

## Be Strong or Weak: The Contribution of Parenting Style toward Parent Involvement Motivation in Accompanying Children During Learning from Home

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### Abstract

Parental involvement in assisting children's learning from home is a primary factor in elevating children's academic success. This study aimed to analyze the motivational role of parental involvement in accompanying children during online learning in terms of parenting style. This empirical information can be utilized as a basis for determining parenting styles and motivation for parental involvement in accompanying children during distance learning. The participants of this study were parents totaling 282 respondents with details of 42 people, about 15% were fathers, and 240 people, about 85% were mothers (Mean=1.85; SD=0.357). Questionnaires with parental involvement motivation instrument, developed by Katz et al. (2011) and parenting style instrument, developed by Robinson et al. (2001) were administered to get the data of this research. The test of hypothesis used the regression analysis Technique (SPSS 22). The results of the data analysis showed that authoritative, authoritarian, and permissive parenting styles were simultaneously efficient in determining parental involvement motivation.

**Keywords:** authoritative, authoritarian, permissive, parental involvement motivation

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### Introduction

The current situation of the COVID-19 pandemic, although it is gradually declining, constantly requires anticipation for schools to carry out offline learning or outside the network learning. Online learning has become a priority for schools and children's learning needs in anticipating the soar of covid-19 infection. Minister of Education and Culture issued regulation number 4 of 2020 to respond to the effect of the pandemic situation in the teaching-learning process. This decree regulated the implementation of online learning during the Covid-19 emergency (Kemdikbud, 2020).

This government policy raises hot debate from parents. Parents think that parental involvement in children's education only bears the cost of education because they have to facilitate various kinds of materials related to children's educational needs (Yulianingsih et al., 2020). It causes low parents' involvement in assisting their children during the online teaching-learning process. Other factors affected the impartial parents in facilitating children's learning such as parents' education, parents' employment, and parents' income factors (Lilawati, 2020). Furthermore Wardani and Ayriza (2020) state the lack of parents' knowledge about materials related to online learning, lack of facilities and infrastructure, lack of time to accompany children's learning time and the inability of parents to be patient in aiding children's learning. The parents' incapacity to be patient in facilitating children's learning at home can lead to parents' stress (Brown et al., 2020; Spinelli et al., 2020). Parents' stress is caused by the unpreparedness of parents with online learning patterns and difficulties in implementing childcare (Adams et al., 2021).

Based on data from the Indonesian Child Protection Commission (KPAI), the role of parents who always accompany their children's learning during the COVID-19 pandemic is an inadequate category in which the percentage of the mother's role is 20% and the father's role is 10.8%. KPAI also reported that there are acts of violence committed by parents when learning from home. Some parents committed violence such as pinching 39.8%, tackling 19.5%, and hitting 10.6%. Psychological acts of violence committed by parents were scolding by 72%, yelling at 32%, and comparing with other children 31, 9% (KPAI, 2020a). The impetus aspect is from teaching and learning activities, in which as many as 29.6% of teachers give strenuous tasks which can be a burden for students (KPAI, 2020b). This condition leads parents to abuse treatment towards their children. Therefore, parents need to understand the children's psychology and development when learning from home. It can increase parents' motivation for parental involvement when accompanying children in online learning.

Online learning is an opportunity for parents to take advantage of their togetherness with their children and understand children's cognitive, affective, and psychomotor. Therefore, children can express various questions to their parents. Parental involvement at home can improve prosocial behavior, emotional regulation, children's academic skills in reading and arithmetic (Gadsden et al., 2016; Hill & Craft, 2003). It has implications for children's academic achievement (Boonk et al., 2018). Several studies found that parents' motivation to engage in children's

learning behavior at home can improve children's cognitive development and school readiness than children's involvement in school (Fantuzzo et al., 2000; Lau et al., 2011).

The involvement of parents in children's activities refers to the practice of parents to support the development and education of their children (Boonk et al., 2018; Fan & Chen, 2001). The dimensions of parental involvement consist of three categories such as: parental involvement in school, parental involvement at home, and collaborative involvement at home and school (Ayu et al., 2020; Fantuzzo et al., 2000). Parental involvement in schools can be manifested in the form of attending school events and volunteering. Home-based involvement includes parents providing a literacy-rich home environment, assisting children's learning, and discussing school-related issues with their children. It promotes communication with teachers about children's progress and problems (Xia et al., 2019).

The benefits of parental involvement in schools for example parents are more aware of the children's educational needs of their children, develop harmonious relationships between parents and teachers, and seek higher educational opportunities for their children (Aman et al., 2019; LaRocque et al., 2011). The urgency of parental involvement in assisting children's learning from home is to increase children's academic success, where parents can participate in school activities and parents are motivated to be involved in decision-making related to children's academic activities, as well as improve communication between teachers and parents about developmental conditions and learning about children's practical everyday skills (Mcdowell et al., 2018). This is supported by the findings of previous studies that the motivation of parents to be involved in children's activities during learning from home is reading books to children and the intense interaction between parents and children has a positive impact on the development of early literacy in kindergarten age children (Bracken & Fischel, 2008; Powell et al., 2012; Saban et al., 2018). Based on the explanation above, it can be understood the importance of the motivation for parental involvement in children during learning from home.

An external factor that influences parental involvement motivation is parenting style (Đurišić & Bunijevac, 2017; Matejevic et al., 2014; Paulson, 1994; Sahithya et al., 2019; Zong et al., 2017). The parenting style adopted by parents helps to promote an individual's confidence, behavior, and academic excellence (Boonk et al., 2018; Othman & Normalina, 2010). Parents' role and parenting in the COVID-19 pandemic situation in assisting children in learning are essential. We

can observe it on fathers' role in shaping the children's independence and competence (Muna & Sakdiyah, 2015). Baumrind as quoted by Santrock (2010) states the concept of parenting style. It is about parents' role in guiding and being involved in children's activities to support children's developmental tasks towards the physical and psychological maturity process. Baumrind divides parenting styles into three main principles; authoritative, authoritarian, and permissive parenting styles (Kılıçkaya et al., 2021; Santrock, 2010).

This study aimed to analyze the motivational role of parental involvement in accompanying children during learning from home in terms of parenting style. This empirical information can be used as a basis for determining parenting styles and motivation for parental involvement in accompanying children during learning from home. We estimate that authoritative parenting style as a factor influencing parental involvement motivation; authoritarian parenting style as a factor influencing parental involvement motivation; and permissive parenting style as factors that influence parental involvement motivation.

This research theoretically provides benefits for the development of psychology paradigms, specifically educational and developmental psychology. The results of the research are useful for expanding and changing previous concepts about factors influenced parental involvement motivation, such as academic achievement, parental need satisfaction, children's learning interest, school readiness, and parents' socio-economic condition. In sum, it provides multidimensional contribution and perspective in research-based education and research in developmental psychology. Practically, this research benefits for increasing the parents' role and responsibility in educating, guiding, and motivating their children to learn even in online learning. Therefore, parents do not hand over the responsibility for their children's education only to the school.

## **Method**

### *Participants*

The participants of this study were parents totaling 282 participants, 42 people or about 15% were fathers, and 240 people or about 85% were mothers (Mean=1.85; SD=0.357). The participants' criteria in this study are as follows: (1) parents who had children aged 4-10 years: (2) male or female: (3) parents whose ages are between 25-40 years. The majority of parents' education is undergraduate (D4/S1) as much as 35.1%, second place is parents who

graduated from high school as much as 33%, and third place is parents who graduated from junior high school as much as 11.3%. 93.6% of parents are married, and 95.4% of them are Javanese. Approximately 67% of parents work with an income of less than two million, in about 49%. a quota-sampling, a technique that determines a sample from a population with specific characteristics with the desired quota (Sugiyono, 2017), was utilized. The researcher refers to the sample size table as proposed by Krejcie and Morgan. If the population is 1000 people, then the sample size is 278. Data were collected by distributing online questionnaires. The respondents' involvement is voluntary and informed consent is presented at the beginning of the questionnaire.

### *Instruments*

#### *Parental involvement motivation instrument.*

Parental involvement motivation was measured using the Parents Motivation for Assisting Homework instrument based on a scale developed by (Ryan & Connell, 1989). It reveals the extent of parents being involved in their children's homework. The motivational scale for parental involvement refers to the theory of self-determination, consists of 17 items and it has a response choice range from 1 to 5, "very inappropriate" to "very appropriate". Research participants were asked to choose each statement that is appropriate to their opinion. They also have to respond to statement about the extent to which they were involved in their children's homework for autonomous reasons. The example of the statements is as follows: "*I am involved in my children's learning process from home because it can help my children to achieve his goals for the future*" and from controlled reasons where there is external pressure felt by parents, such as, "*I am involved in my children's learning process from home because if my children do not do the assignment, I will feel uncomfortable when contacted by the teacher.*" The reliability coefficient of motivation for parental involvement in homework from intrinsic/autonomous reasons is 0.90, and the reliability coefficient of motivation for parental involvement in homework from extrinsic/controlled reasons is 0.87 (Katz et al., 2011).

#### *Parenting style instrument.*

Parenting styles were measured using the parenting styles and dimensions questionnaire developed by Robinson et al. (2001), which gave a score for each of the three parenting styles, namely authoritative parenting (15 items), authoritarian (12 items), and permissive (5

items). The parenting style dimension questionnaire aims to evaluate the parenting style of parents who have a response choice ranging from 1 to 5, "never happens" to "always happens.". The participants were asked to choose the statements that they think appropriate with their opinion. They also have to respond to statements on authoritative parenting style response options descriptively, for example: "I encourage my child to talk to me about his problems". Then they respond from an authoritarian parenting style, for example: "I scold or criticize my child when his behavior does not meet my expectations.". Finally, they respond from a permissive parenting style, for example: "I consider my child's wishes in making a family plan." The reliability coefficient of authoritative parenting style is 0.86, authoritarian is 0.87, and permissive is 0.64 (Robinson et al., 2001). These results support Kimble (2014) study that shows the reliability coefficient for the authoritative parenting style scale is 0.84, authoritarian is 0.74, and permissive is 0.73.

#### *Data Analysis*

Data analysis is the ultimate part of the scientific method because the research data are given the meaning to solve the research problems in this process. The data were analyzed using multiple regression techniques with the SPSS 22. The assumption tests include tests of normality, linearity, multicollinearity, heteroscedasticity, and autocorrelation. After fulfilling the assumption test, data analysis continued with hypothesis testing and effective contribution (R square).

### **Result**

#### *Assumption Testing*

The test results show that the data meet the requirements to perform regression analysis. The normality test is carried out in two ways, namely the normality probability plot and the Kolmogorov–Smirnov analysis. If the data is normally distributed, if the data spreads around the diagonal line and follows the direction of the diagonal line (Ghozali, 2011). The test results show that the points follow the diagonal line. It means that the normality of the data is verified. The results of the Kolmogorov – Smirnov test shows the significance value is 0.807 and it is greater than 0.05. Therefore, the research data is normally distributed. The multicollinearity test also shows that the research data does not show the problem of multicollinearity. Based on the test results using SPSS, the coefficient value, tolerance and VIF column of the three predictor variables are greater than 0.66, while the VIF value of all predictor variables is less than 10. The

results of the heteroscedasticity test also show that the data is well distributed and there are no symptoms of heteroscedasticity. This data also does not have symptoms of autocorrelation because Durbin Watson's value is 1.967 where the value is still in the range of -2 to 2. Symptoms of autocorrelation do not occur assuming Durbin Watson's value is between (du-value) to (4-du) (Ghozali, 2011).

*Hypothesis Testing*

The results of multiple linear regression analysis, as shown in Table 1, simultaneously authoritative, authoritarian, and permissive parenting styles have a very significant relationship with parental involvement motivation. These results indicate that the fourth hypothesis is accepted, so it can be concluded that authoritative, authoritarian, and permissive parenting styles are predictors of motivation for parental involvement in assisting children during learning from home. Table 1 also shows the value of the determinant coefficient for the motivational variable for parental involvement is 0.45. It means the percentage of variation in the magnitude of the change in the motivational variable for parental involvement that can be explained by authoritative, authoritarian, and permissive parenting styles is 45%, while the rest of 55% is influenced by other factors outside this regression equation. Other factors that can affect the motivation for parental involvement, for example, the socioeconomic status of parents (Green et al., 2007), satisfaction of parental needs (Katz et al., 2011), children's academic achievement (Grolnick, 2016; Wright et al., 2018; Yang & Zhao, 2020), children's learning interest and school readiness (Manan et al., 2021; Xia et al., 2019), and parental aspirations (Đurišić & Bunijevac, 2017).

Table 1  
*Simultaneous hypothesis testing*

Variabel	R	R Square	sig	Criteria	Explanation
Authoritative, authoritarian, and permissive parenting styles on motivation for parental involvement based on self-determination	0,671	0,45	0,008	p<0,01	Significant

The results of data analysis in Table 2 shows the relationship between authoritative parenting style and motivation for parental involvement is obtained by a value of standardized coefficients

= 0.161 ( $p < 0.01$ ). It means there is a positive and significant influence between authoritative parenting style and motivation for parental involvement, so the first hypothesis is accepted. The relationship between authoritarian parenting style and motivation for parental involvement is obtained by a value of standardized coefficients = -0.102 ( $p < 0.01$ ). It means there is a significant influence between authoritarian parenting style and motivation for parental involvement, even though it is negative. So, the second hypothesis accepted. The relationship between permissive parenting style and motivation for parental involvement is obtained by a value of standardized coefficients = 0.113 ( $p < 0.01$ ). It means there is a positive and significant influence between permissive parenting style and motivation for parental involvement. So, the third hypothesis is accepted.

Table 2  
*Standardized beta result*

Variabels	Beta	significance	Criteria	Explanation
Authoritative style	0,161	0,003	$p < 0,01$	Significant
Authoritarian style	-0,102	0,002	$p < 0,01$	Significant
Permissive style	0,113	0,002	$p < 0,01$	Significant

## Discussion

Parents involvement motivation is a study that discusses the complex relationship between parental involvement and motivation. Parental involvement can be manifested in the form of meetings between teachers and parents, being involved in children's school activities, and learning activities at home between parents and children. Motivation, on the other hand, is focused on individual activities both intrinsically and extrinsically. It focuses on the involvement of parents in schools for increasing children's academic activities, and goal-oriented self-regulation (Gonzalez-DeHass et al., 2005; Wang et al., 2021). Parents who are involved in their children's academic activities promotes the children to take personal responsibility to be more interested in learning, to enjoy challenging academic tasks, to be more concentrated, and have high self-efficacy. The existence of encouragement, praise, interest, and involvement lead to intrinsic motivation which has implications for increasing the ability of children's goal orientation to learn (Mata et al., 2018). However, from the aspect of extrinsic motivation, Mata et al. (2018) explains that parental involvement is considered as excessive control. Parents use extrinsic



rewards so that children are more extrinsically motivated. The motivation for parental involvement, especially in children's academic activities, results in better achievement of goals for both parents and children, for example, children's independence (Gonida & Cortina, 2014; Gonzalez-DeHass et al., 2005; Lara & Saracostti, 2019). This shows the importance of parental involvement which is not only how parents are involved in children's activities, but also how the style of interaction between parents and children. It is identical to the parenting style of the children studied in this study.

First, authoritative parenting style has an influence on the motivation of parental involvement. Second, the authoritarian parenting style affects the motivation for parental involvement. Third, the permissive parenting style also affects the motivation for parental involvement. Fourth, the three predictor variables simultaneously affect the motivation for parental involvement in accompanying children during learning from home. The parenting style adopted by parents plays a major role in the success of a child's education. Children need positive learning experiences to success in school which can be realized in the form of providing support, motivation, and quality teaching. It increases children's involvement in learning in the school environment (Đurišić & Bunijevac, 2017; Wang et al., 2019). The motivation for parental involvement in children's education in online learning is a pleasant psychological experience as long as parents provide a safe and healthy environment. It is a learning experience that does not restrain children, and instills a positive attitude in children to carry out school assignments carried out from home (Đurišić & Bunijevac, 2017; Silinskas & Kikas, 2019).

The results of research show that there is an influence of authoritative parenting style on the motivation of parents' involvement in assisting children during learning distance learning. Authoritative parenting style is a parenting style that emphasizes how children can control behavior and there is high acceptance when children communicate with parents (Baumrind, 2013; Hosokawa & Katsura, 2018). The influence of the authoritative parenting style on motivation for parental involvement is due to the characteristics of parents as warm, rational, motivating, and controlling individuals as a form of support for children's independent behavior. This is in line with a study conducted by Baumrind, Maccoby, and Martin as quoted by Kimble (2014) and Abdullah et al. (2020). They state that authoritative parents are parents who set rules

that are supported by rational reasons and support children with love, empathy, and aim to promote child's independence.

The coefficient value about the influence of authoritarian parenting style on the motivation for parental involvement in accompanying children during online learning is relatively low. Authoritarian parents with lower levels of education have children with better levels of education. However, it cannot be concluded that authoritarian parenting always produces positive effects, as is the case for children in China. There are other confounding factors such as culture that can influence the relationship between parenting style and child development outcomes (Chen et al., 1997; Lo et al., 2019; Morita et al., 2021; Spera, 2005). Sofiani and Mufika (2020) study found there is an influence of gender bias in the authoritarian parenting pattern towards early childhood in eastern culture in Indonesia. The impact of parental gender bias, when involved in assisting children, is that children are jealous of comparing themselves with siblings, low self-confidence of children, jealousy, emotional disorders (bad moods), rebellious children, behavioral disorders, such as aggressive, hyperactive, even a bully.

The fact about the existence of cultural traditions in each region has an impact on parental involvement in terms of parenting style can be denied. Parents who maintain the concept that their parents success in educating their children well, tend to use similar techniques in educating their children (Sofiani & Mufika, 2020). During this authoritarian parenting process, the priority is how parents can understand the characteristics of the child's psychological development, other family members, as well as the characteristics of the parents themselves. Therefore, parents' special goals to direct the child to prioritize learning, even though there are indications parents tend to be highly demanding and have strong control over their children.

The result of this research also shows that permissive parenting style affects the motivation of parents' involvement in accompanying children during learning from home. Permissive parenting is the opposite of authoritarian parenting. Permissive parenting emphasizes more on children to make their own decisions and do whatever they want. It can increase children's empathy when family members support each other to interact, discuss, and communicate freely and comfortably about certain topics, ideas, or issues (Abdullah et al., 2020). Parents rarely apply punishment to their children, even almost do not use power and punishment in parenting (Sofiani & Mufika,

2020). In line with this, Viswanath et al. (2020) stated that parents who apply a permissive parenting style tend to spoil their children, and children are allowed to make their own rules. Children with permissive parenting styles are very demanding and will throw tantrums when their wishes are not met.

The three predictor variables of parenting style, namely authoritative, authoritarian, and permissive simultaneously affect the motivation of parents' involvement in assisting children during learning from home, which is quite high with a percentage of 45%. Darling and Steinberg (1993) proposed that parenting style and parental involvement motivation are important for investigating children's socialization activities. This is in line with Xia et al. (2019) who suggested that programs designed to increase parental involvement in children's school readiness take into account the socio-emotional aspects of parenting styles. The practice of parenting style is a behavior used by parents to be involved in socializing children's activities, and parenting style as a contextual variable that can create a child's personal emotional climate. The motivation for parental involvement in assisting children's learning at home is as an effort to support school academic activities which have positive implications for the education system (Đurišić & Bunijevac, 2017).

Based on the results of the study, the parenting style that has a high role in the motivation for parental involvement in assisting children during distance learning is the authoritative parenting style. Authoritative parenting styles can be used as the basis for child care during the COVID-19 pandemic which has a positive impact on parents and children when carrying out learning from home. In line with this, Larzelere et al. (2013) stated that parents with authoritative parenting styles can provide guidance and motivation when involved in children's learning and patient attitude when giving consequences to children's actions. The involvement of parents in assisting children's learning from home combined with an authoritative parenting style can be an implication for parents not to focus on cognitive development only, but there needs to be an increase in socioemotional development so that there is a balance in children's development during learning from home (Balayar & Langlais, 2021; Lara & Saracostti, 2019). The development shown by children when parents believe in applying an authoritative parenting style is that children are more adaptive and confident and responsible in responding to problems in their environment. This supports the study conducted by Kuswanti et al. (2020) regarding family

communication management strategies during the covid-19 pandemic so as to create a harmonious and prosperous family.

## Conclusion

This study provides empirical information about the motivation for parental involvement in accompanying children during learning from home in terms of authoritative, authoritarian, and permissive parenting styles. The conclusions of this research are as follows: first, the authoritative parenting style influences the motivation for parental involvement. The involvement of parents, with an authoritative parenting style, is flexible. The parents used a reasonable explanation for the child's demands. They don't force but supervise the child to have clear and logical expectations, especially in activities that accompany children's learning. Second, the authoritarian parenting style affects the motivation for parental involvement. The involvement of this authoritarian parenting style prioritizes how parents understand the characteristics of the child's psychological development, especially directing children to prioritize learning. Third, the permissive parenting style also affects the motivation for parental involvement. Children with permissive parenting styles are very demanding and throw tantrums when the child's wishes are not meet. Parents who apply a permissive parenting style are expected to be able to build self-determination by further increasing the sense of connectedness in children optimally. Fourth, the three predictor variables simultaneously affect the motivation for parental involvement in accompanying children during online learning. The parents' involvement in assisting children's learning from home combined with an authoritative parenting style can be an implication for parents to focus on children's cognitive, affective, and psychomotor development. Therefore, children are to be more motivated to learn from home.

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