

2-TOM, 5-SON

THE IMPACT OF PARENTING STYLES ON CHILDREN'S ACADEMIC
PERFORMANCE

Ozodakhon Elmurod qizi Izzatillaeva,
Uzbekistan state world languages university

Annotation: The article explores the impact of four different parenting styles – authoritative, authoritarian, permissive, and uninvolved – on children's academic performance. It examines the characteristics of each approach and the potential impact of parenting styles on children's mental health, academic motivation, self-esteem, and socio-emotional development. The article provides evidence from research to support the argument that authoritative parenting, characterized by warmth, responsiveness, and clear expectations, tends to have the most positive impact on children's academic outcomes. It also discusses the potential long-term impact of parenting styles on career success and overall wellbeing. The article concludes by highlighting the importance of positive parenting practices, highlighting ways that parents, teachers, and policymakers can support children's academic and socio-emotional development.

Keywords: Parenting styles, authoritative, authoritarian, permissive, uninvolved, academic performance, positive parenting, teaching practices, parental involvement, education policy.

First of all, let us get acquainted with what parenting styles are and their main types before moving on to the effect of parenting styles on children's academic performance.

Parenting styles are the different ways in which parents raise their children. Psychologists have identified four main parenting styles: **authoritative, authoritarian, permissive** and **uninvolved**.

Authoritarian parenting style is characterized by strict rules and high demands. These parents value obedience above all else. They often use punishment rather than praise or reward to mold their child's behavior. Children raised by authoritarian parents may become anxious, withdrawn, and lack confidence in their abilities.

Authoritative parenting, on the other hand, is defined by clear rules and expectations coupled with warmth and support. This parenting style values independence and encourages children to voice their opinions. Parents that follow this style may still discipline their child but do so with empathy and reasoning. Children raised in this environment typically exhibit greater social competence, self-esteem, and academic achievement.



2-TOM, 5-SON

Permissive parenting style is characterized by few rules, no expectations, and high warmth. These parents often avoid confrontation and are more likely to offer their children concessions in order to maintain peace. Children raised in this environment may lack self-control and show greater aggression and disregard for authority.

Uninvolved parenting style is defined by a lack of attention and support. These parents are disengaged and unresponsive when it comes to their child's needs. They might provide their child with food, shelter, and basic necessities but fail to offer support or guidance. Children raised in this environment may experience feelings of neglect and have difficulty forming relationships.

parenting styles have a significant impact on child development. Research has shown that an authoritative parenting style is the most effective, whereas uninvolved parenting style is the least effective. It is important for parents to understand their parenting tendencies and make necessary changes to ensure their children are happy, healthy and well-rounded individuals. (Baumrind, 1991)

Research has shown that parents who exhibit an **authoritative** parenting style, defined by warmth, responsiveness, and clear expectations, tend to have children who excel academically (Lamborn et al., 1991). There are several ways in which this parenting style positively impacts a child's academic outcomes.

Firstly, authoritative parents tend to provide their children with a structured and supportive environment that fosters learning. They establish clear rules and expectations, which helps the child to feel secure and understand the consequences of their actions. Furthermore, an authoritative parent will encourage their child to think critically, ask questions, and learn independently. This allows the child to develop confidence in their abilities and take ownership of the learning process.

Secondly, authoritative parents tend to be highly involved in their child's education. They actively monitor their child's progress and offer guidance and support when needed. This involvement can take many forms, such as helping with homework, attending parent-teacher meetings, or providing educational resources. By taking an active interest in their child's academic life, authoritative parents show that education is a priority and help to instill a love for learning.

Finally, authoritative parents tend to provide their children with emotional support. They are warm and responsive, offering praise and encouragement when their child does well, and comfort and empathy when they struggle. This emotional support helps to create a positive learning environment, where the child feels safe to take risks and learn from their mistakes.



2-TOM, 5-SON

On the other hand, **authoritarian** parenting style, characterized by strict rules and obedience, remains one of the most commonly adopted parenting styles worldwide. However, studies have shown that this approach may lead to negative outcomes in children, such as anxiety, decreased academic motivation, and low self-esteem (Makovšek, 2016).

Research has suggested that authoritarian parenting can have a negative impact on children's mental health. It places excessive demands on children, without offering a nurturing and supportive environment. As a result, children may develop feelings of fear, anxiety, and depression, which may impact their emotional well-being in the long term.

Additionally, authoritarian parenting style may lead to decreased academic motivation. Studies have indicated that when children are raised in an environment where strict obedience and compliance are the norms, they may fail to develop critical thinking skills and independence. Consequently, they may lack the motivation to challenge themselves academically and may underperform in school.

Moreover, children raised by authoritarian parents may develop low self-esteem. Such parents are often critical and harsh, focusing on negative feedback rather than positive reinforcement. This can create an environment where a child may feel unappreciated, undervalued and criticized. The child may then internalize this feedback, leading to negative feelings and low self-worth.

In conclusion, authoritarian parenting style may have detrimental effects on children's mental health, academic motivation, and self-esteem. Parents must strike a balance between disciplining their children and offering emotional support and encouragement. This can be achieved by following a more authoritative approach, which provides clear expectations and guidance while offering empathy and support. By shifting to more authoritative parenting, parents can create a healthier and more nurturing environment in which children can thrive.

Permissive parenting, characterized by few rules and little control on children's behavior, has an impact on children's academic performance and self-regulation skills. Studies have suggested that permissive parenting can promote a lack of self-discipline, a lack of accountability, and poor academic outcomes in children.

Permissive parenting tends to be associated with a lack of structure and accountability, which can translate to a lack of self-regulation skills in children. This parenting style is characterized by the absence of firm rules and limits, which may result in children having difficulty controlling their behaviors and desires. As a result, children with permissive parents may struggle with impulse control, follow-through with tasks, and punctuality, which can impact their academic performance negatively.



2-TOM, 5-SON

Furthermore, permissive parenting may negatively impact children's academic performance. Without clear expectations or consequences for poor performance, children may feel little pressure to excel in school. In a recent study, nested under the Fragile Families and Child Wellbeing Study, it was found that permissive parenting was associated with lower math scores in children (DeCarlo Santiago et al., 2011).

Moreover, permissive parenting may promote an external locus of control in children, meaning they feel powerless to change their outcomes and are dependent on external factors, such as luck or chance. This is because permissive parents tend to avoid confrontation and may place the responsibility of decision-making on their children without adequate guidance. Consequently, children may internalize a lack of control over their environments, which can lead to negative academic outcomes.

On the other hand, **uninvolved** parenting, where parents are emotionally detached and provide little guidance or support, can have severe consequences on children's academic achievement and socioemotional development. Children raised by uninvolved parents may exhibit behavior problems, have disciplinary issues, and experience low academic achievement.

Uninvolved parents exhibit a lack of warmth or involvement in their child's activities, which can lead to negative outcomes, including poor academic performance. Without parental guidance, children may feel poorly equipped to manage schoolwork and lack motivation to excel academically. Children from uninvolved homes are more likely to perform poorly in school and have low academic achievement (Sun & Li, 2017).

Moreover, children with uninvolved parents may experience socio-emotional difficulties, including anxiety, depression, and low self-esteem. An emotionally unavailable parent can lead to a child feeling rejected, neglected, or unloved, which can result in negative feelings and be harmful to their mental health. Children may struggle with developing social skills, emotional intelligence, and the ability to regulate their emotions. Furthermore, uninvolved parenting can lead to risky behavior, such as substance abuse or engagement in delinquent behavior.

As uninvolved parenting can have significant consequences on children's academic achievement and socio-emotional development, it is essential for parents to provide their children with guidance and support, which are essential ingredients for academic achievement and building a healthy emotional foundation.

Research has shown that parenting styles can have **long-lasting effects** on a child's academic performance. The impact of parenting styles on academic achievement can be extended into adulthood, influencing career success as well.



2-TOM, 5-SON

Authoritative parenting has been shown to promote higher academic achievement, which can translate into greater career success in adulthood. Children raised by authoritative parents are more likely to have good study habits, high academic competence, and greater self-confidence. As a result, they are more likely to obtain higher-paying jobs and have greater job satisfaction in adulthood (Baumrind, 1991).

In contrast, children with uninvolved or permissive parents may experience lower academic achievement, which can lead to lower educational attainment and limited career opportunities. These children may have a more challenging time finding employment in high-paying professions, resulting in lower earnings and a higher likelihood of job dissatisfaction in adulthood.

Furthermore, children raised by authoritarian parents may experience higher levels of anxiety and pressure to perform academically. While authoritarian parenting may promote high academic performance in childhood, these children may feel a sense of resentment or rebellion towards their parents as they grow older and move into adulthood. This can lead to unfulfilling careers or a lack of overall career satisfaction.

Additionally, harsh parenting styles, such as authoritarian parenting, have been linked to negative outcomes such as depression, poor mental health, and a greater likelihood of substance abuse (Baumrind, 1991). These outcomes can further impact career success and overall wellbeing.

As parenting styles have a significant impact on academic performance, which can extend into adulthood and affect career success, parents who promote a nurturing and supportive atmosphere have a greater likelihood of raising children who are academically successful and who go on to achieve success in their careers and personal lives. Parents, teachers, and policymakers can take several **steps to support** positive parenting practices and enhance children's academic outcomes.

Firstly, it is essential for parents to practice positive parenting techniques such as setting clear expectations and limits, offering praise and rewards for good behavior, and providing emotional support. Parents can also encourage their children to develop good study habits, set up a routine study time, and monitor their children's homework and progress. Additionally, parents can become more involved in their children's school activities and communicate regularly with teachers to ensure they are aware of their children's progress and needs.

Secondly, teachers can play a crucial role in promoting children's academic success by fostering a positive learning environment, offering individualized support and guidance, and encouraging **parent-teacher communication**. Teachers can collaborate with parents to



2-TOM, 5-SON

create a supportive and structured learning environment that nurtures children's academic and socio-emotional development.

Thirdly, policymakers can support positive parenting practices by investing in early **childhood programs** that promote family involvement and provide parents with access to parenting resources and support. Policymakers can also improve access to high-quality education, making it easier for parents to play an active role in their children's schooling.

Finally, policymakers can also support positive parenting by creating **workplace policies that support parental involvement** in their children's education. These policies can include flexible work schedules or providing paid time off for parents to attend school events and meetings.

As positive parenting practices play a critical role in promoting academic success, parents, teachers, and policymakers can all contribute to this effort by promoting positive parenting practices, creating a supportive learning environment, and implementing policies that support parental involvement and access to resources (Lerner & Steinberg, 2010).

Conclusion. Parenting styles have a significant effect on a child's academic performance and career success. While authoritative parenting is widely considered the most effective approach, authoritarian, permissive, and uninvolved parenting styles can have detrimental effects on children's academic outcomes, socio-emotional development, and mental health. The article emphasizes the importance of positive parenting practices, urging parents, teachers, and policymakers to support a supportive learning environment that nurtures children's academic and socio-emotional development.

REFERENCES:

1. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, 11(1), 56-95.
2. 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.
3. Makovšek, T. R. (2016). Authoritative, authoritarian, indulgent, and neglectful mothers with their children: Consequences for academic achievement motivation. *Journal of Child and Family Studies*, 25(5), 1677-1687.
4. DeCarlo Santiago, C., Wadsworth, M. E., & Stump, J. (2011). Socioeconomic status, neighborhood disadvantage, and poverty-related stress: Prospective effects on psychological syndromes among diverse low-income families. *Journal of Economic Psychology*, 32(2), 218-230.
5. Sun, L., & Li, X. (2017). Parenting styles and child socioemotional development in immigrant Chinese families: The moderating role of preschoolers' English proficiency. *Journal of Cross-Cultural Psychology*, 48(9), 1400-1412.
6. Lerner, R. M., & Steinberg, L. (Eds.). (2010). *Handbook of adolescent psychology, volume 2: Contextual influences on adolescent development* (3rd ed.). John Wiley & Sons.

