



Effects of Early Parental Involvement on Adult Well-Being: A Prospective Investigation of Children from Low-Income Families



Mallory Warner-Richter¹, B.A.; Cathy Hayakawa², M.A.; Arthur Reynolds², Ph.D.
University of Minnesota: Humphrey School of Public Affairs¹ & Institute of Child Development²
Direct Correspondence to: warne363@umn.edu. For more information, please visit www.cehd.umn.edu/icd/cls/.

Introduction

- ❖ Previous literature has established a relation between early parental involvement and children's academic achievement. (e.g. Fan & Chen, 2001, Jaynes, 2005)
- ❖ However, less is known about the long-term effects of parental involvement in children's early schooling on adult well-being.
- ❖ This study addresses the gap by examining the associations among early parent involvement, academic achievement, and adult well-being, within a **risk/resilience framework**.

Research Questions

- ❖ Is early parent involvement in school associated with children's economic well-being in early adulthood?
- ❖ Do the parent involvement associations exist for various risk groups?
- ❖ Does academic achievement mediate this association?

Sample

- ❖ Data were drawn from the Chicago Longitudinal Study, an ongoing project investigating the effects of the Child Parent Center (CPC) intervention program. The original sample (n=1,539) included 989 children who entered the CPC preschool program and 550 children who participated in alternative government funded programs.
- ❖ The sample size of this current study is 1,328 participants (86% original sample).

Measures

Parent Involvement (grades 1-3)

- Teacher ratings of parent involvement in school activities
Ex) Please rate this child on the following characteristics: Parents' participation in school activities. [excellent, above average, average, some, not at all]

Adult Well-Being Indicators (ages 18-27)

- Income: *annual earnings above \$18,999, age 24-27*
- TANF use: *Months of TANF receipt from age 18-26*
- Occupational Prestige: *skill level at age 24-27 Range 1 (low prestige) -9 (high prestige)*

Academic Achievement

- On-time High School Graduation

Early Risk Indicators (ages birth-3)

- Teen parent, mother unemployed, mother completed less than high school, 4 or more children in the household, single mother, parent's TANF participation, eligibility for free lunch, attendance of school in high poverty area

Risk Categories (ages birth-3)

- Low: 0 - 2 cumulative early risks
- Medium: 3 - 4 cumulative early risks
- High: 5 - 7 cumulative early risks

Covariates

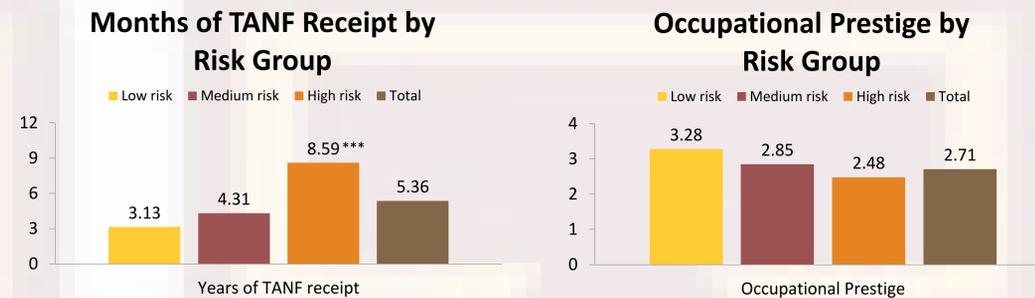
- Gender, 4th grade reading score, juvenile delinquency, CPC preschool program, CPC school age program

Unadjusted Means or Rates by Risk Group

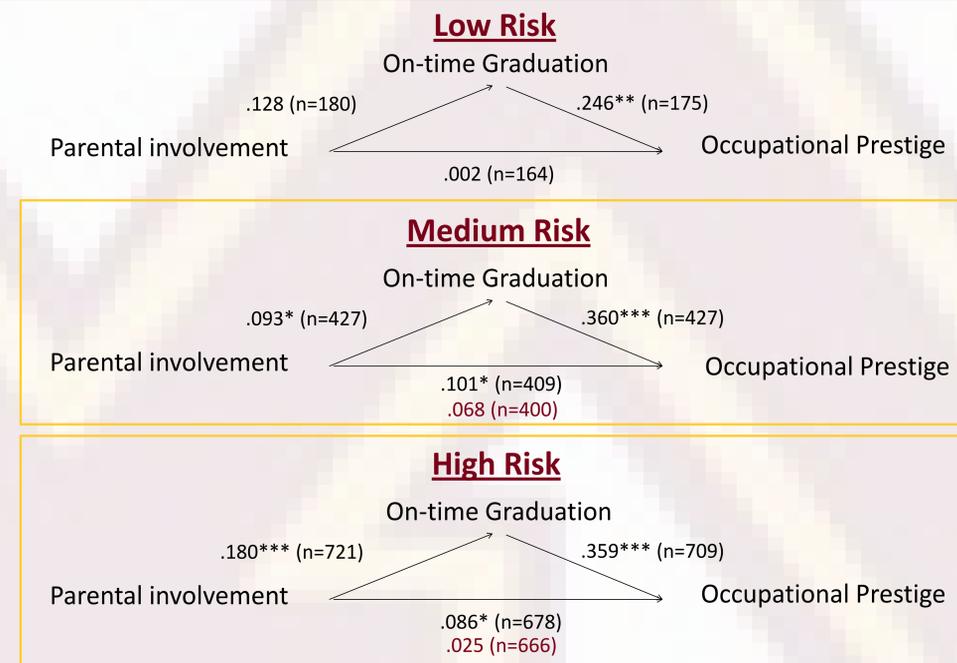
Variable	Low Risk	Medium Risk	High Risk	F
Parental involvement	3.00	2.68	2.41	30.92***
Male	52%	52%	48%	1.05
4 th Grade reading	108.6	104.6	99.4	44.63***
Juvenile Delinquency	9.5%	16.3%	22.9%	11.63***
CPC preschool	61.4%	67.1%	63.3%	1.36
CPC School age	51.9%	59.1%	53.9%	2.23

*p<.05, **p<.01, ***p<.001

Moderation Analysis



Mediation Analysis



Results

- ❖ After controlling for early risk and other factors, early **parental involvement** was directly related to **occupational prestige** ($\beta = .092^{**}$) and **TANF use** ($\beta = -.079^{**}$). Parental involvement was **not significantly associated** with the measure of **income**.
- ❖ The direct association between **parent involvement** and adult well-being was present for children of **medium** and **high** risk groups.
- ❖ On-time graduation **mediated** the relationship between **parent involvement** and **occupational prestige** for **medium** and **high** risk groups. The mediation was also found for **TANF use** in the **high** risk group.

Sensitivity Analysis

- ❖ Results were sensitive to changes in reporter of parental involvement (*i.e. parent reports of school involvement were not directly associated with the outcomes measures.*)
- ❖ Alternatives measures of the outcomes and the mediator were also examined. Results were robust to these changes.

Discussion

- ❖ Early parent involvement in school is important for medium and high risk families.
- ❖ This study highlights academic achievement as an alterable mediator for long lasting effects of parental involvement.
- ❖ Our results provide support for policies that encourage high levels of early parental involvement, particularly for socio-economically disadvantaged children.

References

- Fan, X. & Chen, M. (2001). Parental involvement and students' academic achievement: a meta-analysis. *Educational Psychology Review*, 13(1), 1-22.
- Jaynes, W.H. (2005). Effects of parental involvement and family structure on academic achievement of adolescents. *Marriage and Family Review*, 37(3), 99-116.

Acknowledgments

This research was supported by:

- Chicago Longitudinal Study
- Human Capital Research Collaborative
A partnership of the University of Minnesota and the Federal Reserve Bank of Minneapolis
- National Institute of Child Health and Human Development (R01HD034294)
- Institute of Child Development, University of Minnesota
- Humphrey School of Public Affairs, University of Minnesota