

PARENTING STYLES AND ACADEMIC ACHIEVEMENT IN UNIVERSITY STUDENTS: EXAMINING MATERNAL AND PATERNAL INFLUENCES

Anam Zafar¹

Department of Psychology, University of Gujrat, Pakistan.

Email: 4492@uog.edu.pk / zafaranam30@gmail.com

Laraib Iftikhar²

Department of Psychology, University of Gujrat, Pakistan.

Email: laraibiftikhar64@gmail.com

Syeda Noor Ul Ain³

Email: syedarizwi2305@gmail.com

Corresponding Email: 4492@uog.edu.pk / zafaranam30@gmail.com

Abstract

Scholastic performance in the university level is influenced not only by the cognitive and institutional factors but also by the family structure with respect to parenting style. This research based on the typology of Baumrind attempts to predict the academic achievement among the Pakistani elementary education students in view of maternal and paternal parenting styles; authoritative, authoritarian, and permissive parenting styles. The survey design adopted was a quantitative, cross sectional survey, where the population was 250 undergraduates (aged 18–25 years) where Parental Authority Questionnaire (PAQ; Buri, 1991) was used to measure parenting styles and cumulative grade point average (CGPA) as achievement measure. Pearson and multiple regression were done to show that authoritative parenting, by both the mother and the father, was a significant predictor of high academic success, but maternal authoritarian parenting was a negative predictor of CGPA. The permissive parenting styles that were commonly reported did not show any significant associations with academic outcomes. Together, the parenting styles also described 46 percent of the academic achievement in students, and this level of influence is quite significant in determining a student's success in education. These results not only demonstrate the cultural strength of authoritative parenting, which harms the authoritarian tendencies, but also attract attention to the role of permissive parenting unexplored in South Asian cultures. The research would add to the cross cultural research in that it demystifies the maternal and paternal factors on achievement in collectivistic society and provide implications of the research to educational policy, counseling, and parent training intervention to promote success in academic achievement among a university student body.

Keywords: *Parenting styles; Academic achievement; Maternal and paternal influences; Pakistani university students*

Introduction

University level academic performance is one of the crucial factors that demonstrate individual competency, build of the national human capital and socioeconomic mobility (Spera, 2005). Academic performance among students in modern universities is also not just dependent on cognitive capability and college factors, but also on psychosocial factors relating to families. One of them is parenting style that has always been one of the strong contextual variables influencing the motivation of students, their self-regulation and academic performance (Pinquart and Gerke, 2019). Even though university students are regarded as autonomous learners, the influence of parents still takes place but indirectly, in the form of internalized values, expectations of

achievement, and emotional support systems (Suizzo and Pahlke, Yarnell, Chen, and Romero, 2014).

Parenting styles were initially theorised by Baumrind and narrowed down to three major dimensions namely authoritative, authoritarian and permissive parenting styles (Baumrind, 2013). Authoritative parenting involves a high level of warmth and behavioral control, authoritarian parenting has as low level of warmth and high level of control, and permissive parenting has high level of warmth and low level of control. These patterns of parenting have been shown to have differentiated predictors on academic, emotional and behavioral outcomes at different periods of development (Spera, 2005). The more recent empirical research has applied this framework to late adolescence and emerging adulthood, indicating that parenting styles in question are still applicable during university years in which the students negotiate autonomy and parental guidance (Suizzo et.al, 2014).

Theoretically speaking, authoritative parenting ideology is regarded as the most developmentally adequate one as it supports autonomy and upholds order and clearly defined expectations. Self-Determination Theory is a theory that the environments that provide individuals with the sense of autonomy, competence, and relating attract intrinsic motivation and adaptive functioning (Ryan and Deci, 2017). Such environments are more likely to be created by authoritative parents, which leads to the increase of academic engagement and persistence of students (Pinquart and Gerke, 2019). Hassan, Malik, Sang, Rizwan, Mushtaque, and Naveed (2022) have also shown the opposite; authoritarian parenting, by prevalently focusing on strict discipline and control over the psyche of children, reduces their academic achievement orientation, thus undermining their motivation and their ability to perform effectively. Although, permissive type of parenting, which refers to the absence of structure coupled with a warm handling, has been observed to impair students in terms of their academic success by lowering the discipline and consistency in their performance as has been evident in a study carried out in Pakistan (Noreen, Ahmad, and Shahzadi, 2021).

To a great extent, these theoretical assumptions are empirically proven in international contexts. The most recent research studies carried out in North America, Europe, and East Asia diligently show a favorable relationship between authoritative parenting and academic performance featuring elevated grade point averages, academic self-efficacy, and persistence (Pinquart and Gerke, 2019; Yamamoto and Holloway, 2010). On the other hand, authoritarian parenting has been associated with academic stress, surface learning strategies, and less academic satisfaction (Spera, 2005), whereas permissive parenting has not been substantiated by a significant or weak signal association with indicators of achievement (Pinquart and Gerke, 2019). Notably, in most of these studies, it is stressed that these relationships become stronger and directed depending on the sociocultural expectations, beliefs in parenting, and gendered parenting practices (Yamamoto & Holloway, 2010).

The parenting behaviors in collectivistic societies like Pakistan are incorporated in the intense cultural demands in terms of obedience, interdependence of families and parental authority. The common family setups depicted in the traditional family place particular roles on the mother and father whereby the mother is mostly engaged in the everyday emotional and school-related oversight and the father holds the more controlling or bossy roles. The recent empirical data on the topic reveal that the maternal and paternal parenting styles have different effects on the academic success of students in Pakistan, where authoritative formats relate to the high and authoritarian or permissive ones relate to the low achievement (Yasmin, Kiani, and Chaudhry,

2014). These cultural-dictated roles imply the possibility of differences in the impacts that maternal and fatherly styles of parenting have on the academic performance of students. Nevertheless, the scholarly studies focusing on these differences in Pakistani higher education are scarce.

The available Pakistani literature has been generalized on school-going-children and adolescents with comparatively little studies conducted on university students. Further, parenting styles have been studied as a unidimensional variable in much of available studies, including research studies without differentiation between maternal and paternal practices. It is a vital gap because new sources of evidence suggest that maternal warmth/responsiveness can be more strongly associated with academic adjustment, and paternal control/expectations can vary in their contribution to the achievement-related outcomes (Suizzo et.al, 2014). It is especially necessary to understand such delicate influence in the Pakistani context, where the norms of gendered parenting are deeply ingrained.

The other notable lapse in the literature is the contribution of permissive parenting to academic performance. Although the authoritative and authoritarian parenting styles have been empirically studied to a large extent, permissive parenting has not been properly investigated, particularly in non-Western countries. Empirical findings on permissive parenting have been inconclusive with some studies registering no effects whatsoever, and others reporting indirect links that go through motivation and self-regulation. Particularly, the studies have shown that permissive parenting also affects academic performance and life satisfaction, but mainly through motivational orientation and, thus, the indirect role this parenting style plays is emphasized (Stavroulaki, Li, and Gupta, 2021).

It is therefore necessary to clarify the role of permissive parenting among Pakistani university students to formulate culturally sensitive parenting and education intervention.

Most previous methods have theoretically used a simple correlational design that constrains the effects of the relative contribution of different parenting styles. Multiple regression analysis enables simultaneous study of authoritative, authoritarian, and permissive parenting styles and the test of unique predictive validity of each of the styles on academic achievement (Spera, 2005). Moreover, the distinction of maternal and paternal parenting styles will give a better precise insight into the processes within the family and the way they will affect the academic success of students. It is against this background that the current study aims at investigating the connection between parenting styles and academic performance among Pakistani university students, with particular reference to the role of a mother or father. The proposed study will add to the literature of cross-cultural parenting and fill the gaps in the research on higher education by locating the analysis into a South Asian cultural context and implementing the predictive analytical framework.

Rationale of the Study

Although the role of the family in academic performance has increasingly become an acknowledged fact, the research studies on parenting style in Pakistani university students are still very few (Yamamoto & Holloway, 2010). The available literature is culturally Western-centric or deals with previous developmental levels. Also, parents and fathers have not adequately investigated their differing roles in the development of academic success among Pakistani institutions of higher education (Suizzo et.al, 2014). This paper fills these gaps by examining maternal and paternal parenting styles as predictors of cumulative grade point average (CGPA) of students and, therefore, offer culturally relevant and methodologically valid data.

Significance of the Study

This research is valuable in terms of development of the existing literature on the parenting styles, as it will present a framework of the research analysis within the context of Pakistani higher education. Although most of the available literature has been carried out in Western cultures, limited research has been done on the effects of cultural beliefs on academic achievement when gendered with respect to parenting behavior in South Asia. With the emphasis on Pakistani university students, this study points out the high level of cultural robustness of the authoritative parenting style and the distinct influence imposed by a maternal style, as compared to a paternal one.

The implications of practical use of the findings are on the educational policy, counseling, parent training programs. They stress the significance of the promotion of authoritative parenting balancing the aspects of warmth, and strict expectations, and warn of the harmful consequences of authoritarian and permissive parenting. This research also offers the evidence which can be used by teachers, counselors and policymakers who want to organize the interventions regarding involvement of parents especially mothers in the process of academic achievement.

Objectives of the Study

1. To assess the study problem of how parenting styles (authoritative, authoritarian and permissive) and academic achievement are related among individuals in the university.
2. To establish the predictive validity of both the maternal and the paternal parenting styles on the cumulative grade point average (CGPA) of the students.
3. To examine the extent to which permissive parenting styles do affect academic performance in the Pakistani setting.

Hypotheses

H1: Children whose parents use authoritative parenting are positively related to academic success among students.

H2: Authoritarian parenting correlates negatively with academic success of the students.

H3: There is insignificant correlation between permissive parenting and the academic performance of the students.

H4: The styles of parenting do not have the same effect on academic performance of students.

Literature Review

Parenting Styles and Academic Achievement

The empirical studies studying parenting styles in respect to academic success have repeatedly revealed that parental behaviors and attitudes are pertinent and influential factors that can define the performance of students in schools. Based on the typology proposed by Baumrind (1971) the modern day research has indicated that academic achievement is mediated by parenting styles in terms of motivational processes, self-regulation and learning related behaviors but not through direct academic supervision (Darling and Steinberg, 1993; Spera, 2005). According to the recent empirical results, these effects are followed into developing adulthood, which means that the process of socialization by parents still influences the academic performance of university students.

In a meta-analytic survey of the existing studies on the topic (n=60 results), Pinquart and Kauser (2018) found that authoritative parenting (but not authoritarian parenting) had a positive correlation with academic achievement in multi-cultural settings, whereas permissive parenting demonstrated weak and inconsistent interventions. More current longitudinal findings have further suggested that authoritative parenting also predicts an increased academic activity and long-term

success by instilling internalized achievement drive and effective learning strategies (Baharudin, Hong, Lim, and Zulkefly, 2010). In these results, the parenting styles have a long-lasting implication in academic performance even after formal education.

Authoritative Parenting and Academic Outcomes

Authoritative parenting has been used as the most adaptive parenting style in as far as academic achievement is concerned. Research studies that have been carried out in various cultural backgrounds show that the authoritative parenting is correlated with higher grade point averages, more robust academic self-efficacy and more persistence in higher education (Lavrič and Naterer, 2020). The style of parenting advocated in this case encourages open communication, emotions, and autonomy-supportive, which helps students to be intrinsically motivated, and also they learn on their own.

Other recent studies have also pointed out the indirectness by which authoritative parenting affects academic performance. As an example, Cheung and Pomerantz (2011) established that authoritative parenting was among the factors that predicted academic achievement among university participants by improving self-regulation and decreasing the level of academic burnout. Likewise, Asanjarani, Aghaei, Fazaeli, Vaezi, and Szczygiel (2022) found that such a perception of their parents showed more adaptive goal orientations and increased academic resilience in students. All these findings indicate that authoritative parenting is helpful in academic achievement by developing psychological resources needed in effective learning.

Authoritarian Parenting and Academic Achievement

Conversely, dictatorial parenthood has often been linked to poor adaptive academic behaviors more so when it comes to an environment that promotes individuality and self-directed studies. Empirical research shows that authoritarian parenting is also associated with more academic stress, less academic satisfaction and less intrinsic motivation (Jensen, Navarro, Chase, Wyman & Lippold, 2024). Too much of parental control and psychological pressure can panic the students in such a way that they lose their sense of autonomy thus being unable to engage in the study.

The cross-cultural studies indicate that the impact of authoritarian parenting can be different in relation to cultural standards on obedience and parental authority. Nevertheless, despite collectivism societies, the recent data shows that a negative correlation exists between authoritarian parenting and higher-order academic performance in the form of critical thinking and deep learning strategies (Zhang et al., 2020). Authoritarian parenting has been found to anticipate academic disengagement and performance anxiety among the university students, which could eventually impede their academic success (Laghari, Nawaz, Ahmad, and Mehmood, 2024).

Permissive Parenting and Academic Achievement

Relative to the authoritative and authoritarian parenting styles, permissive parenting has enjoyed less empirical coverage, and the academic implications of it are inconclusive. The monolithic trait of permissive parenting is that behavioral control is low, and emotional warmth is combined and could lead to low structure and inconsistent academic expectations. Some works show that permissive parenting has negligible or no connection with academic success as it gets to the university level (Kuppens & Ceulemans, 2019).

In recent evidence, it has been indicated that despite the lack of scholar articles confirming the direct effects of permissive parenting on academic results, the findings could have been indirectly achieved with the help of self-discipline, time-management skills. Indicatively, for instance, Garcic and Serra (2019); they discovered that permissive parenting correlated with decreased academic persistence because of diminished self-regulatory abilities. Equally, Nunez and

colleagues (2015) indicated that students in liberal family background had challenges in setting goals and planning in education, which negatively influenced their performance. These results show that although permissive parenting does not directly influence academic success, it can impair some of the competencies that are required to achieve academic success.

Maternal and Paternal Parenting Styles

A new literature highlights the success of making a difference between both parenting styles: Maternal and paternal styles when analyzing students' academic achievement. Fathers and mothers usually play different roles at family level, and the influence exerted on the academic development of students has been different. Empirical research indicates that the support of mother parenting is more closely related to emotional support and educational supervision, and that parenting of the father is more allied with academic expectations and academic standards (Checa et al., 2019).

Recent surveys with students enrolled in universities suggest that authoritative parenting by the mother is a key predictor of academic adjustment and psychological health whereas authoritarian parenting by the father is related to academic stress and performance anxiety (Parra, et al., 2019). Furthermore, results of a study by Trifan, Stattin, and Tilton-Weaver (2021) showed that the synergistic effect of maternal warmth and paternal structure specifically helped in academic success. The findings highlight the importance of studying maternal and paternal parenting styles individually to build complexity about family factors and academic success.

Parenting Styles in the Pakistani and South Asian Context

The studies of parenting practices in South Asian settings reveal the cultural peculiarity of the given method and its effect on the performance at school. Pakistan and other studies in surrounding countries show that parenting styles depend on collectivism, hierarchical family structure, and high parental education performance decision of parenting. Such dynamics are confirmed by recent findings in Pakistan, which indicates that the maternal and paternal styles of parenting uniquely predict the educational performance of the students, and the authoritative parenting strategies are associated with the higher achievement levels (Yasmin, Kiani, and Chaudhry, 2014).

According to recent research in Pakistan, authoritative parenting is positively correlated with academic motivation and academic success in adolescents and young adults whereas authoritarian parenting is positively correlated with academic stress and lower engagement in academic activity (Abrar, Zeshan and Iqbal, 2023). Nevertheless, such studies tend to not include the distinction between maternal and paternal parenting styles and pay more attention to the school-aged population. Therefore, little empirical evidence deals with the impact of specific maternal and paternal parenting behaviors on the academic success of Pakistani students in the university.

Research Gap

Despite the wealth of evidence available in the literature that connects the parenting styles and academic performance, there are a number of gaps that are apparent. First, literature is limited on non-Western students of universities, especially in the Pakistani higher education. Second, numerous studies conceptualize parenting styles as the whole omitting the possibly different functions of maternal and paternal parenting. Third, the part played by permissive parenting is insufficiently researched and even not comprehended particularly concerning academic success in collectivistic cultures. Lastly, not many studies utilize the use of predictive analysis designs that permit the investigation of the various parenting styles in parallel manner.

Filling in on these gaps, this study explores the question of maternal and paternal parenting styles as the predictors of the academic performance among Pakistani university students. Through a multiple regression design, this research aims to elucidate the independent and interactive roles of

authoritative, authoritarian, and permissive parenting styles on academic achievement of students, thus contributing to body of existing information and offering culturally sensitive information.

Methodology

Research Design

In this research, the investigators used a quantitative correlational research design to research the connection between academic performance and parenting styles among students in a university. The cross sectional survey method was adopted, as it was necessary to capture the perceptions of the students to the parenting styles of their parents and their academic performance at present. This design suited well since it was possible to conduct statistical analysis of variables associations with variables without doing any manipulation of the environment of the participants.

Participants

Students of universities were used as a sample. N = 250 students were participated in, picked by using convenience sampling. At inclusion criteria, the participants were to be full time students within the age bracket of 18-25 years. Students whose information on parental status was not complete or students who had studied on distance-learning programs were not included. Demographic information like age, gender, parent education, and socioeconomic status were taken in order to put the results into the context.

Instruments

- **Parenting Styles:** Parenting Styles Questionnaire: Parenting styles were measured through the Parental Authority Questionnaire (PAQ; Buri, 1991) that assesses three styles of parenting; these are authoritative, authoritarian, and permissive. According to the questionnaire, there are two separate items on the maternal and paternal behaviors, where the diverse influences can be distinguished. The responses are measured on a 5-point Likert scale (1 meaning strongly disagree: 5 strongly agree). The average of the items pertaining to the mothers and fathers were taken separately and computed to derive the subscale scores of each parenting style. The alpha of Cronbach in every subscale has been determined to guarantee internal consistency reliability.
- **Academic Achievement:** The measurement of academic performance was done in terms of Cumulative Grade Point Average (CGPA) of students, self-reported on official transcripts.
- **Demographics:** A brief demographic questionnaire was used to get age, gender, educational level of parents, and family composition of participants.

Procedure

The survey comprised of both online and paper based survey and data was gathered through the networks of the universities and student groups. A warning was given to the participants concerning the purpose of the study and assurance of confidentiality. Participation was done with informed consent. It took about 15–20 minutes to complete the survey.

Data Analysis

The SPSS (Version 27) was used to analyze data. The descriptive statistics (means, standard deviations, frequencies) were calculated to describe characteristics of the participants. Pearson association was conducted to relate parenting styles with academic performance. To ascertain the predictive ability of parenting styles used by women and men on CGPA, multiple regression analysis was used to ascertain this. Significance was set at $p < .05$.

Ethical Considerations

It was voluntary and students could drop out without any consequences. All of the participants provided informed consent. Confidentiality of data was ensured during the research process and the findings were presented in the aggregate form to avoid making individual decisions on the participants.

Table 1

Descriptive Statistics for Parenting style and Academic achievement (N=250)

Variables	Min	Max	M	SD
Academic performance of the students	1.00	4.00	2.8840	.74886
Parenting.styles	60.00	267.00	137.3880	29.20220
M.Authoritative	1.00	5.20	2.1008	.56809
M.Authoritarian	1.00	6.00	2.1716	.67171
M.Permissive	1.00	5.00	2.1808	.55141
F.Authoritative	1.00	6.00	2.4136	.68663
F.Authoritarian	1.00	5.70	2.4176	.70961
F.Permissive	1.00	5.40	2.4544	.72228

Note: M= Mean; SD= Standard Deviation

Table 1 shows the descriptive statistics of academic performance and the six dimensions of the parenting styles. An overall sample academic (N = 250) mean was determined to be; M = 2.88, SD = 0.75 on a 4 point scale, which is a moderately high level of academic performance.

Paternal scores were higher than maternal ones in terms of parenting styles. The permissive style was best prevalent in fathers (M = 2.45, SD = 0.72), and then the authoritarian style followed (M = 2.42, SD = 0.71). The permissive style provided the highest mean (M = 2.18, SD = 0.55) and the authoritative style the lowest (M = 2.10, SD = 0.57) in the case of mothers. The standard deviation of variables is relatively low meaning that the pattern of responses has some uniformity within the sample.

Table2

Correlation between Parenting style and Academic Performance of Students (N=250)

Variables	1	2
Parenting style	-	.28*
Academic Performance	.28*	-

The overall parenting style and academic performance are correlated as shown in table 2. The correlation was significant ($r = .28$, $p < .05$) and positive which meant that students who reported more constructive parenting styles were more likely to report higher academic achievement. This correlation level was influential and served as the justification of the investigation of certain parenting dimension in the regression analysis.

Table 3

Multiple Regression Predicting Academic Achievement (CGPA) from Parenting Styles

Predictor	B	SE	β	t	p
Constant	1.45	0.20	—	7.25	< .001

Mother Authoritative	0.45	0.08	0.42	5.62	<.001*
Mother Authoritarian	-0.18	0.06	-0.19	-3.00	.003*
Mother Permissive	0.09	0.14	0.07	0.67	.505
Father Authoritative	0.32	0.07	0.31	4.57	<.001*
Father Authoritarian	-0.05	0.07	-0.04	-0.71	.478
Father Permissive	0.06	0.11	0.06	0.51	.610

*p < .05

Table 4

Model Summary for Multiple Regression Predicting Academic Achievement

Model	R	R ²	Adjusted R ²	F	p
1	0.68	0.46	0.43	15.72	<.001

The results of the multiple regression analysis indicated that parenting styles have a significant collective variance explain the academic performance among the students. As shown in Table 4, the overall model was statistically significant, $F(6, 243) = 15.72, p < .001$, and explained 46% of the variance in academic performance ($R^2 = .46, \text{Adjusted } R^2 = .43$). Within this model, specific parenting dimensions emerged as significant predictors (Table 3). Maternal authoritative parenting was a strong positive predictor ($\beta = .42, p < .001$), while maternal authoritarian parenting was negatively associated with achievement ($\beta = -.19, p = .003$). Paternal authoritative parenting also predicted higher academic achievement ($\beta = .31, p < .001$). Conversely, maternal permissive, paternal authoritarian and paternal permissive did not substantially play a role in CGPA of students. These results indicate that authoritative parenting, whether mother or father, is an influential predictor of academic success and on the other hand maternal authoritarian tendencies impede success.

Summary of Findings

In general, the findings indicate authoritative parenting (both maternal and paternal) is instrumental in promoting academic performance of students and the opposite of fatherly authoritarian parenting prevents the students. It has been reported that although permissive styles were set to be largely common, they were not a significant indicator of academic performance. The high level of association between the general parenting style and academic success along with the result that was obtained in the regression suppresses the importance of parenting style on the academic success of students.

Discussion

In this study, it was tested how parenting styles relate to academic performance in Pakistani university students. The findings showed that the overall parenting style had a significant relationship with the performance in academics ($r = .28, p = .05$). The analysis using regression showed that maternal and paternal authoritative parenting were positively correlated with predictions of achievement but maternal authoritarian parenting had negative correlated predictions of achievement. Common styles were permissive styles, which did not have any major influence on CGPA. Parenting styles also described 46 percent of the variations in academic

performance weakening the minimal value of educational results without the collectively explained parenting styles. These results directly corresponded to the hypotheses of the study: H1 was verbally verified, as authoritative parenting was positively related to achievement; H2 was verified, since authoritarian parenting predicted worse results; H3 was proved, since permissive parenting was insignificantly or not significantly related to the academic results of the student. It is not surprising that the results found academic achievement in authoritative parenting (H1) are in line with international data. As an example, Hayek et al. (2022) discovered that authoritative parenting aroused achievement (partly via self-efficacy and motivation) among Lebanese adolescents. In the same vein, Steinberg, Elmen, and Mounts (1989) showed that authoritative parenting facilitates both psychosocial and school achievement among the American adolescents. These similarities imply that the advantages of authoritative parenting are cross-culturally well-grounded and they can be applied to the South Asian situation. Recent experiments also justify the presented conclusion: Ali et al. (2023) revealed that authoritative parenting was closely correlated with academic performance among South Asian children; Fatima, Shoukat, and Bilal (2023) have managed to make authoritative parenting by mothers recognized as the strongest predictor of achievement among undergraduates in Pakistan; and others have shown that authoritative parenting not only promotes academic performance but also emotional intelligence and self-esteem (Laghari, Nawaz, Ahmad and Mehmood, 2024). On the same note, Janius, Jemat and Amdan (2024) found that Malaysian teachers considered authoritative parenting the most effective style in ensuring the achievement of students.

Baumrind (1991) also brought out classic work that authoritative parenting leads to the development of competence among adolescents and a reduction in risk behaviors, a fact that supports the concept that authoritative parenting has both academic and psychosocial benefits. Based on this, Darling and Steinberg (1993) came up with an integrative model where parenting style can be used as a general context in which the specific practices can have developmental ramifications. This theory can be used to interpret the evidence that authoritative parenting is always associated with success even in other cultures such as Pakistan has.

The detrimental effect of the maternal authoritarian parenting (H2) is similar to the existing research indicating that authoritarianity practices decrease confidence and motivation. Mugenyi, Newton and Asiimwe (2025) found out that authoritarian parenting negatively affected the psychological well-being and academic performance of children in Uganda. Similarly, Steinberg, Dornbusch and Brown (1992) discovered authoritarian parenting was linked to poor grades and reduced levels of engagement in schools.

According to H3, there was no or minimal significant relationship that existed between permissive parenting and academic achievement in this research. This finding is reminiscent of the studies of Hassan et al., (2022) and Ali et al. (2023), where lenient parenting did not correlate with academic orientation and academic results among Pakistani adolescents and authoritative parenting, respectively. Although it is common, permissive parenting is ineffective as far as academic achievements are concerned.

Cultural Context

Parenting in Pakistan has been associated with gendering whereby the fathers are seen to be the ones who have authority and the mothers who are the main caregivers. The predictive significance of maternal styles in this work is the stronger which refers to the leading role that mothers have on structuring the daily lives and academic discipline of the students. Among Pakistani undergraduates, Fatima, Shoukat, and Bilal (2023) discovered the same trends, with maternal

parenting styles being connected to achievement greater than paternal ones. This also favors H4, which hypothesized Parenting styles vary in their effects on academic performance, and the maternal involvement has a more direct effect on students' academic practices and in most cases the role of the fathers is only symbolic of authority.

Literature in South Asia and the surrounding areas always points to the positive effects of authoritative parenting in the academic life of the child. Articles like Ali et al. (2023), Hassan et al. (2022), Laghari et al. (2024), and Janius et al. (2024) indicate that permissive style has no or weak predictive qualities of achievement and authoritative parenting has been repeatedly related to improved grades, growth in emotional skills, and self-esteem. These complementary results stress the cultural strength of authoritative parenting and the success that it has in various educational settings.

Within the Pakistani context, the role as a mother seems to be more directly related to the academic processes of students, but the role of the father tends to be symbolic of the authority. The phenomenon of high-permissiveness styles perhaps corresponds to modernization and openness to international media, but their inability to predict success in academics speaks volumes to the fact that permissiveness of studies alone does not lead to success. The fact that authoritative parenting is universally good is further supported by cross cultural evidence (Leung, Lau, and Lam, 1998), however, the proportionate importance of the mothers and fathers is determined by cultural requirements.

Implications for Education and Parenting

The results highlight the need to enhance authoritative parenting behaviours in Pakistan as an enhancer of educational achievement. Parent training programs must be more than simple awareness, but rather thematic in offering the family warmth, responsiveness, and consistent expectations training. Such programs may be incorporated into the community centers, schools, and health services to provide extensive accessibility.

Teachers and counselors should also be oriented to know how parenting styles affect performance of students. It is possible to offer specific mentoring, academic, and socio emotional support to the students whose development might be disadvantaged due to strict or loose home lives, which can be provided by the school. This double strategy of empowering parenting outside their schools and their schools makes a process of supporting the students complete.

Considering that the maternal parenting plays a rather high predictive role in this study, mothers should be strategically involved in the interventions. Mothers can be empowered with strategies to balance nurturance and academic demands that will bring resiliency and motivation to their children with the help of workshops and outreach programs. Concurrently, paternal fathers are to be invited to lead an authoritative behavior instead of remaining symbolic in their children academic tasks.

These findings suggest that parenting education should be included as a part of a national education strategy at the policy level. Pakistan can create a generation of students that are not merely academically competent but also emotionally balanced and levels that are socially responsible by integrating authoritative principles of parenting in their teacher training curriculum, by forming school partnership with parents, and as part of community development programs.

Limitations and Future Research

This researcher used self-report measures, which could have affected the study by creating bias. It was restricted only to college students, which might not represent the case of the younger population. The longitudinal research designs that will be used in the future study need to

investigate the effects of parenting style on academic outcomes throughout the life of the child and that the other variables that it should look into include social economy, the education of the parent and the parent-child relationships. The effectiveness of the cultural norms in influencing parenting styles could also be elucidated through the process of cross cultural comparisons (Leung, Lau, and Lam, 1998).

Conclusion

This paper adds to the research by proving that academic achievement depends on authoritative parenting as one of the main predictors in the Pakistani context, and that maternal authoritarian parenting is a deterrent to achievement, and permissive parenting does not seem to help. All these results point to the persistence of the significance of parenting behavior in determining educational achievement and the need to implement culturally aware interventions that facilitate authoritative parenting.

References

- Abrar, T., Zeshan, M., & Iqbal, W. (2023). Relationship between parenting styles and academic performance in Pakistani students: A literature review. *Journal of Pakistan Psychiatric Society*, 20(4), 31–37.
- Ali, N., Ullah, A., Khan, A. M., Khan, Y., Ali, S., Khan, A., Bakhtawar, A., Khan, M. U. D., Ullah, R., Khan, U. N., Aziz, T., & Ahmad, M. (2023). Academic performance of children in relation to gender, parenting styles, and socioeconomic status: What attributes are important. *PLOS ONE*, 18(11), e0286823. <https://doi.org/10.1371/journal.pone.0286823>
- Asanjarani, F., Aghaei, K., Fazaeli, T., Vaezi, A., & Szczygieł, M. (2022). A structural equation modeling of the relationships between parenting styles, students' personality traits, and students' achievement goal orientation. *Frontiers in Psychology*, 12, 805308.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monograph*, 4(1, Pt. 2), 1–103.
- Baumrind, D. (2013). Authoritative parenting revisited: History and current status. In R. E. Larzelere, A. S. Morris, & A. W. Harrist (Eds.), *Handbook of parenting* (Vol. 1, pp. 11–34). Routledge.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, 11(1), 56–95. <https://doi.org/10.1177/02724316911111004>
- Baharudin, R., Hong, C. Y., Lim, S. J., & Zulkefly, N. S. (2010). Educational goals, parenting practices and adolescents' academic achievement. *Asian Social Science*, 6(12), 144–152. <https://doi.org/10.5539/ass.v6n12p144>
- Buri, J. R. (1991). Parental Authority Questionnaire. *Journal of Personality Assessment*, 57(1), 110–119. https://doi.org/10.1207/s15327752jpa5701_13
- Checa, P., Abundis-Gutierrez, A., Pérez-Dueñas, C., & Fernández-Parra, A. (2019). Influence of maternal and paternal parenting style and behavior problems on academic outcomes in primary school. *Frontiers in Psychology*, 10, Article 378. <https://doi.org/10.3389/fpsyg.2019.00378>
- Cheung, C. S. S., Pomerantz, E. M. (2011). Parents' involvement in children's learning in the United States and China: Implications for children's academic and emotional adjustment. *Child Development*, 82(3), 932–50. doi: 10.1111/j.1467-8624.2011.01582.x.
- Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113(3), 487–496. DOI:10.1037/0033-2909.113.3.487

- Fatima, M., Shoukat, S., & Bilal, M. (2023). The Interplay between Parenting Styles and Academic Achievement of Undergraduate Students. *Pakistan Languages and Humanities Review*, 7(3), 461–471. [https://doi.org/10.47205/plhr.2023\(7-III\)40](https://doi.org/10.47205/plhr.2023(7-III)40)
- García, F., & Serra, E. (2019). Raising children with poor school performance: Parenting styles and short- and long-term consequences. *International Journal of Environmental Research and Public Health*, 16(7):1089. doi: 10.3390/ijerph16071089.
- Hassan, M., Malik, A. S., Sang, G., Rizwan, M., Mushtaque, I., & Naveed, S. (2022). Examine the parenting style effect on the academic achievement orientation of secondary school students: The moderating role of digital literacy. *Frontiers in Psychology*, 13, 1063682. <https://doi.org/10.3389/fpsyg.2022.1063682>
- Hayek, L., Zeeni, N., & Haddad, R. (2022). Parenting styles and academic achievement: The mediating role of self-efficacy. *PLOS ONE*, 17(3), e0265595. <https://doi.org/10.1371/journal.pone.0265595>
- Janius, N., Jemat, S. K., & Amdan, M. A. (2024). Parenting style on academic performance among secondary students at Kota Belud, Sabah. *International Journal of Science and Research Archive*, 12(2), 907–929. <https://doi.org/10.30574/ijrsra.2024.12.2.1294>
- Jensen, M., Navarro, J.I., Chase, G., Wyman, K., & Lippold, M.A. (2024). Parenting styles and stress among emerging adults. *MDPI*, 4(2):509-524. DOI:10.3390/youth4020035
- Kuppens, S., & Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept. *Journal of Child and Family Studies*, 28(1), 168–181. <https://doi.org/10.1007/s10826-018-1242-x>
- Laghari, M. S., Nawaz, S., Ahmad, I., & Mehmood, B. (2024). Impact of parenting style on academic achievement, emotional intelligence and self-esteem among university students in Southern Punjab. *Journal of Policy Research*, 10(3), 45–60
- Lavrič, M., & Naterer, A. (2020). The power of authoritative parenting: A cross-national study of effects of exposure to different parenting styles on life satisfaction. *Children and Youth Services Review*, 116, 105274.
- Leung, K., Lau, S., & Lam, W. L. (1998). Parenting styles and academic achievement: A cross-cultural study. *Child Development*, 69(3), 645–661.
- Mugenyi, E., Newton, O. D., & Asiimwe, S. (2025). The impact of authoritarian parenting on children's psychological well-being and academic performance in Makindye Division, Kampala District, Uganda. *International Journal of Multidisciplinary Research and Growth Evaluation*, 6(3), 344–352. ISSN 2582-7138
- Noreen, H., Ahmad, M., & Shahzadi, U. (2021). Effect of parenting styles on students' academic achievement at elementary level. *Journal of Development and Social Sciences*, 2(IV), 95–110. [https://doi.org/10.47205/jdss.2021\(2-IV\)09](https://doi.org/10.47205/jdss.2021(2-IV)09)
- Núñez, J. C., Suárez, N., Rosário, P., Vallejo, G., Valle, A., & Epstein, J. L. (2015). Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: Differences among elementary, junior high, and high school students. *Metacognition and Learning*, 10(3), 375–406. <https://doi.org/10.1007/s11409-015-9135-5>
- Parra, Á., Sánchez-Queija, I., García-Mendoza, M. del C., Coimbra, S., Oliveira, J. E., & Díez, M. (2019). Perceived parenting styles and adjustment during emerging adulthood: A cross-national perspective. *International Journal of Environmental Research and Public Health*, 16(15), 2757. <https://doi.org/10.3390/ijerph16152757>

- Pinquart, M., & Gerke, D.C. (2019). Associations of parenting styles with self-esteem in children and adolescents: *A meta-analysis*. *Journal of Child and Family Studies*, 28(8), 2017–2035. DOI:10.1007/s10826-019-01417-5
- Pinquart, M., & Kauser, R. (2018). Do the associations of parenting styles with behavior problems and academic achievement vary by culture? Results from a meta-analysis. *Cultural Diversity and Ethnic Minority Psychology*, 24(1), 75–100. doi: 10.1037/cdp0000149.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press. <https://doi.org/10.1521/978.14625/28806>
- Spera, C. (2005). A Review of the Relationship Among Parenting Practices, Parenting Styles, and Adolescent School Achievement. *Educational Psychology Review*, 17(2):125-146. DOI:10.1007/s10648-005-3950-1
- Stavroulaki, E., Li, M., & Gupta, J. (2021). Perceived parenting styles, academic achievement, and life satisfaction of college students: the mediating role of motivation orientation. *European Journal of Psychology of Education*, 36(3), 693–717.
- Steinberg, L., Dornbusch, S. M., & Brown, B. B. (1992). Ethnic differences in adolescent achievement: An ecological perspective. *Developmental Psychology*, 28(6), 1220–1237. DOI: 10.1037//0003-066x.47.6.723
- Steinberg, L., Elmen, J. D., & Mounts, N. S. (1989). Authoritative parenting, psychosocial maturity, and academic success among adolescents. *Child Development*, 60(6), 1424–1436. DOI: 10.1111/j.1467-8624.1989.tb04014.x
- Suizzo, M.A., Pahlke, E., Yarnell, L.M., Chen, K.Y., & Romero, S. (2014). Home-Based Parental Involvement in Young Children's Learning Across U.S. Ethnic Groups. *Journal of Family Issues*, (35), 254 – 287. <https://api.semanticscholar.org/CorpusID:146700818>
- Trifan, T. A., Stattin, H., & Tilton-Weaver, L. (2021). Have authoritarian parenting practices really changed? *Developmental Psychology*, 57(4), 1–14. <https://doi.org/10.1037/dev0001189>
- Yamamoto, Y., & Holloway, S. D. (2010). Parental Expectations and Children's Academic Performance in Sociocultural Context. *Educational Psychology Review*, 22(3), 189-214. DOI:10.1007/s10648-010-9121-z
- Yasmin, S., Kiani, A., & Chaudhry, A. G. (2014). Parenting styles as predictors of academic achievement of students. *International Journal of Technical Research and Applications*, 2(6):28-31.
- Zhang, W., Wei, X., Ji, L., Chen, L., & Deater-Deckard, K. (2020). Reconsidering parenting in Chinese culture. *Developmental Psychology*, 56(9), 1–14.