Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 4, No. 3, 2023

The Influence of Parenting Styles on the Motivation of Private College Students

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Abstract: Parenting styles are formed and developed in the course of parent-child interactions. The results of this interaction are reflected not only in the physical parenting process of the child but also in the transmission of parental behavioural norms to the child. Behaviours such as students' willingness to learn, attitudes, emotions, attention and thinking are the direct drivers of motivation. Parenting styles, as an important part of the home environment, support the development of students' motivation to learn. Taking private colleges and universities as an example, this paper explores the characteristics of learning motivation of college students in private colleges and universities, the characteristics of parenting styles, and the influence of parenting styles on students' learning motivation. The study found that good parenting style has a significant positive impact on the learning motivation of students in private colleges and universities.

Keywords: Private College Students; Motivation; Parenting Style; Family Environment.

1. Introduction

In recent years, the number of private colleges and universities and the total number of students enrolled in them have increased sharply, and the students of private colleges and universities have developed into a social group of huge scale. In the face of a competitive society, various factors affecting the development and employment of college students in private colleges and universities have attracted great attention. Learning motivation is one of the important factors, which refers to the motivational mechanism that inspires and sustains individuals' learning activities and directs them towards certain learning goals, and it represents the goals and needs of college students' learning, prompting individuals to have a desire for learning. There is still a gap in the research specifically on learning motivation of private college students. Therefore, this study conducts an in-depth exploration of the mechanisms by which parenting styles affect learning motivation of private college students, so as to strengthen the importance of parents' parenting styles and explore how to further improve the level of learning motivation of private college students.

2. Review of the Literature

2.1. Overview of Parenting Styles

Parents play an important role in the family, and children are initially shaped by their parents' behavior and attitudes to life and the world [1,2]. Diana Baumrind, an American psychologist, first introduced the concept of parenting styles in 1976 and studied the influence of parental personality traits on parenting styles. Parenting styles can be classified into four main categories: authoritative, authoritarian, permissive and neglectful. The different parenting styles undoubtedly have a significant impact on children's social development and personality formation. [3] Since then, many scholars at home and abroad have been devoted to the study of parenting styles, and have put forward different views. For example, parenting includes both specifically goal-directed and non-goal-directed parenting behaviors, such as changes in posture, gestures, tone of voice or natural expressions of emotion, in the performance of parental duties [4]. Parenting styles are a strong reflection of parents' personal values and educational goals, and demonstrate the influence of parental personality traits on parenting styles.

2.2. The Relationship between Parenting Style and Motivation to Learn

Parenting styles have a significant impact on the development of children. The findings of domestic scholars show that the emotional warmth factor of parents is significantly and positively related to university students' intrinsic motivation and total motivation to study, while father's punitive severity, mother's excessive interference and favoritism are significantly and negatively related to university students' endogenous motivation [5]. Research on motivation has shown that there are two factors that influence motivation: internal factors, such as age and personality traits, and external factors, such as parents' economic status, social status and parenting style [6]. The American psychologist Kyle et al. confirm that authoritative parenting styles are conducive to helping children develop internal motivation; authoritarian parenting styles are more likely to influence children's external motivation; and neglectful parenting styles can lead to a lack of motivation.

3. Research Methodology

3.1. Subjects of Study

A random sampling method was used to select 110 students from science and technology, literature and history disciplines from their first to third year of undergraduate studies at a private university in Guangzhou, Guangdong Province. 110 valid subjects were selected for this study.

3.2. Research Tools

3.2.1. Parenting Style Rating Scale

The parenting style scale used in this study is the Chinese

version of the Short Form Parenting Style Scale (s-EMBU-c) developed by Jiang Prize and Lu Zhengrong et al. in 2010, which is based on the Short Form Parenting Style Questionnaire (s-EMBU) formed by Arrindell et al. in 1999 with 46 questions extracted from the standard version of the EMBU based on question content and psychological measures. It was further revised based on the s-EMBU, which contains 21 questions and consists of three dimensions: parental rejection, parental warmth and parental overprotection. The questions are 6, 7 and 8, respectively, and the questionnaire is rated on a 4-point Likert scale ("1" for "never", "2" for "occasionally ", "3" for "often" and "4" for "always") The internal consistency coefficient was α = 0. The internal consistency coefficient was α=0.843, where: parental rejection α=0.880, parental warmth α=0.904, and parental overprotection α-=0.760. The retest reliability α=0.833, where: parental rejection α=0.860, parental warmth α=0.922, and parental overprotection α=0.750. the scale has good reliability in this study.

3.2.2. Motivation for Learning Scale

This study used the Chinese version of the Learning Motivation Scale developed by Chi Li-Ping and Xin Zi-Qiang et al. This scale was revised from the Learning Motivation Scale developed by Amabile et al. in 1994. The scale consists of 30 items, divided into two subscales, endogenous and exogenous motivation, containing 14 items and 16 items respectively. The endogenous motivation subscale consists of two factors: challenge and enthusiasm. The exogenous motivation subscale consists of four factors: reliance on others' evaluations, choice of simple tasks, concern for interpersonal competition and the pursuit of rewards. Both subscales have excellent reliability and validity indicators and are suitable for studying the motivation of Chinese university students.

4. Results and Analysis

4.1. The Relationship between Parenting Styles and the Dimensions of Motivation in Private Higher Education Students

Descriptive statistical analysis of the variables was carried out using spss statistical analysis software, with higher score times indicating greater satisfaction with the content surveyed. It was found that out of the 110 valid samples, the minimum value was 1 and the maximum value was 4. The mean and standard deviation are shown in the graph. According to the mean value, the highest mean value of 3.14 was found for the fact that it is important for me to do the work I like; the mean value of 2.21 was found for the fact that I seldom think about marks and rewards; and the level of concern of fathers and mothers for students with tertiary education affects the desire of students to study. In particular, parents who show the right amount of concern for their students are the most likely to promote students' desire to study, while parents who show too much and too little concern for their students' academic life are the opposite. It can be concluded that HE students want their parents to show appropriate respect and concern.

Among the three dimensions of parenting pressure, the standard deviation of I prefer to have someone at work to help me set goals is 0.881 and the standard deviation of I prefer to do work or tasks with very clear procedural steps is 0.682. This indicates that the sample has a lower data concentration of I prefer to have someone at work to help me set goals and the data are more dispersed, reflecting that tertiary students prefer to set goals with the help of their parents; while I prefer to do work or tasks with very clear procedural steps has the lowest standard deviation, indicating that its data concentration is lower higher and the data is more concentrated, reflecting that tertiary students prefer to grow up step by step under the arrangement of their parents, lacking independence and autonomy, being more dependent and unable to cope with unexpected situations well.

4.2. Regression Analysis of Parenting Styles and Private College Students' Motivation to Study

According to the correlation analysis, it is clear that excessive parental interference and emotional warmth are significant predictors of active learning, enjoyment of learning and lifelong learning among university students. The correlation coefficient value between parenting style and question 23 I prefer to have someone set clear goals for me at work is -0.199 and shows a significance at the 0.05 level, thus indicating a significant negative correlation between parenting and this. The correlation between parenting and question 24, the more difficult the problem, the more willing I am to try to solve it, is -0.205 and is significant at the 0.05 level, thus indicating a negative correlation between parenting and this. The correlation between parenting and question 26, I wish the job I was in would provide me with opportunities to increase my knowledge and skills, is -0.232 and is significant at the 0.05 level, thus indicating a significant negative correlation between parenting. The correlation between parenting style and question 28, I like to think independently to solve problems, was -0.200 and was significant at the 0.05 level, thus indicating a negative relationship between parenting. Parental interference makes students unable to think independently in their studies, while parental warmth makes students have clear goals and know where they are trying to go.

As a linear regression analysis with parenting as the independent variable and parenting as the dependent variable, the table above shows that the model equation is: parenting = 3.257 - 0.011*24. The model R-squared value is 0.418, meaning that topics 24 to 51 explain 41.8% of the reason for the change in parenting. The model passed the F-test ($F=1.655$, $p=0.044<0.05$), which means that at least one of the questions from 24 to 51 has an effect on the parenting relationship, and the model was tested for multicollinearity. The D-W values are around the number 2, thus indicating that the model is not autocorrelated, there is no correlation between the sample data and the model is good. The correlation analysis using spss statistical analysis software and regression analysis shows that the five categories of family parenting style, learning motivation, self-efficacy, academic performance and work performance have a two-by-two relationship, which meets the requirements of the multiple mediation model test. In conclusion, a reasonable family parenting style can promote self-efficacy, academic performance and work performance, and thus have a positive impact on learning motivation.

5. Conclusion and Insights

5.1. Conclusion

The way in which parents raise their children, and in particular the way in which children feel understood and

supported by their parents' emotional warmth, has a positive effect on children's own self-efficacy, academic achievement and motivation to achieve. Negative parenting styles, such as overprotective parenting, tend to create a rebellious attitude in growing children and are not conducive to academic achievement.

Emotional warmth from fathers and mothers had a positive effect on students' motivation to succeed and a negative effect on their motivation to avoid failure: parental overprotection and maternal rejection were significantly negatively associated with students' motivation to succeed and positively associated with their motivation to avoid failure. Mothers who are too demanding or parents who protect their children too much in life will make them do exactly what their parents want them to do, not see their own strengths and advantages, and live under parental protection from an early age, so such university students will usually show more avoidance of failure, procrastination and indecisiveness during their school years, thus making them less motivated to learn. The more affirmation and emotional warmth parents give their children, the more they will have a welcoming family environment that is conducive to emotional expression and the development of a creative spirit.

The different characteristic dimensions of parenting styles are verified through the role of achievement motivation and thus academic achievement. The motivation to succeed and the motivation to avoid failure are partly mediated by parenting style and academic achievement. Parenting styles have a profound influence on the development of children's personality and habits. their own problems in life and learning, to be brave and motivated to succeed, and to be flexible in their studies.

5.2. Insights

When a child enters school, the place where he or she receives education is transformed into a school, and the relevant educators in the school should form a home-school collaboration model with the parents. The school should play the role of a bridge between the child and the parents, communicate with the parents on a regular basis, create a special file for the student, reflect the student's activities and learning situation at school to the parents, encourage the parents to establish a new and equal parent-child relationship with the child, make the parents aware of their own problems in dealing with the child and make timely adjustments.

University students themselves should set the right goals according to the actual situation. Both too high and too low learning goals are not conducive to their healthy development and eventually affect their academic achievements. When setting goals, university students should fully understand their own strengths and weaknesses. Not only should they study cultural knowledge, but they should also participate in practical activities organized by the school, such as spring trips, volunteer trips to the countryside, visits to museums and patriotic education, so that students have rich extra-curricular experience and improve their abilities in practice.

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