

Impact of Parenting Styles on Students' Academic Achievement

Yuxin Hua^{1,*}, Zihe Xu²

¹ Miami University, Oxford, Ohio, the United States

² Zhengzhou First High School, Zhengzhou, 450000, China

* Corresponding Author Email: huay11@miamioh.edu

Abstract. Students' learning performance is influenced by many factors, and family factors are one of the most important ones. This research examine the intricate relationship between parenting styles (PS) and their impact on the academic performance of students. The study categorizes PS into different types, each yielding unique consequences for children. The research extends beyond primary school contexts, encompassing studies on college students and high school students. Findings emphasize the lasting impact of PS on academic motivation, learning adaptation, social skills, smartphone dependence, and subjective well-being. Moreover, gender and urban-rural distinctions in high schools reveal nuanced variations in parental warmth, understanding, and interference. Other studies extends its focus to high school and university students. The impact of parental PS on learning motivation, academic performance, and social adaptation. Variables that were also considered in the study include gender, urban-rural divides, and educational system differences. The present study suggests that future studies can further explore the specific mechanism of parenting style affecting learning performance, such as mediating or moderating variables.

Keywords: Parenting styles, Academic achievement, High school, Primary school, College.

1. Introduction

The role of parenting styles has become an important area of research in the field of child development and academic achievement.

As primary school children enter the formative stages of their education, understanding the subtle effects of different parenting styles becomes important. The prior studies emphasized the significant effect of parenting styles on several aspects of students learning. In addition, the effects of parenting styles can continue into an individual's adolescence and adulthood. Further research on the influence of parenting style will help researchers to understand the mechanism of parenting style and help parents to understand the importance of parenting style.

2. Impact of Parenting Styles on Primary School Children

Previous research has explored the impact of parenting styles on primary school students.

Table 1. Basic information about the subjects [1]

		Number of people	Ratios
Distinguishing between the sexes	boy	369	72.4%
	girl	231	45.3%
Grade	fourth grade	178	29.2%
	fifth grade	180	29.5%
	sixth grade	242	39.7%

Elementary school students in grades 4 to 6 from Huzhu Road Primary School in Zhengzhou City, Henan Province were selected for this study. Six hundred copies of academic regulation questionnaire (SRQ-A) were uniformly distributed by class. 525 copies were returned and the validity rate of the questionnaire was 87.5%. The final valid questionnaire obtained by eliminating invalid data was 510,

and the validity rate of the questionnaire was 97.1% [1]. The basic profile of the subjects is shown in Table 1.

SPSS (Statistical Package for the Social Sciences) is a widely used statistical package for the social sciences to analyze data and study social phenomena. It helps users to perform various statistical analyses, such as descriptive statistics, factor analysis, regression analysis, cluster analysis, etc. SPSS can handle various forms of data, including quantitative and qualitative data, and provides visualization tools to help users better understand and interpret the results of data analysis. In addition, SPSS provides many useful functions, such as data management, data conversion and data reporting, which can help users handle and analyze data more easily.

The characteristics of the different parenting styles are as follows:

Authoritarian parenting style: This parenting style emphasizes high standards and a strict discipline system but may lack emotional support. Authoritarian parents may set high standards for their children and exercise strict control over their behavior. This style of parenting may lead to task avoidance, lowering children's self-esteem and autonomy, which may have a negative impact on their motivation to learn.

Indulgent Parenting: Indulgent parenting can be categorized as permissive and neglectful. Indulgent parents are overprotective, do not enforce rules, and do not set expected levels of performance. Neglectful parents neither demand results nor show love. In the absence of parent-set standards, children of neglectful parents rely more on school-set normative standards and do not internalize them as their own code of conduct. In the absence of appropriate guidance and support, this parenting style may negatively affect children's self-efficacy, use of cognitive and metacognitive strategies, and appropriate time management, resulting in their lower academic motivation.

Authoritative parenting style: Authoritative parents create a balance between autonomy and control by monitoring and setting high expectations while providing emotional support and autonomy. This parenting style helps children develop a positive self-image and self-confidence, as well as positive attitudes and motivation for learning.

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Authoritarian parenting styles: Limited social skills: Authoritarian parents are often controlling and demanding of their children, never taking their feelings into account, and are generally harsh and even abusive in their parenting. In this case, the child's social skills may be limited because the child may be overly submissive or lack self-confidence when interacting with peers [1].

Low self-esteem and anxiety: Since authoritarian parents often have too high expectations and demands on their children, children have difficulty in meeting their parents' demands and are prone to feeling low self-esteem and anxiety. In this case, the child may have doubts about his/her own abilities and values and find it difficult to establish a healthy self-perception [1].

Therefore, the negative impact of authoritarian parenting styles on children is manifold, including social skills, self-confidence, independence, thinking skills and emotional management. For the healthy development of children, parents should try to avoid authoritarian parenting styles and adopt more democratic, equal, respectful and understanding parenting styles [1].

Indulgent parenting style:

Lack of Responsibility and Independence: Under permissive parenting, parents pamper their children too much and solve all their problems and troubles for them, resulting in children taking everything for granted and not being held responsible for their actions. This makes children gradually lose their judgment and self-control and are prone to pursuing short-term interests at the expense of long-term interests. When children grow up, they are likely to be unable to adapt to the pressures and challenges of society. As a result, they are unable to solve problems on their own, are unwilling to take responsibility, and will eventually face confusion in the workplace and problems in interpersonal interactions [1].

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Indulgent parenting is not conducive to the healthy growth and social development of children. Parents should guide and discipline their children moderately and cultivate their sense of responsibility and independence in order to promote their all-round development.

Authoritative Parenting Style:

Self-confidence: Authoritative parents usually set clear goals for their children and require them to achieve them. This style of parenting helps children build self-confidence because they know their efforts will be recognized and encouraged by their parents.

Responsibility: Authoritative parents will emphasize their children's sense of responsibility and make them understand that their actions have an impact on the family and society. This type of parenting helps children learn to take responsibility and become responsible individuals.

Social skills: Authoritative parents usually encourage their children to participate in social activities and build friendships with their peers. This type of parenting helps children learn social skills such as sharing, cooperation, and problem solving so that they can become socially adept.

Emotional Management: Authoritative parents teach their children how to manage their emotions, such as recognizing emotions, expressing feelings, and asking for help. This type of parenting helps children learn to control their emotions and avoid emotional outbursts and behavioral problems.

However, authoritative parenting styles may have a negative impact on a child if they are too strict or uncaring. For example, the child may become too submissive, lack creativity or have low self-confidence. Therefore, authoritative parents need to find a balance between caring and strictness in order to promote the healthy development of their children.

In addition, Wu's study also proved that parenting styles have different degrees of influence on the learning motivation of primary school students [2].

3. Impact of Parenting Styles on High School and College Students

The study in “empirical analysis provided in the study on parental parenting styles and children's behavior” analyzes parental parenting styles and their impact on children's behavior, identifies two dimensions for examination: the punishment-reward dimension and the detachment-closeness dimension [3]. Effective parenting positively influences various aspects of children's lives, such as academic performance, learning adaptation, social skills, smartphone dependence, and subjective well-being. It is noted that parental parenting styles may also reciprocally affect children's mental health. Utilizing descriptive statistics and regression analysis, the research highlights the significance of regression coefficients in parental parenting styles on children's behavior, emphasizing the presence of both detrimental and advantageous cycles.

These studies specifically highlight that a child's performance in the college entrance examination is positively influenced by parental care, involvement, and a supportive parent-child relationship. In contrast to excessive expectations and interference, the positive impact of parental care and involvement on a child's performance is emphasized. Furthermore, paternal overprotection is linked to negative predictions for college students' learning adaptation. Conversely, paternal emotional warmth, understanding, and a balanced disciplinary approach indirectly impact college students' learning adaptation through fostering achievement motivation. The research also identifies variations in social adaptation dimensions among adolescents with diverse parenting styles.

In conclusion, the research outcomes suggest a substantial influence of parental parenting styles on children's behavior and development. Positive aspects such as parental care, involvement, and a harmonious parent-child relationship are associated with favorable effects on children's behavior and academic performance. Conversely, excessive interference and protection may pose potential

drawbacks to children's development. In essence, the empirical research design highlights the significant impact of parental parenting styles on children's behavior.

The article, "The Relationship between College Students' Learning Motivation and Parental Parenting Styles," delves into the connection between college students' learning motivation and the styles of parenting they experienced [4]. The study, encompassing 239 college students, utilized Work Motivation Inventory and Egna Minnen Barndoms Uppfostran tests to gauge learning motivation and parental parenting styles. Findings reveal a positive correlation between college students' learning motivation and intrinsic motivation with parental emotional care, while indicating a negative correlation with paternal harsh punishment and maternal overprotection. Through regression analysis, a significant association between specific parental parenting styles and college students' learning motivation is established. The study concludes that parental parenting styles exert a discernible impact on college students' learning motivation, underscoring the pivotal role of positive parenting practices, such as emotional warmth and understanding, in shaping intrinsic motivation and overall learning motivation in college students.

The article, "A Study on the Relationship between Parenting Styles and Academic Performance of High School Students," investigates the connection between parenting styles and the academic performance of high school students [5]. The research focused on 354 students across various high school types in Shijiazhuang city, utilizing questionnaires to gather data on parenting styles, academic motivation, and academic self-concept. Findings reveal that male students in prestigious schools report feeling more paternal warmth compared to their counterparts in vocational and regular high schools. Additionally, male students perceive more negative parenting styles from both parents compared to female students. The document suggests that these distinctions might be influenced by the educational system and traditional cultural values.

Urban high school students, in contrast to their rural counterparts, notably experience elevated levels of excessive interference and overprotection from both parents. Conversely, rural high school students disclose minimal paternal interference and, relative to their urban counterparts, express a heightened sense of parental favoritism. Male and female students attending prominent high schools sense greater warmth and understanding from their fathers in comparison to those enrolled in vocational high schools. Irrespective of school type, male students exhibit a heightened perception of the negative parenting styles of both parents, encompassing harsh punishment, excessive interference, denial, and overprotection.

Parental warmth and understanding exhibit a positive correlation with the academic motivation and academic self-concept of high school students. Conversely, parental denial and harsh punishment demonstrate a negative correlation with the academic self-concept of high school students. These outcomes may be attributed to family structure and parenting styles. Urban families, often with single children, can invest more time and energy in direct contact, potentially leading to increased interference. In contrast, rural families, primarily with multiple children, may distribute parental attention and favoritism, mitigating excessive interference with individual children. Gender differences are also a consideration, as boys' increased activity and rebelliousness may contribute to conflicts with parental rules, resulting in more negative parenting behaviors. In contrast, girls' more docile nature may lead to fewer conflicts, reducing the likelihood of negative parenting styles.

The exploration of the connection between parenting styles and academic performance suggests that positive approaches can boost students' academic motivation and self-concept, ultimately improving their overall academic performance. Conversely, negative parenting styles may have adverse effects on students' academic motivation and self-concept. The discussion also delves into the factors influencing parental parenting styles, underscoring that academic performance is not solely an outcome but a contributing factor shaping parenting styles. The adaptive nature of parenting styles is highlighted, indicating that parents may adjust their approaches based on their children's academic performance.

4. Conclusion

In conclusion, the results of the present study reveal the influence of parenting styles on students' academic performance among different age groups. More investigation into the ways that parenting practices impact academic achievement should be the focus in future studies. Future studies on academic performance may examine self-efficacy for learning, motivation, and other factors.

Authors Contribution

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

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