



# The Relationship Between Parenting Style and Academic Self-Efficacy of Fifth-Graders

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**Abstract:** To explore the relationship between parents' parenting style and children's academic effectiveness, 224 grade 5 students were surveyed using the Parenting Style Assessment Scale and the Academic Self-Efficacy Assessment Scale. The results show that fathers have a large difference in the education of their children for boys and girls. Fathers will be harsher when dealing with boys; In learning, girls' learning behavior will be more effective than boys; The way parents raise their children significantly predicts their children's academic self-efficacy. **Conclusion:** Parenting style can significantly predict children's academic self-efficacy.

**Keywords:** Parenting Style; Academic Self-Efficacy; Fifth Graders

## 1 INTRODUCTION

Parenting style is an attitude and behavior shown by parents towards their children in the process of [1] The education of parents affects the growth of children, and whether children can form the correct way of thinking in this process is also greatly related to how parents raise their children [2] Positive responses by individuals are significantly associated with parents' adoption of positive parenting approaches to their children's education [3] In family education, parents treat their children gently and considerately, and their children's psychological quality will be better, but treating their children in a relatively negative way such as denial and rejection, the psychological quality of their children will also become lower, and the parenting style adopted by parents will affect their children's future interactions with others, academic problems, etc. to a certain [4]. Studies have pointed out that parents care more about their children and adopt good education methods, the more love their children feel, and the higher their academic performance; Conversely, the more severe a parent's rejection of a child, the lower the child's academic success will be [5] Parents' warmth towards their children can positively affect their children's academic performance [6] In short, many aspects of children will be affected by the parenting style, including their learning, and to some extent by the parenting style.

An individual's confidence that he or she can successfully complete a task is self-efficacy [1]. Academic self-efficacy is its reflection on children's learning, and children's efforts in learning will be affected by it, thus having a certain impact on

children's learning. Studies have shown that the higher the academic self-efficacy of students within a certain range, they also have higher academic performance [1] And gender and academic self-efficacy also have a certain relationship, in terms of academic self-efficacy boys are higher than girls, and the better the grades, their academic self-efficacy is relatively better [8] At the same time, academic procrastination has also been linked to academic self-efficacy [9] It can be seen that academic self-efficacy has a certain influence on learning. Therefore, exploring academic self-efficacy can also explain children's learning problems to a certain extent, and propose solutions to problems based on relevant research.

Parents pay attention to their children's learning and hope that their children can have a good academic performance, and with the changes in society and birth policies, the new generation of parents will treat their children differently from the parents of the older generation. This study aims to discuss how parents' behavioral attitudes in educating their children affect their children's academic self-efficacy, so as to provide effective advice to help children improve their academic performance and provide some suggestions for parenting education. However, from the existing research, most of the literature related to parental parenting style and academic self-efficacy is aimed at middle school students and college students, and relatively few studies on primary school students in this regard, so this study takes parental parenting style and academic self-efficacy as the starting point, and takes the fifth-grade students of the second primary school in Quichuan District, Zunyi City as the survey object. This research is complemented by questionnaires that explore the characteristics and relationship between grade 5 pupils' academic self-efficacy and parenting styles.



## 2 RESEARCH OBJECTS AND TOOLS

## 3 RESULTS

### 2.1 RESEARCH SUBJECTS

A total of 246 questionnaires were distributed to the fifth-grade students of the No. 2 Primary School in Huichuan District, Zunyi City, and 224 valid questionnaires were recovered, with a recovery rate of 91.11%. Among them, 102 were boys, accounting for 45.54%; There were 122 girls (54.46%).

### 2.2 TOOLS

#### 2.2.1 PARENTING STYLE EVALUATION SCALE

This scale contains two subscales, parenting styles of fathers and mothers, with a total of 66 questions, all scored using a four-point scoring method. From "never" to "always" is scored from 1 to 4. The parenting style of the father includes six dimensions: refusal to deny, emotional warmth understanding, excessive protection, excessive interference, preference, severe punishment, and six dimensions, and the two dimensions of overprotection and excessive interference are combined into excessive interference protection in the mother's parenting style, with a total of five dimensions. The cloning Bach  $\alpha$  coefficient for the aggregate table is 0.82. Since the study subjects had only children, the processing preference dimension was no longer analyzed when processing the data.

#### 2.2.2 ACADEMIC SELF-EFFICACY SCALE

This scale, compiled by Liang Yusong et al. [10], divides students' academic self-efficacy into two dimensions: self-efficacy of learning ability and self-efficacy of learning behavior. There are 11 questions in each dimension, and there are 22 questions in the aggregate table, all of which use the Likert 5-point scale scoring method, and the clonnbach  $\alpha$  coefficient of the aggregate table is 0.89 .

#### 2.2.3 RESEARCH PROCEDURES

In the fifth grade, five random classes were selected to distribute questionnaires, sorted out the questionnaires received, and then analyzed through SPSS26.0 to explore the characteristics and relationship between the two, and finally reached a conclusion.

### 3.1 CHARACTERISTICS OF PARENTING STYLE

#### 3.1.1 BASIC INFORMATION ON PARENTING STYLES

The basic information of the parenting style is shown in Table 1

TABLE 1 BASIC INFORMATION ON PARENTING STYLES

	<i>M</i>	<i>Sd</i>
The father is emotionally warm and understanding	52.21	11.23
The father punished and severe	20.23	7.04
Father interfered excessively	19.76	4.47
The father refused to deny it	10.04	3.50
Fathers are overprotective	12.25	3.09
Motherhood is emotionally warm and understanding	54.26	10.53
The mother is punished and harsh	14.77	5.25
The mother interferes excessively with protection	35.27	6.93
The mother refused to deny it	14.67	5.08

As can be seen from Table 1, children feel that their parents have more warm understanding of their parenting style, and the overall result is above average, while they feel relatively little about harshness and refusal to deny their own parenting style, and the score is at the lower middle level. This suggests that most parents give their children more of an emotional affection than a harsh punishment.

#### 3.1.2 GENDER DIFFERENCES IN PARENTING STYLES

Gender differences in parenting styles are shown in Table 2

TABLE 2 GENDER DIFFERENCES IN PARENTING STYLES



	gender	N	M	Sd	t	p
The father is emotionally warm and understanding	woman	122	52.43	11.267	0.327	0.744
	man	102	51.94	11.227		
The father punished and severe	woman	122	18.62	5.871	-3.846	0.000*
	man	102	22.15	7.824		
Father interfered excessively	woman	122	18.73	4.094	-3.891	0.000*
	man	102	20.99	4.598		
The father refused to deny it	woman	122	9.38	3.397	-3.141	0.002*
	man	102	10.82	3.474		
Fathers are overprotective	woman	122	11.89	3.070	-1.969	0.050
	man	102	12.70	3.069		
Motherhood is emotionally warm and understanding	woman	121	54.79	10.573	0.831	0.407
	man	100	53.61	10.499		
The mother is punished and harsh	woman	121	14.55	5.421	-0.697	0.487
	man	100	15.04	5.043		
The mother interferes excessively with protection	woman	121	34.82	7.474	-1.070	0.286
	man	100	35.82	6.203		
The mother refused to deny it	woman	121	14.38	5.279	-0.947	0.345
	man	100	15.03	4.821		

It can be seen from Table 2 that fathers treat boys and girls more differently when educating their children, and boys score higher than girls in three dimensions ( $p < 0.05$ ), which also shows that fathers treat boys more harshly. There was no significant difference in the dimensions of mothers' treatment of boys and girls ( $p > 0.05$ ), and parents had a higher level of understanding and warmth for girls than boys.

### 3.2 CHARACTERISTICS OF ACADEMIC SELF-EFFICACY

#### 3.2.1 BASIC INFORMATION ABOUT ACADEMIC SELF-EFFICACY

The basic situation of students' academic self-efficacy is shown in Table 3

TABLE 3 BASIC INFORMATION ON ACADEMIC SELF-EFFICACY



	<i>M</i>	<i>SD</i>
Learning ability, self-efficacy	35, 62	7.77
Learning behavior, self-efficacy	35, 79	7.03
Academic self-efficacy	71.40	13, 64

Table 3 shows that students' academic self-efficacy is higher and above average. This indicates that most students have a high level of academic self-efficacy.

### 3.2.2 GENDER DIFFERENCES IN ACADEMIC SELF-EFFICACY

Gender differences in academic self-efficacy are shown in Table 4.

TABLE 4 DIFFERENCES IN ACADEMIC SELF-EFFICACY BETWEEN BOYS AND GIRLS

	gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Learning ability, self-efficacy	woman	12	35.9	7.494	0.63	0.52
	man	2	2		5	6

	man	10	35.2	8.105		
	woman	12	36.8	6.712	2.51	0.01
	man	10	34.5	7.219		
	woman	12	72.7	13.15	1.64	0.10
	man	10	69.7	14.08		

Table 4 shows that girls have higher self-confidence than boys in terms of learning behavior, so girls learn Behavioral self-efficacy was significantly higher than that of boys ( $p < 0.05$ ), but in the other two aspects, there was not much difference between boys and girls, and the difference was not significant.

### 3.3 ANALYSIS OF THE CORRELATION BETWEEN ACADEMIC SELF-EFFICACY AND PARENTING STYLE

The correlation between academic self-efficacy and parenting styles is shown in Table 5

TABLE 5 ACADEMIC SELF-EFFICACY AND PARENTING STYLES

	Learning ability, self-efficacy	Learning behavior, self-efficacy	Academic self-efficacy
The father is emotionally warm and understanding	0.391**	0.337**	0.396**
The father punished and severe	-0.214**	-.202**	-0.226**
Father interfered excessively	-0.168*	-.207**	-0.202**
The father refused to deny it	-0.089	-0.057	-0.080
Fathers are overprotective	-0.114	-0.026	-0.078
Motherhood is emotionally warm and understanding	0.443**	0.395**	0.456**
The mother is punished and harsh	-0.253**	-0.165*	-0.229**
The mother interferes excessively with protection	0, 091	-0.037	-0.071



The mother denied refusing      -0.255\*\*      -0.162\*      -0.229\*\*

It can be seen from Table 5 that there is a very significant positive correlation between father's emotional warmth understanding and academic self-efficacy ( $p < 0.05$ ), and father's severe punishment and excessive interference are negatively correlated with it ( $p < 0.05$ ). Mothers' emotional warmth understanding and academic self-efficacy were also positively correlated ( $p < 0.05$ ), while mothers' severe punishment and refusal to deny were negatively correlated ( $p < 0.05$ ).

### 3.4 REGRESSION ANALYSIS OF PARENTING STYLE AND SELF-EFFICACY

The return of parenting style and self-efficacy is shown in Tables 6, 7 and 8

**TABLE 6 REGRESSION ANALYSIS OF PARENTING STYLE AND SELF-EFFICACY OF LEARNING ABILITY**

	<i>B</i>	<i>B</i>	<i>t</i>	<i>p</i>	<i>R</i> <sup>2</sup>	<i>F</i>
The father is emotionally warm and understanding	0.23 9	0.32 9	3.16 8	0.00 2	0.28 5	6.92 1
Motherhood is emotionally warm and understanding	0.17 0	0.22 2	2.25 1	0.02 6		

Table 6 shows that among 11 factors, emotional warmth and understanding have an impact on children's learning ability and self-efficacy.  $F=6.921$ ,  $R^2=0.285$ , indicating that parents' emotional warmth understanding of education can effectively explain its 28.5% variation, in which father's emotional warmth understanding is effective for children Learning self-efficacy had the greatest impact ( $p=0.002$ ).

**TABLE 7 REGRESSION ANALYSIS OF PARENTING STYLE AND LEARNING BEHAVIOR EFFICACY**

	<i>B</i>	<i>B</i>	<i>t</i>	<i>p</i>	<i>R</i> <sup>2</sup>	<i>F</i>
Father interfered excessively	-	-	-	0.04	0.21	4.17
	0.31 9	0.19 3	2.02 6	4	4	5
The father refused to deny it	0.43 0	0.20 8	2.04 4	0.04 2		
Motherhood is emotionally warm and understanding	0.20 8	0.30 5	2.95 0	0.00 4		

Table 7 shows that among the 11 factors, the father's refusal to deny, the mother's emotional warmth understanding can positively predict the self-efficacy of the child's learning behavior, and the father's excessive intervention is a negative prediction.  $F=4.175$ ,  $R^2=0.214$ , showing that these three dimensions can effectively explain the 21.4% variation in learning behavioral efficacy.

**TABLE 8 REGRESSION ANALYSIS OF PARENTING STYLE AND ACADEMIC SELF-EFFICACY**

	<i>B</i>	<i>B</i>	<i>t</i>	<i>p</i>	<i>R</i> <sup>2</sup>	<i>F</i>
The father is emotionally warm and understanding	0	0.26	2.496	0.01 3	0.28 3	6.86 8
Father interfered excessively	-1	-	-	0.04 5		
		0.18	2.019			
The father refused to deny it	1	0.21	2.165	0.03 2		
Motherhood is emotionally warm and	0	0.28	2.854	0.00 5		



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Table 8 shows that among the 11 factors, parents' emotional warm understanding and father's refusal to deny can positively predict children's academic self-efficacy, and father's excessive interference can negatively predict children's academic self-efficacy.  $F=6.868$  and  $R^2=0.283$ , indicating that these four factors could effectively explain the 28.3% variation in academic self-efficacy.

## 4 DISCUSSION

### 4.1 CHARACTERISTICS OF PARENTING STYLE

This study found that most of the parenting styles adopted by parents when treating their children are emotional warmth and understanding, and relatively few uses of education methods such as severe punishment. This finding is also consistent with the findings of Dejiquzong et al [11] In recent years, as people's quality of life has become better and most families have only one or two children, parents will have higher expectations of their children and try to meet their needs. In such an environment, children can feel more that they are cared for, so they feel more emotional warmth in education methods.

The study also found that fathers treated boys and girls with significant differences in parenting styles. Boys will feel more that their fathers have high requirements for their education, and they will be stricter than girls; Girls feel more than boys in the dimension of emotional warmth and understanding, and their scores are higher than boys. When raising their children, mothers are also slightly more inclined to adopt harsh and negative parenting styles towards boys than girls. Parents are warmer and understanding of girls and more strict with boys, which is also consistent with Wang Donna's [12]research. In most cases, girls will be quieter and more obedient than boys, and boys will be more mischievous and rebellious, and based on this situation, parents will treat boys more harshly. Moreover, boys need to take on more responsibilities in the family, and parents will have higher requirements for boys, hoping that they can have a certain ability to get ahead in the future. Therefore,

parents will be stricter with boys and warmer to girls in the way of upbringing.

Treating children positively in family education has a positive effect on their development. In a good family education atmosphere, children's self-confidence will not be hit, more confident in their own ability, he will be more willing to try new things, while receiving fast, and can have a healthy and good attitude, so parents should also take more such a way in the education process, so that children grow up healthily. From the results of this study, it can also be seen that in most cases the father will be stricter than the mother when treating the child, and the parenting model of strict father and mother is generally present in family education, and in most cases family education is one party is stricter and the other side is more loving, it is this kind of education method that makes family education in a balanced state. As we all know, children who grow up in an environment that is too aggressive or permissive for a long time can be problematic. In the current educational environment, many parents will do everything in their power to let their children enjoy more resources, care too much about their children, and fear problems when facing some normal setbacks, which is not good for their children. From this point of view, parents should learn to let go properly and let their children solve problems on their own, and give some help when they ask for help from themselves.

### 4.2 CHARACTERISTICS OF ACADEMIC SELF-EFFICACY

According to the results of this study, fifth-grade elementary school students generally have higher academic self-efficacy, which also indicates that they have some self-confidence in their academic success. This is similar to many studies, and Kim Ha-am [13] et al. have shown that Korean elementary school students have higher academic self-efficacy. This study and he used the same academic self-efficacy measurement tool, and the results are consistent, which fully shows that the academic self-efficacy level of primary school students has been at the upper middle level in recent years. The reason for this is also related to the importance attached to education by parents and society. Pay attention to children's education, cultivate children's ability, and enhance their children's self-confidence, so children also have better self-confidence in the face of academic



problems, thereby improving their academic self-efficacy. However, the subjects selected in this study were all in the same grade, and there was no comparison of grade differences, which is what needs to be improved in subsequent research.

At the same time, this study also confirmed that there was no significant difference between boys and girls in learning ability and academic self-efficacy, and there was a significant difference in self-efficacy in learning behavior. Girls will be higher than boys in this regard. This is consistent with the findings of Hu Xiaoning [14] The reason may also be related to the personality of boys and girls, girls are more obedient than boys, more serious in class, receive more learning knowledge and methods than boys, and master knowledge and methods more firmly, so girls have a higher self-efficacy of learning behavior. And girls will also complete higher learning tasks than boys, so in most cases, girls' self-efficacy in learning behavior will be higher.

From the results of the study, there is not much difference between men and women in their self-confidence in their ability to learn, and they think that they have a certain ability to complete the task of learning, which is also the development of today's society, children receive more things, the amount of information is large, so children have a certain confidence in their own ability. It is also for these reasons that children are more willing to express themselves and want to prove their abilities, so they will have a higher sense of self-efficacy. Having self-confidence is also a good state of mind, and having good academic self-efficacy helps children achieve academically. This shows that in daily life learning, parents can help their children improve their enthusiasm for learning, help them adopt effective learning methods to achieve learning goals, and improve their children's academic performance. And according to the differences in personality between boys and girls, children can be helped to improve their academic self-efficacy, and they can appropriately help boys' learning behavior to improve boys' self-efficacy in learning behavior.

#### **4.3 THE RELATIONSHIP BETWEEN PARENTING STYLE AND ACADEMIC SELF-EFFICACY**

The results of this study show that there is a significant correlation between parents' behavior in

educating their children and their children's self-efficacy in school. Parents are more considerate and caring for their children, and their children's academic self-efficacy will be high, but relatively negative methods such as severe punishment and refusal to deny such parenting methods are not conducive to cultivating children to have a higher academic self-efficacy. This result is also consistent with the results of Xie Yuntian [15] et al. This study also pointed out that parenting style can significantly predict children's academic self-efficacy. The results are similar to the conclusions of previous studies, and also fully indicate that parenting style is related to academic self-efficacy.

Studies have confirmed that parenting styles adopted by parents have an impact on the academic performance of their children and have a certain predictive effect. Usually, positive family education, children's body and mind can feel very happy, help them to produce a good positive attitude, in childhood, parents are the most exposed to children, their words and deeds will affect children, children will unconsciously move closer to the style of their parents. In family education, children's self-confidence is not well cultivated and developed, and when facing some problems and challenges, children's self-confidence is not easy to build, which is why family education is so important.

In summary, parental parenting style has an important impact on children's academic efficacy, in the process of family upbringing, parents should adopt more positive parenting methods, let children feel that they are cared for, understood, rather than only using severe punishment and other methods, forcing children to carry out their own orders, parents should also learn to understand their children more, think more from their point of view. Parents' parenting style has an impact on the growth of children, especially in childhood, a person's growth in childhood has a very important role, in this primary school stage children are in school age, the main task is to obtain a sense of diligence, so with a high sense of academic effectiveness can effectively help children to obtain a sense of diligence, and also have an important impact on their future life. Parents should educate their children well at this stage to help them gain a sense of diligence and have a good sense of academic self-efficacy. Parents can not overly favor their children



when educating their children, to adopt appropriate education methods, excessive preference will also make children in the relationship with others when various problems, so in education, parents need to grasp the degree to help children grow better.

Today's society is constantly changing, social changes, the old era of education methods are not necessarily suitable for use in today's environment, especially now affected by the epidemic, children stay at home more often, parents should encourage their children more, actively participate in learning activities, help children improve their interest, and take useful methods to achieve learning goals. At the same time, we can not only look at children from academic performance, now, emphasizing quality education, academic performance is only one aspect of evaluating children, there are other aspects, parents should see more of their children's strengths, encourage and praise them to carry forward these advantages, let children experience success, improve individual success experience, so that students increase self-confidence, thereby improving academic self-efficacy.

## 5 CONCLUSION

Fathers treat boys more harshly in the upbringing process, and there are significant differences between boys and girls. In terms of learning, there are also significant differences between boys and girls in self-efficacy in learning behavior. Parenting styles can significantly predict children's academic self-efficacy.

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