

# 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  $\alpha = .86$ )

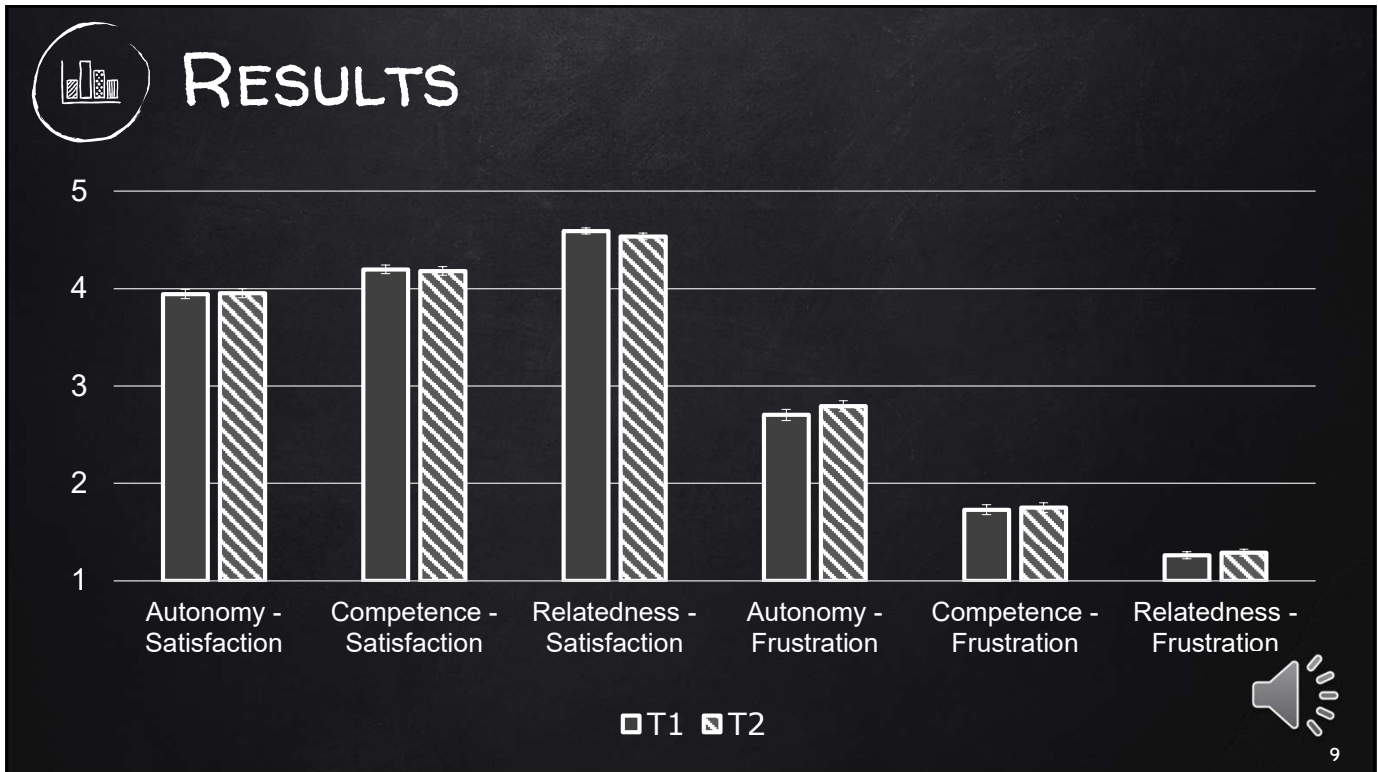
### School

- 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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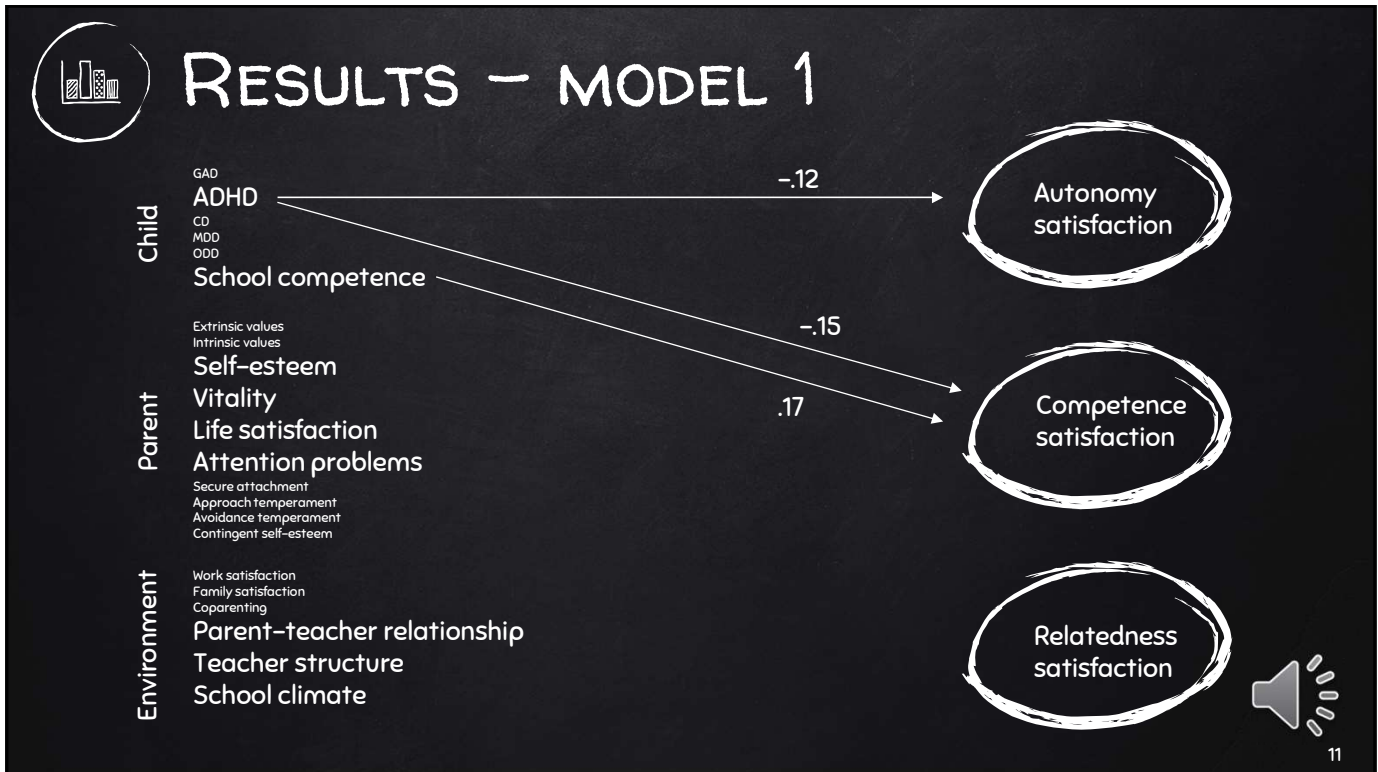
## RESULTS

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

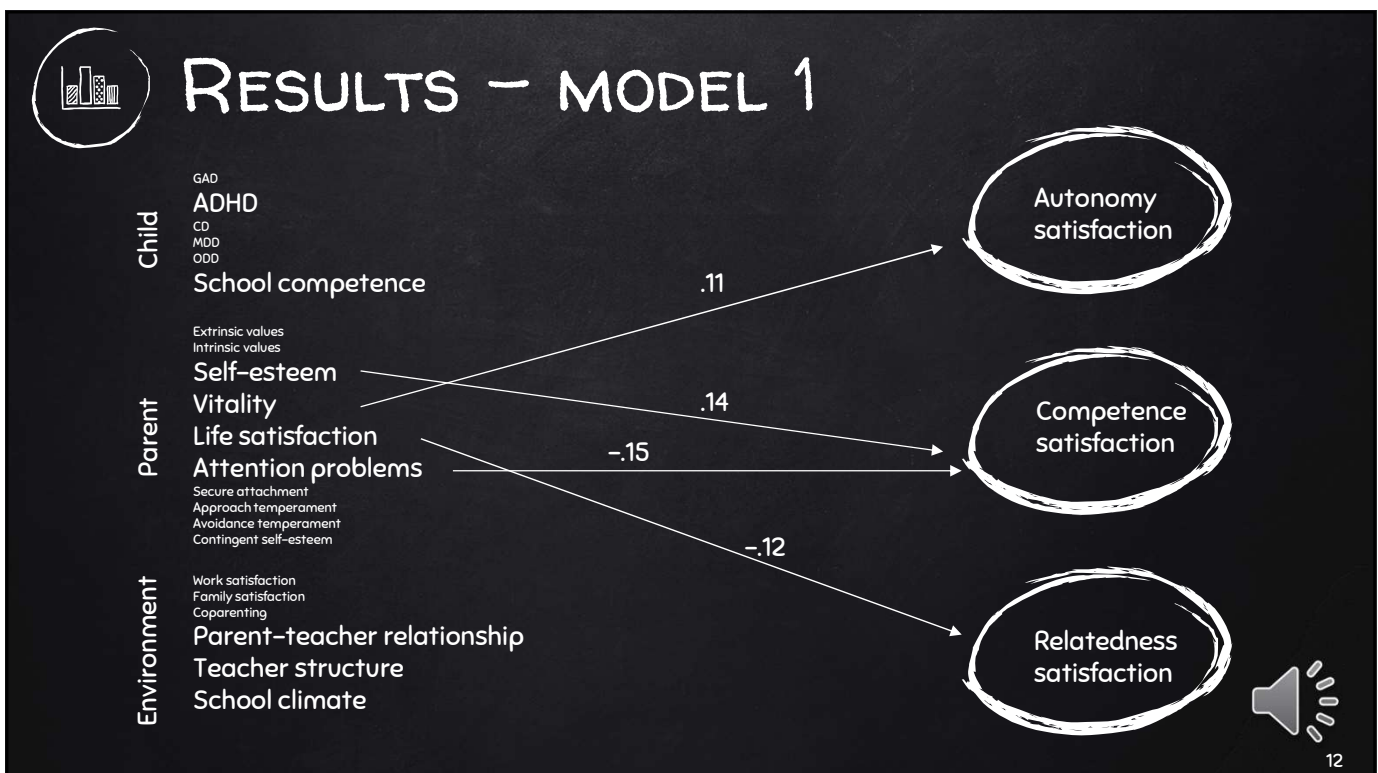
**Model 1**  
Predicting the satisfaction of needs from the 3 main categories of predictors

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

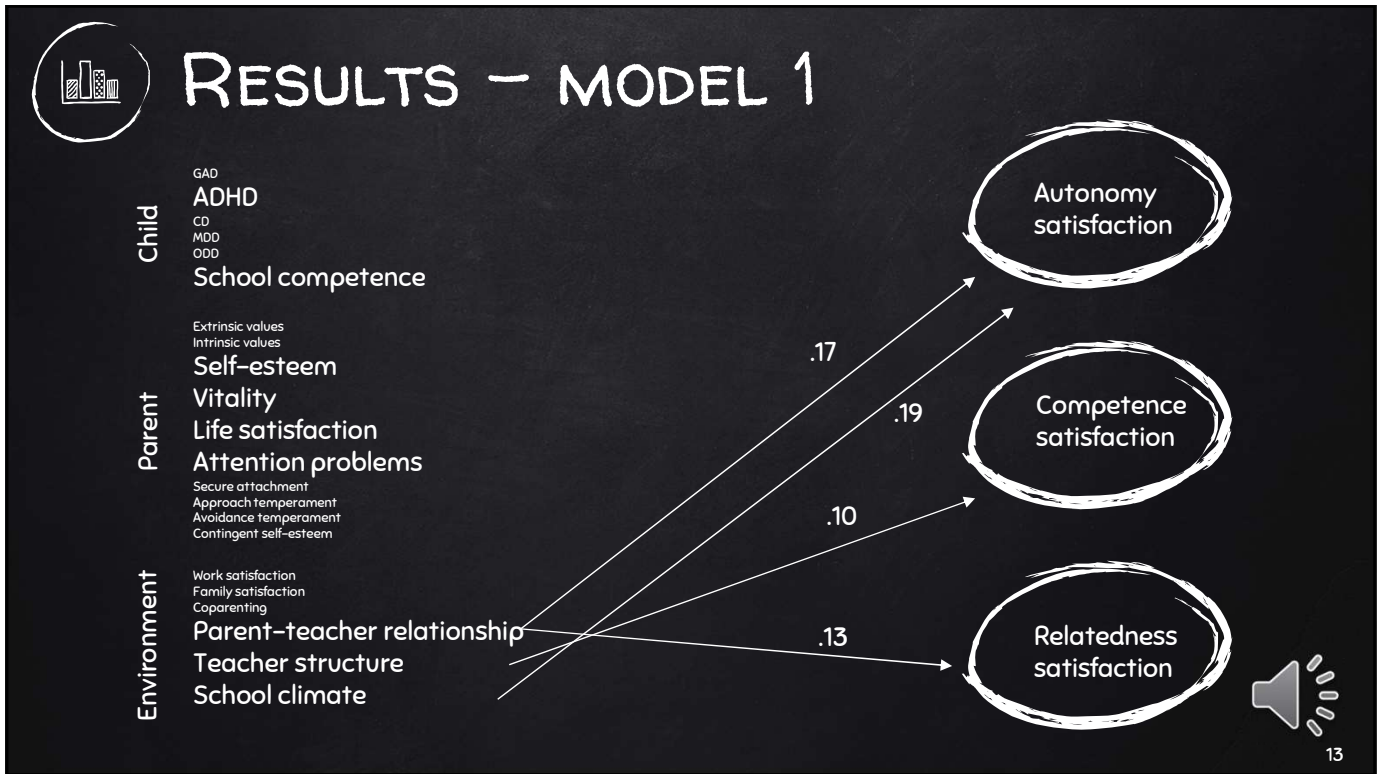
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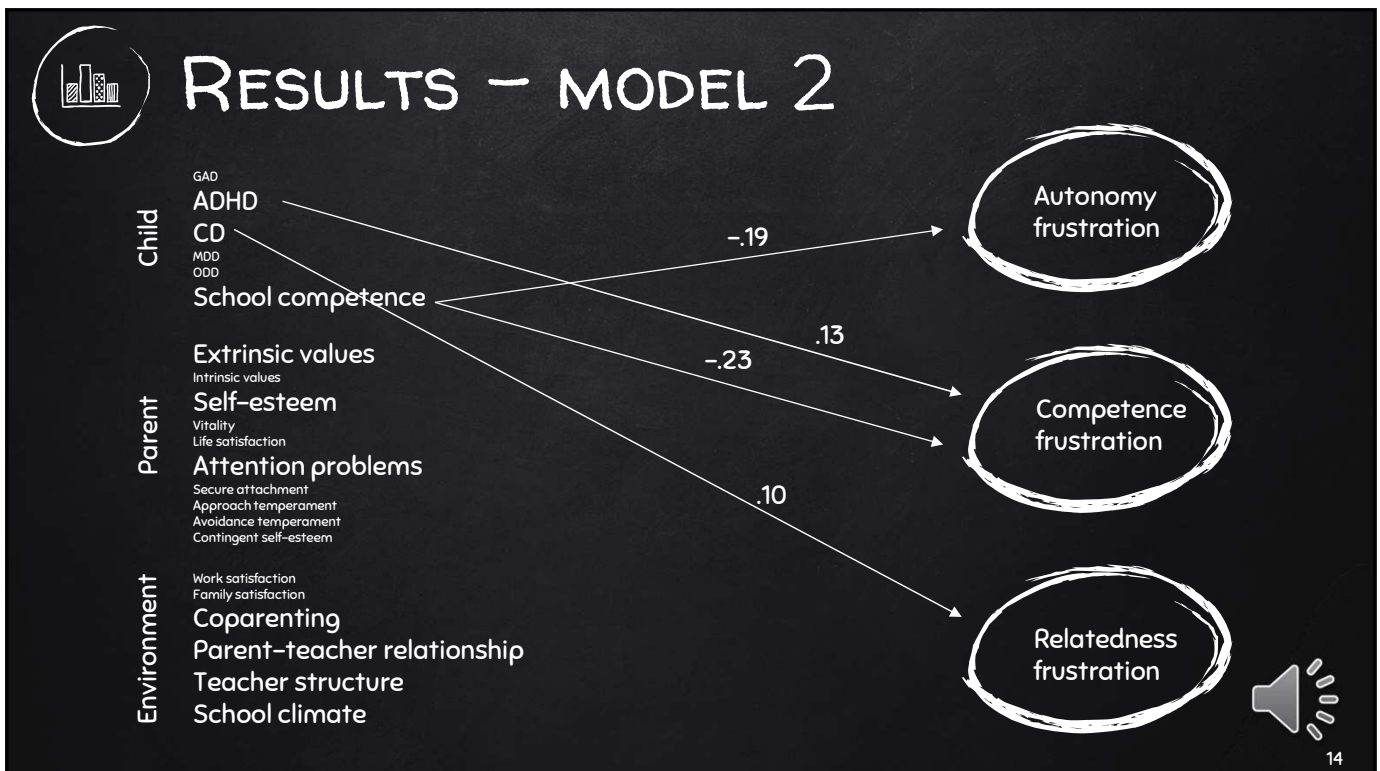
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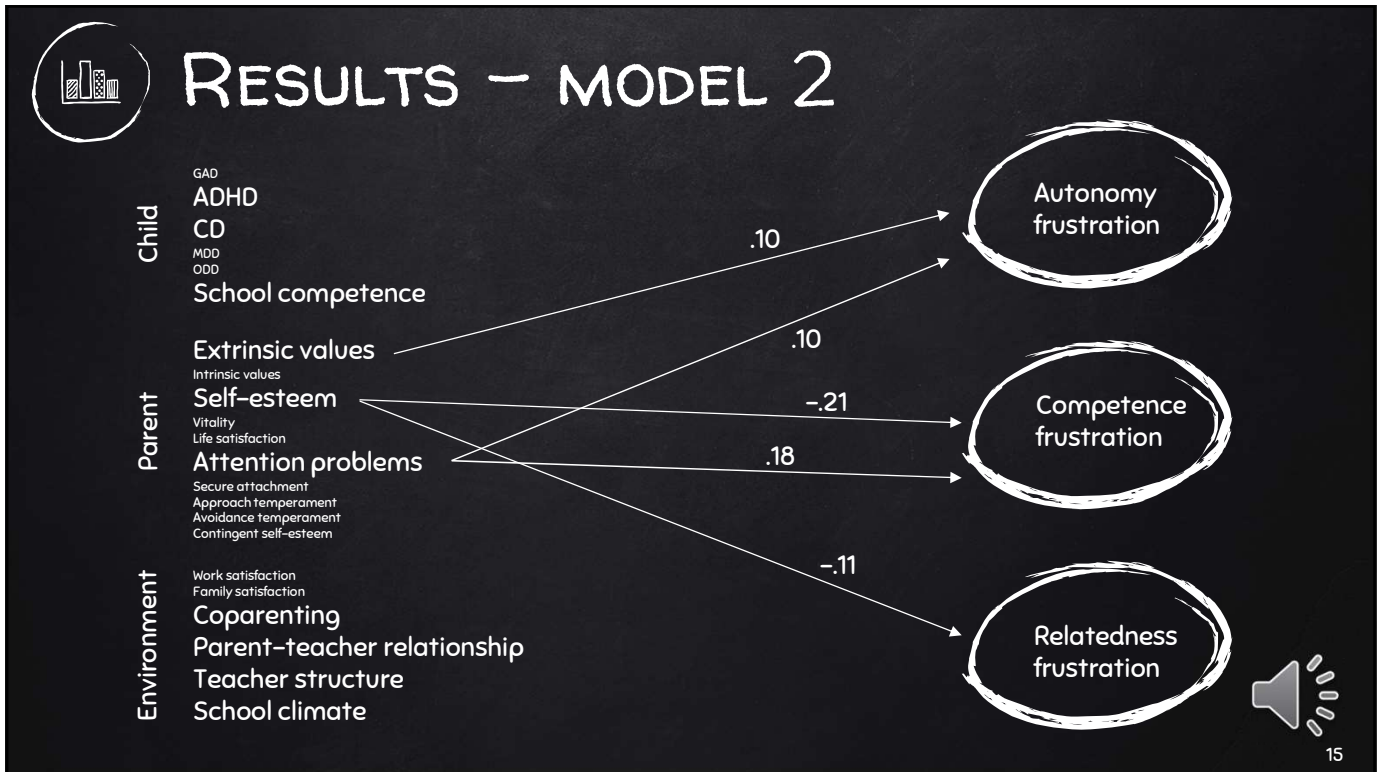
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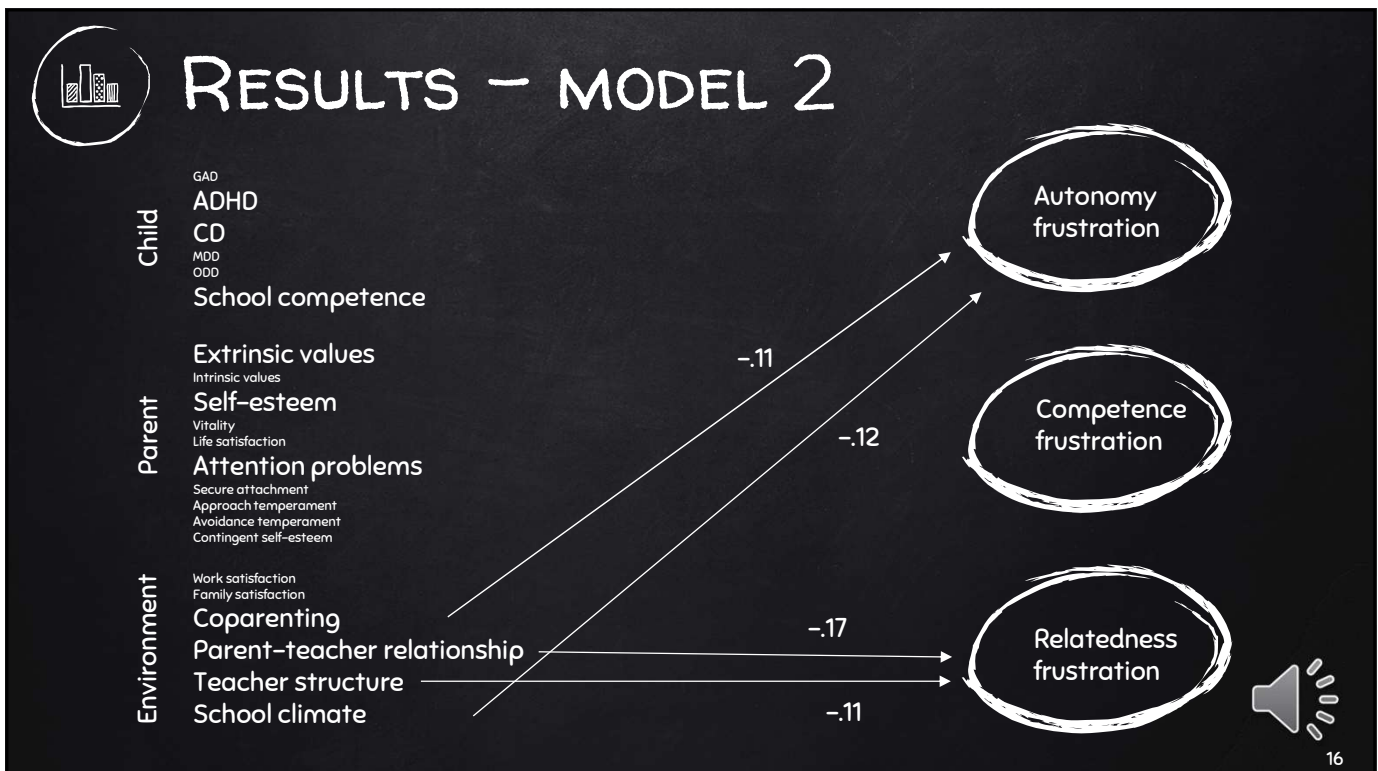
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## DISCUSSION



### 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!

[www.fse.ulaval.ca/besoins.parents](http://www.fse.ulaval.ca/besoins.parents)

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