

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

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ABSTRACT

OBJECTIVE

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.

METHOD

The review included studies conducted on the association between parenting styles and academic outcomes of students from elementary school to postgraduate level in Pakistan. For this purpose, 22 studies from 2013 to 2023 were selected. Articles relating to both parenting styles and academic performance were identified from six databases (including PubMed, Google Scholar, Springer Link, Science Direct, SAGE Journals, and Taylor and Francis Journals). Eighteen of the 22 studies identified an association between parenting styles and the academic achievement of students, while 4 studies showed no association.

CONCLUSION

The review concluded that the parenting style that enhanced the academic output of students of all educational levels was the authoritative type. 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 relating the two.

KEYWORDS

Academic Success; Educational Status; Mediation Analysis; Pakistan; Parenting; PubMed.

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. Besides good policies regarding education, parents being role models, also play a key role, and parenting styles have been associated with academic performance in students.¹ A child's cognitive, behavioural, social, and emotional competence is also dependent on the family environment.²

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.³ 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.² Maccoby and Martin, and Baumrind classified parenting into four types based on responsiveness and demandingness.^{4,5} The authoritative parenting style is characterised as high in responsiveness and demandingness. Authoritative parents not only provide support and love, but they also clearly set rules with explanations and enforce discipline. They are consistent in their approach.⁵ Low responsiveness and high demandingness define the authoritarian parenting style. This style often employs aggressive control or severe punishment capriciously to secure compliance, yet they rarely offer explanations. The Permissive parenting style is defined by low demandingness and high responsiveness. Permissive parents address their children's needs and fulfil their requirements, but they lack in disciplining them appropriately, define boundaries or reinforce mature behaviour. In contrast, neglectful parenting is marked by a lack of responsiveness and demandingness. Such parents are self-centred and rarely participate in child-nurturing practices, lacking both love and the ability to establish rules and boundaries for their children.

Parenting is a widely acknowledged phenomenon and its diverse effects in terms of the development of personality, academic and non-academic performance, different attitudes in life, and mental health outcomes of children have been extensively studied. Specifically, the authoritative parenting style has a positive correlation with academic achievement, whereas authoritarian and permissive parenting styles have been associated with negative outcomes.⁶

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 globalisation, some older studies have reported a preference for one type over another in the cultural context. Dornbusch et al noted variations in parenting styles across various cultures. Specifically, they observed a positive association between the authoritative parenting style and school grades among 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.⁷ Other studies contradict this finding and have associated authoritarian parenting style with negative outcomes even among the Asian population.

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

METHOD

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 the various parenting styles and achievements in academia in 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. We included different types of studies such as qualitative, descriptive and mixed-method studies to examine various aspects of the problem burden.

All studies that did not align with the theoretical foundation of the study, addressed measures other than parenting styles for academic outcomes, were difficult to interpret due to insufficient data, 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, were excluded.

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.

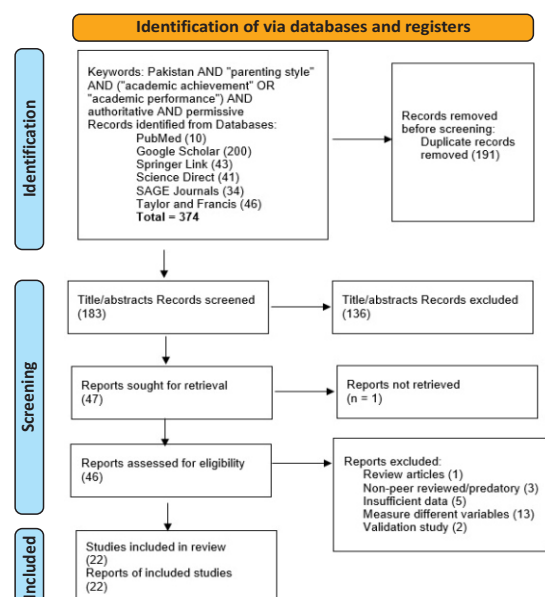
Search

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.

FIGURE 1
Flow Chart of 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 examine the correlation between different parenting styles and academic outcomes, this review provides an in-depth exploration of the available literature concerning these two variables, along with an examination of the roles played by various mediating and moderating factors in the context of Pakistan. Following is a tabulated summary of the included studies.

Table 1 shows the included studies included in the review, focussing on the important findings.

Table 1
Highlights of the studies on the association 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
5	Masud et al., 2016	Asia Pacific Education Review	313	Cross-sectional	Buri parenting authority scale	self-efficacy	University students
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 (10-25 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	Najmussaqlib 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
22	Rashid et al., 2023	Pakistan Journal of Humanities and Social Sciences	500	Cross-sectional	Perceived Dimensions of Parenting Scale		University students

Table 2 contains a summary of all the results of the articles included.

Table 2
Summary of the results examining parenting styles and academic achievement

Author	Results
Yasmin and Kiani, 2013	<ul style="list-style-type: none"> The authoritative style of parenting of both the parents and the academic performance of their children was found to be positively correlated. The authoritarian parenting style of both the parents and the academic performance of their children was found to be negatively correlated.
Khan et al., 2014	<ul style="list-style-type: none"> The authoritarian style of parenting of male and female participants was found to be significantly related to better academic achievement.
Inam et al., 2016	<ul style="list-style-type: none"> The study showed that parenting styles and students' academic outcomes were significantly associated. 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. Results showed a significant relationship between parenting styles used by fathers and the academic achievement of children. Students with permissive fathers showed significantly better results than those with authoritative in their actions only. 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.
Tanvir et al., 2016	<ul style="list-style-type: none"> The impact of the authoritative parenting style on student academic performance surpasses that of both the authoritarian and permissive styles of parenting. The father's parenting style and student academic accomplishments exhibited a positive correlation, whereas the correlation with the mother's parenting style was only weak.
Masud et al., 2016	<ul style="list-style-type: none"> When taken individually, parenting styles had no significant relationship with academic outcomes. Self-efficacy played a mediating role only in the relationship between authoritative parenting style and academic outcomes.
Rauf and Ahmed, 2017	<ul style="list-style-type: none"> Authoritarian parenting style was found to significantly predict the academic outcome. Authoritarian parenting style negatively affected academic performance in children.
Bilal et al., 2018	<ul style="list-style-type: none"> The participants mostly (97%) demonstrated high scores on the control and responsiveness subscales, indicative of an authoritative parenting style. Authoritative parenting style positively predicted both SE and academic outcomes, with a positive relationship observed between self-esteem and academic accomplishment. Total scores of both parents on the responsiveness and control subscales (authoritative) were identified as significant predictors for both the self-esteem and academic accomplishment of the children.
Masud et al., 2019	<ul style="list-style-type: none"> Stable socio-economic conditions, increased educational attainment of the father, elevated care scores, and higher mean "overprotection" scores from both parents were individually linked to improved academic achievements in adolescent students. Affectionless control, representing the authoritarian style, emerged as the predominant parenting approach for both parents. Notably, when embraced by fathers, it stood out as the sole parenting style independently contributing to enhanced academic outcomes. In general, mothers exhibited higher mean scores in the "care" category, while fathers demonstrated higher mean scores in the "overprotection" category.
Batool, 2020	<ul style="list-style-type: none"> The results suggest that a positive parenting style significantly influences the self-esteem (SE) of university students, which serves as a crucial arbitrator in the relationship between a compassionate and supportive parenting style, academic procrastination, and academic performance. Self-esteem appears to operate as an academic self-regulatory mechanism, potentially reducing academic procrastination and promoting higher academic accomplishment. A nurturing and supportive parenting style not only directly impacts the academic accomplishments of university students but also contributes positively to their academic performance by bolstering their self-esteem and consequently curbing procrastination tendencies.
Imran et al., 2020	<ul style="list-style-type: none"> A positive association was identified between the authoritative parenting style and academic outcome, while a negative correlation was observed between both authoritarian and permissive parenting styles and academic outcome.
Qamar and Majeed, 2020	<ul style="list-style-type: none"> In medical students, there was a notably significant negative correlation between neglectful parenting style and academic achievement, the relationship between emotional intelligence and academic achievement was significantly positive. High emotional intelligence appeared to diminish the effect of neglectful parenting styles, thereby contributing to improved academic performance among medical students.
Qamar and Majeed, 2020	<ul style="list-style-type: none"> In medical students, the analysis revealed that parenting styles had a significant positive correlation with self-efficacy of students as well as emotional intelligence, and academic outcomes, with emotional intelligence significantly predicting academic accomplishments. Additionally, self-efficacy significantly moderated the effect of authoritarian parenting style on academic accomplishment.
Khalid et al., 2020	<ul style="list-style-type: none"> There was a weak or no correlation between academic achievement and parenting styles. Strictness was negatively related to the academic achievement of the students.

Khalid et al., 2020	<ul style="list-style-type: none"> There was a weak or no correlation between academic achievement and parenting styles. Strictness was negatively related to the academic achievement of the students.
Rizwan et al., 2021	<ul style="list-style-type: none"> A positive influence of parenting style, characterized by responsiveness and control, on the secondary school students' academic outcomes was found. Academic self-efficacy partially mediated the significant impact of parenting style (marked by responsiveness and control) on the academic accomplishments of students. The mother's occupation as a government employee and her educational background significantly affect academic achievement in students.
Asif et al., 2021	<ul style="list-style-type: none"> Authoritative parenting style and academic achievement were found to be positively correlated and permissive parenting style and academic achievement were negatively correlated with no discernible difference between the two genders.
Yasinzai et al., 2021	<ul style="list-style-type: none"> Parenting styles, academic self-efficacy, and academic accomplishments were positively correlated. Among students, responsiveness and control parenting style positively depicted academic achievement. Male students exhibited greater academic self-efficacy and accomplishments compared to their female counterparts.
Bukhari et al., 2021	<ul style="list-style-type: none"> The Parenting styles and academic accomplishments were found to be weakly correlated. Among university students, the academic outcome was positively affected by the authoritative parenting style, and negatively affected by the authoritarian, neglectful, and permissive parenting styles.
Najmussaqib and Ijaz, 2021	<ul style="list-style-type: none"> There was no significant association between closeness in parent-child relationships and academic accomplishments in children. In contrast, rejected parent-child relationships had a significant association with low academic accomplishments in children.
Hassan et al., 2022	<ul style="list-style-type: none"> A weak association between the authoritative parenting style and LSE and a strong association of the former with SRL was found. The permissive style of parenting was found to have a weak association with SRL and a strong association with LSE. Students from authoritarian parents had higher SRL and higher academic orientation. Among secondary school students, the effects of LSE and SRL on academic achievement orientation were significantly moderated by digital literacy.
Khan et al., 2022	<ul style="list-style-type: none"> Most parents had an authoritative style of parenting that correlated positively with academic outcomes compared to permissive parenting.
Ali et al., 2023	<ul style="list-style-type: none"> When compared to both permissive and authoritarian parenting styles, the authoritative parenting style showed a significant and positive correlation with the academic achievements of children. When parenting style was kept consistent, participants from high socioeconomic statuses secured better school grades compared to those from low socioeconomic status.
Rashid et al., 2023	<ul style="list-style-type: none"> Both parenting styles and personality traits served as significant predictors of academic performance in adolescents. Adolescents with parents who employed supportive parenting styles tend to exhibit better academic achievements. Personality traits, such as openness to experience, honesty, being social, kindness, and neuroticism, were significant predictors of academic achievement.

The following themes were identified in the results:

1. Existence of an association between parenting styles and academic outcome

The review of 22 studies showed a positive association between parenting styles and academic performance across diverse education levels. While 18 studies supported this correlation, exceptions were noted in two studies (Najmussaqib and Ijaz and Khalid et al), which could not establish a significant relationship, even though they reported strict / rejected parenting style having negative impacts on the academic outcome of children.^{9,10}

2. Effectiveness of Authoritative Parenting

The positive correlation between the authoritative style of parenting and academic achievement prevailed in diverse age groups and educational levels. Khan et al 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.¹¹

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

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

Studies conducted among higher secondary school students by Yasmin and Kiani and Asif et al reaffirmed a positive correlation between academic performance and the

authoritative parenting style of both parents. Additionally, Rizwan et al and Yasinzai et al focused on responsiveness and control parameters of parenting style, both emphasizing the positive effect of authoritative parenting on academic achievement.¹⁶⁻¹⁹

Rashid et al established a positive correlation between supportive parenting style and academic performance in students at university.²⁰ Furthermore, Bukhari et al and Tanvir et al reiterated the positive influence of authoritative parenting on academic achievement compared to authoritarian and permissive styles.^{21,22} Even in the context of special needs children, Imran et al reported a positive correlation between the two variables.²³

3. Mixed Effects of Authoritarian Parenting

Studies by Yasmin and Kiani, Rauf and Ahmed, Imran et al, and Bukhari et al consistently indicated that authoritarian parenting style is negatively correlated with children's academic performance.^{16,21,23,24} Najmussaqib and Ijaz 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.^{9,10}

Conversely, Khan et al reported a positive correlation between authoritarian parenting and academic achievement.²⁵ Masud et al 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.¹⁴

4. Mixed Effects of Permissive Parenting

Inam et al 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.¹²

Conversely, Imran et al and Asif et al, both highlighted that permissive parenting styles and academic performance had a negative association.^{17,23} Additionally, Bukhari et al indicated the negative effects of both permissive and neglectful parenting styles on academic performance.²¹

Qamar and Majeed specifically found a highly significant negative association between neglectful parenting style and academic achievement, particularly among medical students.²⁶

5. Mediating Factors

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

Self-esteem

Bilal et al established the authoritative parenting style in both parents positively affected self-esteem significantly, linking it to improved academic performance.¹³ Batool's research emphasised the influential role of self-esteem, demonstrating its mediation between the supportive style of parenting and

academic achievement. This highlighted self-esteem's function as an academic self-regulatory mechanism, which decreases academic procrastination and positively impacts academic outcomes.²⁷

Self-efficacy

According to Masud et al, no direct correlation was found between parenting styles and academic output but identified self-efficacy as a mediator between these variables, particularly in the relationship between authoritative parenting and academic performance.²⁸ Rizwan et al highlighted partial mediation of parenting style's impact on academic success through academic self-efficacy.¹⁸ Yasinzai et al similarly noted that parenting styles were positively associated with academic achievement and academic self-efficacy.¹⁹

The study by Qamar and Majeed highlighted the positive association between parenting styles, self-efficacy, academic accomplishment, and emotional intelligence, with self-efficacy as an important mediator between authoritarian parenting style and academic achievement.²⁶

Additionally, Hassan et al 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. Permissive parenting was weakly associated with self-regulatory learning and strongly associated with self-efficacy. Digital literacy was found to moderate between learner self-efficacy and self-regulatory learning, impacting the academic achievement orientation of students of secondary school.⁴⁹

Emotional Intelligence

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

Personality traits

Rashid et al identified significant personality traits, including openness to experience, scrupulousness, social, kindness, and neuroticism, as predictors of academic achievement.²⁰

6. Moderating factors

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

Socioeconomic Status: Masud et al found that higher socioeconomic status, coupled with the father's education level, independently correlated with improved academic performance.¹⁴ Rizwan et al emphasised the impact of the mother's occupation and education on children's academic achievement. Ali et al observed that respondents from higher socioeconomic backgrounds, under similar parenting styles, attained better school grades compared to children from lower socioeconomic groups.¹⁵

DISCUSSION

The review underscored that parenting styles and parental involvement are linked to academic achievement across all age groups of children. 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 established.¹ 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.^{18,19,26,27}

The studies highlighted that the Authoritative style of parenting was most commonly linked with better achievements than authoritarian and permissive parenting styles. This holds true for students of all ages, from elementary school to the postgraduate level.^{11,16,17,22} This finding is per other studies that describe the authoritative parenting style as the most effective. Authoritative style of parenting can inculcate positive behaviour in children and they become capable of acquiring higher efficacy beliefs, resulting in good academic achievements compared to neglectful parenting style.³¹

In Pakistani culture, there is an emphasis on values such as obedience and dignity, which form the foundational elements 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,^{14,25} which are per Dornbusch's findings for the Asian population.⁷

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.³² Other studies concluded the authoritarian parenting style to be a negative predictor of academic outcome^{16,21,23,24} in accordance with the findings of M Chang who claims the parenting style responsible for the academic achievements of kids is consistent across cultures.⁸

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 were significantly associated. The authoritative parenting style moderates the effect of self-esteem on academic success greater than the authoritarian parenting style.³³ However, data from non-Western cultures, including Arab and African, report different outcomes.³⁴

Self-esteem was studied as a mediator between different parenting styles and academic outcomes. Where Khan et al found no significant association between the variables,²⁵ while Batool, 2020 and Bilal et al found the authoritative parenting style to be a positive predictor of self-esteem. Batool found that academic achievement is not directly impacted by self-esteem, rather self-esteem helps as a mechanism for academic self-regulation that may aid in decreasing academic delays and enhancing positive academic outcomes.^{13,27}

Self-efficacy, defined as the belief of an individual in their ability to organise and execute the courses of action required to achieve goals, was also studied. Of these, Masud et al described self-efficacy as a positive arbitrator between authoritative style of parenting and academic outcome,²⁸ which confirmed M Chandler's findings of a similar association.³⁵ Qamar and Majeed described self-efficacy as a positive arbitrator between the authoritarian style of parenting and the academic outcome.²⁶ However, Rizwan et al found a meagre arbitrating effect of self-efficacy between authoritarian parenting styles and academic outcomes.¹⁸

Hassan et al 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.²⁹ These findings contradict Llorca et al, 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.^{3, 6}

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 at reviewing the relationship between different styles of parenting and the academic outcome 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 own unique qualities and features which affect 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 studies are required to further evaluate the complex nature of this problem.

CONFLICT OF INTEREST

None

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None

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