



# **Parental Involvement in Education: Demographic Variations in Mediating Processes across Middle and High School**

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**Interdisciplinary Alliance for Partnership Research  
Omaha, NE  
Sept 20-21, 2010**



# The Plan...

- 1. Why parental involvement needs to be different during Adolescence**
- 2. Two longitudinal studies across middle and high school**
  - Demographic variations in effectiveness and mediational processes across middle and high school
  - Changes in school structure between elementary and middle school



# What is parental involvement in school?

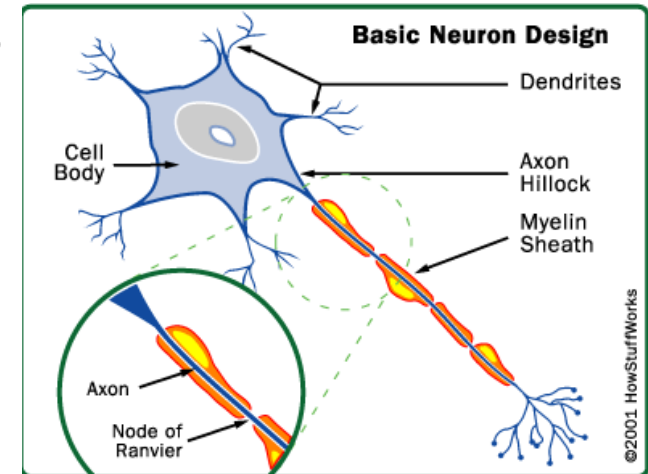
- “parents’ work with schools and with their children to benefit their children’s educational outcomes and future success.” (Hill et al., 2004)



# Why might involvement need to be different?

## 1. Adolescents' Development

- Cognitive development
- Social development
- Biological development



## 2. Changes in parent-adolescent relationships and parenting goals

- Areas of control
- Conflict

## 3. Changes in school structure between elementary and middle school

- Larger, more diverse
- Departmental instruction—more teachers



# Parental involvement needs to be different in middle school

Because of this...

- **Social capital/knowledge matters more**
  - Hill, et al. (2004). *Child Development*
- **The teen becomes more important**
  - Hill & Wang, in prep



# Study 1: Demographic Variations across adolescence

- Does parental involvement still matter in adolescence?
- What are the processes of influence and for whom?

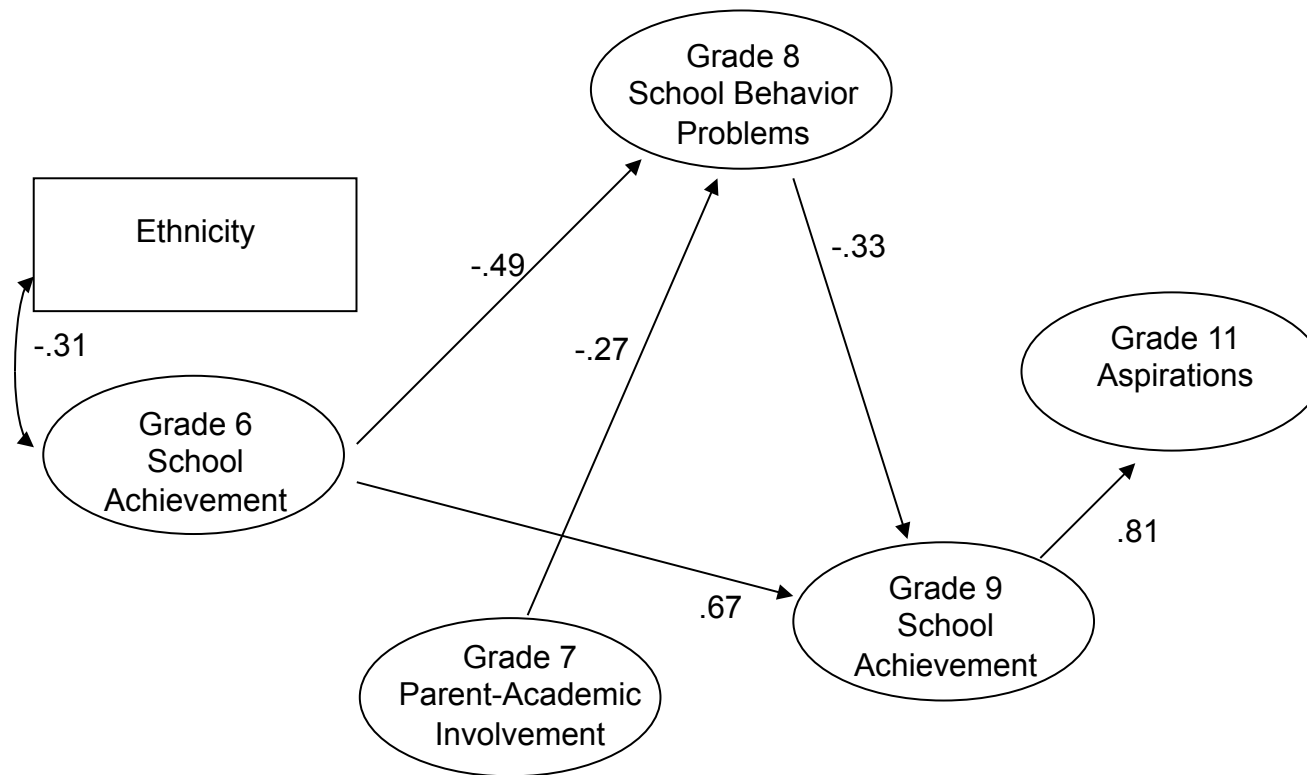
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# Longitudinal Study Across Middle and High school

- 7<sup>th</sup> grade parental involvement
- 8<sup>th</sup> grade school behavior
- 9<sup>th</sup> grade grades/test scores
- 11<sup>th</sup> grade aspirations

# College educated parents

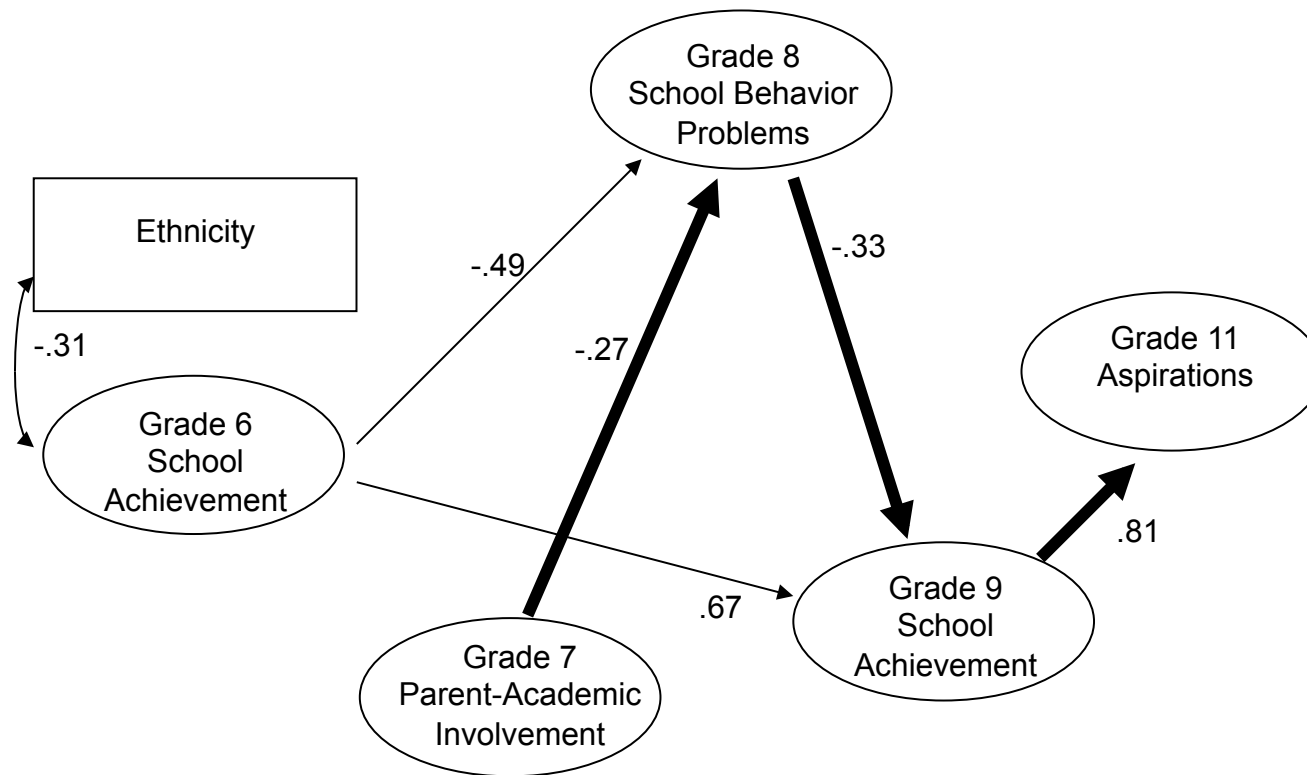


Total N=463,  $\Delta\chi^2(26)=62.57, p < .0001$ ; unconstrained model: CFI = .98, RMSEA = .06

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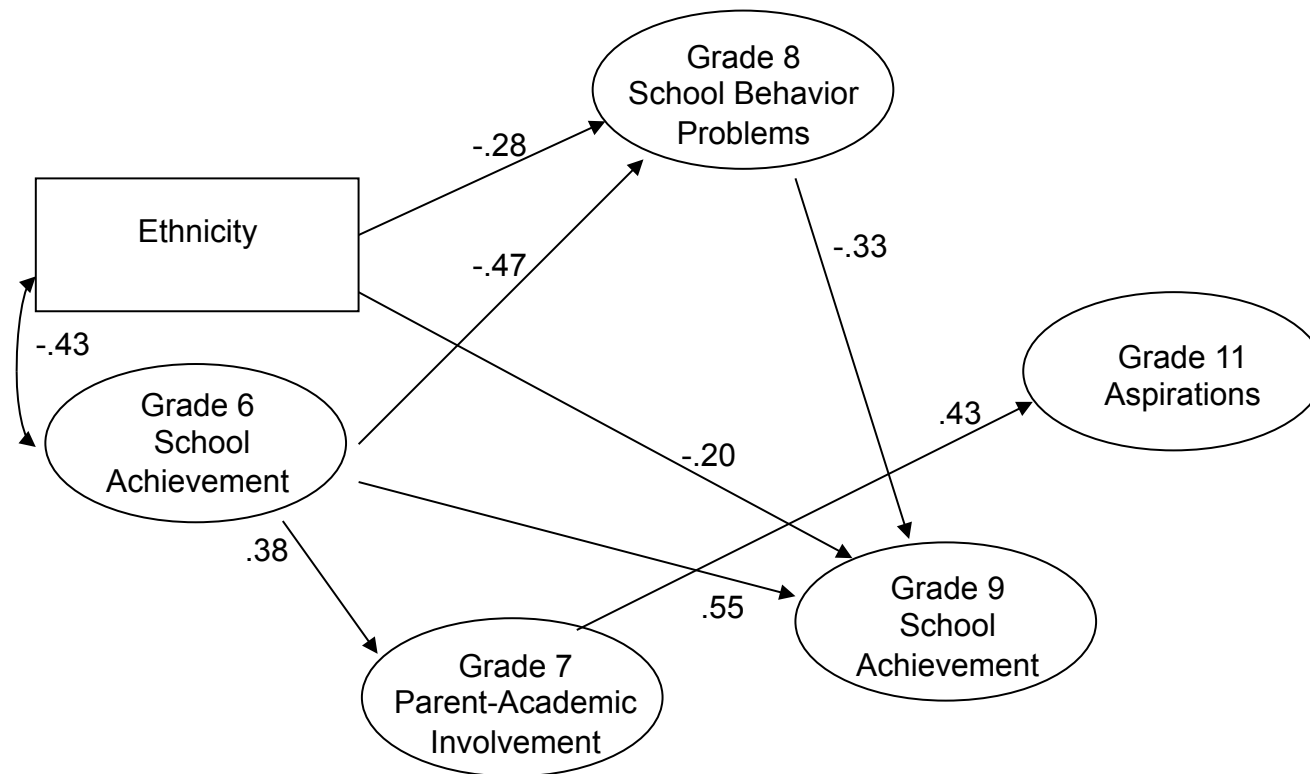
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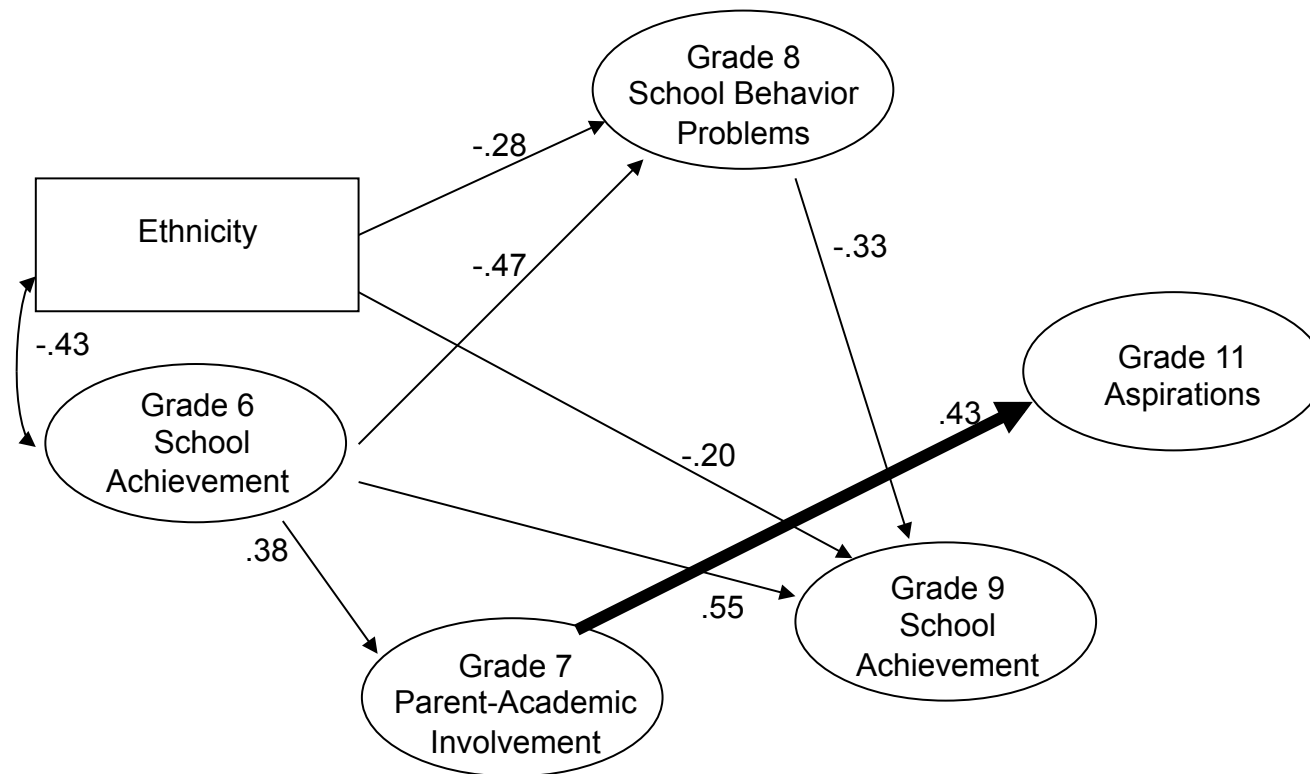
# Parents without College Degree



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# Conclusions

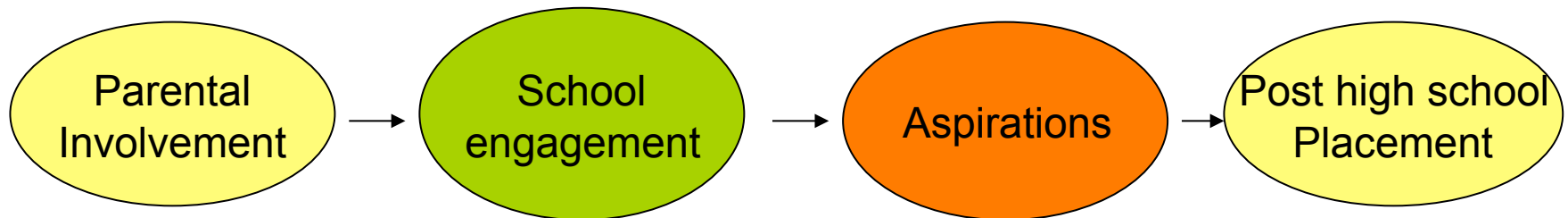
- Parental involvement for college educated parents was more effective in enhancing school behavior, achievement, and aspirations
- For parents without a college degree, involvement instilled goals for upward mobility, but not the preparation
- **KEY QUESTION:** What are the college educated parents doing that the non-college educated parents are not? **Social Capital Matters**



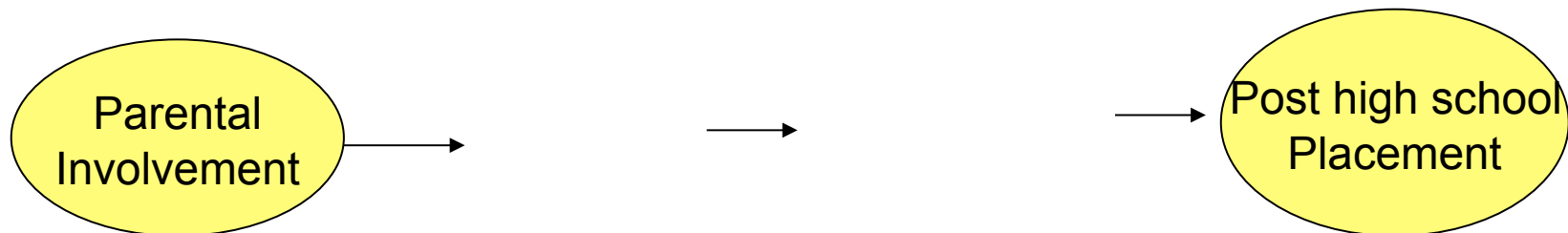
## Study 2: If adolescents think more complexly...

- Can they be brought into the partnership?
  - If so, How?
- Competing models:
  - Does involvement increase engagement and therefore achievement
  - OR
  - Does involvement increase adolescent “buy in” and therefore achievement

# Competing models



OR





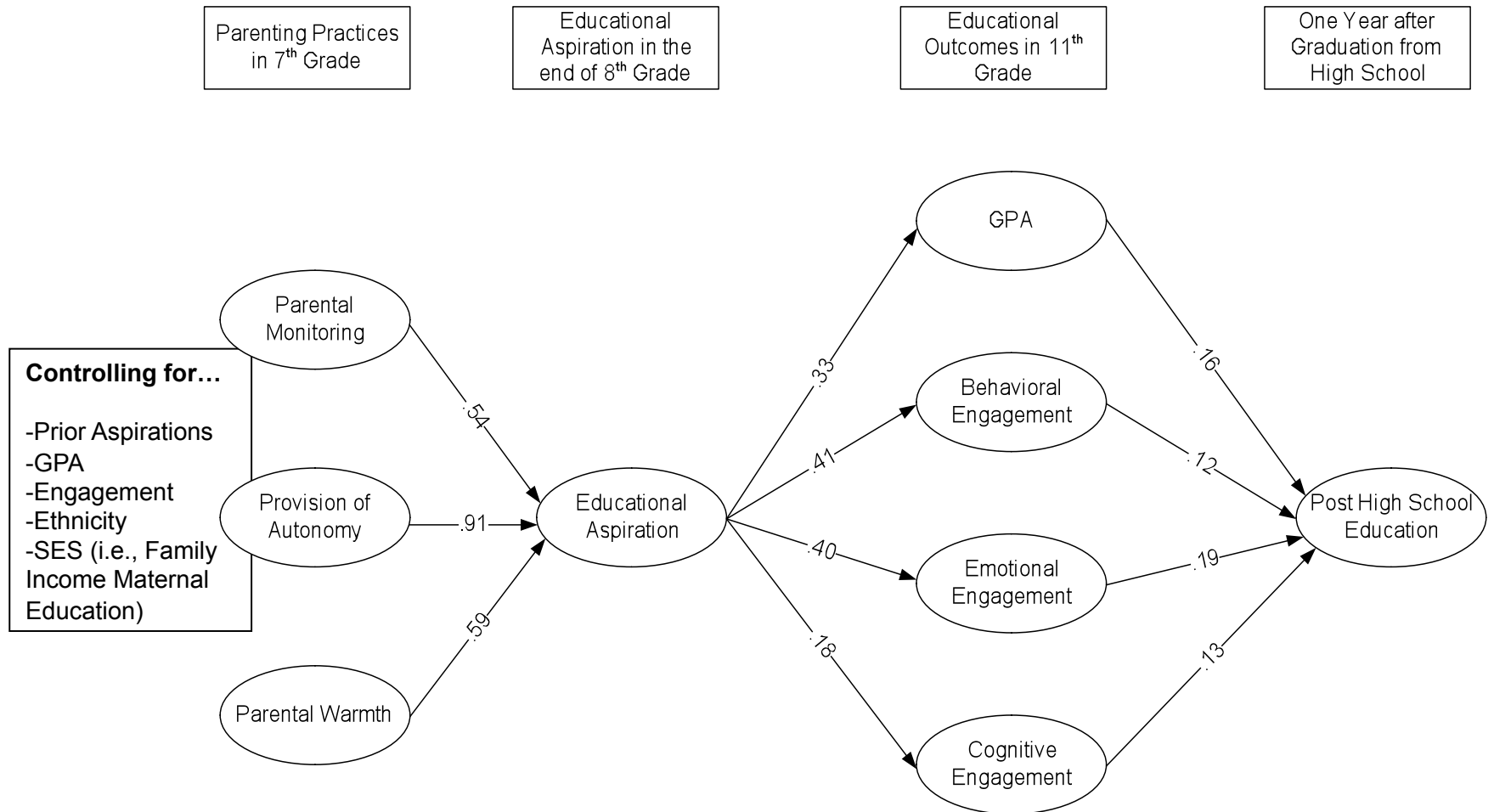
# Design

- **7<sup>th</sup> grade**
  - Parenting—monitoring, autonomy support, warmth
  - Controls (Prior Aspirations GPA, engagement, -Ethnicity, SES)
- **8<sup>th</sup> grade**
  - Aspirations, GPA, Engagement
- **11<sup>th</sup> grade**
  - Aspirations, GPA, Engagement
- **2 years post high school**
  - Post high school placement—a 9-point scale ranging from ranged 10th grade to 2 years into a Bachelors degree.



# Model 2 showed better fit







# Conclusions

- **Effective parenting middle school serves to...**
  - instill goals and aspirations,
  - which in turn increase engagement, achievement,
  - & ultimately post high school placement.
- **Demographics**
  - No Gender differences
  - No differences across family SES.
  - No differences across ethnicity, except in strength of relations



# Conclusions

- Social capital and knowledge are key
  - We can't assume parents know what to do
- Parental involvement research should consider more holistic perspectives on parenting
- Parental involvement with **adolescents** should carefully consider their roles, goals, and “**buy in.**”