



PERCEIVED AUTHORITARIAN AND AUTHORITATIVE
PARENTING STYLES AND THEIR EFFECTS ON AMBITION
IN NETWORKERS IN BANGKOK, THAILAND

SAPPHIRA PRASETYO

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

Graduate School of Psychology
Assumption University
Thailand

2006

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This study will investigate which parenting style (authoritarian or authoritative) has the most influence and effect on the networker's level of ambition.

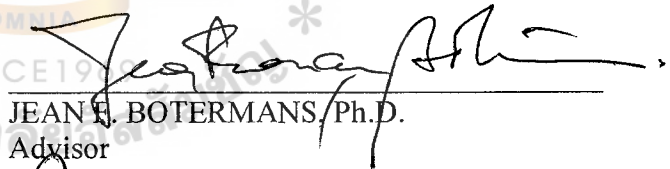
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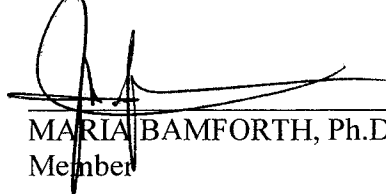
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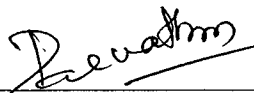
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ABSTRACT

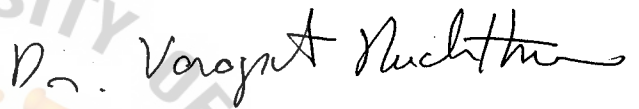
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The objective of this study was to investigate which of the two parenting styles (authoritarian or authoritative) had the most effect on ambition levels in networkers in Bangkok, Thailand. Research suggests that authoritarian parents cultivate children who are less likely to be emotionally secure, confident about their capabilities and to take risks. On the other hand, children who grow up with authoritative parents receive a supportive yet disciplined environment in which to flourish and develop increased self-esteem and sense of self-efficacy. These latter characteristics were hypothesized to equip children to grow into more competent and ambitious adults.

This study included 116 participants who attend networking events in Bangkok and this sample was chosen because of their inclination to the characteristics of ambition. The research instrument used in this study was a self-administered questionnaire that consisted of asking the participants about their personal information, parents' parenting style and ambition levels. The data were analyzed using the Chi-square test, *t* test and a multiple regression. The findings revealed higher ambition levels in participants who perceived their parents as authoritative ($r = .275$), compared to participants who perceived their parents to be authoritarian ($r = -.203$). There were also other factors that contributed to increased ambition levels and they include ethnicity, parents' education and parents' marital status. Recommendations for future research were included.

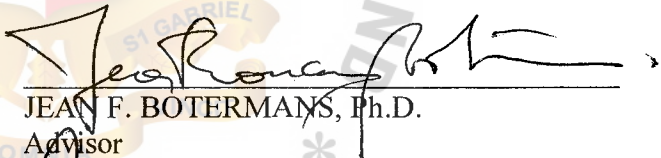
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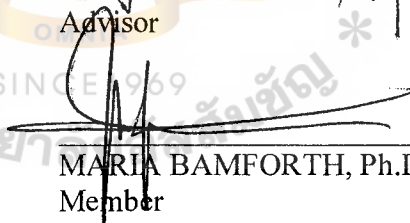
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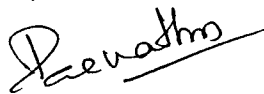
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Sapphira Prasetyo



CONTENTS

| | Page |
|-----------------|------|
| ACKNOWLEDGEMENT | i |
| ABSTRACT | ii |
| CONTENTS | iii |
| LIST OF TABLES | vi |

CHAPTER

I. THE PROBLEM AND ITS BACKGROUND

| | |
|------------------------------------|---|
| Introduction | 1 |
| Objectives of the Study | 3 |
| Statement of the Problem | 3 |
| Research Hypotheses | 4 |
| Significance of the Study | 4 |
| Scope and Limitations of the Study | 5 |
| Definition of Terms | 6 |
| Conceptual Framework | 7 |

II. LITERATURE REVIEW

| | |
|--|----|
| Parenting Styles | 8 |
| Authoritarian vs. Authoritative Parenting Styles | 11 |
| Child Abuse | 13 |

| | |
|---------------------------------|----|
| Factors that Affect Parenting | 15 |
| How Children Learn | 17 |
| Healthy Ambition | 18 |
| How the Parent Affects Ambition | 19 |

III. RESEARCH METHODOLOGY

| | |
|---|----|
| Research Design | 22 |
| Sample | 22 |
| Instrument of the Study | 23 |
| Section 1: Socio-Demographics Characteristics | |
| Section 2: Perceived Parenting Style of the Participant's Parent (s) | |
| Section 3: Self-Rated Level of Ambition | |
| Reliability Test | 24 |
| Data Collection | 25 |
| Data Analysis | 26 |
| Ethical Consideration | 26 |

IV. PRESENTATION OF FINDINGS

| | |
|------------------------|----|
| Univariate Analysis | 27 |
| Bivariate Analysis | 34 |
| Multivariable Analysis | 42 |

V. DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

| | |
|---------------------------------|----|
| Discussion of the Findings | 46 |
| Conclusions and Recommendations | 49 |

| | |
|-------------------|-----------|
| REFERENCES | 51 |
|-------------------|-----------|

APPENDICES

| | |
|---|----|
| APPENDIX A: Informed Consent | 55 |
| APPENDIX B: Questionnaire (in English only) | 56 |



TABLES

| | Page |
|---|------|
| 1. Demandingness and Responsiveness of Different Parenting Styles | 9 |
| 2. The Frequency and Percentage Distribution of the Participants' Gender | 27 |
| 3. The Frequency and Percentage Distribution of the Participants' Age | 28 |
| 4. The Frequency and Percentage Distribution of the Participants' Employment Status | 29 |
| 5. The Frequency and Percentage Distribution of the Participants' Ethnicity | 30 |
| 6. The Frequency and Percentage Distribution of the Participants' Parents' Marital Status | 30 |
| 7. The Frequency and Percentage Distribution of the Participants' Father's Education | 31 |
| 8. The Frequency and Percentage Distribution of the Participants' Mother's Education | 32 |
| 9. Patterns of Father and Mother's Education Levels | 32 |
| 10. The Frequency and Percentage Distribution of the Participants' Influence on Identity | 33 |
| 11. The Association between Gender and Employment Status | 33 |
| 12. The Association Between Gender and Ethnicity | 35 |
| 13. The Association Between Gender and Father's Education | 35 |

| | |
|---|----|
| 14. The Association Between Gender and Mother's Education | 36 |
| 15. The Association Between Gender and Influence On Identity | 36 |
| 16. The Association Between Socio-Demographics Characteristics, Parental Information and Influence on Identity to the Two Parenting Styles (Dependent Variables) | 37 |
| 17. The Association Between Socio-Demographics Characteristics, Parental Information and Influence on Identity to Ambition | 39 |
| 18. Inter-Correlations Between Questionnaire Measures | 41 |
| 19. Variables Included in the Multiple Regression Model | 43 |
| 20. Complementary Multiple Regression Model, "Controlling For Age, Gender And Ethnicity: R^2 of the Stepwise Procedure ("Blocked" Regression Model With Mixed Stepwise On Remaining Factors) | 44 |



CHAPTER I

The Problem and Its Background

Introduction

There is little doubt that parents play an important role in the development of their children's inclinations, motivations, and values. Since the family is the first man-made institution that a child is exposed to, parents are responsible for facilitating the child's physical, cognitive, and social development. It is crucial that parental interaction is healthy and encouraging, in order to develop the child's esteem, confidence, and sense of self. An effective parent provides the child with an environment conducive to becoming responsible, independent, and well-adjusted adults. Successful parenting is vital for shaping the coming generations and the way the next generation will behave, thereby affecting the world around them.

According to Diana Baumrind (1991), a research psychologist in human development, parenting is vital in shaping children's developmental progress such as achievement motivation and personality formation. What a child learns from his/her parents will have an impact on how he/she perceives the world. If the child perceives the world to be decent and worthwhile, the child is more likely to persevere. If the child views the world as complicated, frightening and hopeless, there are more chances that the child will give up under pressure.

Ambition can be defined as the drive or eager desire to achieve success. Ambition is usually associated with motivation in psychology, which refers to the initiation, direction, intensity and persistence of behaviour (Geen, 1995). It could also be thought of

as the organization of commitment, determination and passion to produce accomplishment. This passion for achievement is similar to the fuel in the engine that moves a car – it keeps the car accelerating and gives it strength to manoeuvre tough roads. The fuel in the car can be compared to ambition in a person: the desire to achieve success and the will to persevere under tough situations. However, not all cars are built the same, just like not all humans are created the same. For every person that is consumed with a need to achieve, there is another person content with what life has thrown them.

Baumrind and her associates (1971) have investigated the relationship between parenting styles and how it affects the child's degree of ambition. These several studies have suggested that the authoritarian parenting style produces children who tend to be withdrawn, lacking in spontaneity, and who are more dependent. These characteristics could be associated with lower levels of ambition, confidence and self-reliance. On the other hand, the authoritative parent is more likely to develop self-confidence in performing tasks and fosters a higher sense of esteem in their children. This type of parent is more likely to inspire and encourage their child to develop determination because of their warm, nurturing, yet disciplined environment. It also has an influence on the level of ambition.*

This study focuses on a specific group of people; those who attend “networking events” in Bangkok, Thailand. This sample population was selected because of their inclination toward the characteristics of ambition: networkers appear to be motivated and seek personal and professional development through events they attend. The networking community in Bangkok appear to have an excellent foundation of determination to improve themselves, seek business associates, and unite in social events. This study

strives to find a correlation between how they perceived they were parented and their level of ambition.

In this study, they are referred to as “networkers.” There are approximately 300 regular networkers in Bangkok. The career of choice of these people is usually in the field of business, offering products or services to individuals or companies.

Objectives of the Study

The general objectives of the study was to examine the demographic and parenting factors that fosters ambition in the networking community in Bangkok. This study was specifically aimed to:

1. Describe the socio-demographic characteristics, current employment status, parental information, and ambition levels among networkers in Bangkok
2. Describe which parenting style had the most influence on ambition.
3. Investigate whether the parents’ education has an affect on parenting styles.
4. Investigate whether ethnic background had an affect on parenting styles.
5. Investigate whether age, gender, and current employment status have an affect on the level of ambition.

Statement of the Problem

The study aimed to answer the following questions:

1. What were the socio-demographic characteristics, current employment status, parental information and ambition levels among networkers in Bangkok?
2. Which parenting style had the most influence on ambition?

3. Are there any associations between the parents' education and their parenting styles?
4. Are there any associations between ethnic background and ambition?
5. Are there any associations between age, gender and current employment status and level of ambition?

Research Hypotheses

Based on the research objectives and statement of the problem, the following alternative hypotheses were generated:

1. Networkers who received authoritative parenting are more likely to be ambitious.
2. There is an influence between ethnic backgrounds and ambition
3. There is an influence between parents' education and the participant's ambition level.

Significance of the Study

There is an abundance of research concerning parenting styles and outcomes on children. This research is concentrated on applying the two dimensions of parenting styles and finding out if a correlation exists between parenting style and ambition. This study will contribute to the limited studies of ambition and serve to connect outcomes in adult children and their perception of their parents' parenting styles.

This is an exploratory study that can assist in providing insight on how parenting styles can affect a person's level of ambition. Most importantly, this study compiles information for child rearing that is beneficial for the child to develop a healthy sense of

self. The way parents care for their children have an effect on who they are and how they behave. The development of a positive self concept is vital for children to assume responsibility, tolerate frustration and overcome challenges. These children will be able to regulate their emotions and take pride in their accomplishments. Effective and competent children will grow up to be effective and competent parents. Research and the study of parenting is a popular topic in today's contemporary world.

This study will be useful in assisting people to understand why they may behave in the way that they do and help to modify undesirable conducts of behaviour. It is most beneficial to parents and professionals in both developmental psychology and family counselling, and especially to parents themselves.

Limitations of the Study

There are several limitations to this study and they include:

1. Accurately answering the questionnaire:
 - a.) To answer the questionnaire honestly without concern for what they think the experimenter thinks or wants from the study.
 - b.) To be able to answer questions objectively and not be affected by the environment or internal emotions.
 - c.) The participant's perception of how they were parented to accurately reflect the experience itself.
2. External validity to be able to generalize the test results to other populations.
3. Insufficient participants and time to conduct the study.

Definition of Terms

Ambition: the drive or eager desire to achieve success and complete a task successfully, especially by means of exertion, practice and perseverance.

Parenting Style: the Parental behaviour involving two dimensions – the demanding/undemanding and the accepting/rejecting dimensions which combine to produce parenting patterns.

Authoritarian parenting: Diana Baumrind's (1971) restrictive parenting style focused on excessive rules, rigid belief systems, and the expectation of unquestioned obedience while often relying on power tactics rather than explanation to elicit compliance.

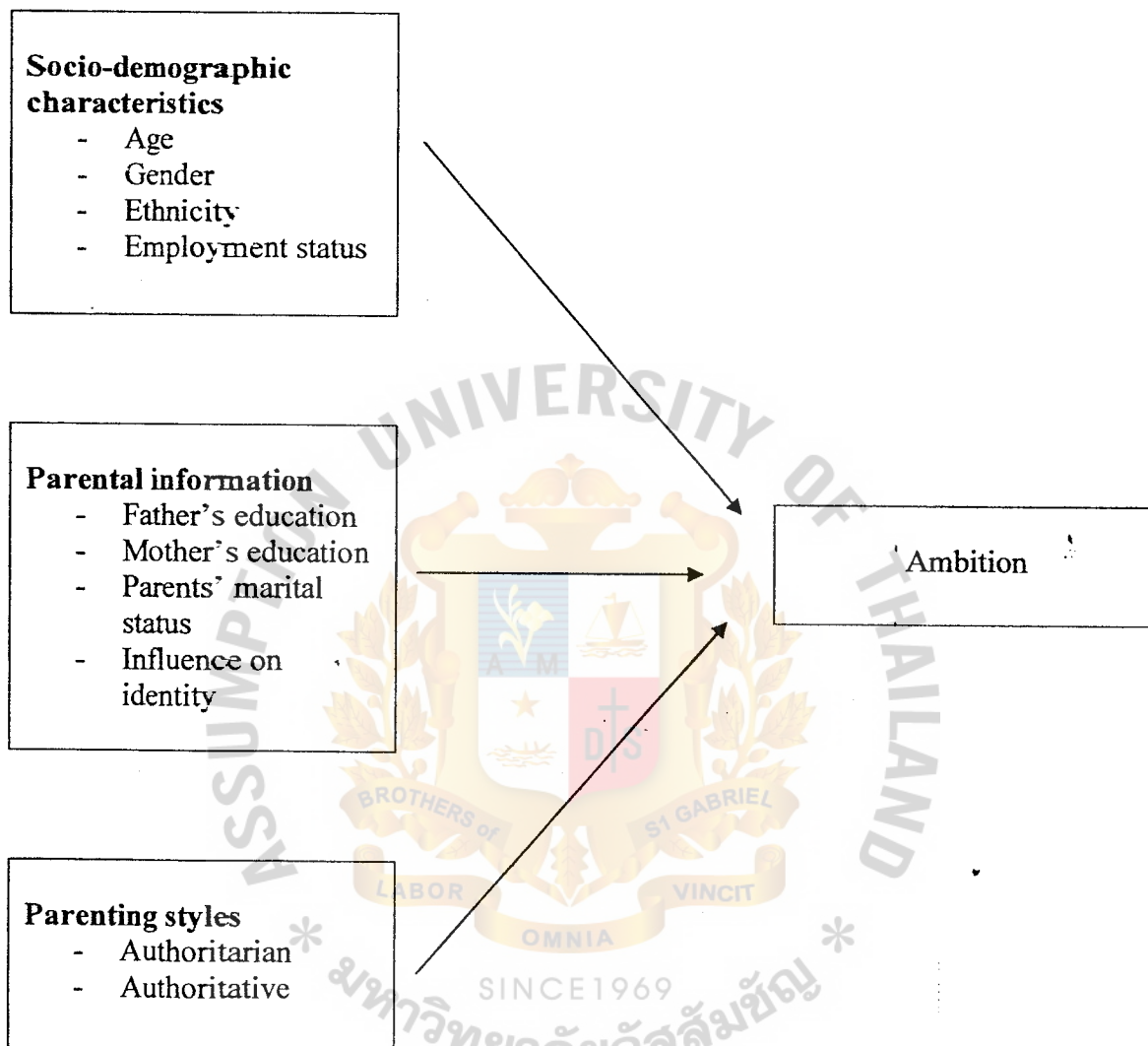
Authoritative parenting: Diana Baumrind's (1971) flexible parenting style focused on setting reasonable rules and expectations while encouraging communication and independence.

Networkers: People who attend networking events to enhance their personal and professional self and expand on their contact relations.

Conceptual Framework

INDEPENDENT VARIABLES

DEPENDENT VARIABLES



CHAPTER II

Literature Review

Parenting Styles

Why are parents so important? Parents are major agents of socialization and children depend on them for physical and psychological needs. In addition to food, clothing and shelter, children depend on their parents for nurturance, affection, and play. Children also learn about the environment in which they live from their parents because their parents can be easily identified as their primary educators of societal culture and values. By absorbing attitudes, morals and customs of a society, the child learns what is appropriate and acceptable behaviour and what is not (Berk, 1996). Parental presence and control exerts a strong influence on the kind of person a child becomes.

The responsibility of parents changes. Along with attending to basic needs from an early age, parents begin to expect their children to live up to certain standards. These standards comply with what societal norms, moral expectations and human regard demand (Cole, 1993). The socialization process differs across cultures but there are four basic mechanisms that operate in children of all cultures:

1. The desire to obtain acceptance, affection, regard and recognition.
2. The wish to avoid the unpleasant feelings that follow rejection or punishment.
3. The tendency to imitate actions of others.
4. The desire to be like specific people whom the child has grown to respect, admire or love (identification).

One of the most prominent and extensive researcher on disciplinary is Diana Baumrind (1971). Baumrind and her associates have spent twenty years studying parents of preschool children to find a link between child rearing and child personalities. There are three parenting styles that have been identified by Baumrind, two of which have been used as the basis in this study to explore whether they have an effect on a person's level of ambition. The three parenting styles are 'authoritarian', 'indulgent/permissive' and 'authoritative.' The latest addition to Baumrind's parenting style is 'indifferent/uninvolved' (Maccoby & Martin, 1983). Each differs in the level of parent's demand and responsiveness and is illustrated below:

Table 1

Demandingness and Responsiveness of Different Parenting Styles

| | High Demandingness | Low Demandingness |
|----------------------------|---------------------------|-----------------------------------|
| High Responsiveness | Authoritative Style | Indulgent/Permissiveness Style |
| Low Responsiveness | Authoritarian Style | Indifferent/Uninvolved Style |

The level of demandingness deals with parental control and implies that the parent demands fulfilment of expectations of the child and is insistent of them. demandingness can range from restrictive and demanding behaviour to a permissive and undemanding parenting style in which few restraints are placed on the child's behaviour. The level of

responsiveness is how the parent is involved and receptive in the child's life. It can also range from warm and encouraging behaviour to rejecting and unresponsive behaviour that does not focus on the child's needs.

This study is concerned with examining the authoritarian and authoritative parenting styles. The authoritarian parent is highly demanding and directive but not responsive. This parent can be compared to a drill sergeant who uses inflexible and controlling dominance and will not tolerate disobedience. Their discipline could be harsh and humiliating with judgmental criticisms. The authoritative parent demands fulfilment of expectations of their child but is involved by being responsive. These parents are more supportive and empowering by encouraging learning and offering choices and guidance. They model responsible behaviour by teaching accountability and consequences.

Each of the two parenting styles communicates a certain message to their child: The authoritarian parent sends out the message, "I need to protect you and you need to listen to me. Without me, you will be lost and I am doing this for your own good." The authoritative parent sends out the message, "I believe in you and trust you to handle situations. I am here to support and guide you – learn from your mistakes and not mine."

Baumrind followed her sample of authoritarian, permissive and authoritative parents and their children from the initial preschool years through adolescence in a longitudinal study (Baumrind, 1991). Of concern to this study, she found that authoritative parenting styles continue to be associated with positive outcomes and a good adjustment in adolescents. Younger children who were exposed to a responsive and firm parent-child environment felt better about themselves and it was especially important in the development of competence in boys. On the other hand, children who

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grew up in an authoritarian environment experienced more negative long-term outcomes, especially in boys. These boys were low in both cognitive and social competence and their academic performance was poor. In addition, they were unfriendly and lacked initiative, leadership and self-confidence in their relations with their peers.

Authoritarian vs. Authoritative Parenting Styles

The two parenting styles that this research is concentrated upon are the authoritarian and authoritative parenting styles. To the authoritarian parent, complete obedience and compliance is a virtue. When the child behaves in a way that conflicts with the parent's view of appropriate conduct, the child is punished forcefully, using withdrawal of love, verbal assault or even physical abuse. The authoritarian parent rules with an iron fist so the child can not question or negotiate the parent's actions or the rules set in their household. This parent expects complete respect for authority and emphasizes the preservation of order. The child is told what to do more than to rely on their independence and they are taught to fear authority. This punitiveness may lead to the child to lack creativity, imagination and a sense of leadership because their sense of autonomy has been compromised (Darling, 1999).

The authoritative parent, on the other hand, uses explanation to establish and direct household rules. This parent provides the child with verbal give and take and uses rational reasoning as the basis of control. Children are able to negotiate and both parties can reach a suitable compromise. Children are guided with support in their decision making and receive encouraging feedback from their parents. The authoritative parent affirms the child's present qualities, but also sets standards for future conduct. The

parents participate in the child's life by closely supervising the child's behaviour and confront disruptive behaviour before it becomes habitual. As the child grows up, instead of giving constant supervision, the child is taught self-motivation and individually by assuming responsibility and independence.

Baumrind and her associates (1991) have found significantly distinct outcomes of personality in children from the two parenting styles. Because the young child from the authoritarian parent is used to being told what to do, the child may become less self-reliant. Baumrind found that as preschoolers, these children tend to be overprotected and dependent. As children mature, they are more likely to be anxious and withdrawn, with an unhappy disposition. They are also more likely to have poor reactions to frustration - daughters are more likely to set lower goals for themselves and withdraw in the event of dissatisfaction while boys tend to be more hostile. These children tend to display more dependent behaviour, fail to initiate activities and lack internal control over their own behaviour. They tend to do well in school and achieve high grades and are less likely to participate in antisocial activities such as drug and alcohol abuse.

Children from the authoritative parent, on the other hand, tend to be more independent and socially responsible. As they grow older, these children are also academically competent along with being more prosocial and altruistic. As these children mature into adulthood, they are more likely to have a livelier and happier disposition, show self-confidence about their ability to master tasks and have well-developed emotion regulation and social skills. They also seem to be less rigid about gender-typed traits, for example, sensitivity in boys and independence in girls (Baumrind, 1991).

Child Abuse

Some children who grow up with authoritarian parents experience corporal punishment. Since the parent believes in complete authority and obedience, they may resort to physical abuse when the child does not comply with the parent's demands. Forceful punishment has been found to be "consistently related to poor mental health; including depression, unhappiness, anxiety, and feelings of hopelessness in children and adolescents. Corporal punishment is a risk factor for relationship problems, including impairment of parent-child relationships, increased levels of aggression and anti-social behaviour in children, raised thresholds for defining an act as violent, and perpetration of violence as an adult, including abuse of one's family members" (Hart, Durrant, Newell & Power 2005).

Parents who are in a distressed and sexually unsatisfying marriage and have a history of abusive relationship with their own parents are more likely to abuse their children. Environmental factors such as the quality of their neighbourhood and available support systems can also attribute to the parent's stress and frustrations. Parents who experience a supportive marital relationship are more active in their social network, educated and in good health are less likely to abuse their children (Egeland, Jacobitz & Sroufe, 1998). Abusive parents seem to have unrealistic beliefs about parent-child relationships and respond less appropriately when their child acts deviant. These may lead to the parent feeling antagonistic towards the child when they feel their child is behaving differently from their expectations. In other words, parents may hit their children when they are angry or emotionally out of control (Patterson, 1982).

Children who grow up experiencing abuse may lack a sense of trust and find it difficult to understand some of the emotions they are feeling. Behavioural scientists have seen the same effects on abused dogs who tend to exhibit fearful yet aggressive acts towards other humans and dogs. Their sense of trust and security is compromised in a novel situation and they are more likely to resort to hostile behaviours. Even as infants, abused children show less secure attachment and are more noncompliant, resistant and avoidant toward their mothers (Crittenden, 1992). These children may exhibit problems in emotion regulation and transmit aggressive behaviours in social interactions. They seem to have acquired a sense of mistrust towards other adults and act aggressively towards their own peers.

How the child perceives threatening and over-controlling acts from their parents is negatively associated with the child's motivation. As they mature, they are more likely to show problems in relations with peers, teachers and caregivers, and also have academic problems and lower self-esteem. Abused children are also more likely to be depressed and withdrawn (Toth, Manly & Cicchetti, 2002). Girls are more likely to internalize their emotions, such as by feeling depressed and insecure, while boys are more likely to externalize their emotions, such as through acting out in aggressive behaviours or being involved with delinquent acts.

According to Sroufe and Fleeson (1986), aggressive physical and emotional interactions between parents and children form the basis for how children interact with others and view themselves. The authoritarian parent may play a huge role in the child's level of ambition because their sense of self has been reduced and their cognitive interpretations of their abuse may minimize their desire to achieve.

Factors That Affect Parenting

There are many factors that affect and shape the way parents raise their children. Parents have the primary relationship with each other, whether they are married, separated, or divorced. A healthy marital relationship provides strength which is important to their role as caretakers. Their mutual emotional and physical support can determine how they act as team players in raising children – affectionate parent-child relationships have been found when spouses are mutually supportive (Cowan, Cowan, Ablow, Johnson & Measelle, 2005). Dual participation in household chores and caretaking can also free up time for play and pleasure while teaching the child that cooperation is desired. When children are brought up by loving and warm parents, they can feel confident that their family is intact and strong. A home environment that is, “characterized by quarrelling, nagging and disagreement has deleterious effects on both parents and children” (Dix, 1991). Conflict between parents causes the child to associate negative emotions such as fear to the home environment, in turn making it an undesirable and confusing place to be. Negative parent relations disrupt, “social and cognitive competence and increases antisocial behaviour in children” (Cowan et al., 2005).

Children also have a great impact on the relationship between them and the way they are parented. Parents who are a good fit to their children’s temperament, personality and needs have an easier time raising their children. Parents who are not a good fit with their child experience additional stresses and frustrations which will also have a negative effect on their marital relationship. Other factors in the family that will affect parenting include how many children they have and their expectations of them (Alarcon, 1997). If their firstborn was complimentary to their hopes and the second child deviates from that,

it will affect how the parent views and raises the second child. Comparing children is not a new occurrence and is often unintentional and unavoidable.

The literature on achievement has consistently shown that parent education is important in predicting children's achievement (Klebanov & Brooks-Gunn, 1992). Parents with higher education also have higher earning incomes and socioeconomic status. Research on parenting has shown that parent education is related to a warm and educational environment at home (Klebanov et al. 1992). This environment is more likely to stimulate the child's learning experience and sense of self-efficacy. Studies of low incomes families with financial stress or strain show that this is more likely to influence parental mental health and functioning and thereby affect the way parents interact with their children (Mistry, Vandewater, Huston & Mcloyd 2002). These parents tend to stress academic performance such as achieving good grades rather than on the process of building achievement motivation and confidence in the child's skills. Parents with higher educations and incomes also exhibit parenting behaviours that encourage more reading and constructive play while providing emotional support (Davis-Keen 2005). Maternal employment is seen to be directly associated with daughters' intellectual performance and egalitarian household roles for both sons and daughters.

Other than parent education, income and socioeconomic status (Zussman 1978), parents are also affected by the way that their parents had raised them. Some parents will unconsciously raise their children the way their parents raised them, thus explaining some of the aspects of the vicious cycle of abuse or neglect. On the other hand, parents may also consciously raise their children differently if they feel that what their parents did was ineffective or traumatic. People either consciously or unconsciously learn behaviours

from their parents' parenting skills and choose to adopt or leave out these techniques (Pena 2000).

How Children Learn

According to Albert Bandura's (1977) Social Learning Theory, "most human behaviour is learned observationally through modelling" (p. 66). Children often learn behaviours that their parents exhibit. The power of example is influential because the child learns what the child sees. The way a parent relates and communicates with them can also greatly impact the messages that the child tells himself. This could be suggested by Bandura's famous Bobo Doll experiment: in this experiment, 88 % of children who witnessed adults aggressively attacking a clown displayed similar acts of aggression when left alone with the toy. Negative behaviours such as aggression can be reinforced and modelled by the people closest to children and that, "children use the same aggressive tactics that their parents illustrate when dealing with others" (Bandura, 1977, p. 66).

Children can also learn messages that parents are unconsciously submitting to them. For example, when parents help a child to solve a problem, they are providing conditions in which the child can perceive regularities and learns to structure his/her experience. Encouraging instruction can help to highlight what the child should attend to and what is relevant to their learning experience. Positive guidance such as reminding, suggesting and praising all serve to boost the child's ability and confidence to perform another task. This is similar to developmental psychologist Lev Vygotsky's theory of scaffolding, where a significant adult guides the child on a task with sufficient support to

promote learning (Vygotsky, 1978). Considerable evaluation has been given to the role of mentors - organizational psychologists such as Harry Levinson (2006) have concluded that men who have had mentors as young adults are more likely to experience success in their careers, marriage and parenting. On the other hand, if a child receives no instructions or criticisms in the task experience, the child is less likely to remember the problem solving process and will feel less secure in their experience.

Healthy Ambition

Ambition is an evolutionary creation that pushes humans with energy and determination to hunt for food, to earn enough money or to achieve satisfaction in the fullest potential. Along with energy and determination, there are other factors that contribute to ambition such as setting goals, belief on one's capacities and support. Most humans tend to set levels of effort in accordance with beliefs about their capacities--how intelligent, strong, wealthy, creative, physically attractive, and/or sexually virile they think they are. A person may feel foolish if he or she believes he can achieve a particular goal without some firm basis of belief and not succeed. He or she may resort to more practical and realistic goals for himself or herself in the future to avoid feeling foolish.

So what makes a person develop drive for growth and mastery - is it genetics or the environment? Research on identical twins suggest that genetics do play a key role in determining achievement motivation, but that still leaves a great deal that could be explained by experiences in childhood, such as influences from family and peers (Kluger, 2005). Just like there are socioeconomic status factors that affect parenting, there are also socioeconomic status factors that affect ambition. People of the working class who are

reasonably safe economically are the most driven to improve their status, compared to the lower and upper class. These people in the middle class experience what anthropologists call, “status anxiety” and strive to keep or enhance their status. Culture is also another factor that affects ambition. People from collectivist societies are more concerned about the well being of people as a whole while in individualistic societies people are concerned with a “me-first” mentality.

People with a healthy sense of ambition are more likely to have higher self-esteem and confidence, better coping strategies and a developed sense of self awareness. Because these people want action and growth for accumulating competence and mastery, they continuously want to develop personally and professionally in order to achieve that goal. Ambitious people behave like they do because they habitually spend time and effort to construct a plan about doing things better.

How the Parent Affects Ambition

In Erik Erikson’s (1950) eight stages of psychosocial development, the ‘Initiative vs. Guilt’ stage is where children learn to imagine, play, cooperate and lead as well as follow. When children learn initiative, they become spirited, enterprising and ambitious. This stage is where healthy children develop a new sense of purpose. The preschool years is a time when children develop a confident self-image, more effective control over emotions, new social skills and foundations of morality. Children who are overwhelmed by guilt have been threatened, criticized and punished excessively by adults. They develop fear and insecurity in their task performance and depend unduly on adults. Their

development of imagination is restricted and when this happens, the ability for the child to participate in play and learn new tasks break down.

Two of the biggest influences on a child's level of ambition are the family that produced them and the culture that produced their family. Child developmental psychologists like Baumrind (1991) conclude that parents who set tough but realistic goals, praise success and do not punish for wrongdoings produce children with the greatest self confidence. By instilling confidence, encouraging risk taking and being accepting of failure, parents can ignite the child's desire to achieve. Many educators attribute a sudden lack of motivation to a fear of failure. When parents are criticizing and over-demanding of the child's effort, the child will eventually give up and stop trying. The child becomes anxious and reluctant, believing that their efforts are useless and will perform poorly on a task. Parents who teach their children that they are in charge of their intellectual growth on the other hand can empower and build on the child's efficacy.

Parents who encourage independence in childhood can also guide the child to develop ambition. In David McClelland's Achievement Motivation Theory (1953), the desire for significant accomplishment, mastering of skills and attaining high standards is reinforced by how the child learns about achievement. By praising and rewarding success, the child will learn to associate achievement with positive feelings, competence and effort, not luck. Perceived parental involvement and support fosters persistence by promoting competence, autonomy and relatedness.

Parental efficacy, or the degree to which parents feel capable of positively impacting their child, is believed to be predictive of parenting style and involvement. Parenting beliefs and practices is a key factor in determining a child's motivation. When

parents support their children, the child feels that they have a safety net to fall upon and are not afraid of obstacles. Parents can do this by praising their effort, strategy and progress rather than emphasizing their “smartness” and performance alone. When parents let their children know that their mistakes are a part of learning, the child is more likely to feel secure in trusting his/her own judgments. This, in turn, will affect how the child views challenges while continuing to develop on other skills. Competent children will be equipped with the resiliency to handle stressful events and to persist in times of hardship.

Even though parenting and motivation are associated with achievement outcomes differently for ethnic groups, the child’s perceived support from their parents have an impact on how the child performs in school. Students who have a high perception of their parent’s involvement and responses are more likely to have higher intrinsic motivation and positive self-worth. This is supported by a positive correlation between the child’s perception of their parents and their grade point average (GPA). The overall caring and availability of parents in various ethnic groups are predictive of achievement and motivation (Eccles, Midgley, Adler, 1984). Similarly, parental punitiveness and permissiveness has a negative effect on self-efficacy among youth in a few ethnic groups outside Baumrind’s North American research.

CHAPTER III

Research Methodology

Research Design

The research was a quantitative, descriptive research survey method to identify which parenting style (authoritarian or authoritative) has the most influence on ambition among networkers. The study also examined the demographic characteristics of respondents, parental information, parenting styles, and ambition level.

Sample

The sample of this study consisted of people who attended networking events during the time period of the data collection or who are regular networkers in Bangkok, Thailand. A networking event is where individuals gather to build relationships to swap business or social contacts and advance their career. The common purpose is to give value to other people who network by exchanging services or information by connecting with people of similar interests for the purpose of uncovering opportunities and the identifying and learning of best practices. There are approximately 300 people who regularly network in the Bangkok community. The events they attend include events held by Chambers of Commerce, XL Results Foundation, and Moby Elite (Networking for Success, Bangkok Young Professionals, and Mobile Mondays). These are the venues from which the sample was obtained and the data collection was conducted.

The criteria for inclusion for the participants in this study include people who attend networking events. Participants were approached and asked if they attend networking events regularly or wish to. They were to fill out a questionnaire and given a consent form, ensuring anonymity and confidentiality.

Instrument of the Study

The research instrument used in this study was a self-administered questionnaire that consisted of three sections:

Section I: Socio-Demographic Characteristics

This section of the questionnaire consisted of questions regarding the socio-demographic profile and parental information of the sample population which includes: gender, age, current employment, ethnic background, parents' marital status, father's education, mother's education, and the one person most influential on their identity. This section consisted of 8 questions.

Section II: Perceived Parenting Styles of the Participant's Parent(s)

The questionnaire on parenting styles was adapted from John R. Buri's (1991) Parental Authority Questionnaire (PAQ), which measures parental authority. Some questions were omitted because they dealt with permissive parenting which was not included in this study. Some of the other questions were altered in order to make it easier to comprehend and apply to the participants.

This section was aimed at differentiating between the participant's perception of their parents' parenting styles - where authoritarian or authoritative. This section of the questionnaire consisted of 20 questions that used a Likert-type scale of strongly disagree (1) to strongly agree (5).

Section III: Self-Rated Level of Ambition

Because there is currently no known instrument to measure the level of ambition, therefore the instrument used to measure ambition in this study was a combination of questions regarding motivation, hard-working tendencies, competitiveness, keenness to improve social standing and a high placement on one's creativity and input. Participants who scored low on these factors are considered less ambitious. This section of the questionnaire consisted of 20 questions using a Likert-type scale of strongly disagree (1) to strongly agree (5).

Reliability Test

To establish the reliability of the questionnaire, internal consistency of the rating scales was done by Cronbach's alpha coefficient. The reliability for the authoritarian parenting section of the questionnaire was 0.80; the reliability for the authoritative parenting section of the questionnaire was 0.90. The instrument has a part of the parenting section based on John R. Buri's Parental Authority Questionnaire (PAQ) and it has good internal consistency with alphas ranging from .74 to .87 for the subscales (authoritative, authoritarian and permissive parenting). The stability of the PAQ is also very good with a two-week test-retest reliability rate ranging from .77 to .92. The PAQ

has consistent construct validity, with authoritarianism inversely correlated with the respondent's self-esteem and authoritativeness positively related to self-esteem.

The reliability for the ambition section of the questionnaire was 0.71. Review of relevant literature and the consultation of statistic experts was accomplished to ensure the content validity of the questionnaire.

Data Collection

Permission was granted from networking event coordinators to administer the questionnaires. Questionnaires were distributed before and after the allocated networking time or presentation, and participants were requested to complete the questionnaire upon receiving it.

The questionnaires were administered in 5 different networking events in Bangkok. The typical procedure included:

1. Permission was granted from the co-ordinator or organizer of the networking event.
2. Participants asked if they attended networking events regularly or wish to. They were then given an informed consent form and a questionnaire.
3. 120 questionnaires were initially prepared for use in data collection (but only 116 were completed due to the decline of some participants).
4. Questionnaires were collected upon completion and participants were debriefed.
5. Questionnaires were then computed, scored, analyzed and interpreted using the Statistical Package for Social Science (SPSS), version 11.5.

6. From the findings, the summary, conclusions and recommendations were documented.

Data Analysis

For descriptive statistics, frequency, percentage, mean and standard deviation were calculated.

For hypothesis testing, the Chi-Square test, *t*-test and multiple regression test was used to analyze the hypotheses:

1. Networkers who received authoritative parenting are more likely to be ambitious.
2. There is an influence between ethnic backgrounds and ambition
3. There is an influence between parents' education and the participant's ambition level.

Ethical Considerations

The researcher explained the objectives, purpose, and benefits of the study verbally and with an informed consent form. The participants were ensured of confidentiality, anonymity, voluntary participation, freedom to withdraw, and access to the final report. The data will not be used for any other purpose without further consent.

CHAPTER IV

Presentation of Findings

This chapter presents the findings of the study as a result of data analysis. This report on the survey outcomes is divided into three sections:

- i.) Univariate analysis – Tables 2 to 10 present the socio-demographic data of the sample.
- ii.) Bivariate analysis – Tables 11-18 present the data analysis of the sample group
- iii.) Multivariate analysis of the independent and dependent variables – Table 19 and 20 present the data analysis of the relationship between parenting styles and ambition

Univariate Analyses

The following univariate analyses present the frequency distribution of the participant's socio-demographic characteristics, parental information, and the participants' parent influence on their identity.

Table 2

The Frequency and Percentage Distribution of the Participants' Gender

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male | 72 | 62.1 |
| Female | 44 | 37.9 |

| | | |
|-------|-----|-----|
| Total | 116 | 100 |
|-------|-----|-----|

In the sample group of 116 participants, approximately two-thirds of the population were male (62.1%) and one-third of the population were female (37.9%).

Table 3

The Frequency and Percentage Distribution of the Participants' Age

| Age Range | Frequency | Percentage (%) |
|-----------|-----------|----------------|
| 20-29 | 29 | 25.0 |
| 30-39 | 44 | 37.9 |
| 40-49 | 33 | 28.4 |
| 50-59 | 7 | 6.0 |
| 60+ | 3 | 2.6 |

In the sample group, approximately a quarter of the population were between 20 to 29 years of age (25.0%), about 40% were between 30-39 years (37.9%), and a bit more than a quarter were between 40 to 49 years of age (28.4). The remaining 10% were over 50.

For the ensuing statistical analyses (following sections), given the relatively small N in the categories 50 to 60+, it seemed best to collapse the categories 40-49, 50-59 and 60+ into one category: from 40 to 60+ (N= 43, 37%). This allowed the researcher to keep sufficient counts in each "cell" for the bivariate analyses, and most importantly, for the multivariate analysis, without losing vital information.

Table 4

The Frequency and Percentage Distribution of the Participants' Employment Status

| Employment Status | Frequency | Percentage (%) |
|---------------------------------|-----------|----------------|
| Business owner/ Entrepreneur | 49 | 42.2 |
| Employed in an organization | 51 | 44.0 |
| All of the above | 9 | 7.8 |
| Unemployed/Retired or Other | 7 | 6 |
| Total | 116 | 100.0 |

About 40% of the respondents reported being business-owners or entrepreneurs (42.2%), and approximately the same proportion reported that they were employed in an organization (44%). Some were both business owners and employed in an organization (7.8%), and a relatively small number reported being unemployed/retired or "other" (6%).

Similarly to the treatment of the age categories, it seemed that those respondents who indicated being both "Business Owners/Entrepreneurs" and "Employed in and Organization" could confidently be added to the "Business Owners/Entrepreneurs," since they probably share with "pure" "Business Owners/entrepreneurs" the motivational aspects and personal characteristics that are typical of this activity. The category of "Unemployed/Retired or Other" was coded as missing, since it is difficult to group it meaningfully and because they represent a minimal loss of information.

Table 5

The Frequency and Percentage Distribution of the Participants' Ethnicities

| Ethnicity | Frequency | Percentage (%) |
|-------------|-----------|----------------|
| Asian | 54 | 46.6 |
| Caucasian | 50 | 43.1 |
| Multiracial | 12 | 10.3 |
| Total | 116 | 100.0 |

There were no African respondents (0%). About 10% of the participants considered themselves as ‘multiracial.’ The remaining 90% was almost equally split in halves between Asians (46.6%) and Caucasians (43.1).

The categories were left as is, given that a count of 12 (10%) for the “Multiracial” category seems sufficient to allow for unbiased statistical estimates in the multivariate analysis. Also, these categories seemed meaningful as they were self-selected by the respondents and should reflect the way they view themselves.

Table 6

The Frequency and Percentage Distribution of the Participants' Parents' Marital Status

| Marital Status | Frequency | Percentage |
|--------------------|-----------|------------|
| Married | 86 | 74.1 |
| Divorced | 28 | 24.1 |
| Separated or other | 2 | 1.8 |
| Total | 116 | 100.0 |

More than two-thirds of the population had parents who were married (74.1%) during their childhood, and less than one-third of the parents of the respondents were divorced (24.1%). Other marital statuses (separated or in a non-specified category) were quite infrequent (18%).

For the following analyses, the reasoning was that since the researcher was mainly interested in the “married” status of parents, only the categories “Married” and “Separated” would be retained, whatever the reason for separation.

Table 7

The Frequency and Percentage Distribution of the Participants' Father's Educational Levels

| Father's education | Frequency | Percentage (%) |
|---|-----------|----------------|
| High School/equivalent, Technical school or other | 45 | 38.9 |
| University Degree | 48 | 41.4 |
| Graduate Degree | 23 | 19.8 |
| Total | 116 | 100.0 |

More than a quarter of the respondents had fathers with a high school/equivalent diploma, technical school or other type of education (38.9%), under half of the population had fathers with a university degree (41.4%) with the rest having a father with a graduate degree (19.8%).

Table 8

The Frequency and Percentage Distribution of the Participants' Mother's Educational Levels

| Mother's Education | Frequency | Percentage (%) |
|------------------------|-----------|----------------|
| High School/Equivalent | 70 | 60.3 |
| University Degree | 37 | 31.9 |
| Graduate Degree | 9 | 7.8 |
| Total | 116 | 100.0 |

In the sample group of 116 participants, more than half of the population had mothers with a high school or equivalent diploma or other type of education (60.3%); close to one-third of the population have mothers with a university degree (31.9%), with the rest with mothers who had a graduate degree (7.8%).

Table 9

Patterns of Father and Mother's Educational Levels

| Frequent Pattern [±] | Frequency | Percent of total |
|-------------------------------|-----------|------------------|
| F(UD)-M(UD) ^a | 19 | 16.3% |
| F(HS)-M(HS) | 12 | 10.3% |
| F(OT)-M(OT) | 11 | 9.5% |
| F(UD)-M(HS) | 11 | 9.5% |
| F(GD)-M(UD) | 10 | 8.6% |
| F(UD)-M(OT) | 8 | 6.9% |
| F(GD)-M(HS) | 7 | 6.0% |
| F(UD)-M(TS) | 6 | 5.2% |
| Other Pattern | 25 | 21.6% |
| M > F | 7 | 6.0% |

^a F (UD) – F (UD) means Father holds a University Degree and Mother holds a University Degree. Other abbreviations: HS = High School Degree; OT = Other Degree; GD = Graduate Degree; TS = Technical School. M > F: Mother has a higher degree than Father (GS < UD < HS or TS).

The pattern between the father and mother's education levels were as follows:

- 1.) Father and Mother have a University degree (about 16%)
- 2.) Father and Mother have a High School degree (about 10%)
- 3.) Father and Mother have an "Other" kind of degree (about 10%)
- 4.) Father has a University degree and mother has a High School degree (about 10%)
- 5.) Father has a Graduate degree and Mother has a University degree (slightly less than 10%)
- 6.) Father has a University degree and Mother an "other" degree (more than 5%)
- 7.) Father a Graduate degree and Mother a High School degree (more than 5%)
- 8.) Father a University degree and Mother a Technical School degree (about 5%).
- 9.) Only about 5% of the mothers had a degree superior to the fathers (N=7, 6.0%).
- 10.) Interestingly, only 6 % of the sample reported that the mother had a clearly identifiable degree that was higher than their fathers.

Table 10

The Frequency and Percentage Distribution of the Participants' Influence On Identity

| Caretaker | Frequency | Percentage (%) |
|-----------|-----------|----------------|
| Father | 47 | 40.5 |
| Mother | 52 | 44.8 |
| Other | 17 | 14.7 |
| Total | 116 | 100.0 |

A large majority of the respondents (about 85%) mentioned that their mother (44.8%) or their father (40.5%) was the most influential on their identity. The other 15% of influential persons were their grandmother, grandfather and friend or teacher, in small percentages (altogether accounting for 14.7%).

Because only a small percentage mentioned other influences than that of father or mother, a category "other" was created for the ensuing analyses that contained all the other influences.

Bivariate Analyses

The bivariate analyses describe the cross-tabulation and correlation of variables: data on the association between socio-demographic characteristics, parenting styles and ambition, and correlations between instrument measures.

Table 11

The Association Between Gender and Employment Status

| | Business Owner/Entrepreneur | Employed in an Organization | Total |
|--------|-----------------------------|-----------------------------|-------|
| Male | 39 | 31 | 70 |
| Female | 19 | 20 | 39 |
| Total | 58 | 51 | 109 |

In the sample group of 109 participants (less the Retired and Other categories), there seems to be proportionally more men are business owners or entrepreneurs than

females, who are more often employed in organizations. However, the difference was not found to be significant, $\chi^2(1, N=109) = 0.49, P>.05$.

Table 12

The Association Between Gender and Ethnicity

| | Asian | Caucasian | Multiracial | Total |
|--------|-------|-----------|-------------|-------|
| Male | 22 | 44 | 6 | 72 |
| Female | 32 | 6 | 6 | 44 |
| Total | 54 | 50 | 12 | 116 |

In the sample group of 116 participants, a majority of males are Caucasian while a majority of females were Asian. Statistically, there was a difference in percentage in Ethnicity by Gender, $\chi^2(2, N=116) = 25.46, P<.05$.

Table 13

The Association Between Gender and Father's Educational Level

| | High school | Technical School/Other | University Degree | Graduate Degree | Total |
|--------|-------------|------------------------|-------------------|-----------------|-------|
| Male | 15 (21%) | 16 (22%) | 26 (36%) | 15 (21%) | 72 |
| Female | 7 (16%) | 7 (16%) | 22 (50%) | 8 (18%) | 44 |
| Total | 22 (19%) | 23 (20%) | 48 (41%) | 23 (20%) | 116 |

In the sample group of 116 participants, a majority of the respondent's fathers had a university degree, while the other degree/diplomas were approximately equally

represented, for the respondents of both genders. However, taken together, the data on participant's gender and father's education level did not allow the researcher to conclude that there was a significant difference in this distribution of scores, $\chi^2(3, N=116) = 2.27$, $P > .05$

Table 14

The Association Between Gender and Mother's Educational Levels

| | High school | Technical School/Other | University Degree | Graduate Degree | Total |
|--------|-------------|------------------------|-------------------|-----------------|-------|
| Male | 21 (39%) | 16 (22%) | 25 (35%) | 3 (4%) | 72 |
| Female | 8 (18%) | 18 (41%) | 12 (27%) | 6 (14%) | 44 |
| Total | 36 (31%) | 34 (29%) | 37 (32%) | 9 (8%) | 116 |

In the same group of 116 participants, most of the population's mothers had graduated from high school, technical school or other form of education and University more than having a Graduate degree. The difference in distribution was significant, $\chi^2(3, N=116) = 10.66$, $P < .05$.

Table 15

The Association Between Gender and Influence on Identity

| | Father | Mother | Others | Total |
|--------|--------|--------|--------|-------|
| Male | 29 | 32 | 11 | 72 |
| Female | 13 | 20 | 6 | 44 |
| Total | 47 | 52 | 17 | 116 |

In the sample group of 116 participants, there were no significant differences between fathers or mothers in their relative influences on the participant's identity, $\chi^2(2, N=116) = 0.62, P > .05$

Table 16

The Association Between Socio-Demographics Characteristics, Parental Information and Influence on Identity to the Two Parenting Styles (Dependent Variables)

| | | Authoritarian | | Authoritative | |
|--------------------|-------------|---------------|------|---------------|-----|
| | | Mean | SD | Mean | SD |
| Total sample | | 2.66 | .92 | 2.59 | .78 |
| Age | 20-29 | 2.87 ns | .96 | 2.66 ns | .76 |
| | 30-39 | 2.56 ns | .98 | 2.50 ns | .80 |
| | 40-60+ | 2.62 ns | .83 | 2.63 ns | .80 |
| Gender | Male | 2.70 ns | .91 | 2.59 ns | .84 |
| | Female | 2.58 ns | .95 | 2.58 ns | .71 |
| Ethnic | Asian | 2.78 * | .91 | 2.43 ns | .80 |
| | Caucasian | 2.68 | .95 | 2.65 ns | .79 |
| | Multiracial | 2.42 * | .86 | 2.02 ns | .56 |
| Employment | | | | | |
| Business Owner | | 2.50 ns | .88 | 2.49 * | .77 |
| Employed in Org. | | 2.82 ns | .93 | 2.70 * | .81 |
| Parental Marital | | 2.74 ns | .88 | 2.63 * | .84 |
| Married | | 2.41 ns | 1.01 | 2.46 * | .62 |
| Divorced/Sep/Other | | | | | |
| Father Education | | | | | |
| High school | | 2.81 ns | 1.04 | 2.67 ns | .95 |
| Tech | | 2.37 ns | 1.14 | 2.83 ns | .60 |
| University | | 2.53 ns | .94 | 2.66 ns | .71 |
| Graduate | | 2.66 ns | .70 | 2.57 ns | .64 |
| Other | | 3.06 ns | .71 | 2.02 ns | .98 |

| | | | | |
|--------------------|--------|------|---------|-----|
| Mother Education | | | | |
| High school | 260 ns | 1.01 | 3.56 ns | .85 |
| Tech | 270 ns | .82 | 3.73 ns | .71 |
| University | 273 ns | .86 | 3.86 ns | .61 |
| Graduate | 284 ns | .98 | 3.52 ns | .90 |
| Other | 254 ns | .94 | 3.20 ns | .80 |
| Identity Influence | | | | |
| Father | 236 * | .80 | 3.69 ns | .68 |
| Mother | 284 * | .99 | 3.59 ns | .82 |
| Other | 289 * | .85 | 3.29 ns | .91 |

Although a few variables were approaching significance, none of the differences between sub-groups by parenting style (Authoritative, Authoritarian) were found to be significant at the 0.05 level. In other words, neither age, gender, ethnicity childhood parental status, father education, mother education and seemed to have a direct impact on authoritative or authoritarian styles. A more authoritative parenting style was reported by respondents who work for an organisation, as opposed to being business owners, $t(115) = 1.82 < 0.5$, identity/caretaker influence, was found related to authoritarian parenting style, $t(115) = 2.89 < 0.5$, authoritarian parenting styles being reported higher when another caretaker than the father (mother or other) was elected, $F(4,116) = 4.18 < 0.05$. Finally, parental status had a significant relationship with authoritative perceived parenting style, married parental status being related to a more authoritative parenting style, $t(115) = 1.72 < 0.5$ (pooled).

Table 17

The Association Between Socio-Demographics Characteristics, Parental Information and Influence on Identity to Ambition

| | | Ambition | |
|----------------------|--------------------|----------|-----|
| | | Mean | SD |
| Total Sample (N=116) | | 3.68 | .41 |
| Age | 20-29 | 3.58 ns | .49 |
| | 30-39 | 3.66 ns | .37 |
| | 40-60+ | 3.76 ns | .41 |
| Gender | Male | 3.71 * | .42 |
| | Female | 3.59 * | .41 |
| Ethnic | Asian | 3.58 * | .38 |
| | Caucasian | 3.71 | .40 |
| | Multiracial | 3.90 * | .57 |
| Employment | Business Owner | 3.77 * | .41 |
| | Employed in Org. | 3.62 * | .41 |
| Parental Marital | Married | 3.66 ns | .44 |
| | Divorced/Sep/Other | 3.71 ns | .37 |
| Father Education | High school | 3.60 ns | .47 |
| | Tech | 3.57 ns | .47 |
| | University | 3.69 ns | .37 |
| | Graduate | 3.76 ns | .38 |
| | Other | 3.68 ns | .53 |
| Mother Education | High school | 3.66 ns | .47 |
| | Tech | 3.45 ns | .42 |
| | University | 3.79 ns | .43 |
| | Graduate | 3.63 ns | .28 |
| | Other | 3.62 ns | .34 |

| Identity Influence | | | |
|--------------------|---------|------|--|
| Father | 3.73 ns | 0.39 | |
| Mother | 3.68 ns | 0.44 | |
| Other | 3.50 ns | 0.40 | |

Table 17 presents the means and standard deviations of the whole sample on ambition, and the means and standard deviation for subgroups. Here, significant differences in means were found for gender, men being more ambitious, $t(115) = 1.83 < 0.05$; ethnicity (contrast between Asians and Caucasians, and Multiracial), $F(2,116) = 3.42 < 0.05$; employment status $t(4,116) = -1.93 < 0.05$, business owners reporting being more ambitious than respondents employed in a company.

Those who described themselves as multiracial also reported higher levels on the ambition scale (as compared with Asians, Caucasians being situated somewhere in between).

Business owners (including those who are both business owners and work for a company), as expected since their status possibly requires more ambition, report more ambition than those who only work for a company. Finally, those respondents whose parents were not married reported significantly more ambition than those whose parents were married.

Table 18

Inter-Correlations between Questionnaire Measures

| | | Authoritarian | Authoritative | Ambition |
|---------------|---------------------|---------------|---------------|----------|
| Authoritarian | Pearson Correlation | 1 | -.406** | -.203* |
| | Sig (2 tailed) | . | .000 | .029 |
| | N | 116 | 116 | 116 |
| Authoritative | Pearson Correlation | -.406** | 1 | .275* |
| | Sig (2 tailed) | .000 | . | .029 |
| | N | 116 | 116 | 116 |
| Ambition | Pearson Correlation | -.203* | .275* | 1 |
| | Sig (2 tailed) | .029 | .029 | . |
| | N | 116 | 116 | 116 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 18 reports the correlations between the main conceptual instruments (authoritarian and authoritative parenting styles, and ambition). As could be expected, authoritative and authoritarian parenting styles had a significant moderate inverse correlation of about .40: the more a respondent answers having had an authoritarian parenting style, the less he/she is likely to report having had an authoritative parenting style. This could have been predicted because authoritarian and authoritative parenting styles are not mutually exclusive and of course not independent. But the negative moderate correlations show that the two concepts, while sharing some variance, assess different constructs (a further proof of this is that, when doing a Principal Components Analysis on authoritative and authoritarian items which belonged to the same group of items for the respondents, there was a clearly important first factor, explaining about 30% of the total variance of the Principal Components Analysis, that also differentiated

perfectly the items of Authoritarian and Authoritative items [Negative vs. positive loadings]).

Ambition showed a weak correlation with authoritative and authoritarian scales (respectively .275 and -.203), that is already indicative of the prediction of Hypothesis 1,, that authoritative parenting styles, rather than authoritarian, was positively correlated with ambition.

Multivariate Analyses

The convenience sampling strategy used in this study precludes direct testing of the hypotheses because the groups used for the analyses are either not representative of a specific population, and not representative of a more general population to which we may want to generalize the findings.

Nevertheless, multiple regression statistical techniques allowed the researcher to treat the data mathematically and statistically to “remove” or “control for” the variance due only to the specific characteristics of the chosen sample, thus allowing for some prudent generalizations.

The procedure of multiple regression consists of entering the demographic characteristics of the respondents and the variables of interest in the same regression model in order to determine what part of the variance can be attributed to the relationship between, for instance Authoritarian parenting style and Ambition, “over and above” possible impacts by characteristics such as ethnicity, age, etc.

The model included a limited number of factors whose categories had been reduced to the potentially important ones (such as grouping the variable “influence” into

two categories relatively equal in size in order to reach a reasonably statistically well-balanced model).

Table 19

*Variables Included in the Multiple Regression Model, and R^2 of the Stepwise Procedure:
(Simple Mixed Stepwise):*

| Factors | Order Entered in the Regression Equation | R^2 | R^2 Cumulative |
|---|---|-------|------------------|
| Age (20-29, 30-39, 40+) | 5 | 0.02 | 0.24 |
| Gender (M-F) | 2 | 0.04 | 0.16 |
| Ethnic group (Asian, Caucasian, multiracial) | 4 | 0.04 | 0.22 |
| Parental marital status (married, other) | Not Entered | | |
| Most influential caretaker (father, mother, other(s)) | 3 | 0.02 | 0.18 |
| Most salient patterns of joint parental educational levels (see table 9, p. 33) | 6 | 0.02 | 0.26 |
| Authoritative parenting style scale | Main effect not entered: see interaction term | | |
| Authoritarian parenting style scale | Main effect not entered: see interaction term | | |
| An interaction term of authoritative by authoritarian parenting style. | 1 | 0.12 | 0.12 |

A first stepwise procedure was run, whose results are displayed in Table 19. In this case, a mixed model stepwise regression (variables can enter the model and be removed later if a stronger predictor is found in the further steps).

In a second procedure, by “blocks” and stepwise, the factors Age, Gender and Ethnic group were first entered, and a stepwise procedure was then launched, in effect controlling for these three factors.

Table 19 shows the results of this complementary analysis. Authoritarian and Authoritative parenting explains approximately 10% of ambition with age, gender and ethnicity explaining approximately another 10%. Caretaker influence accounted for approximately 4% of the model’s variance and joint parental education accounted for about 2%.

Table 20

Complementary Multiple Regression Model, “Controlling For Age, Gender And Ethnicity: R^2 of the Stepwise Procedure (“Blocked” Regression Model With Mixed Stepwise on Remaining Factors):

| Factors | Order Entered in the Regression Equation | R^2 | R^2 Cumulative |
|--|--|-------|------------------|
| Age (20-29, 30-39, 40+) Gender (M-F) Ethnic group (Asian, Caucasian, multiracial) | 1 (forced) | 0.10 | 0.10 |
| An interaction term of Authoritative BY Authoritarian parenting style. Main effects not entered. | 2 | 0.11 | 0.21 |

| | | | |
|---|---|------|------|
| Most influent caretaker (father, mother, other(s)) | 3 | 0.03 | 0.24 |
| Most salient patterns of joint parental educational levels (see table 9. p. 33) | 4 | 0.02 | 0.26 |

When the most influential caretaker is either the mother or the father, rather than another caretaker, higher ambition levels were reported (Mother, Father > Other). Higher ambition levels were also reported when the highest education level of both parents were combined (Mother & Fathers with university/graduate degrees > Mothers & Fathers with High School/Technical School/Other).



CHAPTER V

Discussion of Findings, Conclusion, and Recommendation

The objective of the study was to examine which parenting style has the most influence on ambition among the networking community in Bangkok, Thailand.

Specifically this study was aimed to:

1. Describe the socio-demographic characteristics, current employment status, parental information and ambition level among networkers in Bangkok
2. Describe which parenting style has the most influence on ambition.
3. Investigate whether the parents' education has an effect on the participant's ambition level.
4. Investigate whether ethnic background has an effect on ambition.
5. Investigate whether age, gender and current employment status has an effect on the level of ambition.

Discussion of Findings

Most of the participants were males between 30-49 years of age. There was an equal distribution between those who were business owners/entrepreneurs and those who were employed in an organization, although there was a larger proportion of males who were business owners/entrepreneurs compared to females, who were more often employed in organizations. There were three categories for ethnicity and they included Asian, Caucasian, and multiracial with a majority of males being Caucasian and a

majority of females Asian. Most of the participants grew up with married parents and there was no significant difference to which parent (father or mother) they thought was most influential to their identity development. There was no significant difference in the distribution between gender and the father's education; however, there was a significant difference in distribution between gender and the mother's education.

Ambition showed a weak correlation with the authoritarian scales (-.203) compared to the authoritative scales (.275). This result is indicative of Hypothesis I, that authoritative parenting styles, rather than authoritarian, are positively correlated with ambition. In terms of ethnicity (Hypothesis II), those who identified themselves as multiracial scored higher ambition levels than the Asian and Caucasian population.

In this sample and regarding Hypothesis II, mothers with a high school degree had the most influence on the participant's ambition levels. There was also increased ambition levels if both parents had higher education levels (university/graduate degrees). Age, gender, ethnicity, employment status, parent's marital status, father's education, mother's education and caretaker influence seemed to have contributed some influence to the respondent's parents' parenting styles.

This study reveals that males who were 40 years of age and older and who were business owners/entrepreneurs are more ambitious compared to other groups. This could be because of increased perseverance with the advancement of age and clearer definition of goals, compared to a person with less experience and insight. Business owners and entrepreneurs may require more work hours and time to maintain their business, fostering increased ambition levels and diligence. Those who work for organizations may be

already protected by a fixed salary and require less time to promote and work for their organizations because of their establishment.

Participants whose parents were not married during their childhood also reported higher ambition levels compared to their counterparts. This could be due to the nature of the requirement to be more independent and less reliant on others in order to achieve and attain goals. It does contradict research studies that found that intact families cultivate emotional well-being in children more than for children with divorced parents (Bronstein, Golda & Herrera, 2005).

In this study there were two noted significant findings between the parent's education and the participant's ambition levels. Participants whose mothers had a high school degree only reported more ambition levels compared to other education degrees individually. Mothers who attained a high school degree may be more readily available to their children and provide attention and support for scaffolding (Vygotsky, 1978). On the other hand, participants who had both parents with higher education levels such as a university or graduate degree also reported higher ambition levels. This could be explained by Bandura's modelling behaviour (Bandura, Ross & Ross 1977); with children looking up to their parents and their employment to strive to be like them.

Finally, this study supports existing research by Baumrind and her associates (1991) that the two parenting styles foster different outcomes in their children. Participants who were raised authoritatively were inclined to score higher on ambition scores, possibly suggesting higher confidence levels to competently achieve their goals.

Conclusions and Recommendations

In this study, the researcher found that there were a number of participants who experienced higher levels of authoritarian parenting from their caregivers than other participants. Authoritarian parenting is not novel in some cultures and it seems to serve benefits for some children to become hard-working and disciplined. However, we cannot conclusively determine the psychological and emotional effects it may have on these children. Because they are hard-working and disciplined, are they satisfied with themselves? Authoritarian parenting may be more successful in some cultures than others because of cultural expectations and norms.

Researchers have to take into account cultural differences, and because half of this population sample were not Caucasian, this may have produced diverse outcomes to research conducted in Caucasian cultures (Rudy & Grusec 2006). Overall, there are many factors that contribute to an individual's identity formation and research can not conclusively apply one factor to describe the whole entity. These factors may include the individual's temperament, resiliency, coping strategies and life experiences (Want, Kleitman 2006). What we can strive to do is to determine the detrimental effects and, through education and awareness, eliminate factors that contribute to negative development.

In conclusion, the parent can equip the child with the tools to build their own lives. These tools are analogous to the ability to achieve success without the fear of failure. If these tools are broken or insufficient, the child may have difficulty in continuing and may not accomplish so far. The child may try to fix his/her tools or he/she may give up. The

children who are equipped with the sturdy tools have more of an advantage to construct resourcefully and efficiently than some children who have malfunctioned tools.

Recommendations for the general public

1. Develop an awareness towards healthy parent-child interaction in a supportive yet disciplined environment.
2. Education on the effects of punitive/harsh parenting.
3. Encouraging a support system for caregivers on successful parenting strategies,, e.g. parenting classes.

Recommendations for further study:

1. Further research studies on ambition – what are the factors that may increase or decrease levels of ambition and what are their effects.
2. A qualitative approach to determining whether the participant's perceived parenting styles of their caregivers had an impact on their ambition levels.
3. Further research on whether parental marital status has an effect on the child's achievement motivation and/or ambition.
4. This study was focused on a population that was more inclined to the characteristics of ambition. A larger sample and comparative study between networkers and non-networkers could be beneficial to determine stronger validity.
5. This study was based only in a networking community in Bangkok, Thailand. Further studies could be conducted at other types of organizations, social functions, businesses or in an academic setting to understand different populations.

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Informed Consent

Dear Participant,

My name is Sapphira Praseyo and I am a graduate student in counseling psychology at Assumption University. You are being invited to participate in this study because you are attending networking events in Bangkok. Your participation is voluntary which means you can choose whether or not you want to participate.

The objective of this questionnaire is to find a relationship between the style you were parented and how you see yourself.

This questionnaire is **ANONYMOUS** and kept strictly **CONFIDENTIAL**. Please do not write your name or any identifying information. A code number is assigned to you on the top right hand of this form if you would like an evaluation of your results.

No individual person's responses will be presented. This study is interested with the group's responses as a whole.

Thank you very much if you choose to participate in this study. Your time and cooperation is appreciated and will give great insight on family dynamics and personality traits.

Please retain this form for your records. If you are interested in the final results of this study or have any further questions I can be contacted at sapphira.p@gmail.com

.....

I have read and understood the statement above and I give permission for the researcher to use my results without my identity in her study.

Signature of Participant

Date (MM/DD/YY))

Please indicate your personal information by checking one category.

1. Gender

☐ Male

☐ Female

2. Age:

☐ 20-29

☐ 30-39

☐ 40-49

☐ 50-59

☐ 60+

3. Current employment status:

☐ Businessowner/entrepreneur

☐ Employed in an organization/business

☐ All the above

☐ Unemployed/retired

☐ Other _____ (please specify)

4. Ethnic Background:

☐ African

☐ Asian

☐ Caucasian

☐ Multiracial

☐ Other _____

5. When I was growing up, my parents were:

☐ Married

☐ Divorced

☐ Separated

☐ Other _____

6. My father's education:

☐ High school diploma or equivalent

☐ Technical school

☐ University degree

☐ Graduate degree

☐ Other _____

7. My mother's education:

☐ High school diploma or equivalent

☐ Technical school

☐ University degree

☐ Graduate degree

☐ Other _____

8. Please indicate one person whom you feel was most influential on your identity development up to 16 years of age:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Father | <input type="checkbox"/> Mother |
| <input type="checkbox"/> Stepfather | <input type="checkbox"/> Stepmother |
| <input type="checkbox"/> Grandfather | <input type="checkbox"/> Grandmother |
| <input type="checkbox"/> Other _____ (legal guardian, etc) | |

Please use the following scale (1-5) to rate your experience with your parents from the age of 0-16.

(20 questions)

- | | | | | |
|----------|----------|---------------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly | Somewhat | Neither Agree | Somewhat | Strongly |
| Disagree | Disagree | nor Disagree | Agree | Agree |

Please note: The word "Parents" here means the person(s) who have spent the longest time raising you. It can be your stepparent, grandparent, relatives or other caregivers.

- _____ 9. When family rules were set up, my parents would discuss the reasoning behind them.
- _____ 10. I was expected to follow orders without asking any questions.
- _____ 11. My parents had always encouraged verbal give and take.
- _____ 12. As I was growing up, my parents' house rules were established through explanation and discipline.
- _____ 13. My parents consistently gave me direction and guidance in rational and caring ways.
- _____ 14. My parents thought it was for my own good if I was forced to conform to what they thought was right.
- _____ 15. My parents felt that it was important to teach who was the boss in the family and that I could not question their decisions.

- _____ 16. My parents were supportive of me in developing my strengths and improving on my weaknesses.
- _____ 17. My parents did not punish me for my mistakes and taught me that they were part of learning.
- _____ 18. My parents believed in me and did not try to change me to somebody else.
- _____ 19. My parents were interested and encouraging of things I was concerned about.
- _____ 20. My parents were overprotective of me and believed restrictions were good for me.
- _____ 21. My parents were an inspiration to me.
- _____ 22. My parents taught me that I was in charge of what I do and what happens in my life.
- _____ 23. My parents are a big impact on who I am today.
- _____ 24. Whenever I try to give reasons for my actions, my parents thought that I was standing up to them.
- _____ 25. I could not negotiate with my parents.
- _____ 26. My parents believed in complete authority and obedience.
- _____ 27. My parents often gave me the opportunity to explain myself.
- _____ 28. I felt secure consulting with my parents on academic/career issues.
- _____ 29. I trust my parents to listen to me. 969

These statements regard how you view and rate yourself generally.

(20 questions)

| | | | | |
|----------|----------|---------------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly | Somewhat | Neither Agree | Somewhat | Strongly |
| Disagree | Disagree | nor Disagree | Agree | Agree |

- _____ 30. I set very high goals for myself.
- _____ 31. I am successful because of my abilities.
- _____ 32. I feel hopeless at times.
- _____ 33. I pride myself in having high standards.
- _____ 34. I sometimes get so excited about my work that thinking about it keeps me awake a night.
- _____ 35. I compare my ability and performance on a job to other people.
- _____ 36. I would describe myself as an ambitious person.
- _____ 37. I am afraid I will appear lazy to others.
- _____ 38. I give up on things before completing them.
- _____ 39. When unexpected problems occur, I trust myself to handle them well..
- _____ 40. Obstacles just make me try harder.
- _____ 41. I am inclined to be envious of the success of other people.
- _____ 42. I set my aspirations low in order to avoid disappointment.
- _____ 43. It is useless for me to change things that have already been done and I have no control over that.
- _____ 44. I pursue my aims with relentless determination.
- _____ 45. I am not a very motivated person.
- _____ 46. I have a strong desire to "better myself".

_____ 47 I find it difficult to enjoy a holiday because I would rather be working.

_____ 48 I take a great deal of pride in my achievements.

_____ 49 I don't like to mix with ambitious or successful people.



Thank you very much for your time

