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PARENTING STYLES AND INTRINSIC MOTIVATION AMONG HIGH SCHOOL STUDENTS - DO PARENTING STYLES INFLUENCE MOTIVATION ORIENTATION OF HIGH SCHOOL STUDENTS?

Abstract:

The study investigated the relation of specific parenting (maternal) styles with the motivation orientation of 610 high school students from 6 regions of Kosovo. In the literature there is evidence that certain types of parenting styles and the motivation orientations of the students are related to the school success of the students. More specifically authoritative parenting style that is characterized with high demandingness and high responsiveness tends to be more positively associated with schools success and with intrinsic motivation compared to authoritarian and permissive parenting styles. Intrinsic motivation often refers to motivation of students "to know", to be oriented "toward accomplishment" and "experience stimulation" while learning. The results showed significant positive correlation between authoritative parenting style scores with intrinsic motivation orientation "to know" ($r=.38, p<.001$), with motivation toward accomplishment ($r=.34, p<.001$) and with motivation toward experience of stimulation ($r=.36, p<.001$) (similar findings were found for both genders). Other two types of parenting resulted with no significant correlation with intrinsic motivation subscales. School success of students was significantly positively correlated with authoritative parenting style ($r=.16, p<.001$) scores whereas negatively with other two types of parenting style.. Additionally we looked at the association of three subscale of intrinsic motivation separately as dependent variables with parenting styles using a linear regression model and the results were in line with existing literature where authoritative parenting style and school success was positively associated with intrinsic motivation. More specifically the regression analysis indicated that only authoritative parenting from three different parenting styles significantly predicted [$\beta=.368, p<.001$] scores of subscale for measuring intention to learn of intrinsic motivation $F=35.39, p<.001, R^2=.055$. For the subscale measuring accomplishment as part of intrinsic motivation the regression analysis $F=27.48, R^2=.117$ indicated both authoritative [$\beta=.348, p<.001$] and authoritarian [$\beta=.70, p<.001$] parenting styles to predict the accomplishment scores. The last model also indicated that authoritative parenting style predicted scores of "experience of stimulation" while learning [$\beta=.322, p<.001$] $F=25.32, p<.001, R^2=.108$. The findings are discussed in terms of relation of parental styles and intrinsic motivation and its implication for the education system, also the findings are discussed in terms of cross-cultural issues where authoritarian parenting might be considered as appropriate parenting style. Also findings are discussed on how teachers should deal with different parenting styles in educational context.

Keywords:

parenting styles; motivation orientation; intrinsic motivation; school success

JEL Classification: I29

Literature review

Parenting style is defined as "a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviours are expressed" Darling and Steinberg (1993: 488). Intrinsic motivation is valued as an important construct, reflecting the natural human propensity to learn and assimilate (Ryan & Deci, 2000). There is a positive correlation between children's and adolescents' success in education and life, and the support and care provided by their parents. Parents play a crucial role in the motivation and academic achievement of their children. Baumrind (1991, 1996) proposes three parenting styles: authoritative, permissive and authoritarian. Authoritarian parents exhibit a high level of directive, restrictive and antagonistic behaviour. Permissive parents make few demands and exercise little control with minimal punishment, whereas authoritative parents show a high level of sensitivity, reasoning with the child and encouraging responsibility and autonomy. A literature review indicates that the authoritative parenting style is associated with increased motivation to learn and succeed academically (Baumrind 1996; Steinberg, Mounts, Lamborn, & Dornbusch, 2013; Kiuru, Aunola, Torppa, Lerkkanen, Poikkeus, Niemi, & Nurmi, 2012; Kordi, & Baharudin 2010).

Regarding motivation, one highly influential theory used by researchers to explain its effect on academic achievement is the self-determination theory (SDT) proposed by Deci and Ryan (1985, 1991). According to the authors (1991), intrinsic motivation is associated with high academic achievement. Motivation is a very complex psychological process, often influenced by various factors that sometimes moderate other processes.

The authoritative parenting style consistently relates to intrinsic motivation of students. A study by Creekmore (2010) reveals that children who grow up with authoritative parents show a high level of involvement in academic tasks and activities, and higher intrinsic motivation. Moreover, authoritative parents encourage their children to be independent and self-confident, by creating an environment that demonstrates expectations and encourages communication. The enthusiasm that parents show in their children's education helps to create an environment of encouragement and self-motivation, with a separate emphasis on intrinsic motivation. Intrinsic motivation is also associated with high levels of effort, responsibility, and preference for challenge (Patall, Cooper, and Robinson, 2008). Finally, children who develop intrinsic motivation are more likely than others to learn deeply, to continuously improve memory and in general to demonstrate high scores in their education (Gottfried, 1990).

The interaction between parenting styles and intrinsic motivation is analyzed by various studies. Grolnick, Wendy, Ryan, and Richard (1989) found that active involvement of the mother is positively associated with children's motivation and school preparedness. Another study conducted by Turner, Chandler and Heffer (2009) also highlights the positive correlation between parenting style, achievement motivation and academic performance. Based on empirical findings, authoritative parenting style predicted high intrinsic motivation and scholastic success for students

of various age groups (Ginsburg and Bronstein, 2008; Gonzalez, Holbein, Quilterc, 2002; Chandler and Heffer (2009); Rivers, Mullis, Fortner, & Mullis, (2012)).

In general, the methods of communication used by parents are seen to play a vital role in development and performance of children and adolescents (Webster, 2002). If parents adopt the right parenting style, their children can achieve competence in education. The interaction between parenting style and success in school has appeared as the subject of a large number of studies (Steinberg, Lambor, Dornbusch, Darling, 1992; Ginsburg and Bronstein, 1993; Taylor, Hinton & Wilson, 1995; Candler, 2006; Turner and Heffer, 2005; Abar, Carter and Winsler, 2009; Turner, Chandler and Heffer, 2009).

More specifically, in a study conducted with college students, Abar, Carter, and Winsler (2009) found a positive correlation between authoritative style and high levels of academic performance. Another study also found that authoritative parents positively and significantly predict academic performance of university students (Turner, Chandler and Heffer, 2009). The positive effect of authoritative parenting style in students' academic performance is also highlighted by Chandler (2006). In addition, Turner and Heffer (2005) reported that students raised in a family where responsibility, encouragement, empathy, autonomy and other features of authoritative style prevails, are most successful and show high grades at school.

Furthermore, Cheung and McBride- Chang (2008) examined the correlation between maternal parenting styles and children's academic performance. According to this study, children who grow close to a mother with commitment, responsibility and encouragement show a high level of motivation for learning and academic success. The study also looked at adolescent reports of maternal parenting styles and their relation to the students' motivation orientation and school success. The study expects replication of the positive relation between authoritative parenting, intrinsic motivation and school success. The importance of the study remains to be shown in cross-cultural validation of parenting styles, considering the evidence that authoritative parenting style is associated with positive outcomes for school children in western societies (Europe and USA), more than for those in Hong Kong (Leung, Lau, & Lam, 1998; Ang, & Goh, 2006). Further research is needed to understand the implications of parenting styles for motivation orientation and school success Sorkhabi (2005).

A vast body of research evidence emphasizes that culture plays an important role in perceiving parenting styles and hence influencing academic motivation. A study conducted by Steinberg, Mounts, Lamborn, & Dornbusch (1991) shows that, among African-American and Asian-American adolescents, there is no evidence that authoritative parenting has a positive effect on academic achievement. On the contrary, Chao (2001) found that Chinese families' authoritarian parenting style predicts satisfaction with the overall parent-child relationship, whereas authoritative parenting does not (Quoss & Zhao, 1995), and this correlates with other studies.

Sample

In the present study a total of 610 high school students, from seven regions of Kosovo, participated. The students were selected by convenience sampling, whereby third-year BA students from the Department of Psychology, University of Prishtina, each interviewed 10 high school students. Students were instructed to interview an equal number of male and female subjects, specific age range from 9th to 12th grade, and to include students whose academic performance differed. There were 281 (46.1%) males and 328 (53.8%) females in the sample. The students were from 9th grade (3.4%), 10th grade (19.8%), 11th grade (30.2%) and 12th grade (46.2%). The system in Kosovar education ranges from 1 (poor) up to 5 (excellent). The sample was composed of 1.1% with poor academic performance (GPA 1), 3.9% with satisfactory academic performance (GPA 2), 17.2% with good academic performance (GPA 3), 30% with very good academic performance (GPA 4), and 47.7% with excellent academic performance (GPA 4.7%). The average age of respondents was $M=16.55$, $SD=1.1$ ranging from 14 to 19 years of age.

Measures

Academic Motivation Scale (AMS-C 28) by Vallerand, Pelletier, Blais, Brière, Senécal, & Vallières (1992-1993) was used to measure intrinsic motivation. This scale has a 7-factor structure: intrinsic motivation to know, intrinsic motivation to accomplish, intrinsic motivation to experience stimulation; identification, interjected regulation, external regulation and a-motivation. For the purpose of this paper three intrinsic motivation subscales were conducted through analysis: to know (Cronbach alpha coefficient .76), towards accomplishment (Cronbach alpha coefficient .69), and to experience stimulation (Cronbach alpha coefficient .56). The internal consistency results of the first two subscales were satisfactory and, for the third, generally acceptable. The questionnaire was measured with a 7-level Likert scale, from 'does not correspond at all' to 'corresponds exactly'. To measure parenting styles, we used the Parental Authority Questionnaire developed by John R. Buri (1991). The PAQ consists of 30 items with three subscales, based on parental authority prototypes divided into permissive (Cronbach alpha .62), authoritarian (Cronbach alpha .64), and authoritative styles (Cronbach alpha .61). Participants were asked to respond to each item on a 5-point Likert scale, ranging from 'strongly disagree' to 'strongly agree'. All levels of internal consistency were acceptable, besides the subscales measuring experience and stimulation (Cortina, 1993).

Research design

The study is quantitative with predictive correlation design. There is no manipulation, but the relationship between variables is analyzed. Variables are determined and their position is defined. The study has predictive variable and criterion variable/outcome. It is ex post facto. Data were collected at a certain time; the study is single cross-sectional.

Results

Initially, the normality of score distribution for parenting style and motivation subscales was analyzed. The results revealed that all subscales according to the Shapiro-Wilk test were significant, which indicated that scores in the sample do not have a normal distribution. Exploratory analysis was done by looking at the correlation of scores between subscales of parenting styles and of intrinsic achievement motivation, using Spearman Rho (r_s), as there was a lack of normality in distribution of scores.

Table 1 - Correlations among Key Study Variables

	Tolerating style	Authoritar ian style	Authoritat ive style	Intrinsic Motivatio n- To know	Intrinsic Motivatio n Toward accomplis hment	Intrinsic Motivatio n - Experienc e stimulatio n.
Tolerating style		.274**	0.37	-.018	-.004	.035
Authoritarian style			.045	.048	.093*	.073
Authoritative style				.433**	.368**	.347**

* $p < .05$; ** $p < .001$

As seen in the table, analysis showed significant positive correlation between authoritative parenting style scores and intrinsic motivation 'to know' ($r_s = .43$, $p < .001$), with motivation toward accomplishment ($r_s = .37$, $p < .001$) and with motivation toward experience of stimulation ($r_s = .35$, $p < .001$). The other two types of parenting resulted in no significant correlation with intrinsic motivation subscales. Intrinsic motivation orientation was analyzed also in relation to gender. Results showed a significant correlation of intrinsic motivation orientation, only with authoritative style of maternal parenting. Table 2 presents the correlation between authoritative parenting style

and subscales measuring intrinsic motivation, and it can be observed that they have a positive significant correlation.

Table 1 - Correlations among Key Study Variables for males and females

	Intrinsic Motivation n- To know	Intrinsic Motivation n Toward accomplishment	Intrinsic Motivation n - Experience stimulation n.
Authoritative style (males)	.431**	.377**	.363**
Authoritative style (females)	.416**	.336**	.316**

* $p < .05$; ** $p < .001$

We also looked at the correlation of parenting style subscale scores, with reported academic success of the high school student. The findings indicate a negative non-significant correlation with tolerant style scores $r_s = -.062$, $p < .12$, a significant negative correlation with authoritarian parenting scores $r_s = -.101$, $p < .001$ and significant positive correlation with authoritative parenting scores $r_s = .167$, $p < .001$.

Additionally, the association of three subscales of intrinsic motivation, separately as dependent variables with parenting styles, was analyzed. Table 3 presents the results of regression analysis for three models, where subscales measuring intrinsic motivation were entered as dependent variables and parenting styles as independent variables.

Table 3 - Regression coefficients parenting styles

Regression coefficients (standardized coefficients)			
	Intrinsic Motivation- To know	Intrinsic Motivation Toward accomplishment	Intrinsic Motivation - Experience stimulation.
Tolerating style	-.039 n.s. (-.042)	-.041 n.s. (-.042)	-.000 n.s. (.000)
Authoritarian style	.042 n.s. (.055)	.070 * (.085)	.038 n.s. (.049)
Authoritative style	.368 ** (.384)	.348** (.337)	.322 (.329)
F	35.39** .147	27.47** .117	25.32** .108
Adjusted R2	599	598	600
N			

*p<.05; **p<.001

The regression analysis indicated that, from three different parenting styles, only authoritative parenting significantly predicted [$\beta=.368$, $p<.001$] scores of subscale for measuring intention to

learn from intrinsic motivation $F=35.39$, $p<.001$, $R^2=.147$. For the subscale measuring accomplishment as part of intrinsic motivation, the regression analysis $F=27.48$, $R^2=.117$ indicated both authoritative [$\beta=.348$, $p<.001$] and authoritarian [$\beta=.70$, $p<.001$] parenting styles to predict the accomplishment scores. The last model also indicated that authoritative parenting style predicted 'experience of stimulation' scores while learning [$\beta=.322$, $p<.001$] $F=25.32$, $p<.001$, $R^2=.108$.

Discussion

As expected, the findings of our study illustrate positive correlation between variables. Our findings show that there is a positive correlation between authoritative parenting style and three intrinsic motivation subscales for both genders: to know, towards accomplishment and to experience stimulation. This is further supported by existing literature evidence that maternal authoritative parenting style is related to intrinsic motivation and higher school success, when average grade is taken as a parameter of academic success (Turner, Chandler, & Heffer, 2009). On the other hand, authoritarian parenting scores were found to negatively correlate with the academic success of adolescents. Regression analysis confirmed the findings from correlations, that authoritative parenting was associated with scores of three subscales measuring intrinsic motivation. Although weak, a correlation was found between maternal authoritarian scores and intrinsic motivation toward accomplishment scores, which were also found in the regression analysis. Results do not show gender differences among participants' intrinsic motivation and parenting styles, a finding in line with outcomes of the study conducted by Gonzales, Holbein, & Quilter (2002), where student gender did not result as a significant factor.

Generally, findings correlate with those in the literature; however even a weak connection, between authoritarian parenting and accomplishment intrinsic motivation scale, indicates that further studies in this direction are required. Findings are important especially in Kosovo, where patriarchal values present a suitable context for authoritarian parenting styles. The findings indicate that authoritative parenting styles predict intrinsic motivation and scholastic success among school children, as found in similar cultures where traditional values are present (Mayseless, Scharf, & Sholt, 2003). Future studies may ensue to explore how teachers perceive and react to different parenting styles, and how this affects the whole triangle of student-parent-teacher relationships. It may also be useful to see how teachers' perceptions of specific parenting styles might influence children's intrinsic motivation. Findings are relevant in the school context, especially for teachers and school psychologists establishing relationships between parenting styles and intrinsic motivation, developing methods for the classroom, and working with students on their study behaviors.

Regarding limitations of the present study, the sample was selected by convenience sampling and not random route, and some of the measures translated from the Albanian language have low internal consistency results.

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