



同濟大學
TONGJI UNIVERSITY

A Qualitative Research on Interactions During Parent-Accompanied Study at University

Yuhong YAO

2021.5

1. Review on related researches



同濟大學
TONGJI UNIVERSITY

1.1 history and change

Fairy tale: Mother Meng moving three times for her son

Modern challenges:

- a. Unbalanced educational resources
- b. Examination-oriented education system
- c. The expansion of higher education



---Wang Wenlong ,2012

1.2 Definitions



同濟大學
TONGJI UNIVERSITY

Parent - Accompanied Study

Originally limited to primary and middle school students

Recent years expanded to the group of college students for various reasons

A unique phenomenon of family education for college students in China

Parents leaving their original place of residence for the place of study of their adult-child.

Temporarily living near campus for the long-term care of their adult-child and accompanied study

Other studies generally think that the disadvantages of college students' accompanied study are greater than the advantages, but the phenomenon still exists

--Yuhong Yao (2018)

1.3 Research results



同濟大學
TONGJI UNIVERSITY

Academic researches mostly in sociology and pedagogy

Focus on the analysis of the types, causes, mechanisms and the whole environment.

Paradigm mostly speculative research

Followed by qualitative research, mainly by questionnaire survey

Scarcity of : research on process of accompanied study; longitudinal research design; systemic research on both advantages and disadvantages

1.3 Literature on “Parent-Accompanied Study”



同濟大學
TONGJI UNIVERSITY

Database on Chinese Knowledge Website: increasing, expanding



2. Our research on effect factors



同濟大學
TONGJI UNIVERSITY

Subjects:

College students who have had parent accompanied-study for more than half a year and got some better academic grades

Objects:

Focus on the psychological experience of students and their parents
Describe the process for both sides, from the view of interaction

Methods

IPA (Interpretative Phenomenological Analysis)

Results and Conclusions



同濟大學
TONGJI UNIVERSITY

The changing process includes four themes:

- a) Actively accessing VS. refusing or avoiding.
- b) Adjustment of the expectations of the offspring.
- c) Conflicts on “study” topics.
- d) Combination of connection and self-differentiation.

Among the parent-child communications there are more sub-themes.

Conclusion

- 1) The Chinese-style parent-accompanied study may offer an opportunity for reshaping the parenting interactions. It has some rationality for its existence.
- 2) Both parents and students could possibly change during this hard process.
- 3) The differentiation of these special youth may have different characters.

Current group interventions

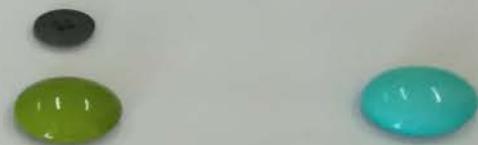


同濟大學
TONGJI UNIVERSITY

6-session structured group intervention (Three rounds, 32 parents attended)

- a) Knowing each other, joining
- b) Expectations explorations
- c) Four kinds of communications models
(Satire Family Therapy Model)
- d) Understanding Emotions
(primary , secondary and functional emotions)
- e) Understanding needs connected with emotions
- f) Reconstructing the roles of parents and adult children
- g) Writing a letter to the families





Limits and future plan



同濟大學
TONGJI UNIVERSITY

Limited sample – cannot generalize findings

To add questionnaire to compare the interventions effect

To connect more between parents and students

To know more different kinds of accompanied studies in colleges

To understand this specific phenomenon in a systemic view, including culture and history



同濟大學

TONGJI UNIVERSITY

Thanks for listening !