

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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## CHAPTER 1

### INTRODUCTION

Parenting practices have been an interest to scholars and philosophers for centuries. Diana Baumrind defined parenting practices in 1966 when she published the results of her study, *Effects of Authoritative Parental Control on Child Behavior*. She found parents generally use three styles of parenting: *authoritative*- a parent who is equally demanding and responsive; *authoritarian*- a parent who is more demanding than responsive; and *permissive*- a parent who is more responsive than demanding. She later added *neglectful*- a parent who is neither responsive nor demanding.

Baumrind and several other researchers, (Brenner and Fox, 1999; Lamborn, Mounts, Steinberg, and Dornbusch, 1991) have found that the most successful parents are those who adopt an *authoritative* parenting style. For example, in a study of first year college students, Baldwin, McIntyre, and Hardaway (2007) found that *authoritative* parenting practices provided an environment that encouraged the development of experiences conducive to optimistic thinking. Baumrind (1971) characterizes *authoritative* parenting by patterns of warmth, non-punitive discipline, and consistency.

*Authoritarian* parents are characterized as rigid by setting a standard of conduct, usually an absolute standard, motivated and communicated by a higher authority (Baumrind, 1971). The *authoritarian* parent values compliance as a virtue and favor

punitive, forceful measures to correct a child's behavior (Baumrind, 1971). In 1991, Lamborn, et al., (1991) examined patterns of competence and adjustment among adolescents using Baumrind's parenting styles. Adolescents who described their parents as *authoritarian* scored reasonably well on measures of obedience and conformity to the standards of adults. The adolescents did well in school and were less likely than their peers to be involved in deviant activities. However, at the same time, these adolescents appeared less confident in their own perception of social and academic ability. Adolescents displaying these characteristics were thought to be "overpowered into obedience" (Lamborn et al., 1991).

Baumrind's more lenient parenting style, *permissive*, is described as acceptant toward a child's impulses, desires, and actions with little demand, may also have damaging effects on adolescent development. Lamborn et al., (1991) found that although adolescents measured high in social competence and self-confidence, adolescents who perceived their parents as *permissive* were relatively disengaged from school and showed a higher frequency of involvement in certain deviant behaviors, including drug and alcohol use.

Baumrind's later added a fourth parenting style, *neglectful*. In 2005, Baumrind discussed two subcategories of *neglectful*, both low in demandingness and responsiveness. The first subcategory, rejecting, is aggressive and intrusive, while the other neglectful subcategory, indifference, displays a total lack of interest in the child's needs or interests. Lamborn et al., found adolescents who characterized their parents as *neglectful* are consistently compromised in areas of competence, self-perceptions, misbehavior, or psychological distress.

Previous parenting research has found mothers and fathers parent differently. Paulson and Spota (1996) found that adolescents perceived mothers to be more demanding and responsive than fathers. A similar study by Gordon-Simons and Conger (2007) provided longitudinal data from 451 families with a child in eighth grade at the time of the study. The study investigated which of the four parenting styles related to delinquency, depression, and school commitment for adolescents. The study found the most successful outcome for adolescents was having two authoritative parents. This information led this researcher to investigate mother and father differences.

Sex and gender differences may also influence adolescent perceptions of parenting styles. In 2007, McGillicuddy-Del Lisi and DeLisi studied perceptions of both female and male first year college students' perceptions of parenting styles. The research found female students viewed family relations more positively than male students when parents were permissive. However, when parents were depicted as authoritarian or neglectful, female students viewed family relations as less positive than male students. McGillicuddy-DeLisi and DeLisi suggest these gender differences may be derived from the students' own experiences as a child in a family.

In 2005, Abbott, Hall, and Meredith investigated well functioning adolescents to identify familial influences that may account for their positive developmental outcomes and healthy life choices. The study specifically wanted to examine familial factors such as, religious participation, family relationships, stressful life events, parental warmth, and parental monitoring to see which of these influences had more of an impact on an adolescent's likeness to participate in risky behaviors, suffer from depression, or report parent-conflict. The participants had minimum grade point averages (GPA) of 3.5 on a

4.0 scale (82% had a 4.0), and at least 5-7 hours in extracurricular activities. The research indicates that a healthy family relationship, characteristic of authoritative parenting, may have the most beneficial effect on a variety of adolescent outcomes including depression and risk behaviors.

Over the years researchers have attempted to understand contributing factors related to adjustment and parenting practices. Scholars suggest socioeconomic status (SES) may predict parenting style. Kelley, Power, and Wimbush (1992) examined disciplinary styles and attitudes in a sample of low-income African American mothers. The researchers found that parental education and the number of parents in the home were related to parental disciplinary practices. Specifically, less educated, younger, single mothers were more likely to use authoritarian parenting practices.

In 1999, Brenner and Fox found mothers who were the youngest, had the least education, and lowest SES reported the most behavior problems among their children. Mothers of this category frequently punished their children for misbehavior and had a tendency to expect more than children were developmentally capable of doing, yet were the least likely to read to their children. It was found these mothers were characterized as having high discipline, low nurturing, and high expectations, fitting Baumrind's authoritarian style. Although research has found SES effects parenting style among the general population (Brenner and Fox, 1999; Ehrensaft, Cohen, Chen, and Berenson, 2007; Kohn, Naoi, Schoenbach, Schooler, and Slomezynski, 1990; and Middlemiss, 2003), a review of the literature found no information on gifted students' perceptions of parenting styles and socioeconomic status among the residential gifted population.

While many important breakthroughs have been discovered within parenting practices, there has been little research involving gifted youth's perceptions about parenting practices. The management of stress and emotions among gifted adolescents may be different than average ability peers. Richards, et al., (2003) reported gifted students rated lower levels of depression, high self-reliance, greater sense of adequacy, and superior attention. Richards, et al., (2003) also suggested gifted adolescents are more inclined to focus on problem solving; therefore, more likely to be affected differently by poor parenting practices than their average ability peers. In 2004, Dwairy found gifted Arab adolescents displayed higher self-esteem and fewer identity disorders than non-gifted Arab students. The study also found that gifted adolescents perceived their parents more positively than non-gifted adolescents.

After a review of the research, it seems authoritative parenting provides the best foundation for adolescent school performance. Parents who provide their children with a foundation composed of an equal amount of response and demand tend to have more academically proficient and higher functioning adolescents (Baumrind, 2005; Abbott et al., 2005). Most of the research, however, has been geared toward homogenous populations, such as high school students from a public school. Little known research has specifically investigated specifically residential gifted students' perceived parents' parenting styles to potentially provide this population with more opportunity to be successful and well-adjusted adults.

## **Purpose Statement**

The purpose of this study was to increase our understanding of residential gifted students' perceptions of parenting styles. Specifically, this study was implemented to examine differences among socioeconomic status (SES) and perceived maternal and paternal parenting styles. Differences among female and male gifted students were also investigated.

## **Rationale**

Richards et al., (2003) research on families with gifted adolescents suggest gifted adolescents may perceive information at a more heightened sense; thus, altering the perception of their parents parenting style. They compared the emotional and behavioral adjustment of intellectually gifted adolescents to average ability adolescents. The research found gifted students reported higher levels of self-reliance, greater sense of adequacy, and superior attention; therefore, influencing this researcher to study gifted female and male adolescents' and their perceptions of parenting styles of both their mother and father. Research is necessary to provide future investigators with information specific to gifted students living at a residential academy. Residential students live away from home in a dorm-like atmosphere, which may alter their perceived parents' parenting style from a gifted student living at home.

## **Hypotheses**

This research seeks to test the following hypotheses:

*Hypothesis I-* The perceived parenting style of gifted students living in a residential academy from lower SES will be different from gifted students not from lower SES, and the difference will be statistically significant.

*Hypothesis II-* The perceived parenting styles of gifted students living in a residential academy will differ significantly between their mothers and fathers.

*Hypothesis III-* The perceived parenting styles of female gifted students living in a residential academy will differ statistically from the perceived parenting styles of gifted male students living in a residential academy.

### **Limitations**

For the purpose of this study the following limitations were identified:

- The survey may induce anxiety in students with questions relating to family stress.
- Students may not answer questions honestly due to the influence of peers or psychological pressure.
- A variety of home arrangements (i.e. blended families, living with grandparents, etc.) may skew the results between maternal and paternal parenting practices.
- Some families who are financially eligible to receive a free or reduced lunch from the state may not choose to use this service for personal reasons.
- Identifying with a free, reduced, or full lunch may induce psychological stress.
- Only gathering data from the adolescents' perception and not the parents, may limit the validity of the information.
- Students may not provide accurate answers about perceived parenting style due to living in a dorm away from home while the survey was administered.

- Unique subject pool, the residential academy's total population was 295 at the time of the study. Sixty two students completed the parenting style questionnaire and demographic survey, leaving a 21% response rate.
- No comparison group with non-gifted adolescents was used in this study. The study would benefit to examine differences among two different populations of adolescents.

### **Definitions**

For the purposes of this study, the following definitions were used:

- *Demandingness*- The extent of orders and regulations a parent places on their child (Baumrind, 2005).
- *Responsiveness*- Receptiveness a parent provides to the individual needs of their child (Baumrind, 2005).
- *Gifted*- An academic ability higher than average. All students at the academy are considered to be gifted.
- *Authoritative*- Parenting with a combination of high demand and high responsiveness (Baumrind, 2005).
- *Authoritarian*- Parenting resulting in a high amount of demand with a low quantity of responsiveness (Baumrind, 2005).
- *Permissive*- Parenting by means of low demand and a high responsiveness (Baumrind, 2005).
- *Neglectful*- Parenting using both low demand and responsiveness (Baumrind, 2005).

- *Socioeconomic Status (SES)* - Involving a combination of social and economic factors. For this study, SES was determined by questions relating to participant reception of financial aid offered by the residential academy and/or acceptance of free or reduced lunches.
- *Guidelines for free and reduced school lunch*: Obtained by multiplying the Federal income poverty guidelines by 1.30 for reduced lunch or 1.85 for free lunch, and by rounding the result upward to the next whole dollar. (SEE APPENDIX D)
- *Lower SES*- received past and current use of free or reduced lunches and collected financial aid from the academy.
- *Middle SES*- received free or reduced lunch in the past, but did not receive financial aid, or if they received financial aid, but did not accept a free or reduced lunch.
- *Higher SES*- no acceptance of free or reduced lunch or financial aid

## **Summary**

Although a large variety of research geared toward understanding parenting styles among average ability adolescents has been gathered, research regarding gifted adolescents at a residential academy has not been found. It is the purpose of this research to promote awareness and provide information to gifted adolescents' perspective about their parents' parenting styles. Chapter two follows with a review of the effects of parenting styles among gifted adolescents.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

A multitude of research has been conducted to understand impacting issues affecting adolescent parenting styles and school performance (Marchant, Paulson, Rothlisberg, 2001). However, as discussed in chapter one, little research has studied gifted students' perceived parents' parenting styles, or examined this research considering the family's socioeconomic status (SES) and gender. Richards et al., (2003) suggest from their study that gifted adolescents are more inclined to focus on problem solving; leading to the theory that intellectual giftedness may also contribute to more resilience and psychological robustness than their average ability peers. The study also found that gifted students are more likely to strive to create a positive relationship with their teachers. This heightened sense of resilience noted from the study suggests no matter what the gifted adolescents' socioeconomic status or perceived parenting style are, the gifted adolescent will more likely focus on problem solving leading to a more successful relationship with their teachers. The purpose of this study is to identify if there are relationships among socioeconomic status, perceived mother and father differences, and gifted students' gender differences.

Parenting styles are used to illustrate characteristics parents have when interacting with their children. In 1966, Baumrind's parenting style theory consisted of

parenting practices categorized in three different styles defined as *authoritative*, *authoritarian*, and *permissive*. Baumrind (1971) concluded from her research that parents who did not fit the mold of any of the characteristics were considered *neglectful*.

These parenting styles are all based on levels of demandingness and responsiveness (Paulson and Sputa, 1996). Baumrind (2005) explains that demandingness refers to claims parents make on their children to become integrated into society. Usually, demandingness is illustrated by behavior regulation, direct confrontation, and behavioral control. For example, a parent who uses a high amount of demandingness would have boundaries such as curfew, incorporate household and personal responsibilities, and expectations for behavior such as appropriate grades on a report card.

Responsiveness refers to the extent to which parents foster individually and self-assertion by being attuned, supportive, and compliant to children's requests (Baumrind, 2005). Responsiveness includes warmth, autonomy support and reasoned communication (Baumrind, 2005). Parents who display a high amount of responsiveness would take an interest in their child's activities and allow for verbal feedback during a family discussion to foster healthy autonomy (Marchant, et al., 2001).

### **Parenting Styles Effect on Adolescence**

As discussed in chapter one, authoritative parenting is marked by an "equal balance of response (warmth) and demand (control)" (Baumrind, 2005). Parents give direction though rational guidance and are emotionally supportive with a firm yet responsive disciplinary approach (Baumrind, 2005). Baumrind (2005) explains authoritative parents allow verbal feedback for a healthy sense of autonomy. Adolescents who have been raised with an authoritative upbringing tend to have a positive school

performance and are more autonomous than adolescents raised with the other three styles (Wong, 2008). Along with a positive school performance, parent-child relationships are also more likely to be positive due to the warmth and support displayed through the characteristics of an authoritative parent (Baumrind, 2005). Kerka's (2000) study examined positive influences on adolescent career choice and development, suggests career counselors and educators should shift their focus from the individual to the family system. Kerka (2000) recommended a new plan of action involving parents in their adolescent's career counseling due to the new emerging evidence suggesting that authoritative parenting provides an environment conducive to vocational success (Kerka, 2000).

More sternly than the authoritative parent, authoritarian parenting attempts to shape, control and restrict behavior through a rigid, set standard of rules (Baumrind, 2005). Authoritarian parents usually do not allow verbal feedback in order to maintain a higher sense of authority. Authoritarian parenting is described using a high extent of demand, but low degree of responsiveness (Baumrind, 2005). Children who are raised with authoritarian parents tend to be well socialized like their authoritative raised peers; however, children with authoritarian parents are more likely to suffer from low self-esteem and be somewhat less academically proficient (Baumrind, 2005). Smith (2007) examined parenting effects on self-efficacy and self-esteem in late adolescence. Smith's study assessed college freshman focusing on homesickness and adjustment to college. Agreeing with Baumrind's previous research, the study found students with authoritarian parents had lower self-esteem and self-efficacy, while authoritative parents had children with higher self-esteem and self-efficacy (Smith, 2007). Students with higher self-esteem

and self-efficacy experienced less homesickness and showed better emotional and behavioral adjustment to college (Smith, 2007).

Authoritarian raised adolescents may exhibit low self-esteem because of the responsiveness lacking from the authoritarian parent. The high amount of demand without the responsiveness would create an atmosphere full of high expectations with little reward. This child may continually feel like a failure from the void of warmth and approval of their authoritarian parent, which would explain Smith's (2007) study of college students who lack self-esteem. Baumrind (1971) explains that healthy parent responsiveness allows explanations for disobedience and verbal feedback from children. In addition, Houg (2007) suggests parents who encourage healthy verbal reciprocation promote healthy autonomy and self-motivation. This could explain the better emotional and behavioral adjustment of first year college students who identifying with an authoritative parent in Smith's (2007) study.

Baumrind (2005) also recognized permissive parents having an accepting attitude toward their child's impulses, actions, and motives; however, parents allow the child to regulate their own behavior, and lack the ability to discipline. The permissive parent uses manipulation or bargaining rather than direction. Permissive parents display a high amount of responsiveness but a low degree of demand (Baumrind, 2005). Children raised with a permissive parent may be more likely to have behavior problems, poor grades, and lack initiative; however, children usually display a high amount of self-esteem (Baumrind, 2005).

Haong's (2007) research implicates a negative relation between students reporting permissive parents and a self-reported motivation. Hoang's (2007) findings suggest the

lack of guidance, characterized by a permissive parent, induces less independence and does not encourage an interest in learning new information or developing self-set standards. Baumrind (2005) characterizes the permissive parent as accepting in both good and poor behavior. Without the ability to manage new skills and adopt self-motivation as Hoang (2007) describes, the permissive parent is essentially stripping away learning opportunities from their children.

Parents who were not considered responsive or demanding were deemed neglectful (Baumrind, 1971). Repetti, Taylor, and Seeman (2002) concluded from their research that neglectful parents create vulnerabilities interacting with genetically based vulnerabilities in offspring that produce disruptions in psychosocial functioning, stress-responsive biological regulatory systems, and poor health behaviors, especially substance abuse. Usually, neglectful parents fulfill the child's basic needs, but are commonly detached from the child's life. In extreme cases, the parent may ignore the child's basic needs and be deemed negligent (Medora, et al., 2001).

Lamborn et al., (1991) discussed adolescent perceptions of parenting styles in relation to psychomotor development, academic competence, internalized distress, and behavior problems. The results of the study found adolescents who identified with a neglectful parent scored the poorest on all four sets of dependent measures. In addition, adolescents scored significantly worse in all four variables in comparison to students who identified with authoritative parents, but not significantly different on outcome variables related to self-confidence in comparison to authoritarian parents and not significantly different in measures relating to behavior problems in comparison to permissive parents.

The literature regarding neglectful parenting styles suggests it is the most dangerous of the four parenting styles; abandoning children of the structure, warmth and involvement necessary for optimal development.

### **Maternal and Paternal Differences**

Research has shown both mother and father parenting styles affect adolescent outcomes. Successful parenting is related to more helpful, warm styles of parenting; while damaging child outcomes are related to distant, strict, or rigid parenting styles (Gordon-Simons & Conger, 2009). Martin, Ryan, Brooks-Gunn (2007) found parents who have similar parenting styles seem to have a happier marriage than parents who have differing parenting styles. This may be because parents who agree on discipline, feed off each other and creating a positive relationship (Martin, et al., 2007). Research also suggests parents, who both exhibit authoritative parenting characteristics produce a “multiplicative” effect, meaning parents who are both supportive would surpass the amount positive effects compared to the benefit of only one authoritative parent (Martin et. al, 2007).

Looking at both the mother and father allows for a more in-depth understanding of child and adolescent development. In a study by Milevsky, et al., (2006) examining maternal and paternal parenting styles in adolescence, specifically within self-esteem, depression, and life-satisfaction, found that authoritative parenting practices from both the mother and father were the best indicator of well-being. However, permissive parenting styles from the mother led to more depression than permissive parenting styles from the father.

This literature implies that permissive fathering may not be as detrimental to the child as permissive mothering; therefore, highlighting the importance of examining the outcomes of parenting practices for both mothers and fathers.

### **Socioeconomic Status Related to Parenting Styles**

Socioeconomic status (SES) may have an effect on parenting style. Pinderhughes, Bates, Dodge, Pettit, & Zelli, (2000) suggests lower SES predicts harsher parent discipline, greater stress, and more negative parenting beliefs. The researchers go further to examine that greater stress predicts less positive perceptions of the child and more intense cognitive-emotional processes. This literature implies lower SES predicts harsher parent discipline, which is conducive to the authoritarian parent (Baumrind, 2005).

Considering Maslow's (1943) *Hierarchy of Needs* pyramid, families from lower socioeconomic status may be concerned about necessity issues, such as providing food on the table or paying bills, this added stress could take away from time devoted to positive parent-child interactions. Families from higher socioeconomic status would inherently have their basic needs met, therefore reducing stress and allowing for more time devoted to researching healthy parenting methods.

Ehrensaft, Cohen, Chen, & Berenson (2007) analyzed the decline in maternal complaints about their children through early adolescence to late adolescence. The degree of decline in maternal complaints about their children was less pronounced and occurred later for mothers coping with lower SES and single parenthood; suggesting mothers from lower SES tend to struggle with positive parenting practices, supporting Pinderhughes, et al., (2000) research proposing lower socioeconomic status predicts negative parenting beliefs.

Middlemiss' (2003) research provides information about the parenting behavior of lower income mothers from two different ethnic backgrounds, African American and European American. All mothers were recipients of Women, Infants, and Children (WIC) and identified with low levels of support. The study found no significant difference between African American and European American mothers' perception of how they parented and their self-reported parenting behavior, supporting the theory that poverty may influence parenting style more than ethnic background (Middlemiss, 2003). Furthermore, Stienberg, Lamborn, Darling, Mounts and Dornbusch, (1994) found that African American youth had more positive self-perceptions than adolescents from the other ethnic groups studied, including Asian-American, Latino, and European American. This may indicate that different parenting styles may be more successful in a variety of ethnicities; however, this study shows that SES has more impact than ethnicity.

Kohn, Naoi, Schoenbach, Schooler, Slomczynski, (1990) investigated socioeconomic status in the United States, Japan, and Poland and found men from higher SES were more likely to value self-direction for their children, to be intellectually flexible, and self-directed in their orientations than men with less financial resources. As a result, fathers from higher SES displayed more authoritative like characteristics than fathers from lower SES.

The literature proposes socioeconomic status does play a role in parenting practices (Pinderhugh, et al., 2000; Ehrensaft, et al., 2007; Middlemiss, 2003; Kohn et al., 1990). Although many researchers have investigated the role of socioeconomic status among parenting practices of non-gifted children, no known research has investigated gifted parenting practices among socioeconomic statuses.

### **Gender Differences, Gifted Adolescents, & Parenting Styles**

The differing perspectives of female and male adolescents of their parents have been frequently considered used when analyzing parenting styles in past studies. Research from McKinney and Renk (2007) reiterated the importance of considering maternal and paternal parenting independently for female and male adolescents. The study found adolescents' perceptions of their mothers' and fathers' use of demandingness and responsiveness in their parenting creates certain characteristics in the family atmosphere and in the conflicts that may occur. The researches found females, when compared to males, were more likely to view their mothers as providing a more supportive, mutual relationship. The findings suggest maternal parenting may remain a stronger influential predictor of female adolescent adjustment.

Fulton and Turner (2008) examined components of authoritative parenting (warmth, autonomy granting, and supervision) among college students. The findings suggest that perceived parenting practices are a significant predictor of college students' perceptions of control, and that those perceptions of control are related to college GPA. The study found that supervision was more positively related to perceptions of control (supervision) among females than males. This literature implies the way mothers and fathers parent their children may be perceived differently among females and males, and more importantly, effect female and male motives related to academic success.

On the other hand, a study by Phares, Renk, Duhig, Fields, & Sly (2009) regarding both mother and father gender differences as well as child gender differences found that both boys and girls both reported more positively toward their mother than compared to their father. The researchers noted that the findings are consistent with

recent literature suggesting that the relationships between mothers and their adolescents and fathers and their adolescents are distinct. This literature disagrees with previous research suggesting male and female children perceive their parents differently (McKinney & Renk, (2007); Fulton & Turner (2007). While a large variety of research has predicted female and male similarities and differences of perceived parenting style, more research is needed to clarify the results, specifically among the gifted population.

To begin understanding why it is important to research gifted adolescents separately from non-gifted adolescents, it is important to examine previous literature regarding the way gifted students' process emotions, stress, and relationships. Richards' et al., (2003) suggests gifted students may process emotions at a higher level and develop more resilience than their average ability peers. In other words, gifted students have a higher sense of awareness and self-worth to develop faster coping skills in order to manage stressful situations (Richards, et al., 2003). The study also suggests indicates better teacher-student relationships among gifted students, possibly allowing for more resources and opportunity to gifted students.

Lee & Olszewski-Kubilius (2006) believed characteristics of gifted students such as self-efficacy, self-concept, creativity, and resilience allow cognitive strengths to be developed fully, enabling them to be used and applied to meaningful study and work. Lee & Olszewski-Kubilius (2006) examined the level of emotional intelligence, moral judgment, and leadership of more than 200 gifted high school students who participated in an accelerative academic program or an enrichment leadership program through a university-based gifted institute. The results of their study supported the common belief

that academically gifted students are more morally sensitive and advanced in moral reasoning and possess greater leadership potential than average ability groups of students. However, the study found when compared to the gifted males, the gifted females had higher interpersonal abilities that included being aware of, understanding, and caring of others' feelings and emotions. The study specifically pinpointed the difference in gender by discovering gifted females scored higher on aspects of emotional intelligence involving others, while males scored higher on those aspects involving problem-solving.

Understanding that gifted children may have heightened processing to their average ability peers is important; however, past research is not conclusive in pinpointing differences between gifted adolescents' perceptions about parenting styles from their average ability peers. In contrast to Lee and Olszewski-Kubilius study that emotional intelligence develops faster in gifted students compared to average ability students; Morawska & Sanders (2008) found parents' perceived their gifted and talented children with higher levels of emotional symptoms (i.e. often seems worried), and peer difficulties (i.e. gets along better with adults than with other children) compared to their average ability peers. Morawska & Sanders (2008) attributed some of this worry to being labeled as "nerdy" or "different". The results of this study demonstrated that the best predictors of difficult behavior in gifted children included characteristics of male gender, lower maternal education, and lower parental confidence; but, the best predictor of positive behavior in gifted students was parental confidence (Morawska & Sanders, 2008). The study concluded that *permissive* parenting was more prevalent in parents with average ability children than gifted children; however, the parents of gifted children tended to use

higher levels of verbosity and over reactivity in the context of discipline, suggesting an authoritarian style of parenting (Morawska & Sanders, 2008).

Kazimierz Dabrowski's (1964) research toward gifted children was unlike any other from its time. The theory of positive disintegration is, according to Dabrowski, the positive development from the broad range of emotional disharmony to the complete fragmentation of the personality structure. Dabrowski describes the "loosening of the structure" occurs specifically during the period of puberty and in states of nervousness, such as emotional, psychomotor, sensory, imaginative, and intellectual overexcitability. Dabrowski's theory of overexcitability (OE) refers to the heightened emotional, intellectual, sensual, psychomotor, or imaginal areas of the brain. For instance, a child who has emotional overexcitability may be highly in-tuned and empathize with the feelings of others, but also display extreme anxiety, phobias, slight states of anguish, and emotional hypersensitivity. Jackson and Frankfourth-Moyle (2009) explains intellectual overexcitable children have an inquiring mind and are introspective, analytical, and not easily distracted.

In 2009, Jackson and Frankfourth-Moyle conducted a case study focusing on a 7-year-old boy who was not classified as gifted by his school, but clearly exhibited characteristics of higher developmental potential. The case study noted the child tested cognitively with a nonverbal capacity in the highly gifted range, but a verbal capacity closer to average. The child's teacher documented that the child would consistently "melt down" and become "inconsolable." A file reviewed indicated that the child had difficulty making friends in kindergarten and that he had trouble adjusting to the classroom. The

school believed his overt behavior was due to Asperger's or Attention Deficit Disorder (ADD). Results from the pediatrician assessed the child tested negative for Asperger's syndrome and inconclusive for ADD. A gifted coordinator had the child tested for Dabrowski's overexcitabilities (OE) and he displayed characteristics of high psychomotor, sensual, intellectual, emotional, and imaginal OE. The gifted coordinator worked with the child keeping these characteristics in mind and he began to improve his verbal communication and writing skills. After his school's administration, teacher, parents, and grandparents applied the recommendations of the gifted coordinator; it was evident that the boy began to have less noncompliant behaviors (Jackson, Frankfourth-Moyle, 2009). The researchers resolved that a child with a vast perception with a one-facet teacher could cause problems and potentially affect the child's development (Jackson, Frankfourth-Moyle, 2009).

Jackson and Frankfourth's (2009) study suggests parents who support a program meeting the needs of higher achieving children could provide a more successful atmosphere for the child's development and overall academic success. The adolescents in this study are surrounded in an environment accommodating to gifted students' intellectual needs, which could create a more supportive atmosphere for the uniqueness and academic interests amongst the gifted students.

## **Summary**

Past research strongly suggests parental involvement and healthy parenting styles are imperative to school performance and self-esteem among average ability students

(Marchant, Paulson, Rothlisberg, 2001). Parents have the opportunity to foster a positive relationship with their children in order to provide a solid foundation for adulthood.

Although research has indicated positive parenting styles may be necessary for the general population of low income families, no known research has focused the attention to understanding gifted students and their perception of parenting styles regarding socioeconomic status and gender (Marawska & Sanders, 2008). The lack of consistent research regarding gifted students' perceptions is what motivates this researcher to emphasize the gifted population.

Chapter three will discuss the proposed methods to determine the relationship of parenting styles with socioeconomic status among gifted and talented students attending a residential high school for gifted adolescents in a Midwestern State.

## **CHAPTER 3**

### **METHOD**

This chapter will discuss the procedures used to gather data in this study. It was designed to measure how gifted students' perceived their maternal and paternal parenting styles. The gifted students' perceptions were then compared to determine if there was a relationship between the socioeconomic statuses (SES) and perceived parenting style among gifted adolescents currently living at a residential gifted academy.

This study was approved as an expedited study by the Institutional Review Board (IRB) (Appendix C-2). This researcher has successfully completed the National Institute of Health's Human Subjects Module (Appendix C-1).

#### **Sample**

The sample consisted of gifted juniors and seniors between the ages of 16 through 18 attending a residential gifted academy in a Midwestern State. Enrollment in the academy is selective. Students are carefully chosen to attend the academy through an application process. The residential academy's website explains that admission to the gifted academy is based upon previous academic records, teacher recommendations, student short-answer essays, and the students' SAT scores. Academy students' SAT average scores are 408 points higher than the state average and 384 points higher than the national average for graduating seniors. According to the academy's website, free tuition, fee waivers

and scholarships are available. The academy's website features free tuition and all students attending the academy are considered to be gifted. Typically, 150 juniors and 150 seniors live at the residential academy each school year.

Since academy students are under the age of 18, permission for their children to participate in the study was required. Permission forms were emailed to all academy parents. Since, however, IRB requirements did not permit parents, for confidentiality purposes, to electronically return the permission forms, another method for collecting the parental forms was instituted. Parents were informed via e-mail that their permission slips would be collected during their upcoming scheduled weekend pick-up. One weekend a month, the academy closes and students return home for an extended weekend. Parents are required to transport their children, and must arrive during a specified window of time. Since all students and parents arrive and leave through the lobby, the lobby provided an ideal location to interact with the parents. This researcher stationed herself at a table in a strategic lobby location where she answered parental questions about the study, distributed new forms, and collected signed forms. Permission forms that were not collected by the researcher were placed in a slotted enclosed box and given to Dr. Williams.

### **Instrumentation**

Data for this study was collected by means of a two part instrument. The first part consisted of 11 items gathering demographic information from the participants such as sex, age, living situation of academy students from the 6<sup>th</sup> grade onward, and socioeconomic status (SES).

The following questions were used as indicators of SES; “Regarding free or reduced lunches, which of the following best fits you?” and “In the past year, have you been provided financial assistance from the academy in order to reduce your costs to attend the academy?” Lower, middle, and higher socioeconomic statuses (SES) were determined by a combination of receiving free or reduced lunches and financial aid from the residential academy. Students were considered lower SES if they received past and current use of free or reduced lunches and collected financial aid from the academy. Students were considered middle SES if they received free or reduced lunch in the past, but did not receive financial aid, or if they received financial aid, but did not accept free or reduced lunch. Students who have never received free or reduced lunch or financial aid were considered higher SES. Guidelines for free and reduced meals are provided by the Department of Agriculture (2009) (Appendix D).

A modified version of the Parenting Style and Parental Involvement questionnaire (PSPI) was used to measure the students’ perception of their parents’ parenting styles (Touliatos, Perlmutter & Straus, 2001). It was developed by Paulson in 1992 and has been used in numerous studies (Hines & Paulson, 2006; Paulson & Sputa, 1996; Rivers, 2009). The PSPI consists of three components, parent demandingness, parent responsiveness, and parent involvement. The relating specifically to parenting styles- a 15-item *demandingness* scale and a 15-item *responsiveness* scale for each parent was used in this study to determine parenting style. Parent *involvement* was not included because this study was used to test students’ perceptions of their parents’ style only. Subjects responded to 60 questions. Participants were asked to respond in a Likert type 5 point scale from one meaning *very unlike* to five meaning *very like*.

Parental *demandingness* establishes students' perceptions of parents' rules and discipline strategies. Sample items included, "I would describe my mother/father as strict" and "My mother/father has few rules for me to follow." Some items were reverse coded, meaning, if a student answered "one" on the Likert scale, it was translated to "five" for scoring purposes. Parental *responsiveness* included students' perceptions of parents' warmth and nurturance. Sample items included, "My mother/father takes an interest in my activities" and "My mother/father does not think I should help with decisions in our family."

Some items in the responsiveness scale were also reverse coded. Students were asked to complete these scales for each parent based on their experiences from the 6<sup>th</sup> grade onward. The instrument gathered data to determine the gifted students' perceived parenting style of mothers and fathers. Due to the wide variety of family living arrangements, however, students had the option to answer the questions based on a relationship with a stepparent or other mother or father figure. Students could also choose to omit the "mother" or "father" portion of this survey if they did not identify a relationship with a parent.

Scores from demandingness were added and then divided by the number of items completed to obtain a mean score; responsiveness was also calculated by obtaining the mean score, with higher scores indicative of higher levels of each given construct.

Determinates of "high" and "low" were gauged by the median split of the scores from both demandingness and responsiveness. Students who perceived their parent with high demandingness and high responsiveness were determined to be *authoritative*. Students who perceived their parents with high demandingness and low responsiveness

were considered *authoritarian*. Students who perceived their parents with low demandingness and high responsiveness were classified as *permissive*; and students who perceived their parents with both low demandingness and responsiveness were considered *neglectful*.

The demographic survey and parenting style questionnaire were administered by this researcher in the school's auditorium on May 4, 2010. Participants were read a script which explained purpose for the study, their right to withdrawal at any time, and instructions for completion of the instruments. To decrease possible peer influence or anxiety, students were asked to sit a seat apart while taking the survey. Students responded to the items by entering answer on a scantron. The completed scantrons were immediately placed in a manila envelope to ensure confidentiality.

### **Statistical Procedures**

The statistical analysis program (SPSS) was used for all data analyses. A Multiple of Analysis of Variance (MANOVA) was used to examine if there were statistically significant differences between socioeconomic statuses (SES) among gifted students' perceived parenting styles. A MANOVA was used because the dependent variable, parenting style consists of two dimensions, *demandingness* and *responsiveness*; and the independent variable, socioeconomic status consists of three dimensions, *lower*, *middle* and *higher* socioeconomic status. Socioeconomic status was defined by three variables of the students' acceptance of a free, reduced, or full lunch, and the reception of financial assistance provided by the academy.

A Chi-Square was attempted to test students' perceptions of their mother and father as well as female and male student differences. The data revealed the number of people in some cells was at a value less than five, therefore invalid for statistical use.

To test mother and father differences, two separate t-tests were used. The first t-test was used to compare mother demandingness to father demandingness. The second t-test examined mother responsiveness to father responsiveness. Although using two separate t-tests does not provide differences among students' perceptions of the four parenting styles, it does allow for a stronger statistical analysis of mother and father demandingness and responsiveness differences.

To investigate female and male differences, a Multivariate of Analysis (MANOVA) was administered to test each dimension of maternal and paternal parenting style (demandingness and responsiveness) among females and males.

Finally, to pull all of the hypotheses together, a MANOVA was used to examine female and male perceptions of their parents' demandingness and responsiveness in relation to socioeconomic status.

### **Summary**

This study was conducted to examine female and male students attending a residential gifted academy perceived parenting styles and the relationship to socioeconomic status. Students completed the demographic survey and parenting style questionnaire on May 4, 2010 during a voluntary junior and senior convocation. The data was analyzed to examine if there was a statistically significant difference in how male and female students' perceived the parenting styles of their mothers' and fathers' and the relationship between gender and SES. Chapter four will discuss the results of this study.

## **Chapter 4**

### **RESULTS**

This study was conducted to increase our knowledge of gifted students' perceptions of their parents' parenting styles. The purpose was to examine if perceived parents' parenting styles of gifted students living in a residential gifted academy in a Midwestern state were influenced by the family's socioeconomic status. The second purpose was to determine if there was a relationship between perceived parenting styles and gender of students living in a residential gifted academy. Mother and father differences were also tested. Demographics including, gender, ethnicity, socioeconomic status, and family living arrangements were gathered by an 11-question survey. Parenting style was categorized by a 60-question Parenting Style Questionnaire.

#### **Sample**

The 2010 enrollment for the academy was 295. The subject pool consisted of 62 juniors and seniors who attended a residential academy for gifted students; providing a 21 percent response rate. Fifty-eight percent of the participants were female ( $n=36$ ) and 41 percent were male ( $n=26$ ). See Table 1.

Table 1. <i>Distribution of the Study Participants by Gender</i>		
Gender	Frequency	%
Female	36	58.1
Male	26	41.9
Total	62	100

By status, 77.4 percent of students were juniors ( $n=48$ ), and 22.6 percent ( $n=14$ ) were seniors. See Table 2 below.

Table 2. <i>Distribution of the Study Participants by Class Status</i>		
Status	Frequency	%
Junior	48	77.4
Senior	14	22.6
Total	62	100

By race and ethnicity, 79 percent ( $n=49$ ) were Caucasian, five percent ( $n=3$ ) were Black or African American, five percent ( $n=3$ ) were Hispanic or Latino, three percent ( $n=2$ ) were Native American or Alaskan Native, three percent ( $n=2$ ) were Asian, two percent ( $n=1$ ) of the participants reported identifying with two or more races. Three percent ( $n=2$ ) did not provide their race/ethnicity.

Table 3. <i>Racial and Ethnic Distribution of the Study Participants</i>		
Race/Ethnicity	Frequency	%
Native American or Alaska Native	2	3.2
Asian	2	3.2
Black or African American	3	4.8
Hispanic/Latino	3	4.8
Caucasian	49	79.0
Two or more races	1	1.6
Missing	2	3.2
Total	62	100

Seventy-one percent ( $n=44$ ) of the participants reported living with both father and mother in the same home from the 6<sup>th</sup> grade onward. Ten percent ( $n=6$ ) of the respondents lived with their mother only, eight percent ( $n=5$ ) of the participants provided “other” as their living situation, seven percent ( $n=4$ ) of students reported living with both their mother and stepfather in the same home, and three percent of the students ( $n=2$ ) lived with their father and stepmother in the same home. One of the students did not report their living situation.

### **Financial Status of Participants**

Lower, middle, and higher socioeconomic statuses (SES) were influenced by a combination of receiving free or reduced lunches and financial aid from the residential

academy. Higher SES was considered when participants reported receiving no assistance from the academy or free or reduced lunches before or while attending the academy.

Students were categorized as middle SES when participants reported receiving free or reduced lunches in the past, but did not receive financial aid from the academy; or if they received financial aid from the academy, but did not receive free or reduced lunches.

Participants were measured as lower SES when they reported receiving past and current use of financial aid and financial aid from the academy.

Eight percent ( $n=8$ ) of the subjects reported lower SES; and eight percent ( $n=8$ ) of the subjects reported to be middle SES. Surprisingly, 74 percent ( $n=41$ ) of the participants reported higher SES. Five students did not answer questions regarding their socioeconomic status (Table 4).

Table 4. <i>Lower, Middle, and Higher Socioeconomic Status (SES)</i>		
Socioeconomic Status	Frequency	%
<i>Lower</i> -Past and current use of free/reduced lunch and financial aid.	8	7.75

Table 4. <i>Lower, Middle, and Higher Socioeconomic Status (SES) Contd.</i>		
Socioeconomic Status	Frequency	%
<i>Middle-</i> Received free/reduced lunch in the past, but did not receive financial aid OR received financial aid, but did not accept free/reduced lunch.	8	7.75
<i>Higher-</i> Never received financial aid or free/reduced lunch.	41	74.1
Missing	5	91.9
Total	62	100

Parenting styles are based upon a combination of high and low amounts of both demandingness and responsiveness, (Baumrind, 1966). Determinates of “high” and “low” were gauged by the median split of the scores from both demandingness and responsiveness.

Fifteen percent of the participants ( $n=9$ ) perceived their mothers as *authoritative*, with a high amount of both demandingness and responsiveness. Thirty-six percent ( $n=22$ ) of the participants perceived their mothers as *authoritarian*, with a high amount of

demandingness and a low amount of responsiveness. Thirty-one percent ( $n=19$ ) of the subjects reported their mothers to be *neglectful*, with both a low amount of demandingness and responsiveness. Nineteen percent ( $n=12$ ) of the participants perceived their mothers to be *permissive*, with a low demand and high response (Table 5).

Twenty-three percent ( $n=14$ ) of the participants perceived their fathers as *authoritative*. Thirty-six percent ( $n=22$ ) perceived their fathers to be *authoritarian*, 24 percent ( $n=15$ ) of participants perceived their fathers as *neglectful*, while only 11 percent ( $n=7$ ) of the participants perceived their fathers as *permissive*. Four students did not provide information about their fathers' parenting style (Table 6).

Style	Frequency	%	Valid %	Cumulative %
Authoritative	9	14.5	14.5	14.5
Authoritarian	22	35.5	35.5	50.0
Neglectful	19	30.6	30.6	80.6
Permissive	12	19.4	19.4	100
Total	62	100	100	

Table 6. <i>Distributions of Gifted Students' Perceived Fathers' Style</i>				
Style	Frequency	%	Valid %	Cumulative %
Authoritative	14	22.6	24.1	24.1
Authoritarian	22	35.5	35.5	62.1
Neglectful	15	24.2	25.9	87.9
Permissive	7	11.3	12.1	100
Missing	4	93.5	100	
Total	58	100	100	

### **Hypothesis I**

*The perceived parenting style of gifted students living in a residential academy from lower SES will be different from gifted students not from lower SES, and the difference will be statistically significant.*

A Multivariate of Analysis (MANOVA) was used to examine students' perceptions of parenting styles. The dependent variable, style, consists of two dimensions, *demandingness* and *responsiveness*. The independent variable, socioeconomic status, is categorized as *lower*, *middle*, and *higher* SES. The results found that perceptions of students from lower SES ( $n=8$ ) were not significantly different from students who identified with middle ( $n=8$ ) or higher SES ( $n=46$ ), ( $F(2, 54) = .955$ ), NS. This does not support hypothesis 1, and the null cannot be rejected (Table 7).

Table 7.				
<i>Multivariate of Analysis of Mothers' Demandingness, Mothers' Responsiveness, Fathers' Demandingness, and Fathers' Responsiveness with Lower, Middle and Higher SES.</i>				
Dependent	SES	Mean $\pm$ SD	F	<i>p</i>
Mother Demandingness	Lower	2.8 $\pm$ 0.24	1.26 <sup>a</sup>	.291
	Middle	3.4 $\pm$ 0.24		
	Higher	3.0 $\pm$ 0.30		
Mother Responsiveness	Lower	3.8 $\pm$ 0.27		
	Middle	3.7 $\pm$ 0.27		
	Higher	3.7 $\pm$ 0.12		
Father Demandingness	Lower	2.8 $\pm$ 0.24		
	Middle	2.6 $\pm$ 0.24		
	Higher	2.8 $\pm$ 0.12		

Table 7. <i>Continued.</i>				
Dependent	SES	Mean $\pm$ SD	F	<i>p</i>
Father Responsiveness	Lower	3.2 $\pm$ 0.30	1.26 <sup>a</sup>	.291
	Middle	3.1 $\pm$ 0.30		
	Higher	3.6 $\pm$ 0.13		

Given that no significance differences between lower, middle, and higher socioeconomic statuses was found, another Multivariate of Analysis (MANOVA) was administered by combining lower and middle SES to use the new independent variables labeled, *lower* and *higher*. Lower and middle socioeconomic statuses were combined in an attempt to increase the *n* among lower socioeconomic status. The MANOVA was used to examine lower SES with participant perceptions of demandingness and responsiveness among higher socioeconomic status. The results still did not find a significant difference when combining lower and middle socioeconomic status versus higher socioeconomic status  $F(4,52)=.872, p < NS$  (Table 8.)

Table 8.				
<i>Multivariate of Analysis for Mother Demandingness, Mother Responsiveness, Father Demandingness and Father Responsiveness by Lower and Middle SES.</i>				
Dependent	SES	Mean $\pm$ SD	F	<i>p</i>
Mother Demandingness	Lower	3.1 $\pm$ 0.78	1.91 <sup>a</sup>	.122
	Higher	3.0 $\pm$ 0.66		
Mother Responsiveness	Lower	3.8 $\pm$ 0.72		
	Higher	3.7 $\pm$ 0.77		
Father Demandingness	Lower	2.7 $\pm$ 0.59		
	Higher	2.8 $\pm$ 0.72		
Father Responsiveness	Lower	3.1 $\pm$ 1.04		
	Higher	3.6 $\pm$ 0.77		
Note. In the SES category, <i>Lower</i> is a combination of lower and middle socioeconomic statuses.				

## Hypothesis II

*The perceived parenting styles of gifted students living in a residential academy will differ significantly between their mothers and fathers.*

A Chi-Square was attempted to test students' perceptions of their mothers and fathers parenting styles. The Chi-Square was not appropriate because 75 percent of the data had an expected count less than five, therefore violated the assumption.

Since parenting styles have two dimensions, *demandingness* and *responsiveness*, a Paired-Samples t-test was used. The Paired-Samples t-test was used to compare

mothers' demandingness to fathers' demandingness and mothers' responsiveness to fathers' responsiveness (Table 9). The results revealed that there was a significant difference between participants perceptions of their mothers' and fathers' levels of demandingness  $t(57) = 2.03, p < .047$  and their mothers' and fathers' responsiveness  $t(57) = 2.16, p < .035$ . Given that differences were found between mothers' and fathers' levels of demandingness and responsiveness, we will accept the null hypothesis.

Table 9.				
<i>Paired-Samples t-test used to examine Students' Perceptions of their Mothers' and Fathers' Demandingness and Responsiveness</i>				
Pair Samples	N	Mean $\pm$ SD	<i>t</i>	<i>p</i>
Mother demandingness	58	0.23 $\pm$ 0.82	2.027	.047
Father demandingness				
Mother demandingness	58	0.23 $\pm$ 0.80	2.156	.035
Fathers' Responsiveness				

### **Hypothesis III**

*The perceived parenting styles of female gifted students living in a residential academy will differ statistically from the perceived parenting styles of gifted male students living in a residential academy.*

Two Pearson Chi-Square tests were attempted to examine if female and male participants perceived their parents' (mother and father) styles differently. The first Pearson Chi-Square examined female and male perceptions of their fathers' parenting styles. The Pearson Chi-Square was invalid because 25 percent of the cells had an expected count less than five. The second Chi-Square tested female and male perceptions of their mothers' parenting styles. This test was also invalid because 12.5 percent of the cells had an expected count less than five.

Since parenting styles consists of two dimensions, *demandingness* and *responsiveness*, a Multivariate of Analysis (MANOVA) was used to test female and male perceptions of their mothers' demandingness, mothers' responsiveness, fathers' demandingness and fathers' responsiveness. A MANOVA was chosen because of the multiple dependent variables among mothers' and fathers' demandingness and responsiveness.

The results found females did not perceive their mothers' demandingness and responsiveness or their fathers' demandingness and responsiveness differently than males  $F(4, 53) = .915, NS$  (Table 10).

Table 10.				
<i>A Multivariate of Analysis to test Female Perceptions of their Mothers' Demandingness, Mothers' Responsiveness, Fathers' Demandingness and Fathers' Responsiveness to Males Perceptions.</i>				
Dependent	Gender	Mean $\pm$ SD	F	<i>p</i>
Mothers' Demandingness	Female	3.0 $\pm$ 0.73	1.23 <sup>a</sup>	.308
	Male	3.1 $\pm$ 0.70		
Mothers' Responsiveness	Female	3.7 $\pm$ 0.84		
	Male	3.8 $\pm$ 0.60		
Fathers' Demandingness	Female	2.6 $\pm$ 0.61		
	Male	3.0 $\pm$ 0.71		
Fathers' Responsiveness	Female	3.6 $\pm$ 1.0		
	Male	3.4 $\pm$ 0.9		

After the data was interpreted from the three hypotheses, the next step was to tie the independent variables by examining if socioeconomic status and gender had an effect on students' perceptions of their maternal and paternal demandingness and responsiveness. A Multivariate of Analysis was used because of the multiple dependent and independent variables. The results were statistically significant that gender and socioeconomic status together, are statistically significant among perceived parenting style (demandingness and responsiveness)  $F(8, 96) = .642, p < .005$  (Table 11).

Table 11.					
<i>A Multivariate of Analysis to test Female and Male Perceptions of their Mothers' Demandingness, Responsiveness compared to Fathers' Demandingness and Fathers' Responsiveness among SES</i>					
Dependent	Gender	SES	Means $\pm$ SD	F	<i>p</i>
Mothers' Demandingness	Female	Lower	2.8 $\pm$ 0.68	2.977 <sup>a</sup>	.005
		Middle	4.2 $\pm$ 0.14		
		Higher	3.0 $\pm$ 0.68		
	Male	Lower	2.8 $\pm$ 1.18		
		Middle	3.1 $\pm$ 0.65		
		Higher	3.1 $\pm$ 0.64		
Mothers' Responsiveness	Female	Lower	3.6 $\pm$ 0.91		
		Middle	3.5 $\pm$ 0.19		
		Higher	3.7 $\pm$ 0.88		
	Male	Lower	4.5 $\pm$ 0.75		
		Middle	3.8 $\pm$ 0.58		
		Higher	3.8 $\pm$ 0.60		

Table 11. <i>Continued.</i>					
Dependent	Gender	SES	Means $\pm$ SD	F	<i>p</i>
Fathers' Demandingness	Female	Lower	2.9 $\pm$ 0.89	2.977 <sup>a</sup>	.005
		Middle	2.2 $\pm$ 0.51		
		Higher	2.6 $\pm$ 0.56		
	Male	Lower	2.7 $\pm$ 0.16		
		Middle	2.7 $\pm$ 0.34		
		Higher	3.1 $\pm$ 0.81		
Fathers' Responsiveness	Female	Lower	3.0 $\pm$ 1.21		
		Middle	1.8 $\pm$ 0.33		
		Higher	3.8 $\pm$ 0.72		
	Male	Lower	3.8 $\pm$ 0.80		
		Middle	3.5 $\pm$ 0.78		
		Higher	3.3 $\pm$ 0.77		

Since gender and socioeconomic status were found to have a significant difference among perceived parenting styles, two separate Univariate Analysis of Variances (ANOVA) were used to find differences among separate female and male perceptions among socioeconomic status.

Female perceptions among socioeconomic status was significantly different  $F(2, 29) = 7.07, p < .003$  (Table 12).

Table 12.  
*Univariate of Analysis (ANOVA) to examine Female Differences among Socioeconomic Status*

Socioeconomic Status	N	Mean Square	F	<i>p</i>
Lower	6	4.689	7.07	.003
Middle	2			
Higher	24			

No significant differences were detected among male perceptions among socioeconomic status  $F(2,22) = .392$ , NS (Table 13).

Table 13.  
*Univariate of Analysis (ANOVA) to examine Male Differences among Socioeconomic Status*

Socioeconomic Status	N	Mean Square	F	<i>p</i>
Lower	2	.233	7.07	.680
Middle	6			
Higher	17			

A Post Hoc analysis was initiated to research the female differences among parenting style further. The results were statistically significant among female perceptions of their fathers' responsiveness  $F(2, 51) = 4.42$ ,  $p < .038$ . Females from

higher SES ( $M=3.8$ ) found their fathers to be more responsive than females from middle SES ( $M=1.8$ ) and the difference was statistically significant. While the differences were found to be significant, the numbers were too small to be generalized (Table 14).

Table 14. Means and Standard Deviations of Female Perceptions of Fathers' Responsiveness by Socioeconomic Status			
Fathers' Responsiveness	SES	Means $\pm$ SD	<i>p</i>
	Lower	3.0 $\pm$ 1.21	.038
	Middle	1.8 $\pm$ 0.33	
	Higher	3.8 $\pm$ 0.72	

### Summary

A total of 62 gifted academy students completed the demographic and parenting style surveys. Results from this study found academy students did not perceive their parents' parenting style differently according to levels of socioeconomic status.

Statistically significant differences were found with Paired-Samples t-test examining mother demandingness compared to father demandingness. Statistically significant results were also found between mother responsiveness compared to father responsiveness

Results of the Multivariate of Analysis found gifted females do not perceive mother or father demandingness and responsiveness differently than gifted males. However, when analyzing gifted students' (males and females) perceived parents'

(mother and father) parenting style (demandingness and responsiveness) among the three levels of socioeconomic statuses (lower, middle and higher), the results indicated a significant difference among female perceived parenting styles and socioeconomic status. A Post Hoc test revealed the difference was between middle and higher socioeconomic status in relation to father responsiveness. Although the difference is small, it shows a possibility of differences among socioeconomic status, gender, and parenting style. Further research is needed to investigate these findings. Chapter Five will discuss the results of this study. The chapter will compare and contrast the findings of the results with previous research of parenting styles.

## **CHAPTER 5**

### **DISCUSSION**

The purpose of this study was to examine the relationship between perceived parents' parenting styles and socioeconomic status among gifted students attending a residential academy. It was also the purpose to investigate the relationship between students' perceived parents' parenting styles and gender of the students and parents. Data was collected via an 11-question demographic survey and a 60-question Parenting Style Questionnaire.

Numerous studies have been conducted on gifted education and parenting styles, but little research has been found regarding gifted students and parenting styles together. The lack of research led to the interest and need for parenting research regarding the gifted population, specifically living in a residential academy. This chapter will discuss the results of this study.

#### **The Influence of Socioeconomic Status on Perceived Parents' Parenting Style**

The results concerning socioeconomic status are unlike most research regarding the perception of parenting styles among the general population of adolescents. The data revealed that gifted academy students do not perceive their parents differently among lower, middle, and higher socioeconomic statuses. In an effort to increase the *n* among lower socioeconomic status, the dimensions of *lower* and *middle* socioeconomic status

were combined to create a new *lower* variable. The logic behind combining lower and middle socioeconomic statuses is because both variables account for use of some sort of assistance among the participants. The results of lower versus higher socioeconomic status were still non-significant.

Socioeconomic status has typically remained a predictor of differences among perceived parenting styles. Middlemiss (2003) investigated parenting behavior of lower income mothers from two different ethnicities, African American and European Americans. The researchers found no significant differences in the style of parenting, indicating that socioeconomic status has more impact on style than ethnicity. The differences among past research and this study could be due to differences between gifted students' perceptions and other students' perceptions. While the smaller subject pool makes it difficult to generalize that socioeconomic status does not affect parenting styles among the gifted population, the findings of this study should create an interest in other researchers to conduct further studies on SES and gifted student populations.

### **Perceived Maternal and Paternal Differences**

Initially, a Chi-Square was attempted to examine students' perceived mother and father parenting style differences. Parenting styles were created from the median split of the two dimensions of style, demandingness and responsiveness. Since the Chi-Square was invalid because of insufficient data, the dimensions of the four parenting styles, demandingness and responsiveness needed to be tested separately. Although examining differences among the four parenting styles was not possible, a strong statistical method was used to examine student perceptions of their mother and father demandingness and responsiveness. A Paired-Samples t-test was used to examine mother and father

differences in style. The first t-test examined student perceptions of mother demandingness to father demandingness. A significant difference was found that students' perceived mother demandingness higher than father demandingness. The second t-test examined student perceptions of mother responsiveness was significantly higher compared to father responsiveness. Although there is a significant difference between both mother and father differences of demandingness and responsiveness, it is only about a .2 difference on a 5- point scale for each dimension, making it difficult to generalize that students perceive their mothers and fathers parent differently.

Paulson and Spota's (1996) research suggests adolescents perceived mothers to be more demanding and responsive than fathers. Although this research is similar to the research findings of this study, the mother and father differences are not large enough to suggest a notable difference. The noted statistical difference could be used as a started point to much needed future among gifted students' maternal and paternal perceptions regarding parenting styles.

### **Gender Differences and Students' Perceived Parents' Parenting Style**

The results suggest that gender does not influence perceptions of parenting style. Lee and Olzewski-Kubilius (2006) found differences among the perceptions of gifted female and male adolescent parents' parenting styles; the study found gifted females had better interpersonal skills. McKinney and Renk (2007) found females, when compared to males; were more likely to view their mothers as providing a more supportive, mutual relationship. The results of this study are not similar to previous research regarding gender differences among parenting styles. Although there is not a significant difference between perceptions of styles among gifted female and male students, further

investigations with a larger subject pool would be needed in order to generalize if gender influences gifted perceptions of parenting style.

It should also be noted that previous research has not been consistent in regards to female and male student differences. Phares, Renk, Duhig, Fields, & Sly (2009) found that both boys and girls reported more positively toward their mother than compared to their father, suggesting similar perceptions. Although many important studies have investigated gender differences among adolescents and their perceived parents' parenting style, no known research has investigated perceived parents' parenting style among gifted students.

### **The Effect of Parenting Styles among Socioeconomic Status and Gender**

The results of this study are contradictory to other studies with gifted students. Wong (2008) found higher functioning students typically identify with an authoritative parent. Results from this study revealed gifted students perceived both of their parents more negatively. The results discussed gifted students' perceived their mothers to be more to be more authoritarian or neglectful. Gifted students perceived their fathers to be more authoritarian or neglectful as well. The least perceived maternal parenting style was ironically, authoritative and the least perceived paternal parenting style was permissive. Results of this study would indicate gifted students at a residential academy perceived their parents to have unhealthy parenting styles.

However, this study is somewhat similar to Morawska and Sanders' (2008) research regarding gifted adolescents. Morawska and Sanders' found that permissive parenting was more prevalent in parents with average ability children than gifted children, and the parents of gifted children tended to use higher levels of verbal

communication and over reactivity in the context of discipline, suggesting an authoritarian style of parenting. The lack of clarity among studies involving parenting styles of gifted children confirms the need for more research in the area.

The contradictions between this research study and previous research about gifted students could be due to past scholars pinpointing higher functioning students living in a home environment, while no known research has focused on students' perceived parents' parenting styles from a residential academy.

Typically, unhealthy parenting styles, such as authoritarian, neglectful, permissive, lead adolescents into a world of substance abuse, poor grades, and underprivileged opportunities (Repetti et al., 2002). In this study, students are given the unique opportunity to take more advanced placement classes and on-campus college courses. It would take the motivation of the parent to permit their child to enroll at the academy, which is uncharacteristic of the neglectful parent, but not necessarily the authoritarian parent. The results may suggest students want to attend the academy to leave their home environment. On the other hand, students may feel abandoned by a parent leaving them at the academy. The unique results need to be followed up by more research to pinpoint the reasoning behind the negative perceived parenting styles. More research would also be needed to increase the subject pool and increase validity.

A possible limitation in this study could be due to the students' living situation. Participants are asked to recall their living situation from the 6<sup>th</sup> grade onward; the participants may have answered questions based on their current living situation at the academy, which may explain neglectful or permissive perceptions. It is also a limitation that data was based on the students' perceptions, leaving out the parents' perceptions.

Comparing and contrasting the results with previous studies is difficult because there is no known research about residential academy students' perceptions of parenting styles. These results suggest that higher functioning students living in a residential academy may perceive parents differently than higher functioning students living at home.

### **Summary**

The results of this study disagree with previous research regarding gifted and parenting research. The variances in this research may be a result of the differing perspectives of the subjects living in a dorm-like environment, which for most of the students is away from parents, friends, and their community. Although the academy students are intellectually gifted, the social and emotional regulation is unknown. More research is needed to investigate the gifted population because little research has investigated the perspectives of gifted students living in a residential academy, specifically; further studies are needed to determine why gifted students living in a residential academy perceived their parents more negatively than higher functioning students living at home.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

The impact parents' have on adolescent outcomes cannot be overstated. Research indicates adolescents raised with poor parenting practices do not typically achieve as well academically as adolescents raised with authoritative characteristics (Baumrind, 2005; Wong, 2008; Abbott, et al., 2005). Unfortunately, research geared toward gifted students is minimal; and research specific to residential gifted adolescents' perceptions about parenting seems to be nonexistent. The results from this study found gifted students perceived their parents' as mostly authoritarian or neglectful, which is unlike most research studying higher functioning adolescents. It is the motivation of this study to use the results as a starting point for others to investigate residential gifted students and provide more necessary and much needed information to gifted research.

The results of this study reveal there is no significant difference between socioeconomic status and gifted students' perceived parents' parenting style. The research does reveal a significant difference between the way gifted students' perceive their mothers' and fathers' parenting styles. No significant differences were between female and male perceived parenting styles; however, when incorporating mother and father differences among socioeconomic statuses, a significant difference was found between female perceptions of their fathers' responsiveness between middle and higher

socioeconomic statuses. While the difference is small, the results encourage further research among gifted students.

### **Recommendations for Future Research**

The size of this study's sample makes it impossible to generalize to the residential gifted population. Therefore, it is recommended that the study be repeated with a larger sample. It would be possible to determine if SES and students' perceived maternal and paternal parenting style make a significant difference in perceptions. For example, do students in a larger sample perceive their mothers' parenting styles to be significantly different than their fathers'? It is also recommended that a simpler method for getting parental permission be implemented.

The study would also benefit for a greater diversity in population, such as ethnicity, race and geographic differences in the country to determine if SES and perceived parenting styles make a difference.

Some of the limitations in this study were difficult to avoid, such as the possible anxiety this study could initiate in some students or living situations among the gifted students, which could skew the results of mother and father differences.

Classes at the academy are blocked like college courses. Gathering data from all of the population at once is virtually impossible. The 62 gifted students' drawn to this study could possibly hold underlying issues or resentment toward their parents. It is important to study this population further to address other variables that could affect perceived parenting style among gifted students.

Gathering data from the parents' perceptions would allow for an interesting comparison study. It would also create a more valid study by looking at both sides of the parent-child relationship.

Having a sub-sample of students participate in a qualitative study about their perceived parenting styles would add to the richness and depth of the results. The qualitative study would provide explanations of why students responded as they did, and help explain possible differences in responses for students in various ethnic groups.

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## APPENDIX A

### 60-QUESTION PARENTING STYLE AND PARENTAL INVOLVEMENT

**Instructions:** The questionnaire will ask you fill in the number 1-5 on each statement; 1 meaning very unlike though five meaning very like. Using the scale below, fill in the number that best describes the person you currently identify as your mother, stepmother, or non-sibling, adult female figure who has lived in your home since you were in the 6th grade?

- |  |           |
|--|-----------|
| 12. My mother has rules for me about watching TV.  | 1 2 3 4 5 |
| 13. I would describe my mother as a strict person  | 1 2 3 4 5 |
| 14. It is okay with my mother if I do not follow certain rules.  | 1 2 3 4 5 |
| 15. When I do something that is wrong, my mother usually does not punish me.   | 1 2 3 4 5 |
| 16. I think my mother disciplines me a lot.  | 1 2 3 4 5 |
| 17. My mother usually wants to know where I am going.  | 1 2 3 4 5 |
| 18. My mother gives me a lot of freedom.   | 1 2 3 4 5 |
| 19. My mother makes most of the decisions about what I am allowed to do.   | 1 2 3 4 5 |
| 20. My mother gives me chores to do around the house routinely.  | 1 2 3 4 5 |
| 21. My mother lets me do pretty much what I want without questioning my decisions.   | 1 2 3 4 5 |
| 22. My mother rarely gives me orders.  | 1 2 3 4 5 |
| 23. My mother has few rules for me to follow.  | 1 2 3 4 5 |
| 24. My mother expects me to be home at a certain time after school or in the evening.                                      | 1 2 3 4 5 |
| 25. It does not really matter to my mother whether or not I do assigned chores.  | 1 2 3 4 5 |
| 26. My mother sometimes tells me that her decisions should not be questions.   | 1 2 3 4 5 |
| 27. My mother sometimes criticizes me for what I do.   | 1 2 3 4 5 |
| 28. My mother expects me to tell her when I think a rule is unfair.  | 1 2 3 4 5 |
| 29. My mother encourages me to look at both sides of an issue.   | 1 2 3 4 5 |
| 30. It is hard for my mother to admit that sometimes I know more than she does.  | 1 2 3 4 5 |
| 31. My mother does not think I should help with decisions in our family.   | 1 2 3 4 5 |
| 32. My mother encourages me to talk with her about things.   | 1 2 3 4 5 |
| 33. My mother does not believe that she should have her own way all the time anymore than she believes I should have mine. | 1 2 3 4 5 |
| 34. My mother would rather I not tell her my troubles.   | 1 2 3 4 5 |
| 35. My mother expects me to do what she says without having to tell me why.  | 1 2 3 4 5 |
| 36. My mother seldom praises me for doing well.  | 1 2 3 4 5 |
| 37. My mother believes I have a right to my own point of view.   | 1 2 3 4 5 |
| 38. My mother takes an interest in my activities.  | 1 2 3 4 5 |
| 39. My mother encourages me to talk to her honestly.   | 1 2 3 4 5 |
| 40. My mother usually tells me the reasons for the rules.  | 1 2 3 4 5 |
| 41. My mother does not believe I should have a say in making rules.  | 1 2 3 4 5 |



APPENDIX B

11-QUESTION DEMOGRAPHIC SURVEY

**Thanks you for your support in completing this survey. Please respond to the statements on the appropriate number on the scantron.** If you have any questions, please ask me.

### **Demographic Survey**

1. What is your age?
  - a. 14 or younger
  - b. 15
  - c. 16
  - d. 17
  - e. 18 +
2. What is your status?
  - a. Junior
  - b. Senior
3. What is your sex?
  - a. Female
  - b. Male
4. With what ethnicity do you identify?
  - a. American Indian or Alaska Native
  - b. Asian
  - c. Black or African American
  - d. Native Hawaiian or other Pacific Islander
  - e. Hispanic/Latino
  - f. Caucasian
  - g. Two or more races
  - h. Unknown
5. Which of the following best describes you family from your 6<sup>th</sup> grade onward:
  - a. Father and mother in the same home
  - b. Mother and stepfather
  - c. Father and stepmother
  - d. Mother only
  - e. Father only
  - f. Grandparent(s)
  - g. Other \_\_\_\_\_
6. Regarding free or reduced lunches, which of the following best fits you?
  - a. I received free or reduced lunches before attending the Academy, but do not now.
  - b. I did not receive free or reduced lunches before attending the Academy, but do now
  - c. I received free or reduced lunches before attending the Academy and continue to receive free or reduced lunches while attending the Academy.
  - d. I did not receive free lunches before attending the Academy, and currently do not receive them.

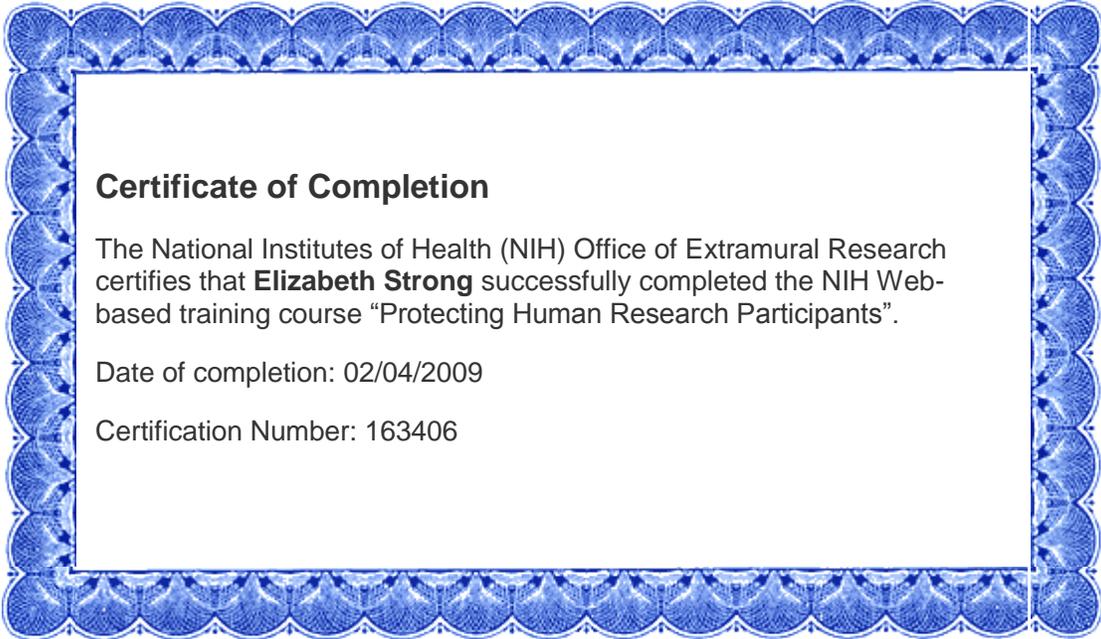
7. In the past year, have you been provided financial assistance from the Indiana Academy in order to reduce your costs to attend the Academy?
  - a. Yes
  - b. No
  
8. What educational level did your mother, stepmother, or non-sibling adult female figure living in your home since you were in the 6<sup>th</sup> grade complete?
  - a. High School
  - b. Some form of training or education beyond high school
  - c. Associate's degree
  - d. Bachelor's degree
  - e. Master's degree
  - f. Training beyond a Master's degree
  
9. What educational level did your father, stepfather, or non-sibling adult male figure living in your home since you were in the 6<sup>th</sup> grade complete
  - a. High School
  - b. Some form of training or education beyond high school
  - c. Associate's degree
  - d. Bachelor's degree
  - e. Master's degree
  - f. Training beyond a Master's degree
  
10. Which of the following **occupations** most closely describes your mother, stepmother, or non-sibling, adult female figure who has lived in your home since you were in the 6th grade?
  - a. Does not work outside the home
  - b. Factory worker
  - c. Secretary/Office work
  - d. Community service worker (e.g. social service agency, police officer)
  - e. Farmer
  - f. Retail
  - g. Food Service
  - h. Professional (e.g. teacher, accountant, doctor, therapist, management)
  - i. Does not apply

11. Which of the following **occupations** most closely describes your father, stepfather, or non-sibling, adult male figure who has lived in your home since you were in the 6th grade?
- a. Does not work outside the home
  - b. Factory worker
  - c. Secretary/Office work
  - d. Community service worker (e.g. social service agency, police officer)
  - e. Farmer
  - f. Retail
  - g. Food Service
  - h. Professional (e.g. teacher, accountant, doctor, therapist, management)
  - i. Does not apply

## APPENDIX C

### INSTITUTIONAL REVIEW BOARD (IRB) DOCUMENTS

- C-1 National Institutes of Health (NIH) Completion Certificate
- C-2 IRB Exempt Status Letter



### **Certificate of Completion**

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Elizabeth Strong** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 02/04/2009

Certification Number: 163406

## Institutional Review Board

DATE: April 21, 2010

TO: Elizabeth Strong, BS

FROM: Ball State University IRB

RE: IRB protocol # 148365-3

TITLE: The Relationship between Perceived Parenting Style, Sex, and Socioeconomic Status Among Gifted Students Living in a Residential Academy in a Midwestern State  
SUBMISSION TYPE: Revision

ACTION: APPROVED

DECISION DATE: April 21, 2010

EXPIRATION DATE: April 20, 2011

REVIEW TYPE: Expedited Review

The Institutional Review Board has approved your Revision for the above protocol, effective April 21, 2010 through April 20, 2011. All research under this protocol must be conducted in accordance with the approved submission.

**As a reminder, it is the responsibility of the P.I. and/or faculty sponsor to inform the IRB in a timely manner:**

- when the project is completed,
- if the project is to be continued beyond the approved end date,
- if the project is to be modified,
- if the project encounters problems, or
- if the project is discontinued.

Any of the above notifications should be addressed in writing and submitted electronically to the IRB (<http://www.bsu.edu/irb>). Please reference the IRB protocol number given above in any communication to the IRB regarding this project. Be sure to allow sufficient time for review and approval of requests for modification or continuation. If you have questions, please contact Amy Boos at (765) 285-5034 or [akboos@bsu.edu](mailto:akboos@bsu.edu).



APPENDIX D

NATIONAL INCOME ELGIBILITY GUIDELINES FOR FREE AND REDUCED LUNCH

INCOME ELIGIBILITY GUIDELINES											
Effective from July 1, 2009 to June 30, 2010											
HOUSEHOLD SIZE	FEDERAL POVERTY GUIDELINES	REDUCED PRICE MEALS - 185 %					FREE MEALS - 130 %				
	ANNUAL	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY
<b>48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM, AND TERRITORIES</b>											
1 .....	10,830	20,036	1,670	835	771	386	14,079	1,174	587	542	271
2 .....	14,570	26,955	2,247	1,124	1,037	519	18,941	1,579	790	729	365
3 .....	18,310	33,874	2,823	1,412	1,303	652	23,803	1,984	992	916	458
4 .....	22,050	40,793	3,400	1,700	1,569	785	28,665	2,389	1,195	1,103	552
5 .....	25,790	47,712	3,976	1,988	1,836	918	33,527	2,794	1,397	1,290	645
6 .....	29,530	54,631	4,553	2,277	2,102	1,051	38,389	3,200	1,600	1,477	739
7 .....	33,270	61,550	5,130	2,565	2,368	1,184	43,251	3,605	1,803	1,664	832
8 .....	37,010	68,469	5,706	2,853	2,634	1,317	48,113	4,010	2,005	1,851	926
For each add'l family member, add	3,740	6,919	577	289	267	134	4,862	406	203	187	94
<b>ALASKA</b>											
1 .....	13,530	25,031	2,086	1,043	963	482	17,589	1,466	733	677	339
2 .....	18,210	33,689	2,808	1,404	1,296	648	23,673	1,973	987	911	456
3 .....	22,890	42,347	3,529	1,765	1,629	815	29,757	2,480	1,240	1,145	573
4 .....	27,570	51,005	4,251	2,126	1,962	981	35,841	2,987	1,494	1,379	690
5 .....	32,250	59,663	4,972	2,486	2,295	1,148	41,925	3,494	1,747	1,613	807
6 .....	36,930	68,321	5,694	2,847	2,628	1,314	48,009	4,001	2,001	1,847	924
7 .....	41,610	76,979	6,415	3,208	2,961	1,481	54,093	4,508	2,254	2,081	1,041
8 .....	46,290	85,637	7,137	3,569	3,294	1,647	60,177	5,015	2,508	2,315	1,158
For each add'l family member, add	4,680	8,658	722	361	333	167	6,084	507	254	234	117
<b>HAWAII</b>											
1 .....	12,460	23,051	1,921	961	887	444	16,198	1,350	675	623	312
2 .....	16,760	31,006	2,584	1,292	1,193	597	21,788	1,816	908	838	419
3 .....	21,060	38,961	3,247	1,624	1,499	750	27,378	2,282	1,141	1,053	527
4 .....	25,360	46,916	3,910	1,955	1,805	903	32,968	2,748	1,374	1,268	634
5 .....	29,660	54,871	4,573	2,287	2,111	1,056	38,558	3,214	1,607	1,483	742
6 .....	33,960	62,826	5,236	2,618	2,417	1,209	44,148	3,679	1,840	1,698	849
7 .....	38,260	70,781	5,899	2,950	2,723	1,362	49,738	4,145	2,073	1,913	957
8 .....	42,560	78,736	6,562	3,281	3,029	1,515	55,328	4,611	2,306	2,128	1,064
For each add'l family member, add	4,300	7,955	663	332	306	153	5,590	466	233	215	108

APPENDIX E

LETTER OF CONSENT

The purpose of this study is to determine the relationship between the perceived parenting styles of gifted students attending the Indiana Academy of Science, Mathematics, and Humanities, as well as the relationship of perceived parenting styles based on the gender of the students and the gender of each parent.

Students will be asked to complete a two part survey consisting of demographic questions, such as age, gender, ethnicity, and status of receiving free or reduced lunches; and a Parenting Style Questionnaire. The questionnaire consists of 60 questions, 30 questions for the person your child identifies as their mother, and 30 questions for the person your child identifies as their father. Students do not need to complete both portions if they identify with one parent. Completion of the instrument will take approximately 20 minutes.

Your child's participation in this study is voluntary, and you may withdraw your child from the study at any time and for any reason. There is no penalty for withdrawing nor non- participation. The information will be grouped for analysis and will be anonymous. The personal benefits for participation include being part of a study that will bring more knowledge and awareness about gifted students. We anticipate no risk to your child's health as a result of participating in this study. In the unlikely event your child develops uncomfortable feelings while participating in this research project, counseling services are available to your child through the Counseling Center at Ball State University (765) 285-1376. This is a free service offered to Indiana Academy students. It is understood that in the unlikely occurrence that treatment is necessary as a result of your child's participation in the research project that Ball State University, its agents, and employees will assume whatever responsibility is required by law. Collected data will be stored in the office of the thesis committee chairperson in a locked cabinet until analysis which will be conducted by a university statistical consultant. Data will be destroyed at the end of the study.

This study is being conducted as a master's thesis and is supervised by Dr. Rebecca Adams in the Department of Family and Consumer Sciences. If you have questions about the study, she may be contacted at (765) 285-5924. Results from the study will be available in late May of 2010 and will be made available to you.

For questions about your child's rights as a research subject, please contact Research Compliance, Sponsored Programs Office, Ball State University, Muncie, IN 47306, (765) 285-5070, irb@bsu.edu.

This project has been reviewed according to Ball State University's procedures governing your participation in this research.

I, \_\_\_\_\_, agree to have my child participate in this research entitled, "The Relationship between Perceived Parenting Style and Socioeconomic Status among Gifted Students Living in a Residential Academy in a Midwestern State." I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description of this project and give my consent to participate. I understand I will receive a copy of this Informed Consent form to keep for future reference.

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

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APPENDIX F

PARENT LETTER

Hello Parent of an Indiana Academy Student,

My name is Elizabeth Strong and I am a graduate student in the Department of Family and Consumer Sciences Ball State University. My area of study is Child Development. Currently, I have a graduate assistantship at the university's Child Study Center and work as a lead teacher to infants and preschoolers. Having interacted with children at the Child Study Center as an undergraduate and graduate student, I have developed an interest in parenting styles and their influence children.

As I was reviewing the literature, I discovered that very little information exists on parenting styles and gifted adolescents. Since the Indiana Academy of Science, Mathematics and Humanities is located on Ball State's campus and some of most gifted students in Indiana attend the Academy, I decided to make parenting styles and children's giftedness my area of study for my master's thesis. Research has shown that gifted adolescents problem solve differently than the average population of adolescents, and that they often cope differently with stress than adolescents in the general population. I would like to add to our knowledge of gifted children and their perception of parenting styles.

I am asking for your help by giving permission for your Academy child to participate in my study which exams the relationship between gifted students perception of their parents' parenting styles based on socioeconomic status, and parents gender. Data will be gathered through a two part survey instrument consisting of demographic questions, such as age, gender, ethnicity, and status of receiving free or reduced lunches; and a Parenting Style Questionnaire. The questionnaire is a modified, shortened version of Parenting Style and Parental Involvement questionnaire (PSPI). The parental involvement portion of the survey will be excluded because the focus of the study is to further our understanding of gifted student's perception of parenting style, not parent involvement. The questionnaire consists of 60 questions, 30 for each parent. Students will record their responses on a scantron which will be distributed with the survey instrument. Completion of both instruments should take approximately 20 minutes and consists of 60 questions, 30 for each parent. Students will answer the questions about the person they identify as their mother, and the person they identify as their father.

My study has been cleared by Ball State's research review board. Dr. David Williams, Co-Director of the Academy, is on my thesis committee and my thesis committee chairperson is Dr. Rebecca A. Adams, associate professor in the Department of Family and Consumer Sciences. I will be in the Academy lobby on April 29 when you come to pick up your child for their long weekend and will be happy to answer any questions that you may have. You may return or sign your permission forms at that time. (I have included an informed assent form for your child to sign). For confidentiality reasons, the university's research review board DOES NOT want the consent form returned by e-mail. Once again, I will be in the Academy lobby on April 29<sup>th</sup> to answer any questions.

Sincerely,

Elizabeth Strong

## APPENDIX G

SCRIPT TO BE READ TO PARTICIPANTS

### **Script to Be Read to Students before Distributing the Survey Instrument**

My name is Elizabeth Strong and I am a graduate student in the Department of Family and Consumer Science at Ball State where I am working on my master's in Child Development.

Currently, I have a graduate assistantship at the university's Child Study Center where I work with infants and preschoolers. Having interacted with children at the Child Study Center as an undergraduate and graduate student, I developed an interest in parenting styles and their influence children. As I was studying the literature, I discovered that very little information existed on parenting styles and gifted adolescents.

I am asking for your help in completing my thesis which exams the relationship between gifted students perception of their parents' parenting styles based on, socioeconomic status and parents gender. Some of you may have had one or more than two persons whom you might consider parents. When completing this survey, consider your parent or parents since you were in the 6<sup>th</sup> grade.

Your participation is voluntary, and you may withdraw from the study at any time and for any reason. There is no penalty for not participating or withdrawing. Collected data will be stored in the office of the thesis committee chairperson in a locked cabinet until analysis. Your participation in this study will be confidential. All data will be grouped for analysis and no identifying information will be collected. No one, including the researchers investigating this study, will be able to identify your personal answers on the scantron sheet. Data will be destroyed after an article has been accepted for publication.

The personal benefits for participation include being a part of a study that could possibly bring more knowledge and awareness about the gifted population.

Your survey consists of two parts. The first contains 10 demographic questions. The second part consists of 60 questions; 30 questions relate to the person you identify as your mother and 30 questions about the person whom you identify as your father. You do not need to complete both the mother and the father portion if you identify with only one parent. We are designating at parents those with whom you would select as your primary parent or parents since you were in the 6<sup>th</sup> grade. Darken the letter on the scantron that best fits for each statement. Completion of the survey instrument should take you approximately 20 minutes to complete.

When you are finished completing the survey, please turn your scantron and survey face down on your desk. Please remain in your seats until I direct you to bring the survey and scantron to the front table when the majority of students have finished the survey. Those of you who have not finished may have additional time to complete the survey.

Thank you for your time and your willingness to participate in this study.