

Journal of Social Sciences Research & Policy (JSSRP)
A Qualitative Exploration of the Role of Authoritative Parenting in Developing Self-Esteem and Academic Achievement among Students in District Swabi
Dr. Humaira Ali¹, Junaid Zahir², Fatima Awan³, Umar Khan⁴, Abdul Majid Khan⁵

1. Lecturer, Department of Psychology, Woman University Swabi.
2. MPhil Scholar, Department of Sociology, Abdul Wali Khan University Mardan.
3. PhD Scholar, Department of Sociology, Abdul Wali Khan University Mardan
4. Department of Gender Studies, Quaid e Azam University, Islamabad.
5. Assistant Professor, Department of Sociology, University of Swabi.

Cite This Article: Ali, H., Zahir, J., Awan, F., Khan, U. & Khan, A. M. (2026). A Qualitative Exploration of the Role of Authoritative Parenting in Developing Self-Esteem and Academic Achievement among Students in District Swabi. *Journal of Social Sciences Research & Policy*. 4 (01), 672-682.

DOI: <https://doi.org/10.71327/jssrp.41.672.682>

ISSN: 3006-6557 (Online)

ISSN: 3006-6549 (Print)

Vol. 4, No. 1 (2026)

Pages: 672-682

Key Words:

Authoritative Parenting, Self-Esteem, Academic Achievement, Qualitative Study, University Students, District Swabi, Thematic Analysis

Corresponding Author:

Dr. Humaira Ali

Email: humaira.ali@wus.edu.pk

License:


Abstract: *This study explores the role of authoritative parenting in the development of self-esteem and academic achievement among university students in District Swabi. Using a qualitative research design, the study adopts a phenomenological approach to understand students' lived experiences and perceptions of their parents' parenting style. A purposive sample of 20 university students was selected, and data were collected through semi-structured, in-depth interviews. The collected data were analyzed using thematic analysis following Braun and Clarke's (2006) framework. The findings reveal that authoritative parenting, characterized by emotional warmth, support, balanced guidance, and encouragement of autonomy, plays a significant role in shaping students' self-esteem and academic success. Students who experienced supportive and communicative parenting reported higher levels of confidence, motivation, and engagement in their academic activities. Self-esteem emerged as a key mediating factor, influencing students' ability to cope with academic challenges and achieve their educational goals. Additionally, the study highlights that parental encouragement of independence and decision-making fosters responsibility and enhances academic performance. The study conclude that authoritative parenting contributes positively to both psychological well-being and academic outcomes. It emphasizes the importance of a balanced parenting approach in promoting students' overall development, particularly within the cultural context of District Swabi. The findings provide valuable insights for parents, educators, and policymakers to support students' academic and personal growth.*

Introduction

Parenting is widely recognized as one of the most influential factors in shaping the psychological, social, and academic development of children. The family environment serves as the primary context in which individuals develop their identity, self-concept, and behavioral patterns. Among the various dimensions of parenting, parenting style has received significant scholarly attention due to its long-term effects on

children's outcomes, particularly in relation to self-esteem and academic achievement. Over the decades, researchers have emphasized that the nature of parental interaction, including warmth, control, communication, and expectations, plays a crucial role in determining how children perceive themselves and perform academically (Baumrind, 1967; Maccoby & Martin, 1983). The concept of parenting styles was first introduced by Baumrind (1967), who categorized parenting into three primary types: authoritative, authoritarian, and permissive. Later, Maccoby and Martin (1983) expanded this typology by adding a fourth style, neglectful parenting. Among these, authoritative parenting has consistently been identified as the most effective style in fostering positive developmental outcomes. Authoritative parents combine high responsiveness with high demandingness, providing emotional support while maintaining clear expectations and boundaries. This balanced approach encourages autonomy, self-regulation, and confidence in children, which are essential for academic success and psychological well-being (Steinberg, 2001; Darling & Steinberg, 1993).

Authoritative parenting is characterized by open communication, mutual respect, and the encouragement of independent thinking. Parents adopting this style tend to engage in reasoning rather than punishment, promote problem-solving skills, and support their children's emotional needs. Research suggests that such parenting practices contribute significantly to the development of positive self-esteem among adolescents and young adults (Baumrind, 1991; Lamborn et al., 1991). Self-esteem, defined as an individual's overall sense of self-worth and personal value, is a critical psychological construct that influences motivation, behavior, and academic engagement (Rosenberg, 1965). The relationship between self-esteem and academic achievement has been extensively explored in educational and psychological research. Students with high self-esteem are more likely to demonstrate confidence in their abilities, engage actively in learning activities, and persist in the face of challenges. Conversely, low self-esteem is often associated with academic anxiety, lack of motivation, and poor performance (Marsh & Craven, 2006). Therefore, understanding the factors that contribute to the development of self-esteem is essential for improving academic outcomes.

Parenting style plays a vital role in shaping self-esteem, which in turn influences academic performance. Several empirical studies have demonstrated that authoritative parenting is positively associated with higher levels of self-esteem and better academic achievement. For example, Hayek et al. (2022) found that authoritative parenting significantly predicts academic success, both directly and indirectly, through mediating factors such as self-efficacy and motivation. Similarly, Steinberg et al. (1992) reported that adolescents raised by authoritative parents tend to perform better academically due to higher levels of engagement and psychological adjustment. These findings highlight the importance of supportive and structured parenting in fostering academic excellence.

In addition to self-esteem, self-efficacy is another important psychological construct that mediates the relationship between parenting and academic performance. Self-efficacy refers to an individual's belief in their ability to accomplish specific tasks. Students who perceive their parents as supportive and encouraging are more likely to develop strong self-efficacy beliefs, which enhance their academic motivation and performance (Bandura, 1997). Research indicates that authoritative parenting promotes self-efficacy by providing consistent support, constructive feedback, and opportunities for autonomy (Turner et al., 2009). Furthermore, strength-based parenting, which shares similarities with authoritative parenting, has been found to positively influence academic achievement through increased engagement and perseverance. Waters et al. (2019) demonstrated that students who experience supportive parenting focused on their strengths are more likely to exhibit higher levels of academic engagement and success. This suggests that parenting approaches that emphasize encouragement and recognition of

abilities can significantly enhance students' academic outcomes. Despite the substantial body of research on parenting styles and academic performance, most studies have employed quantitative methodologies, focusing on statistical relationships between variables. While these studies provide valuable insights, they often fail to capture the lived experiences and subjective perceptions of individuals. A qualitative approach, on the other hand, allows for an in-depth exploration of how students interpret their parents' behaviors and how these interpretations influence their self-esteem and academic experiences.

In the context of Pakistan, particularly in District Swabi, parenting practices are deeply influenced by cultural, social, and religious norms. Families in this region often place a strong emphasis on discipline, respect for elders, and academic achievement. However, the ways in which these values are expressed may vary significantly across households. Understanding how authoritative parenting manifests in this cultural context are essential for gaining a comprehensive understanding of its impact on students' self-esteem and academic performance. Moreover, students in higher education face numerous challenges, including academic pressure, career uncertainty, and social expectations. These challenges can significantly affect their psychological well-being and academic performance. In such circumstances, the role of parents becomes even more critical, as supportive parenting can provide emotional stability and motivation. Female students, in particular, may encounter additional challenges related to gender norms and societal expectations, making it important to explore their unique experiences.

This study adopts a qualitative approach to explore the role of authoritative parenting in developing self-esteem and academic achievement among students in District Swabi. By focusing on students' lived experiences, the research aims to uncover the underlying mechanisms through which parenting influences psychological and academic outcomes. Through in-depth interviews and thematic analysis, the study seeks to provide a nuanced understanding of how authoritative parenting is perceived and experienced by students. The significance of this study lies in its potential to contribute to both theoretical and practical knowledge. Theoretically, it adds to the existing literature by providing qualitative insights into the relationship between parenting style, self-esteem, and academic achievement. Practically, the findings can inform parents, educators, and policymakers about effective parenting practices that promote students' well-being and academic success. Additionally, the study highlights the importance of considering cultural context when examining parenting styles and their effects. In conclusion; authoritative parenting plays a crucial role in shaping students' self-esteem and academic performance. While existing research provides strong evidence of this relationship, there is a need for qualitative studies that explore the lived experiences of students in specific cultural contexts. This study aims to address this gap by examining the experiences of students in District Swabi, thereby contributing to a deeper understanding of the complex interplay between parenting, self-esteem, and academic achievement.

Statement of the Problem

Despite the growing emphasis on academic achievement among university students, many continue to struggle with low self-esteem, lack of motivation, and inconsistent academic performance. While previous research has established a significant relationship between parenting styles and students' psychological and academic outcomes, much of this evidence is derived from quantitative studies that do not fully capture the lived experiences and perceptions of students. In particular, the role of authoritative parenting in shaping self-esteem and academic success remains underexplored in specific cultural contexts such as District Swabi, Khyber Pakhtunkhwa. In this region, parenting practices are influenced by traditional values, social norms, and expectations regarding education, which may affect

how students perceive parental support, control, and encouragement. Furthermore, limited qualitative research exists that examines how students interpret authoritative parenting behaviors and how these experiences contribute to the development of their self-esteem and academic achievement. Therefore, there is a need for an in-depth qualitative exploration to understand the nuanced relationship between authoritative parenting, self-esteem, and academic performance among university students in District Swabi. This study seeks to fill this gap by exploring students' lived experiences and providing context-specific insights that can inform parents, educators, and policymakers.

Research Objectives

1. To explore students' perceptions and lived experiences of authoritative parenting in District Swabi.
2. To examine how authoritative parenting influences the development of self-esteem among university students.
3. To understand the role of self-esteem, shaped by authoritative parenting, in influencing students' academic achievement.

Research Questions

1. How do university students in District Swabi perceive and experience authoritative parenting?
2. In what ways does authoritative parenting contribute to the development of students' self-esteem?
3. How does self-esteem, influenced by authoritative parenting, affect students' academic achievement?

Literature Review

The relationship between parenting styles, self-esteem, and academic achievement has been widely examined across various disciplines, including psychology, education, and sociology. Among these variables, authoritative parenting has consistently been identified as a key determinant of positive developmental outcomes. This literature review explores existing scholarly work on authoritative parenting, its influence on self-esteem, and its impact on academic achievement, with a particular focus on identifying gaps that justify a qualitative investigation.

Parenting Styles and Authoritative Parenting

Parenting styles refer to the emotional climate in which parents raise their children and are generally categorized into authoritative, authoritarian, permissive, and neglectful styles (Baumrind, 1991; Maccoby & Martin, 1983). Authoritative parenting, characterized by high responsiveness and high demandingness, is widely regarded as the most effective style. Parents who adopt this approach maintain a balance between discipline and warmth, encouraging open communication and autonomy while setting clear expectations (Darling & Steinberg, 1993). Research indicates that authoritative parenting fosters independence, social competence, and psychological well-being in children (Steinberg, 2001). Unlike authoritarian parents, who emphasize strict control, or permissive parents, who lack structure, authoritative parents provide guidance while respecting their children's individuality. This balanced approach has been associated with positive behavioral and emotional outcomes, including higher levels of confidence and resilience (Alegre, 2011).

Authoritative Parenting and Self-Esteem

Self-esteem is a critical psychological construct that reflects an individual's evaluation of their own worth. It plays a central role in shaping behavior, motivation, and emotional well-being (Rosenberg, 1965). Numerous studies have demonstrated that parenting style significantly influences the development of self-esteem. Authoritative parenting, in particular, has been linked to higher self-

esteem due to its supportive and nurturing nature (Milevsky et al., 2007). Children raised by authoritative parents tend to develop a positive self-concept because they receive consistent emotional support and constructive feedback. This environment fosters a sense of security and competence, enabling individuals to view themselves as capable and valuable (Buri, 1991). In contrast, authoritarian parenting often leads to lower self-esteem due to excessive control and lack of emotional warmth, while permissive parenting may result in unstable self-esteem due to insufficient guidance (Dwairy et al., 2006). Furthermore, research by Garcia and Gracia (2009) highlights that adolescents who perceive their parents as supportive and communicative are more likely to report higher levels of self-esteem. These findings suggest that the quality of parent-child interaction is crucial in shaping self-perceptions. Authoritative parenting promotes open dialogue and mutual respect, which contribute to the development of a strong and positive self-identity.

Self-Esteem and Academic Achievement

Self-esteem has been widely recognized as a significant predictor of academic success. Students with high self-esteem are more likely to exhibit confidence in their abilities, set realistic goals, and persist in the face of challenges (Marsh & Martin, 2011). They are also more likely to engage actively in learning and demonstrate higher levels of academic motivation. Conversely, low self-esteem is associated with negative academic outcomes, including poor performance, lack of engagement, and higher levels of anxiety (Huang, 2011). Students with low self-esteem may doubt their abilities; avoid challenging tasks, and experience difficulty coping with academic pressure. This highlights the importance of fostering positive self-esteem as a means of improving academic achievement. The relationship between self-esteem and academic performance is often reciprocal. While high self-esteem can lead to better academic outcomes, academic success can also enhance self-esteem (Trautwein et al., 2006). This dynamic interaction underscores the importance of examining both variables simultaneously, particularly in the context of parenting influences.

Authoritative Parenting and Academic Achievement

A substantial body of research has established a positive relationship between authoritative parenting and academic achievement. Students raised in authoritative households tend to perform better academically due to the supportive and structured environment provided by their parents (Spera, 2005). These parents encourage academic engagement, provide guidance, and set high expectations, which motivate students to achieve their goals. Gonzalez and Wolters (2006) found that authoritative parenting is associated with higher levels of academic motivation and self-regulated learning. Students from such backgrounds are more likely to adopt effective learning strategies, manage their time efficiently, and persist in the face of academic challenges. Similarly, Pong et al. (2005) reported that authoritative parenting positively influences academic achievement across different cultural contexts, suggesting its universal applicability. In addition, Jeynes (2012) emphasized that parental involvement, a key component of authoritative parenting, plays a crucial role in academic success. Parents who actively participate in their children's education, monitor their progress, and provide emotional support contribute significantly to improved academic outcomes. This highlights the importance of both emotional and practical support in fostering academic achievement.

Cultural Context and Parenting

While authoritative parenting has been widely recognized as effective, its impact may vary across cultural contexts. Cultural norms and values influence parenting practices and the way they are perceived by children (Dwairy & Achoui, 2010). In collectivist societies, such as Pakistan, family relationships are often characterized by strong interdependence, respect for authority, and adherence

to social norms. Research suggests that parenting styles may be interpreted differently in non-Western contexts. For example, certain aspects of authoritarian parenting may be perceived as caring or protective rather than controlling (Chao, 1994). However, studies conducted in South Asian contexts indicate that authoritative parenting remains positively associated with self-esteem and academic achievement, even within culturally specific frameworks (Riaz & Riaz, 2018). In District Swabi, cultural and social factors play a significant role in shaping parenting practices. Families often emphasize discipline, respect, and academic success, but the degree of emotional support and communication may vary. Understanding how authoritative parenting is practiced and perceived in this context is essential for developing culturally relevant insights.

Need for Qualitative Research

Despite the extensive quantitative research on parenting styles, self-esteem, and academic achievement, there is a notable lack of qualitative studies that explore these relationships in depth. Quantitative methods provide valuable statistical insights but often fail to capture the complexity of human experiences. A qualitative approach allows researchers to explore individuals' perceptions, emotions, and lived experiences, providing a richer and more nuanced understanding of the phenomena. Qualitative research is particularly important in understanding how students interpret their parents' behaviors and how these interpretations influence their self-esteem and academic experiences. It also allows for the exploration of contextual factors, such as cultural norms and personal experiences, which may not be adequately captured through quantitative methods (Creswell, 2014). In the context of District Swabi, a qualitative study can provide valuable insights into how authoritative parenting is experienced by students and how it shapes their psychological and academic outcomes. By focusing on students' narratives, the study can uncover the underlying mechanisms through which parenting influences self-esteem and academic achievement.

Research Gap

Although existing literature highlights the positive impact of authoritative parenting on self-esteem and academic achievement, most studies rely on quantitative approaches and are conducted in Western contexts. There is a lack of qualitative research that explores these relationships within the cultural context of Pakistan, particularly in District Swabi. Additionally, limited attention has been given to students' subjective experiences and perceptions of parenting. This study aims to address these gaps by providing an in-depth qualitative exploration of the role of authoritative parenting in shaping self-esteem and academic achievement among university students.

Methodology

This study adopts a qualitative research approach using a phenomenological design to explore the role of authoritative parenting in developing self-esteem and academic achievement among university students in District Swabi. The target population consists of students enrolled in higher education institutions, from which a purposive sample of at least 20 respondents is selected to ensure rich and diverse perspectives. Data are collected through semi-structured, in-depth interviews, allowing participants to share their lived experiences and perceptions regarding parenting practices, self-esteem, and academic performance. Each interview is conducted in a confidential setting with prior informed consent. The collected data are analyzed using thematic analysis following Braun and Clarke's (2006) approach, which involves coding the data, identifying recurring patterns, and developing themes that reflect the relationship between authoritative parenting, self-esteem, and academic achievement. Ethical considerations, including confidentiality, anonymity, and voluntary participation, are strictly maintained throughout the research process to ensure the credibility and trustworthiness of the study.

Result and Discussion

Thematic Analysis

The thematic analysis of qualitative data obtained from 20 university students in District Swabi provides an in-depth understanding of how authoritative parenting influences self-esteem and academic achievement. Using Braun and Clarke's (2006) thematic analysis approach, the data were systematically coded and categorized into four major themes: (1) Parental Support and Emotional Warmth, (2) Development of Self-Confidence and Self-Esteem, (3) Academic Motivation and Guidance, and (4) Autonomy and Decision-Making. Each theme is elaborated below with detailed interpretation and participant quotations.

Theme 1: Parental Support and Emotional Warmth

Parental support and emotional warmth emerged as a foundational theme in shaping students' psychological well-being. Most participants described their parents as caring, understanding, and emotionally available. This supportive environment enabled students to openly express their thoughts, concerns, and academic difficulties without fear of judgment or criticism. Emotional warmth was reflected not only in verbal encouragement but also in the way parents responded to failure and challenges.

Participant 3 explained, *"My parents always listen to me and guide me without forcing their decisions. This makes me feel valued and understood."* This response highlights the importance of mutual respect and communication in authoritative parenting. Similarly, Participant 11 stated, *"Whenever I face problems in my studies, my parents encourage me instead of criticizing me. Their support gives me strength."* Such encouragement reduces anxiety and promotes emotional stability.

The presence of emotional warmth creates a secure attachment between parents and children, which contributes to higher levels of psychological comfort. Students who feel emotionally supported are more likely to develop a positive outlook towards challenges and exhibit resilience in academic settings. In contrast to authoritarian or neglectful parenting, authoritative parenting fosters a nurturing environment where students feel safe, respected, and motivated to succeed.

Theme 2: Development of Self-Confidence and Self-Esteem

The development of self-esteem was strongly linked to parenting practices characterized by encouragement, trust, and appreciation. Participants frequently mentioned that their parents' positive reinforcement and belief in their abilities played a crucial role in shaping their self-confidence. Authoritative parents not only set expectations but also recognize effort, which helps students develop a stable sense of self-worth.

Participant 7 stated, *"My parents trust my decisions and always motivate me. Because of this, I believe in myself and don't feel afraid of challenges."* This illustrates how parental trust contributes to self-efficacy and confidence. Likewise, Participant 15 shared, *"I feel confident in my studies because my parents appreciate my efforts, even when I don't get high marks."* This indicates that appreciation, rather than criticism, strengthens students' self-esteem.

The findings suggest that self-esteem is not developed in isolation but is deeply influenced by parental attitudes and behaviors. When parents provide constructive feedback and acknowledge achievements, students internalize a sense of competence and value. This positive self-concept enables them to approach academic tasks with confidence and persistence. Therefore, authoritative parenting plays a vital role in fostering a strong psychological foundation for academic success.

Theme 3: Academic Motivation and Guidance

Another significant theme identified in the analysis is the role of parental guidance in enhancing

academic motivation. Participants emphasized that their parents were actively involved in their educational journey, providing direction while maintaining a non-pressurizing approach. This balance between support and expectation encouraged students to take responsibility for their studies.

Participant 2 stated, *"My parents guide me about my studies but never pressure me too much. This makes me more responsible and motivated."* This reflects the balanced nature of authoritative parenting, where guidance is provided without creating stress. Similarly, Participant 18 noted, *"They set expectations but also support me in achieving them. That balance helps me stay focused on my goals."*

Parental involvement in academics, such as discussing future goals, monitoring progress, and offering help when needed, was found to positively influence students' engagement. Unlike controlling parenting styles, authoritative parents motivate students through encouragement and constructive feedback rather than fear or punishment. This approach fosters intrinsic motivation, where students are driven by personal goals and self-improvement rather than external pressure.

Theme 4: Autonomy and Decision-Making

Autonomy and independence emerged as another crucial theme in understanding the impact of authoritative parenting. Participants appreciated the freedom given by their parents to make decisions regarding their education and personal lives. This sense of independence enhanced their confidence and sense of responsibility.

Participant 5 shared, *"My parents allow me to choose my field of study. They guide me, but the final decision is mine."* This demonstrates the balance between parental guidance and individual choice. Participant 14 stated, *"Because my parents trust me, I feel responsible for my decisions and work harder to succeed."*

The encouragement of autonomy is a defining feature of authoritative parenting. By allowing students to make their own decisions, parents help them develop critical thinking skills and a sense of ownership over their choices. This independence not only strengthens self-esteem but also improves academic performance, as students feel accountable for their success. The findings suggest that when students are trusted and given decision-making power, they are more likely to be motivated, disciplined, and goal-oriented.

Conclusion of Thematic Analysis

The elaborated themes collectively demonstrate that authoritative parenting significantly influences students' self-esteem and academic achievement. Emotional warmth creates a supportive environment, while encouragement and trust foster self-confidence. Balanced guidance enhances academic motivation, and autonomy promotes responsibility and independence. Together, these factors contribute to the overall development and success of university students in District Swabi. The findings highlight the importance of adopting a balanced parenting approach that nurtures both psychological well-being and academic excellence.

Conclusion

This study aimed to explore the role of authoritative parenting in developing self-esteem and academic achievement among university students in District Swabi through a qualitative approach. The findings of the study reveal that authoritative parenting plays a significant and positive role in shaping both the psychological and academic outcomes of students. The thematic analysis highlighted that parental support; emotional warmth, balanced guidance, and encouragement of autonomy are key elements that contribute to students' development. The study found that students who experience authoritative parenting tend to have higher levels of self-esteem, as they feel valued, respected, and supported by their parents. This positive self-perception enhances their confidence, enabling them to face academic

challenges with resilience and determination. Furthermore, the findings indicate that self-esteem acts as a mediating factor between parenting style and academic achievement. Students with strong self-esteem are more motivated, engaged, and committed to their studies, which ultimately leads to better academic performance.

Additionally, the research highlights the importance of autonomy and decision-making in students' academic success. When parents allow their children to make choices and take responsibility for their actions, it fosters independence and accountability. This not only strengthens self-confidence but also encourages students to take ownership of their academic goals. In the cultural context of District Swabi, where family influence is strong, the role of parents becomes even more critical. The findings suggest that adopting an authoritative parenting style can significantly improve students' psychological well-being and academic outcomes. Overall, the study contributes to the understanding of how parenting practices shape students' experiences and emphasizes the importance of a supportive and balanced family environment.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. **For Parents:**

Parents should adopt an authoritative parenting style by maintaining a balance between emotional support and discipline. They should encourage open communication, appreciate their children's efforts, and provide constructive guidance rather than criticism.

2. **Promoting Self-Esteem:**

Parents and educators should focus on building students' self-esteem by recognizing their achievements, encouraging their strengths, and providing a supportive environment that fosters confidence and independence.

3. **For Educational Institutions:**

Universities and colleges should organize awareness programs, workshops, and seminars for parents and students to highlight the importance of positive parenting and its impact on academic success.

4. **Encouraging Autonomy:**

Parents should allow students to make decisions regarding their education and career paths. Providing guidance without imposing decisions helps students develop responsibility and critical thinking skills.

5. **Counseling Services:**

Educational institutions should establish counseling and mentoring services to support students who may lack parental support or struggle with low self-esteem.

6. **Policy Implications:**

Policymakers should design family-based intervention programs that promote effective parenting practices, particularly in regions like District Swabi where family influence is strong.

7. **Future Research:**

Future studies should expand the sample size and include different regions to enhance generalizability. Researchers may also explore other parenting styles or include quantitative methods for comparison.

References

- Alegre, A. (2011). Parenting styles and children's emotional intelligence. *Journal of Psychology*.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
- Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*.
- Buri, J. R. (1991). Parental authority questionnaire. *Journal of Personality Assessment*.
- Chao, R. (1994). Beyond parental control and authoritarian parenting style. *Child Development*.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*.
- Darling, N., & Steinberg, L. (1993). Parenting style as context.
- Darling, N., & Steinberg, L. (1993). Parenting style as context. *Psychological Bulletin*.
- Dwairy, M., & Achoui, M. (2010). Parenting styles in Arab societies.
- Dwairy, M., Achoui, M., Abouserie, R., & Farah, A. (2006). Parenting styles in Arab societies.
- Garcia, F., & Gracia, E. (2009). Parenting styles and self-esteem. *Journal of Adolescence*.
- Gonzalez, A., & Wolters, C. (2006). Parental influences on motivation.
- Hayek, J., Schneider, F., Lahoud, N., Tueni, M., & de Vries, H. (2022). Authoritative parenting stimulates academic achievement. *PLoS ONE*.
- Huang, C. (2011). Self-concept and academic achievement. *Educational Psychology Review*.
- Jeynes, W. (2012). Parental involvement and academic success.
- Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). Patterns of competence and adjustment. *Child Development*.
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family.
- Marsh, H. W., & Craven, R. (2006). Reciprocal effects of self-concept and performance. *Perspectives on Psychological Science*.
- Marsh, H. W., & Martin, A. J. (2011). Academic self-concept.
- Milevsky, A., Schlechter, M., Netter, S., & Keehn, D. (2007). Parenting styles and self-esteem.
- Pinquart, M. (2016). Associations of parenting styles with outcomes. *Educational Psychology Review*.
- Pong, S. L., Johnston, J., & Chen, V. (2005). Authoritative parenting across cultures.
- Riaz, M., & Riaz, M. (2018). Parenting styles and academic achievement in Pakistan.
- Rosenberg, M. (1965). *Society and the adolescent self-image*.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton University Press.
- Spera, C. (2005). A review of the relationship among parenting practices. *Educational Psychology Review*.
- Spera, C. (2005). Parenting and academic achievement.
- Steinberg, L. (2001). Parenting and adolescent development.
- Steinberg, L. (2001). We know some things: Parent-adolescent relationships. *Journal of Research on Adolescence*.
- Steinberg, L., Lamborn, S., Dornbusch, S., & Darling, N. (1992). Impact of parenting practices on adolescent achievement. *Child Development*.
- Trautwein, U., Lüdtke, O., Köller, O., & Baumert, J. (2006). Self-esteem and achievement.
- Turner, E. A., Chandler, M., & Heffer, R. W. (2009). The influence of parenting styles on academic performance. *Journal of College Student Development*.

Waters, L., Loton, D., & Jach, H. (2019). Strength-based parenting and academic achievement. *Journal of Happiness Studies*.