

Parenting Styles and Academic Performance: The Role of Authoritative, Authoritarian, and Permissive Parenting

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ABSTRACT

This study focuses on pupils attending private schools and investigates how different parenting styles are reflected in the level of parental engagement in education. This study employs quantitative methods to examine the influence of authoritative, permissive, and authoritarian parenting styles on the academic achievement of students attending private schools in Koteswor, Kathmandu. The study also takes into account gender as a moderating factor. The study incorporates descriptive, relational, and causal research design to investigate the correlation between parenting styles and academic achievements. The study involved a cohort of 136 students in the 9th and 10th grades, who were selected from three private academic institutions. A self-administered structured questionnaire was used to gather the data. The data was analyzed using statistical methods such as mean, median, mode, standard deviation, independent sample t-tests, correlation, and multiple regression. The findings offer valuable insights into the impact of parenting styles on students' academic performance (SAP) and emphasize the significance of cultivating positive parenting strategies. The finding of the study showed a positive and significant influence of authoritative style on the academic performance of students in Nepal. However, the negative impact of a permissive and authoritarian style was found on student academic performance. The study enhances comprehension of the impact of parenting styles on academic achievement and provides valuable insights for educators, parents, regulators, and policymakers regarding successful parenting strategies.

Keywords: Academic success, authoritarian parenting, authoritative parenting, permissive parenting, private schools.

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Introduction

The impact of parenting styles and parental participation is especially emphasized when evaluating factors that contribute to academic achievement in adolescent children (Shute et al., 2011). The parenting style is a crucial and influential component that significantly impacts the psychopathology and development of children (Seif, 2014). The family serves as a setting in which children develop crucial abilities such as making choices, taking on obligations, showing consideration for others, experiencing love, and embarking on their initial education (Dil & Bulantekin, 2011). Parents employ various approaches, influenced by their distinct views and behaviors, to nurture their children. The parenting style of each unique person varies from one another. Barber, Stolz, and Olsen (2005) have found three characteristics of parenting that seem to represent parental impact in various cultural samples, in both developed and developing nations.

Parents often employ three distinct parenting styles: authoritative, authoritarian, and lenient. Schneider, Small, and Tsay (1997) argue that adept parents consistently have a cordial relationship with their children. Berk, as reported in Alarcong (1997), has identified three categories of parenting styles: authoritative, authoritarian, and permissive. The authoritative style is characterized by being responsive and demanding, the authoritarian style is characterized by being demanding with a low degree of responsiveness, and the permissive style is the reverse of the authoritarian style. The study mentions three aspects, namely unresponsiveness

versus responsiveness, undemanding versus demanding and allowing autonomy to children, which have an impact on parents' performance in educating their children. However, these dimensions have not been explicitly tracked in the study conducted by Assefa and Sintayehu in (2019). The child's outcomes were used as a reference to determine all three dimensions. However, in a later study conducted by Baumrind (1996) and Ambachew, Amare, and Geleta (2018), the concept of treatment autonomy was identified as a potential component that might be attributed to the other two dimensions. Responsiveness may be defined as the display of compassion, where parents actively engage in their children's lives by demonstrating nurturing and dedication. This is evident when parents genuinely show interest, listen attentively, and consistently support their child's chosen endeavours in pursuit of their life objectives and aspirations (Amponsah et al., 2018).

The permissive parenting style is characterized by a lack of demands from parents, an emphasis on allowing children to freely express their emotions, and a minimal use of authority to manage their behavior. Instead, this style encourages children to develop independence (Baumrind, 1966). Permissive parenting is defined by a lack of expectations for maturity and control, and the use of lenient disciplinary tactics towards children, to provide high levels of warmth. Permissive parents, for the most part, refrain from using punishment and avoid exerting excessive control to attain their goals (Baumrind, 1996). Authoritarian parents exert strict control over their children's behavior and expect unwavering obedience from them (Seid & Mikre, 2008). Parents

who embrace an authoritarian parenting style are more likely to have children with poor academic performance. Parents that employ an authoritarian parenting style establish several rules. Meanwhile, they exhibit a diminished level of responsiveness towards their children. Baumrind (1991) defines the authoritative parenting style as characterized by high levels of both responsiveness and demandingness. Authoritative parents establish and enforce norms and boundaries on specific behaviors. They frequently seek input from their children before making decisions and provide their children the freedom to make their own choices within the parameters set by the parents. Authoritative parents exhibit high expectations and provide positive reinforcement to their children for engaging in verbal communication through arguments. They demonstrate the ability to logically and systematically explain the rationale behind their intentions (Grobman, 2003; Seid & Mikre, 2008).

The relationship between children and parents is continually interconnected in order to determine students' academic progress (Wentre, 2000). Hassan and Sen (2017) discovered a negative correlation between authoritarian parenting style and academic achievement. However, Obiunu (2018) showed a favorable correlation between these two variables. Furthermore, research has confirmed a positive correlation between authoritative parenting and kids' reading achievement, in addition to its impact on children's overall achievements. According to Guarian (2007), regardless of variations in students' literacy skills, literacy exposure, and literacy readiness due to their parental relationships, an authoritative

parenting style significantly contributes to improving students' literacy abilities as a preparation for school. Nevertheless, the existing literature presents conflicting results regarding the impact of parenting styles on academic attainment and student outcomes (Riverse, 2008). Furthermore, the research suggests that current parenting techniques have not been consistent across different cultures and ethnicities (Spera, 2005). Additionally, the extent to which the impact of parenting on children's outcomes can be generalized to all racial and ethnic groups is still uncertain. The primary aim of the study is to examine the substantial influence of various parenting styles on the academic achievement of pupils in private schools in Koteswor, Kathmandu. The study enumerates the specific objectives as follows:

- To assess the primary role of parents in students' life.
- To examine the relationship of authoritative, permissive, and authoritarian parenting styles and students' academic performance.
- To analyze the difference in the parenting styles on students' academic performance among the students of private schools,
- To examine the impact of authoritative, permissive, and authoritarian parenting styles on students' academic performance among the students of private schools,
- To explore the most influential parenting styles from authoritative, permissive, and authoritarian parenting styles.

The remainder of the research consists of literature review, methods, results and discussion, and conclusion.

Literature Review

Bronfenbrenner's Ecological Systems Theory (BEST), created by Bronfenbrenner in 1979, explains how a kid develops within their environment. Is greatly influenced by the surroundings. According to the ecological theory, on the one hand, parenting styles that are characterized by warmth, support, and acceptance are generally linked to better academic performance. On the other hand, parenting styles that involve high levels of control and low levels of acceptance, such as authoritarian style, are typically associated with lower academic performance (Park & Bauer, 2002). Similarly, different forms of parenting styles have been demonstrated to have a connection with the outcomes of children, encompassing their social, emotional, and cognitive development (Tiller et al., 2003). The idea entails analyzing the impact of different environmental systems, such as the microsystem (family), mesosystem (interaction between family and school), ecosystem (community influences), and macrosystem (cultural values), on a student's educational outcome in the study.

Various research examined the correlation between parenting methods and academic achievement, each with its distinct emphasis and discoveries. Hassan and Sen (2017) conducted a study among undergraduate students at the University Dr., Malaysia UPM. They used the Parenting Authority Questionnaire (PHQ) to assess different parenting styles. The researchers discovered

that there was no noteworthy correlation between the authoritative parenting style and academic achievement. However, they did find a substantial negative correlation with the authoritarian parenting style. Obiunu (2018) conducted a study on secondary school students in Nigeria and discovered a notable and beneficial correlation between authoritative parenting style and academic achievement. This study emphasized that children tend to like authoritative parents. In their study, Noreen, Ahmad, and Shahzadi (2022) specifically examined elementary pupils in Punjab. They discovered that an authoritative parenting style was associated with higher academic achievement, in contrast to authoritarian and permissive forms. This suggests a favorable relationship between parenting styles and academic performance. Collectively, these findings indicate that the authoritative parenting style is linked to enhanced academic achievement in adolescents. Based on these observations, the present study proposes the following first hypothesis:

H₁: higher the embracing of an authoritative parenting style the lower the student's academic performance (SAP).

Parents who adopt permissive methods exhibit a low level of demandingness but a high level of responsiveness. Permissive parents demonstrate warmth and exhibit indirect control over their children. Consequently, parents establish fewer regulations and exact boundaries for their children. In their 2022 study on primary kids in Punjab, Noreen, Ahmad, and Shahzadi (2022) discovered notable disparities in academic performance depending on

parenting styles. The research emphasized that pupils with authoritative parents exhibited superior academic achievements compared to those with authoritarian or permissive parents. In their study, Reang and Kaipeng (2022) investigated the influence of parenting styles on academic performance. They found that a permissive parenting style was associated with worse academic accomplishment in secondary school kids. However, Obiunu (2018) discovered that there is no substantial correlation between permissive parenting practices and the academic achievement of secondary school students in Ethiopia. The data indicate that authoritative parenting has a favourable impact on academic accomplishment, whereas permissive parenting may have a negative impact on student's academic outcomes. Thus, the current study has proposed the following second hypothesis:

H₂: The increase in adaptation of a permissive parenting style decreases student academic performance (SAP).

In their study, Hassan and Sen (2017) discovered a notable inverse correlation between authoritarian parenting style and academic achievement among undergraduate students in Malaysia. Obiunu (2018) found no statistically significant correlation between authoritarian parenting style and academic achievement in Nigerian secondary school pupils. Noreen, Ahmad, and Shahzadi (2022) found that there is a notable disparity in academic achievement depending on parenting styles. Their research suggests that pupils with authoritative parents tend to outperform those with authoritarian or

permissive parents. These data indicate that although there may not always be a direct correlation between authoritarian parenting and academic performance, authoritative parenting has a beneficial influence on kids' academic outcomes. Regarding this matter, the following third hypotheses have been formulated:

H₃: The execution level of the authoritarian parenting style does not exert any influence on student academic performance (SAP).

Gender is utilized as a moderating variable in this research to comprehend the intricate connections between parenting methods and students' academic performance. It also aids in obtaining a more nuanced comprehension of the phenomena under investigation. The influence of parenting styles on academic success is affected by gender, with authoritative parenting having a greater effect on academic performance for females than males. On the other hand, permissive parenting has a greater effect on the academic success of males than females. The correlation between authoritarian parenting and academic performance is consistent across both genders. Thus, the current study has proposed the fourth hypothesis as:

H₄: There is no difference in the authoritative, permissive, and authoritarian parenting style as well as students' academic performance (SAP) of private school students across genders.

The conceptual framework formulated in the study depicts on the relationship between the variables aiming to investigate their strength and direction of association

including the effect on student academic performance (SAP). This research framework describes the role of parenting styles on students' academic performance. Moreover, the study has taken student academic performance as a dependent variable, whereas authoritative, permissive and authoritarian parenting styles as an independent variables. Following conceptual framework has developed for this study:

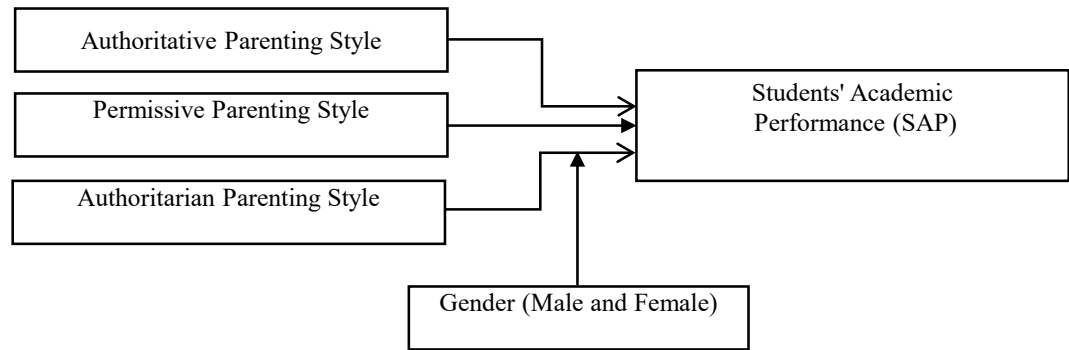


Figure 1. Research framework of the study

Figure 1 depicts the conceptual framework of the study designed to investigate the impact of authoritative parenting style, permissive parenting style, and authoritarian parenting style on the student's academic performance in Kathmandu, Nepal. Similarly, authoritative parenting style, permissive parenting style, and authoritarian parenting style are the major independent variables (IVs), and students' academic performance (SAP) is the dependent variable (DV), and gender as the moderating variable.

The authoritative parenting style, as defined by Baumrind (1991), is characterized by a combination of high responsiveness and demandingness. In this style, parents enforce rules while simultaneously seeking their children's input and allowing them to make decisions within established boundaries. Conversely, permissive parenting is characterized by a lack of boundaries and consistency, allowing children to make decisions without direction. This can potentially result in

academic difficulties (Baumrind, 2003 Kelly, 2002). Authoritarian parenting can be compared to a military government, characterized by rigid regulations and unquestioned obedience. This parenting style has the ability to result in great academic achievement but may also lead to introversion and timidity in pupils (Turner, 2009). The research utilizes gender as a moderating element to better comprehend the intricate connections between parenting methods and youngsters' academic success. The association between parenting styles and academic achievement is influenced by gender, with authoritative parenting having a higher impact on academic performance for females than for males. In contrast, the influence of permissive parenting on academic achievement is more pronounced in boys than in females. The correlation between authoritarian parenting and academic performance is consistent across both genders.

Methods

The study employed a quantitative research approach to examine the impact of parenting styles on students' academic performance. The objective of this study was to analyze and explore the influence of different parenting styles on the academic achievement of students attending private schools in the Kathmandu, Nepal. In order to tackle the multiple concerns identified in this study, a blend of research methodologies encompassing descriptive, relational, and causal design were employed. The main objective of employing descriptive research was to gather information on the respondent's ideas, behaviours, and traits, as well as to provide a detailed description of the current situation and events. The study utilized a relational research approach to examine the correlation and extent of correlation between the authoritative, permissive, and authoritarian parenting styles and students' academic achievement. The study employed a casual research design to assess the influence of authoritative, authoritarian, and permissive parenting styles on students' academic performance. A casual study examines the investigation of a circumstance to elucidate the patterns of correlation between authoritative, permissive, and authoritarian parenting styles and the academic performance of students.

The study focuses on the target group of 9th and 10th-grade students attending private schools in the Koteshwor area. There are a total of 10 private boarding schools in the area. Three schools, specifically Nava Jyoti Higher Secondary School, Grammar Secondary School, and Angel

Lord Academy were chosen from a group of schools using the convenience sampling methods as a part of non-probability sampling. These schools were picked to represent the targeted population. The administrators of these chosen schools were asked to authorize the collection of data from the students of their respective institutions. Data was gathered over a span of three consecutive days, with each day dedicated to a specific school. The data collection period took place from December 12 to December 14, 2023. The researcher enlisted the assistance of acquaintances to gather the sample data due to the challenging nature of the task for a single individual. Out of the 140 questionnaires that were issued, only 4 were deemed invalid, while the remaining 136 were determined to be complete and usable. The population under study consists of pupils from the selected schools. The study utilized convenience sampling to choose a sample of 136 participants from a population of approximately 1200 students. The study aimed to achieve a 95% confidence level with a margin of error of $\pm 8\%$ (Yamane, 1967).

The survey questionnaire was specifically created to produce the primary data. A self-administered structured questionnaire, including a 5-point Likert scale (ranging from "strongly disagree" to "strongly agree"), Yes/No questions, multiple choice questions, ranking questions, and basic background information, was created and handed out to students in person. The Likert scale questions were sourced from prior research. Four items were derived from the scale created by Robinson, Mandelco, Olsen, and Hart (1995) to evaluate authoritative parenting approaches. Three

indicators were selected from Darko's (2018) study to assess permissive parenting style, as well as three indicators to assess authoritarian parenting style. The four items used to assess the pupils' academic performance were internally devised. The questionnaire commences with a concise overview of the study's objective and the assurance of confidentiality. In the general background section, participants were queried about their academic grade, age, gender, and the name of their school. The portion on fundamental and variables-related information consisted of yes/no questions, multiple choice questions, rank order questions, and Likert scale questions. These questions were designed to evaluate the students' general impression of how parenting styles affect their academic achievement. The questionnaire was constructed using the information obtained from the literature review. The participants were prompted to provide feedback on any items they perceived as vague or unclear.

The study utilized a range of descriptive and inferential statistical methods, such as mean, median, mode, standard deviation, independent sample t-test, correlation, multiple regression analysis, as well as frequency, tables, figures, and bar graphs. The independent sample t-test was employed to analyze the disparities in outcomes between genders. The Levene's test was employed in the independent sample t-test to ascertain whether the variability among the gender groups was similar or significantly different. This test is employed to ascertain the dependability and accuracy of the outcomes by detecting the problems associated with gender-based variance variety. The study has implemented

the regression model outlined below:

$$y = a + b_1x_1 + b_2x_2 + b_3x_3 + e$$

Where, y = Students academic performance

a = Intercept, x_1 = Authoritative parenting style, x_2 = Permissive parenting style, x_3 = Authoritarian parenting style, b_1 = Coefficient of authoritative parenting style, b_2 = Coefficient of permissive parenting style, b_3 = Coefficient of authoritarian parenting style, e = Error term

Results and Discussion

The study utilized MS Excel for data input and employed numerous statistical methods for analysis. The SPSS software was employed for coding, recording, and processing of data. The research seeks to investigate the impact of parenting style on students' academic success. The data obtained from the questionnaire, which encompassed sections such as general background, binary questions, multiple-choice questions, ranking questions, and Likert scale, were systematically categorized and collated. Analyzed were descriptive statistics, t-tests, correlation, and regression analyses. The questionnaire encompassed demographic information such as gender, age group, academic qualification, and income level, offering valuable insights into the many perspectives within the workforce. The data analysis was conducted using IBM SPSS software, specifically version 20. The tables below have been obtained from SPSS output, modified, and formatted in Microsoft Excel to enhance clarity and legibility.

Table 1

Profile of the respondents

Demographic Variable	Characteristics	Frequency	Percentage
Gender	Male	69	50.7
	Female	67	49.3
	Total	136	100
Grade	9	70	51.5
	10	66	48.5
	Total	136	100
Age Group	13-15	32	23.5
	15-17	71	52.2
	Above 17	33	24.3
	Total	136	100
Family Type	Nuclear	84	61.8
	Joint	52	38.2
	Total	136	100

Table 1 shows profile of respondents. There are almost equal participants in terms of gender. There were 136 respondents for the study. Out of 136 respondents, 69 (50.7 percent) were male and the remaining 67 (49.3 percent) were female. The results showed that there were less number of males than females in the sample. Among all the respondents, the majority 50.7 percent of respondents were male while the rest 49.03 percent of the respondents were female. The students of class 9 and 10 were the sample for the research on the impact of parenting styles on students' academic performance. The majority of responses were from grade 9 (51.5 percent) of responses whereas grade 10 has (48.5 percent) of the responses. Among the 136 responses, 70 were from grade nine and 66 were from grade ten.

Next, the 32 respondents are of 13-15, 71 are 15-17 and 33 are above 17 years old. The respondents' ages ranged from 13 years up to 17 and above years old as the study is particularly based on school-level students of similar age patterns. In this study, participants who reported their age from 13-15 years are 23.5 percent in total. Whereas, the students who reported their age of 15-17 were at larger percentages i.e., 52.2, and the rest of them were above 17 i.e., 24.3 percent. Among the 136 respondents, 61.8 percent (84) belong to the nuclear family and the rest of the 38.2 percent (52) of the students belong to the joint family. The responses show that most of the students live in a nuclear family. It shows that 84 students were from the nuclear family and 52 were from the joint family.

Table 2

Descriptive statistics

Variables	Mean	Median	Std. Deviation	Variance
Authoritative parenting style	4.10	4.25	0.59	0.34
Permissive parenting style	2.16	2.00	0.38	0.15
Authoritarian parenting style	2.71	2.67	1.02	1.04
Students academic performance	4.14	4.25	0.68	0.46

Table 6 presents descriptive statistics for four variables across all samples. The mean scores indicate the average values for each variable, with Authoritative having a mean of 4.10, permissive at 2.16, authoritarian at 2.71, and SAP at 4.14. The median scores, which represent the middle values, are slightly different, with ANP and SAP both at 4.25, PPS at 2.00, and AVP at 2.67. The standard deviation reflects the amount of variation or dispersion around the mean, with higher values indicating more spread.

For , Authoritative, permissive, authoritarian and SAP, the standard deviations are 0.59, 0.38, 1.02, and 0.68, respectively. Variance, which is the square of the standard deviation, provides a measure of the spread of the scores from the mean. The variances for ANP, PPS, AVP, and SAP are 0.34, 0.15, 1.04, and 0.46, respectively. These statistics collectively offer insights into the distribution and central tendencies of the variables across all samples.

Table 3

Independent Sample t-test

Variable	Equal variance	Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Authoritative parenting style	Equal variances assumed	0.09	0.76	-0.25	134	(0.800)	-0.03
	Equal variances not assumed			-0.25	124.87	(0.800)	-0.03
Permissive parenting style	Equal variances assumed	0.34	0.56	0.45	134	(0.660)	0.03
	Equal variances not assumed			0.44	129.56	(0.660)	0.03
Authoritarian parenting style	Equal variances assumed	2.78	0.1	0.13	134	(0.890)	0.02
	Equal variances not assumed			0.13	133.16	(0.890)	0.02
Student Academic performance (SAP)	Equal variances assumed	0.26	0.61	0.31	134	(0.760)	0.04
	Equal variances not assumed			0.31	133.87	(0.760)	0.04

Table 3 shows the results of independent sample t-tests for four variables: Authoritative, Permissive, and Authoritarian parenting styles with students' academic performance (SAP). The table provides

information on whether there is a significant difference in means between two independent groups for each variable. For ANP, the t-test results indicate that there is no significant difference in means between

the two groups, as the p-value is greater than 0.05, both when equal variances are assumed and when they are not assumed. The mean difference is also very small (-0.03), suggesting little practical significance. Similarly, for permissive, authoritarian, and authoritative, the t-test results show no significant differences in means between the two groups for each variable, as the

p-values are all greater than 0.05. The mean differences are also small (0.03 for PPS, 0.02 for AVP, and 0.04 for SAP), indicating minimal practical significance. Overall, these results suggest that there are no statistically significant differences in the means of ANP, PPS, AVP, and SAP between the two groups, both when assuming equal variances and when not assuming equal variances.

Table 4

Relationship between variables

Variables		Authoritarian parenting style	Permissive parenting style	Authoritative parenting style	Students academic performance
Authoritarian parenting style	Pearson Correlation	1			
	Sig. (2-tailed)				
Permissive parenting style	Pearson Correlation	0.059	1		
	Sig. (2-tailed)	(0.494)			
Authoritative parenting style	Pearson Correlation	-0.055	-0.083	1	
	Sig. (2-tailed)	(0.527)	(0.334)		
Students academic performance (SAP)	Pearson Correlation	-0.006	-0.055	0.156	1
	Sig. (2-tailed)	(0.944)	(0.524)	(0.071)	

Table 4 shows the correlation matrix between four variables: Authoritarian parenting style, Permissive parenting style, Authoritative parenting style, and Students' academic performance. For Authoritarian parenting style, the correlation coefficients with Permissive parenting style, Authoritative parenting style, and Students' academic performance (SAP) are 0.059, -0.055, and -0.006, respectively. These coefficients suggest weak or negligible correlations. For Permissive parenting style, the correlation coefficients with

Authoritarian parenting style, Authoritative parenting style, and Students' academic performance are 0.059, -0.083, and -0.055, respectively. Again, these coefficients indicate weak or negligible correlations. For the Authoritative parenting style, the correlation coefficients with Authoritarian parenting style, Permissive parenting style, and Students' academic performance are -0.055, -0.083, and 0.156, respectively. The coefficient of 0.156 with Students' academic performance suggests (SAP) a weak positive correlation.

Table 5

Model summary for regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.327a	0.107	0.086	0.64894

a Predictors: (Constant), AVP, PPS, ANP

Table 5 shows the model summary for a regression analysis. The table includes several statistics to assess the quality and fit of the regression model. The model summary suggests that the regression model with authoritative, permissive, and authoritarian as predictors explains a small

portion (10.7 percent) of the variance in Students' academic performance, with a weak positive correlation. However, the low Adjusted R Square value suggests that the model may not be the best fit and could potentially be improved by removing unnecessary predictors.

Table 6

ANOVA for regression analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.639	3	2.213	
	Residual	55.589	132	0.421	5.255
	Total	62.227	135		.002

a Dependent Variable: SAP, b Predictors: (Constant), AVP, PPS, ANP

Table 6 shows the analysis of variance (ANOVA) results for the regression analysis. ANOVA is used to test the overall significance of the regression model and its predictors. The row shows the sum of squares, degrees of freedom (df), mean square, F-statistic, and significance (Sig.) for the regression model. The sum of squares for the regression is 6.639, with 3 degrees of freedom. The mean square is 2.213. The F-statistic is 5.255, indicating the ratio of explained variance to unexplained variance in the model. The significance value (Sig.) of .002 (b) indicates that the regression. The ANOVA results indicate that the regression model, which includes authoritative, permissive and authoritarian parenting as

predictors, significantly explains a portion of the variability in the dependent variable (SAP), as evidenced by the significant F-statistic ($F = 5.255$, $p = .002$).

Table 7 shows the results indicate that authoritative parenting has a significant positive impact on academic performance, as indicated by the positive unstandardized coefficient ($\beta = 0.371$, $p < 0.001$) and the positive standardized coefficient ($\beta = 0.32$). This suggests that for every one-unit increase in authoritative parenting, there is a corresponding increase in academic performance. In contrast, permissive parenting does not have a significant impact on academic performance, as indicated

by the non-significant unstandardized coefficient ($\beta = -0.075$, $p = 0.609$) and the non-significant standardized coefficient ($\beta = -0.042$). This suggests that permissive parenting does not have a substantial effect on academic performance in this sample. Similarly, authoritarian parenting also does not have a significant impact on academic performance, as indicated by the non-significant unstandardized coefficient ($\beta = -0.019$, $p = 0.73$) and the non-significant standardized coefficient ($\beta = -0.028$). The result suggests that authoritarian parenting is not significantly associated with academic performance in this sample. Next, the study

primarily aimed to analyze the impact of parenting styles on students' academic achievement. The primary objective of the study is to investigate the correlation and influence between independent variables, namely authoritarian, permissive, and authoritative parenting styles, and the dependent variable of students' academic performance among private school students in Kathmandu Valley. Additionally, the study aims to assess any disparities in perception regarding these parenting styles and academic performance based on gender. The study's primary findings are derived from the data analysis:

Impact of variables for all samples

Coefficients	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	Beta		
(Constant)	2.83	0.546		5.186	0.000
Authoritative parenting style	0.371	0.096	0.32	3.869	0.000
Permissive parenting style	-0.075	0.146	-0.042	-0.512	0.609
Authoritarian parenting style	-0.019	0.055	-0.028	-0.346	0.730

a Dependent Variable: Students academic performance

Table 8

Results of hypothesis test

Hypothesis	Results
H_1 : Higher the embracing of an authoritative parenting style the lower the student's academic performance (SAP).	Supported
H_2 : The increase in adaptation of a permissive parenting style decreases student academic performance (SAP).	Not Supported
H_3 : The execution level of the authoritarian parenting style does not exert any influence on student academic performance (SAP).	Not Supported
H_4 : There is no difference in the authoritative, permissive, and authoritarian parenting style as well as students' academic performance (SAP) of private school students across genders.	Supported

Table 8 shows the results of hypothesis test. Next, there is no statistically significant difference in the means of the gender groups for the Authoritative Parenting Style, regardless of whether we assume equal variances or not ($p > 0.05$). The average discrepancy is -0.03, suggesting a minimal practical distinction.

- There is no statistically significant difference in the means of the Permissive Parenting Style between genders, regardless of whether equal variances are assumed or not ($p > 0.05$). The average discrepancy is 0.03, indicating a negligible practical distinction.
- There is no statistically significant difference in the means between genders for the Authoritarian Parenting Style, regardless of whether we assume equal variances or not ($p > 0.05$). The average discrepancy is 0.02, suggesting a negligible practical distinction.
- There is no statistically significant difference in the average academic performance between the two groups, regardless of whether we assume that the variances are equal or not ($p > 0.05$). The average discrepancy is 0.04, indicating a minor but noticeable divergence.

The study's findings indicate a strong and favorable correlation between parenting styles and students' academic success. This is because the involvement of parents also plays a very crucial role in the academic accomplishment of the students. Teachers, parents, and students themselves must to make equal effort in getting the improved academic achievement of the pupils. Results collected from the data analysis

for parenting styles have a favorable and statistically significant link with students' academic performance of private school children of Kathmandu Valley. The results study also verifies Noreen, Ahmad, and Shahzadi (2011) revealed the favorable link of permissive parenting style with academic achievement of students. One study by Mensah and Gyimah (2018) indicated that children of authoritative parents tended to perform better academically compared to those with authoritarian or permissive parents. This is because authoritative parents provide clear expectations and standards while simultaneously providing warmth and support, which fosters a conducive environment for learning and achievement.

Conversely, children raised by authoritarian parents, defined by excessive control and low warmth, generally demonstrate lower academic performance due to increased stress, fear of failure, and lack of autonomy (Hassan & Sen 2017). Similarly, the study by Masud et al. (2019) indicated that permissive parenting, which lacks structure and discipline, might contribute to academic underachievement since children may fail to establish the self-regulation and drive necessary for academic success. Furthermore, inattentive or uninvolved parenting has been consistently connected with low academic achievements (Spera, 2005). Children of neglectful parents may lack the emotional support and guidance needed to thrive academically, leading to disengagement and underachievement in school. Overall, these findings underscore the importance of authoritative parenting, characterized by warmth, support, and reasonable expectations, in promoting academic success. By establishing a

supportive and structured atmosphere, authoritative parents may enable their children to thrive academically and attain their full potential.

Conclusion

The study tries to find out whether the influence of parenting style on pupils' academic achievement. To evaluate the impact of independent variables: authoritative, permissive, authoritarian parenting styles and dependent variable as kid's academic performance of private school students near Koteshwor, Kathmandu. The descriptive, correlational, and causal research designs have been utilized and the primary data is used for the analysis. The data was acquired by the structured questionnaire that was personally presented to the respondents of the Koteshwor, Kathmandu. The study was conducted on 140 students out of which 136 students constituted the sample size. In this study, data was examined using the mean, median, mode, standard deviation, variance, t-test, and correlation and regression analysis.

The data analysis indicates the influence of parenting styles on students' academic success. Authoritative, permissive, and authoritarian parenting styles have good as well as substantial associations with adolescents' academic achievement. As per the result of the ranking question, the mother in the family comes in first number in sharing the difficulties of the students. Fathers, friends, teachers, and grandparents rank in second, third, fourth, and fifth place accordingly. From the test result of the linear regression model, it can

be shown that the overall model is a fit. It indicates the considerable and positive impact of authoritative, permissive, and authoritative parenting styles on students' academic achievement. Factors based on a major scale in a sequential of authoritative parenting style, permissive parenting style, and authoritarian parenting style.

It is established that an authoritative parenting style has the maximum impact on student's academic achievement. Permissive parenting style is considered as the second most significant and authoritarian parenting style is regarded as the least important element affecting the pupil's academic achievement. All parenting styles have an equally vital impact on the student's academic achievement. However, the evidence derived from permissive and authoritarian styles of parenting revealed an inverse influence on academic performance. This results in the Nepalese context that could not promote academic performance in the case of more liberty-accessible students requiring a certain level of guidance and control. Moreover, too much restriction with an authoritarian style does not support fostering academic performance reflecting the moderate liberty required among the students for better academic performance in the Nepalese context. Additionally, parents can use this research to reflect on their parenting styles and make adjustments that may positively influence their children's academic performance. For example, understanding the benefits of authoritative parenting, which has been associated with better academic outcomes, can guide parents in adopting a more supportive and structured approach. Educators can benefit from this research by recognizing the

importance of parental involvement and support in students' academic achievement. They can collaborate with parents to create a more conducive learning environment both at home and in school. Policymakers and regulators can use this research to inform

the development of programs and policies that support parents in fostering positive parenting practices. By providing resources and guidance, policymakers and regulators can help improve academic outcomes for students across different parenting styles.

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