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Are Associations Between Parenting Style and Academic Achievement Moderated by Ethnicity and Individualism-Collectivism?

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Walden University

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Thiago De Oliveira

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Walden University
2015

Abstract

Are Associations Between Parenting Style and Academic Achievement Moderated by

Ethnicity and Individualism-Collectivism?

by

Thiago Louis Bomfim De Oliveira

MA, Amberton University 2010

MA, Amberton University 2008

BA, Dallas Baptist University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

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Abstract

Researchers have long been concerned in documenting the nature of associations between parenting styles and academic achievement in adolescents. Social learning theory has shown how domains such as individualism, collectivism, and ethnicity are associated with parent behavior. Research suggests compatibility between individualism and authoritative parenting and collectivism with authoritarian parenting styles, which could have critical implications in the relationship between parenting styles and academic achievement. Despite the robust research on parenting styles, no research has investigated the moderating roles of individualism and collectivism. Thus, the purpose of this study was to determine the associations between parenting style and academic achievement and whether some of the associations were moderated by ethnicity, individualism, and collectivism. The sample consisted of 225 parents who were recruited via an online newsletter sent by school personnel. Parenting styles were measured by the Parenting Styles and Dimensions Questionnaire while individualism and collectivism variables were measured by the Self-Construal Scale. Correlation coefficients calculated the associations between parenting styles and academic achievement, while the regression analyses addressed the moderator hypotheses. Authoritative parenting had a significant positive correlation with GPA, while both authoritarian and permissive parenting styles had a significant negative correlation with GPA. Within the moderator hypotheses, neither ethnicity nor individualism and collectivism served as a significant moderator between parenting styles and GPA. These findings may inform parents and educators of the importance of parenting styles on education, beyond the explanatory power of ethnicity or value system.

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Dedication

I would like to dedicate this dissertation to several significant people in my life. First to my mother, Monica Oliveira Hewitt, and my father, Carlos Oliveira. Your words of wisdom, encouragement, and guidance have given me strength to go beyond what I thought possible. I still remember my mother's advice, "Always finish what you start," and my father's counsel, "Do everything in excellence," and how they ring true, even as I write these words.

To my amazing and talented wife, Ryan Oliveira, I love you. Thank you for your constant support and affection throughout this journey. I could not have accomplished this without you. To my wonderful son, Henry Oliveira, you are my pride and joy. I hope you use this achievement as an example of what can be accomplished with perseverance and dedication.

I would like to take this opportunity to thank Dr. Brad Bell for his constant attention to detail and his wise counsel throughout my progress. I would also like to thank Dr. Maxwell Rainforth and the rest of the committee for their support and input on this dissertation. To my family, friends, and previous professors, thank you for your patience, support, and instruction throughout my educational path.

Finally, I offer this accomplishment to the One that has given me life and purpose. Thank you Lord for your strength. Your words in Jeremiah have continually reminded me:

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future".

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Chapter 1: Introduction to the Study

Background

The purpose of this study was to determine whether or not there were associations between parenting style and academic achievement and whether the associations were moderated by ethnicity and individualism-collectivism. The goal was that, through results of this study, educators and researchers alike could (a) better understand the different factors that associate academic achievement within American society; (b) instill fruitful dialogue in the educational fields; and (c) influence further research on parenting. This study has potential benefits to educators as they attempt to bridge the academic gap and implement appropriate and relevant school-based interventions geared towards assisting parents with their parenting skills. As educators properly understand effective parenting styles, parents can assist and influence their children to achieve the optimal academic performance. Ultimately, this research aimed at understanding outside-school factors so that parents and educators can become more active and progressive in addressing the educational, social, cognitive, moral, and emotional needs of children.

The current educational climate in the United States has led to an emphasis on academic accountability. Several researchers have attempted to examine features of the familial environment that impact academic achievement in adolescents (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Hess & Holloway, 1984). Some of these family-related factors associated with school performance are parenting styles (Dornbusch et al., 1987; Steinberg, Elmen, & Mounts, 1989; Weiss & Schwarz, 1996) and parental involvement. Parenting styles refer to the child-rearing patterns that

characterize parent-child interactions. Within these styles, two dimensions, parental acceptance-involvement and strictness-supervision, are combined to create Baumrind's (1967) four parenting styles: authoritative, authoritarian, permissive, and neglectful.

Authoritative parenting style refers to parents who are responsive to their child's needs yet demanding with their expectations. Authoritarian parenting style, however, refers to parents who show a high demanding and structured home while lacking in responsiveness to the emotional needs of their children. Parents who show a permissive parenting style tend to be lenient in their demandingness and noninvolved in their responsiveness to their child's needs. (Baumrind, 1991). Parental involvement refers to the parent's role in their child's education. Recently, in the United States' increasingly diverse population, values such as individualism and collectivism have been added to the accumulating research for its possible association to academic achievement in students. According to Triandis, McCusker, and Hui (1990), individualism and collectivism are currently defined as a "pattern of feelings, beliefs and values that relate to interpersonal functions" (p. 17).

Though past and current studies have addressed associations between parenting style and academic achievement, there are no previous studies that have addressed the moderating roles of values such as individualism and collectivism. This chapter is outlined into several sections. The overview of the background, the problem statement, and the purpose statement are outlined in this chapter as foundational statements for this study. This chapter includes the research questions as well as the theoretical foundation of the study. There is also a summary of constructs, assumptions, scope, and limitations of the

current research. The final section explores the significance of this research as well as a summary of the chapter.

Research on parenting styles has been well documented due to the foundational research of Baumrind (1967). Baumrind (1967) provided the theoretical framework where the major three primary parenting styles (authoritative, authoritarian, and permissive) set the stage for the area of parenting. Maccoby and Martin (1983) added to the theory of Baumrind by including a fourth conceptual style, neglectful. Several researchers followed with concurrent research agreeing that authoritative parenting positively correlated with adolescent academic achievement largely because of the effects of authoritativeness on the healthy development of their self-efficacy (Dornbusch et al., 1987; Steinberg et al., 1989). Consequently, permissive and authoritarian styles were found to negatively associate with grades (Dornbusch et al., 1987).

Recent studies with individuals from minority populations and parenting styles have shown contradicting results to Baumrind's (1967) parenting studies. Domenech, Donovanick, and Crowley (2009) showed that the four traditional parenting categories did not describe families belonging to minority groups efficiently. Furthermore, though researchers agreed that authoritative parenting styles positively associated to academic achievement of Caucasian students, it did not result in strong associations to academic outcomes in Latino or Asian students (Chao, 2001; Hill, Bush, & Roosa, 2003; Park & Bauer, 2002). Most researchers have agreed that due to the ever-changing demographics in Western society, further research is needed to clarify the robust and confounding

literature on parenting styles and different ethnicities. (Dornbusch et al., 1987; Steinberg et al., 1989).

Hofstede's (1980) foundational cross-cultural study resulted in the identification of individualism/collectivism as one of four major cultural variables. Furthermore, his study conceptualized the differences in cultures such as societies marked by strong, cohesive in-groups as collectivistic and cultures marked by strong boundaries between self and others as individualistic. Triandis et al. (1990) extended the research on cultural patterns and social characteristics of the two constructs. Their research also noted that these results take different forms in different parts of the world and within individuals. In other words, individualism can take different forms such as narcissistic individualism while collectivism can take a form of familism (where family takes a position of power over individual interests). Recently, Oyserman, Coon, and Kemmelmeier's (2002) meta-analysis review identified seven domains that relate to individualism, which included the following: independence, goals, competition, uniqueness, privacy, autonomy, and direct communication. Moreover, eight domains were identified that related to collectivism: community, belonging, duty, harmony, advice seeking, context dependent, hierarchical, and group oriented (Oyserman et al., 2002). These researchers concluded that one of the most important values for individualist is personal independence while for collectivists indirect communication to maintaining harmony has been shown to be a valuable characteristic (Oyserman et al., 2002).

Parents play a highly influential role in their children's development. Parenting styles have appeared in a large collection of past and current research on the effects on

children and adolescents. Consequently, the socialization theory (Oetting & Donnermeyer, 1998) has shown that several domains influence parents such as socioeconomic status, cultural climate, ethnicity, and acculturation.

Individualism/collectivism is a newer concept that has not enjoyed the robust literature of parenting styles. (Hui & Triandis, 1986; Triandis et al., 1990). Both of these fields have expanded the understanding of parenting behaviors and how cultural and individual norms affect the social, behavioral, and emotional environment. Furthermore, with the increases of minority populations in the U.S. educational system, concepts previously agreed upon have needed redefining. There is no research on the moderating roles of individualism and collectivism in the associations between parenting styles and academic achievement. Addressing this gap in the literature could be beneficial to parents, educators, and communities from all cultural, socioeconomic, and educational backgrounds. Parenting styles and individual values can have a tremendous effect on children, in particular in academic outcomes. Ultimately, this possible association could bring forth effective interventions to decrease the high academic failure rate between minority students and their White peers (Steinberg et al., 1989; Weiss & Schwarz, 1996).

Problem Statement

Though there has been extensive research supporting the relationship between parents' attitudes and perceptions about raising children and student behavior and developmental outcomes (Belsky, 1984; Domenech et al., 2009; Dornbusch et al., 1987; Steinberg et al., 1989; Weiss & Schwarz, 1996), there has still been a growing achievement gap in American education. This problem results in lower graduation rates

(Fry, 2006), higher failure rates (Weiss & Schwarz, 1996), and increased dropout rates (Henderson & Berla, 1994) in students in American education. Understanding the factors that are associated with academic achievement in the changing demographics of America is essential for societal improvement.

Though the literature on parenting styles has shown probable association to a number of personality variables, surprisingly no research has explored whether associations between parenting styles and academic achievement differ with respect to individualism-collectivism. By identifying whether associations between parenting style and academic achievement are moderated by individualism-collectivism, the goal was to provide an original contribution to the research on parenting and present valuable information to improve the educational outcomes of adolescents.

Purpose of the Study

Interest in research on the educational climate of North America has increased dramatically in recent years (Quintanar & Warren, 2008). It is of no surprise that this increase is partly due to the demographical changes in population and the continued decline in student academic performance (Rolon, 2005; Sack-Min, 2008). As the Western school system grapples to adjust to these new challenges, researchers are continuing to extend the literature to find possible influences that could increase academic achievement in adolescents (Domenech et al., 2009; Dornbusch et al., 1987; Steinberg et al., 1989).

The purpose of this quantitative study was to explore the associations between parenting styles and academic achievement and whether these associations are moderated by factors such as ethnicity and individualism/collectivism values. Researchers such as

Adamsons and Buehler (2007) studied the correlation between parenting styles and behavioral aspects of child reading. However, no research I was able to retrieve in my review of current literature had used individualism/collectivism as moderating factors to parenting styles and academic achievement.

Research Question(s) and Hypotheses

This study used a quantitative design to study the associations between parenting style and academic achievement and whether they are moderated by ethnicity and individualism-collectivism. The following hypotheses were established for this study. The statistical analysis of this study was a two-tailed analysis.

H₀₁: There is a positive association between authoritative parenting style and academic achievement.

H₀₂: There is a negative association between authoritarian parenting style and academic achievement.

H₀₃: There is a negative association between permissive parenting style and academic achievement.

H₀₄: The positive correlation between authoritative parenting style and academic achievement is stronger for Caucasian parents who are not Hispanic or Latino than all other ethnicities.

H₀₅: The positive correlation between authoritative parenting style and academic achievement is stronger at higher levels of individualism than at lower levels of individualism.

H₀₇: The negative correlation between authoritarian parenting style and academic achievement is weaker at higher levels of collectivism than at lower levels of collectivism.

Theoretical Foundation

The main theoretical framework of this study was rooted in the social learning theory of psychologist Bandura (1969), which highlights the importance of environment of an individual's development and the impact of close relationships with adolescents. Social relationship theories explain how close or intimate relationships are positively correlated to adolescent competencies. This theory guided the present study in understanding the impact families have on children academically, socially, and behaviorally. Furthermore, it allowed me to have an appropriate framework in which to guide age-appropriate academic expectations to the chosen adolescent population. Social learning theory, which defines behavior as a learned response from the environment, guided the present study in understanding how the home environment can have a strong impact on the outcome of children.

The model for parenting styles was based on the parenting style construct developed by Baumrind (1967). Parenting styles are framed by a collection of parenting behaviors and goals that are primarily characterized by three combinations of warmth, demandingness, and autonomy granting. Out of these three characteristics, four parenting labels—authoritarian, authoritative, permissive, and neglectful—are conceptually built (Baumrind, 1991). Maccoby and Martin (1983) expressed that Baumrind's parenting styles can modify and influence children's behaviors as they go through their

development stages. Parenting styles diverge in standards and values in which children are expected to embrace. How these values are transmitted and the level of expectations about the behavior of children also differs between parenting styles. Thus, parenting styles and academic achievement could have possible associations, in part, by two moderator variables: individualism/collectivism and parent's ethnicity.

Individualism and collectivistic theory was originated in the context of cross-cultural research. Current researchers have been interested in the individual-level manifestations of individualism. The work of Hofstede (1980) was one of the original studies on developing the constructs of individualism in cross-cultural psychology. This study used this theory to distinguish the allocentric and idiocentric dispositions to classify parents as high or low individualistic/collectivistic orientation (Hofstede, 1980). Based on these categories the study can predict how different parenting styles associate with academic achievement, in part, by high or low individualistic-oriented values exhibited by parents. A more detailed explanation of Hofstede's constructs of individualism/collectivism will be explained in the second chapter of this study.

Nature of the Study

This study was a correlational study where parenting styles and individualism/collectivistic constructs were measured to see how they associated to academic achievement of adolescents. A quantitative design was the best study design to measure objective properties such as grades, demographics, parenting style characteristics, and individualism/collectivistic constructs. Predictor variables included parenting styles and were measured by the Parenting Styles and Dimensions

Questionnaire (PSDQ). This assessment was a 62-item Likert-type questionnaire assessment (Robinson, Mandleco, Olsen, & Hart, 1995) that measured the three parenting style variables (authoritative, authoritarian, and permissive). The outcome variable (academic achievement) was measured by the student's grade point average (GPA), which was computed based on parent-reported grades. A regression analysis was conducted to address moderator hypotheses. Correlation coefficients calculated the associations between parenting styles (authoritative, authoritarian, permissive) and academic achievement. Individualism/collectivism was measured by the Self-Construal Scale (Singelis, 1994). This measure included a 30-item two-dimensional model where participants rated their personal values using a 6-point agreement scale ranging from *strongly disagree* to *strongly agree*. Statistical Program for the Social Sciences (SPSS 21.0) was used to conduct the analyses to compare the mean scores between the various forms of parenting styles. A more detailed description of the methodology and data analysis is covered in Chapter 3.

Finally, the research population for this study was parents of junior high students of an independent school district in northeastern Texas. The study sampled 225 parents from several junior high schools in the school district. This population was sampled with the permission of the principals of the junior high schools.

Definitions

The following are commonly used terms that are defined within the context of this study. These definitions are consistent with those in the literature.

Authoritarian parent: A parenting style described as low in responsiveness and high in demandingness. Parents with this style create all the rules and standards and implement a hierarchical system in which the child is inferior to the parent (Baumrind, 1971).

Authoritative parent: A parenting style described as high in both responsiveness and demandingness. This parent allows the child to express their feelings and thoughts while still upholding the role of the caretaker and leader. This style of parenting does not use intrusion or restriction but uses disciplinary methods based on supportiveness and assertion. Finally, this type of parenting encourages independence, individuality and honest communication (Baumrind, 1971).

Academic achievement: This has been defined as the educational progress a student makes in the school setting that is measured by academic grades (Hickman, 2007). In this particular research, academic achievement was self-reported by the parent of the student.

Academic achievement gap: The distance in academic achievement between wealthy and underprivileged schools and between minority and nonminority students.

Junior high school: Educational setting that consists of students in Grades 7 and 8.

Neglectful parent: A parenting style described as low in responsiveness and low in demandingness. These parents are characterized as uninvolved with their child's emotional, social, physical, and academic needs (Maccoby & Martin, 1983).

Parental involvement: Participation of the parent or caregiver in the educational process of their children (Jeynes, 2007).

Parental responsiveness: Though usually referred to as parental warmth or parental supportiveness, this characteristic of parenting style refers to the level in which a parent complies with the needs and demands of their child (Baumrind et al., 1991).

Parental demandingness: Baumrind et al. (1991) defined this characteristic of parenting style as the “supervision, disciplinary efforts and willingness to confront a disobedient child” (p. 411).

Parental autonomy granting: This characteristic of parenting style refers to the level of decision-making a child is allowed to make in the family and the level of knowledge a parent has of the child’s daily activities (Baumrind et al., 1991).

Permissive parents: A parenting style described as high in responsiveness and low in demandingness. These parents do not rely on punishments and allow for impulsive behavior. They have limited expectations as well as little control over rules and boundaries (Baumrind, 1971).

Assumptions

It was assumed that the parent-reported grades reflected an approximation of their children’s academic achievement. It was assumed that the parents disclosed accurate information about their ethnicity and their children’s current grades. I assumed that this study could potentially offer a new approach concerning parenting styles and academic achievement. However, this research was specifically focused on the benefits of this particular district. It was assumed that the parent survey was given in English. It was also

assumed that the parent survey instrument would meet reliability and validity requirements. These assumptions were critical to maintain confidentiality, data reliability, limit participant biases, and gather accurate and valid information.

Scope and Delimitations

This study aimed to identify the associations between parenting styles and academic achievement and the possible moderating roles of ethnicity, individualism, and collectivism. Recent studies have focused primarily on the association between parenting styles and academic achievement, mental disorders (Sawalha, 2012), and college transitions (Kerr, Stattin, & Özdemir, 2012). No research, however, has observed the moderating role of individualism/collectivism on parenting style and academic achievement. The specific focus was chosen because of the increase of academic discrepancy between ethnicities and the lack of research on values (individualism/collectivism) and their association with parenting styles. Thus, this research could potentially benefit researchers and educators who seek to develop and design efficient programs to enhance academic achievement in adolescents. The results of this study could also serve the school site under study, but other districts may want to consider the correlation of various types of parental styles with academic achievement of their student body. This study involved parent participants who had adolescent children (ages 13 to 15) in the school district. It was delimited to collect data at one school district. This study did not include Epstein's (1995) social organization model and instead focused primarily on Bandura's (1989) social learning theory, Hofstede's (1980) individualism/collectivism theory, and Baumrind's (1967) parenting style constructs.

Demographically, since 2000, according to the Texas State Data Center (2012), the suburban area in northeastern Texas has experienced growth specifically in the Mexican Latino population and Asian American population. Consequently, the data could not be generalized to parents of varying ethnic groups and may not be used to generalize parents' attitudes, perceptions, or level of involvement in subsequent years. However, this research can potentially contribute to existing literature addressing parenting styles and how ethnicity and individualism/collectivism moderate associations between parenting styles and academic achievement.

Limitations

Any conclusions from this study were limited by the following factors: the research site was limited to a suburban area in northeastern Texas; parent participants in this study and data collection results may not be representative of other parents of junior high students in both this school district and in other public school districts; the results may not be generalized to smaller or larger populations; the findings of the study only reflect the survey responses of parents based on parenting styles of high- and low-achieving students moderated by ethnicity and individualistic/collectivistic values; the findings could be subject to other interpretations. Other limitations in the study included self-reporting biases. Literature has shown that self-reporting biases involve the desire to present oneself in a positive light (Hebert et al., 1997). Therefore, there was a possibility for a lack of reliable response from participant as a potential limitation. Finally, because the findings were correlational, one would not be able to make causal conclusions.

Significance

Parenting styles have been used in previous studies to predict academic success of students (Dornbusch et al. 1987; Steinberg et al., 1989). Individualism and collectivistic researchers have also observed the contrasting cultural and individual level differences of health, self-concept, and cognition (Hui & Triandis, 1986; Oyserman et al., 2002; Triandis et al., 1990). Socialization theory (Hui & Triandis, 1986) has revealed that several domains influence parents: socioeconomic status, cultural climate, ethnicity, and acculturation. Both of these fields have expanded the understanding of parenting behaviors and how cultural and individual norms affect social, behavioral, and emotional environment. Though current research on individualistic/collectivism has been shifting from a cultural level to individual-level variables (Oyserman et al., 2002), the moderating roles of individualism and collectivism in associations between parenting styles and academic achievement have not been investigated.

One important aspect in this study was how parenting styles could have influenced academic motivation for different types of socialization (individualistic versus collectivistic socialization). Individualistic-oriented individuals are typically individuals that cherish values that accentuate fairness and equality (Hui & Triandis, 1986; Triandis et al., 1990). On the same hand, authoritative parenting styles share similar characteristics such as parent-child equality, share of power, democracy, and autonomy granting (Steinberg, Dornbusch, & Brown, 1992). Looking at these two concepts, it is clear to see the compatibility and possible relation between individualistic-oriented individuals and authoritative parenting style. More specifically, researchers have agreed that parents that

value individualism, individual achievement, and competitiveness are more likely to also practice authoritative parenting strategies (Dornbush, et al., 1987; Steinberg et al., 1989). Therefore, it was a reasonable assumption to predict that at higher levels of individualistic characteristics (uniqueness, fairness, equality, and independence) the stronger the positive association between authoritative parenting and academic achievement becomes.

On the other hand, collectivistic-oriented individuals are typically associated with higher parental authoritarianism and lower authoritative parenting styles (Oyserman et al., 2002). This is primarily based on the assumption that collectivistic individuals value hierarchy, respect, and authority, which are compatible with the characteristics of authoritarian parenting style. Families that value collectivistic values tend to also follow authoritarian strategies such as collaboration, high regard to authority, and little give-and-take between parent and child (Baumrind, 1966). Studies have also shown that authoritarian parenting is more dominant in low-income families than in middle-class families (Oetting & Donnermeyer, 1998). One reason for this finding is due to the socialization of low-income parents towards their children to adapt to environments where conformity (collectivism) is valued and conflict is not freely expressed (Hill, 1997). Therefore, another assumption predicted that at higher levels of collectivistic value the weaker the negative association between authoritarian parenting style and academic achievement becomes.

Within the realm of socialization, (individualism/collectivism) this study investigated in further detail how ethnicity played a part in moderating the effects of

parenting style and academic achievement. Research has consistently shown that Anglo-Americans tend to have individualistic values while members of ethnic groups such as Asians, Hispanics, and African Americans are more collectivistic-oriented individuals (Hui & Triandis, 1986; Triandis et al., 1990). Other studies have also suggested that authoritative parenting has a positive association in promoting academic outcomes in White children (Dornbusch et al., 1987; Lamborn et al., 1991, Steinberg et al., 1989; Steinberg et al., 1991). Though other ethnicities (i.e. Hispanic, African American) have shown to benefit from authoritative parenting (Dornbusch et al., 1987), Caucasian students academically benefit the most from this democratic type of parenting (Lamborn et al., 1991, Steinberg et al., 1989). Therefore, one hypothetical prediction in this study projected that the positive correlation between authoritative parenting style and academic achievement would be stronger for Caucasian parents who were not Hispanic or Latino than for all other ethnicities.

Authoritarian parenting style, on the other hand, has been shown to negatively associate with academic achievement with Hispanic children (Levine & Bartz, 1979; Mirande, 1977; Vega, 1990). Some studies have suggested (Mirande, 1977; Vega, 1990) that the reason for this is due to the parental emphasis on values such as conformity and obedience (collectivism) that come in conflict with the school systems' values of autonomy and self-direction. Others have also suggested (Dornbusch et al., 1987) that the level of parental control and absolute standards discourages independence and social responsibility, thus further affecting their academic success in the North America school system.

This correlational study could have a reasonable and appropriate social impact in both the macro and micro levels of communities. Within the larger societal level, communities are in need for evidence-based research that is relevant, valid, and reliable to their current needs. Understanding the different factors that associate academic achievement within American society is important to instill fruitful dialogue in the educational fields and influence further research on parenting. This research could be beneficial to the educational system by expanding educators' knowledge of the associations between parenting styles and academic achievement. Their beliefs on the associations between authoritative parenting and academic achievement could change to incorporate moderators such as individualism/collectivism and ethnicity. This understanding could lead to a more comprehensive approach to the overarching educational problem that North America is currently facing. Furthermore, individualism/collectivism and ethnicity are two moderators that could potentially change the nature of association between parenting styles and academic achievement. The results could provide valuable insight with regard to the theoretical framework. Social workers, school counselors, and school psychologists could have similar benefits from this research by expanding their understandings about the associations between parenting styles and academic achievement. As they expand their beliefs on these variables, they can have higher levels of empathy towards diverse families and be able to understand how moderators such as ethnicity could increase or decrease the association between parenting style and academic achievement.

Within the micro level of societal impact, this research attempted to study the dynamics of parenting, and in doing so, provided information to help parents navigate through the difficult task of parenting adolescents. This information could empower them to make comprehensive decisions in regards to their children's education. Parents could be informed about how authoritative, authoritarian, and permissive parenting styles associate with their adolescents' academic achievement. Furthermore, the social impact of this research on parents could allow for systematic changes in how parents approach their adolescents. Ultimately, this research was aimed at expanding the understanding of parenting dynamics so that through this study, educators and parents could have a more progressive view on the associations between parenting styles and academic achievement.

Summary

This chapter includes descriptions of the problems within literature concerning parenting styles and academic achievement. It outlines the rationale for addressing the gap in the literature by observing how individualism and collectivism moderate associations between parenting styles and academic achievement. Other topics include the purpose of the study, theoretical framework, operational definitions, assumptions, limitations, delimitations, scope of the study, and significance of the study. Chapter 2 will contain a review of the literature based on the research questions used in this study. Within Chapter 2, topics such as parenting styles, parental involvement, individualism/collectivism, and their possible correlations to academic achievement will be explored. Chapter 3 will outline the variables and design of this study. The framework of the study concerning the

association between parenting styles and academic achievement moderated by ethnicity and individualism/collectivism is discussed. In Chapter 4, the data are analyzed and presented. Chapter 5 includes the summary, findings, recommendations, and conclusions.

Chapter 2: Literature Review

Introduction

In the past two decades, researchers have closely examined the possible association between parents' attitudes and perceptions about raising children and student behavior and developmental outcome (Belsky, 1984; Domenech et al., 2009; Dornbusch et al., 1987; Steinberg et al., 1989; Weiss & Schwarz, 1996). Several factors have shown positive associations with academic achievement, including the following: parental involvement (Epstein & Sanders, 2002; Hess & Holloway, 1984) and authoritative parenting style (Dornbusch et al., 1987; Lamborn et al., 1991; Steinberg et al., 1989; Steinberg et al., 1991). Factors such as ethnicity, cultural background, and family dynamics have resulted in confounding and often contradicting results (Barber, 1999).

In the area of family dynamics (individualism/collectivism), surprisingly no research has explored whether associations between parenting styles and academic achievement differ with respect to individualism-collectivism. By identifying whether associations between parenting style and academic achievement are moderated by individualism-collectivism, the goal in the current study was to provide an original contribution to the research on parenting and present valuable information to improve the educational outcomes of adolescents.

This chapter is outlined into three sections. The first section includes an overview and theoretical background of the four categories of parenting style as well as an overview of parental involvement. The second section explores the association between parenting styles and academic achievement. The third section reviews the literature on

individualism and collectivism and its theoretical background. The fourth and final section explores the possible association between individualism-collectivism and academic achievement.

This review of the literature included sources retrieved from the following online databases: Academic Search Premier, A Sage Full-Text Collection, Education Research Complete, and ERIC – Educational Research Information Center. In addition, an exhaustive search was conducted by using several primary key words including *academic achievement, parenting styles, authoritative, authoritarian, permissive, neglectful, individualism/collectivism, allocentrism/ idiocentrism, achievement gap, and ethnicity*. Articles ranging from 1966 seminal literature to recent studies were also included in the literature review. Furthermore, this literature review was compiled based on peer-reviewed, scholarly journals, inquiries on several databases, and textbooks as outlined in the reference section.

The main theoretical framework of this study was rooted in the social relational theories (Bandura, 1969), which highlight the importance of close relationships with adolescents. With this theory, explained how close or intimate relationships are positively correlated to adolescent competencies. The model for parenting styles was based on the parenting style construct developed by Baumrind (1966). Parenting styles are framed by a collection of parenting behaviors and goals that are primarily characterized by combinations of warmth, demandingness, and autonomy granting. Out of these three characteristics, four parenting labels—authoritarian, authoritative, permissive, and neglectful—are conceptually built (Baumrind, 1991).

Individualism and collectivistic theory was originated in the context of cross-cultural research. Researchers are now interested on the individual-level manifestations of individualism. The work of Hofstede (1980) was one of the original studies on developing the constructs of individualism in cross-cultural psychology. Based on this premise, researchers use the term *idiocentrics* for those with strong individualistic orientation and *allocentrics* for individuals who lean towards collectivism (Hui, 1988). These individual level profiles can be mirror of the greater cultural-level classification (Dutta-Bergman & Wells, 2002). Though the literature on the constructs of individualism and collectivism has shown probable association to a number of personality variables, surprisingly no research has explored whether associations between parenting styles and academic achievement differ with respect to individualism-collectivism. By identifying whether associations between parenting style and academic achievement are moderated by individualism-collectivism, the goal with this research was to provide an original contribution to the literature on parenting and present valuable information to improve the educational outcomes of adolescents.

Parenting Styles

Because of the level of influence of parenting on children, two factors that researchers have studied are values and parenting styles. Consequently, researchers have found these factors to have associations to children's academic, social, psycho-emotional, and behavioral outcomes (Domenech et al., 2009).

Since the 1980s, scholars have empirically studied parent-child relations and various theoretical models have surfaced to help guide the research literature. Social

relational theory (Domenech et al., 2009) is a theoretical framework that highlights the importance of parent-child relationships. This theory explains how close or intimate relationships are positively correlated to adolescent competencies. Baumrind (1971, 1989, 1991) built a conceptual model for parenting and proposed that the manner in which parents resolve their children's needs for both nurturance and limit setting have a major impact on the social/behavior competence of their children.

This theory brought forth conceptual and observable prototypes for normal parenting in Western society. These constructs were conceptually built on measuring parental responsiveness (warmth), demandingness (strictness), and autonomy granting (independence). Furthermore, Baumrind (1967) classified them in four categories including

- *authoritative* parents—responsive and demanding;
- *neglectful*—neither responsive nor demanding;
- *indulgent* parents—responsive but not demanding; and
- *authoritarian* parents—demanding but not responsive. (p.71)

Authoritative Parenting Style

This foundational theory, based on a four-typology model, produced a global evaluation to reinforce that authoritative parenting was the optimal parental style (Maccoby & Martin, 1983). This typology of parenting emphasizes parental control within the context of warmth and responsiveness (Baumrind, 1967, 1971, 1981).

Authoritative parenting values the individual, and the goal is to encourage the child towards independence and autonomy. Steinberg, Lamborn, Dornbusch, and Darling

(1992) observed the variable of parental academic encouragement and measured them in relation to academic achievement. In their study, these researchers concluded that encouragement of academic success by parents was positively associated with academic achievement (Steinberg, Lamborn, et al., 1992).

Authoritative parents have high behavioral expectations towards their children, set clear standards, and use commands and discipline when necessary. Furthermore, this parenting style encourages independence, honest communication, and it emphasizes respect towards child's rights (Leung, Lau & Lam, 1998; Reitman & Gross 1997). Baumrind's (1971) study of authoritative parents concluded that these parents have an ideal balance between affection, attachment, and emotional responsiveness (warmth) while maintaining appropriate parental expectation and control of their children's behavior (demandingness). Authors of other studies have agreed with Baumrind's (1971) study and have noted that though parental control is important, too much control towards a child's behavior can lose its effectiveness and cause the opposite effect (Miller, Benson & Gailbrath, 2001; Miller & McCoy, 1986).

Previous research on authoritative parenting has shown that parents who exercised these characteristics were more successful in helping children avoid problems with drugs (Baumrind, 1991). Also consistent with this research, Williams et al. (2009) concluded that authoritative parenting was associated with children dealing positively with relational conflict and being less likely to internalize behavior problems over time. Authoritative parenting has also been associated with accommodating and appropriate child-parenting skills (Pettit et al. 1997), higher self-control for social competence (Reitman & Gross

1997), increased sense of social responsibility (Steinberg et al., 1994), and higher academic achievement in adolescents (Lamborn, et al., 1991) and elementary school children (Steinberg et al., 1994). A study done in high schools applying Baumrind's (1991) four categories of parenting found that authoritative parenting style was positively associated with child behavioral outcomes and lower dropout rate (Pellerin, 2005).

Authoritarian Parenting Style

Baumrind's (1971) seminal work based on naturalistic investigation focused on the differences in parenting authority styles. Her work identified authoritarian as low on warmth/nurturance and very high on behavioral control. This type of style represents parenting as implementing rigid discipline and values obedience to rules while expressing low levels of warmth and nurturing qualities (Barber, Stolz, & Olsen, 2005). These parents are also characterized as parents who often value obedience to parental standards instead of responding to the demands of the child.

Authoritarian style has been associated with negative outcomes, especially in Western literature (Furnham & Cheng, 2000). The reason for such negative connotation is based on study results for both children and adolescent academic outcomes. Such negative results include: low self-esteem/self-worth, decreased happiness, low academic achievement, increased drug use, low coping skills and increase social anxiety (Barber, Stolz, & Olsen, 2005; Baumrind, 1991). Children of permissive parenting styles (high on warmth and low behavioral control) tend to have more positive outcomes than authoritarian children. Despite the better outcomes compared to authoritarian parenting,

permissive styles still reported low academic achievement and low levels of self-efficacy (Furnham & Cheng, 2000).

Within cultural subgroups, Hispanic parents have been categorized as authoritarians, nurturing and egalitarian (Levine & Bartz, 1979; Mirande, 1977; Vega, 1990). Latino families have shown to be organized in hierarchy, are family oriented and have a large emphasis on respect and collaboration. Domenech, Donovanick and Crowley's (2009) study on Hispanic parenting styles showed that Hispanic parenting is best understood by adding a parenting dimension called "protective" parenting. Protective parents are those parents who scored high on nurturance, high on demandingness, and low on granting autonomy.

Lin and Fu's (1990) study on Asian parents (Chinese parents in particular) observed that the qualifiers used to describe Asian parents included characteristics such as: "controlling" (high on behavioral control) and "hostile" (low on warmth/nurturance). Qualifiers such as "strictness" and "control" have negative connotations in Caucasian children mainly because of the cultural perspective of these characteristics. Chao (1994) explains that this may be caused by the overachieving influence of the individualistic culture in which stresses freedom, individual choice and self-expression. For Asian children, these words equate to positive connotations because they evoke feelings of concern and care (Chao, 1994; Tobin, Wu & Davidson, 1989; Lau & Cheung, 1987).

Chao's (1994) notion of "chiao shun" or "training", could explain how Asian children interpret parental characteristics such as "strictness" and "control" as positive parental qualities that display care and affection. Consequently, this notion of "training"

overlaps Baumrind's concept of authoritarian parenting style and explains the paradox of why Asian American children have positive academic achievement under authoritarian parenting (Chao, 1994, 2001). Chao also explains that concepts such as "authoritarian" are ethnocentric and misleading. Thus, authoritative and authoritarian parenting styles may have different meanings for different cultures (Chao, 1994; Chao, 2001; Dornbusch et al. 1987).

Permissive Parenting Style

Baumrind's third style of parenting is the permissive prototype. These parents scored high in responsiveness and low in demandingness. Thus, these parents showed no restriction on children, little or unobserved behavioral limits, few demands or expectations and non-punitive environment (Viktor & Fox, 1999). Parents in this type of style displayed responsive qualities such as fostering an encouraging family environment where children regulate their own behavior (Baumrind and Black, et al., 1971). Studies have shown that these parents are less likely to intervene to misbehavior and more likely to protect child from adverse consequence (Lynch, Hurfgord, & Cole, 2002). Studies have also shown that permissive parenting is negatively associated with moral development (Smetana, 1995).

Though patience, affection and approval are characteristics of permissive parenting, these parents lack in authority over their children's behavior (Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997). Children from permissive parents display higher levels of impulsivity, and low levels of self-reliance. Furthermore, this type of parenting has shown a strong negative association with the attachment between children

and parent (Karen, 1998). Thus, children with permissive parenting have been shown to be more anxious, immature and have little initiative towards both academic and social endeavors (Egeland & Farber, 1984).

Neglecting Parenting Style

Baumrind's final parenting style prototype is the neglecting parenting style. This parenting style was conceived later in the research of Baumrind's career. Based on her research, these parents set little to no control for their child's behavior (demandingness) and did not display any warmth or nurturance towards them (responsiveness) (Baumrind, et. al, 1991). Maccoby and Martin (1983) noted that parents in this combination produced significant deficits in psychological functioning. Other researchers have suggested that because neglecting parents are socially isolated it may cause decreased self-esteem in their children, avoid closeness with peers, or promote defensive reaction towards relationships (Leung & Kwan, 1998). Furthermore, Bolger, Patterson, and Kupersmidt (1998), found that neglecting parenting styles is negatively associated with the socialization of children, in particular in their ability to form friendships. Bolger et al. (1998) also found that the intensity of the neglect is just as important as the duration of the neglect. Children with longer period of emotional neglect or physical abuse had greater negative social consequences than those children that were exposed to less frequent abuse. Other studies have found that abusive or neglectful families have been shown to produce not just social withdrawal from children but also an increased risk for social pressure, bullying and victimization from other peers (Schwartz, Dodge, Pettit, & Bates, 1997; Bolger, Patterson, & Kupersmidt, 1998).

In their attempt to replicate Baumrind's findings, Lamborn, et al. (1991) found that children from neglectful homes are significantly compromised and score lower in competence, academic achievement, and higher on peer pressure, psychological distress and misbehavior. These parents were questioned again the following year and the researchers found that parenting practices were significantly influential in the lives of adolescents (Steinberg et al., 1994).

In summary, the available research suggests that children exposed to parental withdrawal, both emotionally and demandingness, are more likely to display social, emotional and academic difficulties. This type of parenting style, in contrast to the other three parenting styles, displayed strong negative associations with social expectations, academic outcomes, and intrinsic values such as self-efficacy and proficiency.

Parent Involvement

After reviewing the literature on parenting styles, several representative characteristics showed significant associations with academic achievement including: authoritative parenting style (Steinberg et al., 1994), joint decision-making (Lamborn et al., 1993), parental involvement (Grolnick & Slowiaczek, 1994), behavioral supervision, and limit setting (Steinberg, Dornbusch, & Brown, 1992). Out of these variables, parental involvement, defined as the "parental commitment to foster the optimal child development" (Maccoby & Martin, 1983, p.48), showed one of the strongest predictors of academic achievement in adolescents. For example, in a study by Deslandes et al. (1998), results showed that "parental support and involvement had a positive association to school achievement for both males and females" (p. 27). Moreover, a student's

perception of parenting style, parental involvement, and teacher/school communication factors, strongly predicted school achievement (Marchant et al., 2001). Similar studies have shown that high academic performance has a positive association with parents who have high levels of nurture, supervision, autonomy granting and school involvement (Lamborn et al., 1993; Steinberg, Lamborn, et al., 1992). Therefore, based on the research, parent involvement is a strong component of parenting style, in particular to authoritative parenting style (Jeynes, 2003). The following are findings in the literature on the component of parenting involvement.

The study on parenting involvement is rooted in sociological theories noting the importance in academic predictors and parent education (Grolnick & Slowiaczek, 1994). Because of the greater demand for student academics, as well as the dramatic increase in student attendance by 4.7 million from 1993 to 2003, the topic of parenting involvement has had a current surge in research (Joftus & Maddox-Dolan, 2003; Lee, 2004; Lunenburg & Ornstein, 2004). Furthermore, the educational involvement of parents can improve the behavioral, cognitive, and be a motivational aspect of the student's learning (Seginer & Vermulst, 2002).

Parental involvement is one of the factors that researchers have observed a positive association with academic achievement (Epstein and Sanders, 2002; Hess and Holloway, 1984). Jeynes (2003) defined it as “parental participation in the educational processes and experiences of their children” (p. 89), while others prefer the term “parental empowerment” (Lightfoot, 2004) or “parental engagement” (Perez Carreón et al., 2005). More specifically, Epstein and Connors (1994) found that “parental

involvement in school children consists of attending parent-teacher conferences, helping students with homework and volunteering for leadership roles in school among others” (p. 15). Thus, researchers agree that children, whose parents monitor, encourage achievement and share decision-making, have higher academic achievement (Steinberg, Dornbusch, & Brown, 1992), self-efficacy (Epstein & Sanders, 2002) and lower drug usage in all ethnic sub-groups (Epstein & Dauber, 1991; Steinberg, Dornbusch, & Brown, 1992; Hess & Holloway, 1984).

Gonzalez (2002) analyzed 196 students in Florida high schools to observe the association between parental involvement and student motivation. The results concluded that parents, who were involved in their child’s academic performance, were positively associated with the child’s increased mastery skills. Other studies have concluded similar results affirming the positive association of parental involvement with academic achievement (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994; Ingram et al., 2007; Jeynes, 2003, 2007).

In a study with 234 junior high adolescents and 301 parents, DePlanty et al. (2007), surveyed a sample population to identify factors of parental involvement that positively associate to increased student academic achievement. Their data showed that parental involvement correlated with increased student achievement, decreased behavior problems, and increased positive sense of self-efficacy. Deplanty et al. (2007) reported that parents tend to place high value on “making sure a child is at school regularly” and “attending parent-teacher conferences regularly”, while “observing a child’s classes” and “volunteering in school” as the lowest (p. 361). Based on their data, DePlanty concluded

that schools should promote parental involvement to the degree where students notice a distinction in their parent's involvement.

Despite positive association between parental involvement and academic achievement, research has shown that the involvement declines in adolescence (Milgram & Toubiana, 1999; Muller, 1998). The National Educational Longitudinal Study (NELS: 1988) and the U.S. Department of Education (1998) showed similar results displaying that parental involvement declines in middle school as opposed to elementary school. Furthermore, the NELS: 1998 database proposed that one of the possible reasons for the sharp decline in parental participations is due to the lack of school initiative towards the parents. Epstein and Lee's (1995) empirical analysis on the relationship between families and schools in adolescents found that 60% of parents reported that schools did not contact them in regards to their child's academic progress. The study also indicated that 70% of parents were uninvolved in monitoring their middle school child's grades.

Studies that examine the reasons for the decline in parenting involvement in adolescent are scarce. But a few researchers have suggested that the possible decline in parental involvement stems from the increased need for adolescent autonomy (Ryan & Stiller, 1991; Steinberg, 1990). Adolescents might have a negative response to an increase of parental involvement because of their developmental need to seek emotional and psychological autonomy from their parents.

Parenting Styles and Academic Achievement

In order to understand the possible impact of parenting styles on academic achievement, it is essential to examine the research on academic achievement in general.

Moreover, the current literature on academic achievement in the U.S. public education revealed serious gaps that are imperative to display in this literature review.

Understanding the severity of the educational climate in the U.S. educational system will make the emphasis on parenting styles even more pertinent and appropriately relevant.

Throughout U.S. public education a surge in student population has captured and changed the face of education and educational policy. Based on the Common Core Data compiled by the U.S. Department of Education, from 1993 to 2003 the total number of students enrolled in public schools in the U.S. has risen from 41.8 million to 46.6 million students (Rolon, 2005; Hanushek, Kain, & Rivkin, 2002). According to Sac-Min (2008) “this number is projected to rise and set new records in the next nine years, capping at about 54.1 million students in 2017” (p. 22). Latino students have equated to 64% of the total influx, making this minority group a majority in some school districts (Quintanar & Warren, 2008; Rolon, 2005). The Latino population makes for the fastest growing student sub-group in the U.S., this approximates to one in five students in the 2008 school year (Sack-Min, 2008; Rolon, 2005).

Driven by immigration and the nation’s growing diversity, educational challenges such as decreasing standardized test scores, lower graduation rates and higher dropout rates are a priority for educators and policy makers (Fry, 2006). Furthermore, the achievement gap between Latino and African American students and White and Asian American students continue to widen (Quintanar & Warren, 2008; Rolon, 2005; Sack-Min, 2008). McCall et al. (2006) used disaggregated growth data to show that minority students displayed less progress during the school years than their White peers.

Furthermore, based on the long-term 2000 National Assessment of Educational Progress (NAEP) data trend, Lee (2004) found that the achievement gap in mathematics between African American students and White students increased up to one standard deviation unit. As of 1999, Latinos and African Americans adolescents performed at a 32% or above passing level in math, compared to 70% of their White peers.

In addition, African American students and Latino students not only score lower on standardized tests but also have been shown to have a lower participation rate in Advanced Placement courses, high school graduation rates and college entrance (Lee, 2004). African American children have been shown to have higher dropout rates, lower grades and are disciplined more often than their White peers (Leashore, 1995).

Hanushek, Kain, and Rivkin (2002) cited that Latinos and African American students are less academically proficient and learn less over the course of the school year as compared to their White and Asian peers. Another study concluded that the academic gap between minority students and White classmates exist regardless of economic status (Machtinger, 2007). In other words, this achievement gap exists between middle class students and high poverty students. Therefore, ethnicity and cultural influences are an important factor in understanding the challenges of the U.S. evolving population.

Social learning theory states that children are influenced by several factors: immediate families, cluster of peers and their school environment. Furthermore, it states that families with strong bonds with their children transpose their beliefs, values and pro-social norms, while weak bonds allow for peer influence (Oetting & Donnermeyer, 1998). Though school and teacher efforts are a key component to student success,

outside-school factors such as parenting styles has shown to have a positive association with student performance (Cohen & Rice, 1997; Dornbusch et al., 1987; Steinberg et al., 1989; Weiss & Schwarz, 1996)

Past studies have explained that children whose parents are authoritative perform better in school than students raised by authoritarian or permissive parenting styles (Dornbusch et al., 1987; Steinberg et al., 1989). This association has been found in Caucasian students of all ages (Dornbusch et al., 1987; Steinberg et al., 1989; Steinberg et al., 1991; Lamborn et al., 1991). Similar findings have also shown with Caucasian students that warmth, fairness and firmness are three qualities of authoritative parenting style that has shown to positively associate with increased student's self-concept, psychological maturity, and academic performance (Dornbusch et al., 1987; Steinberg et al., 1989).

In a study done by Dornbusch et al. (1987), researchers surveyed 7,836 adolescents and found that Asian Americans were more authoritarian than European American parents. Another study surveying 280 Taiwanese children, Wu and Smith (1997) found that Asian mothers agree with corporal punishment but only threaten to implement it. Furthermore, this study suggested that threatening punishment in Asian children was a way to get effective compliance from children. Similar findings showed that, though Chinese families were described as complex, controlling and hostile, Chinese students still had higher grade-point averages in comparison to their White peers (Chao & Sue, 1996; Chao, 1994; Park & Bauer, 2002). Chao (1994) conveyed that Chinese parents set high expectations and believe in a more direct approach to their children schooling.

Lau & Yeung (1996) similarly found that although authoritarian parenting has shown negative association with academic outcomes in White adolescents, Asians demonstrate positive association with academic achievement and low levels of psychological problems.

Steinberg, Lamborn, et al. (1992) found that Latino and African-American parents value their education just as much as any other ethnic group. However, they also observed that, though there is an academic emphasis in the home, students of these subgroups spent less time doing homework and perceived that their parents did not set high goals for them. Steinberg, Lamborn, et al. (1992) also found that peer support is important in academic success for African American students. Their results explained that the low peer support for academic success in African American students offsets the benefits of authoritative parenting shown in African American parents. Furthermore, Steinberg, Lamborn, et al. (1992) showed that Latino families displayed prevalence to authoritarian parenting more commonly than authoritative parenting. Authoritarian parenting characteristics such as obedience and conformity were negatively correlated with academic achievement in Latino students.

The relationship between parenting styles and school achievement shows different results across different ethnicities. Authoritative parenting has shown to have positive association with academic performance in White children (Dornbusch et al., 1987; Lamborn et al., 1991; Steinberg et al., 1989; Steinberg et al., 1991). Researchers have also found that Hispanic students from authoritative homes are more likely to benefit from authoritative parenting than were African-American and Asian American groups

(Steinberg, Dornbusch, & Brown, 1992). In contrast, Asian-American students are the least authoritative of the subgroups yet have the highest school performance. Though the socialization literature supports the benefits of authoritative parenting to academic achievement these findings present a paradox within the literature. One possible explanation for this paradox may be due to the function of the surroundings in which the student lives. Some researchers have even suggested that authoritarian parenting styles may be more beneficial than authoritative for poor minority youth (Baldwin & Baldwin, 1989; Baumrind, 1982). Overall, researchers agree that authoritative parenting has great benefits to students across all ethnic groups when it is associated with outcome variables that are not related to school achievement such as behavior problems, social development and, psychological distress (Steinberg, Dornbusch, & Brown, 1992).

Within the authoritarian parenting styles, Dornbusch et al. (1987) found that authoritarian parenting was negatively associated with academic achievement for White families but had no significant association with Asian student's grades. Dornbusch et al. also showed that authoritarian parenting style was associated more often with poor school performance among Hispanics and African Americans when compared to Caucasians. One explanation is due to the fact that authoritarian families emphasize obedience and conformity that comes with direct conflict with school systems that emphasizes autonomy and self-direction. The degree of parental authoritarianism displayed by Hispanic and African American students may decrease their academic performance in school (Steinberg, Dornbusch, & Brown, 1992). Others have speculated that authoritarian families attempt to shape and control the behavior and attitudes of their children. This

emphasis on absolute standards, preservation of order and lack of parent-child dialogue may lead to low levels of independence and social responsibility and further affect their academic outcomes in the American school system (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987).

Increasing debates about whether authoritative parenting can produce positive academic outcomes for African Americans and Latinos, have permeated the research on parenting styles. Bean and Bush (2003) explored how authoritative components such as maternal support, behavioral control, and psychological control associate with academic achievement. In their research, maternal support best predicted academic achievement in African American students while behavioral control had a strong association with academic achievement and self-esteem in White students. Baldwin, Brown and Rackley (1990) found that among poor minority students, authoritative parenting was associated with the highest level of school achievement. Lau and Yeung (1996) showed that Chinese students who come from authoritarian homes had high academic achievement and low levels of psychological problems. Therefore, the research data suggests that the pattern of optimal parenting (authoritative) is better applied to White middle class children living in two parent households than to children in other circumstances (Amato & Fowler, 2002). Research also suggests that other factors such as parental involvement, ethnicity, socio-economic status and cultural factors may be influential in academic outcomes for adolescent students (Dornbusch et al., 1987; Leung et al., 1998; Kelly et al., 1992).

Individualism and Collectivism

Individualism and collectivism (I/C) are two constructs that have been used to describe cultural aspects and social behavior of a society. These constructs describe patterns in individuals' moral principles and beliefs about their social communities (Hui & Triandis, 1986). Individualism and collectivism help to differentiate cultural patterns and dimensions by focusing on the needs, desires, values and goals of both the individuals and the group. Though I/C has had broad implications in the areas of cognitive differentiation, cultural patterns and family values, individual differences has gathered widespread interest in social psychology research (Guo, Schwartz, & McCabe, 2008; Brewer & Chen, 2007).

Early research by Hofstede (1980) laid the foundational work for I/C constructs that have led to concurrent research for our current definitions (Oyserman, 2006; Oyserman et al.). His research assessed and analyzed 117,000 protocols through a workplace survey of 58 countries of middle-class IBM workers. The scope of this interesting research was to understand the country level patterns rather than the individual level (Shulruf, Hattie, & Dixon, 2003).

Hofstede's (1980) factor analyses used the previously coined terms collectivism-individualism in his research and became popular when he found distinctive dimensions of cultural variation. Hofstede's (1980) early findings had limited generalizability and his environmental scope was at the country level rather than the individual's level. Hofstede (2001) later on asserted that culture consists of "four dimensions including: power distance, uncertainty avoidance, individualism-collectivism and masculinity-femininity"

(p. 25). Though all four dimensions are important cultural analytical constructs, only one factor is relevant to the present study: individualism-collectivism. In Hofstede's (1980) study, in which higher values reflected higher independence, individualism and collectivism correlated at $-.70$ further supporting historical treatment of the values as opposite ends of the spectrum.

Hui (1988) continued the research by defining a measurement of the two constructs and surveying psychologists and anthropologists throughout the world. The result of these findings included the development of attitude items called the Individualistic and Collectivistic (INDCOL) Scale, which has been studied extensively for both its validity and reliability. This measures normative individualism and collectivism values (Oyserman et al., 2002). This scale has been commonly used, however studies have shown a possible low reliability when using with South African respondents (Patel, 2002).

Further research was extended through the three-part study of Triandis (1995). They provided a measurement of individualism and collectivism in the United States and included several items and scales based on the theoretical understanding of the construct. This measure has found positive cross-cultural validity and has been useful in analyzing individual-level patterns. Furthermore, this scale was theoretically composed to examine the different aspects of the individual—the independent self and the interdependent self, respectively. The independent self analyzes the importance of the individual while the interdependent self focuses on the group (Markus & Kitayama, 1991).

Individualism and collectivism are currently defined as a pattern of feelings, beliefs and actions that relate to interpersonal functions and these are useful in observing patterns in family interaction and social phenomena (Triandis, McCusker & Hui, 1990; Hui & Triandis, 1986). These two constructs are predominantly studied to illustrate cultural differences between Eastern and Western culture (Hofstede, 1980).

Individualistic societies are marked by contrasting boundaries between self and others. Triandis (1990) contended that individualistic cultures are primarily qualified with characteristics such as responsibility and autonomy. In contrast, collectivistic societies showed a strong emphasis on cohesiveness between its members and highly valued sacrifice and cooperation within the family unit (Kim et al., 1994). Furthermore, collectivistic societies find their main purpose fulfilling the wellness of the whole over individual desires.

Individualism is also associated with individuals that identify with concepts such as independence, personal autonomy and self-fulfillment. Oyserman's et al. (2002) literature review summarized individualism as a worldview that prioritizes personal goals, interests, and control and devalues the social. It is characterized by a tendency to see the self as unique and separate from others. Individuals with these characteristics maintain a positive view of their own abilities and find self-enhancement as an important goal (Oyserman et al., 2002). Fundamental to the perspective of individualists are personal goals over group goals and personal uniqueness over group norms (Triandis, 2001; Wagner, 1995). Individualistic characteristics, such as autonomy and self-efficacy, can be essential factors to develop healthy dependence of others (Realo et al., 2002;

Rothstein & Stolle, 2003). Hofstede (1980) concluded that individualism is highest in the United States, Australia and Great Britain whereas, Venezuela, Colombia, and Pakistan were the lowest.

Collectivism is often associated with individuals that identify with maintaining group harmony or a collective identity. Triandis (1990) observed that women had a higher tendency to be collectivistic than men, while men had a higher tendency to be individualistic than women. Triandis et al. (1985) reported that collectivism was positively associated with social support, higher levels of cooperation, and negatively associated with loneliness and alienation. The research also demonstrated that collectivists value equality, honesty and received greater social support (Triandis et al., 1985).

Collectivists emphasize social hierarchy, value duty, and devalue personal interest over interest of the in-group. These individuals also enjoy sharing material and less tangible resources, and are willing to adopt others opinions, are concerned about self-presentation and loss of face. Collectivistic individuals typically remain in stable relationships even when there are high demands within the in-group. Individualistic individuals, on the contrary, tend to escape from in-groups with high demands and are not as attached to any in-group when there are various in-groups on which to choose from (Triandis, Bontempo, Villareal, Asai & Luca, 1988). Finally, the current trend in research has expanded to include these two constructs (individualism/collectivism) in explaining a variety of processes surrounding individual functioning and personality traits (Triandis, 2001).

Dimensions of Individualism and Collectivism

In attempting to better understand both the cultural and individual aspects of individualism and collectivism, studies have expanded and combined the two dimensions (individualism/collectivism) into four constructs. Triandis and Gelfand (1998) illustrate these four constructs as “horizontal individualism (HI), vertical individualism (VI), horizontal collectivism (HC), and vertical collectivism (VC)” (p. 22). Triandis (1995) developed these four patterns to better explain individualism and collectivism. Triandis’ theory was influenced by the works of Markus and Kitayama (1991) and also by the study of cross-cultural theory.

Horizontal individualists are individuals who tend to prefer qualities such as uniqueness, self-reliance, freedom yet also see themselves as equals and have no sense of hierarchy with other members of their group (Singelis, Triandis, Bhawuk, & Gelfand, 1995). HI individuals display little interest in comparing themselves to others and they find uniqueness and “doing their own thing” highly important (Triandis & Gelfand, 1998). Vertical individualists are also independent and self-reliant yet they value competition towards others in their group and do not expect equality. These individuals are characterized by being achievement oriented (Triandis et al., 1988; Triandis & Gelfand, 1998). Horizontal collectivists tend to find their identity in the in-group, yet these individuals value equality within other members. HC individuals have a hard time submitting to authority, yet they value interdependence, sociability and cooperativeness (Triandis et al., 1988; Triandis & Gelfand, 1998). Vertical collectivists also find their identity within their in-group, yet they see themselves as uniquely different from other

members and value dutifulness (Komarraju & Cokley, 2008; Triandis, McCusker & Hui, 1990; Triandis, 2001). VC individuals sacrifice their goals for goals of the in-group and are willing to submit to authority willingly (Triandis et al., 1988; Triandis & Gelfand, 1998).

Vertical (valuing hierarchy) and horizontal (emphasizing equality) dimensions were designed to differentiate between the cultural viewpoints of society. Vertical individualism/collectivism refers to how individuals of different social hierarchies relate to each other (supervisor vs. employee). Horizontal individualism/collectivism explains how individuals of the same social strata relate (e.g. coworkers) (Guo et al., 2008).

Current research has shown that individualism/collectivism is not just a stagnant characteristic, but that these dimensions can appear on different occasions or events (Sarkar, 2009). In other words, collectivists can show signs of individualism and individualists can display characteristics of collectivism (Li & Aksoy, 2007; Gouveia et al., 2003). Triandis (1995) concluded that individuals could shape their perspectives by choosing either dimension in different situations.

Individual-Level I/C

Individualism-collectivism functions not only on the cultural level, but also at the individual level of analysis, therefore, researchers have developed individual measures to differentiate the two factors (Matsumoto, Weissman, Preston, Brown & Kupperbusch, 1997; Ramamoorthy & Carroll, 1998). Based on this premise, researchers use the term “idiocentrics” for those with higher rates of individualistic tendency and “allocentrics”

for those who lean towards collectivism. These individual level profiles can be a mirror of the greater cultural-level classification (Dutta-Bergman & Wells, 2002).

To understand the core of this concept is to observe how self is described in either a tendency towards independence or interdependence (Markus & Kitayama, 1991); a propensity towards personal goals or group goals (Triandis, 1990); and logical transitions rather than relationship-based decisions (Davidson et al., 1976). Consequentially, studies have suggested that individualism (idiocentrism) and collectivism (allocentrism) exist in both a cultural context and individual tendencies (Triandis, 1995; Singelis, 1994).

Idiocentrics, described by Marcus & Kitayama (1991), believe that they are responsible for their survival and their social experiences are organized around them. Allocentrics use the group as the basic unit of survival and their social experience is organized around their group (Triandis, 1990, 1995; Yamaguchi, 1994). Idiocentrics are driven by their personal interest and disinterest (Kashima & Triandis, 1986; Triandis, 1995), while allocentric individuals are governed by the societal norms of their in-group (Miller, Bersoff & Harwood, 1990).

In a study including Brazilian and U.S. student samples, Bontempo et al. (1990) provided data in regards to the patterns established in cultures and individuals. Their research asked students from both the United States and Brazil how they would respond to various hypothetical situations involving helping others, borrowing money, or helping a sick friend. Although both cultures responded with a willingness to help others, allocentrics-oriented individuals are higher than idiocentric individuals in regards to

having sincere satisfaction in helping people in need. Furthermore, their results demonstrated that allocentric-oriented individuals (Brazilians) conform to these social norms whether it would be done anonymously or in public. Idiocentric individuals, in contrast, are more likely to conform or internalize these norms only when they are expressed publicly.

Emotionally, idiocentrics tend to be more self-centered, whereas allocentrics are other-focused (Triandis, 1995). Researchers have also found that idiocentric individuals are higher in anxiety and hostility and lower in happiness than allocentric individualism (Major, Sciaccitnao & Crocker, 1993; McFarland & Buehler, 1995). Some have suggested that the reason for these findings might be because of the competitive nature of idiocentrics (Triandis, & Gelfand, 1998), the reported higher levels of stress-related diseases (Frederichs et al., 1984), loneliness (Triandis et al., 1988) and the frequent negative experience of feeling inferior relative to others (Triandis, 1995).

Individual-Level I/C and Academic Achievement

Individualism and collectivism may moderate associations between parenting styles and academic achievement based on findings on ethnicity differences. One finding that has been relevant to this study is based on Triandis' et al. (1985) research on individualism/collectivism and ethnic differences. Here the research found that cultures that are generally defined as collectivistic such as the Asian, Hispanic and African cultures have a higher number of individuals who describe themselves with allocentric terms such as valuing social relationships and interdependent (Triandis et al., 1985).

Researchers have given some attention to the individual level constructs to better understand the influence on individual behaviors and personal values (Marksu & Kitayama, 1991; Trafimow, Triandis, & Goto, 1991; Triandis et al., 1990). Triandis et al. (1985) found that these individual values such as the values of allocentrism may conflict with idiocentrism values. Triandis et al. (1985) stated that idiocentric individuals that value competition, academic motivation and social recognition are higher in academic achievement than allocentric people.

In a study of 112 adolescents, Dabul et al. (1995) discovered that idiocentric individuals emphasize personal freedom, expression and independence. The study concluded that individuals that have idiocentric values had higher academic outcomes compared to those individuals with allocentric values. Furthermore, the study showed that even though participants were primarily second and third generation Mexican Americans and were exposed to idiocentric cultural values, they still were more likely to describe themselves in allocentric terms.

Research on educational outcomes in American schools has shown that the Western school system emphasizes authoritative and individualistic values such as self-reliance, self-confidence and competition (Greenfield, 2009; Hofstede, 2001). However, many minority cultures in the U.S. are collectivistic (Rothstein-Fisch & Trumbull, 2008; Hofstede, 2001) and have been shown to have some cross-cultural conflicts within the school context (Greenfield et al., 2000). Students in this individualistic system are thought to have task goals (mastery of subject) and performance goals (ability of students). McInerney et al. (1997) reported that mastery and performance goals focused

on individualism where priority is given to the goals of individuals and little importance on other academically motivational aspects such as peer/family influences. Covington (2000) expressed that “although academic goals are important motivators for academic success, social goals can help organize, direct and empower individuals to achieve more fully” (p. 178). Within this cultural context, the literature has shown that though collectivistic/allocentric tendencies are an important cultural strength for minorities such as the Latino culture, collectivistic/allocentric tendencies could have negative associations with cultural barrier to educational success in the American educational system (Dabul et al., 1995).

Summary and Conclusions

In this chapter I have presented literature that explains in depth the parenting styles as well as an overview of the importance of parental involvement and its association to academic achievement. The research explained possible associations between parenting styles and academic achievement. The research also showed negative associations with neglectful parenting and student’s academic success, psychological maturity and socio-behavioral outcomes. Among subgroups, the research showed how different parenting styles associate to academic achievement among minorities (Barber, 1999; Sue & Abe, 1988; Suzuki, 1988).

The review of the literature defined individualism/collectivism and reported concurrent findings in both the cultural level and the individual level. It was pointed out that the prevalent philosophy in Western school system is guided by individualistic values such as: autonomy, self-directness, confidence and competition. Collectivistically-

oriented individuals, who value cooperation, may be at odds towards these academic values and could perform below par because of this internal dissonance. The review presented that although there appears to be some research addressing ethnicity differences in the associations between parenting style and academic achievement, there are no previous studies that have addressed the moderating roles of individualism and collectivism. It is the purpose of this study to contribute to the growing body of evidence about the complex issue of parenting styles and academic achievement. In particular, this study will attempt to address the gap in the literature concerning the moderating effects of individualistic and collectivistic value systems of individuals.

This literature review has shown how parenting is an intricate part of families, regardless of cultural background (Dornbusch et al. 1987; Steinberg et al., 1989). The literature has also shown how authoritative parenting styles positively associates with academic achievement for particular subcultures such as Anglo and African American students (Domenech, Donovan, & Crowley, 2009; Dornbusch et al., 1987; Steinberg et al., 1989; Weiss and Schwarz, 1996). Furthermore, the research has demonstrated how individual values (individualistic/collectivistic) can affect the self-concept of students and academic outcomes of adolescents (Greenfield, 2009; Hofstede, 2001). In regards to the educational system in America, past literature has shown how collectivistic values of minority families come in opposition to western individualistic school philosophy (Greenfield et al., 2000; Rothstein-Fisch & Trumbull, 2008). These opposing views handed down by family values could be predicted to affect academic achievement in students. Surprisingly, no research has associated academic achievement of adolescents

and parenting styles with respect to individualism/collectivism values. Therefore, this research will extend the gap in the literature by predicting how the positive correlation between authoritative parenting style and academic achievement is stronger at higher levels of individualism than at lower levels of individualism. This prediction could be true based on previous research that shows how authoritative parenting has a positive association in promoting academic outcomes in European American children (Dornbusch et al., 1987; Lamborn et al., 1991; Steinberg et al., 1989; Steinberg et al., 1991).

Furthermore, previous empirical evidence supports the notion that European Americans tend to be more individualistic than collectivistic compared to other ethnicities (Oyserman et al., 2002). If this finding is true, researchers will be able to understand how individualistic values such as independence, goal setting, competition, uniqueness, privacy, self-knowing, and direct communication could impact the association between authoritative parenting and academic achievement. Consequently, collectivistic values such as relatedness, belonging, context dependent, hierarchical, and group oriented could discourage academic achievement in students of authoritative parenting style. Perhaps the results of this study could encourage further research on how these moderating factors could impact the association between parenting styles and academic achievement.

Whatever the case, the potential findings are undeniably important in extending a current gaping hole in the research.

Finally, this literature review presented associations between variables including: parenting styles and academic achievement and individualism/collectivism and academic achievement. Due to the nature of correlational studies, causal conclusions cannot be

made. Another limitation to this literature review is due to the generality of the findings. The research presented studies that include specific ethnicities, cultural perspectives and other variables that cannot be generalized to other people or situations.

In Chapter 3, there is an outline of the methodology of this doctoral study. In addition, there is a discussion of the research design and approach, the setting and sample population, the sequence for data collection for the quantitative aspects of the study, data analysis, validation procedure, and measures taken for protection of participants' rights.

Chapter 3: Research Method

Introduction

The purpose of this quantitative study was to explore the associations between parenting styles and academic achievement and whether these associations were moderated by factors such as ethnicity and individualism/collectivistic values. This chapter is a review of the research design and the approach that was used for this investigation. In addition, setting and sample population, data collection and data analysis procedures, and measures that were taken to protect the rights of all participants are outlined. Finally, the chapter concludes with a summary of the presented information.

Research Design and Rationale

This research incorporated a correlational quantitative design. Predictor variables included the three parenting styles (authoritative, authoritarian, and permissive). There was one outcome variable that was a GPA measure, which was computed based on parent-reported grades. Moderating variables included in this study were delineated by ethnicity and parental value constructs (individualism/collectivism).

A quantitative, correlational research design enables the collection of data from a large number of human participants that fit a specific profile (demographic/attitudinal). This correlational design allowed me to evaluate relationships between variables and display the possible existence (or lack) of relationship between variables. Thus, I was able to examine the possible associations between parenting styles and academic achievement. Furthermore, it also allowed me to observe how the moderating variables

(individualism/collectivism and ethnicity) moderated the association between parenting styles and academic achievement.

A regression analysis was chosen to address the moderator hypotheses (Creswell, 2009). Moderation variables affect the severity or course of the relation between predictor and an outcome. According to Fairchild and MacKinnon (2009), “moderation effects are typically tested with a regression analysis where all predictor variables and their interaction term are centered prior to model estimation” (p. 90). While considering the construct of this study, it was essential to examine how each parenting style related with academic achievement as they related to the moderating variables (individualism/collectivism and ethnicity). Correlation coefficients were also chosen to calculate the associations between parenting styles (authoritative, authoritarian, permissive) and academic achievement. Each moderator hypothesis (individualism/collectivism and ethnicity) was addressed in a separate regression analysis.

The research approach allows for a single researcher to collect and analyze data from a sample in a short amount of time. The correlational method was also selected because there was no clear way to manipulate parenting styles in a randomized experiment. Finally, this design was chosen because the constructs (academic achievement and parenting styles) were viewed as measurable without significant deviation from the norm. Though the constructs may change over time, the research questions were formed to evaluate the sample population in the present (phenomenological level) and not over an extended period of time (longitudinal

research). Therefore, this research design was vertically aligned to have potential advances in the knowledge on parenting styles and its possible correlation with academic achievement.

Methodology

The research population for this study was done with the parents of junior high students of an independent school district in a suburban area in northeastern Texas. As of 2013, junior high schools in this school district had a population size of approximately 5,333 seventh and eighth grade students. The Texas Education Agency (2013) reported that 58% of the population was considered economically disadvantaged. With the exception of socioeconomic status, the sample was heterogeneous, varying in ethnicity, gender, and academic ability. This population was sampled with the permission of the principals of the junior high schools.

Sampling and Sampling Procedures

This study used a convenience census sample because of the multiple variables introduced in this study. Convenience sampling was chosen because it is regularly used in exploratory research to collect data from populations being studied. This sampling forfeits generalizability and may partially represent the population being investigated. Therefore, replication may be necessary to validate the study results using a random sample from the same population (Gravetter & Wallnau, 2007).

The school district had 5,333 seventh and eighth grade students in the class of 2012. Eligible participants included parents who had a seventh grade student or eighth

grade student that attended the current junior high school in the Texas school district under study.

Power Analysis

The study took into consideration three factors when calculating the study sample size. These factors included the effect size, the level of significance being used in rejecting the null hypothesis (α), and the power level of the study. The effect size is an estimated measurement of the strength of the relationship between the dependent and independent variables (Kuehl, 2000). The level of confidence (α level) is the probability that a study can be replicated with high reliability. The power level helped me choose the appropriate sample size in order to determine the appropriate effect.

To validate the sample size, a formal power analysis was conducted using G*power, developed by Erdfelder, Faul, and Buchner (1996). To assess a priori sample size, power was set at .80. Therefore, the power that was appropriate to reject a false null hypothesis was .80 (Kuehl, 2000). The level of confidence, which is the probability that results can be reliably replicated, was set to $\alpha = 0.05$. According to Lipsey and Wilson (1993), a small to medium effect size was typical in research that involved psychology or education. Research has also shown evidence that the effect sizes for moderator effects can be small (Aguinis, Beaty, Boik, & Pierce, 2005). Because this study incorporated a regression analysis format, Cohen's (1992) criteria of a small effect size was set to $f^2 = .02$ (small).

To determine the necessary sample size, I included an interaction term with two other predictor variables in the equation. Furthermore, it is important to note that the

moderator effect was likely to have the lowest effect size, therefore an expected effect size was set at a small effect ($f^2 = 0.02$). The interaction term multiplies a parenting styles variable by a moderating variable. The sample size necessary to determine a statistical difference for the interaction variable was 387 participants. In other words, there was an 80% probability that 387 participants would be sufficient to find a statistical relationship ($f^2 = 0.02$) between variables.

Procedures for Recruitment, Participation, and Data Collection

The data collection process began with permission from the IRB 02-06-14-0077677 and the school principal. The study was promoted via an online newsletter sent to the parents of seventh grade and eighth grade students. The principals of the junior high schools provided access to parents' e-mail addresses to promote this educational survey in regards to their children's academic achievement. The online newsletter statement is in Appendix E. Because the survey was done online, a link to the online survey was provided in the online newsletter. The first page of the website included the informed consent (Appendix C). The next page included a demographic information page followed by the survey questions and a final debriefing page. The data were collected via the online survey site and data downloaded for analysis after the week deadline. The informed consent included information about the strict voluntary and confidential nature of the survey. The demographic survey (Appendix D) included information regarding ethnicity, gender, age, household composition, and economic standing. Only one parent of a student needed to complete the survey, and this was mentioned in the online newsletter and the consent form. Also, a question regarding the participant's gender

allowed me as the researcher to know whether the father or mother completed the questionnaire. Parents were given a week to complete the online survey. The debriefing information was included at the end of the online survey. After the participants completed the survey, they were reminded of the purpose of the research so as to minimize any negative effects of the study. This final page also summarized the strict voluntary and confidential nature of the survey. Information about me was provided so that the participant could call to ask questions concerning the survey.

Instrumentation and Operationalization of Constructs

The predictor variable (i.e., independent variable) of parenting style (authoritative, authoritarian and permissive) was measured by Robinson's et al. (1995) PSDQ. Singelis' (1994) SCS was measured by the two subscale predictor variables of individualism and collectivism. The ethnicity data was gathered by the demographic survey.

The dependent variable of student achievement was measured by the student's GPA, which was computed based on parent-reported grades. Parents were encouraged to provide grades from the current six weeks grades for all four major subjects (language arts, science, social studies and mathematics). A grade point average was computed based on the arithmetic mean of the four main subjects grades, which was reported by the parent. Based on the parent self-reported responses a 100-90 was valued as a 4.0, 89-90 was valued as a 3.0, a 79-70 was valued as a 2.0 and 69 or below was valued as a 0. Therefore, it was possible for a student to have a GPA ranging from 4.0 to 0.0. The one question that was asked regarding the reporting of grades by the parents included "Using

the recent six weeks report card for your junior high student, please provide the most recent grade for the following subjects". For parents with multiple students, they were required to choose only one student's grades for this particular survey. The form of delivery of the survey was dealt via a monthly newsletter sent by the principals of the junior highs. With the permission of the school's principals, a link to the survey joined by an explanation of the survey was sent out on that particular monthly newsletter.

Parenting Styles and Dimensions Questionnaire (PSDQ-Short Version)

This assessment was a self-report instrument completed by parents and designed to measure authoritarian, authoritative and permissive parenting styles (Robinson, Mandelco, Olsen & Hart, 2005). It was developed by Robinson, Mandelco, Olsen, & Hart in 1995. Originally the scale included 62 items (1995) and later a short-version was created using a confirmatory factor analysis and reduced the questionnaire to 32 items in 2001 (Robinson, Mandelco, Olsen & Hart, 2001).

The current study used the more current 32-item short version and additionally reduced the 32-item short version to 28-item version. After much discussion I decided to omit 4 questions (2, 6, 32, 19) from the sub-factor 1 (physical coercion dimension) of the authoritarian measure. This was justified due to a number of reasons: (1) the items could have been considered offensive, (2) this could have substantially limited the amount of responses due to lack of willingness to report this information, (3) there could be potential issues with mandatory reporting in regards to abusive behavior with minors, (4) there has been discussion that the physical punishment items may confound authoritarian

parenting with abusive parenting. Thus, these four items were removed from the parenting survey.

This instrument was scored on a 5-point Likert-type scale, with 5 indicating “always exhibits” the behavior with his/her child and 1 demonstrating “never exhibits” the stated behavior. The Authoritative style subscale was composed of 12 items and has a range of 12 to 60 (e.g., “responsive to child’s feelings or needs”). The Authoritarian parenting style subscale was composed of 11 items with a potential range of 15 to 75 (e.g., “scolds and criticizes to make child improve”). The permissive style subscale was composed of 5 items and has a potential range of 5 to 25. The permissive typology contained subscales of lack of follow-through, ignoring misbehavior and self-confidence. Scores were on a continued spectrum, therefore the higher the score, the more the parent identifies with a particular style (Robinson et al., 1995). I gained permission from the developer to use the instrument and the permission letter is in Appendix A. The instrument has shown acceptable reliability and validity. Both internal reliability and the test-retest consistency of the scale were found to be relatively high. Alpha coefficient for primary factors was found to be .91 for authoritative, .86 for authoritarian, and .75 for permissive (Robinson et al., 1995). Concerning convergent validity, Hart and colleagues showed correlations between parenting styles assessed using the PSDQ and children’s social behaviors in the U.S., China and Russia (Hart, Nelson, Robinson, Olsen, & McNeilly-Choque, 1998).

The PSDQ was used by Robinson, Mandelco, Olsen, & Hart in their 1995 study of 1,251 volunteer parents (534 fathers and 717 mothers). The majority of the subjects

had children in public elementary schools. The subjects varied in education and had mean ages of 37.9 for fathers and 35.6 for mothers and primarily white with an income averaging about \$30,000 (Robinson, Mandelco, Olsen & Hart, 2001). Finally, this instrument was shown to have valid and reliable results in measuring self-reported parenting styles. Therefore, this instrument allowed this study to answer research questions regarding the associations between parenting styles (authoritative, authoritarian & permissive) and academic achievement.

Self-Construal Scale (SCS)

The Self-Construal Scale was designed by Theodore Singelis (1994) and it is widely used to measure individualism and collectivistic self-construal at an individual level (Singelis, 1994). The information on the permission to use this measure is included in Appendix B. The author required that the instrument be “distributed in a controlled setting, meaning only the participants must be engaged in the research or enrolled in the educational activity” (PsycTEST, 1994, p. 1). This two-dimensional model consists of a 30-item scale. Both the interdependent scale and the independent scale include 12 items for each scale and 6 additional items that improve internal reliabilities. Participants rated using a six-point agreement scale ranging from “strongly disagrees” to “strongly agrees”. A sample individualistic item was “I act the same way no matter who I am with.” A sample collectivistic item was “It is important for me to maintain harmony within my group.”

Statistical analysis indicated that Cronbach alpha reliabilities for the two scales were .70 (individualism) and .74 (collectivism) respectively (Singelis, 1994). The validity

of this instrument was originally developed using university students from a variety of cultures. In the current study I used this instrument to evaluate values in an individual level and not on a cultural level. On an individual level a number of studies have shown that Self-Construal Scale has appropriate internal consistency (Singelis et al., 1999). The Self-Construal Scale (SCS) has shown to have satisfactory validity and reliability (Oyserman et al., 2002; Singelis, T, 1994). Markus and Kitayama (1991) indicated similar results in their research by indicating that Asian Americans were more interdependent than Caucasian-Americans and that Caucasian-Americans were more independent when compared to Asian-American students. One limitation to the instrument is the lack of convergent validity due to the insufficient number of other ethnic groups as subjects.

Data Analysis

The Statistical Package for the Social Sciences (SPSS, 21.0) software program, Student Version 19.0 was used to conduct the data analysis of the current study. Results of this analysis were tabulated and presented in the subsequent chapter 4. The data analysis included descriptive statistics such as means, standard deviation and frequency when applicable. As stated above the alpha was set at $p = .05$ provided that assumptions of normality were met.

The purpose of this study was to determine whether or not there were associations between parenting style and academic achievement and whether the associations were moderated by ethnicity and individualism-collectivism. The research questions included: Is there a positive association between parenting style (authoritative, authoritarian and

permissive) and academic achievement? Is the positive correlation between authoritative parenting style and academic achievement stronger for Caucasian parents who are not Hispanic or Latino than all other ethnicities? Is the positive correlation between authoritative parenting style and academic achievement stronger at higher levels of individualism than at lower levels of individualism? Is the negative correlation between authoritarian parenting style and academic achievement weaker at higher levels of collectivism than at lower levels of collectivism?

A regression analysis was the analytical statistical tool for this study. For this study the analytical tool will test the moderator hypotheses. The coefficient of determination showed the level of variability in the criterion variable produced by the variability in the predictor variables. Correlation coefficients calculated the associations between parenting styles (authoritative, authoritarian, permissive) and academic achievement. Each moderator hypothesis (individualism/collectivism and ethnicity) were addressed in a separate regression analysis.

Threats to Validity

Validity is an essential element for an effective measurement. Singleton and Straits (2005) define it as the congruence “between an operational definition and the concept it is purported to measure” (p.574). Validity includes internal and external threats to a particular instrument. External validity threats usually occur when the researcher applies the conclusions of a study incorrectly by generalization (Creswell, 2003). Studies that use random samples have a stronger external validity than those that do not. This study used convenience sampling, which could have potentially weakened the external

validity. Thus, results of this study may not be generalized with other populations and retesting to compare results may be advised.

Internal validity is defined as “seeking to establish causal relationships, whereby certain conditions are believed to lead to other conditions, as distinguished from spurious relationships” (Yin, 2009, p. 40). Therefore, due to the nature of correlational studies, causal conclusions cannot be made in this research. The threat to internal validity happens when particular procedures, treatments or experiences by the subjects of the study prevent or corrupt the researcher from drawing accurate conclusions.

Construct validity indicates whether an instrument measures the concept is designated to measure (Creswell, 2009). I chose two instruments that had high validity and reliability to accurately measure both parenting styles and individualism/collectivism. Although the results from this study may be valid for this particular sample, it may not be valid for the entire population.

Ethical Procedures

Careful measures were taken to protect the participants in this study from harm as a result of the data collected in this study. Permission to conduct this study came from the researcher’s doctoral study committee, the Walden University Internal Review Board (IRB #02-06-14-0077677) and the junior high principals. No data were collected until all parties listed had full permission for the study to begin. Participants were given an assurance of privacy and confidentiality and were informed of the intentions and the voluntary nature of the research. The participants were informed that all results were presented as aggregate and summary data and no identifiable information was published

or disclosed. The information will be kept in a secure file for a minimum of 3 years and then permanently destroyed. The informed consent (Appendix C) assured respondents that there was no penalty or benefits resulting from their participation in the survey.

Summary

The quantitative study is designed to explore the associations between parenting styles and academic achievement and whether these associations are moderated by factors such as ethnicity and individualism/collectivistic values. This section described how a regression analysis was used to accomplish this purpose. The chapter also included the reason for using a convenience census sample to gather data in the study. Other sections also described the instrumentation, and threats of validity. Finally, ethical procedures were addressed to ensure confidentiality and protection to all participants.

Chapter 4 includes a description of the data analysis procedures and the results of the study as they relate to the hypotheses and research questions. Chapter 5 discusses an overview of the study, interpretation of the findings, implications of the findings, limitations of the study, and suggestions for future research.

Chapter 4: Results

Introduction

The purpose of this quantitative study was to explore the associations between parenting styles and academic achievement and whether these associations were moderated by factors such as ethnicity and individualism/collectivistic values. Through the review of literature, six hypotheses were developed to guide this research study:

H₀₁: There is a positive association between authoritative parenting style and academic achievement.

H₀₂: There is a negative association between authoritarian parenting style and academic achievement.

H₀₃: There is a negative association between permissive parenting style and academic achievement.

H₀₄: The positive correlation between authoritative parenting style and academic achievement is stronger for Caucasian parents who are not Hispanic or Latino than all other ethnicities.

H₀₅: The positive correlation between authoritative parenting style and academic achievement is stronger at higher levels of individualism than at lower levels of individualism.

H₀₇: The negative correlation between authoritarian parenting style and academic achievement is weaker at higher levels of collectivism than at lower levels of collectivism.

This chapter is divided into five parts, which include the hypotheses, mentioned above, a summary of the data collection, description and demographic characteristics of the sample, evaluation of the study's statistical assumptions, inferential statistics, and a summary of the chapter.

Data Collection

The data were collected via an online survey. Participants were given 1 week to complete the survey. The survey was sent out February 17, 2014 and closed February 24, 2014. The principals of the junior high schools promoted the survey by including a paragraph, drafted by me, and a link to the online survey on their monthly online newsletter. The principals sent the online newsletter to an approximate total of 1,600 parent e-mail addresses. The rate of response was positive ranging from 15 to 65 responses per day. The highest response rate was on Tuesday February 18, 2014 with 65 responses. The final response yielded 225 individuals who participated in the online survey. All participants completed the entire survey. There were no discrepancies in data collection procedures from the plan presented in Chapter 3.

The final sample consisted of 225 parents who had seventh and eighth grade students enrolled in the school district. This was smaller than the target sample size of 387 proposed in Chapter 3. The adequacy of the sample size will be discussed in Chapter 5.

Description and Demographic Characteristics of the Sample

Comparison between the study sample and the school district's population revealed that the survey sample was not representative of the school district as a whole.

This was drawn simply based upon the gender composition of the respondents. There were 33 (14.7%) male and 192 (85.3%) female respondents that composed the sample. With respect to age, there were 13 individuals (5.9%) aged 18-29, 173 individuals (76.9%) aged 30-49, and 39 individuals (17.3%) aged 50 years and over.

Participants identified themselves in reference to marital status in the following manner: 196 (87.1%) married, 24 (10.7%) divorced, and five (2.2%) single. Concerning income there were two individuals (0.9%) that reported earning under \$10k, 16 individuals (7.1%) earned \$10k to \$39,999, 47 individuals (20.9%) earned \$40k to \$69,999, 54 (24.0%) earned \$70k to \$99,999, 63 individuals (28.0%) earned \$100k to \$150,999, 33 individuals (14.7%) earned over \$151k, and 10 (4.4%) stated that they would rather not report their income.

All participants reported that they spoke English at the home, while 36 individuals (16.0%) reported that they spoke Spanish and English at their home. Additionally, four individuals (1.8%) reported French and English while only one individual (0.4%) reported Mandarin and English as their home language. For ethnicity, 46 individuals (20.4%) responded as being Hispanic or Latino while 179 individuals (79.6%) responded as being Not Hispanic or Latino. Concerning race, 192 individuals (85.3%) responded as being White, 16 individuals (7.1%) Black or African American, four individuals (1.8%) responded as being Asian, 10 individuals (4.4%) responded as being American Indian or Alaska Native, and three individuals (1.3%) responded as being Biracial.

For parental educational level, it was reported that (a) 2.7% had some high school, no diploma; (b) approximately 3.1% were high school graduates; (c) 11.6% had some

college; (d) 3.6% had earned an associate's degree; (e) 29.3% were college graduates; (f) 14.7% had some post-graduate work; and (g) 35.1% earned a postgraduate degree.

In terms of parent reported student information, 142 students (63.1%) were boys while 83 students (36.9%) were girls. According to the parent-reported survey, there were 100 students (44.4%) who attended seventh grade while 125 students (55.6%) attended eighth grade in the school district.

Data Analysis Procedure

The data analysis process included me collecting, coding, and organizing with the use of SPSS, 21.0. Inferential statistics were used to draw conclusions from the sample tested. Table 1 contains descriptive statistics including means and standard deviations for the study variables. Parametric assumptions of multiple regressions were evaluated prior to the analysis. The outcome variable (academic achievement) was measured by the student's GPA, which was computed based on parent-reported grades. Correlations were performed to evaluate the associations between parenting styles (authoritative, authoritarian, and permissive) and GPA. The correlations between variables are included in Table 2. A regression analysis was also conducted to address moderator hypotheses of ethnicity and individualism/collectivism.

Table 1

Means and Standard Deviation of the Independent and Dependent Variables

Variable	M	SD
Authoritative	4.05	.457
Authoritarian	1.87	.658
Permissive	1.94	.515
Individualism	4.88	.636
Collectivism	4.71	.669
GPA	3.07	.696

Note. Authoritative, Authoritarian and Permissive (minimum value: 1; maximum value: 5) Individualism and Collectivism (minimum value: 1; maximum value: 7) GPA (minimum value: 0.0; maximum value: 4.0)

Evaluation of Assumptions

I considered the presence of outliers within the data set that may have had a negative impact on the overall validity of the research data. I removed two extreme outliers in the permissive variable and seven extreme outliers for the authoritarian variable. Extreme outliers are any score more than 3 IQR above the upper quartile or below the lower quartile (Hoaglin & Iglewicz, 1987). According to Howell (2002), certain statistical assumptions such as heteroskedasticity, multicollinearity, and assumptions about normality are robust to violations for the current sample size, thus there is no need to report any further findings with heteroskedasticity, normality, or multicollinearity. Finally, as reported in Table 2, only one of the correlations between pairs of predictor variables exceeded .50 (authoritative/permissive, $p = .531$), therefore they could be viewed as conceptually distinct measurements (Tabachnick & Fidell, 2007).

Findings

Correlation Hypotheses

Pearson product-moment correlation coefficients were computed to assess the association between the three parenting styles (authoritative, authoritarian, and permissive) and academic achievement. The Table 2 revealed the p -values and correlation coefficients. Based on the results, authoritative parenting ($p = .001$), authoritarian parenting ($p < .001$), and permissive parenting ($p = .018$) showed statistically significant associations with academic achievement as measured by GPA (see Table 2). Thus, all three hypotheses were supported by the findings. Additionally, the data were analyzed with and without outliers. I did not observe any outliers in the individualism, collectivistic, or authoritative variables. I removed seven extreme outliers that were detected in the authoritarian variable and two extreme outliers that were detected in the permissive variable (Gravetter & Wallnau, 2007). I detected the outliers after observing the boxplot that revealed both “mild” outliers and “extreme” outliers. Mild outliers are scores more than 1.5 IQR above the upper quartile (75th percentile) or below the lower quartile (25th percentile). IQR stands for “Interquartile range” and spans the middle 50% of the scores. Extreme outliers are any score more than 3 IQR above the upper quartile or below the lower quartile (Hoaglin & Iglewicz, 1987).

Table 2

Pearson Correlations among Study Variables

	GPA	Authoritative	Authoritarian	Permissive	IND	COLL
GPA	_____					
Authoritative	.218**	_____				
Authoritarian	-.245***	-.486***	_____			
Authoritarian (Outliers Removed)	-.258***	-.498***	_____	_____		
Permissive	-.157*	-.213**	.531***	_____		
Permissive (Outliers Removed)	-.137*	-.290***	.430***	_____		
Individualism (IND)	-.041	.193**	-.014	.030	_____	
Collectivism (COLL)	-.067	-.020	.297**	.211**	-.003	_____

Note. *** $p < .001$, ** $p < .01$ level, * $p < .05$ level.

Moderator Hypotheses

OLS regression analyses were conducted in order to test the moderator hypotheses. Interaction terms were created for each of the three moderating hypotheses by multiplying the moderator variable by the other independent variable (Aiken & West, 1991). For the fourth hypothesis, I divided the variable of race/ethnicity into two categories including White, non-Hispanic (N = 156) and other ethnicities (N = 69). The analysis was performed in two steps. First, a regression model was constructed which included the authoritative variable, the race/ethnicity variable, as well as a constant term. Second, the moderator hypothesis was examined by adding the interaction term between authoritative parenting and race (Authoritative*Race interaction) into the regression model. Inclusion of the race and authoritative parenting variables in the regression model

is important to facilitate interpretation of the interaction (Brambor et al., 2005). (The two predictor variables whose product forms the interaction term are referred to as constitutive terms in the regression model, in contradistinction to the interaction term; Brambor et al. 2005).

Table 3

Results of Regression Analysis Testing for Moderator Effects of Race on the Relation of Authoritative Parenting to Student's GPA

Model Term	Unstandardized coefficients		Standardized coefficients	t	P-value
	b	Std. Error	Beta		
<u>Step 1</u>					
(Constant)	3.233	.392		8.24	<.001
Authoritative parenting style	.203	.088	.133	2.316	.021
Race (White, non-Hispanic vs. all others)	-.753	.087	-.499	-8.701	<.001
<u>Step 2</u>					
(Constant)	4.073	1.11		3.67	<.001
Authoritative parenting style	-.005	.271	-.003	-.018	.986
Race (White, non-Hispanic vs. all others)	-1.324	.711	-.878	-1.862	.064
Authoritative*Race interaction	.142	.176	.383	.809	.419

Step 1:

$$R^2 = .290, F(2, 222) = 45.28, p < .001.$$

Step 2:

$$R^2 = .292, F(3, 221) = 30.36, p < .001.$$

Step 2 vs. Step 1:

$$\Delta R^2 = .002.$$

The results of the two steps of the regression analysis for the fourth hypothesis are shown in Table 3. When authoritative parenting and race were included as the only predictor variables (without including an interaction term), the regression model

explained 29.0% of the variance in student GPA ($R^2 = .290, p < .001$). When a term for the interaction between authoritative parenting and race was added, the percentage of variance in student GPA explained by the regression model was 29.2% ($R^2 = .292; p < .001$). Hence the interaction term accounted for an additional 0.2% of variance in the dependent variable ($\Delta R^2 = .002$). The interaction term between race and authoritative parenting was not statistically significant in the regression model ($p = .419$); the null hypothesis of no moderator effect was not rejected. The non-significant interaction in the regression model implies that the relationship between authoritative parenting style and GPA, in terms of the regression slope, is not significantly different between the two racial groups. To illustrate this further, the correlation coefficients between authoritative parenting and GPA within each of the two racial categories are presented in Table 4.

Table 4

Correlation Coefficients between Authoritative Parenting and GPA within two Racial Categories

	White, Non-Hispanic	Other Races
	GPA	GPA
Authoritative	.208	.219

Note. White-non Hispanic N=156; other races N=69.

The regression analysis for the fifth hypothesis was again performed in two steps. First, a regression model was constructed which included authoritative parenting style and individualism as predictor variables, along with a constant term. Second, the interaction of the two predictor variables was tested by adding a term for their interaction to the regression model.

Table 5

Results of Regression Analysis Testing for Moderator Effects of Individualism on the Relation of Authoritative Parenting to Student's GPA

Model Term	Unstandardized coefficients		Standardized coefficients		
	b	Std. Error	Beta	t	P-value
<u>Step 1</u>					
(Constant)	2.08	.491		4.24	<.001
Authoritative parenting style	.358	.101	.235	3.53	.001
Individualism	-.094	.073	-.086	-1.29	.197
<u>Step 2</u>					
(Constant)	6.06	2.29		2.65	.009
Authoritative parenting style	-.684	.594	-.449	-1.15	.251
Individualism	-.923	.471	-.842	-1.96	.051
Authoritative*Individualism interaction	.216	.121	1.12	1.78	.076

Step 1:

$$R^2 = .055, F(2, 222) = 6.42, p = .002.$$

Step 2:

$$R^2 = .068, F(3, 221) = 5.38, p < .001.$$

Step 2 vs. Step 1:

$$\Delta R^2 = .013.$$

The results of the two steps of the regression analysis for the fourth hypothesis are shown in Table 5. When authoritative parenting and individualism were included as the only predictor variables (without including an interaction term), the regression model explained 5.5% of the variance in student GPA ($R^2 = .055, p = .002$). When a term for the interaction between authoritative parenting and individualism was added, the percentage of variance in student GPA explained by the regression model increased to 6.8% ($R^2 = .068$). Hence the interaction term accounted for an additional 1.3% of variance in the dependent variable ($\Delta R^2 = .013$). The interaction term between individualism and authoritative parenting was not statistically significant in the regression model ($p = .076$);

the null hypothesis of no moderator effect was not rejected. I did not observe any outliers in the individualism variable nor the authoritative variable, thus analyses were not performed with outlier removed for this hypothesis.

The correlation coefficients between authoritative parenting and GPA within high and low individualism categories are presented in Table 6. These two categories were calculated by using the median to divide the sample into high and low levels of individualism.

Table 6

Correlation Coefficient between Authoritative Parenting and GPA within High and Low Individualistic Scores

	Low Individualism	High Individualism
	GPA	GPA
Authoritative	.200*	.254**

Note. Low Individualism N=113; High Individualism N=112
*Correlation is significant at the ** $p < .01$ level, * $p < .05$ level.*

For the sixth hypothesis, to test whether the relationship between authoritarian parenting style and children's GPA is moderated by collectivism, the same regression approach was used as for the fourth and fifth hypotheses. First, a regression model was constructed which included authoritarian parenting style and collectivism as predictor variables, along with a constant term. Second, the interaction of the two predictor variables was tested by adding a term for the interaction between authoritarian parenting and collectivism to the regression model. The analyses for the sixth hypotheses were performed on the whole data set (see results in Table 7) , as well as on the dataset formed by excluding the 7 extreme outliers for the authoritarian variable, as mentioned

previously (see results in Table 8). The authoritarian variable was also tested using taking the logarithm of the authoritarian parenting style variable (see results in Table 9).

Table 7

Results of Regression Analysis Testing for Moderator Effects of Collectivism on the Relation of Authoritarian Parenting to Student's GPA (Outliers included, Untransformed Data)

Model Term	Unstandardized coefficients		Standardized coefficients		
	b	Std. Error	Beta	t	P-value
<u>Step 1</u>					
(Constant)	3.53	.325		10.87	<.001
Authoritarian parenting style	-.261	.072	-.247	-3.62	<.001
Collectivism	.007	.071	.007	.100	.920
<u>Step 2</u>					
(Constant)	5.03	.801		6.28	<.001
Authoritarian parenting style	-.990	.362	-.935	-2.73	.007
Collectivism	-.291	.162	-.280	-1.80	.073
Authoritarian * Collectivism interaction	.141	.069	.831	2.05	.041

Step 1:

$$R^2 = .060, F(2, 222) = 7.09, p < .001.$$

Step 2:

$$R^2 = .078, F(3, 221) = 6.19, p < .001.$$

Step 2 vs. Step 1:

$$\Delta R^2 = .018.$$

Table 8

Results of Regression Analysis Testing for Moderator Effects of Collectivism on the Relation of Authoritarian Parenting to Student's GPA (Outliers Removed, Untransformed Data)

Model Term	Unstandardized coefficients		Standardized coefficients		
	b	Std. Error	Beta	t	P-value
<u>Step 1</u>					
(Constant)	3.88	.352		11.02	<.001
Authoritarian parenting style	-.345	.091	-.253	-3.791	<.001
Collectivism	-.036	.072	-.034	-.509	.611
<u>Step 2</u>					
(Constant)	4.27	.983		4.35	<.001
Authoritarian parenting style	-.553	.489	-.405	-1.13	.259
Collectivism	-.120	.206	-.112	-.582	.561
Authoritarian * Collectivism interaction	.043	.101	.184	.432	.666

Step 1:

$$R^2 = .068, F(2, 215) = 7.83, p < .001.$$

Step 2:

$$R^2 = .069, F(3, 214) = 5.27, p < .002.$$

Step 2 vs. Step 1:

$$\Delta R^2 = .001.$$

Table 9

Results of Regression Analysis Testing for Moderator Effects of Collectivism on the Relation of Authoritarian Parenting to Student's GPA (Log of Authoritarian Parenting Style)

Model Term	Unstandardized coefficients		Standardized coefficients		
	b	Std. Error	Beta	t	P-value
<u>Step 1</u>					
(Constant)	3.40	.321		10.61	<.001
Log of Authoritarian parenting style	-.643	.162	-.268	-3.98	<.001
Collectivism	.009	.070	.009	.133	.895
<u>Step 2</u>					
(Constant)	4.17	.653		6.38	<.001
Log of Authoritarian parenting style	-1.78	.865	-.743	-2.06	.041
Collectivism	-.149	.137	-.143	-1.08	.280
Log of Authoritarian *	.230	.172	.545	1.34	.182
Collectivism interaction					

Step 1:

$R^2 = .071$, $F(2, 222) = 8.43$, $p < .001$.

Step 2:

$R^2 = .078$, $F(3, 221) = 6.24$, $p < .001$.

Step 2 vs. Step 1:

$\Delta R^2 = .007$.

The interaction between authoritarian parenting and collectivism was statistically significant in the analysis of the raw (untransformed data) with outliers included ($p = .041$) and with the addition of the interaction term to the regression model, the proportion of variance explained increased from 6.0% to 7.8% ($\Delta R^2 = .018$; see Table 7). When the analysis was performed with outliers removed, the interaction term was not significant ($p = .666$); adding the interaction term increased the R-squared value by .001, or 0.1% (see Table 8). Also, when the log-transformed data for authoritarian parenting

was used in the analysis, again the interaction term was not significant ($p=.182$; $\Delta R^2=.007$; see Table 9).

Hence the interaction term was not significant when extreme outliers were removed. After taking the outliers into account, the data does not appear to indicate that there is a moderating effect. The non-significant interaction in the regression model implies that the relationship between authoritarian parenting style and GPA, in terms of the regression slope, is not significantly different between high and low collectivism.

The correlation coefficients between authoritarian parenting and GPA within each of the two collectivism categories are presented in Table 10 and Table 11. These two categories were calculated by using the median to divide the sample into high and low levels of collectivism. The two categories were divided into groups before removing outliers (Table 10).

Table 10

Correlation Coefficient between Authoritarian Parenting and GPA Within High and Low Collectivism Scores (Outliers on Authoritarian Parenting Removed)

	Low Collectivism	High Collectivism
	GPA	GPA
Authoritarian Outliers Removed	-.323**	-.189

Note. Low Collectivism N=116; High Collectivism N=102
*Correlation is significant at the ** $p < .01$ level*

Table 11

Correlation Coefficient between Authoritarian Parenting and GPA Within High and Low Collectivism Scores (Log of Authoritarian)

	Low Collectivism	High Collectivism
	GPA	GPA
Log of Authoritarian	-.335**	-.192*

Note. Low Collectivism N=117; High Collectivism N=108

*Correlation is significant at the ** $p < .01$ level*

*Correlation is significant at the * $p < .05$ level*

Post-Hoc Analyses

After looking at the scatterplot I divided the permissive variable into three groups (Lowest thru 1.6=0, (1.8 thru 2.2 = 1), (2.4 thru Highest=2) to investigate the presence of nonlinear relationship between the two variables. I removed 2 outliers that were detected in the permissive variable and Pearson correlations were computed. The correlational analysis revealed statistical significance for the third group between permissive and grade point average. Furthermore, the Pearson correlations are included in Table 12. The relationship between permissive and academic achievement was insignificant for the 2 lowest groups (all $p > .1$).

Table 12

Pearson Correlation Analysis between Grouped Permissive Variable and Student's GPA

	Lowest value of permissive			Middle value of permissive			Highest value of permissive		
	GPA	N	Sig	GPA	N	Sig	GPA	N	Sig
Permissive	-.145	74	.219	-.032	112	.740	-.478**	37	.003

Note. Asterisks indicate that the relationship was significant at $p < 0.01$ level.

Summary

The goal of the research was to determine whether there would be associations between parenting styles and academic achievement and whether these associations are moderated by factors such as ethnicity and individualism/collectivistic values. Data collection, demographic information, descriptive statistics, preliminary testing and results were all described and reported in this chapter. Pearson correlations were used to address the first three hypotheses while the OLS regression analyses were performed to study the three moderator hypotheses.

The results indicated that authoritative parenting style had a statistically significant positive relationship with GPA. There was a statistically significant negative association between authoritarian parenting style and academic achievement. The third hypothesis also revealed a statistical significant negative correlation between permissive and grade point average. Within the moderator hypotheses regression analyses failed to support two of the interaction models. The final moderator hypothesis was not supported when outliers were removed or when a log transformation was performed.

An overview of this quantitative study of the associations between parenting styles and academic achievement and whether these associations are moderated by factors such as ethnicity and individualism/collectivistic values will be discussed in Chapter 5. Interpretation of the findings as well as a discussion of the limitations of the study can also be found in the following chapter. Furthermore, implications for social change and recommendations for action and for further study will also be addressed.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

Presented in this chapter is a discussion of the results from the current study as they are related to the six research questions. Additionally, I present conclusions drawn from the study, limitations of the study, recommendations for future research, and implications for positive social change.

As stated in the previous chapter, the purpose of the research was to determine whether there would be associations between parenting styles and academic achievement and whether these associations would be moderated by factors such as ethnicity and individualism/collectivistic values. The results in Chapter 4 indicated that all three parenting styles studied (authoritative, authoritarian, and permissive) had a statistically significant relationship with academic achievement (GPA). Furthermore, both authoritarian and permissive parenting styles had a negative association with academic achievement. Within the moderator hypotheses, neither race/ethnicity nor individualism/collectivism values were supported by the analyses.

Interpretation of the Findings

Correlation Hypotheses

The findings of the current study corroborated previous research. In particular, the results revealed that authoritative parenting associated with adolescents' academic success. This finding was congruent with previous studies suggesting that authoritative parenting (democratic, warm, and firm in their parenting) had a strong correlation with academic achievement (Dornbusch et al., 1987; Lamborn et al., 1991; Steinberg et al.,

1989; Steinberg et al., 1991). One possible explanation for this association could be due to the open democratic communication authoritative parents give to their children. This clear communication of expectations, beliefs, and values in the authoritative parent, could allow children to set goals that can potentially translate to academic performance (Baumrind, 1991). Thus, an authoritative parent (one that consists of high levels of autonomy, demandingness, and responsiveness) can convey these very characteristics, which in turn could prepare students for school in which self-regulation, persistence, and autonomy are important for academic achievement.

Corroboration of Dornbusch et al.'s (1987) findings revealed that authoritative parenting could potentially be a response to student's success. This could be a possible explanation of the results that could lead to future research. Bandura (1977) called this reciprocal determinism, which explains that the child's behavior can affect the environment. I have considered that authoritative parenting could indeed follow from, rather than precede, the academic achievement of children (Lewis, 1981). Future researchers should explore this explanation regarding how academic achievement could correlate with parenting styles. However, it is worth noting that this research could be limited by the fact that academic achievement could not be manipulated in a randomized experiment.

A third variable explanation for the correlational findings could be explained as having no causal relationship between parenting styles and academic achievement. This could be due to the fact that the correlations between the two variables may be a reflection of parent-child personality compatibility. This personality compatibility could

contribute to the association between parenting style and academic achievement. Future research should include personality variables as a moderating effect on parenting style and academic achievement.

Within the second hypothesis of the study, authoritarian parenting style revealed a negative statistical significance when associated with academic achievement. This finding was similar to Dornbusch et al.'s (1987) results, which also showed that authoritarian parenting style was associated more often with poor school performance. Additionally, other researchers have revealed that one possible explanation for the negative academic outcome on this parenting style could be due to the absolute standards, preservation of order, and lack of parent-child dialogue that in turn leads to low levels of independence and social responsibility (Dornbusch et al., 1987; Steinberg, Dornbusch, & Brown, 1992).

Due to the correlational nature of the research, it is impossible to say with any certainty that authoritarian parenting style has caused or even preceded academic achievement. Consequently, I cannot rule out the possibility that low performance in students leads to an increase with authoritarian or strict parenting style. In this case, one could argue that students with continual lack of academic performance could increase the parental control and decrease the emotional parental response.

The final correlation within the study revealed that permissive parenting was also negatively associated with academic achievement. As expected from previous research, similar findings revealed that permissive parenting, which is characterized by limited expectations and little control over rules and boundaries, had negative associations with

academic performance (Baumrind, 1971; Dornbusch et al., 1987). Furthermore, following a longitudinal sample of children from preschool through adolescence, Baumrind (1971) found that children of permissive parents scored lowest on measures of self-reliance, self-control, and competence. Thus, I could argue that low levels of self-reliance, self-control, and competence could lead to poor academic achievement (Corno, 1989; Schunk, 1991).

The association between permissive parenting style and GPA may be explained by personality traits that the parent and child have in common and this could suggest that there is no causal relationship between the variables. Research has shown that a lack of self-reliance could result in parents not having sufficient structure in the home, thus leading to permissive parenting styles (Belsky, 1984; Crowell & Feldman, 1988). Moreover, lack of self-control and competence could also lead to an inability to control inhibitions, thus leading to emotional/indulgent and permissive parenting behaviors. Thus, personality traits (self-reliance, self-control, and competence) that parents and kids have in common could be a third variable explanation for the association between permissive parenting style and GPA.

It could be possible that poor academic performance might elicit indulgence from some parents. This can be seen with parents that lack structure and have low academic expectations in the home. Moreover, students' continual lack of academic performance could lead to parental discouragement and thus leading to permissiveness.

Moderator Hypotheses

The OLS regression analyses for the three moderator hypotheses were conducted. In the first regression, when I added a term for the interaction between authoritative

parenting and the race/ethnicity (White, non-Hispanic versus other ethnicities), the interaction term was not statistically significant. This lack of a moderator effect might be explained by the lack of meaningful difference in the levels of individualism and collectivism between the two groups. To test this explanation, I ran two independent t tests. The tests revealed no meaningful difference in the scores between White, non-Hispanic ($M = 4.88$, $SD = 0.56$) other ethnicities ($M = 4.88$, $SD = 0.78$) with respect to individualism ($p = .957$). The second independent t test revealed differences in the scores between White, non-Hispanic ($M = 4.64$, $SD = 0.64$) other ethnicities ($M = 4.88$, $SD = 0.70$) with respect to collectivism ($p = .013$) at the .05 level. However, I believe that this may be too small of difference for there to be any difference in the association between parenting styles and GPA. Therefore, it may be reasonable to argue that the two groups are fairly similar with respect to individualism and collectivism and this may be one reason why there was no moderator effect for the ethnicity/race variable. Finally, there was no previous research on the potential interaction effects of ethnicity and on its association between parenting styles and academic achievement.

The second regression included the interaction term between individualism and authoritative parenting style. The interaction term did not meet the standard cut off for statistical significance ($p = .076$). The final regression included the interaction term between collectivism and authoritarian parenting style. The final moderator hypothesis was not supported when outliers were removed or when a log transformation was performed.

Previous studies have shown that specific attitudes and values are usually different between individualistic and collectivistic individuals (Triandis, 2001). Individuals that tend to be individualistic give priority to independence and values uniqueness and individual achievement. These characteristics align with authoritative parenting styles. Thus, it is of no surprise that individualism correlated with authoritative parenting styles. On the other hand, individuals that tend to be collectivistic value uniformity, family hierarchy and authority (Darling & Steinberg, 1993). In the authoritarian parenting style a clear hierarchy is established in the family and the focus tends to be on the family's needs instead of on the child. Thus, the correlation between collectivism and authoritarian parenting style is congruent with previous studies.

In the current research design, I hypothesized that the relationship between parenting styles and academic achievement depended on a third variable (individualism/collectivism). However, the current research revealed that as the variables of individualism and collectivism increased, the relationship between parenting styles and GPA did not change. Removing the interaction variables of authoritative/individualism ($R^2 = .055$, 5.5%) and authoritarian/collectivism ($R^2 = .068$, 6.8%) also revealed little difference in the correlations. Furthermore, the change in R square between authoritative/race model ($R^2 = .292$), authoritative/individualism model ($R^2 = .068$), and the authoritarian/collectivism ($R^2 = .078$) model showed how the moderator terms in the regression model made little difference to the percentage of the variance explained by the regression models. Because the correlations between GPA and collectivism and individualism are non-significant, I believe that it is reasonable to suggest that one

plausible explanation is that there is no causal relationship between the variables. Thus, I have little expectation for any significant interactions.

Another explanation could be that the lack of significant interactions reflects the interaction effects of parent individualism and collectivism. One reason for this could be that student's GPA may elicit multiple factors. There are no easy generalizations concerning what types of individualism or collectivistic values motivate different students to succeed in school. Individualistic parent values could suit particular students, while these same values may elicit negative consequences for other students. For example, parents with individualistic tendencies may foster academic achievement for students in competitive classrooms. On the other hand, students from collectivistic backgrounds may be better aligned in cooperative classroom settings. Thus, based on the information above, I could argue that the lack of significant interactions concerning individualism and collectivism may reflect the interaction effects on academic achievement.

Concerning previous studies, there is no academic literature on the interaction of individualism/collectivism and the association of authoritative parenting and academic achievement. Thus, the findings are difficult to relate to other research. However, previous literature explains that students that have an individualistic environment (emphasis on personal freedom, expression and independence) tend to have higher academic outcomes compared to those with collectivistic values (Dabul et al., 1995). Furthermore, research has also shown that students in individualistic systems value task

goals (mastery of subject) and performance goals (ability of students) rather than peer/family influences (McInerney et al., 1997).

Limitations of the Study

Limitations of the present study need some discussion. The primary limitation of the study is that it is correlational, thus it does not allow making any causal conclusions.

The second limitation could be due to the low percentage of participation compared to those who received the online newsletter. Thus, the final sample size was lower than originally planned ($N = 225$). Power calculations indicated that the sample size necessary to determine a statistical difference for the interaction variable was 387 participants. There was an 80% probability that 387 participants will be sufficient to find a statistical relationship ($f^2 = 0.02$) between variables. It is important to point out that the effect size for this estimate could be considered trivial. Because the magnitude of moderator effects that was observed in the study was low, it is unlikely that it would have affected the research even if the original sample size was achieved.

The third limitation could be due to the low number of minorities who participated in the study. Because of this it was not possible to examine the question of whether relationships between parenting style and academic achievement was influenced by membership of specific minority groups, e.g. Asian Americans.

The fourth limitation of the present study was the use of parent self-reported grades and self-reported parenting styles. Literature has shown that self-reporting biases involve the desire to present oneself or others in a positive light (Hebert et al., 1997). Although many researchers use self-reported measures, individuals are still subject to

bias and social desirability. Thus there was a possibility for a lack of reliable response from parents and their child's grades. Recent research has shown correlations between parenting styles and social desirability bias (Gonzales, Cauce, & Mason, 1996; Paulson, 1994). Concerning the parent self-reported student's GPA, the findings revealed a mean of 3.07 (SD = .696). This means that student grades reported by the participants had a cumulative average from 80 to 89. Gathering academic grades from the district could have provided for more accurate numbers, however doing so would have limited the anonymity from the research design. Even if the grades were reported accurately, there are limitations on the use of GPA as an indicator of academic achievement. Student grades are subject to variability between teachers and schools due to factors other than the actual academic performance of students. Additionally, in this study, academic achievement is solely defined as the current six weeks grades for Language Arts, Mathematics, Science and Social Studies. This definition does not include any standardized score nor does it take into account any weighted GPA system, as other studies have done. Therefore, the definition of academic achievement is limited to the self-reported grades from parents for this particular cohort of students in this particular school district.

Recommendations

Future studies need to be conducted for parenting of adolescent students using comparative data and samples. Future researchers should also address the limitations noted in this study, in particular the limitations due to the diversity in sample population. Some of these types of minority populations that merit investigation in regards to the

moderator hypotheses may include Hispanic or Latino, Black or African American, Asian, and American Indian or Alaska Native. Furthermore, collecting samples for different school age children could also allow for a more comprehensive study.

Other recommendations include using observational instruments to explore parenting styles. Baumrind's (1967) seminal study specifically stated for the importance of future research to include observational data in parenting research. This might not be conducive with adolescents but perhaps with younger populations such as elementary school age students. Additionally, coupling observational studies with self-report surveys could be beneficial in future studies. Also future studies could employ multiple measures of academic achievement, including standardized measures of academic achievement instead of relying on solely on GPA.

Finally, there were intervening variables that were not measured in this study but have been important in other studies. Parent education is one example that has shown to have an important relationship with student academic achievement. Though this was not in the scope of the current research, future research could explore any moderating effects on the association between parenting and academic achievement. Thus, some of these may also include variables such acculturation levels and parental school involvement.

Similarly, household income could also have an effect on both the parenting and academic success in students. Past studies have shown that socio-economic status has strong associations with academic success in children (DePlanty et al., 2007; Epstein, 1987). Thus, future research could also explore how income or socio-economic status moderates the relationship between parenting style and academic achievement.

Implications

Results of this study carry potential impact for positive social change in the individual, family, organizational and societal level. Within the larger societal level, the research confirmed that there is a significant relationship between authoritative parenting styles and academic achievement for adolescent students. In addition, the implication of the lack of moderating effects, could also signify that the relationship between parenting style and student's academic achievement may hold across diverse populations. These conclusions could suggest that informing parents on the associations of parenting styles on academic achievement could better inform their parenting decisions. Other ways that these findings could positively impact the community is in regards to the theoretical framework. Health professionals could benefit from this research by expanding their understandings about the associations between parenting styles and academic achievement. As they expand their beliefs on these variables they could have higher levels of empathy towards diverse families and better facilitate their needs. Though this research has focused on parenting styles and academic achievement, future researchers could also consider observing other important variables that predict GPA. As stated in the recommendation section above, variables such as parent education level, family income, acculturation levels and parental school involvement could be potential variables to associate with GPA.

Individually, the results of this research could instill fruitful dialogue between parents and allow for better-informed decisions on the style they want to implement in their own home. This information could empower them to make comprehensive decisions

in regards to their children's education and be informed about how authoritative, authoritarian and permissive parenting styles associate with their adolescent's academic achievement.

Conclusion

The study attempted to explore the association between parenting styles and academic achievement. Authoritative parenting had the strongest association with academic achievement in adolescents. Authoritarian and permissive have negative associations with academic achievement. Individualism/collectivistic variables as well as ethnicity were insignificant in moderating the association between parenting styles and academic achievement. There are limitations to this research as well as exciting future recommendations as stated above. Overall, the study findings reflected similar results to previous findings and these findings can potentially have positive social impact in family dynamics as well as academic associations.

Families are in dire need of support in parenting their children, in particular in the adolescent years. Communities need to rally and continue to use resources to reinforcing and educate parents with evidence-based data. Parents need to continue dialoguing about the proper parenting styles that results in the best academic outcomes of their family. Schools need to better understand parenting styles and their impact in school achievement. Additionally, health professional can value these findings to inform their practice and theoretical framework. Finally, informing families about the benefits of parenting on school outcome could allow for increased parental school involvement,

which could lead to increase of graduation rates, college admission and overall academic success.

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Appendix A: Parenting Styles and Dimensions Questionnaire Permission

PERMISSION TO USE: Parenting Styles and Dimensions Questionnaire (PSDQ-Short Version)

4/29/2013

Dear Dr. Clyde R.

I am a doctoral student from Walden University writing my dissertation tentatively titled “Are associations between parenting style and academic achievement moderated by ethnicity and individualism-collectivism?” Under the direction of my dissertation committee chaired by Dr. Bell, I would like your permission to reproduce to use survey instrument in my research study. I would like to use your survey under the following conditions:

I will use this survey only for my research study and will not sell or use it with any compensated or curriculum development activities.

I will include the copyright statement on all copies of the instrument

I will send my research study and one copy of reports, article and the like that make use of these survey data promptly to your attention.

I will be using this instrument in an online format.

If these are acceptable terms and conditions, please indicate so by responding to this email.

Sincerely,
Thiago Oliveira
Doctoral Candidate
Expected date of completion 12/10/15

From: Clyde R.

Date: 04/30/2013 12:20pm

Greetings Thiago,

You have permission to use the PSDQ and may alter it in any way that suits your research requirements. Since the 62-item PSDQ was first developed (using exploratory factor analysis) we have since developed a 32-item version that most researchers are now using. I am attaching some forms of the 32-item version, the Scoring Protocol, and sample Title Pages for you to examine/use if you chose to do so. Online should be fine.

Best wishes,

Clyde R.

Appendix B: Self-Construal Scale Permission

PERMISSION TO USE: Self-Construal Scale

12/18/2013

Dear Dr. Theodore S.

I am a doctoral student from Walden University writing my dissertation tentatively titled “Are associations between parenting style and academic achievement moderated by ethnicity and individualism-collectivism?” Under the direction of my dissertation committee chaired by Dr. Bell, I would like your permission to reproduce to use survey instrument in my research study. I would like to use your survey under the following conditions:

I will use this survey only for my research study and will not sell or use it with any compensated or curriculum development activities.

I will include the copyright statement on all copies of the instrument

I will send my research study and one copy of reports, article and the like that make use of these survey data promptly to your attention.

If these are acceptable terms and conditions, please indicate so by responding to this email.

Sincerely,

Thiago Oliveira

Doctoral Candidate

Expected date of completion 12/10/15

From: Subject :

RE: Permission to Use Instrument

Date : Wed, Dec 18, 2013 12:08 PM CST

Yes, you may use the SCS.

Best regards, Ted

Ted S.

Department of Psychology

This message was generated using voice recognition software. Please excuse any minor errors in spelling or grammar. If the meaning is not clear, please contact me and I'll be happy to clarify. Thank you for your understanding.

Appendix C Informed Consent Form for Participants

You are invited to take part in a research study on the different parenting styles you may employ in your home. I am inviting parents of XXXX ISD who have students in the 7th or 8th grade to participate in the study, but only one of the parents for a student can participate in the study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

A researcher named Thiago Oliveira, who is a doctoral student at Walden University, is conducting this study. You may already know the researcher as a school counselor, but this study is separate from that role.

Background Information:

The purpose of this study is to gain a better understanding of how parenting styles may be related to other factors.

Procedures: If you agree to be in this study, you will be asked to:

1: Answer questions regarding:

- Demographic information
- Parent report of student grades
- Parenting styles information
- Personal values
- The online survey will take ten to fifteen minutes to complete

Here are some sample questions:

- What grade is your adolescent currently in?

- Are you responsive to child's feelings or needs

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at your particular school will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study may involve some risk of the minor discomforts that can be encountered in daily life, such as fatigue, stress or becoming upset. Being in this study would not pose risk to your safety or well-being. Participating in this survey will grant the research information in regards to parenting adolescents. This information could potentially expand the definitions of parenting and increase the level of understanding towards diverse families. Furthermore, this survey may allow parents to gain information about their own parenting styles. Payment: No payment will be awarded to participants.

Privacy: Any information you provide will be kept anonymous. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by a password-protected survey. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions: You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone number at XXX-XXX-XXXX and email at xxxx@xxx.xxx. If you want to talk privately about your rights as a

participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is XXX-XXX-XXXX. Walden University's approval number for this study is 02-06-14-0077677 and it expires on February 5, 2015.

Please print or save this consent form for your records.

Statement of Consent: I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By clicking the link below, I understand that I am agreeing to the terms described above.



Appendix D Demographic Survey

Parent Information:

What is your age: ___ 18-29 ___ 30-49 ___ 50 years and over

Gender: ___ Male ___ Female

Marital Status: ___ Marriage ___ Single ___ Divorced

Please specify your ethnicity:

Hispanic or Latino Not Hispanic or Latino

Please specify your race: Select one category below that applies to you.

American Indian or Alaska Native Asian Black or African American Native

Hawaiian or Other Pacific Islander White Bi-racial: _____ Other: _____

What is the highest degree or level of school you have completed? :

Some high school, no diploma High school graduate Some college Associate degree

College graduate Some postgraduate work Post graduate degree

What is your current yearly household income in U.S. dollars?

Under \$10,000 \$10,000 - \$39,999 \$40,000 - \$69,999 \$70,000 - \$99,999

\$100,000 - \$150,999 Over \$151,000 Would rather not say

Student Information: Provide the following information for your junior high student. If you have more than one junior high student, select just one of the students for all of the following questions concerning the student:

Student Age: ___ 12 ___ 13 ___ 14 ___ 15 ___ 16**Grade:** ___ 7th ___ 8th Gender (Circle one): ___ Boy ___ Girl

Student Current Grades: Using the recent six weeks report card for your junior high student, please provide the most recent grade for the following subjects.

Language Arts: ___ 90-100 ___ 80-89 ___ 70-79 ___ 69 or below

Mathematics: ___ 90-100 ___ 80-89 ___ 70-79 ___ 69 or below

Science: ___ 90-100 ___ 80-89 ___ 70-79 ___ 69 or below

Social Studies: ___ 90-100 ___ 80-89 ___ 70-79 ___ 69 or below

Language(s) spoken at home:

(Check all that apply) ___ English ___ Spanish ___ French ___ Creole ___ Other: ___

Appendix E Newsletter Statement

Newsletter Statement

Dear Parents,

You are invited to take part in a research study on the different parenting styles you may employ in your home. The researcher is inviting parents of XXXX ISD who have students in the 7th or 8th grade to participate in the study, but only one of the parents for a student can participate in the study. A researcher named Thiago Oliveira, who is a doctoral student at Walden University, is conducting this study. You may already know the researcher as a school counselor, but this study is separate from that role. The purpose of this study is to gain a better understanding of how parenting styles may be related to other factors.

If you are interested in being in this study go to the website listed below

Sincerely,

Thiago Oliveira

PhD in Educational Psychology Program

Dallas, Texas; Central Standard Time

Walden University

Curriculum Vitae

Thiago Oliveira

EDUCATION:**Walden University, Minneapolis, MN.**

PhD in Progress- Educational Psychology, March 2009 till December 2014

Amberton University, Garland, TX.

M.A. School Counseling, November 2007

M.A Professional Counseling, May 2008

Dallas Baptist University, Dallas TX.

B.A. Communication, May 2004 GPA 3.75

Minor: Psychology and Biblical Studies

CERTIFICATIONS:

School Counselor Generalist Certification (k-12) 2007-2014

Professional Counselor Certification Intern (2010-2011)

Bilingual Generalist Certification (K-4) 2004-2009

AREAS OF KNOWLEDGE:

Fluent in Portuguese- Native

Fluent in English- Native

Fluent in Spanish- Native

RELEVANT EXPERIENCE:

2014 to present High School Counselor

2010 to 2014 Junior High School Counselor

2007 to 2010 Elementary School Counselor

2004 to 2007- 2nd Grade Bilingual School Teacher