

INFLUENCE OF PARENTING STYLES ON  
ACADEMIC MOTIVATION AND PERFORMANCE AMONGST  
UNDERGRADUATE STUDENTS IN CHINA

HU QING QING

A project report submitted in partial fulfilment of the  
requirements for the award of the degree of  
Master of Education (Educational Psychology)

School of Education  
Faculty of Social Sciences and Humanities  
Universiti Teknologi Malaysia

AUGUST 2021

## **DEDICATION**

This project report is dedicated to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

## ACKNOWLEDGEMENT

I am very proud to be a student of UTM. I would like to express a whole bunch of gratitude goes to my supervisor, she has been patient enough to guide me and not giving up me. In the communication with the supervisor, I was full of guidance and care from the supervisor. My topic of thesis election, sorting out ideas to the thesis is completed in this process, my supervisor has been with me. Thanks again to supervisor for guiding me during the busy schedule. Thanks for the hard working of the supervisor! I admire the supervisor's personality and academic achievements. Under her guidance, I finished the Research 1 and 2 successfully.

Next, I want to thank my parents for paying silently behind my back. During this special day, thank my parents for their trust and support, and they always encourage me to face everything with a positive and optimistic attitude. My parents will always be my strongest backing, allowing me to move forward without fear.

I want to express my sincere thanks to my classmates! I also want to express my gratitude to the friends who have always supported me! I would like to thank the teachers who participated in this survey for the help, and thank the students who participated in this research for their active support of my questionnaire survey.

## **ABSTRACT**

This research is conducted on the basis of previous research. This study discusses the relationship between parenting styles, the academic motivation and academic performance of the undergraduate students. It is helpful to improve the Parenting styles (PS), cultivate and improve the Academic Motivation (AM) and Academic Performance (AP) of the undergraduate students, and promote their physical and mental health. Therefore, the relationship among PS, AM and AP of undergraduate is worthy of research and discussion. The respondents for the survey are 287 questionnaires for the undergraduate students from a university in Zhengzhou, China. This study used the relevant analysis and regression analysis methods for analysis and testing. The research results are sorted out and discussed, hoping to make efforts to improve the AP of the undergraduate students. The results is the Emotion Warmth Parenting Style (EWPS) has a significant positive influence on AP of undergraduate students. The Over-protection Parenting Style (OPS) has a significant negative influence on AP of undergraduate students. The Rejection Parenting Style (RPS) has a negative influence on AP of undergraduate students. The EWPS has a significant positive influence on Academic Motivation to Pursuing Success (AMPS) of undergraduate students. The EWPS has a significant negative influence on Academic Motivation to Failure Avoidance (AMFA) of undergraduate students. The OPS has a significant positive influence on AMPS of undergraduate students. The father's OPS has no significant influence on AMFA of undergraduate students. The mother's OPS has a significant positive influence on AMFA of undergraduate students. The RPS has a negative influence on AMPS of undergraduate students. The RPS has a significant positive influence on AMFA of undergraduate students. The AMPS has a significant positive on AP of undergraduate students. The AMFA has a significant negative on AP of undergraduate students. The partial mediating effect of AMPS on the relationship between the PS and AP. The partial mediating effect of AMFA on the relationship between the PS and AP.

## **ABSTRAK**

Penyelidikan ini dilakukan berdasarkan kajian terdahulu. Kajian ini membincangkan hubungan antara gaya keibubapaan, motivasi akademik dan prestasi akademik pelajar Sarjana Muda. Ia membantu meningkatkan gaya Keibubapaan (PS), memupuk dan meningkatkan Motivasi Akademik (AM) dan Prestasi Akademik (AP) pelajar Sarjana Muda, dan mempromosikan kesihatan fizikal dan mental mereka. Oleh itu, hubungan antara PS, AM dan AP sarjana layak untuk diteliti dan dibincangkan. Responden tinjauan adalah 287 soal selidik untuk pelajar Sarjana Muda dari sebuah universiti di Zhengzhou, China. Kajian ini menggunakan kaedah analisis analisis dan regresi yang relevan untuk analisis dan pengujian. Hasil penyelidikan disusun dan dibincangkan, dengan harapan dapat melakukan usaha untuk meningkatkan AP pelajar Sarjana Muda. Hasilnya ialah Emotion Warmth Parenting Style (EWPS) mempunyai pengaruh positif yang signifikan terhadap AP pelajar Sarjana Muda. Gaya Keibubapaan Perlindungan Berlebihan (OPS) mempunyai pengaruh negatif yang signifikan terhadap AP pelajar Sarjana Muda. Rejection Parenting Style (RPS) mempunyai pengaruh negatif terhadap AP. EWPS mempunyai pengaruh positif yang signifikan terhadap Motivasi Akademik untuk Mengejar Kejayaan (AMPS) pelajar Sarjana Muda. EWPS mempunyai pengaruh negatif yang signifikan terhadap Motivasi Akademik untuk Menghindari Kegagalan (AMFA) pelajar Sarjana Muda. OPS mempunyai pengaruh positif yang signifikan terhadap AMPS pelajar Sarjana Muda. OPS bapa tidak mempunyai pengaruh yang signifikan terhadap AMFA pelajar Sarjana Muda. OPS ibu mempunyai pengaruh positif yang signifikan terhadap AMFA. RPS mempunyai pengaruh negatif terhadap AMPS pelajar Sarjana Muda. RPS mempunyai pengaruh positif yang signifikan terhadap AMFA. AMPS mempunyai positif yang signifikan terhadap AP pelajar Sarjana Muda. AMFA mempunyai negatif yang signifikan terhadap AP pelajar Sarjana Muda. Pengaruh separa AMPS terhadap hubungan antara PS dan AP. Kesan pengantaraan separa AMFA terhadap hubungan antara PS dan AP.

## **TABLE OF CONTENTS**

<b>DECLARATION</b>	<b>ii</b>
<b>DEDICATION</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT</b>	<b>iv</b>
<b>ABSTRACT</b>	<b>v</b>
<b>ABSTRAK</b>	<b>v</b>
<b>TABLE OF CONTENTS</b>	<b>vi</b>
<b>LIST OF TABLES</b>	<b>xiv</b>
<b>LIST OF FIGURES</b>	<b>xvi</b>
<b>LIST OF ABBREVIATIONS</b>	<b>xvii</b>
<b>LIST OF APPENDICES</b>	<b>xviii</b>
<b>CHAPTER 1 INTRODUCTION</b>	<b>1</b>
1.1 Introduction	1
1.2 Background to the Study	4
1.3 Problem Statement	10
1.4 Objectives of the Study	12
1.5 Research Questions	15
1.6 Research Hypotheses	18
1.7 Significance of the Study	21
1.8 Theoretical Framework	22
1.8.1 Ecological Systems Theory	22
1.8.2 Academic Motivation Theory	23
1.8.3 Achievement Goal Theory	24
1.8.4 Mediating effect	25
1.9 Conceptual Framework	26
1.10 Delimitations of the Study	26
1.11 Definitions of Terms	27
1.11.1 Parenting Styles	27
1.11.2 Academic motivation	27
1.11.3 Academic performance	28
1.12 Conclusion	28
<b>CHAPTER 2 LITERATURE REVIEW</b>	<b>30</b>
2.1 Introduction	30

2.2	Parenting Styles	30
2.3	Academic Motivation	32
2.4	Academic Performance	34
2.5	The Relationship among PS, AM and AP.	35
2.5.1	PS influence on AM of undergraduate students	35
2.5.2	PS influence on AP of undergraduate students	37
2.5.3	AM influence on AP of undergraduate students	39
2.5.4	The mediating effect of AM on the relationship between PS and AP	40
2.6	Conclusion	42
<b>CHAPTER 3</b>	<b>RESEARCH METHODOLOGY</b>	<b>44</b>
3.1	Introduction	44
3.2	Research Design	44
3.3	Population and Sample	46
3.3.1	Population	47
3.3.2	Sampling and Samples.	47
3.4	Research Instrument	48
3.4.1	The Questionnaire Content	49
3.4.1.1	Questionnaire on PS /S-EMBU-C	51
3.4.1.2	Questionnaire on Achievement Motivation scale/ AMS	52
3.5	Research Procedures	52
3.6	Data Collection Procedures	55
3.7	Conclusion	56
3.8	Data Analysis	56
3.8.1	Quantitative Analysis	56
<b>CHAPTER 4</b>	<b>DATA ANALYSIS AND FINDINGS</b>	<b>57</b>
4.1	Introduction	57
4.2	Reliability and Validity Analysis	59
4.2.1	Reliability Analysis	59
4.2.2	The exploratory factor analysis	60
4.2.2.1	The exploratory factor analysis of Father's parenting styles	61

4.2.2.2	The exploratory factor analysis of Mother's parenting styles	65
4.2.2.3	The exploratory factor analysis of Academic Motivation	69
4.2.2.4	The confirmatory factor analysis of Father's parenting styles	73
4.2.2.5	The confirmatory factor analysis of Mother's parenting style	75
4.2.2.6	The confirmatory factor analysis of Academic motivation	76
4.3	Descriptive statistical results	77
4.4	Statistical Analysis	78
4.4.1	The influence of Parenting Styles on Academic Performance of undergraduate students	79
4.4.1.1	Research Question no.1:Is there significant influence of Father's EWPS on AP of the undergraduate students?	79
4.4.1.2	Research Question no.2:Is there significant influence of Father's OPS on AP of the undergraduate students	80
4.4.1.3	Research Question no.3:Is there significant influence of Father's RPS on AP of the undergraduate students?	80
4.4.1.4	Research Question no.4: Is there significant influence of Mother's EWPS on AP of the undergraduate students	81
4.4.1.5	Research Question no.5: Is there significant influence of Mother's OPS on AP of the undergraduate students?	82
4.4.1.6	Research Question no.6: Is there significant influence of Mother's RPS on AP of the undergraduate students?	82
4.4.2	The influence of Parenting Styles on Academic Motivation of undergraduate students	83
4.4.2.1	Research Question no.7: Is there a significant influence of Father's Emotional Warmth Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students?	84
4.4.2.2	Research Question no.8: Is there significant influence of Father's Over-protection Parenting Style on the Academic Motivation to Pursuing Success of the undergraduate students?	85



4.4.2.3	Research Question no.9: Is there significant influence of Father's Rejection Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students?	85
4.4.2.4	Research Question no.10: Is there significant influence of Mother's Emotional Warmth Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students?	86
4.4.2.5	Research Question no.11: Is there significant influence of Mother's Over-protection Parenting Style on the Academic Motivation to Pursuing Success of the undergraduate students?	87
4.4.2.6	Research Question no.12: Is there significant influence of Mother's Rejection Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students?	87
4.4.2.7	Research Question no.13: Is there significant influence of Father's Emotional Warmth Parenting style on Academic Motivation to Failure Avoidance of the undergraduate students?	88
4.4.2.8	Research Question no.14: Is there significant influence of Father's Over-protection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students?	89
4.4.2.9	Research Question no.15: Is there significant influence of Father's Rejection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students?	89
4.4.2.10	Research Question no.16: Is there significant influence of Mother's Emotional Warmth Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students?	90
4.4.2.11	Research Question no.17: Is there significant influence of Mother's Over-protection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students?	90
4.4.2.12	Research Question no.18: Is there significant influence of Mother's Rejection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students?	91
4.4.3	The influence of Academic Motivation on Academic Performance of undergraduate students	92

4.4.3.1	Research Question no.19:Is there significant influence of Academic Motivation to Pursuing Success on Academic Performance of the undergraduate students?	92
4.4.3.2	Research Question no.20:Is there significant influence of Academic Motivation to Failure Avoidance on Academic Performance of the undergraduate students?	92
4.4.4	The mediating effect of Academic Motivation in the relationship between Parenting Styles and Academic Performance of undergraduate students.	93
4.4.4.1	Research Question no.21: Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Father's Emotional Warmth Parenting Style and Academic Performance?	95
4.4.4.2	Research Question no.22:Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Father's Over-protection Parenting Style and Academic Performance?	96
4.4.4.3	Research Question no.23:Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Father's Rejection Parenting Style and Academic Performance?	96
4.4.4.4	Research Question no.25:Is there the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Father's Over-protection Parenting Style and Academic Performance?	98
4.4.4.5	Research Question no.26:Is there the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Father's Rejection Parenting Style and Academic Performance?	98
4.4.4.6	Research Question no.27:Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Mother's Emotional Warmth Parenting Style and Academic Performance?	99

4.4.4.7	Research Question no.28:Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Mother's Over-protection Parenting Style and Academic Performance?	100
4.4.4.8	Research Question no.29:Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Mother's Rejection Parenting Style and Academic Performance?	100
4.4.4.9	Research Question no.30:Is there the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Mother's Emotional Warmth Parenting Style and Academic Performance?	101
4.4.4.10	Research Question no.31:Is there the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Mother's Over-protection Parenting Style and Academic Performance?	102
4.4.4.11	Research Question no.32:Is there the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Mother's Rejection Parenting Style and Academic Performance?	102
4.5	Conclusion	103
<b>CHAPTER 5</b>	<b>SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATION</b>	<b>104</b>
5.1	Introduction	104
5.2	Summary of Research Finding	105
5.3	Discussion	110
5.3.1	The influence of Parenting Styles on Academic Performance of undergraduate students	110
5.3.2	The influence of Parenting Styles on Academic Motivation of undergraduate students	111
5.3.3	The influence of Academic Motivation on Academic Performance of undergraduate students	112

5.3.4	The mediating effect of Academic Motivation in the relationship between Parenting Styles and Academic Performance of undergraduate students.	113
5.4	Implications	114
5.5	Recommendations for future research	115
5.6	Conclusion	116
	<b>REFERENCES</b>	<b>117</b>
	<b>Appendices</b>	<b>128</b>

## LIST OF TABLES

TABLE NO.	TITLE	PAGE
Table1.1	Distribution of respondents according to family background	58
Table 4.2	Dimensions of the questionnaire	60
Table 4.3	KMO and Bartlett's Test of Father's parenting styles	61
Table 4.4	The Principal component analysis of Father's parenting styles	63
Table 4.5	The Scree Plot of Father's parenting styles	63
Table 4.6	The rotation component matrix of the Father's parenting styles	65
Table 4.7	KMO and Bartlett's Test of the Mother's parenting styles	65
Table 4.8	The Principal component analysis of the Mother's parenting styles	66
Table 4.9	The Scree Plot of Mother's parenting styles	67
Table 4.10	The rotation component matrix of the Mother's parenting styles	68
Table 4.11	KMO and Bartlett's Test of the Academic Motivation	69
Table 4.12	The Principal component analysis of the Academic Motivation	70
Table 4.13	The Scree Plot of the Academic Motivation	71
Table 4.14	The rotation component matrix of the Academic Motivation	72
Table 4.15	A confirmatory factor analysis process of Father's parenting styles	73
Table 4.16	A confirmatory factor analysis of Father's parenting styles	74
Table 4.17	A confirmatory factor process analysis of Mother's parenting styles	75
Table 4.18	A confirmatory factor analysis of Mother's parenting	

	styles	75
Table 4.19	A confirmatory factor process analysis of Academic Motivation	76
Table 4. 20	A confirmatory factor analysis of Academic Motivation	77
Table 4.21	The description statistical results of each variable	77
Table 4.22	Pearson correlation analysis	79
Table 4.23	The regression analysis of The influence of PS and AM on AP	84
Table 4.24	The hierarchical regression analysis	94
Table 4.25	The hierarchical regression analysis	95

## LIST OF FIGURES

<b>FIGURE NO.</b>	<b>TITLE</b>	<b>PAGE</b>
Figure 1.0	The Conceptual framework of this study	26
Figure 1.2	The questionnaire content	50
Figure .3.2	Categories of Family Background	53
Figure .5.1	The results	110

## LIST OF ABBREVIATIONS

PA	-	Parenting Styles
AM	-	Academic Motivation
AP	-	Academic Performance
EWPS		Emotional Warmth Parenting Styles
OPS		Over-protection Parenting Styles
RPS		Over-protection Parenting Styles
AMPS		Academic Motivation to Pursuing Success
AMFA		Academic Motivation to Failure Avoidance
S-EBUM-C	-	Short -Egna Minnen Beträffande Uppfostran-C
AMS	-	Achievement Motivation scale
SPSS		Statistical Package for Social Science



## LIST OF APPENDICES

<b>APPENDIX</b>	<b>TITLE</b>	<b>PAGE</b>
Appendix A	English Version	128
Appendix B	Chinise Version	139

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

One of the functions of China's universities is to train and export talents to the society to increase the steady power for social progress and development. (Jiang,2020). Undergraduate students' academic performance in school is a key indicator to evaluate the quality of talents. (Tan,2020)Paying attention to the academic performance of undergraduate students and improving the overall quality and ability of undergraduate students are not only the development trend of Chinese universities, but also a global development trend. Therefore, the study of academic performance is particularly important. It is affected by many factors especially family education has the most direct and longest impact.(Wei,2020). There is also a close relationship between learning motivation and learning achievement.

In recent years, the study of academic performance has always been one of the key topics of pedagogy and psychology. Many researchers have explored it from different dimensions and established corresponding models. However, It is not sufficient to domestic academic research on undergraduate students' academic performance. So it is particularly important to further study the various reasons that affect the improvement of academic achievement.

Family is of great significance to the growth of each of us, and plays an important role. There are many studies that show that family directly influences people's physical development in all aspects.(Wu,2020). In recent years, some parents have gradually realized the importance of themselves as their children's first teacher, and they have begun to attach importance to the impact of the family environment on their children. (Zhang ,2020) The current status of family education is that most parents pay more attention to the cultivation and training of their

children's knowledge and intelligence, while ignoring non-intellectual factors. Non-intellectual factors include motivation, interest, will and personality. As the composition of non-intellectual factors, it is of great significance to cultivate children's learning motivation. (Yang, 2019) Sukhomlinski once said: "A passion for learning and a clear purpose of learning are the most important factors in student learning activities."(Xu, 2019)The fundamental motivation of students' learning is learning motivation. Only when the individual's learning motivation is stimulated can the lasting enthusiasm and initiative be maintained. On the contrary, it will hinder students' learning to varying degrees and inhibit the development of students' potential.

In modern society, the parenting style still exerts a deep influence on the learning behavior of students with its special status. Parenting styles are affected by family income, parent relationship and parents' educational background, and these influences directly or indirectly affect the learning behavior of minors. (Wang, 2017)

Looking for a child to become a dragon and a daughter to become a phoenix is the highest expectation of Chinese families for their children. Many parents spare no effort to work towards this goal, which in turn determines that the family environment will inevitably affect the learning behavior of minors. There was a typical case in the 2004 Wuhan City Minors' Growth Environment Survey. In the case, the grandmother of the child concealed the divorce caused by the breakdown of the parents' relationship on the grounds that the breakdown of the relationship between the parents would affect the child's study.(Zhang, 2018)

The study motivation of undergraduate students is affected by many factors, and the family factor is the most important one. The family is an important place in the process of children's growth and socialization. Parenting style is one of the most important factors affecting children's socialization development. It continues to play a role in a person's life and is an important factor affecting the early development of learning motivation. Parental rearing style is a kind of behavioral tendency shown by

parents in the normal life of educating and raising children, and it is a composite of their educational concepts and educational behaviors.(Zhao, 2020)

As a relatively special group, the university students began to break away from their parents and enter the university, but they still rely on their parents in some respects and are not completely independent from their families. Therefore, the thinking mode and behavior mode of undergraduate students are still subtly affected by the parenting style. The academic motivation is a kind of stable intrinsic characteristic of a person's personality, which affects the study and life of undergraduate students(Li,2020) China is at an important period of strategic opportunities. There has many social factors that were corresponding changes such as the education reforms and the deepening of school-running and management systems, the number of college students has increased year by year, the enthusiasm for college students' entrance examinations for postgraduate studies and civil servants continues, and graduate employment competition Intensification, and so on. These will affect the thinking and behavior of undergraduate students, especially academic motivation.

Parenting style has an important impact on students' academic performance, and to a certain extent even exceeds the role of school. Parents with a high degree of education tend to choose topics that their children are interested in during the communication process, emphasizing the importance of learning. Parents' learning habits will also have a subtle impact on their children, and at the same time affect their children's learning interest and performance.(Jiang,2020)

The influence of parental education methods is also reflected in the learning expenditure and the company of their children. (Zhang, 2020) Families with good material conditions will provide their children with a better learning environment, and they will expand their children's horizons through interest classes, travel, etc., and work environment relatively relaxed parents will have more time to pay attention to the growth of their children.

This research attempts to study the specific influencing factors and mechanism of undergraduate students' academic performance. Based on the related theoretical literature and research results of the predecessors, the academic performance of undergraduate students is deeply explored through parenting styles, academic motivation and academic performance. This research hoped that can help undergraduate students improve their academic performance, at the same time , help the parents improve their parenting styles. Last but not least , it can provide some references for future researchers when conducting related research.

## **1.2 Background to the Study**

The Children's Work Department of the China Women's Federation announced the results of the second national survey on the status of family education, and released the main results and core data of the national survey on the status of family education on December 22, 2015. The survey scope covered 93 cities and counties in 28 provinces, autonomous regions, and municipalities including Beijing and Tianjin. It is mainly used questionnaire to survey, supplemented by literature research and online survey.(Sun, 2021)

It found that there are still some outstanding tendencies in the family education of parents. Most parents have different levels of parenting anxiety. Parents are most worried about the poor academic performance of their children ranks second. In the division of family education, mothers play a major role, and nearly half of fathers are absent from the education of their children. The survey also found that at present parents pay too much attention to their children's learning, and more than 70% of parents accompany their children to do homework. There major difficulties in family education, the parents who don't know how to educate their children, and after the child enters the university, the parents do not understand the child's thinking. (Li, 2015)

Parenting styles has an impact on children's whole life, even when children go to the university to be an undergraduate student. The parenting styles influence

the academic motivation and academic performance of the undergraduate. "The family is the first school in life, and the parents are the children's first teachers." the Chinese President Xi Jinping speech at the National Education Conference raised family education to an unprecedented level of national development strategy.(Wang et al, 2018).

The current situation of family education in our country is not optimistic. Many parents are confused about family education. They are eager to educate their children, but they often feel that they have no more than enough energy. (Zhu ,2020)

There are many reasons for this phenomenon. One of the most critical point is that although family education is a popular behavior, it is a profession and a science with its internal logic and scientific laws.(Miao, 2020) From this perspective, it urgently need professional investigations and research on family education, objectively analyze the status and problems of family education, reveal scientific concepts and behaviors of family education, and provide precise assistance to thousands of families.

The family education service in our country is still at a relatively primitive stage of development, and the family education service system is far from meeting the needs of the public.( Lei, 2020)

Liang (2020) believes that students are both the main body of higher education and the carrier of higher education quality. Students' academic motivation and devotion during university determines their academic performance and growth, and their learning status is a key factor affecting the quality of university education. Research on the academic motivation, study investment and academic performance of the undergraduate students have always been the focus of domestic and foreign scholars.

However, it is judging from the investigation and research on the current learning situation of the undergraduate students in China. It is worrying about the learning stage of the undergraduate students and the academic motivation of the

undergraduate students to study decreases. After entering the university, the undergraduate students have no pressure to enter a higher education, and they lack supervision and guidance from parents and teachers. Most college students lack learning motivation and low level of learning input. (Liu,2021)

For some college students, university study is just to get a diploma and degree. Learning is a passive participation process, and does not invest a lot of time and energy. Some college students start to have a mixed degree with peace of mind. (Liang, 2020)

After entering the university from high school, there is less pressure about academic performance in China. At the same time, there is also a lack of supervision and guidance from parents and teachers. (Liu,2021)

Most undergraduate students lack academic motivation and low learning input. For some undergraduate students, the university study is just to get a diploma and degree. Learning is a passive participation process, and some undergraduate students does not invest a lot of time and energy. Some undergraduate students do not take their studies very seriously and hard. (Gao, 2020)

Academic performance, as an important indicator to measure the effect of students' learning in school, has gradually become well-known by the public( Li,2020).

Academic performance has become one of the hotspots of scholars in the fields of education and psychology. Most researchers explore different dimensions of academic performance, such as influencing factors, evaluation, survey reports, constituent factors, and intervention measures. In general, it want to further improve the quality of university talents. There is a large proportion of research on the academic performance of undergraduate students. Most of them adopt quantitative methods to carry out analysis and research, and put forward relevant countermeasures and suggestions from different perspectives and aspects. (Zhao,2017)

In the related research on academic performance, researchers have summarized various factors that affect academic performance. (Xu,2016) Some researchers took these influencing factors as independent variables of academic achievement and constructed a series of related models.(Bai, 2017; Zhang,2010;Sun,2020)

Academic performance is affected by individual and external environmental factors. The study by CS. Wiseman of the United Kingdom shows that among the main influencing factors of academic performance, the family environment accounts for the largest proportion (Su, 2001).

Some researchers found through analysis that students' hope for the future can predict the final grade, and it is related to daily grades (Snyder et al,1991). Finding that self-efficacy and self-motivation have direct or indirect effects on academic performance, and show that parents' social influence is very important, because parents can only indirectly monitor their children's goal setting and performance (Zimmerman, 1992).

Coleman completed the famous "Coleman Report" in a 1966 study on the equalization of educational opportunities for different ethnic groups in American public schools. They found that whether it was the school's educational equipment, books, teacher education level, and students Factors such as education costs have not had a significant impact on students' academic performance, only family-related factors have a significant impact (Coleman et al. 1966).

By coding research on academic performance, the influencing factors are divided into individual factors and social support factors. The former is divided into cognitive and non-cognitive factors; the latter is divided into family, school, social and other factors(Wang, 2008).

In 2018, the Ministry of Education issued the "Notice on the Implementation of the Spirit of the National Undergraduate Education Work Conference in the New Era"Universities have introduced a series of measures for undergraduate students to



graduate. For example, it cancel the make-up examination system of final grades , it transfer undergraduates whose credits do not meet the standard to junior colleges and strengthen the assessment of the learning process, etc., reasonably "increasing burden" on the undergraduate students.(Peng et.al, 2021)

Undergraduate students are the main body of higher education, and acquiring knowledge is the basic task of undergraduate students. Hence, the academic performance of undergraduate students has always been one of the important indicators for evaluating and measuring the quality of education, and it is also the main basis for the education authorities to assess the teaching level. (Wu, 2020). Paying attention to undergraduate students' academic performance has also become a classic research direction in fields such as pedagogy and sociology. The final academic performance test of college students is one of the important evaluation criteria for the quality of higher education (Liang, 2020).

It is taking undergraduate students as the main body of education quality evaluation; paying attention to the final academic performance of undergraduate students; attaching importance to the academic performance of undergraduate students; and improving the quality of education are common problems faced by countries all over the world after entering the stage of popularization of higher education.(Peng et.al, 2021)

The "13th Five-Year Plan" period (2016-2020) is a critical stage of the development of universities in China.It encourages universities to seize opportunities, accelerate development, further enhance the strength of running university , and comprehensively improve the quality of education.( Dong, 2017)

The “Overall Plan for Promoting the Construction of World-Class Universities and First-Class Disciplines in an Overall Plan” issued by the State Council further clarifies the country’s specific goals for building a world-class university and pay attention to the academic performance of undergraduate students becomes a new strategy for the development of universities.(Liu,2019)

With the popularization of higher education, the quality problem of higher education is becoming more and more obvious. As stated in the Declaration of the World Higher Education Conference, "the 21st century will be a century that pays more attention to quality. The shift from quantity to quality marks the end of an era and the beginning of another era."(Zhou, 2012)

Fraser said, "The quality of higher education first refers to the quality of students' development, that is, what students learn throughout the learning process." (Chen, 2004). In recent years, with the development of psychology and pedagogy, students' academic achievements have become one of the main contents of research in psychology, and they have also attracted the attention of educational psychologists.

The parenting styles and academic motivation both have an impact on students' academic performance.(Sun,2020) So the academic motivation may have a relationship between parenting styles and academic performance. Some researchers found that the mediating effect of academic motivation between parenting style and academic performance.(Xu, 2019) In domestic and foreign research, many scholars use academic motivation as an intermediary variable of academic performance. Parenting styles has an impact on academic motivation, and parenting styles has an impact on academic performance. (Sun,2020) But the objects of most researchers are elementary and middle school students.

Some domestic scholars study the mediating effect of academic motivation between family parenting styles and academic performance. The researcher Xu on the study of the influence of family parenting style and learning motivation on the academic performance of junior high school students. Xu study the two sub-dimensions of learning motivation,which are surface learning motivation and achievement learning motivation. Xu found that to be between the family parenting style and academic performance. (Xu, 2019) When it comes to complete mediation, It shows that intrinsic motivation plays a part of mediating role in the influence of emotional warmth factors on autonomous learning ability. (Sun, 2020)

The researchers Li studies the relationship between family parenting style and achievement motivation and children's academic performance. He believes that achievement motivation plays a mediating role in the family parenting style and children's learning and performance. (Li, 2016) Luo's research considers the mediating role of academic motivation in the relationship between family and academic procrastination .(Luo et al., 2017) while the scholar Cao studied the relationship between learning motivation in the relationship between parental rearing styles and college students' professional values. (Cao, 2017) The researchers Xudiscusses the influence of family parenting styles and learning motivation on junior high school students' performance. She believes that learning motivation plays a mediating role between family parenting styles and junior high school students' academic performance. (Xu, 2019) Zheng concluded from studying the relationship between parental rearing style, academic motivation and academic performance of students with hearing impairment that academic motivation plays a part of the mediating role between parental rearing style and academic performance. (Zheng, 2020)

There are many studies on parental styles and academic performance or academic academic in China, but no scholar has discussed the impact of undergraduate students' different parental styles influence on academic motivation and academic performance in detail.

### **1.3 Problem Statement**

It is compared with Western countries, the current situation of Chinese family education is not optimistic. It shows that parents carry out autocratic education to their children, over-protect and over-spoil the children, only value the children's examination ability, and neglect the cultivation of their children's ability and quality. (Zhen, 2018)

Although the students physically leave their parents and enter the university, they face study and life independently, but the influence of family education still

exists. It shows the emotional dependence of undergraduate students is not completely separated from the family. The university is the process of undergraduate students changing from student status to social status. In this process, in addition to the help provided by school education to undergraduate students, the education of the family that has the greatest impact on students and understands the most is also very important at this stage. The education of undergraduate students includes three strengths: social strength, university strength, and family strength. In other words, the strength of family education is indispensable during the four-year growth of college students.(Zhu, 2020)

Some undergraduate students do not have a clear academic motivation when they lack academic motivation, they will choose to skip class. Some studies have shown that students with the motivation to the “Failure avoidance” skip classes significantly higher than those who “Pursuing Success”. Some undergraduate student think that failing a few classes will not affect their failure in the exam and will not lead to their stigma of failure. This motivation to “Failure avoidance” will also increase the number of skipping classes. (Tian , 2004)

At present, the universities regard college students' academic performance as one of the important indicators to measure the quality of teaching in China. When undergraduate students facet the employment, their academic performance at school is one of the important reference indicators. At the same time, academic performance is closely related to scholarships and certificates. (Rao et al, 2015)

There is a correlation between the three variables of parenting style, academic motivation and academic performance. Academic motivation is used as an intermediary variable. But the current research objects are mostly primary and middle school students (Li, 2016; Xu 2019); most of the researches are on these two variables. Such as the impact of parenting style on learning motivation, (Wu, 2015; Qi, 2018; Cheng, 2018) the impact of parenting style on academic performance. (Hu, 2017; Zhang, 2018; Wang, 2020) But there are also researchers who study the influence of learning motivation on academic performance (Liang, 2020; Li, 2020,

Xu, 2019) But achievement motivation, pursuit of success and avoidance of failure  
The influence of the two dimensions on academic performance is relatively small.

Therefore, it is necessary to explore the parenting style, academic motivation and academic performance of undergraduate students. At present, there is no researcher discussed in detail about the influence of parental rearing styles on undergraduate students' academic motivation and academic performance. Hence, this study will focus on the impact of parental rearing styles on academic motivation and academic performance through empirical research.

#### **1.4 Objectives of the Study**

The main aim of this study is to investigate the influence of parenting styles on academic motivation and performance among undergraduate students. Specifically, the objectives of this study are as follows.

- (a) To study the influence of Father's Emotional Warmth Parenting Style on Academic Performance of the undergraduate students
- (b) To study the influence of Father's Over-protection Parenting Style on Academic Performance of the undergraduate students
- (c) To study the influence of Father's Rejection Parenting Style on Academic Performance of the undergraduate students
- (d) To study the influence of Mother's Emotional Warmth Parenting Style on Academic Performance of the undergraduate students
- (e) To study the influence of Mother's Over-protection Parenting Style on Academic Performance of the undergraduate students
- (f) To study the influence of Mother's Rejection Parenting Style on Academic Performance of the undergraduate students

- (g) To observe the influence of Father's Emotional Warmth Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students
- (h) To observe the influence of Father's Over-protection Parenting Style on the Academic Motivation to Pursuing Success of the undergraduate students
- (i) To observe the influence of Father's Rejection Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students
- (j) To observe the influence of Mother's Emotional Warmth Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students
- (k) To observe the influence of Mother's Over-protection Parenting Style on the Academic Motivation to Pursuing Success of the undergraduate students
- (l) To observe the influence of Mother's Rejection Parenting Style on the Academic Motivation to Pursuing Success of the undergraduate students
- (m) To observe the influence of Father's Emotional Warmth Parenting style on Academic Motivation to Failure Avoidance of the undergraduate students
- (n) To observe the influence of Father's Over-protection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students
- (o) To observe the influence of Father's Rejection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students
- (p) To observe the influence of Mother's Emotional Warmth Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students
- (q) To observe the influence of Mother's Over-protection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students
- (r) To observe the influence of Mother's Rejection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students
- (s) To study the influence of Academic Motivation to Pursuing Success on Academic Performance of the undergraduate students

- (t) To study the influence of Academic Motivation to Failure Avoidance on Academic Performance of the undergraduate students
- (u) To study the mediating effect of Academic Motivation to Pursuing Success on the relationship between Father's Emotional Warmth Parenting Style and Academic Performance
- (v) To study the mediating effect of Academic Motivation to Pursuing Success on the relationship between Father's Over-protection Parenting Style and Academic Performance
- (w) To study the mediating effect of Academic Motivation to Pursuing Success on the relationship between Father's Rejection Parenting Style and Academic Performance
- (x) To study the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Father's Emotional Warmth Parenting Style and Academic Performance
- (y) To study the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Father's Over-protection Parenting Style and Academic Performance
- (z) To study the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Father's Rejection Parenting Style and Academic Performance
- (aa) To study the mediating effect of Academic Motivation to Pursuing Success on the relationship between Mother's Emotional Warmth Parenting Style and Academic Performance
- (bb) To study the mediating effect of Academic Motivation to Pursuing Success on the relationship between Mother's Over-protection Parenting Style and Academic Performance

- (cc) To study the mediating effect of Academic Motivation to Pursuing Success on the relationship between Mother's Rejection Parenting Style and Academic Performance
- (dd) To study the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Mother's Emotional Warmth Parenting Style and Academic Performance
- (ee) To study the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Mother's Over-protection Parenting Style and Academic Performance
- (ff) To study the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Mother's Rejection Parenting Style and Academic Performance

## **1.5 Research Questions**

This research is subjected to answer the research questions which as follows.

- (a) Is there significant influence of Father's Emotional Warmth Parenting Style on Academic Performance of the undergraduate students?
- (b) Is there significant influence of Father's Over-protection Parenting Style on Academic Performance of the undergraduate students?
- (c) Is there significant influence of Father's Rejection Parenting Style on Academic Performance of the undergraduate students?
- (d) Is there significant influence of Mother's Emotional Warmth Parenting Style on Academic Performance of the undergraduate students?
- (e) Is there significant influence of Mother's Over-protection Parenting Style on Academic Performance of the undergraduate students?
- (f) Is there significant influence of Mother's Rejection Parenting Style on Academic Performance of the undergraduate students?



- (g) Is there significant influence of Father's Emotional Warmth Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students?
- (h) Is there significant influence of Father's Over-protection Parenting Style on the Academic Motivation to Pursuing Success of the undergraduate students?
- (i) Is there significant influence of Father's Rejection Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students?
- (j) Is there significant influence of Mother's Emotional Warmth Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students?
- (k) Is there significant influence of Mother's Over-protection Parenting Style on the Academic Motivation to Pursuing Success of the undergraduate students?
- (l) Is there significant influence of Mother's Rejection Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students?
- (m) Is there significant influence of Father's Emotional Warmth Parenting style on Academic Motivation to Failure Avoidance of the undergraduate students?
- (n) Is there significant influence of Father's Over-protection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students?
- (o) Is there significant influence of Father's Rejection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students?
- (p) Is there significant influence of Mother's Emotional Warmth Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students?
- (q) Is there significant influence of Mother's Over-protection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students?
- (r) Is there significant influence of Mother's Rejection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students?
- (s) Is there significant influence of Academic Motivation to Pursuing Success on Academic Performance of the undergraduate students?

- (t) Is there significant influence of Academic Motivation to Failure Avoidance on Academic Performance of the undergraduate students?
- (u) Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Father's Emotional Warmth Parenting Style and Academic Performance?
- (v) Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Father's Over-protection Parenting Style and Academic Performance?
- (w) Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Father's Rejection Parenting Style and Academic Performance?
- (x) Is there the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Father's Emotional Warmth Parenting Style and Academic Performance?
- (y) Is there the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Father's Over-protection Parenting Style and Academic Performance?
- (z) Is there the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Father's Rejection Parenting Style and Academic Performance?
- (aa) Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Mother's Emotional Warmth Parenting Style and Academic Performance?
- (bb) Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Mother's Over-protection Parenting Style and Academic Performance?

- (cc) Is there the mediating effect of Academic Motivation to Pursuing Success on the relationship between Mother's Rejection Parenting Style and Academic Performance?
- (dd) Is there the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Mother's Emotional Warmth Parenting Style and Academic Performance?
- (ee) Is there the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Mother's Over-protection Parenting Style and Academic Performance?
- (ff) Is there the mediating effect of Academic Motivation to Failure Avoidance on the relationship between Mother's Rejection Parenting Style and Academic Performance?

## **1.6 Research Hypotheses**

From the research questions, the null hypotheses are formulated which as show below.

H<sub>01</sub> There is no significant influence of Father's Emotional Warmth Parenting Style on Academic Performance of the undergraduate students

H<sub>02</sub> There is no significant influence of Father's Over-protection Parenting Style on Academic Performance of the undergraduate students

H<sub>03</sub> There is no significant influence of Father's Rejection Parenting Style on Academic Performance of the undergraduate students

H<sub>04</sub> There is no significant influence of Mother's Emotional Warmth Parenting Style on Academic Performance of the undergraduate students

H<sub>05</sub> There is no significant influence of Mother's Over-protection Parenting Style on Academic Performance of the undergraduate students

H<sub>06</sub> There is no significant influence of Mother's Rejection Parenting Style on Academic Performance of the undergraduate students

H<sub>07</sub> There is no significant influence of Father's Emotional Warmth Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students

H<sub>08</sub> There is no significant influence of Father's Over-protection parenting Style on Academic Motivation to Pursuing Success of the undergraduate students

H<sub>09</sub> There is no significant influence of Father's Rejection Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students

H<sub>010</sub> There is no significant influence of Mother's Emotional warmth Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students

H<sub>011</sub> There is no significant influence of Mother's Over-protection Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students

H<sub>012</sub> There is no significant influence of Mother's Rejection Parenting Style on Academic Motivation to Pursuing Success of the undergraduate students

H<sub>013</sub> There is no significant influence of Father's Emotional Warmth Parenting style on Academic Motivation to Failure Avoidance of the undergraduate students

H<sub>014</sub> There is no significant influence of Father's Over-protection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students

H<sub>015</sub> There is no significant influence of Father's Rejection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students

H<sub>016</sub> There is no significant influence of Mother's Emotional Warmth Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students

H<sub>017</sub> There is no significant influence of Mother's Over-protection Parenting Style on Academic Motivation of the undergraduate students

H<sub>018</sub> There is no significant influence of Mother's Rejection Parenting Style on Academic Motivation to Failure Avoidance of the undergraduate students

H<sub>0</sub>19 There is no significant influence of the Motivation to Pursuing Success on Academic Performance of the undergraduate students

H<sub>0</sub>20 There is no significant influence of the motivation to Failure Avoidance on Academic Performance of the undergraduate students

H<sub>0</sub>21 There is no mediating effect of Academic Motivation to Pursuing Success on the relationship between Father's Emotional Warmth Parenting Style and Academic Performance.

H<sub>0</sub>22 There is no mediating effect of Academic Motivation to Pursuing Success on the relationship between Father's Rejection Parenting Style and Academic Performance.

H<sub>0</sub>23 There is no mediating effect of Academic Motivation to Pursuing Success on the relationship between father's Father's Over-protection Parenting Style and Academic Performance

H<sub>0</sub>24 There is no mediating effect of Academic Motivation to Failure Avoidance on the relationship between Father's Emotional Warmth Parenting Style and Academic Performance

H<sub>0</sub>25 There is no mediating effect of Academic Motivation to Failure Avoidance on the relationship between Father's Rejection Parenting Style and Academic Performance.

H<sub>0</sub>26 There is no mediating effect of Academic Motivation to Failure Avoidance on the relationship between father's Father's Over-protection Parenting Style and Academic Performance.

H<sub>0</sub>27 There is no mediating effect of Academic Motivation to pursuing success on the relationship between Mother's Emotional Warmth Parenting Style and Academic Performance.

H<sub>0</sub>28 There is no mediating effect of Academic Motivation to pursuing success on the relationship between Mother's Rejection Parenting Style and Academic Performance.

H<sub>0</sub>29 There is no mediating effect of Academic Motivation to pursuing success on the relationship between Mother's Over-protection Parenting Style and Academic Performance.

H<sub>0</sub>30 There is no mediating effect of Academic Motivation to Failure Avoidance on the relationship between Mother's Emotional Warmth Parenting Style and Academic Performance.

H<sub>0</sub>31 There is no mediating effect of Academic Motivation to Failure Avoidance on the relationship between Mother's Rejection Parenting Style and Academic Performance.

H<sub>0</sub>32 There is no mediating effect of Academic Motivation to Failure Avoidance on the relationship between father's Mother's Over-protection Parenting Style and Academic Performance.

## **1.7 Significance of the Study**

In a theoretical sense, this research can enrich and improve the related theories of psychology and education, and also help to broaden related research fields and promote the development of related fields. At the same time, it is conducive to in-depth analysis of the specific relationship among parenting style, academic motivation and academic performance.

It is conducive to in-depth analysis of college students' academic performance and its influencing factors, and to explore the specific mechanism of parenting style and academic motivation and performance on it. First of all, the important role that family plays in the growth of undergraduate students can be more clearly understood. It can help find suitable parenting styles, and guide parents establish correct educational concepts to help undergraduate students improve academic achievement and enhance comprehensive learning and make progress.

It can help undergraduate students learn to self-discipline and improve their quality after understanding the important influence of parental rearing styles on their children's academic achievements. When they are parents in the future, they can actively cultivate their children's academic motivation and provide children with a good and warm family environment. An important spiritual support for the child and to further improve the child's academic performance.

## **1.8 Theoretical Framework**

### **1.8.1 Ecological Systems Theory**

It is an individual development model proposed by Urie Bronfenbrenner, a famous psychologist and founder of the American Problem Preschool Children's Enlightenment Program. He believes that the environment or natural ecology is "a set of nested structures, each nested in the next, just like a Russian doll". The development of individuals is nested in a series of environmental systems that influence each other. There are interactively coupled connections and influences among various systems, the individuals and environments interact. It affects and influences the development of individuals.

In his theoretical model, Bronfenbrenner refers to the constantly changing environment in which people live and interact with it as a behavioral system. The system is divided into four levels: Microsystem, Mesosystem, Exosystem, Macrosystem, according to the direct degree of influence on children's development. Bronfenbrenner also proposed a long-term system, also called a Chronosystem, which incorporates the latitude of time into the model, uses time as a frame of reference for studying individual development, and emphasizes that the study of children's development should combine time and environment. Microsystem is the innermost layer in the environment hierarchy, and is the direct environment for individual activities and communication. For migrant children, microsystems include families, schools, peer groups, communities, etc. Among them, families and schools have the most direct and important influence on the individual development of

migrant children. The mesosystem is the relationship between the micro-systems. In this study, it corresponds to the relationship between the family of migrant children and the school, that is the integration of home and school in education. An exosystem is a system in which individuals do not directly participate but has an impact on their development, such as a parent's workplace. The macrosystem is the cultural environment and social environment that exist in the above systems. In the macro system that affects the development of individuals, organizations, institutions, communities, and culture play the most important role.(Bronfenbrenner, 1992).

### **1.8.2 Academic Motivation Theory**

It refers to a kind of motivational tendency that triggers and maintains students' learning behavior and makes it point to a certain academic goal. It contains two components of learning needs and learning expectations, which can be divided into different categories according to different standards. Different psychologists have explained learning motivation from different angles, including reinforcement theory, attribution theory, need hierarchy theory, achievement motivation theory, self-worth theory, self-efficacy theory, etc. The strategies for stimulating and cultivating learning motivation mainly include using heuristic teaching, controlling motivation level, giving proper assessment, maintaining learning motivation, and correctly handling competition and cooperation(Van,2008).

Maslow is a psychologist of the humanistic school, puts forward the need-level theory of motivation. He believes that the purpose of the role of people comes from the needs of people at different levels. Human needs can be divided into five levels, in order from low to high: physiological needs, safety needs, belonging and love needs, respect needs, and self-realization needs. The physiological needs are at the lowest level, when the underlying physiological needs are met can the upper-level needs continue to be met. Self-realization is the highest-level need and the pursuit of personal potential. These five needs can be divided into two categories. Physical needs, safety needs, belonging and love needs, and respect needs are basic needs, and self-realization needs belong to growth needs. People make full use of their potential



and value through learning, and self-realization is also an important learning motivation. The intensity of the need for self-realization not only does not decrease with its satisfaction, but on the contrary, it increases with satisfaction.

### **1.8.3 Achievement Goal Theory**

In the 1930s, American psychologists, such as McDougall, Tolman, Lewin, and so on. They began to pay attention to the purpose and goal orientation of motivation. The origin of achievement goal orientation theory is the goal setting theory constructed by Locke in 1968.

In the 1980s, Nicholls put forward the ability theory, which is the most direct source of achievement goal theory and is subordinate to attribution theory. He believes that among the many attributions of achievement motivation, ability is the key factor in understanding achievement motivation, and the perception of difference and indifference of ability affects the individual's choice of task difficulty in achievement situations. The perception of difference in ability refers to the judgment that an individual has formed on his or her ability level when facing achievement situations. Individuals with this feeling express the pursuit of high ability as the goal of their own behavior, and the completion of tasks is only a means of expressing ability. The sense of no difference in ability refers to the fact that when individuals face achievement situations, they regard completing tasks or learning as their behavioral goals. Ability is only a means to complete tasks. The important thing is to improve ability in the process of completing tasks or learning. From the ability attribution classification system, we can roughly see the rudiments of the two achievement goals division.

Achievement goal can be divided into two types: learning goal orientation and achievement goal orientation. Learning goal orientation is also known as Master Goal Orientation, Task goal Orientation, or Task Involvement. Such students regard learning as an end in itself, pay attention to the development of their own abilities,

and pay attention to the understanding and mastery of tasks. Achievement goal orientation is also called Ability goal Orientation or Ego involvement.

Elliot (1996) proposed a three-factor target-orientation model, the achievement goals are divided into two categories: approach achievement goals and avoidance achievement goals. Later, Elliot proposed the quartering method of achievement goal theory, namely, the achievement goal was divided into four categories: learning-approaching goal, learning-avoiding goal, performance-approaching goal, performance-avoiding goal. (Elliot, 2001).

#### **1.8.4 Mediating effect**

Mediating effect, which means that the effect of X on Y is realized through M, that is, M is a function of X, and Y is a function of M (Y-M-X). Consider the effect of independent variable X on dependent variable Y. If X affects variable Y through M, then M is called an intermediary variable. A second related reason for the importance of mediating variables is that they form the basis of many psychological theories (David et al. 2010)

One of the main reasons for the popularity of mediating variables in psychology is the historical dominance of the model of stimulus organism response (Hebb, 1966). A second related reason for the importance of mediating variables is that they form the basis of many psychological theories. The mediation effect, in simple terms is that when discuss the influence of the independent variable X on the dependent variable Y, it may need to be conducted through one or more intermediate variables M, where M is the mediator, which is the mediator effect. The intermediary effect has always been a hotspot in the application of management science, psychology and other disciplines. The mediating effect is an indirect effect. Regardless of whether the variable involves a latent variable, the structural equation model can be used to analyze the mediating effect. The role of the mediating effect is to affect the transfer relationship. The significance of the study of the mediation effect is to dig out the essence of things (Wen, 2005)

## 1.9 Conceptual Framework

This research takes undergraduate students as the research object, and the purpose is to improve the academic performance of undergraduate students. Based on the related theories above, it constructs a hypothetical model of emotional warmth, over-protection and rejection of college students' parenting styles, the pursuing success and failure avoidance of academic motivation and academic performance. In this relationship, the parenting style as independent variable, the academic motivation of the mediator variable is added to it, and the academic performance as a dependent variable. The relationship among the variables is specifically analyzed to construct corresponding model framework figure 1.0

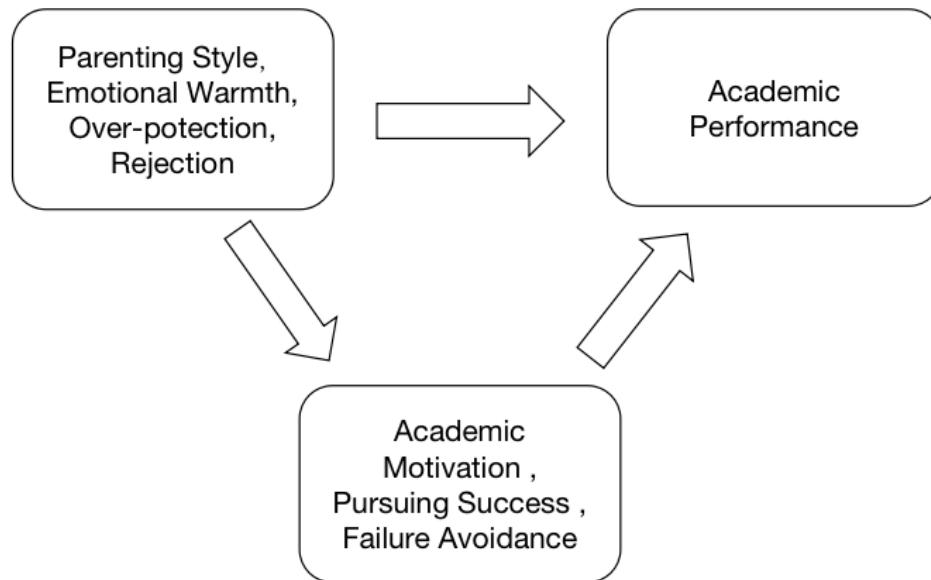


Figure.10 Conceptual framework of this study

## 1.10 Delimitations of the Study

As the focus of researcher is to get the influence of parenting styles on academic motivation and performance among undergraduate students in China, there has 287 participants of this study includes the students are from the Freshman, sophomore, junior, senior. As parenting styles and academic motivation were measured through designated survey questionnaires, the students are allowed to

answer the questionnaires distributed at their convenience time and submit to the researcher within stipulated period upon completion. The selection of participants is conducted by simple random sampling.

## **1.11 Definitions of Terms**

In this section, definitions of all the study variables and the related terms are provided. Conceptual and operational definitions of the variables and the terms are as follows.

### **1.11.1 Parenting Styles**

Parental rearing methods are the combination of parents' educational philosophy, educational behaviors and children's emotions. Parents show emotional atmosphere in educational behaviors, which will not change due to changes in the environment, and can reflect the true way of communication between parents and children (Nancy et al ,1993). Parents use a variety of different education methods, including values, behavior patterns, attitudes, body language intonation, emotional changes, etc., which have an impact on the healthy development of children's psychology and personality. (Jiang et al, 2010)

However, in this study the parenting styles refer to three dimension, they are the Emotional warmth, Over-protection and Rejection.

### **1.11.2 Academic motivation**

Achievement motivation is a kind of enduring personality trait, which refers to the individual's desire to achieve good results through hard work and to surpass others' internal driving force when participating in activities that have certain

challenges and difficulties and feel that this activity is meaningful to them. (Peng , 2009) , is the psychological tendency of individuals to work hard to achieve their goals. It is a positive or negative expectation related to a specific environment that is mastered through learning (Ye et al, 1992).

However, in this study academic motivation refers to the pursuing Success and Failure Avoidance

### **1.11.3 Academic performance**

Academic performance refers to the knowledge and ability that students have acquired through certain learning and exercise (Zheng, 2011) , which is one of the learning achievements that students have achieved in the learning process. The academic performance involved in this article include not only the academic performance of students in the process of receiving education in and outside the classroom, but also the comprehensive abilities of students through exercise, such as basic skills, student cognitive ability, learning attitude, learning interest, and communication The overall quality including skills.

However, in this study academic performance refers to the undergraduate student's academic performance, it is about the score obtained by a student on a final comprehensive examination out of a total of 100.

### **1.12 Conclusion**

To sum up, it have been discussed the introduction, the background of the study, the statement of problem, the research objectives, the research questions, the hypotheses of the study, the significance of the study, the theoretical and conceptual framework of the study, the limitations and the definition of the terms used in conducting the study in this chapter. It introduced the issues to be studied and

discussed the importance of the issues. It is used relevant theories in this study, and further explores them on the basis of theoretical basis and conceptual framework. At the same time, it also illustrates the limitations of this study.

## REFERENCES

- Barry J. Zimmerman, Albert Bandura & Manuel Martinez-Pons , Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting [J], *American Educational Research Journal*, 1992 (29) : 663-676
- Bronfenbrenner, U. (1992). Ecological systems theory. In R. Vasta (Ed.), *Six theories of child development: Revised formulations and current issues* (p. 187–249).
- Baumrind.D, Child care practices anteceding three patterns of preschool behavior[J]. *Genetic Psychology Monographs*,1967,75 : 43-88
- Baumrind.D,Rearing competent children,In:W.Damon(Eds.),*Child Development Today and Tomorrow*,San Francisco:Jossey-Bass,1991:349-378
- Baidu Encyclopedia. Explanation of academic qualifications [EB/OL].<http://baike.baidu.com/subview/749/8058579.htm>
- Chen Peijuan, research on the Relationship between family parenting Style and Academic Achievement -- a case study of the children of migrant workers in S Junior Middle School in Shanghai [D], Master's Thesis of Shanghai Normal University, 2012
- Chen, M.-C. and Huang, S.-H. (2003) ‘Credit scoring and rejected instances reassigning through evolutionary computation techniques’, *Expert Systems with Applications*, 24(4), pp. 433–441.
- Chen Yukun. *An Introduction to Higher Education Quality Assurance System*[M]. Beijing: Peking University Press, 2004: 59.
- Cao Wenfei, Zhang Qianyuan. Research on the relationship between college students' self-efficacy, learning motivation and academic achievement m. *Journal of Xinxiang University (Social Science Edition)*, 2013, 04: 131-34.

- Chen Li. Research on the family parenting style and sense of security of left-behind children in the first grade of junior middle school[A]; *The first edition of the Central China Teacher Education Forum in 2020*[C]; 2020
- Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson.
- Cohen, L. (1980). Research Methods in Education (2nd Ed.). London, New York, Sydney: Croom Helm
- Cao Kaiyao. The relationship between parental rearing styles and college students' professional values: the mediating role of achievement motivation[D] *Shanghai Normal University* ; 2017. 05
- Cheng Hongmei. The relationship between parental rearing styles and achievement motivation of junior high school students: the mediating role of will control[J] *Xi'an Institute of Physical Education* 2018
- Dong Guogang. The five-year Plan and Implementation of The Informationization Construction of Private Colleges and Universities in the New Period (2016-2020) -- A Case study of Wuhan Institute of Biological Engineering, 2017
- Elliot, A. J., & McGregor, H. A. (2001). A 2 x 2 achievement goal framework. *Journal of Personality and Social Psychology*, 80(3), 501-519.
- Elliot, A. J. (1996). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, 34, 149– 169.
- Fridah, M. W. (2002). Sampling in Research
- Glasow, P.A. (2005). Fundamentals of survey research methodology. [http://www.mitre.org/work/tech\\_papers/tech\\_papers\\_05/05\\_0638/05\\_0638](http://www.mitre.org/work/tech_papers/tech_papers_05/05_0638/05_0638).
- Gao Y and Liu Z, Fang P. A Study on the Influence of Family Capital on College Students' Academic Achievement——Based on Survey Data from 20 Universities in Jiangsu Province[J] *Exploration of Higher Education*, Issue 1, 2011



- Gao Xiumei. The characteristics of contemporary college students' learning motivation and their impact on academic performance [J] *Higher Education Exploration* 2020, 01
- George Thomas Lewith; Wayne B. Jonas; Harald Walach. *Clinical Research in Complementary Therapies: Principles, Problems and Solutions*. Elsevier Health Sciences. p. 354. ISBN 0-7020-4916-6.
- Hou Rixia, Duan Ximing, Ji Feng. Study on the learning motivation of college students and parental rearing styles. *Chinese Journal of Health Psychology*, 2011, 01: 106-107
- Hu Yuncai A Review of the Influence of Family Parenting Style on the Academic Achievement of Middle School Students[D]*Modern Education* 2017-6
- Jiang Jue, Lu Zhengrong et al., preliminary revision of the Chinese version of the Simple Parenting Style Questionnaire [J], *psychological Development Exhibition and Education*, 2010 (1)
- Jiang Dayong, Politics, Scholarship, and Life: Remolding the function and structure of Chinese Universities.[J] *Higher Education*, 2020,10
- Jiang Changyong, motivation analysis of College Students' Academic Achievement based on self-attribution [J], *Modern Education Science*, 2008 (3) 15 to 16
- Jacob Enfield. Looking at the Impact of the Flipped Classroom Model of Instruction on Undergraduate Multimedia Students at CSUN[J]. *TechTrends*. 2013 (6)
- Jiang Xueying Discussing the Influence of Parental Rearing Patterns on Adolescents' Academic Achievement *Science Herald·Academic* 2020, 02 (56)
- Jencks, Christopher, et al.. *Inequality: A reassessment of the effects of family and schooling in America* (M.New York: Basic Books, 1972.
- Jiang prize, Lu Zhengrong, etc., the preliminary revision of the Chinese version of the simplified parenting style questionnaire[J], *Psychological Development Exhibition and Education*, 2010 (1)
- Kothari, C.R., *Quantitative Techniques*, 4nd ed., New Delhi: Vikas Publishing House Pvt. Ltd., 2004

- Li Chen, Study on the influence of different categories of college students' learning environment perception and personality traits on academic achievement [D]. Master's Thesis of Huazhong University of Science and Technology, 2013, 45-51
- Li Dawei The relationship between parental rearing style and interpersonal tolerance of college students [D]; *Sichuan Normal University*; 2020
- Luo Tingting; Sui Guorong;; The Relationship between Parental Rearing Patterns and Academic Procrastination: The Mediation Effect Based on Achievement Motivation [J]; *Journal of Mudanjiang Normal University (Philosophy and Social Sciences Edition)*; 2017-04
- Li Jiajia, Zhang Dajun, Liu Guangzeng, Pan Yangu, Zhang Xueqi 8-12 Years Old Children's Parental Rearing Styles and Peer Acceptance: The Mediating Role of Psychological [J] *Quality Journal of Southwest University*, 2018
- Liu Tuanli, Zhao Yufei. The Influence of Parental Rearing Patterns on College Students' Aggressive Behavior: The Mediating Role of Moral Avoidance  
Xinyang Normal University doi: 10.3969/j.issn.1003-0964.2020.02.013
- Li Kunyu, Zhang Jin, Zhu Jinfu. Parental rearing styles of high school students and their influence on achievement motivation m. *Journal of Xinxiang Medical College*, 2012, 11
- Li Fang. The Study on the Relationship between Learning Motivation, Self-efficacy and Academic Achievement in College Students, [D] *Shanxi University of Finance and Economics* 2020, 03
- Liu Guoyu On Collaborative Promotion of the World-class Discipline Construction and the High-quality Development of Postgraduate Education, [D] *Nanjing Agricultural University*, 2019, 07
- Li Yue. The relationship between family parenting style and academic performance: the mediating role of psychological quality and academic behavior [D]. *Southwest University*, 2016.

- Liu Shasha. An Empirical Study on the Relationship between Family Background and College Students' Academic Achievement[D]. Master Degree Thesis of Jiangxi Normal University, 2015, 23
- Li Yunlu The results of the second national survey on the status of family education released [J]; *Nong Ming Daily*, 2015, 12
- Liu Hui. A study on the relationship between parental rearing styles, cognitive styles and academic performance of junior high school students[D]. *Shandong Normal University*, 2012.
- Lauren Thomas, An introduction to simple random sampling <https://www.scribbr.com/methodology/simple-random-sampling>. 2020.8
- Miao Jianfeng.The modernization of family education: connotation, core and realization path[J].*Fujian Education*,2020(31):5-7.
- Lei Wanpeng. Attach great importance to family education ability Construction [J]. *Journal of Ningbo University (Education Science edition)*,2020(4):22-23.
- Liu na. Investigation on the status quo of autonomous learning ability of college students [J] *Cultural development and publishing*, 2021,05
- Notice of the Ministry of Education on Implementing the Spirit of the National Undergraduate Education Work Conference in the New Era.Ministry of Education of the People's Republic of China. [EB/OL][2018-08-27][http://www.moe.gov.cn/srcsite/A08/s7056/201809/t20180903\\_347079.html](http://www.moe.gov.cn/srcsite/A08/s7056/201809/t20180903_347079.html).
- National Center for Educational Statistics. 31 March 2008. <http://nces.ed.gov/programs/coe/glossary/s.asp>
- Nancy Darling & Lawrence Steinberg, Parenting Style as Context; An Integrative Model, *Psychological Bulletin*, 1993:113 (3), 487-496
- Peng Danling, General Psychology[M], *Beijing Normal University Press*, 2009
- Peng Zeping, Zeng Fan The development experience and future prospects of teacher education in my country: Based on the investigation of Chongqing since the reform and opening up. [J] *Journal of Teacher Education*, 2021

Qi Sihan The influence of parenting style on the motivation of junior high school students: the intermediary test and application of self-efficacy[J] *Education Huazhong Normal University* 2018

Ruo-Lan Liu,Kai-Ting Chang. The Causal Model of the Freshman Year Characteristics, Campus Experiences and Learning Outcomes for College Students[J]. *Procedia-Social and Behavioral Sciences*. 2014.

Rao Pei, Lingyun Analysis of Problem Representation and Its Causes in Universities Classroom Teaching Chongqing Higher Education Research Vol. 3 No. 6 DOI: 10. 15998 /j. cnki. issn1673-8012. 2015. 06. 013

Revathy, K, Ludmila, Z. H. “What do I want to be when I grow up?”, Role of parent and teacher support in enhancing students’ academic confidence and educational expectations [R], The annual meeting of the American Educational Research Association, Seattle, Washington, 2001

Revilla, M., Saris, W.E., Krosnick, J.A.: Choosing the number of categories in agree-disagree scales. *Sociol. Methods Res.* 43, 73–97 (2014). doi:10.1177/0049124113509605

Suna, Analysis of family influence factors of population quality [J], *Journal of Population*, 2001(4) : 68

Snyder, C.R., Harris, C., Anderson, J.R., Holleran, S.A., Irving, L.M., Sigmon, S.T. et al. The will and the ways development and validation of an individual-differences measure of hope [J], *Journal of Personality & Social Psychology*, 1991(60) : 570-585

Shen Deli, Li Hongyu, Zhuang Sufang, intelligence, learning attitude and mathematics academic achievements of primary and middle school students [J], *Journal of Tianjin Normal University (Basic Education edition)*, 2000 (09) : 4-5

Symond P M . The psychology of parent-child relationships [M] New York : Appleton-Century Crofts , 1939 : 233-240

- Schaefer E S . A circumplex model for maternal behavior [ J ] . *J Abnorm Soc Psychol* ,1959, 59 : 226-235
- Sung Youl Park, Seung-Bong Cha, Keol Lim, Seung-Hwa Jung. The relationship between university student learning outcomes and participation in social network services, social acceptance and attitude towards school life[J]. *Br J Educ Technol*. 2014 (1).
- Sun Caijuan. A study on the correlation between primary school students' English learning motivation, learning autonomy and academic achievement [D]. *Capital Normal University*, 2009
- Sun Yunxiao The status quo and characteristics of family education in China[J]; *Tencent News*, 2021, 01
- Tan Chenghong. Correlation analysis of the influence of family environment on the academic achievement of middle school students[J]. *Health Vocational Education*. 2007(21)
- Tan Pingjing, Study on the influence of college Entrance examination scores on the academic performance of physics majors/*cdmd.cnki.com.cn*, 2020
- Vallerand 1992 R.J.Vallerand, L.G.Pelletier, M.R.Blais, N.M.Brière, C.Senéal, E.F.Vallièrès The academic motivation scale: A measure of intrinsic, extrinsic, and amotivation in education *Educational and Psychological Measurement*, 52 (1992), pp. 1003-1017
- Van Etten, S., Pressley, M., McInerney, D. M., & Liem, A. D. (2008). College seniors' theory of their academic motivation. *Journal of Educational Psychology*, 100(4), 812–828. <https://doi.org/10.1037/0022-0663.100.4.812>
- Wang Xiuli, A Review of Chinese Primary and secondary School Students' Academic Achievements [J], *Modern Education Science*, 2008(1):64-67
- Wang YongXiang, Ma Zhong, From the "Four first" the high importance of the new off family education. [https://theory.gmw.cn/2018-12/18/content\\_32193019.htm](https://theory.gmw.cn/2018-12/18/content_32193019.htm) 2018.12.18
- Wei Jingyao; The Influence of Parents' Participation on Students' Learning Interest [D]; *Central China Normal University*; 2020

- Wang Hui. The academic performance refers to the scores obtained in the written test. A survey of English learning styles of high school students[J] English for high school students 2020
- Wang Jing. The relationship between achievement motivation and academic achievement: the mediating role of academic emotions[D]. *Zhengzhou University*, 2013
- Wu Minnie On the Influence of Family Education on Children's Development [J]; *Contemporary family education*; 2020, 02
- Wallnau, L. B. & Gravetter, F. J. (2017). *Statistics for the behavioral sciences* (10th edition.). Canada:Cengage Learning Asia Pte Ltd.
- Wen Zhonglin, Hou Jietai,Zhang Lei.The Comparison and Application of Moderating Effect and Mediating Effect[J]. *Acta Psychology*,2005(02):268-274.
- Wu Tong . A study on the Influence of Family capital on Academic Achievement of collegestudents<https://cdmd.cnki.com.cn/Article/CDMD-10414-1020638637.htm> 2020.4
- Wang Manman. Research on father's participation in parenting and children's social adaptation [D]. *Southeast University*, 2015.
- Wang Wenhui.A Study on the Relationship Between Family Background and Family Cultural Background and College Students' English Achievement[J].*Educational Research Journal*, 2006
- Wang Dongyu.The relationship between mental health, family environment and academic performance of middle school students[J].*Journal of Health Psychology*. 2003(01).
- Wang Deqiang, Wang Zhenzhen. The influence of parental rearing styles on the subjective factors of high school students m. *Journal of Guizhou Normal University*, 2012, 04: 77-81.
- Wu Yang An investigation on the influence of family parenting styles on middle school students' learning motivation 2015 5

- Wang Zhenhong, Liu Ping? The influence of motivation factors, learning strategies, and intelligence on students' academic achievement [J]. *Journal of Psychology*, 2000, 01: 65-69.
- Wang Yijing; Summary of the Research on Parental Rearing Patterns [J]; *West Leather*; 2017-02
- Wang Chengying The influence of parental rearing styles on school performance and academic performance of school-age children-"Education Observation" 2020(15)
- Xu HongYue. A Study of Parenting Styles and Academic Motivation on Academic Achievement among Junior High School Students, 2019.12
- Xu DanHua, The influence of family upbringing style on achievement motivation of college students. 2012.5
- Xu Hui The Research, Practice and Influence of Suhomlinski's Educational Thoughts in China [J]; *Education Review*; 2019-03
- Xu Yunyi Research on the Relationship among Family Environment, Self-esteem, Learning Motivation and Academic Achievement [D] *Guangxi University for Nationalities*, 2016
- Yue Dongmei, Li Mingdai, Jin Kuihe, etc. Parental rearing methods: the preliminary revision of EMBU and its application in neurotic patients J] *Chinese Mental Health Journal*, 1993, 7(3): 97-101
- Yang Qian, Zhang Zhimin. Influencing factors of primary school students' academic performance [J]. *Journal of Hubei University*, 2011
- Ye Renmin, K.A. Hagtvet, Measurement and Analysis of Achievement Motivation [J], *Psychological Development and Education*, 1992. (2): 14-15
- Yang Fang;; Thinking about family education in the context of Internet [J]; *Contemporary Family Education*; 2019-30
- Ye Renmin, K.A. Hagtvet, Measurement and analysis of Achievement Motivation [J], *Psychological Development and Education*, 1992. (2) :14-15
- Tian Zhengxue. Study on the Phenomenon of College Students Skipping Class", in *"Journal of Chongqing Petroleum College*, 2004

- Zheng Yichang, Psychological Measurement [M], *Beijing China Petrochemical Press*, 2011
- Zhao Boyi;The Influence of Family Rearing Patterns of High School Students on Achievement Motivation[D]; *Jilin University*; 2020
- Zhang Xingjian's The influence of parenting style on the academic performance of junior high school students: the role of self-esteem and interpersonal ability[J] *Education Shanxi University* 2018
- Zhen Xin The Study On the status of family education in China<https://www.jianshu.com/p/233ebae7fc9f>. 2018.07
- Zhu Congshan's family cultural capital's influence on college students' learning investment China University of Mining and Technology <https://scholar.google.com.my/scholar>. 2020
- Zhou Guangli. The effectiveness of higher education quality evaluation system: China's problems and countermeasures[J]. *Fudan Education Forum*, 2012, 21(2): 10-14.
- \\\\\\\\\\\\\\\\ZhangXinNao A Survey On the Family Factors Affecting Students' Academic Achievement.2008.9
- Zhang Wenxin et al., the revision of the Chinese version of the Olweus Child Bullying Questionnaire [[J], *Psychological Development and Education*, 1999.
- Zhang Mingliang,Zhu Xiaowen.Relevant research on the economic situation and academic achievements of college students[J].*Journal of Shandong Administration Institute and Shandong Institute of Economics and Management*. 2009(01).
- Zhang Yingmin. Research on the "Education + Skills" Training Model of Computer Major in Adult Higher Education[J]. *Hunan Higher Education News*, 2009.18
- Zhang Xinying, Liu Ying. Research on the relationship between parental rearing styles and learning motivation of college students [J]. *Beijing Education (German Education)*, 2013, 10: 72-74.



- Zuo Zhihong, Xi Juzhe. Comparison of metacognition and learning motivation of students with three academic performance levels [J]. *China Special Education*, 2005, 05: 69-72.
- Zhang Hongru, Shen Liemin. The influence of learning motivation and metacognition on academic achievement . *Psychological Science*, 2005, 01: 114-116.
- Zhang Yan, Zhao Hongyu, Qi Tingting, Zhang Xiaohui. Research on the relationship between teacher professional identity and learning motivation and academic achievement of free normal students [J]. *Psychological Development and Education*, 2011, 06: 633-640.
- Zhang Ping The relationship between family education and children's growth[J];*Examination Weekly*,2020(42)
- Zhu Dan.On the Modernization of Family Education (Part 1)[J].*Henan Education (Elementary Education Edition)*,2020(2):36-38.
- Zhao Bihua. Investigation and Research on the Influencing Factors of College Students' Learning Effectiveness [J] *Higher Education Exploration*, 2017, (11)
- Zheng Juan;Research on the Relationship between Parental Rearing Style, Academic Motivation and Academic Performance of Hearing Impaired Middle School Students[D]; Hebei University; 2020