

Abstract

Parents are important agents of socialization training of children. Children are likely to form cognitive schemas from their interactions with their parents (Young, 1990) and to use such schemas to interact with their peers. Thus, peer relationships may depend on the kind of interaction style children have learned through previous interactions with their parents. The present study tried to examine the relationship between parenting styles, cognitive schemas and peer relationships among Chinese adolescents. It was hypothesized that parenting styles influenced the formation of cognitive schemas and hence affected peer relationships. A mediational model was proposed. A total of 709 Grade 8 and 9 high school students of both sexes in Hong Kong participated in the present study. Factor analyses were performed to examine the factor structure of the Parenting Scale, Schema Questionnaire (YSQ-S1, Young & Brown, revised 1999) and Peer Relationship Questionnaire. Results indicated sound factorial validity of the three measures. Testing by structural equation modeling largely confirmed the mediational model. It was found that parenting styles and peer relationships were associated with cognitive schemas as mediator.