

Abstract

There is a growing awareness that, in addition to school, family plays a significant role in children's educational outcomes. In this study, the relationship between parenting style and children's academic motivation was investigated. Given that most of the previous literature examined the direct relationship between parenting style and children's academic achievement with Western samples, the present study aimed to extend the previous literature by examining the relationship between parenting style and children's academic motivation with Chinese samples. The participants included 126 dyads comprised of primary four to six Hong Kong Chinese children (ranging from ages 9-12) and one of their parents. Parents completed the Parental Authority Questionnaire-Revised developed by Reitman et al. (2002) and children completed the modified Scale of Intrinsic versus Extrinsic Orientation in the Classroom developed by Lepper, Corpus and Iyengar (2005). 9 families participated in the follow-up interviews. The directions of the correlations in our findings were approximately consistent with the previous Western findings. Results indicated that authoritative parenting style was positively correlated with academic intrinsic motivation, and there were no statistically significant correlations between permissive parenting style and both the academic intrinsic and extrinsic motivation. While parental control and strictness were suggested to have a positive connotation in Chinese society, authoritarian parenting style was still positively correlated with academic extrinsic motivation in the current study, which was also consistent with the previous Western findings.