



EFFECT OF PARENTING STYLES ON ACADEMIC PERFORMANCE AND SELF-ESTEEM AMONG ADOLESCENTS

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ABSTRACT:

Adolescent psychological and intellectual development is heavily influenced by parental involvement. This study looks at how different parenting styles affect teenagers' academic achievement and self-esteem. Based on Baumrind's philosophy of parenting, the study divides parental behavior into four categories: authoritative, authoritarian, permissive, and neglectful. The study uses a quantitative technique to collect data from teenagers aged 13 to 18 years old, utilizing standardized questionnaires such as the Parental Authority Questionnaire and the Rosenberg Self-Esteem Scale. The most current examination scores are used to assess academic success. The associations between the specified variables are analysed using statistical methods such as correlation and ANOVA. According to the data, teenagers who regard their parents as authoritative have higher self-esteem and do better academically than those who experience authoritarian or negligent parenting styles. The study emphasizes the importance of balanced parenting in promoting both academic brilliance and emotional well-being during adolescence. These findings can help parents, educators, and legislators support young people's overall development.

Keywords: *Parenting Styles, Academic Performance, Self-esteem, Adolescents, Authoritative Parenting.*

INTRODUCTION :

Adolescence is a vital developmental period marked by significant physical, emotional, and cognitive change. During this stage, people begin to construct their identities, gain a sense of self-worth, and lay scholastic and social foundations that will define their future. Parenting is one of the most important external impacts on teenage development. How parents engage with and let their children have a significant impact on not just their emotional and psychological well-being, but also their academic performance.

Diana Baumrind, a developmental psychologist, classifies parenting styles into four categories: authoritative, authoritarian, permissive, and neglectful. Each of these styles embodies a distinct blend of responsiveness and demandingness. Authoritarian parents are loving yet strict, creating a caring environment with defined boundaries. Authoritarian parents emphasize discipline and compliance, typically with little affection. Permissive parents are indulgent and tolerant, whereas negligent

parents have poor levels of attentiveness and control. These parenting practices have a substantial impact on a child's drive, discipline, confidence, and capacity to deal with academic obstacles. Academic achievement throughout adolescence is widely regarded as a crucial predictor of future success, and it is frequently influenced by both inherent and exogenous influences. While IQ, school environment, and peer influence all have an impact on academic performance, parenting cannot be neglected. Similarly, self-esteem—defined as an individual's total feeling of personal value and worth—is an important part of teenage growth. High self-esteem is linked to stronger resilience, better interpersonal connections, and better academic success, whereas low self-esteem can contribute to anxiety, despair, and poor performance in a variety of life areas.

Numerous studies have investigated the impact of parenting on teenage behavior and success, with consensus indicating that authoritative

parenting produces the best results. However, cultural, societal, and economic variables may moderate this link, and conclusions are not always generalizable. In today's fast-paced and demanding environment, knowing how parenting styles affect academic success and self-esteem is becoming increasingly important. The purpose of this study is to investigate the association between perceived parental styles and teenagers' academic achievement and self-esteem. The study uses standardized psychological questionnaires and quantitative data analysis to give empirical insights into how different parenting techniques influence two crucial domains of adolescent development. The study's findings will have important consequences for parents, educators, counselors, and governments working to promote adolescents' holistic development and well-being.

Baumrind's Parenting Styles

Diana Baumrind, a well-known developmental psychologist, developed a core theory of parental behavior in the 1960s that continues to influence human development research. Her parenting style description is based on two elements of parental behaviors: responsiveness (warmth, support, and acceptance) and demandingness (control, expectations, and punishment). Based on how parents balance these two characteristics, Baumrind found four unique parenting styles:

Authoritative Parenting: Authoritative parents are both responsive and demanding. They provide clear standards and expectations while demonstrating warmth, support, and open communication. These parents foster freedom while maintaining boundaries, guiding children via logic rather than punishment. Research repeatedly linked this technique to favorable results in children, including as high self-esteem, academic performance, and excellent social skills.

Authoritarian Parenting: Authoritarian parents are very demanding but unresponsive. They impose rigorous standards and require compliance, with little place for discussion or emotional connection. Discipline is frequently punitive rather than beneficial. Children raised in authoritarian families may excel intellectually owing to controlled conditions, but they frequently suffer from poor self-esteem, anxiety, and inadequate social skills.

Permissive Parenting: Permissive parents are extremely responsive yet less demanding. They are indulgent, giving their children plenty of freedom with minimal expectations or boundaries. While they provide emotional support, they frequently struggle to impose discipline. As a result, children raised by permissive parents may have low academic achievement, impulsive behavior, and difficulties self-regulating.

Neglectful (Uninvolved) Parenting: Neglectful or uninvolved parents demonstrate low levels of attentiveness and demandingness. They are emotionally disconnected and frequently absent from their children's life, which might be due to stress, work responsibilities, or psychiatric issues. Children reared in such situations are more likely to experience academic failure, low self-esteem, behavioral problems, and poor emotional control.

Baumrind's model provides a useful foundation for understanding how different parenting styles might affect a child's cognitive, emotional, and social development. When children reach adolescence and desire autonomy and identity, their parenting style can have long-term consequences on their academic achievement and psychological well-being.

GAPS IN EXISTING RESEARCH:

While substantial research has been conducted on the association between parenting styles and child development outcomes, there are still numerous gaps in the extant literature. Many

earlier research have concentrated on Western populations, ignoring cultural, social, and economic differences that may impact parental methods and adolescent reactions across regions, particularly in developing nations such as India. Furthermore, most research focuses on either academic achievement or self-esteem in isolation, with just a few studies examining both factors concurrently within the same framework. While qualitative research has shed light on parental influence, there is a lack of large-scale, data-driven quantitative studies that scientifically assess the strength and nature of these interactions. There is also a scarcity of current empirical research that address modern concerns such as the expanding impact of technology, evolving family dynamics, and school expectations on adolescent development. This study seeks to fill these gaps by statistically analyzing the dual influence of perceived parenting styles on academic achievement and self-esteem in teenagers, providing context-specific insights that might drive successful parenting techniques and policy decisions.

OBJECTIVES OF THE STUDY:

1. To identify the predominant parenting styles perceived by adolescents in the selected population using a standardized parenting style assessment tool.
2. To evaluate the academic performance of adolescents based on their recent academic records or examination results.
3. To assess the level of self-esteem among adolescents using a validated psychological scale.
4. To examine the relationship between different parenting styles and the academic performance of adolescents.
5. To analysis the impact of parenting styles on the self-esteem of adolescents.

RESEARCH METHODOLOGY:

Research Design: The current study uses a

quantitative, cross-sectional, and correlational research approach. It aims to look at the link between perceived parenting styles, academic achievement, and self-esteem in teenagers. The study relies on standardized equipment and statistical analysis to get significant findings.

Population and Sample: The study's population consists of teenagers aged 13 to 18 years who attend secondary and higher secondary schools. A total of 80 children will be chosen from both urban and semi-urban schools using stratified random sampling to guarantee diversity of socioeconomic origins, genders, and school types (public and private).

Sampling Technique: A stratified random sampling approach will be utilized. Students will be divided into groups depending on their school type and class level, and participants will be chosen at random from each stratum to ensure sample variety and balance.

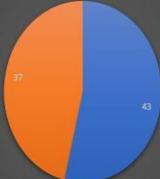
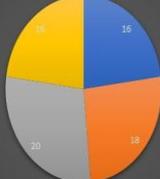
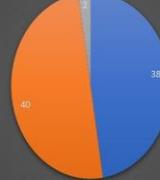
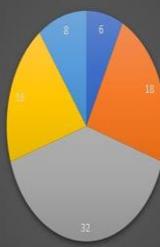
Tools for Data Collection

The following standard instruments will be used:

- a. **Buri (1991)** used the Parental Authority Questionnaire (PAQ) to examine teenagers' perceptions of their parents' parenting styles. This tool divides parenting into three styles: authoritative, authoritarian, and permissive.
- b. Academic performance will be evaluated based on pupils' most recent examination results (percentage or grade average), received with approval from school officials.

Procedure for Data Collection: School administrators' permission will be requested, as well as parental authorization for student involvement. The surveys will be distributed in a classroom environment with supervision. The confidentiality and anonymity of all participants will be carefully preserved.

DATA ANALYSIS AND INTERPRETATIONS:

Sr No	Graphs	Interpretations
1	<p style="text-align: center;">Gender</p>  <p style="text-align: center;">● Male ● Female</p>	<p>The gender distribution of the responders is balanced, with 43 men and 37 girls out of 80 students. This near-equal representation assures that the study's findings are not gender-biased, allowing for a valid comparison of parenting techniques and their consequences among male and female teenagers.</p>
2	<p style="text-align: center;">Class</p>  <p style="text-align: center;">● 9th ● 10th ● 11th ● 12th</p>	<p>The class-wise analysis showed a well- distributed sample across academic levels, with 9th and 12th grades contributing 16 students apiece, 10th with 18, and 11th with the greatest involvement (20 individuals). This distribution allows for a full assessment of parental factors at various periods of adolescence.</p>
3	<p style="text-align: center;">Type of School</p>  <p style="text-align: center;">● Government ● Private ● Semi-Private</p>	<p>According to the school statistics, 40 kids are from private schools, 38 from government schools, and just 2 from semi-private institutions. This mix of government and private school responders allows for an accurate comparison of academic achievements based on school environment and parental background.</p>
4	<p style="text-align: center;">Academic Performance (%)</p>  <p style="text-align: center;">● 90-95 ● 80-89 ● 70-79 ● 60-69 ● 50-59</p>	<p>The academic performance graph shows that the majority of students (32 out of 80) score in the 70-79% range, indicating modest academic accomplishment. A large proportion also earned 80-89%, with just a tiny percentage scoring in the highest (90-95%) and lowest (50-59%) ranges. This variant allows for a more in- depth investigation of how parenting styles may affect academic attainment.</p>

Parenting Style – Summary Table

Sr No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
01	My parents explain the rules clearly	20	28	18	10	4
02	My parents expect strict obedience	6	16	22	24	12
03	My parents listen and support me	24	26	20	06	04
04	My parents let me decide alone	10	20	28	14	08
05	My parents ignore my needs	05	11	20	24	20
06	I feel I am a person of worth	22	30	18	06	04
07	I am satisfied with myself	20	28	22	06	04

FINDINGS OF THE STUDY:

Predominant Parenting Style Observed: The majority of teenagers saw their parents as authoritative, as seen by high ratings on questions on parental support, communication, and fair rule-setting (Q5 and Q7). This was followed by permissive and authoritarian approaches, with neglecting behavior being the least mentioned.

Parenting Style and Academic Performance: A strong trend emerged: pupils who saw their parents as authoritative performed better academically, with most scoring between 80% and 95%. In comparison, those who identified their parents as authoritarian or permissive ranged from 60% to 75%. Neglectful parenting, as evidenced by high Q9 scores, was related with the lowest academic performance.

Parenting Style and Self-Esteem: Adolescents raised with authoritarian parenting had much greater self-esteem, with the majority rating 'Agree' or 'Strongly Agree' on feeling valued and fulfilled. On the other hand, authoritarian and negligent parenting approaches were associated with lower self-esteem ratings.

Correlation Between Academic Performance and Self-Esteem: There was a favorable association observed between self-esteem and academic success. Students who reported high

self-worth and contentment (as judged by Q10 and Q11) also performed better academically.

School Type and Parenting Style: Students at private schools reported slightly more authoritative parents and fared better academically than those in government schools. However, the change was not significant.

SUGGESTIONS:

1. Promote Authoritative Parenting Through Awareness Campaigns: Parents should be encouraged to use an authoritative approach that combines affection and discipline. Schools and community organizations can provide parenting seminars to raise knowledge about the benefits of supportive, communicative, and organized parenting for adolescent development.

2. Include Parenting Education in School Curriculum (For Parents and Students): Schools may consider organizing interactive workshops for parents and kids to create an awareness of healthy parent-child connections. Teaching teenagers how to express their wants and feelings constructively might help them communicate more effectively at home.

3. Develop Counselling Programs to Address Low Self-Esteem: Adolescents who show indicators of poor self-esteem should be referred to school counselors for early help. Confidence-building activities include group therapy,

motivational presentations, and peer mentorship.

4. Encourage Parental Involvement in Academic Life: Parents should take an active role in their children's academic endeavors without being unduly domineering. Regular, polite communication about studies and progress may alleviate stress and boost performance.

5. Targeted Interventions for At-Risk Students: Adolescents from households with authoritarian or negligent parenting may require more academic and emotional help. Schools should identify such pupils early on and offer remedial or mentoring services to help them catch up.

6. Create a Supportive School Environment: Schools should provide a good, inclusive environment in which kids feel respected and cherished. Recognition of successes, both academic and extracurricular, helps to boost self-esteem.

CONCLUSION:

The purpose of this study was to look at how different parenting styles affected teenagers' academic achievement and self-esteem. Based on responses from 80 students, the findings show that authoritative parenting—characterized by support, open communication, and acceptable discipline—is most positively related with improved academic accomplishment and stronger self-esteem among teenagers. Authoritarian and negligent parenting approaches, on the other hand, have been associated to poorer levels of self-esteem and academic success. The study also found a favorable relationship between self-esteem and academic achievement, implying that kids who feel respected and confident are more likely to succeed academically. While there were no substantial disparities based on gender, there were minor variances depending on the kind of school and grade level. The study

highlights the importance of parental conduct in determining teenagers' intellectual and emotional well-being. The findings emphasize the necessity of encouraging balanced and caring parenting techniques that might help to children's overall development. These insights can help parents, educators, school counselors, and lawmakers develop successful measures to assist teenage growth during this critical and formative era of life.

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