

## Appendix A

### *Parenting Goals Scale (PGS)*

Originally published in Le & Impett (2017)

People care for their children in both good and bad times. Sometimes this care is easy and enjoyable to give whereas other times it's difficult and frustrating. Please describe one of the most recent times you gave care to your child. Describe what your child was going through and what you did for your child. (*free response*)

There are many reasons for why people care for their children. Please answer the following questions based on how important each reason was for why you gave care to your child in the situation you just wrote about.

"In this particular situation, the reason I cared for my child was..."

(1 = *not at all important*, 2 = *a little important*, 3 = *somewhat important*, 4 = *very important*, 5 = *extremely important*)

1. So my child knew that (s)he is important in my life
2. To provide my child comfort when (s)he needed it
3. So that my child felt loved
4. So that my child knew that (s)he could depend and rely on me
5. Because I wanted my child to be happy
6. To ensure my child develops into a good person
7. To allow my child to have meaningful life experiences
8. To prevent my child from wasting his/her potential
9. To prevent my child from having problems later in life
10. To prevent my child from being a failure
11. To prevent the possibility of my child making me look bad
12. To avoid the possibility of getting embarrassed by my child
13. Because it could help me look like a good parent in front of other people
14. So my child would think I'm a good parent
15. To avoid my child becoming upset with me
16. To gain my child's love
17. So that my child wouldn't resent me

*Note.* In sample 5, parents responded about their goals more generally, rather than in a specific instance.

## Appendix B

### *Parent Demographic Group Differences in Parenting Goal Pursuit*

	Child love and security			Child development			Parent image			Child acceptance		
	<i>ES</i>	<i>SE</i>	95% CI	<i>ES</i>	<i>SE</i>	95% CI	<i>ES</i>	<i>SE</i>	95% CI	<i>ES</i>	<i>SE</i>	95% CI
Parent Demographics												
Gender	.32***	.04	.23, .40	.02	.08	-.13, .18	-.13	.09	-.29, .04	-.03	.08	-.18, .13
Age	-.03	.04	-.10, .04	.02	.05	-.09, .12	-.06	.05	-.16, .04	-.10	.09	-.28, .08
Education	-.12***	.03	-.18, -.05	-.08	.08	-.25, .08	-.05	.12	-.29, .19	-.13*	.07	-.26, -.002
Income	-.03	.02	-.08, .01	-.01	.03	-.06, .04	-.03	.04	-.10, .04	-.08***	.02	-.12, -.03
Child Demographics												
Gender	.09	.07	-.06, .24	.07	.09	-.10, .25	-.01	.06	-.12, .10	.03	.08	-.13, .19
Age	-.13	.12	-.36, .10	.03	.10	-.16, .23	-.005	.04	-.08, .07	-.06	.07	-.19, .07

*Note.* \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Values reflect meta-analytic estimates derived from five samples. *ES* = effect sizes. Effect sizes for parent gender, parent education, and child gender reflect *ds*. Effect sizes for parent age, parent income, and child age reflect *rs*. All estimates are bivariate associations of each parent (or child) demographic in predicting each of the four parenting goals in separate models. Higher values for parent gender indicate that mothers pursued a particular goal more than fathers, higher values for child gender indicate that parents pursued a particular goal more with girls relative to boys, and higher values on education indicate college educated parents pursued a particular goal more than non-college educated parents.