

Narratives about Parenting Practices and Academic Achievements among College Students of Islamabad



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Final Approval of Thesis

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Abstract

The following research aims to explore impacts of different parenting styles on the academic achievements of students. Three parenting styles have been discussed through research (Authoritative, Authoritarian, and Permissive). The relationship between differences in parenting styles and practices that affects students' performance at college was explored. A sampling unit of 25 students was selected through convenience and random sampling from different colleges of Islamabad. Narrative data analysis was used for analyzing the collected data. Students' narratives were stated about their relation with their parents and how it helped or hinder them in their college studies.

Findings suggest that an authoritative parenting style is most optimal for the best outcomes of students' academic achievement, adjustment, and self-efficacy. Authoritarian and permissive parents were most likely to show negative impacts on students' confidence, self-esteem and their goal orientation. Students with favorable parent-child relationship were more likely to have a superior emotional and social adjustment at college than those of having a less favorable relationship with parents. Possible meaning of these findings are discussed.

Significant relationship was found among the relationship of parents with their children, and the impact on the outcomes of these students at college. Factors such as parental income, education, expectations, etc. had an influence on students' perceptions towards achievement. Parenting have been found to have many effects on children by its style and practices on the behaviors, beliefs, perceptions, and views of students.

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1. INTRODUCTION

According to Levin (2011), the thinking, feeling, and behaving nature of parents with their children can be known as parenting style. Darling (1999) argues that since 1920s, most psychologists have been interested in learning how parents influence their children's development on instrumental and social capability. She maintains that parenting style predicts the wellbeing of a child on academic performance, social competence, psychosocial development, and behavioral problem. The outcomes of the children are influenced by the complex activities of their parents.

The relationship between parent and child is among the most important of the many different relationships formed over the course of the life span. Attachment between the parents and the child can be described as parental bonding and attachment is determined by the parent's attitude and behavior towards the child's need. It can also be described as the socialization between parent and child. The quality of parental bonding and parent-child relationship has a significant impact on the long-term confidence, resilience and well-being of individuals (Fan & Chen, 2001)

Research has shown that secure attachment to parents facilitates children's adaptive accommodation. Children who find their parents as unresponsive and unavailable become insecurely attached, and then do not rely for support from their parents. Whereas, children experiencing their parents securely attached and available find parents responsive to their needs (Doyle & Moretti, 2004). Three parenting styles are identified through research. First, the authoritarian parenting style in which, the parents are strict and demanding, make most of the decisions for their children and expect them to be followed without any arguments. This is the most basic and traditional parenting technique where the families are adult centered. They focus on control over freedom and show high level of command while interacting with children.

Secondly, the authoritative parenting is known for love and discipline with their children. There can be an open dialogue between parents and children and the children will not be punished for voicing out their views or opinions. Authoritative style emphasizes on positive encouragement for constructive behavior and punishment for negative behavior.

In the permissive parenting, parents implement little rules and allow the children to make their own decisions. It is also known as the “democratic” parenting style. Families are child centered and the children are in touch with their center-of-growth and are more creative and spontaneous in their characteristics. Permissive parents focus on freedom over control. While permissive parents and authoritative parents appear to be opposite in terms of imposing control on their children, authoritative parents exhibit nurturing behavior and direct their children’s behavior through reasoning (Lian, Chong, Kadirvelu, & Khoo, 2012).

The environment that parents build for the child at home is one of the reason or cause how the child develops as a student. The parental behaviors are crucial when it comes to a student’s development and achievement in education as a whole. The outcomes can be qualified as positive and encouraging when parents are involved in the education process of their children. The bond shared between parent and the child as a student renders him/her to be equipped more psychologically to deal with the stress and challenges of life at school. Time management and use taught by the parents is one of the prime considerations in the homes of high achieving students. Parents' involvement from child rearing practices at home to school is an all-encompassing and imprecise term. Other factors such as education of the parents, their income, and parental background are some of the other factors that play a vital role in impacting achievements of students.

Parents and education are the key structures in the development of a student. Parents are the first thing on which everything else is developed and the child is built. Education is the basic foundation for the formation of students. Education does not only affect the happiness and achievement at an independent level but also determines the development of a nation. A relationship between parents and a student's education is a critical indicator of evaluating

child's academic achievements. The socioeconomic status of parents can be the base on which the education of the individual grows. To learn about the academic achievements and development of students in their education it is compulsory to know about the parental background as the starting point of the attainment of the education.

In our culture, parents find their pride into the achievements earned by their children and for this sake they try making every possible effort giving the finest results. For this purpose, parents also migrate from rural to urban areas themselves or they just send their child to other cities or countries with superior educational systems, where their child can build upon institutions providing with leading academic achievements. Parents also feel the pressure of maintaining the repute that have been setup by themselves or their forefathers, and for this, parents also sometimes burden their child to perform and achieve best and better than the others. It has also become a source of satisfaction for parents to see their child having high academic achievements so they can maintain the culture of pride and dignity in the society.

This research has been carried out to study students' academic achievements and the factors that give dominance to it by the different parenting styles practiced by the parents. This research investigates the academic achievements of students by learning about their relationship with parents and its effects on them.

1.1 Statement of the Problem

Parents play an important and major role in preparing students for a productive, healthy, and safe life. Parents are the first teachers for a student who prepare him/her for further battles of life. How students perform at their academics can depend on how they have been taught about perceptions of academics and achievement. Different parents use different tactics to raise their child. A good parent-child relation can also have a good effect on the performance of the child in academics.

When assessing academic determinants of students, the influence of parenting style and parental involvement is focused particularly. Parents are responsible for providing the best environment that suits best for academic success. Being the seniority representatives for their children, parents are the first teachers that influence academic achievement of students.

All parents have their own style of rearing children. Different ways and behaviors can be observed of parents for how they choose to invest on their children which can have different impacts on the emotional and physical abilities of the child. These abilities are then important in determining how students perform and what is their meaning of achievement.

Various questions can be raised linking between the relation of parents and children. Which parental attitudes result in best students' outcomes? How parental bonding effects students' behavior? How does negative/positive parental bonding hinder or facilitate students' development? What role do parents play in inculcating values? What role do parents play in grooming personalities? How effective parenting practices contribute to healthy academic outcomes for students? What is influence of parental bonding and risk of maladjustment? How parents' harmful attitudes can be modified? My research focuses on such problems and their probable solution.

The purpose of this study was to investigate whether a relationship exists between academic achievements of college students and the parenting style of their parents and what parental factors can play role in getting better academic achievements for students. Greater understanding of a relationship can be utilized to provide opportunities for positive youth development.

1.2 Objectives

- To find the relationship between parenting style and academic achievement.
- To explore the parenting factors associated with students' academic outcomes.

1.3 Significance of the Study

If appropriate care and concern is given to a child, they are more likely to grow, become successful, fully functioning youth. Understanding the relation between parenting styles and their prolong influence on students' academic achievement can help youth development professionals adopt leadership and mentoring styles in their daily interactions with parents as well as students.

The main purpose of this research is to discover and discuss the most rated parenting style used in child-rearing and its effects on youth behavior, development, and their achievement. This can provide ideas to parents on how to discipline their children in improving the youth problems.

This study is significant for parents to be able to figure out their own shortcomings when it comes to attending to the needs of their children as well as their positive practices. Upon learning such matters, parenting, in general, has a chance to be improved and eventually produce more socially developed children. This study also aims to give a clear picture of the current determinants of a students' academic achievement. To help them become aware of their needs and their role in the society. This research can be beneficial for future related studies as a reference.

This study aims to provide relevant information for policy makers and educators about the practices or conditions that foster or hinder students' academic achievements at college in different contexts. The study does this by reliably collecting comprehensive set of information on students' social and emotional skills affecting their performance at college.

1.4 Definitions of Terms

Following terms were pointed as my aim of research incorporated with parenting practices, students' academic achievement, the primary theme and, major concern of the research.

Parenting practices: There are different parenting categories i.e. (authoritarian, authoritative, permissive). Any action or practices by which parents invest their time, attention, and the resources helping in students' academic achievement are associated as the parenting practices.

Students: Students were included as a social group and its relation to the rate of influence of parenting practices.

Academic achievement: It relates to the attributes that provide students with a sense of achievement, healthy physical and emotional frame of mind leading a content life.

1.5 Outline of the Thesis

First chapter ensures the introduction to the topic. The second chapter reviews the relevant existed literature with essential concepts of the topic. The third chapter mentions the methodological approaches that were used to conduct the study. It includes brief justification and explanation of the methodological tools and techniques. Brief information about the research setting and its features are presented in chapter four.

Chapter five explores the findings of relationship between parents and academic achievements of students. Chapter six gives a detailed account of the factors that have been associated with students' achievements. The last two chapters analyze that data and summarize the thesis and conclude the research, followed by recommendations.

2. REVIEW OF RELEVANT LITERATURE

2.1 Parenting

A child's personality can be influenced by many specific behaviors from their parents. Parenting is a complex activity of promoting and supporting the development of a child from infancy to adulthood. Parents need to ensure that they look after on this great responsibility of working with the growth process of their children to make them the best humans possible.

Child and developmental psychologists, sociologists, educators, and policymakers have long viewed parenting and the family as the most significant influences on the development of the children (Bornstein, Handbook of Parenting Second Edition, 2002).

When we analyze family influence on children's social development it is important to observe it in context of upbringing styles of parenthood. The first social patterns of behavior, positive or negative, which child uses in the interaction with peers are the outcomes of the social relations that the child acquired in the family and they are under direct influence of the parents' educational styles. Berk (2008), the family styles of upbringing describe as a combination of parent's behavior in different life situations based on which the permanent educational climate is created in the home. He emphasizes four styles of parenting Authoritative, Authoritarian, Permissive and Uninvolved (Blažević, 2016)

2.2 Baumrind's Parenting Styles

The widely known categories of parenting comes from the work of Diana Baumrind. She identified three categories of parenting, authoritative, authoritarian, and permissive. Authority and affection were two dimensions of parenting focused in her research. (Spera, 2005)

Authoritarian –Authoritarian parenting as described by Diana Baumrind, these parents are 'obedience and status oriented and expect their orders to be obeyed without explanation'. Parenting depends on how you balance it. Whether you are very strict, or very lenient, one should not be extreme and know to how to maintain it finely. Authoritarian parenting is characterized by high expectations and low responsiveness. Parents with this style of parenting demand more than they provide the feedback and nurturing from their children. Strict rules are set by the parents and expected to be followed unconditionally.

Authoritarian parents represent the most controlling styles. These parents focus on adherence to authority. Parents want to have everything under control and do not show any signs of love, attachment or warmth. Parents try to forcibly curb the self-will of children to set a standard of conduct in all areas of life, encouraging submission, obedience, and complete dependence. Parents do not respond to children's needs and often ask them to complete various tasks related to socialization and learning. This parenting style may also include the forcing or active monitoring of children through the introduction of rules, punishment, and discipline. Parents are strict and demanding, make most of the decisions for their children and expect them to be followed without any questions. This is the most basic and traditional parenting technique where the families are adult centered.

Authoritative – Diana Baumrind viewed Authoritative parents as 'firm, setting limits for their children, explaining things with reasons, setting clear goals for their children and encouraging their independency'. The parents have caring, sensitive relation to the needs of the children with clear limits to the children. The result is the children's positive image about themselves and often they acquire high academic success. Parents encourage children to make their own decisions, but they set boundaries, encourage inductive and moral reasoning. Parents set rules but are willing to explain the reasons for rules and are open to discussion, providing opportunities for communication. There can be an open dialogue between parents and children and the children will not be punished for voicing out their views or opinions. Authoritative style emphasizes on positive encouragement for constructive behavior and punishment for negative behavior. Authoritative parents have a hold on their children's behaviors to a very extent. Authoritative parents let their child live

a life of freedom and independency and take accountability of things which make them responsible in turn. Authoritative parents keep demands and expectations from their children but at the same time they also provide them with resources required to fulfill those expectations. Students having authoritative parents are given continuous support which helps them in reaching and meeting their goals. Findings explored from students proved students with authoritative parents tend to have high motivation levels, are more confident and self-driven.

Permissive– The parents towards children have warm and caring relation, but with too much pamper so that the children of such parents often are impulsive, irritable, without self-control. The result can often be the cause of depression and anti-social behavior. Parents encourage children to exert independence and make their own decisions without parental guidance or boundaries (which could be the result of indulgent behavior or neglect, with both high and low levels of responsiveness to children's needs). This type of parenting style has a lax attitude toward parenting and/or fails to provide rules for the child's behavior. Permissive neglectful parents do not structure and monitor, are not supportive, or may be actively rejecting. Parents implement little rules and allow the children to make their own decisions. Families are child centered and the children are in touch with their center-of-growth, and are more creative and spontaneous in their characteristics (Petković & Milić, 2018)

It is important to emphasize that the researches confirmed that the style of parents is connected to the level of development of pro-social behavior and influence the socio-metric status of the person. The children raised by authoritative style easier make friendships and they are well accepted in the groups, while the methods of education where the parents demonstrate the power through threats and punishments resulted with difficulties in peers' relations. The authoritative style is the most desirable style in the social context because it provides the biggest opportunities for the development of children's self-confidence and independence with certain limits. Families with open communication in between the members, the children are developed that have desirable social skills and capabilities in solving problems.

The researches indicate how parents' warmth and participation of parents make children liable to parents' influence and that enables more efficient socialization. The researches on emotional literacy of parents confirmed its influence on children's behavior are particularly interesting, but they are significant for further researches that would give more precise answer on this complex parental influence. All displays of the results of researches demonstrate in favor of parent's importance in providing sense of stability and connection in the family system in which the children can develop. And it serves them as starting point in the researches of social world as well as in the direct connection of the relation quality between children and parents and social children's success (Blažević, 2016).

Gonzalez-DeHass argued that when parents are involved in their children's schools, academic motivation, and achievement increase. Students' interest in learning, competence, and understanding of a subject area, improves and promotes student achievement (Martinez, 2015).

2.3 History of Parent-Child Relationship within Anthropology

Long history of studying children by anthropologists can be seen. Anthropologists assumed that children can be the best informants of their own lives. Edward Tylor, C. Staniland Wake, and John Lubbock and many such early British anthropologists have examined the human society and development of humankind by understanding of childhoods. According to these theorists, children are of central importance as they provide direct link between savagery and civilization.

One of the first anthropologists Margaret Mead took children as children seriously. Along with Edward Sapir and Ruth Benedict, she was one of the most significant members of the Culture and Personality school of anthropology, which was concerned with how a child becomes a cultural being. In 1949, Sapir made an argument that anthropologists should study child development to understand the relationships between the individual parts of a culture as well as the whole.

Importance of understanding the entire life cycle of a child and the ways in which he/she becomes an adult, as well as interdependence between a child and an adult was emphasized by Ruth Benedict. She claimed that the change of role of a child from childhood till reaching the adulthood may be considered as a 'fact of life', but the way this change occurs varies greatly cross culturally. For Benedict, Mead and their colleagues, how an infant becomes a cultural being and what impacts early childhood experiences might have on adult personality was one of the important questions in the field of anthropology.

In 1920s, Ruth Benedict and Margaret Mead were instrumental in guiding a focus on the role of culture in shaping personality of a person. Culture and Personality school of thought was then founded. It was a perspective that was and still is extremely relevant for studying parenting across cultures. Both Margaret and Benedict were the first women to point out culture and its effects on the individual, and also that this affect occurred from the moment of birth by the parents as they made culturally approved decisions of how children were raised by them. Studying the early experiences of children allowed anthropologists to look at the individual members of a society and to compare shared characteristics and traits to propose a "basic personality" for each culture (Small, 2019).

Aspects of child rearing and cross-cultural child development are focused in the work of John Whiting. He turned his attention towards cross-cultural research, focusing his anthropology on broader patterns of human behavior, after his fieldwork in Papua New Guinea. He recalled,

"I decided to carry-out a cross-cultural study to explore the basic assumption of Freudian theory that childhood experiences are a powerful force in shaping adult personality and behavior."

In 1953, Whiting and Child made a conclusion that parents in most cultures are more concerned with interpersonal relationship than they were with bodily functions. The Six Cultures study was one of the most important projects which were initiated by Whiting and his wife Beatrice (Whiting 1963). Whiting with his collaborators made a comparison of six different cultures and looked at the same problems of child rearing and socialization.

Much work of Whiting is explicitly comparative, showing how childcare differs across societies, how children are socialized through these practices into full membership of the group, and how these practices are optimally developed to ensure the continuation of certain behaviors and belief systems. It has also been longitudinal, looking at infants within the life cycle and analyzing the long-term effects of caregivers' behavior.

William Caudill is also one of the pioneers of this type of work. He was concerned with the cultural goals of parenting but beyond survival; what parents expected their children to be like and how they accomplished it. Caudill along with his fellow researchers observed women in America and Japan, observing at the care these women gave to their babies, how they interacted with them and what and how it impacted on the behaviors of the infants. He also examined what behaviors were encouraged and how these were communicated by the mothers.

Child rearing and socialization has been analyzed by Robert LeVine extensively in the decades. According to him examining child development cross culturally is central to studying children within anthropology, and also such work may form the backbone of anthropology of childhood. Three universal goals of child rearing were identified by LeVine in 1977, which parents strove to fulfill:

1. The physical survival and health of the child, including (implicitly) the normal development of his reproductive capacity during puberty.
2. The development of the child's behavioral capacity for economic self-maintenance in maturity.
3. The development of the child's behavioral capacities for maximizing other cultural values – e.g., morality, prestige, wealth, religious piety, intellectual achievement, personal satisfaction, self-realization – as formulated and symbolically elaborated in culturally distinctive beliefs, norms, and ideologies.

In 1922, Bronislaw Malinowski acknowledged and described children's role in families and aspects of their lives such as their role in political or kinship systems. It was his insistence on giving importance to describe all aspects of life which meant that in the works of his followers there are descriptions of children's lives, the accounts of the ways in which childhood is conceptualized, and the relationships between child and parents.

Raymond Firth's work on the Tikopia of Polynesia (1936) is particularly rich in this regard and children are described and discussed in some detail. Similarly, in the work of Audrey Richards (1956), another student of Malinowski, issues such as the end of childhood and children's place in society are analyzed and children are an important element in her ethnography. These works by a generation of anthropologists influenced directly by Malinowski leave no doubt that by the 1930s childhood was an established topic of ethnographic description, often in the context of kinship or ritual, sometimes in relation to education or socialization, only occasionally with psychological interpretations. Childhood was part of their anthropology, not a topic borrowed from developmental psychology or other disciplines.

In the new anthropology of childhood proposed by Hardman, children were the best informants of their own lives as well as the creators of a complete culture that they passed onto other children without adult intervention. Children have long been used as researchers by ethnographers, both as informants and as the anthropologist's "significant others" in the field, helping their parents to settle in and making connections with other children and their families.

As anthropology has become more reflexive, the importance of the fieldworkers' own relationships has come to the fore and the impact of taking a partner or children to the field has been examined. In these studies, the challenges of being a parent and an anthropologist and the conflicts between helping children to fit in and retaining the values of their parents' society are all vividly expressed (blackwellpublishing, 2008).

Separate research traditions have developed to study children's relationships with parents. Studies of children's interactions with their parents have focused on attachment security,

parenting practices, and variations associated with demographic and cultural factors. Culture is usefully conceived of as the set of distinctive patterns of beliefs and behaviors that are shared by a group of people and that serve to regulate their daily living. These beliefs and behaviors shape how parents care for their offspring. Thus, having experienced unique patterns of care giving is a principal reason that individuals in different cultures are who they are and often differ so from one another. Culture helps to construct parents and parenting, and culture is maintained and transmitted by influencing parental cognitions that in turn are thought to shape parenting practices (Bornstein, *Cultural Approaches to Parenting*, 2012).

Anthropological research suggests that parenthood can be seen only as a construct, influenced by the historical, economic, and socio-cultural context in which it is experienced but it is also a highly-gendered construct in those the parents' roles and responsibilities (men as 'fathers' and women as 'mothers') differ considerably within households and communities, largely conditioned by the social norms used to construct gender roles (Petković & Milić, 2018).

2.4 Theoretical Views of the Children's Development

When we analyze children's development and the influence of the parents and family on them it is important to know the basics of the theory of the social development. Some of the theories emphasize the importance of the family for the student's social development, while the others emphasize the influence of the child's social environment.

Theory of commitment- this theory by John Bowlby emphasizes importance of parents in child's development at early stage and its influence on social relationship in the future life. In 1978, discovered by Waters & Wall, Blehar, and Ainsworth, children are who are tightly connected to their mothers as babies have the tendency to develop stronger self-respect and better self-confidence, to be better in school and be independent, experience less stress and anxiety and have successful social relationships.

Based on researches by Emerson and Schaffer (1964), it was concluded that children that grew in orphanages also do manage to build feelings of trust but it is then an important factor of a care quality. Children learn to rely on people who are responsible for their care, and in contrary, children who do not get to gain trust early in their life have a negative influence in the latter life. The cognitions indicate importance of cooperation between school and family which helps students in proper social development by appropriate support.

Theory of Social Learning- Albert Bandura emphasized importance of influences of environment on social development of students. According to this theory, children learn new behaviors by observing other people which includes their parents, peers and teachers, and this helps them develop new skills. It requires existence of a model apropos person who can be anyone the parents, friends or a media person, whose behavior then represents the base of the learning and acquiring new information.

Socio-cultural theory- in this theory, Vygotsky emphasized importance of cognitive processes for social behavior and interactions of the child, wherein the child gets to learn new skills through interactions with adults and elder children. The future quality of relationships with other people is then influenced by the early socialization patterns which are acquired by the child in the family.

Ecological theory- Bronfenbrenner's (1979) emphasized the importance child's social development through the environment. According to him, there are four levels of environmental influences on child; Microsystems (family, school, and kindergarten), Mesosystem (mutual actions by different microsystems), Exosystem (wider environment), and the Macrosystem (features of certain culture: religion, education, social systems).

Ryan and Paquette (2001) analyzed that the layers of the environment get wider around a child in concentrated circles and these influence the development of the child. Bronfenbrenner also underlines that overall context in which the children's development is carried out importantly influences the course of development and development outcomes, and without neglecting individual features of the child and believes that the development is a result of interaction of child's features and environment in which the child

grows. It is important to influence children's social development with potential social interactions by the social environment without neglecting their personal development.

Theory of Psychological Development- in 1950, Erikson assumed that the ego goes through eight stages of development which can be known as 'eight man's stages. An individual is made to overcome some crisis at each stage, from which an attitude is developed towards oneself and other people. By the fourth stage, the child emphasizes psychological aspects of crisis in a sense of diligence versus inferiority. The child tries to overcome the tasks given and if the previous stage the initiative has developed then it greatly helps the child in this developmental stage. So, then it is extremely important for the child optimal development to provide enjoyment and mastering of developmental tasks in school and out. Not only parents (guardians) need to be aware of the mentioned but also child's close environment and especially the teachers because they together represent the important persons in child's life in this age (Blažević, 2016).

Attachment Theory- this theory posits that the quality of early attachment relationships of children with their primary caregivers has a influence on the feelings of security, development of mental representations of themselves and others, and the sense of freedom to explore. Children come to predict behavior of others and make assumptions. Based on the theory, children with secure attachments expect interactions with their parents and others to be safer, caring, and reciprocal. Whereas, children with insecure attachments have less positive and more inconsistent expectations. The parent-child relationship is the core around which other social relationships are framed.

Social Learning Theory- according to Rotters's (1954) theory that 'the basic modes of behaving are learned in social situations', as the children spend bulk of their time with their parents, this time helps shape the ways of interacting with others for the children. Other investigators working from a social learning perspective view early relationships with parents as a developmental pathway in which children are learning how to interact with others (Reich & Vandell, 2011).

2.5 Parenting Styles and Effects on Academic Achievement

Literature suggests, there is a direct effect of parenting styles on academic achievements of students. Studies shows, students with authoritarian and permissive parents have been associated with poor academic grades, college adjustments and self-esteem of students (Lambom, Mounts, Steinberg, and Dombusch, 1991). It has also been found that most academic related conflicts between parents and students are related to demanding expectations (authoritarian) or not high enough expectations (permissive) (Eskilson, Wiley, Dodder, and Muehlbauer, 1986). Students with higher achievements describe their parents as trusting, encouraging, understanding, and not being overly strict than that of students who are underachievers (Marcus, Stunkard, and Masselam, 1990). Students who were underachievers described their parents as demanding, strict, or punitive in their techniques of discipline (Ritter, Chen, Dombusch, and Mont-Reynaud, 1990). Lambom in 1991 found that students having authoritative environments at home demonstrated higher levels of academic competence and adjustment than students having authoritarian parents. Greater risk for negative academic outcomes was shown from the students having authoritarian or permissive home environments.

In a study done by Amy Strange, 1998, by utilizing sample of 465 college students, held a survey on series that obtained co-relational analysis examining the relationship between students' reports of their relationship with parents and their perception of various aspects of their academic environment and study habits. Authoritative parents were predictive of, positive sense of self and general confidence, positive goal orientation in academics, and concern about preparation for future, and positive adjustment to college. Such family profiles were also predictive of students having favorable ratings on their introductory courses as interesting and supportive, of their time, effort and management abilities, and skills of notes taking. They also had a strong agreement with series of item reflecting self-regulated learning components. Authoritarian parents' perceptions were predictive of having concern about preparation for the future and students rating their introductory courses as difficult. Authoritative parents were also predictive of students having clear

goals and feeling in control of their academic lives. While, authoritarian parents in contrast were continued to be predictive of students perceived with lack of control over their academic lives.

This study supported those students who were skilled at setting attainable goals and maintaining their progress, described their relationships with their parents with authoritative profiles, whereas students who were not able to do so came from authoritarian parenting profiles. Positive academic disposition was associated with authoritative parenting (Strange, 1998).

3. RESEARCH SETTING

This research was conducted by students of different colleges located in Islamabad city. Islamabad is the capital city of Pakistan and administered by Islamabad capital territory. The purpose of selecting this locale was that Islamabad being a developed city has many colleges both for male and females' students. People from different cities also migrate to settle and study at colleges located in Islamabad. Students coming from different areas had different family backgrounds which added diversity to data, views, and opinions of the respondent. 25 male and female respondents from different colleges were selected as the sampling unit of the research.

Introduction to Research Setting

This research has been conducted in colleges located in different sectors of Islamabad. Islamabad is the capital city of Pakistan, located in the North-West of the country, on the Potohar Plateau. Islamabad is one of the most planned and developed city in Pakistan. It is made up of both urban and rural land. It was built in 1960 as a replacement of the capital of Pakistan from Karachi to Islamabad because of its central location in the country.

After the formation of Pakistan, a need of new and permanent capital city was felt which could reflect the diversity of the nation. In 1958, a commission was accordingly set in motion. It entrusted the task of selecting a suitable site for making a new capital of the country which had more particularly emphasized on its location, logistics, climate, defense requirements, scenic, aesthetics and the natural beauty.

At the beginning of the development of the city, only government officers and few residents were resided. With the passage of time Islamabad grew as one of the most developed cities of Pakistan compared to other cities of the country. Islamabad is a city of greeneries, with clean and spacious environment. The area of the city is known to be the first settlement of

Aryans from Central Asia, ancient caravans passing from Central Asia, and the massive armies of Tamerlane and Alexander.

Margalla Hills are found to the north of the city. The weather in the city can be summarized as hot summers, monsoon rains and cold winters. The city is also famous for having a rich wildlife ranging from wild boars to leopards (Capital Development Authority, 2007).

Figure 1: Map of Islamabad



(Source Google Map)

Description

In 1959, Islamabad was designated as the capital city of Pakistan and was opened in 1963. The city had a master plan which ensured harmony with the surrounding areas. Three zones were made under the master plan which divides the metropolitan region: Zone 1 (the national park area), Zone 2, and Zone 3 (Rawalpindi and its surrounding cantonment).

Islamabad is designed to be a linear city under the master plan. It has a grid arrangement of sectors which intersect roads. The master plan also provides a network of service centers with decentralized activities at neighborhood and sector levels. Similarly, the plan provides a range of open spaces for leisure, recreational farming, and model villages. The largest of these open spaces is the protected Margalla Hills National Park, which contains diverse flora and fauna. The administrative boundaries of the city and district were set by the Capital Development Authority Ordinance of 1960. This same ordinance also assigned the management of the capital area, including the nearby city of Rawalpindi, to the Capital Development Authority. However, subsequent legislation has seen the creation of new managing institutions, meaning there are currently three main agencies charged with some aspect of development administration in Islamabad

(Islamabad – Capital City of Pakistan, 2020).

Figure 2: Islamabad City



Climate

The weather in Islamabad varies greatly across seasons. The city has humid and hot summers and severe winters, followed by monsoons. Summers date from April to September with high hot temperatures in the city with average around 35°C and as high as 46°C. The average yearly humidity can be recorded is 55 percent. Summers are then accompanied by monsoon rains from June or July till September. Average annual rainfall is recorded to be about 1150mm. November to March have cold winter weather with some rainfall. 4.5°C are common cold temperatures over the coldest months of December to February.

Population

From 2019 to 2020, the population of the city increased 3.11%, which is now 1,129,000 (macrotrends, 2010). Ethnically, Islamabad is the most diverse metropolis in the country with communities from all of Pakistan's major ethnic groups. Islamabad has the highest literacy rate in Pakistan at 73 percent. The city has a labor pool of about 185,000 people, while the unemployment rate at the household level is 12 percent. Population density is around 889 people per km². The city has the largest foreign population in the country. The city is also growing as a business and commercial center, which attracts a large highly skilled workforce from other major cities including Karachi, Lahore, and Quetta. All of the country's diplomatic ties are maintained and exercised from Islamabad, as all major embassies, consulates, missions, and Pakistan's Foreign Office operate from the city.

Language

The national language of Pakistan is Urdu. The people of Islamabad are assessed on the basis of the language spoken by them. There exists a trend of using roman English for communication here that has unfortunately led to the destruction of the original Urdu language. Other languages spoken in Islamabad include Punjabi, Pashto, Balochi, and Potohari.

Civil Administration

Islamabad Capital Territory Administration (ICT) and with help of Capital Development Authority (CDA) is the main administrative authority of the city. These authorities oversee the development, construction, planning, and administration of the city. This Capital Territory is divided into eight zones which are the administrative zone, Commercial district, educational sector, Industrial sector, Diplomatic enclave, Residential areas, Rural areas, and green area. The city is divided into five major zones i.e., zone I, II, III, IV, and

V. Zone IV is the largest in area whereas Zone I is made of all the developed residential sectors. Zone II is made of under developed sectors while Zone III consists of Margalla Hills and the National Park. Rawal lake is also in this zone. Zone IV and V has the rural areas and the Islamabad Park. Sectors are named from letters A to I. Each sector is divided into four numbered sub sectors. The F and G sectors are the most developed sectors. F-5 is an important sector for the software industry in Islamabad, as the two software technology parks are located here. The entire F-9 sector is covered with Fatima Jinnah Park. The Centaurus complex will be one of the major landmarks of the F-8 sector. G sectors are numbered G-5 through G-17. Some important places include the Jinnah Convention Center and Serena Hotel in G-5, the Red Mosque in G-6, and the Pakistan Institute of Medical Sciences, the largest medical complex in the capital, located in G-8 (Islamabad – Capital City of Pakistan, 2020).

Economic Setting

Islamabad is the capital city of Pakistan and a key contributor to the economy of Pakistan. Islamabad is the largest stock exchange of Pakistan after Karachi, which generates a great amount of revenue for the country. Along with information and communication technology, many other state-owned and other private companies are operating in Islamabad. The Federal Board of Revenue collects a huge amount of revenue as compared to the population of the city.

Education

With 87%, the city has the highest rate in literacy in Pakistan. Many public and private educational institutes are located in Islamabad. Reported in 2006 by Academy of Educational Planning and Management, there are a total of 904 institutes in Islamabad. This includes 384 primary, 291 high, 157 middle, 30 pre-primaries, 25 degree colleges, 15 intermediate, and 2 religious institutes. 17 recognized universities are also present in

Islamabad. Allama Iqbal Open University (world's 2nd largest university by enrollment), headquarters of top two engineering universities of Pakistan, and Pakistan's top ranked university, the Quaid-i-Azam University is also located in Islamabad (Islamabad – Capital City of Pakistan, 2020).

Health

Islamabad has both public and private medical centers. The largest hospital in Islamabad is (PIMS) Pakistan Institute of Medical Sciences hospital. Others are Islamabad Hospital, Children's Hospital, Maternal and Child Health Care Center, PAEC General Hospital and teaching institute and Shifa International Hospital. According to the Federal Bureau of Statistics of the Government of Pakistan, in 2008 there were 12 hospitals, 76 dispensaries, and 5 Maternity and Child Welfare Centers in the city with a total of 5,158 beds.

Places to see

Remnants of Ancient cultures and civilizations can still be found in the region due to its location on the Pothohar Plateau. Gakhar and Pharwala forts from 15th century can be seen located near Islamabad which was built on the remains of a Hindu fort from 10th century. Grave of the Sultan Sarang Khan is located in Saidpur which is said to be 400 or 500 years old. Islamabad has a popular tourist attraction. Damn-e-Koh is a lookout point at the hills showing great views of the city. The greenery and flowers enhance the beauty of the city. The famous and most recognizable landmark of the city is Faisal Masjid which was gifted by King Faisal of Saudi Arabia. It is the largest mosque of the South Asia and the sixth largest mosque in the world. Khanpur dam, Murree, National Park, Islamabad Park, Lok Virsa, Pakistan monument, Lake view, Rawat fort, and Jasmine Garden are some of the most famous places to be visited in the city (Islamabad – Capital City of Pakistan, 2020).

4. RESEARCH METHODOLOGY

In research, a methodological framework attempts to increase the comprehension of why various things in a social world are in a way they are. The qualitative methodology provides explanations of social phenomena with the help of tools and techniques. I have used relevant qualitative research methods to carry out this research. All variables were selected and extracted for qualitative measurements.

Some particular methods were used for the motive of information gathering helping me to obtain reliable and desired data. Qualitative methodology has a variety of tools and techniques. In my research, only those tools and techniques were used that were applicable to my research topic. Rapport building, informal interviews, audio recording, interview guide and narrative analysis were employed getting the reliable data.

4.1 Rapport Building

It is one of the imperative and initial steps of fieldwork for the researcher. It initiates in developing the mutual trust with the respondent which helps in positively affecting the findings of the research. Rapport building provides a non-judgmental behavior and harmonious relationship between respondents and researcher so the researcher can generate effective communication with people. Parenting practices and its discussion preferences is one of the personal matters of every individual. To ask questions or to discuss openly on a personal level requires comfortable communication. For this purpose, I have employed this technique prior to using other research tools. As an anthropologist it is important to be unbiased and interact with the respondents staying in their comfort zone.

I did not have much trouble in understanding the way of talking and communicating with my respondents as they had the same language as mine but I had the problem in making the respondents feel comfortable to share about their home environment or other issues as it seemed as a personal information to them. I also had difficulty in making my respondents

understand the purpose of my questions and what I have to do with all the information I was asking about. Some respondents also took it as a fun activity and did not bother sharing the right information. Students above the age of 20 showed a mature response and did help me to gain desired information that could help in making better findings and conclusion for the research topic.

4.2 Sampling Unit and Sampling Size

Sampling is the process of selection of few individuals from a population of interest to generalize the results about the situation of the whole population. The sampling unit of my research were male and female students of Islamabad colleges. I selected 25 respondents, with an age group between 17 to 23 years for my research purpose. I selected this sampling unit because it was difficult for me to cover all the population acquiring in a short period. I have used multiple sampling techniques for my research.

Convenience Sampling

I have used convenience sampling to select my sample. It is a type of non-probability sampling. In this sampling method, respondents are selected who are convenient to the researcher. In convenience sampling, the researcher finds individuals who are conveniently available with the requirements of research questions and the aim of the research. I have used this sampling because Islamabad has many colleges located in the city and it was not possible for me to reach out to students from many different colleges, so I selected the respondents from the colleges that were convenient for me.

Random Sampling

I have also used random sampling technique for selecting my sample. It is also a type of non-probability sampling. Random sampling is a widely used method that fulfills the criteria of research questions in selection of respondents and helps to identify respondents more efficiently. I have used random sampling because my research focuses on exploring

the relationship of students with their parents and its impact on their academic achievements, directly or indirectly. Randomly students were selected for the interviews from different colleges in Islamabad.

4.3 In-depth Interviews

Both formal and informal interviews are widely used techniques in social researches that generate detail information about the research questions and provide useful data. I prepared an interview guide to conduct structured interviews whereas the informal discussions are the part of daily life conversations redirected towards research objectives. I took initially various spontaneous interviews which were purely conversational or more like a gossip with purpose of knowing the individual psyche developed in result of culture and environment the students resided in. I interviewed male and female students from multi colleges. I introduced myself and provided a brief purpose of arranging the interview and aim of the research at the start. To create a friendly situation for the respondents, I tried making them comfortable asking a few general questions about their education and interests. I tried to get detailed responses from the respondents, preventing short responses. The interviews were recorded by audio recorder and then transcribed latter.

4.4 Narrative Analysis

The narrative research in the qualitative research methodology is a inquiry that analyzes and elicits stories to understand cultures, people, and societies. The knowledge gained then is constructed through the study of the content and the structures of the stories. In anthropology, narrative inquiry was an outcome of social constructionism which presented living experiences as a social epistemology (Berger and Luckmann, 1966). Narrative as a central mode of human cognition was introduced by Mischler that offers insight into collective and individual experience and identity

Narrative analysis or a narrative inquiry is a qualitative research approach in which the researcher analyses stories that are generated by people. This approach helps in understanding how people represent themselves, or their experiences to themselves and others. It is an approach whereby a person's stories are understood in past, present and future within the associated context. It allows the researcher to explore personal and social learning and experiences in a shared environment of an individual in which the learning or the experience takes place. It also allows the researcher to examine different components of a person's context constructing a more holistic view of a person's life. The researcher gets to connect with the respondent actively on both personal level and within the research domain. Narrative analysis gives a voice to individuals' life stories and provides the mechanism of leveraging them. Narratives were collected from the students of colleges. Audio files were made of every detail shared by the participants so no mistakes could be made while rewriting the data (Agosto & Wolgemuth, 2019).

4.5 Interview Guide

Qualitative research design was used to get information through self-designed interview guide. An interview guide is a necessary for conducting formal interviews. Questions are asked from the interview guide by the researcher to gather the desired information. An interview guide was prepared which comprised of relevant, meaningful, and understandable questions for the respondents. An open-ended response pattern was used in all questions. The interview guide helped in conducting interviews and making discussions with respondents. It assisted in generating relevant information of the research.

4.6 Audio Recording

To employ research techniques including interviews and discussions, audio recording is one of the supplementary tools to record detailed information. I also used audio recording

method to save extra time and to collect every piece of data. I transcribed recorded data during the fieldwork. While conducting interviews, it gets difficult to keep up with the respondent's information. It becomes difficult to write everything down in sequence and also noting down every detail is time consuming. Hence as I own a smart phone having the convenience of voice recording, it helped me to store the interviews in digital form. Audio recording also helps in remembering and narrating the emotions in which the information was being given. In narrative analysis, the data is written as the voice of the respondent itself, so this technique assisted me in generating my desired findings.

4.7 Field Notes

Field notes are effective method for keeping the record of daily events and observations while on research. It is comprised of writing essential information for keeping the reminder of the information noted during field work. It helps in reminding every piece of information that can be useful for the researcher. It an important source for collection of memories and ideas taking place during field work (Tessier, 2012). It is one of the significant techniques used in the research for utilizing the recorded research data in the written form. Some respondents do not feel comfortable to record their personal information on audio recorders. Therefore, field notes helped me to jot down the in recorded information as well as the nonverbal data gathered through participants observation. The data was written in diary then analyzed latter.

4.8 Research Ethics

The identity of the researcher and the purpose of this research were not hidden from the research respondents. To ensure informed consent, respondents who were willing to become a part of this research were selected. Personal information of respondents such as name, age, sexual orientation, and other confidential data were revealed on permission.

Interviews were recorded after taking permission from respondents. Respondents were made ensure that the data and information collected from them is only taken for the purpose of making findings to the research topic. Respondents were given confidentiality and anonymity of that their names would not be given by the data they provided. Participants were also given the opportunity to ask any doubts or questions about the details they were asked about and the purpose of the research. Verbal informed consent was given to the principals of colleges for allowing taking information from the students. Research letter was shown for taking permission from the principal as well as from students. They were made sure the information would be treated strictly confidential and handled with accordance. Audio files and transcripts were kept saved in a secure device which was only accessible to the researcher.

4.9 Data Analysis

A researcher must turn data collected through observations, interviews, photos, and jotting into results. According LeCompte (2000) turning data into results will be useful in improving programs, in finding out the solutions of the problem, and in explaining the events happened during field work. I tried to turn the data acquired during the field work into findings for the sake of better understanding the state of special education, the problems and barriers faced by the authorities, and the perception of the people regarding gym and beauty.

Almost all of the data was preserved either in audio recording or in field notes. It contained information regarding various aspects of different abilities, state of education of differently ambled, hurdles and problems of social, economic and infrastructural nature as well as short account of respondents' personal life along with prominent habits.

Good qualitative data should be as unbiased as possible but as it is known that human have biases embedded in their cognition so, complete impartiality is not possible. Qualitative research collects large amounts of data, which may be in different pieces that need to be

brought together to provide a good picture of what the researcher intended to find out. There are various approaches which are used by research in order to analyze data. Alan Bryman (2011) highlights most commonly used and appropriate approaches used in the analysis of qualitative data. These include thematic analysis, grounded theory, narrative analysis, discourse analysis and qualitative content analysis. I have used narrative data analysis approaches for analyzing the collected data.

There are multiple ways to understand and frame different approaches, traditions, and practices within narrative inquiry. Kim (2016) pointed to broad traditions in narrative inquiry: narratives of the self, narratives and society, and narratives for/of social justice. Within these traditions, different qualitative methods may be used to generate, elicit, and analyze narratives. In order to produce insightful analysis, it is advisable to a researcher to collect data them self. This is because data familiarization is a key to narrative analysis as it is for other qualitative data analysis methods (Howit & Cramer, 2007).

As it is known that a researcher collects huge amount of data in qualitative research so, I made sure that I examine each specimen of data collected on weekly or sometime on daily basis in order to test suitability. I categorized the data collected during the field work according to the themes of objectives. Objectives were divided into variables and three or four questions were asked from the respondents based on variables. After that I accumulated the data acquired from each respondent according to the variable and then I made a distinctive map of each theme in order to avoid overlapping of data. In addition, the recorded interviews were also transcribed on a daily basis to avoid accumulation of notes, and also mixing up of respondents' voices, since it is always very important to understand who said what and when. Narrative analysis made a clear path for me in order to connect data with review of literature presenting the findings.

5. Parenting Styles and Impacts on Students' Academic Achievement

Research revealed a significant relationship between styles of parents used for approaching with their children and the impacts it had on the cognitive building of the child. Students having parents with different parenting styles were observed to have their own unique perceptions about academics and achievement.

5.1 Authoritarian Parenting and Students' Sentiments

Parenting depends on how you balance it. Whether you are very strict, or very lenient, one should not be extreme and know to how to maintain it finely. Authoritarian parenting is characterized by high expectations and low responsiveness. Parents with this style of parenting demand more than they provide the feedback and nurturing from their children. Strict rules are set by the parents and expected to be followed unconditionally.

Students having authoritarian parents were learnt to have emotional and social problems. Student narrated *"agrr main apny ami abu k sth time guzarun to mera mood aurr khrab hota hy. Meri mery parents k sth koi understanding nahi hy. Jb koi bt smjhana chahn to behs hony lgti hy. Meri hr bt ko gltt mtlb diya jata hy. Meri bt ya feelings ki koi ehmiyat nahi hy agrr main kch bolna chachun to mjhy bolty tmhy tameez hi nahi hy bary choty ki. Jb koi tension, msla ho khd ko ro ro k thkk krna prta hy khd hi suicide ka sochny lgti hun"*. This student was learnt to have lack of interest in studies. She always had low grades and problem in learning from start. She also shared she was never been encouraged or motivated for what she did or what she wanted.

Parents with authoritarian style are harsh, aloof, and cold. They force their choices on their children and expect them to be seen at any cost. Aggression is a common trait of authoritarian parents.

A student narrated, “*mery abu main jo ghussa hy unki ye aadat mery main bhi aagai hy. Mjhy jb ghussa aata hy toh boht hyper hojata hun*”.

These parents want their children to be seen and not be heard. They offer no encouragement or praise even if the child is being obedient to the values and rules set by parents. Students were reported to share that even achieving good at their studies parents did not appreciate their hard work.

One of the respondents narrated "*Mjhy doctor bn'na tha par mery abu ny mjhy admission nahi leny diya, wo bolty thy aisi shaklain hoti hain doctor bn'ny wali*"

Trust issues were observed by the parents on their children. Student narrated “*agrr bahr sy aa k koi bolega mery liye isny aisa kiya hy to mery parents uski bat maan lengy meri nahi*”.

Parents did not give nor had the confidence in the choices of their children. No freedom was given to the students to learn and study what they wanted. Authoritarian parents do not want their children to make mistakes so they make them do what they think is better for their child rather than letting the child choose for themselves or make any decision on their own and face natural consequences for those choices.

A student narrated “*main kabhi apny parents jesi parent nahi bnugi.*”

These parents are highly critical and just want to get desired results from their children without having the concern what the child wants. Authoritarian parents are just about their child doing what they have been demanded to and have nothing to do with the needs or feelings of the child.

Approach of authoritarian parents can be also effective in certain situations. Rules and strictness set by parents on peculiar situations can also have adequate benefits on students.

One of the students narrated, "*Mery parents ny hmary hr kam k liye timing set ki hui thi. Khana peena, sona jagna ispy strict rules follow hoty hy. Ghar sy late bahar rehna, time waste krny waly koi kam allow nahi hoty ghar main*" Strictness building habits that can be healthy and impact students on positive ways are acceptable.

5.2 Authoritative Parenting and Students' Beliefs

As the name suggests, authoritative parents have a hold on their children's behaviors to a very extent. Authoritative parents let their child live a life of freedom and independency and take accountability of things which make them responsible in turn. Authoritative parents keep demands and expectations from their children but at the same time they also provide them with resources required to fulfill those expectations.

Students having authoritative parents were observed to be given continuous support which helped them in reaching and meeting their goals. Findings explored from students proved students with authoritative parents tend to have high motivation levels, are more confident and self-driven.

Students having authoritative parents had positive beliefs when responding to questions. They were seen more confident mentioning details about their parents. They had positive attitude towards their goals.

One the students narrated, *"Mery parents ny start sy hum behn bhaiyon py focus kiya, hmy hr chez guide ki, hmary main wo adatain dali jinka impact abhi tk hy hm py aur shyd yehi wjha hy main hmesha sy hi ek bright student rha hun, books reading hmary ghr main sb krty hy, shuru sy hr Friday hmary ghr bazm'e family hota hy. Family k sb log sth beth k pury week ki batyn discussions krty hy. Quiz b hotaa hy. Sb behn bhai ek topic btaty hy phr uspy tyari kr k parents swaal pochty hy. Iski wjha sy articles books prhny ki practice start hui. Quiz ki wjha sy behn bhaiyon sy acha krny ka shok aata tha aur jb parents appreciate krty hy to feeling of achievement create hoti hy."*

This student also mentioned everyone should have parents like him.

Authoritative parents believe on freedom but with limits. They avoid resorting to threats and punishments. A student mentioned an incident, when he started his college, he got into company of friends that made him start smoking. One day his father saw him and instead of punishing him or saying anything his father stayed quiet and went back. *"Papa ka kch na bolny sy mjhy bohtt guilty feel hua aurr mjhy ehsas hua meny unka trust tora hy. Hum*

apny parents' ka trust khud gain krty hain apny actions sy unko confidence dena hmara kam hota hy k hum unko dhoka nahi dengy kch galat kr k".

Students with authoritative parents were less likely to report depression and anxiety problems. Parents aim to foster positive feelings. They recognize and encourage a child's sense of autonomy. One of the students was observed to have a very happy and content life, though she was an average student not having high grades she shared that her parents do not force her to do things and this was the reason she did not stress about marks or grades rather she just made effort on her part and had a positive vision about her goals and future.

She narrated *"agrr mery pas koi dost nahi bhi ho to main happily apny parents k sath sari life guzar sakti hun. Mery parents mery sab sy achy dost hain wo mujhy har bat sikhaty bataty hain. Ziyada azadi bhi nahi di limits set ki hui hain har chez ki. Ek do dffa mera result khrab bhi aaya tha par mery parents ny mujhy degrade nahi kiya aur iss wjha sy mjhy ziyada feel bhi nahi hui ye bat par agli dffa meny achy marks ly liye thy."*

5.3 Consequences of Permissive Parenting

This parenting style can also be named as indulgent parenting. These parents are lenient and overly lax. They do not monitor or guide their children's behavior. It has been recognized that permissive parenting is one of the worst parenting styles. These parents do not monitor their children's studying habits and also do not demand them to perform or set a goal for their children to strive for.

Students with permissive parents were observed to have low self-discipline. Such students were reported to have more sensitive attitude towards problems because of getting love and care from their parents without limits. These students did not have the fear of messing up with their studies as they know their parents will love them unconditionally. These students were more likely to get involved in activities that may affect their health and education.

They had no real sense of boundaries since their parents reacted to their actions rather than imposing sanctions in advance.

One of the participants was found to have permissive parents. He related that after he completed his metric, he got his admission in Punjab College. His parents did not take much interest in his decisions and let him do what he wanted. After his admission he had more of his time spent out of the class bunking with friends. His parents did not know about his activities as they thought he was attending college regularly.

He narrated, "*Meny apny doston k sath apny group main gang bna k rkha tha. Hum college aaty thy sbha uniform pehn k phr wahan sy nikal jaty thy bike py ghumny kbhi idhr kbhi udhr. Chutti ka time hota tha wesy hi wapis khd ko thek kr k uniform main ghar chlay jaty thy. Ami abu smjhty thy bcha college sy thka aya hy prh k. Aisy ami abu b khush aur hum log b khush.*" He also added that these activities did not affect much on his studies. He managed to pass anyways with average marks but he could have done better if someone would have stopped him.

This showed freedom given by parents without setting rules can distract students from the real motives. These distractions can also cause students to see consequences which could have been stop by their parents if proper check and balance is done.

5.4 Parental Attitudes and Students' Achievement

Achievement or goals can be expressed as ones' own personal beliefs established to arrange their skills. It informs about how and why one is motivated to succeed. How parents tend to deal with their child effects on their perceptions of what they want in life and how they can get it. The attitudes parents have towards their children constitute the social influence experienced during earliest years of the child. Parenting attitudes play a vital part in the growth of children and their perspectives.

When parents engage with positive attitudes with their children, it helps them to regulate their own feelings to cope with the world. Positive parental attitudes build confidence and self-esteem in their children. Parents having attributes of authoritative parenting make their children believe that they can conquer any problem and have the ability to accomplish any task. These parents are less likely to control their child with force, rather give them the freedom of choice by setting limits. Students with such parenting attitudes are more likely to become academically successful and well behaved. They are more responsible towards their work and feel comfortable in sharing their problems.

Respondent narrated:

“Mery parents sb sy best parents hain satisfy hn un sy kafi understanding hain. I have a very friendly relation with my mother; my father is strict but not much. If I get bad grades or numbers, they motivate me hosla dety hain kch nhi hota. If I have any problem in my life, I am able to share it with my parents easily jesy main apni friend k sth share krti hn kch bhi ho wesy hi mama k sth bhi share krleti hn. Mery parents ny kbhi apni mrzi nhi thopi mery py yeh krna hy yeh nhi krna. If my parents have to take any decision for me, they first ask me about my opinion “tm ny kya bn’na hy kya nhi bn’na”. For my future I want to be a psychologist and I am sure my parents will allow me. My parents never force me to do things.”

Contrary to this, parents with strict or ruling attitudes had a negative impact on the child. They do not let their child to get involved in problem solving challenges or obstacles. They make the rules and enforce the consequences without knowing the opinion or wish of their child. These are the traits of authoritarian parenting.

Students with authoritarian parents had self-esteem problems because their opinions were not valued. Feelings of aggression and regrets for not being able to make their life choices them self were observed.

Student narrated:

“My parent’s anger is something I would not like to have in my personality”. Comparing her parents with her friends’ parents she said she feels that their parents are better than her parents, as they have a more friendly relation. *“Meri friend aima hy us k baba us k sth bht close hain aur is trha sy main nhi hn, bushra ki mama hain wo us k sth bahr jana ghumna wgera sb krti hy, stand leti hain us k liye lekin mery parents us trha sy nhi hain”*

She shared, as all decisions were taken by her father at home, for her future, he did not allow her to pursue her career the way she wished. She also said, *“Sometimes I feel ignored towards my opinions “tmhy kch nhi pata chup rho phr main nhi bolti” I also get criticized on my dressing by my father “ye kesa trouser pehna hy”. Mera goal tha main Natural scientist bnu, mjhy botany main interest tha abu ki wjha sy university nhi ja ski to ab mera goal hy job krn as a teacher main BE.d bhi kr rhi hn sth pr bura feel hota hy parents ki wjha sy nhi bn ski jo chahti thi pehly”*

Another respondent shared, her father was very strict and too much strictness impacted on his younger brother. He had no speaking skills because of the fear that her father had on them. It affected him on his academic conditions. His teachers used to complain about him not speaking, his silence was to the extent that his teachers used to think *“goonga hy ye”*.

6. Parenting Factors Associated with Students Healthier Academic Outcomes

Different factors along with parenting styles of parents were also explored that demonstrated an essential impact on students' behavior as well as their academic outcomes. These factors included the parent-child bond, parental educational status, income, expectations, home environment build by the parents, and parenting background. Students had different narratives about these factors which are discussed below.

6.1 The Parent-Child Relationship and Academic Achievement

A child's development begins with the interaction of the child with his/her parents. How the parents interact with the child is important in preparing him/her with giving primary instructions of academic learning. The bond shared by the parents with their child has a huge effect on the emotional and physical growth of the child which has possession on the academic life of the child as a student. This bond helps the child as a student, renders him/her to be equipped more psychologically to deal with the stress and challenges of life at college.

Parents having a friendly bond with their child show a positive attitude of students related to their academic performance and achievements. Such students are given the confidence of choosing their academic fields which suits them best and thus this result in positive academic growth. Parents having a friendly relation with their child also help him/her to deal with the daily tasks and problems of college studies. It also benefits the child in staying safe from the detrimental environment or fellows at college that can show the way of wrong. Such children get to share everything with parents and are guided with the best.

A student related to this,

Parents/child play a vital role in his life they support him always whenever he needs them, they were there for him when nobody else was and were always there for him and supported

him when he was a kid and till now. He told his father assisted every decision he took, taught him how to be a good human, how to treat people, how to stay calm in every trouble of life, and how to be mentally strong to handle the worst of every situation. When he was young, his father himself used to wake him up and dropped him to school just to spend more time with him. Every weekend, His father took him for a long drive and outing just to make him happy. His father did everything for him. He provided him an opportunity of getting education as he belonged from a community where mostly parents didn't support and were in favor of education. After he had completed his metric, everyone in his family and relatives wanted that he should support his father in the business, but his father stood behind him and supported him to complete his education. He told, once he had a terrible car accident which caused him several injures in chest, arm and legs. He got hospitalized for many days on bed. In all these hard days, his parents stayed with him day and night. He said, after his accident, he felt terrified and was completely devastated mentally and physically.

Due to the support, love and guidance of his parents he was capable to be stronger and recover mentally and physically. His parents were like friends and mentor for him when he had no one else with him to share his pain. Due to this time spent with the parents and the bond they shared, he developed his personality, and due to their positive role in his life lots of positive changes occurred in his personality. His father taught him always that how to be a good human being, how to help poor and needy people in their needs and specially how to take care of relationships. Now due to their teachings and the perfect bond they had with him, he tried his best to be a good human and a good student, who wanted to make his parents proud one day.

Parents having an unfriendly or ignorant relation with their child also had disadvantages on academic learning. Such students mostly, did not feel the motivation of performing well at studies. They got involved in other erroneous activities which distracted them from their real motive of coming to college. They studied just to pass rather to achieve good grades. Such students also had no life goals or did not know what they had to do in their future.

One of the students while talking about her relation with parents narrated: *“Meri mery maa baap k sath bilkul koi understanding nahi hy. Meri bat ko ghar main koi importance nahi di jati. Mjhy akela feel hota hy jesy mera koi hy hi nahi jis k sath apni koi problem share kar sakn. Main prhai sirf isliye krti hn kiyun k mery ami abu chahty main prhun wo bhi bas isliye nikami na reh jaun, khandan waly kya bolengy, mery ami abu har time comparison krty rehty mera mery cousins k sath aur phir mjhy demotivate krty tmhary sath kya msla hy kiyun hy. Mjhy koi interest nhi prhai main, boht dffa fail b hui hun. Mery koi life goals nahi main bs time pass krny k liye college aati hun, ghar k mahol sy bahr nikalny k liye kuch time.”* (She also got tears while sharing all this).

Another respondent shared: Parents relation with child affects the personality of the child *“bnda khd ko explore nhi kr pata jis trha sy bndy ko krna chahiye.”*

6.2 Home Environment and Curriculum

Family life and home environment has an important role in correspondence with a child's development and his/her achievements as a student in academic learning. Certain practices at home are positively linked with a child's growth and learning. Home environment includes how the parents communicates and talk about everyday events, what activities and routine are set for everything and what discussion is held between the parents and the child that can be useful or helpful in adding any benefit for the child in his/her academic learning. Parents should show concern in how they show the expression of affection and the use of correct and effective language in communicating and how much value is given to the voice of the child while he/she is sharing something.

A student should be given formal time for studying at home. An ideal routine at home for a student known was that included proper timing for every activity, time to eat, sleep, play, work, study, and read. A student should also be given some private time in which he/she can study and read at peace. Students have to deal with the stress and pressure of studies from burden of daily assignments and exams. Parents should make sure their child does

not have to deal with any stress at home because of their parents or any other home issues. Parents should also raise the child with the habit of punctuality and sincerity to his/her academic duties.

One of the respondents related:

“Study room is an important thing for a child to motivate him and concentrate on studies. My parents had made a separate room for study. Parents themselves also practiced the activity of reading.” Sharing about the atmosphere of his house, he shared; *“there was no acceptance of sitting free or wasting time”*. One had the freedom to do whatever they want but staying in the limits of morality. Restrictions were also made like not listening of music freely or having friends’ gathering and party.

He also narrated, *“Ek bcha tb ziyada behtar seekhta hy jab wo apny ghar ki environment ya surroundings sy observe krta hy, mery parents ny hmesha koshish ki main aur mery behn bhai un k actions sy seekhain jo kam, routine unho ny set ki ho apny liye, un k bchy wohi sb observe kr k apni routine set krain.”*

Another student narrated,

A home is a primary institute for a child. Ghr main jo atmosphere create aur display hoti hy ussi sy bcha observe kr k seekhna start krta hy. Phr aisly hum wo achi ya buri aadatain kam own krna start krty hain ya follow krty hain jo hmary parents hmy dikhaty hy. Yehi aadatain phr puri life k liye kam krty hy, kamyab bnati hain.”

An ideal atmosphere of the house is one in which lenient time table should be followed for everything. It helps in living a balanced life. Otherwise, there would be no order in daily activities and then it disturbs the habits of a person making a haphazard life.

One of the students narrated, *“mery ghar main prhai wala koi mahol nahi hota jab exams hoty hain tab bhi sakoon sy prhny nahi deta koi. Ghar k kam krny prty hy har haal main aisly prhai py focus bhi nahi kiya jata bohat tension hoti hy.”*

6.3 Parenting Background and Students' Perception of Achievement

How parents raise their child also impacts on how the child perceives achievement. Findings showed that students raised with different parenting styles also had a unique definition of achievement. Beliefs and values of the parents and the practices they had while dealing with the needs and problems of their child affected them how they performed in their academics and what beliefs they had for achievement. Students having authoritative parents had a different opinion for what is achievement for them than those who had authoritarian or permissive parents.

One of the students, with authoritative parenting style, when asked what was achievement for her or how she defined a successful person, she in replied, *“Grades or marks are not what make a person succeed in life, and rather it just makes a person valuable in eyes of people. Achievement is something that owes me a happy satisfied life.”*

Student with authoritarian parents when asked about what is academic achievement for him stated, *“A successful person can be defined in many ways but according to his perception, what his life and parents taught him, there is no such thing as failure, it is all done by Allah. Failure is the first step to success. There are people who have everything, good grades, are wealthy but have no respect in the society”*. A successful person in his eye was a person with good attributes which he/she may learn from one's life.

Another respondent shared, according to her achievement is something reaching your goals beyond your expectations. She said, achievement can be attained by having support of group of peers with you. Your achievement depends on the people around you and your surroundings. *“I am not someone who achieves something; WE are something by which we achieve our goals”*. *It is always we for achievement, without a team you cannot achieve something, you cannot get through something alone, you need a team for your achievements. Achievement is like building blocks. Like you need a team or people to build blocks just like that you need people for your achievement. Each and every block is the person behind your achievement. Parents play main part in building these blocks of*

achievement. If one has the best support of her/his parents she or he can achieve anything in academic or in life.”

6.4 Parental Educational Status

Parents with a better educational status have a positive relationship between the child and his/her schooling. Parents with high educational level can provide their children with a better environment having easy access to good social amenities and infrastructure. The higher the level of the parents' education, the more opportunities and years of schooling the child obtains. Educated parents have better sense of making their child develop sociologically and psychologically influencing their academic outcomes. The level of parental education also influences the beliefs, knowledge, goals, and values in raising their children. Such parents with higher education also become role models for their children and inspire them to work and perform better in academics.

Educated parents can help a child with early learning at home. They are capable of introducing them to books at a younger age. They will involve their child in more educational activities which will make the child valuing education.

One of the respondents related, his parents taught him basics such as identifying shapes, colors, alphabets and numbers, before he started his school, then, whatever activity or work done at school was also repeated at home. His parents made sure that he better understood what he was made to learn. As a result, it made him among the best performer at school and college.

Whereas, parents with average or low education level were not able to help their child with their academic problems and also had to struggle hard for providing them with best opportunities. Such parents wanted to see their children succeed in their academic life and this also gave parents the sense of achievement which they could not have themselves. Parental education is not only important in making their children perform well in academics, beside this, parents with education and knowledge also knows how to keep

their child healthy. They know what pros and cons they can have on their child by the environment they make for their child in which he/she grows. They can help their children deal with the anxiety and depression which comes from the pressure of studies at college.

A student shared,

Her father belonged to a very conservative and middle-class family from village with just primary level of education. Her mother belonged to a well-educated, high-class family, lived in a city. This was the only reason of the low level of understanding among them. This difference of the education level always created conflicts between the mentalities of her parents. Her father used to make some restrictions in the home activities that used to annoy her mother and disturbed the peace of the house. This was the reason; her parents had fights and arguments from the start. She told that now if she's 18 by age, she had never spent any week or a month without her parents fighting. She explained, her father was a type of person who had no seriousness towards the future of his family. He being not able to study himself made him have a conservative mind set. He also did not want his children to study. The only thing he kept concern was her mother following his rules. For this he did not even focus on working on his business. He had never ended issues which always affected the house environment. His father wished her to leave her education after metric, but she somehow with help of her mother managed to take admission in college.

6.5 Parental Income

Parental income is a key factor in determining students' academic performance and achievement. The economic status has been demonstrated to be a significant predictor of students' achievement. Parents having a higher net worth are more likely to hold a higher expectation for their children's education. It has significant impact on children educational level. Firstly, it affects the equality of opportunity. For example, parents with strong economic status can provide their child with every necessity that can make them achieve

high in academics. Such parents are able to give more and better educational resources. These parents can spend more on their children and this can lead to better outcomes.

Educational attainment linking with parental income shows an increase in parental income modestly increases the educational attainment of the children. Rich families are able to invest in assets that help in child well-being as a student. Schooling is the base of every student in which he/she starts the process of knowledge and education. If the starting is done with best, it then has prolonged benefits. Students who are privileged to start their schooling with English medium schools are able to perceive the syllabus of higher education easily and thus have better outcomes. Rich families are able to give their children such schooling which gain them good understanding of syllabus at college. Students coming from families having strong parental support are more confident about their goals and what do they want to achieve in life. They are able to choose the field of their interest and perform best in it. These students are more likely to perform well in their academics without the stress of failing.

As narrated by one of the students, he had an ideal childhood a child could have. Starting from his school life, his parents admitted him in a well-known private institute. Good creative activities were done which made the learning and education fun. His class fellows were also best people he had in his school life, which continued the study with him till metric and further. The perfect bond with the same people in whole school life had a positive impact on his attitude. He also added that it was one of the reasons he always got good grades and was a bright student. It was his parents' decision that helped him grooming, and developing his good confidence level and communication skills from a good institute which became a part of his personality. It had a long-lasting benefit in his life, which now helped him in his college studies.

Whereas, poorer families having low income are unable to provide their children with the best resources in which the child is raised. These students have to compromise on their needs and interest. Family income may not matter if the bond between parents and the child is good, but as a student, he/she has to face many social or emotional challenges. Such

students also have problems of inferiority complex. They keep comparing their achievements with the students who are privileged to be rich. Even if they do perform well in academics, they do not feel any achievement as for them achievement means to be richer and live a life that has no compromises.

One of the respondents relates, *“Main hmesha sy position holder rahi hun, start main private achy school sy prha, hr teacher ki favorite hoti thi. Mjhy O, A levels krna tha pr fees issues ki wjha sy mery parents ny mjhy government school main admit kr diya. Tb sy mjhy kabhi wo satisfaction feel nahi hui, main hmesha dusron ko khud sy compare karti thi us k pas ye hy, wo ye krta hy, uski dressing aisi hoti hy, us k maa baap us ko sb krny dety hy, meri aksar lrai bhi hoti hy iss bt pay apny parents sy.”*

6.6 Parental Expectations and Aspirations

Expectations and aspirations of parents reflect the degree to which parents presume that their child will perform well in academics, now and in future. These expectations and aspirations represent a critical role that parents have in getting their child ready for college and guiding them to achieve better once there. Parents socialize with their child by communicating the aims they wish their children to obtain, the aspirations they want their children to fulfill, and the values they want their children to internalize. Parental expectations and aspirations are best explained as internal representations of desired states or outcomes that the parents hold for their children. Parents might set certain goals and hold certain expectations for their children with respect to academic achievement. These expectations can be such as doing well in class, graduating college, and pursuing successful careers. Literature suggests that parents of different ethnicities hold different and unique educational aspirations, goals and values for their children. These expectations can have either positive or negative influence on the performance of the child as student.

One of the students narrated, his parents always wished and wanted him to become famous and rich like the people they used to see around them. *“Wo itna ameer hy, us k pas itna paisa hy, us ny jo parha wohi tum parho...”*

His parents always expected from him to study what can make him rich rather than what he wanted for himself.

Another student shared, as a college student she took tuitions. Parents of her students did not expect or wanted their child to have good grades. She said *“main jis bachy ko prhati hun us k parents ye nahi expect krty hmara bacha top krry ya achy marks ly, hmy bas ye chahiye hm jab apny bchy sy pochain kch to usko samjh ho pata ho kya bolna hy kya batana hy, aur aisi expectations parents ki taraf sy hona acha hota hy bcha stress nahi leta jo bhi parhta hy samjh k prhna chahta hy. Pr aisy parent jo apny bachy py stress daly pressure daly k tm ny first aana hy achy marks leny hy wo bchy phr stress main reh k krty hy sab bound hojaty hy khd sy sochna chor dety hy.”*

7. Summary

This study was conducted in order to better understand the relationship between the degree of difference in parenting styles and how it impacts on students' academic achievements at college. This study was undertaken in order to better understand how parents who have different parenting styles and practices may influence the outcomes of students at college. It was observed that the parents having a friendly relationship or an authoritative parenting style helped their children to have a healthy mind set making them able to give their best in academics. Such students had a positive attitude towards their academic achievements. They were more likely to be stress free and able to deal with the problems and tasks of college certainly.

Whereas, students having parents with an authoritarian parenting style, had trouble in dealing with the stress as a student because of not being able to share their strain with their parents. They did perform well in academics and were able to achieve better in studies but did not have the same positive frame of mind as of students with authoritative parenting style.

Parents with permissive parenting style make the student independent of the decisions and their academic performance at college. As there is no much pressure of parents' expectations and rules on their children, thus the level of achievement depends on the students' own decisions and commitment. This also caused them to face the consequences made by their own wrong decisions.

Authoritarian parenting styles suits the best for a child to lead him perform well as a student but this also builds the pressure of expectations and aspirations of the parents on their children. Thus, parents should have an authoritative parenting style which may not lead their students to achieve best but whatever they may achieve it will give them the sense of satisfaction and they will also make sure to do what they can to make their parents proud. When students were asked about what is an ideal parent-child relationship mostly shared that a perfect parent-child relationship is built when parents take keen interest in the needs

of their child from the childhood. They should make the environment for the child that is congenial to their soul. There should be a comfort zone in the relation. Empathy should be developed in the minds of the children. Pros and cons should be taught with logics. They are the basic institutions for a student from where the learning process is started. Their behavior and values have a prolong effects on a child as a student which than determines the achievement one gets.

Academic achievement for the students of college should not be just about having high grades it is also about preparing oneself to deal with the hurdles of practical life which comes after the education. The best parenting style is the one which makes a child able of not just having a positive outlook for academics but also having knowledge of dispensing other life wrestles.

8. Conclusion

The students having authoritarian parents are usually found to be more hostile, rebellious, and show emotional disturbances. Authoritarian parents are strict, and dominating. They teach their children to be submissive to obey and to be dependent on them. Authoritative parenting has been found as the most reliable parenting style for the students. Such students raised by authoritative parents tended to be more capable, and successful. Students raised by permissive parenting style lacked guidance and boundaries. They were most likely to be self-involved and possess poor educational skills.

Students with favorable parent-child relationship were more likely to have a superior emotional and social adjustment from college than those of having a less favorable relationship with parents.

Higher educational status, high family income, friendly parent-child relationship were the factors having positive influence on the intelligence and adjustment of the child as a student, giving healthier academic outcomes. Parents have been found to have many effects on their children by their style and practices of parenting on the behaviors, beliefs, perceptions, and views as students.

9. Recommendations for Parents and Further Research

Parents should consider looking for ways that can help in incorporating more of a authentic parenting style and practices for interacting with their child. What is given at home can be demonstrated at students' academics also. If a student is given the confidence that he/she can achieve whatever they want they are more likely to put their efforts on their goals. Parents should give the sense of reliability to their child that whether they succeed to achieve good or fail to achieve according to their expectations, one should not give up and he/she would always have his/her parents by their side. Values inclined with positive attitudes can lead to positive students' academic achievements.

The following changes in the design of the study may seem in better results. Use of sample having greater number of participants from more diverse locale or group of colleges can provide more valid and generalizable data. A longitudinal study on this topic might be able to look at developmental perspective assessing the perceived parenting styles and academic achievement of students. A further survey can also include questions to gather information from parents themselves on what the student actually does versus what he/she can do. More current parenting style constructs can also be used.

9.1 Limitations of the Study

From a statistical standpoint, fewer respondents increase the likelihood of less significant data. Many limitations were there in carrying out this research aside from obvious small sample of respondents and demographic area. The colleges chosen for sampling were limited in number. The sample consisted of only boys and girls of age among 17 to 23, having both biological parents. The colleges selected were few in number; therefore, the findings of this study cannot be generalized to all the college students and their parents, living in Islamabad. These limitations may have restricted the data from being significant.

Socio-economic Data

Table 1

Students' Age	No. of Respondents
17-18	4
19-20	10
21-22	8
23-24	3

Table 2

Students' Education	No. of Respondents
Intermediate (FA, FSc, I.com)	16
Bachelors (BA, BSc, B.com, BSS)	9

Table 3

Family System	No. of Respondents
Nuclear	19
Joint	6

Table 4

Parental Education (Mother)	No. of Respondents
Metric	9
Intermediate	8
Bachelors	5
Masters and above	3

Table 5

Parental Education (Father)	No. of Respondents
Metric	2
Intermediate	7
Bachelors	11
Masters and above	5

Table 6

Parental Income	No. of Respondents
15,000 - 30,000	6
31,000 - 45,000	4
46,000 - 60,000	9
61,000 – above	6

Table 7

Parenting Style	No. of Respondents
Authoritative (friendly)	10
Authoritarian (strict)	12
Permissive (liberal)	3

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INTERVIEW GUIDE

1. Name?
2. Age?
3. What is your current education?
4. What do your parents do?
5. How many siblings do you have?
6. What is the approx. income of your parents?
7. What type of a relation do you have with your parents?
8. Do you feel easy to share things with your parents?
9. How much time do you spend with your parents?
10. What do you do in that time mostly?
11. Do you have open conversations with your parents in family discussions?
12. Do your parents give importance to your opinion?
13. Does your opinion matter to your parents?
14. How much concern do your parents keep on your daily routine/activities?
15. Do your parents monitor your activities/actions?
16. What type of a relation your parents have with each other?
17. Does that relation effects on your life in any ways?
18. To whom you are closer? (Mother/father or other)
19. How was your childhood?

20. Are you satisfied with the type of childhood you had?
21. What good and bad long-lasting effects your childhood still has on you?
22. What is your academic background?
23. How good you were in your school life?
24. Were you a good student?
25. How was the environment in which you had your primary education?
26. Did you (and still) take part in school activities/ sports/ functions held by school?
27. Are you satisfied with the type of school life you had?
28. What were the views of your teachers about you?
29. Did you ever face any problems in your academic life?
30. Did your parents keep concern on your study life?
31. How did your parents used to react on your result?
32. What were their reactions when you had good results?
33. What were their reactions when you had bad results?
34. Do your parents appreciate/encourage you when you perform good in any school and daily life activities?
35. Do your parents motivate you or help you when you face any problems in your study and daily life?
36. How the reactions of your parents (good/bad) do affect you?
37. How do you solve problems faced by you in your academic life and daily life?
38. Do your parents help you in solving your problems?
39. What is your parents' involvement in your studies?

40. What is the environment of your home?
41. Do you feel comfortable for studying in your home environment?
42. What bad/good effects the environment of home has on your academic life?
43. Do you think good grades does matter?
44. Do your parents support you in your decisions?
45. How much freedom do you have for making decisions for yourself in academic and daily life?
46. How often do you get health problems (physical/mental)?
47. How much concern do your parents keep on your health-related issues?
48. Have you ever felt ignored with your needs in academic, health, social life?
49. Do you have any behavior problems (aggressiveness, too quiet etc)?
50. What good personality traits you think you have because of your parents comparing yourself with others?
51. What bad personality traits you think you have because of your parents comparing yourself with others?
52. What good/bad habits do you have because of your parents and because of yourself?
53. Are you satisfied with the way your parents raised you?
54. What changes you wish you could or can make in your childhood and your present life?
55. What are your life goals?
56. What type of a person do you want to be in the future?
57. Do you think your parents have been or can be a hurdle in achieving your life goals?
58. Are your parents your role model?

59. Do you think your parents are better than parents of your friends comparatively?
60. What changes would you wish to make in your home environment?
61. What changes do you wish to make in your parents?
62. How do you describe a perfect parent-child relation?
63. To what extent your parents are responsible for being the type of a person you are?
64. Are you satisfied with how much your parents have made you learn about everything (religion, culture, society etc?)
65. What are your parents' views about you as their child?