

### **Abstract**

Although many studies have examined the relationship between parents' and children's academic achievement, few have explored the potential mediating role of authoritative parenting style between mothers' and children's academic achievement. In this study, we investigated the direct and indirect effects of maternal academic achievement and authoritative parenting style on the academic achievement of 163 Cantonese-speaking children in Hong Kong (mean age = 85.92 months). The children were assessed on Chinese and English word reading accuracy and fluency, as well as mathematics calculation accuracy and fluency. Mothers reported their academic learning history (AAHQ and AMHQ), educational attainment, and authoritative parenting style through a questionnaire. The results indicated that mothers' Chinese academic history was negatively associated with the use of authoritative parenting style and children's Chinese academic achievement. However, neither authoritative parenting style nor maternal educational attainment predicted children's academic achievement. These findings suggest that maternal academic history may play a crucial role in determining children's Chinese academic achievement in the Asian context.