



ความสัมพันธ์ระหว่างการสนับสนุนจากผู้ปกครองและแรงจูงใจในการเรียนภาษาอังกฤษของผู้เรียน: กรณี
นักเรียนในภาคตะวันออกเฉียงเหนือของประเทศไทย

RELATIONSHIPS BETWEEN PARENTAL SUPPORT AND LEARNERS' ENGLISH LEARNING
MOTIVATION: A CASE OF STUDENTS IN THE NORTHEAST OF THAILAND

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บทคัดย่อ

จากทฤษฎีความมุ่งมั่นในตนเอง การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ระหว่าง การสนับสนุนจากผู้ปกครองและแรงจูงใจภายในและภายนอกในการเรียนภาษาอังกฤษของผู้เรียนโดยเก็บข้อมูลจากนักเรียนระดับมัธยมศึกษาตอนต้น จำนวน 450 คน ใน 3 จังหวัด ในภาคตะวันออกเฉียงเหนือของประเทศไทย

ผลการศึกษาพบว่า นักเรียนในภูมิภาคนี้มีแรงจูงใจภายในระดับสูงและมีแรงจูงใจภายนอกระดับปานกลาง ด้านการสนับสนุนจากผู้ปกครองพบว่า นักเรียนรู้สึกว่าได้รับการกำกับดูแลจากผู้ปกครองในระดับสูงมาก ได้รับความอบอุ่นจากผู้ปกครองในระดับสูง และได้รับการควบคุมจากผู้ปกครองในระดับปานกลาง เมื่อวิเคราะห์ความสัมพันธ์ระหว่างตัวแปรแล้วพบว่ามีความสัมพันธ์เชิงบวกระหว่าง แรงจูงใจในการเรียนภาษาอังกฤษของนักเรียนและการกำกับดูแลและการควบคุมของผู้ปกครอง โดยพบว่าการกำกับดูแลของผู้ปกครองมีความสัมพันธ์สูงที่สุดกับแรงจูงใจภายในและแรงจูงใจภายนอก และมีความสัมพันธ์เชิงลบกับการขาดแรงจูงใจ นอกจากนั้น พบว่า การได้รับความอบอุ่นจากผู้ปกครอง มีความสัมพันธ์น้อยที่สุดกับแรงจูงใจในการเรียนภาษาอังกฤษของนักเรียน

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Abstract

Based on self-determination theory, this study aimed to investigate the relationship between parental support and students' English learning motivation on. The data were collected from 450 lower secondary school students in three provinces in the Northeast of Thailand.

The findings showed that the students in this area possessed a high level of intrinsic motivation and a moderate level of extrinsic motivation. For parental support, the students reported perceiving a very high level of parental structure, a high level of parental warmth and a moderate level of parent control. When analyzing the relationship between the two factors, the data suggested positive relationship between students' English learning motivation and parental structure and parental control. Parental structure was found to have the strongest relationship with both intrinsic and extrinsic motivation. It was also found to have a negative relationship with a motivation. Parental warmth was found to have the weakest relationship with students' English learning motivation.

คำสำคัญ: การกำกับของผู้ปกครอง / ความอบอุ่นจากผู้ปกครอง / การควบคุมของผู้ปกครอง / แรงจูงใจใน การเรียนภาษาอังกฤษ

KEYWORDS: PARENTAL SUPPORT/PARENTAL STRUCTURE / PARENTAL WARMTH / PARENTAL CONTROL / ENGLISH LEARNING MOTIVATION

Introduction

Thailand has consistently experienced poor educational outcomes in English education, as shown in both national and international examinations. On the Ordinary National Educational Test (O-Net), which is the national examination required for all students in Thai schools, lower secondary school students' scores in English subject on has been in the range of 26 to 30, from the total score of 100, since year 2006. At the international level, English proficiency index (EF) also indicated that Thai students performed poorly since the year 2011 (EF, EF EPI EF English Proficiency Index, 2018). The score from both O-Net(2006) and English Proficiency index (2011) also pointed out that regionally, students in the Northeast obtained the lowest English score. At the same time, a research study that investigated Thai students' English learning motivation also reported that the students in the Northeast possessed the lowest English learning motivation, compared to the students in the other regions (Loima & Vibulphol, 2015).

Based on the Self-determination theory (SDT), learners' motivation has a significant role in predicting learners' achievement (Ryan & Deci, 2017; Deci & Ryan, 1985; Pintrich, Meece, & Schunk, 2014; Carreira, 2006). Intrinsic motivation, especially, has been found to affect learners' autonomous learning and achievement (Froiland & Worrell, 2016; Froiland M. J., 2011; Dinkelmann & Buff, 2016; Martyn, Joan, & Nikos, 2005). Considering that intrinsic motivation is one of the key factors for predicting learners' achievement, previous studies

have widely investigated factors that can nurture intrinsic motivation, and the three factors are, parents, teachers, and peers, were found to be significant (Wentzel, 1998; Froiland & Worrell, 2016). This article explored the relationship between parental support and learners' motivation specifically. Based on SDT, parents' behaviors have direct effects in satisfying learners' psychological needs (autonomy, relatedness and competence), which promote intrinsic motivation (Ryan & Deci, 2017). This topic has been researched into in many subjects and countries (e.g. Butler, 2015; Dinkelmann & Buff, 2016; Standage, Duda, & Ntoumanis, 2005); however, few studies have investigated this relationship in the context of English education in Thailand. Three research questions were explored as follows:

1. What is English learning motivation of lower secondary school students in the Northeast of Thailand?
2. How do parents support students' English learning in the Northeast of Thailand?
3. What is the relationship between parental support and English learning motivation of students in the Northeast of Thailand?

Parental support

Parental support, in this research, is understood as the dedication provided by the parents while student learning at home. In line with the previous study, parental support in current research consists three facets which are parental control, parental structure and parental warmth (Dinkelmann & Buff, 2016).

Parental control in this study is defined as, during the students' English learning process, the dominance, intervention, a heteronomous power that provided by the parents in order to control the kids' either behavior or thinking. As a heteronomous regulation, parental control inhabits individual's pleasure of being autonomous, thus is predicted to have a negative relationship with intrinsic motivation (Ryan & Deci, 2017; Connell & Wellborn, 1991).

Parental warmth in this study is understood as, the comforts provided by the parents to the kids once they are suffering from failures in learning English or English examinations. Parental warmth aids the students' need for relatedness thus is predicted to have a positive relationship with students' intrinsic motivation (Ryan & Deci, 2017; Connell & Wellborn, 1991).

Parental structure in this study is understand as, the guidance, directions and the clear expectation provided by parents in supporting their kids' English language learning. Parental structure will contribute to the learner's need for competence thus is predicted to have a positive relationship with students' intrinsic motivation (Ryan & Deci, 2017; Connell & Wellborn, 1991).

Students' English learning motivation

In this study, students' English learning motivation is understood as the motive drives the students to internalize the value of English language learning. In line with self-determination theory, there are totally five motivational regulations tested in this study.

Intrinsic motivation as the most autonomous type of motivation in this study refers to the impetus that drives student to learn English for fulfilling their inner desire and pleasure (Ryan & Deci, 2017; Standage, Duda, & Ntoumanis, 2005). For example, the students take part in English lessons because they enjoy learning new skills.

Identified regulation in this study refers to the impetus drives students to learn English because the students have identified the value of English and consciously recognize the importance of English to themselves. Though the students have assimilated the value of English learning, but the value they perceived is still instrumental, thus this type of motivation is regarded as the most autonomous type of extrinsic motivation (Ryan & Deci, 2017; Standage, Duda, & Ntoumanis, 2005). For example, a student will participate in English class, because they think it is importance for them to do well in English subject.

Introjected regulation in this study refers to the impetus for English learning for the sake of fulfilling the learners' self-esteem and maintaining their self-worth. As one type of extrinsic motivation, an introjected regulation of behavior is the behavior that students doing something for some instrumental values, but without accepting/assimilating the values (Ryan & Deci, 2017; Standage, Duda, & Ntoumanis, 2005). For instance, a student will participate English class, because he wants the teacher to think that he is a good student.

External regulation as the most instrumental type of extrinsic motivation, in this study is understood as the students learning English either for the external rewards or avoiding the punishments(Ryan & Deci, 2017; Standage, Duda, & Ntoumanis, 2005). For instance, a student will participate in English class because it is the rule.

Amotivation refers the students lack both of intrinsic and extrinsic motivation to learn English class. In this case, students will nether feel satisfied nor see any value in learning English(Ryan & Deci, 2017; Standage, Duda, & Ntoumanis, 2005). For instance, although the students participate the English class, they feel they are wasting their time.

Objectives

The research was designed to (1. investigate the lower secondary school students' English learning motivation level in Northeast region of Thailand; (2. investigate the parental support for English learning of lower secondary school students in the Northeast region of Thailand and (3. investigate relationship of parental supports and students' English learning motivation in Thailand.

Methodology:

The study was a survey research. This study aimed at investigating the relationships of parents' parental support and English learning motivation of lower secondary school students in Northeast region of Thailand.

Population and Participants:

This study aimed at the lower secondary school students in public schools as the population. By employing the convenient sampling method, a total number of 450 students from 3 public schools located in the northeast part of Thailand were selected as the participants for this study. These three schools were located in the city area at different provinces which are Khon Kaen, SisaKet and Mahasarakam. Equally, one English teacher from each school assisted the data collection process. As the instruction illustrated to the English teacher, for each school and each level, 50 questionnaires were collected from two regular classes selected randomly by the English teacher, and a total number of 150 questionnaires for three levels in each school were collected by the end. The sum of questionnaires for three schools is 450.

Instruments:

There are totally two sets of questionnaires used in this study. The first set is students' English learning motivation questionnaire to measure the students' English motivation level, the second set is students' perceived parental support questionnaire for measuring the variable of parental support.

Students' English learning motivation questionnaire

In order to measure students' motivation level, current research adapted Martyn's 20 item motivation scale. The questionnaire structure for current study is in line with self-determination theory which measures the intrinsic motivation, extrinsic motivation (identified regulation, introjected regulation, external regulation) and amotivation. During the adaption process, firstly the researcher adapted the items in the questionnaire from PE to English subject. The items here then translated into Thai and a back-translation method was employed to check the validity of the translation. Sample items for adaption are provided as following,

Original Statement	Adapted Statement
1.because PE is fun	because English subject is fun เพาะวิชาภาษาอังกฤษสนุก
2. because I want to learn sport skills	because I want to learn English language skills เพาะฉันอยากเรียนทักษะภาษาอังกฤษ

Following the adaption, a pilot testing for reliability check was conducted, the results of Alpha's Cronbach for each item were all above 7.0, which indicated they are all internally reliable for this research.

Students' perceived parental support questionnaire

The measure of parental support was adapted from Dinkelmann's work (2016), Dinkelmann' four point likert questionnaire was designed to majorly measure the three core dimensions of parental support suggested by the self-determination theory, which are parental control, parental warmth and parental structure. The adaption process is same as the previous one, firstly the researcher adapted the items in the questionnaire from mathematics to English subject. The items then translated into Thai and a back-translation method was employed check the validity of the translation. Sample items for adaption are provided as following,

Original Statement	Adapted Statement
1. During learning Mathematics, my parents sit next to me and tell me what I should do	During learning English, my parents sit next to me and tell me what I should do ในการเรียนวิชาภาษาอังกฤษ ผู้ปกครองนั่งข้างฉัน และบอกว่าฉันควรทำการบ้านอย่างไร
2. During learning mathematics, my parents expect me to study hard	During learning English, my parents expect me to study hard ในการเรียนวิชาภาษาอังกฤษ พ่อแม่ผู้ปกครองของฉันคาดหวังให้ฉันขยันเรียนมากๆ

Following the instrument adaption process, a pilot testing for reliability test was conducted, the results of Alpha's Cronbach for each item were all above 7.0, which considered they are internally reliable for this research.

Data Collection

The data were collected between January and February in 2018. The questionnaires were distributed to the selected classrooms by an English teacher from the school. The students were asked to complete two questionnaires according to their experiences within 30 mins. 450 questionnaires were collected, but only 400 questionnaires were complete and were processed in the data analysis. The total 400 questionnaires consisted the data from three levels which are M1(N=149), M2(N=133) and M3(N=118).

Data Analysis

The data employed a statistical package. In order to answer all the research questions, the data were analyzed in two steps. In order to answer research questions 1 and 2, descriptive statistics were employed. The criteria for data interpretation in this study is presented in table 1. A multiple-regression coefficient analysis was applied in the second

step for the purpose of investigating the relationship between parental support and students' different types motivation.

Table 1 Criteria for data interpretation

Range of mean score	Level
3.4-4	Very high
2.8-3.39	High
2.2-2.79	Moderate
1.6-2.19	Low
1-1.59	Very low

Results

Research Objective 1: To investigate the lower secondary school students' English learning motivation level in Northeast region of Thailand.

The result of overall descriptive statistical analysis is presented in Table 2. The data (mean, Std. Deviations) were calculated from all the valid data (N=400). As shown in table 2, the data indicated the most distinct regulation the students possessed is identified regulation ($M=3.356$, $SD=.520$).

Variables	Overall		M1 Level		M2 Level		M3 Level	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Students' English learning motivation								
Intrinsic Motivation	3.113	.540	3.097	.563	3.087	.540	3.161	.511
Identified Regulation	3.356	.520	3.389	.541	3.205	.565	3.485	.384
Introjected Regulation	2.778	.607	2.778	.596	2.682	.641	2.883	.567
External Regulation	2.784	.588	2.753	.598	2.851	.568	2.741	.594
Amotivation	1.824	.697	1.780	.623	1.985	.747	1.699	.677
Child-perceived parental support								
Parental Control	2.638	.841						
Parental Warmth	3.260	.741						
Parental Structure	3.607	.521						

Students were motivated to learn English, because of the recognition of the value of English. This finding suggests that the significance and value of learning English have been noticed and partly assimilated by the students.

Research Objective 2: To investigate the parental support for English learning of lower secondary school students in the Northeast region of Thailand.

Briefly, the Table 2 shows that the participants perceived a very high level of parental structure (Mean=3.607, SD=.521), a high level of parental warmth (Mean=3.260, SD=.741) and a moderate level of parent control (Mean=2.638, SD=.841).

Results suggested, in most of the occasions, parents in Northeast region of Thailand will guild their kids and provide their kids a lucid expectation in English learning particularly. Comparatively, parents in this region will always reinforce their kids emotionally with love, leniency and comfort while their kids suffering from a failure in English learning. Throughout the students' English learning process, parents in the region did not show a strong intervention or dominance in the students' English learning process.

Research Objective 3: investigate the relationship between parental support and students' English learning motivation.

The multiple regression results in table 3 showed, parental support is significantly related the five types of motivation which are intrinsic motivation ($R^2 = .12$, $F (3, 396) = 17.98$, $p < .001$), identified regulation ($R^2 = .142$, $F (3, 396) = 21.888$, $p < .001$), introjected regulation ($R^2 = .088$, $F (3, 396) = 12.768$, $p < .001$), external regulation ($R^2 = .061$, $F (3, 396) = 8.528$, $p < .001$) and amotivation ($R^2 = .035$, $F (3, 396) = 4.799$, $p < .001$).

In this model, parental structure is the most influential factor since it shows significant positive relationship with three types of motivation including intrinsic motivation ($\beta=.202$), identified regulation ($\beta=.315$) and introjected regulation ($\beta=.236$). On the other hand, it negatively related to amotivation ($\beta=.198$).

Table 3 Multiple-Regression Analysis for Variables Predicting Types of motivation

Variables	Intrinsic Motivation			Identified Regulation			Introjected Regulation			External Regulation			Amotivation		
	B	SE	β	B	SE	β	B	SE	β	B	SE	β	B	SE	β
Constant	1.931	.186		1.939	.177		1.474	.213		1.873	.210		2.608	.252	
Parental Control	.147	.032	.230**	.058	.031	.093*	.056	.037	.078	.091	.036	.130**	.014	.044	.050
Parental Warmth	.012	.039	.016	.040	.037	.057	.050	.044	.062	.085	.044	.108**	.020	.052	.021
Parental Structure	.209	.053	.202**	.315	.051	.315**	.274	.061	.236**	.109	.060	.096	-.265	.072	.198**
R ²	.120			.142			.088			.061			.035		
F for Change	17.98			21.888			12.768			8.528			4.799		
R ²															

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Discussion and Implication

This study was based on the self-determination theory. The purpose of this study was to investigate English learning motivation and parental support of Thai students in the northeast of Thailand. The key findings are 1) Thai students possessed very high level of identified regulation in English learning; 2) the students perceived a high level of parental structure and parental warmth and a moderate level of parental control; and 3) there is a significant relationship between parental support and English learning motivation.

The high level of identified regulation found in the present study indicated that Thai lower secondary school students' English learning was not regulated by external reward or punishment, but intrinsically motivated by recognizing the value of English learning. This finding is consistent with a number of studies in similar EFL contexts such as China (Zhang & Kim, 2013), Japan (Carreira, 2006). The English learning of the students in those countries was not yet driven by their inner desires or pleasures (Butler & Le, 2018; Butler, 2015; Zhang & Kim, 2013; Kim & Seo, 2012). Instead, English is perceived to be an important subject that they think they should do well, or they think English skills are important for their lives and so on. Consistent findings are shown in the level of amotivation. Over 70 percent of the participants disagreed that they studied English without seeing the value of it.

In terms of the parental support, the parents in the northeast part of Thailand majorly provided their children with the strongest parental structure (which manifested in showing their children a lucid expectation towards their learning; providing the reasons while regulating their children's behavior while they are learning etc.), the parents in urban Bangkok showed a very akin pattern, that they also preferred to focus more on parental structure while parenting their kids (Rhucharoenpornpanich, et al., 2010). Some differences also excavated in comparing with the previous studies, the parents who were living the northeast part of Thailand had the tendency to give their kids a moderate control but a high parental warmth, whereas parents from Bangkok always showed a both high pattern in parental control and parental warmth, the results indicated a different parental support varied by the regions in Thailand. In Bulter's (2018) most recent study about parental social-economic status, he also claimed that the parents' perspectives and beliefs towards English varied by their social-economic status, similarly he reported the parents who had the highest level of education prefer to provide with their kid more autonomous support instead of parental control, thus the reasons attributes regional differences could possibly hide beneath parents educational background and parents' income.

The finding pointed out the most influential factor of parental support to foster a student's intrinsic motivation in northeast part of Thailand is to provide parental structure. Parental structure was primarily positive related to students' intrinsic motivation, identified regulation and introjected regulation, and negatively related to amotivation. This result was corresponded with previous studies, as it predicted in self-determination theory, to provide

the students a lucid clear guidance and expectation in a student's learning will primarily enhance the students' learning satisfaction, promote the student's intrinsic motivation(Dorit, 2015; Connell & Wellborn, 1991). Meanwhile, the result also suggested a positive relationship between parental structure and students' extrinsic motivation. In this situation, to provide the parental structure is equal to set an expected benchmark for the students to reach, as self-determination theory assumed, the clearer rules (extrinsic value) set, students action will be motivated by the instrumental value, thus the higher extrinsic motivation level will be generated (Ryan & Deci, 2017). Thus along with the increase of the intrinsic motivation amotivation will decrease (Dorit, 2015; Connell & Wellborn, 1991; Lockheed, Fuller, & Nyirongo, 1989).

The finding also raised the question to parental control, as it postulated by self-determination theory and proved by previous studies, a negative correlation should be revealed between controlling parental style and intrinsic motivation, in another word, the students who experienced a high parental control will report a low level of intrinsic motivation (Dorit, 2015; Garn, Matthews, & Jolly, 2010; Froiland & Worrell, 2016; Froiland M. J., 2011), nevertheless, the results found in this study reported a positive relationship between parental control and students' intrinsic motivation. Dinkelmann (2016) also discussed some deviant result in previous study, that why would controlling style enhance the intrinsic motivation. As Dinkelmann(2016) suspected that different from the general parental control, if the parents gave the control which is particularly relevant to a specific subject learning, it will enhance the learner's intrinsic motivation in learning this subject. With the respect to the result, we carefully postulated that to supply parental control will also help the students to nurture a high level of intrinsic motivation, whereas the control must be related to English subject learning in particular.

Departing from the self-determination theory, parental warmth as a kind of emotional support remedying effectively once a students suffered failure in their study, as it postulated, parental warmth should give a strong influence to the aspect of the students' psychological need for relatedness, thus it supposed to contribute vastly in promoting the student's intrinsic value towards learning (Ryan & Deci, 2017; Dinkelmann & Buff, 2016; Connell & Wellborn, 1991). However, in this study, parental warmth showed a very limited function in reinforcing a students' all types of English learning motivations in the northeast of Thailand. Merely one significant relationship between parental warmth and students' external regulation was found. Previous study suggested students from this region were lack of motivation to study English, performed poorly in English language learning, also their behaviors were not well regulated while learning (Vibulphol, 2016). Sticking on the theory, the process of motivating a learner into English learning is the process to let the learner to recognize and then assimilate/internalize the value of English learning to him/herself, whereas the assimilation process is dynamic and organismic (Deci & Ryan, 1985; Ryan & Deci,

2017). To receive a psychological support and to internalize a value oneself are two relevant but different processes (Deci & Ryan, 1985; Deci & Ryan, 1987; Ryan & Deci, 2017). Judging by the result, parental warmth were well perceived, but the value assimilation of English subject was not well processed, in regarding to the theory and fact, it is possible to postulate that in between parental support and students' English learning motivation, there is a latent variable mediating/hindering the parents psychological support providing and children's value assimilation.

An extra finding was also found in this research, contrasted to the previous studies that the higher level the students reached, the lower intrinsic motivation the students remained (Carreira, 2006; Kim & Seo, 2012), current study reported a drop of students' intrinsic motivation at M2 level, but a rebound occurred at M3 and the intrinsic motivation level bounced back to an even higher level compared with the figure of M1 level & M2 level. Self-determination theory suggested two reason may probably cause this situation: first, caused by the maturity of the students, the more mature of the students, the more importance they will perceive towards English learning, the high intrinsic motivation will be possible to reach. Secondly, the result may attribute to the pressure from the admission examination, once the students facing the pressure from admission exam, they will recognize the importance and the value of English subject, thus they will be able to better internalize this instrumental value of English subject, a high intrinsic motivation will be achieved at this point (Ryan & Deci, 2017).

Limitations of the study

Although the relationships in between parental support and students' English learning motivation were well investigated. Whereas, in some previous studies, it is reported that parental support from paternal and maternal side can be different (e.g. Garn, Matthews, & Jolly, 2010; Inam, Nomaan, & Abiodullah, 2016). Current research framework will only allow researcher to investigate students perceived parental support holistically. A detailed result thus could not be generated to examine to what extend maternally and paternally parenting behavior will influence the students' English-related learning motivation.

Recommendation for future research

This study focused mainly on three key components of parental support suggested by the previous studies, and some deviant results were reported, 1.) parental control did not reveal a negative relationship with students' intrinsic motivation towards English learning, and 2.) parental warmth as the key factor to reinforce students' psychological need for relatedness was supposed to have a significant relationship with students' intrinsic motivation on English learning, whereas there is no significant relationship. It would be interesting for the future research to investigate on what are the reasons causing this deviant results. We also recommended the future research to investigate the relationship of parental support and students' English learning motivation in other region of Thailand, in order to

generate a more holistic picture of parental support and students' English learning motivation across Thailand.

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