

DETERMINANTS OF PARENTAL PSYCHOLOGICAL NEED SATISFACTION AT THE BEGINNING OF THEIR CHILD'S SCHOOLING



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TEAM PRESENTATION



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PERSPECTIVES

- X Parents' involvement in their child's schooling is recognized as a key predictor of student learning and academic success (Pomerantz et al., 2012; Ratelle & Duchesne, 2017).
- X Self-determination theory posits that individuals behave more optimally when their psychological needs are satisfied (Deci & Ryan, 2000; Vansteenkiste & Ryan, 2013; Vansteenkiste et al., 2020).
- X Research as shown that positive parenting behaviors are linked with child psychological needs satisfaction and a multitude of positive consequences (see Pomerantz et al., 2012; Ratelle & Duchesne, 2017; Ryan & Deci, 2017).



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PERSPECTIVES

- X While there is ample research on determinants of general parenting behaviors, less work has focused on factors specific to parents' role in their child's schooling (Bornstein, 2016; Grolnick, 2003; Ryan & Deci, 2017).
- X Hence, parents more adequately support their child when their psychological needs are met (Grolnick, 2003; Ryan & Deci, 2017).



- X To date, no study examined parental needs in the context of their role in their child's schooling.
- X A better understanding of the determinant of the satisfaction and the frustration of these needs is essential to identify potential interventions.



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OBJECTIVES

- X This study aimed to identify the factors that support or thwart parental psychological needs at the beginning of their child's schooling.
- Identify the most important determinants of the satisfaction of the parents' psychological needs among factors related to the child, the parent and the environment;
 - Identify, among these factors, the most important determinants of the frustration of those needs.



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METHOD



Data comes from a longitudinal study about "Parents' needs in their child's schooling."



Representative stratified sample of 1,448 parents



76% women (mean age = 38.1 (SD 5.7))
90% speak French



Target children (37% girls)
55% child in grade 1; 45% child in grade 2
44% had a formal diagnosis (e.g., dyslexia, attention deficit disorder, giftedness, autism spectrum disorder) and 14% had special needs



Online questionnaire (T1 = October 2020 ; T2 = June 2021)



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MEASURES

PARENTAL NEED SATISFACTION AND FRUSTRATION

- Autonomy satisfaction (4 items; $\alpha_{T1} = .86$, $\alpha_{T2} = .86$)
- Competence satisfaction (4 items; $\alpha_{T1} = .92$, $\alpha_{T2} = .92$)
- Relatedness satisfaction (4 items; $\alpha_{T1} = .83$, $\alpha_{T2} = .85$)
- Autonomy frustration (4 items; $\alpha_{T1} = 0.86$, $\alpha_{T2} = .87$)
- Competence frustration (4 items; $\alpha_{T1} = 0.89$, $\alpha_{T2} = .88$)
- Relatedness frustration (4 items; $\alpha_{T1} = 0.94$, $\alpha_{T2} = .93$)

(homemade scale inspired by Chevrier & Lennegrand (2021) et de Brenning et al. (2018))



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MEASURES

CHILD FACTORS

- Child Emotional and Behavioral dispositions (Duncan et al., 2019)
 - GAD (6 items; $\alpha = .88$)
 - ADHD (8 items; $\alpha = .89$)
 - CD (4 items; $\alpha = .78$)
 - MDD (7 items; $\alpha = .73$)
 - ODD (6 items; $\alpha = .82$)
- School competence (Marsh, 1992; 10 items $\alpha = .92$)

PARENT FACTORS

- Values (Kasser, & Ryan, 1996)
 - Intrinsic (6 items; $\alpha = .74$)
 - Extrinsic (6 items; $\alpha = .79$)
- Self-esteem (Vallière & Vallerand, 1990; 10 items; $\alpha = .83$)
- Vitality (Frederick & Ryan, 1997; 7 items $\alpha = .79$)
- Life satisfaction (Blais et al., 1989; 5 items $\alpha = .89$)
- Attention problems (WHO, 2004; 6 items $\alpha = .78$)
- Secure attachment (Chui & Leung, 2016; 7 items $\alpha = .81$)
- Temperament (Elliot & Thrash, 2010)
 - Approach (6 items $\alpha = .76$)
 - Avoidance (6 items $\alpha = .85$)
- Contingent self-esteem (Crocker et al., 2003; 5 items $\alpha = .70$)

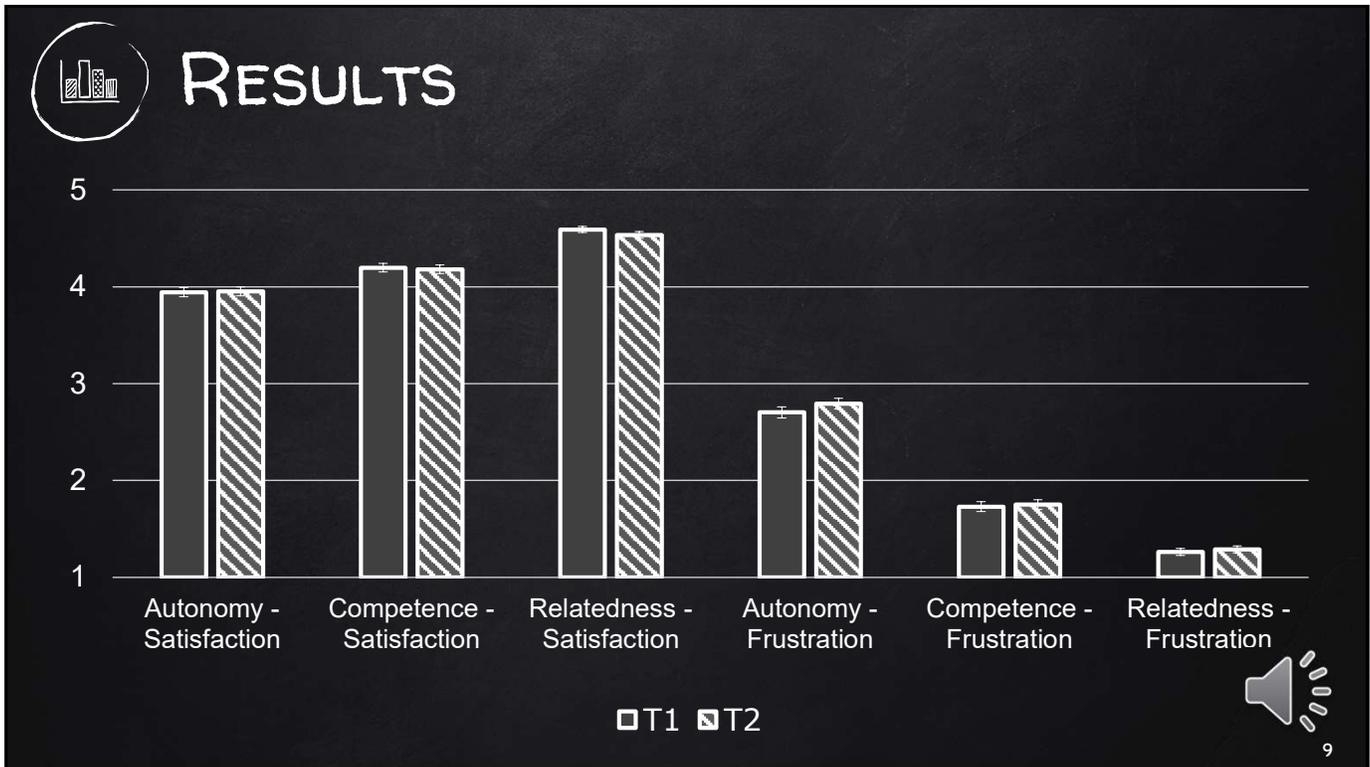
ENVIRONMENTAL FACTORS

- Work**
 - Work satisfaction (Blais et al., 1989; 5 items $\alpha = .89$)
- Family**
 - Family satisfaction (Blais et al. 1989; 5 items $\alpha = .93$)
 - Coparenting (Teubert & Pinquart, 2011; 12 items $\alpha = .86$)
- School**
 - Parent-teacher relationship (Vickers & Minke, 1995; 10 items $\alpha = .83$)
 - Teacher structure toward parents (Epstein et al, 1999; 6 items $\alpha = .84$)
 - School climate (McCoach et al., 2010; 5 items $\alpha = .88$)



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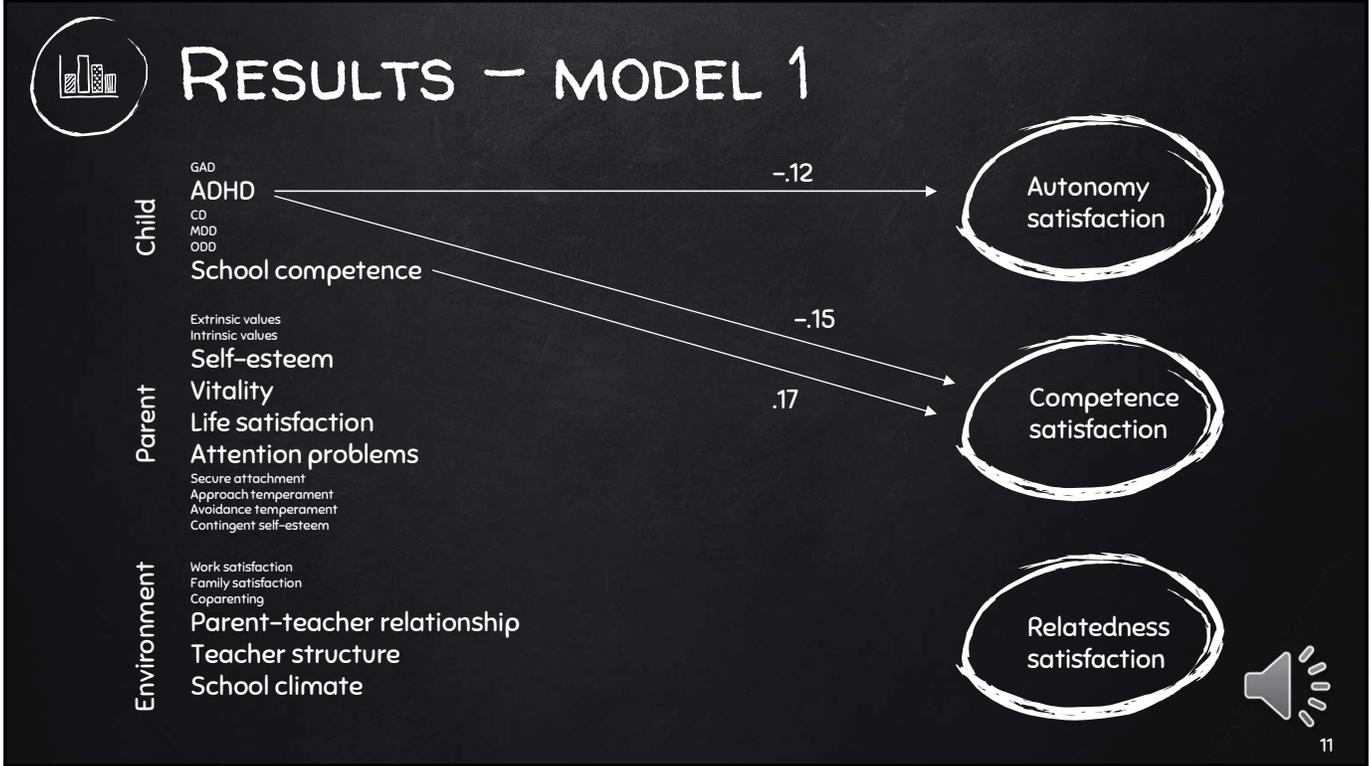
RESULTS

MAIN ANALYSIS
We performed two structural equation models (SEM) in Mplus.

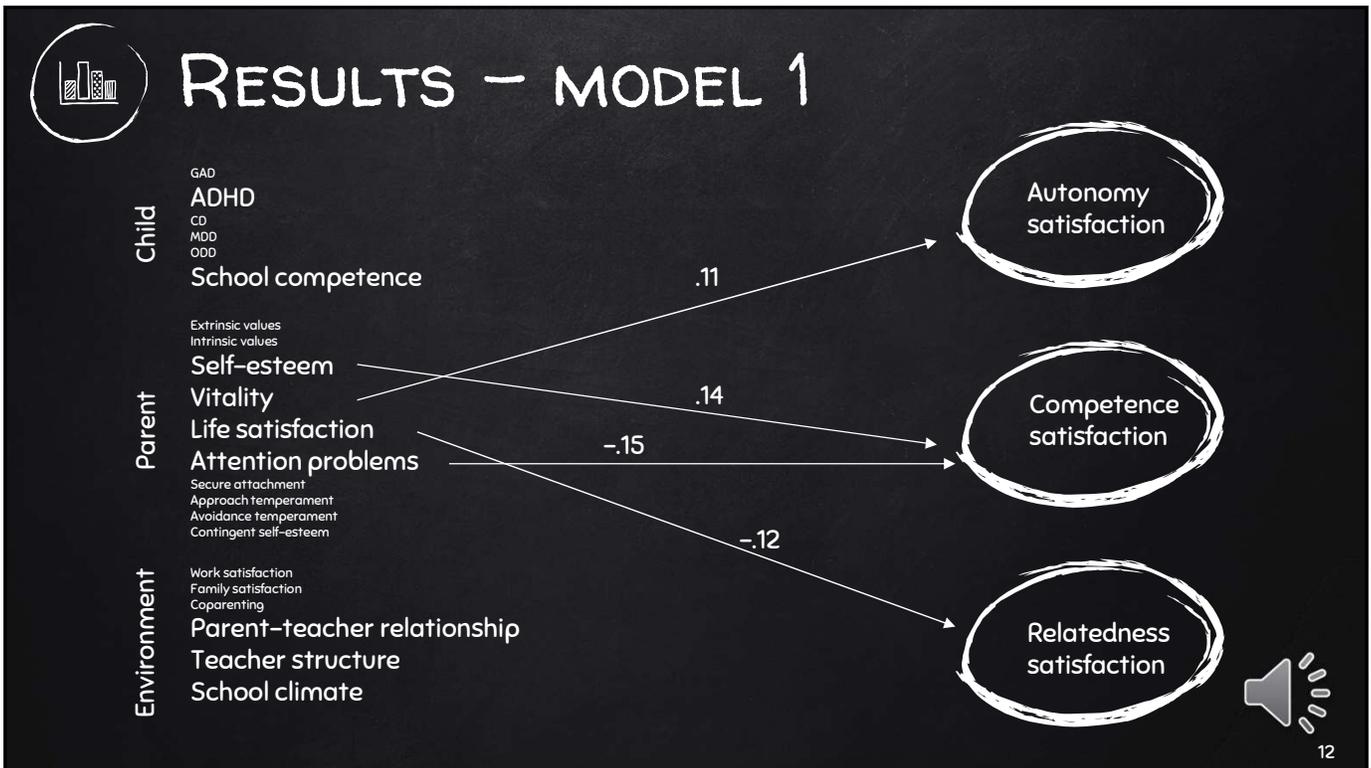
Model 1
Predicting the satisfaction of needs from the 3 main categories of predictors

Model 2
Predicting the frustration of needs from the 3 main categories of predictors

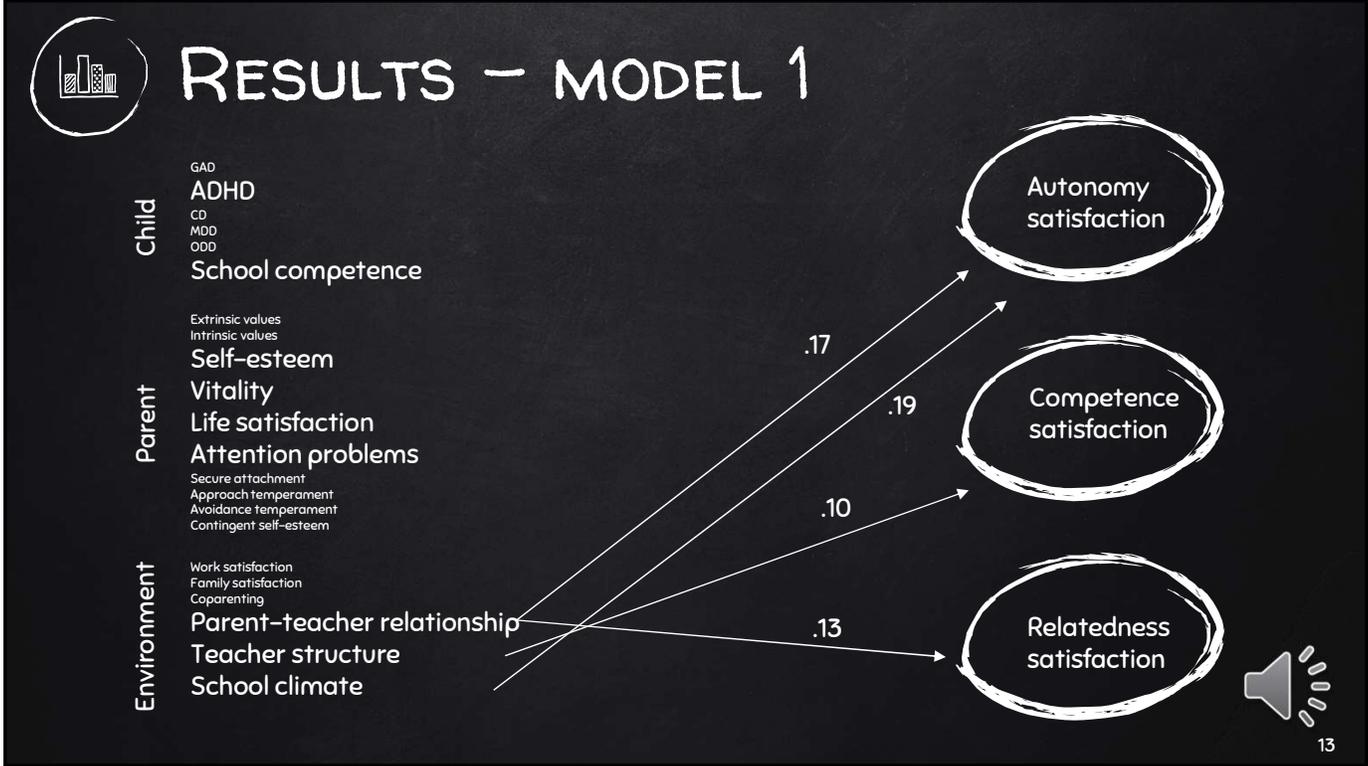
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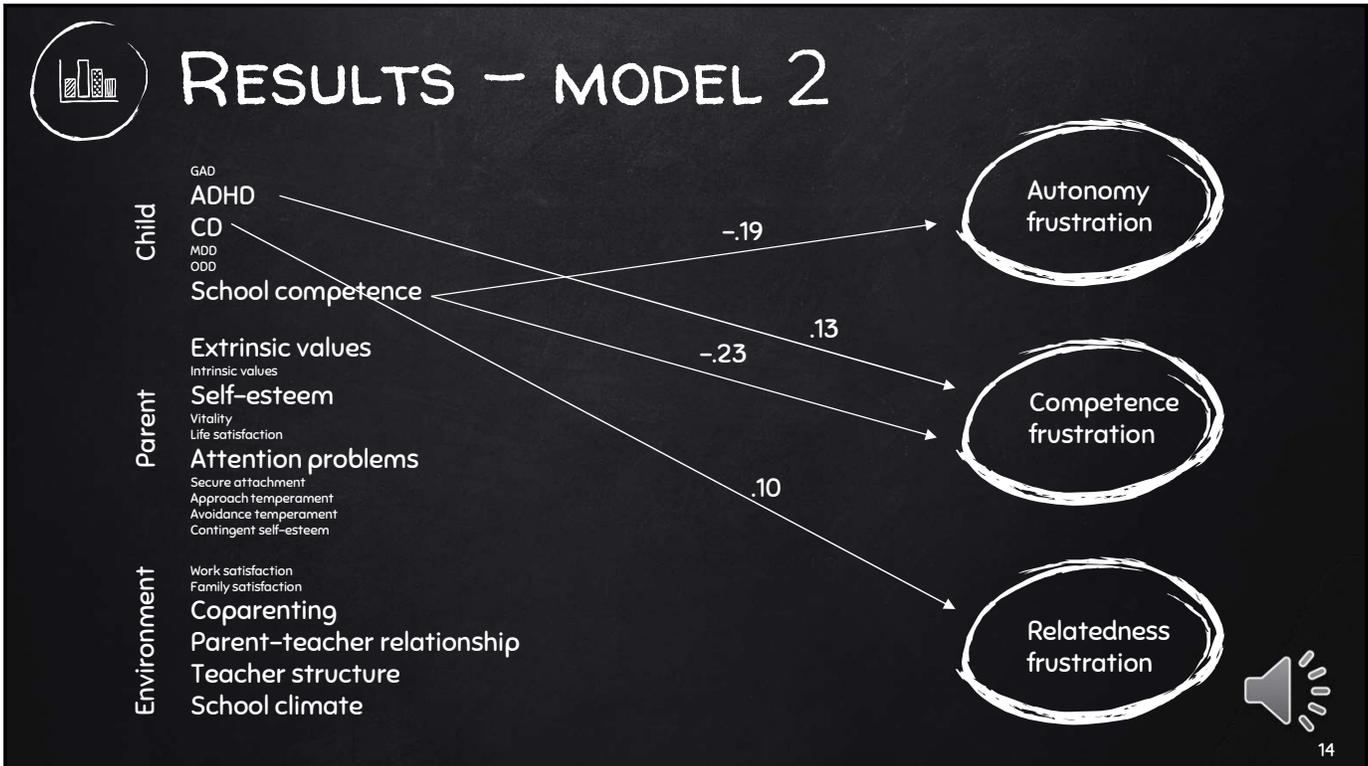
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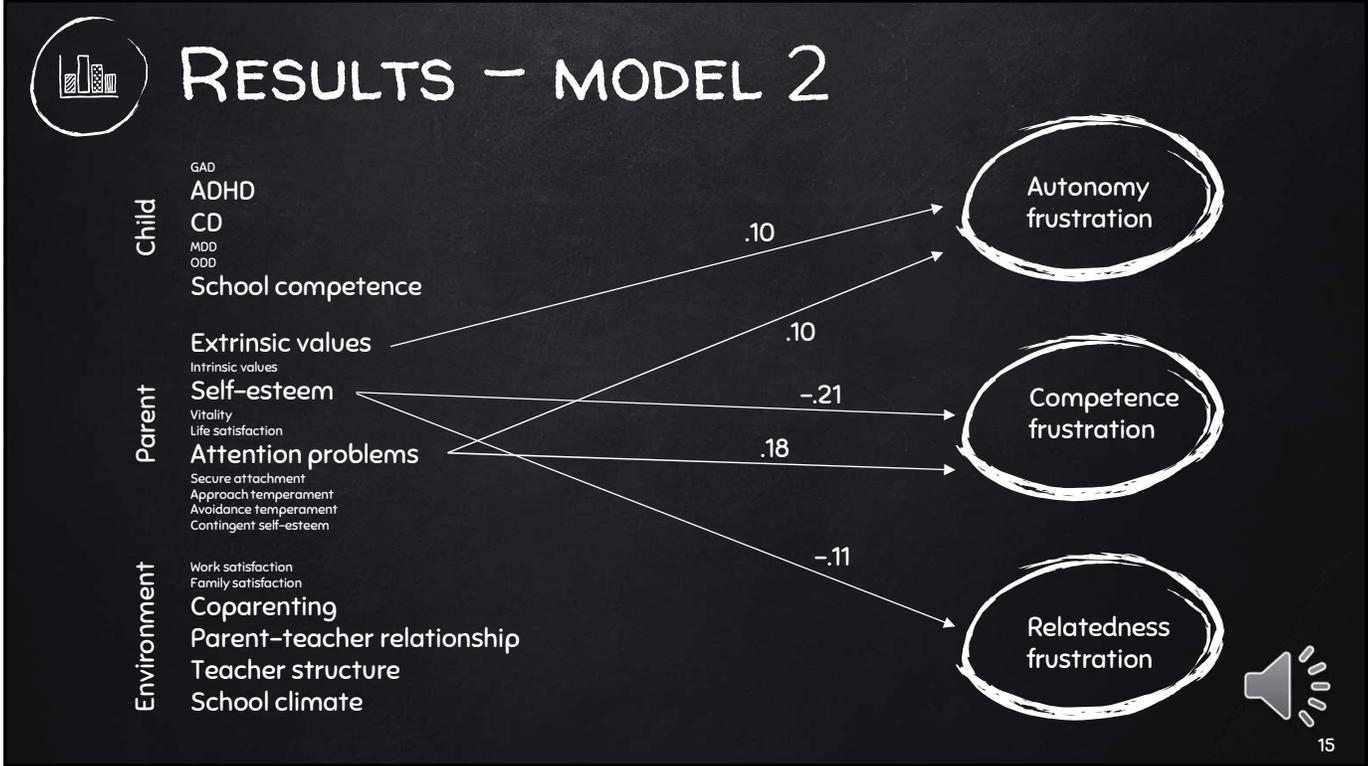
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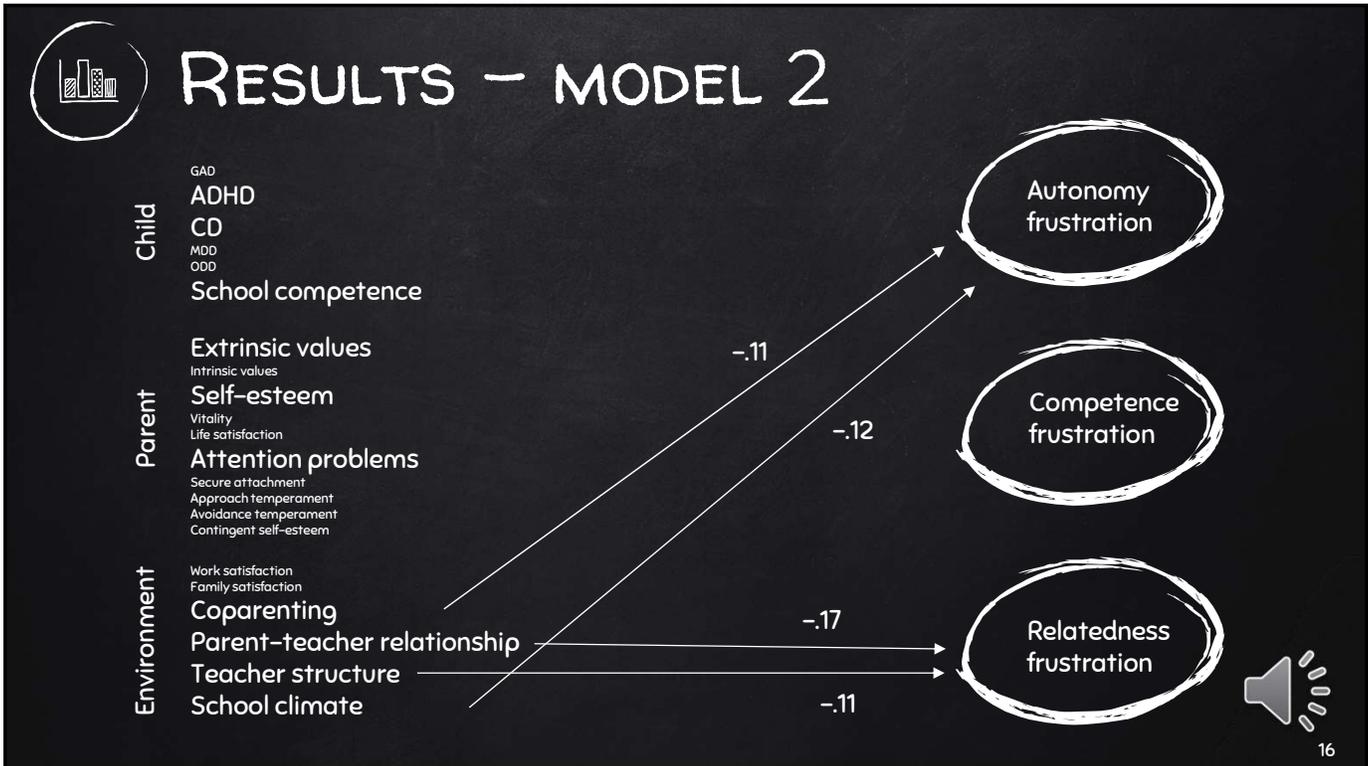
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DISCUSSION



MAIN FINDINGS

- Parents psychological needs in the context of their child's schooling are more satisfied than frustrated.
- The most important determinants of needs satisfaction as well as needs frustration are child and school factors.
- The role of the school in the avenues for intervention

FUTURE RESEARCH

- Examine these links later in the elementary school
- Examine potential moderators
- Study the association between parents' needs satisfaction and their supportive behaviors



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THANKS!

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