PARENTAL SOLICITATION IS BENEFICIAL FOR AUTONOMOUS SCHOOL MOTIVATION.

ADOLESCENTS’ SCHOOL MOTIVATION IS ASSOCIATED WITH CHANGES IN PARENTAL MONITORING BEHAVIORS.

Analyses

Structural equation modeling (cross-lagged panel) with Mplus
Missing data handled using the robust full-information maximum likelihood estimator (MLR)

Method

Participants
- 328 participants (212 girls; 65%), M age at T1 = 15.8 years
- Recruited in two high schools located in high-poverty neighborhoods
- Questionnaires filled during class hours at T1 (Grade 9 or 10) and again, one year later at T2 (Grade 10 or 11)

Measures

Parental monitoring (Keijser & Poulin, adapted from Stattin & Kerr, 2000)
- 2 subscales: solicitation (4 items) and control (6 items)

School motivation (Vallerand et al., 1989)
- 3 subscales:
  - autonomous (16 items), controlled (8 items), amotivation (4 items)

Results

Over a one-year period,
- parental solicitation predicts
  - autonomous motivation
  - amotivation
- autonomous motivation predicts
  - parental solicitation
- controlled motivation predicts
  - in both parental solicitation and control

Multigroup analyses revealed significant gender differences, $\chi^2(27) = 44.27, p < .05$
  - among boys only, both amotivation and autonomous motivation at T1

Discussion

The bidirectional effects between parental solicitation and autonomous motivation may reflect a positive parent–child relationship.

Parental monitoring when adolescents show high controlled motivation.
- Parents may use monitoring behaviors particularly when they perceive their adolescents’ motivation to be problematic. Controlled motivation may complement autonomous motivation, because not all school tasks are inherently interesting.

Parental monitoring is associated with changes in parental monitoring behaviors.
- Parents react differently to their adolescent’s school motivation, depending on their gender.
- Parental control tends to change more in reaction to boys’ school motivation.
- May be due to gender differences in amotivation, which is higher among boys.

Interventions aiming to improve school motivation during adolescence should
- target parental solicitation
- support parent–child communication

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References


