

Associations Between Early Adolescent Relationships and Academic Achievement

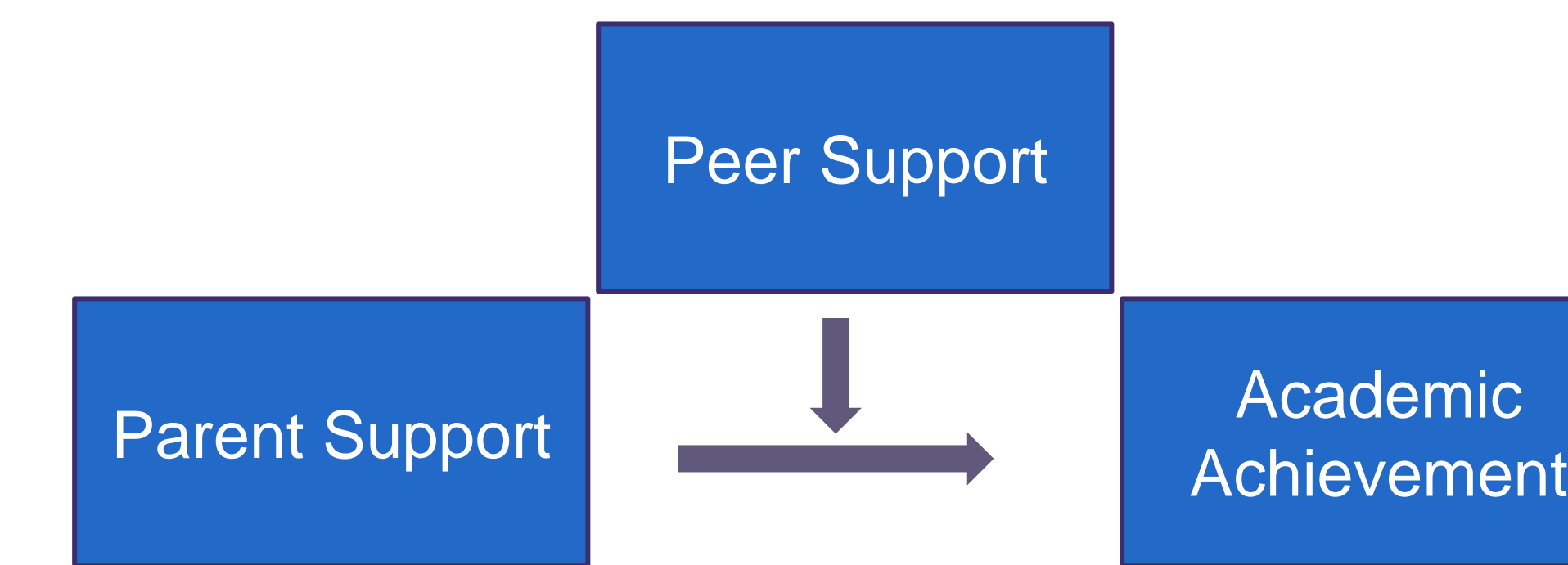
Background

- ◆ Parents and peers play a fundamental role in adolescent development.
- ◆ Early adolescence is marked by changes in relationship dynamics (stronger peer relations, more independence from parents).
- ◆ *What role do parents play in their adolescents' academic achievement? How do peers impact this relationship?*

Measures & Analysis

- ◆ Academic achievement assessed in two ways:
 - ◆ *Model 1*: value the student places on their academics
 - ◆ *Model 2*: grades earned (A,B,C,D)
- ◆ Parent Support and Peer Support assessed using validated scales. Each scale summed (range: 12-60 and 5-25, respectively).
- ◆ Models controlling for...
 - ◆ Receipt of Free/Reduced Price Lunch
 - ◆ Sex assigned at birth
 - ◆ Grade
 - ◆ Race/Ethnicity

Design



Model 1: Linear Regression
Outcome: Value on Academic Achievement

Model 2: Logistic Regression
Outcome: Self-Reported Grades

Summary

- ◆ Higher parental support was associated with higher value on academic achievement.
- ◆ For each one unit increase in parental support, the odds of receiving As increased by 1.02.
- ◆ Peer support did not moderate either relationship.

Hypotheses

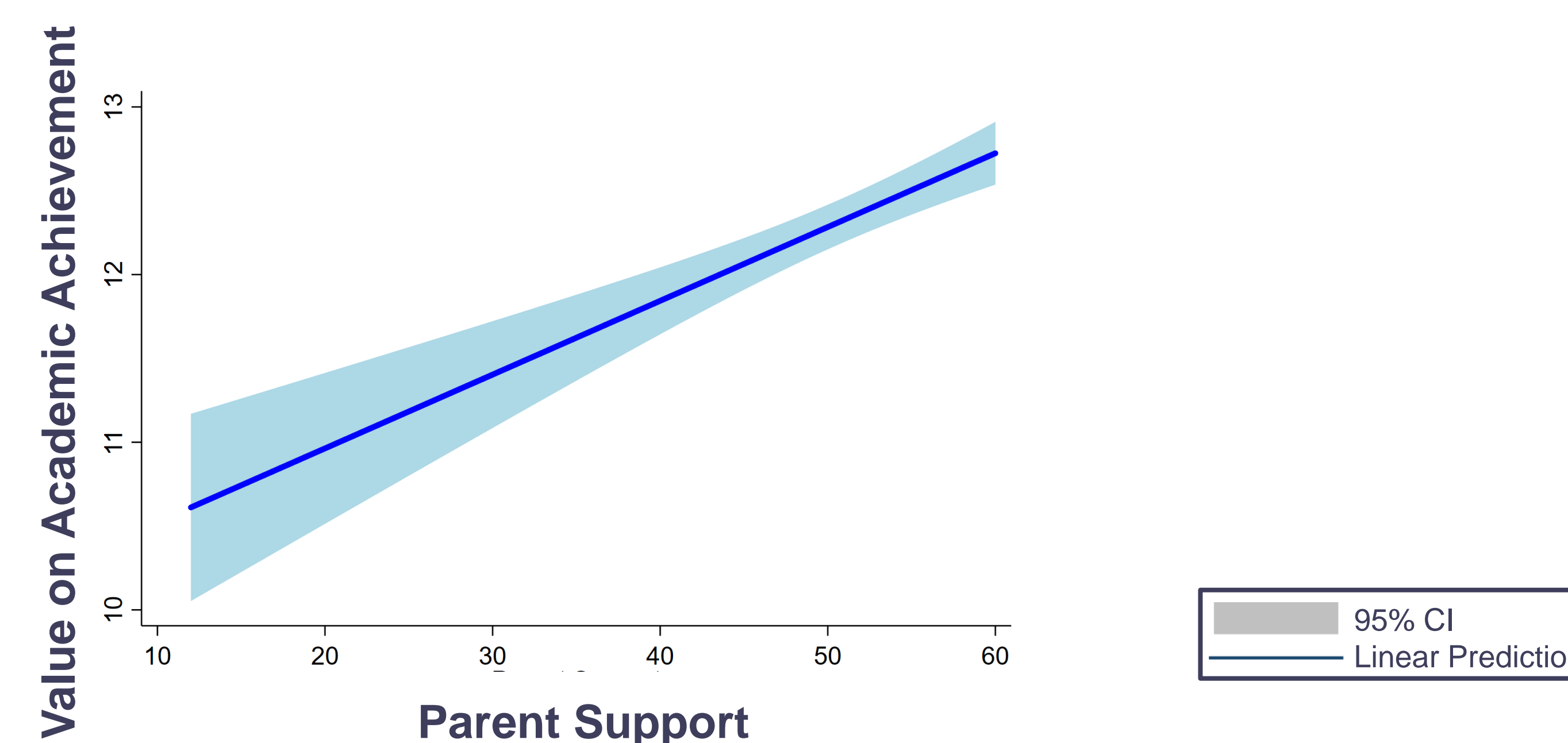
- 1) Greater parental support is associated with higher academic achievement.
- 2) Adolescents' perceptions of peer support positively moderates relationship between perceived parent support and academic achievement.

Study Design & Participants

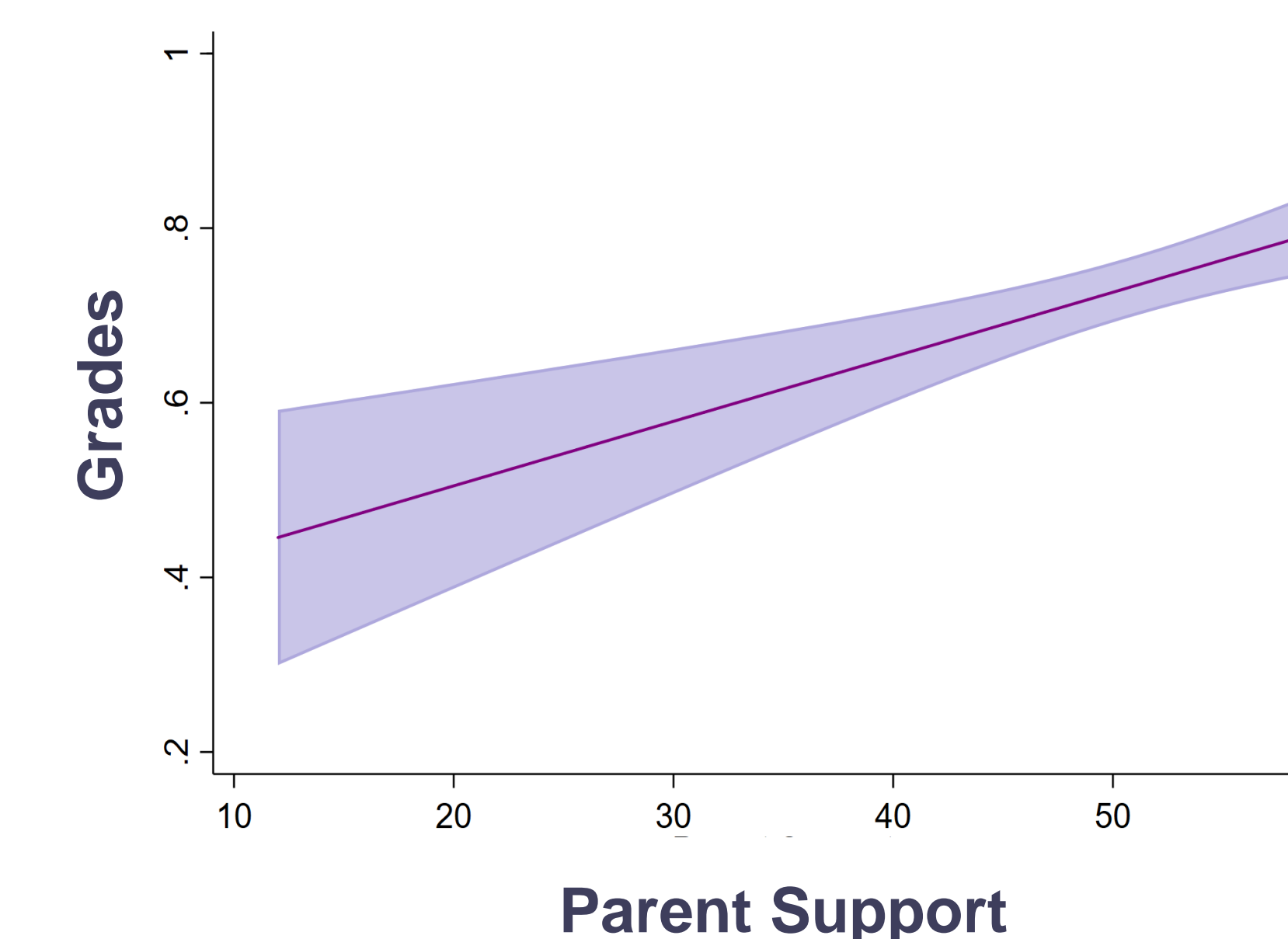
- ◆ Participants: Students from 5 middle schools in Central Texas (N=702)
 - ◆ Ages 10-15 y.o.
 - ◆ 41.8% Female
 - ◆ 56.81% White, 28.11% Hispanic, 3.81% African American, 7.47% Asian American, 3.81% Other
- ◆ Completed self-report questionnaire during class
 - ◆ Questions read aloud to control for literacy
 - ◆ Could skip any questions or stop at any time

Results

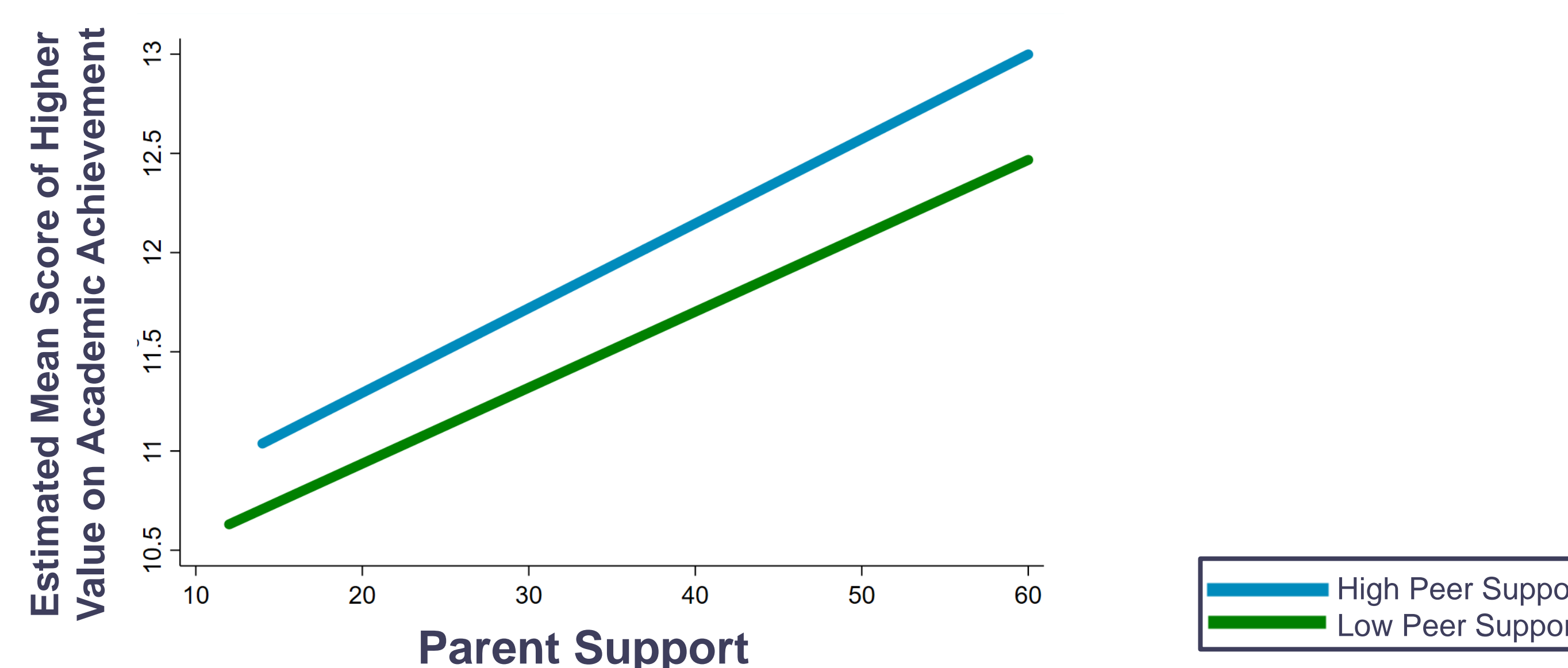
Model 1
Parent support was positively associated with value on academic achievement



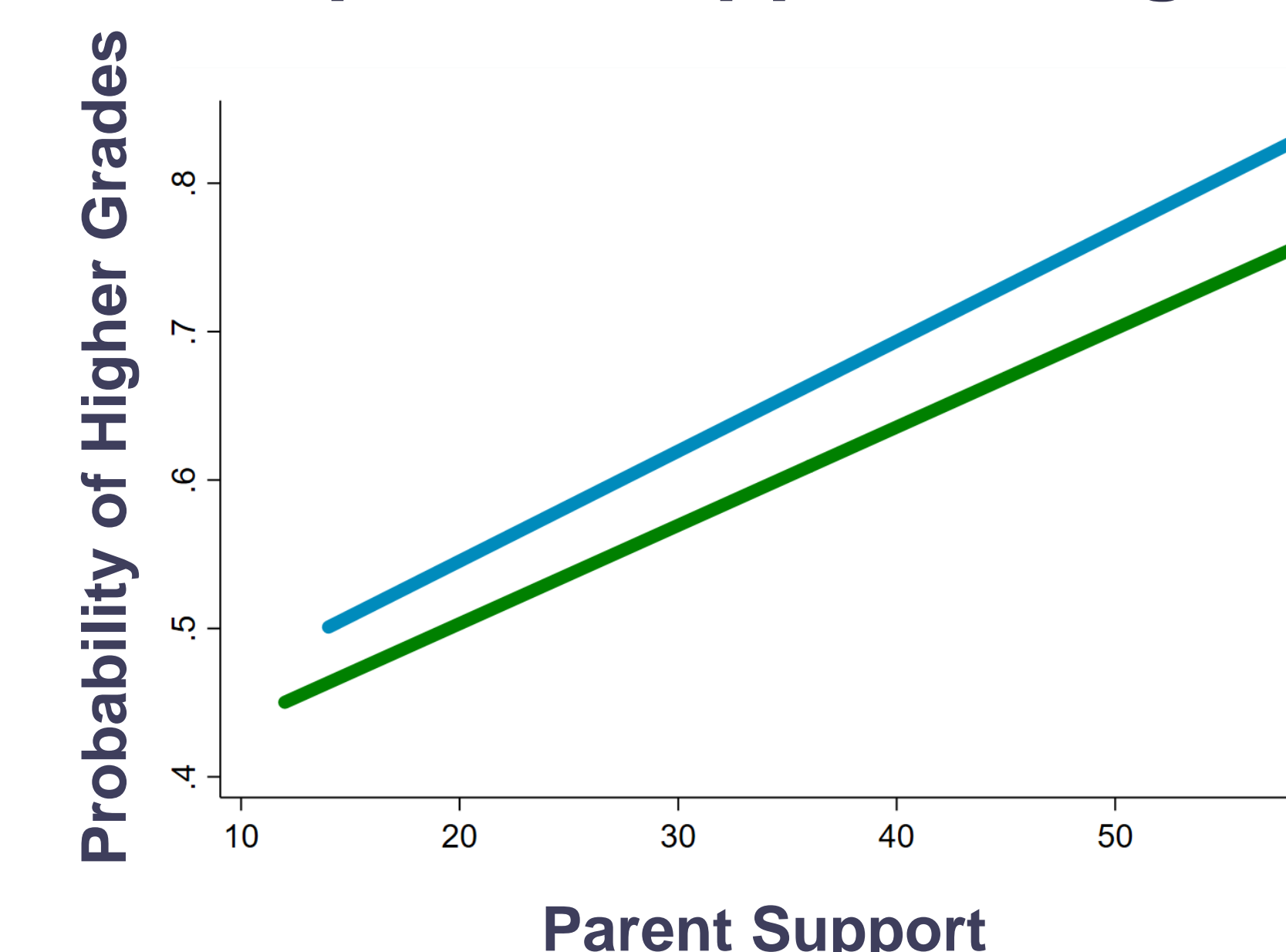
Model 2
Parent support was positively associated with grades



Peer support did not change the relationship between parent support and value on academic achievement



Peer support did not change the relationship between parent support and grades



Conclusion & Future Directions

- ◆ These findings indicate that parent support is associated with academic performance.
- ◆ This implicates life-long effects of parental support because academic achievement in childhood is a predictor of health, wealth, and general success in adulthood.
- ◆ Future directions: Due to the shifting nature of peer relationships, future studies may want to evaluate these relationships over several time points.

References

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