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Title: Evolution of parenting and parent involvement in schooling practices and Canadian adolescents' autonomy over a three-year span.

The current research investigated the evolution of mothers' and fathers' parenting and parental involvement practices and adolescents' level of autonomy in a three-year longitudinal study. Data came from a cohort of 542 adolescents with a mean age of 14.4 years at Time 1 of the study (8th grade). Paired-samples and independent samples *T-tests* and GLM repeated measures analyses were performed. Concerning parenting style practices, results indicated decreases in levels of mother's and father's warmth but increases in their psychological autonomy granting practices. No difference was observed in their supervision levels. As for parent involvement practices, findings showed lower scores in mothers' and fathers' affective support, communication with the teachers, daily interactions on school matters and parent-school communication. The father-adolescent communication scores, but not the mother's, were higher from grade 9 to grade 10. As expected, mothers were found to be more involved in most of the measures. With regard to the autonomy measures (i.e., work orientation, self-reliance and identity), there was no change in the identity scores throughout the three years. Students obtained higher scores on work orientation in grade 9 than in grade 8. Their self-reliance measures improved over the three years, girls obtaining higher scores than boys. We discuss these findings by addressing issues such as adolescents' developmental change influence on family relationships and parent involvement in schooling and gender differences in parenting and parent involvement in schooling practices and adolescents' autonomy