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Academic achievement of children with and the effects of controlling vs. supportive parenting

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Introduction

- Previous research has consistently shown that parental involvement has a positive effect on student's academic achievement (Fan & Chen, 2001).
- Two models of parental involvement, control and support, have been identified in the literature as having an impact on the academic outcomes of children (Rogers, Wiener, Marton & Tannock, 2009).
- **Supportive** parental involvement includes behaviours that lead children to feel confident, capable and autonomous in their learning.
- **Controlling** parental involvement includes behaviours that put pressure on the child, such as the use of punishments, commands, and criticism related to the child's education (Rogers et al., 2009).
- Typically, parental supportive techniques are shown to have a positive impact on academic achievement, whereas controlling techniques have been linked with lower academic achievement (Rogers et al., 2009).
- Even though controlling and supportive parenting practices have been shown to have an effect on academic outcomes of typically developing children, limited research has applied these findings to children with attention-deficit hyperactivity disorder (ADHD) (Rogers et al., 2009).



Purpose

- Children with ADHD display significant academic deficits that are persistent into adulthood, including lower performance in reading, math, and spelling skills (Loe & Feldman, 2007; Barkley, 2015).
- Considering the sufficient evidence of academic underachievement in the literature, it is crucial that parental involvement strategies be examined in relation to children with ADHD.
- The goal of this literature review is to examine the literature thus far on supportive and controlling parental involvement and the effects on the academic outcomes of children with and without ADHD.

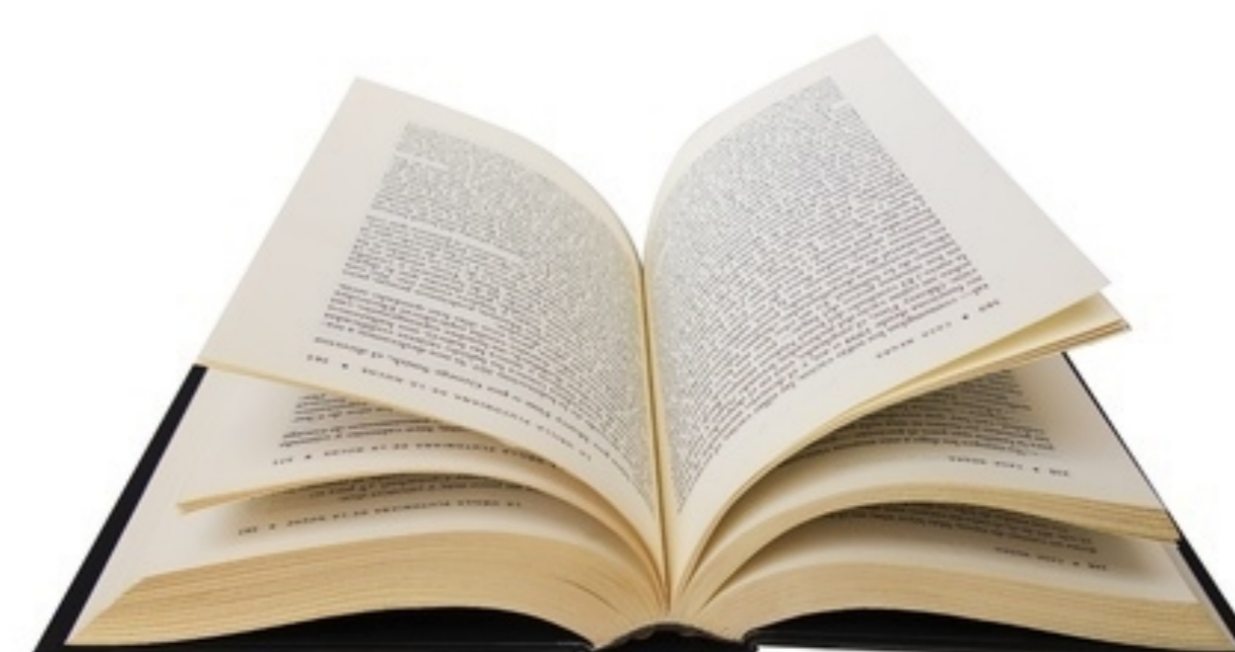
Methods

- **Key words:** parental involvement, supportive parenting, controlling parenting, authoritative parenting, academic achievement, academic impairment, ADHD
- 11 articles included; between the years 2001-2015 with the exception of the Steinberg article (1992)



Discussion

- The correlation between supportive parental involvement and academic achievement was lower than originally expected (Rogers et al., 2009).
- **However**, findings did show that:
- Parental involvement does affect a child's academic achievement (Fan & Chen, 2001).
- Supportive parenting has a significant, positive impact on children's educational performance, and leads to higher levels of academic achievement (Steinberg et al., 1992).
- Controlling, nonauthoritative parenting weakens the positive relationship between parental involvement and children's achievement (Steinberg et al., 1992).
- Parents of children with ADHD more often use negative control strategies by showing low levels of support and using harsh methods of discipline (Rogers et al., 2009).
- This controlling involvement was connected to higher levels of inattention and hyperactivity in the children, with inattention being negatively associated with academic achievement (Rogers et al., 2009).
- Parent's negative feelings and low involvement in their child's education stems from the symptoms of ADHD (Rogers et al., 2009).



Conclusions

- These findings show the importance of including parents in the academics of children with ADHD (Rogers et al., 2009).
- **Further research** on parental involvement in the learning of children with ADHD needs to be conducted in order to find an the most beneficial method of academic intervention (Rogers et al., 2009).
- Efforts for inclusion of fathers in the research need to be made in future studies, as the lack of data in the literature regarding fathers' participation has been an issue that has impacted many of the studies in this literature review (Rogers et al., 2009).



References

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Images:

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