

Explaining the Causal Relationships between Parenting Styles and Academic Achievement of Second Grade High School Students Based on the Mediating Role of Cognitive Emotion Regulation

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Introduction

Academic achievement shows the degree of success of a person in achieving the specific goals of the educational environment, especially the school. Academic achievement describes to students, teachers, and their parents how well students have achieved their learning goals. It is also an important criterion for making decisions and predicting the future of education and job opportunities for people. Family environment and parenting style of parents are among the important components that play an important role in the academic progress of students. Baumrind (1971) has classified parenting styles into three: authoritative, authoritarian and permissive styles. Research supports the direct and indirect effects of parenting styles on academic achievement (Hayek et al., 2022; Amani, 2020). Some researchers have examined the relationship between emotions and outcomes related to the educational environment and academic achievement and support the relationship between emotional regulation and academic achievement (Albadarin, 2016).

Method

The present study was conducted by the correlation method and Path analysis. The statistical population of the research consisted of all second-grade high school students studying in Private Schools in the 1st education region of Tehran in the years 2021-2022. 240 people were selected as the sample of the present study using the multi-stage random sampling method.

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Informed consent and being enrolled in high school were the inclusion criteria. Failure to complete the questionnaires or incomplete completion of the questionnaire were considered as exclusion criteria. Participants completed the Academic Achievement Questionnaire (Pham & Taylor, 1994) and the Cognitive Emotion Regulation Questionnaire (Garnefski & Kraaij, 2006) individually during one session, and their parents completed the Parenting Questionnaire (Baumrind, 1973). The data obtained from the study were analyzed using the maximum likelihood method in AMOS software version 24.

Results

In genera, the results showed that the path coefficient between maladaptive strategies of cognitive regulation ($p= 0.001$, $\beta= 0.208$) and adaptive strategies of cognitive regulation ($p= 0.001$, $\beta= 0.306$) and academic achievement was significant. According to Table 1, the direct path coefficient between permissive parenting style ($p= 0.001$, $\beta= 0.221$) and authoritative parenting style ($p= 0.001$, $\beta= 0.303$) was significant with academic achievement. Also, the indirect effect coefficient between permissive parenting style and academic achievement with the mediation of maladaptive cognitive emotion regulation strategies ($p= 0.045$, $\beta= 0.028$) and adaptive cognitive emotion regulation strategies ($p= 0.001$, $\beta= 0.073$) was significant.

Table 1
Path coefficients in the research model

	Path coefficients	b	S.E	β	sig
Direct	permissive style → maladaptive strategies of regulation	0.211	0.097	0.135	0.043
	permissive style → academic achievement	-1.026	0.286	-0.221	0.001
	authoritative style → adaptive strategies of regulation	0.498	0.148	0.238	0.001
	authoritative style → academic achievement	1.483	0.332	0.303	0.001
	maladaptive strategies → academic achievement	-0.618	0.178	-0.208	0.001
	adaptive strategies → academic achievement	0.717	0.138	0.306	0.001
Indirect	permissive style → maladaptive strategies → academic achievement	-	0.066	-	0.045
	authoritative style → adaptive strategies → academic achievement	0.357	0.126	0.073	0.001

Finally, the findings show that the fit indices χ^2/df , AGFI and RMSEA do not support an acceptable fit of the initial model to the data. Therefore, the model was modified by removing non-significant paths, and with this action, acceptable fit indices were obtained for the model.

Conclusion

The present study aimed to explain the causal relationships between parenting styles and academic achievement of high school students through the mediation of cognitive emotion regulation. The findings of the present study showed that parenting styles and cognitive emotion regulation are related to academic achievement. In other words, the findings showed that the direct path coefficient between permissive parenting style and academic achievement was negative and the direct path coefficient between authoritative parenting style and academic achievement was positive and significant. Finally, the present study showed that the indirect path coefficient between permissive parenting style and academic achievement through maladaptive cognitive emotion regulation strategies was negative and the indirect path coefficient between authoritative parenting style and academic achievement through adaptive cognitive emotion regulation strategies was positive and significant. In explaining the findings, it can be said that parenting style explains the importance of educating and preparing children to achieve success. The findings of the present study showed that the structure and various compositions of the family are related to various effects on the growth process and personality of the children and create various parenting styles that affect the personality and academic performance of the children. Thus, cognitive emotion regulation strategies under the influence of parents' parenting styles can explain the academic progress of students. It is suggested that, given the important role of parenting style in students' academic achievement, educational workshops be held with the aim of improving parenting skills and increasing parental awareness and its relationship with academic achievement.

Keywords: Academic achievement, cognitive emotion regulation, parenting style

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