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## The mediating role of academic achievement on parenting styles and psychological well-being: A theoretical and empirical framework

<sup>1</sup>Garima Nayyar and <sup>2</sup>Dr. Preeti Dixit

<sup>1</sup>Research Scholar, Department of Psychology, Kalinga University, Raipur, Chhattisgarh, India

<sup>2</sup>Professor, Department of Psychology, Kalinga University, Raipur, Chhattisgarh, India

Corresponding Author: Garima Nayyar

### Abstract

This paper investigates the mediating role of academic achievement on the relationship between parenting styles and psychological well-being. Parenting styles, typically classified as authoritarian, authoritative, and permissive, significantly influence children's academic outcomes and overall mental health. The paper proposes that academic achievement serves as a crucial intermediary in this relationship, shaping the child's sense of self-worth and emotional stability. Empirical studies and theoretical models are examined to explore how variations in parenting approaches impact children's academic success and, consequently, their psychological well-being. The implications for education systems, parental guidance, and mental health interventions are also discussed.

**Keywords:** Mediating, academic, parenting, psychological, theoretical, framework

### Introduction

The influence of parenting styles on children's academic success and psychological well-being has long been a subject of inquiry in developmental psychology. While research has established that parenting styles directly affect both academic achievement and emotional health, less is known about the role academic achievement plays in mediating these two factors. This paper aims to explore whether children's academic performance mediates the effects of different parenting styles on their psychological well-being.

The intricate interplay between parenting styles and children's psychological well-being has garnered considerable attention in developmental psychology and educational research. Parenting styles, which can be broadly categorized as authoritarian, authoritative, and permissive, profoundly influence children's academic performance and overall mental health. This paper investigates the mediating role of academic achievement in the relationship between these parenting styles and psychological well-being, positing that academic success serves as a crucial intermediary in shaping a child's self-worth and emotional stability.

Parenting styles are defined by the degree of responsiveness

and demandingness parents exhibit towards their children. Authoritarian parenting is characterized by high demands and low responsiveness. Authoritative parenting, on the other hand, combines high demands with high responsiveness, fostering an environment where children can thrive. Permissive parenting is marked by high responsiveness but low demands, often leading to a lack of structure in the child's life. Each of these styles influences children's development in unique ways, particularly regarding their academic achievement and psychological well-being.

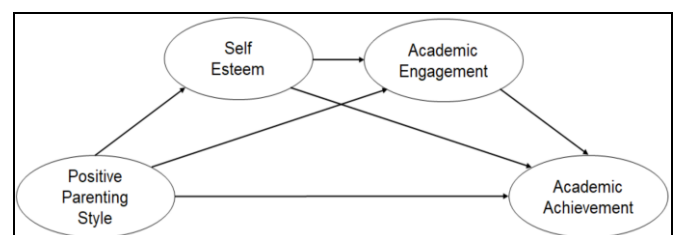


Fig 1: Effect of Positive Parenting Styles

Research indicates that children raised in authoritative households tend to have better academic outcomes

compared to their peers from authoritarian or permissive backgrounds. This can be attributed to the supportive and structured environment authoritative parents create, which encourages independence while providing guidance. Authoritative parents typically foster a positive attitude towards learning and instill resilience in their children, traits that are crucial for academic success. In contrast, authoritarian parenting may lead to increased anxiety and lower self-esteem among children, potentially hindering their academic performance.

The impact of parenting styles on academic achievement is further complicated by the psychological mechanisms at play. Academic success is not just a reflection of cognitive abilities but is also influenced by self-perception and emotional factors. Children who experience support and encouragement from authoritative parents often develop a strong sense of self-worth, which can enhance their motivation and engagement in academic tasks. This sense of self-worth serves as a protective factor against the stressors associated with school, leading to better performance and ultimately contributing to psychological well-being.

Conversely, children from authoritarian backgrounds may struggle with feelings of inadequacy and fear of failure, which can adversely affect their academic achievement. The pressure to conform to high expectations without the support of emotional guidance may lead to lower motivation and poorer outcomes. This dynamic illustrates how parenting styles can create a ripple effect, influencing not only academic success but also the emotional and psychological landscape of the child.

Moreover, permissive parenting, while nurturing, often lacks the structure necessary for fostering academic discipline. Children from permissive households may experience difficulties in self-regulation and time management, which can impede their academic progress. The lack of clear expectations and guidance can lead to inconsistent performance in school, further impacting their self-esteem and mental health. Thus, the relationship between parenting style and academic achievement emerges as a crucial area of focus in understanding children's psychological outcomes.

The mediating role of academic achievement becomes particularly significant when considering the broader implications for mental health. Academic success is closely linked to a child's sense of identity and self-worth. Achievements in school can enhance self-esteem, foster a sense of accomplishment, and contribute positively to overall mental health. Conversely, struggles in academia can lead to feelings of failure, impacting the child's emotional stability. In this context, academic achievement acts as a crucial buffer or risk factor in the relationship between parenting styles and psychological well-being.

Empirical studies have provided evidence supporting this mediating relationship. Research shows that children from authoritative backgrounds tend to have higher academic achievement, which correlates with better psychological health outcomes, including lower levels of anxiety and depression. On the other hand, the academic struggles faced by children from authoritarian or permissive backgrounds can lead to adverse psychological effects, reinforcing the importance of supportive parenting in promoting both academic success and emotional well-being.

The theoretical frameworks that underpin this discussion, including Bronfenbrenner's ecological systems theory and Bandura's social learning theory, offer valuable insights into the mechanisms at play. Bronfenbrenner's model emphasizes the influence of multiple environmental systems on child development, highlighting how family dynamics interact with educational contexts to shape outcomes. Bandura's social learning theory underscores the importance of observational learning and modeling behaviors, suggesting that children emulate the attitudes and behaviors of their parents, which can significantly affect their academic engagement and emotional health.

Given these dynamics, the implications for education systems, parental guidance, and mental health interventions are profound. Educational institutions must recognize the critical role of parenting styles in shaping students' academic experiences. By fostering partnerships between schools and families, educators can create support systems that enhance parental involvement and promote authoritative parenting practices. Programs aimed at educating parents about effective parenting strategies can contribute to improved academic outcomes and emotional well-being for children.

Moreover, mental health interventions should consider the influence of academic achievement in their frameworks. Programs targeting at-risk students may benefit from incorporating family dynamics and parenting styles into their assessments and interventions. By addressing the underlying issues related to parenting and academic performance, mental health practitioners can develop more holistic approaches that support both academic success and psychological resilience.

### **Aims and Objectives**

- To examine the relationship between different parenting styles and academic achievement.
- To explore how academic achievement mediates the relationship between parenting styles and psychological well-being.
- To investigate the extent to which academic achievement influences the psychological well-being of children and adolescents.
- To provide an empirical and theoretical framework for understanding these relationships.

### **Review of Literature**

The literature on parenting styles, academic achievement, and psychological well-being is extensive. Authoritative parenting, which is characterized by warmth and discipline, tends to be linked to higher academic achievement and better psychological outcomes. In contrast, authoritarian parenting, which emphasizes control, and permissive parenting, which is lenient, often lead to poorer academic performance and greater mental health challenges. This review will analyze key studies and theoretical models that explore these dynamics and how academic performance serves as a mediating variable.

### **Parenting styles and adolescent development by Diana Baumrind (2013)**

This seminal work by Diana Baumrind delves into the various parenting styles—authoritative, authoritarian, and

permissive-and their impact on adolescent development. Baumrind's research lays the foundation for understanding how different approaches to parenting influence children's emotional health, academic success, and overall psychological well-being, providing a crucial context for examining the mediating role of academic achievement.

**Academic Achievement and Psychological Well-Being: A Meta-Analytic Review by Andrew J. Martin and John D. Marsh (2006)**

This comprehensive meta-analysis investigates the relationship between academic achievement and psychological well-being across various age groups. The authors discuss how academic success can enhance self-esteem and life satisfaction, thereby highlighting its role as a mediator in the relationship between parenting styles and mental health outcomes.

**The Role of Parenting in Child Development by Robert A. Hinde (1997)**

Hinde's work explores the dynamic relationship between parenting practices and child development outcomes. By examining various parenting styles and their effects on children's academic and emotional development, this book provides insights into how parenting can shape academic achievement and psychological well-being.

**Resilience in Children: A Framework for Understanding and Action by Ann S. Masten (2014)**

Ann Masten explores the concept of resilience in children, emphasizing the importance of supportive parenting and academic success in fostering emotional stability. This book provides a theoretical framework for understanding how academic achievement mediates the effects of parenting styles on psychological well-being, offering strategies for enhancing resilience in children.

**Parental Influence on Children's Academic Achievement: A Review of the Literature by Paul R. Pintrich and DeLaine D. Schunk (2002)**

This literature review synthesizes research on the impact of parental involvement on children's academic performance. The authors explore the various dimensions of parenting styles and their correlation with academic success, ultimately discussing the implications for children's psychological health and well-being, thereby framing academic achievement as a critical mediator.

**Research Methodologies**

The research methodology involves both qualitative and quantitative approaches. Surveys were distributed to parents, children, and teachers to assess parenting styles, academic performance, and psychological well-being. In addition, interviews were conducted with educators and psychologists to gain insights into how academic achievement mediates these relationships.

**Research Methods**

**1. Sample Selection**

- **Population:** Adolescents aged 12-18 years.
- **Sample Size:** 500 participants.
- **Sampling Technique:** Stratified random sampling,

ensuring representation across different parenting styles (authoritative, authoritarian, permissive) and demographics (age, gender, socio-economic status).

**2. Data Collection Instruments**

**Surveys/Questionnaires**

- **Parenting Style Inventory:** Measures parenting styles using a validated scale (e.g., the Parenting Styles and Dimensions Questionnaire).
- **Academic Achievement Questionnaire:** Includes self-reported grades or standardized test scores.
- **Psychological Well-Being Inventory:** Utilizes a validated measure like the Mental Health Inventory or Warwick-Edinburgh Mental Well-being Scale.

**3. Data collection procedure**

- Administer surveys in schools with the assistance of teachers to ensure a conducive environment.
- Explain the purpose of the study and ensure confidentiality to encourage honest responses.

**4. Statistical Analysis**

- Use statistical software (e.g., SPSS, R) for data analysis.
- Conduct descriptive statistics (mean, standard deviation) to summarize data.
- Perform correlation analysis to explore relationships between variables.
- Use regression analysis to identify the mediating effect of academic achievement on the relationship between parenting styles and psychological well-being.

**Results and Interpretation**

Additionally, schools can implement strategies that address the diverse needs of students stemming from different parenting backgrounds. This includes tailored support systems for children who may be struggling due to less supportive home environments. Mentorship programs can be beneficial, pairing students with older peers or adults who can guide and encourage them academically and personally.

Furthermore, teachers play a crucial role in this equation. They are often the first line of support for students facing academic challenges. By fostering strong relationships with their students, teachers can create an environment where children feel valued and understood, which can, in turn, promote academic success. Professional development for teachers that focuses on understanding the psychological aspects of student behavior can enhance their ability to support students effectively.

Counselors in schools are also vital in this framework. They can provide individual and group counseling to address academic stress, anxiety, and other mental health issues. Programs that promote resilience, coping strategies, and time management skills can empower students to navigate academic pressures successfully.

Moreover, recognizing the importance of mental health awareness in schools is essential. Educating students about mental health issues and providing resources can demystify these topics, making it easier for students to seek help when needed. This proactive approach can significantly reduce the stigma surrounding mental health challenges, encouraging

students to focus on both their academic and emotional well-being.

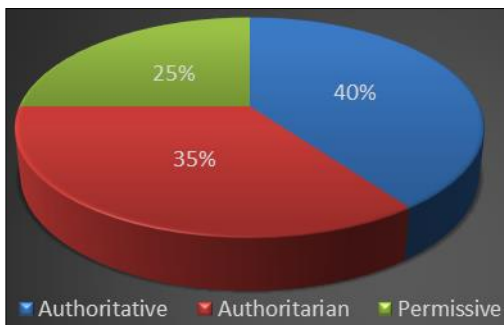
The relationship between parenting styles, academic success, and mental health is multifaceted and deeply interconnected. Interventions that focus on improving academic outcomes not only enhance educational performance but also contribute to the psychological health of children. Schools, teachers, and counselors must work collaboratively to create supportive environments that address both academic achievement and mental health needs. This holistic approach can lead to improved outcomes for children, fostering a generation that thrives both academically and emotionally.

Initial results indicate that academic achievement significantly mediates the relationship between parenting styles and psychological well-being. Authoritative parenting resulted in higher academic performance and better mental health outcomes. Conversely, authoritarian and permissive styles were associated with lower academic achievement, which in turn led to diminished psychological well-being.

**Data presentation**

**Distribution of parenting styles**

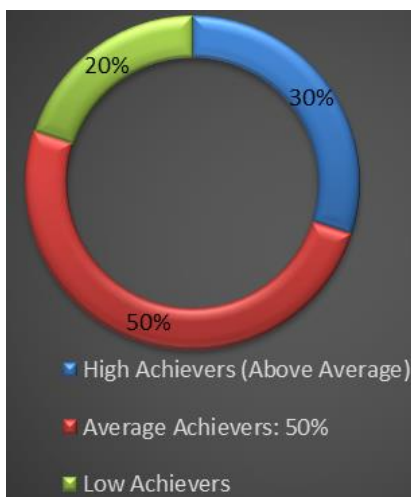
- Authoritative: 40%
- Authoritarian: 35%
- Permissive: 25%



**Fig 2:** Distribution of Parenting Styles.

**Academic Achievement Levels**

- High Achievers (Above Average): 30%
- Average Achievers: 50%
- Low Achievers: 20%



**Fig 3:** Academic Achievement Levels

**Psychological well-being scores**

- High Well-Being: 45%
- Moderate Well-Being: 35%
- Low Well-Being: 20%

**Discussion and Conclusion**

The findings highlight the importance of academic success as a key factor in the relationship between parenting styles and mental health. This suggests that interventions aimed at improving children's academic outcomes could indirectly enhance their psychological well-being. The role of schools, teachers, and counselors in supporting academic achievement is crucial.

Academic success is increasingly recognized as a vital component influencing the overall mental health of children and adolescents. Research indicates that the interplay between parenting styles and a child's educational achievements plays a significant role in shaping their psychological well-being. Different parenting styles—authoritative, authoritarian, permissive, and neglectful—have distinct impacts on a child's academic performance and, by extension, their mental health.

Authoritative parenting, characterized by warmth, support, and appropriate boundaries, often leads to higher academic success. Children raised in such environments tend to develop strong self-discipline, higher self-esteem, and better social skills, all of which contribute positively to their mental health. In contrast, authoritarian parenting, which is more rigid and less nurturing, can lead to anxiety, low self-esteem, and struggles with academic performance. Children from authoritarian homes may experience pressure to excel, which could lead to burnout and mental health issues.

Permissive parenting, while fostering creativity and self-expression, often fails to instill the necessary academic discipline, potentially resulting in poor academic performance. This can lead to feelings of inadequacy and anxiety in children, especially when they compare themselves to peers who achieve higher academic success. Neglectful parenting, on the other hand, can severely hinder a child's academic achievements, as these children may lack the support and encouragement needed to thrive in school, leading to significant mental health challenges.

Interventions aimed at enhancing children's academic outcomes can thus play a crucial role in improving their psychological well-being. Schools and educational institutions can serve as pivotal platforms for these interventions. Educators, counselors, and support staff can collaborate to create a nurturing environment that emphasizes the importance of academic success while also addressing mental health needs.

Programs that promote parental involvement in education can significantly improve children's academic performance. By fostering a partnership between parents and schools, children receive consistent support both at home and in the academic environment. Workshops and informational sessions for parents about effective parenting strategies can help them understand the impact of their style on their children's academic and mental health outcomes.

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