“IS POSITIVE TO STRESS GRADES TO MY CHILD?” – RELATIONSHIPS BETWEEN PARENTAL ATTITUDES TOWARDS ACADEMIC ACHIEVEMENT, MOTIVATION, ACADEMIC SELF-CONCEPT AND ACADEMIC ACHIEVEMENT IN ADOLESCENTS

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Research on the relationships between family dynamics and school related variables shows an association between variables associated to parenting (as parental practices, attitudes or involvement in schooling) and school adjustment (academic achievement, academic self-concept or motivation). In this study we analyse the relations of parental attitudes towards academic achievement (process-centred vs. performance-centred) with self-representations, motivational orientations and academic achievement.

Participants were 498 students attending 7th and 9th grades. To collect data we used a self-concept scale (Peixoto & Almeida, 1999), a scale of motivational orientations (Skaalvik, 1997), and a scale to assess parental attitudes towards academic performance (Antunes & Fontaine, 2003).

Correlation analysis showed positive associations between processes centred attitudes and academic self-concept, self-esteem, task orientation, and academic achievement. Performance centred attitudes were negatively correlated with academic self-concept, self-esteem and academic achievement, and positively related to self-enhancing ego orientation, self-defeating ego orientation and avoidance orientation.

Structural equation modelling revealed different paths, in the relationship between parental attitudes and academic achievement, for process centred attitudes and for performance centred attitudes. Different relations are also suggested when self-concept is included in the model or when the model only considers motivational orientations. Also differences arose when we included, or not, self-concept in the model. When self-concept is included in the model the relationship between parental attitudes towards academic achievement and academic achievement is mainly mediated by academic self-concept, when the model just included motivational orientations, process centred attitudes effects on academic achievement are mediated by task orientation whereas the effects of performance centred attitudes on academic achievement are mediated by avoidance orientation.

Results in this study support the idea that the perception of parental attitudes centred in the process are related to positive outcomes while parental attitudes centred on performance are related to less positive outcomes. Finally, data in this study converges with the existing literature that highlights the mediating role of individual
characteristics such as self-concept and motivational orientations in the relationship between parental attitudes and academic achievement.

**Keywords:**
Parental attitudes towards academic achievement, Motivational Orientations, Self-Representations, Academic Achievement

**References:**

