

The Exploration of the Sources of Parenting Beliefs in Taiwan

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Abstract. This study aims to explore the different sources of parenting of preschool parents in Taiwan; and whether this parenting source varies due to the parent's background. 18,972 young preschoolers from Taiwan were selected as research subjects. With an approximate of 0.5% random selection, 949 young children were selected, and 709 valid questionnaires were retrieved; with a valid retrieved proportion of 76.2%. The outcomes were concluded as follows: (1) The parenting sources of preschool parents are categorized as friends, education professionals or books, newspaper or broadcast TV, and life experience or other influences. Among these factors, life experience or other influences plays as the most significant factor. (2) There is a significant difference in areas within Taiwan, comparing with fathers, mothers emphasizes more on "friends" and education professionals". The parents younger than 34 years old emphasize more on newspaper or broadcast TV" and "life experience or others influences", in comparison to the parents older than 45 years old. (3) The higher the parents' education degree, the more emphasis on none "education professionals or books", and "life experience or others influence". In conclusion, the outcomes are further discussed as reference for academia and suggestions for future research are also proposed.

1. Introduction

Since the mid-twentieth century, a lot of psychological, social, and educational scholars have been giving importance in discussing parenting related topics. In most parts of this study, parenting is discussed as rearing. It is important to note that the teaching of parenting beliefs describes rearing as a research topic that involves attitudes and behaviors (Yang, 1986). In addition, a related study also showed that it is an important factor that parenting beliefs influences parenting behavior (Lin, 1999). For instance, Darling and Steinberg (1993) explained that parenting is complex; it is a combination of parental attitudes, behaviors, emotions, and interactions with their children. Hence, parenting behavior could have a positive or negative effect on their children. Second, parenting beliefs determine their expectations toward their children's expectations and attributions. Also, determines the way they practice their educational goals (Lin, 2003).

In fact, this parenting belief covers a wide range. It includes children, the concept of human nature, and the development stage of the development of the concept, cognitive parental responsibility, child behavioral attribution, parent-child relationship, and the meaning of life, so on ideas and perspectives. As Damon and Lerner (2006) interpreted parenting as parents raising and caring for their children's attitudes or activities, while Lin (1999) refers parenting education as a belief of parental values or ideas; such as children's cognitive abilities, views and experiences, and to correct the current conditions for the next generation.

Every parent has his or her own set of guidelines. These guidelines were probably inherited from the previous generation. In fact, it is how parenting beliefs and family education are learned and passed to their children. However, there are other modes of having to acquire these; such as being involved in parenting education seminars, experts and scholars. Moreover, friends may also share their parenting styles to each other. Yet, if we learned parenting beliefs from the true source or pipeline, then it would help to contribute in promotion of parenting education and parenting concepts. Which is important and worthy of attention and the main purpose of this research paper.

Finally, this study discussed parenting belief as having to want their children to learn and have a variety of ideas. It is important to note that this kind of parenting is not just limited to a specific level, but having to understand a wide range of parenting beliefs. In addition, parenting knowledge, parenting ideas, parenting knowledge, education conceptions and cognitive terms, is considered to be synonymous in this extensive literature review and data collection.

2. Literature review

2.1 Implications of parenting beliefs

There is no consensus between local and foreign with regards to the definition of parenting beliefs. In the past, the definition of beliefs has been often linked with ideas, attributions, thoughts, constructs, perceptions, attitudes, goals, and such. Thus, creates confusion. (Lin, 1999; Sigel & McGillicuddy-DeLisi, 2008). Despite of these terms, generally the parental views have an effect. The different terms use are based on different cognitive levels (Lin, 1999). As explained, the following parenting beliefs were from domestic and foreign scholars.

In foreign literature, scholars have defined parenting beliefs as: parents involves the use of opinions or ideas that includes notions of automatic and controlled cognitions (Goodnow, 1988; McGillicuddy -Delisi, 1982). The belief of Sigel (1992) is based on parent's cognitive behavior, which includes parents' belief in child development. Miller (1988) believes that parenting should also involve teaching their children in learning knowledge. For example, the factors that affect specific children's capacity development or how it is learned to correct knowledge.

Sigel (1992) reviewed the studies on parenting beliefs regarding the conceptualization from daily life to philosophical concepts. It is important to note that it is not from a single pathway or definition. Thus, it may vary among different research topics. In addition, it may also have a relationship with different theoretical approach. Just as Sigel and McGillicuddy-DeLisi (2008) mentioned, there are many forms of cognitive parenting. Thus, belief formation may also contain a lot of theoretical proposition. However, most agree that perception is a core belief of the child's psychological care initiative. The parent-child interaction, parenting behavior and beliefs are important factors in such common features.

This definition of Sigel (1992) on faith is very similar to what this conceptual article believes in. The authors believe that faith is "to personally believe in something as truth or to believe in something as true knowledge without considering empirical evidence. The local parenting beliefs

are related in this study. Lin (1999) explains that parents believe in child rearing beliefs of development and learning views or values. Moreover, Huang, Tsai & Tsao (2010) considered the belief that parenting is a child development and learning beliefs.

The views of the scholars above can be summarized that parenting beliefs is actually a parental behavioral development or life held cognitive learning, ideas or opinions. The reason for this is that parenting beliefs affects parenting strategies that may also significantly affect the ability of the child's development. Hence, the subject on parenting beliefs is quite worthy of attention.

2.2 Explore the sources of parenting beliefs

In order to learn the origins of parenting beliefs, this research tries to learn the main factors that influence children such as families, schools, social environment, and cultural oriented-parenting beliefs. First is to explore the experiences in growing up of the original families. This usually includes parents or a primary caregiver who transfer experience, values, self-identity that will influence the children of the future composition of the family after rearing, beliefs or attitudes (Chen, 2012; Jiang & Chen, 2008; Lightfoot & Valsiner, 1992).

Which shows a lot of studies that their experiences growing up during their early stages affects their children's upbringing. (Chang, 2004; Huang, Tsai & Tsao, 2010; Wei & Yang, 2010; Washington & Dunbam, 2012). Second, the elders in the family are to teach their relatives. The ideas of the spouses on the attitudes on parenting also affect the main factor. Wei (2011) surveyed 2,809 children aged 12 years old and below. The survey revealed that there are up to 65% parents that have parental knowledge imparted from their elderly relatives and friends.

Wei & Yang (2010) have similar results with the findings of the survey in Taiwan with 1,039 Kindergarten parents. The main sources of influence in parenting attitudes are family elders, and spouse's way of thinking. Like Huang, Tsai and Tsao (2010) studies showed that at home father role and status is the impact of mothers' beliefs important factor.

The opinions of friends and colleagues are the primary caregiver in exchange of experience between the main channels for rearing beliefs (Yang, 2007). Wei (2011), Wei and Yang (2010) study also showed that the views of friends and family or relatives discussions with peers are an important channel to get parenting beliefs. In addition, the media itself has audio-visual cognitive learning, information interpretation and value to convey other functions. So the mass media is often considered not only a modern society people get experience with the outside of the pipe material, that the most important one is the origin of shaping public awareness (Liu, 2007).

Harkness, Super and Keefer (1997) found that the middle and upper class parents reads relevant books, magazines to construct their own parenting beliefs and behavior. The findings of Wei & Yang (2010) also reveal that books or newspapers, periodicals and other media information are a major source of parenting beliefs. Moreover, the study of Wei (2011) also pointed out that almost half of the parents get parenting knowledge mainly through reading parenting books.

Finally, parents get involved in parenting seminars to learn from the views of experts and scholars are also a major source of parenting beliefs (Wei & Yang, 2010). Like the study of Yang (2007) in a village showed that expert advice, parenting-related activities or active reading parenting books are some of the mediums to get the message. But the source of parenting information of parents and other primary caregivers are a mutual exchange of experiences between parents and teachers. It is also based on the occasional exchange of views.

2.3 Different backgrounds explore sources of parenting beliefs

About adult gender with their beliefs the relationship between education researches is not much. And most of the parents will continue to study the system as a unit. It is not the father and the

mother deliberately distinguishes the impact of parenting behavior. The Studies have showed, child rearing attitudes because adult sex vary, as Liu (2000) consider the influence of traditional gender roles, that the father on the child-rearing often giving a harsh and cold, and that mother is a caring and protective role.

Second, every generation does not have the same ideology and concept, parents that were born in different generation has different upbringings beliefs. (Liou, 1999). Usually the older generation mothers are more culturally traditional in their parenting approach. Wei & Yang (2010). This is based on the survey of 1039 parents of kindergarten children in Taiwan. The survey findings also showed that the age group of the parents has significant differences. While Jhong (2009) study showed that there is not much significance differences on different age of the parents in child rearing. The author believes that modern parents have accepted the Western concept of education. It starts to give importance to the well being of the children.

Furthermore, Palacios and Moreno pointed out that people who are living in the city are open-minded and active, they are more receptive to diversity of information and experience, such as, parenting learning and seminars. They are practical thinkers, contrary to the people who live in the rural area who are more conservative, close knitted relationship and shared the same values. (Williams, Williams & Lopez, 2000). And Li (2003) study shows that urban parents are more trendy and the rural parents are more demanding. In addition, You & Tsai (1998) study found that the parenting styles of urban parents are more on love and care, while the parenting styles of rural parents are less love and care. Nonetheless, Wei & Yang (2010) surveys showed that 1039 kindergarten parents in central Taiwan who lives both in urban and rural areas presented no significant differences in parenting styles.

Finally, parents' educational level has an effect on their child rearing beliefs, Wei & Yang (2010) believe that parents educational attainment have significant differences in their parenting attitude. Lin (1999) study showed that the educational level of the parents has significance difference in terms of the emotional, respect and independence of the children. This is because the higher the educational level of the parents the more they are knowledgeable on child learning and development. Moreover, educated parents are more interactive and make them to become better parents. (Sigel & McGillicuddy-DeLisi, 2008).

Like McGillicuddy-DeLisi (1982) also confirmed that parental education affects the parental style in their children's upbringing. In addition, Liou (1999) also pointed out those highly educated parents has better acceptance on new information and quick to learn the parenting process. Usually they show more concerned about parenting topics, they have the initiative to actively learn new parenting information, or ask for advice from experts' opinion. Hwang (1997) In his national survey, he tested the applicability of kohn's theory of social class variables on parenting in Taiwan. The result showed that the parenting style of middle class and the working class has significant differences when it comes to their values. This is due to the difference on their educational attainment and neither because of their profession nor their working condition. However Jhong (2009) showed that different educational levels of parents do not have significant differences on child rearing. The reason was because there are fewer children born in the family structure. Even the not so educated parents are prioritizing and understanding their children the best that they can.

3. Research design and implementation

3.1 Research framework

This study aims to explore the aforementioned research objectives and literature. Figure 1 shows the sources of parenting beliefs emphasizing the factors of parental background.

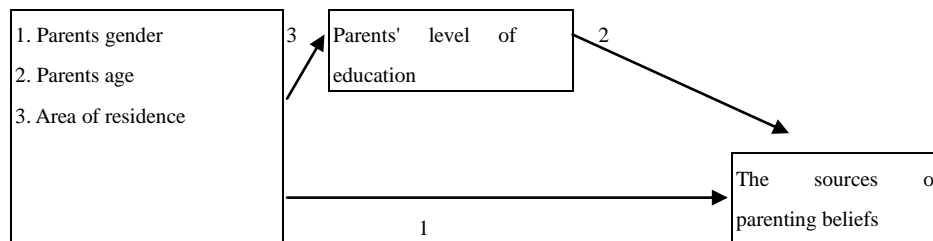


Fig.1. Study research framework.

First, this chart explains the allocation of percentages on the number of times the sources of parenting beliefs were brought up. Second, the percentage of cross-variance analysis is to understand the distribution and differences in the different parenting backgrounds of parenting beliefs sources. Last, it is used as a regression analysis to understand the level of education as an intervening variable as to how different parental backgrounds and level of education affect their sources of parenting beliefs concepts.

3.2 Research subjects and sampling methods

This study investigated the number of parents that attended both public and private kindergartens in Taiwan. It summed up to 3283 preschool and 189,792 children accordingly (Ministry of Education, 2012).

Second, to propel the counties first, and then measure all applied schools, which rendered a number of children in each district. The sampling method used in this study is stratified random sampling with an accordance ration of 0.5%, thus assumes a number of 949 samples taken. The actual number of questionnaires is 931, while the valid number of copies of the questionnaire is 709 with an effective response rate of 76.2%.The accounted respondents in this sample are 33% fathers and 63% mothers. With regard to education, most age ranges from 30-44, 45-39, 30-34 year old were 37%, 29%. The confidence level in general is about 52% of all samples. Majority (35%) of the living zones is in the northern part of Taiwan.

3.3 Research tools

According to the research objectives, this study is a self study tool. This thesis is the study of the children to take basic information and sources of parenting beliefs questionnaire.

3.4 Variable description

the parenting beliefs sources in accordance with the related literature is divided into 16 aspects: television, spouse opinions, newspaper story, network message, parenting books, parenting magazines, professional papers, parental influence, teachers teach, expert presentations, relatives, brothers, friends or classmates, community consultation (e.g. Zhang, Hef, etc.), or learning from their own life experiences, neighbors and colleagues in the workplace, the child's parents, peers.

Second, these 16 projects have done factor analysis. The resulting eigenvalues greater than 1, that there are four factors that can explain 61.6% of the variance. It is subsequently carried Oblimin oblique rotation that the resulting factors one named "friends and family" indicators include: friends or classmates, neighbors or colleagues in the workplace, relatives > the parents of the child peer four etc questions. Factor two named "Education figures or books," there are parenting magazines, parenting books, professional papers, expert presentations, community consultation five questions, because of its negative factor loading, you must do the reverse explanation. Factors three named "the newspaper or broadcast television network", which includes radio, television, newspaper reports, network messages, and etc. three questions. Factors four named "life experience or significant influence of others" including parents' influence, spouse opinions, teachers teach and

grow their own life or experience other four questions.

3.5 Validity and Reliability

There are a total of 16 questions in this study about the sources of parenting beliefs. So in terms of credibility, Cronbach's reliability measurement was used. The value .869 was very well understood from the reliability of the values above. In subscale, the factors of four of Cronbach's reliability were .840, .815, .727, and .642. Overall, it is a pretty good reliability.

The factor analysis of the 16 sources of parenting beliefs, results to eigenvalues greater than 1 with four factors that can be explained as 61.6% of the variance, namely construct validity.

4. Results and discussion

4.1 Parenting beliefs sources in the analysis of mean

The table 1 explains the sources of parenting beliefs compared with the average results. The sources of parents parenting beliefs compared with the average mean results reveal: Mainly from the growth of their own life experiences (3.80), teachers teach (3.44), parenting books (3.40), parental influence (3.33), and spouse opinions (3.20). In addition to parenting books, parenting beliefs are mostly from life experiences and significant people who affect their life.

Table 1. An analysis of the average sources of parenting beliefs of parents

| Analysis of the number | Mean | SD | N=655 | Mean | SD |
|------------------------|------|------|---------------------------------------|------|------|
| 1. Radio and TV | 2.67 | 1.12 | 09. Teachers teach | 3.44 | 0.99 |
| 2. Spouses opinions | 3.20 | 1.04 | 10. Expert presentations | 2.78 | 1.09 |
| 3. Newspaper reports | 2.89 | 0.97 | 11. Relatives | 3.08 | 1.01 |
| 4. Network messages | 2.94 | 1.06 | 12. Friends or classmates | 3.01 | 1.00 |
| 5. Parenting books | 3.40 | 1.00 | 13. Community consultation | 2.05 | 1.03 |
| 6. Parenting magazines | 3.18 | 1.05 | 14. Grow their own life or experience | 3.80 | 0.80 |
| 7. Professional papers | 2.33 | 1.08 | 15. Grow their own life or experience | 3.02 | 1.04 |
| 8. Parents' influence | 3.33 | 1.03 | 16. The parents of the child peer | 2.83 | 1.08 |

Different backgrounds have different parenting beliefs; the source of variables on parenting beliefs can be seen in an average of four dimensions. Mothers are more reliant to their friends and families than fathers. Parents from the southern region are more reliant to their friends and families than parents from the northern region.

Table 2. The background variables, sources of parenting beliefs (ANOVA)

| | Friends and family | | | | Education figures or books | | | | The newspaper or broadcast television network | | | | Life experience or significant influence of others | | | |
|------------------------|--------------------|------------|--------------|----------|----------------------------|------------|--------------|----------|---|-------------|--------------|------------|--|------------|--------------|----------|
| | mean SD | F/df | Eta/Sig. | post-hoc | mean SD | F/df | Eta/Sig. | post-hoc | mean SD | F/df | Eta/Sig. | post-hoc | mean SD | F/df | Eta/Sig. | post-hoc |
| Gender | | | | 2>1 | | | | 3>1 | | | | | | | | |
| 1. Father | 2.90 .80 | 4.325 2 | .114* | | 2.62 .77 | 5.471 2 | .128* | 2>1 | 2.76 .93 | 1.519 2 | .067 | | 3.52 .67 | 1.597 2 | .068 | |
| 2. Mother | 3.05 .86 | | | | 2.81 .80 | | | | 2.87 .80 | | | | 3.42 .68 | | | |
| 3. Other | 2.96 1.01 | | | | 2.93 .86 | | | | 2.98 .84 | | | | 3.41 .68 | | | |
| Parent's Age | | | | | | | | | | | | 2>5 | | | | 1>5 |
| 1. Under the age of 29 | 3.12 1.04 | 1.738 4 | .103 | | 2.62 .765 | .755 4 | .068 | | 2.92 .87 | 4.254 4 | .160* | | 3.73 .61 | 6.517 4 | .196* | 2>5 |
| 2. 30-34yrs | 3.08 .90 | | | | 2.77 .81 | | | | 2.92 .87 | | | | 3.51 .68 | | | |
| 3. 35-39yrs | 2.98 .79 | | | | 2.78 .76 | | | | 2.89 .84 | | | | 3.42 .64 | | | |
| 4. 40-44 yrs | 2.97 .80 | | | | 2.70 .84 | | | | 2.68 .86 | | | | 3.43 .65 | | | |
| 5. Above the 45 yrs | 2.75 .82 | | | | 2.68 .86 | | | | 2.60 .84 | | | | 3.18 .82 | | | |
| Area of residence | | | | 3>1 | | | | | | | | 3>1 | | | | 3>1 |
| 1. Northern Taiwan | 2.83 .76 | 5.142 3 | .162* | | 2.67 .76 | 3.573 3 | .127* | | 2.70 .86 | 11.203 3 | .222* | 3>2 4>1 | 3.35 .63 | 1.777 3 | .146 | |
| 2. Central Taiwan | 2.99 .86 | | | | 2.99 .86 | | | | 2.72 .77 | | | 4>2 | 3.41 .64 | | | |
| 3. Southern Taiwan | 3.15 .88 | | | | 3.15 .88 | | | | 2.98 .83 | | | | 3.55 .74 | | | |
| 4. Outlying Islands | 3.13 .98 | | | | 3.13 .98 | | | | 3.30 .82 | | | | 3.66 .62 | | | |

Note: S D=Standard Deviation ; MS=Mean Square ; df= Degree of freedom

In a newspaper or broadcast television network, those 30-34 years of age population are significantly higher than those over 45 years of parenting. This study found that mothers and grandparents are more knowledgeable than fathers. They learned their parenting knowledge from the reliable source people and books. Parents living in southern Taiwan, Outlying islands got their parenting knowledge from the reliable professional sources. It is significantly higher than the central and northern Taiwan. Parents below 34 years old are dependent to the parenting style of the people around that are based on life experiences compared to the parents over 45 years old. The southern Taiwan parent parenting beliefs sources in this regard is also higher than the northern parents. The regional differences have a major significance in parenting to their children.

The reference sources of parenting of mothers has more compared to fathers. The sources of mothers are mostly from friends, family, education, and professional people or books. In the age aspect, the sources of 30-34-year-old young parents parenting beliefs are more from newspapers or broadcast television network than those parents aged 45 years old and older. In addition, there's a difference between the parents aged 34 years old and younger and 45 years old and older in the aspect of the significant other and life experience.

4.2 The background variables analysis of educational attainment mean

Table three explains that the study found parental education significantly greater than other caregivers (such as grandparents), which are understandable. Second, the level of education of 35-44-years old parents is generally higher than 45 years of age or 29 years of age. The age group between 35-44 experienced roughly nine years of compulsory education after the being born, and universities admission rates gradually increased. Moreover, they have become already become parents of nursery children at the age of 29. It has been a trend of having to marry after graduating from high school or entering the work force. It is important to note that Northern Taiwanese parents have a higher educational level those southern Taiwanese parents.

Table3. The background variables were the number of analysis of educational attainment

| | Mean | SD | F | df | Eta | Sig. | post-hoc |
|--------------------------|------|------|--------|----|------|------|----------|
| Gender | | | | | | | |
| 1. Father | 1.85 | .722 | 4.870 | 2 | .117 | * | 1>3 2>3 |
| 2. Mother | 1.78 | .623 | | | | | |
| 3. Other | 1.42 | .584 | | | | | |
| Parent's Age | | | | | | | |
| 1. Under the age of 29 | 1.55 | .579 | 10.353 | 4 | .236 | * | 3>1,3>2 |
| 2. 30-34yrs | 1.69 | .577 | | | | | 3>5,4>1 |
| 3. 35-39yrs | 1.93 | .650 | | | | | 4>5 |
| 4. 40-44 yrs | 1.90 | .702 | | | | | |
| 5. Above the 45 yrs | 1.50 | .667 | | | | | |
| Area of residence | | | | | | | |
| 1. Northern Taiwan | 1.89 | .666 | 5.212 | 3 | .147 | * | 1>3 |
| 2. Central Taiwan | 1.82 | .667 | | | | | |
| 3. Southern Taiwan | 1.69 | .616 | | | | | |
| 4. Outlying Islands | 1.60 | .720 | | | | | |

If it is further from the background factors on educational attainment regression analysis. We can see that those other parenting (such as grandparents) mothers compared with children. Whose educational level is the lowest; while parents in northern Taiwan were significantly higher than their level of education in southern Taiwan parents.

There are more background factors on the educational attainment analysis. It can be seen that there are other parents (such as grandparents) whose educational level is at the lowest. While,

Northern Taiwanese parents have a higher educational level those southern Taiwanese parents.

Table 4. Background on educational attainment of the parents of the regression analysis

| | b | β | t value |
|--------------------------------|-------|-------|----------------|
| Gender | | | |
| Mother(Control group) | | | |
| Father | .057 | .041 | 1.045 |
| Other (Grandparents) | -.377 | -.103 | -2.657* |
| Age | .025 | .039 | .980 |
| Area of residence | | | |
| Southern Taiwan(Control group) | | | |
| Northern Taiwan | .187 | .135 | 3.098* |
| Central Taiwan | .127 | .084 | 1.954 |
| Outlying Islands | -.083 | -.031 | -.778 |
| Constant term | 1.167 | | |
| Number of samples | 708 | | |
| R Square | .035 | | |

Note: *P<.05

4.3 Background variables in the parent parenting beliefs on sources of regression

First, to investigate the effect of the age variable; Table 5 explains that the researchers found that the younger and more education parents gives more attention to "broadcast television networks and newspapers", "life experience or significant others affected" as their parenting belief source. Second, mothers make use of the source of parenting belief in the aspect of the pieces of advice that comes from "friends and families" more than fathers; "life experience or significant others' influence, has also been given more importance. However, there was no importance given to "Educational books".

Table 5. Parents of background sources on parenting beliefs regression analysis

| | Friends and family | | | | Education figures or books | | | | The newspaper or broadcast television network | | | | Life experience or significant influence of others | | | |
|---------------------------------|--------------------|--------------|-------|--------------|----------------------------|--------------|-------|--------------|---|--------------|-------|--------------|--|--------------|-------|--------------|
| | Step1 | | Step2 | | Step1 | | Step2 | | Step1 | | Step2 | | Step1 | | Step2 | |
| | b | β | b | β | b | β | b | β | b | β | b | β | b | β | b | β |
| Age | -.04 | -.04 | -.37 | -.38 | -.01 | -.01 | .00 | .00 | -.13 | -.13* | -.13 | -.13* | -.18 | -.19* | -.19 | -.20* |
| Mother(Control group) | | | | | | | | | | | | | | | | |
| Father | -.22 | -.10* | -.21 | -.1 | .24 | .11* | .27 | .13* | .07 | .03 | .07 | .03 | .31 | .15* | .29 | .14* |
| Other (Grandparents) | -.03 | -.00 | -.05 | 0* | -.16 | -.03 | -.28 | -.05 | .03 | .01 | .05 | .01 | .01 | .00 | .06 | .01 |
| Southern Taiwan (Control group) | | | | | | | | | | | | | | | | |
| Northern Taiwan | -.31 | -.15* | -.30 | -.14* | -.03 | -.02 | .03 | .02 | -.33 | -.16* | -.34 | -.16* | -.11 | -.05 | -.14 | -.06 |
| Central Taiwan | -.16 | -.07 | -.15 | -.07 | -.22 | -.10* | -.19 | -.08 | -.33 | -.14* | -.33 | -.15* | -.11 | -.05 | -.12 | -.05 |
| Outlying Islands | .10 | .03 | .10 | .02 | -.36 | -.09* | -.39 | -.09* | .36 | .09* | .36 | .09* | .10 | .03 | .11 | .03 |
| Education | | | -.07 | -.05 | | | -.36 | -.24* | | | .06 | .04 | | | .15 | .10* |
| Constant term | .334 | | .452 | | .054 | | .625 | | .524 | | .421 | | .490 | | .252 | |
| Number of samples | 654 | | 654 | | 654 | | 654 | | 654 | | 654 | | 654 | | 654 | |
| R Square | .037 | | .039 | | .030 | | .085 | | .065 | | .067 | | .053 | | .062 | |

In the aspect of location, northern Taiwanese parents pay more attention to 'friends' parenting

advice than southern Taiwanese parents. The parents of central Taiwan, Outlying in southern Taiwan's outlying islands pay more attention to "Educational books" as their parenting advice than southern Taiwan parents. However, southern Taiwanese parents pay more attention to "newspaper or broadcast television network" than the north-central Taiwanese parents. Last, in the education sub-surface, we find the higher the education level, the more attention they give to "Educational books" and from "life experience or the influence from their significant other" as their parenting beliefs. In the region of the Central Taiwan Parents who have higher educational level give more importance to "educational books", "life experience and the influence of the people around them". It can be known that the source of this idea is mainly from higher levels of parental education in the central region.

4.4 Discussion

In this study, the exploratory factor analysis results of the sources of parenting beliefs can be classified as "Relatives and friends", "education major figures or books", "the newspaper or broadcast television network," and "life experience or significant influential outlying islands of others" in four aspects. Which is related to theories from individuals, families, schools and society classification coincide. It's individuals "Life experience or influence from significant others", family "Relatives and friends," schools' "education major figures or books" and social "newspaper or broadcast television network." These are the relevant sources of parenting beliefs rendered more specific. First, the results of this study showed that the sources of parenting beliefs are mostly from "life experience or significant influence of others". Let, which includes: growing their own life experiences, teachings of teachers, influence from parents and spouse opinions. There is a profound impact with the related research on the experiences of families growing up. The children's future composition of the family after rearing and beliefs or attitudes includes transfer experiences, values, self-identity, and influences from parents or primary caregivers (Washington & Dunbam, 2012)

The main factors that affect parenting attitudes are the teachings from family elders, and the ideas of the spouse (Wei, 2011; Wei & Yang, 2010). Which Wei (2011) echoes the findings: Nearly half of the parents get parenting knowledge mainly through their own reading parenting books.

If we look at it from a different background variable, the origin of parenting belief is found. Mothers have a different set of parenting beliefs to fathers. There are many views from relatives and friends, as well as educational professional people or books. In such inference, the main difference is that there are more women than men and the larger social support networks, while men are less likely to behave emotionally relevant (Antonucci, 1990). In the age aspect, the parenting beliefs of 30-34-year-old young parents have its own resource. Parents aged 45 years and older has the newspaper or broadcast television network, as well as life experience or impact of significant others there is a difference. The difference between generations is highly evident. The young parents are familiarized with a variety of technology use over a computer network. They have the lack of life experience, so they rely more on the influence of significant others.

Last, in the aspect of the educational level. The research found that the higher the education level, the more attention from "Educational books" and from "life experience or significant influence of others" in parenting beliefs. In the region of the Central Taiwan Parents who have higher educational level give more importance to "educational books", "life experience and the influence of the people around them". The study of Harkness, Super and Keefer (1997) found that middle and upper class parents construct their own parenting beliefs and behavior by reading relevant books. Presumably, it is because of the higher level of education that their parenting ideas are filled with more knowledge. In addition to these ideas, reading newspapers and magazines are also related, but it's also to a considerable extent from their own experiences growing and influences from

significant others, because of their higher level of education.

When they are concerned with parenting topics, they take the initiative and actively absorb diverse parenting information, or ask for advice on the views of experts and scholars. Thereby, it is affecting their parenting beliefs to help for a better parent-child interaction learning (Liou, 2001; Sigel & McGillicuddy-DeLisi, 2008). In addition, the value system could be maintained if the parents' level of education is higher. (Jiang & Chen, 2008). Thus the subject impacts the parent or the significant other as well.

5. Conclusion

The sources of parenting beliefs can be divided into four aspects "friends and family", "education major figures or books", "the newspaper or broadcast television network," and "life experience or significant influence of others". Among these four, the primary source of parenting beliefs of parents is from "life experience or the influence of their significant other". Furthermore, the average source of parenting beliefs of parents are mainly from their growth in their own life experience, teachings from mentors, parenting books, parents, concepts, as well as spouses' opinions.

The parenting beliefs of parents in Taiwan have regional differences. For instance, mothers give more importance to their "friends" and "educational books" as their source of parenting beliefs than fathers. In addition, younger parents give more importance on "broadcast television networks and newspapers", "life experience or the influence of their significant other" as opposed to parents aged 45 and above.

Parents from Southern Taiwan, Outlying islands give more importance to "newspaper or broadcast television network" as the source of their parenting beliefs as compared to the parents from central and northern Taiwan. While southern Taiwanese parents give more importance to "friends", "life experience or the influence of their significant other" as their sources of knowledge in parenting, as compared to northern Taiwanese parents. In the region of the Central Taiwan Parents who have higher educational level give more importance to "educational books", "life experience and the influence of the people around them".

6. Recommendations and limitations

This study suggests giving importance to the growing up process and learning from positive experiences of children in order to help cultivate knowledge for future parents. It can be found in this study the sources of parenting beliefs. There is a large proportion of the learning process from the influences of the significant people around them. The experiences of the parents while growing up in their own respective families have a profound impact on them on how they teach and rear their children. Therefore, there is a necessity to enhance parents and teachers parenting knowledge in order to positively influence their children or students.

In addition, sources of parenting beliefs vary on gender, educational levels and generation. Thus, it is necessary for preschool parents to select an appropriate source of parenting education for the parental characteristics of every parent.

In this study, besides from the levels of parenting education, there are other sources that influences early childhood parenting beliefs. The results of this study show that R Square .04 to .09 is almost referral, and the value is not high. In addition, gender, age, educational level and area of residence have also an important factor.

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