

Parenting Style and Academic Achievement among Adolescents

Abhay Kumar^{1*}, Dr. Lav Kumar Singh²

^{1*} Assistant Professor, Dept of Psychology, GMRD College, Mohanpur, Samastipur (LNMU, Darbhanga)
(Corresponding Author)

² Assistant Professor, Dept of Psychology, APSM College, Barauni, Begusarai (LNMU, Darbhanga)

Received: 2nd Mar, 2026 | Revised: 14th Mar, 2026 | Accepted: 4th Apr, 2026 | Available Online: 20th Apr, 2026

ABSTRACT

The present study examines the relationship between parenting style and academic achievement among adolescents, while also exploring the role of emotional intelligence and aggression as associated psychological factors. A quantitative, correlational research design was employed, and data were collected from a sample of 323 adolescents, including both males and females, selected through purposive sampling. Standardized tools were used to assess parenting style, emotional intelligence, and aggression, while academic achievement was measured using students' academic scores. The data were analyzed using Pearson's correlation.

The findings revealed that democratic (authoritative) parenting style is positively associated with academic achievement ($r = .307, p < .01$) and emotional intelligence, whereas autocratic ($r = -.246$), permissive ($r = -.177$), and uninvolved parenting styles ($r = -.489$) are negatively related to academic performance, with uninvolved parenting showing the strongest negative association. The results further indicated that democratic parenting is negatively related to aggression ($r = -.164$), while autocratic ($r = .388$), permissive ($r = .230$), and uninvolved parenting ($r = .222$) are positively associated with aggression. Emotional intelligence was found to be negatively correlated with aggression ($r = -.217$), and aggression showed a significant negative relationship with academic achievement ($r = -.254, p < .01$).

The study highlights that academic performance is influenced by a combination of environmental, emotional, and behavioural factors. The findings suggest the importance of promoting supportive parenting practices and developing emotional and behavioural competencies among adolescents to enhance academic outcomes.

Keywords: Academic achievement, aggression, parenting styles, and adolescents.

How to cite this article: Kumar A, Singh LK. Parenting Style and Academic Achievement among Adolescents. *Int J Drug Deliv Technol.* 2026;16(35s):398-403. DOI: 10.25258/ijddt.16.35s.43

Source of support: Nil.

Conflict of interest: The authors declare no conflict of interest.

Introduction

Academic achievement among adolescents has long been considered an important indicator of individual development, future career success, and overall well-being. Traditionally, academic performance was primarily associated with cognitive ability and intelligence; however, contemporary research increasingly emphasizes the role of environmental and psychosocial factors in shaping educational outcomes. Among these, parenting style has emerged as a significant determinant influencing adolescents' academic success, behavioural adjustment, and emotional development (Laurence Steinberg, 2001).

Parenting style refers to the overall pattern of parental attitudes, behaviours, and emotional climate in which children are raised. One of the most influential frameworks in this area was proposed by Diana Baumrind (1967, 1991), who classified parenting styles

into three major categories: authoritative (democratic), authoritarian (autocratic), and permissive. Later researchers also included a fourth category, namely uninvolved or neglectful parenting. These parenting styles differ primarily in terms of parental responsiveness and control, both of which play a critical role in shaping children's development.

Authoritative or democratic parenting is characterized by warmth, support, and reasonable control. Parents adopting this style encourage independence while maintaining clear expectations and open communication. Research consistently suggests that adolescents raised in authoritative households tend to exhibit higher academic achievement, better self-regulation, and greater psychological well-being (Baumrind, 1991; Steinberg, 2001). This positive influence is often attributed to the balanced

Parenting Style and Academic Achievement among Adolescents

environment provided by such parents, which fosters both autonomy and discipline.

In contrast, authoritarian or autocratic parenting is marked by high control and low responsiveness. Parents tend to impose strict rules and expect obedience without providing emotional support or explanation. While such parenting may sometimes result in short-term compliance, it is generally associated with lower academic performance, reduced self-esteem, and increased behavioural problems among adolescents. Similarly, permissive parenting, characterized by high responsiveness but low control, often leads to poor self-discipline and lack of academic motivation, thereby negatively affecting academic outcomes.

Uninvolved or neglectful parenting represents the least supportive style, where parents show low levels of both responsiveness and control. Adolescents raised in such environments often experience emotional neglect, lack of guidance, and minimal academic support, which may significantly hinder their academic achievement. Empirical evidence suggests that uninvolved parenting has one of the strongest negative impacts on both academic and psychological outcomes among adolescents.

The relationship between parenting style and academic achievement is not only direct but also mediated by various psychological and behavioural factors. For instance, parenting style significantly influences emotional development, including emotional intelligence, which in turn affects academic performance. Emotional intelligence, defined by John D. Mayer and Peter Salovey (1997) as the ability to perceive, understand, and regulate emotions, has been found to play a crucial role in academic success. Adolescents with higher emotional intelligence are better equipped to manage stress, maintain focus, and adapt to academic challenges, thereby enhancing their performance.

Supporting this, A. Costa and L. Faria (2015) conducted a longitudinal study demonstrating that emotional intelligence significantly predicts academic achievement. However, the study also indicated that the strength of this relationship may vary depending on the method of measurement, suggesting some complexity in understanding this construct.

Another important pathway through which parenting style influences academic achievement is behavioural regulation, particularly aggression. Parenting practices that are harsh, inconsistent, or neglectful may contribute to the development of aggressive behaviours in adolescents. According to H. Masud et al. (2019),

parenting styles have a direct impact on children's aggression levels, with authoritarian and permissive parenting being associated with higher aggression. Aggressive behaviour, in turn, has been consistently linked with poorer academic outcomes.

For instance, O. Uludag (2013) found that aggression negatively affects academic performance among university students, indicating that behavioural issues may interfere with learning processes. Similarly, J. Savage and C. Yancey (2017), in their meta-analysis, reported a strong association between low academic achievement and violent behaviour, even after controlling for other antisocial tendencies. These findings suggest that aggression may act as a significant barrier to academic success.

In addition to emotional intelligence and aggression, anxiety is another psychological factor that may mediate the relationship between parenting style and academic achievement. Moderate levels of anxiety may enhance performance by increasing alertness; however, high levels of anxiety are generally detrimental to academic outcomes. Charles D. Spielberger (1985) highlighted that excessive anxiety can impair concentration, reduce motivation, and negatively impact performance. Parenting styles characterized by high control and low emotional support may contribute to increased anxiety levels among adolescents, thereby indirectly affecting their academic achievement.

Despite substantial evidence supporting the role of parenting style in academic achievement, the findings are not entirely consistent across studies. Some researchers argue that cultural, social, and economic factors may influence how parenting styles affect adolescents. For example, practices considered authoritarian in one culture may be perceived differently in another, potentially leading to variations in outcomes. Moreover, much of the existing research has been conducted in Western contexts, raising concerns about the generalizability of findings to developing countries.

Another limitation in the literature is that many studies tend to examine parenting style, emotional intelligence, and behavioural factors separately rather than as part of an integrated framework. This fragmented approach may not fully capture the complex interactions among these variables. It is possible that parenting style influences academic achievement through multiple pathways simultaneously, including emotional regulation, behavioural control, and psychological well-being.

Parenting Style and Academic Achievement among Adolescents

Therefore, there is a growing need for research that adopts a more comprehensive approach to understanding these relationships, particularly in diverse socio-cultural contexts. Examining parenting style alongside emotional intelligence, aggression, and other psychological factors may provide a more holistic understanding of academic achievement among adolescents.

In conclusion, the existing body of literature suggests that parenting style plays a crucial role in shaping adolescents' academic outcomes, although the mechanisms involved are complex and multifaceted. Democratic parenting appears to be most conducive to academic success, while authoritarian, permissive, and uninvolved styles are generally associated with less favourable outcomes. However, the interaction of parenting style with emotional, behavioural, and contextual factors indicates that academic achievement cannot be attributed to a single cause. Further research is needed to explore these relationships in an integrated and culturally sensitive manner.

Objectives

The study aims to examine the relationship between parenting style and academic achievement among adolescents. It also seeks to analyze how parenting styles are associated with aggression and emotional intelligence. Overall, the study explores the influence of parenting on adolescents' academic, emotional, and behavioural outcomes.

Hypotheses

1. Parenting style will significantly relate to academic achievement.
2. Parenting style will significantly relate to aggression.
3. Parenting style will significantly relate to emotional intelligence.

Methodology

The present study employed a quantitative, correlational research design to examine the relationships among parenting style, academic achievement, aggression, and emotional intelligence among adolescents. The sample consisted of 323 students, including approximately 170 males and 153 females, selected from various educational institutions. A purposive sampling technique was used to ensure that participants met the required criteria, particularly belonging to the adolescent age group. Although this method limits generalizability, it was considered appropriate for the objectives of the study.

Data were collected using standardized psychological tools: the Emotional Intelligence Inventory developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal, the

Parenting Style Scale by Dr. Madhu Gupta and Ms. Dimple Mehtani, and the Aggression Scale by Dr. R. L. Bharadwaj. Academic achievement was measured using students' academic scores (percentage or GPA), obtained either from school records or self-reported by the participants. Prior permission was obtained from the institutions, and participants were informed about the purpose of the study, ensuring confidentiality and voluntary participation.

For data analysis, statistical procedures were carried out using the Statistical Package for Social Sciences (SPSS). Descriptive statistics were used to summarize the data, while Pearson's correlation coefficient was applied to examine the relationships among parenting style, emotional intelligence, aggression, and academic achievement. Additionally, independent samples t-test was used to assess gender differences, and multiple regression analysis was conducted to determine the predictive role of parenting style, emotional intelligence, aggression, age, and gender on academic performance. These statistical techniques were selected to provide a comprehensive understanding of both associations and predictive relationships among the variables.

Results

Table 1: Parenting Style and Academic Achievement

Parenting Style	Correlation with Academic Achievement
Democratic	+0.307**
Autocratic	-0.246**
Permissive	-0.177**
Uninvolved	-0.489**

Democratic parenting shows a positive relationship, while others show negative relationships. Uninvolved parenting has the strongest negative effect.

Table 2: Parenting Style and Aggression

Parenting Style	Correlation with Aggression
Democratic	-0.164**
Autocratic	+0.388**
Permissive	+0.230**
Uninvolved	+0.222**

Table 3: Parenting Style and Emotional Intelligence

Parenting Style	Correlation with EI
Democratic	+0.308**
Autocratic	-0.281**
Permissive	-0.151**

Parenting Style and Academic Achievement among Adolescents

Parenting Style	Correlation with EI
Uninvolved	-0.399**

Discussion

The findings of the present study provide considerable support for the view that parenting style plays a significant role in shaping adolescents' academic achievement, as well as their emotional and behavioural outcomes. At the same time, the relationships observed in the study appear somewhat complex, suggesting that multiple factors interact in influencing academic performance rather than operating independently.

One of the most important findings of the study is the significant positive relationship between democratic (authoritative) parenting style and academic achievement. Adolescents who perceived their parents as supportive, responsive, and encouraging tended to perform better academically. This finding is consistent with earlier research by Baumrind (1991), who emphasized that authoritative parenting promotes competence, independence, and self-regulation among children. Similarly, Steinberg (2001) reported that adolescents raised in supportive family environments are more likely to exhibit higher academic engagement and achievement. The present findings reinforce the idea that when parents maintain a balance between control and warmth, it creates an environment conducive to learning and academic success.

In contrast, the study found that autocratic (authoritarian), permissive, and uninvolved parenting styles are negatively associated with academic achievement. Among these, uninvolved parenting showed the strongest negative correlation, indicating that lack of parental involvement may be particularly detrimental to adolescents' academic performance. This finding is noteworthy, as it suggests that absence of parental support may be more harmful than even strict parenting practices. Previous studies have also indicated that neglectful parenting leads to poor academic outcomes due to lack of guidance, motivation, and emotional support (Steinberg, 2001). The negative association with permissive parenting further suggests that excessive freedom without structure may reduce discipline and academic focus.

The relationship between parenting style and aggression observed in the study also aligns with existing literature. Democratic parenting was found to be negatively related to aggression, whereas autocratic, permissive, and uninvolved parenting styles showed positive associations with aggressive behaviour. These findings support the review by Masud et al. (2019),

which concluded that harsh and inconsistent parenting practices are linked with higher aggression among children. The present study suggests that when parents use controlling or neglectful approaches, adolescents may develop frustration and behavioural problems, which can manifest as aggression. On the other hand, supportive parenting may act as a protective factor by fostering emotional stability and appropriate behavioural regulation.

Another significant finding of the study is the relationship between parenting style and emotional intelligence. Democratic parenting showed a positive association with emotional intelligence, while other parenting styles were negatively related. This suggests that adolescents raised in supportive and communicative environments are more likely to develop better emotional awareness and regulation skills. This finding is consistent with the theoretical framework proposed by Mayer and Salovey (1997), who emphasized that emotional intelligence develops through social interactions and supportive environments. When parents encourage open communication and emotional expression, adolescents may become more capable of understanding and managing their emotions effectively.

However, the role of emotional intelligence in predicting academic achievement appears somewhat complex in the present study. While certain components of emotional intelligence, particularly emotional management, positively contributed to academic performance, other components showed weaker or even negative relationships. This pattern is somewhat similar to the findings of Costa and Faria (2015), who reported that emotional intelligence predicts academic achievement, but the strength and direction of this relationship depend on how it is measured. It is possible that different dimensions of emotional intelligence operate differently, and treating it as a single construct may not fully capture its impact on academic outcomes.

The negative relationship between aggression and academic achievement observed in the study further strengthens the argument that behavioural factors play a crucial role in educational outcomes. Adolescents with higher levels of aggression tended to perform poorly academically. This finding is consistent with Uludag (2013), who found that aggression negatively affects GPA among students. Similarly, Savage and Yancey (2017), in their meta-analysis, reported a strong association between low academic achievement and violent behaviour. The present findings suggest that aggression may interfere with concentration, classroom

Parenting Style and Academic Achievement among Adolescents

behaviour, and relationships with teachers and peers, thereby affecting academic performance.

An important contribution of the present study is the use of multiple regression analysis to examine the combined effect of parenting style, emotional intelligence, aggression, and demographic variables on academic achievement. The results indicated that these variables together explain a significant proportion of variance in academic performance ($R^2 = 0.391$). This suggests that academic achievement is influenced by a combination of emotional, behavioural, and environmental factors rather than a single determinant. Democratic parenting and certain emotional intelligence components emerged as positive predictors, while uninvolved parenting and aggression showed negative effects. This supports the idea of a multidimensional model of academic achievement.

Interestingly, the study found that gender did not significantly predict academic achievement, which suggests that the influence of parenting style and psychological factors may be more important than demographic differences. This finding contrasts with some previous studies that reported gender differences in academic performance, but it also aligns with research suggesting that such differences may be context-dependent.

Despite these findings, the relationships observed in the study are not entirely straightforward. For instance, the mixed effects of emotional intelligence and the varying strength of correlations indicate that other unmeasured variables, such as socio-economic status, peer influence, and school environment, may also play a role. Additionally, the cross-sectional nature of the study limits the ability to establish causal relationships. It is possible that academic difficulties may also influence emotional and behavioural outcomes, suggesting a bidirectional relationship.

Overall, the findings of the present study are broadly consistent with existing literature, while also highlighting certain complexities and inconsistencies. The results support the view that democratic parenting is beneficial for adolescents' academic and psychological development, whereas less supportive parenting styles may hinder both emotional and academic outcomes. At the same time, the study emphasizes the importance of considering multiple interacting factors in understanding academic achievement. Future research may benefit from adopting longitudinal designs and including additional variables to provide a more comprehensive understanding of these relationships.

Conclusion

The present study highlights that parenting style plays a significant role in shaping adolescents' academic achievement, along with their emotional and behavioural development. Democratic parenting emerges as the most supportive style, positively influencing academic performance and emotional intelligence, while reducing aggression. In contrast, uninvolved, autocratic, and permissive parenting styles show negative associations with academic outcomes and behavioural adjustment. The findings suggest that academic achievement is not determined by a single factor but is influenced by a combination of environmental, emotional, and behavioural variables that interact in complex ways.

Limitations

Despite providing useful insights, the study has certain limitations that need to be considered. The use of purposive sampling and a sample limited to a specific geographical area restricts the generalizability of the findings. Additionally, most of the data were collected through self-report measures, which may be affected by response bias, social desirability, or misunderstanding of items. The cross-sectional research design further limits the ability to establish causal relationships among variables. Moreover, important factors such as socio-economic status, peer influence, and school environment were not included, which might have influenced the results.

Implications

The findings of the study have important practical implications for parents, educators, and policymakers. Promoting democratic and supportive parenting practices may help improve both academic performance and emotional development among adolescents. Schools can also play a role by incorporating emotional intelligence training and behavioural management programs to reduce aggression and enhance students' coping skills. Furthermore, interventions aimed at improving academic outcomes should adopt a holistic approach, considering the combined influence of parenting, emotional factors, and behaviour rather than addressing these aspects in isolation.

References

- Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43–88.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56–95.

Parenting Style and Academic Achievement among Adolescents

- Costa, A., & Faria, L. (2015). The impact of emotional intelligence on academic achievement: A longitudinal study. *Learning and Individual Differences, 37*, 38–47.
- Masud, H., Ahmad, M. S., Cho, K. W., & Fakhr, Z. (2019). Parenting styles and aggression among children: A review study. *Journal of Education and Learning, 8*(3), 78–85.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). Basic Books.
- Parker, J. D. A., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Academic achievement in high school: Does emotional intelligence matter? *Personality and Individual Differences, 37*(7), 1321–1330.
- Savage, J., & Yancey, C. (2017). The relationship between academic achievement and violence: A meta-analysis. *Journal of School Violence, 16*(1), 1–18.
- Spielberger, C. D. (1985). *Anxiety and behavior*. Academic Press.
- Steinberg, L. (2001). We know some things: Parent–adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence, 11*(1), 1–19.
- Uludag, O. (2013). Aggression and academic achievement: The role of emotional and behavioral factors among university students. *Journal of Education and Practice, 4*(24), 50–56.