

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

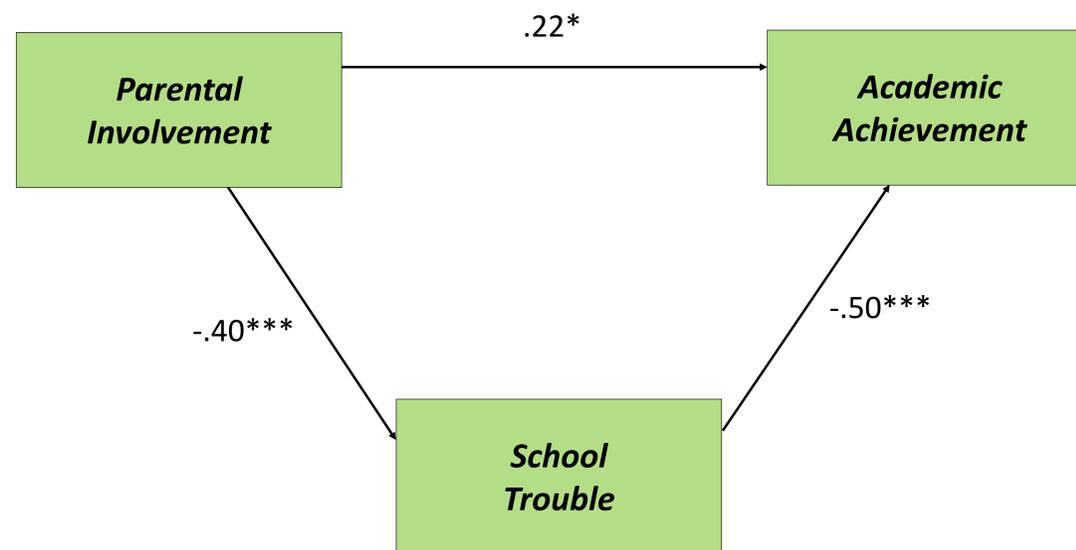
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Background

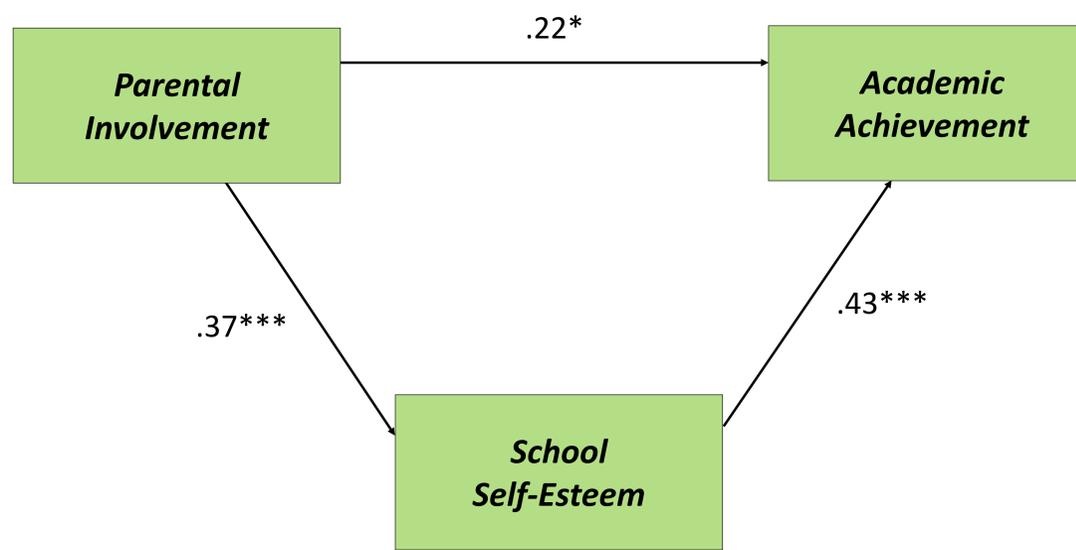
- Parental involvement is an important factor related to academic achievement and engagement in middle school (Hill & Taylor, 2009)
- School engagement is a multidimensional construct comprised of behavioral, emotional, and cognitive components and is important because of its link to school SUCCESS (Wang & 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

Mediation Model Relating Involvement, School Trouble, and School Achievement



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

Mediation Model Relating Involvement, School Self-Esteem, and School Achievement



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

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 ($\alpha = .74$):
 - School and home based involvement
- School Engagement:
 - Behavioral Engagement = School Trouble ($\alpha = .76$)
 - Cognitive Engagement = School Self-Esteem ($\alpha = .76$)
 - Emotional Engagement = School Bonding ($\alpha = .83$)
- Academic Achievement (Year-end GPA)

Results

Analysis

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

School Trouble

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

School Self-Esteem

- The indirect effect was:
 $\beta = .02$ (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