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Controlled Motivation in Explaining Student Engagement on Adolescents of Authoritarian Parents

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Abstract. Student engagement is considered an important factor for children's success in academics. Findings in individualist countries showed that authoritative parenting is the best parenting style that promotes positive outcomes, including higher student engagement, while authoritarian parenting impacts negatively. These contrasts with the findings in collectivist countries, which showed that authoritarian parenting could also increase student engagement. This study examines how children raised by authoritarian parents could have high student engagement. Researchers hypothesized that this could happen because authoritarian parenting fosters-controlled motivation in the children. This research is a correlational study to test the role of controlled motivation in mediating the relationship between authoritarian parenting and student engagement. The participants were 460 junior high school students (grades 7-9) from 8 Jakarta, Bekasi, and Tangerang schools. The data were collected online using The Parent as Social Context Questionnaire-Adolescent Report, the Academic Self-Regulation Questionnaire, and the Student Engagement Measurement-MacArthur to assess student's perception of their parents' authoritarian parenting, student's level of controlled motivation and student's level of student engagement, respectively. Mediation analysis was carried out with PROCESS macro in SPSS v.20. The result shows that authoritarian parenting, as perceived by students, predicts student engagement through controlled motivation. This finding enlightens parents that even resulting in higher student engagement, being authoritarian is better avoided because it elicits an externally regulated motivation, where children act to maintain their ego, avoid punishment, and get external rewards. How authoritarian parenting might impair children in the long-term was discussed.

Keywords: authoritarian; controlled motivation; parenting; student engagement.

INTRODUCTION

Parenting style is the parents' values, attitudes, and behaviors in rearing their children (Baumrind, 1971). The values parents hold in raising children differ across cultures. For example, parents in collectivist cultures emphasize interdependent relationships with family. Children are expected to prioritize family and make them proud. Children must fulfill the demands of parents and society and gain acceptance and flattery. In the academic context, parents in collectivist cultures

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encourage their children to gain academic achievements to bring honor to the family (Kim & Wong, 2002). Meanwhile, in individualist countries, parents expect their children to be autonomous, assertive, and self-reliant (Hean, 2019; Kim & Wong, 2002). Thus, parents in each culture have different parenting styles for raising their children.

Parents in an individualist culture tend to adopt an authoritative parenting style (Febiyanti & Rachmawati, 2021; Kim & Wong, 2002). Authoritative parents have clear reasons for their rules, are willing to listen to different points of view from children and provide guidance and an emotional climate of warmth (Baumrind, 2013b). On the other hand, parents in collectivist countries tend to endorse authoritarian parenting (Hean, 2019; van Vleet & Bodman, 2016). Authoritarian parents are coercive, allow little input from children and provide no reasoning behind their rules, and have a distant emotional relationship with the children (Baumrind, 2013a, 2013b). Collectivist countries such as Indonesia, the Philippines, Singapore, China, India, Korea, and Arabia emphasized a hierarchical family structure where the children have to obey and satisfy their parents' wishes (Chien, 2016; Hean, 2019). Children are not given the freedom to express their thoughts. In China, parents emphasize compliance, and controlling children is a parental responsibility (Ang & Goh, 2006). Like Indonesia, control is considered the best way to raise children so that children can live life well (Riany et al., 2017). In contrast, individualist cultures consider authoritarian parenting is too harmful and negatively damaging (Hean, 2019). Baumrind (2013a) stated that authoritative parenting is the most effective form of parenting. Authoritative parenting has positive impacts, while authoritarian negatively affects children's academic performance, (Baumrind, 2013a).

One of the most important academic performances students should have is student engagement. Student engagement is defined by Skinner and Pitzer (2012) as constructive, enthusiastic, willing, emotionally positive, and cognitively focused participation in school learning activities. Thus, student engagement is reflected behaviorally, emotionally, and cognitively (Fredricks et al., 2016). Previous research has shown that student engagement promotes students' success in school, such as predicting higher academic achievement, higher reading skills, higher GPA, higher persistence, and preventing school dropout (Dogan, 2015; Fraysier et al., 2020; Gunuc, 2014; Lee, 2014). However, student engagement tends to decrease throughout development, with a significant decline in adolescence when students are in junior high school (Shernoff, 2013; Wang & Eccles, 2011; Wylie & Hodgen, 2012). Thus, adolescents need support from parents to stay engaged in school because the interactions with parents are considered the most influential to their schooling, including student engagement (Malczyk & Lawson, 2019).

Several studies show that authoritative parenting has a positive effect on student engagement, while authoritarian parenting is acknowledged to have detrimental effects (Baumrind, 2013b; Blondal & Adalbjarnardottir, 2014; Georgiou et al., 2013; Malczyk & Lawson, 2019; Reschly & Christenson, 2019; Skinner & Pitzer, 2012; Wang & Sheikh-Khalil, 2014). For example, Blondal and Adalbjarnardottir (2014) found that authoritative parenting measured when students were 14 years old predicted student engagement when they were 15. They showed lower negative school behaviors (i.e. skipping school, disobeying in school) and academic disinterests (i.e., feelings that studies are boring, not happy in school). However, different effects were found regarding how authoritarian parenting affects student engagement in collectivist countries. For example, Ang and Goh (2006) study of adolescents in Singapore shows that authoritarian parents can have children with high student engagement. In their study, there were children with authoritarian parents who had positive attitudes towards school and teachers, such as low dissatisfaction, hatred and dislike. In addition, Jules et al. (2021) study of students in Barbados showed that parents with authoritarian characteristics, which are coercive and inconsistent, predicted student engagement positively.

Due to the different results of the relationship between authoritarian parenting and student engagement in collectivist countries, there is a need to examine how authoritarian could affect student engagement in such cultures. This needs to be done, especially in adolescent populations where the engagement level usually declines in this stage of development; thus parents' role became important (Malczyk & Lawson, 2019; Shernoff, 2013; Wang & Eccles, 2011; Wylie & Hodgen, 2012). The motivational theory of Significance-Quest Theory (SQT) and Self-Determination Theory (SDT) could potentially explain the relationship between authoritarian parenting and student engagement.

SQT postulated that every individual needs social worth and it drives social behavior (Kruglanski et al., 2022). The theory states that every wants desire to feel mattered, worthy, and appreciated by oneself and others that are significant to them (Kruglanski & Bertelsen, 2020; Kruglanski et al., 2022). The motivation to fulfill that need arises when someone experiences rejection, failure, and humiliation so that one feels insignificant and powerless (Kruglanski & Bertelsen, 2020; Kruglanski et al., 2022). When the environment where the person belongs makes him feel insignificant – not respected and unappreciated, he will search for significance by building a positive relationship with agents in another environment and promoting the values the group held (Kruglanski & Bertelsen, 2020). The SQT could be the framework to assume that if parenting does not allow children to feel respected and loved at home, they would be motivated to behave positively in school to fulfill their need for social worth.

The motivation explained by SQT represents what is called a controlled motivation by the SDT, which is the drive regulated by external factors (Ryan & Deci, 2020). Controlled motivation drives someone to do something to protect or maintain ego, such as maintaining self-worth and avoiding shame and guilt (Ryan & Deci, 2017; Ryan & Deci, 2020). It also could drive someone to act to get social rewards and comply with existing rules (Ryan & Deci, 2017; Ryan & Deci, 2020). This kind of motivation can be elicited by authoritarian parenting. Authoritarian parents make the children obey based on fear (Danesh, 1978). As a result, children grow to be a person who is used to submitting to authority figures, not just the authority of parents, but the authority of institutions as well (Darowska, 2022). In addition, children raised by authoritarian parents focus on following rules and getting recognition from others (Darowska, 2022).

This study examines the relationship between authoritarian parenting and student engagement through controlled motivation. Based on how some motivation could be elicited to drive actions, researchers hypothesized that controlled motivation could mediate the relationship between authoritarian parenting and student engagement. Authoritarian parenting leads children to engage in school, but the engagement is driven by the motivation to get recognition from others, avoid punishment, and maintain ego. Thus, this study will answer the research question, “Is controlled motivation mediating the relationship between authoritarian parenting and student engagement?”

METHOD

The research is a non-experimental, correlational study. The study has three variables: authoritarian parenting, controlled motivation, and student engagement. Authoritarian parenting is the predictor, controlled motivation is the mediator, and student engagement is the outcome.

The selection of participants was done through the convenience sampling method and the data collection period started from August until November 2022. There were 460 data after eliminating the data of students who were unwilling to participate, did not get parental consent to

participate, had psychological problems history, and were outliers. Participants consisted of seventh (45%), eighth (26.7%), and ninth (28.3%) grade students. Of the 460 participants, 61.1% were female ($n=281$). Participants ranged from 11 - 15 years old ($M=13.22$, $SD=1.001$). They were students from 5 public schools (79.8%), two private schools, and one madrasah, all located in Jakarta, Bekasi, and Tangerang. Most participants had a last school report score above 70 (93.9%). Most participants' fathers' education levels are SMA (*Sekolah Menengah Atas*/Senior Highschool)/SMK (*Sekolah Menengah Kejuruan*/Vocational HighSchool)/equivalent (44%) and S1 (Graduate Program) (22%). Most participants' mothers' education levels are SMA/SMK/equivalent (44%) and S1 (19.3%). Based on previous research, age, gender, grade, father's education level, mother's education level, and academic achievement (GPA) affect the relationship between the variables being studied in this study (Erten, 2014; Lietaert et al., 2015; Pramana & Suarjana, 2022; Wang & Degol, 2014; Wang & Eccles, 2011; Wylie & Hodgen, 2012). Thus, these demographic variables are included in the analysis as covariates.

Data was collected by providing a survey link to the school that permitted researchers to collect data at their school. The school party then shared the link with the students. In the survey link, students received information regarding the participant's criteria, the purpose of the study, the estimated duration to complete the questionnaire, and the confidentiality of the data shared. Students are also being informed that they can withdraw from participating at any time, and there are no consequences from it. Students willing to participate need the parents to complete the parental consent form in the same link. Afterward, students completed 1) demographic questions, 2) motivation questionnaire, 3) parenting questionnaire, and 4) student engagement questionnaire. This study was approved by the Research Ethics Committee of Universitas Indonesia (No:057/FPsi. Komite Etik/PDP.04.00/2022).

The Parent as Social Context Questionnaire (PSCQ)-Adolescent Report Indonesian version (Abidin et al., 2019) was adapted to measure authoritarian parenting. Authoritarian parenting is operationalized as a single score of the coercion, chaos, and rejection subscales of PSCQ, consisting of 12 items. The items represent the characteristics of authoritarian parenting, including coercive, arbitrary, inconsistent, and rejective discipline. Each item is rated on a 4-point scale (1=Not at all true; 4=Very true). The higher the score, the higher the level of authoritarian parenting. Examples of items are "My parents think there is only one right way to do things—their way", "My parents get mad at me with no warning", and "My parents make me feel like I am not wanted". From the validity test, there was 1 item that had an insignificant factor loading value and corrected item-total correlation value (r it) of 0.041, so it was eliminated from the analysis. Eleven items used in the analysis proved reliable and valid in measuring the construct of authoritarian parenting in this study ($\alpha=0.846$, CFI=0.998, GFI=0.991, RMSEA=0.014).

The Academic Self-Regulation Questionnaire (SRQ-A), used in the Indonesian context by Fadilah et al. (2019), was adapted to measure controlled motivation. Controlled motivation is operationalized as a single score of the mean of the external regulation and introjected regulation subscales of SRQ-A, consisting of 18 items. Participants were presented with four questions – why they 1) do homework, 2) do the tasks given by the teacher during class time, 3) try to answer complex questions in class, and 4) try their best at school. Participants rated how accurate the statements in the items were on a 4-point scale (1=Not at all true; 4=Very true). Examples are "So that the teacher does not scold me", and "Because I want other students to think that I am a smart student". The higher the score, the higher the student's-controlled motivation. There was 1 item was eliminated from the analysis because it had a factor loading value of 0.186 and r it of 0.210. Seventeen items used in the analysis to measure the construct of controlled motivation in this study

proved reliable and valid ($\alpha=0.834$, CFI=0.938, GFI=0.963, RMSEA=0.050).

The Student Engagement Measurement-MacArthur (SEM) (Fredricks et al., 2005) was adapted to measure student engagement in students. The SEM has 19 items regarding student engagement in school activities and systems (behavioral), emotions regarding school and its agents (emotional), and cognitive investment in learning (cognitive). In addition, there is reverse scoring on four items. The mean score of all items describes the participants' general level of student engagement. A higher score indicates a higher level of student engagement. Examples of items are "I complete my work on time", "I follow the rules at school", "My classroom is a fun place to be", and "If I do not understand what I read, I go back and read it over again". Each item is rated on a 5-point scale (1=Never; 5=Always). Three reverse items were eliminated from the analysis because they had negative factor loading values and values of factor loading and r below 0.30 (Hair et al., 2019; Nunnally & Bernstein, 1994). In this study, the 16 items included in the analysis proved reliable and valid in measuring student engagement ($\alpha=0.849$, CFI=0.948, GFI=0.971, RMSEA=0.062).

The data were analyzed with simple mediation analysis (model 4) using the PROCESS v3.5 program in IBM SPSS Statistics v20, which tests the correlation between independent and dependent variables through mediator variable (Hayes, 2013). In other words, it will test whether authoritarian parenting influences student engagement through controlled motivation. The analysis was conducted with a bootstrap of 5000. The research hypothesis is that controlled motivation positively mediates the relationship between authoritarian parenting and student engagement. Thus, there should be a significant indirect effect of controlled motivation to accept the hypothesis.

RESULTS AND DISCUSSION

Table 1 summarizes the descriptive statistics of the research variables, presenting each variable's minimum, maximum, mean, and standard deviation values. From Table 1, generally, participants have a high level of student engagement. The same is true for controlled motivation, which shows the participants'-controlled motivation is quite high. Meanwhile, with a score range of 1 - 4, the mean of authoritarian parenting is below the median value. In other words, the authoritarian parenting perceived by the students was not too high.

Table 1.
Descriptive statistics of the variables

| Variable | Minimum | Maximum | Mean | Standard deviations |
|-------------------------|---------|---------|------|---------------------|
| Authoritarian parenting | 1.00 | 3.73 | 2.19 | 0.57 |
| Controlled motivation | 1.88 | 4.00 | 3.21 | 0.45 |
| Student engagement | 2.75 | 5.00 | 3.94 | 0.52 |

Table 2 shows the correlation results between all variables included in the analysis. As expected, authoritarian parenting is positively related to controlled motivation, and controlled motivation is positively related to student engagement.

Furthermore, student engagement was negatively correlated with age, gender, grade, and the education level of the father and mother. Children who were younger and in lower grades had higher levels of student engagement than children who were older and in higher grades. This is in line with previous studies that found that the higher the grade, which means the older the age, the student became less engaged in school because school activities are no longer enjoyable (Shernoff,

2013; Wang & Eccles, 2011; Wylie & Hodgen, 2012).

Table 2
 Correlation between variables

| Research variables | Authoritarian parenting | Controlled motivation | Student engagement |
|--------------------------|-------------------------|-----------------------|--------------------|
| Authoritarian parenting | | | |
| Controlled motivation | 0.224** | | |
| Student engagement | -0.041 | 0.343** | |
| Covariates | | | |
| Age | 0.021 | -0.031 | -0.211** |
| Gender | -0.077 | 0.010 | -0.140** |
| Grade | 0.008 | -0.085 | -0.251** |
| Father's education level | -0.127** | -0.167** | -0.142** |
| Mother's education level | -0.145** | -0.094* | -0.103* |
| Last school report score | -0.105* | 0.046 | 0.057 |

Note. ** $p < 0.01$, * $p < 0.05$

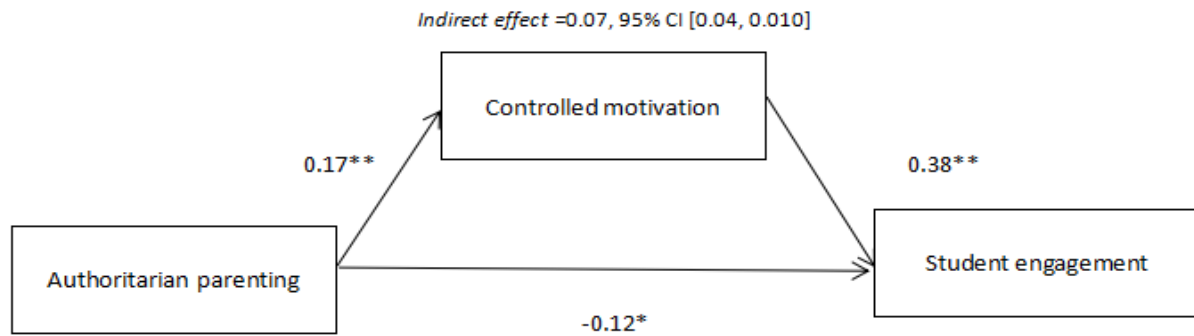
Authoritarian parenting negatively correlates with the father's and mother's education and last report score. This means that the higher the parents' education level, the less the parents display authoritarian parenting towards their children. In addition, authoritarian parents have children with lower academic achievement (school report score). These might happen because parents' education serves as a foundation to support children's academic success as they have beliefs and expectations and are able to provide the support needed for their children to achieve success, such as affection, modeling positive interaction, and cognitive stimulation (Davis-Kean et al., 2021). Controlled motivation is negatively correlated with the education level of the father and mother. This means that higher-education parents tend to have children with low controlled motivation. This is perhaps because children whose parents have high education are more likely to watch and follow their parents learning activities and aspirations on education (Davis-Kean et al., 2021).

Girls displayed higher student engagement than boys. Based on Lietaert et al.'s (2015) study, girls displayed higher engagement because girls perceived higher support from teachers than boys. In addition, high parental education was associated with lower student engagement at school. Previous research showed that parents with higher education provide more time on children's education; however, father's education level lower the time they spend with children at home (Guryan et al., 2008; Sayer et al., 2004). This might explain how parental education correlated with children's engagement with school.

The study hypothesis was that authoritarian parenting predicts student engagement through controlled motivation. The amount of data that can be analyzed based on pairwise deletion is 427. Figure 1 shows the hypothesis model.

Results showed that authoritarian parenting predicted controlled motivation significantly ($b=0.17$, $p<0.01$), and it explains 9% of the variance in controlled motivation ($R^2=0.09$). There was a significant negative direct effect of authoritarian parenting on student engagement ($b=-0.12$, $p<0.05$), and controlled motivation also significantly predicted student engagement ($b=0.38$, $p<0.01$). The model explains 21% of the variance in student engagement. Examining the mediation effect, the result shows that there is a significant indirect effect of controlled motivation in the relationship between authoritarian parenting and student engagement $b=0.07$, (95% CI [0.04, 0.10]). That is, the higher the parental authoritarian parenting, the higher the students' controlled motivation, increasing student engagement. This shows that controlled motivation partially

mediates the relationship between authoritarian parenting and student engagement.



Note. ** $p < 0.01$, * $p < 0.05$

Figure 1.
Hypothesis model

The results confirmed that controlled motivation mediates the relationship between authoritarian parenting and student engagement. Furthermore, authoritarian parenting significantly predicts controlled motivation, and controlled motivation significantly predicts student engagement. These results support the assumption that authoritarian parenting activates children's motivation through controlled motivation that leads to children being engaged with school. However, the results showed a negative direct effect of authoritarian parenting on student engagement. This suggests that authoritarian parenting impairs children's student engagement at school, which is in line with several studies which show that authoritarian parenting impact children's schooling negatively (Kim et al., 2018; Matejevic et al., 2014; Rauf & Ahmed, 2017; Zahedani et al., 2016). However, children could still engage in school at some point because the authoritarian parenting they receive from parents triggers controlled motivation. Children who perceive that their parents are authoritarian tend to have the drive to satisfy and maintain their ego, get social rewards, and avoid punishment for doing school tasks (Ryan & Deci, 2020). This drive then makes children engage in school behaviorally (obeying school rules), emotionally (having positive emotions towards school and the people in it), and cognitively (making efforts to understand the subject matter).

The positive effect of authoritarian parenting through controlled motivation found in this study aligns with previous research in collectivist countries. For example, Ang and Goh's (2006) study on students in Singapore showed that authoritarian parents could have children engage in school emotionally. This study also aligns with Jules et al. (2021), who found that parents who exhibit authoritarian characteristics increase student engagement among Barbados students. The motivation theory of SQT might explain this finding. Children in this study who feel insignificant at home may seek to earn others' respect by promoting the value of another group, in this case, the school environment (Kruglanski & Bertelsen, 2020). Thus, the children act positively at school with the motive to gain external rewards, i.e., acceptance from the environment.

The finding in this study can also be explained by how authoritarian parents shape certain attitudes and behaviors of adolescents. Previous research shows that most adolescents of authoritarian parents tend to constantly conform to their parents' rules to deal with fear and anger toward their parents (Danesh, 1978; Duckitt, 2015). Control and coercion parents use over children's behavior are used for temporary compliance and lead children to comply with the directives of designated authority (Baumrind, 2013a). Such parenting fosters authoritarian submission, where children show compliance without being able to argue (Duckitt, 2015). Children become accustomed to obeying authorities, such as school, because they fear punishment and rejection (Danesh, 1978). A

qualitative study found that an adolescent with authoritarian parents felt pressured and disrespected by all the rules and restrictions she received from her parents but still complied because she was afraid (Jalal & Sari, 2023). Thus, children might display positive behavior in school, but it is based on fear and expectation to be accepted by others.

Although children could act positively in school, controlled motivation could not be the motivation parents (and schools) hoped from children in their learning process. Children strive for achievement to fulfill the expectation of others. Authoritarian parenting might seem to promote positive impacts, but long-term it is detrimental. For example, children with authoritarian parenting tend to have lower self-esteem and higher worries about making mistakes, thus leading to procrastination (Chen et al., 2022; Martinez & Garcia, 2008). Not just academic, several studies showed that authoritarian parenting predicts children's emotional and behavioral problems, such as anxiety problems, lousy temper and disturbing other children, involvement in bullying behavior, and early maladaptive schemas (Bakhla et al., 2013; Olla et al., 2018; Buri et al., 2018; Georgiou et al., 2013). Aggressivity could happen when children can no longer follow all the rules from their parents, making the anger that has been repressed for a long time explodes maladaptively (Boucher, 2021; Danesh, 1978).

This study shows parallel mediation of controlled motivation. Thus, other variables might better explain the relationship between authoritarian parenting and student engagement. Future research can directly measure attitudes and behaviors that result from authoritarian parenting, such as authoritarian submission, obedience tendency, self-regulation, etc. Further research can also examine the effects of parenting of both parents (mother and father). Prior research showed that inconsistent discipline between mother and father had different effects on the children (Darowska, 2022).

There are some limitations in this study. First, the measurement of parenting in this study only refers to one parent. Previous studies show that inconsistent parenting between mother and father affects children differently (Darowska, 2022; Dornbusch et al., 1987). Second, SDT postulated that controlled motivation occurs without parental support to fulfill children's basic psychological needs. Thus, measuring children's essential psychological needs satisfaction could give beneficial information in understanding how parenting influences student engagement.

CONCLUSION

This study explains how authoritarian parenting could increase student engagement through controlled motivation. The results give insight that although explicitly children perform well (i.e., show high student engagement), the motive is not what is being expected by a child as a long-life learner. Based on SDT, as their motivation is controlled motivation, it means that children perform to avoid punishment, get external rewards, and maintain their ego. Therefore, being authoritarian in parent children is not suggested. This study contributed to the development of research in the field of parenting and education in societies with collectivist cultures.

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