

**REVIEW ARTICLE:****THE RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC PERFORMANCE IN PAKISTANI STUDENTS: A LITERATURE REVIEW**

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**ABSTRACT:**

There is ample research on the role of parenting in the academic performance of students that highlights parenting styles and their importance. While this research is extensively done in the Western world, studies in the cultural context of South Asia and particularly Pakistan are lacking. Therefore, this review was done to analyse the existing research on the relationship between the two variables in Pakistan and to provide guidance for future research. The review included studies that were previously conducted on parenting styles and academic performance of students from elementary school to postgraduate level in Pakistan. For this purpose, 22 studies from 2013 to 2023 were selected. Articles from six databases (including PubMed, Google Scholar, Springer Link, Science Direct, SAGE Journals, and Taylor and Francis Journals) were identified relating to the topic using a pre-established set of terms that included both parenting styles and academic performance. 18 of the studies highlighted that parenting styles affect the academic achievement of students, while 4 studies showed no association. It was concluded that the authoritative parenting style was the most effective in enhancing the academic performance of children of all education levels. More quality and in-depth research is needed on parenting styles to have a better understanding of the cultural effect of parenting styles on academic performance in Pakistan and the role of various moderating and mediating factors in the relationship between the two.

Keywords: Parenting styles, academic outcome, students, Pakistan.

**INTRODUCTION**

A high-quality and effective educational system provides opportunities for social and economic growth and plays a significant part in the development of a country. This is particularly true of developing countries as education on a national level reduces poverty, boosts economic growth, increases the developmental indices of a country, and on an individual level creates employment opportunities, and contributes to overall health and social well-being. In addition to good policies regarding education, parents being role models, also play a key role, and parenting styles have been associated with academic performance in students.<sup>1</sup> Family environment is also one of the factors responsible for children's cognitive, emotional, social, and behavioural competence.<sup>2</sup>

The term parenting in psychology is defined as the process of raising, promoting, and supporting the physical, emotional, social, and cognitive development of a child to adulthood and across the lifespan.<sup>3</sup> Parenting style is defined as a constellation of parents' attitudes and behaviours toward children and an emotional climate in which the parents' behaviours are expressed.<sup>2</sup> Maccoby and Martin's (1983) and Baumrind's (1991) classified parenting into four types based on responsiveness and demandingness.<sup>4, 5</sup> The authoritative parenting style is characterized as high in responsiveness and demandingness. Authoritative parents in addition to providing support and warmth, also clearly define rules with explanations and provide consistent discipline.<sup>5</sup> The authoritarian parenting style is characterized as low in responsiveness but high in demandingness. Parents of this style tend to use hostile control or harsh punishment in an arbitrary way to gain compliance, but they seldom provide explanations. The Permissive parenting style is characterized as low in demandingness but high in responsiveness. Permissive parents are responsive to their children and satisfy children's needs, but they fail to set proper discipline, exhibit behavioural control, or make demands for mature behaviours. Finally, a neglectful parenting style is characterized as low in responsiveness and demandingness. Neglectful parents are parent-centred and they are seldom engaged in child-rearing practices. They neither provide warmth nor set rules for their children.

Parenting is a well-recognised phenomenon and its various impacts, both positive and negative in terms of personality development, performance, attitudes, mental health outcomes and academic achievement of children have been extensively studied. With relevance to academic achievement, the authoritative parenting style has been described to have a positive correlation while authoritarian and permissive parenting styles have been correlated with negative outcomes.<sup>6</sup>

One theme that emerges is the difference between individualistic and collective cultures. Although the lines have been to some extent blurred in the age of digital globalization, some older studies have reported a preference for one type over another in the cultural context. Dornbusch et al. (1987) found that parenting styles vary across different cultures. For example, the authoritative parenting style was positively related to school grades in European American students. However, within the Asian group, authoritarian parenting was the strongest predictor of grades, but the other parenting indices were not significantly related to grades.<sup>7</sup> Other studies contradict this finding and have associated authoritarian parenting style with negative outcomes even among the Asian population.<sup>8</sup>

The purpose of this review is to find and analyse research on parenting styles and academic achievements in Pakistan and identify the potential for future research to fill the gaps, maybe pave the way for a more thorough systemic review.

## METHODOLOGY

This review includes a selected number of studies conducted on the relationship between parenting styles and academic outcomes in Pakistan. A total of 46 articles were assessed and the 22 studies that were relevant to this review were included. The data in these studies were then thoroughly reviewed.

### **Eligibility criteria:**

For a paper to be included in the review, it needed to measure academic outcomes concerning a specific predefined style of parenting, identifiable through already existing questionnaires.

The papers included were published in the English language in the past ten years from 2013 to the present, involving human participants, presented original data and described a measure for parenting styles and academic achievement in the region of Pakistan. Age was not defined and studies were done on adolescents, University students including medical and other STEM (Science, technology, engineering, and mathematics) and non-STEM students as well as graduates were included.

Peer-reviewed journal papers were included only. Quantitative, qualitative and mixed-method studies were included to consider different aspects of measuring the problem burden.

Papers were excluded if they did not fit into the conceptual framework of the study, focused on measures other than parenting styles for academic outcomes, included people of Pakistani origin living outside Pakistan or were done on the Asian population in general, were review articles or published by predatory journals.

### **Information sources:**

Six databases were used to find papers on parenting styles and academic performance from 2013 to April 2023. These databases included PubMed, Google Scholar, Springer Link, Science Direct, SAGE Journals, and Taylor and Francis Journals. The search strategy was arrived at after reviewing 5 review articles on relevant topics and further refined through team discussion. References to the selected studies were searched for more relevant studies, but no further papers were found.

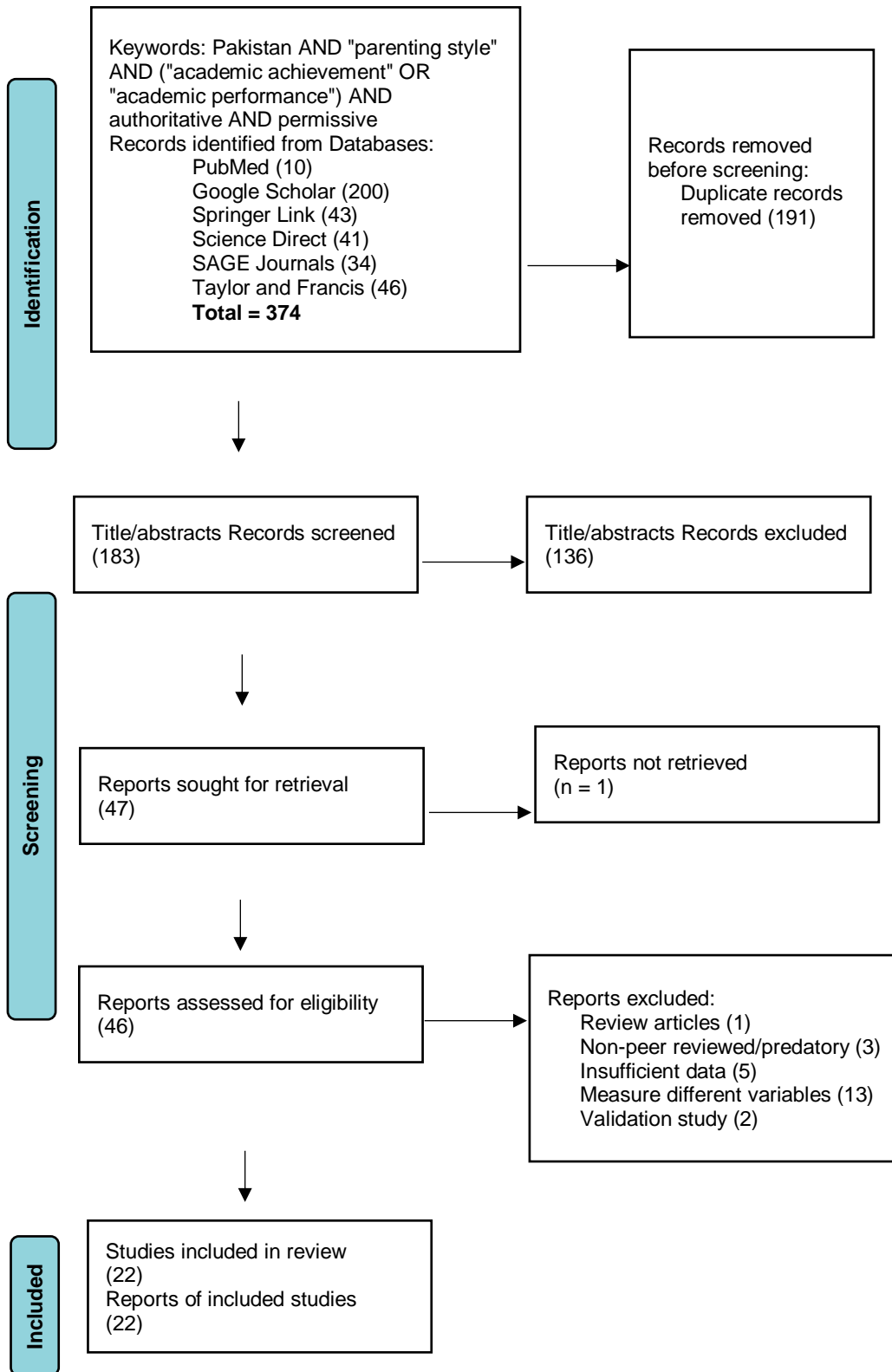
### **Search:**

Each database was searched through a similar strategy. The search was carried out primarily using keywords “parenting”, “parenting styles”, “academic performance”, “academic achievement”, “academic outcome”, “Pakistan” and with the help of Boolean operators. The results on each database were then further screened through the “find” option on Chrome to include research done in Pakistan only.

### **Data charting process:**

The data charting form was adopted from previous systemic reviews on parenting styles with various outcomes. The data was then charted iteratively in Excel and then rearranged in chronological order according to the year of its publication. The following data were extracted from each paper and tabulated: Year of publication, authors, journal, the city where the study was conducted, population and sample size, study design, parenting style questionnaire used, mediator and moderator if any, and results.

Identification of studies via databases and registers



RESULTS

The literature selected for review consisted of 22 publications with more than half of the studies conducted in the province of Punjab. This may misrepresent parenting style in the more conservative areas of the Khyber Pakhtunkhwa and Balochistan provinces.

Most studies conducted were cross-sectional correlational studies. The inventories used for parenting styles were mostly the Parental Authority Questionnaire (PAQ) and Parenting style scale, among others. Different inventories for self-esteem, self-efficacy, and self-regulatory learning were also employed in various studies. Academic performance was either gauged through GPA or academic performance questionnaires.

To analyse the relationship between parenting styles and academic outcomes, this review offers a comprehensive examination of the literature on these two variables and the role of several mediating and moderating factors in Pakistan. Following is a tabulated summary of the included studies.

Table I shows the included studies in the review, highlighting the main findings.

**TABLE I: Highlights of the studies on the relationship between parenting styles and academic performance**

S. No.	Author	Journal	N	Study Design	Parenting scale	Mediator/ Moderator	Population
1	Yasmin and Kiani, 2013	Pakistan Journal of Education	350	Cross-sectional	Parental Authority Questionnaire (PAQ)		Higher secondary school
2	Khan et al., 2014	The Sindh University Journal of Education	150	Cross-sectional	Buri parenting authority scale	self-esteem	Postgraduate students
3	Inam et al., 2016	Bulletin of Education and Research	210	Cross-sectional	self-developed		Grades 6 – 8 (middle school)
4	Tanvir et al., 2016	International SAMANM Journal of Business and Social Sciences	80	Cross-sectional	Parental Authority Questionnaire (PAQ)		University students
		Asia Pacific Education Review	313	Cross-sectional	Buri parenting authority scale	self-efficacy	University students

5	Masud et al., 2016						
6	Rauf and Ahmed, 2017	Pakistan Journal of Psychology	100	Cross-sectional	Parental Authority Questionnaire (PAQ)		Middle and secondary school students
7	Bilal et al., 2018	Pakistan Journal of Clinical Psychology	338	Cross-sectional	Scale of Parenting Styles		Middle and secondary school students
8	Masud et al., 2019	Frontiers in Psychology	456	Cross-sectional	Parental Bonding Instrument (PBI)	socio-economic status, father's education level	Secondary school students
9	Batool, 2020	Australian Journal of Psychology	502	Cross-sectional	Perceived Dimensions of Parenting Scale	self-esteem	University students
10	Imran et al., 2020	World Journal of Advanced Research and Reviews	217	Cross-sectional	Parental Authority Questionnaire		Special education schools (10-26 years)
11	Qamar and Majeed, 2020	European Journal of Research in Social Sciences	250	Cross-sectional	Parenting Style Scale	Emotional Intelligence	Medical Students
12	Qamar and Majeed, 2020	Pakistan Journal of Physiology	200	Cross-sectional	Parenting style scale	self-efficacy	Medical Students
13	Khalid et al., 2020	International Review of Social Sciences	389	Descriptive, correlational research	Parenting Style Scale		Higher secondary school

14	Rizwan et al., 2021	Review of Economics and Development Studies	720	Cross-sectional	Scale of Parenting Style	self-efficacy, Father's occupation	Higher secondary school
15	Asif et al., 2021	Elementary Education Online	351	Cross-sectional	Parental Authority Questionnaire (PAQ)		Higher secondary school
16	Yasinzai et al., 2021	Journal of Education & Humanities Research (JEHR)	189	Cross-sectional	Scale of Parenting Style		Higher secondary school
17	Bukhari et al., 2021	International Journal of Management Research and Emerging Sciences	200	Cross-sectional	Parental Authority Questionnaire		University students
18	Najmussaib and Ijaz, 2021	Advance Research in Social Sciences	419	Cross-sectional	Parent-Child Relationship Scale		Grades 7 & 8 (Middle School)
19	Hassan et al., 2022	Frontiers in Psychology	720	Cross-sectional	Parenting style scale	Learner self-efficacy, digital literacy	Secondary school students
20	Khan et al., 2022	Webology	770	qualitative and quantitative methods	Parenting Styles Dimension Questionnaire (PSDQ)		Mixed from elementary school to bachelors and vocational students
21	Ali et al., 2023	PLOS ONE	448	Cross-sectional	Parenting style scale	Socioeconomic status Gender	Secondary school students
	Rashid et al., 2023	Pakistan Journal of Humanities	500	Cross-sectional	Perceived Dimensions		University students

22		and Social Sciences			of Parenting Scale		
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Table II contains a summary of all the results of the articles included. Studies included in this review were not classified based on their strengths and research designs.

**TABLE II: Summary of the results examining parenting styles and academic achievement**

Author	Results
Yasmin and Kiani, 2013	<ul style="list-style-type: none"> <li>– A positive correlation was found between the authoritative parenting style of both parents and children’s academic performance.</li> <li>– A negative correlation was found between the authoritarian style of both parents and children’s academic performance.</li> </ul>
Khan et al., 2014	<ul style="list-style-type: none"> <li>– Authoritarian parenting styles of male and female correspondents are significantly related to better academic achievement.</li> </ul>
Inam et al., 2016	<ul style="list-style-type: none"> <li>– The study showed a significant association between the parenting style and the academic achievement of their children.</li> <li>– Students with permissive parents had the highest mean achievement score. Within the group of underachievers, students with authoritative parents had the highest mean achievement score.</li> <li>– Results showed a significant relationship between parenting styles used by fathers and academic achievement.</li> <li>– Students with permissive fathers showed significantly better results than those with authoritative in their actions only.</li> <li>– Students with permissive mothers had the highest mean achievement score. A separate analysis of underachievers showed that students with authoritative mothers had the highest mean achievement score.</li> </ul>
Tanvir et al., 2016	<ul style="list-style-type: none"> <li>– The authoritative parenting style has more effect on student academic achievement as compared to the authoritarian and permissive parenting styles.</li> <li>– The student’s academic achievements positively correlated with the father’s parenting style and only weakly with the mother’s parenting style.</li> </ul>
Masud et al., 2016	<ul style="list-style-type: none"> <li>– Parenting styles individually have no significant relationship with academic performance.</li> <li>– In addition, self-efficacy only mediates the relationship between authoritative parenting style and academic performance.</li> </ul>



<p>Rauf and Ahmed, 2017</p>	<ul style="list-style-type: none"> <li>- Authoritarian parenting style is a significant predictor of academic performance and authoritarian parenting style negatively affects academic performance.</li> </ul>
<p>Bilal et al., 2018</p>	<ul style="list-style-type: none"> <li>- Most (97 %) of the participants scored high on the subscales of control and responsiveness which is equivalent to the authoritative style of parenting.</li> <li>- The authoritative parenting style is a significant positive predictor of self-esteem and academic performance; self-esteem and academic performance were found positively related.</li> <li>- Both parents' total scores on the subscale of responsiveness and control (authoritative) were found to be significant predictors of the self-esteem of children.</li> <li>- Both parents' total scores of the subscale of responsiveness and control (authoritative) were also found to be significant predictors of the academic performance of children.</li> </ul>
<p>Masud et al., 2019</p>	<ul style="list-style-type: none"> <li>- Higher socio-economic status, father's education level, higher care scores, and higher mean "overprotection" scores for both fathers and mothers were independently associated with better academic performance in adolescent students.</li> <li>- Affectionless control (authoritarian style) was the fathers' and mothers' most common parenting style. When adopted by the father, it was also the only parenting style independently improving academic performance.</li> <li>- Overall, mean "care" scores were higher for mothers and mean "overprotection" scores were higher for fathers.</li> </ul>
<p>Batool, 2020</p>	<ul style="list-style-type: none"> <li>- The findings indicate that a positive parenting style has a decisive impact on the SE of university students, and SE serves as a significant mediator between compassionate and supportive parenting style, academic procrastination, and academic achievement.</li> <li>- SE seems to function as an academic self-regulatory mechanism that may help to decrease academic procrastination and enhance academic achievement.</li> <li>- A compassionate and supportive parenting style not only directly influences the academic achievement of university students but also plays a constructive role in their better grades via enhancing their SE and the subsequent delimited procrastination behaviour.</li> </ul>
<p>Imran et al., 2020</p>	<ul style="list-style-type: none"> <li>- The relationship between authoritative parenting style with academic performance was found to be positive, whereas the correlation between authoritarian and permissive parenting styles and academic performance was negatively associated.</li> </ul>

<p>Qamar and Majeed, 2020</p>	<ul style="list-style-type: none"> <li>– A highly significant negative association exists between neglect parenting style and academic achievement in medical students but a highly significant positive relationship between emotional intelligence and academic achievement.</li> <li>– High emotional intelligence could reduce neglect parenting styles and lead to better academic achievement of medical students.</li> </ul>
<p>Qamar and Majeed, 2020</p>	<ul style="list-style-type: none"> <li>– Analysis showed a highly significant positive association between parenting styles, self-efficacy, emotional intelligence and academic achievement in medical students and a significant prediction between emotional intelligence and academic achievements.</li> <li>– Self-efficacy was a significant moderator between authoritarian parenting style and academic achievement.</li> </ul>
<p>Khalid et al., 2020</p>	<ul style="list-style-type: none"> <li>– There was a weak or no correlation between academic achievement and parenting styles.</li> <li>– Strictness was negatively related to the academic achievement of the students.</li> </ul>
<p>Rizwan et al., 2021</p>	<ul style="list-style-type: none"> <li>– The study results indicate a positive impact of parenting style (responsiveness and control) on the student’s academic achievement at the secondary school level.</li> <li>– The significant impact of Parenting style (responsiveness and control) on academic achievement is partially mediated by academic self-efficacy.</li> <li>– The mother’s occupation (government employee) and education significantly impact academic achievement, responsiveness and control parenting styles while not impacting students' self-efficacy.</li> </ul>
<p>Asif et al., 2021</p>	<ul style="list-style-type: none"> <li>– A positive correlation between authoritative parenting style and academic achievement and a negative correlation between permissive parenting style and academic achievement was found in students with no difference between the two genders.</li> </ul>
<p>Yasinzai et al., 2021</p>	<ul style="list-style-type: none"> <li>– There is a positive relationship between parenting styles, academic achievement, and academic self-efficacy.</li> <li>– Academic achievement is positively predicted by responsiveness and control parenting style among the students.</li> <li>– The male students showed a higher level of academic self-efficacy and academic achievement as compared to females.</li> </ul>
<p>Bukhari et al., 2021</p>	<ul style="list-style-type: none"> <li>– The findings showed a weakly positive correlation between Parenting styles and academic achievement.</li> </ul>

	<ul style="list-style-type: none"> <li>– Authoritative parenting style positively affected academic achievement among university students. Whereas, authoritative, permissive, and neglectful parenting styles had negative effects.</li> </ul>
Najmussaqqib and Ijaz, 2021	<ul style="list-style-type: none"> <li>– There was no significant association between closeness in parent-child relationships and academic achievement in school children.</li> <li>– In contrast, rejected parent-child relationships had a significant association with low academic achievement in school children.</li> </ul>
Hassan et al., 2022	<ul style="list-style-type: none"> <li>– The authoritative parenting style has a weak association with LSE and a strong association with SRL.</li> <li>– Permissive parenting styles have low associations with SRL and a high association with LSE.</li> <li>– Students from authoritarian parenting have higher SRL and higher academic achievement orientation.</li> <li>– Digital literacy significantly moderates with LSE and SRL to influence the academic achievement orientation of secondary school students.</li> </ul>
Khan et al., 2022	<ul style="list-style-type: none"> <li>– Most parents had an authoritative parenting style that correlated positively with academic outcomes compared to permissive parenting.</li> </ul>
Ali et al., 2023)	<ul style="list-style-type: none"> <li>– The authoritative parenting style was significantly and positively associated with the academic performance of children compared to permissive and authoritarian parenting</li> <li>– Respondents from high socioeconomic statuses, when exposed to a similar parenting style, secured better school grades than children from low socioeconomic groups.</li> </ul>
Rashid et al., 2023	<ul style="list-style-type: none"> <li>– Parenting styles and personality traits significantly predict academic achievement among adolescents.</li> <li>– Parents with supportive parenting styles have better academic performance in adolescents.</li> <li>– Personality traits (openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism) were significant predictors of academic achievement.</li> </ul>

The following themes were identified in the results:

**1. The existence of an association between parenting styles and academic performance:**

The review of 22 studies confirmed the association between parenting styles and academic performance across diverse education levels. While 18 studies supported this correlation, exceptions were noted in two studies (Najmussaqqib and Ijaz, 2021 and Khalid et al., 2020),

which couldn't establish a significant relationship, even though they reported strict / rejected parenting style having negative impacts on the academic outcome of children.<sup>9,10</sup>

## 2. Effectiveness of Authoritative Parenting:

The consistent positive correlation between authoritative parenting and academic achievement prevailed across diverse age groups and educational levels. Khan et al., 2022 highlighted this style as the most prevalent, emphasizing its positive association with better academic outcomes compared to permissive parenting among a mixed study population ranging from school to bachelor levels.<sup>11</sup>

Inam et al., 2016 identified that among underachievers in middle school, students with authoritative parents, particularly mothers, exhibited the highest mean achievement scores.<sup>12</sup> Bilal et al., 2018 found that the authoritative parenting style of both parents significantly predicted enhanced academic performance in middle and secondary school students.<sup>13</sup>

In the context of secondary school, Masud et al., 2019 discovered that higher "overprotection" scores from both fathers and mothers independently correlated with improved academic performance among adolescents.<sup>14</sup> Ali et al., 2023 also confirmed the significant and positive association of authoritative parenting with academic performance compared to permissive and authoritarian styles.<sup>15</sup>

Studies conducted among higher secondary school students by Yasmin and Kiani, 2013 and Asif et al., 2021 reaffirmed a positive correlation between academic performance and the authoritative parenting style of both parents. Additionally, Rizwan et al., 2021 and Yasinzai et al., 2021 focused on responsiveness and control parameters of parenting style, both emphasizing the positive impact of authoritative parenting on academic achievement.<sup>16-19</sup>

Among university students, Rashid et al., 2023 established a positive correlation between supportive parenting and academic performance.<sup>20</sup> Furthermore, Bukhari et al., 2021 and Tanvir et al., 2016 reiterated the positive influence of authoritative parenting on academic achievement compared to authoritarian and permissive styles.<sup>21,22</sup> Even in the context of special needs children, Imran et al., 2020 reported a positive correlation between the two variables.<sup>23</sup>

## 3. Mixed Effects of Authoritarian Parenting:

Studies by Yasmin and Kiani, 2013, Rauf and Ahmed, 2017, Imran et al., 2020, and Bukhari et al., 2021 consistently indicated a negative correlation between the authoritarian parenting style of both parents and children's academic performance.<sup>16,21,23,24</sup> Najmussaib and Ijaz, 2021 highlighted significant associations between rejected parent-child relationships and low academic achievement among school children, while Khalid et al., 2020 noted a negative relationship between strictness and students' academic achievements.<sup>9,10</sup>

Conversely, Khan et al., 2014 reported a positive correlation between authoritarian parenting and academic achievement.<sup>25</sup> Masud et al., 2019 characterized affectionless control (an aspect of authoritarian style) as the most common parenting style among fathers and mothers.

Interestingly, when the father adopted this style, it independently improved academic performance, standing out as the sole parenting style with such a positive impact.<sup>14</sup>

#### **4. Mixed Effects of Permissive Parenting:**

Inam et al., 2016 notably reported a positive correlation between permissive parenting and high mean achievement scores; however, this correlation was not consistent for underachievers. Specifically, students with permissive fathers demonstrated notably better results, while those with permissive mothers attained the highest mean achievement scores.<sup>12</sup>

Conversely, Imran et al., 2020 and Asif et al., 2021 both highlighted a negative association between permissive parenting styles and academic performance.<sup>17,23</sup> Additionally, Bukhari et al., 2021 pointed out the negative effects of both permissive and neglectful parenting styles on academic performance.<sup>21</sup>

Qamar and Majeed, 2020 specifically found a highly significant negative association between the neglect parenting style and academic achievement, particularly among medical students.<sup>26</sup>

#### **5. Mediating Factors:**

Factors like self-efficacy, emotional intelligence, and personality traits played a mediating role in the relationship between parenting styles and academic performance.

##### **Self-esteem:**

Bilal et al., 2018 established the authoritative parenting style in both parents as a significant positive predictor of self-esteem, linking it to improved academic performance.<sup>13</sup> Batool, 2020 research emphasized the influential role of self-esteem, demonstrating its mediation between compassionate, supportive parenting styles, academic procrastination, and achievement. This highlighted self-esteem's function as an academic self-regulatory mechanism, which decreases academic procrastination and positively impacts academic outcomes.<sup>27</sup>

##### **Self-efficacy:**

Masud et al., 2016 found no direct correlation between parenting styles and academic performance but identified self-efficacy as a mediator between these variables, particularly in the relationship between authoritative parenting and academic performance.<sup>28</sup> Rizwan et al., 2021 highlighted partial mediation of parenting style's impact on academic achievement through academic self-efficacy.<sup>18</sup> Yasinzai et al., 2021 similarly noted a positive relationship between parenting styles, academic achievement, and academic self-efficacy.<sup>19</sup>

Qamar and Majeed, 2020 study highlighted the positive association between parenting styles, self-efficacy, emotional intelligence, and academic achievement in medical students with self-efficacy as an important mediator between authoritarian parenting style and academic achievement.<sup>26</sup>

Additionally, Hassan et al., 2022 observed that authoritative parenting had a weak association with learner self-efficacy but a strong association with self-regulatory learning. Surprisingly,

authoritarian parenting was linked to higher self-regulatory learning and a greater academic achievement orientation. Moreover, permissive parenting showed low associations with self-regulatory learning and a high association with self-efficacy. Digital literacy was found to moderate between learner self-efficacy and self-regulatory learning, impacting the academic achievement orientation of secondary school students.<sup>29</sup>

### **Emotional Intelligence:**

Qamar and Majeed, 2020 revealed a highly significant positive relationship between emotional intelligence and academic achievement among medical students. They emphasized emotional intelligence as a mitigating factor against the impact of neglectful parenting styles, contributing to improved academic outcomes.<sup>30</sup>

### **Personality traits:**

Rashid et al., 2023 identified significant personality traits (openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism) as predictors of academic achievement.<sup>20</sup>

## **6. Moderating factors:**

### **Gender Differences:**

Tanvir et al., 2016 highlighted a positive correlation between academic achievements and the father's parenting style, while the mother's parenting style showed a weaker association.<sup>22</sup> Yasinzai et al., 2021 noted a disparity in academic self-efficacy and achievement, observing higher levels among males compared to females.<sup>19</sup>

### **Socioeconomic Status:**

Masud et al., 2019 found that higher socioeconomic status, coupled with the father's education level, independently correlated with improved academic performance.<sup>14</sup> Rizwan et al., 2021 emphasized the impact of the mother's occupation and education on children's academic achievement.<sup>18</sup> Ali et al., 2023 observed that respondents from higher socioeconomic backgrounds, under similar parenting styles, attained better school grades compared to children from lower socioeconomic groups.<sup>15</sup>

## DISCUSSION

The review highlighted that parenting styles and involvement are associated with the academic achievement of children of all ages. Of the 22 papers examined, 18 confirmed the existence of a relationship between different types of parenting styles and the academic performance of students. The role of parenting styles in the academic performance of children is an established one.<sup>1</sup> This was further confirmed in the Pakistani population by studies included in this review, proving parents being figures of authority and role models play an important part in the academic achievements of their children.<sup>18, 19, 26, 27</sup>

The studies highlighted that the Authoritative parenting style was most commonly linked with better outcomes as compared to authoritarian and permissive parenting styles. This holds true for students of all ages, from elementary school to the postgraduate level.<sup>11, 16, 17, 22</sup> This finding is per other studies that describe the authoritative parenting style as the most effective. Adolescents who perceive their parents as authoritative are more likely to develop high efficacy beliefs and higher intention and subsequently are more likely to achieve better in school compared to their peers of neglectful parents.<sup>31</sup>

Pakistani culture emphasises values of obedience and respect, which is the underlying component of the authoritarian parenting style. However, the results of the Authoritarian parenting style were mixed, some studies showed it to be a positive predictor of academic performance,<sup>14, 25</sup> which is per Dornbusch's findings for the Asian population.<sup>7</sup>

However, studies regarding Asian culture are contradicting and some emphasize the need for reframing the concept of parenting within the Eastern cultural context instead of describing it as authoritative and authoritarian; these concepts are considered somewhat ethnocentric and do not capture the important features of Asian child-rearing.<sup>32</sup> Other studies concluded the authoritarian parenting style to be a negative predictor of academic outcome<sup>16, 21, 23, 24</sup> in accordance with the findings of M Chang who claims the parenting style responsible for the academic achievements of kids is consistent across cultures.<sup>8</sup>

Previous literature related to parenting styles and self-esteem, a personal evaluation that an individual makes of her or himself, their sense of their worth, value, importance, or capabilities, has been conducted in the Western culture mostly and it states that the two variables have a significant relationship. Parenting styles moderate the effect of self-esteem on academic achievement and this effect is greater for the authoritative than the authoritarian parenting style.<sup>33</sup> Studies conducted in non-Western cultures such as Arab and African societies show different results.<sup>34</sup>

Self-esteem was studied as a mediator between different parenting styles and academic outcomes. Where Khan et al., 2014 found no significant association between the variables,<sup>25</sup> while Batool, 2020 and Bilal et al., 2018 found the authoritative parenting style to be a positive predictor of self-esteem. Batool found that self-esteem does not directly impact academic achievement, but seems to function as an academic self-regulatory mechanism that may help to decrease academic procrastination and enhance academic achievement.<sup>13, 27</sup>

Self-efficacy, an individual belief in one's capabilities to organize and execute the courses of action required to produce given attainments, was also studied. Of these Masud et al., 2016 described self-efficacy as a positive mediator between authoritative parenting style and academic

outcome,<sup>28</sup> which confirmed M Chandler's findings of a similar association.<sup>35</sup> Qamar and Majeed, 2020 described self-efficacy as a positive mediator between authoritarian parenting style and academic outcome.<sup>26</sup> Rizwan et al., 2021 found a weak mediating effect of self-efficacy between authoritarian parenting styles and academic achievement.<sup>18</sup> Hassan et al., 2022 found that the permissive parenting style had a stronger association with learner self-efficacy compared to the authoritative and authoritarian parenting styles but children of authoritative and authoritarian parenting had higher SRL.<sup>29</sup> These findings contradict Llorca et al., 2017, who reported no relationship of either parents' permissiveness to academic self-efficacy. This was explained by the lack of monitoring by permissive parents, leading to low self-regulation and self-confidence.<sup>36</sup>

Moderating factors such as gender, age and socioeconomic status were not adequately explored and nothing conclusive could be drawn from the studies that included these variables.



## LIMITATIONS

The review paper has several limitations. Many studies included in the analysis had limited sample sizes, potentially impacting the reliability and generalizability of their conclusions. Moreover, a significant number of these studies lacked explicit details concerning their methodologies, findings, and essential definitions, which prevented a comprehensive understanding of the research context.

Furthermore, almost all the included studies had cross-sectional designs. While these studies offer valuable insights, their focus on a single point in time limits the ability to establish causal relationships or fully comprehend temporal dynamics within the subject area. No longitudinal research on the topic in Pakistan was available.

While considerable data was available from Punjab, data from Sindh and Balochistan was scarce. This could lead to misrepresentation of data from resource-limited areas like Balochistan. With only 6 studies having defined their population as both rural and urban, or only urban, it is not possible to generalize these findings to either population.

## CONCLUSION

This paper aimed to review and present the relationship between parenting styles and the academic performance of students in Pakistan and identify the potential for future research to fill the gaps. It also aimed to encourage more extensive and quality research on the relationship between the two variables, while controlling for confounding factors and considering the complex interplay between various moderating and mediating factors.

Although it can be argued that each parenting style has its characteristics and values which shape different aspects of their children's lives, in terms of academic outcome the authoritative style has consistently shown promise by improving grades via enhancing self-esteem and the subsequent delimited procrastination behaviour. The important parameters in which parenting styles differ from each other are the level of demandingness and responsiveness. Both these aspects seem critical to providing an environment conducive to learning, particularly in the adolescent phase. Children without structure and excessive responsiveness do not perform well, but a balance between structure and responsiveness has been shown with better outcomes.


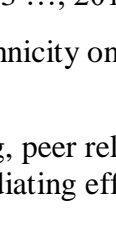
Even though the finding of this review is consistent with other reviews conducted globally, showing authoritative parenting to be the most effective one, reframing and redefining parenting styles in the cultural context of South Asia and Pakistan and then doing in-depth, longitudinal research is needed to further understand the complex nature of this problem.

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