

## RELATION BETWEEN PARENTING STYLE, MASTERY MOTIVATION AND SCHOOL ACHIEVEMENT IN ADOLESCENCE

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*Keywords:* parenting style; mastery motivation; school achievement

Family background can influence the development of mastery motivation. However, there are only scarce empirical data about the mechanism creating this effect. To explore the impact of family on children's mastery motivation and school achievement, we have to describe family background in a complex way. Although parenting style is among the effecting factors of family environment, its impact on mastery motivation is less known yet. It appears that research in general examines this issue only regarding younger children (and no such Hungarian study was found). Adolescents seem to be missing from research on the relation between mastery motivation and parenting style. In our study we focused on the relationship between parenting style (perceived by child and by mother), the child's mastery motivation and the child's school achievement (as shown by grades). Data from 7<sup>th</sup> graders (N=296) and their mothers was analyzed using structural equation modeling. We hypothesized that parenting style has an effect on mastery motivation and also on school achievement. We investigated direct and indirect effects of parenting (as shown by parental care, control and overprotection) as well. We used the Hungarian version of the Parental Bonding Instrument (H-PBI; Toth, & Gervai, 1999), the Child-Mother Bonding Instrument (CMBI; Danis et al., 2005), and the Hungarian version of the Dimensions of Mastery Questionnaire (H-DMQ; Jozsa, 2007). We used confirmatory factor analyses to test whether the 2 (care, control) or 3 (care, control, overprotection) factorial structure of parenting shows better fits. A further question targeted whether the ratings of the independent raters (child, mother) or their combinations show better fits. Our results suggested that it is better to use 3 factors in the case of parenting style and to analyze the raters separately in all the measures. The reliabilities of the instruments were good (Chronbach's  $\alpha = .63-.86$ ). We tested four basic models. All have good model fits, but we suppose that our hypothesized model is the best, because the literature also supports its theoretical basis (RMSEA=.045; CFI=.909; TLI=.898; SRMR=.065). Thus, our results showed that parental care has a positive, while parental control and overprotection have negative influences on children's mastery motivation. Mastery motivation affects achievement positively, in both the mothers' and the children's ratings. Our study shows that parenting style has an important role in the child's mastery motivation and academic success. Mastery motivation determines school achievement. On the strength of our results, we suppose that through changing parental child-rearing behavior, mastery motivation and school success can be influenced. We can improve these if the parents receive help on how to be more affectionate, emotionally warm, show empathy, and develop closeness and reciprocity with their children while bringing them up.

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The research was supported by OTKA K83850. Krisztián Józsa was supported by the János Bolyai Research Scholarship of the Hungarian Academy of Sciences.