



Democratic Parenting and Its Impact on Academic Motivation and Personal Responsibility in High School Students

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Abstract: This study explores the extent to which parental attitudes influence high school students' academic motivation and their sense of personal responsibility. A predictive correlational research design was employed, involving a sample of 368 tenth-grade students from six different high schools.

Data was collected using standardized instruments measuring parental attitudes, academic motivation, and personal responsibility. Statistical analyses, including independent samples t-tests, MANOVA, Pearson correlation, and multiple linear regression, were conducted to examine gender differences and the relationships among variables.

The findings indicate that parental attitudes significantly predict both academic motivation and personal responsibility. Democratic parenting practices explain 31.2% of the variance in students' personal responsibility and 25.7% of the variance in academic motivation.

These results suggest that supportive and democratic parental behaviors contribute meaningfully to students' academic engagement as well as their social and personal development. The study underscores the importance of family environment in shaping positive educational and developmental outcomes.

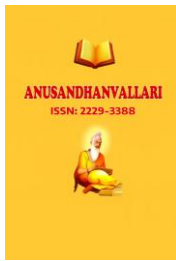
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Introduction

Parental attitudes play a critical role in shaping adolescents' academic and personal development, especially during high school years when students face increasing academic demands and psychosocial changes. Academic motivation, the internal drive that directs students toward learning goals, are key determinants of educational success, while personal responsibility, reflected in self-discipline and independent decision-making, is essential for both achievement and social adjustment.

Recent research emphasizes the influence of the family environment on these developmental outcomes. Parental involvement and engagement in learning have consistently been linked to higher levels of student motivation, engagement, and academic performance; studies show that higher parental involvement levels follow trends of higher student academic motivation and achievement. Systematic reviews find that positive parental engagement, especially when autonomy support and emotional support are present, relates to improved school behaviour, increased learning enthusiasm, and better academic outcomes. Research also demonstrates that when parents are autonomy-supportive rather than controlling, children report stronger motivation, competence, and academic self-regulation. Moreover, perceived parental involvement has been shown to predict students' academic buoyancy, adaptability, and goal orientations, illustrating that supportive family contexts help adolescents cope with academic challenges and sustain motivation.

Although the literature clearly documents the relationship between parental attitudes, academic motivation, and engagement, much remains unknown about how specific parental attitudes simultaneously influence both academic motivation and personal responsibility. Understanding these relationships is crucial for developing family-based and school-based interventions that support student success.



Therefore, the present study investigates the predictive role of parental attitudes in shaping high school students' academic motivation and personal responsibility. Building on research demonstrating links between parental attitudes and academic outcomes (e.g., Yılmaz Bodur & Aktan, 2021), as well as links to motivation and responsibility across contexts, this study seeks to clarify how different parenting attitudes contribute to both motivational and personal developmental outcomes in adolescent learners

Academic achievement is an important factor that determines students' future career opportunities, social life, and societal status.

Academically successful individuals are more likely to gain stable employment, be productive members of society, and experience greater well-being and life satisfaction, which underscores the value attributed to academic success in educational research (Regier, 2015). Therefore, increasing students' academic achievement remains a priority for education systems worldwide. Large-scale assessments such as the Programme for International Student Assessment (PISA), conducted by the OECD provide important benchmarks for evaluating educational outcomes and highlight contextual influences on academic performance, including the role of parents as key stakeholders in students' learning environments. PISA reports have noted that parental involvement such as shared family activities and parent-child communication is related to students' sense of belonging at school and engagement with learning activities.

Given the central role of families in shaping children's educational trajectories, parental attitudes and involvement have been the focus of a substantial body of research. Empirical work has consistently shown that parental involvement is positively associated with students' academic motivation and achievement outcomes across diverse educational settings. Research from India and other contexts has also reported that parental engagement including encouragement, emotional support, and help with academic tasks correlates with stronger motivation and improved academic outcomes among school-aged children (Yang & Zhao (2020). Despite these findings, most prior studies have examined parental attitudes or involvement in relation to achievement or motivation separately, with limited research addressing how parental attitudes influence both academic motivation and personal responsibility simultaneously (Lin, X, et al. (2019). Responsibility, defined as students' commitment to their own learning and self-regulated behavior, is influenced not only by educational experiences but also by supportive family environments that reinforce appropriate academic behaviors.

Therefore, rather than focusing solely on outcomes, it is important to analyze how family factors contribute to the development of motivational and responsibility processes that foster academic success. In this context, the present study aims to investigate the effect of family on academic achievement through academic motivation and personal responsibility, offering a deeper understanding of the mechanisms that underlie academic success.

Review of Literature

Examining the Role of Parental Attitudes and Family Support in Student Academic Engagement and Success

Parents are widely regarded as the first and most influential teachers in a child's life, shaping not only early learning but also attitudes toward school and academic success. This influence continues throughout development, including during adolescence when academic motivations and responsibilities become more pronounced. Research has consistently indicated that parenting styles are often conceptualized within Baumrind's typology of authoritative (democratic), authoritarian, permissive, and uninvolved approaches are significantly associated with students' academic outcomes and psychosocial development. Studies show that children reared with an authoritative parenting style, characterized by warmth, reasonable discipline, and open communication, are more likely to exhibit higher academic achievement, stronger motivation, and adaptive social behaviors compared to those reared with authoritarian or permissive styles. For example, authoritative parenting has been found to positively relate to school achievement and supportive engagement with academic tasks, whereas less supportive



parenting styles correlate with lower engagement and greater academic anxiety among adolescents (Sirait & Slameto, 2022)

Parental attitudes and family support not only influence academic achievement directly but also operate through effective and engagement processes. Research has shown that positive parenting practices support adolescents' academic motivation and resilience, with self-esteem and engagement mediating the relationship between parenting and academic outcomes. For instance, studies among middle school students have demonstrated that positive parenting styles are associated with enhanced academic self-esteem and higher levels of school engagement, which are in turn linked to improved academic performance. This suggests that the influence of parental attitudes is often indirect, strengthening the motivational and emotional foundations that support academic success.

Within the literature on parental involvement more broadly, systematic reviews indicate that parents' expectations, emotional support, and active engagement in schooling are positively related to student engagement and achievement, although the mechanisms vary across contexts and cultural settings. Parental involvement has been associated with stronger academic attitudes, higher motivation, and better scholastic outcomes, particularly when it includes clear expectations and emotional support.

In summary, the literature highlights that authoritative or supportive parental attitudes contribute positively to students' academic engagement and social-emotional development, while less supportive parenting approaches are often linked to academic anxiety, disengagement, and lower achievement. However, research remains limited regarding how specific parental attitudes concurrently influence both academic motivation and personal responsibility in adolescents, underscoring the need for further investigation in diverse educational contexts.

Academic Motivation as a Critical Variable in Academic Achievement

Academic motivation has been widely recognized as a central determinant of students' academic achievement across educational research. Motivation influences not only a student's willingness to engage with learning tasks but also the depth and persistence with which they pursue academic goals. Empirical studies have shown that higher academic motivation predicts better academic performance, with motivated students displaying greater effort, persistence, and engagement in learning activities, which in turn contribute to stronger academic outcomes. For example, research investigating the predictive relationship between academic motivation and adolescents' academic performance found that motivation explained a significant proportion of variance in student achievement, indicating its pivotal role in academic success.

It is the "Intrinsic Motivation" that causes the individual to exhibit his/her preferred behaviors (Mammadov, Cross, & Ward, 2018). Students with high intrinsic motivation participate in learning activities voluntarily and enjoy the process more (Moneta & Siu, 2004). In —Extrinsic Motivationl, students are involved in the learning process, but for instrumental reasons such as supervision, peer competition, reward and punishment. For this reason, students with high external motivation generally do not enjoy their work and expect constant incentives (Vallerand & Ratelle, 2002). Finally, in Amotivation, there is no external or internal motivation.

Literature reviews on motivation and achievement cycles further underscore the reciprocal relationship between motivation and academic performance, suggesting that motivation not only contributes to achievement but is also reinforced by academic success itself. Additionally, correlational studies among secondary school students have demonstrated strong associations between academic motivation and academic outcomes, highlighting that students with higher motivational levels tend to achieve higher grades and show more sustained engagement in school activities. These findings align with broader research on educational psychology that conceptualizes academic motivation as a key driver of persistence, self-regulated learning, and academic resilience. Collectively, literature supports the assertion that academic motivation is a critical variable in explaining differences in



academic achievement and should therefore be considered an integral component of research on student success and educational interventions.

Social Responsibility as a Critical Variable in Academic Achievement

Social responsibility, often conceptualized as students' awareness of and commitment to ethical, prosocial, and community-oriented behavior, has emerged as an important dimension of educational outcomes that complements academic achievement. Earlier work in educational psychology established that students' social responsibility and prosocial attitudes are positively associated with academic performance and other adaptive school behaviors, suggesting that students who internalize responsibility norms tend to apply effort, persistence, and cooperative strategies in academic settings (Wentzel, 1991). Studies on responsibility constructs indicate that socially responsible students exhibit higher self-regulation, cooperative learning engagement, and intrinsic motivation, all of which relate to stronger academic performance (Li et al., 2010). Research from senior high school contexts shows that students' awareness of social responsibility correlates with their broader engagement in school life and community activities, implying that responsibility awareness supports both cognitive and social facets of learning.

Research shows that there is a relationship between students' perception of social responsibility, parents, teachers and peer support (Ericson & Ellet, 1990; Helker & Wosnitza, 2014; Wentzel, 1991a). The student's sense of responsibility is shaped from the perspective of parents and teachers towards responsibility. Parents of students with high sense of responsibility display supportive attitudes, are involved in learning processes, and have high expectations (Ericson & Ellet, 1990). Peers can replace parents who are effective in social-emotional development in the early years during adolescence. Acting responsibly and developing positive social relationships with their peers provide students with a source of motivation and can help them achieve high success (Wentzel, 1991a; Wentzel, 1991b). In this regard, the purpose of this study is to determine the relationship between perceived parental attitudes, personal responsibilities and academic motivations of high school students, and to what extent parental attitudes perceived predicting student's personal responsibilities and academic motivations, besides determining the effect of gender on variables. For this purpose, answers to the following questions were sought

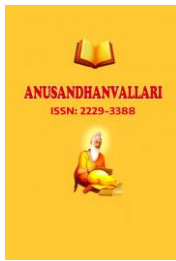
1. To what extent do high school 10th-grade students perceived parental attitudes predict their academic motivation and personal responsibility levels?
2. What is the relationship between high school 10th-grade students perceived parental attitudes and their personal responsibility levels?
3. What is the relationship between high school 10th-grade students perceived parental attitudes and their academic motivation levels?
4. Does gender have a significant effect on high school 10th-grade students perceived parental attitudes, academic motivation, and personal responsibility levels?

Method

This study employed a predictive correlational research design to examine the relationship between perceived parental attitudes, academic motivation, and personal responsibility among 8th to 10th-grade students. The primary focus was to determine how democratic parenting influences students' academic motivation and their sense of personal responsibility.

In addition, a descriptive research design was used to explore differences in these variables based on gender. The descriptive approach helped in systematically identifying and presenting the characteristics and patterns within the data related to the selected variables.

Correlational research is a non-experimental method that investigates the degree and direction of relationships between two or more variables without manipulating them. This approach allows the researcher to understand



how variables are associated and to what extent one variable can predict another. A stronger relationship between variables generally improves the accuracy of predicting one variable based on another.

In this study, perceived parental attitudes—particularly democratic parenting—were treated as predictor variables, while academic motivation and personal responsibility were considered outcome variables. The central aim was to assess the extent to which parental attitudes could predict students' levels of academic motivation and personal responsibility.

Research Design

This study employed a predictive correlational design, a non-experimental quantitative research approach used to examine the relationships and predictive effects among variables without manipulating them. Correlational designs measure the strength and direction of associations between variables and allow for prediction of one variable from another using statistical analyses such as regression. Predictive correlational research is appropriate when the aim is to determine how well one or more independent variables predict a dependent variable (i.e., parental attitudes predicting academic motivation and personal responsibility) rather than establish causal relationships.

Participants

The participants of the study were 8th to 10th-grade high school students selected through stratified random sampling from multiple schools to ensure representation across gender and academic sections. A total of approximately 400 students participated, which is consistent with similar correlational research in educational settings (e.g., previous predictive studies on parental attitudes and student outcomes). This sample size was considered adequate for performing multivariate analyses including regression and MANOVA.

Instruments

Data was collected using standardized, validated scales:

Parental Attitudes Scale: Measures students' perceptions of their parents' attitudes toward child-rearing and educational support (e.g., democratic, authoritarian, permissive) Plopa (2012)

Academic Motivation Scale: Assesses intrinsic and extrinsic motivation toward schoolwork and learning tasks. It was developed by **Robert J. Vallerand and colleagues**. It was originally created as the *Échelle de Motivation en Éducation (EME)* in French in **1989** and then translated into English and published as the AMS in **1992**

Student Personal Responsibility Scale (SPRS-10): Captures students' self-reported sense of responsibility for their academic behavior and outcomes. Students' personal responsibility levels were measured using the SPRS-10, originally developed by Singg and Ader (2001).

The assumption of normality was tested by using the data collected from 368 students, primarily using the SPSS 21 program. Independent samples t-Test and MANOVA were performed to determine the gender effect on variables; Pearson Correlation and Multiple Linear Regression were performed to determine the relation between variables. The prerequisites required were tested before regression.

Data Collection Procedures

Data were collected through in-person administration of questionnaires during school hours, with informed consent obtained from students and, where required, their guardians. Researchers explained the purpose of the study, assured confidentiality, and instructed students on how to complete the instruments.

Data Analysis

Data analysis was conducted using statistical software (e.g., SPSS). The following steps were undertaken:



Descriptive Statistics: Means, standard deviations, and distribution characteristics of all variables were computed to provide an overview of the data.

Independent Samples t-Test and MANOVA: These tests were used to examine gender differences in parental attitudes, academic motivation, and personal responsibility levels.

Pearson Correlation Analysis: To determine the strength and direction of relationships among parental attitudes, academic motivation, and personal responsibility.

Multiple Linear Regression Analysis: To assess the predictive power of perceived parental attitudes on academic motivation and personal responsibility, with regression models estimating the proportion of variance explained by the predictor variables.

This combination of correlational and predictive methods allows for rigorous analysis of both relationships and prediction patterns among the key study constructs

Results

Results of the study are reported under three main sections corresponding to the sub-problems of the research. The first section presents findings from the independent samples t-test and MANOVA conducted to examine gender differences in perceived parental attitudes, academic motivation, and personal responsibility. The second section outlines the Pearson correlation results that address the relationships among the key variables, showing the strength and direction of associations. Finally, the third section details the multiple linear regression analysis results, illustrating the extent to which perceived parental attitudes predict students' academic motivation and personal responsibility levels. Presenting results in this structured way ensures logical and systematic reporting of findings that directly align with the research questions and statistical procedures used in the study

Gender-Based Variation in Perceived Parental Attitudes, Personal Responsibility, and Academic Motivation

Skewness and Kurtosis coefficients were examined for the normality distribution of the obtained data before the analysis. The skewness and kurtosis values of all scales are close to 0 in the range of ± 2 [Parents Democratic: Skewness = $-.654$, Kurtosis = $-.262$; Parents Protective/Demanding: Skewness = $.119$, Kurtosis = $-.273$; Parents Authoritarian: Skewness = $.701$, Kurtosis = $.373$; Personal Responsibility: Skewness = -1.036 , Kurtosis = $.996$; Academic Motivation; Skewness = $-.685$, Kurtosis = 1.330]. The mode, median, and mean values of the distributions are also close to each other [Parents Democratic: Mod = 4.73 ; Med. = 4.17 , Mean = 4.03 ; Parents Protective/Demanding: Mod = 2.85 , Med. = 3.03 , Mean = 3.01 ; Parents Authoritarian: Mod = 1.00 , Med. = 2.00 , Mean = 2.05 ; Personal Responsibility: Mod = 3.80 , Med. = 3.80 , Mean = 3.67 ; Academic Motivation: Mod = 3.32 , Med. = 3.48 , Mean = 3.46]. According to these results, it was confirmed that the data satisfied the normality condition.

Whether there was a significant difference in the parent's attitude scores of the students by gender was examined by MANOVA analysis. Covariance equality tested Box 's $M = 6.796$ and $p = .346 > .05$. Homogeneity of variances was found as $p > .05$. After the prerequisites were met, the analysis phase started. The results are shown in Table 1. Multiple normality tests were performed before the analysis.

Table 1. MANOVA Analysis Results

	Gender	N	Mean	Sd	df	F	p	Effect
Authoritarian	Female	225	0.801	0.601	366	11.075	0.00	0.997
	Male	175	1.146	0.616				
Democratic	Female	225	3.004	0.566	366	4.250	0.021	
	Male	175	2.815	0.606				0.637
Protective/Demanding	Female	225	1.750	0.50	366	21.420	0.00	
	Male	175	1.102	0.47				1

According to the obtained results, it was determined that the mean scores of attitudes of students' parents differed by gender (Wilk's Lambda = .801, $p < .005$). This result revealed that gender was an effective variable in parental attitudes. Gender Authoritative, Democratic and Protective-Demanding sub-dimensions differ significantly. It was revealed that gender had a very high level of impact on all three sub-dimensions (Eta = .997, .637, 1.00). While the difference was caused by female students in democratic attitude (Mean = 3.004, Sd = .566), it was determined that it was caused by male students in authoritarian and protective-demanding attitude (Mean = 2.815, Sd = .606, Mean = 1.102, Sd = .470). Independent samples t-test analysis was conducted to compare students' personal responsibility scores by gender and the results are presented in Table 2.

Table 2. Independent Samples t-test Analysis results

	Gender	N	Mean	Sd	Levene Test		t	df	p
					F	p			
Personal Responsibility	Female	225	2.61	0.308	0.055	0.687	2.76	366	0.006
	Male	175	2.48	0.307					

* $p < .01$

According to the independent samples t-test analysis, there was a significant difference in the personal responsibility scores of the students by gender ($t = 2.76$, $p < .05$). The difference was found in favor of female students. Female student's responsibility score (Mean = 2.410, Sd = .450) was higher than male students (Mean = 2.27, Sd = .535). The results of t-test comparing students' academic motivation by gender are shown in Table 3.

Table 3. Independent Samples t-Test Analysis Results

	Gender	N	Mean	Sd	Levene Test		t	df	p
					F	p			
Academic Motivation	Female	225	2.41	0.450	1.615	0.205	2.286	366	0.023
	Male	175	2.27	0.535					

* $p < .01$

The results showed that gender caused differences in academic motivation scores ($t = 2.286$, $p < .05$). This difference was in favor of female students. The academic motivation female students (Mean = 2.41, Sd = .450) was higher than male students (Mean = 2.27, Sd = .535).

Relationship Between Perceived Parental Attitudes and Students' Academic Motivation and Personal Responsibility.

The relationship between parental attitudes, academic motivation and personal responsibility is examined by Pearson Correlation analysis. The analysis results are shown in Table 4. According to the results of the analysis, there was a significant ($p < .01$) and positive moderate ($r = .555$) relationship between personal responsibility and democratic parental attitude. In this context, it can be said that as the democratic parental attitude scores increase,

the student personal responsibility scores increase as well. In addition, there was a significant ($p < .01$) negative moderate ($r = -.420$) relation between authoritarian parental attitude and personal responsibility and a negative weak relation ($r = -.242$) between protective/demanding parental attitude and personal responsibility. This result can be interpreted as the authoritarian attitude negatively affects the personal responsibility level of the student.

Table 4. Pearson Correlation Analysis Results

	Authoritarian Attitude	Protective/Demanding Attitude	Democratic Attitude	Academic Motivation
Personal Responsibility	-.420*	-.242*	.555*	.550*
Academic Motivation	-.303*	-.156*	.502*	1

* $p < .01$

A significant ($p < .01$) and positive moderate ($r = 0.502$) relationship was found between academic motivation and democratic parental attitude. This result can be explained that when the students' academic motivation increases, their parents' democratic attitudes increase as well. On the contrary, the authoritarian attitude that has a negative weak ($r = -.303$) relationship may decrease the academic motivation of the students. In addition, a significant ($p < .01$) positive moderate ($r = .550$) relationship was found between personal responsibility and academic motivation. It can be interpreted that as student personal responsibility scores increase, academic motivation increases.

Regression Analysis Results to Determine Perceived Parental Attitudes, Academic Motivation and Personal Responsibility Levels of Students

One of the prerequisites before multiple regression analysis is the absence of multicollinearity between variables. For this purpose, the correlation table was examined, and the values were found below the upper limit of .850. For autocorrelation as another prerequisite, Durbin-Watson value was determined to be between 1-3 [personal responsibility: DW = 1.885; academic motivation: DW = 1.663]. The study according to these values is suitable for Multiple Linear Regression analysis. Stepwise analysis was used as a method in Multiple Linear Regression analysis. Firstly, ANOVA table was analyzed, and it was determined that the independent variable was a significant predictor of the dependent variable [$F = 55.020$, $p = .00$]. Regression analysis was done in three steps. The protective-demanding attitude shown in Model 1 was the first step. According to the results of the analysis, the sub-dimension of protective-demanding attitude explained 5.9% of the total variance regarding the personal responsibility levels of the students [$R = .232$, $R^2 = .049$]. The Beta value of the variable was [$\beta = -.241$]. The t-value of the variable was significant [$t = -3.078$; $p < .05$]. The second step shown in Model 2 was the authoritarian attitude that explained 17.8% of the total variance regarding the personal responsibility level of students [$R = .320$, $R^2 = .148$]. According to this result, authoritarian attitude contributed 11.9% to the model. Beta (β) values of the variables included in the model were as follows: [protective-demanding attitude was $\beta = .042$; authoritarian attitude was $\beta = -.427$]. The t-value of the protective/demanding attitude from variables was not statistically significant [$t = .675$; $t = -6.297$; $p > .05$; $p < .05$]. The last step shown in Model 3 was the democratic attitude that explained 31.2% of the total variance regarding the personal responsibility levels of students [$R = .358$, $R^2 = .312$]. Democratic parental attitude contributes 14% to the model. Beta (β) values of the variables included in the model were as follows: [protective-demanding attitude was $\beta = -.049$; authoritarian attitude was $\beta = -.032$; democratic attitude was $\beta = .511$]. Of the variables, only the t value of the democratic attitude was statistically significant [$t = -.352$; $t = -.319$; $t = 6.429$; $p < .05$; $p > .05$]. The results are presented in Table 5.

Table 5. Stepwise Multiple Linear Regression Analysis Results

Model	R	R ²	Adjusted R ²	Beta	Sr ²	t	p
Model 1	.232 _a	0.049	0.046				
Protective/ Demanding Attitude				-0.241	-0.242	-3.078	0
Model 2	.320 _b	0.148	0.173				
Protective/ Demanding Attitude				0.042	0.032	0.675	0.5
Authoritarian Attitude				-0.427	-0.315	-6.297	0
Model 3	.358 _c	0.312	0.306				
Protective/ Demanding Attitude				-0.049	-0.037	-0.352	0.392
Authoritarian Attitude				-0.032	-0.018	-0.319	0.471
Democratic Attitude				0.511	0.323	6.429	0

Stepwise analysis was used as a method in the Multiple Linear Regression analysis to determine the level of parental attitudes predicting academic motivation. Firstly, ANOVA table was analyzed, and it was determined that the independent variable was a significant predictor of the dependent variable [$F = 41.912$, $p = .000$]. Regression analysis was done in three steps. The protective-demanding attitude shown in Model 1 was the first step. According to the results of the analysis, the protective/demanding attitude sub-dimension explained 2.4% of the total variance regarding students' academic motivation levels [$R = .156$, $R^2 = .024$]. The Beta value of the variable was [$\beta = -.156$]. The t value of the variable was significant [$t = -3.012$; $p < .05$].

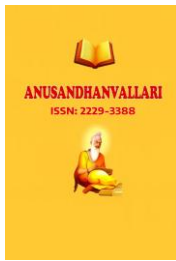
The second step shown in Model 2 was the authoritarian attitude that explained 9.4% of the total variance regarding students' level of academic motivation [$R = .305$, $R^2 = .094$]. According to this result, authoritarian parental attitude contributed 7% to the model. Beta (β) values of the variables included in the model were as follows: [protective/demanding attitude was $\beta = .062$; authoritarian attitude was $\beta = -.342$]. The t-value of the protective/demanding attitude from variables was not statistically significant [$t = .959^*$; $t = -5.304$; $p > .05^*$; $p < .05$].

The last step shown in Model 3 was the democratic attitude that explained 25.7% of the total variance related to students' level of academic motivation [$R = .417$, $R^2 = .257$]. Democratic attitude contributes 16.3% to the model. Beta (β) values of the variables included in the model were as follows: [protective/demanding attitude was $\beta = -.034$; authoritarian attitude was $\beta = .115$; democratic attitude was $\beta = .579$]. Of the variables, only the t value of the democratic attitude was statistically significant [$t = -.602^*$; $t = 1.426^*$; $t = 7.927$; $p > .05^*$; $p < .05$]. The results are presented in Table 6.

Table 6. Stepwise Multiple Linear Regression Analysis

Model	R	R ²	Adjusted R ²	Beta	Sr ²	t	p
Model 1	.156 _a	0.024	0.022				
Protecting/ Demanding Attitude				-0.156	-0.156	-3.02	0.003
Model 2	.305 _b	0.094	0.089				
Protective/ Demanding Attitude				0.062	0.048	0.959	0.338
Authoritarian Attitude				-0.342	-0.264	-5.304	0
Model 3	.417 _c	0.257	0.251				
Protective/ Demanding Attitude				-0.034	0.024	-0.602	0.425
Authoritarian Attitude				0.115	0.067	1.426	0.138
Democratic Attitude				0.579	0.403	7.927	0

Discussion



The aim of this study was to examine the relationship between parental attitudes and high school students' academic motivation and personal responsibility. Results showed that democratic (authoritative) parental attitudes significantly predicted both academic motivation and personal responsibility, supporting evidence that authoritative parenting fosters better academic and psychosocial outcomes. Research consistently finds that authoritative parenting, which combines responsiveness with clear expectations, is positively associated with students' academic engagement and motivation. Authoritative parents provide emotional support and autonomy that help children develop self-efficacy and resilience, which in turn enhances academic outcomes and self-regulated learning.

In this study, democratic parental attitudes explained a considerable proportion of variance in students' academic motivation and personal responsibility. High internal motivation is a key contributor to active engagement with learning, persistence in school tasks, and willingness to meet academic challenges without reliance on external rewards. Families that support autonomy and positive feedback can strengthen intrinsic motivation and responsibility in students, encouraging ownership of learning behaviors.

Gender differences were also observed: female students reported higher motivation and responsibility than male students. These patterns may reflect socialization differences, where girls are often encouraged to be organized and compliant, strengthening engagement with school tasks. Schools and families should thus promote parenting practices that balance structure and warmth to nurture motivation and accountability in all students.

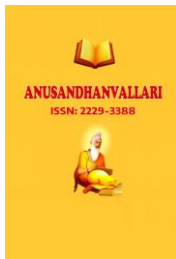
Overall, this study highlights that family dynamics and parenting styles are central to adolescents' academic motivation and personal development. Democratic parental attitudes create environments that bolster students' internal drive and responsibility, which are crucial for long-term academic success. Given these findings, schools and educators should support families in adopting autonomy-supportive parenting strategies that enhance student motivation, resilience, and responsibility.

Conclusion

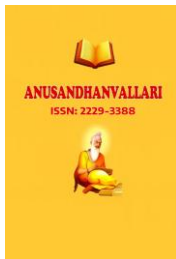
The findings emphasize the significant role of family influence, especially parental attitudes and involvement in shaping students' academic motivation and personal responsibility. Research shows that autonomy-supportive and emotionally supportive parenting is linked to higher intrinsic motivation and engagement, while controlling approaches can undermine motivation. Supportive parental involvement also enhances goal engagement, adaptability, and academic resilience, fostering self-regulated learning. Parental involvement patterns and socialization practices can vary by gender, often influencing adolescent academic engagement and responsibility. Furthermore, socioeconomic factors influence parental involvement, but the quality of parental attitudes not just material resources is crucial in shaping students' academic behaviors and motivation. Schools should engage parents through workshops and partnerships to promote supportive, autonomy-enhancing parenting practices that strengthen student motivation and responsibility.

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