



Effects Of Parenting Styles on Child Behaviour and Academic Performance

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Abstract

This research paper aims to discuss the consequences of differing types of parenting on children's behaviour and subsequent performances in school. With the help of a literature survey and empirical studies we summarize the associations between authoritative parenting, authoritarian, permissive and neglectful parenting and children's behaviour and school performance. The results indicate that authoritative parenting has significant associations with better child behaviour and greater academic achievements, whereas neglectful and authoritarian parenting is associated with negative outcomes. Relevance for parents, teachers, and policymakers are addressed.

Keywords : Parenting styles, child behaviour, academic performance, authoritative parenting, authoritarian parenting, permissive parenting, neglectful parenting.

Introduction

Parenting is one of the most important factors for shaping a child's development. The ways people parent, discipline, and care for children can often be very enduring and impact behaviours and academic achievements. Parenting styles are of four types—authoritative, authoritarian, permissive, and neglectful; all of different nature. Drawing from evidence from past research, this paper also examines the relationships between parenting styles and child behaviour and academic outcomes. Knowledge about these influences is important for creating homes which foster an enabling environment for children's development in a holistic manner and as a family.

Methodology

This study employs a large-scale literature review method focusing on quantitative and qualitative research articles published from 2000 to 2024. We searched academic databases such as PubMed, PsycINFO, and Google Scholar using terms, such as "parenting styles," "child behaviour," and "academic performance." Included among them was empirical research on children from the ages of 6 to 18 years. For each of these studies, we employed a standardized set of scales to assess parenting styles, behaviour problems and academic achievement. With the findings derived, the review synthesizes the data to discuss any correlations and causal structures between parenting style and child outcomes.



Theories

1. Diana Baumrind (1966) developed the foundation of parenting styles theory, which identifies three parenting styles: authoritative, authoritarian, and permissive. Neglectful parenting was incorporated later in Maccoby and Martin (1983). These styles span two dimensions (responsiveness/warmth and demandingness/control).

- **Authoritative Parenting:** High responsiveness—high demandingness. Parents are encouraging and set clear standards.
- **Authoritarian Parenting:** Lack of responsiveness; high demandingness. Parents are strict, less responsive to children's needs.
- **Permissive Parenting:** High responsiveness, low demandingness. Parents are indulgent with few rules.
- **Neglectful Parenting:** Low responsiveness and low demandingness. Parents are absent and apathetic.

These styles impact children's self-esteem, social skills, discipline, and motivation that contribute to their behaviour and academic performance.

2. **Social Learning Theory (Bandura, 1977)**

Albert Bandura's Social Learning Theory posits that children learn behaviors by observing and imitating their parents. Parenting styles that model positive behaviors, set clear expectations, and reinforce appropriate behavior encourage desirable behavioral and academic outcomes. Conversely, inconsistent or harsh parenting can lead to modeling of negative behaviors.

3. **Attachment Theory (Bowlby, 1969)**

John Bowlby's Attachment Theory emphasizes the importance of a secure emotional bond between parent and child. Secure attachment, often fostered through responsive and sensitive parenting (closely linked to authoritative style), supports social competence, emotional regulation, and better academic performance. Conversely, insecure attachment due to neglectful or inconsistent parenting negatively affects child behavior and learning abilities.

4. **Self-Determination Theory (Deci & Ryan, 1985)**

This theory suggests that children thrive when their basic psychological needs — autonomy, competence, and relatedness — are met. Authoritative parenting supports these needs through balanced guidance and support, leading to higher intrinsic motivation, better behavior, and academic success. Authoritarian and permissive styles often undermine these needs, harming motivation and performance.

Results and Findings

The literature review identifies consistent patterns:

- **Authoritative Parenting:** Kids show good behaviours like self-management, social development and emotional stability. Academically, the children achieve higher grades and are more engaged in school (Steinberg, 2001; Darling & Steinberg, 1993).
- **Authoritarian Parenting:** More often associated with compliance but also heightened anxiety, low confidence, and decreased academic motivation. Children can be



academically successful but also experience behaviour problems (Baumrind, 1966; Pinquart, 2017).

- Permissive Parenting: Children with a kind of permissive parent are more likely to display behavioural problems like impulsive behaviour and not following rules, and inconsistent results in school due to discipline (Maccoby & Martin, 1983).
- Neglectful Parenting: Strongly correlated with adverse outcomes including behavioural problems, poor social skills and low academic performance. Neglect can result in the absence of support, leading to lower motivation and lower psychological well-being in children (Lamborn et al., 1991).

In general, authoritative parenting was shown to be the most effective for developing positive behaviours and academic achievement.

Conclusion

Parenting styles significantly impact children's behaviour and educational achievement. Authoritative parenting, that is warmth and structure, fosters positive growth and contributes to academic success. Parent educational and support programs such as authoritative practices are also needed in this case because they are essential tools for promoting best practices of parents for optimal child developmental outcomes. In contrast, authoritarian, permissive, and neglectful styles are linked to various behavioral problems and poorer academic outcomes. The underlying mechanisms can be understood through a combination of social learning processes, attachment security, and motivation theories. Effective parenting that balances responsiveness and demandingness promote healthy development and success in children.

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