

Running Head: PARENTING AND DEVELOPMENTAL OUTCOMES

It's all a matter of "retrospective": Links between parenting and developmental outcomes

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Abstract

This study examined the relationships between parenting and adolescent social support and academic motivation. Among other hypotheses, it was hypothesized that adolescents' learning strategies and academic motivation would be predicted by their perceived parents' parenting style and social support. Specifically, via a retrospective approach, it was predicted that authoritarian or neglectful parenting styles would predict low perceived social support and academic motivation. In addition, authoritative parenting styles would predict higher levels of perceived social support and academic motivation. A sample of 73 first and second year university students completed three questionnaires (Parental Authority Questionnaire, The Child and Adolescent Social Support Scale, Motivated Strategies for Learning Questionnaire). Results revealed multiple statistically significant correlations and multiple regressions. Authoritarian parenting styles of mothers espouse less academic motivation in their children. Adolescents with authoritative mothers and fathers are more likely to have higher learning strategies, and will seek social support from family and other adults. Additional hypotheses were analyzed and discussed. Results are elaborated on in terms of the links between various parenting styles and specific developmental outcomes and applications to Child and Youth Study are discussed.

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Introduction

Adolescent perceptions, beliefs, and opinions are fundamentally important when considering the research underlying parenting practices. The process of determining the quality of parenting frequently fails to include the opinion of those most influenced by parenting style, namely the children/adolescents. Granted, adolescent opinions and perspectives of parental experiences could be biased, they are still an excellent starting point for parental reflection and a good opportunity to reinforce an authoritative parenting approach, which, according to many studies, is the most beneficial style of parenting. How do different parenting styles contribute to the diverse parenting challenges during adolescence? More importantly, how influential are adolescents' perceptions of their parents' parenting practices on their social, emotional, behavioural, and cognitive development?

Contrary to popular belief, adolescents are significantly more influenced by their parents than peers (Brown, Mounts, Lamborn, & Steinberg 1993; Kandel, 1996). Therefore, among other factors, parenting styles provide adolescents with the root of their individuality and identity. They also influence other areas such as how children experience parental attachment, academic motivation and stimulation, criminal & substance abuse behaviour and even food consumption (e.g., Duchense & Larose 2007; Jeynes 2005; Mennemeyer & Sen 2006; Nuttall & Nuttall 1976; Ohannessian, Lerner, Lerner, & Eye 1998; Patrick, Nicklas, Hughes & Morales 2005). The purpose of this study is to determine the relationships between parents' parenting style and adolescents' social and academic development via adolescent retrospective self-reports. In this study, I examined participants in later adolescence/early adulthood to ascertain how they perceive their parents' parenting practices. Participants responses were examined in relation to their perceived association with social support and academic motivation.

Parenting Styles

Identifying parenting styles can be difficult. Diana Baumrind (1971) is recognized for distinguishing between at least three types of parenting typologies: authoritative, authoritarian, and permissive. Typically, parents use one of the three styles more often than the others. While Baumrind's parent typology was developed primarily for parenting young children, there may be implications in applying it towards adolescents. For example, such parenting typologies may not be successful because of developmental differences (like autonomy and trust) during adolescence. However, considering recent work by Baumrind addressing adolescent development (Baumrind, 1991a&b; Baumrind, 2005; Smetana, 2005) perhaps the essentials of parenting remain the same as children grow. Granted the few studies Baumrind has published on adolescent development do not guarantee proper use of her parent typologies with adolescents. In spite of this and in addition to her contributions, many researchers have been applying her parent model towards an adolescent sample thereby providing further support of its use.

Authoritative Parenting

Developmental textbooks and research continue to highlight the benefits of authoritative parenting. Berk (2003) defines authoritative parenting as "high in acceptance and involvement -- warm, responsive, attentive, patient and sensitive to their child's needs" (p. 568) while maintaining firm control. Authoritative parents have reasonable expectations and demands for their children. They also engage in reciprocal discussion with their children, provide opportunity for autonomy and support and encourage expressions of thoughts, feelings, and desires.

Reciprocity is defined by equal give and take within a relationship that begins at birth, through social interactions (Hamner & Turner, 2001) or synchronization where both mother and child develop cues and signals based on the behaviours of each other. This type of reciprocal

relationship allows the infant to learn she can influence others' behaviours towards her. Given the reciprocal nature of this relationship (Hamner & Turner, 2001), it may promote mutual respect, which may reduce any potentially defiant behaviour, that can deter positive development.

However, autonomy (i.e. self-control) is also a crucial and necessary aspect of adolescent development. Conflict between parents and adolescents is common as each person desires to have complete control. However, adolescents need guidance and support, in accordance with opportunities to make independent decisions. Hamner and Turner (2001) suggest phrasing statements in the form of expectations rather than choices as a way of minimizing conflict and discouraging future independent behaviour. Similarly, this approach could be useful in reducing the level of conflict between adolescents and parents while allowing the development of reciprocity and open communication to continue.

Like shared responsibility, communication is also a key component of positive parent-adolescent relationships. Early communication could be indicative of a one's ability to effectively communicate in later adolescence; therefore, establishing solid interaction skills with children may create a comfortable environment to discuss more private issues and experiences with parents. Although the technical components of language (syntax, sound, etc.) fail to include the influence of behaviour, perspectives of behaviourists like B.F. Skinner would suggest our language development is highly associated with the behaviours of others (Berk, 2003). The work of Jean Piaget provides further support of external influences for optimal child development. Infants are stimulated primarily through the environment which people (often parents) create for them. Infants favor our human faces because they provide auditory and visual stimulation, two major areas of development at this stage (Hamner & Turner, 2001). Clearly, these relationships

remain important well into adolescence and help to maintain communication, which is fundamental to continuing positive, respectful parent-adolescent relationships.

Authoritarian Parenting

Quite different from authoritative parenting is the authoritarian parenting style. Parents using this style often place more importance on their own needs before the needs of their children. For example, authoritarian parents are low in acceptance and involvement, and are found high in controlling behaviours through “yelling, commanding, and criticizing” (Berk, 2003, p. 569). This style of parenting uses force and punishment as a means of discipline when children disobey, and lack support for autonomy (Berk, 2003). A major challenge for parents who use this style of parenting is learning how to express their expectations for their children in a constructive manner to facilitate appropriate behavioural responses to parental requests.

Permissive parenting

The third style of parenting outlined by Baumrind (1971) is permissive parenting. Ironically, permissive parenting appears less stressful in terms of monitoring and controlling, but is ineffective for enhancing child/adolescent development. Involvement and control are low among permissive parents, but they are high in acceptance. Parents using this style fail to set limits or express demands, and rather than giving a little autonomy, allow children (regardless of their inability to do so) to make all of their own choices. For example, choosing to eat unhealthy food all of the time or staying up too late does not provide children or adolescents with rest and proper nutrition required for optimal physical, academic, emotional and cognitive development. Parents who use this style often feel that few limitations on children are the best way to parent (Berk, 2003). Also, children from permissive environments lack exposure to important parental skills associated with different styles of parenting that assist adolescent development. One can

speculate from Baumrind's (1971) descriptions of each parenting style that children exposed to permissive parenting may have poor listening skills, behaviour issues, and could display consistent conduct characteristics. This illustrates the need for intervention because such characteristics largely affect how these children socialize with other children and family members, and their capability to learn once they enter a school environment.

Contextual factors

Additional factors that may influence parenting skills are external factors like socioeconomic status (SES), divorce, education and homelessness. Although many of us like to think that everyone has a safe place to go to at the end of the day, unfortunately some people call the streets home. Street life fails to provide parents with necessary resources for child academic stimulation (Koblinsky, Morgan, & Anderson, 1997). While living on the streets is not sufficient in terms of providing adequate parenting, neither is living in poor neighborhoods. Stressful neighborhoods increased psychological distress among mothers leading to inadequate parenting within the next 15 months (Kotchick, Dorsey, & Heller, 2005). Neighborhoods stricken with poverty often have higher crime rates, and poor support systems that continue the cycle of poverty.

Divorce is another external factor that influences parenting abilities. Mothers' psychological distress caused by major and small events following divorce can have the potential effect of lowering their acceptance of their children (Tein, Sandler, & Zautra, 2000). Although perhaps not intentional, the overwhelming feeling of financial constraint, conflict with an ex-spouse, and social isolation may create large amounts of stress to the point that mothers are unable to be attentive to their children's developmental needs.

Adolescent development is shaped by the individual's perceptions of their living

environments. Perhaps the inaccurate perceptions of parenting practices give adolescents a rationale to be uncooperative of parental requests, consequently creating conflict that may hinder their development. This assumption is based on the importance of having and maintaining an authoritative relationship with children because the tools from this style of parenting can reduce negative developmental outcomes.

Adolescent Perceptions

Research on adolescent perceptions of parenting practices is very limited. However, the need for professionals and parents to obtain such information has the potential to make positive change in the area of parenting, family structure, and development. The instability and confusion parents and children endure throughout transitional periods like adolescence, demonstrates the importance and need for high elements of reciprocity, mutual understanding, respect, firm expectations with high levels of acceptance, warmth, and sensitivity (authoritative parenting). Adolescent perceptions of parental behaviour and attitude significantly influence their behaviour (Berk, 2003), therefore, ensuring that their perceptions are accurate will help facilitate development.

It is possible that parenting practices may be misinterpreted resulting in fluctuating levels of adolescent depersonalization, anxiety, self-acceptance, and self-competence (e.g. Charnessian, Lerner, Lerner, & Eye 1998; Medinnus 1965; Wolfradt, Hempel, & Miles 2003). These elements significantly influence individual social and academic development. Adolescents who have little opportunity to make decisions and who feel parental pressure may have difficulty coping with circumstances that appear straightforward for most adolescents. Like anxiety, low levels of self-acceptance and competence can also delay development. Given that perceptions of parental acceptance are significantly related to positive perceptions of the self

(Baumrind, 1991a), it becomes important for parents to reassure adolescents of their unconditional love. Regardless of continuous peer acceptance, unconditional parental acceptance is essential for adolescents to maintain good levels of self-confidence for social development.

The finding that adolescents who perceive low parental acceptance had higher levels of externalizing behaviours and internal problems (Bosco, Renk, Dinger, Epstein, & Phares, 2003) indicates the need for more research on parenting via adolescent experiences. After studying adolescents' perceptions of their mothers, Beckert, Strom, and Strom (2007) identified several strengths and needs. Adolescents desired mothers to acquire more information about helping them succeed at school, arranging personal leisure time, and understanding current dating practices. This implies that adolescents desire to do well at school and value parental assistance in many areas including more personal areas like dating. Adolescents also identified spending time with their mother and having a parent home after school as highly important. Likewise, adolescents wanted parents to set limits, assume authority, provide direction, and act as educators (Zipora, 1994). One can observe that most adolescent requests involved activities that would help strengthen their relationship with their parents, simultaneously fostering social development in particular. Therefore, one can assume that maintaining a strong social development begins with a strong parent-adolescent relationship.

Other factors that influence adolescent development are locus of control and self-perceptions. McClun and Merrell (1998) studied authoritative, authoritarian, and permissive parenting styles and their effects on adolescent's locus of control and self-concept. Adolescents who perceived having authoritative parents had positive self-concepts and internal locus of control orientation. This finding is in contrast to adolescents who perceived having authoritarian

parents; they had the most negative self-concepts and extreme external locus of control orientation. Findings of this study provide further evidence of positive adolescent development through exposure to authoritative parenting. Results indicate a possible rationale for adolescent misbehaviour, that could be useful when creating behaviour intervention and parenting programs.

Clearly, research has demonstrated the influence of parental figures on adolescent development. Even though there is an abundance of parenting literature, more is needed, particularly from the perspective of adolescents. Additional research would provide researchers, educators, parents, and families with more insightful and encouraging information that could improve parent-adolescent and family relationships; ultimately improving adolescent development.

Links to Social Support

Although parents encourage their children to be social, they also tend to be cautious of who their children befriend. Social development is not simply a child's ability to make friends, it includes other concepts like understanding and awareness of others and their feelings, appropriate behaviours towards others, manners, and perceptions of social support. Therefore, parents have a responsibility to educate and demonstrate appropriate social understanding for their children.

From a behaviourist perspective, children and adolescents learn significantly through observational learning. According to Bandura (1977) "during exposure observers acquire mainly symbolic representations of the modeled activities which serve as guides for appropriate behaviour" (p. 24). Therefore, exposing children to prosocial behaviours and teaching positive social skills should facilitate and reinforce appropriate behaviours (Carlo, McGinley, Hayes,

Batenhorst, & Wilkinson, 2007). Since observational learning is highly influential, it is also important to recognize the potential influence of negative modeling. Providing demonstrations of misbehaviour will also serve as a guide for behaviour. Being aware of one's actions as parent fosters consistency and fairness within children as well as acceptable behaviours.

A further exploration of parent-child relationships identifies how parenting styles contribute to child and adolescent self-esteem development. According to information gathered by Dehart, Pelham, and Tennen (2006), adolescent implicit (unconscious, relatively uncontrolled, and over learned)(pg.1) and/or explicit (consciously considered and relatively controlled)(pg.1) self-esteem originates from their experiences with their parents. Individuals who defined their parents (specifically mothers) as more nurturing reported having both higher implicit and explicit self-esteem contrary to those who remembered their parents as being less nurturing. In addition, mothers who self-reported being more nurturing and less overprotective were found to have children with the highest levels of implicit self-esteem. Bartholomew and Bowlby (as cited in Dehart, et al., 2006) argue that for the most part beliefs about the self are established through caregivers' responsiveness and sensitivity; therefore, it is important to provide children with the best parenting available to ensure they maintain high self-esteem for development.

Parents should also be concerned about influential parental practices and outcomes of external and internal behaviours on adolescent social development. Results from Galambos, Barker, and Almeida, (2003) found that adolescents displayed external behaviour problems when parents exhibited high levels of psychological and behavioural control. Results also found links between adolescents' externalizing and internalizing problems with deviant peer relationships. Assuming these types of social relationships are built on the commonality of behaving defiantly,

it is important to be aware of future negative influences. Typically, children and adolescents respond negatively towards externalizing behaviour and so social development is at risk of being underdeveloped. Adolescent hostility could also create negative feelings among peers potentially hindering their social support and development. As cited in De Lisi and De Lisi (2007), researchers like Baumrind (1971) and Dornbusch, Ritter, Leiderman, and Roberts, (1987) have identified high levels of hostility in children of authoritarian parents. The social challenges these children (and later as adolescents) struggle with every day might have been prevented through better parenting.

Interestingly some children/adolescents are capable of adjusting to cruel environments. For example, a study by Mayseless, Scharf, and Sholt (2003) found adolescents of authoritative parents were most adaptable to harsh environments like military training. One might assume overall that adolescents of authoritative parenting are best able to cope and adapt to most environmental changes including the many developmental transitions over a period of maturity. In addition, adolescents from authoritarian homes may be more at risk for displaying externalized behaviours because they struggle to adapt to different forms of parenting.

Another concern, particularly for social support and development, is the emotions children express to each other and how displays of specific emotions may be influenced by exposure to a certain style of parenting. Chen, Dong, and Zhou (1997) found positive associations between authoritarian parenting and aggression-disruption within adolescents. They also found negative associations between authoritarian parenting and peer acceptance and sociability-competence. Although authoritarian parenting practices may be acceptable in some cultures, it could explain several social barriers experienced by immigrant children and adolescents after moving to an unfamiliar culture. On a more positive note, adolescents who

were close to friends and mothers reported having more reciprocity than other relationships (Laursen, Wilder, Noack, & Williams 2000). A reciprocal relationship suggests some occurrence of authoritative parenting. A similar relationship occurring among friends shows the positive social support and development authoritative parenting can instill.

Authoritative parenting has demonstrated numerous positive results in terms of adolescent cognitive and emotional development. It also has substantial leverage in areas of drug prevention (Stephenson, Quick, Atkinson, & Tschida, 2005) and competence and adjustment among juvenile offenders (Steinberg, Blatt-Eisengart, & Cauffman, 2006). Speculations of findings from recent research by Stephenson, et al. (2005) indicate that parenting practices influence adolescent development, including their ability to make good behavioural choices like experimenting with drugs. Children exposed to authoritative practices rarely used drugs while children of authoritarian parenting used some drugs, children from permissive homes used drugs freely, and the heaviest drug usage was observed in children from homes of neglectful parenting (Stephenson et al., 2005). Perhaps aspects of authoritative parenting like high behaviour monitoring and peer awareness decrease adolescent drug use. Ary, Duncan, Biglan, Metzler, Noell, and Smolkowski (1999) propose that higher family conflict (often found in families that use authoritarian, permissive or neglectful parenting) foster an environment for adolescents to experiment with and/or regularly engage in drug use. Adolescent drug usage may act as a coping mechanism towards a negative home environment with high levels of conflict and low levels of family harmony; again, highlighting the need for more research.

The benefits of authoritative parenting are numerous. Baumrind (1991a) found adolescents from authoritative environments to be the least likely to experiment with drugs. Perhaps, elements like high behavioural monitoring, parental expectations (Baumrind, 1991a),

and responsiveness of authoritative parenting are helpful in preventing substance use among adolescents in these positive atmospheres. On the other hand, Thompson, Hollis, & Richards (2003) found a linear relationship between authoritarian parenting and conduct problems in children at age five with externalizing behaviour at age ten. Even over time, an authoritarian parenting style fails to establish and promote characteristics like support, autonomy, and firmness which are necessary for adolescent development.

Evidently, parenting styles do influence adolescent social support and development. Thus far, research has shown the links between adolescent perceptions of parents' parenting and their influence on various areas of development like self-esteem, locus of control, self-competence, drug use, and social relationships. Another area important to social development is adolescent perceptions of social support. Social support is defined as "an individual's perceptions of general support or specific supportive behaviours (available or enacted on) from people in their social network, which enhances their functioning or may buffer them from adverse outcomes" (Demaray & Malecki, 2002, p.215). Specifically, I will be looking at four sources of social support (family, other adults, close friends, and peers) and how they are related to parenting styles and academic development. Therefore, another major area to consider is academics.

Links to Academic Motivation

Research examining parental influence on adolescent academics and school adjustment is surprising. Repeatedly, researchers have revealed how influential parents are on their children's academics (e.g. Duchesne & Larose, 2007; Jeynes, 2005; Nuttall & Nuttall, 1976). Thus far, current research demonstrates the significant influence parenting styles have on adolescent development, social and behavioural in particular. However, the influences of

parenting styles are also apparent in academics. Although Baumrind (1971/1995) distinguishes between at least three different types of parenting styles, most research focuses on authoritative and authoritarian. Surveyed adolescents describing their parents as warm, democratic and firm are more likely to develop positive beliefs and attitudes about education, and are therefore more likely to do better in school (Steinberg, Elman, & Mounts, 1989), and to be more motivated to learn.

Authoritative parenting contributes significantly to academic motivation and development. Attributes like parental acceptance, involvement and support, and behavioural control provide adolescents with a healthy sense of autonomy and psychological orientation towards schoolwork (Steinberg, et al., 1989). Corresponding with these elements are the positive achievement strategies displayed by adolescents within the classroom. Since achievement strategies according to Dweck (as cited in Aunola, Stattin, & Nurmi, 2000) affect overall academic success, they may be primary indicators of future achievement.

An interesting component to school is how students learn and what influences their ability to learn. Many students differ in their approaches/techniques towards their academics. Aunola, et al. (2000) identified several associations contributing to adolescent achievement strategies. Their findings indicated that adolescents from authoritative families have higher levels of child disclosure, parental behaviour monitoring, and parental trust and engagement compared to families with other parenting types. They also found adolescents from neglectful families had higher levels of perceived distrust and lower levels of perceived parental engagement, monitoring and control. Also, adolescents from authoritative parenting families displayed adaptive task-orientated strategies while adolescents from other styles of parenting demonstrated maladaptive, task-avoidant strategies. One can speculate that these findings

suggest authoritative parenting provides adolescents with the skills to achieve positive academic strategies compared to other types of parenting. Similarly, these findings could indicate a connection between poor parenting and academic failure. Such assumptions become important because they support notions that adolescent academic success is highly dependent on the involvement of parents at home. Opportunely, teachers and other educators can use this information as a helpful tool in finding a solution for academic difficulty and even problematic behaviour within school.

Once adolescents graduate from high school, some will enter the work world, and others will continue their education. However, parenting continues to influence academic adjustment and success throughout post secondary education. According to Strage and Brandt (1999) authoritative homes provide students with the autonomy, persistence, and self-regulation to be successful at a college level. Again, this type of parenting gives adolescents the foundation (high levels of autonomy, demands, and emotional support) to manage difficult challenges that come with a higher-level education.

Of great interest is how successful students will become academically after entering post-secondary education. Findings from Strage and Brandt (1999) indicate authoritative parenting facilitates a mastery orientation towards adolescent academic work. In this study, students exposed to high levels of autonomy, demands, and support from parents (authoritative parenting) displayed more confidence, persistence, and were positively oriented to their teachers. Establishing a close relationship with teachers suggests students desire to learn; therefore they are less likely to be disruptive, have higher efforts towards schoolwork, and be involved in extracurricular activities.

Although education facilities are intended primarily for gaining knowledge, realistically, it is a multidimensional environment. The behaviours of students are often barriers to learning. While Hill, Castellino, Lansford, Nowlin, Dodge, Bates, et al., (2004) studied how parental academic involvement was related to school behaviour, achievement and aspirations, they also strengthened the association between parental involvement and adolescent academic attainment. Involvement from parents of lower education levels did inspire their children's academic achievement and aspirations but failed to change their school behaviour or level of academic achievement. Parents who set, positively reinforced, and exhibited appropriate behaviour standards increased adolescent academic performance (Melby & Conger, 1996). Melby and Conger (1994) have demonstrated the power of observational learning (Bandura, 1977), and the positive academic influence of authoritative parenting.

Chen, et al. (1997) found negative associations between authoritarian parenting styles of Chinese parents and school achievement. One might infer that regardless of culture differences, children respond negatively towards little parental warmth, power-assertiveness, punitive strategies, and demands of obedience, and in addition, authoritarian techniques do not facilitate academic success. Such assumptions imply academic excellence requires parents to meet their children's emotional, cognitive and psychological needs first.

Several other key components of academic development are academic achievement and motivation (Garg, Levin, Uranjnik, & Kauppi, 2005; Gonzalez-DeHass, Willems, & Holbein, 2005), close family relations (Pallock & Lamborn, 2006) and family structure (Jeynes, 2005). Nuttall and Nuttall (1976) found that children were more highly motivated towards academics if their parents were more accepting and used less hostile psychological control techniques. Speculations can infer that consistent parental monitoring of adolescent activities without

controlling behaviour through coercive means may influence the likelihood of adolescents staying on task, completing homework, and following through on activities. Findings from a current study by Duchesne and Larose (2007) found adolescents with high-quality attachments to their parents are more likely to explore their academic surroundings. In addition, adolescents experiencing such a relationship with their parent(s) may perceive more support from their teachers; a form of academic motivation.

It is without doubt that many aspects of parenting practices, beliefs, and behaviours have a significant influence on child/adolescent academic success. It begins very early and continues into post-secondary education. Parental involvement, attachment and acceptance appear to be the most significant indicators of academic excellence as these elements have repeatedly emerged from the research (e.g. Gonzalez-DeHass, et al., 2005; Hill et al., 2004; Vignoli, Croity-Belz, Chapeland, Fillipis, & Garcia, 2005).

Clearly adolescent perceived social support and academic motivation are influenced by a variety of sources. Children and adolescents who perceive levels of social support should experience positive academic outcomes (Richman, Rosenfield, & Bowen, 1998). Parenting styles, in particular, may have a direct influence on the quality of adolescents' relationships with both siblings and peers (Cui, Conger, Bryant, & Elder, 2002). And while it is important to study these findings concurrently, there is much value to retrospective studies.

Retrospective Studies

Retrospective studies are an excellent method for researchers to investigate issues from childhood and adolescence, and provides the opportunity to gain valuable insight about issues we may not otherwise be able to study (e.g. Duncan 1999; Freeman, Stoch, Chan, & Hutchinson, 2004; Sentell, 2008). It is also a great source for identifying longitudinal relations

between variables such as parenting and child-related outcomes. Children and young people are often participants in research studies, and although their opinions are very valuable, it is important to keep in mind that at such a transitional developmental stage, the accuracy of their experiences may be distorted. Therefore, retrospective studies give individuals an opportunity to reflect on their experiences as an adolescent and/or child with a more developed comprehension, increasing their authenticity.

A study by Rosenthal (1963) found accurate retrospective memories of men's relationship with parents and their social and emotional characteristics during adolescence with adolescent self-pictures. Furthermore, Dalton, Frick-Horbury, and Kitzmann (2006) found adults reports of parenting received during adolescence significantly affected the quality of relationships they currently held with parents and romantic partners. According to participant recollections of parenting they experienced during their childhood, the more positive ratings, the greater relationship quality with parents and romantic partners. These findings are important because they demonstrate the validity of retrospective studies and show the significance as well as the consistency of parenting on adolescent development over at least four decades of parenting.

Implications/Applications

The information provided by this study will be useful for professionals in various areas affiliated with children and/or youth. This study provides information about parenting that professionals can use to facilitate family unity. Behaviour therapists can further understand the behaviour of adolescents and use their new found knowledge to implement positive change. Childcare facilities will be better prepared to manage misbehaviour and feel more confident in addressing such issues with parents to find a solution. Resource centers and social welfare

personal in particular will have access to informative opinions to create stronger and more supportive programs for families in need. Finally, parents have access to current detailed information about their parenting and can begin modifying their style of parenting working towards improving adolescent development.

Current Study & Hypotheses

There are many complexities to parenting that it inevitably has implications on the development of children and adolescents. Among the three types of parenting style outlined by Baumrind (1971), authoritative practices have been the most beneficial for adolescent development and family unity. It is with this type of parenting that adolescents will receive a supportive, warm, and accepting environment to develop, cognitively, emotionally, socially, and academically. Through use of this type of parenting, adolescent perceptions of their parents' parenting practices becomes more accurate. Coinciding with better communication skills fostered through authoritative practices, healthier parent-adolescent relationships are sure to grow. In addition, educators and parents can observe the positive influence academically and socially. Research has also provided data that demonstrates the positive associations between parenting practices and good academic achievement. Such information justifies the need for more parent education in general and more importantly with the inclusion of the voices of adolescents.

Adults looking back on experiences during adolescence might wonder how different their social and academic development would have been had their parents used alternative child rearing practices. By conducting retrospective studies on parenting, researchers and educators can provide families with information that offer children and adolescents a more positive environment for social and academic development. The current study was designed to examine

the relationships between adolescents' perceptions of their parents' childrearing practices and their developmental outcomes. As can be seen in Figure 1, the goal of this study was to identify relationships between adolescent perceptions of parenting practices and adolescent development. In particular, adolescent social and academic developmental outcomes were examined to identify relationships with the type of parenting exhibited by their parents. More specifically, adolescents who perceived negative parenting practices or perceived that their parents used an authoritarian or permissive parenting style will have lower academic motivation and social support and therefore lower developmental outcomes. Likewise, adolescents who perceived positive parenting practices or perceived that their parents used an authoritative parenting style will have higher academic motivation and social support and therefore higher developmental outcomes. It may also be possible that social support and academic motivation are correlated with each other. Therefore, I also hypothesized a positive association between social support and academic motivation. Other exploratory hypothesis are integrated into this thesis and noted in the discussion section.

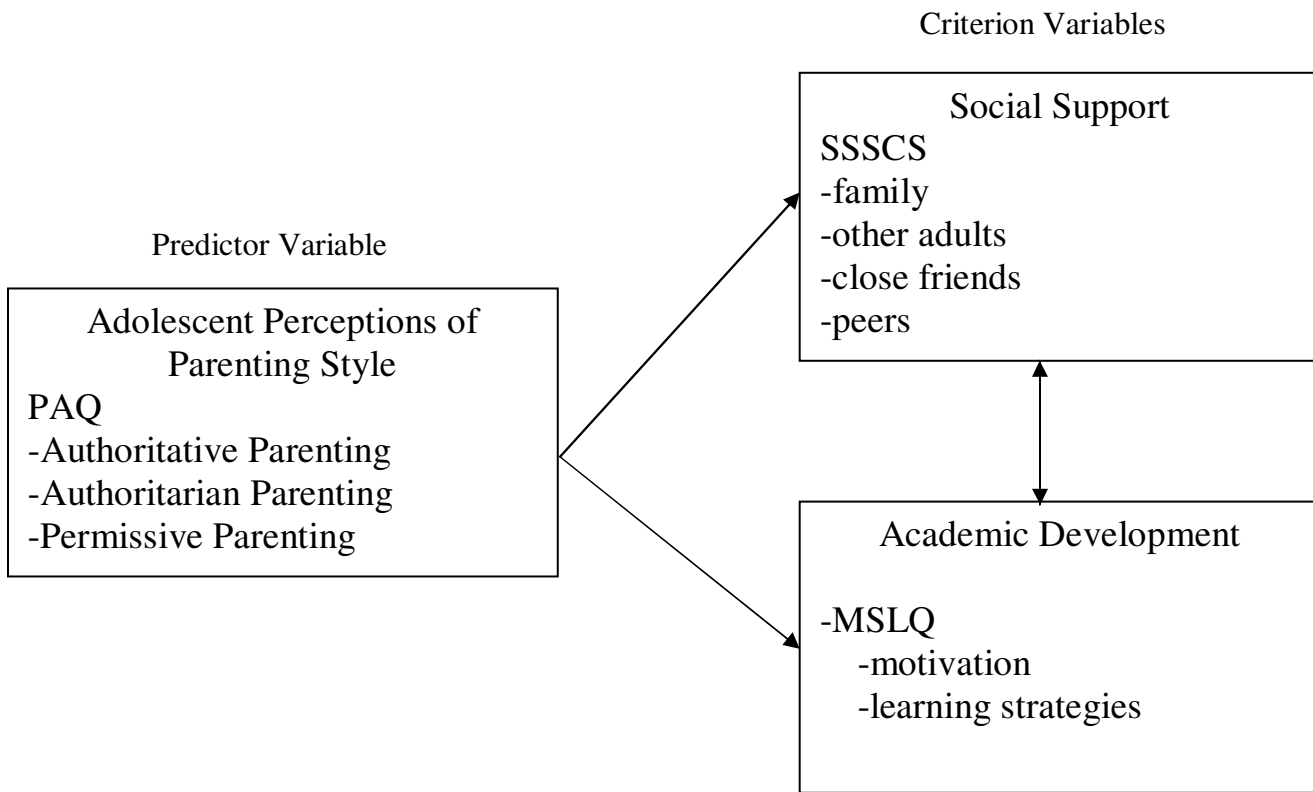
Methodology

Participants

125 questionnaires were distributed and 73 were completed and returned, resulting in a 58% return rate. The 73 participants were first and second year Psychology students, primarily female and between the ages of 17 and 20. All participants were attending a small Canadian university and recruitment occurred at the end of the academic year. In addition, participants were a non-random self-selected sample in that they chose to complete or disregard the questionnaires.

Figure 1.

Parenting style and developmental outcomes.



Data Collection

This study was a quantitative study. Data was collected by asking students to complete three questionnaires related to participants' experiences with parenting practices, and social and academic development. Bonus marks were offered as an incentive by some professors who had research participation incorporated into their course evaluations.

Measures

The scales that were used in the current study include: Parental Authority Questionnaire (PAQ), (See Appendix A), Social Support Scale for College Students (SSSCS), (See Appendix B), and Motivated Strategies Learning Questionnaire (MSLQ), (See Appendix C)

The Parental Authority Questionnaire (PAQ), developed by Buri (1991), is a retrospective 30-item questionnaire designed to measure the permissive, authoritarian and authoritative parenting provided by mothers and fathers. The questionnaire is administered twice to report on both fathers and mothers parenting. Items are rated on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Reliability is above average (alpha from .77 to .92) for both mothers and fathers. The PAQ includes items like, "While I was growing up, my father felt that in a well-run home the children should have their way in the family as often as the parents."

The Social Support Scale for College Students (SSSCS), developed by Demaray & Malecki (2001), is a 60-item multidimensional scale measuring perceived social support from four sources: family, other adults, close friends, and peers. Participants respond by rating each item on two aspects: availability and importance. Availability ratings are measured using a 6-point Likert scale ranging from Never (1) to Always (6). Importance ratings are measured using a 3-point Likert scale ranging from Not Important (1) to Very Important (3). Questions related

to support by family include, “My family is sensitive to my needs,” by other adults include “Other adults in my life let me know that I am important to them,” by close friends include “My close friends understand my feelings,” and by peers include, “My peers treat me well.” Each subscale consists of a variety of items (Family-14, Other adults-13, Close friends-18, Peers-15). Overall reliability ranges from alpha .94 on availability to .92 on importance for all four subscales.

The Motivated Strategies for Learning Questionnaire (MSLQ), developed by Pintrich, Smith, Garcia & McKeachie (1991) is an 81 item questionnaire assessing students’ academic motivation, learning strategies, and resource management. Items are rated on a 7-point Likert scale ranging from Not at all true of me (1) to Very true of me (7). Questions related to academic motivation include, “I prefer class work that is challenging so I can learn new things.” Questions related to learning strategies include, “When I study for a test I practice saying the important facts over and over to myself.” Reliability alpha levels range from .62 to .93 for motivation and from .52 to .80 for learning strategies.

Procedure

After receiving approval from the Mount Saint Vincent University Ethics Committee, first and second year Psychology professors were contacted for approval to recruit participants from their courses. Once approval was received, a convenient time was decided upon for entering classrooms. Students were asked to participate in a study about adolescent perceptions of their parents’ parenting practices. Students were given an envelope containing two copies of the consent form, one copy of each questionnaire, and a list of contacts should they require further assistance (See Appendix D). They were also informed that the consent form must be completed to use their information in the study. In addition to the consent form outlining

the details of the study, and addressing the issue of confidentiality, all students were verbally informed that any information given to the study would be kept confidential. A short explanation of the objectives of the study were given and students wishing to partake in the study were asked to complete three short-medium length questionnaires, and return them (sealed) to either their professor or the Psychology department's secretary one week from the day of distribution, who would make sure it was returned to Dr. Daniel Lagacé-Séguin to be placed in a secure place until pickup for data entry. Students were informed that all three questionnaires would take approximately 25-35 minutes to complete.

Results

The primary goal of this study was to identify relationships between adolescent perceptions of parenting practices and adolescent development with regards to academic motivation and learning strategies and social support from four different sources. Results of the current study are as follows: First, preliminary data analyses¹ is presented followed by correlations between academic motivation, learning strategies, social support and the parenting typologies. Finally, multiple regression analysis is examined to determine if academic motivation and learning strategies could be predicted from parenting styles and social support (separately).

Preliminary Analysis

Data Screening. Prior to computing any correlations or multiple regressions, missing data was replaced using the series means method in SPSS. As well, accuracy of data was ensured by computing and examining frequencies of all the data. Once data accuracy was ensured (including testing assumptions), the data was aggregated to make subscales. Descriptive

¹ All parenting and social support variables were separately correlated in expected direction, but go beyond the scope of the current study.

statistics were then calculated to acquire all means and standard deviations (See table 1).

Correlational Analysis

Academic Motivation and Perceived Authoritative, Authoritarian, and Permissive Mothers and Fathers. The correlations between academic motivation and the three types of parenting for both mothers and fathers are displayed in Table 2. There was a significant negative correlation between academic motivation and perceived authoritarian mothers ($r(72) = -.25, p < .05$). No other statistically significant correlations were present.

Learning Strategies and, Perceived Authoritative, Authoritarian, and Permissive Mothers and Fathers. The correlations between learning strategies and the three types of parenting for both mothers and fathers are displayed in Table 2. There were two significant correlations; learning strategies and perceived authoritative mothers ($r(72) = .24, p < .05$), and learning strategies and perceived authoritative fathers ($r(72) = .25, p < .05$). There were no other statistically significant correlations.

Academic Motivation and Perceived Social Support. The correlations between academic motivation and perceived social support are displayed in Table 3. There was a significant positive correlation between academic motivation and perceived social support from friends ($r(72) = .26, p < .05$), and from peers ($r(72) = .32, p < .01$). There were no other statistically significant correlations.

Learning Strategies and Perceived Social Support. The correlations between learning strategies and perceived social support are displayed in Table 3. There were significant positive correlations between learning strategies and perceived social support from all four sources of support: friends ($r(72) = .37, p < .01$), peers ($r(72) = .41, p < .01$), family ($r(72) = .27, p < .05$), and other adults ($r(72) = .35, p < .01$).

Table 1.

Means and Standard Deviations for all Variables

	Mean	Standard Deviation
Academic Scales²		
Motivation	4.98	.58
Learning Strategies	4.54	.79
Types of Parenting:³		
Permissive Mothers	2.56	.65
Permissive Fathers	2.57	.67
Authoritarian Mothers	2.56	.87
Authoritarian Fathers	2.92	.99
Authoritative Mothers	3.64	.74
Authoritative Fathers	3.28	.85
Types⁴/Importance⁵ of Social Support		
Family	4.75	.82
Imp. Family	2.51	.35
Other Adults	4.37	.79
Imp. Other Adults	2.35	.34
Friends	4.86	.79
Imp. Friends	2.47	.35
Peers	4.32	.93
Imp. Peers	2.23	.37

² on a 7 point likert scale³ on a 5 point likert scale⁴ on a 6 point likert scale⁵ on a 3 point likert scale

Table 2.

Correlations between Academic Motivation, Learning Strategies, and Perceived Authoritative, Authoritarian, and Permissive Parenting Styles of Mothers and Fathers

	Authoritative Mothers	Authoritarian Mothers	Permissive Mothers	Authoritative Fathers	Authoritarian Fathers	Permissive Fathers
Motivation	.15	-.25*	-.07	.11	-.17	-.11
Learning Strategies	.24*	.12	.07	.25*	-.12	.03

* $p < .05$.

Table 3.

Correlations between Academic Motivation, Learning Strategies and Perceived Social Support

	Social Support Family	Social Support Other Adults	Social Support Friends	Social Support Peers
Motivation	.08	.12	.26*	.32**
Learning Strategies	.27*	.35**	.37**	.41**

* $p < .05$.** $p < .01$.

Academic Motivation and Perceived Importance of Social Support. The correlations between academic motivation and perceived importance of social support are displayed in Table 4. There were no statistically significant correlations.

Learning Strategies and Perceived Importance of Social Support. The correlations between learning strategies and perceived importance of social support are displayed in Table 4. There were significant positive correlations between learning strategies and perceived importance of social support from peers ($r(72) = .29, p < .05$), and family ($r(72) = .31, p < .01$). There were no other statistically significant correlations.

Perceived Authoritative, Authoritarian, and Permissive Parenting Styles, Perceived Social Support, and Perceived Importance of Social Support. The correlations between perceived authoritative, authoritarian, and permissive parenting styles, perceived social support, and perceived importance of social support are displayed in Table 5. There were significant positive correlations between perceived authoritative mothers and perceived social support from family ($r(72) = .42, p < .01$), perceived social support from other adults ($r(72) = .27, p < .05$), and perceived importance of social support from other adults ($r(72) = .31, p < .01$). There were significant positive correlations between authoritative fathers and perceived social support from family ($r(72) = .46, p < .01$), perceived social support from other adults ($r(72) = .29, p < .05$), and perceived social support from peers ($r(72) = .25, p < .05$). There were also significant negative correlations between perceived authoritarian mothers and perceived importance of social support from family ($r(72) = -.29, p < .05$), and peers ($r(72) = -.30, p < .01$), perceived authoritarian fathers and perceived importance of social support from friends ($r(72) = -.24, p < .05$), and peers ($r(72) = -.29, p < .05$), and perceived authoritarian fathers and social support from friends ($r(72) = -.26, p < .05$), and peers ($r(72) = -.28, p < .05$). There were no other

Table 4.

Correlations between Academic Motivation, Learning Strategies and Perceived Importance of Social Support

	Social Support Family	Social Support Other Adults	Social Support Friends	Social Support Peers
Motivation	.08	.13	.07	.15
Learning Strategies	.31**	.21	.20	.29*

* $p < .05$.

** $p < .01$.

Table 5.

Correlations between Perceived Authoritative, Authoritarian, and Permissive Parenting Styles, and Perceived Social Support, and Perceived Importance of Social Support

Types of Parenting:	Social Support				Importance of Social Support			
	Family	Other Adults	Friends	Peers	Family	Other Adults	Friends	Peers
Authoritative Mothers	.42**	.27*	.23	.20	.23	.31**	.16	.11
Authoritarian Mothers	-.18	-.06	-.01	-.16	-.29*	-.20	-.18	-.30**
Permissive Mothers	-.07	-.01	.00	.10	-.03	.04	-.14	.20
Authoritative Fathers	.46**	.29*	.23	.25*	.14	.12	.02	.10
Authoritarian Fathers	-.16	-.20	-.26*	-.28*	-.21	-.23	-.24*	-.29*
Permissive Fathers	-.01	-.03	.03	.03	-.11	.10	-.09	.04

* $p < .05$.

** $p < .01$.

statistically significant correlations.

Multiple Regression Analysis

Multiple regression analysis was used to examine if the following could predict outcomes of academic motivation and learning strategies: a) authoritative, permissive, and authoritarian parenting typologies of mothers, b) authoritative, permissive, and authoritarian parenting typologies of fathers, c) social support from peers, family, friends, and/or other adults, d) the importance of social support from peers, family, friends, and/or other adults. Multiple regression analysis was also used to examine if typologies of authoritative, permissive, and/or authoritarian mothers and fathers could predict social support from peers, friends, family, and other adults. In addition authoritative, permissive, and/or authoritarian parenting styles of mother and fathers were examined to determine if they could predict the importance of social support from peers, friends, family, and other adults.

Motivation. Multiple regression analyses revealed that academic motivation can be predicted by the combination of perceived social support from family, other adults, friends, and peers ($F(4, 72) = 2.46, p < .05, R^2_{adj} = .08$). Regression analysis also predicted that perceived social support from peers was the most predictive of an adolescent's academic motivation ($b(72) = .36, p < .05$).

Learning Strategies. Multiple regression analyses revealed that learning strategies can be predicted by the combination of perceived social support from family, other adults, friends, and peers ($F(4, 72) = 4.14, p < .01, R^2_{adj} = .15$).

Social Support. Multiple regression analyses revealed that perceived social support from family can be predicted from a combination of perceived authoritative, authoritarian, and permissive parenting styles of mothers ($F(3, 72) = 2.95, p < .01, R^2_{adj} = .15$). Regression

analysis also predicted that perceived authoritative parenting styles of mothers were the most predictive of an adolescent's perception of social support from family ($b(72) = .39, p < .01$). Multiple regression analyses revealed that perceived social support from peers can be predicted from a combination of perceived authoritative, authoritarian, and permissive parenting styles of fathers ($F(3, 72) = 3.26, p < .05, R^2_{adj} = .09$). Regression analysis also predicted that perceived authoritarian parenting styles of fathers were the most predictive of an adolescent's perception of social support from peers ($b(72) = -.26, p < .05$). Multiple regression analyses revealed that perceived social support from family can be predicted from a combination of perceived authoritative, authoritarian, and permissive parenting styles of fathers ($F(3, 72) = 6.61, p < .01, R^2_{adj} = .19$). Regression analysis also predicted that perceived authoritative parenting styles of fathers were the most predictive of an adolescent's perception of social support from family ($b(72) = .45, p < .01$). Multiple regression analyses revealed that perceived social support from other adults can be predicted from a combination of authoritative, authoritarian, and permissive parenting styles of fathers ($F(3, 72) = 3.03, p < .05, R^2_{adj} = .08$). Regression analysis also predicted that perceived authoritative parenting styles of fathers were the most predictive of an adolescent's perceptions of social support from other adults ($b(72) = .27, p < .05$).

Importance of Social Support. Multiple regression analyses revealed that perceived *importance* of social support from family can be predicted from a combination of authoritative, authoritarian, and permissive parenting styles of mothers ($F(3, 72) = 2.87, p < .05, R^2_{adj} = .07$). Regression analysis also predicted that perceived authoritarian parenting styles of mothers were the most predictive of perceived importance of social support from family ($b(72) = -.26, p < .05$). Multiple regression analyses revealed that perceived *importance* of social support from

other adults can be predicted from a combination of authoritative, authoritarian, and permissive parenting styles of mothers ($F(3, 72) = 2.85, p < .05, R^2_{adj} = .07$). Regression analysis also predicted that perceived authoritative parenting styles of mothers were the most predictive of perceived *importance* of social support from other adults ($b(72) = .28, p < .05$). Multiple regression analyses revealed that perceived *importance* of social support from peers can be predicted from a combination of authoritative, authoritarian, and permissive parenting style of mothers ($F(3, 72) = 2.92, p < .05, R^2_{adj} = .07$). Regression analysis also predicted that perceived authoritarian parenting styles of mothers were the most predictive of perceived importance of social support from peers ($b(72) = -.26, p < .05$).

Discussion

The purpose of the current study was to examine the relationships between adolescent/young adult perceptions of parenting practices and adolescent development with regards to academic motivation, learning strategies and social support from four different sources. The results of the study revealed numerous interesting correlations and multiple regressions. Furthermore, the implications of these findings have an impact on theory and practice in the field of child and youth development.

Addressing the Hypotheses

In the following section, each hypothesis will be addressed via empirical findings and discussion will ensue.

Hypothesis 1: *Adolescents who perceived negative parenting practices or perceived that their parents used an authoritarian or permissive parenting style will have lower academic motivation, and social support and therefore, lower developmental outcomes.* This hypothesis was partially supported. First, there was a significant negative correlation between academic

motivation and authoritarian parenting styles of mothers. This indicates that an adolescent who perceives their mother to exhibit higher authoritarian parenting practices, will experience lower academic motivation. Authoritarian parenting practices include displaying low levels of acceptance and involvement, and high levels of controlling behaviours through “yelling, commanding, and criticizing” (Berk, 2003, p. 569). Support for these findings come from Aunola, et al. (2000) who found adolescents from non-authoritative families had maladaptive task-avoidant learning strategies. Perhaps students experiencing authoritarian or permissive home environments have little educational support, in turn, creating lack of confidence to understand schoolwork and have little desire to learn. In addition, parents who practice yelling, commanding, and criticizing may be less likely to assist with homework or be involved in their child’s academic environment, potentially contributing to low motivation.

Secondly, there was a significant negative correlation between perceived authoritarian parenting styles of fathers and perceived social support from friends as well as peers. This indicates that the more a father exhibits authoritarian parenting practices, the less social support an adolescent perceives to receive from friends and peers. While relationships with friends and peers during adolescence are often perceived to prevail over that of parents, parents continue to be the primary influence for their children (Brown et al. 1993; Kandel, 1996). Therefore, the influence of parenting on the social relationships with peers must not be overlooked. Results from this study provide additional support for the argument that parents have substantial influence on the quality of social relationships during adolescence, particularly with peers (Cui et al. 2002). Although the influence of parenting practices on specific areas within friend/peer relationships is unknown, perhaps communication techniques and behaviour methods of an

authoritarian parenting style fail to teach skills necessary to create and maintain healthy social relationships with peers.

Similarly, through observational learning (Bandura, 1977), adolescents model behaviours their parents demonstrate and often internalize them. Thus, adolescents may begin applying those behaviours to other relationships in their lives expecting to obtain the same results. Perhaps this leads to establishing unhealthy relationships with friends/peers that lack social support. Authoritarian parenting is not successful at increasing self-esteem with adolescents. Since adolescent implicit and/or explicit self-esteem develops out of their experiences with their parents (Dehart et al, 2006), it is important to use appropriate parenting methods. Should adolescents' interactions with parents consistently be negative, adolescents are at-risk of developing low self-esteem thereby supporting their inability to provide their share of social support required in peer relationships.

How one's perceived by one's peers can certainly influence levels of social support. Adolescents who display problematic behaviour associated with an authoritarian style of parenting (Galambos et al., 2003) may create obstacles restricting opportunities to establish important relationships with friends/peers that provide high levels of social support. Such challenging behaviour may also create tension among existing friendships possibly ceasing any social support currently being exchanged. This type of behaviour may seep into and function similarly in various other relationships an adolescent may have, causing one to have very few social relationships with little social support. In association with external behaviours adolescents may also become very aggressive. Friend/peer acceptance and sociability-competence has been shown to be very low within aggression-disruption adolescents; often from family where authoritarian parenting is practiced (Chen et al. 1997). Low sociability-competence may make

establishing positive friendships challenging and therefore, also contribute to lack of social support from friends/peers. Rather, adolescents experiencing this parenting style are more likely to befriend other defiant individuals where positive social support may not develop and/or flourish.

A combination of low academic motivation and social support from adolescents being exposed to authoritarian parenting styles could be indicative of consistently low academic and social development. While results of this study reveal a relationship between parenting practices and academic motivation, it is important to understand how the relationship contributes to an adolescent's disinterest in school and many other activities. Therefore, an additional hypothesis was tested: *adolescents who perceived negative parenting practices or perceived that their parents used an authoritarian or permissive parenting style will have weak learning strategies and therefore, lower developmental outcomes.* This hypothesis was not supported. While learning strategies appear not to be influenced by style of parenting, it is possible that adolescents with low motivation possess strong learning strategies, yet present themselves as incapable because they are unmotivated.

Hypothesis 2: *Adolescents who perceived positive parenting practices or perceived that their parents used an authoritative parenting style will have higher academic motivation and social support and therefore, higher developmental outcomes.* This hypothesis was partially supported. First, there was a significant positive correlation between social support and both authoritative mothers and fathers. This indicates that an adolescent who perceives their mother and/or father to exhibit higher authoritative parenting practices, report experiencing higher social support. Authoritative parenting practices include high levels of acceptance and involvement, warmth, attentiveness and sensitivity (Berk, 2003).

Compared to adolescents whose parents practice authoritarian or permissive parenting practices, authoritative techniques offer adolescents a greater degree of positivity. An environment rich in acceptance, warmth, sensitivity, and involvement (Berk, 2003) is the foundation on which to excel academically. The results of the current study reinforce Steinberg et al. (1989) discovery that students whose parents displayed any of the above behaviours were more likely to excel in school. Having parents who communicate the importance of education, allocate time to assist with school work and who display concern for their child's academic well-being is likely to build stronger learning strategies, and increase academic performance. An additional hypothesis was tested: *adolescents who perceived positive parenting practices or perceived that their parents used an authoritative parenting style will have stronger learning strategies and therefore, higher developmental outcomes.* This hypothesis was supported. There was a significant positive correlation between authoritative parenting styles of mothers and fathers and learning strategies. This indicates that in the current research endeavor, an authoritative parenting style appears successful at establishing strong learning strategies in adolescents.

The components of authoritative parenting give adolescents the opportunity to become better critical thinkers, and may also contribute to students thinking holistically about education. In turn, this could influence their strategies to gain academic excellence. Some researchers have found that achievement strategies affect overall academic success [Dweck (as cited in Aunola et al., 2000)], indicating the importance of parenting style to ensure children and adolescents obtain strong learning strategies from a very early age.

While perceived authoritative parenting practices appear to help gain stronger learning strategies, it is also important to consider the type of relationship that exists between a parent

using this method and the adolescent. For example, in one study, an increase in exploring ones' academic surroundings was a result of the high-quality attachments that adolescents had with their parents (Duchesne & Larose, 2007). Perhaps such a bonded relationship is based on high levels of reciprocal respect, honesty, and disclosure, for example. Such relationships may facilitate a thorough understanding and comprehension of both parental and adolescent needs and expectations of each other, rather than a unilateral dictatorship relationship from using an authoritarian style or a nonchalant/neglectful method seen via permissive parenting.

A positive relationship between perceived authoritative parenting and learning strategies illustrates how influential parents can be and the importance of authoritative parenting characteristics on adolescent development. Presumably, adolescents from authoritative homes experience school and friendships differently than adolescents reared in an authoritarian or permissive home. Therefore, another possible reason adolescents may develop strong learning strategies could be a result of the positive components of authoritative parenting that facilitate stronger social skills which, in turn, may influence their friendship choices. For example, an adolescent who currently has strong learning strategies might be less likely to befriend another who does not demonstrate similar learning tactics. Therefore, it may be possible that similar learning abilities are indicative of future friendships.

Next, there was a significant positive correlation between perceived mothers' authoritative parenting and perceived social support from family and other adults. There was also a significant positive correlation between perceived authoritative fathers and perceived social support from family, other adults, and peers. This indicates that an adolescent who perceives their mother to exhibit authoritative parenting practices will perceive to have higher social support from family and other adults, and those who perceive their father to exhibit

authoritative parenting practices will perceive to have higher social support from family, other adults, and peers. Social support enhances an individual's functioning (Demaray & Malecki, 2002). Receiving higher social support from family and other adults may suggest skills being displayed by these adolescents are impressive, practical, trustworthy, responsible, and can foster successful creative ideas. Likewise, these same skills promote characteristics that are viewed as a benefit to others. Authoritative parenting may provide adolescents with such versatile capabilities that other adults (in their lives) might observe and define as essential and therefore, provide additional support to make those skills stronger.

Hypothesis 3: *Adolescents who perceived to have high social support will have high academic motivation.* This hypothesis was partially supported. There was a significant positive correlation between perceived social support from friends and peers and academic motivation. Several implications could be assumed from results indicating significant correlations only between perceived social support from friends and peers and academic motivation. Considering friends and peers interact more throughout a school day than adolescents do with parents may imply that they may better assist each other with homework because they are most familiar with the material and teacher expectations. In addition, some adults/parents may find explaining ideas and concepts to a younger person difficult potentially creating turmoil between the parent and child. Therefore, an explanation from a close friend or peer may be more helpful because they are learning the concepts at the same time while at a similar developmental stage. An additional hypothesis was tested: *adolescents who perceived to have high social support will have stronger learning strategies.* This hypothesis was supported. There was a significant positive correlation between perceived social support from family and peers and learning strategies. This indicates that the more social support an adolescent perceives to receive from family and peers, the

stronger/better their learning strategies. Should perceived social support from family and peers be low, adolescents' learning strategies will also be low/weak. Although the type of parenting was not a variable in this correlation, from previous data results with parenting style, it may be that should an adolescent perceive to have high social support from family and friends, they are most likely being exposed to an authoritative parenting style. What is rather interesting about this correlation is how perceived social support from both family and peers can predict stronger learning strategies. It seems logical that an adolescent receiving high social support from family would have friendships with individuals who provide additional social support. However, there may be friendships that are created for various other reasons beyond social support.

Albeit the *importance* of social support was not identified in any of the three hypotheses, it is an important topic when examining parenting literature. The current study found that only authoritative parenting styles of mothers predicted a positive relationship with an adolescent's perceived *importance* of social support from other adults. Interestingly, it also revealed that only authoritarian parenting styles of mothers predicted a negative relationship with an adolescent's perceived *importance* of social support from family and peers. While some adolescents exposed to authoritative practices may seek additional support from extended kin, adolescents from an authoritarian environment may feel lack of social support from home is reason to not attempt seeking it elsewhere. In addition to this, adolescents from authoritarian environments may also lack knowledge of the concept of social support, which may contribute to its unimportance. Nonetheless, this piece of information gives researchers, parents, and educators an additional insight to how influential adolescents perceive their parents to be on their social development.

While most of the literature suggests the direction of influence is from the parent to child, it is important to think of individual abilities and behaviours that can affect parenting. For

example, consistent displays of temperament might exhaust parents' positive childrearing skills creating a feeling of need for stronger discipline. Low academic standing may also create a change in parenting style. Being successful in assisting adolescents with homework becomes challenging especially when parents academic strategies are dissimilar to those taught by the teacher. As a result parents may become increasingly agitated and over time a change in their childrearing practices may emerge.

Overall, this study has contributed to literature in the following three ways. First, it has provided additional support that parenting styles are related to adolescent development, specifically academic and social development. While the current study has noted a relationship between parenting style and academic and social development, causation is still unknown. However, it is plausible that adolescents who display poor academic skills or perceive they received little social support may be experiencing a negative home environment. Results from Smetana (1995) suggest authoritarian and/or permissive childrearing practices are inconsistent with regards to adolescent social issues. Findings from this study indicate that parents exhibiting an authoritarian and/or permissive childrearing practice were more likely to display inconsistencies around moral, conventional, and personal boundaries compared to an authoritative parenting style. Such approaches towards social issues might contribute to an adolescent's inability to maintain strong social networks. On the other hand, it is also possible that such an adolescent simply perceives their home environment to be poor as a coping mechanism for poor academic performance. Nonetheless, it is important to consider all implications from the results of the current study. It seems reasonable to assume that low academic motivation and weak learning strategies may result when adolescents are not given adequate attention, support, and encouragement that appear necessary for attaining excellence in

this area of development. Steinberg, Lamborn, Dornbusch and Darling (1992) suggest authoritative parenting style has “concrete behavioural manifestations and it is through these concrete parenting behaviors that the style influences the child’s behaviour” (p. 14). In that case, when parents display support and encouragement towards their child’s academics, it is through the observational actions like attending parent-teacher meetings or being present for a school fundraiser that may increase academic performance. Compared to a verbal encouragement, demonstrating the importance of high academic standing through behaviors might be a better teaching tool. Unfortunately, parents who use an authoritarian or permissive parenting method may contribute to their children being at-risk of academic failure and social difficulties. Then again, an adolescents’ poor academic performance may put a home at-risk of becoming a negative environment. This speaks directly to the possible bidirectional nature of the current findings.

Secondly, it has emphasized the value of adolescent perceptions in terms of measuring parenting skills, specifically regarding academic and social development. Using a retrospective approach, this study has provided adolescents the opportunity to voice opinions about how successful parents (different parenting styles) are perceived to be in teaching essential social and academic skills.

Thirdly, this study has explored relationships between adolescents and various types of parenting finding useful information for future and current parents to consider when an academic or social developmental concern arises. These relationships can act as valuable resources when families are searching for assistance in solving family difficulties.

Implications

The results of the current study hold multiple implications for individuals working in the

child and youth field. A negative relationship was established between academic motivation and authoritarian parenting styles of mothers. Considering that adolescents spend most of their time in education facilities, it is important for teachers and other educators to be aware of other reasons contributing to misbehaviour and/or low grades. Although teachers and education facilities may feel limited in helping students with particular problems at home, should those problems interfere with their ability to learn, it then becomes an educational problem. Results of this study can provide education facilities with increased awareness of underlying issues of misbehaviour, disinterest, and perceived inabilities. Educators may be able to adjust their teaching styles to better meet the needs of underdeveloping students or reach out for help from specialized organizations for intervention. The cooperation of a school counselor may facilitate this endeavor.

Although authoritarian parenting is associated with lower academic motivation, providing and implementing additional programs to the student body may alter student motivation. As a counterbalance, in case help from an outside source fails, incorporating a study buddy system where low motivated students are assigned to high motivated students could encourage adolescents to be aware of the importance and long term benefits of doing well in school.

As a result of external influences like low socioeconomic status, financial instability, and family breakups, many individuals do not have the resources to lessen the stress and worry of uncontrollable life issues and focus on being more available for their children. Therefore, the results of the current study provide additional information to health facilities, family resource centers and social welfare that many parents experiencing such situations can access for help. The information can also be used to modify existing parenting programs in place for parents who want to learn successful parenting techniques.

It can even be used to include a more applied aspect to existing parenting programs like role playing, or negotiation skills. This can teach parents the skills associated with authoritative parenting practices that are related with high academic motivation, social support, and stronger learning strategies. Such information could also be used as a protective factor for adolescents experiencing child custody disputes. Many family lawyers can present information like this in a court of law, and request parents to complete an examination on parenting skills to determine which parent is best able to provide children/adolescents with a consistent positive warm, attentive, and supportive environment to ensure they have the best opportunity to maintain academic excellence and high quality friendships.

Understanding the relationship between learning strategies and authoritative parenting provides child and youth employees with behaviour etiquette. Individuals working in this field (child center employees) are severely undervalued within North American culture (Whitebook & Sakai, 2003). Most people working in this area are highly underpaid and highly overworked in addition to being undereducated. Results of this study can provide child and youth facilities with important information to adjust employee interactions with children to be more authoritative with regards to communication, behaviour, and negotiation. These modifications will show positive results in both staff and children and change how each view the other forever.

While results of this study may be applicable to many individuals, facilities such as daycare centers and parent-centered agencies should be cautious when making changes to programs based on these results because they may not be as successful with individuals different from the sample. Given the positive influence literature has shown authoritative parenting has on academic and social development of children and adolescents, it is with hope that the results of this study will be beneficial to all children and adolescents. However, because the sample was

from a predominately young adult female population, it is possible that similar results may not occur when applied on young children, or male adolescents.

Limitations and Future Research

The current study examined relationships between academic motivation, learning strategies, perceived social support and parenting styles and the results can be generalized to female undergraduate students. While the results are informative, it is not to say that the results would be the same had the sample been different. For example, adolescents currently in high school or junior high school may have had a different opinion when completing the questionnaires, which may provide different results. It is also important to recognize the uniqueness of the sample and how it may be limiting in its applicability. Having a large female to male ratio, suggested implications of the results may not adhere to male children/adolescents. With such a unique sample, the results cannot be generalized to all adolescents/young adults.

Although this study has provided additional information about parenting and adolescent developmental outcomes, retrospective studies are only one way to approach a study of this type. A concern with retrospective studies is the authentication of participants' memories. While they are in the late adolescent/early adult stage, relationships with parents may change from the point at which they were an early adolescent. Therefore, memories that are the result of relationships from adolescence versus those of the day before completing the questionnaires may influence the results. Replication of this study is suggested. For additional verification, future researchers should replicate this study using a different sample to observe if similar results occur. Given that many associations were found to be statistically significant and even those that were not appear in the intuitively correct directions, this thesis research represents a very good springboard for additional investigations.

Conclusion

The current study has provided additional information on parenting and adolescent developmental outcomes. While the literature currently reports similar results regarding developmental outcomes of adolescents from authoritative, authoritarian, and permissive parenting, the findings are few and most studies focus on young children. Indeed important, but many fail to examine the complexity of adolescence and the impact different parenting styles may have on such a sensitive area of development. Parenting styles are related to adolescent development and it is necessary to observe the respective associations between academic motivation, learning strategies, and social support.

Social development becomes increasingly important during adolescence, and while it is often assumed by many people that social support is received mostly from peers, this study has provided support that family and other adults have an important role to play in social support and their developmental outcomes. Interestingly, however, friends and peers are more influential when it comes to academic motivation. This indicates the importance of choosing a parenting style that will provide adolescents with the ability to create high-quality friendships, specifically for academic excellence.

Finally, previous research has emphasized the role of mothers' attachment with her children. However, fathers are shown to be equally influential and more so pertaining to social support with peers. The current findings provide additional information for existing literature in this area and also indicate novel associations between parenting, academic motivation, learning strategies, and various elements of social support.

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Appendix A

Parental Authority Questionnaire (PAQ) Pertaining to Mothers

Instructions: For each of the following statements, circle the number on the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. .

Strongly Disagree-1

Strongly Agree-5

1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as parents do.

1 2 3 4 5

2. Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.

1 2 3 4 5

3. Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions.

1 2 3 4 5

4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.

1 2 3 4 5

5. My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable. 1 2 3 4 5
6. My mother has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. 1 2 3 4 5
7. As I was growing up my mother did not allow me to question any decision she had made. 1 2 3 4 5
8. As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline. 1 2 3 4 5
9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to. 1 2 3 4 5
10. As I was growing up my mother did not feel that I needed to obey rules and regulations of behaviour simply because someone in authority had established them. 1 2 3 4 5

11. As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable. 1 2 3 4 5

12. My mother felt that wise parents should teach their children early just who is boss in the family. 1 2 3 4 5

13. As I was growing up, my mother seldom gave me expectations and guidelines for my behaviour. 1 2 3 4 5

14. Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions. 1 2 3 4 5

15. As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways. 1 2 3 4 5

16. As I was growing up my mother would get very upset if I tried to disagree with her. 1 2 3 4 5

17. My mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.

1 2 3 4 5

18. As I was growing up my mother let me know what behaviour she expected of me, and if I didn't meet those expectations, she punished me.

1 2 3 4 5

19. As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her.

1 2 3 4 5

20. As I was growing up my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.

1 2 3 4 5

21. My mother did not view herself as responsible for directing and guiding my behaviour as I was growing up.

1 2 3 4 5

22. My mother had clear standards of behaviour for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.

1 2 3 4 5

23. My mother gave me direction for my behaviour and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me.

1 2 3 4 5

24. As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.

1 2 3 4 5

25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.

1 2 3 4 5

26. As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it.

1 2 3 4 5

27. As I was growing up my mother gave me clear direction for my behaviours and activities, but she was also understanding when I disagreed with her. 1 2 3 4 5

28. As I was growing up my mother did not direct the behaviours, activities, and desires of the children in the family. 1 2 3 4 5

29. As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority. 1 2 3 4 5

30. As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake. 1 2 3 4 5

Parental Authority Questionnaire (PAQ) Pertaining to Fathers

Instructions: For each of the following statements, circle the number on the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your father. Try to read and think about each statement as it applies to you and your father during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement.

Strongly Disagree-1

Strongly Agree-5

1. While I was growing up my father felt that in a well-run home the children should have their way in the family as often as parents do.

1 2 3 4 5

2. Even if his children didn't agree with him, my father felt that it was for our own good if we were forced to conform to what he thought was right.

1 2 3 4 5

3. Whenever my father told me to do something as I was growing up, he expected me to do it immediately without asking any questions.

1 2 3 4 5

4. As I was growing up, once family policy had been established, my father discussed the reasoning behind the policy with the children in the family.

1 2 3 4 5

5. My father has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable. 1 2 3 4 5
6. My father has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. 1 2 3 4 5
7. As I was growing up my father did not allow me to question any decision he had made. 1 2 3 4 5
8. As I was growing up my father directed the activities and decisions of the children in the family through reasoning and discipline. 1 2 3 4 5
9. My father has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to. 1 2 3 4 5
10. As I was growing up my father did not feel that I needed to obey rules and regulations of behaviour simply because someone in authority had established them. 1 2 3 4 5

11. As I was growing up I knew what my father expected of me in my family, but I also felt free to discuss those expectations with my father when I felt that they were unreasonable. 1 2 3 4 5
12. My father felt that wise parents should teach their children early just who is boss in the family. 1 2 3 4 5
13. As I was growing up, my father seldom gave me expectations and guidelines for my behaviour. 1 2 3 4 5
14. Most of the time as I was growing up my father did what the children in the family wanted when making family decisions. 1 2 3 4 5
15. As the children in my family were growing up, my father consistently gave us direction and guidance in rational and objective ways. 1 2 3 4 5
16. As I was growing up my father would get very upset if I tried to disagree with him. 1 2 3 4 5

17. My father feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.

1 2 3 4 5

18. As I was growing up my father let me know what behaviour he expected of me, and if I didn't meet those expectations, he punished me.

1 2 3 4 5

19. As I was growing up my father allowed me to decide most things for myself without a lot of direction from him.

1 2 3 4 5

20. As I was growing up my father took the children's opinions into consideration when making family decisions, but he would not decide for something simply because the children wanted it.

1 2 3 4 5

21. My father did not view himself as responsible for directing and guiding my behaviour as I was growing up.

1 2 3 4 5

22. My father had clear standards of behaviour for the children in our home as I was growing up, but he was willing to adjust those standards to the needs of each of the individual children in the family.

1 2 3 4 5

23. My father gave me direction for my behaviour and activities as I was growing up and he expected me to follow his direction, but he was always willing to listen to my concerns and to discuss that direction with me.

1 2 3 4 5

24. As I was growing up my father allowed me to form my own point of view on family matters and he generally allowed me to decide for myself what I was going to do.

1 2 3 4 5

25. My father has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.

1 2 3 4 5

26. As I was growing up my father often told me exactly what he wanted me to do and how he expected me to do it.

1 2 3 4 5

27. As I was growing up my father gave me clear direction for my behaviours and activities, but he was also understanding when I disagreed with him. 1 2 3 4 5
28. As I was growing up my father did not direct the behaviours, activities, and desires of the children in the family. 1 2 3 4 5
29. As I was growing up I knew what my father expected of me in the family and he insisted that I conform to those expectations simply out of respect for his authority. 1 2 3 4 5
30. As I was growing up, if my father made a decision in the family that hurt me, he was willing to discuss that decision with me and to admit it if he had made a mistake. 1 2 3 4 5

Appendix B

Social Support Scale for College Students

On the next three pages, you will be asked to respond to sentences about some form of support or help that you might get from either a parent, a teacher, a classmate, a close friend, or people in your school. Read each sentence carefully and respond to them honestly. There are no right or wrong answers.

For each sentence you are asked to provide two responses. First, rate how often you receive the support described and then rate how important the support is to you. Below is an example. Please read it carefully before starting your own ratings.

	IMPORTANT?					HOW OFTEN?			
	NEVER	ALMOST NEVER	SOME OF THE	TIME	MOST OF THE	TIME	NOT IMPORTANT	IMPORTANT	VERY
1. My teacher(s) helps me solve problems.	1	2	3	4	5	6	1	2	3

In this example, the student describes her 'teacher helps me solve problems' as something that happens 'some of the time' and that is 'important' to her.

Please ask for help if you have a question or don't understand something. Please turn to the next page and answer the questions. Thank you!

My Family...									
My family...	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always	Not Important	Important	Very Important
...is sensitive to my needs.	1	2	3	4	5	6	1	2	3
...understands me.	1	2	3	4	5	6	1	2	3
...listens to me when I need to talk.	1	2	3	4	5	6	1	2	3
...gives me information about things I don't know or don't know how to do.	1	2	3	4	5	6	1	2	3
...gives me good advice.	1	2	3	4	5	6	1	2	3
...takes time to teach me new things.	1	2	3	4	5	6	1	2	3
...lets me know when I do something well.	1	2	3	4	5	6	1	2	3
...gives me constructive criticism when I make mistakes.	1	2	3	4	5	6	1	2	3
...shows or tells me that they are proud of me.	1	2	3	4	5	6	1	2	3
...loans or gives me things that I need.	1	2	3	4	5	6	1	2	3
...takes time to help me make decisions.	1	2	3	4	5	6	1	2	3
...provides me with financial support	1	2	3	4	5	6	1	2	3
...lets me know I am important to them	1	2	3	4	5	6	1	2	3
...supports the decisions I make	1	2	3	4	5	6	1	2	3

Other adults in my life...	How Often?						How Important?		
Other adults in my life...	Never	Almost Never	Some of the Time	Most of the Time	Almost Always	Always	Not Important	Important	Very Important
...let me know that I am important to them.	1	2	3	4	5	6	1	2	3
...treat me fairly.	1	2	3	4	5	6	1	2	3
...make it okay to ask questions.	1	2	3	4	5	6	1	2	3
...help me with things I am having difficulty with or don't understand.	1	2	3	4	5	6	1	2	3
...help me solve problems by giving me information.	1	2	3	4	5	6	1	2	3
...let me know when I do something well.	1	2	3	4	5	6	1	2	3
...give me constructive criticism when I make mistakes.	1	2	3	4	5	6	1	2	3
...listen to my ideas and opinions.	1	2	3	4	5	6	1	2	3

...spend extra time with me when I need it.	1 2 3 4 5 6	1 2 3
...sensitive to my needs	1 2 3 4 5 6	1 2 3
...listen to me when I have concerns	1 2 3 4 5 6	1 2 3
...gives me information about things I don't know or don't know how to do	1 2 3 4 5 6	1 2 3
...gives me good advice	1 2 3 4 5 6	1 2 3

	How Often?	How Important?
My Close Friends... (including significant others)	Never Almost Never Some of the Time Most of the Time Almost Always Always	Not Important Important Very Important
My close friends...		
...understand my feelings.	1 2 3 4 5 6	1 2 3
...help me feel better when I am feeling down.	1 2 3 4 5 6	1 2 3
...listen to me when I need to talk.	1 2 3 4 5 6	1 2 3
...give me good advice	1 2 3 4 5 6	1 2 3
...take time to explain things to me that I don't understand.	1 2 3 4 5 6	1 2 3
...nicely tell me the truth about how I do on things.	1 2 3 4 5 6	1 2 3
...give me constructive criticism when I make mistakes.	1 2 3 4 5 6	1 2 3
...take time to help me make decisions.	1 2 3 4 5 6	1 2 3
...defend me or stick up for me when others are treating me badly.	1 2 3 4 5 6	1 2 3
...share his or her things with me.	1 2 3 4 5 6	1 2 3
...loan me things that I need or want (clothes, CD's, car, money, etc.).	1 2 3 4 5 6	1 2 3
...take time to help me do things that I need to get done.	1 2 3 4 5 6	1 2 3
...keep private things about me confidential.	1 2 3 4 5 6	1 2 3
...are sensitive to my needs.	1 2 3 4 5 6	1 2 3
...distract me from my worries or stressors.	1 2 3 4 5 6	1 2 3
...show or tell me that they are proud of me.	1 2 3 4 5 6	1 2 3
...help me solve problems by giving me information.	1 2 3 4 5 6	1 2 3
...cares about me.	1 2 3 4 5 6	1 2 3

	How Often?	How Important?
<h1>My Peers...</h1> <p>(classmates, roommates, housemates, co-employees, team members, club members, fraternity/sorority brothers or sisters)</p>	Never Almost Never Some of the Time Most of the Time Almost Always Always	Not Important Important Very Important
My peers...		
...treat me well.	1 2 3 4 5 6	1 2 3
...listen to my ideas and opinions.	1 2 3 4 5 6	1 2 3
...give me advice when I need it.	1 2 3 4 5 6	1 2 3
...help me when I need it.	1 2 3 4 5 6	1 2 3
...give me constructive criticism when I make mistakes.	1 2 3 4 5 6	1 2 3
...include me in activities.	1 2 3 4 5 6	1 2 3
...notice when I have worked hard.	1 2 3 4 5 6	1 2 3
...share my interests.	1 2 3 4 5 6	1 2 3
...share his or her things with me.	1 2 3 4 5 6	1 2 3
...teach me how to do things I don't know how to do.	1 2 3 4 5 6	1 2 3
...tell me I did a good job when I do something well.	1 2 3 4 5 6	1 2 3
...catch me up on things I have missed.	1 2 3 4 5 6	1 2 3
...sensitive to my needs.	1 2 3 4 5 6	1 2 3
...listen to me when I need to talk.	1 2 3 4 5 6	1 2 3
...take time to help me with things I need to get done.	1 2 3 4 5 6	1 2 3

Appendix C

Motivated Strategies for Learning Questionnaire (MSLQ)

Part A: Motivation

The following questions ask about your motivation for and attitudes about this class. Although the questions in this questionnaire asks you to answer specifically with this course in mind, please answer each question based on your academic experiences from grades 10-12 in high school as well as your current university courses. Remember there are no right or wrong answers; just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

1 not at all true of me	2	3	4	5	6	7 very true of me	
1. In a class like this, I prefer course material that really challenges me so I can learn new things.	1	2	3	4	5	6	7
2. If I study in appropriate ways, then I will be able to learn the material in this course.	1	2	3	4	5	6	7
3. When I take a test I think about how poorly I am doing compared with other students.	1	2	3	4	5	6	7
4. I think I will be able to use what I learn in this course in other courses.	1	2	3	4	5	6	7
5. I believe I will receive an excellent grade in this class.	1	2	3	4	5	6	7
6. I'm certain I can understand the most difficult material presented in the readings for this course.	1	2	3	4	5	6	7
7. Getting a good grade in this class is the most satisfying thing for me right now.	1	2	3	4	5	6	7
8. When I take a test I think about items on other parts of the test I can't answer.	1	2	3	4	5	6	7
9. It is my own fault if I don't learn the material in this course.	1	2	3	4	5	6	7

10. It is important for me to learn the course material in this class. 1 2 3 4 5 6 7
11. The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade. 1 2 3 4 5 6 7
12. I'm confident I can learn the basic concepts taught in this course. 1 2 3 4 5 6 7
13. If I can, I want to get better grades in this class than most of the other students. 1 2 3 4 5 6 7
14. When I take tests I think of the consequences of failing. 1 2 3 4 5 6 7
15. I'm confident I can understand the most complex material presented by the instructor in this course. 1 2 3 4 5 6 7
16. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn. 1 2 3 4 5 6 7
17. I am very interested in the content area of this course. 1 2 3 4 5 6 7
18. If I try hard enough, then I will understand the course material. 1 2 3 4 5 6 7
19. I have an uneasy, upset feeling when I take an exam. 1 2 3 4 5 6 7
20. I'm confident I can do an excellent job on the assignments and tests in this course. 1 2 3 4 5 6 7
21. I expect to do well in this class. 1 2 3 4 5 6 7
22. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible. 1 2 3 4 5 6 7
23. I think the course material in this class is useful for me to learn. 1 2 3 4 5 6 7
24. When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade. 1 2 3 4 5 6 7

25. If I don't understand the course material, it is because I didn't try hard enough. 1 2 3 4 5 6 7
26. I like the subject matter of this course. 1 2 3 4 5 6 7
27. Understanding the subject matter of this course is very important to me. 1 2 3 4 5 6 7
28. I feel my heart beating fast when I take an exam. 1 2 3 4 5 6 7
29. I'm certain I can master the skills being taught in this class. 1 2 3 4 5 6 7
30. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others. 1 2 3 4 5 6 7
31. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class. 1 2 3 4 5 6 7

Part B: Learning Strategies

The following questions ask about your learning strategies and study skills for this class. Although the questions in this questionnaire asks you to answer specifically with this course in mind, please answer each question based on your academic experiences from grades 10-12 in high school as well as your current university courses. Again, there are no right or wrong answers. Answer the questions about how you study in this class as accurately as possible. Use the same scale to answer the remaining questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

- | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | |
|---|---|---|---|---|---|--------------------|---|---|---|---|
| not at all
true of me | | | | | | very true
of me | | | | |
| 32. When I study the readings for this course, I outline the material to help me organize my thoughts. | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. During class time I often miss important points because I'm thinking of other things. | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. When studying for this course, I often try to explain the material to a classmate or friend. | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. I usually study in a place where I can concentrate on my course work. | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. When reading for this course, I make up questions to help focus my reading. | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37. I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do. | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38. I often find myself questioning things I hear or read in this course to decide if I find them convincing. | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39. When I study for this class, I practice saying the material to myself over and over. | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40. Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone. | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

41. When I become confused about something I'm reading for this class, I go back and try to figure it out. 1 2 3 4 5 6 7
42. When I study for this course, I go through the readings and my class notes and try to find the most important ideas. 1 2 3 4 5 6 7
43. I make good use of my study time for this course. 1 2 3 4 5 6 7
44. If course readings are difficult to understand, I change the way I read the material. 1 2 3 4 5 6 7
45. I try to work with other students from this class to complete the course assignments. 1 2 3 4 5 6 7
46. When studying for this course, I read my class notes and the course readings over and over again. 1 2 3 4 5 6 7
47. When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence. 1 2 3 4 5 6 7
48. I work hard to do well in this class even if I don't like what we are doing. 1 2 3 4 5 6 7
49. I make simple charts, diagrams, or tables to help me organize course material. 1 2 3 4 5 6 7
50. When studying for this course, I often set aside time to discuss course material with a group of students from the class. 1 2 3 4 5 6 7
51. I treat the course material as a starting point and try to develop my own ideas about it. 1 2 3 4 5 6 7
52. I find it hard to stick to a study schedule. 1 2 3 4 5 6 7
53. When I study for this class, I pull together information from different sources, such as lectures, readings, and discussions. 1 2 3 4 5 6 7
54. Before I study new course material thoroughly, I often skim it to see how it is organized. 1 2 3 4 5 6 7

55. I ask myself questions to make sure I understand the material I have been studying in this class. 1 2 3 4 5 6 7
56. I try to change the way I study in order to fit the course requirements and the instructor's teaching style. 1 2 3 4 5 6 7
57. I often find that I have been reading for this class but don't know what it was all about. 1 2 3 4 5 6 7
58. I ask the instructor to clarify concepts I don't understand well. 1 2 3 4 5 6 7
59. I memorize key words to remind me of important concepts in this class. 1 2 3 4 5 6 7
60. When course work is difficult, I either give up or only study the easy parts. 1 2 3 4 5 6 7
61. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for this course. 1 2 3 4 5 6 7
62. I try to relate ideas in this subject to those in other courses whenever possible. 1 2 3 4 5 6 7
63. When I study for this course, I go over my class notes and make an outline of important concepts. 1 2 3 4 5 6 7
64. When reading for this class, I try to relate the material to what I already know. 1 2 3 4 5 6 7
65. I have a regular place set aside for studying. 1 2 3 4 5 6 7
66. I try to play around with ideas of my own related to what I am learning in this course. 1 2 3 4 5 6 7
67. When I study for this course, I write brief summaries of the main ideas from the readings and my class notes. 1 2 3 4 5 6 7
68. When I can't understand the material in this course, I ask another student in this class for help. 1 2 3 4 5 6 7

69. I try to understand the material in this class by making connections between the readings and the concepts from the lectures. 1 2 3 4 5 6 7
70. I make sure that I keep up with the weekly readings and assignments for this course. 1 2 3 4 5 6 7
71. Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives. 1 2 3 4 5 6 7
72. I make lists of important items for this course and memorize the lists. 1 2 3 4 5 6 7
73. I attend this class regularly. 1 2 3 4 5 6 7
74. Even when course materials are dull and uninteresting, I manage to keep working until I finish. 1 2 3 4 5 6 7
75. I try to identify students in this class whom I can ask for help if necessary. 1 2 3 4 5 6 7
76. When studying for this course I try to determine which concepts I don't understand well. 1 2 3 4 5 6 7
77. I often find that I don't spend very much time on this course because of other activities. 1 2 3 4 5 6 7
78. When I study for this class, I set goals for myself in order to direct my activities in each study period. 1 2 3 4 5 6 7
79. If I get confused taking notes in class, I make sure I sort it out afterwards. 1 2 3 4 5 6 7
80. I rarely find time to review my notes or readings before an exam. 1 2 3 4 5 6 7
81. I try to apply ideas from course readings in other class activities such as lecture and discussion. 1 2 3 4 5 6 7

Appendix D

Participant Consent Form

Dear Student,

I am a graduate student in the Master of Arts in Child and Youth Studies program at Mount Saint Vincent University. As a requirement of my program, I am conducting research under the supervision of Dr. Daniel Lagacé-Séguin. I would like to invite you to participate in my study Its all a Matter of “Retrospective”: Links Between Parenting and Developmental Outcomes. The purpose of this study is to identify any relationships between parenting style and social support, and parenting style and academic motivation and learning strategies. In addition, identifying if academic motivation and learning strategies and social support can be predicted by types of parenting will also be investigated.

Within this study, participants are asked to complete three questionnaires related to parenting, academic motivation and learning strategies and social support from various sources. Each questionnaire takes approximately 10-15 minutes to complete. You will be asked to complete the questionnaires and return them in the envelope given at the time of distribution (making sure it is sealed) to your professor or to the Psychology Department secretary (who will place them in Dr. Lagacé-Séguin’s mailbox which is located in a secure place) one week from the date of distribution.

I recognize through asking you to think back to your adolescence, potential negative memories (if any) could arise. I do not anticipate any risks to you through participating in this study. However, should you experience any negative memories during this study, please feel free to contact any of the centers/individuals on the attached list who will be able to assist you.

Your responses will be contributing to research in an area overlooked. Greater information leads to increased awareness important for positive change. Results of this study could help struggling families and adolescents develop positive social and academic skills while fostering family cohesion. Your participation is completely voluntary and should you chose to withdraw from this study at any time, you are free to do so without penalty. To ensure your information remains confidential throughout this study, my supervisor and I will be the only individuals analyzing the information provided by you. In addition, all identifying factors will be kept in a locked cabinet in Dr. Lagacé-Séguin’s office when not being used.

If you have any questions about this study, please contact Amie Deleavey via e-mail at amie.deleavey@msvu.ca or Dr. Daniel Lagacé-Séguin via telephone at (902)-457-6460 or e-mail at Daniel.lagace-seguin@msvu.ca This research study has met all ethical standards of the University Research Ethics Board at Mount Saint Vincent University. If you have any questions or concerns about this study and wish to speak with someone who is not directly involved with this study, you may contact the University Research Ethics Board, by phone at (902)-457-6350 or by e-mail at research@msvu.ca.

Sincerely,

Amie Deleavey
MA in Child and Youth Studies Candidate
Mount Saint Vincent University

Daniel Lagace-Seguin, Ph.D.
Associate Professor
Mount Saint Vincent University
Department of Psychology

By signing this consent form, you are indicating that you fully understand the above information and agree to participate in this study.

Participant's signature

Date

Researcher's signature

Date

Supervisor's Signature

Date

Appendix E

List of Psychological Services Contacts

Counselling and Psychological Services

Mount Saint Vincent University
Evaristus Hall, Room 218
Halifax, Nova Scotia
B3M 2J6
(902)-457-6567

Bedford Psychological Services

1550 Bedford Highway
Bedford, NS B4A-1E6
[REDACTED]

Halifax Psychological Services Inc.

Gladstone Professional Centre Suite 305
6155 North Street, Halifax,
Nova Scotia, B3K 5R3
[REDACTED]

IWK Mental Health Services

[REDACTED]

