



## Relationship of Parenting Style and Academic Achievement among University Students: Mediating Role of Personality Traits

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### ABSTRACT

The aim of this study was to explore predictors of academic achievement with association of parenting style and personality traits. After a review of the detailed literature the following hypotheses were formulated; a) parenting styles would be the predictor of personality traits (openness to experience, conscientiousness, extraversion, agreeableness, neuroticism), b) personality traits would be the predictor of parenting styles (supportive parenting, compassionate parenting, controlling parenting, avoidant parenting and orthodox parenting), c) there would be positive relationship between academic achievement and parenting styles (supportive parenting, compassionate parenting, controlling parenting, avoidant parenting and orthodox parenting), d) There would be positive relationship between academic achievement and personality traits (openness to experience, conscientiousness, extraversion, agreeableness, neuroticism). The total sample was N=500, (male 50% and female 50%) between 18-30 years. A purposive sampling technique was used to collect data from government universities of Faisalabad. In addition, to explore findings, following psychological measures was used i.e. Perceived Dimensions of Parenting Scale (PDPS) and Big Five IPIP Personality Scale used to measure participant's personality traits. The descriptive statistical and regression analysis of variance tests was used and the findings showed that there is a significant prediction between parenting styles and academic achievement ( $R^2 = .083$ ;  $F(1,498) = 44.87$   $p < .001$ ). The findings of the study showed that there is significant prediction between personality traits and academic achievement ( $R^2 = .251$ ;  $F(1,498) = 116.83$   $p < .001$ ). It is concluded that parenting styles and personality traits have significant predictions in academic achievement among adolescents.

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## 1. Introduction

Personality traits strongly influence the academic achievement. Personality is specially broken into statistically described factors called Big Five, which are open to experience, agreeableness, extraversion, conscientiousness, and neuroticism (or emotional stability). Personality is described as set behaviors, emotional, and cognition patterns that describe from environmental and biological factors (Neuman, 2014). Various types of research describe a positive relationship between learning style conscientiousness and agreeableness. On the other

neuroticism shows a negative relationship with all. Furthermore, extraversion and openness were proportional to these learning processes (Kreitler, 2019). 14 % variance in results is calculated for the big five personality traits which is clear evidence that personality traits have some link with academic achievement (Allik et al., 2010). Conscientiousness plays an important role in better performance of the individuals. Neuroticism has a negatively correlation with all forms of work role performance (Jirásek & Sudzina, 2020). Different individuals have different academic performances that are basically due to the variations in the personality traits and their particular intelligence level. Students who have higher IQS and higher conscientiousness tend to be more active and have better academic achievements. A recent study suggested that mental inquisitiveness has a strong influence on the academic accomplishment of the students (Power & Pluess, 2015). When children started their school their home's environment will eventually change into learning environment. Educational achievements are interrelated early and later educational performances both have a close relationship (Pajares, 2003).

Likewise, parenting practices have an impact on an individual's performance. Parenting styles are influenced by various social aspects, including historical period, race or ethnicity, social class, and more (Dong et al., 2022). Furthermore, scholarly investigations have demonstrated that parental background, encompassing both positive attachment expressions and psychological pathology Llorca, Cristina Richaud, and Malonda (2017), can significantly influence academic achievement and parental sentiments, particularly in the aftermath of traumatic events (Sprang & Silman, 2013). Perceived as an expression of the entire emotional climate within the household, parenting styles range from authoritative to authoritarian to permissive (Chan, Bowes, & Wyver, 2009). With the passage of time, these three parenting styles were expanded to four, including the carefree approach. These four parenting styles, on the one hand, emphasise the synthesis of two qualities acceptance and responsiveness and, on the other, emphasise demand and control (Parra et al., 2019). The authoritative style of parenting is characterised by non-negotiable standards and assumptions that need absolute compliance. For the purpose of instilling future compliance when sets of rules do not follow in succession, punishment is often employed (Lake, 2010). Middle-class families are more renowned and prevalent practitioners of permissive or tolerant parenting compared to their working-class counterparts. Parents typically rely on rationalisation and explanation in accordance with these regulations, which place a premium on structure and autonomy for children (Feng, Zhu, Wang, & Liang, 2019). Parental absence, whether physical or emotional, demonstrates a negligent or careless approach to upbringing. They have minimal to no presumptions about the youngster and have no interaction every day or frequently (Hart, 2009).

The objective of the present study is to determine the relationship between parenting style, personality traits, and university students' academic achievement. The association between parenting styles (including authoritarian, permissive, and neglectful parenting) and personality traits (including the five components of extroversion, agreeableness, conscientiousness, neuroticism, and openness to experiences) has been investigated (Dhelim, Chen, Aung, Zhang, & Ning, 2023). A notable and direct correlation exists solely between the authoritative parenting style and the openness personality trait. Specifically, the development of openness trait components, such as a desire for knowledge, imagination, aesthetics, wisdom, enlightenment, and humanism is correlated with the authoritative parenting style (Yusoff, Mat, Mey, Aziz, & Rahim, 2013). Parenting is an umbrella term that covers almost all dimensions of children's personality growth and academic. This is commonly observed, children who experience adequate style of their parenting, they seemed more confident and productive in later life as well as better in academia. The reason behind this is one's emotional stability, creativity and motivations. The parents who appraise and encourage their children with positive feedback and softly educate them when children commit something wrong are the best approaches to train the children. Nouraldi (2021) postulated that parental characteristic and their personality plays an important role in the parenting attitude Extroversion and Agreeableness are the two personality factors that are related with the supportiveness. Authoritative parenting style tends to be more extroverted, comparatively agreeable and emotionally unstable (Metwally, 2018). In a similar fashion, academic achievement is positively correlated with personality traits (containing the following five dimensions: extroversion, agreeableness, conscientiousness, neuroticism, and openness to experiences). Academic achievement and conscientiousness are positively correlated. However emotional stability and neuroticism tends to affect the academics in both ways either in negative way or it can be in positive way (Krupić, Ručević, & Vučković, 2020). Anxiety or depression can increase the

struggle of the person and it is referred as the positive effect of the above-mentioned traits (Rosli et al., 2012). However negative effects lead to the weak academic performance and their avoiding behavior leads to low marks and CGPA (Hafiz, 2015). Lai and Say (2013) also report a negative relationship in their meta-analysis, between neuroticism and academic performance, by Studies on extraversion also differentiate and do not have consistent relationship. Some research studies determine that there is a positive relationship and others report a negative relationship. Some of the studies indicate that there is no particular relationship between the two factors.

### **1.1. Hypotheses of the study**

- Parenting Styles (Supportive parenting, Compassionate parenting, controlling parenting, Avoidant parenting and Orthodox parenting) would be the predictor of Academic Achievement among University Students
- Personality traits (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) would be the predictor of Academic Achievement among University Students
- There would be positive relationship between academic achievement and Parenting Styles (Supportive parenting, Compassionate parenting, Controlling parenting, Avoidant parenting and Orthodox parenting)
- There would be positive relationship between Academic Achievement and Personality Traits (Openness to experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism)

## **2. Materials and Methods**

### **2.1. Sample**

The current study sample was comprised of N= 500 university students. Samples were consisted (n= 50% male and 50% female). Participants were taken from the different government universities of Faisalabad. The participants were taken between 18-30 years age range. There is classified in two groups for age ranges, the participants (18-23 age range) were 87% and with (24-30 age range) were 12%. The participants were selected with both statuses, 6.0% were married and 94% were unmarried. The both type of family system was also included, the participants with nuclear family system were 57.2% and join family system were 42.8%. Purposive sample technique was used to collect the data.

### **2.2. Inclusion and Exclusion Criteria**

University student's educational level was BS. To M.Phil. level. The only university students were taken in this study, private university students were not be the part of this study. Further participants have Bachelor level to M.Phil. level education was included in the study. Participants they avail long leave (at least 2 months) and they resume the duties will embrace in the study. They have been studied for the academic opportunities that they have been provided with at various levels. Overall analysis and studies may be affected by this methodology due to this reason the research scholars decided to follow this method during the collection of their desired data

### **2.3. Measurements**

#### **2.3.1. Demographics Form**

The demographic form filling method was used to get the evidence about certain aspects such as personal information (i.e. age, sex, matrimonial status, social economic status, sibling) education, education level, CGPA, family status, guidance, guidance relationship, etc.

*Big Five Personality Scale; (IPIP; Khan, Khan, Ghani & Shafi, 2013):* This inventory consists 120 items that measures an individual personality on the big five factors of personality. The scale has five sub-scales which are inter-related with each other and explains main dimensions of personality. It's scoring on 4-point Likert-type scale fluctuating from strongly disagree towards strongly agree. In order to assess reliability, Cronbach's alpha was applied. The obtained coefficients for each scale are as follows:  $\alpha = 0.76$  for extroversion, 0.62 for agreeableness, 0.78 for conscientiousness, 0.74 for neuroticism, and 0.77 for openness.  $\alpha = 0.72$  was determined to be the dependability of the entire scale.

*Perceived Dimensions of Parenting Scale (PDPS; Batool, 2016)*: This scale consists 35 items that used to measure the dimensions of parenting. The scale has five sub-scales (supportive parents, controlling parents, compassionate parents, avoidant parents and orthodox parents). It has statements with 5 options 'Very right' (5), 'Mostly right'(4), 'Sometimes right, Sometimes wrong'(3), 'Mostly wrong'(2), 'Very wrong'(1)are used. This scale is very useful to measure parenting style. The reliability of the scale was tested by test-retest method after an interval of one week. The test-retest coefficient of reliability of responsiveness variable in the scale is 0.81 and for control it is 0.83.

## 2.4. Procedure

Institutional permission an approval was sought from the head and administrative of respective different Government University at the city Faisalabad of Punjab Province. A consent letter comprising the aim of the research project and invitation of participants was provided to the concerned authorities of selected different Government University. After getting permission from different Government University, researchers briefly introduced themselves to the participants and established rapport with them. Consent form was also presented to the university students for fulfilling the inclusion criteria and to know their willingness to participate in research. Consent form was designed, setting the nature and duration of the study, terms of privacy and confidentiality and other rights as research participants according to the APA ethical standards. It was clearly mentioned on the consent form about their confidentiality and their rights to withdraw the research if they are hesitant. After this the research scholars according to the requirements of the research they design a demographic form. Then the research scholars use the personality traits scales, personality traits scale, and academic achievement. Parenting style scale by using same steps and procedure for the administration of all questionnaires. All of the scales and demographic forms analysis were used in the Urdu context as well. After the assemblage of the data the research scholars pay gratitude to all the volunteers for their meaningful and honest participation. They show their warm thanks to the cooperative authorities to show the cooperation in the research.

## 2.5. Statistical Analysis

Descriptive statistic was to calculate a better statistical view of demographics of the sample in a summarized way. In addition to the descriptive statistic, the inferential statistic was calculated to draw a meaningful conclusion from the data. Stepwise linear regression analysis was using to explore that parenting style scales among the personality characteristics. Scales and educational accomplishment among the students of the university. Further, stepwise linear regression analysis was using to explore that parenting style scales play a mediating role between characteristics of the personality scales and educational accomplishment among students of the university. Statistical Package for Social Sciences (SPSS) version 21 was used to carry out all the research and to have a brief analysis about the information.

## 2.6. Ethical Issues in Research

The study has been approved by the internal review board government college University of Faisalabad in Department of Applied Psychology. The key components of meaningful research such as the competency, respect for the individuals, sense of responsibility, dignity and integrity are highly considered.

## 3. Results

**Table 1: Demographic Characteristics of University Students (N= 500), Frequency, Percent, Cumulative Percent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	250	50.0	50.0	50.0
	Female	250	50.0	50.0	100.0
	Total	500	100.0	100.0	
Age	18-23	439	87.8	87.8	87.8
	24-30	61	12.2	12.2	100.0
	Total	500	100.0	100.0	
Marital Status	Married	30	6.0	6.0	6.0
	Unmarried	470	94.0	94.0	100.0
	Total	500	100.0	100.0	
Family System	Nuclear	286	57.2	57.2	57.2
	Join	214	42.8	42.8	100.0

	Total	500	100.0	100.0	
Semesters	1.00	101	20.2	20.2	20.2
	2.00	90	18.0	18.0	38.2
	3.00	63	12.6	12.6	50.8
	3.69	1	.2	.2	51.0
	4.00	136	27.2	27.2	78.2
	5.00	13	2.6	2.6	80.8
	6.00	36	7.2	7.2	88.0
	7.00	22	4.4	4.4	92.4
	8.00	36	7.2	7.2	99.6
	10.00	2	.4	.4	100.0
	Total	500	100.0	100.0	
Types of Physical and mental problem	Physical Problem	129	25.8	25.8	25.8
	Mental Disturbance	38	7.6	7.6	33.4
	Not mention	333	66.6	66.6	100.0
	Total	500	100.0	100.0	

Demographic Characteristics of Percent of the sample (N= 500).

**Table 2: Linear Regression between Parenting Styles and Academic Achievement among University Students (N=500)**

Model	R	R <sup>2</sup>	Adj.R <sup>2</sup>	SEE
Supportive parents	.260 <sup>a</sup>	.068	.066	.47318
Controlling parents	.183 <sup>a</sup>	.034	.032	.48179
Compassionate parents	.183 <sup>a</sup>	.034	.032	.48179
Avoidant parents	.178 <sup>a</sup>	.032	.030	.48225
Orthodox parents	.140 <sup>a</sup>	.020	.018	.48526
GT Parenting	.287 <sup>a</sup>	.083	.081	.46938

SEE = Std. Error of the Estimate, R<sup>2</sup> Change= R Square Change

Table, 2 shows that there is a significant prediction between parenting styles and academic achievement [ $R^2 = .083$ ;  $F(1,498) = 44.87$   $p < .001$ ]. Further, the supportive parenting, controlling parenting, compassionate parenting, avoidant parenting and orthodox parenting are significant predictors of academic achievement [i.e. ( $R^2 = .068$ ;  $F(1,498) = 44.87$   $p < .001$ ); ( $R^2 = .034$ ;  $F(1,498) = 17.27$   $p < .001$ ); ( $R^2 = .034$ ;  $F(1,498) = 17.27$   $p < .001$ ); ( $R^2 = .034$ ;  $F(1,498) = 16.29$   $p < .001$ ) & ( $R^2 = .020$ ;  $F(1,498) = 9.92$   $p < .001$ )].

**Table 3: Analyses of Variance between Parenting Styles and Academic Achievement among University Students (N=500)**

Model		SS	df	MS	F	Sig.
Supportive parents	Regression	8.10	1	8.10	36.20	.000
	Residual	111.50	498	.224		
	Total	119.60	499			
Controlling parents	Regression	4.00	1	4.00	17.27	.000
	Residual	115.59	498	.232		
	Total	119.60	499			
Compassionate parents	Regression	4.00	1	4.00	17.27	.000
	Residual	115.59	498	.232		
	Total	119.60	499			
Avoidant parents	Regression	3.78	1	3.78	16.29	.000
	Residual	115.81	498	.233		
	Total	119.60	499			
Orthodox parents	Regression	2.33	1	2.33	9.92	.002
	Residual	117.26	498	.235		
	Total	119.60	499			
GT parenting styles	Regression	9.88	1	9.88	44.87	.000
	Residual	109.72	498	.220		
	Total	119.60	499			

SS = Sum of Squares, MS = Mean Square

The results of (Table, 4) by Coefficient Statistics indicate that parenting styles are a significant predictor of academic achievement among university students ( $\beta = .287$ ,  $p < .001$ ). Further, supportive parenting, controlling parenting, compassionate parenting, avoidant parenting, and orthodox parenting are significant predictors of academic achievement [( $\beta = .260$ ,  $p < .001$ ); ( $\beta = .183$ ,  $p < .001$ ); ( $\beta = .183$ ,  $p < .001$ ); ( $\beta = .178$ ,  $p < .001$ ) & ( $\beta = .140$ ,  $p < .001$ )].

**Table 4: Coefficient Statistical between Parenting Styles and Academic Achievement among University Students (N=500)**

Model	Unstandardized Coefficients		Standardized Coefficients B	t	Sig.
	B	Std. Error			
(Constant)	2.742	.092		29.67	.000
Supportive parents	.019	.003	.260	6.01	.000
(Constant)	2.884	.098		29.30	.000
Controlling parents	.014	.003	.183	4.15	.000
(Constant)	2.884	.098		29.30	.000
Compassionate parents	.014	.003	.183	4.15	.000
(Constant)	2.95	.084		35.38	.000
Avoidant parents	.031	.008	.178	4.03	.000
(Constant)	3.01	.089		33.95	.000
Orthodox parents	.018	.006	.140	3.15	.002
(Constant)	2.43	.129		18.87	.000
GT parenting	.007	.001	.287	6.69	.000

a. Dependent Variable: Academic Achievement

**Table 5: Linear Regression between Personality Traits and Academic achievement among University Students (N=500)**

Model	R	R <sup>2</sup>	Adj.R <sup>2</sup>	SEE
Neuroticism	.430 <sup>a</sup>	.185	.183	.44241
Extraversion	.497 <sup>a</sup>	.247	.245	.42448
Openness	.461 <sup>a</sup>	.212	.211	.43493
Agreeableness	.433 <sup>a</sup>	.188	.186	.44169
Conscientiousness	.447 <sup>a</sup>	.200	.198	.43843
GT Personality	.501 <sup>a</sup>	.251	.249	.42416

SEE = Std. Error of the Estimate, R<sup>2</sup> Change= R Square Change

Table, 5 shows that there is a significant prediction between personality traits and academic achievement among university students [ $R^2 = .251$ ;  $F(1,498) = 116.83$   $p < .001$ ]. Further, neuroticism, extraversion, openness, agreeableness and conscientiousness personality traits are significant predictors of academic achievement [ $(R^2 = .185$ ;  $F(1,498) = 113.08$   $p < .001$ ); ( $R^2 = .247$ ;  $F(1,498) = 162.95$   $p < .001$ ); ( $R^2 = .212$ ;  $F(1,498) = 134.27$   $p < .001$ ); ( $R^2 = .188$ ;  $F(1,498) = 115.07$   $p < .001$ ) & ( $R^2 = .200$ ;  $F(1,498) = 124.24$   $p < .001$ )].

**Table 6: Analyses of Variance between Personality Traits and Academic Achievement among University Students (N=500)**

Model		SS	df	MS	F	Sig.
Neuroticism	Regression	22.13	1	22.13	113.08	.000
	Residual	97.47	498	.196		
	Total	119.60	499			
Extraversion	Regression	29.36	1	29.36	162.95	.000
	Residual	89.55	497	.180		
	Total	118.91	498			
Openness	Regression	25.40	1	25.40	134.27	.000
	Residual	94.20	498	.189		
	Total	119.60	499			
Agreeableness	Regression	22.45	1	22.45	115.07	.000
	Residual	97.15	498	.195		
	Total	119.60	499			
Conscientiousness	Regression	23.88	1	23.88	124.24	.000
	Residual	95.72	498	.192		
	Total	119.60	499			
GT Personality	Regression	30.01	1	30.01	166.81	.000
	Residual	89.59	498	.180		
	Total	119.60	499			

SS = Sum of Squares, MS = Mean Square

The results of (table, 7) by Coefficient Statistics indicate that personality traits are significant predictor of academic achievement among university students ( $\beta = .501$ ,  $p < .001$ ). Further, neuroticism, extraversion, openness, agreeableness and conscientiousness personality traits are significant predictors of academic achievement [ $(\beta = .430$ ,  $p < .001$ ); ( $\beta = .497$ ,  $p < .001$ ); ( $\beta = .461$ ,  $p < .001$ ); ( $\beta = .433$ ,  $p < .001$ ) & ( $\beta = .447$ ,  $p < .001$ )].

**Table 7: Coefficient Statistical between Personality Traits and Academic Achievement among University Students (N=500)**

Model	Unstandardized Coefficients		Standardized Coefficients B	t	Sig.
	B	Std. Error			
(Constant)	1.90	.131		14.50	.000
Neuroticism	.017	.002	.430	10.63	.000
(Constant)	1.64	.130		12.70	.000
Extraversion	.020	.002	.497	12.76	.000
(Constant)	1.69	.138		12.30	.000
Openness	.019	.002	.461	11.58	.000
(Constant)	1.98	.123		16.07	.000
Agreeableness	.016	.001	.433	10.72	.000
(Constant)	1.77	.137		12.90	.000
Conscientiousness	.014	.001	.447	11.14	.000
(Constant)	1.49	.140		10.72	.000
GT Personality	.004	.000	.501	12.91	.000

a. Dependent Variable: Academic Achievement

**Table 8: Summary of Correlation among Current GPA, Orthodox Parents, Supportive Parents, Controlling Parents, Compassionate Parents, Avoidant Parents, and Orthodox Parents**

Variables	1	2	3	4	5	6	7
1-Current GPA	-	.140**	.260**	.183**	.183**	.178**	.287**
2-Orthodox parents		-	.101*	.281**	.281**	.276**	.570**
3-Supportive parents			-	.561**	.561**	.523**	.719**
4-Controlling parents				-	1.000**	.489**	.802**
5-Compassionate parents					-	.489**	.802**
6-Avoidant parents						-	.696**
7-GT Parenting styles							-

**Table 9: Summary of Correlation among Current GPA, Conscientiousness, Neuroticism, Extraversion, Openness, and Agreeableness**

Variables	1	2	3	4	5	6	7
Current GPA	-	.447**	.430**	.497**	.461**	.433**	.501**
Conscientiousness		-	.792**	.753**	.788**	.782**	.904**
Neuroticism			-	.771**	.814**	.796**	.913**
Extraversion				-	.818**	.778**	.899**
Openness					-	.806**	.921**
Agreeableness						-	.908**
GT Personality							-

#### 4. Discussion

This study examined the role of parenting styles and personality traits on academic achievements among university students. To explore these variables, four hypotheses were formulated. The primary hypothesis of study is "parenting styles (supportive parenting, compassionate parenting, controlling parenting, avoidant parenting and orthodox parenting) would be the predictor of academic achievement among university students." The Coefficient Statistical findings are significantly predicting that parenting styles are the predictors of academic achievement ( $R^2 = .083$ ;  $F(1,498) = 44.87$   $p < .001$ ). It has been observed and literature is also supporting that parenting styles have crucial role in a child's personality development. The students with positive and healthy parenting styles, they may have developed healthy characteristics of personality traits (openness to experience, conscientiousness, extraversion, agreeableness and neuroticism) and well performance in academic. Specifically, the first hypothesis explores the role of parenting styles association in academic achievement among university students. As primary caregivers, parents greatly influence their children's well-being (Shahzadi, Khawar, Habib, & Jabeen, 2023). The children with authoritarian parenting styles have faced extra strictness and limitations, this type of parenting mainly focuses on the family status and general perception rather than to focus on the child's capability the children will always have a fear and they don't seem to be confident as well Sorin (2003) and without confident the children may have experienced negative thoughts and suffer in depression, anxiety and stress. The authoritarian parents have practiced toward their children negatively and unforgiving behaviors for others. They also teach their children to face anger and aggressive

behavior of the surrounding, and the adult have experience aggressive and distress tolerance. A corroborating study conducted by Suldo and Huebner (2004) discovered a substantial correlation between the parenting style employed and the subsequent mental health and well-being of a child. Authoritarian parenting is negatively associated with mental health and life satisfaction, whereas authoritative parenting is positively associated with these characteristics (Furnham & Cheng, 2000). The second hypothesis was formulated to explore the role of personality traits in academic achievement and it was postulate that "personality traits (openness to experience, conscientiousness, extraversion, agreeableness and neuroticism) would be the predictor of academic achievement among university students." The Coefficient Statistical findings are significantly predicting that personality traits are the predictors of academic achievement ( $R^2 = .251$ ;  $F(1,498) = 116.83$   $p < .001$ ). The adult with openness characteristics have open minds and they are more willing to accept the ideas of others and they have interest to understand life in different contexts. The current study results show significant prediction between openness experience and academic achievement ( $R^2 = .212$ ;  $F(1,498) = 134.27$   $p < .001$ ). The supportive and compassionate parents lead toward openness experience. The students with supportive parents and openness experience traits have better chance to achieve good grades. With positive characteristics of personality, they have interest to do new something with passion.

Extraverted personality seems more energetic and it has positive interaction with the people in their surroundings. The adults with extraverted personality are highly passionate and goal-oriented individuals they take firm actions. They communicate with the people and possess high visibility they are very talkative (Feinberg & Kan, 2008). The current study results show significant prediction between extraverted and academic achievement among university students ( $R^2 = .247$ ;  $F(1,498) = 162.95$   $p < .001$ ). Extraversion personality trait has led authoritative parents and compare with introverted personality, it leads toward authoritarian parents. As contrast with introverts are not social and they to remain confine within their boundaries they show a very different behavior as compared to the extroverts. They try to stay low key and do not involve themselves in the social activities. They are highly independent in their own social world the lack of social activities cannot be referred to as their confusion or shyness. The adults with neurotic personality traits express their emotions in a no serious way. Their emotional negativity effect their personality and relationships. The current study results show significant prediction between neuroticism and academic achievement ( $R^2 = .185$ ;  $F(1,498) = 113.08$   $p < .001$ ). Neuroticism is directly linked with the negative attitude of the individuals. They have directly experience Internalizing Disorders such as depression, anxiety and stress (Shahzadi et al., 2023). Anxiety is linked with the working environment by which they are interacting. They have lack of confidence as working in communities (Bull, 2010). This study supports the current study findings, they explore the relationship between characteristics of personality and parenting styles, a significant relationship found between openness personality trait and authoritative parenting styles (Kryda & Compton, 2009).

The third hypothesis of study was "there would be positive relationship between academic achievement and parenting styles (supportive parenting, compassionate parenting, controlling parenting, avoidant parenting and orthodox parenting)." The Coefficient Statistical findings are showing significant relationship between academic achievements and parenting styles (supportive parenting, compassionate parenting, controlling parenting, avoidant parenting and orthodox parenting). Accordingly, the computed correlation analysis results indicate that academic achievement (dependent variable) was positively and significantly correlated with parenting styles. The total correlation between the parenting styles and academic achievement is positive and significant ( $r = .287$ ,  $p < 0.05$ ) and all the five parenting styles, (supportive parenting, compassionate parenting, controlling parenting, avoidant parenting and orthodox parenting) positively correlated (e.i.  $r = .260$ ,  $p < 0.05$ ;  $r = .183$ ,  $p < 0.05$ ;  $r = .183$ ,  $p < 0.05$ ;  $r = .178$ ,  $p < 0.05$  &  $r = .140$ ,  $p < 0.05$ ). Parenting styles are crucial family related factor to lead academic performance of students and fulfillment for success. The correlation results showed significant positive correlation between academic achievement and supportive parenting styles  $r = .260$ ,  $p < 0.05$ . This result shows that supportive parenting leads high academic achievement. when parents exercise supportive parenting style children adolescent 's academic achievement will be high.

It has been observed that the students those have experience supportive and compassionate parents, they may have healthy and positive relationship and they have freedom,



confidence, self-esteem, self-reliant and maturity. These characteristics are supportive for students to get good performance in academic achievement. For this research study, a supportive study was done with pre schooling children and explored permissive parenting style has impulsive behavior and matured and they have lack of responsibility (Chemagos, Odongo, & Aloka, 2016). They have no control on their behavior. As compare with other positive scenario that they are emotionally stable self-reliant and they always try to accept their downfall at any stage of the life. They have lack of trust. With following these negative characteristics students have least self-confidence and they may have difficulties in study. Then they have poor grades and they don't compete with another good performer. The students with controlling, avoidant and orthodox parents have faced extra strictness and suffered in depression, anxiety and stress, they unable to keep concentration on study and their grades going to lower.

## **5. Conclusion**

It is concluded that parenting styles and personality traits have significant prediction in academic achievement among adolescents. The adolescents with positive parenting styles lead better academic performance and they achieve good grades and the negative parenting styles foster the students with lower grades. Similarly, adolescents with healthy personalities may have got good marks and better performance. It is also well-documented that parenting styles and personality traits were positive predictors of academic achievement.

### **5.1. Limitations**

These are the following limitations of this study.

- The study has lacking in generalization because the sample data used was collected only from Faisalabad district. To generalize the study, it is suggesting that future researches should be collect data from different cities, which may be representative for whole population of university students.
- This research method was quantitative, and it is quite clear that it has various limitations to explore more information about academic achievement, its psychological causes, contributing factors and environmental circumstances.
- Data including self-report are more expected to be biased response which must to be understand plus acknowledged while interpreting the data.

### **5.2. Recommendation**

There are the following implications of the current study.

- This study will helpful in counseling sessions for both parents and adolescents, to educate them how they should develop relationships with each other..
- In view of the conclusions of the study there is a basic recommendation that to increase awareness sessions for parenting style's understanding and supporting personality traits as good predictors of academic achievement.
- It should be implacable to develop healthy and positive relationship between parents and their children.
- This study will be helpful for adolescents to aware them, how they can develop healthy and positive environment with parents and family and it will helpful in prevention of low academic achievement.

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