

# Parents' Involvement in Children's Learning: A Consideration of Moderators

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# Effectiveness of Parents' Involvement

- Substantial Evidence Parents' Involvement Benefits Children's Academic Adjustment (e.g., Grolnick & Slowiaczek, 1994; Dearing et al., 2006; Hill et al., 2004; Senechal & Lefevre, 2002)
- However, Some Inconsistency (e.g., El Nokali et al., 2010; Grolnick et al., 2000; Hill et al., 2004; Levin et al., 1997)
- Moderators
  - When is parents' involvement most effective?
  - For whom is it most effective?



# Overview

- Meta-Analysis of the Effects of Parents' Involvement
  - Size of and variability in effects
  - Moderators
- Primary Research on Two Key Moderators
  - Quality of parents' involvement
  - Children's competence experiences



# Meta-Analysis: Coding of Parents' Involvement

- Commitment of Resources to Children in the Academic Arena (e.g., Grolnick & Slowiaczek, 1994)
  - *Included* parents' behavior
  - *Excluded* parents' cognitions



# Meta-Analysis: Global Effects of Parents' Involvement

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Academic

Adjustment

$k$

$r_{\text{obs}}$

$Q$

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Achievement

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Engagement

---

Motivation

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Moorman, Pomerantz, & Kuncel (in preparation)



# Meta-Analysis: Global Effects of Parents' Involvement

Academic Adjustment	$k$	$r_{\text{obs}}$	Q
Achievement	249	.16	2056.62***
Engagement	86	.13	435.47***
Motivation	106	.28	1723.52***

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# Meta-Analysis: Effects of Different Forms of Parents' Involvement

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Academic Adjustment	School	Discuss Encourage	Cognitive- Intellect	Homework Assistance
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*Note.*  $Qs > 100$ ,  $ps < .001$ .



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Academic Adjustment	School	Discuss Encourage	Cognitive-Intellect	Homework Assistance
Achievement	.17 ( <i>k</i> = 93)	.13 ( <i>k</i> = 31)	.19 ( <i>k</i> = 98)	-.05 ( <i>k</i> = 54)
Engagement	.09 ( <i>k</i> = 32)	.21 ( <i>k</i> = 6)	.09 ( <i>k</i> = 17)	.03 ( <i>k</i> = 6)
Motivation	.13 ( <i>k</i> = 23)	.38 ( <i>k</i> = 23)	.21 ( <i>k</i> = 98)	.08 ( <i>k</i> = 12)

*Note.* *Q*s > 100, *p*s < .001.



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# Meta-Analysis: Moderators

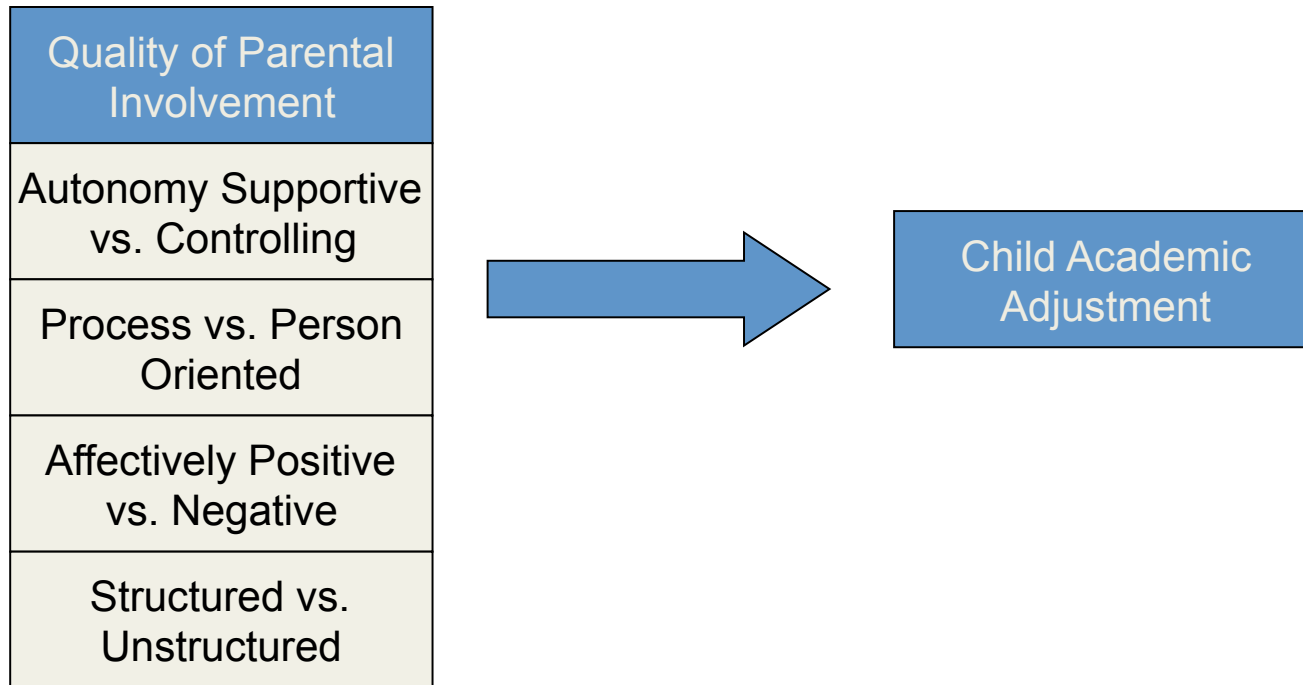
- School Involvement
  - **Stage in school**: Least effective for high school students ( $r = .01$ )
- Home Involvement
  - **Stage in School**: Least effective for elementary students ( $r = .10$ )
  - **Ethnicity**: More effective for African and Native Americans ( $r$ s = .25 to .34)
  - **Academic arena**: More effective for reading ( $r = .20$ ) than math ( $r = .14$ )



# ***How*** Parents are Involved Matters



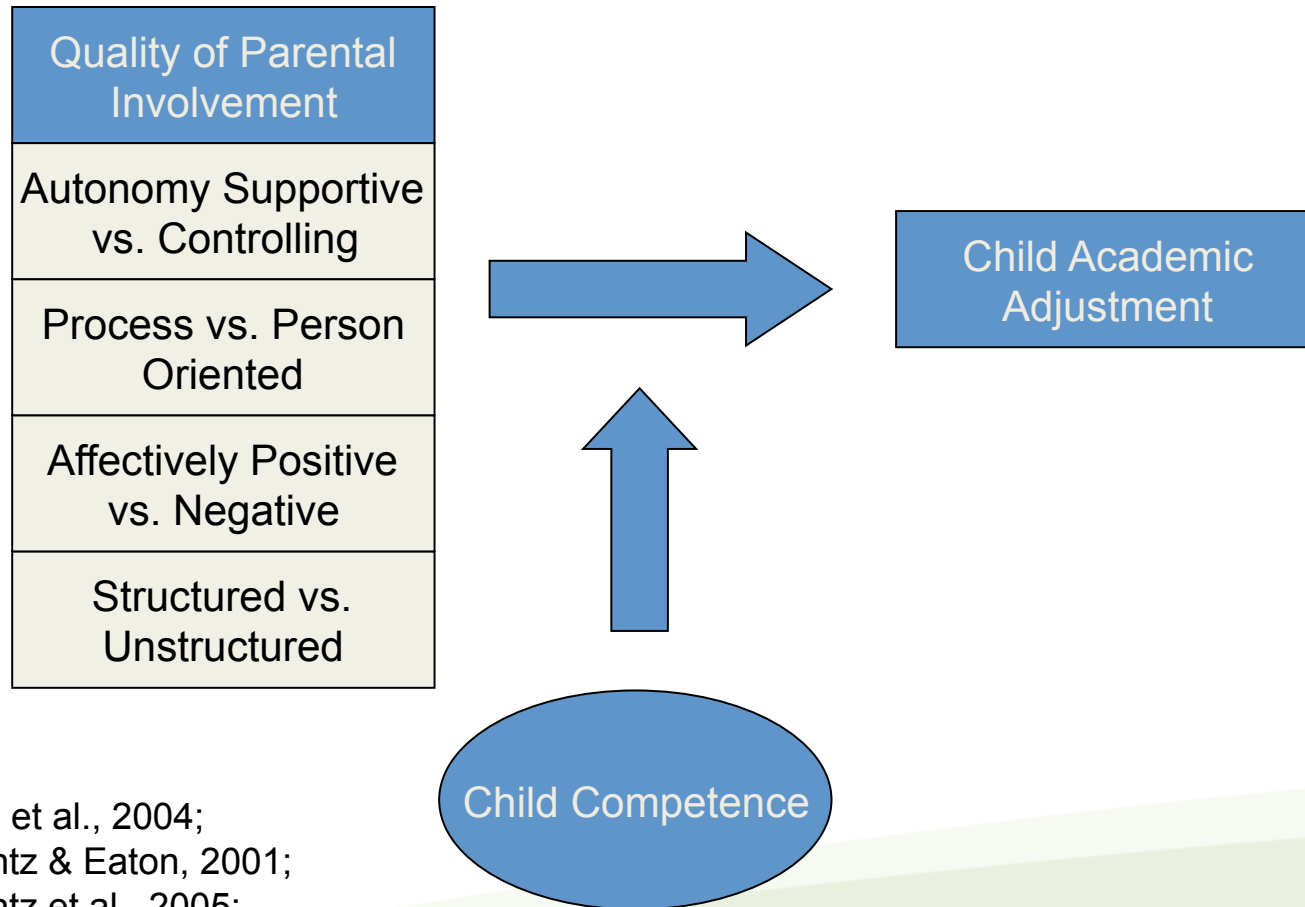
# ***How*** Parents are Involved Matters



(e.g., Ginsburg & Bronstein, 1993; Gottfried et al., 1994, 2004; Grolnick et al., 2002; Hokoda & Fincham, 1995; Moorman & Pomerantz, 2008; Nolen-Hoeksema et al., 1995; Pianta et al., 1991)



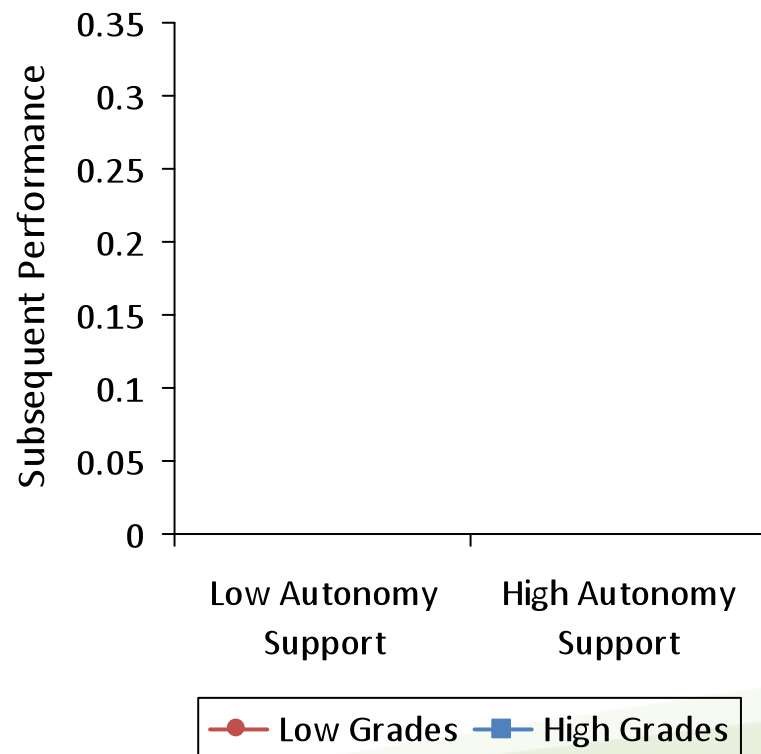
# ***How*** Parents are Involved Matters



(e.g., Ng et al., 2004;  
Pomerantz & Eaton, 2001;  
Pomerantz et al., 2005;  
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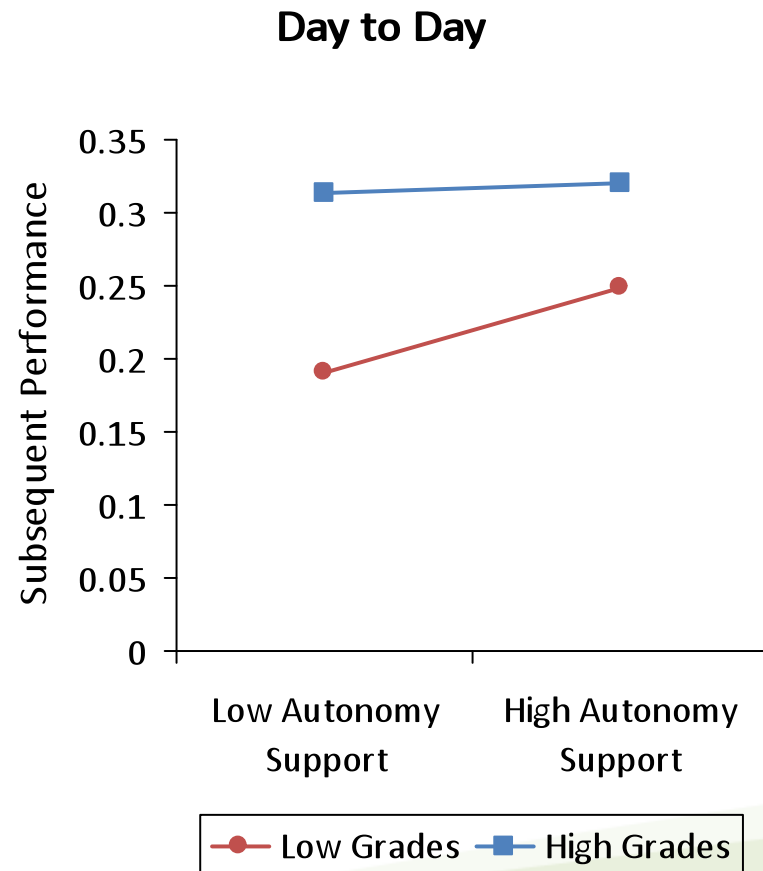
# Autonomy Supportive Responses to Children's Failure



(Ng, Kenney-Benson, & Pomerantz, 2004, *Child Development*)



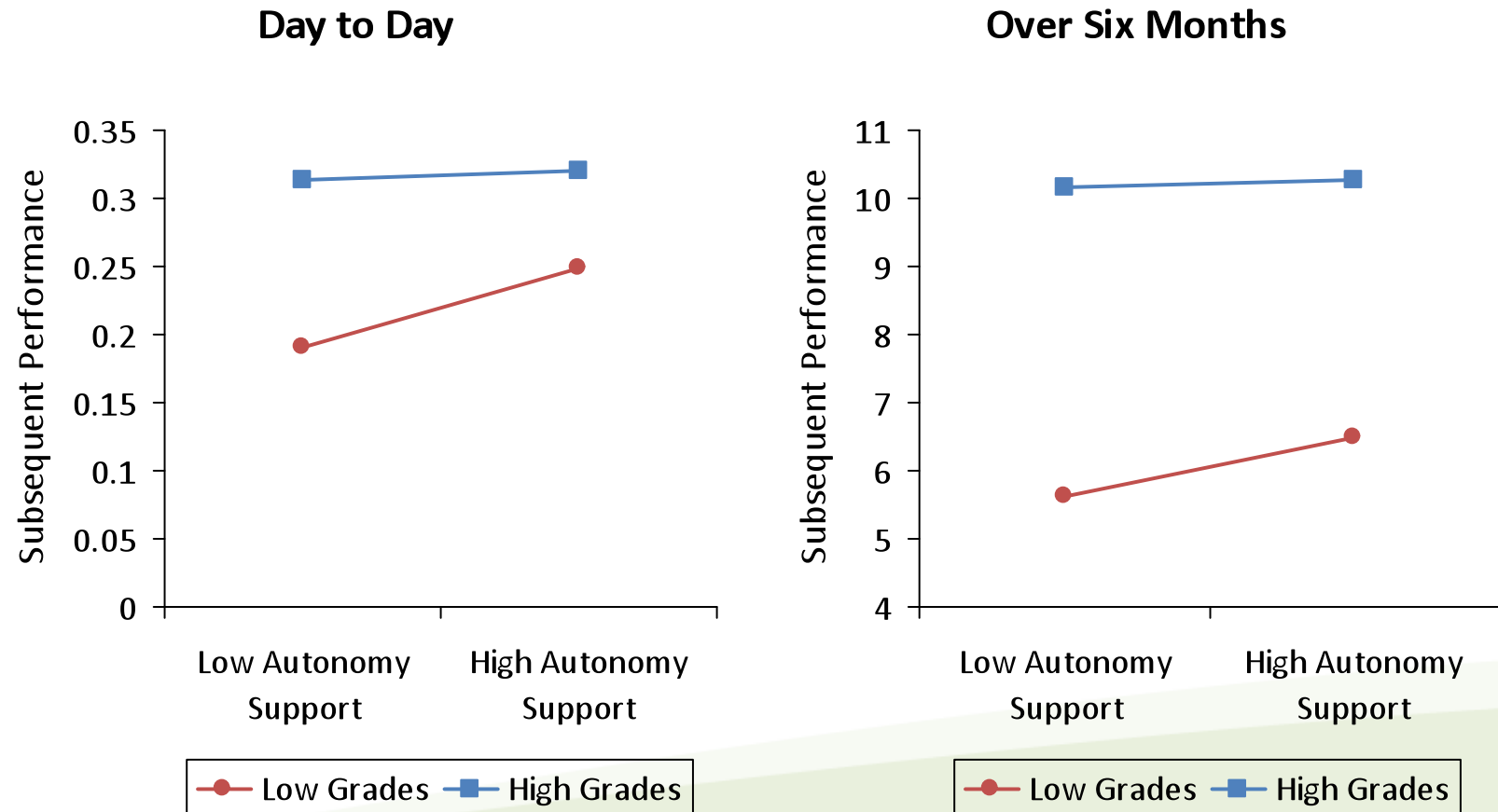
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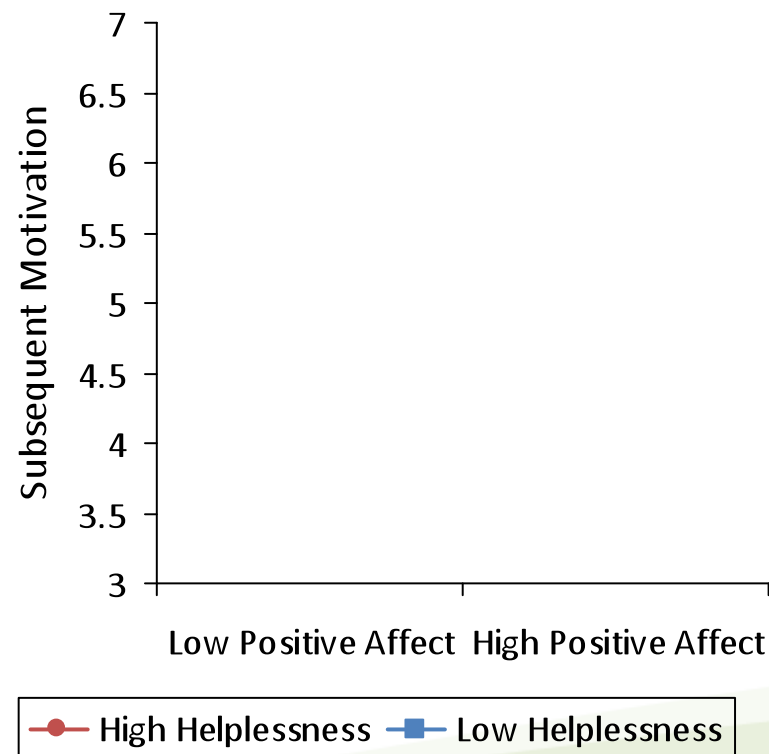
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# Affectively Positive Involvement in Homework

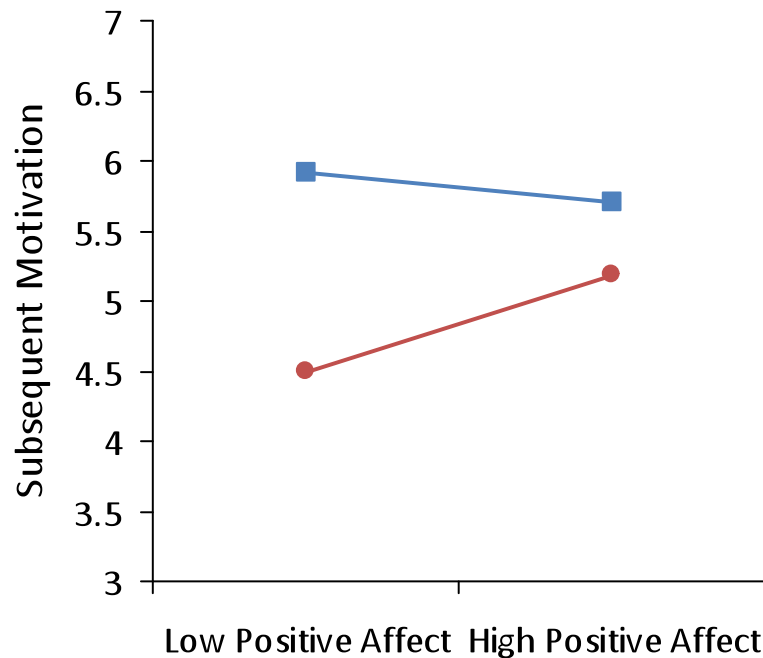


(Pomerantz, Wang, & Ng, 2005, *Developmental Psychology*)



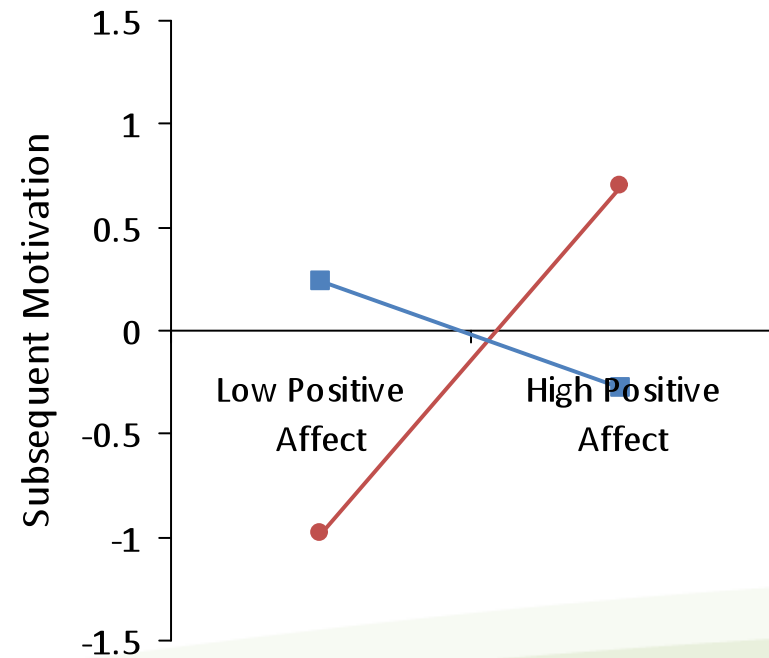
# Affectively Positive Assistance with Homework

## Mastery Motivation



—●— High Helplessness —■— Low Helplessness

## Intrinsic Motivation



—●— High Helplessness —■— Low Helplessness

(Pomerantz, Wang, & Ng, 2005, *Developmental Psychology*)



# Summary

- Small, Significant Effect of Parents' Involvement
- Substantial Variability in Effect
  - Stage in school, ethnicity, and academic arena of import
  - Quality matters, particularly for struggling children



# Implications for Future Directions

- Consideration of both Quantity and **Quality** of Parents' Involvement
- Identification of Additional Moderators



THANK YOU 

# Meta-Analysis: Longitudinal Effects of Parents' Involvement

