Parental Involvement and School Achievement in Middle School: Exploring the Indirect Effects of School Engagement

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Background
- Parental involvement is an important factor related to academic achievement and engagement in middle school (Hill & Taylor, 2009)
- School engagement is a multidimensional construct comprised of behavioral, emotional, and cognitive components and is important because of its link to school success (Wang & Eccles, 2011)
- Parental involvement may benefit youth by increasing school engagement
- The goal of the present study was to:
  ➢ Examine three facets of student engagement (school trouble, school bonding, and school self-esteem) as intermediary variables linking parental involvement and achievement

Method
Participants & Procedures
- 101 adolescents (54% African American, 20% Caucasian, 19% Multiracial, 6% Latino, Asian American 1%); Grades 6-8 (60% girls)
- Youth completed in-school surveys

Measures
- Parental Involvement (α = .74):
  ➢ School and home based involvement
- School Engagement:
  ➢ Behavioral Engagement = School Trouble (α = .76)
  ➢ Cognitive Engagement = School Self-Esteem (α = .76)
  ➢ Emotional Engagement = School Bonding (α = .83)
- Academic Achievement (Year-end GPA)

Mediation Model Relating Involvement, School Trouble, and School Achievement

- Parental Involvement
- Academic Achievement
- School Trouble

Note: Values are standardized beta weights. All analyses include control variables: adolescent ethnicity, gender, and parent education level.

Results
Analysis
- Mediation tested in a series of multiple regression analyses
  1) Parental Involvement → Academic Achievement
  2) Parental Involvement → School Engagement
  3) Parental Involvement → School Engagement → Achievement

School Trouble
- The indirect effect was:
  β = .03 (95% CI = .02 to .04), t(100) = 3.27, p < .01

School Self-Esteem
- The indirect effect was:
  β = .02 (95% CI = .02 to .03), t(100) = 3.01, p < .01

School Bonding
- The indirect effect was not significant

Conclusions
- Parental involvement was directly and indirectly related to academic achievement
  ➢ Parental involvement was linked to less school trouble, and less school trouble was related to higher levels of school achievement
  ➢ Parental involvement was linked to more school self-esteem, which in turn was related to higher levels of academic achievement
- This study advances previous research by providing evidence of two pathways through which parental involvement is beneficial for adolescents’ academic success

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