

Predicting change in school motivation profiles among Canadian and Belgian adolescents: The role of parenting practices

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Université du Québec à Montréal/Université de Liège
June 15th, 2022

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LÉPSIS

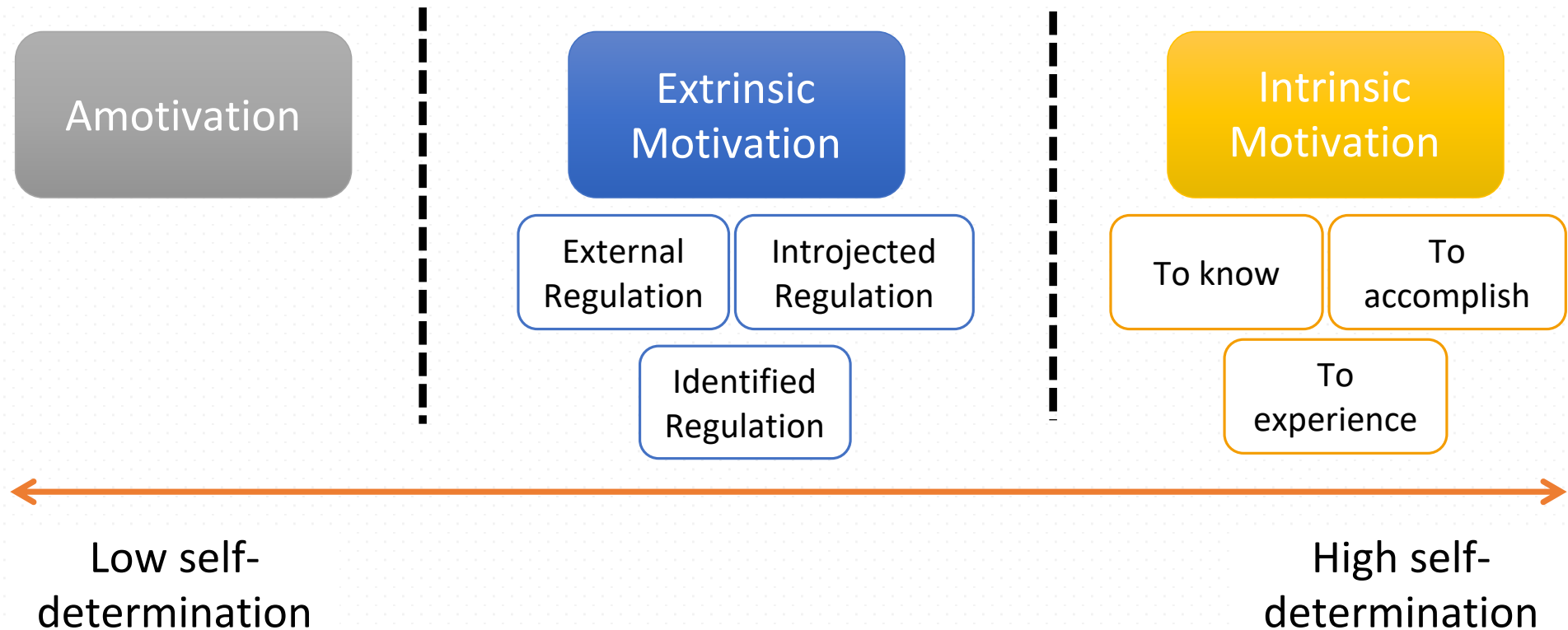
Introduction

- Motivation → engagement and success
 - Better results
 - Higher engagement
 - Positive attitude
- Motivation trend fluctuates
 - Known to decline over time
- Individual trajectories of motivation
 - Not as well studied or understood



Introduction

- Self-determination theory (SDT)
- From variable-centered to person-centered approach



Introduction



Dimensions of parenting practices

Need-supportive parenting

- Autonomy support
- Parental structure
- Interpersonal involvement

Warmth/rejection

Affective bond

Monitoring

Awareness of situations; keeping track

A close-up photograph of a red pushpin stuck into a map. The map shows various colored lines and text, though it is out of focus. The pushpin is the central focus, with its sharp point and circular head clearly visible. The background is a soft, blurred mix of colors, suggesting an indoor setting with other pushpins.

Objectives

- Monitor intraindividual transitions in motivation (build upon motivational profiles in Petit et al., 2022)
 - Monitor changes over 1 year (LTA)
- Verify if changes in need-supporting parenting, warmth & monitoring led to shifts in motivation profiles

Hypotheses



- Need-supportive parenting
- Warmth
- Monitoring

Upward
transition to
higher-quality
motivation
profile



- Need-supportive parenting
- Warmth
- Monitoring

Downward
transition to
lower-quality
motivation
profile

Methodology - Participants



Students in Grades 9 to 11 (2012 & 2015)
French speaking public schools

Canadian sample (Québec)

$N = 435$ (15.85 yrs.)

- Online questionnaire (in school)
- > 60% girls, Caucasian
- 50% intact families

Belgian sample (Walloon area)

$N = 414$ (15.19 yrs.)

- Paper-pencil questionnaire
- 50% girls, born in Belgium
- 58% intact families

Methodology - Measures



School
motivation

Academic Motivation Scale (AMS;
Vallerand et al., 1989)



Parental
practices

- Need-supportive practices –
Interpersonal Behavior Scale
(Otis & Pelletier, 2000)
- Parental acceptance/rejection
(Rohner, 2005)
- Parental monitoring (Keijsers & Poulin,
2013; Stattin & Kerr, 2000)



Analyses

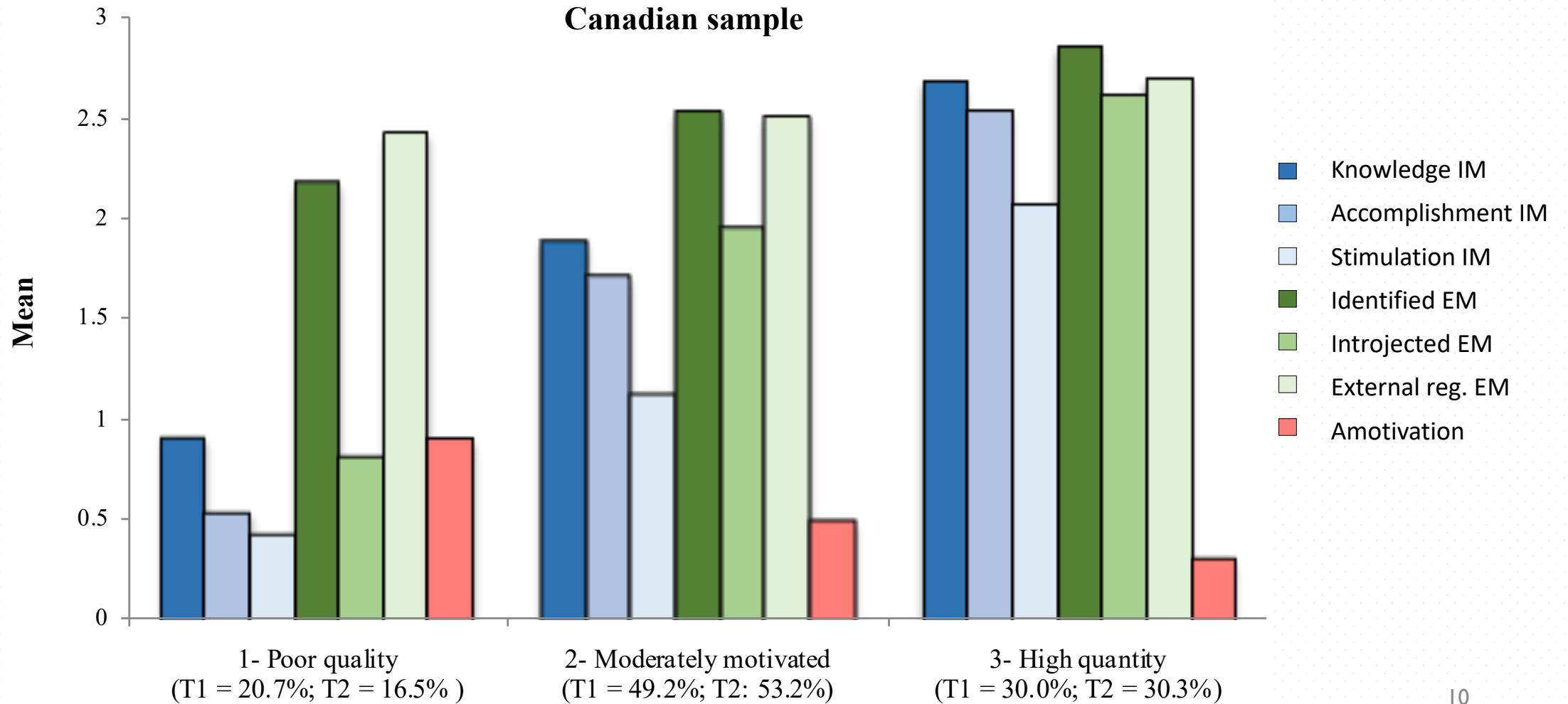


- Latent transition analysis (LTA)
 - Estimate movement in latent motivation profile membership (Nylund, 2007)
- *Moyer-stayer* analysis
 - 3 motivation paths: *Stayers, movers up* and *movers down*
- Identification of parental antecedents

1. Changes in motivation profile membership

2. Antecedents of profile transition

Results



Results



		Wave 2		
		Poor	Moderate	High
Wave 1	Poor	52.7 %	41.9 %	5.4 %
	Moderate	8.1 %	73.5 %	18.4 %
	High	5.5 %	27.6 %	66.9 %

Latent transition probabilities between academic motivation profiles



Results



		Wave 2		
		Poor	Moderate	High
Wave 1	Poor	68.3 %	27.0 %	4.7 %
	Moderate	10.6 %	72.3 %	17.1 %
	High	0.0 %	19.7 %	80.3 %

Latent transition probabilities between academic motivation profiles



Results - *Mover-stayer analysis*

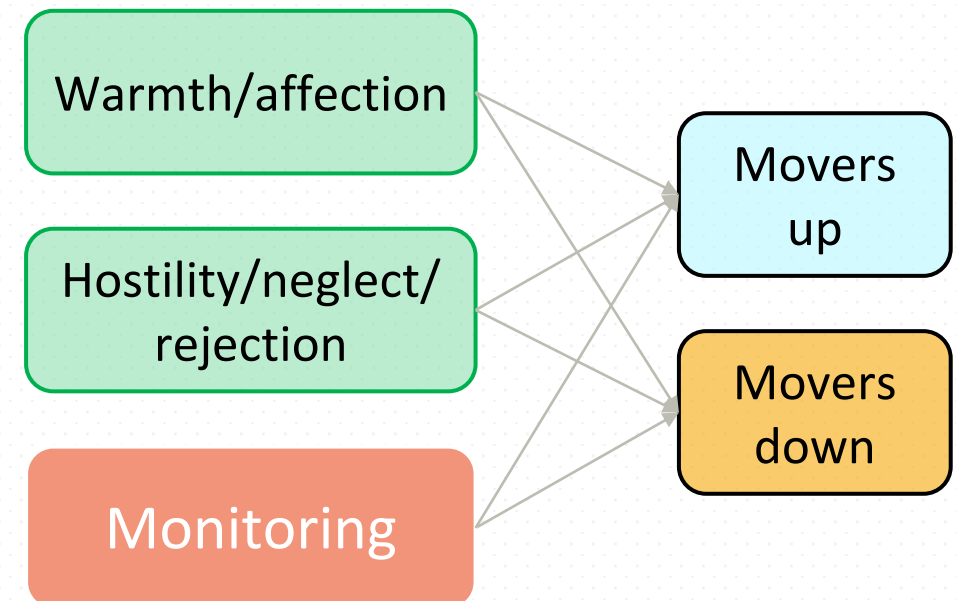
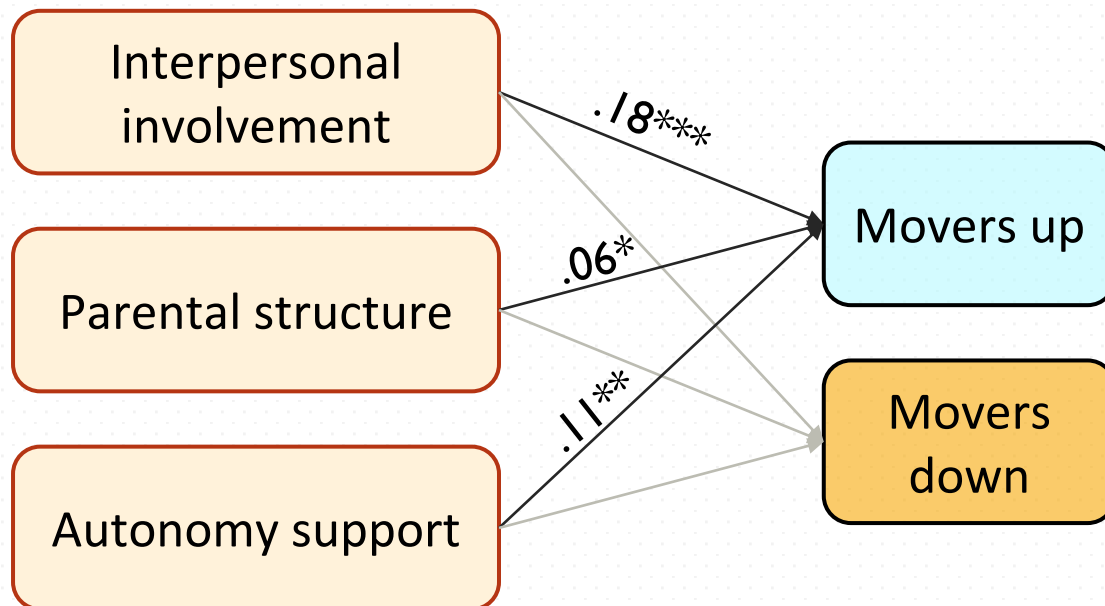


Trajectories	Total sample (%)	
	Canada	Belgium
Stayers	66.8	73.4
Movers up	19.0	16.1
Movers down	14.3	10.6

Results - Parental antecedents



Need-supportive parenting



* $p < .05$. ** $p < .01$. *** $p < .001$; grey arrows = n.s.

(Ref. stayers)

Discussion

- **Stability** of motivation over time
 - Moderate and high quantity profiles → most **stable**
 - If change → most **trend upward**
- Parental practices & motivation shifts – how to intervene



Strengths & Limitations

- + Longitudinal, person-centered approach
- + Parental predictors and regulatory styles – 2 samples
- Reference group comparison (3 levels of motivation)



Conclusion

- Need to promote/support motivation
- Changes in family environment influence motivation patterns
- Role of adolescent autonomy ?
- Role of teachers and parents



Thank you



Special thanks to students in participating high schools and to Zakaria Idrissi for his input into this presentation.

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