2021, Volume 16, ATEE 2020 - Winter Conference. Teacher Education for Promoting Well-Being in School. Suceava, 2020, pages: 472-489 |
<https://doi.org/10.18662/lumproc/atee2020/33>

Conditional Parenting and its Influence on the Child's School Activity

Andreea ȘIȚOIU¹
Georgeta PÂNIȘOARĂ²

¹ PhD, University of Bucharest, Faculty of Psychology and Educational Sciences, Romania

andreea.sitoiu.20@drd.unibuc.ro

Assistant professor, Faculty of Psychology and Educational Sciences, Transilvania University

andreea.sitoiu@unitbv.ro

² Assoc. Prof. Habil., University of Bucharest, Faculty of Psychology and Educational Sciences, Romania

georgeta.panisoara@gmail.com

Abstract: *This article addresses the topic of conditional parenting, and it focuses on analyzing the relationship between parenting and the school activity of the student at the level of primary education.*

Conditional parenting, which provides the child with conditional love and self-esteem, it stands out by: focusing on the child's behavior, considering that human nature is negative and parental love is a privilege that must be earned, also being the adept of punishments and rewards.

Conditional love entails the parent's desire to have an obedient child, obedience being the basis of control.

How could an obedient and conditional loved child develop competencies for the future? How well will he meet the demands of today's school or how will he relate to the faculty? These are the questions that have guided the approach of the whole mixed type research, that has been carried out over a period of half a year, using the following methods: questionnaire based survey and focus group method.

Through this research, conclusions were drawn regarding conditional parenting and its influence on school activity of the pupil in the primary cycle.

Starting from the interpretation of the research results, it was highlighted that the relationships between children and parents based on safety and unconditional love have contributed to the harmonious development of the child and to the skills for the future, through school.

Keywords: *parenting style; parenting practices; school activity; relationships; communication*

How to cite: Șițoiu, A., & Pânișoară, G. (2021). Conditional Parenting and its Influence on the Child's School Activity. In O. Clipa (vol. ed.), *Lumen Proceedings: Vol. 16. ATEE 2020 - Winter Conference. Teacher Education for Promoting Well-Being in School. Suceava, 2020* (pp. 472-489). Iasi, Romania: LUMEN Publishing House.

<https://doi.org/10.18662/lumproc/atee2020/33>

1. Introduction

1.1. The chapter of introduction

Parenting, traditionally, is defined as the process by which parents raise their children. This is a definition of the concept, from the perspective of parents. Another definition of the same concept concerns the child's perspective; thus, parenting becomes an act of raising the child, by his parents, but this time the process of parenting is approached differently, with emphasis on the interaction between the parent and the child (Power et al., 2013).

Thus, any parent chooses consciously or unconsciously how he wants to educate his child, creating his own parenting style, depending on several factors including the influences of childhood, the personality of the parent, the multiple roles he plays, the level of cognitive and emotional development (Gordon, 2014).

The parenting style can be defined as all the attitudes and behaviors that the parent adopts when he or she wants to educate the child (Darling, 1999).

According to psychologist Diana Baumrind (1991), these parental styles include values, practices and behaviors that parents use to raise and educate their children, but at the same time reflect a distinct balance between receptivity and urgency.

According to the authors Kotchick and Forehand (2002), parental practices are influenced by a series of factors, but the social context of which the family belongs is most important.

Studies have shown that the parenting style influences the psychosocial development of the child, the competences he has, the academic performance and not least the behavioral problems. In the following we will present the consequences that a parental style has on the child and implicitly on his school activity (Darling, 1999).

1.2. The research gap

Parental styles

Parental styles can be classified according to the level of permissiveness they characterize, ranging from indulgence to excessive authority. At the same time, the parenting styles can be classified depending on their availability of the children's needs, classified according to the availability they manifest towards the children's needs but also according to the responsiveness that the parents show at that time. Thus, we differentiate

the following four styles: indulgent, authoritarian, authoritative and involved (Maccoby & Martin, 1983 apud Mussen & Hetherington).

Authoritarian parents, send different requests to the child, but in turn do not respond to their requirements. They are oriented towards obedience and the status they hold in front of the children and they expect their orders to be executed without any further explanation. These parents impose strict rules clearly formulated, being divided into two categories: non-authoritarian - directives, which give orders, but they are discrete nor do they benefit from the power they have in front of children, respectively authoritarian directives, which are very indiscreet in their relationship with children.

Indulgent parents are also called permissive or non-directive. They often orient themselves to respond to the child's needs and not asking the child to perform a number of tasks. The relationship with their child, the indulgent parent avoids confrontation.

They can be classified into two categories: indulgent democrat parents, who although permissive, are still involved in the lives of their children and non-directive indulgent parents.

Authoritative parents, send their children requests, but at the same time they respond to requests received from them. Monitors the behavior of children and sets clear standards that children must reach. It is not characterized by indiscretion and strictness. They are more supportive rather than adopting punishments and negative consequences. They want their children to learn to be assertive, socially responsible, acquire skills to regulate their emotions and being cooperative.

Uninvolved parents show a low level both in terms of needs and sensitivity in relation to their children. In extreme cases, parents who adopt this style are more likely to show rejection and neglect towards their children (Baumrind, 1991, as cited in Darling, 1999).

According to Macsinga, the parts are divided into all categories:

1. The *hypertolerant or permissive parent*, characterized by indulgence and excessive tolerance;
2. The *rejected or authoritarian parent*, defined by the indifference shown towards the child and the ignorance of the child's needs;
3. The *adaptive or democratic parent*, characterized by relationships based on respect, love and trust (Macsinga, 2000).

The typology created by Rose Vincent, includes the following types of parents:

1. The *rigid parent*, who imposes his own ideas on the child, without taking into account his individual particularities;
2. The *anxious parent*, who puts pressure on the child;

3. The *infant parent* refuses to accept the role of parent and to assume responsibilities in accordance with this status;
4. The *bohemian parent* is not involved in raising and educating the child;
5. The *incoherent parent* is unstable in the way of relating, and his requirements alternate with periods of non-involvement;
6. The parent, too *lenient*, gives the child everything he wants;
7. The *overly tender* parent creates a climate overloaded with emotional stimuli;
8. The *mocking* parent treats the child as an object of amusement (Vincent, 1972).

Psychologist Carl Rogers (1951) defined the following parental styles: parental style based on conditional respect and respectively parental style based on unconditional respect.

The first parental style, called by him “unconditional positive regard”, abbreviated UPR, is characterized by the appreciation that the parent offers the child, an appreciation that is not conditioned by his behavior. Unconditional appreciation is accompanied by acceptance and affection.

The same psychologist also described the parental style called “conditional regard” abbreviated CR, which can be associated with conditional respect. Specific to this style of parenting is the fact that the child feels accepted only when his / her behavior is in line with the expectations of the parents, and the parent-child interaction is noted for its superficiality, both in terms of discipline and love.

At the same time, the long-term effect of the parenting style based on unconditional respect consists in the lower probability of psychological problems, as opposed to the parenting style dominated by the conditioned respect, where the negative consequences from the psychological point of view will not be delayed (Lopes et al., 2015).

Parental practice

The family is the institution that has the responsibility to promote and facilitate human development, which is why it fulfills two fundamental tasks: it ensures the continuity of the human species and ensures the balance between growth, individualization and socialization of each one (Campos et al., 2018).

Along with the family significance in the development of an individual, we can discuss about the concept of parental practice. The social context includes several components as follows: ethnic, cultural, socio-economic status, the environment in the neighborhood in which the family operates. First, the two authors, Kotchick and Forehand (2002), are adepts

of the idea that parental practices vary depending on the contextual elements and the latter have an influence on parents' beliefs and behavior (Kotchic & Forehand, 2002, as cited in Campos et al., 2018).

If parental styles define multiple behaviors and aptitudes that the parent adopts in various situations of parenting, parental practices represent behaviors or strategies that parents use when they want to achieve specific goals, in specific situations. The variables that influence these practices are: the parent's conception of his relationship with his child, the culture from which they originate, the social influences, the cognitive and emotional development.

An example of an educational practice is the parent's insistence in order for the child to achieve favorable school results. This insistence is correlated with the child's frequent reminder of the negative consequences of reduced school preparation (Lopes et al., 2015).

Even though we have discussed parental practices, this does not mean diminish the importance of parental styles. The goals that parents pursue in raising and educating their children, the parental practices they use to achieve these goals and the parental style they adopt contribute to the socialization of the child (Darling & Steinberg, 1993, as cited in Cheung & McBride-Chang, 2008).

Along with the parenting style and parenting practices, we also focus on the efficiency of school activity, an efficiency that is unaffected by the child's motivation for learning.

It is well known that the motivation of the child depends also on the efficiency of the teacher, but also on the classroom atmosphere.

Also, the mother's behaviors related to the academic environment can influence the child's motivation in learning. Studies have shown that mothers who are used to encouraging their child and giving him support, raise children motivated to carry out school tasks and to be concerned with learning in general. Furthermore parenting style based on its support in detrimental punishments, contributes to the development of intrinsic motivation. This has been proven in a study conducted in Hong Kong (Leung & Kwan, 1998, as cited in Cheung & McBride-Chang, 2008).

In a study on parental practices and their impact on the behavior of the child (Campos et al., 2018) attended by 65 parents, it was shown that the paternal figure is correlated with the assertive dimension of education. However, parental practices do not depend on the gender of the parent, male or female, but the same cannot be said about the age of the parents. Thus, parents who have not passed the age of 40, adopt a positive educational strategy, considering that an effective parenting practice, is based on appropriate discipline, positive parenting and clear expectations regarding

the child. Parents over the age of 40 tend to use a more rigid educational strategy based on strict and inconsistent discipline (Campos et al., 2018).

Child's school activity

Research shows that the child's motivation for learning and school activity depends on the parent's behavior. Thus, parents who are involved in children's activities, encourage their interest in learning and support their autonomy, contribute to a healthy development of these, and healthy development is associated with achieving good results in school activity. On the other hand, parents who are adept at extrinsic motivation of children, without getting involved in their activities, result in poorer school results and diminish the intrinsic motivation of their children (Cooper et al., 2000; Gottfried et al., 2009, as cited in Niu, 2016).

Children whose parents are authoritative are self-evaluated and evaluated based on objective criteria (Baumrind, 1991; Weiss & Schwarz, 1996; Miller et al., 1993, as cited in Darling, 1999).

Uninvolved parents negatively affect the success of their children in all areas. Thus, non-involvement of the parent is associated with poor cognitive, emotional and psychosocial development, all of which also contribute to poor school outcomes.

Parents receptivity consist a predictor for the functioning of the social and psychosocial competences of the child, associated with the academic performance, while the requirement of the parents materializes in instrumental competences and behavioral control, determining the academic deviation of the child.

Authoritarian parents, who are very demanding and less sensitive, contribute to the development of their child's academic performance, at an average level. These children do not show problematic behavior, but they do not have social skills, self-esteem is low and they are predisposed to depression.

Children whose parents are indulgent are more likely to develop problem behaviors, not achieving good results in school work, their self-esteem is stronger compared to other children who have not benefited from indulgence, have advanced social skills and are less prone to depression (Darlyng, 1999).

Parent's involment in child's school activity

In a study (Lara & Saracosti, 2019) attended by 498 parents, it was shown that there are three different profiles of parents, depending on the degree of involvement they show in the school activity of their children. Thus, we differentiate parents who are heavily involved, those who are moderately involved, respectively those who show low involvement in everything that is related to the children's schooling. Also, the context in

which this involvement takes place varies. There are parents most likely to be involved in the academic performance of children, at school, at home or through invitations received from children, teachers or school. At the same time, it was shown that those children who had a constant involvement of parents, at a high level, achieved considerably better results compared to those children who did not benefit from the same involvement from parents.

International literature has shown that the degree to which a parent manifests his involvement in the school activity of his child determines his academic success, especially in the first years of school.

Of course, this involvement will be determined by the style of parenting, by the parental practices that the parent uses in raising and educating his child and this is precisely what we want to demonstrate through this research (Lara & Saracosti, 2019).

2. Research questions/Aims of the research

The purpose of this research is to highlight the effects that conditioned parenting has on the student's school activity. The research approach starts from the following questions:

1. What is the tendency of parents to study parenting?
2. How does conditioned parenting influence the emotional development of the child?
3. What is the consequence of the lack of support of the child by his parent?
4. What is the connection between parents' self-esteem and children's school results?

Research objectives

1. Identifying the tendency of parents to study content specific to the field of parenting.
2. Establishing the way in which conditioned parenting influences the emotional development of the child.
3. Description of the consequence on the child, of the lack of support from the parent.
4. Establishing the correlation between parents' self-esteem and children's school results.

Research hypotheses

1. The parents of the 21st century, show an increased interest in the specific contents of the field of parenting.
2. Conditional parenting is associated with the existence of resentments of the child towards his parent.

3. The lack of support of the child from the parent, determines negative influences on the motivation for learning of the child.

4. Parents' self-esteem is dependent on their children's school results.

3. Research methods

3.1. Participants

This study involved 45 respondents: 41 women (91.1%) and 4 men (8.9%).

Table 1: The gender of study participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	41	91.1	91.1	91.1
	male	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

Source: Authors own contribution

From the point of view of the age group in which the participants in this study fall, 4 (8.9%) of them are part of the age range 25-30 years, 9 (20%) belong to the age range 30-35 years, 12 (26.7%) are in the range of 35-40 years, 11 (24.4%) belong to the range of 40-45 years, while 9 respondents (20%) are over 45 years.

Table 2: The age range of the study participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30 years	4	8.9	8.9	8.9
	30-35 years	9	20.0	20.0	28.9
	35-40 years	12	26.7	26.7	55.6
	40-45 years	11	24.4	24.4	80.0
	Over 45 years	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

Source: Authors own contribution

Following the distribution of respondents according to the last level of education completed, we found that 4 of them (9.9%) are graduates of high school, 14 (31.1%) are high school graduates, 24 (53.3%) they graduated from university, and 3 (6.7%) attended postgraduate education.

Table 3: Last level of education graduated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	gymnasium	4	8.9	8.9	8.9
	secondary	14	31.1	31.1	40.0
	university	24	53.3	53.3	93.3
	postgraduate	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

Source: Authors own contribution

Of the 45 respondents, 7 (15.6%) have children in the preparatory class, 19 (42.2%) in the first grade, 3 (6.7%) in the second grade, 6 (13.3 ,%) in the third grade, and 10 (22.2%) respondents have children in the fourth grade.

Table 4: The child's level of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	preparatory class	7	15.6	15.6	15.6
	first class	19	42.2	42.2	57.8
	second class	3	6.7	6.7	64.4
	third class	6	13.3	13.3	77.8
	fourth class	10	22.2	22.2	100.0

Source: Authors own contribution

3.2. Materials and instruments

This research is based on the use of the indirect survey method, the research tool of which is represented by a questionnaire consisting of 26 questions. In the construction of the questions, the nominal scale with the possibility of single choice, with the possibility of multiple choice, the binary scale, the semantic scale, respectively the numerical scale were used.

The questions of the questionnaire are the following:

1. I show indulgence to my child whenever needed. (1 - yes; 2 - no)
2. I believe that if I manifest a democratic style of educating my child, he will be more successful in school activities. (1- yes; 2- no)
3. I am a parent who has quite high demands on his child, because in this way I can prepare him for adult life. (1 - Strongly Agree; 2 - Agree; 3 - Neither Agree nor Disagree; 4 - Disagree; 5 - Strongly Disagree)

4. As a parent, I expect the orders I give my child to be executed without any further explanation. (1 - Strongly Agree; 2 - Agree; 3 - Neither Agree nor Disagree; 4 - Disagree; 5 - Strongly Disagree)

5. I happen to be present / present too much in my child's decisions and activities. (1 - Strongly Agree; 2 - Agree; 3 - Neither Agree nor Disagree; 4 - Disagree; 5 - Strongly Disagree)

6. I believe that discipline based only on support will not determine my child to succeed in school. (1 - To a large extent; 2 - To a large extent; 3 - To a moderate extent; 4 - To a large extent; 5 - To a very large extent)

7. In educating my child, in order to have results, I usually use punishments, so that up to the current age of my child, he was punished by: (1 - Less than 5 times; 2 - 5-10 times; 3 - 10-15 times; 4 - Over 15 times)

8. I support my child in everything he does, because I believe that in this way I can become his ally. (1 - Strongly Agree; 2 - Agree; 3 - Neither Agree nor Disagree; 4 - Disagree; 5 - Strongly Disagree)

9. I do not consider that the happiness of my child at this age depends primarily on my involvement in his life. (1- yes; 2- no)

10. How often do you abandon a difficult situation between you and your child? (1 - Less often than once a month; 2 - Once a month; 3 - Twice a month; 4 - Three or four times a month; 5 - More than four times a month)

11. For some time, I have noticed that the initiative to start a pregnancy is missing from my child. (1 - Yes; 2 - No)

12. There are times when my child's behavior denotes resentment towards me. (1 - Less often than once a month; 2 - Once a month; 3 - Twice a month; 4 - Three or four times a month; 5 - More than four times a month)

13. I noticed that my child's commitment to school leaves much to be desired. (1 - To a large extent; 2 - To a large extent; 3 - To a moderate extent; 4 - To a large extent; 5 - To a very large extent)

14. Usually, in order to get my child to achieve a good result, I compare him to the best classmates. (1 - To a large extent; 2 - To a large extent; 3 - To a moderate extent; 4 - To a large extent; 5 - To a very large extent)

15. I manage to get involved in the tasks that my child has to do for school. (1 - To a large extent; 2 - To a large extent; 3 - To a moderate extent; 4 - To a large extent; 5 - To a very large extent)

16. I notice that as I get involved in my child's school activity, his interest in learning increases. (1 - Strongly Agree; 2 - Agree; 3 - Neither Agree nor Disagree; 4 - Disagree; 5 - Strongly Disagree)

17. I have quite high expectations from my child, in terms of school success. (1 - To a large extent; 2 - To a large extent; 3 - To a moderate extent; 4 - To a large extent; 5 - To a very large extent)

18. I feel the need that whenever my child faces a challenge at school or in everyday life, I encourage him with the promise to buy him something he wants. (1 - Strongly Agree; 2 - Agree; 3 - Neither Agree nor Disagree; 4 - Disagree; 5 - Strongly Disagree)

19. I would like my child to learn to be more competitive at school. I believe that this is a behavior that will help him survive in adulthood. (1 - Yes; 2 - No)

20. I feel like a good parent when my child is the winner of a school competition. (1 - Strongly Agree; 2 - Agree; 3 - Neither Agree nor Disagree; 4 - Disagree; 5 - Strongly Disagree)

21. My child perceives schoolwork as a burden, although I have told him many times that I do not accept whims from this point of view. (1 - Strongly Agree; 2 - Agree; 3 - Neither Agree nor Disagree; 4 - Disagree; 5 - Strongly Disagree)

22. I am willing to give my child everything he wants, but for this, I want him to behave impeccably. (1 - Strongly Agree; 2 - Agree; 3 - Neither Agree nor Disagree; 4 - Disagree; 5 - Strongly Disagree)

23. Since my child is a student, any task can be solved more easily if it is followed by a reward corresponding to the difficulty of that task. (1 - Strongly Agree; 2 - Agree; 3 - Neither Agree nor Disagree; 4 - Disagree; 5 - Strongly Disagree)

24. How often does your child regret when he or she is unhappy? (1 - Less often than once a month; 2 - Once a month; 3 - Twice a month; 4 - Three or four times a month; 5 - More than four times a month)

25. How often do you express dissatisfaction with your child's behavior during a month? (through gestures, facial expressions, inappropriate words) (1 - Less than 5 times; 2 - 5-10 times; 3 - 10-15 times; 4 - Over 15 times)

26. Do you think that the relationship between you and the child should be an "exchange exchange" relationship? (1 - Yes; 2 - No)

3.3. Procedure

The questionnaire was applied in March 2020, online, and the participants in this research met the condition of being the parent of a student who is part of the primary cycle. The answers obtained to the questionnaire questions were collected using Google Forms and entered into an SPSS database, which generated frequency tables and correlation tables, which tested the hypotheses made at the beginning of the study.

In order to identify the tendency of parents in terms of studying parenting, at the end of the questionnaire, they had the opportunity to write down their email address to receive a parenting study material. Based on this information, the frequency of studying this field by the parents participating in the research was calculated.

For the present research, out of all the items of the questionnaire, the following were chosen for testing the hypotheses:

6. I believe that discipline based only on support will not determine my child to succeed in school.

12. There are times when my child's behavior denotes resentment towards me.

13. I noticed that my child's commitment to school leaves much to be desired.

14. Usually, in order to get my child to achieve a good result, I compare him to the best classmates.

20. I feel like a good parent when my child is the winner of a school competition.

21. My child sees schoolwork as a burden, although I have told him many times that I do not accept whims from this point of view.

4. Results

To test the hypothesis that 21st century parents show a keen interest in parenting-specific content, the frequency with which parents participating in the study requested additional material for studying parenting was measured. Table 5 shows a low tendency of parents participating in research to study the field of parenting, only 18 of the 45 respondents, expressing their desire to have access to information about this field. Thus, the hypothesis according to which the parents of the 21st century, show an increased interest in the specific contents of the parenting field, is refuted. This attitude of parents can have negative consequences on children, as parents misinformed in the field of parenting, may encounter difficulties in terms of parent-child relationship, and the implementation of the appropriate strategy for raising and educating the child.

Table 5: Participants' interest in studying the field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	40.0	40.0	40.0
	no	27	60.0	60.0	100.0
Total		45	100.0	100.0	

Source: Authors own contribution

The hypothesis that conditional parenting is associated with the existence of the child's resentments towards his parent was confirmed through the correlational analysis between the comparison of the child by the parent, in order to encourage the child to achieve good school results and the child's resentments for the parent.

Following the correlational analysis, it is observed the establishment of a strong link between the two variables. The value of the coefficient r (43) = 0.509, $p < 0.001$, as well as the value of the coefficient of significance, which in this case is 0, show that those parents who are used to comparing their children, cause resentment towards them from children. This behavior of parents is associated with conditional parenting, according to which, the love and appreciation of the parent for his child, is a privilege, which must be gained by obtaining good school results. This type of parenting is associated with a faulty parent-child relationship.

Table 6: The correlation between conditioned parenting and the child's emotional development

		There are times when my child's behavior denotes resentment towards me	Usually, to get my child to get a good result, I compare him to my best classmates.
	Pearson	1	.509**
There are times when my child's behavior denotes resentment towards me	Correlation		
	Sig. (2-tailed)		.000
	N	45	45
Usually, to get my child to get a good result, I compare him to my best classmates.	Pearson	.509**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	45	45

**, Correlation is significant at the 0.01 level (2-tailed).

Source: Authors own contribution

The hypothesis that the lack of child support from the parent determines negative influences on the child's motivation for learning was confirmed through the correlational analysis between the child's commitment to school and the parent's rigidity manifested in the moments when the child perceives schoolwork as a burden.

The value of the coefficient r (43) = 0, 375, $p < 0.001$ and of the significance coefficient is 0.01, fact for which we can say that there is a strong connection between the two variables. Thus, those children who

perceive schoolwork as a burden and do not benefit from parental support, have a low commitment to school. Therefore, it is found that some of the factors that could contribute to improving the child's perception of school tasks are represented by the support, understanding and empathy offered by parents.

To test the hypothesis that parents' self-esteem is dependent on children's school results, the following two variables were subjected to correlational analysis: parental style and parental self-esteem.

Table 7: The correlation between the child's commitment to school and his / her support by the parent

		I noticed that my child's commitment to school leaves much to be desired	My child sees schoolwork as a burden, although I have told him many times that I do not accept whims from this point of view.
I noticed that my child's commitment to school leaves much to be desired	Pearson Correlation	1	.375*
	Sig. (2-tailed)		.011
	N	45	45
My child sees schoolwork as a burden, although I have told him many times that I do not accept whims from this point of view.	Pearson Correlation	.375*	1
	Sig. (2-tailed)	.011	
	N	45	45

Table 8: The correlation between parental style and parental self-esteem

		I believe that discipline based only on support will not determine my child to succeed in school.	I feel like a good parent when my child is the winner of a school competition
I believe that discipline based only on support will not determine my child to succeed in school	Pearson Correlation	1	.559**
	n		
	Sig. (2-tailed)		.000
	N	45	45
I feel like a good parent when my child is the winner of a school competition	Pearson Correlation	.559**	1
	n		
	Sig. (2-tailed)	.000	
	N	45	45

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Authors own contribution

Interprting the data in the table, we notice that $r(43) = 0.559$, $p < 0.001$, which demonstrates a positive correlation between the two variables. Due to the value of the significance coefficient which must be less than 0.05, and for this correlation, its value is 0, we can say that the connection between the two variables is credible. Thus, the hypothesis is confirmed, and those parents who approach a parenting style in which child support is not essential, tend to self-assess themselves as good parents when their child is successful in school.

This self-assessment becomes harmful both for the parent, who will relate to his quality, depending on the child's school results, but also for the child, who will be exerted pressure from the parent, inhibiting the intrinsic motivation for learning.

5. Discussions

The 21st century is characterized by a paradigm shift in the field of parenting, gradually moving from conditional parenting to unconditional parenting defined by the independence offered to the child by the parent, the establishment of a parent-child relationship. child based on communication, affection, adaptation to the child's needs, respectively existing mutual respect. Unconditional parenting will not exclude the parent's authority over his child and the imposition of healthy limits.

The parents participating in the study did not show interest in acquiring some knowledge in the field of parenting, so the first hypothesis is not validated. The absence of interest in studying this field may lead to a lack of knowledge of the characteristics of unconditional parenting, according to which parental authority over the child is required, respectively the imposition of healthy limits, but it is necessary to adapt the parent to the child's needs. a parent-child relationship, based on communication and affectivity.

Following this study, it was shown that conditioned parenting is associated with the existence of resentments of the child towards his parent. Therefore, the adaptation to the new paradigm of parenting is associated with a lower probability of resentment on the part of the child towards his parent.

Research has shown that those parents who are not used to supporting their children face a diminished motivation for schooling. We

emphasize once again the need for unconditional parenting that guides the parent to provide the support his child needs.

The study also concluded that parents' self-esteem is dependent on their children's school results. As a result of this type of conditioning, there may be adverse effects in both partners, namely: diminished intrinsic motivation for the child's schooling, respectively the parent's dependence on his child's results, which can not be a valid proof of parental competence.

The strong points of this paper are represented by the fact that the study considers two fields, which are more and more often research topics, respectively debate in the literature, namely: parenting and school results of students. Another strong point of the paper is the professional activity of the authors of this research, who are in direct contact and in permanence with both children and their parents, being anchored at the same time in the reality of the XXI century.

The results of the study can contribute to a better understanding of the consequences that conditional parenting has on students' school results, and can also be a starting point for adapting parents to the new paradigm of parenting, which advocates the creation of a parent-child relationship, based on communication, affectivity, support, respect and concern for the needs of the child, not excluding the authority of the parent and the imposition of healthy limits.

The limit of the study takes into account the small number of participants, this being 45, so all the results obtained after testing the hypotheses, will be exploited later, on a larger sample, to verify the validity of the hypotheses in the entire population of parents and children.

6. Conclusions

This research paper demonstrated the following aspects related to the field of parenting and the school results of students:

1. Parents of the 21st century, do not show an increased trend in the study of parenting.

2. Conditional parenting is associated with diminished harmonious emotional development of the child, who experiences resentment towards his parent.

3. The consequence of the lack of support of the child, by his parent, is represented by the diminished commitment of the child regarding the school learning.

4. Parents' self-esteem is dependent on their children's school results.

Of the four hypotheses on which the present study was based, three were validated: conditioned parenting is associated with the existence of

resentments of the child towards his parent; the lack of support of the child from the parent, determines negative influences on the motivation for the child's learning; parents' self-esteem depends on their children's school results. The hypothesis according to which the parents of the 21st century, show an increased interest in the specific contents of the parenting field, has been invalidated.

References

- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95.
<https://doi.org/10.1177/0272431691111004>
- Campos, S., Resende, F., Martins, C., Ferreira, M., Alves, C., & Albuquerque, C. (2018). Parental practices: Impact on child behavior. *The European Proceedings of Social & Behavioural Sciences*. ISSN 2357 – 1330.
- Cheung, S. C., & McBride-Chang, C. (2008). Relations of Perceived Maternal Parenting Style, Practices, and Learning Motivation to Academic Competence in Chinese Children. *Merrill – Palmer Quarterly*, 54(1), 1-22.
<https://doi.org/10.1353/mpq.2008.0011>
- Cooper, H., Lindsay, J. J., Nye, B. (2000). Homework in the home: How student, family, and parenting-style differences relate to the homework process. *Contemporary Educational Psychology*, 25(4), 464-487.
<https://doi.org/10.1006/ceps.1999.1036>
- Darling, N. (1999). *Parenting Style and Its Correlates*. Eric Digest.
- Darling, N., & Steinberg, L. (1993). *Parenting style as context: An 'integrative model*. *Psychological Bulletin*, 113(3), 487-496. <https://doi.org/10.1037/0033-2909.113.3.487>
- Gordon, T. (2014). *Părintele eficient*. Editura Trei.
- Kotchick, B. A., & Forehand, R. (2002). Putting parenting in perspective: A discussion of the contextual factors that shape parenting practices. *Journal of Child and Family Studies*, 11(3), 255–269.
<https://doi.org/10.1023/a:1016863921662>
- Lara, L., & Saracostti, M. (2019). Effect of Parental Involvement on Children's Academic Achievement in Chile. *Frontiers in Psychology*, 10.
<https://doi.org/10.3389/fpsyg.2019.01464>
- Leung, K., Lau, S., & Lam, W. L. (1998). Parenting styles and academic achievement: A cross-cultural study. *Merrill-Palmer Quarterly*, 44(2), 157-172.
- Lopes, D. R., Van Putten, K., & Moormann, P. P. (2015). The Impact of Parental Styles on the Development of Psychological Complaints. *Europe's Journal of Psychology*, 11 (1), 155-168. <https://doi.org/10.5964/ejop.v11i1.836>

- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen & E. M. Hetherington (Eds.), *Handbook of child psychology: Socialization, personality and social development* (Vol 4, pp. 1-101). Wiley.
- Macsinga, I. (2000). *Psihologia diferențială a personalității*. Tipografia Universității de Vest.
- Miller, N. B., Cowan, P. A., Cowan, C. P., & Hetherington, E. M. (1993). Externalizing in preschoolers and early adolescents: A cross-study replication of a family model. *Developmental Psychology*, 29(1), 3-18.
<https://doi.org/10.1037/0012-1649.29.1.3>
- Niu, L. (2016). Parental Motivational Practice, Parent Involvement, and Students' Choice of Study Field in College. *World Journal of Education*, 6(5).
<https://doi.org/10.5430/wje.v6n5p36>
- Power, T. G., Sleddens, E., Berge, J., Connell, L., Govig, B., Henneessy, E., Liggett, L., Mallan, K., Santa Maria, D., Odoms-Young, A., & St. George, S. (2013). Contemporary Research on Parenting: Conceptual, Methodological and Translational Issues. *Journal of Childhood Obesity*, 9(S1), S-87.
<https://doi.org/10.1089/chi.2013.0038>
- Rogers, C. R. (1951). Client centered therapy. Boston. Houghton Mifflin.
- Vincent, R. (1972). *Cunoașterea copilului*. Editura Didactică și Pedagogică.
- Weiss, L. H., & Schwarz, J. C. (1996). The relationship between parenting types and older adolescents' personality, academic achievement, adjustment, and substance use. *Child Development*, 67(5), 2101-2114.
<https://doi.org/10.2307/1131612>