

Memory of Love towards Parents Questionnaire: Development and Psychometric Evaluation

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Abstract

We document the development of the Memory of Love towards Parents Questionnaire (MLPQ)—for use in multiple areas of psychology. It is designed to measure current feelings of, and memory of love towards a specific parent during important time periods in childhood. In all samples (total $N = 1527$) we consistently found high internal reliability. We report the basic psychometrics of the 28-item subscale version in both undergraduate and US nonclinical adult samples, and identified 10-item and 4-item subscale versions. The MLPQ has eight subscales: assessing mother and father separately during first, sixth, and ninth grade, as well as current feelings. We found a pattern of correlations that one would expect between existing attachment scales and the MLPQ. A factor analysis demonstrated that MLPQ items capture something different from any of the factors in established attachment measures. We found that the order of the subscales can be presented in a fixed order (mother-first and chronologically) without large order effects. The MLPQ demonstrated a single factor within subscales, reliability, and validity. The MLPQ can be used in clinical, social, developmental, and cognitive psychology.

Keywords. Memory, love, affection, emotion, mother, father

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For many, memories of love that they once felt towards their parents during childhood are an especially precious part of their autobiographical memory. For others, memory of a lack of love may be an equally important part of their life narrative. These memories help us assess the quality of our early life, and for some, inform our central narrative of our whole life. These narratives can be positive: for example, that one remembers feeling love in childhood and how that helped in later life. Or this narrative may be less positive: for example, that one remembers a lack of love and that required resilience and adaptation in later life—perhaps resulting in changing childrearing practices. In addition, memories of love may be related to a variety of important outcomes, a research line that might be worth pursuing with a reliable measure. Memory of love may be of interest in many areas of psychology, such as developmental, clinical, social, and cognitive psychology. Yet, no previous multi-item measure exists that assesses memory of love or current feelings of love towards parents (except our own research that utilized the scale in the current study: see [redacted], in press). With a number of potential uses in mind, we set out to develop an instrument to measure the subjective self-report of current feelings of love, as well as memory of love towards parents during important time periods in childhood.

Defining the Construct of Interest

We must first explain exactly what we wish to measure in order to inform our search for past instruments, and if none exist, to aid in the creation of a new one. The first construct of interest is defined as an individual's subjective memory report of the frequency and strength of feelings of love and affection towards a specific parent during a specific period of time in the past. We are also interested in assessing the related construct of an individual's subjective report of the frequency and strength of *current* feelings of love and affection towards a specific parent.

We will operationally define these constructs more precisely in the final section of the introduction, below. First, we investigate whether there are any previous measures available.

Search of the Literature for Past Measures

An extensive search of the literature over a period of more than a year failed to find previous measures that assessed the aforementioned constructs. We searched multiple databases (e.g., Google Scholar, PsycINFO, Academic Search Premier, ScienceDirect, PubMed). We used combinations of search terms, including, but not limited to “love,” “attachment,” “affection,” “parents,” “mother,” “father,” “memory,” “retrospective,” etc. We found no previous instrument that used multiple items to measure current or past felt feelings of love towards a person, let alone towards a parent.

The Need for a New Measure, and Possible Uses

For many readers, the importance of researching memory of love towards parents may be self-evident: both the emotion and the target may be considered to be central aspects of human life across cultures and across thousands of generations. We also argue that memory of love, and current feelings of love, could be important correlates with the behavior of the individual towards the target parent, and with the parental relationship. For example: frequency of visiting the parent, warmth shown towards the parent, depth of discussion when talking with the parent, how the parent is discussed with others, support for the parent in old age (topics we are addressing in upcoming research). We speculate that memories of love towards parents may also effect behavioral choices about whether to raise the next generation similarly or differently to the way oneself was raised. Also of importance is the research question as to whether such memories of love will be malleable, and if so, whether that will in turn affect important behavioral outcomes in the relationship. We need a reliable measure with good face validity to investigate these research questions.

These important questions span several areas of psychology and there are an unlimited number of possible uses. For example, a scale measuring memory of love might be examined in relation to some of the aforementioned behavioral outcomes in relationships in social and developmental psychology. In developmental research, tracking changes in the memory of love and current feelings of love over a child's youth and adolescence could lead to results that change the way we all look at our memories of parents. In clinical psychology, a measure of memory of love towards parents in childhood could be given before and after psychotherapy treatments. This is especially of interest in psychotherapies that involve reappraisals of parents. As is emerging in affective neuroscience with other emotions with differing targets of such emotions (e.g., Phan, Wager, Taylor, & Liberzon, 2002; Dolcos, LaBar, & Cabeza, 2004), a measure of memory of love and current feelings of love could be used to investigate the neural correlates. And in social and cognitive psychology, research could investigate whether changing cognitive appraisals of a given parent would lead to changes in memories of love (cf. Levine, 1997; Levine, Prohaska, Burgess, Rice, & Laulhere, 2001) and current feelings of love (arguably predicted by the cognitive appraisal theory of emotions, see: Schachter & Singer, 1962; Lazarus, 1982; Scherer, Schorr, & Johnstone, 2001).

All of these applications would require a multi-item measure with sufficient internal consistency: single items attempting to measure such constructs would be not be stable enough for experimental or multi-stage research. Imprecise, and relatively unstable, single-item measures would raise the possibility of Type II statistical errors: i.e. finding no significant differences when an effect is present.

What Do We Mean by Love?

Though we have defined above that we wish to measure, it is informative to briefly discuss the differing meanings of love, and what we are *not* seeking to measure. By doing so, our

wording choices later on will be put in context—especially our use of specific synonyms of love that guide the participant towards the concept of interest. The term *love* has been used to mean a number of things, and explaining what we mean by *love* in the current study is paramount. In different contexts, it has been used to mean romantic love (Hatfield & Walster, 1978; Hazan & Shaver, 1987; Rubin, 1970; Sternberg, 1986, 1987), attachment (e.g., Harlow, 1958; Ainsworth, 1967; Bowlby, Fry, Ainsworth, & World Health Organization, 1965), or an emotion (Shaver, Morgan, & Wu, 1996; Fehr & Russel, 1984). In this article, we are interested in the latter: love as it is experience as an emotion in the context of a parental relationship. Love has been listed as a *basic* emotion that is universally recognized across cultures by a number of psychologists, (see Fehr & Russel, 1984; Lazarus, 1991; Roseman, 1994; Shaver et al., 1996; Shaver, Schwartz, Kirson, & O'Connor, 1987; Shaver, Wu, & Schwartz, 1992; Wu & Shaver, 1993), though not by others (see Ekman, 1992; Izard, 1991; Oatley & Johnson-Laird, 1987). Regardless of whether love is a basic emotion, or not, we seek to measure subjective current feelings of, and memories of, love in a similar way to the way emotions and memories of other emotions have been assessed previously (i.e., on by strength/intensity, and by duration).

Questions of Validity: What Should Our Constructs be Related to?

To our knowledge, the construct of interest has not been exactly measured before as defined here. Therefore, rather than assessing convergent validity with existing scales that attempt to measure the same construct, we will instead have to examine how the measure we develop should be correlated with related past measures.

The Relationship between Attachment and Love. Shaver et al., (1996) proposed that love is one of several emotions that is generated by the attachment-behavioral system (Bowlby, 1969), along with jealousy, anger, separation anxiety, loneliness, and grief. We would therefore expect those who have had reported a good attachment to a given parent to report stronger and

more frequent memories of love towards that same parent. This relationship, however, will depend upon what aspect of attachment is being measured.

Avoidant and Anxious Attachment. Attachment styles, such as secure, avoidant, or anxiously attachment to a given parent is a different measure that the central construct of memory of love towards that parent. The latter assesses how one might react to separation and reunification, while the other assesses a subjective memory of one's past feelings of love. Therefore, our new measure should not factor precisely on the same constructs assessed in instruments that measure aspects of attachment style, such as current attachment-related anxiety and avoidance towards a parent (e.g., as measured in Experiences in Close Relationships, ECR; Fraley, Heffernan, Vicary, & Brumbaugh, 2011). Nevertheless, we would expect those who report they are more securely attached to a parent are more likely to remember having a close relationship to that parent, and therefore to be more likely to self-report higher subjective memories of love towards that parent (compared to those anxious or avoidant attachment). Therefore, we expect significant negative correlations between our new measure of memory of love towards a parent, and measures of both anxious and avoidant attachment, though the correlations should not account for so much variance that it indicates it is measuring the same construct.

More specifically, we expect differing relationships between memory of love and insecure and avoidant attachment. We propose that *anxious* insecure attachment with a parent does not necessarily mean the individual did not feel much love towards the parent—they may remember experiencing strong love towards the parent and simultaneously feel anxious about maintaining that bond. In fact, that anxiety may be driven by past strong emotions. On the other hand, we propose *avoidant* attachment may be more predictive of differing feelings of love and affection. Those who currently feel they want to avoid a parent may have felt less love towards

that parent, compared to someone who does not avoid that parent. Therefore, memory of love could be a higher correlate with avoidant attachment, compared to anxious attachment.

We argue that this correlation should also vary by the time period under consideration. Because the ECR instrument measures *current* anxious and avoidant attachment with a given parent, it should correlate more highly with *current* assessment of love towards that parent, compared to *memory of* love towards that parent in childhood.

Parenting behavior during childhood: Care and protection. Caring and warm interactions from a parent towards a child will logically also increase positive emotions, such as love, towards that parent. Therefore, those that self-report that their parent exhibited behaviors during childhood indicative of caring and emotional warmth (as measured by the Parental Bonding Instrument, PBI; care subscale; Parker, Tupling, & Brown, 1979) will likely also report remembering more memory of love in childhood. When these positive caring interactions and past feelings of love from childhood are then remembered in adulthood we should still find a strong significant correlation (despite some inaccuracies that memory inevitably produces).

In contrast to the care subscale of the PBI, some adults who had an over-protective parent (PBI subscale “protection”) may retrospectively report relatively comparable ratings of love towards that parent, compared to those with a less protective parent. Therefore, the relationship between memory and love and parental over-protective behaviors will likely be lower than the aforementioned parental care. Nevertheless, because those with overprotective parents may have encounter more restrictions in childhood, and thus caused the warmth in the relationship to decline, we expect a significant negative relationship with memory of love.

As before, this correlation should vary by the time period under consideration. Because the PBI construct measures *retrospective* assessment of parental behaviors during childhood, it

should correlate more highly with *memory of* love towards that parent in childhood, compared to *current* feelings of love towards that parent.

Current attachment and relationship quality towards parents. Some past instruments of attachment assess the general quality of the relationship composed of more than one factors. For example, the Inventory of Parent and Peer Attachment (IPPA; Arnsden & Greenberg, 1987) includes a number of differing items that assess a number of different feelings, interactions, and perceptions of a parent. These items sum to give a broad measure of relationship and attachment quality. In contrast, our measure, memory of love towards a parent, focuses on just one central concept within a specified time period. Therefore, we should find that our new measure of memory of love should have one factor, and should not factor on the same factors as the IPPA measure (which we expect to be multifactorial).

Those with good relationships with a parent will likely lead a higher likelihood of stronger and more frequent positive feelings, such as love. It is therefore reasonable to expect that a general measure of a positive relationship and attachment to a given parent will significantly and positively correlate with memory of love towards that same parent.

In addition, this correlation should vary according to the time period under consideration. Because the IPPA construct measures *current* attachment and relationship quality with a given parent, it should correlate more highly with *current* assessment of love towards that parent, compared to *memory of* love towards that parent in childhood.

Other expected relationships. Our measure of current feelings of love should capture specific memory of love towards a parent, not *general* positive affect (or mood) that is not directed towards any specific target. Likewise, our measure should not assess the desire to present oneself favorably to researchers, so we expect social desirability to not be a large correlate of current feelings of love or memory of love towards a parent. In addition, we would

expect a concept such as memory of love towards parents in childhood to be affected by the quality of experiences during childhood. Negative experiences in childhood will likely detract from the parent-child relationship, and therefore lead to moderately lower assessments of memory of love towards parents. Therefore, we predict that memory of love will significantly negatively correlate with exposure to negative events during childhood.

The Current Study

Operational definition. The constructs of subjective memory of feelings of love and current feelings of love towards a specified parent, are operationally defined as the averaged response on a 7-point Likert-like scale to the questions “how often on average [did/do] you feel [love] toward your [mother/father]?” and “how strong on average [is/was] your [love] toward your mother?” for a specified time period. The word “love” in subsequent items is changed to synonyms that help capture the type of love specifically appropriate for parents (e.g., “affection”).

Item wording construction. By asking several questions related to the central concept of parental love, we seek to steer the participant towards our desired constructs independent of their own definition of the word *love*. Therefore, as well as using the word “love” in some items, we also include other items assessing affection, caring, emotional warmth, respect, kindness, appreciation, attachment, bonding, and so on. We also include concepts with similar meaning to this type of love (parental), such as fondness, adoration, and devotion—in the wordings of our new measure. In addition, in keeping with other emotion research, we included questions that assess both frequency and strength.

Identifying and defining the time period subscales. We specifically chose time periods after the period of infantile amnesia (after ages 3–5), that spanned early to late childhood, involved common transitional school time periods (i.e. the first year of a new school), and gave a

sufficiently detailed window into the patterns in a person's subjective memory of their love towards their parents. We chose three time periods during childhood in order to observe patterns spanning early childhood, mid childhood, and a time period after puberty, but no more than three to prevent question fatigue, as well as the likelihood of redundancy and overlapping of construct factors. In addition, we wanted reports of distant memory as well as more recent memory (hypothesizing that more distant memory might be more malleable, see [redacted], 2018). For these reasons, we chose the first year of each major school transition in the United States: the first years of elementary (first grade; ages 6–7), middle (sixth grade; ages 11–12), and high school (ninth grade; ages 14–15). These time periods were chosen because we anticipate that these will be remembered using those school transition cues many years later, and be meaningful transitional periods for some people. The MLPQ can simply be reworded for other countries that have different school transition year time periods (see Appendix A). We decided to ask the participants specifically about the frequency and strength of their love throughout their school year, rather than during a specific incident, to get a more rounded assessment as to the quality and the quantity of the feelings of love. By doing so, we think it is a more stable assessment of how much participants felt love towards their parent at that age. Nevertheless, the scale can be adapted to ask about different time periods, and indeed about feelings of love at a specific event (and we have begun such research).

Mother and father subscales. The definition of the construct, given earlier, includes that we will ask about “a specific parent,” and this means we will assess separate subscales for fathers and mothers. The reason for this is that individuals can have varying memories of feelings of love towards mothers compared to fathers. To ask about parents in general would be an ill-defined, imprecise, and likely multifactorial measure.

From the introduction above, and from further discussion below, we generated some core research questions and predictions:

Research Question 1: Reliability. By design, the MLPQ should have good internal reliability within subscales, and we predict that within subscales there will also be good test-retest reliability.

Research Question 2: Convergent validity—Correlations with attachment measures. Relevant MLPQ subscales should be more correlated to some attachment measures than others.

2(a). As discussed earlier, we expect significant negative correlations between our MLPQ subscales, and measures of current anxious and avoidant attachment towards that parent with higher correlation with avoidant attachment, compared to anxious attachment. Anxious and avoidant attachment will be measured by the Experiences in Close Relationships—Relationships Structure (ECR-RS; Fraley et al., 2011). In addition, because the ECR assesses current attachment, the ECR-RS subscales should correlate more highly with *current* assessment of love, compared to *memory of* love.

2(b). Utilizing the PBI, we expect a significant positive correlation between retrospective reports of parental care and the MLPQ subscales; and a significant negative correlation between overprotection and the MLPQ subscales, though expecting relatively lower effect size. In addition, because the PBI is *retrospective* assessment, it should correlate more highly with *memory of* love, compared to *current* feelings of love.

2(c). We expect that the IPPA, a general measure of a positive relationship and attachment to a given parent will significantly and positively correlate with MLPQ subscales towards that same parent. In additions, because the IPPA measures current attachment, it should correlate more highly with MLPQ subscales assessing current love, compared to memory of love.

Research Question 3: MLPQ and attachment item loadings and number of factors.

In accordance with our purposeful single-facet design of the MLPQ items within each subscale—we predict a single factor within each of the MLPQ subscales (i.e., a single factor within the first grade MLPQ subscale, etc.). In contrast, we predict multiple factors within the general attachment concept. The MLPQ subscales should each load on one single factor, and this factor will be independent of any of the multiple factors we expect to see in attachment scales. .

Research Question 4: Discriminant validity—Correlations with mood, social desirability, and negative childhood experiences. The MLPQ is intended as a measure of memory of love *specifically* towards a parent, and no subscale of the MLPQ should be too highly correlated with current *general* positive affect (as measured with the PANAS; Watson, Clark, & Tellegen, 1988). Likewise, this concept should not measure the desire to present oneself favorably to researchers, so we expect the social desirability scale (as measured by SDS; Marlowe & Crowne, 1960) to not be a large correlate of any of the MLPQ subscales. In addition, the MLPQ should significantly negatively correlate with exposure to negative events during childhood (as measured by the traumatic experiences checklist, TEC; Nijenhuis, Van der Hart, & Kruger, 2002) and that the effect size should not be higher than moderate.

Research Question 5: Subscale distinction. Each subscale of the MLPQ (i.e., first, sixth, ninth grade, and current) should be distinct from one another, and should not load on the same factor as other subscales. We expect subscales assessing time periods that are the closest together in time (e.g., first and sixth grade) to be correlated more strongly than those further apart in time (e.g., first grade and current).

Research Question 6: Setting. Desirable psychometric properties would be that the MLPQ is stable across settings, and independent of the surroundings in which the measure is

administered. We test the prediction that there will be no differences of the means the MLPQ subscales between those who participated in the laboratory and those who did so online.

Research Question 7: Order effects. Another desirable psychometric property would be that little or no order effects exist. This includes when questions about mothers are presented before fathers, or vice versa; or whether the target time periods are presented in random order or chronologically (e.g., grade 1, 6, 9, and currently). We test the prediction that there are no such order effects.

Method

Participants

During the development of the scale, seven different samples were collected (total $N = 1527$). One of the samples consisted of undergraduates participating for course credit (Sample 2), and other samples were adults in the US participating via Amazon Mechanical Turk (AMT) for monetary compensation (Samples 1, and 3–7; see Mason & Suri, 2012 for review of using AMT for behavioral research). Table 1 summarizes the gender, age, ethnicity, compensation, and sample-type statistics for all seven samples. All samples participated online, except 179 subjects in Sample 2 who participated in the laboratory. The research was approved for human subjects (USM IRB #16011902).

Materials

Not all the questionnaires listed below were presented to all nine samples. Nevertheless, for purposes of organization we will list the materials used in the various samples together. For all samples, demographic questions were presented first, followed by background questions about the parents.

Memory of Love towards Parents Questionnaire (MLPQ). Participants then completed our MLPQ scale under development. All materials for full 28 items, 10 item, and 4

item subscale versions, as well as the recommended two-anchor version of the MLPQ are given in Appendix A (see Appendix S1 for fully anchored Likert-type version). Participants were instructed to think back and report the love they remember feeling—towards each parent separately—in the years that they were in first, sixth, ninth grade, and currently (the latter when addressed in isolation can be referred more accurately as the Love towards Parents Questionnaire [LPQ]). In the long-form version (28 items; used in Samples 1 and 2) half the items asked about the frequency of feelings of love, affection, warmth, and other words related to affective aspects of parental love. For example, one such item was “During the whole year when you were **in first grade**, *how often on average* did you feel **love** toward your **mother**?” (bold and italic as in original). The other half of the questions asked about the strength of love (affection, etc.) during the year in question. For example, one question was: “During the whole year when you were **in first grade**, *how strong on average* was your **affection** toward your **mother**?” Participants in Samples 3 through 9 received the short-form 10-item version (items 1, 2, 3, 4, 5, 6, 9, 10, 27, 28) with a revised Likert scale with anchors only at the top and bottom of the scale (two-anchor 10-item version).

PANAS. Participants in Sample 1 completed the Positive and Negative Affect Schedule 20 item short form (PANAS; Watson et al., 1988). The PANAS consists of two 10-item scales representing negative and positive current mood/affect, and each has high internal reliability (Cronbach α 's > .84) and the two subscales are not highly correlated (r s < .23 in magnitude). In Sample 1 of the current study, the mean positive affect score on the PANAS was 30.4 ($SD = 8.99$) and the mean negative affect score was 13.9 ($SD = 6.36$), which are comparable to Watson et al.'s (1988) averages ($M_{\text{positive}} = 33.3$, $SD = 7.2$; $M_{\text{negative}} = 17.4$, $SD = 6.2$).

Attachment-related scales. The following parental attachment and bonding scales were presented to participants in Sample 4, and not the other samples.

Experiences in Close Relationships–Relationships Structure (ECR-RS). The ECR-RS is designed to capture attachment-related anxiety and avoidance in close relationships. The mother and father subscales of the 9-item ECR-RS (Fraley, Heffernan, Vicary, & Brumbaugh, 2011) were used. The first six of the nine items are part of an avoidance subscale (example item: “I don't feel comfortable opening up to this person”). The final three questions assess attachment-related anxiety (e.g., “I'm afraid that this person may abandon me”). Low scores on both the anxiety and avoidant subscales are indicative of secure attachment. This scale was found to be reliable (Cronbach's $\alpha \sim .90$) with the two expected factors—avoidance and anxiety—manifesting in a factor analysis (Fraley et al., 2011; Fraley, Waller, & Brennan, 2000; Sibley, Fischer, & Liu, 2005).

Inventory of Parent and Peer Attachment (IPPA). We administered the mother and father subscales of the 25-item version of the IPPA (Armsden & Greenberg, 1987; Armsden & Greenberg, 1989). The IPPA was developed to assess current attachment and relationship quality towards attachment figures. Example of items, from the mother subscale, include “My mother respects my feelings,” and “I feel my mother does a good job as my mother.” Ten of the 25 items are reverse coded (e.g., “I wish I had a different mother”). Participants choose an answer on a 5-point fully anchored scale, ranging from 1 = *Almost Never or Never True* to 5 = *Almost Always or Always True*. The internal reliability for the IPPA was reported as Cronbach's $\alpha = .87$ for mothers, and .89 for fathers. Test-retest reliability for the IPPA subscale of parent attachment at three weeks was .93. In terms of validity, it is highly related to subscales on the Family Environment Scale (Moos & Moos, 1974; Armsden & Greenburg, 1987), and the Parent Support Scale (Yazedjian & Toews, 2016). The IPPA is also related to depression (Vivona, 2000), and has good convergent validity with similar measures (Nada Raja, McGee, & Stanton, 1992; Paterson, Pryor, & Field, 1995).

Parental Bonding Instrument (PBI). The 25-item PBI (Parker et al., 1979) is a retrospective measure asking participants (now adults) about their perceptions of their parent's previous parenting behavior during their childhood. Adult participants are asked to rate their mothers and fathers' (on separate subscales) relationship with the participant—in terms of care (emotional warmth) and overprotection—during the participants first 16 years of life. For example, the participants are asked to remember their relationship with their mother to answer items such as “Spoke to me in a warm and friendly voice” (a *care* subscale item) or “Let me do those things I liked doing” (an *overprotection* subscale reverse-coded item). The PBI has been shown to have good internal consistency and re-test reliability (Parker et al., 1979; Parker, 1988), and good convergent validity (Parker, 1983).

Other measures. Other measures included in some of the studies included the social desirability scale (SDS; Marlowe-Crowne, 1960; Sample 2: undergraduates), and the Traumatic Experiences Checklist (TEC; Nijenhuis, Van der Hart, & Kruger, 2002; Sample 5: AMT participants).

General Procedure

In Samples 1 and 3–7, participants completed the study online. Study materials varied from across samples, but generally involved this order of materials: Study information sheet, demographic questions, background questions about parents (e.g., biological parents or not, age of), MLPQ items, covariates of interest in that particular sample (e.g., PANAS, attachment questionnaires, traumatic experiences scales, etc.), and debriefing sheet, followed by automated compensation (see Table 1 for the various compensation rates). Study sessions ranged in time—depending on the number of variables under investigation—from 5 minutes (e.g., Sample 3) to 1 hour (e.g. Sample 1).

The procedure for Sample 2 was similar, but differed in that some undergraduates ($n = 179$) participated in lab at a preordained appointment time, while other undergraduates participated online, also at set appointment times ($n = 101$). The procedure for Sample 2 also involved participating in a brief second session exactly one week after the first so that test-retest data for the MLPQ could be obtained. Session 1 for Sample 2 took about 1 hour, and Session 2 took less than an hour. At the end of Session 2, participants read a debriefing sheet and were compensated with course credit.

Data Analysis

Results

In our results section below we first report on the descriptive statistics for the MLPQ, followed by statistical analyses for reliability, validity, exploratory factor analyses, setting (laboratory vs. online), subscale discrimination, and order effects. This allows us to answer each research question in sequence while drawing evidence from multiple samples as we do so. Data analysis was performed in IBM SPSS 25. We use principal axis exploratory factor analyses with Promax rotation (Kaiser normalization) in this article. Principal Axis factor analysis was chosen because it is one of the commonly used methods considered most appropriate for determining the underlying latent structure of a measure. We used Promax rotation because it allows the rotated factors to be somewhat correlated, which is consistent with what we expect within the subscales of the MLPQ.

Descriptive Statistics

Table 2 shows the means and standard deviations of the MLPQ. These include statistics for US Adults and undergraduates, short-form and long-form, and fully anchored and two-anchored versions of the MLPQ. The 10-items were chosen by an iterative reliability analysis

described in the next section. The two-anchored Likert-like scale version was developed to reduce means and skew, and to increase spread, and we saw some evidence for that that in AMT participants in Sample 3 (see Table S1 & S2; prefix S denotes Supplemental Materials).

Appendix A contains the MLPQ items—including long-form, 10-item, and 4-item versions.

Research Question 1: Reliability

Internal and test-retest reliability. For each time period (Grade 1, 6, 9, and current) the MLPQ items were averaged into composite scores within each subscale. Table 3 displays internal reliability of each composite subscale in Samples 1 (AMT participants), 2 (undergraduates), and 4 (AMT), as well as test-retest correlations from Sample 2 (retest at one week; undergraduate sample). Within each subscale, the MLPQ subscale composite scores were consistently statistically higher for mothers than fathers (paired *t*-tests, all *ps* < .001). Skewness ranged from -1.26 (mothers Grade 1) to -0.35 (fathers Grade 9). Table S3 documents the mean, standard deviation, and skew for the MLPQ subscales for men and women separately. The high internal reliability results shown in Table 3 prompted us to investigate item reduction.

Using reliability to identify 10-item subscale. Using Sample 1 (AMT) data from the mother first grade MLPQ, we used an iterative reliability analysis and removed items in matching pairs that had the highest average Cronbach's α "if deleted." After nine such analyses, removing a matching pair of items per iteration, we identified items 1, 2, 3, 4, 5, 6, 9, 10, 27, and 28 as the most internally reliable for our 10-item version of the scale. As with the 28-item long-form, when comparing within each time period the 10-item version (MLPQ-10) were statistically higher within each subscale for mothers than fathers (paired *t*-tests, all *p* *s* < .001). Although the Cronbach's α s were slightly lower compared to the long-form version, the MLPQ-10 still had very high internal reliability (all α 's > .95).

Reliability of a 4-item Measure. We investigated the internal reliability scores for the first four items of each subscale. The first 4 items assess the strength of and frequency of memory of (or current feelings of) love and affection towards each parent. In Sample 1 (AMT participants), we found Cronbach alpha's for these 4-item subscales ranged from .956 and .979 (see Table S4 for Cronbach α 's, M , SD , and skew statistics).

Research Question 2: Convergent Validity—Correlations with attachment measures

Table 4 shows the correlations between the MLPQ subscales and various measures of parental attachment and bonding in Sample 4 (AMT).

2(a). As expected, we found significant negative correlations between our MLPQ subscales, and measures of current anxious and avoidant attachment towards that parent (ECR-RS). Table 4 shows higher correlation with avoidant attachment, compared to anxious attachment. As expected, the ECR subscales correlate more highly with *current* assessment of love, compared to *memory of* love.

2(b). As expected the *retrospective* parental bonding instrument showed a general pattern of correlating most strongly with *retrospective* questions about childhood in the MLPQ (i.e. Grade 1, 6, and 9 subscales).

2(c). As shown in Table 4, and as expected that the IPPA measure significantly and positively correlated with MLPQ subscales towards that same parent, and the IPPA correlated more highly with MLPQ subscales assessing current love, compared to memory of love.

In Table 4, we highlighted the largest correlations with boldface to be investigated further with a series of item-by-item factor analyses (see factorial validity section on MLPQ and attachment, below).

Research Question 3: MLPQ and attachment item loadings and number of factors

Establishing the MLPQ subscales each consist of a single factor. Using Sample 1 (AMT participants), we performed a principal axis factor analysis on the 28-item MLPQ for mothers at first grade. The first factor had an eigenvalue of 21.7, and second factor had an eigenvalue of 1.17. However, all item loadings on factor 2 were below .4; therefore, we conclude this subscale has one single factor. This is reinforced by observing that in the scree plot (Figure 1), that after the first factor, all other factor loadings are clearly outside of the inflection point. Table S5 presents the factor loadings on this factor for all 28 items on all subscales of the MLPQ. Table S6 shows the eigenvalues for the first two loading factors in all the MLPQ subscales for both mothers and fathers. The second factor in all other subscales yield eigenvalues below 1. The MLPQ subscales each have a predominant single factor. We performed a separate factor analysis on the 10-item version (MLPQ-10) and again found a single factor. We present the factor loadings on this single dominant factor in Table S7. Figure 1 shows two representative scree plots which illustrates the dominance of a single factor, as expected, on both the fully anchored 28-item MLPQ (left, Sample 1; AMT) and two-anchored 10-item MLPQ (right, Sample 3; AMT).

Table S8 presents the factor loadings (from Sample 3; AMT participants) for all 10 items in the revised short form scale, as well as the eigenvalues for the first two factors. On all subscales (Grade 1, 6, 9, current) the dominant factor had an eigenvalue above 8, and the second highest factor had eigenvalues less than .5.

MLPQ and attachment item factor analyses. Using a principal axis factor analysis with items from MLPQ for mothers at Grade 6 and items from the retrospective Parental Bonding Instrument (PBI; Care subscale) for mothers revealed a two-factor solution (Sample 4; AMT participants). All the MLPQ items loaded on Factor 1 (eigenvalue 14.13), while PBI care items loaded on Factor 2 (eigenvalue 2.37; see Table S9 for the pattern matrix). Factor 1

correlated with Factor 2, $r = .673$. Other factors had eigenvalues below 1 (e.g., factor 3 eigenvalue = .86). This confirmed that although the MLPQ and PBI-Care scales are strongly correlated, they load on different factors. Similarly, we found evidence that the retrospective MLPQ (father, Grade 6) is distinct from the retrospective PBI-Care father subscale (Table S10).

Table 5 shows, as expected, that the IPPA measure of current attachment (mother) has multiple factors (3 factors), and the MLPQ items (mother current subscale) loaded on a different single factor (eigenvalue 20.9). Factor 1 correlated with Factors 2, 3, & 4, with $r_s = .690, .598, \& .686$ respectively. Other factors had eigenvalues below 1 (e.g. Factor 5 eigenvalue = .87). The three factors that the general attachment scale (IPPA) loaded on reaffirmed that conceptualization of attachment as multi-factorial. The lack of loading of IPPA items on Factor 1 (which MLPQ items did load on) also reinforces our conceptualization our MLPQ construct lies outside the attachment construct. Similarly, MLPQ (father current) items loaded on a different single factor to the three factors the IPPA items loaded on (Table S11). We ran numerous other similar additional item factor analyses and all confirmed that no MLPQ subscale factor loaded on any attachment measure factor.

Research Question 4: Discriminant Validity—Mood, Social Desirability, and Negative Childhood Experiences

Current affect (PANAS). Table S12 presents the correlations between the PANAS and the MLPQ subscales. The two PANAS subscales are not highly correlated with the LPQ current love subscale towards mothers or father ($r_s = .17, .10$ respectively).

Social desirability. In Sample 2 (undergraduates), social desirability (SDS) correlated with the 28-item MLPQ subscales with relatively small effect sizes. The largest correlation was between the 28-item MLPQ for mother during ninth grade ($r = .245, p < .001$) and the smallest correlation was between subscale for father current love ($r = .121$). A similar range of

correlations was found between the short-form 10-item versions of the MLPQ and social desirability ($r = .06$ to $.22$).

Potentially traumatic experiences in childhood. Table S13 shows the correlations, from Sample 5 (AMT participants), between MLPQ subscales and traumatic experiences subscale composite scores (TEC). As expected we found small negative correlations indicating a relationship (r s ranged from $-.001$ to $-.32$), and the absence of large negative correlations.

Research Question 5: MLPQ Subscale Distinction

Table 6 presents the inter-correlations between the subscales of the MLPQ mother subscales (Sample 1, AMT). The closer the MLPQ reference time periods are together, the higher the correlation. As we expected, all the subscales are related, but the amount of variance explained between them varies. For example, current feelings of love subscale (LPQ) only account for 22% of the variance in the MLPQ Grade 1 subscale—indicating distinct measures. The MLPQ for Grade 1 accounts for 42% of the variance in the MLPQ Grade 9 subscale. Table S14 shows a similar pattern of correlations between MLPQ father subscales. Within-subject paired sample t -tests found significant differences between the means of the 28-item MLPQ subscales for Grade 1, 6, and 9 (p 's $< .001$; both mother and father subscales).

A factor analysis (principal axis; promax rotation) with all 28-items from the MLPQ Grade 1 (mother subscales) as well as all 28-items from the MLPQ Grade 6 showed that the Grade 1 items loaded on a different factor than Grade 6 items. Similarly, a series of factor analyses found Grade 1 items loaded on a different factor than Grade 9 items; and Grade 6 items loaded on a different factor than Grade 9. Moreover, the current love subscale loaded on a different factor than the Grade 1, 6, and 9 subscales. The same patterns found in the mother subscales replicated in a series of factor analyses comparing father MLPQ subscales.

Research Question 6: Setting: In Laboratory vs. Online Comparison

Table S15 documents the descriptive and *t*-test statistics comparing in-lab and online statistics for each subscale (Sample 2; undergraduates). We found no significant differences on the MLPQ subscales between those who participated in the laboratory and those who did so online.

Research Question 7: Order Effects

Randomizing Order of Subscales. Table S16 compares the MLPQ statistics within each subscale for those that received randomly counterbalanced MLPQ to those who received the scales in chronological order (Sample 6; AMT participants). Whether the participant received the materials in chronological order, or not, had no significant effect on any of the subscales of the MLPQ ($ps > .20$).

Mothers vs. Fathers First. Table S17 compares the means within each MLPQ subscales when the mother questions are presented first to when father questions are presented first (Sample 7; AMT participants). The order of presentation had no significant effect on the means of the MLPQ subscales.

General Discussion

Using a number of nonclinical adult samples from the United States we developed a measure to assess subjective current feelings of love and memory of past feelings of love towards parents: the MLPQ. It was developed with high internal reliability and good face-validity in mind for use in a variety of areas in psychology. **There was a gap in the literature we begin to fill here: a multi-item measure of memory of feelings of love, with high internal reliability, appears not to exist before.** The MLPQ asks participants to recall the strength and frequency of their feelings of love during Grade 1, 6, and 9 in childhood, as well as current feelings of love. In our 28-item subscale version, we found high internal reliability and test-retest reliability, and this enabled the identification of adequately internally reliable 10-item and 4-item

subscale versions. We found that the MLPQ correlated with retrospective measures of general attachment in a pattern that is promising for validity, and loaded on a different factor than all factors associated with attachment measures. We showed that it made little difference whether the instrument is taken online or in a laboratory setting. We demonstrated that the subscales of the MLPQ (Grade 1, 6, 9, and current) are sufficiently distinct from one another to justify the inclusion of each one. We demonstrated that order effects are negligible enough to justify using a mother-first chronological presentation order in most research. Given these properties, the scale can be used in research in areas such as cognitive, social, developmental, and clinical psychology, as well as in affective science and memory malleability research.

We found very high internal reliability within each subscale of the MLPQ, and this was by design. When formulating the 28-item scale, we first used the core concepts of the scale: *love* and *affection*, and then added many related words. This was done to capture the specific type of feelings of love and affection that people feel towards their parents, and to make the measure sufficiently stable for use in research to detect small changes across experimental conditions or timepoints. Because of the high internal reliability scores, for studies with time constraints, the 10-item, or the 4-item subscale version (which consists of 4 items x 4 subscales x 2 parents = 32 items) are recommended for researchers to use. Although we had feared that participants' varying definitions of the word "love" necessitated the addition of many synonyms, the very high internal reliability scores suggested us that perhaps the participants understood the meaning of "love" in the larger context of the items—and this means the four item subscales versions (that use the words "love" and "affection") may be a good option that captures the most of the variance of the other items that use different words (e.g., adoration, caring, etc).

No previous questionnaires measure memory of past felt love towards parents, so we couldn't assess concurrent validity. To deal with this, we instead measured convergent validity

with parental attachment measures and formulated hypotheses of what pattern of correlations we should find with various types of attachment measures. We found preliminary patterns indicating good promise for questions of validity—*retrospective* measures of overall quality of attachment in childhood correlated as expected with MLPQ childhood subscales (when the target was the same parent). Likewise, measures of current attachment to a given parent correlated relatively more strongly with the current love subscale for that same parent, compared to retrospective measures. Even when considering the highest correlations that we found between attachment measures and a matching MLPQ subscale, attachment scales accounted for at most only 50% of the variance in any given MLPQ subscale. In addition, factor analyses revealed that MLPQ items and attachment items did not load on the same factors, suggesting that the MLPQ is measuring a different construct from the existing attachment scales we examined. In addition, examining the face validity of the questions asked in the memory of love scale and attachment scales reveal attempts to reveal different constructs. For example, the memory of love items asks very specifically about memory of an emotion towards a person. In contrast, attachment items ask a variety of questions, including about specific behaviors. For example, the PBI care subscale has one item that asks the extent to which the parent “spoke to me in a friendly voice” before the age of 16. Compare that item wording to one of our MLPQ items: “during the whole year when you were in first grade, how often on average did you feel love toward your mother.” Clearly, examining the face validity of the two wordings suggests a different, but related, construct. You would expect such items to correlate, but they do not have the same operational definition, nor do they attempt to capture the precisely the same construct. In further investigation into the MLPQ’s discriminant validity we found promising pattern of correlations with current mood/affect, social desirability, and adverse childhood experiences.

We found that the MLPQ was not significantly affected by either setting (online or in the laboratory) or by the order in which the subscales are presented to participants. In most settings, therefore, presenting the MLPQ mother-first and chronologically (Grade 1, 6, 9, and current) will be both statistically justified and user-friendly for participants. Nevertheless, counterbalancing subscales will be advisable in some cases: for example, when the primary research question compares memory of love for mothers with fathers.

There are numerous interesting potential implications of these findings, and we will choose just a few to discuss here. In terms of implications for science, because our new measure that is distinct from attachment this could open up new areas of research in developmental psychology and in other areas. The preciseness (high reliability and a single factor) of the MLPQ subscales has potentially important implications for their use in experimental research—where experimental effects might be expected to be small because the manipulations must be mild (by ethical necessity). In terms of practical implications, our results revealed that people feel more love towards their mothers, compared to their fathers, as well as remember more love towards their mothers. This raises questions of whether this is fair to fathers or not—this finding may be in keeping with differential parental investment (see Geary, 2000). In addition, the consistent marked reduction in memory of love from early childhood to late childhood might help prepare parents and offspring for the emotional pain that might cause. The finding that there appears to be an uptick in feelings of love towards parents when they get to adulthood (compared to late childhood) may provide some solace and hope for both parents and teenagers during the late-childhood period.

The current assessment has some limitations. We were able to assess validity with a number of measures, but that list is by no means complete. The current study also has not established a relationship with some of the important behavioral outcomes we mentioned earlier,

although we will have more to report on that in future publications ([redacted names] et al., 2018). In addition, there are an unlimited number of other analyses that can be done on these subscales and potential other correlates, but we feel we have provided enough information for this single preliminary article. We acknowledge the effect of current cognitions in trying to remember the amount and strength of past felt love, and in many ways the measure is an assessment of memory traces. Nevertheless, this does have a direct parallel to how we remember past feelings of love in everyday life and assess those memories. Indeed the very effect of current cognitions is one of our central interests that we are investigating in current research ([redacted] et al., 2018), and one of the motivations for the development of the scale. Interesting future research could assess clinical populations, which may demonstrate lower mean scores on the memory of love subscales, and therefore less negative skew, compared to nonclinical samples.

In summary, we created a reliable measure of subjective current feelings of love and memory of love towards parents that consists of one main core construct within each time period. It correlates in patterns consistent with good validity with previous attachment scales, affect, social desirability, and adverse childhood experiences. Memory of affective love is related to, but distinct from, attachment. The subscales of the MLPQ measure something distinct from each other, the measure can be used in different settings, and has nonsignificant order effects. The combination of good validity and high reliability make it a promising scale for use in many areas of psychology.

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Table 1

Demographics of All Samples Used in the Development of the Memory of Love towards Parents Questionnaire

Sample	N	Gender	Age M	Race/Ethnicity (%)				SES	Sample	Comp ³	Scale
		% Fem	(SD)	White	Black ¹	Asian	Hisp. ²	(SD)	Type		Type
1	275	65.6	36.1 (11.0)	78.4	8.4	5.9	4.4	4.78 (1.79)	US Adult	\$2.00	F-anch 28 item
2	280	80.7	21.5 (5.58)	44.6	44.3	5.4	2.9	4.93 (1.59)	Student	Course credit	F-anch 28 item
3	148	71.6	37.6 (11.5)	77.0	6.8	7.4	5.4	—	US Adult	\$0.20	2-anch 10 item
4	192	60.9	35.9 (11.6)	75.0	7.8	6.8	5.7	—	US Adult	\$2.00	2-anch 10 item
5	275	72.4	37.3 (11.9)	86.5	6.2	3.6	7.7	—	US Adult	\$1.00	2-anch 10 item
6	156	86.5	38.6 (10.7)	80.8	10.3	7.1	3.8	—	US Adult	\$0.25	2-anch 10 item
7	201	55.2	41.9 (13.2)	85.6	6.5	6.5	4.0	—	US Adult	\$0.30	2-anch 10 item

*Note.*¹Black or African American. ²Hispanic or Latino. Percentages of American Indian or Alaska Native participants ranged from 0.4% to 3.8%. Native Hawaiian and Pacific Islander ranged from 0.4% to 2.3%. Percentages of participants who chose “other (please specify)” as their ethnicity ranged from 1.9% to 2.9%. Ethnicity categories may sum to more than 100% due to participants choosing multiple categories. ³Compensation amount or credit type. SES = mean self-reported socio-economic status on a scale from 1 (bottom rung: least money, education, worst jobs) to 10 (top rung: most money, education, and best jobs). US adult = samples recruited via AMT. F-anch = Fully-anchored Likert scale. 2-anch = 2-anchor Likert scale anchored at bottom and top. Overall age ranges = 18–79 (US Adult), and 18–52 (undergraduate sample). — = data not collected.

Table 2

Descriptive Statistics of the Memory of Love towards Parents Questionnaire for Both US Adult and Undergraduate Samples: Including 28-item Longform, 10-item Short-form, Fully Anchored and Two-anchored Versions.

	Mother			Father		
	<i>M</i>	<i>SD</i>	Skew	<i>M</i>	<i>SD</i>	Skew
Sample 1: US Adults 28-item fully anchored						
Grade 1 MLPQ	4.93	1.14	-1.26	4.29	1.73	-1.08
Grade 6 MLPQ	4.35	1.34	-0.75	3.84	1.77	-0.64
Grade 9 MLPQ	3.87	1.52	-0.42	3.55	1.80	-0.35
Current LPQ	4.29	1.86	-1.09	3.80	1.96	-0.88
Sample 1: US Adults 10-item fully anchored						
Grade 1 MLPQ	5.06	1.07	-1.37	4.33	1.72	-1.13
Grade 6 MLPQ	4.53	1.30	-0.92	3.86	1.76	-0.66
Grade 9 MLPQ	4.04	1.52	-0.57	4.04	1.52	-0.57
Current LPQ	4.42	1.82	-1.21	3.89	1.98	-0.97
Sample 2: Undergraduates 28-item fully anchored						
Grade 1 MLPQ	5.17	1.04	-2.08	4.42	1.78	-1.11
Grade 6 MLPQ	4.71	1.32	-1.19	4.10	1.75	-0.81
Grade 9 MLPQ	4.44	1.48	-1.03	3.89	1.82	-0.55
Current LPQ	4.92	1.51	-1.79	4.29	1.95	-1.02
Sample 2: Undergraduates 10-item fully anchored						
Grade 1 MLPQ	5.25	1.04	-2.22	4.48	1.75	-1.18
Grade 6 MLPQ	4.79	1.29	-1.34	4.16	1.69	-0.85
Grade 9 MLPQ	4.55	1.47	-1.18	4.01	1.81	-0.56
Current LPQ	4.96	1.52	-1.86	4.34	1.95	-1.04
Sample 4: US Adults 10 Item two-anchor						
Grade 1 MLPQ	4.93	1.20	-1.46	4.41	1.54	-0.84
Grade 6 MLPQ	4.24	1.44	-0.77	3.75	1.65	-0.34
Grade 9 MLPQ	3.84	1.52	-0.46	3.49	1.75	-0.27
Current LPQ	4.57	1.61	-1.14	3.98	1.90	-0.77

Notes. Sample 1: $N = 268$ Mother, $N = 261$ Father. Sample 2: $N = 273$ Mother, $N = 249$ Father. Sample 4: $N = 191$ Mother, $N = 174$ Father. Range for MLPQ and LPQ measures was minimum = 0 and maximum = 6. Likert scale on all items ranged from 0 to 6. Each MLPQ/LPQ score was calculated as the average score of the items.

Table 3

Internal and Test-Retest Reliability Statistics of the Memory of Love towards Parents Questionnaire for Both US Adult and Undergraduate Samples: Including 28-item Longform, 10-item Short-form, Fully Anchored and Two-anchored Versions.

	Cronbach's α					Test-retest	
	Sample 1		Sample 2		Sam. 4	Sample 2	
	28-item	10-item	28-item	10-item	10-item	28 item	10 item
Mother							
Grade 1 MLPQ	.989	.979	.989	.975	.979	—	—
Grade 6 MLPQ	.990	.979	.992	.980	.983	.865	.838
Grade 9 MLPQ	.991	.959	.992	.980	.980	—	—
Current LPQ	.995	.987	.994	.987	.983	—	—
Father							
Grade 1 MLPQ	.995	.954	.997	.991	.986	—	—
Grade 6 MLPQ	.994	.961	.995	.987	.986	.856	.852
Grade 9 MLPQ	.995	.962	.995	.987	.985	—	—
Current LPQ	.994	.976	.996	.989	.984	—	—

Notes. Sample 1: $N = 268$ Mother, $N = 261$ Father. Sample 2 (undergraduates): $N = 273$ Mother, $N = 249$ Father; fully anchored scales. Sample 4: $N = 191$ Mother, $N = 174$ Father; two-anchor Likert-type. Test-retest reliability: Retest was one week after initial test.

Table 4

Correlations between the MLPQ Subscales and Various Validated Scales Measuring Attachment and Bonding to Mother (top) and Father (bottom): Sample 4

	Memory of Love for Mother			
	<i>Retrospective</i>			<i>Present</i>
	Grade 1	Grade 6	Grade 9	Now
<i>Retrospective</i>				
Care (mother; PBI)	.565	.708	.632	.544
Overprotection (mother; PBI)	-.238	-.364	-.380	-.299
<i>Present</i>				
Attachment to mother (IPPA)	.515	.595	.544	.763
Avoidant attachment mother (ECR)	-.485	-.532	-.499	-.742
Anxious attachment Mother (ECR)	-.297	-.345	-.329	-.428
	Memory of Love for Father			
	<i>Retrospective</i>			<i>Present</i>
	Grade 1	Grade 6	Grade 9	Now
<i>Retrospective</i>				
Care father (father; PBI)	.273	.341	.255	.310
Overprotection (father; PBI)	-.236	-.316	-.264	-.339
<i>Present</i>				
Attachment to father (IPPA)	.557	.639	.678	.714
Avoidant attachment father (ECR-RS)	-.498	-.599	-.655	-.633
Anxious attachment father (ECR-RS)	-.197	-.104	-.157	-.196

Note. Mother $N = 190$. Father $N = 173$. All r 's above .15 were statistically significant ($p < .05$). Highest correlations in each of the mother and father matrices are **bolded**, and are examined further in the factorial validity section. IPPA = Inventory of Parent and Peer Attachment. ECR-RS = Experiences in Close Relationships. PBI = Parental Bonding Instrument.

Table 5

Pattern Matrix Showing Different Loadings of MLPQ-10 Mother Current Items and Inventory of Parent and Peer Attachment (Mother) Items

Pattern Matrix		Factors			
		1	2	3	4
MLPQ Mother Current	1. love (F)	.941	-.015	-.032	-.018
MLPQ Mother Current	2. love (S)	.887	.021	-.057	.066
MLPQ Mother Current	3. affection (F)	.877	.108	-.032	-.024
MLPQ Mother Current	4. affection (S)	.888	.073	-.003	-.019
MLPQ Mother Current	5. warmth (F)	.845	.093	.064	-.041
MLPQ Mother Current	6. warmth (S)	.856	.152	.019	-.042
MLPQ Mother Current	9. fondness (F)	.855	-.071	.026	.159
MLPQ Mother Current	10. fondness (S)	.829	-.053	.048	.127
MLPQ Mother Current	27. caring (F)	1.001	-.021	.001	-.092
MLPQ Mother Current	28. caring (S)	.911	.057	-.131	.075
IPPA.1.	My mother respects my feelings.	.012	.184	.058	.686
IPPA.2.	I feel my mother does a good job as my mother.	.152	.041	.043	.698
IPPA.3.	I wish I had a different mother. (R)	.260	-.245	.433	.355
IPPA.4.	My mother accepts me as I am.	.019	.168	.069	.662
IPPA.5.	I like to get my mother's point of view on things115	.645	-.088	.239
IPPA.6.	I feel it's no use letting my feelings show around mother. (R)	.033	.264	.643	.018
IPPA.7.	My mother can tell when I'm upset about something.	.175	.519	-.015	.114
IPPA.8.	Talking over my problems ... makes me feel ashamed ... (R)	-.030	.126	.667	-.116
IPPA.9.	My mother expects too much from me. (R)	-.102	-.203	.692	.101
IPPA.10.	I get upset easily around my mother. (R)	.118	-.125	.847	-.019
IPPA.11.	I get upset a lot more than my mother knows about. (R)	-.173	.089	.636	.051
IPPA.12.	When we discuss things, my mother cares about my...view	-.067	.387	-.015	.654
IPPA.13.	My mother trusts my judgment.	-.009	.286	.028	.591
IPPA.14.	My mother has her own problems, so I don't bother her... (R)	.147	.427	.487	-.407
IPPA.15.	My mother helps me to understand myself better.	-.005	.833	.020	.039
IPPA.16.	I tell my mother about my problems and troubles.	.073	.957	-.059	-.071
IPPA.17.	I feel angry with my mother. (R)	.125	-.179	.695	.278
IPPA.18.	I don't get much attention from my mother. (R)	-.044	.097	.609	.229
IPPA.19.	My mother helps me to talk about my difficulties.	.004	.907	-.039	.021
IPPA.20.	My mother understands me.	.099	.573	.098	.212
IPPA.21.	When I am angry..., my mother tries to be understanding	.022	.447	-.005	.453
IPPA.22.	I trust my mother.	.125	.149	.004	.656
IPPA.23.	...doesn't understand what I'm going through these days. (R)	-.045	.362	.613	-.033
IPPA.24.	I can count on ...when I need to get something off my chest	.067	.697	-.061	.242
IPPA.25.	If my mother knows something is bothering me, she asks...	.005	.498	.071	.295
<i>Eigenvalue of Factor</i>		<i>20.90</i>	<i>2.62</i>	<i>1.89</i>	<i>1.17</i>

Note. MLPQ = Love for Parents Questionnaire. IPPA = Inventory of Parent and Peer Attachment. (F) = Frequency. (S) = Strength. (R) = Reverse Coded. Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiser Normalization. Eigenvalues for factor 5 was .87. Factor 1 correlated with Factors 2, 3, & 4, $r_s = .690, .598, \& .686$ respectively. Correlations between Factors 2, 3, & 4 ranged from .635 to .708.

Table 6

Descriptive Statistics and Correlations between Various Subscales of the 28-item MLPQ for Mothers in a Sample of 268 US adults in Sample 1

	<i>M</i>	<i>SD</i>	Grade 1 MLPQ	Grade 6 MLPQ	Grade 9 MLPQ	Current LPQ
Grade 1 MLPQ	4.93	1.14	1.000	.782	.648	.468
Grade 6 MLPQ	4.35	1.34		1.000	.871	.621
Grade 9 MLPQ	3.87	1.52			1.000	.648
Current LPQ	4.29	1.86				1.000

Note. All correlations: $p < .001$. $N = 268$.

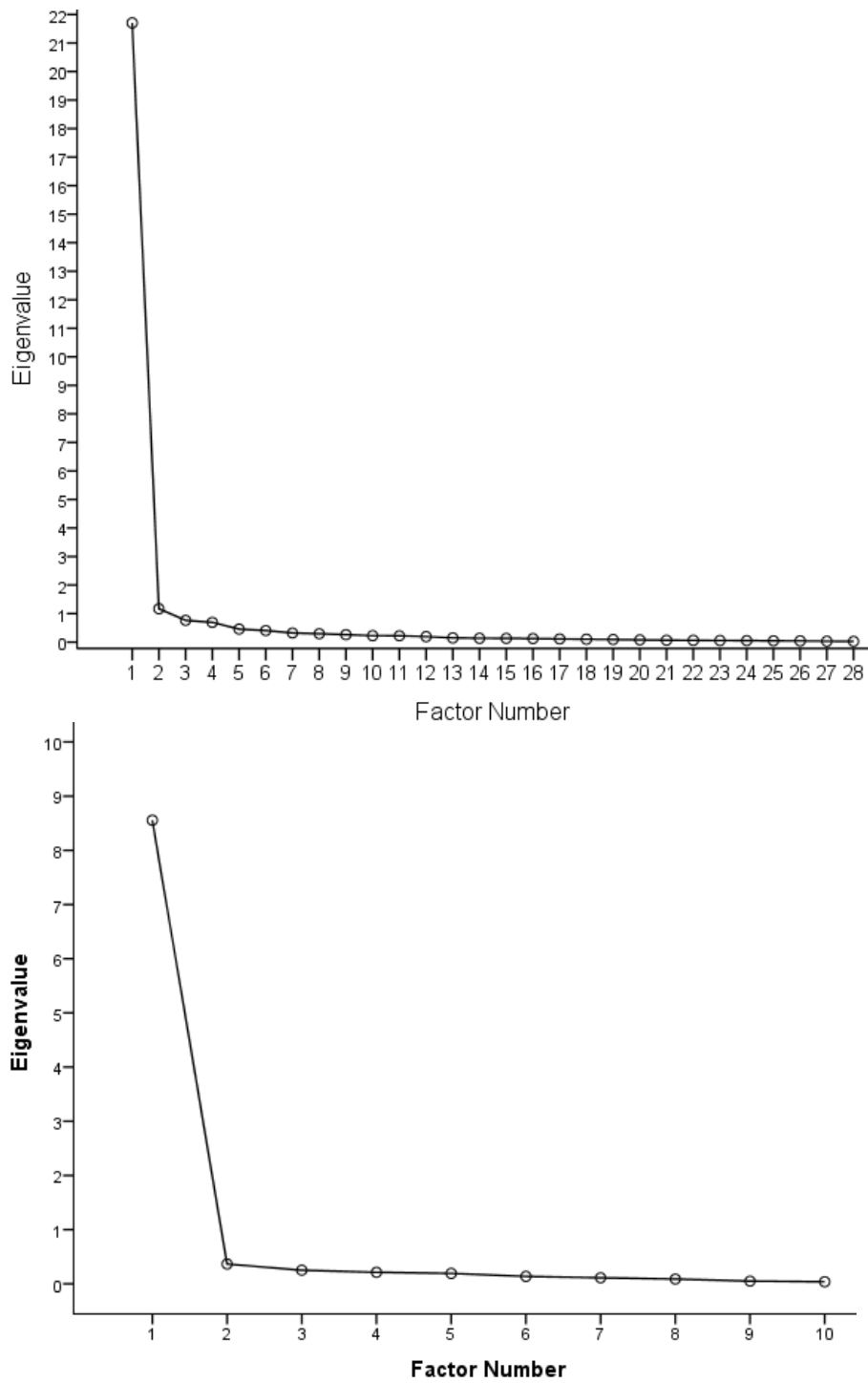


Figure 1. Top: Factor analysis scree plot for the 28 item MLPQ (mother, first grade) using the fully anchored Likert scale. Bottom: Factor analysis scree plot for the 10 item MLPQ-10 (mother, first grade) using the two-anchor Likert-type scale.

Appendix A

Memory of Love towards Parents Questionnaire (MLPQ)

[First grade wording is given here in its entirety, as an example:]

Memory of Feelings of Child toward Mother

First Year of Elementary School

Remember back to how you felt about your mother during the year in which you were **in first grade** (how you felt toward them **at that time**).

First grade is typically experienced at ages 6–7 years in the United States, and is the first year of **Elementary School**.

Please be sure to answer all the questions if you knew your mother at all during first grade. If you don't have a clear memory please give your best answer.

- 1*. During the whole year when you were **in first grade**, *how often on average* did you feel **love** toward your **mother**?
- 2*. During the whole year when you were **in first grade**, *how strong on average* was your **love** toward your **mother**?
- 3*. During the whole year when you were **in first grade**, *how often on average* did you feel **affection** toward your **mother**?
- 4*. During the whole year when you were **in first grade**, *how strong on average* was your **affection** toward your **mother**?
- 5*. During the whole year when you were **in first grade**, *how often on average* did you feel **warmth** toward your **mother**?
- 6*. During the whole year when you were **in first grade**, *how strong on average* was your **warmth** toward your **mother**?
7. During the whole year when you were **in first grade**, *how often on average* did you feel **appreciation** toward your **mother**?
8. During the whole year when you were **in first grade**, *how strong on average* was your **appreciation** toward your **mother**?
- 9*. During the whole year when you were **in first grade**, *how often on average* did you feel **fondness** toward your **mother**?
- 10*. During the whole year when you were **in first grade**, *how strong on average* was your **fondness** toward your **mother**?
11. During the whole year when you were **in first grade**, *how often on average* did you feel **adoration** toward your **mother**?
12. During the whole year when you were **in first grade**, *how strong on average* was your **adoration** toward your **mother**?
13. During the whole year when you were **in first grade**, *how often on average* did you feel a **good attachment** toward your **mother**?
14. During the whole year when you were **in first grade**, *how strong on average* was your **good attachment** toward your **mother**?
15. During the whole year when you were **in first grade**, *how often on average* did you feel **positively bonded** toward your **mother**?
16. During the whole year when you were **in first grade**, *how strong on average* was your **positive bonding** toward your **mother**?
17. During the whole year when you were **in first grade**, *how often on average* did you feel **admiration** toward your **mother**?

18. During the whole year when you were **in first grade**, *how strong on average* was your **admiration** toward your **mother**?
19. During the whole year when you were **in first grade**, *how often on average* did you feel **respect** toward your **mother**?
20. During the whole year when you were **in first grade**, *how strong on average* was your **respect** toward your **mother**?
21. During the whole year when you were **in first grade**, *how often on average* did you feel **kindness** toward your **mother**?
22. During the whole year when you were **in first grade**, *how strong on average* was your **kindness** toward your **mother**?
23. During the whole year when you were **in first grade**, *how often on average* did you feel **devotion** toward your **mother**?
24. During the whole year when you were **in first grade**, *how strong on average* was your **devotion** toward your **mother**?
25. During the whole year when you were **in first grade**, *how often on average* did you feel **liking** toward your **mother**?
26. During the whole year when you were **in first grade**, *how strong on average* was your **liking** toward your **mother**?
- 27*. During the whole year when you were **in first grade**, *how often on average* did you feel **caring** toward your **mother**?
- 28*. During the whole year when you were **in first grade**, *how strong on average* was your **caring** toward your **mother**?

[Long-form = all 28 items.

*10 item version = these 10 items: 1, 2, 3, 4, 5, 6, 9, 10, 27, 28.

4-item version = items 1, 2, 3, and 4.]

Likert-type Scale and Anchors

Frequency (for odd numbered questions above)

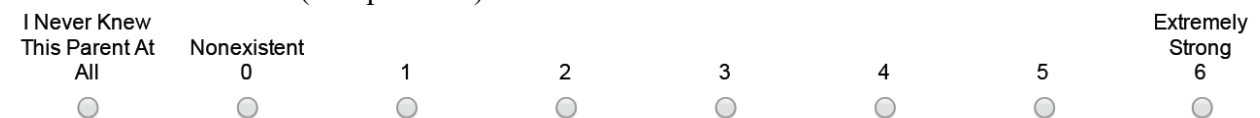
Two Anchors (Samples 3–7)



[The anchor “*I never knew this parent at all*” is coded as missing data.]

Strength (for odd numbered questions above)

Two Anchors (Samples 3–7)



[Note, the fully anchored Likert-type scales used in Sample 1 and 2 are given in Supplemental Appendix S1]

Instructions for the Other Time Periods:

Memory of Feelings of Child toward Mother

First Year of Middle School

Remember back to how you felt about your parents during the year in which you were **in sixth grade** (how you felt toward her **at that time**).

Sixth grade is typically experienced at ages 11–12 years in the United States, and is the first year of **Middle School**.

Please be sure to answer all the questions if you knew your mother at all during sixth grade. If you don't have a clear memory please give your best answer.

Memory of Feelings of Child toward Mother

First Year of High School

Remember back to how you felt about your parents during the year in which you were **in ninth grade** (how you felt toward her **at that time**).

Sixth grade is typically experienced at ages 14–15 years in the United States, and is the first year of **High School**.

Please be sure to answer all the questions if you knew your mother at all during sixth grade. If you don't have a clear memory please give your best answer.

Current Feelings of Child toward Mother

Now

Please report how you feel about your mother currently, (how you feel toward her now, today).

[Example item wording:]

1*. Currently *how often on average* do you feel **love** toward your **mother**?

[*Note:* For the four Father subscales, substitute the word “Mother” with “Father”, and “her” with “him.”]

Recommendations. Our generic recommendation is for researchers to use the two-anchor Likert-type scale shown above—unless the research question requires a fully anchored scale (see Appendix S1). Whether the researcher chooses the subscales with 4-items, 10-items, or 28-items depends upon (1) the degree of precision they need, (2) whether they are interested in specific items that are not present in the shorter versions, (3) question fatigue considerations, and (4) time constraints of a study.

For use in countries that do not have the same grade-levels as the United States, the wordings of “first grade” “sixth grade” and “ninth grade” can be adapted according to the common terms used in that country or state.

For English speaking countries, below is an approximate conversion table:

Age ²	England		Scotland		Ireland		USA		Australia ¹	New Zealand
	School	Year	School	Year	School	Year	School	Grade	Year	Year
6-7	Primary School (Infants)	2	Primary School	P3	Primary School	1st Class	First Year Elementary	1	1	2
11-12	Secondary School	7	Secondary School	S1	Secondary School	6th Class	First Year Middle School ³	6	6	7
14-15	Secondary School - GCSE	10	Secondary School	S4	Secondary School	3rd Year	High School - Freshman	9	9	10

Note. ¹Year number can vary by area in Australia. ²Age ranges can vary: check this in your country. ³This can vary by US state.]

Table S1

Descriptive Statistics Comparing the Fully Anchored Memory of Love for Parents Questionnaire (Mother only) to the Two-Anchor Scale in US Adult Sample 3 (Short-form, 10 item MLPQ, mother only).

	Sample 1 (fully anchored, AMT)			Sample 3 (two anchors, AMT)		
	<i>M</i>	<i>SD</i>	<i>Skew</i>	<i>M</i>	<i>SD</i>	<i>Skew</i>
Grade 1 MLPQ	5.06	1.07	-1.37	4.91	1.30	-1.27
Grade 6 MLPQ	4.53	1.30	-0.92	4.16	1.41	-0.38
Grade 9 MLPQ	4.04	1.52	-0.57	3.65	1.56	-0.22
Current LPQ	4.42	1.82	-1.21	4.34	1.91	-1.02

Notes. $N = 268$ for Sample 1, and $N = 150$ for Sample 3. Range for MLPQ and LPQ measures was minimum = 0 and maximum = 6. Likert scale on each of the 10 items ranged from 0 to 6. Each MLPQ/LPQ score was calculated as the average score of the 10 items.

The table above compares the mean, standard deviation, skew and kurtosis of the current study to that of Sample 1. This comparison is warranted given the similar demographics of Sample 1 and 3—namely US adults participating via M-Turk. As shown in above the two-anchor scale produced slightly lower mean and skew scores, and moderately higher standard deviations, as we had hoped. However, this pattern did not always hold in subsequent samples. Therefore, choices about whether to choose the fully anchored or two-anchored scale depends upon whether the researcher's research questions is best served by a fully anchored or two-anchor scale.

Table S2

Internal Reliability Comparing the Original to the Revised MLPQ-10 Scale in US Adult Sample 1 and 3 (Short-form, 10 item MLPQ, mother only).

	Sample 1 (Original MLPQ)	Sample 3 (Revised Likert scale)
	Cronbach's α	Cronbach's α
Grade 1 MLPQ	.979	.981
Grade 6 MLPQ	.979	.979
Grade 9 MLPQ	.959	.980
Current LPQ	.987	.989

Notes. $N = 268$ for Original statistics, and $N = 150$ for Revised scale. Range for MLPQ and LPQ measures was minimum = 0 and maximum = 6. Likert scale on each of the 10 items ranged from 0 to 6. Each MLPQ/LPQ score was calculated as the average score of the 10 items.

Table S3

Descriptive Statistics by Gender of Participant for both the Longform 28 item and 10 item short-form MLPQ and LPQ Subscales Utilizing the Fully Anchored Likert-type Scale in a US Adult Sample 1

Subscale	Men Participants (<i>n</i> = 88)			Women Participants (<i>n</i> = 177)		
	M	SD	Skew	M	SD	Skew
<i>Mother MLPQ</i>						
<i>28 Item Long Form</i>						
1 st Grade	4.84	1.22	-1.26	4.97	1.10	-1.24
6 th Grade	4.40	1.37	-0.90	4.32	1.33	-0.67
9 th Grade	4.03	1.57	-0.64	3.79	1.50	-0.31
Current	4.33	1.80	-1.17	4.26	1.90	-1.05
<i>10 Item Short-form</i>						
1 st Grade	4.90	1.21	-1.28	5.14	0.99	-1.34
6 th Grade	4.52	1.35	-0.96	4.53	1.28	-0.89
9 th Grade	4.16	1.56	-0.77	3.98	1.50	-0.47
Current	4.37	1.79	-1.20	4.43	1.84	-1.22
<i>Father MLPQ</i>						
<i>28 Item Long Form</i>						
1 st Grade	4.08	1.72	-0.97	4.39	1.73	-1.16
6 th Grade	3.77	1.69	-0.54	3.87	1.82	-0.69
9 th Grade	3.52	1.77	-0.42	3.57	1.83	-0.32
Current	3.65	2.04	-0.82	3.87	1.93	-0.91
<i>10 Item Short-form</i>						
1 st Grade	4.11	1.73	-0.97	4.43	1.71	-1.23
6 th Grade	3.80	1.71	-0.59	3.89	1.80	-0.69
9 th Grade	4.16	1.56	-0.77	3.98	1.50	-0.47
Current	3.68	2.09	-0.82	3.98	1.92	-1.04

Note. Standard error of skewness for men participants ranged between .25 and .26; and for women participants between .18 to .19.

Table S4

Means, Standard Deviations, Skew, and Reliability Statistics for the first four items (MLPQ-4) of each subscale (Sample 1: AMT)

Subscale	<i>M</i>	<i>SD</i>	Skew	Cronbach α
<i>Mother MLPQ-4</i>				
<i>4 Item subscales</i>				
1 st Grade	5.10	1.06	-1.41	.956
6 th Grade	4.59	1.31	-.93	.963
9 th Grade	4.11	1.56	-.65	.960
Current	4.43	1.85	-1.19	.977
<i>Father MLPQ-4</i>				
<i>4 item subscales</i>				
1 st Grade	4.38	1.73	-1.18	.979
6 th Grade	3.85	1.78	-.63	.976
9 th Grade	3.57	1.83	-.36	.974
Current	3.89	2.01	-.93	.965

Note. Standard error of skewness for ranged between .149 and .151. $N = 268$.

Table S5

Factor Loadings for All 28 Items in the MLPQ and LPQ Subscales Utilizing the Original Fully Anchored Likert Scale in a US Adult Sample 1

Item	Mother				Father			
	1st	6th	9th	Current	1st	6th	9th	Current
1. love (F)*	.845	.851	.844	.908	.928	.933	.918	.940
2. love (S)*	.883	.849	.857	.931	.933	.950	.926	.932
3. affection (F)*	.863	.871	.890	.926	.931	.931	.928	.908
4. affection (S)*	.879	.884	.909	.943	.944	.933	.938	.906
5. warmth (F)*	.897	.907	.920	.962	.953	.943	.949	.950
6. warmth (S)*	.913	.909	.928	.956	.959	.952	.951	.950
7. appreciation (F)	.837	.892	.871	.937	.909	.917	.913	.930
8. appreciation (S)	.849	.895	.897	.937	.925	.925	.928	.927
9. fondness (F)*	.912	.929	.934	.954	.951	.953	.961	.958
10. fondness (S)*	.911	.920	.932	.955	.943	.959	.953	.948
11. adoration (F)	.865	.872	.882	.921	.917	.908	.922	.913
12. adoration (S)	.863	.881	.898	.926	.925	.918	.924	.917
13. good attachment (F)	.927	.910	.896	.942	.940	.948	.945	.917
14. good attachment (S)	.905	.905	.919	.930	.943	.939	.948	.914
15. positively bonded (F)	.911	.905	.916	.940	.938	.950	.950	.910
16. positively bonded (S)	.908	.917	.915	.937	.936	.946	.957	.896
17. admiration (F)	.865	.899	.894	.938	.956	.920	.921	.918
18. admiration (S)	.885	.879	.892	.927	.952	.909	.921	.906
19. respect (F)	.830	.815	.851	.925	.850	.867	.877	.919
20. respect (S)	.836	.845	.875	.946	.896	.802	.880	.900
21. kindness (F)	.859	.887	.885	.933	.949	.938	.940	.918
22. kindness (S)	.874	.913	.887	.933	.950	.948	.950	.902
23. devotion (F)	.880	.892	.918	.937	.913	.924	.932	.936
24. devotion (S)	.847	.885	.909	.938	.929	.925	.941	.928
25. liking (F)	.870	.901	.910	.958	.941	.943	.933	.941
26. liking (S)	.895	.906	.920	.952	.955	.945	.949	.927
27. caring (F)*	.835	.853	.861	.924	.928	.912	.926	.926
28. caring (S)*	.886	.898	.883	.923	.947	.934	.944	.929

Note. F = frequency. S = strength. 1st, 6th, and 9th = first, sixth and ninth grade respectively. See Appendix A for full wording of items. * = questions used in 10 item short form (MLPQ-SF). The factor loadings given are those loading on the main single factor.

Table S6

Eigenvalues for all the 28-item MLPQ subscales (Principle Axis) in the US Adult Sample 1

	Mother		Father	
	Factor 1	Factor 2	Factor 1	Factor 2
Grade 1 MLPQ	21.7	1.17	24.5	0.54
Grade 6 MLPQ	22.3	0.96	24.3	0.64
Grade 9 MLPQ	22.7	0.88	24.5	0.63
Current LPQ	24.7	0.79	24.0	0.80

Notes. $N = 268$ for Mother statistics, and $N = 261$ for Father statistics.

Table S7

Factor Loadings for the Short Form 10 Items in the MLPQ and LPQ Subscales Utilizing the Original Fully Anchored Likert Scale in a US Adult Sample 1

Item	Mother				Father			
	1st	6th	9th	Current	1st	6th	9th	Current
1. love (F)*	.896	.906	.889	.929	.943	.943	.937	.954
2. love (S)*	.919	.901	.890	.955	.945	.959	.942	.948
3. affection (F)*	.912	.926	.933	.949	.951	.948	.941	.916
4. affection (S)*	.927	.916	.933	.960	.953	.948	.951	.919
5. warmth (F)*	.933	.935	.935	.968	.961	.952	.959	.957
6. warmth (S)*	.954	.930	.947	.952	.960	.964	.967	.963
9. fondness (F)*	.911	.923	.920	.944	.956	.949	.958	.958
10. fondness (S)*	.902	.892	.916	.951	.943	.895	.952	.946
27. caring (F)*	.814	.852	.871	.932	.921	.913	.930	.929
28. caring (S)*	.899	.906	.896	.930	.937	.935	.940	.929

Note. F = frequency. S = strength. 1st, 6th, and 9th = first, sixth and ninth grade respectively. See Appendix A for full wording of items. * = questions used in 10 item short form (MLPQ-10). The factor loadings given are those loading on the main single factor.

Table S8

Factor Loadings for the 10 Items in the Two-Anchored Short Form (MLPQ-10) Subscales Utilizing the Bi-polar anchored Likert Scale, and Eigenvalues for the First Two Factors in a US Adult Sample from Sample 3 (AMT)

Item	Mother			
	1st	6th	9th	Current
1. love (F)*	.923	.892	.896	.942
2. love (S)*	.911	.885	.926	.926
3. affection (F)*	.930	.921	.920	.975
4. affection (S)*	.931	.934	.931	.960
5. warmth (F)*	.931	.941	.930	.970
6. warmth (S)*	.954	.940	.935	.973
9. fondness (F)*	.927	.937	.932	.941
10. fondness (S)*	.914	.930	.934	.961
27. caring (F)*	.919	.906	.914	.952
28. caring (S)*	.909	.900	.903	.953
Factor 1 Eigenvalue	8.56	8.44	8.51	9.13
Factor 2 Eigenvalue	0.36	0.39	0.45	0.27

Note. F = frequency. S = strength. 1st, 6th, and 9th = first, sixth and ninth grade respectively. See Appendix A for full wording of items. * = questions used in 10 item short-form two-anchored scale (MLPQ-10). The factor loadings given are those loading on the main single factor.

Table S9

Pattern Matrix Showing Different Loadings of MLPQ-10 Mother Grade 6 Items and Parental Bonding Instrument (Mother, Care) Items (Sample 4)

Pattern Matrix	Factor	
	1	2
MLPQ Mother Grade 6. 1. love (F)	.844	.081
MLPQ Mother Grade 6. 2. love (S)	.882	.042
MLPQ Mother Grade 6. 3. affection (F)	.991	-.085
MLPQ Mother Grade 6. 4. affection (S)	.976	-.051
MLPQ Mother Grade 6. 5. warmth (F)	.926	.021
MLPQ Mother Grade 6. 6. warmth (S)	.882	.077
MLPQ Mother Grade 6. 9. fondness (F)	.897	.056
MLPQ Mother Grade 6. 10. fondness (S)	.914	.040
MLPQ Mother Grade 6. 27. caring (F)	.905	.041
MLPQ Mother Grade 6. 28. caring (S)	.871	.076
Mother PBI. Q.1: Spoke to me in a warm and friendly voice.	.141	.703
Mother PBI. Q.2: Did not help me as much as I needed. (R)	-.015	.788
Mother PBI. Q.4: Seemed emotionally cold to me. (R)	-.109	.934
Mother PBI. Q.5: Appeared to understand my problems and worries.	.078	.749
Mother PBI. Q.6: Was affectionate to me.	.074	.762
Mother PBI. Q.11: Enjoyed talking things over with me.	-.005	.823
Mother PBI. Q.12: Frequently smiled at me.	.122	.768
Mother PBI. Q.14: Did seem to understand what I needed or wanted.	-.019	-.434
Mother PBI. Q.16: Made me feel I wasn't wanted. (R)	.070	.683
Mother PBI. Q.17: Could make me feel better when I was upset.	.071	.730
Mother PBI. Q.18: Did not talk with me very much. (R)	.011	.772
Mother PBI. Q.24: Did not praise me. (R)	.021	.808
<i>Eigenvalues of Factors</i>	<i>14.13</i>	<i>2.37</i>

Notes. MLPQ = Memory of Love for Parents Questionnaire. PBI = Parental Bonding Instrument (retrospective to first 16 years of childhood). (F) = Frequency. (S) = Strength. (R) = Reverse Coded. Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiser Normalization. Eigenvalues for factor 3 was .86. Factor 1 and Factor 2 correlated $r = .694$.

Table S10

Pattern Matrix Showing Different Loadings of MLPQ-10 Father Grade 6 Items and Parental Bonding Instrument (Father, Care) Items

Pattern Matrix	Factor	
	1	2
MLPQ Father Grade 6 1. love (F)	.964	-.032
MLPQ Father Grade 6 2. love (S)	.904	.023
MLPQ Father Grade 6 3. affection (F)	.944	-.028
MLPQ Father Grade 6 4. affection (S)	.898	.013
MLPQ Father Grade 6 5. warmth (F)	.890	.083
MLPQ Father Grade 6 6. warmth (S)	.905	.063
MLPQ Father Grade 6 9. fondness (F)	.917	.037
MLPQ Father Grade 6 10. fondness (S)	.923	.039
MLPQ Father Grade 6 27. caring (F)	.939	.001
MLPQ Father Grade 6 28. caring (S)	.911	-.001
Father PBI. Q.1: Spoke to me in a warm and friendly voice.	.123	.750
Father PBI. Q.2: Did not help me as much as I needed. (R)	.021	.743
Father PBI. Q.4: Seemed emotionally cold to me. (R)	-.034	.816
Father PBI. Q.5: Appeared to understand my problems and worries.	.058	.827
Father PBI. Q.6: Was affectionate to me.	.001	.868
Father PBI. Q.11: Enjoyed talking things over with me.	-.048	.887
Father PBI. Q.12: Frequently smiled at me.	.044	.811
Father PBI. Q.14: Did seem to understand what I needed or wanted.	-.076	-.603
Father PBI. Q.16: Made me feel I wasn't wanted. (R)	-.007	.710
Father PBI. Q.17: Could make me feel better when I was upset.	.199	.704
Father PBI. Q.18: Did not talk with me very much. (R)	-.073	.874
Father PBI. Q.24: Did not praise me. (R)	.059	.817
<i>Eigenvalues of Factors</i>	<i>14.41</i>	<i>6.69</i>

Notes. MLPQ = Memory of Love for Parents Questionnaire. PBI = Parental Bonding Instrument (retrospective to first 16 years of childhood). (F) = Frequency. (S) = Strength. (R) = Reverse Coded. Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiser Normalization. Eigenvalues for factor 3 was .72. Factor 1 and Factor 2 correlated $r = .673$.

Table S11

Pattern Matrix Showing Different Loadings of MLPQ-10 Father Current Items and Inventory of Parent and Peer Attachment (Father) Items

Pattern Matrix	Factor			
	1	2	3	4
MLPQ Father Current 1. love (F)	.816	-.030	-.030	.209
MLPQ Father Current 2. love (S)	.876	-.073	-.028	.171
MLPQ Father Current 3. affection (F)	.870	.126	.037	-.053
MLPQ Father Current 4. affection (S)	.860	.163	.004	-.052
MLPQ Father Current 5. warmth (F)	.931	.077	.052	-.081
MLPQ Father Current 6. warmth (S)	.881	.092	.033	-.004
MLPQ Father Current 9. fondness (F)	.959	.006	.019	-.010
MLPQ Father Current 10. fondness (S)	.935	.077	-.039	-.021
MLPQ Father Current 27. caring (F)	.966	-.039	-.076	.043
MLPQ Father Current 28. caring (S)	.980	-.070	-.096	.059
IPPA.1. My Father respects my feelings.	-.002	.392	-.072	.659
IPPA.2. I feel my Father does a good job as my Father.	.164	.266	-.059	.600
IPPA.3. I wish I had a different Father. (R)	.325	-.229	.223	.525
IPPA.4. My Father accepts me as I am.	-.053	.364	-.062	.695
IPPA.5. I like to get my Father's point of view on things080	.694	.057	.131
IPPA.6. I feel it's no use letting my feelings show around Father. (R)	.060	.317	.589	.033
IPPA.7. My Father can tell when I'm upset about something.	.084	.835	-.164	.062
IPPA.8. Talking over my problems ... makes me feel ashamed ...(R)	-.022	.109	.649	-.059
IPPA.9. My Father expects too much from me. (R)	-.109	-.224	.535	.292
IPPA.10. I get upset easily around my Father. (R)	-.001	-.276	.646	.443
IPPA.11. I get upset a lot more than my Father knows about. (R)	-.138	.132	.789	-.067
IPPA.12. When we discuss things, my Father cares about my...view	-.018	.495	-.030	.549
IPPA.13. My Father trusts my judgment.	-.079	.423	-.071	.626
IPPA.14. My Father has his own problems, so I don't bother her...(R)	.152	.129	.648	-.190
IPPA.15. My Father helps me to understand myself better.	.034	.755	.062	.029
IPPA.16. I tell my Father about my problems and troubles.	.117	.855	.001	-.139
IPPA.17. I feel angry with my Father. (R)	.199	-.152	.394	.523
IPPA.18. I don't get much attention from my Father. (R)	.071	.284	.261	.317
IPPA.19. My Father helps me to talk about my difficulties.	.010	.990	.040	-.114
IPPA.20. My Father understands me.	-.087	.561	.058	.468
IPPA.21. When I am angry., my Father tries to be understanding	-.011	.600	.039	.395
IPPA.22. I trust my Father.	.167	.184	-.047	.674
IPPA.23...doesn't understand what I'm going through these days. (R)	-.091	.403	.444	-.035
IPPA.24. I can count on ...when I need to get something off my chest	.005	.763	.085	.138
IPPA.25. If my Father knows something is bothering me, he asks...	.042	.835	-.015	.034
<i>Eigenvalue of Factor</i>	<i>20.42</i>	<i>3.48</i>	<i>2.17</i>	<i>1.39</i>

Note. MLPQ = Love for Parents Questionnaire. IPPA = Inventory of Parent and Peer Attachment. (F) = Frequency. (S) = Strength. (R) = Reverse Coded. Extraction Method: Principal Axis. Rotation Method: Promax with Kaiser Normalization. Factor 5 eigenvalue = .84. Factor 1 correlated with Factors 2, 3, & 4, $r_s = .619, .403, \& .621$ respectively. Correlations between Factors 2, 3, & 4 ranged from .512 to .645.

Table S12
Correlations between the General Current Affect (PANAS) and the 10-item MLPQ Subscales in US Adult Sample 1

	PANAS Positive Affect	PANAS Negative Affect
Mother		
Grade 1 MLPQ	.194**	-.190**
Grade 6 MLPQ	.228***	-.138*
Grade 9 MLPQ	.243***	-.084
Current LPQ	.173**	-.013
Father		
Grade 1 MLPQ	.061	-.090
Grade 6 MLPQ	.092	-.081
Grade 9 MLPQ	.243***	-.084
Current LPQ	.100	-.078

Note. * $p < .05$, ** $p < .01$, *** $p < .001$. The 28 item version of the MLPQ showed a similar pattern and similar sized correlations (range $r = .024$ to $.255$). $N = 268$ for mothers, $N = 261$ for fathers.

Table S13

Correlations between the Subscales of the MLPQ and Childhood Traumatic Experiences (TEC) in US Adult Sample 5 (AMT)

	Mother			Father		
	Grade 1	Grade 6	Current	Grade 1	Grade 6	Current
Emotional Neglect ages 0–6	-.229	-.272	-.316	-.105	-.124	-.139
Emotional Neglect 7–12	-.238	-.271	-.293	-.120	-.139	-.148
Emotional Neglect 13–18	-.248	-.277	-.286	-.077	-.100	-.139
Emotional Abuse 0–6	-.167	-.218	-.204	-.109	-.095	-.079
Emotional Abuse 7–12	-.141	-.188	-.201	-.152	-.108	-.109
Emotional Abuse 13–18	-.164	-.233	-.239	-.139	-.113	-.126
Physical Abuse ¹ 0–6	-.265	-.212	-.170	-.144	-.152	-.217
Physical Abuse 7–12	-.219	-.208	-.149	-.162	-.142	-.225
Physical Abuse 13–18	-.199	-.208	-.161	-.162	-.149	-.223
Bodily Threat ² 0–6	-.126	-.134	-.182	-.113	-.052	-.117
Bodily Threat 7–12	-.132	-.126	-.186	-.122	-.047	-.107
Bodily Threat 13–18	-.111	-.107	-.163	-.102	-.041	-.115
Sexual Harassment 0–6	-.013	-.130	-.154	-.033	-.036	-.057
Sexual Harassment 7–12	-.016	-.092	-.130	.001	.014	.010
Sexual Harassment 13–18	-.010	-.093	-.132	.012	.024	.005
Sexual Abuse 0–6	.001	-.099	-.090	-.001	-.044	-.138
Sexual Abuse 7–12	-.033	-.032	-.054	.031	.024	-.086
Sexual Abuse 13–18	.006	-.063	-.071	.051	.017	-.072
Trauma Total Composite Score ³	-.208	-.251	-.267	-.130	-.117	-.172

Note. **Boldface** correlations are statistically significant at $\alpha = .05$. Correlations of $r > .20$ are significant at $\alpha = .001$. $N = 271$ for Mother; and $N = 251$ for Father. TEC = Traumatic Experiences Checklist. ¹Threat from a person to the integrity of the body (1): Physical Abuse. ²Threat from a person to the integrity of the body (2): Threat to life, pain, bizarre punishment. ³Childhood trauma composite for ages 0–18.

Table S14

Correlations between Various Subscales of the 28-item MLPQ for Fathers in a Sample of 261 US Adults in Sample 1 (AMT)

	Grade 1 MLPQ	Grade 6 MLPQ	Grade 9 MLPQ	Current LPQ
Grade 1 MLPQ	1.00	.829	.648	.542
Grade 6 MLPQ		1.00	.858	.588
Grade 9 MLPQ			1.00	.615
Current LPQ				1.00

Note. All correlations: $p < .001$. $N = 261$.

Table S15

Comparing Online to In-Lab Participation in Sample 2 (Undergraduate participants)

Subscale	Online			In-Lab			<i>t</i> -test	
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
<i>Mother MLPQ</i>								
<i>28 Item Long Form</i>								
1 st Grade	89	5.17	1.01	184	5.17	1.05	-.047	.962
6 th Grade	89	4.61	1.33	184	4.76	1.31	-.890	.374
9 th Grade	89	4.31	1.54	184	4.50	1.46	-.987	.325
Current	89	4.83	1.70	184	4.97	1.41	-.687	.493
<i>10 Item Short-form</i>								
1 st Grade	89	5.25	1.00	184	5.24	1.06	.082	.935
6 th Grade	89	4.68	1.32	184	4.84	1.27	-.947	.345
9 th Grade	89	4.41	1.53	184	4.61	1.44	-1.080	.281
Current	89	4.87	1.70	184	5.01	1.42	-.729	.467
<i>Father MLPQ</i>								
<i>28 Item Long Form</i>								
1 st Grade	79	4.39	1.86	170	4.44	1.75	-.184	.854
6 th Grade	79	4.25	1.82	170	4.03	1.71	.918	.360
9 th Grade	80	4.01	1.99	170	3.83	1.73	.731	.466
Current	79	4.39	2.10	168	4.24	1.88	.591	.555
<i>10 Item Short-form</i>								
1 st Grade	79	4.45	1.82	170	4.49	1.73	-.141	.888
6 th Grade	79	4.31	1.78	170	4.09	1.66	.936	.350
9 th Grade	80	4.10	2.00	170	3.96	1.71	.539	.590
Current	80	4.42	2.13	169	4.30	1.87	.439	.661

Note. MLPQ = Memory of Love for Parents Questionnaire

Table S16

Descriptive Statistics and Comparison of Chronologically Ordered MLPQ subscales to Randomly Counterbalanced MLPQ (Sample 6: AMT participants)

	Chronological Order		Random Order		Inferential statistics		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>r_{pb}</i>
Grade 1 MLPQ	5.24	1.17	5.20	1.14	.018	.857	-.015
Grade 6 MLPQ	4.38	1.37	4.49	1.35	-0.52	.601	.042
Grade 9 MLPQ	3.82	1.68	4.11	1.49	-1.15	.253	.093
Current LPQ	4.66	1.70	4.86	1.45	-0.81	.417	.065

Notes. Degrees of freedom in the *t*-test $df = 154$ for grade 1, and current; $df = 152$ for grade 6 and 9. r_{pb} = point by serial effect size correlation.

Table S17

Comparing Means of the MLPQ when Mother Items are Presented First to When Father Items are Presented First (Sample 7, AMT participants)

	Mother First		Father First		Inferential statistics		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>r_{pb}</i>
Mother Grade 1	5.26	1.05	5.10	1.23	1.00	.320	-.071
Mother Grade 6	4.44	1.24	4.47	1.38	-0.14	.887	.010
Mother Grade 9	4.00	1.44	4.02	1.59	-0.06	.953	.004
Mother Current	4.45	1.85	4.33	1.90	0.41	.679	-.030
Father Grade 1	4.62	1.45	4.37	1.54	1.12	.266	-.082
Father Grade 6	4.01	1.59	3.76	1.64	1.05	.294	-.077
Father Grade 9	3.70	1.67	3.43	1.74	1.10	.274	-.080
Father Current	4.56	1.69	4.14	1.88	1.62	.106	-.119

Notes. For Mothers: Degrees of freedom in the *t*-test *df*= 198 for grade 1, 6; *df*=196 for grade 9, and current. For fathers: Degrees of freedom in the *t*-test *df*= 184 for grade 1, 6, and current; *df*=185 for grade 9. *r_{pb}* = point by serial correlation (included here as a measure of effect size).

