

The Effect of Parents' Child-Rearing Attitudes on High School Students' English Learning Motivation and Achievement*

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The purpose of this study is to investigate the effect of parents' four-types of child-rearing attitudes (i.e., acceptance, rejection, autonomy, control) on Korean high school student's English-learning motivation and their English achievement. A total of 250 high school students participated in this survey study. The results indicated that father's child-rearing attitudes made significant differences in high school students' four types of English-learning motivation (i.e., intrinsic motivation, extrinsic motivation, ideal L2 selves, and ought-to L2 selves). However, mother's child-rearing attitudes did not bear any statistical differences among the four types of English-learning motivation. Second, both father's and mother's child-rearing attitudes made no significant differences in students' English achievement. Third, there existed significant statistical differences in parents' child-rearing attitudes between high English proficiency group and low proficiency one. This study indicates that father's active intervention in their children's English learning is more important than that of their mothers.

[parents' child-rearing attitudes/English-learning motivation/academic achievement/
부모의 자녀 양육태도/영어 학습 동기/학업 성취도]

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I. INTRODUCTION

This study aims to analyze the effects of parents' four-types of child-rearing attitudes (acceptance, rejection, autonomy, and control) on their children's English-learning motivation and academic achievement. Parents are the earliest and greatest influences on their children. The way parents and their children interact and the children are raised and socialized is dependent on the parent's attitudes (J. H. Joo, 2004). Also, children's development shows different characteristics depending on how parents perform their roles. When parents are affectionate and accepting, children's social, emotional, and intellectual development is facilitated, but not in the opposite case.

Parents' child-rearing attitudes have a great effect on adolescents as well as children (M. H. Hong, 2013). When parents compliment and acknowledge their children's schoolwork, for instance, the children start to focus on studying, with high learning motivation. However, if they force children to study or punish them, low learning motivation will result. In short, students will have different levels of motivation, depending on how their parents treat them; and when learners feel intrinsic motivation (when they are interested in studying for its own sake), there is a large positive effect on academic achievement. If not, they experience varying degrees of demotivation (e.g., Y. K. Kim & T. Y. Kim, 2013).

Academic achievement is an objective indicator that shows students' academic level. In South Korea, College Scholastic Ability Test (CSAT) is very important for students' futures; hence, both high school students and their parents are extremely interested in academic achievement and doing well on CSAT. There are many factors that affect academic achievement, such as social environment, family background, and school environment. However, one of the primary factors among these is family background (M. A. Jeong, 2004). For instance, Coleman (1988) set students' family background, school environment, teacher factors, and school environment as independent variables and investigated their relation with academic achievement. The results showed that family background, including parents' child-rearing attitudes, turned out to have a great effect on students' academic achievement. On the other hand, factors such as school environment or teacher factors did not exert much effect on students.

On the basis of a review of previous research, this study will endeavor to determine the effect of parents' child-rearing attitudes on English-learning motivation and academic achievement of their children. In addition, the study will select students with high and low achievement in English, and investigate the differences between their motivation on English learning and their parents' child-rearing attitudes. By observing students with high achievement in English and those with low achievement, we expect to find features unique to students with high achievement and their families. The research questions are as follows.

- 1) What differences do subfactors of high school students' motivation on English learning lead to depending on the father's and mother's child-rearing attitudes?
- 2) What differences does high school students' English academic achievement lead to depending on the father's and mother's child-rearing attitudes?
- 3) What differences do motivation on English learning and/or parents' child-rearing attitude have between students with high academic achievement in English and those with low achievement?

II. LITERATURE REVIEW

To date, the influence of parents' child-rearing attitude on L2-learning motivation and development is a rarity with only a few exceptions (e.g., T. Y. Kim, 2012). However, in the field of education (e.g., Jackson, 2006) and psychology (e.g., Gelso, Birk, & Powers, 1978), there exist a large number of domestic and international studies showing that children's academic achievement or their motivation for learning are affected by parents' child-rearing attitudes. In this section, given the context of this study, research conducted in Korea will be introduced.

The effect of parent's child-rearing attitudes on their children's motivation proved significant across all school levels. First of all, among elementary school students, W. G. Choi (2007) divided parents' child-rearing attitudes into affectionate, autonomous, rejective, and controlling. On the basis of a survey of 511 elementary school students, he investigated the differences in students' motivation for learning and attitudes depending on the type of child-rearing attitudes demonstrated, and found that when levels of affectionate and autonomous attitudes in parental nurturing were high, all subcomponents in children's motivation for learning turned out to be high as well. Similarly, Y. J. Kim (2011) investigated the effect of parents' child-rearing attitudes on children's learning motivation, surveying 622 elementary school students, and found that parents' receptive child-rearing attitudes had a significantly positive correlation with children's learning motivation. In a study aimed at elementary school students, N. Y. Lee (2013) investigated the effect of mother's involvement in learning on English academic achievement and learning motivation, making a series of observation and interviews from three elementary school students and asking their parents to encourage them either to learn English, form a positive future self-image, or form an ideal L2 self. Each of these had a positive effect on English-learning motivation and on academic achievement as well. However, the mothers who did not show much interest in the learner's school life per se had a negative influence on their children's English language learning motivation.

As for the research on secondary school students, G. H. Park (2004) investigated the

effect of parents' child-rearing attitudes on learning motivation, focusing on 331 middle school students. A significant correlation was found between mother's child-rearing attitude and their middle school children's learning motivation. Moreover, after identifying a relation between father's child-rearing attitude and learning motivation, this study also found that father's accepting and autonomous child-rearing attitudes had a positive relation to motivation and achievement, while authoritative and controlling child-rearing attitudes had a negative relation. Surveying 377 secondary school students, M. H. Hong (2013) also studied the effect of parents' child-rearing attitudes on learning motivation and showed that parents' affectionate, autonomous, and rational attitudes raised their children's learning motivation significantly, whereas nonchalant, controlling, and emotional attitudes lowered their learning motivation.

Y. M. Lee (2007) suggests that when parents' child-rearing attitudes lead to indifference and mistreatment, children's academic achievement decreases, and when they foster their children's autonomy, their academic achievement improves. Y. H. Min (1998) studied the effect of parents' child-rearing attitudes on their children's self-concept and academic achievement, surveying 311 elementary school students, and found that the level of academic achievement of groups with a accepting child-rearing attitude was higher than that of groups with an authoritative attitude. Investigating middle school students, M. Y. Park (2005) examined the relation between parents' child-rearing attitudes and their children's academic achievement. When parents' child-rearing attitudes were more affectionate and autonomous, children's academic achievement appeared to be higher, and when maternal child-rearing attitude was more affectionate, autonomous, and rational, children's academic achievement turned out to be higher as well.

Thus, on the whole, previous studies above show that parents' affectionate, autonomous, and rational attitudes generally have a positive relation with their children's learning motivation, while their nonchalant, controlling, and emotional attitudes have a negative relation with their children's learning motivation. This means that if parents are attentive to their children and raise them by giving them options about their own upbringing, the children's learning motivation will be affected positively, while if parents coerce them into studying or thwart their intentions, learning will be affected negatively. Except G. H. Park (2004), most studies focused on the effect of maternal child-rearing attitudes on their children's scholastic success. To date, paternal involvement and attitudes in child-rearing are rarely found. In the backdrop, this study purports to investigate the differences between mother's child-rearing attitude and that of father's.

III. METHOD

1. Participants

A total of 250 students at a girls' high school in Seoul participated in our survey. The participating school was located in a middle-class area, west of Seoul, and the students' academic ability measured by the academic achievement test administered by the Seoul Metropolitan Office of Education was on average. We decided to focus on female students for this study because they were more liable to be affected by their parents than male counterparts (OECD, 2012). We deleted data for 16 students who had lived in an English-speaking country for more than six months because in some cases, long-term residence in an English-speaking country might already have affected students' English skills and that this might distort the results of the study. We also deleted data for 17 students who provided dishonest answers. In the end, the total number of participants used for analysis was 217.

2. Procedures

Based on previous research (e.g., W. G. Choi, 2007; G. H. Park, 2004), the following four-types of child-rearing attitudes were included in the research questionnaire: accepting attitude (i.e., understanding their children with love, encouraging them, and giving praise to them), rejective attitude (i.e., disinterested in their children, criticizing them, and mistreating them), autonomous attitude (i.e., giving choice to their children and making them decide on their own), and controlling attitude (i.e., controlling their children to do what they are required to do by imbuing them with the parents' value system). H. I. Choi and S. I. Kim (2004, p. 68) define a accepting attitude as parents "understanding thoughts or emotions empathically with affection and interest and using encouragement and compliment," while rejective attitude means "not understanding thoughts or emotions well with lack of affection and interest and using frequent criticism." Autonomous attitude "allows autonomous behavior and does not force the value that parents have," and a controlling attitude "includes lots of direction, involvement, prohibition and control, and forces the value that parents have, which means all the decisions are made by parents."

English-learning motivation is taken in this study to include four factors: intrinsic motivation, extrinsic motivation, ideal L2 self, and ought-to L2 self. Intrinsic motivation means that students are very interested in learning English for its own sake, and extrinsic motivation means studying for other material or psychological compensation (e.g., grades, job, promotion) (T. Y. Kim, 2013). When one studies English for reasons related to one's ideal L2 self, it means that one is imagining one's prosperous future as an English-speaker.

An ought-to L2 self reflects the poor image of the future that may result from not studying English, as well as from the externally-mandated vision of the future set by other people's pressures (Dörnyei, 2005, 2009). We used students' final English grades to measure their academic achievement, with the prior written consent from the school.

The internal consistency of the study's measurement tool is shown in Table 1. Since the value of Cronbach's alpha is more than 0.6, we can see that the questionnaire items are reliable, with high internal consistency.

In order to investigate parents' child-rearing attitude, we compiled a questionnaire based on G. H. Park (2004), whose questionnaire items were deemed relevant because of the similarity of research participants. A pilot study was carried out using these 60 questionnaire items, of which 47 were ultimately retained after the removal of 13 questions that lowered construct validity. Also, in order to investigate students' English-learning motivation, this study modified questionnaire items used by J. Y. Yoon and T. Y. Kim (2012) and D. I. Choi and T. Y. Kim (2013). For subcomponents in L2 learning motivation, this study adopted intrinsic motivation, extrinsic motivation, ideal L2 self, and ought-to L2 self, following D. I. Choi and T. Y. Kim's (2013) taxonomy.

TABLE 1
Internal Consistency of Measurement Tool

Category		Question number	Cronbach Alpha
Parents' attitude	Child-rearing	Acceptance	.93
		Rejection	.84
		Autonomy	.73
		Control	.80
Mother's attitude	Child-rearing	Acceptance	.90
		Rejection	.82
		Autonomy	.70
		Control	.76
Motivation about English learning		Intrinsic motivation	.87
		Extrinsic motivation	.80
		Ideal L2 selves	.86
		Ought-to L2 selves	.77

3. Data Analysis

Based on the main study data obtained from 217 students about parents' child-rearing attitudes, the participants' parents' child-rearing attitudes were divided into acceptance (Group 1), rejection (Group 2), autonomy (Group 3), and control (Group 4). We compared the sum of students' responses on each section, and judged the section with the largest sum to indicate their parents' child-rearing attitude. After excluding seven students who showed a tie score in two areas and thus could not be placed in one group, 210 students' data were

retained as the subject of analysis. Father's child-rearing attitudes were categorized as follows: acceptance (140), rejection (14), autonomy (43), and control (13). Mother's child-rearing attitude was categorized as follows: acceptance (168), rejection (6), autonomy (21), and control (15). Within and across these groups, we analyzed differences between intrinsic motivation, extrinsic motivation, ideal L2 selves, and ought-to L2 selves depending on the type of parents' child-rearing attitudes.

ANOVA (analysis of variance) is usually used for comparing differences between two or more groups. However, numbers for homoscedasticity of error and assumption of normal distribution are necessary to conduct ANOVA. The results of homoscedasticity between groups and normality were both unsatisfactory. Accordingly, we compared four groups by using the Kruskal–Wallis test, a nonparametric counterpart of ANOVA. When a difference between groups was found, the post-hoc Mann–Whitney was conducted and the groups were compared by Bonferroni Correction. When the Kruskal–Wallis test turned out to be significant, we multi-compared difference of each group through Mann–Whitney test with Bonferroni Correction (Sargent, Hodges, & Carlin, 2000).

IV. RESULTS

1. The Effect of Parents' Child-Rearing Attitude on English-Learning Motivation

1) Difference in Intrinsic Motivation Based on Child-Rearing Attitude

We compared intrinsic motivation in English learning based on parents' child-rearing attitude through the Kruskal–Wallis test. First, father's child-rearing attitude was analyzed by using a series of non-parametric tests.

TABLE 2
Intrinsic Motivation Based on the Type of Father's Child-Rearing Attitude

Type	<i>M</i>	<i>SD</i>
Acceptance (140)	3.00	1.11
Rejection (14)	2.79	1.16
Autonomy (43)	2.79	1.24
Control (13)	2.50	1.18
χ^2	21.88	
<i>p</i> -value	.000***	

p*<.05, *p*<.01, ****p*<.001

As shown in Table 2, the results showed statistically significant differences between four groups. Accordingly, we conducted the post-hoc Mann–Whitney test, and present it in Table 3. The difference between acceptance and autonomy and the difference between acceptance and control turned out to be significant. In other words, children raised by fathers with a receptive child-rearing attitude had higher intrinsic motivation than those raised by fathers with an autonomous or controlling child-rearing attitude.

TABLE 3

Difference in Intrinsic Motivation Based on the Type of Father's Child-Rearing Attitude¹

Comparative group	Mean difference (Left-right)	Significance probability
Acceptance vs Rejection	0.21	.072
Acceptance vs Autonomy	0.21	.006**
Acceptance vs Control	0.50	.000***
Rejection vs Autonomy	0.00	.994
Rejection vs Control	0.29	.086
Autonomy vs Control	0.29	.048

* $p < .05$, ** $p < .01$, *** $p < .001$

It is noteworthy that the comparison of intrinsic motivation depending on mother's child-rearing attitude through the Kruskal–Wallis test showed no statistically significant difference between the four groups (see Table 4).

TABLE 4

Intrinsic Motivation Based on the Type of Mother's Child-Rearing Attitude

Type	<i>M</i>	<i>SD</i>
Acceptance (168)	2.92	1.15
Rejection (6)	2.52	1.17
Autonomy (21)	2.93	1.08
Control (15)	2.94	1.26
χ^2	4.36	
<i>p</i> -value	.225	

The results above show that high school students' intrinsic motivation is more affected by their father's child-rearing attitude than mother's. This implies that when fathers take more interest in their children's English learning, they can boost up their children's English-learning motivation.

¹ If the Kruskal–Wallis test t -value is $p < .05$, it is significant. However, the Mann–Whitney post-hoc test compares a total of six subgroups using Bonferroni correction. Thus, it is meaningful if it is less than $0.05/6 = 0.008$ (Sargent, Hodges, & Carlin, 2000).

2) Difference in Extrinsic Motivation Based on Child-Rearing Attitude

When comparing extrinsic motivation of students' English learning through the Kruskal-Wallis test, statistically significant differences between four groups were found regarding their father's child-rearing attitude (see Table 5).

TABLE 5

Extrinsic Motivation Based on the Type of Father's Child-Rearing Attitude

Type	<i>M</i>	<i>SD</i>
Acceptance (140)	3.77	0.95
Rejection (14)	3.32	1.24
Autonomy (43)	3.69	1.11
Control (13)	3.51	1.13
χ^2	13.62	
<i>p</i> -value	.003**	

p*<.05, *p*<.01

In order to find out which groups showed a difference, we used the post-hoc Mann-Whitney test. As shown in Table 6, the difference between acceptance and rejection was proved significant. Children whose fathers had receptive child-rearing attitudes had higher extrinsic motivation than those with fathers with rejective ones. This means that respecting children and accepting their opinions, rather than coercive pressure based on parents' authority, can increase children's extrinsic motivation for English learning.

TABLE 6

Difference in Extrinsic Motivation Based on the Type of Father's Child-Rearing Attitude

Comparative group	Mean difference (Left-right)	Significance probability
Acceptance vs Rejection	0.45	.000***
Acceptance vs Autonomy	0.08	.535
Acceptance vs Control	0.26	.042
Rejection vs Autonomy	-0.37	.012
Rejection vs Control	-0.19	.347
Autonomy vs Control	0.18	.171

p*<.05, *p*<.01, ****p*<.001

Comparing extrinsic motivation by mother's child-rearing attitude through the Kruskal-Wallis test, there existed no statistical difference among the four groups, as presented in Table 7 below. Thus, there is no difference in the students' extrinsic motivation by mother's child-rearing attitude.

TABLE 7

Extrinsic Motivation Based on the Type of Mother's Child-Rearing Attitude

Type	<i>M</i>	<i>SD</i>
Acceptance (168)	3.74	0.99
Rejection (6)	3.26	1.45
Autonomy (21)	3.67	1.02
Control (15)	3.61	1.13
χ^2	4.59	
<i>p</i> -value	.204	

* $p < .05$, ** $p < .01$, *** $p < .001$

3) Difference in Ideal L2 Selves Based on Child-Rearing Attitude

In order to find the difference in ideal L2 selves by father's child-rearing attitude, the Kruskal–Wallis test was conducted. It was found that the four groups have statistically significant differences as shown in Table 8.

TABLE 8

Ideal L2 Selves Based on the Type of Father's Child-Rearing Attitude

Type	<i>M</i>	<i>SD</i>
Acceptance (140)	3.07	1.21
Rejection (14)	2.98	1.30
Autonomy (43)	2.99	1.38
Control (13)	2.46	1.08
χ^2	21.33	
<i>p</i> -value	.000***	

* $p < .05$, ** $p < .01$, *** $p < .001$

Mann–Whitney results show us that the differences between acceptance and control, rejection and control, and autonomy and control are significant, as seen in Table 9 below.

TABLE 9

Difference in Ideal L2 Selves Based on the Type of Father's Child-Rearing Attitude

Comparative group	Mean difference (Left-right)	Significance probability
Acceptance vs Rejection	0.09	.450
Acceptance vs Autonomy	0.08	.363
Acceptance vs Control	0.62	.000***
Rejection vs Autonomy	-0.01	.940
Rejection vs Control	0.52	.004**
Autonomy vs Control	0.53	.001**

* $p < .05$, ** $p < .01$, *** $p < .001$

This means that children raised under a controlling attitude by their fathers had

statistically weaker ideal L2 selves than those raised by fathers having receptive, rejective, and autonomous child-rearing attitudes. This implies that if fathers control their children in a forceful manner, their children may engage in passive learning and mold themselves to the father's plans or goals, instead of creating desirable future self-images reflecting their own aspirations.

In order to find out if a similar difference in ideal L2 selves could be found by mother's child-rearing attitude, a Kruskal–Wallis test was conducted. As shown in Table 10, there was no statistically significant difference between the four groups.

TABLE 10

Ideal L2 Selves Based on the Type of Mother's Child-Rearing Attitude

Type	<i>M</i>	<i>SD</i>
Acceptance (168)	3.02	1.25
Rejection (6)	2.74	1.38
Autonomy (21)	3.13	1.22
Control (15)	2.90	1.31
χ^2	4.36	
<i>p</i> -value	.224	

4) Difference in Ought-to L2 Selves Based on Child-Rearing Attitude

In order to investigate difference of ought-to L2 selves depending on the type of paternal child-rearing attitude, the Kruskal–Wallis test was conducted. A statistically significant difference between four groups was found as shown in Table 11, and we compared them through Mann–Whitney, as seen in Table 12. The result showed that students with fathers who had a receptive child-rearing attitude had significantly stronger ought-to L2 selves compared to rejection or control.

TABLE 11

Ought-to L2 Selves Based on the Type of Father's Child-Rearing Attitude

Type	<i>M</i>	<i>SD</i>
Acceptance (140)	3.28	1.14
Rejection (14)	2.83	1.26
Autonomy (43)	3.15	1.30
Control (13)	2.89	1.19
χ^2	17.21	
<i>p</i> -value	.000***	

p*<.05, *p*<.01, ****p*<.001

TABLE 12

Difference in Ought-to L2 Selves Based on the Type of Father's Child-Rearing Attitude

Comparative group	Mean difference (Left-right)	Significance probability
Acceptance vs Rejection	0.45	.000***
Acceptance vs Autonomy	0.13	.227
Acceptance vs Control	0.39	.004**
Rejection vs Autonomy	-0.32	.041
Rejection vs Control	-0.05	.703
Autonomy vs Control	0.27	.088

* $p < .05$, ** $p < .01$, *** $p < .001$

Likewise, the Kruskal–Wallis test was used to find any difference in ought-to L2 selves by mother's child-rearing attitude. There was no statistically significant difference between the four groups, as Table 13 shows.

TABLE 13

Ought-to L2 Selves Based on the Type of Mother's Child-Rearing Attitude

Type	<i>M</i>	<i>SD</i>
Acceptance (168)	3.20	1.17
Rejection (6)	3.14	1.42
Autonomy (21)	3.25	1.18
Control (15)	3.19	1.29
χ^2	0.40	
<i>p</i> -value	.941	

* $p < .05$, ** $p < .01$, *** $p < .001$

After investigating the relation between parents' child-rearing attitude and participants' intrinsic motivation, extrinsic motivation, ideal L2 selves, and ought-to L2 selves, we found a general tendency that when parents' child-rearing attitude was more receptive, their children's intrinsic motivation, extrinsic motivation, and ideal L2 selves appeared to be stronger. However, when fathers showed a more controlling attitude, children's ideal L2 selves turned out to be weaker. Note that mother's child-rearing attitude did not show any significant effect on motivation on English learning of the participants in this research.

The study findings are contradictory to what preceding studies (e.g., N. Y. Lee, 2013; G. H. Park, 2004) have shown on maternal academic intervention. Perhaps, it is because the participants in this research were high school students whose emotional attachment to their mothers was likely to be becoming progressively more remote. To date, many previous studies show that mothers' academic intervention is important for kindergarten and elementary school students. However, there have not been many studies on high school students so far in the field of English education in South Korea.

Nevertheless, various studies have shed new light on the role of fathers in adolescent and

adult education in general over the last decades. Fathers' attention to and expression of love toward their children affect the cognitive functions of adolescents (e.g., Becker, 1964), and this role of fathers has an enormous impact on children's performance in school (Rohner & Veneziano, 2001). Forehand and Nousiainen (1993) conducted a study on the relation between students' functioning in school and their perception of parental child-rearing style, surveying 70 families with adolescent children in the U.S. They claimed that an important factor in adolescent children's functioning in school is father's receptive attitude, but not mother's. In this regard, unlike young children such as elementary and middle school students, who are greatly affected by mother's intervention, the present study evidences that the role of fathers is important as children grow up.

2. Students' Academic Achievement in English by Parents' Child-Rearing Attitude

We analyzed differences in children's academic achievement by father's child-rearing attitude using the Kruskal–Wallis test, surveying 210 high school students. We looked for a statistically significant difference in English academic achievement between groups, but found no such differences, as Table 14 shows below.

TABLE 14

Academic Achievement in English Based on the Type of Father's Child-Rearing Attitude		
Type	<i>M</i>	<i>SD</i>
Acceptance (140)	66.22	18.58
Rejection (14)	54.21	24.69
Autonomy (43)	63.35	18.15
Control (13)	63.92	24.41
χ^2		3.71
<i>p</i> -value		.294

In order to find any difference in children's academic achievement in English depending on mother's child-rearing attitude, the Kruskal–Wallis test was conducted again. There were no statistically significant differences between four groups, as Table 15 shows below. Taken Tables 14 and 15 together, this result implies that even though young children might be greatly affected by a parent's child-rearing attitude, its impact on school performance becomes minimal as children grow up. More specifically, parents' educational expectations work positively to trigger extrinsic motivation or ought-to L2 selves when children are young (J. Y. Yoon & T. Y. Kim, 2012). However, its influence decreases as they become mature (Biu, 2007; G. H. Han, 2011). In the Piagetian framework, adolescence starts from the period when young people enter the formal operation stage of cognition, leaving the

concrete operational stage of late childhood. As part of this change, an adult sense of self-efficacy or self-concept is generated in this adolescent period (G. S. Kook & M. S. Lee, 2003).

TABLE 15

Academic Achievement in English Based on the Type of Mother's Child-Rearing Attitude

Type	<i>M</i>	<i>SD</i>
Acceptance (168)	65.36	19.07
Rejection (6)	71.67	15.53
Autonomy (21)	60.05	17.92
Control (15)	60.87	25.96
χ^2		2.52
<i>p</i> -value		.471

Parents' attention and intervention might greatly affect children's schoolwork during childhood (e.g., M. A. Jeong, 2004; N. Y. Lee, 2013; Y. M. Lee, 2007; Y. H. Min, 1998; M. Y. Park, 2005). The results of these previous studies show that parents' child-rearing attitudes affect academic achievement in elementary and middle school students. However, the present research suggests that on the whole, these four types of parental child-rearing attitudes did not lead to significant differences in high school students' English test score, regardless of which parent was considered. G. H. Han's (2011) previous research showed similar findings.

3. Difference in English-Learning Motivation and Parents' Child-Rearing Attitude by Students' English Proficiency

1) Difference in English-Learning Motivation

In order to investigate difference in motivation on English learning between high and low proficiency students in English (high achievers and low achievers), the top 33% of students (72 students) were classified as "high achievers" and the bottom 33% as "low achievers" based on final English exam scores. We calculated mean scores and standard deviations of these two groups' motivation about English learning and conducted a t-test on the results, finding a statistically significant difference in motivation on English learning between high achiever group and low achiever group as shown in Table 16. Statistically significant differences between proficiency groups were found in intrinsic motivation, extrinsic motivation, ideal L2 selves, and ought-to L2 selves. This result corresponds with the study by D. I. Choi and T. Y. Kim (2013), which supported the opinion of Dörnyei and Ushioda (2010) that high achieving students motivate themselves on their own.

TABLE 16

Difference in English-Learning Motivation Between High and Low Proficiency Group

Type	High achievers (72)		Low achievers (72)		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Intrinsic motivation	3.12	1.20	2.66	1.10	6.42	.000***
Extrinsic motivation	3.92	0.94	3.38	1.09	8.36	.000***
Ideal L2 selves	3.27	1.27	2.73	1.14	7.17	.000***
Ought-to L2 selves	3.37	1.24	2.93	1.11	5.55	.000***

* $p < .05$, ** $p < .01$, *** $p < .001$

2) Difference in Parents' Child-Rearing Attitude

In order to investigate differences in English academic achievement between the high achievers and low achievers by parents' child-rearing attitude, we calculated mean scores and standard deviations and conducted a t-test. The results indicated that their fathers' receptive or autonomous attitudes made significant differences between high and low achievers; in contrast, rejective and controlling attitudes did not show any significant difference in English academic achievement between them.

TABLE 17

Difference in Father's Child-Rearing Attitude Between High and Low Achieving Group

Type	High achievers (72)		Low achievers (72)		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Acceptance	2.94	0.86	2.73	0.78	5.47	.000***
Rejection	2.02	0.89	2.04	0.81	-0.48	.630
Autonomy	2.93	0.76	2.85	0.71	1.98	.048*
Control	2.10	0.89	2.11	0.84	-0.36	.718

* $p < .05$, *** $p < .001$

When comparing mother's child-rearing attitudes, no statistical difference in English academic achievement between high and low achieving groups was found across all four subcomponents of mother's child-rearing attitude. Taken Tables 17 and 18 together, we can conclude that the high achievers presented significantly higher mean scores in their fathers' receptive and autonomous child-rearing attitude than the low achievers, but that there existed no statistical difference by mother's child-rearing attitude. In other words, the higher the English achievement, the more fathers showed a receptive attitude by sympathizing and showing affection and attention when raising their children.

TABLE 18

Difference in Mother's Child-Rearing Attitude Between High and Low Achieving Group

Category	High achievers (72)		Low achievers (72)		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Acceptance	3.07	0.75	3.02	0.68	1.45	.148
Rejection	1.98	0.85	1.93	0.75	1.32	.186
Autonomy	2.85	0.77	2.87	0.68	-0.63	.532
Control	2.18	0.87	2.19	0.86	-0.25	.801

In an interview research on the effect of parental advice on students' L2-learning motivation, T. Y. Kim (2012) suggests that parents can play a positive role in fostering learning motivation, and that the role of fathers become more important in this regard as children get older. When fathers offer positive advice on their children's lives and give appropriate advice on the necessity of learning English, high school students' English academic achievement can have a better chance to be improved.

V. CONCLUSION

The results of this research were as follows. First, fathers' receptive child-rearing attitudes positively affected general motivation on English learning in their high school-aged children. However, four types of different child-rearing attitudes among mothers had no significant effect on English-learning motivation. Second, four types of child-rearing attitude showed no significant effect on the English academic achievement of the participants. Third, all four subfactors of English-learning motivation were significantly higher in students with high English proficiency than in those with low proficiency. There existed statistically significant differences in receptive and autonomous child-rearing attitudes between high and low English proficiency groups.

This research has an important educational implication: father's child-rearing attitude, but not mother's, has a crucial effect on English academic achievement and motivation on English learning in high school students. Of course, this does not mean that the mother's child-rearing attitude is not important. The role of mothers is especially crucial when children are younger. However, as women have advanced into public roles in society, the traditional family structure has dismantled, and the father's role in the family is becoming proactive (Rohner & Veneziano, 2001). Fathers' attention to their children has a great effect on English achievement in the adolescent period, when children's self-identity is established, and in the young adult period as well (T. Y. Kim, 2012, in press). The results of the present research suggest that a receptive child-rearing attitude on the part of fathers has a positive effect on motivation on English learning and academic achievement in their high

school-aged children. This implies that the father's interest and encouragement is especially necessary for the students' English learning at this level.

Despite these implications, the present study has limitations that need to be acknowledged. First, this study focused only on the survey method. Most students responded that their parent's child-rearing attitude was receptive. As only a few students responded that their parent had a rejective, autonomous, or controlling attitude, further research will be needed to investigate if this huge difference really exists. A series of systematic qualitative interviews with parents would be required in this regard. Second, since the research only surveyed sophomores at a girls' high school in Seoul, there is possibility that other results might be found in the case of male students. or students from different regional contexts. Lastly, the study is limited to high school students. As stated above, differences between these data and those for elementary and middle school students are identified in previous literature. Therefore, more participants from all grades and levels of school need to be surveyed in a follow-up study.

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APPENDIX 1

Example of questionnaire items on receptive-rejective attitude

Parents' child-rearing attitude	Example of questions
Receptive attitude	1. They say good things about me.
	10. Dad (Mom) talks with me warmly often.
	20. They always talk to me in sweet and warm way.
	24. They are interested in all what I am doing.
	31. They explain in detail when I ask questions.
	44. They are really interested in what I do.
Rejective attitude	2. They complain about me.
	9. They treat me badly often.
	11. They give severe punishment to me when they get mad.
	28. Parents say they are mortified when I make mistakes.
	34. Father (Mother) sometimes completely ignores what I said.
	41. They yell at me when they are upset.

APPENDIX 2

Example of questionnaire items on autonomous-control attitude

Parents' child-rearing attitude	Example of questions
Autonomous attitude	3. They let me decide by myself on whatever I do.
	22. They let me make my own decisions on my things.
	26. They do not force studying or house chore, but let us do them by ourselves.
	35. They think one should handle their own task.
	39. They guided me to be responsible for what I do.
Control attitude	4. They treat me like a little child.
	8. They scold me even when my grade gets a little bit lower.
	15. They decide things about me without asking my opinion.
	23. They often interfere with what I do.
	30. I should get permission on everything in my family.
	36. They won't let me do new work or travel saying it is dangerous.

APPENDIX 3

Example of questionnaire items on English-learning motivation

English-learning motivation	Items
Intrinsic motivation	8. I study English as I am interested in English.
	13. I study English to develop competence.
	15. I study English for my development.
	19. I study English to express myself in English well.
	27. What I learned in English class makes me excited and feel a sense of accomplishment.
Extrinsic motivation	2. I study English not to get behind my friends.
	16. If I speak English well, I think I can get a better job in the future.
	24. I study English because I can go to advanced school if I speak good English.
	25. I can get compliments from teachers or parent if I command good English.
Ideal self with the second language	7. I study English to talk with native speakers.
	10. I study English to accomplish my dream.
	11. I study English because imagining talking with foreigners in English makes me happy.
	12. I study English to do what I want to do in the future.
Inevitable self with the second language	18. I study English because the one I respect told me to study English.
	21. I try to become the one who studies English hard because parents and surrounding people expect that way.
	23. I think other people will respect me if I speak English well.

Examples in: English

Applicable Languages: English

Applicable Levels: Secondary level

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