

## **A Longitudinal Study of Academic Achievement: Parental Warm Support and Moderating Role of Teacher's Emotional Support and Mediating Role of Self Control on Academic Achievement**

**Authors :** Maaza Saeed, Caina Li

**Abstract :** The current 2-wave longitudinal study attempts to illuminate the well-established association between parental warm support and academic achievement through the mediating role of self-control while taking into account the moderating role of teacher emotional support. The present research has assessed 2569 Chinese students (aged 10-18 years,  $M = 13.27$ ,  $SD = 0.67$ ). They were recruited from the three public middle schools in Xi'an, a middle-sized city in the central part of China. Mediation analysis revealed that self-control mediated the relationship between parental warm support and academic achievement. Additionally, it was found the direct effect of parental warm support was not significant after controlling for the age and gender. Furthermore, moderation analysis revealed high parental warm support and higher teacher emotional support was related to increased self-control compared to lower teacher emotion support. The findings highlighted the importance of parental warm support, teacher emotional support, and self-control on academic achievement.

**Keywords :** self control, academic achievement, teacher emotional support/conflict, adolescent

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