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A Comparative Study of Parenting Attitudes Affecting School Records of Chinese and Korean College Students

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Abstract

This study compares parents' parenting attitudes as Chinese and Korean college students perceive. It examined the relationship between parenting attitudes and some demographic variables such as gender, school year, religion, and educational level of parents. It also examined the influences parenting attitudes and academic records of their offspring. The findings are as follows: 1. Gender was found to be related with parents' parenting attitudes for Chinese students, but not for Korean students. Age was found to be related with parents' parenting attitudes both for Chinese students, and for Korean students. Religion was found to be related with parents' parenting attitudes for Chinese students, but not for Korean students. And, parents' educational level was not found to be related with parents' parenting attitudes for Chinese students, but, for Korean students, only mock records were found to be related with parents' parenting attitudes.

2. There was no difference in perception on parents' parenting attitudes for Chinese students and Korean students.

3. There was significant relationship parents' parenting attitudes and school records both Chinese students, and for Korean students. But mothers' parenting attitudes has not significant for Chinese students. Consequently, the parents' parenting attitudes Korean and Chinese students perceive have very similar attributes, and some differences. It may be derived from cultural differences between two countries, and the differences of democracy and communism. This study will contribute to understanding and helping Chinese students.

Keywords: Chinese Students in Korea, Korean College Students, Parents' Parenting Attitudes, School Records

1. Introduction

In recent years, Hallu, Korean wave, is rapidly spreading across the world. All the peoples in Asian countries including China and many people in the countries in the world like K-Pop music. With the advanced IT industry and electronic goods, they perceive Korea as an advanced country, and view Korea very positively. Furthermore, favors of Korea among younger generations have risen, and, consequently, increasing number of foreign students comes to Korea to study.

According to a data provided by the Statistics Korea¹, the number of foreign students in Korea was only 1,879 in 1994. Partly due to foreign students inducing policy of the Korean government, the number has continued to increase every year from 11,646 in 2001, to 56,006 in

2007, to 87,480 in 2010, to 90,119 in 2012. They can be classified into their nationalities in descending order: The number of Chinese students is 64,399; the number of those from Mongolia is 5,030; the number of those from Vietnam is 3,160, the number of Japanese students is 2,586; the number of American students is 1,124. We can recognize that the number of Chinese students is much larger than those from other countries.

The reason why the number of Chinese students is so large is that China, after it adopted the open-door policy, has grown rapidly in economic and cultural senses, and the people embrace globalization. Another reason can be found in the facts that China is geographically close to Korea, and, the two countries have shared many aspects of the history. Thus, they share many things culturally and in the world views. After the Korean War in 1950, the two

countries had no relationships for decades. But, in recent years, as China joined globalization, it has increasingly expanded human and material exchanges with Korea. Considering such trends, it is no wonder that the number of Chinese students is over 50% of all the foreign students in Korea.

Given the fact that an increasing number of Chinese students are studying in Korea, Koreans do not understand them enough. There have been a number of studies on stresses the Chinese students suffer and entertainments they enjoy in Korea²⁻⁵, there have not been studied on mental characteristics of them.

Particularly, given the fact that what affects the characteristics of a person most is his or her parents, we can say that parents' parenting attitudes on their offspring play important roles in forming personalities of children and affecting how they relate with others in the society. Furthermore, college years are the very important time when youngsters become independent from protection of their parents, and face new challenges such as adjustment to changes, expanded relationship with friends, love with the opposite sex, future career, and value formation, etc. Chinese students are not the exception in experiencing such challenges. They are exposed to many various problems such as language obstacle, cultural conflicts with Korean students, learning difficulty, problems in class presentation of the projects.

Thus, this study will examine their parents' parenting attitudes, and the influence of those attitudes and their school records, and compare them with those of Korean students. This study will contribute to better understanding between Chinese and Korean students. It will also widen the understanding on various problems increasing foreign students, especially Chinese students. It will serve as the basic resource to help solve such problems.

2. Research Method

2.1 Research Subjects and Procedure

For two weeks from October 21 to November 2, 2013, the questionnaire survey was conducted to Chinese and Korean students in colleges in Daegu and Gyeongbuk regions. 260 Korean students responded to the questionnaire, and 247 copies were used for analysis excluding 13 copies which were found to be answered not sincerely or had other problems. 208 copies of Chinese students were used in the analysis.

2.2 Research Hypotheses

- There will be significant differences in parents' parenting attitudes of Chinese and Korean students depending on gender, school year, religion and parents' educational level.
- There will be significant differences in parents' parenting attitudes of Chinese and Korean students.
- Parents' parenting attitudes of Chinese and Korean students will have significant effects on their children's school records.

2.3 Analytical Method

First, this study performed frequency analysis for the variables. The hypotheses were tested by the analyses of relationships between parents' parenting attitudes of Chinese and Korean students and basic demographic data. And, to examine the differences in parents' parenting attitudes of Chinese and Korean students, this study did t-test. To examine the influence parents' parenting attitudes and school records, this study made regression analyses.

2.4 Measurement Tools

2.4.1 Test of Parents' Parenting Attitudes

To measure parents' parenting attitudes, this study used the questionnaire constructed by Seong-Sim Oh and Jong-Seung Lee⁶. In addition of parenting dimension constructed by Schaefer, Oh and Lee, based on previous researches, categorized two additional dimensions and classified them into four dimensions -affection-orientation, autonomy-orientation, achievement-orientation rationality-orientation and polarized those dimensions into positive and negative aspects - affection, autonomy, achievement, rationality. It is shown in Table 1.

Table 1. Questions on parents' parenting attitudes.

Parents'	Categories	No of	Cronbach's α
parenting		questions	
attitudes			
Father's parenting	affection	15	.89
attitudes	autonomy	15	.85
	achievement	15	.85
	rationality	15	.77
	Total	60	.95
Mother's parent-	affection	15	.88
ing attitudes	autonomy	15	.84
	achievement	15	.85
	rationality	15	.95
	Total	60	.97

3. Analytical Findings

3.1 Basic Demographic Data

The frequency distributions of the basic demographic data for Chinese and Korean students are shown in Table

Table 2. Frequencies for some demographic variables.

Category	Division	Korean s	tudents	Chinese	students
		(N=247)		(N=2	208)
Gender	male	102	41.3%	84	40.4%
	female	145	58.7%	124	59.6%
School year	1	63	25.5%	140	67.3%
	2	51	20.6%	0	0
	3	74	30.0%	4	1.9%
	4	59	23.9%	64	30.8%
Age		M=21.26		M=21.26	
Religion	yes	119	48.2%	80	38.5%
	no	128	51.8%	128	61.5%
Father's	1	8	3.2%	4	1.9%%
educational	2	17	6.9%	16	7.7%
level	3	122	49.4%	120	57.7%
	4	86	34.8%	60	28.8%
	5	14	5.7%	8	3.8%
Mother's	1	5	2.0%	4	1.9%
educational	2	16	6.5%	20	9.6%
level	3	155	62.8%	112	53.8%
	4	61	24.7%	64	30.8%
	5	10	4.0%	8	3.8%

^{*}Educational level1= Elementary school, 2= Middle school, 3=High School, 4=University, 5=Graduate School.

3.2 The Relationship between Parents' Parenting Attitudes and Some Demographic Variables such as Gender, Age, Religion and Parents' Educational Levels among Chinese and Korean Students

First, Gender was found to be related with achievement attitude and rationality attitude in the category of mother's parenting, on the one hand, and general attitude, autonomy attitude, achievement attitude and rationality attitude in the category of father's parenting, on the other hand. And, age was found to be related with the general attitude and affection attitude in the category of mother's parenting, on the one hand, and affection attitude in the category of father's parenting, on the other hand. And, religion was found to be related with affection attitude and autonomy attitude in the category of mother's

parenting, and the general attitude and affection attitude in the category of father's parenting. Educational levels of father and mother were found not to be related with parenting attitudes.

This study examined whether there is any significant relationship between parents' parenting attitudes and some demographic variables such as gender, age, religion, and parents' educational levels among Korean students. Gender was found to be not related with parenting attitudes. Age was found to be related with the general attitude in the category of mother's parenting, and the general attitude and autonomy attitude in the category of father's parenting. And, there was no relationship between religion and parenting attitudes, and between father's educational level and parenting attitudes. On the other hand, mother's educational level was found to be related with the general attitude, rationality attitude in the category of mother's parenting, and autonomy attitude and rationality attitude in the category of father's parenting.

3.3 Comparison of Parents' Parenting Attitudes of Chinese and Korean **Students**

This study compared the parenting attitudes of two groups of students, and found out that there are no-perceivable differences in parents' parenting attitudes among Chinese and Koreans students, except for autonomy attitude in the category of mother's parenting attitude. The results are shown in Table 3.

Table 3. Comparison of parenting attitudes among Chinese and Korean students

Category	Category		iese	Kor	ean	t	p
		stud	tudents students		value	value	
		(N=2	(N=208)		(N=247)		
		M	SD	M	SD		
Mother's	Affection	3.11	.40	3.10	.50	21	.82
parenting	Autonomy	1.81	.38	1.91	.44	2.39	.01*
attitudes	Achievement	2.79	.29	2.80	.31	.19	.84
	Rationality	2.03	.34	2.01	.42	35	.72
	General	2.43	.15	2.45	.18	1.16	.24
Father's	Affection	3.11	.40	3.10	.50	21	.82
parenting	Autonomy	2.01	.30	2.07	.35	1.89	.06
attitudes	Achievement	2.79	.29	2.79	.31	.19	.84
	Rationality	2.53	.42	2.52	.52	35	.72
* 05 ** 1	General	2.45	.20	2.44	.20	14	.88

p.<.05, **p.<.01, ***p.<.001

Table 4. Relationship father's parenting attitudes on children's school records

Factor	В	Std. Error		β	t	p	\mathbb{R}^2	F	p
(Constant)	4.552	.939			4.846	.000			
Affection	.239	.173	.115	1.376		.170			
Autonomy	541	.237	184	-2.286		.023	.041	2.609	.036
Achievement	097	.282	029		345	.731			
Rationality	.188	.157	.094		1.193	.234			

Table 5. Relationship mother's parenting attitudes on children's school records

Factor	В	Std. Error	β	t	P	\mathbb{R}^2	F	P
(Constant)	4.577	.925		4.948	.000			
Affection	.091	.193	.044	.472	.637			
Autonomy	574	.229	240	-2.510	.013	.046	2.884	.023
Achievement	013	.283	004	046	.963			
Rationality	.318	.210	.128	1.516	.131			

3.4 Influences Parents' Parenting Attitudes and their Children's School Records among Korean Students

This study also examined relationship parents' parenting attitudes and their children's school records among Chinese and Korean students. The results are shown in Table 4 and 5

According to Table 4, father's parenting attitudes has significant regression relationship with school records [F(4,242) = 2.609, p<.05], and autonomy parenting attitudes has also significant relationship. Father's parenting attitudes has explanation power of 4.1%.

According to Table 5, mother's parenting attitudes has significant regression relationship with school records $[F(4,242)=2.884,\ p<.05]$, and autonomy parenting attitudes has also significant relationship. Mother's parenting attitudes has explanation power of 4.6%.

3.5 Influences Parents' Parenting Attitudes and their Children's School Records among Chinese Students

This study also examined relationship parents' parenting attitudes and their children's school records among Chinese and Korean students. The results are shown in Table 6 and 7

According to Table 6, father's parenting attitudes has not significant regression relationship with school records [F(4,203) = 1.706, p>.05].

According to Table 7, mother's parenting attitudes has significant regression relationship with school records [F(4,203) = 8.572, p<.001]. Also autonomy parenting attitudes ($\beta = -.513$), affection parenting attitudes ($\beta = -.506$), rationality parenting attitudes ($\beta = .340$) significant relationship. Mother's parenting attitudes has explanation power of 14.5%.

Table 6. Relationship father's parenting attitudes on children's school records

Factor	В	Std. Error	β	t	p	R^2	F	P
(Constant)	3.806	1.028		3.701	.000			
Affection	468	.221	181	-2.118	.035			
Autonomy	204	.277	059	737	.462	.033	1.706	.150
Achievement	.394	.317	.109	1.245	.214			
Rationality	.371	.198	.152	1.872	.063			

 Table 7.
 Relationship mother's parenting attitudes on children's school records

Factor	В	Std. Error	β	t	p	R^2	F	P
(Constant)	7.019	1.133		6.197	.000	.145	8.572	.000
Autonomy	-1.403	.269	513	-5.214	.000			
Achievement	.530	.288	.147	1.840	.067			
Rationality	1.039	.244	.340	4.253	.000			

4. Discussion and Conclusion

This study examined parents' parenting attitudes as Chinese and Korean students perceive, and the relationship between those parenting attitudes and the students' school records. The aims of this study was to increase mutual understanding between Chinese and Korean students and, by understanding the characteristics of Chinese students, to widen the understanding on various problems foreign students, especially Chinese students, can face, and help those foreign students solve them.

The research findings are as follows. First, this study examined whether there is any significant relationship parenting attitudes and some between parents' demographic variables such as gender, age, religion and parents' educational levels among Chinese and Korean students. For Chinese students, gender was found to be related with achievement attitude and rationality attitude in the category of mother's parenting, on the one hand, and general attitude, autonomy attitude, achievement attitude and rationality attitude in the category of father's parenting on the other hand. Meanwhile, there was no such relationship between gender and parents' parenting attitudes among Korean students. It seems to display the phenomenon in china where one-child policy in China makes parents prefer son, leading them to have different attitudes in rearing sons and daughters. However, in Korea, nowadays son and daughter are treated equally, there seems to be no differences in parenting son or daughter. And, for Chinese students, age was found to be related with the general attitude and affection attitude in the category of mother's parenting, on the one hand, and affection attitude in the category of father's parenting, on the other hand. For Korean students, age was found to be related with the general attitude in the category of mother's parenting, and the general attitude and autonomy attitude in the category of father's parenting. It shows that perceptions on parents' parenting attitudes per age are similar in two groups of students. And, for Chinese students, religion was found to be related with affection attitude and autonomy attitude in the category of mother's parenting, and the general attitude and affection attitude in the category of father's parenting. But, there was no such relationship between religion and parenting attitudes for Korean students, which shows that Korean students are more autonomous and enjoy tolerance from

their parents. Finally, for Chinese students, educational levels of father and mother were found not to be related with parenting attitudes. But, for Korean students, even if there was no relationship between father's educational levels and parenting attitudes, mother's educational level was found to be related with the general attitude, rationality attitude in the category of mother's parenting, and autonomy attitude and rationality attitude in the category of father's parenting. The difference between the two countries in this aspect can be interpreted as the followings: Unlike the case of China, mother's influence is stronger than that of father in children's education in Korea, leading to significant relationship between mother's educational levels and parenting attitudes.

Second, this study checked whether there are any significant differences in parenting attitudes between Chinese and Korean students. It was found that there are no significant differences in parents' parenting attitudes among two groups of students. But, in the autonomy attitude in the category of mother's parenting attitudes, the average of Korean students was significantly higher than that of Chinese students, which means that the Korean students are influenced more by mother's parenting attitudes than the case of Chinese counterparts.

Third, this study examined the influence parenting attitudes and school records among Chinese and Korean students, and found out that there is no significant relationship in both groups of students. The results seem to show that scholastic achievement in Korea and China is more influenced by social atmosphere emphasizing scholastic achievement and school records than by parents' parenting attitudes. So, parental attitudes do not have significant effects on them.

Combining the analyses of two groups of students, we can conclude that there is no significant difference in parenting attitudes in both countries. There was no relationship between parenting attitudes and school records, which is interpreted as the followings: The Confucian culture and the culture emphasizing scholastic achievement led to no relationships. Gender, religion, mother's educational level are mutually related with one another, which shows the cultural differences between the two countries and the difference between democracy and communism. Consequently, this study will contribute to higher understanding between cultural differences of the two countries and better understanding of Chinese students in Korea.

However, the survey was only conducted in the G city, which limits the argument of generalization of the findings of the analyses of this study.

5. Acknowledgment

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