



The Factor Effects the Treatments of Parenting Styles on Young Adolescents' Academic Achievements

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Abstract:

Research suggests that parenting styles have a substantial effect on the development of teenagers. The most significant relationship a person can have been the connection between parents and their children. This article reviewed the relationship between parenting styles and adolescents' academic achievements. Several studies indicated that an authoritative parenting style has a positive correlation with a higher level of school achievement. The current study reviewed the reasons from three different dimensions that cause parents to have different parenting styles and given definitions and examples to explain the extent of the impact. Finally, treatments for what parents and teenagers can do to improve school achievements were summarized. This study provided a broad picture of how parents affect their children's academic achievement.

Keywords: *Parenting Styles, Academic Achievement, Young Adolescence, Parenting Practices*

Introduction:

As per Sir Young adolescents' development is significantly associated with parenting styles. This is a unique and arduous period when teenagers may confront many difficulties, needing support and encouragement from parents. Researchers indicated that positive parenting behaviours had a significant, long-lasting, and protective effect on adolescent development in the previous study. Connectedness between parents and children, as well as an authoritative parenting style are protective factors for teenagers. Another study suggests that parenting styles play a purposeful and

worthwhile part in children's development and viewpoints. According to Baumrind, parenting styles include authoritative, authoritarian, indulgent, and neglectful. Authoritative parents are frequently engaged in teenagers' development, such as academic achievements, interests, and behaviours. They are rigid but also show a great amount of love and guidance. Children raised in authoritative households outperform their peers raised in authoritarian, indulgent, or neglectful homes on an extensive range of capability, success, social development, self-cognition, and mental health measurement. Young adolescents in either the

authoritarian or indulgent groups exhibited a combination of positive and negative characteristics. Adolescents who come from authoritarian homes have a reasonably well score on school achievement and deviance assessment but low on evaluation of self-reliance and self-concepts. Adolescents from indulgent households performed severely in terms of school involvement, drug and alcohol usage, and school misbehaviour but performed well regarding social competence and self-confidence. In other words, authoritarian parents will give higher standards to their children where setting clear rules and expectations with strictness and seldom spoiling them. In contrast, children raised in indulgent homes can choose what they want to do, for which they are rarely given rules and less control. The last parenting style is neglectful, describing parents who are under-involved with their children and respond minimally to their needs or behaviour. In conclusion, previous studies showed many incredible findings, indicating that the focus on parenting styles and academic achievement has been raised. Therefore, this study reviewed the reasons, effects, and treatments of different parenting styles that influence young adolescents' academic achievements.

Implications:

According to Sir Merrill-Palmer Quarterly (1982-, 1998 Parent-child relationships constitute a very unique sort of relationship in which each individual is involved. Some reasons why some teenagers may be involved in having
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different parenting styles consist of culture, socioeconomic status, and gender. Culture difference According to the findings, the benefits of authoritative parenting approaches on teenagers' academic success have been widely observed in numerous nations and cultures. It is hard to deny the benefit that authoritative parents can help teens grow into warm and supportive families, where they can have opportunities to explore themselves and create chances to make progress. However, it is vital to keep in mind that the relationship between parenting and academic achievement have a significant influence by culture, and Baumrind's theories may not always match parenting practices in countries besides western nations. In other words, many data were being used by the samples of White, European, and American families. Since different cultures may value authoritarian parenting styles as the most useful and influential to educated youth, for example, in previous research, authoritarian parents may be seen as someone who set lots of commands and limitations for European American families whereas for Asian families, it may appear as kindness and encouragement . Correspondingly, another research indicated that when comparing authoritative and authoritarian parents, authoritarian parents who are in Hong Kong, China were more likely to foster greater academic attainment in their adolescents. Moreover, the cultural difference also includes ethnic distinction. The association between authoritarian parenting style and academic success was discovered to vary among ethnic groups in

Western countries. It suggests that Hispanic households were less negatively affected than non-Hispanic White ones. At the same time, in Asian minority homes, the link between authoritative parenting and academic success was less than in non-Hispanic White families. Therefore, people from other countries have different values and beliefs, significantly affecting parenting styles. Socioeconomic Status

Many studies found that lower socioeconomic status led parents to perform authoritarian parenting styles. Wealthier families have more resources and chances for children to access good education following authoritative parenting. In contrast, people who live in poverty have fewer opportunities to provide a structural and systematic education for children. Poverty and shortage of income limit parents' ability to provide supportive, consistent, and engaged parenting. Some possible explanations for this are parents who are in the lower SES may need to work double or triple shifts to make ends meet or single parent families, resulting in less time focusing on teens. Additionally, impoverished mothers are more likely than their advantaged counterparts to utilize power-assertive discipline and are typically less supportive of their children. Poor mothers also demand greater compliance, use less rationale, and resort to physical punishment on a regular basis. Also, lower-income parents tend to issue demands without explanation. They are less likely to speak with their children about their intentions and are less likely to vocally reward their children for positive

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behaviours. Because of the disagreement, inconsistency, and exclusion of low SES parenting, young adolescents might face a great challenge to success in academic achievement. Finally, the correlation between low SES and authoritarian parenting is worth considering and exploring ways to change the situation. According to Baumrind's typology, some researchers used evidence to support that fathers tend to adopt an authoritarian parenting style while mothers tend to develop an authoritative one. Moreover, an authoritarian approach was more likely to be employed when nurturing boys, whereas an authoritative style was being used when parenting girls. To explore the impact of different parenting styles on the gender difference in a sample of preschool children, researchers ran an experiment in which parents were asked to contribute details about their parenting, as well as information about the other parents. The findings revealed that mothers evaluated themselves a higher score for authoritative parenting style than fathers. In addition, fathers awarded their spouses (mothers) better grades for the authoritative style than they gave themselves. According to a previous study, fathers are significantly more protective of their daughters than their boys. This is most likely due to the idea that women require male protection and that men are more autonomous and capable of making their own decisions. Moreover, the conclusion in this study that mothers are more overprotective and caring than males is likely because mothers put in more effort and time raising their children than fathers. Gender

differences lead to different parenting styles. As a result, boys and girls in one family may need to deal with inconsistent and unbalanced parenting, resulting in teenagers' different levels of school achievements.

Impacts:

According to Sir Baumrind parenting practice and parenting styles parenting practices interchangeably with parenting styles and their influence. The concept of parenting adolescents is vital, but knowing how to put them into practice is also useful to help the youth. Specific activities used by parents to socialize with their children are referred to as parenting practices. Parenting practices include parental involvement and parenting monitoring. For example, it is beneficial for parents to accompany teenagers when they study, monitor them to complete their homework, and encourage them when they have difficulties rather than criticize or blame them. Parenting involvement is identified as being involved in youth's daily activities and lives. Research has found that parent-initiated involvement practices play an important role in teenagers' school achievements. Parental monitoring is another parenting practice where parents keep track of their children's after-school exercises, schoolwork, academic development, and mental emotion. The achievement of youngsters is connected to parental monitoring of students' activities after school. Higher academic accomplishment is positively related to parents who monitor their children's behaviour after school than

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those who do not. Furthermore, parents who know their adolescent's friends were also positively associated with teens' academic achievement scores. Finally, the relationship between parenting practices, parenting styles, and school outcome suggests that parents who keep under the observation of their youth's homework and after-school activities under an authoritative parenting style are more likely to boost teenagers' academic performance. However, in contrast, parents who monitor their youth's homework and after school activities under an authoritarian parenting style are more likely to inhibit school performance. In addition to parental involvement and monitoring, parent practices also include attitude, communication, and behaviour. Fowling with Darling and Steinberg's concept, parenting style is a set of attitudes toward the kid, when combined, form a dynamic environment in which the parent's actions manifest. These behaviours consist of both goal-directed activities (known as parenting practices) and non-goal-directed parental practices like gestures, voice changes, or spontaneous displays of emotion.

Treatments:

In terms of parenting styles, it is difficult to change how parents educate their children based on cultural differences. Different cultures value different parenting styles. Authoritative and authoritarian parenting methods are both appropriate for teenagers in different countries since they may both help adolescents attain academic success.

Therefore, it is important that people can see both positive and negative sides of things but not do certain things without considering the external factors. For example, parents in Asia value authoritarian parenting styles and decide to be like authoritative, which is great because many researchers have proved authoritative parenting styles as the most influential and beneficial to children. However, due to the cultural differences, parents who are authoritative in Asia will not be as effective as authoritarian in academic achievements (Russell, A., et al., Conrade, G. and R. Ho.). The study discovered that Chinese mothers who moved to the United States from Taiwan placed a greater emphasis on their children's "training" more than European American mothers. These Chinese mothers believe that if they do their best to raise their children thoroughly, their children will be well-behaved and achieve good school results. The reason is that Chinese mothers tend to set higher standards and emphasize educational attainment for children, and their dominating manner and insistence on their children's obedience should encourage them to succeed in school.

Conclusions:

The result indicated that parenting styles significantly influenced adolescents' school achievements. Authoritative parenting styles led teenagers to attain higher academic achievements. Some of the reasons that cause different parents having different parenting styles are culture, socioeconomic status, and gender.

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Also, parenting practices and parenting styles are complementary to each other. Studies pointed out that the relationship between parenting practices, parenting styles, and school outcomes suggests that parents who use authoritative parenting methods to monitor their teenagers' schoolwork and activities after school are more likely to improve their kids' academic performance. Furthermore, teenagers can be more self-regulated to boost their academic achievement instead of focusing too much on parenting styles, but more research will be needed because there is a lack of information that can be found to give suggestions to both parents and children. Limitations are that too many factors lead parents to present different parenting styles, and those three factors mentioned above were not all of them. So, it is hard to exactly tell what causes parents to perform differently in parenting styles because it can be many of them. Future research will be necessary to explore more factors and causes and give the advice to help parents and adolescents get along and perform better at school.

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