

Parenting styles and academic performance in a sample of Colombian adolescents

Estilos de crianza y rendimiento académico en una muestra de adolescentes colombianos

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SUMMARY

Background: *The behavior of students in academic settings is influenced by a variety of variables that shape and impact their behavioral models, particularly in terms of academic performance; the family aspect stands out as a potential cause. The aim of this study was to investigate the relationship between parenting styles and the academic performance of 6th-grade students at the Tierra Santa Educational Institution in the municipality of Buenavista, Córdoba. **Material and methods:** A non-experimental, quantitative approach with a correlational and cross-sectional scope was employed. The research involved 77 participants in grade 6 of the institution, to whom the parenting styles survey was administered. Information was also*

*obtained from secondary sources, such as academic records, to assess academic performance. SPSS version 28 statistical software was used to process the data, and Spearman's Correlation Coefficient was used to establish the correlations between variables. **Results:** The results indicate a positive and significant correlation between the study variables, parenting styles, and academic performance, with a correlation coefficient of $r = 0.803$. The most commonly used parenting style is authoritarian, which is correlated with low performance, with a value of $r = 0.131$. In contrast, the least implemented parenting style is the democratic approach, which is positively related to high academic performance, as indicated by a correlation coefficient of $r = 0.315$. **Conclusions:** It is concluded that parenting styles play a crucial role in academic formation and performance.*

Keywords: *Parenting styles, education, academic performance, family, parenting patterns.*

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RESUMEN

Introducción: *El comportamiento de los estudiantes en los procesos académicos responde a una diversidad de variables que demarcan e influyen en los modelos conductuales, específicamente en cuanto a su rendimiento académico, se destaca el aspecto familiar como una posible causa. El objetivo del estudio fue establecer la relación entre los estilos de crianza y el rendimiento académico de los estudiantes de grado sexto de la Institución Educativa Tierra Santa del municipio de Buenavista Córdoba. Materiales y métodos:* *Se utilizó un diseño no experimental, enfoque cuantitativo, de alcance correlacional y transversal. La investigación contó con 77 participantes del grado 6° de la institución, a quienes se les administró la encuesta de estilos de crianza y se obtuvo información de una segunda fuente como es la historia académica para conocer el rendimiento académico. Para el procesamiento de los datos se utilizó el software estadístico SPSS versión 28 y para establecer las correlaciones entre variables se utilizó el Coeficiente de Correlación de Spearman. Resultados:* *Los resultados muestran que existe una correlación positiva y significativa entre las variables de estudio: estilos de crianza y rendimiento académico, con valores de $r=0,803$. El estilo parental más utilizado es el autoritario, que se correlaciona con un bajo rendimiento, con valores de $r=0,131$, mientras que el estilo parental menos implementado es el democrático, que se relaciona positivamente con un alto rendimiento académico, determinado por $r=0,315$. Conclusiones:* *Se concluye que los estilos parentales son esenciales en la formación y rendimiento académico.*

Palabras clave: Estilos de crianza, educación, rendimiento académico, familia, pautas de crianza.

INTRODUCTION

Parenting styles are defined as a set of parental qualities that encompass dimensions of support, including love, help, and approval (1). Other authors suggest that parental styles or patterns are defined as the set of behaviors transmitted to children, which are instructive for certain situations in the development of minors. This is recognized as parental duties through the affirmative behaviors of control and education that parents exhibit toward their children (2).

Taking into account the studies of bonding, parenting styles are experiences of the formation in the home, in the way that these parental behaviors of instruction give way to the integration and adaptation of human beings in the social environments they face in their daily lives, in such a way that they generate the construction and consolidation of their individuality for integration into society (3,4). Among the best-known parenting styles are the democratic, authoritarian, permissive, and neglectful styles (3,5-7).

Therefore, parent-child interactions emerge as the most powerful predictor of behavioral outcomes (8). This leads us to affirm that the systemic study of the family as an essential and transformative component is part of the recognition of different variables that affect the other systems in which individuals develop, such as the academic environment, which is why the notable incidence and participation of this family system in the academic performance of the individual is recognized (8).

Academic performance can be understood as the evaluation of subjects in the academic field, which involves both quantitative and qualitative reasoning, assessing what has been achieved in the learning process. The higher the values obtained in this field, the better the performance can be considered. According to Montero and Villalobos (9), it can be clearly and specifically understood that a proportional measure is used to assess and evaluate the results achieved based on specific assessment indicators.

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In this order of ideas, certain variables demarcate daily behaviors that shape the ideal response in educational processes. It is essential to identify the factors that influence students'

behaviors, as well as their contribution to low academic performance (10,11).

Regarding the academic performance problems in Colombia, a variety of causes are observed, including an unfavorable instructional environment within the family that can limit options for adequate advancement in improving the life project and individual well-being. All of this can contribute to low performance, including socioeconomic inequalities and indifference regarding the lack of appropriate learning standards that focus on child development. Additionally, it can corroborate, in some cases, the staff's skills in implementing improvements in the educational processes (12). However, it has been established that family characteristics and education in Colombian homes significantly influence the academic development of students (13).

In Colombia, research has advanced on the impact of family styles on academic performance (14). They conducted an analysis that enabled them to identify the relationship between the predominant parental parenting styles observed in several homes and the behavior of schoolchildren in relation to their academic performance.

Similarly, Gallego and Uribe (15) established that family factors influenced the determination of academic performance, with a significantly higher average performance level. It should be noted that the authors recognized that the emotional factor yielded high scores, while the permissive factor behaved differently, with a percentage of zero identified at the low level (15).

In relation to the analysis of this problem in the country (16), Colombia presented a study that is not simply focused on the relationship of the study variables but also presents a relationship with the attitudes that parents display in various situations in the functioning of the link with academic performance, since they determine the intervention of what they call family support and its importance in low results.

It is then stated that, at home, the actions that arise from these constant interactions are fundamental for the learning processes of the students. Considering the experiential development of the family, it is evident that at-

home educational models are also employed, as reflected in the parenting styles of each household. These are the execution of the training actions that parents use regarding the actions of their children so that they are the ones that determine the type of relationship that is created, being of a different nature, with greater emotional involvement, with a lower level of communication, among other behaviors to direct the subject's behavior (17). These are the types of affective, teaching, and socialization developments, understood as parenting styles, which influence daily behaviors and impact attitudes in the learning process (18-20).

Therefore, the school, as a primary actor in training, and as an ideal social group to generate adequate learning spaces, reaffirms itself as the essential entity in the adequate promotion of educational learning processes, where what has been learned is enhanced and is cohesive with the contextual reality of the student, effects that will permanently impact behavior in situations that arise in the classroom, and that affect their own academic performance (14).

The problem is observed in a similar manner and to a significant extent at the Tierra Santa Educational Institution in the Municipality of Buenavista Córdoba, Colombia, as there are situational gaps in learning, reflected in the students' insufficient results. Within the institution, the development of the formulated goals is not being realized, as educational quality, the ultimate goal of the academy, which can be quantified through academic performance, reveals low performance among students. Some of the causes are related to family structures and dynamics.

This situation allows us to formulate the following research question: What is the relationship between parenting styles and the academic performance of 6th-grade students at the Tierra Santa Educational Institution in the municipality of Buenavista Córdoba?

MATERIALS AND METHODS

The Study design employed a positivist paradigm, a quantitative approach, a correlational

type, a non-experimental design, and a cross-sectional study. The sample consisted of sixth-grade students from the Tierra Santa Educational Institution, comprising three groups and a total of 96 students. According to this, the sample size was calculated using the representative sample formula for the research, comprising 77 students,

with a 95 % confidence level and a 5 % margin of error.

The formula for calculating the sample was as follows (Table 1).

Table 1. Sample calculation

Data:			Sample calculation	
N	=	96	$n = \frac{Z^2 (p)(q)(N)}{(N-1) e^2 + Z^2 (p)(q)}$	
N/C	=	0.95		
z	=	1.96		
e	=	0.05	$n = \frac{(1.96)^2 (0.50)(0.50)(96)}{(96 - 1) (0.05)^2 + (1.96)^2 (0.50) (0.50)}$	
p	=	0.5		
q	=	0.5		
n	=	?	n =	77

Source: authors' own elaboration.

The instruments consisted of the Parenting Styles Survey, designed by neuropsychologists (21), which achieved a Cronbach's Alpha of 0.872 in its initial application. This instrument aimed to determine the parenting styles perceived by the students, specifically whether they were democratic, authoritarian, negligent, or permissive (22). The student survey was formulated from the attitude orientation of the parenting styles studied. It consists of 33 items, which are questions with closed-ended 'YES' or 'NO' answers about the actions of their parents in various aspects of daily life; each question is related to a specific parenting style.

The scoring of the instrument was established through the evaluation of the four scales, which represent the four identified parenting styles. These scales were scored with values ranging from 0 to the number of questions in the survey related to each parenting style, as listed in Table 2. For each scale, the closer the number of responses is to the highest rating, the greater the inclination to the parenting style increases; conversely, the closer the values are to zero, the lower the inclination to that parenting style.

Table 2. Assessment of parenting styles variable

Scale	Rating
Authoritarian parenting style	0-15
Permissive parenting style	0-3
Democratic parenting style	0-9
Neglectful parenting style	0-6

Source: Ramírez and Castaño (2005).

The academic performance variable instrument used to measure the academic performance variable was the final grade reports for the year 2021. Similarly, the evaluation system implemented by the institution was obtained, which led to the recognition of the student's performance situation based in the quantitative assessment structure shown in Table 3.

Table 3. Assessment of academic performance

Performance	Rating scale
Superior	Scores of 4.6 to 5.0
High	Grades from 4.0 to 4.5
Basic	Scores from 3.0 to 3.9
Low	Ratings from 1.0 to 2.9

Source: PEI Institución Educativa Tierra Santa (2021).

Procedure

Initial stage

The low performance of students in the educational establishment was recognized as a problem. Through an exhaustive analysis, it was found that sixth-grade students achieved the lowest final averages in the institution in 2021. According to this information, the problem was established with a view to its solution. Knowing the problem and the environment in which the students develop, a hypothesis was formulated about one of the factors that could influence the origin of the problem, specifically whether the style of upbringing received by the students is related to their academic performance in the institution.

Information was sought through the analysis of a theoretical review of the pillars of the research, various authors were consulted regarding each of the variables, and theoretical foundations were consolidated on theories of the relationship: between family and academic performance, in which the main postulates of parenting styles were related, among which are those put forward by Baumrind (3) and the advances developed by Maccoby and Martín (22). In addition to the conceptualization and refinement of other theories regarding the relationship between the family and academic performance, many authors have proposed over the years a basis for enhancing the application of teaching and learning processes. The final step involves an analysis that can be related to the study variables, allowing for a deeper understanding of the research.

Intermediate stage

As a first step, a meeting was requested with the school's directors and teachers to explain the research project to be carried out with the students and its scope, as well as its benefits for the school; at the same time, permission was requested from the school to carry out the research project at the school. Similarly, the respective request for permission was made, both from the school's management and the parents, to apply the surveys to the students, in which the parents gave their consent by signing the socialized permission, and the students also signed their assent to the application of the survey; in the same way, the school's management was asked for the final grade records obtained by the students in grade 6 in the year 2021.

Once all the necessary permissions were obtained, including those from the school's management, parents, and students' consent for the application of the test, we proceeded to explain and administer the survey to the participating students in person to gather the required information. It is worth noting that the survey was applied with the support and collaboration of the teachers and school managers of the institution.

At this stage, the final grade records of the sixth-grade students for the year 2021 were received from the institution's coordination. In turn, all the general averages of the students were reviewed to confirm whether a problem was indeed presented in the research project, specifically in the context of the link between the low academic performance of sixth-grade students in the institution and their parenting styles. This last point concluded this stage, which focused on data collection and observation.

Final stage

In the process of analyzing the general information collected, the data were tabulated in the Excel program for easier recognition. For the splicing of variables and analysis of correlation significance, the specialist statistical software

SPSS version 28.0 was used. The analysis of the information was conducted using graphs, which enabled the establishment of correlations between the variables and the identification of significant relationships, thereby facilitating the development of the scale using the indicators. Once the statistical analysis was completed, the results obtained, conclusions, and final recommendations were discussed.

Data analysis

Given that the variables in the study are ordinal, Spearman's Correlation Coefficient was selected to examine the orientation and dimension of the correspondence between parenting styles and academic performance, focusing on the degree of association between the two variables. Its application focused on associating a group of subjects to be compared, identifying aspects necessary to understand the link between the two variables of the research. The Spearman Correlation Coefficient is scored from -1.0 to +1.0, values that are interpreted according to the analysis of the quantification closer to +1.0, it will be understood that there is a strong association, so that as the variable increases the other also increases, while the numbers closer to -1.0, will be related to a negative linkage, because as one increases the other decreases, it should be noted that if the value is 0.0, there is no correlation.

It was sought to establish whether there was reciprocity between the variables parenting styles and academic performance, for which, after the application of the instruments and recognition of the results, a statistical study was carried out using the statistical software SPSS 28.0, which facilitated the process in the measurement in hierarchies automatically, calculated the coefficient and determined the value of the coefficient formula, yielding the data corresponding to the requirements of the study. To be subsequently taught through statistical data represented in diagrams for better understanding, along with the results obtained for each of the formative parental models, as well as their correlation with academic performance.

Ethical aspects

Ethical considerations were taken into account when collecting information, in accordance with Resolution 8430 of 1993 of the Ministry of Health and Law 1090 of 2006, which regulates the practice of Psychology in Colombia. That is, ethical aspects were considered to ensure voluntary participation and the confidentiality of the information.

RESULTS

Socio-demographic data of the participants

Most of the participants were 11 years old, accounting for 63.6 %, while the remaining 36.4 % consisted of students between 12 and 13 years of age. As for the gender, there was no significant difference. However, the majority (57.1 %) were female, and 42.9 % were male. It is evident that, considering the subjects under study are in a rural area of the municipality of Buenavista, their general characteristics are consistent with those of stratum 1 in the community's families, which is why 100 % of them belong to the same socioeconomic stratum.

Data analysis of the parenting styles variable

As shown in Table 4, it can be affirmed that the authoritarian parenting style is the predominant one, with 80.5 % of the respondents, equivalent to 62 students in the sample. In contrast to the democratic style, which accounts for only 3.9 %, i.e., three learners out of the participants. Permissive and neglectful parenting styles account for 5.2 % and 10.4 % of the total, respectively.

Analysis of the academic performance of the sample

In the collection of information on the general averages of the sixth-grade students of the Tierra Santa Educational Institution, it is possible to

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Table 4. Descriptive statistics of parenting styles variable.

		Parenting styles			
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Authoritarian	62	80.5	80.5	80.5
	Democratic	3	3.9	3.9	84.4
	Permissive	4	5.2	5.2	89.6
	Negligent	8	10.4	10.4	100.0
	Total	77	100.0	100.0	

Source: Own elaboration (2022).

affirm that a significant number of students were found at a basic level in their final average for the elective year 2021, with a total of 77.9 % of the students at this level. Next, the low level is

occupied by 15.6 % of the participants, and finally, at a high level, only 6.5 % are found; it should be noted that no higher average was observed in any of the participants (Table 5).

Table 5. Descriptive statistics of the academic performance variable.

		Academic performance			
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Top	0	0	0	0
	High	5	6.5	6.5	6.5
	Basic	60	77.9	77.9	84.4
	Low	12	15.6	15.6	100.0
	Total	77	100.0	100.0	

Source: Own elaboration (2022).

Correlation between parenting styles and academic performance

There is a statistically significant relationship between the parenting styles of parents and the academic results of sixth-grade students at the Tierra Santa Educational Institution, as evidenced by a regular positive correlation with a value of $r = 0.803$ (Table 6).

It was found that the authoritarian parenting style has a positive correlation with the category of low academic achievement, as determined by the value of $r = 0.131$. It has a negative

correlation with the other categories. In turn, the democratic parenting style exhibits a significant positive correlation with the category of high performance, with a correlation coefficient of $r = 0.315$. Regarding the other categories, it is observed that it has a negative correlation, with values below zero and tending toward -1.

In relation to the permissive parenting style, its relationship with the basic performance category is positive, albeit moderately, with a correlation coefficient of $r = 0.073$. On the other hand, the negligent style is related in a low positive manner to low performance, with a value of $r =$

Table 6. Correlation between Academic Performance and Parenting Styles.

		Correlations		
			Parenting styles	Performance
Spearman's Rho	Parenting styles	Correlation coefficient	1.000	0.803**
		(bilateral) Sig.	.	0.0001
	Performance	Correlation coefficient	0.803**	1.000
		(bilateral) Sig.	0.0001	.
		N	77	77

The correlation is significant at the 0.01 level (two-tailed).

0.045. The two previous parenting styles tend to have a negative correlation, with a value of -1, indicating an inverse relationship with the other performance categories in a reciprocal manner (Table 7).

It is possible to conclude that a correlation exists between parenting styles and academic

performance, which supports the study's hypothesis, as evident in the statistical results. Data that is positively related to significant numbers, suitable for affirming such a correlation, demonstrate that the variable of academic performance is directly and significantly affected by the parental behaviors known as parenting styles.

Table 7. Detailed correlation between parenting styles and academic performance

			Top	High	Basic	Low
Spearman's Rho	Authoritarian Democratic	Correlation coefficient	.	-0.056	0.073	-0.046
		(bilateral) Sig.	.	0.631	0.527	0.692
	Permissive	Correlation coefficient	.	0.0315**	-0.091	-0.110
		(bilateral) Sig.	.	0.005	0.430	0.343
	Authoritarian Democratic	Correlation coefficient	.	-0.158	-0.020	0.131
		(bilateral) Sig.	.	0.170	0.860	0.258
Permissive	Correlation coefficient	.	-0.042	-0.015	0.045	
	(bilateral) Sig.	.	0.718	0.899	0.695	

Correlation is significant at the $p < 0.05$ level (2-tailed).

DISCUSSION

The results regarding the perception of parenting styles among sixth-grade students at the Tierra Santa educational institution

indicate the presence of the four parenting styles described by other authors (2,3). According to Baumrind (3), this is negative for the student's school performance, as in an authoritarian home, children tend to become submissive and fearful of assuming responsibilities; they are introverted,

hermit-like, insecure, and have low self-esteem. This is evident in the results, as the correlation indicates a tendency towards low performance, with a value of $r = 0.131$, which differs from the value established by Montero and Villalobos (10). This suggests that this parenting style may not be the most conducive to achieving better academic performance.

On the other hand, the democratic parenting style, as identified in the analysis of the results, is a category rarely used by parents in the community. However, it proves to be the appropriate tendency for high academic performance, since its correlation with the same is very significant with a value of $r=0.315$, as indicated by Baumrind (3); parents who practice the determinant democratic style have children with high rates of academic achievement, with high responsibility in their academic process, given that the interaction of these parents indicates a high intervention in school tasks, as well as fair retribution for good behavior, favoring positive aspects appropriate for improving performance. Baumrind (3) affirms that the appropriate formative parenting behavior for high academic performance is democratic, conceptualizing that this fosters confident, socially competent individuals who tend to be independent, with greater self-esteem and self-control, ideal characteristics for achieving good results.

Consequently, the permissive parenting style is little used, as demonstrated by a percentage of 5.2 %, more referenced in the community, is related to basic academic performance with a positive correlation $r=0.073$, indicating not bad results at all but not outstanding performances, which summarizes Vega (11), that individuals generally do not obtain good academic performances in response to parents not providing them with spaces of attention, Furthermore, they are not involved in activities, tasks, and responsibilities at school, which leads to the assertion that they are people who, because of their style, do not develop disciplinary skills or habits, which consequently can hinder significant achievements.

Regarding the negligent parenting style, a slightly more significant number, but not close to the pattern outlined by the authoritarian style, with 10.4 %, establishes behaviors that, according to Rodríguez and Guzmán (19) have a

negative impact on the academic performance of the children under study, a statement confirmed with an average low positive correlation $r=0.045$. As stated by Rodríguez and Guzmán (19), the serious shortcomings, poor self-control, and sense of effort generate low academic achievement, relating that these parents are generally absorbed by work or other activities, which can lead to a series of problems of self-control, transformed into behavioral problems in every environment in which they develop and interact, creating an immature and impulsive personality.

Naturally, it can be stated that there is a real relationship between parenting styles and academic performance. However, it is necessary to clarify that this is not an absolute or unique correlation, as some studies have shown that several variables affect school performance, as described by Espitia and Montes (20), where learning styles have an impact on academic performance, this same author refers that there are several factors, among which parenting styles stand out, that contribute to low performance or its effect on high performance, stating that the results will respond to a variability of factors (23-28).

CONCLUSIONS

When analyzing the relationship between parenting styles and academic performance, there is a difference in varied proportions, where it is corroborated that an authoritarian parenting style predominates in the 6th-grade students of the institution, which is directly related to low performance, as identified in the cases of negligent and permissive styles, low and basic performance. It is understood that the low performance is a response to the fact that these parenting styles, primarily the authoritarian style, do not encourage appropriate behavior for improving individual skills, thereby hindering students' development in an environment characterized by requirements, changes, and interactions that are typical of the educational process.

The opposite situation in the students who have a better performance, of those who were identified as having a high average, it is evident that they are raised under the democratic style, as this style favors the development of skills congruent with

better achievements, as pointed out by many authors on which this research is based. Taking these effects into account, it is confirmed that parents can foster their children's autonomy and confidence by providing adequate support and strengthening their processes, thereby leading to transformation in academic results and significant improvements in academic achievement.

It is established that parenting style plays a key role in the student's academic formation, based on how young people internalize the different behaviors they perceive in their homes and how these affect their personal development and academic formation, permeating situations both in learning and in their development process. Consequently, the results obtained in this research suggest that the behavioral relationships between parents have a positive or negative impact on their child's development, leading us to reflect on the actions of guardians responsible for the development of individuals.

The above suggests that it is necessary to deepen, broaden, and generalize studies on the impact of the family on learners' achievements, recognizing that the influence of the family is of vital importance in education, as it is the primary entity that gives rise to skills, behavior, and processes. Parents, guardians, or caregivers play a crucial role in shaping the student. This is understood to the extent that, according to their understanding, commitment, and affective responsibility to educate their child, the child will be able to develop skills in a safe environment. Thus, the family is the first school that the child recognizes; it is the context that has the tools to be the bridge to success or failure with respect to the learning foundations that the parents build.

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