

The Correlation between Parenting Style, Parent's Involvement and Language Ability on EFL Undergraduates

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Abstract: This study aims to examine the correlation between parenting styles and parental involvement in relation to language ability on undergraduate students. A quantitative approach utilizing a correlational technique was employed to gather data from a sample of 160 participants. Data collection involved instruments with 20 items each for parenting style and parental involvement, 18 items for language ability. The analysis included descriptive statistics, classical assumption tests, multiple linear regression, and path analysis. Findings indicate a direct correlation between parenting style and language ability, parenting style and language ability.

Keywords: Parenting style; Parent's involvement; Language ability

1. Introduction

Language ability is an essential aspect of undergraduates' development that should be encouraged from widen perspective. It acts as a gateway to the learning process and is key to academic success. The significance of language ability lies in their competence to lay the groundwork for mastering knowledge and international views in the modern world. Hence, it is vital to foster language ability among college students (Fajriah, 2018).

Parenting styles influenced language ability from the early age of learners. Inten (2017) explains that a child's character is shaped by family parenting styles. Early childhood habits are learned through parental examples, which affect their readiness for learning. The behaviors exhibited by parents become focal points in a child's daily life. Effective parenting styles enhance a child's literacy because parenting serves as the foundation for literacy, and children often learn through imitation.

Given the importance of parenting styles and involvement in language ability, this study aims to analyze the correlation between parenting styles, parental involvement, and language abilities of freshmen undergraduates at NCST (North China University of Science and Technology).

2. Literature Review

Aristotle regarded language as a magical tool that allows individuals to articulate the past, present, and future through words. He viewed language as a means to express and communicate thoughts, both intentionally and unintentionally, in relation to the world. Theorists of modern structuralism describe language as a social phenomenon and a structured system that exists at any given time and evolves over time.

According to Bzoch KR, and League R, Brown VL. (2022), language ability becomes a natural part of academic career from 20s century as a requirement of College English Curriculum Requirement (CECR). Zahro, I. F., and Aprianti, E. (2022) emphasized that foreign language learning is particularly important in the 21st century. Wahyuni (2019) suggested that language skills and letter recognition in college students are interconnected constructs that predict future success in reading comprehension and word recognition. Beyond language proficiency, parental involvement is another crucial factor in the foundation of language ability.

Parenting involvement plays a vital role in language ability development, especially in the first five years when a child's primary interactions occur at home with their parents. Parenting styles and involvement significantly impact a child's development and behavior. Studies show a prevalence of different parenting styles: authoritative (73.1%), permissive (3.8%), neglectful (65.2%), and authoritarian (56.0%). Masud et al. highlight the need for more research on this topic in developing countries.

3. Methodology

This study utilized a quantitative approach to analyze the correlation between the independent variables—parenting style (X1), parental involvement (X2), and the dependent variable language ability (Y) among first-year undergraduates at NCST, Tangshan. The population for

this study consisted of 160 parents of 80 selected participants, encompassing 2 schools of Engineering and Metallurgy. From this population, 160 study samples were selected using a proportional selection method. Data collection was conducted by distributing questionnaires, which included a list of questions that had been tested for validity and reliability, directly to a selection of respondents, specifically the parents of the participants.

4. Results

Based on the results of the data analysis using path analysis, direct and indirect correlation coefficients are found as described in Figure 1.

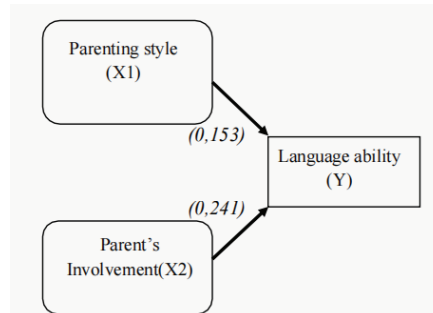


Figure 1. Path Analysis Model X1, X2 and Y

The summary of two research hypotheses was summarized in Table 1.

Table 1. Summary of the Hypothesis Testing Decisions of H1 and H2

Hypothesis		B	DECISION
H1	There is a direct effect of parenting style on the language ability of undergraduates at NCST	0.153	Accepted
H2	There is a direct effect of parental involvement on the language ability of undergraduates at NCST	0.241	Accepted

The results of the path analysis aim to validate two research hypotheses, which are as follows:

H1: There is a direct effect of parenting style on the language ability of undergraduates at NCST.

H2: There is a direct effect of parental involvement on the language ability of undergraduates at NCST.

The path analysis validate two research hypotheses specifically as parenting style has a direct effect on the language ability of undergraduates at NCST, and parental involvement has a direct effect on the language ability of undergraduates at NCST.

5. Discussion

5.1 Correlation between parenting style and language ability of undergraduates at NCST

Based on the analysis conducted in this study, the predominant parenting style among parents is the democratic style. Observations reveal that most language ability variables are linked to high abilities, demonstrating a direct positive correlation between parenting style and its ability. This is evidenced by a path coefficient of 0.153 indicating a positive correlation between the parenting style and language ability among undergraduates.

Sarwar (2016) describe parenting style as the pattern of interaction between parents and children, including how parents behave, their attitudes, and actions when interacting with their children. This encompasses the implementation of rules, teaching values and norms, providing attention and affection, and demonstrating positive behaviors and attitudes, serving as role models for their children. Parents who offer warmth and autonomy at home can emphasize various home literacy practices. The role of parents in fostering early literacy within the family involves being role models and providing direct examples in daily life, encouraging children to adopt similar habits. When children frequently observe these behaviors, they are motivated and interested in emulating them (Sarwar, 2016).

The findings of this research are consistent with Obimakinde's (2018) study, which reported an R-square (R^2) value of 0.168, indicating a significant correlation between parenting style and the literacy skills of children.

5.2 Correlation between parent's involvement and language ability of undergraduates at NCST

The data processing results indicate that the majority of parental involvement falls into the high category. Similarly, observations of the language ability variable show that the highest levels are associated with high abilities. This suggests a direct correlation between parental involvement and the language ability of college students. A path coefficient of 0.241 supports this, indicating a positive relationship between parental involvement and language ability at NCST.

According to Dewi (2018), parental involvement reflects the extent to which parents are present and engaged in their children's lives.

Research by Retnaningtya, M. S., and Paramitha (2015) showed that 63.32% of parents frequently engaged in activities that support ear-

ly literacy development. Parental involvement in literacy includes creating a home literacy environment, which involves activities like reading books together, providing print materials for children, and displaying positive attitudes towards literacy.

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