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Family Educational Backgrounds Variations in Student Attitudes and Experiences using the SHARPs Utah data, 2015

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Introduction
This research analyzed 150 variables within the SHARPS 2015 data to find the majority of differences that are coming between those grade school students who live with adults who have an education level of high school or less compared to the those who live with an adult who has completed college. The analyzed variables showed three main themes of major differences: monitoring of the student’s actions, neighborhood the student lives in, and student’s perception of drug risk. Also included is those variables who showed significant differences, but did not fall into any particular category. This categories show us areas of risk that should be focused on within the state of Utah.

Materials and Methods
1. From SHARPS survey data for Utah used survey question “Think of the adults you live with. What is the highest level of schooling any of them completed?”
2. Divided responses into two categories, high school education or less and bachelor degree or higher.
3. We then compared the 150 variables within the SHARPS data to the new education variable to find the areas that had the most difference.

Results:
Monitoring of the Student’s Actions:

<table>
<thead>
<tr>
<th>% difference parent HS and BS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Score: Family attachment scale</td>
<td>16%</td>
</tr>
<tr>
<td>The rules my family makes</td>
<td>15%</td>
</tr>
<tr>
<td>My parent have clear rules and expectations for involvement scale</td>
<td>14%</td>
</tr>
<tr>
<td>Would parents catch you if you did it?</td>
<td>15%</td>
</tr>
<tr>
<td>My parents have clear rules and expectations for involvement scale</td>
<td>16%</td>
</tr>
</tbody>
</table>
| In the past year, how many of you 4 best friends have regularly attended religious services? | 15%

Student’s Perception of Drug Risk:

<table>
<thead>
<tr>
<th>% difference parent HS and BS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Marijuana risk</td>
<td>18%</td>
</tr>
<tr>
<td>Risk-score: Peer individual early initiation of use scale</td>
<td>17%</td>
</tr>
<tr>
<td>Risk-score: Peer individual early initiation of drug use scale</td>
<td>16%</td>
</tr>
</tbody>
</table>
| In the past year, how many of your 4 best friends committed to stop drug use? | 16%

Neighborhood the Student lives in:

<table>
<thead>
<tr>
<th>% difference parent HS and BS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>If I had to move, I would miss the the neighborhood I live in</td>
<td>15%</td>
</tr>
<tr>
<td>I like my neighborhood</td>
<td>16%</td>
</tr>
</tbody>
</table>
| I feel safe in my neighborhood | 17%

Miscellaneous:

<table>
<thead>
<tr>
<th>% difference parent HS and BS</th>
<th></th>
</tr>
</thead>
</table>
| In the past year, how many of your 4 best friends liked school? | 16%

Areas of Risk for Students Who Live With an Adult Without Bachelor Degree or Higher
- Perceptions of Marijuana as a risky behavior
- Early initiation of drug use
- Peer individual intention to use drugs
- Safety in neighborhood
- Poor family management

Conclusion
The differences show us that in the perceptions of grade school students in Utah that there are different risks that are seen as problems for students living with adults with a high school degree or lower than compared to those who live an adult who has higher education and vice versa.

In future, to create more equality for students in Utah, the areas of risk (perceptions of marijuana as a risky behavior, early initiation of drug use, peer individual intention to use drugs, safety in neighborhood, Poor family management) should become areas of focus.

To move forward with this research one would need to look closer into the areas of risk individually to determine factors that could be contributing to the differences and then address those differences.

More information on SHARPS Data
https://dsamh.utah.gov/data/sharp-student-use-reports/

Data Base
UT15 SHARP LSAA even honest.sav

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