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From Home to Classroom: How Parenting Styles Shape Student Participation Through Self-Efficacy

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ABSTRACT

Objective: The objective of the present investigation is to examine the predictive influence of parenting style on the spirit of student participation, with an emphasis on the mediating role of self-efficacy.

Methods: The methodological approach employed is descriptive-correlation. The statistical population encompasses both male and female high school students in Parsian, totaling 934 individuals. Following a cluster random sampling procedure, a sample of 272 students, comprising 136 females and 136 males, was analyzed. The research instruments utilized consist of three questionnaires: the parenting styles questionnaire by Baumrind (1973), the self-efficacy scale developed by Jink and Morgan (1999), and the student participation spirit measure articulated by Anderson et al. (2019).

Results: The findings derived from correlation coefficients and path analysis of the variables indicated that 1- a significant relationship exists between each of the parenting style subscales and the variables of self-efficacy and participation spirit. However, the permissive parenting style does not exhibit a significant correlation with the spirit of participation. 2- In the path analysis, it was revealed that solely the negligent parenting style fails to significantly predict the spirit of participation. Conversely, the authoritative parenting style demonstrates a positive and significant predictive capacity for the spirit of participation when mediated by self-efficacy. In contrast, the authoritarian parenting style exhibits a negative predictive influence on the spirit of participation.

Conclusions: These measures are essential steps toward creating a more agile organization, as recommended for managers and officials.

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Introduction

In educational frameworks, a multitude of strategies have been proposed to institutionalize collaborative cognition among students, which encompass, in addition to initiatives such as the education and enhancement of students' comprehension and consciousness regarding participation, the centrism of student engagement within the educational paradigm, the application of participatory pedagogical models, the careful selection and organization of participatory educational materials, the fostering of a thoughtful and scientific inquiry ethos among youth, the instruction of accountability, and the substitution of group assessment for solitary evaluation, can be classified as methodologies for the structuring of participatory frameworks within the educational system (Davodi, 2012). Within the school environment, students' collaborative endeavors are frequently observed through the lens of curricular determinants; however, their engagement in non-curricular activities, such as cultural, athletic, and social events, can also be considerably more pronounced (Toma, 2020). Consequently, it is imperative for parents to adopt suitable strategies in the upbringing of children and adolescents.

The upbringing of a child ought to be anchored in the principles and phases of cognitive and psychological maturation. Thus, the transition to school represents a significant transformation in a child's social existence (Eccles, 1999). The child must ascertain their appropriate role within this novel and expansive environment, which necessitates readiness to acclimatize to such circumstances. Within this context, the essence of participation is cultivated amidst these multifaceted and intricate social interactions and parenting methodologies, which fundamentally shape the nature of students' engagements in academic, school, and familial settings (Siqueira-Campos et al., 2021). The quality of the participatory spirit is observable in the developmental process, which is substantially influenced by parenting approaches. Accordingly, self-efficacy is similarly affected by these parenting styles (Navarro-Mateu et al., 2020). Self-efficacy, a concept initially posited by Bandura (Bandura & Adams, 1977), refers to an individual's conviction or confidence in their capacity to execute a particular behavior (Motamedi et al., 2019). It is characterized as a motivational construct that catalyzes, directs, and incentivizes behaviors toward goal attainment (Etminan et al., 2020; Mortezapour et al., 2023; Samavi, 2022). Furthermore, parenting styles, encompassing all activities and responsibilities associated with child-rearing,

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represent a significant metric that illustrates the diverse methodologies employed to socialize and regulate children, as well as foster a participatory spirit among parents (Yu et al., 2019).

Various parenting styles have been examined over the course of several decades. The authoritarian style is characterized by parents who typically exhibit demanding behaviors but lack responsiveness. Authoritarian parents permit minimal open communication between themselves and their children, imposing a stringent set of rules and expectations. They predominantly utilize punitive measures to enforce compliance or impart lessons (Nur et al., 2021). While the regulations and structure inherent in authoritarian parenting are crucial for healthy child development, an excessive application of these elements can prove detrimental.

Authoritative style is readily identifiable due to its combination of elevated expectations for offspring, tempered by an element of empathy and support (Nyarko, 2011). This parenting style is frequently posited as the most advantageous, as it cultivates an optimal environment conducive to the healthy development of the child while simultaneously nurturing a constructive parent-child dynamic. Authoritative parenting is characterized by transparent communication between the parent and the child. When parents enhance their capacity to engage with their child in a non-judgmental and non-punitive manner, they are more likely to acquire valuable insights into the child's experiences and perceptions, thereby providing the child with a more profound comprehension of their surrounding world (Peprah, 2022). The permissive parenting approach is one that can have potentially detrimental consequences. In this style of parenting, often referred to as indulgent parenting, caregivers exhibit minimal demands coupled with a responsive nature. Such parents tend to display excessive kindness and gentleness towards their children, making concerted efforts to evade confrontations with them. While certain parents may fundamentally fear actions that could distress their children, others may adopt this approach as a stark contrast to their previously authoritarian parenting methods (Changalwa et al., 2012).

Parenting encompasses specific methodologies and behaviors that impact a child’s development either independently or in conjunction with one another. Essentially, the foundation of a parenting style reflects the endeavors of parents to regulate and socialize their children (Masud et al., 2016). Parenting styles are conceptualized as the attitudes and behaviors exhibited by parents towards their offspring, which establish a framework and context for parental actions in various

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circumstances (Darling & Steinberg, 2017). Empirical studies have demonstrated that effective parenting practices exert a favorable influence on self-efficacy (Adimora et al., 2015).

In educational settings, the spirit of participation represents a crucial metric for evaluating student performance. The spirit of participation pertains to the extent of engagement and collaboration exhibited by an individual within communal environments to achieve collective objectives. Within the framework of educational institutions, the spirit of participation denotes the level of cooperation demonstrated by students in the context of school-related activities (Yang & Zhao, 2020).

In the scholarly work of Yang and Zhao (2020), the style of parenting emerges as a critical determinant influencing both the academic performance and self-efficacy of students. It is irrefutable that parents bear significant responsibilities in fostering the intellectual development of their offspring by facilitating their enrollment in educational institutions that provide high-quality instruction. Beyond merely enrolling their progeny in schools, parents significantly impact students' self-efficacy, engagement, and academic outcomes across various facets of the educational environment, contingent upon the parenting styles they employ (Peprah, 2022). Given the profound implications of parenting styles on the enhancement of both academic and social development, as well as the formation of personality traits, including self-efficacy, the investigation of the parenting approaches adopted by individuals has recently emerged as a prominent focus within educational research (Nur et al., 2021). Individuals exhibiting elevated levels of self-efficacy tend to possess greater self-confidence and interpret challenges as opportunities for growth. Such individuals are also inclined to establish ambitious objectives and exert considerable effort to surmount obstacles, thereby demonstrating a heightened level of involvement in various activities (Feltz & Öncü, 2014).

Consequently, based on the empirical studies conducted and the observations derived from the materials, one can infer that the parenting styles employed by the parents of students may exert a significant influence on self-efficacy; conversely, self-efficacy also plays a pivotal role in social interactions and the participatory spirit of students. In this context, it can be articulated that the primary objective and central issue of the present research is to examine the predictive capacity of parenting styles on students' participatory spirit, with self-efficacy serving as a mediating factor.

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In the study conducted by Moradian et al. (2021), entitled "Causal Relationship Between Parenting Styles and Academic Performance Through Academic Self-Efficacy and Achievement Motivation," the research outcomes revealed that the authoritarian parenting style exerted a positive and statistically significant direct effect on academic performance, whereas it also had a negative and statistically significant effect on academic self-efficacy and motivation for academic advancement. The permissive parenting style was found to have a significant negative direct effect on academic self-efficacy, although it did not significantly affect motivation for academic progression. Moreover, academic self-efficacy was positively and significantly correlated with academic performance, while no significant relationship was established between motivation for progression and academic performance. Furthermore, the results indicated that the proposed model lacked sufficient fit, with a better model fit achieved by eliminating the non-significant pathway from easy-going parenting style to motivation for academic advancement. In addition, the comprehensive indirect influences of authoritative, authoritarian, and permissive parenting styles on academic performance were found to be significant through the mediating variables of motivation for achievement and academic self-efficacy.

Navarro-Mateu et al. (2020), in their study titled "Analyzing the Effect of Self-Efficacy and Emotional Intelligence on Student Stress and Participation Utilizing Path Analysis," elucidated that self-efficacy is a significant component of emotional intelligence. It was additionally determined that self-efficacy serves as a predictor for both stress levels and participation rates among students. A positive and statistically significant correlation was established between emotional intelligence, stress, and student participation.

According to the empirical research and existing literature, the conceptual model represented in Figure 1 is substantiated by various studies (Guillena et al., 2023; Masud et al., 2016; Pelletier & Brent, 2002).

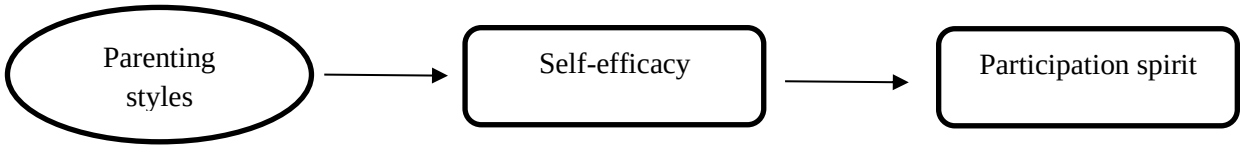


Figure 1. Conceptual model of the research

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Material and Methods

In light of the investigation into the predictive influence of parental parenting styles on students' participation spirit, with the mediating effect of their self-efficacy, the present study adopts a descriptive correlational methodology for its practical objectives. The independent variable (exogenous) is identified as parental parenting style, while the dependent variable (endogenous) is the spirit of student participation, and self-efficacy serves as the mediating variable (endogenous). The statistical population for this research comprises second-year secondary school students in Parsian city, totaling 934 individuals (481 females and 453 males). The sampling technique employed in this study was stratified random sampling, which was executed with the consideration of gender as two overarching categories. To ascertain the sample participants, a comprehensive list of schools within each stratum was compiled, from which a selection of schools was randomly chosen. Ultimately, a specified number of subjects (randomly selected in accordance with the required sample size) were identified from the school lists. The sample size was determined utilizing the Morgan-Karjesi table, leading to the selection of 272 individuals for the statistical sample, comprising 136 females and 136 males designated for this research.

Instruments

Baumrind's Parenting Styles Scale: The Baumrind's Parenting Styles, developed in 1973, was employed to assess the parenting styles of parents. This instrument was subsequently translated by Amani et al. (2020), delineating parental styles across three distinct subscales: 1- permissive style associated with items (28,24,21,19,17,14,13,10,6,1), 2- authoritarian style represented by items (29,2,3,7,9,12,16,18,25,26), and 3- Authoritative style indicated by items (4,5,8,11,15,20,22,23,27,30). The scoring framework of the five-point Likert scale is categorized as follows: completely agree (score 5), agree (score 4), neutral (score 3), disagree (score 2), and completely disagree (score 1).

Self-Efficacy Questionnaire: To evaluate self-efficacy, the self-efficacy questionnaire created by Jinks and Morgan (1999), consisting of 30 items, was utilized. The scoring framework of this five-point Likert scale is defined as: completely agree (score 5), agree (score 4), neutral (score 3), disagree (score 2), and completely disagree (score 1). Hasan Nia, Saleh Sadekpour, and Damavandi (2013) reported that the instrument's validity is adequate and reliable, with a Cronbach's alpha coefficient of 0.86.

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Spirit of Participation Scale: The scale developed by Anderson et al. (2019) was employed to assess students' spirit of participation, comprising 24 items. The scoring basis for this scale is a five-point Likert scale categorized as completely agree (score 5), agree (score 4), almost disagree (score 3), disagree (score 2), and completely disagree (score 1). Dehdar and Samavi (2022) undertook the translation of this questionnaire, subsequently assessing its validity through confirmatory factor analysis, which confirmed the sufficiency of all items in measuring students' spirit of participation. The overall fit of the model was evaluated as acceptable, demonstrated by fit indices as follows: GFI=0.94, AGFI=0.89, IFI=0.95, CFI=0.95, TLI=0.94, RMSEA=0.04, and PCLOSE=0.89. Additionally, the overall reliability of the scale was reported at 0.86 using the Cronbach's alpha method, indicating robust reliability.

During the data collection phase, the researcher provided the necessary explanations to participants while securing informed consent, thereby integrating the subjects into the evaluation of the variables under discussion.

The inclusion criteria for participants entering the research process were established as follows: 1. Absence of significant behavioral, emotional, or psychological issues, 2. Securing consent from the student, teacher, and parents for participation in the study, 3. Enrollment in the second year of secondary education in both governmental and non-governmental institutions, 4. Maintenance of a normal IQ (absence of cognitive impairment), 5. Non-interference with the educational and learning processes of students as per the established curriculum.

Furthermore, the parameters governing the exclusion criteria were delineated as follows: 1. Discontent expressed by the student, educator, and guardians concerning the perpetuation of collaborative engagement, 2. Impairment of the pedagogical and learning processes of the student, in accordance with the established curriculum, 3. The emergence of emotional, psychological, and physical issues, among others, affecting the student.

Results

To evaluate and acquire the findings, the path analysis framework was employed utilizing the Amos-26 software. Within the path analysis framework, the exogenous variable was identified as the parenting style of guardians, while the endogenous variables were defined as self-efficacy and the spirit of student participation. Initially, the descriptive statistics and correlations among

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variables were assessed using the SPSS26 software. Descriptive indicators are delineated in Table 1.

Table 1. Descriptive index related to research variables

Variable	Component	Mean	SD	Skewness	Kurtosis
Parenting styles	Authoritative	4.13	2.90	-1.78	4.71
	Authoritarian	3.11	3.39	-0.67	0.25
	Permissive	3.80	3.10	-0.61	-0.23
Self-efficacy		3.99	2.10	-0.49	-0.09
Spirit of participation		4.50	1.99	-0.07	-0.22

According to Table 1, the dimension of parenting styles exhibiting the highest average is associated with the authoritative style subscale (4.13), whereas the dimension with the lowest average pertains to the authoritarian style subscale (3.11). Furthermore, when considering the overall average score across the variables, the highest average is linked to the spirit of participation (4.50), while the lowest average corresponds to parenting styles (3.68). As indicated in Table 1, the metrics of skewness and kurtosis suggest that the data adheres to the principles of normality. Subsequently, one can observe the correlation coefficient among the research variables presented in Table 2.

Table 2. Correlation coefficients between research variables

Variable	Authoritative	Authoritarian	Permissive	Self-efficacy	Spirit of participation
Authoritative	1				
Authoritarian	0.24^{**}	1			
Permissive	0.16^{*}	0.21^{**}	1		
Self-efficacy	0.36^{**}	0.18^{*}	0.14^{*}	1	
Spirit of participation	0.39^{**}	-0.25^{**}	0.10	0.34^{**}	1

* $p < 0.05$, ** $p < 0.01$

Table 2 elucidates the correlation coefficient between the various research variables, indicating a discernible relationship among the subscales of parenting styles and the constructs of self-efficacy and participatory spirit. The data illustrated in the table reveals that the permissive parenting style does not exhibit a statistically significant correlation with the participatory spirit. Conversely, the remaining variables demonstrate substantial interrelations, as evidenced by the correlation coefficients (r). Subsequent to the presentation of the correlation table, the fit indices are presented in table 3.

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Table 3. Path analysis model fit indices

Indices	Value	Result
CMIN	3.39	Accepted
CFI	0.97	Accepted
IFI	0.96	Accepted
RMSEA	0.01	Accepted
CMIN/DF	0.66	Accepted

Table 3 presents the fit indices pertinent to the model under consideration. As evidenced, CMIN = 3.39, CFI = 0.97, IFI = 0.96, RMSEA = 0.01, and CMIN/DF = 0.663, all of which suggest a robust and advantageous model fit.

Table 4. Estimation of direct effects in the model

Path	Direct effect	P
Authoritative style to self-efficacy	0.25	0.01
Authoritarian style to self-efficacy	-0.15	0.05
Permissive style to self-efficacy	0.11-	0.05
Authoritative style to the spirit of participation	0.35	0.01
Authoritarian style to the spirit of participation	-0.13	0.05
Permissive style to the spirit of participation	0.07	0.11
Self-efficacy to the spirit of participation	0.20	0.01

Table 4 presents the direct effects of variables in the model. According to Table 4, all the paths except the permissive style to the spirit of participation, are significant. The indirect associations among authoritative style, Authoritarian style, and permissive style concerning the spirit of participation, as influenced by self-efficacy, are quantified as 0.05, 0.02, and -0.02, respectively. Among these, the indirect effect of authoritative style on the spirit of participation is statistically significant, whereas the other indirect relationships lack significance.

Discussion

Individuals who engage in interactions with one another to fulfill educational objectives exhibit varying degrees of interdependence. The emergence of participation and a sense of belonging within a societal context is contingent upon the establishment of social trust. For instance, within an educational setting such as a school, one might examine the conduct of a student or their guardians towards the educational institution. Should the interactions between the student and the educator be predicated solely on mutual trust, with the exclusion of extraneous factors, then the

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construct of trust is situated within the realm of social psychology. The constructs of parenting style, self-efficacy, and collective spirit can all align in a congruent manner. Consequently, the current investigation sought to explore the predictive capacity of parental parenting styles on the participatory spirit of students, with self-efficacy serving as a mediating variable.

The findings of the current research indicated that parental approaches to parenting serve as a positive predictor for both self-efficacy and participatory spirit. Conversely, students whose parents adopt an authoritarian parenting style exhibit a heightened participatory spirit alongside an elevated assessment of their self-efficacy. This relationship concerning permissive and authoritarian parenting styles was established through a distinct lens; specifically, the permissive style demonstrated no correlation with the participatory spirit, nor was any significant prediction made regarding participatory spirit through this style. Furthermore, the results suggest that authoritarian parenting approaches serve as a negative predictor for self-efficacy. That is to say, offspring of parents who employ authoritarian parenting styles tend to possess diminished self-efficacy; hence, it can be inferred that their participatory spirit is compromised. In contrast, the authoritative parenting style appears to be positively correlated with enhanced self-efficacy among students, fostering an environment conducive to the development of self-worth and self-esteem in adolescents, thereby facilitating a greater participatory spirit in school-related activities. This stands in stark contrast to the detrimental effects associated with authoritarian parenting practices, which may predispose individuals to psychological disorders and disruptions, thus diminishing the participatory spirit through negative emotional ramifications and reduced self-confidence and self-efficacy. These findings align with the conclusions drawn by Navarro-Mateu et al. (2020).

Consequently, the correlation of the authoritative parenting approach with elevated levels of self-efficacy subsequently enhances the spirit of participation, indicating that parental awareness in this domain can significantly augment their children's success and foster parental accountability. Adequate oversight exercised by parents regarding their children's behavior yields substantial impacts, one of the most critical being the enhancement of children's success and self-efficacy. Accordingly, based on the research findings, it is recommended that parents exhibit heightened sensitivity and kindness towards the needs and signals of their children, thereby fostering their emotional security, independence, social competence, and spirit of participation. Additionally, it is imperative to motivate parents in their endeavors to socialize their children effectively, ensuring

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that they develop into healthy, accepted, and content members of society, which in turn allows for greater autonomy and improved relational dynamics with their offspring. Conversely, it is feasible to educate parents regarding appropriate parenting styles and effective strategies for interacting with their children, facilitating enhanced learning experiences and promoting an increased spirit of participation among the children. Given the multitude of variables that may influence students' spirit of participation, it is advisable to undertake further longitudinal and experimental investigations in this area in forthcoming research endeavors.

The present study's limitations primarily stem from its sample size and demographic constraints. The research was conducted within a specific geographic region (Parsian) and involved a limited sample of 272 high school students, which may not be representative of broader populations or different cultural contexts. Additionally, the reliance on self-reported questionnaires may introduce bias, as participants might respond in socially desirable ways rather than accurately reflecting their true behaviors and attitudes. The study's cross-sectional design also limits the ability to establish causality between the variables, making it challenging to determine the direction of influence or to generalize the findings over time.

Future research should aim to address these limitations by expanding the sample size and including a more diverse population, encompassing students from various regions and cultural backgrounds to enhance the generalizability of the results. Longitudinal studies could provide deeper insights into the causal relationships between parenting styles, self-efficacy, and student participation spirit, tracking changes over time. Additionally, incorporating qualitative methods, such as interviews or focus groups, could complement the quantitative findings and offer a richer understanding of the underlying mechanisms. Researchers should also consider exploring other potential mediators or moderators, such as peer influence or educational environment, to gain a more comprehensive view of the factors affecting student participation.

Data availability statement

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The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by ethics committee of Islamic Azad University.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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