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Relationships between Achievement, Academic Self-Concept, and Perceived Parental Relationships among College Students of Varying Ability Levels

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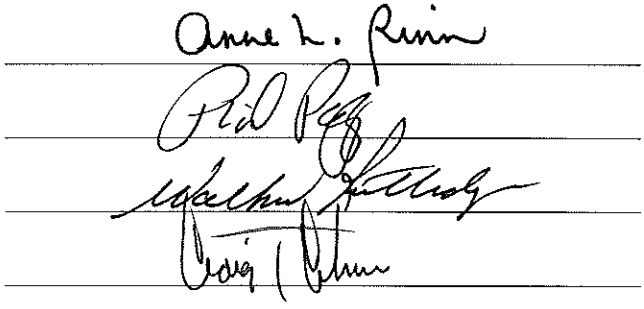

Abstract

The purpose of this study was to examine the differences between honors students, honors-eligible students, and non-honors students with regard to their perceived parental relationships, academic self-concepts, and academic achievement. Of the 180 participants, there were 48 honors students, 32 honors-eligible students, and 100 non-honors students. Academic achievement was measured using grade-point average; academic self-concept and perceived parental relationships were measured using the Self-Perception Profile for College Students (Neemann & Harter, 1986). Results indicated differences among the three groups.

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Table of Contents

Literature Review

Perceived parental relationships influence students even during their collegiate years. The decreased dependency on parents does not mean that parent-child relationships are any less significant (Laible, Carlo, & Roesch, 2004). In reality, parent-child relationships predict phases of psychosocial adjustment even into young adulthood (Fraley & Davis, 1997). The transition to college or university can be rather demanding for students and can create a considerable level of strain and maladjustment (Cutrona, 1982). However, parental support may play an essential role in helping young adults adapt to the college environment (Holahan & Moos, 1981).

The parent-child relationship promotes feelings of self-concept even though the self-concept has already been under significant development throughout adolescence (Luscombe & Riley, 2001). As students grow older, facets of self-concept become more distinct and better defined (Harter, 1982). Research suggests that academic self-concept is related to academic achievement (McCoach & Siegle, 2002). Thus, in essence, the relationship with parents can affect both academic self-concept and academic achievement (Soucy & Larose, 2000; Strage & Swanson Brandt, 1999). Parents may still be important in promoting constructive outcomes in their children's education even at the collegiate level (Ratelle, Larose, Guay, & Senécal, 2005).

However, the research literature concerning relationships between college students of various ability levels and their parents is scarce. Several studies examine perceived parental

involvement and support with regard to specific issues, such as students' decisions to persist in science studies (i.e., Seymour & Hewitt, 1997; Ratelle et al., 2005); otherwise there has been limited investigation of the effect of perceived parental relationships upon students. Comparatively, honors college students have received only minor attention from researchers as well (Butler, Pryor, & Marti, 2004; Rinn & Plucker, 2004). The following review of the literature will explore what is known about the academic achievement, academic self-concepts, and perceived parental relationships of honors college students and non-honors students.

Academic Achievement

Throughout most research, academic achievement is defined in terms of students' grade-point averages because they may be the single most revealing indicator of students' successful adjustments to the intellectual demands of a particular college's course of study (Pascarella & Terenzini, 1991). Although grades are restricted as a consistent and legitimate measure of what is learned throughout college, they all the same indicate an amount of personal character that has inferences for job efficiency and achievement (Pascarella & Terenzini). As a measure of thriving acclimatization to an academic environment, grades tend to indicate not only necessary intellectual competence but also attractive personal habits and manners. Even with the students' academic aptitude or intelligence taken into account, grades are significantly influenced by an amalgam of factors consisting of personal incentive, orderliness, study behavior, and quality of endeavor (Cappella, Wagner, & Kusmierz, 1982).

Research has shown that honors students have substantial confidence in their scholastic capabilities (Mathiasen, 1985), and that participation in an honors program is associated with higher academic achievement (Astin, 1977; Pflaum, Pascarella, & Duby, 1985). For example, according to recent studies, gifted college students who participate in an honors program had

higher academic achievement than their non-honors gifted peers (Brody, Lupkowski, & Stanley, 1988; Rinn, in press; Shushok, 2003).

Academic Self-Concept

Self-concept, in general, refers to a person's perceptions about him or herself (Marsh & Shavelson, 1985). These perceptions are influenced by a personal understanding of one's environment and experiences. A positive self-concept can provide the basis for appropriate choices; conversely, an impaired self-concept may act as an impediment to adult achievement (Van Tassel-Baska & Olszewski-Kubilius, 1994). Because self-concept is multifaceted and hierarchical (Fleming, 1986; Marsh, 1986; Marsh & Parker, 1984; Shavelson, Hubner, & Stanton, 1976), it can be separated into two categories: academic and non-academic (Marsh & Shavelson). The academic component of self-concept includes both one's studies and work, while non-academic self-concept includes external dimensions of physical, moral, personal, family, social, and internal components of self-contentment and behavior (Luscombe & Riley, 2001).

Academic self-concept relates to how people perceive their own academic abilities and associate self-worth in relation to academic competence (McCoach & Siegle, 2002). It is related to academic achievement (Rinn, in press). For instance, academic self-concept has been positively correlated with overall grade performance and negatively correlated to school withdrawal (House, 2000). Students with high academic self-concept usually have high academic achievement (Marsh & Yeung, 1997; Rinn), but a number of researchers have also argued that in order for students to have high academic achievement, they must first have a high academic self-concept (Caslyn & Kenny, 1977; Garg, 1992). Thus, the relationship is likely reciprocal.

Self-concept is typically higher in gifted students than in their nongifted counterparts regardless of ethnicity, gender, or class (Hoge & Renzulli, 1993; Pyryt & Mendaglio, 1994; Van Tassel-Baska & Olszewski-Kubilius, 1994). Honors college students usually also have higher academic self-concepts than non-honors students of equivalent capability (Rinn, in press). According to Hoge and Renzulli, there are two observable reasons why gifted students may have a higher self-concept than their nongifted peers. First, that gifted students possess high abilities theoretically means that they are capable of eminent endeavors, and thus researchers would hypothesize that such children would maintain a higher self-esteem. Secondly, labeling children gifted would hypothetically result in an expected higher self-concept (Colangelo & Fleuridas, 1986). Because students identify with such positive labels, they tend to believe they are exceptionally intelligent and capable of doing remarkable and admired work. The label associated with students shapes the way other people perceive and interact with them as well as influence the students' self-concept.

However, studies on the effects of labeling show mixed results. It is possible that the expectations for labeling gifted children are set too high, thus resulting in substantial feelings of failure (Hoge & Renzulli, 1993). Another explanation for why labeling may lower the self-concept is that even though children may be cognitively advanced, they may be more sensitive to social signs. Hence, this sensitivity can predispose gifted children to have an apprehensive attitude toward accomplishments. Early research on college freshmen honors students has revealed that high academic achievement is correlated with characteristics suggestive of above-average levels of anxiety relating to oral communication (Butler, Pryor, & Marti, 2004).

An alternative basis for predicting a decrease in self-concept is the Big-Fish-Little-Pond Effect (BFLPE), whereby students of high-ability experience a decrease in academic self-concept

from being surrounded by equal-ability peers rather than mixed-ability peers (Marsh & Parker, 1984). This is due to the fact that higher-ability students are used to being the smartest of their class and feel uncertain about their abilities once placed in an equal-ability setting. Moreover, research has found that those students enrolled in higher-ability classrooms have the tendency to choose less challenging schoolwork, to earn lower grade-point averages, and to have lower educational and occupational aspirations than their equally able peers enrolled in lower-ability classrooms (Marsh, 1991).

Research involving the BFLPE has been inconclusive. The "relative deprivation" model maintains that college selectivity has a negative effect on academic self-concept because of its negative effect on grade performance (Davis, 1966). In a cross-cultural test of the BFLPE in twenty-six countries, researchers found that one hundred percent of the countries exhibited such effects (Marsh & Hau, 2003). There are, conversely, some studies that show opposite findings. Rinn's research (in press), for example, indicates that gifted college students enrolled in their university's honors program have significantly higher academic self-concepts than gifted college students who are not enrolled in such a program. In this particular case, it can be asserted that sometimes being part of a specialized group is, perhaps, a positive asset that may raise self-concept.

There may be at least two explanations for these disagreements in the research literature. One could be the use of different samples and an entirely different environment in which self-concept could be affected. Another reason may be that although students may initially experience a decrease in self-concept upon entering a selective program, the overall, or long-term, experience of the program may generate an increase in self-concept (Moon, Feldhusen, & Dillon, 1994).

Perceived Parental Relationships

Perceived parental relationships influence both academic and non-academic self-concepts (Marsh & Shavelson, 1985), as parents posit both direct and indirect influences on their adolescents' self-concepts (Laible, Carlo, & Roesch, 2004). The direct influences promote feelings of self-worth, while indirect influences foster high levels of empathy and appropriate social behaviors, which in turn promote self-concept. Researchers have long noted that parenting is a multi-dimensional area of concern. Effective parents must confront issues of how supportive, enabling, and attached they are to their children. Involved, too, is the matter of degree. If parents err in one direction, the children may fail to achieve; if they err in the opposite direction, the children may suffer from loneliness.

Supportive parenting is defined as the use of inductive logic, consistent discipline, tenderness, and monitoring (Donnellan, Trzesniewski, Robins, Moffitt, & Caspi, 2005). According to Donnellan et al., supportive parenting has a significant positive relationship both with self-esteem and academic achievement. Although most parents do take academic achievement seriously (Grant, 1995), many parents actually have values that go beyond academic achievement and worldly accomplishments. The result is that children often are unsure precisely where the parents stand. Alas, the parents are often unsure, too, and sometimes become enablers.

Enabling can be defined as the overprotectiveness and manipulation by which parents insulate their children from unpleasant circumstances and from making mistakes (Lynch, Hurford, & Cole, 2002). Parental enabling has identifiable behaviors, including being overprotective and reinforcing dependent and irresponsible behavior. Overcommitted and invasive parents, who do not permit their children to develop their own initiatives and be in

charge of their own peer relations, will raise children who are deficient in social self-assurance, autonomy, and ingenuity (Richaud de Minzi & Sacchi, 2004). There is a relationship between locus of control and parenting type: enabling parents are more likely to have children with an external locus of control, while nonenabling parents are more likely to have children with an internal locus of control. In a study comparing parental enabling attitudes and the locus of control of at-risk and high school honors students, at-risk students were found to have a more external locus of control than honors students. Adolescents with an internal locus of control perceive their families as being more cohesive and expressive and are less prone to conflict than those with an external locus of control (Matheis & Adams, 2004).

On the other hand, problems between parents and their children also elicit lonesomeness (Richaud de Minzi & Sacchi, 2004). The onset for such feelings develops throughout late childhood and adolescence. A relationship between social anxiety, lack of dominance, and social isolation encourages negative self-concept and an internalization of problems such as lonesomeness (Rubin & Mills, 1991). Problems in parent-child relationships promote vulnerability to loneliness and results in insecurity and very strict standards for relationships. When parents offer their children poor models of interaction and do not help them develop social skills, the result is a reduced ability to approach others and enter into dyadic relationships. This kind of unsatisfactory relationship thus results in a feeling of loneliness (Richaud de Minzi & Sacchi).

Parents must realize that their involvement or the perception of their involvement is essential for their students' academic achievement (Ratelle et al., 2005). Ratelle and her colleagues argue parents' support of their children's self-determination predicts self-regulation, proficiency, and academic achievement. Undercommitted parents who offer their children poor

models of communication and do not help them develop social skills have children who have poor capabilities of approaching others and entering into mixed relationships (Richaud de Minzi & Sacchi, 2004). On the other hand, overcommitted and overprotective parents who do not allow their children to develop their own initiatives and control their peer interactions will have children who lack social self-confidence, autonomy, and initiative. In essence, overinvolved and underinvolved parenting are associated with poor academic performance: either extreme may lead to academic underachievement.

Parenting style has a parallel association with attachment style (Neal & Frick-Horbury, 2001). According to Neal and Frick-Horbury, attachment style is the behavior of a mother towards her children and her children's reaction towards her. The type of attachment that children form has long-term repercussions into many aspects of children's development and adult lives. Secure attachments with parents throughout infancy, childhood, and adolescence are linked with positive self-esteem and self-efficiency in adolescence and young adulthood (Laible et al., 2004). As they get older, adolescents decreasingly depend on their parents as attachment figures, but this does not mean that attachment relationships decline in importance (Laible et al.). Actually, attachment relationships with parents still predict aspects of psychosocial well-being into students' college years (Ratelle et al., 2005).

Family support plays a crucial function in helping young adults to adjust successfully to college or university life by smoothing out the negative effects of the transition (Ratelle et al., 2005). There are two worthy parental aspects that play a role in student academic achievement and success: parental involvement and parental autonomy support (Ratelle et al.). *Parental involvement* refers to the emotional care and attention, as well as the time and interest, devoted to the children. Parental involvement predicts both persistence and motivation as well as benefits

student learning and achievement. *Parental autonomy support* involves acknowledging that children are unique, encouraging independent thinking, and providing opportunities for choices (Ratelle et al.). The relation between perceived parental involvement and support and students' school performance is interceded by feelings of self-determination and students' needs to interact in their surroundings in a competent way. Consequently, students will have their psychological needs fulfilled and have determination in the school context if their parents are involved and autonomously supportive.

The Current Study

The purpose of the current study was to examine the differences between honors students, honors-eligible students, and non-honors students in terms of their academic achievement, academic self-concept, and perceived parental relationships. *Honors college students* can be defined as students enrolled in their university's honors program or honors college at the collegiate level (Rinn & Plucker, 2004). Typically, in order to be accepted into an honors program or college, students must have a qualifying Scholastic Aptitude Test (SAT) or American College Test (ACT) score, and have a qualifying high school grade-point average. In this study, honors college students were defined as students who had an ACT score of 25 or higher and had been accepted into an honors program. *Honors-eligible students* were defined as students who had an ACT score of 25 or higher but were not members of an honors program. *Non-honors students* were defined as students who have an ACT score of 24 or below, and therefore, could not participate in the university's honors program.

This research is important for several reasons. Honors students have received only minor attention from researchers (Butler, Pryor, & Marti, 2004; Rinn & Plucker, 2004). In fact, there are only a few statistics available on the number of gifted college students or proportions of colleges with the honors option (Robinson, 1997). The combination of academic achievement, academic self-concept, and perceived parental relationships is a new angle from which to

observe honors college students. These three constructs are related; however, they have never been analyzed together. Since there are few experts who do research honors college students, this study can provide additional information to that body of literature.

Throughout the research literature, the relationship between academic achievement and academic self-concept has been shown (Rinn, in press). Further, honors college students seem to have more confidence in their academic abilities and have higher academic self-concepts than their non-honors peers (Mathiasen, 1985; Rinn). It was thus hypothesized that honors students would have higher academic self-concepts and higher academic achievement than both honors-eligible and non-honors students. Perceived parental relationships can affect both academic self-concept and academic achievement (Soucy & Larose, 2000; Strage & Swanson Brandt, 1999). Given that honors college students seem to have higher academic achievement and academic self-concepts their non-honors peers (Mathiasen; Rinn), it was also hypothesized that honors students would have stronger perceived parental relationships than honors-eligible and non-honors students

Method

Participants

A total of 180 students at a comprehensive university in the South participated in this study. Included were 48 honors students, 32 honors-eligible students, and 100 non-honors students. The participants were 25% male and 75% female. The ages of students ranged from 17 to 23, and the mean age was 19. The majority of students were sophomores (N = 76).

Materials

Academic achievement. Participants were asked to report their current cumulative grade-point average, ranging between 0.00 and 4.00.

Self-Perception Profile for College Students. Academic self-concept and perceived parental relationships were measured using the intellectual ability subscale and the parental relationships subscale of the Self-Perception Profile for College Students (Neeman & Harter, 1986). Regarding the intellectual ability subscale, Neeman and Harter believe this subscale measures a general feeling of intellectual competence, and measures whether college students feel just as intelligent as or more intelligent than their peers. The intellectual ability subscale contains four items, including "Some students feel like they are just as smart or smarter than other students BUT other students wonder if they are as smart" and "Some students feel they are just as bright or brighter than most people BUT other students wonder if they are as bright," to

which students respond on a 4-point Likert scale ranging from definitely false to definitely true. From the normative sample, the coefficient alpha for the intellectual ability subscale of the Self-Perception Profile for College Students is 0.86. Using the current sample, the internal-consistency reliability of the general intellectual ability subscale, as measured by Cronbach's alpha, is $\alpha = 0.84$. Reliability does not improve if items are deleted.

Regarding the parental relationships subscale, Neeman and Harter (1986) believe this subscale measures how good one feels about the way she acts around her parents, as well as whether she gets along well with her parents. The parental relationships subscale contains four items, including "Some students like the way they act when they are around their parents BUT other students wish they acted differently around their parents" and "Some students find it hard to act naturally when they are around their parents BUT other students find it easy to act naturally around their parents." From the normative sample, the coefficient alpha for the parental relationships subscale of the Self-Perception Profile for College Students is 0.88. In the current sample, the internal-consistency reliability of the parental relationships subscale, as measured by Cronbach's alpha, is $\alpha = 0.84$. Reliability does not improve if items are deleted.

Procedure

The final group of participants consisted of 180 students, although data were initially collected from 338 students. Some students were excluded for missing data ($n = 131$). For example, because some freshmen did not have grade-point averages at the time of data collection, they could not be included in this multivariate analysis. Non-traditionally aged students were also excluded from this research ($n = 27$) due to the fact that they are seldom included in research concerning college student development, unless characterized as a special population (Pascarella & Terenzini, 1991). Thus, approximately 53% of the surveys were used.

Results

To examine differences between honors students, honors-eligible students, and non-honors students on measures of academic achievement, academic self-concept, and perceived parental relationships, a multiple analysis of variance (MANOVA) was used. The means and standard deviations of each variable can be seen in Table 1. The MANOVA approach was employed in this study because the dependent variables were found to be moderately intercorrelated, and because a MANOVA approach allows for the testing of multiple dependent variables simultaneously. A correlation matrix of the variables used in this study can be found in Table 2. Box's test of the assumption of equality of covariance matrices was found to be non-significant, likely verifying the assumption of homogeneity of variance. Levene's test of the equality of error variances was found to be non-significant for each dependent variable, further verifying the assumption of homogeneity of variance.

The overall MANOVA revealed group differences between the dependent variables as illustrated by Wilks' Lambda, such that $F(6, 350) = 18.08$, $p < 0.000$, partial $\eta^2 = 0.24$. To further examine the differences between groups, individual analyses of variance (ANOVAs) were utilized.

Findings Regarding Academic Achievement

In terms of the academic achievement of honors students, honors-eligible students, and non-honors students, results of the ANOVA indicated a significant difference between the three groups, such that $F(2, 177) = 47.73$, $p < 0.000$, partial $\eta^2 = 0.35$. These results can be seen in Table 3. A Tukey HSD post-hoc test revealed that the cumulative grade-point averages of honors students ($M = 3.62$, $SD = 0.41$) were significantly higher than those of non-honors students ($M = 2.98$, $SD = 0.41$).

Findings Regarding Academic Self-Concept

As for the academic self-concepts of honors students, honors-eligible students, and non-honors students, results of the ANOVA indicated a significant difference between the three groups, such that $F(2, 177) = 11.54$, $p < 0.000$, partial $\eta^2 = 0.12$. These results can be seen in Table 4. A Tukey HSD post-hoc test revealed that the academic self-concepts of honors students ($M = 3.40$, $SD = 0.62$) were also significantly higher than those of non-honors students ($M = 2.96$, $SD = 0.64$).

Findings Regarding Perceived Parental Relationships

With regard to the perceived parental relationships of honors students, honors-eligible students, and non-honors students, results of the ANOVA indicated a significant difference between the three groups, such that $F(2, 177) = 4.96$, $p < 0.01$, partial $\eta^2 = 0.05$. These results can be seen in Table 5. A Tukey HSD post-hoc test revealed that the perceived parental relationships of non-honors students ($M = 3.59$, $SD = 0.62$) were significantly higher than those of honors-eligible students ($M = 3.16$, $SD = 0.69$).

Discussion

The purpose of this study was to examine the differences between honors students, honors-eligible students, and non-honors students on measures of academic achievement, academic self-concept, and perceived parental relationships. Findings from this study suggest that there are differences between honors students, honors-eligible students, and non-honors students with regard to academic achievement, academic self-concept, and perceived parental relationships.

Regarding academic achievement, the researcher's hypothesis was supported by the findings. Indeed, honors students had grade-point averages higher than those of honors-eligible and non-honors students, but not significantly higher than honors-eligible students. This study supports existing research that suggests honors students have higher academic achievement than their non-honors peers (i.e., Astin, 1977; Pflaum, Pascarella, & Duby, 1985; Rinn, in press; Shushok, 2003).

Regarding academic self-concept, the researcher's hypothesis was again supported by the findings. Specifically, honors students had the highest academic self-concepts. However, there were no significant differences between honors students and honors-eligible students; the significance occurred between honors students and non-honors students. These findings support Rinn's (in press) study that honors students frequently have higher academic self-concepts than their non-honors peers. For this reason, this research does not support the BLFPE (Marsh & Parker, 1984). These findings suggest that participating in an honors program is associated with a higher academic self-concept.

Regarding perceived parental relationships, the researcher's hypothesis was refuted by the findings. Non-honors students had the highest perceived parental relationships; their scores

exceeded those of both honors and honors-eligible students. However, there were no significant differences between honors students and non-honors students. That is, in this grouping the non-honors students were closely followed by the honors students. At a significant distance from them came the honors-eligible students. Honors-eligible students had much lower perceived parental relationships than the other two groups. These findings refute prior research that perceived supportive parenting has a significant relationship both with self-concept and academic achievement (i.e., Donnellan et al., 2005).

Limitations

A number of methodological factors limit the strength of conclusions that can be drawn from this study. Conclusions here only reflect students attending a comprehensive university in the South and may, therefore, be different elsewhere. Perhaps there would be significant differences in the results from a research institution or a liberal arts college. A difference could also be expressed with other geographical areas such as the West, North, or East. Likewise, other schools may have different guidelines to define their honors program. As a consequence, generalizations about other institutions should not be made.

One problem encountered throughout the research is the qualification guidelines for entry into an honors program. There may be too many problems in the reliability and validity of standardized test scores in assessing students' academic achievement to consider it solely or primarily (Grissmer, 2000). The collegiate honors program is open to all majors and interests; however, not all abilities can be measured quantitatively.

This survey could have potentially limited students who objected to sharing their personal scores for research. Additionally, the study relied mostly on self-report measures, the validity of which could be questionable (Assor & Connell, 1992).

Directions for Future Research

Future research should definitely be directed toward explaining why honors-eligible students have poorer perceived relationships with their parents than honors and non-honors students. It is important to investigate the relationship between honors-eligible students and perceived parental relationships. There may be a conflict between honors-eligible students' high self-concepts and high academic achievement and their low perceived parental relationships. Another reason could perhaps be that because honors-eligible students have poor relationships with their parents, they might believe that participating in an honors program could be too difficult for them. If the above conflicts were resolved, there might be an increase in the number of participants in the honors program and an increase in perceived parental relationships.

The participants were 75% male and 25% female. The data could potentially have shifted had the groups been all male, all female, or equal. An interesting study could perhaps determine if there are any gender differences between honors students, honors-eligible students, and non-honors students with regard to perceived parental relationships. This assessment could serve as a tool to guide honors organizations to update their programs to better accommodate and attract students. Since perceived parental relationships are somehow related to academic achievement, knowing how they are connected in association with gender may be a point of interest.

Future research should also control for socioeconomic factors. Some researchers have revealed that living in destitution has a negative effect on parenting behaviors (e.g., Raikes & Thompson, 2005). Thus, families living in poverty may interact negatively toward one another (Luthar, 1999). Financial stress can affect children because it intensifies parental emotional distress, which in turn may reduce the parents' abilities to respond sympathetically and dependably to their children's needs (Conger, Ge, Elder, Lorenz, & Simons, 1994; McLoyd, 1990). Low parental income has been related to reduced expression of warmth and decreased openness to children's needs (McLoyd). When one considers these factors, future research could control for parents' income in examining the relationship between perceived parental relationships, academic achievement, and academic self-concept.

Conclusion

This study focused upon the differences between honors students, honors-eligible students, and non-honors college students with regard to academic achievement, academic self-concept, and perceived parental relationships. The results indicate that honors-eligible students have poorer perceived relationships with their parents, regardless of their high academic achievement and academic self-concepts. The results also indicate honors students have higher academic achievement and academic self-concepts than non-honors students. There is a growing need for research that clearly supports the practical application of these findings for collegiate honors programs across the nation.

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Table 1

Means and Standard Deviations of Variables of Interest

	Honors	**Honors-Eligible**	**Non-Honors**	**Total**
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Grade-Point Average	3.62 (0.41)	3.46 (0.41)	2.98 (0.41)	3.24 (0.50)
Intellectual Ability Subscale	3.40 (0.62)	3.38 (0.49)	2.96 (0.64)	3.15 (0.64)
Perceived Parental Relationships Subscale	3.40 (0.82)	3.16 (0.69)	3.59 (0.62)	3.46 (0.70)

Table 2

Correlations between Variables of Interest

	ACT Score	Grade Point Average	Perceived Parental Relationship Subscale	Intellectual Ability Subscale
ACT Score	—			
Grade-Point Average	.63**	—		
Perceived Parental Relationship Subscale	-.13*	-.09	—	
Intellectual Ability Subscale	.36**	.30**	.17**	—

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

Table 3

Results of the ANOVA for Academic Achievement

Source	Sum of Squares	df	Mean Square	*F* Ratio	*p* value	Partial η^2
Corrected Model	15.57	2	7.79	46.73	0.000	0.35
Intercept	1631.03	1	1631.03	9791.37	0.000	0.98
Group (Between)	15.57	2	7.79	46.73	0.000	0.35
Error (Within)	29.48	177	0.17			
Total	1929.28	180				
Corrected Total	45.05	179				

Note: $R^2 = 0.35$ (Adjusted $R^2 = 0.34$)

Table 4

Results of the ANOVA for Academic Self-Concept

Source	Sum of Squares	df	Mean Square	*F* Ratio	*p* value	Partial η^2
Corrected Model	8.56	2	4.28	11.54	0.000	0.12
Intercept	1527.71	1	1527.71	4119.63	0.000	0.96
Group (Between)	8.56	2	4.28	11.54	0.000	0.12
Error (Within)	65.64	177	0.37			
Total	1860.25	180				
Corrected Total	74.20	179				

Note: $R^2 = 0.12$ (Adjusted $R^2 = 0.11$)

Table 5

Results of the ANOVA for Perceived Parental Relationships

Source	Sum of Squares	df	Mean Square	*F* Ratio	*p* value	Partial η^2
Corrected Model	4.69	2	2.35	4.96	0.008	0.05
Intercept	1659.39	1	1659.39	3507.20	0.000	0.95
Group (Between)	4.69	2	2.35	4.96	0.008	0.05
Error (Within)	83.75	177	0.47			
Total	2246.44	180				
Corrected Total	88.43	179				

Note: $R^2 = 0.05$ (Adjusted $R^2 = 0.04$)