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#### PhD Project:

##### **Antecedents of the Quality of Home-Based Family Involvement and its Impacts on Students' Learning Motivation, Academic Well-Being, and Self-Regulation Competencies: A German-Thai Comparison**

Among different aspects of parental involvement in children's education, *home-based family involvement* (non-formal learning and teaching processes held by parents at home) is recommended as the most important aspect that directly fosters students' learning outcomes. However, research addressing the *quality* (characteristics) of home-based family involvement is still scarce. According to the literature reviews, the quality of home-based family involvement is operationally characterized by *four dimensions of parental help*— autonomy-support, responsiveness, control and structure. Recently, there has been a lack of empirical investigation into the *complex linkages* between *antecedents* (preconditions) of the quality of home-based family involvement and *its impacts* on students' learning outcomes as particularly measured in terms of learning motivation, academic well-being (school satisfaction, positive academic emotion), and self-regulation competencies (regulation of motivation and emotion). In addition, the role of culture in home-based family involvement needs to be taken into account.

Therefore, the present study raises three main research questions— 1) what parental and familial factors (e.g., conceptions of responsibility, efficacy beliefs, life context) affect parents' adoption of different dimensions of help, 2) how different dimensions of parental help, in tern, affect students' learning outcomes (i.e., motivation, well-being, competencies), and 3) can this conceptual framework be generalized across different cultures. To answer the research questions, a cross-cultural study between Germany and Thailand is conducted. The sample consists of 1,564 participants— 782 students and 782 parents recruited from Germany and Thailand. Research instruments are parent and student questionnaires. Structural equation model (SEM) is performed to examine the working model (conceptual framework) with empirical data. With respect to the Capabilities Approach, the research findings are discussed, how far students' unequal opportunities to learn at home can be explained.

#### Curriculum Vitae:

##### **Educational Background**

Since 12/08 **PhD Studies and Scholarship**, Research School "Education and Capabilities", Bielefeld University  
04/06–11/08 **PhD Studies** in Educational Sciences (without degree), University of Siegen  
06/03–03/05 **Master of Education (M.Ed.)** in Educational Research, Chulalongkorn University (TH)  
06/99–03/03 **Bachelor of Education (B.Ed.)** in Secondary Education (Majors: Biology and General Science), Chulalongkorn University (TH)  
04/96–03/99 **Certificate of Upper Secondary Education (K12)**, Chonrat-Amrung School (TH)

##### **Work Experiences**

04/11–07/11 **Lecturer** for the Seminar Entitled "Parenting and its Effects", Bielefeld University  
09/05–02/06 **Academic Staff**, The Office for National Education Standards and Quality Assessment (TH)  
06/01–02/06 **Student Assistant**, Enrichment Program for the Gifted and Talented, Chulalongkorn University Demonstration School (TH)  
06/03–11/04 **Student Assistant**, Department of Educational Research and Psychology, Chulalongkorn University (TH)  
05/02–10/02 **Teaching Trainee**, Chulalongkorn University Demonstration School (TH)

## Publications and Presentations:

**Wild, E., & Yotyodying, S. (2011, in press).** Studying at home— With whom and in which way? Homework practices and conflicts in the family. In M. Richter & S. Andresen (Eds.), *Mapping families: Practices and concepts of children, parents, and professionals in all day schools*. Berlin: Springer.

**Yotyodying, S. (2011, September).** Understanding students' unequal opportunities to learn at home: An investigation into determinants of quality of parental instruction in Thai families. Paper presented at the Symposium on "Social justice as a challenge for practices and preferences in education" as a part of European Conference on Educational Research (ECER) 2011, Berlin (DE).

**Yotyodying, S. (2011, September).** Exploring determinants of authoritative and authoritarian parental instruction in learning at home: A cross-cultural comparison between Germany and Thailand. Paper presented at Emerging Researchers' Conference as a part of European Conference on Educational Research (ECER) 2011, Berlin (DE).

**Yotyodying, S., & Wild, E. (2011, August).** Why do parent adopt different forms of instruction for their children's scholastic learning at home? Paper presented at the Pre-Conference of the Junior Researchers of European Association of Research on Learning and Instruction (JURE) 2011, Exeter (UK).

**Yotyodying, S. (2009, August).** The role of familial socialization in facilitating self-determination of learning and well-being in school-age children. Paper Presented at the Pre-Conference of the International Social Work & Society Academy (TISSA) 2009, Vilnius (LT).

**Yotyodying, S. (2006).** Factors affecting decision making on university choice of graduate students in education: A multiple discrimination analysis. *Journal of Research Methodoloav*. 19(2). 215–248.

## Further Information:

[http://ekvv.uni-bielefeld.de/pers\\_publ/publ/PersonDetail.jsp?personId=11207349](http://ekvv.uni-bielefeld.de/pers_publ/publ/PersonDetail.jsp?personId=11207349)