

Research on the influence of parental education participation on junior high school student' Chinese learning

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Abstract: The promulgation of Google's Chinese Curriculum Standards for Compulsory Education (2022 Edition) further strengthens the educational guidance of Chinese courses and proposes to build a bridge between home education and school education and social education to jointly promote student development. The junior high school stage is a critical period for students' growth, as adolescents are highly malleable and highly susceptible to the influence of external factors. The family is a crucial domain for students' behavior acquisition, and parents play an important role in their children's learning and life. With the promulgation of the Family Education Law and the implementation of the "Dual Reduction" policy, the value and role of parental educational participation in the cultivation of their children have been placed in a higher position. Based on reading and summarizing relevant literature, this study randomly selected junior high school students from urban and rural areas in different regions of Sichuan province using cluster sampling method to conduct a questionnaire survey to gain a deeper understanding of the specific impact mechanism of parental educational participation on junior high school students' Chinese learning. The aim is to provide feasible suggestions for student development from the perspective of family education.

Keywords: home education; junior high school student; Chinese learning.

1. Introduction

With the promulgation of the Family Education Law and the implementation of the "double reduction" policy, the value and role of

parental education participation in the cultivation of their children have been placed in a higher position. Based on this, exploring the impact of parental education participation on the Chinese learning of junior high school students is of great significance. In the context of social transformation, the return rate of educational capital in the human capital market is constantly increasing, and high-quality educational qualifications have become a pass for individuals to forge ahead in society. Parents are the first teachers of their children. The growth of children is influenced by multiple factors, but the educational participation of parents has unparalleled value compared to any other person or factor. Parental love for their children is itself an important educational form that contains tremendous educational energy. This study is based on Bourdieu's cultural capital theory and learning engagement theory. Through literature analysis, questionnaire survey, and interviews, it understands the current situation of primary school students' Chinese learning engagement in the first grade, and explores the impact of parental education participation on primary school students' Chinese learning. By analyzing the causes, from the perspective of parental education participation, this study proposes optimization strategies to promote primary school students' Chinese learning and promote junior high school students to better engage in Chinese learning.

2. Research foundation

The correlation between parents' educational participation and educational research has always been a hot topic in educational research. There is a wealth of theoretical and empirical research both domestically and internationally, but upon reviewing previous research findings, we still find many areas worth further exploration. In terms of research subjects, the focus has primarily been on college students, with insufficient attention paid to middle school students. In terms of research methods, most studies have only analyzed the impact of family background on primary school students' learning investment from objective factors such as parents' occupation, economy, and educational level, while ignoring subjective factors within the family (such as parents' emotional attention, educational resource investment,

and educational companionship). This approach undoubtedly weakens the validity of the research. Therefore, to gain a deeper understanding of the specific impact mechanism of parents' educational participation on middle school students' Chinese learning, this study selected urban and rural middle schools in different regions of Sichuan Province, used cluster sampling to randomly select multiple students in the first grade, distributed questionnaires online, and collected data. This study is based on the following four assumptions: there are significant differences in Chinese learning levels among middle school students from different background variables; there are significant differences in parents' educational participation levels among different background variables; parents' educational participation has a significant impact on middle school students' Chinese learning; and there is a significant correlation between parents' educational participation and middle school students' Chinese learning investment levels.

3. Differences in Parental Participation in Education across Different Background Variables

Firstly, the overall level of maternal participation in education is higher than that of paternal participation. The mean scores of all dimensions of father's educational participation are significantly lower than those of mother's participation, indicating that the overall level of mother's educational participation is higher than that of father's participation. This is partly because of the different division of family roles between parents, and also influenced by stereotypical notions of gender differences. In traditional social concepts, fathers mainly play the role of "provider" and follow the family division of "male outside, female inside". Fathers work hard in the workplace to provide material support for the family, and many domestic affairs fall to mothers. The busyness of work squeezes the time and energy of fathers to participate in their children's education, reducing their participation in the education of their only child. Secondly, stereotypical gender differences. Deeply influenced by Confucian culture, the concept of "men and women have differences" has been continuously developed. In the family, higher expectations are placed on women's roles. Although in real life, most mothers go to work like their fathers, but mothers still

need to take on most of the family responsibilities, such as housework and activities related to educating their children. Mothers are caught between personal ideals and social constraints, struggling between "centering on children and family" and "achieving self", but the sense of motherhood always exists. Regardless of whether mothers choose to refuse or accept, most mothers still choose to focus on their families and take on the responsibility of educating their children.

Secondly, urban parents have higher levels of educational participation than rural parents. The study found that there are significant differences in the levels of parental educational participation and its various dimensions between regions, with parents in provincial capitals and prefecture-level cities having significantly higher levels of educational participation than parents in towns and rural areas. This further confirms the previous conclusion that there are significant differences between urban and rural families in terms of educational expenditure, parents' care and supervision of their children's education. The following are the main reasons for this: Firstly, there are differences in regional culture between cities and towns. Social atmosphere and values shape people, but are also influenced by the people who live in the region, reflecting the collective aspirations of most people in an area. Parents living in cities have personally experienced the internal advantages or external convenience brought by education, deeply realizing the relationship between education, knowledge, and thinking and personal achievements and future prospects. Therefore, their overall willingness to receive education is very strong, creating a positive social atmosphere and environment for learning, which in turn prompts them to pay more attention to education and actively provide their children with sufficient educational support. In contrast, the concept of urban-rural development has not been implemented in China's economic and social development guidance as soon as possible. At present, the government and related departments are constantly promoting urban-rural integration, and people are becoming more familiar with urban-rural integration. However, the dual structure of urban and rural education remains strong.

Thirdly, parents with university or higher education levels have the highest level of participation in education. The study shows that there

are significant differences in parental participation in education based on educational level, and overall, the level of parental participation in education is proportional to the educational level of the parents. This further confirms previous research that parents with higher educational levels tend to have a stronger tendency to participate in parenting. The main reasons for this are as follows: Families lack of cultural cultivation or low cultural level, lack of educational tradition at home, parents do not value education, lack of knowledge, and lack of sufficient motivation to pursue long-term educational achievements, so they participate less in education. For parents with a university or higher education level, many of them have changed their fate through knowledge and achieved vertical mobility across social classes. In order to maintain their original class or achieve further family class transcendence, they put forward higher requirements for their children's education and also personally participate in their children's educational management. In addition, highly educated parents have more years of educational experience compared to low-educated parents. Compared with low-educated parents, they have a deeper understanding of the learning characteristics and academic problems of primary school students at various stages, and can therefore provide sufficient and effective educational support at various stages. In addition, highly educated parents have absolute advantages in tutoring homework, studying educational knowledge related to children, self-study teaching materials and reference books. Nowadays, the difficulty of learning continues to decline, and primary school students' Chinese topics are very difficult for a considerable number of low-educated parents. In contrast, highly educated parents are more calm and at ease when dealing with teachers and actively participating in school activities . They dare to put forward their own demands to the teacher, negotiate with the teacher, and even question the teacher's words, which is unimaginable for low-educated parents.

Fourthly, parents from families with different economic statuses engage in education differently. Research has shown that there are significant differences in the level of parental participation in education based on family economic status. Parents from families with good or relatively good economic status have significantly higher levels of

participation in education compared to parents from families with average or poor economic status. This further confirms the previous conclusion that family economic income significantly affects parents' participation in their children's education. The main reasons for this are as follows: according to the family investment theory, economic capital is the most basic and effective form of capital among various social resources. Family economic foundation determines the quality and level of material conditions provided by parents for their children. Families with good or relatively good economic status have stronger economic purchasing power, which enables them to provide their children with advantageous educational resources and pay for extracurricular tutoring and training fees. Parents can also participate in paying courses, conferences, and activities related to their children's education. For families with average economic status, especially those in poverty, they can only provide basic educational guarantees for their children. Even if parents are willing to let their children participate in paid courses, they may ultimately give up because the family does not have extra funds. In addition, the family economic foundation provides parents with precious time and energy to participate in their children's education, so they are more sensitive to their children's daily emotional fluctuations and learning states, and can intervene in a timely manner. Families with average or poor economic status can only maintain basic family economic expenses. Parents spend most of their time earning a living and are busy, which results in missing the opportunity to accompany their children. When parents are deprived of intimate conversations, communication, and time spent with their children, their direct participation in their children's education becomes impossible. In his book "Unequal Childhoods," LaRue emphasizes that parents from high-income families plan maturely for their children's education from the beginning, consciously cultivating their cognitive abilities, social skills, and cultural literacy, while parents from low-income families lack educational planning for their children, do not interfere with their school performance, and follow natural growth.

Fifthly, Children from only-child families tend to be more participants in parent-teacher communication and attend more school meetings than those from more than one child family, which means that parents with

only one child have higher school academic performance expectations. The only child family environment has more closeness and harmony, adding to parents' educational expectations for children. The higher expectations and encouragement from parents can provide the children with more educational support and motivation to concentrate on learning. Parents of only children do not have a greater sense of obligation to devote themselves to work for the family. These advantages lead to better results in children's learning, making them more productive and enjoyable at school. Based on the previously generated content, this new version reflects parental behavior, educational participation, and interaction patterns in only child families and shows impacts on the child's personality development.

4. The participation of parents in education has a significant impact on the language learning engagement of middle school students.

Firstly, parental emotional involvement is a key factor that drives junior high school students' academic commitment. There is a significant correlation between emotional engagement in Chinese learning of parents' attention towards their children's lives and studies. Parental attention not only allows them to timely understand their children's interpersonal issues, school adaptation, and psychological status, but also maintain good parent-child relationships, which influence their children's knowledge, emotional attitude, and values. The analysis below is why parents' emotional participation significantly affects the commitment of Chinese learning of secondary school students: First of all, parents giving timely encouragement to their children facing academic difficulties and dilemmas helps enhance their ability to solve academic problems. Parental emotional companionship and support provide their children with more emotional value, ensuring their confidence and enthusiasm for participating in school courses and off-campus activities. Research has found that learning self-confidence plays an intermediary role between parents' learning participation and their children's academic performance in primary and secondary schools. A father's emotional comfort can provide his children with confidence and a safe haven, thereby enhancing their self-confidence, enabling them to develop better interpersonal relationships, and

making them more willing to communicate, share experiences, and collaborate with peers when encountering academic problems. Secondly, better communication between parents and children can provide support for their growth and promote their development in school. Parents communicating with their children about stories and problems related to school or studies can make up for the personalized care that is difficult to provide through collective education based on class teaching, passing on their accumulated social capital to their children, which can develop their multiple cognitive and non-cognitive qualities.

Secondly, parents' participation is a powerful foundation for nurturing junior high school students' Chinese learning. Through correlation analysis, it was found that there is a significant correlation between junior high school students' learning engagement and their parents' participation, with the higher the parents' participation, the higher the degree of participation in school activities, and the stronger the adolescents' learning motivation. The following is an analysis of the reasons why parents' participation has a significant impact on primary school students' learning engagement: Firstly, lower junior high school is a stage where students have poor self-control and cannot adjust their learning behavior according to social requirements and their own concepts. Poor self-control can affect lower-grade students' Chinese learning performance. Students with low self-control often cannot maintain focused attention for long periods of time and also have difficulty in completing homework diligently in a timely manner. Chinese learning in lower junior high school, whether it is reading entire books as proposed in the extended learning task group or expressing and communicating carefully, requires students to concentrate and be attentive. Parents' participation acts as a type of external supervision and support that can help students who cannot control themselves well. Parents' management of their children's time management, homework planning, and friendships can actually open the door to strengthen their self-management, providing assistance when they cannot supervise themselves well, thereby helping students gradually move from external supervision to self-discipline and steadily improve their independent learning ability. Secondly, parents' communication with teachers about

their children's education is a manifestation of effective connection between home and school. Compared to parents, teachers have more professional knowledge and theories about education that can provide parents with professional guidance, which not only involves Chinese language learning but also involves students' psychological, behavioral, and communication with schools and teachers. As an effective form of home-school cooperation, it helps parents understand their children's physical and psychological characteristics, providing strategies and skills for educating children, thereby helping primary school students avoid negative behaviors and actively engage in learning. Additionally, research has found that peer relationships act as a mediating effect on primary school students' academic performance. Parents' management of their children's friendships can influence their children's interpersonal strategies and social networks. Lower junior high school students have not yet formed mature values, so they may not choose correct friends like adults based on mature criteria. If lower junior high school students choose some bad friends as their friends, it will affect their learning enthusiasm. Bad friends often have no interest in learning, and this attitude will affect lower junior high school students' learning attitude. In fact, lower junior high school students tend to choose friends with whom they can resonate with, and are attracted to people with whom they can establish similar interests, habits, personality traits, and life experiences. If parents guide properly by choosing friends who promote positive growth while also actively engaging in extracurricular activities or sports, this can greatly promote lower junior high school students' social engagement in learning and enhance their learning effectiveness.

Finally, parental cognitive engagement is a solid guarantee for primary school students to engage in learning. Through correlation analysis, there is a significant correlation between middle school students' Chinese learning and parental cognitive engagement. The reasons why parental cognitive engagement has a significant impact on middle school students' Chinese learning engagement are as follows: Firstly, under exam-oriented education, obtaining higher scores and better academic performance remains the driving force for most teachers, parents, and students to pursue learning. Parental cognitive

engagement directly affects these aspects of Chinese learning, bringing clear educational influence, especially on cognitive engagement. The new curriculum standards for middle school students' core literacy in Chinese subjects involve a significant proportion of cognitive aspects, such as the ability to use tools to access information. During extracurricular activities, middle school students often need to access the internet to retrieve information, which requires parents' cooperation and support. When parents cooperate well, middle school students can successfully master skills and enhance their interest in learning. As students, learning is the main task at this stage. If their performance is constantly unsatisfactory for a long time, it will greatly harm their self-esteem and self-confidence, thereby discouraging their enthusiasm for learning. Parents providing educational guidance or tutoring activities provide students with the opportunity to improve their performance. When middle school students cannot fully understand knowledge in school and have only a superficial understanding of articles, parents' timely guidance plays an important role. In addition, personal example is more important than preaching. Parents teaching their children lessons by studying junior high school textbooks and reference books is a scene that will have a positive effect on primary school students and serve as a role model for them to internalize into their own study attitudes and habits. At the early middle school stage, according to the characteristics of primary school students' age and physical and mental development, a requirement is put forward for middle school students to observe life from multiple perspectives. The family is the garden where middle school students grow up, and parents are the objects that primary school students directly observe. Parents' attitude towards knowledge will affect middle school students' attitude towards knowledge, emotions, and study habits. Finally, parents taking the initiative to learn educational knowledge can improve their educational participation ability and level, and provide more scientific guidance and attention for their children's learning and education. With the implementation of the "Family Education Law", society places higher expectations on parents and proposes higher requirements. Parents taking the initiative to learn about educating their children can correctly respond to and reflect on the behavioral, psychological or cognitive

problems displayed by their children, thereby helping them solve problems and cultivating positive emotions towards learning while encouraging them to learn independently.

5. Educational Suggestions

Parental participation in education serves as an important complement to their children's school education and is a key factor influencing the language learning engagement of junior high school students. Therefore, parents should engage in high-quality educational participation, guide their children to display positive learning attitudes, and achieve good learning outcomes. Based on this, we propose the following suggestions.

Immersing Parental Emotional Participation to Lay the Foundation for Improving Chinese Learning Engagement. As parental emotional participation has a significant impact on junior high school students' Chinese cognitive, emotional, behavioral, and social engagement, parents should immerse themselves in emotional participation to lay the foundation for improving their children's Chinese learning engagement level. Firstly, parent-child interaction should be used as a medium to enhance the intimate relationship. The parent-child relationship, as the first interpersonal relationship established from birth, plays an important role in children's current and future mental health, school performance, and social adaptation, and has a positive effect on children's learning motivation, social skills, and emotional adaptability development. Parents can communicate with their children about school stories, listen to them talk about problems they have encountered or interesting things that have happened, and let them open up in a relaxed atmosphere. At the same time, attention should be paid to the skills and art of dialogue. When children encounter problems or difficulties at school, they should be given timely guidance and allowed to fully express their own views. In ideal learning participation, parents should not only pay attention to their children's academic performance but also pay attention to their children's learning experience, allowing their children's studies to develop positively within a loving parent-child relationship. Parents should spend more time with their children and accompany them grow up in

the little things to let the parent-child relationship warm up. In addition, parents should also pay attention to the impact of the couple's relationship on their children's growth. The couple's relationship is the core of the entire family relationship. Parents should respect, love, and tolerate each other as much as possible, avoid conflicts in front of their children, build a harmonious and warm family atmosphere for them, and provide a good family environment for their healthy growth. Secondly, emotional attention should be used as an opportunity to provide psychological support. Adolescents with poor emotional regulation may experience more external and internal problems, which can affect junior high school students' learning behavior, causing them to be unable to concentrate or stay focused on following the teacher's progress. When facing Chinese language problems, they tend to avoid problems with negative emotions instead of actively solving them. Junior high school students have weaker self-control and emotional regulation ability, but most of the emotional regulation difficulties are development problems that can be resolved with appropriate methods. Firstly, parents should timely pay attention to their children's emotions. When facing the low and negative emotions brought by junior high school students' Chinese learning, they should give comfort in a timely manner, relieve their emotional pressure, let their children feel the warmth care and educational support from their parents. Secondly, parents often communicate with their children about their school learning, activities and social interactions with classmates, teaching them to handle different emotional problems that may arise. In addition, in order to improve the scientificness and effectiveness of emotional education, parents can read more books on education science and psychology, listen to expert speeches, etc. Emotional expression is more subtle than other expressions. If parents are not attentive enough to their children, they often miss the best educational opportunity. Therefore, parents should study more and improve their educational sensitivity to timely pay attention to their children's emotional changes and provide strong psychological support.

Focus on Parental Participation to Stimulate Chinese Language Learning Investment. Since parental participation has a significant impact on middle school students' Chinese cognitive, emotional,

behavioral, and social investments in language learning, parents should pay attention to their participation and promote the improvement of their children's Chinese learning investment level and the formation of good language learning habits. Firstly, to achieve educational cooperation, parents should participate in school activities. The rapid development of new media has provided parents with various communication channels with teachers, breaking the distance between time and space, and strengthening the relationship between teachers and parents. Parents should actively cooperate with the school to better understand their children's learning and living conditions. Parents should actively participate in school-related educational activities and promptly respond to teacher communication, actively attend parent-teacher meetings, educational seminars, etc., and parents who are able should join the Parent-Teacher Association or other organizations to establish closer relationships with the class their children are in. On one hand, schools have many advantages in education activities. They have well-equipped classrooms, conference rooms and other educational venues, multimedia and educational network systems, as well as professional teachers who have received special training in education and teaching. In carrying out educational activities and providing educational guidance, schools have inherent advantages. Therefore, schools should take on the responsibility of popularizing and promoting family education knowledge, actively offering family education courses to teach parents the necessary educational and psychological knowledge related to educating their children. At the same time, attention should be paid to the development of family education courses, as parents are different from professional educators and should pay attention to the application and adaptability of the content of their educational guidance courses. On the other hand, schools and teachers have their own educational and teaching tasks to complete, and it will increase their educational burden if they have to offer offline family education courses. Therefore, schools can make full use of network resources by developing online courses to provide effective guidance for parents' family education. The school and teachers should also make full use of online platforms to communicate effectively with parents and proactively build a bridge for good relations between home

and school. This will not only achieve positive feedback on students' school life and learning performance but also provide some effective educational methods for different age-group students based on their overall characteristics, allowing parents and teachers to jointly promote students' healthy growth. Secondly, to achieve learning how to learn, parents should provide support and guidance. Learning how to learn refers to learners being able to independently select learning content, allocate learning time, self-evaluate learning effects, regulate emotions, strategies, methods, and skills during the learning process. Parents should provide support by supervising and guiding their children's learning process through stages of supervision and teaching to compensate for the behavioral problems caused by their children's low self-management level. However, parents should also realize that supervision is not the goal but a means or strategy to help them achieve it. The ultimate purpose of arranging children's learning time and entertainment time is to let them learn how to self-manage, self-plan, self-supervise. Parents should respect their children's independence and subjective status when supervising their children's learning time. When arranging their children's entertainment time and study time, parents can have a dialogue with their children to reach an agreement on how they should be arranged. Parents should also allow their children to express their wishes and demands fully when selecting friends so that children can gradually understand why their parents support or oppose their choices while gradually being more independent in making judgments and choices. At the same time, when parents supervise their children's learning process, they need to be specific according to individual circumstances and adhere to appropriate principles while correctly guiding them to stimulate their internal drive for learning and promote their initiative in learning. The deep purpose of school education is not only to enable students to master more cold data but also gradually guide them to master how to learn so that they can become masters of learning themselves. This ability can help them actively expand outward after graduation from school and enter society when they forget the procedural knowledge learned in school. This ability is not achieved overnight or innate; it needs to be cultivated by parents and teachers from childhood.

Enhancing Parental Cognitive Engagement and Empowering Chinese Learning Input: Parental cognitive engagement has a significant impact on Chinese cognitive, affective, behavioral, and social inputs of junior high school students. Therefore, parents should enhance their cognitive engagement to help improve their children's Chinese learning input level. Firstly, updating educational concepts through knowledge learning. Parents should constantly learn how to be better parents through reading educational books, newspapers, or online educational experiences, establish correct educational concepts, understand the long-term and delayed nature of education, provide patient support and understanding in the process of educating their children, and stimulate their children's internal motivation for learning. Secondly, parents should provide sufficient and active cooperation in their children's needed education and actively participate in their children's school life. Parents should gradually recognize that their children's development is influenced by their parents' role model effect. Parents teach children how to handle relationships between people and the environment. Parents are important others in students' growth, and their personal example will imprint on their children's minds, having a more significant effect than words. Parents should actively learn and master relevant educational and psychological knowledge to establish a good image for their children. Parents can constantly update their educational concepts by communicating with teachers and parents of their children's classmates or through online education, so that they can bring positive educational influence to their children. Secondly, relying on educational investment to meet learning needs. Although the total amount of family income is fixed, parents can adjust the proportion of family expenditure to increase support and investment in their children's education. This not only includes buying sufficient learning tools and materials for their children and participating in activities when needed, but also selecting appropriate reading materials that suit them and interest them, taking them to visit and travel more to improve their aesthetics and learn from great people's spirit and qualities to encourage them to work hard and maintain a positive attitude. For families with economic disadvantages, in order to ensure their children's education, they need to rely on policy support. Relevant

departments can further regulate the market order to avoid capital controlling education and establish public welfare public schools with universal and public welfare characteristics. Schools should further improve the student financial aid system so that poor families can enjoy poor policies and reduce educational obstacles caused by material scarcity. Some public educational spaces should be added to provide more opportunities for children of families with economic disadvantages to broaden their horizons. In addition, parents' educational level affects the level of Chinese learning input of junior high school students, which inspires low-educated parents to actively utilize social resources to improve their own education level. For example, through vocational education, continuing education, etc., they can improve themselves in multiple ways to complement their own abilities. Currently, the society's attention on education is constantly improving, and the concept of lifelong education is deeply developing. The country also provides a broad platform to encourage citizens to actively participate in learning. Parents should seize the opportunity to actively participate in educational courses through online or offline platforms to continuously improve their own education and cultural literacy.

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