Chapter – II

Reviews of Related Literature
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2.1 Introduction

2.2 Studies on Parenting Styles

2.3 Studies on Parental Involvement
The objectives of this study are to determine the role parent’s education, socio-economic status and area on the development of specific parenting style and the level of parental involvement. Other objectives are to find out correlation between particular parenting style and parental involvement and to find out the effect of various parenting styles and parental involvement on children’s academic performance.

Review of the related literature allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. (Govind P.V., 2012) It serves the following specific objectives:

- To enable the researcher to define the limits of his field. Reviews help the researcher the limit and delimit & define his problem. To use an analogy given by Ary et al. (1972) a researcher might say. “The work of A, B and c has discovered this much about my questions; the investigations of D have added this much to our knowledge I propose to go beyond D’s work I the following manner.” The knowledge of related literature makes the researcher up-to-date on the work which others have done. It enables him to state the objectives clearly and concisely.
- To avoid unfruitful and useless problem areas: Sub-beading the researcher can select those areas in which positive findings are very likely to result and his endeavors would likely to add to the knowledge in a meaningful way.
- To avoid unintentional duplication of well established findings: Sub-beading it in no to duplicate a study when the stability and
validity of its results have been clearly established. Review helps to achieve purpose.

- To give an understanding of the research methodologies: Sub-beading reviews refer to the way study is being conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The related literature provides insight into statistical methods through which validity of results is to be established.

- To know previous recommendations: Sub-beading the final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for the further research which they have listed in their studies.

2.2 Studies on Parenting Style

Kaufmann et al. (2000) examined the relationship between authoritative and authoritarian parenting styles and socio-emotional adjustment in elementary school children as reported from the parents’ perspective. Mothers of first through fifth graders provided information about parenting style as well as children’s competencies and problem behaviors. Teachers provided ratings of children’s adjustment for a subset of the participants. Results indicated that authoritative parenting was associated negatively with parent- and teacher-rated maladaptive behavior, and positively with indicators of healthy adjustment. Correlations between authoritarian parenting and adjustment were either small or non-significant. Regression analyses indicated that authoritative parenting was more predictive of children’s competence than maladaptation (22% versus 10% of variance). The effects of parenting style on adjustment were not moderated by demographic variables, such as the child’s gender, grade level, ethnicity, and family income.
Chandola and Bhanot (2008) conducted a study in Kumarganj, Faizabad District of Eastern Uttar Pradesh (India). The purpose of the study was to assess the parenting style, the adjustment pattern and find the relationship between parenting style and adjustment of high school children. One hundred twenty high school children (60 girls and 60 boys) of age (15-17 years) comprised the sample of the study. Parenting scale and the adjustment inventory was administered to each high school children. Data was analyzed in terms of percentage, chi-square ($\chi^2$) and coefficient of contingency (c). Statistical analysis revealed that there exist significant relationship between parenting style and adjustment of high school children. The children with low parenting had more unsatisfactory adjustment than children with high parenting.

Topham et al. (2010) tested the moderating influence of two risk factors, maternal depression and socio-economic status (SES), on the association between authoritarian and permissive parenting styles and child obesity. Designs of the research were co relational, cross-sectional study. Parenting style was measured with the Parenting Styles and Dimensions Questionnaire (PSDQ). Maternal depression was measured using the Center for Epidemiologic Studies Depression Scale (CES- D). BMI-for-age percentile was used to categorize children by weight status (children with BMI-for-age $95\text{th}$ percentile were classified as obese). SES was computed from parent education and occupational status using the four-factor Hollingshead index. The research was set up in rural public schools in a mid-western state in the USA. One hundred and seventy-six mothers of first-grade children (ninety-one boys, eighty-five girls) enrolled in rural public schools. Both maternal depression and SES were found to moderate the permissive parenting style/child obesity association, but not the authoritarian/child obesity association. For
depressed mothers, but not for non-depressed mothers, more permissive parenting was predictive of child obesity. Similarly more permissive parenting was predictive of child obesity among higher SES mothers, but not for lower SES mothers. Conclusions: Maternal depression and SES interact with permissive parenting style to predict child obesity. Future research should examine the relationship among these variables using a longitudinal design.

Price-Evans and Field (2008) found that parenting styles are associated with anxiety in children. Part of this association can be explained by how parenting interacts with known pathways to anxiety. Although parenting interacts with the verbal threat information pathway to create anxiogenic cognitions in children, it is not known whether parenting styles mediate the physiological component of the anxiety emotion. An experiment is reported in which 6–10-year-old children (N = 54) completed parenting styles, and anxiety beliefs questionnaires. They were then given threat, positive or no verbal information about three novel animals before being asked to place their hands in boxes they believed these animals inhabited. Their average heart rate during the approach was recorded. The results suggest that a neglectful maternal parenting style mediates the effect that verbal threat information has on physiological responses. However, a punitive maternal parenting style, maternal warmth, overprotection, and accurate monitoring were not found to have a significant effect. Paternal parenting styles were not found to have any significant effect. This experiment adds to the existing evidence demonstrating that parenting practices can mediate components of acquired anxiety emotions.

K. E. Cramer (2002) investigated relationships between family stress processes and children’s development as part of a larger,
longitudinal project investigating. The purpose of the study was to examine the relationship between authoritarian, permissive, and authoritative parenting styles and children’s classroom motivation as measured by child interviews and teacher perceptions. The population of this study included 281 first and third grade students and their parents in a mid-sized Southern city. Parenting styles data for this study were collected via mailed questionnaires consisting of the Primary Caregivers Practices Report (Robinson et al., 1995) and questions used to obtain demographic information. Motivation data were collected via child interviews using the Self-Report Scale of Intrinsic versus Extrinsic Motivation in the Classroom and the Teacher-Report Scale of Intrinsic versus Extrinsic Motivation in the Classroom, which was given to teachers to complete. Correlation analyses were performed to determine which demographic characteristics should be used as control variables. Regression analyses were performed to examine the relationship between parenting styles and children’s classroom motivation. In general, the results of the current study did not support the researcher’s expectations that the authoritative parenting style would be positively related to children’s intrinsic motivation and authoritarian and permissive parenting styles would be negatively related to children’s intrinsic motivation. The results were inconclusive. As expected by the researcher, mothers’ authoritative parenting was found to be positively related to first graders’ mastery motivation, fathers’ authoritarian parenting was found to be negatively related to first graders’ mastery motivation, and mothers’ permissive parenting was negatively related to teachers’ perceptions of children’s classroom motivation. Contrary to the researcher’s expectations, fathers’ authoritarian parenting was found to be positively related to third graders’ mastery motivation and teachers’ perceptions of children’s classroom motivation.
J. Lee, Yu and Choi (2011) examined the effects of parental acceptance, psychological control, and behavioral control on children’s school adjustment and academic achievement, as well as the possible mediation effect of children’s self-regulation in those processes. To do so, we examined 388 upper-level elementary school students (mean age = 11.38 years) in South Korea. In addition, the study examined whether the influences of parental psychological and behavioral control on children’s school outcomes were consistent between Western and East Asian cultures. Children reported on perceived parental acceptance, psychological control, behavioral control, self-regulation, and their own school adjustment and academic achievement. The results showed that parental acceptance, psychological control, and behavioral control were not directly related to children’s school outcomes. Parental acceptance and behavioral control indirectly influenced the children’s school outcomes but were mediated by the children’s self-regulation. However, the mediation effect of self-regulation between psychological control and children’s school outcomes was not statistically significant. These results suggested that children’s self-regulation plays a more significant role vis-à-vis children’s school outcomes than the direct effects of parenting and that parental psychological control did not have a negative effect on South Korean children’s school outcomes.

Eisenberg, Chang, and Ma (2009) examined the relations of authoritative parenting and corporal punishment to Chinese first and second graders’ effortful control (EC), impulsivity, ego resilience, and maladjustment, as well as mediating relations. A parent and teacher reported on children’s EC, impulsivity, and ego resilience; parents reported on children’s internalizing symptoms and their own parenting, and teachers and peers reported on children’s externalizing symptoms.
Authoritative parenting and low corporal punishment predicted high EC, and EC mediated the relation between parenting and externalizing problems. In addition, impulsivity mediated the relation of corporal punishment to externalizing problems. The relation of parenting to children’s ego resilience was mediated by EC and/or impulsivity, and ego resilience mediated the relations of EC and impulsivity to internalizing problems.

Piko and Balázs (2012) reported that among factors predicting adolescent mood problems, certain aspects of the parent–adolescent relationship play an important role. In previous studies, children whose parents had an authoritative style of parenting reported the best behavioral and psychological outcomes. Therefore, the main goal of this paper was to investigate the role of authoritative parenting style and other family variables (negative family interactions and positive identification with parents) in adolescents’ depressive symptomatology. The study was carried out in all primary and secondary schools in Mako and the surrounding region in Hungary in the spring of 2010, students of grades 7–12 (N = 2,072): 49.2% of the sample were males; 38.1% primary school pupils; and 61.9% high school students. Self-administered questionnaires contained items of measuring depressive symptoms (CDI) and parental variables beyond sociodemographics. Beyond descriptive statistics and calculation of correlation coefficients, multiple linear regression analyses were applied to detect relationships between parental variables and depressive scores by gender. Overall; our data support a negative association between authoritative parenting style and adolescent mood problems, particularly among girls. Among boys, only mother’s responsiveness was a significant predictor. Among girls, father’s parenting played a decisive role; not only his responsiveness but also
demandingness. Interestingly, mother’s demandingness went together with an elevated depressive score for girls. Prevention programs cannot guarantee success without taking into account the role of parents. Teaching positive parenting seems to be a part of these prevention programs that may include facilitating intimate yet autonomous relationships.

Rothrauff, Cooney and An (2009) investigated that authoritative parenting is the parenting style often associated with positive outcomes for children and adolescents. This study considers whether remembered parenting styles in childhood predict multiple dimensions of functioning in adulthood. 1995 National Survey of Midlife Development in the United States data set (N = 2,232) to assess the association between parenting behaviors remembered from childhood—classified as authoritative, authoritarian, indulgent, and uninvolved—and psychological well-being, depressive symptoms, and substance abuse, in a subsample of mid- and later-life adults. Differences in outcomes by sex, race, and childhood socioeconomic status were also examined across parenting styles. Adults who remembered authoritative compared with authoritarian and uninvolved parents reported greater psychological well-being and fewer depressive symptoms, and those with uninvolved parents noted greater substance abuse. No outcome differences were found between remembered authoritative and indulgent parenting styles. A few sex and race interactions were identified: Authoritative parenting (compared with uninvolved) was more strongly associated with men’s psychological well-being than women’s, and authoritative parenting (compared with authoritarian) predicted reduced depressive symptoms for Whites more than non-Whites. There is some support that remembered parenting styles continue to be related to functioning across the lifespan. There is also
evidence of resiliency, flexibility, and malleability in human development.

Sawalha (2012) investigated the relationship of parenting styles to neurotic behaviors among a sample of 586 adolescents. Results indicated that there were statistically significant differences in the parenting styles. And there were statistically significant differences in the strength of these relationships due to gender, with the exception of the parenting styles: Fathers' permissive and mothers' permissive. Furthermore, there were statistically significant differences in the neurotic behaviors. And the strength of these relationships is affected by gender, with the exception of the dimension: Fears, psychosomatic disorders and hysteria. With respect to the parenting styles predicting anxiety, it was found that for males, the predictive parenting styles were: Mother's authoritative parenting style. For females, the predictive styles were: Not predicting, respectively. Regarding the parenting styles predicting fears, it was found that for males, the predictive styles were: Father's authoritarian parenting style, father's permissive parenting style and mother's permissive parenting style. For females, the predictive styles were: Not predicting. Regarding the parenting styles predicting psychosomatic disorders, it was found that for males, the predictive styles were: Father's authoritative parenting style and mother's permissive parenting style. For females, the predictive styles were: Mother's permissive parenting style. Regarding the parenting styles predicting obsessive-compulsive, it was found that for males, the predictive styles were: Mother's authoritative parenting style and mother's permissive parenting style. For females, the predictive styles were: Father's permissive parenting style and father's authoritative parenting style. Regarding the parenting styles predicting depression, it was found that for males, the predictive styles were: Father's permissive parenting styles.
style and mother's authoritarian parenting style. For females, the predictive styles were: Father's authoritative parenting style and mother's permissive parenting style. Finally, regarding the parenting styles predicting hysteria, it was found that for males, the predictive styles were: Father's authoritative parenting style. For females, the predictive styles were: Father's authoritative parenting style.

Zervides (2007) investigated generational changes in parenting styles and the effect of culture by means of a cross cultural comparison of Greek-Australians and Anglo-Australians. The community based sample of parents comprised 34 Anglo-Australians (M=45.74 SD=7.28) and 31 Greek-Australians (M=42.65 years, SD=4.85) who completed a series of self years, report questionnaires about their own parenting style and that of their parents. The Greek-Australians reported that their parents utilized an authoritarian child rearing style in the upbringing of their children significantly more than did their Anglo-Australian counterparts. However both second generation Greek-Australian parents and their Anglo-Australian counterparts reported that they were significantly more authoritative parents than were the previous generation of parents. Results also indicated that males from both generations were likely to display a more authoritarian parenting style than females; and that females from both generations were likely to display a more authoritative parenting style than males. However males from either generation did not have a more permissive style of parenting than females. A generational change in parenting styles towards a more lenient and democratic style may have occurred, but rather than being culturally biased, results suggested that this reflected an overall authoritative child rearing style.

Keshavarz & Baharudin (2012) examined the moderating role of adolescent’s gender on the relationship between perceived parental
parenting styles, locus of control and self efficiency among 382 Malaysians adolescents (51% female). Result revealed that parental authoritative parenting was significantly related to internal locus of control and high-efficiency in adolescents. Furthermore the results demonstrated the boys tended to develop higher self-efficiency in comparison to girls when they perceived their fathers as highly authoritative. The present findings underscore the importance of considering the contribution of gender when assessing the role of parenting styles on adolescents’ developmental outcomes.

Hoeve et al. (2008) investigated trajectories of adolescent delinquent development using data from the Pittsburgh Youth Study and examined the extent to which these different trajectories are differentially predicted by childhood parenting styles. Based on self-reported and official delinquency seriousness, covering ages 10–19, researchers identified five distinct delinquency trajectories differing in both level and change in seriousness over time: a nondelinquent, minor persisting, moderate desisting, serious persisting, and serious desisting trajectory. More serious delinquents tended to more frequently engage in delinquency, and to report a higher proportion of theft. Proportionally, serious persistent delinquents were the most violent of all trajectory groups. Using cluster analysis we identified three parenting styles: authoritative, authoritarian (moderately supportive), and neglectful (punishing). Controlling for demographic characteristics and childhood delinquency, neglectful parenting was more frequent in moderate desisters, serious persisters, and serious desisters, suggesting that parenting styles differentiate non- or minor delinquents from more serious delinquents.
The aim of Vera, Granero, & Ezpeleta (2012) was to examine the potential mediating role of father’s and mother’s parenting styles in the association between parental psychopathology and antisocial behavior in children, and whether this pathway was moderated by child’s sex. Participants included both parents and 338 Spanish outpatient children between 8 and 17 years (56.5% boys). Parenting style had a mediating effect on the studied relationships. Maternal psychopathology was positively associated with antisocial behavior in children, either directly or partially by parenting style, while paternal psychopathology was positively associated with offspring antisocial behavior only through the mediator role of parenting style. Child’s sex did not moderate these relationships. Parenting style could be a target for prevention and intervention of antisocial behavior in the offspring of parents with mental health problems.

In the study of Williams & Wahler (2009), Forty clinic-referred mothers completed questionnaires describing their children’s problems, the mothers’ parenting styles, and their everyday mindfulness. Psychometric analyses of the questionnaires showed mother reports to be internally consistent, except for one of the parenting style scales (i.e., permissive style). We dropped the scale and analyzed intercorrelations between the remaining two scales, the mindfulness measure and the child problem measure. Results showed the authoritative and authoritarian scales were not correlated, and each scale covaried with measures of mindfulness and child problems. Regression analyses revealed two pathways between mothers’ mindfulness and child problems. Both pathways showed parenting styles to mediate the connections between mothers’ mindfulness and their perceptions of child problems. We speculated on the nature of the mediating process.
2.3 Studies on Parental Involvement

The idea that parental involvement has positive influence on students’ academic achievement is so intuitively appealing that society in general, and educators in particular, have considered parental involvement an important ingredient for the remedy for many problems in education. The vast proportion of the literature in this area, however, is qualitative and nonempirical. Among the empirical studies that have investigated the issue quantitatively, there appear to be considerable inconsistencies. A Meta analysis was conducted by Fan & Chen (2001) to synthesize the quantitative literature about the relationship between parental involvement and students’ academic achievement. The findings reveal a small to moderate, and practically meaningful, relationship between parental involvement and academic achievement. Through moderator analysis, it was revealed that parental aspiration/expectation for children’s education achievement has the strongest relationship, whereas parental home supervision has the weakest relationship, with students’ academic achievement. In addition, the relationship is stronger when academic achievement is represented by a global indicator (e.g., GPA) than by a subject-specific indicator (e.g., math grade). Limitations of the study are noted, and suggestions are made for future studies.

Parent involvement has a sound research base attesting to the many potential benefits it can offer in education. However, student motivation as an academic outcome of parental involvement has only recently been investigated. The purpose of the article of Gonzalez-DeHass, Willems, & Holbein (2005) was to show how parent involvement is related to students’ motivation. Studies of students from the elementary school to high school show a beneficial relationship between parental involvement and the following motivational constructs: school engagement,
intrinsic/extrinsic motivation, perceived competence, perceived control, self-regulation, mastery goal orientation, and motivation to read. From the synthesis of the parent involvement and motivation literature, we offer potential explanations for their relationship. Directions for areas of continued research are also presented.

Lee, Kushner, & Cho (2007) used a national database (Educational Longitudinal Study) to investigate the effects of parent’s gender, child’s gender, and parental involvement in school on the academic achievement of adolescents in single-parent families. A three way 2×2×2 (parent’s gender × child’s gender × parental involvement) MANCOVA was conducted with four student academic achievement indicators as dependent variables and SES as a covariate. The results indicated that parent gender and child gender interact with parent involvement to affect adolescents’ academic achievement differentially. Specifically, daughters who lived with highly involved single-fathers performed better academically than the other groups did. These findings suggest that researchers who study single-parents’ involvement in their adolescents’ academic achievement need to pay more attention to gender-specific effects.

Based on a larger longitudinal project of family stress and children’s development, the primary objective of the study conducted by Cramer & Tiller (2002) was to investigate the relationships between parenting styles and children’s cognitive ability in families with young elementary school-aged children. Parents completed a self-administered survey on family experiences, including parenting styles. Children were interviewed at their schools where the Brief Intellectual Ability portion of the Woodcock-Johnson III was administered. The findings of the study
indicate that parenting styles are not better predictors of children’s cognitive ability than family socioeconomic-demographic characteristics.

A descriptive study of Woolard (2010) was completed on the impact of computer-assisted instruction (CAI) and parental involvement on the reading performance of students identified with disabilities. This study consisted of three participants (one 3rd grader, one 5th grader and one 6th grader) and took place in the virtual environment of an online public charter school. An evaluation was completed on the existing computer based program, Unique Reader. Participants were asked to work with the computer-based Unique Reader program and report the level of parental involvement for each session in the program. Data collected with this study suggests a relationship between the level of parental involvement during the Unique Reader sessions and the level of student participation in this program. Data from pre and post assessments using the DIBELS Oral Reading Fluency benchmarks also suggests a relationship between participation in the Unique Reader program and overall reading performance.

The purpose of the study of Cooper-Baker (2009) was to continue investigating the findings on parental involvement by looking at generational differences and diversity of families from the voice of grandparents, children and grandchildren over the age of 18. The researcher viewed the study through the lens of the Overlapping Spheres of Influence for school- family-community partnerships. The overarching questions guiding this investigation centered on what parental involvement is and whether parental involvement really matters in the success of children. The study population consisted of one African American family, one Hispanic family and one Caucasian family. Each family was represented by grandparent(s), children, and grandchildren.
over the age of 18. Data collection methods included face to face interviews with grandparents, children, and grandchildren over the age of 18. These data methods assisted the researcher in the triangulation of the data. Findings from the research indicate that parental involvement is still as important today as it was for parents tend to twenty year ago. Another finding is the concept of partnership with the home, school, and community gives all families more equal opportunities to become involve in their children’s education. These findings support the theory of overlapping spheres of influence and are linked to the success of children.

Dixon (2008) examined school level differences on different dimensions of teacher-rated parent involvement and school climate while adjusting for age, gender, ethnicity, how certified, and number of years teaching. Two hundred twenty-four elementary teachers from existing data and 178 teachers at the middle school level provided information on their perceptions of parent involvement and school climate. Elementary school teachers were recruited from districts located in Texas and California. Middle school teachers were recruited from suburban school districts located in Southeast and Southwest Texas. Teachers rated questions on the parent involvement and school climate surveys as either: strongly agree, agree, disagree, or strongly disagree. The nine research hypotheses generated for this study were partially supported by the data. As predicted, there was a difference between elementary and middle schools on how they perceive school climate. The data also supported the hypothesis that both Title I and non-Title I middle schools would find parent centers important for getting parents involved. Experience and school level also predicted how teachers perceived school climate. However, contrary to prediction, there were no significant differences between elementary and middle school teachers on how they perceived
parent involvement. There also were no significant differences between elementary and middle school on the parent involvement scale when age, ethnicity, gender, school level, experience, and how certified were used as moderating variables. The same can be said for school climate when age, gender, ethnicity, and how certified were used as moderating variables. Several questions were analyzed separately between Title I and non-Title I middle schools and there were no differences for Title I status. Overall, current results indicated similarities between elementary and middle teachers. Similarities also existed between Title I and non-Title I middle school teachers. Explanations, implications for practice, and future research are discussed.

Pagliarulo (2004) examined the influence of parental involvement on the educational aspirations of first-generation college students. Additionally, the researcher investigates the changes in first-generation students’ educational aspirations over time as well as the differences in students’ educational aspirations and actual attainment. Differences in educational aspirations and attainment are analyzed by race, gender, and SES. For this study, longitudinal data from a nationally representative sample of students generated by the National Educational Longitudinal Study 1988-2000 (NELS: 88/2000) was used. Statistical measures employed included multiple regression, repeated measures ANOVA, and cross tabulation. Results indicated that parental involvement, among other variables, explained some variance in first-generation students’ educational aspirations. Additionally, these students’ educational aspirations increased over time, and, for the most part, students did not attain their aspirations. Differences in aspirations and attainment by race, gender, and SES were also discovered.
Asian American families are one of the fastest growing groups of the American population. Although multiple studies point to the importance of parents in children’s development, there are few empirical studies of the role of mothers and family members in the academic achievement and socio-emotional development of Asian American children. Therefore, Wang (2009) examined the role of maternal education, maternal language acculturation, maternal and family member involvement in home and school activities, and maternal social support in predicting the reading skills, mathematical thinking skills, peer relations, externalizing behavior problems, and internalizing behavior problems of Asian American children. The sample included 311 third grade Asian American children who had biological mothers of Asian heritage and whose families were participants in the Early Childhood Longitudinal Study-Kindergarten Class of 1998-1999 (ECLS-K). Mothers were interviewed by telephone or in person, and direct assessments were made of children’s academic skills, peer relations, and behavior problems. Secondary data analyses included descriptive statistics, bivariate correlations, and hierarchical multiple regressions. Findings revealed that higher maternal education predicted better child reading and mathematical skills, poorer peer relations, and fewer internalizing behavior problems. Higher maternal language acculturation predicted poorer child mathematical thinking skills and better peer relations. Greater maternal and family involvement in school activities predicted fewer child internalizing problems. Maternal social support was not a significant predictor of any child outcomes in this group of Asian American children. Implications of the findings for developing interventions aimed at mothers of Asian heritage to enhance their children’s academic achievement and socio-emotional development are discussed.
The purpose of the study conducted by Dyce, (2009) was to examine the processes involved in how African American high school students in a southeastern city of the United States of America prepare for college. The social science research literature is saturated with studies regarding the low college enrollment rates of African American students. Analogously, these same studies have tried to uncover “the reasons” for these devastating low enrollment rates. This study was not centered on “the reasons” why African American students are lagging in enrollment, but it employed the related theoretical and conceptual framework of social capital to examine the mechanisms and agencies in the participants’ daily lives that promote precollege preparation. Using an interpretive research paradigm, and building on previous research literature examining precollege preparation, social capital, parental involvement, household transformation, and barriers to school participation, the researcher asked 12 African American students about the role of parental involvement in how they prepared for college. The data revealed that the term parental involvement should be defined more broadly to include kinship and non kinship parental figures. Ultimately, this study uncovered that students utilized a village network model of parental involvement that included the family/community, the church, the school, and extracurricular activities to prepare for college that incorporates the statement “it takes a village to raise a child”. (Dyce, 2009)

Khajehpour (2011) investigated the relationship between emotional intelligence, parental involvement and academic performance of 300 high school Students in Tehran, Iran. The participants ranged in age between 15 and 18 years. Researcher in this study used an adapted questionnaire. Results showed that both emotional intelligence and parental involvement
could predict academic achievement in high school students. Similarly, there were significant positive relationship between emotional intelligence and academic achievement; and between parental involvement and academic achievement. The implications of these results for academic are discussed. It is important to acknowledge that this study has some limitations. Despite these limitations, the findings of the study have provided a further need on how to improve upon the academics of students. In particular, the study has shown that parental attention and emotional well-being cannot be over emphasized in academic success.

Khajehpour & Ghazvini (2011) examined the role that parental involvement has on children’s academic Performance. Different types of parental involvement were assessed, including volunteering, home involvement, attending parent classes, school political involvement, talking to staff, talking to teachers and etc. The data were collected by parental involvement questionnaire scores and by academic performance grades. The sample was included 200 boy students in Tehran. Overall, the results indicated that those who did the self-report survey, went to the parent class, or were involved in more home-type involvement (such as checking child’s programming, talking whit child at home about classroom, lessons and friend topics, or engaging in educational activities outside of school and etc.) had children that performed better in different kind of areas of the parental involvement questionnaire or had better grades. It is hoped that the results of this study will give parents and educators a better understanding of how particular kinds of parental involvement affects children’s performance.

Parental involvement has shown a strong correlation with student academic success. However, not all parents are involved in their students' academic lives. Teacher contact, a possible motivation for increased
levels of parental involvement, was researched and studied. To measure the effect that teacher contact had on levels of parental involvement, a pre and post survey was disseminated to a random sampling of 105 parents at Metcalf Junior High School in Burnsville, Minnesota. The survey conducted by Lotze (2009) consisted of 18 questions using a Thurston scale, and two open-form questions, measuring levels of parental involvement. Forty-two parents returned pre and post surveys, making up the sample group of survey participants. During the 3-month time of study, the researcher kept a journal consisting of all teacher contact with the 42 survey participants. Survey results showed that parents with higher incidences of teacher contact were more likely to contact teachers, yet less likely to monitor school sponsored online systems or attend PTA meetings. Research implies that teacher contact, as well as other factors, have an effect on levels of parental involvement.

As parents have become increasingly involved in the lives of their college-going students, it is important to develop an understanding of the consequences of that involvement for students. Sax & Wartman (2010) reviewed the state of knowledge on the phenomenon of parental involvement, with special attention paid to the theoretical and methodological approaches that have been used. It is concluded that, despite the existence of a large number of studies on the quality of relationships between college students and their parents, the extant research does not sufficiently address the central question of how parental involvement impacts student development. Study is encouraged by the fact that these questions are gaining attention in the higher education community, as evidenced by three current research efforts currently in the field, all of which use data sources described previously in this chapter: (1) the NASPA longitudinal study on parental involvement and college
student development, which continues with data collection through 2010 (2) a research paper that uses UCUES data to examine the influence of parents on college students’ personal, academic and social adjustment and (3) a recent conference paper that uses NSSE data on the relation- ship between parental involvement and college student engagement. Each of these represent efforts to advance research on this topic by examining parent-student interactions and their relationship to some aspect of student development, though only one of them (the NASPA study) involves the collection of longitudinal data.

Smalley investigated the effect of increased parental involvement on student academic achievement and classroom behavior. The participants in this study included 21 students, 8 males and 13 females, in a high school Spanish III class. Students in this study took home weekly class updates as well as a weekly grade report. The parents of students receiving a D or an F were contacted via phone or email on a bi-weekly basis. Parents were additionally contacted for any student who misbehaved in class. Data was collected via grade reports, surveys, phone logs, and teacher observations. The students showed a small overall improvement in their academic achievement and a more significant improvement in classroom behavior with the increase in parent involvement.

Parents’ aspirations appear to be one of the important predictor for children’s academic and social development, especially in decision makings for the children’s tertiary education. Mahamood et al. (2012) identified the parental attitude in involving themselves toward the enhancement of the children’s education among parents of students from secondary schools in Selangor. The factors of interest are parents’ income and qualifications, finance preparation in children’s tertiary education,
involvement in activities in children’s schools and children’s exposure on future carrier. The findings positively demonstrated that parents are providing high considerable attention in terms of decisions, expectation and financial toward their children’s academic future.

It is now widely accepted that anxiety disorders run in families, and current etiological models have proposed both genetic and environmental pathways to anxiety development. In the research report of Drake & Ginsburg (2012), the familial role in the development, treatment, and prevention of anxiety disorders in children is reviewed. We focus on three anxiety disorders in youth, namely, generalized, separation, and social anxiety as they often co-occur both at the symptom and disorder level and respond to similar treatments. Researchers begin by presenting an overview of a broad range of family factors associated with anxiety disorders. Findings from these studies have informed intervention and prevention strategies that are discussed next. Throughout the paper researchers shed light on the challenges that plague this research and look toward the future by proposing directions for much needed study and discussing factors that may improve clinical practice and outcomes for affected youth and their families.

Duncan, Coatsworth, & Greenberg (2009) introduced a model of “mindful parenting” as a framework whereby parents intentionally bring moment-to-moment awareness to the parent–child relationship. This is done by developing the qualities of listening with full attention when interacting with their children, cultivating emotional awareness and self-regulation in parenting, and bringing compassion and nonjudgmental acceptance to their parenting interactions. First, we briefly outline the theoretical and empirical literature on mindfulness and mindfulness-based interventions. Next, we present an operational definition of mindful
parenting as an extension of mindfulness to the social context of parent–child relationships. We discuss the implications of mindful parenting for the quality of parent–child relationships, particularly across the transition to adolescence, and we review the literature on the application of mindfulness in parenting interventions. We close with a synopsis of our own efforts to integrate mindfulness-based intervention techniques and mindful parenting into a well-established, evidence-based family prevention program and our recommendations for future research on mindful parenting interventions.

The study conducted by Guimond et al. (2012) used the monozygotic (MZ) twin difference method to examine whether the unique environmental effects of maternal and paternal overprotection and hostility at the age of 30 months predict twins’ observed social reticence in a competitive situation in kindergarten, while controlling for the effect of family-wide influences, including genetic and shared environmental factors, family socio-economical status and twin’s birth weight. It was also examined whether these associations are moderated by parental depressive symptoms. Participants were 137 MZ twin pairs who were part of an ongoing longitudinal study. Hierarchical linear regressions revealed that differences in maternal and paternal overprotection predicted differences in twins’ social reticence, albeit only in boys. Differences in paternal hostile parenting predicted differences in girls’ reticent behavior, but only when fathers showed high levels of depressive symptoms. Hence, overprotected boys, as well as girls confronted with father’s hostility and depressive symptoms, may tend to withdraw rather than face the challenge when experiencing difficult social situations such as competition. The results from the present study suggest that targeting maladaptive maternal as well as paternal child-
rearing practices and psychopathology early on may be useful for reducing later internalizing behavior in the offspring.

Although it is the clinical impression that alexithymia may be due to disturbances in the early parent-child relationship and that it is associated with primitive defense mechanisms, a possible association with neurotic defense mechanisms, such as repression and reaction formation, has also been mentioned. However, empirical studies on these and related issues are scarce. The aim of this study was to determine the association between perceived parental attitude, defense mechanisms and alexithymia. In a cross-sectional study conducted by Kooiman, Spinhoven, Trijsburg, & Rooijmans (1998) the data was obtained from 78 psychiatric outpatients. Alexithymia, defense mechanisms and perceived parental attitude were measured with the Toronto Alexithymia Scale, the Defense Style Questionnaire and the Parental Bonding Instrument. The result showed only weak associations between perceived parental attitude and alexithymic features. Primitive and adaptive defenses were associated with alexithymic features in a clinically sensible way. The strongest association was found between primitive defense mechanisms and alexithymic features. There was hardly any association between neurotic defense mechanisms and alexithymic features. The results of the study support the hypothesis that alexithymia is associated with a primitive defense style, whereas a relation to disturbances in early parent-child relationship could not be confirmed. It is argued that possibly more severe traumatic experiences, such as physical and sexual abuse, than merely a negatively perceived parental attitude, are necessary to develop alexithymic features.