



Impact Parenting Style on Academic Achievement, Emotional Intelligence and Self-Esteem among University Students in Southern Punjab

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Abstract

This study examined the impact of different parenting styles—authoritative, authoritarian, and permissive—on students' emotional intelligence, academic achievement, and self-esteem in South Punjab, specifically in Multan, Bahawalpur, and Dera Ghazi Khan. Utilizing a sample of 600 university students, the research employed cross-sectional data collection through questionnaires. The findings revealed that authoritative parenting significantly positively influenced emotional intelligence, academic achievement, and self-esteem, whereas both authoritarian and permissive parenting styles were associated with negative outcomes across these variables. Authoritarian parenting was linked to lower emotional intelligence, academic performance, and self-esteem, while permissive parenting also demonstrated detrimental effects on these aspects, though to a lesser extent. These results underscore the importance of fostering authoritative parenting practices to enhance developmental outcomes in students. The study provides valuable insights for educators, parents, and policymakers to implement strategies that support effective parenting to improve students' holistic development. Limitations include the cross-sectional design and geographic specificity, suggesting a need for further research with longitudinal approaches and diverse populations.

Keywords: Parenting Styles, Emotional Intelligence, Academic Achievement, Self-Esteem, University Students

1. Introduction

Parenting styles significantly influence various aspects of child development, including emotional intelligence, academic achievement, and self-esteem. Among these styles, authoritative parenting is widely recognized for fostering a child's social, intellectual, and emotional growth (George et al., 2017). In contrast, authoritarian and permissive parenting styles offer different impacts on development, often shaped by cultural contexts (Hassan et al., 2022).

Authoritarian parenting, prevalent in many Asian cultures, emphasizes strict discipline and obedience. This style has been associated with high academic success and positive social outcomes in children, though it may negatively impact emotional intelligence and self-esteem (Șițoiu & Pânișoară, 2023). Garcia et al. (2020) describes a continuum of parental warmth, with authoritarian parenting often falling toward the end characterized by less affection and more control. In contrast, permissive parenting, characterized by high warmth but low control, can adversely affect academic performance and emotional regulation (Sanvictores & Mendez, 2022).

Academic achievement is crucial for individual and national progress. Research highlights that parenting styles play a vital role in influencing educational outcomes (Mushtaque et al., 2021). Effective parenting can enhance students' academic performance, while inadequate parenting may lead to negative consequences such as delinquency and substance abuse (Hassan, Malik, et al., 2022).

Emotional intelligence (EI) encompasses the ability to understand and manage emotions effectively. Research has shown that parenting styles impact EI, which in turn affects social and academic functioning (Elias and Arnold (2006). The ability to recognize and process emotions, influenced by parenting, is critical for successful interpersonal interactions and emotional regulation (Schroder et al., 2014).

Self-esteem, defined as an individual's overall sense of self-worth, is influenced by socioeconomic factors and early experiences. Rosenberg (1965) conceptualizes self-esteem as a key component of self-concept, which shapes motivation and emotional well-being. Low self-esteem can lead to negative psychological outcomes, underscoring the importance of supportive parenting in fostering a positive self-image (Corrigan et al., 2006).

Parenting styles profoundly impact various facets of child development, including emotional intelligence, academic achievement, and self-esteem. Authoritative parenting, characterized by a balanced approach of warmth and structure, is associated with positive developmental outcomes in children (Baumrind, 1966). This style supports cognitive, social, and emotional growth, enabling children to navigate academic and social challenges effectively. In contrast, authoritarian and permissive parenting styles exhibit different effects. Authoritarian parenting, prevalent in some Asian cultures, emphasizes strict control and discipline, which may lead to high academic achievement but can negatively affect emotional intelligence and self-esteem (Rohner & Rohner, 1981). Conversely, permissive parenting, which is more lenient and less structured, often results in poorer academic outcomes and emotional regulation (Fatemeh et al., 2006).

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Research indicates that the behavior of parents, including their level of acceptance and rejection, plays a critical role in shaping a child's identity and academic performance (Rohner & Rohner, 1975). Authoritarian parents who are socially isolated and conflictual may transfer their dissatisfaction onto their children, impacting the child's self-esteem and emotional well-being. Studies have shown that the impact of parenting styles varies across ethnic groups, with authoritarian parenting being less effective for Asian American adolescents compared to their European American counterparts (Steinberg et al., 1994). This highlights the cultural specificity of parenting practices and their outcomes.

Self-esteem is an individual's overall sense of worth, is significantly influenced by parenting practices, and can affect academic success and emotional regulation (Rosenberg, 1965; Blascovich & Tomaka, 1991). Research has consistently found a connection between parental rejection and lower self-esteem, which in turn can lead to negative psychological outcomes (Matejcek & Kadubcova, 1983; Saavedra, 1980). Emotional intelligence (EI), encompassing the ability to recognize and manage one's own and others' emotions, is another critical factor that influences academic and social outcomes (Mayer et al., 2002). High EI facilitates better interpersonal relationships and problem-solving skills, which can enhance academic performance (Goleman, 1995; Parker, 2004).

The influence of socioeconomic factors, parental involvement, and cultural contexts also plays a significant role in shaping the impact of parenting styles. Studies by Dunlap et al. (1993) and Dornbusch et al. (1987) deciphered many factors such as parental education, income, and family dynamics affect parenting approaches and their outcomes. The cultural context further complicates this dynamic, as parenting practices and their effects can vary significantly across different cultural settings (Grolnick & Ryan, 1989; Smith et al., 1979).

1.1. Rationale of the study

The survey investigated various aspects of parenting styles and their impact on academic achievement, self-esteem, and emotional intelligence among students in South Punjab, specifically Multan, Bahawalpur, and Dera Ghazi Khan. It aimed to provide a comprehensive analysis of existing research and identify which parenting style most effectively enhances academic performance across diverse cultural contexts. The study addressed the need for supportive parenting styles to help youths overcome psychological, emotional, academic, and social challenges. It offered insights to parents, policymakers, and educators on developing effective strategies to improve academic achievement, self-esteem, and emotional intelligence. Additionally, the research filled a gap in the literature by exploring the interplay between parenting styles and these outcomes within the Pakistani context, providing valuable perspectives for future studies.

1.2. Hypothesis

- Authoritative parenting styles have a positive impact on academic achievement, emotional intelligence, and self-esteem among university students
- Authoritarian parenting styles have a negative impact on academic achievement, emotional intelligence, and self-esteem among university students
- Permissive parenting styles have a negative impact on academic achievement, emotional intelligence, and self-esteem among university students

2. Method

2.1. Participants

The study used a cross-sectional design and focused on individual participants, with data collected at a single point in time. The sample comprised 600 students from both public and private sector institutions in the South Punjab divisions of Multan, Dera Ghazi Khan, and Bahawalpur. Participants were required to be currently enrolled in their institutions and to participate voluntarily. The sample was evenly distributed, including 300 female and 300 male students.

2.2. Instruments

2.2.1. Parenting Style Inventory-II (PSI-II)

The Parenting Style Inventory (PSI-II), developed by Schaeffer et al. (1965), is designed to assess various constructs of parenting styles. This measure was created to evaluate the relationship between parenting styles and child outcomes across diverse populations and age ranges (Schaeffer et al., 1965) to ensure its validity and reliability.

2.2.2. Schutte emotional intelligence scale

The Schutte Emotional Intelligence Scale, developed by Petrides and Furnham (2000), consists of 33 items, with three items (5, 28, and 33) being reverse-scored. Participants respond to each item using a Likert scale, and the total score is calculated by summing the item responses.

2.2.3. Rosenberg- Self-esteem Scale

The Rosenberg Self-Esteem Scale is a widely used self-report instrument for assessing an individual's self-esteem. The scale comprises 10 items designed to measure self-esteem, and these items were evaluated for their fit and discrimination properties (Rosenberg, 1965).

2.3. Procedure

After defining the target population from which the sample was drawn, the researcher approached participants to obtain informed consent. Participants were first briefed about the nature and purpose of the research. Following this, the questionnaires were administered. The data collection process took approximately two to three weeks. Participants were assured that their responses would be kept confidential and used solely for research purposes.

2.4. Data analysis

Collected data was further analyzed by using Statistical Package for the Social Sciences (SPSS 25). Pearson correlation and linear regression was used to perform analysis.

3. Results

The reliability of the scales used in the study was assessed using Cronbach's alpha. The Parenting Styles Scale, consisting of 30 items, demonstrated excellent reliability with a Cronbach's alpha of .934. The Emotional Intelligence Scale, which included 40 items, also exhibited excellent reliability with a Cronbach's alpha of .946. However, the Self-Esteem Scale, comprising 10 items, showed lower reliability with a Cronbach's alpha of .543. These results indicate that while the Parenting Styles and Emotional Intelligence scales are highly reliable, the Self-Esteem Scale may need further review and refinement to improve its reliability.

Table 1: Cronbach's Alpha of the Scales (Reliability)

| Scales | Cronbach's Alpha | No of items |
|------------------------------|------------------|-------------|
| Parenting Styles Scale | .934 | 30 |
| Emotional intelligence Scale | .946 | 40 |
| Self Esteem Scale | .543 | 10 |

Table 2: Pearson correlation among Authoritative Parenting Style, Academic achievement, Emotional Intelligence and Self Esteem among University Students (N= 600)

| Scales | Authoritative style | parenting | Academic achievement | Emotional intelligence | Self Esteem |
|------------------------|---------------------|-----------|----------------------|------------------------|-------------|
| Authoritative | 1 | | .357** | .907** | .650** |
| Academic achievement | | | 1 | .209** | .391** |
| Emotional intelligence | | | | 1 | .518 |
| Self Esteem | | | | | 1 |

p>.01

The results reveal a positive relationship between Authoritative Parenting Style and Academic Achievement ($r = .357, p < .001$), indicating a moderate association. There is a very strong positive correlation between Authoritative Parenting Style and Emotional Intelligence ($r = .907, p < .001$). Additionally, Authoritative Parenting Style is positively associated with Self-Esteem ($r = .650, p < .001$). Academic Achievement also shows a positive correlation with Self-Esteem ($r = .391, p < .001$) and Emotional Intelligence ($r = .209, p < .001$).

Table 3: Pearson Correlation among Authoritarian Parenting Style Academic Achievement, Emotional Intelligence and Self Esteem among University Students (N= 600)

| Scales | Authoritarian parenting style | Academic achievement | Emotional intelligence | Self Esteem |
|-------------------------------|-------------------------------|----------------------|------------------------|-------------|
| Authoritarian parenting style | 1 | -.461** | -.137 | -.590** |
| Academic achievement | | 1 | .209** | .391** |
| Emotional intelligence | | | 1 | .518 |
| Self Esteem | | | | 1 |

p>.01

The findings indicate that Authoritarian Parenting Style is negatively correlated with Academic Achievement ($r = -.461, p < .01$), reflecting a moderate inverse relationship. There is also a negative, though weaker, relationship between Authoritarian Parenting Style and Emotional Intelligence ($r = -.137$, not significant) and a strong negative correlation with Self-Esteem ($r = -.590, p < .01$).

Table 4: Pearson Correlation among Permissive Parenting Style, Academic achievement, Emotional Intelligence and Self Esteem among University Students (N= 600)

| Scales | Permissive parenting style | Academic achievement | Emotional intelligence | Self Esteem |
|----------------------------|----------------------------|----------------------|------------------------|-------------|
| Permissive parenting style | 1 | -.260** | -.450** | -.403** |
| Academic achievement | | 1 | .209** | .391** |
| Emotional intelligence | | | 1 | .518 |
| Self Esteem | | | | 1 |

p>.01

The findings indicate that Permissive Parenting Style is negatively correlated with Academic Achievement ($r = -.260$, $p < .01$), suggesting a weak inverse relationship. It also shows a strong negative correlation with Emotional Intelligence ($r = -.450$, $p < .001$) and a moderate negative relationship with Self-Esteem ($r = -.403$, $p < .01$).

The linear regression analysis reveals that Authoritative Parenting Style significantly impacts Emotional Intelligence ($R^2 = 0.823$, $p < .001$), Academic Achievement ($R^2 = 0.127$, $p < .001$), and Self-Esteem ($R^2 = 0.423$, $p < .001$) among students. These results support the hypothesis that Authoritative Parenting Style positively influences Academic Achievement, Emotional Intelligence, and Self-Esteem in this student population.

Table 5: Linear Regression Analysis on the Impact of Authoritative Parenting Style on Emotional Intelligence, Academic Achievement, and Self Esteem

| Predictor | DVs | B | SE | B | T | p |
|-------------------------------|------------------------|------|------|------|------|------|
| Authoritative parenting style | emotional intelligence | 2.77 | .007 | 0.90 | 30.2 | .000 |
| | academic achievement | 0.36 | .006 | 0.35 | 5.32 | .000 |
| | self esteem | 0.31 | 0.02 | 0.65 | 12.0 | .000 |

Note. R^2 for Emotional Intelligence = 0.823, R^2 for Academic Achievement = 0.127, R^2 for Self-Esteem = 0.423, $p < .05$.

Table 6: Linear Regression Analysis on the Impact of Authoritarian Parenting Style on Emotional Intelligence, Academic Achievement, and Self Esteem

| Predictor | DVs | B | SE | B | T | p |
|-------------------------------|------------------------|-------|------|-------|---------|------|
| Authoritarian parenting style | emotional intelligence | -.277 | .143 | -.137 | -1.945 | .000 |
| | academic achievement | -.036 | .005 | -.461 | -7.268 | .000 |
| | self esteem | -.248 | .024 | -.590 | -10.262 | .000 |

$R^2 = R$ square, adjusted R square, $p < .05$

Note. R^2 for Emotional Intelligence = 0.019, R^2 for Academic Achievement = 0.212, R^2 for Self-Esteem = 0.348, $p < 0.05$

The linear regression analysis indicates that Authoritarian Parenting Style has a significant negative impact on Emotional Intelligence ($R^2 = 0.019$, $p < .05$), Academic Achievement ($R^2 = 0.212$, $p < .001$), and Self-Esteem ($R^2 = 0.348$, $p < .001$) among students in South Punjab, including Multan, Bahawalpur, and Dera Ghazi Khan. These findings support the hypothesis that Authoritarian Parenting Style negatively affects Academic Achievement, Emotional Intelligence, and Self-Esteem in this student population.

Table 7: Linear Regression Analysis Explaining Impact of Permissive Parenting Style on Emotional Intelligence, Academic Achievement, and Self Esteem

| Predictor | DVs | B | SE | β | T | p |
|----------------------------|------------------------|--------|------|---------|--------|------|
| Permissive parenting style | emotional intelligence | -2.773 | .393 | -.450 | -7.052 | .000 |
| | academic achievement | -.063 | .017 | -.260 | -3.779 | .000 |
| | self esteem | -.517 | .083 | -.403 | -6.600 | .000 |

Note. R^2 for Emotional Intelligence = 0.202, Adjusted $R^2 = 0.198$; R^2 for Academic Achievement = 0.068, Adjusted $R^2 = 0.063$; R^2 for Self-Esteem = 0.163, Adjusted $R^2 = 0.158$, $p < .01$.

The linear regression analysis indicates that Permissive Parenting Style has a significant negative impact on Emotional Intelligence ($R^2 = 0.202$, Adjusted $R^2 = 0.198$, $p < .001$), Academic Achievement ($R^2 = 0.068$, Adjusted $R^2 = 0.063$, $p < .001$), and Self-Esteem ($R^2 = 0.163$, Adjusted $R^2 = 0.158$, $p < .001$) among students. These results support the hypothesis that Permissive Parenting Style negatively affects Academic Achievement, Emotional Intelligence, and Self-Esteem in this student population.

4. Discussion

Authoritative Parenting Style showed a significant positive impact on all three dependent variables: Emotional Intelligence ($R^2 = 0.823$, $p < .001$), Academic Achievement ($R^2 = 0.127$, $p < .001$), and Self-Esteem ($R^2 = 0.423$, $p < .001$). This finding aligns with previous research that underscores the benefits of authoritative parenting. Authoritative parenting characterized by high responsiveness and high demands is consistently associated with positive developmental outcomes. For instance, Baumrind (1966) established that authoritative parenting promotes better psychological health and higher academic performance. Similarly, Maccoby and Martin (1983) found that children with authoritative parents tend to exhibit higher self-esteem and emotional intelligence due to the supportive and structured environment they provide. Authoritarian Parenting Style exhibited a significant negative impact on Emotional Intelligence ($R^2 = 0.019$, $p < .05$), Academic Achievement ($R^2 = 0.212$, $p < .001$), and Self-Esteem ($R^2 = 0.348$, $p < .001$). This is consistent with existing literature that suggests authoritarian parenting, which is characterized by high demands but low responsiveness, is detrimental to emotional and psychological development. Studies by Deci and Ryan (1985) indicate that authoritarian parenting can lead to lower self-esteem and academic performance due to its restrictive and punitive nature. Furthermore, research by Kim and Hill (2009) highlights that children with authoritarian parents often struggle with emotional regulation and social competence. Permissive Parenting Style also demonstrated a significant negative impact on Emotional Intelligence ($R^2 = 0.202$, Adjusted $R^2 = 0.198$, $p < .001$), Academic Achievement ($R^2 = 0.068$, Adjusted $R^2 = 0.063$, $p < .001$), and Self-Esteem ($R^2 = 0.163$, Adjusted $R^2 = 0.158$, $p < .001$). Permissive parenting marked by high responsiveness but low demands was associated with poor outcomes in the studied variables. Research by Baumrind (1966) and more recent studies, such as those by Kinsfogel and Grych (2004), demonstrate that permissive parenting can lead to difficulties in self-regulation and lower academic achievement, as the lack of structure may undermine children's ability to meet academic and social expectations. These findings underscore the importance of parenting style in shaping various aspects of students' development. Authoritative parenting is beneficial for fostering emotional intelligence, self-esteem, and academic success, whereas authoritarian and permissive parenting styles tend to have adverse effects on these outcomes. The results highlight the need for interventions that promote authoritative parenting practices to support the holistic development of students in South Punjab.

5. Conclusion

The study highlights the significant effects of different parenting styles on students' emotional intelligence, academic achievement, and self-esteem in South Punjab. Authoritative parenting positively influences these outcomes, whereas authoritarian and permissive styles have detrimental effects.

5.1. Practical Implications

These findings suggest that interventions aimed at improving parenting practices could enhance students' emotional and academic development. Educators, policymakers, and community leaders should promote authoritative parenting techniques, such as fostering supportive and structured environments, to improve student outcomes.

5.2. Limitations

The study's reliance on cross-sectional data limits the ability to infer causality between parenting styles and student outcomes. Additionally, the sample is restricted to a specific geographical area in South Punjab, which may not generalize to other regions or populations. Future research should employ longitudinal designs and diverse samples to validate and expand upon these findings.

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