaining a negative outcome (Laser & Nicotera, 2011).

However, even with the numerous risk factors that were found to reduce positive outcomes in developing youth, there was still a small but significant number of youth that were developing successfully under these risk factors (Laser & Nicotera, 2011). Focusing
only on risk factors did not explain why some youth were successful, while others facing the same risk factors were not succeeding (Laser & Nicotera, 2011).

The research focus shifted toward individual and environmental promotive factors that support positive youth development (Laser & Nicotera, 2011). Rutter (1987) explains “not only has there been a shift in focus from vulnerability to resilience, but also from risk variables to the process of negotiating risk situations” (p. 316). Shifting from risk factors to promotive factors allowed researchers to view resilience as one of the outcomes that could result from stressful life events (Laser & Nicotera, 2011).

Henderson and Milstein (1996) developed a model to explain the outcomes possible after experiencing a stressful life event. With the ideas of resilience based on the early work of Richardson, Neiger, Jensen, and Kumpfer (1990), Henderson and Milstein (1996) developed four outcomes that are possible in response to stressful life experiences.

- **Reintegration with resiliency** is the first outcome. Here the youth has survived and gained strength from the stressful event. Through the experience, the youth developed healthy coping mechanisms to deal with disruption. These healthy coping mechanisms to deal with the disruption were then available to the youth to use in the future. The youth became stronger because of the experience.

- **Homeostasis** is the second outcome. Here the youth retreated to a safe place. The life disruption was neither a strengthening nor a detrimental experience.

- **Maladaptation** is the third outcome. Here the youth is negatively affected by the disruption. The youth experience a decrease in self-esteem and reduced
healthy coping. This might not be final, but the current life situation for the youth is compromised.

- Dysfunctional reintegration is the final outcome. The youth was severely affected by the disruption. The negative event was a major experience for the youth and has universally undermined the youth’s growth and development and has deeply scarred the individual” (Laser & Nicotera, 2011, pp. 37-38).

Another important concept to resiliency is stress. According to Luthar, Cicchetti, & Becker (2000):

Resilience refers to a dynamic process encompassing positive adaptation within the context of significant adversity. Implicit to this notion are two critical conditions: (1) exposure to significant threat or severe adversity, and (2) the achievement of positive adaptation despite major assaults on the developmental process” (p. 543).

Resilience occurs when there is stress in one’s life (see Figure 1). Stress must be present in one’s environment in order for resilience to occur (Dyer & Minton McGuinness, 1996; Klarreich, 1998; Laser & Nicotera, 2011). Protecting youth from all negative external influences actually undermines the youth’s best development (Laser & Nicotera, 2011; Luthar & Zelazo, 2003). Those youth who are most resilient have had to negotiate some adversity in their lives (Dyer & Minton McGuinness, 1996; Laser & Nicotera, 2011).
Defining resilience. The concept of resilience has been defined by Werner and Smith (1992):

Resilience and protective factors are the positive counterparts to both vulnerability, which denotes an individual’s susceptibility to a disorder, and risk factors, which are biological or psychological hazards that increase the likelihood of a negative development outcome in a group of people” (p. 3).

Resilience has been conceptualized by many researchers, each giving similar definitions but giving a slightly different focus to better explain the phenomenon.

Rutter (1987, 1989) describes resilience as a dynamic process that allows an individual to adapt to a particular given situation. Rutter (1987) states, “It requires some form of intensification (vulnerability) or amelioration (protection) of the reaction of a factor that in ordinary circumstances leads to a maladaptive outcome: (p.317). Rutter (1987) acknowledges that certain behaviors may be adaptive for a particular situation, but
may put the individual at greater risk in other circumstances. Although, a certain behavior allows for survival in the present, it can impinge future healthy development.

Sameroff, believes resilience is simply a matter of weighing the promotive and the risk factors. Sameroff (2000) states, “The more risk factors the worse the outcomes; the more protective factors, the better the outcomes” (p. 20). Sameroff discusses the influences of culture, family, neighborhood, and school to either promote or inhibit child development. Therefore, resilience can be evaluated through an human ecological framework where risk and promotive factors are viewed in the context of the family microsystem where all are being influenced by the macrosystem.

Garmezy (1993) believes that the ability to “bounce back” by the individual is central to a conceptualization of resilience. Garmezy (1993) states that the central element of resilience “lies in the power of recovery and in the ability to return once again to those patterns of adaptation and competence that characterized the individual prior to the pre-stress period” (p. 409).

Wang, Haertel, and Walberg (1994) discuss the importance of resiliency as an active, not passive, event. It is the creation of strategies and the initiating of self-righting mechanisms that is important for understanding resiliency for these researchers. Youth make choices, and those that are more apathetic or defeated are more likely to be defeated than resilient (Wang, Haertel, & Walberg, 1994). In order for the youth to be resilient they must feel that they have some ability to control his or her own destiny in order to believe that he or she can persevere.
The environment where the youth is developing is always a contributing factor in the success or the failure of the individual. Scarr and McCartney (1983) remark that resilient youth are active participants in their own environment. The resilient adolescents’ ability to make the most of the environment that they currently inhabit increases their ability to withstand the negative effects of the environment. Kumpfer (1999) also considers environmental factors as important for resilience and has created a framework that is based on Bronfenbrenner’s human ecological theory. Beginning with the flow of stressors and challenges that impact the environmental context of the microsystem of the developing individual where there are both promotive and risk factors present (Kumpfer, 1999). The microsystem then impacts the transaction of the person with his or her environment (Kumpfer, 1999). This in turn impacts internal resilience factors that the individual possess that include cognitive, emotional, physical, spiritual and behavioral factors (Laser & Nicotera, 2011). Finally, adaptation either creates resilient reintegration or maladaptive reintegration (Kumpfer, 1999).

The influence of the social and cultural context on promotive and risk factors needs to be taken into account (Gore & Eckenrode, 1996; Laser, 2003; Laser, Luster, & Oshio, 2007a, 2007b). The individual is always imbedded in a community with a particular cultural context where she/he considers some behaviors normative and important for development may not be seen as pertinent to another culture or community.

**Promotive and Risk Factors**

Promotive and risk factors have been defined in a variety of ways, and their selection and uses are sometimes ambiguous. Some authors refer to variables as if they
are either uniquely promotive or uniquely risk factors (Ferguson & Lynskey, 1996; Luthar, Cicchetti, & Becker, 2000; Pollard, Hawkins, & Athur, 1999; Rae-Grant, Thomas, Offord, & Boyle, 1989). Others have emphasized that the promotive and risk factors are merely opposite ends of the same variable whether a variable was called a promotive or risk factor depends on which end of the continuum was emphasized (Kandel et al., 1988; White, Moffitt, & Silva, 1989). Modification of this view says that the promotive and risk end of variables need not be just mirror images of each other but may differ in the magnitude of their relationship to an outcome, creating a relationship that is nonlinear (Farrington, 1995; Stouthamer-Loeber et al., 1993). Finally, promotive factors have been conceptualized as processes that interact with risk factors in reducing the probability of a negative outcome (Rutter, 1985, 1990; Rutter, Giller, & Hagell, 1998). This conceptualization focuses on interaction effects, and promotive factors having compensatory or main effects are not considered (Fergusson & Lynskey, 1996; Luthar, 1993).

**Promotive factors.** Understanding promotive factors is important not only to our understanding of the development process but to developing strategies for prevention (Ostaszewski & Zimmerman, 2006). Promotive factors include individual assets and contextual resources that operate to enhance healthy development (Ostaszewki & Zimmerman, 2006).

Promotive factors, or protective factors, are characteristics of an individual and their environment that allow them to move beyond negative experiences (Laser & Nicotera, 2011). Currently, research has been unable to determine if these factors protect
the individual from negative experiences or if these factors promote the likelihood of more positive outcomes (Laser & Nicotera, 2011). This dissertation will use the terminology of promotive factors when referring to internal and environmental factors that allow an individual to right oneself during times of stress or difficulty.

Three types of promotive factors have been sighted by Garmezy (1985): personality factors, the nature of the early caregiving environment, and supportive others. The context of the developing person is believed to influence the developing person and either improve or impede healthy development (Garmezy, 1985). Garmezy, Masten, and Tellegen (1984) say that “positive outcomes in the face of multiple adversities typically are not randomly distributed; they tend to be related systematically to positive characteristics of families, communities and children themselves” (p. 101).

According to Henderson and Milstein (1996) the child’s reaction to a traumatic event and the path of reintegration for the child is determined by the child’s individual and environmental promotive factors. Having more promotive factors can create better outcomes for children, as can the passage of time (Henderson and Milstein, 1996). Individual and environmental promotive factors that are strong and supportive can determine a child’s reaction to a stress, adversity and risk (Henderson and Milstein, 1996).

Individual differences in environmental and biological risks can be explained in part by the individual promotive factors (Gore and Eckenrode, 1996). Often related to each other, promotive factors help to determine the emergence of future promotive factors (Gore & Eckenrode, 1996). These variables have been categorized into groups:
child characteristics (problem behavior and attitudes), school achievement and extra-
curricular activities, and social factors including peers, family, and neighborhood
characteristics (Bronfenbrenner, 1979; Dishion, Patterson, Stoolmiller, & Skinner, 1991;
Sampson & Laub, 1993; Tolan & Guerra, 1994). Bronfenbrenner (1979) has developed
the best framework for this variety of variables. This framework places child
characteristics, family characteristics, demographics and neighborhood characteristics in
nested contexts, with child characteristics being the most influential on the development
of child behavior (Bronfenbrenner, 1979).

**Individual promotive factor.** The individual promotive factors reviewed in this
dissertation are: autonomy, creation of a personal myth, easy temperament, emotional
intelligence, humor, moral development, optimism, physical beauty, and self-efficacy.

**Autonomy.** Transitioning from dependence to autonomy is an important
developmental process that occurs within the parent-adolescent relationship (Peterson,
1986). The achievement of independence for adolescents from parents is life-long task
beginning in infancy and continuing into adulthood (Halpern, 1976). The quest for
independence becomes especially important during adolescents for both parents and

Parental authority can be greatly affected by the value of individual autonomy and
the implications of having this value (Fuligni, 1998). When autonomy is emphasized,
children enter adolescents begin to question the role and scope of parental authority
(Fuligni, 1998). The role of beliefs regarding authority and autonomy in parent-
adolescent relationship may depend on the extent to which they are supported by the
social settings of the larger society (Fuligni, 1998). Some researchers have suggested that society and culture can greatly impact children by the settings in which children are placed (Whiting & Edwards, 1988).

In the United States, members of families often spend time apart as parents are working and children are in school outside of the home (Csikszentimihalyi & Larson, 1984; Larson, 1983). As children get older and develop into adolescents they also find other activities to engage in that are out of the purview of parents and other adults (Fuligni & Stevenson, 1995). All of this leads to western youth achieving autonomy which is a central task in their development (Feldman & Rosenthal, 1991). As adolescents develop they are eventually able to see themselves as independent self-regulating beings (Feldman & Rosenthal, 1991). The greater western culture places importance on individualism, personal freedom, and independence (Douvan & Adelson, 1966; Erickson, 1968; Handlin & Handlin, 1971; Riesman, Glazer & Denney, 1953).

_creation of a personal myth._ The development of an identity is one of the major psychological tasks of late adolescents and has important implications for healthy development throughout the life course (Erikson, 1968). It was proposed by McAdams (1993, 2001) that identity is a life story, which beings forming in late adolescents. One’s life story is the process used by people to help make sense out of the past and present and the awaited future (McLean, 2005). Meaning making is a kind of rationality that is used to integrate experiences. This integration of the past and present begins to emerge in late adolescents as youth begin putting together their life stories, and try to understand how past events affect the present and anticipated future (Habermas & Bluck, 2000). Identity
development and the process of understanding past experiences are lifelong processes (Erikson, 1968; Hartner, 1999; Kroger, 2000; McAdams, 1993) however there are different points in life when identity work and meaning making become more important (McLean, 2005). Specifically, meaning making is higher during periods of transition such as in adolescents (McLean, 2005).

*Easy temperament.* Temperament and personality not only influence how other people respond to us, but also how we respond to other people and situations (Laser & Nicotera, 2011). Bates (1989) came up with a working definition of temperament as “Biologically rooted individual differences in behavior tendencies that are present early in life and are relatively stable across various kinds of situations and over the course of time” (p. 4). Although personality traits are considered to be relatively stable researchers view temperament as a characteristic that predisposes an individual to certain traits which manifest uniquely as the youth develops (Wachs, 2006). Children who are characterized as having an easy temperament were found to have significantly lower levels of behavior problems than those children with a difficult temperament (Ruschenka, Prior, Sanson, & Smart, 2005; Smith & Prior, 1995; Tschann, Kaiser, Chesner, Alkon, & Boyce, 1996; Wyman et al., 1999), higher levels of social competence (Smith & Prior; 1995; Werner & Smith, 1982; Werner & Smith, 1992) and higher levels of adaptive behavior at home (Hetherington, 1989).

Temperament has been presented as an individual trait that may act to promote resilience in children (Compas et al., 2001; Rutter, 1987). Resilient children and youth exhibit age-appropriate developmental competencies in spite of repeated exposures to
biological and psychological developmental risk factors (Luthar, Cicchetti & Becker, 2000). Certain risks such as youth living in poverty, experiencing a major life event, family conflict and divorce, and exposure to violence, or parental substance abuse have been identified as risks to the development of an easy temperament and resilience (Wachs, 2006).

The relationship between temperament and resilience is explained in by Wachs (2006). He explains that there are five potential mechanisms to be considered when discussing the relationship between temperament and resilience; two mechanisms involve a temperament-environment covariance, and the remaining three involve temperament-environment interactions (Wachs, 2006).

The first covariance is called the reactive covariance (Wachs, 2006). This first concept discusses the idea that children whose temperament patterns elicit more positive and supportive parenting, helps to buffer the child when they or the family is experiencing a major life stressor or disruption (Wills & Dishion, 2004). For example, parents are less involved with children who exhibit more negative emotion or a difficult temperament, thus providing less positive discipline (Wills & Dishion, 2004).

The second covariance is called the active covariance (Wachs, 2006). This refers to the idea that children gravitate to environments that are compatible with their individual characteristics (Wachs, 2006). Research has shown that children who are difficult to manage, as compared to children who are more manageable, are more likely to encounter negative life events (Karraker, Lake, & Parry, 1994), and have higher rates of physical injury (Matheny, 1986). Research has suggested that certain elements of
temperament have the potential to reduce the child’s exposure to major risk factors in their environment (Wachs, 2006).

The third covariance is the concept of goodness-of-fit, from the writings of Chess and Thomas (1991) and Lerner, Nitz, Talwar, and Lerner (1989). They suggest that positive development occurs when temperament characteristics of children are congruent with the interaction styles, values, and goals of the child’s caregivers, such as parents. Parents are more likely to function as a support for children under stress when child temperament characteristics fit with the parental values (Chess & Thomas, 1991). Wachs (2006) points out that evidence for this covariance is limited and inconsistent.

The fourth covariance is differential reactivity. This refers to the process wherein children with different individual characteristics are more or less reactive to the same level and type of environment input (Wachs, 2000). Children who are more vulnerable are often reactive to environmental stressors or less reactive to environmental supports (Wachs, 2000). Children high in fearfulness (Colder, Lochman, & Wells, 1997), difficult temperament (Crockenberg, 1987; Hetherington, 1989; Wachs, 1987) and negative emotionality (Belsky, Hseieh & Crnic, 1998) have been shown to be more reactive to environmental stressors than less fearful, less difficult, or less negative children (Wachs, 2006). Resilient children should be less reactive to environmental stressors or more reactive to environmental supports (Wachs, 2006).

The fifth covariance is differential coping. This suggests that temperament differences also predispose children to different styles of coping (Wachs, 2006). Evidence suggests that under stress conditions inhibited children are more likely to
practice avoidant coping strategies (Wachs, 2006). Children who are avoidant under stress are less likely to develop skills to help with stressors later in life (Wachs, 2006). Children who are better able to self-regulate are better able to redirect their attention, and are more likely to respond to stress in more adaptable and flexible ways depending upon the nature of the stressor (Frick & Morris, 2004; Lengua & Sandler, 1996). Children who are better able to deal with stress are more likely to use active coping mechanisms to deal with stress, and are more resilient (Wachs, 2006).

*Emotional intelligence.* Researchers have suggested that more important than cognitive ability is the ability to understand one’s own emotions (Goleman, 1995, 1998, 2001; Laser & Nicotera, 2011). Goleman has suggested that when predicting success, emotional intelligence (EI) is a better predictor than that of the intelligence quotient (IQ). According to Goleman (1998) there are four components that make up emotional intelligence: self-awareness, self-management, social awareness, and relational management.

Self-awareness is self-knowledge of the individual, and how accurately they can assess their emotions (Goleman, 1998). Realizing one’s own strengths and weaknesses is also a key piece of self-awareness (Goleman, 1998). A person has to be able to assess their abilities and limitations, seek out feedback and learn from mistakes, and understand where they need to improve in order to be able to assess their own self-awareness (Goleman, 1998). Emotional intelligence is about not only recognizing a person’s own emotions but also recognizing the emotions in another (Goleman, 1998). Self-awareness
also allows one to see how others are responding to them (Goleman, 1998). Finally, it is important for a person to have self-confidence and believe in one’s abilities.

Self-management is one’s ability to control their emotions (Goleman, 1998). This includes having self-control, trustworthiness, conscientiousness, adaptability, achievement drive, and initiative. Having emotional self-control involves the ability to handle stressful situations (Goleman, 1998). When a person believes that they have control over themselves and their lives they are less likely to become angry, but instead respond to stressful situations calmly (Goleman, 1998). Trustworthiness is also important as it makes others aware of one’s values, intentions and feelings because one acts in a way consistent with these beliefs (Goleman, 1998). Conscientiousness is the way one is disciplined and careful in attending to responsibilities (Goleman, 1998). Being adaptable allows a person to be flexible to new situations that arise and to think of new ideas to achieve the necessary results (Goleman, 1998). A key ingredient to achievement drive is optimism (Goleman, 1998). Optimism allows for people to strive to continually improve their performance. Finally, initiative is what allows people to take advantage of opportunities, and to avoid problems before they happen (Goleman, 1998).

Social awareness focuses on empathy, service, and awareness (Goleman, 1998). Empathy allows people to have awareness for others and their emotions, concerns, and needs (Goleman, 1998). Service is the ability to identify another’s unstated needs and concerns (Goleman, 1998). Awareness is the ability to read the emotional realities (Goleman, 1998).
Relationship management, which includes the desire and practice to develop others’ talents, exerting influence when needed, communication, conflict management, leadership, catalyst for change, building bonds, and teamwork (Goleman, 1998). Developing others’ talents is about sensing what skills and abilities need to be bolstered in others. Having and exerting influence is about managing emotions effectively in others, and managing interactions so that they move in the best possible direction (Goleman, 1998). Being an effective communicator is also important to relationship management. It allows for the give-and-take of emotional information so that difficult issues can be dealt with in a straightforward manner (Goleman, 1998). Fostering good communication is key to being receptive to both good news and bad news allowing for good conflict management and the building of bonds (Goleman, 1998). Finally, teamwork is the ability to work effectively with others, through both good and bad, while working to promote effectiveness (Goleman, 1998). For youth, having multiple EI abilities will allow for the most success when interacting with others, including their families.

*Humor.* Humor can be hard to define; often it is defined by the characteristic of expression or laughter (Weisfeld, 1992). When we observe laughter, it is highly correlated with subjective ratings of humorousness (Chapman, 1983). There are other emotions that can be disguised by laughter, notably anxiety (Weisfeld, 1992). Providing a method of coping, having a sense of humor is an adaptive personality trait which can buffer stress. Humor can also directly impact on depression (Porterfield, 1987). Humor can help to buffer psychological stress and the negative effects it can have on a person (Nezu, Nezu, & Blissett, 1988), it can also help people to learn not to take their problems
to seriously (Kuhlman, 1984). Humor is also important to social relationships (Giles, Bourhis, Gadfield, Davies & Davies, 1976), it helps to build and maintain social bonds (Haig, 1986; Mosak, 1987). Also, being humorous is a socially desirable trait that can bring about reinforcement from others (Overholser, 1992). Not only can humor help to ease tension in an uncomfortable situations (O’Connell, 1960) but it can also be used to express hostility in a socially acceptable manner (Haig, 1986). Humor can not only facilitate social behavior, but is associated with the reduction of depression, loneliness, and self-esteem (Overholser, 1992). Humor helps to modify the relationship between life stress and psychological adjustment (Overholser, 1992).

*Moral development.* As a child develops, moral judgement and behavior develop as a way to try to avoid trouble and to be perceived by those important adults in their lives as doing what is right (Laser & Nicotera, 2011). As the child develops into adolescents, this externally controlled behavior begins to develop internally (Laser & Nicotera, 2011). Adolescents begin to make choices because they are the right thing to do and not because they are going to gain positive favor or avoid criticism from others (Laser & Nicotera, 2011).

The outcome of this new way of thinking is moral reasoning. Formal operations (Piaget, 1952, 1970) allow the adolescent to think through a problem and imagine a variety of outcomes for a single event (Laser & Nicotera, 2011). According to Piaget (1952, 1970), the strength of the adolescent’s moral reasoning is dependent upon their perception of reality. As the youth develops their cognitive ability improves as does their ability to reason morally (Piaget, 1952, 1970). This improvement in cognitive ability
allows for the youth to think abstractly, catalogue and organizes their life experiences, and to take into account other’s points of view (Piaget, 1952, 1970).

Bandura (1982, 1989, 1995, 1997) believes that the developing person learns primarily about moral behavior from his or her own direct life experiences. However, this is not the only way an adolescent can develop morally, they can also develop morally by observing others (Bandura, 1982, 1989, 1995, 1997). Bandura (1977) defines this as a vicarious experience or the act of witnessing or hearing about experiences of others. A vicarious experience can increase or decrease the moral behavior in a developing adolescent (Laser & Nicotera, 2011).

Kohlberg (1963) also developed a theory of moral development which is closely connected to Piaget’s understanding of moral development. Kohlberg (1963) believes that moral reasoning develops in a sequential pattern. There are six developmental stages that individuals move through over time, and are grouped according to three levels. The first level is the preconventional level. At this level the youth is being responsive to the ideas of good and bad, right and wrong (Kohlberg & Hersh, 1977). Youth at this stage are focused on avoiding punishment and satisfying her/his own needs, this level is broken into two stages, stage 1 and stage 2 (Kohlberg & Hersh, 1977). Stage 1 is the punishment-and-obedience orientation; this is when the physical consequences of the action determine the goodness or badness of the action (Kohlberg & Hersh, 1977). Stage 2 is the instrumental-relativist orientation, this action consists of that which satisfies the needs of the self, and occasionally the needs of others (Kohlberg & Hersh, 1977).
The conventional level is where the youth work to maintain the expectations of those who are important to them possibly including family, groups, or nation and what they believe to be right and wrong (Kohlberg & Hersh, 1977). Youth will have an attitude of conformity where they will try to live up to personal expectations and social order (Kohlberg & Hersh, 1977). This is made up of two stages, stage 3 and stage 4. Stage 3 is the interpersonal concordance or “good boy – nice girl” orientation (Kohlberg & Hersh, 1977). At this stage youth will work to earn the approval of being nice. Stage 4 is the “law and order” orientation. Youth will begin to focus on doing what is right in order to show respect for authority and for maintaining the social order (Kohlberg & Hersh, 1977).

The final level is called the postconventional, autonomous, or principled level (Kohlberg & Hersh, 1977). Effort is being put forth to understand and define her/his personal values (Kohlberg & Hersh, 1977). There are also two stages at this level stage 5 and stage 6. Stage 5 is the social-contract or legalistic orientation at this stage there is an understanding of personal values and opinions, while also having an understanding for what is agreed upon under the law. At this stage there is an emphasis of what is legally understood to be right, however there is an understanding that the law may have to be changed (Kohlberg & Hersh, 1977). Stage 6 is the universal-ethical-principle orientation. At this stage right is defined based on moral and ethical principles, at this stage principals are abstract and ethical (Kohlberg & Hersh, 1977). At the heart of this stage is the concept of justice, and the respect for human beings as individuals (Kohlberg & Hersh, 1977).
Optimism. Critical to enduring difficult times in life is having optimism and hopefulness (Seligman, 2006). Gilhan and Reivich (2004), “Hope is often defined as a wish for something with some expectation that it will happen, while optimism is typically defined as a tendency or disposition to expect the best” (p. 147). Optimism tends to be a general outlook on life while hope is specific to the situation (Laser & Nicotera, 2011). Having been linked to many positive outcomes including success in school and on the job, optimism is also related to less depression and anxiety and better physical health, and possibly a longer life (Gillham & Reivich, 2004). Explanations for an individual’s success and failures, called attributions, explain whether or not a person has an optimistic view or a pessimistic view (Gillham & Reivich, 2004).

According to Seligman (2006) there are defining characteristics of pessimists and optimists. A pessimist believes that a negative event will last a long time, it will undermine everything she/he does, and that this bad event is their fault (Seligman, 2006). An optimist, confronted with the same negative event will see the misfortune they are experiencing in the opposite way (Seligman, 2006). Defeat is seen as a temporary state, a setback that is confined to this one aspect of her/his life (Seligman, 2006). Optimists do not see fault in defeat, it is brought about by circumstance, bad luck, or other people (Seligman, 2006). Undefeated by negative situations, they confront it and see it as a reason to try harder (Seligman, 2006).

Optimism is not a panacea, but it is important in many aspects of life (Seligman, 2006). Being optimistic can protect one against depression, increase achievement,
enhance physical well-being, and put one in a better and far more pleasant mental state (Seligman, 2006).

**Physical beauty.** An important aspect of self-worth and mental health is body image (Harter, 1990, 1991). Body image has an impact on self-acceptance, social self-confidence, popularity with the opposite sex, assertiveness, athletic ability and self-understanding (Hesse-Biber, Clayton-Matthes, & Downey, 1987). Body image is a psychological construct that is influenced by cognition, attitude and affect as well as kinesthetic and sensory input (Rosenblum & Lewis, 1999). The cognitive and affective components are developed in part from comparing one’s self to the internal representations of culturally determined ideas and standards of what physical appearance should be and what is aesthetically appealing (Faust, 1983; Fisher, 1990; Rosenblum & Lewis, 1999; Sorell & Nowark, 1981).

During adolescents body image changes as the body changes (Rosenblum & Lewis, 1999). Changes can come across after the youth compares themselves to the relatively stable cultural standard of what is a desirable physical appearance (Brownell, 1990; Faust, 1983). They look to how they believe others see them, and derive their sense of attractive in from these beliefs (Rosenblum & Lewis, 1999).

The role of appearance impacts many parts of a youth’s life. Research has shown that not only can physical appearance can have a significant impact on how youth see themselves but also on the success in a variety of life events (Rosenbaum & Chesney-Lind, 1994). These life events include dating opportunities (Crause & Mehrabian 1977; Stretch & Figley, 1980; Walster, Aronson, Abhrams, and Rottman, 1966), the process of
starting new relationships (Murstein & Christy, 1976; Price & Valenberg, 1979; White, 1980), evaluations from teachers (Clifford & Walster, 1973; Dion, 1973) and in the punishment of delinquent behavior (Efran, 1974; Sigall & Ostrove, 1975; Stewart, 1980). Studies have also shown that society holds individuals who are attractive to higher standards, expecting more out of them, this is especially true for females (Rosenbaum & Chesney-Lind, 1994).

*Self-efficacy.* Bandura (1977) introduced self-efficacy as “an integrative theoretical framework to explain and predict psychological changes achieved by different modes of treatment” (p. 191). This theoretical frame works to explain how people who are resilient demonstrate persistence and determination when presented with challenges and difficult problems and situations (Laser & Nicotera, 2011). Self-efficacy in this dissertation refers to the youth’s belief that she or he is capable of performing accordingly to achieve a desired outcome (Laser & Nicotera, 2011). When youth do not believe they have what it takes to achieve the desired outcome they are unlikely to attempt trying which can lead to depressive symptoms and feelings of helplessness (Laser & Nicotera, 2011). In order for a youth to build up their belief in themselves, and therefore their self-efficacy, a youth must be successful dealing with challenges presented before them (Rutter, 2006b). The steeling effect is a term coined by Rutter to describe youth becoming stronger and gaining more self-confidence after facing stressors, similar to steel becoming stronger when exposed to extreme temperatures (Laser & Nicotera, 2011).
Bandura (1977) outlined four sources of information that individuals use to judge their efficacy: performance outcomes, vicarious experiences, verbal persuasion, and physiological feedback. Individuals process the information from these four sources to determine whether or not they are capable of accomplishing specific tasks (Bandura, 1977). Performance outcomes, which are past experiences, are the most important source of self-efficacy. The information for this source is developed from past experiences. These positive or negative experiences can influence the ability of an individual to perform a given task. If one has performed a task successfully before, they are more than likely to be able to be successful at a similar task (Bandura, 1977). This then creates an area in which the individual’s self-efficacy is high, because of the high self-efficacy an individual is likely to try to accomplish the task with greater success (Bandura, 1977). The opposite is true, if an individual experiences failure then self-efficacy is likely reduced (Bandura, 1977). If these challenges are later conquered because of persistence and motivation, then self-efficacy will be increased (Bandura, 1977).

Vicarious experiences are those experiences had by others but witnessed by another affecting that individual’s self-efficacy (Bandura, 1977). A person can watch another person perform a task, and then compare this to her/his own level of competence (Bandura, 1977). If a person sees someone succeed, who is similar to them her/his self-efficacy will be increased (Bandura, 1977). Again, the opposite is also true, seeing someone who is similar fail at a task can decrease self-efficacy (Bandura, 1977).

Verbal persuasion is the encouragement or discouragement pertaining to an individual’s performance or ability to perform (Bandura, 1977). Verbal persuasion when
used in a positive manner can lead to individuals putting forth more effort, and she/he will have a great chance of succeeding thus increasing self-efficacy (Bandura, 1977). However, if verbal persuasion is negative, doubts about one’s self can be created thereby decreasing self-efficacy (Bandura, 1977).

Physiological feedback, or emotional arousal, is the sensation people experience from their body and how she/he perceives this emotional arousal (Bandura, 1977). Doing something that is uncomfortable can cause feelings of anxiety, agitation, sweaty palms, or a racing heart (Redmond, 2010). If one is more at ease with the task, one will have fewer symptoms and therefore feel more at ease with the task, and more capable of being successful and have higher self-efficacy (Bandura, 1977). However, the opposite is true, if one does not feel comfortable with the task, and experiences many negative physiological symptoms they are more likely to experience lower self-efficacy (Bandura, 1977).

**Family promotive factors.** The family promotive factors reviewed in this dissertation are: maternal relationship, paternal relationship, parental relationship, and parental social support.

**Maternal relationship.** The relationship youth have with their parents will in part effect whether children are happy or sad, confident or shy, or outgoing or withdrawn (Golombok, 2000). Family functioning is an important predictor of delinquency (Loeber & Dishion, 1983; Loeber et al., 1998). Having a good relationship with family, especially parents, has been predictive of better adjustment (Laser et al., 2007a; Masten & Coatsworth, 1998; Roth & Brooks-Gunn, 2000). Bowlby (1969) stated that the child’s
well-being is dependent upon the relationship the child has with her or his mother in the first few years of life.

The relationship between mother and son, when healthy, has been found to be important in the reduction of delinquency and increases a greater sense of well-being in youth (Taylor, Lerner, & von Eye, 2001). This relationship offers a sense of support, eases distress, and increase career goals of male youth (Field, Lang, & Yando, 1995; Laser et al., 2007a; O’Koon, 1997; Taylor, Lerner, & von Eye, 2001).

Walker, Chang, Vera-Hernández, and Grantham-McGregor (2011) in a longitudinal study found that children who had an interactive relationship with their mothers had higher IQs as adults, achieved higher educations, and had fewer symptoms of depression and social inhibition. These same children were also significantly less likely to be involved in fights and violent behavior (Walker et al., 2011).

*Paternal relationship.* For decades parenting was thought of as mothering, and a variety of factors contributed to this narrow definition (Parke et al., 2005). The mother’s role was presumed to be the most important, and fathers were considered to be inadequate and to not have much of an interest in parenting (Parke et al., 2005). However this idea changed when Lamb (1975) contributed to research that fathers were contributors to parenting and child development. Research and society, both, recognize that fathers are central players in the family and in the development of children (Parke et al., 2005).

A major risk factor for youth is not having a father figure present in their life (Fergusson et al., 1994; Fergusson & Horwood, 2003; Henery, Caspi, Moffitt, & Silva,
1996; Sameroff, 2000). It has been found that youth who do not have a relationship with their fathers experience lower levels of child well-being (Amoato & Gilbreth, 1999). Amoato and Gilbreth (1999) found an association between children having contact with their father and academic success and internalizing behaviors. Furstenberg and Harris (1993) showed that youth who had a strong relationship with their father had higher educational attachments, were less likely to be imprisoned and were less depressed. Data from this study suggested that it was both the presence of a father and the quality of relationship are both important when it comes to youth outcomes (Amoato & Gilbreth, 1999; Furstenberg and Harris, 1993).

*Parental relationship.* Children who come from homes where the parental relationship is full of love and affection have better outcomes than their counterparts whose parents do not get along (Golombok, 2011). Evidence that unhappy marriages have detrimental effects on children comes from the clinical work of child therapists (Golombok, 2011). Marriage can go wrong in a variety of ways, but it is likely that people in trouble marriages will criticize, blame, and become angry with each other (Gottman, 1979, 1994). When people are experiencing criticism, blame, and anger they are more likely to respond with greater criticism, blame and anger (Gottman, 1979, 1994). When the fighting escalates it can end in violence (Gottman, 1979, 1994). Marital dissatisfaction and conflict can have a negative impact on children (Golombok, 2011). Children who see their parents fight are at the greatest risk for experiencing difficulties themselves (Fincham & Osborne, 1993; Grych & Fincham, 1990).
It has been shown that children who have experienced parental discord are more aggressive, disobedient, and harder to control than children who grow up in a stable relationship (Cummings & Davies, 1994; Emery, 1988). Delinquent behavior, poor school performance, as well as not being liked by their peers are also possible outcomes for children whose parents are dissatisfied in their marriage (Cummings & Davies, 1994; Emery, 1988). Emotional problems can also occur, anxiety and depression have been related to parental discord (Golombok, 2011).

Hostility between parents can result in negative relationship with their children. Cummings & Davies (1994) found that being exposed to parents fighting was distressing for children. It was also found that marital discord between parents can have a direct effect on the relationship with the child (Cummings & Davies, 1994). Parents, who were hostile with each other, were often hostile with their children (Cummings & Davies, 1994).

_Parental social support_. Social support plays an integral role in promoting mental health across the life span (Kashani, Canfield, Borduin, Soltys, & Reid 1994). Specifically, children’s mental health has been related to the quality of family environment (Kashani et al, 1994). Low family support has also been associated with behavior problems and psychological distress in children and adolescents (Barrera & Li, 1996; Borduin & Schaffer, 1998; Cauce, Mason, Gonzales, Hiraga, Liu, 1996; Compas, Slavin, Wagner, Vannatta, 1986; Garnefski & Diekstra, 1996; Plotnik, 1993). Kashani et al. (1994) demonstrated that children need to have a sense that they are protected and
supported by their families’ support system in order to avoid both internalizing and 
externalizing behavior problems.

Crockenberg (1988) identified four processes by which social support affects 
parenting. The first is that support can reduce the number of stressful events experienced 
by parents (Crockenberg, 1988). Having a support system that can offer babysitting, 
childrearing advice, and financial assistance can help to greatly reduce the stress of daily 
burdens that could otherwise have negative effects on parents and their ability to parent 
successfully (Crockenberg, 1988).

The second process prevents the parents from being adversely affected by these 
stressful events (Crockenberg, 1988). Having this support network might not reduce the 
number of stressful events but can act as a buffer (Crockenberg, 1988).

The third process is the process by which social supports can have beneficial 
effects on parents (Crockenberg, 1988). When the parent is given praise or support from 
another person in their support network the mother’s confidence is bolstered 
(Crockenberg, 1988). This results in a renewed willingness and ability to continue to take 
positive initiatives instead of being affected by thoughts of self-doubt and inexperience 
(Crockenberg, 1988).

The fourth process is the emotional support and assurances that a parent receives 
from other members of their support system (Crockenberg, 1988). This emotional support 
lets parents know that they are deserving of care, and that they are capable of caring for 
another (Crockenberg, 1988). This offers encouragement to the parents affirming their 
ability to parent (Crockenberg, 1.3 988).
Research shows that social support influences the attitudes and behaviors of parents (Cochran & Walker, 2005). Social support for parents can act as a strong protective factor against depression in children, and can increase child well-being and resilience (Hankin, 2006; Piko, 1998; Piko, Kovacs & Fitzpatrick, 2009).

**Risk factors.** The concept of risk is used to explore which variables increase the probability of negative outcomes (Laser & Nicotera, 2011). Research has uniformly shown that the larger accumulation of risk factors, the higher the probability of negative outcomes later in life (Fergusson & Lynskey, 1996; Rutter, 1979; Sameroff et al., 1998; Smith et al., 2000). However, risk does not affect all people in the same way, some risks will affect all the children in a family, while other will only affect certain children (Sameroff, 2000). Even when controlling for age and developmental stage, children are still not equally affect by identical risk (Gore & Eckenrode, 1996; Sameroff, 2000).

**Individual risk factors.** The individual risk factors reviewed in this dissertation are: history of physical abuse and history of sexual abuse.

**History of physical abuse.** Child abuse has been increasingly recognized since Kempe and colleagues first described the symptoms of “battered child syndrome” in 1962 (Kempe, Silverman, Steele, Droegemueller, & Silver, 1962). Physical abuse is defined as the presence of non-accidental injury resulting from acts of violence by an adult (Kelly, 1983). These acts of violence are characterized by extreme punishment or overt physical violence (Kelly, 1983; Wolfe, 1988). In addition, physical abuse is often accompanied by anger from parents towards the child for failure to meet the parent’s expectations (Abrams, 1981; Kelly, 1983).
Potential consequences of physical abuse have been identified: perceptual motor deficits, lower scores on measures of general intellectual functioning and academic achievement, negative social behaviors, aggressive behaviors, and lower self-worth (Ammerman, Cassisi, Hersen, & Van Hasselt, 1986; Conaway & Hansen, 1989; Fantuzzo, 1990; Lamphear, 1985). Youth who experience physical abuse are also associated with self-injurious behaviors and suicidal behavior (Malinosky-Rummell & Hansen, 1993). These youth also experience emotional problems such as somatization, anxiety, depression, dissociation, and psychosis (Malinosky-Rummell & Hansen, 1993).

Having experienced physical abuse has also been related to later delinquency (Laser et al., 2007a; Parker & Herrera, 1996). Retrospective and prospective data show that youth who have been abused physically, especially males, are more likely to be violent than youth who have not experienced physical abuse (Malinosky-Rummell & Hansen, 1993). Research on criminal behavior shows that abused youth engage in more externalizing and criminal behaviors than do those comparison groups who have not experienced abuse (Malinosky-Rummell & Hansen, 1993).

Youth who experience frequent corporal punishment are also more likely to be involved in delinquent behavior (Laser et al., 2007). Due to past victimization, a youth may have learned maladaptive behavior which can put them at risk for delinquent behavior (Laser & Nicotera, 2011). Due to past physical abuse, youth may have a heightened sensitivity to any threat real or imagined, difficulty making sense out of complex situations, impaired judgment, susceptible to substance use, and putting self in an unsafe situation (Laser & Nicotera, 2011).
History of sexual abuse. Childhood welfare agencies in the United States confirmed 56,460 case of sexual abuse in 2007 (US Department of Health and Human Services, 2009). Even though it is difficult to gather reliable statistics on how many cases of childhood sexual abuse occur every year, it has been estimated that one in four girls and one in 10 boys will be victimized (Finkelhor, 1993). The risk of sexual abuse rises for youth in pre-adolescence and girls are at higher risk than boys (Tyler, 2002). Effects of sexual abuse will affect a youth through childhood and into adulthood (Beitchman, Zucker, Hood, Da Costa & Akman, 1991).

Several studies have shown that adolescents who have a history of sexual abuse may experience depression and dysthymia (Asarnow et al., 2011; Shamseddeen, 2011), borderline personality disorder (Westen, Ludolph, Misle, Ruffins, & Block, 1990), somatization disorder (Fry, 1993), substance abuse disorder (Fergusson, Horwood, & Lynskey, 1996), posttraumatic distress disorder (Feiring & Taska, 2005), dissociative identity disorder (Ellason, Ross, & Fuchs, 1996) or bulimia nervosa (Welch & Fairburn, 1994). Youth who experience sexual abuse also experience low self-esteem as well as suicidal ideation or behavior (Brooks, 1985; Burgess, Hartman, McCausland, & Powers, 1984; Gomes-Schwartz, Horowitz, & Sauzier, 1985; Lindberg & Distad, 1985; Runtz & Briere, 1986).

It has also been found that youth who have been sexually abused are more likely to have acting out behavior such as running away (Simons, & Whitbeck, 1991). Youth who have been sexually abused are more likely to engage in promiscuity and high-risk sexual behaviors (Goldston, Turnquist, & Knutson, 1989; Gomes-Schwarts, Horowitz, &

**Family risk factors.** The family risk factors reviewed in this dissertation are: domestic violence, favoritism of siblings, parental depression and parents not aware of youth’s behavior.

*Domestic violence.* The effects of domestic violence have been studied since the mid-1980s. The effects of domestic violence have been described as having significant and measurable negative effects on a child’s functioning (Edleson, 1999; Fantuzzo & Lindquist, 1989; Fantuzzo & Mohr, 1999; Margolin & Gordis, 2000; Wolak & Finkelhor, 1998) including emotional and behavioral functioning (Silvern et al., 1995), social competence (Balog, 1995), school achievement (Whitbeck & Simons, 1990), cognitive functioning (Rossman, 1998), psychopathology (Buka, Stichick, Birdthistle, Earls, 2001; Wolfe, Crooks, Lee, McIntyre-Smith, & Jaffe, 2003), and general health (Graham-Bermann & Seng, 2005).

Two decades of research show that children who witness domestic violence are at an increased risk for dysfunctional behaviors (Kolbo, Blakely, & Englemann, 1996; Perry, 1997). Witnessing domestic violence at any time throughout childhood puts youth at risk for being violent and delinquent (Eckenrode, Powers, & Garbarino, 1997; Laser et al., 2007a; Perry, 1997). For males this is especially true, males who were exposed to domestic violence are more likely to have delinquent behaviors than their counterparts who had not experience domestic violence (McGee, Wolfe, & Wilson, 1997; Perry,
Aymer (2005) hypothesized that adolescent males who have witnessed domestic violence may be using their delinquent behaviors as a means of coping.

Favoritism of siblings. According to Daly & Wilson (1987) empirical and theoretical evidence in the area of evolutionary perspective indicates that not only do parents not treat their children the same, but that parents are not expected to treat their children the same. In terms of strictly genetic interests, parenting strategies have evolved to reflect psychological mechanisms which are designed to increase the fitness of children who they believe are going to return the greatest reproductive returns and provide ancestral lineage (Geary & Flinn, 2001). Although Western culture generally encourages parents to treat their children equally (Kowal, Krull, & Kramer, 2006; Parsons, 1942/1974), giving equal treatment is difficult due to the fact that children often vary in developmental stages and needs (Jensen, Whiteman, Fingerman, Birditt, 2013). Differential treatment of siblings can vary by parental affection, parental conflict, privileges, or types of support (Kowal & Kramer, 1997; Scholte, Engels, de Kamp, Harakeh & Overbeek, 2007; Shanahan, McHale, Crouter & Osgood, 2008).

Favoritism can be define as the “real or preferential treatment of one or more of a parent’s children at the expense of that parent’s other children” (Salmon, Shackelford, Michalski, 2011, p. 357). Overall, the literature has shown that parental favoritism has negative consequences for children’s lives (Kowal & Kramer, 1997; Scholte, Engels, de Kamp, Harakeh & Overbeek, 2007; Shanahan, McHale, Crouter & Osgood, 2008). Researchers such as Freud (1930/1961) and Adler (1956) have shown that being the disfavored child in the family is associated with poorer psychological well-being,
whereas being the favored child is associated with greater well-being (Suitor, Sechrist, Plikuhn, Pardo & Pillemer, 2008). Children who are favored are more likely to acquire financial and interpersonal resources from their parents, often resulting in the likelihood of a greater success in adulthood as compared to their siblings (Hertwig, Davis, & Sulloway, 2002; Steelman & Powell, 1991; Suitor, et al., 2008).

Research has shown that differential treatment in early adulthood can increase externalizing behaviors such as aggression and acting out, and internalizing behaviors including depression, anxiety, and poor adjustment (Deater-Deckard, 2000; Dunn, Stocker, & Plomin, 1990; Feinberg & Hetherington, 2001; Harris & Howard, 1984; Kowal, Krull, Kramer, & Crick, 2002; McHale & Gamble, 1989; McHale & Paletko, 1992). It has been found that children who experience decreased well-being experience effects on self-esteem, anxiety, suicidal thoughts, and delinquency (Conger & Conger, 1994; de Man, Wong, & Leung, 2003; Feinberg & Hetherington, 2001; Scholte, Engels, de Kemp, Harakeh, & Overbeek, 2007; Sheehan & Noller, 2002). Similar results have been found for young adults, particularly regarding self-esteem, self-confidence, depression, and difficulty in interpersonal relations (Brody, Copeland, Sutton, Richardson, & Guyer, 1998; Rauer & Volling, 2007; Zervas & Sherman, 1994).

Parental depression. It was noted more than 70 years ago that mental illness could affect others in the family (Cowling, 1999). In the United States and internationally, mental disorders are common. It is estimated that 26 percent of Americans ages 18 and older, or roughly 1 in 4 adults, suffer from a diagnosable mental disorder in any one year (Administration for Children & Families, 2008). In the United
States and Canada the leading causes of disability for those ages 15-44 is mental disorder (Administration for Children & Families, 2008). At a given time many individuals will meet the criteria for more than one mental disorder (Administration for Children & Families, 2008). The leading cause of disability worldwide among persons ages 15-44 is major depressive disorder (Administration for Children & Families, 2008).

Child abuse is found to be more likely to be present in families with depressed mothers than families where mothers are not depressed (Chaffin et al., 1996, Dixon et al., 2005, Famularo et al., 1992, Kinard, 1996, Kotch et al., 1999, Leschied et al., 2005, Mullick, 2001 Sheppard, 1997, & Walsh et al., 2002). Sheppard (1997) sampled 147 women on social work caseloads in order to try and identify a distinctive association between child abuse and neglect and maternal depression. Child abuse was present in families with depressed mothers in 62% of cases, as compared to counterparts whose mothers were not depressed and, of these children, only 41% experienced child abuse. Physical abuse occurred in 33% of all cases of children with depressed mothers. Sexual abuse and emotional abuse occurred individually in 29% of cases of children with depressed mothers, and neglect occurred in 17% of all cases of children with depressed mothers. Also 30% of clinically depressed mothers were in families were multiple types of abuse occurred (Sheppard, 1996).

In a study by Windham et al. (2006) higher levels of maternal depression signaled increased risk of severe physical abuse. The odds of physical abuse were incrementally higher for possible depression and for probable depression (Windham et al., 2006).
Parents not aware of youth’s behavior. Many factors contribute to parenting styles (Stanton et al., 2000). When looking at adolescent risk, the association between risk and parenting is especially important (Steinberg, Fletcher, & Darling, 1994). Parental monitoring plays an important role in adolescent risk, and includes both supervision of youth and communication with youth (Stanton et al., 2000). Parental monitoring functions both as a primary preventive measure, reducing and slowing the onset of risk behavior, and as an intervention measure, reducing current risk behaviors (Stanton et al., 2000).

Delinquent behavior is increased in youth whose parents are not aware of their activities (Laser et al., 2007a). Parents who are neglectful or who are overly permissive in their parenting style are found to have youth who are at a greater risk for delinquent behavior (Farrington, 1995; Fergusson et al., 1994; Garmezy, 1993). When parents are not aware of what their youth are doing they allow for an environment to be created that allows for youth to take greater risks (Laser & Nicotera, 2011).

Outcome measures. This study will look at two outcome variables: delinquency and internalizing behaviors.

Delinquency. Beginning in early childhood, throughout adolescents and into adulthood, delinquency and antisocial behavior can be seen as a persistent social and developmental problem (Stark, 1975). Patterson, Debaryshe, and Ramsy (1989) were able to describe a sequence of events that take place from childhood and adolescents that can result in problem behavior. It starts with inconsistent parenting, parents who move between passive parenting styles and rigid authoritarian parenting style without enforcing
consequences (Patterson, DeBaryshe, and Ramsy, 1989). Problem behavior in schools can be exacerbated by academic failure, which creates feelings of inferiority at school (Hernandez, 1999) as well as peer rejection. Since the mainstream peer group has shunned the youth it is most likely that they will look for friendship within a deviant peer group (Hernandez, 1999). Finally, the youth end up participating in delinquent behaviors (Patterson, DeBaryshe, and Ramsy, 1989).

Research has shown that there are a wide variety of predictors and correlates of delinquency that may act as risk or promotive factors or both (Hawkins et al., 1998; Lipsey & Derzon, 1998; Loeber & Dishion, 1983; Loeber & Stouthamer-Loeber, 1986).

**Internalizing behaviors.** Behaviors that are directed inwardly towards the individual and represent an over controlled and inner-directed pattern of behavior are considered to be internalizing behaviors (Gresham & Kern, 2004). Examples of such behaviors are withdrawing from society, depression, anxiety, somatization problems, and even selective mutism (Achenbach & Rescorla, 2001; Gresham & Kern, 2004; Merrell, Blade, Lund, & Kempf, 2003). Internalizing behaviors are subtle and can go unnoticed by others in the youth’s world including parents (Gresham & Kern, 2004). Internalizing behaviors can have a negative influence on youth’s academic performance, physical health, future psychological adjustment, and even future employment opportunities (Flook, Repetti, & Ullman, 2005; Merrell, 1994; Merrell & Walker, 2004).

Internalizing disorders can involve deficits in the ability to regulate negative emotions such as sadness; it can also involve the inability to regulate positive emotions and with maintaining them (Cole, Michel, & Teti, 1994). Depressed youth can lack the
strategies used by other’s to alleviate negative affects like problem solving or cognitive restructuring (Dodge & Garber, 1991). Eisenberg et al. (2001) found that children with internalizing behaviors exhibit higher levels of anger and sadness.

**Cultural Context**

There are some behaviors which are specific to the people of China, Japan and Korea, some of these can be grouped together as being influenced by a collectivist culture. Harmony and individual responsibility to groups is emphasized in East Asian culture (Fiske et al., 1998; Markus & Kitayama, 1991; Markus et al., 1997; Smith & Bond, 1993; Triandis, 1995). Historically, individuals within this cultural context are true to their traditions and responsive to standards of proper behavior without emphasizing a private self that is separate from the greater society (Fiske et al., 1998; Markus & Kitayama, 1994). Within East Asian cultural contexts, there is a fear of being on one’s own or being disconnected from the group (Markus & Kitayama, 1994). Often, within East Asian cultures putting oneself first or a desire for independence is cast as abnormal and immature (Markus & Kitayama, 1994). A core cultural goal of East Asian culture is fostering group harmony and collectivist cultural tradition (Hsu, 1948; Yang, 1981). Making no distinction between personal and collective goals, collectivists societies cede their personal goals for the goals of the larger society (Triandis, 1998). East Asian culture, including China, Japan and Korea, encourages people to place the greater cultures needs above their own, and to adjust or change their own preferences and behaviors to fit in with those of their in-group (Morling et al., 2002; Weisz, Rothbaum, & Blackburn, 1984).
Thus East Asians experience life satisfaction because they are doing what they should be doing according to social norms (Suh, Diener, Oishi, & Triandis, 1998). It is not that they conform, but that they actively like to conform to increase the sense of being connected to others (Kim & Markus, 1999).

Following the norms is a core cultural goal that fosters group harmony and follows the collectivist cultural tradition (Hsu, 1948; Triandis, 1995; Yang, 1981). In order to achieve group solidarity members of the in-group have to be willing to sacrifice their opinions and individual differences when they are in conflict with the collective group (Kim & Markus, 1999). An attempt to assert one’s individuality would be considered a disruption to group solidarity (Kim & Markus, 1999). East Asians see the self as being personally connected with other members of the in-group (Yuki, 2003). The progress of the group is dependent on the willingness of individuals to integrate or adjust one’s self to group norms (Kim & Markus, 1999). This process is indispensable to the progress of the group (Kim & Markus, 1999).

Parenting and education is one of the most important goals of East Asian culture, it means to make children obedient to elders, traditional, and social norms (Chao, 1994; Crystal, 1994; Langfeldt, 1992; Stevenson & Stigler, 1992; Stropes-Roe & Cochrane, 1990; White & LeVine, 1986). Having children who are obedient to elders, tradition, and social norms is of the utmost importance in East Asian parenting and education (Chao, 1994; Crystal, 1994; Langfeldt, 1992; Stevenshon & Stigler, 1992; Stropes-Roe & Cochrane, 1990; White & LeVine, 1986).
The value of conformity is repeatedly emphasized in East Asian cultural contexts, from philosophy and ideology to the interpersonal interactions that make up daily life (Kim & Markus, 1999). It is expected that despite age or gender, East Asians will fulfill their social duty (Suh, Diener, Oishi, & Triandis, 1998). For East Asians, following the norm validates a sense of being a good person; they follow the norm to simply follow the norm (Kim & Markus, 1999). These three countries are close together geographically and in their concept of being a collectivist culture however each of these societies, China, Japan and Korea, have unique characteristics of their own.

**China.** The People’s Republic of China is the fourth-largest country in the world, and accounts for 6.5 percent of the landmass (Collinwood, 2013). The vastness of China allows for many geological regions to exist within this single country: mountains, fertile plains, and river regions (Collinwood, 2013). China has a large population, with 1.3 billion people thus China is home to approximately 1/5 of the human population (Collinwood, 2013).

China has a culture that is very old (Collinwood, 2013). Appearing 20,000 years ago, human civilization appeared in China (Collinwood, 2013). The Shang dynasty appeared in 1523 B.C. and legend suggests that an even earlier dynasty existed in 2000 B.C. (Collinwood, 2013). Over the years China has been ruled by dozens of imperial dynasties, and enjoyed cultural progress and stability, however China has also endured chaos, hunger and military turmoil (Collinwood, 2013).

One of the most important virtues emphasized throughout Chinese history is the notion of centeredness and harmony, which refers to keeping balance and harmony
within the group which can also be thought of as the family (Uno, 1991). Keeping balance and harmony among extremes without being skewed or biased has been respected as one of the highest virtues in Chinese culture since the Yao and Shun era (2357-2205 BC), and it was considered to be very important virtue by Confucius (Uno, 1991).

In Asian culture the emphasis is not on individuality, but on the importance of the collective needs above the self (Feldman & Rosenthal, 1991). There is also the concept of filial piety, this is the implication of loyalty to parents and the submission of children to parental wishes (Feldman & Rosenthal, 1991). Expressing individual needs and desires is considered selfish is they conflict with those of the family or the collective needs of the larger group (Feldman & Rosenthal, 1991). Youth are socialized to respect authority, above all family authority, and to be obligated to the larger social culture and to conform to the rules of good conduct (Chen & Yang, 1986; Harrison, Serafica & McAdoo, 1982; Hsu, 1981; Yang, 1986). There is thought that as Eastern Asia continues to be influenced by western culture, especially after the modernization of China, that the personality of youth may be changing (Ho & Kang, 1984; Yang, 1986). Greater acceptance of youth for independence, dominance, achievement, and individualism are being seen in Asian youth (Ho & Kang, 1984; Yang, 1986).

China has gone through drastic changes in the past two decades, especially in the areas of industrialization and modernization (Wang, 2006). Changes have occurred to many aspects of Chinese society including science, technology, management, and socio-economic structure (Wang, 2006). Accompanying some of these changes to technology
and economic system is the culture and ideologies from the West (Wang, 2006). These ideas come with the introduction of movies, books, and other commercial products spread via China’s own mass media that is becoming increasingly open to the Western world (Wang, 2006). With such social transformations occurring, there are changes that have occurred among the Chinese young people (Wang, 2006). Specifically, college-educated youth have especially had changes in their values and worldview (Wang, 2006). Recent studies on college campuses in China have provided indicators of value changes in relationship to job selection criteria (Hou, 1995; Jiao, 1994; Wei, 1995; Wu, 1995; Yang, Zhou, & Wang, 1994). What these studies are showing is a prevalence of individualism, an emphasis on individual happiness (Yu, 1997), independence (Yu, 1997), heightened self-awareness (Jin, 2003; Yu, 1997) and an overwhelming concern of individual well-being (Bai, 1998).

Accompanying this new sense of individualism is also materialism, functionalism, utilitarianism and consumerism (Bai, 1998; Jin, 2003; Yu, 1997) among college students. These values are defeating more traditional values and being perceived norms in guiding college student’s personal choices and social behaviors (Bai, 1998).

**Japan.** As early as 250 B.C. is when the Japanese nation is thought to have begun (Collinwood, 2013). It is at this time that the early people of Japan are thought to have begun cultivating rice, casting objects in bronze, and developing the Shinto religion (Collinwood, 2013). There is also thought that as early as 20,000 B.C. people were inhabiting the islands of Japan, specifically the non-Oriental Ainu people (Collinwood, 2013). In the early development of Japan (A.D. 300 – 710) ideas and technology were
imported from China, including the Buddhist religion and the Chinese method of writing (Collinwood, 2013). However, the influence of China waned from A.D. 794 – 1185 (Collinwood, 2013). The country of Japan is currently about the size of California, with a population of approximately 1.26 million people (Collinwood, 2013).

This sense of serenity is preserved in Japan by valuing the importance of common good over the personal desires of the individual (Laser, Luster, & Oshio, 2007). Japanese corporations, businesses, universities, and public schools all promote the idea of interdependence whereby harmony and common good are valued over personal gain (Crocker, Loutanen, Blaine, & Broadnax, 1994; Kitayama & Markus, 1994; Markus & Kitayama, 1991; Morling, Kitayama, & Miyamoto, 2002; Reid & Deaux, 1996; Sugimura, 2001).

The Japanese culture has an outward appearance of calmness and serenity, this surface harmony is indispensable to the Japanese and must be maintained as any cost (Mortensen, 1990). The people of Japan will try and prevent anyone from “losing face”, they will try and save face for themselves, their associates, and even for their adversaries (Mortensen, 1990). This can be misinterpreted by Western cultures as holding something back, or being dishonest. However, this really comes down to two key concepts “honne” which is the real truth, while “tatamae” is what appears to be true (Mortensen, 1990). The Japanese will avoid saying “no”, to preserve surface harmony and prevent a loss of face (Mortensen, 1990). Because the Japanese view themselves as members of a team, they are very uncomfortable with compliments that are directed to them individually (Mortensen, 1990). Singling out one person from the group for praise is viewed as
implying that the others are somehow less worthy (Mortensen, 1990). This can result in a “loss of face” and a disruption of the surface harmony of the group (Mortensen, 1990).

Praise and support should be given to the entire group: this is “tatamae”; “honne” is that everyone really knows who is most responsible for the praise (Mortensen, 1990). If it is necessary to single someone out, it is best done discreetly and in private (Mortensen, 1990).

In contrast to the American sentiment, “the squeaky wheel gets the grease” is the Japanese proverb, “the nail that sticks out gets pounded down” (Mortensen, 1990). When complimented, the Japanese will often deny it and transfer the credit to others, remain silent, or become embarrassed (Mortensen, 1990). In response to this reaction, it is generally best to remain silent and proceed with conversation on a different subject (Mortensen, 1990). Because Japan tends to be a group-oriented society children are reared early on to conform (Treml, 2001). American mothers tell their children “Just because everybody else is doing it doesn’t mean you have to,” while Japanese mothers are telling their children “The nail that sticks out gets pounded down” (Treml, 2001).

There is tremendous pressure to conform in Japan (Treml, 2001).

Since postwar Japan, youth have come to be a symbolic and controversial group (Kinsella, 1998). Wankamono bunka (youth culture) has flourished since the 1960s being seen as a social problem by leading intellectualists calling youth culture and their drive for individualism a social problem (Kinsella, 1998). Japanese youth began to rebel against the existing social, political, and cultural structures in the 1960s (Kinsella, 1998). Aspirations of both the university students and the lower-class migrant youth were
expressed through political movements and through pop culture actives such as manga media. Although the political aspects of youth radicalism became less of a focus in the 1970s, there was still much discussion about the decay of traditional Japanese society, specifically relating to the younger generations, youth culture and young women (Kinsella, 1998). By 1985 a new term to describe youth was introduced in the Japanese media, shinjinrui, which implied that because the behavior or young people is so different that the generations before, a new breed of human has been developed (Kinsella, 1998). This generation of youth have been described by the media to be less constricted in their thoughts and feelings than previous generations (Chikio, 1985).

Recent studies show that youth in Japan are changing (Ito, 2003; Turkle, 1996). As parents of Japanese youth continue to parent in the traditional fashion and with strict supervision, Japanese youth are reaching out to cyber space to express their identity and subculture development (Ito, 2003). Ito (2003) found that the youth of Japan are creating a teenage shared space on the internet equipped with only cell phones. Japanese youth, are constantly exchanging text messages, reading romantic novels, and playing video games all from cell phones. This ubiquitous computing has opened the doors for a whole new space which allows for the negotiation of culture and identity that is not structured by strict parenting and rules, but by the youth self-organizing (Ito, 2003).

**Korea.** For the majority of its history Korea has remained at least ostensibly independent of foreign powers (Collinwood, 2013). China has always had great cultural influence over Korea, and at times had significant profound political influence over the
Korean peninsula (Collinwood, 2013). Similarly, Japan has had an impacting influence over Korea and was indirect control from 1905 to 1945 (Collinwood, 2013).

Japanese culture was influenced by Korean culture in the 1400s and 1500s, when there was peaceful trade and forced labor (Collinwood, 2013). Artisans and technicians taught advanced skills in ceramics, textiles, painting and other arts to the Japanese (Collinwood, 2013). In fact, the Japanese were impacted by the Chinese culture via Korea (Collinwood, 2013). However, more recently the direction of influence reversed and now the influence is from Korea to Japan (Collinwood, 2013). Because the bidirectional influence, these two cultures share many qualities (Collinwood, 2013).

Filial piety has had a great influence over the parent-child relationship in Korea (Sung, 1995). At the core of filial piety is the fulfillment of a child’s obligations to their parents (Sung, 1995). Upholding their responsibility to their families is very important for the people of Korea, it is learned from an early age that your first responsibility is to your family (Sung, 1995). For example, the Korean word for conformity has a positive connotation, meaning maturity and inner strength (Kim & Markus, 1999). In a traditional Korean family it is essential to harmonize relationships among the generations (Sung, 1995). When relationships are good between children and their parents there is going to be mutual affection, decency, and order. Therefore it is most import that in families, affection and fraternity are of great importance (Sung, 1995).

If families are harmonious; society will be harmonious (Sung, 1955). This is a traditional value that is reflected with the Korean people in how they care for their parents and the aged (Yi, 1983; Yu, 1983). The way the Korean people govern their
family systems and their manner of daily living are touched by filial piety (Chi, 1988; Park, 1983). However, in recent years the family has changed. Families are becoming smaller, women are entering the labor force, the people of Korea are becoming more mobile, and they have a tendency to have more individualistic lifestyles (Sung, 1995).

Korea’s younger generation is the dynamic force behind the Korean wave of pop culture that is crossing into Asia, as well as the United States (Dator & Seo, 2004). This creativity and imagination of the younger generation is thought to be the result of the political democracy and economic prosperity (Hyundai Heavy Industries, 2004). Living standards have improved greatly for people, and young people do not remember poverty or hunger (Hyundai Heavy Industries, 2004). This has resulted in Korean people looking for ways to enrich their lives culturally, creating new pop culture and taking advantage of the new wealth they have found (Hyundai Heavy Industries, 2004).

The democratization of Korea has played a role in pop culture and the changing generations (Dator & Seo, 2004). With the new pop culture that the youth are creating, they are allowed to explore previously taboo subjects including the ideological struggles of past generations (Dator & Seo, 2004). Korean youth are now able to explore these struggles without the old authoritarian rules, or having to follow traditional values, and without fear of censorship (Dator & Seo, 2004). This freedom has allowed younger generations to be more dynamic (Dator & Seo, 2004).
Chapter Three: Method

The Life Events Survey for Youth (LESY) and the Laser Ecological Protective Factors for Youth (LEPFY) were designed to measure risk and promotive factors for youth. The results from these surveys are used to identify and better understand risk and promotive factors youth are experiencing. A survey was administered to youth who were attending post-secondary education institutions. This dissertation study is utilizing quantitative data from three urban areas in East Asia: Beijing, China, Sapporo, Japan, and Seoul, Korea.

Sample

The target population for this dissertation was youth who were attending postsecondary institutions. A non-probability sampling procedure was used to gather data from urban areas in China, Japan and Korea. In order to gather the data lengthy discussions with school officials took place before researchers entered into conversations with faculty and students.

**China.** The survey included youth attending post-secondary schools in the Beijing area of China. Beijing is the second largest city in China and has 20.69 million people (Xinhua, 2013). Beijing is located in northeast China (Beijing International, 2013) and it is the nation’s center for politics, culture, science and education (China Internet Information Center, 2013). Beijing allows for a representative cross-section of Chinese population to be sampled. These youth were attending schools
which differed in prestige and academic focus: vocational schools, 2 year colleges, 4 year colleges, and 4 year universities were all collection locations.

**Japan.** The survey included youth attending post-secondary schools in the Sapporo area of Japan. Participants were selected from the Sapporo area, on the northern island of Hokkaido, Japan (Laser, Luster, & Oshio, 2007). Sapporo is the fifth largest city in Japan and has a population of 1.89 million people (City of Sapparo, 2011). Sapporo represents a good cross-section of the Japanese population, as it is an urban center and is surrounded by rural communities (Laser et al., 2007). A range of vocational schools, colleges, and universities that differed in size and prestige were included in this study in order to get a representative sample of postsecondary students (Laser et al., 2007).

**Korea.** The survey included youth attending post-secondary schools in the Seoul area of Korea. Seoul is the largest city in Korea and has a population of 10.44 million people (Seoul Metropolitan Government, 2011). Seoul is seated in the heart of the Korean peninsula (Seoul Metropolitan Government, 2011). There is equal distance between the northwestern town of Sinuju on the China-North Korea border and the southeastern port city of Busan (Seoul Metropolitan Government, 2011). Seoul’s location allows for representative cross-section of Korean population. These youth were attending schools which differed in prestige and academic focus: vocational schools, 2 year colleges, 4 year colleges, and 4 year universities were all collection locations.

**Data Collection Procedures**

The data collection method was paper based surveys for all youth. Surveys were completed during gym class sessions, and with few exceptions all surveys were
completed. All eligible student participants make up the purposive, non-random population sample used in this study. Three surveys were administered, the Laser Ecological Protective Factors for Youth (LEPFY), the Life Events Survey for Youth (LESY), and the Demographic Information Questionnaire. Together these surveys contained approximately two hundred items, as some questions on the surveyed varied by country.

**Measures.** The base survey is the same in all three countries, however scholars, researchers and youth workers from each country reviewed and modified wording of each item ensuring that items were culturally appropriate and that meaning of the terms used would be understood by the surveyed youth (Laser et al., 2007a,b). All measures were translated into the native language by native speakers and then translated back in to English by another to ensure proper translation (Laser et al., 2007a,b). Translators were bilingual, and were familiar with the nuances of psychological language of respective cultures (Laser et al., 2007a,b).

**The LEPFY.** The Laser Ecological Protective Factors for Youth (LEPFY) was designed to assess possible promotive factors. There are approximately 151 items on the survey and responses were given on a 5-point Likert scale (Laser et al., 2007a,b). Questions regarding individual, family, and extrafamilial promotive factors that impact youth in their environment were asked (Laser et al., 2007a,b). Items were created by Julie Laser based on her research and review of the literature on promotive factors that have been linked to positive individual outcomes for at-risk youth in North America, Europe, New Zealand, and Australia (Laser et al., 2007a,b). Items also included in the LEPFY
survey are those that would be of particular concern to scholars, researchers and youth workers of each respective country.

**The LESY.** The Life Events Survey for Youth (LESY) was designed to measure potential risk factors. There are approximately 114 items on the survey and responses were given on a 5-point Likert scale (Laser et al., 2007a,b). The LESY combines items from Stephen Small’s Teen Assessment Project (TAP) Survey (Small & Luster, 1994) with items found in the National Longitudinal Survey of Youth 1997 (NLSY97; Center for Human Resource Research, 2002) and items created by Julie Laser based on her research and her investigation into the risk literature in North American, Europe, New Zealand, and Australia (Laser et al., 2007a,b). Items also included in the LESY survey are those that would be of particular concern to the scholars, researchers and youth workers of each respective country.

**Demographic Information Questionnaire.** Basic demographic questions regarding age, gender, and family composition of the respondent were asked on this survey (Laser et al., 2007a,b). The respondents were asked about their parent’s academic background (Laser et al., 2007a,b) and other demographic characteristics the scholars, researchers and youth workers from each country thought were pertinent to know.

**Subscales.** All items were scored on a 5-point Likert scale. A total score for each subscale was constructed by averaging the item score for each subscale (Laser et al., 2007a,b). The reliability of the scale scores were estimated using Cronbach’s alpha coefficients (Cronbach, 1951). Cronbach’s alpha provides a measure of internal consistency and item homogeneity. The initial scale reliabilities are provided in Table 1.
Table 1
*Initial Scale Reliabilities*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Number of Items</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Promotive Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autonomy</td>
<td>3</td>
<td>.701</td>
</tr>
<tr>
<td>Creation of a Personal Myth</td>
<td>3</td>
<td>.860</td>
</tr>
<tr>
<td>Easy Temperament</td>
<td>4</td>
<td>.679</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>4</td>
<td>.770</td>
</tr>
<tr>
<td>Humor</td>
<td>3</td>
<td>.705</td>
</tr>
<tr>
<td>Moral Development</td>
<td>4</td>
<td>.740</td>
</tr>
<tr>
<td>Optimism</td>
<td>3</td>
<td>.726</td>
</tr>
<tr>
<td>Physical Beauty</td>
<td>3</td>
<td>.740</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>3</td>
<td>.792</td>
</tr>
<tr>
<td><strong>Family Promotive Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maternal Relationship</td>
<td>3</td>
<td>.812</td>
</tr>
<tr>
<td>Paternal Relationship</td>
<td>3</td>
<td>.808</td>
</tr>
<tr>
<td>Parental Relationship</td>
<td>3</td>
<td>.647</td>
</tr>
<tr>
<td>Parental Social Support</td>
<td>4</td>
<td>.827</td>
</tr>
<tr>
<td><strong>Individual Risk Factors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of Physical Abuse</td>
<td>4</td>
<td>.808</td>
</tr>
<tr>
<td>History of Sexual Abuse</td>
<td>3</td>
<td>.941</td>
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<tr>
<td><strong>Family Risk Factors</strong></td>
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<tr>
<td>Domestic Violence</td>
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<tr>
<td>Favoritism of Siblings</td>
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<tr>
<td>Parental Depression</td>
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<td>.830</td>
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<tr>
<td>Parents Not Aware</td>
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<td>.827</td>
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<tr>
<td><strong>Negative Youth Outcomes</strong></td>
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<td></td>
</tr>
<tr>
<td>Delinquency</td>
<td>4</td>
<td>.905</td>
</tr>
<tr>
<td>Internalizing Behavior</td>
<td>9</td>
<td>.850</td>
</tr>
</tbody>
</table>

**Reliability Analysis.** Internal consistency was computed using Cronbach’s Alpha. All coefficients were in the acceptable range. In general the risk factor coefficients were more robust than the protective factor coefficients. The promotive factor coefficients ranged from .647 to .860, the risk factor coefficients .808 to .941. The outcome factor coefficients were also robust: delinquency is .905 and internalizing behavior is .850.

**Data Analysis Procedures**
This secondary analysis of data collected through a cross sectional survey uses correlation and multiple regression to test the association between promotive factors and risk factors in relationship to delinquency in Chinese, Japanese, and Korean youth. Each youth is considered as a single unit of analysis.

The data was cleaned and prepared for analysis. Descriptives and frequencies were run on all variables presented in the model. Correlation was used to look at the relationship between protective variables, risk variables, and outcome variables. Regression analyses were run for both delinquency and internalizing behavior by the full sample, full sample by gender, then by each country and finally by each country and gender. The regression analysis was run with both promotive factors and risk factors. Finally, those promotive and risk factors were examined to determine the best set of predictors for delinquency and internalizing behaviors. The results of the data analysis will be discussed next in Chapter 4.
Chapter Four: Results

In this chapter, the results of the data are reported. First, characteristics of the sample population are described and then attention is brought to interesting demographic data. The bivariate analysis is then discussed, followed by the method of analysis for multivariate regression. Finally, the results of multivariate regression analysis will be discussed.

Sample

The total sample size of this dissertation was 2539. Of that 1292 of the participants were Chinese, 799 of the participants were Japanese, and 448 of the participants were Korean. The total sample of participants’ gender was 50.2% male and 48.7% female. The age of those surveyed was from 18-24 years old. The majority of the participants were between the ages of 18 and 20 years of age. The largest group of participants (32.5%) was 19 years of age. It is noted that although there is a large sample population, there are still missing responses from youth who are not participating in post-secondary education.

The total Chinese sample of participants’ gender was 50.2% male and 48.7% female. The majority of the participants were between the ages of 18-21 years of age. The largest group of participants (26.4%) were 18 years of age.
The total Japanese sample of participants’ gender was 57.5% male and 42.5% female. The majority of the participants were between the ages of 18-20 years of age. The largest group of participants (43.3%) were 19 years of age.

The total Korean sample of participants’ gender was 62.5% male and 31.9% female. The majority of the participants were between the ages of 19-21 years of age. The largest group of participants (30.0%) were 20 years of age.

**Bivariate Analysis**

Matrices were created to determine the bivariate relationships among the variables for the total sample (Table 2), Chinese sample (Table 3), Japanese sample (Table 4), Korean sample (Table 5), the total female sample (Table 6), the total Chinese female sample (Table 7), the total Japanese female sample (Table 8), the total Korean female sample (Table 9), the total male sample (Table 10), the total Chinese male sample (Table 11), the total Japanese male sample (Table 12), and the total Korean male sample (Table 13). According to Cohen (1988) a correlation’s effect size can be interpreted as large if the correlation is above a .5. Many of the variables were related to each other, this is due to the large sample size. The number of correlations increase when the sample is split into male and female subsamples. Still, small to moderate correlations were the majority. Notable bivariate correlations, however, will be discussed.

**Correlations Among Promotive, Risk, and Outcome Variables for the Full Sample.**

Creation of a personal myth (see Table 2) is strongly, significantly, and positively correlated with: emotional intelligence (.646), humor (.637), optimism (.737), self-
efficacy (.709), and maternal relationship (.662). Those youth who have a created a personal myth are more likely to have scored higher on emotional intelligence. They are more likely to have a greater sense of humor and have a better sense of self-efficacy. Those youth who have a good relationship with their mother are more likely to have created a personal myth.

Self-efficacy (see Table 2) is strongly, positively and significantly associated with five variables: emotional intelligence (.699), humor (.708), moral development (.657), optimism (.630) and maternal relationship (.607). Youth who score higher on self-efficacy are more likely to have greater emotional intelligence. They are likely to have a great sense of humor, as well as a greater sense of optimism. These same youth who scored higher on self-efficacy are likely to have a greater sense of moral development. Having a good relationship with their mother is also correlated with self-efficacy.

Having a greater sense of humor (see Table 2) is associated with a greater emotional intelligence (.659) as well as optimism (.633). Also, those youth who score higher on emotional intelligence (.627) are more likely to score higher on moral development.

Paternal relationship is positively and significantly correlated with maternal relationship (.692) (see Table 2). Those individuals who have a positive relationship with their father are more likely to have a positive relationship with their mother.

As can be seen in Table 2 domestic violence and a history of sexual abuse is positively and significantly correlated (.717), indicating that those who have been
exposed to domestic violence may have a higher score on history of sexual abuse. Favoritism of siblings is positively and significantly correlated with two separate variables: domestic violence (.627) and history of sexual abuse (.733). Those who experience favoritism of siblings tend to experience domestic violence, and may have a history of sexual abuse.

Finally, there was some correlation between the outcome variables (see Table 2) and the predictors. There is a strong, positive, and significant correlation between delinquency and having a history of sexual abuse (.828), domestic violence (.709), and/or favoritism of siblings (.713). Those who score high on delinquency are likely to have experienced a history of sexual abuse, domestic violence and/or favoritism of siblings. There is a positive and significant relationship between internalizing behaviors (see Table 2) and having a history of physical abuse (.605), a history of sexual abuse (.685), favoritism of siblings (.697), parental depression (.612), parents not aware (.624) and delinquency (.631).

**Correlations Among Promotive, Risk, and Outcome Variables for the Full Chinese Sample.** Optimism (see Table 3) is significantly and positively correlated with creation of a personal myth (.552). Those who are optimistic are more likely to have created a personal myth.

**Correlations Among Promotive, Risk, and Outcome Variables for the Full Japanese Sample.** In the full Japanese sample (see Table 4) there is a significant and positive correlation between creation of a personal myth and paternal relationship (.699).
Those youth who have a strong relationship with their father are more likely to have created a personal myth.

**Correlations Among Promotive, Risk, and Outcome Variables for the Full Korean Sample.** Optimism (see Table 5) is significantly and positively correlated with creation of a personal myth (.667). Those who are optimistic are more likely to have created a personal myth.

**Correlations Among Promotive, Risk, and Outcome Variables for the Full Female Sample.**

Creation of a personal myth (see Table 6) is strongly, significantly, and positively correlated with: emotional intelligence (.603), humor (.653), optimism (.721), self-efficacy (.717), and maternal relationship (.650). Youth who have created a personal myth are likely to have greater emotional intelligence and self-efficacy. They are also likely to be optimistic and have a greater sense of humor. Those youth who have a good relationship with their mother are more likely to have created a personal myth.

Self-efficacy (see Table 6) is strongly, positively and significantly associated with four variables they are: emotional intelligence (.672), humor (.711), moral development (.644), and physical beauty (.616). Youth who score higher in self-efficacy are more likely to have greater emotional intelligence and moral development. They are more likely to have a great sense of humor. Those youth who have a greater sense of self-efficacy are more likely to see themselves as being physically attractive.

Having a greater sense of humor (see Table 6) is associated with a greater emotional intelligence (.640), physical beauty (.605), optimism (.651) and maternal
relationship (.602). Youth who score higher on sense of humor are more likely to have greater emotional intelligence and to be optimistic. Those youth who have a greater sense of humor are also more likely to have a greater sense of physical beauty. Youth who have a greater sense of humor are also more likely to have a better relationship with their mother.

Paternal relationship is positively and significantly correlated with maternal relationship (.655) (see Table 6). Those individuals who have a positive relationship with their father are more likely to also have a positive relationship with their mother.

Having a history of sexual abuse is positive and significantly correlated with having a history of physical abuse (.604). Domestic violence is positively and significantly correlated with having a history of sexual abuse (.756). Youth who experience sexual abuse are likely to have experienced physical abuse and/or domestic violence.

Favoritism of siblings (see Table 6) is positively and significantly correlated with four separate variables: history of physical abuse (.639), history of sexual abuse (.776), parents not aware (.604), and domestic violence (.689). Those who experience favoritism of siblings tend to experience domestic violence, and may have a history of physical abuse and/or have a history of sexual abuse. These same youth have parents that may not know what their children are experiencing.

Parental depression (see Table 6) is positively and significantly correlated with having a history of sexual abuse (.623), and favoritism of siblings (.626). Those youth
who have a parent who is depressed may also have experienced sexual abuse, and/or favoritism of siblings.

Finally, there was some correlation between the outcome variables (see Table 6) and the predictors. There is a strong positive and significant correlation between delinquency and having a history of physical abuse (.605), having a history of sexual abuse (.890), domestic violence (.762), favoritism of siblings (.768) and/or parental depression (.616). Those who score high on delinquency are also more likely to have experienced a history of physical abuse, a history or sexual abuse, and/or domestic violence. These same youth may experience favoritism of siblings and/or have parents who are struggling with depression.

There is a strong positive and significant relationship between internalizing behaviors (see Table 6) and having a history of physical abuse (.636), a history of sexual abuse (.719), domestic violence (.636), favoritism of siblings (.764), parental depression (.618), and parents not aware (.656) and delinquency (.695). Scoring high on internalizing behavior means that youth are more likely to have a history of physical abuse, a history of sexual abuse, experience domestic violence, experience favoritism of siblings, have parents who are depressed, and/or parents who are not aware.

**Correlations Among Promotive, Risk, and Outcome Variables for the Chinese Female Sample.**

Moral development (see Table 7) is strongly, significantly, and positively correlated with creation of a personal myth (.694) and self-efficacy (.615). Those who are likely to score high on moral development are more likely to have created a personal
myth and have a greater sense of self-efficacy. Those youth who have created a personal myth are also more likely to have developed self-efficacy (.677). Self-efficacy is correlated with a sense of humor (.675). Youth who have a greater sense of self-efficacy are likely to have a greater sense of humor.

Paternal relationship is positively and significantly correlated with maternal relationship (.652) (see Table 7). For those individuals who have a positive relationship with their father are more likely to also have a positive relationship with their mother.

As can be seen in Table 7 domestic violence and a history of sexual abuse is positively and significantly correlated (.642), indicating that those with higher scores on domestic violence tend to have higher scores on history of sexual abuse.

Favoritism of siblings is positively and significantly correlated with two separate variables: history of sexual abuse (.738), and domestic violence (.604) Those who experience favoritism of siblings tend to experience domestic violence, and/or have a history of sexual abuse.

Finally, there was some correlation between the outcome variables (see Table 7) and the predictors. There is a strong positive and significant correlation between delinquency and having a history of sexual abuse (.825), domestic violence (.677), and favoritism of siblings (.695). Those who score high on delinquency are more likely to have experienced a history or sexual abuse, experience domestic violence, and/or have parents who favor their siblings.

There is a strong positive and significant relationship between internalizing behaviors (see Table 6) and having a history of sexual abuse (.637), favoritism of siblings
Experiencing internalizing behaviors by a youth means that they are also more likely to have a history of sexual abuse, and experience favoritism of siblings. Those youth score high on delinquency are more likely to internalizing behaviors.

**Correlations Among Promotive, Risk, and Outcome Variables for the Japanese Female Sample.** Creation of a personal myth (see Table 8) is strongly, significantly, and positively correlated with emotional intelligence (.659), humor (.657), moral development (.600), optimism (.738), and self-efficacy (.719). Those who are likely to score high on moral development are likely to have a greater sense of humor, have developed morally, be optimistic, and have a greater sense of self-efficacy.

Youth who score high on creation of a personal myth are also more likely to have a strong and positive correlation with maternal relationship (.718) and with paternal relationship (.653). This suggests that those youth who have created a personal myth have positive relationships with their parents.

Optimism (see Table 8) is strongly, significantly, and positively correlated with self-efficacy (.666) and maternal relationship (.630). Those who are optimistic are more likely to score higher on self-efficacy. Being more optimistic is also correlated with youth having a strong relationship with their mother.

Self-efficacy (see Table 8) is strongly, significantly, and positively correlated with emotional intelligence (.704), humor (.717), and physical beauty (.636). Those who score higher on self-efficacy may also have greater emotional intelligence, have a sense of humor, and/or see themselves being physically attractive. Self-efficacy is strongly,
positively and significantly correlated with maternal relationship (.636). Those youth who have self-efficacy tend to have a good relationship with their mother.

Emotional intelligence (see Table 8) is strongly, significantly and positively correlated with humor (.675), moral development (.638) and optimism (.571). Youth who have a higher score on emotional intelligence are more likely to have a greater sense of humor. They are also more likely to have developed morally and be more optimistic.

Humor (see Table 8) is strongly, significantly and positively correlated with optimism (.657), physical beauty (.621), and maternal relationship (.687). Those who have a greater sense of humor are more likely to have a greater sense of optimism, and/or a greater sense of being physically beautiful. Youth who have a greater sense of humor are more likely to have a good relationship with their mother.

Paternal relationship is positively and significantly correlated with maternal relationship (.687) (see Table 8). For those individuals who have a positive relationship with their father are more likely to have a positive relationship with their mother.

Having a history of sexual abuse (.615) is positively and significantly correlated with having a history of physical abuse. As can be seen in Table 8 domestic violence and a history of sexual abuse is positively and significantly correlated (.756), indicating that those with higher scores on domestic violence tend to have higher scores on history of sexual abuse.

Favoritism of siblings is positively and significantly correlated with three separate variables: history of physical abuse (.625), history of sexual abuse (.707), and domestic
violence (.627). Those who experience favoritism of siblings tend to experience domestic violence, and may have a history of physical abuse and/or have a history of sexual abuse.

Finally, there was some correlation between the outcome variables (see Table 8) and the predictors. There is a strong positive and significant correlation between delinquency and having a history of sexual abuse (.831), domestic violence (.718), favoritism of siblings (.720), parental depression (.621) and parents not aware (.654). Those who score high on delinquency are likely to have experienced a history of sexual abuse, domestic violence, and/or favoritism of siblings. Parents of these youth are likely to experience depression, as well as not be aware of what their youth are experiencing.

There is a strong positive and significant relationship between internalizing behaviors (see Table 8) and having a history of physical abuse (.670), a history of sexual abuse (.708), domestic violence (.692), and favoritism of siblings (.692), and delinquency (.643). Experiencing internalizing behaviors by a youth means that they are likely to have a history of sexual abuse and/or a history of physical abuse. They are likely to experience domestic violence and favoritism of siblings. Youth who experience internalizing behaviors are also more likely to be delinquent.

**Correlations Among Promotive, Risk, and Outcome Variables for the Korean Female Sample.**

Emotional intelligence (see Table 9) is significantly and positively correlated with humor (.609), and self-efficacy (.654). For those individuals who score high on emotional intelligence, they are likely to have a greater sense of humor and have a sense of self-efficacy.
Moral development (see Table 9) is significantly and positively correlated with self-efficacy (.628). Those who are likely to score high on moral development are also likely to have a greater sense of self-efficacy.

Optimism (see Table 9) is significantly and positively correlated with creation of a personal myth (.726) and humor (.640). Those who are optimistic are more likely to have created a personal myth, and/or have a greater sense of humor. Youth who have a greater sense of humor have a significant and positive relationship with physical beauty (.606), self-efficacy (.698) and creation of a personal myth (.637).

Self-efficacy (see Table 9) is significantly and positively correlated with two variables creation of a personal myth (.696) and physical beauty (.602). Those who score higher on self-efficacy may also score higher on creation of a personal myth. They are more likely to have a sense of being physically attractive.

Paternal relationship is positively and significantly correlated with maternal relationship (.655) (see Table 9). For those individuals who have a positive relationship with their father are more likely to also have a positive relationship with their mother. Maternal relationship positively and significantly correlated with creation of a personal myth (.607). Those youth who have a positive relationship with their mother are also more likely to have created a personal myth.

Having a history of sexual abuse (.620) is positively and significantly correlated with having a history of physical abuse. As can be seen in Table 8 domestic violence and a history of sexual abuse is positively and significantly correlated (.792), indicating that
those with higher scores on domestic violence tend to have higher scores on history of sexual abuse.

Favoritism of siblings is positively and significantly correlated with five separate variables: history of physical abuse (.641), history of sexual abuse (.798), domestic violence (.723), parental depression (.628), and parents not aware (.600). Those who experience favoritism of siblings tend to experience domestic violence, and may have a history of physical abuse and/or have a history of sexual abuse. They may have parents who are experiencing depression, and/or parents who are unaware of what their youth are experiencing.

There is a significant and positive relationship between parental depression and having a history of sexual abuse (.668) and domestic violence. Youth whose parents are depressed are more likely to have a history of sexual abuse, and/or have parents who are depressed.

Finally, there was some correlation between the outcome variables (see Table 9) and the predictors. There is a strong positive, and significant correlation between delinquency and having a history of physical abuse (.615), having a history of sexual abuse (.906), domestic violence (.799), favoritism of siblings (.790), and parental depression (.646). Those who score high on delinquency are likely to have experienced a history of physical abuse, history of sexual abuse, domestic violence, and/or favoritism of siblings. Parents of these youth are likely to experience depression.

There is a strong positive and significant relationship between internalizing behaviors (see Table 9) and having a history of physical abuse (.643), a history of sexual
abuse (.746), domestic violence (.663), and favoritism of siblings (.765), parental depression (.655), parents not aware (.666) and delinquency (.716). Experiencing internalizing behaviors by a youth means that they are likely to have a history of sexual abuse and/or a history of physical abuse. They are likely to experience domestic violence and favoritism of siblings. Parents of these youth are likely to experience depression, and/or are unaware of what their youth are experiencing. Youth who experience internalizing behaviors are also more likely to be delinquent.

**Correlations Among Promotive, Risk, and Outcome Variables for the Full Male Sample.** Creation of a personal myth (see Table 10) is strongly, significantly, and positively correlated with emotional intelligence (.675), humor (.630), moral development (.604), optimism (.747), and self-efficacy (.711). Those who score high on moral development are likely to have developed morally, have a greater sense of optimism, and have self-efficacy. Youth who score high on creation of a personal myth are also more likely to have a strong and positive correlation with maternal relationship (.684) and on paternal relationship (.639). Suggesting that those youth who have created a personal myth have positive relationships with their parents.

Emotional intelligence (see Table 10) is strongly, significantly, and positively correlated with humor (.680), moral development (.655), optimism (.620), and self-efficacy (.721). For those individuals who score high on emotional intelligence, they are likely to have a greater sense of humor, greater sense of moral development, higher sense of optimism and a greater sense of self-efficacy.
Moral development (see Table 10) is significantly and positively correlated with self-efficacy (.671). Those who are likely to score high on moral development are also likely to have a higher score on self-efficacy.

Optimism (see Table 10) is strongly, significantly, and positively correlated with humor (.623) and self-efficacy (.709). Those who are optimistic are more likely to have a greater sense of humor and a greater sense of self-efficacy.

Paternal relationship is positively and significantly correlated with maternal relationship (.727) (see Table 10). For those individuals who have a positive relationship with their father are more likely to also have a positive relationship with their mother. Maternal relationship is positively and significantly correlated with self-efficacy (.618). Those youth who have a relationship with their mother are more likely to have a greater sense of self-efficacy.

Having a history of sexual abuse (see Table 10) is significantly, strongly and positively correlated with domestic violence (.655) and favoritism of siblings (.672). Youth who have a history of sexual abuse are more likely to experience domestic violence and favoritism of siblings.

Finally, there was some correlation between the outcome variables (see Table 10) and the predictors. There is a strong positive and significant correlation between delinquency and having a history of sexual abuse (.757), domestic violence (.634), and favoritism of siblings (.613). Those who score high on delinquency are also more likely to have experienced a history or sexual abuse, domestic violence, and have parents who favor siblings.
There is a strong positive and significant relationship between internalizing behaviors (see Table 10) and having a history of sexual abuse (.636). Experiencing internalizing behaviors by a youth means that they are also more likely to have a history of sexual abuse and/or a history of physical abuse.

**Correlations Among Promotive, Risk, and Outcome Variables for the Chinese Male Sample.** Emotional intelligence (see Table 11) is significantly and positively correlated with creation of a personal myth (.637), humor (.653), moral development (.626), and self-efficacy (.697). For those individuals who score high on emotional intelligence, they are likely to have scored high on creation of a personal, humor, moral development, and self-efficacy.

Moral development (see Table 11) is significantly and positively correlated with creation of a personal myth (.554), self-efficacy (.639). Those who are likely to score high on moral development are also likely to have created a personal myth and have a greater sense of self-efficacy.

Optimism (see Table 11) is significantly and positively correlated with creation of a personal myth (.715) and self-efficacy (.612). Those who are optimistic are more likely to have created a personal myth, and/or have a greater sense of self-efficacy.

Self-efficacy (see Table 11) is significantly and positively correlated with two variables creation of a personal myth (.695), and humor (.679). Those who score higher on self-efficacy may also score higher on creation of a personal myth, have a greater sense of humor.
Paternal relationship is positively and significantly correlated with maternal relationship (.681) (see Table 11). For those individuals who have a positive relationship with their father are more likely to also have a positive relationship with their mother. Maternal relationship positively and significantly correlated with creation of a personal myth (.642). Those youth who have a positive relationship with their mother are also more likely to have created a personal myth.

Domestic violence (see Table 11) is positively and significantly correlated with favoritism of siblings (.633) and internalizing behavior (.698). Youth who experience domestic violence are more likely to experience favoritism of siblings and have internalizing behaviors.

**Correlations Among Promotive, Risk, and Outcome Variables for the Japanese Male Sample.** Emotional intelligence (see Table 12) is significantly and positively correlated with creation of a personal myth (.678), humor (.676), moral development (.652), optimism (.612), and self-efficacy (.709). For those individuals who score high on emotional intelligence they are likely to have created a personal myth, have a greater sense of humor, have developed morally, be more optimistic and have self-efficacy.

Optimism (see Table 12) is significantly and positively correlated with creation of a personal myth (.752), humor (.644), and self-efficacy (.662). Those who are optimistic are more likely to have created a personal myth, have a greater sense of humor, and/or have a higher score on self-efficacy.
Self-efficacy (see Table 12) is significantly and positively correlated with three variables: creation of a personal myth (.715), humor (.710), and moral development (.673). Those who score higher on self-efficacy may also score higher on creation of a personal myth, humor, and/or self-efficacy.

Creation of a personal myth (see Table 12) is significantly and positively correlated with humor (.652) and moral development (.612). Those who have scored higher on creation of a personal myth are also more likely to have a greater sense of humor. Scoring higher on creation of a personal myth is also correlated with scoring higher on moral development.

Paternal relationship (see Table 12) is positively and significantly correlated with maternal relationship (.733) and creation of a personal myth (.683). For those individuals who have a positive relationship with their father are more likely to also have a positive relationship with their mother. These same youth are also likely to have created a personal myth.

Maternal relationship is also positively and significantly correlated with creation of a personal myth (.711), emotional intelligence (.602), humor (.629), moral development (.620), and self-efficacy (.643). Those who have a relationship with their mother are also more likely to have created a personal myth, development emotional intelligence, having a greater sense of humor, have developed morally, and have a greater sense of self-efficacy.

Having a history of sexual abuse (see Table 12) is positively and significantly correlated with having witnessed domestic violence (.641) and favoritism of siblings
(.636). This indicates that those with higher scores on having a history of sexual abuse tend to have higher scores on domestic violence and favoritism of siblings.

Finally, those who score high on delinquency (see Table 12) are more likely to have a history of sexual abuse (.738). They are also likely to have experienced domestic violence (.638) and have parents who favor siblings (.631).

There is a strong positive and significant relationship between internalizing behaviors (see Table 12) and having a history of physical abuse (.617), having a history of sexual abuse (.625), and favoritism of siblings (.607). Experiencing internalizing behaviors by a youth means that they are also more likely to have a history of physical abuse, a history of sexual abuse and/or have parents who favor siblings.

**Correlations Among Promotive, Risk, and Outcome Variables for the Korean Male Sample.** Emotional intelligence (see Table 13) is significantly and positively correlated with creation of a personal myth (.653) and humor (.659). Those individuals who score high on emotional intelligence, they are likely to have created a personal myth and have higher score on humor.

Creation of a personal myth (see Table 13) is significantly and positively correlated with humor (.619), optimism (.747), and self-efficacy (.702). Those who are likely to score high on moral development are also likely to have a greater sense of humor, have a greater sense of optimism and/or have a high score on self-efficacy.

Optimism (see Table 13) is significantly and positively correlated with emotional intelligence (.606) and humor (.632). Those who are optimistic are more likely to have emotional intelligence and/or have a greater sense of humor.
Self-efficacy (see Table 13) is significantly and positively correlated with four variables: emotional intelligence (.707), humor (.703), moral development (.665), and optimism (.648). Those who score higher on self-efficacy may also score higher on emotional intelligence, humor, moral development, and/or optimism.

Paternal relationship is positively and significantly correlated with maternal relationship (.694) (see Table 13). For those individuals who have a positive relationship with their father are more likely to also have a positive relationship with their mother. Maternal relationship is positively and significantly correlated with creation of a personal myth (.643). Those youth who have a good relationship with their mother are likely to have created a personal myth.

Having a history of sexual abuse (see Table 13) is significantly, strongly and positively correlated with domestic violence (.773), favoritism of siblings (.763) and parental depression (.664). Youth who have a history of sexual abuse are more likely to experience domestic violence and favoritism of siblings. They are also likely to have parents who are depressed.

Favoritism of siblings is positively and significantly correlated with domestic violence (.659), and parental depression (.633). Those who experience favoritism of siblings tend to experience domestic violence, and may have parents who are experiencing depression.

Finally, there was some correlation between the outcome variables (see Table 13) and the predictors. There is a strong positive and significant correlation between delinquency and having a history of sexual abuse (.860), domestic violence (.759),
favoritism of siblings (0.714), parental depression (0.673) and parents not aware (0.649).
Those who score high on delinquency are also more likely to have experienced a history or sexual abuse, domestic violence, and have parents who favor siblings. They are also likely to have parents who are experiencing depression and/or favor their siblings.

There is a strong positive and significant relationship between internalizing behaviors (see Table 13) and having a history of physical abuse (0.616), having a history of sexual abuse (0.734), domestic violence (0.625), favoritism of siblings (0.730), parental depression (0.628) and delinquency (0.666). Experiencing internalizing behaviors by a youth means that they are more likely to have a history of sexual abuse and/or a history of physical abuse, and experience domestic violence. They are also likely to have parents who are experiencing depression and/or favor their siblings. Youth who experience internalizing behaviors are also more likely to be delinquent.
Table 2
Correlations Among Promotive, Risk, and Outcome Variables for the Full Sample

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**Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).
Table 3
Correlations Among Promotive, Risk, and Outcome Variables for the Full Chinese Sample

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\*Correlations are significant at the .01 level (2-tailed).
*Correlations are significant at the .05 level (2-tailed).
## Table 4
Correlations Among Promotive, Risk, and Outcome Variables for the Full Japanese Sample

|   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2 | 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 3 | 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 4 | 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 5 | 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 6 | 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 7 | 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 8 | 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 9 | 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 10| 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 11| 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 12| 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 13| 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 14| 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 15| 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 16| 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 17| 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 18| 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 19| 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 20| 0.0 | 0.0 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

**Correlation is significant at the .01 level (2-tailed).**

*Correlation is significant at the .05 level (2-tailed).
Table 5  
Correlations Among Promotive, Risk, and Outcome Variables for the Full Korean Sample

|                  | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. Autonomy      |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2. Norwich on a | 236*|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Personal Area    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 3. May          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Importance       |     |     |     |     |     |     |     |     |     |     |     |     |     | 275*| 375*| 375*| 375*|     |
| 4. Emotional     |     |     |     |     | 225*| 225*|     |     |     |     |     |     |     |     |     |     |     |     |
| Intelligence     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 5. Pleasure      |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Development      |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 6. Empathy       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 7. Sensation     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 8. Personal      |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Gain             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 9. Intellectual  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Gain             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 10. Emotional    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Gain             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 11. Personality  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Gain             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 12. Personal     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Gain             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 13. Social       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Support          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 14. History of   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Physical Abuse   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 15. History of   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Mental Abuse     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 16. Social       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Violence         |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 17. Punishment   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| of Violent       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Behavior         |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 18. Punishment   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| of Violent       |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Behavior         |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 19. Punishment   |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| of Aggressive    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Behavior         |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

*Correlation is significant at the 0.01 level (2-tailed).
**Correlation is significant at the 0.05 level (2-tailed).
|         | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     | 10    | 11    | 12    | 13    | 14    | 15    | 16    | 17    | 18    | 19    | 20    |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Optimism|       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Physical |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Social  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Violence |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Family |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Sexual  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Physical |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Social  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Violence |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Family |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Physical |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Social  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Violence |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Family |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |

**"**Correlation is significant at the .01 level (2-tailed).
*Correlation is significant at the .05 level (2-tailed).
Table 7
Correlations Among Promotive, Risk, and Outcome Variables for the Full Chinese Female Sample

| 1          | 2          | 3          | 4          | 5          | 6          | 7          | 8          | 9          | 10         | 11         | 12         | 13         | 14         | 15         | 16         | 17         | 18         | 19         | 20         |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 1. Attention |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 2. Creativity | 231**     |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 3. Memory | 332**      | 432**      |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 4. Emotional | 204**      |            | 371**      |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 5. Moral | 325**      | 358**      |            | 309**      |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 6. Physical | 245**      | 255**      |            | 285**      |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 7. Mental | 256**      |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 8. Emotional |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 9. Social | 265**      |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 10. Physical |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 11. Physical |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 12. Physical |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 13. Physical |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 14. Physical |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 15. Physical |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 16. Physical |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 17. Physical |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 18. Physical |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 19. Physical |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| 20. Physical |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |

*Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).
Table 8
Correlations Among Promotive, Risk, and Outcome Variables for the Full Japanese Female Sample

|       | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. Antisocial |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 2. Source of Parental Abuse | .435** |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 3. Family Environment | .270** | .456** |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 4. Emotional Abuse | .332** | .459** | .497** |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 5. Violence | .282** | .403** | .440** | .475** |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 6. Moral Development | .416** | .500** | .557** | .583** | .583** |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 7. Optimism | .336** | .710** | .422** | .427** | .655** | .498** |     |     |     |     |     |     |     |     |     |     |     |     |     |
| 8. Physical Health | .310** | .512** | .339** | .356** | .421** | .455** | .465** |     |     |     |     |     |     |     |     |     |     |     |     |
| 9. Alcohol Use | .471** | .317** | .450** | .476** | .332** | .466** | .459** | .682** | .599** |     |     |     |     |     |     |     |     |     |     |
| 10. Natural Relationship | .359** | .318** | .375** | .405** | .321** | .375** | .405** | .390** | .335** | .279** |     |     |     |     |     |     |     |     |
| 11. Parental Relationship | .344** | .353** | .351** | .359** | .511** | .485** | .381** | .551** | .607** | .464** | .381** |     |     |     |     |     |     |
| 12. Parental Relationship | .299** | .351** | .359** | .359** | .470** | .482** | .440** | .383** | .509** | .379** | .359** | .323** |     |     |     |     |     |
| 13. Parental Support | .306** | .340** | .321** | .353** | .321** | .371** | .424** | .424** | .324** | .364** | .441** | .324** | .359** |     |     |     |     |
| 14. History of Physical Absence | .253** | .451** | .357** | .325** | .451** | .395** | .381** | .406** | .452** | .397** | .390** | .250** | .435** | .418** |     |     |
| 15. History of Sexual Absence | .255** | .340** | .280** | .405** | .410** | .380** | .390** | .410** | .406** | .403** | .337** | .310** | .425** | .415** | .315** |     |
| 16. Domestic Violence | .252** | .370** | .220** | .320** | .420** | .370** | .370** | .400** | .348** | .384** | .164** | .126** | .392** | .285** | .758** | .556** |     |
| 17. Emotion of Rights | .221** | .249** | .162** | .252** | .422** | .358** | .320** | .409** | .329** | .255** | .270** | .295** | .362** | .305** | .707** | .817** | .507** |     |
| 18. Emotional Depression | .379** | .300** | .306 | .241 ** | .222** | .253** | .18** | .224** | .244** | .265** | .250** | .212** | .235** | .270** | .322** | .410** | .455** | .371** |
| 19. Parental Not Abuse | .298** | .324** | .13** | .209** | .341** | .320** | .320** | .355** | .325** | .195** | .181** | .212** | .212** | .247** | .252** | .358** | .302** | .397** |
| 20. Delinquency | .254** | .328** | .16** | .315** | .365** | .281** | .404** | .31** | .272** | .131** | .180** | .374** | .182** | .834** | .734** | .205** | .664** | .604** |
| 21. Antisocial Behavior | .295** | .349** | .12** | .228** | .430** | .378** | .441** | .419** | .421** | .421** | .424** | .425** | .490** | .706** | .709** | .817** | .892** | .586** |

**Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).
Table 9
Correlations Among Promotive, Risk, and Outcome Variables for the Full Korean Female Sample

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*Correlation is significant at the .01 level (2-tailed).
**Correlation is significant at the .05 level (2-tailed).
Table 10
Correlations Among Promotive, Risk, and Outcome Variables for the Full Male Sample

|   | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. | 20. |
| 1. Agreement | --- | 391** | --- | | | | | | | | | | | | | | | | | |
| 2. Creativity of a Personal Myth | 391** | --- | | | | | | | | | | | | | | | | | | |
| 3. Ego Development | 160** | 460** | --- | | | | | | | | | | | | | | | | | |
| 4. Emotional Intelligence | 331** | 672** | 311** | --- | | | | | | | | | | | | | | | | |
| 5. Human | 277** | 830** | 404** | 688** | --- | | | | | | | | | | | | | | | |
| 6. Internalization | 377** | 830** | 508** | 811** | 329** | --- | | | | | | | | | | | | | | |
| 7. Optimism | 319** | 747** | 719** | 735** | 722** | 710** | --- | | | | | | | | | | | | | |
| 8. Physical Health | 393** | 438** | 424** | 441** | 355** | 438** | 385** | --- | | | | | | | | | | | | |
| 9. Self-Efficacy | 381** | 437** | 321** | 379** | 816** | 408** | 438** | 438** | --- | | | | | | | | | | | |
| 10. Materialism | 389** | 381** | 380** | 381** | 505** | 580** | 389** | 458** | 458** | --- | | | | | | | | | | |
| 11. Perceptions of Relationship | 559** | 388** | 355** | 332** | 350** | 392** | 460** | 438** | 438** | 438** | --- | | | | | | | | | |
| 12. Perceptions of Physical Arousal | 359** | 397** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | --- | | | | | | | | |
| 14. Perceptions of Sensory Arousal | 566** | 385** | 385** | 385** | 385** | 385** | 385** | 385** | 385** | 385** | 385** | 385** | 385** | --- | | | | | |
| 15. Perceptions of Sensory Arousal | 395** | 395** | 395** | 395** | 395** | 395** | 395** | 395** | 395** | 395** | 395** | 395** | 395** | 395** | --- | | | |
| 16. Perceptions of Social Arousal | 209** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | --- | | |
| 17. Perceptions of Social Arousal | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | --- | |
| 18. Perceptions of Social Arousal | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | --- |
| 19. Perceptions of Social Arousal | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** |
| 20. Perceptions of Social Arousal | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** | 359** |

**Correlation is significant at the .01 level (2-tailed).
*Correlation is significant at the .05 level (2-tailed).
Table 11
Correlations Among Promotive, Risk, and Outcome Variables for the Full Chinese Male Sample

|                | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     | 10    | 11    | 12    | 13    | 14    | 15    | 16    | 17    | 18    | 19    | 20    | 21    | 22    | 23    | 24    | 25    | 26    | 27    | 28    | 29    | 30    | 31    | 32    | 33    | 34    | 35    | 36    | 37    | 38    | 39    | 40    | 41    | 42    | 43    | 44    | 45    | 46    | 47    | 48    | 49    | 50    | 51    | 52    | 53    | 54    | 55    |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 6. Inner Intellect | 389** |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 7. Inner Intellect | 389** | 402** |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 8. Inner Intellect | 389** | 402** | 278** |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 9. Inner Intellect | 389** | 402** | 278** | 278** |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 10. Inner Intellect | 389** | 402** | 278** | 278** | 278** |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 11. Inner Intellect | 389** | 402** | 278** | 278** | 278** | 278** |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 12. Inner Intellect | 389** | 402** | 278** | 278** | 278** | 278** | 278** |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 13. Inner Intellect | 389** | 402** | 278** | 278** | 278** | 278** | 278** | 278** |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 14. Inner Intellect | 389** | 402** | 278** | 278** | 278** | 278** | 278** | 278** | 278** |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 15. Inner Intellect | 389** | 402** | 278** | 278** | 278** | 278** | 278** | 278** | 278** | 278** |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| 16. Inner Intellect | 389** | 402** | 278** | 278** | 278** | 278** | 278** | 278** | 278** | 278** | 278** |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |

**Correlation is significant at the .01 level (2-tailed).
*Correlation is significant at the .05 level (2-tailed).
Table 12
Correlations Among Promotive, Risk, and Outcome Variables for the Full Japanese Male Sample

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*Correlation is significant at the .01 level (2-tailed).
*Correlation is significant at the .05 level (2-tailed).
Table 13
Correlations Among Promotive, Risk, and Outcome Variables for the Full Korean Male Sample

|   | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. | 20. |
| 1. | **** | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 2. | 0.95 | **** | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 3. | 0.53 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 4. | 0.31 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 5. | 0.27 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 6. | 0.34 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 7. | 0.31 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 8. | 0.25 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 9. | 0.22 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 10. | 0.20 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 11. | 0.18 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 12. | 0.16 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 13. | 0.14 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 14. | 0.12 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 15. | 0.10 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 16. | 0.08 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 17. | 0.06 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 18. | 0.04 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 19. | 0.02 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| 20. | 0.00 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |

**Correlation is significant at the 0.01 level (2-tailed).**
*Correlation is significant at the 0.05 level (2-tailed).
Multivariate Regression Analysis

After examining the bivariate relationships, the next step was to examine the multivariate relations. The multivariate regression analysis was done in stages. First the predictive variables were regressed upon each outcome variable for the entire sample, and then separately for each country, then separately by gender, and then by gender and country (see Tables 14-19). A table was then created which highlights the promotive and risk factors that had a significant relationship with each outcome variable by full sample, country, gender, then country and gender (see Table 20).

Multivariate Regression Analyses for Delinquency in the Full Sample. A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted delinquency. The linear combination of individual and family promotive and risk factors were significantly related to delinquency and explained a significant proportion of the variance in delinquency, $R^2 = .785, F(19,1712) = 329.570, p<.000$. From this equation it was found that emotional intelligence ($\beta = -.091, p<.001$), humor ($\beta = .109, p<.000$), moral development ($\beta = -.065, p<.006$), physical beauty ($\beta = .035, p<.049$), maternal relationship ($\beta = -.058, p<.009$), history of physical abuse ($\beta = .067, p<.000$), history of sexual abuse ($\beta = .521, p<.000$), domestic violence ($\beta = .173, p<.000$), favoritism of siblings ($\beta = .104, p<.000$), and parental depression ($\beta = .050, p<.016$) had a significant impact on delinquency. It was found that the lower the scores on easy temperament, moral development, and maternal relationship the more likely youth will be delinquent. The higher the score on humor, physical beauty, history of physical abuse, history of sexual abuse, domestic violence, favoritism of siblings, and parental depression the more likely youth will be delinquent. Autonomy, creation of a personal myth,
easy temperament, optimism, physical beauty, self-efficacy, paternal relationship, parental relationship, parental social support, and parents not aware were not predictors of delinquency.

**Multivariate Regression Analyses for Delinquency in the Full Chinese Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted delinquency in the Chinese sample. The linear combination of individual and family promotive and risk factors were significantly related to delinquency and explained a significant proportion of the variance in delinquency, $R^2 = .205$, $F(19,634) = 8.625$, $p<.000$. From this equation it was found that easy temperament ($\beta = -.075$, $p<.022$), humor ($\beta = .084$, $p<.013$), history of physical abuse ($\beta = .090$, $p<.000$), history of sexual abuse ($\beta = .335$, $p<.000$), domestic violence ($\beta = .104$, $p<.000$), and favoritism of siblings ($\beta = .055$, $p<.046$) had a significant impact on delinquency. It was found that the lower the scores on easy temperament the more likely youth will be delinquent. The higher the score on humor, history of physical abuse, history of sexual abuse, domestic violence, and favoritism of siblings the more likely youth will be delinquent. Autonomy, creation of a personal myth, emotional intelligence, optimism, moral development, physical beauty, self-efficacy, maternal relationship, paternal relationship, parental relationship, parental social support, parental depression and parents not aware were not predictors of delinquency.

**Multivariate Regression Analyses for Delinquency in the Full Japanese Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted delinquency in the Japanese sample. The linear combination of individual and family promotive and risk factors were significantly related to delinquency and explained a significant proportion of the variance in delinquency, $R^2 = .296$, $F(19,617) = 13.651$,
p<.000. From this equation it was found that humor (β = .113, p<.006), moral development (β = -.143, p<.001), physical beauty (β = .066, p<.045), history of physical abuse (β = .108, p<.003), history of sexual abuse (β = .240, p<.000), domestic violence (β = .155, p<.000), and favoritism of siblings (β = .061, p<.038) had a significant impact on delinquency. It was found that the lower the scores on moral development the more likely youth will be delinquent. The higher the score on humor, physical beauty, history of physical abuse, history of sexual abuse, domestic violence, and favoritism of siblings the more likely youth will be delinquent. Autonomy, creation of a personal myth, easy temperament, emotional intelligence, optimism, self-efficacy, maternal relationship, paternal relationship, parental relationship, parental social support, parental depression and parents not aware were not predictors of delinquency.

**Multivariate Regression Analyses for Delinquency in the Full Korean Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted delinquency in the Korean sample. The linear combination of individual and family promotive and risk factors were significantly related to delinquency and explained a significant proportion of the variance in delinquency, $R^2 = .196$, $F(19,421) = 5.413$, p<.000. From this equation it was found that autonomy (β = .068, p<.018), humor (β = .103, p<.016), history of physical abuse (β = .056, p<.050), and domestic violence (β = .280, p<.000) had a significant impact on delinquency. The higher the score on autonomy, humor, history of physical abuse, and domestic violence the more likely youth will be delinquent. Creation of a personal myth, easy temperament, emotional intelligence, optimism, moral development, physical beauty, self-efficacy, maternal relationship, paternal relationship, parental relationship,
parental social support, favoritism of siblings, parental depression and parents not aware were not predictors of delinquency.

**Multivariate Regression Analyses for Delinquency in the Full Female Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted delinquency in the full female sample. The linear combination of individual and family promotive and risk factors were significantly related to delinquency and explained a significant proportion of the variance in delinquency, $R^2 = .867$, $F(19,802) = 275.906$, $p<.000$. From this equation it was found that easy temperament ($\beta = -.078$, $p<.009$), emotional intelligence ($\beta = -.103$, $p<.005$), physical beauty ($\beta = .048$, $p<.049$), maternal relationship ($\beta = -.062$, $p<.026$), history of physical abuse ($\beta = .097$, $p<.000$), history of sexual abuse ($\beta = .648$, $p<.000$), domestic violence ($\beta = .154$, $p<.000$), and favoritism of siblings ($\beta = .085$, $p<.000$) had a significant impact on delinquency. It was found that the lower the scores on easy temperament, emotional intelligence and maternal relationship the more likely youth will be delinquent. The higher the score on physical beauty, history of physical abuse, history of sexual abuse, domestic violence, and favoritism of siblings the more likely youth will be delinquent. Autonomy, creation of a personal myth, humor, moral development, optimism, self-efficacy, paternal relationship, parental relationship, parental social support, parental depression and parents not aware were not predictors of delinquency.

**Multivariate Regression Analyses for Delinquency in the Chinese Female Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted delinquency in the Chinese female sample. The linear combination of individual and family promotive and risk factors were significantly related to
delinquency and explained a significant proportion of the variance in delinquency, $R^2 = .814$, $F(19,1162) = 267.104$, $p<.000$. From this equation it was found that easy temperament ($\beta = -.060$, $p<.018$), emotional intelligence ($\beta = -.092$, $p<.005$), humor ($\beta = .076$, $p<.004$), history of physical abuse ($\beta = .102$, $p<.000$), history of sexual abuse ($\beta = .598$, $p<.000$), domestic violence ($\beta = .165$, $p<.000$), and favoritism of siblings ($\beta = .079$, $p<.000$) had a significant impact on delinquency. It was found that the lower the scores on easy temperament and emotional intelligence the more likely youth will be delinquent. The higher the score on humor, history of physical abuse, history of sexual abuse, domestic violence, and favoritism of siblings the more likely youth will be delinquent. Autonomy, creation of a personal myth, optimism, moral development, physical beauty, self-efficacy, maternal relationship, paternal relationship, parental relationship, parental social support, parental depression and parents not aware were not predictors of delinquency.

Multivariate Regression Analyses for Delinquency Japanese Female Sample. A multiple regression analysis was conducted to evaluation how well the individual and family promotive and risk factors predicted delinquency in the Japanese female sample. The linear combination of individual and family promotive and risk factors were significantly related to delinquency and explained a significant proportion of the variance in delinquency, $R^2 = .779$, $F(19,1185) = 220.016$, $p<.000$. From this equation it was found that emotional intelligence ($\beta = -.104$, $p<.002$), humor ($\beta = .091$, $p<.001$), moral development ($\beta = -.079$, $p<.009$), physical beauty ($\beta = .058$, $p<.008$), maternal relationship ($\beta = -.100$, $p<.000$), history of physical abuse ($\beta = .079$, $p<.000$), history of sexual abuse ($\beta = .538$, $p<.000$), domestic violence ($\beta = .157$, $p<.000$), favoritism of siblings ($\beta = .104$, $p<.000$) and parental depression ($\beta = .070$, $p<.007$) had a
significant impact on delinquency. It was found that the lower the scores on emotional intelligence, moral development, and maternal relationship the more likely youth will be delinquent. The higher the score on humor, physical beauty, history of physical abuse, history of sexual abuse, domestic violence, favoritism of siblings and parental depression the more likely youth will be delinquent. Autonomy, creation of a personal myth, easy temperament, optimism, self-efficacy, paternal relationship, parental relationship, parental social support and parents not aware were not predictors of delinquency.

**Multivariate Regression Analyses for Delinquency in the Korean Female Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted delinquency in the Korean female sample. The linear combination of individual and family promotive and risk factors were significantly related to delinquency and explained a significant proportion of the variance in delinquency, $R^2 = .875$, $F(19,969) = 357.543$, $p<.000$. From this equation it was found that easy temperament ($\beta = -.070$, $p<.007$), emotional intelligence ($\beta = -.101$, $p<.002$), humor ($\beta = .093$, $p<.001$), history of physical abuse ($\beta = .065$, $p<.003$), history of sexual abuse ($\beta = .623$, $p<.000$), domestic violence ($\beta = .178$, $p<.000$), and favoritism of siblings ($\beta = .095$, $p<.000$) had a significant impact on delinquency. It was found that the lower the scores on easy temperament, and emotional intelligence the more likely youth will be delinquent. The higher the score on humor, history of physical abuse, history of sexual abuse, domestic violence, and favoritism of siblings the more likely youth will be delinquent. Autonomy, creation of a personal myth, moral development, optimism, physical beauty, self-efficacy, maternal relationship, paternal relationship, parental
relationship, parental social support, parental depression and parents not aware were not predictors of delinquency.

**Multivariate Regression Analyses for Delinquency in the Full Male Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted delinquency in the full male sample. The linear combination of individual and family promotive and risk factors were significantly related to delinquency and explained a significant proportion of the variance in delinquency, $R^2 = .687$, $F(19,863) = 99.673$, $p<.000$. From this equation it was found that autonomy ($\beta = .052$, $p<.048$), humor ($\beta = .122$, $p<.000$), moral development ($\beta = -.120$, $p<.001$), history of sexual abuse ($\beta = .451$, $p<.000$), domestic violence ($\beta = .171$, $p<.000$), favoritism of siblings ($\beta = .098$, $p<.000$), and parental depression ($\beta = .086$, $p<.005$) had a significant impact on delinquency. It was found that the lower the scores on moral development the more likely youth will be delinquent. The higher the score on autonomy, humor, history of sexual abuse, domestic violence, favoritism of siblings and parental depression the more likely youth will be delinquent. Creation of a personal myth, easy temperament, emotional intelligence, optimism, physical beauty, self-efficacy, maternal relationship, paternal relationship, parental relationship, parental social support, history of physical abuse and parents not aware were not predictors of delinquency.

**Multivariate Regression Analyses for Delinquency in the Chinese Male Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted delinquency in the Chinese male sample. The linear combination of individual and family promotive and risk factors were significantly related to delinquency and explained a significant proportion of the variance in delinquency, $R^2 = .651$, $F(19,723) = 95.533$, $p<.000$. From this equation it was found that autonomy ($\beta = .050$, $p<.049$), humor ($\beta = .120$, $p<.000$), moral development ($\beta = -.100$, $p<.010$), history of sexual abuse ($\beta = .450$, $p<.000$), domestic violence ($\beta = .170$, $p<.000$), favoritism of siblings ($\beta = .098$, $p<.000$), and parental depression ($\beta = .086$, $p<.005$) had a significant impact on delinquency. It was found that the lower the scores on moral development the more likely youth will be delinquent. The higher the score on autonomy, humor, history of sexual abuse, domestic violence, favoritism of siblings and parental depression the more likely youth will be delinquent. Creation of a personal myth, easy temperament, emotional intelligence, optimism, physical beauty, self-efficacy, maternal relationship, paternal relationship, parental relationship, parental social support, history of physical abuse and parents not aware were not predictors of delinquency.
F(19, 1158) = 113.705, p<.000. From this equation it was found that humor (β = .120, p<.000), moral development (β = -.111, p<.000), maternal relationship (β = -.085, p<.002), history of sexual abuse (β = .490, p<.000), domestic violence (β = .140, p<.000), favoritism of siblings (β = .099, p<.000) and parental depression (β = .087, p<.001) had a significant impact on delinquency. It was found that the lower the scores on moral development and maternal relationship the more likely youth will be delinquent. The higher the score on humor, history of sexual abuse, domestic violence, favoritism of siblings and parental depression the more likely youth will be delinquent. Autonomy, creation of a personal myth, easy temperament, emotional intelligence, optimism, physical beauty, self-efficacy, paternal relationship, parental relationship, parental social support, history of physical abuse, and parents not aware were not predictors of delinquency.

**Multivariate Regression Analyses for Delinquency Japanese Male Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted delinquency in the Japanese male sample. The linear combination of individual and family promotive and risk factors were significantly related to delinquency and explained a significant proportion of the variance in delinquency, $R^2 = .673$, $F(19, 1118) = 121.219, p<.000$. From this equation it was found that emotional intelligence (β = -.088, p<.016), humor (β = .133, p<.000), moral development (β = -.086, p<.007), history of physical abuse (β = .055, p<.016), history of sexual abuse (β = .419, p<.000), domestic violence (β = .182, p<.000), favoritism of siblings (β = .101, p<.000) and parental depression (β = .067, p<.015) had a significant impact on delinquency. It was found that the lower the scores on emotional intelligence and moral development the more likely youth will be delinquent. The
higher the score on humor, history of physical abuse, history of sexual abuse, domestic violence, favoritism of siblings and parental depression the more likely youth will be delinquent. Autonomy, creation of a personal myth, easy temperament, optimism, physical beauty, self-efficacy, maternal relationship, paternal relationship, parental relationship, parental social support, and parents not aware were not predictors of delinquency.

**Multivariate Regression Analyses for Delinquency in the Korean Male Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted delinquency in the Korean male sample. The linear combination of individual and family promotive and risk factors were significantly related to internalizing behavior and explained a significant proportion of the variance in internalizing behavior, $R^2 = .803$, $F(19,1162) = 248.863, p<.000$. From this equation it was found that autonomy ($\beta = .067, p<.003$), humor ($\beta = .092, p<.002$), moral development ($\beta = -.089, p<.003$), maternal relationship ($\beta = -.061, p<.026$), history of sexual abuse ($\beta = .503, p<.000$), domestic violence ($\beta = .190, p<.000$), favoritism of siblings ($\beta = .094, p<.000$) and parental depression ($\beta = .054, p<.027$) had a significant impact on delinquency. It was found that the lower the scores on moral development and maternal relationship the more likely youth will be delinquent. The higher the score on autonomy, humor, history of sexual abuse, domestic violence, favoritism of siblings and parental depression the more likely youth will be delinquent. Creation of a personal myth, easy temperament, emotional intelligence, optimism, physical beauty, self-efficacy, paternal relationship, parental relationship, parental social support, history of physical abuse, and parents not aware were not predictors of delinquency.
Multivariate Regression Analyses for Internalizing Behavior in the Full Sample. A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted internalizing behavior in the full sample. The linear combination of individual and family promotive and risk factors were significantly related to internalizing behavior and explained a significant proportion of the variance in internalizing behavior, $R^2 = .739$, $F(19, 1712) = 255.521$, $p<.000$. From this equation it was found that easy temperament ($\beta = -.063$, $p<.001$), emotional intelligence ($\beta = -.050$, $p<.041$), moral development ($\beta = .082$, $p<.000$), physical beauty ($\beta = .034$, $p<.031$), self-efficacy ($\beta = .067$, $p<.002$), maternal relationship ($\beta = .087$, $p<.000$), parental relationship ($\beta = .035$, $p<.017$), history of physical abuse ($\beta = .161$, $p<.000$), history of sexual abuse ($\beta = .151$, $p<.000$), favoritism of siblings ($\beta = .125$, $p<.000$), parental depression ($\beta = .218$, $p<.000$) and parents not aware ($\beta = .170$, $p<.000$) had a significant impact on internalizing behavior. It was found that the lower the scores on easy temperament and emotional intelligence the more likely youth will have internalizing behaviors. The higher the score on moral development, physical beauty, self-efficacy, maternal relationship, parental relationship, history of physical abuse, history of sexual abuse, favoritism of siblings, parental depression and parents not aware the more likely youth will have internalizing behaviors. Autonomy, creation of a personal myth, humor, optimism, paternal relationship, parental social support, and domestic violence were not predictors of internalizing behaviors.

Multivariate Regression Analyses for Internalizing Behavior in the Full Chinese Sample. A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted internalizing behavior in the Chinese sample. The
linear combination of individual and family promotive and risk factors were significantly related to internalizing behavior and explained a significant proportion of the variance in internalizing behavior, $R^2 = .393$, $F(19,634) = 21.617$, $p<.000$. From this equation it was found that easy temperament ($\beta = -.263$, $p<.000$), moral development ($\beta = .084$, $p<.020$), maternal relationship ($\beta = .073$, $p<.015$), parental relationship ($\beta = -.068$, $p<.014$), history of physical abuse ($\beta = .070$, $p<.002$), history of sexual abuse ($\beta = .108$, $p<.044$), parental depression ($\beta = .143$, $p<.000$) and parents not aware ($\beta = .117$, $p<.000$) had a significant impact on internalizing behavior. It was found that the lower the score on easy temperament and paternal relationship the more likely youth will have internalizing behaviors. The higher the score on moral development, maternal relationship, history of physical abuse, history of sexual abuse, parental depression and parents not aware the more likely youth will have internalizing behaviors. Autonomy, creation of a personal myth, emotional intelligence, humor, optimism, physical beauty, self-efficacy, parental relationship, paternal relationship, parental social support, domestic violence and favoritism of siblings were not predictors of internalizing behaviors.

**Multivariate Regression Analyses for Internalizing Behavior in the Full Japanese Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted internalizing behavior in the Japanese sample. The linear combination of individual and family promotive and risk factors were significantly related to internalizing behavior and explained a significant proportion of the variance in internalizing behavior, $R^2 = .570$, $F(19,617) = 43.088$, $p<.000$. From this equation it was found that creation of a personal myth ($\beta = -.092$, $p<.040$), easy temperament ($\beta = -.135$, $p<.000$), emotional intelligence ($\beta = -.119$, $p<.002$), moral development ($\beta = .087$, $p<.007$), self-efficacy ($\beta = .090$, $p<.000$),
p<.003), history of physical abuse (β = .216, p<.000), history of sexual abuse (β = .118, p<.000), favoritism of siblings (β = .125, p<.000), parental depression (β = .235, p<.000) and parents not aware (β = .141, p<.000) had a significant impact on internalizing behavior. It was found that the lower the score on creation of a personal myth, easy temperament and emotional intelligence the more likely youth will have internalizing behaviors. The higher the score on moral development, self-efficacy, history of physical abuse, history of sexual abuse, favoritism of siblings, parental depression and parents not aware the more likely youth will have internalizing behaviors.

Autonomy, humor, optimism, physical beauty, maternal relationship, paternal relationship, parental relationship, parental social support, and domestic violence were not predictors of internalizing behaviors.

**Multivariate Regression Analyses for Internalizing Behavior in the Full Korean Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted internalizing behavior in the Korean sample. The linear combination of individual and family promotive and risk factors were significantly related to internalizing behavior and explained a significant proportion of the variance in internalizing behavior, \( R^2 = .488, F(19,421) = 21.077, p<.000 \). From this equation it was found that autonomy (β = -.085, p<.007), creation of a personal myth (β = .126, p<.018), easy temperament (β = .146, p<.000), parental relationship (β = .162, p<.000), history of physical abuse (β = .068, p<.027), history of sexual abuse (β = .182, p<.010), domestic violence (β = -.222, p<.000), favoritism of siblings (β = .140, p<.000), parental depression (β = .137, p<.000) and parents not aware (β = .110, p<.000) had a significant impact on internalizing behavior. It was found that the lower the score on autonomy and domestic violence the more likely youth will have internalizing behaviors.
behaviors. The higher the score on creation of a personal myth, easy temperament, parental relationship, history of physical abuse, history of sexual abuse, domestic violence, favoritism of siblings, parental depression and parents not aware the more likely youth will have internalizing behaviors. Emotional intelligence, humor, optimism, moral development, physical beauty, self-efficacy, maternal relationship, paternal relationship, and parental social support were not predictors of internalizing behaviors.

**Multivariate Regression Analyses for Internalizing Behavior in the Full Female Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted internalizing behavior in the female sample. However, the linear combination of individual and family promotive and risk factors were significantly related to internalizing behavior and explained a significant proportion of the variance in internalizing behavior, $R^2 = .776$, $F(19,802) = 146.139$, $p<.000$. From this equation it was found that moral development ($\beta = .071$, $p<.031$), physical beauty ($\beta = .049$, $p<.039$), maternal relationship ($\beta = .097$, $p<.001$), history of physical abuse ($\beta = .149$, $p<.000$), history of sexual abuse ($\beta = .139$, $p<.000$), favoritism of siblings ($\beta = .166$, $p<.000$), parental depression ($\beta = .199$, $p<.000$) and parents not aware ($\beta = .174$, $p<.000$) had a significant impact on internalizing behavior. The higher the score on moral development, physical beauty, maternal relationship, history of physical abuse, history of sexual abuse, favoritism of siblings, parental depression and parents not aware the more likely youth will have internalizing behaviors. Autonomy, creation of a personal myth, easy temperament, emotional intelligence, humor, optimism, self-efficacy, paternal relationship, parental relationship, parental social support and domestic violence were not predictors of internalizing behaviors.
Multivariate Regression Analyses for Internalizing Behavior in the Chinese Female Sample. A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted internalizing behavior in the Chinese female sample. The linear combination of individual and family promotive and risk factors were significantly related to internalizing behavior and explained a significant proportion of the variance in internalizing behavior, $R^2 = .709$, $F(19,1162) = 148.939$, $p<.000$. From this equation it was found that easy temperament ($\beta = -.099$, $p<.000$), moral development ($\beta = .085$, $p<.002$), physical beauty ($\beta = .052$, $p<.006$), self-efficacy ($\beta = .062$, $p<.025$), maternal relationship ($\beta = .112$, $p<.000$), history of physical abuse ($\beta = .134$, $p<.000$), history of sexual abuse ($\beta = .146$, $p<.000$), favoritism of siblings ($\beta = .141$, $p<.000$), parental depression ($\beta = .184$, $p<.000$) and parents not aware ($\beta = .170$, $p<.000$) had a significant impact on internalizing behavior. It was found that the lower the score on easy temperament the more likely youth will have internalizing behaviors. The higher the score on moral development, physical beauty, self-efficacy, maternal relationship, history of physical abuse, history of sexual abuse, favoritism of siblings, parental depression and parents not aware the more likely youth will have internalizing behaviors. Autonomy, creation of a personal myth, emotional intelligence, humor, optimism, paternal relationship, parental relationship, parental social support, and domestic violence were not predictors of internalizing behaviors.

Multivariate Regression Analyses for Internalizing Behavior Japanese Female Sample. A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted internalizing behavior in the Japanese female sample. However, the linear combination of individual and family promotive and risk factors
were significantly related to internalizing behavior and explained a significant proportion of the variance in internalizing behavior, $R^2 = .768$, $F(19,1185) = 206.332$, $p<.000$. From this equation it was found that easy temperament ($\beta = -.057$, $p<.010$), emotional intelligence ($\beta = -.078$, $p<.006$), moral development ($\beta = .098$, $p<.000$), self-efficacy ($\beta = .084$, $p<.001$), maternal relationship ($\beta = .083$, $p<.000$), parental relationship ($\beta = .045$, $p<.006$), history of physical abuse ($\beta = .183$, $p<.000$), history of sexual abuse ($\beta = .148$, $p<.000$), favoritism of siblings ($\beta = .139$, $p<.000$), parental depression ($\beta = .224$, $p<.000$) and parents not aware ($\beta = .177$, $p<.000$) had a significant impact on internalizing behavior. It was found that the lower the score on easy temperament and emotional intelligence the more likely youth will have internalizing behaviors. The higher the score on moral development, self-efficacy, maternal relationship, parental relationship, history of physical abuse, history of sexual abuse, favoritism of siblings, parental depression and parents not aware the more likely youth will have internalizing behaviors. Autonomy, creation of a personal myth, humor, optimism, physical beauty, paternal relationship, parental social support, and domestic violence were not predictors of internalizing behaviors.

**Multivariate Regression Analyses for Internalizing Behavior in the Korean Female Sample.** A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted internalizing behavior in the Korean female sample. However, the linear combination of individual and family promotive and risk factors were significantly related to internalizing behavior and explained a significant proportion of the variance in internalizing behavior, $R^2 = .775$, $F(19,969) = 175.341$, $p<.000$. From this equation it was found that physical beauty ($\beta = .057$, $p<.011$), maternal relationship ($\beta = .080$, $p<.001$), paternal relationship ($\beta = -.051$, $p<.045$), parental relationship ($\beta = .042$, $p<.027$), history of
physical abuse (β = .140, p<.000), history of sexual abuse (β = .152, p<.000), favoritism of siblings (β = .152, p<.000), parental depression (β = .208, p<.000) and parents not aware (β = .166, p<.000) had a significant impact on internalizing behavior. It was found that the lower the score on paternal relationship the more likely youth will have internalizing behaviors. The higher the score on physical beauty, maternal relationship, parental relationship, history of physical abuse, history of sexual abuse, favoritism of siblings, parental depression and parents not aware the more likely youth will have internalizing behaviors. Autonomy, creation of a personal myth, easy temperament, emotional intelligence, humor, optimism, moral development, self-efficacy, parental social support and domestic violence were not predictors of internalizing behaviors.

Multivariate Regression Analyses for Internalizing Behavior in the Full Male Sample. A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted internalizing behavior in the male sample. However, the linear combination of individual and family promotive and risk factors were significantly related to internalizing behavior and explained a significant proportion of the variance in internalizing behavior, $R^2 = .693$, $F(19,863) = 102.444$, $p<.000$. From this equation it was found that easy temperament ($β = -.081$, $p<.001$), moral development ($β = .083$, $p<.007$), self-efficacy ($β = .066$, $p<.034$), maternal relationship ($β = .071$, $p<.014$), history of physical abuse ($β = .174$, $p<.000$), history of sexual abuse ($β = .165$ $p<.000$), favoritism of siblings ($β = .094$, $p<.000$), parental depression ($β = .231$, $p<.000$) and parents not aware ($β = .161$, $p<.000$) had a significant impact on internalizing behavior. It was found that the lower the score on easy temperament the more likely youth will have internalizing behaviors. The higher the score on moral development, self-efficacy, maternal relationship, history of physical abuse, history of sexual abuse, favoritism
of siblings, parental depression and parents not aware the more likely youth will have
internalizing behaviors. Autonomy, creation of a personal myth, emotional intelligence, humor,
optimism, physical beauty, paternal relationship, parental relationship, parental social support
and domestic violence were not predictors of internalizing behaviors.

**Multivariate Regression Analyses for Internalizing Behavior in the Chinese Male
Sample.** A multiple regression analysis was conducted to evaluate how well the individual and
family promotive and risk factors predicted internalizing behavior for the Chinese male sample.
The linear combination of individual and family promotive and risk factors were significantly
related to internalizing behavior and explained a significant proportion of the variance in
internalizing behavior, $R^2 = .650$, $F(19,1158) = 112.998$, $p<.000$. From this equation it was found
that autonomy ($\beta = .039$, $p<.043$), easy temperament ($\beta = -.110$, $p<.000$), moral development ($\beta = .085$, $p<.001$),
self-efficacy ($\beta = .068$, $p<.013$), maternal relationship ($\beta = .088$, $p<.000$),
history of physical abuse ($\beta = .158$, $p<.000$), history of sexual abuse ($\beta = .175$, $p<.000$),
favoritism of siblings ($\beta = .082$, $p<.000$), parental depression ($\beta = .226$, $p<.000$) and parents not
aware ($\beta = .171$, $p<.000$) had a significant impact on internalizing behavior. It was found that the
lower the score on easy temperament the more likely youth will have internalizing behaviors.
The higher the score on autonomy, moral development, self-efficacy, maternal relationship,
history of physical abuse, history of sexual abuse, favoritism of siblings, parental depression and
parents not aware the more likely youth will have internalizing behaviors. Creation of a personal
myth, emotional intelligence, humor, optimism, physical beauty, paternal relationship, parental
relationship, parental social support and domestic violence were not predictors of internalizing
behaviors.
Multivariate Regression Analyses for Internalizing Behavior Japanese Male Sample. A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predicted internalizing behavior in the Japanese male sample. However, the linear combination of individual and family promotive and risk factors were significantly related to internalizing behavior and explained a significant proportion of the variance in internalizing behavior, \( R^2 = .705, F(19,1118) = 140.585, p<.000 \). From this equation it was found that easy temperament (\( \beta = -.081, p<.000 \)), moral development (\( \beta = .090, p<.001 \)), self-efficacy (\( \beta = .069, p<.007 \)), maternal relationship (\( \beta = .088, p<.000 \)), history of physical abuse (\( \beta = .180, p<.000 \)), history of sexual abuse (\( \beta = .148 p<.000 \)), favoritism of siblings (\( \beta = .116, p<.000 \)), parental depression (\( \beta = .224, p<.000 \)) and parents not aware (\( \beta = .156, p<.000 \)) had a significant impact on internalizing behavior. It was found that the lower the score on easy temperament the more likely youth will have internalizing behaviors. The higher the score on moral development, self-efficacy, maternal relationship, history of physical abuse, history of sexual abuse, favoritism of siblings, parental depression and parents not aware the more likely youth will have internalizing behaviors. Autonomy, creation of a personal myth, emotional intelligence, humor, optimism, physical beauty, paternal relationship, parental relationship, parental social support, and domestic violence were not predictors of internalizing behaviors.

Multivariate Regression Analyses for Internalizing Behavior in the Korean Male Sample. A multiple regression analysis was conducted to evaluate how well the individual and family promotive and risk factors predict internalizing behavior in the Korean male sample. However, the linear combination of individual and family promotive and risk factors were significantly related to internalizing behavior and explained a significant proportion of the
variance in internalizing behavior, $R^2 = .749$, $F(19,1162) = 182.917$, $p<.000$. From this equation it was found that emotional intelligence ($\beta = -.065$, $p<.034$), moral development ($\beta = .076$, $p<.005$), self-efficacy ($\beta = .064$, $p<.022$), maternal relationship ($\beta = .056$, $p<.023$), parental relationship ($\beta = .052$, $p<.006$), history of physical abuse ($\beta = .161$, $p<.000$), history of sexual abuse ($\beta = .162$, $p<.000$), favoritism of siblings ($\beta = .123$, $p<.000$), parental depression ($\beta = .219$, $p<.000$) and parents not aware ($\beta = .165$, $p<.000$) had a significant impact on internalizing behavior. It was found that the lower the score on emotional intelligence the more likely youth will have internalizing behaviors. The higher the score on moral development, self-efficacy, maternal relationship, parental relationship, history of physical abuse, history of sexual abuse, favoritism of siblings, parental depression and parents not aware the more likely youth will have internalizing behaviors. Autonomy, creation of a personal myth, easy temperament, humor, optimism, physical beauty, paternal relationship, parental social support, and domestic violence were not predictors of internalizing behaviors.
Table 14  
Coefficients for Delinquency

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*p < .10, **p < .05, ***p < .01
Full Sample R Square 765, F 329.570 sig < .000
China Sample R Square .205, F 6.252 sig < .000
Japan Sample R Square .296, F 13.631 sig < .000
Korea Sample R Square .196, F 5.415 sig < .000


### Table 15
Coefficients for Females' Delinquency

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*p<.10, **p<.05, ***p<.01
Full Sample R Square: .66, F(27,5,906) sig < .000
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Japan Sample R Square: .75, F(27,201) sig < .000
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*p<.10, **p<.05, ***p<.01

Full Sample R Square: 0.587, F 216, 513 sig < .000
China Sample R Square: 0.515, F 111, 706 sig < .000
Japan Sample R Square: 0.49, F 112, 339 sig < .000
Korea Sample R Square: 0.42, F 102, 293 sig < .000
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Coefficients for Internalizing Behavior

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Full Sample R Square: .776, F(106, 139) sig < .000
China Sample R Square: .704, F(148, 959) sig < .000
Japan Sample R Square: .668, F(206, 332) sig < .000
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*p<.10, **p<.05, ***p<.01

Full Sample R Square = .693, F = 192.444 sig < .000
China Sample R Square = .650, F = 112.988 sig < .000
Japan Sample R Square = .705, F = 140.585 sig < .000
Korea Sample R Square = .749, F = 182.917 sig < .000
Table 20
Promotive and Risk Factors that Relate to Outcomes Full (S), Female (F), Male (M), China (C), Korea (J), Japan (K), China/Female (CF), China/Male (CM), Japan/Female (JF), Japan/Male (JM), Korea/Female (KF), Korea/Male (KM)

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<td>-S -J</td>
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<td>S C J</td>
</tr>
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<td>S C</td>
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<td>-F -CF -JF</td>
<td>F CF JF KF</td>
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<td>Parents Not Aware</td>
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<td>M CM JM KM</td>
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</table>

### Using the Data to Answer the Research Questions

Best fitting regression equations were developed and will be discussed by responding to the specific research questions. The tables presenting the results of the regression analyses are included following this section. Finally, a table was created to show the best regression equation for each outcome variable by entire sample, and then for the entire sample by gender, and then for the entire sample by country, and then again by country and gender (see Table 21).

**Research Question #1 – Individual Factors.** What individual factors that have been shown to be important to the development of North American, European, and Australian youth impact the outcomes of delinquency and internalizing behaviors in Chinese, Korean and Japanese youth?
There seem to be many North American, European, and Australian individual factors that impact the outcomes of delinquency and internalizing behaviors in Chinese, Japanese, and Korean youth.

**Delinquency and individual factors.** Chinese youth who did not have an easy temperament were more likely to be delinquent. Scoring high on humor was also predictive of delinquency in Chinese, Japanese, and Korean youth. For Japanese youth scoring low on moral development was predictive of delinquency. A high level of physical beauty was predictive of delinquency in Japanese youth. Being more autonomous was predictive of delinquency in Korean youth. Finally, scoring high on history of physical and history of sexual abuse was predictive of delinquency for Chinese, Japanese, and Korean youth. Autonomy, humor, and physical beauty work towards promoting delinquency in Asian youth rather than promoting resilience as they do in American, European and Australian youth.

**Internalizing behaviors and individual factors.** Chinese youth who had not created a personal myth were more likely to have internalizing behaviors. Scoring low on easy temperament was predictive of having internalizing behaviors in Chinese and Japanese youth. For Japanese youth scoring low on emotional intelligence was predictive of having internalizing behaviors. Not having a sense of humor was predictive of internalizing behaviors in Chinese youth. It was shown in Chinese and Japanese youth that not being optimistic was predictive of internalizing behaviors. A high level of physical beauty was predictive of internalizing behaviors in Korean youth. Having a history of physical abuse was predictive of internalizing behaviors in Chinese, Japanese, and Korean youth. Finally, a high score on history of sexual abuse was
predictive of Chinese and Japanese youth having internalizing behaviors. Humor and physical beauty work towards promoting delinquency in Asian youth instead of promoting resilience.

**Research Question #2 – Family Factors.** What family factors that have been shown to be important to the development of North American, European, and Australian youth impact the outcomes of delinquency and internalizing behaviors in Chinese, Korean and Japanese youth?

**Delinquency and family factors.** There seem to be a few North American, European, and Australian family factors that impact the outcomes of delinquency and internalizing behaviors in Chinese, Japanese, and Korean youth. Chinese youth who do not have a good relationship with their mother are more likely to be delinquent. Scoring high on domestic violence was also predictive of delinquency in Chinese, Japanese, and Korean youth. For Chinese and Japanese youth having parents favor siblings was predictive of delinquency. All of these predictors act for Asian youth as the do for American, European and Australian youth.

**Internalizing behavior and family factors.** For Japanese and Korean youth having parents favor siblings was predictive of internalizing behaviors. Scoring high on parental relationship was predictive of internalizing behaviors in Korean youth. Scoring high on parental depression was also predictive of internalizing behaviors in Chinese, Japanese, and Korean youth. Having parents who are not aware of what youth are experiencing is also predictive of internalizing behaviors for Chinese, Japanese, and Korean youth. All of these predictors act for Asian youth as the do for American, European and Australian youth.

**Research Question #3 – Differences by Gender for Individual Factors.** Are there differences in individual factors that impact the outcomes of delinquency and internalizing behaviors by gender in Chinese, Korean and Japanese youth?
**Delinquency, individual factors, and gender.** Delinquency was predicted by autonomy in Korean female youth. Chinese and Korean female youth who did not have an easy temperament were more likely to be delinquent. Having a low score on emotional intelligence was predictive of delinquency in Chinese, Japanese, and Korean female youth. Scoring high on humor was also predictive of delinquency in Chinese, Japanese, and Korean female youth. For Japanese female youth scoring low on moral development was predictive of delinquency. A high level of physical beauty was predictive of delinquency in Japanese female youth. Finally, scoring high on history of physical abuse and history of sexual abuse was predictive of delinquency for Chinese, Japanese, and Korean female youth. Autonomy, humor, and physical beauty work towards promoting delinquency in Asian female youth instead of promoting resilience.

Delinquency was predicted by autonomy in Korean male youth. Japanese male youth who scored low on emotional intelligence were more likely to be delinquent. Scoring high on humor was also predictive of delinquency in Chinese, Japanese, and Korean male youth. Having a low score on moral development was predictive of delinquency in Chinese, Japanese, and Korean male youth. For Japanese male youth scoring high on having a history of physical abuse was predictive of delinquency. Finally, scoring high on a history of sexual abuse was predictive of delinquency for Chinese, Japanese, and Korean male youth. Autonomy and humor work towards promoting delinquency in Asian male youth instead of promoting resilience.

**Internalizing behavior, individual factors and gender.** Internalizing behavior was predicted by a low score on easy temperament in Chinese and Japanese female youth. Chinese and Japanese female youth who had a high level of morality were more likely to have internalizing behaviors. A high level of physical beauty was predictive of internalizing behaviors.
in Chinese and Korean female youth. Finally, scoring high on history of physical abuse and
history of sexual abuse was predictive of internalizing behaviors for Chinese, Japanese, and
Korean female youth. Physical beauty worked towards promoting delinquency in Chinese and
Korean female youth instead of promoting resilience.

Internalizing behavior was predicted by a high score on autonomy in Chinese male youth.
Chinese and Japanese male youth who had a low score on easy temperament were more likely to
have internalizing behaviors. For Chinese, Japanese, and Korean male youth being morally
developed was a predictor of internalizing behavior. Finally, scoring high on history of physical
abuse and history of sexual abuse was predictive of internalizing behaviors for Chinese,
Japanese, and Korean male youth. Autonomy worked towards promoting delinquency in Chinese
male youth instead of promoting resilience.

Research Question #4 – Differences by Gender for Family Factors. Are there
differences in family factors that impact the outcomes of delinquency and internalizing behaviors
by gender in Chinese, Korean and Japanese youth?

**Delinquency, family factors and gender.** Delinquency was predicted by having a low
score on maternal relationship in Chinese, Japanese, and Korean female youth. Chinese,
Japanese, and Korean female youth who experienced domestic violence were more likely to be
delinquent. Having parents who favored siblings was predictive of delinquency in Chinese,
Japanese, and Korean female youth. Having a high score on parental relationship was predictive
of internalizing behaviors in Korean female youth. Finally, for Japanese female youth having
parents who were depressed also predicted delinquent behavior. All of these predictors act as
expected for Asian youth as they do for American, European and Australian youth.
Delinquency was predicted by having a low score on maternal relationship in Chinese and Korean male youth. Chinese, Japanese, and Korean male youth who experienced domestic violence were more likely to be delinquent. Having parents who favored siblings was predictive of delinquency in Chinese, Japanese, and Korean male youth. Finally, for Chinese, Japanese, and Korean male youth having parents who were depressed also predicted delinquent behavior. All of these predictors act as expected for Asian youth as they do for American, European and Australian youth.

**Internalizing behaviors, family factors and gender.** For Chinese, Japanese, and Korean female youth having parents favor siblings was predictive of internalizing behaviors. Scoring high on parental depression was also predictive of internalizing behaviors in Chinese, Japanese, and Korean female youth. Finally, having parents who are not aware of what youth are experiencing is predictive of internalizing behaviors in Chinese, Japanese, and Korean youth. All of these predictors act as expected for Asian youth as they do for American, European and Australian youth.

For Chinese, Japanese, and Korean male youth having parents favor siblings was predictive of internalizing behaviors. Scoring high on parental depression was also predictive of internalizing behaviors in Chinese, Japanese, and Korean male youth. Finally, having parents who are not aware of what youth are experiencing is predictive of internalizing behaviors in Chinese, Japanese, and Korean male youth. All of these predictors act as expected for Asian youth as they do for American, European and Australian youth.

**Research Question #5 – Asian Profile.** Examining the full sample of East Asian youth there were several individual factors that predicted delinquency.
Asian youth and delinquency. Those youth who scored low on emotional intelligence were more likely to be delinquent. Scoring high on humor was also predictive of delinquency in the full sample of East Asian youth. For East Asian youth scoring low on moral development was predictive of delinquency. A high level of physical beauty was predictive of delinquency in East Asian youth. Finally, scoring high on history of physical and history of sexual abuse was predictive of delinquency for East Asian youth. Humor and physical beauty work towards promoting delinquency in Asian youth instead of promoting resilience.

There seem to be a few North American, European, and Australian family factors that impact the outcomes of delinquency in the full sample of East Asian youth. East Asian youth who do not have a good relationship with their mother are more likely to be delinquent. Scoring high on domestic violence was also predictive of delinquency. For the full sample of East Asian youth having parents favor siblings was predictive of delinquency. Finally, having parents who had experienced depression was predictive of delinquency. All of these predictors act as expected for Asian youth as they do for American, European and Australian youth.

Asian youth and internalizing factors. After analyzing the full sample of East Asian youth there were several individual factors that predicted internalizing behavior. Those youth who scored low on easy temperament were more likely to have internalizing behaviors. Scoring high on moral development was also predictive of having internalizing behaviors in the full sample of East Asian youth. For East Asian youth scoring high on physical beauty was predictive of internalizing behavior. Finally, scoring high on history of physical abuse and history of sexual abuse was predictive of delinquency for East Asian youth. Physical beauty worked towards promoting delinquency in Asian youth instead of promoting resilience.
There appear to be a few North American, European, and Australian family factors that impact the outcomes of internalizing behavior in the full sample of East Asian youth. East Asian youth whose parents favor siblings are more likely to have internalizing behaviors. Scoring high on parental depression was also predictive of internalizing behaviors. Finally, having parents who were not aware of what their youth were experiencing was predictive of internalizing behaviors. All of these predictors act as expected for Asian youth as they do for American, European and Australian youth.

Table 21
*Best Fitting Regression Equation for Each Variable by Full Sample and Gender using Unstandardized Coefficients*

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<tr>
<th>Outcome Variable</th>
<th>Sample</th>
<th>Equation</th>
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<td>Delinquency = .822 - .086 Easy Temperament + .076 Humor - .066 Maternal Relationship + .093 History of Physical Abuse + .344 History of Sexual Abuse + .106 Domestic Violence + .066 Favoritism of Siblings</td>
<td>.195</td>
<td>22.456 p&lt;.000</td>
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<tr>
<td>Delinquency</td>
<td>Japanese Sample</td>
<td>Delinquency = .599 + .092 Humor - .145 Moral Development + .068 Physical Beauty + .138 History of Physical Abuse + .251 History of Sexual Abuse</td>
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<td>34.435 p&lt;.000</td>
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<td>Sample</td>
<td>Formula</td>
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Chapter Five: Discussion

Chapter five will discuss the summary conclusions, cultural interpretation of the findings, policy and clinical interventions based on the findings, limitations of the research and direction for future research.

Summary Conclusions

This dissertation is one of the first to investigate individual and family promotive and risk factors of Chinese, Japanese, and Korean youth that are associated with delinquency and internalizing behaviors. There are many aspects of East Asian culture that are unique, however, this study found that out of the 19 variables that were examined, 15 of the variables predicted at least one if not both of the outcomes.

Delinquency

The individual promotive factors that were significant to the outcome of delinquency were: autonomy, easy temperament, emotional intelligence, humor, moral development, and physical beauty. The individual risk factors that were significant to delinquency were: having a history of physical abuse, and having a history of sexual abuse. The family promotive factor that was significant to delinquency was maternal relationship. The family risk factor that was significant to delinquency was domestic violence, favoritism of siblings, and parental depression.

Internalizing Behavior
The individual promotive factors that were significant to the outcome of internalizing behaviors were: autonomy, creation of a personal myth, emotional intelligence, easy temperament, humor, moral development, optimism, and physical beauty. The individual risk factors that were significant to internalizing behaviors were: having a history of physical abuse, and having a history of sexual abuse. The family promotive factor that was significant to internalizing behaviors was maternal relationship and parental relationship. The family risk factor that was significant to internalizing behaviors was domestic violence, favoritism of siblings, parental depression, and parents not aware.

**Significant Promotive Factors**

**Autonomy.** Finding these individual and family protective and risk factors to be significant in the Chinese, Japanese, and Korean samples is similar to what has been found in North American, European, and Australian literature. Being an autonomous and independent individual was found to be predictive of delinquency in the full male sample, the Korean full sample, the Korean female sample, and the Korean male sample, and of internalizing behaviors in the Chinese male sample. Although it has long been discussed that autonomy often appears to be a positive developmental change for adolescents for those adolescents who do not have the social skills or emotional balance to handle the change or who have families who are experiencing dysfunction (Allen et al., 2002; Allen, Hauser, Bell & O’Conner, 1994; Steinberg, 1990) becoming more autonomous can result in negative behaviors (Allen et al., 2002; McElhaney & Allen, 2001).
Increasing autonomy characterizes adolescent relationships with their parents, including the physical separation characterized by late adolescents (Hill & Holmbesck, 1986). This autonomy can be threatening and result in an angry or dysfunctional response (Allen et al., 2002). For adolescents who experience family dysfunction, delinquent behavior can be a result of feeling anxious and frustrated (Allen et al., 2002). These findings are consistent with the literature that associated attachment insecurity with externalizing behaviors at other points in the lifespan (Fagot & Kavanagh, 1990; Rosenstein & Horowitz, 1996).

Creation of a personal myth. Youth who had not created a personal myth, or a plan of who they are and where they are going, was found to be a predictor of having internalizing behavior in the full Chinese sample. Acting as a guide and a plan for youth, having a personal myth was found to be an important promotive factor for resilience outcomes (Erikson, 1968; Garbarino, Dubrow, Kostelny, & Pardo, 1992; Garmezy, 1996; Hartner, 1999; Howard, Dryden, & Johnson, 1999; Kroger, 2000; Kumpfer, 1999; McAdams, 1993; McLean, 2005; Wang, Haertel, & Walberg, 1994). A personal myth gives youth a sense of purpose as well as, aspirations for the future (Howard, Dryden, & Johnson, 1999; Wang, Haertel, & Walberg, 1994). This promotes youth’s sense of self, and allows them to maintain a belief that they have control over their future even when they are faced with difficult situations (Werner, 1990).

Easy temperament. It has been agreed upon by researchers (Ruschena et al., 2005; Smith & Prior, 1995; Tschann, Kaiser, Chesner, Alkon, & Boyce, 1996; Wyman et al., 1999) that having an easy temperament is considered to be a promotive factor. Youth
who have an easy temperament are found to have fewer behavioral issues than youth with difficult temperaments (Ruschena et al. 2005; Smith & Prior, 1995; Tschann, Kaiser, Chesner, Alkon, & Boyce, 1996; Wyman et al., 1999). Chess and Thomas (1987, 1996) discuss three youth temperament styles that persist through life: the easy child, the slow-to-warm-up child, and the difficult child. Children who have an easy temperament are characterized by regular biological functions, positive approach to new situations and people, easily adapt to change, and a predominately positive mood (Chess and Thomas, 1987, 1996). Children who are slow-to-warm-up are characterized by responding negatively to new situations and people, adapt slowly to change, react quietly or with mild fussing, and have a tendency to have irregular sleeping and feeding schedules (Chess and Thomas, 1987, 1996). Children who are difficult are characterized by irregular biological functions, negative reactions to new people and situations, slow adaptability to change, intense mood expressions that are often negative, and irregular sleeping and feeding schedules (Chess & Thomas, 1987, 1996).

Having an easy temperament has been found to be essential for youth to have resilient outcomes (Garmezy, 1985, 1993). Youth who did not have an easy temperament were found to be predictive of both delinquency in the Chinese sample, full female sample, Chinese female sample, Korean female sample, and of internalizing behaviors in the full sample, Chinese sample, Japanese sample, Chinese female sample, Japanese female sample, full male sample, male Chinese sample, and male Japanese sample.

**Emotional intelligence.** The ability to understand one’s own emotions has been found to be a promotive factor by researchers (Goleman, 1995, 1998, 2001; Laser &

**Humor.** Humor was found to be a promotive factor for internalizing behaviors in the Chinese sample. Chinese youth who were funny were protected from internalizing behaviors. Overall, having a sense of humor has been found to buffer psychological stress and the negative effects it can have on a person (Bricker, 1980; Civikly, 1986; Landy & Mettee, 1969; Nezu, Nezu, & Blissett, 1988; Smith & Powell, 1988). Being able to reduce stress and tension for oneself and others is an important factor for resilience. Humor can protect children and gain affection from others (Wang, Haertel, & Walberg, 1994). Positive humor can also bolster youth’s psychological well-being (Martin, 2001).

However the promotive factor of humor operated as a risk factor for the outcome of delinquency for all the samples. Those youth who were more delinquent were also more likely to be humorous. Though not often understood as such, humor can also be used to express hostility (Berkowitz, 1970; Byrne, 1956; Civikly, 1986; Goodchilds, 1959; Landry & Mettee, 1969); Zillman & Cantor, 1976). Freud, Strachey, and Freud
(1960) introduced the concept of hostile humor, distinguishing between innocent and tendentious jokes, calling hostile humor disguised aggressiveness. When youth use hostile jokes they can avoid being obviously aggressive and express their hostility with humor (Freud, Strachey, & Freud, 1960). Attempts to conceptualize aggressive humor has been done by examining individual’s reaction to hostile cartoons (Byrne, 1956), sexual cartoon (Baron, 1978), hostile jokes (Leak, 1974), witnessing aggressive humor (Berkowitz, 1970), and exposure to hostile humor (Baron, 1978). More recently researchers have shown that negative humor is used to transmit verbally aggressive messages (Berkowitz, 1970; Civikly, 1989; Landy & Mettee, 1969), to demean others (Civikly, 1989; Zillman & Cantor, 1976), to control others, (Civikly, 1983, 1989; Goodchilds, 1959), and to put others in their place (Byrne, 1956; Civikly, 1989).

**Moral development.** Moral development is helpful for adolescents as it allows for youth to be able to recognize trouble and to avoid it, making choices because it is the right thing to do. It has been found in several research studies that youth who are morally developed had better outcomes (Brooks and Goldstein, 2001; Jessor, Van Den Bos, Vanderryn, Costa & Turbin, 1995; Kumpfer, 1999). The decrease of moral development was found predict delinquency in the full sample, Japanese sample, Japanese female sample, full male sample, Chinese male sample, Japanese male sample, and the Korean male sample. However, being highly moral was predictive of internalizing behaviors in the full sample, Chinese sample, Chinese female sample, Japanese female sample, full male sample, Chinese male sample, Japanese male sample and Korean male sample.
**Optimism.** Optimism is important for adolescents to have especially in difficult times (Gilhan & Reivich, 2004). Researchers have found optimism to be fundamental to youth’s development (Peterson, 2000; Seligman, 2006). In studies that look at youth who have a strong sense of optimism versus those learned helpless youth (Dweck & Licht, 1980; Fincham, Hakoda, & Sanders, 1989; Martinek & Griffith, 1993, 1994; Martinek & Hellison, 1997; Stipek & Kowalski, 1989) those youth with hope and optimism are able to focus on figuring how to overcome the challenges in their way. Youth who are optimistic see challenges as temporary setbacks, versus a permanent place (Martinek & Mellison, 1997). Those youth who do not have hope do not have the drive to want to change their circumstances (Martinek & Mellison, 1997). Optimism, or having a lack of optimism, has a profound impact on youth’s perception and there for the resilience outcomes. In the Chinese sample it was found that youth who have less optimism are more likely to be delinquent.

**Physical beauty.** Physical beauty has been shown to be an important aspect of self-worth and mental health (Harter, 1990). However, when physical maturity especially in females comes early youth are at greater risk for delinquency as compared to those youth who develop late (Caspi & Moffitt, 1991; Simmons & Blyth, 1987; Stattin, & Magnusson, 1990). Delinquency and early development may be linked for two distinct reasons. First, visible changes in appearance as a result of puberty can signal to others in the youth’s life that they are ready to take on more adult like experiences and responsibilities (Haynie, 2003). Youth may in turn understand this treatment as a social pressure to engage in precocious behaviors (Eichorn, 1975; Simmons & Blyth, 1987).
example, when youth are allowed to stay out later and as a result is encouraged by peers to engage in drinking or smoking (Haynie, 2003).

Second, youth may find themselves in social contexts where greater opportunity to participate in delinquent behavior (Haynie, 2003). Female youth for example, may be encouraged by peers to date older males allowing for opportunity to participate in behavior that is delinquent (Haynie, 2003). The intersection between biology and social contexts may also explain why youth, specifically females, who are more physically developed engage in delinquent behaviors. In this study, increased physical beauty was a predictor of both delinquency in the full sample, the Japanese sample, the full female sample, the Japanese female sample and in internalizing behaviors for the full sample, the Korean sample, Chinese female sample, Korean female sample.

**Maternal and paternal relationship.** Having good relationships with parents has been found by researchers to be a protective factor, creating successful outcomes for youth (Cicchetti & Lynch, 1993; Cicchetti, Toth, & Rogosch, 2000; Cowen, Wyman, Work, Kim, Fagen, & Magnus, 1997; Jessor, Van Den Bos, Vondraeyn, Costa, & Turbin, 1995; Laser et al., 2007a; Luthar, 1999; Masten & Coatsworth, 1998; Roth & Brooks-Gunn, 2000; Wang, Haertel, and Wallberg, 1994). For adolescents, having a healthy attachment to parental figures is important (de Haan, Prinzie, & Deković, 2009). Being accepted by parents is found to correlated with adolescent adjustment (Rohner & Britner, 2002; Rothbaum & Weisz, 1994). However, being rejected by parents has been shown to have detrimental emotional and behavioral effects on adolescents (Fotti et al, 2006; Loeber & Stouthamer-loeber, 1986; Parker & Asher, 1987). Evidence has been provided
to support the detrimental effects of negative parenting (Dishon & Patterson, 2006; Snyder, Cramer, Afrank, & Patterson, 2005, Wood, McLeod, Sigman, Hwang, & Chu, 2003). Delinquency in this study was then predicted when youth had poor relationships with their mother in the full sample, Chinese sample, full female sample, Chinese female sample, Japanese female sample, Korean female sample, full male sample, Chinese male sample, and the Korean male sample. Paternal relationship was not found to be a significant predictor in this study, which may be explained by the Asian work ethic of men working long hours away from home and the delineation of parenting as a more female endeavor.

**Parental relationship.** Typically, parents having a good relationship has been shown to be a promotive factor for youth (Cicchetti & Lynch, 1993; Emery & Forehand, 1996; Rutter, 1989, 1999; Werner, 1986). However for the Korean sample and the Korean female sample that the opposite was true, parents who had a good relationship was predictive of internalizing behaviors. It is possible that youth who have parents who have a strong and dynamic relationship do not receive as much attention from their parents and feel rejected. Negative experiences, such as parental rejection, can create for youth feelings of unworthiness resulting in impaired self-esteem, depressive feelings, and a negative world view (Rohner, 2000).

**Significant Risk Factors**

As we know these effects are harmful to North American, European, and Australian youth, however they appear to be just as detrimental to East Asian youth.
History of physical abuse. History of physical abuse was predictive of delinquency in all but three of the male samples: full male sample, Chinese male sample, and Korean male sample. History of physical abuse was predictive of internalizing behaviors in all of the samples. Having a history of child abuse has long been connected with delinquency and internalizing behaviors (Ammerman et al., 1986; Conaway & Hansen, 1989; Fantuzzo, 1990; Lamphear, 1985; Malinosky-Rummell & Hansen, 1993) in North American, European, and Australian youth. In this study it was also conclusive that having a history of physical abuse is also predictive of delinquency in East Asian youth.

However, it was not predictive for the full sample of males, Chinese sample of males and the Japanese sample of males and this could possibly be explained by the concept of corporal punishment. Corporal punishment refers to “the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child’s behavior (Straus, 1994, p. 4). Although, corporal punishment has often been linked to detrimental outcomes for youth (Cohen & Brooks, 1994; McCord, 1991, 1997; Straus, 1991 1994) it has also been found to be an effective deterrent in negative youth behavior especially when it is accepted widely in the culture such as in East Asian culture (Deater-Deckard & Dodge, 1997; Gunnoe & Mariner, 1997). Turner & Muller (2004) found that levels of corporal punishment differs by gender, and that males often experience greater levels of corporal punishment. This being said it is possible that males, especially East Asian males expect a certain level of
physical abuse (corporal punishment), and therefore do not experience some of the
harshest punishment as physical abuse.

**History of sexual abuse.** Having a history of sexual abuse was predictive of
delinquency except the full Korean sample, and predictive of internalizing behaviors in
all of the samples except the full Korean sample. Research has shown that having a
history of sexual abuse has been shown to be a risk factor for people across a variety of
demographic characteristics including age, gender, race and ethnicity (Beitchman,
Zucker, Hood, daCosta, & Akman, 1991; Beitchman, Zucker, Hood, daCosta, Akman,
Cassavia, 1992). Having a history of sexual abuse has been shown to be predictive of
delinquency (Burgess, Hartman, & McCormack, 1987; Eisenman, 1993; Smith, 1988)
and internalization (Fagot, Hagan, Youngblade, & Potter, 1998; Friedrich, Urquiza, &
Beilke, 1986). This phenomenon that is predictive in North American, European, and
Australian youth is also a powerful predictor of delinquency and internalizing behaviors
in East Asian youth.

**Parental depression.** Parental depression predicted both delinquency and
internalizing behaviors. Parents who experience depression are more likely to have
negative interactions with their children from infancy into adolescents (Field 1984; Jacob
& Johnson, 1997). Children of parents who are depressed can cause deleterious effects on
parenting behaviors (Lovejoy et al., 2000) resulting in increased risk for externalizing
behaviors (Ge et al., 1996; Heller & Baker, 2000; Kim-Cohen et al, 2005) and
internalizing behaviors (Wickramarante & Weissman, 1998). The results of this study
show that not only is this true to North American, Europe and Australian youth but
having a parent who is depressed is also a predictor of delinquency and internalizing behaviors for East Asian youth.

**Favoritism of siblings.** Favoritism of siblings was predictive of both delinquency and internalizing behaviors. Literature regarding family treatment of siblings during childhood has demonstrated convincingly that favoritism of siblings has consequences (Suitor, et al., 2009). Arguments by Freud (1930, 1961) and Adler (1956) have demonstrated that being the child who is not favored is associated with decreased well-being. Being the favored child has been shown to have increased well-being (Suitor et al., 2008) resulting in greater success as adults compared to their siblings (Hertwig, Davis, & Sullloway, 2002; Steelman & Powell, 1991).

**Domestic violence.** Domestic violence predicted delinquency in the East Asian samples. This is not surprising as children in North American, Europe and Australia who are exposed to chronic violence have been shown more likely to be violent by various researchers (Halperin et al., 1995; Hickey, 1991; Koop et al., 1992; Lewis et al., 1989; Loeber et al., 1993). Having grown up in an environment that allows for learning and modeling behaviors which teach that violence is acceptable; children will therefore use this as a model for solving their own problems (Perry, 1997). This model can result in delinquency and violent acts (Perry, 1997). This research has shown that domestic violence is a predictor of delinquent behavior for East Asian youth.

**Parents not aware.** Adolescents are more likely to take part in risk behaviors when they have little parental monitoring (Stanton et al., 2000). Parental monitoring is not just the supervision of youth, but it is also communication between the youth and
their parents or primary caretakers (Stanton et al., 2000). Although parental monitoring is often associated with externalizing behaviors, parental monitoring has also been shown to be a predictor of internalizing behaviors (Jacobson & Crockett, 2000). Barber, Olsen, and Shagle (1994) found that parental monitoring was associated with adolescent well-being, specifically that a lack of parental control was associated with internalizing problems. Parents not aware predicted internalizing behaviors for East Asian youth in this study. Demonstrating that parents not aware is a predictor of internalizing behaviors.

**Cultural Interpretation of the Findings**

**Delinquency.** Behavior of youth in East Asian has been historically strictly controlled with the traditional culture and following norms that foster group harmony and the collectivist tradition (Hsu, 1948; Triandis, 1995; Yang, 1981). Traditionally, in order to be a member of the in-group personal opinions and individual differences had to be sacrificed (Kim & Markus, 1999). However, East Asian youth are changing, especially with the industrialization and modernizations of China (Wang, 2000), the rise of wankamono bunka in Japan (Kinsella, 1998), and the democracy and economic prosperity of Korea (Dator & Seo, 2004). East Asian youth are becoming less conforming and more independent and free thinking. However, this independence is considered by their collectivist traditional roots to go against all that is for the good of the larger society and therefore is seen as a negative force. Comparing the beliefs, values, and norms of the younger generation to that of the older generations, which is more conservative, the younger generations values political progressiveness and cultural liberalism (Park Harmsen & Seo, 1993). Diversity and individual freedom are becoming important, and
the traditional core values of East Asia, conformity, authority, stability, solidarity and collectivism are being questioned by youth (Park Harmsen & Seo, 1993).

**Internalizing behavior.** The association between not having an easy temperament and moral development and internalizing behaviors was strongly significant. Youth who had a difficult temperament were found to have greater internalizing behaviors, youth who had higher score on moral development were also more likely to having internalizing behaviors. Because of this youth with higher moral development, and youth with difficult temperaments may be at risk for internalizing behaviors. Historically, East Asian culture is one of tradition (Fiske et al., 1998; Markus & Kityama, 1994) with an overall cultural goal of group harmony (Hsu, 1948; Yang, 1981). Youth are taught to be true to these traditions and responsive to the standards of proper behavior, particularly behaviors which benefits the group (Fiske et al., 1998; Marrkus & Kitayama, 1994). East Asians have traditionally experienced life satisfaction because they are following these social norms (Suh, Diener, Oishi, & Triandis, 1998). However, as was discussed previously, East Asian youth are changing and becoming more independent (Bai, 1998; Dator & Seo, 2004; Jin, 2003; Kinsella, 1998; Yu, 1997). As a result, youth are struggling with this shifting culture they are participating and their traditional values because it leaves them outside of the larger society.

**Policy and Clinical Interventions Based on the Findings**

The research in this dissertation revealed that delinquency and internalizing behaviors of East Asian youth can be explained by several of the same predictors that explain delinquency and internalizing behaviors for North American, European, and
Australian youth. Further steps towards primary prevention or reduction of delinquency or internalizing behaviors should include increased efforts to end physical abuse, sexual abuse, domestic violence, favoritism of siblings and parental depression. In order to develop these programs it will also be important to look at the location of the population, and gender of the population in order to focus the policy or interventions so the desired outcomes are achieved. This information can help to guide clinical practitioners to better understand the social influences and the cultural influences that impact East Asian youth.

**Limitations of the Research**

There are some limitations to the research. Survey research has weaknesses because it must be standardized. However, in order to do this, there is an attempt to depict unusual circumstances using typical standards. According to Rubin and Babbie (2005) questions that are standardized represent “the least common denominator in assessing people’s attitudes, orientations, circumstances, and experiences” (p. 303).

Secondly, the research is based on youth self-report. The advantage is that the researcher obtains the youth’s point of view, however the disadvantage is that there can be bias due to only listening to the youth’s point of view.

Another important issue is that humans are not always truthful; they may deceive themselves or the researcher as an attempt to be social desirable. Especially on a survey questionnaire, it is not possible for respondents to provide a full level of detail to their response.
Finally, the results of three surveys were combined, the largest group being Chinese youth. Because this sample is larger than the other samples, the data was influenced by this group’s results in the overall samples.

**Direction for Future Research**

Using the survey with other East Asian groups living in Thailand, Hong Kong, Mongolia, Macau or Taiwan would give further insight into the risk and resilience factors of the youth culture of East Asia today. The survey has been developed to be used in the United States, Senegal, and Ghana, analyzing these results and developing an understanding of how they are the same and different from the East Asian results would give a better understanding to how youth in different regions differ in risk and promotive factors. Also, further developing the survey to be used in other parts of the world would be interesting, allowing for a better understanding of promotive and protective factors in other regions and if the same factors that have been found in North American, European, and Australian youth influence those in other areas.

Finally, it would also be interesting to develop a qualitative section for the survey. It would be interesting to gain an understanding of the language youth use to describe their own experiences. This would give a better idea if youth are expressing the same or different reasons that are triggering the results of delinquency and internalizing behaviors.
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Appendix A
Life Events Survey for Youth Revised (LESY-R) China
Julie Laser 2005
With material adapted from the Teen Assessment Project (TAP) Survey written by Steven Small, 2000 and the NLSY 79, 2000

How often did these things happen while you were growing up?  
5=Always, 4=Most of the Time, 3=Sometimes, 2=Occasionally, 1=Never

105. My mom was very sad or depressed
106. My dad was very sad or depressed.
107. My mom was stressed out
108. My dad was stressed out.
109. My mom had friends to help her out.
110. My dad had friends to help him out.
111. My mom had family to help her out
112. My dad had family to help him out.
113. My mom was not aware of what I was doing.
114. My dad was not aware of what I was doing.
115. I was hit when I misbehaved.
116. I was hit when my academic performance did not satisfy my parents.
117. I was hit when I did not give my parents respect.
118. I was hit when I embarrassed my family.
119. I was hit when my father/mother was in a bad mood.
120. I felt lonely.
121. I did not feel like eating, my appetite was poor.
122. I had trouble keeping my mind on what I was doing.
123. I felt depressed.
124. I felt that everything was an effort.
125. My sleep was restless.
126. I felt sad.
127. I could not get “going”.
128. I watched sexually explicit television shows or movies.
129. I watched violent television shows or movies.
130. I did not like myself.
131. I had a severe physical illness.
132. I thought about killing myself.
133. I was confused about my sexual orientation.
134. My dad ate dinner with me.
135. My mom ate dinner with me.
136. My dad was at home when I went to bed.
137. My mom was at home when I went to bed.
138. My dad had meetings after 5:00.
139. My dad was away from home overnight.
140. My mom drank alcohol to get drunk.
141. My father drank alcohol to get drunk.
142. My mom favored my sibling(s) over me. (If you have no siblings do not answer.)
143. My dad favored my sibling(s) over me. (If you have no siblings do not answer.)
144. My home was too small for our family.
145. I listened to Hip Hop music or watched Hip Hop music videos.
146. I wore Hip Hop clothes.
147. I considered myself to be part of the Hip Hop culture.
148. My neighborhood was not safe after dark.
149. Street gangs operated in my neighborhood.
150. I knew people who were involved with street gangs.
151. I was involved with street gangs.

**How often have you used the following during the past year?**
5=Daily, 4=weekly, 3=1-3 times per month, 2=once or twice this year, 1=never
152. I use tobacco.
153. I use alcohol (beer, wine, whiskey, etc).
154. I use marijuana.
155. I use inhalants (paint thinner, lighter fluid).
156. I use prescription drugs or over the counter drugs for non-prescription purposes.
157. I use cocaine/crack.
158. I use steroids.
159. I use ecstasy or other designer drugs.

**How old were you the first time this occurred?**
1=never occurred, 2=13 or younger, 3=14-15 years old, 4=16-17 years old, 5=18+ years old
160. The first time I had sexual intercourse I was______ years old.
161. The first time I had oral sex I was______ years old.
162. The first time I smoked cigarettes I was______ years old.
163. The first time I got drunk I was______ years old.
164. The first time I used drugs I was______ years old.
165. The first time I stole something I was______ years old.

**How often has the following occurred:**
1=1 time, 2=2 times, 3=3 times, 4=4 or more times, 5=Never
166. I was touched inappropriately by a stranger.
167. I was pressured to have sex when I did not want to.
168. I was sexually abused by an adult.
169. I had sex or performed sexual acts to obtain things I wanted.
170. I had sexual contact with a person of the same sex.
171. I was bullied at school.
172. I was undervalued because of my gender.
173. I shoplifted.
174. I took money from my parents without asking them.
175. I vandalized public or private property.
176. I saw my father hit my mother.
177. I heard my father be verbally abusive to my mother.
178. I saw my mother hit my father.
179. I heard my mother be verbally abusive to my father.
180. I had problems with the police.
181. My dad was incarcerated.
182. My mom was incarcerated.
183. My family moved.
184. I spent time at a youth center.
185. I have had _____ sexual partners 1=1, 2=2-, 3=3, 4=4 or more, 5=none

What percentage of your peers do you believe does the following things:
1=Almost none (less than 10%), 2=About 25%, 3=About half (50%), 4=About 75%,
5=Almost all (more than 90%)
186. Smoke cigarettes.
187. Get drunk at least once a month.
188. Belong to a gang.
189. Have been in trouble with the police.
190. Have used marijuana, inhalants or other drugs.
191. Are involved in Hip Hop culture.
192. Have had sexual intercourse.
193. Have had more than 4 sexual partners.
194. Are unsure what they want to do with their lives.
195. Have thought about different careers.
196. Have trouble with their parents.
197. Have trouble with their boyfriend/girlfriend.
198. Are lonely.
199. Are depressed.
200. Have thought about killing themselves.
201. Have attempted suicide.
202. Use birth control.
203. Are happy.
204. Enjoy life.
205. Look forward to the future.
206. Have a plan for the future.
207. Have a belief system.
Responses range from strongly agree (5) to disagree strongly (1).
208. I prefer time on the Internet than with real people.
209. My desire to be on the Internet interferes with my studying.
210. My desire to be on the Internet interferes with my sleep.
211. My desire to be on the Internet interferes with my activities.
212. It is painful when I can not spend time everyday on the Internet.
213. My personality fits well with my parent(s) personality.
214. I feel like my parents and I never really connected.
215. My parent(s) and I have trouble finding common ground with each other.
216. My parent(s) and I have different expectations for my future.
217. What happens to me is my own doing.
218. Sometimes I feel that I do not have enough control over the direction my life is taking.
219. I believe what happens to me is governed by chance or outside forces.
220. I believe people can control destiny by their own efforts and action.

Thank you for your truthfulness and your time!
Appendix B

Laser Ecological Protective Factors for Young Adults-Revised China
LEPFYA–R
Julie Laser, 2005

Responses range from strongly agree (5) to disagree strongly (1).
21-If family members are treating me poorly, I have the right to get away from them.
22-If friends are treating me poorly, I have the right to get away from them.
23-If my boyfriend/girlfriend is treating me poorly, I have the right to get away from him/her.
24-I believe that I will have a happy life.
25-I believe that if I work hard I will be successful.
26-I believe that I can make my plans a reality.
27-In uncertain times, I usually expect the best.
28-I am always optimistic about my future.
29-I believe that even when I have problems, things will turn out OK.
30-I have a friend that I can trust to give me good advice.
31-I have no friends that really know me.
32-I feel that my friend(s) would do anything to help me out.
33-I feel that my friends are only interested in what I can do for them.
34-At college, there is an instructor that I like to talk to about my studies.
35-At college, there is an instructor that I would like to be like when I am an adult.
36-At college, there is an instructor that has taken a particular interest in me.
37-I think highly of my father.
38-My father is a person I would like to be like.
39-I really enjoy spending time with my father.
40-I think highly of my mother.
41-My mother is a person I would like to be like.
42-I really enjoy spending time with my mother.

Responses range from always (5) to never (1).
43-I am able to make people laugh when they are feeling down or stressed.
44-I feel that having a sense of humor helps me out.
45-I can find something to chuckle about even when things look bleak.
46-When I see others I know complete a task, I feel like I can complete the task too.
47-If I have been successful in the past, I am usually successful again.
48-If I put my mind to it I can be successful.
49-I am easily distracted.
50-It is hard for me to adapt to change.
51-I have a short attention span.
52-I am uncomfortable meeting new people.
53-My friends consider me to be attractive.
54-I consider myself to be attractive.
55-I have received positive attention because I am attractive.
56-I have a strong sense of shame if I do something wrong.
57-I think I should do what is right even if it will make me unpopular.
58-I consider others feelings when I make decisions.
59-I feel guilty if I do not do what I know is right.
60-I think about ideas from different points of view.
61-I am open to new ideas.
62-I know my own feelings and emotions.
63-I can wait to get what I want.
64-I know how to motivate myself so that I will finish what I started.
65-I am good at understanding how others are feeling.
66-I have friends of both sexes.
67-My belief system helps guide my decisions.
68-My belief system gives me hope for the future.
69-I feel that I should not ask for help from others.
70-I do not ask people for help because I am afraid of being turned down.
71-Regarding your boyfriend/girlfriend, how often does she/he express affection or love for you. (If you have no boyfriend/girlfriend do not answer)
72-Regarding your boyfriend/girlfriend, how often does she/he encourage or help you to do things that are important to you. (If you have no boyfriend/girlfriend do not answer)
73-In the neighborhood I grew up, I knew my neighbors names.
74-Where I grew up, I visited my neighbors to talk to them.
75-In my neighborhood where I grew up, I considered myself to be part of a community.
76-People in the neighborhood where I grew up watched out for each other.
77-My neighborhood where I grew up was well maintained.
78-In my neighborhood where I grew up, if someone saw me do something wrong they would tell my parent(s).
79-Being at school puts me in a good mood.
80-I have the opportunity to share my own thoughts at college.
81-I feel like I am learning things at my college that will be helpful in the future.
82-The style of teaching that is presented in my classes is interesting to me.
83- I am confident about my ability to learn.
84- I am confident I have the ability to understand the ideas taught in school.
85- I can do almost all of the work in school.
86- My academic performance satisfies me.
87-We celebrated birthdays and holidays together as a family.
88-Growing up, I felt that my parent(s) could protect me from some of the bad things happening in the world.
89-My parents (OR parent and step-parent OR parent and significant other) are committed to each other.
90-I consider that my parents (OR parent and step-parent OR parent and significant other) have a vibrant/healthy relationship.
91-My parent(s) have taught me right from wrong.
92-My parent(s) believe that hard work will guarantee future success.
93-My family has money to purchase things we do not need but want.
94-I consider my family to be well off financially.
How many people do know or have you approached that you know or have asked:
Responses range from no one =1, 1 person=2, 2 people=3, 3people=4, 5=four or more people.
95-I know _______ people I can count on to help me out if I need money.
96-I have gone to ______ people to ask for money.
97-I know _______people I can go to if I need advice.
98-I have gone to ______ people for good advice in the past.
99-I know ______ people I can count on to listen to me if I feel sad.
100-I have gone to ______ people before when I needed to talk.
101-I know _____ people that can help connect me to new groups of people.
102-I know _____ people that can help connect me to future jobs or careers.
103-I know _____ people that can help me make connections to important people.
104--I know _____ people that can help me get important information.
Appendix C
Demographic Information
China
Julie Laser 2005

Please answer the following:
1. My age is 1=18, 2=19, 3=20, 4=21, 5=22,

2. My gender is 1=female, 2=male

3. The type of institution is 1= premier university, 2= common university, 3= two year college, 4= vocational school

4. This college/university was my 1=1st, 2=2nd, 3=3rd, 4=4th, 5=5th choice.

5. This college/university was my parent’s 1=1st, 2=2nd, 3=3rd, 4=4th, 5=5th choice.

6. There were 1=1-50, 2=51-150, 3=152-300, 4=301-600, 5=601+ in my high school graduating class.

7. I currently: 1= live in a dormitory, 2=live by myself in a apartment, 3=live with friends in an apartment, 4=live with my family, 5= live with another family

8. The highest education my mother graduated from: 1=primary/illiteracy, 2= 8th grade, 3=high school, 4=vocational program, 5=college and graduate school

9. I believe that my mother enjoyed school. 1=always, 2=most of the time, 3=sometimes, 4=occasionally, 5=never

10. I contact my mother: 1=daily, 2=weekly, 3=occasionally, 4=I do not have contact with my mother, 5=my mother is deceased.

11. The highest education my father graduated from: 1=primary/illiteracy, 2=8th grade, 3=high school, 4=vocational program, 5=college and graduate school

12. I believe that my father enjoyed school. 1=always, 2=most of the time, 3=sometimes, 4=occasionally, 5=never

13. My parents are divorced. 1=Currently in progress, 2=1 year ago, 3=3 years ago, 4=5 years ago or more, 5=never

14. I contact my father: 1=daily, 2=weekly, 3=occasionally, 4=I do not have contact with my father, 5=my father is deceased.
15. I have, 1=1 sibling, 2= 2 siblings, 3= 3 siblings, 4=4 or more siblings, 5=No siblings

16. Growing up, I lived with all my siblings. 1= Always, 2=most of the time, 3=sometimes, 4= never, 5= No siblings

17. The sibling that is closest in age to me is: 1=1 year or less older/younger than I am, 2= years older/younger than I am, 3=3 years older/younger than I am, 4 or more years older/younger than I am, 5=no siblings.

18. I believe that my family receives social service money from the government. 1=Currently, 2=1 year ago, 3=5 years ago, 4=10 years ago or more, 5= never

19. The adults in the family where I grew up consisted of (for this answer only, mark all that apply): 1=biological mother, 2=biological father, 3= Grandparent(s), 4=other relatives, 5=other non-relatives

20. What area of China do you come from: 1=large urban city like Beijing or Shanghai, 2= Capitol city of the province, 3=Middle-sized city or small city, 4= town or village, 5= rural area
Life Events Survey for Japanese Youth (LESJY)
Julie Laser
With material adapted from the Teen Assessment Project (TAP) Survey written by Steven Small, 2000 and the NLSY 79, 2000

How often did these things happen while you were growing up?
4=Always, 3=Most of the Time, 2=Sometimes, 1=Occasionally, 0=Never

My mom was very sad or depressed
My dad was very sad or depressed.
My mom was stressed out
My dad was stressed out.
My mom had friends to help her out.
My dad had friends to help him out.
My mom had family to help her out
My dad had family to help him out.
My mom was not aware of what I was doing.
My dad was not aware of what I was doing.
I was hit when I misbehaved.
I was hit when I did poorly in school.
I was hit when I did not give my parents respect.
I was hit when I embarrassed my family.
I felt lonely.
I did not feel like eating, my appetite was poor.
I had trouble keeping my mind on what I was doing.

I felt depressed.

I felt that everything was an effort.

My sleep was restless.

I felt sad.

I could not get “going”.

I watched sexually explicit television shows or movies.

I watched violent television shows or movies.

I did not like myself.

I had a severe physical illness.

I thought about killing myself.

I was confused about my sexual orientation.

My dad ate dinner with me.

My mom ate dinner with me.

My dad was at home when I went to bed.

My mom was at home when I went to bed.

My dad met clients for business meetings after 5:00.

My dad was away from home overnight for business.

My mom drank alcohol to get drunk.

My father drank alcohol to get drunk.

My mom favored my sibling(s) over me. (If you have no siblings do not answer.)

My dad favored my sibling(s) over me. (If you have no siblings do not answer.)
My dad gambled.
My mom gambled.
My dad’s gambling caused debts.
My mom’s gambling caused debts.
My home was too small for our family.
I listened to Hip Hop music or watched Hip Hop music videos.
I wore Hip Hop clothes.
I considered myself to be part of the Hip Hop culture.
My neighborhood was not safe after dark.
Street gangs operated in my neighborhood.
I knew people who were involved with street gangs.
I was involved with street gangs.
Mafia (Yakuza) operated in my neighborhood.
I knew people who were involved with the mafia (Yakuza).
I was involved with the mafia (Yakuza).

**How often have you used the following during the past year?**
4=Daily, 3=weekly, 2=1-3 times per month, 1=once or twice this year, 0=never

I use tobacco.
I use alcohol (beer, wine, whiskey, sake).
I use marijuana.
I use inhalants (paint thinner, lighter fluid).
I use prescription drugs for non-prescription purposes.
I use cocaine/crack.
I use steroids.
I use ecstasy or other designer drugs.

**How old were you the first time this occurred?**

0=never occurred, 1=13 or younger, 2= 14-15 years old, 3=16-17 years old, 4=18+years old

The first time I had sexual intercourse I was_____ years old.

The first time I had oral sex I was______ years old.

The first time I smoked cigarettes I was_____ years old.

The first time I got drunk I was______ years old.

The first time I used drugs I was______ years old.

The first time I stole something I was______ years old.

**How often has the following occurred:**

1= 1 time, 2=2 times, 3=3 times, 4=4 or more times, 0=Never

I was touched inappropriately by a stranger (chikan) on a train or a bus.

I was pressured to have sex when I did not want to.

I was sexually abused by an adult.

I had sex or performed sexual acts to obtain things I wanted (onjukosai).

I was bullied at school.

I was undervalued because of my gender.

I shoplifted.

I took money from my parents without asking them.

I vandalized public or private property.

I saw my father hit my mother.
I heard my father be verbally abusive to my mother.

I saw my mother hit my father.

I heard my mother be verbally abusive to my father.

I believe that my father has gone to fuzuko.

I believe that my mother was involved with phone sex (terekura) to meet people.

I believe that my mother was involved with phone sex (terekura) to make money.

I had problems with the police.

My dad was incarcerated.

My mom was incarcerated.

My family moved.

I spent time at a youth center (jidosodanjo).

I have had _____ sexual partners.
0=none, 1=1-2, 2=3-5, 3=6-9, 4=10 or more

What type of birth control do you use:
0=None, 1=condom, 2=Foam, jelly, sponge, suppository, 3=Birth control pills, 4=pulling out, not ejaculating inside

**What percentage of your peers do you believe does the following things:**
1=Almost none (less than 10%), 2=About 25%, 3=About half (50%), 4=About 75%, 5=Almost all (more than 90%)

Smoke cigarettes.

Get drunk at least once a month.

Belong to a gang.

Have been in trouble with the police.

Have used marijuana, inhalants or other drugs.

Go to rave parties.
Are involved in Hip Hop culture.

Have had sexual intercourse.

Have had more than 10 sexual partners.

Were involved in onjukosai.

Are unsure what they want to do with their lives.

Have thought about different careers.

Have trouble with their parents.

Have trouble with their boyfriend/girlfriend.

Are lonely.

Are depressed.

Have thought about killing themselves.

Have attempted suicide.

Use birth control.

Are happy.

Enjoy life.

Look forward to the future.

Have a plan for the future.

Have religious beliefs.

Thank you for your truthfulness and your time!
I do not consider myself to be smart.

I have trouble remembering things.

I can figure out how things work.

People think that I have a lot of common sense.

My friends consider me to be attractive.

I consider myself to be attractive.

I am less attractive than my friends.

I have received positive attention because I am attractive.

I have a high activity level.

I have regular sleeping and eating patterns.

I am easily distracted.

It is hard for me to adapt to change.

I have a short attention span.

I am uncomfortable meeting new people.

I am in a good mood.

My family was unable to take care of my needs for food, shelter and clothing.

My family has money to purchase things we do not need but want.

My family used its money to take us out to see interesting events and places.
I consider my family to be well off financially.

I am able to make people laugh when they are feeling down or stressed.

My friends don’t think that I am funny.

I feel that having a sense of humor helps me out.

I can find something to chuckle about even when things look bleak.

My spiritual beliefs help guide my decisions.

I feel like God has a plan for me.

I feel that my prayers are not heard.

My sense of spirituality gives me hope for the future.

I feel that with God I am not alone.

I believe that in general I will be treated fairly.

If you trust people you will likely get hurt.

In general, I believe that I can trust most people.

I know my own feelings and emotions.

I have trouble handling my own emotions appropriately.

I can wait to get what I want.

I know how to motivate myself so that I will finish what I started.

I am impatient.

I am good at understanding how others are feeling.

I have trouble making and keeping friends.

I have friends of both sexes.

I feel that I should not ask for help from others.
I do not know how to use community resources.

I do not ask people for help because I am afraid of being turned down.

I feel that I know how to “work the system” to get my needs met.

It is hard for me to change my position on a topic.

I think about ideas from different points of view.

I am open to new ideas.

I am uncomfortable around people who think differently than me.

I have a strong sense of shame if I do something wrong.

I think my needs should be taken care of before I worry about others’ needs.

I think I should do what is right even if it will make me unpopular.

I consider others feelings when I make decisions.

I make excuses for my failures.

I feel guilty if I do not do what I know is right.

When I see others I know able to complete a task, I feel that I can complete a similar task too.

When other people tell me I have the ability to do something, I do not believe them.

If I have been successful in the past, I am usually successful again.

I tend to give up easily.

If I put my mind to it I can be successful.

My parents (OR parent and step-parent OR parent and significant other) argue a lot.

My parents (OR parent and step-parent OR parent and significant other) are committed to each other.

My parents (OR parent and step-parent OR parent and significant other) do not seem to be in love anymore.
I consider that my parents (OR parent and step-parent OR parent and significant other) have a vibrant/healthy relationship.

I feel that my relationship with my mother makes becoming an adult easier.

I feel that if I make mistakes my mother will no longer love me.

I feel that my mother will always be behind me, no matter where I am.

I feel my mother will love me only if I do what she wants me to do.

I feel that my relationship with my father makes becoming an adult easier.

I feel that if I make mistakes my father will no longer love me.

I feel that my father will always be behind me, no matter where I am.

I feel my father will love me only if I do what he wants me to do.

My mother praises me for doing well.

My mother criticizes me or my ideas.

My mother helps me do things that are important to me.

My mother blames me for her problems.

My mother makes plans with me and then cancels for no good reason.

My father praises me for doing well.

My father criticizes me or my ideas.

My father helps me do things that are important to me.

My father blames me for his problems.

My father makes plans with me and then cancels for no good reason.

We celebrate birthdays and holidays together as a family.

While I was growing up, I felt that my parent(s) could protect me from some of the bad things happening in the world.
My parent(s) have taught me right from wrong.
My parent(s) gave me spiritual instruction.
My parent(s) believe that hard work will guarantee future success.
My parent(s) believe that I am special.
My personality fits well with my parent(s) personality.
I feel like my parent(s) and I never really connected.
My parent(s) and I have trouble finding common ground with each other.
My parent(s) and I have different expectations for my future.
I feel like I do not fit in at my college.
At college, I can forget about my problems.
I have the opportunity to share my own thoughts in my classes.
At my college good work is not rewarded.
I feel like I am learning things at my college that will be helpful in the future.
The style of teaching that is presented in my classes is interesting to me.
My college is not well maintained.
I feel safe at my college.
In the neighborhood I grew up, I knew my neighbors names.
My neighbors where I grew up had different values than I did.
Where I grew up, I visited my neighbors to talk to them.
In my neighborhood where I grew up, I considered myself to be part of a community.
People in the neighborhood where I grew up watched out for each other.
My neighborhood where I grew up was well maintained.
In my neighborhood where I grew up, if someone saw me do something wrong they would tell my parent(s).

Regarding your partner, how often is she/he fair and willing to compromise when you have had a disagreement?

Regarding your partner, how often does she/he insult or criticize you or your ideas?

Regarding your partner, how often does she/he express affection or love for you?

Regarding your partner, how often does she/he encourage or help you to do things that are important to you?

Regarding your partner, how often does she/he blame you for his/her problems?

**What is your opinion regarding each of these statements?**  
4=strongly agree, 3=agree, 2=neither disagree or agree, 1=disagree, 0=disagree strongly

I think highly of my mother.

My mother is a person I would like to be like.

I really enjoy spending time with my mother.

I think highly of my father.

My father is a person I would like to be like.

I really enjoy spending time with my father.

I have a friend that I can trust to give me good advice.

I have no friends that really know me.

I feel that my friend(s) would do anything to help me out.

I feel that my friends are only interested in what I can do for them.

In uncertain times, I usually expect the best.

I rarely count on good things happening to me.
I am always optimistic about my future.

I hardly expect things to go my way.

I believe that even when I have problems, things will turn out OK.

I believe that I will have a happy life.

I believe that if I work hard I will be successful.

I do not have a plan for my future.

I daydream about what I will be doing in the future.

I do not believe the things that I am doing now will have any influence on my future success.

I believe that I can make my plans a reality.

At college, there is no instructor that I would feel comfortable to go to for advice.

At college, there is an instructor that I like to talk to about my studies.

At college, there is an instructor that I would like to be like when I am an adult.

At college, there is an instructor that has taken a particular interest in me.

If family members are treating me poorly, I have the right to get away from them.

If friends are treating me poorly, I have the right to get away from them.

If my boyfriend/girlfriend is treating me poorly, I have the right to get away from him/her.

I believe if something bad happened to me in the past it does define who I am now.

I allow myself to be taken advantage of.

If friends want to do something that might get me in trouble, I stay away from them.

**How many people do know or have you approached:**
0=no one, 1=1 person, 2=2 people, 3=3 people, 4=4 or more people

I know ________ people I can count on to help me out if I need money.
I have gone to ______ people to ask for money.

I know _______people I can go to if I need advice.

I have gone to ______ people for good advice in the past.

I know ______ people I can count on to listen to me if I feel sad.

I have gone to ______ people before when I needed to talk.

I know _____ people that can help connect me to new groups of people.

I know _____ people that can help connect me to future jobs or careers.

I know _____ people that can help me make connections to important people.

I know _____ people that can help me get important information.
Appendix F

Participant #_______

Demographic Information Japan

Julie Laser 2003

Please answer the following:
1-My age is 1=18, 2= 19, 3=20, 4=21, 5=22,

2-My gender is 1=female, 2=male

3-My college/university name is __________________________

4-There are____students at my college/university. 1= 1-1000, 2= 1001-5000, 3=5001-10,000, 4= 10,001-20,000, 5=20,001+

5-My major is: 1= Social Science, 2=Science, Engineering or Medicine, 3=Business, 4=Humanities or Art, 5=Vocational

6-This college/university was my 1=1st, 2= 2nd, 3=3rd, 4=4th, 5= 5th choice.

7-This college/university was my parent’s 1=1st, 2= 2nd, 3=3rd, 4=4th, 5= 5th choice.

8-My high school name was_____________________________

9-There were 1=1-50, 2=51-150, 3=152-300, 4=301-600, 5= 601+ in my high school graduating class.

10-I currently: 1= live in a dormitory, 2=live by myself in a apartment, 3=live with friends in an apartment, 4=live with my family, 5= live with another family

11-The highest education my mother graduated from: 1=8th grade, 2= high school, 3=vocational program, 4=college, 5=graduate school

12-I believe that my mother enjoyed school. 1=always, 2=most of the time, 3=sometimes, 4=occasionally, 5=never

13-I see my mother: 1=daily, 2=weekly, 3=occasionally, 4=I do not have contact with my mother, 5=my mother is deceased.

14-The highest education my father graduated from: 1=8th grade, 2= high school, 3=vocational program, 4=college, 5=graduate school
15-I believe that my father enjoyed school. 1=always, 2=most of the time, 3=sometimes, 
4=occasionally, 5=never

16-My parents are divorced. 1=Currently in progress, 2=1 year ago, 3=3 years ago, 4= 5 
years ago or more, 5= never

17-I see my father: 1=daily, 2=weekly, 3=occasionally, 4=I do not have contact with my 
father, 5=my father is deceased.

18-I have, 1=1 sibling, 2= 2 siblings, 3= 3 siblings, 4=4 or more siblings, 5=No siblings

19-Growing up, I lived with all my siblings. 1= Always, 2=most of the time, 
3=sometimes, 4= never, 5= No siblings

20-The sibling that is closest in age to me is: 1=1 year or less older/younger than I am, 2= 
years older/younger than I am, 3=3 years older/younger than I am, 4 or more years 
older/younger than I am, 5=no siblings.

21-I believe that my family receives social service money from the government. 
1=Currently, 2=1 year ago, 3=5 years ago, 4=10 years ago or more, 5= never

22-The adults in the family where I grew up consisted of (for this answer only, mark all 
that apply):
1=biological mother, 2=biological father, 3= Grandparent(s), 4=other relatives, 5=other 
non-relatives
Appendix G

Life Events Survey for Korean Youth (LESKY)
Julie Laser 2003

With material adapted from the Teen Assessment Project (TAP) Survey written by Steven Small, 2000 and the NLSY 79, 2000

How often did these things happen while you were growing up?

5=Always, 4=Most of the Time, 3=Sometimes, 2=Occasionally, 1=Never

My mom was very sad or depressed
My dad was very sad or depressed.
My mom was stressed out
My dad was stressed out.
My mom had friends to help her out.
My dad had friends to help him out.
My mom had family to help her out
My dad had family to help him out.
My mom was not aware of what I was doing.
My dad was not aware of what I was doing.
I was hit when I misbehaved.
I was hit when I did poorly in school.
I was hit when I did not give my parents respect.
I was hit when I embarrassed my family.
I felt lonely.
I did not feel like eating, my appetite was poor.
I had trouble keeping my mind on what I was doing.

I felt depressed.

I felt that everything was an effort.

My sleep was restless.

I felt sad.

I could not get “going”.

I watched sexually explicit television shows or movies.

I watched violent television shows or movies.

I did not like myself.

I had a severe physical illness.

I thought about killing myself.

I was confused about my sexual orientation.

My dad ate dinner with me.

My mom ate dinner with me.

My dad was at home when I went to bed.

My mom was at home when I went to bed.

My dad met clients for business meetings after 5:00.

My dad was away from home overnight for business.

My mom drank alcohol to get drunk.

My father drank alcohol to get drunk.

My mom favored my sibling(s) over me. (If you have no siblings do not answer.)

My dad favored my sibling(s) over me. (If you have no siblings do not answer.)
My home was too small for our family.

I listened to Hip Hop music or watched Hip Hop music videos.

I wore Hip Hop clothes.

I considered myself to be part of the Hip Hop culture.

My neighborhood was not safe after dark.

Street gangs operated in my neighborhood.

I knew people who were involved with street gangs.

I was involved with street gangs.

Mafia operated in my neighborhood.

I knew people who were involved with the mafia.

I was involved with the mafia.

How often have you used the following during the past year?
5=Daily, 4=weekly, 3=1-3 times per month, 2=once or twice this year, 1=never

I use tobacco.

I use alcohol (beer, wine, whiskey, sake).

I use marijuana.

I use inhalants (paint thinner, lighter fluid).

I use prescription drugs for non-prescription purposes.

I use cocaine/crack.

I use steroids.

I use ecstasy or other designer drugs.

How old were you the first time this occurred?
1=never occurred, 2=13 or younger, 3=14-15 years old, 4=16-17 years old, 5=18+years old
The first time I had sexual intercourse I was______ years old.

The first time I had oral sex I was_______ years old.

The first time I smoked cigarettes I was_____ years old.

The first time I got drunk I was______ years old.

The first time I used drugs I was______ years old.

The first time I stole something I was______ years old.

How often has the following occurred:
1= 1 time, 2=2 times, 3=3 times, 4=4or more times, 5=Never

I was touched inappropriately by a stranger on a train or a bus.

I was pressured to have sex when I did not want to.

I was sexually abused by an adult.

I had sex or performed sexual acts to obtain things I wanted (onjukosai).

I was bullied at school.

I was undervalued because of my gender.

I shoplifted.

I took money from my parents without asking them.

I vandalized public or private property.

I saw my father hit my mother.

I heard my father be verbally abusive to my mother.

I saw my mother hit my father.

I heard my mother be verbally abusive to my father.

I had problems with the police.
My dad was incarcerated.

My mom was incarcerated.

My family moved.

I spent time at a youth center.

I have had _____ sexual partners.
1=1-3, 2=4-6, 3=7-10, 4=11 or more, 5=none

What percentage of your peers do you believe does the following things:
1=Almost none (less than 10%), 2=About 25%, 3=About half (50%), 4=About 75%, 5=Almost all (more than 90%)

Smoke cigarettes.

Get drunk at least once a month.

Belong to a gang.

Have been in trouble with the police.

Have used marijuana, inhalants or other drugs.

Go to rave parties.

Are involved in Hip Hop culture.

Have had sexual intercourse.

Have had more than 10 sexual partners.

Are unsure what they want to do with their lives.

Have thought about different careers.

Have trouble with their parents.

Have trouble with their boyfriend/girlfriend.

Are lonely.

Are depressed.
Have thought about killing themselves.

Have attempted suicide.

Use birth control.

Are happy.

Enjoy life.

Look forward to the future.

Have a plan for the future.

Have religious beliefs.

**Thank you for your truthfulness and your time!**
Appendix H

Laser Ecological Protective Factors for Youth-Revised
LEPFY–R KOREA

Julie Laser, 2003

Responses range from strongly agree (5) to disagree strongly (1).
-If family members are treating me poorly, I have the right to get away from them.
-If friends are treating me poorly, I have the right to get away from them.
-If my boyfriend/girlfriend is treating me poorly, I have the right to get away from him/her.
-I believe that I will have a happy life.
-I believe that if I work hard I will be successful.
-I believe that I can make my plans a reality.
-In uncertain times, I usually expect the best.
-I am always optimistic about my future.
-I believe that even when I have problems, things will turn out OK.
-I have a friend that I can trust to give me good advice.
-I have no friends that really know me (recoded).
-I feel that my friend(s) would do anything to help me out.
-I feel that my friends are only interested in what I can do for them (recoded).
-At college, there is an instructor that I like to talk to about my studies.
-At college, there is an instructor that I would like to be like when I am an adult.
-At college, there is an instructor that has taken a particular interest in me.
-I think highly of my father.
-My father is a person I would like to be like.
-I really enjoy spending time with my father.
-I think highly of my mother.
-My mother is a person I would like to be like.
-I really enjoy spending time with my mother.

Responses range from always (5) to never (1).
-I am able to make people laugh when they are feeling down or stressed.
-I feel that having a sense of humor helps me out.
-I can find something to chuckle about even when things look bleak.
-When I see others I know complete a task, I feel like I can complete the task too.
-If I have been successful in the past, I am usually successful again.
-If I put my mind to it I can be successful.
-I am easily distracted.
-It is hard for me to adapt to change.
-I have a short attention span.
-I am uncomfortable meeting new people.
-My friends consider me to be attractive.
-I consider myself to be attractive.
-I have received positive attention because I am attractive.
-I have a strong sense of shame if I do something wrong.
-I think I should do what is right even if it will make me unpopular.
-I consider others feelings when I make decisions.
-I feel guilty if I do not do what I know is right.
-I think about ideas from different points of view.
-I am open to new ideas.
-I know my own feelings and emotions.
-I can wait to get what I want.
-I know how to motivate myself so that I will finish what I started.
-I am good at understanding how others are feeling.
-I have friends of both sexes.
-My spiritual beliefs help guide my decisions.
-I feel like God has a plan for me.
-My sense of spirituality gives me hope for the future.
-I feel that with God I am not alone.
-I feel that I should not ask for help from others.
-I do not ask people for help because I am afraid of being turned down.
-Regarding your partner, how often does she/he express affection or love for you.
- Regarding your partner, how often does she/he encourage or help you to do things that are important to you.
- In the neighborhood I grew up, I knew my neighbors names.
- Where I grew up, I visited my neighbors to talk to them.
- In my neighborhood where I grew up, I considered myself to be part of a community.
- People in the neighborhood where I grew up watched out for each other.
- My neighborhood where I grew up was well maintained.
- In my neighborhood where I grew up, if someone saw me do something wrong they would tell my parent(s).
- At college, I can forget about my problems.
- I have the opportunity to share my own thoughts in classes.
- I feel like I am learning things at my college that will be helpful in the future.
- The style of teaching that is presented in my classes is interesting to me.
- We celebrated birthdays and holidays together as a family.
- Growing up, I felt that my parent(s) could protect me from some of the bad things happening in the world.
- My parents (OR parent and step-parent OR parent and significant other) are committed to each other.
- I consider that my parents (OR parent and step-parent OR parent and significant other) have a vibrant/healthy relationship.
- My parent(s) have taught me right from wrong.
- My parent(s) believe that hard work will guarantee future success.
- My family has money to purchase things we do not need but want.
- I consider my family to be well off financially.

**How many people do know or have you approached:**

**Responses range from no one (1) to four or more people (5).**
- I know ______ people I can count on to help me out if I need money.
- I have gone to ______ people to ask for money.
- I know ______ people I can go to if I need advice.
- I have gone to ______ people for good advice in the past.
- I know ______ people I can count on to listen to me if I feel sad.
- I have gone to _______ people before when I needed to talk.
- I know _____ people that can help connect me to new groups of people.
- I know _____ people that can help connect me to future jobs or careers.
- I know _____ people that can help me make connections to important people.
- I know _____ people that can help me get important information.
Appendix I

Demographic Information Korea
Julie Laser 2003

Please answer the following:
1-My age is 1=18, 2= 19, 3=20, 4=21, 5=22,

2-My gender is 1=female, 2=male

3-My major is: 1= Social Science, 2=Science, Engineering or Medicine, 3=Business, 4=Humanities or Art, 5=Vocational

4-This college/university was my 1=1 st, 2= 2 nd, 3=3 rd, 4=4 th, 5= 5 th choice.

5-This college/university was my parent’s 1=1 st, 2= 2 nd, 3=3 rd, 4=4 th, 5= 5 th choice.

6-There were 1=1-50, 2=51-150, 3=152-300, 4=301-600, 5= 601+ in my high school graduating class.

7-I currently: 1= live in a dormitory, 2=live by myself in a apartment, 3=live with friends in an apartment, 4=live with my family, 5= live with another family

8-The highest education my mother graduated from: 1=8 th grade, 2= high school, 3=vocational program, 4=college, 5=graduate school

9-I believe that my mother enjoyed school. 1=always, 2=most of the time, 3=sometimes, 4=occasionally, 5=never

10-I see my mother: 1=daily, 2=weekly, 3=occasionally, 4=I do not have contact with my mother, 5=my mother is deceased.

11-The highest education my father graduated from: 1=8 th grade, 2= high school, 3=vocational program, 4=college, 5=graduate school

12-I believe that my father enjoyed school. 1=always, 2=most of the time, 3=sometimes, 4=occasionally, 5=never

13-My parents are divorced. 1=Currently in progress, 2=1 year ago, 3=3 years ago, 4= 5 years ago or more, 5= never

14-I see my father: 1=daily, 2=weekly, 3=occasionally, 4=I do not have contact with my father, 5=my father is deceased.
15-I have, 1=1 sibling, 2= 2 siblings, 3= 3 siblings, 4=4 or more siblings, 5=No siblings

16-Growing up, I lived with all my siblings. 1= Always, 2=most of the time, 3=sometimes, 4= never, 5= No siblings

17-The sibling that is closest in age to me is: 1=1 year or less older/younger than I am, 2= years older/younger than I am, 3=3 years older/younger than I am, 4 or more years older/younger than I am, 5=no siblings.

18-I believe that my family receives social service money from the government. 1=Currently, 2=1 year ago, 3=5 years ago, 4=10 years ago or more, 5= never

19-The adults in the family where I grew up consisted of (for this answer only, mark all that apply): 1=biological mother, 2=biological father, 3= Grandparent(s), 4=other relatives, 5=other non-relatives