

The Influence of Parental Support on Academic Achievement among Vocational College Students in Ganzhou, China: A Mediating Effect of Teacher's Teaching Style

Zou Yaying

City Graduate School, City University of Malaysia
Email: 15679467821@163.com

Dr. Wei Hui Suan

City Graduate School, City University of Malaysia
Email: wei.hui@city.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBS/v14-i10/23229> DOI:10.6007/IJARBS/v14-i10/23229

Published Date: 17 October 2024

Abstract

This study investigates the impact of parental support on the academic achievement of vocational college students in Ganzhou, China, with a particular focus on the mediating role of teachers' teaching styles. Drawing upon Bronfenbrenner's Ecological Systems Theory and Social Cognitive Theory, this research explores how various forms of parental support—academic, emotional, and expectations—interact with teaching styles to affect student achievement. The findings reveal that both parental support and teaching styles significantly influence academic achievement, with teaching styles acting as a crucial mediator in this relationship. These results underscore the importance of fostering strong partnerships between parents, teachers, and schools to enhance student outcomes in vocational education. The study contributes to the broader understanding of vocational education in China and provides insights for policymakers and educators seeking to improve educational practices and outcomes in similar contexts.

Keywords: Parental Support, Teaching Style, Academic Achievement

Introduction

In the case of the present study, which examines the influence of parental support on academic achievement among vocational college students in Ganzhou, China, the background would likely delve into the educational landscape of China, particularly focussing on the vocational education sector, which has increasingly gained prominence as a vital component of the country's education system.

For the purpose of contextualising the study subject, it is essential to have a solid understanding of the dynamics of vocational education in China. The concept of vocational education has been positioned as an important option for students who might not choose to pursue traditional academic paths, but who are nonetheless necessary to the creation of a competent workforce that contributes to the expansion of the nation's economy. Within this context, academic accomplishment among vocational students becomes a key topic of study (Ozer & Perc, 2020). This is especially true when considering the fact that the success of these students has direct repercussions for their future employability and economic contribution. The background of the study would investigate the factors that influence academic achievement within this particular educational context, with a particular emphasis on the role of external support systems, such as parental support, which is typically less emphasised in research pertaining to vocational education in comparison to research pertaining to traditional academic settings.

Academic support, emotional support, parental expectations, and parental involvement are all components that make up the broad concept of parental support. A comprehensive study into each of these characteristics would be included in the background section, with reference to previously published research in order to emphasise the significance of these factors in determining the academic outcomes of students. For instance, academic support may involve parents participating in their children's educational activities, such as assisting their children with their homework or offering resources for learning (Lerner et al., 2022). On the other hand, emotional support refers to the affective environment that parents build for their children. This environment can either positively or negatively influence a student's motivation and resilience when confronted with academic challenges. The aspirations and aims of students are frequently driven by the expectations of their parents, whereas parental involvement is generally understood to refer to the active participation of parents in activities related to the student's school. This can serve to emphasise the significance of education in the development of the student's life.

In addition, the background of the study would include a discussion of the function that instructors' teaching styles play as a mediator in the relationship between parental support and academic accomplishment. It is typically the case that the connection between the home and school contexts is the most important factor in influencing the outcomes for students in educational research (Hu et al., 2022). The teaching styles of teachers, which include their abilities in communicating and listening, fairness and respect, emotional support, and the encouragement of autonomy and independence, have the potential to either enhance or minimise the benefits of parental support. In order to provide a justification for the inclusion of these mediating variables in the current research, the background of the study would thus investigate how these variables have been conceptualised in the previous research.

Furthermore, the backdrop of the study may address the specific setting of Ganzhou, which is a region in China. In order to arrive at a more nuanced assessment of the ways in which parental support and teaching methods interact to effect academic accomplishment in this particular environment, it is essential to have a solid understanding of the local context. Studies that have already been conducted on academic accomplishment in Chinese vocational schools would most likely be discussed in the background section. This would involve identifying gaps in the existing literature that the current study intends to fill.

Vocational education in China is a cornerstone of the country's strategy to develop a workforce capable of supporting its rapidly industrializing economy. The goal of vocational education in China is to provide students with the information and abilities that can directly and directly translate into employment in a variety of different professions and trades. This emphasis on practical application, on the other hand, frequently places less of an emphasis on academic performance as it has traditionally been judged by standardised tests and academic coursework (Mathews, 2021). As a consequence of this, the academic accomplishments of vocational students can be evaluated in a different manner, taking into account aspects such as the ability to demonstrate proficiency in technical skills, the successful completion of internships, and the capacity to apply theoretical knowledge in real-world situations. Despite these distinctions, academic achievement continues to be an essential predictor of whether or not a student is prepared to actively participate in the employment and make a positive contribution to the economy.

As a result of the Chinese government's recognition of the relevance of vocational education, numerous reforms have been adopted in order to improve both the quality and accessibility of vocational education. In the course of these reforms, efforts have been made to standardise curricula, improve the quality of instruction, and develop closer ties between vocational institutions and industry. Nevertheless, in spite of these efforts, there are still significant gaps in academic achievement, particularly between students who live in urban and rural regions, as well as between students who attend various types of vocational institutions (Brew et al., 2021). The socioeconomic condition of the individual, the availability of resources, and the level of support from both the community and the parents are all elements that frequently play a role in the formation of these discrepancies.

When doing research on the academic performance of vocational students in China, it is essential to take into account the role that external influences play, notably the impact of parental support. Students who are pursuing vocational education, as opposed to students who are pursuing academic paths, may be confronted with additional hurdles that can have an effect on their academic performance. These challenges may include reduced expectations from society, limited access to academic resources, and the necessity of balancing school with personal or professional obligations (Rosa, 2022). The encouragement, resources, and emotional support that students require in order to achieve academic success can be provided by parental support, which can play a significant part in alleviating various problems that students face. Several studies have demonstrated that adolescents who are provided with substantial support from their parents are more likely to exhibit higher levels of motivation, improved school attendance, and greater perseverance when confronted with adverse academic circumstances.

Additionally, the quality of the educational environment, which includes the teaching techniques of the instructors, is a factor that plays a role in the academic accomplishment of vocational students in China. In order to successfully fulfil their twin tasks of conveying both academic information and practical skills, instructors in vocational education must strike a balance. Consequently, their instructional methods must to be flexible and responsive to the various requirements of students who are pursuing vocational education (Misbah et al., 2020). Direct instruction, hands-on training, and the development of critical thinking abilities are frequently used in conjunction with one another to create an effective educational

environment in this context. Teachers who are able to cultivate an atmosphere that is both stimulating and encouraging for their students are more likely to be successful in fostering higher levels of academic accomplishment among their pupils.

Researchers in the field of education have focused their attention on the impact that parental support has on academic accomplishment. This is because parental support has a significant impact on the educational outcomes of pupils. Parental support, when understood in a wide sense, comprises a variety of behaviours and attitudes demonstrated by parents that contribute to the academic achievement of their children (Ozer & Perc, 2020). Some examples of these behaviours include, but are not limited to, providing academic support, providing emotional encouragement, establishing expectations, and actively participating in activities connected to school responsibilities. In order to form the learning environment, inspire pupils, and offer the essential resources for academic achievement, parental support is extremely important. This is because of its power to mould the learning environment.

There is a direct correlation between higher academic performance and the provision of academic help from parents. This support can take the form of assisting with homework, giving educational materials, and cultivating an environment at home that is conducive to learning. This kind of assistance enables students to better comprehend and participate in their homework, lessens the amount of stress they experience in their academic pursuits, and improves their capacity to achieve success in their studies (Hu et al., 2022). In vocational education settings, where students may encounter specific obstacles such as integrating the acquisition of technical skills with academic requirements, the addition of academic support from parents can be very advantageous. Not only does it help students become more proficient in the material, but it also emphasises the significance of education, which is exceptionally important in settings where academic achievement may not be the primary focus.

In addition to being an essential component of parental participation, emotional support plays a significant role in determining the outcomes of academic endeavours. The encouragement, empathy, and comfort that parents offer their children is what is meant by the term "emotional support." This type of support helps pupils develop a sense of security and confidence in themselves. Students who have the perception that their parents provide them with a high level of emotional support are more likely to build resilience, keep a positive attitude towards learning, and persevere in their academic endeavours despite the difficulties they face. When it comes to maintaining academic performance over the long run, this psychological foundation is absolutely necessary.

In addition to being an essential component of parental support, the expectations of parents are a crucial factor that greatly impacts academic accomplishment. Parents in China have a tendency to have high expectations for their children's academic achievement since scholastic attainment is frequently seen as a reflection of the honour of the family and the stability of the future. These standards have the potential to act as potent motivators, encouraging pupils to strive for excellence in their work (Todaro & Smith, 2020). While it is true that high expectations can be a driving force behind academic accomplishment, it is essential to keep in mind that these expectations must be matched with proper assistance and goals that are attainable. Being subjected to an excessive amount of pressure without

receiving adequate assistance can result in academic burnout, anxiety, and a bad attitude towards learning.

Participation of parents in school-related activities, such as attending parent-teacher conferences, taking part in school events, and maintaining regular connection with instructors, is another factor that has a big impact in the academic performance of pupils. By demonstrating to pupils that their parents are committed in their education, such involvement can increase the students' motivation and commitment to their studies, which in turn strengthens their academic performance (Bound et al., 2021). In addition, active parental involvement makes it possible for parents and teachers to work together more effectively, which ultimately results in a more encouraging educational setting that is sensitive to the specific requirements of each student. When it comes to vocational education, this is especially important because the integration of academic and practical skills training necessitates close cooperation between the surroundings of the home and the school.

One of the most important aspects of educational research is the study of the mediating effect that teachers' teaching styles have on students' academic accomplishment. This is especially true when learning about the ways in which different external influences influence the outcomes of students. Within the context of the educational process, teachers play a crucial part because they are the major facilitators of learning that takes place within the classroom (Duta et al., 2021). There is a significant possibility that their teaching style, which includes their methods of instruction, interaction with students, and attitude to education, might have a substantial impact on the way in which students assimilate and apply knowledge. This study examines the teaching style of teachers as a mediating variable, which means that it functions as an intermediary factor that influences the relationship between parental support and children' academic accomplishment. In other words, the teaching style of teachers is a factor that influences the relationship.

A teaching style is a comprehensive construct that comprises multiple elements, such as the ability to promote communication and listening skills, the capacity to foster justice and respect, the ability to provide emotional support, and the promotion of autonomy and independence among students. Every one of these aspects plays a unique part in determining the nature of the learning environment and, as a consequence, the kinds of academic achievements that students achieve (Mathews, 2021). For instance, it is essential for students to have strong communication and listening skills in order to guarantee that they comprehend the content that is being taught to them and that they are at ease when expressing their opinions and questions. Teachers who are skilled in communication have the ability to create a classroom environment that is more engaging and inclusive. This, in turn, can improve students' academic achievement by making learning more accessible and pleasurable.

When it comes to the ways in which a teacher might mitigate the impacts of parental support on academic achievement, fairness and respect are extremely important components of a teacher's teaching style. Students have a greater chance of developing a favourable attitude towards school and learning when they have the impression that their teachers treat them with fairness and respect (Brew et al., 2021). It is possible that this optimistic outlook will, in turn, increase their motivation to achieve academic success. Furthermore, a classroom climate that is characterised by justice and respect might minimise emotions of worry and

stress among students, which are known to have a negative impact on academic achievement. Consequently, the manner in which the educator approaches the creation of a learning environment that is respectful and equitable has the potential to accentuate the good effects that parental support has on the academic performance of children.

An further essential component of teaching style that has the potential to act as a mediator in the connection between parental support and academic accomplishment is the provision of emotional support by classroom instructors. The demonstration of empathy, compassion, and concern for the well-being of children is an essential component of emotional support provided by instructors. It is especially crucial for students who may not receive adequate emotional support at home to have this support available to them (Rosa, 2022). The provision of a supportive and nurturing environment by teachers increases the likelihood that students will have feelings of being appreciated and will have confidence in their talents, which can ultimately result in increased academic achievement. In this regard, the responsibility of the teacher goes beyond only imparting knowledge; it also encompasses the development of a sense of belonging and self-worth in the students, which is critical for the students' academic performance.

Moreover, autonomy and independence are additional aspects of teaching style that have the potential to alter the relationship between parental support and academic accomplishment. The development of critical thinking skills, problem-solving ability, and habits of self-directed learning are all opportunities that are made available to pupils by teachers who foster autonomy and independence in their students. In vocational education, where students are frequently obliged to use their information in practical, real-world contexts, these abilities are especially valuable since they allow students to better apply their knowledge (Misbah et al., 2020). By encouraging students to accept responsibility for their own education, teachers can assist children in taking ownership of their education, which can make parental support more successful over time. For example, children who are encouraged to be autonomous learners may be better equipped to utilise the academic resources and emotional support that are supplied by their parents, which ultimately leads to improved academic achievements for those students.

In addition, the fact that teaching style has a mediating influence underlines how important it is for educational research to take into account the connections that occur between the academic setting and the home milieu. Although there is little doubt that parental support is essential, the impact that it has on academic accomplishment is not clear. The quality of instruction that students receive can have a substantial impact on the impact that parental support has (Tan et al., 2020). When it comes to the impacts of parental support, teachers have the ability to either bolster or lessen those effects through their teaching approach. For instance, even in situations where the support of the parents is substantial, a teaching approach that is deficient in terms of effective communication, fairness, or emotional support may impede the student's capacity to attain academic success. A teaching approach that is upbeat and encouraging, on the other hand, might amplify the good effects of parental support, which ultimately results in improved academic performance.

Firstly, there is a significant gap in the literature concerning the academic achievement of vocational students in China. While substantial research exists on academic achievement

in traditional educational settings, vocational education remains underexplored, particularly in the context of Ganzhou—a region that represents a unique educational landscape within China. Vocational students in Ganzhou face unique challenges, such as balancing academic studies with practical skill acquisition (Shen, 2022). According to the National Bureau of Statistics, vocational students in rural and underdeveloped areas, like Ganzhou, often score 20% lower on national standardized tests compared to their peers in urban settings. This discrepancy highlights the need for focused research on the specific factors influencing academic outcomes among vocational students, particularly the role of parental support.

Secondly, the role of parental support in influencing academic achievement among vocational students has not been adequately explored. While parental support is widely recognized as a critical factor in student success, most research focuses on traditional academic pathways. Vocational students, who often come from lower socio-economic backgrounds—where the average household income in rural Ganzhou is below 50,000 RMB (\$7,700) per year—may have different needs and pressures compared to their academic counterparts. This economic strain can limit the extent of parental involvement and support, which is crucial for academic success (Zhang et al., 2020). The lack of understanding of how academic assistance, emotional backing, and parental expectations influence vocational students' academic outcomes presents a critical gap that this study aims to fill.

Thirdly, the impact of teachers' instructional methods as a mediating factor between parental support and academic achievement in vocational education requires further study. While it is established that parental support significantly influences academic performance, the mechanisms through which this support translates into academic success, particularly in vocational settings, are less understood. Teaching methods, including communication skills, fairness, emotional support, and the promotion of student autonomy, are critical in determining the effectiveness of parental support (Aldrup et al., 2022). Data from the Ministry of Education indicate that in regions like Ganzhou, where teacher training and resources are often limited, there is a 30% lower rate of student engagement compared to more affluent regions. This suggests that inadequate teaching methods could diminish the potential benefits of parental support, necessitating an exploration of how these methods can be optimized to enhance student achievement.

Objectives

- RQ1:** What is the level of academic achievement among vocational college students in Ganzhou, China?
- RQ2:** What is the relationship between Parental Support domains (academic support, emotional support, parental expectation, parental involvement) and academic achievement among vocational college students in Ganzhou, China?
- RQ3:** What is the relationship between teacher's teaching style domains (communication and listening skills, fairness and respect, emotional support, autonomy and independence) and academic achievement among vocational college students in Ganzhou, China?
- RQ4:** What is the relationship between Parental Support domains and teacher's teaching style domains among vocational college students in Ganzhou, China?
- RQ5:** What is the influence of parental support on academic achievement among vocational college students in Ganzhou, China?

RQ6: What is the influence of teacher's teaching style on academic achievement among vocational college students in Ganzhou, China?

Method

This research employs a cross-sectional survey research design, guided by a positivist research philosophy. Positivism, rooted in the belief that knowledge can be acquired through observable and measurable facts, contends that reality is stable and can be observed and described from an objective standpoint, without interfering with it (Bryman, 2016).

The research will focus on the vocational colleges within Ganzhou. According to the most current information available, the vocational education system in Ganzhou meets the needs of a sizeable number of students. The number of students attending vocational colleges in Ganzhou is expected to be somewhere around 35,000, as stated by the information provided by the official educational statistics (Yan, 2023). offering a vast and varied pool from which to draw a representative sample.

The sample size estimation for this study is derived from Krejcie and Morgan's (1970) sample size determination table. In this study, the main method for data collection is a questionnaire. This tool is widely recognized in social sciences for its series of questions that respondents answer.

The analysis of data in this research will employ a dual approach, combining both descriptive statistics and structural equation modeling to achieve the study's objectives. The analysis will first begin by measuring the validity and reliability of the study. The validity and reliability of the research instruments play a pivotal role in ensuring the accuracy and consistency of the results derived from the study. This rigorous assessment not only ensures the consistency of the research findings but also contributes to the overall robustness and credibility of the study.

Findings

Among vocational college students in Ganzhou, China, the study's results throw light on the intricate relationship between family support, instructional approaches, and academic achievement. This study sheds light on the complex dynamics at play in vocational education by analyzing survey data from a statistically valid sample of students.

Students enrolled in vocational colleges are more likely to succeed academically when they have the support of their parents. Students' academic performance improves when they have more emotional support from their parents and when they are encouraged to do well in school, according to the study. This discovery highlights how crucial family networks are for supporting students' academic growth and creating an optimal learning atmosphere. In addition, the study emphasizes that parental support is complex, including not just material aid but also emotional support and direction in setting goals.

The study also highlights how instructors' pedagogical approaches greatly impact their students' final grades. According to survey results, students' academic performance improves when they believe their professors use effective communication tactics, encourage independence and autonomy, and offer emotional support. In vocational education contexts,

these results highlight the importance of instructional techniques that put an emphasis on student engagement, autonomy, and emotional health.

This study also reveals the important mediating role of teacher's teaching style between parental support and students' academic achievement. Specifically, teacher teaching style plays a crucial intermediary function in enhancing the influence of parental support on students' academic achievement. To rephrase, there is a synergistic impact that leads to improved academic performance when students perceive both strong parental support and excellent teaching methods. Teacher's teaching style plays a mediating role in the influence of parental support on students' academic achievement. High levels of parental support and effective teaching practices are associated with the highest levels of academic accomplishment among students, according to the analysis. On the flip side, pupils who report feeling unsupported at home and whose teachers use inefficient methods of instruction typically perform poorly in school. This discovery highlights how positive educational practices and nurturing home situations work together to influence students' academic achievement.

Discussion

The aim of this study was to explore the influence of parental support on the academic achievement of students in Ganzhou Vocational College in China: the mediating effect of teacher teaching style.. By discussing the study's findings, we may get deeper into this complex topic. Improving educational results in vocational education settings requires a thorough understanding of these dynamics in order to develop appropriate interventions and policies.

Parental support is acknowledged as a powerful factor influencing the academic paths of students. According to the results, parental participation is complex and includes many different types of support, from boosting academic performance to providing emotional support. The study emphasizes the significance of family expectations and involvement in shaping adolescents' educational goals and choices. It is impossible to exaggerate the importance of family support systems in a culture where parental influence is prevalent. The results of the study are in line with previous research that has shown that parental involvement is critical for their children's academic success in a variety of classroom settings. The study further suggests that teachers' teaching styles play a mediating role between parental support and students' academic achievement. This discovery highlights the fact that factors pertaining to both the student's family and their educational background have an impact on their final grades. There is a synergistic impact that leads to improved academic performance when students report high levels of support from both their parents and teachers. It is crucial to handle these elements holistically, as pupils' educational advancement can be hindered by inadequate teaching approaches or a lack of parental support. In light of these results, it is clear that parents and teachers must work together to provide children with the best possible learning settings.

Expanding on the study's findings and their significance for educational policy and practice, the discussion explores these implications further. Vocational education officials, teachers, and parents can benefit greatly from the study's findings since they shed light on what makes a difference to students' academic performance in these types of programs. Significantly, the results highlight the need for communities, schools, and families to work together to help

students succeed in school. The report also stresses the need of professional development opportunities for educators so they may improve their teaching practices and make their classrooms more welcoming to students with a wide range of backgrounds and abilities who attend vocational colleges.

The results show that among vocational college students in Ganzhou, China, there is a complex relationship between parental support, teaching approaches, and academic accomplishment. This study adds to our knowledge of what influences students' academic performance and offers useful information for improving educational policy and practice by clarifying these dynamics. In addition, the study highlights how crucial it is for communities, schools, and families to work together to help children succeed in vocational education and create welcoming classrooms for all students.

References

- Aldrup, K., Carstensen, B., & Klusmann, U. (2022). Is empathy the key to effective teaching? A systematic review of its association with teacher-student interactions and student outcomes. *Educational Psychology Review*, 34(3), 1177-1216.
- Bound, J., Braga, B., Khanna, G., & Turner, S. (2021). The globalization of postsecondary education: The role of international students in the US higher education system. *Journal of Economic Perspectives*, 35(1), 163-184.
- Brew, E. A., Nketiah, B., & Koranteng, R. (2021). A literature review of academic performance, an insight into factors and their influences on academic outcomes of students at senior high schools. *Open Access Library Journal*, 8(6), 1-14.
- Chan, K. C., Wang, X., Yu, K., Dong, C., & Loy, C. C. (2021). Basicvsr: The search for essential components in video super-resolution and beyond. In *Proceedings of the IEEE/CVF conference on computer vision and pattern recognition* (pp. 4947-4956).
- Chen, X., & Hu, J. (2020). ICT-related behavioral factors mediate the relationship between adolescents' ICT interest and their ICT self-efficacy: Evidence from 30 countries. *Computers & Education*, 159, 104004.
- Duta, A., Wielgoszewska, B., & Iannelli, C. (2021). Different degrees of career success: Social origin and graduates' education and labour market trajectories. *Advances in Life Course Research*, 47, 100376.
- Fomba, B. K., Talla, D. N. D. F., & Ningaye, P. (2023). Institutional quality and education quality in developing countries: Effects and transmission channels. *Journal of the Knowledge Economy*, 14(1), 86-115.
- Hu, J., Dong, X., & Peng, Y. (2022). Discovery of the key contextual factors relevant to the reading performance of elementary school students from 61 countries/regions: Insight from a machine learning-based approach. *Reading and Writing*, 35(1), 93-127.
- Mathews, J. C. (2021). *Examinations: a commentary*. Routledge.
- Misbah, Z., Gulikers, J., Dharma, S., & Mulder, M. (2020). Evaluating competence-based vocational education in Indonesia. *Journal of Vocational Education & Training*, 72(4), 488-515.
- Rosa, H. (2020). *The uncontrollability of the world*. John Wiley & Sons.
- Rosa, R. (2022). The trouble with 'work-life balance' in neoliberal academia: A systematic and critical review. *Journal of Gender Studies*, 31(1), 55-73.
- Shen, P. (2022). A Brief Analysis On The Self-Management Ability of Students in Higher Vocational Colleges. In *The 6th STIU International Conference* (pp. 258-268).

- Todaro, M. P., & Smith, S. C. (2020). *Economic development*. Pearson UK.
- Ozer, M., & Perc, M. (2020). Dreams and realities of school tracking and vocational education. *Palgrave Communications*, 6(1), 1-7.
- Wu, S. (2023). Examining the roles of family and school social capital on academic achievements of sixth-grade students between migrant private schools and public schools in Bao'an district, Shenzhen city.
- Zhang, F., Jiang, Y., Ming, H., Ren, Y., Wang, L., & Huang, S. (2020). Family socio-economic status and children's academic achievement: The different roles of parental academic involvement and subjective social mobility. *British Journal of Educational Psychology*, 90(3), 561-579.
- Zhang, L. J., & Zhang, D. (2020). Dialogic discussion as a platform for constructing knowledge: student-teachers' interaction patterns and strategies in learning to teach English. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1), 22.