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Relationships Between Parenting Styles and Oppositional Defiant Disorder in African American Families

Sierra Savedge
Walden University

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Walden University

College of Allied Health

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Sierra L. Savedge

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Walden University
2024

Abstract

Relationships Between Parenting Styles and Oppositional Defiant Disorder in African

American Families

by

Sierra L. Savedge

MS, Walden University, 2019

MA, Liberty University, 2015

BS, Virginia State University, 2013

Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Clinical Psychology

Walden University

May 2024

Abstract

Oppositional defiant disorder (ODD) is a mental health disorder that is seen throughout adolescent populations; however, limited research has been conducted on African American adolescents. Based on the parenting theory, the purpose of this quantitative study was to examine relationships between parenting styles, African American cultural influences, and ODD. A sample of 125 parents with adolescents in Virginia was surveyed. The Parenting Styles Questionnaire was used to measure parenting styles. The African American Acculturation Scale Revised was used to measure African American cultural influences. Symptoms of ODD were measured using the Child and Adolescent Disruptive Behavior Inventory. Chi-square tests, independent t-test, and binary logistic regression were used to evaluate relationships between parenting styles, African American cultural influences, and ODD. Results indicated no relationship between African American cultural influences, parenting styles, and ODD among African American adolescents. There was a relationship between African American cultural influences and ODD among this population. Findings may be used to promote positive social change by assisting mental health professionals better serve their clients.

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Dedication

First, I would like to give so much honor to God for who He has been to me throughout this 8-year process. God, thank you so much for giving me what was needed to become a doctor! Keep God first and know that He is exactly who He says He is. To my daughters, Nori and Nior, thank you both for giving me a reason to push when I had no strength to continue. I pray you both see strength when you look in my eyes and know that you all can be anything! I promised you both that I would be a doctor before you all went to kindergarten and Mommy did it girls! You are bone of my bone and flesh of my flesh, so you BOTH will WIN. I love you both endlessly and unconditionally. To my mother, thank you for always believing in me and supporting my wildest dreams. This degree reflects a tough decision you made at 15-years old when you became a mother. You have shown me that hard work builds character! You were always my reason to finish any tasks that I started, and I now know, I have made you proud. I love you! To Quan, thank you for always being here for our family. Thank you for encouraging me and cheering for me on my death bed. Thank you for always showing up for the girls and me. Since 8th grade, you've told me that I would be successful, and it was a lot of your encouragement that helped me finish strong. To my beloved family and friends, this degree would not be possible without you all. There are so many people who believed in me, and I am so thankful for that! Thank you all for praying for me and uplifting me throughout this journey. The prayer warriors, known and unknown, it was your sweetest prayers that pushed me through to the finish line. I love you all. KEEP WINNING!

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Chapter 1: Introduction to the Study

During early childhood, children and adolescents are expected to misbehave occasionally; however, when they engage in disruptive behaviors frequently, this can be a major concern. Oppositional defiant disorder (ODD) is a type of behavioral disorder that is diagnosed in children who have persistent patterns of not following rules and issues with authority figures (American Academy of Child and Adolescent Psychiatry [AACAP], 2013). Children and adolescents with ODD are likely to be uncooperative and angry sometimes; furthermore, it is the persistent patterns of angry and verbally aggressive behaviors toward authority figures that make these behaviors developmentally inappropriate (AACAP, 2013). ODD includes patterns involving angry/irritable moods, argumentative/defiant behaviors, and vindictiveness that lasts at least 6 months (American Psychiatric Association [APA], 2022). These behaviors must be evidenced by at least four symptoms involving anger/irritable mood, argumentative/defiant behavior, or vindictiveness with an individual who is not a sibling (APA, 2022).

There is no one right way to parent a child because every child has a unique personality and circumstances. Parenting styles influence different parts of children's lives which can be both beneficial and detrimental. According to Baumrind (1991), parenting style may affect their self-esteem and mental health. Parenting styles can support healthy growth and development in children. Discipline and warmth parents use influences children for the rest of their lives (Baumrind, 1991). Baumrind (1967) identified three parenting styles: authoritarian, authoritative, and permissive. Maccoby and Martin (1983) divided Baumrind's permissive style into two types: indulgent and

neglectful. Baumrind (1991) added the indulgent/neglectful parenting style. Baumrind's parenting styles were established by examining primarily White families. There were only a small number of African Americans in her original study.

The term African American refers to individuals who live in the United States and have African ancestors. African Americans have a long history of traditions, rituals, and teachings. African American culture is also represented through music, dance, art, hairstyles, clothing, and storytelling. There are over 1,000 languages that are spoken among those of African descent (Hankerson et al., 2022). The African American language specifically was created during slavery (Hankerson et al., 2022). African Americans are family-oriented and often refer to immediate and extended relatives as family with a strong sense of shared community (Rious et al., 2019). Due to this, family members contribute to children's upbringing (Rious et al., 2019).

African American youth experienced more psychiatric symptoms at higher rates compared to White and Hispanic youth (Cunningham et al., 2016). Historically, there has been research bias which has caused researchers to view African American behaviors from a deficit or predominantly White American perspective (Rious et al., 2019). According to Rious et al. (2019), the experience of being Black in America and exposure to Afrocentric communal values may be essential to the creation of parenting styles that are optimal for African American youth. This is essential due to the lack of research on how African American culture influences parenting. The experience of being Black in America and exposure to cultural values influence African American parenting styles in terms of protection, gaining an understanding of discrimination, encouragement of self-

confidence, and contributions to communities (Rious et al., 2019). These influences shape ways parents reward and discipline their children. In this study, relationships between parenting styles, African American cultural influences, and ODD were explored.

In Chapter 1, background information related to the study regarding parenting styles, African American families, and ODD was discussed. The problem statement, purpose of the study, research questions, hypotheses, theoretical foundation, and nature of the study are discussed. Finally, I explore terms related to this study, assumptions, limitations, and significance of the study.

Background

According to Burke et al. (2002), there is no defined cause of ODD; however, there is a combination of biological, psychological, and social risk factors that influence its development. Impairment to the prefrontal cortex, which is responsible for reasoning, judgment, and impulse control, is a risk factor for developing ODD (Burke et al., 2002). The prefrontal cortex controls executive function of the brain, including aggression, emotional regulation, self-regulation, and social skills (APA, 2022).

Psychological factors likely have a significant influence the onset of ODD due to their ability to limit or enhance one's way of thinking. Poor parental relationships with one or both parents, neglectful or absent parents, and poor interpersonal skills all contribute to symptoms of ODD (APA, 2022). In addition, social factors such as poverty, chaotic environments, abuse, neglect, lack of supervision, uninvolved parents, inconsistent discipline, and family instability influence symptoms of ODD (APA, 2022). Motivation, perception, and beliefs are psychological factors that can include being open

to children's perspectives. Psychological factors influence perception of experiences. Furthermore, these factors also contribute to ways parents decide to reward, discipline, and teach their children (APA, 2022).

In the study, I focused on parenting styles as an influential factor in terms of development of ODD. Children's developmental stages are all impacted by the involvement of parents. Parenting styles that are used with children can affect children's behaviors in beneficial and detrimental ways. Ineffective parenting styles can result in negative consequences such as behavioral issues associated with development of ODD (Fooladvand et al., 2021). Diagnostic criteria for ODD includes persistent patterns of angry and irritable mood along with vindictive behavior (APA, 2022). ODD is a pattern of angry/irritable mood, argumentative/defiant behavior, or vindictiveness lasting at least 6 months (APA, 2022). To meet criteria to be diagnosed with ODD, individuals have to exhibit at least four symptoms involving angry/irritable mood, argumentative/defiant behavior, or vindictiveness, which must occur during interactions with another person who is not a sibling (APA, 2022). These behaviors have to be displayed more often than those of typical peers, and symptoms should not be related to other mental health disorders (Grimmett et al., 2016). Symptoms of ODD that involve the angry/irritable category include being annoyed, angry, and resentful. The argumentative/defiant behavior category includes arguing with authority, refusing to comply with requests of authority figures, annoying others on purpose, and blaming others for misbehavior. Vindictiveness involves being spiteful at least twice within the past 6 months (APA, 2022). Individuals who are younger than 5 must display these behaviors on most days,

and those older than 5 must display behaviors at least once per week for at least 6 months.

Grimmet et al. (2016) reported African Americans are diagnosed with ODD at higher rates than other demographic groups. The prevalence of ODD is 3.3% in the United States (APA, 2022). According to Demmer et al. (2016), the prevalence of ODD is significantly higher in preadolescent males compared to females, with a 1.4:1 ratio.

The rate of ODD varies depending on age and gender. The prevalence of ODD is higher in boys than girls, and parents report more stress from raising boys with disruptive behaviors as well (Ding et al., 2019).

High levels of emotional reactivity and poor frustration tolerance are predictors of ODD (APA, 2022). Neurobiological markers such as lower heart rate and skin conductance reactivity have also been predictors of ODD (Matthys et al., 2012); however, researchers have not identified differences in terms of neurobiological markers between conduct disorder (CD) and ODD. Harsh, inconsistent, and neglectful parenting behaviors are common in families of children and adolescents with ODD (APA, 2022).

Research continues to be conducted on parenting styles and the influence they have on children's development. Meeting developmental milestones appropriately is influenced by involvement that parents have in their children's day-to-day life. Parenting style refers to behaviors and strategies used by parents to raise and engage with their children (Lightfoot et al., 2009). Furthermore, parenting styles are a major influence on development of ODD (Fooladvand et al., 2021). Some parenting styles put children at a higher risk for delinquent behaviors (Baumrind, 1991).

Authoritative parenting is characterized by consistent and appropriate parenting with developmentally appropriate expectations, limits, and consequences (Rathert et al., 2015). This parenting style involves a child-centered approach which contributes to parental warmth, structure, and development of autonomy (Abubakar et. al., 2014). Parents who use authoritative parenting rationally guide their children and encourage verbal give and take (Baumrind, 1966). Parents can enforce rules and perspectives as adults while taking into account children's interest (Baumrind, 1966). According to Abubakar et al. (2014), healthy balance within parent-child relationships is referred to as positive parenting. Social competence, self-reliance, and achievement orientation are associated with authoritative parenting styles. This style has been associated with positive adjustment for children and adolescents; furthermore, behaviors related to misconduct are reduced; hence, children are less likely to engage in risky behaviors (Rathert et al., 2015).

The authoritarian parenting style is a strict way of parenting (Pinquart & Kauser, 2017). Authoritarian parenting is characterized by demanding parenting styles that do not consider feedback from children (Baumrind, 1967). This style includes punishment, restrictions, and demands from parents. If children provide feedback, it is likely to end with an argument or corporal punishment. Children and adolescents with antisocial behaviors often have parents who use authoritarian parenting styles (Thompson et al., 2003). Harsh parental discipline is one factor that contributes to the development of CD (Thompson et al., 2003). The authoritarian parenting style is associated with development of conduct problems (Thompson et al., 2003). Authoritarian parenting styles used by

mothers predict the development of conduct problems in children (Thompson et al., 2003).

Permissive parenting is characterized by an inability to set limits and neglecting to have appropriate expectations (Rathert et al., 2015). Permissive parenting is highly inconsistent (Rathert et al., 2015). It has been associated with negative behaviors such as substance use, misbehaviors within schools, and delinquency (Baumrind, 1991). These parents do not provide sound feedback or advice for children. Often, indulgent-permissive parents justify their actions by saying they are providing their children with what they did not have as children (Rathert et al., 2015).

Uninvolved parenting is marked by low demands, control, and responsiveness (Baumrind, 1991). Little or no warmth is provided to children whose parents use this parenting style. These parents are not engaged with their children and have little to no interest in or knowledge of children's emotional needs (Patterson & Fisher, 2002).

Factors which contribute to African American culture include music, dance, art, hairstyles, clothing, and storytelling. African American families have values, expectations, and rules of behavior that assist with successful functioning within family units (Rious et al., 2019). African Americans value family units and emphasize deference to elders in families (Rious et al., 2019). They tend to have expectations for their extended kin relatives which are associated with more support in order to establish better prosocial behaviors (Rious et al., 2019). African American family members show high levels of family closeness through spending quality time and exchanging support frequently (Taylor et al., 2021). They rely on members of extended families to be there

during challenging times whether they be financial, emotional, or physical (Taylor et al., 2021). Additional support provides more opportunities for members of families to experience acts of kindness without feeling obligations to return favors (Rious et al., 2019). Assistance that is provided by extended kin relatives is an example of prosocial behaviors. This is especially important for vulnerable populations of African Americans including single mothers and older adults (Taylor et al., 2021).

Overall, exploring these variables was beneficial due to knowledge that can be gained for African American parents and lack of research regarding African Americans and their parenting styles and ODD.

Problem Statement

Overreliance on White American norms, failure to consider African American cultural influences, and disproportionate amount of African American youth being diagnosed with ODD have made thorough examination of relationships between African American culture, parenting styles, and ODD difficult.

The majority of research on African American parenting styles is focused on parents of low socioeconomic status, single parents, and those who are experiencing poverty. Populations with different socioeconomic statuses in different areas allows for an accurate depiction of African American relationships.

A gap in literature has been identified regarding relationships between ODD, parenting styles, and how African American culture may influence how these parents raise their children. It is not known how African American cultural influences are linked to parenting choices for children with disruptive behaviors.

ODD is a concern due to symptoms and because African Americans are disproportionately diagnosed (Grimmett et al., 2016). Cunningham et al. (2016) found 26.4% of African Americans between 12 and 17 had ODD.

Diagnosis of ODD predicts an increased risk of disruptive disorders later in life such as CD (Liu et al., 2018). African American youth experience a disproportionate number of negative consequences for misbehaviors compared to White-American youth (Kwon, 2022). Consequences of these behaviors are harsher in school settings and throughout the juvenile justice system, resulting in greater risks of wrongful convictions and longer sentences as compared to White youth (Kwon, 2022). ODD is a risk factor for incarceration as youth with ODD display significantly higher levels of delinquency compared to those with other mental health disorders (Boduszek et al., 2014). The influence of ODD on criminal behaviors and recidivism is more prevalent in boys (Boduszek et al., 2014).

Disruptive behavior disorders are characterized by symptoms and behaviors that result in unhealthy relationships with peers, family members, and authority figures (Kaminski & Claussen, 2017). Of the disruptive disorders, two of the most diagnosed are ODD and CD (Kaminski & Claussen, 2017). Some parenting styles put children at a higher risk for delinquent behaviors. Furthermore, according to Goering and Mrug (2021), permissive parenting puts children at a greater risk for delinquent behaviors. Harsh parenting styles which are used by authoritarian parents put children at risk for developing CD (Thompson et al., 2003).

Parenting styles influence relationships between functions of aggression and behavioral concerns (Brendgen et al., 2001; Pederson & Fite, 2014). Parenting styles vary depending on amount of nurturance and discipline (Rathert et al., 2015). Abubakar et al. (2014) found there is a connection between proactive and not reactive aggression and ODD symptoms. Furthermore, children's behaviors are not solely a response to parenting styles because age, gender, and temperament also play roles in behavior problems (Abubakar & 2014).

Acculturation among African Americans has a significant influence on their behaviors (Klonoff & Landrine, 2000). According to Klonoff and Landrine (2000), levels of acculturation are related to coping skills that are used to manage stress. In addition to coping skills, social support, depression, suicidal ideation, tobacco use, food-related attitudes, and eating disorders are influenced by acculturation (Klonoff & Landrine, 2000). Acculturation influences parenting styles due to adoption of values and norms of host countries (Klonoff & Landrine, 2000).

Purpose of the Study

The purpose of the quantitative study was to explore the relationship between parenting styles, African American cultural influences, and ODD. Baumrind's model of parenting styles was based primarily on White Americans, and there is a need to explore how well this model explains parenting styles within African American families. Additionally, parenting styles are a major influence on the development of ODD (Fooladvand et al., 2021). Because ODD leads to involvement in the legal system, and because there is a high proportion of African Americans relative to White Americans

who are incarcerated in prisons and juvenile detention, exploring this relationship assisted in understanding if there are interventions that can be used to address ODD.

In this study, the DV was ODD. IVs were African American cultural influences and parenting styles. Exploring the relationship between parenting styles, African American cultural influences, and ODD will assist in gaining a better understanding of how specific parenting styles can decrease behaviors associated with ODD.

Research Questions and Hypotheses

The study was designed to answer the following research questions:

RQ1: Is there a relationship between African American cultural influences, parenting styles, and ODD in African American adolescents?

H_01 : There is no relationship between African American cultural influences, parenting styles, and ODD in African American adolescents.

H_{a1} : There is a relationship between African American cultural influences, parenting styles, and ODD in African American adolescents.

RQ2: Is there a statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering African American cultural influences?

H_02 : There is no statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering African American cultural influences.

H_{a2} : There is a statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering African American cultural influences.

RQ3: Is there a relationship between parenting styles and ODD in African American adolescents?

H_{03} : There is no relationship between parenting styles and ODD in African American adolescents.

H_{a3} : There is a relationship between parenting styles and ODD in African American adolescents.

Theoretical Framework

The theory that was chosen to guide the research was the theory of parenting styles by Diana Baumrind. Baumrind's work was conducted primarily on White American populations (Rious et al., 2019). Sixteen Black families were a part of Baumrind's 1967 original study; however, these families were excluded from final analyses due to showing different patterns from the rest of the sample (Rious et al., 2019). Different patterns were due to racially and ethnically diverse families who challenged the idea of a universally-ideal parenting style (Rious et al., 2019). These different patterns are important to explore in order to gain a better understanding of parenting styles that are used by African American parents.

The theory of parenting styles includes four dimensions of parenting which are parental control, maturity demands, clarity of communication, and nurturance. Parental control refers to the act of using power to implement rules. Maturity demand refers to

expectations for the child to act his or her age. Clarity of communication refers to parents communicating with the child while considering different options to teach preferred behaviors. The four parenting styles are permissive, authoritarian, authoritative, and uninvolved (Baumrind, 1967). Parenting styles differ based on nurturance and discipline (Rathert et al., 2015). Permissive parents usually behaves in accepting and affirmative manners toward children in terms of their impulses, desires, and actions (Baumrind, 1967). Authoritarian parents attempt to shape, control, and evaluate behaviors and attitudes of children by setting standards of conduct, usually absolute standards, which are theologically-motivated and formulated by a higher authority (Baumrind, 1967). Authoritative parent direct child activities and encourage verbal give and take while providing reasons for discipline (Baumrind, 1967). Uninvolved parents typically give children the freedom to make their own choices with little communication (Baumrind, 1967). The theory of parenting styles and associated research is described in more detail in Chapter 2.

Nature of the Study

This study was quantitative and relied on purposive sampling. I analyzed relationships between parenting styles, African American cultural influences, and ODD. Surveys and questionnaires were used to collect quantitative data from the selected population. African American parents in Virginia who had legal guardianship of adolescents between 13 and 17 were the identified population. I used ads and flyers to recruit parents of adolescents who were diagnosed with ODD. Ads and flyers were sent to a variety of mental health agencies that worked with adolescents. On ads and flyers,

there was a Google Form link and QR code that sent parents to the survey site. This led to a consent form. If parents agreed to participate, they pressed a button and entered the survey. The Parenting Style Four Factor Questionnaire was used to collect data on parenting styles, and the African American Acculturation Scale Revised (AAAS-R was used to collect data on African American cultural practices. The Child and Adolescent Disruptive Behavior Inventory (CADBI) Screener was used to collect data on presence of ODD.

Definitions of Terms

I used the following terms in this study:

African American: Individuals who self-identify as Black or African American and have at least one parent or caregiver who also identifies as Black or African American.

Culture: Behaviors of a specific group within societies as well as morals, values, beliefs, and art (Lorenzo-Blanco et al., 2012).

Oppositional defiant disorder (ODD): Mental health disorder that is characterized by a pattern of angry/irritable moods, argumentative/defiant behaviors, or vindictiveness which lasts at least 6 months (APA, 2022).

Assumptions

I assumed participants answered surveys truthfully. Another assumption was that participants spoke fluent English. I also assumed children who experienced the same cultural influences were likely to have similar behaviors that led to diagnosis of ODD, based on parenting styles that they experienced during their upbringing.

Scope and Delimitations

In this study, I explored the relationship between parenting styles, African American cultural influences, and ODD. This topic was chosen due to the gap in literature related to different parenting styles among African American populations, which may be a risk factor for ODD. This study was delimited to parents of African American adolescents in Virginia who had children between 12 and 17. This age range was selected to only include adolescents. Participants were not included if they were not African American parents, if their primary language was not English, or if their children did not identify as African American.

Limitations

Limiting a study to a specific state can cause biases related to different environmental or social factors which could influence upbringing. There is no identified measure to address this limitation. The second limitation was the possibility of participants not being truthful about parenting styles that reflected their actions, but rather what they believed to be more societally accepted. The third limitation involved the influence of having different household members. Different connections adolescents may have with different family members could influence parenting styles. To address this limitation, I focused only on primary caregivers.

Significance

This study contributed to filling a significant gap in research. There have not been many studies that focused on African American families and dynamics associated with parenting. Several studies used White Americans as the norm for results, but this did not

provide accurate information on how cultural influences among African Americans may influence parenting styles and contribute to the development of ODD. There may also be parenting styles or other factors in African American culture that may reduce the likelihood of developing ODD. Insights from this study will provide awareness to mental healthcare providers, social services employees, and parents about parenting styles and how they contribute to ODD. If specific parenting styles are shown to be associated with ODD more than others, providing parenting classes and raising awareness is beneficial. These classes can include psychoeducation on healthy parenting styles and different cultural factors that can influence African American home environments.

Results of the study could contribute to positive social change by identifying the most appropriate parenting styles to decrease disruptive behaviors. Decreases in disruptive behaviors could, directly and indirectly, affect lives of citizens in schools and communities. Successful use of parenting styles and strategies could improve overall behaviors of adolescents, which will likely decrease the amount of African American youth who are diagnosed with ODD.

Summary

African Americans are overrepresented in the juvenile justice system. Parenting styles may contribute to the development of ODD, which can lead to criminal behaviors among juveniles. Among African American parents, parenting styles may be influenced by acculturation and other cultural factors as well as factors that are associated with navigating day-to-day survival. The purpose of this quantitative study was to explore relationships between parenting styles, African American cultural influences, and ODD.

The study filled a gap in research regarding parenting styles among African American parents and the influence of these styles on diagnosis of ODD. Parents need to be aware of the influence their parenting styles may have on behaviors of their children, as well as the influence of acculturation and other cultural factors on parenting styles. It was valuable to learn whether specific parenting styles can influence development of ODD.

Chapter 2 includes a discussion of the theoretical foundation. The theory of parenting styles was explained. Chapter 2 includes a literature review of parenting styles, parent-child relationships, and outcomes. I also discuss ODD, African American parenting values and practices, African American acculturation, and other cultural implications.

Chapter 2: Literature Review

Parental roles between parents and children have been researched and affect engagement in inappropriate behaviors. There are a variety of parenting strategies that are used by parents that both assist and harm children; however, cultural influences play a role in parental relationships as well. There are behaviors that are symptomatic of ODD which are not always influenced by culture or parenting styles. ODD is seen more in children whose parents tend to be more harsh, inconsistent, or neglectful in terms of child-rearing practices (APA, 2022). The problem is overreliance on White American norms that do not consider African American cultural influences. Further exploration of ODD and the disproportionate amount of African American youth who are diagnosed is important. Examining different socioeconomic statuses and family structures will lead to a wide range of perspectives. The purpose of the study is to examine relationships between parenting styles, African American cultural influences, and ODD.

In this chapter, information regarding parenting styles, African American cultural influences, and ODD was reviewed. This chapter includes information about the literature search strategy, theory of parenting styles, and a literature review about key constructs, parenting styles, children, African American cultural practices, acculturation, families, family relationships, behavioral problems, and family structure. Finally, I conclude the chapter with an overview of major themes in literature, gaps in literature, and an introduction to the study methodology.

Literature Search Strategy

I retrieved literature for this review from the following databases: EBSCOHost, PsycArticles, PsycTests, PubMed, and PsycInfo. I used the following key words: *parenting styles, children, African American cultural practices, acculturation, families, parenting theory, family relationships, behavioral problems, and family structure.* Articles provided insights regarding the discovery process and foundational groundwork. The literature was from scholarly peer-reviewed journals that were published between 1967 and 2022.

Theory of Parenting Styles

The study is grounded in the theory of parenting styles. According to Baumrind (1967), parental control refers to parents' ability to enforce rules. Maturity demands refer to children meeting parents' expectations as they relate to age-appropriate behaviors and responses (Baumrind, 1967). Clarity in communication refers to parents' ability to communicate with their children, listen to children's opinion, and find rational responses to obtain desired behaviors (Baumrind, 1967). Nurturance refers to parents providing warmth, protection, and approval to children (Baumrind, 1967).

Baumrind (1967) study found that Americans were more likely to use firm parenting. Dornbusch et al. (1987) concluded European American parents scored lower on authoritarian parenting and were more likely to use authoritative parenting compared to Asian, Latino, and African American parents.

The four parenting styles are authoritative, authoritarian, permissive, and neglectful (Pinquart & Kauser, 2017). These parenting styles were further categorized by a two-dimensional framework which includes responsiveness/warmth and behavioral control (Pinquart & Kauser, 2017). The amount of warmth and control is viewed differently across cultures. Parental control is positively related to perceived parent warmth among adolescents in Asia, but negatively associated with warmth among adolescents in North America and Germany (Deater-Deckard et al., 2011). The authoritative style is defined by high warmth and high control, the authoritarian style is defined by low warmth and high control, the permissive style is defined by high warmth and low control, and neglectful is defined by low warmth and low control (Pinquart & Kauser, 2017).

Parenting style is one of the most significant predictors of juvenile delinquency (Johnson, 2016). Families play a significant role in preventing violent and antisocial behaviors in children (Garcia & Serra, 2019). Violent and antisocial behaviors have been linked to parenting including harsh punishment, power-assertive parenting, lax parenting, neglectful parenting, and child abuse (Johnson, 2016). Antisocial behaviors are a significant public health issue. Some research suggests that most children begin to display antisocial behaviors during adolescence year (Garcia & Serra, 2019). As a result of antisocial behaviors, parents tend to respond with discipline which is often influenced by family traditions (Johnson, 2016). According to Johnson, effective parenting styles are essential to raise children who utilize appropriate behaviors; however, the utilization of physical punishment, typically seen in authoritarian parenting style, is the least effective

in the relationship between parent and child (Johnson, 2016). Although physical punishment can be influenced by family traditions, families also practice parental socialization which focuses on more than just discipline.

Parental socialization is a process where the parent encourages the child to acquire the environment and the habits of their culture so that the child can become a responsible member of their society (Garcia et al., 2020). This process ends when the adolescent reaches adulthood (Garcia et al., 2020). Parents try to develop attributes in their children that encourage competence and successful membership in the family's culture (Deater-Deckard et al., 2011).

Baumrind's studies were conducted with European Americans who were mostly from white middle-class families and identified authoritative parenting as the best parenting strategy to support positive behaviors and academic success (Garcia et al., 2020). Authoritative parents create a more beneficial environment for their children's development than permissive or authoritarian parents (Liu et al., 2021). The authoritative parenting style has been associated with girls' independent, purposive behavior, and high achievement and boys' social responsibility (Liu et al., 2021). According to Garcia et al. (2020), African Americans, Chinese Americans, and Hispanic Americans found some benefits in authoritarian parenting, suggesting that the authoritarian style can also be an appropriate parenting strategy.

Harsh and inconsistent parenting practices are risk factors for a diagnosis of ODD (Fadus, 2019). According to Wang (2019), harsh parenting involves physical and verbal aggression. Physical aggression includes spanking, slapping, or hitting, and verbal

aggression includes shouting and cursing (Wang, 2019). Research has connected parental physical punishment and parental verbal aggression to children's aggressive behaviors (Wang, 2019). According to Wang (2019), spanking and slapping are risk factors for child aggression.

Parenting can be described as attitudes and behaviors that a parent utilizes to raise an offspring. It is a set of standards and demands set by the parents for the children (Baumrind, 1991). According to Fooladvand et al. (2021), parenting styles are one of the many contributions to a child's personality. Research has found a link between parenting styles and the ability of a child to express their emotions (Fooladvand et al., 2021).

Fooladvand and associates reviewed a variety of parenting styles including Kazdin's Parent Management Education Model, Barclay's Parent Training Program, Adler and Dreikurs Approach, and Positive Parenting Program. Researchers reviewed papers and books addressing different parenting styles, symptoms, and prevalence. Results found that children with ODD have issues with emotional regulation, poor self-regulation, and behavioral problems. When a parent utilizes inefficient parenting styles, negative consequences can arise such as issues with behaviors (Fooladvand et al., 2021). Fadus further explained that lower socioeconomic status and family dysfunction are also risk factors for ODD (Fadus, 2019).

Authoritative parenting aims to guide children with rational thinking (Baumrind, 1967). Authoritative parenting is characterized by parental warmth and appropriate control (Goering & Mrug, 2021). Parental warmth is defined by the support that a parent gives to a child (Johnson, 2016). The parental warmth and appropriate control provided

by authoritative parenting has been associated with positive developmental outcomes for youth (Mrug, 2021). Warmth includes the child feeling affection and acceptance and is known as one of the positive valued attributes of parenting (Deater-Deckard et al., 2011). Parental control has been defined as behaviors intended to modify the child's thoughts, emotions, and behaviors (Deater-Deckard et al., 2011). Authoritative parenting has been linked to less anxious feelings and internalizing symptoms in children (Ciuhan, 2021).

Authoritative parenting values feedback from the child; however, ultimately the parent makes the final decision. Authoritative parenting establishes a relationship between the child and parent where both needs are considered and valued. When the child does not meet the expectations of the parent, discipline is nurturing, forgiving, and free of negative consequences. Parents are assertive in communication and monitor the child appropriately; however, they are not dominating. The parent provides a safe place to direct the child's activity in a rational, issue-oriented manner (Baumrind, 1966). The goal of authoritative parenting is to raise assertive, responsible, cooperative, self-regulated children (Baumrind, 1991). According to Goering and Mrug (2021), parental nurturance and support that is found in authoritative parenting are associated with lower engagement in delinquent behaviors in adolescents. According to Sorkhabi and Mandara (2014), European American children who have authoritative parents tend to be more competent, higher achieving, and less likely to engage in illicit drugs and risky behaviors compared to those with nonauthoritative parents. Research suggests that one authoritative parent could also assist with improved mental health for children (Liu et al., 2021).

The study consisted of 2,075 participants from six different middle schools in China. According to Liu and associates, their results concluded that parental corporal punishment elevates bullying among middle schoolers (2021). A series of conditional process analyses were utilized to mediate the effect of self-control and the moderating effect of parenting style in the relationship between corporal punishment and bullying. The results demonstrate that authoritative parenting would protect children from elevated physical bullying even when the child receives physical punishment.

Authoritarian parenting provides a large number of rules and guidelines for the children without taking into consideration the child's perspective or personal interest (Baumrind, 1967). The parent is unwilling to explain the reason for the choices behind their demands to the child (Liu et al., 2021). The parent tries to shape, control, and evaluate the child's behavior with high levels of authority (Baumrind, 1966). Parents who utilize this parenting style typically are less responsive and nurturing to their children. Parents tend to be assertive, demanding, intrusive, and often restrictive (Baumrind, 1967). Discipline can be punitive and not supportive when the child does not meet the expectations of the parent. Authoritarian parenting behaviors lead to children's low effortful control and high anger which in turn harms the children's social functioning (Liu et al., 2021). Authoritarian parenting is over-controlling and uncondusive to a child's development (Liu et al., 2021). Recent studies have found a relationship between harsh parenting and externalizing problems.

Harsh parenting includes coercive, controlling, and punitive methods (Liu et al., 2021). Not only is it uncondusive, but it is also detrimental and can lead to anxiety and

depression (Liu et al., 2021). The authoritarian parent does not encourage verbal give and take as the parent believes the child should accept the parent's word to be right (Baumrind, 1966). The authoritarian parenting style is likely to pose mental health risks to children which may lead to adulthood (Liu et al., 2021.) Authoritarian parenting has also been linked to antisocial behaviors into adulthood (Schaffer et al., 2008).

Permissive parenting is a more accepting style of parenting where the parent makes few demands about responsibilities within the home (Baumrind, 1991). The permissive parent attempts to behave in an accepting and affirming manner toward the child's desires and actions (Baumrind, 1991). Parents need to consult with their children about rules and decisions while explaining to the child (Baumrind, 1991). Often, parents present themselves to their children in a friendly manner and not in a paternal role or as a role model (Baumrind, 1966). When children receive redirection, discipline is non-punitive. The parent is presented in a manner where the child can come to the parent as a resource but not in a manner that is consistently there for support or guidance (Baumrind, 1991).

The permissive parent also does not take the responsibility of shaping or altering ongoing or future behavior (Baumrind, 1966). The permissive parent also allows the child to decide on activities that he or she participates in, avoids control, and does not encourage the child to obey defined societal standards (Baumrind, 1966). Young adults who were raised by permissive parents are more likely to be addicted to drugs and engage in inappropriate behaviors in school (Liu et al., 2021). Children from permissive and authoritarian parents struggle with developing appropriate emotional regulation (Liu et

al., 2021) and have also been linked to an increase in antisocial behaviors (Schaffer et al., 2008).

Permissive parenting has been negatively related to pro-social behaviors and moral identity in adolescents (Fatima et al., 2022). Fatima and associates explored parenting styles, moral identity, and prosocial behaviors in 236 adolescents. The adolescents were in Lahore, Pakistan. Researchers utilized the Parental Authority Questionnaire-Revised (PAQ-R), Self-Importance of Moral Identity Scale, and Prosocial Tendencies Measure-Revised (PTM-R) to obtain data through SPSS and AMOS. Results show that permissive parenting style was negatively related to moral identity and prosocial behaviors.

Children whose parents utilize the permissive parenting style typically grow up without having a strong sense of self-control (Fatima et al., 2022). The permissive parenting style has a positive relationship with anti-social behaviors in adolescents and is likely to harm emotional development in adolescents as well (Fatima et al., 2022).

Neglectful parenting, which is also referred to as uninvolved parenting, is a style in which the parents do not provide many demands or expectations (Baumrind, 1967). Parents are not as responsive, and the children have a significant amount of freedom. Uninvolved parenting can be interpreted as parental detachment due to being busy or more concerned with life's other stressors. Neglectful parenting typically ends in neglect, abandonment, and rejection (Baumrind, 1967). According to Goering and Mrug (2021), parental rejection and low levels of nurturance and support have been linked to

delinquent behavior. Parental neglect has been the strongest predictor of delinquent behaviors among adolescents (Goering & Mrug, 2021).

Although there is a significant amount of research that has been conducted related to parenting styles, African American culture, and ODD which is explored below, there is an additional need to explore these three factors to one another. The study will explore the gap in the literature on how race and culture impact parenting style, and if certain parenting styles among African American parents may contribute to the development of ODD. I intend to bridge the gap in the literature in this area and add to the knowledge of parenting styles, African American cultural practices, and the likelihood of these factors contributing to the development of ODD. Exploring the parenting style outcomes will assist with finding the most appropriate.

Parenting Styles Outcomes

Research suggests that positive parenting which provides support and acceptance helps children to develop relationships and empathy (Waller et al., 2014). According to Liu et al. (2021), prosocial behavior is a multitude of behaviors that benefit others including family members, friends, and people in the community. They are voluntary acts that benefit those who engage in them and others in society (Fatima, 2022). African American parenting strategies are important in the healthy development of pro-social behaviors as well and are linked with empathy, self-efficacy, and racial identity (Rious et al., 2019). On the other hand, negative parenting which includes inconsistent discipline, corporal punishment, and a lack of supervision has been related to externalizing behaviors including bullying (Cruz-Alaniz, 2018).

Inconsistent discipline can cause a child to experience further emotional and psychological abuse (Johnson, 2016). According to Johnson, the damage that is caused by psychological and emotional abuse can be more detrimental to an adolescent's development than physical and sexual abuse (Johnson, 2016). The responsiveness of parents is essential to the healthy development of a child. When parents engage in harsh punishment, the long-term effects of the punishment are decreased when the responsiveness of the parent is present (Johnson, 2016).

According to Hong et al. (2017), bullying is unwanted aggressive behavior that is instigated by another person or group, and bullying is influenced by the adolescent's home environment. According to Liu et al. (2021), corporal punishment used by parents toward their children was found to be related to negative cognitive, emotional, and behavioral outcomes with bullying possibly being a coping response.

Baumrind (1967) identified authoritative parenting as effective and the ideal style (Liu et al., 2021). On the other hand, the authoritarian parenting style has been shown to hinder a child's autonomy, confidence, and academic performance (Smith & Moore, 2012) and is associated with poor psychological adjustment (Garcia et al., 2020). Some Chinese mothers are considered strict and utilize the authoritarian parenting style which typically leads to a more negative view than if the father was strict (Luo et al., 2021). In the Asian culture, this has the reverse effect, and positive child outcomes are associated with authoritarian parenting (Choi et al., 2013). Hibbard and Watabe (2014) found that Asian children obtained better academic goals and higher self-esteem with authoritarian

parenting; however, this also led to more emotional and behavioral problems (Lui et al., 2021).

According to Hibbard and Watabe (2014), authoritative parenting, typically associated with independence within reason, yields more positive academic outcomes for Western children (Hibbard & Watabe, 2014). It has been found to promote prosocial behaviors in children and help with controlling their emotions (Liu et al., 2021). Authoritative parenting was a stronger predictor of good behavior compared to authoritarian and permissive parenting styles in African American children (Sorkhabi & Mandara, 2013). The positive effect of authoritative parenting is strong in every cultural group studied to date (Sorkhabi & Mandara, 2013). Authoritative parenting predicts higher levels of empathy in early adolescence which then is protective against engagement in delinquent behaviors in late adolescence (Goering & Mrug, 2021). Furthermore, the positive impact of authoritative parenting has been found to extend past adolescence into adulthood (Garcia et al., 2020).

Permissive parenting, also known as the indulgent style, has been related to equal or even better results in socialization skills than authoritative parenting (Garcia et al., 2020). Garcia and associates researched whether parental strictness contributes to a child's psychosocial adjustment. Cross-generational differences in parental practices were examined which were characterized by warmth and strictness. There were 871 individuals who were members of three generations of Spanish families including college students, their parents, and their grandparents. Results showed that permissive parenting was related to equal or even better self-concept and well-being than authoritative

parenting, whereas parenting characterized by non-warmth had negative effects.

Although Garcia et al found a positive result from permissive parenting, Baumrind did not.

According to Baumrind (1971), children who experience permissive and authoritarian parents display more negative behaviors and are less social and less independent than children from authoritative homes. Adult children of parents who utilized permissive parenting reported more healthy relationships with family members than those whose parents utilized authoritative parenting styles, positive well-being in life satisfaction, and happiness (Garcia et al., 2020). Situmorang and Salim (2020) suggest that males who are parented by the permissive and authoritarian parenting styles have significant difficulty with making career-related decisions, while females, only have these related issues when parented by the authoritarian parenting style. ODD is more prevalent in children who experience harsh, inconsistent, or neglectful child-rearing practices (APA, 2022).

Harsh parenting is primarily associated with authoritarian style parenting (Crouch, 2017). According to Crouch (2017), harsh parenting has been associated with a relationship between authoritarian parenting styles and maladjustment in adolescence. Parents who utilize the authoritarian parenting style tend to believe that harsh parenting is the most effective form of parenting that manages a child's misbehaviors (Crouch 2017). The authoritarian parenting style is likely to be associated with a more frequent selection of harsh parenting practices because parents believe that positive outcomes such as compliance and respect are formed this way (Crouch 2017).

Three of the four parenting styles are associated with negative behaviors; authoritarian, permissive, and uninvolved (Flaherty & Sadler, 2012). These negative behaviors are associated with negative consequences including low self-esteem and aggressive behaviors. On the other hand, empathy, and self-regulation have been seen in children whose parents utilize the authoritative parenting style (Fatima, 2022). According to Fatima, the authoritative parenting style contributes to the process of moral development and promotion of prosocial behaviors (Fatima, 2022). Authoritarian and permissive parenting styles are less likely to contribute to the process of moral development and promotion of prosocial behaviors (Fatima, 2022).

Parent-Child Relationships

The quality of attachments that children have to their parents serves as the foundation for the child's mental health (Lewin et al., 2011). Smorti et al. (2021) found that the relationship that an adolescent has with his or her mother has a much stronger effect on adolescent behavior compared to paternal relationships. The experience that the child has at home before attending school influences their capacity to cope and adapt in school (Hong et al., 2017). The child's ability to cope and adapt then affects their relationship with peers (Hong et al., 2017). Adolescence has proven to be the most complex stage of the life cycle due to the multiple changes and challenges faced during this timeframe (Axpe et al., 2019). According to Goering and Mrug (2021), the closeness between the parent and child decreases which leads to complexity within the child-parent relationship (Goering & Mrug, 2021). Children begin to spend more time outside of the home away from their parents and lean more on the support and guidance of their peers

(Goering & Mrug, 2021). The link between parenting and delinquency is strongest during the adolescent years (Goering & Mrug, 2021).

There is an overall consensus that the goal of parenting is to create and maintain a positive relationship with your children and adolescents within the family (Lorence et al., 2019). This is important because the upbringing of a child contributes significantly to the child's overall self-worth and self-esteem. According to Lorence et al. (2019), positive parenting includes affection, support, communication, stimulation, and structure (Lorence et al., 2019). Creating limits, boundaries, norms, and consequences is essential to positive parenting as well (Lorence et al., 2019). According to Hong et al. (2017), positive parenting has been found to decrease peer victimization risk.

Parents often take different approaches to parenting depending on the gender of the child. In some cultures, males receive more strict parenting styles with decreased amounts of affection (Situmorang & Salim, 2021). Whether male or female, establishing positive parenting practices during the adolescent years can be challenging for the parent-child relationship due to the tendency of increased family conflict (Lorence et al., 2019).

The parent-child relationship is the first relationship in which child learns in which the child learns to advocate for self, furthermore, in a healthy parent-child relationship, parents must provide resources for healthy development (Goering & Mrug, 2021). Having positive parent-child interactions and parental warmth have been predictors of the development of conscience and empathy; furthermore, high levels of empathy in adolescents have been linked with secure attachment to parents (Goering & Mrug, 2021). Research suggests that the parent-child relationship carries important

implications for the well-being of both the child and parents (Hong et al., 2021; Goering & Mrug, 2021).

According to Craig et al. (2020), the attachment relationship that a child has with his or her primary caregiver is influential in their ability to regulate emotions (Craig et al., 2020). Children who have secure attachments to their caregivers are more likely to use emotion-oriented coping strategies (Craig et al., 2020). Having a secure attachment with a caregiver has decreased levels of ODD symptoms in adolescents (Craig et al., 2020). Furthermore, children who have insecure attachments to caregivers have an increased risk of displaying externalizing problems, especially adolescent girls (Craig et al., 2020).

Literature Review Related to Key Variables and/or Concepts

ODD

ODD is characterized by a pervasive pattern of anger, irritable mood, argumentative tendencies, defiance, and vindictiveness (APA, 2022). ODD often begins before the age of 8 and some children grow out of it; however, there are some children whose behaviors increase and worsen which leads to them being diagnosed with CD. ODD is diagnosed when children and adolescents struggle with losing their temper, become easily annoyed with others, and argue with authority figures (APA, 2022). When children and adolescents begin to violate the rights of others and go against societal norms including bullying, sexual assault, and stealing, a diagnosis of (CD) is assigned (Fadus et al., 2019). ODD has been known to be a precursor to CD; however, everyone who is diagnosed with ODD does not automatically transition to CD (Fadus et al., 2019).

Those who have ODD can display symptoms in one or multiple settings (APA, 2022). It is common for those diagnosed with ODD to show symptoms only at home and only with family members (APA, 2022). To understand the severity of ODD, exploring the number of settings where symptoms are seen is necessary. ODD is considered mild when symptoms are confined to only one setting, moderate when symptoms are present in at least two settings, and severe when settings are present in three or more settings (APA, 2022).

ODD is a continuous disorder that begins in early childhood and can persist into adulthood (Ezpeleta et al., 2019). Symptoms of ODD are often part of a pattern of problematic interactions with others (Fooladvand et al., 2021). Some overlap occurs between ODD and CD; however, ODD includes emotional dysregulation problems and less serious behavioral issues (Mohammdi et al., 2020). The behaviors of ODD are typically less severe than those of CD (APA, 2022). Unlike CD, ODD does not include aggression toward people or animals (APA, 2022). ODD focuses more on emotional dysregulation which is not included in the definition of CD (APA, 2022). CD and ODD are both diagnoses that are related to conduct problems that involve conflict with adults and other authority figures (APA, 2022).

An ODD diagnosis carries a negative image and judgment within the mental health field and society (Grimmett et al., 2016). ODD is characterized by a pattern of behavior that includes anger, irritability, argumentative and defiant behavior, and/or vindictiveness (APA, 2022). These symptoms must cause problems within the home, school, or work; must occur with someone who is not a sibling, and must persist for at

least 6 months (APA, 2022). Symptoms indicate the severity of the disorder so the symptoms must be examined in multiple settings (Fooladvand et al., 2021). Often it is challenging to pick up on symptoms when in a controlled environment like an office so further information has to be gathered from adults in the minor's life.

ODD is a predictor of poorer communication and decreased parental involvement (Burke et al., 2002). Those with ODD have difficulty with social functioning in all relationships including peers, parents, siblings within the home, and school. Burke and associated review literature over the past decade that explores ODD and CD. Results suggested that there is not one single causative factor for disruptive behaviors seen in ODD and CD; furthermore, there is likely not one single modality that can suffice to treat CD.

Paap et al. (2013) found that children diagnosed with ODD show little prosocial behavior even when allowed to engage in these behaviors. Children diagnosed with ODD experience a multitude of academic, including in-school suspensions (Grimmett et al., 2016). According to Fooladvand et al. (2021), students diagnosed with ODD may not have good academic performance due to not following directions and not being able to receive help from others. These behaviors have been connected to impairment in relationships and poor academic performance which have led to low self-esteem, low tolerance for failure, depression, and anger (Fooladvand et al., 2021). Children with ODD are often rejected by other children and classmates which leads to isolation and being alone (Fooladvand et al., 2021). ODD has also been associated with an increased risk of suicide attempts (APA, 2022).

ODD and Attention-Deficit/Hyperactivity Disorder (ADHD) often co-occur (APA, 2022). Both are characterized by symptoms that hinder one's positive social interactions with peers (Paap et al., 2013). ODD is characterized by defiant, disobedient, and aggressive behaviors toward authority figures; however, other significant characteristics include blaming, annoying, and being aggressive toward others (APA, 2022). Symptoms must be present for 6 months to be diagnosed with both ADHD and ODD (Paap et al., 2013). Both ADHD and ODD have symptoms that include uncontrolled, impulsive, and aggressive actions (APA, 2022). Those who are diagnosed with both are likely to have issues with self-esteem (APA, 2022). These symptoms are not “grown out of” as children.

ODD and Disruptive Mood Dysregulation Disorder (DMDD) are characterized by symptoms of chronic negative mood and temper outbursts (APA, 2022). Those with DMDD experience temper outbursts more severe, often, and frequently than those with only ODD (APA, 2022). Furthermore, only a small percentage of children with ODD will meet the criteria to be diagnosed with DMDD (APA, 2022). When the mood disturbance is severe enough to meet the criteria for DMDD, a diagnosis of ODD is not given, even if all criteria for ODD are present (APA, 2022).

Throughout the literature, sources explored the characteristics of ODD with the pattern of anger, irritable mood, and defiance being among (Fadus et al., 2019; APA, 2022). Researchers found that ODD often co-occurs with other mental health diagnoses including ADHD and DMDD (Paap et al., 2013; Fadus et al., 2019). Literature supports the idea that ODD can resemble ADHD and DMDD.

African American Cultural Influences

Multiple factors contribute to African American culture including storytelling, books, music, dance, art, hairstyles, clothing, religious beliefs and practices, and family relationships. All of these factors contribute to the beliefs and perceptions of African Americans. On the red carpet, Issa Rae, an African American actor, writer, producer, and comedian, infamously said “I am rooting for everybody Black” at the 2017 Emmys when asked whom she wanted to win an award. This exemplifies the way African Americans often are more encouraging of other African Americans due to the underrepresentation of African Americans in a positive light compared to other races. African Americans have a preference for things that include African American representation including magazines, music, and TV shows.

Traditions

Storytelling is a tradition within the African American community that dates back to the enslaved times. Storytelling traveled from Africa to the United States and has been utilized in the African American community (Rious et al., 2019). Storytelling has been shown to have a positive influence on empathy development (Rious et al., 2019). Storytelling is used as a way to explore previous times of the elders in the family as well. This is a form of bonding that is used to share intimate moments of one’s own experience and at times fictional experiences.

African American families utilize traditions as a form of bonding and manifestation of personal hopes and aspirations. Certain foods are served during specific celebrations. For example, black eye peas are served on New Year’s Day to represent the

hope of monetary increases throughout the year. During Christmas, children are allowed to open one gift on Christmas Eve as a way to celebrate the holiday early. These forms of traditions originated with slaves who utilized oral and practical traditions (Rious et al, 2019).

African American Hairstyles

One of the prominent expressions of African American culture is the variety of hairstyles. There are a variety of hairstyles that African Americans wear including weaves, wigs, braids, locs, and chemically processed, and non-chemical processed styles (Ellis-Hervey et al., 2016). Becoming a hairdresser is a popular career in the African American community. It is often that an African American woman can identify someone in their family who can create multiple hairstyles. African American women utilize getting their hair done as time for self-care. When the hairstylist is also an African American woman, this time is often used as a time to discuss the recent events in the news, discuss relationship concerns, and explore other concerns that may arise.

All women can relate to the stress and trials that come from dealing with hair, regardless of race (Ellis-Hervey et al., 2016). Historically, European-dominant standards have impacted generations of minorities, which created the belief that African American hair must be altered to be considered acceptable (Ellis-Hervey et al., 2016). Europeans would shave the heads of Africans when they arrived in America to symbolize the removal of their culture (Ellis-Hervey et al., 2016). On Sundays, slaves were off so they gathered and braided each other's hair (Ellis-Hervey et al., 2016). Slaves did not have

access to combs or treatments used in Africa, so they relied on bacon grease, butter, and kerosene as hair conditioners and cleaners (Ellis-Hervey et al., 2016).

African Americans are often discriminated against due to their selected hairstyles. Some employers have banned certain hairstyles due to identifying them as messy, dirty, and unprofessional. African American women have been expected to alter their hair to match beauty standards; however, increased education and knowledge of hair for African American women has created a movement of accepting and appreciating hair in its natural state (Ellis-Hervey et al., 2016). This newfound acceptance has led African American women who wear their hair in the natural state to worry less about the perception of others (Ellis-Hervey et al., 2016).

Religious Beliefs and Practices

Due to a long history of oppression and mistreatment, research suggests that Spirituality is utilized at a higher degree in the African American culture (Johnson et al., 2005). Spirituality is a significant part of African American culture and can be used to help with coping with issues (Johnson et al., 2005). Spirituality is used as an expression and framework for understanding and dealing with racial conditions that affect those of the African American culture. Spirituality serves as a source of meaning and purpose and is often used as a framework for how people perceive their experiences (Johnson et al., 2005). African Americans participate more often in organizations and nonorganized religious services than Caucasians (Johnson et al., 2005). The power of spiritual beliefs and practices is utilized when African Americans become ill (Johnson et al., 2005). Spirituality is utilized as a coping skill to help people deal with the stress that comes from

illness (Johnson et al., 2005). Having a positive perceptive on illness has proven to improve illness in some cases (Johnson et al., 2005).

Cultural Superstitions

African American superstitions originate from ancient African religions and traditions. Superstitions have been passed down for generations. Multiple superstitions are humorous and are proven to have no truth to them while others are thought to be more serious. Some superstitions are related to a parental relationship or decisions that parents and children have to make.

“Don’t cut a baby’s hair before his/her first birthday” refers to the idea that the baby’s hair would be coarser if the natural growth of their hair was altered too early. African American hair naturally changes throughout life; however, this superstition is believed to encourage parents to not interfere with hair growth. Additionally, it is thought a child with a haircut will not have hair to naturally protect them from cold weather which will in turn result in a child suffering from severe colds.

“Never buy your boyfriend shoes because he will walk out of your life”, refers to the idea that women should not buy men shoes as a gift. The shoes are viewed as tools that were used by a man to end the relationship with a woman. Even if the shoes are requested by the man, it is thought that a woman purchasing shoes for a man will increase the chances of the relationship coming to an end. Women often refrain from purchasing shoes as a gift in hopes of maintaining a two-parent household.

Language and Communication

African American Language (AAL) began in the mid-1700s during the slave trade era (Hankerson et al., 2022). AAL is often referred to as Black English or African American Vernacular English (Cunningham, 2018). When referring to non-academic terms, AAL is also referred to as ghetto talk (Cunningham, 2018). Some refer to AAL as “bad” or “broken English; however, it is a rule-governed language and has an African-rooted grammar (Cunningham, 2018). AAL continues to be misunderstood and misrepresented although it is rule-governed (Cunningham, 2018).

Ebonics is another term that is utilized when referring to some of the AAL. Ebonics is a set of communication patterns and practices that resulted from the foreign tongue during the African Holocaust (Hankerson et al., 2022). Enslaved Africans used language to communicate with each other by creating counter-language based on African norms to decrease repression and subjugation of U.S Slavery (Hankerson et al., 2022). This allowed Africans to cultivate and unify through communication. Approximately 90-95% of African Americans use some form of this language in their daily speech today (Hankerson et al., 2022).

African American parents often have open conversations with their children about different topics in daily living. “The Talk” refers to racial socialization messages that parents share with their children about how to be safe when interacting with police officers or others in positions of power (Anderson et al., 2021). There continues to be an increase in exposure to racial injustice and violence against African American people at the hands of police officers. “The Talk” is utilized to help children protect themselves

while interacting with police officers. African American parents feel compelled to have with their children regardless of how uncomfortable it is to explore (Anderson et al., 2021). “The Talk” is about specific encounters including practical strategies whereas racial socialization provides children with overall education on how to handle racial issues (Anderson et al., 2021).

Mistrust in Law Enforcement

African Americans are reportedly more distrusting of members of law enforcement and healthcare workers (Anderson et al., 2022). The view that African Americans have of law enforcement officers is influenced by experiences and vicarious events of injustice that occur (Anderson et al., 2022). The murders of unarmed African Americans have gained national and international attention which has led to the initiation of people fighting racial injustice and demanding police reform (Anderson et al., 2022). These fatal police encounters have been witnessed by African Americans which encourages parents to educate their children about how they can properly prepare themselves for racial injustices with police or people in positions of authority (Anderson et al., 2022). The killings of unarmed African American men have a negative impact on the mental health of African Americans who are in the same state following the tragedy (Anderson et al., 2022).

Healthcare Systems

According to Noonan (2016), the African American ethnic group is the least healthy in the United States of America. African Americans were initially brought to the USA in chains as slaves which set the standard for how healthcare was not an essential

factor of health (Noonan, 2016). The transport that occurred which resulted in African Americans being brought to America was one of the deadliest (Noonan, 2016). During the transport to America, slaves were made to live in physical conditions that harmed and killed some people (Noonan, 2016). African Americans continue to endure unacceptable health disparities and the lack of power of the police contributes to the unhealthy systems for the health of African Americans. Approximately 9 to 35% of slaves died during the “middle passage”. African Americans have endured unfair medical treatment and 30% of African Americans are relying on fate while about 50% report health being a priority (Noonan, 2016).

There is mistrust that has occurred between medical professionals and African Americans (Jaiswal & Halkitis, 2019). This medical mistrust is a reflection of historical injustices experienced by African Americans (Jaiswal & Halkitis, 2019). This mistrust has led to lower utilization of healthcare and poor management of medical health (Jaiswal & Halkitis, 2019). The Tuskegee Study is the primary catalyst for medical mistrust among African Americans (Jaiswal & Halkitis, 2019).

The Tuskegee Study of Untreated Syphilis in the Negro Male was a study that involved 600 African American men (Jaiswal & Halkitis, 2019). Approximately 200 of the participants were left untreated for syphilis which resulted in them suffering from the disease and the side effects without treatment (Jaiswal & Halkitis, 2019). Researchers allowed hundreds of the participants to go untreated for syphilis for almost 40 years for research purposes (Jaiswal & Halkitis, 2019). Participants were told that they were being treated for “bad blood” which they thought to be related to syphilis, anemia, and fatigue

(Jaiswal & Halkitis, 2019). The incentive for participating in this study the men were supposed to receive free medical exams, free meals, and burial insurance (Jaiswal & Halkitis, 2019). The Tuskegee Syphilis Study is often cited as a reason some African Americans are hesitant to participate in medical research or go to routine doctor visits (Jaiswal & Halkitis, 2019).

Racial Socialization

Racial socialization is a form of parenting within the African American culture that prepares children for discrimination (Murry et al., 2009). African American parents utilize radical socialization as a way to help children learn to cope with experiences of racism and discrimination (Thomas & Blackmon, 2014). Racial socialization is utilized to create a positive racial identity regardless of racism and discrimination (Thomas & Blackmon, 2014). Racial socialization also highlights the strength of the African American culture (Murry et al., 2009). Mothers often utilize strategies that will teach children about the bias that they may experience in different settings but overcoming these biases is what is stressed as important (Murry et al., 2009). African American mothers often teach their children to treat people with the same respect that they want to be shown to them and to be mindful of behaviors displayed in public due to the possibility of stereotypes (Murry et al., 2009). Parents who utilize racial socialization have children who have lower levels of depression and anxiety, better anger management skills, and higher grades (Thomas & Blackmon, 2014).

Extended Family Roles

According to Anderson (2021), extended family refers to a group of relatives who live in a nearby geographic area. More specifically, Anderson (2021) explained that extended family can be the presence of blood or adoptive relatives who are not the child's parents. Furthermore, the extended family includes grandparents, aunts, uncles, and cousins who take on parental responsibility (Anderson, 2021). This concept is referred to as the "village" (Reupert et al., 2022). The village includes four to five generations of relatives who have active contact with the family structure (Anderson, 2021). The generations contribute to the development of children in the family.

The African proverb "It takes a village to raise a child" refers to the idea that it takes multiple people to provide for and protect children (Reupert et al., 2022). The village supports the children and creates an environment to encourage the healthy development of physical and mental health (Reupert et al., 2022). In minority races, there is access to fewer resources that assist with the healthy development of a child. The villagers are those of the village including siblings, family members, neighbors, teachers, professionals, community members, and policymakers (Reupert et al., 2022). The villagers assist the parents when adversity arises including behavioral issues, addictions, mental health concerns, and economic pressures (Reupert et al., 2022). The proverbs suggest the idea that raising children is a shared responsibility of those of the village. When a parent is not available to provide for their child, the villagers will take on this responsibility (Reupert et al., 2022).

Cultural Implications of African Americans

According to Sorkhabi and Mandara (2013), Baumrind's four parenting styles are in every cultural group assessed thus far. A research study conducted by Steinberg et al. in 1991 provided surveys to 10,000 high school students from different ethnic and economic backgrounds in California and Wisconsin. Researchers provided self-report surveys that explored parental warmth, monitoring, and psychological autonomy. The parents of these students were categorized as authoritative if they scored above the sample median on all three parenting measures. The parents who did not score above the sample median were categorized as nonauthoritative. The researchers then divided the parents by ethnicity: Asian, African, Latino, and European Americans, socioeconomic status, and whether the student lived in a single- or two-parent home. The researchers compared adolescents with authoritative and nonauthoritative parents within each of the 16 groups on indicators of adolescent adjustment.

In a follow-up study, they classified parents into one of the four parenting style categories. The researchers assessed each adolescent on the degree of acceptance/involvement and strictness/supervision their parents displayed while parenting. The effects of parenting style did not differ statistically by ethnic group, parental education, or adolescent gender. In 1994, Steinberg et al. followed up 1 year later with the same instruments and classification methods. At this time, the sample decreased to 2,300 students. At that time, researchers found the advantages of adolescents with authoritative parents either maintained or increased over the years. Researchers concluded again that the authoritative model is the optimal form of parenting.

There is a positive effect that is established when the authoritative parenting style is utilized is strong and robust for every cultural group that has been studied (Sorkhabi & Mandara, 2013). Regardless of ethical background, children with authoritative parents are better off in virtually every domain that has been measured by researchers (Sorkhabi & Mandara 2013). Even after family demographic factors are concerned, children whose parents utilized authoritative parenting are more successful in life (Sorkhabi & Mandara 2013). According to Sorkhabi and Mandara (2013), African American children are not as negatively impacted by strict parenting as European American children (Sorkhabi & Mandara, 2013). Some researchers interpreted this finding wrong to think that authoritarian parenting is optimal for certain groups (Sorkhabi & Mandara, 2013).

There have been historical moments including slavery and the oppression of African Americans which impacted the community and ultimately the family structure (Woods-Giscombe, 2010). According to Patton (2017), African Americans adopted the act of beating their children from white slave masters. This was an act that was utilized as a form of punishment when slaves did not do what was asked of them (Patton, 2017). As slavery and colonization became harsher, so did parenting practices (Patton, 2017).

According to Grimm et al. (2016), African Americans are disproportionately higher than other demographic groups in being diagnosed with conduct-related mental health disorders. About 50%-70% of children who are detained in the United States of America have a diagnosable behavioral health disorder (Grimm et al., 2016). African American youth make up only 16% of the youth population in the United States and 37% of the detained youth (Grimm et al., 2016).

Often counselors' biases contribute to the misdiagnosis of ODD (Grimmett, 2016). African American masculinity stereotypes of criminal mindsets, violence, and aggression held by counselors with low multicultural competence potentially contribute to the misdiagnosis or overdiagnosis of African American males with ODD. Counselors must be trained in multicultural counseling to under the suggested stereotypes of different races (Grimmett et al., 2016).

The effects of parenting are influenced significantly by culture and society. According to Sorkhabi and Mandara (2013), physical discipline has a different meaning in African American families due to the prevalence of spanking in their community (Sorkhabi & Mandara, 2013). African Americans are not as negatively impacted by strict parenting as European Americans (Sorkhabi & Mandara, 2013). This was misinterpreted by many researchers which led researchers to believe that authoritarian parenting was ideal for certain groups. African Americans focus more on instilling a sense of cultural pride in their children compared to European American parents (Sorkhabi & Mandara, 2013). African American parents provide their children with the belief that overcoming obstacles through self-reliance is possible (Sorkhabi & Mandara, 2013). Research suggests that African American children are more likely to be raised in dangerous environments that require higher levels of control and strictness (Sorkhabi & Mandara, 2013).

Spanking is more prevalent in African American communities (Sorkhabi & Mandara, 2013). Unfortunately, physical discipline has been linked with more peer aggression and disruptive behaviors (Sorkhabi & Mandara, 2013). Physical discipline

may have a different meaning in the African American communities due to its prevalence; however, in cases where children received more maternal emotional support, whether they received physical discipline or not, there were fewer behavioral problems displayed (Sorkhabi & Mandara, 2013). Researchers believe that spanking in the African American communities has a widespread acceptance which explains how it affects their children differently relative to European American children (Sorkhabi & Mandara, 2013).

African American parents were found to be more likely to utilize physical punishment compared to other races (Patton, 2017). In a 2015 survey conducted by Pew Research, researchers found that African Americans are twice as likely as Latino or Caucasian parents to utilize corporal punishment regularly and they are less likely to never have utilized corporal punishment on their children (Patton, 2017). African American families often refer to physical discipline as “whuppings”. Although physical disciplining of children in African American families is prevalent, it is not a cultural belief. According to Coley et al. (2014), physical punishment to a child has been associated with a child’s functioning, including aggressive behaviors and conduct issues (2014). Most African American parents utilize this form of punishment because it is thought to decrease the chances of the child getting in trouble or having interactions with law enforcement due to legitimate fear for safety (Patton, 2017).

Racial discrimination in America produces an unhealthy environment for African American parents and African American children (Ori, 2020). African American parents have to manage the psychological strain that is placed upon them due to the influences of society. The parents’ experiences of discrimination can ultimately impact the child's

overall well-being (Tran, 2014). African American parents have had to deal with cultural misunderstandings in the mental health field as well (Tran, 2014). In addition to that, parents have to teach their children to be able to cope with racism that may be experienced due to being a minority (Ori, 2020).

The more perceived discrimination and cultural unacceptance that parents feel, the more parents experience mental health challenges related to more internalizing and externalizing symptoms within children (Tran, 2014). African Americans are disproportionately diagnosed with ODD compared to White Americans even when the same disruptive behavior symptoms are present (Grimmett et al., 2016). White Americans are more likely to be diagnosed with adjustment disorder or ADHD as opposed to ODD (Grimmett et al., 2016). According to Visser et al. (2016), of about 1.3 million children, 25.7% with ADHD also had ODD while 67.0% of the children with ODD had ADHD (Visser et al., 2016). Black children were more likely to be diagnosed with a combination of ADHD and ODD, on the other hand, White children were more likely to be diagnosed with ADHD alone (Visser et al., 2016).

According to Fadus (2019), a family's cultural background can contribute to the expression, interpretation, and value given to the symptoms that are observed in disruptive behavior disorder. African American parents are more likely to describe their child's symptoms in ways that focus more on the disruptive behaviors that cause an incomplete representation or misattribution of symptoms (Fadus, 2019). Research suggests that the diagnoses of ODD and CD are given more to ethnic and racial minority youth, and clinician biases are likely to be contributing to this (Fadus, 2019).

African American Families and Parenting Styles

According to Rious and Cunningham (2019), the goal of African American parenting is to protect children physically and psychologically from the consequences of racism, and cultural pride, incorporating cultural values of deference to authority, and mutual aid to the community. When African American parents communicate messages of acceptance and pride, children are more likely to internalize their parents' perceptions in ways that foster a healthy sense of self (Murry et al., 2009).

African American teenage girls have higher teen pregnancy and birth rates compared to the national average and non-Hispanic White teens (Lewin et al., 2011). Adolescent parenthood is associated with significant stressors including poverty, child abuse, and neglect (Lewin et al., 2011). These factors alter the developmental trajectory and increase the risk of emotional and behavioral problems among adolescents (Lewin et al., 2011).

In an early study by Baumrind, it was found that African American parents were more likely to utilize firm enforcement (1972). Firm enforcement refers to a form of parenting that is straightforward and consistent which often includes physical discipline (1972). African American parents who hit their children put the children at higher risks for Child Protective Services and Foster Care involvement (Patton, 2017). Patton suggested that children being placed in Child Protective Services is the pipeline to the juvenile justice system (2017). Black children stay in foster care longer while often not receiving adequate services while in foster care (2017).

According to Sorkhabi and Mandara, those of African descent value obedience, deference to authority, and duty or obligation to the group (2013). Mandara and Murray identified three types of African American families: cohesive-authoritative, conflictive-authoritarian, and defensive-neglectful (2002). The cohesive authoritative is above average in the education of parents and income with high quality of family functioning and high self-esteem in adolescents (2002). Typically, there are 2 children in this family unit. The cohesive-authoritative parenting style was associated with better mental health, self-esteem, and positive ethnic identity. The conflictive-authoritarian type has an average education of parents and income with controlling and rigid discipline (2002). Typically, there is an average number of children of 2.7 with a high emphasis on achievement. The defensive-neglectful type included the majority of single mothers with below-average education and income with an average of about 3 children (2002). These families displayed chaotic family processes, and adolescents often suffered from low self-esteem.

No-nonsense parenting has been associated with African American families (Anton et al, 2015); however, was not defined by Baumrind's work (1971). No-nonsense parenting has been associated with more youth independence and assertiveness in low-income African American youth (Anton et. al., 2015). The no-nonsense parenting style is similar to authoritarian parenting; however, it includes higher levels of control and instead of low levels of warmth, there is a moderate level of warmth (Anton et al., 2015).

The amount of warmth and hostility is likely to be different for African American families. The traditional markers of hostility are often viewed differently within the

African American community (Rious et al, 2019). African American parents may utilize sarcastic insults and threats, speak in a “preaching” style of admonition, and have emotional displays of anger which may help develop interpersonal communication and independence, and create a way to address potential conflicts playfully (Rious et al., 2019).

According to Lewin et al. (2011), African American parents utilize firm enforcement intending to protect their children. Although firm enforcement has been historically included in African American parenting, the above studies confirm that structured parenting without the inclusion of physical punishment has been more appropriate for African American children. The above studies confirm that there has been a pipeline between physical discipline, Child Protective Services, and Juvenile Justice Systems.

Their research results exhibited that African American parenting is utilized to protect their children from psychological and physical pain (Rious & Cunningham, 2019). There was a pattern in the literature that supports the belief that African American parenting is centered around having a high belief in self and protection from racism (Anton et al, 2015; Rious et al., 2019). Research provides strength in the amount of literature that is catered to parenting styles; however, there is limited literature specific to the exploration of African American parenting styles.

The literature provided has limitations on how behavioral concerns can be increased by specific actions within African American parenting styles. The current literature presents a relationship between physical punishment and inappropriate

behaviors regardless of the parenting style utilized. Externalizing problems have

Nevertheless, there are limitations in studies due to focusing on predominately White American families.

Single Versus Dual Parents and ODD

Caregivers of children who are diagnosed with ODD reported higher levels of depression, anxiety, and stress (Oruche et al., 2015). They also may struggle with overwhelming difficulty managing the aggressive and defiant nature of their children's behaviors along with constantly watching the child to ensure that no one is harmed (Oruche et al., 2015). According to Fooladvand et al. (2021), ODD is more common in children and adolescents who have multiple caregivers. ODD is also more common in children and adolescents who are in families with violent children, instability, or negligence. According to Anton et al. (2015), 67% of African American youth will live in a single-parent, primarily mother-headed, household at some point during their childhood (Oruche et al., 2015).

The original sample that Baumrind utilized to explore parenting styles was conducted on high-functioning two-parent middle-class European American families (Sorkhabi & Mandara, 2013). The existing research has become the groundwork for parenting styles; however, there were significantly fewer African American participants in Baumrind's original study. According to Garcia et al. (2020), early studies of Baumrind's were primarily with middle-class families which led to serious doubt about the study applying to African Americans.

In this type of family, the authoritative model of parenting has been shown to result in positive outcomes. These positive outcomes included appropriate mental health and good child behavior (Sorkhabi & Mandara, 2013). It is not well understood, how well the authoritative model applies to different types of families.

According to The Annie E. Casey Foundation (2017), 1 in 3 children live in single-parent families. Research suggests that children who are raised in two-parent homes are better behaved than those who are raised in single-parent homes. Two-parent homes are better positioned to build a foundation for families that support stable relationships, effective communication, and more resources (The Annie E. Casey Foundation, 2017). Approximately 66% of African American youth will live in single-parent, primarily mother-headed, households at some point during the developmental stages compared to White American youth (The Annie E. Casey Foundation, 2017). On the other hand, 25% of White American youth live in single-parent families (The Annie E. Casey Foundation, 2017).

Support through adolescent mother-grandmother/grandfather relationships has been proven to be an influential factor in parenting styles and attitudes among adolescent parents (Lewin et al., 2011). Teen mothers who lived with their parents had a higher chance of returning to school and graduating (Lewin et al., 2011). Teen mothers who sought assistance with child rearing from family provided a more stimulating environment for their children than mothers who did not have assistance with child rearing (Lewin et al., 2011). The quality of the relationship between teen mothers and

grandmothers has proven to be critical to family functioning and the development of the child (Lewin et al., 2011).

In single-parent homes, both the child and parent are at a higher risk for problems with their mental health which could lead to greater psychological distress and depression (Behere et al., 2017). Single parenthood raises economic challenges which increase stress levels possibly causing difficulty in the parent-child relationship (Behere et al., 2017). This disadvantage can further lead to an increased rate of both emotional and behavioral problems in children (Behere et al., 2017). Children from single-parent families were twice as likely to report internalizing problems and more than three times more likely to report externalizing problems compared to children from dual-parent homes (Behere et al., 2017). Internalizing problems typically include emotion or mood, and externalizing problems include dysregulations in behavior (Graber, 2004). These risks decrease when there is another adult, for example, a grandparent, in the family.

The literature provided has limitations on African American child-rearing in multiple family structures. It was identified that children raised in two-parent households have fewer behavioral concerns than children raised by single parents (The Annie E. Casey Foundation, 2017 & Oruche et al., 2015).

Summary

I discussed Baumrind's parenting theory as the theoretical basis for this study. Baumrind's four parenting styles were discussed in detail. The authoritative parenting style often leads to positive behavioral results; children and adolescents feel supported and establish a sense of responsibility. Conversely, the authoritarian parenting style is

strict, allowing no room for children and adolescents to be expressive. This form of parenting style typically leads to adolescent behavioral issues. This literature review established a relationship between parenting style and ODD; however, considering African American cultural influences as a factor is also essential.

Different perspectives and experiences contribute to how African Americans problem solve, make decisions, and manage injustice. African American traditions, hairstyles, and religious beliefs all were established during enslavement. Language was an essential part of African American culture and communication as it acted as a means to further relationship building and survival.

Chapter 3 includes information about the research method I used to study variables. The research design is explored, and I explain why this was the most appropriate methodology. The target population, procedures, and instruments are discussed. There is a detailed discussion about how data were collected and analyzed as well as ethical considerations.

Chapter 3: Research Method

The African American population continues to grow throughout the United States (U.S. Census Bureau, 2020). Children's emotional and behavioral challenges continue to rise which is reflected in terms of increased ODD diagnoses among adolescents (Craig et al., 2020). The purpose of this quantitative study was to explore relationships between parenting styles, African American cultural influences, and ODD. This study was conducted to fill a gap in research regarding parenting styles within African American communities and how specific parenting styles contributed to the development of ODD. The goal of this study was to gain an understanding of parenting styles within these communities and how cultural influences play a part.

In this chapter, I discuss the research design and rationale for development. I also explore and discuss the methodology as well as population, sampling, procedures, and data collection. Then, I review instruments and constructs. Lastly, I address my intent to analyze data using SPSS and threats to validity.

Research Design and Rationale

Quantitative research involves examining numbers, logic, and objective stances. Quantitative research includes hypotheses and empirical techniques which either prove or disprove hypotheses. I used a quantitative correlational research design to explore whether there was a relationship between parenting styles, cultural influences, and ODD. The correlational research design is not used to determine if one factor causes another; it involves two variables that are measured and assessed to establish statistical relationships. A positive correlation establishes a relationship between two variables that

tend to move in the same direction. Variables in this study were not manipulated, which assisted with research being conducted promptly without significant costs. The correlational research design is used in the psychology field to identify trends and patterns. This design's strengths involve exploring variables that are not normally researched in natural settings which could otherwise be considered unethical to examine as experiments.

Methodology

Population

African Americans are a minority population that continues to grow in the United States. According to the U.S. Census Bureau (2020), the percentage of African Americans in Virginia is approximately 18.6%. The estimated population of African Americans in Virginia is 1,605,439. The sample was 119 African American adults from Virginia who were parents of at least one adolescent child receiving mental health services. Parents were surveyed regarding their parenting styles, African American cultural influences, and symptoms of ODD in their adolescent children.

Sampling Procedures

The sampling technique in this study was a convenience sample. Convenience sampling is used to collect data from people who are accessible and available at the time of research. Necessary number of participants was calculated using G*Power 3. G*Power 3 is reliable for correlational research designs. There were at least 119 participants that were needed according to a significance level of alpha 0.05, desired statistical power of .95, effect size $f(V)$ of 0.1, odds ratio of 2.3, and one-tail significance. The goal was to

show variables could be correlated. An effect size of 0.3 was chosen versus a higher effect size of 0.5 in order to adequately measure the magnitude and statistical power of findings that come from research. If I had used an effect size of 0.5, more participants would have been needed; however, the population in this area does not have enough accessible and available participants. Participants in this study were African American parents in Virginia who had at least one adolescent between 13 and 17.

I excluded parents of children who were younger than 13 or older than 18, and races other than African American.

Procedures for Recruitment, Participation, and Data Collection

To start, I contacted clinicians at multiple mental health facilities to discuss the possibility of conducting research with parents of children who were receiving services. Clinicians verbally agreed or disagreed with assisting in inviting parents via informational flyers to participate in this study and examine the relationship between parenting styles, African American cultural influences, and ODD.

Any parent who met these criteria, including mothers and fathers, and were interested in participating provided information to access surveys via Google Forms. This helped mediate any discomfort in public places involving mental health, where parents and adolescents may be identified. Links to surveys were provided to parents who gave verbal consent to participate in the study. Consent forms were provided before surveys were sent. Consent forms included contact information in case participants had any additional questions about the study after meeting. Each participant was informed they would be provided surveys that would take approximately 20 to 30 minutes to complete.

Any participant was allowed to end their participation at any time without consequences. All information that was collected remained confidential and did not include any identifying information.

I provided potential participants with ads and flyers that included a Google Forms link that gave them access to surveys. Each participant agreed by clicking an “I agree” button before entering surveys. After surveys were complete, a debriefing form was provided to participants to further thank them for their participation. This form also further explained the purpose of the study. It also included information about where to seek emotional assistance if needed. My contact information was also made available. If participants wanted to receive a copy of study results, they could use my contact information to receive it. A summary of results, once finalized, was made available to these mental health facilities.

After surveys were scored, data were separated into two categorical groups: adolescents who scored as having ODD according to the the CADBI and adolescents who scored too low to meet criteria for ODD. Parenting styles according to the PSFFQ were categorized into four nominal groups: authoritative, authoritarian, indulgent-permissive, and uninvolved. The AAAS-R was used to calculate African American cultural influences. All data were secured in a locked folder on my laptop which is password-protected.

Instruments

The instruments and materials that were utilized for this research were free of charge, valid, and reliable. The necessary permissions were obtained. Furthermore, copies of the permission to use these instruments is provided in the appendix.

PSFFQ

The PSFFQ was created by Shyny in 2017 and assesses the four different parenting styles: Authoritative, Authoritarian, Indulgent, and Neglectful parenting styles. The PSFFQ measures adolescents' parents' parenting style and was proven to be a great tool for this due to its high reliability and validity (Shyny, 2017). The Parenting Style Four Factor Questionnaire has 32 items which have statements that address the four different parenting styles, Authoritative, Authoritarian, Indulgent, and Neglectful parenting styles. The response for each item ranges from 1 to 5. The participant selected from the following responses: never (1); rarely (2); sometimes (3); often (4); and always (5). The internal reliability (Cronbach's alpha) of the PSFFQ is 0.92 which indicated very strong internal consistency. All the items of the PSFFQ have high validity. The results of the item analysis concluded that this instrument could measure the parenting style of adolescents' parents which confirmed validity (Shyny, 2017). Muhammad et al. (2020) also found that this instrument has high reliability and validity. An example item is, "I used to understand the feelings of my child in any situation and always try to get the opinion of my child whenever I buy something for him/her." Each item was associated with a specific parenting style and an answer sheet was utilized to score.

AAAS-R

The AAAS-R is a 47-item self-report survey that is used to measure theoretically derived dimensions and immersion of African American culture (Landrine & Klonoff, 1994, 1996). The African American acculturation scale was revised and approved with a sample of 520 African American adults which resulted in the AAAS-R (Klonoff & Landrine, 2000). The original instrument had 74 items; however, 27 items were removed due to complaints from African American participants (Klonoff & Landrine, 2000). A new version of the scale was created by the factory analyzing the remaining of these items leaving the instrument with 47 items. The AAAS-R measures the eight dimensions of African American culture to include traditional beliefs and practices, traditional family structure and practices, traditional socialization, preparation, and consumption of traditional foods, preference for African American things, interracial attitudes, superstitions, and traditional health beliefs and practices. The AAAS-R has an internal consistency reliability of 0.93 which means that all the items appear to measure the same construct (Revicki, 2014). The split-half reliability of 0.79 means the set is divided in half and the items measure the same construct (Revicki, 2014). The AAAS-R has high reliability, and validity, and correlates $r = .97$ with the original version of this instrument, the African American Acculturation Scale (AAAS) (Klonoff & Landrine, 2000).

CADBI

The CADBI is a 25-item questionnaire developed to assess a range of problem behaviors that often occur in childhood and adolescence. It is used to research disruptive behaviors in children; however, there is no age range, so it is essential to utilize clinical

judgment when determining the appropriateness of this measure. This measure can be administered in ten minutes. The CADBI assesses all the specific diagnostic criteria for ODD, CD & ADHD. Each item is rated on an 8-point Likert scale from one (“Never in the past month”) to eight (“10 or more times per day”). The validity has been proven by several studies including a study by Gomez et al. (2005) who reported the scale was validated on 1,475 Australian children. This study has proven the validity of this instrument and an accurate measure of disruptive behaviors. The scale reliability: internal consistency estimates (alpha coefficients) were at .91 (Burns & Walsh, 2002). All of the items on the CADBI were found to be reliable as all the constructs were above the cut-off of 0.7 (Changorok et al., 2018).

Data Collection and Analysis

All electronic data was coded and will not include any identifying information. During the interpretation of the data, the goal is to determine if there is a correlation between parenting styles, African American culture, and ODD. The following research questions will guide the study:

RQ1: Is there a relationship between African American cultural influences, parenting styles, and ODD in African American adolescents?

H_{01} : There is no relationship between African American cultural influences, parenting styles, and ODD in African American adolescents.

H_{a1} : There is a relationship between African American cultural influences, parenting styles, and ODD in African American adolescents.

RQ2: Is there a statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering African American cultural influences?

H_{02} : There is no statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering African American cultural influences.

H_{a2} : There is a statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering African American cultural influences.

RQ3: Is there a relationship between parenting styles and ODD in African American adolescents?

H_{03} : There is no relationship between parenting styles and ODD in African American adolescents.

H_{a3} : There is a relationship between parenting styles and ODD in African American adolescents.

The IVs were parenting styles and African American cultural influences among parents with adolescents. The DV was ODD. Data analysis begun after collecting the data from the sample. Within the sample population, the Parenting Style Four Factor Questionnaire (Shyny, 2017) was used to collect data on parenting styles, and the AAAS-R (Landrine & Klonoff, 1994, 1996) was used to collect data on African American cultural influences. CADBI was used to assess symptoms of ODD (Burns, et al., 2001).

Data collected was analyzed using the IBM Statistical Program for Social Sciences (SPSS, 2015) Software. This software was utilized due to the overall acceptance validity, reliability, and systematic presentation results. A binary logistic regression was used to examine the relationship between parenting style (IV), African American cultural influences (IV), and ODD (DV) to obtain an understanding of parenting techniques amongst African American families.

A binary logistic regression is a statistical technique that is used to measure the relationship between a categorical dependent variable and one or more independent variables (Harrell, 2015). Binary logistic regression measures the relationship between the categorical DV and the IVs by estimating probabilities using a logical function (Gravetter & Wallnaum, 2013).

An independent samples T-test is a statistical technique that is used to measure the relationship between parenting styles, African American cultural influence, and ODD. The independent samples T-test is a statistical test that is used to compare means by determining whether there is a significant difference between the means of two independent groups (Delacre et al., 2022). According to Delacre et al., the means of two different groups are compared to see if there is a significant difference between groups (2022).

A chi-square test was used to evaluate the relationship between parenting style and the development of ODD. According to McHugh (2013), the Chi-Square statistic is a non-parametric that analyzes group differences when there is a dependent variable measured at a nominal level. The Chi-Square statistical test provides information on the

significance of observed differences among variables and provides detailed information on when differences are found (McHugh, 2013).

Threats to Validity

There were minimal internal threats to validity that were identified. One identified threat was whether parent participants were honest with their reporting of their utilized parenting style. Parents may report what they feel is more acceptable or desirable when selecting a parenting style. I provided informed consent to assist with overcoming this threat to validity. I took time to explain how confidentiality was maintained. I further discussed the importance of honesty when they are answering the questions. This is to help the parent participants feel comfortable and secure in answering questions honestly.

Ethical Procedures

The APA Code of Ethics (2010) was utilized to guide the planning of this study to ensure that no ethical boundaries are crossed. I will use language that is acceptable to all races, sexual orientations, ethnicity, gender, persons with disability, and age. Informed consent was utilized before any data is collected. Participation is voluntary and participants can discontinue at any time during the study. Participants will not be provided compensation for their time. The identity of the participants was protected by not collecting information such as names and other identifying information from the questionnaires. All were protected from physical and psychological harm by adhering to ADA (American Disability Act) regulations within the public buildings that were used. Approval from the IRB was obtained before beginning this study. The details of the research design were released in this dissertation as well.

Summary

A quantitative approach was used to conduct this study. Parenting style and African American influences were the IVs, and ODD was the DV. This study was focused on assessing relationships between parenting styles, African American culture, and ODD. A correlational design was used to examine relationships between IVs and the DV. African American parents with adolescents participated in this study. Two groups were formed: parents of teens with and without ODD. A sample of 119 participants was recruited from local mental health agencies. Participation was strictly voluntary. Participants were administered the PSFFQ, AAAS-R, and CADBI to collect data regarding preferred parenting styles, African American cultural influences, and ODD symptoms. Data were analyzed using SPSS. Threats to validity of the study were addressed as well as assumptions and ethical procedures. Considerations were made to ensure the APA Code of Ethics was followed. This study was presented to the Walden IRB for approval before research was started. Results are presented in Chapter 4.

Chapter 4: Results

The purpose of this quantitative study was to examine relationships between parenting styles, African American cultural influences, and ODD. I used the following research questions:

RQ1: Is there a relationship between African American cultural influences, parenting styles, and ODD in African American adolescents?

H01: There is no relationship between African American cultural influences, parenting styles, and ODD in African American adolescents.

Ha1: There is a relationship between African American cultural influences, parenting styles, and ODD in African American adolescents.

RQ2: Is there a statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering African American cultural influences?

H02: There is no statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering African American cultural influences.

Ha2: There is a statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering African American cultural influences.

RQ3: Is there a relationship between parenting styles and ODD in African American adolescents?

H03: There is no relationship between parenting styles and ODD in African American adolescents.

Ha3: There is a relationship between parenting styles and ODD in African American adolescents.

I studied individual correlations between parenting styles and African American cultural influence, as measured by the PSFFQ and AAAS-R, respectively, and ODD, as measured by the CADBI. Results were quantitatively analyzed using a binary logistic regression, independent t-test, and chi-square test. This chapter includes outcomes of research, including data analysis, results, and a summary.

Data Collection

Time Frame and Recruitment

Within 2 months, 125 African American parents of adolescents receiving mental health services or diagnosed with ODD completed the survey. I required children of participants must have behavioral concerns at home and/or school but did not require ODD diagnosis. Therapists from mental health clinics shared links to Google Forms with participants based on this information.

Participants received flyers from mental health agencies, inviting them to participate in a study that could be completed on any electronic device. Participants were invited to participate in a survey via Google Forms. The survey could be completed in approximately 30 minutes. The response rate was high, as the majority of parents who showed interest in the study completed the survey.

Baseline Descriptive Demographics

All participants were identified as parents who had at least one adolescent between 13 and 17 receiving mental health services in Virginia. A demographic questionnaire was completed to provide background information. No identifying information was collected, and participants' anonymity was maintained. African Americans in Virginia make up 18.6% of the population of Virginia, or approximately 8,621,393 people. All participants were representative of this specific identified population.

There were 125 people who completed surveys. The majority of participants (95) were mothers (76%), with 30 fathers (24%; see Table 1). In terms of age, 46 participants (36.8%) were between 35 and 44. There were 41 participants (32.8%) between 24 and 34. Twenty-nine participants (23.2%) were between 45 and 54. Only eight participants (6.4%) were between 55 and 64 (see Table 2).

Table 1

Relationship to Adolescents

Relationship	Number	Percentage
Mother	95	76%
Father	30	24%

Table 2*Age Range of Participants*

Age Range	Frequency	Percentage
18-24	1	.8
25-34	41	32.8
35-44	46	36.8
45-54	29	23.2
55-64	8	6.4
Total	125	100

All participants identified as African American. There were 46 adolescents (36.8%) who were 13. There were 22 adolescents (17.6%) who were 14. There were 13 adolescents who were 15 (10.4%), followed by 16 year olds (16.8%). Lastly, adolescents who were 17 made up 18.4% of the sample (see table 3).

Table 3*Age of Adolescents*

Age Range	Frequency	Percentage
13	46	36.8
14	22	17.6
15	13	10.4
16	21	16.8
17	23	18.4
Total	125	100

Sixty-six adolescents were male, while the remaining 59 (47.2%) were female. There were 125 participants in total, all of whom lived in Virginia. Eighty-nine adolescents (71%) were diagnosed with ODD. The remainder were not diagnosed with ODD; however, they did receive mental health services. There were 36 (28.8%) adolescents who were not diagnosed with ODD.

Results

My initial data analysis focused on descriptive statistics. The descriptive information was used to summarize collected data on parenting styles, African American cultural influences, and ODD. Summary statistics were calculated for the continuous, scaled variable, African American cultural influence (AAAS-R). Frequencies and percentages were calculated for each parenting style (PSFFQ) and ODD (CADBI), which were categorized as nominal variables. The data were scored individually and analyzed using IBM SPSS Version 24. According to Faul et al., power analysis for correlational research designs using G*Power 3, can be used to determine the sample size needed to provide sufficient respondents which, for this study, was 119 participants. Using this method, the data were collected from a sample size of 125 participants.

A binary logistic regression analysis was conducted to investigate if parenting styles, and African American cultural influences predict if an adolescent will have ODD. The outcome of interest was ODD. The possible predictor variables were parenting styles and African American cultural influences. The null hypothesis, which was that there is no relationship among African American cultural influences, parenting styles, and ODD in African American adolescents, was accepted. The estimated model indicated that there is no significant relationship between African American cultural influences, parenting styles, and ODD. This implies that the four different types of parenting styles; Authoritative, Authoritarian, Indulgent, and Neglectful, do not have a significant relationship and influence on the occurrence of ODD in African American adolescents.

The Hosmer-Lemeshow goodness-of-fit test found that the value is greater than 0.05 indicating the model is correctly specified. The predictor variable, parenting styles, in the logistic regression analysis was found to contribute to the model. The unstandardized Beta weight for the Constant is: $B = -.326$, $SE = 1.360$, $Wald = .057$, and $p > 0.05$. The unstandardized Beta weight for the predictor variable African American cultural influence is: $B = .002$, $SE = .005$, $Wald = .175$, and $p > 0.05$. The unstandardized Beta weight for the predictor variable parenting style is: $B = .244$, $SE = .147$, $Wald = 2.763$, and $p > 0.05$.

A binary logistic regression analysis found that the independent variable parenting style is not significantly associated with having ODD in African American adolescents ($p > 0.05$). The model indicated that African American cultural influence is not significantly associated with ODD ($p > 0.05$) in African American adolescents. Each additional unit increase in cultural influence was associated with an increase of .002 in the odds of an adolescent having ODD. Each additional unit increase in parenting style was associated with an increase of .244 in the odds of someone having ODD in African American adolescents. The null hypothesis that there is no relationship among African American cultural influences, parenting styles, and ODD in African American adolescents is accepted.

An independent samples t-test was conducted to explore the relationship of culture and ODD in African American adolescents. The null hypothesis, there is no relationship between African American cultural influences and ODD in African American adolescents, was rejected. An independent samples t-test showed that the mean

of cultural influence of African American adolescents diagnosed with ODD ($M = 255.90$, $SD = 44.598$, $n = 89$) was higher than that of African American adolescents not diagnosed with ODD ($M = 253.67$, $SD = 33.377$, $n = 36$). The assumption of homogeneity variances was violated, as assessed by Levene's test for equality of variances ($p = .030$). When the assumption of homogeneity was violated, a Welch t-test was run to determine if there was a relationship between culture and ODD in African American adolescents. There was a statistically significant difference in the mean score between African American adolescents diagnosed with ODD and not diagnosed with ODD, $t(123) = -.306$, $p = 0.30$. The mean value between the two groups is statistically significant. The results show that there is a significant mean difference in African American cultural influences, as measured by the AAAS-R, between African American adolescents diagnosed with ODD and those without the diagnosis. The null hypothesis that there is no relationship between African American cultural influences and ODD in African American adolescents is therefore rejected and the alternative hypothesis is accepted. There is a relationship between African American cultural influences and ODD in African American adolescents.

A chi-square test was conducted to explore the relationship between parenting styles and ODD in African American adolescents. The null hypothesis, there is no relationship between parenting styles and ODD in African American adolescents, was accepted. The results of the chi-square analysis revealed no significant association between parenting style and ODD in African American adolescents: that $\chi^2(3, N = 125) = 2.977$, $p = .395$ (see Table 4). Thus, I conclude that there is no statistically significant

association between parenting styles and ODD in African American adolescents. The null hypothesis that there is no relationship between parenting styles and ODD in African American adolescents is accepted, and the alternative hypothesis that there is a relationship between parenting styles and ODD in African American adolescents is rejected.

Table 4

PS-FFQ

Parenting Style	Non-ODD	ODD	Total
Authoritarian	14	21	35
Authoritative	1	3	5
Permissive	3	9	12
Indulgent/Neglectful	18	56	74
Total	36	89	125

Summary

In this chapter, I described the relationship between African American cultural influences and ODD for African American families with adolescents in Virginia. I used G*Power to determine an appropriate sample size of 119 participants, and 125 participants were surveyed during a 2-month period.

There is no relationship between African American cultural influences, parenting styles, and ODD among African American adolescents. There is a relationship between African American cultural influences and ODD among this population. Lastly, there is no statistically significant association between parenting styles and ODD among this population.

Chapter 5: Discussion, Conclusion, and Recommendations

My goal for this study was to examine the relationship between parenting styles, African American cultural influences, and ODD. I conducted the study to fill in the gap in existing research regarding this population. Researchers and clinicians generally believe ODD is caused by a combination of environmental, genetic, psychological, and social factors (Burke et al., 2002). Impairment to the prefrontal cortex, which controls executive functions including aggression, is also a risk factor for ODD (Burke et al., 2002).

Self-regulation, emotional regulation, and social skills are all a function of the prefrontal cortex which if impaired can be a risk factor for ODD. Other risk factors for ODD are poor parental relationships with one or both parents, neglectful or absent parents, and poor interpersonal skills (APA, 2022). Social factors such as poverty, chaotic environment, abuse, neglect, lack of supervision, uninvolved parents, inconsistent discipline, and family instability influence symptoms of ODD and are risk factors as well (APA, 2022). Furthermore, these risk factors also contribute to ways parents decide to reward, discipline, and teach their children due to lack of resources (APA, 2022).

A gap in literature was identified regarding the relationship between ODD, parenting styles, and African American culture. The majority of research on parenting styles has been conducted with Caucasian-American participants.

According to Grimmet et al. (2016), African Americans are diagnosed with ODD at higher rates than other populations. Overdependence on White American norms and failure to consider African American cultural influences when diagnosing African

American adolescents leads to a disproportionate amount of African American adolescents being diagnosed with ODD (Anton et al., 2015).

There was no relationship among African American cultural influences, parenting styles, and ODD among African American adolescents. There was a relationship between African American cultural influences and ODD in this population. African American cultural influences have a significant influence on African American adolescents being diagnosed with ODD, and African American cultural influences directly correlates with likelihood of diagnosing ODD in this population. There was no statistically significant association between parenting styles and ODD in this population.

Participants were a sample of 125 parents of adolescents who were diagnosed with ODD or were currently receiving mental health services. A thorough discussion of recruitment and data collection procedures, as well as instruments is in Chapter 3.

Interpretation of the Findings

RQ1 involved assessing relationships between African American cultural influences, parenting styles, and ODD in African American adolescents. Results showed there was no relationship between parenting styles, ODD, and African American culture in this population; therefore, the null hypothesis for RQ1 was confirmed. Results indicated African American cultural influences, parenting styles, and ODD do not influence each other. Ways children function socially, emotionally, and cognitively reflects how they are raised (Baumrind, 1967).

RQ2 involved determining if there were statistically significant differences between African American adolescents diagnosed with ODD and those who were not

when considering African American cultural influences. Results showed there was a statistically significant difference. African American adolescents in this study who were diagnosed with ODD had higher scores on the AAAS-R compared to those who were not. Higher scores on the AAAS-R indicated more use of traditional African American cultural practices. Results further indicated that African American cultural practices do have a significant influence on African American adolescents being diagnosed with ODD. Furthermore, there was evidence to support that variations in African American cultural influences directly correlated with differences in terms of likelihood of diagnosing ODD for African American adolescents.

Results suggest that an individual could have a strong sense of their culture and it may be challenging to navigate outside of their culture. The AAAS-R did not explore how to navigate outside of African American culture, and it did not assess how well an individual navigates outside of their culture. The creation of an instrument that assessed how well an individual navigates outside of their culture could be beneficial.

Acculturation among African Americans has a significant influence on their behaviors (Klonoff & Ladrine, 2000). Level of acculturation that one has is related to coping skills, social support, depression, suicidal ideation, and mental health concerns (Klonoff & Landrine, 2000). There have not been any other studies that have found more cultural influences in African American families are associated with higher likelihood of ODD.

RQ3 involved the relationship between parenting styles and ODD among African American adolescents. I found there was no relationship between parenting styles and

ODD in African American adolescents. Results did not suggest parenting styles influenced occurrence of defiant and disobedient behavior among African American adolescents in Virginia. This finding extends knowledge in the discipline because there has never been research that explored African American culture, parenting styles, and ODD. This study did not show an even distribution between parenting styles. Furthermore, 74 parents (59.2%) indicated using an indulgent/neglectful parenting style. Of this population, 18 were not diagnosed with ODD, and 56 were diagnosed with ODD. Cruz-Alaniz (2018) found negative parenting including inconsistencies in terms of rewards and discipline, corporal punishment, and lack of supervision resulted in negative behaviors from children. Poor relationships with one or both parents and having neglectful parents contributed to symptoms of ODD (APA, 2022). Dornbusch et al. (1987) concluded African American parents were more likely to use authoritative parenting. Adolescents who experience negative parenting styles are at greater risk of having behavioral concerns.

The study is grounded in the parenting theory of Baumrind which established dimensions of parent-child interactions: parental control, maturity demands, clarity of communication, and nurturance. From these dimensions came four parenting styles: authoritarian, authoritative, permissive, and neglectful/indulgent (Sorkhabi & Mandara, 2013). Baumrind (1967) found African Americans were more likely to use firm parenting. Parenting style is one of the most significant predictors of juvenile delinquency (Johnson, 2016). In this study, indulgent/neglectful parenting style was most prevalent, which results in negative behaviors.

Limitations of the Study

Correlational research does not assist with identifying if there is a cause-and-effect relationship, so there was no way to determine if any of the variables; African American culture, parenting styles, or ODD had a causative effect on the others. Previous research has shown that certain parenting styles do influence behavioral outcomes, both positive and negative, in adolescents. This study did not take into consideration other factors that may contribute to the development of ODD, including the adolescent's temperament, personality, or genetics. This is a limitation because it forces parenting styles to be explored only by Baumrind's identified four parenting styles: authoritative, authoritarian, permissive, and neglectful (Pinquart & Kauser, 2017). Future research should consider one's temperament, personality, and genetics through exploring adaptive parenting (Schreiner, 2016).

Another limitation of the study is that the findings may not be generalizable to all African Americans, because the data only represents a segment of African Americans in Virginia. Socioeconomic status should be considered when conducting further research because the early studies of Baumrind were primarily with middle-class families (Garcia et al., 2020). Socioeconomic status may influence parenting styles due to variability in access to resources.

Regional difference is another limitation of the study. Some African Americans have more traditional practices due to living in more southern states versus northern states. For example, in the AAAS-R a section explores traditional foods that African Americans eat; however, often people in more Southern states eat different foods.

Although this is a part of African American culture, some of the questions appear to be more regionally appropriate. Future research should consider if specific traditions are more regionally applicable.

Family household dynamics are also a limitation being that there are different types (e.g., single fathers, single mothers, or stepparents). This creates a unique blend of parenting, especially if the same parenting style is not utilized by both parents. The data were retrieved from parents who may have answered questions depending on what they believe is the correct answer or in a manner that best presents themselves as parents. Although this was a possibility, I expressed the importance of honesty in the surveys.

Recommendations

Due to the unique family makeup of some African American families, more research on African American families is needed, to further understand how parents may use more than one parenting style or certain aspects of different parenting styles. An exploration of grandparents who raise their grandchildren may be helpful. There is a larger amount of African American adolescents who have grandparents as their primary caregivers. According to Peterson (2018), eight million grandchildren live in households headed by grandparents. African American grandparents raise grandchildren at a higher rate than other racial and ethnic grandparents (2018). Research has shown that common reasons grandparents are acting as primary caregivers include child abuse and neglect, parental substance abuse, unemployment, and incarceration of the biological parent (Peterson, 2018).

Due to the age difference between the child and grandparent, there could be a difference between societal and cultural influences. The grandparent may have different expectations, rewards, and punishments for the grandchild based on how he or she views the world. The age gap could significantly influence how the grandparent teaches the child about the world or even create a barrier in communication. If a grandparent is raising a grandchild, he or she has likely raised the grandchild's parent which may cause irritability, burn-out, or even lackadaisical parenting.

There are likely parenting strategies that do not align with Baumrind's (1967) parenting styles. There is a likelihood that African American parents use different variations of the identified parenting styles that include both physical discipline (authoritarian) and warmth (authoritative). Adaptive parents may identify that an authoritarian approach to include more physical discipline is appropriate for the child based on a specific action; however, the same parent may find that the child is in a more sensitive and emotional state, and authoritative parenting to include warmth is more effective. Researchers should consider exploring adaptive parenting and its relationship with ODD. Adaptive parenting refers to a parenting approach that is flexible and responsive to the needs of a child considering the process of growth and constant change (Schreiner, 2016). Adaptive parenting considers a child's temperament, strengths, and weaknesses of the child and adjusts parenting based on the child (Schreiner, 2016). The structure, boundaries, and rules are also modified to fit the psychological and emotional needs of the child (Schreiner, 2016).

Researchers should consider duplicating this study or a similar study in a population of parents who have adolescents in juvenile detention centers or who have juvenile probation officers. This could provide insight into whether parenting styles are connected to incarceration and involvement in the legal system. Additionally, having participants from a general population such as schools, community programs, and social clubs may provide a more generalizable result. Researchers should consider evaluating differences in styles and expectations among adolescents being raised by someone who is not the biological mother or father; there may be a difference in expectation due to the relationship to the adolescent.

Implications

In this study, there were three hypotheses, however, two of the three were not supported. There is no apparent relationship between African American cultural influences, parenting styles, and ODD in African American adolescents. There is a statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering African American cultural influences, such that adolescents with greater exposure to African American culture were more likely to be diagnosed with ODD. There is no relationship between parenting styles and ODD in African American adolescents. Further research on parenting practices among African Americans could shed light on different parenting styles and traditions that are used in African American households. Across America, there continues to be an ongoing issue amongst adolescents struggling with behavioral concerns, in schools, at home, and in the

community. It is important to understand how developmental experiences can contribute to behavioral deviance.

Although this study did not confirm a relationship among African American cultural influences, parenting styles, and ODD in African American adolescents and the study also did not confirm a relationship between parenting styles and ODD in African American adolescents, it did confirm that there is a statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering African American cultural influences.

Mental health agencies, social service departments, and school systems should consider providing education and psychoeducation surrounding cultural influences. Creating a safe space for parents and children to better understand their cultural influences could increase awareness and insight. Identifying and supporting the positive aspects of African American cultural influence but not promoting any apparent negative aspects might be valuable.

It is important to gain a better understanding of one's environment, especially the households that influence the way parents reward and discipline their children. Cultural influences are learned from the generations prior and have been found to influence African American adolescents. Further research in parenting among grandparents and other relatives who are raising African American adolescents could begin to discover a wider range of parenting styles.

Conclusion

This study provided some insight into the relationship between parenting style, African American cultural influences, and ODD in a sample of 125 parents with an adolescent diagnosed with ODD or receiving mental health services in Virginia. The relationship between parenting styles, as measured by PS-FFQ (Shyny, 2017), African American cultural influence as measured by AAAS-R (Landrine & Klonoff, 1994), and ODD as measured by the CADBI (Burns et al., 2001a) was explored. The results of the binary logistic regression analysis did not find a relationship between African American cultural influences, parenting styles, and ODD in African American adolescents and the results of the chi-square did not find a relationship between parenting styles and ODD in African American adolescents.

The results of the independent sample t-test showed that there is a statistically significant difference between African American adolescents diagnosed with ODD and those who were not when considering exposure to African American cultural influences. The African American cultural influences that were considered were traditional beliefs and practices, traditional family structure and practices, traditional socialization, preparation, and consumption of traditional foods, preferences for African American things, interracial attitudes, superstitions, and traditional health beliefs and practices (Landrine & Klonoff, 1994). Participants who had high scores on the AAAS-R reflected a traditional cultural orientation in African American culture and participants who had low scores on the scale reflected low immersion in African American culture. The results

showed that the mean of cultural influence of African American adolescents diagnosed with ODD was higher than those who were not diagnosed with ODD.

Parents often want to understand why their children misbehave and what is the driving force behind these behaviors. Parents often want to help their children choose more positive behaviors. This study brought awareness to there is influence that African American culture has on the development of ODD. I found no relationship between African American cultural influences, parenting styles, and ODD in African American adolescents. However, there is a relationship between African American cultural influences and ODD in African American adolescents. Lastly, there is no relationship between Baumrind's (1967) parenting styles and ODD in African American adolescents.

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Appendix A: Recruitment Flyer

Research Participants Needed: Parents of Adolescents with Disruptive Behaviors

Are you: 18 years and older, a parent of an African American adolescent who has been diagnosed with Oppositional Defiant Disorder (ODD), lived in Virginia, and speak fluent English? If you meet the criteria above, you are invited to participate in a research study to explore the relationship between ODD and parenting styles in African American families. This research study will be conducted by Sierra L. Savedge, LPC, Walden University's Doctoral Student in the School of Psychology under the College of Social and Behavioral Sciences. This endeavor is a part of her requirement towards earning a doctorate in Clinical Psychology. The study involves filling out a survey on Google Forms through the link below:

Your participation is entirely voluntary; you may decide not to participate, to begin and then not complete, or to complete the full survey. All responses will be anonymous and kept confidential. Only overall results will be reported, and no participation will be identified. Further, if you know of others who for these criteria and may be interested in participating, please feel free to forward this information to them. For further information regarding this study, please contact Sierra L. Savedge, LPC at email:

sierra.savedge@waldenu.edu.

Appendix B: Demographic Forms

What is your relationship to the child you are reporting on?

1. Mother 2. Father 3. Other

What is your age?

1. Under 18 2. 18-24 3. 25-34 4. 35-44 5. 45-54 6. 55-64 7. 65 or Above

Do you identify as African American?

1. Yes 2. No

What is the age of your child?

1. 13 2. 14 3. 15 4. 16 5. 17

What is the gender of your child?

1. Female 2. Male

Do you live in the state of Virginia?

1. Yes 2. No

Appendix C: Instrument Author Permission

African American Acculturation Scale Revised (AAAS-R)

Permission is granted at no cost for use of content in a Master's Thesis and/or Doctoral Dissertation, subject to the following limitations. You may use a single excerpt or up to 3 figures tables. If you use more than those limits or intend to distribute or sell your Master's Thesis/Doctoral Dissertation to the general public through print or website publication, please return to the previous page and select 'Republish in a Book/Journal' or 'Post on intranet/password-protected website' to complete your request (Klonoff & Landrine, 2000).

Child and Adolescent Disruptive Behavior Inventory (CADBI)

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Appendix D: AAAS-R

Klonoff, Landrine / REVISING AND IMPROVING THE AAAS 259

APPENDIX
Beliefs and Attitudes Survey

Below are some beliefs and attitudes about religion, families, racism, Black people, White people, and health. Please tell us how much you personally agree or disagree with these beliefs and attitudes by circling a number. There are no right or wrong answers, we simply want to know your views and your beliefs.

	<i>I Totally Disagree Not True at All</i> ↓			<i>Sort of Agree Sort of True</i> ↓			<i>I Strongly Agree Absolutely True</i> ↓		
01. I believe in the Holy Ghost.	1	2	3	4	5	6	7		
02. I like gospel music.	1	2	3	4	5	6	7		
03. I believe in heaven and hell.	1	2	3	4	5	6	7		
04. The church is the heart of the Black community.	1	2	3	4	5	6	7		
05. I have seen people "get the spirit" or speak in tongues.	1	2	3	4	5	6	7		
06. I am currently a member of a Black church.	1	2	3	4	5	6	7		
07. When I was young, I was a member of a Black church.	1	2	3	4	5	6	7		
08. Prayer can cure disease.	1	2	3	4	5	6	7		
09. What goes around, comes around.	1	2	3	4	5	6	7		
10. I used to sing in the church choir.	1	2	3	4	5	6	7		
11. Most of the music I listen to is by Black artists.	1	2	3	4	5	6	7		
12. I like Black music more than White music.	1	2	3	4	5	6	7		
13. I listen to Black radio stations.	1	2	3	4	5	6	7		
14. I try to watch all the Black shows on TV.	1	2	3	4	5	6	7		
15. The person I admire the most is Black.	1	2	3	4	5	6	7		
16. I feel more comfortable around Blacks than around Whites.	1	2	3	4	5	6	7		
17. When I pass a Black person (a stranger) on the street, I always say hello or nod at them.	1	2	3	4	5	6	7		
18. Most of my friends are Black.	1	2	3	4	5	6	7		
19. I read (or used to read) <i>Essence</i> or <i>Ebony</i> magazine.	1	2	3	4	5	6	7		
20. I don't trust most White people.	1	2	3	4	5	6	7		
21. IQ tests were set up purposefully to discriminate against Black people.	1	2	3	4	5	6	7		
22. Most Whites are afraid of Blacks.	1	2	3	4	5	6	7		
23. Deep in their hearts, most White people are racists.	1	2	3	4	5	6	7		
24. Whites don't understand Blacks.	1	2	3	4	5	6	7		
25. Most tests (like the SATs and tests to get a job) are set up to make sure that Blacks don't get high scores on them.	1	2	3	4	5	6	7		

APPENDIX Continued

26. Some members of my family hate or distrust White people.	1	2	3	4	5	6	7
27. When I was young, I shared a bed at night with my sister, brother, or some other relative.	1	2	3	4	5	6	7
28. When I was young, my parent(s) sent me to stay with a relative (aunt, uncle, grandmother) for a few days or weeks, and then I went back home again.	1	2	3	4	5	6	7
29. When I was young, my cousin, aunt, grandmother, or other relative lived with me and my family for awhile.	1	2	3	4	5	6	7
30. When I was young, I took a bath with my sister, brother, or some other relative.	1	2	3	4	5	6	7
31. Some people in my family use Epsom salts.	1	2	3	4	5	6	7
32. Illnesses can be classified as natural types and unnatural types.	1	2	3	4	5	6	7
33. Some old Black women/ladies know how to cure diseases.	1	2	3	4	5	6	7
34. Some older Black women know a lot about pregnancy and childbirth.	1	2	3	4	5	6	7
35. I was taught that you shouldn't take a bath and then go outside.	1	2	3	4	5	6	7
36. I avoid splitting a pole.	1	2	3	4	5	6	7
37. When the palm of your hand itches, you'll receive some money.	1	2	3	4	5	6	7
38. There's some truth to many old superstitions.	1	2	3	4	5	6	7
39. I eat black-eyed peas on New Year's Eve.	1	2	3	4	5	6	7
40. I grew up in a mostly Black neighborhood.	1	2	3	4	5	6	7
41. I went to (or go to) a mostly Black high school.	1	2	3	4	5	6	7
42. I went to a mostly Black elementary school.	1	2	3	4	5	6	7
43. I currently live in a mostly Black neighborhood.	1	2	3	4	5	6	7
44. It's better to try to move your whole family ahead in this world than it is to be out for only yourself.	1	2	3	4	5	6	7
45. Old people are wise.	1	2	3	4	5	6	7
46. I often lend money or give other types of support to members of my family.	1	2	3	4	5	6	7
47. A child should not be allowed to call a grown woman by her first name, "Alice." The child should be taught to call her "Miss Alice."	1	2	3	4	5	6	7

NOTE: Scoring the African American Acculturation Scale-Revised (AAAS-R) consists simply of adding the participant's ratings on each item in the subscale (to obtain subscales scores) and of summing all of the participants' ratings on all items (to obtain the total AAAS-R score). In the original version of the scale (Landrine & Klonoff, 1994), we suggested treating missing values by inserting the participant's mean score on the subscale for any missing values (skipped item) in that subscale; this procedure is a standard one used by a variety of statistical programs (e.g., SPSS) for handling missing values. We recommend it for missing values on the AAAS-R as well.

Appendix E: CADBI

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Child and Adolescent Disruptive Behavior Inventory

Please mark the answer that best describes the child's behavior in the past MONTH. Please consider the child's behavior **ONLY** in the home and community. Do NOT consider the child's behavior toward teachers and peers at school.

PART 1. BEHAVIOR TOWARD ADULTS (parents, grandparents, babysitters, other adults) IN THE HOME AND COMMUNITY

	Never in past month	1-2 times in past month	3-4 times in past month	2-6 times per week	1 time per day	2-5 times per day	6-9 times per day	10 or more times per day
1. Argues with adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Loses temper or gets angry with adults when doesn't get own way (sasses adults, talks back to adults).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Refuses to obey adults' requests or rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Annoys adults on purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Blames adults for his or her mistakes or misbehavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Becomes annoyed or irritated by the behavior of adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Appears angry or resentful toward adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. When angry or upset with adults, attempts to get even with them (vindictive or spiteful toward adults).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8a. Do the behaviors described in items 1 to 8 CURRENTLY cause significant problems for the child's adjustment?

Definitely no <input type="radio"/>	Maybe <input type="radio"/>	Definitely yes <input type="radio"/>
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PART 2. BEHAVIOR TOWARD PEERS (other children, brothers, sisters) IN THE HOME AND COMMUNITY

	Never in past month	1-2 times in past month	3-4 times in past month	2-6 times per week	1 time per day	2-5 times per day	6-9 times per day	10 or more times per day
9. Argues with peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Loses temper or gets angry with peers when doesn't get own way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Refuses to cooperate with reasonable requests from peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Annoys peers on purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Blames peers for his or her mistakes or misbehavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Becomes annoyed or irritated by the behavior of peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Appears angry or resentful toward peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. When angry or upset with peers, attempts to get even with them (vindictive or spiteful toward peers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16a. Do the behaviors described in items 9 to 16 CURRENTLY cause significant problems for the child's adjustment?

Definitely no <input type="radio"/>	Maybe <input type="radio"/>	Definitely yes <input type="radio"/>
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[illegible]

Appendix F: PSFFQ

PS-FFQ**(Parenting Style Four Factor Questionnaire)****By****SHYNY, T. Y& Dr. A.Velayudhan****Research Scholar in Psychology****Bharathiar University □Coimbatore**

Instructions: Read the following statements carefully and indicate your single response by putting a ☐ in the response box.

Sl No	Statements	All of the time	Most of the time	Some time	Rarely	Never
1	I want my child to follow my instructions because I am the authority to decide what to do or what not to do.					
2	I would like to be a friend, Philosopher and guide to my child.					
3	I am very soft with my child so that I cannot correct him/her at proper time by punishment.					
4	I do not have any demand or control on my child and I give total freedom.					
5	I have little patience to tolerate any misbehaviour of my child or to listen to the excuses in any kind of mistakes.					
6	I used to understand the feelings of my child in any situation and always try to get the opinion of my child whenever I buy something for him/her.					
7	Whenever the child comes with low marks, I will not give any punishments rather I feel he/she will become better next time.					
8	As I am very sad and depressed I cannot show much care and deep emotional tie up with my child.					
9	my hand and so there is a strict time table for my child to follow.					
10	Important decisions of the family are done together and I give full freedom to my child to share everything with me.					
11	I give valuable reward to my child for obeying me or behaving well.					
12	As I am very busy with my household and office or to listen his/her needs and wishes.					

13	behaviour and I am not much bothered about the likings of my child regarding his/her future.					
14	As I understand the strength and weakness of my child, I set some appropriate rules for him/her and give friendly corrections whenever necessary.					
15	Though I have definite goal and planning about my my leniency.					
16	I have enough stress and strain myself and hence I					
17	I usually like to give physical punishment than giving advices to my child because I am sure he/she will not listen to it.					
18	I will not force my child in any of his/her future career and I also help him/her to set a realistic goal.					
19	As I was brought up by strictly disciplined parents, I am very liberal with my child.					
20	I usually give more important to my own likes and wishes but not bother much about needs or misbehaviours of my child.					
21	I believe that only through punishment a child can be corrected and I also do not like to give any financial freedom to my child.					
22	Whenever my child fail to follow the time table given to him/her, I remind the consequences with a touch of love and affection.					
23	I like to be a very affectionate parent towards my child and also I take the responsibility of my faulty parenting on my child.					
24	As I am busy and get little time to care my child, he/she is quite free to move own way to take decisions.					
25	The punishment I give to my child depends upon my mood.					
26	My child talks with me out of being punished after he/she has done something wrong.					
27	I always threaten my child with punishment but do not actually doing it because of my leniency.					
28	As I am bounded with severe life problems, I ignore ur and I have no idea about his/her life outside the home.					
29	Whenever my child shows disobedience, I scold and criticise him/her with bursting anger.					