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### Impact of Strict Parenting to the Academic Anxiety of the Pre-Service English Teachers

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#### Abstract

Academic anxiety, driven by fear of failure and parental expectations, significantly impairs students' academic performance and future opportunities. In this study, the researchers aimed to investigate the impact of strict parenting on academic anxiety among BSEd-English students at Cebu Normal University Main Campus. They acknowledged the significant influence of parental expectations and the fear of failure on students' academic performance and overall opportunities. Employing a descriptive correlational design, the study explored various facets of strict parenting, including expectations, discipline, communication, and family climate, to unveil their effects on academic anxiety. The research encompassed 80 BSED English students selected through stratified random sampling. Statistical tools such as the Pearson Product-Moment Coefficient of Correlation, Mean, and Standard Deviation were employed to analyze the data. The findings

illuminated how different parenting styles shaped the development of academic anxiety. Specifically, permissive parenting was associated with unruly and delinquent behaviors, while authoritarian parenting resulted in decision-making difficulties, risk aversion, and low self-esteem. In contrast, authoritative parenting was linked to positive outcomes, including effective communication, collaboration, and sound decision-making within reasonable boundaries. Despite inherent limitations, this study provided valuable recommendations for parents, with a particular emphasis on authoritative parenting. It suggested interventions like Parental Counseling Seminars, Academic Anxiety Support Groups for Students, and Parent-Teacher Counseling Sessions. These initiatives aimed to create a supportive environment that addressed academic anxiety and nurtured students' self-esteem.

**Keywords:** Academic Anxiety, Strict Parenting, Authoritarian Parenting, Permissive Parenting, Authoritative Parenting, Pre-service Teachers

#### Introduction

Academic anxiety, driven by fear of failure and parental expectations, significantly impaired students' academic performance and future opportunities. Several key studies illuminated this connection. A research study by Zahedani *et al.* (2016) <sup>[10]</sup> emphasized the significant influence of parental interactions on children's development, highlighting the need to understand how strict parenting could lead to academic anxiety. Additionally, findings in the study of Chauhan & Dutt (2023) <sup>[6]</sup> revealed the positive association between parental authoritarianism and academic anxiety, emphasizing the importance of exploring interventions to mitigate this effect. A research conducted by Deng *et al.* (2022) <sup>[7]</sup> underscored the significance of academic stress in students' emotional well-being and its link to academic anxiety, providing insights into the complexities of this issue. Furthermore, a study by Albulescu *et al.* (2023) <sup>[2]</sup> unveiled the negative correlation between assessment anxiety and academic performance, indicating how inadequate parental supervision could exacerbate academic anxiety. While insightful, these studies emphasized the importance of more research on parenting styles, long-term academic anxiety, and effective interventions. Recognizing the link between parenting and academic anxiety improved individualized student well-being and revealed the limitations of one-size-fits-all approaches. This study explored strict parenting's impact on academic anxiety in BSEd-English students at Cebu Normal University Main Campus.

The family is a cornerstone of society, playing a vital role in individuals' lives and the larger community. Its importance as a social institution is undeniable. A research study by Zahedani *et al.* (2016) <sup>[10]</sup> showed that the interaction between parents and

children, along with parental communication, were considered the primary and essential factors that influence children's development and their overall well-being. However, there were a number of studies that showed how strict parenting styles acquired by parents had greatly affected children's character development that resulted in academic anxiety. Knowing the relationship between strict parenting and academic anxiety was necessary to have an in-depth awareness and understanding towards the students' experiences and its effect on their academic anxiety, allowing for more targeted interventions and support to mitigate potential negative consequences.

Developmental psychologists studied how parents impacted child development, but establishing direct cause-and-effect links between parental actions and children's later behavior was challenging. Parenting styles affected various aspects of children's lives, including academics and mental well-being. Authoritarian, permissive, or uninvolved parenting could lead to more anxiety, depression, and other mental health issues in children. Parental style and involvement positively correlated with students' academic achievement. Thus, the environment created inside the house of the students was influenced by the type of parents they had contributed to the children's stress and motivation.

The study revealed that students who excelled in school, achieving high scores, tended to have parents with strict parenting styles. Conversely, students with authoritative parents received lower scores. In a study, Mehrafza (2005) explored the connections between parenting styles, creativity, and the academic performance of high school third-grade students. She found a strong positive correlation between family emotional climate, diverging from democratic principles, and creativity. Moreover, there was a statistically significant negative correlation between authoritarian principles and creativity, but no correlation between the emotional family climate, which ranged from decreased to absolute freedom, and creativity.

Furthermore, academic anxiety was a prevalent concern among students, and it often intertwined with their parents' parenting styles. Parents' interactions with their children significantly shaped how students perceived and managed academic stress. While some students attempted to influence their parents' parenting approaches, others believed that their own perspective played a crucial role in navigating these dynamics.

According to Chauhan & Dutt (2023)<sup>[6]</sup>, there was a positive relationship between parental authoritarianism, permissiveness, and disengagement and academic anxiety. The results showed that authoritative parenting style was the most significant negative predictor of academic anxiety, while authoritarian parenting style had the most significant beneficial role in determining it. Using this data, targeted interventions that reduce academic anxiety and promote a positive learning environment could be developed.

A research by Deng *et al.* (2022)<sup>[7]</sup> underscored the importance of academic stress in students' emotional well-being. High levels of academic stress, stemming from exam pressure, performance expectations, or heavy workloads, could lead to depression. This depressive state often coexisted with academic anxiety symptoms, including excessive worry and fear of failure. Additionally, family-related stressors, like conflicts, financial issues, or familial expectations, could contribute to students' depression and

exacerbate academic anxiety, especially when both academic and family stressors were present.

Another study by Albuлесcu, Labar, Manea, and Stan (2023)<sup>[2]</sup> examined parenting styles' impact on academic anxiety and performance in primary school students. Their research unveiled a notable negative correlation between assessment anxiety and academic performance. In essence, students experiencing heightened anxiety related to assessments tended to achieve lower academic results. Furthermore, inadequate parental supervision, as highlighted in the study, compounded academic anxiety, particularly in subjects like Romanian Language and Literature and Mathematics.

The studies by Deng *et al.* (2022)<sup>[7]</sup> and Albuлесcu, Labar, Manea, and Stan (2023)<sup>[2]</sup> offered valuable insights into the complex relationship between parenting, academic stress, and academic anxiety among students. Nevertheless, crucial research gaps remained. Firstly, both studies hinted at the impact of parenting styles on academic anxiety, suggesting potential exacerbation or mitigation. Further exploration into authoritative, authoritarian, or permissive parenting styles and their effects on academic anxiety was needed. Longitudinal research could shed light on how academic anxiety evolved over time in relation to parenting and stress. Secondly, these studies lacked insight into effective interventions and support mechanisms for addressing academic anxiety. Future research should focus on practical strategies to help students cope with academic pressure. Examining cultural and contextual factors could contribute to a more nuanced understanding of the issue.

Recognizing the connection between parenting styles and academic stress could lead to more effective educational practices and mental health support systems. Addressing these knowledge gaps enabled tailored interventions sensitive to diverse backgrounds and individual needs. This approach empowered educators, parents, and mental health professionals to identify early signs of academic anxiety, provide timely assistance, and promote student resilience. It fostered a more empathetic approach to addressing academic stress, acknowledging that a one-size-fits-all model may not be suitable for all students.

Focusing on BSEd-English students at Cebu Normal University Main Campus provided a unique perspective, given their distinct educational needs and aspirations. These future English teachers' experiences with strict parenting and academic anxiety could impact their teaching practices and interactions with students. Exploring this relationship within this specific group was vital for developing effective teaching strategies and support systems.

This study aimed to investigate the relationship between strict parenting and academic anxiety among BSEd-English students at Cebu Normal University Main Campus. It explored various aspects of strict parenting, including expectations, discipline, communication, and family climate, to uncover how these factors affected academic anxiety. Additionally, the research examined potential moderating and mediating variables, such as student demographics, prior academic performance, and support systems, to gain a comprehensive understanding of this relationship.

### Statement of the Problem

The study is conducted to examine the relationship of strict parenting and the academic anxiety of the BSEd-English students of Cebu Normal University during the academic

year 2023-2024.

Specifically, it answers the following questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1 Gender
  - 1.2 Age
  - 1.3 Year Level
2. What are the types of parenting styles that the students are exposed to;
3. What is the level of academic anxiety to the students;
4. Is there a significant difference between strict parenting styles and the academic anxiety of the students;
5. What output can be proposed?

## Methodology

### Design

The researchers employed a descriptive correlational design to investigate the relationship between strict parenting and the academic anxiety of BSED English students at Cebu Normal University Main Campus. As per Bhandari, P (2021) [3], a correlational research design aimed to explore the associations between two variables, and the results were not controlled by the researchers. The research findings were accepted, whether they turned out to be positive or negative. Correlational research offered a valuable avenue for exploring this complexity, providing insights into the strength and direction of the relationship without presuming causation. This design choice enabled researchers to gain a better understanding of how strict parenting practices and academic anxiety were interconnected in the real-world context of students' academic lives, contributing to a more nuanced comprehension of this relationship in the future.

### Respondents and Sampling Design

The respondents for the study were the 1st-year to 4th-year BSED English students at Cebu Normal University Main Campus. A total of 80 students were selected as respondents using a stratified random sampling method. According to Hayes, A. (2023) [8], stratified random sampling was utilized as a research sampling technique. In this method, researchers created subgroups or "strata" from the limited population, based on shared attributes and characteristics among the respondents. The researchers used stratified random sampling to ensure representation of all BSED English students at Cebu Normal University Main Campus. Specifically, there were 20 students selected from the 1st year, 20 from the 2nd year, 20 from the 3rd year, and 20 from the 4th year.

### Research Environment

The study was conducted at Cebu Normal University's Main Campus, which was located at Osmeña Blvd, Cebu City. The researchers specifically chose this environment because of the convenience and the student-friendly atmosphere of the University. Additionally, the researchers selected this environment because Cebu Normal University was one of the most renowned Universities in delivering high-quality education.

### Research Instruments

The researchers utilized the Academic Anxiety Scale,

developed and psychometrically validated in 2019, to obtain a comprehensive understanding of the factors causing academic anxiety. Additionally, the researchers used the Parental Authority Questionnaire (PAQ, Buri, 1991) [4], a well-established instrument commonly employed to assess parental authority and classify three distinct parenting styles (permissive, authoritarian, and authoritative).

### Data Gathering Procedure

The data gathering for the study was conducted using the Academic Anxiety Scale (2019) and the standardized Parental Authority Questionnaire (PAQ, Buri, 1991) [4]. These two questionnaires served as the foundation of the data collection to examine the relationship between strict parenting and the academic anxiety of the BSED English students at Cebu Normal University Main Campus. To gather the data, the researchers first submitted a letter of permission to the Office of the President to request permission to conduct the study inside the campus and use the students as its respondents. Secondly, the researchers asked 80 BSED English students to participate in the study. After the respondents provided their permissions, the researchers distributed two sets of standardized questionnaires through an online platform called Google Forms. Finally, the data gathered were also retrieved through Google Forms for a duration of 7 days. The data collected from the Google Form were used solely for research purposes and were kept confidential.

### Data Analysis

The researchers of this study implemented specific procedures to achieve their objectives, which included the utilization of statistical tools such as the Pearson Product-Moment Coefficient of Correlation, Mean, and Standard Deviation. These statistical methods were employed to examine the relationship between the variables under investigation, particularly how strict parenting impacted students' academic anxiety. Pearson's correlation, as described by Cramer (1998), was a statistical technique that was used to gauge the level of association between two variables, essentially quantifying the extent to which they shared common variance.

### Ethical Consideration

This study rigorously adhered to ethical guidelines, having obtained approval from the university's Research Ethics Committee. Participants granted informed consent and were guaranteed anonymity, receiving an honorarium as a gesture of gratitude. The study acknowledged the potential for emotional distress due to the sensitive topics of strict parenting and academic anxiety and took measures to provide appropriate support and resources. Participants benefited by sharing their experiences, contributing to future crisis response strategies, and gaining access to the study's results. The study's procedures prioritized transparency and flexibility, allowing participants to feel at ease and in control. In the event of emotional distress, the researcher pledged to provide necessary assistance and treatment, while also addressing conflicts of interest to ensure proper credit for data usage or sharing.

**Results & Discussions**

**Table 1: Parenting Styles of the Students**

Parenting Styles	Overall Mean Scores
Permissive Parenting	2.88
Authoritarian Parenting	3.27
Authoritative/ Flexible Parenting	3.39

  

Range	Qualitative Interpretation
1.00 – 1.80	Not Manifested
1.81 – 2.60	Poor Manifested
2.61 – 3.40	Somehow Manifested
3.41 – 4.20	Manifested
4.21 – 5.00	Strongly Manifested

Table 1 showed the parenting styles and their mean scores from the 80 key informants of the study. It indicated that most of the key informants experienced authoritative/flexible parenting styles with a mean score of 3.39. Bunag (2023) stated that authoritative parents expressed their love by prioritizing open communication and setting clear standards. They combined effective parenting techniques such as setting boundaries, having high expectations, fostering independence, and providing unwavering emotional support. This discovery aligns with the findings in a paper titled *"Parenting in the Philippines: A review of research literature from 2004 to 2014,"* where researchers observed that the authoritative parenting style was the most prevalent and commonly practiced approach in the Philippines.

In the gathered data shown above, the second was authoritarian parenting with a mean score of 3.27. According to Moore (2013), authoritarian parents anticipated complete compliance and maturity from their children. They insisted on unwavering obedience and had zero tolerance for questioning or rule-breaking. This parenting approach placed a high emphasis on the child's level of maturity but came with limited parent-child communication. According to Behwar (2022), children raised by authoritarian parents exhibited lower levels of social skills compared to children from authoritative and permissive families. This was because although children disciplined by authoritarian parents tended to excel academically and steer clear of trouble, their social development might have suffered as they were not encouraged to express their opinions, became introverted, and constantly worried about disappointing their parents.

Lastly, the lowest, permissive parenting style with a mean of 2.88 was also found in the gathered data from the key informants. Cherry (2022) defined permissive parenting style as a style that emphasized high responsiveness coupled with low demands. She added that parents who followed this approach were generally very affectionate, but they provided limited guidelines and rules for their children. Instead of expecting mature behavior, permissive parents often adopted a more friendly role rather than a strictly parental one.

**Table 2: Level of Academic Anxiety of the Respondents**

INDICATOR	MEAN SCORE	VERBAL DESCRIPTION	QUALITATIVE INTERPRETATION
1. I often worry that my best is not as good as expected in school.	3.24	Quite typical of me	Manifested
2. I tend to put off doing school work because it stresses me.	2.46	Somewhat typical of me	Poorly Manifested
3. I often worry that I am not doing assignments properly.	3.05	Quite typical of me	Manifested
4. I am less confident about school than my classmates.	2.53	Quite typical of me	Manifested
5. I have a sense of dread when I am in my classrooms	2.20	Somewhat typical of me	Poorly Manifested
6. I tend to find my instructors intimidating.	2.08	Somewhat typical of me	Poorly Manifested
7. I spend much of my time at school worrying about what is next.	2.53	Quite typical of me	Manifested
8. There is something about school that scares me.	2.40	Somewhat typical of me	Poorly Manifested
9. I'm concerned about what my classmates think about my abilities.	2.86	Quite typical of me	Manifested
10. I often feel sick when I need to work on a major class assignment.	2.24	Somewhat typical of me	Poorly Manifested
11. I have a hard time handling school responsibilities.	2.29	Somewhat typical of me	Poorly Manifested
<b>Total</b>	<b>2.53</b>	<b>Quite typical of me</b>	<b>Manifested</b>

Range	Verbal Description	Qualitative Interpretation
1.00 – 1.75	Not at all typical of me	Not Manifested
1.76 – 2.50	Somewhat typical of me	Poorly Manifested
2.51 – 3.25	Quite typical of me	Manifested
3.26 – 4.00	Very typical of me	Very Well Manifested

In Table 2, the level of academic anxiety among BSEd English students was presented, focusing on specific indicators related to their academic concerns through mean scores and qualitative interpretations. It shed light on the relationship between strict parenting and academic anxiety. Notably, the statement *"I often worry that my best is not as good as expected in school"* received the highest mean score, indicating significant academic anxiety. This finding echoed previous research, like the study by Chauhan and Dutt (2023) [6], which had identified authoritarian parenting as a key contributor to this anxiety. This manifestation of anxiety underscored the urgent need for interventions addressing self-esteem issues and performance expectations among students subjected to strict parenting styles.

In contrast, the statement *"I tend to find my instructors intimidating"* received the lowest mean score, suggesting a comparatively lower level of anxiety. Despite this, the presence of such sentiment underscored potential challenges within teacher-student relationships, warranting further investigation. Research by Sanvictores and Mendez (2022) suggested that individuals raised under authoritarian parents

tended to be well-behaved but might have struggled with social interactions and felt intimidated by authority figures. As a result, it suggested that BSEd English students, when exposed to strict parenting, experienced significant academic anxiety, as indicated by the mean score of 2.53 falling within the "Quite typical of me" range (2.51 – 3.25). This implied that a considerable number of students in this group identified with this level of anxiety, possibly due to the influence of strict parenting on their academic experiences and emotions.

**Relationship between Parenting Styles and the Academic Anxiety of Students**

**Table 3:** Correlation between Parenting Styles and Academic Anxiety

Strict Parenting Styles	Level of Academic Anxiety				Remarks
	Correlation Coefficient	Interpretation	p-value	Decision	
Permissive	-0.09	Negligible Correlation	0.44	Retain Ho	Not Significant
Authoritarian	0.29	Negligible Correlation	0.01	Reject Ho	Significant
Authoritative / Flexible	-0.11	Negligible Correlation	0.34	Retain Ho	Not Significant

Note: If p value is less than or equal to the level of significance (0.05) reject Ho. Otherwise, retain Ho.

Size of Correlation	Interpretation
0.90 to 1.00 (-0.90 to -1.00)	Very High Positive (Negative) Correlation
0.70 to 0.90 (-0.70 to -0.90)	High Positive (Negative) Correlation
0.50 to 0.70 (-0.50 to -0.70)	Moderate Positive (Negative) Correlation
0.30 to 0.50 (-0.30 to -0.50)	Low Positive (Negative) Correlation
0.00 to 0.30 (-0.00 to -0.30)	Negligible Correlation

Table 3 showed the Correlation Coefficient of Parenting Styles and the Academic Anxiety of the students. According to the table, Permissive, Authoritarian, and Authoritative Parenting Styles had a negligible correlation as their coefficient correlations belonged to the Negligible Correlation range, which was 0.00 to 0.30. However, significance was observed in the p-values. Both Authoritative and Permissive Parenting Styles showed no significance as Permissive Parenting had a p-value of -0.09 and Authoritative Parenting had a p-value of -0.11, which indicated retaining the Ho since their p-values were less than 0.05. On the other hand, the Authoritarian Parenting showed significance as it had a p-value of 0.29, which was greater than 0.05. To support the results of our data, a study by Chauhan and Dutt (2023) [6] was determined to investigate the relationship between parenting styles and adolescents' academic anxiety. They used purposive sampling and had 120 respondents (60 males and 60 girls) with ages ranging between 13 to 16. Their study showed no significant relationship between Authoritative Parenting and Academic Anxiety as it contributed to a lower level of academic anxiety. However, they found out that Authoritarian Parenting showed great significance in the contribution to a greater level of academic anxiety to students alongside Permissive and Uninvolved Parenting Styles.

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**Conclusion**

Taking the results into consideration, it was revealed how parenting styles could affect a child's development of academic anxiety. This showed how having a permissive parenting style could affect children in growing up to be uncontrollable and delinquent; having an authoritarian parenting style could greatly affect children in developing negative characteristics, such as not being able to decide on their own, being afraid to take risks, and being an individual who had low self-esteem; and lastly having an authoritative parenting style could have a positive effect on children growing up. Children who were raised in an authoritative parenting style tended to communicate, collaborate, and make decisions according to their reasonable limits. With this, it was found out that most students from Bachelor of Secondary Education majoring in English were under the authoritarian parenting style and experienced academic anxiety.

**Recommendation**

Despite limitations, the study offers crucial suggestions for parents to reduce academic anxiety and enhance students' self-esteem, particularly focusing on authoritative parenting styles. Recommendations include hosting Parental Counseling Seminars to encourage open communication, organizing workshops on alternative parenting methods, and improving parent-child interaction. Academic Anxiety Support Groups for Students provide a secure platform for students to discuss their concerns, share coping strategies, and receive guidance from mental health experts, boosting their overall well-being and academic performance. Personalized Parent-Teacher Counseling Sessions keep parents informed about their child's progress. Integrating this research into the values curriculum helps address mental health concerns, promoting understanding of various parenting styles and their impact on academic anxiety. This comprehensive approach aims to cultivate a more supportive and empathetic educational atmosphere.

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