

From Home to School: The Impact of Parenting Styles on Student Well-Being

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Abstract. The purpose of this study is to find how parenting style affects school-based student well-being. School is an atmosphere that can affect students' emotional, social, and psychological growth in addition to a place for intellectual learning. Improved student well-being might result from a pleasant and encouraging surroundings at the classroom. Both in terms of their capacity to fit the social surroundings and in terms of emotional management, parenting style is clearly vital for forming students character and well-being. With an eye toward their mental and emotional components, this study looks at how authoritarian, permissive, and assertive parenting styles affect student well-being in the classroom. We used a survey method with a sample of 155 high school students from several schools in Padang City. The findings indicated that students with a more supportive (authoritative) parenting style tended to have better well-being than those with an authoritarian or permissive upbringing. This study also identified deviant behavior, such as smoking and skipping class, in students with low well-being. Overall, this study confirms the important role of parents in shaping student well-being and suggests the need for a more holistic approach to supporting student well-being in schools.

Keywords: Parenting style, Student well-being, Schools

1 Introduction

Schools function as educational establishments where students attain skills like literacy, cultivate positive character attributes, and participate in social interactions and the formation of social systems. Educational institutions are essential in cultivating a sense of comfort for pupils. An accommodating educational atmosphere promotes a sense of security and well-being among children. Schools function not just as venues for academic instruction but also play a crucial role in shaping the emotional development and intelligence of youth [1]. Students spend a lot of time in school, so that schools can support student well-being [2]. Students often forget the context that is interconnected with each other because young people spend more time in school. Students who have excellent student well-being usually have the ability to learn and

understand information effectively and demonstrate involvement in a healthy social environment [3]. However, students who have poor academic well-being tend to develop low self-esteem, which impacts their well-being and quality of life [4]. The study exposed many difficulties that pupils encounter in learning surroundings. The survey shows that approximately 13.4% of high school students and 4.0% of middle school students reported using tobacco products, particularly e-cigarettes (vapes), with higher prevalence among students identifying as lesbian, gay, or bisexual, as well as those experiencing psychological distress or having low academic achievement. This reflects the challenges students face in their learning environments, where social and emotional factors contribute to risky behaviors that can disrupt their well-being and academic focus [5]. According to the survey, 40% of smokers in West Sumatra are high school students [6]. Other issues also found among high school pupils included truancy, defiance, and participation in destructive activities [7]. A study also showed that 60% of students skipped school [8]. These problems have a significant impact on student well-being. The difficulties faced by students during their teenage years in school are often associated with low levels of student well-being [9]. Parents are crucial in the lives of children and adolescents because they spend time together at home after a day studying. Thus, the parenting styles that parents use have a big influence on how their kids grow and develop, which in turn has an effect on how they learn in school [10]. Learning well-being emphasizes personal well-being, which is attained by seeking happiness, pleasant emotions, the meaning of life, a realistic assessment of life, and the capacity to improve life in the classroom [11]. Educational patterns are the ways parents teach their children [12].

Authoritarian parenting promotes positive well-being in adolescents [13]. Thus, there is a relationship between authoritarian parenting and student well-being, indicating that parenting that is able to implement these patterns contributes to the development of student well-being [14]. Parents aim to improve their children's well-being through their initial activities in the parenting process. Parental responsibility arises from "the parents' unanimous claim to their children as an integral part of the family, with responsibilities for maturity, supervision, disciplinary efforts, and willingness to deal with disobedient children" [15]. Baumrind identified two aspects of parenting: responsiveness and demand from parents. Parental responsiveness is the reaction of parents that accept the child's uniqueness, promote self-worth, and support self-identification all catered to match the special needs and expectations of the child. Parental demandingness, on the other hand, is the demands parents make in the form of control, supervision, disciplinary actions, and seriousness in handling disobedient children, which finally help to define the conduct and character of the kid in the family setting [15].

Parents who are deaf often apply a consistent pattern of behavior to their children. Children perceive this from both negative and positive perspectives. Many times, parents treat their children consistently in conduct. Youngsters understand this in both good and bad terms. Every family uses a parenting style determined on the viewpoint of its parents. As children grow, a constructive parenting style can help them to develop good attitudes and personalities. On the other hand, poor parenting techniques might impede children's social growth and maybe lead to the development of bad habits. This study systematically examines the influence of parenting styles on the well-being of senior high school students.

2 Method

This study uses a quantitative method with a purposive sampling approach to determine the characteristics of the population in this study. A total of 155 high school students filled out the questionnaire and met the specified criteria. Data collection using a questionnaire. According to Fraillon, the school community influences student well-being through elements such as belonging, participation, influence, values, and similarity. These elements require psychological measurements for assessment, or they can be defined functionally based on the individual's relationship with school activities and the environment [16]. Data collection using a student well-being scale consisting of two dimensions [16]. Parenting style is defined as the consistent and distinctive patterns of behavior that parents employ in their interactions with their children. The parenting style scale consists of two dimensions [17]. Data analysis was carried out using SPSS 23. The results of this study are expected to provide insight into how parenting styles affect student well-being, as well as provide recommendations for parents and educators in supporting students' emotional and social well-being at school.

3 Results

Table 1. Classification of Participants by Gender

Gender	Frequency
Male	25
Female	130
Total	155

Table 2. Classification of Participants by Age

Age	Frequency	Percentage
15 years	19	13%
16 years	60	38%
17 years	60	38%
18 years	13	9%
19 years	3	2%
Total	155	100%

Based on the data of the research participants, consisting of 155 students, the majority of participants were female (83.9%), while only 16.1% were male. In terms of age, most participants were in the age range of 16–17 years (76%), indicating that they were in the middle adolescent phase, which is a crucial period in psychosocial development. This composition is relevant for research on the influence of parenting style on student well-being because it can have a significant impact on emotional development, psychological balance, and student well-being, especially in this age group.

A p-value exceeding 0.05 signifies a normal distribution of the data. Studies show that parents often adopt an authoritarian approach when raising children aged 11–13 years, whereas they typically shift to a more permissive style for adolescents aged 14–17 years. The findings indicated that parents exhibited greater emotional distance and withdrawal in their interactions with older children as opposed to younger ones. The age of the child significantly influences the parenting behaviours exhibited by both mothers and fathers, indicating a notable decrease in parental control and rules during the adolescent years [18].

Table 3. One-Sample Kolmogorov-Smirnov Test for Normality Distribution

		Unstandardized Residual
N		155
Normal Parameters ^{a,b}	Mean	OE-7
	Std. Deviation	4.41617043
	Absolute	.059
Most Extreme Differences	Positive	.059
	Negative	-.051
Kolmogorov-Smirnov Z		.733
Asymp. Sig. (2-tailed)		.655

Next, we conduct a linearity test to ascertain the relationship between the analyzed criteria and predictors. The data obtained is said to be good if the criteria and predictors with a value ($p > 0.05$). Based on the results of the linearity test obtained with a value of 0.655 ($p > 0.05$), this indicates that the variables of student welfare and parenting patterns have a linear relationship. This test seeks to verify that the model's prediction errors (residuals) follow a normal distribution, as this is a critical prerequisite in regression analysis.

The residual spread is quantified by a standard deviation of 4.416, indicating the extent to which the residual values diverge from the mean. Testing with the Kolmogorov-Smirnov (K-S) method indicates that the disparity between the residual distribution and the normal distribution is minimal, with a maximum difference value of merely 0.059. This indicates that the employed regression model satisfies essential statistical criteria: its prediction errors are appropriately distributed. Consequently, the outcomes of this model are deemed valid for subsequent analysis and decision-making purposes.

Table 4. ANOVA for Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Student Well-being* Parenting Style	(Combined)		1646.059	11	91.448	7.731	.000
	Between Groups	Linearity	1300.182	1	1300.182	109.9	.000
		Deviation from	345.877	10	20.346	1.720	.071
		Linearity					
	Within Groups		579.632	143	11.829		
Total		2225.691	155				

The ANOVA analysis results indicate a robust linear correlation between parenting style and student well-being. The significance value of 0.000 and the F value of 109.9 for the linearity test indicate this observation. The significance value, being less than 0.05, indicates that the relationship between the two variables satisfies the linearity assumption. Furthermore, the assessment for deviation from linearity yields a F value of 1.720 and a significance value (Sig.) of 0.071. This value exceeds 0.05, signifying no substantial deviation from the linear relationship between the independent and dependent variables. Uncomplicated These results indicate that a linear model, devoid of significant deviation patterns, can elucidate the correlation between parenting style and student well-being. The regression analysis model assessing the relationship between these two variables is both suitable and valid.

Table 5. Correlation Analysis Results

		Parenting Style	Student Well-being
Parenting Style	Pearson Correlation	1	.764**
	Sig. (2-tailed)		.000
	N	68	68
Student Well-being	Pearson Correlation	.764**	1
	Sig. (2-tailed)	.000	
	N	155	155

The results of the correlation analysis show a strong and positive relationship between parenting style and student well-being. The Pearson correlation value of 0.764 indicates that the better the parenting style, the higher the level of student well-being. This value falls into the strong correlation category (0.60–0.79 based on general criteria for interpreting correlation values). In addition, the significance value (Sig. 2-tailed) of 0.000 indicates that this relationship is statistically significant because it is smaller than the significance limit of 0.05. Based on the data, the number of respondents analyzed for parenting style was 68, while the number of respondents for student well-being was 155. The R value is 0.584, or 58.4%, indicating that parenting style accounts for 58.4% of the variation in student well-being.

This may indicate that the data for both variables were collected from different sources or subjects, but the correlation results remain consistent. This significant and strong relationship between parenting style and student well-being indicates that parenting patterns play an important role in improving student well-being. These findings are in line with previous studies stating that emotional support, attention, and positive parenting styles can improve students' psychological well-being.

4. Discussions

The test results show that the data used follows a normal distribution. Furthermore, This is in accordance with the results of other studies showing that parenting style has a significant influence on adolescent well-being. Parenting patterns play an important role in shaping juvenile delinquency behavior, especially in preventing them from violating existing social norms and regulations. A survey conducted on 187 students and interviews with five students to examine the relationship between parenting styles (authoritative, authoritarian, permissive) and juvenile delinquency behavior (verbal, physical, sexual, and antisocial) showed significant results [19].

This research identified a significant correlation between authoritarian parenting and juvenile delinquency. Simultaneously, authoritarian and permissive parenting exhibited no significant impact on behavior. These findings suggest that parents who restrict their children's autonomy may impact their adolescents' behavior. Further interviews revealed that authoritarian parenting had a greater influence on juvenile delinquency. The authoritarian approach prioritizes stringent control, which causes children to experience pressure, find it challenging to interact with them, and lose faith in their parents due to the constant imposition of decisions without any opportunity for debate. The mediating effect of self-esteem in girls may also influence deceptive behavior in students [20].

The results of this study strongly support the view that exposure to authoritative parenting since childhood can increase the level of life satisfaction in adulthood, even in a cross-national context [21]. This study also demonstrates that the positive effects of permissive and authoritarian parenting only manifest when combined with authoritative parenting. Therefore, this study concludes that the absence of authoritative parenting in childhood is a major factor causing low life satisfaction among adolescents.

The complex influence of authoritative parenting styles on adolescents' views on aggressiveness and nonviolence is characterised by a mix of firm regulations and emotional support [22]. Aggressive behaviours are normalised under this parenting style, which also downplays the importance of nonviolent ideals. Because they mould how teenagers engage with their classmates and how they handle social situations, these dynamics take on further significance in the classroom. Teens who live their lives according to nonviolent values tend to be happier overall. In most cases, they are more capable of resolving disagreements amicably, keeping friendships amicable, and effectively controlling their emotions. Depression is more common in aggressive teens, which can hinder their academic performance. This may manifest as social issues, teamwork issues, or loneliness. The results reveal that authoritarian parenting has pros and cons. It supports adolescent growth, but its potential to cause aggression emphasises moderation. Teachers and parents must promote cooperation, empathy, and nonviolence along with strict parenting to lessen these risks. Treatment can improve adolescents' emotional and social well-being [23].

Authoritative parenting significantly influences pupils emotional well-being at school, fostering enhanced self-confidence in those receiving private lessons and enhancing healthy relationships with their mothers [24]. Nonetheless, the influence of authoritative parenting on father-child relationships and students depression levels did not provide significant findings. This indicates that parental involvement, particularly that of women, is essential for fostering children emotional development and enhancing their well-being in the academic setting, while additional elements, such as private tutoring, also play a role in boosting academic performance and student self-esteem.

Better parental attention can increase a child's self-esteem, which in turn reduces impostor feelings. Conversely, overprotection from parents tends to decrease a child's self-esteem, which ultimately increases impostor feelings. The study found that parenting style significantly contributed to student well-being, accounting for 58.4% of the total. This finding aligns with previous research, which indicates that parenting style significantly influences students psychological well-being, despite the influence of numerous other factors [25][26]. This research is in line with Baumrind theory, which states that parenting style has a significant impact on children's emotional development, both in the context of the relationship between parents and children and in the context of how children respond to life's challenges.

The study's results indicated a consensus amongst parents and students over parental engagement in education. Nonetheless, parents often perceived themselves as more engaged than kids did. Students generally view parental participation mainly as oversight of their academic performance, while parents regard their involvement chiefly as demonstrating interest in their child's education and growth. Parental involvement affected student academic development and well-being somewhat. This suggests that familial socioeconomic status and parental education had a greater impact on student academic achievement and emotional well-being [27]. Thus, parental involvement is important, but social and economic background also influence children's educational advancement. This study highlights the need of acknowledging parent-student perception differences. Parental involvement goes beyond monitoring grades to include encouraging study and engaging in their child's education. Thus, supporting student academic accomplishment requires a comprehensive approach that includes parental participation and other factors affecting children's educational results.

Age classification shows that the majority of participants were aged 16-17 years, which covers 38% of the total participants for each age. This age group is at an important developmental stage in Erik Erikson's psychosocial theory, namely the identity versus role confusion stage, where adolescents are trying to find and form their self-identity. At this age, social interactions and the treatment received from parents or caregivers have a major influence on adolescents' psychological well-being, which is often seen in the parenting patterns they receive. Adolescents at this age tend to be more sensitive to changes in parenting patterns and are more vulnerable to the emotional impacts caused by their parents or caregivers. Consequently, parenting styles significantly influence students' perceptions of their emotional, psychological, and social well-being [28]. Supportive parenting practices can enhance self-esteem and promote adolescents' well-being, whereas excessively harsh or neglectful parenting can result in psychological issues, including anxiety and depression [29].

Another factor that influences children's well-being at school is the helicopter parenting style. Helicopter parenting is a parenting style in which parents are highly involved in every aspect of their child's lives, often in an overly controlling manner [30]. Parents who practice this parenting style tend to be overly controlling, overly directive and try to protect their children

from any form of difficulty or failure. While the intention is to protect and ensure that children succeed, helicopter parenting often leaves children feeling like they have less freedom to make their own decisions, which can affect their development of autonomy and competence. Research has shown that helicopter parenting by mothers can indirectly affect their children's well-being by reducing their autonomy and competence, which can ultimately lead to increased anxiety, depression, and decreased life satisfaction. Children raised by helicopter parents may feel that they must fulfill their parents' demands and not learn how to face life obstacles. When dads don't let their kids make their own decisions, it harms their mental health.

Other factors that may affect student well-being at school include the importance of teachers' emotional regulation skills, occupational health, and life satisfaction in influencing student well-being at school. Although these relationships are theoretically well known, this study provides empirical evidence that teachers' emotional regulation skills, such as cognitive reappraisal and expressive suppression, may affect student well-being [31]. Teachers who use cognitive reappraisal tend to have students report lower levels of emotional distress, while teachers who suppress their emotional expression tend to have students who have more negative views and their friends report less prosocial behavior. In addition, teachers' life satisfaction is also related to higher levels of prosocial behavior in students [32].

The literature also shows that among these factors, emotional intelligence and self-regulation play an important role in influencing adolescents' psychological and academic well-being [33]. Technology, especially smartphone use, is an important part of adolescents' lives, but addiction to smartphone use is increasing, which may affect emotional intelligence, self-regulation, and in turn, students' well-being.

The study concludes that parenting methods affect adolescents' mental health at home and school. Authoritarian and permissive parenting can have mixed or negative consequences on aggression and social behaviour, whereas authoritative parenting may boost self-esteem and emotional well-being. Additionally, family participation, socioeconomic level, and teacher emotional control skills affect well-being. The findings emphasise the need for a comprehensive strategy that incorporates good parenting practices, supportive teacher-student relationships, and external factors like technology use. Parenting and education become increasingly vital as adolescents negotiate identity formation and develop emotionally, psychologically, and socially. Therefore, future study must continue to examine these dynamic interactions and how they affect students' quality of life and academic success.

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