Doctoral Dissertation Committee

Director
Karla Anhalt, Ph.D.
Professor
School of Lifespan Development and Educational Sciences

Members
Richard J. Cowan, Ph.D.
Associate Professor
School of Lifespan Development and Educational Sciences

Jason D. Schenker
Associate Professor
School of Foundations, Leadership, & Administration

Graduate Faculty Representative and Moderator
John Rainey, Ph.D.
Assistant Professor
School of Lifespan Development and Educational Sciences

KENT STATE UNIVERSITY

College of Education, Health, and Human Services

Doctoral Dissertation Defense for
Rachel E. Mathews
For the Degree of
Doctor of Philosophy

Major: School Psychology
Tuesday, April 14, 2020
12:00pm – 2:00pm

THE INFLUENCE OF PATERNAL FACTORS IN PREDICTING THE PATHOGENESIS OF ANXIETY IN PREADOLESCENT GIRLS: A PATH ANALYSIS
Rachel E. Mathews is a licensed school psychologist in the state of Ohio. After earning her Master of Science (M.S.) and Education Specialist (Ed.S.) degrees from Miami University, Rachel worked as school psychologist in central Ohio. She returned to graduate school in 2015 to pursue her doctoral degree in school psychology. Throughout her doctoral training, Rachel worked in traditional school environments, as well as clinical settings. During this training, she developed a passion for treating internalizing disorders, with an emphasis on anxiety, and obsessive-compulsive and related disorders (OCRDs).

Rachel is currently a predoctoral intern at the Munroe-Meyer Institute (MMI), located at the University of Nebraska Medical Center (UNMC). At the conclusion of her internship, Rachel will begin a post-doctoral fellowship in Child & Adolescent Psychology at the Rothman Center for Pediatric Neuropsychiatry, located at the University of South Florida and Johns Hopkins All Children’s Hospital. In this position, Rachel will receive specialized training in the treatment of Obsessive-Compulsive Disorder, Anxiety, Tourette Syndrome, and related disorders.

The Influence of Paternal Factors in Predicting the Pathogenesis of Anxiety in Preadolescent Girls: A Path Analysis

The purpose of this study was to examine the influence of paternal factors on girls’ anxiety levels from third grade to fifth grade. This study utilized data from the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development (SECCYD). Non-parametric tests (more specifically, the Friedman test) were performed to compare girls’ anxiety levels in third grade, fourth grade, and fifth grade. Results revealed that girls’ anxiety status remained stable across time (i.e., from Grade 3 to Grade 5).

Additionally, a path analysis was conducted to examine associations among paternal anxiety, paternal sensitivity, and paternal attachment at third grade, with girls’ anxiety at fifth grade. This analysis also investigated the potential mediating effects of paternal factors on girls’ anxiety. Data from the path analysis revealed that paternal factors at third grade were predictive of paternal outcomes at fifth grade. However, paternal factors at third grade were not predictive of girls’ anxiety at fifth grade. Additionally, a mediating effect was not identified among paternal factors and girls’ anxiety during fifth grade. Implications for future research and practice will be discussed.