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The Influence of Parental Psychological Control on Junior High School Students' Learning Motivation and Self-Efficacy

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Abstract: Background:Parents of junior high school kids' expectations and worries about their teenage children frequently develop into anxiety and become the basis of their psychological control in present-day society due to the growing stress of social competition. Moreover psychological control is not conducive to the sound development of teenagers, which also has a great impact on their learning motivation (LM) and self-efficacy (SE). Methods: This paper adopts the method of literature review, selects the relevant representative literature for detailed and comparative analysis and summary, in order to explore the influence of parental psychological control (PPC) on junior high school students' LM and SE. Results: The study found that PPC indirectly reduced students' LM through academic emotion, achievement attribution and learning attitude. At the same time, the research reveals that proper PPC promotes the development of junior high school pupils' SE, whereas excessive PPC is not SE. Therefore, it is important to investigate the effects of PPC on middle school students' LM and SE for their children's growth. This paper can better help their children's healthy growth, let parents understand the negative effects of excessive PPC and improve their behavior.

Keywords: Psychological control, junior high school students, learning motivation, self-efficacy.

1. Introduction

Junior high school students' learning motivation (LM) and self-efficacy (SE) have always been important factors affecting their learning and healthy development. Today, with the prevalence of "Involution" culture, parents' expectations and concerns about their children often turn into anxiety which turns into psychological control over their children. Studies have confirmed that PPC can make their children reach their expectations by means of guilt, disappointment, humiliation, interruption, personal attack and withdrawal of love. These behaviors will hinder the individualization process and mental health development of adolescents [1]. Children go through a period of fast physical and psychological growth during adolescence. In order to enable children to develop healthily, it holds great significance to analyze the influence of parental psychological control (PPC) on children. As an internal motivation to promote students' learning, parents' psychological control is proved to PPC have a direct impact on students' LM.

The term "self-efficacy" describes an individual's assessment and conjecture on their capacity to carry out a particular behavior. Bandura's conceptualization of SE pertains to individuals' belief in their ability to employ their skills successfully in accomplishing a particular task [2]. It carries great

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importance to study the influence of PPC on junior high school students' SE for teenagers' sound development and social adaptation.

At present, there is some literature on the impact of PPC, most of which are the impact on children's emotional regulation and aggressive behavior. The research on the impact on children's LM and SE also occupies a part, but there are still contents worthy of further exploration. This study will select the representative literature to review, detail its research, and make a comparative analysis and summary.

2. Introduction to the Key Concept

Junior high school students can be redefined as those who are currently enrolled in junior high school education, and also refer to a stage in early adolescence. As adolescent children undergo gradual physical and mental development and maturity, they sometimes adopt a negative outlook on life during this phase, rejecting certain positive attributes they had previously developed. This tendency to resist can lead to a rebellious attitude and behavior in teenagers towards the expectations and norms set by parents, schools, and society, potentially resulting in mental health issues that hinder their social adaptation. At the same time, the changes of adolescent children attract the attention of parents, who usually feel uneasy and out of control. In order to resist this feeling of uneasiness and out of control, parents will regain control of adolescent children through psychological control.

The individual's speculation and judgment about regarding their capacity to perform a particular behavior is SE. Bandura's interpretation of SE refers to individuals' belief in their ability to apply their skills to accomplish a specific task [2]. Internal motivation that directly supports students' learning is referred to as LM, and it is essential to inspire and steer students' learning. Numerous aspects, such as LM, but also personal values, attitude, aspiration level, learning interests, learning needs, and outside encouragement, affect pupils' learning.

3. The Influence of Parental Psychological Control on Learning Motivation

Based on the analysis and comparison of previous literature, the study found that PPC had a great impact on the learning behavior and learning effect of junior high school students, and the learning effect of students in turn affects their LM, so, Adolescents in junior high school students' LM is greatly influenced by PPC.

LM is affected in many ways. In the research of Liang Xingli et al., “students' mastery of knowledge can be determined by their academic achievement, which is significantly affected by multiple factors such as cognitive ability, social support and LM” [3]. Research on the connection between motivation and achievement demonstrates that students' success is positively impacted by motivation [4]. In addition, students' association will attribute their achievements, let students know their academic achievement through the feedback of learning effect, stimulate students' learning willingness, and improve students' LM, and vice versa. Therefore, learning effect and LM affect each other. Based on information processing theory, self-determination theory and buffer model, this study comprehensively considers the influence and mechanism of individual factors (cognitive ability and LM) and social environmental factors (teacher-student relationship, friendship quality and parental support) on academic performance, so as to provide theoretical basis and empirical support for improving academic performance. The study surveyed 5, 038 students from Grade 7 to grade 9 in 18 middle schools in Yanqing District of Beijing, and 5, 038 surveys were gathered, with a recovery rate of 100%. 4, 973 valid assessment tools were obtained, including 2, 574 boys (15.39 ± 1.02 years old) and 2, 399 girls (15.29 ± 0.95 years old). The researchers imported all the questionnaire questions into the online test system, matched the audio guidance, and randomly generated the questions in order. The collective test was carried out in the class as a unit with the informed consent of the school

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leaders and research object. According to the research, social support from parents, teachers, and peers encompasses a variety of elements, including granting students complete autonomy over their choices, encouraging them to solve problems when they face challenges, and promptly providing emotional support when needed. In order to enhance their LM, these resources address kids' developmental requirements in three areas: autonomy, competence, and relationships. Barber et al. pointed out that PPC also exists in the following behaviors: "(1) restricting verbal expression, limiting verbal communication to the range that parents like, transferring/inhibiting children's language expression, ignoring or caring for them; (2)denying, to invalidate a child's views and to deny the views or feelings expressed by the child; (3) Personal attacks are attacks on children's status and values in the family, such as parents' repeated mentions of children's mistakes or embarrassing behaviors" [5]. In the research of Huang Xiting et al., negative parenting styles such as punishment and severity, over control and over protection are significantly negatively correlated with academic performance [6], which can prove that PPC can reduce students' LM.

The research of Liu Xiaoxian et al. showed that PPC significantly positively predicted the negative academic emotions (anxiety and boredom) of junior high school students, but could not predict the positive academic emotions (happiness and relaxation) [7]. Based on the control value theory of academic emotions, students' LM can be induced, maintained, or weakened by academic emotions simultaneously. This study mainly studies the mediating effect of secondary school students' professional emotions in the relationship between parents' autonomous support, psychological control and secondary school students' creative SE, and Some of its findings can support the impact of PPC on junior high school students' LM. In this research, the researchers conducted a group test by taking the class as a unit. The subjects were all ordinary junior high school students. Using the cluster sampling method, 571 students from two middle schools in Wuhan were selected as subjects for group test by taking the class as a unit. There were 512 questionnaires that were valid and sorted, with an effective rate of 89.66% and an average age of 12.07±2.30. Before the test, the informed consent of school leaders, head teachers and students themselves has been obtained. Participants filled in the questionnaire composed of adolescent academic emotion questionnaire, PPC questionnaire and parents' autonomous support questionnaire to collect basic data for the purpose of analyzing the results. The scales are all self rating scales. It takes about 30 minutes for subjects to complete all the questionnaires. Finally, the researchers used SPSS17.0 and mplus7.0 to sort out and analyze the data, and discussed and analyzed the research hypothesis according to the data. It was discovered that parents' autonomous support addressed three core needs of individuals, namely, the need for autonomy—the desire for individuals to make choices according to their own wants and experience a sense of control; It was found that parents' autonomous support addressed three core needs of individuals, namely, the need for autonomy—the desire for individuals to make choices according to their own wants and experience a sense of control [8]. It is conducive to their positive emotions and development. At the same time, PPC is too high, which will aggravate junior high school students' academic anxiety and boredom. Moreover, according to social cognition theory and control value theory, the external social environment can affect students' LM through academic emotions. The more independent support in the environment, the more positive academic emotions students experience, and the less negative academic emotions they experience. Generally speaking, positive academic emotions can arouse individual problem-solving ability, stimulate students' intrinsic interest and LM, while negative academic emotions are on the contrary [2,9]. "The connection between different academic emotions and LM is slightly different, and boredom always weakens LM" [7]. Junior high school students will experience more academic anxiety and boredom due to PPC, which will affect their LM.

After reviewing the previous relevant literature, PPC mainly affects students' LM through influencing students' academic emotions, achievement attribution and students' attitude towards

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learning. Although researchers have studied from different perspectives and used a variety of scales and analysis models, there are still some confines within the study. For instance, the sample of Liu Xiaoxian's research is relatively single, which is limited to 571 students of seven or eight years in two middle schools in Wuhan [7], which could restrict the general applicability of the findings. Researchers can try to select students in grades 7, 8 and 9 from different regions as participants to improve the universality of the results. In Liang Xingli's research, although the number of effective samples is as high as 4, 973, and the participants are students from Grade 7 to grade 9 in 18 middle schools in Yanqing District of Beijing [3], which has good universality, the research is mainly conducted through parental support, that is, external encouragement that affects students' motivation, and may lack research from other perspectives.

In general, PPC will indirectly affect students' LM. The research of the influence of PPC on students' LM in various directions will assist to modify the current condition of some parents' excessive need for control and lessen the impact on junior high students' LM.

4. The Influence of Parental Psychological Control on the Self-efficacy

Research indicates that PPC has a stronger consequence for the SE of senior high school students. For example, Zhang Li's study found that PPC had an impact on junior high school students' academic SE. The level of teenagers' academic SE is not high, and PPC is negatively correlated with academic SE [10]. The effective solution is for parents to adopt positive parenting methods, such as encouraging education, rather than over control. This study included 450 junior high school students in 12 classes from two schools in Shandong Province (one urban and one rural). The respondents completed a series of scales, including PPC scale, middle school students' coping style scale and academic SE scale. The researcher explained the matters needing attention on the spot, obtained the informed consent of the students, and, with the help of the head teacher, distributed a questionnaire to the two classes of the same grade and the school at the same time. The questionnaire was conducted in six times and completed within the same week to ensure the homogeneity of the research. The researchers used SPSS 23 for analysis after the students completed the questionnaire anonymously and got a valid questionnaire. The researchers showed that after controlling variables such as residence, class cadre experience, grade, and performance ranking, they used partial correlation analysis to analyze the correlation between PPC, coping style and academic SE. The experiments demonstrated that the total average score of PPC and PPC had a negative correlation with the total score of academic SE, while the correlation between maternal psychological control and the total score of academic SE and the scores of each dimension was not significant [10]. After controlling several additional variables, psychological control is still associated with academic SE, which to some extent shows that psychological control is one of the factors that independently affect SE.

In addition, studies by Han Qiong and Zhao Yin and others show that adolescents' SE is related to their PPC and resilience [1]. After discussion, the conclusion is that the development of adolescents' self-identity can be assisted by appropriate PPC, and both positive and correct PPC are crucial. Using cluster sampling method, the researcher distributed questionnaires to the only child and non only child students in Grade 5 and grade 8 in cities J and B through the Internet. The grade and gender distribution of subjects was relatively balanced based on the 923 questionnaires collected. The questionnaire used the Chinese version of the PPC questionnaire, the Adolescent Resilience Scale and the general SE scale. Spss25.0 and PROCESS were used for data processing and analysis. The study found a substantial positive association between parental control, psychological resilience, and teenagers' SE [1]. The study also mentioned that the family will have an profound influence on children's SE, and there will be some differences among children in different family structures, such as the first child, the only child and not the only child. The researchers found that PPC is not all negative, because inducing guilt and autocratic aggression are positively correlated with SE. Inducing

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guilt and autocratic aggression belong to the two dimensions of PPC scale. Adolescents' psychological resilience has a beneficial association with SE, suggesting that it promotes its development. “Appropriate PPC is helpful to enhance the development of adolescents' SE” [1]. In different studies, the relationship between psychological control and SE has different directions. This may indicate that the relationship between the two is affected by other moderator.

PPC's profound effect on the social and emotional development of junior high school students can be learned by reviewing previous literature. With the growth of age, the cognitive level of adolescents is increasing, and the cognitive scope is gradually expanding. The PPC felt by adolescents is a growing trend [1]. At the same time, some studies have shown that PPC can reduce adolescents' SE. Bandura's research shows that SE affects emotional response and behavior. This is particularly true when it comes to anxiety and stress responses to events that are unfamiliar or potentially aversive [11]. Previous studies have shown that excessive PPC is not conducive to the growth of adolescents, but some studies have shown that appropriate PPC is helpful to enhance the development of adolescents' SE, the impact of PPC on the academic performance of junior high school students remains unexplored.

5. Conclusion

The purpose of this study was to examine how PPC affects the LM and social skills of middle school students, and determined that PPC mainly affected students' LM through influencing students' academic emotions, achievement attribution and students' attitude towards learning. PPC can increase school students' academic anxiety and boredom, and reduce their LM. In addition, PPC exerts a considerable influence on students' SE development. Excessive PPC is not conducive to the growth of teenagers, but appropriate PPC can help teenagers enhance the development of SE. The intent of this research project is to assess how PPC affects the LM and SE of teenagers, so as to improve upon this kind of extensive control behavior. Parents should recognize the negative effects of psychological control and make corresponding changes in order to better develop teenagers' mental health and not lose their love and motivation for learning.

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