



## INTRODUCTION

- Adolescents' achievement is influenced by neighborhood and family contexts.
- Parental involvement in education (PIE) has positive effects on achievement (Hill & Tyson, 2009).
- Parent-adolescent conflict is a risk factor for achievement (Dotterer et al., 2008).
- Neighborhood disadvantage (ND) is negatively associated with achievement (Nieuwenhuis, & Hooimeijer, 2016).
  - Social disorganization theory (Shaw, & McKay, 1942): ND erodes communities' ability to regulate youth behavior and convey educational-related norms and values.
- The joint effects of neighborhood and family:
  - The family stress model (Conger et al., 1994): ND adversely affects adolescents by disrupting parenting due to additional stressors.
- Past research largely ignores Chinese American families, which are rapidly increasing in the United States.

## HYPOTHESES

- ND is negatively associated with achievement.
- PIE is positively associated with achievement.
- Parent-adolescent conflict is negatively associated with achievement.
- Parenting mediates the associations between neighborhood disadvantage and achievement.
  - ND is negatively related to PIE.
  - ND is positively related to parent-adolescent conflict.

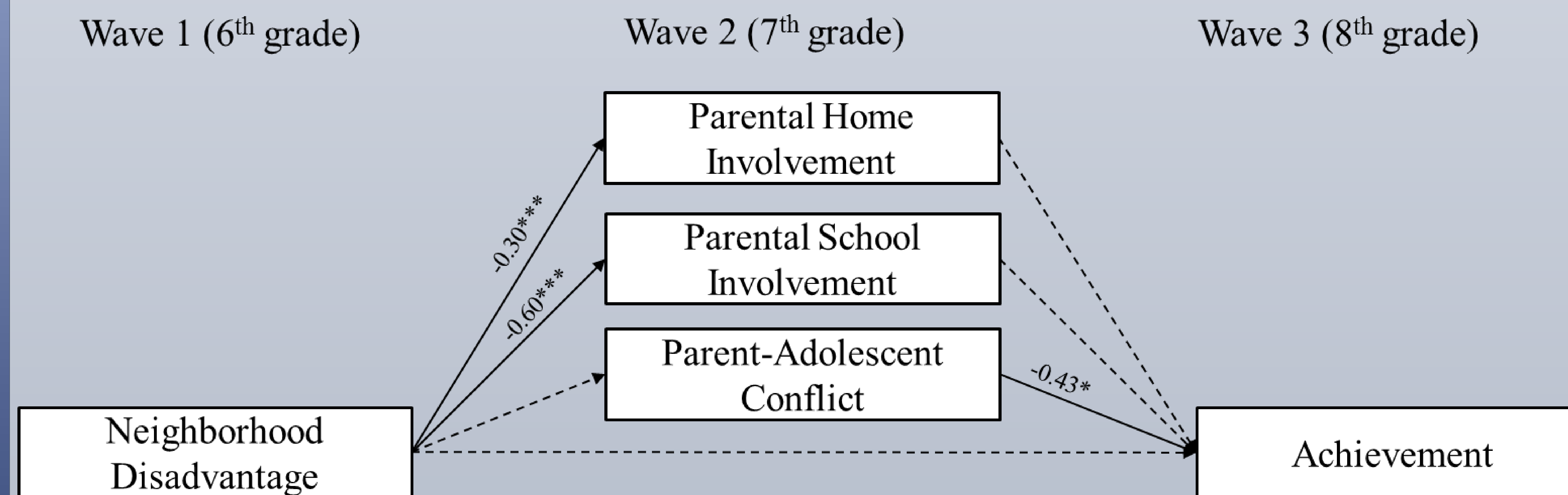
## METHODS

- Early Adolescent Cohort study (EAC) in New York
- Longitudinal study from 6<sup>th</sup> grade to 8<sup>th</sup> grade
- 221 Chinese American adolescents
- Youth lived in 29 census tracts
- 47% female
- 70% second generation

Variable	Measure	# of Items	Sample item	M (SD); Range
Neighborhood Disadvantage	2000 U.S. Census Data	4	% of: adults without high school; unemployed adults; female-headed household; families below poverty line.	0.00(0.82); -2.80 -1.90
Parental Home involvement	Parental involvement scale (Hill, Witherspoon, & Teo, unpublished)	8	How often has one of your parents helped you study for a test?	1.16(0.74); 0.00-3.00
Parental School Involvement	Parental involvement scale (Hill, Witherspoon, & Teo, unpublished)	6	How often has one of your parents volunteered at your school? Count variable was used due to skewness.	1.85(1.77); 0.00-6.00
Parent-Adolescent Conflict	Network of Relationships Inventory (NRI) (Furman & Buhrmester, 1985)	3	How much do you and this person argue with each other?	1.98(0.82); 1.00-4.17
Achievement	Self-reported grades	4	Self-reported grades in math, language arts, science, and social studies	5.82(1.41); 1.75-7.75

## RESULTS

- Model fit:  $\chi^2 = 11.33$ ,  $df = 9$ ,  $p = 0.25$ , CFI=0.96, TLI = 0.90, and RMSEA=0.057.



Note. Solid lines represent the significant paths; Dashed lines represent the non-significant paths. Covariates included in the model are gender, generational status and maternal educational level. For the purpose of simplicity, covariates are not depicted in the figure.

\*\*\*  $p < 0.001$ , \*  $p < 0.05$ .

## RESULTS

- Neighborhood disadvantage was negatively associated with PIE.
- Parent-adolescent conflict was negatively related to PIE.

## DISCUSSION

- Parents living in more disadvantaged neighborhoods were less involved in education at home and at school.
- Consistent with the family stress model.
  - The stress of living in a disadvantaged neighborhood disrupts parents' time and energy to invest in youth's learning.
- Consistent with the findings with Latino families (Bhargava et al., 2017).
  - Both immigrants families have to deal with cultural and language barriers and unfamiliarity with U.S. school systems.
- Null effects of PIE: Home and school involvement are relatively less developmentally appropriate during adolescence (Hill & Tyson, 2009).
- Conflict is salient in immigrant families.
- Mediation effects of parenting not significant.
- Neighborhood and parenting may work in other ways to impact adolescent development (e.g., moderation) (Noah, 2015).

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