



National Library
of Canada

Bibliothèque nationale
du Canada

Acquisitions and
Bibliographic Services Branch

Direction des acquisitions et
des services bibliographiques

395 Wellington Street
Ottawa, Ontario
K1A 0N4

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

You list - Votre référence

Qui lit - Notre référence

NOTICE

AVIS

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

If pages are missing, contact the university which granted the degree.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

Canada

**THE LINK BETWEEN PERCEPTION OF PARENTAL RECIPROCITY,
PARENTAL ATTITUDES AND ADOLESCENT SUBSTANCE USE**

LOREN E. MCMASTER

**A thesis submitted to the Faculty of Graduate Studies
in partial fulfilment of the requirements
for the degree of**

Master of Arts

**Graduate Programme in Psychology
York University
North York, Ontario**

September, 1993



National Library
of Canada

Bibliothèque nationale
du Canada

Acquisitions and
Bibliographic Services Branch

Direction des acquisitions et
des services bibliographiques

395 Wellington Street
Ottawa, Ontario
K1A 0N4

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your title / Votre référence

Our title / Notre référence

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-84224-5

Canada

Name Loren McMaster

Dissertation Abstracts International is arranged by broad, general subject categories. Please select the one subject which most nearly describes the content of your dissertation. Enter the corresponding four-digit code in the spaces provided.

PSYCHOLOGY - DEVELOPMENTAL

0620 U·M·I
SUBJECT CODE

SUBJECT TERM

Subject Categories

THE HUMANITIES AND SOCIAL SCIENCES

COMMUNICATIONS AND THE ARTS
 Architecture 0729
 Art History 0377
 Cinema 0900
 Dance 0378
 Fine Arts 0357
 Information Science 0723
 Journalism 0391
 Library Science 0399
 Mass Communications 0708
 Music 0413
 Speech Communication 0459
 Theater 0465

EDUCATION
 General 0515
 Administration 0514
 Adult and Continuing 0516
 Agricultural 0517
 Art 0273
 Bilingual and Multicultural 0282
 Business 0688
 Community College 0273
 Curriculum and Instruction 0727
 Early Childhood 0518
 Elementary 0524
 Finance 0277
 Guidance and Counseling 0519
 Health 0680
 Higher 0745
 History of 0520
 Home Economics 0278
 Industrial 0521
 Language and Literature 0279
 Mathematics 0280
 Music 0522
 Philosophy of 0998
 Physical 0523

Psychology 0525
 Reading 0535
 Religious 0527
 Sciences 0714
 Secondary 0533
 Social Sciences 0534
 Sociology of 0340
 Special 0529
 Teacher Training 0530
 Technology 0710
 Tests and Measurements 0288
 Vocational 0747

LANGUAGE, LITERATURE AND LINGUISTICS
 Language
 General 0679
 Ancient 0289
 Linguistics 0290
 Modern 0291
 Literature
 General 0401
 Classical 0294
 Comparative 0295
 Medieval 0297
 Modern 0298
 African 0316
 American 0591
 Asian 0305
 Canadian (English) 0352
 Canadian (French) 0355
 English 0593
 Germanic 0311
 Latin American 0312
 Middle Eastern 0315
 Romance 0313
 Slavic and East European 0314

PHILOSOPHY, RELIGION AND THEOLOGY
 Philosophy 0422
 Religion
 General 0318
 Biblical Studies 0321
 Clergy 0319
 History of 0320
 Philosophy of 0322
 Theology 0469

SOCIAL SCIENCES
 American Studies 0323
 Anthropology
 Archaeology 0324
 Cultural 0326
 Physical 0327
 Business Administration
 General 0310
 Accounting 0272
 Banking 0770
 Management 0454
 Marketing 0338
 Canadian Studies 0385
 Economics
 General 0501
 Agricultural 0503
 Commerce-Business 0505
 Finance 0508
 History 0509
 Labor 0510
 Theory 0511
 Folklore 0358
 Geography 0366
 Gerontology 0351
 History
 General 0578

Ancient 0579
 Medieval 0581
 Modern 0582
 Black 0328
 African 0331
 Asia, Australia and Oceania 0332
 Canadian 0334
 European 0335
 Latin American 0336
 Middle Eastern 0333
 United States 0337
 History of Science 0585
 Law 0398
 Political Science
 General 0615
 International Law and Relations 0616
 Public Administration 0617
 Recreation 0814
 Social Work 0452
 Sociology
 General 0626
 Criminology and Penology 0627
 Demography 0938
 Ethnic and Racial Studies 0631
 Individual and Family Studies 0628
 Industrial and Labor Relations 0629
 Public and Social Welfare 0630
 Social Structure and Development 0700
 Theory and Methods 0344
 Transportation 0709
 Urban and Regional Planning 0999
 Women's Studies 0453

THE SCIENCES AND ENGINEERING

BIOLOGICAL SCIENCES
 Agriculture
 General 0473
 Agronomy 0285
 Animal Culture and Nutrition 0475
 Animal Pathology 0476
 Food Science and Technology 0359
 Forestry and Wildlife 0478
 Plant Culture 0479
 Plant Pathology 0480
 Plant Physiology 0817
 Range Management 0777
 Wood Technology 0746
 Biology
 General 0306
 Anatomy 0287
 Biostatistics 0308
 Botany 0309
 Cell 0379
 Ecology 0329
 Entomology 0353
 Genetics 0369
 Limnology 0793
 Microbiology 0410
 Molecular 0307
 Neuroscience 0317
 Oceanography 0416
 Physiology 0433
 Radiation 0821
 Veterinary Science 0778
 Zoology 0472
 Biophysics
 General 0786
 Medical 0760

EARTH SCIENCES
 Biogeochemistry 0425
 Geochemistry 0996

Geodesy 0370
 Geology 0372
 Geophysics 0373
 Hydrology 0388
 Mineralogy 0411
 Paleobotany 0345
 Paleocology 0426
 Paleontology 0418
 Paleozoology 0985
 Palynology 0427
 Physical Geography 0358
 Physical Oceanography 0415

HEALTH AND ENVIRONMENTAL SCIENCES
 Environmental Sciences 0768
 Health Sciences
 General 0566
 Audiology 0300
 Chemotherapy 0992
 Dentistry 0567
 Education 0350
 Hospital Management 0769
 Human Development 0758
 Immunology 0982
 Medicine and Surgery 0564
 Mental Health 0347
 Nursing 0569
 Nutrition 0570
 Obstetrics and Gynecology 0380
 Occupational Health and Therapy 0354
 Ophthalmology 0381
 Pathology 0571
 Pharmacology 0419
 Pharmacy 0572
 Physical Therapy 0382
 Public Health 0573
 Radiology 0574
 Recreation 0575

Speech Pathology 0460
 Toxicology 0383
 Home Economics 0386

PHYSICAL SCIENCES
Pure Sciences
 Chemistry
 General 0485
 Agricultural 0749
 Analytical 0486
 Biochemistry 0487
 Inorganic 0488
 Nuclear 0738
 Organic 0490
 Pharmaceutical 0491
 Physical 0494
 Polymer 0495
 Radiation 0754
 Mathematics 0405
 Physics
 General 0605
 Acoustics 0986
 Astronomy and Astrophysics 0606
 Atmospheric Science 0608
 Atomic 0748
 Electronics and Electricity 0607
 Elementary Particles and High Energy 0798
 Fluid and Plasma 0759
 Molecular 0609
 Nuclear 0610
 Optics 0752
 Radiation 0756
 Solid State 0611
 Statistics 0463

Applied Sciences
 Applied Mechanics 0346
 Computer Science 0984

Engineering
 General 0537
 Aerospace 0538
 Agricultural 0539
 Automotive 0540
 Biomedical 0541
 Chemical 0542
 Civil 0543
 Electronics and Electrical 0544
 Heat and Thermodynamics 0348
 Hydraulic 0545
 Industrial 0546
 Marine 0547
 Materials Science 0794
 Mechanical 0548
 Metallurgy 0743
 Mining 0551
 Nuclear 0552
 Packaging 0549
 Petroleum 0765
 Sanitary and Municipal 0554
 System Science 0790
 Geotechnology 0428
 Operations Research 0796
 Plastics Technology 0795
 Textile Technology 0994

PSYCHOLOGY
 General 0621
 Behavioral 0384
 Clinical 0622
 Developmental 0620
 Experimental 0623
 Industrial 0624
 Personality 0625
 Physiological 0989
 Psychobiology 0349
 Psychometrics 0632
 Social 0451



THE LINK BETWEEN PERCEPTION OF PARENTAL
RECIPROCITY, PARENTAL APPROVAL, AND
ADOLESCENT SUBSTANCE USE

by

LOREN E. MCMASTER

a thesis submitted to the Faculty of Graduate Studies of York
University in partial fulfillment of the requirements for the degree
of

MASTER OF ARTS

© 1993

Permission has been granted to the LIBRARY OF YORK
UNIVERSITY to lend or sell copies of this thesis, to the
NATIONAL LIBRARY OF CANADA to microfilm this thesis and to
lend or sell copies of the film, and to **UNIVERSITY
MICROFILMS** to publish an abstract of this thesis.
The author reserves other publication rights, and neither the
thesis nor extensive extracts from it may be printed or otherwise
reproduced without the author's written permission



FACULTY OF GRADUATE STUDIES

I recommend that the thesis prepared
under my supervision by

LOREN E. MCMASTER
entitled

THE LINK BETWEEN PERCEPTION OF PARENTAL RECIPROCITY,
PARENTAL APPROVAL, AND ADOLESCENT SUBSTANCE USE

be accepted in partial fulfillment of the
requirements for the degree of
MASTER OF ARTS

August, 1993

M. Gallander Wintre

Supervisor

M. Gallander Wintre

Recommendation concurred in by the following

Examining Committee

E. Hewitt

Chair
E. Hewitt

H. Minden

H. Minden

M. Gallander Wintre

M. Gallander Wintre

A. M. Ambert

A. - M. Ambert

S. Longstaff

S. Longstaff

September, 1993

Abstract

iv

This study examined the association between perception of parental reciprocity (POPRS), perceived parental approval of substance use (PPA), and adolescent substance use, among 452 metropolitan high school students. The hypotheses included a) a negative association between POPRS and substance use; b) a positive association between PPA and substance use; and c) a joint effect of POPRS and PPA on substance use (i.e., anticipating that perceived parental reciprocity potentiates the effect of parental approval on substance use). These hypotheses were tested separately for each of alcohol, tobacco, and cannabis use. Logistic regression analyses were employed with Sex, Age, SES, and School as control variables, Social Desirability, POPRS and PPA as predictor variables, and frequency of substance use as the criterion variable. Substance use was dichotomized into regular and less-than-regular use. Hypothesis B was confirmed, while hypothesis A was confirmed only when social desirability was not partialled out. Hypothesis C was not confirmed. Exploratory analyses were conducted to determine whether the hypothesized model applied more accurately to predicting the transition from experimenter to regular user. Substance use was dichotomized into experimenter versus regular user, with abstainers removed

from the sample. Hypothesis A was confirmed for tobacco and cannabis and B was confirmed for all three substances. The joint effect of POPRS and PPA was only confirmed for tobacco, but surprisingly POPRS attenuates, rather than potentiates, the effect of PPA. An Age X POPRS X PPA joint effect was found whereby POPRS potentiates the effect of PPA for the youngest students (age 14) but attenuates the effect of PPA for the oldest students (age 20). Implications of these findings and future directions for research are discussed.

PREVIEW

Acknowledgements

There are many people I would like to thank for making the writing of this thesis an exciting endeavour. I would like to thank my supervisor, Maxine Gallander Wintre, for her consistent support and encouragement, which helped me to move quickly and productively through my degree. Appreciation goes as well to Harold Minden for his helpful suggestions. I also want to extend my gratitude to Ed Adlaf and Michael Goodstadt of the Addiction Research Foundation who were very supportive in providing expert advice at the design stage of my study, as well as to Mirka Ondrack for the statistical consultation she provided. I am grateful to Rob Lawrence not only for his assistance in data collection and entry, but for helping me keep things in perspective. Finally, I would especially like to thank Erin Hewitt, who, through both formal and informal teaching, inspired me to see how much fun statistics can be, transforming my thesis from potential agony into an exciting adventure.

Table of Contents

Introduction	1
Youniss' Theory of Social Development	1
Adolescent Substance Use	6
Previous Studies on Adolescent Substance Use and Relations with Parents	8
Hypotheses	17
 Method	 20
Subjects	20
Procedure	23
Measures	23
Demographic Measures	23
The Perception of Parental Reciprocity Scale (POPRS)	23
Perceived Parental Approval (PPA)	25
Marlowe-Crowne Social Desirability Scale	25
Adolescent-Self-Report-Drug-Use Questionnaire	26
Analyses	28
 Results	 30
Descriptive Analyses	30
Drug Use	30

Order of Questionnaire Administration . . .	33
School	33
Perceived Parental Approval (PPA)	37
Perceived Parental Reciprocity (POPRS)	40
Hypothesis Tests	42
Hypothesis Tests - Section 1: No control for	
Marlowe-Crowne	43
Alcohol.	44
Tobacco.	51
Cannabis.	56
Hypothesis Tests - Section 2: Controlling for	
Marlowe-Crowne	59
Hypothesis Tests - Section 3: Initiate	
Subsample	69
Alcohol.	77
Tobacco.	90
Cannabis.	97
Discussion	105
Substance Use Pattern	105
Perceived Parental Approval of Substance Use	107
Perceived Parental Reciprocity	108
Prediction of Substance Use	110

References 132

Appendices

Appendix A 146

Appendix B. 165

PREVIEW

LIST OF TABLES

Table	Page
1 Demographic Composition of Sample.	21
2 Comparison of Sample Frequencies of Substance Use to Ontario Frequencies	31
3 Frequency of Alcohol Use Over Last 12 Months by Age	34
4 Frequency of Tobacco Use Over Last 12 Months by Age.	35
5 Frequency of Cannabis Use Over Last 12 Months by Age.	36
6 Descriptive Statistics for Perceived Parental Approval of Substance Use for Each Drug	38
7 Descriptive Statistics for Overall POPRS Scale and Subscales	41
8 Hierarchic Logistic Regression Analysis Results for Predicting Regular Alcohol Use	45
9 Coefficients for the Final Model for Predicting Regular Alcohol Use	47
10 Hierarchic Logistic Regression Analysis Results for Predicting Regular Tobacco Use	52
11 Coefficients for the Final Model for Predicting Regular Tobacco Use.	53
12 Hierarchic Logistic Regression Analysis Results for Predicting Regular Cannabis Use.	57
13 Coefficients for the Final Model for Predicting Regular Cannabis Use	58
14 Hierarchic Logistic Regression Analysis Results for Predicting Regular Alcohol Use When Entering Marlowe-Crowne into the Model.	63

15	Hierarchic Logistic Regression Analysis Results for Predicting Regular Tobacco Use When Entering Marlowe-Crowne Into the Model	64
16	Hierarchic Logistic Regression Analysis Results for Predicting Regular Cannabis Use When Entering Marlowe-Crowne Into the Model	65
17	Coefficients for the Final Model for Predicting Regular Alcohol Use When Entering Marlowe-Crowne Into the Model	66
18	Coefficients for the Final Model for Predicting Regular Tobacco Use When Entering Marlowe-Crowne Into the Model	67
19	Coefficients for the Final Model for Predicting Regular Cannabis Use When Entering Marlowe-Crowne Into the Model	68
20	POPRS-MC Correlations for Abstainers, Experimenters, and Regular Users of Alcohol, Tobacco and Cannabis	71
21	Tests for Significant Differences Between POPRS- Marlowe-Crowne (MC) Correlations for Abstainers, Experimenters and Regular Users of Alcohol, Tobacco and Cannabis	72
22	Tests for Significant Differences Between Marlowe-Crowne (MC) Means for Abstainers, Experimenters and Regular Users of Alcohol, Tobacco and Cannabis	74
23	Hierarchic Logistic Regression Analysis Results for Predicting Regular Alcohol Use for the Alcohol Initiate Subsample	79
24	Coefficients for the Parsimonious Model for Predicting Regular Alcohol Use for the Alcohol Initiate Subsample	82
25	Coefficients for the Final Model for Predicting Regular Alcohol Use for the Alcohol Initiate Subsample.	85

26	Hierarchic Logistic Regression Analysis Results for Predicting Regular Tobacco Use for the Tobacco Initiate Subsample.92
27	Coefficients for the Final Model for Predicting Regular Tobacco Use for the Tobacco Initiate Subsample.95
28	Hierarchic Logistic Regression Analysis Results for Predicting Regular Cannabis Use for the Cannabis Initiate Subsample	100
29	Coefficients for the Final Model for Predicting Regular Cannabis Use for the Cannabis Initiate Subsample	101
B-1	Ethnicity of Subjects and Their Parents.165
B-2	Languages Spoken at Home168
B-3	χ^2 Tests of Order Effects on Substance Use and Perceived Parental Approval Scores	169

LIST OF FIGURES

Figure	Page
1 The Developmental Trend of Perceived Parental Reciprocity	11
2 Histograms of the Distributions of Approval Scores for Each Drug	39
3 Effect Display for the Effect of Perceived Parental Reciprocity on the Probability of Regular Alcohol Use.	49
4 Effect Display for the Effect of Perceived Parental Approval of Alcohol Use on the Probability of Regular Alcohol Use	50
5 Effect Display for the Effect of Perceived Parental Reciprocity on the Probability of Regular Tobacco Use.	54
6 Effect Display for the Effect of Perceived Parental Approval of Tobacco Use on the Probability of Regular Tobacco Use	55
7 Effect Display for the Effect of Perceived Parental Reciprocity on the Probability of Regular Cannabis Use.	60
8 Effect Display for the Effect of Perceived Parental Approval of Cannabis Use on the Probability of Regular Cannabis Use.	61
9 Effect Display for the Effect of Perceived Parental Approval of Alcohol Use on the Probability of Regular Alcohol Use for Alcohol Initiate Subsample . . .	83
10 Effect Display for the Perceived Parental Approval by POPRS Effect on the Probability of Regular Alcohol Use for 14 Year Olds in the Alcohol Initiate Subsample	87

11	Effect Display for the Perceived Parental Approval by POPRS Effect on the Probability of Regular Alcohol Use for 17 Year Olds in the Alcohol Initiate Subsample	88
12	Effect Display for the Perceived Parental Approval by POPRS Effect on the Probability of Regular Alcohol Use for 20 Year Olds in the Alcohol Initiate Subsample	89
13	Effect Display for the Perceived Parental Approval by POPRS Effect on the Probability of Regular Tobacco Use in the Tobacco Initiate Subsample.	96
14	Effect Display for the Effect of Perceived Parental Reciprocity on the Probability of Regular Cannabis Use for the Cannabis Initiate Subsample.	102
15	Effect Display for the Effect of Perceived Parental Approval of Cannabis Use on the Probability of Regular Cannabis Use for the Cannabis Initiate Subsample.	103

Introduction

One of the most prolific areas of research into behavioural problems of adolescence is that pertaining to the dynamics and quality of the adolescent-parent relationship. Although adolescence is a time of developing autonomy with movement away from parents and towards peers, it is assumed that parents maintain an influence on behaviour both by what they have done in the past (contributions to attachment, self-esteem, etc.) and how they deal with the adolescent in the present (discipline, monitoring, etc.). The following paper proposes to examine the relationship between adolescent substance use and Youniss' (1980) theory of the development of reciprocity in the parent-adolescent relationship.

Youniss' Theory of Social Development

Youniss' theory of social development, which integrates the theories of Sullivan (1953) and Piaget (1965), places an equal emphasis on peers and parents as socializing agents, but stresses that the roles of each are distinct. The child is viewed as existing in two social worlds.

On the one hand is the world of the child's relationship with the parent. The developing child desires to find out how social reality is ordered,

i.e., to know how to gain approval, how to avoid punishment, etc.. The adult, in responding to the child in approving or disapproving ways, is the authority on social reality. While this "unilateral relationship" teaches the child social rules, it does not lead to comprehension of the rules (Youniss, 1980). The result is an illusion of mutual agreement when in reality the child is primarily developing a subjective version of the adult's system of meaning.

On the other hand is the social world of peers. In early peer contacts each child mistakenly believes that his or her peers have all been imparted with the same interpretation of reality. Conflict erupts when these different versions of reality collide. Since none of the children has authority, reciprocity develops out of necessity. The children must learn to reflect on one another's thinking and together come up with a collaborative meaning. The self becomes both agent and recipient of the perception of reality, and meaning and order depend on cooperation. In this way the child learns reciprocity, appreciation of personhood, and mutual understanding in the context of peer relationships (Youniss, 1980).

During adolescence children begin to see a disparity between the two structures of relation in

which they engage. According to Youniss (1980), the experience of shared authority [with peers] and its potential to yield mutual understanding is born of cooperation which, in turn, begins to influence adolescent conceptions of unilateral authority. It is not simply the authority of adults they question. More importantly it is the adolescents' own capacity to create order through shared authority that is explored (p.33).

The adolescent begins to see the parent as more than just the embodiment of authority, but as a person with limitations and weaknesses. Concomitantly, the adolescent begins to see him/herself as having a valid version of reality, and therefore potentially in a position similar to an adult. The adolescent then initiates a transformation of the relationship with the parents away from one characterized by unilateral authority to one that more closely resembles relationships with adolescent peers. The transformation can be successful only if the parent changes also, and awards the adolescent more respect, autonomy, and participation in decision-making. As Minden (1982) points out, during the changes that accompany the adolescent period, the parent-child relationship characterized by mutuality, openness and

understanding will be more easily achieved if there is a history of a strong one-to-one relationship throughout childhood.

If parents resist the transformation initiated by their children and refuse to give up their position as unilateral authority, the adolescent will become frustrated, leading him/her away from interest in relationships with parents and closer to relationships with peers. Parental resistance cuts off communication between the adolescent and parent in two ways (Youniss, 1980). First, since the opinions of the authority are the focus of any communication, adolescent behaviour can meet approval or disapproval only as conferred by the adult. When differences arise, adolescents are encouraged to conceal their ideas or opinions in order to obtain approval. Second, the adult is also encouraged to conceal opinions, since,

being looked on as an authority, the person may choose to assert views to cover up gaps in knowledge or other personal weaknesses in a show of strength. The person in charge is under no obligation to tell all and may often find it easier to impose rules rather than to deal candidly with difficult situations (Youniss, 1980; p. 37).

Given that it is typical for adolescents to be faced with a myriad of "difficult situations", (e.g., sexuality, pressure to use alcohol and other drugs, interpersonal conflict, etc.), if adolescents meet with resistant parents they are more likely to turn to peers for help in making sense out of reality and working out decisions. Under these conditions, in my view, although parents may strongly desire to have input into adolescent decisions about behaviour, their views may hold little sway since the adolescent sees the parent as a representative of the adult world, not as a person who can engage in a mutual search for truth.

Although Youniss' theory deals with normal development, it suggests a way in which the parent-adolescent relationship can affect "problem behaviour". A transformed relationship with a parent, one characterized by mutual openness and respect, can act as a buffer against stress experienced by the adolescent, possibly having an effect in preventing problem behaviour. In contrast, an untransformed relationship, characterized by unilateral authority, suffering from barriers in communication, may prevent

effective parental guidance.

Adolescent Substance Use

The present study examines the possible clinical implications of Youniss' theory of social relations by investigating its relation to adolescent substance use. Substance use was chosen as the research problem for a number of reasons. First, substance use is a prevalent problem affecting a relatively large number of adolescents. Data obtained in Ontario in 1991 (Smart, Adlaf & Walsh, 1991) show that 15.6% (or 140,478) of high school students smoke cigarettes daily, 8.4% (or 75,642) consume three or more drinks on a single occasion five or more times within a four-week period, 2.9% (or 26,114) use cannabis at least 1-2 times per week, and 3.3% (or 29,716) used some form of hallucinogen in the year previous to the survey. Although some of the percentages are low, they represent a large number of students.

Second, substance use has serious consequences for the developing adolescent. Evidence suggests that substance use, especially in its more severe form, is associated with social liabilities, unemployment, delinquency, amotivational syndrome, as well as a variety of health problems (see Kandel, 1981). It has also been suggested that substance use interferes with

the development of the adolescent's sense of identity, leading to a confused sense of self, confused goals, and delayed maturity (Brook, Brook, Gordon, Whiteman & Cohen, 1990).

Third, there are methodological advantages to choosing substance use as a subject for research on adolescent problem behaviour. Because substance use is so prevalent it is possible to obtain a wide range of use levels by sampling a 'normal' student population. This eliminates the problem of obtaining matched controls for a clinical population, a source of criticism of many studies on drug use (Blechman, 1982).

A further benefit of using a 'normal' population is that "legal drugs...are responsible for the greatest harm to the physical, psychological, and social well-being of youth" (Adlaf & Smart, 1991, p.70). The sampling of other populations, such as youths in addiction treatment or with criminal records for possession, would not address a great deal of substance use that is problematic. Furthermore, given that there is a progression from legal to illegal drugs (Kandel & Faust, 1975), any progress that can be made in preventing legal drug use may result in lower rates of illicit drug use.

The factors associated with adolescent substance