

The Survey Results on Parenting Styles and High School Students' Interest in Learning in Hanoi



Ph.D. Nguyen Thi Van Anh¹, Hoang Tuyet Anh², Hoang Thanh Tam³, Do Phi Phi⁴, Doan Minh Quang⁵, Nguyen Ha Hai Duong⁶, Nguyen Quang Minh⁷

¹University of Labour and Social Affairs

^{2,3,4,5,6} Foreign Language Specialized School

⁷(HUS) High School for Gifted Students

ABSTRACT: The research team has conducted a survey on the parenting styles and learning interests of high school students in Hanoi. The model used to build the survey questionnaire was developed based on former research, derived from the original PSDQ model, the model of Robinson, Mandlaco, Olsen, & Hart, (2001), and the SchMOT model by Conradt, Catherine & Bogner, Franz., (2022). After receiving 482 survey questionnaires from high school students in Hanoi City and the subsequent data analysis, the research team came to a number of findings: (1) Students with authoritative parents often have a higher interest in learning; (2) Further exploration of factors that can influence learning interest in the Case study; (3) Proposal for developing a model to expand the factors affecting the learning interest of high school students.

KEYWORDS: Parenting style, authoritarian parenting style, authoritative parenting style, parents, academic interest, high school students.

1. RAISING THE ISSUES

Raising and educating children has long been a concern and preoccupation of parents in particular, and society as a whole. This fact has been proved by numerous in-depth studies on parenting styles (George W. Holden & Pamela C. Miller, 1999; Casie H Morgan, Doris F Pu & Christina M Rodriguez, 2022; David Reiss, Jody M. Ganiban, Leslie D. Leve, Jenae M. Neiderhiser, Daniel S. Shaw, and Misaki N. Natsuaki, 2022; Kuppens S, Ceulemans E. Parenting Styles: A Closer Look at a Well-Known Concept. *J Child Fam Stud.* 2019) along with the refinement of the questionnaire on categorizing common parenting styles within the family (PSDQ, Robinson et al, 2001). However, although nowadays, there are a great number of studies on parenting styles and interest in learning all over the world, the amount of research on this topic is limited in scope within Vietnam as a whole, and particularly restricted within the city of Hanoi. This study article is part of a series of research papers by a research team on parenting styles and interest in learning. In the previous article, we presented the research overview as well as reviewing previous surveys, and the PDSQ and SchMOT questionnaires. Moreover, the research team has identified researching models and scales with the aim of examining the relationship between parenting styles, particularly Authoritarian and Authoritative parenting styles, and learning interests of high school students.

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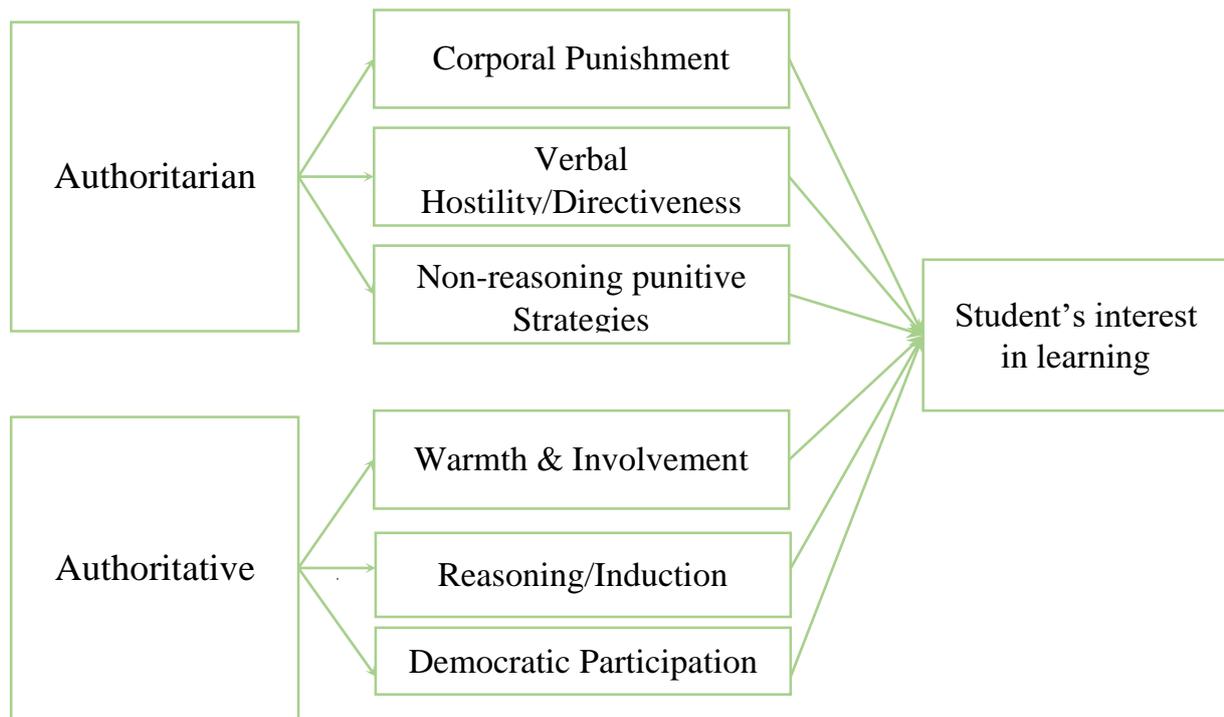


Figure 1. Theoretical model

Source: Proposal of the research team

From the identified questionnaire and scales, we conducted a survey with the participants as high school students within the administrative boundaries of Hanoi city. The survey's result will be used to analyze and provide several points of view about parenting styles, particularly authoritarian and authoritative, and high school students' interest in learning within Hanoi City. Based on this result, we would put forward some specific recommendations and suggestions in order to support parents as well as educators in order to optimize the studying environment and encourage the interest of students.

After analyzing the collected data, we expect to be able to answer the questions: (1) The parents of participants belong to which parenting styles?; (2) Do Authoritarian and Authoritative parenting styles impact on Hanoi high school students' learning interests?; (3) Which parenting style has more positive influence?

2. RESEARCH METHODOLOGY

Theoretical research methodology

The research team carried out desk research to clarify the theoretical basis of parenting styles, authoritarian style, and authoritative style, interest in learning of high school students, and manifestations of authoritarian style, authoritative style, and learning interest of high school students.

The article reviews studies on parenting styles, authoritarian and authoritative styles, and studies showing the correlation between parenting styles and interest in learning through academic databases: Researchgate, Science Direct, IEE Explore, Scopus, Emerald, Insight, Taylor and Francis online, in addition to the Google Scholar search engine and information pages about parenting styles, learning interests, characteristics of high school students, influence of school, family and society, family and learning relationships, factors affecting learning interest, learning motivation, etc. From there, determine and analyze the manifestations of authoritarian and authoritative styles, examining the influence of parents' parenting style on students' interest in learning.

Practical research method

Methods of investigation, survey:

Based on expressions of authoritarian style, authoritative style, and students' learning interest, the research team developed a survey questionnaire. After completing the survey, a pilot survey was conducted with 36 responses, and answers from participants in the pilot survey were used to improve the questionnaire by the research team. The official survey form was distributed to high school students in Hanoi city via the Google Form platform

(https://docs.google.com/forms/d/e/1FAIpQLSdFK_iZ5sl4Xyyat6qX7LDtUOgTdG0tMuIqUuPcokVUwSrSfg/closedform).

The questionnaire on parenting styles is designed on a Likert scale of 5:

1 - Never

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- 2 - Rarely
- 3 - Sometimes
- 4 - Often
- 5 - Always

The questionnaire on interest in learning is designed on a Likert scale of 5:

- 1 – Highly disagree
- 2 – Disagree
- 3 – Neutral
- 4 – Agree
- 5 – Highly agree

Data Collection Methodology

The research team employed the convenience sampling and the snowball sampling method (finding the next subject based on referrals from the previously interviewed subject) to ensure a sample size meeting the requirements. The number of survey responses collected was 482, all of which were deemed valid and used in the analysis.

Data Processing Methodology

Having conducted the survey, the research team categorized participants into three groups: “authoritative style”, “authoritarian style” and “undetermined” This categorization was done by calculating the mean of all scales in the survey using Microsoft Excel and SmartPLS 3 software. The mean of each style was determined by calculating the mean of its factors.

Specifically, the authoritarian style was defined by three factors: "Corporal punishment," "Verbal hostility/Directiveness," and "Non-reasoning, punitive strategies." The authoritative style was determined by three factors: "Warmth and involvement," "Reasoning/Induction," and "Democratic participation." The students' interest in learning was measured using three scales: "Learning makes my life meaningful," "Learning is very interesting," and "I enjoy learning."

Based on each answer, the research team determines the mean of the scales and the mean of the factors to determine the mean of the parenting styles in order to categorize the participants' parents into groups with a tendency to belong to either authoritative or authoritarian parenting style. Parents are categorized as authoritative when they satisfy two conditions: (i) Mean of authoritative parenting style factors is greater than the mean of authoritarian parenting style factors; (ii) Mean of authoritative parenting style factors is greater than 2.5. Parents are categorized as authoritarian when they satisfy two conditions: (i) Mean of authoritarian parenting style factors is greater than the mean of authoritative parenting style factors; (ii) Mean of authoritarian parenting style factors is greater than 2.5. In cases in which the mean of both the authoritarian and authoritative factors are not eligible, participants' parents are classified as "Unidentified".

The statement used by the team to classify the parent group as “authoritarian”, “authoritative”, or “unidentified” is “=IF(AND([Authoritative Value]>[Authoritarian Value], [Authoritative Value]>2.5), “Authoritative”, IF(AND ([Authoritative Values]<[Authoritarian Values], [Authoritarian Values]>2.5), “Authoritarian”, “Unidentified”))”.

The team used the Likert 5 scale for the survey. In order to assess the level of influence of each parenting style, and the degree of interest in learning of the high school students, the team determined the difference and mean of each factor, and provided a corresponding level of assessment.

$$\text{Difference} = (\text{Maximum} - \text{Minimum}) / n = (5-1)/5 = 0.8$$

Levels of assessment based on each mean of parenting style factors

- + 1.00 - 1.80: Never
- + 1.81 - 2.60: Rarely
- + 2.61 - 3.40: Sometimes
- + 3.41 - 4.20: Often
- + 4.21 - 5.00: Always

Levels of assessment based on each mean of interest in learning factors

- + 1.00 - 1.80: Highly disagree
- + 1.81 - 2.60: Disagree
- + 2.61 - 3.40: Neutral
- + 3.41 - 4.20: Agree
- + 4.21 - 5.00: Highly agree

3. THE RESEARCH RESULTS

After categorizing survey participants into the two main categories “Authoritative Parenting style” and “Authoritarian Parenting style”, our research team proceeded to calculate the mean of each scale of all participants in the same category and provided a corresponding level of assessment for each average value. Then, our team calculated the mean of each factor in each category, by

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finding the mean of each scale representing that factor, and attached a level of assessment for each factor's mean. Specifically, for all data in the "Authoritarian parenting style" group, our team calculated the mean of all survey participants with each scale and provided the assessment level of each scale. Afterward, we calculated the mean value of all participants in each factor "Corporal Punishment" (HP), "Verbal Hostility/Directiveness" (TD), "Non-reasoning, Punitive Strategies" (LL), "Warmth & Involvement" (AC), "Reasoning/Induction" (LLHD), "Democratic Participation" (DC), "Interest in learning" (HT) and provided the assessment level of each factor. Similarly, for all data in the "Authoritative parenting" group, our team calculated the mean of all survey participants with each scale and provided the assessment level of each scale. Afterward, we calculated the mean value of all participants in each factor "Corporal Punishment" (HP), "Verbal Hostility/Directiveness" (TD), "Non-reasoning, Punitive Strategies" (LL), "Warmth & Involvement" (AC), "Reasoning/Induction" (LLHD), "Democratic Participation" (DC), "Interest in learning" (HT) and provided the assessment level of each factor.

Table 1. Gender of survey participants

Gender of survey participants	
Male	182
Female	274
Other	26

Source: Survey results

Among 482 high school students, there are 274 females (56.85%), 182 males (37.76%), and 26 identified as "Other" (5.39%).

Table 2. Year of birth of survey participants

Year of birth of survey participants	
2006	309
2007	134
2008	39

Source: Survey results

Among 482 high school students, there are 309 students born in 2006 (64.11%), 134 students born in 2007 (27.80%), and 39 students born in 2008 (8.09%).

Table 3. School region of survey participants

School region of survey participants	
Urban	322
Suburban	160

Source: Survey results

Among 482 high school students, there are 322 students studying in urban areas of Hanoi (66.80%), and 160 students studying in suburban areas of Hanoi (33.20%).

Table 4. School type of survey participants

School type of survey participants	
Yes	268
No	214

Source: Survey results

Among 482 high school students, there are 268 students currently studying in specialized schools in Hanoi (55.60%), and 214 students currently studying in non-specialized schools in Hanoi (44.40%).

Table 5. Factor "Coporal Punishment"

Coporal Punishment		Authoritarian				Authoritative			
		Mean	Assessme nt level	Overall mean	Assessment level	Mean	Assessment level	Overall mean	Assessment level
HP1	Uses physical punishment as a way of	3.47	Often	3.36	Sometimes	1.61	Never	1.47	Never

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	disciplining our child.								
HP2	Spanks when our child is disobedient.	3.50	Often			1.54	Never		
HP3	Slaps child when the child misbehaves.	3.39	Sometimes			1.42	Never		
HP4	Grabs child when being disobedient.	3,06	Sometimes			1,33	Never		

Source: Survey results compiled by research team

The factor "Corporal punishment" is a factor of the Authoritarian style and the data collected were consistent with the research team's expectations. Among parents with Authoritarian style, the average scores of each scale measuring the "Corporal Punishment" factor were above 3, fluctuating at two levels: "Sometimes" - "Often". In contrast, parents with the Authoritative style had low average scores on all of the "Corporal Punishment" factor scales with the mean score on each scale being at the "Never" level.

Table 6. Factor "Verbal Hostility/Directiveness"

Verbal Hostility/Directiveness		Authoritarian				Authoritative			
		Mean	Assessment level	Overall mean	Assessment level	Mean	Assessment level	Overall mean	Assessment level
TD1	Explodes in anger towards child	4.30	Always	4.18	Often	2.81	Sometimes	2.49	Rarely
TD2	Yells or shouts when child misbehaves.	4.35	Always			2.96	Sometimes		
TD3	Scolds and criticizes to make child improve.	4.17	Often			2.41	Rarely		
TD4	Scolds or criticizes when child's behavior doesn't meet our expectations.	3.91	Often			1.80	Never		

Source: Survey results compiled by research team

The authoritative parenting style is also characterized by the factor "Verbal hostility/Directiveness". In scales measuring this factor, the average scores of parents with the Authoritarian parenting style fluctuated around 4, with the assessment levels of "Always" - "Often", quite similar to the research team's predictions. However, the data collected from parents with the Authoritative parenting style had the TD1 and TD2 scales higher than the other scales representing the same factor of parents with this style, at 2.81 and 2.96, respectively, and were classified as "Sometimes". For the remaining two TD3 and TD4 scales, the levels of assessment belonging to the Authoritative parenting style were "Rarely" and "Never" respectively.

Table 7. Factor "Non-reasoning, Punitive Strategies"

Non-reasoning, Punitive Strategies		Authoritarian				Authoritative			
		Mean	Assessment level	Overall mean	Assessment level	Mean	Assessment level	Overall mean	Assessment level
LL1	Punishes by taking privileges away from child with	3.52	Often	3.46	Often	1.50	Never	1.57	Never

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	little if any explanations.							
LL2	Uses threats as punishment with little or no justification.	3.88	Often			1.66	Never	
LL3	Punishes by putting child off somewhere alone with little if any explanations.	2.21	Rarely			1.18	Never	
LL4	When child asks why (he)(she) has to conform, states: because I said so, or I am your parent and I want you to.	4.22	Always			1.95	Rarely	

Source: Survey results compiled by research team

The factor of "Non-reasoning, Punitive Strategies" is one of the factors of authoritarian parenting style, and the data collected has largely been consistent with the research team's expectations. Among parents with an authoritarian parenting style, most of the average scores of the scales that assess the factor of "Non-reasoning, Punitive Strategies" fluctuate in two levels of "Often" - "Always". However, Scale LL2 has a lower score than the average (2.21) with the assessment level "Rarely". On the other hand, parents with an authoritative parenting style have low average scores in all scales belonging to the factor of "Non-reasoning, Punitive Strategies" with the mean scores in each scale classified as "Never" - "Rarely".

Table 8. Factor "Warmth & Involvement"

Warmth & Involvement		Authoritarian				Authoritative			
		Mean	Assessment level	Overall mean	Assessment level	Mean	Assessment level	Overall mean	Assessment level
AC1	Encourages child to talk about the child's troubles.	2.24	Rarely	1.99	Rarely	3.84	Often	3.64	Often
AC2	Responsive to child's feelings or needs.	1.76	Never			3.47	Often		
AC3	Gives comfort and understanding when child is upset.	1.64	Never			3.45	Often		
AC4	Give praise when child is good.	2.39	Rarely			3.87	Often		
AC5	Has warm and intimate times together with child	1.94	Rarely			3.57	Often		

Source: Survey results compiled by research team

"Warmth & Involvement" is one of the factors for the Authoritative parenting style, and the data collected is consistent with the research team's expectations. Among parents with Authoritative parenting style, the mean scores of the scales that assess the factor "Warmth & Involvement" are above 3, all of which are at the level "Often". On the other hand, parents with Authoritarian parenting style have low mean scores in all scales of the factor of "Warmth & Involvement" with the mean score in each scale fluctuating in two levels of "Never" - "Rarely".

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Table 9. Factor “Reasoning/Induction”

Reasoning/Induction		Authoritarian				Authoritative			
		Mean	Assessment level	Overall mean	Assessment level	Mean	Assessment level	Overall mean	Assessment level
LLH D1	Gives child reasons why rules should be obeyed.	2.60	Rarely	2.59	Rarely	3.91	Often	3.87	Often
LLH D2	Helps child to understand the impact of behavior by encouraging child to talk about the consequences of (his)(her) own actions.	2.59	Rarely			4.13	Often		
LLH D3	Explains the consequences of the child's behavior	2.63	Sometimes			4.06	Often		
LLH D4	Emphasizes the reasons for rules.	2.55	Rarely			3.51	Often		
LLH D5	Explains how we feel about his/her good and bad behavior.	2.22	Rarely			3.74	Often		

Source: Survey results compiled by research team

The Authoritative parenting style is also characterized by the factor “Reasoning/Induction”. In scales depicting this factor, the mean scores of parents with Authoritative parenting style are around 4, all of which are at the level “Often”, quite similar to the research team's predictions. On the other hand, parents with Authoritarian parenting style have low average scores in all scales of “Reasoning/Induction”, from 2.2 to 2.6, fluctuating in two levels “Never” – “Rarely”.

Table 10. Factor “Democratic Participation”

Democratic Participation		Authoritarian				Authoritative			
		Mean	Assessment level	Overall mean	Assessment level	Mean	Assessment level	Overall mean	Assessment level
DC1	Shows respect for child's opinions by encouraging child to express them.	1.82	Rarely	1.75	Never	3.84	Often	3.61	Often
DC2	Encourages child to freely express (himself)(herself) even when disagreeing with parents	1.67	Never			3.33	Often		
DC3	Allows child to give input into family rules.	1.64	Never			3.49	Often		
DC4	Takes child's desires into account before asking the child to do something.	1.87	Rarely			3.79	Often		

Source: Survey results compiled by research team

“Democratic participation” is one of the factors for the Authoritative parenting style, and the data collected has largely been consistent with the research team's expectations. Among parents with Authoritative parenting style, all mean scores of the scales that assess the factor of “Democratic participation” are at the level “Often”. The authoritarian parenting style, on the other hand, has low mean in all scales, fluctuating between the two levels “Rarely” and “Sometimes”.

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Table 11. Factor "Interest in learning"

Interest in learning		Authoritarian				Authoritative			
		Mean	Assessment level	Overall mean	Assessment level	Mean	Assessment level	Overall mean	Assessment level
HT1	Learning makes sense of my life	3.87	Agree	3.55	Agree	4.24	Highly agree	4.04	Agree
HT2	Learning is interesting	3.46	Agree			4.03	Agree		
HT3	I like to learn	3.31	Neutral			3.86	Highly agree		

Source: Survey results compiled by research team

Factor "Interest in learning" is used to determine the level of learning interest of the individuals participating in the survey, and the data collected is somewhat inconsistent with the team's expectations. In all scales in Table 11, the mean scores of the participants with Authoritative parenting styles are quite high, fluctuating around 4, with the levels "Highly agree" and "Agree". At the same time, even though the average scores of the participants with Authoritarian parenting styles are lower, they still range from 3.31 to 3.87, around the levels "Agree" and "Neutral". These data led to the mean scores of Authoritarian and Authoritative styles being 3.55 and 4.04, respectively, and both are at "Agree", contrary to the team's expectation of a more negative result for authoritarian parenting style.

4. SOME EXCHANGES AND DISCUSSIONS

Most of the results show consistency between variables within a factor and between factors within a parenting style. Results on the authoritative style indicate that the mean of authoritative style is often high, while that of authoritarian style is usually low. In contrast, data for the authoritarian style show that the mean of authoritarian style is often high, while that of authoritative style is usually low. This suggests that the majority of parents lean towards a specific parenting style only. Thanks to such inclination, the research group can provide more objective and accurate analyses of the influence of parenting styles on their children's interest in learning.

These results validate the credibility of the scale used by the research group. Additionally, we observed that for the factor of interest in learning, the authoritative style yields higher results than the authoritarian style, with both scores exceeding 3.5. The research group suggests that parenting styles may be one of the factors influencing interest in learning, but further experimental evidence is needed to draw conclusions. Our interviews also revealed other factors affecting high school students' interest in learning.

Furthermore, the results demonstrate that the authoritative style tends to have a positive impact on high school students' interest in learning. Besides, interest in learning is not significantly negatively affected by the authoritarian style, contrary to the initial assumption of the research group and previous studies. According to Suet-ling Pong et al. (2010), in both Taiwan and America, the authoritarian style has a negative impact on children's academic performance. Similarly, research by Dornbusch et al. (1987) and Baumrind (1972) concludes that the authoritarian style is associated with more negative academic outcomes in children compared to the authoritative style. However, Dornbusch also notes that these results are not consistent across ethnic groups.

The lack of consistency in our study results may be attributed to the spatial scope of the research (Vietnam, Hanoi, with the majority from a specialized school, 66.8%), where cultural and ethnic differences exist. Other plausible reasons include the learning environment, self-confidence, or personal habits, as suggested by Lee Hyun Joo and Boo Eun Joo (2022) and Siti Nur Faizatul Iqlimah et al. (2023). These studies point out that teaching styles in the classroom only affect learning interest in specific subjects of a certain gender, and students' interest in learning is influenced by various factors such as online gaming intensity and confidence in their own abilities.

- *In addition to the general discussions on results, the research group also wants to further discuss and give recommendations based on the collected data, categorizing them into different subgroups such as male vs. female, urban vs. suburban schools, and specialized vs. non-specialized schools.*

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In terms of gender, the team collected 182 answers as "men," 274 answers as "women" and 26 answers as "others" Among them, the ratio of women to men is approximately 1:1.5. The fairly large ratio difference between the two sexes may be the consequence derived from the 'Snowball Sampling' method. In addition, based on real-life observations of the team members for our study, we suggest that women are more likely to participate in this survey than men.

The percentage of female participants with authoritative parents accounted for 74.09% (n = 274) of the total number of participants. Meanwhile, the percentage of male participants with authoritative parents was 62.64% (n = 182), while the figure for the opposite sex was 53.85% (n = 26).

We observed that the percentage of women with authoritative parents was approximately 11.45% higher than that of men. According to David Mehlhausen-Hassoen (2019), the number of girls punished with corporal punishment is significantly lower than that of boys, and the result stays the same with both parents. Combining the results of this study and the data from our study, the team suggests that it is possible that the number of girls who receive authoritarian parenting styles is lower than that of boys.

Furthermore, the percentage of authoritarian parents of participants who answered "other" for their gender is quite noteworthy, with this number accounting for almost half of the participants of the "other" gender. Thus, the team hypothesizes that individuals who are hesitant about disclosing their gender identity may be influenced by their parents' authoritarian parenting style. However, due to limited data, we are not able to draw any conclusions on this issue. Nevertheless, this could be a practical research in the future.

In terms of urban schools or suburban schools, more than twice as many results were obtained from students whose schools were located in urban areas than from students who had schools located in suburbs (322 participants compared to 160 participants). This may be a consequence of the 'Snowball Sampling' method, when the majority of the original survey participants were studying in the Hanoi urban area, thus resulting in the large number of participants here.

Data analysis shows that there are not too many differences between urban and suburban regions in terms of authoritative and authoritarian parenting styles. Specifically, in each of the authoritative and authoritarian styles, the percentage of participants in each style was 69.79% (n = 231) and 66.00% (n = 66), respectively. Based on the research data, it does not seem that there is really any correlation between the school region of the participant and their parenting style. But that doesn't mean that your parenting style has no influence on your school region's decisions. The team hypothesized that students might want to move to a different area but are limited by factors such as economic, social, and environmental. However, once again, this is just the theory that the research team suggested.

In terms of specialized schools and non-specialized schools, based on the data collected by the research team, it is observed that the number of participants from specialized schools is larger than that of non-specialized schools (268 participants compared to 214 participants). The research team believes that this could be the consequence of applying the "Snowball Sampling" technique that was mentioned earlier. As it was easier to access, the majority of the samples collected were students from specialized schools, resulting in a higher representation of students from these institutions.

Furthermore, the research team noticed a notable similarity in the participation rates in both educational environments, namely specialized and non-specialized schools. Specifically, the participants from specialized schools constituted 56.00% (n = 100) of the participants with an authoritarian parenting style, while the participants from specialized schools accounted for 57.40% (n = 331) of the participants with an authoritative parenting style. By the lack of difference, it is concluded that the parenting style does not have a clear influence on the likelihood of students gaining admission to specialized high schools. Consequently, the research team hypothesizes that the admission of students to specialized schools is also unaffected by their parenting style.

- *One of the factors influencing interest in learning (learning environment, personality, preferences, educational direction, and parents' attitude towards learning) is reflected in the collection and interpretation of written responses from survey participants in the case study*

Box 1. Case study

Within the scope of this study, we placed special emphasis on exploring and analyzing specific cases. These cases provide us with a deeper insight into the influence of parenting styles on students' interest in learning. The voluntarily provided responses from participants, mainly in Vietnamese and lacking precision, have been translated into English with more accuracy and clarity.

Based on the data from participants numbered 38, 71, 96, and 194, although the impact of parenting styles on interest in learning is not explicitly clear, it is believed that students' interest in learning is affected by parenting styles. In order to improve their interest in learning, their parents are expected to reduce scolding, show more care, offer compliments and incentives, learn to listen to them and express more empathy towards them. In other words, Vietnamese students find it challenging to open up and want their parents to be more attentive and understanding. However, data from participants numbered 390 and 420 indicate that high interest in learning seems to stem from a desire to break free from parental control (verbal hostility factor), which is related to individuals' personality. Simultaneously, data from participants numbered 295, 387, 421, 425, and 375 suggest that the level of direct

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parental interference does not seem to significantly impact interest in learning. Instead, what matters more is their attitude towards children's studies and their support for career paths that the children opt for.

Furthermore, respondents numbered 238 and 239 believe that negative influences on interest derive mainly from the learning environment or subjects rather than parenting styles. Hence, multiple factors other than parenting styles influence interest in learning.

Based on these findings, we conclude that parenting styles do influence children's interest in learning, but such influence depends on the child's personality, personal preferences, future goals, and the learning environment. Therefore, we recommend that future research focus on assessing the impact of personality and learning environment on students' interest in learning. This will provide a clearer understanding of the key factors in the learning process and how they interact to create a positive and stimulating environment for children.

Source: Survey Results

• Some recommendations

For parents, although the results indicate a less pronounced negative impact of authoritarian style on children's learning interest compared to authoritative styles, our team still encourages parents to express support for their children by encouraging them to share difficulties in learning and providing assistance in overcoming these barriers (based on feedback from participants 38, 71, 96, 194, expressing the need for parents to listen and empathize). Data from participants 295, 387, 421, 425, and 375 also show that parents respecting the choice of academic majors and career paths while still offering suggestions and adjustments when necessary, significantly positively influence the learning interest of their children. This is because children feel motivated when pursuing their preferred choices. Additionally, parents should offer praise when their children achieve academic success, avoiding scolding and strictness when expectations are not met, thereby minimizing stress in their child's learning journey.

For educators, our research once again reaffirms that parenting styles deeply influence various academic aspects of children. Specifically, authoritative style yields more positive effects on the learning interest of high school students than authoritarian style, although both exhibit positive tendencies. Therefore, we recommend that educators should recognize the potential impact parents may have on the developmental process of their children, even seemingly unrelated factors. For example, in our case study, a participant shared that parents did not directly intervene in academic matters, but their attitude towards education significantly influenced the subject's learning interest. Consequently, educators should implement appropriate measures to educate parents, assisting them in improving parenting approaches to become better parents who can positively influence their children. Moreover, based on observations from responses in the case study, our research group also noted that students' learning interests can be affected by various factors such as the learning environment. Therefore, we propose the need for further research to identify and measure the impact of these factors to enhance students' enthusiasm, experiences, and academic outcomes across all age groups.

For high school students, although the interest in learning is affected by parenting styles, it is not the sole factor. Interest in learning could derive from subjective factors such as the desire to break the control of parents and their own characteristics (according to participants 390 and 420). Especially, studying environment is also a noticeable cause (participants 238, and 239 express the opinion that negative effects on interest in learning are often exerted by the learning environment and subjects. Based on this data, our research team suggests high school students have thorough examinations so as to select a studying environment as well as subject combinations and majors which are compatible with their personalities, preferences, abilities, and future goals. Thereby contributing to self-generating motivation and enthusiasm in studying for oneself. In the meantime, to minimize the negative influence of the external environment on learning interests, students can learn to cultivate self-motivation by allocating time for exploring one's interests, devising a suitable study plan, participating in activities related to future orientation, not overly emphasizing grades, and engaging in healthy academic competition.

5. CONCLUSION

Our team has drawn specific conclusions as follows: (1) Students with authoritative parents tend to have a higher interest in learning; however, this observation has not been conclusively verified; (2) Further factors influencing learning interest in the case study include the learning environment and subjects, personalities, hobbies, and the child's career path, as well as the parents' attitude toward their child's studies; (3) Proposed an expanded research model, incorporating additional factors. Our research results complement some observations mentioned above regarding parenting styles and learning interests of high school students within the existing body of research on this issue. Consequently, the findings of our research group can be used as a reference in future scientific works. We believe that to enhance students' motivation in learning, parents should pay more attention to their parenting approach, avoiding violent punishments and expressing negative emotions in front of their children. Instead, providing appropriate guidance and offering more support to their children is recommended.

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