

INFLUENCE OF PARENTING STYLES ON SELF-REGULATED LEARNING BEHAVIOR MEDIATED BY SELF-EFFICACY AND INTRINSIC VALUE

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Abstract: The main objective of the current study was to investigate the direct and indirect influences of parenting styles on self-regulated learning behavior, being mediated by self-efficacy and intrinsic value. In order to meet this objective, a quantitative study with correlational research design via path analysis was utilized to establish statistical associations between the core variables. The participants of the study consisted of 206 male and female high school students from a selected international school in Bangkok, Thailand. The Parental Authority Questionnaire (PAQ) was employed as the research instrument to test parenting styles while the Motivated Strategies for Learning Questionnaire (MSLQ) was the research instrument chosen to measure intrinsic value, self-efficacy, and self-regulation.

The results revealed the following major findings: (1) authoritative parenting style had a significant direct influence on self-regulated learning behavior; (2) permissive and authoritarian parenting styles did not have a significant direct influence on self-regulated learning behavior; (3) authoritative parenting has a significant indirect influence on self-regulated learning, being mediated by self-efficacy and intrinsic value; (4) permissive and authoritarian parenting styles did not have a significant indirect influence on self-regulated learning, being mediated by self-efficacy; (5) permissive parenting style did not have a significant indirect influence on self-regulated learning behavior, being mediated by intrinsic value; and (6) authoritarian parenting has a significant indirect influence on self-regulated learning behavior, being mediated by intrinsic value.

Keywords: Parenting styles, Self-regulated learning behavior, Self-efficacy, Intrinsic value.

Introduction

Baumrind (1971) proposed a theoretical model which categorized *parenting styles* into three types: authoritarian, authoritative, and permissive. Based on Baumrind's early studies, researchers continued to explore the emotional relationship between parent and child and its influence on the child's overall development (Buri, 1989; Baumrind, 1989, 1991, 1996). Studies on the connection between home and school

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