

Literature Review: Relationship Between Parenting Style, Self-Efficacy, Academic Performance and Learning Motivation

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Abstract. This study offers a comprehensive literature review, encompassing both domestic and international research from the past fifteen years, to synthesize existing knowledge in the domains of parenting styles, self-efficacy, academic performance, and learning motivation. The paper meticulously organizes and explicates the operational definitions of these key variables and outlines the prevalent methodologies employed for their measurement. Furthermore, the review delineates the nuanced relationships and impacts that parenting styles and self-efficacy exert on academic performance and learning motivation. Through rigorous analysis, the study aims to serve as an indispensable foundation for future empirical inquiries in these interdisciplinary fields. Moreover, the findings are envisaged to furnish educational practitioners with empirically-grounded strategies for enhancing student outcomes. The synthesis thereby not only contributes to the theoretical underpinnings of these constructs but also possesses significant implications for educational policy and practice. It seeks to fill gaps in the existing literature by highlighting areas where further research could provide deeper understanding and practical applications for educational stakeholders. Overall, this study is intended to be a valuable resource for researchers, educators, and policymakers interested in the complex interplay between parenting styles, self-efficacy, and their subsequent effects on academic performance and motivation.

Keywords: Parenting styles, self-efficacy, academic performance, learning motivation.

1. Introduction

In recent decades, society has witnessed a remarkable acceleration in its evolution, mirroring heightened competitiveness in virtually every domain. One of the most evident manifestations of this competitiveness is within the educational sector. As the value of academic qualifications seems to diminish at a rapid pace, there is a simultaneous and ironic increase in the number of students competing for these very qualifications. Examinations, which serve as gateways to these qualifications, have also seen a surge in their levels of difficulty. This evolving landscape compels us to re-evaluate the pedagogical approaches employed in schools.

Parents and teachers, as primary stakeholders in a child's education, are invariably centered on one overarching question: How can students be facilitated to maximize their academic potential? Traditional methodologies have seen teachers emphasizing rote memorization. This involves incessantly revisiting crucial knowledge fragments and inundating students with copious amounts of homework, to cement their retention of information. However, this strategy might be likened to using a blanket solution in a situation demanding more nuanced, individualized approaches. For a segment of students, these methods not only prove ineffective but can be counterproductive, draining their mental energies without delivering the anticipated academic dividends.

The conundrum then arises: What alternative strategies might be more efficacious? Recent academic inquiries have shed light on some potentially influential factors. Among them, the parenting styles experienced by students, as well as their personal self-efficacy beliefs, have been identified as determinants that could have a bearing on their academic outcomes and intrinsic motivation to learn. It was intriguing to note that while individual studies have delved into these areas, there appears to be a lacuna in comprehensive literature that cohesively amalgamates the findings of these discrete research efforts. This presents an opportunity and serves as the primary impetus for this study. The goal is twofold: First, to meticulously peruse and synthesize the existing body of research concerning parenting styles, self-efficacy, academic accomplishments, and intrinsic motivation. By doing so, this

study aspires to lay down a well-charted roadmap, offering subsequent scholars a clearer research trajectory. Second, to distill from these consolidated findings actionable insights and methodologies that school educators can practically implement. It is envisioned that these refined strategies will not just be theoretically sound but will be empirically validated tools to enhance student learning experiences.

In conclusion, as society's gears shift ever faster, placing students in the crucible of intensified academic competition, it is imperative that educators, researchers, and parents collaboratively forge adaptive, effective strategies. This study is a step in that direction, aiming to bridge existing knowledge gaps and provide more tailored solutions for the student community.

2. Definition

2.1. Parenting Styles

The family constitutes the first environment that a student encounters after birth. It not only represents an intimate setting unparalleled by others but also remains the most prominent setting in which students live outside of the academic institution. The atmosphere within the home and the parental rearing methods play a pivotal role in shaping a student's worldview, value system, and behavioral tendencies. The concept of "parenting styles" was initially introduced by the American psychologist, Diana Baumrind. Subsequent scholars, approaching the topic from varying perspectives, have offered their interpretations and definitions of this concept. As early as 1965, Diana Baumrind delineated parenting methods based on parental control levels into authoritative, authoritarian, and democratic styles. Building on Baumrind's foundational work, Maccoby introduced a refined classification of parenting styles. She considered two dimensions: demand and responsiveness, categorizing parenting into authoritative (high in both dimensions), authoritarian (high demand, low responsiveness), permissive (low demand, high responsiveness), and neglectful (low in both dimensions). Beyond such classifications, researchers emphasize that parenting styles encompass the attitudes and emotions parents convey to their children through nurturing actions [1]. Chinese scholars further note that parenting styles reflect the consistent educational perspectives and behavioral characteristics exhibited by parents during the child-rearing process [2]. At present, surveys, particularly the EMBU questionnaire, which evaluates adults' past perceptions of their parents' upbringing approaches, are primarily employed for assessing parenting styles.

2.2. Self-Efficacy

Ever since the 1970s when Bandura introduced the concept of self-efficacy, this psychological measure has continually captured the attention of scholars. Although there is an abundance of research on self-efficacy, its fundamental definition remains consistent: it is an individual's assessment of their capabilities, determining whether they have the competence to accomplish a particular task. Because self-efficacy is intrinsically linked to specific events, it evolves with changing scenarios and domains. As a result, once the definition of self-efficacy was largely accepted by the academic community, an increasing number of dimensions of self-efficacy were proposed, such as academic self-efficacy, vocational self-efficacy, digital self-efficacy, and creative self-efficacy, to name a few. Currently, the most prevalent method to measure self-efficacy is through questionnaires, with the GSES scale, the General Self-Efficacy Scale that is correlated to emotion, optimism, and work satisfaction, being a common choice. This scale comprises 10 questions and has been validated for its reliability and validity in numerous studies.

2.3. Academic Performance

Academic performance, as a crucial metric for evaluating students' learning abilities, has been extensively researched in recent years. In previous studies, scholars have defined academic performance in various ways depending on the target group. For instance, for primary school students, academic scores are often taken from their most recent midterm or final exam results [3]. For high

school students, the most recent test scores can be converted into Z-scores, which, when aggregated, provide an overall standard Z-score [4]. For university students, their Grade Point Average (GPA) can be used as an indicator of their academic performance [5].

2.4. Learning Motivation

Over the years, the realm of academic research has significantly delved into understanding the underpinnings of a student's drive and determination. Renowned scholars predominantly define academic motivation as an inherent tendency. At its core, this tendency encapsulates the powerful urge that not only propels students to initiate their academic endeavors but also ensures their perseverance in achieving set objectives. The foundational work of Hou, Duan, and Ji, in particular, emphasizes the pivotal role that such motivation plays in guiding students toward their set educational goals.

The implications of academic motivation extend far beyond mere inclination. It becomes pivotal in determining a student's capability to adapt to varying academic environments, achieve desired academic outcomes, and their susceptibility to academic fatigue or burnout. Viewing it through the lens of psychology, academic motivation becomes paramount, acting as the linchpin in the intricate machinery of a student's educational journey. It shapes their attitudes, drives their actions, and often dictates their academic trajectories.

Liu, another prominent figure in educational research, offers a deeper introspection into the origins of this motivation. She suggests that it is not merely a superficial inclination but is deeply rooted in an individual's intrinsic needs. These needs, while inherently personal, are also influenced by external stimuli or behavioral incentives. The synthesis of these internal and external factors crafts a robust framework of motivation that, according to Liu's 2009 study, continually fuels the evolution and progression of learning initiatives [6].

Quantifying such a subjective and nuanced concept is, unsurprisingly, a challenge. However, the academic community has devised certain tools to capture its essence. Among the various instruments developed, questionnaires have emerged as the primary method to gauge academic motivation. Standing out in this domain is the 'Study Process Questionnaire (SPQ)' formulated by the British scholar, Biggs. The SPQ's widespread acceptance and application in research are a testament to its meticulous design, high reliability, and the compelling insights it provides into the realm of academic motivation. Through such tools and continued scholarly exploration, the academic community aspires to further unravel the complexities of motivation, aiming to enhance educational experiences globally.

3. Literature Review

3.1. Relationship between Parenting Styles and Academic Performance

The relationship between parental upbringing styles and academic performance is not unidirectional. While parenting styles can influence academic performance, the reverse is also true: the level of a student's achievement can impact their parents' approach to upbringing. In this study, the primary focus is to explore the potential for enhancing students' academic outcomes by intervening in parenting styles. Thus, it will specifically address and analyze the effects of parenting methods on academic performance. For junior high school students, a warm and nurturing parenting approach is correlated with notable improvements in academic results [7]. Conversely, negative parenting styles have shown a negative correlation with the academic performance of primary school students [8]. Parents who exhibit an overbearing emphasis on achievements — prioritizing grades, accolades, and awards over the genuine learning process — can detrimentally impact their children's academic potential. However, granting a degree of autonomy and fostering positive emotions can serve as a modulating factor for students' academic outcomes [9]. Wang highlights statistically significant differences in the parenting styles between parents of high-achieving and low-achieving junior high students. The former group tends to favor a warm, respectful, and democratic upbringing,

while the latter often experiences more authoritarian, punitive, and derogatory methods characterized by negative emotions [10].

3.2. Relationship between Parenting Style and Learning Motivation

Academic motivation, broadly understood by scholars as an inherent tendency, operates within a dynamic framework shaped by various internal and external factors. This intricate dance between the innate desires of a student and the external stimuli they encounter significantly molds their learning trajectory. A paramount factor in this external environment is the familial setting. Unquestionably, family plays a seminal role, casting profound influences on the multifaceted dimensions of a student's academic motivation.

A pivotal study conducted by Hou sheds light on this nuanced relationship. In her research, she meticulously examined the interplay between parenting styles and academic motivation by surveying 239 university students. Utilizing the analytical prowess of SPSS 13.0 to decipher the data collected, Hou's findings underscored a poignant observation, which is there exists a robust positive correlation between a nurturing parental environment, characterized by emotional warmth, and a student's intrinsic motivation to pursue academic excellence [11]. Conversely, the research revealed potential pitfalls in parenting approaches. Fathers who adopt an excessively strict demeanor and mothers who veer towards overindulgence were identified as detrimental forces, significantly hampering a student's drive to learn.

Corroborating these findings, another seminal study steered by Han, which honed in on the distinct demographic of vocational high school students, echoed similar sentiments. Han's research highlighted the beneficial impacts of parental care, revealing it as a strong positive predictor of students' academic motivation. Yet, the study also raised cautionary flags against excessive parental control, identifying it as a counterproductive force that stymies a student's innate motivation [12].

In summation, while the world of academia is vast and diverse, the foundational pillars supporting a student's motivation often trace back to the confines of their homes, with parents playing pivotal roles as either enablers or inhibitors.

3.3. Impact of Self-Efficacy on Academic Performance

Research on the impact of self-efficacy on academic performance has spanned numerous domains across primary, secondary, and tertiary education. For instance, Liu employed a questionnaire-based method using the GSES scale to assess students at Hunan Agricultural University. By statistically analyzing the assessment results alongside the students' academic statuses, the study revealed that self-efficacy plays a significant predictive role in academic achievement. In general, students with higher self-efficacy tend to achieve better grades and have lower failure rates [13]. Self-efficacy in middle school students has a significant influence on their academic results. Concurrently, variances in students' grades can also reciprocally impact their sense of self-efficacy, especially in subjects like Chinese and English [14]. This might be attributed to the larger weightage of scores for these languages in middle and primary school examinations, coupled with an increasing emphasis on language learning at these educational levels.

3.4. Impact of Self-Efficacy on Learning Motivation

Self-efficacy, as a psychological metric of significance for students across various stages, has consistently drawn the attention of numerous researchers over the years. Comprehensive studies have delved into the influence of self-efficacy on learning motivation. Zhu combined questionnaire measurement with experimental research to conduct a longitudinal study. The study extracted 513 college students from a university in Jiangxi Province for its one-year tracking study, a total of two times to collect data, once at the end of 2019, of which there are 362 in the dual practice class and 169 in the non-dual practice class; once at the end of 2020, 165 in the dual practice class and 131 in the non-dual practice class. After processing the questionnaire data using the SPSS statistical software and comparing the results from two questionnaires, the results indicated a significant positive

correlation between self-efficacy and learning motivation. Self-efficacy can notably predict learning motivation. Furthermore, self-efficacy can mediate, to some extent, between appropriate parenting styles and learning motivation [15]. This study, through its longitudinal approach, elucidates the relationship between self-efficacy and learning motivation. However, the research displayed an imbalance in participant characteristics, especially concerning whether they were only children and in terms of gender, which might introduce some interference in the study outcomes. Yao, after conducting a questionnaire survey of first and second-year students from two junior colleges and analyzing 624 valid questionnaires, found a significant correlation between self-efficacy and the total score of learning motivation and its various dimensions. Regression analysis further revealed that self-efficacy provides an excellent predictive capacity for learning motivation and its primary sources, including challenging, enthusiastic, concerned with interpersonal competition, and pursuing debriefing [16]. However, due to objective reasons, this study couldn't include third-year junior college students. Also, there was no a comparative analysis between students from top-tier specialties and those from general ones in the junior colleges.

4. Discussion and Sugestion

4.1. Discussion

To encapsulate the findings from a myriad of academic research, it becomes increasingly evident that the discrepancies in academic performance and learning aptitude are largely contingent upon the type of parenting styles individuals experience during their formative years. On the one hand, individuals who grow up under a melange of varied parenting methodologies present distinct learning patterns. On the other hand, students who have predominantly been raised under the umbrella of authoritative parenting tend to not only excel academically but also exhibit a heightened sense of motivation toward the acquisition of knowledge. This underscores the undeniable fact that the willingness to embrace learning and strive for academic excellence is, to a considerable extent, shaped by one's upbringing. Furthermore, another pivotal factor that wields substantial influence over academic outcomes and eagerness to learn is the psychological construct of self-efficacy. Numerous studies have corroborated the notion that self-efficacy serves as a robust predictor of both academic performance and intrinsic motivation to learn. In essence, students who rank high on the self-efficacy spectrum are not only predisposed to achieving superior academic results but are also inherently more driven to immerse themselves in the learning process.

4.2. Suggestion

This suggests that when intervening in students' academic performance and learning motivation, we can start from the aspects of parenting methods and self-efficacy. By improving parents' parenting methods or enhancing students' self-efficacy, we can elevate students' academic achievements and motivation, providing them with a better developmental space. Based on this, some studies have already tried to intervene in students' self-efficacy. For example, Li tried to improve learning self-efficacy through group psychological counseling [17]. Feng concluded from a group experimental study involving 321 students that class group counseling can significantly enhance students' self-efficacy [18]. Currently, most intervention studies aim to change the current status of students by influencing the impact of parental parenting methods, such as the ability of students in vocational schools to plan their careers being affected by their psychological quality, which is influenced by the warm emotional parenting of their parents. Therefore, the Satir model of group counseling, the therapy aimed to improve relationships and communication within the family structure by addressing a person's behaviors, emotions, and perceptions in relation to the dynamics within the family unit, can be used to change the psychological quality level of students, thereby enhancing their career planning ability [19]. There is no research yet that has explicitly and directly intervened in parental parenting methods. Hence, future research can use systemic family therapy or family sandplay therapy to intervene in the entire family, making parents realize the vital role of parenting methods

on their children. Moreover, there is not any intervention research yet that confirms with data that after intervening in students' self-efficacy, their learning motivation and academic performance will improve. Subsequent research can delve deeper into this. Additionally, most of the current studies are cross-sectional. More longitudinal studies can be attempted in future research, delving further into whether interventions in parental parenting methods and self-efficacy have lasting effects on students. Such long-term tracking can also uncover more factors affecting students' learning motivation and academic performance.

5. Conclusion

The ever-evolving educational landscape has brought into sharp focus the importance of understanding key determinants that influence a student's academic journey. Central to this discourse is the role of parental upbringing styles, the intrinsic belief systems of self-efficacy, tangible academic achievements, and the underlying currents of learning motivation. Through a methodical synthesis of pre-existing research in these domains, this study seeks to build upon foundational theories and empirical findings, while also highlighting the gaps and limitations inherent in previous studies.

The modern era of research beckons a paradigm shift. While past inquiries predominantly revolved around theoretical postulations and cross-sectional research designs, the contemporary academic milieu demands a more holistic approach. It necessitates the marriage of empirical data with intervention-based studies, and a pivot towards integrated cross-design methodologies. This research aims to serve as a bridge, offering not only an analytical breakdown of the relationship between parental upbringing and its consequent impacts on academic performance and motivation but also delving into the profound influences of self-efficacy on these variables.

Yet, as with any academic endeavor, there remain areas uncharted. For instance, the intricate interplay between parental upbringing styles and their direct impact on academic achievement, or the cyclic relationship where academic performance might shape learning motivation, appeals for a more in-depth exploration. An intriguing area of future research could be to decipher whether the dynamics between these four critical variables align with a chained mediation model.

Furthermore, a one-size-fits-all approach is untenable. Different student demographics, shaped by age and environmental contexts, present unique challenges and opportunities. For instance, vocational school students. Their discernible aversion to learning, distinct from their counterparts in regular high schools, is influenced by potentially varying parental styles and a possibly diminished sense of self-efficacy. Tailored interventions targeting this group might pivot towards strategies aimed at rejuvenating their initiative, assuaging prevalent sentiments of despondency, and bolstering their self-belief. This foundational work can then be complemented by fostering a more learner-centric educational ecosystem, urging parents to evolve in their roles, and adapting their methodologies to resonate more effectively with their wards.

Conclusively, as this generation stands at the nexus of rapid technological progress and deep academic introspection, the onus falls upon schools, educators, and parents to innovate. By adopting a multifaceted interventionist approach, fostering an environment of enthusiastic and proactive learning, and constantly igniting students' zeal for knowledge, pave the way for sustained academic engagement and superior scholastic achievements.

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