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The Influence of Parenting Styles on Academic Performance and Type D Personality Traits

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Article Details

ABSTRACT

Keywords: Parenting Styles, Academic Performance, Type D Personality, Social Inhibition, Psychological Well-Being.

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This study investigates the impact of parenting styles on the development of Type D personality traits and their subsequent effects on academic performance in adults. Utilizing a systematic sampling approach, 300 participants within age range of 20-40 years from different universities in Islamabad and Rawalpindi were recruited. Parenting Styles Inventory-Pilot II, the Academic Performance Scale, and the DS14 Scale were used to collect the data. The results revealed that there is a positive relationship between parenting styles, type D personality ($r = .39$) and academic performance ($r = .29$) among university students. Moreover, it was also indicated that parenting styles have 20% ($R^2 = .20$) influence on type D personality whereas 30% ($R^2 = .30$) influence on academic performance. The findings underscore the importance of fostering parenting practices that promote structure, warmth, and responsiveness to support optimal psychological and educational development.

Introduction

Parenting styles are among the most significant environmental influences on child and adolescent development, shaping emotional, behavioral, academic, and personality outcomes (Baumrind, 1966). The classification of parenting styles—authoritative, authoritarian, permissive, and neglectful—is based on two dimensions: responsiveness and demandingness (Maccoby & Martin, 1983). Authoritative parenting, characterized by high responsiveness and high demandingness, is generally associated with favorable academic and psychosocial outcomes (Darling & Steinberg, 1993).

In contrast, authoritarian parenting involves low warmth and high control and has been linked to increased anxiety and lower academic motivation (Alizadeh et al., 2011). Permissive parenting, marked by warmth but low demands, may hinder self-discipline and lead to academic underachievement (Pinquart, 2016). Neglectful parenting, lacking in both responsiveness and demandingness, is often associated with the most adverse

outcomes, including poor academic performance and behavioral issues (Maccoby & Martin, 1983). Academic performance, defined as the extent to which a student meets educational benchmarks, is influenced by multiple ecological factors, including parenting practices (Steinberg et al., 1992).

Students raised in authoritative households tend to display greater academic self-efficacy, intrinsic motivation, and goal-setting behaviors (Pinquart, 2016). Conversely, authoritarian and neglectful parenting styles can instill fear of failure and limit independent thinking, negatively affecting academic performance (Alizadeh et al., 2011). Personality traits are also shaped significantly by early caregiving experiences and parental behavior (Gomez & McLaren, 2006). Type D personality, a psychological construct comprising high negative affectivity (NA) and social inhibition (SI), has been associated with adverse health and psychosocial outcomes (Denollet, 2005).

Individuals with Type D traits often experience chronic distress, social withdrawal, and impaired functioning in academic and social domains (Kupper & Denollet, 2018). Emerging research suggests that dysfunctional parenting styles may contribute to the development of Type D personality traits through repeated exposure to critical, emotionally unavailable, or unpredictable caregiving environments (Gomez & McLaren, 2006). Despite the established significance of parenting on both academic performance and personality traits, limited research has examined the joint influence of parenting styles on academic achievement and the emergence of Type D personality traits, particularly in non-Western settings like Pakistan (Anwar et al., 2020).

Given the socio-cultural expectations and familial dynamics in Pakistani society, where parental control and emotional expression differ markedly from Western norms, this topic warrants empirical exploration (Anwar et al., 2020).

This study aims to explore the influence of perceived parenting styles on academic performance and Type D personality traits among university students in Pakistan, thereby addressing a significant gap in the literature (Pinquart, 2016). Diana Baumrind's foundational research laid the groundwork for understanding parenting as a determinant of developmental outcomes, proposing three main styles: authoritative, authoritarian, and permissive (Baumrind, 1966). This model was further expanded by Maccoby and Martin (1983), who introduced the neglectful style and emphasized the dimensions of responsiveness and demandingness in classifying parenting behavior. Authoritative parenting combines warmth with firm limits, promoting autonomy, self-control, and academic competence in children (Darling & Steinberg, 1993). Authoritarian parenting, while enforcing strict discipline, lacks warmth and often leads to anxiety, compliance without understanding, and reduced academic curiosity (Alizadeh et al., 2011).

Permissive parents are indulgent and avoid confrontation, which may impair children's ability to develop responsibility and academic focus (Pinquart, 2016). Neglectful parents provide minimal involvement and emotional support, correlating with negative developmental, behavioral, and academic outcomes (Maccoby & Martin, 1983). Several empirical studies have linked parenting styles to academic achievement across cultural contexts (Steinberg et al., 1992). Authoritative parenting has consistently shown a positive relationship with students' grades, motivation, and learning strategies (Pinquart, 2016). This is because such parenting fosters open communication, emotional security, and structured discipline—all critical for academic success (Darling & Steinberg, 1993). On the other hand, authoritarian parenting may yield compliance but suppress critical thinking and creativity, ultimately reducing academic engagement (Alizadeh et al., 2011). Permissive parenting, though emotionally supportive, can result in poor self-regulation and academic irresponsibility due to a lack of boundaries (Pinquart, 2016). Neglectful parenting poses the greatest risk, as children may feel unsupported and unmotivated to excel academically in the absence of parental involvement (Maccoby & Martin, 1983).

In South Asian contexts like Pakistan, academic achievement is highly valued, and parental involvement—whether supportive or coercive—can have intensified impacts (Anwar et al., 2020). Type D personality was introduced by Denollet (2005) to describe individuals with high levels of negative affectivity and social inhibition. Negative affectivity refers to the tendency to experience emotions such as worry, irritability, and gloom, while social inhibition relates to fear of rejection and avoidance of social interactions (Denollet, 2005). This personality type has been extensively studied in relation to cardiovascular health but is now increasingly examined for its relevance to psychological and academic functioning (Kupper & Denollet, 2018). Type D individuals often struggle with stress, form fewer social bonds, and demonstrate reduced resilience in academic and interpersonal domains (Gomez & McLaren, 2006).

Research indicates that dysfunctional or emotionally cold parenting styles are potential contributors to the development of Type D traits (Gomez & McLaren, 2006).

Children raised in authoritarian or neglectful households may internalize feelings of inadequacy and social fear, forming the emotional basis for Type D personality (Denollet, 2005). Conversely, authoritative parenting may serve as a buffer by offering emotional security, fostering resilience, and encouraging open emotional expression (Darling & Steinberg, 1993). Permissive parenting may produce mixed outcomes; while it may reduce inhibition, it could also contribute to emotional instability due to a lack of structure (Pinquart, 2016). In collectivist cultures like Pakistan, where emotional expression is often restrained and social conformity is emphasized, parenting practices may uniquely shape Type D trait development (Anwar et al., 2020).

Methods

Objectives

- To identify the relationship between parenting styles and academic performance and Type D personality.
- To check the influence of parenting styles and academic performance.
- To check the influence of parenting styles and Type D Personality.

Hypotheses

- 1) There is a significant relationship between parenting styles and academic performance and Type D personality.
- 2) There is a significant influence of parenting styles on academic performance.
- 3) There is a significant influence of parenting styles on Type D Personality.

Research Design

This quantitative study employed a cross-sectional survey design.

Sample

300 participants aged 18-35 years were selected from universities in Islamabad and Rawalpindi. Sample was drawn using purposive sampling technique.

Instruments

Parenting Styles Inventory-Pilot II: Measures permissive, authoritarian, and authoritative parenting. Cronbach's

$\alpha = .78$.

DS14 Scale: Evaluates Type D personality traits—negative affectivity ($\alpha = .88$) and social inhibition ($\alpha = .86$).

Academic Performance Scale: Assesses academic outcomes. Cronbach's $\alpha = .81$.

Procedure

Participants provided informed consent will all the detailed regarding research, confidentiality, withdrawal rights etc and then then after having consent, data were collected through questionnaire. After data completion, participants were acknowledged. Data analysis was conducted using SPSS (version 25) to perform descriptive statistics, Pearson correlation, and linear regression.

Results

Data analysis was conducted using SPSS (version 25) to perform descriptive statistics, Pearson correlation, and linear regression.

Table 1: Mean, Standard Deviation, and Reliability of Study Variables (N = 300).

Variables	N	M	SD	Range	α
PSI	300	107.09	14.87	96	.78
DS14	300	45.16	9.16	56	.77
APS	300	25.52	25.52	32	.81

Note: PSI = Parenting Styles inventory; APS= Academic Performance Scale; N = Total Number of Participants; M = Mean; SD = Standard Deviation; α = Cronbach alpha.

Table 1, show data mean, standard deviation, and normality are displayed in the table. The outcome reveals a slight deviation of the data from its mean. The range, which is 96, 56 and 32 respectively, has also been examined. The Parenting Styles inventory reliability is .78, indicating accept able reliability. On the other hand, the best high reliability was shown by the reliability of Academic Performance scale at.81, DS14 is .77.

Table 2: Inter Correlation Between Study Variables

Variables	N	M	SD	1	2	3
1.PSI	300	17.46	4.01	-		
2.DS14	300	15.18	3.07	.39**	-	
3.APS	300	25.52	6.59	.29**	.14*	-

Note: NA = Negative Affectivity; SI = Social Inhibition; APS = Academic Performance Scale; N = Total Number of Participants; M = mean; SD = standard deviation (Significance level; $p < .05$).

Table 2 describes inter-correlations among scales. Results suggest that Parenting styles has significantly positive correlated with type D personality ($r = .39^{**}$, $p < .01$) and academic performance ($r = .29^{**}$, $p < .01$). Additionally, there is a positive relationship between Type D personality and academic performance.

Table 3: Regression using Parenting style as a predictor of Type D personality (N=300)

Variables	B	S.E	t	p
Constant	28.68	3.737	7.67	.000
PSITOTAL	.154	.035	4.45	.000

Note: B = unstandardized beta; S.E = standard error; p = Significance level, $R^2=.20$.

Table 3 shows Regression analysis computed with parenting styles as predictor variables and type D personality as an outcome variable. The results are statistically significant ($p = .000$). The R^2 value of .20 indicates that 20% variance in the dependent variable can be accounted by the predictor.

Table 4: Regression using Parenting style as a predictor of Academic Performance (N=300)

Variables	B	S.E	t	P
Constant	78.68	2.01	3.45	.000
PSITOTAL	.213	.110	8.41	.000

Note: B = unstandardized beta; S.E = standard error; p = Significance level, $R^2=.30$.

Table 3 shows Regression analysis computed with parenting styles as predictor variables and academic performance as an outcome variable. The results are statistically significant ($p = .000$). The R^2 value of .30 indicates that 30% variance in the dependent variable can be accounted by the predictor.

Discussion

The current study sought to examine how different parenting styles relate to two critical developmental outcomes in young adults: academic performance and Type D personality traits. The findings offer significant insights into the psychological and educational functioning of university students within the context of their early familial environments.

The results demonstrated a statistically significant positive relationship between parenting styles and Type D personality traits ($r = .39$, $p < .01$), which supports earlier research indicating that certain parenting behaviors—especially authoritarian and neglectful styles—are risk factors for maladaptive personality features such as chronic negative affectivity and social inhibition (Denollet, 2005; Gomez & McLaren, 2006). Authoritarian parenting, characterized by high control and low warmth, often leads to internalized distress and inhibited emotional expression, which are hallmark features of Type D personality (Chorpita & Barlow, 1998).

The regression analysis further supported this relationship, revealing that parenting style significantly predicted Type D personality traits and accounted for 20% of the variance in this trait ($R^2 = .20$). This finding underscores the lasting impact of childhood caregiving experiences on adult personality development, consistent with Bowlby's (1969) attachment theory, which posits that early relational templates influence emotional regulation and interpersonal functioning later in life.

In collectivist societies like Pakistan, where conformity, obedience, and family honor are often prioritized, authoritarian or controlling parenting styles may be more culturally normative (Dwairy, 2004). While culturally congruent, these styles may suppress emotional expression and foster inhibited behavior, thereby contributing

to the formation of Type D traits. However, in the absence of parental warmth and validation, children may internalize distress and learn to cope through emotional withdrawal and inhibition—core characteristics of Type D personality (Kupper & Denollet, 2018).

The study also found a significant positive correlation between parenting styles and academic performance ($r = .29, p < .01$). This aligns with extensive literature demonstrating that authoritative parenting—marked by high responsiveness and appropriate demand—positively influences academic achievement by promoting autonomy, self-discipline, and motivation (Steinberg et al., 1992; Pinquart, 2016). In contrast, overly permissive or neglectful parenting tends to impair educational engagement due to lack of structure, guidance, and accountability (Baumrind, 1991).

Regression results further highlighted this relationship by indicating that parenting styles explained 30% of the variance in academic performance ($R^2 = .30$), which is a substantial effect size in behavioral sciences. This finding suggests that the parenting style students experience growing up has a profound influence on their cognitive and academic trajectories. Students who experience warmth, encouragement, and consistent expectations are more likely to internalize achievement-related values and develop effective study habits (Darling & Steinberg, 1993).

Culturally, in Pakistan, parental involvement in academic matters is often intense, and success in education is typically seen as a collective family achievement (Anwar et al., 2020). This could amplify the impact of parenting practices on academic outcomes, particularly when parents adopt a role that is both supportive and structured. However, when parental involvement crosses into coercion or control, it may undermine students' intrinsic motivation, which partially explains the nuanced relationships observed in this study.

An additional, though weaker, correlation was observed between Type D personality traits and academic performance ($r = .14, p < .05$). While the relationship was statistically significant, it was modest in strength. This suggests that while personality traits associated with emotional dysregulation and inhibition may slightly hinder academic outcomes, they are not the primary drivers of performance. Nevertheless, students with Type D characteristics may face challenges such as fear of negative evaluation, test anxiety, and reduced help-seeking behavior, which could compromise academic success under stressful conditions (Michielsen et al., 2007; Williams et al., 2008).

However, it is important to consider that some aspects of Type D traits—such as perfectionism or withdrawal from social distractions—might sometimes facilitate task focus and solitary study, potentially benefiting academic tasks. This dual nature might explain the weak but positive correlation found.

Collectively, the findings emphasize the critical mediating role of parenting in the psychological and academic development of emerging adults. Parenting practices not only shape emotional dispositions like Type D personality but also serve as a foundational influence on scholastic achievement. These dual effects underscore the importance of promoting adaptive parenting strategies through awareness programs, especially in societies where academic success is heavily emphasized but emotional well-being may be overlooked.

The study contributes to a growing body of literature that contextualizes parenting as a central mechanism influencing a range of developmental outcomes. In a culturally rich yet psychologically complex society like Pakistan, the intersection between parenting, academic achievement, and personality traits like Type D deserves further exploration to inform both preventive and interventional frameworks.

Limitations

Despite meaningful findings, this study has several limitations:

It restricts causal interpretations of the relationships between parenting styles, personality traits, and academic performance.

It may be subject to social desirability bias or recall errors, which could affect the accuracy of responses.

The data was collected from university students only, limiting the generalizability of results to adolescents or individuals from non-academic backgrounds.

While the study is rooted in Pakistani cultural norms, findings may not be transferable to Western or more individualistic societies.

Suggestions

- Future studies should adopt longitudinal designs to establish causal pathways between parenting styles and the development of Type D traits over time.
- Incorporating qualitative methods could provide deeper insight into how youth interpret and internalize parental behaviors.
- Replication of this study across diverse age groups, socioeconomic strata, and cultural contexts would enhance external validity.
- Future research could explore moderating variables such as gender, birth order, or religiosity that might influence the parenting–personality–performance link.

Implications

The findings have practical implications for educators, psychologists, and parents:

- Educational policymakers should integrate family counseling or parenting workshops into school programs to promote adaptive parenting.
- Mental health professionals may screen for dysfunctional parenting patterns when working with young adults exhibiting Type D traits.
- Parental training programs emphasizing authoritative strategies can enhance academic and emotional development among youth.

Conclusion

This study provides empirical evidence that parenting styles significantly predict both academic performance and Type D personality traits in university students. Authoritative parenting appears to be a protective factor that enhances academic success and emotional resilience, whereas authoritarian or inconsistent styles may contribute to maladaptive personality development. The findings emphasize the role of family dynamics in shaping psychological and academic outcomes, particularly within collectivist cultures like Pakistan.

Addressing parenting practices through community and institutional interventions may thus serve as a crucial strategy in fostering holistic development in youth.

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