



Parenting Styles and Academic Achievement among Malaysian Students: Mediating Role of Parental Involvement

Mian Mian Seet¹, Mohtaram Rabbani^{2*}, Simin Hosseinian³, Ravindran Latha⁴ & Shanthi Bavani V Rajan Mohan⁵

¹Department of Psychology, UCSI University, Malaysia.

²Department of Counselling, Faculty of Education and Psychology Alzahra University, Tehran, Iran.

³Department of Counselling, Faculty of Education and Psychology, Alzahra University, Tehran, Iran.

⁴Department of Education, UCSI University, Malaysia.

⁵Department of Psychology, International University of Malaya-Wales, Malaysia.

ABSTRACT

The goal of the study is to see how parental participation affects the relationship between parenting styles and academic success in Malaysian primary school students. A quantitative technique was applied in this investigation. Private tuition centres in an urban area were used to recruit students. The information gathered for this investigation was numerically assessed and interpreted. Families are divided into four groups by the Parenting Style Index: authoritative, authoritarian, permissive, and indulgent. The relationship between parenting styles and academic success was studied using Pearson's correlation coefficient matrix. It was discovered that it completely mediates the relationship between authoritative and authoritarian parenting styles and student academic attainment. The study's findings show that understanding and receiving knowledge about how parenting styles and parental involvement affect children's academic achievement is crucial for parents.

Keywords: parenting style, parental involvement, academic achievement, authoritative, authoritarian, indulgent, permissive

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Email address: mrabani@alzahra.ac.ir (Mohtaram Rabbani)

*Corresponding author

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1 INTRODUCTION

A country's education system is critical. A well-functioning educational system aids a country's growth. Many countries have strategies and programmes in place to improve students' educational levels. Students with higher educational attainment can play a more significant part in the country's growth. The educational achievement of pupils is influenced by educational policy.

Parents have a significant influence on their child's development and the outcomes of their lives. Baumrind proposes the most well-known conceptualisation of parenting styles. Baumrind (1967) suggested that children brought up by parents with different parenting styles will influence their social competence. In 1971, Baumrind came up with a theory of parenting that explains the pattern of how parents solve their child's needs in nurturance and how parents solve the problem in their unique way. It can significantly influence the child's social competence and behavioural adjustment. This theory determined three qualitatively different types of parenting authority: authoritative, authoritarian, and permissive (Baumrind, 1971).

Maccoby and Martin updated this typology in 1983. They divide families into groups based on how demanding and responsive their parents are. Demandingness refers to a parent's ability to regulate or expect maturity from their children. Parents that are responsive to their children's emotions and developmental needs are welcoming and sympathetic to them (Maccoby & Martin, 1983). They use a two-dimensional framework to redefine parenting approaches. They used Baumrind's permissive parenting style in two different types: permissive or indulgent parenting and neglectful parenting. These two dimensions generated four broad parenting styles: authoritarian, authoritative, permissive, and neglectful (Maccoby & Martin, 1983). These parenting styles are often called Baumrind's parenting styles or Maccoby and Martin's parenting styles.

The home environment can influence academic success in school; it includes parental involvement, parents' discipline strategies, parenting styles, and parent control (Jacobs & Harvey, 2005). Jacobs and Harvey (2005) proposed that two variables are parental involvement and parent styles. These two variables are a significant influence on a student's academics. Therefore, this research aims to determine the impact of parental participation in mediating the link between parenting styles and academic achievement among Malaysian primary school students.

2 LITERATURE REVIEW

Dillon (2008) reported that schools must analyse students' performance from all angles. Fan (2011) indicates that school grades or test scores measure students' academic achievement by standardised tests. According to Halawah (2006), academic achievement must sum up the tests score and the actual execution of tasks in the class and evaluate the teacher. A student's academic achievement is assessed differently, and intelligence is not measured as the sole determinant. A study conducted by Gutman, Sameroff, and Cole (2003) evaluated student achievement using the average grade scores of 145 students from grades 1 through 12. The study tried to identify whether the students maintained identical average scores through grades 1 through 12. The study discovered that the

student's average point would be declined when the students grow older. According to a similar study conducted by Johnson, McGue, and Iacono (2006), the environment and family influence impact students' academic achievement. It is because the parents spend less time on their children's education.

Parenting clarifies complex behaviours and attitudes that influence child outcomes. Parenting means parents' behaviours, including pleasures, privileges and frustrations, fears, disappointment, and fears (Rodriguez et al., 2009). Baumrind (1991) proposed nine parenting styles: authoritative, demanding, traditional, authoritarian, undifferentiated, democratic, permissive, nondirective, and rejecting-neglecting. Brown and Iyengar (2008) suggested that parenting styles are usually learned from previous generations and passed down by culture. This study will only focus on four parenting styles: authoritative, authoritarian, permissive, and neglectful. Gadeyne, Ghesquiere and Onghena (2004) believed that parenting styles are a major determinant of various aspects of children's outcomes. The concept has been involved in children's academic achievement, self-motivation, self-confidence, optimism, attention, and behavioural problems. In addition, parenting styles comply with parents' attitudes and behaviour. Baumrind (1991) discovered two major variables in parenting styles and children's outcomes. One of the variables was the parent's responsiveness toward their children's needs. Parents must fulfil their child's needs in a supportive, reasonable, and nurturing way.

Parental participation, according to Paulson (1994) and Harper (2016), is a collaborative process that evolves through time and necessitates collaboration from both parents and teachers. According to Hoover, Ice, and Whitaker (2009), parental participation is defined as parents participating or involving themselves in their children's education and lives. According to Epstein and Sheldon (2019), parental participation fosters collaboration between families, teachers, and non-governmental organisations (NGOs). These members learn and make decisions together. In 2008, the Department for Children, Schools, and Families (DCSF) in England discovered that parents and teachers play the most influential role in education in children's lives. Parents provide education when their children are in early development before entering kindergarten. The parents' responsibility does not stop even after their children have entered school. Parents involving themselves in children's academics can bring changes and lead to better school performance in their children. It is one of the reasons why parents are a considerable influence on their children's academics (Hashim et al., 2016). Even though many parents have noticed the significance of parental involvement in children's school performance, not every parent involves themselves in their children's educational process because of some barriers such as hectic schedules (Abdul et al., 2018).

3 METHODOLOGY

3.1 Research design

This research took a quantitative method. The information gathered in this investigation was analysed and interpreted numerically. Quantitative research, according to Sukamolson (2007), focuses on gathering numerical data and generalising it across groups of individuals or showing a

specific occurrence. The numerical data gathered in this study sheds light on the role of parenting styles and parental participation in students' academic success. The study employed a causal-comparative approach once the data was acquired from the questionnaires. Its goal is to determine how parenting styles and parental participation impact kids' academic performance.

During the last semester of school 2020, this research was carried out at a few private tuition centres in Kuala Lumpur's Sentul neighbourhood. These private tutoring centres in Sentul were chosen at random. To accomplish the sampling areas, the study used random selection generator software. Only pupils aged 10 to 12 took part in the study owing to the nature of the content being investigated. Students between the ages of 7 and 9 were not included in the data collection since they do not take examinations in Malaysian schools (Education System in Malaysia, 2020).

3.2 Participants

Primary school students from the Sentul area, Kuala Lumpur, Malaysia, participated in this study. Sentul is an urban locality within the capital city of Malaysia. The study recruited 159 students to participate in this research. Students aged between 10 to 12 participated in this study. The students between the ages of 7 to 9 are not taking part in this research because they are not taking an exam in school (Education System in Malaysia, 2020).

3.3 Procedure

This study was conducted at the private tuition centres in the Sentul area, Kuala Lumpur, during the last semester of school 2020. Random sampling locations select these private tuition centres from the Sentul area. The questionnaires were distributed to the grade 4 to 6 students, which contained the questions relevant to the research topic. The questionnaires were distributed in paper and pencil form and shared the survey link online. The informed consent form will be attached with the questionnaires for the parents to sign if they agree for their children to participate in the research.

3.4 Measures

The students were requested to complete three questionnaires. The first questionnaire was demographic variables. The participants were requested to indicate their background information and current family status. The participants requested to provide their sex, age, number of siblings, ethnic identification, family structure such as single parents or two parents, and parent's education level. For academic achievement, students were asked to provide their grades.

The second was the Parenting Style Index (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994). The Parenting Style Index consists of three subscales: behavioural control, acceptance, and autonomy grading. The first subscale is Behavioural Control, scored on a Likert scale with three responses from "none" to "a lot". It consists of 8 items. Sample items include:

"How much do your parents try to know where you go at night". According to Steinberg et al. (1994), the first subscale has internal consistency reliability, and the coefficient alpha measure for high school students is 0.78. Moreover, acceptance is the second subscale. It consists of 9 items. The items are scored with a four-point Likert scale from "strongly agree" to "strongly disagree". Sample items include: "My parents spend time just talking with me". This research will not include the third subscale (autonomy grading). It is because they take the responsibility to take care of the children. The participants who lived with both parents (father and mother) and single parents (father/mother) were asked to complete this questionnaire. Participants who lived in extended family or lived with one parent part of the time and another parent other times, grandparents or aunts or uncles, will be included in this research.

The third was the Parenting Context Questionnaire (Wellborn & Grolnick, 1988). The parenting questionnaire contains 40 items self-report rating scale. It is to measure children's perceptions of their parents. This questionnaire has three dimensions: autonomy, support to control, involvement, and structure. In this study, the researcher only utilised a subscale (involvement) to collect the information from the participants. Involvement on this scale is determined as the dedication of psychological resources as part of positive affect. The items are scored with four Likert scales from "not at all true" to "very true". Example items include: "My parent(s) does a lot to help me do better in school". The scale proved validated across 1100 grade three to grade twelves children in three samples. The internal consistency (alpha) was over 0.80 (Grolnick & Slowiaczek, 1994).

4 RESULTS

Pearson's correlation coefficient matrix was computed on the parenting styles, and academic achievement is shown in Table 1. The table below shows the analysis results and can be explained in the following. First, the authoritative parenting style was positively associated with academic achievement ($r = 0.307, p < 0.001$). Second, the authoritarian parenting style was positively related to student's performance in school ($r = 0.224, p < 0.001$). These results of this study are in line with the results of Paulson (1994) and Steinberger et al. (1992). These findings indicated that authoritarian and authoritative parents positively influence their children's academic achievement. Third, the permissive parenting style was negatively associated with students' level of success in school ($r = -0.234, p < 0.001$). The result is consistent with the results reported by Roche et al. (2007) also found that a permissive parenting style can lead to the student's low academic achievement. Fourth, the indulgent parenting style was negatively correlated to students' performance in school ($r = -0.213, p < 0.001$). Consistent with Spera (2005), the finding reported that an indulgent parenting style could lead the children to perform poorly in examinations.

A Pearson product-moment correlation coefficient was run to test the relationship between parental involvement and students' academic performance in school. There is a significant correlation between parental involvement and a student's academic achievement. According to Cohen and Lachenbruch (1989) suggested that an absolute value of $r = 0.10$ to 0.29 is categorized as small, $r = 0.03$ to 0.49 is classified as medium and $r = 0.05$ to 1.0 is considered as large. Parental involvement and the student's academic achievement were found to be positively correlated, $r(159) = 0.904, p < 0.01$ (Table 2). It can be concluded that the higher the level of parental

involvement, the higher the student's grade point average. The result of the present study is consistent with the findings of Desforges and Abouchaar (2003) and Hoover et al. (2009).

Table 1. Correlation analysis between all key variables.

Variable	1	2	3	4	5
1. Authoritative Style	1				
2. Authoritarian Style	-0.1536**	1			
3. Permissive Style	-0.207**	-0.1797**	1		
4. Indulgent Style	-0.213**	-0.213**	-0.156**	1	
5. Academic Achievement	0.307**	0.224**	-0.234**	-0.213**	1

Note. *** $p < 0.001$

Table 2. Correlation between parental involvement and student academic achievement.

Variable	Grade Point Average	
	<i>r</i>	<i>p</i>
Parental Involvement	0.904**	0.007

Note. * $p < 0.05$, ** $p < 0.01$, $p < 0.001$

Figure 1 displays the mediation effect of parental involvement on the relationship between authoritative parenting style and academic achievement among primary school students in Malaysia using the SPSS process macro by Preacher and Hayes (2004). In step 1 of the mediation model, the regression of authoritative parenting style on students' academic achievement, without

the mediator, was significant ($B = 0.285, t(159) = 7.4933, p < 0.5$). Step 2 revealed that the regression of the authoritative parenting style on the mediator, parental involvement, was also significant ($B = 0.445, t(159) = 9.2412, p < 0.001$). Step 3 displayed that the regression of parental involvement on the student's academic achievement, controlling for the authoritative parenting style, was significant ($B = -0.0498, t(159) = -0.8454, p < .05$). Lastly, step 4 showed that an authoritative parenting style were significant predictors of students' academic achievement while controlling for parental involvement ($B = -0.2628, t(159) = -0.8526, p < .01$). The Sobel test of the indirect effect was significant, demonstrating mediation ($Z = 3.7435, p < .05$). Using 10,000 bootstrapped samples, the estimate of the indirect effect again suggested mediation, with a point estimate of -0.0744 ($SE = 0.0801, 95\% CI = -0.0392$ to -0.0026). It can be concluded that parental involvement fully mediates the relationship between authoritative parenting style and students' academic achievement.

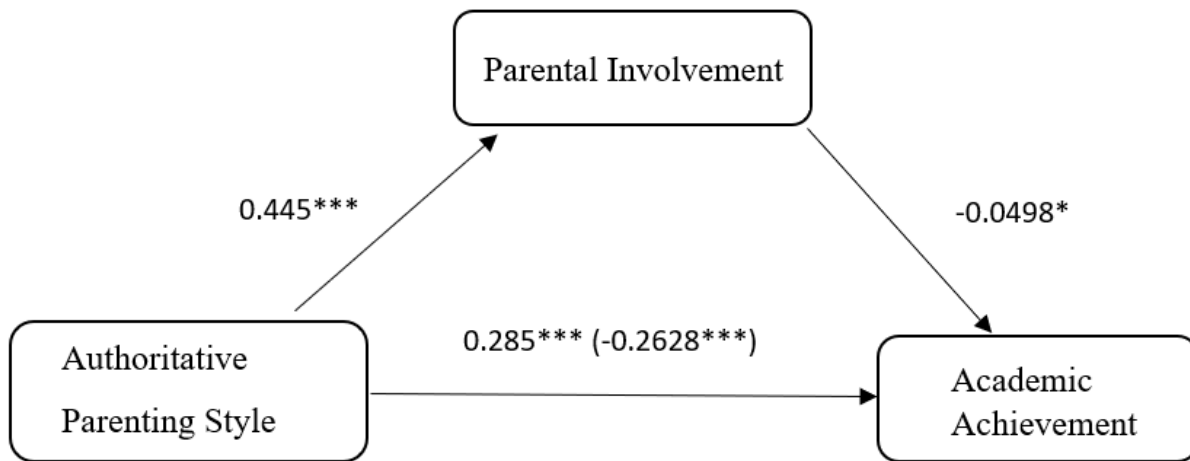


Figure 1. Mediation model for the relationship between parental involvement, authoritative parenting style and student's academic achievement. Note. * $p < .05$; ** $p < .01$; *** $p < .001$.

Figure 2 demonstrates the mediation effect of parental involvement on the relationship between authoritarian parenting style and academic achievement among primary school students in Malaysia. In step 1 of the mediation model, the regression of authoritarian parenting style on students' academic achievement, did not involve the mediator, was significant ($B = 0.143, t(159) = 3.733, p < 0.5$). Step 2 revealed that the regression of the authoritarian parenting style on the mediator, parental involvement, was also significant ($B = 0.329, t(159) = 4.2412, p < 0.001$). Step 3 displayed that the regression of parental involvement on the student's academic achievement, controlling for the authoritarian parenting style, was significant ($B = -0.0553, t(159) = -0.8454, p < .05$). Lastly, step 4 showed that authoritarian parenting style were significant predictors of students' academic achievement while controlling for parental involvement ($B = -0.1612, t(159) = -3.8526, p < .01$). The Sobel test of the indirect effect was significant, demonstrating mediation ($Z = 2.53, p < .05$). Using 10,000 bootstrapped samples, the estimate of the indirect effect again suggested mediation, with a point estimate of -0.0548 ($SE = 0.0601, 95\% CI = -0.023$ to -0.0013). It can be concluded that parental involvement fully mediates the relationship between authoritarian parenting style and students' academic achievement.

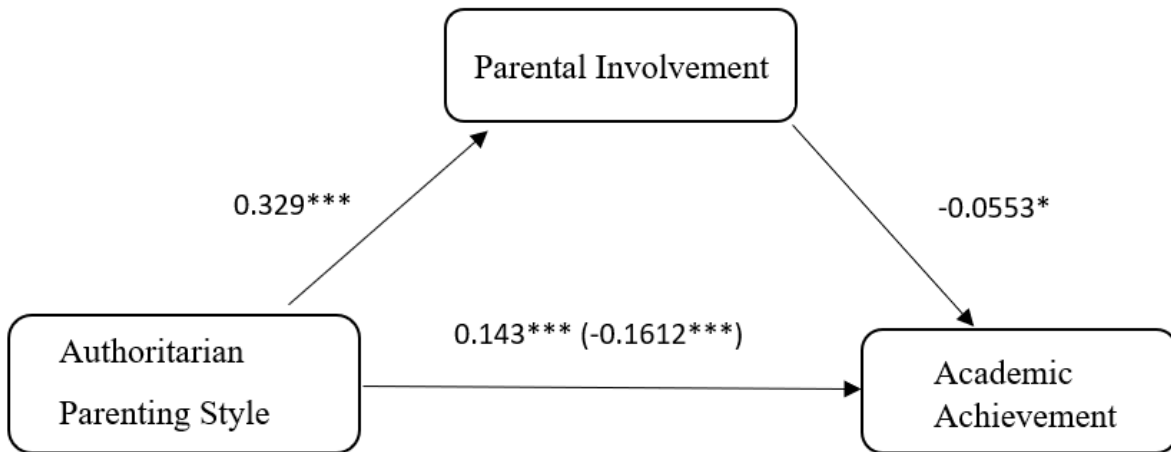


Figure 2. Mediation model for the relationship between parental involvement, authoritarian parenting style and student’s academic achievement. Note. * $p < .05$; ** $p < .01$; *** $p < .001$.

Figure 3 shows the results of the mediation effect of parental involvement on the relationship between permissive parenting style and academic achievement among primary school students in Malaysia. In step 1 of the mediation model, the regression of permissive parenting style on students’ academic achievement, ignoring the mediator, was not significant ($B = -0.05$, $t(159) = -0.855$, $p < 0.5$). Step 2 revealed that the regression of the permissive parenting style on the mediator, parental involvement, was also not significant ($B = -0.433$, $t(159) = -5.031$, $p < 0.001$). Step 3 displayed that the regression of parental involvement on the student’s academic achievement, controlling for the permissive parenting style, was not significant ($B = -0.0735$, $t(159) = -1.697$, $p < .05$). Lastly, step 4 showed that permissive parenting style were not significant predictors of the students’ academic achievement while controlling for parental involvement, $B = 0.0818$, $t(159) = -1.955$, $p < .01$. The Sobel test of the indirect effect was not significant, indicating mediation ($Z = -2.085$, $p < .05$). Using 10,000 bootstrapped samples, the estimate of the indirect effect again suggested mediation, with a point estimate of -0.0645 ($SE = 0.0427$, 95% CI = -0.015 to -0.00368). It can be concluded that parental involvement does not mediate the relationship between permissive parenting style and students’ academic achievement.

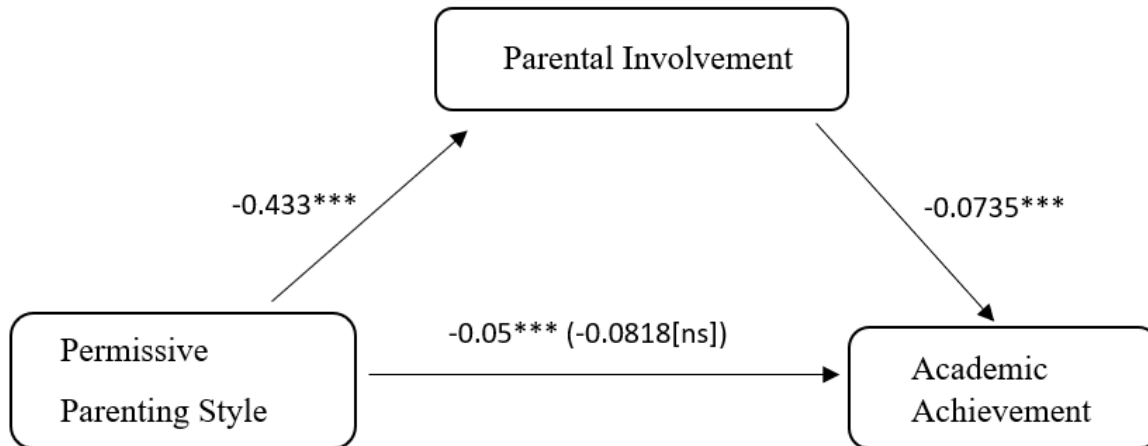


Figure 3. Mediation model for the relationship between parental involvement, permissive parenting style and student’s academic achievement. Note. * $p < .05$; ** $p < .01$; *** $p < .001$.

Figure 4 explains the mediation effect of parental involvement on the relationship between neglectful parenting style and academic achievement among primary school students in Malaysia. In step 1 of the mediation model, the regression of neglectful parenting style on students’ academic achievement, without the mediator, was not significant ($B = -0.14$, $t(159) = -1.965$, $p < 0.5$). Step 2 revealed that the regression of the neglectful parenting style on the mediator, parental involvement, was also not significant ($B = -0.52$, $t(159) = -3.278$, $p < 0.001$). Step 3 displayed that the regression of parental involvement on the student’s academic achievement, controlling for the neglectful parenting style, was not significant ($B = -0.0857$, $t(159) = -2.004$, $p < .05$). Lastly, step 4 showed that neglectful parenting style were not significant predictors of students’ academic achievement while controlling for parental involvement ($B = -0.0886$, $t(159) = -2.435$, $p < .01$). The Sobel test of the indirect effect was not significant, indicating mediation ($Z = -3.643$, $p < .05$). Using 10,000 bootstrapped samples, the estimate of the indirect effect again suggested mediation, with a point estimate of -0.0865 ($SE = 0.0371$, $95\% \text{ CI} = -0.0165$ to -0.0019). It can be concluded that parental involvement does not mediate the relationship between neglectful parenting style and students' academic achievement.

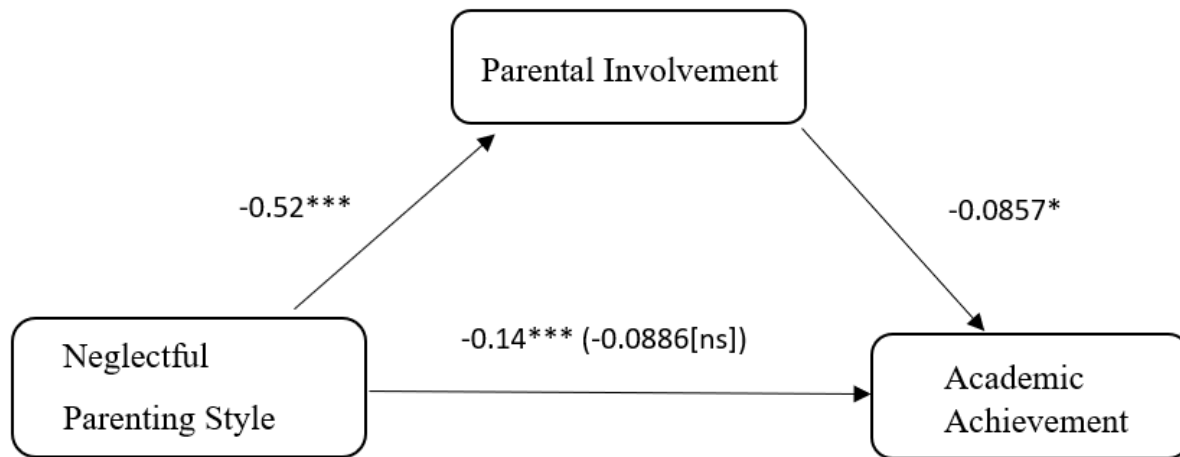


Figure 4. Mediation model for the relationship between parental involvement, Neglectful parenting style and student’s academic achievement. Note. * $p < .05$; ** $p < .01$; *** $p < .001$.

5 DISCUSSION

The factors that influence a child's academic achievement have been studied extensively. According to educational scholars, various factors influence children's educational attainment. Some variables, such as parenting styles and parental participation, have been included in students' success. Some variables, such as parenting styles and parental participation, have been included in students' success. Parenting styles and parental participation, according to Hammer (2003), help children attain more remarkable academic accomplishments. The factors that influence a child's academic achievement have been studied extensively. According to educational scholars, various factors influence children's educational attainment.

This study was carried out to determine the relationship between parenting style and students' performance in school. Significantly, this research evaluated parental involvement as a mediating role in the relationship between parenting styles and students' education performance in school.

The authoritative and authoritarian parenting style was positively significant in affecting students' performance in school (Table 1). Students raised with authoritative and authoritarian parents scored higher in exams than students whose permissive and indulgent parents raised. Gonzalez-Pianda et al. (2002), Attaway and Bry (2004), Slaten (2006), and Roche et al. (2007) reported that authoritarian parents have a positive influence on a student's academic success in academics. Durkin (1995) indicated three factors that authoritative parents influence children's success in academic achievement. First, authoritative parents provide their children with emotional security and autonomy. Moreover, these parents also assist their children when they face difficulties in school tasks. Second, authoritative parents spend time explaining the consequences of their children's acts. These explanations can provide their children with a sense of understanding of their parents' principles, intentions, and desires related to academic achievement. Third, authoritative

parents support and encourage their children to succeed academically. Baumrind (1991) indicated that children raised by authoritative parents are reported to exhibit better overall well-being. Moreover, these children are also performed better in academic and school-related tasks. The parenting style also explained the importance of education in their children to prepare them to succeed.

On the other hand, in Asian countries, according to Chao and Sue (1996), the most common parenting style used in Asian countries is authoritarian parenting. They found that the authoritarian style is more suitable for Asian students, influencing them to do better in the exam. According to the results reported by Park & Bauer (2002), Simons & Conger (2007) and Pong, Johnston & Chen (2010), authoritarian parenting style was not significantly associated with a student's performance. The results reported are not consistent with this study. In contrast, Cooper, Lindsay, & Nye (2000) found that authoritarian parenting style was negatively related to students' success in school. These parents are rigid and have a high level of control. These behaviours might demotivate students and lead to low academic achievement. Some studies suggested that cultural differences significantly influence parenting styles. For instance, Huang and Gove (2015) found that western parents practice a more authoritative parenting style. Western parents believed that medium demandingness and high responsiveness could induce their children to succeed academically. In contrast, most Asian parents practice authoritarian parenting styles. It is because the values and philosophies of Confucianism influence many Asian parents. Confucianism has been embedded into Asian culture for many decades. Confucianism places high value on academic achievement, filial piety, family hierarchy and family harmony. These parenting characteristics facilitate a better student's performance in Asian culture. These parents practice high demandingness and high responsiveness toward children's education. This practice leads the children to develop self-discipline over time (Huang & Gove, 2015). Furthermore, Keshavarz and Baharudin (2009) proposed that Malaysian parents from different ethnic groups such as Malay, Chinese and Indian did not view an authoritarian parenting style as an unfavourable parenting style. Piquart and Kauser (2018) discovered that authoritarian parenting styles have different impacts on students' academic performance with different ethnic groups. They also discovered that Hispanic students had a less negative relationship between authoritarian parenting style and school achievements than non-Hispanic white students had a high negative relationship between authoritarian parenting style and students' school achievement. In contrast, Asian minority students perform better in school when raised by authoritarian parents.

The results of Pearson's correlation coefficient matrix (Table 1) showed that permissive and indulgent parenting style was negatively significant in influencing students' academic achievement. The findings are consistent with the results reported by Roche et al. (2007). Roche et al. (2007) found out a permissive parenting style was significantly associated with academic strain. Permissive parents permit their children to act freely without any control. These parents provide little or no input in their children's decision making. It can lead the children to be unclear about their parent's expectations of academic achievement. In this case, the children are more likely to have low motivation to do well in school. According to Tania and Sana (2020), neglectful parents were negatively associated with a student's academic achievement. Conversely, an authoritative parenting style can facilitate children's academic success in school. When parents are warm, setting clear limits and being supportive can lead to the student's successfully performing

school tasks. Permissive and indulgent parents set few or no limits, low expectations, and low responsiveness to children's needs. These elements can encourage students to score low grades in school. 1) showed that permissive and indulgent parenting styles negatively influenced students' academic achievement. The findings are consistent with the results reported by Roche et al. (2007). Roche et al. (2007) found out a permissive parenting style was significantly associated with academic strain. Permissive parents permit their children to act freely without any control. These parents provide little or no input in their children's decision making. It can lead the children to be unclear about their parent's expectations of academic achievement. In this case, the children are more likely to have low motivation to do well in school. According to Tania and Sana (2020), neglectful parents were negatively associated with a student's academic achievement. Conversely, an authoritative parenting style can facilitate children's academic success in school. When parents are warm, setting clear limits and being supportive can lead to the student's successfully performing school tasks. Permissive and indulgent parents set few or no limits, low expectations, and low responsiveness to children's needs. These elements can encourage students to score low grades in school.

The correlations between parental involvement, parenting styles and academic achievement were investigated among students Grade 4, 5 and 6 in Malaysia, with parental involvement as the mediation effect. Consistent with several studies (Hill & Taylor (2004); Gutman, Sameroff, & Cole (2003); Johnson, McGue, & Iacono (2006); DePlanty, Coulter, & Duchane, 2007), the results displayed that there is a significant correlation between parental involvement, parenting styles and academic achievement. It showed that children would score higher on the test when parents have a prominent level of involvement in children's education. From the results presented in this study, the students scored better when the parent was involved in the children's education. Many studies have been carried out to investigate the relationship between parental involvement and academic achievement. For instance, Gestwicki (1996), Anderson and Keith (1997) and Jeynes (2007) discovered that parental involvement is the critical factor that helps children to score good grades in school. According to Johnson (1998), he pointed that parent engagement in school tasks can improve children's performance in school. Spera (2005) indicated that parents willing to spend time socialising with their children via involvement and interaction in everyday life could facilitate children to do better in the test. Aspects of a child's academic achievement have been studied on a regular basis. Many factors influence children's educational success, according to educational scholars. Some variables, such as parenting styles and parental participation, have been included in students' performances. Aspects of a child's academic achievement have been studied on a regular basis. Many factors influence children's educational success, according to educational scholars. Some variables, such as parenting styles and parental participation, have been included in students' performances. Some research indicated that parental involvement could positively influence children's achievement depending on how the children interpret parents' values and expectations (Grolnick & Slwiaczek, 1994; Gonzalez-Pienda et al., 2002). Urdan, Solek, and Schoenfelder (2007) pointed out that parents' educational beliefs can affect children's own beliefs on learning and accomplishment. Marchant, Paulson, and Rothlisberg (2001) stated that when parents are supportive, they can encourage children to internalise the parent's values. It means that children interpret those values and internalise them as their own. These internalised values can influence the children's motivation and attitude towards learning. Eventually, these values establish persistence and positively influence children's educational performance. (2007) pointed

out that parents' educational beliefs can affect children's own beliefs on learning and accomplishment. Marchant, Paulson, and Rothlisberg (2001) stated that when parents are supportive, they can encourage children to internalise the parent's values. It means that children interpret those values and internalise them as their own. These internalised values can influence the children's motivation and attitude towards learning. Eventually, these values establish persistence and positively influence children's educational performance. When these academic beliefs are created, the belief in the effort is usually viewed as the predictor of children's performance in school (Kim & Chun, 1994; Mau, 1997; Mizokawa & Rickman, 1990). These beliefs include "no pain, no gain" and "a deficiency can be overcome with diligence". These slogans are famous in Confucian society. Many Asian parents and children believe that good academic achievement comes from effort more than ability. Asian parents view children's poor performance in school as a lack of effort (Yeh, 2003).

In conclusion, the findings of this study demonstrate that parents have a significant impact on a student's academic accomplishment. As a result, parents must be aware of and educated about how parenting styles and parental participation impact children's academic accomplishments. Parents will be able to provide more significant direction for their children's academic success with this approach.

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