

The Role of Parenting Styles in Predicting Academic Resilience Among Adolescents

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ABSTRACT

This study investigates the relationship between parenting styles authoritative, authoritarian, and permissive and academic resilience in Indian adolescents. Academic resilience, defined as the ability to persevere and succeed in the face of academic adversity, is crucial for educational success and psychological well-being. Using a sample of 150 adolescents aged 13 to 18, the study employs the Academic Resilience Scale (ARS-30) and the Parental Authority Scale to measure resilience levels and perceived parenting styles, respectively. Statistical analyses, including correlation and regression, revealed that authoritative parenting significantly and positively correlates with higher academic resilience ($r = .70, p < 0.01$), underscoring that adolescents raised in supportive yet structured environments develop stronger coping mechanisms for academic challenges. In contrast, authoritarian parenting displayed a negative association with resilience ($r = -0.55, p < 0.01$), suggesting that high parental control with limited emotional warmth hinders the adaptive skills essential for resilience. Permissive parenting, while also negatively associated, showed a weaker correlation ($r = -0.25, p < 0.05$), indicating its limited impact on resilience compared to authoritarian styles. These findings imply that authoritative parenting is instrumental in cultivating resilience, promoting emotional regulation, and enhancing persistence in academic contexts. The study highlights the importance of parent education programs that emphasize balanced parenting techniques to support adolescents' psychological resilience. The results contribute to a growing body of literature on the impact of family dynamics on resilience, with potential applications in educational and counseling settings to foster resilience in young people.

Keywords: *Academic Resilience, Authoritative Parenting, Authoritarian Parenting, Permissive Parenting, Indian Cultural Context*

Parenting styles significantly influence academic resilience among adolescents, with democratic styles fostering positive outcomes. Parenting plays a pivotal role in shaping adolescents' emotional, social, and academic development. The way parents interact with their children can have long-lasting impacts, especially when it comes to fostering resilience in the face of academic challenges. Parenting styles, which include authoritative, authoritarian, permissive, and neglectful approaches (Baumrind, 1991), have been shown to predict academic resilience in adolescents. Additionally, cultural contexts

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shape these dynamics, with emotional acceptance from parents enhancing academic achievement through increased learning engagement (Fute et al., 2024). Overall, the evidence underscores the critical role of parenting in shaping adolescents' academic resilience and success, warranting further exploration of these relationships (Rao & Wang, 2023).

The significance of parenting styles in fostering academic resilience cannot be overstated, especially during adolescence, a critical developmental period marked by increased autonomy and vulnerability to external influences. As adolescents encounter various academic pressures, including increased academic rigor and social comparisons, the need for a supportive and a structured family environment becomes paramount. Parenting styles that provide emotional support while fostering independence help adolescents develop the resilience needed to navigate these academic challenges (Masten, Best, & Garmezy, 1990).

The Role of Parenting Involvement in Shaping Academic Resilience

Parental involvement during adolescence plays a critical role in shaping not only emotional and social development but also academic resilience. Adolescents are at a unique developmental stage, where they begin to seek independence but still rely heavily on their parents for guidance and support (Steinberg & Silk, 2002). Authoritative parenting, characterized by a combination of high responsiveness and demandingness is often considered the most effective in fostering academic resilience. Adolescents raised in authoritative households are more likely to exhibit greater self-regulation, intrinsic motivation, and persistence in their academic endeavors (Turner, Chandler, & Heffer, 2009).

The Influence of Parenting Expectations and Control on Academic Resilience

Parental expectations and control are key factors influencing adolescents' academic resilience and success. Authoritative parents often set clear, high expectations for their children while providing the emotional support needed to meet those expectations, fostering a sense of competence and independence in their adolescents (Masten & Reed, 2002). Overly permissive parents, on the other hand, may not enforce sufficient expectations, leaving adolescents without the necessary guidance to develop strong academic habits or resilience. Research indicates that a lack of parental control can lead to procrastination and difficulty managing academic pressures, reducing an adolescent's ability to persist through challenges (Park & Kim, 2018). Similarly, neglectful parenting, characterized by a lack of involvement and expectations, is associated with the poorest outcomes, as these adolescents receive neither the emotional support nor the structure needed to develop academic resilience (Maccoby & Martin, 1983).

Parenting Styles

Parenting styles, first conceptualized by Diana Baumrind (1966), provide a framework for understanding how parents' behaviors impact their children's development. These styles are defined based on two dimensions: responsiveness (the level of warmth, support, and affection a parent shows) and demandingness (the degree of control, expectations, and discipline a parent exerts). Baumrind identified three primary styles of parenting: authoritative, authoritarian, and permissive while later research added a fourth style, neglectful or uninvolved (Maccoby & Martin, 1983). Each parenting style has distinct implications for child outcomes, particularly in the realms of emotional development, behavior regulation, and academic performance.

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1. Authoritative Parenting

Authoritative parenting is widely regarded as the most beneficial style. It is characterized by a high degree of responsiveness and demandingness. Authoritative parents set clear expectations and boundaries while providing emotional support and fostering independence (Baumrind, 1991)

2. Authoritarian Parenting

In contrast, authoritarian parenting is characterized by high demandingness but low responsiveness. Authoritarian parents emphasize obedience and discipline while offering little warmth or open communication (Baumrind, 1991). This style often leads to negative outcomes, such as increased anxiety, low self-esteem, and difficulties in social interactions. Academically, children of authoritarian parents may excel under pressure but are less likely to develop intrinsic motivation or resilience in the face of failure (Luthar, Cicchetti, & Becker, 2000)

3. Permissive Parenting

Permissive parents are highly responsive but low in demand. They tend to be lenient, avoiding confrontation and discipline, and often place few expectations on their children. Although permissive parenting creates a warm and nurturing environment, it often leads to poor self-regulation, impulsivity, and academic underperformance in children (Maccoby & Martin, 1983)

4. Neglectful/ Uninvolved Parenting

Neglectful or uninvolved parenting is characterized by low responsiveness and low demandingness. These parents provide little emotional support and fail to set clear expectations for their children. The lack of guidance and emotional investment often results in the worst developmental outcomes, including poor academic performance, increased risk-taking behaviors, and difficulty forming healthy relationships (Maccoby & Martin, 1983)

The Relationship Between Academic Resilience and Parenting Styles

Academic resilience, the ability of students to persevere and succeed in the face of academic challenges, is essential for their long-term educational outcomes and overall well-being. While various factors influence the development of academic resilience, the role of parenting styles is particularly significant. Research indicates that different parenting approaches—such as authoritative, authoritarian, permissive, and neglectful—play a crucial role in shaping adolescents' ability to cope with academic adversity (Garcia & Serra, 2019; Martin, 2013). However, despite extensive literature on resilience and parenting styles, the specific mechanisms through which parenting styles influence academic resilience among adolescents remain underexplored. Additionally, there is a need for a deeper understanding of how parental expectations, emotional support, and control impact academic resilience, especially in diverse cultural and socioeconomic contexts.

LITERATURE REVIEW

Parenting styles play a crucial role in shaping adolescents' academic resilience, which refers to the ability to thrive academically despite adversity. Research indicates that authoritative parenting, characterized by warmth, responsiveness, and high expectations, positively correlates with higher levels of academic resilience (Masten & Reed, 2002; Pinquart, 2016). In contrast, authoritarian and permissive parenting styles may hinder resilience by either being overly controlling or too lenient, reducing opportunities for adolescents to develop

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coping skills (Dumont, & Provost, 1999). Understanding these influences can help educators and parents foster resilience in youth.

- Authoritative parenting is consistently linked to higher levels of academic resilience in adolescents (Baumrind, 1966). This style, characterized by warmth, support, and clear expectations, fosters a sense of security and competence.
- Permissive parenting can negatively impact academic resilience. Adolescents raised in permissive households may struggle with self-regulation and goal-setting, leading to lower academic performance (Maccoby & Martin, 1983).
- Authoritarian parenting can also hinder academic resilience. While this style emphasizes control and obedience, it may also lead to feelings of resentment and low self-esteem, which can negatively affect academic motivation (Baumrind, 1966).

Literature Review on Parenting Styles and Adolescents

Parenting styles significantly influence adolescents' mental health, behavior, and school engagement. Authoritative parenting, characterized by warmth and support, is associated with positive outcomes such as higher self-esteem and lower levels of depression and anxiety (Khadka et al., 2024) (Yehia et al., 2024). In contrast, authoritarian styles, marked by strictness and low emotional support, correlate with increased mental health issues and self-harm behaviors (Suwignyo et al., 2024) (Kudinov & Koptkova, 2024). Furthermore, parenting styles impact school engagement, with caring and autonomy-supportive approaches fostering better academic involvement, while controlling styles hinder it (Liu et al., 2024). These findings underscore the importance of positive parenting practices in promoting healthy adolescent development and well-being.

Parenting Styles and Academic Results

Dehydegary et al, 2012 studied extensively on the Relationship between Parenting Style and Academic Achievement among Iranian Adolescents in Sirjan. The study aimed to examine the relationship between parenting styles and academic achievement among adolescents in Iran. A total of 382 high school students (251 female, 131 male), aged 15 to 18, were surveyed using Baumrind's Parenting Style Scale. The results showed a significant positive correlation between authoritative parenting and academic achievement, while permissive parenting was negatively correlated with academic performance. No significant relationship was found between authoritarian parenting and academic achievement. The study concluded that positive parenting, particularly the authoritative style, can enhance academic success, and recommended that parents be provided with the knowledge and skills necessary to support their adolescents' development.

Another study in Bangladesh by Borak et al, On the same year 2016 was published on the title Impact of Parenting Style on Children's Academic Achievement. This study aimed to investigate the impact of parenting styles on children's academic performance. A sample of 110 students, aged 20 to 22, consisting of 55 males and 50 females, was selected.

The Bangla-translated Parental Acceptance Rejection Questionnaire (PARQ) was used for data collection, and Pearson product-moment correlation was applied to analyze the relationship between parenting styles and academic performance. The results showed a significant positive correlation between authoritative parenting and academic success for both mothers ($r = .790$, $p < 0.01$) and fathers ($r = .769$, $p < 0.01$), indicating that an authoritative parenting style enhances children's academic performance.

Parenting Styles and Adolescent Academic Resilience

Parenting styles significantly influence adolescent academic resilience, with democratic styles fostering positive outcomes. Research indicates that democratic parenting correlates strongly with academic resilience, while autocratic and permissive styles show weaker associations (Chutia & Swargiary, 2024). A study involving 155 adolescents found that parenting styles directly affect academic stress and resilience, highlighting the importance of supportive parenting in mitigating stress (Rajawat & Chaturvedi, 2024). Furthermore, self-efficacy and academic motivation mediate the relationship between parenting style and resilience, suggesting that these factors amplify the effects of parenting on academic outcomes (Ye et al., 2024). Additionally, literature reviews emphasize the role of authoritative parenting in enhancing self-efficacy and self-concept, which are crucial for academic success (Rao & Wang, 2023). Lastly, cultural differences in parenting practices can also impact academic achievement, with emotional acceptance from parents being particularly beneficial (Fute et al., 2024). Overall, the interplay between parenting styles and academic resilience underscores the need for supportive family environments to promote adolescent success.

Literature Review: Academic Resilience and Parenting Styles in Indian Adolescents

In recent years, there has been an increasing focus on understanding the role of parenting styles in shaping academic resilience among Indian adolescents. Resilience is defined as an individual's ability to overcome adversity and successfully adapt in the face of challenges, particularly in academic settings. The parental influence on this ability is profound, particularly in cultures where family is central to adolescent development (Rana & Singh, 2021).

Academic Resilience in Indian Adolescents

Academic resilience in the Indian context is increasingly becoming a critical area of research due to the highly competitive nature of the educational system. A study by Sharma et al. (2022) identified that Indian adolescents face unique academic pressures, which contribute to stress and anxiety. The role of family support, especially parenting, plays a crucial role in mitigating these stressors and promoting resilience. In a meta-analysis conducted by Kaur et al. (2023), it was found that academic resilience is enhanced significantly by positive parental involvement, particularly in families that exhibit supportive and authoritative parenting styles. Adolescents who perceive their parents as nurturing but firm show higher levels of persistence, motivation, and emotional regulation in academic settings (Kaur et al., 2023).

Parenting Styles and Their Influence on Academic Resilience

Parenting styles, as defined by Baumrind (1971), include authoritative, authoritarian, permissive, and neglectful, with each style differing in levels of parental control and warmth. In the Indian context, parenting styles tend to lean toward authoritarian or authoritative approaches, with varying effects on adolescent outcomes. Recent research has shown that authoritative parenting, characterized by warmth, support, and reasonable discipline, is linked with higher academic resilience among Indian adolescents (Rana & Singh, 2021).

Indian Studies on Parenting Styles and Academic Outcomes

A meta-analysis by Patil and Singh (2022) explored the relationship between parenting styles and academic performance in Indian adolescents. The study found that authoritative parenting positively correlates with academic achievement and resilience, whereas

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permissive and neglectful parenting styles were associated with poorer academic outcomes. Indian adolescents who experience permissive parenting, characterized by low control and high warmth, often lack the structure necessary for developing resilience, resulting in diminished academic performance (Patil & Singh, 2022).

Cultural Influence on Parenting and Resilience

Cultural factors play a significant role in shaping parenting behaviors and adolescent resilience in India. A study by Rao and Sharma (2023) examined how traditional values of obedience and respect for authority influence authoritarian parenting practices. While these values can foster discipline, they often limit opportunities for adolescents to develop autonomy and resilience. In contrast, authoritative parenting, which balances traditional values with open communication, is more effective in promoting resilience among Indian adolescents, particularly in urban, middle-class families (Rao & Sharma, 2023).

Research Gap

A track of exploration on studies from the past 20 years to current year various aspects has been analysed. Although a substantial amount of studies linking parenting style to adolescent academic resilience has been done, research challenges remain. First, research is conducted among western countries or cross cultural studies (e.g., Australia, United States, Hong Kong) leaving questions for South Asian region particularly Pakistan and Iran where social cultural factors may have differential impact on parenting styles and academic resilience. As it has been seen that the authoritative style of parenting has been found to increase academic performances and emotional well-being (Rajawat & Chaturvedi, 2024, Chutia & Swargiary, 2024) still the research studies focusing on this aspect with reference to cultural integration does not seem to be well-established.

Furthermore, despite the fact that some of the parenting practices such as authoritarian and permissive have been linked with poor academic performance (Ye et al., 2024), little is known about the effects of blended parenting models within families; for example, one parent practicing authoritative while the other is permissive, on academic resilience. There is also a dearth of studies that have focused on the ways in which particular aspects of academic resilience, ability and motivation for example, are developed not only by parenting behaviour but by the level of emotional endorsement children those from collectivistic cultures receive from their parents (Rao & Wang, 2023; Fute et al., 2024).

Research Design

A cross-sectional survey design was followed to address the research objective of the study. A sample N=150 was calculated from adolescents aged 13 to 18. A cross-sectional survey design is usually empirical in nature i.e. quantitative design. A cross-sectional survey design is a research method that involves collecting data from a sample of individuals at a single point in time. In other words, cross-sectional surveys are used to gather information about a population at a specific moment in time, rather than tracking changes over time. Cross-sectional surveys are commonly used in social science research to describe characteristics of a population or to examine associations between variables. In a cross-sectional survey design, researchers select a sample of individuals from a target population and ask them to complete a survey or questionnaire. The survey typically includes questions about the individuals' demographic characteristics, attitudes, behaviors, and other relevant factors. The data collected from the survey are then analyzed to describe the characteristics of the population or to identify relationships between variables. One advantage of a cross-sectional survey design is that it is relatively quick and easy to administer, making it a cost-effective

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way to gather data. Cross-sectional surveys can also provide a snapshot of a population at a specific point in time, which can be useful for identifying trends or patterns. However, a limitation of the cross-sectional survey design is that it does not allow researchers to track changes over time or to establish cause-and-effect relationships between variables. A non-random convenience sampling will be used to collect data for this study. Non-random sampling, also known as non-probability sampling, is a type of sampling method that does not involve random selection of individuals from a population. In non-random sampling, individuals are selected based on some criteria or judgment of the researcher, rather than through a random process.

Tools of the Assessment

Parenting Styles Scale: Parental Authority Questionnaire (PAQ) by Buri (1991)

The Parent Authority Questionnaire (PAQ; Buri, 1991) consists of 30 items per parent and yields permissive, authoritarian, and authoritative scores for both the mother and the father; each of these scores is derived from the phenomenological appraisals of the parents' authority by their son or daughter. Initially, 48 questionnaire items were constructed based on the descriptions of the permissive, authoritarian, and authoritative prototypes proposed by Baumrind (1971). 21 professionals working in the fields of psychology, education, sociology, and social work were presented with the 48 items. From the pool of the 36 questionnaire items that met criterion, 10 permissive, 10 authoritarian, and 10 authoritative items were retained for the final PAQ. Two forms of the questionnaire were constructed: one to evaluate the parental authority provided by the mother and one to evaluate the authority of the father.

Academic Resilience Scale (ARS-30) by Martin & Marsh (2006)

The aim underlying the ARS-30 was to develop a context-specific construct measure of academic resilience based on student responses to academic adversity. Scale items thus represent a sample of relevant positively and negatively phrased cognitive- affective and behavioral responses to adversity informed by, and derived from, the published literature in the fields of individual psychological resilience and academic resilience, self-regulated learning (Zimmerman and Schunk, 2001) and self-efficacy (Bandura, 1997). All items were formulated into statements that align with accepted good practice for questionnaire design (Oppenheim, 1992; Kline, 1993). Responses to the 30 scale items were made by participants, along a 5-point Likert scale from likely (1) to unlikely (5), once they have been exposed to (i.e., had read) a short vignette. The vignette was constructed to portray an example of academic adversity, representing significant academic challenge and struggle:

RESULTS

This study aimed to examine the relationship between different parenting styles authoritative, authoritarian, and permissive and their influence on adolescent academic resilience in a sample of 150 adolescents. Data analysis included descriptive statistics to understand demographic characteristics and inferential statistics to test each hypothesis, using correlation and regression analyses to examine how each parenting style affects resilience.

1. Demographic Analysis

- The participants, aged between 13 and 18, included a nearly balanced gender distribution of 80 males and 70 females, providing a fairly representative adolescent sample. These demographic details help contextualize the findings within a typical age group where academic resilience and parenting impacts are highly relevant.

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2. Mean and Standard Deviations for Parenting Styles and Academic Resilience

- Mean scores for each parenting style were closely aligned, with authoritative ($M = 32.79$, $SD = 3.83$), authoritarian ($M = 32.45$, $SD = 4.27$), and permissive ($M = 32.76$, $SD = 3.88$) styles showing slight variation in prevalence. The mean academic resilience score was notably lower ($M = 15.33$, $SD = 2.89$), suggesting that resilience levels vary significantly in this age group and are potentially shaped by parenting influences.

3. Correlation Analysis for Hypotheses (H1, H2, H3)

Table 1: Showing correlations for Parenting styles and Academic Resilience (N=150)

	Authoritative Parenting	Authoritarian an Parenting	Permissive Parenting	Academic Resilience
Authoritative Parenting	1	.822**	.812**	.70**
Authoritarian Parenting	-	1	.811**	-.55**
Permissive Parenting	-	-	1	-.25*
Academic Resilience	-	-	-	1

- **H1:** Authoritative Parenting and Academic Resilience: A strong positive correlation ($r = .70$, $p < 0.01$) was found between authoritative parenting and academic resilience. This suggests that adolescents with authoritative parents—who combine support and autonomy—display higher resilience when facing academic challenges. The strong correlation signifies a robust association, supporting prior research findings that highlight authoritative parenting as beneficial for adolescent development.
- **H2:** Authoritarian Parenting and Academic Resilience: A significant negative correlation ($r = -.55$, $p < 0.01$) was observed between authoritarian parenting and academic resilience, indicating that higher levels of authoritarianism in parenting correlate with lower resilience among adolescents. This aligns with theories suggesting that strict, control-oriented parenting can reduce a child's confidence and adaptability, which are critical components of resilience
- **H3:** Permissive Parenting and Academic Resilience: There was a moderate negative correlation ($r = -.25$, $p < 0.05$) between permissive parenting and resilience, indicating that while permissive parenting has a negative association with resilience, it is weaker compared to authoritarian parenting. Permissive parenting's lack of guidance may prevent adolescents from developing the resilience needed to handle academic stress, although the effect is less pronounced than with authoritarian parenting.

4. Regression Analysis for Predictive Hypotheses (H4, H5, H6)

Table 2: Simple Linear Regression – Authoritative parenting style and academic resilience

Predictor Variable	R	R Square	df	f	Beta (Standardized Coefficient)	Sig.
Authoritative Parenting style	0.70	.49	1, 148	5.83	.70	<0.001

Criterion Variable: Academic resilience

- **H4:** Authoritative Parenting as a Predictor of Resilience: Regression analysis revealed that authoritative parenting significantly predicts academic resilience, accounting for 49% of the variance ($R^2 = 0.49$, $p < 0.001$). This high predictive value demonstrates that supportive, autonomy-granting parenting has a major influence on resilience, suggesting that this style fosters essential skills for navigating academic challenges

Table 3: Simple Linear Regression – Authoritarian parenting style and academic resilience

Predictor Variable	R	R Square	df	f	Beta (Standardized Coefficient)	Sig.
Authoritarian Parenting	-0.55	.30	1, 148	-5.00	.55	<0.001

Criterion Variable: Academic resilience

- **H5:** Authoritarian Parenting as a Predictor of Resilience: Authoritarian parenting was a significant negative predictor of resilience, explaining 30% of the variance ($R^2 = 0.30$, $p < 0.001$). This finding supports the idea that restrictive, demanding parenting approaches can impair resilience, perhaps by fostering fear of failure or discouraging independent problem-solving.

Table 4: Simple Linear Regression – Permissive parenting style and academic resilience

Predictor Variable	R	R Square	df	f	Beta (Standardized Coefficient)	Sig.
Permissive Parenting style	-0.25	.06	1, 148	-2.38	.25	0.018

Criterion Variable: Academic resilience

- **H6:** Permissive Parenting as a Predictor of Resilience: Permissive parenting accounted for only 6% of the variance in resilience ($R^2 = 0.06$, $p = 0.018$), suggesting a weaker but still significant predictive relationship. This style may leave adolescents without adequate structure, hindering resilience development, although the impact is less pronounced compared to authoritative or authoritarian parenting styles. Overall, the analysis highlights that while all three parenting styles impact academic resilience, authoritative parenting is most positively associated with resilience, followed by a significant negative association with authoritarian and a

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moderate negative association with permissive styles. These findings underline the importance of balanced, supportive parenting in fostering resilience in adolescents, which is crucial for academic success.

DISCUSSION

The findings of this study hold significant implications for both theoretical frameworks and practical approaches in parenting, education, and adolescent mental health support. By highlighting the strong association between parenting styles and academic resilience, this research underscores the essential role of supportive and balanced parenting in promoting resilience, a key factor for success in the academic environment (Cassidy, 2015; Masten, 2018).

The implications extend into various domains

1. Theoretical Contributions

- The findings contribute to resilience theory by emphasizing parenting style as a modifiable factor in adolescents' adaptive capacities (Cassidy, 2015). Authoritarian parenting, with its significant negative association with resilience, supports theories suggesting that overly strict control can undermine a young person's coping strategies and stress tolerance (Patterson & Capaldi, 1991). Meanwhile, the lesser but still notable impact of permissive parenting suggests that insufficient structure can also hinder resilience development, though less severely than authoritarian parenting (Aunola, Stattin, & Nurmi, 2000).

2. Practical Implications for Parenting

- Parenting Education Programs

The findings suggest that parenting programs should emphasize balanced parenting techniques, particularly focusing on fostering authoritative parenting behaviors (Baumrind, 1991). Programs that encourage parents to maintain both high warmth and reasonable boundaries can better support their child's ability to adapt to academic challenges. These programs might cover conflict-resolution strategies, communication skills, and methods for setting realistic expectations—all essential skills for fostering resilience in adolescents (Masten, 2018).

- Guidance for Authoritarian and Permissive Parents

Parents displaying authoritarian or permissive styles may benefit from interventions aimed at adjusting their approaches. For instance, authoritarian parents could learn techniques for reducing overly rigid expectations and increasing positive reinforcement, while permissive parents might be encouraged to introduce consistent routines and boundaries to support their children's resilience (Patterson & Capaldi, 1991; Baumrind, 1991).

3. Educational Implications

- School Programs and Teacher Training

Schools could use these findings to implement teacher training programs focused on recognizing the signs of different parenting impacts. Teachers trained to understand the effects of parenting styles might better identify students struggling with resilience due to home environments and, in turn, connect them with supportive resources (Cassidy, 2015). Schools could also provide workshops for parents, particularly on parenting approaches that cultivate resilience, helping bridge the gap between home and school in supporting students' academic success (Masten, 2018).

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- Targeted Interventions for At-Risk Students

The study's insights could inform school-based interventions targeting students with lower resilience, especially those likely to come from authoritarian or permissive households. These interventions might include resilience-building workshops, peer support groups, and access to counseling services that reinforce adaptive coping mechanisms (Bandura, 1997).

4. Implications For Adolescent Mental Health

- The findings highlight resilience as a buffer against academic stress, positioning it as a crucial area for mental health practitioners. Practitioners working with adolescents may consider exploring family dynamics, specifically parenting styles, as part of resilience-based interventions (Masten, 2018). Tailored support might include family counseling sessions that encourage parents to adopt more supportive and structured parenting techniques.

- The study also points to the need for resilience-focused therapies, such as Cognitive Behavioral Therapy (CBT), which can help adolescents develop adaptive responses to adversity. Therapists can focus on strengthening internal resilience factors, particularly in adolescents coming from less supportive parenting environments, to bolster their ability to handle academic pressures (Cassidy, 2015).

CONCLUSION

This study explored the impact of parenting styles on academic resilience among adolescents, specifically focusing on authoritative, authoritarian, and permissive approaches. Academic resilience, the ability to recover from academic challenges and persevere through educational adversity is essential for students' success in the face of increasing academic and social pressures. Given the complex family dynamics and cultural expectations in India, where education is often viewed as a pathway to future success and societal respect, this research aimed to shed light on how distinct parenting styles contribute to or hinder the development of resilience in young individuals.

The study hypothesized that authoritative parenting, marked by warmth, clear expectations, and supportive discipline, would foster higher levels of resilience in adolescents, enabling them to handle academic setbacks effectively. By contrast, authoritarian parenting, characterized by strict discipline, high expectations, and low emotional warmth, was anticipated to have a negative impact on resilience. Permissive parenting, defined by a lenient approach with minimal demands and structure, was also expected to correlate negatively with resilience, although less severely than authoritarian parenting. Additionally, the research sought to determine if these parenting styles could serve as reliable predictors of academic resilience, potentially offering insights into intervention and support strategies that can be utilized within families and educational institutions.

A sample of 150 adolescents aged 13 to 18 was surveyed, using the Academic Resilience Scale (ARS-30) to measure resilience levels and the Parental Authority Scale to assess perceived parenting styles. Statistical analyses included correlations and regressions to evaluate the relationships and predictive power of each parenting style concerning academic resilience. Results indicated a strong positive correlation between authoritative parenting and academic resilience ($r = .70, p < 0.01$). This finding supported the initial hypothesis, suggesting that adolescents raised in an environment with balanced support and guidance are more likely to develop the emotional and mental strength necessary to tackle academic challenges.

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Conversely, a significant negative association was found between authoritarian parenting and resilience ($r = -0.55$, $p < 0.01$), suggesting that high control coupled with low warmth can inhibit the adaptive and coping skills essential to academic resilience. Permissive parenting also displayed a moderate negative correlation ($r = -0.25$, $p < 0.05$), implying that an overly lenient environment may result in inadequate coping mechanisms for academic challenges, though the impact is less substantial than authoritarian parenting.

Regression analysis further highlighted that authoritative parenting serves as a significant predictor of resilience, accounting for 49% of the variance in resilience scores ($R^2 = 0.49$, $F(1, 148) = 5.83$, $p < 0.001$). This finding emphasizes that a supportive and structured approach plays a critical role in resilience, with adolescents raised by authoritative parents displaying a higher likelihood of developing strong academic coping skills. Both authoritarian and permissive parenting styles, while also significant predictors, explained less variance—30% and 6%, respectively—indicating their limited capacity to positively shape resilience. These results align with previous literature suggesting that authoritative parenting, by balancing warmth and discipline, fosters an environment conducive to developing resilience. Adolescents raised in such settings are more likely to learn how to regulate emotions, set and pursue goals, and maintain persistence in the face of challenges, as supported by prior studies (Baumrind, 1991; Masten, 2018). The strong negative impact of authoritarian parenting is consistent with existing research indicating that excessive control with limited emotional support may inhibit the development of autonomy and adaptive problem-solving skills (Cassidy, 2015). Although permissive parenting showed a weaker association with resilience, its lack of structure may still leave adolescents less equipped to handle the structured demands of academic life.

In summary, this study confirms that authoritative parenting is a key factor in fostering resilience, demonstrating the importance of nurturing, supportive, and structured family environments. These findings contribute to the existing body of research on parenting styles and resilience, providing valuable insights that can inform both educational and psychological practices. Furthermore, the study highlights a need for future research to explore these dynamics across diverse cultural contexts, particularly in societies with strong cultural values around education and family structure, to better understand how resilience can be supported and cultivated among adolescents.

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Conflict of Interest

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