Parenting Style: - A Review of Related Literature

***Sangeeta &**Prof. Shravan Kumar**

[*]Research Scholar, Department of Education, University of Lucknow, Lucknow (U.P.)

[*2]Professor, Department of Education, University of Lucknow (U.P.)

Abstract

The aim of the paper is to examine the concept of parenting style and study the research related to it carried out in period of last few years. Parents play a major role in their children's lives, from supporting academics and athletics to modeling morals as a child grows (keep in mind, child copies what you do, not what you say!). But there are other people who have significant impact on children's lives, particularly when they start schooling and engage with the outside world. While most parents strive to provide their kids with the finest start in life, it's equally critical for parents to acknowledge that children have individual temperaments, personalities, and desires from birth. Although parents could have the desire to force their child down a particular road, their role is to act as a child's interface with the outside world, preparing them for future autonomy and the freedom to choose anything they so desire. Parenting style is the general method that parents employ to bring up their children. Parenting styles are, in fact, a collection of methods or techniques that parents employ to bring up and socialize their children. These approaches can significantly affect a child's behaviour, growth, and overall well-being. Diana Baumrind, a psychologist, popularized the idea of parenting styles in the 1960s. Her study distinguished three primary parenting philosophies: permissive, authoritarian, and authoritative. Current study explores parenting style and pervious research findings on it and studies the different areas where research has been done related to parenting style.

Keywords :*Parenting styles.*

Introduction: -

*Parenting styles refers to the 'how' of parenting i.e., how parents interact, discipline, communicate, and respond to the behaviour of a child while socializing the child in their group.***From: International Encyclopedia of the Social & Behavioural Sciences (Second Edition), 2015.**

Purpose: - The purpose of the study is: -

1. To examine the concept of parenting style.
2. To explore the previous research related to the parenting style.

Concept of parenting style :

The term Parenting style was conceptualized by Diana Baumrind, and used to capture normal variations in parents' attempts to control and socialize their children (Baumrind, 1991). Furthermore, parenting style was also defined by (Darling & Steinberg, 1993) as constellation of

attitudes towards the child that are communicated to the child and that, taken together; create an emotional climate in which the parent's behaviour is expressed."

Parenting style has three elements: - Parental responsiveness, parental demandingness (Maccoby & Martin,1983) and psychological control (Barber; 1996).

- **Parental responsiveness** also knows as parental warmth or supportiveness is defined as "to extent parent foster children's individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent towards children's special needs and demands" (Baumrind,1991).
- **Parental demandingness** also known as behavioural control, is described as parents' claim to their children, to become integrated into family as a whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys." (Baumrind 1991).
- **Psychological Control** "refers to control attempts which create hindrance in the psychological and emotional development of the child" through use of different parenting practices such as guilt induction, withdrawal of love, or shaming.

Baumrind categorized parenting style into three types on the basis of characteristics viz. **Authoritarian**, **Permissive** and **Authoritative** whereas, **Maccoby and Martin (1983),** described parenting style into 4 categories as following**: -**

- **Authoritarian parenting style** of parents is demanding but unresponsive. They impose strict rules and regulations on their children. They interact less and expect that children follow their orders and demands without any objection or question. power assertive techniques of socialization (threats, commands, physical force, love withdrawal etc.) are used by authoritarian parents and children's self-expression and independence are restrained.
- **Authoritative parenting style** is combination of both demandingness and responsiveness. It accepts children's point of view in decision making and encourages them to think beyond the limit and achieve their goal. Strong demandingness and strong responsiveness are traits of this style. In addition to being caring, firm, and enforcing regulations, authoritative parents also pay attention to their children's wants and worries. This is often perceived as an effective and balanced parenting approach.
- **Indulgent parenting style,** also called as permissive or nondirective parenting style, involves low demands and high responsiveness. It provides full freedom and doesn't control children's behaviour until physical harm is involved. High responsiveness and low demandingness are traits of permissive parenting. Often avoiding conflict and setting new rules, permissive parents are indulgent and tolerant. Despite their potential nurturing, the youngster may experience difficulties due to the absence of structure.
- **Neglectful or Uninvolved parenting style.** Subsequently, **Maccoby and Martin** proposed the fourth parenting style and it reflects a lack of demand and responsiveness. Such type of parents are rude, inefficient in disciplining their kids, neglect to interact with them, stay out

of child-related affairs, and ignore their needs till the child becomes neglected. While taking decisions, these parents hardly ever take their child' opinion into account and typically don't want their children to interrupt them. They are referred to as uninvolved, detached, dismissive, or hands-off since they are neither demanding nor responsive. These parents don't set boundaries and express little affection or control.

Research related to the parenting style

Parenting style and academic achievement: -

Several empirical studies have focused on parenting style and academic achievement (Brown & Iyengar, 2008;Jovanovic, 2014;Abdi et al., 2015;Joseph, 2015;Tanvir et al., 2016; Theresya et al., 2018; Lata & Tripathi, 2017) . Across these studies there is consistent evidence to suggest that maximum parents practice authoritative parenting style (Brown & Iyengar,2008; Omar et al., 2012) and parenting style does not affect the outcome of students (Brown & Iyengar,2008).Omar et al., (2012) research indicates no relationship between parenting style and academic achievement. Whereas some other studies found indulgent parenting style is top most style practiced by parents in Spain. Research also found that indulgent parenting style was equal or better than authoritative parenting style in terms of students' outcome (García & Gracia, 2009). On the other hand Turner et al., (2009) found no association between permissive (indulgent) and authoritarian parenting style with academic achievement and Ohol et al.,(2023) found low positive correlation between indulgent parenting style and academic performance and no relationship between neglectful parenting style and academic achievement. Permissive parenting style negatively impacts achievement of students and more than the half of such students have below average academic achievement whose parents practice authoritative parenting style (Theresya et al., 2018). Parenting style impacts student's academic achievement (Tanvir et al., 2016). Arriving at similar findings, Wilder (2014) found positive relationship between parental involvement and academic achievement. Students whose parents practice authoritative parenting style shows higher academic orientation (Hassan et al., 2022) on the other hand, where parents use autocratic parenting style, students show lower academic achievement (Abdi et al., 2015).

The research Jovanovic, (2014) result indicates significant relationship between parenting style and academic competence of adolescent. Shengyao et al., (2024) noted parenting style has positive association with academic resilience. On the other hand, Masud et al.,(2016) found that parenting style individually do not affect academic performance but also self-efficacy plays crucial role as a mediating variable between authoritative parenting style and academic performance of students to build the relationship between variables.

Spera,(2005) reviewed the empirical researches in these areas and reached the conclusion that authoritative parenting style is highly associated with student's academic achievement (Turner et al., 2009) but this association is not consistent across culture, ethnicity and socio-economic status. Similarly, Ohol et al., (2023) found a highly positive relationship between

authoritative parenting style and academic performance. Jaiswal, (2017) did a review-based study and stated that parental involvement declines during the middle or above school levels. Conjointly authoritative parenting style is positively associated with academic performance across all school levels; however, this finding varies according to ethnicity, culture and socioeconomic status.

Theresya et al., (2018) stated that parent parenting style depends on some factors such as: - birth order, family size, gender, socio economic status of the family and education. She confirmed in the study that more boys perceived authoritarian parenting style as compared to girls. Further, researcher found in study that eldest child of family faces authoritarian parenting style, reason given by researcher is that in beginning parents are less experienced in parenting. The aim of the study conducted by Yakoh et al., (2015) was to analyze the relationship of parenting style with adolescents' outcome. Result showed that adolescent from indulgent parenting showed better outcome than adolescents from authoritative parenting. In the study, Joseph, (2015) concluded that substantial number of mothers use authoritative parenting style approach for upbringing their child. There is a significant positive impact of authoritative parenting style on academic achievement of students although authoritarian a.k.a. punitive style has least impact and neglectful parenting has negative impact on academic of students.

Parenting Style and Academic Motivation and Self-Efficacy :

Students, whose parents are having authoritative parenting style, are highly intrinsically motivated to their academic pursuits (Rivers et al., 2012). A study by Pinquart (2016) also reveals positive correlation between authoritative parenting style and intrinsic motivation (to know, towards accomplishment, experience stimulations) for both gender. Similarly, Somya & Singh (2023) have reported positive correlation between authoritarian parenting style and academic motivation among young adults. Children who experience authoritarian parenting style are less motivated academically than children who experience authoritative or permissive parenting style.

More studies have found high positive correlation between parenting style and academic motivation (Ohol et al., 2023). Although Turner et al., (2009) has not found significant association between authoritative parenting and intrinsic motivation per se, study has shown that intrinsic motivation is good predictor of academic performance. On the contrary, Hao, (2024) did the review and concluded that authoritative parenting style not only helps to perform good academically but also motivates students for acquisition for knowledge.

Although, Turner et al., (2009) have noted that authoritative parenting style and self-efficacy are significant predictors of academic performance, but did not find association between self-efficacy and authoritative parenting. Contrarily, Tam et al., (2012) found that authoritative parenting style is significantly related to self-efficacy whereas authoritarian and permissive parenting style were not able to establish any relationship with self-efficacy.

Shengyao et al., (2024) provided evidence that self-efficacy may be a good predictor to know relationship between parenting style and academic resilience. Parenting style was also found to

be indirectly and positively related to academic resilience via self-efficacy and academic motivation, respectively. Indirect effects of self-efficacy are more powerful than direct effects on academic resilience.

Pandey et al.,(2023) and Tam et al., (2012). stated that male students had high self-efficacy comparatively to female students but did not find significant difference between gender on the level of self-efficacy. Additionally, there was no significant association between parenting style and self-efficacy. Whereas Wang & Ding, (2021), Widiartini & Laksmi, (2019) stated that Authoritative parenting style positively affect self-efficacy of students. Self-efficacy of students could be increased/ improved with the help of authoritative parenting style or the most appropriate parenting style. Notably, higher self-efficacy was found in girls as compared to boys. Widiartini & Laksmi, (2019) believed that parental emotional warmth dimension helps to enhance the self- efficacy of students and rejection over protection parental dimension is not fruitful to develop self-efficacy.

B. Wang, (2024) found that self-efficacy positively correlated with academic achievement and it directly and indirectly gets affected by parenting style. Students who have high self-efficacy feel more active to face challenges whereas who are low in self efficacy feel unable to take challenges, former perform good in academics and decision making etc. So, to improve the self-efficacy of students, parents should opt for appropriate parenting style.

Theresya et al., (2018) found in study that maximum students have moderate level of self-efficacy. Authoritative parenting style inculcate higher self-efficacy in students regarding decision making, academic achievement etc.

Parenting Style and Anxiety :

(Macmull & Ashkenazi, 2019) determined that student shows higher level of math anxiety with better level of parenting style but anxiety level decreased when self-efficacy factor play its role. Instead, permissive parenting style had lower impact on math anxiety. On the basis of gender, it was found that math anxiety affects the female more than male. Additionally, it was concluded that when mothers practice authoritarian parenting style, as a predictor of parenting style, student math anxiety shot up. Further, the study found positive relationship between authoritative parenting style and math self-efficacy and negative effect between math self-efficacy and math anxiety. It means as level of the math self-efficacy increases, level of the math anxiety of student got down. Similarly, Omar et al., (2012) studied on Nigerian students and found negative relationship between permissive and authoritative parenting style and test anxiety and positive relationship between authoritarian parenting style and test anxiety. Ifeoma et al., (2017) also reported that authoritative parenting style negatively predicted test anxiety while permissive and authoritarian parenting style do not significantly predict test anxiety of students. Albeit, the result of Havasian & Havasian, (2017) showed that there is a direct relationship between parenting and test anxiety. Authoritative parenting style increased anxiety in students. Strict parenting, low level of education, and unemployment are factors that are responsible for increasing the amount of test anxiety.

A study was conducted by Thergaonkar & Wadkar, (2007) on Indian students(science stream) aged between 15 to 17 years. In that, negative test anxiety association was found between democratic attitude of parents and acceptance of parents. Further found was that test anxiety components, worry and emotionality, were significantly negative correlated with both mother's as well as father's democratic attitude. Worry component of test anxiety was significantly negatively associated with acceptance of parents rather than emotionality component of test anxiety.

Nejad et al., (2014) conducted (on 5th and 6th grade, Tehran) research and found that authoritative paternal parenting and exam anxiety are negatively associated, on the other hand autocratic paternal parenting style and exam anxiety are positively associated. Similarly authoritative maternal parenting style and exam anxiety are negatively associated. While, autocratic maternal parenting style and exam anxiety are positively or reversely associated. Albeit, the result of Silva et al., (2007) indicated that college students' anxiety levels were positively correlated with fathers' authoritative parenting style and negatively correlated with mothers' authoritarian parenting style. Additionally, there was a correlation between college students' grade point averages and their anxiety and drive, as well as the authoritative and authoritarian parenting styles of their parents.

Parenting Style and Creativity:

Fearon et al., (2013) studied on Jamaican population, where he noted authoritarian as the popular style of parenting and it is a salient predictor of creativity but both have a negative relationship. Further found in a study was negative relationship between authoritarian parenting style and students' creativity (Miller et al., 2012). So that there is low level of creativity in such students. On the other hand Miller et al., (2012) found positive relationship between permissive parenting style and creativity. Similarly, Fraleigh,(1999) determined significant positive relationship between authoritative parenting style and creativity while there is a significant negative relationship between authoritarian parenting style and creativity and no significant relationship was found between permissive parenting style and creativity. On the same page, Mehrinejad et al., (2015) noted authoritative parenting style of mothers has positive relationship with creativity and authoritarian parenting style of mother has negative association with creativity. No significant relationship was found between permissive parenting style of mother and creativity.

A significant difference found between democratic and authoritarian parenting style group is with respect to verbal creativity potentiality (Fluency, Flexibility, Originality), further, researcher found significant difference between democratic and authoritarian parenting style with respect to non-verbal creative potentialities (Elaboration, Originality). On the same page, researcher found significant difference between SESl and SESh groups in terms of verbal and non-verbal creativity. (*Effect of Parenting Style, Parent's Attitude and Socio-Economic Status on Creativity - ProQuest*, n.d.)

Dong et al., (2022) stated on the basis of evidence, subjective and objective creativity are positively associated with positive parenting whereas negatively associated with negative parenting. Moreover, they confirmed that parenting style is strongly related to children's creativity. Positive parenting contributes to inculcate high level of creativity and negative parenting diminish creativity skill from children.

Fang & Shen, (2021) conducted a study on undergraduate students. Findings of the study concluded that creativity is positively associated with democratic parenting style and negatively associated with authoritarian and neglecting parenting style. Moltafet et al., (2018) studied on undergraduate students and found that warmth and structure style of parenting positively influence, and coercion and chaos style of parenting negatively influence the students' emotional creativity. Additionally, basic psychological need and parenting style lead students towards high emotional creativity.

Conclusion:

The patterns of actions, viewpoints, and strategies parents employ to interact with and raise their child are known as their parenting style.Diana Baumrind had given typology of three parenting styles, which are; authoritative, authoritarian and permissive (or indulgent).

Mostly descriptive type studies have been taken up in this area. The two major parenting dimensions are acceptance/responsiveness and demandingness/control. After the review of previous related research, it was found that parenting style affects the academic achievement, motivation, self-efficacy, anxiety and creativity of students. Authoritative parenting is positively correlated with academic achievement, motivation, self-efficacy and student's creativity, whereas authoritarian parenting style is negatively correlated with academic achievement, motivation, self-efficacy and creativity of students. Permissive and neglectful parenting styles have no correlation with creativity. It is also found that mothers and fathers often use different parenting styles from each other. College students' anxiety levels were positively correlated with fathers' authoritative parenting style and negatively correlated with mothers' authoritarian parenting style. Substantial number of mothers use authoritative parenting style approach for upbringing a child.

So, it can be concluded that, with authoritative parenting style students or children show most favorable development outcome. While authoritarian and permissive parenting style have negative development outcome on children. Neglectful parenting style has poorest impact on overall development outcome of children.

References :

Abdi, M., Yasavoli, H. M., & Yasavoli, M. M. (2015). Assessment of Structural Model to Explain Life Satisfaction and Academic Achievement Based on Parenting Styles. *Procedia - Social and Behavioral Sciences*, *182*, 668–672. https://doi.org/10.1016/j.sbspro.2015.04.806

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, *11*(1), 56–95. https://doi.org/10.1177/0272431691111004

Brown, L., & Iyengar, S. (2008). Parenting Styles: The Impact on Student Achievement. *Marriage & Family Review*, *43*(1–2), 14–38. https://doi.org/10.1080/01494920802010140

Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, *113*(3), 487–496. https://doi.org/10.1037/0033-2909.113.3.487

Dong, Y., Lin, J., Li, H., Cheng, L., Niu, W., & Tong, Z. (2022). How parenting styles affect children's creativity: Through the lens of self. *Thinking Skills and Creativity*, *45*, 101045. https://doi.org/10.1016/j.tsc.2022.101045

Effect of parenting style, parent's attitude and socio-economic status on creativity—ProQuest. (n.d.). Retrieved April 27, 2024, from https://www.proquest.com/openview/b21901af50ac8340bbaac6e9733bb577/1?pq-origsite=gscholar&cbl=2032134

Fang, Y., & Shen, Y. (2021). The Relationship between Undergraduate Students' Parenting Style and Creativity. *Psychology*, *12*(4), Article 4. https://doi.org/10.4236/psych.2021.124031

Fearon, D. D., Copeland, D., & Saxon, T. F. (2013). The Relationship between Parenting Styles and Creativity in a Sample of Jamaican Children. *Creativity Research Journal*, *25*(1), 119–128. https://doi.org/10.1080/10400419.2013.752287

Fraleigh, S. M. D., Philip L. Ritter, P. Herbert Leiderman, Donald F. Roberts, Michael J. (1999). The Relation of Parenting Style to Adolescent School Performance. In *Cognitive and Moral Development, Academic Achievement in Adolescence*. Routledge.

García, F., & Gracia, E. (2009). Is always authoritative the optimum parenting style? Evidence from Spanish families. *Adolescence*, *44*(173), 101–131.

Hao, X. (2024). Literature Review: Relationship Between Parenting Style, Self-Efficacy, Academic Performance and Learning Motivation. *Journal of Education, Humanities and Social Sciences*, *26*, 79–85. https://doi.org/10.54097/c2memq61

Hassan, M., Malik, A. S., Sang, G., Rizwan, M., Mushtaque, I., & Naveed, S. (2022). Examine the parenting style effect on the academic achievement orientation of secondary school students: The moderating role of digital literacy. *Frontiers in Psychology*, *13*, 1063682. https://doi.org/10.3389/fpsyg.2022.1063682

Havasian, M., & Havasian, Z. (2017). *The relationship between test anxiety and parenting in high school students, malekshahi, ilam*. *4*, 3806–3809. https://doi.org/10.5281/zenodo.1039862

Ifeoma, J., Onyishi, O., Ubom, A., Akinola, J., & Chukwuorji, J. (2017). *Roles of parenting styles and emotion regulation in test anxiety among secondary school students*. *7*, 33–51.

Jaiswal, S. (n.d.). *A Review of the Relationship between Parental Involvement and Students' Academic Performance*. Retrieved March 15, 2024, from

https://www.academia.edu/22829452/A_Review_of_the_Relationship_between_Parental_Involvement_and_Secondary_School_Students_Academic_Achievement

Joseph, R. (2015). *A Study to Assess the Parenting Styles and Academic Performance of School Children*. https://www.semanticscholar.org/paper/A-Study-to-Assess-the-Parenting-Styles-and-Academic-Joseph/90f2e6d09f40f80027c82ac3aadd458e374969f7

Jovanovic, D. (2014). Parenting Style, Involvement of Parents in School Activities and Adolescents' Academic Achievement. *Procedia - Social and Behavioral Sciences*. https://www.academia.edu/109064853/Parenting_Style_Involvement_of_Parents_in_School_Activities_and_Adolescents_Academic_Achievement

Lata, A., & Tripathi, K. N. (2017). ***K. N. Tripathi department of psychology barakatullah university, Bhopal*.

Macmull, M. S., & Ashkenazi, S. (2019). Math Anxiety: The Relationship Between Parenting Style and Math Self-Efficacy. *Frontiers in Psychology*, *10*, 1721. https://doi.org/10.3389/fpsyg.2019.01721

Masud, H., Ahmad, M. S., Jan, F. A., & Jamil, A. (2016). Relationship between parenting styles and academic performance of adolescents: Mediating role of self-efficacy. *Asia Pacific Education Review*, *17*(1), 121–131. https://doi.org/10.1007/s12564-015-9413-6

Mehrinejad, S. A., Rajabimoghadam, S., & Tarsafi, M. (2015). The Relationship between Parenting Styles and Creativity and the Predictability of Creativity by Parenting Styles. *Procedia - Social and Behavioral Sciences*, *205*, 56–60. https://doi.org/10.1016/j.sbspro.2015.09.014

Miller, A. L., Lambert, A. D., & Speirs Neumeister, K. L. (2012). Parenting Style, Perfectionism, and Creativity in High-Ability and High-Achieving Young Adults. *Journal for the Education of the Gifted*, *35*(4), 344–365. https://doi.org/10.1177/0162353212459257

Moltafet, G., Sadati Firoozabadi, S. S., & Pour-Raisi, A. (2018). Parenting Style, Basic Psychological Needs, and Emotional Creativity: A Path Analysis. *Creativity Research Journal*, *30*(2), 187–194. https://doi.org/10.1080/10400419.2018.1446748

Nejad, M. A. T., Asadzade, H., & Nikookar, A. (2014). Study the relationship between parenting styles and exam anxiety: An examination of the moderating role of classroom management styles. *Advances in Environmental Biology*, 826–834.

Ohol, K., Kamerikar, A., Jadhav, A., Talsandekar, A., & Shinde, J. (2023). INFLUENCE OF PARENTING STYLES ON THE ACADEMIC PERFORMANCE AND ACADEMIC MOTIVATION OF ADOLESCENTS. *Journal of Southwest Jiaotong University*, *15*, 600–608.

Omar, N., Azmi, A., & Ahmad, S. (2012). PENGUJIAN MODEL GAYA KEIBUBAPAAN BAUMRIND KE ATAS PENCAPAIAN AKADEMIK PELAJAR SEKOLAH

MENENGAH (Testing Baumrind's Model of Parenting Styles on Academic Achievement among Secondary School Student). *E-Bangi FSSK UKM*, *105*, 105–120.

Pandey, R., Bansal, S., & Benny, A. (2023). *Self-Efficacy and Self-Esteem among Adolescents: Role of Parenting Style*. *03*, 1–8.

Pinquart, M. (2016). Associations of Parenting Styles and Dimensions with Academic Achievement in Children and Adolescents: A Meta-analysis. *Educational Psychology Review*, *28*(3), 475–493. https://doi.org/10.1007/s10648-015-9338-y

Rivers, J., Mullis, A. K., Fortner, L. A., & Mullis, R. L. (2012). Relationships Between Parenting Styles and the Academic Performance of Adolescents. *Journal of Family Social Work*, *15*(3), 202–216. https://doi.org/10.1080/10522158.2012.666644

Shengyao, Y., Jenatabadi, H. S., Mengshi, Y., Minqin, C., Xuefen, L., & Mustafa, Z. (2024). Academic resilience, self-efficacy, and motivation: The role of parenting style. *Scientific Reports*, *14*. https://doi.org/10.1038/s41598-024-55530-7

Silva, M., Dorso, E., Azhar, A., & Renk, K. (2007). The Relationship among Parenting Styles Experienced during Childhood, Anxiety, Motivation, and Academic Success in College Students. *Journal of College Student Retention: Research, Theory & Practice*, *9*(2), 149–167. https://doi.org/10.2190/CS.9.2.b

Somya, & Singh, D. S. (2023). A Study on the Impact of Authoritarian Parenting Style on the Emotional Intelligence and Academic Achievement in Young Adults. *International Journal of Indian Psychology*, *11*(3). https://doi.org/10.25215/1103.112

Spera, C. (2005). A Review of the Relationship Among Parenting Practices, Parenting Styles, and Adolescent School Achievement. *Educational Psychology Review*, *17*(2), 125–146. https://doi.org/10.1007/s10648-005-3950-1

Tam, C. L., Chong, A., Kadirvelu, A., & Khoo, Y. T. (2012). Parenting styles and self-efficacy of adolescents: Malaysian scenario. *Global Journal of Human-Social Science: Arts & Humanities*, *12*(14), 19–25.

Tanvir, M., Bukhari, F. K., & Fayyaz, S. (2016). *Parenting Style and Its Effects on Academic Achievement of Children*. *4*(1).

Theresya, J., Latifah, M., & Hernawati, N. (2018). The Effect of Parenting Style, Self-Efficacy, and Self Regulated Learning on Adolescents' Academic Achievement. *Journal of Child Development Studies*, *3*(1), Article 1. https://doi.org/10.29244/jcds.3.1.28-43

Thergaonkar, N. R., & Wadkar, A. J. (2007). Relationship between Test Anxiety and Parenting Style. *Journal of Indian Association for Child and Adolescent Mental Health*, *3*(1), 10–12.

Turner, E., Chandler, M., & Heffer, R. (2009). The Influence of Parenting Styles, Achievement Motivation, and Self-Efficacy on Academic Performance in College Students. *Journal of College Student Development*, *50*, 337–346. https://doi.org/10.1353/csd.0.0073

Wang, B. (2024). Influence of Parenting Style, Teacher Support and Academic Self-efficacy on Academic Achievement. *Lecture Notes in Education Psychology and Public Media*, *37*, 219–224. https://doi.org/10.54254/2753-7048/37/20240548

Wang, L., & Ding, X. (2021). Influence of Parenting Style on Self-efficacy of Children. *Lecture Notes in Education Psychology and Public Media*, *1*, 270–274. https://doi.org/10.54254/2753-7048/1/ICEIPI_215

Widiartini, N. K., & Laksmi, P. (2019, December 12). *The Effect of Parenting Style Authoritative on Self-Efficacy of Class V Students of Sd Gugus I Gusti Ngurah Rai Kecamatan Denpasar Selatan Academic Year 2018/2019*. https://www.semanticscholar.org/paper/The-Effect-of-Parenting-Style-Authoritative-on-of-V-Widiartini-Laksmi/b9a6e617631aa282e50d39276df9e1d96baaca06

Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, *66*(3), 377–397. https://doi.org/10.1080/00131911.2013.780009

Yakoh, M., Chongrukasa, D., & Prinyapol, P. (2015). Parenting Styles and Adversity Quotient of Youth at Pattani Foster Home. *Procedia - Social and Behavioral Sciences*, *205*, 282–286. https://doi.org/10.1016/j.sbspro.2015.09.078