Introduction: One of the most important objectives of educational systems is to enhance capability of students. Academic achievement roots in many individual factors such as cognitive, motivational, and social support resources capabilities including parent/child behavioral patterns. Among them, emotional regulation has been found as an influential family variable in academic achievement. 

Objective: The aim of this study was to examine the predicting role of cognitive emotional regulation's parents on emotion regulation and academic achievement in their adolescents.

Method: Statistical population was all students from 14 to 16 years old. Students were collected through a random sampling. Measures include cognitive emotion regulation questionnaire with 36 items for parents, and emotion regulation checklist (ERC; Shield & Cicchetti, 1998) for adolescents. Students’ total average score was recorded as well.

Results: It was found that cognitive emotion dysregulation in parents of adolescents was significantly correlated with academic achievement in boys but not in girls. Also the result of this study revealed cognitive emotional regulation in parents predict emotion regulation in their adolescents.

Discussion: Results suggest that emotion regulation shown from parents could contribute to academic achievement of adolescents. These results provide further support for previous findings emphasizing on the role of warm relationship between parents and their adolescents for emotional health in both of them.

Key words: cognition, emotional regulation, academic achievement, adolescent, parent