

Analysis of Positive Parenting Styles Among Rural Primary School Students' Parents: A Case Study of Qingxi Village, Fujian Province

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Abstract

With the deepening of educational reforms, rural basic education has garnered increasing societal attention. Family education, as a critical factor influencing children's development, demonstrates unique significance in rural areas. This study aims to explore the fundamental characteristics of positive parenting styles among rural primary school students' parents and propose strategies to enhance family education effectiveness. Focusing on Qingxi Village, Fujian Province, as a case study, data were collected through questionnaire surveys measuring parental practices in three dimensions: **warmth**, **autonomy support**, and **problem-solving assistance**. However, challenges persist due to a lack of effective educational guidance and resources, leading to suboptimal parenting approaches. The study recommends strengthening parental training programs and expanding educational support services to foster holistic development among rural students.

Keywords: rural education, family education, basic education, positive parenting styles

1. Introduction

Family education is not only the first classroom for children's growth but also a crucial cornerstone in shaping their future. However, in vast rural areas, family education is constrained by multiple factors. First, the cultural literacy of most rural parents has significant room for improvement, and they lack understanding of scientific educational concepts and methods. Data from *Human Capital in China 2023* released by the Central University of Finance and Economics (2023) reveal that the educational attainment of China's urban labor force is markedly higher than that of the rural labor force. In 2021, only 22.0% of rural laborers had a high school education, compared to 57.43% in urban areas, indicating a substantial gap. Second, many rural parents are preoccupied with making a living, leading them to prioritize material needs while neglecting their children's emotional and psychological demands, coupled with a lack of effective communication skills. Huang's (2023) survey of 453 parents of students at a rural primary school in Hunan Province found that 50.77% of parents felt inadequate in tutoring their children academically, 46.8% reported having no time to manage their children, 43.49% acknowledged a lack of effective communication with their children, and 27.81% expressed concerns about their children's addiction to the internet, phones, or computers. Third, the uneven distribution of educational resources—particularly in rural and underdeveloped regions—has resulted in deficiencies in scientific education resources, including outdated teaching facilities, insufficient personalized education, and a shortage of qualified educators. Ji's (2023) survey of 203 rural teachers in District P of Province S found that 55.7% believed local cultural resources were underutilized, only 15.8% reported receiving training on regional folklore and historical heritage, and a mere 1.0% claimed familiarity with rural educational modernization. Additionally, 75.4% stated that school equipment barely met their teaching needs, while 7.9% felt facilities were inadequate. Under standardized development models, rural education continues to face challenges such as low educational quality, insufficient student motivation, and poor academic performance. For example, a survey of 488 children from three rural primary schools in eastern Guangdong revealed that only 14.62% achieved high academic scores, while 40.62% performed poorly (Gao, 2023).

Generally, rural family education is heavily influenced by traditional beliefs, leading to skewed parental perceptions of education, overreliance on schools, and weak awareness of their primary responsibilities in child-

rearing. As shown in Lin's (2023) survey of 97 parents of students at Z Primary School in Fuqing City, 27.5% were indifferent to establishing a parent committee, and 28.3% opposed its formation. Regarding home-school collaboration, 26.7% felt schools dominated communication, relegating parents to a passive role. Furthermore, urbanization has led to declining enrollments in rural schools, with many small-scale institutions operating below regional standards and lacking sustainable development momentum. Despite increased societal investment in rural schools, funding and resource allocation remain insufficient, leaving both hardware and software systems in need of upgrades. Rural areas, with their unique cultural environments and abundant resources, should serve as microcosms of cultural revitalization, driving continuous progress in rural education.

Parenting styles—defined as specific behavioral patterns and tendencies exhibited during child-rearing—reflect interactions between parents and children and significantly influence their development across multiple dimensions (Darling & Steinberg, 1993). Individual coping mechanisms may vary under different parenting approaches (Bhattacharyya & Pradhan, 2015), as demonstrated by the parental acceptance-rejection theory. Prolonged exposure to rejecting parenting correlates with negative coping behaviors such as aggression, defensiveness, and resistance (Strage & Brandt, 1999). Conversely, children raised with warmth and emotional support are more likely to exhibit positive behaviors and proactive problem-solving (Hong, 2013; Wolfradt et al., 2003). Ginsburg and Bronstein (1993) found that frequent parental monitoring enhances external motivation, while positive feedback on academic achievements strengthens internal motivation. This suggests that parental involvement and encouragement can foster both intrinsic and extrinsic learning motivation, boosting children's academic interest. Positive parenting styles not only improve educational outcomes but also elevate societal educational levels and human capital quality (Park, 2002). Beyond knowledge, parents transmit values and life attitudes; children raised with positive parenting are more likely to become law-abiding, socially engaged citizens, reducing familial conflict and promoting harmony—key to societal stability (Zhou, 2014).

In resource-limited rural settings, parents can transmit community and traditional cultural values, enhancing rural populations' cultural literacy and fostering diverse, healthy cultural ecosystems (Zhou, 2014). Rural children often acquire practical life skills—such as agricultural knowledge and household management—from their parents, laying a foundation for future livelihoods and career development while contributing to higher employment rates (Boon, 2007). By encouraging curiosity and exploration, parents help children overcome obstacles and pursue better education. Through positive communication and modeling, parents teach conflict resolution and cooperation, equipping children to integrate into broader society. Facing life's challenges, supportive family environments cultivate resilience, adaptability, and strong study habits. Such nurturing can produce responsible, well-educated rural youth capable of advancing community culture and driving local socioeconomic progress—a virtuous cycle that enhances individual well-being and societal development.

Given the scarcity of empirical research on rural family education, this study analyzes the status and engagement of positive parenting practices in rural contexts. By exploring current challenges and proposing strategies centered on warmth, autonomy support, and assistance, it aims to optimize rural parenting approaches, improve family education quality, and provide actionable insights for rural educational advancement. The following research questions are addressed:

****Research Question 1:**** What is the current status of positive parenting practices among parents of rural primary school students?

****Research Question 2:**** How can family-based positive education be promoted for rural primary school students?

2. Theoretical Background

2.1 Definition of Positive Parenting Style

In the 1960s, Baumrind (1966) first introduced the term "Parenting style". The term "parenting" is usually defined as the influence of parents on children's behavior and development. The parenting style is a psychological structure, representing the standard strategies used by parents when raising their children. In her survey on parenting styles, Baumrind put forward three prototypes of different parenting styles, namely permissive, authoritative, and authoritarian parenting styles. She also divided these three parenting styles into two extremes. One is the permissive parenting style, which is a non-punitive, accepting, and non-demanding parenting style. The other is the authoritarian parenting style, where parents try to influence and control their children to maintain their obedience and respect for authority. The authoritative parenting style is described as a rational parenting style, characterized by respecting children's self-will and balancing it with disciplined consistency. It is generally believed that this parenting style produces more positive child outcomes than the other two styles. Therefore, positive parenting or effective parenting is usually considered to be authoritative parenting, and positive parenting also includes greater positive health and lower delinquent behavior. In general, positive parenting can be defined

as essentially authoritative parenting or a parenting style that includes the characteristics of authoritative parenting (Palacios, 2022). In subsequent research, many researchers have supported Baumrind's research theory that authoritative parenting and its related behaviors, including warmth, autonomy granting, and behavioral control, will bring the most favorable outcomes to children.

Since the family is usually the place where human beings begin their lives and develop their first interpersonal relationships, and it provides the foundation for the formation of personality and character. In particular, the relationship between parents and children is an important factor in the growth and development of the latter as adolescents. However, in different studies, the definition of parental attitudes varies. Durbin and Steinberg (1993) believe that the comprehensive attitude conveyed by parents to their children through physical or non - physical language during the interaction process is the parenting style. Prevatt (2003) stated that parenting style refers to a complex of stable attitudes and beliefs related to upbringing, which is the way and method used by parents or guardians in educating their children. Li and Willems (2019) believe that the family upbringing style is not only a relatively fixed way of behavior between parents and children in family education life, but also a comprehensive reflection of the parents' mentality, views, emotions, and actions in the whole process of cultivating their children. It can be seen that positive parenting style refers to the positive attitudes and behaviors of parents towards their children, such as warmth, understanding, acceptance, and support.

For rural areas, the family education style is the interaction between parents and children, as well as how to plan and support children's lives and education in rural communities (Besharat, 2011). It is mainly the cultivation, guidance, and influence of rural parents or other guardians on their children's moral character, physical quality, life skills, cultural accomplishment, and behavioral habits, in order to ensure the healthy development of children's body and mind. Its aim is to guide the society to pay attention to family values, enhance family happiness and social harmony, and achieve rural revitalization (Qingle, 2024). Baumrind (1991) pointed out that rural parents are more likely to be authoritative, responsive, and maintain a strict attitude when interacting with their children, and authoritative parents have high standards for their children and encourage them to discuss their action plans through arguments and reasons before making decisions (Grobman, 2003; Seid and Mikre, 2008). In addition, some scholars have further concluded that the positive parenting style of rural parents means that in the rural environment, parents create a positive family education atmosphere through positive attitudes, behaviors, and emotional expressions, in order to promote the comprehensive and healthy growth of children (Talin, 2021). That is, it is the parenting methods and behaviors of rural parents to take positive, supportive, and cultivate children's initiative and sense of responsibility (Lin, 2022). Therefore, the positive parenting style of rural parents is an important content in the study of rural family education, which is not only related to the healthy growth of rural adolescents, but also affects the overall development of rural society.

2.2 Factors Constituting Positive Parenting Style

The characteristics of positive parenting are usually described by different terms, including acceptance, enthusiasm, participation, sensitivity, response, caring, empathy, promoting social emotional and cognitive growth, and instruction (Baumrind, 1989; Bornstein, 2003; Hart, Nelson, Robinson, Olsen, 1998). Maccoby (1983) divided parents' parenting attitudes into two dimensions of love - rejection and autonomy - control, and subdivided them into four types: love - autonomy, love - control, rejection - autonomy, and rejection - control, and put forward a cyclical model. "Love - autonomy" refers to the parenting attitude of parents who endow their children with autonomy and sense of responsibility with love and respect for their children's personality. "Love - control" refers to the parenting attitude of parents who try to control their children through overprotection and intervention while expressing love. "Rejection - autonomy" refers to the parenting attitude of indifference and laissez - faire towards children. "Rejection - control" refers to the psychological and behavioral control of children by ignoring their opinions and suppressing their behaviors. Skinner, Johnson, and Snyder (2005), based on the self - determination theory (Deci and Ryan, 1985), that is, the desire to autonomously decide one's own behavior, interpreted the parenting attitude as six factors: autonomy support, coercion, structure, chaos, warmth, and rejection. The above are the different conceptual types of parenting attitudes proposed by different scholars, all of which show that parents' parenting attitudes have a significant impact on children's emotional, behavioral, and cognitive development.

Tae and Eun (2017) revised the Adolescent Parenting Attitude Scale (PSCQ_KA), and verified the Skinner, Johnson, and Snyder (2005) Adolescent Parenting Attitude Scale <Parents as Social Context Questionnaire for Adolescents>, and divided the constituent factors of positive parenting style into three dimensions: warmth, autonomy support, and provision of assistance. Among them, warmth is related to psychological needs, mainly reflected in emotional communication and psychological support, showing interest and affection for children, respecting and accepting their wishes, spending a lot of time together, and expressing verbal and non - verbal

intimacy. Lam (2018) believes that parents' warmth is a core aspect of parenting, which is usually defined as the support, praise, and affection from parents. It has been proved that children who have experienced this warm parenting attitude will have a sense of stability and calmness, and can establish good relationships with people not only in the family but also in friend and teacher relationships, and can better adapt to society. Autonomy support is related to the autonomy of psychological needs, which is a key point of self - determination theory, that is, accepting children's perspectives and views, having confidence to provide opportunities for choice, and encouraging their self - practice attitude. It can be seen that parents' autonomy support is also related to children's cognitive ability, academic enthusiasm, autonomous motivation, and mental health psychological and social indicators, which helps children form the personality traits of self - confidence, independence, and self - motivation. The provision of assistance is related to ability, which is a psychological need. Parents set clear goals and rules, but provide sufficient explanations and guidance in a way that children can understand, propose various methods, and provide appropriate feedback. When parents provide assistance to their children, children can understand the connection between their behavior and the result, and meet the need for ability by giving full play to their own ability to achieve the goals they want (Tae, Eun, 2017).

In summary, the research on parenting attitudes has put forward a three - dimensional bipolar model of warmth - rejection, autonomy support - coercion, and provision of assistance - inconsistency, as well as a unipolar model that studies warmth, rejection, autonomy support, coercion, provision of assistance, and inconsistency as six independent factors. In a study on the dimensions of the parenting attitude scale, it was shown that the unipolar model is superior to the bipolar model in terms of applicability and explanatory power (Tae, Lee, 2017). Therefore, this study believes that the positive parenting style of parents is the positive attitude and behavior of parents towards their children's warmth, autonomy support, and provision of assistance, which covers the warm care of parents for their children, and the cultivation of encouraging autonomy and supporting children's ability to solve problems independently.

2.3 The Impact of Positive Parenting Style on Children

The direct impact of parents' parenting style is on children's thinking and cognition. Heo (2012) believes that family upbringing not only determines the quality of parent - child relationships, but also has a significant impact on children's psychological characteristics, and thus affects children's intellectual development. Parents who have positive parenting behaviors and higher requirements for their children are always beneficial to the positive health of children and adolescents. This not only provides protection for children to prevent delinquency, but also gives children good education and happiness experience to adapt to society (Baumrind, 1966; Lamborn et al., 1991; Darling, Steinberg, 1993). Kautz (2014) proved the significant impact of parenting style on children's non - cognitive abilities, including behavioral problems, social skills, and emotional problems. In a recent study, Falk et al. (2021) explored the relationship between parenting style and children's patience, risk aversion, behavior, and altruism. The study emphasized that the parenting style centered on children and warmth has a positive impact on these aspects. That is to say, the parenting style that combines effective discipline with parental warmth, that is, positive parenting, will enable children to have a higher adaptability (Martinez - Escudero et al., 2023). In the future development of children, parents' parenting styles play a certain guiding role in various aspects. The moral and behavioral standards of parents are expressed and conveyed in communication with their children, and children will imitate and apply these standards to form their own development (Park, 2002).

Family upbringing plays a key role in children's acquisition of positive and negative habits. Generally speaking, extreme permissive and authoritarian parenting will lead to adverse outcomes for children (Hosokawa, Katsura, 2019; Pinguart, Gerke, 2019). That is, parents with authoritarian and neglectful parenting styles impose harsh physical and psychological control on their children, which is more likely to lead to children's internalized disorders and externalized behavioral problems (Pinguart, 2016; Rinaldi, Howe, 2012). Zakeri (2013) showed in the study of the relationship between parenting style and academic procrastination that the positive parenting style involving "acceptance - participation" and "psychological autonomy - granting" was significantly negatively correlated with academic procrastination, that is, when parents used strict supervision parenting style, academic procrastination increased significantly. That is to say, when parents have a negative parenting style, children's self - efficacy decreases, resulting in children's procrastination in academics (Frost, Lahart, and Rosenblate, 1991). Oh (2014) found that when parents often punish or restrict their children, children's reaction to school life is more negative, and their achievement motivation will gradually decrease. Therefore, negative parenting styles may lead to children's rebellious psychology, have a negative impact on adolescents' adaptation to school life and learning enthusiasm, and may even internalize parents' authoritarian attitudes and behaviors, and replicate this pattern in their own lives and relationships in the future.

In rural areas, due to the limitations of traditional values and resources, the family education concepts are relatively outdated, there is a lack of professional talents, the school's family education guidance ability is weak, and the lack of family education support functions, which leads to the close relationship between parents' parenting styles and the cognitive, emotional, social, and academic development of children and adolescents (Durbin et al., 1993). The types of rural parenting styles are roughly determined to be permissive and authoritarian parenting styles, which are related to the academic achievement and moral character of rural students. Positive authoritative rural family education means that children can obtain the necessary learning support and encouragement, achieve higher academic achievement and self - efficacy, and thus may have the opportunity to receive higher - level education (Lau, Power, 2020). In addition, some researchers have observed that permissive parents may lead to greater insecurity in children because they have too much freedom and lack sufficient supervision, resulting in children's excessive emotional dependence, loss of self - control, and lack of courage to deal with difficult situations (Lo, 2020). Lau (2020) believes that although authoritarian education may improve academic performance in some cases, authoritarian rural family education may lead to children feeling that their feelings and needs are not valued, resulting in emotional repression and communication barriers, and easily triggering children's rebellious behavior. It can be seen that in rural family education, kindness, discipline, and clear boundaries are more likely to help children's physical and mental health development than obedience and harsh attitudes.

3. Methods

3.1 Research Objects

This study explores and analyzes the basic situation of positive parenting styles of parents of rural primary school students. Parents of students were chosen as the research objects. Due to the advantages of online questionnaires, such as low collection cost, convenience, and speed (Tan, Teo, 2000), this study collected online questionnaires from parents of lower - grade students in a primary school in Qingxi Village, Youxi County, Fujian Province through the method of online questionnaire filling and collection. In August 2024, the questionnaires were distributed through the Wenjuanxing APP, and data was collected over a period of two weeks. A total of 125 questionnaires were collected, and 1 invalid questionnaire was screened out, leaving 124 questionnaires as the final data. The frequency of fathers as the main caregivers of the children in the family was 76, accounting for 61.3%. The frequency of mothers as the main caregivers was 36, accounting for 29%. The number of children whose main caregivers were (maternal) grandparents and other relatives was relatively small, with a frequency of 12, accounting for 9.7%. In terms of grade, there were 69 students in the first grade, accounting for 55.6%, and 55 students in the second grade, accounting for 44.4%. Regarding the number of children in the family, there were 10 only children, accounting for 8.1%. The frequency of families with two children was 62, accounting for 50%. The frequency of parents with three or more children was 52, accounting for 41.9%. According to the educational distribution of the main caregivers of the children in the family, there were 88 people with junior high school education or below, accounting for 71.1%. There were 21 people with high school education, accounting for 16.9%. The number of people with college education or above was 15, accounting for 12.1%. The characteristics of the research objects are shown in Table 1.

Table 1. Background Characteristics of Research Objects

Project	Category	Frequency	Percentage(%)
Primary Caregiver of Family Children	Father	76	61.3
	Mother	36	29.0
	Maternal) Grandparents and Other Relatives	12	9.7
Grade	One	69	55.6
	Two	55	44.4
Number of Children in the Family	One Child	10	8.1
	Two Children	62	50.0
	Three or More Children	52	41.9
Educational Level of the Primary Caregiver of Family Children	Junior High School and Below	88	71.1
	High School	21	16.9
	College and Above	15	12.1
Total Number		124	100

3.2 Research Instruments

In this study, to measure parents' parenting behaviors, 6 items and 12 questions from the revised Adolescent Motivation Model Parenting Attitude Scale by Tae and Eun (2017) were used. The factors of positive parenting attitude included three variables: warmth, autonomy support, and provision of assistance, with 12 questions in total. Each question was measured using a Likert - type 5 - point scale ("completely disagree" = 1 point, "somewhat disagree" = 2 points, "neutral" = 3 points,

"somewhat agree" = 4 points, "completely agree" = 5 points). The higher the score of this scale, the higher the level of parents' positive parenting. In this study, the Cronbach α value of parents' positive parenting style calculated for students ranged from 0.889 to 0.946, with warmth at 0.889, autonomy support at 0.946, and provision of assistance also at 0.946. This confirmed the reliability of the instrument. Considering that a Cronbach α value greater than 0.60 is an acceptable level of confidence (DeVellis, 2012), the reliability of the questionnaire was acceptable. Therefore, the composition of questions for each variable of positive parenting style and the calculation results of Cronbach α reliability are shown in Table 2 below.

Table 2: Composition of Questions and Reliability of Sub - factors in Positive Parenting Attitude Scale

Factor	Item Number	Number of Questions	Cronbach α
Warmth	1,2,3,4	4	0.889
Autonomy Support	5,6,7,8	4	0.946
Provision of Assistance	9,10,11,12	4	0.946
Total		12	0.970

3.3 Procedural Analysis

The data analysis in this study was carried out using the SPSS 26.0 program, and the analysis was conducted according to the following procedures. First, a frequency analysis was conducted to understand the general statistical characteristics of the research objects, and the frequency and percentage were calculated. Second, Cronbach α was calculated to verify the reliability of the measurement tools used in the study. Third, a descriptive statistical analysis was carried out to calculate the mean, standard deviation, skewness, and kurtosis of the main variables. Fourth, the differences in the three dimensions of positive parenting style among different demographic variables were analyzed. Specifically, a t - test statistical analysis was conducted on the differences in positive parenting style among different grades; an ANOVA statistical analysis was conducted on the differences in positive parenting style among different main caregivers of family children, the number of children in the family, and the educational level of the main caregivers of family children. Finally, strategies to promote positive parenting styles among rural parents were proposed based on the analysis results of this study.

4. Results

4.1 Comprehensive Situation Analysis

Before analyzing the research questions, in order to examine the basic characteristics of the main variables, we calculated the mean, standard deviation, skewness, and kurtosis of the sub - factors of warmth, autonomy support, and provision of assistance in the positive parenting style of parents of lower - grade students, and presented the results together with the range of each variable in Table 3. The survey showed that the mean value of warmth in positive parenting style was $M = 4.1552$, the mean value of autonomy support was $M = 4.1573$, and the mean value of provision of assistance was $M = 4.153$, with the values of skewness and kurtosis between - 2 and 2. When the kurtosis and skewness are within - 2 and 2, it can be considered that the distribution shape is normal (Nadarajah, 2005).

Table 3. Descriptive Statistics of Key Variables

Component	Mean	Standard Deviation	Skewness	Kurtosis
Warmth	4.1552	.92810	-1.317	1.779
Autonomy Support	4.1573	.95656	-1.516	2.189
Provision of Assistance	4.153	.98023	-1.285	1.461

4.2 Difference Analysis

To analyze the differences in positive parenting styles among parents of rural primary school students based on their demographic characteristics, a factor variance analysis was conducted. The t - test analysis method was used to examine the differences among students of different grades, while the ANOVA analysis method was employed to investigate the differences in warmth, autonomy support, and provision of assistance among different main caregivers of family children, the number of children in the family, and the educational level of the main caregivers of family children. The specific situation is shown in Table 4.

In the family, the warmth ($F = 4.869$) provided by the main caregiver of the children has a significant impact on the children's growth. Specifically, the warmth provided by mothers ($M = 4.34$) is more prominent than that provided by fathers ($M = 3.97$), while the warmth provided by other relatives is relatively lower ($M = 3.56$).

When examining the educational level of the main caregiver in the family, the provision of assistance ($F = 3.248$) is statistically significant, while there is no significant difference in warmth and autonomy support among caregivers with different educational levels. Moreover, caregivers with a college degree or above ($M = 4.75$) are more inclined to provide assistance, and caregivers with a high school education ($M = 4.11$) provide more help than those with a junior high school education or below ($M = 4.09$). In addition, no other variables showed significant differences.

Table 4. Test of Differences in Scores of Positive Parenting Style among Parents in Demographic Aspects

Component	Positive Parenting Style			
	Warmth (M±SD)	Autonomy (M±SD)	Support	Provision of Assistance (M±SD)
Primary Caregiver of Family Children	Mother (N=76)	4.34±0.84	4.31±0.89	4.27±0.93
	Father (N=36)	3.97±0.91	4.15±1.03	4.1±0.94
	Other Relatives (N=12)	3.56±1.22	3.69±1.07	3.58±1.23
	F	4.869	2.356	2.713
	p	0.009**	0.099	0.070
Grade of Family Children	1-3Grade (N=69)	4.01±1.04	4.09±1.05	4.07±1.09
	4-6Grade (N=55)	4.33±0.73	4.35±0.82	4.26±0.81
	t	-1.912	-1.481	-1.080
	p	0.058	0.141	0.282
Number of Family Children	1 (N=10)	4.23±0.72	3.95±0.95	3.93±1.06
	2 (N=62)	4.22±0.79	4.3±0.75	4.24±0.8
	≥3 (N=52)	4.06±1.1	4.14±1.16	4.11±1.16
	F	0.443	0.770	0.558
	p	0.643	0.465	0.574
Educational Level of the Primary Caregiver in the Family	Junior High School and Below (N=88)	4.09±0.99	4.13±1.00	4.07±1.01
	High School (N=21)	4.17±0.83	4.13±0.95	4.11±1.00
	College and Above (N=15)	4.52±0.52	4.77±0.38	4.75±0.41
	F	1.358	3.055	3.248
	p	0.261	0.051	0.042*

* $p \leq 0.05$; ** $p \leq 0.01$, N=124

5. Discussion and Conclusion

The main purpose of this study is to conduct an in - depth investigation and analysis of the positive parenting styles of parents of rural primary school students, with a view to understanding the current implementation of positive parenting styles in rural families and proposing effective promotion strategies based on this. Firstly, in order to verify Research Question 1 "What is the situation of positive parenting styles among parents of rural primary school students?", this study conducted a comprehensive statistical analysis and difference analysis of 124 parents of rural primary school students. From the results of the descriptive statistical analysis, the overall trend of positive parenting styles among rural parents is relatively good, which indicates that in the current rural family education

environment, the concepts and methods of positive parenting have been popularized and practiced to a certain extent. However, despite the overall good level, in the specific analysis of sub - factors, we found that the score of autonomy support is higher than that of warmth and provision of assistance, which reveals that there is still room for improvement in the positive parenting styles of rural parents. Specifically, the higher score of autonomy support may be due to the fact that rural parents pay more attention to cultivating children's independence and autonomy when educating them, which helps children form the ability to think independently and solve problems. However, the relatively low scores of warmth and provision of assistance may mean that some rural parents, due to busy work or other reasons, are unable to give their children enough attention and support, so parents still need to strengthen their emotional care and practical help.

In the difference analysis, the warmth parenting style provided by mothers is higher than that of fathers and other relatives, which is partially consistent with the study of Dyches (2012). In the family, mothers are usually more inclined than fathers to use emotional support and positive interaction methods to educate their children. This phenomenon may be related to the traditional concept of gender roles. Since mothers are usually the main caregivers of children, they have more opportunities to express warmth and support through daily interactions, and the educational background and social support system of mothers may also have an impact on their parenting styles. This continuous emotional communication helps to establish a closer parent - child relationship, thereby promoting children's psychological health and emotional development. Fathers and other relatives may be less involved in children's daily lives due to work burden or other responsibilities, resulting in their poorer performance in providing warm parenting compared with mothers.

The main caregivers in families with a college degree or above provide the highest level of assistance - giving parenting style, followed by those with high school and junior high school education or below. This result is partially consistent with the study of Song (2024), and the educational background of family caregivers has a significant impact on children's growth and development. Caregivers with high education levels usually have more educational resources, knowledge reserves, and social support. They are more inclined to use scientific and systematic parenting methods in the process of raising children. They may pay attention to children's psychological development, understand the needs of children at different age stages, and thus provide more personalized and appropriate education. In contrast, caregivers with lower education levels may have a more singular understanding of children's development due to the limitations of their education level, or lack relevant parenting knowledge and skills. This leads to their more traditional or empirical parenting styles, which are difficult to meet the diverse needs of modern education.

Secondly, to verify Research Question 2: "How to promote the family positive education of rural primary school students?", according to the research results of parents' positive parenting styles and their sub - dimensions, in family education, educators should pay more attention to children's warmth input, autonomy support, and provision of necessary assistance. When the family is filled with an atmosphere of love and care, it can effectively enhance children's sense of security, and the warmth and care conveyed by educators through words and deeds are one of the important factors for children's self - confidence and social interaction ability improvement. Therefore, educators should encourage parents to establish good parent - child relationships and listen to the voices of their children so that they can get emotional support. Secondly, in the process of rural primary school students' growth, parents' encouragement of children to make their own choices in daily life and actively participate in family decision - making is of great significance to the improvement of children's self - efficacy and sense of responsibility. Therefore, educators can organize family education lectures or workshops to help parents understand how to effectively encourage children's autonomy and provide suggestions for self - learning resources and activities suitable for rural students. In addition, rural primary school students often face the problem of lack of resources in their studies and life. In this regard, educators can suggest that families establish an effective communication mechanism, encourage families to pay attention to children's learning needs and emotional changes, and give necessary help and guidance when needed.

This study analyzed the positive parenting styles of parents of rural primary school students in Qingxi Village, Fujian Province, and used descriptive statistics and difference analysis methods to reveal the current situation of family education in the area, providing information for understanding the family parenting patterns of similar rural communities. By showing in detail the specific performance of parents in dimensions such as warmth, autonomy support, and provision of assistance, the policy recommendations proposed in the study aim to improve the quality of family education in rural areas and promote the effective use of community educational resources, which has certain guiding significance. However, the limitations of the study should not be ignored. Firstly, due to the possibly singular sample, the results may lack wide representativeness, and the sample size can be further expanded in the future to enhance the reliability of the study. Secondly, data collection mainly relies on questionnaire surveys,

which may have subjective bias. Future research should consider combining multiple methods to improve the objectivity and accuracy of data. Finally, the study did not fully consider the impact of local culture on parenting styles, which is an important aspect that needs in - depth exploration in future research. Although some suggestions have been put forward, due to the lack of actual intervention verification, the effectiveness of these suggestions still needs to be further tested and adjusted in practice.

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