

Parenting Styles and Attitudes Toward English Learning of Public Middle School Students

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Abstract

This quantitative research investigates the influence of parenting styles on students' attitudes toward learning English, including the descriptions of parenting styles and student attitudes toward learning English. The study involved 146 students from public middle schools in Airmadidi District, North Minahasa Regency, selected based on availability and willingness. Data was collected through a questionnaire and analyzed using descriptive and inferential statistics, including correlation and regression analysis. The results showed that parents employ various parenting styles – authoritative, authoritarian, and permissive - at moderate levels, with no extreme preference for any style. Despite this, students exhibited positive attitudes towards learning English, characterized by diligence and enthusiasm. The permissive parenting style did not significantly influence students' attitudes. However, both authoritative and authoritarian styles individually had a significant impact. When the three parenting styles combined as predictors, permissive parenting remained insignificant, while authoritative and authoritarian styles significantly influenced students' attitudes positively. This suggests that a mix of supportive authoritative and directive authoritarian parenting can positively affect students' attitudes toward learning English.

Keywords: parenting styles, attitude toward English learning, public middle school students

INTRODUCTION

The dynamics of a child's learning environment are multifaceted, with influences stemming from both within and outside the educational realm. Among these influential factors, parenting styles stand out as a significant determinant in shaping a child's attitudes, behaviors, and academic performance (Kong & Yasmin, 2022; Muraco, et al., 2020). In the context of language learning, particularly English—a globally indispensable skill—the role of parenting style becomes increasingly paramount. This article delves into the intricate interplay between parenting styles and student attitudes toward English learning. By examining various parenting approaches and their potential impact on a child's perception and engagement with the English language, we aim to shed light on the nuanced relationship between parental upbringing and language acquisition (Steinberg, 2001).

English proficiency is not merely a linguistic skill; it embodies a gateway to diverse opportunities, academic achievements, and social integration in today's interconnected world (Dewi & Sumarni, 2023; Hosseinpour, et al., 2015). Consequently, understanding the factors that influence a student's attitude and motivation toward English learning is of paramount importance for educators, parents, and policymakers alike (Colhando, 2020). Through an exploration of different parenting styles—ranging from authoritative and authoritarian to permissive—this article seeks to elucidate how each approach may either foster or hinder a child's attitude, enthusiasm, and efficacy in mastering the English language (Getje & Popescu, 2020; Zulfikar, et al., 2019). Moreover, the underlying mechanisms through which parental attitudes, behaviors, and communication patterns contribute to shaping a child's perceptions of English learning (Steinberg, 2001).

Attitude toward English Learning

The formation of attitudes toward English learning is influenced by a complex interplay of factors, including personal experiences, societal norms, educational environments, and familial attitudes (Baker & Wright, 2021; Cherry, 2023; Qimmahtum, et al., 2023). Positive experiences with English instruction, supportive social networks that value English proficiency, and exposure to English-speaking cultures can foster favorable attitudes toward language learning (Zulfikar, et al., 2019). Conversely, negative experiences such as academic struggles, language barriers, or lack of social support may contribute to the development of negative attitudes (Viet, 2017). Understanding the dynamics of attitude formation is critical for educators and policymakers seeking to promote positive attitudes toward English learning among students, as attitudes significantly impact language acquisition outcomes and long-term language proficiency (Ahmed, et al., 2021; Olufemi, 2012; Umer, 2024).

Attitude toward English learning encompasses an individual's feelings, beliefs, and perceptions related to the process of acquiring and using the English language. This multidimensional construct plays a crucial role in determining a student's motivation, engagement, and ultimate success in English language acquisition (Ahmed, et al., 2021; Ahmed, 2015). Positive attitudes toward learning English are often associated with higher levels of language proficiency, as individuals with favorable attitudes are more likely to invest effort in language activities, seek out language opportunities, and persist in language learning tasks (Gunawn, et al., 2023; Zulfikar, et al., 2019). Conversely, negative attitudes may impede language development by reducing motivation and limiting exposure to English-language environments (Zulfikar, et al., 2019).

Dahnar (2019) explains that positive attitudes toward English learning include openness, high interest in learning, strong motivation, and determination to achieve academic goals. This attitude also involves the ability to accept failure as a natural part of the learning process, seeing it as an opportunity to learn and grow. Furthermore, individuals with positive attitudes toward English learning tend to face challenges with optimism, open-mindedness, seek creative solutions, and set realistic and beneficial educational goals (Herwiana & Laili, 2019). Attitude towards the English learning process in the classroom is important because students need to have a positive outlook on the process (Gunawan, et al., 2023). The English learning process encompasses various aspects such as classroom atmosphere, teaching strategies, methods, and techniques. An engaging, comfortable, and enjoyable learning process can enhance student motivation, ultimately aiding them in achieving maximum success.

Parenting Styles

Various classifications of parenting styles have been developed to understand the dynamics within the relationship between parents and children. Baumrind (cited in Muraco, et al., 2020; Kuppens & Ceulemans, 2019) is one of the pioneers in identifying three main types of parenting styles: authoritative, authoritarian, and permissive. Furthermore, she identified several typologies of parenting styles. The idea of parenting styles was discussed in her original research in Berkeley and Oakland, California. The participants were elementary school children from middle-class families with high levels of education. She developed an analysis of parenting styles and characteristics to enhance child and adult competence. In her research findings, she distinguished three different parenting styles: authoritative, authoritarian, and permissive.

Furthermore, some education experts expanded these three types into four types. Maccoby (cited in Kuppens & Ceulemans, 2019; Power, 2013), for example, developed four types of parenting styles based on two categories: demanding vs. undemanding and responsive vs. unresponsive. The four categories are: (1) authoritative or proactive (responsive and demanding), (2) authoritarian or totalitarian (unresponsive and demanding), (3) indulgent or permissive (responsive and undemanding), and (4) neglectful or negligent (unresponsive and undemanding).

Authoritative Parenting Style

Authoritative parenting is characterized by high levels of responsiveness and warmth combined with reasonable demands and expectations (Baumrind, 2013). Authoritative parents set clear and consistent boundaries while also encouraging open communication, mutual respect, and autonomy within the parent-child relationship (Baumrind, 2013; Muraco, et al., 2020). They provide guidance and support, offering explanations for rules and decisions and valuing their child's opinions and feelings (Kuppens & Ceulemans, 2019). This parenting style promotes a positive and nurturing environment that fosters independence, self-discipline, and self-esteem in children (Baumrind, 2013). Research (Dewi & Sumarni 2023; Awiszus, et al., 2022; Robinson, et al, 2001; Power, 2013) has consistently shown that authoritative parenting is associated with better academic performance, social competence, and emotional well-being among children compared to other parenting styles.

Awiszus, et al., (2022), Muraco, et al., (2020), and Sommer (2007) added that authoritative parenting is an approach characterized by high parental involvement with their children, while also setting clear boundaries and rules in a responsive and supportive manner. Parents who adopt this parenting style tend to foster close and mutually respectful relationships with their children, providing strong emotional support and clear guidance on expected behavior. They promote open communication and positive dialogue with their children, reinforcing their confidence and independence by giving them opportunities to learn from their own experiences. Authoritative parenting is often associated with various positive outcomes in child development, including high levels of independence, good social skills, as well as well emotional and psychological well-being (Dewi & Sumarni, 2023; Echedom, et al, 2018; Baumrind, 2013). This parenting style is often considered an ideal model for balanced child-rearing, combining nurturing with appropriate control.

Authoritarian Parenting Style

Authoritarian parenting is characterized by high demands and control coupled with low responsiveness to a child's needs (Baumrind, 2013; Muraco, et al., 2020). Parents who employ an authoritarian style often establish strict rules and regulations that must be followed without question. They prioritize obedience and discipline over negotiation and explanation, relying on punishment rather than positive reinforcement to enforce compliance (Baumrind, 2013). Authoritarian parents typically exhibit a less nurturing and warm demeanor, which can lead to a lack of open communication and emotional support within the parent-child relationship. Children raised under authoritarian parenting may develop feelings of anxiety, low self-esteem, and decreased autonomy due to the rigid and controlling nature of their upbringing.

Authoritarian parents command their children without providing adequate explanations (Awiszus, et al., 2022). The use of physical punishment and shouting often serves as common disciplinary methods in this parenting style. Children raised with authoritarian parenting tend to have fewer social skills because they are not allowed to make their own choices, leading them to be compliant but less happy. Popa (2022) explained that some of them may experience depression, tend to blame themselves, and may exhibit rebellious behavior. Authoritarian parenting is often linked to undesirable outcomes in child development, such as low self-esteem, high dependence on authority, and difficulty in handling conflicts or challenges.

Authoritarian parenting has been associated with several undesirable outcomes in child development, including low independence, low self-confidence, and lack of good social skills (Awiszus, et al., 2022; Dewi & Sumarni, 2023). Children growing up in environments with authoritarian parenting may tend to be less independent and less capable of taking initiative in solving problems or facing challenges. This parenting style may be effective in controlling children's behavior directly, but its long-term impact can hinder overall child development. Nevertheless, Desi and Sumarni (2023) explained that authoritarian parenting may be suitable within certain cultures and ethnic groups, such as in Asia, where authoritarian behavior is considered acceptable and teaches children to face confrontation and express emotions politely in society.

Permissive Parenting Style

Permissive parenting is characterized by high levels of warmth and responsiveness but low demands and control. Permissive parents are indulgent and lenient, often avoiding confrontation and setting few limits or rules for their children (Awiszus, et al., 2022; Baumrind, 2013). They prioritize their child's happiness and emotional well-being over discipline and obedience, allowing considerable freedom of expression and decision-making (Baumrind, 2013; Kuppens & Ceulemans, 2019). While permissive parenting can foster close and affectionate parent-child relationships, it may also result in children lacking self-control, accountability, and respect for authority figures (Darling & Steinberg, 1993; Muraco, et al., 2020). Children raised under permissive parenting may struggle with impulsivity, poor academic performance, and difficulties in forming healthy relationships (Baumrind, 2013).

Some research findings (Awiszus, et al., 2022; Dewi & Sumarni, 2023) indicate that parents with permissive parenting styles may be more inclined to act as a friend or companion rather than an authority figure who sets boundaries, which can lead children to feel free to do anything without accountability. Parents tend to show great affection toward their children and fulfill their physical and emotional needs well. However, due to the lack of boundaries provided, children may be less exposed to concepts such as responsibility, discipline, and consequences for their actions. This can result in children being more impulsive, less capable

of handling challenges or frustrations and experiencing less healthy development of independence.

In the context of rules and regulations, this parenting style tends to be lenient, with parents often fulfilling all their children's requests and possibly compensating for their failures with material goods or freedoms (Awiszus, et al., 2022). Children raised in this environment often lack independence, exhibit weak emotional control, and show less responsibility, potentially engaging in undesirable behaviors such as alcohol or drug use during adolescence. However, they tend to learn and accept failure quickly, and in some cases, grow into individuals who are independent and capable of facing life's challenges without relying on assistance from others (Rena, et al., 2013; Sari, et al., 2021).

These distinct parenting styles have varying effects on children's development and attitudes toward learning, including their attitude toward English learning. Numerous studies on parenting styles have been across various regions and periods, exploring their relationship with student attitudes toward English learning. These studies have delved into diverse parenting approaches such as authoritative, authoritarian, permissive, and uninvolved styles, to understand their impact on children's motivation, interest, and attitudes towards learning English. Despite the extensive research, findings remain inconsistent. Some studies suggest that authoritative parenting, characterized by warmth and high expectations, correlates positively with more favorable attitudes toward English learning due to the supportive and encouraging environment it provides (Pinquart, 2016). In contrast, other research indicates that authoritarian parenting, with its strict rules and high pressure, can lead to a negative attitude toward English learning, as the pressure and lack of autonomy can diminish intrinsic motivation (Yaffe, 2020).

Conversely, some studies show no significant relationship between parenting styles and attitudes toward English learning, highlighting the influence of external factors such as socioeconomic status, school environment, and peer influences (Rodriquez et al., 2019). Additionally, cultural differences play a crucial role in these inconsistencies. For instance, what is considered supportive and beneficial in one culture may be perceived differently in another, affecting the generalizability of the results (Kim Y Rohgner, 2002). These varying findings underscore the complexity of the relationship between parenting styles and student attitudes, suggesting that it is influenced by a multitude of interacting factors beyond just the home environment (Spera, 2016).

A number of Indonesian educational studies have focused on the influences of parenting styles, among others, on academic achievement (Sari, N. L. C., et al., 2021; Sari HS, D. P., et al., 2019; Ismail, 2017), as well as on academic procrastination, emotional intelligence in early childhood (Ama'arif & Zulia, 2022), children's weight (Hatala, et al., 2020) preschool children's creativity (Novita & Budiman, 2015), pro-social behavior (Prastyawti, 2021), child personality development (Sonia & Apsari, 2020), and smoking behavior among adolescents (Rudhiati et al., 2020). This study specifically seeks to identify which parenting styles – authoritative, authoritarian, or permissive – are most effective in cultivating positive attitudes towards English learning among public middle school students, contextually in North Minahasa Regency, North Sulawesi Province, Indonesia. By analyzing the impact of different parenting behaviors on children's attitudes and motivation in language acquisition, this study aims to uncover which parenting styles significantly contribute to fostering a positive attitude toward English language development.

METHODS

Research Design and Participants

In principle, this research employs a quantitative descriptive approach with a survey method because data were obtained through questionnaires and then analyzed statistically. Sugiyono (2011) and Creswell (2012) describe quantitative techniques as methods that utilize numbers and statistics in analysis. Additionally, it provides descriptions and correlations of each variable as the objectives of this study. In this article, Parenting Style serves as the independent variable, while students' learning Attitudes toward English Learning represent the dependent variable or the variable that is bound and influenced by the independent variable.

From a total population of approximately 2000 students at selected public middle schools in the North Minahasa Regency, participants of this study were taken using the convenience sampling method, where 146 students were taken based on their availability and willingness to participate. The sample size of 146 respondents for this study was determined according to the formula suggested by Krejcie Table (Sugiyono, 2011), which is considered sufficient to represent the student population. The 146 participants of this study consist of 77 female students and 69 male students who were present and available on the date of data collection, namely 48 students in grade VII, 50 grade in VIII, and 48 in grade IX. Being middle school students, their ages ranged from 12 to 15 years old.

Data Collection and Analysis

In data collection, this study utilized questionnaires as instruments for two variables. The instruments used, namely Parenting Style and Student Attitude toward English Learning were tested for validation purposes. The questionnaire was structured using a five-point Likert scale, where 5 indicates "Strongly Agree", 4 for "Agree", 3 for "Neutral", 2 for "Disagree", and 1 for "Strongly Disagree".

The Parenting Styles questionnaire was adapted from the Parenting Practices Questionnaire (PPQ) that was developed by Robinson, et al (2001) with 62 items: 27 items Authoritative, 20 items Authoritarian, and 15 items Permissive. This study conceptually adapted the PPQ questionnaire simplifying in into 12 items on Authoritative Parenting Styles, 10 items on Authoritarian Parenting Styles, and 10 items on Permissive Parenting Styles. The questionnaire was piloted with 30 students who were not part of the research sample to ensure the validity and reliability of the instrument. The results from the questionnaire pilot study indicated that out of 12 statements on Authoritative Parenting Style with a Cronbach's Alpha value of 0.79, three statements were found to be invalid; for Authoritarian Parenting Style with a Cronbach's Alpha value of 0.83, all 10 statements were found to be valid; and for Permissive Parenting Style with Cronbach Alpha value of 0.76, all 10 items are found to be valid.

The second questionnaire was the Student Attitude toward English Learning is based on the Attitude / Motivation Test Battery (AMTB) which was originally developed by Gardner (cited in Zafarghandi & Jodaei, 2011). This study conceptually simplified the AMTB into 12 items in regard with attitude toward learning a language. Furthermore, it underwent a pilot study to test its reliability. Along with the questionnaire on Parenting Style, the pilot study utilized 30 respondents who were excluded from the samples of this study. Out of the 12 statements on English Learning Attitude with a Cronbach's Alpha value of 0.75, three items were found to be invalid.

Descriptive statistics were used to provide a detailed description of the Parenting Styles and English Learning Attitude variables. Adopting Pimentel's (2019) suggested interpretation of the five-point Likert scale, the calculated mean scores is interpreted as follows: a score range

of 1.00 – 1.79 is interpreted as very low; 1.80 – 2.59 as low; 2.60 – 3.39 as moderate; 3.40 – 4.19 as high; and 4.20 – 5.00 as very high.

Inferential statistics, namely Bivariate Pearson correlation analysis, was used to determine whether each independent variable significantly influences the dependent variable. The significance value (p) was leveraged with the significance level ($\alpha = 0.05$) and if $p < \alpha$, then the influence or relationship was interpreted as significant (Pallant, 2020). Furthermore, if the relationship is significant, Pallant (2020) suggested that the correlation coefficient r is examined to determine whether the direction of correlation is positive (if r is positive) or negative (if r is negative). Finally, another inferential statistic, namely multiple regression analysis was used to determine the extent of influence of each independent variable on the dependent variable (Garson, 2014; Pallant, 2020), namely Parenting Styles's influence on students' Attitude toward English learning, by examining the calculated results of the Standardized Coefficient Beta (β), standard deviation, and the coefficient of determination (R^2). In other words, the model of Attitude toward English Learning is generated based on the magnitude of influence of each parenting style.

RESULTS AND DISCUSSION

Normality Test of Data

The normal distribution of data is necessary for the application of inferential statistics. When data are normally distributed, it allows for the accurate use of parametric statistical tests, such as correlation analysis (Pallant, 2020). The statistical method relies on assumptions of normality to ensure their validity and reliability in drawing conclusions about population parameters based on sample data. The One-Sample Kolmogorov-Smirnov test with Lilliefors correction was used, which automatically tests all variables present in the research data. The variables declared to have a normal distribution are the three independent parenting style variables: Authoritative Parenting, Authoritarian Parenting, Permissive Parenting, and the dependent variable, English Learning Attitude, because the significance value p is greater than the significance level of .05 ($p > 0$).

Multicollinearity Test

Multicollinearity testing is a crucial step in statistical analysis, particularly in regression modeling. Multicollinearity refers to the presence of high correlations between predictor variables in a regression model, which can lead to unreliable coefficient estimates and inflated standard errors. Detecting and addressing multicollinearity is essential for ensuring the accuracy and validity of regression results (Pallant, 2020). This test aims to assess whether there is a perfect or near-perfect correlation among independent variables, as a good regression model should not exhibit multicollinearity. For this purpose, the output values of Tolerance and VIF (Variance Inflation Factor) are examined through linear regression analysis (Pallant, 2020). If the Tolerance value is greater than 0.1 and VIF is less than 10, then there is no multicollinearity. Table 1 shows that the Tolerance values for all types of independent variables (Parenting Styles) are indeed greater than 0.1, and all VIF values are less than 10. Therefore, there is no multicollinearity among the three independent variables, allowing for regression analysis to be conducted on this research data.

Table 1. Collinearity Statistics

Model	Collinearity Statistics	
	Tolerance	VIF
Authoritative Parenting Style	0,62	1.70
Authoritarian Parenting Style	0,71	1.20
Permissive Parenting Style	0,76	1.01

4. Independent Variable: Attitude toward English Learning

Description of Parenting Styles

This section aims to answer the research question regarding the level of parenting styles among parents of middle school students in the Airmadidi District. Descriptive statistics using means were employed to determine the levels of the three types of parenting styles. As shown in Table 2, it appears that authoritative parenting ($M = 3.24$), authoritarian parenting ($M = 3.26$), and permissive parenting ($M = 3.09$) exhibit average or moderate levels, as the mean values of these parenting styles round to 3, interpreted as moderate levels.

Table 2. Level of Parenting Styles

	N	Minimum	Maximum	Mean	SD
Authoritative Parenting Style	146	2.04	4.57	3.24	.51
Authoritarian Parenting Style	146	1.72	4.46	3.26	.74
Permissive Parenting Style	146	1.87	4.38	3.09	.51
Valid N (listwise)	146				

Description of English Learning Attitude Level

This section is intended to answer the research question about the level of English Learning Attitude among public middle school students in the Airmadidi District. Descriptive statistics using means were utilized to analyze the level of learning attitude among student respondents. Table 3 shows that the mean score of English Learning Attitude is 3.70, which rounds to 4 and can be interpreted as a high level. In other words, it can be said that high or positive learning attitudes are exhibited by the public middle school students in Airmadidi District.

Table 3. Level of English Learning Attitude

	N	Minimum	Maximum	Mean	Std. Deviation
English Learning Attitude	146	1.72	4.79	3.70	.40
Valid N (listwise)	146				

The Influence of Parenting Styles on English Learning Attitude

This section aims to address the research question regarding whether there is a significant influence of each parenting style on English learning attitudes among students at public middle schools in the Airmadidi District. In this case, each parenting style—Authoritative Parenting, Authoritarian Parenting, and Permissive Parenting—is analyzed in relation to English Learning Attitude. For this purpose, bivariate Pearson correlation analysis was used.

The results presented in Table 4 with a total of 146 respondents indicate that two types of Parenting Styles (authoritative and authoritarian) show a significant relationship with English Learning Attitude, as the significance value ($p < .05$). Furthermore, examining the correlation coefficient values of Authoritative Parenting ($r = .45$) and Authoritarian Parenting ($r = .33$), it is evident that these coefficients are positive. This signifies a significant and positive correlation between each of the independent variables Authoritative Parenting Style and Authoritarian Parenting Style with the dependent variable English Learning Attitude. This means that the attitude toward English learning of public middle school students in Airmadidi District is significantly and positively influenced by both types of Parenting Styles—Authoritative and Authoritarian, whereas Permissive Parenting shows no significant relationship with English Learning Attitude.

If parents exhibit Authoritative Parenting, then the students' attitude toward English learning will also tend to be positive. Similarly, an increase in Authoritarian Parenting by parents correlates with a positive attitude toward English learning. Therefore, both Authoritative and Authoritarian parenting styles individually influence the attitude toward English learning of their children, the public middle school students in Airmadidi District. Conversely, fluctuations in Permissive Parenting by parents do not affect the fluctuations in attitude toward English learning among public middle school students in Airmadidi District.

Table 4. Correlation between Parenting Styles and English Learning Attitude

		English Learning Attitude
Authoritative Parenting Style	Pearson Correlation Coefficient	.45
	Significance Value (2-tailed)	.00
	N	146
Authoritarian Parenting Style	Pearson Correlation	.33
	Significance Value (2-tailed)	.00
	N	146
Permissive Parenting Style	Pearson Correlation Coefficient	.01
	Significance Value. (2-tailed)	.86
	N	146

English Learning Attitude Model Based on Parenting Styles

This section is intended to address the research question of whether there is a significant and simultaneous influence of three parenting styles on learning attitudes among students at public middle schools in the Airmadidi District. This is the main objective of the study, which seeks to identify the English Learning Attitude model based on three parenting styles, namely: Authoritative Parenting Style, Authoritarian Parenting Style, and Permissive Parenting Style. For this purpose, linear regression analysis using the Enter method was employed. The output (See Table 5) shows that only Authoritative Parenting Style ($p = .00$) and Authoritarian Parenting Style ($p = .03$) were found to be significant predictors, as the significance values of these two predictors are less than ($\alpha = .05$) (See Table 5).

Table 5. Model of English Learning Attitude and Standardized Coefficients

Model		Standardized Coefficients	t	Sig.
		Beta		
1	(Constant)		5.15	.000
	Authoritative Parenting Style	.579	6.57	.00
	Authoritarian Parenting Style	.370	4.45	.03
	Permissive Parenting Style	-.048	-.70	.32

a. Dependent Variable: English Learning Attitude

In this model, it was found that the standardized coefficient (β) values for Authoritative Parenting and Authoritarian Parenting are positive. Therefore, the conclusion drawn from this linear regression analysis is that English Learning Attitude is significantly and positively determined by Authoritative Parenting and Authoritarian Parenting. This indicates that the higher the level of Authoritative Parenting and Authoritarian Parenting implemented by parents, the better the English Learning Attitude of the students.

For further analysis, the standardized beta coefficient (Table 5) together with the standard deviation (SD) value (Table 2) of each independent variable show the measure of score increase in the dependent variable (Table 3). With the following formula:

Δ Dependent Variable = β Independent Variable x SD Dependent Variable

Authoritative Parenting Style Variable ($\beta = 0.58$; SD = 0.51) provides an increase of one standard deviation of the English Learning Attitude score (SD = 0.40) of 0.26 from the standard deviation of 0.51. So, an increase of one standard deviation in the Authoritative Parenting Style variable (i.e. 0.51) results in an increase of 0.23 (0.58×0.40) in English Learning Attitude. Likewise, with the Authoritarian Parenting Style variable ($\beta = 0.37$; SD = 0.74), the calculation results show that every increase of one standard deviation (i.e. 0.74) in the Authoritarian Parenting Style will increase the English Learning Attitude score by 0.37 from the standard deviation (SD = 0.40). So, an increase of 0.15 (0.37×0.40) in English Learning Attitude.

From the results of this multiple regression analysis, it is determined that the coefficient of determination (R^2) is 21%. This indicates that approximately 21% of the variance in English Learning Attitude can be explained by the combined effects of two significant predictor variables: Authoritative Parenting Style and Authoritarian Parenting Style. Despite being statistically significant, these two predictors together contribute modestly to explaining changes in English Learning Attitude. An R^2 score of 21% suggests that while Authoritative and Authoritarian Parenting Styles collectively account for some variability in students' English Learning Attitude, a large proportion of the variance remains unexplained, highlighting the potential influence of other factors (James et al., 2013; Draper & Smith, 1998). It implies that there is 79% variation that cannot be explained by this model, which indicates that there are other significant factors that affect English Learning attitudes but are not included in this study.

DISCUSSION

The respondents of this study generally perceived that their parents' approaches to parenting – whether authoritative, authoritarian, or permissive – as falling within moderate ranges. This means that most students feel their parents do not exhibit extreme behaviors in any single parenting style. Authoritative parents, who blend firm expectations with support, and communication, are seen as neither overly strict nor overly lenient. Authoritarian parents, who emphasize obedience and discipline, are viewed as firm but not excessively harsh or rigid. Permissive parents, who offer considerable freedom and minimal demands, are perceived as relaxed but not entirely neglectful. This balanced perception indicates that students find their parents' methods to be reasonably effective and appropriate, contributing to a stable and supportive home environment conducive to their overall development. These findings align with other studies (Choi, et al., 2024; Vasiou, 2023; Echedom et al., 2018; Bassett et al., 2013; Carpenter & Mendez, 2013), which show that parenting styles are a multi-dimensional construct rather than simply distinct forms of parenting style.

The results of this study also revealed that the student's English Learning Attitude is positive, which is similar to the findings. Of previous studies (Yulianti, et al., 2023; Gunawan, et al., 2023; Fitri, et al., 2022; Pham, 2021; Getje & Popescu, 2020; Zafarghandi & Jodaei, 2011; Echedom, et al., 2018; Bacus, 2014). Aside from the influence of parenting style, the positive English Learning Attitude among students can be attributed to several factors. One significant factor is the status of English as a global language, which has become increasingly important in our interconnected digital society due to its use in international communication, business, science, technology, and various media, such as movies, music, social media, and online content. In other words, the student's positive English Learning Attitude is shaped not only by parenting styles but also by its global status, media exposure, educational and career opportunities, and cultural appeal.

Moreover, the findings from the linear regression analysis conducted in this study shed light on the significant influence of parental parenting styles on English Learning Attitudes among students in public middle schools within the Airmadidi District. The results of the regression analysis revealed a model where Authoritative Parenting Style and Authoritarian Parenting Style emerged as significant predictors of English Learning Attitude among students. This indicates that these two parenting styles play a crucial role in shaping how students perceive and approach their English Learning experiences. This finding is similar to those of previous studies (Dewi & Sumarni, 2023; Awiszus, et al., 2022; Tang, et al., 2018; Echedom, et al., 2018; Bacus, 2014), wherein authoritative parenting style was significantly attributed to Students' English Learning Attitude.

This study found that the permissive parenting style did not significantly influence the students' English learning attitude. Typical permissive parenting often lacks the structure and discipline necessary for consistent academic progress, wherein academic expectations are low, and enforcement of rules is minimal. This may result in children not taking their English studies seriously, potentially leading to a more relaxed English learning attitude and thus may not foster a positive English learning attitude. However, Tang, et al., (2018) showed that permissive parenting style was significantly associated with student positive attitude toward English learning. Authoritarian parenting style has been shown as a significant positive predictor of attitude toward learning English. Authoritarian parents often have high academic expectations and enforce strict rules. This can drive children to achieve high academic performance in English due to fear of punishment or desire for approval. However, this finding contradicts the results of studies conducted by Choi et al. (2024), Fitrianan and Prwastuti (2020), Tripathi and Jadon (2017), and King, et al., (2016), which found that the authoritarian parenting style negatively affects children's performance. In some cultural contexts, authoritarian parenting might be more accepted and align with societal norms, while in other cultural settings, this authoritarian style might clash with educational philosophies and cultural context in terms of learning environments.

Due to the limitation of this study, wherein authoritative and authoritarian parenting styles significantly – yet with low weight of contribution - - affected the students' English learning attitude, further additional research is recommended to explore the additional factors such as school environment, peer relationships, extracurricular activities, or individual differences in learning styles and abilities to gain a more comprehensive understanding of the complex dynamics that influence students' English learning attitude. Furthermore, studies on parenting styles must consider cultural and local contexts, especially given the inconsistencies found in this study compared to previous research. Additionally, the theory of parenting styles should be reconceptualized in light of this study's findings, which suggest that parenting styles are multi-dimensional constructs rather than distinct and separate forms of parenting.

CONCLUSION

Based on the analysis conducted in this research study involving parents and public middle school students in the Airmadidi District, several key conclusions have been drawn:

Firstly, it was observed that parents in this district tend to apply a mixture of the three parenting styles under study—Authoritative, Authoritarian, and Permissive—at average levels. This suggests that parental behavior does not distinctly align with one specific style but rather reflects a blend of different approaches. Secondly, the students enrolled in public middle

schools within the Airmadidi District exhibit a notably positive learning attitude, indicating a strong inclination towards diligent study habits and consistent school attendance. Furthermore, while all three parenting styles were found to be present at average levels, the application of Permissive Parenting Style did not demonstrate a significant influence on students' English Learning Attitudes. Conversely, individual use of Authoritative Parenting Style or Authoritarian Parenting Style significantly impacted students' attitudes towards English learning.

Lastly, when considering all three parenting styles together as predictors of learning attitude, Permissive Parenting did not emerge as a significant predictor of English learning attitude. However, parents who combined elements of Authoritative and Authoritarian parenting styles were found to have a significantly positive influence on their children's English Learning Attitudes. This suggests that the strong English Learning Attitude observed among public middle school students in the Airmadidi District may be driven by the authoritative guidance and, to some extent, the structured discipline enforced by their parents' parenting styles.

In summary, this analysis reveals the complex interplay between parenting styles and students' learning attitudes, emphasizing the importance of parental influence in shaping educational behaviors and outcomes among public middle school students in this district.

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