According to the U.S. Department of Education, in 2017–18 the adjusted cohort graduation rate for public schools across the nation was 85%, meaning 15% of United States public high school students did not graduate (National Center for Education Statistics, 2020). Although the United States has the highest GDP in the world (GDP, 2019), its students place 38th and 24th out of 71 countries in math and science, respectively (Organisation for Economic Co-operation and Development, 2016). Low educational attainment, specifically not graduating from high school, has been repeatedly linked with poverty (U.S. Census Bureau, 2014), health concerns (Gutiérrez, 2015), and increased risk of incarceration (Hjalmarsson, 2008). Therefore, it is important to investigate the factors related to better educational outcomes for students in the United States.

Parental involvement in a child’s academics and parental expectations have both been positively correlated with academic success (Almroth et al., 2020). Parental involvement is typically defined as some combination of advising, monitoring, help, and participation of parents in their child’s academic life (Bogenschneider, 1997; Fan & Williams, 2009). Parental expectations refer to the beliefs of parents about how well their child will perform academically in the future or how much education they will attain (Pingault et al., 2015). Parental warmth and parental pressure are two additional factors involved in a child’s educational experience. Parental warmth refers to supportive and encouraging behaviors that are related to a child’s feelings of acceptance and love (Quach et al., 2013). Parental pressure is a type of psychological control that makes the child feel stressed, such as excessive demand to perform well (Quach et al., 2013). Parental warmth, from the child’s perspective, has been shown to be negatively associated with mental health problems of adolescents, while parental pressure has been positively associated with anxiety and depression in this age group (Quach et al., 2013).

ABSTRACT. The purpose of this study was to investigate both parent and child perceptions of parental involvement, parental expectations, parental pressure, and parental warmth, and the relationship of these variables with GPA. It was hypothesized that each of the independent variables would be positively correlated with GPA, excluding parental pressure, which would be negatively correlated with GPA. It was also hypothesized that the combination of high parental expectations and low parental involvement would have a positive relationship with parental pressure and a negative relationship with parental warmth. Parents (n = 158) of children in 6th–8th grade and 70 6th–8th grade children completed an online survey measuring these factors. Results from the parent survey demonstrated a positive correlation between parental expectations and child GPA (p = .047). Results from the child survey showed a negative correlation between parental pressure and GPA (p = .003), and that parental involvement can predict scores for the child’s sense of parental warmth. These findings provide a better understanding of various factors related to academic success, and they can lead to effective interventions for both parents and the educational system to increase academic achievement in youth.

Keywords: middle school, GPA, academic achievement, parental involvement, parental expectations, parental pressure, parental warmth
Parental Involvement

Parental involvement has been both directly and indirectly positively correlated to academic success in various age groups and cultures. In a group of Mexican American elementary school students, parent monitoring of child grades was positively associated with math outcomes (Gilbert et al., 2017). Another direct positive relationship between child reports of parental involvement, such as parents participating in school programs, sporting events, advising the child on course selection, helping with homework, and monitoring the grades of the child, and the child’s grades was found in American high school students (Bogenschneider, 1997). When home-based involvement and school-based involvement were examined separately in high schools, the positive correlation between parental involvement and academic success was stronger with home-based involvement (James et al., 2019). Similarly, parental involvement has been associated with fewer behavioral problems, and fewer behavioral problems have been associated with greater academic achievement, suggesting an indirect positive relationship between parental involvement and academic achievement (Dotterer & Wehrspann, 2015; Hill et al., 2004). Another indirect positive relationship was found between child reports of parental involvement and student academic achievement in a group of 374 American and 451 Chinese 7th and 8th grade students (Cheung & Pomerantz, 2012). Parental involvement was positively associated with the child’s academic motivation that came from wanting to satisfy their parents, which predicted the child’s school engagement, which in turn predicted their academic achievement.

Although most of the research has indicated a positive relationship between parental academic involvement and academic success, some studies have reported conflicting results. For example, among lower educated parents, parental involvement was positively correlated with the child’s academic aspirations but not their achievement (Hill et al., 2004). Additionally, a survey given to 32 parents of middle schoolers in the United States found that there was not a significant relationship between parental involvement, such as help with schoolwork and monitoring of grades, and academic achievement (Lam & Ducreux, 2013).

Parental Expectations

There is also a consensus that parental expectations are related to child academic success, although the analysis of various related studies suggests the link may be indirect, and it may be weaker than the link between parental involvement and academic success (Gordon & Cui, 2012). Such indirect relationships between parental expectations and academic success were found when parental expectations were positively correlated with self-efficacy, engagement, and intrinsic motivation (Fan & Williams, 2009), and engagement was positively correlated with academic achievement (Cheung & Pomerantz, 2012). Another indirect relationship may exist between parental expectations and academic success because higher parental expectations were related to a child raising their expectations from 7th to 9th grade (Almroth et al., 2020), and adolescent expectations were positively correlated with educational attainment (Weinberg et al., 2019). This supports the expectancy value theory, which claims that one’s self-concept of their ability and the subjective value they place on specific tasks are positively correlated with their academic achievement (Lauermann et al., 2017). However, some researchers have casted doubt that there is a relationship between parental expectations and academic achievement. For example, in a longitudinal study of 1,279 children who were assessed in kindergarten, at 12 years old, and from 22–23 years old, the relationship between maternal expectations and educational attainment was significant for boys but not girls (Pingault et al., 2015).

Parental Pressure

Parental pressure has typically been examined in relation to mental health problems, such as anxiety in adolescents, and a positive correlation has been found (Quach et al., 2013). This relationship may be more likely to exist if a child perceives high parental pressure, but does not have high parental involvement. Greenaway et al. (2015) demonstrated a correlation between aspirations exceeding expectations and depression, which may indicate that parents who have high expectations for a child without giving them the tools they need to succeed may contribute to the child having mental health issues, which in turn could affect their school performance (DeSimone, 2010). Similarly, Deb et al. (2015) found that average level performing Indian students who had no tutors, or at most 1 to 2 tutors, were more likely to feel pressure from their parents. Other factors of parental involvement, such as the value the parent transfers to the child about their academics, could affect mental health, because parent value of education was positively correlated with child value of education, which was positively correlated with performance related worry (Lauermann et al., 2017). This is another indication that high expectations with limited parental involvement may have negative mental health effects on children. Additionally, in research utilizing the Academic Pressure subscale from the Inventory of Parental Influence (Campbell, 1994), a direct positive relationship between parental pressure and child anxiety was found in 997 Chinese students ages 16 to 19 (Quach et al., 2013). A significant positive
Factors of Academic Success

such as depression and anxiety. Additionally, previous research has examined how these relate to mental health issues, and parental warmth, past research has commonly focused on the relationship of how supported they feel is an important factor to consider in future work.

Parental Warmth

Despite findings that suggest parental pressure may have negative effects on mental health, research has found a negative relationship between parental warmth and child anxiety and depression, measured by the Warmth/Affection Subscale of The Parental Acceptance and Rejection Questionnaire (Rohner, 2004; Quach et al., 2013). Because parental support, which is an aspect of warmth, is positively correlated with mastery goals, there may be a relationship between parental warmth and a child’s academic achievement (Régner et al., 2009). When examined in relation to GPA, high levels of warmth alone, as well as the combination of high levels of warmth and high expectations, were positively correlated with academic achievement (Pinquart, 2015). This combination of high levels of parental warmth and high expectations is commonly referred to as representative of an authoritative parenting style (Masud et al., 2016). However, no relationship was found between the authoritative parenting style and academic performance in adolescents (Masud et al., 2016). Additionally, Lam and Ducreux (2013) found no relationship between the support factor of parental warmth and academic achievement. As previously mentioned, this study of American middle schoolers measured parental support from only the parent’s perspective. The child’s perspective of how supported they feel is an important factor to consider in future work.

Current Study

Previous research has typically focused on the relationship between parental involvement and academic achievement and parental expectations and academic achievement separately. In terms of parental pressure and parental warmth, past research has commonly examined how these relate to mental health issues, such as depression and anxiety. Additionally, previous research has focused on high school aged students. However, the current study sought to examine these factors in middle school students, given that their actions and the expectations of their parents may be more influential at a younger age, because the child’s academic behavioral patterns and self-concept may not yet be fully developed (Erikson, 1950). Of the few studies that examined middle schoolers, some only surveyed the students (Cheung & Pomerantz, 2012; Dotterer & Wehrspann, 2015) and others only surveyed the parents (Lam & Ducreux, 2013). In both cases, important perspectives were missed. Additionally, very few researchers have examined how parental involvement and parental expectations work together to influence academic success, and none have considered, in one cohesive study, how the additional factors of parental pressure and warmth affect this relationship.

The purpose of the current study was to investigate both parental and child perceptions of parental involvement, parental expectations, parental pressure, and parental warmth, and the relationship of these variables with GPA. Further, this relationship was examined in middle schoolers, as parents may be less likely to base their expectations off their child’s established academic record compared to a high school student who is likely to display more consistent study patterns and grades. Additionally, this study surveyed both parents and children to capture both perspectives. Learning more about the factors related to academic success in middle school children could lead to better interventions, stronger academic outcomes, and increased quality of life for students. Furthermore, it is important that the parents are advised of these factors while their child is still developing their academic behavioral patterns and expectations.

Based on the expectancy-value theory, strong parental academic involvement was expected to increase the value that students place on their studies (Lauermann et al. (2017), and high parental expectations was expected to lead to a higher child self-concept (Greenaway et al., 2015), which would in turn lead to academic achievement. It was hypothesized that parental involvement, parental expectations, and parental warmth would each be positively correlated with GPA, and parental pressure would be negatively correlated with GPA. Additionally, it was hypothesized that child scores would be positively correlated with parent scores on each of the four individual variables. It was also hypothesized that the combination of high parental expectations and low parental involvement would have a positive relationship with parental pressure, and a negative relationship with parental warmth.
Method

Participants
Participants consisted of 70 middle school children in 6th through 8th grade, and 158 parents of children in 6th–8th grade. Pepperdine University institutional review board approval (21-04-1580) was given before the study began. The researchers analyzed descriptive statistics for child demographic variables including grade level, sex, race and ethnicity, and parent demographic variables including grade level of their child, sex, race, ethnicity, educational level, and income level, as found in Table 1. Additionally, parents and children were asked how online learning during the previous school year affected the child’s grades. Participants were excluded if they answered “no” to a question that asked if they paid attention to the questions and answered honestly. Additionally, if any scale for one of the independent variables was incomplete, the participant was excluded from the study.

Measures

Parental Involvement
Parental involvement was measured using the Parental Involvement Scale, a set of 5 questions that have been used by many researchers (Crosnoe, 2001; Dotterer & Wehrspann, 2016; Steinberg et al., 1992). This scale has a Cronbach’s alpha of .74 (Dotterer & Wehrspann, 2016). In this study, the scale had a Cronbach’s alpha of .61 for the parent survey and .42 for the child survey. Items in this scale measure the level of the parent’s involvement in their child’s academics in areas such as homework help, attending school events and activities, and monitoring the child’s grades. Parental involvement in academics is measured from the perspective of the parent, with questions such as “How often do either you or your child’s other parent help with homework when asked?” and the perspective of the child, where “do either you or your child’s other parent” is substituted with “does one or more of your parents.” The question asking how often the child’s parent watches him or her in sports or other extracurricular activities was inadvertently left out on the child survey. Finally, parental involvement excluding in-person school events and extracurricular activities (Parental Involvement EIP) was examined from both the parent and child perspective to assess involvement from an angle that may be more appropriate given that most students were working remotely during the time of this study.

Parental Expectations
Parental expectations were measured by the highest level of education the parent expects the child to attain, and the highest level of education the child thinks their parents expect them to attain. This question was modeled from other forms of measuring parental academic expectations that have been used in the past, such as asking parents whether they have no university expectations or university expectations of their child (Almroth et al., 2020). In this study, the possible expectations were expanded to include an educational background that is less than a high school graduate, a high school graduate, a college graduate, or a postgraduate degree.

| TABLE 1 |
| Descriptive Statistics for Child and Parent Reports |
| | | | Parent | Child |
| | n | % | n | % |
| **Sex** | | | Parent | Child |
| Male | 70 | 44 | 41 | 59 |
| Female | 88 | 56 | 29 | 41 |
| **Race** | | | Parent | Child |
| American Indian or Alaskan Native | 2 | 1 | - | - |
| Asian or Pacific Islander | 11 | 7 | 7 | 10 |
| Black or African American | 10 | 6 | 6 | 9 |
| Native Hawaiian or Other Pacific Islander | 1 | 1 | - | - |
| White or European American | 134 | 82 | 55 | 81 |
| **Ethnicity** | | | Parent | Child |
| Hispanic or Latino | 43 | 28 | 16 | 23 |
| Not Hispanic, Latino or Spanish Origin | 113 | 72 | 54 | 77 |
| **Grade Level** | | | Parent | Child |
| 6th | 67 | 42 | 28 | 40 |
| 7th | 57 | 36 | 26 | 37 |
| 8th | 35 | 22 | 16 | 23 |
| **Education** | | | Parent | Child |
| High School Graduate | 25 | 16 | - | - |
| College Graduate | 98 | 62 | - | - |
| Post Graduate Degree | 36 | 22 | - | - |
| **Income** | | | Parent | Child |
| Less than $20,000 | 9 | 6 | - | - |
| $20,000–$34,999 | 19 | 12 | - | - |
| $35,000–$49,999 | 21 | 13 | - | - |
| $50,000–$74,999 | 42 | 26 | - | - |
| $75,000–$99,999 | 36 | 23 | - | - |
| $100,000–$149,999 | 24 | 15 | - | - |
| $150,000–$199,999 | 6 | 4 | - | - |
| $200,000 or more | 2 | 1 | - | - |
| **CovidAffected** | | | Parent | Child |
| Unaffected | 73 | 46 | 28 | 40 |
| Lower Grades | 63 | 40 | 28 | 40 |
| Higher Grades | 23 | 15 | 14 | 20 |

Note: Education = Highest Level of Education Completed by Parent; Income = Total Household Income; CovidAffected = How Covid and Online Learning Affected Child’s Grades.
Factors of Academic Success

Parental Pressure
Parental pressure was measured by a slightly altered version of the Academic Pressure subscale from the Inventory of Parental Influence (Campbell, 1994). This subscale contains 9 items that include questions about parental pressure from the child's perspective. It has a Cronbach's alpha of .76, which suggests moderate reliability. In this study, the subscale had a Cronbach's alpha of .94 for both the parent and child surveys. A statement indicating parental pressure was presented, such as "My parents are never satisfied with my grades," and the child responded to this statement on a 5-point scale that ranged from 1 (strongly disagree) to 5 (strongly agree). This scale was also altered by the researchers to include the parent perspective of academic pressure they feel they are putting on their child. For example, the question above was altered to "Either I or my child's other parent are never satisfied with our child's grades." The parent and child scores were examined separately. Higher scores on both the parent and child survey indicate higher levels of parental pressure. The question "I or my child's other parent do not believe our child when they say they have no homework" was inadvertently not included in the parent survey.

Parental Warmth
Parental warmth was measured by a slightly altered version of the Warmth/Affection subscale of the Parental Acceptance and Rejection Questionnaire (Rohner, 2004). This subscale includes 19 items and was intended to measure the child's perspective of parental warmth and affection. Although this questionnaire typically asks about mother and father warmth and affection separately, in this study the terms "mother" and "father" were replaced with "one or more parent." An example question is "One or more parent makes me feel wanted or needed." This scale was also altered by the researchers to include the parent perspective of warmth felt by the child. The question above was changed to "Either me or my child's other parent makes our child feel wanted or needed." The parent and child scores were examined separately. Higher scores indicate higher levels of warmth. The original mother specific Warmth/Affection subscale has a Cronbach's alpha of .90, and the original father specific subscale has a Cronbach's alpha of .95 (Rohner, 2004). In this study, the subscale had a Cronbach's alpha of .90 for both the parent and child surveys. Additionally, the scale was significantly related \( p < .001 \) to its respective validation scale, demonstrating convergent validity (Rohner, 2004). Discriminant validity has also been established (Rohner, 2004).

Academic Success
Academic success was measured on both the parent and child survey by asking the participant to input the child's GPA for their previous school year on a 4-point scale. To determine if the changes in administration of classes that occurred due to COVID-19 could have affected the child's performance, the parent and child were both asked how they believed COVID-19 has affected the child's grade. Additionally, in case the change in educational instruction during COVID-19 might have resulted in less variability of GPA for middle schoolers, parents and children were asked three other questions to measure academic success: what percent of assignments the child is turning in on time, how much effort the child is demonstrating in school, and how well the child is performing in school.

Procedure
Convenience sampling was used, and parent participants were recruited through MTurk, Instagram, and Facebook posts that contained the survey link. MTurk participants were qualified through a screening survey that asked participants if they had a child under 18 living at their house, then allowed them to select no or yes and specify the grade level of their child. Parents received a link to the parent survey, and they provided informed consent for both themselves and their child. At the end of the parent survey, the parent received a link to the child survey and was instructed to forward it to their child. This link was provided in the final page of the parent survey to ensure that parents had filled out the child's informed consent before the child survey was accessible. Children gave assent at the beginning of their survey. The child survey utilized a different link than the parent survey, so the child did not see the answers of the parent, and the parent did not see the answers of the child. The child survey explained to the child that their responses would only be seen by the researchers, and that they should complete the survey without their parent present. Parent and child surveys consisted of the Parental Involvement Scale (Crosnoe, 2001; Dotterer & Wehrspann, 2016; Steinberg et al., 1992), parental expectations, the Pressure Subscale (Campbell, 1994), and the Warmth/Affection subscale (Rohner, 2004) in this order. The parent survey contained these measures from a parent perspective, whereas the child survey contained these measures from the perspective of the child. Parent participants reported their child's GPA as an unweighted score on a 4-point scale. Each survey took between 5 and 15 minutes to complete. Parents received $2.40 for completing this survey through MTurk, and parents recruited through social media and all child participants were entered to win one of four $25 amazon gift cards. The participants were asked to include their email if they wanted to be entered to win.
Results

We investigated the relationship between each of the four independent variables, parental involvement, parental expectations, parental pressure, and parental warmth, and GPA separately for child and parent responses. Additionally, we analyzed the relationship between parental involvement, excluding in-person activities (Involvement EIP), and GPA for child and parent responses. Parent reported GPA ($M = 3.38, SD = 0.56$) and child reported GPA ($M = 3.26, SD = 0.61$) were normally distributed. There were no curvilinear relationships. The correlations between GPA and parental pressure from the child perspective ($r = –0.35, p = .003$) and between GPA and parental expectations from the parent perspective ($r = –0.19, p = .02$) were significant. The correlation between GPA and parental involvement EIP from the child perspective ($r = –0.24, p = .047$) was significant. These findings, along with the other correlational analyses can be found in Table 2, which demonstrate the parent and child results.

A multiple regression analysis, using the enter method, did not demonstrate a statistically significant prediction of a child's sense of parental pressure based on their perceptions of parental involvement and parental expectations, $F(1, 65) = 2.25, p = .12, R^2_{ADJ} = .04$. Neither parental involvement ($β = –.13, t = –1.10, p = .27$) nor parental expectations ($β = .23, t = 1.91, p = .06$) from the child's perspective were significant predictors. Similarly, a multiple regression analysis did not demonstrate a statistically significant prediction of a parent's sense of parental pressure based on their perspective of level of parental involvement and parental expectations, $F(2, 155) = 1.47, p = .23, R^2_{ADJ} = .006$. Neither parental involvement ($β = –.11, t = –1.32, p = .19$) nor parental expectations ($β = –.07, t = –0.91, p = .36$) from the parent perspective were significant predictors. However, a multiple regression analysis demonstrated a statistically significant prediction of child perception of parental warmth based on parental involvement and parental expectations, $F(2, 65) = 8.63, p < .001, R^2_{ADJ} = .19$, such that parental involvement had a positive relationship with parental warmth. Although level of parental involvement aided in the prediction ($β = .44, t = 3.99, p < .001$), parental expectations ($β = –.17, t = –1.54, p = .13$) was not a significant predictor of GPA. Alternatively, a multiple regression analysis did not demonstrate a statistically significant prediction of the parent's perspective of parental warmth based on level of parental involvement and parental expectations, $F(2, 155) = 0.68, p = .51, R^2_{ADJ} = –.004$. Neither parental involvement ($β = .09, t = 1.14, p = .26$) nor parental expectations ($β = –.03, t = –0.40, p = .69$) were significant predictors.

Discussion

The proposed hypotheses that parental expectations from the parent perspective would be positively correlated to GPA, child perception of parental pressure would be negatively correlated to GPA, and child perception of parental warmth could be predicted by child perception of parental involvement were supported. All other hypotheses were not supported by the data. Although previous work has found positive correlations between parental involvement and academic success (Bogenschneider, 1997), this research did not find significant relationships from the child nor parent perspective. The low reliability of this scale from both the parent and child perspective could be the reason for insignificant results in these analyses. The low reliability and insignificant findings could be explained by the unique learning environment present during this study, which involved many students learning from home. As a result of virtual learning, the questions that ask about parent participation in extracurricular activities and school programs might have influenced total involvement scores and their relationship to GPA, because participation in these activities was not possible for some parents during this time. When the questions relating to in-person activities were removed from the Parental Involvement Scale, a negative correlation was found between parental involvement and GPA from the child’s perspective. However, no significant correlation was found between parental involvement and GPA.

### TABLE 2

<table>
<thead>
<tr>
<th>Correlations Between Reported GPA and Parent and Child Measures</th>
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<tr>
<td><strong>Involvement</strong></td>
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<tr>
<td>Child Perspective/GPA</td>
</tr>
<tr>
<td>Parent Perspective/GPA</td>
</tr>
</tbody>
</table>

Note: Involvement = parental involvement; InvolvementEIP = parental involvement excluding in-person; Expectations = parental expectations; Pressure = parental pressure; Warmth = parental warmth. These categories were measured from the parent and child perspective. *p < .01, p < .05

### TABLE 3

<table>
<thead>
<tr>
<th>Regression Coefficients of Parental Involvement and Expectations on Parental Warmth</th>
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<tr>
<td>Involvement ChildP</td>
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<td>Involvement ParentP</td>
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<td>Expectations ParentP</td>
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</tbody>
</table>

Note: Involvement ChildP = parental involvement from the child perspective; Expectations ChildP = parental expectations from the child perspective; Involvement ParentP = parental involvement from the parent perspective; Expectations ParentP = parental expectations from the parent perspective.
Factors of Academic Success | Weir, Trammell, and Harriger

from the parent perspective after removing in-person related activities.

Alternatively, a positive correlation was found between parental involvement from the child perspective and the child's sense of parental warmth. Previous research has also found a positive correlation between parental expectations and academic success, and typically only focused on the parent perspective (Fan & Williams, 2009). This research found a similar positive correlation when looking at the parent perspective, but no correlation when measuring the child perspective. This diversion from previous research may be explained by the fact that parental expectations have typically been assessed from the parent perspective and not from the perspective of middle school children (Fan & Williams, 2009; Pingault et al., 2015). Middle school students may be less aware of the expectations of their parents than older students.

Finally, previous work has found indirect negative relationships between parental pressure and child academic success, typically through child mental health issues (DeSimone, 2010; Greenaway et al., 2015). Additionally, negative correlations have been found between psychological control and academic achievement (Bean et al., 2003) and parental pressure and math grades (Levpušček & Zupančič, 2009). The current study found a direct negative correlation between parental pressure from the child perspective and GPA. Similarly, parental warmth has typically been researched in relation to mental health issues in adolescents, so there is not much previous research to compare with the insignificant findings between parental warmth and GPA in this study (Quach et al., 2013). The one known study that examined the direct relationship between parental warmth and GPA parallels this study in that it found no correlation (Lam & Ducreux, 2013).

Limitations

Certain limitations of this study should be noted. Because the GPAs reported in this research were given during the coronavirus pandemic and during a time when many schools were operating virtually, child grades may be higher or lower than usual. Participants were asked how they believed online learning affected their GPA, and 46% of parents reported that their child's grades were unaffected by online learning and the coronavirus pandemic, 40% claimed their child's grades were lower, and 23% reported that their child's grades were higher. Meanwhile, 40% of children reported their grades were unaffected during the pandemic, 40% claimed they were lower, and 20% reported they were higher. Although these results show that many participants felt that the child's grades were affected by the pandemic, many also felt they were unaffected. Regardless, these results provide insight into how these various factors of academic success related to GPA during the unique circumstances of the coronavirus pandemic.

Additionally, although participants were asked to enter the unweighted GPAs on a 4-point-scale, some schools may utilize a different scale. This might have affected the results of the study. However, all reported GPAs were within the appropriate range, and participants who denied careful and honest reporting were not included in the study.

Child participants were fewer in number than parent participants. It is possible that, with additional child participants, more findings would have been significant. Another possible limitation of this study was that two questions were inadvertently omitted: the question asking how often the child's parent watches him or her in sports or other extracurricular activities and the question "I or my child's other parent do not believe our child when they say they have no homework" on the parental pressure subsection. Because the extracurricular question was unlike most of the other questions in the Parental Involvement Scale as it did not relate to academics, the omission did not affect the relationship between involvement and GPA being examined in this study. Despite the omission of the homework question on the parental pressure subsection, the Cronbach's alpha of this scale was .94, suggesting that the omission did not affect results.

Finally, parents who chose to participate in this study might have had higher levels of parental involvement than the general population. However, because most parent participants were recruited through MTurk, they were likely seeking out various participation opportunities for compensation that were unrelated to their child. Therefore, it is unlikely that their choice to participate indicated higher levels of parental involvement. Similarly, children who chose to complete the survey might have been more conscientious than the general population. This could have resulted in student participants with higher levels of achievement.

Future Direction

Future research should reevaluate parental pressure and warmth and their relationship to GPA, because this was the first study to examine their direct link to GPA. This study uniquely included both parent and child perspectives of variables related to academic success, but future research could expand on this by linking parent and child responses. Although some studies have considered teacher expectations in relation to academic outcomes, this should be done with middle school
students (Lafavor et al., 2019; Weinberg et al., 2019). Expectations and academic achievement of older siblings should also be measured in relation to child expectation and achievement.

The results of this study can contribute to improving academic outcomes for students at an important time in their educational journey. Teaching parents about the negative relationship between parental pressure and child academic success is one way this research can help create a better learning environment for children. This is not only the first study to find a direct correlation between parental pressure and GPA in middle school students, it is also one of the few studies that has examined the relationship of parental expectations and child GPA in this age group. Additionally, although most studies only examined these factors from the perspective of the parent or the child, this research included both perspectives for every variable. Finally, this was the first study to examine how parental involvement and parental expectations work together to predict parental pressure and parental warmth. The findings in this unique study can lead to better interventions for students that will increase academic success and lower the dropout rate in America (Allensworth et al., 2014).

References


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Factors of Academic Success | Weir, Trammell, and Harriger


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