

Immigrant Parenting: An Examination of Pressure and Stress Arguments

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Introduction

School Reform – Greater Parent Involvement

- **Home-School Contact**
- **Home Learning Environment**

Parents' Response -- Intensive Parenting

- **Active Capital**
- **Concerted Cultivation**
- **Extreme Mothering**
- **Immigrant Optimism**

Homework Debate

Positive Effects

- **Is associated with achievement**
- **Promotes self-regulation**
- **Fosters positive attitudes / dispositions**
- **Provides a vehicle for parent involvement**

Negative or Mixed Effects

- **No effort –outcome link**
- **Creates avoidant or resistant dispositions**
- **Creates stress in families**

Parenting Style Research

Parenting Style Typology

- **Authoritative**
- **Authoritarian**
- **Permissive**
- **Disengaged**

Authoritative Dimensions

- **Regulation**
- **Connection**

Regulation as Intrusive Parenting

- **Psychological Control / Pressure**

Research Questions

Parenting Effects on Homework Stress ?

Variation in Regulation ?

Consequences of Parental 'Intrusion' ?

Contextual Effects on HW Stress Levels ?

The Home Learning Environment

CONTEXT: SES + Family Situational Factors →
Children's Characteristics And School Performance →

PROCESS: Parenting Beliefs & Practices →

PROXIMATE OUTCOME: Homework Stress →

CONSEQUENCES: Achievement/Attitude

-----**School Transitions**-----

T1: Home-School

T2: Elementary-Secondary

T3: Secondary-PSE/Work

Table 1. Homework Stress and Immigrant Status			
HW Stress	Immigrant Status		
	2 FB	1 FB	0 FB
% who report stress *	.58	.63	.66
Stress Levels of those who report stress (Scale: 1 - 4)	2.13	2.35	2.27
Sample N	350	390	3,465
Contrasts: Chi sq and F tests * p< .05			

Table 2. Homework Stress and Parenting - Immigrant Status				
Parenting Dimensions	Immigrant Status			Tobit Coefficients^a
	2 FB	1 FB	0 FB	
Regulation (Scale: 3 – 14)	10.10	10.03	9.98	.26 *
Connection * (Scale: 3 – 13)	10.27	11.05	10.85	-.04
PSE Aspirations * (university)	.79	.69	.58	-.11
Important to do well (very) *	.77	.64	.65	-.07
Potential (no) *	.38	.50	.48	.50 *
* p < .05 (Chi Sq and F)				* p < .05
^a Controlling for all variables in the model – see Appendix A				

Table 3. Developmentally Appropriate Parenting (DAP) - Immigrant Status

Regulation Type	Immigrant Status		
	2 FB	1 FB *	0 FB *
<i>Behavioural (3-14)</i>			
•Age 9-12	10.78	11.20	11.09
•Age 13-14	10.12	9.85	9.74
•Age 15-16	8.92	8.12	8.34
<i>Psychological (0,1)</i>			
•Age 9-12			
•Age 13-14	.33	.43	.42
•Age 15-16	.43	.51	.53
	.43	.61	.55
* p< .05			

Table 4. Pressure: Academic Achievement – Immigrant Status			
Letter Grade (%N)	Immigrant Status		
	2 FB	1 FB	0 FB
E-C (17)	.69	.83	.75
B (33)	.50	.64	.64
A (32)	.33	.37	.36
A+ (17)	.11	.10	.13
Imstat Group Pressure %	(38)	(50)	(48)
Cell proportions = Pressure			

Table 5. Achievement: Pressure and HW Stress – Immigrant Status			
Stress/Pressure	Immigrant Status		
	2 FB	1 FB	0 FB
No HW Stress & No Pressure	2.99	3.11	3.07
HW Stress	2.79	2.81	2.75
HW Stress + Pressure	2.18	1.90	1.98
* Predicted Values: Ach scale (1,4)			

Table 6. Attitude to School Work: Pressure and HW Stress - Immigrant Status			
Stress/Pressure	Immigrant Status		
	2 FB	1 FB	0 FB
No HW Stress & No Pressure	2.50	2.51	2.36
HW Stress	2.26	2.21	2.11
HW Stress + Pressure	1.90	1.58	1.61
*Predicted values: Attitude Scale (1,3)			

Table 7. HW Stress: Child's Gender - Immigrant Status			
Gender	Immigrant Status		
	2 FB	1 FB	0 FB
Male	.59	.68	.70
Female	.56	.59	.62

Cell proportions = HW Stress

Table 8. HW Stress: Work-Life Balance - Immigrant Status			
Work-Life Balance Stress Level (%N)	Immigrant Status		
	2 FB	1 FB	0 FB
No WLB Stress (22)	.41	.51	.49
Some WLB Stress (57)	.62	.66	.69
A lot of WLB Stress (21)	.74	.69	.78
Imstat Group Pressure %	(58)	(63)	(66)
Cell proportions = HW Stress			

Conclusions

Immigrant and non-immigrants practice intensive parenting.

Psychological control as 'potential' characterizes parenting in many homes.

Both HW stress and pressure are associated with HW resistance – an indicator of poor self-regulation

Future Research

Examine parents emotional states in relation to work-life balance

Examine both adolescents and parents' views on HW regulation

Explore the utility of a general model of parenting in the multi-cultural context

A Teenagers Guide to the HW Debate

Get good grades

Be a girl

Don't send your mom out to work

Finishing is easier than fighting

Cheer up! It won't last forever

As a last resort Try emigrating!