

Abstract

The relations among parenting styles, socioeconomic status, reading comprehension ability and academic performance among grade three students in Hong Kong were investigated. Socioeconomic status was measured in terms of parents' education levels, household monthly income and flat size. Results revealed that academic authoritarianism and permissiveness was negatively correlated with academic performance while academic authoritative was positively correlated with academic performance. When compared with actual maternal, paternal and perceived maternal parenting styles, perceived paternal parenting style did not show any relation with academic performance of students. Reading comprehension score only showed positive relation with maternal academic authoritative and negative relation with perceived paternal academic authoritarianism. Besides, parents' education levels were correlated with parenting styles. It is also notable that it is important to adopt a more culturally sensitive measure of parenting styles.