

ABSTRACT

THESIS: The Relationship between Perceived Parents' Parenting Style and Socioeconomic Status among Gifted Students Living in a Residential Academy in a Midwestern State

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The purpose of this study was to examine the relationship between gifted students' perceived parents' parenting styles living in a residential academy and socioeconomic status. It was also the purpose to investigate if a relationship exists between students' perceived parents' parenting styles and their gender. Parenting style was measured by a validated 60-question Parenting Style Questionnaire. The findings were unlike previous research and suggest that residential gifted students may perceive their parents' parenting styles more negatively than average ability students. Participants did not perceive their parents' parenting styles differently among socioeconomic status (SES) which is unlike previous research which uses socioeconomic status as a predictor of parenting style among non-gifted students (Pinderhughes, Bates, Dodge, Pettit, & Zelli, 2000) . Statistically significant differences were also found between gifted students' perceptions of their mothers and fathers. It is the intention of this study to use the results as a starting point for others to investigate residential gifted students and dedicate more studies to gifted research.