

**THE RELATIONSHIPS BETWEEN SCHOOL-AGE CHILDREN'S PERCEPTIONS OF PARENTAL WARMTH · ACCEPTANCE AND FAMILY SUPPORT, AND THEIR SOCIAL PROBLEM-SOLVING BEHAVIORS.** Park, Y. Y., Hwang, O.K.  
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The purpose of this study was to examine how children's perceptions of parental childrearing behaviors and family support were related to their interpersonal problem-solving behaviors. The subjects were 580 children of 5th(n=288) and 6th(n=292) grades selected from 4 elementary schools in Taejon, Korea. They were asked to fill out questionnaires concerning three research variables. The tools used to assess the 3 variables were Warmth-Acceptance items of a Childrearing Behaviors Questionnaire(Park, 1995), Family Support subscale of the Social Support Appraisals Scale (Dubow & Ulman, 1989), and an Interpersonal Problem-Solving Questionnaire developed by Hwang and included 3 different types of children's interpersonal problem-solving behaviors(IPS). The data were analyzed through correlation analyses, t-tests, and regression analyses. The significant correlations were found between parental Warmth · Acceptance and the types of children's social problem-solving behaviors. Maternal Warmth · Acceptance(W · A) showed higher correlations with children's IPS than paternal W · A did. Boys' IPS were more strongly influenced by parental W · A than girls' were. Children's IPS were more strongly related with opposite-sex parents' behaviors than with same-sex parents'. Among 3 types of children's IPS, Social · Assertive behaviors(SA) were by far the most common behavior regardless of the level of parental W · A. SA behaviors appeared significantly more frequently in high W · A group than in low W · A group, and Passive · Withdrawl(PW) and Hostile · Aggressive behaviors(HA) appeared more frequently in low W · A group in general. But boys' HA and girls' P · W showed no significant difference according to parental W · A. The pattern of children's IPS with relation to Family Support (F · S) is very similar to that of IPS in relation with parental W · A. But unlike parental W · A, F · S made significant differences in boys' H · A. F · S predicted children's IPS better than parental W · A, especially among boys. The conclusion is that parental W · A and F · S have substantial impact on the types(and the quality) of children's IPS.