

# Exploring the Scope of Improvement in Academics Through Different Parenting Styles

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## Abstract:

Most of the educators infer from research that family and parental participation are the primary causes of both problems and trails in the academic journey of children. Studies and educators in particular are the primary causes of both many of the problems and many of the triumphs in today's schools. This study is set to examine the connection between a child's 'academic success and his parents' attitude or level of involvement. Different parenting styles, parental aspirations, home rules, supervision, and transparent communication between parents and children are some of the variables that may affect children's academic performance.

The review of this paper involves compiling and examining different research, meta-analyses, and articles about parental involvement and how it affects middle- and high-school students' academic performance. Review results showed that a number of factors are often linked to high levels of academic accomplishment, with the major factors being an authoritative parenting style, explicit and high parental expectations and goals for their children's academic performance, parent-child communication regarding their plans and activities at school, and parent-teacher communication about their child's growth or challenges. Finally, we go over a few of the primary research constraints, which include the following: the application of non-experimental study methodologies, inconsistent definitions of parental participation across studies, and inconsistent findings.

The review's conclusions emphasize the significance of parental impact on a child's' academic success. Thus, we should consider this an important component of children's performance while creating educational policies and other educational initiatives. Schools ought to revise their parental involvement policies and create a pedagogical approach wherein educators and families share accountability for the educational achievements of their students.

**Keywords:** parent's influence, academic accomplishment, parent-children's relationship, parent's attitude, parenting style.

## 1. Introduction

A child's growth is largely influenced by his/her family. Family creates the first social and a learning atmosphere for a child and so mostly, it is observed that children's academic success depends on the motivation one gets from a family. Family can have an impact on children's education directly through behavioral aspects or indirectly through the psychological climate that already exists at home. Children's personality development and academic success is substantially determined by their family more or less through conscious educational techniques. One of the factors thoroughly researched in literature is the

behavioural practice of parents and their influence on the child's future intellectual, social, and emotional development.

The research literature on the connection between academic success and parental participation is examined in this paper. Result of which, four questions come out firstly, what is the definition of parenting style? Secondly, what is the relation between parental involvement and improved academic performance among middle school and high school pupils? Thirdly, which particular fact of parental involvement benefits the child the most? Lastly, is there a consistent relation between parental participation and academic success for various groups?

**2. Methodology**

Apart from looking into the body of numerous research papers on the subject in order to find a response to the four research questions cited, we had a conversation to know facts with about 50 parents of high school children. Moreover through social science research database papers, analysis of connection between student academic accomplishments, and parental influence was done. The query phases with parents comprised a number of factors like parental expectations, support, involvement, and style, as well as academic accomplishment of children. other aspects like emotional balance, family atmosphere, open conversations were also discussed and studied which clarified the significance of particular parental participation factors.

Anova: Single Factor						
SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Authoritarian	2	27	13.5	40.5		
Authoritative	2	105	52.5	612.5		
Permissive	2	15	7.5	12.5		
Uninvolved	2	3	1.5	0.5		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	3181.5	3	1060.5	6.369369	0.052827	6.591382
Within Groups	666	4	166.5			
Total	3847.5	7				

**3. Review of Literature**

Daniela Porumbu and Daniela Veronica Necsoi, in EDU-WORLD 2012, suggested that communication must be seen between parents and their teachers for the children’s better future. He encouraged an authoritative parenting style. He believed that parental involvement has to be viewed as a process rather than a one-time event, and a strategy in which family and teachers assume mutual responsibility for children’s outcomes has to be implemented.

Mohammad Ali Besharat reviewed that maternal authoritative and authoritarian parenting styles were associated with children's academic achievement in opposite directions. Maternal authoritative style was positively associated with children's academic achievement, while maternal authoritarian style was negatively associated with children's academic achievement. He concluded that parenting styles might interact with other variables to produce positive or negative consequences.

Juan Yang and Xinhui Zhao (Volume 113, June 2020, 105017) advised that parenting style plays a powerful role in shaping early human capital. This paper illustrates the influence of Chinese parenting styles on children's academic development. Specifically, this paper adopts a large-scale survey of middle school students. By using factor analysis and cluster analysis methods, the family environment variables are divided into authoritative, authoritarian, permissive, and neglectful parenting styles.

Vida Hosseinpour, Saeed Yazdani, and Mojgan Yarahmad (12 May 2021) stated that the goal of the present study was to investigate the relationship between Iranian parents' involvement, attitude, educational background, and level of income and their children's English achievement test scores. It was proved, all four hypotheses were proved, and it was shown that there are highly positive correlations between the parents' involvement, attitude, educational background, and income level and their children's achievement. More specifically, parents' involvement and attitude were found to be really significant in their children's learning, meaning the more they get involved in and the more positive attitude they have toward their young children's education, the more their children are successful in it. Finally, as it was found, a variety of parents' personal characteristics, such as age, gender, educational levels, and income, are significant in their own attitudes, motivations, and involvement, as well as their children's educational achievement.

Objectives:

1. To know how parents, behaviour and communication, influence their children's academics.
2. To understand the parents perceptions of their child's academic development.
3. To find out how a parenting style differs according to the situation.

### **Implications of the present study:**

This study helps us to understand the causal relationships between parental practices and children's academic success. In order to compare the current study's findings about the connections between parental practices and children's academic performance, more research is required. These studies could help us comprehend how parental practices affect children's development of academic behaviour in different situations. It should be noted that parenting philosophies might combine with other factors to produce favourable or unfavourable outcomes. These predictions can then be used to create preventive programs that work better.

### **Conclusion:**

We now know that no single parenting style can ensure success for every child since every child is different, based on a thorough analysis of many parenting philosophies and how they affect child's academic growth. Nonetheless, it seems that authoritative parenting is the most advantageous for a child's overall growth. High standards are typically connected with authoritative parenting; emotional support and open communication are necessary for the development of self-discipline. Children with imaginative thinking and self-assurance.

Conversely, it is critical to keep in mind that not every child will benefit academically from excellent parenting in a given style. It is necessary to adapt one's parenting style to the circumstances by using various techniques in order to meet their ward's unique requirements, character, and capacity for learning. Furthermore, it is imperative that parents keep in mind that there are other factors to consider when assessing their child's success besides academic performance. Equally vital are his social, emotional, and general growth, all of which will help him become a better person and undoubtedly pave the path to success.

The most crucial thing to realize is that a child's ability to make independent decisions, have the bravery to face setbacks, and develop a love of learning are the keys to their academic achievement and future success. Parents can have a significant impact on their children's academic success and general well-being by creating a loving and supportive environment at home and keeping lines of communication open with both instructors and students.

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