



AP[®] Research Academic Paper

Sample Student Responses and Scoring Commentary

Inside:

Sample C

- ☒ **Scoring Guidelines**
- ☒ **Student Samples**
- ☒ **Scoring Commentary**

AP® Research Academic Paper 2023 Scoring Guidelines

The Response...				
Score of 1 Report on Existing Knowledge	Score of 2 Report on Existing Knowledge with Simplistic Use of a Research Method	Score of 3 Ineffectual Argument for a New Understanding	Score of 4 Well-Supported, Articulate Argument Conveying a New Understanding	Score of 5 Rich Analysis of a New Understanding Addressing a Gap in the Research Base
Presents an overly broad topic of inquiry.	Presents a topic of inquiry with narrowing scope or focus, that is NOT carried through either in the method or in the overall line of reasoning.	Carries the focus or scope of a topic of inquiry through the method AND overall line of reasoning, even though the focus or scope might still be narrowing.	Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.	Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.
Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works.	Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works.	Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear.	Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap.	Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap.
Describes a search and report process.	Describes a nonreplicable research method OR provides an oversimplified description of a method, with questionable alignment to the purpose of the inquiry.	Describes a reasonably replicable research method, with questionable alignment to the purpose of the inquiry.	Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.	Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.
Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	Conveys a new understanding or conclusion, with an underdeveloped line of reasoning OR insufficient evidence.	Supports a new understanding or conclusion through a logically organized line of reasoning AND sufficient evidence. The limitations and/or implications, if present, of the new understanding or conclusion are oversimplified.	Justifies a new understanding or conclusion through a logical progression of inquiry choices, sufficient evidence, explanation of the limitations of the conclusion, and an explanation of the implications to the community of practice.
Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization.	Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization.	Enhances the communication of the student's ideas through organization, use of design elements, conventions of grammar, style, mechanics, and word precision, with few to no errors.
Cites AND/OR attributes sources (in bibliography/ works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.	Cites AND/OR attributes sources (in bibliography/ works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.	Cites AND attributes sources, using a discipline-specific style (in both bibliography/works cited AND in-text), with few errors or inconsistencies.	Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND in-text), with few to no errors.	Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND in-text), with few to no errors.

Academic Paper

Overview

This performance task was intended to assess students' ability to conduct scholarly and responsible research and articulate an evidence-based argument that clearly communicates the conclusion, solution, or answer to their stated research question. More specifically, this performance task was intended to assess students' ability to:

- Generate a focused research question that is situated within or connected to a larger scholarly context or community;
- Explore relationships between and among multiple works representing multiple perspectives within the scholarly literature related to the topic of inquiry;
- Articulate what approach, method, or process they have chosen to use to address their research question, why they have chosen that approach to answering their question, and how they employed it;
- Develop and present their own argument, conclusion, or new understanding while acknowledging its limitations and discussing implications;
- Support their conclusion through the compilation, use, and synthesis of relevant and significant evidence generated by their research;
- Use organizational and design elements to effectively convey the paper's message;
- Consistently and accurately cite, attribute, and integrate the knowledge and work of others, while distinguishing between the student's voice and that of others;
- Generate a paper in which word choice and syntax enhance communication by adhering to established conventions of grammar, usage, and mechanics.

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Learning Through Cultural Barriers:

The Impact of Hispanic Immigrant Parenting on their First-Generation Adolescent's Academic Performance and its Correlation to the Imposter Syndrome Epidemic

AP Research

Word Count: 5448

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 2

Abstract

This paper aims to investigate the effects of Hispanic, immigrant parenting on their first-generation adolescent's academic performance and its correlation to experiencing imposter syndrome. Through thoroughly analyzing the available literature, the specific effects that each parenting style has on children are examined in this study. Additionally, lack of pre-existing studies on the specific group of Hispanic, immigrant parents and their first-generation students is addressed as this research project's goal is to fill a gap in the literature. Hispanic, immigrant parents were surveyed using five-point Likert scales, and their first-generation adolescent was also surveyed on their educational performance and experience with imposter syndrome. It was concluded that there were links found with the kind of parenting style that a Hispanic, immigrant parent adopts on their children's academic performance; however, there was found to be no correlation between parenting styles and whether or not a first-generation adolescent struggles with imposter syndrome.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 3

Introduction

According to the Center for Migration Studies (2022), roughly 21,036,500 Hispanic immigrants lived in the United States in 2019, which directly correlates to the rising levels of Hispanic, first-generation children being born in the United States each year. The unique relationship between immigrant parents and their first-generation children consists of dealing with various challenges such as cultural assimilation, financial limitations, and education readiness, which create unusual barriers compared to the children's non-Hispanic, White peers. The parental approach in how each of these complex issues are targeted encompass the kind of parenting style that each Hispanic, Immigrant Parent (HIP) adopts and each parenting style has its specific effects on their first-generation children's emotional, physical, and behavioral state. The overall area of study on parent-child relationships and parenting styles possesses an abundance of research and attention; professionals and psychologists persistently study the various impacts that parenting styles have on adolescents across different complicated living situations. Since the effects of parenting styles on parents' children are extensive and, in most cases, irreversible, it is imperative that parents are informed on which parenting style creates a healthy atmosphere for their children and family.

The environment a parent creates for their children influences almost every aspect of their lives; however, this correlational research project will be geared solely towards identifying the effects of parenting styles on their adolescent's academic performance and experience with imposter syndrome. The three originally recognized parenting styles emerged from child psychologist, Dr. Baumrind's, well-known studies on parent-child relationships, which were

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC

conducted in the 1960's; these parenting styles were defined as authoritative, authoritarian, and permissive (Baumrind, 1966). However, after further research was performed by researchers at Stanford University, Maccoby and Martin (1983), there was a fourth parenting style added to Baumrind's work; it was identified as neglectful parenting. The four universally recognized parenting styles have remained the same ever since then: authoritative, authoritarian, permissive, and neglectful. There have been numerous pre-existing studies focused on the effects that parenting styles have on their children's overall wellbeing, which are all characterized by the amount of warmth and the amount of demandingness (Figure 1) that each parent exerts on their child (Williams & Ciarrochi, 2020; McKinney et al., 2011).

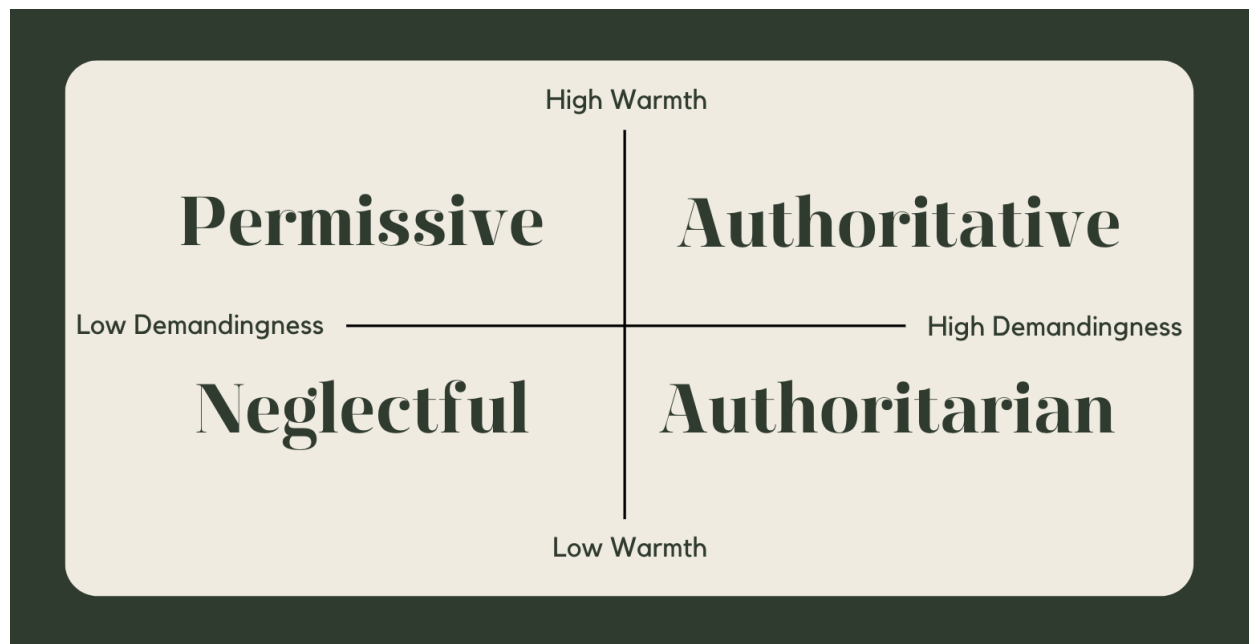


Figure 1: Characterizations of Each Parenting Style

The act of displaying “warmth” to a child consists of demonstrating attentiveness, affection, nurturance, and appropriate discipline; on the other hand, the act of displaying

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“demandingness” consists of exhibiting high expectations, pressure, control, and excessive discipline (McKinney et al., 2011; Robinson et al., 2001).

Gap in the Available Research

The previous studies on parenting styles and its effect on adolescents' academic performance have been studied extensively. The majority of these peer-reviewed journals have all linked the authoritative style to positive adjustment levels in adolescents, while authoritarian, permissive, and neglectful parenting have been connected to negative adjustment levels (Francis et al., 2021; Moon-Seo et al., 2021; Chen et al., 2007). However, studies have reported that the negative and positive effects on adolescents vary when analyzing different cultures such as Dr. Scwab from the University of the Incarnate Word (2013). Keeping this in mind, the previously established parameters that make up the unique relationship between HIP and their first-generation children have not been studied in terms of the effects parenting styles have on their academic performance at all. Therefore, this study can provide information on whether or not the impact of parenting styles on their adolescent's education differs from typical, Western research findings when applying the same research methods from previous studies on HIP and their first-generation adolescents. The connection this study has to imposter syndrome originates from California State University Professor Salvatierra's (2022) study on imposter syndrome cases reported among first-generation students and how there is a higher prevalence of imposter syndrome experienced by first-generation students. Since there is an identified relationship between first-generation students and experiencing imposter syndrome, this was an important aspect to additionally study, since I will be analyzing the academic performance of first-generation students.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 6

Research Question

In order to examine the correlation between HIP, first-generation adolescents, academic performance, and imposter syndrome, the following research question will be the driving force behind this project: What are the effects of the parenting styles that Hispanic, immigrant parents adopt on their first generation adolescent's academic performance and how does this correlate to the prevalence of Imposter Syndrome cases reported amongst first generation students?

Operational Definitions

1. First-Generation Student

While there are different definitions for a "first-generation student," for the purposes of this study, the term will refer to an adolescent whose parents were born in a foreign, Hispanic country, then immigrated to the United States, and then had their first-generation children while living in the United States.

2. Imposter Syndrome

To clarify, imposter syndrome is not a medical diagnosis. It is simply a name for a psychological phenomenon in which one belittles his or her skills/accomplishments and also may feel like a "fraud" despite experiencing external or material success.

Literature Review

Individual Parenting Styles on Academic Performance

An in depth evaluation of available literature was performed to examine the various impacts of different parenting styles on their adolescent's academic performance. Parents play a key role in the emotional and physical development of their children. By raising their kids

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according to their morals and holding them to a certain standard, parents influence various aspects of their adolescent's personality.

The authoritative parenting style is characterized by high levels of demandingness and high levels of warmth. These parent-child relationships usually consist of healthy communication, nurturance, and support; additionally, punishments are met with appropriate consequences--as stated by University of Pittsburgh Psychology Professors, Dr. Wang and Dr. Sheikh (2014). This parenting style is widely regarded as the best way to lead children to an optimal state of emotional, behavioral, and physical adjustment (Moon-Seo et al., 2021; Wang & Sheikh, 2014). Additionally, children who grow up in authoritative households tend to have higher self-esteem than those who grow up in permissive, neglectful, or authoritarian households (McKinney et al., 2011). Due to their high levels of self-esteem, these students are able to ask questions and request guidance when confusion arises. An authoritative parent tends to be much more involved in the adolescent's life (Baumrind, 1968). Parents who raise their children in an authoritative household tend to encourage their children to participate in school activities, have conversations about their grades, and congratulate them when achieving certain milestones.

The authoritarian parenting style is characterized by high levels of demandingness and low levels of warmth. Psychology Professors, Jones and Cassidy, from the University of Maryland at College Park (2014) reveal that these parent-child relationships often involve distant connections, exaggerated control, and unrealistic expectations; furthermore, these parents implement excessive punishment with little empathy. A study conducted by Areepattamannil from the Emirates College for Advanced Education (2009) found that in 6,626 children aged 15 to 18, the 2,346 of them that were from authoritarian parents were more prone to struggle with

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC

self-confidence, academic achievements, and social skills than other kids, which researchers found derived from the one-way communication with their parents. Children from an authoritarian household correlate to a negative impact on their education due to an absence of guidance from their parents (Dewar, 2022). Furthermore, when children who are raised in an authoritarian household perform poorly in school, they do not approach their parents for help due to the fear of rejection or shame (Dewar, 2022). Due to this, these children struggle learning how to deal with failure, so they typically do not learn how to grow from their mistakes. The pressure they feel from their parents and the absence of encouragement often leads them to have lower in-school participation and lower grades.

The permissive parenting style is characterized by low levels of demandingness and high levels of responsiveness. In other words, these parent-child relationships usually have a friendship-like quality to them, and the parents have less authority over their children. The children from permissive parents are more likely to suffer from poor self-control, low self-esteem, and excessive egotism, stemming from the lack of an authority presence in their life (Chen et al., 2007). Children raised in permissive households are usually less involved in school and receive average to low grades on account of the lack of structure that should be implemented by a parental figure (Moon-Seo et al., 2021). Lastly, these adolescents receive an abundance of warmth from their parents and do not experience any discipline, even when participating in unacceptable behavior.

The neglectful parenting style is characterized by low levels of demandingness and low levels of warmth. These parent-child relationships are often the worst in terms of communication, support, and an overall loving environment (Weiss & Schwarz 1996; Francis et

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 9

al., 2021). Batool and Lewis (2022) from Harvard University conducted a study on 350 adolescents between 14 and 16 years old and found that of the 56 whose parents were identified as neglectful, they end up dealing with delinquency, mental issues, and attachment issues significantly more compared to the other adolescents. Researchers believe this originates from the lack of fondness in their childhood (Weiss & Schwarz, 1996). Batool and Lewis's method to determine which parenting style each parent utilized was found via a "Parenting Style Scale" consisting of 40 items accompanied by five-point Likert scales. A shortened version of this method was replicated in this study to calculate which parenting style each HIP adopted.

Differences in Parenting Styles Across Cultures

Although there are many other aspects that influence parenting styles' impact on adolescents, culture is one that cannot be ignored, and it is the main focus of this study. Culture influences parenting styles because different cultures have contrasting morals and values, which are interpreted through the way parents decide to raise their children. Individualist societies, such as the United States, find importance in independence and self-expression, while collectivist societies, such those in Latin-American countries, deem social interdependence the most important (Sorkhabi, 2005). There is a debate as to whether authoritarian and permissive parenting is as detrimental for collectivist societies than individualist societies. For example, the majority of Chinese parents adopt an authoritarian parenting style, which is said to have less damaging effects on Chinese children, who are a part of a collectivist society, than American children, who are a part of an individualist society. A study by Pinquart and Kauser (2017) found that "associations of authoritarian parenting with academic achievement were less negative in

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Hispanic families than in non-Hispanic, White families,” which further expounds the importance of studying the particular group of HIP and their first-generation students.

Distinctions in Native Hispanic Countries

As previously discussed, each culture has their own set of beliefs and moral expectations that are integrated throughout all aspects of their lives, including parenting styles. However, the parenting styles of an immigrant family living in the United States will be different from those of a family living in their native country due to the change of environment, language barriers, and family distance. Another factor that can be attributed to variances in parenting styles is the unique fashion that each parent was raised in, which is especially important to Hispanic countries due to predominant issues like machismo, poverty, and violence (Acosta-Ormaechea et al., 2022). These issues can lead to poor effects on children since parents tend to raise their children to similar standards in which they were raised, which can ultimately lead to the prevalence and persistence of these deep-rooted societal problems.

Imposter Syndrome and Academic Achievement

A study conducted by Awinashe (2023) examined the prevalence of imposter syndrome among undergraduate students and its correlation to their academics. The researchers administered the Clance Imposter Phenomenon Scale (CIPS) to determine the extent to which students experienced imposter syndrome, ranging from mild IP (imposter) experiences, moderate IP experiences, and severe IP experiences. This study revealed that 8.8% of their participants experienced mild symptoms, 84.1% experienced moderate symptoms, and 7.05% experienced intense symptoms (Awinashe et al., 2023). The percentage of students in these categories are high achieving undergraduate students who are studying dental health, a complex and

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challenging study which requires strenuous effort on behalf of the students. Although these students are successful at studying a difficult topic, a majority of them experience moderate symptoms of imposter syndrome—demonstrating the imposter syndrome epidemic amongst high-achieving students. A short version of the CIPS was replicated in this study to determine whether or not the first-generation students had experienced symptoms of imposter syndrome.

Imposter Syndrome in Hispanics First-Generation Students

Hispanic, first-generation students deal with many obstacles in their education due to the lack of support from their community, the under-representation of other Hispanic students, and the differing values that Hispanic and American cultures have towards education. These students have the opportunity to expand their education and are offered more opportunities than their parents, so they feel immense pressure to take these opportunities, even if they do not want to take them. The abundance of opportunities they have often lead first-generation students to experience guilt because their parents may not have received the same chances due to poverty, lack of academic support, and gender inequality, explains the International Community Foundation (2022). Experiencing imposter syndrome amongst this community is very common and higher cases of imposter syndrome are reported in people of color than in majority groups (International Community Foundation, 2022). This may be due to the underrepresentation of other Hispanic students or the guilt that comes with succeeding more than your previous family members were able to.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 12

Methodology

Overview

This study explores the impacts of parenting styles that HIP adopt on their first-generation adolescent's academic performance and the correlation to the prevalence of imposter syndrome cases reported in first-generation students. The primary goal is to explore a minimally-researched group that deals with unique situations than other groups that were previously studied. This is important because it would provide insight on what kind of parenting style leads children to their best academically, and it would help see if there is a link between parenting styles and experiencing imposter syndrome.

Steps Taken in Research Process

This is a correlation study using a quantitative approach. The method of data collection consisted of five steps. First, I acknowledged the fact that I would have to determine what specific parenting style each parent adopted and took inspiration from a study by Batool and Lewis (2017) and created a survey for the HIP that participated in my project. Second, I took inspiration from the study conducted by Awinashe and her colleagues (2023) and created a survey to analyze whether or not the first-generation adolescents who participated in my study had experienced or do currently experience imposter syndrome symptoms. I then contacted first-generation students and asked them if they were interested in participating in this study, while giving them a packet that included a recruitment form and informed consent form that outlined important components of the study. I also gave students another packet that was made for their HIP, which I translated to Spanish in an attempt to eliminate any language barriers. Once I obtained fully signed consent forms from the adolescents and parents who were interested

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC

in my study, I then emailed their respective electronic surveys to both the students and to their parents. Fourth, I analyzed all information gathered from the questions, while keeping the participants' answers confidential. Finally, I informed the families on the findings of this study once it was complete in hopes of providing education on their situation.

Participants and Setting

The intended state where this study is conducted in, Alabama, is a Southern state of the United States of America with a population of approximately 5.1 million. The majority of these participants attend the same high school, where 25.4% of the students receive free or discounted lunch, and the student body is 56.8% White, 21.5% African American, 18.4% Hispanic/Latino, and 1.8% Asian. These statistics are important to note because the less familiar surroundings newly immigrated families are around, the more protective parents may feel over their adolescents.

Categories of Attention

Within this study, I presented 20 "I am..." statements to parents through the parent survey of which were equally split by four and each of the five questions were related to the specific parenting styles. The statements were based on the repeatings parts of my research on parenting styles and had differing levels of parental engagement, warmth, and demandingness. The decision to choose this method for the parents stemmed from the research conducted by Batool and Lewis (2017) as well as Robinson and his colleagues' (2001) methodology in determining what parenting style each parent adopted. Also, due to the limited resources I had available by conducting this study during school hours, I found this approach to be the most appropriate and easily replicable.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC

14

Regarding the first-generation student survey, I asked the participants questions about their academic performance and administered five “I am...” statements regarding imposter syndrome symptoms. The decision to choose this method for the first-generation students originated from the research conducted by Awinashe and her colleagues (2023), and her methodology used in determining the level at which each student experienced or did not experience imposter syndrome. Also, due to the limited resources I had available by conducting this study during school hours, I found this approach to be the most appropriate and easily replicable.

Data Collection

All parents and students were asked to participate in the data collection process through a survey via Google Forms. The students and parents who chose to participate in this study provided all of the quantitative data sources. An initial survey was constructed in Google Forms and was sent out through email after acquiring Institutional Review Board (IRB) approval. This survey collected both quantitative data and demographic information.

I administered the parenting style survey to first-generation students' parents electronically, and I had no direct contact with them. I had direct contact with the first-generation students and administered the first-generation survey to students electronically as well. Both groups were asked to complete the survey and take their time to truly ponder their answers. Both groups were also ensured that their answers would remain fully confidential in order to try to limit the amount of bias in their answers.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC

Hispanic, Immigrant Parent Survey Results

Demographic Information

The following five questions of the survey were taken in order to understand any possible factors that could influence what kind of parent they are. Demographic questions are essential in this survey to allow the researcher to acquire any necessary background information on the participants that may be relevant to the study at hand. Each question helps provide a basis to better understand where each of the families that participated in my study are currently in terms of familiarity to the United States and how their native country's culture functions. The data table below (Figure 2) provides the statistics for each parental demographic question answered.

Hispanic, Immigrant Parent Demographic Information (n = 11)				
Gender	Mean Age in Years and SD	Ethnic Background	Mean Time Living in the United States in Years and SD	Highest Education Level
Male - 5 (.45)	42.4 (SD: 3.9)	Salvadorean - 1 (.20) Mexican - 4 (.80)	21.2 (SD: 2.8)	Graduated High School - 1 (.20) Some High School - 2 (.40) Some Middle School - 2 (.40)
Female - 6 (.55)	39.6 (SD: 2.4)	Mexican - 6 (100%)	20.6 (SD: 1.2)	Cosmetology Degree - 1 (.17) Some High School - 1 (.17) Some Middle School - 2 (.33) Completed Elementary School - 2 (.33)

Figure 2: Demographic Information on HIP

Quantitative Survey

After obtaining demographic information from the HIP, I provided them with 20 statements with five-point Likert scales, and they were asked to indicate their level of agreement with the statement. On these scales, one equates to “never,” three means “neutral,” and five means “always.” Five statements described authoritative parenting, five statements described authoritarian, five statements described permissive parenting, and the five statements described neglectful parenting. The statements were arranged in a random order in order to ensure that the

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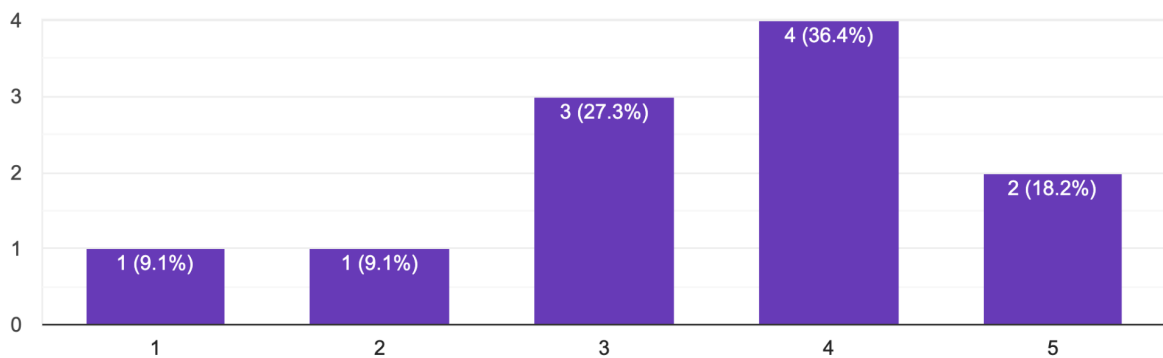
HIP would not know what parenting style they were being asked about (See Appendix A for Order). However, for the sake of clarity, I have organized them below into categories with their respective parenting style that they were representing along with the participants' responses.

Figures 3 to 7: Authoritative Statements, Reasonings, and HIP Responses

Figure 3: Statement Describing Support and Warmth

I value their viewpoints, encouraging them to communicate openly. (Please use 3 as a "Neutral" option)

11 responses

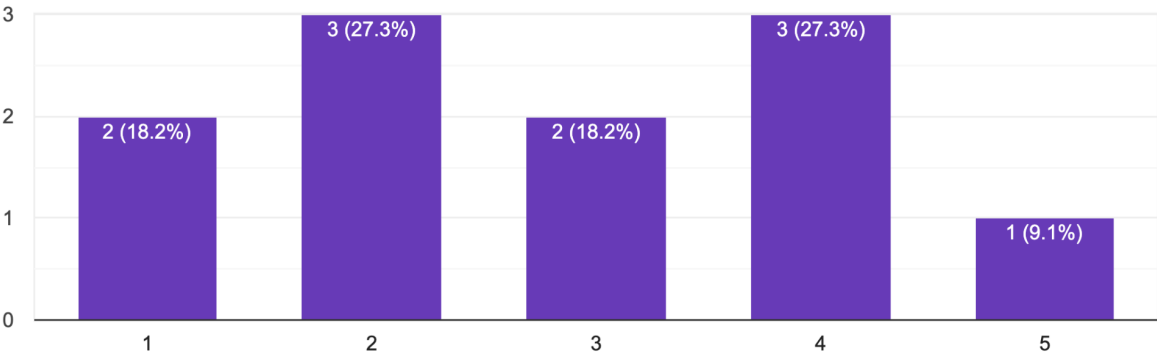


An integral part that comprises the authoritative parenting style is the amount of democratic characteristics that a parent implements in their family. By giving adolescents a chance to communicate freely with them and have their own perspectives, parents allow adolescents to grow independently and develop healthy communication systems with people around them.

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Figure 4: Statement Demonstrating Appropriate Communication

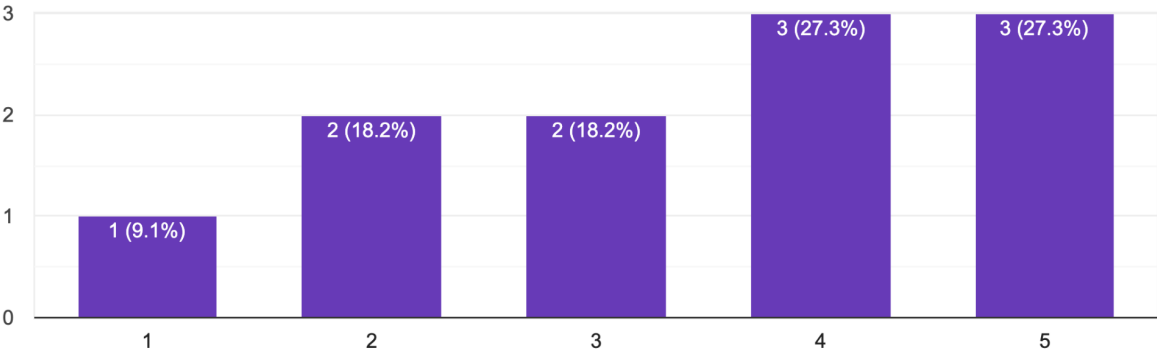
I offer clear explanations for my expectations of them. (Please use 3 as a "Neutral" option)
11 responses



Another important aspect behind authoritative parenting is the appropriate measures one takes when expressing demandingness to their adolescent. Additionally, authoritative parents have reasonable justifications behind each of their punishments.

Figure 5: Statement Outlining a Good-Natured Atmosphere

I urge them to discuss any problems or concerns they may have. (Please use 3 as a "Neutral" option)
11 responses



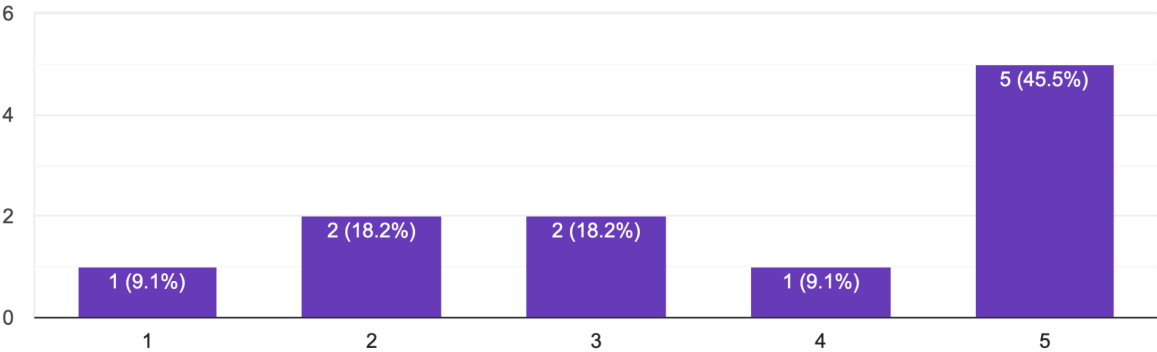
When discussing authoritative parenting, the children from these households tend to have a comfortable relationship with their parents, which leads them to be able to share any issues

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT’S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 18

they may have. However, this kind of comfortability needs to be jump-started by the parents because children do not always know how to approach problems with their parents.

Figure 6: Statement Regarding Responsiveness and Involvement

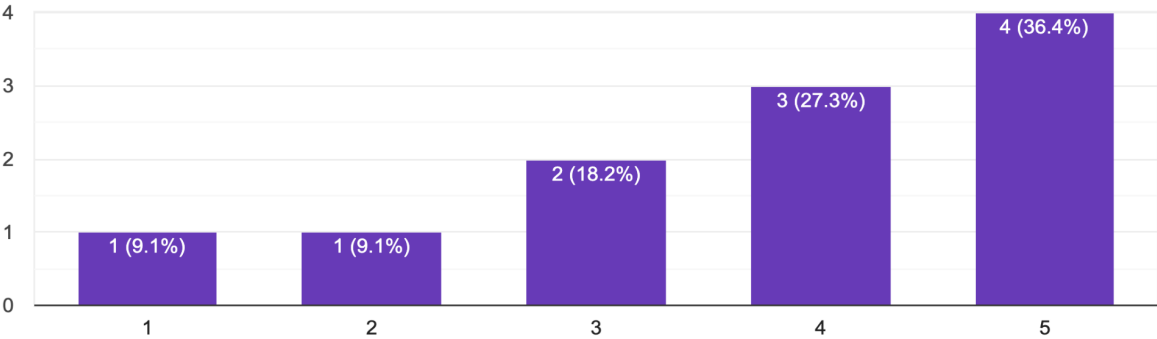
Whenever my child is distressed, I am there to provide comfort and empathy. (Please use 3 as a "Neutral" option)
11 responses



When a parent provides comfort and empathy to their child when their child feels distressed, it illustrates the degree of parental attentiveness, consideration, and concern one feels for their offspring when they are discontent with something.

Figure 7: Statement Displaying Affectionate Acts

I am attentive to my child's emotions and needs. (Please use 3 as a "Neutral" option)
11 responses



LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC

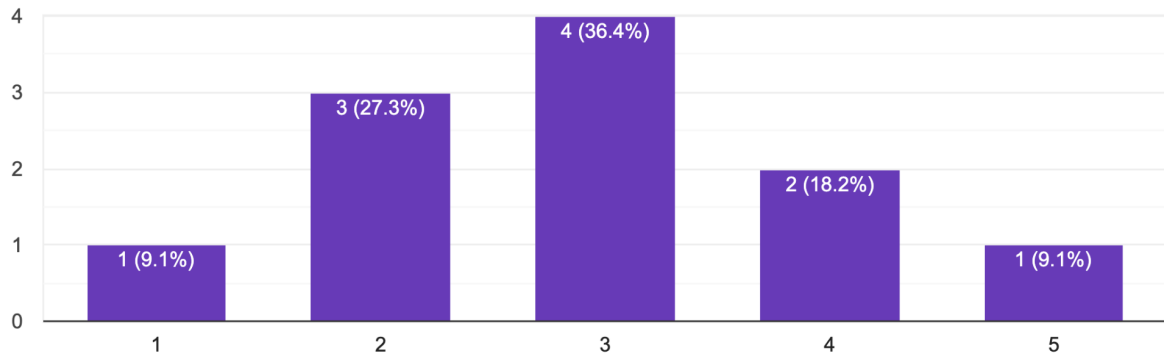
Finally, the last statement regarding authoritative parenting was meant to measure the amount of affection a parent gives to their child, which makes the children feel cared for and safe.

Figures 8 to 12: Authoritarian Statements, Reasonings, and HIP Responses

Figure 8: Statement Describing Extreme Directiveness

I constantly criticize my child to fix his or her behavior. (Please use 3 as a "Neutral" option)

11 responses



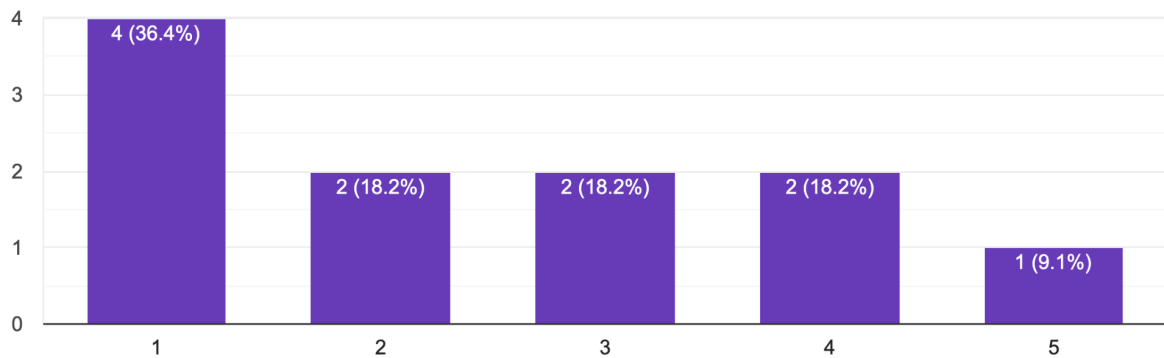
One of the main parts of an authoritarian parent are the excessively harsh expectations they set on their adolescent. This statement was asked to assess the support or guidance these parents offer their children when their child partakes in “unacceptable” behaviors.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC

Figure 9: Statement Describing Discipline

I resort to unjustified threats as a means of discipline. (Please use 3 as a "Neutral" option)

11 responses

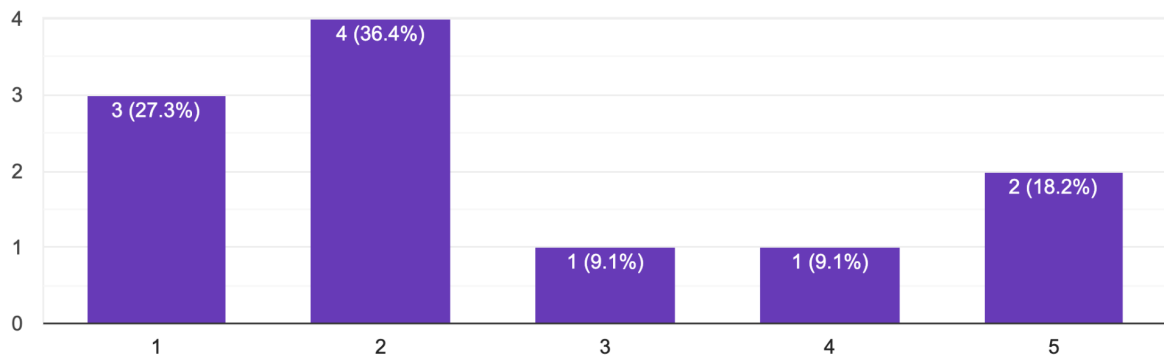


Authoritarian parents tend to exert extreme forms of discipline on their adolescents. This statement was necessary to determine the severity of the discipline that these parents choose to assert over their children.

Figure 10: Statement Regarding Guilt Tripping

I often bring up all the things I have done and continue to do for my child to guilt my child into behaving better. (Please use 3 as a "Neutral" option)

11 responses

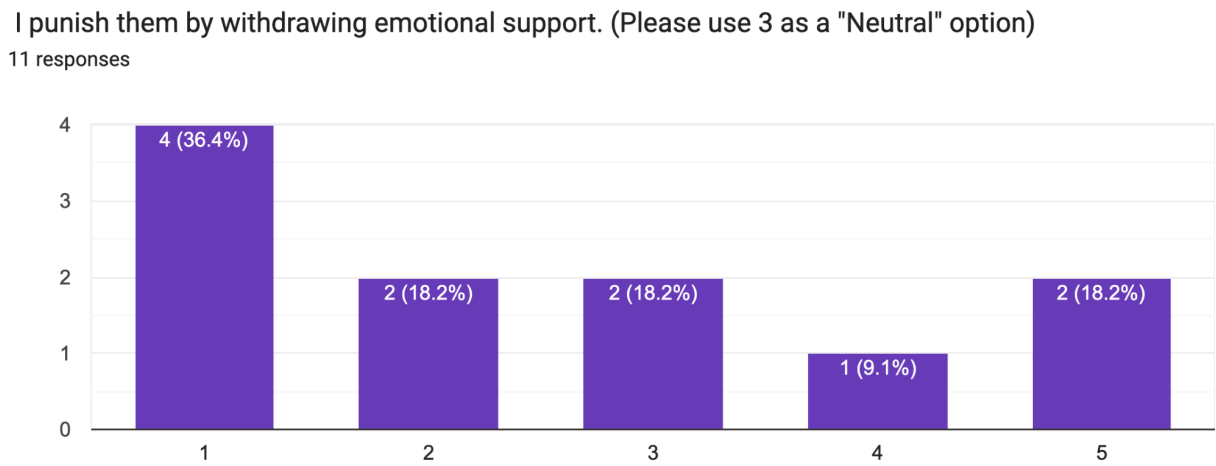


Authoritarian parents tend to force their children to behave better by bringing up everything they have done for them. They bring up things like providing them food, providing a

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT’S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 21

roof over their head, and providing them with clothes. However, all of these are things which parents should do for their children, without making their child feel in-debt to them. This statement was asked to determine if parents participate in guilt-tripping behaviors to make their children behave.

Figure 11: Statement Regarding Unreasonable Punishment



Authoritarian parents resort to extremely cruel punishments such as removing warmth or support from their children. This statement was asked to examine if parents resorted to cruel punishments.

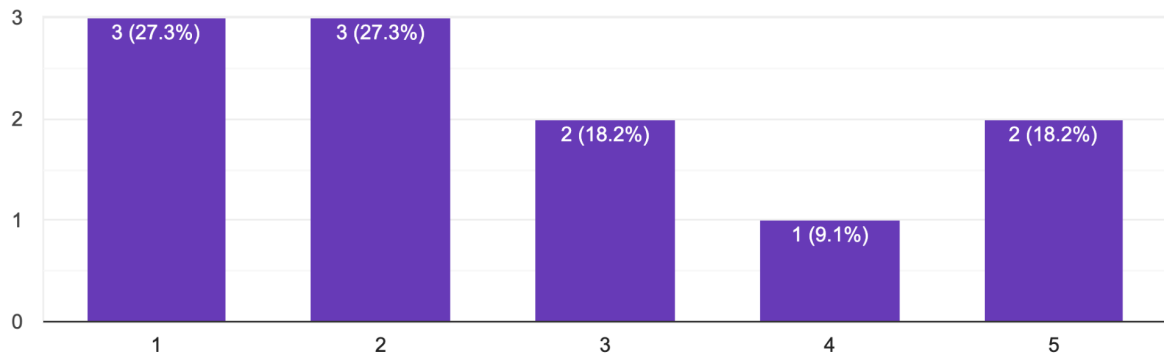
LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC

22

Figure 12: Statement Regarding Authority Figure Assertiveness

I frequently emphasize that I am their parent. (Please use 3 as a "Neutral" option)

11 responses



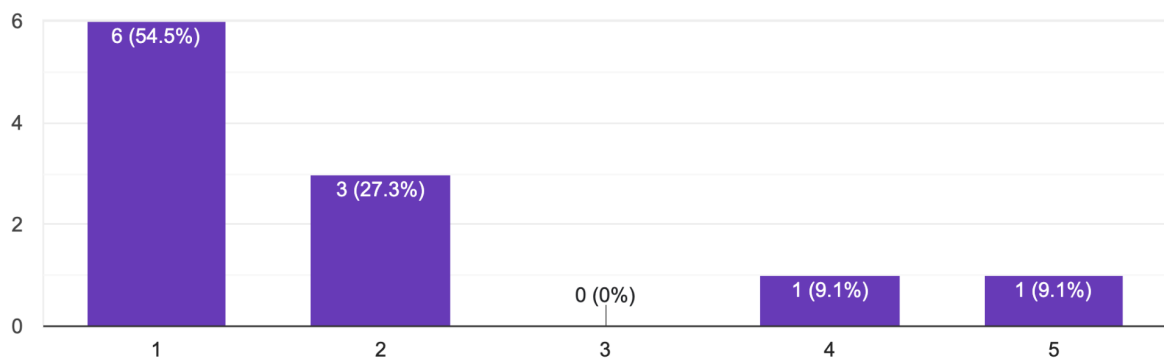
Authoritarian parents constantly remind their children that they are the parent and have more power in the relationship. This statement was asked to assess the frequency that this occurs in their relationship.

Figures 13 to 17: Permissive Statements, Reasonings, and HIP Responses

Figure 13: Statement Demonstrating Lack of Authority

I do not think I need to discipline my child. (Please use 3 as a "Neutral" option)

11 responses

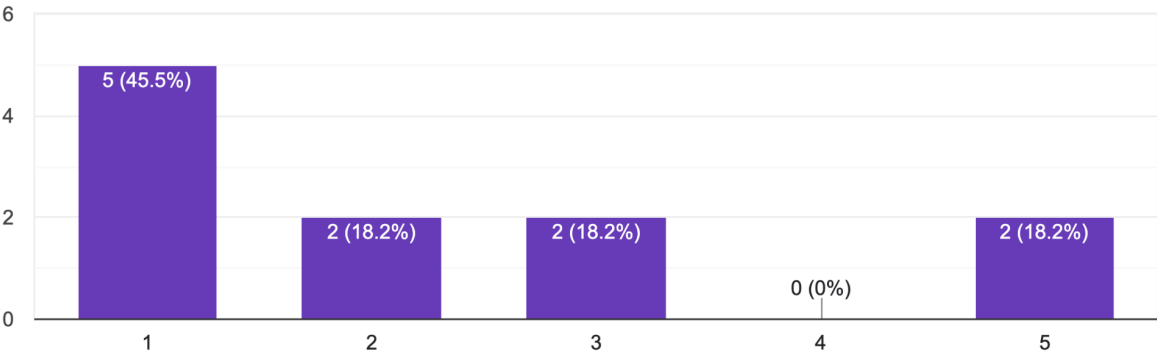


This statement encapsulates this concept by asking whether or not discipline is an important part of the HIP's agenda on how to parent their child.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT’S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 23

Figure 14: Statement Regarding Spoiling Child

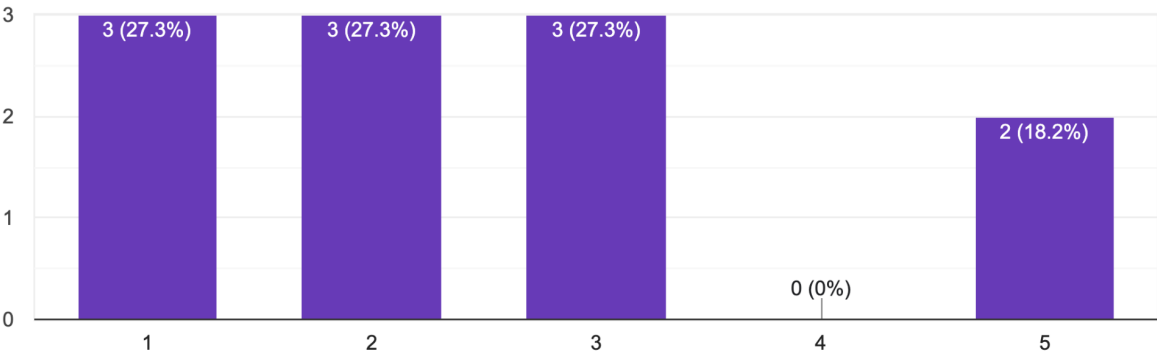
I try to give my child whatever he or she wants. (Please use 3 as a "Neutral" option)
11 responses



By giving their children whatever he or she wants, the parent is not teaching his or her child how to behave when they do not get what they want.

Figure 15: Statement Displaying Excessive Friendliness

I act like I am a friend to my child. (Please use 3 as a "Neutral" option)
11 responses

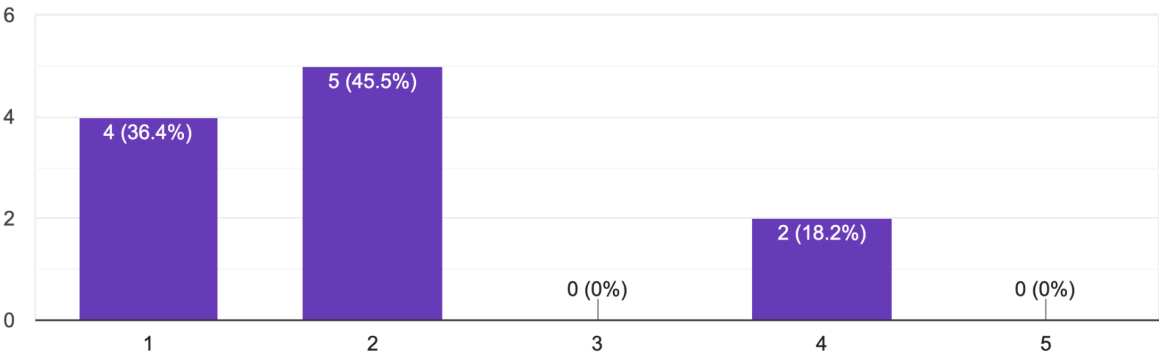


By always acting like a friend to one’s child, the parent loses their parental authority over their children, which is common amongst permissive parents.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT’S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 24

Figure 16: Statement Regarding Ignoring Misconduct

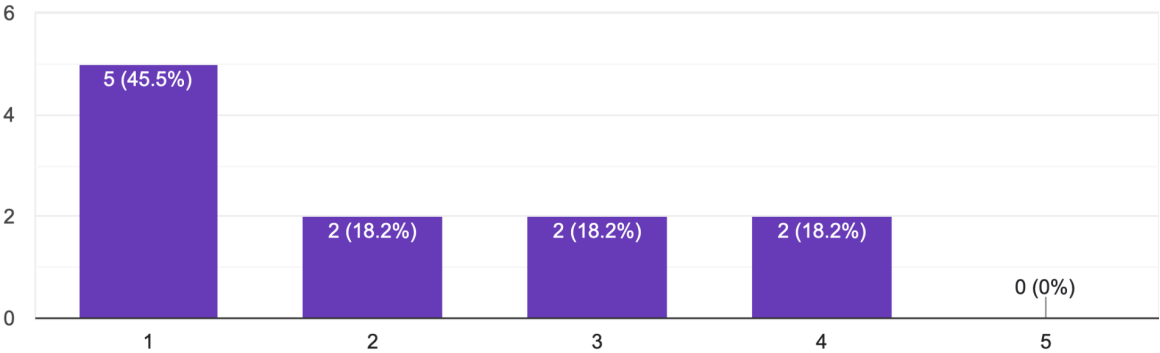
I tend ignore my child's bad behavior. (Please use 3 as a "Neutral" option)
11 responses



Permissive parents tend to ignore whenever their child misbehaves, so this question was asked to measure the degree to which each parent does not discipline their misbehaving child.

Figure 17: Statement Regarding Lack of Control

If my child causes a scene, I give them what they want so that they will stop. (Please use 3 as a "Neutral" option)
11 responses

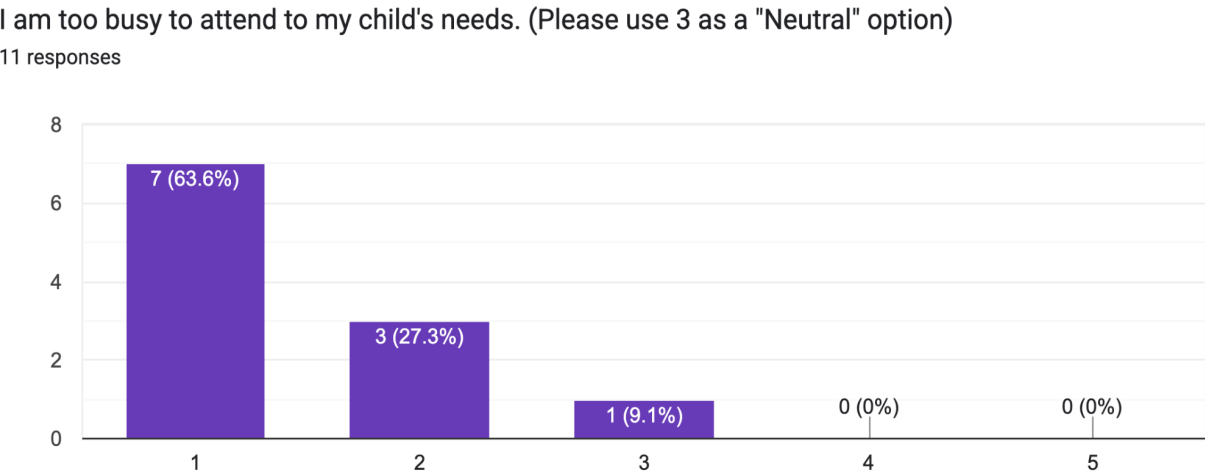


Since children were never taught how to behave appropriately, they do not try to control themselves whenever they do not get what they want.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT’S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 25

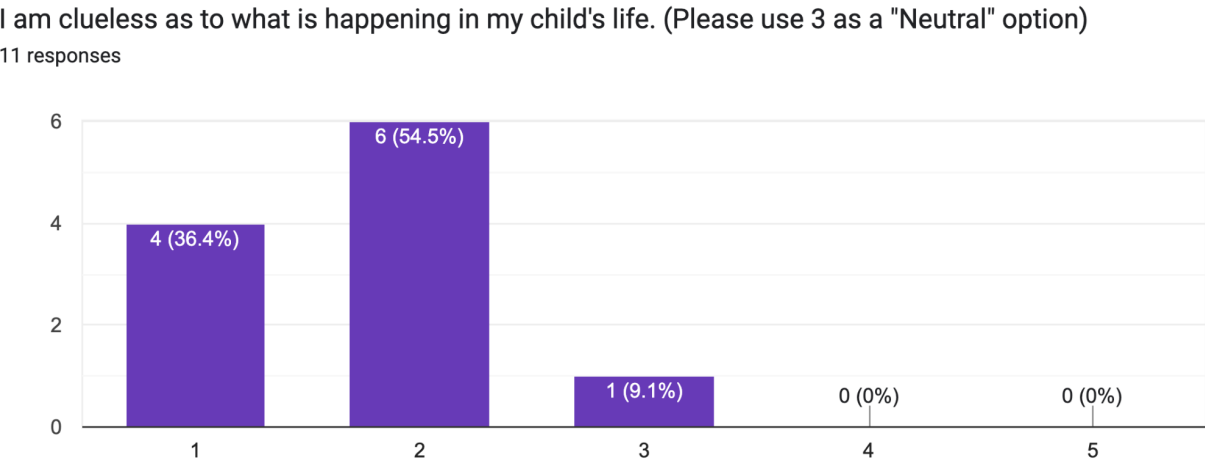
Figures 18 to 22: Neglectful Statements, Reasonings, and HIP Responses

Figure 18: Statement Regarding Attention to Child



Making time for children as a parent is extremely important because it demonstrates that you care for them. However, neglectful parents tend to ignore their child’s needs and do not make time for them. This question was asked to assess their attentiveness towards their child.

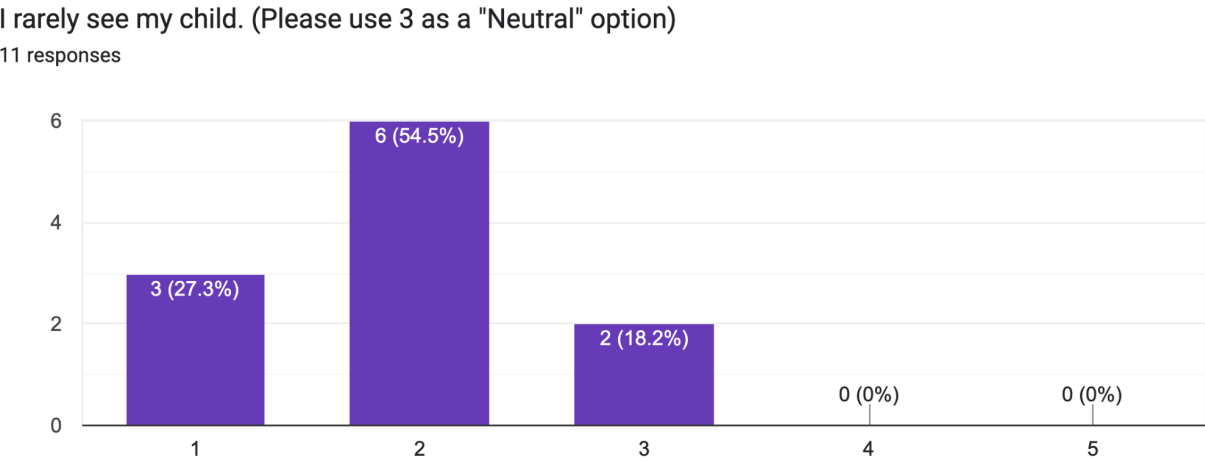
Figure 19: Statement Regarding Lack of Knowledge of Child’s Life



LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT’S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 26

Neglectful parents do not engage with their children and they may often wonder about their whereabouts. This question was asked to determine the level of involvement in their children’s lives.

Figure 20: Statement Describing Lack of Interaction

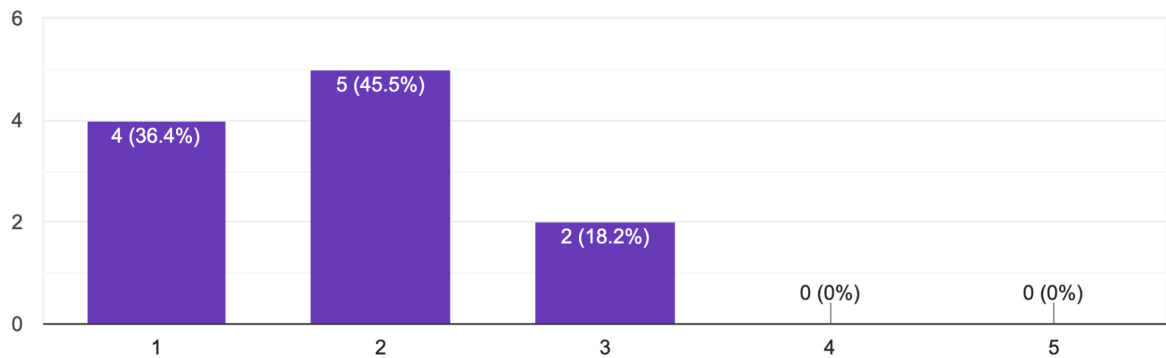


Parents who lead with a neglectful approach do not make time to see their children and may go days at a time without seeing or speaking to their children. This question was asked to assess how often these parents interact with their child.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT’S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 27

Figure 21: Statement Displaying UnInvolvement in Child’s Life

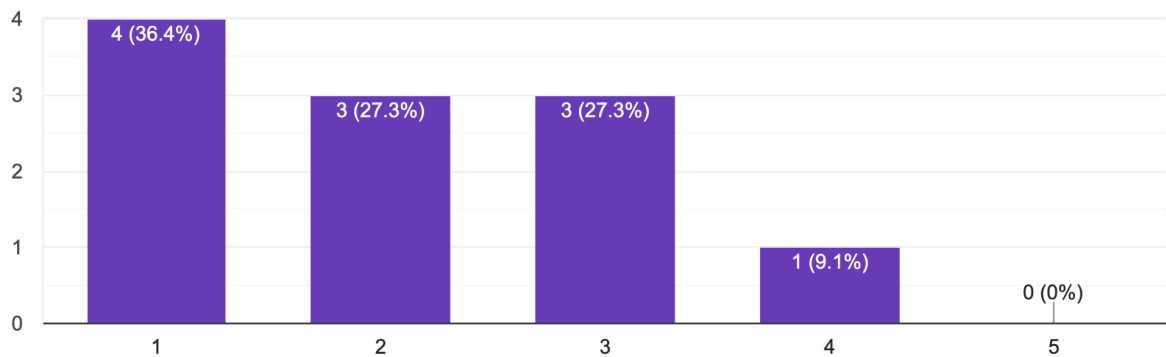
I lack enthusiasm when my child achieves something. (Please use 3 as a "Neutral" option)
11 responses



When neglectful parents hear about their children's achievements, they lack positive emotions. This question was asked to assess the enthusiasm parents feel when their children achieve milestones.

Figure 22: Statement Regarding Poor Communication

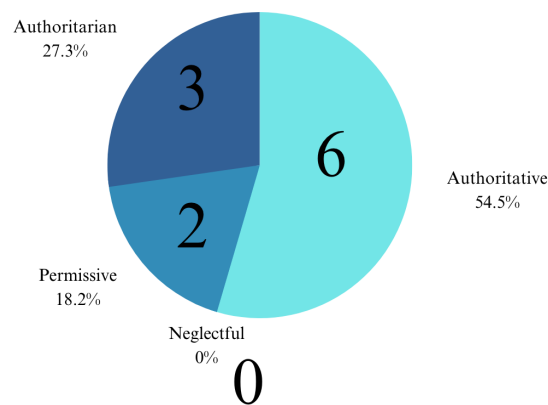
I do not encourage my children to talk about their emotions. (Please use 3 as a "Neutral" option)
11 responses



LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC

Neglectful parents do not initiate important conversations with their children such as speaking about emotions. This question was asked to assess the communication between the parent and child, if any.

After extensively analyzing the individual HIP's response, I calculated which parenting style each parent scored the highest in, and found that out of the eleven participants, six (.55) were authoritative, three were authoritarian (.27), two were permissive (.18), and zero (.00) were neglectful.



First-Generation Adolescent Survey Results

Demographic Information

The following four questions of the survey were taken in order to understand any possible factors that could influence what kind of adolescent they are. The data table below (Figure 23) provides the statistics for each demographic question the adolescent answered.

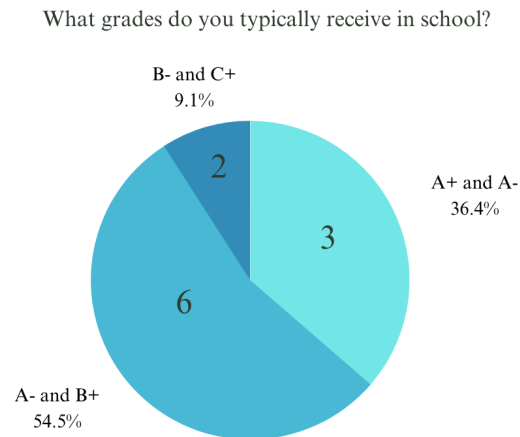
LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 29

First-Generation Adolescent Demographic Information (n = 11)			
Gender	Mean Age in Years and SD	Ethnic Background	Highest Education Level
Male - 2 (.18)	17 (SD: 1)	Mexican - 2 (100%)	In College Currently - 1 (.5) In High School Currently - 1 (.5)
Female - 9 (.82)	18.4 (SD: 1.3)	Mexican and Salvadorian - 1 (.11) Mexican - 8 (.89)	In College Currently - 4 (.44) In High School Currently - 5 (.56)

Figure 23: Demographic Information on First-Generation Students

After assessing the demographic information on the first-generation students, I then asked questions regarding their grades and extracurriculars to understand their academic performance. The following figures from 24 to 27 display the students' varying academic performances.

Figure 24: Grades In School



LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT’S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 30

Figure 25: Rigorous Courses Taken

How many rigorous classes (Honors, AP, or Dual Enrollment) are you currently taking in high school/did you take in high school?

11 responses

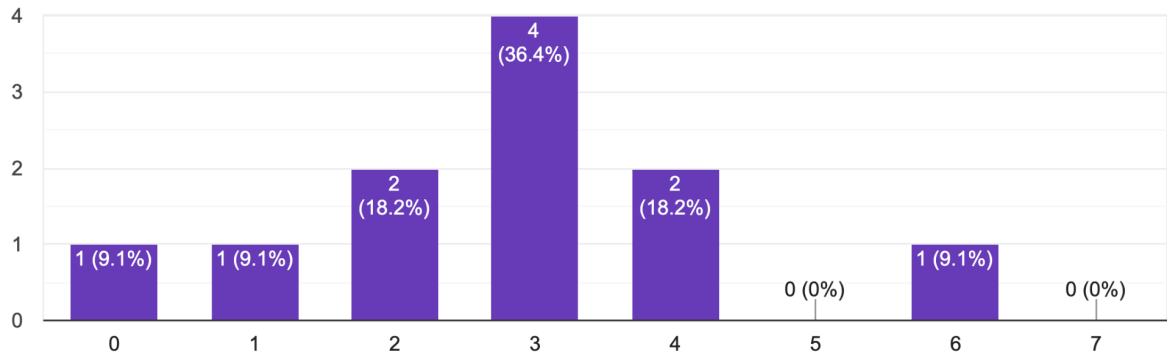
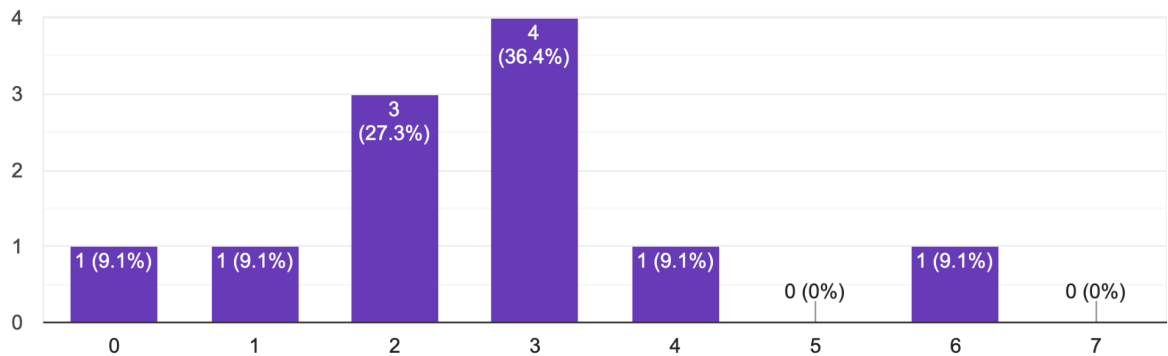


Figure 26: Extracurricular Involvement

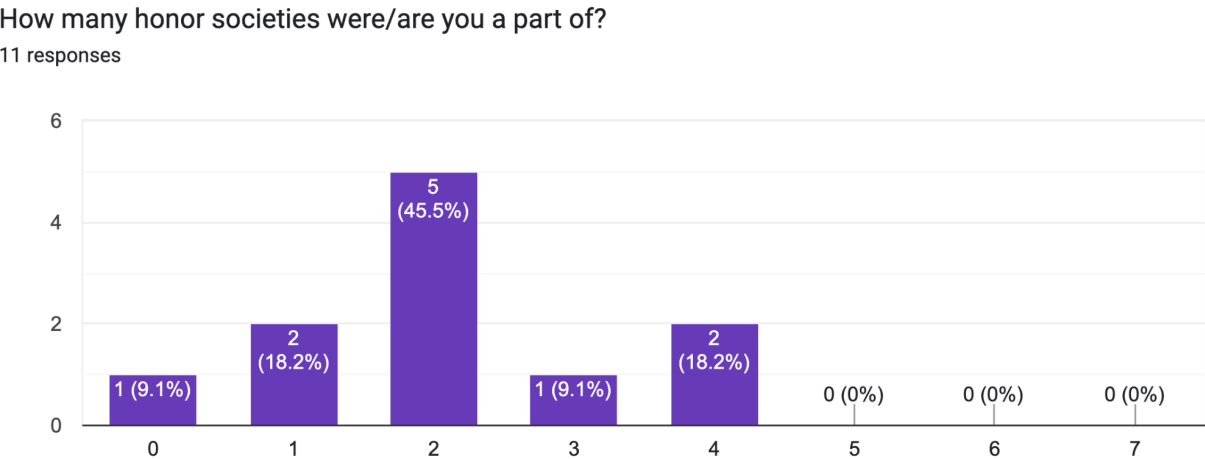
How many extracurriculars are you involved in? (Not counting honor societies)

11 responses



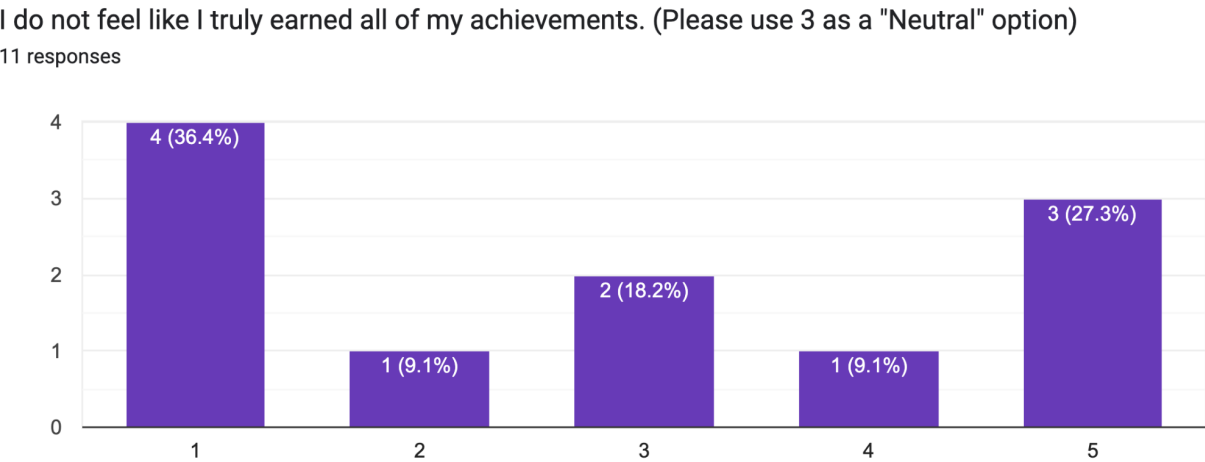
LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT’S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 31

Figure 27: Honor Society Involvement



The next part of this survey was meant to analyze whether or not the first-generation participants had or had not experienced imposter syndrome. The figures 28 to 32 display imposter syndrome symptoms on the five-point Likert scales I created while trying to answer the aforementioned question. On these scales, one means “Never,” three means “Neutral,” and five means “Always.”

Figure 28: Imposter Syndrome Symptom



LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT’S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 32

Figure 29: Feelings of Being a “Fraud”

I feel like a fraud in areas I succeed in because I am not "perfect" in those areas. (Please use 3 as a "Neutral" option)

11 responses

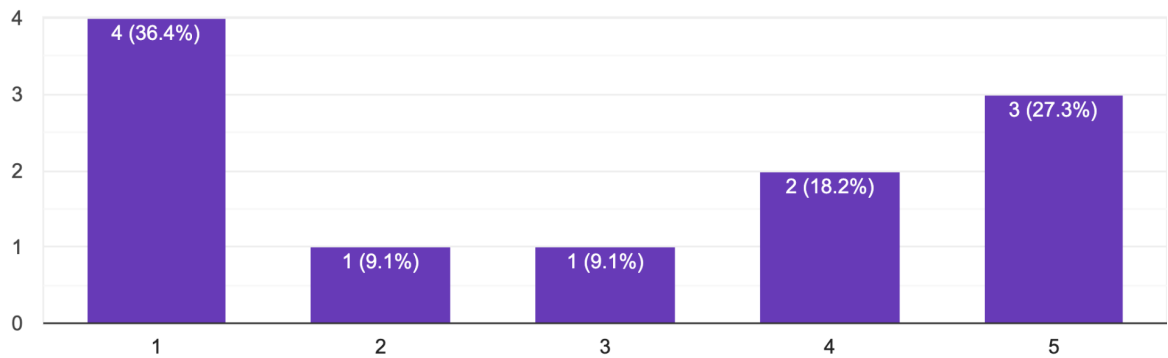
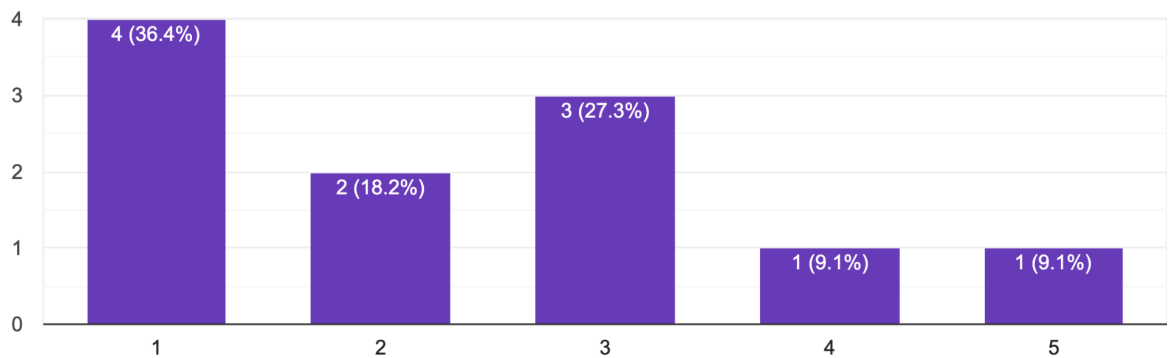


Figure 30: Feelings of Being Unsuccessful

I attribute my success to outside factors. (Please use 3 as a "Neutral" option)

11 responses



LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT’S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 33

Figure 31: Fear of Not Living Up to Expectations

I fear that I will not live up to the expectations of others. (Please use 3 as a "Neutral" option)
11 responses

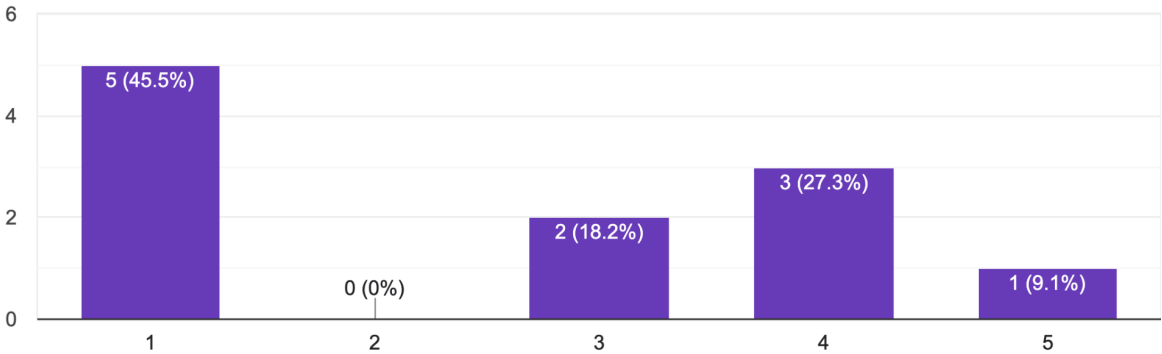
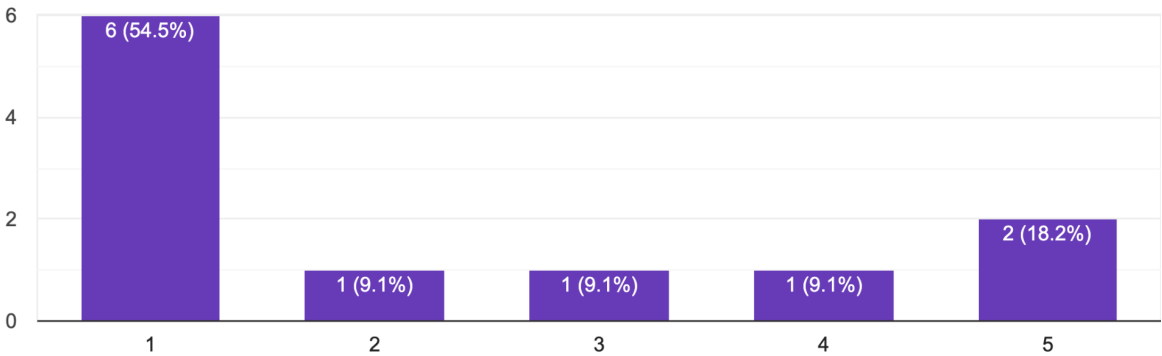


Figure 32: Extra Sensitive to Any Criticism

I am overly sensitive to constructive criticism. (Please use 3 as a "Neutral" option)
11 responses



Discussion

While looking at all of the individual data via Google Forms, I was able to create a table based that had each variable on it in order to make it easier to compare the results. The figure below displays the cumulative data I collected throughout this study.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 34

Family	Parenting Style	Children's Education	Experience with Imposter Syndrome
A	Authoritative	A+/A- (Excellent)	Yes
B	Authoritative	A+/A- (Excellent)	Yes
C	Authoritative	A-/B+ (Very Good)	Yes
D	Authoritative	A-/B+ (Very Good)	Yes
E	Authoritative	A-/B+ (Very Good)	No
F	Authoritative	A-/B+ (Very Good)	No

Family	Parenting Style	Children's Education	Experience with Imposter Syndrome
G	Authoritarian	A+/A- (Excellent)	Yes
H	Authoritarian	A-/B+ (Very Good)	Yes
I	Authoritarian	B-/C+ (Passing)	No
J	Permissive	A-/B+ (Very Good)	Yes
K	Permissive	B-/C+ (Passing)	No

After creating this table, the findings of my study conclude that the same can be said for HIP and their first-generation adolescents in regards to Western-identified parenting styles and their effects on education. For example, while analyzing the authoritative section on the table, it can be recognized that all of the authoritative parents' adolescents were high academic achievers, which supports past research done in this area that defines the positive link between authoritative

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 35

parenting and the children's education. Another part of these results that can be determined by looking at the table is that the authoritarian parents' children's educational data varied a lot, so my findings in that area remained inconclusive; however, these ambiguous results could possibly connect to Pinquart and Kauser's (2017) findings that authoritarian parenting is less damaging to Hispanic children than non-Hispanic children and needs to be researched further. The children of permissive parents had lower grades as well as lower participation in extracurriculars and honor societies; these findings align with pre-existing research on the effects of permissive parents on their children's educational performance, which found a negative correlation.

In terms of establishing a relationship between parenting styles and an adolescent's chances of experiencing imposter syndrome, there was found to be no link. On the table, one can observe that there are scattered responses of whether or not an adolescent has experienced imposter syndrome; therefore, there was found to be no specific parenting style that made an adolescent more or less likely to suffer from imposter syndrome. However, the students who academically achieved significantly more than other students, and were more involved in extracurriculars and honor societies, were found to experience imposter syndrome more than the adolescents who achieved less academically. These results also support previous studies conducted that find a relationship for high achieving students and the prevalence of imposter syndrome in their lives.

Implications

The results of this study would allow Hispanic, Immigrant Parents and their first-generation students to see to what extent the parenting style that the HIP adopts has on their academic performance. HIP grow up in an entirely different environment than their

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 36

first-generation children, which ultimately causes a wedge between their ability to fully understand one another in different aspects of life such as academia. Although HIP definitely face their own barriers in their native country, they often do not recognize that their children also face their own barriers as first generation students. Many parents are unaware of what their children experience at school on a day to day basis due to their inability to understand the “complex” American school system. This study would allow parents to have an insight on how their child may feel like an outcast at school due to the underrepresentation of Hispanic students or their struggles with imposter syndrome.

Acknowledging the differences in parenting styles across cultures allows parents from all over the world to re-examine their parenting styles and determine if their parenting style is the best fit for their children's success. Although this study may cause parents to question their parenting style, it is not in any way attempting to judge their values or parenting styles. However, becoming aware of any flaws or benefits that their parenting styles may have could cause a positive impact on their adolescent's future.

Limitations

As stated, this study consisted of eleven parents and eleven students which is an extremely small representation of the amount of the Hispanic population that live in the United States. Out of those eleven parents, only one was Salvadorian and only one student was half Mexican and half Salvadorian. Although all of these people do belong to Hispanic communities, there was not a variety of other Hispanic groups represented. Therefore, there was an underrepresentation of different Hispanic cultures in this study. Additionally, this small sample size did not allow for a variety of different parents; there were zero neglectful parents and only

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 37

two permissive parents. With zero neglectful parents, this study was not able to draw conclusions on the effects of neglectful parenting on Hispanic, first-generation students. Additionally, the amount of authoritative parents in this study surpassed any other parenting style; therefore, most of the data was drawn from the authoritative parenting style, and there was not enough representation for other parenting styles.

Future Research

The findings in this study examine several topics such as culture, academic achievement, Hispanic, immigrant parenting and how all of these components affect one another. When conducting this study, it was noted that there was little to no research published on Hispanic, immigrant families and the cultural barriers that first-generation students face, while working towards their education. Therefore, the findings concluded in this study would instigate new areas of research that have not been explored. Future research should be conducted on Hispanic, immigrant parenting and the effects it may have on level of education, motivation, self-esteem, etc. Another study could also examine the different ways that cultures view the importance of academia, which could be another potential research opportunity.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 38

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LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 39

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LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 41

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LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC
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ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER
SYNDROME EPIDEMIC

42

Appendix A: Statements Presented in the Hispanic, Immigrant Parent Survey

1. I value their viewpoints, encouraging them to communicate openly.
2. I rarely see my child.
3. I resort to unjustified threats as a means of discipline.
4. I try to give my child whatever he or she wants.
5. I am clueless as to what is happening in my child's life.
6. I offer clear explanations for my expectations of them.
7. I act like I am a friend to my child.
8. I tend to ignore my child's bad behavior.
9. I punish them by withdrawing emotional support.
10. I urge them to discuss any problems or concerns they may have.
11. If my child causes a scene, I give them what they want so that they will stop.
12. I do not encourage my children to talk about their emotions.
13. I am attentive to my child's emotions and needs.
14. Whenever my child is distressed, I am there to provide comfort and empathy.
15. I constantly criticize my child to fix his or her behavior.
16. I often bring up all the things I have done and continue to do for my child to guilt my
child into behaving better.
17. I do not think I need to discipline my child.
18. I am too busy to attend to my child's needs.
19. I frequently emphasize that I am their parent.
20. I lack enthusiasm when my child achieves something.

LEARNING THROUGH CULTURAL BARRIERS: THE IMPACT OF HISPANIC IMMIGRANT PARENTING ON THEIR FIRST-GENERATION ADOLESCENT'S ACADEMIC PERFORMANCE AND ITS CORRELATION TO THE IMPOSTER SYNDROME EPIDEMIC 43

Appendix B: Questions Presented in the First-Generation Student Survey

1. What grades do you typically receive in school?
 - (A) A+ and A-
 - (B) A- and B+
 - (C) B- and C+
 - (D) C- and D+
 - (E) D- and F+
2. How many rigorous classes (Honors, AP, or Dual Enrollment) are you currently taking in high school/did you take in high school?
3. How many extracurriculars are you involved in? (Not counting honor societies)
4. How many honor societies were/are you a part of?

Statements Presented to Examine Imposter Syndrome Prevalence

1. I do not feel like I truly earned all of my achievements.
2. I attribute my success to outside factors.
3. I fear that I will not live up to the expectations of others.
4. I feel like a fraud in areas I succeed in because I am not "perfect" in those areas.
5. I am overly sensitive to constructive criticism.

Academic Paper

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Sample: C**Score: 4**

This paper earned a score of 4. The topic of inquiry is presented on page 6: “What are the effects of the parenting styles that Hispanic, immigrant parents adopt on their first generation adolescent’s academic performance and how does this correlate to the prevalence of Imposter Syndrome cases reported amongst first generation students?” The topic of inquiry establishes clear and narrow parameters, and the paper maintains this level of focus throughout the method, discussion, and limitation sections of the paper. This topic is explicitly connected to relevant and scholarly works of varying perspectives and logically addresses a gap in the research, with the goal of “[exploring] the impacts of parenting styles that HIP adopt on their first-generation adolescent’s academic performance and the correlation to the prevalence of imposter syndrome cases reported in first-generation students,” found on page 12. The method is a correlation study using a quantitative approach that consists of five steps, and the inquiry choices are defended on pages 13–14. For example, “The decision to choose this method for the parents stemmed from the research conducted by Batool and Lewis (2017) as well as Robinson and his colleagues’ (2001) methodology in determining what parenting style each parent adopted.” Additionally, the decision to include the first-generation student survey is supported on page 14: “research conducted by Awinashe and her colleagues (2023), and her methodology used in determining the level at which each student experienced or did not experience imposter syndrome.”

The results of the paper can be found on pages 15–33 with each item from the survey featuring a corresponding graph and qualifying information regarding the purpose of the individual question. For example, from Figure 9 on page 20, “‘Authoritarian parents tend to exert extreme forms of discipline on their adolescents. This statement was necessary to determine the severity of the discipline that these parents choose to assert over their children.’ The decision to provide contextual information around the items in the survey allows the paper to support a new understanding through a logically organized line of reasoning.

The paper did not earn a score of 3 because the topic of inquiry is focused and narrow on the effects of various parenting styles that Hispanic, immigrant parents adopt in raising their first-generation adolescents and the subsequent impact on their academic performance. The paper logically defends the alignment of a detailed, replicable research method that is grounded in the literature of the field. The limitations of the study, while perhaps oversimplified, are addressed on page 36: “As stated, this study consisted of eleven parents and eleven students which is an extremely small representation of the Hispanic population that live in the United States.”

This paper did not earn a score 5 because the implications to the community contain hyperbolic language. This is demonstrated on page 34: “After creating this table, the findings of my study conclude that the same can be said for HIP and their first-generation adolescents in regards to Western-identified parenting styles and their effects on education.” Furthermore, the paper did not earn a score of 5 because the limited discussion of the data presented does not connect back to the community of practice, an integral component for a score of 5.