



Longitudinal Impacts of Parenting Factors and Teacher Child Relationships

on School Engagement in Adolescence

Alison Giovanelli & Michelle M. Englund

University of Minnesota, Institute of Child Development



INTRODUCTION

- School engagement is important for achievement¹⁰.
- Family and school factors contribute to performance^{1, 5, 7, 9}, including:
 - Parenting quality
 - Parent involvement in school,
 - Stability and strength of children's support networks.
- Parent-child & teacher-child relationships predict to school engagement concurrently^{1, 8} and into middle school^{4, 11}.
- Less is known about whether these interrelated school and home factors carry over to school engagement through adolescence.

PURPOSE

Examine pathways leading from early childhood family factors to family and school factors in middle childhood and adolescence.

METHOD

Participants

- Minnesota Longitudinal Study of Risk and Adaptation
 - Low-income mothers and their firstborn children in Minneapolis
 - Assessed from birth
 - Detailed age-by-age assessment
 - Early assessments at the level of relationships
 - Demographics (n = 191)
 - Male: 55%, Female: 45%
 - White: 66%, Black: 11.5%, Other: 2.1%, Mixed: 16.8%, Missing: 3.7%

Measures

- Parenting quality (42 months) assessed via a teaching task
 - Observer rated interactions between the child and his/her mother
 - Composite of supportive presence, quality of instruction, and hostility ratings
- Father-figure instability and level of support (early and middle childhood)
 - Independent coder ratings of father-figure in or out of home & level of support to child (emotional & financial)
- Parent involvement in school (7-9 and 12 years)
 - Coder rating of parent involvement in school based on teacher interviews
- Teacher-child relationships (7-9 and 12 years)
 - Overall coder rating of teacher-child relationship
- School engagement (7-9, 12, and 16 years)
 - Coder rating of behavioral, emotional & cognitive engagement in school
- Controlled for sex and mother's age and education at child's birth

RESULTS

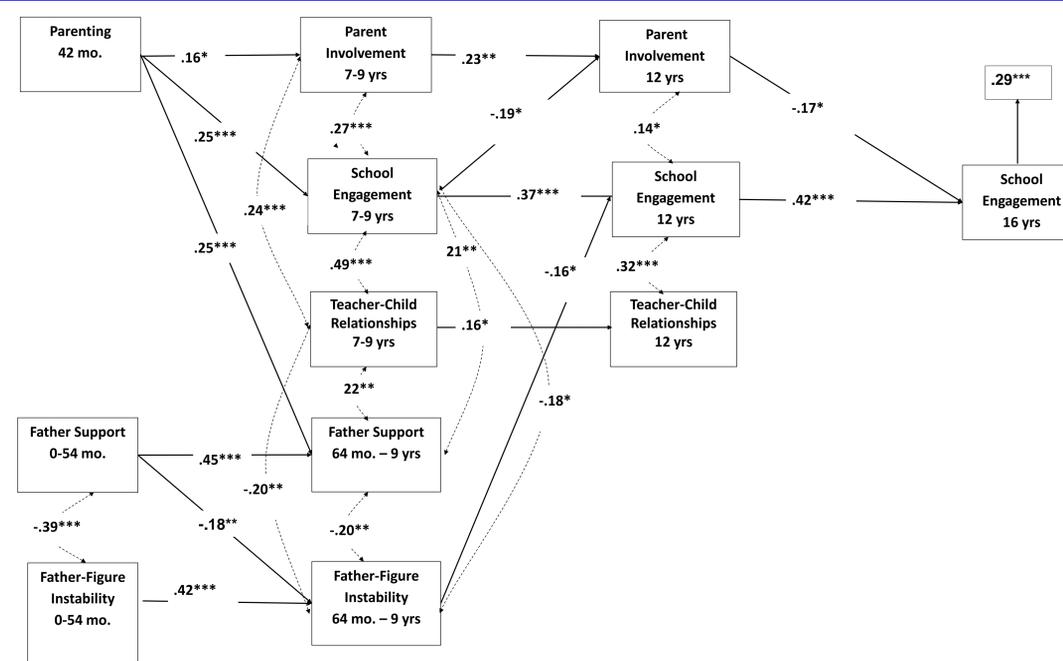


Figure 1. Standardized path coefficients for significant paths of cascade path model examining the prediction of school engagement at 16 years from earlier relationship factors. *p < .05. **p < .01. ***p < .001. $\chi^2(df) = 11.439(15)$, $p = .721$; CFI = 1.00; RMSEA = .000, $p = .943$.

School engagement in adolescence appears to be initiated by a process beginning in early childhood.

- Parenting in early childhood, prior to school entry, has a positive effect in middle childhood on:
 - Parent school involvement ($\beta = .16^*$)
 - School engagement ($\beta = .25^{***}$)
 - Father support ($\beta = .25^{**}$)
- Father support in early childhood has:
 - A positive effect on father support in middle childhood ($\beta = .45^{***}$)
 - A negative effect on father-figure instability in middle childhood ($\beta = -.18^{**}$)
- Parent involvement in the child's school in middle childhood has:
 - A positive effect on parent involvement in early adolescence ($\beta = .23^{**}$)
- School engagement in middle childhood has:
 - A positive effect on school engagement in early adolescence ($\beta = .37^{***}$)
 - A negative effect on parent involvement in early adolescence ($\beta = -.19^*$)
- Parent school involvement in early adolescence has a negative effect on school engagement in mid-adolescence ($\beta = -.17^*$)
- School engagement in early adolescence has a positive effect on school engagement in mid-adolescence ($\beta = .42^{***}$)
- This model explained 28% of the variance in adolescent school engagement.

DISCUSSION

- Higher quality parenting and lower levels of father-figure instability in early childhood initiate a process leading to greater levels of school engagement in adolescence.
- The relationship between parent involvement and school engagement is complex and cyclical.
 - School engagement in middle childhood predicts lower levels of parent involvement in early adolescence, which, in turn, predicts higher levels of school engagement in mid-adolescence\
 - Perhaps when children who are engaged in school reach early adolescence, their parents pull back from direct school involvement.
 - On the other hand, parents may become more involved in their children's school in response to lower engagement in early adolescence. Perhaps this is too late to effect positive change through involvement.

Limitations

- High-risk sample--findings may have limited generalizability
- Only parent involvement in school was measured, not parent involvement at home

Directions for Future Research

- Further analyses will explore:
 - more specific aspects of the relation between parent involvement and school engagement across development
 - sub-scales of teacher-child relationships (relatedness, conflict, dependency, relatedness) in relation to both parenting factors and school engagement
 - indirect effects in the model

REFERENCES

1. Birch & Ladd (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology, 35*(1), 61-79.
2. Drake et al. (2013). From Early Attachment to Engagement With Learning in School: The Role of Self-Regulation and Persistence. *Developmental Psychology, 49*(3), 237-269.
3. Engel et al. (2010). Military deployments and children's academic achievement: Evidence from Department of Defense Education Activity Schools. *Economics of Education Review, 29*(1), 73-82.
4. Hamre & Pianta (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child development, 72*(2), 625-638.
5. Jaynes (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban education, 40*(3), 237-269.
6. McLanahan et al. (2013). The causal effects of father absence. *Annual Review of Sociology, 39*, 399-427.
7. Murray, C. (2009). Parent and teacher relationships as predictors of school engagement and functioning among low-income urban youth. *The Journal of Early Adolescence, 29*(3), 376-404.
8. Pianta et al. (1997). Mother-child relationships, teacher-child relationships, and school outcomes in preschool and kindergarten. *Early Childhood Research Quarterly, 12*(3), 263-280.
9. Roorda et al. (2011). The Influence of Affective Teacher-Student Relationships on Students' School Engagement and Achievement: A Meta-Analytic Approach. *Review of Educational Research, 81*(4), 493-529.
10. Upadaya, K., & Salmela-Aro, K. (2013). Development of school engagement in association with academic success and well-being in varying social contexts: A review of empirical research. *European Psychologist, 18*(2), 136.
11. Wang & Eccles (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction, 28*, 12-23.

ACKNOWLEDGEMENTS

This research was supported by grants from the National Institute of Child Health and Human Development (R01HD054850), the National Institute of Mental Health (R01MH40864), and the National Institute of Aging (R01AG039453).