Fathers’ Daily Emotional Support and Adolescents’ Self-Evaluation in Korea

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Introduction

• Internationally, **fathers’ role** in children’s development has been recognized (Lamb, 2010).

• In Asian countries
  • A lack of empirical studies that address the issue
Introduction

- **Purpose:** To examine the role of fathers’ emotional support in adolescent children’s self-evaluation in Korea

- **Theoretical framework**
  - Bronfenbrenner’s Process-Person-Context-Time (PPCT) Model (Bronfenbrenner, 1995)
  - Theory of Reflected Appraisals (Cooley, 1912; Mead, 1934; Sullivan, 1947)
Introduction

• Emotional support
  • Information that helps others believe that they are cared for and loved (e.g., attentive listening, encouraging, etc.) (Cobb, 1976; Yeung & Leadbeater, 2010)

⇒ Process in the PPCT model
Introduction

Changes in **expectations for a ”good” father** in South Korea (Cho, 2004, Kim & Lee, 2014)

- Emotionally restrained, strictly disciplining father
- Financial supporter
- Friend-like father
Introduction

“Friend-like” fathers

- interact frequently with children and provide emotional support
- Fathers also wanted to be “friend-like” by being present, warm and nurturing (Song et al., 2010)
Introduction

In reality…

- Fathers report difficulties in their relationships with adolescent children (Song et al., 2010).
- Korean adolescents talk to their fathers for less than an hour over a week (OECD, 2015).
- Overall level of emotional support has been rising but only a few included fathers in emotional support network (The Korea Bang Jeong-hwan Foundation, 2016):

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school</td>
<td>8.3%</td>
</tr>
<tr>
<td>Middle School</td>
<td>5.7%</td>
</tr>
<tr>
<td>High School</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Need for examining adolescents’ daily experience with fathers
Introduction

• Hierarchical structure of self-concept during adolescence (Shavelson, Hubner, & Stanton, 1976; Song, 1984)

Parents’ Emotional Support In daily lives

Friends, romantic partners, teachers, parents

Daily interaction with significant others

Behaviors that are evaluated in specific situations of every day life

Stability
Introduction

Need for studies on Korean father-adolescent relationships and adolescents’ self-development at the daily level accounting for individual differences (e.g., gender, grade level, and family affluence)

➡ Person, Context in the PPCT model
Introduction

• RQ1.

Is the **daily self-evaluation in social roles** dynamic across a week among adolescents of **various individual characteristics** (i.e., gender, grade level, and family affluence)?
Introduction

• RQ2.

Are adolescents’ daily interactions with fathers dynamic across a week among adolescents of various individual characteristics (i.e., gender, grade level, and family affluence)?
Introduction

• RQ 3.

Is adolescents’ daily experience of fathers’ emotional support dynamic across a week among adolescents of various individual characteristics (i.e., gender, grade level, and family affluence)?
Introduction

• RQ 4.

Are adolescents’ daily interactions with fathers and fathers’ emotional support related to adolescents’ self-evaluation in social roles on the same day among adolescents of various individual characteristics (i.e., gender, grade level, and family affluence)?
Introduction

• RQ 5.

Are adolescents’ daily interactions with fathers and fathers’ emotional support related to adolescents’ self-evaluation in social roles on the next day among adolescents of various individual characteristics (i.e., gender, grade level, and family affluence)?
Introduction

• Research Model

**Within-person daily experiences**

- Daily interactions with fathers & Fathers’ daily emotional support
  - process
  - Reflected appraisals

**Self-evaluation in social roles**

**Between-person**

- Adolescents’ gender
- Adolescents’ grade level
- Family affluence

**Next day Self-evaluation in social roles**

- Adolescents’ gender
- Adolescents’ grade level
- Family affluence

**Adolescents’ gender**
- Adolescents’ grade level
- Family affluence
Method

- **Data**: Seoul Education and Health Welfare Panel W2 Survey and daily diary checklist
- **Sample**: Boys and girls in 5th and 8th grade living with fathers in 14 elementary and 12 middle schools in South Korea
- **Sampling Method**: Purposive quota sampling
- **Procedure**: Visited schools for surveys, online 7-day daily diary checklist through a link sent out each night
- **Total sample size**: 238 (those who responded on 3 or more days)
Method

• Analysis
  • Descriptives
  • T-test
  • Hierarchical Linear Modeling

*For within-person analysis, all of the daily variables except for weekday/weekend were assigned random intercepts and centered at the group mean.
Method

• **DV:**
  - Daily self-evaluation in social roles (0~4)
    E.g., “I was a good son/daughter,” “I was a good friend”
    (Revised from Kiang, 2012; Telzer & Fuligni, 2013; Yip & Fuligni, 2002) \( \alpha = .92 \sim .93 \)

• **IV:**
  - Daily interactions with fathers (0~5) Sum of 5 checklist items
    E.g., breakfast with father, dummy-coded)
  - Fathers’ daily emotional support (0~4) Mean of 4 items
    E.g., “Today, my father encouraged me and gave me strength” (Adopted and revised from Rohner & Khaleque, 2005; Yeung & Leadbeater, 2010) \( \alpha = .93 \sim .96 \)
  - Previous day’s fathers’ daily emotional support (0~4): lagged variable of fathers’ emotional support

• **CV:**
  - Previous day’s self-evaluation in social roles (0~4): lagged variable of daily self-evaluation in social roles
  - Weekday or weekend: 0=weekday, 1=weekend
Method

• **Moderating Variables**: Individual characteristics
  - Adolescents’ gender: 0=female, 1=male
  - Grade level: 0=5th grade, 1=8th grade
  - Family Affluence: Family Affluence Scale (0~9: 0~2=low, 3~5=middle, 6~9=high) (Currie et al., 2008; Townsend, 1987)
    - Too few cases for “low”
      → combined “low” and “middle” groups
Results

• RQ1. Is the daily self-evaluation in social roles dynamic across a week among adolescents of various individual characteristics (i.e., gender, grade level, and family affluence)?

  • Approximately 28% variability explained by within-person variations. (Highest score: Tuesday (3.09), lowest score: Sunday (2.91)).

• Adolescents’ average daily reports of self-evaluation in social roles varied by grade level (5th > 8th)
Results

- Daily self-evaluation in social roles across 7 days
Results

• RQ2. Are adolescents’ daily interactions with fathers dynamic across a week among adolescents of various individual characteristics (i.e., gender, grade level, and family affluence)?

<table>
<thead>
<tr>
<th>Daily interactions with fathers (N=283)</th>
<th>Average frequency out of 7 days (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversations</td>
<td>4.45 days (SD=2.50)</td>
</tr>
<tr>
<td>Dinner</td>
<td>3.47 days (SD=2.42)</td>
</tr>
<tr>
<td>TV</td>
<td>2.84 days (SD=2.51)</td>
</tr>
<tr>
<td>Breakfast</td>
<td>2 days (SD=2.30)</td>
</tr>
<tr>
<td>Leisure outside</td>
<td>0.96 days (SD=1.49)</td>
</tr>
<tr>
<td>Emotional support</td>
<td>4.35 days (SD=2.34)</td>
</tr>
</tbody>
</table>

• No gender differences

• Differences in the frequency of engaging in outside leisure and having conversations by grade level (5th > 8th) and by family affluence (low/mid < high).
Results

• RQ3. Is adolescents’ daily experience of fathers’ emotional support dynamic across a week among adolescents of various individual characteristics (i.e., gender, grade level, and family affluence)?

  • The adolescents experienced fathers’ daily emotional support on an average of 4.35 days (SD=2.34) and the average level was 2.69 (SD=0.83) out of 5.

  • No gender differences

  • Differences in the frequency by grade level (5th > 8th).
Results

• Fathers’ daily emotional support across 7 days
Results

- RQ4. Are adolescents’ daily interactions with fathers and fathers’ emotional support related to adolescents’ self-evaluation in social roles on the same day among adolescents of various individual characteristics (i.e., gender, grade level, and family affluence)?

  - No variations by gender
  - Variation by grade level at the intercept (5th > 8th)
  - Variation by family affluence at the slope (low/middle > high)
Results

• RQ4. Are adolescents’ **daily interactions with fathers** and **fathers’ emotional support** related to adolescents’ **self-evaluation in social roles on the same day** among adolescents of various individual characteristics (i.e., gender, grade level, and family affluence)?

<table>
<thead>
<tr>
<th>Variables</th>
<th>Daily self-evaluation b(SE)</th>
<th>Variance component</th>
<th>Daily self-evaluation b(SE)</th>
<th>Variance component</th>
<th>Daily self-evaluation b(SE)</th>
<th>Variance component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>3.06(0.05)***</td>
<td>0.56***</td>
<td>3.06(0.05)***</td>
<td>0.56***</td>
<td>3.14(.09)***</td>
<td>0.52***</td>
</tr>
<tr>
<td>× gender</td>
<td>.10(.09)</td>
<td></td>
<td>.10(.09)</td>
<td></td>
<td>.37(.09)***</td>
<td></td>
</tr>
<tr>
<td>× grade level</td>
<td>-.37(.09)***</td>
<td></td>
<td>-.37(.09)***</td>
<td></td>
<td>-.14(.09)</td>
<td></td>
</tr>
<tr>
<td>× family affluence</td>
<td>.14(.09)</td>
<td></td>
<td>.14(.09)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekday/weekend</td>
<td>-0.12(0.03)</td>
<td>-0.11(0.03)**</td>
<td>-0.11(0.03)**</td>
<td></td>
<td>-.11(.03)</td>
<td></td>
</tr>
<tr>
<td>Daily self-evaluation (d-1)</td>
<td>0.08(0.04)*</td>
<td>0.09***</td>
<td>0.06(0.03)</td>
<td>0.07***</td>
<td>0.06(0.03)</td>
<td>0.07***</td>
</tr>
<tr>
<td>Daily interactions with fathers</td>
<td>0.04(0.02)*</td>
<td>0.01***</td>
<td>0.02(0.02)</td>
<td>0.01***</td>
<td>0.02(0.02)</td>
<td>0.01***</td>
</tr>
<tr>
<td>Daily fathers’ emotional support</td>
<td>0.13(0.05)***</td>
<td>0.05***</td>
<td>0.13(0.05)***</td>
<td>0.05***</td>
<td>.13(.03)***</td>
<td>0.05***</td>
</tr>
</tbody>
</table>
Results

• RQ5. Are adolescents’ daily interactions with fathers and fathers’ emotional support related to adolescents’ self-evaluation in social roles on the next day among adolescents of various individual characteristics (i.e., gender, grade level, and family affluence)?

• No variations by gender, grade level, and family affluence
Results

• RQ5. Are adolescents’ **daily interactions with fathers** and **fathers’ emotional support** related to adolescents’ **self-evaluation in social roles on the next day** among adolescents of various individual characteristics (i.e., gender, grade level, and family affluence)?

<table>
<thead>
<tr>
<th>Variables</th>
<th>Daily self-evaluation b(SE)</th>
<th>Variance component</th>
<th>Daily self-evaluation b(SE)</th>
<th>Variance component</th>
<th>Daily self-evaluation b(SE)</th>
<th>Variance component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>3.06(0.05)***</td>
<td>0.56***</td>
<td>3.06(0.05)***</td>
<td>0.56***</td>
<td>3.14(.09)***</td>
<td>0.52***</td>
</tr>
<tr>
<td>× gender</td>
<td>-0.10(0.03)**</td>
<td>-0.10(0.03)**</td>
<td>-0.10(0.03)**</td>
<td>-0.10(0.02)**</td>
<td>-10(.02)**</td>
<td></td>
</tr>
<tr>
<td>× grade level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>× family affluence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekday/weekend</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily self-evaluation (d-1)</td>
<td>0.08(0.04)*</td>
<td>0.09***</td>
<td>0.06(0.04)</td>
<td>0.09***</td>
<td>0.06(0.04)</td>
<td>0.09***</td>
</tr>
<tr>
<td>Daily interactions with fathers</td>
<td>0.02(0.02)</td>
<td>0.01***</td>
<td>0.01(0.01)</td>
<td>0.01***</td>
<td>0.01(0.02)</td>
<td>0.01***</td>
</tr>
<tr>
<td>Daily fathers’ emotional support</td>
<td>0.06(0.03)*</td>
<td>0.03***</td>
<td>0.06(.03)</td>
<td>0.03***</td>
<td>0.06(.03)</td>
<td>0.03***</td>
</tr>
</tbody>
</table>
Discussion

• Frequencies of having conversations and experiencing emotional support were relatively high (more than 4 days a week on average) among fathers of Korean adolescents in this study.

• Variability in the level of adolescents’ self-evaluation
  ➔ Seemingly trivial everyday experiences are essential building blocks of one’s self-concept.

• Variability in the level of fathers’ emotional support.
Discussion

• The association between fathers’ emotional support and self-evaluation
  • **Confirms theory of reflected appraisals** (Cooley, 1902; Harter, 1993; Mead, 1934; Sullivan, 1953)

• Developmental processes in daily settings
  • **Extends the understanding of PPCT model** (Bronfenbrenner, 1995) by examining the variability in proximal processes within-person
Discussion

• A potential causal relationship

![Diagram of gears]

Fathers’ daily emotional support → Adolescents’ self-evaluation in social roles

• **Positive daily experiences** in the family environment as micro-resources (Bai & Repetti, 2015).

Gears as a Metaphor for Illustrating the Links Between Daily Positive Family Interactions and Resilience Over the Long Term (Bai & Repetti, 2015)
Discussion

- No differences/variation by gender

Fathers’ daily emotional support  Adolescents’ self-evaluation in social roles
Discussion

• Differences by grade level

- Self-evaluation in social roles
- Conversation Frequency
- Outside leisure Frequency
- Frequency of fathers’ daily emotional support Frequency

5th Graders > 8th Graders
Discussion

• No variation in the association by grade level

Fathers’ daily emotional support

= 

Adolescents’ self-evaluation in social roles

5th Graders

8th Graders
Discussion

• Differences by family affluence

Conversation Frequency

Outside leisure Frequency

Low/mid family affluence

High family affluence
Discussion

• Variation in the association by family affluence
Discussion

Suggestions for parents and teachers

• Focus on **emotional support** > forcefully trying to spend more time
• Recognize adolescents’ sense of self is **sensitive to daily experiences**
• Understand **drastic fluctuations** can be harmful (Vallacher et al., 2002)
  → Incremental changes are recommended
  → Ultimately aim for high and stable levels
Discussion

Suggestions for policies and programs

• Promote seemingly ordinary daily interactions, such as watching TV together, having meals together, or going out for movies and shopping with fathers

• Provide education programs for fathers to listen attentively to adolescents, give words of encouragement and/or advice, or compliment

  → Interactions as contexts/opportunities for adolescents to experience fathers’ emotional support
Discussion

Suggestions for policies and programs

• Provide education programs for both 5th and 8th grade adolescents and fathers to prepare for transition to middle school
  1) Share the importance of daily experiences
  2) Practice conversation skills

• Incorporate into programs for career development and self-regulation

• Find other creative ways such as web-based programs to increase accessibility (Yoon, 2016)
Discussion

Suggestions for policies and programs

• For low or middle family affluence group:
  • Provision of resources for **outdoor activities** (e.g., movie tickets, coupons for popular restaurants)

• For government and companies:
  • Raise awareness of the **importance of fathers** being present not only for infants, but also for adolescent children
Discussion

Limitations

1. Lack of participants’ narratives
2. Mainly focused on positive aspects
3. Specific areas of fathers’ emotional support was not addressed
4. Did not address online interactions
5. Did not take into account mothers’ influence
Discussion

Contributions

1. Addressed **within-person complexities of self-evaluation** in daily lives of adolescents in relation to individual differences
2. Identified **dynamics of father-adolescent relationships in Korea**
3. Addressed the **lack of father research in Korea**, specifically on the topic of emotional support during adolescence
4. Identified **possible intervention points at the daily level**
5. Provided **specific guidance for Korean fathers** on how to positively contribute to their adolescent children’s positive self-development
References

Questions?
Thank you!

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