



UNDERSTANDING THE RELATIONSHIP BETWEEN PARENTING STYLES & CHILD'S ACADEMIC PERFORMANCE

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Abstract

Parenting style has a significant relationship with a child's academic performance. A study on this topic suggests that different parenting styles can lead to varying degrees of academic success. In this study, we will explore the relationship of parenting styles on a child's academic performance and factors that contribute to these effects. Research has consistently found that authoritative parenting, which involves warmth, support, and clear expectations, is associated with better academic performance. In contrast, authoritarian style and permissive style are associated with poorer academic outcomes. However, the relationship between them is complex and can be influenced by factors such as socioeconomic status, involvement of parents, academic self-concept, motivation, and cultural factors. Therefore, it is essential to consider these factors when investigating the link amidst parenting style and academic performance. Cultural factors, such as beliefs about education, can also influence the relationship between these. Understanding the relationship of parenting style on academic performance is crucial for parents, educators, and policymakers to promote positive parenting practices and improve a child's academic success.

Keywords: parenting, development, relationship, academic, performance,

INTRODUCTION

In simple words, parenting style is the way of interaction and communication of parents with children. Each parenting style has its own set of beliefs and characteristics which influences the child's development. Authoritarian parents tend to impose the rules on the child and they don't believe in asking the child's opinion on the decision. So, the relationship between child and parent is low. They are more into punishment instead of discipline. Authoritative parents are very cooperative and understanding as well as strict in some sensitive areas. They know when to be friendly and when to be strict. They create a positive environment and the relationship between them is high.

Permissive parents are really friendly with the child but they are very bad at setting boundaries. The relationship between parent and child is high. Uninvolved parents, they don't show any kind of emotional involvement with kids. All these parenting styles are associated with the child's academic performance.

The Authoritative parenting style, believed to be most successful at helping kids achieve their goals. Parents who adopt this style are attentive to their children's requirements while also establishing firm boundaries. They promote freedom and self-control in their kids while being nurturing and supportive of them. The Authoritarian parenting style is rigid guidelines and severe punishment, with

little space for compromise or flexibility. Here they don't believe in considering a child's opinion and their likes & dislikes. The permissive parenting style, they are indulgent and lenient with their kids and lack structure or standards. They don't set proper boundaries and ground rules for their kids and most of the kids end up in the wrong path.

The uninvolved parenting style is a neglected style they don't involve in kids' lives. Kids are completely ignored by their parents.

UNDERSTANDING VARIABLES

After reviewing the list of references provided, we have identified several articles that directly relate to the topic of the relationship established with parenting style and a child's academic performance.

Parenting Styles:

High amounts of warmth, support, and communication, together with unambiguous expectations and guidelines, are characteristics of authoritative parenting. Authoritarian parenting, in contrast, is linked to coldness, tight control, and severe punishment. Parenting that is permissive involves high level of warmth and low level of control, in contrast to neglectful parenting that is typified by low level of warmth and control. Baumrind's (1971) theory of parenting styles states that parents can be divided into four groups based on how they raise their children: authoritative, authoritarian, permissive, and neglectful. Authoritative parenting, which is seen as high level of warmth and support along with strict norms or expectations, has been linked to improved academic achievement in children, according to various research (e.g., Barber, 1996; Chen & Chen, 2019).

Academic Performance:

According to studies, authoritative parenting is characterised by high level of warmth and a significant negative impact on academic success. For instance, Chen and Chen (2019) looked into the connection between Chinese middle school students' academic achievement and their parents' parenting style. According to the findings, students who experienced authoritative parenting performed academically better than those who experienced authoritarian parenting. In a similar vein, Barber's (1996) study discovered that children who experienced authoritative parenting fared better academically than those who had permissive or authoritarian parenting.

Socioeconomic Status:

Several studies (Bradley & Corwyn, 2002; Linver et al., 2002) say, kids from higher SES homes typically perform better academically than kids from lower SES families. This is partially due to the fact that families with higher SES levels have access to more educational resources, such as better schools and tutors, which can lessen the detrimental consequences of parenting practices that are less than ideal. According to Wang and Sheikh-Khalil's (2014) research, family participation was more crucial for academic success in low-income families. Children from homes with higher SES typically have better access to educational opportunities and resources, which might lessen the negative consequences of parenting practices that are less than ideal.

Parental Involvement:

Academic success in children has been demonstrated to be significantly influenced by parental involvement in their education. Pomerantz and Eaton (2001) discovered that mothers who supported their kids' academic performance were more likely to have kids who did well in

school. In a similar vein, Wang and Sheikh-Khalil's (2014) research discovered a beneficial relationship between parental participation in high school students' academic performance and mental health. This participation can take many different forms, such as keeping an eye on schoolwork, going to parent-teacher conferences, and offering assistance with assignments.

Academic Self-Concept:

A child's impression of their academic success and ability is referred to as their "academic self-concept." According to research (Marsh, 1990; Schunk & Pajares, 2009), academic self-concept and academic achievement are linked. Additionally, it has been discovered that the link between parenting practices and academic success is moderated by academic self-concept. Researchers have also studied the connections between parental style, academic success, and academic self-concept.

Motivation:

Motivation, a crucial extra factor, shows relationship between parental styles and academic performances. Academic success depends heavily on motivation (Pintrich, 2003; Wigfield & Eccles, 2000). According to research, a parent's parenting style might influence a child's desire to study. For instance, Li et al. 's (2020) study indicated that authoritative parenting increased students' intrinsic motivation to learn more than authoritarian or permissive parenting did. Authoritarian and permissive parenting methods, were also linked to lower intrinsic drive. Another study by Dang and Guan (2017) discovered that among Chinese college students, authoritative parenting was positively correlated with academic motivation and success.

Cultural Factors:

The association between parental style and academic success might also be influenced by cultural factors. For instance, parents' attitudes and behaviors towards their children's education may be influenced by cultural beliefs about the function of education in society. Education is highly valued in collectivist societies like China and Japan, and parents usually are more involved in their child's education (Chao & Tseng, 2002; Miyamoto & Ma, 2011). Individualistic societies, like the United States, on the other hand, prioritize personal success and autonomy more, and parents may be less involved in their child's education (Schwartz et al., 2012).

METHODOLOGY

In this paper, we used a random sampling method for collecting data from parents and their children with the help of google form. We used qualitative and quantitative method (Articles, Research papers, etc)

We used two different scales for understanding parenting style and for performance. The parenting style four factor questionnaire by Shynny T.Y

ANALYSIS

PARTICIPANTS	NUMBER OF STUDENTS	AGE GROUP
MALE	64	5-12
FEMALE	36	5-12
TOTAL	100	

Participants provided basic demographic data at the beginning of the study, and before moving on to the Google Forms survey, everyone gave their informed consent to participate. Each participant was made aware of the survey's voluntary

nature. The participants then responded to a series of questions regarding the parenting style employed by their parental unit as they were growing up. Depending on whether they strongly objected, disagreed, were neutral, agreed, or strongly agreed, participants assessed the statement. These outcomes matched four distinct parenting philosophies. These were the authoritarian, permissive, authoritative, and disengaged modes. Participants responded to a series of inquiries concerning this subject on a scale. There were 64 men and 36 women participants.

The participants age range was from 5 to 12 years old. The survey was completed by 100 participants in total. It took 5 to 10 minutes to finish each survey.

The success of children's education was significantly correlated with the authoritarian parenting. The findings showed a relationship between academic achievement and students' career paths as well as between their authoritarian parenting style and career paths that is significant. In identifying and nurturing their children's skills, parents play an essential role. It is advised that parents and kids establish a close bond and mutual understanding. Therefore, it is advised that parents value the appropriate ways to interact with their kids, that they teach their kids about the importance of working for a legitimate company, and that this crucial issue be emphasized more through the media and family education programmes. They support their kids' pursuit of academic greatness, establish clear guidelines and requirements for their coursework, and give them the materials and support they need to succeed in school.

As a result of feeling encouraged to live up to their parents' expectations and receiving the assistance they require to succeed academically, this can lead to an improvement in academic performance. Additionally, authoritative parents

encourage their kids' independence and accountability. They urge their kids to take charge of their education and make wise choices on their academic goals. Children are encouraged to be independent and motivated by themselves as a result, which can improve their academic achievement. Authoritative parents frequently help their kids learn how to solve problems by involving them in decision-making processes and teaching them how to handle difficulties.

Children learn how to deal with academic problems such as challenging assignments, time management, and study tactics, which helps them perform better academically. Since they help kids get over obstacles and solve problems, problem-solving abilities are crucial for academic success. Children with authoritative parenting styles have a positive sense of self-worth. Parents who are in charge provide their kids helpful criticism, express gratitude for their accomplishments, and encourage them in their endeavors. Children who receive this kind of encouragement are better able to believe in themselves and value themselves, which has an effect on their academic success.

CONCLUSION

In conclusion, a child's academic performance is significantly impacted in relation with parental style. Authoritarian, negligent or permissive parenting styles are associated with lower levels of academic accomplishment, while authoritative parenting is connected with higher levels. These impacts may be seen due to a number of variables, including the parent-child connection, parental participation degree, child's temperament, socioeconomic situation, cultural background, and educational setting. In order to create the ideal atmosphere for their child's academic performance, parents must think carefully about their parenting approach and make any required modifications.

- The authoritative style of parenting is consistently linked to better levels of academic accomplishment, according to research. The grades, attendance, and possibility of higher education for children who are reared with an authoritative parenting style tend to be higher. This might be as a result of the supporting environment that authoritative parents create for academic success while simultaneously keeping their kids accountable for their deeds.
- In the same way, it has been demonstrated that the authoritarian style of parenting has a detrimental impact on academic success. In addition to feeling under pressure to achieve well academically, children who are raised in an authoritarian manner may also feel overwhelmed and worried. This might cause a decline in motivation and academic performance.
- Lax parenting practises have also been connected to lower academic achievement levels. The structure and discipline required for academic success may not be provided to children who are nurtured in a permissive manner. They might also have trouble staying organized and managing their time, which could hurt their academic achievement.
- The biggest detrimental effect on academic performance is from neglectful parenting. Neglectful parenting may leave children without the emotional support, direction, and tools they need to excel in school. They might also experience problems with motivation and self-esteem, which can result in a lack of interest in school.

The relationship between parenting practices on a child's academic success may be influenced by a number of variables. The bond between parents and children is one of the most crucial

elements. Children who enjoy positive relationships with and support from their parents are more likely to succeed academically. Academic achievement in children can also be impacted by the level of parental involvement in their education. The temperament of the child is another crucial consideration. Others may be more sensitive and impacted by their upbringing, while some children may be more resilient and able to overcome unfavorable parenting methods. Other factors including financial status, cultural background, and educational setting may also have an impact on the relationship between parenting and academic achievement. Authoritative parenting and higher academic success has been observed and vice versa.

The effects of permissive parenting can vary depending on the specific parenting strategies utilized and the child's temperament, despite previously being assumed to have a negative impact on academic success. Parenting practices may affect academic success at any stage of life, not just in childhood. According to research, a child's early parental experiences might have a lasting effect on their academic and life success.

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