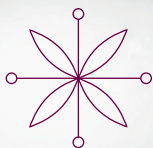


The Abstract Book of the 22nd European Conference on Developmental Psychology



August 25-29, 2025
Vilnius, Lithuania

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TRAJECTORIES OF PARENTAL POSITIVE AND NEGATIVE EMOTIONS IN HOMEWORK SITUATIONS: ASSOCIATIONS WITH CHILDREN'S TASK PERSISTENCE AND PERFORMANCE

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Parental help with homework is a frequent parental activity at the start of children's school career and it is often accompanied by a range of emotions. Previous studies have shown that parental emotions in homework-help situations may relate to children's learning outcomes. However, little is known about how parental emotions during homework change over primary school. Therefore, we examined the trajectories of parental positive and negative emotions during Lithuanian primary school (Grades 2, 3, and 4) and investigated how they relate to children's task persistence and academic performance in Grades 2 to 4. A total of 651 children (47% girls) and their parents in Lithuania participated in this study. Two latent growth mixture models were built to examine trajectories—one for positive and one for negative emotions. The differences in children's task persistence and academic performance in those trajectories were explored by using the BCH approach in Mplus. First, the results identified five trajectories for positive emotion: average stable (42.3 %), below average stable (9.7%), increasing (2.8 %), highly positive decreasing (12.1 %), and positive decreasing (33.1 %). Also, four negative emotion trajectories were identified: stable (35.3 %), decreasing (31.2 %), increasing (25.9 %), and strongly increasing (7.6%). Second, trajectories of positive emotions did not differ in children's task persistence or academic performance. Regarding negative emotion trajectories, children's task persistence was higher in stable and decreasing trajectories compared to increasing and strongly increasing trajectories. Academic performance was higher in decreasing trajectory compared to stable, increasing, and strongly increasing. Overall, the results suggest that parental emotions in homework situations change and form distinct trajectories over primary school, and the trajectories of negative emotions in particular are associated with children's learning outcomes.