

**Electronic Supplementary Material (ESM 1)**

**Adolescents' Social Goal Orientations:  
Associations with Parenting Styles and Behavioral Outcomes**

*Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*

Naska Goagoses & Neele Bäker

**Table E1**

Detailed Demographic Description of Participants.

<b>Adolescents</b> (n = 354)	<b>Parents</b> (n = 121)
<u>Gender</u> 43.5% Male 56.5% Female	<u>Questionnaire Completed by</u> 76.9% Mothers 23.1% Fathers
<u>Age</u> M = 14.11 SD = 1.79	<u>Country of Birth</u> 61.2% Germany - both parents 36.4% Other - one or both parents (e.g., Russia, Turkey) n <sub>missing</sub> = 3
<u>Country of Birth</u> 91.5% Germany 7.6% Other (e.g., Poland, Syria) n <sub>missing</sub> = 3	<u>If Other - Number of Years Living in Germany</u> M = 22.86 years Range: 1 year – 50 years (Based on the responses of 42 parents)
<u>Language Spoken at Home</u> 84.5% German 15.3% Other n <sub>missing</sub> = 1	<u>Language Spoken Most Often</u> 81.0% German 17.4% Other n <sub>missing</sub> = 2
<u>School Type</u> 1.1% Hauptschule 47.2% Realschule 35.6% Gymnasium 15.5% Oberschule 0.3% Gesamtschule 0.3% IGS	<u>Highest Level of School Completion Father</u> 5.8% No school completion 24.0% Hauptschulabschluss (9 years) 37.2% Realschulabschluss (10 years) 31.4% Fachhochschul/Hochschulreife (12+ years) n <sub>missing</sub> = 2
	<u>Highest Level of School Completion Mother</u> 4.1% No school completion 12.4% Hauptschulabschluss (9 years) 47.1% Realschulabschluss (10 years) 34.7% Fachhochschul/Hochschulreife (12+ years) n <sub>missing</sub> = 2

*Note.* Gender was assessed in German by asking participants to indicate Geschlecht: männlich oder weiblich; n<sub>missing</sub> indicates the number of participants who did not respond to the question.

**Table E2**

Cronbach's Alpha and McDonald's Omega Coefficients for IGI-C Sub-Scales.

<b>Sub-Scale</b>	<b>Number of Items</b>	<b><math>\alpha</math></b>	<b><math>\omega</math></b>
Agentic	3	.62	.62
Agentic-Separate	3	.70	.70
Separate	6	.75	.76
Submissive-Separate	4	.82	.83
Submissive	4	.72	.76
Submissive-Communal	5	.58	.61
Communal	4	.73	.74
Agentic-Communal	4	.54	.55

*Note.* Alpha values are in a similar range as reported by previous studies, e.g., .60 - .80 (Findley & Ojanen, 2013), .61 - .78 (Findley-Van Nostrand & Ojanen, 2018), .57 - .72 (Ojanen et al., 2005), and .58 - .79 (Ojanen et al., 2013).

**Table E3**

Mean Differences for Females and Males of Assessed Variables.

Variable	Females		Males		<i>t</i> (352)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Agentic Goals	-1.01	1.27	-.96	1.22	-.38	.35	1.25
Communal Goals	2.08	1.62	1.79	1.76	1.59	.06	1.68
Rule-Breaking Behavior	1.25	.22	1.31	.28	-2.11	.02	0.25
Aggressive Behavior	1.39	.25	1.37	.29	.87	.19	0.27
Prosocial Behavior	2.76	.27	2.55	.40	5.85	< .001	0.33

**Table E4**

Beta Coefficients and Standard Errors for Direct Paths in Model.

		$\beta$	<b>B</b>	<b>S.E.</b>
Parental Warmth	→ Agentic Goals	-.31	-.91	.38
Parental Warmth	→ Communal Goals	.01	.02	.52
Parental Coercion	→ Agentic Goals	.03	.09	.26
Parental Coercion	→ Communal Goals	-.26	-1.00	.35
Parental Autonomy Support	→ Agentic Goals	.09	.28	.42
Parental Autonomy Support	→ Communal Goals	.10	.41	.58
Agentic Goals	→ Rule-Breaking Behavior	.18	.04	.01
Agentic Goals	→ Aggressive Behavior	.28	.06	.01
Agentic Goals	→ Prosocial Behavior	-.13	-.04	.01
Communal Goals	→ Rule-Breaking Behavior	-.05	-.01	.01
Communal Goals	→ Aggressive Behavior	-.12	-.02	.01
Communal Goals	→ Prosocial Behavior	.22	.05	.01
Age	→ Agentic Goals	.21	.14	.04
Age	→ Communal Goals	.11	.11	.05
Age	→ Rule-Breaking Behavior	.26	.04	.01
Age	→ Aggressive Behavior	.04	.01	.01
Gender	→ Rule-Breaking Behavior	.15	.07	.02
Gender	→ Prosocial Behavior	-.29	-.21	.03