CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Thesis Title in Tile Case Right Here. Just Type it Here. Yes, Here. That is Correct

A thesis submitted in partial fulfillment of the requirements

For the degree of Master of Arts in

Psychology

by

Student’s Name

Month Year

The thesis of Student’s name here is approved:

Committee Member’s Name, Ph.D. Date

Committee Member’s Name, Ph.D. Date

Major Advisor’s Name, Ph.D., Chair Date

California State University, Northridge

DEDICATION

This thesis is dedicated to:

This page is optional - basically if you want to dedicate your thesis to friend(s) or family member(s), you state it here

ACKNOWLEDGMENT

I would like to thank my committee members who supported my efforts in writing this thesis.

To my chair, Dr. name,

To Dr. committee member,

To Dr. committee member,

This page is to acknowledge anyone who has helped with the substance or mechanics of the thesis. This would include anyone who has (1) given you ideas for your thesis, and (2) read your drafts and given you feedback. It is better to recognize anyone who helped and have a lengthy acknowledgment page than to leave someone out.

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ABSTRACT

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by

Students’ Name here

Master of Arts in

Psychology

The purpose of this study was to examine (not to exceed 350 words / 1.5 pages)

The information in the abstract will be widely incorporated in various search and bibliographic services. The thesis may be cited by others just on the basis of the abstract alone. The abstract should generally be 150-300 words. Include the research questions/hypotheses, one sentence description of the procedures, a description of the participants, and major findings. It is generally written in past tense to reflect research already completed.

CHAPTER I

INTRODUCTION

Blah blah

# Statement of the Problem

# Purpose

The purpose of this study is to

# Definitions

1. Adolescence generally refers to the stage of development that begins with the onset of puberty and ends at maturity (*The American Heritage College Dictionary*, 3rd ed.)

# Theoretical Framework

If you have a particular theory you are using in your thesis, then give a one paragraph explanation here. It could also be up above before the problem statement

# Hypotheses

## Null Hypotheses

The data analyses for this thesis was guided by the following null hypotheses:

## Research Hypotheses

Based on the review of literature in Chapter 2, the following research hypotheses were developed.

1. the research hypotheses are your prediction of what you expect to find

# Assumptions

This research study was created based upon certain assumptions. I have included some assumptions, if they apply to your thesis, then use them (but rewrite in your own words)

* Participants will participate in the research without pressure from researchers.
* Participants will be able to read English and understand the items on the questionnaire since live in the United States.
* Participants will answer the questionnaires completely and honestly.
* The measures used in the study are appropriate youth from different ethnic groups.
* No errors were made in the data entry.
* No errors were made in the data analyses.

CHAPTER II

REVIEW OF LITERATURE

## *You will want to summarize the literature related to your topic. Definitely summarize literature related to each variable in your study. Also, your review should start broad and get more specific. There is no set number of citations or page numbers. It depends on your topic. The main thing is to be sure that you have given the reader a good overview of the literature related to your topic.*

CHAPTER III

METHODOLOGY

# Procedures

Summarize how you collected data. What type of sampling procedure was used. Were signed consent forms required? Who entered the data, what program the data were entered into

# Pilot Study

Did you do a pilot study? If so, explain it here.

# Sample

This is a sample procedure. You won’t be able to put the numbers in until we conduct your analyses. Of course you will need to rewrite this in your own words The data analyses were conducted using 879 of the adolescents’ self-report data. Gender was closely distributed with males making up 44% of the participants and females making up 49%. Gender was not reported in 7% of the surveys.

Age of the participants ranged from 13 to 20 years of age with the majority of students 15 (30.9%) and 14 (25.6%) years of age. The mean age was 15.57. Approximately 13% of the sample was missing the age information. The majority of the students were in the 9th grade (54.9%). Approximately 12% of the participants were from the 10th grade, 11th grade (8.7%), and 12th grade (10.8%). Grade was not reported in 13.6% of the sample.

The majority (68%) of the adolescents reported living in a home with their biological mother and father. The second highest family form was single-parent homes with 17.8%. Adolescents living with a biological parent and a step parent made up 10.5% of the survey. Three percent of the adolescents lived in other family forms. Family form was not reported in .7% of the surveys.

Birth countries of adolescents who completed the survey follow: 65.6% were born in the United States, 34.3% were born in others countries, and .1% did not report a birth country. In regards to percentage of parents born in the United States, 20.2% of mothers and 18.7% of fathers were born in the U.S.

The ethnic background of the adolescents follow: 54% Latino, 5.5% African American/West Indies, 8.1% Caucasian, 10.4% Asian, and 22% Armenian.

# Measurement

Demographic variables were measured using standard fact sheet items while other variables in the study were assessed using previously established self-report instruments as well as measures developed for the overall study.

This is a sample measurement section. You can get the info you need for each scale from the codebook. You won’t be able to put the reliabilities in until we conduct your analyses.

## Global Self-Esteem

The 10-item Rosenberg Self-Esteem Scale was used to assess adolescents’ global self-esteem (Rosenberg, 1979). Numerous research studies have established the reliability and validity of the scale. Although originally designed as a Guttman scale, the Rosenberg Self-Esteem Scale is more often scored as a Likert type scale. According to Rosenberg (1979), these two scoring systems yield similar results. This study uses the Likert format with the following response choices: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. Sample items include: (a) “At times I think I am no good at all” (reverse coded) and (b)”I feel that I have a number of good qualities”. Responses to these items were averaged to determine an overall self-esteem score. An internal consistency reliability (Cronbach’s alpha) of .81 was found using the current data.

CHAPTER IV

RESULTS

Tell why you used your statistical analyses and then give the results.

The means and standard deviations for all variables are reported in Table 1. All analyses were conducted using SPSS 13.0 for Windows. The results of all the analyses are presented in this chapter.

Table 1

*Descriptive Statistics for the Independent and Dependent Variables*

|  |  |  |  |
| --- | --- | --- | --- |
| Variables | Range | *M* | *SD* |
| DV | 1-3 | 2.94 | .52 |
| Gender1 | 1-2 | 1.62 | .49 |
| IV | 1-4 | .50 | 2.77 |
| IV | 1-4 | 1.74 | 14.86 |
| IV | 1-4 | 3.54 | .55 |
| IV | 1-4 | 3.33 | .57 |
| IV | 1-4 | 2.24 | .75 |

1boys = 0, girls = 1

# Zero-Order Correlations

Zero-order correlations were conducted to examine the strength and direction of the bivariate relationships between each independent and dependent variable. Separate zero-order correlations were conducted for the mothers’ data and then the fathers’ data. The means and standard deviations for the independent and dependent variables for the combined sample are presented in Table 1.

## Zero-Order Correlations for the Mothers’ Data

As hypothesized, family form was positively correlated with global self-esteem and independent self (see Table 2). This finding indicates that adolescents from two-parent, biological families report significantly higher global and independent self-esteem than adolescents from other family forms. No significant correlation was found between interdependent self-esteem and family form. As hypothesized, boys reported significantly higher global self-esteem than adolescent girls. Contrary to the hypotheses, girls reported significantly higher interdependent self-esteem than adolescent boys. Also contrary to the hypothesis, gender was not significantly correlated with independent self-esteem.

Table #

*Summary of Zero-Order Correlational Analysis on the Subsample of Adolescent Reports of IVs and DV (n = ???)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. DV1 | 1.00 |  |  |  |  |  |  |
| 2. DV2 | .46\*\* | 1.00 |  |  |  |  |  |
| 3. IV1 | -.14 | -.06 | 1.00 |  |  |  |  |
| 4. IV2 | -.18\* | -.06 | .48\*\* | 1.00 |  |  |  |
| 5. IV3 | .02 | .05 | .16\* | -.02 | 1.00 |  |  |
| 6. IV4 | .02 | .05 | .16\* | -.02 | -.11 | 1.00 |  |
| 7. IV5 | .02 | .05 | .16\* | -.02 | -.11 | -.23\* | 1.00 |

\**p* < .05. \*\**p* < .01.

# Multiple Regression Analyses

Multiple regression analyses were used to determine (1) the contributions of the sets of predictor variables (i.e., put IVs here) in explaining the variance in the criterion variable(s), and (2) the significance level of the beta coefficients within the regression models (Pedhazur, 1982). Separate multiple regression analyses were conducted for each dependent variable (i.e., put DVs here). Also, separate analyses were conducted for the data on the mothers’ behaviors and the fathers’ behaviors.

Table 5

*Summary of Hierarchical Multiple Regression Analysis on the Total Sample of Adolescent Reports of IVs and DV (n = ???)*

|  |  |  |  |
| --- | --- | --- | --- |
| *Predictor Variables* | b | SE | ß |
| IV 1 | .18 | .08 | .16\* |
| IV 2 | -.17 | .10 | -.12 |
| IV 3 | -.04 | .09 | -.03 |
| IV 4 | -.26 | .08 | -.22\*\* |
| *Multiple R* |  | .30 |  |
| *R2* |  | .09 |  |
| *Adjusted R2* |  | .08 |  |
| *F-value* |  | 5.98\*\* |  |

Notes: *b* = unstandardized betas; *ß* = standardized betas

\**p* < .05. \*\**p* < .01.

MANOVA  
 In an effort to answer the question of whether the combination of adolescents’ ratings of parenting behaviors vary according to generations and genders, a 3 X 2 (Generations X Genders) MANOVA with Wilks Lambda was conducted. The multivariate interaction effect between generational status and gender was not significant (*F* = .87). However, the main effects were significant for generation status (Wilks Lambda = .91; *F* (20, 922) = 2.20; *p* < .002; Eta squared = .05; observed power = .995) and genders (Wilks Lambda = .91; *F* (10, 461) = 4.39; *p* < .001; Eta squared = .09; observed power = .999) on the 4 parenting behaviors.

**ANOVA**

A series of 3 X 2 ANOVAs were conducted to identify specific parenting behaviors that differ among generations and genders. Regardless of whether or not the MANOVAs are significant, the univariate analyses are justified (see Huberty & Morris, 1989 for a complete rationale) because (a) the research question is exploratory in nature, and (b) the research question is best answered by univariate analyses.

The ANOVAs with Bonferroni post-hoc analyses revealed no significant interaction effects. However, the ANOVAs did reveal that 1st generation Mexican-origin adolescents reported their mothers engaged in significantly higher monitoring than 3rd generation youth (see Table 3). In addition, 1st and 2nd generation youth reported their mothers engaged in significantly higher use of parental support than 3rd generation adolescents. Girls reported that their mothers engaged in significantly more monitoring and support than boys. No significant differences in gender or generation status were found for adolescent reports of mothers’ punitive behaviors.

Table 3

*Gender and Generation Results of the ANOVAs on Mother’s Behaviors*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1st | 2nd | 3rd |  |  |
| Mothers’ Behaviors | M (sd) | M (sd) | M (sd) | F value | eta |
| Parental support |  |  |  |  |  |
| Boys | 1.3 (2.3) | 2.2 (2.3) | 2.4 (2.0) | .7 | .00 |
| Girls | 1.3 (2.3)a | 2.2 (2.3)a | 2.4 (2.0) | .7 | .00 |
| Parental monitoring |  |  |  |  |  |
| Boys | 1.3 (2.3) | 2.2 (2.3) | 2.4 (2.0) | .7 | .00 |
| Girls | 1.3 (2.3) | 2.2 (2.3) | 2.4 (2.0) | .7 | .00 |
| Parental support |  |  |  |  |  |
| Boys | 1.3 (2.3) | 2.2 (2.3) | 2.4 (2.0) | .7 | .00 |
| Girls | 1.3 (2.3) | 2.2 (2.3) | 2.4 (2.0) | .7 | .00 |

Note: 1 = Low use of parenting behavior, 4 = high use of parenting behavior. Superscripts of *a* and *a* indicate pairs of means (using Bonferoni) that significantly (*p* < .05) differ from each other

\**p* < .05. \*\**p* < .01. \*\*\**p* < .001.

CHAPTER V

DISCUSSION

The purpose of this study was to... then give a brief summary of findings

# Discussion of the Findings

Give each finding then discuss why you think the result was found in this sample

# Limitations and Research Implications

This thesis will add to the understanding of the blank, however, certain limitations to the study exist. I have included some limitations, if they apply to your thesis, then use them (but rewrite in your own words). You can either bullet them or put them in paragraph form.

* The data were collected using self-report questionnaires in a cross-sectional design which only assess adolescents’ perceptions of the independent and dependent variables at one point in time.
* The use of a cross-sectional, correlational design limits assertions of causality between the independent and dependent variables.
* Just using individual reports to measure both the independent variables and dependent variables results in shared method variance (which can inflate the relationship between the independent and dependent variables).
* This study collapses various Latino/Armenian/Asian groups into one group which does not take into account intra-group differences.
* This sample is limited to individuals from Los Angeles which can limit generalizability.

# Implications

Explain what these findings might mean to a teacher, counselor, practitioner, etc.

# Conclusion

Give a one paragraph summary of purpose, findings, and implications

REFERENCES

APPENDIX A

MEASURES USED IN THE THESIS

You have a choice – you can either include the measures used in the thesis here, or you can include the items used in your scales in the methods section.