

ZMATH 2013b.00239

Magi, Katrin; Lerkkanen, Marja-Kristiina; Poikkeus, Anna-Maija; Rasku-Puttonen, Helena; Nurmi, Jari-Erik

The cross-lagged relations between children's academic skill development, task-avoidance, and parental beliefs about success.

Learn. Instr. 21, No. 5, 664-675 (2011).

Summary: This longitudinal study investigated the cross-lagged associations between children's academic skill development, task-avoidant behaviour in the context of homework, and parental beliefs about their child's success from kindergarten to grade 2. The participants were 1267 children. The children's pre-skills were assessed at the end of the kindergarten year, and math and reading skills at the end of grade 1 and grade 2. Parents provided ratings of their beliefs about their children's school success and task-avoidant behaviour with regard to homework at the end of grades 1 and 2. The results showed that children's math and reading skills predicted children's task-avoidant behaviour regarding homework as rated by mothers, but not by fathers, when autoregressive effects were taken into account. In addition, task-avoidant behaviour predicted the mothers' subsequent beliefs about their children's school success but not vice versa. A reciprocal effect was found between fathers' beliefs about success and children's task-avoidance.

Classification: C61 C62 C41 C42

Keywords: homework; mothers; parent participation; kindergarten; grade 2; reading skills; grade 1; skill development; fathers; longitudinal studies; parent attitudes; predictor variables; student behavior; skills; resistance psychology

doi:10.1016/j.learninstruc.2011.03.001