



From Home to Classroom: How Parenting Styles and Parents' Education Shape Students' Academic Achievement

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ABSTRACT

Academic performance is one of most crucial determinants of success during secondary school years, which is influenced by many factors such as parenting style and parental education. The present study aimed to find out the impact of parenting style and parents' education on academic performance of secondary school students. All the male and female students of 10th class of Govt. and private schools in Sargodha city were the population of the study. Students were selected through multistage sampling and sample size for population were (N=300). Questionnaire was adapted from Black dog institute- measure of parental style (Parker et al., 1997) and (Robinson et al., 1995) to measure independent variables of the study. For data analysis frequencies, percentages mean, One-way ANOVA and two-way ANOVA was used to compare students' achievement scores with respect to their parenting style. It was found that majority of parents have democratic style with their kids, the impact of the parenting style on achievement scores of students was not significant, the effect of the parenting style on achievement scores of secondary school students with respect to their gender, background and type of instruction were not significant. the impact of education of father on academic achievements of children at secondary level was significant students whose father is under graduated /graduated are better in academic achievements than all other students whose father's education is secondary/higher secondary, middle, primary and whose father is uneducated, the impact of education of mother on academic scores of secondary school children in Sargodha city was significant students whose mother is under graduated /graduated are better in academic achievements than all other students whose mother's education is middle. Parents may adapt democratic parenting style and avoid authoritarian and permissive parenting style.

Introduction

The most important factor in formal educational institutions (such as school) is academic achievement of students, which demonstrates the extent to which the student, teacher and institution have accomplished their intended outcomes (Saeed, 2022; Yu et al., 2022). Academic achievements of children at school can be influenced by child's interaction with their parents at home, as this interaction can influence mental and physical health which further can influence academic performance (Fute et al., 2024). Each one of us is born into a family institution where father and mother is the fundamental and most significant component of family institution, who gives birth and raises their children appropriately and family involvement refers to active participation of parents in variety of behaviors and activities that encourage their children's learning and development (Garbacz et al., 2016; Nabi et al., 2022). In every human society, it is the duty of the biological mother and father to raise and educate their child (Carlo et al., 2018).

Involvement of parents in learning process of their child gives various possibilities for success, including the improvement of their academic accomplishment (Cosso et al., 2022; Sapungan & Sapungan, 2014). The styles for parenting can vary culturally, because different people portray different formation of norms and goals for expression and control, people of Asian countries such as Pakistani parents considers parenting style as how parents direct the lives of their children (Hassan et al., 2022). In Chinese culture, parents see it as their obligation and responsibility to prepare, discipline and help children to be sensitive to social rules, children are instructed to listen to elders, self-monitor and follow rules (Huang et al., 2017). In Indian culture based on collectivistic aspect of Indian society, traditional parenting is focused on encouraging social interdependence and cohesiveness which aims at assisting families which provides social support, emotional bonding and nurturing (Sondhi, 2017).

In secondary school where students go through critical experiences such as cognitive, social and emotional transitions in this situation the synergy between parents and children becomes even more significant, Here a academically supportive home environment can enhance motivation, reduces anxiety and develop adaptability against academic pressures (Fatima & Mohsin, 2025; Shengyao et al., 2024). Number of different studies in existing research have shown a relationship between parenting style parents' education and academic achievements across different cultures and education levels (Tsela et al., 2022; Ali et al., 2023; Rashid et al., 2023; Oyetola Abiola, 2025). Researches have shown that children who experience authoritative parenting style show higher academic achievements, superior self-efficacy and better self-regulated learning in comparison to children who experience other parenting styles (Dagnew, 2018; Nazir et al., 2019; Hassan et al., 2022). These positive influences of authoritative parenting have been credited to warm communication, clear boundaries and emotional support to children which defines this approach (Kuppens & Ceulemans, 2019; Nazir et al., 2021; Hayek et al., 2022). In contrast, authoritarian style of parenting which stresses minimal warmth with strict control has been correlated with negative academic performance, literature have indicated while authoritarian parenting may result in short term obedience but it often limits critical thinking and creative skills as it increases anxiety and stress among students (Vega et al., 2023; Khadka et al., 2024; Li et al., 2024). Similarly, across various studies permissive style of parenting is linked with lower academic performance, incomplete assignments, weak time management, disorganization and reduced motivation (Nisrofah, 2023; Cupar et al., 2025). Despite growing number of literatures on parenting style, parents' education and academic performance of students but in Pakistani context most of studies focus on either parenting style or parents' education separately but seldom model their joint and interactive effects on performance of secondary school students. The theoretical lens for the study is Baumrind's parenting styles typology, it defines three core parenting techniques that are

authoritative, authoritarian and permissive (Baumrind, 2013). These techniques expanded by (Maccoby, 1983a) who added neglectful parenting. This theoretical framework provides a lens for understanding how diverse combinations of parental demandingness and responsiveness create distinct atmosphere at home which shapes academic development of children. Social cognitive theory (Bandura, 1986) reinforces the framework by explaining the mechanisms through which parental effects convert into academic outcomes as through observational learning students internalize their parents' values and habits which may influence their attitude towards learning. The Social Capital Theory, formulated by (Coleman, 1988), indicates that the family plays a crucial role in building social capital, which is vital for raising a healthy generation and maintaining a society that is stable. This study expands the field by concurrently assessing parenting styles and parental education levels as interconnected predictors of academic performance of secondary school students.

Objectives of study

1. To investigate the impact of the parenting style on academic achievements of secondary school students.
2. To determine the impact of parenting style on academic achievements of their children with respect to their gender.
3. To determine the impact of parenting style on academic achievements of their children with respect to their institution type (public or private).
4. To determine the impact of parenting style on academic achievements of their children with respect to their background (urban or rural).
5. To determine the impact of education of parents on academic achievements of children.

Research questions:

1. What is the impact of parenting style on academic achievements of secondary school students?
2. What is the impact of parenting style on children's academic achievements with respect to the gender?
3. What is the impact of parenting style on children's achievements with respect to public and private institution?
4. What is the impact of parenting style on children's academic achievements with respect to their background?
5. What is the impact of education of parents on academic achievements of children?

Literature Review

Parenting Style

Parental style is described as a collection of attitudes toward the kid that are transmitted to the child and that collectively generate an atmosphere of emotion in which the behaviors of the parents are expressed (Durbin et al., 1993). Parenting style is different from particular procedures used by parents, as it demonstrates broader systems of behaviors and attitudes which contributes to the overall emotional conditions that parents create for their kids (McWhirter et al., 2023). The interaction between children and parents at home is crucial for their mental and physical health this may impact the academic performance of children at school (Zhao & Zhao, 2022). Deslandes et al., (1997) described parenting style as conceptualized along two aspects strictness and parental involvement or acceptance when these two factors come together, they can create quadruple parenting typology such as authoritarian, authoritative, neglectful or lenient parenting style, wherein involvement of parents in academics defined as role of parents in education of their kid.

This involvement may have different forms such as communication with the teachers, help in homework, school presence (Harrell, 2025; Hughes, 2025). During 1930s, the scholarly study of parenting began in details, when researchers utilized methods to determine the prominent dimensions which influence parenting behaviors of parents, during this period qualified observers spent significant time observing parents and giving them ratings on general quality term for example “harsh”, “accepting, and “strict” (Power, 2013). Diana Baumrind reshaped the field in mid-1960s by transforming the focus from examining individual dimensions to exploring how these dimensions combined within independent parents to create different parent style, Diana tried to identify trends in how parents combine warmth and control in their relationships with their children (Fadlillah & Fauziah, 2022). The pioneering research of Baumrind, (1966) *Effects of Authoritative Parental Control on Child Behavior*, and 1967 research with 110 preschool students and their families established three parenting style that are authoritative, authoritarian, and permissive. Further her 1971 work, *Current Patterns of Parental Authority*, explains these styles and illustrated their distinct impacts on social skills, confidence and overall adjustment of children (Baumrind, 1971). The next notable evolution came in 1983 when Maccoby reformulated Baumrind’s typology of parenting style in more systematic manner (Maccoby, 1983). They redesigned parenting styles by crossing the two foundational dimensions (responsiveness and demandingness) creating two by two matrix that created four different styles, this framework differentiated between permissive parents (high responsiveness, low demandingness) and neglectful parents (low responsiveness, low demandingness) (Nancy, 1999; Bi et al., 2018; Awiszus et al., 2022). The comprehension of parenting styles have continued to progress in recent decades, as scholars expanding beyond the foundational two-dimensional framework, some researchers now propose a six-dimensional model that considers both sides of the sequence individually such as structure vs disorder, warmth vs rejection, support vs coercion (Kuppens & Ceulemans, 2019). Most of researchers agreed that authoritative parenting supports intellectual maturation (determination, work preference), school values and involvement that facilitates better persistence and academic performance through the secondary years (Steinberg et al., 1989; Amani et al., 2020).

Parents’ Education

The education level of parents influences the academic performance of children in class (Haider et al., 2024; Horoz et al., 2025). Previous studies demonstrated that educated parents with better knowledge about educational system, curriculum and learning needs of their children can effectively guide them in their learning process (Dubow et al., 2009; Clarke, 2020; Geduld, 2024; Kantova, 2024). These parents usually assist the children with their homework, tests and academic planning and frequently contact the teachers because of which children have good academic behavior and better performance. On the other hand, parents with low education levels can at times fail to comprehend the educational requirements of children or offer educational support hence influencing the performance of children in school (Boyle & Benner, 2020; Shah & Mahmood, 2021; Xin & Yu, 2024; Marah et al., 2025). However, it is also proposed in the literature that parents’ interest, their supervision and encouragement can play a vital role than their educational level (Schmid & Garrels, 2021). Even with limited formal education, parents who are aware about the importance of children education can encourage children for learning and taking responsibilities in their academic life (Ahmed et al., 2024). Therefore, the education of parents is a significant also not a sole determinant of performance of children in schools, but a combination of other factors.

Academic performance

One of the most extensively researched construct in field of educational research is academic performance which serves as a fundamental indicator for effectiveness of teaching and learning processes within educational institutions (Kumar et al., 2021; Mappadang et al., 2022; Tareke et al., 2025; Bordbar et al., 2025). The researchers, policymakers and educational practitioners put significant attention on academic performance of students as it plays a critical role in determining success of students, quality of institution and societal development (Ozcan, 2021; Al-Abyadh & Abdel Azeem, 2022; Al Husaini & Shukor, 2022; Hayat et al., 2022; Peng & Zeng, 2025). Fundamentally academic performance indicates the extent to which learners have achieved specific educational objectives, knowledge skills and competencies intended by their educational programs (Brew et al., 2021; Hailu et al., 2024; Mensah et al., 2024; Vugteveen et al., 2025). The existing literature supports the fact that parental educational engagement and their home environment is a key determinant in terms of academic performance of children (Musengamana, 2023). A favorable family atmosphere, parental support and educational demands make children feel confident and interested in studying, which contributes to enhanced academic performance (Schmid & Garrels, 2021; Liu et al., 2024). On the other hand, the performance of students can be impacted negatively by academic stress, anxiety and lack of involvement of parents (Pascoe et al., 2020; Deng et al., 2022; Charan et al., 2025). So academic performance is a multi-dimensional concept, which is influenced by the interaction of an individual, family and educational setting.

Parenting style, Parents' education and Academic performance

In shaping academic performance of student, the interaction effect between parenting style and parental education can be significant. Existing literature demonstrates that parenting style and parental education reinforce each other's influence on academic outcomes (Konstantinidis, 2024). For example, when educated parents adopt democratic method for parenting characterized by emotional support, guidance, appropriate discipline, help in academic work their children tend to have superior academic performance (Hayek et al., 2022; Wang & Zheng, 2024). In contrast the combination of less or no parental education with authoritarian or permissive parenting styles has been associated with lower academic performance (Agbaria & Mahamid, 2023; Lin & Wei, 2025). Such conditions can increase academic stress, reduce motivation and result in disengagement of students from learning process. However, literature also suggests that parents with lower education may positively influence academic performance of children when they employ supportive, collaborative and encouraging parenting practices (Topor et al., 2010; Shah et al., 2017; Lao, 2025; Shebani et al., 2025). This nuanced relationship stresses the necessity of examining parenting styles and parental education simultaneously to develop a comprehensive understanding of academic performance among secondary school students.

Methodology

The present study used a quantitative and cross-sectional survey research design to examine the impact of parenting style and parents' education on the academic performance of secondary school students. A quantitative approach was considered appropriate as it facilitated the collection of numerical data, objective measurement and relationship among variables (Creswell & Creswell, 2017). The population for this study consisted of all the male and female students of 10th class of Govt. and private schools in Sargodha city. To select the sample for this study, list of public and private's Boys and Girls schools in Sargodha city was obtained from Sargodha board website. Multistage sampling technique was used, in Stage-I 10 schools were randomly selected (6 Govt. schools) & (4 Private schools) and in Stage-II simple random sampling using lottery method was used following the formula proposed by (Yamane, 1973) for estimation of sample size at 95%

confidence level and 5% margin of error, a total 315 students were selected. After eliminating incomplete responses, the final sample consist of 300 participants, resulting a response rate of 95%.

Table 1: Students selected from public and private schools

	Male	Female	Total
Public School	122	91	213
Private School	11	76	87
Total	133	167	300

Instrument

A questionnaire consisting of 42 items was used to collect data from participants. 36 items of questionnaire was adapted from Black dog institute- measure of parental style (Parker et al., 1997) and Items no. (19,20,21,40,41,42) of questionnaire were adapted from (Robinson et al., 1995). A three-point Liker scale (Always, Sometime, Never) was used against each item. Parenting style of mother and father was measure separately where item no 1 to 21 measure parenting style of father and item no 22 to 42 measure parenting style of mother. The items of questionnaire were translated into Urdu for better understanding of students. Table 2 shows the nos. & distribution of items included in the questionnaire along with the specific style of parenting, i.e Authoritarian, Democratic, Permissive.

Table 2: Scoring technique for questionnaire

Parenting style	Number of items	Items included
Authoritarian parenting style	7+7=14	1,2,3,5,9,12,20,22,23,24,26,30,33,41,
Democratic parenting style	7+7=14	6,7,8,14,15,16,19,27,28,29,35,36,37,40
Permissive parenting style	7+7=14	4,10,11,13,17,18,21,25,31,32,34,38,39,42

Three experts were consulted for their opinions on each of the 42 multilingual items in order to validate them. All of the experts assessed the translations of all the adapted items and determined whether the meaning of the items' statements in Urdu and English was the same. On the advice of the experts, revisions were made to the translation. The instruments were pilot tested after taking the experts' advice into consideration. The researcher conducted the pilot study to ensure the reliability of the questionnaire. Two schools were conveniently selected and students of 10th class of both selected schools were included in the pilot study, 15 students from each school were randomly selected i.e. (N=30). These students were not included in final sample of the study. The data obtained were analyzed to find out the reliability coefficient Corn Bach Alpha. Its value for questionnaire was .797. In order to get required response rate and to get the completely filled in questionnaire back from selected school, questionnaire was distributed to students of selected classes (10th class) and lottery method was utilized using computer generated randomization process. The roll no of students was randomly generated using =randbetween(1,maximum number of students in class) and students were selected and asked to fill questionnaire based on result of function. This computerized randomization process ensured unbiased selection and eliminated researcher subjectivity in sampling process. Data analysis is an important phase of the study. Quantitative data were analyzed by the use of computer software SPSS version 22 by calculating percentages, mean and standard deviation to explore the parenting style of the students. To find out the influence of demographic factors, parents' education and parenting style on students' academic achievements one way ANOVA and two-way ANOVA were used.

Results

300 secondary school students took part in the study 133 (44.3%) were male and 167 (55.7%) were female. The majority of participants were female student i.e 55.7%. Most of students were from urban background 85.7% and 14.3% from rural background. Majority of students were from public schools 71% and 29% from private schools.

Research question one

What is the impact of parenting style on academic achievements of secondary school students?

Table 3: Descriptive statistics of academic achievements of students with respect to their parenting style

Parenting style	N	Mean	Std. Deviation
Authoritarian	10	295.2000	86.75611
Democratic	270	341.3926	81.51626
Permissive	20	319.0500	56.07277
Total	300	338.3633	80.62310

Table 3 shows that students with democratic parenting style (M=341.39 & SD=81.52) have better academic achievement than students with permissive parenting style (M=319.05 & SD=56.07) and authoritarian parenting style (M=295.20 & SD=86.76)

Table 4: One-Way ANOVA for comparison of marks in 9th class with respect to parenting style

	Sum of Squares	df	Mean Square	F	P
Between Groups	28568.46	2	14284.23	2.215	.111
Within Groups	1914956.94	297	6447.67		
Total	1943525.40	299			

In table 4 One Way ANOVA revealed that there was no statistically significant difference in the mean score of secondary school students of Sargodha city with respect to their parenting styles, $F(2,297) = 2.215, p=0.111 > \alpha = 0.05$.

Research question two

What is the impact of parenting style on children’s academic achievements with respect to the gender?

Table 5: Two-way ANOVA: impact of parenting style on student’s achievements with respect to gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	238694.788 ^a	5	47738.958	8.233	.000
Intercept	5218085.098	1	5218085.098	899.865	.000
gender	22503.905	1	22503.905	3.881	.050
Parenting style	12465.056	2	6232.528	1.075	.343
gender * Parenting style	2025.936	2	1012.968	.175	.840
Error	1704830.609	294	5798.744		
Total	36290449.000	300			

In table 5 the two-way ANOVA revealed a significant main effect of gender on students' achievement, $F(1, 294) = 3.88, p = 0.050=0.05$. Female students ($M = 362.86, SD = 72.72$) were significantly better in achievement scores compared to male students ($M = 307.60, SD = 79.75$). However, the main effect of parenting style on students' achievement was not significant, $F(2,294) = 1.075, p = 0.343>0.05$. Students with an authoritarian parenting style ($M = 295.20, SD = 86.76$), democratic parenting style ($M = 341.39, SD = 81.52$) and permissive parenting style ($M = 319.05, SD = 56.7$) were not significantly different from each other. Similarly, an interaction effect between gender and parenting style was not statistically significant, $F(2,294) = .175, p = 0.840>0.05$.

Research question three

To determine the impact of parenting style on academic achievements of their children with respect to their institution type (public or private).

Table 6: Two-way ANOVA: impact of parenting style on student’s achievements w.r.t type of school

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	129417.006 ^a	5	25883.401	4.195	.001
Intercept	3401259.463	1	3401259.463	551.219	.000
School	1765.306	1	1765.306	.286	.593
Parenting style	45582.428	2	22791.214	3.694	.026
School* Parenting style	25075.391	2	12537.696	2.032	.133
Error	1814108.391	294	6170.437		
Total	36290449.000	300			

In table 6 the two-way ANOVA revealed that main effect of type of school was not significant on students' achievement, $F(1, 294) = .286, p = 0.593>0.05$. Students from public school ($M = 327.76, SD = 76.15$) were not significantly better in achievement scores compared to students from private school ($M = 364.32, SD = 85.69$). However, the main effect of parenting style on students' achievement was significant, $F(2, 294) = 3.694, p = 0.026<0.05$. Students with an authoritarian parenting style ($M = 295.20, SD = 86.76$), democratic parenting style ($M = 341.39, SD = 81.52$) and permissive parenting style ($M = 319.05, SD = 56.7$) were significantly different from each other. But, an interaction effect between type of school and parenting style was not statistically significant, $F(2, 294) = 2.032, p = 0.133>0.05$.

Research question four

What is the impact of parenting style on children’s academic achievements with respect to their background?

Table 7: Two-way ANOVA: impact of parenting style on student’s achievements w.r.t background

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	61536.082 ^a	5	12307.216	1.923	.090
Intercept	4105045.320	1	4105045.320	641.281	.000
background	29558.323	1	29558.323	4.618	.032
Parenting style	36562.676	2	18281.338	2.856	.059

Parenting style * background	15216.451	2	7608.226	1.189	.306
Error	1881989.315	294	6401.324		
Total	36290449.000	300			

In table 7 the two-way ANOVA revealed a significant main effect of background on students' achievement, $F(1, 294) = 4.62, p = 0.032 < 0.05$. Students from urban background ($M = 341.88, SD = 78.91$) were significantly better in achievement scores compared to students from rural background ($M = 317.37, SD = 88.31$). However, the main effect of parenting style on students' achievement was not significant, $F(2, 294) = 2.856, p = 0.059 > 0.05$. Students with an authoritarian parenting style ($M = 295.20, SD = 86.76$), democratic parenting style ($M = 341.39, SD = 81.52$) and permissive parenting style ($M = 319.05, SD = 56.7$) were not significantly different from each other. Similarly, an interaction effect between background and parenting style was not statistically significant, $F(2, 294) = 1.189, p = 0.306 < 0.05$.

Research question five

What is the impact of education of parents on academic achievements of children?

Table 8: Descriptive statistics of academic achievements of students w.r.t Father's education

Father's Education	N	Mean	Std. Deviation
Uneducated	39	313.18	77.80
Primary	22	306.77	94.57
Middle	35	320.00	73.91
Secondary/Higher Secondary	159	340.39	75.86
Under graduation/ Graduation	45	382.76	80.18
Total	300	338.36	80.62

Table 8 shows that student whose father is under graduate/ graduate ($M=382.76$ & $SD=80.18$) are better in academic achievements than students whose father's education is Secondary/ Higher Secondary ($M=340.39$ & $SD=75.83$), Middle ($M=320.00$ & $SD=73.91$), Primary ($M=306.77$ & $SD=94.57$) or Uneducated ($M=313.17$ & $SD=77.80$)

Table 9: One- Way ANOVA for comparison of marks in 9th class with respect to father's education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	147825.654	4	36956.414	6.071	.000
Within Groups	1795699.742	295	6087.118		
Total	1943525.397	299			

In table 9 One Way ANOVA revealed that there was statistically significant difference in the mean score of secondary school students of Sargodha city with respect to their father's education, $F(4,295) = 6.071, p = 0.000 < \alpha = 0.05$.

Table 10: Post hoc comparison of marks in 9th class with respect to father's education

(I) Father's Education	(J) Father's Education	Mean Difference (I-J)	Sig.
Under graduate /graduate	Uneducated	69.57607*	.001
	Primary	75.98283*	.002
	Middle	62.75556*	.004

In table 10 Tukey’s HSD indicates that students whose father is under graduated /graduated are better in academic achievements than all other students whose father education is secondary/higher secondary, middle, primary and whose father is uneducated as indicated by mean difference 69.58, 75.98, 62.76, 42.37 respectively with p-value .001, .002, .004, .012 respectively.

Table 11: Descriptive statistics of academic achievements of students w.r.t Mother’s education

Mother’s Education	N	Mean	Std. Deviation
Uneducated	54	327.37	83.27
Primary	33	328.85	79.88
Middle	28	300.93	61.14
Secondary/ Higher Secondary	149	346.74	77.81
Under graduation/ Graduation	33	360.18	94.24
Total	300	338.36	80.62

Table 11 shows that student whose mother is under graduate/ graduate (M=360.18 & SD=94.24) are better in academic achievements than students whose mother’s education is Secondary/ Higher Secondary (M=346.74 & SD=77.81), Primary (M=328.85 & SD=79.88) or Uneducated (M=327.37 & SD=83.27) Middle (M=300.93 & SD=61.14).

Table 12: One- Way ANOVA for comparison of marks in 9th class with respect to mother’s education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	74695.343	5	14939.069	2.350	.041
Within Groups	1868830.054	294	6356.565		
Total	1943525.397	299			

In table 12 One Way ANOVA revealed that there was statistically significant difference in the mean score of secondary school students of Sargodha city with respect to their mother’s education, $F(4,295) = 2.350, p = 0.041 < \alpha = 0.05$.

Table 13: Post hoc comparison of marks in 9th class with respect to mother’s education

(I) Mother's Education	(J) Mother's Education	Mean Difference (I-J)	Sig.
Under graduated/ graduated	Middle	59.25	.047

In table 13 Tukey’s HSD indicates that students whose mother is under graduated/graduated are better in academic achievements than all other students whose mother education is middle as indicated by mean difference 59.25 with p-value .047

Discussion

According to this study, the majority of parents have democratic style with their kids.

The possible reason for most of parents adopting democratic parenting style might be that it offers a balanced and effective alternative that fosters children’s well-being and growth. As the study by

(Shafira et al., 2025), which revealed that democratic parenting style is the most common parenting style among modern parents. The impact of the parenting style on achievement scores of secondary school students of Sargodha city was not significant. The possible reason might be that the parenting style is not only factor that affects academic achievements of students there are other factors that may play a role, such as personality traits, motivation, study habits, intelligence, and socio-economic status. As reported by (Pinquart & Kauser, 2018) in their study “Parenting Styles and Academic Achievement: A Meta-Analytic Review” The results showed that there was no significant overall effect of parenting style on academic achievement, although there were some small effects of specific parenting dimensions, such as warmth, control, and autonomy support. The main effect of the parenting style on achievement scores of secondary school students of Sargodha city with respect to their gender was not significant. The possible reason might be that parenting style make an impact on males and females differently. As indicated by Sarı Cenk, (2008) in his study “The relationship between parenting style, gender and academic achievements with optimism among adolescents” The ANOVA results indicated a main effect for parenting style, however, no effect for gender. The interaction of parenting style and gender was not significant. The main effect of the parenting style on achievement scores of secondary school students of Sargodha city with respect to their type of institution was not significant. The possible reason might be that factors other than parenting style are similar in both student’s public and private institutions.

The main effect of the parenting style on achievement scores of secondary school students of Sargodha city with respect to their background was not significant. The possible reason might be that in modern contexts the facilities provided to students from urban and rural background are almost similar. There was statistically significant difference in the mean score of secondary school students of Sargodha city with respect to their father’s education. The possible reason might father with higher education levels may be more involved in their children’s education, attending parent-teacher conferences, helping with homework, and encouraging their children to study harder. As indicated by the Muller, (1998) in his study “Gender differences in parental involvement and adolescents' mathematics achievement” which revealed variations in the relationship between father involvement across time and student achievement based on characteristics of the child and demographic contexts of the families, most notable among these being child ethnicity, child gender, and family income. There was statistically significant difference in the mean score of secondary school students of Sargodha city with respect to their mother’s education. The possible reason might be that more educated mothers may adopt a more democratic parenting style which is associated with higher academic achievements in children. As study by Awan, (2015) and Fatema, (2024) in their study “Impact of Educated Mother on Academic Achievement of her Children” and “Impact of Mother’s Profession on Academic Performance of Children” which revealed that Mothers who have at least a college education know more about their child's school performance, have more contact with the teachers, and are more likely to take action to manage their child's academic achievement.

Recommendations

It has been observed that students who experience a democratic style of parenting tend to exhibit superior academic performance. Consequently, it is advisable for parents to consider implementing a democratic approach in child-rearing practices. More researches may be conducted to replicate the study with different level of students and other schools as well. Future researches may incorporate other factors to further develop the framework such as no of siblings, family structure, involvement of parents in school activities and learning environment at home.

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