



Impact of Family Educational Styles on Students' Academic Achievement Motivation

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The aim of this research was to determine the influence of family educational styles on the academic achievement motivation of students in an educational centre, using a quantitative descriptive-correlational, cross-sectional, non-experimental method. To elucidate, academic achievement motivation refers to what a student is willing to do to achieve excellent academic results and reach his or her proposed goals in school. Likewise, 318 students were selected as a sample and the standardised testing technique was applied by means of two data collection instruments, such as a motivation inventory and the Likert-type PSS scale. The results showed that 28.4% of the parents had a disinterested educational style with regard to their children's academic achievement motivation and 43% of the parents had a more open educational style with a favorable effect on their children's academic achievement motivation; thus 43.4% revealed a low level of this relationship. In summary, there is a certain degree of both positive and negative family educational styles that affect students' academic achievement motivation.

Keywords: academic achievement motivation, educational styles, motivation inventory, descriptive-correlational, standardised test

INTRODUCTION

The return to face-to-face schooling in the Peruvian education system has revealed important academic shortcomings among students. This could be attributed to the fact that, during the 2020-2021 academic period, students received virtual instruction through information and communication technologies, that is, virtuality became the principal way of interaction between teachers and students. According to Manlapig, Acuña & Manuel, (2024) there is no exception in the field of education, where the use of technology as a tool to optimize process simplification and support is necessary;

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nonetheless, it is important to clarify that, during pandemic, some students had struggled with problem-solving that implied the use of digital tools, which had an impact on their performance and motivation to learn.

In addition, the majority of secondary school students were assisted by family members, such as parents or representatives, who just had basics knowledge about digital tools or demonstrated excellent skills to be able to help their children in this new educational environment, among others that did not show interested in the education of their children. Moreover, Gobena (2024) stated that virtual education has caused academic stress on students, which has led to a greater possibility of dropping out of school or affected his or her academic progress. This has been especially true for students who chose not to ask their parents or other family members for support.

These situations are indicators of low academic achievement among secondary school students that increased significantly during the 2022 academic year. So, ¿in what way these situations can affected the academic achievement motivation on students? There are various factors that have been considered to explain this problem, including parental educational style, that are related to the level of education and motivation for academic success.

From a pedagogical viewpoint, family involvement is able to motivate students to engage academic activities. Nonetheless, there has been a recent global trend towards a gradually change from virtual to face-to-face education (ICT-mediated), which has been accelerated in view of preventive measures taken in response to the COVID-19 pandemic, and the limitations and deficiencies of the non-face-to-face education system. In consequence, students have been forced to adapt their academic activities to this new situation, with different levels of parental involvement (Pham & Chau, 2024). The impact of family support and student motivation on academic achievement is a topic of concern in educational institutions due to the various academic challenges that exist (Reyes Juárez, 2021).

Trujillo (2020) states that 24.5% of secondary school students had considered dropping out of school during the pandemic in Ecuador. The typical reasons due to this matter were insufficient or no understanding of the contents, lack of academic support from parents or others family members and little motivation to learn at home.

With regard to students returning to face-to-face classes, educators typically measure academic performance using grades. It is well known that grades alone do not provide enough information to evaluate the level of student achievement. Therefore, it is important not only to take into account the individual student's work but also to consider to what extent they are influenced by other factors such as the classroom and family environment (Osnaya-Moreno et al., 2019).

Referring to the view of Heredia Escorza & Cannon Díaz (2017), the term academic refers to the abilities and competencies required to perform a particular profession or job. This included the ability to implement determine tasks and to use resources to assess a level of knowledge in relation to the objectives of the profession. For this part, Epstein (2011) asserts that the correlation between family, school, society and a friendly

environment is of utmost importance for the academic and motivational performance of the students. There is a high level of influence that induces them to learn.

As stated by Organization for Economic Co-operation and Development (OECD), Unesco & Unicef (2016), diverse studies have examined the alignment of goals between home and school, highlighting the prominence of family involvement and their positive impact on their children's academic performance. Nevertheless, it would be a huge misconception to assume that learning only occurs within the educational environment, as there are many factors that significantly contribute to students' education, such as family involvement and nutrition.

Furthermore, pedagogy is a science that intent to explain that the teaching-learning process involves an attention that points to the peripheral perception of the social environment. Biology shows that the brain is a receiver of information that individuals are fully aware of, but is also capable of receiving information that captures a person's immediate attention. In addition, certain unconscious signals that reveal attitudes and beliefs can affect people.

From the point of view of Ferrel Ortega et al. (2014), the development and capacity of the human being have no specific limit. This is due to the fact that the teaching-learning process is associated with personal evolution in every aspect. Learning takes place within an individual, and this process benefits greatly from the millions of neurons that have the capacity to form new connections during the growth of the person.

According to Ferrel Ortega et al. (2014), this process is no linear and results from interactions among teachers, parents, tutors and students. Acceptance and understanding towards students are crucial, as they can reciprocate these feelings and become motivated to achieve academic success. Likewise, a positive climate is created, providing constructive feedback for the student to develop their potential.

Individuals who feel loved, accepted and guided are able to embrace themselves, recognise their own value, discover and realize their potential. Love in the educational environment, including the classroom, enables us to understand the deepest part of each person, his true essence. Through love, we can distinguish their potential and bring the light what has not yet been revealed. Furthermore, discovering talents enables individuals to develop and demonstrate their abilities (Maslow, 1991).

De Mézerville (2004) notes that as children we internalise certain beliefs about what is expected of us. These beliefs persist until adulthood, where they are reinforced by gender and adopted as a family or cultural model. Both family and culture shape our self-perception and influence our self-esteem. Therefore, it is crucial to pay attention and to evaluate them in order to become aware of the harmful models that have taken hold and become internalised, and subject to change. Invernón Gómez & Jiménez Morales (2024) state that a student's familial environment has the greatest impact on their academic achievement and socialisation.

Notably, the purpose in this study is to investigate the effect of familiar educational styles on students' academic achievement motivation. The methods and techniques used here have broad applicability to future research on this topic. Likewise, the results and

discussion of this study may assist parents in reflecting on their approach to educate their children, based on an understanding and acceptance of their children's abilities.

It is important to remember is that the teaching-learning process should not be subject to educational protocols that often limit the particularities and personal virtues of students. Various factors can affect academic performance, including family support.

METHOD

This study was carried out with a quantitative, descriptive-correlational, non-experimental and cross-sectional methodology. The sample consisted of 318 students (aged 15 to 17 years old) from the José Macedo public school in Puno, Peru, during the 2022 school year. Each variable was measured using a standard test technique. Firstly, the PSS Scale, developed by Lamborn based on the theories of Baumrind (1971) and Maccoby & Martin (1983), was used as the instrument for the first variable. The scale comprises twenty-five (25) questions that assess two dimensions: acceptance-participation and rigidity-supervision, in order to evaluate the family's educational style (negligent, authoritarian, democratic and permissive).

Secondly, the MLP inventory, developed by García García (2012), which is based on the MacClelland (1985) theoretical model. This inventory consists of twenty-four (24) items rated on Likert scale and measures four factors that assess various components of academic achievement motivation, such as personal developments goals, commitment to the task, instrumentation, and facilitating beliefs.

After collecting the information, ANOVA analysis of variance was used to evaluate the data, and the hypotheses were contrasted using the Chi-square test.

FINDINGS

The data collected with the two instruments was transcribed, then segmented and analysed based on the categories of family educational styles. Consequently, statistical analyses were used to achieve a consensus evaluation, and both quantitative and qualitative data were considered. The aim was to convert letters into numbers. Moreover, a content analysis was conducted based on the premises to establish categories (refer to Table 1):

Table 1

Family educational styles

Family educational styles	F	%
Negligent style	90	28.4
Authoritarian style	79	24.8
Democratic style	77	24.2
Permissive style	72	22.6
Total	318	100.0

These results indicate that most parents or representatives of students in the fourth and fifth-grade of secondary school at the educational institution demonstrate a predominantly negligent educational style (28.4%). In second place, there is a group of authoritarian parents (24.8%), followed by democratic parents (24.2%) and permissive parents (22.6%).

In addition, a highest number of parents of the students in question show low levels of control, demands, communication, affection and clearly defined rules for their children. It appears that children do not feel compelled to comply with any rules, nor do they seem to share any affection with their parents.

Table 2

Academic achievement motivation

Academic achievement motivation	F	%
Low	138	43.4
Medium	96	30.2
High	84	26.4
Total	318	100.0

It is important to note that motivation for academic achievement has become a significant factor in students' lives. In an educational environment, students often lack the motivation to complete their academic tasks or do not have clear plans for their future. According to Table 2, fourth and fifth-grade secondary school students exhibit low (43.4%), medium (30.2%), and high (26.4%) levels of achievement motivation. This suggests that many of these students lack the motivation to pursue academic success.

Similarly, it is important to present the results obtained for each dimension related to achievement motivation.

Table 3

Personal development goals

Personal development goals	F	%
Low	129	40.6
Medium	100	31.4
High	89	28.0
Total	318	100.0

In the personal development goals dimension (refer to Table 3), most of the students exhibit a low level of commitment to invest effort and energy to obtain the results they wish to achieve (40.6%). At the next level are 31.4% of students who have a medium projection and, finally, there is a 28% of students who present a high level of commitment. In conclusion, the vast majority of students have a low level of personal development goals.

Table 4

Commitment to the task

Commitment to the task	F	%
Low	124	39.0
Medium	102	32.1
High	92	28.9
Total	318	100.0

Table 4 shows that a high percentage (39%) of the students present a low level in the task commitment dimension, this is due to the fact that people with high motivation to succeed set goals that they can achieve with an outstanding level, since they do not aim

for moderate results, but to achieve them effectively. On the other hand, 32.1% of students indicate a medium level and only 28.9% shows a high level.

Table 5
Instrumentation

Instrumentation	F	%
Low	118	37.1
Medium	107	33.6
High	93	29.3
Total	318	100.0

Table 5 shows that the majority of students present a low level of instrumentation (37.1%). By contrary, 33.6% of students indicate a medium level and just a 29.3% of students with a high level. This dimension refers of what strategies, process, actions an effective use of resources are necessities to guarantee a desired success in different academic tasks.

Table 6
Facilitating beliefs

Facilitating beliefs	F	%
Low	119	37.4
Medium	118	37.1
High	81	25.5
Total	318	100.0

The results on this dimension are associated to create conditions that motivate learners to perform tasks effectively in order to reach their full potential and achieve the best results. What's more, Table 6 reveal that 37.4% of students present a low level, whereas a 37.1% of students shows a medium level and just a 25.5% in high level.

Variable's correlation analysis

The results on the relationship between family educational styles and the facilitating beliefs and instrumentation dimensions are shown in Table 7 and Table 8, respectively:

Table 7
Family educational styles and facilitating beliefs

		Facilitating beliefs						Total	
		Low		Medium		High		f	%
		f	%	f	%	f	%		
Family educational styles	Negligent style	39	43.3	37	41.1	14	15.6	90	100.0
	Authoritarian style	32	40.5	28	35.4	19	24.1	79	100.0
	Democratic style	20	26.0	26	33.8	31	40.3	77	100.0
	Permissive style	28	38.9	27	37.5	17	23.6	72	100.0
	Total	119	149	118	148	81	103	318	400.0

Note. χ^2 has a value of 3.674; $gI = 6$; $p = 0.721$

Regarding the family educational styles practiced by parents or representatives and their influence on the facilitating beliefs of their constituents (refer to Table 7), it could be seen that family members who practice a democratic style contribute at a high level (40.3%) to efficiently carry out the tasks of their constituents in order to achieve the best results of their own potential. On the other hand, negligent (43,3%), authoritarian

(40.5%) and permissive (38.9%) parents or representatives do not contribute to the efficient work of their constituents, as they exhibit a low level in this dimension.

Table 8
Family educational styles and instrumentation

		Instrumentation						Total	
		Low		Medium		High		f	%
		f	%	f	%	f	%		
Family educational styles	Negligent style	38	42.2	30	33.3	22	24.4	90	100.0
	Authoritarian style	32	40.5	26	32.9	21	26.6	79	100.0
	Democratic style	21	27.3	26	33.8	30	39.0	77	100.0
	Permissive style	27	37.5	25	34.7	20	27.8	72	100.0
Total		118	147	107	135	93	118	318	400.0

Note. Chi² has a value of 2.423; gl = 6; p = 0.047

On the basis of family educational styles and their degree of incidence on the instrumentation of their constituents (refer to Table 8), it could be observed that parents or representatives used efficient resources and strategies so that their constituents could achieve the desired success (39%); whereas negligent parents present a low level (42.2%), the results in authoritarian style demonstrate a low level (40.5%), and permissive parents also exhibit a low level (37.5%). It can be affirmed that there is a positive influence of the democratic educational style in the instrumentation dimension.

On the topic of the relationship between the variables analysed (refer to Table 9), there is a positive and negative balance revealed by the results in terms of the level of influence of parents on the academic achievement motivation of their children. This is evidenced by parents with a more open educational style that has a favorable effect on their children's motivation (43%); on the contrary, parents with certain attitudes or behaviors that are strict or over-indulgent contribute to their children's low achievement motivation, such as the results in negligent style (56%), authoritarian style (46%) and permissive style (42%).

Table 9
Family educational styles and academic achievement motivation

		Instrumentation						Total	
		Low		Medium		High		f	%
		f	%	f	%	f	%		
Family educational styles	Negligent style	50	56	30	33	10	11	90	100
	Authoritarian style	36	46	28	35	15	19	79	100
	Democratic style	22	29	18	35	37	43	77	107
	Permissive style	30	42	20	28	22	31	72	94
Total		138	171	96	132	84	104	318	400

Note. Chi² has a value of 8.532; gl = 6; p = 0.035

These results indicate that students present critical problems such as insufficiency motivation or simulation with respect to their academic tasks and, therefore, in their performance, which is reflected in their low grades, failure to complete their daily homework, lack of interest in learning new subjects as well as in their standards of conduct. Through the result of Chi-square, it is revealed the existence of a positive relationship between the educational styles of the parents and the level of motivation of

their children, since at 6 degrees of freedom (gl) it corresponds to a limit value of 12.5916, and the value found is 8.352; that is, lower, and consequently, within the acceptance zone. Due to a factually correlation: $H_0 = p > 0.05$, the p-value is $0.065 > 0.05$; therefore, it is accepted that the hypothesis testing is true: $H_1 = p < 0.05$.

DISCUSSION

According to the results, students can be influence in academic matters in relation to the educational styles of their parents through their attitudes and predispositions. The parent-child correlation in the educational contest varies according to the levels of relationship, whether emotional, cognitive or pragmatic. It is worth mentioning that student voice is of utmost importance in relation to often limited cultural consensus studies (Bernal Guerrero & König Bustamante, 2017; Cuevas Jiménez, 2017; Palacios Rodríguez et al., 2016). Along these lines, the study addressed the concepts and other theoretical-descriptive perspectives about the family modus operandi and its level of incidence on the academic performance of their children, finding a high percentage of consensus regarding the stated objective.

There are three dimensions that characterize family academic styles, taking into account certain emotional, cognitive and pragmatic patterns. Indeed, according to Linares (2012), the cognitive dimension of cultural consensus is associated with the degree of acceptance and recognition, which entails a certain pattern of behavior on the part of parents, in the sense that they monitor and evaluate academic performance, showing emphasis to their children regarding the fulfillment of their duties, or detect them some merit or encouraging their dedication (Pandey & Thapa, 2017; Torres Hernández et al., 2018).

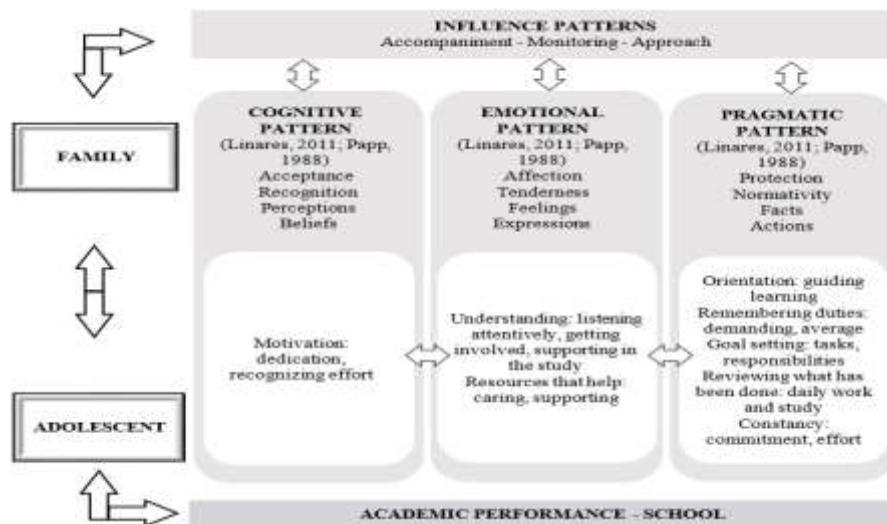


Figure 1

Cognitive, emotional and pragmatic patterns

Note. Diagram translated from Valadez García et al. (2021).

As Bravo Sanzana et al. (2017) reiterate, parents have a great responsibility in the way they proceed with their children in the matter of their education, that is, in their practical family policies that help in academic tasks. In this regard, there is a certain congruence with other research carried out with parents, in which it was found that they play a key role in the educational process of students and that their participation in the learning process has a positive impact on academic performance. Moreover, parents tend to have certain expectations that can have a strong impact on their children's academic performance.

The contribution of this study focuses on presenting students' views on family support policies that guide them to perform better academically. This broadens the understanding of the self-referential processes in which the parental-filial relationship develops. Thus, parental roles and adolescent identify take on a myriad of meanings as a result of their mutual influence.

Parents often identify with the education they received from their progenitors; this is the main reason to want their children to have a similar education as well. Considering this situation from the point of view of family norms in non-clinical cases, it means that we have to be open a new way of interpretations, despite the fact that many opinions had been ignored, but also welcoming more people who is part of society and culture to participate in this matter.

In agreement with Reyes Juárez (2009), it is necessary not only to express a literal notion of the subject, but also to find a solid relationship between the school and the student avid for knowledge. Although this educational space has always allowed students to develop in all aspects (cognitive, cultural, affective, etc.), academic performance is a relevant indicator that shows the level of student learning, reflected in quantitative and qualitative estimates based on the level of efficiency and comprehensive competencies (Sotelo Castillo et al., 2011). However, it is vital to know how to combine the role of the educator with the different educational projects and goals, identifying what is intended to be achieved and what actually happens, in this case, in respect to the nexus between family, school and student.

Therefore, this study highlights the importance of the family and its participation in the students' academic performance. The students' accounts of the steps they take in relation to their educational endeavors imply that there should be three types of supervision: emotional, which is manifested through understanding; cognitive, which is expressed through motivation and identification of the teacher's individual effort; and, finally, vigilance and supervision through parental direction and guidance.

It is important to encourage group dialogues between parents, teachers and students within the school environment in order to identify and implement policies and guidelines that will serve to promote the various responsibilities in school matters.

CONCLUSIONS

The results show that parents present, by far, a negligent educational style with a prevalence of 28.4%, which makes them the least suitable for the education and formation of their children, due to the lack of empathy, inadequate communication,

insufficient control and affection towards the ones they represent, etc. Likewise, the feedback as the basis of all parental-filial relationship, and in the regulations set, which supports good family coexistence in all aspects, especially in the mental and physical health of all those who are part of the educational process, is thus ignored.

On the other hand, academic achievement motivation is generally reflected in a minimum percentage (43.4%), a poor level that is fragmented in diverse causes of psychological, biological, social and family character, hence, in the non-fulfillment of work and educational tasks, in the individual or collective disinterest of the students about the subjects they are taught, as well as in their behavior and relationship with others. All this is a consequence of the lack of interest and a style that parent's practice towards their children, who finally end up disoriented and unmotivated from their homes to the interior of the schools.

Also, there is a direct correlation of variables, that is, between family educational level and students' motivation to achieve academic success. Therefore, the educational styles fostered by parents have a positive and negative impact on their children's academic achievement motivation. Parents usually use a democratic educational style, which has a positive impact (43%) on their children's academic achievement motivation, as opposed to other heterodox, imperative, or uninhibited styles that they also adopt, but which have a negative effect on the motivation and encouragement of students to learn (56%, 46%, and 42%).

SUGGESTION

The present study is somewhat limited, given that it can be complemented not only from a cognitive perspective, but also from other points of view that better contextualize the topic of family educational styles, in other words, that it includes the vision of parents, teachers, directors, among others, together with everything mentioned about the students.

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