EXTENT & CONTRIBUTIONS OF PARENTAL ENGAGEMENT TO ADOLESCENT’S MOTIVATION IN 7TH, 9TH, & HIGHER GRADES

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PURPOSE

1. Compare the extent to which parents of 7th, 9th, and older high school (10th-12th) students engage in four different dimensions of school involvement (hw help, at-school, educational planning, informal talk at home)

2. Investigate whether and how these dimensions contribute by grade to critical aspects of students’ motivation in school.
BACKGROUND

Adolescence

Multidimensional & Contextual

Motivation
Method

- 780 students: 39% 7th graders, 31% 9th graders, 14% 10th+
- 50% male
- 49% immigrant
- 62% low-income,
- 24% white.
Data

- Parental Engagement [Student survey]:
  - HW 3 items $\alpha = .71$;
  - At-Sch 5 items $\alpha = .71$;
  - EdPlan 2 items $\alpha = .58$;
  - Informal Talk 4 items $\alpha = .76$.

- Student Motivation [ESM during class]:
  - how hard are you working (effort), how important is this to you (valuing), how interested are you? (8,830 momentary reports)
Types of Parent Engagement by Grade
PE w/Homework (monitoring, helping and supporting)

Associated with:

- increased student effort during class ($\beta_{01} = .16$),
- increased sense of value ($\beta_{01} = .22$), and
- increased interest ($\beta_{01} = .18$)

for all grades with no differences between grades.
PE At-School

- Associated with students’ reported effort ($\beta_{01} = .26$), valuing ($\beta_{01} = .31$), and interest ($\beta_{01} = .28$) during class in all grades.

- The impact of PE at-school was moderated by grade:
  - Larger impact on interest for 9th graders than either 7th ($\beta_{05} = -.35$) or 10th+ graders ($\beta_{06} = -.41$).
  - Marginally lower impact on valuing for 7th graders ($\beta_{05} = -.31$) than 9th graders.
Informal Talk about Science

- Associated with increased effort ($\beta_{01} = .21$), valuing ($\beta_{01} = .37$) and interest ($\beta_{01} = .23$) during class in all grades.

- The association for interest was moderated by grade such that it was significantly (marginally) larger for students in 7th ($\beta_{05} = .17$) than in 9th or 10th+ grades.
Implications

- Longitudinal studies are needed.
- Findings provide insight into processes through which parents impact their child’s school success.
- HW involvement tied to important aspects of student motivation
- Changes in the extent and consequences of PE with 9th graders highlight the importance of engaging parents of 9th graders at school.
- Teachers could assign homework that promotes informal discussions about science, especially during high school.
Types of Parent Engagement by Grade

P.E. Homework

- 7th
- 9th
- 10th-12th

P.E. Planning

- 7th
- 9th
- 10th-12th
Types of Parent Engagement by Grade

P.E. School

Talk Science
Types of Parent Engagement by Grade