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How Do Parenting Styles Influence the Academic Performance of African-American College Students at an HBCU on the East Coast

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Walden University

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Walden University
2020

Abstract

How Do Parenting Styles Influence the Academic Performance of
African-American College Students at an HBCU on the East Coast

by

Chaka P. Smith

MA, Webster University 2005

BA, Winthrop University 2002

Dissertation Submitted in Partial Fulfillment

of the Requirements for the degree of

Doctor of Philosophy

General Psychology

Walden University

February 2020

Abstract

Various studies have shown that the style of parenting has a significant influence on the academic performance and success of students. Furthermore, these studies have shown this evidence on academic performance in different contexts, that is at different grade levels and in different countries. The dearth of literature on the relationship between African-American parenting styles and academic performances is important as there is no universally acknowledged best way of parenting. Thus, the purpose of this study was to determine the relationship between parenting styles and academic performance of African-American college students at historically black colleges and universities on the East Coast.

Participants for this study included 340 African American students. The inclusion criteria for participants was that they be African-American and a student enrolled in an HBCU on the East Coast of the U.S. According to the findings, parental level of response and level of demand were not significantly correlated with academic performance. Thus, the main hypothesis was not supported. The findings indicated that women are influential in the family and are seen as more demanding and responsive to the students than men. To facilitate social change, it would be important to share with women how important they truly are within the family system. This study could also influence social change by empowering African American women and providing consistent support through new initiatives while parenting their children throughout the college years.

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Dedication

This dissertation is dedicated to my Lord and Savior for giving me the strength and tenacity to keep pushing through the obstacles that tried to take me down.

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I would like to thank my chair and committee member, my parents, my son Mason, James, and my Fab 3 who inspired me to finish and to never give up. I pray that this project inspires others to become more involved in their college student's lives.

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Chapter I: Introduction to the Study

Introduction

According to various studies, a significant influence on students is their parents (Seth & Ghormode, 2013; Turner, Chandler, & Heffer, 2009). Various studies have shown, for example, that style of parenting is essential when it comes to the academic performance and success of students (Murray, 2012; Seth & Ghormode, 2013; Shute, Hansen, Underwood, & Razzouk, 2011; Turner et al., 2009). Some studies suggest that authoritative parenting produces high academic achievement (Akinsola, 2011). Research has also demonstrated how significant an influence parenting styles have on academic achievement in different contexts, that is, at different grade levels and in different countries (Murray, 2012; Seth & Ghormode, 2013; Shute et al., 2011; Turner et al., 2009). This study sought to determine the correlation between parenting styles and academic achievement of African-American college students at an HBCU on the East Coast. Many researchers suggested that African American students in universities today have poor retention and graduation rates, especially male students (Flynn, 2015). Through this study, information may be gained on African American college students and academic achievement in general, as it relates to parenting styles and on how these factors come into play in African-American college students on the East Coast. Many researchers have studied parenting styles and academic achievement; however, the

African American culture has so far been underrepresented in scholarly literature on this topic. Research has generally focused on White children.

Family parenting styles and family interactions create patterns that will influence virtually all spheres of life in an individual's development, such as behavioral skills and aspects of personality, interacting with the community, and levels of success or failure achieved in education (Johnson, Welk, Saint-Maurice, & Ihmels, 2012; Veldhuis, van Grieken, Renders, HiraSing, & Raat, 2014). Parents are of extreme importance because they are part of the construct that can disrupt learning; such disturbances are reflected in the child's school performance (Johnson et al., 2012; Veldhuis et al., 2014). Attachment and control can shape how parents assist their children's academic lives and how parents behave towards their children with difficulties in learning (Morrison, Ponitz, & McClelland, 2010).

Chapter I consists of the (a) background of the study; (b) statement of the problem; (c) significance of the study and its purpose; (d) research questions and hypotheses, (e), and (f) the expected outcomes.

Background of the Study

According to Hanushek (2010), there is an achievement gap in the United States between African American college students and other ethnicities, wherein some ethnicities perform significantly better than others. The focus of this study was on the achievement of African-American college students at a predominately Black college or university in the United States because there is a lack of research on

African American college students and parenting styles (Zarra-Nezhad et al., 2014). Academic achievement was measured by grade point average (GPA).

Research conducted by Abar, Carter, and Winsler (2008) provided partial support for the relation between the authoritative parenting style and academic achievement among African-Americans. Abar et al. examined, among others, the relationship between parenting style and academic achievement in a sample of young African American students from a historically Black, Seventh-Day Adventist College (Abar et al., 2008). The researchers found that participants were more likely to succeed in academics if participants reported their mother as an authoritative parent and were highly religious (Abar et al., 2008). These students were highly religious, which was also correlated with having high academic achievement. Further studies should be conducted to see if there is still a correlation between parentings styles and academic achievement without the student being highly religious.

Researchers have paid attention to the various factors that have helped increase student achievement in schools, in the hopes such research would lead to the development of interventions and techniques that could help lessen existing educational challenges such as the achievement gap. In various studies, parenting styles have been pointed to as a significant factor in raising student achievement in children and adolescents (Murray, 2012; Seth & Ghormode, 2013; Shute et al., 2011; Turner et al., 2009). In this study, I examined the relationship between parenting styles and academic achievement among African American college students, at a

predominately Black college or university on the East Coast, to discern whether a relationship exists between parenting styles and academic achievement.

This research was expected to help enrich the academic literature and expand knowledge on parenting styles and academic performance. By identifying possible correlations between parenting styles and academic achievement amongst African American college students on the East Coast, the goal was to contribute to research on parenting and to enhance academic outcomes for college students.

Problem Statement

Academic performance is a major concern for educators. Different types of students enter the classroom every day; educators are faced with the challenge of developing tools and techniques to ensure that each student is given the best instruction possible. Students who lack appropriate guidance and proper motivation from their parents may be at a disadvantage with respect to being motivated to learn (Hanushek, 2010). People might assume that students who make it to college are the successful students without academic issues. However, there are many students that are likely to have difficulties in school because of added challenges, for example, a single-parent home, the death of a loved one, financial stressors, issues with child care, and so on (Zarra-Nezhad et al., 2014). One factor to that could limit the negative outcomes is to experience a favorable parenting style (Zarra-Nezhad et al., 2014). I chose to study parenting styles and academic success among African American college students because of the performance gap and the need for an educated population for our economy.

Purpose of the Study

The purpose of this quantitative study was to determine the correlation between parenting styles and academic performance of African American college students at an HBCU on the East Coast. The independent variable was parenting style; the dependent variable was the student's academic performance (GPA).

Research Questions

The present study was directed by the following research question: Is there a statistically significant relationship between each parenting style and academic performance (GPA) among African American college students at a predominantly Black college or university?

H0: There is not a statistically significant relationship between authoritative, authoritarian, and permissive parenting styles and academic performance among African American college students at HBCUs.

Ha1: There is a statistically significant relationship between authoritative, authoritarian, and permissive parenting styles and academic performance among African American college students at HBCUs.

Theoretical Framework

This study made use of the parenting styles paradigm and incorporated the relational developmental systems (RDS) metatheory that extends from the developmental systems theory and incorporates Brofenbrenner's (1979) ecological systems approach to human development. According to Halpenny, Nixon, and Watson (2010), this paradigm has been exemplified and codified by the works of

Baumrind (1971) and Maccoby (1983). According to Baumrind and Maccoby, parenting styles exist within two dimensions of behaviors: control and responsiveness. Generally, parenting styles can be categorized based on where parents' behaviors fall within these scales. These styles can be summarized as follows:

1. Authoritative parenting (high control, high responsiveness)
2. Authoritarian parenting (high control, low responsiveness)
3. Permissive-indulgent parenting (low control, high responsiveness)
4. Permissive-neglectful parenting (low control, low responsiveness)

(Halpenny et al., 2010)

I chose this framework for the present study because, in past studies on parenting styles and academic achievement, researchers have recognized this framework as valid and reliable. Furthermore, the studies on parenting styles and academic achievement on which the present study is based have used this framework in understanding the relation between parenting styles and academic achievement (Murray, 2012; Seth & Ghormode, 2013; Shute et al., 2011; Turner et al., 2009). In fact, most of these studies recommended authoritative parenting styles as the most conducive to increasing students' academic achievement (Murray, 2012; Seth & Ghormode, 2013; Shute et al., 2011; Turner et al., 2009). The metatheory, RDS, offers researchers a framework for describing differences that develop between individuals and the context over time (Watson, 2016). RDS helps to demonstrate how important factors, such as family and environment, promote

effective changes that aid in positive developments among youth (Watson, 2016). I will provide more information provided about the theoretical framework in Chapter 2.

Nature of Study

A quantitative research approach was proposed for this study. According to Tashakkori and Teddlie (2000), quantitative studies are best used in situations where the researcher attempts to explain a phenomenon by collecting numerical data. This was a correlational study where parenting styles and academic achievement were measured to see if there was a relationship.

Parenting styles were measured using the Parenting Authority Questionnaire, with a 30 items per scale that was originally developed by John Buri (1991) to measure Baumrind's (1971) parenting style prototypes. Students completed the questionnaire online. No specific university was targeted. The participants came from any predominantly African American college or university on the East Coast. The scale was a 5-point Likert-type scale. The test-retest reliability estimates were as follows: $r = .78, .92$ for authoritativeness, $r = .86, .85$ for authoritarian, and $r = .81, .77$ for permissiveness for mother and father. This scale also used GPA. In Chapter 3, I provide a more detailed description of the data analysis and methodology.

The target population for this study was African American college students on the East Coast. I used a purposive sample to collect the data because it allowed me to quickly reach a targeted sample.

Definition of Terms

The following terms are defined based on the working definitions discussed in the review of literature.

Academic performance: Academic achievement is being defined as that progress that the participant has made academically (Murray, 2012; Seth & Ghormode, 2013; Shute et al., 2011; Turner et al., 2009). It was measured by the student's GPA.

HBCU: HBCU is the acronym for Historically Black college and/or University. HBCU is defined as a college or university that was founded originally to educate African American individuals and has to also been established prior to 1964 (US Department of Energy Office of Economic Impact and Diversity, 2013).

Parenting Styles: Parenting styles can be conceptualized into two dimensions: (a) responsiveness, which is the degree in which parents allow their children to be self-actualized in terms of their individuality and behaviors and (b) demandingness of the parent, which is the level of control the parents have over their children through rules, supervision, and by providing a structured environment (Baumrind, 1991). Several studies that have been researched have shown results that contradict Baumrind's (1967) parenting studies. Though researchers agree that authoritative parenting styles correlate with academic achievement in Caucasian students, it does not have a strong correlation with the outcomes in Latino or Asian students (Park & Bauer, 2002). Weaknesses in the article are that the results cannot be generalized to other populations. This

demonstrates the necessity to conduct further research on different ethnicities.

The Authoritarian Parenting Style: This parenting style is distinguished primarily by its high level of demandingness or control and its low level of responsiveness or warmth (Becoña, Martinez, Calafat, Juan, Fernandez-Hermida, & Secades-Villa, 2012; Berge, Wall, Loth, & Neumark-Sztainer, 2010; Sartaj & Aslam, 2010). A hallmark of the authoritarian parenting style is the imposition of a familial context that limits the independence of children through the establishment of rigid rules and standards regarding their behavior, maintained by strictly enforcing punitive measures (such as a withholding of allowance or other benefits and “grounding”) for violations (Sartaj & Aslam, 2010).

The Authoritative Parenting Style: This style of parenting is characterized by its high levels of both responsiveness and demandingness (Turner et al., 2009; Rodriguez et al., 2009). The support for this parenting style in the literature has consistently been robust throughout the years, both in theoretical and empirical research (Baumrind, 1966; 1967; 1989; 1991; 1993; 1996). The benefits of this parenting style have been identified by scholars working in diverse fields, such as psychology, nutrition, and social work (Garcia & Gracia, 2009; Kazemi et al., 2010; Lins-Dyer & Nucci, 2007; Jago et al., 2011a; 2011b; Maccoby & Martin, 1983; Rodriguez et al., 2009; Sartaj & Aslam, 2010; Turner et al., 2009). Many researchers had found that the authoritative parenting style has a positive correlation with academic achievement mostly due to the way authoritativeness effects healthy

development and self-efficacy (Dornbusch et al., 1987; Turner et al., 2009; Rodriguez et al., 2009).

The Neglectful Parenting Style: This parenting style is characterized primarily by its low levels of both responsiveness and demandingness (De Bourdeaudhuij et al., 2009; Kazemi, Ardabili, & Solokian, 2010). In 1983, two researchers by the name of Maccoby and Martin added the neglectful parenting style. The neglectful parenting style is easy to integrate with the permissive parenting style at first glance. The key difference is that while they both ask very little of their children in terms of standards, permissive parents respond to their children, as their peers or friends, and not authority figures (Rodriguez et al., 2009; Turner et al., 2009).

The Permissive Parenting Style: This style of parenting is characterized by its high levels of responsiveness, warmth, or acceptance and low levels of demandingness (Johnson & Kelley, 2011). An article written by Rodriguez (2010) suggests that children of parents with a permissive parenting style are provided minimal standards or controls imposed upon them, and very few demands, if any, are made of them (Rodriguez, 2010). Along with the authoritarian parenting style, the permissive parenting style is generally understood by professionals and lay people as dysfunctional (Baumrind, 1966; 1996), in comparison to the authoritative parenting style, which is generally understood as optimal (Rodriguez, 2010).

Assumptions

The following assumptions were critical for gathering accurate and valid data, for data reliability. The first assumption was that the participants were honest in the structured questionnaire. The second assumption was that no outside influence would contribute to the nature of the individual's response. It was also assumed that the instrument used for the survey met validity and reliability requirements. The last assumption is that data will be interpreted accurately.

Scope and Delimitations

The aim of this study was to determine if there was a correlation between parenting styles and academic achievement amongst African American college students. More current studies have concentrated primarily on the relationship between parenting styles and academic achievement, college transitions (Kerr, Statin, & Ozdemir, 2012), and mental disorders (Sawalha, 2012). The data gathered by this study could benefit researchers and educators who would like to expand programs to boost academic achievement among African American college students. This study was delimited to data from African American college students at predominately African American colleges on the East Coast.

The main delimitation of this study was the possibility of generalizing the answers of the participants to only African American college students on the East Coast because they were the only participants in this study. Due to this, generalization is not appropriate for outside of the specific sample being studied. Another limitation/delimitation is that only colleges and universities on the East Coast will be considered in this study.

Limitations

Limitations of doing quantitative research is that it is numerical and true meanings and beliefs cannot be reduced to numbers. Interpretations that will be made from this study are limited to the East Coast; the data collection results from the students may not be typical of all college students; the findings may also not be representative to bigger or smaller populations; and the results could be subject to other interpretations. Self-reporting biases is an additional limitation that will exist in this study. Literature suggests that self-reporting biases give a person the opportunity to present themselves in a positive light (Herbert et al., 1997). Thus, the possibility that the responses may not be reliable is a concern. Last, the findings will be correlational and one cannot make a causal conclusion but can theorize one. To address these issues, I will ensure that the questionnaire that is being used in the study has been proven to be both reliable and valid.

Significance of the Study

The purpose of this study was to determine the correlation between parenting styles and academic performance of African-American college students at a predominantly African-American university on the East Coast. Researchers theorize that appropriate parenting styles enhance student success, which, in turn, enhances school success and social improvement (Hart et al., 2003). Existing literature has not yet explored the relationship between parenting styles and academic achievement. Parenting styles have been researched thoroughly in several studies as a very strong predictor of adolescent achievement (Wintre & Yaffe, 2000).

Research has suggested that there is a significant relationship between parenting style and academic achievement. Some researchers have suggested that an authoritative parenting style is associated with higher academic achievement (Bartholomae & McKenry, 2000). Exploring the relationship between parenting styles and the academic achievement of African-American college students at a predominantly African-American university on the East Coast will address the gap in the literature and thus enrich the social and academic community's perspective on parenting styles that improve students' academic performance. Previous research has generally focused on White children and so it is important to focus on children of other races and ethnicities.

Summary

The purpose of this study was to determine the correlation between parenting styles and academic performance of African-American college students at an HBCU on the East Coast. This research was expected to provide information that could be used in developing interventions for students, and for African American students in particular. While there is a plethora of studies that detail how student performance is significantly influenced by parenting styles, few are devoted to parenting's impact on the academic achievement of African Americans at HBCUs. This study could help African American parents increase student achievement and possibly lead to the development of interventions and techniques that could help lessen educational challenges for African American college students.

In Chapter 2 I will present a comprehensive review of the related literature. In that chapter, terms already defined will be discussed thoroughly along with supportive observations found by previous works.

Chapter 2: Review of Related Literature

Introduction

Higher rates of academic performance have been claimed to result in citizens who are better able to make significant contributions toward an improved national economy (Hanushek, 2010). However, African-American students have traditionally been unable to realize high rates of academic achievement in comparison to their White counterparts (Braun et al., 2010; Hanushek, 2010). This has led to attempts by government and educators in the United States to narrow this gap.

One way to address this disparity is to review differences in parenting styles. In the search for elements that may influence the academic performance of students, scholars have identified parenting styles as one of the most significant factors (Murray, 2012; Seth & Ghormode, 2013; Shute et al., 2011; Turner et al., 2009). Studies conducted on this topic have yielded results that support the importance of parental influence on their children's rates of academic performance (Murray, 2012; Seth & Ghormode, 2013; Shute et al., 2011; Turner et al., 2009).

The dearth of literature on African-American parenting styles and academic performance is important as there is no universal way of parenting (Bernstein, 2011). Despite the support of scholarly literature for authoritative parenting as the strongest parenting style for positively influencing children's academic achievement (Bernstein, 2011), the lack of such studies on African-Americans has led to a lack of adequate research that could remedy the current achievement gap between African-Americans and their equivalents from other cultural groups. This is an area that

needs further study. according to Bernstein (2011), authoritative parenting has been linked with positive academic outcomes for White families and may not be the case for those from other cultural groups.

This quantitative study's purpose was to assess the correlation between parenting styles and academic performance of African-American College Students at an HBCU on the East Coast. By gathering data on African-American parenting styles and how they may influence the rates of academic performance of the participants, a gap in the literature of parenting styles and academic performance will be filled. More information was gained on parenting styles and academic performance in general, and on how these factors come into play in an African-American context that has so far been underrepresented in scholarly literature. The participants completed a written questionnaire that contained a biographical information section and measures of parenting style. The independent variable is parenting style; the dependent variable is the student's academic performance. Academic performance will be measured by their GPA.

A potential implication of this study would be the acquisition of new data that could be utilized toward the creation of educational interventions that would specifically be targeted toward parents and students, and thus filling the gap by equipping parents and educators with relevant information and an intervention model to assist with enriching academic literature, and expanding knowledge concerning parenting styles and academic performance. (Hanushek, 2010).

Chapter 2 includes literature search strategies, theoretical foundations, an analysis of related literature on the subject matters of parenting styles and academic performance, and key variables. Peer-reviewed journal articles and books, published mainly in the 5 five years, save for seminal literature, were reviewed and placed in context to shed light on this study and any future directions for research on the topic. Historical background was provided, along with a discussion on current theories developed by scholars.

Literature Search Strategy

Over the past 3 years, a search for literature was conducted on the following databases: ProQuest, JSTOR, and Google Scholar. The following search terms were used: *parenting styles, authoritarian parenting style authoritative parenting style, permissive parenting style neglectful parenting style indulgent parenting style, parental influence, parenting practices, academic performance, academic achievement gaps, differences in academic achievement among cultural groups, parenting styles and academic achievement, African-American parenting styles, African-Americans academic achievement, and academic achievement gaps in African Americans.*

The review of related literature is divided into five sections: parenting styles, academic performance, the relation between parenting styles and academic performance, parenting styles and positive life outcomes, and self-esteem. A summary is then provided to synthesize the information and to pave the way toward the chapter on methodology.

Theoretical Foundation

The present study will make use of the parenting styles paradigm. According to the Halpenny, Nixon, and Watson (2010), this paradigm was exemplified and codified by the works of Baumrind (1971) and those of Maccoby (1983). According to these researchers, parenting styles exist within two dimensions of behaviors: control and responsiveness. Baumrind (1966) suggested that parenting styles have varying consequences on a child's development. This study also incorporated the Relational Developmental Systems (RDS) metatheory which extends from the developmental systems theory and incorporates Brofenbrenner's (1979) ecological systems approach to human development. According to the Halpenny, Nixon, and Watson (2010), this paradigm has been exemplified and codified by the works of Baumrind (1971) and those of Maccoby (1983). I chose these theories to demonstrate such consequences and repercussions. My research questions will demonstrate the relationship between parenting and academic achievement. Another reason I chose Baumrind is because he focuses on parenting that is normal rather than abusive or deviant. Generally, parenting styles can be categorized based on where parents' behaviors fall within these scales. These styles can be summarized as follows:

1. Authoritative parenting (high control, high responsiveness)
2. Authoritarian parenting (high control, low responsiveness)
3. Permissive-indulgent parenting (low control, high responsiveness)
4. Permissive-neglectful parenting (low control, low responsiveness)

(Halpenny, Nixon,& Watson, 2010)

This framework was chosen for the present study because existing bodies of literature concerning parenting styles and academic achievement have recognized this framework as valid and reliable. Furthermore, the studies on parenting styles and academic achievement on which the present study is based have used this framework in understanding the relationship of the two concepts; thus is why I developed these research questions (Murray, 2012; Seth & Ghormode, 2013; Shute et al., 2011; Turner et al., 2009). In fact, most of these studies recommended authoritative parenting styles as the most conducive to increasing students' academic achievement (Murray, 2012; Seth & Ghormode, 2013; Shute et al., 2011; Turner et al., 2009).

Parenting Styles

Development of the concept that there are different styles that parents utilize a majority of the time in raising their children is the most prudent place to begin this review, as it helps establish the context of this study. The first scholar to develop the notion of parenting styles was Baumrind (1966). This seminal work contained a literature review that was limited to studies where the researcher observed the child's and parents' behaviors through interviews (Rodriguez, Donovanick, & Crowley, 2009).

First of all, a distinction must be made between parenting practices and parenting styles. According to Darling and Steinberg (1993), parenting practices are

certain behaviors that parents utilize to have a relationship with their children and influence them toward a specific behavior. For instance, parents who wish for their children to subscribe to a more healthful diet in their lives may spend extra time speaking to them and educating them on nutrition.

Alternatively, other parents who have the same goal may institute strict rules of what can and cannot be consumed in the family home. What spells the difference between these two alternatives has been understood as the parenting style of the parents. Darling and Steinberg (1993) suggests that parenting style is an emotional climate in the home where the children are situated.

Based on their research, there are three dimensions that influence parental success in terms of raising their children, though they were not outlined explicitly, but simply mentioned throughout the study: responsiveness (versus unresponsiveness), demanding (versus undemanding), and autonomy granting (Baumrind, 1966; Rodriguez et al., 2009). All three dimensions have been determined to have a relationship to child outcomes (Rodriguez et al., 2009). In a later study by Baumrind (1996), however, autonomy granting was treated as a factor that possibly emerged from the other two dimensions. As a result, responsiveness and demandingness were treated as the sole aspects in parenting by Baumrind (1996).

Responsiveness may also be understood as warmth or compassion and can be observed in parents who have an active relationship in the child's life through displays of nurturance and affection, showing genuine interest toward their child's

chosen activities, listening to them, and always trying to be supportive toward their goals (Baumrind, 1978; Broderick & Blewitt, 2003). Demandingness may be understood as the level of control parents enforce on their children through an explicit or implicit establishing of standards for their behavior and the level they enforce those standards (Broderick & Blewitt, 2003). Autonomy granting is when a parent allows their child to express themselves in an independent manner amongst family (Steinberg, Lamborn, Darling, Mounts, & Dornbush, 1994).

It would seem, at first glance, that there are infinite ways of parenting, differing between people and their culture. However, Baumrind (1966) advanced the concept of three distinct primary parenting styles that encompass the variations of how parents raise their children. This consists of authoritative parenting, authoritarian parenting, and permissive parenting. This was later developed by Maccoby and Martin (1983) to include neglectful parenting. According to Rodriguez et al. (2009), the primary strength of this framework for the understanding of parenting lies in its capability to combine “complex information into four memorable and simple categories...useful in intervention (and clinician training) contexts” (p. 197).

Three parenting styles conceptualized and developed throughout the years by Baumrind (1966; 1967; 1989; 1991; 1993; 1996), with the addition made by Maccoby and Martin (1983) of the neglectful parenting style, comprise the current scholarly understanding of parenting styles as a typology that encompasses a variety of parental behaviors. To summarize, there are four parenting styles:

authoritative, authoritarian, permissive, and neglectful (Baumrind, 1996; Garcia & Gracia, 2009; Maccoby & Martin, 1983). The distinctions between them can be measured in the respective levels they have on two primary features of parenting: responsiveness and demandingness (Baumrind, 1996). Responsiveness is “often operationalized using measures of parental warmth and acceptance, while demandingness came to be defined with respect to parental firmness” (Steinberg, 2005, p. 71).

The authoritative parenting style exhibits high levels of responsiveness and demandingness (Baumrind, 1966; 1996; Maccoby & Martin, 1983). The authoritarian parenting style exhibits a low level of responsiveness but a high level of demandingness (Baumrind, 1966; 1996; Maccoby & Martin, 1983). The permissive parenting style exhibits a high level of responsiveness but a low level of demandingness (Baumrind, 1966; 1996; Maccoby & Martin, 1983). The neglectful parenting style exhibits low levels of responsiveness and demandingness (Maccoby & Martin, 1983).

It must be noted that, while numerous studies have been conducted among European-Americans that revealed the superiority of the authoritative parenting style over other parenting styles, and its benefits on children in terms of their life outcomes, even across different age groups (e.g. Baumrind & Black, 1967; Reitman, Rhode, Hupp, & Altobello, 2002; Turner et al., 2009; Turner & Johnson, 2003), Sartaj and Aslam (2010) noted that possible divergences may emerge in what contributes

significantly toward positive outcomes among children, depending on the cultural group studied.

Rodriguez et al. (2009), for instance, claimed that a large amount of the studies that have been administered on parenting styles are limited by their primarily middle-class European-American sample, leading to results that are based on this specific cultural group's "values, cultural norms, and parental expectancies" (p. 198). Such results, therefore, may or may not apply to families who belong to other cultural groups. It would be necessary to study specific cultural groups to allow for these possible differences to be accounted for (Rodriguez et al., 2009).

An additional example of the relative value of parenting styles was provided in Sartaj and Aslam (2010). Despite noting the positive relation between the authoritative parenting style and positive life outcomes among their sample of college-aged Pakistanis, the authors deemed it possible that Asian-American children, who belong to a culture that emphasizes strict discipline and protection for children, may not negatively impact the authoritarian parenting style, at least when compared to other cultural groups (Chao, 2001; Sartaj & Aslam, 2010). Conversely, other cultural groups may have their own parenting norms, which may lead to different results if studies on parenting styles utilize them as participants.

A more in-depth discussion will be made in the succeeding paragraphs on all four parenting styles and the results scholars have obtained regarding their effects on children, specifically on their outcomes in life.

The Authoritarian Parenting Style. This parenting style is distinguished primarily by its high level of demandingness or control and its low level of responsiveness or warmth (Becoña, Martinez, Calafat, Juan, Fernandez-Hermida, & Secades-Villa, 2012; Berge, Wall, Loth, & Neumark-Sztainer, 2010; Sartaj & Aslam, 2010). A hallmark of the authoritarian parenting style is the imposition of a familial context that limits the independence of children through the establishment of rigid rules and standards regarding their behavior, maintained by strictly enforcing punitive measures (such as a withholding of allowance or other benefits and “grounding”) for violations (Sartaj & Aslam, 2010).

Inflexible limits are placed by authoritarian parents on their children and open discussions regarding those limits are rarely allowed (Becoña et al., 2012). Questioning adults are strongly discouraged in the children of authoritarian parents; children who argue with them are dismissed by frequently telling that they will understand their parental decisions once they become parents themselves (Sartaj & Aslam, 2010). Children who grow up under authoritarian parents could become accustomed to being dependent on their parents to make decisions, leading to a higher likelihood for negative outcomes once they grow older and have to make decisions for themselves.

As a result, children who grow up under authoritarian parents exhibit higher rates of low self-esteem (Marsiglia, Walczyk, Buboltz, & Griffith-Ross, 2007), social incompetence (Baumrind, 1991), and child psychopathology (Shelton, Frick, & Wootton, 1996). Moreover, the authoritarian parenting style, often utilized by

parents who strongly desire for their children to make the correct decisions in life, has paradoxically been found to be, at best, ineffective in dissuading high-risk behaviors, especially during the crucial juncture of adolescence, such as unhealthy eating habits (Vereecken, Legiest, De Bourdeaudhuij, & Maes, 2009), being overweight (Rhee, 2008; Rhee, Lumeng, Appugliese, Kaciroti, & Bradley, 2006), unhealthy consumption of alcohol and tobacco (Piko & Balázs, 2010), and drug abuse (Becoña et al., 2012). Adolescents who come from authoritarian families tend to be more hostile and defensive, more prone to emotional outbursts and mood swings, and are more likely to harbor a negative worldview (Sartaj & Aslam, 2010).

An illustration of the negative outcomes associated with authoritarian parenting was provided in the study conducted by Sartaj and Aslam (2010) in relation to their home, health, and emotional adjustment. They used a sample of 200 adolescents enrolled in various colleges located in Rawalpindi and Islamabad, Pakistan (100 participants for each sex), their ages ranging between 16-19 years old. The instruments used were Parental Authority Questionnaire, translated and developed by Babree (1997, as cited in Sartaj & Aslam, 2010) from earlier work by Buri (1991) and an Indian adaptation of Bell's Adjustment Inventory Scale (Sharma, 1988). Data was analyzed by correlations and t-tests.

The authors found a notable negative relationship amongst the participants' experiences of an authoritarian parenting style and their home, health, and emotional adjustment in adolescence (Sartaj & Aslam, 2010). They claimed that children who come from authoritarian homes experience heightened levels of

chronic stress, which they try to overcome or alleviate through an indulgence in high-risk behaviors, such as alcohol or drug abuse (Sartaj & Aslam, 2010). The authoritative parenting style determined to have a significant favorable correlation to the home, health, and emotional adjustment of the adolescents studied (Sartaj & Aslam, 2010).

However, as the authors themselves noted, the results they obtained in their study may be influenced in unclear ways by the cultural context in which it was conducted (Sartaj & Aslam, 2010). The consideration of cultural context as a possible influence on the merits of different parenting styles may require the use of a qualitative research method to gather in-depth data on this topic with regard to the essence of the problem and the many facets and features that need to be understood (Sartaj & Aslam, 2010). A recommendation was also made to study a larger sample of students from different cultural backgrounds to provide a greater comprehensive picture of parenting styles and its influence on children's results in life.

Garcia and Garcia (2009) explained that studying the effects of parenting styles in different societies could lead to different results due to the variance of how they construe specific concepts. For instance, the country of Spain, described as horizontal collectivistic, emphasizes the benefits of egalitarian relations rather than hierarchical relations; this meant that strictness "would not retain the positive meaning that it has in other cultural contexts, such as the United States (described

as vertical individualistic) or in Asia (described as vertical collectivistic) (Garcia & Garcia, 2009, pp. 101-311)

While this explanation continues to be open for contention among scholars (Keller, Borke, Lamm, Lohaus, & Yovsi, 2011; Lins-Dyer & Nucci, 2007; Sorkhabi, 2005), theoretical and empirical studies conducted among cultural groups other than European-Americans have yielded information that has lent support to the relative nature of parenting styles. An example would be the placing of less emphasis on individual inherent ability with regard to academic achievement in Asian countries, compared to Western countries (Wu, 2006). Asian parents were found to be more likely to value effort as a motivating factor for their children's success, rather than innate ability (Wu, 2005). It is therefore possible that the authoritarian parenting style could lead to better outcomes in traditionally inclined Chinese households where authoritarian parenting may be seen simply as an "expression of love" and concern for their children's future (Silverstein, 2000; Wu, 2008).

Scholarly support for the negative influence of the authoritarian parenting style on the results of young people have been strong. However, as has been noted previously, a large amount of the research that was conducted on this topic focused on European-American parents and children (Rodriguez et al., 2009), which may be a significant factor in the kind of results that have been obtained. Empirical studies on Chinese-American families, for instance, disclosed the authoritarian parenting style might lead to affirmative outcomes for their children (Wu, 2008).

Although the study conducted by Sartaj and Aslam (2010) in Pakistan produced results similar to those conducted in Western countries, namely, that authoritative parenting styles lead to affirmative outcomes for children compared to the authoritarian parenting style, the authors themselves noted that studies on other Middle Eastern countries produced different results. For instance, Hatab and Makki (1978, as cited in Sartaj & Aslam, 2010), Dwairy (1998), and Dwairy et al. (2006) revealed that Arab children were generally satisfied with the authoritarian parenting style and were less likely to complain about aggressive behaviors from their parents relative to European-Americans.

The permissive parenting style. Johnson & Kelley (2011) suggest that the permissive parenting style is characterized by its high levels of responsiveness, warmth, or acceptance and low levels of demandingness. Children of parents that display a permissive parenting style are provided minimal standards or controls imposed upon them, and very few demands, if any, are made of them (Rodriguez, 2010). “Along with the authoritarian parenting style, the permissive parenting style is generally understood as dysfunctional” (Baumrind, 1966; 1996), in comparison to the authoritative parenting style, which is generally understood as optimal (Rodriguez, 2010).

A number of difficulties arise in children who come from permissive homes, as identified by researchers. As revealed in children of authoritarian parents, the extremely elevated levels of control have shown to relate to increased rates of undesirable outcomes: unhealthful eating habits (Vereecken, Legiest, De

Bourdeaudhuji, & Maes, 2009), being overweight (Rhee, 2008; Rhee, Lumeng, Appugliese, Kaciroti, & Bradley, 2006), unhealthful consumption of alcohol and tobacco (Piko & Balázs, 2010), drug abuse (Becoña et al., 2012), and emotional volatility (Sartaj & Aslam, 2010).

Conversely, it would be reasonable to assume that extremely low levels of control could also lead to negative outcomes. It is possible that the factor that most strongly contributes toward negative outcomes for children is not the kind of responsiveness paid by their parents, but rather the degree of responsiveness. At the very least, the correlation between permissive parenting and negative outcomes for children must be studied, as this dysfunctional parenting style has largely been ignored compared to the authoritarian parenting style (Rodriguez, 2010).

In a study conducted by Rodriguez (2010) on the correlation amongst parenting style and the potential for child abuse potential, it was disclosed while the authoritarian parenting style had a significant relationship to parent-child aggression, the connection between the permissive parenting style and parent-child aggression was unclear. The first community sample yielded results that showed a relation between lax parenting and parental maltreatment behaviors, while the second community sample yielded marginal results (Rodriguez, 2010). A key point to note here would be that children with behavioral problem are often inconsistent, switching indiscriminately between permissive and overreactive parenting styles (Rodriguez, 2010). This pattern was taken by the author to require further study, especially in at-risk samples (Rodriguez, 2010).

The authoritarian parenting style is the most common dysfunctional parenting style and has been found to have the most likelihood to contribute toward negative outcomes for children (Rodriguez, 2010). However, the negative effects of the permissive parenting style have been noted as well, though not as often studied. The studies conducted on the permissive parenting style have tended to yield inconclusive results, though some reveal unequivocally negative outcomes for children.

Hubbs-Tait, Kennedy, Page, Topham, and Harrist (2008) conducted a study to determine whether a connection existed amongst parental feeding practices and the particular parenting style utilized. The authors determined “permissive practices are more indulgent or neglectful, allowing the child to control what, where, and how much he/she eats (Hubbs-Tait et al., 2008, p. 1154).” This could lead to unhealthy eating habits in children, which could affect their overall quality of life in their adulthood. Parents who employed a permissive parenting style shared certain outcomes with authoritarian parents, in that their serving as healthful eating models for their children was inconsistent (Hubbs-Tait et al., 2008).

Homogeneous results were obtained during the study conducted on the role of parenting style with regard to how parents were able to attain metabolic control and treatment adhesiveness in their adolescents with type 1 diabetes (Shorer et al., 2011). 100 parents served as the participants for the study, “completing assessments of their parenting style and their perceived sense of helplessness

(Shorer et al., 2011). Parents and patients rated patient adhesiveness to the treatment course.

The authoritative parenting style was linked to a higher quality of adhesiveness to the treatment regimen in relation to other parenting styles (Shorer et al., 2011). The permissive parenting style specifically mentioned as a factor that predicted poor adherence to the treatment regimen (Shorer et al., 2011). This is different to the authoritarian parenting style, which was “not associated with either glycemic control or treatment adherence” (Shorer et al., 2011, p. 1736). It is noteworthy that, in some cases, the permissive parenting style can in fact be more detrimental to children compared to the authoritarian parenting style.

Other negative results have also been found to be connected to the permissive parenting style. Despite a study from the same authors revealing children of parents that demonstrate a permissive parenting style are more likely to engage in physical activity (Jago et al., 2011b), which was explained as the likely result if children are left unsupervised to devise ways to spend their time independently, this positive outcome may be counteracted by other behaviors that arise from the same factors. For instance, high levels of television watching in children have long been seen to correlate with a number of health risks, such as too much sedentary time and a predilection toward unhealthful food (junk food), both of which contribute toward obesity (Jago et al., 2011a).

Furthermore, evidence supports that large amounts of time spent watching television is conducive toward psychological difficulties in younger people from

different ages and backgrounds (Hamer, Stamatakis, & Mishra, 2009; Page, Cooper, Griew, & Jago, 2010). Page et al. (2010) revealed that the positive effects associated with physical activity, which was higher among children of permissive parents, were insignificant in the relation between high amounts of television watching common among children of permissive parents and psychological difficulties.

It was found that younger people with active parents who moderate their stationary time have a lower chance of spending their free time watching television (Jago et al., 2011a). The television watching time of children with authoritarian parents were similar to those of children with authoritative parents (Jago et al., 2011a). This seems to be reasonable and conforms to common sense: it is almost inconceivable to imagine a parent who uses their authoritarian parenting style to force their children to watch more television. In this respect, therefore, parents with a permissive parenting style can influence their children negatively by not setting clear standards and allowing them to make decisions that they may not yet be equipped to make (Jago et al., 2011a).

The neglectful parenting style. This parenting style is characterized primarily by its low levels of both responsiveness and demandingness (De Bourdeaudhuij et al., 2009; Kazemi, Ardabili, & Solokian, 2010). The neglectful parenting style is easy to integrate with the permissive parenting style at first glance. The key difference is that while they both ask very little of their children in terms of standards, permissive parents respond to their children, although often as

their peers or friends, and not optimally, as parents with authority (Rodriguez et al., 2009; Turner et al., 2009).

Neglectful parents, similar to permissive parenting style, the neglectful parenting style has been connected to the increased likelihood of negative outcomes for children by scholars. This is due to its lack of clear, established standards and rules, effectively leaving children to make decisions for themselves without the knowledge and experience to do so (Hoeve, Dubas, Gerris, van der Laan, & Smeenk, 2011).

This is evident in multiple studies conducted on the effects of parenting styles on decisions made by kids later in life. Franchini, Poinhos, Klepp, and de Almeida (2011), for instance, found that children of neglectful parents exhibit a stronger tendency toward unhealthful dietary choices, compared to other children. Franchini et al. (2011) examined the correlation between parenting styles and the consumption of fruits and vegetables among Portuguese mothers and their children.

Children with neglectful mothers ate fruits and vegetables less often, which may affect their long-term health outcomes negatively (Franchini et al., 2011). However, given that it was a cross-sectional study, causality between the variables of parenting style and nutritional intake cannot be expressed with certainty. Fathers were also not involved in the study, which may have influenced the results.

The cross-sectional and longitudinal association between parenting styles and female delinquency utilizing a sample of 330 Dutch families with a child from ages 14-22 was examined by Hoeve et al. (2011). Differences based on sex were

found in the study. The use of a neglectful parenting style was determined to be related to increased amounts of delinquency amongst male children, while the use of a permissive parenting style was found to relate to increased levels of delinquency among female children (Hoeve et al., 2011). The negative effects of a neglectful parenting style are strengthened when both parents share the same style. The rates of delinquency among all children in the study were found to be highest among families with two parents who used a neglectful parenting style (Hoeve et al., 2011). This can result in increased behavioral problems and reduced levels of attention to their schooling (Cenkseven-Onder, 2012).

As opposed to the permissive parenting style, there were not any affirming outcomes found by scholars for the neglectful parenting style. A study conducted by Cenkseven-Onder (2012) examined 562 Turkish adolescents in terms of their perception of satisfaction from different life domains. The evidence of this study determines there was no significant distinction on any of the life domains studied among adolescents whom perceived their parents as authoritative and those whom observed their parents as indulgent or permissive (Cenkseven-Onder, 2012). This can be contrasted to the higher rates of satisfaction exhibited by children of permissive parents in relation to children with neglectful parents (Cenkseven-Onder, 2012). The lowest scores for all dimensions of life satisfaction belonged to children of neglectful parents (Cenkseven-Onder, 2012).

The authoritative parenting styles. This style of parenting is characterized by its high levels of both responsiveness and demandingness (Turner et al., 2009;

Rodriguez et al., 2009). The support for this parenting style in the literature has consistently been robust throughout the years, both in theoretical and empirical research (Baumrind, 1966; 1967; 1989; 1991; 1993; 1996). The benefits of this parenting style have been identified by scholars working in diverse fields, such as psychology, nutrition, and social work (Garcia & Gracia, 2009; Kazemi et al., 2010; Lins-Dyer & Nucci, 2007; Jago et al., 2011a; 2011b; Maccoby & Martin, 1983; Rodriguez et al., 2009; Sartaj & Aslam, 2010; Turner et al., 2009).

An overwhelming amount of the research conducted on the topic of parenting style has generally determined its positive influence on the life outcomes of children, in various life dimensions such as health, social adjustment, and academic success. Despite the robust nature of the support for this parenting style, a number of scholars have identified the need for further research on this topic, given the differences among cultural groups in perceiving parenting styles (Rodriguez et al., 2009; Turner et al., 2009). If culture influences what people perceive as effective parenting, then it would seem to follow that differences in culture may lead to differences in effective parenting styles.

As noted by Rodriguez et al. (2009), the majority of the research conducted on this topic focused on European-American families, and the results obtained may differ if other cultural groups are studied. While studies conducted among other cultural groups have generally shown the numerous benefits of the authoritative parenting style (Becoña et al., 2012; Berge et al., 2010; Jago et al., 2011a; 2011b; Sartaj & Aslam, 2010), other studies have revealed some benefits for the

authoritarian parenting style, especially among families of Asian origin (Chao, 2001; Wu, 2008).

Literature Review Related to Key Variables and/or Concepts

Academic Performance

Recent developments in the scholarly understanding of the wide-ranging influence of cultural factors on the lives of people have led to a more nuanced view of a vast amount of problems. In the field of education, scholars and policymakers in the U.S. have begun to move away from standards that may be unjustly biased against minority sociocultural groups, and an embrace of multiculturalism is encouraged (Hanushek, 2010). Educators are currently tasked with finding tools and techniques to help ensure that students from various sociocultural groups are all learning. The reasons for academic performance gaps along racial/cultural and socioeconomic lines have undergone intense examination in the last decade, with current U.S. educational policy emphasizing accountability and higher standards for public schools (Hewitt, 2011; Rury, 2009).

The current standards for the measurement of academic achievement in the United States are enforced through implementing standardized tests on the

students' skills in math and reading. This was part of the No Child Left Behind (NCLB) act, which passed in 2001 to address academic achievement gaps. This legislation was passed primarily to minimize the widening performance gap amongst minorities and majorities, both in race or culture and on socioeconomic status (Hunt, 2008; McCargar, 2008).

Parenting Styles and Life Outcomes

Given the importance of academic performance for the progress of a country, scholars have long attempted to explain the factors that contribute positively toward academic achievement. This was done in order to inform the development of new policies or programs that could help students from different cultural groups or socioeconomic status attain academic success. Numerous factors have been studied throughout the years, across different scholarly fields.

Factors as diverse as exercise (Hillman et al., 2009), physical fitness (Chomitz et al., 2009), academic self-concept (Marsh & Martin, 2011), intelligence quotient (Mayes, Calhoun, Bixler, & Zimmerman, 2009), breastfeeding duration (Oddy, Li, Whitehouse, Zubrick, & Malacova, 2011), behaviors related to health and nutrition (Kristjansson, Sigfusdottir, & Allegrante, 2010), and teacher efficacy (Kelm & McIntosh, 2012; Pas, Bradshaw, & Hershfeldt, 2012) have been identified as possible influences on a child's academic achievement.

Teachers who are effective avoid assigning routine tests or activities simply because “that’s the way things are done” (Gibbs & Powell, 2012), in the manner that authoritarian parents do at home, and they strive to maintain a positive emotional climate built on mutual trust and respect for the children’s opinions (Sharma, Loreman, & Forlin, 2012), in the manner of authoritarian parents. This is important to note as it has been revealed that there is an increased likelihood for inexperienced or unqualified teachers to be employed in schools where cultural minorities and lower socioeconomic status children are enrolled (Reardon 2011; Reardon et al., 2014).

It is also essential to understand how teachers can be more efficient. While the studies on how teachers develop their class room atmosphere has been robust in their authors’ recommendations for high levels of responsiveness and demandingness (in the form of allowing students to be autonomous while being held to high standards), it may be possible that even effective teachers would be unable to influence their students positively if they are not equipped to respond to the authoritative style.

It was revealed in Rodriguez (2010) that dysfunctional parents (authoritarian, permissive, and neglectful) tend to be inconsistent in the manner with which they raise their children. Children from households with parents that use a dysfunctional parenting style may therefore be less likely to respond to the high levels of demandingness and responsiveness displayed by the effective teacher. In reference to the term “dysfunctional,” parents are using many parenting styles

and are not being consistent. The established relation between teacher efficacy and academic achievement can then be seen to be influenced by the relation between parenting style and how children would generally respond to certain methods of teaching. Namely, how the emotional climate fostered at home compares to the emotional climate created by the teacher at school.

A similar relation can also be inferred in the studies that have determined there is a possible link amongst physical fitness and academic achievement. Physical fitness will be characterized by a person having moderate amounts of physical exercise (Chomitz et al., 2009; Hillman et al., 2009) and healthful habits (Kristjansson et al., 2010). "A number of studies have shown that even single bouts of physical exercise can affect underlying processes that could positively influence cognitive health and effective functioning" (Chomitz et al., 2009; Davis et al., 2011; Donnelly & Lambourne, 2011; Hillman et al., 2009)".

In an organized review of randomized control trials of the relation amongst aerobic physical activity and cognition, academic achievement, and psychosocial function, Lees and Hopkins (2013) studied eight r studies that met their inclusion criteria. The authors found that all the studies revealed an affirming relationship between aerobic physical activity and cognition, academic achievement, behavior, and psychosocial outcomes (Lees & Hopkins, 2013). No negative impacts were found, even when the school curriculum time was shifted to emphasize aerobic physical activity more, in lieu of classroom teaching (Lees & Hopkins, 2013).

A similar relation was found as well in the field of nutrition. Kristjansson et al. (2010) conducted research that “tested a structural equation model to estimate the relationship between health behaviors, body mass index...and self-esteem and the academic achievement of adolescents” in Iceland (p. 51).” Researchers analyzed the data gathered from the 6346 participants from a population-based, cross-sectional sample (Kristjansson et al., 2010). The results of their analysis revealed that a student’s BMI, level of physical activity, and dietary habits were associated with higher academic achievement: the lower the BMI, the higher the level of physical activity, and the more healthful the dietary habits led to higher rates of academic achievement.

The effects of the health-related behaviors of students on their academic achievement were also found in a study conducted in a Midwest city school district in the United States. Edwards, Mauch, and Winkelman (2010) studied data from a survey of 800 sixth graders and revealed that positive nutritional and health behaviors, as gathered from the adapted Youth Risk Behavior Surveillance Survey and fitness assessments, were related to higher test scores in math and reading. A recommendation was therefore made for the school district to focus on helping their students attain health lifestyles (Edwards et al., 2010).

The relation between this robustly supported link between positive health and nutrition behaviors (such as healthful eating habits and regular physical exercise) and academic achievement can be found in the relationship amongst parenting styles and positive health and nutrition behaviors. A large amount of

research has examined the relation between these two phenomena, across different countries and demographic groups. Support for the connection amongst parenting style and health- and nutrition-related behaviors, such as obesity, eating habits, and levels of physical exercise has been established.

Olvera and Power (2009) administrated a longitudinal study of 69 low-income Mexican-American mothers and their children, who ranged from four to eight years old, over a period of four years. Demographic and parenting measures were required for the mothers who served as the study's participants. The children's height, weight, and body mass index were measured every year. 65% of the children had normal weight, with 21 percent being obese, and 14% being overweight (Olvera & Power, 2009).

The authors found that the parenting style used by the mothers were able to provide predictive power on which children would be more likely to become overweight or obese after the study period. In line with anecdotal evidence, it was determined that children of indulgent parents had a higher likelihood of becoming obese in relation to the children of authoritarian or authoritative parents.

Parenting Styles and Academic Achievement

Such positive effects can be seen as well in literature on the correlation between parenting style and academic achievement. Turner et al. (2009) conducted a study and utilized a sample size of 264 undergraduate students enrolled in psychology courses at a major university in the southwestern United States, reflecting the ethnic composition of the campus: "European-Americans ($n=179$,

67.8%), African-Americans ($n = 13$, 4.9%), Hispanic-Americans ($n = 48$, 18.2%), Asian-Americans ($n = 14$, 5.3%), self-identified as biracial ($n = 7$, 2.7%), and self-identified as “Other” ($n = 3$, 1.1%)” (p. 340). 65.2% of the sample was female. 68% were freshmen, 13.6% were sophomores, 9.5% were juniors, and 9.1% were seniors (Turner et al., 2009). Almost seventy nine percent of the participants were raised by both parents (Turner et al., 2009). Aside from demographic characteristics, gathered through the use of a demographic questionnaire, four variables were measured in the study.

The researchers used the PAQ (Parental Authority Questionnaire), developed by Buri (1991) to measure the three parenting styles from Baumrind (1966): permissive, authoritarian, and authoritative (Turner et al., 2009). The researchers used the Academic Motivation Scale—College Version, developed by Vallerand et al. (1992) to measure the students’ academic motivation. This tool consists of seven subscales that measures three kinds each of intrinsic and extrinsic motivation and one kind of motivation (Vallerand et al., 1992). The Self-Efficacy and Study Skills Questionnaire was used to measure the students’ self-perceptions regarding their ability to accomplish their academic tasks (Watson & Tharp, 2002). Lastly, academic performance was measured from the students’ own reports of their GPA. The mean GPA was 2.91, with a standard deviation of .62, ranging from 1.33 to 4.0 (Turner et al., 2009).

Turner et al. (2009) affirmed the results of previous research in reference to the characteristics of high supportiveness and warmth influence a child’s academic

performance, even at the college-level. These characteristics are connected with the authoritative parenting style, which was shown to significantly predict academic performance (Turner et al., 2009). The limitations of this study are that they cannot be generalized to all populations. Conclusions made from this study are limited to the east coast; the data collection results from the parents may not be prototypical of other parents of college students; the results may also not be representative to bigger or smaller populations; and the results could be subject to other interpretations. Lastly, the findings will be correlational and one may not be able to make a causal conclusion. No such relations were found between academic achievement and either permissive or authoritarian parenting styles (Turner et al., 2009).

Noteworthy among the results is the relation between higher academic self-efficacy and academic achievement, as measured by the participants' GPA. The students' confidence regarding their capabilities in accomplishing their academic goals was found to have a relation in their actual academic performance (Turner et al., 2009). This is important to remember as it has been determined that the children of authoritative parents are inclined to be more confident regarding their own capabilities (Baumrind, 1996). This is in contrast to children of parents who exhibit dysfunctional parenting styles, such as authoritarian parents, whose children have been seen to have lower self-esteem (Marsiglia et al., 2007) and social competence (Baumrind, 1991).

However, as noted by Turner et al. (2009), it is imperative to remember that this study pertains to the predominantly European-American sample, most of whom were raised in two-parent households with at least one college-educated parent. The results gathered may therefore not apply to other demographics, such as other cultural groups or to those raised in single-parent households. This possible discrepancy can be seen in the studies conducted by Dearing (2004) and Attaway & Hafer-Bry (2004): the former found that, among minority students, there was no relationship amongst the authoritative parenting style and academic achievement, while the latter found some support for this relation. The positive effects of the parenting styles other than authoritative have been observed in studies that utilized a sample outside of the United States. These studies suggest the importance for this current research to fill the gap.

For example, studies conducted among Chinese-American samples have shown that what European-Americans might consider a form of authoritarian parenting can be perceived positively (Chao, 2011; Wu, 2008). A study that utilized a sample from Pakistan affirmed the superiority of authoritative parenting in that particular culture (Sartaj & Aslam, 2010).

Different cultures may differ in what they perceive to be the parenting style and may even have differing ideas on what constitutes a specific parenting style. In an empirical study conducted by Wu (2008) on Chinese-American families, it was revealed that the authoritarian parenting style may lead to outcomes that are more positive for their children compared to the authoritative parenting style. This was

explained to be due to a difference in culture: in traditional Chinese households, what European-American children may perceive as authoritarian parenting is generally perceived by Chinese children as “an expression of love and concern that boosts their self-esteem (Silverstein, 2000; Wu, 2008).”

Wang, Pomerants, and Chang (2007) conducted a longitudinal study and found similar results. This is one of the first studies that utilized a longitudinal research design to investigate the correlation between parental style and academic achievement over time (six months). The authors compared two samples, one from the United States and one from China, and examined the relation between the dimensions of parental control exhibited and levels of the children’s emotional and academic success (Wang et al., 2007). The children were asked to provide insight on their parents’ parenting style. It was suggested that increased levels of psychological control impede both academic and emotional success of children due to its stifling effects on the individuality and self-expression (Wang et al., 2007).

The sample used in Wang et al. (2007) consisted of 373 seventh-graders from the United States and 433 seventh-graders from China. They were recruited from one average school and one above-average school. The results obtained showed that parental autonomy was found to lead to stronger beneficial effects in the sample from the United States in relation to those from China over time (Wang et al., 2007). The negative effects of high levels of psychological control were found to be similar between the two samples (Wang et al., 2007).

What this means in the correlation between parental style and academic achievement is the idea of universalism without uniformity, put forward by Wang et al. (2007). In this concept, they claimed that certain dimensions of parenting styles have universal effects, shared across various cultural groups; these dimensions are not necessarily identical. For instance, as was shown in their study, the concept of autonomy as a need of children for academic success is universal (Wang et al., 2007). However, both the perceived need for this autonomy, on the part of the children, and the positive effects it had on them were found to be higher in the sample from the United States (Wang et al., 2007).

While no negative effects have yet been found on the children of authoritative parents, some studies have produced results that showed insignificant relations between authoritative parenting and academic achievement. This will indicate that, even though the authoritative parenting does indeed provide benefits for children, these may not include future academic success. Future research using college GPA's would be valuable to determine if there is a correlation.

Elias (2009) examined the relationship amongst perceived paternal and maternal parenting styles using data from three public examinations. 247 participants, comprised of urban high school students from Malaysia, were utilized as the sample for the study. A majority of the participants perceived their parents to be authoritative: 200 fathers and 197 mothers. The findings as to the parenting style of the students revealed no correlation with the students' actual academic performance.

Similar results were revealed in the study by Hernandez (2009). 148 Hispanic-American community college students were the participants. Parenting style, on both mother and father side, were determined to not be significant predictors of academic achievement, as measured by the participant's GPA. Olige (2009) studied 378 high school students also found no correlation amongst parenting style and academic achievement in students.

Future research may be done to determine whether the relation amongst parenting style and academic achievement, which has been strongly supported among European-American samples, and also various age groups, can be seen as well in samples from other countries or demographics. This is especially important in the United States, where African-Americans continue to be negatively affected by the achievement gap (Hanushek, 2010).

The information that can be gathered from such research studies can inform future intervention programs or policies to ensure that every group in the United States is afforded the same opportunities for success as the majority groups. Identifying what the predominant African-American parenting style is would be a prudent first step and will be examined next.

African-American Parenting Styles

Authoritative parenting style is characterized primarily by its high levels of both responsiveness and demandingness (Rodriguez et al., 2009; Turner et al., 2009). It has received strong support from the literature as the most effective in

influencing positive life outcomes for children, and the results of these studies have been found consistently across both theoretical and empirical research (Baumrind, 1966; 1967; 1989; 1991; 1993; 1996). The benefits of this parenting style have been identified by scholars working in diverse fields, such as psychology, nutrition, and social work (Garcia & Gracia, 2009; Kazemi et al., 2010; Lins-Dyer & Nucci, 2007; Jago et al., 2011a; 2011b; Maccoby & Martin, 1983; Rodriguez et al., 2009; Sartaj & Aslam, 2010; Turner et al., 2009).

Despite the overwhelming support for the authoritative parenting style as the best for parents, a number of scholars have found that the positive results studies on this parenting style have revealed may be influenced by its predominantly European-American sample (Rodriguez et al., 2009; Turner et al., 2009). This contention does not weaken the results obtained in previous studies. Rather, it serves to underscore the need to study particular cultural groups and age groups to determine whether the results gathered from European-American samples are similar or divergent and relatable. This information would be helpful for education stakeholders in various countries, especially in the developing intervention programs to increase the rates of academic achievement for groups affected by achievement gaps, such as African-Americans (Braun et al., 2012; Hanushek, 2010).

Research conducted specifically on the parenting styles most commonly used among African-Americans may therefore be helpful in seeking to understand why

the achievement gap continues to exist between them and other cultural groups in the United States (Braun et al., 2012; Hanushek, 2010).

Early research has supported the notion that African-Americans, along with Hispanic-American parents are slightly more likely to be authoritarian than authoritative (Baumrind, 1978; 1991). This was later supported by Mandara (2006). However, even educating parents of what a specific parenting style means can also change certain behaviors when applied to different cultural groups.

Mandara and Murray (2002) conducted a study that made use of a large African-American sample to determine whether the parenting styles of this cultural group could be understood with the parenting styles conceptualized by Baumrind (1996). A cluster analysis on the variables of the African-American family was done and determined while the parenting styles of the participants could be broadly construed as falling under the three initial parenting styles in Baumrind (1966), the levels of the dimensions for each parenting style can differ (Mandara & Murray, 2002).

One instance found was that authoritative parents differed on the degree of their responsiveness, depending on their cultural group: European-American authoritative parents displayed more responsiveness and less demandingness than their African-American counterparts (Mandara & Murray, 2002). Despite these strides, more still needs to be done if a comprehensive idea of African-Americans is to be had.

African-American Challenges

Despite the development of interventions to close the achievement gap, disparities in academic achievement persist along racial, ethnic, and socioeconomic borders (Reardon, Robinson-Cimpian, & Weathers, 2014). Specifically, the national studies conducted have revealed that both African-Americans and Hispanic-Americans achieve significantly lower scores on standardized tests of math and reading compared to the average European-American student (Reardon et al., 2014). Moreover, children from families with lower socioeconomic status also achieve lower scores than their counterparts from families with a higher socioeconomic status (Reardon et al., 2014).

The overview of the literature on academic achievement gaps, Reardon et al. (2014) examined the trends in academic achievement gaps along the lines of culture and socioeconomic status. It was made clear that, while academic achievement gaps between non-European-Americans and European-Americans have become narrower, they remain quite large, ranging from 0.5 to 1.0 standard deviations (Reardon et al., 2014). They also revealed that the gap between African-American students and European-American standards cannot be fully explained by socioeconomic family background characteristics.

This implies that the kind of schooling African-Americans receive may contribute toward the growth of these achievement gaps (Reardon et al., 2014). This is in contrast to the achievement gaps found in Hispanic-Americans and Asian-Americans in relation to European-Americans. In such cases, socioeconomic

differences and the process of acquiring English as a second language were found to be able to explain the achievement gaps (Reardon et al., 2014).

Many scholars have noted African American males have consistently underperformed academically compared to other groups, even when differences in socioeconomic status are factored in (Butler-Barnes, Williams, & Chavous, 2012; O'Hara, Gibbons, Weng, Gerrard, & Simmons, 2012). Consequently, this underperformance is one of the largest and most-discussed issues in education (Cokley, McClain, Jones, & Johnson, 2012). Despite the recent advances in civil rights and a general nationwide sentiment against racism, the legacy of an extended history of racism, marginalization, and lowered expectations for African American males still continues to be felt in our society, and our public education system has not responded adequately to resolve this problem (O'Hara et al., 2012).

African Americans continue to string behind European Americans in reference to academic achievement (O'Hara et al., 2012). An example of this phenomenon can be found in the excessive representation of African American males in special education classes, which has been prevalent for over 40 years now (Blanchett, 2009). The state of overrepresentation arises whenever the high rates of students with certain attributes, such as race, gender, ethnicity, socioeconomic status, primary language at home, is higher than their segment in the general population.

The African American males that have been placed in high-incidence disability categories, such as special education, have far exceeded the numbers for

other groups (Artiles et al., 2010; Connor, 2009); it is more likely for African American males to be classified as having special education needs compared to other racial groups, even in urban school districts (Artiles et al., 2010).

Concurrently, African American males have also been underrepresented in advanced placement classes for the academically exceptional (Beljan, 2011).

The inequity that has plagued African Americans for more than a century remains, though in subtler form. Many scholars have made the point that, despite the *Brown v. Board of Education* Supreme Court decision outlawing segregation in public schools, African American students continue to be mired in segregated and academically lopsided environments (Green et al., 2005).

African-American Parenting Styles and Academic Achievement

The relation between the authoritative parenting style and academic achievement is strongly supported in the literature. This relationship has been seen in different countries and cultural groups (Turner et al., 2009). “Previous research has produced results that appear to indicate that this relationship does not exist for Hispanic-Americans and African-Americans (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Park & Bauer, 2002)”. Few studies have been made that focused on the outcome of parenting style and the academic achievement of African-Americans, which resulted in a dearth of data on what may be a fruitful path of inquiry for the elimination of the achievement gap.

Empirical research on African-American parenting styles have produced mixed results on the influence they have on future academic achievement and is a

complex issue (Hines & Holcomb-McCoy, 2013). While some studies have been unsuccessful in finding evidence of a relation between the authoritative parenting style and academic success (Gonzales, Greenwood, & WenHsu, 2001; Mandara, 2006), others have found an authoritative parenting style in an African-American context can produce similar results to those obtained from primarily European-American samples.

A study by Babiarz (2009) attempted to research the relation between the parenting styles of teachers on their students. Nine schools from around Los Angeles County were the source of the sample, comprised of African-American and Hispanic-American students. Research suggests there is not a difference in parenting styles when it pertains to reading grades, however, researchers found that authoritarian teachers were able to influence their students more positively (Babiarz, 2009).

A qualitative study conducted by Temple (2010) on eight African-American students to provide insight on what parenting style produced the best academic outcomes for their group. While the results of this study affirmed the value of authoritative parenting, it was also determined that authoritarian parenting can influence academic achievement among African-American students.

In Abar, Carter, and Winsler (2008), the results provided partial support for the relation between the authoritative parenting style and academic achievement in African-Americans. Their study examined, among other relations, the relationship amongst parenting style and academic achievement in a sample-size of young

African-Americans students from a historically Black, Seventh-Day Adventist College (Abar et al., 2008). It was found that participants were more likely to succeed in academics if they reported their mother as an authoritative parent (Abar et al., 2008).

The research was, however, limited by its focus on a small, homogenous sample of African-Americans. The authors recommended that studies be made on a more diverse sample of participants, perhaps at an earlier age (Abar et al., 2008). A longitudinal design may also be useful in future research to aid in the identification of any causal relations between parenting styles and academic performance in African-Americans (Abar et al., 2008).

Summary and Conclusion

African American students have traditionally been unable to reach high rates of academic achievement in relation to their European American counterparts (Braun et al., 2010; Hanushek, 2010). This has led to governmental efforts and educators in the United States to narrow this gap. Higher rates of academic achievement have been claimed to result in citizens who are better able to make significant contributions toward an improved national economy (Hanushek, 2010). A literature review was conducted to provide information on trends on the relation between parenting styles and academic achievement. Context was given to the entire topic to allow the current study to be situated within the body of scholarly literature. The numerous relations between the variables, as seen in various studies, were also examined.

This review divided into eight main sections: parenting styles, academic achievement, the relation between parenting styles and academic achievement, parenting styles and positive life outcomes, African-American parenting styles, African-American academic achievement in the United States, African American single parents, and the relation between African-American parenting styles and African-American academic achievement in the United States.

The concept of parenting styles (authoritative, authoritarian, and permissive) was first developed by Baumrind in 1966 with subsequent re-examinations and refinements, from both Baumrind herself (1967; 1989; 1991; 1993; 1996) and other scholars, the most important being the addition of a fourth parenting style (neglectful) by Maccoby and Martin (1983). Parenting style has been used as a concept to understand how children grow up in different ways. For instance, it was found that the children of authoritarian parents were more likely to have emotional difficulties in their adolescence, compared to other children (Sartaj & Aslam, 2010). This concept is important as it may provide better understanding of a child's temperament, which could then be useful in providing him or her the necessary interventions.

The literature on authoritative parenting style has found robust support for its influence on children's positive outcomes, across diverse fields of study, including psychology, nutrition, and social work (Garcia & Gracia, 2009; Kazemi et al., 2010; Lins-Dyer & Nucci, 2007; Jago et al., 2011a; 2011b; Maccoby & Martin, 1983; Rodriguez et al., 2009; Sartaj & Aslam, 2010; Turner et al., 2009). However,

some scholars have pointed out that a large number of studies have used European-Americans as participants (Rodriguez et al., 2009; Turner et al., 2009). They raised the issue of whether the results of these studies can apply to participants from other cultural groups (Rodriguez et al., Turner et al., 2009).

Evidence on the superiority of authoritative parenting on groups other than European-Americans have been mixed: Pakistanis have been found to prefer it (Sartaj & Aslam, 2010), while Chinese-Americans have been found to favor authoritarian parenting (Wang et al., 2007; Wu, 2005; 2008), or at least, authoritative parenting that is more demanding and less responsive than authoritative European-American parents would be (Silverstein, 2000; Wu, 2008). Most scholars, however, agree that authoritative parenting leads to better physical, psychological, and emotional outcomes ((Garcia & Gracia, 2009; Kazemi et al., 2010; Lins-Dyer & Nucci, 2007; Jago et al., 2011a; 2011b; Maccoby & Martin, 1983; Rodriguez et al., 2009; Sartaj & Aslam, 2010; Turner et al., 2009).

The correlation between parenting style and academic achievement has been found to be more uncertain. Samples comprised predominantly of minority students, in particular, have produced mixed results when measuring for the possible relation between parenting style and academic achievement. The existence of an achievement gap between African--Americans and other cultural groups in the United States also add further complexity to the topic.

No study has yet been made on the relation between parenting style, single parenting, and academic achievement among African-Americans college students at

a predominantly African-American university in the East Coast. By gathering data on African-American parenting styles, and single parenting, and how they may influence the rates of academic achievement of the participants, a gap in the literature of parenting styles and academic achievement will be filled. More information may be gained on parenting styles, single parenting, and academic achievement in general, and on how these factors come into play in an African-American context that has so far been underrepresented in scholarly literature.

In Chapter 3, I discuss the research design and methodology of this study in detail.

Chapter 3: Research Method

Introduction

This study was conducted to determine the correlation, if any, between parenting styles and the academic performance of African-American college students at an HBCU on the East Coast. In this chapter, I review the study's research design and approach. I also review the setting and sample population, the participants, data collection procedures, instrumentation reliability and validity information, data analysis procedures, and measures taken to protect the rights of the participants.

Research Design and Approach

This study used a quantitative, correlational design. This design is appropriate for examining the relationship between two variables of interest and has been used by many researchers who have done similar studies on parenting styles (Oliveira & Bomfim, 2015). The participants completed a written questionnaire containing demographic information, measures of parenting style, and GPA. The independent variable was parenting style; the dependent variable was the student's academic achievement (GPA). A research constraint was that the population consisted only of African American college students on the East Coast.

According to Bacon and Bean (2006), GPA has often been used in studies as an indicator of academic performance). They performed a study to determine the

reliability of using the GPA and found that the reliability was high, at .94. This level is significantly higher than many researchers suggest is needed. With this study, there were no exclusions or inclusions related to family structure. The students completed the survey for both mother and father, if applicable.

Methodology

Population

The target population for this study was African-American college students at an HBCU on the East Coast. Out of the top 18 HBCUs on the East Coast, the average population was 4,879. According to various studies, the most significant influence on student's achievement are their parents (Seth & Ghormode, 2013; Turner, Chandler, & Heffer, 2009). These studies provided evidence of the significant influence of parenting style on academic achievement in different contexts, that is, both in different grade levels and in different countries around the world (Murray, 2012; Seth & Ghormode, 2013; Shute et al., 2011; Turner et al., 2009).

Sampling and Sampling Procedures

Sampling Method

Participants for this study included 340 African-American college students at an HBCU on the East Coast. A purposive sample was used to identify those meeting the criteria. The first step was to make a list of HBCUs on the East Coast that were within close proximity to South Carolina. HBCUs have played a major role in ensuring that African Americans receive a quality education, support, scholarships, and affordability, in addition to receiving a true "black experience." The participants

were chosen from HBCUs to add to the body of literature that will help increase academic achievement amongst students that attend HBCUs. I recruited potential participants by contacting colleagues at many of the HBCUs on the East Coast to see if they would assist me with distributing my survey via email, and they did.

Sample Size

To validate the sample size, a sample size calculator was used on the survey monkey website. This study took into consideration three factors: the confidence level, the population size, and the margin of error. Using a 95% confidence level, 5% margin of error, and mean population size of 2,915, which is the mean population between two schools, the formula yielded a necessary sample size of 340.

Procedures for Recruitment, Data Collection, and Participation

Data collection began with permission from the IRB. The questionnaire was completed online through survey monkey. The participants came from any HBCU on the East Coast. A link was provided to the students. After the student clicked the link, an informed consent was provided. The informed consent stated that participation was voluntary, the benefits and risks associated with the study, whether or not compensation would be given, and a confidentiality agreement. The informed consent was acknowledged before the student could move forward. The next page gave the student the opportunity to provide their demographic information, GPA, and the parenting styles assessment. Data was collected via survey monkey and downloaded to my computer. The demographic survey included information pertaining to gender, ethnicity, age, class status, and GPA. Information

was provided on the informed consent form for participants so they may ask questions.

Instrumentation

Parenting Styles

Parenting style was measured using the Parenting Style and Parental Involvement Questionnaire which is located in the appendix. This measurement was used to determine how students view parenting style (Paulson, 1996). This 5-point Likert scale is composed of two 15-item subscales on demandingness and responsiveness. For mother and father, the test- retest reliability estimates were $r = .78, .92$ for authoritativeness, $r = .86, .85$ for authoritarian, $r = .81, .77$ for permissiveness.

Demographic Survey

A demographic survey was included as part of the study to gather information about each respondent and to also determine if the individual met criteria for the survey. An example was included in the appendix. The demographic survey included information pertaining to sex, ethnicity, age, class status, and GPA. Information was provided so that participants may call and ask questions if needed.

Data Analysis

The reason for this correlational study was to determine the relationship between parenting style and academic performance of African-American College Students at an HBCU on the East Coast. I used SPSS (Statistical Package for the Social Sciences) software to perform a Pearson r correlation. The Pearson r correlation

helped me predict which independent variables are related to the dependent variable. Findings are presented in Chapter 4.

To ensure that my data was clean and ready before I conduct my statistical analyses, I checked for missing data. A Pearson r correlation was conducted to evaluate the relationship amongst parenting styles and academic achievement. Since variables are continuous and the hypotheses seeks to determine if there is a relationship, or how the distribution of the z scores differ, the Pearson r correlation was the best bivariate statistic to use. Correlation coefficients, r , change from 0 (no relationship) to 1 (perfect linear relationship) or -1 (perfect negative linear relationship)(Cohen, 1969). Positive coefficients indicate a direct relationship, indicating that as one variable increases, the other variable also increases. Negative correlation coefficients indicate an inverse relationship, indicating that as one variable increases, the other variable decreases. Cohen's standard was used to assess the correlation coefficient, where 0.10 to 0.29 represents a weak association between the two variables, 0.30 to 0.49 represents a moderate association, and 0.50 or larger represents a strong association (Cohen, 1969). The alpha was set at $p = .05$.

The present study was directed by this research question: Is there a statistically significant relationship between each parenting style and academic performance (GPA) among African American college students at a predominantly Black college or university?

H01: There is not a statistically significant relationship between authoritative, authoritarian, and permissive parenting styles and academic performance among African American college students at HBCUs.

Ha1: There is a statistically significant relationship between authoritative, authoritarian, and permissive parenting styles and academic performance among African American college students at HBCUs.

Threats to Validity

Validity can be threatened due to the statistical conclusion, a low statistical power, a restricted range, and internal validity due to selection, history, maturation, and regression (Holgado-Tello et al., 2016). The disadvantage of using a purposive sample is there is a risk that a sample may not represent the population as a whole. Having the ability to replicate the study results may make the study more valid. Due to the nature of this study being a correlational study, causal conclusions cannot be made. Construct validity determines whether the instrument used actually measures the concept that it is supposed to measure (Creswell, 2009). Research suggests that the instrument I chose is both valid and reliable in measuring parenting styles using a younger population (De Oliveira & Bomfim, 2015). I used the version that has the high validity and reliability rate.

Ethical Procedures

Appropriate and careful measures were taken to protect all participants in the study. I requested permission from Walden's Institutional Review Board. I collected data after I had full permission to begin. Participants were assured that

their information was confidential and they were aware of my intentions, and that their participation was voluntary. The participants were informed that the results were in data that is summarized and unidentifiable. Participant was notified that they are not required to stay in the study and can withdraw at any time for any reason. Participants were also notified that they may skip a question if they feel uncomfortable responding. The researcher is the only one that had access to the information. The information is stored in a secure file for 5 years and will be destroyed permanently. The informed consent stated that there is no penalty for not participating in the study.

Summary

Methods used in this study were discussed in Chapter 3. The purpose of this study was to determine the relationship between parenting styles and academic performance of African-American college students at HBCUs on the East Coast. The basis of this studies was based on the fact that several studies have been conducted on this topic, yielding results that support the importance of parental style for children's academic achievement (Data was collected using a questionnaire. The sample consisted of 340 African American students living on the East Coast. The data was analyzed using the Pearson r correlation to determine the relationship between the parenting styles and academic achievement. Results of this study are presented in Chapter 4.

Chapter 4: Results

Introduction

Based on Baumrind's parenting style theory (1966), parenting styles have consequences on a child's development. With parenting styles serving as the independent variable, the purpose of this study was to determine the correlation between parenting styles and the academic performance of African American college students at an HBCU on the East Coast.

This study was guided by the following research question: Is there a statistically significant relationship between each parenting style and academic performance (GPA) among African American college students at a predominately Black college or university?

H01: There is not a statistically significant relationship between authoritative, authoritarian, and permissive parenting styles and academic performance among African American college students at HBCUs.

Ha1: There is a statistically significant relationship between authoritative, authoritarian, and permissive parenting styles and academic performance among African American college students at HBCUs.

To answer the question, Pearson's r correlation was performed in SPSS. This chapter includes the demographics of the participants, information about data collection, the statistical tools used, and the results of this study.

Data Collection

After obtaining approval from Walden's IRB to conduct the study (Approval No. 05-06-19-0279139), I started gathering information from candidates. They were asked to take the PSPI questionnaire online via Survey Monkey. Candidates were African American undergraduate students, graduate students, and continuing education students who attended an HBCU on the East Coast. Information about this study was sent to different influential college officials. The web link for the survey was active from June 2019 to September 2019 in order to recruit enough participants for the study. This time frame did not differ from what I had proposed initially. Initially I wanted to collect data from one HBCU. I changed the process to include different HBCUs on the East Coast to obtain participants more quickly.

The consent form, the first form of the survey, requested information about the nature of the survey, the requirements to participate, background information about the study, procedures, voluntary nature of the study, the possible risks, privacy, and time needed to take the survey. The researchers contact information was provided in the event that a participant had questions or concerns. A crisis hotline number was also provided in case a participant became very upset while completing the survey. Participants were informed that the survey was voluntary and that they could stop at any time. There was no compensation for completing the survey.

Results

The first eight questions on the survey were demographic and eligibility criteria for the study. There was a total of 340 eligible participants who completed the survey. The participants ranged in age from 18–64 years old. The majority of the participants were between the 18-24 range. The sample in this study consisted of 234 females and 107 males. Thirty-nine percent of the participants were freshman, 42% were sophomore, 5% were juniors, 3% were seniors, 8% were graduate students, 2% were obtaining a Masters or Doctorate degree, and 3% were continuing education students. These numbers are representative of my population of interest.

The results from the PSPI indicated that 243 students out of the 340 eligible participants listed their biological mother as the most influential in raising them. Information pertaining to who was the most influential in raising the participant is included in Figure 1.

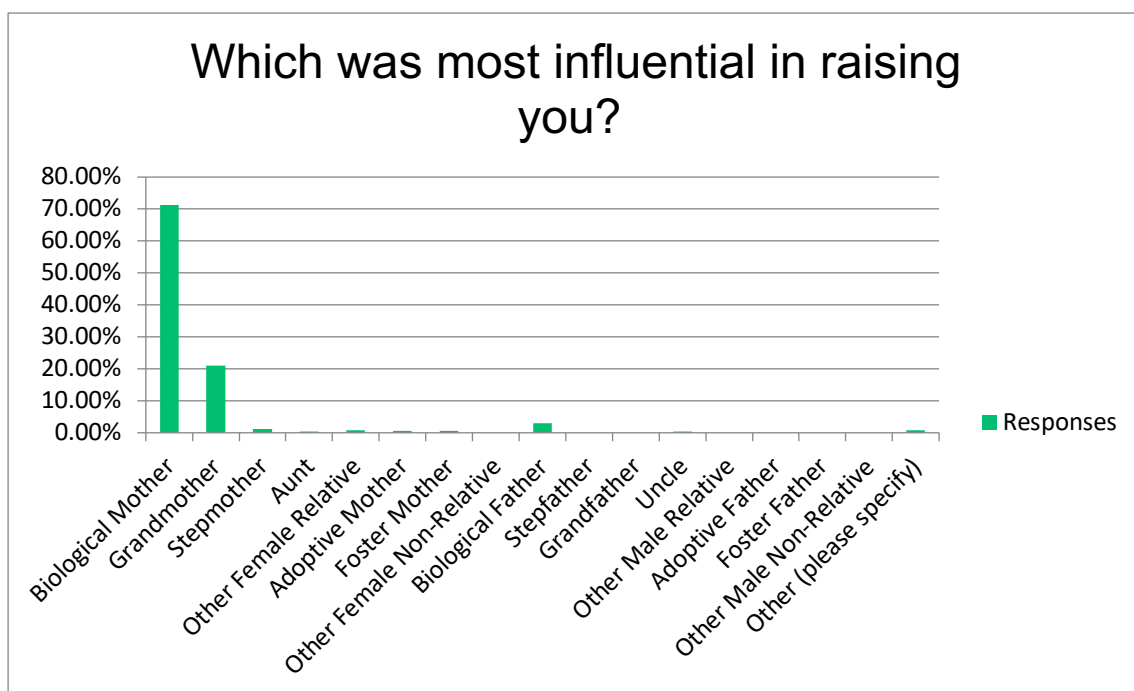


Figure 1. Bar graph of participants' responses for who was most influential in raising the participant.

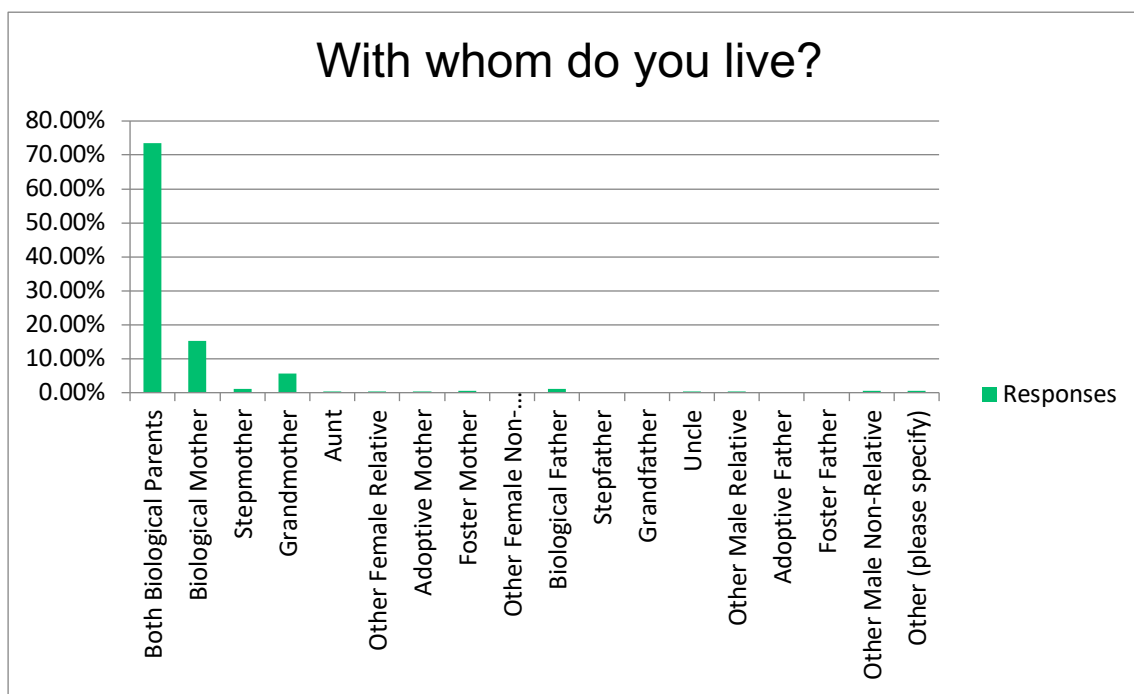


Figure 2. Bar graph of participants' responses about who the participant lived with.

Results from the PSPI indicated that out of the 340 students surveyed, 246 participants reported being raised by both biological mother and father. Out of the 246 participants, all of them scored their mom high on the demandingness scale and high on the responsiveness scale. The 246 participants scored their fathers low on the demandingness scale and low on the responsiveness scale. Ninety-four participants were raised by other relatives. Table 1 presents the means and

standard deviations of the scores of demandingness and responsiveness for mother and father.

Table 1

Group Means and Standard Deviations

PSPI	N	Mean	Standard Deviation
Demandingness mother	340	4.25	0.25
Responsiveness mother	340	4.3	0.3
Demandingness father	340	2.15	0.35
Responsiveness father	340	2.8	0.2

After the completion of the surveys by the students, the means and standard deviations were calculated for each parenting dimension (demandingness and responsiveness). These values were used to classify parenting style tendencies in each parenting structure. If a score was above the mean, that indicated a relatively high level of the dimension. If the scores were below the mean, that indicated a relatively low level of the dimension. In addition, the correlation between the two dimensions of parenting and academic achievement were examined using the Pearson Correlation Coefficient. For this study, a p-value of less than 0.05 was considered statistically significant.

The research question examined whether there was a correlation between parenting styles and academic performance of African American college students at an HBCU on the East Coast. GPA was used to measure academic performance in this study. The research question examined whether there is a statistically significant

relationship between authoritative, authoritarian, and permissive parenting styles and academic performance among African American college students at HBCUs.

Students completed surveys for their caregivers. The mean of the scores represent the general parenting style employed in their home. There were 243 students that identified that the most influential person raising them was their biological mother. Seventy-two identified their grandmother as most influential in raising them. Ten identified their biological father as being most influential in raising them. The rest identified another family member as being most influential in raising them. The students that identified their biological mother or grandmother as the most influential in raising also identified that person as possessing an authoritative parenting style. This is characterized by high levels of demandingness and responsiveness.

The Pearson correlation coefficient was calculated and examined to determine if there is a relationship between the parenting dimensions and academic achievement. Correlations between parenting style and GPA are presented in Table 2. The alpha level was set at $p < .05$. The significance levels of parental responsiveness or demandingness were not significantly correlated with any of the variables. The hypothesis was not supported.

Table 2

Correlations between Parenting Styles and GPA

Parenting style	N	Correlation coefficient for GPA	Significance
Responsiveness	340	-.195	Not Significant
Demandingness	340	-.147	Not Significant

Summary

A Pearson's correlation was conducted to answer the research study's question: Is there a statistically significant relationship between each parenting style and academic performance (GPA) among African American college students at a predominant Black college or university?

The null hypothesis and alternative hypothesis were considered. Parenting style was not significantly related to academic achievement. Thus, the results failed to support the primary hypothesis of a significant relationship between parenting style and achievement for this group. The findings, conclusions, and recommendation for further research are addressed in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

According to various studies, parents are a significant influence on their children who are students (Seth & Ghormode, 2013; Turner, Chandler, & Heffer, 2009). For example, (a) style of parenting plays a large role in the academic performance and success of students (Murray, 2012; Seth & Ghormode, 2013; Shute, Hansen, Underwood, & Razzouk, 2011; Turner et al., 2009); (b) authoritative parenting produces high academic achievement (Akinsola, 2011); (c) parenting styles have significant influence on academic achievement in different contexts, that is, both at different grade levels and in different countries (Murray, 2012; Seth & Ghormode, 2013; Shute et al., 2011; Turner et al., 2009). This study was conducted to determine the correlation between parenting styles and the academic achievement of African-American college students at an HBCU on the East Coast.

Through this study, information was gained on African American college students and academic achievement in general, as it relates to parenting styles and on how they come into play in African-American college students on the East Coast. Researchers have studied parenting styles and academic achievement; however, the African American culture has so far been underrepresented in scholarly literature on this topic. Research has generally focused on White children.

Family parenting styles and family interactions create patterns that can influence virtually all spheres of life in an individual's development. Examples of spheres of life are behavioral skills and aspects of personality, interacting with the

community, and levels of success in education (Johnson, Welk, Saint-Maurice, & Ihmels, 2012; Veldhuis, van Grieken, Renders, HiraSing, & Raat, 2014). Parents are of extreme importance because they are part of the construct that can disrupt learning; such disturbances are reflected in the child's performance at school (Johnson et al., 2012; Veldhuis et al., 2014). Attachment and control can shape how parents assist their children's academic lives and how parents behave towards their children should they have difficulties in learning (Morrison, Ponitz, & McClelland, 2010).

Interpretation of Findings

I hypothesized there would be a relationship between parenting style and academic achievement based on a correlational analysis. I used quantitative methods to answer the research question so that I could gather data that could be generalized to the population I chose. This type of research design is used to collect data as it relates to a larger population to build on existing knowledge. The independent variable was parenting styles and the dependent variable was GPA. The target population was African American college students at HBCUs on the East Coast. The participants were recruited by announcements of the study. I identified students who met the criteria and asked them to voluntarily complete the survey. I used the snowball approach by letting everyone know who I'm looking for via social media sites. I asked helpers to forward an invitation to individuals they believed met my inclusion criteria—but not to ask them to participate in my study.

The research question was used to determine if there was a relationship between parenting styles and academic achievement among the population that was identified. This research did not show a significant correlation among parenting styles and academic achievement. Higher levels of responsiveness or higher levels of demandingness were not related significantly to GPA.

A reason for these findings may be that parenting style may be moderated by other influences that may contribute to academic achievement. Many researchers contend that effect of parenting style on academic achievement is not consistent across ethnicity, cultures, or socioeconomic stature (Spera, 2005).

Theoretical Implications

This study made use of the parenting styles paradigm and incorporated the RDS metatheory which extends from the developmental systems theory and incorporates Brofenbrenner's (1979) ecological systems approach to human development. According to the Halpenny, Nixon, and Watson (2010), this paradigm has been exemplified and codified by the works of Baumrind (1971) and Maccoby (1983). The research that was explored in Chapter 2 shows the relationship between parenting and child development, including academic achievement. However, the results from this study did not provide support for relationship of parenting style and academic achievement for African American college students at HBCUs. The level of variance that was identified in the analysis was not significant, therefore I failed to reject the null hypothesis.

Limitations of the Study

One of the limitations of this study is that the sample was not balanced. There were twice as many female respondents (234) in comparison to male respondents (107). Such an imbalance can skew the results and might have diminished the differences between parenting styles. Another limitation is that the sample consisted of college students and may not be generalizable to a non-student population. Also, using Paulson's Parenting Style and Parental Involvement Questionnaire (1996), which only included two measures of parenting style instead of Buri's Parental Authority Questionnaire (1991), and only using self-report measures of academic achievement are other limitations. Other limitations might be that individuals were not truthful about the answers they gave as they were taking the survey.

Recommendations

Recommendations for future practice should include more incorporation of the parent's perspective and incorporation of intrinsic motivation. It appears that parenting style may not be sufficient enough to explain achievement outcomes based on academic achievement. Such findings provide further evidence for the need to examine intrinsic motivation as an influence that can contribute to how strong parenting style can predict academic achievement. The researcher also recommends that Buri's Parental Authority Questionnaire (1991) be used in future research as it is more appropriate to measure parenting style due to it including a measure of permissive parenting and incorporates all possible parenting practices, therefore ensuring a more representative and generalizable sample.

Examinations that have the ability to trace the effects of the mothers and father parenting should be included in future studies. The examinations should be of maternal and paternal authoritativeness, authoritarianism, and permissiveness.

Implications for Social Change

Based on the results and discussion, several implications can be made for further study. The data indicated that women are very influential in the family. Women were also seen as more demanding and responsive. This study could share with women how important they truly are within the family system. This study could also influence social change by empowering African American women and providing consistent support through new initiatives while parenting their children throughout the college years. Based upon these results, I would also examine other variables such as intrinsic motivation and socioeconomic status to see if there is a correlation.

Sharing knowledge, trusting, and collaborating lead to change. This change within the African American community is essential. I have learned that implementing professional development programs for African Americans parents, more specifically women, are essential. The information that is given to the parents should include information about parenting styles, educational criteria, academic strategies, and collaborative planning with the school and community for promoting student success at the college level.

Conclusion

This study made several distinctive contributions to understanding parenting in emerging adulthood among African American college students on the east coast. The majority of the participants report their mother or grandmother as being the most influential in raising them. Also, the majority of the participants were raised by both biological parents.

The findings suggest that parenting someone in emerging adulthood may be related to essential aspects of young people's development during a period of transition, thereby highlighting the necessity for researchers to continue to examine the role that parenting plays during this special time in a student's life.

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Appendix A: Statement on Permission to use Standardized Instruments

All standardized instruments included in the study were a part of the public domain and are accessible to the public without copyright permission.

Appendix B: Copies of Standardized Instrument and Demographic Questionnaire

1. Parenting Style and Parental Involvement Questionnaire (PSPI)
2. Demographic Questionnaire

PSPI – Father’s Form

Student Number: _____ Student Age: _____ Student Gender: Male Female

Who are you filling this out for? Father Stepfather Grandfather Other Male Guardian

Instructions: Complete the following questionnaire for the male parent or guardian in your family by circling a single number on every question.

1 = Very Unlike, 2 = More Unlike Than Like, 3 = Neither Like nor Unlike, 4 = More Like Than Unlike, 5 = Very Like

Demandingness Scale		
1)	My father has rules for me about watching TV.	12345
2)	I would describe my father as a strict parent.	12345
3)	It is okay with my father if I do not follow certain rules.	12345
4)	When I do something that is wrong, my father usually does not punish me.	12345
5)	I think my father disciplines me a lot.	12345
6)	My father usually wants to know where I am going.	12345
7)	My father gives me a lot of freedom.	12345
8)	My father makes most of the decisions about what I am allowed to do.	12345
9)	My father gives me chores to do around the house routinely.	12345
10)	My father lets me do pretty much what I want without questioning my decisions.	12345
11)	My father rarely gives me orders.	12345
12)	My father has few rules for me to follow.	12345
13)	My father expects me to be home at a certain time after school or in the evening.	12345
14)	It does not really matter to my father whether or not I do assigned chores.	12345
15)	My father sometimes tells me that his decisions should not be questioned.	12345

1 = Very Unlike, 2 = More Unlike Than Like, 3 = Neither Like nor Unlike, 4 = More Like Than Unlike, 5 = Very Like

Responsiveness Scale		
1)	My father sometimes criticizes me for what I do.	12345
2)	My father expects me to tell him when I think a rule is unfair.	12345
3)	My father encourages me to look at both sides of an issue.	12345
4)	It is hard for my father to admit that sometimes I know more than he does.	12345
5)	My father does not think I should help with decisions in our family.	12345
6)	My father encourages me to talk with him about things.	12345

7)	My father does not believe that he should have his own way all the time any more than he believes I should have mine.	12345
8)	My father would rather I not tell him my troubles.	12345
9)	My father expects me to do what he says without having to tell my why.	12345
10)	My father seldom praises me for doing well.	12345
11)	My father believes I have a right to my own point of view.	12345
12)	My father takes an interest in my activities.	12345
13)	My father encourages me to talk to him honestly.	12345
14)	My father usually tells me the reasons for rules.	12345
15)	My father does not believe I should have a say in making rules.	12345

PSPI – Mother’s Form

Student Number: _____ Student Age: _____ Student Gender: Male Female
 Who are you filling this out for? Mother Stepmother Grandmother Other Female
 Guardian

Instructions: Complete the following questionnaire for the female parent or guardian in your family by circling a single number on every question.

1 = Very Unlike, 2 = More Unlike Than Like, 3 = Neither Like nor Unlike, 4 = More Like Than Unlike, 5 = Very Like

Demandingness Scale		
1)	My mother has rules for me about watching TV.	12345
2)	I would describe my mother as a strict parent.	12345
3)	It is okay with my mother if I do not follow certain rules.	12345
4)	When I do something that is wrong, my mother usually does not punish me.	12345
5)	I think my mother disciplines me a lot.	12345
6)	My mother usually wants to know where I am going.	12345
7)	My mother gives me a lot of freedom.	12345
8)	My mother makes most of the decisions about what I am allowed to do.	12345
9)	My mother gives me chores to do around the house routinely.	12345
10)	My mother lets me do pretty much what I want without questioning my decisions.	12345
11)	My mother rarely gives me orders.	12345
12)	My mother has few rules for me to follow.	12345
13)	My mother expects me to be home at a certain time after school or in the evening.	12345

14)	It does not really matter to my mother whether or not I do assigned chores.	12345
15)	My mother sometimes tells me that her decisions should not be questioned.	12345

1 = Very Unlike, 2 = More Unlike Than Like, 3 = Neither Like nor Unlike, 4 = More Like Than Unlike, 5 = Very Like

Responsiveness Scale		
1)	My mother sometimes criticizes me for what I do.	12345
2)	My mother expects me to tell him when I think a rule is unfair.	12345
3)	My mother encourages me to look at both sides of an issue.	12345
4)	It is hard for my mother to admit that sometimes I know more than he does.	12345
5)	My mother does not think I should help with decisions in our family.	12345
6)	My mother encourages me to talk with him about things.	12345
7)	My mother does not believe that he should have his own way all the time any more than he believes I should have mine.	12345
8)	My mother would rather I not tell him my troubles.	12345
9)	My mother expects me to do what he says without having to tell my why.	12345
10)	My mother seldom praises me for doing well.	12345
11)	My mother believes I have a right to my own point of view.	12345
12)	My mother takes an interest in my activities.	12345
13)	My mother encourages me to talk to him honestly.	12345
14)	My mother usually tells me the reasons for rules.	12345
15)	My mother does not believe I should have a say in making rules.	12345

Demographic Survey

Student Information:

Sex/Gender: ___Male ___Female ___Prefer not to respond

Age:

__ Under 18

__ 18-19

__ 20-21

__ 22-24

__ 25 and above

Please specify your ethnicity:

Hispanic or Latino Not Hispanic or Latino

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

American Indian or Alaska Native Asian Black or African American

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

Class status:

__ Freshman

__ Sophomore

__ Junior

__ Senior

__ Graduate student

__ Professional student

__ Continuing education student

What is your Major? _____

What is your current GPA? Please use the traditional U.S numerical format (examples: 3.0, 3.4, 2.5) _____

With whom do you live? (Circle all that apply)

1. Biological Mother 2. Stepmother 3. Grandmother 4. Aunt
5. Other Female Relative 6. Adoptive Mother 7. Foster Mother 8. Other Female
Non-Relative

9. Biological Father 10. Stepfather 11. Grandfather 12. Uncle
13. Other Male Relative
14. Adoptive Father 15. Foster Father 16. Other Male Non-Relative

I. Which was most influential in raising you? (Circle all that apply)

1. Biological Mother 2. Stepmother 3. Grandmother 4. Aunt
5. Other Female Relative 6. Adoptive Mother 7. Foster Mother 8. Other Female
Non-Relative

9. Biological Father 10. Stepfather 11. Grandfather 12. Uncle
13. Other Male Relative 14. Adoptive Father 15. Foster Father
16. Other Male Non-Relative

Appendix C: Instructions for Standardized Administration of Measures

1. Standardized Instructions for the Parenting Style and Parental Involvement Questionnaire (PSPI)

Parenting Style and Parental Involvement Questionnaire (PSPI):

1. The questionnaire will involve 2 subscales (e.g., demandingness subscale and responsiveness subscale) with 15 items each.
2. Students should mark only one number, from 1 “Very Unlike” to 5 “Very Like” that best describes your mother, father, or other guardian.
3. Students should be as honest as possible.
4. This is not a test.