

# Parenting Styles and School Environment as Predictors of Academic Performance in Adolescents

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## Abstract

Parenting styles and the school environment are crucial determinants of a student's academic performance and overall growth. This study explores the impact of different parenting approaches and the nature of the school environment on the academic outcomes of secondary school students in the Kamrup (Metro) district of Assam. Using a descriptive survey design, data were collected from a sample of 40 students and 20 teachers across four selected secondary schools. The analysis revealed that students nurtured under authoritative parenting—marked by a balance of discipline and emotional responsiveness—performed significantly better academically. Similarly, schools offering a supportive and resource-rich environment reported improved student engagement and achievement. The findings emphasize the need for constructive partnerships between parents and educational institutions to facilitate the all-round development of students.

**Keywords:** Parenting styles, school environment, academic achievement and secondary education

## 1. Introduction

Education is not merely the transmission of information but a process that fosters holistic development in individuals. Among the multiple factors influencing a student's educational trajectory, two critical elements stand out—parenting style and the school environment. The home serves as the primary socializing agent, where foundational attitudes and habits are cultivated. At the same time, the school becomes the external ecosystem where formal learning, peer interactions, and personal growth take shape. Parenting style refers to the consistent strategies and attitudes employed by parents in raising their children. Diana Baumrind (1967) originally classified parenting into four categories: authoritative, authoritarian, permissive, and uninvolved. Each style has a unique impact on the child's personality and learning behavior. Simultaneously, the school environment encompasses the physical, psychological, and pedagogical elements that shape a child's educational experience.

This study aims to investigate how these two domains interact to influence academic achievement. By focusing on secondary school students in Kamrup (Metro), the research attempts to provide region-specific insights and actionable recommendations for parents, teachers, and policymakers.

## 2. Objectives

1. To examine the impact of different parenting styles on the academic achievement of secondary school students.

2. To assess the influence of the school environment on students' academic performance.
3. To investigate the combined effect of parenting styles and school environment on students' holistic development.

### 3. Research Questions

1. In what ways do parenting styles influence the academic performance of students?
2. What is the relationship between the quality of school environment and academic outcomes?
3. How does collaboration between parents and schools affect students' overall growth?

### 4. Literature Review

Extensive literature points to the influence of parenting on cognitive, emotional, and academic development. Authoritative parents maintain high expectations while providing emotional support and autonomy. This balanced approach nurtures independence and academic motivation. Kumar (2021) observed that students raised under authoritative parenting showed greater self-discipline and academic success. Conversely, authoritarian parenting, which emphasizes strict rules without warmth, may result in compliance but restricts creativity and self-expression (Ranganathan, 2019). Permissive and uninvolved parenting, marked by a lack of control or interest, are often linked with poor academic habits and lower achievement.

A healthy school environment comprises supportive teachers, adequate learning resources, a positive peer culture, and extracurricular opportunities. According to Das (2016), emotional support and access to academic tools like libraries significantly influence student performance. Harinarayan and Pazhanivelu (2018) highlighted how interactive teaching strategies and teacher-student rapport contribute to improved academic results.

Multiple studies confirm the compounding effects of parenting and school environment on student achievement. Talluri and Sunnela (2017) found that parental involvement in school affairs leads to better academic engagement. Vyomakesh (2020) emphasized the importance of a synergistic relationship between home and school, suggesting that cohesive efforts produce not only academic excellence but also emotionally resilient individuals.

### 5. Methodology

**Research Design:** A descriptive survey design was adopted for this study to gather detailed information about parenting styles, school environments, and their impact on academic achievement among secondary school students.

**Population and Sample:** The population comprised secondary school students and teachers in Kamrup (Metro) district. Using purposive sampling, four schools were selected: TC Govt. Girls HSS, Kamrup Academy HSS, Sonaram HSS, and Krishnanagar Vidyapeeth HS. A total of 40 students (10 from each school) and 20 teachers participated in the study.

**Data Collection Tools:** Two structured questionnaires were developed—one for students and one for teachers. These included Likert scale questions to quantify perceptions and open-ended questions to collect qualitative insights.

**Data Analysis:** Quantitative data were analyzed using descriptive statistics such as percentages and mean scores. Graphs, bar charts, and pie diagrams were used for data visualization. Qualitative data were thematically analyzed to identify common trends and patterns.

## 6. Results and Discussion

**Parenting Styles and Academic Achievement:** The data showed that 70% of students identified their parents' style as authoritative. These students scored the highest in academic performance, averaging 85%. Those with authoritarian parents averaged 70%, and students with permissive parents scored the lowest at 65%.

Parenting Style	Percentage of Parents	Average Academic Achievement
Authoritative	70%	85%
Authoritarian	20%	70%
Permissive	10%	65%

The findings align with earlier research suggesting that authoritative parenting provides the ideal balance between guidance and independence. These students demonstrated higher self-esteem, better time management, and a greater interest in academics.

**School Environment and Academic Performance:** A majority of teachers (75%) reported offering emotional and academic support to students. Schools with well-stocked libraries, smart classrooms, and co-curricular engagement saw students achieving better results.

School Environment Factor	Percentage of Teachers Reporting
Emotional Support	75%
Well-Stocked Libraries	80%
Interactive Teaching	70%

Schools that encouraged student-teacher interaction, project-based learning, and peer collaboration provided an enriching environment for students to thrive academically.

**Combined Impact:** Students who experienced both authoritative parenting and a positive school environment showed marked improvement in academic performance and personal development. These students participated more in classroom discussions, were active in extracurricular activities, and displayed higher levels of motivation and emotional resilience.

Qualitative responses from students highlighted that parental support at home coupled with encouragement from teachers created a strong foundation for academic excellence. Teachers noted that students whose parents attended parent-teacher meetings regularly were more disciplined and showed consistent academic progress.

## 7. Recommendations

**For Parents:** Parents play a foundational role in shaping their children's academic paths and personal growth. It is strongly recommended that parents adopt an authoritative parenting style, which is widely recognized for its positive impact on student performance and well-being. This style involves a healthy balance of warmth, responsiveness, and firm guidance. By setting clear expectations while also being supportive and understanding, parents can create a nurturing environment that fosters confidence,

independence, and academic motivation in their children. Furthermore, it is essential for parents to actively engage in the educational lives of their children. This includes regularly attending parent-teacher meetings, staying informed about their child's academic progress, assisting with homework when necessary, and maintaining open communication with both the child and the school. Such involvement not only strengthens the home-school connection but also reinforces the importance of education in the child's mind.

**For Schools:** Schools must recognize their responsibility in creating environments that not only impart knowledge but also support students emotionally and socially. One of the key recommendations for schools is to invest in continuous professional development for teachers. Training sessions and workshops focusing on student-centered teaching, emotional intelligence, inclusive practices, and modern pedagogical techniques can empower teachers to be more effective and empathetic educators. In addition to enhancing teaching practices, schools should also upgrade their infrastructure, ensuring access to well-stocked libraries, fully equipped laboratories, and diverse extracurricular facilities. A rich and resourceful environment promotes engagement, curiosity, and creativity among students, making learning a more holistic and enjoyable process. Schools must also foster a positive and respectful culture where every student feels safe, valued, and encouraged to participate.

**For Policymakers:** Policymakers have a crucial role to play in shaping the broader educational landscape. It is recommended that initiatives be developed to strengthen home-school collaboration at the systemic level. This could include organizing community awareness campaigns, providing parenting education, and encouraging schools to develop structured parent engagement programs. Such initiatives help build trust and cooperation between families and educational institutions. Additionally, there is a pressing need for increased financial and technical support for under-resourced schools, especially in semi-urban and rural areas. Policymakers should prioritize equitable distribution of educational resources and ensure that every child, regardless of background, has access to quality education. By bridging these gaps, the government can help create a more inclusive and effective education system that enables all students to reach their full potential.

## 8. Conclusion

The findings of this study illuminate the vital roles that parenting styles and the school environment play in shaping the academic trajectories and overall development of secondary school students in Kamrup (Metro). The data strongly suggest that authoritative parenting, characterized by a balanced approach of responsiveness and demandingness, fosters an environment where students can thrive both academically and emotionally. Children raised under such parenting styles benefit from high levels of motivation, self-discipline, and emotional resilience—traits that directly contribute to enhanced academic performance. Moreover, the study reaffirms that a well-structured and supportive school environment significantly influences students' learning outcomes. Factors such as the availability of academic resources, emotional support from teachers, interactive and engaging teaching strategies, and opportunities for participation in extracurricular activities collectively create a fertile ground for educational growth. A nurturing school climate not only improves academic results but also promotes students' social, emotional, and moral development.

One of the most important insights drawn from this research is the powerful synergy between parenting and schooling. When both domains are aligned—when parents are actively involved in their children's education and schools are open to collaboration—a comprehensive support system is established. This

collaborative approach results in better academic achievements, higher student engagement, and improved overall well-being.

It is also evident that academic success cannot be attributed to one factor alone. It is the result of an interplay between various influences, with parenting styles and school environments standing out as two of the most impactful. Their combined effect has a more profound influence than either factor individually. This realization should encourage both parents and educators to reflect on their practices and work together toward a shared goal: nurturing responsible, confident, and successful learners.

Ultimately, the study emphasizes that fostering academic excellence is not solely the responsibility of the school. It requires an integrated effort involving parents, teachers, and policymakers. When this triangle of support functions effectively, it becomes possible to create a holistic educational ecosystem—one that nurtures academic excellence along with personal and social development. Such an ecosystem is essential not just for the academic success of students, but for the creation of responsible citizens equipped to face the challenges of a dynamic and ever-evolving world.

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