



Research Paper

Parenting styles, multiple intelligence (s) and academic achievement of young adolescents: A systematic literature review

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Abstract

In this study, parenting styles and its effect on the development of multiple intelligences and children's academic achievement is explored. It comprised 31 studies published between 2000 and 2025. The sample size used in these 32 studies included in the present study starts from 210 to 493 from different stages of education college students, undergraduate, high school students, university students, teachers and also parents. The sampling techniques used in these studies are: simple random sampling, purposive random sampling, stratified random sampling, two stage random sampling, cluster sampling. The studies used different statistical methods such as: ANOVA, Pearson correlation analysis, multiple regression analysis, structural equation model, t- test, SPSS 21. Parenting styles, multiple intelligence and academic achievement were the main study variables. However, these studies also took into account other factors and made an effort to demonstrate the link between parenting styles, student achievement in school, multiple intelligence, and other variables.

Keywords: Parenting styles, multiple intelligence (s), academic achievement, adolescents

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I. Introduction

Children are surrounded by their parents the most. Children must receive the best education possible and must be taken care of, maintained, and raised by their parents.

In 1983, Howard Gardner proposed a novel theory of intelligence known as the "theory of multiple intelligences," challenging conventional ideas and the standard definition of intelligence by thinking it to be extremely limited. "Frames of Mind: The Theory of Many Intelligences" contained this hypothesis. Human intelligence or cognitive competence, in the words of Gardner, "may be better defined as a set of an individual's numerous abilities, talents, and mental skills related to a multiple number of domains of knowledge in a given cultural situation." Gardner elaborated on his complete theory of intelligence by pointing out that each person possesses seven separate intelligences, each of which differs from the others and further develops and grows in a different way depending on genetic features or contextual experiences. "Linguistic intelligence," "logical/mathematical intelligence," "spatial intelligence," "musical intelligence," "bodily/kinesthetic intelligence," "interpersonal intelligence," and "intrapersonal intelligence" are some of the several categories of intelligence that Gardner identified. Later in 1999, Gardner introduced "existential intelligence" and "naturalist intelligence" as two further categories of intelligence. The fundamental goal of multiple intelligence was to help people realize their strengths and shortcomings so they might improve their areas of weakness and capitalize on their areas of strength.

According to Gardner, all people possess many intelligences in addition to their single intellect. Meaning that even if only one or two intelligences are predominated, each child may still have others. If the many intelligences are effectively supported, it can lead to future beneficial changes in the children's lives. The

development of children's various intelligences must therefore be promoted by parents through effective parenting.

The four parenting styles that are frequently utilized in psychology are authoritative, authoritarian, permissive, and negligent parenting.

They are based on Diana Baumrind's 1960s work at the University of California, Berkeley, where she was a developmental psychologist. The model was improved in the 1980s by Maccoby and Martin, who also made a contribution.

The way in which parents raise their children has a significant impact on how intelligent they become. In order to better understand how parents may help their children develop multiple intelligences in the early years, this study looked at parenting practices. These experiences are anticipated to result in the best parenting styles for raising children with different intelligences.

There are various studies which investigate the relationship between multiple intelligence and parenting style. Here, in this study the researcher tries to discuss those researches to understand the relationship between these two variables.

II. Method

In line with the purpose of writing this article, the researcher used the literature review method. It comprised 31 studies published between 2000 and 2025. The sample size used in these 32 studies included in the present study starts from 210 to 493 from different stages of education college students, undergraduate, high school students, university students, teachers and also parents.

The sampling techniques used in these studies are: simple random sampling, purposive random sampling, stratified random sampling, two stage random sampling, cluster sampling.

The studies used different statistical methods such as: ANOVA, Pearson correlation analysis, multiple regression analysis, structural equation model, t- test, SPSS 21.

III. Result and discussion

Positive correlations were found between students' academic adjustment and an authoritative parenting style. Additionally, self-esteem was a highly significant predictor of how typical college freshman would integrate socially, personally, emotionally, academically, and institutionally (Hickman et al.; 2000). Another research revealed that in comparison to students who receive instruction using traditional methods, those who participate in M.I.-supported project-based learning approaches succeed more and are more motivated. (Bas, G. & Beyhab, O.; 2010). On the other hand, another set of findings showed that both authoritative and authoritarian parenting approaches had a negative impact on kids' academic success. The academic achievement of children did not significantly correlate with permissive parenting. It can infer that parental practices might affect kids' academic success (Besharat et al.; 2011). Another study's findings suggested that whereas permissive parenting style has a negative link with academic achievement, authoritative parenting style has a positive, statistically significant correlation with it. The study's findings also indicated that there is no conclusive link between an authoritarian parenting style and academic achievement. According to the findings of this study, good parenting practices can help teenagers achieve academically. As a result, it is advised that parents possess information and skills pertinent to the requirements and developmental stages of their adolescent children (Dehyadegary et al.; 2012). The study demonstrates that an authoritative parenting style was associated with higher scores on measures of reading and mathematics relative to neglectful or uninvolved styles (Murray, A.; 2012). Another study showed that the two parenting styles that parents use most frequently are authoritative and authoritarian. This study's moderator has been identified as parenting styles. According to the findings, parental practices reduced the impact of academic self-concept on academic accomplishment. It has been discovered that authoritative parenting is more effective than authoritarian parenting at influencing academic achievement (Ishak et al.; 2012). Another study discovers that parenting practices and demographic traits were primarily related to parents' educational backgrounds. Parenting practices have an impact on children's academic performance. Parenting style appeared to be related to demographic traits. The family's low social position and economic standing are related to the authoritarian parenting style that predominates. High academic accomplishment is more likely to arise from authoritative parenting than from authoritarian parenting that is more extreme (Kashahu et al.; 2014). According to the study's findings, moms tend to have an authoritative parenting style, which is associated with teenagers' higher levels of achievement and involvement in extracurricular activities at school. Fathers tend to have an authoritarian parenting style, which is associated with a lack of time for involvement in school activities. The results show an issue with fathers participating in their kids' extracurricular activities at school and a lack of interest on the part of the institution in forging a partnership with parents (Matejevic et al; 2014). According to the findings, parents of special education students tended to utilize authoritative parenting techniques. Among special education pupils, there were significant correlations between parenting practices, support for education, and academic success. Academic success was

found to be significantly predicted by race, gender, parental support for education, and support from siblings, friends, and family. The results of recent research indicated that parental guidance and academic encouragement affect the academic success of students in special education (Khan et al.; 2014). Another study finding revealed that students in the treatment group had more motivation as a result of the integrated history lesson with multiple intelligences. This demonstrates how a variety of techniques and activities could alter students' opinions of the history discipline and heighten their desire to learn it. Thus, it may be inferred that integrated various intelligence exercises can raise students' motivation to study history (Ahmad et. al; 2015). According to the findings of a study, Chinese students' mastery goals and performance-approach objectives were associated to perceived authoritative parenting, which in turn was linked to their academic success. Chinese students' performance-approach goals were found to be positively connected with academic accomplishment by perceived authoritarian parenting, and their performance-avoidance goals to be negatively associated with academic achievement (Wei-Wen Chen; 2015). Research revealed that authoritative parenting style and academic success were significantly correlated. Additionally, research revealed a strong link between authoritarian parenting style, a firm parenting style, and students' career paths as well as a link between educational performance and career paths (Zahedani et al.; 2016). According to the results of a study, pupils who had parents who were entirely authoritative, fully permissive, or who used a combination of authoritative and permissive parenting techniques performed much better than those whose parents were only permissive in their behavior (Inam et al.; 2016). Other results demonstrated a substantial relationship between parental practices and teenagers' goal orientations and academic success. Additionally, the aim orientations mediated the links between perceived parenting practises and success. Parental rejection specifically was linked to success because it was linked to mastery objectives, but parental autonomy was linked to academic success because it was linked to mastery-avoidance goals (Loredana R. Diaconu-Gherasim & Cornelia Mairean; 2016). The favorable relationship between parental engagement and early adolescents' academic achievement was dependent on the effectiveness of the parenting style, despite the fact that participation was preferable to noninvolvement. Early adolescent academic success was positively and significantly connected to the engagement of authoritative parents, but not to the involvement of authoritarian or permissive parents (Amani et al.; 2020). The findings of another study indicated that learner performance in physics depends significantly on parental support and parenting style. Poor parenting practices and lack of parental support will lead to subpar student performance in physics, according to one interpretation of the research. Parents should encourage their children's learning by giving them the necessary support, it is advised (Ugwuanyi et al.; 2020). Using Pearson's correlation coefficient matrix, researchers examined the link between parental practices and academic success. It was found that it fully mediates the association between authoritative and authoritarian parenting practices and academic achievement in children. The study's findings demonstrate how important it is for parents to comprehend and obtain information on how parenting practices and parental involvement impact kids' academic performance (Seet MM et al.; 2022). Results of another study showed that parenting style and academic accomplishment, as well as parenting style and academic adjustment, were found to be significantly correlated by Pearson correlation results. Additionally, the results of the SEM demonstrated how parenting style and academic achievement are related, with creativity acting as a mediating factor (AziziNejad, B., & Divband, A.; 2023). Another study proved that there is no discernible correlation between positive parenting practices and children's academic success in maths and English. Furthermore, there is no statistically significant difference between the mediating and chain mediating effects of academic engagement and academic motivation in this connection (Zhao et al.; 2024). One study found that authoritative parenting style has a significant positive correlation with academic achievement among senior secondary students in Abuja, while permissive and neglectful styles did not show significant relationships (Gidado & Abubakar, 2025).

The findings showed that there were only little variations in how people perceived children's intellect in the areas of maths and spatial ability, which are often confused with general notions of intelligence. Overall, mothers evaluated their children's mathematical and spatial ability higher than did fathers, and both parents thought their sons were more numerate than their daughters. (Adrian, F.; 2000). The use of multiple intelligences in the classroom and boosting parental support were the main research topics of another study. After-intervention data revealed an improvement in reading abilities of this study. Students showed a significant improvement in their ability to understand vocabulary words after the deployment of multiple intelligences and increased parental participation (Burman et. al; 2003). Other results showed that participants thought their verbal, mathematical, and spatial intelligence scores were the best indicators of their own overall intelligence. Parents estimated that their sons had significantly higher IQ s than their daughters. Parents rated 2nd- born daughters as having significantly higher verbal and musical intelligence than their male counterparts (Furnham et. al; 2010). Other results showed that parenting styles can predict spiritual intelligence. Authoritative parenting style had a positive and significant relationship with spiritual intelligence but authoritarian and neglecting parenting styles had negative and significant relationship. Permissive parenting style had no significant relationship (Moosa, J. & Mohammad Ali, N.; 2011). A different study found that children's multiple intelligence

varied significantly depending on their grade, gender, father's educational experience, and income. Second, there were some significant differences in the multiple intelligences of children depending on parental involvement, warmth, acceptance, rejection, restriction, and permissiveness nonintervention behaviors, as well as leisure activity, life guidance, study guidance, and open or problematic communication between the father and child (Jang et. Al; 2013). Results indicated that spiritual intelligence has a significant negative correlation only with schizotypal personality disorder. Authoritarian and permissive styles of parenting have significant positive correlations with all the personality disorders of schizoid, schizotypal, and paranoid disorders, while the authoritative style has a negative correlation with them (Pourbahrami, M. & Masoud Bagheri, M.; 2013). According to another finding, children from the four parenting paradigms exhibited high preferences for five multiple intelligences domains. However, their language abilities fell far short of acceptable. Students with authoritative and neglectful parents showed acceptable preferences in logical and mathematical ability. Additionally, people with permissive and authoritarian parenting styles had acceptable musical intelligence preferences (Asfaw & Zeray; 2017). According to research, there are three main parenting patterns: 1) identifying children's interests and talents; 2) being demanding and responsive in helping children develop their multiple intelligences. Early childhood multiple intelligences can be developed by parents who are highly demanding and responsive; 3) the development and stimulation of multiple intelligences: parents can encourage their kids' multiple intelligences by requiring them to participate in competitions and courses that are suitable for their skill levels (M. Fadlillah et. Al; 2020). Another study found that the authoritative type is the most appropriate in developing children's intrapersonal intelligence. Among the parenting styles, authoritative parenting is seen as having a significant impact on children's social and emotional development. Parental actions that include children's and give them care that is suitable for their age define authoritative care (Hasanah et. al; 2022). The most crucial thing for parents to do for their children is to raise them with the self-confidence, independence, and development of their skills that they are capable of, which is why every parent has various parenting methods and approaches. in order to prepare them for dealing with unforeseen circumstances and scenarios in the future (Masyitoh et. Al; 2022). Another study proved that democratic parenting style appears as a strong factor to influence the development of children's multiple intelligences (Eka et al.; 2023). It was found that parents play a very significant role in fostering intrapersonal intelligence of young children. Given their significant role in their child's self-development at home, parents must learn all they can about raising morally upright children. One of them is that children will trust their parents and see them as the only people they can confide in if parents make time for them and are willing to listening to them. Children that experience a sense of "connection" to their family will be given a compass that keeps them on a responsible course when dealing with difficulties in their lives, such as peer pressure (Hindun et. Al; 2024).

IV. Conclusion

According to the findings and arguments made by researchers, every parent has a unique parenting style, but parents should be able to distinguish between different parenting philosophies and pick the one that best suits their needs. The most important thing for parents to do for their children is to educate and take care of them in a way that helps them develop self-assurance, independence, and their skills and potential. so that children can be prepared to handle unforeseen circumstances and scenarios in the future.

Children's upbringing is the responsibility of their parents. Child growth is significantly impacted by parenting practices. Parenting plays a crucial part in the development of early childhood cognitive capacity, according to several literature studies that have been carefully analyzed. Early childhood brain development and growth happen quickly; thus, the child's parents and immediate environment must provide stimulus. Thus, parenting has a significant impact on how cognitively children develop. Because of this, parents have a responsibility to raise their children appropriately in accordance with their requirements and developmental stages. For the cognitive development of young children, authoritative parenting is the finest and most effective approach. Parenting in this manner aims to balance being demanding and attentive to children. This circumstance is related to a child's needs and growth; young children still require attention, affection, and stimulation from those around them.

V. Educational implications

Parents are where children learn their first lessons in life. They are the first to nurture and mentor us by providing us with positive role models for daily living. Parents play a significant impact in improving their children's academic achievement and various intelligences. Parents can help children increase their academic performance and intelligence by motivating and encouraging their offspring. According to the findings of Reonald Ferguson's study, nearly half of children's academic success was influenced by variables outside of the classroom, one of which was parental support. When parents support their children, they can help them become more enthusiastic and self-assured, which helps the child's innate intelligence grow properly.

The goal of smart parenting is to support child in realizing their full potential, growing their talents, improving their capacity for learning, and becoming competent, successful adults. Parents must also comprehend their children's needs and use the appropriate strategy to promote their growth. This entails offering children emotional support, engaging educational activities, and practical learning opportunities that foster their intellectual and social growth.

Early childhood multi-intelligence development is significantly influenced by parents. Success in developing children's intelligence mostly depends on the parenting style employed by parents. According to this study, authoritative parenting is the best parenting style, in which parents support and effectively accommodate their children's needs while also without placing undue demands on them. In other words, it's important to strike a balance between being demanding and responsive if you want a child's many intelligences to grow appropriately. Children that receive the proper parenting can achieve many successes in the cognitive, psychomotor, and affective areas by using their full potential.

Through this study, parents and teachers will be more aware about how parenting approaches or styles will affect the intelligence and academic ability or achievement of a child. They will be more concerned regarding their role in raising their children. Seminars and conference about parenting practices should be organized in schools by teachers and also the government should take initiatives about the appropriate styles of parenting and their impact on academic achievement and multiple intelligence of their children.

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