



A STUDY ON THE INFLUENCE OF PARENTAL REARING STYLES ON
LEARNING HABITS OF PRIMARY SCHOOL STUDENTS IN TAIYUAN,
CHINA

BY
TONG WU

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

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Independent Study Title A Study on the influence of Parental Rearing Styles on Learning habits of primary school students in Taiyuan, China

Author Jun Lian

Program Master of Education in Educational Administration (International Program)

Advisor(s) Dr Laibing Liu, Ph.D.

Graduate School, Southeast Asia University, was approved as partial fulfillment of the requirements for the degree of Master of Education in Educational Administration. (International Program)



..... Dean, Graduate School
(Puttithorn Jirayus, Ph.D.)



..... Director, Master of Education in Educational
(Assoc.Prof. Smithirak Jantarak, Ph.D.) Administration (International Program)

Independent Study Committees



..... Chairman, Independent Study Committees
(Prof. Narin Sungrugsa, Ph.D.)



..... Committee
(Asst.Prof. Smithirak Jantarak, Ph.D.)



..... Advisor
(Dr Laibing Liu, Ph.D.)

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Abstract

This research adopts literature review and questionnaire survey methods to conduct research. To analyze the problems of pupils' learning habits and explore the impact of parenting styles on the formation of learning habits. Finally, propose parenting strategies to cultivate good learning habits among primary school students. The results of this study indicate that parents have a higher level of education, a more scientific way of educating their children, and are willing to give their children more care and freedom. The care and encouragement of parents' independent parenting style has a positive impact on the good learning habits of primary school students, and the better the learning habits of primary school students. Arbitrary and neglected parenting styles have a negative impact on the good learning habits of primary school students. The more indifferent parents' parenting attitudes are, the worse their children's learning habits become.

Key word: Parenting style, Primary school students' learning habits, Parents' educational level

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Chapter 1

Introduction

1.1 Statement of the Research Problem

1.1.1 Research background

The advanced degree of a country is largely reflected by the energy invested by the country in the development and education of young people.

Family education has been concerned by people since ancient times. In recent years, family education has been studied as a discipline. This is a problem that must be involved in the development of the times, the needs of talents and the overall quality of the people.

Human education is a systematic education project, which includes family education, school education and social education, and the three interact, influence and infiltrate each other closely and effectively. Mid term family education is very important, and family education is the basis of all education. Educating the next generation is also our arduous task. Suhomlinski, a famous educator in the former Soviet Union, once said that the educational impact on children has six aspects: first, family; Second, teachers; Third, the collective; Fourth, self-education; Fifth, books; The sixth is the social environment. Family education is the first chapter of pedagogy. It can be seen that family plays a very important role in shaping children.

1.1.1.1 The state attaches great importance to family education

In recent years, the Ministry of Education of China has repeatedly emphasized that family education plays an important role in the growth of a student or a person. In the "Fourteenth Five Year Plan" issued in 2021, building a family education guidance service system covering both urban and rural areas, improving the school family society collaborative education mechanism, and promoting the healthy growth of children are set as the fundamental goals of family education development in the future.

The plan is clear. By 2025, the concept of building morality and cultivating people in family education will be more deeply rooted in the hearts of the people, the system will be more perfect, the number of professional guidance services for family education will increase significantly, and the family education guidance service system covering urban and rural areas, fair and high-quality, and balanced development will be gradually improved, emphasizing the importance of family civilization construction, inheriting and carrying forward good family style, and adopting scientific and reasonable family education, Accelerate the progress of family education legislation.

In family education, what kind of education methods do parents mainly use to exert influence on students' personality development, learning achievements and other aspects? Families can choose scientific education methods and actively participate in the children's education process, which can effectively promote the sustainable development of family education. Positive family education can also

strengthen family school cooperation, and can also achieve the integration of family education and school education, With the joint efforts of the two education methods, it is in line with the general trend of the current development of education in China to help primary school students get rapid and stable growth, establish good learning habits, and benefit for life.^[1]

1.1.1.2 Current situation of pupils' learning habits

Cultivating good study habits will help stimulate students' enthusiasm and initiative in learning; It is beneficial to form effective learning methods and improve learning efficiency; It is beneficial to cultivate the ability of autonomous learning; It is conducive to the cultivation of students' innovation spirit and creativity, so that students can benefit from it all their lives, and it can also ensure the smooth progress of future learning. However, the current learning habits of primary school students are not ideal. Due to the improvement of living standards, the popularity of electronic products, and the liberalization of the second child policy, many students always procrastinate when they go home, either eating snacks or thinking about playing with electronic products. They are not concentrated when writing homework, always writing and playing, and the time to complete homework is getting longer and longer, even plagiarizing homework. The research found that some students could not reflect on the wrong questions in time and did not review after class; Although some students have the habit of revising homework, they are not careful and careless; There are also a small number of students who are

unwilling to use their brains to revise their homework and copy other students' homework directly.^[2] These bad homework habits will not only hinder the improvement of students' academic performance, but also may have a negative impact on students' attitudes and habits in the future.

1.1.1.3 Family factors are important factors that affect pupils' learning habits

The main place for pupils to do their homework is at home. A good family atmosphere is of great significance for pupils to establish learning goals, maintain learning motivation and overcome learning difficulties. "Parents should take the responsibility of educating their children". In a family, parents are the responsible subjects of family education, shouldering the basic responsibility of educating and controlling children. Zhong Qiquan, a professor of East China Normal University, believes that parents are the biggest factor influencing the formation of pupils' habits. Pupils are still young, and their parents make them observe and imitate. They will learn their parents' tone and behavior, and gradually transform into their own habits. Therefore, parents' behavior style, attitude towards others, and educational methods will silently affect their children and, to a certain extent, their learning habits.^[3]

1.1.2 Problem statement

Primary school stage is a very important period for children's growth. In this period, some of the children's habits will gradually form and fixed, the child's personality will gradually mature, the child's view of right and wrong is gradually

established, and these factors have a great relationship with the education of parents. Research has found that when children are 3~10 years old, it is the best golden period to cultivate their learning habits and learning ability. If this step is done well, there is no need to worry about learning later. Famous psychology professor Li Meijin also once said that to seize the children's primary school stage, focus on cultivating their ability.

However, many parents do not realize the importance of primary school period for their children's growth, and they think that their children do not need to pay attention to the growth problem during primary school. But in the next few years, these parents may gradually find that their children will be different from most of their children, and it will take a lot of effort to supplement their education. However, some parents realize the importance of primary school period, but they do not know what to do in this period, how to give their children the right guidance and training, so that their children grow up more outstanding.

We know that there are a lot of students as long as the heart to study can completely improve their grades, but what is the reason why these capable children can not improve their grades? There are many factors in this, among which the formation of habit is one of the factors. Among many habits, learning habits are very important, and it is a special tendency of students to automatically engage in learning activities under certain circumstances. In the primary school stage, developing good study habits is one of the most important lessons for primary

school students.

Parents are the first teachers of their children, and parents play a strong role model in their children. In family education, parents' education methods can not be ignored for students to develop good learning habits. Although school is a place to cultivate people, most of the time the children live is still at home. Therefore, as a qualified parent, we should often talk and communicate with our children, from the children's words to look at the children's classmates, teachers and school evaluation, side to understand the development of our children, timely adjust their own education methods, urge their children to develop good learning habits. Now the living standard has improved, parents and the elders in the family are more spoil their children, the care of the children deep into every corner of their lives, lest the children are a little unsatisfactory, spoil the children, spoil, this is not the true love. True love should be a good attitude, careful upbringing, strict requirements, to help and guide children to grow up healthily.

The degree of parents' education is the inevitable condition that affects the formation of students' learning habits. Family is the key place for children's life and growth, and the starting point of children's life. Children sail away, and need family harbor to stop, repair and provide supplies for them. Parents are like repairmen and nutrition providers, providing good supervision and high-quality nutrients for their children's growth. A well-educated parents, not only can create a good learning environment for children, will also pay attention to the child habit, and can

communicate and children sincere communication, interaction, for the children, eliminate psychological, physiological interference, also can have a purpose, planned, targeted to some training and guidance for children, children must benefit a lot. On the contrary, the parents with a lower education level are relatively simple and rough in terms of speech and education methods. Even if I want to provide children with guidance in learning and behavior aspects, but limited to their own conditions, it is also willing but weak, which runs counter to the school education method, let alone educate modern children with modern ideas. Therefore, the influence of family and parents on their children is irreplaceable by the school and teachers.

Family habits and environment play an important role for students to develop good study habits. The habits and environment of the family are the inherent life habits formed by the family for a long time, which are not easy to change. The role of environmental influence on human beings can not be ignored. A good family environment can create a happy family atmosphere, parents respect each other, children and parents can communicate harmoniously, children can learn, seek knowledge, express their ideas in a peaceful environment, it is easier to achieve good results. Create a warm family environment, so that children can grow up healthily in a relaxed and harmonious environment, and put all their energy on learning, the formation of habits. Create a family environment suitable for learning, so that children can study quietly in a peaceful state. Set an example for your

children. "Example is better than words", children's words and deeds are imitating, confirming the performance of their parents, parents must set an example, practice, set a good example for their children. For example, if parents like reading, their children will also develop the good habit of reading. Parents like to play their mobile phone and play games, and their children will also grab the mobile phone to play games. So in daily life, parents should pay attention to get rid of their own bad habits, to avoid spreading bad habits to their children. Parents should set an example and develop a good habit of love reading and learning.

Children's habits can not be formed overnight, is the need to always pay attention to and cultivate. Primary school students, young age, poor self-control, need long-term training. For children with poor self-control ability, it is more necessary for parents to conduct long-term strong supervision and promotion, targeted training and training of children to develop good learning habits. In short, as parents, we should have a deeper understanding of our children, and develop a systematic, long-term plan and goals. So the education is crucial to the growth of a child's parents.

Based on the above problems, this study focuses on the parenting style of family education, further explore the influence of pupils learning habits, background factors, family factors, student factors on the influence of learning habits, eventually on the pupils learning habits to get some enlightenment.

1.1.3 Research questions

1.1.3.1 What are the statistical variables of the parents' education level, parenting style, children's gender and grade?

1.1.3.2 What is the influence of parents' education mode on the various factors of primary school students' learning habits?

1.1.3.3 Under the demographic variables of parents' educational level, students' gender and grade, are there significant differences in the influence of each factor on the learning habits of primary school students?

1.2 The Research Objectives

1.2.1 Determine the educational level of primary school students' parents, the parenting style of primary school students' parents, and the gender and grade of the students.

1.2.2 Determine the influence of parents' parenting style on primary school students' learning habits.

1.2.3 Under different demographic variables, the educational level of pupils' parents, students' gender and grade, to compare the influence and strategies of pupils' learning habits?

1.3 The Research Hypotheses

H1: There are significant differences in gender and grade in the learning habits of primary school students.

H2: There are significant differences between parents' education level and primary school students' learning habits.

H3: There is a significant correlation between the learning habits of primary school students, and different parenting methods have different prediction effects on the learning habits of primary school students.

1.4 The Scope and Limitation of the Research

From July to November 2022, the survey tool of this paper used the Questionnaire on Primary school Students' Learning Habits and the Questionnaire compiled by Gong Yihua to randomly select 238 students from grade 3 to grade 6 of XX Primary School in Taiyuan.

The most basic recovery information of the Questionnaire on Primary School Students' Learning Habits is mainly divided into three categories. The first category is the basic status of primary school students' learning habits, the second part is the basic information of primary school students, and the third part is the basic family situation and parents' education mode of the investigated students. The questionnaire includes four dimensions: caring parenting, encouraging autonomy, parenting, arbitrary parenting and neglecting parenting.

The design of the questionnaire survey includes the purpose of the survey, the survey subjects, the tools and methods of the survey, and the reliability and validity of the test scale. Secondly, the statistical analysis of measurement results,

expounds the overall characteristics of pupils parenting and learning habits, respectively, different gender, different grade, different education, parenting and learning habits, explore the correlation of parenting and learning habits, build different types of parenting influence the regression model of the pupils study habit.

Due to the lack of research experience and limited theoretical level, the research in this paper has some limitations, which are mainly reflected in the following three aspects:

First, the depth of theoretical research is not enough. Although the author consulted a large number of literature and recorded a large number of notes in studying the influence of parenting style on pupils' learning habits, the more I know, the more I feel unknown, and deeply feel the lack of theoretical knowledge.

Second, the range of sample selection was small. Due to the limited research ability of the author, only one primary school in Taiyuan city was selected in the questionnaire of pupils' learning habits. Therefore, the obtained data can only reflect the status quo of primary school students' learning habits to a certain extent. Sample selection should be further expanded.

Third, the lack of applied research. Due to the time reasons, this paper only conducted a survey on the study habits of primary school students. After the lack of parents to improve family education strategies, to verify the effectiveness of the parenting strategies proposed by the author.

1.5 Terminology

Family environment: it refers to the family environment composed of family personnel composition, family upbringing, family economic conditions, family knowledge level, social level and so on. Family environment refers to the specific material condition, which is the basic condition for the development of people. In the special atmosphere of a specific occasion, the inner emotions and feelings of appealing to people play a subtle role in people. It is a kind of atmosphere formed by the interaction between people in family life, and is the sum of the language, behaviors and feelings of family members. Everyone is affected by the family environment from birth, and often a good family environment can affect a person's life.

Educational background: it is an overview of one's learning environment and learning ability. In actual life and work, it is to point to his highest level of learning experience, through the education administrative department approval, the implementation of academic education, the diploma recognized by the school and other educational institutions is the certificate. According to the Education Law and other laws and regulations and the relevant provisions of the state, academic education includes primary school, junior middle school, senior high school, junior college education, undergraduate education, graduate education and other forms.

Parents' educational literacy: refers to the special qualities necessary for parents in the process of educating and cultivating their children, including the

educational concepts, educational knowledge mastered and educational ability they have. As the main body of the implementation of family education, their own educational literacy is the most critical factor restricting the quality of family education, and plays an important role in the growth of children, the development of education and social harmony. Because the overall level of parents' educational literacy in China is not high, it is urgent to improve the parents' educational literacy from many aspects, optimize the educational concept, enrich the educational knowledge, improve the educational ability, so that every parent can become a qualified "educator".

Parental parenting: first, the process of upbringing and education; second, through its behavior and emotional tendencies; and finally, its relative stability. It is the emotional attitude of parents in educating their children and the educational environment constructed for their children. The parenting style is the parenting attitude and education methods adopted by parents when educating and cultivating their children, the parenting behavior shown, as well as the relatively stable emotional atmosphere and educational atmosphere formed between parents and children.

1.6 The Benefits of the Research

1.6.1 Theoretical significance

First, enrich the research on the role of parenting style. Before entering the

campus, the first contact and the most contact people are their parents, so their parents' words and deeds will have an important impact on primary school students. As one of the important influencing factors in family education, the parenting style has been widely concerned by scholars in the education circle and should be paid attention to. With the development of history and the progress of society, there are more and more research on family education. In recent years, Chinese scholars have paid more and more attention to the role of parenting style on the growth of teenagers. Most previous studies on parenting style took parenting style as a whole, and there is not much literature on taking parenting style apart. This study will conduct a separate study on the parenting style of pupils' fathers and mothers, so as to find out the influence of parenting style on learning habits, enrich the role of parenting style, and the specific connotation of family education.

Second, enrich the research on the types of primary school students' learning habits. In the past, most studies on study habits have focused on training strategies, and there are few documents that divide the types of study habits and conduct them separately. On the basis of previous studies, this study divides the learning habits into independent learning habits, preview habits before class and review habits after class, exploring the specific problems existing in the pupils' learning habits and enriching the types of pupils' learning habits.

Third, broaden the cultivation path of pupils' learning habits. In some families, some parents think, a pupil have what kind of learning habits and parents education

has no direct relationship, and more important is a direct relationship with school education for the cultivation of pupils learning habits this problem, people tend to pay attention to the role of the school, pay attention to the teacher for the cultivation of good study habits. However, the formation of good learning habits of primary school students is caused by multiple factors. As the first teacher of children, the influence of parents on children can not be ignored, not only including life, but also including the cultivation of learning habits and family factors are crucial. Since the birth of the children are constantly understanding the world by constantly imitating the language and actions of the adults, so the behavior of the parents will have a subtle influence on the children. Although as the children grow up and the continuous contact with new people and things, but the behavior of the parents will still have a profound impact on the children. In primary school, students spend more time to live and study in their family, and they will be influenced by their parents. In addition, the imitation ability of primary school students is relatively strong, parents as primary school students often contact objects, subconsciously will imitate their parents' words and actions. Therefore, parents are the main body of family education, and parenting has an important influence on learning habits. However, the connection between the two is not close enough, and the research on the influence of parenting is not in-depth enough. This study focuses on parenting methods, deeply explores the influence of different types of parenting methods on primary school students' learning habits, puts forward parenting

strategies to improve their learning habits, and broadens the cultivation path of primary school students' learning habits.

1.6.2 Practical significance

At the school level, this study discusses the problems existing in pupils' learning habits, analyzes the reasons of parenting that affect their formation, and gives suggestions for improvement from the perspective of parenting. For teachers engaged in educational activities, they can know clearer about the status quo of parenting style and the problems of primary school students' learning habits, which is conducive to teachers' reasonable family education suggestions for parents, provide effective guidance for the problems of primary school students, and promote good interaction between families and alumni.

At the family level, this study provides reasonable opinions for improving the parenting style, which can promote parents to reflect on their parenting style, improve their own shortcomings, increase their parenting experience, and improve the level of parenting. Help parents to cultivate their children's good study habits more comprehensively, and then improve the academic performance of primary school students.

At the individual level of students, the formation of good learning habits of students is gradually internalized under the cultivation of parents and teachers, and under the conscious efforts of students themselves. The parenting strategy proposed in this study is conducive to promote primary school students to develop

good learning habits, so as to improve their learning ability.

1.6.2.1 Improve the level of parents to cultivate good study habits

In the process of educating primary school students, parents pay too much attention to their own authority, pay attention to their own education of primary school students, and neglect the independence and initiative of primary school students. The education mode of primary school students is relatively simple, and it is difficult to promote the formation of good learning habits. This paper discusses the correct concept of family education, correct family education attitude, improve parents' educational literacy, and improve family education methods.

1.6.2.2 Promote primary school students to form good study habits

Students' learning habits not only affect their learning, but also are crucial to their lifelong development. A person's learning ability affects his ability to adapt to this society. Under the training of parents and teachers and their own conscious efforts, they gradually internalized and formed good learning habits of primary school students. Through the investigation of primary school students' learning habits, this paper puts forward the methods of cultivating primary school students' good learning habits from five specific aspects of family education.

Chapter 2

Theory and Literature Reviews

2.1 Concepts and Theories

2.1.1 Basic concept

2.1.1.1 Study habit

After having an understanding of the concept of habits, learning habits are easy to understand. It is the expression of habits in learning activities, and it is a special way of behavior in learning activities. Learning habits are gradually formed in the long-term learning and practice, which do not need will effort and supervision. Wu Qiang defined learning habits as a tendency and mode of learning behavior, believing that learning habits are the result of students' repeated practice in learning situations, and they are relatively stable and automatic tendency and mode of learning behavior.^[4] To put it simply, students often show relatively fixed learning methods and strategies.

Developing good learning habits is conducive to stimulating students' enthusiasm and initiative, forming learning strategies, improve learning efficiency and benefiting students for life.

Learning habits refer to the necessary ability of students to arrange their own learning activities independently. Learning habits are the automatic learning behavior tendency and mode of learners when learning independently. It is the

learning habit formed by students in the learning process, and it is the learning habit formed in the learning content, learning methods, learning time and learning results. It is an internal mechanism that dominates learning composed by learners' attitude, ability and learning strategy, that is, learners guide and control their own learning ability. Independent learning is a kind of self-discipline learning, a kind of active learning, is also a learning mode, that is, learners under the overall teaching objectives, under the macro-control of the guidance of teachers, according to their own conditions and needs.

2.1.1.2 Parental education

Parental parenting style is a combination of parenting ideas, parenting behavior and their emotional expression to children. This combination is relatively stable and does not change with the situation. It reflects the essence of personal communication.

In this study, parenting styles were divided into four categories: caring, encouraging autonomy, arbitrariness, and neglect.

Caring parents will create a stable, warm, happy and harmonious family environment and living atmosphere. Parents' understanding and respect for their children come from their frequent communication and help to their children. Parents set appropriate goals for their children, make appropriate restrictions on their children's behavior, and give clear rewards and punishments.

Encourage independent parents to give their children the space and time to

arrange for themselves. Let the child learn to solve the difficulties by himself. Let children have the right to choose, is conducive to cultivating children's autonomy. Children in this upbringing are more independent and good at solving problems.

Despotarian parents require their children to absolutely obey themselves, the child's requirements are very strict, put forward a high standard of behavior, a little not smooth, not hit is punishment. Children in this upbringing often show anxiety, withdrawal and unhappiness, poor self-regulation and adaptability, and lack of social responsibility. In the long run, they will be estranged from their parents and have a rebellious psychology.

Neglect parents show an indifferent attitude towards their children's growth, both lack of love emotion and positive response, and lack of behavioral requirements and control. With the child time is very little, sometimes bored of the child, unwilling to talk to the attitude. It will cause children to adapt to the obstacles, lack of interest in school life, poor academic performance and self-control, have a high aggression, emotional indifference, and will show a high tendency to commit crimes after growing up.

2.1.2 Correlation theory

Family social capital theory: French Bourdieu believes that social capital is like a resource database, which mainly refers to the network of parents. Parents often make friends with all kinds of talents, broaden their contacts, and provide convenience for their children's study. The better the family economic conditions of

the child, the better the parents can help their children.^[5] In addition to participating in regular school education activities, parents will also use telephone, QQ, wechat and other ways to contact teachers, and establish a closer relationship with teachers, which is more convenient for home-school cooperation. Coleman believes that family social capital is a closed triangle network formed through close communication between parents and parents, between parents and teachers and between family members. It lets children keep a happy mood to learn in a harmonious environment, which is also of great help to children to get excellent grades. Foreign scholars pay more attention to the study of the impact of the relationship between parents and children on children, including family cohesion, father's company and encouragement, parents assisting children in completing homework, parents' understanding of children (including hobbies, friends, study), parents' psychological counseling for children, and parent-child activities.^[6] Therefore, in the theory of family social capital, parents and effective communication with teachers help home-school cooperation, can facilitate teachers to guide students parents how to care about children, guide children to learn, for teachers to provide family education guidance for parents, improve the effect of family education, to develop good after-school learning habits to provide theoretical basis. In addition, the theory believes that the communication between students and parents is also very important, especially the communication between parents and children, academic guidance and learning supervision, which have an

important impact on children's learning habits and growth. Due to the rapid development of social economy, some parents are unable to reach regular communication with their children due to livelihood or other pressures. Therefore, the theory of family social capital provides a relevant theoretical basis for the study of the influence of family guardianship on students' after-school learning habits.

The critical period theory is a theory that emphasizes the existence of a critical period in the process of human development. Critical period (critical period CP) refers to a certain period in a person's life, when a certain potential ability of the external environment happens to provide a certain stimulus.^[7] During this critical period, you are very sensitive to a particular stimulus. In a specific period, if the individual successfully obtains the specific stimulus from the environment, then the stimulus can stimulate the potential ability of the individual and lay the foundation for its development; if the individual does not successfully obtain the specific stimulus, then the individual misses the best period to stimulate the potential ability of the stimulus, which takes more time and effort, or even loses the possibility forever.

Suhomlinski's family education theory provides direction guidance for the analysis of the causes of pupils' bad study habits, and provides method guidance for the family education strategy. From suhomlinsky family education theory, parents are children unique educators, childhood is the most sensitive period, this stage of education is the most important, parents to cultivate children good study habits,

need to seize this critical period, do love, strict requirements, maintain consistent breeding attitude, give children set certain rules, pay attention to their own words and deeds, set a good example for children, to create a good education environment for children.^{ผิดพลาด! ไม่พบแหล่งอ้างอิง}

2.2 Literature Reviews

2.2.1 A review of foreign studies

2.2.1.1 Research on parenting style

Scholars in western countries have made the study of parenting style earlier, which is similar to that of domestic scholars. It also focuses on the dimension and type of parenting style, the measurement of parenting style, influencing factors and the role of parents.

a. Dimensions and types of parenting style

In the early stage of their research, foreign scholars introduce their parenting methods according to their dimensions and types. Symonds (1939) divides the parenting style into two dimensions: acceptance and rejection, dominance and obedience.^[8] As early as 1978, American psychologist Diana Baumrind (Diana Baumrind) proposed two dimensions of parenting, namely demanding and reactive. Requirement refers to whether parents establish appropriate standards for their children's behavior and insist that their children meet these standards. Reactivity refers to the degree of amiable acceptance and sensitivity to the child's needs. Baumrind The education style is divided into three types: authoritative,

tolerant, and authoritarian. Baumrind believes that the authoritative parenting style is the most scientific, and the children growing up in this way are more independent and more righteous than other children.^[10] In 1983, Maccoby and Martin did further research and added a fourth type: neglect (Neglectful style, namely low requirement and low reflection). These studies have set a clear direction for the subsequent exploration of parenting methods.

b. Measurement of parenting style

In 1959, the Schaefer compiled the CRPBI scale, which is tested for children and is an evaluation of parental behavior.^[11] This scale divides parenting style into three dimensions: acceptance (acceptance) rejection (rejection), psychological autonomy (psychological autonomy), psychological control (psychological control), severity (firm control) indulgence (lax control). But Perris et al. believe that the above dimensions do not include the full connotation of parenting style, at least inadequate.^[12] In 1979, Parker, Tubling & Brown compiled the PBI scale, which was simple and had few questions, and was suitable for extensive testing. In 1980, Perris et al. compiled the EMBU scale based on the reference Schaefer to assess the parenting style, which can show the basic characteristics of parenting style.^[13] The emergence of EMBU and PBI scales provides a practical measurement tool for people to evaluate parenting behavior.

c. Factors influencing parenting style

Western scholars have been studying the factors affecting parenting style

since the middle of the last century, and the class, the economic status in the society, and the educational level of parents are all taken into account. There are significant differences in the parenting styles of middle class families and working class families. In 1993, Annette Lareau (Annette Lareau) found that in middle-class families, she attached great importance to her children's interests and various activities, and was willing to communicate with her children and actively organize activities. However, as the working class families have limited economic resources, children can grow and develop freely under the safety of children and the discipline stipulated by parents.^[14] The cultural logic of natural growth gives children a world independent of adults, in an autonomous space where children have the freedom to try new experiences and develop important social skills, and they learn how to schedule their time. Such experiences are valuable, but also clearly different from the organized activities of the middle class, where children from working class and poor families lack opportunities to receive pre-employment training. In contrast, middle-class children have a broader vision, being exposed to typical adult experiences who go even more and further than most adults of working-class and poor families. Huston et al. (2005) found that more educated mothers had higher sensitivity to provide more emotional support to their children.^[15]

d. The role of parenting style

Foreign scholars have carried out rich studies on the influence of parenting style on their children. Snowden (1999) believes that parents with high education

generally adopt independent parenting, so that their children are more creative.^[16]

Macmull et al. (2019) found that the exclusive parenting style was positively associated with children's anxiety.^[17] Obimakinde et al. (2019) found in a study of adolescent mental health that maternal negligence and autocratic education practices have bad behavior in peer problems and conduct problems.^[18]

2.2.1.2 Primary school students' study habits

Babanski, the educator of the former Soviet Union, believed that students 'own cognitive habits are the key to cultivating students' good study habits. To promote students to form good learning habits and to have a perfect cognition, we need to improve the relationship between parents and students, and to create a good psychological atmosphere.^[19] If students feel good in the process of learning, it can help students to acquire better cognitive habits and cognitive ability, and then help students to establish correct learning habits. Suhomlinsky believes that the bad study habits are caused by the bad social environment, the improper family education and the bad school education.^[20]

Makalenko believes that in the process of correcting a student's learning habits, students should not only have a correct understanding of things, but also pay attention to cultivating students' good habits. Family education plays an important role in cultivating students' good habits.^[21]

Mrs.Stowe of the United States recorded the experience of her daughter's upbringing, believing that parents should reduce the interference with their children

and use the concept of natural education to make their children become the habit of active learning. Harris library pa think homework will affect students good study habits, homework can help students develop good study habits, let pupils set up the correct learning attitude, shows that the family is an important place of learning, to the pupils that family is an important learning place, can promote the formation of pupils good study habits.^[22]

Harris Cooper believes that homework helps to help children learn more efficiently, it helps to stimulate their interest in learning and helps them better master what they learn in class. At the same time, homework helps improve the quality of children's learning, allowing them to complete learning tasks in a short period of time and achieve good learning results. In addition, homework can also promote children's memory, analytical skills and problem-solving skills, and more importantly, it can cultivate children's ability to think independently, thus laying a solid foundation for their future development. As can be seen from Harris Cooper's research, homework can provide a good learning environment for children, and the arrangement of homework plays a vital role in children's learning development, learning efficiency, learning results and physical and mental development.

The Japanese educator Fukuzawa Yuichi emphasized the formation of habits. He said: "Habits is more influential than ordinary education, so every family is a habitual school, parents are teachers, it is far more powerful than school teaching, the effect is quite obvious."^[23] This is because because of blood relatives, parents

are more intimate to their children than ordinary teachers. In addition, family education can be more guaranteed by family financial resources than school education, which is the advantage of family education. Fukuzawa believes that in children's family education, a good family style is the basis for children to grow up healthily and develop good habits. In moral education and habit cultivation, special attention should be paid to example, rather than speech. He said: "It is our parents' bounden duty to educate our children."

The German educator, Carl H.G. In view of the topic of "good study habits of children", the author describes a father in daily life education of Witt, concentrate; take seriously; study planned, finish the task, gradually explore the talent of Witt, develop the good study habits of Witt.^[24]

Different countries have different emphasis on pupils 'learning habits. Scholars in the former Soviet Union emphasize the relationship between pupils' cognitive characteristics and pupils learning habits; American scholars pay attention to conform to the natural conditions of students and emphasize the role of family education in cultivating students 'learning habits; and German educators pay attention to the influence of parents on pupils' learning habits.

2.2.2 Domestic research review

2.2.2.1 Research on parenting style

Compared with the West, Chinese scholars started their research on parenting style later, and gradually started learning in this research field in the 1980s. After the

1990s, domestic researchers began to deeply explore and further distinguish the dimensions of parenting style.

a. Dimensions and types of parenting style

Domestic scholars divide the dimensions and types of parenting style from different research perspectives. Sang Biao divides the mother's parenting style from the two dimensions of "acceptance-rejection" and "tolerance-severity", and divides the father's upbringing style from the dimension of "affirmation-negation". Sha Tao studied the mother's parenting model, namely, doting, parenting, neglect, autocracy, democracy, punishment, achievement requirements and inconsistent education;^[25] Lizhu Yang also proposed that maternal parenting includes doting, democracy, willfulness, autocracy and inconsistency.^[26] Family education experts Ying Guan think parenting style is not independent, but a kind of complex, so she from the relationship between parents and children, parents and children's emotion, environment influence on children, parents attitude to their children four angles of parenting methods, on the basis of the analysis of its influence on socialization of children.^[27] Lufei Zhang (2002) on the basis of previous research, the parenting style into unquestionable rights and compulsory control, strict, strict control and discipline, induction and democracy, guidance, supervision and participation, warm, response and acceptance, information and skills development, lenovo and autonomous seven types, explore the influence of different types of parenting style on adolescent behavior.^[28] Qing Lu conducted cluster analysis through four

dimensions: emotional warmth, punishment, severity, refusal of denial, and excessive interference, and obtained four types of parenting methods: democratic, doting, indulgent, and arbitrary.

b. Measurement of parenting style

On the basis of the existing research, domestic scholars have compiled and formulated the tools to measure parenting methods. In 1993, China medical university DongMei Yue et al revised the Chinese version, EMBU scale to Chinese cultural habits of Chinese parenting dimension, the revised EMBU scale mother version includes five dimensions: refuse, emotional warmth, encouragement, preference subjects, punishment, father version more than mother version of a dimension: excessive protection.^[29] Yihua Gong conducted research in 2005 to develop a scale suitable for measuring the parenting style in China.^[30] In 2009, Hongjun Yang et al. translated and revised the Chinese version of the PBI scale, and revised the scale into a three-factor model through factor analysis, namely, caring, encouraging autonomy and control, aiming to compile a scale suitable for measuring the parenting style of Chinese college students.^[31]

c. Factors influencing parenting style

Domestic scholars study the factors affecting parenting style from the aspects of parents' education level, occupation and living area. Sha Tao et al. (1994) found that mothers with low education had a stronger tendency to spoil, neglect, autocracy, punishment, achievement requirements and inconsistency in education

than mothers with high education, while mothers with high education were more democratic.^[32] Zhimei Wang believes that their parents' education level, occupation and where their parents live will affect their parenting style, and urban students can feel the emotional warmth, understanding and preference of their parents more than rural students.^[33] Yanzhang Li's research shows that mothers teach more through encouragement and understanding than fathers, have a more harmonious relationship with their children, and pay more attention to their children's self-education. In their study, Shimin Chen et al. found that parents' personality, family income, and gender of children could all affect the parenting style adopted by parents.^[34]

d. The role of parenting style

In recent years, domestic scholars began to study the impact of parenting on children and the role of parenting style. Zhiguo Zheng et al. (2018) believe that children's good time management tendency is the result of scientific parenting style, so as to reduce their academic procrastination and develop good study habits.^[35] Mingyu Zhang (2020) found in her study that a positive parenting style can promote women to become leaders, and the higher the level of self-awareness of their children.^[36] In the survey, Hua Liao et al. (2020) found that positive parenting could improve the relationship and psychological theory.^[37]

2.2.2.2 Learning habits of primary school students

In China, the factors influencing the influence of pupils' learning habits, the

importance of pupils' learning habits and the strategies of cultivating pupils' learning habits are studied.

In terms of the factors affecting primary school students' learning habits, Zi Liu believes that learning motivation, learning interest, learning attitude, will quality and character are all factors affecting pupils' learning habits. In addition, the peer groups and the society also have an influence on the formation of primary school students' learning habits.^[38] Na Zhang believes that parents' educational level, family atmosphere, parenting style and parents' expectations are the family factors of primary school students' learning habits.^[39] Cuiying Wei believes that teachers' professional quality, educational methods and teacher-student relationship also have a certain impact on the formation of primary school students' learning habits.^[40]

In the study on the importance of primary school students developing good study habits, the researchers analyzed from four aspects: students themselves, family, school and society. Many researchers believe that primary school learning habits play a very important role, which can help students' independent learning and promote their all-round development. Jing Xue believes that the premise and motivation for primary school students to learn successfully is good learning habits, which can benefit primary school students for life.^[41] Fan Wen pointed out that good learning habits can improve students' learning strategies, improve students' learning efficiency and learning quality, and also help students cultivate creativity,

independent learning ability, improve their own personality and develop good quality.^[42]

Research on the strategies of cultivating pupils' learning habits. Yan Jiang believes that the key to cultivating pupils' good learning habits lies in their organizational ability based on their own learning practice.^[43] Huailin Wu believes that teachers can stimulate students' interest in learning and gradually develop good learning habits of primary school students.^[44] Lixia Zhao believes that the good learning habits of primary school students can be cultivated through active strengthening by teachers and parents.^[45] Houmo Yu assumes that family members' behaviors and family life practices have a subtle influence on children's learning habits. Children's independent learning, studious, innovation and other qualities require a kind parenting style, which can promote the cultivation of good learning habits under such parenting methods.^[46] Zongwu Huang believes that parents should create a harmonious family atmosphere, set a good example for their children, improve their own cultural accomplishment, understand their children's learning psychology, learning methods and learning habits, and create a good learning environment and conditions, so that their children can study happily.^[47]

Domestic scholars have studied the influencing factors, importance and educational strategies of primary school students' learning habits. Researchers generally believe that pupils themselves, family, school and society are the factors affecting pupils' learning habits. In terms of the importance of pupils' learning habits,

researchers discuss from three aspects: 1. Primary school is the critical period to cultivating learning habits. 2. Good study habits can help to improve your learning efficiency. 3. Good study habits promote students' all-round development. In the educational strategy of cultivating students' good learning habits, researchers put forward strategies from three aspects: students' self-efforts, teachers' guidance and family education.

The contributions of domestic and foreign related research mainly include:

First, learning habits and their related concepts are analyzed; second, the status and significance of learning habits are affirmed; third, the factors affecting learning habits are analyzed; fourth, some studies present the current status of students' learning habits; fifth, some methods of cultivating good habits are summarized. These results provide the theoretical basis and methodological guidance for this study, and also provide ideas for this study. There are also some deficiencies: such as all-inclusive habits, classification methods and standards are not unified, more classification. There pay more attention to family education affecting students' academic performance, and more studies on how to cultivate students to develop good learning habits. However, the relationship between students' learning habits and family factors is not closely related, and there are few practical studies in the field of family. For students, home and school are the two most important learning environments. Although the school provides students with the same learning resources, students perform differently in terms of study habits.

Therefore, the influence of the family on the students' learning habits is highlighted. This study focuses on the family level, how different parenting styles impact on students' learning habits.

2.2.3 Research review

Scholars at home and abroad to parenting style and learning habits this two aspects has carried on the in-depth research, for the subsequent researchers provides rich theoretical and practice data, to cultivate students good study habits provides an effective strategy, for parents better education children education guide, for school teachers work home-school cooperation provides theoretical support.

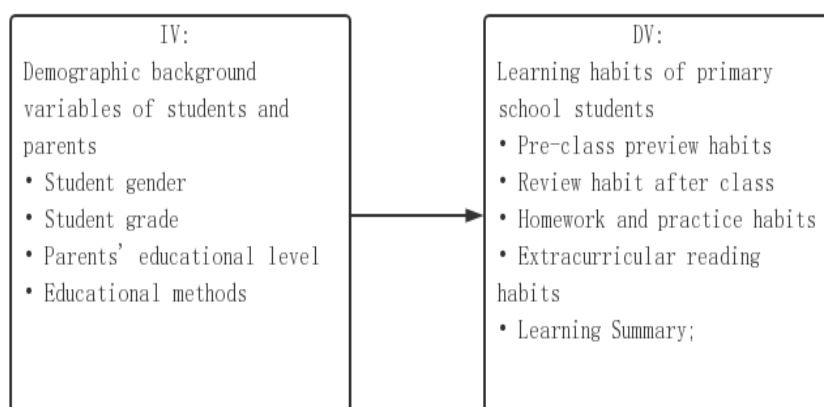
Although the existing research has been very deep and diversified, there are still some aspects to be improved. From the existing research status: First, the parenting style is not closely related to the learning habits of primary school students. By combing previous studies found that the separate parenting influence learning habits of literature is less, foreign scholars pay more attention to parents participate in family education on the students of academic performance, learning quality, domestic scholars pay more attention to how affect the study habits, the researchers rarely put parenting influence on learning habits to study alone, more is in the process of study habits of part, the connection between the two is not close. Second, the study of study habits is relatively not systematic enough. Through combing the literature on the learning habits of primary school students, it is found that most of the research focuses on the cultivation of learning habits, but before

the cultivation countermeasures, there is a lack of systematic analysis of the current situation of learning habits, and few systematic classified research on learning habits, and the research content is scattered. Based on the above situation, this study chooses to explore the influence of parenting methods on the learning habits of primary school students, systematically classify the learning habits, find out the existing problems, analyze the causes of parenting, and put forward the parenting strategies to cultivate good learning habits.

2.3 Conceptual Framework

IV: Independent variable: demographic background variables of pupils 'parents, including students' gender and grade, parents' education level, and Educational methods.

DV: dependent variables: pupils' learning habits include preview habits before class, review habits after class, homework and practice habits, extracurricular reading habits, and learning summary.



Chapter 3

Research Methodology

3.1 Methods of study

This paper studies the learning habits of primary school students from the perspective of parents' education, understands the current situation of primary school students' learning habits through questionnaire survey, finds the problems existing in the habits of primary school students' learning, analyzes the causes of these problems from the perspective of family education, and puts forward targeted family education measures.

The detailed study design and steps include the following eight main processes:

a. Select the research topics

According to the research background, research purpose and significance, the researchers chose the research topic after discussion with the instructor, that is, the influence of parenting style on primary school learning habits——Take XX School in Taiyuan, China as an example

b. Literature review

According to the research topic, propose research questions and research hypotheses, and collect and analyze relevant literature. Through literature analysis, discusses the related theory of students learning habits at home and abroad,

understand and master the present situation of parenting and students learning habits at home and abroad, to analyze the previous research, combined with the actual situation of this paper, the parents education, habits, learning habits, pupils learning habits defined the four core concepts, to the relevant research at home and abroad are analyzed. The literature is mainly collected in relevant domestic and foreign journals, works, master and doctoral dissertations, etc., and mainly queried through the Chinese database. This provides a theoretical basis and a reference for the subsequent studies.

c. Questionnaire design

In this paper, we designed the corresponding questionnaire survey through literature analysis. In order to analyze the influence of parental education on pupils' learning habits, this paper selected students from a primary school in Taiyuan as the questionnaire respondents. This study through the literature review, reference Dongmei Li wrote the Panjin elementary school students learning habits questionnaire [51], and Xiao-li Li wrote the pupils study habits survey [52], with reference to Perris, YueDongmei revised "parenting evaluation scale", combined with the specific characteristics of the family situation, wrote the parenting scale and the pupil study habits questionnaire, and then to collect data analysis, discusses the influence of parenting style of primary school students learning habits.

d. Issue questionnaires for testing

Through random sampling, 238 pupils from grade 3 to grade 6 of XX Primary

School in Taiyuan were surveyed.

e. Data collation, statistical and results analysis

After screening the collected questionnaires for validity, data analysis was performed with SPSS software.

f. Make conclusions and suggestions

On the basis of descriptive statistical analysis, correlation analysis and variance analysis of the questionnaire results, we explored the influence of students' background factors, parents' education level and parents' learning habits on pupils, and finally gained some enlightenment on the formation of independent learning habits of senior primary school students.

g. Writing of the study report

The specific study and design flow chart is shown in Figure 3.1 below.

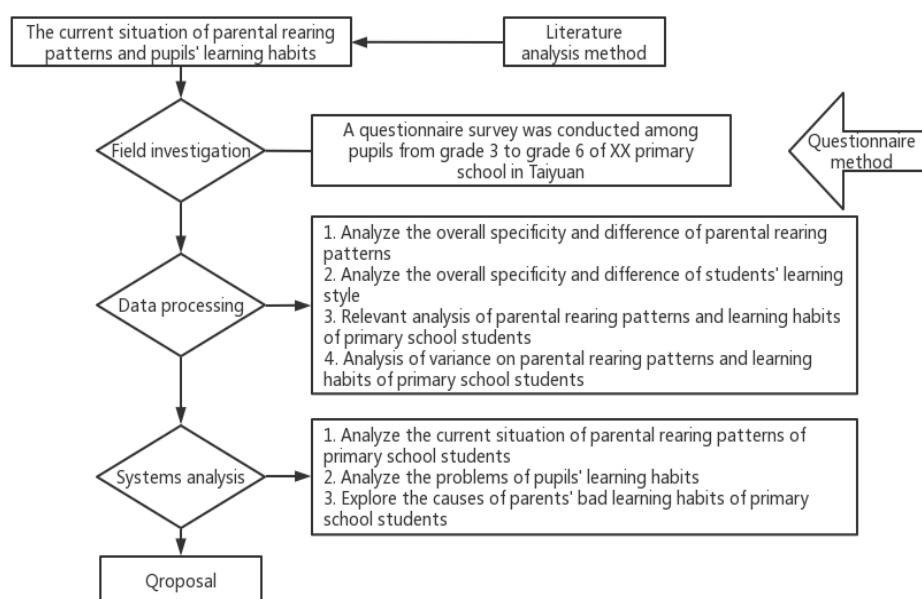


Figure 3.1 Research ideas

3.2 Population and Sampling method

Through the literature analysis, the author found that the students in grade one and grade 2 students are not suitable for filling in the questionnaire due to their limited development level, and the children in grade 3 tend to mature in brain development and have certain thinking ability and expression ability. It is also the final critical period for the finalization and cultivation of good learning habits, and children's will develops from weak to strong to self-discipline. Therefore, in this study, eight classes were randomly selected from XX Primary School in Taiyuan city, and the scale of Parenting Style and Homework Habits of Primary school Students were distributed by class. Adopt the way of centralized distribution and recovery, explain the purpose of the questionnaire to the students of the class before the test, tell them that the survey is an anonymous survey, students can boldly fill in according to their actual situation, when students do not understand the question when they answer, the teacher will explain. After the test, check the validity of the collected questionnaire, and eliminate the missing answers, unfinished answers, and random answers (such as all choose one option). This time, 238 questionnaires were issued, with a recovery rate of 100%, among which 200 were valid questionnaires, with an effective rate of 84%. Simple collation of the collected samples, as shown in Table 3.2.

Table 3.2 List of basic information of respondents

Project	Category	Number of respondents	Percentage%
Gender	male	102	51
	female	98	49
Student grade	Grade 3	47	23.5
	Grade 4	51	25.5
	Grade 5	53	26.5
	Grade 6	49	24.5
	Junior high school	11	5.5
Father's Education level	High school	41	20.5
	Undergraduate or junior college	105	52.5
	Graduate student	43	21.5
	Junior high school	12	6
Mother's Education level	High school	39	19.5
	Undergraduate or junior college	104	52
	Graduate student	45	22.5

3.3 Data Collection

The survey tools of this paper use the 《Questionnaire on Learning Habits of Primary school Students》 (see Appendix A) and 《Parental rearing style scale》 (see Appendix B).

This questionnaire studied the current situation of primary school students' learning habits. Through combing and analyzing the relevant literature, the researchers determined five factors closely related to primary school students' learning habits: preview habits before class, review habits after class, habits of doing exercises after class, extracurricular reading habits and learning summary. Combined with previous scholars' research and literature analysis, the preliminary questionnaire

was formed in the Questionnaire of Primary School Students' Learning Habits compiled by Li Li and the Chinese version of Parenting Style Scale revised by Yang Hongjun et al. At the same time, through a professor of education, two doctors related to psychology and two graduate students of psychology major on the pre-examination paper, so as to form the questionnaire of this paper.

The questionnaire consists of three parts. The first part is the basic information survey, which contains three questions to investigate the grade, gender and family location of primary school students. The second part is the family education survey of primary school students, which contains 5 items to investigate the parents' quality, parent-child relationship, family learning atmosphere, parents' education methods and parents' attitude towards students' learning. The third part is the survey of primary school students' learning habits, including preview habits before class, review habits after class, doing practice habits after class, extracurricular reading habits and learning summary, a total of 30 items.

《The Parenting Scale》 is divided into two parts, mother's and father's, each with 23 questions and the same questions. This scale divides the parenting style into four dimensions: "caring", "encouraging autonomy", "arbitrariness" and "neglect". The basic information is shown in Table 2.2. This scale uses Likert scoring at 4 points, 1 point for choosing "very inconsistent", 2 points for "more inconsistent", 3 points for "more consistent", and 4 points for "very consistent". In the positive description, the score is 1 is the lowest, 4 is the highest, and the reverse score is

opposite.

3.4 Data preparation and data analysis

3.4.1 Reliability analysis

Before statistical analysis of the collected data, it is necessary to test the reliability and reliability. If the consistency and stability between the test results, it indicates that the scale has relatively good reliability. In this study, the homogeneity reliability (α coefficient) Cronbach's α was used to evaluate the reliability of the parenting style scale. A The larger the reliability coefficient value, the more reliable the measurement is, the better the consistency and stability within the questionnaire.

Half-reliability refers to the division of the test items into two halves after the completion of the test. Usually, the division of the test items according to the serial number of the test items. The higher the half-reliability, the higher the degree of internal consistency.

As can be seen from Table 3.3, the α of the maternal version of the parenting scale ranged from 0.684 to 0.796, the α coefficient of neglect factors and arbitrary factors was slightly lower but acceptable, caring factors and encouraging factors were above 0.7, and the α coefficient of the full maternal scale reached $0.821 > 0.8$. The α coefficient of the father version ranged from 0.717 to 0.818, with the lowest α factor of 0.717, the highest caring factor of 0.818, and the α coefficient of the full scale of $0.835 > 0.8$. The data analysis shows that the reliability

of the parenting style scale is generally good, and the test effect of the father version is better than that of the mother version. The reliability coefficient value of above 0.8 is relatively ideal.

Table3.3 Homogeneity reliability
of parental rearing style scale

	Factor	Alpha	N
Mother edition	Caring	0.786	6
	Encouraging autonomy	0.796	6
	Arbitrariness	0.684	6
	Neglect	0.703	5
	Full scale	0.821	23
Father edition	Caring	0.818	6
	Encouraging autonomy	0.794	6
	Arbitrariness	0.717	6
	Neglect	0.746	5
	Full scale	0.835	23

Table 3.4 shows that the two reliability indicators of the total scale of primary school students' learning habits questionnaire and the two reliability indicators of the five dimensions of primary school students' learning habits used in this study have reached the standard of measurement. From the perspective of data, the homogeneity reliability of the total scale of primary school students' learning habits questionnaire and the five dimensions of primary school students' learning habits is between 0.865-0.923, and the split-half reliability is between 0.813-0.868. In general, the internal consistency reliability and split-half reliability of the questionnaire are relatively high, and the questionnaire has high reliability and consistency.

Table 3.4 Homogeneity reliability and split-half reliability of primary school students' learning habits questionnaire

Gauge	Alpha	Split-half reliability
Pre-class preview habits	0.865	0.813
Review habit after class	0.891	0.847
Homework and practice habits	0.922	0.858
Extracurricular reading habits	0.874	0.841
learning summary	0.911	0.854
Total amount table	0.923	0.868

3.4.2 Analysis of validity

Validity is accuracy, which refers to whether the measurement results can effectively reflect the content to be investigated. In this study, content validity and construct validity were used to assess the validity of the parenting style scale.

Content validity refers to the degree to which the content involved in the questionnaire can achieve all aspects and fields required by the research purpose. Content validity, also known as surface validity or logical validity, is used to detect whether each item represents the content to be measured. Before the questionnaire design, the author through the literature related to pupils learning habits, reference Zheng Richang middle school students study habits questionnaire, Tian LAN compiled the pupils study habits questionnaire and xiao-li li of pupils learning habits survey, Yang Hongjun others revised Chinese version of the parenting scale such as questionnaire, form the initial questionnaire. At the same time,

through an education professor, two doctors related to psychology and a graduate student of psychology, the pre-examination paper, and by cutting and revising some controversial items, the learning habits of primary school students studied in this paper was formed. In conclusion, the questionnaire has high content validity and meets the requirements of measurement.

Structural validity refers to whether the measurement results can effectively explain the theoretical structure of the test scale. If the correspondence of the study variables matches the theoretical structure of the design, it indicates that the scale has better structural validity. In this study, an exploratory factor was used to examine the parenting style scale. After the Bartlett test and KMO test to identify whether the scale is suitable for factor analysis.

Table3.5 Test of KMO and Bartlett for mother

Kaiser-Meyer-Olkin measures of Sampling Adequacy		0.857
Bartlett's Test of Sphericity	Appropriate Chi-square	1160.09
	df	175.09
	sig.	0.000

Table3.6 Test of KMO and Bartlett for father

Kaiser-Meyer-Olkin measures of Sampling Adequacy		0.868
Bartlett's Test of Sphericity	Appropriate Chi-square	1292.19
	df	159.86
	sig.	0.000

As can be seen from Table 3.5 and Table 3.6, Bartlett sphericity test $\chi^2=1160.09$, $\text{sig} = 0.000 < 0.05$, reaching significant level, KMO value of $0.857 > 0.6$, Bartlett sphericity test $\chi^2=1292.19$, $\text{sig} = 0.000 < 0.05$, reaching significant level, KMO value of $0.868 > 0.6$, so the parenting style scale is suitable for factor analysis. Next, this study used SPSS to extract factors to analyze the collected data. In addition, when analyzing the results, the factors are selected according to the four criteria: first, select the factor with larger feature value than 1; second, select the factor with larger factor load than 0.4 in the rotation matrix; third, in the steep slope test, the number of factors can be determined according to the obvious change of the steep slope; fourth, the factor can explain at least 4% of the variable variation before rotation. By analyzing the statistics according to the above screening conditions, the total variance explained by the maternal and paternal parenting style scales is shown in Table 3.7 and Table 3.8, and the rotation matrix is shown in Table 3.9 and Table 3.10.

Table 3.7 The total variance of the explanation of the father's parenting style scale

Component	Initial value			After merger		
	Characteristic value	Lifting ratio (%)	Cumulative variation (%)	Characteristic value	Lifting ratio (%)	Cumulative variation (%)
1	6.007	26.115	26.115	4.251	18.481	18.481
2	2.145	9.329	35.444	3.367	14.645	33.126
3	1.746	7.588	43.032	1.746	7.582	40.708
4	1.031	4.479	47.511	1.243	5.401	46.109

Table 3.8 The total variance of the explanation of the mother's parenting style scale

Component	Initial value			After merger		
	Characteristic value	Lifting ratio (%)	Cumulative variation (%)	Characteristic value	Lifting ratio (%)	Cumulative variation (%)
1	5.734	24.925	24.925	3.068	13.344	13.344
2	1.861	8.087	33.012	2.778	12.075	25.419
3	1.681	7.314	40.326	2.289	9.945	35.364
4	1.105	4.803	45.129	1.588	6.907	42.271

Table3.9 Rotational component matrix of parenting style scale of father version

Topic description	Component			
	1	2	3	4
1. Speak to me in a gentle and friendly tone.	0.545			
7. Understand my problems and concerns.	0.627			
12. They love me very much.	0.492			
13. Smile at me often.	0.605			
20. It can make me feel better when I am in a bad mood.	0.647			
23. He seldom talks with me.	-0.689			
5. Allow me to do what I like.		0.624		
6. I like to make my own decisions.		0.725		
9. Let me make my own decisions.		0.739		
14. Give me enough freedom.		0.686		
17. You can decide what you wear.		0.448		
21. Allow me to go out freely.		0.732		
3. Try to control everything I do.			0.641	
8. Don't want me to grow up.			0.716	
11. Infringe my privacy.			0.495	
15. I can't take care of myself without her (him) around.			0.591	
19. Protect me too much.			0.634	
22. Try to make me feel that I can't leave her (him).			0.547	
2. Feeling cold to me.				0.602
4. Didn't give me enough help.				0.534
10. I don't seem to understand what I need and want.				0.552
16. Let me feel that I am dispensable.				0.637
18. Never praise me.				0.546

Table3.10 Rotational component matrix of parenting style scale of mother version

Topic description	Component			
	1	2	3	4
1. Speak to me in a gentle and friendly tone.	0.655			
7. Understand my problems and concerns.	0.557			
12. They love me very much.	0.542			
13. Smile at me often.	0.609			
20. It can make me feel better when I am in a bad mood.	0.687			
23. He seldom talks with me.	-0.595			
5. Allow me to do what I like.		0.653		
6. I like to make my own decisions.		0.587		
9. Let me make my own decisions.		0.623		
14. Give me enough freedom.		0.662		
17. You can decide what you wear.		0.441		
21. Allow me to go out freely.		0.526		
3. Try to control everything I do.			0.484	
8. Don't want me to grow up.			0.644	
11. Infringe my privacy.			0.569	
15. I can't take care of myself without her (him) around.			0.624	
19. Protect me too much.			0.528	
22. Try to make me feel that I can't leave her (him).			0.685	
2. Feeling cold to me.				0.485
4. Didn't give me enough help.				0.501
10. I don't seem to understand what I need and want.				0.576
16. Let me feel that I am dispensable.				0.559
18. Never praise me.				0.511

From table 3.9 and table 3.10, mother and father version scale in the four factors of more than 1, from the first factor, the characteristic value changes sharply, obvious decline, after the fourth factor, the characteristic value changes to flat, unable to extract more representative factors, that mother and father version of the parenting scale contains four factors. Can be seen from the two rotating component matrix: in the mother version and father version of the first component, including six items, 1,7,12,13,20,23, value is less than zero, prove is reverse score, analysis should be recalculate variables to positive, by observing the content of the topic, it can be seen that these topics in the narrative parents for children care, so it can be unified into factors 1 "caring factors". In the second component of the father and mother versions, Including 6 question items, Questions 5,6,9,14,17, and 21, By observing the content of the topic, It can be seen that these topics describe parents' encouragement to their children and their right to make independent decisions, Therefore, it can be summarized as factor 2 "encouraging autonomous factor"; In the third component of the father and mother versions, Including 6 question items, Questions 3,8,11,15,19, and 22, respectively, By observing the topic description, It can be seen that these topics are describing the control of parents over their children, so they can be summarized into factors 3 "arbitrary factors"; In the fourth component of the mother version and the father version scale, 5 with factor load greater than 0.4, That is, these two components contain 5 items, 2,4,10,16 and 18, By observing the content of the topic, It can be seen that these

questions are describing the parents' indifference and neglect of their children, Therefore, it can be summarized as factor 4 "neglect factor". The analysis shows that the correspondence of the study variables for the measurements is consistent with the theoretical structure of the parenting style scale, indicating that the scale has good structural validity.

In conclusion, this study divided the parenting style into four types, namely caring, encouraging autonomy, arbitrariness, and neglect. Parents who adopt caring parenting methods pay more attention to their children's life, study and emotion, and are willing to communicate well with their children and listen to their ideas and opinions. Parents who encourage self-education are willing to give their children more autonomy to some extent, but not to limit them so that they can decide their own affairs and encourage them to be independent. Parents who adopt arbitrary parenting methods like to use power to suppress their children, forcing them to follow their parents' ideas, and overprotect their children. Parents who adopt neglected parenting methods rarely care about their children, lack of supervision and do not require them too much. They raise their children, and even ignore the request to refuse their children.

In Table 3.11, the correlation matrix between the dimensions of primary school students' learning habits and between the dimensions and the total score is mainly used to examine the conceptual validity of the questionnaire. In measurement theory, the correlation between the dimensions is between 0.10~0.60,

and the correlation between the dimensions and total tables is between 0.3~0.8 is a reasonable criterion for a scale. According to the analysis of the data, we can see that the correlation coefficient between the dimensions of pupils' learning habits is between 0.3~0.521, and the correlation coefficient between each dimension and the total table is between 0.62~0.81, which meets the standard of measurement. Therefore, the learning habits questionnaire of primary school students has good structural validity.

Table3.11 Correlation coefficient matrix between the dimensions of pupils' learning habits and the total table

	Pre-class preview habits	Review habit after class	Exercise habit	Homework and practice habits	Learning Summary	Total score
Pre-class preview habits	1					
Review habit after class	0.386	1				
Exercise habit	0.343	0.521	1			
Homework and practice habits	0.512	0.359	0.419	1		
Learning Summary	0.337	0.408	0.414	0.389	1	
Total score	0.798	0.722	0.806	0.714	0.631	1

Chapter 4

Results

This part is mainly about the statistical analysis of the data obtained from the questionnaire survey. To explore the correlation between students' background factors, family upbringing style, pupils' learning habits and their various dimensions. Finally, on the basis of correlation analysis, the variance analysis between related factors and pupils' learning habits and their dimensions was conducted to analyze how these factors affect the formation of autonomous learning habits.

4.1 Describe sexual unification

Table 3.2 shows that the proportion of male and female students in this study was basically equal, with 51% and 49%, respectively, which is in line with the reality that there are more boys and fewer girls in current schools. The grade proportion of the students is basically flat.

4.1.1 Descriptive statistics of each dimension of family education

As can be seen from Figure 4.1, among the 200 primary school students surveyed, their parents were mainly junior college or bachelor's degree, accounting for more than 52.25% of the total number of students, parents with high school degree accounted for 20%, parents with graduate degree or above accounted for 22%, and parents with junior high school degree or below accounted for the least proportion, accounting for 5.75%. From this, we can see that most of the primary

school students 'parents' education level is in the college stage. The educational level of parents reflects the educational quality of parents to a certain extent, it can be seen that among the 200 primary school students surveyed, parents have certain quality.

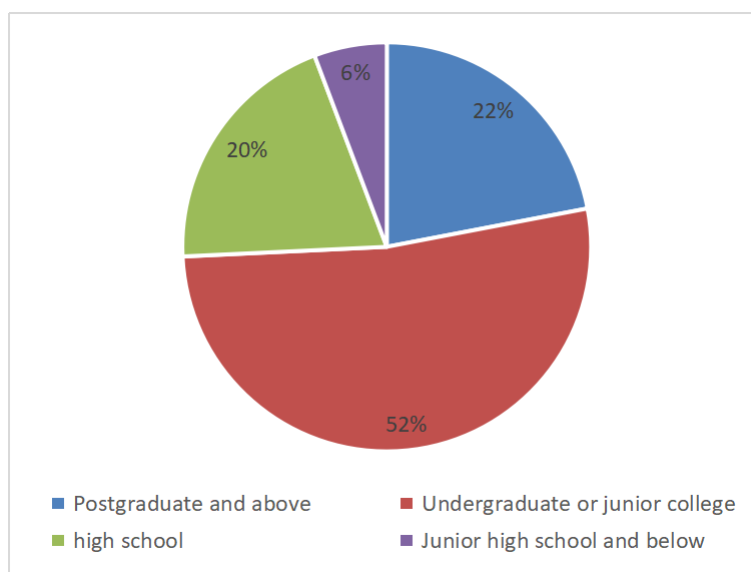


Figure 4.1 Percentage distribution of primary school students' parents' educational level scores

As can be seen from Figure 4.2 and Figure 4.3, primary school students think that parents will tolerate themselves and care for themselves, with fathers accounting for 43% and mothers accounting for 45%. Thirty-nine percent of their parents and mothers account for 39 percent because they encourage them to make decisions. Primary school students feel that 11 percent of their parents criticize their fathers, and 13 percent of their mothers. A few primary school students feel that their parents are indifferent to their education. Parents account for 7%, and mothers account for 3%. This shows that most parents choose to educate their children in a relatively civilized way, rather than roughly. However, criticism and indifference that

are not conducive to the healthy development of children still exist.

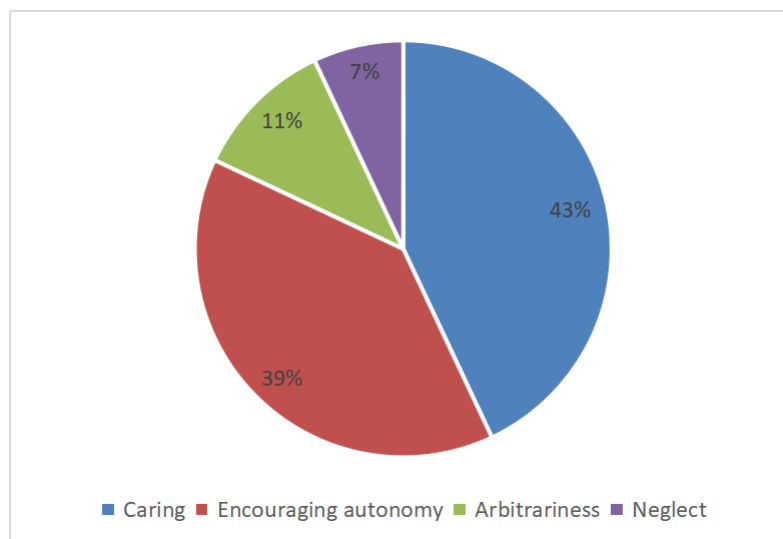


Figure 4.2 Percentage distribution of father's education style score

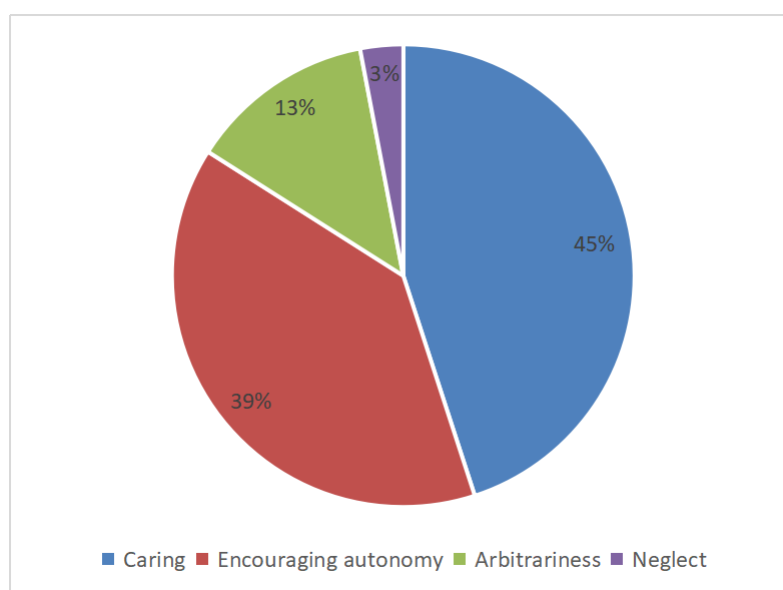


Figure 4.3 Percentage distribution of mother's education style score

4.1.2 Descriptive statistics of each dimensions of primary school students'

learning habits

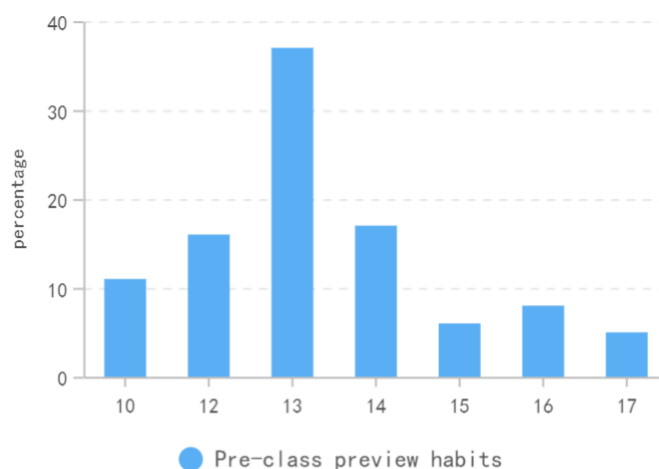


Figure 4.4 Percentage distribution of pupils' pre-class preview habit scores

As can be seen from Figure 4.4, in terms of preview habits before class, the proportion of pupils with lower scores is higher, and the proportion of pupils with higher scores is less. This shows that, in terms of preview before class, most primary school students lack the awareness and habits of preview. Pre-class preview is an important stage for students to understand the course content in advance, grasp the key points and difficult points of the course, and prepare for classroom learning. Doing a good preview before class will help students to improve the efficiency of listening and promote students' learning.

As can be seen from Figure 4.5, the proportion of students with higher review habits is large, and the proportion of students with lower scores is relatively small. Generally speaking, the performance of primary school students' review habits is relatively good. Review is a key stage for students to master knowledge and use what they have learned. Effective review helps students to deeply understand what

they have learned in class. Parents' attention to students' schoolwork, as well as a lot of schoolwork and tutoring, have promoted students' review to a certain extent. Therefore, the review habits of primary school students' performance is relatively good.

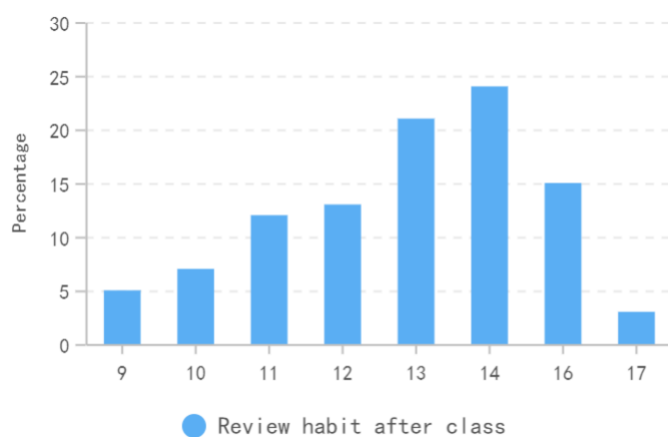


Figure 4.5 Percentage distribution of pupils' review habit scores after class

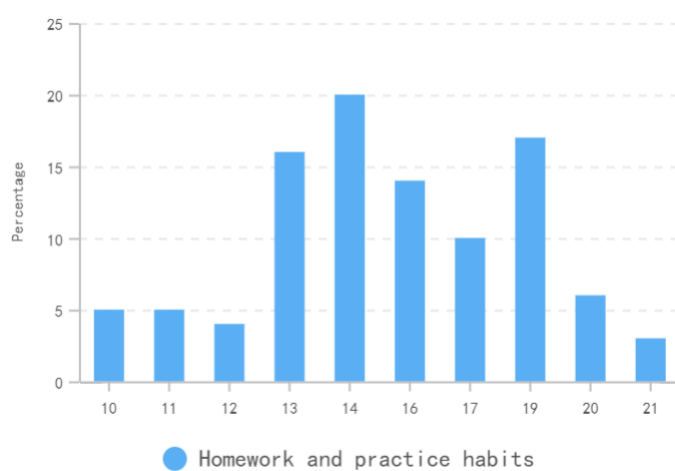


Figure 4.6 Percentage distribution of pupils' homework practice habit scores

As can be seen from Figure 4.6, in terms of homework habits of primary school students, the percentage of high partition (19 points, 20 points, 21 points) is higher than that of low partition (12 points, 13 points, 14 points). Overall, the score of pupils' homework habits is biased to high partition. This shows that primary school students, homework practice habits overall score is high, this is the current stage, parents generally pay attention to children's learning, will strengthen children in homework practice, in addition, primary school stage increasing schoolwork and primary school students participate in the extracurricular tutoring training primary school homework practice habits to a certain extent.

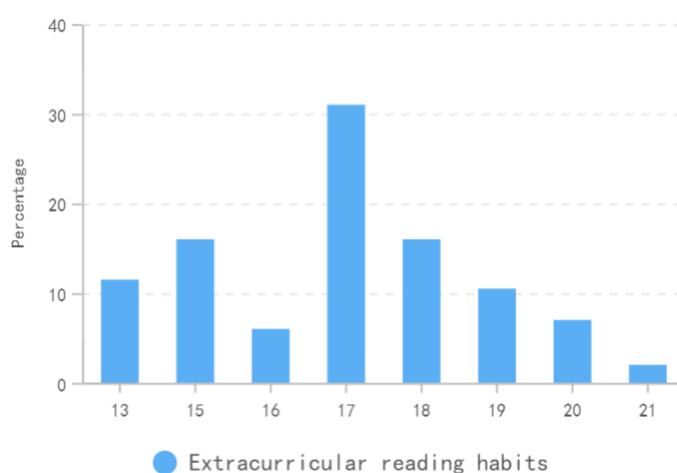


Figure 4.7 Percentage distribution of extracurricular reading habit scores of primary school students

By figure 4.7 pupils extracurricular reading habits score percentage distribution, elementary school extracurricular reading habits score lower the proportion of higher, and higher score of the proportion is lower, nearly 50% of the

pupils score is 17 and 18 points, suggesting that nearly half of pupils extracurricular reading habits score in medium level, overall, pupils extracurricular reading habits level is low. With the increasing competitive pressure at the beginning of junior high school, parents pay more and more attention to their children's schoolwork, which largely affects the time of pupils' extracurricular reading, and then affects the level of pupils' extracurricular reading.

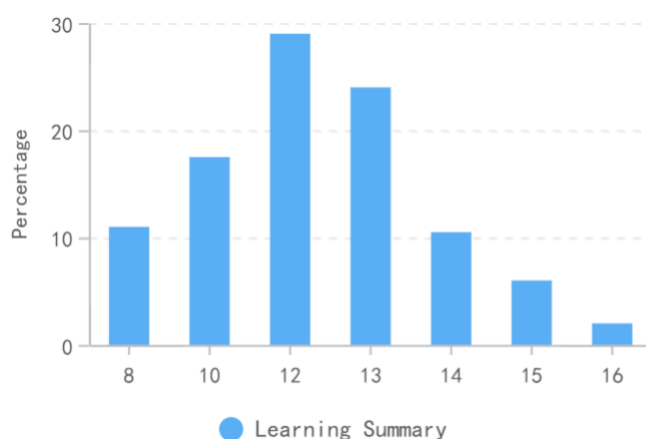


Figure 4.8 Percentage distribution of students' learning summary habits

By figure 4.8 pupils, learning summary habits score percentage distribution, pupils learning summary, habit score and low grades, score, low proportion of many, and the proportion of higher score is very few, it shows that nearly half of the pupils learning summary habits score in lower level, overall, pupils learning summary habit level is low. Summary can help students to straighten out the knowledge structure, highlight the key points, and break through the difficulties. In the process of summary, we can help the students to review the knowledge points, find out the

problems, and solve them.

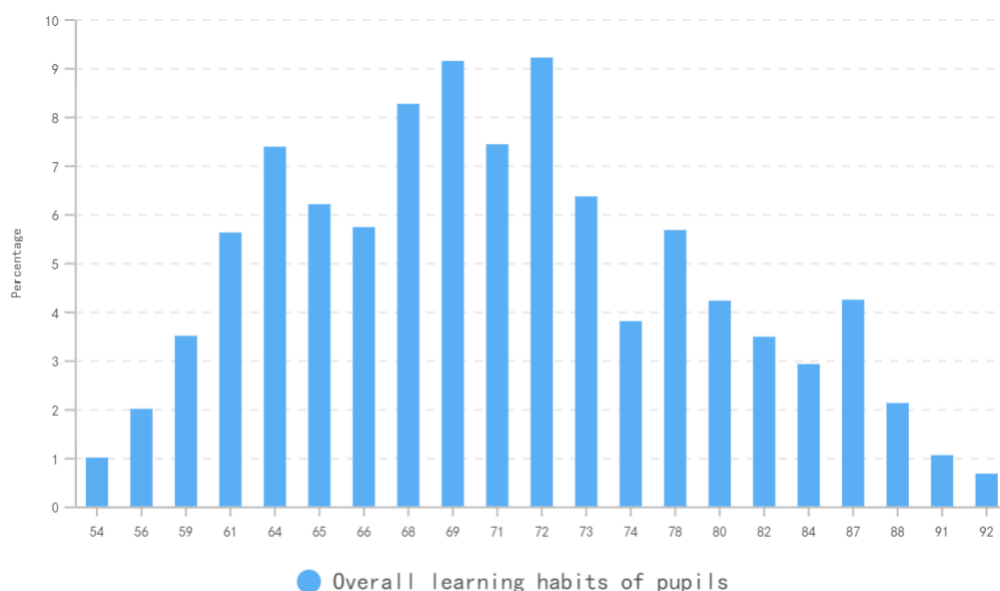


Figure 4.9 Percentage distribution of pupils' overall learning habit scores

By figure 4.9 pupils learning overall habits score percentage distribution can be seen, the pupils learning habits lower students, the proportion of the students score below 78 points, mainly in between 68-72, more than 88 and 59 points below the proportion of students are relatively small, in general, pupils overall learning habits scores to low area. This shows that the current primary school students are lacking in learning habits, there are pre-class preview, review after class, homework practice, extracurricular reading and learning summary of these problems.

4.2 Difference test

4.2.1 Analysis of variance of gender and pupil learning habits and its

dimensions

The study habits of different genders (see Table 4.1) showed that the gender difference in the total score of the pupils' learning habits was not significant ($P > 0.05$). In terms of specific dimensions, gender differences in homework practice habits ($F=7.043$, $P < 0.01$) and extracurricular reading habits ($F=3.872$, $P < 0.05$) are significant, 3.34 of girls 3.27 is higher than the mean of that of boys, and in terms of extracurricular reading habits, 4.49 is slightly higher than that of boys 3.44, which means that girls are better than boys in terms of homework practice habits and independent evaluation results. The reason is that boys and girls have general differences in personality characteristics. Boys love sports while girls are relatively stable, so there are differences in homework practice habits and extracurricular reading habits. However, gender differences were not significant in dimensions such as preview habits ($F=0.272$, $P > 0.05$), review habits after class ($F=3.617$, $P > 0.05$), and learning summary ($F=0.843$, $P > 0.05$)

Table4.1 Gender and learning habits of primary school students and analysis of variance of each dimension (n=200)

	Male M± S D	Female M± S D	F	P
Pre-class preview habits	3.47±0.557	3.45±0.561	0.272	0.114
Review habit after class	3.08±0.667	3.19±0.658	3.617	0.063
Homework and practice	3.27±0.771	3.34±0.785	7.043	0.002
Extracurricular reading habits	3.44±0.501	3.49±0.524	3.872	0.028
Learning Summary	3.12±0.702	3.09±0.655	0.843	0.107
Primary school students' learning habits score	16.38±0.505	16.56±0.508	3.38	0.064

* $P < 0.05$ ** $P < 0.01$

4.2.2 Analysis of variance of learning habits and their dimensions

Table 4.2 Age and learning habits of primary school students and analysis of variance of each dimension (n=200)

	Grade 3 M± S D	Grade 4 M± S D	Grade 5 M± S D	Grade 6 M± S D	F	P
Pre-class preview habits	3.32±0.526	3.33±0.514	3.37±0.517	3.37±5.08	2.47	0.062
Review habit after class	3.03±0.617	3.12±0.494	3.21±0.502	3.34±0.514	1.131	0.366
Homework and practice	3.03±0.548	3.14±0.553	3.37±0.525	3.49±0.533	1.076	0.389
Extracurricular reading habits	3.47±0.474	3.43±0.491	3.18±0.503	2.94±0.527	5.236	0.003
Learning Summary	3.03±0.571	3.11±0.515	3.2±0.499	3.37±0.508	0.977	0.404
Primary school students' learning habits score	16.88±0.532	16.13±0.536	16.33±0.527	16.51±0.523	1.373	0.264

*P < 0.05 **P < 0.01

Table 4.2 shows the age difference in the total score of learning habits was not significant ($P > 0.05$). In terms of specific dimensions, the grade differences in extracurricular reading habits ($F=5.236$, $P < 0.05$) were significant, while there were no grade differences in preview habits before class, after-class review habits, habits of homework and practice habits, and learning summary. This shows that different grades have no significant influence on learning habits, and only have a significant effect on extracurricular reading. Through pairwise comparison, it was found that the difference in extracurricular reading habits was significant in grade 5 and grade 6, and the mean difference between grade 5 and grade 6 was 0.24, which indicates that the influence of grade 5 on extracurricular reading is greater than that in grade 6.

In a conventional sense, with the growth of grade, the learning habits of pupils should be better, but the research results have this abnormal situation. The

reason is that the sixth grade students are facing great pressure to go to school. Both parents and teachers attach great importance to the students' academic performance, and the relative time and opportunities for extracurricular reading are reduced.

4.2.3 Differences in parenting styles between fathers and mothers

Different families and parents have different parenting styles. Even the parenting styles of fathers and mothers in the same family may be different. Therefore, this study first tests the overall parenting styles of fathers and mothers. Since the collected samples of parental rearing patterns have a pairing relationship, the collected data are subjected to paired sample t-test, and the results are shown in Table 4.3.

Table 4.3 Paired sample T-test of maternal and Paternal parenting styles (N=200)

Factor	Mean of Mothers	Mean of Fathers	Mothers (SD)	Fathers (SD)	t	P
Caring	3.181	2.989	0.643	0.738	4.735	0
Encouraging autonomy	2.682	2.742	0.717	0.725	-2.129	0.036
Arbitrariness	1.961	1.876	0.589	0.604	2.983	0.004
Neglect	1.729	1.922	0.641	0.736	-5.887	0

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

It can be seen from Table 4.3 that the "care" factor and "neglect" factor are $p < 0.001$. The difference between the "encouraging autonomy" factor and the "controlling" factor is $p < 0.05$. Therefore, there are significant differences in parental rearing styles among these four factors. According to the observation of the average score, the mother's score on the "caring" factor is higher than that of the father, and the score on the "arbitrary/neglected" factor is lower than that of the father, which

indicates that in the family, the mother cares more about the child and is willing to give more care to the child, while the father is relatively more indifferent and serious to the child, and has less care for the child.

4.2.4 Analysis of variance of parents 'education level and pupils' learning habits and their various dimensions

As can be seen from Table 4.4 and Table 4.5, the educational level of mother and father varies significantly between the learning habits of primary school students, especially for after-class review habits and learning summary. Moreover, the influence of father's education level is greater than that of mother's education level on the learning habits of primary school students. It can be seen by observing the mean score that the higher the educational level of the parents, the higher the score of the pupils' learning habits.

Table4.4 Variance Analysis of Different Mother's Education Level on Primary School Students' Learning Habits and Their Various Dimensions

	Junior high	University (undergraduate or junior college)	High school	Junior high school and below	F	P
	M±S D	M±S D	M±S D	M±S D		
Pre-class preview habits	3.211±0.524	3.184±0.498	3.192±0.528	3.143±0.529	0.291	0.574
Review habit after class	3.46±0.479	3.349±0.516	3.123±0.549	2.856±0.473	1.176	0.026
Homework and practice	3.434±0.557	3.424±0.533	3.327±0.532	3.11±0.495	0.546	0.418
Extracurricular reading habits	3.389±0.538	3.341±0.526	3.337±0.515	3.335±0.506	0.316	0.623
Learning Summary	3.373±0.504	3.131±0.544	3.288±0.557	2.384±0.502	4.186	0.012
Primary school students' learning habits score	16.867±0.521	16.429±0.523	16.267±0.535	14.828±0.501	1.176	0.031

*P < 0.05 **P < 0.01

Table4.5 Variance Analysis of Different Father's Education Level on Primary School Students' Learning Habits and Their Various Dimensions

	Junior high	University (undergraduate or junior college)	High school	Junior high school and below	F	P
	M±S D	M±S D	M±S D	M±S D		
Pre-class preview habits	3.241±0.521	3.264±0.499	3.202±0.513	3.233±0.502	0.328	0.569
Review habit after class	3.416±0.497	3.309±0.504	3.093±0.501	2.816±0.516	1.035	0.023
Homework and practice	3.431±0.547	3.429±0.541	3.332±0.536	3.311±0.491	0.527	0.354
Extracurricular reading habits	3.342±0.522	3.339±0.517	3.326±0.526	3.322±0.512	0.311	0.583
Learning Summary	3.376±0.515	3.134±0.539	3.218±0.504	2.306±0.482	5.317	0.011
Primary school students' learning habits score	16.806±0.52	16.475±0.52	16.171±0.516	14.832±0.499	1.136	0.026

*P < 0.05 **P < 0.01

4.2.5 Correlated analysis of parenting style and primary school students'

learning habits

As can be seen from Table 4.6, there is a significant correlation between the factors of "care, encouragement of autonomy, Control and neglect" in mother's parenting style and all the factors of pupils' learning habits. Among them, the "caring" and "encouraging autonomy" factors have a significant positive correlation with the learning habits of primary school students. There was a significant negative correlation between the "Control" factor and the pupils' learning habits. The "neglect" factor in mother's parenting style has a significant negative correlation with "after-class review habits" and "homework practice habits", and there is no significant correlation with "pre-class preview habits", "extracurricular reading habits" and "learning summary" factors.

There is a significant correlation between the factors of "love,

encouragement, arbitrariness and neglect" in fathers' parenting style and the factors of pupils' learning habits. Among them, there is a significant positive correlation between the factors of "caring" and "encouraging autonomy" and pupils' learning habits. There is a negative correlation between "arbitrariness" factors and primary school students' learning habits; "neglect" factors and significant negative correlation between "review habit", "homework practice habit", "study summary" factors and total score, and no significant correlation with "preview habit before class" and "extracurricular reading habit" factors.

It can be seen that there is a significant positive correlation between the parents' caring and encouraging independent parenting style and the pupils' learning habits, and the parents' indifferent refusal parenting style has a significant negative correlation with the pupils' learning habits.

Table 4.6 Correlation analysis between parental rearing patterns and learning habits of primary school students

		Pre-class preview habits	Review habit after class	Exercise habit	Extracurricular reading habits	Learning Summary
Mother	Caring	0.314 **	0.407 **	0.361 **	0.325 *	0.434 **
	Encouraging autonomy	0.321 **	0.442 **	0.308 **	0.337 **	0.448 **
	Arbitrariness	-0.147 *	-0.183 **	-0.109 **	-0.217 *	-0.207 *
	Neglect	-0.172	-0.332 *	-0.252 **	-0.297	-0.361
Father	Caring	0.318 *	0.391 **	0.237 **	0.318 **	0.395 **
	Encouraging autonomy	0.326 **	0.383 **	0.225 **	0.304 **	0.382 **
	Arbitrariness	-0.115 *	-0.124 **	-0.106 **	-0.175 *	-0.164 **
	Neglect	-0.221	-0.363 *	-0.194 *	-0.293	-0.365 *

* $p < 0.05$, ** $p < 0.01$

4.2.6 Regression analysis of parenting style and primary school students'

learning habits

In order to explore the influence of parenting on learning habits, this study continues to regression analysis, when the number of independent variables is

more, the interference between the independent variables will be very serious, easy to affect the accuracy of the operation results, so the study of gradual linear regression method regression model, parenting factors as independent variables, pupils learning habits as dependent variable, the results of the regression analysis as shown in table 4.7, table 4.8 and table 4.9.

Table 4.7 Input/Remove Variables

Model	Input variables	Removed variables	Method
1	Mothers encourage autonomy	.	Step (criterion: probability of F-to-enter ≤ 0.050 , F-to-enter probability ≥ 0.100)
2	Father ignored	.	Step (criterion: probability of F-to-enter ≤ 0.050 , F-to-enter probability ≥ 0.100)
3	Mother care	.	Step (criterion: probability of F-to-enter ≤ 0.050 , F-to-enter probability ≥ 0.100)

Table 4.8 Model Summary

Model	R	R ²	Adjusted R ²	Std. Error	F	Sig.
2	0.533 ^c	0.284	0.278	0.4039	38.129	0.000

c Predictors: (constant), mother encourages autonomy, father ignores, mother cares

Table 4.9 Regression coefficient

DV	IV	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
	(Constant)	2.355	0.171		13.599	0		
Learning habits of primary school students	Mother encourages autonomy	0.185	0.042	0.276	4.579	0	0.677	1.476
	Father ignores	-0.141	0.039	-0.207	-3.831	0	0.849	1.179
	Mother cares	0.147	0.045	0.195	3.137	0.002	0.631	1.581

Table 4.8 shows of the eight independent variables, only "mother encourages autonomy", "father neglect" and "mother care" were included in the regression model. From table 4.8, R² is equal to 0.284, indicating that the three parenting can explain 28.4% of the change of pupils learning habits, namely 28.4% of pupils learning habits is encouraged by "mother autonomy", "father neglect", "mother care" the three parenting, and F=38.129, P=0.000 < 0.05, shows that the three

independent variables into the regression model can significantly affect the dependent variable, the regression model has statistical significance. It can be seen from Table 4.9 that the p-value is less than 0.05, which indicates that the three variables "mother encourages autonomy", "father neglect" and "mother care" have a significant impact on the learning habits of primary school students, and the VIF values are smaller than 5, indicating that there is no confounding interference and collinearity between these three variables. In addition, it can be seen by observing the regression coefficient, "mother encourage independent" variable have significant positive effect on learning habits, "father neglect" variables have significant negative effects on learning habits, "mother care" variables have significant positive effect on learning habits, that the more scientific mother education way, primary school learning habits is better, the father's parenting attitude more indifference, the worse the child's learning habits.

Based on the above analysis, the regression equations for the independent and dependent variables are:

$$\text{Pupils homework habits} = 2.355 + 0.185 \times \text{Mother encourage autonomy} - 0.141 \times \text{father neglect} + 0.147 \times \text{mother care}$$

Chapter 5

Conclusion and Recommendations

5.1 Summary of research results

Through the survey of learning habits questionnaire of pupils in XX School in Taiyuan, the following conclusions are drawn:

a. There is no gender difference in the learning habits of primary school students. However, there are gender differences in homework and practice habits and extracurricular reading habits. The gender differences in preview habits, review habits and study summary are not significant.□

b. No significant difference in pupils' learning habits in grade. Among them, there are significant grade differences in extracurricular reading habits. There is no grade difference in pre-class preview habits, after-class review habits, homework practice habits and learning summary.

c. The educational level of parents varies significantly from the learning habits of primary school students, especially for the after-class review habits and learning summary. Moreover, the influence of father's education level on pupils' learning habits is greater than that of mother's education level.

d. There are significant differences in primary school students' learning habits. Among them, there is a significant positive correlation between parents' caring and encouraging independent parenting style and the learning habits of primary school

students. There is a significant negative correlation between parenting neglect and the learning habits of primary school students. The learning habits of "mother care" and "mother encourages autonomy" can have a significant positive impact, and the variable of "father neglect" can have a significant negative effect on the learning habits, indicating that the more scientific the mother's education mode, the better the primary school students' learning habits, the more indifferent the father's parenting attitude, and the worse the children's learning habits.

5.2 Discussion

5.2.1 Current situation of parenting style of primary school students

According to the percentage distribution chart of parents' education style scores, parents' average scores on "caring" and "encouraging autonomy" are higher, while the average scores on "ignoring" and "arbitrary" are lower. On the whole, the parenting style of parents shows a gentle, encouraging and democratic trend. It shows that with the continuous improvement of China's economic level, the quality of the people is also improving. More and more parents are aware of the importance of family education. Most parents are willing to use scientific and democratic parenting methods and attitudes to educate their children. They are willing to give their children more choices, encourage them to be independent, and try not to use power to suppress and control their children.

However, there are also some mothers who have more control over their children's study and life. They should take care of everything and be more strict in

raising their children. However, fathers have relatively less discipline on their children and are more willing to let their children be independent, so they are much more relaxed in parenting. This is easy to lead to the phenomenon that couples' educational concepts are inconsistent. If one thing wants to be managed while the other is not managed, the family atmosphere will deteriorate, and family conflicts will follow. For children, they may like one of their parents and complain about the other.

5.2.2 Problems existing in primary school students' learning habits

Good learning habits are of great value to pupils' study and their long-term development. However, through the questionnaire survey, this paper found that the current primary school students in the learning habits of the lack of pre-class preview is not active, after class review is not ideal, homework exercises are not serious, less extracurricular reading and learning summary habits did not develop five problems.

5.2.2.1 Do not actively preview before class

Pre-class preview habit is a learning habit for primary school students to preview the course content before the course begins. The survey found that primary school students' habit of actively preparing before class is not satisfactory. Through the survey of primary school students' learning habits, we found that most primary school students do not have the habit of active preview.

5.2.2.2 Review after class is not ideal

After-class review can deepen and consolidate the understanding and memory of knowledge, and is an important part of in-depth understanding of learning content. In the survey, it was found that although primary school students performed better in the review habit as a whole, some students still did not actively review after class. Before writing homework, review what you have learned in class, so that you can better use what you have learned. Other students may review before the final exam, so that they can remember quickly but forget quickly. It is difficult to internalize and absorb what they have learned.

5.2.2.3 Poor homework practice

Homework practice is an important way for students to consolidate the knowledge they have learned in class. The book knowledge can be translated into their own understanding of knowledge through homework exercises, and students' serious learning attitude and scientific learning methods can also be cultivated. Exercise your ability to analyze and solve problems. In the survey, it was found that the scores of most primary school students' homework exercises were not ideal, which showed that most primary school students' homework exercises were sloppy, dragging, scrawled, unable to complete their homework seriously, and often made some low-level mistakes. Simple questions would be wrong.

5.2.2.4 Less reading outside class

Extracurricular reading is an important way for pupils to enrich their knowledge. The result of the survey shows that the reading situation of the primary

school students in the lower grades is better than that of the primary school students in the higher grades. Maybe because there are many homework assignments and there is no extra time for extracurricular reading, the scores of the students in the higher grades are relatively low. This requires students to arrange their study time reasonably and have more extracurricular reading time.

Extracurricular reading can broaden the vision of primary school students, improve their horizons, improve their comprehensive quality and cultivate their social adaptability. At the same time, reading contributes to the formation of a correct outlook on life. From primary school, the habit of reading will benefit students and promote the all-round development of primary school students.

5.2.2.5 The habit of learning and summary is not formed

After each exam, the knowledge will be sorted and summarized. The formation of this habit will help students to better grasp the key points and difficulties of knowledge and improve their academic performance when they are faced with a wide range of subjects and a large amount of homework in junior and senior high school.

5.2.3 Analysis of the causes of family education of pupils' bad learning habits

There are many factors that cause bad learning habits of primary school students. Primary school students themselves lack learning interest, learning attitude is not correct, and self-control ability is poor. Improper education methods, bad teacher-student relationship and heavy academic burden in schools will also

have a negative impact on the formation of primary school students' learning habits. This paper mainly analyzes the factors of family education that have a negative impact on pupils' learning habits.

5.2.3.1 There is a deviation in the parenting attitude of parents

Parents are educators in children's lives. Their attitudes towards children's upbringing can trigger strong reactions of children, affect their physical and mental development, and then affect their learning. Through regression analysis, it can be seen that the "care" factor has a significant positive predictive effect on pupils' learning habits. The "neglect" factor has a significant negative predictive effect on pupils' learning habits. It shows that the better the parents' attitude towards their children, the better the pupils can develop good learning habits. In the selected sample, there are still parents who are relatively indifferent to their children, which makes them feel less concerned about their study and life, easy to deny themselves, lack self-confidence, and difficult to develop good learning habits. Autocratic parents are too strict with their children. If they don't study, they will scold and even educate them. This kind of attitude lacks respect for children, and it is easy for children to learn in order to avoid punishment, which makes it difficult to form good habits. In serious cases, they may even cheat or lie to avoid punishment and form bad habits.

5.2.3.2 Parents' educational literacy is uneven

Parents' educational literacy refers to the knowledge and ability of parents to

educate their children. The higher the educational attainment of parents, the more they know how to educate their children, give scientific guidance in the process of their children's learning, help them develop good learning habits, but also better deal with the relationship between family members. The educational attainment of parents is closely related to their educational level. In the sample, 26% of parents have not received higher education, indicating that these parents have low educational attainment and are difficult to provide scientific and effective education and guidance to their children, which leads to the formation of bad homework habits. Some parents are highly educated, but there is still confusion about the education of children, can not use scientific education methods, it is difficult to make children develop good learning habits.

5.2.3.3 Fathers are less involved in family education

In the traditional concept, people usually think that fathers mainly bear the economic burden of the family and focus on the career, while mothers take more responsibility to take care of and care for their children. Gradually, some fathers feel that their children do not need them, so they are less and less involved in family education, which makes family education more in the culture of mother rearing. However, the brave and fierce spirit of the father is not possessed by the mother, which has an important influence on the children's character and interpersonal communication. Father less involved in family education, do not understand the specific situation of the child, and it is easy to occur and the mother's upbringing

attitude is inconsistent, affecting the formation of students' good learning habits.

5.2.3.4 Inadequate educational methods

The method of parental education has a great influence on the formation of pupils' learning habits. Correct education attitude, adhere to the correct principles of education, the use of scientific education methods to cultivate primary school students, promote them to form good learning habits. Parents' correct educational methods can promote the development of pupils' good learning habits; And improper educational methods will hinder pupils to develop good learning habits.

5.3 Recommendations

Family education is the foundation of school education and social education. Family is the first place for children to learn, parents are children's first teachers, parents have the most profound influence on children. Therefore, we should attach importance to the basic role of parents in the cultivation of pupils' learning habits, and train children to develop good learning habits in a targeted way.

Based on the analysis of the reasons in the previous chapter, five parenting strategies are proposed to improve pupils' learning habits, including Correct attitude towards upbringing; Improve parents' own quality; Pay attention to the father's role in family education participation; Create a democratic and harmonious family atmosphere; Improve education methods.

5.3.1 Correct attitude towards upbringing

Attitude determines everything. If you want to achieve results, you should first correct your attitude. A person's attitude will affect his efficiency and enthusiasm. Therefore, if parents want to cultivate good learning habits of primary school students, they should first correct their own attitude towards education and improve their own educational behavior through learning educational methods.^[48]

Parents should adopt more positive and positive parenting methods such as "caring" and "encouraging autonomy", pay more attention to helping children in life, encourage and support children in learning, and give them more autonomy.^[49] Parents should not treat their children too favorably and blindly, but should be strict with love, take into account their children's future interests and happiness, and give love from a long-term perspective, so as to make their children happy in the future.

Parents should have the same attitude towards upbringing. B. A. Cyxomjnhccknn believed that parents' demands on children should not contradict each other. Don't argue in front of children, but discuss in private. This can not only build up parents' prestige in children's hearts, make them obey their parents' discipline, but also make children close to their parents and willing to communicate with them.^[50]

5.3.2 Improve parents' own quality

Parents' literacy includes their parents' world outlook, outlook on life, values, and their ideological and moral character and their cultural literacy.^[51] Parents' three

values and ideological and moral character reflect their parents' personality and also affect the formation of their children's moral character, so parents should pay attention to their role model. Parents' cultural literacy affects their ideological level and determines their ability and methods of educating their children, so cultural literacy affects parents' educational literacy to a large extent. Therefore, to improve parents' educational literacy, cultural literacy is the key.

In order to cultivate pupils' good learning habits, parents should improve their cultural literacy. First, parents should learn the professional knowledge of educating their children. Secondly, parents should learn to educate their children's scientific and cultural knowledge. If parents always ask three questions, it is easy to dampen their children's enthusiasm for knowledge and reduce their parents' prestige in their children's minds. Therefore, parents should try to learn more scientific and cultural knowledge, so that children are more willing to be convinced when educating children. With the continuous progress of the society, there will always be new knowledge and new problems. Parents need to constantly update their knowledge reserves to help their children adapt to the changes in social life. Now that network technology is developed, parents can also learn and improve their cultural literacy through various channels.

If parents have a good outlook on life and values, they will adhere to the correct principles of doing things and educate their children according to good standards. Parents should pay attention to their words and deeds, correct their

values, set an example for their children, and guide them to imitate positive behaviors.

5.3.3 Pay attention to the father's role in family education participation

The father is the most authoritative person in the children's mind. He should set an example for the children and let them learn to behave in the father. The father is indispensable and irreplaceable. Behaviorists believe that the father is willing to have physical contact with the child, including interaction, games, etc., and the deep communication between the father and the child is conducive to promoting the development of the child's perceptual motor ability. Children's long-term contact with their father will generate more curiosity and imagination, which will greatly help children's intellectual development. If we want to cultivate pupils' good learning habits, father's participation is essential. Make clear the real role of father in family education, fully realize his own educational function, share the responsibility of family education with his mother, pay attention to the children's study and life, communicate with them more and listen to their ideas.

5.3.4 Create a democratic and harmonious family atmosphere

Parents should try their best to create a warm and harmonious family atmosphere, communicate and solve conflicts, learn to respect children, ask their opinions, let children have more autonomy, interact with children more in their free time, and take children to outdoor sports, which can improve parent-child

relationship. Children live in such a democratic and harmonious family environment. They feel relaxed and free, trust their parents more, and have more initiative.

Parents should also pay attention to creating a diligent and upward learning atmosphere. If parents can continue to read and study after work or compare learning speed with children, they cannot create a good learning environment for children and set an example of hard learning.

5.3.5 Improve educational methods

Praise and reward can help children gain a sense of identity and meet their needs for happiness and respect. ^[52] When children are working hard or succeed in something, they are eager to be praised and recognized by parents. If parents do not praise or find out, the children's inner needs are not met, and their enthusiasm will be damaged. Therefore, parents should praise and reward in time.

When children make mistakes in thought, behavior and learning, parents need to give them appropriate criticism and punishment to make them feel guilty and uneasy, and then want to correct mistakes, learn lessons and not repeat them. The primary school students' thoughts are not mature, and the concept of right and wrong is not strong. Parents need to help them analyze their mistakes, distinguish right and wrong in criticism and punishment, and improve their ideological awareness.

Parents should pay attention to the following points when carrying out critical education for their children: First, the purpose of criticism and punishment should

be clear. The purpose of criticism and punishment for children is to make them realize their mistakes. Second, criticism and punishment should be appropriate. Parents need to see the actual consequences of their children's behavior to decide what punishment to implement. Criticism and education can be used if the circumstances are light, and punishment should be used if the circumstances are serious. Third, we should pay attention to the method of criticism and punishment. Parents should not criticize children in front of outsiders, which will embarrass children and protect their self-esteem.

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Appendix

Questionnaire on the influence of parental rearing patterns on pupils' learning habits

Dear students:

Hello, the main purpose of this questionnaire survey is to fully understand the relationship between family upbringing and primary school students' homework habits, not the exam. There is no right or wrong answer, and this survey is anonymous. The survey results are only used for academic research and will not have any adverse impact on you. Please rest assured to answer according to your real situation. If you don't know the meaning of the question, please ask the teacher.

Note: Please don't miss the answer! Thank you for your support and participation!

Instructions for filling in basic information: Please select the option that meets your basic information, and mark "√" in ().

1. Your gender ()

A. Male B. Female

2. Your grade ()

A. Grade 3 B. Grade 4 C. Grade 5 D. Grade 6

3. Your mother's education level ()

A. Below junior high school

B. Junior high school or technical secondary school

C. Senior high school or junior college

D. University and above

4. Your mother's education level ()

A. Below junior high school

B. Junior high school or technical secondary school

C. Senior high school or junior college

D. University and above

《Questionnaire on learning habits of primary school students》

1. I will preview what the teacher will say in advance. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

2. I think preview is very important. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

3. During the preview, I will mark the places I don't know. ()

- A. Completely inconsistent
- B. Comparatively inconsistent
- C. Uncertain
- D. Comparatively consistent
- E. Completely consistent

4. I preview what the teacher will explain at least half a day in advance. ()

- A. Completely inconsistent
- B. Comparatively inconsistent
- C. Uncertain
- D. Comparatively consistent
- E. Completely consistent

5. Before going to bed every day, I will recall what I learned today. ()

- A. Completely inconsistent
- B. Comparatively inconsistent
- C. Uncertain
- D. Comparatively consistent
- E. Completely consistent

6. I will review what I have learned in time. ()

- A. Completely inconsistent
- B. Comparatively inconsistent
- C. Uncertain

D. Comparatively consistent

E. Completely consistent

7. Before doing my homework, I will review what I learned today. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

8. I will review before the final exam. (Do not review at ordinary times). ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

9. After school, I will do my homework first. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

10. After finishing the homework, I will do other exercises. ()

- A. Completely inconsistent
- B. Comparatively inconsistent
- C. Uncertain
- D. Comparatively consistent
- E. Completely consistent

11. Each time you finish writing homework or exercise questions, you will check them. ()

- A. Completely inconsistent
- B. Comparatively inconsistent
- C. Uncertain
- D. Comparatively consistent
- E. Completely consistent

12. When I do homework and exercise questions, I do homework for important subjects first. ()

- A. Completely inconsistent
- B. Comparatively inconsistent
- C. Uncertain
- D. Comparatively consistent
- E. Completely consistent

13. Don't like to be disturbed when writing homework and exercise questions. ()

- A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

14. When I read outside class, I often take reading notes. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

15. I like some kind of extracurricular reading materials. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

16. I often go to the library. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

17. I like to share my reading experience with my parents. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

18. I feel very happy when reading after class. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

19. I will make a summary of the learning content at one stage. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

20. I will classify and compare what I have learned. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

21. I will analyze the reasons for the decline in the exam results. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

22. I will make a brief outline of the knowledge learned in a unit or chapter to help memory. ()

A. Completely inconsistent

B. Comparatively inconsistent

C. Uncertain

D. Comparatively consistent

E. Completely consistent

17. You can decide what you wear.								
18. Never praise me.								
19. Over-protection.								
20. It can make me feel better when I am in a bad mood.								
21. Allow me to go out freely.								
22. Try to make me feel that I cannot leave her (him).								
23. Seldom talk to me.								

Biography

Name- surname	Jun Lian
Date of birth	July 15, 1987
Place of birth	Shanxi Province, China
Address	Yingxin Street, Xing'an Community, Jiancaoping District, Taiyuan City, Shanxi Province
Workplace	Served as a university's practical training instructor.
Position	
Education	Bachelor of Engineering Taiyuan University of Technology China (2020)



CERTIFICATE

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THIS IS TO CERTIFY THAT

Jun Lian

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ASSOC.PROF.ARUS KONGRUNGCHOK, Ph.D.

Dean, International College RMUTK

SUPOT RATTANAPUN, Ph.D.

Vice Dean for Academic Affairs,
International College, RMUTK