# A FRAMEWORK OF PARENTING LEADERSHIP STYLES AND STUDENT ACHIEVEMENT ELEMENTS

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**Abstract***: Parenting leadership style has an impact on student achievement. This study explores the relationship between parenting leadership styles and student achievement through the development of a comprehensive framework. This framework is developed through a thorough examination and analysis of previous studies on parental leadership style and its impact on student academic performance. By investigating various parenting leadership paradigms, including authoritative, authoritarian, permissive, and neglectful styles, and their impact on student outcomes, this research aims to describe a clearer understanding of the leadership style of parents that is practiced in producing excellent students. The findings indicate that parenting leadership styles exert varying effects and influences on achievement; however, authoritative leadership style emerges as the predominant parental approach among student parents and significantly correlates with students' academic achievement. This study hopes to contribute to SDG 3 Good Health and Well-being where parenting styles can significantly impact children's socio-emotional well-being and mental health, which are critical components of overall health and well-being. Understanding the relationship between parenting leadership styles and student achievement can inform strategies to promote positive mental health outcomes among students.*

**Keywords***: Academic achievement, Parenting, Leadership Style, Student Well-being*
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## Introduction

Parenting leadership styles play a crucial role in shaping children's behavioural, emotional, and academic development, yet many parents may lack awareness or the ability to implement effective methods. This gap can hinder the development of essential traits such as self-esteem, independence, and social skills in children (Brown & Iyengar, 2014). Furthermore, academic performance, which significantly influences a child's future well-being and societal status (Dhakal, 2020), is impacted not only by parenting but also by interconnected factors such as family dynamics, school environment, and teacher engagement (Atchia & Chinapah, 2019). Despite this, there is limited practical understanding of how these factors harmonize with parenting leadership to optimize child development. Additionally, parental attitudes and behaviours have long-term implications for children's well-being (Hassan et al., 2022), with weak parent-child relationships potentially leading to inconsistent behaviours and reduced social and personal success. Without effective parenting approaches, these challenges may perpetuate cycles of low social standing and diminished quality of life across generations.

### Parenting Leadership Style

Parental behaviours have the potential to impact a student's academic performance. Parents not only support their children's school activities but also actively engage in their children's learning process at home. This behaviour indirectly mirrors the parents' personality, which in turn reflects the leadership style they employ in educating and guiding their children (Hong et al., 2015). A parent's leadership style impacts a child's academic performance positively or negatively. Researchers like Heydapour et al. (2018), and Kamalpreet (2018) have indicated that student academic performance in school is impacted by the leadership style of parents.

Parenting leadership style is an essential talent that all parents must develop. Omar et al. (2012) suggest that parents' leadership qualities are considered crucial social capital for human development and addressing social problems. Parental leadership style consists of two primary dimensions. This dimension distinguishes each leadership style based on the actions and conduct involved in guiding a youngster. Baumrind (1991) describes one dimension as the fluctuation in the level of warmth that impacts emotions. The second component pertains to the extent of parental control over children, characterised by the concepts of responsibility and parents' requests or demands.

Maccoby & Martin (1983) and Baumrind (1991) found that there are four types of parental leadership styles which refer to authoritarian, authoritative, permissive, and neglectful parental leadership styles. While, Checa et al. (2019) identified authoritative, authoritarianism, permissiveness, apathy, and overprotection as common parenting styles. Each leadership style differs in factors related to emotions and control. Baumrind (1971) linked authoritarian leadership to a rigid parenting approach that emphasises child discipline. This leadership will establish standards without providing any justification for them. Children are prohibited from expressing their thoughts because of rigid conformity to conventions, and they are not allowed to independently control their own lives. Parents will enforce punishment on their children for rule-breaking as it is believed to be the most efficient method for teaching and educating them.

Parents with authoritative leadership are strict in educating children but also exhibit flexibility. Baumrind (1971) stated that authoritarian parents are more approachable when including children in decision-making. Nazarudin (2020) states that parents that adopt an authoritative parenting style promote children's learning through comprehension, such as through discussions and role modelling. Meanwhile, children raised by permissive parents are given a lot of leeway

to act however they like. Parents may set boundaries but often give in when their children break them, surrendering to their children's desires. Parents who use permissive parenting believe that children should have a lot of freedom and not be closely controlled by adults (Decey & Kenny, 1997). According to Wulandari (2018), children who experience a loose leadership style may also struggle with discipline and perform poorly academically. Teenagers raised under this leadership style typically lack maturity in different psychosocial areas (Baumrind, 1975). In addition, Nazarudin (2020) found that children may also develop personality problems characterised by aggressive behaviour, rebellion, and a preference for dominance.

Parents with neglectful leadership styles lack in demonstrating care, attention, mental and moral support, defence, and monitoring for their children (Shahimi, 2018). Parents under this leadership style are lacking in knowledge about children due to the limited time spent with them. Children raised under neglectful leadership sometimes struggle with their parents due to insufficient time spent together, leading to a lack of a deep relationship. Children under neglectful leadership may experience uncertainty when assessing their parents' affection, exhibit poor academic achievement, and frequently exhibit behavioural issues (Morin, 2019).

### Parenting Leadership Style and Academic Achievement

The understanding, perspective, and academic success of children can be influenced by the leadership style of their parents (Nazri et al., 2020). Parental leadership influences a child's worldview and cognitive processing. According to Ramalingam, Maniam, and Karuppanan (2019), parental involvement in the home is the most significant factor in their children's education. Parental involvement in children's learning and development is crucial at all stages of their education, including preschool, primary school, secondary school, and university level (Paezah & Faridah, 2017). Parents play a significant role in influencing children's life, development, engagement, motivation, and social and emotional adjustment.

There was a significant correlation between the permissive parenting style, authoritarian parenting style, authoritative parenting style, and students' academic performance. According to Rahimpour (2015), parental style influence seems to significantly impact adolescents' academic achievement. Hassan et al. (2022) discovered in their study that parental support for academic autonomy impacts the psychological resources and academic accomplishment of primary school pupils, influencing academic self-efficacy, self-regulated learning, and academic achievement. In different point of view, Grijalva-Quiñonez et al. (2020) and Mushtaque et al. (2021) found that parental control had a negative correlation with academic self-efficacy, self-regulated learning, and success. Parental participation in homework is linked to the psychosocial and cognitive growth of children. Parental involvement in homework is linked to academic accomplishment.

Several studies have demonstrated a positive correlation between authoritative parenting and improved academic performance (Baumrind, 1991; Steinberg et al., 1992; Radziszewska et al., 1996; Jeynes, 2007; Ang & Goh, 2006; Jewrell, 2008). However, other research suggests that various leadership styles can also lead to good academic outcomes. This predicament can be ascribed to variations in social, ethnic, and cultural socio-economic position. Cohen & Rice (1997) demonstrated that Chinese society exhibits a more authoritarian parental leadership style in comparison to European-American society. Leung et al. (1998) discovered that most of the Chinese community favoured an authoritarian leadership style in contrast to the Australian population. Chinese pupils demonstrate high academic achievement while being educated under an authoritarian leadership style. A study conducted in Slovenia by Levpuscek &

Zupancic (2009) discovered that families that provide support and have high expectations for students might lead to students experiencing pressure, resulting in a reduction in academic achievement.

The study conducted by Dehyadegary et al. (2012) revealed that there exists a noteworthy positive correlation between an authoritative parental leadership style and academic achievement among students, but a permissive parental leadership style is associated with a negative association. There is no substantial correlation between authoritarian parental leadership style and students' academic achievement. Elias & Yee (2009) found that most parents use an assertive parenting style. However, there was no significant correlation found between parental leadership style (authoritarian, authoritative, and permissive) and students' academic performance. Drawing upon the research of Elias & Yee (2009), Wulandari et al. (2018) discovered that truancy symptoms among high school students in Malang, Indonesia, are positively and significantly impacted by authoritarian, authoritative, and permissive parenting styles. The permissive parenting style is the primary predictive variable that influences school truancy symptoms.

According to Hairi et al. (2012), parents who adopt an authoritative leadership style can assist their children in achieving better academic results. The study results did not demonstrate a significant correlation between parental leadership style and student academic performance. Omar and Hamzah's (2016) study confirmed that authoritative parenting was the most common style chosen by parents, followed by authoritarian and permissive methods. This study aligns with Kamoo and Mohd Salleh's (2014) research, which concluded that parents who implement authoritative parenting styles impact students' academic achievement.

### The Development of Parenting Leadership Styles and Student Achievement Framework

According to many scholars (Williams, 1958; Baumrind, 1991), parental leadership style is shaped by two distinct characteristics. The first dimension is associated with the degree of authority, influence, or expectations that parents have over their children, as discussed by Williams (1958) and Baumrind (1991). The second dimension is associated with the degree of affection, assistance, or attentiveness displayed by parents towards a kid, as outlined by Williams (1958), Straus (1964), and Baumrind (1991).

Baumrind (1966) defines demand as parents being involved in the community and family based on maturity, efforts in disciplining, supervision, and readiness to handle challenging children. Simmons et al. (2004) suggested that parents' demands can be assessed by observing their use of clear observation tactics, direct confrontation, and disciplinary style. The term "responsive" refers to a ratio that promotes self-assertion and personal parenting by conforming to and supporting a child's demands and needs (Baumrind, 1966). Baumrind (1966) suggested that the degree of responsiveness can be evaluated by observing the level of communication, reciprocity, and warmth displayed by parents towards their children.

This research approach is developed using Baumrind's Parental Leadership Style Model (1991). According to Baumrind's approach, variations in parenting styles are believed to influence children's academic success. The synthesised parenting style, characterised by authority, positively impacts children's learning and personality development. In contrast, the permissive and authoritarian styles tend to lead to passivity, relaxation, and pressure, which can negatively affect academic performance. Baumrind suggests that individuals raised in authoritative

families tend to view themselves as socially and instrumentally competent, unlike those from non-authoritative families. Children with uninvolved parents typically exhibit low competence across all areas. The Baumrind model is widely used in family care and education to explain children's academic achievement, as evidenced by various studies (Chan & Koo, 2010; Abar, Williams, 2008; Assadi et al., 2007; Jeynes, 2007; Dwairy, 2006; Ang & Goh, 2006; Maglio, 2006; Othman & Normalina, 2010; Mohd Sharani & Zainal, 2005).

Jeynes (2007) indicated that an active or authoritative parenting style is favourably connected with student success based on academic grades, disciplinary records, and behavior at school. Meanwhile, Ang and Goh (2006) argued that authoritative paternal and maternal parenting styles (dominant father or mother) have a beneficial effect on adolescents' academic achievements compared to permissive and authoritarian. Maglio (2006) further observed that differing parenting approaches had influenced students' average cumulative scores to differ significantly.

Based on early study findings that consistently employed Baumrind's paradigm, there is a wealth of inductive empirical evidence. Many studies have established that parental engagement is very crucial in increasing children's achievement at school so, every family is suggested to form an authoritative home environment (Steinberg et al., 1992; Jeynes, 2007; Jewrell, 2008; Radziszewska et al., 1996). Despite this, the application of Baumrind's deductive and universal parenting style model is still problematic based on several research findings that dispute the credibility of this model, especially the results of cross-cultural studies and non-western societies (Levpuscek & Zupancic, 2009; Baldwin, McIntyre & Hardaway, 2007; Elias & Yee, 2006). For example, a study by Elias and Yee (2009) in Malaysia indicated that father and mother parenting styles in the form of permissive, authoritarian, and authoritative did not have a positive and significant link with the academic achievement of primary school pupils.

The research conducted by Levpuscek and Zupancic (2009) in Slovenia indicated that parental support and high expectations have put pressure on students to the point of reducing their academic achievement at school. Some other studies that examine the practice of parenting styles in cross-cultural societies involve the Chinese (Chao, 1994; Chao & Sue, 1996), Korean and Turkish societies (Kagitcibasi, 2005), Chinese and European-Americans (Cohen & Rice, 1997) and between Chinese Asians and Australians (Leung, Lau & Lam, 1998) show results that contradict the Baumrind's model when the diversity of parenting styles in a multicultural society does not have a negative effect on academic achievement children. For example, the authoritarian style is more prominent in Chinese society compared to Australia and European America although the academic accomplishment of children is favourable for all societies (Cohen & Rice, 1997; Leung, Lau & Lam 1998). Chao and Sue (1996) also questioned Baumrind's typology by providing the Confucian method as an alternative.

In the meantime, Omar (2012) in his study found that some of the outcomes of cross-cultural studies reveal that cultural logic elements and ethnicity are not adequately considered in Baumrind's model. Contradictions abound in previous investigations that have led to Baumrind's theory (which proposes an authoritative parenting style as a model of universal participation) is related to the family practice of a scientific study.

Based on Baumrind's basic theory and the support of several previous studies, this paper successfully developed a conceptual framework that shows the existence of a relationship between parental leadership styles that are authoritative, authoritarian, permissive, and

neglectful with children's academic achievement. The construction of the framework of this study also makes the demographic parameters of parents such as gender, ethnicity, total income, and location of placement as variables that also affect children's academic achievement. The study's conceptual framework is illustrated in Figure 1.
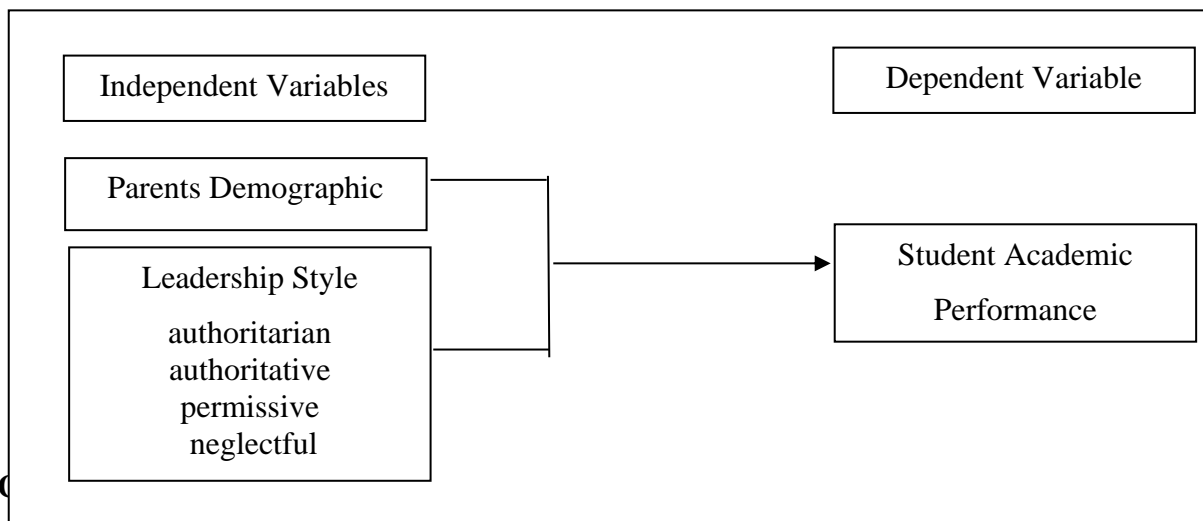


**Figure 1: Conceptual Framework on Parenting Leadership Style and Student Achievement.**

This study examined the relationship between parental leadership styles and student academic achievement. Various leadership styles have varying degrees of correlation with students' academic achievement, as indicated by the research findings. Leadership style can impact children's social interactions. Children's autonomy, repression, or neglect is influenced by the parenting style employed by their parents. The findings offered valuable information with significant implications for both academic success and overall well-being. The results emphasise the considerable influence of parenting style, particularly the forceful leadership style, on students' academic performance. This study has important consequences. It highlights the importance of developing an authoritative parenting style that incorporates warmth, support, clear expectations, and fair boundaries to improve student outcomes. Parents who adopt this approach are more inclined to establish an environment conducive to academic success, fostering independence, resilience, and a strong work ethic in their children. Aligned with Sustainable Development Goal (SDG) 3: Good Health and Well-Being, the study places attention on the broader effects of parenting techniques. To enhance children's socio-emotional well-being and mental health outcomes, policymakers and educators can implement targeted interventions and support systems that recognise the impact of parenting.

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