INTRODUCTION
Parent-child relationships are always closely followed in Taiwan. This is especially true with regards to education because parents feel most successful when their children are good students. Parents are the most significant people during the early stages of childhood. Children’s interactions with their parents significantly influences the emotional security of children. This is why children’s attitudes towards school are so carefully monitored in Taiwan, and this is why we compared Taiwan parenting styles with America. We all know there are many difference between Taiwan and America. Our investigation focuses on East/West parent-child relationships. We particularly focused on differences in parent-child relationships where they interface with education. We know from personal experience and anecdotal evidence that Taiwan parents are extremely keen on cram schools, tests, and what high schools their children attend. Are Western (particularly, American) parents different in this regard? We used interviews of Taiwan and American families at different stages of child development to gather data.

In Chinese families, the child’s personal academic achievement is the value and honor of the whole family. A lot of value is placed on the child to do well for the family (Chao, 2001). In the literature, two kinds of parenting are often defined: Authoritarian parents attempt to control their children with absolute standards, and expect obedience, respect for authority, and preservation of order from children. In contrast, authoritative parents expect mature behavior from their children, set clear standards, enforce rules and standards firmly, use commands and sanctions only when necessary, encourage independence, individuality, and open communication, and recognize the rights of the children (Leung, Lau & Lam, 1998).

Chinese parents are higher in general authoritarianism in research literature. In authoritarianism, parents tell the youth not to argue with adults, tell the children that they will know better when grown up and that parents are correct and should not be questioned. In response to poor performance in school, the parents get upset, reduce the youth’s allowance or “ground” the youth; as a response to good grades, the parents tell the youth to do even better, and note that other grades should be as good (Leung, Lau, Lam & Wai, 1998).

In a study to examine differences in the effects of parenting style and parent adolescent relationships in the school performance of first- and second-generation Chinese and
American and European American adolescents, Chao (2001) found that first-generation Chinese youth from authoritative families were not better than those Chinese youth from authoritarian families.

METHODS
We will use one method to understand Taiwanese and American families. We interviewed Taiwanese and American families about parent child relationships. The interviewed families include young, middle and old families. By ‘young’, we mean all children are under 5 years of age. By ‘middle’, we mean with children in high school, but not older. By ‘old’, we mean all children are potentially married. The authors interviewed all families directly. Live video chat was used for the three American families. All videos were recorded and transcribed.

DIFFICULTIES AND POTENTIAL OBSTACLES
For interviews, it was difficult to find appropriate families. Taiwanese families are traditional and people are often reserved about family matters. Further, Taiwanese parents think their relationship with their children is private. In the end, we decided it would be okay to interview our relatives. It was also difficult to find appropriate families in America. We do not live in America and don’t understand American culture. We speak a different language. For the American families we took advantage of our teacher being American and being able to identify three families for this research.

OUTCOMES AND CONCLUSION
Schooling. With regard to responding to bad grades, Taiwanese and American families responded with mostly authoritative response types. The older Taiwanese family did respond in a way that makes us think they had been more likely to use authoritarian methods, but usually did not.

With regard to the issue of motivating children by making comparisons, we found that American and Taiwanese parents answered similarly. Paraphrasing, both sides said comparisons are likely to be made, but they do not want to use comparison to improve their children’s study performance. We must note one distinction with the older Taiwanese family. When asked if they used comparisons to motivate their children, they basically said, “Of course.” This was the only authoritarian response to this question.

Following up on the motivation issue, the families were asked about punishment. All families indicated authoritative responses by pointing out that punishment would be given only as necessary, or as a last resort. The children would be encouraged before made to study. Regarding incentives, all families felt incentives would be used prior to any punishment.

Family. We found that American families were unlikely to talk about how to care for the parents when they got older. In contrast, two Taiwanese families replied in the affirmative. Basically they said, “Of course we have talked about this!” The young family, however, responded that they would like to encourage their children to learn to take care of themselves.
With regard to leaving the family “nest” to work and get married, the American families replied that this must be the case and is only natural. The answers are more varied for the Taiwanese families. The young family responded much the same as the American families. The middle family responded that the children can move out, but hoped that they would not go far. The older family first responded by saying that whatever needs to be done, is okay. But, continuing, said they encouraged the children to live together with the parents.

With regard to any reason for children living with the parents, the Taiwanese families respond differently for female/male children. Male children are expected to stay closer, at least for the older and middle families. The young family responded that there should be no need to live with the parents. The American families are all similar to the you Taiwanese family in their responses.

With regard to monetary support from children, the American families all basically said, “No way!” In fact, the older family, after mentioning they had had some “rough times” that their children were helping, but that it was just “trying to help us.” In other words, the assistance was not demanded or expected, but came only because it was absolutely necessary. The Taiwanese answers are more complex, perhaps because this form of dependence training is still common in Taiwan. The young family said that if the parents ever need it, the children are obligated to pay attention and help. The middle family provided very specific details for when this should be done. For example, graduated, single, working children should send home money. After marriage, the only money given would be a generous ‘red envelope’ at New Years on a good year. The older family simply replied that, yes, money should be sent home by children.

The independence of Taiwan and American children. Taiwanese parents take a lot of care in planning in their children’s future. Generally, Taiwanese children do not choose their own way for school and life because parents feel that parental decisions are correct. Children, in fact, have a delayed experience learning to make right and wrong decisions. Because of this parenting style, Taiwanese children are usually more dependent than American children.

Independence in American children. American parents apparently do not like to pamper their children as much as typical Asian parents might. Children are not as obviously taught to respect their parents. According to a website (robowmac8, 2010), the purpose of American children’s education is primarily to cultivate independence and creativity. Many games and learning activities seem to teach children to be independent by requiring children to try to win, or be “number 1”. Taiwanese games are more likely to be cooperative.

CONCLUSIONS
When discussing the conclusions below, please keep in mind that 6 interviews is hardly representative of the entire population of a culture. Nevertheless, we feel we have some
interesting cross-cultural results that do connect with previous research on authoritative/authoritarian parenting styles and dependence/independence training.

The Taiwanese families, as a group, did seem more likely to be authoritarian, but in practice were actually more authoritative in their parenting styles. The older family, though also apparently authoritative, seemed more accepting of authoritarian parenting by acknowledging that authoritarian behaviors are okay and normal. The young Taiwanese family hedged away from these same suggested authoritarian attitudes. The American families were all authoritative, at least in their responses to our questions. Unlike the older Taiwanese family though, they shied away from anything that made them look authoritarian.

For dependence and independence training, it is interesting to note the steady transition from high dependence training of the older family to almost complete independence training expectations of the young family. The one notable exception to independence training still expected by the young family was sending home money. But even this was strongly toned down from the old family’s response that money must be sent home as an obligation. Perhaps there is some Western influence here. The American families responses are all very clearly independence training oriented.

REFERENCES

http://www.wretch.cc//blog/robowmac8/44&page=0#comment278683914
C.1 When your children begin school, how do you feel you will respond when they get bad grades?

Mr. Aston: That’s a really good question. Our oldest son is only two years old right now. So, and I'm also as a teacher as well, so I would like to think that I will be able to see... I'd like to be able think that we will work with our child to help them better their grades. Of course we're going to want to do well.

Mrs. Aston: I mean I would like to work with them but I think I will... feel a little sad, maybe if he got bad grades or, you know, feel a little disappointed in myself for not helping him to get better grades.

Q1. Would you ever make comparisons with other children?

Mrs. Aston: I think we probably would. We already see ourselves doing that. You know we see a little boy who is about the same age and maybe he talks better than our little boy and we already think: “Oh~Ours doesn't talk as well as him.” I think we already do make comparisons, and that's not good, but we probably will.

Mr. Aston: I see that with our own children as well, we have a baby girl and we are already comparing our baby girl to our older son. “Oh~she can't roll over yet” or “Our son could roll at this age. She can't yet.” We’re already making comparisons. So even though I don’t think it's probably the best thing to do, I think it's a natural tendency of human beings to make comparisons with other children.

Q2. Would you consider offering incentives?

Mrs. Aston: I would.

Mr. Aston: I think that is a really good way to motivate students. I know in my classes, offering a little incentive, maybe an extra credit on some of their assignments. Or an opportunity to watch a video or something to that effect. That is a great motivator for students and I think the same would work with our children, to offer that motivation.

Q3. Would you consider using a punishment?

Mrs. Aston: I think I would use a punishment for really bad grades, and like he said, an incentive for better grades and probably a punishment for really bad grades.
Mr. Aston: Especially if we knew that our child could do better. If our child had proved that they were capable of better grades and then they did not perform to the level they are capable of, I think we would use a punishment. Maybe make them stay home and do their homework instead of going to play with friends, or go out or something like that.

Q4. Would it be effective, in your opinion to study with your child?

Mr. Aston: Absolutely. Absolutely, we already read with our child, uh...I think it is... I think it offers them built-in teacher, or built-in tutoring inside a family to help them better excel academically.

Mrs. Aston: I think as long as your child knows that you support them, that you're there for them to help, they'll probably get better grades.

How likely are you to take over the child’s homework?

Mrs. Aston: No!

Mr. Aston: No. As a teacher I don’t like parents to do their children’s homework for them, so homework is going to be a completely, or the plan is, it's going to be a completely independent activity the student, the child will do it with themselves. We will offer help and guidance, but child's going to do the work.

C2. As you get older do you think you will discuss with you children how to care for you in your old age?

Mrs. Aston: I don’t know.

Mr. Aston: I haven't really thought about that.

Mrs. Aston: We haven't thought that far in advance.

Mr. Aston: I know that at least with my family, it's almost like a joke. They joke about how we're going to have to take care of them when they get old. My parents say that. But I think we will consider it, depending on our health and where we are in our lives, and where I children are, I think we may consider doing that.

Mrs. Aston: I could just tell them to be nice to me when I'm old.

For the elderly who need care, what do you think is most appropriate form of care?

Mrs. Aston: For the elderly, I think being taken care of by family is probably the best.

Mr. Aston: Definitely. I've (Mrs. Aston: Sometimes that's not an option) I've seen my grandmother who was taken care of by the family when [she was getting into her] old
age, and also taken care of by a care facility. Senior citizen's care facility and I think it is so much better to care by the family. However, it is a huge stress to the family to take care of the elderly... elderly person in their family.

**Do you feel your children, as they marry, should get out on their own and start a family?**

Mrs. Aston: Absolutely. (Mr. Aston: Yes I do.) Children are meant to leave home and be independent, be their own family once they get to a certain age.

Mr. Aston: I think parents will take care of their children until they're adults and then it's up to the child to take care of themselves when they becomes an adult.

**C3. As a follow-up to the previous question. Do you feel children should “leave the nest”?**

Mr. Aston and Mrs. Aston: Yes, absolutely.

**What are your first feelings when you notice an older person still living with his/her parents?**

Mr. Aston: Honestly, I feel that they need more independent. They need to learn to take care of themselves and not be reliant on their parents.

**Do you ever expect your children to live with you after they are married?**

Mrs. Aston: Well, you know, we have had to live with his parents a couple of times, just for, you know, a short period of time. Like when we were moving. I think that is acceptable. But, on any long-term basis, absolutely not!

**In what situations might this be okay?**

Mr. Aston: Just like we were talking about. We built the house, and our house wasn't built yet. We needed a place to stay. It wasn't finished. We needed a place to stay so we stayed with my family, my mom and dad for (Mrs. Aston: For three months) two to three months. But it was short. I think anytime it's just going to be a few weeks, a month or two, I think that's fine. However, if it's longer... Years? I don't find that acceptable.

**In your old age, where do you expect to live out your remaining years?**

Mrs. Aston: Hopefully at home, at our own home, but I think if our health, or our brains failed, if we can't remember anything anymore, you know if we're not in good health anymore, hopefully our kids will take care of us.

Mr. Aston: I would like to hope that our health is good enough that we could take care of ourselves into our old age. However, if that's not the case, we'd wanna live with our children.
Do you expect your employed children to send home money?

Mrs. Aston: No, they just need to take care themselves.

Do you have any thoughts you want to share about family?

Mr. Aston: I don’t know what other people have said, but at least to us family is a very important part about our life. We feel it’s very important that... it’s our first duty as people, as human beings to take care our family. And I still feel it is a very important aspect of our life.

Young Family Transcript—Taiwanese

C1.當你的小孩上學之後,成績考差了你會如何?
   媽媽: 問他為什麼會考差
   爸爸: 恩..會問他為什麼
Q1.你曾經把自己的小孩和別的小孩做比較嗎?
   爸爸: 不會,沒有比較過
Q2.你有考慮過獎勵制度嗎?為什麼?
   爸爸: 會,如果表現的好當然會獎勵
Q3.有考慮過處罰嗎?
   媽媽: 如果說做不好的話,還是會處罰!
Q4.你覺得和小孩一起念書,成效大不大?
   爸爸: 還不錯,因爲有問題可以馬上幫他解答
   那你是否會幫小孩一起做功課?
   媽媽: 看是什麼功課,例如:很難的美勞作業
C2.當你老了之後妳是否會和小孩一起討論,他們會如何照顧妳/你?
   爸爸: 不會吧!自己顧好自己就好
   對於需要照顧的年長者,你認爲哪一種照顧方式最適當?
   爸爸: 看狀況,看年長人的情形做決定
   你覺得你的小孩結婚之後,他們應該要搬出去並且開始他們的家庭生活嗎?
   媽媽: 他們如果想的話,可以!
   那認為哪一個年齡最適合呢?
   媽媽: 25 到 30 歲左右
C3.對於一個年長者仍然和她父母住在一起,你的想法是什麼?
   爸爸: 不會有甚麼想法,因為他已經年長了!
   你曾經期待你的小孩結婚還跟你們住在一起嗎?
   爸爸: 恩..住附近就好
   媽媽: 對
   在你老的時候妳希望自己一個人度過嗎?
   媽媽: 不要,因爲很可憐
   爸爸: 不要
   你希望你小孩工作以後寄錢回家嗎?
C1. When your children began school, how did you respond when they got bad grades, or didn’t do as well as you thought they should do?

Mr Wood: We just try to figure out ways that we could help them do better. It didn’t happen very often cause they’ve been pretty good students but if they did have struggles we would just try to figure out where they were struggling and what we could do to help them out.

Q1 did you ever make comparisons with other children?

Mrs Wood: We try really hard not to do that because each child is so individual. You know, I can’t say that we’ve never done it ‘cause you know parents make mistakes, but we’ve tried very hard not to do that.

Q2 did you use incentives?

Mr Wood: Usually not. We have after the fact if when they’ve done well we’ve maybe rewarded by going to a movie or going out to get treats, ice cream or something like that, but we don’t tell them front ….we’re gonna give ‘em so much money for getting and “A” or anything like that.

Q3 did you use some kind of punishment? If so, what?

Mrs Wood: No, we’ve never had them bring home such a bad grade that we felt like a punishment was necessary.

Q4 did you prefer helping your child study?

Mrs Wood: Yeah, we have helped all of our children study. It comes to a point in about the fourth grade where they really start to need some help understanding the way to study and understanding new concepts, and we’ve always taken the time to read with our kids and really encourage them to love to read.

-how likely were you to actually take over your child’s homework?
Mrs Wood: This one makes me laugh, because I think when I our oldest was in fourth grade, she really had a hard time with some of the homework, and I have to admit, I think there were few times where I got the grade and she didn’t.

C2. As your children have gotten older, have you discussed with them how to care for you in your old age.

Mr Wood: We have not.

Mrs Wood: We found that question very interesting.

Mr Wood: We told them tonight at dinner that we expected when they turned 25 then they each send us $250 a month. We were joking.

- For the elderly who need care, what do you think is the most appropriate kind of care?

Mrs Wood: (I don’t know. That’s a hard one.)

Mr Wood: It may depend on what our health was like? And I mean I would… I guess prefer, you know, in our own home. But if it needed to be, I guess if we had to move in with them that would probably be OK.

Mrs Wood: That would be okay. That’s something we really haven’t thought a lot about, but, you know, both of our parents are getting older and they are still very independent. My mother is 70, and she still lives on her own, so that’s something we haven’t thought a lot about.

- Do you feel your children, as they marry, should get out on their own and start a family?

Mrs Wood: (Yes) Yes. We very much think that they need to have their own space and establish their own relationship as a married couple.

- Q At what age is this ideal?

Both: Whenever it happens. No set time.

C3. As a follow-up to the previous question, do you feel your children should “leave the nest”?

Both: Yes

- What is your first impulse when you notice an older person still living with his/her parents?

Mr Wood: That probably their parents need to maybe show some tough love and have them move out, if possible. Especially if they have a decent job and they’re just with living at home because they want to have mom cook for them or something.
Does any criticism come to mind?

Mr Wood: No, ‘cause I mean, I’d hope we’d be open minded enough. Yeah you might think in your mind that it isn’t ideal, but I don’t think we would openly criticize the child or the parents for that.

Q2 Do you ever expect your children to live with you after they are married?

Both: No.

-In what situations might this be okay?

Mr Wood: I guess if something happened. If they were married and something happened to their spouse, that would probably be OK for them to come back. Or if…..probably some sort of extra-ordinary, out of the ordinary type situation,

Mrs Wood: (like a death or maybe a divorce or something. Especially if they had children too and it was difficult for them to care for their children and provide.)

Q3 In your old age, where do you expect to live out your remaining years?

Mr Wood: I guess together in our own home, as long as we (…As long as we can…) we can be independent.

-What are the possibilities?

Mrs Wood: I would hope that our children would, you know, want to take care of us and financially, if, you know, living in a retirement home or some place like that was necessary, I’d hope that we would be able to afford that.

Q4 Do you expect your employed children to send money home for your support?

Mr Wood: No, other than what we were joking about earlier that we told them.

*Do you have any other thoughts you want to share about family?

Mr Wood: We did. We hold family to be of very high importance. We love our family and they are very important and we try… all that we do is for our family to try to help them become responsible adults and to grow up to be responsible parents.

Middle Family Transcript—Taiwanese

C1 當你的小孩開始上學後，當他成績考差時，你會有什麼舉動？或是你認為他因該怎樣做？
我的小孩已經長大了，念了研究所，我想你問的問題意思是，當他小學或是國中的時候，某些時候成績表現不符合家長的期待的時候，我們會常是去了解他的學習困難在哪裡，是語言上的學習困難或者是教室的學習困難或教材的不適當，或是對老師授課的方式不懂，我們先去了解他的可能碰到的困難是什麼，然後我們不會去處罰他，我們會
嘗試說在我們自己的能力範圍幫他做功課上的複習, 建立他的信心, 不讓他氣餒, 特別找機會帶他去外頭走走, 減輕他的壓力。

Q1 你有拿自己的小孩跟別的小孩作比較過嗎?
我的小孩是一個獨生女, 所以我想這個問題可能是拿自己的小孩子跟別的小孩子比較, 或是拿自己的小孩互相比較, 我們沒有這樣做過, 我們想同儕的壓力是發生在他自己身上, 我們不會再給他更多壓力!

Q2 你有給你的小孩獎勵嗎?
如果他的成績表現的很好的時候, 我們會常帶他出去外面走走, 但我們不會提供像某些家長給他任天堂的玩具, 或是用金錢的方式來獎勵他, 我們的獎勵可能是給他多一點時間去看他想看的影帶, 或是送他一些書本!

Q3 你有處罰過你的小孩嗎?(處罰方式是?)
我的處罰方式是, 曾經拿一個呼拉圈叫他站進去...

Q4 你會和你的小孩一起讀書嗎?
我們有一致的唸書時間, 不過是個人念個人的書.

C2 當你年紀較大時, 有跟小孩談論過要如何照顧年長的自己嗎?

Q1 對於年長者來說, 你認爲最適當的照顧方式是?
因爲我們是獨生女, 所以我們有想過這個問題, 我們要自己把身體照顧好, 然後子女結婚之後, 會去住養老院

Q2 你認為你的小孩結婚後, 因該要搬出去外面生活, 並自己組成一個小家庭嗎?
我想這是一個比較好的想法!
（怎樣的年紀適合結婚?30 歲左右）

C3 你認為你的小孩結婚後, 還需要跟父母一起同住嗎? 當你看到一個年長的人仍然還和他的父母親同住, 你的第一印象是? 有任何批評或意見嗎?
或許他有個人的狀況, 或是環境因素!

Q1 你期待你的小孩結婚後, 還跟你一起同住嗎?
並不希望

Q2 當你老年的時候, 你期望在哪裡度過往後的生活?
一起去養老院

Q3 你希望你的小孩拿錢回家嗎?
我們經濟獨立, 所以沒有這方面的煩惱!

*你對家庭的感想和期許: 大家都要幸福平安健康! 謝謝
Mia And Jenk’s Interview

Mia: hello, I’m Mia. I have some questions…

C1.
When your children began school, how did you respond when they got poor grades, or didn’t do as well as you thought they should do?

Q1-Did you ever make comparisons with other children?
    Mr. Jenks: you want us to respond. So that the first question?
    Its make them feel either good or bad depending on who you’re comparing them to.
    Mrs. Jenks: can you hear us?
    Michael: I can
    Mia: ok
    Mr. Jenks: Can you hear better now?

Q2-Did you use incentives?
    Mrs. Jenks: Did we use incentives?
    Mia: Yes
    Mr. Jenks: Uh, we didn’t really push our children that much, Exert…. I just turned everything over to Pam, because she’s the intellectual in the family. She got really good grades in high school and all through school, so I don’t think we… I don’t remember using incentives. Yeah we did we guess, didn’t we. We got bartered them with a nice dinner at the end of the year, if they did well or if they tried hard. If they tried hard, them that was what was important.

Q3-Did you ever use some kind of punishment? If so, what?
    Mrs. Jenks: No, We did never punish them, for, uh, getting bad grades. We mostly just encouraged them to do better.

Q4-Did you prefer helping your child to study? How likely were you to actually take over your child’s homework?
Mrs. Jenks: Didn’t take over the homework at all, I made sure they did it, but I would help.

C2.
As your children got older, especially in their teen age years, did you discuss with them how to care for you in your old age?

Mrs. Jenks: No, we never have talked to them about that I guess we weren’t worried about it.

Mr. Jenks: Both of our families take care of the elderly members of our family. Our grandparents and so forth. It’s just been part of our… the customs of our family. So no we didn’t, we haven’t had to teach them, except by example, and by their… grandparents example. And our kids have been very conscientious, about trying to help us, even now, sometimes we have to turn them down, and other times it really good to have their help.

Q1-For the elderly who need care, what is most appropriate, in your opinion?

Mrs. Jenks: Um, you’re got some things down here about the children coming home to care for the parents. Or the children…( Mia: Yes) having the parent move in with the children, or a retirement home. I think…My opinion is whatever works best for your family to do it. In our family we have just gone to the home of our parent or grandparent and taken care of them.

Q2-Did you feel compelled to help your children get out on their own, as they got married?

Mrs. Jenks: Uh, we encouraged them to be on their own, but we’re had a couple of our kids families live with us until they got to their next place. Like one child was moving from Kansas to Washington. And so they needed a place to stay. When Michael and Theresa move back to the states from Taiwan, uh, they lived with us for awhile until they got their own home.

Q3-In your opinion, and not necessarily about your own children, what is the ideal age for starting a family?
Mr. Jenks: I think for men it’s about 22 to 25, and I know talking to you Taiwanese students, that think it should be a lot older like 30, but for us 22 to 25 and the women 20-25 or something like that…..early 20s.

C3.

As a follow-up to the previous question, did you feel children should leave the nest”?

Mrs. Jenks: Yes, um we encouraged our children to be independent, and to start their own lives once they got out of high school.

Mr. Jenks: Now… if… their in college or something like some kids here live with their families and commute to college during the day. You know things that are okay. Or if the children are working here, if they need to stay at home awhile… to get started for one reason of another, time to time, then that’s fine. Yes we definitely feel should leave the next… unless it’s a circum stance where there is an elderly parent…. like a child taking care of a….or a mother even taking care of a child. Like in Pam’s case, her,un,sister is handicapped, so she lives at home all the time. Those cases it’s okay.

Q1-What is your first impulse when you notice an older “someone” still living with his or her parents? Does it ever strike you as old, or “not quite right”? 

Mrs. Jenks: No, some kids marry later. They stay home with their parents. I kind of feel like they should be helping their parents with the rent or the hood and stuff like that if they’re old enough to be out on their own, with a job, but I don’t feel like it’s odd to be home their parents if their not married.

Mr. Jenks: But they really should be on their own if they can.

Q2-Do you ever expect our children to live with you after they are married?-q. In what situations might this be okay?

Mr. Jenks: I think my wife just mentioned our,uh, son live in Kansas, lived with us for awhile while they were finding a job, and Michael live with us when they moved bake from Taiwan, and his family stayed here until they were able to buy a home, or find a home. So those situations are okay. And we’re glad to help. But other than that, that’s about it.

Q3- Where do you expect to live out your remaining years?

Mrs. Jenks: Here in our home we hope.
Mia: At home?
Mrs. Jenks: Yes. At home.

Q4 - Do you expect your children to send home money for your support?
Mrs. Jenks: No.

Q5 - Do you have any other thoughts you want to share about family?
Mr. Jenks: I think our children have been really self-sufficient taking care of themselves. Now they’re trying to do all they can to help us. We’re had some rough times and they’re trying to help us. I think the family is great, and we’re really blessed to have our eight children.

Old Family Transcript—Taiwanese

C1.

當你的小孩開始上學之後,當他成績考得不理想時,你會怎麼面對或處理?  或是你認為他應該怎麼做?
Q1. 你有把你的小孩跟別人家的小孩一起做過比較嗎?
   有
Q2. 你有提供獎勵嗎?
   也有
Q3. 你有處罰過你的小孩嗎? (有的話,方式是?)
   不給零用錢
Q4. 你喜歡和你的小孩一起念書嗎?
   (你要如何幫助你的小孩,協助他一起做功課?)
   不會

C2.

當你的小孩長大之後,特別是在青少年時期,你們是否有談論過要如何照顧老了的你嗎?
Q1. 對於需要照顧的年長者來說,你認為最適當的照顧方式是?
   多關心父母的生活起居
Q2. 有嘗試過讓小孩獨立,自己做決定和結婚嗎?
   有
Q3. 假設先不要考慮到小孩,在你認知裡,你認爲幾歲開始建立自己的家庭是最理想的呢?
   26 歲

C3.
在上述的問題當中，你認爲小孩“應該”要搬離家中嗎？隨便他們
Q1. 當你聽到一個已年長者仍和他們的父母同住時，你第一個想法是甚麼？
    很幸福
Q2. 你有期待當你小孩結婚之後還與你同住在一起嗎？在甚麼情況下是最
    合理的？
    可以，他可以照顧我
Q3. 當你老之後，你希望在哪裡度過往後的生活？
    養老院
Q4. 你期望你的小孩以後會寄錢給你嗎？
    希望

*你對家庭的感受和期許：
    沒有