



(RESEARCH ARTICLE)



Parenting style on academic performance among secondary students at Kota Belud, Sabah

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International Journal of Science and Research Archive, 2024, 12(02), 907–929

Publication history: Received on 05 June 2024; revised on 17 July 2024; accepted on 19 July 2024

Article DOI: <https://doi.org/10.30574/ijrsra.2024.12.2.1294>

Abstract

This qualitative study explores how different parenting styles influence the academic performance of secondary school students in Kota Belud, Sabah Malaysia. Through in-depth interviews with teachers, this research investigates the nuances of authoritative, authoritarian, permissive and neglectful parenting styles. Thematic analysis revealed that an authoritative parenting style, which balances responsiveness and demandingness, promotes better academic outcomes by increasing motivation and self-discipline. In contrast, an authoritarian and neglectful parenting style often results in lower academic achievement due to increased stress and lack of support. This study underscores the important role of positive and supportive parenting in enhancing students' educational experiences and success.

Keywords: Parenting Style; Academic Performance; Secondary Student; Teachers; Support

1. Introduction

Parenting styles are a collection of methods, attitudes, and behaviors that parents use to engage with and raise their kids. These styles are fundamental in shaping a child's development and well-being, as they create an emotional climate that influences the child's social, emotional, and academic growth. The concept of parenting styles is based on the understanding that parents differ in their patterns of behavior and the emotional environment they create for their children. It is essential to recognize that parenting styles are distinct from specific parenting practices, as they represent broader patterns of attitudes and behaviors that contribute to the overall emotional climate in which children are raised. The development and evolution of parenting styles have been the subject of extensive research.

One of the most important parts of a student's educational journey is their academic performance, which is measured by objective standards like grade point average and final course grades. Academic performance is defined as the capacity to complete assignments. It serves as a measure of a student's knowledge, skills, and attitudes acquired during their educational experience. Social, financial, and educational background can significantly influence academic achievement. Student characteristics such as temperament, motivation, and resilience, as well as parental support have been identified as having a bearing on academic performance (Zulkafli, S. S. A., Ishar, M. I. M., & Janius, N. 2024). The determinants of good academic performance have been the subject of extensive research with studies exploring the impact of factors such as age, faculty, and lifestyle choices on students' achievement.

Based on Karimullah, S. S., & Rozi, M. (2023), shown that authoritarian parenting styles tend to have a one-way mode of communication where the parent establishes strict rules that the child obeys. The child has a minimal opportunity for negotiations and the rules are typically not clarified. They expect their children to maintain these standards without making any mistakes. Mistakes are usually punishable. Authoritarian parents are typically less nurturing with high

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expectations and little flexibility. Children raised by authoritarian parents are usually the most well-behaved in the room due to the consequences of misbehaving.

They can better follow the specific instructions to achieve a goal. This parenting approach can lead to children displaying elevated levels of aggression while also potentially exhibiting shyness, social awkwardness and a lack of autonomy in decision-making. Because they were not given proper guidance, they may be unable to control their aggression. They have low self-esteem, which contributes to their inability to make decisions.

Next is authoritative parenting. This type of parent typically has a close, nurturing relationship with their children. They have clear expectations for their employees and explain why disciplinary actions are taken. Disciplinary methods are used for support rather than punishment. According to Hastuti, D., Siregar, M., Fatonah, S., & Miftah, M. (2022), not only can children contribute to goals and expectations but there is also frequent and appropriate communication between parent and child. In general, this parenting style results in the healthiest outcomes for children, but it requires a great deal of patience and effort from both parties. Authoritarian parenting produces children who are confident, responsible and self-regulating. They can better manage their negative emotions, resulting in better social outcomes and emotional health. Because these parents also value independence, their children will learn that they can achieve goals on their own. As a result, children grow up with higher levels of self-esteem. Furthermore, the academic achievement and school performance of these children are exceptionally high.

Permissive parents are typically warm and nurturing, with low or no expectations. They impose a few rules on their children. Communication is open, but parents let their children figure things out for themselves. Low expectations typically lead to infrequent disciplinary actions. They act like friends rather than parents. Limited rules can lead to children developing unhealthy eating habits, particularly regarding snacks. This can increase the child's chances of becoming obese and developing other health issues later in life. The child also has much control over their bedtime, homework, and screen time on the computer and television. Because the parent provides little guidance on moderation, this level of freedom can lead to other negative habits. Overall, children of permissive parents have some self-esteem and good social skills. However, they can be impulsive, demanding, selfish, and lacking in self-control. Based on Tumusabe, E., Gracious Kazaara, D. A., & Moses, N. (2022), neglectful parenting is a style where parents do not address their child's needs or wants beyond providing food, clothing, and shelter. These children are given little guidance, discipline, or nurturing from their parents. And in many cases, children are left to raise themselves and make major and minor decisions. It is a contentious parenting style, and because of that, it is easy to pass judgment on these parents. However, whether you are an uninvolved parent or know someone who is, remember that this parenting style is not always intentional.

Different parenting styles, such as authoritative, authoritarian, and permissive have been studied in relation to academic achievement. An authoritative parenting style is positively associated with academic success, while an authoritarian style is negatively associated with it. Permissive parenting may have mixed effects on academic achievement. Additionally, positive parenting styles can directly impact reducing academic procrastination among students.

1.1. Problem Background

Authoritative parenting known for warmth, support, and clear communication, authoritative parents encourage independence and decision-making in their children while also setting limits and guidelines. According to Han, Y. (2020) students raised by authoritative parents excel academically, are more motivated, and have better mental health. For example, the parents used an authoritative parenting style. They encouraged their children to participate in extracurricular activities, assisted her with her homework, and maintained open lines of communication. As a result, they excelled in school and developed a strong sense of responsibility and independence. According to Sanvictores, T (2022), authoritarian parenting is strict, controlling, and demanding. Then, authoritarian parents set high standards and expectations that leave little room for flexibility. A study found that authoritarian parenting can limit children's creativity and critical thinking skills, increase stress and anxiety, and reduce academic success. For example, the parents had an authoritarian parenting style. They expected the child to follow strict routines and demanded perfection in academic performance. The children experienced overwhelming stress and overwhelming as a result, which hindered her social and academic growth.

A permissive parent puts their kids' happiness above all else and is characterized by a lack of authority and an overzealous response to their needs and wants according to Han, Y. (2020). Despite the well-meaning intentions behind this parenting approach, studies reveal that it can result in children's poor study habits, lack of self-discipline, and academic under achievement. For instance, the parents were permissive parents. They let their child choose what she wanted to wear, eat, and watch, and rarely imposed rules or boundaries. As a result, children were glad about time

management, assignment completion, and staying organized, which had a negative impact on their grades. Janius, N., Ishar, M. I. M., Bang, P., Sid, R., & Wong, G. (2023), Neglectful parenting, also known as being uninvolved or indifferent, occurs when parents fail to provide necessary support or guidance to their children, leaving them to fend for themselves. As a result, research shows that students raised by neglectful parents frequently struggle academically, lack motivation, and engage in disruptive behavior at school. The parents paid little attention to her education or personal life. They left their child alone to figure things out on their own, which led to her academic struggles, feelings of isolation, and a lack of direction in her future goals.

Understanding the relationship between parenting styles and academic performance allows educators, policymakers, and parents to take appropriate steps to improve students' academic growth and overall well-being. We can help students overcome obstacles and reach their full potential by providing targeted interventions and resources.

Researchers have investigated the relationship between different parenting styles and how they affect children's academic self-concept and motivation levels. Warmth and responsiveness are balanced by authoritative parents, who have high expectations and clear boundaries. They encourage autonomy while maintaining control over their child's behaviour. According to Xianhua Liu (2020), children raised in this style reported higher academic self-concept and motivation than those whose parents used other approaches. The authors attributed the positive results to the authoritative approach's emphasis on open communication, mutual respect, and supportive guidance. An example of authoritative parenting would be to establish rules for homework completion while also allowing the child to choose how to complete it. For example, a parent might say, "I expect you to finish your math assignment tonight before playing video games, but I trust you to decide when during the evening is best" (Janius, N., Ishar, M. I. M., Yusof, Y., Bang, P., Sid, R., & Wong, G. 2023).

Parents who adopt an authoritarian style emphasize obedience and conformity above all else. These individuals tend to use strict discipline methods without much explanation or negotiation. While some studies suggest that authoritarian parenting can result in short-term compliance, others have found that such practices do not promote long-term academic success or healthy self-esteem. For example, an authoritarian parent may demand that assignments be completed immediately without discussing the importance of learning or providing opportunities for collaboration. An authoritarian statement could sound like, "You must do your work now; no questions asked!". Permissive parents prioritize their children's happiness and comfort over structure and consistency. They frequently lack firm boundaries and are more likely to give in to their children's demands rather than imposing consequences. Although permissive parenting may result in happy and well-adjusted children in certain areas, it does not typically promote strong academic performance or motivation.

A permissive parent may allow a child to skip schoolwork if they show disinterest or frustration, saying something like, "If you do not want to do it right now, we can try again later." Neglectful parents fail to provide their children's basic needs, such as emotional support, supervision, and guidance. Children raised in neglectful environments frequently struggle academically because of poor attendance, low engagement, and limited access to educational resources. Neglectful parenting may include failing to monitor a child's progress, ignoring requests for help with schoolwork, or leaving a child unsupervised after school. A neglectful parent may say, "It is up to you to figure out what to do after school," despite the child's lack of knowledge about where to seek assistance or resources. Understanding these various approaches can help parents create nurturing home environments that promote their children's academic growth and development.

Recognizing the distinct strengths and weaknesses of various parenting approaches, namely authoritative, authoritarian, permissive, and neglectful styles, presents a significant challenge for parents seeking to nurture their children effectively (Arenas, S. A. C., Carlos, M. P. A., Chua, R. P. S., Maceda, D. K. T., & Arcinas, M. M. 2022). Authoritative parenting, which involves warmth and clear boundaries, leads to positive results like increased academic success, enhanced social abilities, and emotional wellness in children. On the other hand, authoritarian parenting, as demonstrated frequently results in reduced self-esteem and life satisfaction in adolescents because of its stringent and controlling characteristics. Permissive parenting can lead to decreased academic performance and heightened behavioral issues because of the absence of structure and discipline.

Understanding the complexities of each parenting style is critical for parents facing the challenges of raising children. Authoritarian parenting strikes a balance between nurturing and establishing expectations, encouraging independence while providing guidance. Authoritative parents have children with higher levels of self-regulation, resilience, and academic success than other parenting styles. Neglectful parenting, as defined, is associated with negative outcomes such as poor emotional development, lower academic performance, and an increased risk of behavioral issues because of a lack of parental involvement and support. Navigating the strengths and weaknesses of different parenting styles

requires a nuanced understanding of their impact on child development. Permissive parenting, which is distinguished by high warmth but low control, can result in issues such as entitlement and difficulties with self-discipline. Permissive parents may struggle to establish effective boundaries, resulting in children who lack respect for authority figures and exhibit behavioral issues (Thakre, N., & Shet, C. 2020). Neglectful parenting has been linked to negative outcomes such as low self-esteem, emotional instability, and poor academic performance because of a lack of emotional support and guidance from carers.

In conclusion, recognizing the unique strengths and weaknesses of each parenting approach is crucial for fostering healthy child development, as well as how these factors contribute to varying academic outcomes. Researchers, educators, and families can collaborate to promote healthy child development and improve academic performance by recognizing the benefits of authoritative parenting and identifying the pitfalls of authoritarian, permissive, and neglectful styles. Ultimately, understanding the complex interplay between parenting styles and academic achievement will enable us to develop targeted strategies aimed at optimizing our youth's education and wellbeing.

1.2. Problem Statement

Parenting styles significantly impact academic achievement and career paths of students. The problem statement revolves around understanding how different parenting styles, such as authoritative, authoritarian, permissive, and neglectful, influence students' academic performance and overall well-being. Research indicates that authoritative parenting, characterized by warmth, support, and clear communication, leads to better academic outcomes, motivation, and mental health in children. Conversely, authoritarian parenting, which is strict and controlling, can limit creativity and critical thinking skills while increasing stress and anxiety. Permissive parenting, focusing on children's happiness over discipline, may result in poor study habits and academic underachievement. Neglectful parenting, characterized by indifference and lack of support, often leads to academic struggles and disruptive behavior in children.

Recent research examines the relationships between different parenting styles and their effects on children's academic self-concept and motivation (Fadel, N. S. M., Ishar, M. I. M., Jabor, M. K., Ahyar, N. A. M., & Janius, N. 2022). Authoritative parenting, characterized by warmth, responsiveness, and high expectations alongside clear boundaries, has consistently been linked to higher academic self-concept and motivation levels. For authoritarian parenting, which stresses obedience and conformity, tends to produce short-term compliance but may not foster long-term academic success or healthy self-esteem. Permissive parenting, which focuses on children's happiness and comfort, often leads to happy and well-adjusted children in certain areas but does not generally promote strong academic performance or motivation. Neglectful parenting fails to meet children's basic needs, resulting in poor academic outcomes due to poor attendance, low engagement, and limited access to educational resources

Navigating the complex landscape of parenting styles is vital for promoting healthy child development and enhancing academic outcomes. Research indicates that authoritative parenting, characterized by warmth and clear boundaries, yields positive results such as increased academic success, improved social skills, and emotional wellness in children. In contrast, authoritarian parenting, marked by strict adherence to rules and minimal warmth, tends to reduce self-esteem and life satisfaction in adolescents. Permissive parenting, featuring high warmth but low control, can lead to decreased academic performance and behavioral issues due to insufficient structure and discipline. Neglectful parenting, involving a lack of emotional support and guidance, is associated with negative outcomes such as poor academic performance, emotional instability, and behavioral issues (Janius, N., Hassan, Z. B., Atan, N. A., & Idris, M. D. B. 2018). Recognizing the unique strengths and weaknesses of each parenting style is crucial for fostering healthy child development and improving academic achievement.

1.3. Research Objective

This research is intended to understand parenting style on academic performance among secondary students at Kota Belud, Sabah. The specific objectives of this research are to:

- To identify table of parenting styles (authoritarian, authoritative, permissive, neglected) on academic performance among secondary students at Kota Belud.
- To identify the impact of parenting styles (authoritarian, authoritative, permissive, neglected) on academic self-concept and motivation levels among secondary students at Kota Belud.
- To identify the challenges of parenting style on academic performance among secondary students at Kota Belud.

1.4. Research Question

In particular, the research will investigate the parenting style on academic performance among secondary students at Kota Belud, Sabah. The questions are:

- What are the parenting styles of academic performance
- Does parenting styles give impact on self-esteem and drive to succeed among secondary students in Kota Belud
- How do parenting styles impact the academic success and educational experience of secondary students in Kota Belud
- What are the challenges posed by various parenting styles on academic performance among secondary students in Kota Belud, Sabah Malaysia.

1.5. Significant Research

This research is hoped to be useful to all concerned parties, firstly parents. This study will help parents understand how their parenting style affects their child's academic performance, allowing them to practise more effective and efficient parenting. This study can help parents adjust their parenting style to better support their children's educational success, resulting in a more conducive home environment for learning. Parents can benefit from this research by becoming more aware of how their parenting style affects their children's academic success. As such, it can serve as a guide for them to reflect on their parenting practices and make informed decisions about how to best support their children's educational journeys.

Then come educators and school administrators. This study's findings can help teachers and administrators adjust their approaches to accommodate students with varying parental influences, promoting a more comprehensive support system for academic success. Educational administrators can gain valuable insights from this study regarding the effects of various parenting styles on the academic performance of their students. This research can help teachers better understand how parenting styles and parental involvement impact students' learning. With this information, educators can facilitate more effective parent-teacher communication and modify their pedagogical approaches accordingly.

Education policies that support students from a variety of family backgrounds can benefit from the research's findings, which also highlight the significance of taking parental involvement into account when aiming for academic achievement. The findings of this study can help policymakers allocate resources more effectively, with a focus on interventions that bridge the gap between different parenting styles and academic performance. These study results can be used by policymakers to create evidence-based programme and policies that support good parenting techniques and raise secondary students' academic achievement. This may help to establish an atmosphere where students are encouraged to succeed academically.

1.6. Research Limitation

This research has several limitations. Among others are;

- The study's scope was confined to students in a specific region or school district that potentially limiting the generalizability of the findings to a boarder population of parents with varying parenting styles across different regions or cultural backgrounds.
- Generalizing the results to all students and parents in the country may not be feasible due to the diverse range of parenting styles influenced by cultural, social and economic factors.
- The research findings would depend on the honesty and sincerity of respondents when answering addressed questions. Furthermore, the researcher assumed all information provided by the respondents was accurate. Validity and reliability of the study is also leading to this assumption.
- Certain facts, concepts or data in the research may vary or changed due to changes made in societal norms, educational policies or family dynamics over time could impact the relevance and applicability of the study's results.

1.7. Operational Definition

To clarify the operational style used in this study, several important phrases are explained to avoid any ambiguity that may arise from a variety of relative terms.

1.7.1. Parenting styles

Mukasa, B. (2021) states that it refers to various methods that parents employ to raise their kids, including aspects like psychological control, behavioral control, and parental support. Parenting styles are a crucial area of research because they have a significant impact on child development and behavior. Understanding different parenting styles allows researchers to explore how these styles influence various aspects of a child's life, such as academic success, social competence, and psychological well-being. Delving into parenting styles through research provides valuable insights into how caregivers can best support and nurture children for optimal development and success.

1.7.2. Academic performance

"Academic performance" is defined by Mumina, P. (2022) as students' capacity to fulfil assignments and meet learning objectives in a variety of subjects. Objective metrics, like final course grades and grade point averages, are commonly used to measure academic performance. Different parenting styles, such as authoritative, authoritarian, permissive, and neglectful, significantly impact children's educational success. Authoritative parenting, characterized by high control and responsiveness, is often associated with better academic achievement, while authoritarian and neglectful styles can have negative effects on children's academic performance. There is also the influence of parenting styles on academic performance, gain insights into how parental behaviors shape children's educational outcomes, highlighting the importance of supportive, nurturing, and structured parenting practices for optimal academic development.

1.8. Conclusion

Through this chapter the researcher has described and delineated the matters which form the basis and direction of this research. The background studies have described the statement of the problem, the objectives, questions, limitations of the study, and the concept definition. Therefore, with this study it is hoped that the researcher will be able to understand parenting styles on academic performance among students and from the findings, necessary actions may be taken to remedy any shortcomings.

2. Literature Review

2.1. Introduction

This chapter will be reviewing and discussing previous research pertaining to parenting styles on academic performance among secondary students. This review is divided into 3 subtopics: table of parenting styles, impact of parenting styles on academic self-concept and motivation, the challenges of parenting style on academic performance.

2.2. Table of Parenting Styles

Parenting styles have a significant impact on children's social skills and overall development. NDANU, K. J. (2021) research investigates the impact of various parenting styles on children's social skills. The study emphasizes the importance of authoritative, authoritarian, permissive, and neglectful parenting styles in determining how children interact with others and navigate social situations. Understanding these different parenting approaches is critical for understanding the various outcomes they have on children's social competence. Warmth, responsiveness, and clear boundaries are characteristics of authoritative parenting, which has been consistently linked to positive social outcomes in children. This style creates a supportive environment in which children feel safe, respected, and encouraged to develop strong social skills. Authoritarian parenting, which is characterized by strict rules and low warmth, frequently results in children with underdeveloped social abilities because of the controlling nature of this parenting style.

Furthermore, permissive and neglectful parenting styles have been linked to various levels of social skill deficits in children. Permissive parents, who are indulgent and lenient, may inadvertently hinder their children's social growth by not setting appropriate limits or expectations. Neglectful parents, who are uninvolved and disengaged, can have a negative impact on their children's social skills by failing to provide the support and guidance required for healthy social development. Understanding the differences between these parenting styles is critical for developing positive social skills and interactions in children.

The research conducted by Nzuki, M. M. (2020) illuminates the significant impact that parental behaviours have on forming children's social competence by exploring the complex relationship between parenting styles and social skills. This study highlights the significance of using authoritative parenting techniques to create a loving and caring atmosphere that encourages children to develop strong social skills, ultimately enhancing their general wellbeing and social interaction success.

2.3. Impact of Parenting Styles on Academic Self-concept and Motivation Levels

Yadav, P., Shukla, P., Padhi, D., & Chaudhury, S. (2021) investigated the effects of parenting styles on academic self-concept and motivation levels. Research was conducted to examine the relationship between parenting styles and academic stress and self-regulated learning (SRL), two important factors that affect academic results. Tufail and Hussain's research emphasized the importance of understanding how parenting styles, such as authoritative and indulgent approaches, influence students' self-efficacy for learning, exam anxiety, time management strategies, and academic procrastination. This study found that parental socialization has a significant influence on adolescents' adjustment and well-being in educational settings.

Furthermore, Ismawi, S. N. M., Ishar, M. I. M., & Janius, N. (2022) found that parenting styles have a significant indirect impact on students' academic achievement via various psychological mechanisms. According to the study, compassionate and supportive parenting styles have a direct positive impact on academic success because they promote self-concept, self-efficacy, and reduce academic procrastination. By examining the interplay between parenting styles, self-efficacy, and academic outcomes, researchers work shed light on the complex relationships that exist between parental influences and students' motivation levels.

Hassan, Z. B., Janius, N., Atan, N. A., & Idris, M. D. B. (2018) study added to the existing literature by proposing a mediational path model that explains how positive parenting styles interact with self-efficacy and procrastination to affect academic achievement. By considering the mediating roles of self-efficacy and procrastination in the relationship between parenting styles and academic success, the study highlighted the nuanced ways in which parental behaviors affect students' psychological characteristics and, ultimately, their educational performance. This comprehensive analysis provided valuable insights into the intricate dynamics between parenting styles, self-concept development, motivation levels, and academic outcomes.

2.4. The Challenges of Parenting Styles on Academic Performance

2.4.1. Lack of Autonomy

Students face several challenges when their parents use parenting styles that have an impact on academic performance, including a lack of autonomy. According to Ritonga, N. L., & Hasibuan, A. H. (2023), a controlling or authoritarian parenting style can impede a student's ability to develop independence and problem-solving skills, both of which are required for academic success. When parents implement a parenting style that is too controlling or known as authoritarian that affects academic performance, students will often face challenges related to their autonomy. This is because lack of autonomy can restrict students' ability to develop independence and critical thinking skills in their learning at school. Authoritarian parenting, characterized by high control and low responsiveness, can stifle students' initiative and creativity, hindering their ability to make decisions and solve problems independently.

They struggle to solve problems, leading students to rely too heavily on parental guidance. From here, it affects their self-confidence and ability to face academic challenges effectively. Additionally, students who encounter authoritarian parenting styles may struggle in developing important life skills. Autonomy is important to foster resilience and adaptability in students. This is because the ability to be autonomous allows them to face obstacles and academic challenges (Janius, N., Jahadi, N. E. H. B., Abdullah, S. N. L. B., & Ling, M. S. (2023). When parents are overly controlling their children's academic achievement, students may not have the opportunity to learn from their mistakes, solve problems or take ownership of their learning process.

This can result in a lack of resilience that makes it difficult for students to recover from failure or setbacks which are part of the academic journey. Furthermore, the lack of autonomy resulting from authoritarian parenting styles can affect the parent-child relationship. Students may feel suffocated or micromanaged, leading to potential conflict and breakdowns in communication between parents and children. These strained relationships can have a subsequent impact on students' emotional well-being and academic performance when they create an environment of tension and stress rather than an environment that fosters growth and learning. Ultimately, finding a balance between parental guidance and allowing students autonomy to navigate their academic path is essential to promoting healthy development and academic success.

2.4.2. Insufficient Parental Involvement

Based on Amani, M., Nazifi, M., & Sorkhabi, N. (2020), the challenge of insufficient parental involvement due to low levels of parental support and guidance can have a significant impact on students' academic performance. This is because, when parents are not actively involved in their children's education, students will experience a lack of encouragement,

help and resources needed to excel in their academic performance at school. The effects of this lack of engagement can result in students missing opportunities for academic enrichment, limited access to educational support, and lack of motivation to succeed in school. That's because, without guidance from both parents, students will struggle to meet academic challenges, set goals and stay motivated to reach their full potential. For them the support from both parents is a motivation to succeed.

Additionally, insufficient parental involvement can result in a lack of accountability and structure in a student's academic journey. When parents do not actively participate in their child's educational experience, students will face challenges in time management, organization and academic task prioritization. This can lead to procrastination in completing assignments, poor study habits, and lack of consistency in fulfilling academic responsibilities (Janius, N. 2023). As a result, students struggle to stay on track with assignments, projects and exams, ultimately impacting their academic performance and overall success.

Furthermore, the absence of parental support and guidance can contribute to feelings of isolation and disconnection in students. When parents are not actively involved in their child's education, students will experience a sense of neglect, lack of motivation, and emotional stress. These emotional effects can hinder students' ability to focus and engage in learning and maintain a positive attitude towards education. Therefore, building a strong support system through parental involvement is essential to fostering a nurturing academic environment where students feel valued, supported and empowered to thrive academically.

2.4.3. Inadequate Warmth

Insufficient warmth from parents, characterized by being overly critical or emotionally distant, can have a negative impact on students' academic performance. Studies on parenting styles and school performance during adolescence highlight the inadequacy of warmth in parenting according to Yao, H., Chen, S., & Gu, X. (2022). Unfriendly parents will create an unsupportive environment where students feel unappreciated, and emotionally disconnected. This can lead to a decline in students' motivation, self-esteem, and their well-being, which are important factors affecting academic achievement. That is because, when students do not receive the emotional support and encouragement they need from parents, it can hinder their ability to stay engaged, focused and motivated in their academic endeavors and achieve excellent academic performance.

The effect of insufficient parental warmth on students' academic success is further emphasized by studies linking parenting style to academic achievement. For example, a study on the effect of parenting style on the academic achievement of students at primary level shows a strong relationship between parenting style and children's performance in school. Parents who display authoritarian or neglectful behaviour, lacking warmth and emotional support, may inadvertently contribute to the decline in their children's academic performance (Yakop, A., Ishar, M. I. M., & Janius, N. (2024). A lack of emotional connection and positive reinforcement from parents can create barriers to students' academic success by affecting their self-confidence, resilience and overall attitude towards learning.

In addition, the influence of parental warmth on students' academic results goes beyond academic performance alone. Affection in parenting is associated with positive psychosocial development, self-esteem, and emotional well-being in children and adolescents. When parents provide a nurturing and supportive environment characterized by warmth, students are more likely to thrive academically, socially and emotionally. A lack of warmth and emotional support from parents can lead to feelings of inadequacy, insecurity, and loss of connection among students, impacting their ability to face academic challenges, build resilience, and reach their full potential in an educational environment.

2.5. Conclusion

Based on the above literature reviews, parenting styles is very significant in realizing the success of academic performance. Hence through this research the researcher hopes that answers to all questions will be acquired and to make it available to all concerned parties to take actions upon it in ensuring successful parenting styles on academic performance among students.

3. Research Methodology

3.1. Introduction

To obtain good and reliable research results, methodology is an aspect that should be given attention. It is to ensure the methods used by the researcher are appropriate to collect and produce data that are valid and accurate. Through methodology, the researcher would be able to determine types of data to be collected, decide on instruments to be used, resources on how to collect data, quantity of data required and how to analyze and present the data. This chapter will explain the methodology used by the researcher to complete this research. It is divided into the study design, population and sample, the review, the scope of the study, an instrument, pilot test, procedures, data collection and data analysis.

3.2. Research Design

The case study approach is what the researcher would employ for a qualitative design since it gives the researcher more information and a deeper understanding of the subject matter because the findings offer a thorough explanation. Therefore, to get information for this study, the researcher decided to interview teachers and examine their responses and remarks. This research was conducted in the following phases since the research design called for the methods of investigating, analyzing, and interpreting the parenting styles on students' academic achievement.

3.2.1. Phases of Research

The research was done in several phases, namely the pre-field work, pilot study for qualitative, data collection, data analysis and writing up.

3.3. Research Instrument

According to Pandey, P., & Pandey, M. M. (2021), the term of instrument refers to any tools that are used to collect or obtain data, measure data also analysis data that is relevant to the subject of research conducted. The format of a research instrument such as questionnaire, surveys, interviews, checklist or simple test. Since this research was done qualitatively, sets of interviews questions were used as instruments in gathering information which allows the researcher to seek for answers and issues to be resolved with regard to parenting styles on academic performance among secondary students.

3.3.1. Interview

Interviews were conducted to collect more in-depth data. Three main types of interviews commonly used: structured interviews, semi-structured interviews, and unstructured interviews, Pandey, P., & Pandey, M. M. (2021). For research, the researcher opted to use semi-structured interview. Semi structured interviews are flexible in nature and would enable participants to explain their statement to researchers. In essence, interview questions served as guidelines only; they were not fully adhered to. The interview sessions' rigidity will dictate how the questions are asked. When participants' answers to the first questions did not address subjects of interest, follow-up questions were posed. The same questions were posed to each participant in the same order, but the researcher followed up with inductive questions about significant answers. The purpose of the interviews was to obtain additional, corroborating data for the study.

Table 1.0 below shows a set of interview questions for objective 1 of research studies related authoritative parenting style, authoritarian parenting style, permissive parenting style and neglected parenting style at Kota Belud, Sabah.

Table 1 Interview Questions for objective 1. To identify table of parenting styles (authoritative, authoritarian, permissive, and neglected) on academic performance among secondary students at Kota Belud, Sabah.

No.	Item
1.	Have you ever heard about "authoritarian parenting style" before?
2.	Could you please tell me what do you understand by "authoritarian parenting style"?
3.	Could you share example of authoritarian parenting style that you know?
4.	Do you know what is "authoritative parenting style"
5.	Did you think authoritative parenting style is good to implement to children?
6.	In your opinion, what is the differences between authoritarian parenting style with authoritative parenting style?
7.	Did you ever heard what is permissive parenting style?
8.	If yes, can you share what is the meaning of permissive parenting style?
9.	In your opinion, are there currently parents use a permissive parenting style in their family?
10.	Do you know what is neglected parenting style?
11.	Do you believe that providing only basic needs like food and shelter is sufficient parenting?
12.	How often do you think parents nowadays intentionally ignore students misbehavior or needs?

Table 2.0 below shows a set of interview questions for objective 2 of research studies related authoritative parenting style, authoritarian parenting style, permissive parenting style and neglected parenting style at Kota Belud, Sabah.

Table 2 Interview Questions for objective 2. To identify the impact of parenting styles (authoritarian, authoritative, permissive, and neglected) on academic performance among secondary students at Kota Belud

1.	In your opinion, does parenting style have a negative impact on students' academic performance?
2.	Can you share an example of a specific parenting style or approach that you believe has negatively impacted students' self-esteem and drive to succeed?
3.	All parents have a parenting style towards their children, do you think they are aware that the parenting style they use may have an impact on their child's academic Performance at school?
4.	In your opinion, how does the parenting style you mentioned earlier have an impact on academic success and educational experience among students?
5.	How do you think parental involvement in students' lives contributes to their self- concept and motivation, and can you provide examples from your own experiences or Observations?
6.	In your opinion, how do different parenting styles (authoritative, authoritarian, Permissive, etc.) Affect a student's self-concept and motivation on their academic and personal life?

Table 3.0 below shows a set of interview questions for objective 3 of research studies related authoritative parenting style, authoritarian parenting style, permissive parenting style and neglected parenting style at Kota Belud, Sabah.

Table 3 Interview Question for objective 3. To identify the challenges of parenting style on academic performance among secondary students at Kota Belud, Sabah.

NO.	ITEM
1.	Does the parenting style used by parents nowadays pose challenges to students' academic performance?
2.	Can you list what kind of challenges that you think they face?
3.	Do you think that these challenges will have a long-term effect on academic performance? Why?
4.	Are all the challenges you listed able to give motivation to succeed in academics among students?
5.	Can you share an example of a challenge students face in balancing their parents' expectations with academic goals?
6.	What strategies do you believe could help parents better support their children's academic success while respecting their individual learning styles and preferences?

3.4. Pilot Research

Based on Pandey, P., & Pandey, M. M. (2021) In order to define the research issue, test study designs, instruct researchers on procedures, determine feasibility, and offer preliminary data, pilot research is essential to the scientific method. Therefore, before doing the actual research, the researcher ran a pilot study for this study's purposes, which helped shape the interview questions.

3.4.1. Interview

For the purpose of the pilot test for interview, the researcher has selected a secondary teacher from secondary school in the District of Kota Belud who is not involved in the actual research. Data gathered from the pilot test has been analyzed to find out things that should be given attention during the interview session. The findings have been utilized to improve the researcher's skills in conducting the interviews, recording, notes taking and data analyzing.

Some amendments have been made to the questions after seeking advice from an secondary teachers. The amendments are important to be done so that the questions which are to be posed to the participants can easily be understood. Table 3.3 shows the information or item on interview questions which have been amended after the pilot test with the advice from research supervisor.

Table 4 below shows a process of validation and reliability for interview questions to expert.

Table 4 Information on Amended Interview Questions

Information Item No.	Item During Pilot Test	Item After Pilot Test
1.	Are the challenges able to give motivation in academics?	Are all the challenges you listed able to give motivation to succeed in academics among students?
2.	Do you believe that providing only basic needs is sufficient parenting?	Do you believe that providing only basic needs like food and shelter is sufficient parenting?

3.5. Research Sample

Samples are chosen for statistical studies to represent a larger population, according to Pandey, P., & Pandey, M. M. (2021). When conducting research on a group of people, it is rare to collect data from everyone in the group. Instead, you select a sample. The sample is the group of people who will actually take part in the research.

To draw valid conclusions from your findings, you must carefully consider how you will select a sample that is representative of the group as whole. This is known as a sampling method (Shona McCombes, 2023). Shona McCombes (2023) defines four types of sampling methods: simple random, stratified sampling, cluster sampling, and systematic sampling.

3.5.1. Interview Samples

Qualitative research samples differ from quantitative research samples in that they are chosen for a specific purpose or purposeful sampling. The number of samples used in qualitative research can range from 1 to 60, and in some cases up to 70, depending on the circumstances of the study. The researcher is responsible for determining the number and identity of participants who will serve as research samples. The selection criteria would be time, cost, ability, availability, interest, and inclination of the participants.

To this research, 3 secondary teachers have been selected from two of the 5 secondary schools in the District of Kota Belud. The participants are labelled as P1, P2 and P3.

3.6. Procedures on Analyzing Data

In order to extract relevant information from the collected data, the process of organising, choosing, combining, and scheduling the data would be considered data analysis. Before any data is collected, the entire process of gathering and processing data needs to be carefully planned. Following the collection of data, analysis of the data is carried out using either qualitative or quantitative methods.

In this research data were analyzed descriptively, analyzed, organized and concluded in numeric with a research variable respectively, using tables, graphics or schematics.

3.6.1. Data Analysis For Interview Questions

The information gathered from the interviews was analyzed using the constant comparative method (CCM). Constant Comparative Method (CCM) is one of the methods used to analyse qualitative data. It uses replicated facts to validate the data being analyzed. This method requires the process of checking each code with the rest of the data in order to create analytical categories in doing this the explanatory power and ability to generalize categories will be attained. Furthermore, the technique will enable the researcher to gain insight and generate facts. This technique allowed the researcher to determine that saturation had been reached when new cases ceased to emerge. Finally, open coding is used in this study to analyse all of the data gathered from the interviews.

3.6.2. Open Coding

Coding is simply the process of breaking down data, conceptualizing it, and reassembling it in new ways. It is the process of segmenting and labelling text to create descriptive and broad themes in data. Although there are no specific guidelines for coding data, some general procedures exist.

Open coding is the process by which a researcher identifies categories and subcategories of phenomena while examining data. To avoid code decontextualization, the transcribed data is read sentence by sentence, paragraph by paragraph, or chunk by chunk. Once the initial data collection is complete, a coding category should be created. Encoding would allow the researcher to better understand the information obtained and guide him in determining what to focus on next when collecting information. A sample of the open coding technique used is presented in table 3.4; below.

Table 5 Sample of Open Coding

Participant Number 1 (P1)		
Date : 23 March 2024 Time : 10.00am Place : SMK Arshad Question No. 1 and 3		
Transcribed Participant's Words	Properties	Open Codes
Q1 "(pause) <i>Ok, I think, yes. authoritarian parenting, characterized by strict control and little verbal exchange, can have a negative influence on academic achievement, leading to lower performance</i>	- Parenting styles have negative impact that influence academic performance	- Assistance
Q3. "(pause) <i>I believe it can give long-term effect on students' academic performance. So they need more guidance and exposure. This is because it could effect on their academic performance and their mental health</i>	- Need more guidance and exposure	-assistance

Complete Transcription with details of the interview sessions can be referred to in Appendix E. The data is usually available in digital form or typed in data processor (normally used Microsoft Word)

3.7. Conclusion

This chapter explains the methodology for this research where the researcher investigated and tried to understand parenting styles on academic performance among students.

The research which was conducted through the following phases: pre-field work, pilot research, data collection, data analysis and writing up was designed to be done qualitatively.

The next process is the data analysis, namely the data obtained from the interviews. Information obtained from the data collection is then analyzed using suitable analytical methods that are described and presented in tabular (scheduled data distribution) to be understood better.

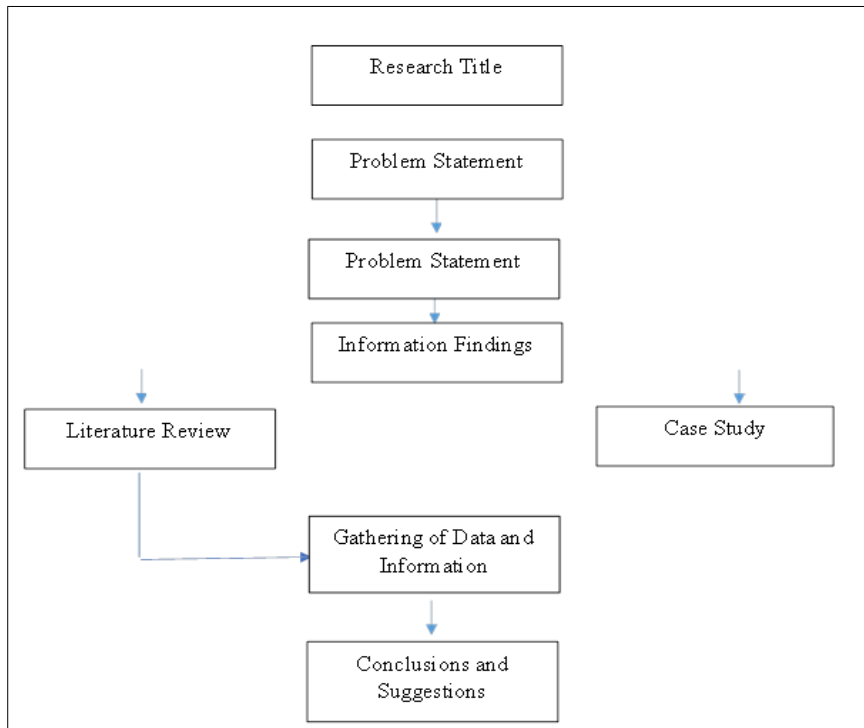


Figure 1 Qualitative Data Analysis

Figure 1 shows the flow and stages of the research is simplified and a process for qualitative data analysis.

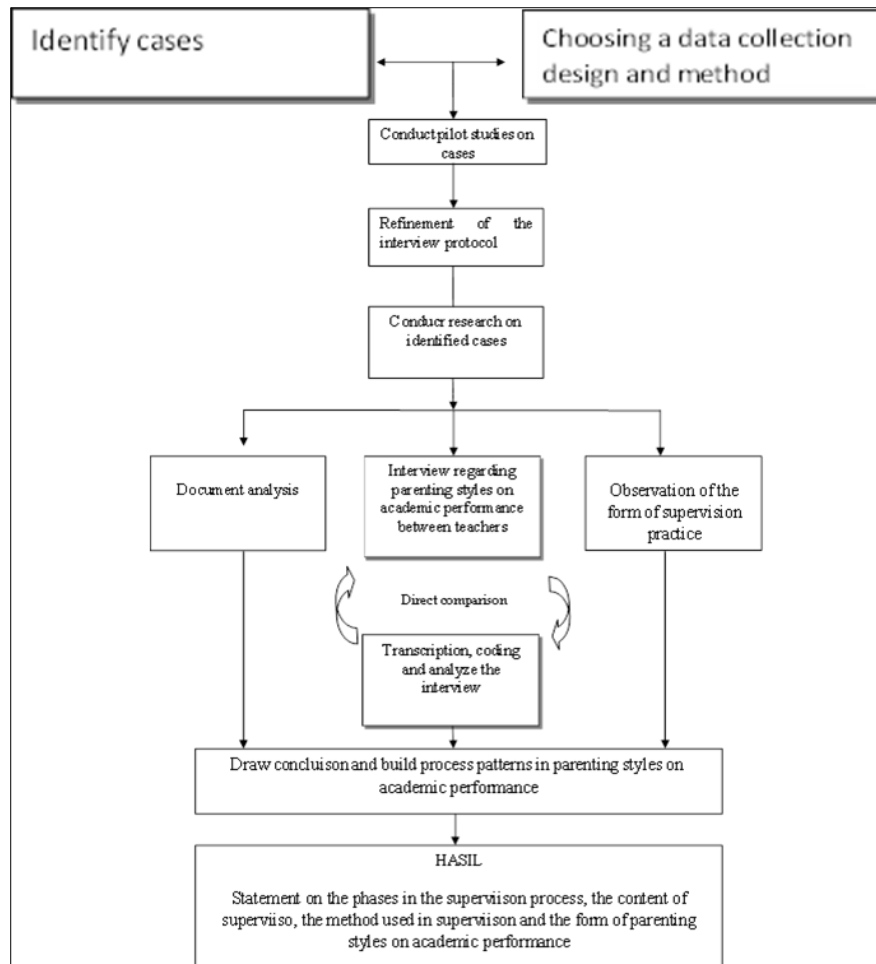


Figure 2 Research Design Flow Chart

4. Data Analysis

4.1. Introduction

In this chapter, the researcher will discuss the results of the study with all the participants. The purpose of this discussion is to answer the research questions that have been presented in chapter one. The findings that will be discussed are qualitative in nature. The qualitative findings will be shown in the form of a patterned table that results from the alignment between three or more subjects of this study. As an explanation, the pattern referred to here will result from the same thing happening to three High School Teachers. The pattern table will be used by the researcher in the discussion of this chapter. This is because of the consistency that forms a pattern which is part of the qualitative research data analysis in the form of case studies.

4.2. Teacher Background

The background that will be discussed in this chapter concerns the Secondary School Teachers involved in the study. This finding was obtained qualitatively covering the interviews obtained.

4.2.1. GSM Background

Referring to the interview questions presented to Secondary School Teachers revolve around personal background, educational background, and career background. Personal background emphasizes aspects of age and origin. While the educational background covers the aspects of primary, secondary, and IPT education levels.

Table 6 Comparison of GSM Background in terms of Education, Teaching Experience, and Recognition

GSM	School	Institutes of higher education	Experience	Recognition
GSM BI	SK Tempasuk 1 SMK Pekan PMR SMK Pekan 2 SPM	Bachelor of Education TESL at Universiti Pendidikan Sultan Idris	7 years	-
GSM BM	SK Temenggong Ibrahim SMK Tun Aminah	Bachelor Of Education at Universiti Putra Malaysia	5 years	-
GSM BA	SK Petagas SMK Putatan SMU Toh Puan Hajah Rahmah	Bachelor OF Education Arabic Language at University Sultan Azlan Shah	5 years	-

Based on Table 6 above shows career background, it is related to teaching experience and professional education. In summary, the background of the interviewed teachers can be referred to in Table 4.1. In the table, only part of the background is included as a simple overview of the overall background of the participants involved.

GSMBI

The first participant who was given a GBI code throughout this study was a woman. He comes from Kota Belud and was born in Kampung Lebak Moyoh, Sabah. He is 30 years old. According to him, primary education starts at Sekolah Kebangsaan Tempasuk 1 grade one to grade six. After completing his primary education, he continued his studies at the secondary level at Pekan 1 Secondary School for 3 years, starting from form one to form 3. In the following year, he continued his education from form four to form five at SMK Pekan 2. After completing his studies at the STPM level, he continued his studies at Sultan Idris University of Education in the field of TESL Education.

Her experience as a teacher began in 2017 when he was assigned to teach at Yong Peng Secondary School, Batu Pahat. He served at the school for almost seven years,

GSMBM

This second participant is a 29-year-old female teacher. He is from Batu Pahat, Johor. GSMBM's educational background begins with early education at Temenggong Ibrahim School. He then continued his studies at the secondary level at Tun Aminah National Secondary School. After completing his studies at the secondary level, he continued his studies at Universiti Putra Malaysia.

Her teaching experience is for 5 years. he has not been transferred anywhere until now. His teaching experience for 5 years in one school only

GSMBA

GPSMBA is from Kota Kinabalu and is a woman. He got his primary education at Petagas National School. After completing primary education, he continued his studies at the secondary level at Putatan National Secondary School until he obtained the Malaysian Certificate of Education. Not only that, he continued his studies in Religious Secondary Certificate at Toh Puan Hajah Rahmah School. Then continued her studies at University Sultan Azlan Shah. The teaching experience started after he finished her studies at Sultan Azlan Shah University of Education. Then he was assigned to teach at Kudat Secondary School for 5 years until now.

4.3. Data Findings of Various Case Studies

In the data collection section of this study, the researcher explained the findings obtained through a qualitative approach. This finding indirectly answers the research questions presented in chapter one of this study.

4.3.1. Parenting Styles on Academic Performance among Secondary School Students

In this section, the discussion is done to answer the research question that has been set, which is "What are parenting styles on academic performance on secondary school students" This research question is only presented to GSM participants. This question is based on GSM's experience of knowing what parenting styles are. The findings of the interviews obtained regarding parenting styles are seen as a source of knowledge for teachers who teach in Secondary Schools.

Knowledge Sources

The findings of knowledge sources are divided into one type, which is the teacher's sources. The discussion started with the GSM knowledge source about the table of parenting styles. From this source, it is clear that the three teachers who were interviewed understood the type of parenting styles that were asked of them. For example GSMBI explains:

“Authoritarian parenting styles focuses more on the parents being the one who are strictly thinking they are the ultimate boss and the child did not have in do decision making even though this is about their future”

Next, according to GSMBM authoritarian parenting styles are high demands and low responsiveness from their parents also the parents emphasis on obedience and following rules without question to their children.

While the GSMBM explained that authoritarian parenting is a way of parenting that prioritizes the parents' choices over the children's. The children's decision depends on the parents' consideration. If the parents allow something, then the children will do it.

For the next parenting styles which are authoritative parenting styles, according to GSMBI states that this parenting is the parents are more balanced, always share decision making with the kids and enhance the children with motivation and confidence.

GSMBM said, authoritative parenting styles is the most effective parenting style which combines firm boundaries and high expectations with warmth, responsiveness, and open communication to their children.

While the GSMBM explains that authoritative parenting styles is the most effective parenting style which combines firm boundaries and high expectations with warmth, responsiveness, and open communication to their children.

For permissive parenting styles, GSMBI said that is where the parents engage with children with friendly relationships, open the support most of what their kids want. As for permissive parenting styles, GSMBM states the parenting methods that pamper children. GSMBM says parents are allowing their children to make many decisions on their own and they are friendly with the children.

The last parenting styles which is neglected parenting styles, the GSMBI explains that the parents are not involved in their kids life, the children cannot live independently. As for GSMBM, the parents are not involved in the needs of their children such as on academic, emotional and support. Lastly, GSMBM says the parents lack support, and the needs of the children.

4.4. Impact parenting styles on Self-esteem and Drive to Succeed

In this section, we will discuss parenting styles gives impact on self-esteem and drive to succeed based on the research question, which is “Does parenting styles gives impact on self-esteem and drive to succeed among secondary students”.

Based on the interview about the impact of parenting styles on self-esteem and drive to succeed among students, the opinions given by the three respondents expressed different answers about the types of parenting styles they stated.

For the opinion given by the first participant, GSMBI stated that “I think the authoritarian style most negatively impacted students in terms of confidence. This is because they are not allowed to make any decisions in their lives, such as in their future. It can impact their success in academic performance because they are only allowed to fulfill their parents want such as in making decisions subject they want to learn in secondary school”

GSMBM said that, for her, one of the examples of parenting styles that have a negative effect on students is neglected parenting style. For example, a student who is not well looked after by his parents will tend to do everything, including bad things such as stealing, smoking, and skipping school. This happens because parents do not reprimand and ignore their children's behavior until the children feel that what they are doing is right. Then, permissive parenting style gives an impact to drive to succeed in academic performance because the parents allowed their children do what they wants at home. It can make them to not do the work given, postpone doing homework so they are not taken to learn seriously which will cause their understanding of learning to be disrupted

GSMBM, on the other hand, said that its opinion about the impact of parenting styles on self-esteem and drive to succeed is neglectful parenting, where parents are emotionally unavailable and unresponsive to their children's needs, such as support for their emotional and educational needs.

From the three answers given, each of those parenting styles has a negative effect on self-esteem and drive to succeed of students in their academics.

4.5. Parenting Styles Impact the academic Success and Educational Experience

Referring to the findings of the study, the discussion in this chapter will answer the research question, namely, “How do parenting styles impact the academic success and educational experience of secondary students?”. There are three answers given by each participant with different opinions. Among the parenting styles mentioned are authoritarian parenting styles and neglected parenting styles. However, there are two participants who stated how the parenting styles impact academic success and educational experience in terms of a bad impact, and the other stated a good impact on students. In this section, the researcher will explain one by one the answers given by the three participants.

According to GSMBI, given the view that authoritarian parenting styles affect academic success, some students might be successful in their studies because the parents are strict with their studies, but sometimes some of the students can feel a lack of motivation because their parents did not listen to what they wanted, and sometimes they didn't want to learn in the classroom. This is because they are not interested in the subject, but then the parents are forcing them to learn about it.

Neglected parenting style has a good impact on the success and character building of a student. This is because children need good guidance and role models to guide them. Children will tend to do things they like. However, not everything that is wanted is possible. For example, stealing, cheating, and adultery. (GSMBM)

Neglected parenting styles can cause a lack of parental support for their studies, which can undermine a student's drive to succeed based on GSMBA said.

4.6. The challenges posed by various parenting styles on academic performance.

Referring to the findings of the study, the discussion in this chapter will answer the research question, namely, “What are the challenges posed by various parenting styles on academic performance among secondary students?”.

4.6.1. Social Skill

GSBMI stated, the authoritarian: the students face challenges in terms of social skills; sometimes the authoritarian does not have a lot of friends; they tend to stay at home, not outgoing people; they feel that their opinion does not matter, so they are not frequently speaking and talking in the classroom. It will make them unable to receive the information given.

4.6.2. Negative behavior

GSMBI also stated that permissively they are more outgoing because their parents are friendly to them, which motivates them, but sometimes with this parenting style, the children tend to be freer up in their social skills, so sometimes they can make friends with someone who has a bad attitude and is not suitable for them that can lead them to be friendly, which can cause negative behavior. The negative behavior can impact academic performance if it is influenced by an unhealthy culture.

4.6.3. Emotional and Spiritual Aspects

In GSMBM's view, it says that it depends on the parenting style used by the student's family. If it is good, then the child's performance will be good too. For her, if the parents' parenting style is not good, the challenges faced are from the emotional and spiritual aspects of the students. This is because students will have no place to share their problems because parents ignore their children's needs. As a result, children will tend to do whatever they like. As an example, they are not willing to study that can make their performance get worse. Their results in examinations are not good at all.

4.6.4. Lack of Structure and Guidance

According to GSMBA, permissive parenting turns out to lead to lower academic performance, where families who use these parenting styles reduce independence and tolerance issues for their children. The warmth of this uncontrollable style can be an obstacle to children's motivation and persistence in learning tasks. From there, it will have a negative impact on their social competence and academic success when the freedom to do anything becomes the cause of laziness in learning and delay in doing work. That's because parents indulge more peacocks in doing something.

4.7. Conclusion

The study's findings show that secondary school instructors are generally educated of the impact of parenting styles on academic performance in secondary students. However, data from interviews suggested that they are better and more capable of... The reasons behind the above statements are explained in Chapter 5.

5. Discussion, Summary and Recommendations

5.1. Introduction

This chapter presents a summary of the overall research done by researchers. The discussion involves the entire result of the research which would answer the three objectives set out in the research. In addition, this chapter also describes recommendations for actions to be taken by parties concerned and provides proposals for further research to be made.

5.2. Summary Of Overall Research

This research is done to understand parenting styles on academic performance among secondary students. It involved 3 teacher participants for qualitative approach, from 3 secondary school's teachers in the district of Kota Belud.

The methods used in this research were interview. In general, based on the interview research findings, the respondents were 3 females' teacher who are TESL degree holder, Arabic degree holder, and Bahasa Melayu degree holder, aged 29-30 years old. All 3 of them have been teaching for 5 years and more.

To describe the interview, questions were raised with the purpose of firstly triangulating data acquired from the questionnaires and secondly to further seek deeper information on the topic. The data then analyzed using open coding method.

The methods used were meant to find and gather data to answer the 5 research questions which by the data can be explained by analyzing:

- Table of parenting styles on academic performance
- Parenting styles have an impact on self-esteem and drive to succeed among secondary students in Kota Belud
- Parenting styles impact the academic success and educational experience of secondary students in Kota Belud
- The challenges posed by various parenting styles on academic performance among secondary students in Kota Belud

5.3. Discussion On Tables of Parenting Styles

The findings are in line with data from interview questions 2,4, 8 and 10 where all 3 participants were very confident and affirmative when answering questions about the meaning of 4 types parenting styles. They know what 4 types of parenting styles are and they even gave examples of their knowledge each of the parenting asked in the interview questions. Maybe because the questions prepared for the interview asked them to give examples of parenting styles, such as authoritarian parenting styles found in question number 3. In addition to that, to see how well they understood the type of parenting style, the researcher put a question where the participants asked to state the differences between the two parenting styles: authoritarian and authoritative, as found in question 6. This is because there is a possibility that there are confused between these two types of parenting. Therefore, by providing such questions to them, the researcher can gain an understanding of the topic discussed.

Other than that, with regards to knowledge of tables parenting styles in section 1 of the interview questions showed that majority of the participants knowing what is meant by types of parenting styles knowledge and know the difference. Contrary to their knowledge of parenting styles, no respondent was either able to give a proper answer nor answer the question confidently. The answers given were short and very general.

5.4. Discussion On Parenting Styles giving an Impact on Self-esteem and Drive to Succeed among Secondary Students

As can be seen in Table 4.3.1.1, most participants claimed that they knew what parenting style meant. From there, when the second question titled how this parenting style impacts students in terms of self-esteem and drive to succeed in academic performance, the three participants were able to clearly provide the impact that students will experience.

For reference, all the impacts stated by them can be seen in 4.4, where each participant mentions the impact on the students. “ P1 stated that authoritarianism clearly has a big impact on their drive to succeed in academic performance because they are not allowed to make any decisions, even if they are related to their future. This is so because they are only allowed to fulfill what their parents want, such as in making decisions about subjects they want to learn in secondary school. P1 also stated that student raising in permissive parenting styles will have an impact on their drive to succeed in academic performance because the parents allowed them to do what they wanted. So, it can lead to postponing their homework, they are not taking seriously in learning that will cause their understanding of learning to be disrupted. P2 stated that parents neglect parenting styles because they ignore their children’s behavior until the children feel that what they are doing is right. It can have an impact on their drive to succeed in academic performance because they tend to do bad things in school, such as skipping school or smoking. Lastly, the P3 said that neglected parenting styles can also have a negative impact on academic success and student performance at school. Because the parents are unresponsive to their children’s needs. As an example, support their educational needs and emotions.

The three answers show that there are parenting styles that have a negative effect on the academic success of students, as stated by the three participants above can be seen in interview questions number 2.

5.5. Discussion on Parenting Styles giving Impact on Academic and Educational Experience among Secondary Students

Parenting methods have a substantial impact on students’ academic performance and educational experiences. The study discovered that authoritarian parenting approaches, in which parents are strict and controlling, can reduce students’ motivation and interest in learning. Some children may achieve academically because of the stringent regulations, but they may lack intrinsic motivation and believe their wishes are unheard. Neglectful parenting approaches, defined by a lack of supervision and support, might hinder students’ motivation to succeed academically (Mohammad Aniq Bin Amdan, Naldo Janius, & Mohd Aidil Hazidi Bin Kasdiah, 2024). Children require positive role models and guidance as they navigate their educational journey.

However, one of the participants highlighted that neglectful parenting might help children develop character by teaching them that not everything they want is feasible. Authoritarian parenting, characterized by high standards, warmth, and support, has been related to optimal social, emotional, and moral development, as well as the fullest expression of children’s intellectual ability. Autonomous, involved, and warm parenting methods are linked to higher academic attainment.

Parenting methods have a substantial impact on academic success and professional paths. According to research, authoritative parenting promotes academic accomplishment, however authoritarian parenting can undermine motivation. Neglected parenting, despite its negative perception, can really benefit character development. These findings are consistent with recent research by Kamaruddin, I., Waroka, L. A., Palyanti, M., Indriyani, L. T., Priakusuma, A., & Utama, F. (2023), which emphasize the importance of parenting styles in determining students’ educational outcomes. The study is consistent which highlights the impact of parenting styles on academic success whereas emphasized the importance of parental attitudes in students’ educational growth.

5.6. Discussion On Posed Challenges of Parenting Styles giving Impact on Academic and Educational Experience among Secondary Students

The varied parenting styles can significantly impact secondary students’ academic achievement. Authoritarian parenting, defined by harsh restrictions and a lack of emotional support, can result in social skill deficits, as kids may believe their opinions are unimportant and struggle to speak up in class. Permissive parenting, on the other hand, while encouraging outgoing behavior, can lead to negative impacts from failing peer groups and a lack of structure, reducing academic motivation and performance.

Students from homes with bad parenting practices may not have a safe space to discuss their emotional and spiritual struggles, which might cause them to become disengaged from their studies and perform worse on exams. The excessive freedom and indulgence of permissive parenting can also lead to academic laziness and delay, increasing the effects on social competence and accomplishment.

These results are consistent with recent research on the varied effects of parenting styles on students’ academic achievement, self-efficacy, and self-regulated learning by Shengyao, Y., Salarzadeh Jenatabadi, H., Mengshi, Y., Minqin, C., Xuefen, L., & Mustafa, Z. (2024) also examined the frequency of authoritarian and permissive parenting styles in Pakistani society, as well as their impact on the development of school children.

Recommendations

The findings of this study can be concluded that, practically, parenting styles have an impact on academic performance in terms of self-esteem, drive to succeed, and academic experience. Apart from that, appropriate support and assistance and clear and correct information from the authorities should be obtained to be the basis for students to improve their academic performance at school and become better. Since they need support and there is a need for some actions to be taken to enable, empower, and encourage their academic performance and drive to succeed, Therefore, based on their needs together, these are some suggestions that can help students in their academics.

5.6.1. Parents

Parents play an important role in motivating children to succeed in their academic performance at school. Therefore, to improve children's academic performance while using different parenting styles, recommendations include:

- Parents should be more involved with their children's academic activities, showing interest and support by actively engaging their children.
- Parents can use positive reinforcement to motivate children towards academic excellence is important.
- Parents can allow children some freedom to use their creativity and decision-making skills can foster academic growth.
- Participating in parenting workshops and school activities that emphasize parental involvement can have a positive effect on academic performance.

5.6.2. Teachers

Here are four important tips for instructors to help enhance their pupils' academic achievement, even if their parents utilize inadequate parenting approaches at home:

- Teachers must identify each student's intellectual and social needs, as well as their successes. Teachers can employ perspective-taking and empathy to better comprehend their issues. As a result, the relationship between teachers and students can provide valuable support for student progress.
- Observing other teachers and sharing ideas can provide valuable insight for enhancing teaching practice. This continuing collaboration strives to give students excellent learning experience.
- Teachers' interactions with students, classroom management, and lesson delivery all have a substantial impact on academic performance. A positive attitude in this sector is essential for helping pupils improve their academic achievement.
- Teachers can attend seminars, and acquiring knowledge from numerous sources can assist teachers stay up to date on the latest advancements in teaching approaches, ensuring that teaching practices are constantly fresh and exciting. This creates a successful learning environment.

Teachers can positively influence student accomplishment by focusing on developing caring relationships, cooperating with peers, having a good attitude, and engaging in continuous learning, even when faced with problems in the student's home environment.

5.6.3. School Administrators

School administrators should explore building comprehensive support programmers to meet the different requirements of students. This could involve counselling services. Providing access to skilled counsellors who can work with students one-on-one to identify their issues and establish personalized development methods.

Effective communication and collaboration between school administration and parents/guardians are critical for assisting pupils. School administrators might consider the following techniques, which include parent workshops. Organizing workshops or informational sessions to teach parents about good parenting methods, child growth and development, and strategies for helping their child succeed academically.

All children are unique, and school administrators should work to create personalized intervention strategies that address the specific requirements of each difficult student through individualized learning plans. Developing personalized learning strategies that address the students' strengths, weaknesses and learning preferences.

5.7. Recommendation On Future Research

Considering the importance of parenting styles on academic achievement among secondary students, the following are suggestions for study that should be conducted to better understand the problem and identify more effective solutions:

This study should be conducted on a wider scale, including more secondary school teachers. This is critical for gaining a better and deeper understanding of parenting styles and all the aspects that may contribute to secondary students' success, failure, or limited academic achievement.

Because the data in this study was gathered solely through interviews without analyzing the actual situation or observing the execution of the impact of parenting styles on academic performance on secondary students, future research should be conducted more thoroughly and constructively, not only based on teachers' opinions or answers but also on observations made in the school.

6. Conclusion

This study included three individuals. The findings may not be entirely new to our knowledge or expectations, but they may point to an issue that has been a tradition in the field of academic performance among secondary students, namely parenting challenges in raising their children because of knowledge and attitude.

Compliance with ethical standards

Acknowledgments

The author would like to thank all the participants involved in this study.

Funding

This study and publication received a publication fee sponsorship from UNITAR International University, Malaysia

Disclosure of conflict of interest

The author has no conflict of interest regarding the research, authorship, or publication of this study.

Statement of ethical approval

The researchers used the research ethics guidelines provided by the Universiti Kebangsaan Malaysia Research Ethics Committee (RECUKM). All procedures performed in this study involving human subjects were conducted in accordance with the ethical standards of the institutional research committee. Permission and consent to participate in the study were also obtained from all guardians of the study participants.

Statement of informed consent

I Siti Khatijah Binti Jemat, and Mohammad Aniq Bin Amdan, voluntarily consent to participate in research conducted by Naldo Janius at UNITAR International University, lot129, Alam Mesra, Plaza Utama (phase 3), Sulaman, 88400 Kota Kinabalu, Sabah, Malaysia, understanding its purpose, procedures, risks, confidentiality, and my right to withdraw.

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