

To cite this article: Dr. Nguyen Thi Van Anh, Hoang Tuyet Anh, Hoang Thanh Tam, Do Phi Phi, Doan Minh Quang, Nguyen Ha Hai Duong and Nguyen Quang Minh (2023). PARENTING STYLES AND HIGH SCHOOL STUDENTS' INTEREST IN LEARNING, International Journal of Education and Social Science Research (IJESSR) 6 (6): 143-155 Article No. 869, Sub Id 1366

PARENTING STYLES AND HIGH SCHOOL STUDENTS' INTEREST IN LEARNING

Dr. Nguyen Thi Van Anh¹, Hoang Tuyet Anh², Hoang Thanh Tam³, Do Phi Phi⁴, Doan Minh Quang⁵, Nguyen Ha Hai Duong⁵ and Nguyen Quang Minh⁷

¹University of Labour and Social Affairs

^{2,3,4,5,6}Foreign Language Specialized School

⁷(HUS) High School for Gifted Students

DOI: <https://doi.org/10.37500/IJESSR.2023.6610>

ABSTRACT

During recent decades, research and surveys have demonstrated various results that emphasize the impacts of relationships between parents and children on children's development. Specifically, parents' parenting style is said to be one of the factors that have a profound influence on children, including their academic performance. This research conducts an overview of research on parenting styles, focusing on authoritarian and authoritative styles, and high school students' interest in learning. After reviewing the research, our team proposed a research model, questionnaires, and scales based on the original PSDQ model, the model of Robinson, Mandlco, Olsen, & Hart (2001), and the SchMOT model of Catheri Conradt et al (2022). The research results are the basis for the group's further research and surveys conducted in the future. Additionally, the results are valuable reference material for researchers in the field of education, particularly those interested in the issues of parenting styles and students' interest in learning.

KEYWORDS: Authoritative parenting, Authoritarian parenting, Parent, Interest in learning, High school.

1. INTRODUCTION

Baumrind (1991) assumes that parenting styles influence the social and cognitive development of children. Parenting styles are reported to “capture normal variations in parents' attempts to control and socialize their children” (Rebecca Laff and Wendy Ruiz, 2019). There have been studies proving the direct effects of parenting styles on children's social functions, both in terms of ethics and academic development, which includes social psychological adjustment (Sepideh Yazdani, Golrokh Daryei, 2016); stress coping (Farahnaz Mirzaei, Hasanali Kadivarzare, 2014); academic achievements and career paths (Zahed Zahedani, Z., Rezaee, R., Yazdani, Z., Bagheri, S., & Nabeiei, P., 2016); and goal orientation (Kosterelioglu, I., 2018). Another study has shown that authoritative parents are correlated with the most positive outcomes, while authoritarian ones yield fewer positive

results (Kuppens, S., & Ceulemans, E., 2019). This finding is also mentioned as part of the conclusions of the aforementioned studies.

However, such conclusions often apply within the scope of specific regions or countries outside of Vietnam, while the number of studies conducted in this country is limited.

To determine the impact of authoritarian and authoritative parenting styles on high school students' learning interest, the research group conducted a two-phase study. In Phase 1, a literature review was written to propose a model, scale, and questionnaire as a basis for Phase 2, which involves surveying and analyzing the relationship between parenting styles and learning interest of high school students in Hanoi. This study is the results of Phase 1, focusing on addressing the following questions: (1) What is the basis for constructing a model illustrating the influence of parenting styles on children's interest in learning? (2) Which scales and the basis for building them can be used to construct the model and questionnaires?

2. THEORETICAL BASIS AND RESEARCH OVERVIEW

2.1. Theoretical basis

2.1.1. Parenting styles

Parenting styles refer to all the unique characteristics and distinct nuances of stability, relative nature, and the manifestation of parents' viewpoints, behaviors, gestures, and ways of communication, interaction, and child-rearing. (Dao Thi Dieu Linh and Le Thanh Ha, 2018). Baumrind, a clinical psychologist, based on the aspects: control, the requirements for maturity, clarity in communication, and nurturing indicate the three main types of parenting styles: Authoritarian, Permissive and Authoritative. Later, Maccoby and Martin added Uninvolved parenting style. (Joel A Muraco et al, 2020).

In this research, the research team will delve into analyzing the influence of two types of parenting styles: Authoritarian parenting style and Authoritative parenting style.

The authoritarian parenting style is characterized by a combination of strict control with little warmth, care, support, and emotional attachment to their children. Authoritarian parents tend to deny, demand high standards, give orders, and tightly control their children's psyche (Baumrind, 2013b; Baumrind et al., 2010). They often punish and compel their children to conform to their behavioral standards (Baumrind, 2012), leaving little opportunity for the children to make their own decisions or reasoning (Baumrind, 2012). Authoritarian parents believe that the children should obey what the parents say, thus the children's behavior and attitudes are often directed, shaped, and based on certain control. This parenting style often has little association with optimal child outcomes including belief in their own competence (Baumrind et al., 2010), both externalizing and internalizing problems (Braza et al., 2015; Maccoby & Martin, 1983; Rinaldi & Howe, 2012), and rebelliousness (Baumrind, 1968).

According to Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson, Mandlco, Olsen, & Hart, 2001), Authoritarian Parenting is divided into 3 main factors: Corporal Punishment; Verbal Hostility; Punitive Strategies.

Meanwhile, Authoritative Parenting tends to show high acceptance and behavioral control; low psychological control; fast reaction and openness to their children. Parents with this parenting style have warm, encouraging, and controlling behaviors toward their children that are conducive to their autonomy (Baumrind, 1966; Baumrind, 2013a; Larzelere, & Owens, 2010). They provide their kids a balanced upbringing that takes into account every circumstance, fostering independence within reason. They utilize induction to set ground rules, promote transparency, uphold their autonomy, and show them affection. According to earlier research, democratic parenting frequently helps kids develop desirable traits like self-control (Grolnick & Ryan, 1989), autonomy (Baumrind, 1968), and social responsibility (Baumrind, 1971). According to a plethora of additional research, democratic parent-child offspring typically exhibit sociability, friendliness, psychological stability, and scholastic success (Baumrind, 1991; Lamborn et al. 1991; Steinberg et al. 1994).

2.1.2. Interest in learning of high school students.

According to Article 28(1) of the 2019 Education Law of Vietnam, regulations on the educational level and school ages for general education are as follows: “Upper secondary education lasts for 03 school years, from the tenth to the twelfth grade. Students must complete the lower secondary educational programme before entering the tenth grade. The entry age for the tenth grade is 15”. The research “Interest characteristics in high school students' subjects” (Dinh Thi Sao et al., 2011) suggested that high school students start to be aware of the importance of studying for their future career path, leading to the improvement in interest in learning towards subjects and fields related to the occupation they want to pursue. The mention-aboved research also pointed out several challenges which high school students have to face up frequently from exams' pressure; family and teachers' expectation as well as temptation from external environments, especially the stress from social and cultural factors.

Interest is a powerful driving force, guiding the path of learning and career, and is an important factor in achieving academic success. Interest is a psychological state of the attention and impact on a particular subject or topic, and is a long-term tendency to maintain interest over time. (Judith M. Harackiewicz et al., 2016).

Interest relates to acquired knowledge, or cognitive expressive representations are stored from related experiences, values, or emotional reactions such as feelings of confidence (Renninger, 2009). Interest and knowledge develop and influence the way an individual participates in the current and future missions, based on innate connection between these emotions and cognitive structure. From this perspective, interest is assumed to affect the studying process in most if not all situations (Krapp, Hidi, & Renninger, 1992).

Based on Lai's study (2010), interest in learning is a personal preference towards studying, sometimes it means an individual selects something instead of others. Besides, the positive psychological state that happens during the interacting process of people with the situation creates increased learning motivation.

Interest in learning is the enjoyment, care created when students feel teachers' enthusiasm for the teaching contents and individual interest promotes an individual's enthusiastic engagement in learning, with a focus on the knowledge and preexisting emotions of the individual (Judith M. Harackiewicz et al., 2016).

In this study, interest in learning is taken as the psychological state formed during the interacting process with the educational environment, affecting the motivation, attention span and an individual's emotions over time.

In past papers, researchers indicate that family, especially parents, have a comparative impact on children's learning interest. Specifically, factors believed to influence children's learning interest include: influence by parents and schools (Indiani Hasana Putri và cộng sự, 2022) and disciplinary strategies (Kwenberlin Depeña Hambala & et al, 2023). Thereby, it could be seen that the family environment has a significant impact on the level of children's learning interest. Therefore, our research team proposes that parenting styles is also a vital factor that needs to be studied, surveyed in order to measure the level of the factor's effect on children's learning interest.

2.2. Research overview

Past research showed parenting styles influence various aspects of children's academic performance. Authoritarian parenting style was considered to have a connection to more negative outcomes in children, such as low academic grade, compared to Authoritative parenting style. However, this result was not congruent among different ethnic groups. (Dornbusch et al., 1987, Baumrind, 1972).

There is a variety of research regarding the impacts of parenting styles, in specific Authoritarian style, on students' performance. These studies usually involved matters like children's academic achievement (Wei Wei Chen, 2015), children's school performance (Zainudin Abu Bakar, 2012), psychosocial adjustment (Sepideh Yazdani, Golrokh Daryei, 2016) and creativity (Yan Dong et al, 2022).

Khalida Rauf and partners (2017) have collected academic achievements and answers to the PAQ questionnaire of 100 students aged 9 to 17. The results showed that authoritarian parenting style is an important predictor of student performance. The authoritarian parenting style accounts for 38% variance in score in academic achievement.

Suet-ling Pong and colleagues (2010) conducted research on the influence of authoritarian parenting style on the academic performance of teenage students in the United States and Taiwan. After collecting and analyzing results from more than 40,000 students from the United States and Taiwan using “Adolescent Health Longitudinal Survey” and TEPS, the study indicates that, in both cultures, authoritarian parenting style can have a negative impact on children’s performance at school, while the authoritative parenting style will have a positive impact.

Authoritative parenting style is believed to be associated with more positive outcomes in children, such as good academic performance, compared to authoritarian styles. However, these results are not consistent across ethnic groups (Dornbusch et al., 1987; Baumrind, 1972).

Research on the influence of parenting styles in general, and authoritative parenting style in particular, on various aspects of children's learning is extremely diverse and complex. These studies often encompass a wide range of different issues, including psychological adjustment (Enrique Gracia et al., 2008), socio-emotional skills (Aikaterini Vasiou et al., 2023), and self-esteem (Siyi Kou, 2022).

Joyce Hayek et al., (2022) surveyed 345 students from public and private schools in the mountainous regions of Lebanon and Beirut, aged 15 to 18. Participants were asked about their social status, such as age, gender, type of school, family structure, and religion. They also explored social cognitive factors such as attitudes, social norms, beliefs in personal competence, intentions, parenting styles, and academic achievement. The data were analyzed using the SPSS tool, revealing a positive correlation between authoritative parenting style and academic achievement, as well as self-confidence: Children with authoritative parents tend to perform better and exhibit more confidence than those with uninvolved parents.

However, a number of studies have indicated that children's enthusiasm in learning is influenced by certain factors. After surveying 1887 high school students, Lee Hyun Joo and Boo Eun Joo (2022) highlights in their study that student-centered instructional style has a positive impact on the English learning interest of students. Meanwhile, this style positively affects the Math learning interest of female students only.

Herprawtiwi and Tohir (2022) surveyed 38 students, and the collected data were analyzed using ANOVA analysis with SPSS version 16. From this, the study found that interest in learning significantly influences learning motivation.

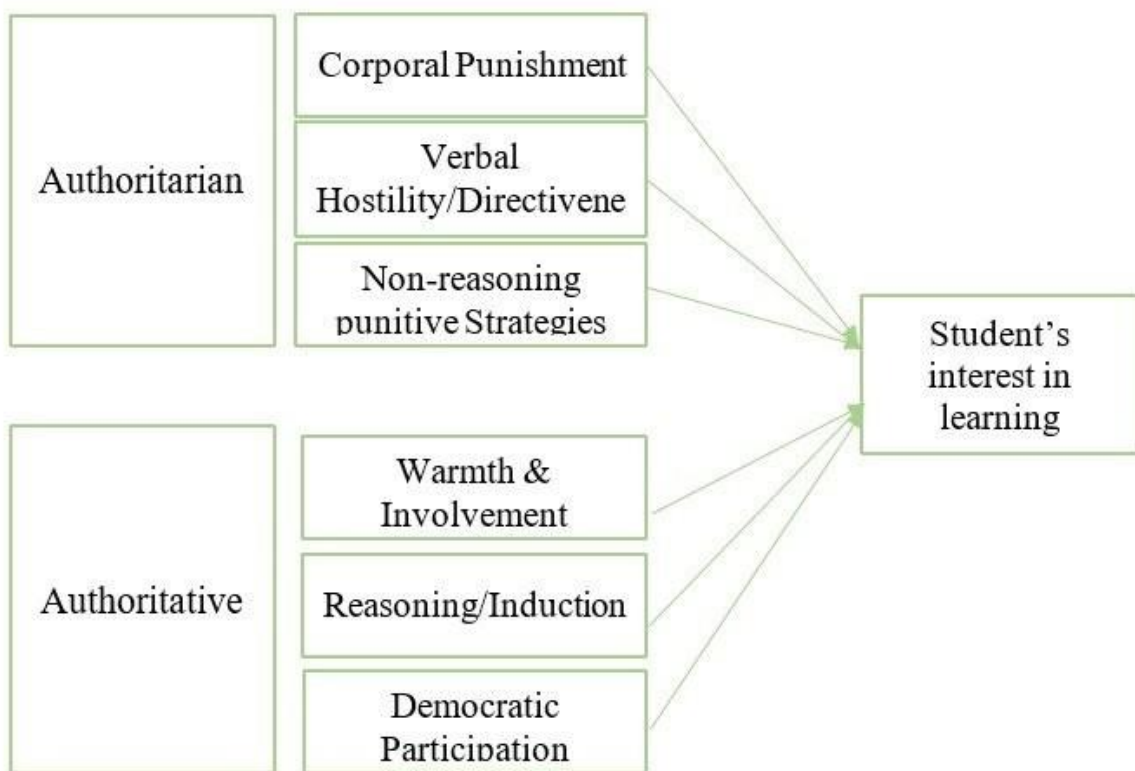
Moreover, numerous studies have demonstrated that students interest in learning is also influenced by various other factors, such as the intensity of online gaming (Siti Nur Faizatul Iqlimah et al., 2023) and self-confidence in one’s own abilities (Azzah Kurnia Dewi, 2023).

In general, there have been several foreign scientists studying the topics of parental educational styles and students' interest in learning. However, these studies have not specifically explored the relationship between these two factors.

3. Proposed researching model

3.1. Theoretical model

Figure 1. Theoretical mod



Source: Proposal of the research team

With the proposed model above, the team suggests that authoritarian parenting styles consist of three factors: Corporal Punishment; Verbal Hostility/Directiveness; Non-reasoning, Punitive Strategies; while the authoritative style consists of three factors: “Warmth & Involvement”, “Reasoning/Induction”, “Democratic Participation”. This model will be tested through surveys. The purpose of this model-based survey would be to determine the parents' parenting style and the participants' level of interest in learning. Research team will identify the level of influence each parenting style has on the student's interest in learning. Based on the results obtained from the survey, the team will make suggestions for parents to adjust their parenting styles accordingly. In addition,

notable features can also be shared with educators and parents to find solutions to increase the interest of students in learning to get better performance.

3.2. Research scale and theory

The authoritarian style of the students’ parents is defined by three factors: “Corporal Punishment”, “Verbal Hostility/Directiveness”, “Non-reasoning, Punitive Strategies”, with a scale of items:

*NOTE: The codename is based on Vietnamese initials of the questions.

Table 1. Authoritarian Items

No.	Code	Content	References
1		Corporal Punishment	
1.1	HP1	Uses physical punishment as a way of disciplining our child.	
1.2	HP2	Spanks when our child is disobedient.	
1.3	HP3	Slaps child when the child misbehaves.	
1.4	HP4	Grabs child when being disobedient.	
2		Verbal Hostility/Directiveness	
2.1	TD1	Explodes in anger towards child	
2.2	TD2	Yells or shouts when child misbehaves.	Robinson, C. C., Mandleco, B., Olsen, S. F., & Hart, C. H. (2001)
2.3	TD3	Scolds and criticizes to make child improve.	
2.4	TD4	Scolds or criticizes when child’s behavior doesn’t meet our expectations.	
3		Unreasonable, punitive tendencies	
3.1	LL1	Punishes by taking privileges away from child with little if any explanations.	
3.2	LL2	Uses threats as punishment with little or no justification.	

3.3	LL3	Punishes by putting child off somewhere alone with little if any explanations.	
3.4	LL4	When child asks why (he)(she) has to conform, states: because I said so, or I am your parent and I want you to.	

Source: Compiled by research team

The democratic parenting style is determined by three factors: "Need and support", "Reason and guidance", "Democratic participation", with the following scales:

Table 2. Authoritative Items

No.	Code	Content	References
4		Warmth & Involvement	
4.1	AC1	Encourages child to talk about the child's troubles.	
4.2	AC2	Responsive to child's feelings or needs.	
4.3	AC3	Gives comfort and understanding when child is upset.	
4.4	AC4	Give praise when child is good.	
4.5	AC5	Has warm and intimate times together with child	
5		Reasoning/Induction	
5.1	LLHD1	Gives child reasons why rules should be obeyed.	
5.2	LLHD2	Helps child to understand the impact of behavior by encouraging child to talk about the consequences of (his)(her) own actions.	
			Robinson, C. C., Mandlco, B., Olsen, S. F., & Hart, C. H. (2001)

5.3	LLHD3	Explains the consequences of the child's behavior	
5.4	LLHD4	Emphasizes the reasons for rules.	
5.5	LLHD5	Explains how we feel about his/her good and bad behavior.	
6		Democratic Participation	
6.1	DC1	Shows respect for child's opinions by encouraging child to express them.	
6.2	DC2	Encourages child to freely express (himself)(herself) even when disagreeing with parents	
6.3	DC3	Allows child to give input into family rules.	
6.4	DC4	Takes child's desires into account before asking the child to do something.	

Source: Compiled by research team

Students' interest in learning is measured by the following scales:

Table 3. "Interest in learning" scale

No.	Code	Content	References
7		Interest in learning	Conradty, Catherine & Bogner, Franz. (2022).
7.1	HT1	Learning makes sense of my life	
7.2	HT2	Learning is interesting	
7.3	HT3	I like to learn	

Source: Compiled by research team

The questionnaires above have been translated from the original questionnaires to fit the command of Vietnamese language, context and the research population being students. Furthermore, the survey form will be designed to collect some general information from participants, including:

1. Full Name
2. Gender
3. Year of birth
4. School region (urban or suburban)
5. Specialized school/ non-specialized school

4. Conclusion and future research orientation

In this research, our team proposed that interest in learning of Highschool students may be affected by parenting styles. By using PSDQ (Robinson, Mandlco, Olsen, & Hart, 2001) [1] và SchMOT (Conradty, Catherine & Bogner, Franz, 2022). Our team identified questionnaires that could be utilized in surveying purposes to discover the correlation between Authoritarian style, Authoritative style and highschoolers' interest in learning together with designing an theoretical model regarding factors of authoritative and authoritarian parenting styles. Subsequently, this research served as a premise for further surveys and discoveries that involved issues including: (1) Which parenting style do parents of the surveyed participants have? (2) Do Authoritarian and Authoritative parenting styles affect highschoolers' learning interest? (3) Which parenting style has a more positive effect?

REFERENCES

- Baumrind D. (1968). *Authoritarian vs. authoritative parental control*. *Adolescence*, 3(11), 255–272.
- Baumrind D. (2012). *Differentiating between confrontive and coercive kinds of parental power-assertive disciplinary practices*. *Human Development*, 55(2), 35–51. 10.1159/000337962
- Baumrind D. (2013b). *Is a pejorative view of power assertion in the socialization process justified?* *Review of General Psychology*, 17(4), 420–427. 10.1037/a0033480
- Baumrind, D. (1966). *Effects of authoritative parental control on child behavior*. *Child Development*, 37(4), 887-907. <https://doi.org/10.2307/1126611>.
- Baumrind, D. (1971). *Harmonious parents and their preschool children*. *Developmental psychology*, 4(1), 99-102.
- Baumrind, D. (1972). *An exploratory study of socialization effects on black children: Some black-white comparisons*. *Child development*, 261-267.
- Baumrind, D. (1991). *The influence of parenting style on adolescent competence and substance use*. *The journal of early adolescence*, 11(1), 56-95.
- Baumrind, D. (2013a). *Authoritative parenting revisited: History and current status*. In R. E. Larzelere, A. S. Morris, & A. W. Harrist (Eds.), *Authoritative parenting: Synthesizing nurturance and discipline for optimal child development* (pp. 11-34). Washington, DC, USA: American Psychological Association.

- Baumrind, D., Larzelere, R. E., & Owens, E. B. (2010). *Effects of preschool parents' power assertive patterns and practices on adolescent development*. Parenting, Science and Practice, 10(3), 157-201. <https://doi.org/10.1080/15295190903290790>
- Braza P., Carreras R., Muñoz J. M., Braza F., Azurmendi A., Pascual-Sagastizábal E., et al. Sánchez-Martín J. R. (2015). *Negative maternal and paternal parenting styles as predictors of children's behavioral problems: Moderating effects of the child's sex*. Journal of Child and Family Studies, 24(4), 847–856. 10.1007/s10826-013-9893-0
- Conradty, Catherine & Bogner, Franz. (2022). *Measuring Students' School Motivation*. Education Sciences. 12. 15. 10.3390/educsci12060378.
- Dao, L. T. D., & Le, H. T. (2021). *Hanh vi bat nat cua hoc sinh trung hoc co so va phong cach giao duc cua cha me*. Vietnam National University.
- Dewi, Azzah & Lestari, Sri & Sandayanti, Vira. (2023). *Can self-efficacy have a role in learning interest*. Psikostudia: Jurnal Psikologi. 12. 302.10.30872/psikostudia.v12i2.10829.
- Dinh, T.S. et al., 201. *Dac diem hung thu doi voi cac mon hoc cua hoc sinh THPT*.
- Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., & Fraleigh, M. J. (1987). *The Relation of Parenting Style to Adolescent School Performance*. Child Development, 58(5), 1244–1257. <https://doi.org/10.2307/1130618>
- Gracia, E., Lila, M., & García, F. (2008). *What is best for your children? authoritative vs. indulgent parenting*. Retrieved from https://www.researchgate.net/publication/237480272_What_Is_Best_for_Your_Children_Authoritative_vs_Indulgent_Parenting_Styles_and_Psychological_Adjustment_of_Spanish_Adolescents
- Grolnick, W. S., & Ryan, R. M. (1989). *Parent styles associated with children's self-regulation and competence in school*. Journal of Educational Psychology, 81(2), 143–154. <https://doi.org/10.1037/0022-0663.81.2.143>
- Hambala, Kwenberlin & Lopez, Enid & Cobrado, Dhianne & Naparan, Genesis & Peña, Geraldine & Tantog, Alfer. (2023). *Exploring the Parents' Disciplinary Strategies to Promote Children's Learning Interest*. Edukasiona Jurnal Inovasi Pendidikan. 2. 237-250. 10.56916/ejip.v2i4.437.
- Harackiewicz, J. M., Smith, J. L., & Priniski, S. J. (2016). *Interest Matters: The Importance of Promoting Interest in Education*. Policy insights from the behavioral and brain sciences, 3(2), 220–227. <https://doi.org/10.1177/2372732216655542>
- Hayek, J., Schneider, F., Lahoud, N., Tueni, M., & de Vries, H. (2022). *Authoritative parenting stimulates academic achievement, also partly via self-efficacy and intention towards getting good grades*. PloS one, 17(3), e0265595. <https://doi.org/10.1371/journal.pone.0265595>
- Herpratiwi & Tohir, A. (2022). *Learning interest and discipline on learning motivation*. International Journal of Education in Mathematics, Science, and Technology (IJEMST), 10(2), 424-435. <https://doi.org/10.46328/ijemst.2290>
- Iqlimah, Siti & Hazim, Hazim. (2023). *Can the intensity of playing online games affect interest in learning?*. Psikostudia: Jurnal Psikologi. 12. 409. 10.30872/psikostudia.v12i3.11515.

- Kosterelioglu, I. (2018). *Effects of Parenting Style on Students' Achievement Goal Orientation: A Study on High School Students*. Educational Policy Analysis and Strategic Research, 13(4), 91-107. doi:10.29329/epasr.2018.178.5
- Kou, Siyi. (2022). *The Relationship between Parenting Style and Self-Esteem in Adolescents*. Journal of Education, Humanities and Social Sciences. 5. 307-312. 10.54097/ehss.v5i.2923.
- Krapp, A., Hidi, S., & Renninger, K. A. (1992). *Interest, learning, and development*. In K. A. Renninger, S. Hidi, & A. Krapp (Eds.), *The role of interest in learning and development* (pp. 3-25). Hillsdale, NJ: Erlbaum.
- Kuppens, S., & Ceulemans, E. (2019). *Parenting Styles: A Closer Look at a Well-Known Concept*. Journal of child and family studies, 28(1), 168–181. <https://doi.org/10.1007/s10826-018-1242-x>
- Laff, R., & Ruiz, W. (2019). *Child, family, and community*.
- Lai, Q., A (2010). *Survey of National Taoyuan Senior-High School Students' Interest in Learning Music and Demand for Self-Decision*. MA, Taiwan: Department of Music, National Taiwan Normal University.
- Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). *Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families*. Child development, 62(5), 1049-1065.
- Lee, H., & Boo, E. (2022). *The effects of teachers' instructional styles on students' interest in learning school subjects and academic achievement: Differences according to students' gender and prior interest*. Learning and Individual Differences, 99, 102200.
- Luat Giao duc so 43/2019/QH14, Khoan 1, Dieu 28
- Maccoby, E. E., & Martin, J. A. (1983). *Socialization in the context of the family: Parent-child interaction*. In E. M. Hetherington (Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality and social development* (4th ed., pp. 1-101). New York, NY, USA: John Wiley.
- Mirzaei, F., & Kadivarzare, H. (2014). *Relationship between parenting styles and hardiness in high school students*. Procedia-Social and Behavioral Sciences, 116, 3793-3797.
- Muraco, J. A., Ruiz, W., Laff, R., Thompson, R., & Lang, D. (2020). *Baumrind's parenting styles*. Retrieved from <https://iastate.pressbooks.pub/parentingfamilydiversity/chapter/chapter-1-2/#footnote-304-1>
- Pong SL, Johnston J, Chen V. (2010). *Authoritarian Parenting and Asian Adolescent School Performance: Insights from the US and Taiwan*. Int J Behav Dev. 34(1):62-72. doi: 10.1177/0165025409345073. PMID: 24850978; PMCID: PMC4026298.
- Putri, Indiani & Fitria, Yenni & Putri, Viona & Firsya, Rahmatul & Jofanry, Rofif & Putri, Fitria. (2022). *Parents' Efforts to Improve Children's Learning Interests in Islamic Families in Indonesia*. International Journal of Islamic Studies Higher Education. 1. 105-118. 10.24036/insight.v1i2.33.
- Rauf, Khalida & Ahmed, Junaid. (2017). *The relationship of authoritarian parenting style and academic performance in school students*. Pakistan journal of psychology. 48. 61-71.
- Renninger, K. A. (2009). *Interest and identity development in instruction: An inductive model*. Educational Psychology, 44(2), 105–118.

- Riani, Novi & Nazmi, Ranti & Juliardi, Budi. (2023). *Influence of Parents and School Environment on Student Learning Interest of Class XI Students of the Network Computer Engineering School in Learning PPKN in SMK Negeri 1 Solok Selatan*. AURELIA: Jurnal Penelitian dan Pengabdian Masyarakat Indonesia. 2. 463-470. [10.57235/aurelia.v2i1.262](https://doi.org/10.57235/aurelia.v2i1.262).
- Rinaldi C. M., Howe N. (2012). *Mothers' and fathers' parenting styles and associations with toddlers' externalizing, internalizing, and adaptive behaviors*. Early Childhood Research Quarterly, 27(2), 266–273. [10.1016/j.ecresq.2011.08.001](https://doi.org/10.1016/j.ecresq.2011.08.001)
- Robinson, C. C., Mandlco, B., Olsen, S. F., & Hart, C. H. (2001). *The parenting styles and dimensions questionnaire*. In B. F. Perlmutter, J. Touliatos, & G. W. Holden (Eds.), Handbook of family measurement techniques: Vol. 3. instruments & index (pp. 319–321). Thousand Oaks, CA, USA: Sage.
- Sepideh Yazdani, Golrokh Daryei (2016). *Parenting styles and psychosocial adjustment of gifted and normal adolescents*. Pacific Science Review B: Humanities and Social Sciences. 2(3), 100-105. <https://doi.org/10.1016/j.psr.2016.09.019>
- Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S., & Dornbusch, S. M. (1994). *Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families*. Child development, 65(3), 754-770.
- Vasiou, A., Kassis, W., Krasanaki, A., Aksoy, D., Favre, C. A., & Tantaros, S. (2023). *Exploring Parenting Styles Patterns and Children's Socio-Emotional Skills*. Children (Basel, Switzerland), 10(7), 1126. <https://doi.org/10.3390/children10071126>
- Wei-Wen Chen (2015). *The relations between perceived parenting styles and academic achievement in Hong Kong: The mediating role of students' goal orientations*. Learning and Individual Differences. 37, 48-54. <https://doi.org/10.1016/j.lindif.2014.11.021>
- Yan Dong, et al (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>
- Zahed Zahedani, Z., Rezaee, R., Yazdani, Z., Bagheri, S., & Nabeiei, P. (2016). *The influence of parenting style on academic achievement and career path*. Journal of advances in medical education & professionalism, 4(3), 130–134.
- Zainudin Abu Bakar, et al (2012). *Parenting Style and Its Effect on the Malaysian Primary School Children's School Performance*. Procedia - Social and Behavioral Sciences. 69, 1579-1584. <https://doi.org/10.1016/j.sbspro.2012.12.101>