THE PARENTING BELIEF OF "ACHIEVEMENT EXPECTATION" AND ITS MEDIATING EFFECT BETWEEN SOCIOECONOMIC STATUS AND HOME LEARNING ENVIRONMENT

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Abstract - This study discusses the confluence of traditional Chinese culture and western thought and the parenting belief of "Achievement Expectation " that Taiwanese parents with young children hold. The actual circumstances of the home learning environment are considered, This research has three purposes. The first is to understand the achievement expectation and the home learning environment it provides. The second is to understand the relationship between socioeconomic status, parenting belief of " Achievement Expectation " and the home learning environment. The third is the model fit of parenting belief of " Achievement Expectation " mediating effect in home learning environment affected by socioeconomic status. The samples of this research are retrieved from a database established by Chien-Ju Chang(2019) Kids in Taiwan: National Longitudinal Study of Child Development and Care (KIT): KIT-M36 at 36 months old [Data file]. The sample is the father or mother of the baby born between April 1st, 2013 and March 31st, 2014, for a total of 2,099 research objects. The data of this research used statistical Analyses System 9.4 to test the median of questionnaire scale for variables and correlation analysis. Also, the study used Mplus 8.0 statistical software's Structural Equation Modeling (SEM) to analyze the model fit of parenting belief of " Achievement Expectation " mediating effect in home learning environment affected by socioeconomic status. Results shows that (1) The parenting belief of " Achievement Expectation " and home learning environment both have significant differences with the median value. (2)The socioeconomic status has relationships with other variables . (3) The parenting belief of "Achievement Expectation" has mediating effect between socioeconomic status and learning materials, parental responsivity and conditional discipline. This study results shows that the parents of Taiwanese young children provide a good home learning environment for their children and do not set excessively high expectations of their children. The parenting belief of "Achievement Expectation" has mediating effect between socioeconomic status and home learning environment, indicating that parents with higher socioeconomic status hold a weaker parenting belief of "Achievement Expectation," thereby providing a better learning materials, parental responsivity, and a lower conditional discipline.

Keywords - Achievement Expectation, Chinese Cultural Parenting, Home Learning Environment

Parenting beliefs is deeply influenced by their cultural environment (Harkness & Super, 2002). Chinese parents pertain a considerable amount of traditional cultural traits in their parenting beliefs, which is much different from western societies (Jian Jin-Long, Huang Li-Li, 2015). This study discusses the confluence of traditional Chinese culture and western thought and the sort of " Achievement Expectation" educational belief that Taiwanese parents with young children hold. The actual circumstances of the "home learning environment" are considered, and further analysis of the mediating effect of " Achievement Expectation" among parents with young children are discussed within the context of the impact of socioeconomic status and "home learning environment."

I. LITERATURE REVIEW

(1)The Chinese parenting belief of " Achievement Expectation "

Chinese parents attach great importance to academic achievement. Academic achievement is the inheritance of cultural concepts. Diploma is important in social competition. Present different parenting beliefs between Chinese and Western cultures (Lin Wenying, Wang Zhenwu, 1995; Liu Huici, 2001).In the past, Chinese parents thought that their children's performance was a sense of accomplishment.Whether it still exists in today's parenting beliefs is worth exploring.

(2) Socioeconomic status and the relationship with the parenting belief of " Achievement Expectation"

Research by Zheng and Libertus (2018) shows that the higher the level of education, the more important it is to learn. But there are also discussions with different views. Lin Wenying and Wang Zhenwu (1995) pointed out that parents with higher education attach more importance to the personality development of their children and less attention to ability and achievement. Vasilyeva, Dearing, Ivanova, Shen and Kardanova (2018) surveyed Russian primary school students and parents. The results show that education does not affect parenting beliefs. In the context of Chinese culture, what kind of relationship between the parents achievement expectation and socioeconomic status show?

(3) Home Learning Environment

Home learning environment refers to the stimulation and quality of support that children can receive in their respective familial contexts (Bradley et al., 1989). The Home Observation for the Measurement of the Environment (HOME) is the most adopted measurement method (Caldwell & Bradley, 1984;

Bradley, Caldwell &Corwyn, 2003). The contents include learning materials, language stimulation, physical environment, parenting feedback, learning stimulation, environmental diversity, and the acceptance of children. In particular, the acceptance of children is also called conditional discipline.

(4) The Factors influencing Home Learning Environment

i. Socioeconomic status and home learning environment

Socioeconomic status is related to parenting practice. Many researches found that socioeconomic status can explain the home learning environment (Li Yan-Wei, Li Yan-Fang, Liu Li-Sha, 2012; Bardley et al., 1994; Hadd& Rodgers, 2017). Domestic and international research supports the finding that socioeconomic status has a positive effect on the provision of the home learning environment to children. In other words, the higher the socioeconomic status, the higher the degree of positive parenting practice (Zheng Zhi-Feng, 2013; Zhang Jian-Cheng, Chen Shan-Hua, 2006; Morawska, Winter & Sanders, 2009; Rafferty & Griffin, 2010).

ii. The parenting belief of " Achievement Expectation " and home learning environment

Feng Yan et al. (2013) pointed out that the theoretical model of the parenting belief affects the parents' attitude towards parenting and the parents' actual parenting behaviors. Lin Jun-Yin, Qiu Xin-Yi, and Ye Zhi-Jun (2012) found that parenting beliefs as a mediating factor do show a significant effect on the parenting behaviors demonstrated by current parents. The more parents emphasize the parenting belief of obedience, the more they use authoritative punishment to discipline their children.

II. RESEARCH METHOD

This research has three goals. The first is to understand the parenting belief of " Achievement Expectation" and the home learning environment it provides. The second is to understand the relationship between socioeconomic status and the home learning environment formed by the parenting belief of " Achievement Expectation." The third is the mediating effect of the parenting belief of " Achievement Expectation" between socioeconomic status and the home learning environment.

(1) Research tools

The research tools of this study are primarily the survey questionnaires developed by the Center of Educational Research and Development and the Department of Human Development and Family Studies at National Taiwan Normal University, an 8-year project delegated by the Ministry of Technology and begun from August 2011 to March 2016.

(2) Research target and sample description analysis

The samples of this research are the "Kids in Taiwan: National Longitudinal Study of Child Development & Care" database (Zhang Jian-Ru, 2019). The formal study of the first batch of the 36-month age group in the second phase of the KIT project targets the carers of those born between April 1st, 2013 and March 31st, 2014.

(3) Descriptive statistics and reliability and validity analyses

Table 1 contains the results of descriptive statistics and reliability and validity analyses. In terms of the validity test, the individual items of the five constructs under the home learning environment all can be independently attributed to one factor, with the cumulative eigenvalue as high as 62.00%. In terms of reliability, the Cronbach's α of the entire home learning environment is .89, and the Cronbach's α of each construct falls between .65 and .83.

Variable Construct	M	SD	Cronbach's α	Rotation Sums of Squared Variation	Cumulative
Socioeconomic status	29.34	12.03			
Home Learning Environment	2.84	.40	.89		
Variety in Experience	2.54	.70	.70	12.24	30.11
Learning Materials	3.14	.71	.83	17.87	17.87
Learning Stimulation	2.59	.72	.65	12.18	42.29
Parental Responsivity	3.63	.49	.73	10.77	53.06
Conditional Discipline	2.68	.74	.71	8.96	62.00

Table 1. Descriptive Statistics and Reliability and Validity Analyses
Descriptive Statistics and Reliability and Validity Analyses

III. RESEARCH RESULTS

The data of this research used statistical Analyses System 9.4 to carry out variable and median testing, correlation analysis between variables. Also, the study used Mplus 8.0 statistical software's Structural Equation Modeling (SEM) to analyze the relationship between socioeconomic status, the parenting belief of

" Achievement Expectation," and home learning environment.

(1)The parenting belief of " Achievement Expectation" and home learning environment

The statistical results concerning the parenting belief of " Achievement Expectation" and home learning environment show that the parenting belief of " Achievement Expectation" and home learning environment both have significant differences with the median value of 2.5. The mean value of home learning environment (t=38.827, p<.001) is significantly higher than the median value. The mean value for achievement expectation (t=-4.444, p<.001) is significantly lower than the median value.

	Test value=2.5						
						95% confidence interval	
	df	M	MD	t	Sig.	Lower	Upper
Parenting Beliefs							
Achievement Expectation	2098	2.44	-.057	-4.444	.000	-.08	-.03
Home Learning Environment	2098	2.84	.342	38.827	.000	.33	.36
Variety in Experience	2098	3.14	.039	2.546	.011	.01	.07
Learning Materials	2098	2.54	.636	40.914	.000	.61	.67
Learning Stimulation	2098	2.59	.089	5.659	.000	.06	.12
Parental Responsivity	2098	3.63	1.128	105.275	.000	1.11	1.15
Conditional Discipline	2098	2.68	.700	11.159	.000	.15	.21

Table 2
T-test analysis results of parenting belief "Achievement Expectation," home learning environment, and the median value

(2)Relationship between socioeconomic status, parenting belief of " Achievement Expectation," and home learning environment quality

Research results show that while socioeconomic status and "conditional discipline" show no significant correlation, other variables do show a significant correlation, indicating that the higher the socioeconomic status, the lower the value of " Achievement Expectation" (r^2=-.094, p<.001), and the home learning environment offered (r=.187, · p< .001）

	1	2	3	4	5	6	7	8
1.Socioeconomic status	--							
2. Achievement Expectation	-.094***	--						
3. Home Learning Environment	.187***	-.174***	--					
4. Variety in Experience	.130***	-.037	.713***	--				
5. Learning Materials	.133***	-.067**	.790***	.500***	--			
6. Learning Stimulation	.145***	-.037	.735***	.425***	.537***	--		
7. Parental Responsivity	.122***	-.060**	.601***	.342***	.481***	.396***	--	
8. Conditional Discipline	.040	.300***	-.186***	.119***	.116***	.143***	.193***	--

Table 3 - Correlation test between variables
***** p< .001, ** p< .01, * p< .05**

(3) The median formula model of " Achievement Expectation" as socioeconomic status impacts the home learning environment

The table shows the results of the good-of-fit test on structural equation modeling of socio-economic status and "Achievement Expectation" versus home learning environment. The results are: x^2 = 856.928, df =178, x^2/ df=4.814, p < 0.001; CFI = .947, TLI =.938, RMSEA = .043,. The results show that the model is good-of-fit. The explanation of socioeconomic status versus home learning environment attained significance level (fig. 1), indicating that the higher the socioeconomic status (r^2=.176, p<0.001) the better the home learning environment provided by parents. The explanation of socioeconomic status versus " Achievement Expectation" attained significance level, indicating that the higher the socioeconomic status (r^2=-.104 , p<0.001), the lower the degree of " Achievement Expectation." Also, the higher the degree of " Achievement Expectation," the lower the home learning environment provided by parents (r^2=-.108, p<0.001). The effect of " Achievement Expectation" on socioeconomic status and home learning environment is significant (r^2= .011, p < .05), and has a mediating effect.

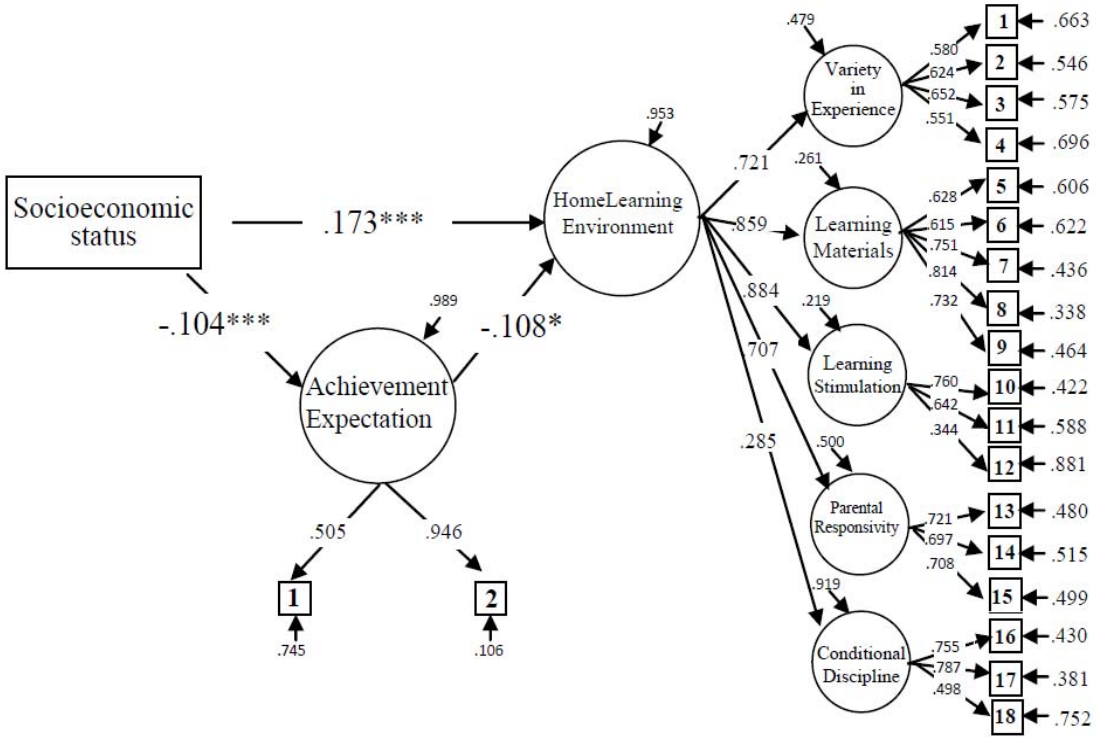


Figure 1. Mediating equation model of "Achievement Expectation" in Socioeconomic status affecting the home learning environment

Model fit indices	Cutoff criterion	Test result	Model fit
x^2	--	856.928	
Df	--	178	
x^2/ df	< 5	4.814	fit
RMSEA	< .08	.043	fit
SRMR	< .08	.044	fit
CFI	> .90 以上	.947	fit
TLI	> .90 以上	.938	fit

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

Table 4 - Model fit ofAchievement Expectation mediating effect in home learning environment affected by socioeconomic status

Parameter		Estimate	S.E	Z	P-Value
Path	SES→Home Learning Environment	.176	.024	7.363	***
	SES→Guan	-.104	.027	-3.819	***
	Guan→Home Learning Environment	-.108	.028	-3.903	***
Total effect		.188	.024	7.919	***
Direct effect	SES→Home Learning Environment	.176	.024	7.363	***
Indirect effect	SES→Guan→Home Learning environment	.011	.005	2.464	*

Table 5 -The mediating effect of "Achievement Expectation" in socioeconomic status affecting the home learning environment.

IV. DISCUSSION AND CONCLUSION

(1)Analysis of the parenting belief of "Achievement Expectation"

In western studies, Chinese parents are commonly described as dictators exercising strict discipline through an apparent authority persona that train children into self-suppressive and submissive individuals conforming to social expectations (Chang & Greenberger, 2012; Chao,1994; Choi,2013 Gorman,1998; Kao, 2005; Liu & Guo, 2010).Statistical results show that the mean value of parents' " Achievement Expectation " is lower than the median value. The results of this study show that" the Parents' High Expectations of Children to Become Successful" isn't fit the past impressions of strict Chinese parents.

(2)Analysis of the home learning environment provided by parents

This study shows that only the parents' acceptance behaviors score lower than the median value. The

mean of the home learning environment and other dimensions are all significantly higher than the mean value. Conditional discipline and the quality of the home learning environment has a positive correlation: the better the home learning environment, the more apparent the conditional discipline. In other words, parents would scold children when they show insubordination and would use prohibitive actions to discipline and punish. Chao (1994) pointed out that Chinese parents using the discipline approach has a positive connotation to the Chinese people. Such sort of parenting behavior is still widely accepted by Taiwanese parents today.

(3)The effects of socioeconomic status on the parenting belief of " achievement expectation"

The higher the parents' socioeconomic status, the lower parenting belief of " achievement expectation ." The results of the study conform to other domestic and international studies. Lin Wenying and Wang Zhenwu (1995) pointed out that parents with higher education attach more importance to the personality development of their children and less attention to ability and achievement.

(4)The effects of socioeconomic status on the home learning environment

This study found that parents with higher socioeconomic status could provide a better home learning environment, and this result agrees with other domestic and international studies. Socioeconomic status can explain the home learning environment (Li Yan-wei, Li Yan-Fang, Liu Li-Sha, 2012; Bardley et al., 1994; Hadd& Rodgers, 2017). Parents with different status have uneven access to cultural resources, which leads to differences in their parenting practice (Lan Pei-Jia, 2014). Parents with higher socioeconomic status can provide more abundant education equipment (Roscigno& Ainsworth-Darnell, 1999).

(5)The mediating effect of the Parenting belief of " achievement expectation" on socioeconomic status affecting the home learning environment

This study concerns the parenting belief of " achievement expectation" and the provision of home learning environments among the current generation of parents. The parenting belief of " achievement expectation" has mediating effect between socioeconomic status and home learning environment, indicating that parents with higher socioeconomic status have a lower degree of adoption of the parenting belief of " achievement expectation," thereby providing a better home learning environment. The results of this study are coherent with the view that the value systems developed from the cultures of different social strata impact parenting behaviors based on different expectations of educational achievement (Jiang Tian-Hui, 2005).

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