

# THE RELATIONSHIP OF PARENTS'/GUARDIANS' SELF-MANAGEMENT TO THEIR CHILDREN'S SELF-MANAGEMENT, ACADEMIC PERFORMANCE AND HEALTH: A FIVE-YEAR FOLLOW-UP

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Clinical Research, Child and Adolescent Health, Health Promotion

The original study examined parents'/guardians' self-management and its relationship to their children's self-management, academic performance, and health. It also examined the relationship between these children's self-management and their own health and academic performance. The sample consisted of 94 seventh grade student and parent/guardian pairs from an inner city school in the southeast. These concepts are discussed as significant and related to each other in both the health and educational literature. In this 5-year follow-up study all original participants were re-contacted for their interest in research participation again. Once consent was obtained, evaluation of their present Lifestyle Approaches Inventory scores, current GPA, future plans, physical health parameters and an Adolescent Quality of Life Inventory was completed.

The Lifestyle Approaches (LSA) inventory was determined to be valid and reliable on an adult population of which 82% were college students. Therefore, the inventory's language was simplified in the original project with a correlation coefficient between the two inventories of .90 ( $p < .01$ ). The LSA-Revised was utilized in this study. Health was operationalized in the original study as (a) body mass index for age and gender, (b) blood pressure for age and gender, (c) parent's/guardian's report of the child's health status, (d) student's report of his or her own health status, (e) nutritional intake as assessed by a 24-hour dietary recall, (f) level of physical activity, and (g) parental report of child's clinic and emergency room visits within the past year. In the present study, health was operationalized as (a) body mass index for age and gender, (b) blood pressure for age and gender, (c) nutritional intake as assessed by a 24-hour dietary recall, (d) level of physical activity, and (e) the PedsQL. Academic performance was operationalized as grade point average, Terra Nova Achievement Test scores (total percentile score), and the number of school absences in the original study. In the 5-year follow-up study academic performance was operationalized as GPA at the end of the spring semester or if graduation occurred earlier, GPA at graduation. All academic performance variables were obtained from school records. Additionally, in the follow-up study, after high school graduation plans were also ascertained.

Data obtained in the first study were evaluated with correlational, t-test comparison of the means, and multiple regression analysis. A significant correlation ( $p < .01$ ) was obtained between parents'/guardians' self-management and students' self-management, but there were no significant correlations between student or parent/guardian self-management and student academic performance. Likewise, neither student nor parent/guardian self-management was significantly correlated with the health measures. Similarly, comparisons at the extremes of academic and health measures showed minimal linkage between these variables and self-management. In the multiple regression analysis, self-management scores of parents'/guardians' or students' had little more explanatory power for academic performance and health measures than the variables of parent/guardian educational level and the report of the family's financial problems. The variance explained by self-management (predictor variable) when academic performance and health measures were criterion variables ranged from 0 to 3.2%. Data collection from the second study is complete but data analysis is presently in process. Similar analysis will be complete before the conference presentation with additional correlations between the two data sets provided.

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