The Influence of Parenting Style on the Self-efficacy of Middle School Students

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Abstract: Nowadays, in China, with the increasing academic pressure, parents have increasingly strict requirements for their children's grades. Most parents and teachers blame their students for not improving their grades on their abilities and exert greater pressure on them. As a result, students experience more frequent occurrences of depression and anxiety. Investigations have shown that academic self-efficacy and student performance are significantly correlated. Nevertheless, academic self-efficacy is influenced by a wide variety of contextual factors. As a group of people that students come into contact with from birth, parents and their parenting style greatly affect the formation of students' development. The purpose of this study is to ascertain how parenting practices affect middle school pupils' development of academic self-efficacy. Based on the findings, this paper brings about suggestions about how to modify parenting styles and improve students' self-efficacy. Therefore, this study may provide some reference for future research in this area.

1. Introduction

Academic self-efficacy is a concept derived from Bandura's self-efficacy [1]. It is the ability of students to solve problems during the learning process and their ability to predict their level of achievement, which directly affects their individual confidence in their study, learning choices, and learning outcomes. Additionally, research on middle school children has revealed a strong favorable association between academic self-efficacy and performance [2].

Numerous factors impact pupils' academic achievement, such as learning motivation, academic burnout, teacher evaluation, and self-evaluation, all of which constantly affect their academic performance. Among them, academic self-efficacy is considered to have a significant correlation with parenting styles and academic performance [3]. Generally speaking, students with strong academic self-efficacy always tend to have higher confidence in themselves during the learning process in order to achieve good learning outcomes. These students generally possess strong initiative and a spirit of challenge. Conversely, pupils who have poor levels of academic self-efficacy tend to choose to retreat, avoid, and even give up when facing difficulties in their studies due to their lack of high-challenge spirit. Under the continuous negative impact of negative effects, their performance ultimately decreases.

In today's socioeconomic context, the family bears a great deal of difficult obligations [4].

Students who grow up under positive parenting styles feel more emotional warmth, understanding, and support from their parents, and their parent-child relationship is more harmonious. They show more trust in their parents and are more willing to seek help from them when facing academic difficulties. As a consequence, they will receive more help from their parents to deal with academic difficulties and thus possess greater self-efficacy in their academic pursuits [5]. However, individuals who have poor parenting practices are more likely to experience low self-efficacy [6].

In addition, the junior high school and high school periods are important under the Chinese educational system. The middle school entrance examination is an important exam for ending the nine-year compulsory education, and the college entrance examination is the key to students entering higher education and future career development in the Chinese education system. During this period, teenagers experience a transition from childhood to adulthood, with different emotional, psychological, and behavioral changes. This requires close communication between parents and children, as well as a shift in their own parenting styles. Therefore, it is crucial to study the impact of parental upbringing on the academic self-efficacy of middle and high school students during this period.

To sum up, differing parenting philosophies may have an impact on middle school pupils' development of various levels of academic self-efficacy. The goal of this study is to investigate how middle school students' academic self-efficacy is affected by their parental practices.

2. Three Different Parenting Styles

In the early 1960s, psychologist Baumrind proposed the notion of parenting styles and identified four important dimensions of parenting through natural observation, parent interviews, and other research methods: discipline techniques, tenderness and care, communication philosophies, and standards of control and maturity [7]. She defined parenting styles as Authoritarian Parenting, Authoritative Parenting, and Permissive Parenting. Moreover, she classifies parenting styles as imparting standards, values, and behaviors to kids with the expectation that they will follow suit. [7].

2.1. Authoritarian Parenting

Parents who implement authoritarian parenting styles will develop strict plans and hope that their children can fully comply with them. They could not answer why such a plan was made, simply because the child had to follow what they said. Despite having high expectations, some parents are unable to handle their kids' misbehavior. Baumlind claims that these parents are motivated by status and obedience and expect their commands to be carried out without question [7].

2.2. Authoritative Parenting

Parents with authoritarian parenting styles, like those with authoritarian parenting styles, will develop precise learning strategies for their children. Although both "authority" and "authoritarianism" sound similar to "dictatorship", what sets "authority" apart from the latter is that these parents are more democratic, encouraging their children to ask questions and explaining the fundamental principles behind the problems. When children encounter problems, these parents tend to choose tolerance and continued cultivation instead of punishment. Baumlind suggests that these parents keep an eye on kids' conduct and establish clear expectations for them. They exude confidence without being overbearing or constrictive. Instead of using a punitive approach to discipline, they use assistance. They aspire for their kids to be self-assured, socially conscious, cooperative, and capable of self-control [7].

2.3. Permissive Parenting

Baumlind describes her parenting style from two key dimensions: parental response and parental demands. Those who practice lenient parenting typically have lower scores in both dimensions. Sometimes they are also known as doting parents, who have very little demand for their children and therefore rarely provide love and response to them. They also do not provide rational guidance and expectations for their children's growth and future. Baumlind believes that tolerant parents are more sensitive to their demands. They are non-conventional, tolerant, do not demand adult conduct, permit a high degree of self-control, and steer clear of conflict.

3. Self-efficacy of Students

Albert Bandura, the well-known American psychologist, is credited with developing the notion of self-efficacy. It is an individual's assessment of whether they have the ability and confidence necessary to complete a certain behavior. Specifically, self-efficacy involves an individual's psychological speculation and judgment about whether they can utilize their existing skills to achieve a certain goal. It is not only an individual's confidence or belief in completing a task or job, but also their subjective judgment of whether they can successfully complete a certain behavior. Bandura has found through extensive research that the influencing factors of individual self-efficacy include four aspects: individual success or failure experience, substitutive experience, verbal persuasion, and emotional arousal [1]. The impact of these four factors on self-efficacy depends on how they are recognized and evaluated. Research has demonstrated a favorable correlation between increased academic accomplishment and a higher level of academic self-efficacy [2]. It seems that is the case because students who really believe in their academic prowess are more likely than those who do not feel confident in their ability to finish a task. Additionally, research indicates that those with higher levels of academic self-efficacy may select challenging assignments, persevere through difficulties, and change their learning tactics to more successful ones in the face of failure, all of which contribute to academic success[8]. Realizing how academic self-efficacy affects on academic success can help educators construct curricula and develop learning plans to improve student academic performance. Nevertheless, it's essential to remember that students with low self-efficacy tend to reflect on how they have gained more from coping with the adversity experienced by their peers compared to students with high self-efficacy and use this to help promote personal adaptability to adversity. Furthermore, self-efficacy can influence people's attitudes toward challenges, decisions, and perseverance when engaging in particular activities, as well as their ability to learn new behaviors and put those they have already learned into practice. It can also have a broad impact on people's emotional states when participating in different activities.

Research indicates that academic self-efficacy may lessen the negative correlation between test anxiety and the importance of a task [9]. Tasks may appear intimidating to people with low academic self-efficacy, which raises anxiety levels. Maladaptive connections weaken with an improvement in academic self-efficacy. This is because individuals with elevated academic self-efficacy may perceive themselves as capable of learning well and possessing adequate cognitive resources to excel in exams, consequently lowering anxiety levels.

4. Parenting Styles and Self-Efficacy

In a family environment, the parenting style of parents can promote or hinder the formation of children's self-efficacy. Studies have shown that adolescents who have strong self-efficacy beliefs and values tend to view parental authority positively, while those with weaker self-efficacy beliefs and values tend to perceive parental non-authority [10-12].

Studies have shown that children brought up in authoritative households have robust self-efficacy beliefs and are adept at effectively handling academic challenges [13].

Social Cognitive Theory is without a doubt one of the most well-known theories that aims to explain the mechanisms that influence and govern behavior. According to Social Cognitive Theory, behavior is motivated and regulated by a confluence of internal self-influence elements and exterior social systems [14]

A person's belief in their ability to successfully plan and carry out the actions required to achieve desired performance levels is a significant component of self-efficacy (SE) [7]. Within academia, SE is additionally referred to as academic self-efficacy (ASE), representing learners' assessment of their capability to accomplish educational objectives effectively [15]. Many studies in existing research and literature have shown the significance of Academic Self-Efficacy (ASE) for education and success in the classroom. High levels of self-determination drive and self-efficacy in high school have been found to decrease the likelihood of middle school pupils dropping out, as demonstrated by Alivernini and Lucidi in 2011 [16].

5. Suggestion

According to Baumrind, parents who are authoritarians try to mold, control, and evaluate their kids' behavior in accordance with strict standards. Tolerant parents are more enthusiastic and give more autonomy than controlling parents. Baumrind believed that authoritative parenting falls between these two extremes. Comparing academic self-efficacy levels among students under three parenting styles reveals that students under authoritative parenting, positioned between the two extremes, tend to exhibit higher self-efficacy, leading to improved academic performance [17]. However, because they combine the parenting beliefs of the mother and father, parenting styles are often more appropriate for children raised in two-parent households, two autonomous persons. Only with these techniques can potential side effects and compensatory effects be identified [17]. According to Simons and Conger, teenagers who had two authoritative parents had the best results [17]. They also noticed a compensation effect, in which the other parent's authoritative style might make up for the inferiority of one parent's less successful parenting style. the additional parent. Similarly, McKinney and Renk claim that when one parent is seen as authoritative and the other uses a distinct parenting style, emotional adjustment problems in late adolescence are reduced [17].

Through the article, it can be understood that the three parenting styles have their advantages and disadvantages. It is not advisable to generalize that only moderation is good, nor to pursue overly extreme parenting styles, which are not conducive to family relationships and the physical and mental health of children. Therefore, for the family environment, parents should cultivate correct values, not excessively control their children's lives, nor should they excessively let their children go and neglect discipline. Parents of the former should try to let go and not impose their ideals on their children, let alone "kidnap" their children in the name of love to satisfy their desire for control. For the latter, parents should strive to establish closer connections with their children and pay more attention to their emotional needs.

6. Conclusion

According to existing surveys, people know that there is a great correlation between the academic performance that parents and teachers are most concerned about and students' academic self-efficacy. Although this study has some limitations, it can generally be confirmed that parenting style greatly affects the generation of children's academic self-efficacy. The self-efficacy of students is also influenced by many factors, such as learning motivation, teacher evaluation, and many other external factors, as well as internal factors such as student mental health and personal

beliefs. Here, this paper only analyzes the most relevant factors, such as parental parenting styles and academic self-efficacy, from a one-sided perspective. In an era of highly disseminated and developed information, students in middle school have a lot of messy information waiting to be processed in a high-pressure educational environment. Due to the high expectations of teachers and parents around them, which have led to a certain degree of criticism and other influences, students have a lack of self-awareness and self-efficacy.

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