2015

The effects of parent-child agreement on academic achievement

Alea A. Baron

Pepperdine University

Graduate School of Education and Psychology

THE EFFECTS OF PARENT-CHILD AGREEMENT ON ACADEMIC ACHIEVEMENT

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Psychology

by

Alea A. Baron, MA

November, 2015

Judy Ho, Ph.D., ABPP – Dissertation Chairperson

This clinical dissertation, written by

Alea A. Baron, MA

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PSYCHOLOGY

Doctoral Committee:

Judy Ho, Ph.D., ABPP, Chairperson

Carol Falender, Ph.D.

LaTonya Wood, Ph.D.

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

VITA

EDUCATION

Pepperdine University, Graduate School of Education and Psychology, Los Angeles, CA
Doctor of Psychology in Clinical Psychology
October 2015 (anticipated)

Pepperdine University, Graduate School of Education and Psychology, Los Angeles, CA
Master of Arts in Clinical Psychology
Emphasis in Marriage and Family Therapy
May 2011

University of California, Irvine, Irvine, CA
Bachelor of Arts in Psychology
June 2008

CLINICAL EXPERIENCE

North Carolina State University Counseling Center, Raleigh, NC
Supervisor: Chris Carden, PsyD
August 2014- present (end date: July 24, 2015)
Doctoral Internship, Doctorate of Clinical Psychology Intern

- Population consists of transitional age youth and adults with conditions such as Depressive Disorders, Personality Disorders, Anxiety Disorders, Schizophrenia Spectrum disorders, eating disorders, phase of life problems, substance use, adjustment disorders, and other Behavior Assessment Team (BAT) mandated issues who are seeking therapy
- Provide face-to-face, short-term or long-term, individual and couples therapy, and complete intake, assessment, threat and suicide assessment, career counseling, and individualized treatment planning for psychotherapy
- Lead a graduate student "Understanding Self and Others" group
- Design and lead an "It's Complicated" didactic and experiential group for students interested in learning and exploring more about their identity, relationships, and communication
- Complete integrated reports, including patient history and assessment measure outcomes
- Perform triage and assessment of incoming high-risk and clients in crisis seeking therapy or psychiatric referrals, or assisting clients with community-based referrals
- Conduct outreach presentations and services about suicide, sexual assault, mental health issues and stigma, multiculturalism, relationships to students, resident halls, staff, and faculty
- Serve as the LGBT Center liaison and "drop-in counseling" therapist, and serve as the Greek Life liaison
- Provide face-to-face, individual supervision to doctoral practicum and social work externs
- Participate in group supervision and case conferences to discuss clinical issues, determine *DSM-5* Diagnosis, identify high-risk patients, discuss legal and ethical issues, and develop comprehensive treatment plans

- Provided consultation and recommendations to departments across campus such as the Office of Student Conduct, the Disability Services Office, the University Ombudsman, the Behavioral Assessment Team, the NCSU Health Center professionals and psychiatry, and referrals off-campus

University of California, Irvine (UCI), School of Medicine, Department of Psychiatry and Human Behavior, Irvine, CA and UCI Medical Center, Division of Pediatric Neurology, Orange, CA
Supervisors: David Walsh, PsyD, ABPP and Christy Hom, PhD
July 2013-June 2014
Adult Psychiatry Rotation

- Population consisted of adults diagnosed with mood, psychotic, adjustment, anxiety and substance use disorders, referred for clinical evaluation for potential inclusion in genetic research
- Conducted diagnostic evaluations
- Provided acute grief counseling and community referrals
- Supported research efforts of the Pritzker Consortium, which consists of researchers from University of California, Davis, Stanford University, University of Michigan and Cornell University.

Pediatrics Rotation

- Population consisted of children and adults suffering from Learning Disorders, Autism Spectrum Disorder, Attention Deficit Hyperactive Disorder, and other disorders first diagnosed in childhood
- Administered comprehensive psychological assessment measures to identify cognitive challenges, to establish needs for further medical and educational assistance, provide referrals with appropriate accommodations
- Completed integrated reports, including patient history and assessment measure outcomes
- Participated in case conferences with the multidisciplinary team, including a psychiatrist, neurologist, and neuropsychologist, in order to integrate case history, *DSM-5* diagnoses, medication management, and psychological recommendations
- Coordinated care with patients' families and Regional Center of Orange County
- Evaluated patients for appropriateness for specialized medical procedures, such as cochlear implant surgery

Pepperdine University, West Los Angeles and Orange County Clinics, Los Angeles, CA and Irvine, CA
Supervisor: Edward Shafranske, PhD, ABPP and Joan Rosenberg, PhD
Sept 2011- June 2014
Practicum, Doctorate of Clinical Psychology Trainee

- Population consisted of young adults and adults with conditions such as Depressive Disorders, Personality Disorders, Anxiety Disorders, Schizophrenia Spectrum disorders, phase of life problems, substance use, adjustment disorders, and other court mandated issues who are seeking therapy
- Provided face-to-face, individual and couples therapy, and complete intake, assessment, threat and suicide assessment, and individualized treatment planning for psychotherapy

- Participated in group supervision and case conferences to discuss clinical issues, identify high-risk patients, discuss legal and ethical issues, and develop comprehensive treatment plans

Department of Mental Health, Specialized Foster Care Program SA-6, Los Angeles, CA
Supervisor: Sacha Dovick, PsyD
Sept 2012-July 2013
Practicum, Doctorate of Clinical Psychology Trainee

- Population consisted of children, adolescents, and young adults with conditions such as Depressive Disorders, Trauma- and Stressor-Related Disorders, Neurodevelopmental Disorders, Bipolar and related disorders, domestic violence, child abuse, relational problems, gang related problems, phase of life problems, substance use who were referred for diagnostic assessment and therapy following a mandated report of emotional, physical, or sexual abuse, neglect, or parental substance use
- Provided in-home, face-to-face, individual short-term cognitive behavioral therapy, systems, and family therapy for children and their families in foster care in an urban community
- Performed comprehensive infant, child, and adolescent clinical interview assessments to gather relevant history and write intake reports, including mental status exam and diagnosis
- Collaborated with parents, teachers, and social workers to provide psychoeducation about the child's target behaviors, symptoms, and psychosocial needs
- Coordinated care with staff psychiatrists, social workers, and substance use counselors
- Attended team decisions meetings with community service providers, performed school-visits, performed home-visits, triaged cases, performed crisis intervention, and linked cases to community services
- Participated in weekly group supervision and didactic trainings on enhancing clinical skills (diagnosis), cultural diversity training (focusing on: Mexican-American, African-American, and the culture of low social economic communities), 0-5 development seminar, infant adoption, legal and ethical issues, the effects of community violence, and relaxation skills

Green Dot Public Schools, Los Angeles, CA
Animo Inglewood Charter High School in Inglewood, CA
Supervisor: Daun Baker, Ph.D.
Sept 2010-June 2011
Practicum, Marriage and Family Therapy Trainee

- Population consisted of adolescents diagnosed with Attention Deficit Hyperactive Disorder, Autism Spectrum Disorder, Depressive Disorders, Anxiety Disorders, Trauma- and Stressor-Related Disorders, relational problems, substance use, bereavement, as well as cases addressed emotional problems related to child abuse, domestic violence, suicide, cases, parent deportation, or gang involvement who were referred for individual or family therapy
- Provided face-to-face, individual and family therapy at an urban community high school serving mostly African-American and Mexican-American adolescents
- Completed intake, assessments, threat and suicide assessment, and treatment planning

- Facilitated an on-campus stress management group therapy
- Participated in weekly group and individual supervision to review legal ethical and ethical issues, and enhance intervention techniques from research based theories including family systems, cognitive behavioral, object-relations, psychodynamic orientations

ACES Autism, Irvine, CA
Supervisor: Lauren Totah
Sept 2007-Sept 2009
Behavioral Therapist

- Population consisted of children diagnosed with Autism Spectrum Disorder or other Neurodevelopmental Disorders who were referred for individual behavioral therapy
- Provided in-home or school-based Applied Behavior Analysis and evidenced-based interventions
- Collaborated with supervisors and parents to provide psychoeducation on the child's improvement, mental health needs, and wellbeing

RESEARCH EXPERIENCE

The Effects of Parent-Child Agreement on Youth Academic Achievement , Los Angeles, CA
Dissertation Chair: Judy Ho, PhD, ABPP; Committee: Carol Falender, PhD and LaTonya Wood, PhD
May 2011- Present
Lead Researcher

- The study aims to exemplify that the parent may be a protective factor to the barriers children face in achieving higher academic achievement
- Examined research on parenting, specifically parent-child agreement on self-esteem measures, influence on a child's academic achievement in at risk youth in low social economic communities
- Analyzed data from a school-based program including academic achievement reports and measures of self-esteem
- Preliminary orals completed on July 2013; final review anticipated December 2014

University of California, Los Angeles, Program for Educational and Enrichment of Relational Skills, Los Angeles, CA
Supervisor: Elizabeth Laugeson, PsyD
Sept 2009-January 2011
Research Assistant

- The study determined the effectiveness of a school-based teacher-facilitated social skills curriculum of middle-school adolescents with Autism Spectrum Disorder
- Examined and compared the self-report, teacher report, and parent report measures in comparison to an active treatment control group for the UCLA Autism Research Alliance
- Attended the UCLA PEERS Training Seminar, at the UCLA Semel Institute for Neuroscience and Human Behavior and received a certificate for 40 hours of intensive didactic instruction and live demonstrations in a small group format
- Expertise in administrative duties including scoring and administering testing protocol for pre-test, post-test, and follow-up data, data entry, database management, preparing billing

documents, progress notes or psychological testing packets, writing brief psychological evaluation summary reports, taking patient follow up reports by phone

University of California, Los Angeles, The MELODY Project, Los Angeles, CA
Supervisor: Judith Piggot, PhD
April 2010-June 2010
Research Assistant

- The study explored the association between Autism and empathy in order to investigate the fundamental neural components of understanding emotion through music and face perception; the studies included children with Autism and neuro-typical (control) children
- Operated the *Brian Voyager* brain imaging software, interpreted scoring assessment measures, collated and compiled data entry, validated database management

Pepperdine University, Education and Neuroscience, Los Angeles, CA
Supervisor: Louis Cozolino, PhD
Jan 2010-June 2010
Research Assistant

- Assisted efforts toward writing *The Neuroscience of Education (2012)*
- Investigated articles and books, wrote literature and book reviews, watched and analyzed films, wrote comprehensive summaries, reviewed and made edits, aided in writing chapters, reviewed and collected current research in education and social neuroscience

University of California, Irvine Undergraduate Research Opportunity Fellowship, Irvine, CA
Priming Affects of Emotional Intensity on Memory
Supervisor: Charlie Chubb, PhD
Sept 2008-May 2009
Lead Researcher

- Performed and designed an original experiment to establish how the intensity of emotions affected how memories were formed after an emotional event occurred
- Wrote and submitted UCI Institutional Review Board (IRB) documents
- Experienced with SPSS 15.0, Excel, Word, and Power Point

University of California, Irvine, Learning and Cognition Laboratory, Irvine, CA
Supervisor: Lindsey Richland, PhD
Sept 2008-June 2009
Research Assistant

- The project provided novel insights into how cognitive skills are established through math learning and parental influences
- Assisted with research to discover how the development of cognitive skills and analogical reasoning occurred through development of children and explored how parental contribution effected academic achievement, using picture-based analogy tasks to assess the contributing effects of knowledge acquisition, working memory development, and ability to control attention
- Examined research exploring parental contribution and academic achievement using longitudinal, repeated-measures data from the National Institute of Child Health and

Human Development (NICHD) Study of Early Child Care and Youth Development, a prospective study of 1,364 children and families
- Assisted in testing seventh graders on a computer-based program using metaphors as a teaching aid that assisted the children in learning cell biology, "how a cell is like a city" through the: Web-based Inquiry Science Environment (http://wise.berkeley.edu/)
- Developed expertise in video coding and analysis, paper data coding, data entry, database management, and proctoring experiments with participants

University of California, Irvine, Teacher Thinking and Learning Research Laboratory, Irvine, CA
Supervisor: Beth van Es, PhD
Oct 2008-June 2009
Research Assistant
- The study examined design and facilitation of a pre-service teacher education course
- Interpreted research to determine how future secondary mathematics teachers learned to analyze and reflected on teaching
- Observed video records of teacher learning groups, and in a typical classroom setting,
- Experience with video recording and editing, coding, video transcribing, and video analysis

Capital Interventional Cardiology, Sacramento, CA
Supervisor: Scott Baron, MD
June 2005-Oct 2005
Lead Researcher
- Lead researcher that explored how levels of high-density lipoprotein cholesterol do not provide adequate protection for women with cardiovascular disease
- Employed as a research assistant with Medical Research Associates located at the Capital Heart Center
- Conducted chart reviews, background research, literature reviews, data entry and analysis

PUBLICATIONS

Baron, A. (2014). Creating a competitive edge amongst student leaders. *The Los Angeles Psychologist*.

Schaefer, M. & Baron, A. (2013). Training and supervision in suicidality: Supporting and empowering student trainees. *The California Psychologist*, July/Aug, 26-27.

Schaefer, M. & Baron, A. (2013, April 23). Re: The multi-faceted aspects of training and supervision in suicidality: Supporting and empowering student trainees [Web article]. *California Psychological Association of Graduate Students*.

Baron, A., & Baron, S. (2007). High Levels of HDL Cholesterol Do Not Predict Protection From Cardiovascular Disease in Women. *Preventive Cardiology,* 10(3), 125-127.

PRESENTATIONS

Baron, A. & Wheeler, T. (2014). Student Leadership in Advocacy. Accepted by *American Psychological Association Convention, Division 18*. Washington, DC.

Baron, A. (2013). Student leadership panel. *CPAGS Student Leadership and Advocacy Conference*. Los Angeles, Ca.

Falender, C., Shafranske, E., & Baron, A. (2013). Getting the Most out of Clinical Supervision. *California Psychological Association Annual Convention*. Newport Beach, Ca.
Ellis, M., & Baron, A. (2013). Chalkboard Case Conceptualization. *California Psychological Association, Division II Supervision Training Conference*. Innovative Skills for Clinical Supervisors: A "Hands-On" Experiential Workshop. La Mirada, Ca.

Schaefer, M. & Baron, A. (2013). Supervising Supervisees who are Supervising. *California Psychological Association, Division II and CAPIC Supervision Training Conference*. Supervision in Time-Limited Dynamic Psychotherapy: An Integrative, Relational-Experiential Approach. San Francisco, Ca.

Baron, A. & Bellete, N. (2012). How to best understand and work with my child who was given the diagnosis of oppositional defiant disorder. *Los Angeles Mission College*. Los Angeles, CA.

Laugeson, E., Ellingsen, R., Bates, S., Baron, A., Koeffler C., & Sanderson, J. (2010). The ABCs of making friends: Teaching social skills to adolescents with ASD in the classroom. *American Psychological Association, Division 33*, August, 2011. Washington, D.C.

Laugeson, E., Ellingsen, R., Bates, S., Baron, A., Koeffler C., & Sanderson, J. (2010). The ABCs of making friends: Teaching social skills to adolescents with ASD in the classroom. *Journal of Applied Research in Intellectual Disabilities*, 23: 448–457. *International Society for Autism Research (INSAR)*, May, 2011. San Diego, CA.

Baron, A. & Levine, B. (2009). Priming affects of emotional intensity on memory. *UCI Undergraduate Research Symposium*. Irvine, CA.

ABSTRACT

Achievement in youth across America has been defined by youth report card grades and standardized test scores, with higher scores typically being the gateway to college, scholarships, and future financial success. There is abundant evidence that shows parenting factors and the parent-child relationship are correlated with high academic achievement in youth. Therefore, the aim of this study was to investigate if the effects of high parent-child agreement on youth self-esteem and self-efficacy significantly correlated with high youth academic achievement on classroom achievement scores. Data from Dr. Judy Ho's The STAGES Project in student's entering the 6th grade was utilized in examining the parent-child relationship and youth academic achievement. Youth and parent report on the State Self-Esteem Scale (SSES) and New General Self-Efficacy Scale (NGSE), both scored using the Likert scale, were utilized to calculate agreement scores. Parent-child agreement on the measures was scored using the total difference between parent and child scores on each measure. Three youth academic indicators from the youths' 2011-2012 report cards were used to assess academic achievement of English grades, Math grades, and GPA semester grades. No significant relationships were found between parent-child agreement on youth self-esteem or self-efficacy, and the academic indicators examined in this study.

Introduction

Research suggests that academic achievement is one of the best predictors of youth's future success. In fact, high grades in school often determine youth's chance of receiving higher education (Hoogstra, Schneider, & Chang, 2001), having a higher job performance (Roth, BeVier, Switzer, & Schippman, 1996), earning a higher income, and having a more prestigious occupation (Covington, 2000.) Because academic grades are robust predictors of a child's future occupational success in the United States, many researchers have explored factors contributing to children's academic success across many psychological and educational domains. Psychologists, in particular, have examined students' self-esteem and self-efficacy (Rahmani, 2011) as well as family relationships (Lan, 2004), economic status (Sirin, 2005), and societal influences (Schmid, 2001) that impact a child's academic achievement. Rahmani (2011) found that when children develop confidence in their abilities to perform competently, their academic performance is likely to improve. Therefore, youths' beliefs in their ability to achieve may relate to their actual performance, and parents who are observant of their youth's self-esteem and self-efficacy experiences may be more likely to help their child develop the confidence and skill sets needed to improve their academic performance.

Self-esteem has been widely researched as a factor in determining a child's academic achievement and is generally defined as "a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself" (Coopersmith, 1967, p. 5). Self-esteem denotes what an individual believes about his/her skills, abilities, social relationships, and future outcomes (Heatherton & Wyland, 2003). The literature points to positive correlations between youth self-reported self-esteem and academic achievement (Lan, 2004; Rahamni, 2011; Schmidt & Padilla, 2003). In a study that included 513 adolescents (ages 13-18), Imran (2013) found a

linear relationship between academic achievement and self-reported self-esteem, such that lower achievers reported lower self-esteem while high achievers reported high self-esteem on measures of personal, academic, and overall self-esteem.

Another extensively researched factor that has been found to predict youth academic achievement is self-efficacy (Multon, Brown, & Lent, 1991). Schunk (1989) defines self-efficacy for learning as a "student's belief about their capabilities to effectively learn academic content" (p. 5). Self-efficacy has been found by researchers to improve upon a child's determination and confidence that they will be able to succeed academically (Bouffard-Bouchard, Parent, & Larivee, 1991; Komarraju & Nadler, 2013; Putwain, Sander, & Larkin, 2013). For instance, Zimmerman (2000) conducted a meta-analysis found that a student's self-efficacy was a predictor for academic achievement. Moreover, the higher a child's self-efficacy the more likely he or she will persevere and continue to work hard as classwork becomes more difficult (Komarraju & Nadler, 2013; Speier & Frese, 1997). Conversely, youth with lower self-efficacy for accomplishing certain tasks often avoid those tasks (Schunk, 1989). Furthermore, self-efficacy pertaining specifically to academic tasks (academic self-efficacy) may be domain-specific (e.g., belief in self's ability to master a specific academic subject) or generalizable (e.g., belief in self ability to accomplish goals generally; Putwain et al., 2013). An example of academic self-efficacy is that youth's academic self-efficacy was a predictor of future academic performance across subjects when academic self-efficacy was operationalized as study skills and study behaviors that can be applied across school subjects. Academic self-efficacy is a strong predictor of academic performance in students (Putwain et al., 2013). Therefore, taking into consideration children's beliefs of their general abilities and specific academic skills appear to be important in the improvement of academic functioning overall and in specific domains.

The literature suggests that children's self-esteem and self-efficacy may significantly predict academic achievement, and researchers have examined how parents can best support children in developing these beliefs. The correlation between the quality of the parent-child relationship and youth academic achievement in school-aged children has been examined, and the existing literature points to important parenting behaviors that can bolster and enhance their children's self-esteem and self-efficacy. Positive factors that included high parental expectations of children's academic performance (Schmid, 2001), high parental engagement (advice or communication) with their youth (Dalun, Hsien-Yuan, Oi-man, Benz, & Bowman-Perrott, 2011; Lan, 2004), high involvement (spending time with or being actively involved in extracurricular activities) with their youth (Bulanda & Majumdar, 2009), and high parental monitoring (Eaton, Krueger, Johnson, McGue, & Iacono, 2009) were shown to be positively related with higher youth academic achievement. Specifically, Lan (2004) found that certain parenting practices of engagement on high parental authoritativeness (parent leadership and power in the parent-child relationship) rather than the parent being authoritarian, frequent consultation (higher number of occurrences of positive communication between parent and child especially regarding experiences at school such as classes or programs), and reduced conflict resulted in high quality parent-child relationships that was associated with high levels of youth achievement. The converse of the above practices appears to have somewhat deleterious consequences. Lower frequency parent-youth consultation appeared to be associated with youth making poor academic decisions (Steinberg, Dornbusch, & Brown, 1992). For example, Crosnoe and Husron (2009) showed that adolescents who communicated and consulted less frequently than their peers with their parents about what classes to take accumulated the fewest credits at graduation, decreasing their likelihood of graduating.

Of the above factors, parental monitoring is one specific parenting factor that has garnered attention from researchers and identified as a protective factor for positive youth outcomes such as self-esteem, academic achievement, emotional well-being, and prevention of poor trajectories (i.e. joining a gang, being involved in substance use, offending in youth, delinquency). It also serves as a buffer against the effects of victimization (Hoeve et al., 2009; Nash, Mujanovicb, & Winfree, 2011; Parker & Benson, 2004; Stattin & Kerr, 2000). Parental monitoring is defined as a parent's awareness, consultation, and engagement around values, goals, and expectations (Eaton et al., 2009; Stattin & Kerr, 2000). However, parental monitoring has been conceptualized differently across numerous studies (Hoeve et al., 2009; Nash et al., 2011; Parker & Benson, 2004; Tein, Roosa, & Michaels, 1994; Stattin & Kerr, 2000). Although the conceptualization has not been consistent in existing research, one proxy to measure the quality and degree of parental monitoring is parent-child agreement, defined by the degree to which parents' understanding of their child's behaviors and emotions is congruent with that of the child's understanding of those same behaviors and emotions (Tein et al., 1994). From a developmental perspective, parent-child agreement can be seen as one of the variables that characterize effective, highly engaged parenting (Tein et al., 1994).

The current study will examine if the youth who have high parent-child agreement on the youth's self-esteem and self-efficacy beliefs perform better in school. For the purpose of this study, academic achievement was measured by academic grade point averages and grades in domain specific topics at end-of-semester evaluations. This study aims to extend the existing literature by examining whether parent-child agreement on youth self-esteem and self-efficacy is correlated with specific positive academic outcomes for children. Specifically, it examines whether generalized conceptions of youth self-esteem and self-efficacy have an effect on both

overall grade performance and functioning in specific academic domains.

Hypothesis for Investigation

This study will explore how parent-youth agreement on youth self-esteem and youth self-efficacy may relate to youth academic achievement while taking into account sociodemographic variables (e.g., child's sex, parental education, family income, years in the United States, caregiver's age, and language preference of parent) that may also play a role in academic achievement. Specifically, the following are hypothesized:

1. Higher parent-youth agreement on youth self-esteem and youth self-efficacy measures will be significantly associated with higher youth English grade.
2. Higher parent-youth agreement on youth self-esteem and youth self-efficacy measures will be significantly associated with higher youth math grade.
3. Higher parent-youth agreement on youth self-esteem and youth self-efficacy measures will be significantly associated with a higher youth semester GPA.

Method

Participants

Participant sample was composed of 26 at-risk, 6th grade youth and their parents/primary caregivers (*N* = 52 including both youth and parent participants). Youth were enrolled in a Santa Monica-Malibu Unified School District summer enrichment program titled *JUMP Start to Success*, which was designed for youth entering 6th grade who were identified by teachers and administrators as behaviorally and/or academically at-risk due to behavioral problems in the classroom or lower than passing (C equivalent) grades during the past school year. All parents of students enrolled in the *JUMP Start to Success* program were contacted and provided with the option to participate in the current study. Of the 72 students enrolled, 36% participated in this study. The youth participant subsample ages 10-12. Fifty-two percent of the youth subsample self-identified as Hispanic, 20% identified as non-Hispanic White, and 28% identified as other (no youth in this sample self-identified as Native American, African American or Asian/Pacific Islander). Caregiver average age was 41.46 (*SD* = 6.84). Twenty-five percent of the mother sample completed some high school or achieved a high school/GED equivalent, 74%attended some college or completed an Associates and/or Bachelor's degree, and 3% of the sample completed a Master's degree or higher. Fifty-four percent of the father sample completed high school/GED equivalent, 38% attended some college or completed an Associates and/or Bachelor's degree, and 8% of the sample completed a Master's degree or higher. Fourteen percent of the sample reported $0-$9,999 annual household income, 32% reported $10,000-$29,999, and 54% reported $30,000-$49,999. Sixty-two percent of caregivers preferred speaking English at home, and average amount of years of residence in the United States was 30.42 (*SD* = 12.43). Please see Table 1 for sample characteristics.

Dr. Judy Ho collected original data and permission to conduct research was obtained from the Pepperdine University Institutional Review Board. Informed consent was obtained from all adult participants, and assent was obtained from all youth participants. Data collection took place May to June of 2011 *Jump Start to Success* program. Sociodemographic information from youth and parents, and youth self-esteem and youth self-efficacy was collected through both youth self-report and caregiver report during separate one-on-one interviews with research associates who entered data directly into lab computers. Participants were not compensated, but were entered into a raffle in which they had the opportunity to win one of several prizes, including a $100 Visa gift card, a $50 Visa gift card, one of four gift certificates to local businesses worth $20-$40 each, and one of three electronic prizes, including an iPod shuffle (valued at $50), one set of computer speakers (valued at $25) and one set of walkie talkies (valued at $50).

Measures

Demographics questionnaire. Age, date of birth, gender, race/ethnicity, number of years in the United States, and language preferences of the youth were provided by youth self-report. Parent/caregiver age, date of birth, gender, race/ethnicity, number of years in the United States, and language preferences of the parent were provided by parent-report. Household income was assessed by parent report using a continuous scale developed by the Use, Needs, Outcomes, and costs in Child and Adolescent Populations (UNOCCAP) Workgroup (1996) to allow respondents to select a letter value (A-KK) that corresponds to a distinct level of income ranging from <$1,000 to >$75,000. Caregivers were asked to indicate the highest education level attained for himself or herself and for the youth's other biological/adoptive/foster parent (if known) from a list ranging from grade school to doctoral training.

In our analyses, youth's sex (0 = male, 1 = female), parent age (continuous variable, range 28 - 53), caregiver preferred language (0 = English, 1 = not English), annual household income (range 1 - 43), and mother's education level (range 0 - 5) were entered as control variables to account for their potential relationship to the achievement variables examined in this study. Caregiver's preferred language was included to determine if a parent's English language skills may be passed to their children (Wiggan, 2007). Youth's sex may contribute to different academic outcomes, especially as boys have been documented to achieve higher scores in math subjects (Galdi, Cadinu, & Tomasetto, 2014; Steffens & Jelenec, 2011) whereas girls have been documented to achieve higher scores in English subjects (Galdi et al., 2014; Steffens & Jelenec, 2011). Caregiver age and the age-gap between parent and child may also contribute to academic achievement (Schmid, 2001). Caregiver language preference is a proxy for acculturation level, which may influence the ability of the parent to understand the American education system. Caregiver educational level was included as research suggests it has an impact on parents' preference to emphasize the importance of education (Aldous, 2006; Dotterer, Hoffman, Crouter, & McHale, 2007; Rahmani, 2011; Schmid, 2001). Finally, well documented that lower SES has an effect on academic achievement (Dalun et al., 2011; Drukker, Mengelers, & Van Os, 2008; Evans & Rosenbaum, 2008; Schmid, 2001; Sirin, 2005).

Academic achievement. Achievement variables were collected through collaboration with the school, (through school personnel, Maureen Bradford, Ph. D., Director of Educational Services, providing specific information on students who were consented into the project for the years 2011 - 2012. Data collected included English grade, math grade, semester GPA, ratings on specific academic skills such as writing, citizenship grades, and tardiness/truancies across the academic year.

State Self-Esteem Scale. Youth self-esteem was assessed by parent and youth report on the State Self-Esteem Scale (Heatherton & Polivy, 1991), a measure designed for assessing temporary changes in individual self-esteem. It is a 20-item self-report questionnaire based on a 5-point Likert scale (0 = *not at all*, 1 = *a little bit*, 2 = *somewhat*, 3 = *very much*, 4 = *extremely*). Scores are summed, and total score ranges from 0-80. The SESS also measures three specific self-esteem domains: academic-performance self-esteem, social self-esteem, and appearance self-esteem. Scores on academic-performance self-esteem measure the degree to which individuals feel that their academics and/or overall performance is worthy. Social self-esteem score indicates the extent of social consciousness and concern for public image that an individual possesses. Appearance self-esteem assesses an individual's appearance as a factor of their self-esteem. Lastly, total score indicates general self-esteem across sub-domains. Total self-esteem summed scores range from 0.00 to 80.00, academic-performance self-esteem summed scores range from 0.00 to 28.00, social self-esteem summed scores range 0.00 to 28.00, and appearance self-esteem summed scores range from 0.00 to 24.00. The SSES has well-established internal consistency ($\alpha = 0.92$) and has demonstrated high effectiveness in measuring specific changes in self-esteem. An adapted format for parent report was developed by altering language to reference *my student/child* instead of *I*. Language was revised for parents to report youth self-esteem (*My student/child feels confident in their abilities)* rather than the self-report of the original SSES language (*I feel confident about my abilities*).

New General Self-Efficacy Scale. Youth Self-Efficacy was assessed through parent and youth report on the New General Self-Efficacy Scale (NGSE; Chen, Gully, & Eden, 2001) is designed to tap into "one's belief in one's overall competence to effect essential performance across a wide variety of achievement situations" (Chen et al., 2001, p. 71). It consists of eight

items that are rated on a 5-point scale with the anchors *strongly disagree* and *strongly agree*. An example item is *I will be able to achieve most of the goals that I have set for myself*. Scores are summed and total score range between 0 – 32. Higher scores on this measure indicate higher levels of NGSE. Reliability of the scales was found in principal components analyses that yielded a single-factor solution for these 8 NGSE items on all three occasions (α = .87, .88, and .85, respectively). The test-retest reliability coefficients for the 8-item NGSE scale were high, *rt*1 – *t*2 = .65, *rt*2 – *t*3 = .66, *rt*1 – *t*3 = .62. Thus, the final 8 NGSE items yielded a scale that is theory based, unidimensional, internally consistent, and stable over time. The New General Self-Efficacy Scale for Children (NGSE-C) eliminates possible confusion over language (Before*: I believe I can succeed at most any endeavor to which I set my mind,* After*: I believe I can succeed at most any project to which I set my mind*) to improve accuracy. The new General Self-Efficacy Scale for Parents (NGSE-P) utilize language changes not with the intention of removing possible confusion over language, but to change the questionnaire from a self-report on their own self-efficacy (*I will be able to achieve most of the goals that I have set for myself*) to the self-efficacy of their child (*My child will be able to achieve most of the goals that they have set for themselves*).

Parent-Child Agreement of Youth Self-Esteem (SSES P-C). Parent-child agreement on self-esteem was derived from taking the absolute value of the difference between the total youth self-esteem score (sum) as reported by parents on the SSES, and the total youth self-esteem score (sum) as reported by youth on the SSES. This difference score reflects the agreement between parent and child report, with difference scores approaching 0 indicating greater agreement between parent and child report. This variable has an average of 10.88 and an *SD* of 10.49 in our sample (range = 0 – 42).

Parent-Child Agreement of Youth Self-Efficacy (NGSE P-C). Parent-child agreement on self-efficacy was derived from taking the absolute value of the difference between the total youth self-efficacy score (sum) reported by parents on the NGSE and total youth self-efficacy score (sum) reported by youth on the NGSE. This difference score reflects the agreement between parent and child report, with difference scores approaching 0 indicating greater agreement between parent and child report. This variable has an average of 5.50 and an *SD* of 3.95 in our sample (range = 0 - 15).

Analysis

SPSS software was used for data analysis. Descriptive statistics were used to examine the distribution of the demographic data. The primary outcome variables for this study were three indicators of youth academic achievement, end-of-semester English grade, math grade, semester GPA. For English and math grades, the variable is coded from 0 = F to 11 = A+ (English grade mean = 5.00, *SD* = 2.88; Math grade mean 4.96, *SD* = 3.65). Semester GPA is coded from 1 – 4 (GPA mean = 2.81, *SD* = .741), with higher score indicating better performance.

Three multivariate regression analyses were used to investigate the effects of parent-child agreement of youth self-esteem (SSES P-C) on each of the three academic outcome variable with demographic variables (youth sex, caregiver age, caregiver preferred language, annual household income, mother's education level) as covariates. Another three multivariate regression analyses were used to investigate the of parent-child agreement of youth self-efficacy (NGSE P-C) on each of the three academic outcome variables with the same demographic variables as covariates. Significance level was set at $< .05$.

Regression analyses were conducted on cases with complete data on specific study variables only. Each of the six regression models had either an $N = 21$ or $N = 22$ as only cases with complete data across all specific study variables for that particular model were included. The analytical *N* of each model is noted in each results table.

Results

Descriptives and Correlations of Study Variables

Intercorrelations between study variables are displayed in Table 2. Significant associations include (a) GPA semester grade and English grade (r = -.76, p < .001), and GPA semester grade and math grade, (r = -.73, p < .001), (b) GPA semester grade and NGSE P-C agreement (r = -.49, p < .05). Demographic variables were not significantly associated with the four academic variables. GPA semester grade was significantly negatively correlated with English grade (r = -.76, p < .001), such that higher GPA was associated with a lower English grade. Moreover, GPA semester grade was significantly negatively correlated with math grade (r = -.73, p < .001), such that higher GPA was associated with a lower math grade. GPA semester grade was also negatively correlated with P-C agreement on the NGSE (r = -.49, p < .05), such that higher GPA was associated with higher parent-child agreement. Table 2 displays these results.

Regression Analyses

Six hierarchical regression analyses were examined to determine if parent-child agreement of youth self-esteem and self-efficacy was correlated with academic achievement (English grade, math grade, GPA semester grade).

Youth English grade was entered as the outcome variable. In the first step of the regression model, covariates were entered, including youth sex, caregiver age, caregiver language preference, annual household income, and mother's level of education. No variables were significant at this level. At the second step of the model, the target independent variable, youth and parent self-esteem report agreement, was entered into the regression while holding the variables entered into the first step constant. At the second step, youth and parent self-esteem

report was not significantly associated with youth English grade taking into account the effects of covariates (B = -.30, p = .13).

At the second step, caregiver preference for English was negatively significantly associated with a higher youth English grade taking into account the effects of covariates (B = -.52, p < .05). No other significant associations were found. Table 3 displays results from the hierarchical regression analyses for parent-child agreement of youth self-esteem on youth English grade.

Youth English grade was entered as the outcome variable. In the first step of the regression model, covariates were entered, including youth sex, caregiver age, caregiver language preference, annual household income, and mother's level of education. No variables were significant at this level. At the second step of the model, the target independent variable, youth and parent self-efficacy report agreement, was entered into the regression while holding the variables entered into the first step constant. At the second step, youth and parent self-efficacy report was not significantly associated with youth English grade taking into account the effects of covariates (B = -.09, p = .72). No other significant associations were found. Table 4 displays results from the hierarchical regression analyses for parent-child agreement of youth self-efficacy on youth English grade.

Youth math grade was entered as the outcome variable. In the first step of the regression model, covariates were entered, including youth sex, caregiver age, caregiver language preference, annual household income, and mother's level of education. No variables were significant at this level. At the second step of the model, the target independent variable, youth and parent self-esteem report agreement, was entered into the regression while holding the variables entered into the first step constant. At the second step, youth and parent self-esteem

report was not significantly associated with youth math grade taking into account the effects of covariates (B = -.09, p = .72). No other significant associations were found. Table 5 displays results from the hierarchical regression analyses for parent-child agreement of youth self-esteem on youth math grade.

Youth math grade was entered as the outcome variable. In the first step of the regression model, covariates were entered, including youth sex, caregiver age, caregiver language preference, annual household income, and mother's level of education. No variables were significant at this level. At the second step of the model, the target independent variable, youth and parent self-efficacy report agreement, was entered into the regression while holding the variables entered into the first step constant. At the second step, youth and parent self-efficacy report was not significantly associated with youth math grade taking into account the effects of covariates (B = .27, p = .34). No other significant associations were found. Table 6 displays results from the hierarchical regression analyses for parent-child agreement of youth self-efficacy on youth math grade.

Youth GPA semester grade was entered as the outcome variable. In the first step of the regression model, covariates were entered, including youth sex, caregiver age, caregiver language preference, annual household income, and mother's level of education. At this step, caregiver preference for a language other than English was positively significantly associated with a higher youth GPA semester score (B = .51, p < .05). Annual household income was also positively significantly associated with a higher youth GPA semester grade (B = .52, p < .05). At the second step of the model, the target independent variable, youth and parent self-esteem report agreement, was entered into the regression while holding the variables entered into the first step constant. At the second step, youth and parent self-esteem report was not significantly associated

with youth GPA semester grade taking into account the effects of covariates (B = -.31, p = .20).

At the second step, two covariates were found to have significant relationships with youth GPA semester grade. Caregiver preference for a language other than English was positively significantly associated with a higher youth GPA semester grade taking into account the effects of covariates (B = .57, p < .05). Annual household income was also positively significantly associated with a higher youth GPA semester grade taking into account the effects of covariates (B = .48, p < .05). No other significant associations were found. Table 7 displays results from the hierarchical regression analyses for parent-child agreement of youth self-esteem on youth GPA semester grade.

Youth GPA semester grade was entered as the outcome variable. In the first step of the regression model, covariates were entered, including youth sex, caregiver age, caregiver language preference, annual household income, and mother's level of education. At this step, caregiver preference for a language other than English was positively significantly associated with a higher youth GPA semester score (B = .51 p < .05). Annual household income was also positively significantly associated with a higher youth GPA semester grade (B = .52, p < .05). No other variables were significant at this level. At the second step of the model, the target independent variable, youth and parent self-efficacy report agreement, was entered into the regression while holding the variables entered into the first step constant. At the second step, youth and parent self-efficacy report was not significantly associated with youth GPA semester grade taking into account the effects of covariates (B = -.23, p = .35). No other significant associations were found. Table 8 displays results from the hierarchical regression analyses for parent-child agreement of youth self-efficacy on youth GPA semester grade.

Discussion

The purpose of this study was to investigate whether higher levels of parent-child agreement on youth self-esteem and self-efficacy positively influenced youth academic achievement. Six hierarchical regression analyses were conducted to examine how parent-child agreement on total SSES and NGSE scores would relate to three youth academic indicators (i.e., English grade, Math grade, and GPA semester grade) while holding constant specific sociodemographic variables that may also influence youth academic outcomes (i.e., youth sex, caregiver age, caregiver language preference, annual household income, and mother's education level).

Our results did not suggest significant findings in hypothesized or non-hypothesized directions for the six hypotheses. The lack of significant findings run contrary to existing literature that has suggested that youth self-efficacy and/or self-esteem beliefs contributes to academic achievement (Komarraju & Nadler, 2013; Lan, 2004; Schmidt & Padilla, 2003; Speier & Frese, 1997; Rahmani, 2011; Zimmerman, 2000) and test performance (Paunonen & Hong, 2010). A youth's beliefs about his or her own competence may motivate him or her to do what is needed to succeed at a task. Youth who believed they would perform well on standardized actually yielded higher achievement scores (Paunonen & Hong, 2010). Parents who are highly involved in their youth's academic achievement are likely to be attuned to their child's beliefs about their own competence, and encourage and foster skill sets that will help them to continue to function effectively in school. It is possible that we were not able to find significance due to the fact that we utilized a total self-esteem and self-efficacy score for youth to calculate parent-child agreement. Perhaps the link to domain-specific academic outcomes is found in more targeted self-esteem and self-efficacy measures that assess domain specific beliefs (e.g., whether

a child believes he/she is competent at Math versus English). Future studies may examine whether parent-child agreement on domain specific youth self-esteem and self-efficacy relate to their performance in various subjects in school.

In the analyses, several demographic variables were held constant to parcel out the unique effects of our target independent variables, parent-child agreement on youth self-esteem and self-efficacy. Some of these analyses yielded significant relationships to youth academic achievement indicators and are worthy of discussion.

Firstly, caregiver language preference (i.e., English or a language other than English) was significantly associated with youth English grade and GPA semester grade. Interestingly, parents whose preference was English tended to have youth who had significantly higher English grades. This finding is consistent with previous research between predominantly English-speaking students and students who predominantly spoke another language, or the Hispanic-White achievement gap, in elementary school children (Reardon & Galindo, 2009). For example, students from homes where Spanish is the dominant language had lower averages of English and reading skills to those of Caucasian students and Hispanic students from English-speaking homes by fifth grade (Reardon & Galindo, 2009).

Unexpectedly, youth semester GPA was higher for children whose parents endorsed a preference for non-English language in our sample. This result may have been due to the fact that GPA consists of several grades across many domains, and English is usually just one domain on a report card for a 5th grader (California State Board of Education [SBE], 2015). For example, California report cards include numerical grades (1-4) for 5th graders such as include English-language arts, mathematics, social studies, science, as well as effort grades (needs improvement, satisfactory, or excellent) on other subjects such as performing arts, visual arts, physical

education, and habits of success (California SBE, 2015). It is possible that parents who predominantly speak another language might nurture other academic skills other than English due to their own competency levels in English v. non-English domains, or due to their own cultural emphases on what subjects are most important in school (Schmid, 2001).

Secondly, consistent with previous literature, higher annual household income was significantly related to higher youth GPA semester grades. Youth from lower socioeconomic (SES) backgrounds tend to have greater difficulty achieving higher academic outcomes than youth from higher socioeconomic families (Sirin, 2005). Children from lower SES homes often suffer from limitations that increase the achievement gap before they begin formal schooling (Wiggan, 2007). Early exposure to poverty is particularly harmful to cognitive development (Evans & Rosenbaum, 2008). From birth into early childhood, lower-income households are often marked by lower quantities (amount of interactions) and qualities (language skills, types of intellectual questioning and curiosity with children) of parent-to-child speech as compared to higher-income households (Hart & Risley, 1995). Hart and Risley (1995) found distinct differences of how parents communicate to their young children (6-36 months), such that higher SES parents spoke to their children more often and in more complex ways than lower SES parents. In addition, lower-income, ethnic minority parents may have a certain level of language skills (i.e. slang, broken English, English as a second language, or non-English speaking) that they pass on to their children, and as a result the children may use the same language skills in school. Conversely, middle-class parents generally pass on a higher level of language skills that gives their children an advantage in the academic setting (Wiggan, 2007). Furthermore, Drukker et al. (2008) reported that adolescents living in lower SES neighborhoods were at-risk for lower academic outcomes which lowered their chances of success in school and resulted in fewer job

opportunities in adulthood. Individuals in lower SES communities may experience challenges to their opportunities for higher education, which is often the gateway to higher paying jobs, socioeconomic status mobility, and culturally defined views of success and power (Drukker et al., 2008; Sirin, 2005).

In our study, youth sex was not significantly associated with any of the three achievement variables. This is somewhat contrary to extensive literature that suggests that girls often do better than boys in English, while boys often outperform girls in math (Galdi et al., 2014; Steffens & Jelenec, 2011). Future research is needed in this area to elucidate the significance of these findings in the school setting.

Secondly, caregiver age was not significantly associated with achievement variables. Further research on the effect of generational differences between caregivers and children may provide insight into factors relating to social and cultural values relating parenting practices of monitoring, agreement, or communication about academic performance, especially in diverse populations that may place value on and emphasize the importance of different areas of youth functioning.

Lastly, mother's education level was not associated with higher achievement. This finding is somewhat inconsistent with the literature that suggests parent education level is important in predicting a child's achievement, such that parents who have a higher level of education tend to have children whom performed well academically (Aldous, 2006; Dotterer et al., 2007; Rahmani, 2011; Schmid, 2001). Specifically, Aldous (2006) found that youth whose parents had higher education had greater educational expectations of their children; and those children generally appeared to do better on reading and mathematics in general knowledge examinations (Aldous, 2006). It is possible in this sample these trends did not operate as

demonstrated in existing literature, or that the relatively smaller sample size yielded less power to detect real effects.

Strengths and Limitations

The current study possesses a number of strengths. The study used a multi-informants approach (child and parent), providing a more comprehensive picture of youth functioning. It focused on an at-risk population determine how to best support these youth who have higher levels of need than youth in the general population. The present study also controlled for key demographic variables (youth sex, caregiver age, caregiver language preference, annual household income, and mother's education level), underscoring the impact of parent and youth agreement on academic achievement.

The findings from this study highlight the relationship between parents' primary preferred language and the English grades of their children. Consistent with previous research, children performed better on English grades when parents' language preference was English (Reardon & Galindo, 2009). Understanding how to support children and their parents who may be at an academic disadvantage may serve to help ameliorate the culture and class academic achievement gaps.

Furthermore, this study provides evidence that social economic status is correlated with youth academic achievement (Drukker et al., 2008; Sirin, 2005). Specifically, a high SES is correlated to high youth academic achievement. It is unclear, however, how low SES affects youth development and how it contributes to low youth academic achievement. This finding may have social and political implications for school funding and public policy. Continued research should examine how funding or policy could create interventions for low youth academic achievement, especially focusing on factor of SES and caregiver preferred language.

This study also has several limitations. First, all youth in the sample were enrolled in a summer program designed for behaviorally or academically at-risk youth entering 6th grade.. Therefore, the findings may not be generalizable beyond at-risk, middle-school children. Second, the study sample was small, as only 26 youths and parent pairs participated. Moreover, the sample was self-selected since caregivers who responded were required to fill out the questionnaires, thus were motivated to contribute to their children's academic experiences. Third, in our study the mother's education did not influence academic achievement or translate into higher economic status for the family yearly household income, which is inconsistent with previous research. Future research should be aimed at exploring a larger group of students and their parents, including students who may not be at-risk academically or economically to determine how interventions could best serve this youth population. Fourth, this study initially aimed to include cultural factors to determine the correlation between cultural factors and academic achievement. This study intended to show that certain parenting factors could contribute to high youth academic achievement and that the parent-child relationship is more influential than culture or social economic status alone. However, it was determined that given that the data collected did not include specific cultural factors or specific parenting style factors that implications about culture based on caregiver preferred language, year in the United States, or ethnicity would be too far reaching. Thus, this is how we initially determined to use the demographic variables that were used.

Future Directions

Future research could examine whether the relationship between parent-child agreement and youth self-esteem and self-efficacy is more salient for youth at certain ages (e.g., elementary school age v. high school age). This study focused on academic achievement in English and

math, subjects that are typically associated with future success). Thus, future studies might explore the relationship between parent-child agreement and other academic subjects typical for 5th graders such as language arts, mathematics, science, writing, art, music, and computers. English and math are the standards of achievement; thus, a parent may expect their child to do well in math and perceive them as capable even if the child has difficulty.

Conclusions

This study has examined the potential utility of assessing parent-child agreement on youth self-esteem and youth self-efficacy as construct that potentially impacts academic achievement. In addition, the study highlighted the importance of family-related variables that contribute to youth academic outcomes, and elucidated the role that other factors may have effecting youth academic functioning. If future studies confirm that parent-child agreement on youth beliefs influence youth academic performance, the findings may potentially be applied to a psychoeducational program for parents to help encourage the development of higher degrees of parent-child agreement, and relatedly, higher parent monitoring and engagement, to help improve academic functioning in their children.

REFERENCES

Aldous, J. (2006) Family, ethnicity, and immigrant youths' educational achievements. *Journal of Family Issues, 27*, 1633–1667. doi:10.1177/0192513X06292419

Bouffard-Bouchard, T., Parent, S., & Larivee, S. (1991). Influence of self-efficacy on self-regulation and performance among junior and senior high-school age students. *International Journal of Behavioral Development, 14*, 153–164. doi:10.1177/016502549101400203

Bulanda, R., & Majumdar, D. (2009). Perceived parent-child relations and adolescent self-esteem. *Journal of Child and Family Studies*, *18,* 203–212. doi:10.1007/s10826-008-9220-3

California State Board of Education (SBE). (2015). *Content Standards*. Retrieved from http://www.cde.ca.gov/be/st/ss/index.asp

Chen, G., Gully, S. M., & Eden, D. (2001). *Validation of a new general self-efficacy scale. Organizational Research Methods, 4*(1), 62–83. doi:10.1177/109442810141004

Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco, CA: W.H. Freeman.

Covington, M, (2000). Intrinsic versus extrinsic motivation in schools: A reconciliation. *Current Directions in Psychological Science, 9*(1), 22–25. Retrieved from: http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/covington00.pdf

Crosnoe, R., & Huston, A. C. (2007). Socioeconomic status, schooling, and the developmental trajectories of adolescents. *Developmental Psychology, 43*(5), 1097–1110. doi:10.1037/0012-1649.43.5.1097

Dalun, Z., Hsien-Yuan, H., Oi-man, K., Benz, M., & Bowman-Perrott, L. (2011). The impact of basic-level parent engagements on student achievement: Patterns associated with race/ethnicity and socioeconomic status (SES). *Journal of Disability Policy Studies*, *22*(1), 28–39. doi:10.1177/1044207310394447

Dotterer, M., Hoffman, L., Crouter, C., & McHale, M. (2007). A longitudinal examination of the bidirectional links between academic achievement and parent-adolescent conflict. Journal *of Family Issues, 29*(6), 762–770. doi:10.1177/0192513X07309454

Drukker, M., Feron, M., Mengelers, R., & Van Os, J. (2008). Neighborhood socioeconomic and social factors and school achievement in boys and girls. *The Journal of Early Adolescence, 29*(2), 285–306. doi:10.1177/0272431608320124

Eaton, N. R., Krueger, R. F., Johnson, W., McGue, M., & Iacono, W. G. (2009). Parental Monitoring, Personality, and Delinquency: Further Support for a Reconceptualization of Monitoring. *Journal of Research in Personality, 43*(1), 49–59. Retrieved from: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2682426/

Evans, G., & Rosenbaum, J. (2008). Self-regulation and the income-achievement gap. *Early Childhood Research Quarterly, 23*(4), 504–514. doi:10.1016/j.ecresq.2008.07.002

Galdi, S., Cadinu, M., & Tomasetto, C. (2014). The roots of stereotype threat: When automatic associations disrupt girls' math performance. *Child Development, 85*(1), 250–263. doi:10.1111/cdev.12128

Komarraju, M., & Nadler, D. (2013). Self-efficacy and academic achievement: Why do implicit beliefs, goals, and effort regulation matter? *Learning and Individual Differences, 25*, 67–72. doi:10.1016/j.lindif.2013.01.005

Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: P.H. Brookes.

Heatherton, T. F., & Polivy, J. (1991). Development and validation of a scale for measuring state self-esteem. *Journal of Personality & Social Psychology, 60,* 6. Retrieved from: http://www.dartmouth.edu/~thlab/pubs/91_Heatherton_Polivy_JPSP.pdf

Heatherton, T.F. & Wyland, C. (2003) Assessing self-esteem. In S. Lopez & R. Snyder (Eds.), *Assessing Positive Psychology* (pp. 219-233). Washington, DC: APA.

Hoogstra, L., Schneider, B., & Chang, F. (2001). Young adult occupational identity and well-being: Influences of postsecondary education and work. *Social Focus, 34*(4), 337–356. doi:10.1080/00380237.2001.10571207

Hoeve, M., Dubas, J. S., Eichelsheim, V. I., van der Laan, P. H., Smeenk, W., & Gerris, J. R. M. (2009). The relationship between parenting and delinquency: A meta-analysis. *Journal of Abnormal Child Psychology*, 37, 749–775. Retrieved from: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2708328/

Imran, H. (2013). Self-esteem manifestation in students with high and low academic achievement. *Pakistan Journal of Psychology, 2*(44), 53–67.

Lan, C. (2004). *Relationships among socio-economic status, parenting, academic achievement, and self-esteem in early and middle adolescence: a longitudinal study* (Doctoral dissertation). Retrieved from: Digital Repository at Iowa State University. (1177)

Multon, K., Brown, S., & Lent, R. (1991). Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation. *Journal of Counseling Psychology, 38*, 30–38. doi:10.1037/0022-0167.38.1.30

Nash, J., Mujanovicb, E., & Winfree, L.T. (2011). Protective effects of parental Monitoring on offending in victimized youth in Bosnia and Herzegovina. *Child & Youth Services, 32*(3), 224–242. doi:10.1080/0145935X.2011.605313J

Parker, J. & Benson, M. (2004). Parent-adolescent relations and adolescent functioning: self-esteem, substance abuse, and delinquency. *Adolescence, 39*(155), 519–530. Retrieved from: http://www.ncbi.nlm.nih.gov/pubmed/15673227

Paunonen, S. V., & Hong, R. Y. (2010). Self-Efficacy and the prediction of domain-Specific cognitive Abilities. *Journal of Personality, 78*(1), 339-360. doi:10.1111/j.1467-6494.2009.00618.x

Putwain, D., Sander, P., & Larkin, D. (2013). Academic self-efficacy in study-related skills and behaviours: Relations with learning-related emotions and academic success. *British Journal of Educational Psychology, 83*(4), 633–650. doi:10.1111/j.2044-8279.2012.02084.x

Rahmani, P. (2011). The relationship between self-esteem, achievement goals and academic achievement among the primary school students. *Social and Behavioral Sciences*, *29*, 803–808. doi:10.1016/j.sbspro.2011.11.308

Reardon, S., & Galindo, C. (2009). The Hispanic-White achievement gap in math and reading in the elementary grades. *American Educational Research Journal, 46*(3), 853–891. doi:10.3102/0002831209333184

Roth, P., BeVier, C., Switzer, F., & Schippmann, J. (1996). Meta-analyzing the relationship between grades and job performance. *Journal of Applied Psychology, 81*(5), 548–556. doi:10.1037/0021-9010.81.5.548

Schmid, C. L. (2001). Educational achievement, language-minority students, and the new second generation. *Sociology of Education, Supplement: Currents of Thought: Sociology of Education at the Dawn of the 21st Century*, 74, 71–87. doi:10.2307/2673254

Schmidt, J., & Padilla, B., (2003). Self-esteem and family challenge: An investigation of their effects on achievement. *Journal of Youth and Adolescence, 32(*1), 37–46. doi:10.1023/A:1021080323230

Schunk, D. (1989). Self-efficacy and cognitive achievement. *Journal of Learning Disabilities, 22*(1), 14–22. Retrieved from: https://libres.uncg.edu/ir/uncg/f/D_Schunk_Self-efficacy_1989.pdf

Sirin, S. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, *75*(3), 417–453. doi:10.3102/00346543075003417

Speier, C., & Frese, M. (1997). Generalized self efficacy as a mediator and moderator between control and complexity at work and personal initiative: A longitudinal field study in East Germany. *Human Performance, 10*(2), 171. doi:10.3102/00346543075003417

Stattin, H., & Kerr, M. (2000). Parental monitoring: A reinterpretation. *Child Development, 71*(4), 1072. Retrieved from: http://web.comhem.se/u45381271/12/sem3/Stattin00.pdf

Steffens, M., & Jelenec, P. (2011). Separating implicit gender stereotypes regarding math and language: Implicit ability stereotypes are self-serving for boys and men, but not for girls and women. *Sex Roles, 64*(5/6), 324–335. Retrieved from: http://link.springer.com/article/10.1007%2Fs11199-010-9924-x

Steinberg, L., Dornbusch, S., & Brown, B. (1992). Ethnic differences in adolescent achievement: An ecological perspective. *American Psychologist, 47*(6), 723–729.

doi:10.1037/0003-066X.47.6.723

Tein, J., Roosa, M. W., & Michaels, M. (1994). Agreement between parent and child reports on parental behaviors. *Journal of Marriage and the Family, 56*(2), 341–341. Retrieved from: http://www.jstor.org/stable/353104:

Wiggan, G. (2007). Race, school achievement, and educational inequality: toward a student-based inquiry perspective. *Review of Educational Research, 77*(3), 310–333. doi:10.3102/003465430303947

Zimmerman, B. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice, 41,* 845–862. doi:10.1207/s15430421tip4102_2

TABLES

Table 1

Sample Characteristics

	n or (M)	*% or (SD)*
Youth sex		
Female	15	58%
Male	11	42%
Caregiver Age	(41.46)	6.842
Caregiver Language Preference		
English	16	62%
Language other than English	10	38%
Annual Household Income		
<$10,000	3	14%
$10,000-$29,999	7	32%
$30,000-$49,999	12	54%
>$50,000	-	0%
Mother's Education Level		
Some High School or less	4	15%
High School/GED	2	8%
Some college	13	50%
2-year College Degree	3	12%
4-year College Degree	3	12%
Master's Degree	1	3%

Note. $N = 26$

Table 2

Intercorrelations Between Study Variables

Item/Scale	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1. Youth Sex	1									
2. Caregiver Age	.16	1								
3. Caregiver Language Preference	.36	.11	1							
4. Annual Household Income	-.19	-.04	-.28	1						
5. Mother's Education Level	-.07	.04	-.36	-.01	1					
6. English Grade	-.33	.09	-.28	-.16	.33	1				
7. Math Grade	.34	.03	.05	-.33	-.05	.33	1			
8. GPA Semester Grade	-.02	-.17	.04	.35	-.18	-.76***	-.73***	1		
9. NGSE P-C Agreement	-.31	.12	-.12	-.17	.18	.31	.24	-.49*	1	
10. SSES P-C Agreement	-.13	.06	-.15	.23	-.17	-.16	-.27	.18	.07	1

Note. $*p < .05$, $** p < .01$, $*** p < .001$

Table 3

Summary of Hierarchical Regression Analysis for Parent and Child (P-C) Agreement of Self-Esteem (SSES) on English Grade

	Step 1			Step 2		
Variable	*B*	*SE B*	Beta	*B*	*SE B*	Beta
Youth Sex	-2.12	1.06	-.39	-2.13	1.01	-.40
Caregiver Age	.08	.07	.22	1.00	.07	.26
Caregiver Language Preference	-2.52	1.23	-.45	-2.92*	1.20	-.52*
Annual Household Income	-.07	.04	-.35	-.06	.04	-.30
Mother's Education Level	.04	.45	.012	-.16	.45	-.07
P-C Agreement on SSES				-.08	.05	-.30
R squared		.46			.54	
F Change		2.76			2.58	

Note. *$p < .05$, **$p < .01$, ***$p < .001$
$N = 22$

Table 4

Summary of Hierarchical Regression Analysis for Parent and Child (P-C) Agreement of Self-Efficacy (NGSE) on English Grade

	Step 1			Step 2		
Variable	*B*	*SE B*	Beta	*B*	*SE B*	Beta
Youth Sex	-2.12	1.06	.39	-2.34	1.25	.43
Caregiver Age	.08	.07	.22	.09	.08	.24
Caregiver Language Preference	-2.52	1.23	-.45	-2.66	1.32	-.48
Annual Household Income	-.07	.04	-.35	-.08	.04	-.38
Mother's Education Level	.04	.46	.02	.04	.47	.02
P-C Agreement on SSES				-.06	.17	-.09
R squared		.46			.47	
F Change		2.76			.14	

Note. *$p < .05$, **$p < .01$, ***$p < .001$
$N = 22$

Table 5

Summary of Hierarchical Regression Analysis for Parent and Child (P-C) Agreement of Self-Esteem (SSES) on Math Grade

	Step 1			Step 2		
Variable	*B*	*SE B*	Beta	*B*	*SE B*	Beta
Youth Sex	1.37	1.60	.20	1.36	1.59	.20
Caregiver Age	.04	.10	.08	.05	.11	.11
Caregiver Language Preference	-2.70	1.86	-.38	-3.12	1.89	-.44
Annual Household Income	-.10	.06	-.40	-.09	.06	-.36
Mother's Education Level	-.89	.69	-.32	-1.09	.71	-.39
P-C Agreement on SSES				-.08	.07	-.25
R squared		.26			.31	
F Change		1.09			1.16	

Note. *$p < .05$, **$p < .01$, ***$p < .001$
$N = 22$

Table 6

Summary of Hierarchical Regression Analysis for Parent and Child (P-C) Agreement of Self-Efficacy (NGSE) on Math Grade

	Step 1			Step 2		
Variable	*B*	*SE B*	Beta	*B*	*SE B*	Beta
Youth Sex	1.37	1.60	.20	2.24	1.8	.32
Caregiver Age	.04	.12	.08	.00	.11	.01
Caregiver Language Preference	-2.70	1.86	-.38	-2.16	1.94	-.30
Annual Household Income	-.10	.06	-.40	-.08	.06	-.31
Mother's Education Level	-.89	.69	-.32	-.90	.69	-.32
P-C Agreement on SSES				.24	.25	.27
R squared		.26			.30	
F Change		1.09			.96	

Note. $*p < .05$, $** p < .01$, $*** p < .001$
$N = 22$

Table 7

Summary of Hierarchical Regression Analysis for Parent and Child (P-C) Agreement of Self-Esteem (SSES) on GPA Semester Grade

	Step 1			Step 2		
Variable	*B*	*SE B*	Beta	*B*	*SE B*	Beta
Youth Sex	.25	.26	.19	.26	.26	.20
Caregiver Age	-.03	.02	-.36	-.04	.02	-.39
Caregiver Language Preference	.69*	.30	.51*	.77*	.30	.57*
Annual Household Income	.03*	.01	.52*	.02*	.01	.48*
Mother's Education Level	.13	.11	.24	.17	.11	.31
P-C Agreement on SSES				.01	.01	.24
R squared		.45			.50	
F Change		2.56			1.50	

Note. $*p < .05$, $** p < .01$, $*** p < .001$
$N = 22$

Table 8

Summary of Hierarchical Regression Analysis for Parent and Child (P-C) Agreement of Self-Efficacy (NGSE) on GPA Semester Grade

	Step 1			Step 2		
Variable	*B*	*SE B*	Beta	*B*	*SE B*	Beta
Youth Sex	.25	.26	.19	.11	.30	.09
Caregiver Age	-.03	.02	-.36	- .03	.02	-.30
Caregiver Language Preference	.69*	.30	.51*	.61	.32	.45
Annual Household Income	.03*	.01	.52*	.02	.01	.45
Mother's Education Level	.13	.11	.24	.130	.11	.25
P-C Agreement on SSES				-.04	.04	-.23
R squared		.45			.48	
F Change		2.56			.91	

Note. $*p < .05$, $** p < .01$, $*** p < .001$
$N = 22$

APPENDIX A

Extended Review of the Literature

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Aldous, J. (2006) Family, ethnicity, and immigrant youths' educational achievements.	Peer Reviewed Article. Journal of Family Issues.	The objective was to examine exlore parent-child relations that influence youth academic achievement, and examine the youths' reading comprehension and mathematics' standardized scores, as well as their parents' demographic characteristics.	The comparisons were among parents who had emigrated from Asian, Central and South American, or the less often included European countries and their first- and second-generation offspring.	Data from the 1988 National Educational Longitudinal Study (NELS) were used to examine test scores, academic achievements, and demographics.	This study used a regression analyses.	It appeared that Asian students did somewhat better than the other groups. Regardless of ethnicity and also as hypothesized, parents' aspirations for their children to obtain more education, as well as the children's own aspirations generally were positively related to their children's doing well in school.	Aldous found that youth whose parents had higher education had greater educational expectations of their children, and those children generally appeared to do better on reading and mathematics in general knowledge examinations. Contrary to previous research, though, ethnic background did not consistently differentiate parental help with homework or parent-child conversations about school on the youths' standardized scores.	N/A

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Barber, J. G., & Delfabbro, P. (2000). Predictors of Adolescent Adjustment: Parent-Peer Relationships and Parent-Child Conflict. ß	Peer Reviewed Article. Child & Adolescent Social Work Journal.	The article was written in order to discuss the importance of parents and peers to children. This article is to expand literature to focus on the interaction between a child's parents and a child's peer relationships, as well as the effect of gender in parent-child relationships.	Participants included 377 parents and children; 114 mothers and sons, 123 mothers and daughters, 64 fathers and sons, and 64 fathers and daughters.	Overlapping interview schedules were designed for parents and their adolescent children. In the case of parents, the interview contained questions relating to: (a) sources of conflict between parents and their children, (b) parenting behavior, (c) family environment, (d) the child's psychological adjustment, and (e) the parent's relationship with the child's peers.	A standard multiple regression was undertaken to examine which factors best predicted child adjustment as measured both by parents and children. Predictor variables included: the total scale score for family environment, total family conflict score, and total parent practices score. Also included were discrepancy scores based on the difference between parent and child ratings for each of the three scales. Finally, the relationship between parents and the child's friends. For all measures, both parent and child ratings were included.	Results of this study provide only weak support for the involvement of parent-child "synchrony" in adolescent development. In the father-child dyads, the father's responses were the more significant predictors.	This study suggested that fathers are centrally involved in the development of their children and that paternal attitudes should be carefully monitored throughout family therapy.	"In short, when the adolescent is relatively free from day-to-day conflicts with the father, and when the father is positively disposed towards his child's friends, his children are likely to be well adjusted." "By contrast, both the degree of household conflict and the parents' relationship with the child's peers consistently emerged as predictors of adolescent adjustment scores."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use.	Peer Reviewed Article. The Journal of Early Adolescence.	This article explores how parenting styles affects adolescent development. Specifically it was hypothesized hat parents who are both highly demanding and highly responsive, but increase of freedom to control will result in an "optimally competent" adolescent.	Participants of this study included 139 children at age 15. These children had also been studied at age 4 and 10 to determine parenting style impact on their development.	Each child's behaviors were collected to create a child profile. Data included physical fitness, maturational status, nutritional status, and emotional, social, and cognitive functioning. Substance use data was collected as well. "team observers" who spent 20-30 minutes with parents and children, independently collected data.	Adolescent attributes were compared to parent types in one-way analysis of variance. A priori contrasts were used to test differences that were predicted.	Baumrind used parental qualities of demandingness and responsiveness to derive a "four-fold" classification of parenting behavior that describes how parents reconcile the joint needs of younger children for nurturance and limit-setting. Classifications included: authoritarian, authoritative, permissive, and rejecting-neglecting.	The adolescents from authoritative parents were most competent, as well as drug use was lower in these families for girls. Adolescents from unengaged homes were had a high incidence of externalizing problem behavior, in including drug use. They also performed poorly on standardized test scores.	"Adolescents tend to internalize the values of their parents, whether these values are conforming or nonconforming." "The seven parenting styles differ structurally on the bases of commitment and balance of freedom and control." "The data presented here affirm the continuing importance of parents to the healthy development of their adolescents."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Bulanda, R., & Majumdar, D., (2009). Perceived parent-child relations and adolescent self-esteem.	Peer Reviewed Article. Journal of Child and Family Studies	This article explores how parental involvement effects adolescent self-esteem. It was hypothesized that greater parental involvement will contribute to higher levels of adolescent self-esteem, which greater parental availability will contribute to higher levels of adolescent self-esteem, and that higher quality parent-child relations will contribute to higher levels of adolescent self-esteem.	Participants included 20, 745 adolescents from 80 high schools and 52 middle schools. Contractual data from the first wave of the National Longitudinal Study of Adolescent Health 1994 was used.	Self-esteem was measured by a six-item scale derived from adolescent's reports of how they felt emotionally week previous, and their levels of agreement with attitudes towards self. Independent variables included: adolescent reports of parental availability, parental involvement, and quality of parent-child relations.	Zero-order model.	Beyond the significant main effects of both mothers and fathers, we also provide evidence of important interactive effects between maternal and paternal involvement and relationship quality on adolescent self-esteem.	The study found that parenting of both mothers and fathers each independently related to the self-esteem of their adolescent children through involvement, quality relationships, and availability.	"Consistent with our hypothesis, greater parental availability is associated with higher levels of self-esteem." "Moreover, the correlations appear to support the expected value of parents' relationship to adolescent self-esteem despite the ostensible ambiguity in parenting roles during adolescence (Henricson and Roker 2000) and the increasing autonomy of adolescents (Shearer et al. 2005)."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Burt, S. A., Krueger, R. F., McGue, M., & Iacono, W. (2003). Parent–child conflict and the comorbidity among childhood externalizing disorders.	Peer Reviewed Article. Archives of General Psychiatry.	The article explored whether parent-child conflict was associated with the comorbidity among ADHD, CD, and ODD, and to explicitly examine the etiology of this association via a genetically informative design.	Participants included 808 same-sex 11-year-old twin pairs from the Minnesota Twin Family Study, a population-based sample of Minnesota twins and their families.	Main outcome measures included symptom counts for ADHD, CD, and ODD, obtained from structured interviews administered to twins and their mothers. Parent-child conflict was assessed via mother and twin reports of the Parental Environment Questionnaire.	The study compared the fit of the following 2 biometric models: the 2-factor common-pathway model, which examined genetic and environmental contributions to the relationship between conflict and the covariation among the 3 disorders, and the Cholesky model, which examined the relationship between conflict and each disorder individually.	The 2-factor model provided a better fit to the data. These results indicated that conflict accounted for 33% of the covariation among the disorders, via genetic and environmental factors.	Parent-child conflict appears to act as a common vulnerability that increases risk for multiple childhood disorders. Furthermore, this association is mediated via common genetic and environmental factors.	“These findings support the idea that the comorbidity among these disorders partially reflects core psychopathological processes in the family environment that link putatively separate psychiatric disorders.”

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Campbell, J., & Verna, M. (2007). Effective parental influence: Academic home climate linked to children's achievement, educational research and evaluation.	Peer Reviewed Article. An International Journal on Theory and Practice.	This study explores parenting practices or behaviors that occur outside the educational environment that increase youth academic achievement.	Participants included 2,866 parents that participated in different studies with the paternal and maternal versions of this instrument. Families where the children were high achievers were isolated. An interview was developed as well. One complimentary qualitative interview for the parents of the highest achieving children and another interview for their children.	To investigate parental practices that relate to children's achievement, we developed an instrument to ascertain specific things that parents were doing at home. The Inventory of Parental Influence (IPI) was developed to investigate everyday processes that families use to stimulate their children's achievement. In the development of this instrument, we did cross-cultural studies in several countries.	Qualitative and quantitative methods were used.	Results included an accumulated 502 "parental recipes." Taken together, these "recipes" comprise hundreds of things that parents do to organize the learning process, to provide the needed motivation, and to assure that their child will succeed at school.	Parents who use less fear based pressure, have increased monitoring, high cooperation and help, and high expectations of the parents resulted in "recipes" for high youth academic achievement.	"Homes with functioning Academic Home Climates encourage the child to accept his/her school responsibilities and foster adaptability." "…Effective families do not use fear to motivate their children. In several studies, we found that low levels of parental pressure were associated with high achievement (Burke, 2002; Burke et al., 2004; Campbell, 1994; Campbell & Uto, 1994; Campbell & Wu, 1994; Flouris et al., 1994; Candia, 2004; Koutsoulis, 1995; Koutsoulis & Campbell, 2001; Lenz, 1999; O'Connor, 1997; Pitiyanuwat & Campbell, 1994; Sarcona-Navarra, 2007)."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Carranza, F., You, S., Chhuon, V., & Hudley, C., (2009). Mexican-American adolescents' academic achievement and aspirations: The role of perceived parental educational involvement, acculturation and self-esteem.	Peer Reviewed Article. Adolescence.	The purpose of this study was to examine how multiple factors interact to directly or indirectly influence academic performance and aspirations of Mexican American high school students.	Participants included 298 Mexican American (female n = 187, male n = 111) high school students enrolled in grades 9-12 (9th grade n = 35, 11.7%; 10th grade n = 70.23.5%; 11th grade n = 169, 56.7%; 12th grade n = 24.8.1%). The mean age of participants was 16.2 (range 14-19) and the majority of participants (63%), were U.S. born.	The Perceived Parental Educational Involvement (PPEI) was a 49-item scale created specifically for this study. The Acculturation Rating Scale for Mexican-Americans-II (ARSMA-II) was used. The Rosenberg Self-esteem scale (RSE) measured participants' favorable and unfavorable self-perceptions. A demographic measure asked participants to report their age, grade level, parents' educational level, and generation status in the U.S.	Structural equation modeling (SEM) was used to assess the hypothesized structural relationships among latent variables.	The findings of this study suggest that Mexican American adolescents' academic performance and educational aspirations are influenced by students' perceptions of parental educational expectations, students' acculturation, and students' self-esteem.	The study elucidates the importance of parents' expectations for their children's academic success.	"Our data offer further evidence to debunk the myth that Mexican American families do not value education (Quiocho & Daoud, 2006; Valencia & Black, 2002)." "Further, among all of our variables of interest for this study (i.e., acculturation, self-esteem, parental educational attainment, students' generational status, parental expectations), parental expectations are relatively amenable to change through direct intervention strategies…"

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Crosnoe, R., & Huston, A. C. (2007). Socioeconomic status, schooling, and the developmental trajectories of adolescents.	Peer Reviewed Article. Developmental Psychology.	This study explores examine how adolescents at different points of the socioeconomic spectrum develop a sense of command over their own lives, how they negotiate decision making with their parents, and how both of these dynamic pathways contribute to their progress through curricula that are crucial to adult status attainment.	Participants included a random selection of 24,599 8th grade students within 1,052 schools from the National Educational Longitudinal Study (NELS), 1994.	Measures of math/science course taking, along with personal control, parental consultation, family SES, sociodemographic factors were used for analyses.	Latent growth curve modeling and regression model.	Adolescents who had low levels of personal control that did not increase over time accumulated the fewest credits by the end of high school, as did adolescents whose consultation with parents about course taking declined during high school regardless of level.	Overall, families from different socioeconomic strata were far more similar than different. Adolescents in the high, but not highest, stratum had more variable experiences than their peers at the SES extremes. Their parents' consultation declined slightly more, and their math/science progress appeared to be somewhat more vulnerable to these declines (and declines in control). Developmental risks and resources had a greater impact in this portion of the socioeconomic spectrum.	"Specifically, higher status parents engage in an active type of parenting (concerted cultivation) that teaches children to be goal-oriented and to "work the system," and their lower status counterparts engage in a more open type of parenting (natural growth) that encourages happiness but does not empower children in societal institutions.."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Covington, M, (2000). Intrinsic versus extrinsic motivation in schools: A reconciliation.	Peer Reviewed Article. Current Directions in Psychological Science.	To elucidate future directions of how to increase motivation for you in the education system.	N/A	N/A	Literature review.	N/A	The study shows that different students have different reasons for pursuing high grades. Secondly, the degree to which a student is motivated is dependent on feeling successful. And thirdly, students attempt to "manipulate" their "academic circumstance" to create a balance between caring and grade achievement.	"The role of personal interest in this equation is especially noteworthy. Although it is not surprising that people enjoy learning more about what already interests them, what is intriguing is the extent to which pursuing one's own interests offsets the potentially negative effects of receiving a disappointing grade."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Dalun, Z., Hsien-Yuan, H., Oi-man, K., Benz, M., & Bowman-Perrott, L. (2011). The Impact of Basic-Level Parent Engagements on Student Achievement:	Peer Reviewed Article. Journal Of Disability Policy Studies.	This study explores how racial/ethnic and SES differences relate to the three basic-level parent engagements? Second, what is the relationship between the three basic-level parent	Data were drawn from the Special Education Elementary Longitudinal Study (SEELS) conducted by SRI International (Wagner, Kutash, Duchnowski, & Epstein, 2005). SEELS is a part	Figure 1. Hypothesized model. (Caucasian group was the reference group for the dummy coded ethnic variables. All control variables were included in predicting the endogenous	This study was a cohort study.	As shown in Table 3, SES level was generally stable across all eight grades. There seems to be a general declining trend on all the items measuring parent participation in school activities.	Data analyzed in this study came from large-scale research that collected data in numerous areas. Despite this wide coverage, items pertaining to the broad idea of parent involvement were limited. In-	"As shown in Table 3, SES level was generally stable across all eight grades. There seems to be a general declining trend on all the items measuring parent participation in

Patterns Associated with Race/Ethnicity and Socioeconomic Status (SES).		engagements and student academic achievement? This study focuses on three basic-level parent engagements in school and home settings: parent participation in school activities, parents' talking to their child about school experiences, and parents' expectations for their child to graduate from high school.	of the national assessment studies authorized by the 1997 IDEA and was designed to obtain a national picture of the characteristics, experiences, and achievements of students with disabilities aged 6 through 12 on September 1, 1999 (i.e., seven cohorts). For the purpose of making valid generalizations across the nation, a representative sample of 13,176 students was selected from 245 local education agencies and 32 special schools across the country. The seven cohorts were followed up repeatedly through three waves of data collection between 2000 and 2006.	variables and latent factors (i.e., school involvement, home involvement, and academic achievement). Table 1. Demographic Information of Students in the Eight Subsamples (Grades 2–9). Table 2. Percentage of Students at Each SES Level by Racial/Ethnic Group. Table 3. Means and Standard Deviations of SES, School Engagement, Home Engagement, and Academic Achievement at Each Grade Level. Table 4. The Targeted Path Coefficients in the Hypothesized Model at Each Grade Level. Table 5. Factor loadings of the Two Latent Constructs (School Engagement and Academic		A consistent relationship existed between SES and participation in school activities across all grade years in which parents from lower SES families reported less participation in school activities. Moreover, we found that SES moderated the discrepancy between Caucasian and African American parents on their participation in school activities from third grade to sixth grade (SES × AA ranged from −.12 to −.17). There was no substantial discrepancy between parents of different racial/ethnic groups on their expectations for the child to graduate from high school in most of the grade years. However, SES became an	depth analyses of various types of parent involvement and the degree of their involvement, as well as their relationship to student achievement were not part of this study.	school activities." "A consistent relationship existed between SES and participation in school activities across all grade years in which parents from lower SES families reported less participation in school activities. Moreover, we found that SES moderated the discrepancy between Caucasian and African American parents on their participation in school activities from third grade to sixth grade (SES × AA ranged from −.12 to −.17)." "There was no substantial discrepancy between parents of different racial/ethnic groups on their expectations for the child to graduate from high school in most of the grade years.

				Achievement) in the Hypothesized Model at Each Grade Level.		important factor in predicting parent expectations. Fewer parents from low SES families expected their child to graduate from high school than those from high SES families. No substantial interaction effect between race/ethnicity and SES was found in most grades. The two types of parent engagement at home (i.e., talking to the child about school experiences and having expectations for the child to graduate from high school) consistently had a positive impact on student academic achievement in most of the grade years, while parent participation in school activities only had a couple of significant		However, SES became an important factor in predicting parent expectations. Fewer parents from low SES families expected their child to graduate from high school than those from high SES families. No substantial interaction effect between race/ethnicity and SES was found in most grades." "The two types of parent engagement at home (i.e., talking to the child about school experiences and having expectations for the child to graduate from high school) consistently had a positive impact on student academic achievement in most of the grade years, while parent participation in school activities

						effects on academic achievement. Higher level of parent engagement at home, rather than participation in school activities, resulted in better academic performances. Compared to their Caucasian counterparts, Asian and Hispanic groups showed only a few trivial significant effects. African American parents, however, were consistently less likely to talk to their child about school experiences in the early grade years (from third grade to sixth grade). SES, as well as the interaction effect between race/ethnicity and SES, generally showed no substantial impact on the frequency of parents talking		only had a couple of significant effects on academic achievement. Higher level of parent engagement at home, rather than participation in school activities, resulted in better academic performances." "Compared to their Caucasian counterparts, Asian and Hispanic groups showed only a few trivial significant effects. African American parents, however, were consistently less likely to talk to their child about school experiences in the early grade years (from third grade to sixth grade). SES, as well as the interaction effect between race/ethnicity and SES, generally showed no substantial

						to their child.		impact on the frequency of parents talking to their child." "In this study, parent involvement is defined as parent engagement in school-sponsored and home activities that promote student educational outcomes." "As the literature suggests, many factors affect student achievement, and parent involvement is one of the factors proven to affect student learning in general education. Prior research has indicated that the level of parent involvement varies based on such demographic variables as race/ethnicity and SES."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations

De Los Reyes, A., Thomas, S., Swan, A., Ehrlich, K., Reynolds, E., Suarez, L., Dougherty, L., MacPherson, L., Pabón, S. (2012). "It depends on what you mean by 'disagree'": Differences between parent and child perceptions of parent–child conflict.	Peer Reviewed Article. Journal of Psychopathology and Behavioral Assessment.	This study explored the pscyhometric properties of parent-child conflict and advance literature the on comprehensive assessment of this domain.	Participants included 100 families with children aged 10-17 years old.	The To(may)to-To(mah)to Interview (TTI; De Los Reyes and Suarez 2009) is a structured interview administered separately to parents and to children in which trained interviewers ask parents and children questions was used.	Cross informant bivariate correlations, and parried *t*-tests were used.	Results found that parents and children can reliably distinguish between their perceptions of how much conflict arises about daily life topics and how much their beliefs on these topics disagree.	The findings from this study suggest that asking parents and children questions regarding behavioral conflict about daily life topics and discrepant beliefs on these topics may provide more precise estimates of parent-child conflict than traditional "disagreement" measures of parent–child conflict. In turn, more precise estimates of parent-child conflict should improve estimates of the links between conflict and poor outcomes.	"Specifically, parents and children should be assessed for whether they view daily life topics such as doing chores around the house as topics that cause behavioral manifestations of conflict, or rather topics about which they simply have opposing views." "We encourage researchers developing parent–child conflict measures to conduct qualitative and quantitative studies to ensure that informants draw similar inferences as to the intent or purpose of these measures."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Dotterer, M., Hoffman, L., Crouter, C., & McHale, M. (2007). A longitudinal examination of the bidirectional links between academic achievement and parent-adolescent conflict.	Peer Reviewed Article. Journal of Family Issues.	The study explored longitudinal associations between parent-adolescent conflict and academic achievement. They also predicted that parent-adolescent conflict would be related to relative declines in academic achievement and also that low achievement would trigger tensions between adolescents and their parents that would be manifested in increased conflict.	Participants included 168 dual-earner families with adolescent offspring, participating in a longitudinal study of family relationships and adolescent development.	At each measurement, mothers, fathers, and adolescents were interviewed separately in their homes about their personal qualities and family relationships. These interviews included parental education self-report parent-adolescent conflict (11-item measure), and academic achievement (youth grades).	Cross-lagged structural equation modeling.	Girls earned higher grades in English and math than boys did, $t(166) = 2.70$, $p < .01$, for English; $t(166) = 2.44$, $p < .01$, for math. Mothers and fathers reported more conflict with sons than with daughters, $t(166) = –2.68$, $p < .01$, for mother–adolescent conflict; $t(166) = –1.67$, $p = .09$, for father–adolescent conflict.	This study revealed that higher parent–adolescent conflict at Time 1 predicted subsequent lower adolescent academic achievement at Time 2.	“Disagreements between parents and adolescents are a normative aspect of adolescence and can be important for establishing independence, but parent–adolescent conflict also has negative implications for school performance.” “Our findings underscore the importance of examining the effects of family interactions as well as SES on academic achievement (Dornbusch & Wood,1989; Marjoribanks, 2005).”

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Drukker, M., Feron, M., Mengelers, R., & Van Os, J. (2008). Neighborhood socioeconomic and social factors and school achievement in boys and girls.	Peer Reviewed Article. The Journal of Early Adolescence.	They hypothesized that the cohesiveness of neighborhood residents and their willingness to exert informal social control (ISC) may improve or worsen school achievement, according to whether dominant norms and values have or have not been affected by high levels of neighborhood socioeconomic disadvantage.	Participants included 328 families from a cohort study done that included a cross-level data structure: neighborhood level, school level, and individual level.	Instruments used included: a baseline questionnaire to data on school achievement at baseline and to neighborhood-level social and socioeconomic data.	Multilevel or cross-level linear regression model.	There was evidence for interaction effects between gender and the neighborhood variables in their effects on educational achievement. After controlling for individual-level demographic and socioeconomic factors, there was no association between neighborhood socioeconomic disadvantage. The present findings show that boys seem to benefit from living in a more controlling environment, whereas girls do not.	The results showed that school achievement was associated with measures of individual socioeconomic status.	"Eleven-year-old boys seem to benefit from a controlling environment. If this result can be verified in longitudinal studies, municipal policies aimed at enhancing ISC may be considered. A focus on the importance of compliance with and imposition of certain norms and values may be conducive to the development of those growing up in a neighborhood environment."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Evans, G., & Rosenbaum, J. (2008). Self-regulation and the income-achievement gap.	Peer Reviewed Article. Early Childhood Research Quarterly.	The researchers of this article hypothesized that deficiencies in self-regulation skills, beginning in early childhood, also contribute to the income-achievement gap. Success in school depends upon more than cognitive skill attainment, including the maturation of self-regulation skills.	Participants included 97 middle school children (13.38 years, 51% male) were drawn from a longitudinal sample of children from rural areas in upstate, New York who were initially evaluated when they were 9 years old.	English and Math grades were obtained from school records by the child's middle school. Self-regulatory behavior was assessed in Wave 1 (age 9) using the delayed gratification paradigm (Mischel et al., 1989).	Zero-order correlation matrix.	Young adolescents who grew up at or below the poverty line (≤1.0 income-to-needs) have lower English (M = 2.11) and Math (M =2.69) grades than their counterparts above the poverty line (English M = 3.00; Math M = 3.13).	Poverty during early childhood is unfavorable to self-regulation, in turn, helps account for why poverty is linked to subsequent, lower academic achievement in middle school.	"Three, because one of the data sets also includes a measure of parental investment, cognitive enrichment in the home environment, we are able to evaluate whether self-regulatory behavior is an independent and parallel mediator of the income-achievement gap or functions interdependently with parental investment."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Farrell, A. D., & White, K. S. (1998). Peer influences and drug use among urban adolescents: Family structure and parent–adolescent relationship as	Peer Reviewed Article. Journal Of Consulting And Clinical Psychology.	The study explored family structure and parent-adolescent relationship variables to determine the extent to which these variables moderate the relationship	Participants included a final sample of 630 10th grade students, including 286 boys and 344 girls. The majority of students were African American	Variables included: drug use which was obtained by youth self-report on a six item scale, the Models for Drug Use Scale was used to assess exposure to peer models for drug	Hierarchical regression.	The results of this study indicated that peer pressure and peer drug models were related to drug use, but that family structure and mother–adolescent distress,	Major findings suggest that the relationship between peer pressure and reported drug use was weaker among adolescents living in homes with fathers or stepfathers than	"The strong relations between peer variables and the frequency of drug use found within this study replicated the findings of previous studies that have found peer variables to

protective factors.		between peer influences and drug use in a sample of 10th-grade adolescents. The study also examined fathers' and mothers' influences separately, and to take into account the potential impact of family structure on parent-adolescent relationships.	(90%); 9% were White based on school records.	use, a scale to measure peer pressure was used, as well as a survey on family structure, and the Parent-Adolescent Relationship Questionnaire.		moderated the strength of this relationship.	among those living without fathers or stepfathers; similar effects were not found for peer drug models. Among adolescents living with their fathers, father-adolescent distress was not related to overall drug use and did not moderate the influence of either peer variable. In contrast, mother-adolescent distress was significantly related to drug use, with adolescents who rated their relationships more positively reporting lower levels of drug use. Mother-adolescent distress also moderated the relationship between peer variables and drug use.	be among the strongest predictors of adolescents' drug use (Barnes & Welte, 1986; Hawkins, Lishner, Catalano, & Howard, 1986; Kandel, 1980)." "The relationship between mother–adolescent distress and reported frequency of drug use within this study was also consistent with other studies that have identified parental variables as important predictors of drug use among adolescents (Ary et al., 1993; Brook, Whiteman, Gordon, & Brook, 1984; Chassin et al., 1986; Kandel, 1985). Moreover, our findings support the arguments of other

								investigators who have suggested that strong parent–adolescent relationships may serve as a resiliency factor by reducing the impact of peer drug influences (Brook et al., 1986; Elliott et al., 1985)."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Froiland, J., Peterson, A., & Davison, M. L. (2013). The long-term effects of early parent involvement and parent expectation in the USA.	Peer Reviewed Article. School Psychology International.	The study used SES and race/ethnicity as a composite control variable for the hypotheses: 1) Parental involvement in home literacy at the beginning of kindergarten will be positively associated with achievement in kindergarten; 2) Parental expectations (as of kindergarten) for their children to pursue higher education will predict achievement in kindergarten; 3) Parent	Participants included parents completed questionnaires providing demographic and parental involvement information at the beginning of kindergarten and at the end of 8th grade. Children's achievement was assessed individually by trained ECLS-K staff in kindergarten and 8th grade.	8th grade. Children's achievement was assessed individually by trained ECLS-K staff in kindergarten and 8th grade. Table 1. Parental involvement variables: Descriptive statistics. Figure 1. Final model examining the effects of parent involvement and parent expectations on 8th-grade cognitive skills. CFI ¼ 0.99 and RMSEA ¼ 0.05. All effects are significant (p <	Longitudinal study from 1998-2006	As predicted in hypotheses 1 and 2, home literacy in kindergarten and parental expectations in kindergarten had positive effects on kindergarten achievement Parent involvement at home in kindergarten predicted parent expectations in 8th grade, confirming hypothesis 3. Parent involvement at home in kindergarten predicted parent homework involvement and	"The measures of parent involvement in the current study entailed parent's self-reports and did not examine the extent to which parents were autonomy supportive vs. controlling while reading to their children, checking on their homework, etc."(limitation)	"For the average 8th grader in the USA, parent involvement in homework and grade checking has a slightly negative e□ect on achievement. This supports the findings of Hill & Tyson (2009), which indicated that help with homework often backfires in middle school. On the other hand, parent expectations for their child to attain high levels of post-secondary education predict better

		involvement at home in kindergarten will predict parent expectations in 8th grade; 4) Parent involvement at home in kindergarten will predict parent homework involvement and grade checking in 8th grade; 5) Parent homework involvement and grade checking in 8th grade will be negatively related to 8th grade achievement; 6) Parent expectations as of kindergarten will predict both child and parent expectations as of 8th grade; 7) Both parent and child expectations in 8th grade will predict 8th grade achievement; 8) Parent involvement in home literacy during kindergarten will predict 8th grade achievement indirectly via		0.05) except for the arrow from SES and Demographic background to Parental expectation as of 8th grade		grade checking in 8th grade (hypothesis 4). Parent homework involvement and grade checking in 8th grade were negatively related to 8th grade achievement, although the effect was small (hypothesis 5). Parent expectations as of kindergarten predicted both child and parent expectations as of 8th grade. This confirms hypothesis 6; however, the relationship between early and later parent expectations was much stronger than the relationship between early parent expectations and 8th grade child expectations (regression coefficients ¼ 0.35 vs. 08, respectively). Early parent expectations robustly predict later parent		achievement in 8th grade. Parent expectations in kindergarten have an indirect effect on 8th grade achievement via later parent expectations. In kindergarten, parent involvement helps children develop essential skills that prepare them to succeed academically; home literacy involvement in kindergarten predicts achievement in 8th grade indirectly via kindergarten achievement. These findings further suggest the importance of promoting family involvement in literacy at home prior to the beginning of kindergarten (Froiland, 2011a). Furthermore, conveying positive expectations for long-term

		kindergarten achievement and parent expectations in 8th grade; 9) Parent expectations as of kindergarten will indirectly effect 8th grade achievement via parent expectations as of 8th grade and kindergarten achievement.				expectations, especially when considering that kindergarten achievement was much less predictive of 8th grade expectations (0.35 vs. 0.15) and family SES and race/ethnicity was not related to parent expectations in 8th grade (hypothesis 7). Both parent and child expectations in 8th grade predicted 8th grade achievement. As predicted in hypothesis 8, the indirect e□ect of home literacy in kindergarten on 8th grade achievement was significant (standardized indirect effect ¼ 0.07, $p < 0.05$). Likewise, hypothesis 9 was confirmed in that the indirect effect of parent expectations in kindergarten on 8th grade achievement was		academic success may be a much more fruitful parenting technique than checking homework for the parents of typical 8th graders." "In accordance with both social-cognitive theory (Bandura et al., 2001) and expectancy-value theory (Eccles & Wigfield, 2002), parents across the USA convey their early expectations to their children and children's expectations significantly predict their 8th grade achievement. While the focus of this study was on children from across the USA of all ethnicities and SES levels, the theory-based findings have implications for children across the world and support previous findings in other nations, such as

						significant (standardized indirect e□ect ¼ 0.15, p < 0.05). The effect of early parent expectations on 8th grade achievement was just over twice the effect of early parent involvement.		Italy (Bandura et al., 2001), Taiwan (Liu et al., 2009), and Finland (Raty & Kasanen, 2010). Parental expectations as of 8th grade also have a direct effect on children's achievement, but these expectations are heavily influenced by expectations that are held by parents when their children are in kindergarten."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Fuligni, A. J. (1998). Authority, autonomy, and parent–adolescent conflict and cohesion: A study of adolescents from Mexican, Chinese, Filipino, and European backgrounds.	Peer Reviewed Article. Developmental Psychology.	This study was designed to examine whether American adolescents with varying cultural traditions regarding authority and autonomy evidence different developmental changes in their relationships with their parents.	Participants included 998 students, 10th, 8th, and 6th grade, from with Mexican, Chinese, Filipino, and European backgrounds.	With the use of both cross-sectional and longitudinal data, the beliefs about parental authority and parent-child disagreement (self-report measures), as well as the expectations for behavioral autonomy among adolescents from	A series of multifactor analyses of variance (ANOVAs) were conducted for analyses.	Despite holding different beliefs about individual autonomy and parental authority, American adolescents from the various ethnic and generational backgrounds reported strikingly similar relationships with their parents.	The results of this study suggest that within a single society, cultural variations in beliefs about autonomy and authority may play only a modest role in parent-adolescent relationships. If particular beliefs are not supported by the	"The patterns of ethnic and generational differences in adolescents' beliefs and expectations highlight the need for greater specificity in characterizations of Asian and Mexican families." "Although they differed from

				immigrant and native-born families with Mexican, Chinese, Filipino, and European backgrounds, were examined.		Teenagers from non-European and immigrant families tended to be the least willing to openly contradict their parents and possessed the latest expectations for autonomy. Yet these youths also indicated overall levels and developmental patterns of conflict and cohesion that mirrored those of their peers from European and native-born families.	social settings within a society, then they may have little effect on relationships and will gradually change to more closely approximate the norms of the dominant group.	one another overall, members of the various ethnic and generational groups evidenced similar developmental trends in their ideas about authority and autonomy. As they became older, adolescents indicated a greater willingness to openly disagree with their parents and a lower endorsement of parental authority over aspects of their personal lives."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Gottfied, A., Fleming, F., & Gottfried, A. (2001). Continuity of academic intrinsic motivation from childhood through late adolescence: A	Peer Reviewed Article. Journal of Educational Psychology.	This study explored three hypotheses: (1) Academic intrinsic motivation is a stable construct over time, from childhood through late adolescence; (2) academic	Participants included youth's whose academic intrinsic motivation was measured was 107, 107, 108, 112, and 111 at ages 9, 10, 13, 16, and 17, respectively.	Children's academic intrinsic motivation was assessed with the CAIMI (A. E. Gottfried, 1986).	A doubly multivariate, repeated measures MANOVA was conducted on the CAIMI subscale scores from ages 9 through 17. Two repeated measures factors were included:	Results indicated academic intrinsic motivation is a stable construct from childhood through late adolescence that becomes increasingly stable for both the general–	Academic intrinsic motivation is a construct yielding substantial individual-difference rank-order stability that increases significantly in the adolescent	". First, as in the present research, personality constructs showed increasing stability over time. Second, the stability coefficients across our models were

longitudinal study.		intrinsic motivation becomes increasingly stable over time; and (3) the mean level of academic intrinsic motivation declines from childhood through late adolescence.			Age (9, 10, 13, 16, and 17 years) and Subject Area Subscale (Reading [English], Math, Social Studies [History], Science, and School in General). Gender of participant was included as a between-subjects factor.	verbal and math areas	years. By age 9, a substantial degree of academic intrinsic motivation has developed, in which each prior age serves to predict the subsequent age. The construct of academic intrinsic motivation maintains a strong degree of continuity, or stability, during a child's education, from middle elementary through the high school years. This is true for math and English.	similar enough to those reported by Roberts and DelVecchio (2000) to further support confidence in our findings indicating that stability in academic intrinsic motivation is a phenomenon consistent with stability in allied fields. Furthermore, the significant increases in individual-difference stability during adolescence for both general–verbal (at age 13) and math intrinsic motivation (at age 16) are in accord with "steplike" increases in personality consistency found across the years by Roberts and DelVecchio (2000)."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations

Graves Jr., S. L., & Brown Wright, L. (2011). Parent involvement at school entry: A national examination of group differences and achievement.	Peer Reviewed Article. School Psychology International.	The study aimed to show that African American parents and European American parents differ in their way of involving in child's academic performance. These differences may result in differing performance level of the child. Based on previous research, it was hypothesized that African American parents would be less involved in the domain of school-based parent. In all other domains, rules for TV, cultural exposure, and home-based parent involvement it was hypothesized that no ethnic di□erences would be present. It was hypothesized that all parent involvement	Data for this project was derived from the Early Childhood Longitudinal Study Kindergarten Cohort (ECLS-K) base year (1998–1999 school year). The ECLS-K is a dataset sponsored by the US Department of Education and the National Center of Education Statistics. The ECLS-K consists of a nationally representative sample of 21,260 kindergartners who were sampled beginning in the 1998–1999 school year (US Department of Education, 2005).	Table 1. Means and Standard Deviations of variables (Home-based parent involvement according to parents). Table 2. Correlations between variables (Home-based parent involvement according to parents). Table 3. Logistic regression. Table 4. Reading achievement regression	This study used logistic regressions.	Specifically, in comparison to African American parents, European American parents were more like to be involved in home-based activities such as reading to their children. In addition, European American parents were also more likely to have rules for television than African American parents. On the converse, African American parents were more likely to be involved in school related activities such as volunteering at school and attending PTO meetings than their European American counterparts. Both groups previous achievement was a significant predictor and had the most	This study based the differences between ethnic group in regard to parental involvement at school, but the ethnicity that this paper focus on are African American and European American, these differences do has some connotation that could be attributed to the differing in SES.	"Specifically, in comparison to African American parents, European American parents were more like to be involved in home-based activities such as reading to their children. In addition, European American parents were also more likely to have rules for television than African American parents. On the converse, African American parents were more likely to be involved in school related activities such as volunteering at school and attending PTO meetings than their European American counterparts." "Both groups previous achievement was a significant predictor and had the most

		measures would be positively and significantly related to reading achievement at school entry.				influence on academic achievement at the end of kindergarten. However, while ethnic differences, as measured by standardized b values, were small; European Americans had significant predictors (i.e. SES, school involvement according to parents) that were insignificant for African Americans. This adds to the empirical evidence that demonstrates di□ering paths lead to achievement for African Americans and European Americans (Hill & Craft, 2003). In addition, the parental involvement measures did not explain a significant amount of variance in academic achievement at		influence on academic achievement at the end of kindergarten. However, while ethnic di□erences, as measured by standardized b values, were small; European Americans had significant predictors (i.e. SES, school involvement according to parents) that were insignificant for African Americans. This adds to the empirical evidence that demonstrates di□ering paths lead to achievement for African Americans and European Americans (Hill & Craft, 2003). In addition, the parental involvement measures did not explain a significant amount of variance in academic

						the end of kindergarten (R 2 ¼ 0.000 for both groups) when previous achievement and SES were controlled. In fact only home-based parent involvement was significantly related to reading achievement and this coefficient (b ¼ 0.006) was extremely small.		achievement at the end of kindergarten (R 2 ¼ 0.000 for both groups) when previous achievement and SES were controlled. In fact only home-based parent involvement was significantly related to reading achievement and this coefficient (b ¼ 0.006) was extremely small." "Rather surprisingly and in contrast to the prevalent family deficit model (Jackson, 2002), African Americans demonstrated similar levels (although slightly lower as measured by OR) of home-based parental involvement and rules for television in comparison to their European American parent counterparts, while presenting noticeably

								higher levels of school-based parent involvement at school entry."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Heaven, P., & Newbury, K. (2004). Relationships between adolescent and parental characteristics and adolescents' attitudes to school and self-rated academic performance.	Peer Reviewed Article. Australian Journal of Psychology.	This study sought to determine the extent to which parental reports of their personality and child-rearing practices as well as adolescent reports of their personality and perceptions of family life were joint predictors of adolescent attitudes to school and self-rated academic performance. It was predicted that positive attitudes to school and high self-rated academic performance as reported by adolescents will be significantly related to high levels of warm parenting style as reported by	Participants included 347 students in Years 9 and 10 attending three Catholic high schools in the Illawarra region of New South Wales, Australia.	Variables included the student questionnaire (Junior Eysenck Personality Questionnaire, Agreeableness (A) and Conscientiousness (C) measure, attitudes to school and self-rated academic performance measure, and self-reported biographical information) and parent questionnaire (Conscientiousness and Psychoticism measure, parenting styles questionnaire, and self-reported biographical information).	The general linear model (GLM; MANOVA) was used.	The major predictors of teenagers' school attitudes were their levels of psychoticism and conscientiousness, each explaining in excess of 13% of the unique variance and with power estimates in excess of .86. The primary predictors of adolescents' self-rated academic performance were parental rather than adolescent characteristics, although their effects can at best be described as moderate.	Findings from this study elucidate that self-rated academic performance was found to be best predicted by father's conscientiousness and father's low scores on the harsh parenting measure. In addition, mother's conscientiousness and warm parenting were found to be important, but these effects were tempered by the sex of the teenager. Higher levels of conscientiousness among mothers was found to have a greater impact on the self-rated academic performance of girls, while the	"These studies are agreed that qualities such as being persistent, purposeful, and well-organized facilitate a positive attitude to school, while Eysenckian Psychoticism acts as a significant impediment to more favorable and tender-minded school attitudes." "This would suggest that many of the qualities of Conscientiousness such as persistence, self-deliberation, and dutifulness to mention just a few, may be passed from parents to children through social learning and by example."

		parents, and to low levels of harsh parenting style as reported by parents.					effect of mother's warm parenting style appeared more pronounced for boys than girls.	

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Hofer, J., Busch, H., Bender, M., & Hagemeyer, B. (2010). Arousal of achievement motivation among student samples in three different cultural contexts: self and social standards of evaluation.	Peer Reviewed Article. Journal of Cross-Cultural Psychology.	This study explored the motivational processes in three (Camaroon, China, Germany) student samples from cultural backgrounds characterized by divergent prevalent modes of self-construal.	Analyses were conducted with a Camaroonian sample of 190 students, Chinese sample of 149 students, and 143 German students.	Participants were randomly assigned to three study groups that differed in the type of instructions that were given for the TAT-type story test.	Hypotheses were tested by analysis of variance.	The total number of words ranged from 187 to 774 (M = 440.0, SD = 127.1). Study groups did not differ in protocol length. As the number of motive imageries was significantly correlated with protocol length (r = .20 for n Achievement, r = .19 for HS, and r = .23 for FF, $p < .01$), overall motive scores were calculated in terms of images per 1,000 words (corrected motive scores; see Winter, 1994).	HS and FF were relatively independent from each other within all cultural groups. Furthermore, a pronounced overlap between HS and n Achievement could be verified regardless of students' cultural origin and group assignment.	"Differences in motive arousability and realization are to be expected not only between cultures but also within cultures."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Imran, H., (2013). Self-esteem manifestation in students with high and low academic achievement.	Peer Reviewed Article. Pakistan Journal of Psychology.	This study examined the relationship between self esteem and academic achievement by comparing academically high and low achievers on the various domains and over all self esteem as well.	Participants included 512 randomly selected school/ college going adolescents between ages of 13 to 18 years old.	Youth were interviewed and assessed through Pakistani version of Adolescent form of Culture Free Self Esteem Inventories-3 (CFSEI-3; Imran & Ahmad, 2011), originally developed by Battle in 2002.	t-tests were computed to investigate the difference on the specific domain and overall self-esteem among high and low academic achievement groups.	Statistics indicate: Personal [t (349)= 5.117, p=.001]; Social [(t (349)= 3.137, p=.002]; Academic[(t (349)= 2.024, p=.004]; General [t (349)= 5.117, p=.001]; Parent/home related [t (349)= 3.302, p=.001]; and overall self esteem [t (349) = 5.225, p=.001].	Findings suggest a linear relationship between academic achievement and self-reported self-esteem, such that lower achievers reported lower self-esteem while high achievers reported high self-esteem on measures of personal, academic, and overall self-esteem. The high achievement group was correlated to all domains of self-esteem.	N/A

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Laursen, B., Coy, K. C., & Collins, W. (1998). Reconsidering changes in parent-child conflict across	Peer Reviewed Article. Child Development.	This meta-analysis sought to determine if parent-child conflict changes across developmental ages, and to determine if	Previous research studies	N/A	Meta-analysis.	This study revealed that there are in fact developmental changes in parent-child conflict. These effects tend to be linear.	This study shows that conflict rates decrease with adolescent age, and conflict affect increases adolescent age and pubertal	"The conclusion that disagreements between parents and children become less frequent, but more unpleasant across

adolescence: A meta-analysis.		there is a linear or curvi-linear trajectory to conflict in these relationships					maturation.	adolescent suggests that reconsider the patterns of change in parent-adolescent conflict we should also reconsider the mechanisms through which parent-adolescent relationships are transformed and role conflict plays in these relationship alterations."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Lee, Jaekyung & Wong, Kenneth K. (2004). The impact of accountability on racial and socioeconomic equity: Considering both School resources and achievement outcomes.	Peer Reviewed Article. American Educational Research Journal.	This study aimed to show that the policies implemented that put accountability on the schools and teachers were not working in decreasing the gap in student achievement and instead widened it. Certain policies have been put into place in order to resolve the achievement gap seen between	The study sample combined data from state policy surveys, F-33, SASS, and NAEP, the article shows that during the 1990s, the states did not address racial and socioeconomic disparities in school resources.	Included a figure showing the analytical framework of the study, tables showing different factors of accountability and as it affects math achievement, student expenditures, class size, a figure showing trends in white-black achievement gap, among other tables	This was a quantitative study done to show the correlation between different factors of accountability and achievement, specifically in math.	The study found that although many other studies claimed that accountability policies widened the gap in achievement between students of different SES, in reality there was no negative effect shown between accountability and the achievement gap of low income, minority	Because of the results, this article might not be directly useful to the research. At the same time, however, it could be useful in stressing that past policies of accountability have not improved student achievement and have not been very beneficial. Future policies should take into	"It appears that state activism in accountability policy did not bring about any significant improvements in key educational resources, including per-pupil expenditures, class size, and qualified teachers" (p. 821).

		students. These policies focused on putting the accountability of achievement on the schools, the teachers, and the students themselves. What these policies don't take into consideration is the effect that SES has on students and by putting responsibility on schools and students to perform, these policies further widen the gap.		showing multiple achievement variables.		students and that the policies did not widen the gap.	consideration SES and other factors when implementing policies.	

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Marks, Gary Neil. (2008). Are father's or mother's socioeconomic characteristics more important influences on student performance? Recent international evidence.	Peer Reviewed Article. Social Indicators Research.	This study explored if there is a difference between the effect that fathers have on their student's achievement and of mothers based on SES factors. In order to understand the effect that SES has on a student's achievement, one must first	The study compares the influence of father's and mother's education and occupation on student performance in literacy and numeracy using data from 30 countries. The indicators of achievement are divided into parents'	The study used several tables showing the difference in regards to each factor of SES between all the countries that were included and divided further into achievement in reading and in math.	This is a quantitative study that used statistical data to study the correlation between different factors of SES in parents. Its main approach was to see whether or not there is a difference between parents' SES and their correlation to	Concluded that fathers have a stronger impact on children's achievement but this difference is clearly seen in the differences in occupation. Whereas the mother's occupation does not necessarily have a vast impact on student's achievement	It would definitely be helpful in explaining the different roles that each parent has in regards to parental involvement. Perhaps can be an explanation of why certain amount of success in parental involvement comes from a	"In many countries, father's occupational status has a greater impact on student achievement than mother's occupational status whereas the converse tends to be true for parental education." (p. 303).

		understand the specific impact that each parent has on the student.	education, occupation, and socioeconomic characteristics.		student achievement.	because of the mother's ability to replace occupational skills with life skills, the father's occupation has a big impact on the achievement of the child	certain SES of a certain	"In addition, the fact that this study was done internationally and across several countries gives us an insight into how the United States compares with other countries and if the same SES factors influence other countries similarly. However, if the research is focused solely on the United States, these findings might not be useful."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Mo, Y., & Singh, K. (2008). Parents' relationships and involvement: effects on students' school engagement and performance.	Peer Reviewed Article. Research In Middle Level Education Online.	This study explored the importance of parent involvement in adolescents' education has been identified repeatedly as a critical factor contributing to students' school attainment (Henderson & Berla, 1996; Kellaghan, Sloane, Alvarez,	The data was accessed from the National Longitudinal Study of Adolescent Health (Add Health), a nationally representative study that explores the causes of educational and social behaviors of adolescents in grades 7 through	Table 1: Parents' Relationship and Involvement Factors. Table 2: Item and Descriptive Statistics for Scales. Table 3: Item Descriptive and Correlation Wave I (N = 1235). Table 4: Direct, Indirect, and Total Effects on School Performance (N = 1,235). Table	National Longitudinal Study of Adolescent Health (Add Health), a nationally representative study that explores the causes of educational and social behaviors of adolescents in grades 7 through 12 and their outcomes in	The study concluded that both parents' relationship and involvement, and students' school engagement had significant effects on students' school performance. Since all path coefficients were positive, highly involved parents would motivate	The study examined an important topic of relationship of parental involvement to school engagement and achievement of adolescents. Despite the common myths about adolescents pulling away from their families and not	"Generally, the parental involvement in school decreases as the students move to higher grades in school, but both parents and schools need to be aware that parental involvement during middle school years will have positive effects on students' school

		& Bloom, 1993). Parental engagement is the proactive involvement of parents in a student's education. This involvement is initiated by the parents as part of their responsibility for children's psychosocial and educational development and is likely to influence students' educational engagement and performance. They had hypothesized that the three constructs reflecting parents' involvement were correlated and had direct effects on three students' school engagement. constructs and school performance. In turn, three engagement constructs also directly affected school performance. This means there	12 and their outcomes in young adulthood. Only Wave I data from 7-8 graders for this study (N = 1,971).	5: Tests of Between-Subjects Effects.	young adulthood.	their children to higher engagement in their academic work, and in turn, the students' engagement in school will lead to higher achievement.	wanting their parents' involvement in school-related activities, the research results support the important role parents continue to play in their children's school engagement and learning during middle school years. The study has implications for practice and supports the importance of structures that would facilitate parental involvement in their children's school.	engagement as well as on their school performance. This study explored two important and related questions about the effects of the various forms of parental involvement on various forms of school engagement and the effect of the forms of parental involvement on school performance as measured by grades. Based on nationally representative samples, this study provides strong support in favor of parents' continued support and involvement in school. Students whose parents stay connected to their children and schools are likely to have higher school engagement and better performance."

		were three exogenous variables (parental involvement in school, parent-child relationship, and parents' aspiration) and four endogenous variables (students' behavioral, emotional, cognitive engagement and school performance). Since not all paths were significant, they deleted these paths one by one sequentially to arrive at a more parsimonious model. Furthermore, they followed the suggested modifications in the model, adding reasonable new paths until all fit indices were in the acceptable range (Bollen, 1989).						

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Pullmann, H., & Allik, J., (2008) Relations of academic and general self-esteem to school achievement.	Peer Reviewed Article. Personality and Individual Differences.	The main objective of this study was to demonstrate a multidimensional character of self-concept by showing reciprocation between general and academic self-esteem in their joint prediction of school achievement.	Participants included 4572 Estonian students and university applicants.	This study measured 3 variables. Academic achievement was measured through the Grade Point Average. Academic self-esteem was measured on the 7-item scale (*AcSES*). General self-esteem was measured by the Estonian version of the Rosenberg Self-Esteem Scale.	Regression analyses and mediation model.	Statistical findings show the university applicants had statistically significantly higher *GPA* than secondary school leavers ($d = .69$, $p < .001$). Across all samples, girls had higher *GPA* than boys [$m = 4.17$ vs. 3.82, respectively; $t(4600) = 19.66$, $p < .001$] and this advantage of girls remained in each study group.	Findings from this study show that although academic self-esteem systematically and accurately predicts school achievement, students' opinions about their general self-worth also have some associations with academic accomplishments: After elementary school, students with lower general self-esteem are more likely to be academically successful when their self-rated academic self-esteem is taken into account.	"It is logical to expect that students with low and perhaps medium academic performance and self-esteem use this self-protecting strategy. Indeed, among students with low academic self-esteem across the whole academic time span from elementary school to university studies the relationship between general self-esteem and academic outcomes is negative: those who received slightly lower grades had relatively higher opinion about their general self-worth."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Robinson, J., &	Peer Reviewed	The article hopes	Correlation	This was a study	This is a	The study found	It can ultimately	"Participants

Biran, M. (September, 2006). Discovering Self: Relationships Between African Identity and Academic Achievement.	Article. Journal of Black Studies	to show that African American individuals who feel more responsibility towards their African American community and embrace their roots in a positive way actually tend to do better in school and have higher levels of achievement.	analyses, using data from 96 Black high school students, indicated multiple connections between these factors.	done of 96 participants. 40 high school recent graduates and current students, and 56 college recent graduates and current students. In the study, the participants were given a questionnaire packet with different types of questionnaires and a self-reporting packet. Included tables of the results.	quantitative study that used the means, standard deviations, and sample sizes to analyze the answers given on the questionnaires.	that African American individuals who did not exert efforts to excel academically were positively influenced by feeling responsible for their community. In other words, the GPA of lower performing students was increased with increased feeling of responsibility towards their own community. In contrast, those African American individuals who did exert efforts to excel academically were negatively influenced by feeling increased responsibility towards their community. This may have been due to fact that high achieving students spent more time on their community and less time on their studies.	show that positive involvement with the African American student from the parents' side can lead to higher achievement. That is, if the positive aspects of the African American community are instilled into the low-performing African American student, the student's achievement might be improved.	who chose to remain in school for a longer period than others (YEAR) felt more responsible for the welfare of other in the Black Community (CVQ) and exerted more effort to excel in school (AEQ)" (p. 65). "Women were shown to exert more efforts to excel academically, obtain higher HGPAs, remain in school for longer periods of time, and feel more responsible for their community than me. These findings can be attributed to a number of factors, including amount of gender-specific obstacles present in the way of academic success" (p. 66).

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Sirin, R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research.	Peer Reviewed Article. Review of Educational Research.	This study aimed to test the correlation between SES and achievement and show that SES actually has a significant impact on student achievement. Second, to see whether or not the correlation found in White's meta-analysis conducted in 1982 has changed. Although a medium to strong correlation between SES and achievement has been found, there is a lot of variance between what kind of SES factors affect achievement more than others. Therefore, more benefit can be found in breaking up SES into different components.	The study used a variety of different articles but mainly focuses on research done by White in 1982 about the same meta-analysis.	Meta-analysis of previous research	This specific article is a study done to replicate the study done by White in 1982 in order to show variations after 20 years. It is mainly a quantitative study which uses correlation coefficients and other statistical tools to identify the correlation between several indicators of SES.	There were several important results. First, in comparison to White's study, the correlation between SES and student achievement has decreased. Second, unlike White's study, the correlation between SES and student achievement seems to increase by grade level, with the exception of high school at which point the correlation decreases.	The study found that there are many indicators of SES which affect student achievement and that SES as a whole is not the most effective measure. Other findings: the correlation between SES and achievement was stronger for white students than for minority students and as more minority students were included in the study, the correlation between the two decreased even more. The correlation between the same two factors was higher when the study focused on schools and not individuals.	"Many researchers use SES and social class interchangeable, without any rationale or clarification, to refer to social and economic characteristics of students (Ensminger & Fothergill, 2003). In general terms, however, SES describes an individual's or family's ranking on a hierarchy according to access to or control over some combination of valued commodities such as wealth, power, and social status (Mueller & Parcel, 1981)." "Family SES sets the stage for students' academic performance both by directly providing resources at

								home and by indirectly providing the social capital that is necessary to succeed in school (Coleman, 1988)."

Author, Year, Title	Publication Type	Objectives/ Hypotheses	Sample	Variables/ Instruments	Research Design	Results/ Statistics	Major Findings	Quotations
Wiggan, Greg. (2007). Race, school achievement, and educational inequality: toward a student-based inquiry perspective.	Peer Reviewed Article. Review of Educational Research.	The article explored policies, such as No Child Left Behind, promoting accountability of students through standardized tests do not take into account SES factors that affect students differently. Ultimately, it is trying to show that minorities do not get the same resources as Whites and are not on the same level socially but are expected to perform on the same level. In addition, the article stresses student-based inquiry research which would	The article addresses the strengths and limitations of the existing body of work and concludes with directions toward a student-based inquiry approach to achievement research aimed at filling in some of the missing information in the literature.	The article uses a collection of sources from many past articles to explain the history of how achievement was defined and what factors contributed to the achievement of a student.	The article is a literature review which focuses on five factors that determine student achievement and a conclusive statement which suggests that future researches should use student-based inquiry methods.	Since this article is a literature review, there were no original findings but just the findings of previous researches. However, the article did include a proposal to move towards student-based inquiry research which would be research done from the perspective of the student. Most policies and research don't take into account what the student has to say or what the student actually feels about the current situation at his/her school. Administration	Since the article claims that research should be done from the point of view of the student, perhaps a better research method would be to actually see what students have to say in regard to how SES affects their own achievement instead of relying on previous research and education officials. It also reaffirms the idea that SES is the main factor in determining student achievement.	"The class-and-culture explanation presumes that the achievement gap is present even before students begin formal schooling because of limitations in their home environment (West, Denton, & Reany, 2000)." (Page 315). "Despite the volume of research on achievement, there have been relatively few studies specifically addressing how students themselves define

		take into consideration what students feel about the school system and not what administrations say the students feel.				ultimately decide what they think the students feel and make policies based on that. In addition, the article promotes using the differential treatment of students as the best indicator of student achievement. The differential treatment of students refers to how minorities get less resources, are put into poorer schools in poorer neighborhoods, and do not get the social and financial capital that Whites get. But at the same time, these accountability policies such as No Child Left Behind expect everyone to abide to the same standard, without regard to what SES the student came from.		achievement, as well as what students do, feel, and think about in school (LeCompte & Preissle, 1992). In research involving students, students' voices are forced to the margin of the achievement debate, whereas metanarratives, or grand narratives, are at the center of explanations for low achievement levels." (Pgs: 323-324). "According to the oppositional identity perspective, Black students are alienated from school both because of their social status and because of the existence of a perceived job ceiling for Black workers (Ogbu, 1988)." (Page 319).

References

Aldous, J. (2006) Family, ethnicity, and immigrant youths' educational achievements. *Journal of Family Issues, 27*, 1633-1667. doi: 10.1177/0192513X06292419

Barber, J. G., & Delfabbro, P. (2000). Predictors of adolescent adjustment: parent-peer relationships and parent-child conflict. *Child & Adolescent Social Work Journal, 17*(4), 275-288. Retrieved from: http://link.springer.com/article/10.1023%2FA%3A1007546023135

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, *11*, 56-95. doi:10.1177/0272431691111004

Bulanda, R., & Majumdar, D., (2009). Perceived parent-child relations and adolescent self-esteem. *Journal of Child and Family Studies, 18*, 203-212. Retrieved from: http://link.springer.com/article/10.1007%2Fs10826-008-9220-3

Burt, S. A., Krueger, R. F., McGue, M., & Iacono, W. (2003). Parent–child conflict and the comorbidity among childhood externalizing disorders. *Archives of General Psychiatry, 60*, 505–513. Retrieved from: http://www.ncbi.nlm.nih.gov/pubmed/12742872

Campbell, J., & Verna, M. (2007). Effective parental influence: Academic home climate linked to children's achievement, educational research and evaluation. *An International Journal on Theory and Practice, 13*(6), 501-519. doi:10.1080/13803610701785949

Carranza, F., You, S., Chhuon, V., & Hudley, C., (2009). Mexican-American adolescents' academic achievement and aspirations: The role of perceived parental educational involvement, acculturation, and self-esteem. *Adolescence, 44*(174), 313-333. Retrieved from: http://www.ncbi.nlm.nih.gov/pubmed/19764269

Crosnoe, R., & Huston, A. C. (2007). Socioeconomic status, schooling, and the developmental trajectories of adolescents. *Developmental Psychology, 43*(5), 1097-1110. Retrieved from: http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=2007-12595-004

Covington, M, (2000). Intrinsic versus extrinsic motivation in schools: A reconciliation. *Current Directions in Psychological Science, 9*(1), 22-25. Retrieved from: http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/covington00.pdf

Dalun, Z., Hsien-Yuan, H., Oi-man, K., Benz, M., & Bowman-Perrott, L. (2011). The impact of basic-level parent engagements on student achievement: Patterns associated with race/ethnicity and socioeconomic status (SES). *Journal of Disability Policy Studies*, *22*(1), 28–39. doi:10.1177/1044207310394447

De Los Reyes, A., Thomas, S., Swan, A., Ehrlich, K., Reynolds, E., Suarez, L., Dougherty, L., MacPherson, L., Pabón, S. (2012). "It depends on what you mean by 'disagree'": Differences between parent and child perceptions of parent-child conflict. *Journal of Psychopathology and Behavioral Assessment, 34*(3), 293-307. Retrieved from: http://link.springer.com/article/10.1007%2Fs10862-012-9288-3

Dotterer, M., Hoffman, L., Crouter, C., & McHale, M. (2007). A longitudinal examination of the bidirectional links between academic achievement and parent-adolescent conflict.

Journal of Family Issues, 29(6), 762-770. doi:10.1177/0192513X07309454

Drukker, M., Feron, M., Mengelers, R., & Van Os, J. (2008). Neighborhood socioeconomic and social factors and school achievement in boys and girls. The Journal of Early *Adolescence, 29*(2), 285-306. doi:10.1177/0272431608320124

Evans, G., & Rosenbaum, J. (2008). Self-regulation and the income-achievement gap. *Early Childhood Research Quarterly, 23*(4), 504-514. doi:10.1016/j.ecresq.2008.07.002

Farrell, A. D., & White, K. S. (1998). Peer influences and drug use among urban adolescents: Family structure and parent–adolescent relationship as protective factors. *Journal Of Consulting And Clinical Psychology, 66*(2), 248-258. doi:10.1037/0022-006X.66.2.248

Froiland, J., Peterson, A., & Davison, M. L. (2013). The long-term effects of early parent involvement and parent expectation in the USA. *School Psychology International, 34*(1), 33-50. doi:10.1177/0143034312454361

Fuligni, A. J. (1998). Authority, autonomy, and parent–adolescent conflict and cohesion: A study of adolescents from Mexican, Chinese, Filipino, and European backgrounds. *Developmental Psychology, 34*(4), 782-792. doi:10.1037/0012-1649.34.4.782

Gottfied, A., Fleming, F., & Gottfried, A. (2001). Continuity of academic intrinsic motivation from childhood through late adolescence: A longitudinal study. *Journal of Educational Psychology, 93*(1), 3-13. doi:10.1037/0022-0663.93.1.3

Graves Jr., S. L., & Brown Wright, L. (2011). Parent involvement at school entry: A national examination of group differences and achievement. *School Psychology International, 32*(1), 35-48. doi:10.1177/0143034310396611

Heaven, P., & Newbury, K. (2004). Relationships between adolescent and parental characteristics and adolescents' attitudes to school and self-rated academic performance. *Australian Journal of Psychology, 56*(3), 173-180. doi:10.1080/00049530412331283327

Hofer, J., Busch, H., Bender, M., & Hagemeyer, B. (2010). Arousal of achievement motivation among student samples in three different cultural contexts: self and social standards of evaluation. *Journal of Cross-Cultural Psychology, 41*(5), 758-775. doi:10.1177/0022022110375160

Imran, H., (2013). Self-esteem manifestation in students with high and low academic achievement. *Pakistan Journal of Psychology, 44*(2), 53-67.

Laursen, B., Coy, K. C., & Collins, W. (1998). Reconsidering changes in parent-child conflict across adolescence: A meta-analysis. *Child Development, 69*(3), 817. Retrieved from: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2730212/

Lee, Jaekyung & Wong, Kenneth K. (2004). The impact of accountability on racial and socioeconomic equity: Considering both School resources and achievement outcomes. *American Educational Research Journal, 41*(4), 797-832. doi:10.3102/00028312041004797

Marks, Gary Neil. (2008). Are father's or mother's socioeconomic characteristics more important influences on student performance? Recent international evidence. *Social Indicators Research, 85*(2), 293-309. doi:0.1007/s11205-007-9132-4

Mo, Y., & Singh, K. (2008). Parents' relationships and involvement: effects on students' school engagement and performance. *Research In Middle Level Education Online, 31*(10), 1-11. doi:10.1080/19404476.2008.11462053

Parker, J., & Benson, M. (2004). Parent-adolescent relations and adolescent functioning: self-esteem, substance abuse, and delinquency. *Adolescence, 39*(155), 519-530. Retrieved from: http://www.ncbi.nlm.nih.gov/pubmed/15673227

Pullmann, H., & Allik, J., (2008) Relations of academic and general self-esteem to school achievement. *Personality and Individual Differences, 45*, 559-564. doi:10.1016/j.paid.2008.06.017

Robinson, J., & Biran, M. (2006). Discovering Self: Relationships Between African Identity and Academic Achievement. *Journal of Black Studies, 37(1),* 46-68. doi:10.1177/0021934704273149

Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research, 75*(3), 417-453. doi:10.3102/00346543075003417

Wiggan, Greg. (2007). Race, school achievement, and educational inequality: Toward a student-based inquiry perspective. *Review of Educational Research, 77*(3), 310-333. doi:10.3102/003465430303947

APPENDIX B

IRB Letter of Approval

IRB Letter of Approval

March 23, 2015

Alea Baron

Protocol #: P0215D01
Project Title: How Parent-Child Agreement on Self-Esteem Effects Academic Achievement in Low SES Communities

Dear Ms. Baron:

Thank you for submitting your application, *How Parent-Child Agreement on Self-Esteem Effects Academic Achievement in Low SES Communities,* for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Ho have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of*

Human Participants in Research: Policies and Procedures Manual (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Kevin Collins, Manager of the Institutional Review Board (IRB) at gpsirb@peppderdine.edu. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives Mr. Brett Leach,

Compliance Attorney

Dr. Judy Ho, Faculty Advisor