

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2022, Vol. 3, No. 6, 1090 – 1099

<http://dx.doi.org/10.11594/ijmaber.03.06.13>

Research Article

Authoritarian Mothering Experiences of Top-Performing Senior High School Students in the Philippines: Impact on Psychological, Emotional, and Social Health

Samantha Ashley C. Arenas¹, Meya Pauline A. Carlos¹, Ryanne Pauline S. Chua¹, Danela Kayla T. Maceda¹, Myla M. Arcinas^{2*}

¹De La Salle University Integrated School, Manila, Philippines

²De La Salle University, Manila, Philippines

Article history:

Submission June 2022

Revised June 2022

Accepted June 2022

*Corresponding author:

E-mail:

myla.arcinas@dlsu.edu.ph

ABSTRACT

Parental influence is critical in shaping a child's growth and development. This phenomenological study examines the authoritarian mothering experiences of 15 top-performing Senior High School students in the Philippines and their psychosocial and emotional well-being. The data were analyzed thematically following the in-depth interviews. The findings indicate that the majority of informants were dissatisfied with the effectiveness of authoritarian parenting. This is because authoritarian mothering is detrimental to their health. The informants were experiencing psycho-emotional distress due to their exhaustion from their authoritarian mothers' constant pressure and rigid attitude. When it came to social relationships, authoritarian mothers lacked involvement in their children's psycho-emotional lives. The findings of this study could be used to develop effective mothering practices that balance academic success and the health of top-performing students.

Keywords: *authoritarian parenting, authoritarian mothers, psycho-emotional health, social health, top-performing students*

Introduction

Asians are frequently stereotyped as high achievers in various fields, most notably academia. As a result, parenting styles contribute significantly to this level of overachievement (Zhang et al., 2020), as parents lay the groundwork for their child's upbringing (Gonzalez, 2017). Authoritative, authoritarian, and permissive parenting styles are classified, with the

authoritarian parenting style taking precedence in this study. Authoritarian parenting is defined by its strict and controlling nature, in which parents have high expectations for their children but have few emotional connections with them. Furthermore, Yang & Zhao (2020) revealed that Asian parenting styles are overwhelmingly authoritarian. The term 'tiger moms' refers to strict Asian mothers who are

How to cite:

Arenas, S. A. C., Carlos, M. P. A., Chua, R. P. S., Maceda, D. K. T. & Arcinas, M. M. (2022). Authoritarian Mothering Experiences of Top-Performing Senior High School Students in the Philippines: Impact on Psychological, Emotional, and Social Health. *International Journal of Multidisciplinary: Applied Business and Education Research*. 3 (6), 1090 – 1099. doi: 10.11594/ijmaber.03.06.13

excessively invested in their child's educational success and accomplishments (Juang et al., 2016).

Additionally, it was highly recognized that parents significantly influence their children's education and learning (Junge et al., 2021; Tarraza et al., 2017; Pérez Sánchez et al., 2013; Arcinas, 2008). Hernawati & Herawati (2020), on the other hand, asserted that maternal influence on the child outweighs paternal influence. Zhang et al. (2020) found a positive correlation between tiger mothering and academic performance in children. However, authoritarian parenting's neglectful methods may potentially harm a child's development due to the controlling mother-child bond (Benga Olla et al., 2018).

While previous research has identified factors associated with mixed Asians' academic success, it has not examined the effects of this parenting style on the child's well-being, particularly those who excel academically. Although authoritarian mothering is prevalent in Filipino-Asian culture, its consequences remain taboo in familial discourse. As a result, research on its effects on high academic achievers remains elusive. As such, this research aimed to further our understanding of Asian mothers' authoritarian parenting styles when it comes to their children who excel academically. Ultimately, it establishes a more sustainable method of instilling superior academic values in children without jeopardizing their well-being.

This study explored and described the authoritarian mothering experiences of top-performing Filipino Senior High School students in the Philippines. Additionally, it aims to describe how their experiences differ based on their personal and familial characteristics. Additionally, it seeks to shed light on the psychological, emotional, and social consequences of these experiences. In general, the research aimed to determine the effectiveness of authoritarian parenting in reinforcing students' well-being.

Methods

Research Design

This phenomenological study aimed to ascertain the psychosocial and emotional health

status of top-performing Senior High School students in the Philippines whom authoritarian mothers raised. This paper is limited to the Philippine-Asian context and to high-achieving Senior High School students whom authoritarian mothers have raised. As a result, the generalizability of the findings from this research may be limited.

Instrumentation and Data Collection Procedure

Three blocks were used in the in-depth interview guide: personal and familial characteristics, authoritarian mothering experiences, and psycho-emotional and social health conditions.

The data collection process was divided into pre-qualification and the actual in-depth interview. The pre-qualifying section used a Google Forms survey distributed via social media platforms and email to screen Senior High students to determine if they met the study's subsequent eligibility requirements. Informants were required to be top performers raised by authoritarian mothers. According to the DLSU-IS (2021) student handbook, a top performer is a student with a cumulative grade point average of 93 or higher; the researchers confirmed that the students met this standard. As a result, a 14-question six-scaled Likert questionnaire was developed by modifying one previously developed by Robinson et al. (1995) to ascertain whether respondents had experienced authoritarian mothering. By assigning a Likert Scale score of 4-6 to qualified informants, we determined their agreement with at least seven statements. As a result, 15 informants met the criteria and agreed to accomplish the informed consent form to participate in the study.

The study's second component was a 45-minute Zoom interview conducted using the in-depth interview guide.

Data Analysis

Using a qualitative phenomenological methodology, the authors examined the authoritarian mothering experiences of top-performing Senior High School students in the Philippines. After collecting data, it was subjected to thematic analysis and then used

for an in-depth and complex interpretation (Mojtaba Vaismoradi & Snelgrove, 2019). The analyzed data were presented descriptively, delving into their actual experiences to aid in the interpretation and discovery of various social realities (Sundler et al., 2019). Additionally, the researchers discussed the statements of the high-achieving students who participated, as they provided critical information that enabled a more comprehensive approach (Colorafi & Evans, 2016).

Results and Discussion

This section covers three sections: the profile of the informants, experiences with authoritarian mothering, and their state of well-being, focusing on psychological, emotional, and social health conditions.

Profile of the Informants

The informants' personal and familial characteristics are summarized in Table 1. Notably, many were of Chinese ancestry, with seven claiming pure Chinese ancestry and four claiming Filipino-Chinese ancestry—meanwhile, the majority of informants identified as middle-class.

Table 1. Personal and Familial Characteristics of Informants by Ethnicity, No. of Siblings and Socio-Economic Status (n=15)

Informant No.	Ethnicity	No. of Siblings	Socio-Economic Status
1	Filipino	5	Middle Class
2	Filipino-Chinese	3	Middle Class
3	Chinese	1	Middle Class
4	Filipino-Chinese	3	Middle Class
5	Filipino-Chinese	2	Middle Class
6	Chinese	2	Lower Class
7	Filipino	3	Middle Class
8	Chinese	1	Middle Class
9	Chinese	0	Upper Class
10	Filipino	1	Middle Class
11	Filipino-Chinese	2	Lower Class
12	Chinese	2	Middle Class
13	Chinese	3	Middle Class
14	Filipino	1	Middle Class
15	Chinese	1	Upper Class

Experiences with Authoritarian Mothering

Authoritarian mothering experiences are classified into the following domains: mother-child communication, display of affection,

academic expectations and motivation, rewards and recognition of one's accomplishments, punishment patterns, and independence and decision-making.

Table 2. Students' Authoritarian Mothering Experiences based on Different Parenting Domains (n=15)

Experiences with Authoritarian Mothering		
Mother-child Communication	Specific Quote	Informants
<ul style="list-style-type: none"> Direct and confrontational 	<ul style="list-style-type: none"> "She [mother] expresses her desires directly to me and spansks me if I do not comply," "She always argues with me." 	2, 4, 8, 10, 11, 14, 15

	<ul style="list-style-type: none"> ● <i>"When she is mad or I have made a mistake, she will confront me right away."</i> ● <i>"Sometimes she gets mad for no reason."</i> ● <i>"When I try to speak up, she will misunderstand it as talking back."</i> ● <i>"She is direct, and sometimes she also manipulates how I feel."</i> 	
● Indirect and passive-aggressive	<ul style="list-style-type: none"> ● <i>"She manipulates the situation."</i> ● <i>"She never communicates with me, so we can never resolve issues."</i> 	1, 6, 9, 13
● Mixed (direct and indirect, varies at times)	<ul style="list-style-type: none"> ● <i>"It depends on the situation: when I make a big mistake, she will be direct and confrontational; otherwise, she will be more indirect and let me figure it out myself."</i> ● <i>"Tries to catch up and know about my life, but sometimes does not."</i> 	3, 5, 7, 12

Show of Affection	Specific Quote	Informants
● Neglectful	<ul style="list-style-type: none"> ● <i>"She ignores me and shuts me out."</i> ● <i>"She laughs at me when I get emotional."</i> ● <i>"She does not acknowledge what I say."</i> ● <i>"She often says mean and degrading words to me, which shows that she does not care."</i> 	6, 8, 10, 11, 14
● Affectionate	<ul style="list-style-type: none"> ● <i>"She shows her love through her everyday actions."</i> 	2, 3
● Tough Love	<ul style="list-style-type: none"> ● <i>"Her love language is tough love."</i> ● <i>"She understands when to demonstrate affection."</i> ● <i>"I believe she loves me even though she gets mad at me."</i> ● <i>"At times, I feel unloved but she continues to provide for my needs."</i> ● <i>"Her love language is through actions and establishing authority."</i> ● <i>"Shows her love from time to time but sometimes feels ingenuine."</i> 	1, 4, 5, 7, 9, 12, 13, 15

Expectations and Motivation on Academic Responsibilities	Specific Quote	Informants
● High expectations and high levels of pressure	<ul style="list-style-type: none"> ● <i>"My mom has academic rules, and she tells me to study well."</i> ● <i>"She pressures and expects me to excel."</i> ● <i>"She puts pressure on me and expects me to excel."</i> 	2, 3, 4, 6, 8, 9, 11, 12, 14, 15

	<ul style="list-style-type: none"> ● <i>"She expects me to have high grades or to be valedictorian."</i> ● <i>"I am scared to fail because it is shameful to my family."</i> ● <i>"The pressure makes me feel insufficient, which saps my confidence and motivation."</i> ● <i>"I am scared to tell them when I get a failing grade."</i> 	
<ul style="list-style-type: none"> ● No expectations and low level of pressure 	<ul style="list-style-type: none"> ● <i>"Academically, I motivate myself."</i> ● <i>"I know how hard my mom works, so I owe it to her to do well."</i> 	1, 5, 7, 10, 13
Rewards and Recognition of One's Accomplishments	Specific Quote	Informants
<ul style="list-style-type: none"> ● Supportive 	<ul style="list-style-type: none"> ● <i>"Whenever I receive low grades, she reassures me."</i> ● <i>"She congratulates me."</i> ● <i>"My mother shows her appreciation by giving me gifts."</i> 	1, 6, 8, 10, 13
<ul style="list-style-type: none"> ● No reaction/response 	<ul style="list-style-type: none"> ● <i>"When I am part of the honor roll, or when I get accepted into an organization, she does not react."</i> ● <i>"She is unsurprised by my accomplishments because she considers them expected of me."</i> ● <i>"When I see other people with proud and supportive parents, I sometimes wonder why my parents cannot be like that."</i> 	2, 3, 4, 5, 7, 9, 11, 12, 14, 15
Punishment Pattern	Specific Quote	Informants
<ul style="list-style-type: none"> ● Aggressive 	<ul style="list-style-type: none"> ● <i>"My mom shows very severe anger."</i> ● <i>"She results in verbal and physical punishments."</i> ● <i>"She gives me the silent treatment."</i> ● <i>"She screams and engages in argumentative behavior."</i> ● <i>"She triggers my anxiety and brings back my childhood trauma."</i> ● <i>"I get irritated, important, and feel insulted whenever my mom gets mad and does not listen to my explanation."</i> 	1, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14
<ul style="list-style-type: none"> ● Assertive 	<ul style="list-style-type: none"> ● <i>"She corrects my actions when they are necessary, but not to the point of engagement or physical abuse."</i> ● <i>"Gets irritated at times."</i> ● <i>"She got immune to my mistakes."</i> 	2, 10, 12, 15

Independence and Decision Making	Specific Quote	Informants
<ul style="list-style-type: none"> ● Strict with No Independence 	<ul style="list-style-type: none"> ● <i>"She manipulates or controls my decisions."</i> ● <i>"I fear how my mother will react to my choices."</i> ● <i>"I have to be on the same page as my mother."</i> ● <i>"Very aggressive physically and mentally, and she questions me a lot."</i> ● <i>"She tries to limit my options."</i> ● <i>"She scolds me when I do not follow her recommendations."</i> ● <i>"I have to tell her everything; otherwise, she will question me."</i> 	1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 15
<ul style="list-style-type: none"> ● Lenient with Independence 	<ul style="list-style-type: none"> ● <i>"Mom trusts me enough to make me decide on my own."</i> ● <i>"She does not try to interfere with my decisions."</i> ● <i>"I do not feel the need to tell her everything."</i> 	5, 6, 7, 14

Table 2 reveals that the majority of informants describe their mothers as confrontational and direct when it comes to mother-child communication. "She [mother] expresses her desires directly to me and spans me if I do not comply," informant 2 stated. This corroborates Juang et al. (2016)'s definition of authoritarian mothers as possessive. On the other hand, some informants described their mothers as indirect and passive-aggressive. According to informant 13, "She never communicates with me, so we can never resolve issues." This is consistent with Yang and Zhao's (2020) description of authoritarian mothering as communicatively ineffective. Meanwhile, other students report that their relationship with their mother varies according to the severity of the situation.

Regarding authoritarian mothers demonstrating affection, responses were almost evenly split between tough love and neglectful. According to the informants, tough love occurs when "she understands when to demonstrate affection." "At times, I feel unloved," informant 13 explains, "but she continues to provide for my needs." As a result, informants appear to accept their mothers' harsh treatment out of respect for them. Meanwhile, informants 6 and 10 stated that "she ignores me and shuts me out" and "she does not acknowledge what I say." As a result, authoritarian mothers' lack of

affection can contribute to children's low self-esteem and depression (Park et al., 2016).

The majority stated that their authoritarian mothers valued academic achievement highly. According to informants 4 and 8, "she puts pressure on me and expects me to excel," and "the pressure makes me feel insufficient, which saps my confidence and motivation." Rassaby (2021) stated that a student's academic environment could negatively affect their well-being, which corroborated the experiences of ten out of fifteen informants. On the other hand, five informants described encountering low expectations and pressure. "Academically, I motivate myself," informant 1 stated. Thus, not all authoritarian parents impose academic control on their children.

Additionally, ten out of fifteen students reported that their mothers do not recognize their accomplishments. As informant 5 said, "she is unsurprised by my accomplishments because she considers them expected of me." Authoritarian mothers desire their children to achieve high academic standards but act coldly when they achieve them. Only five respondents indicated that their mothers were supportive of their achievements. "Whenever I receive low grades, she reassures me," informant 1 stated. Additionally, informant 10 stated, "My mother shows her appreciation by giving me gifts."

Hence, aligning with what Otto (2016) said, authoritarian parenting can be both controlling and supportive.

11 out of 15 informants stated that their mothers were aggressive in their punishment patterns. "She screams and engages in argumentative behavior," informant 6 stated. According to Khan & Ilyas (2020) and Stavroulaki et al. (2020), authoritarian parenting is a form of discipline that involves coercive reinforcement of how the child should behave. On the other hand, some students reported that their mothers were more assertive in their discipline. For example, informant number ten

stated, "She corrects my actions when they are necessary, but not to the point of enragement or physical abuse." As a result, students with more assertive mother expressed less dissatisfaction with being reprimanded.

11 of 15 informants stated that they were subjected to strict parenting without the freedom to do whatever they pleased. Similarly, their mothers exert control over their behavior, and as a result, children are unable to express themselves. Meanwhile, a few students confirmed that their mother was more forgiving, and these students expressed a strong desire for some control over their own lives.

Table 3. Informants' Perceived Effectiveness of Authoritarian Mothering (n=15)

Perceived Effectiveness of Authoritarian Mothering	Specific Quote	Informants
<ul style="list-style-type: none"> Negative 	<ul style="list-style-type: none"> "It is ineffective due to the negative impact on children." "It is not right; whether I like it or not, I have to abide by their wishes because they provide for me." "It restricts me because my choices are already predetermined." "It is irritating, too irrational, and suffocating." "It made me more disciplined but also more secretive." "It is too much of an extreme." "It gets the job done – but in a bad way." 	1, 5, 6, 8, 9, 10, 13, 14, 15
<ul style="list-style-type: none"> Positive 	<ul style="list-style-type: none"> "It is very effective once past the puberty stage as I opened my mind to see that my mother's decisions were helpful to me." "I think one needs a futuristic view to accept the use of authoritarian mothering." "It made me more disciplined." 	3, 11
<ul style="list-style-type: none"> Neutral 	<ul style="list-style-type: none"> "It is not as good as the authoritative style; I prefer half-half." "It is only effective up to a point because it is somewhat limiting." "Mothers must learn how to balance being tough on their child and being understanding." 	2, 4, 7, 12

In terms of perceived effectiveness, the majority of students viewed authoritarian mothering as negative and ineffective. As informant number one stated, "It is ineffective due to the negative impact on children." This is consistent with Benga Olla et al.'s (2018) assertion that this parenting style will invariably negatively affect the child's well-being. Additionally, informant 10 stated, "It restricts me because my choices are already predetermined." Their responses truly demonstrate how children subjected to authoritarian mothering are constrained and confined by their mother's commands.

Additionally, some informants took a neutral stance, indicating that they have a mixed perception. "It is only effective up to a point because it is somewhat limiting," informant number four explained. Children develop a desire for change as a result of this uncompromising.

Approach to nurturing. For instance, informant number seven believes that "mothers must learn how to balance being tough on their child and being understanding."

Nonetheless, a few informants viewed authoritarian mothering as effective due to guidance and discipline factors. Both informants 3 and 11 emphasized the value of authoritarian mothering as a "futuristic perspective," stating that it "made me more disciplined." Thus, authoritarian mothering has proven to shape a child's life effectively despite its apparent controlling nature.

Psychological, Emotional, and Social Health Conditions

The effects of authoritarian mothering on the informants' psycho-emotional and social health are summarized in Table 4. Psychological health refers to a student's mental state, including their thoughts and reactions to mental stress. Emotional health is concerned with the student's feelings and general state of mind. Finally, social health is defined by students' social behaviors and capacity for interpersonal and intrapersonal relationships.

Table 4. Authoritarian Mothering and Psychological, Emotional, and Social Health Conditions (n=15)

Health Conditions	Effects of Authoritarian Mothering on Respective Health Conditions		
	Positive	Neutral	Negative
Psychological Health Condition	(1, 2, 4)	(3, 7, 11,13)	(5, 6, 8, 9, 10, 12,14, 15)
Emotional Health Condition	(3, 7, 10, 11)	(4, 8, 9, 13)	(1, 2, 5, 6, 12, 14, 15)
Social Health Condition	(1, 7, 8, 14)	(3, 4, 5, 9, 11, 13, 15)	(2, 6, 10, 12)

The majority of students asserted that authoritarian mothering has a detrimental effect on their psychological health. Students asserted that excessive parental pressure exacerbates their academic burden and contributes to their burnout. Additionally, informant number 6 stated, "There are frequent fights at home, and my mother rarely listens to what I say." As a result, nine out of fifteen respondents confirmed that their psychological state is worse at home. Meanwhile, some stated that authoritarian mothering had had no adverse effect on their psychological well-being because they had

become accustomed to this parenting style. Informant number three explained, "When mom is home, I just have to act like a good kid." Concerning students who achieved positive results, informant number 2 stated, "I shifted my focus away from what my mother desires: grades, and instead concentrated on doing what I enjoy." This is consistent with Preston (2019), who stated that authoritarian parenting teaches children to be resilient in adversity.

Additionally, the majority of students agreed that authoritarian mothering had a detrimental effect on their emotional health. As

informant number 1 stated, "Growing up with my mom, I started getting upset because she would always make me anxious." Thus, supporting the notion that authoritarian mothers lack concern for their child's feelings and emotions (Juang et al., 2016). A few students observed that their mother had a neutral effect on their mood. On the contrary, some students experienced a positive effect on their emotional health, as indicated by informant number three, who stated, "I have to immediately do what my mother tells me to do because it makes me feel productive." The child is compelled to work immediately out of fear of upsetting their mother in this situation.

Finally, authoritarian mothering did not affect the social health of the majority of students because authoritarian parents are less involved and interested in this aspect of their children's lives (Yang & Zhao, 2020). "She does not dictate who my friends are," informant number 9 states. Then, several students stated that authoritarian mothering had a beneficial effect on their social health. "I conceal information from my family and always speak with my friends," informant number 14 stated. As a result of their parents' detached demeanor, some students choose to confide in their friends, allowing them to develop stronger bonds with their peers rather than with their family. On the other hand, informant number 2 stated, "I am not used to discussing emotional issues with anyone, making me more closed off and alone." In general, children of authoritarian parents are unaccustomed to communicating with their family, making it difficult for them to connect with others.

Conclusion

Authoritarian parenting, characterized by a high level of demand and a low level of responsiveness, is widespread in Asian, particularly Filipino-Chinese, culture. Given Asia's abundance of top performers, Filipino mothers may have adopted this parenting style to enable their children to achieve those levels of overachievement. However, when high levels of control and pressure are combined with low levels of emotional care and support, this parenting style may erode Filipino students' psycho-emotional health.

The informants' experiences with authoritarian mothering corroborated previous research findings. Their psycho-emotional and social health perceptions reflect how authoritarian mothering harmed the students. The informants suffered from mental exhaustion and unstable moods due to their authoritarian mothers' proclivity to academically pressure and argue with them while ignoring their opinions. Thus, these students perceive their mothers' demanding pressure as a source of distress for their overall well-being rather than a healthy motivator for achieving life success. Thus, authoritarian mothering may benefit top-performing students' academic success but at the expense of their psycho-emotional well-being.

Acknowledgment

The researchers express their gratitude to: our PRACRES teachers and adviser for the guidance given, our family for the support; and our key informants for the willingness to participate and share their experiences to complete this study.

References

- Arcinas, M. M. (2008). Ang Mag-ina sa Panahon ng Feminisasyon ng Lakas Paggawa. *MALAY*, 20(2), 27-35.
- Benga Olla M, Catharina Daulima NH, Eka Putri YS (2018) The experience of parents implementing authoritarian parenting for their school-age children. *Enfermería Clínica*, 28:122-125. [https://doi.org/10.1016/s1130-8621\(18\)30050-0](https://doi.org/10.1016/s1130-8621(18)30050-0)
- Colorafi KJ, Evans B (2016) Qualitative Descriptive Methods in Health Science Research. *HERD: Health Environments Research & Design Journal*. 9:16-25. <https://doi.org/10.1177/1937586715614171>
- Forum: Qualitative Social Research. 20. <https://doi.org/10.17169/fqs-20.3.3376>
- Gonzalez A (2017) The effect of parenting styles on academic Self-Efficacy, resilience, and Help-seeking. Master's Thesis. Central Washington University
- Hernawati N, Herawati T (2020) Differences in father and mother involvement and the factors influencing early childhood education. *SEA-CECCEP*. 1. <http://seameo-ceccep.org/journal/index.php/ceccep/article/view/7> <https://doi.org/10.1186/s13033-016-0069-3>

- Juang LP, Qin DB, Park IJK (2016) Deconstructing the myth of the “tiger mother”: An introduction to the special issue on tiger parenting, Asian-heritage families, and child/adolescent well-being. *Asian American Journal of Psychology*. 4:1–6. <https://doi.org/10.1037/a0032136>
- Junge K, Schmerse D (2021) How the home learning environment contributes to children's early science knowledge: Associations with parental characteristics and science-related activities. *Early Childhood Research Quarterly*. 56:294-305. <https://doi.org/10.1016/j.ecresq.2021.04.004>
- Khan T, Ilyas M (2020) Role of authoritative and authoritarian parenting styles in academic motivation among students. *IOSR Journal of Humanities And Social Science*. 25:61–67. <https://doi.org/10.9790/0837-2504036167>
- Mojtaba V, Snelgrove S (2019) Theme in qualitative content analysis and thematic analysis.
- Otto WJ (2016) What teachers should know about why these students perform so well: An examination of Korean-American achievement through student perspectives of East Asian parenting beliefs, styles, and practices. *International Electronic Journal of Elementary Education*. 9:167–181. Retrieved from <https://www.iejee.com/index.php/IEJEE/article/view/150>
- Park S, Kim BN, Park MH (2016) The relationship between parenting attitudes, negative cognition, and the depressive symptoms according to gender in Korean adolescents. *International Journal of Mental Health Systems*. 10.
- Pérez Sánchez CN (2013) Family influences in academic achievement: a study of the Canary Islands. *Rev. Int. Sociol.* 71:169–187. <https://doi.org/10.3989/ris.2011.04.11>
- Preston M, Mini R, Salim A (2019) Parenting style, proactive personality, and career decision self-efficacy among senior high school students. *Humanitas Indonesian Psychological Journal*. 16:116-128. <https://doi.org/10.26555/Humanitas.v16i2.12174>
- Rassaby M (2021) When perfect is never good enough: The predictive role of discrepancy on anxiety, time spent on academic tasks, and psychological well-being in university students. *Personality and Individual Differences*. 168:110305. <https://doi.org/10.1016/j.paid.2020.110305>
- Robinson C, Mandlco B, Olsen SF, Hart CH (1995) Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports*. 77:819–830. <https://doi.org/10.2466/pr0.1995.77.3.819>
- Stavroulaki E, Li M, Gupta J (2020) Perceived parenting styles, academic achievement, and life satisfaction of college students: The mediating role of motivation orientation. *European Journal of Psychology of Education*. <https://doi.org/10.1007/s10212-020-00493-2>
- Sundler AJ, Lindberg E, Nilsson C, Palmér L (2019) Qualitative thematic analysis based on descriptive phenomenology. *Nursing Open*. <https://doi.org/10.1002/nop2.275>
- Tárraga V, García B, Reyes J (2017) Home-based family involvement and academic achievement: A case study in primary education. *Educ. Stud*. 44:361–375. <https://doi.org/10.1080/03055698.2017.13736>
- Yang J, Zhao X (2020) Parenting styles and children's academic performance: Evidence from middle schools in China. *Children and Youth Services Review*. 113:105017. <https://doi.org/10.1016/j.childyouth.2020.105017>
- Zhang H, Qin X, Zhou J (2020) The impact of parenting style on adolescent human capital formation in China. *China Economic Review*. 63:101537. <https://doi.org/10.1016/j.chieco.2020.10537>