

The Relationship Between Parenting Styles and Adolescents' Academic Achievement

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Abstract. Adolescents are in the critical period of rapid physical and mental growth, fulfillment of academic tasks, realization of self-worth, and the important moment of self-awareness awakening. The family environment for adolescents' learning and life has a non-negligible impact. This paper adopts the research method of literature review and collects more than 40 related Chinese and foreign literatures, aiming to further explore the direct and indirect relationship between parenting styles and adolescents' academic performance, and give corresponding suggestions. This paper is divided into four parts, the first part of parenting styles includes the definition and characterization of parenting styles, and the comparison of parenting styles under different cultural and racial differences. The second part of the direct relationship extracts the mainstream views on the direct relationship between parenting styles and adolescents' academic performance from the literature from different aspects, including different academic disciplines, different races, and parents, and so on. The third part of the indirect relationship is mainly discussed through two mediating roles of self-efficacy and self-concept, self-efficacy including the definition and expression as well as the characteristic dimensions, and self-concept including the definition and its influence as a mediator. The fourth part of the conclusion gives the following suggestions: increasing the proportion of authoritative parenting, giving positive emotional support to children to enhance their self-efficacy in learning, providing guidance to help children recognize themselves and establishing a correct self-concept at an early stage.

Keywords: Parenting styles, academic achievement, self-efficacy, self-concept.

1. Parenting Styles

1.1. Parenting Styles: Definition and Features

In 1991, Baumrind suggested the three parenting philosophies of permissive, authoritarian, and authoritative. The demanding and responsive parenting behaviors are the two variables used to classify parenting styles. When a parent is demanding, they are attempting to control their child's conduct or expect maturity from them. How responsive a parent is to their child's emotional and developmental needs is referred to as responsiveness [1]. However, Maccoby and Martin (1983) added a fourth style and divided Baumrind's permissive parenting style into two distinct ones: permissive (also known as coddling parenting style) and neglectful (also known as neglectful parenting style). They also added a fourth parenting style. Baumrind conceptualized authoritarian parents as being both responsive and demanding in 1991. They establish unambiguous norms that are both tough and unobtrusive. This style of parenting, commonly referred to as democratic parenting, respects the independence of the kid and encourages two-way communication. Parents who are authoritarian are described as being demanding, equally directed, but less receptive. Authoritarian parenting is characterized by high levels of parental control and low levels of parental response. Academic success of children is inversely connected with authoritarian parenting philosophies. This kind of parent exhibits stereotyped and authoritarian traits. These actions may reduce student motivation and result in poor academic performance. Permissive or non-directive behavior is what is meant by spoiled parents, and their emotions are more permissive than demanding. Parents who spoil their kids give them complete freedom to do anything they want. These parents are seldom ever involved in their kids' decision-making, if at all. Children may as a result be confused about what

their parents expect of them academically. In this circumstance, undermotivated children are more likely to occur. Parents who are less demanding and unresponsive are considered to be negligent. Parents who are negligent do not establish clear limits or high expectations. These parents are unconcerned with their children's needs and are not actively involved in their lives [1].

1.2. Parenting Practices in Light of Racial and Cultural Diversity

Parenting practices are significantly influenced by cultural diversity. Western parents adopt more strict parenting philosophies. Western parents think that encouraging their kids' academic performance by being responsive and moderately demanding. As Western values and lifestyles have expanded around the globe, many young parents from diverse cultural backgrounds have started to embrace these parenting philosophies. Western society also has a tendency to assume that authoritative parenting methods are better for producing healthy children [2]. In contrast, authoritarian parenting is reportedly the most popular parenting style in Asian nations, according to Chao and Sue. They discovered that this parenting approach helped Asian students do better on standardized tests and is more suited for their needs. Studies on Chinese parents have revealed that they often parent with greater degrees of restriction and control, i.e., they might adopt an authoritarian approach similar to that of parents in other Asian nations. Chinese youngsters do substantially better academically than Western students, especially in arithmetic [3].

2. The Direct Relationship between Parenting Styles and Youth Academic Achievement

In general, it is believed that authoritative parenting, which is defined by strong demands and high responsiveness, affects children's academic results. Authoritarian parents, on the other hand, exhibit high expectations, a low level of responsiveness, and little encouragement and incentive for their kids to succeed in school. According to data from a small number of research, authoritative parenting styles have consistently been positively connected with increased academic achievement, but authoritarian, adoring, and neglectful parenting styles have been linked to poorer school performance [4]. Compared to dads, mothers' parenting methods were not substantially linked to the academic success of teenagers. A study of survey data from the China Education Panel Survey (abbreviated as CEPS) for the 2014–2015 academic year revealed that: First, authoritative parenting styles had the highest contribution to language, English, and math achievement, and neglectful ones had the lowest; authoritarian and democratic parenting styles had a greater contribution to academic achievement than neglectful ones; democratic parenting styles were higher than authoritarian ones for female students, and for male students, authoritarian parenting styles were higher than democratic ones [5]. However, it is important to keep in mind that the majority of parenting-styles literature is centered on examples of White, European, and American families that use Western parenting techniques. According to studies, there are racial differences in the relationship between authoritative parenting methods and academic achievement in Western countries. For example, Asian minority families have a weaker relationship between authoritative parenting methods and academic achievement than non-Hispanic White families, while Hispanic families have a weaker relationship than non-Hispanic White families. Despite the four-way model's widespread use, statistics from several non-Western countries indicate that not all families conform to Baumlin's model [6]. Most research indicate that when specific personal aspects are taken into account, parenting methods will not be associated to academic performance. Authors like Joshi et al. have demonstrated that there is no conclusive link between parental practices and teenagers' academic success. Other writers found no connection between parenting practices and academic success, including Steinberg et al. and Masud et al. Mediators Between Parenting Styles and Academic Achievement in Adolescence.

3. Impact of Self-efficacy and Self-concept

3.1. Self-efficacy

3.1.1 Self-efficacy's definition and examples

Self-efficacy, as defined by Stajkovic and Luthans in 1998, is the precise belief that an individual has in his or her capacity to mobilize the motivation, cognitive resources, and a range of actions required for the successful performance of a specific task in a given context [7]. High levels of self-efficacy help students remain composed in the face of obligations and assignments, which benefits academic success. In contrast, those with poor self-efficacy may find it more difficult to make sense of what has happened, displaying signs of stress and sadness, as well as lacking the ability to see how to handle issues effectively [8]. Additionally, people with high self-efficacy may experience less academic ineffectiveness because they respond appropriately to setbacks in achieving their goals and select appropriate coping mechanisms, as well as select appropriate strategies when confronted with academic tasks.

3.1.2 Self-efficacy's defining characteristics

Three important characteristics of self-efficacy are level, intensity, and extensibility (or breadth).

(1) There are several levels of self-efficacy, which relates to the degree of difficulty of the activity that is geared toward a certain objective that a person feels he or she can achieve. Individuals with varied degrees of self-efficacy pick tasks that are easier to complete than those that are more challenging, which results in variation in this characteristic dimension.

(2) The degree to which a person is confident in his or her capacity to carry out particular target behaviors is referred to as variation in self-efficacy in terms of intensity. The degree to which people are prone to denying oneself as a result of conflicting experiences varies depending on this personality component. People with low self-efficacy are prone to self-doubt as a result of temporary setbacks, whereas people with high self-efficacy do not experience self-doubt as a result of temporary setbacks because they believe they will ultimately prevail and do not give up in the face of overwhelming obstacles.

(3) The term "change in self-efficacy extensibility" (or "breadth") refers to how much the strength of self-efficacy in one domain influences self-efficacy in other related or unrelated domains, and people with limited self-efficacy can only believe that they are capable of performing their tasks within a limited range [9].

3.1.3 Self-efficacy's role as a mediator

Yue Dongmei et al. (1993) revised the parenting style scale (EMBU) and found that the mother's parenting style was broken down into six dimensions of emotional warmth and understanding (MSS1), overly interfering and protecting (FSS3), punishing harshness (FSS2), favoring the subject (FSS4), refusing to deny (FSS5), and favoring the subject (FSS6). The findings of their study revealed that among high school students' parenting styles, the mother's emotional warmth and understanding (MSS1) and the father's reluctance to deny (FSS5) were strongly connected with academic success, while the remaining factors have no discernible correlation with academic success. However, the results of the mediation effect test indicated that high school students' academic self-efficacy plays a fully mediating role between parenting styles and academic achievement. Among them, the correlation between father's refusal to deny (FSS5) and academic self-efficacy was not significant [10].

3.2. Self-concept

3.2.1 Self-concept explanation

A person's self-concept, which is a crucial component of their cognitive system, is their perceptual assessment of their ability, value, etc. based on their past experiences (Shavelson, Hubner, & Stanton, 1976) [11]. Academic and non-academic self-concepts are two main categories for self-concept.

Academic self-concept is a more steady perspective of one's capacity to study and relates to a student's self-perception of his or her own talents. An individual's self-perception of their physical, emotional, and interpersonal components of self is referred to as their non-academic self-concept. Academic attainment and performance are only two examples of learning-related behaviors that are significantly influenced by a person's self-concept, particularly their academic self-concept [12].

3.2.2 Self-concept as a modulator of the effect

The impact of various parenting philosophies on children's self-concept varies. Junior high school students' poor self-esteem was predicted by authoritarian father and neglectful mother parenting styles, whereas good self-esteem was predicted by authoritative parent parenting styles [13]. Academic self-concept is more highly correlated with academic accomplishment than non-academic self-concept, according to research by Guo Cheng, He Xiaoyan, and Zhang Dajun [14]. Regarding the function of academic self-concept, Zhang Yan and Wang Lei's study revealed that children's academic self-concept significantly mediated the democratic parenting styles of their parents, i.e., parents' democratic parenting styles indirectly enhanced children's academic achievement by enhancing children's academic self-concept, whereas children's academic self-concept did not significantly mediate the authoritarian parenting styles of their parents have a large mediating impact [15].

4. Conclusion

A large amount of Chinese and foreign literature shows that the current parenting styles are mainly categorized into four types: authoritative, authoritarian, spoiling, and neglecting, and parents in Western countries are more inclined to use authoritative parenting styles, and in Asia, to some extent, authoritarian adolescents have better academic performance. However, on the whole, parenting styles mainly affect adolescents' academic performance through two indirect mediators, self-concept and self-efficacy, and authoritative and democratic parenting styles are more conducive to students' physical and mental health and academic performance. Therefore, in practical educational activities, parents should establish the awareness of scientific parenting and give positive emotional support to their children. Increase the proportion of authoritative and democratic parenting, give children more understanding and love, neither unreasonable demands nor indulgence, and become children's life partners. Parents should guide and help children to establish a correct self-concept, give children the opportunity to make decisions and do things independently, so that children can experience the joy of success and enhance their sense of self-efficacy in life and learning.

Authors Contribution

All the authors contributed equally and their names were listed in alphabetical order.

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