Relationship between Perceived Parenting Style, Self-Esteem, and Academic Achievement among College and University Students

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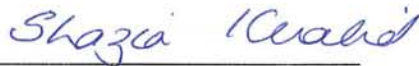
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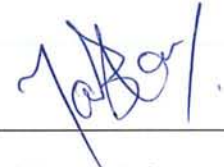
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This is to certify the M.sc research report "Relationship between Perceived Parenting Style, Self-Esteem, and Academic Achievement " prepared by Mr. Dil Sher Khan has been approved for submission to the National Institute of Psychology, Quaid-i-Azam University, Islamabad.

Mr. Naeem Aslam

(Supervisor)

Dedicated to

My Father & Mother

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ABSTRACT

The present study is aimed to examine the relationship between three variables, Perceived parenting style, self-esteem, and academic achievement among university and college students. Sample of the present study consisted of 250 university students (both male and female). The sample was collected from Punjab College Barakaw and Quaid-i- Azam University Islamabad. The age range of the sample was from 15 -30 years. Students were both hostelide and day scholars were taken. Two scales, Parental Authority Questionnaire (PAQ; Babree, 1997) and Self-Esteem Scale (Rifai, 1999) were used in the study. The academic achievement was measured by asking the percentages of last examination. PAQ is comprised of three subscales; authoritative parenting style, authoritarian parenting style, and permissive parenting style. Self-Esteem Scale (Rifai, 1999) was comprised of four subscales; self-acceptance, self-competence, social and physical self-acceptance, and academic self-competence. The reliability of the instruments were found to be satisfactory. The $\alpha = .85$ for the self-esteem scale and PAQ $\alpha = .69$. Correlation and t-test were computed to see the relationship and differences between the two groups. The results of the study were analyzed by SPSS. Result showed that there is a positive relationship between authoritative parenting style and permissive parenting style and self-esteem. Result also showed the negative relationship between authoritarian parenting style and self-esteem. Implication, suggestions and limitations for further researches have also been discussed.

INTRODUCTION

INTRODUCTION

Parenting is an Umbrella for children's as it involves set of behavior that spread across life in the relation among organism. Parenting involves the process of protecting, guiding, nursing through the course of child development. Parenting is a difficult task that contains multiple behaviors that work together and separately to influence children outcome. According to Bornstein (1995), the purpose of child family is to raise the young person in a healthy manner as much as possible. Parenting is a way of rearing their child, caring, loving for them, dealing with their daily behavior and bringing them to maturity.

Parenting is both social as well as biological process (Lamborn, Mounts, Steinberg, & Dornbusch, 1991). Parenting contains of many interpersonal and emotional demands. Mostly parents learn parenting practices from their own parents. They accept some practices and adopt them and discard others because they disagree to it. There are some universally acceptable parenting practices that include attending to the daily needs of their children, such as clothing, feeding, physical and day care; maintaining consistent, loving, caring and nurturing relationship with the children; assisting their children in developing and maintaining interpersonal relationship; receiving suitable education and training for the children; providing moral and financial support to the children.

Parenting behavior is also important in determining the personality of the children. Their behavior cause significant change in personality of their child's especially in adolescence. The child behavior and attitude is much influenced by parental relationship and the styles of parenting they adopt. Restriction or hostility in rearing styles is likely leads to jealousy and problematic behavior in children (Clausen, 1966).

Parenting style also impact on the child self-esteem. It was found authoritarian parental style was negatively associated with self-esteem whereas; authoritative parenting styles were positively associated with self-esteem. Mother authoritarian parenting style negatively correlated with the self-esteem. Children whom parents are

authoritative seemed positive feelings about their worth Klein et al., 1996. The impact of parent child relationship has significant and long lasting. This relationship can either foster self-esteem, self-confidence, self-efficacy and a positive self-image or it can have opposite negative effect leading to low self-esteem, negative self-perception, lack self-confidence or low/poor self-efficacy (Lord, 1994).

In a study on the Iranian High school students Dehyadegary, Yaacob, Juhari and Talib (2011) found in their study that authoritative parenting style has significant positive relationship with academic performance. But permissive and authoritarian parenting style has negative link with academic performance.

Relationship between self-esteem and academic performance is also the focus of great consideration (Maruyama, Rubin & Kingsbury, 1981). Numerous studies found the weighty connection between academic performance and self-esteem (Bankston & Zhou, 2002). A number of studies found that the self-esteem results into good grades (Bachman & O'Malley, 1976). Yet some studies did not find significant relationship between academic performance and self-esteem. Strathe (1992) found significant result among academic achievement, satisfaction and self-esteem for individuals at all grade levels from primary grades through the University level.

Self-esteem is the important factor in the learning as the notable American researcher; Lawrence (1985) indicated in the introduction of his book "Enhancing self-esteem" in which he has detailed his researches on this subject. He agreed with the findings of many researchers that people who feel worth fully and confidently achieve more than those who consider themselves as less confident and worthless.

In relation to achievement, Lawrence (2007) indicates that people are likely to behave in a way that reflects how they perceive themselves. Moreover, he adds that pupils with high self-esteem achieve better and tend to lead more satisfying lives.

Parenting Style

The impact of the attitude of the parents on their offspring and their socialization seems to be the main aspect of their mental thinking. In further terms, the majority of the researches regarding parenting conducts have been initiated by

hypothetical concern on the subject of the role of attitude of parent on their offspring's socialization. Adopted children's ways of nurturing explored with the view point of the relationship between parents and children have been associated by providing the necessary resources to the children so they become successful person in society (Bornstein & Lamb 2002). There is a concept which states as blank slate which indicates that the parents role in children's life is that having complete authority to explain and give a right path to their children what they have the right to learn. The psychologists working in developmental side gets attracted to view that how parents makes control of their children for years and also important aspect is that what is referred to the parenting styles (Darling & Steinberg, 1993).

Parenting is a versatile skill that comprises of various precise practices that work freely and together to regulate numerous child results. According to Baumrind (1991) the thoughts of child rearing style engage regular variety and inconsistence in parents struggle to make their children mingled. All these styles of child rearing are generally constant with situation and time. Researchers (Holder & Muller, 1999); Smetana (1994); Grusec and Goodnow (1994) examined this idea from variable (state to trait). The role of the parents in performing parenting is more demanding as compared to getting experience. The examination of how offspring think, learn, and how much they would show significantly positively behavior is all based on parenting styles of parents because the parents really influences the children behavior (Riaz, 2012). Darling and Steinberg (1993) defined Parenting styles those pattern of acts and mind-set toward the child that parents transfers towards their child adding emotional states situation teach the parents show to their children.

Types of Parenting Styles

On the basis of the demands and responses the four parenting styles were originated. The four child rearing styles are indulgent, authoritarian, authoritative and uninvolved (Maccoby & Martin, 1983). All styles explain some parental standards, acts, morals and attitudes and separate constancy of reactions and requirements.

Permissive. This parenting style is also known as non-instructive. The most dominant measurement in lenient parents is receptive parenting. The parents' demands are less n this type of parenting. The characterization of this style is as these

parents are more loving, gives more encouragement and approachable but have less control on the children due to having high maturity level. These parents maintain their attention on the best way to give significance and give space to their children's needs deeds and wants. These parents set norms and tenets for their children's and requests less from them. As these parents have less commitments, so they let them do whatever they need. This style of parenting appears to be unsuccessful in facilitating the children to build up a scope of socializing, self-coordinating and controlling capacities (Maccoby & Martin, 1983).

Permissive parenting style is also known as indulgent parenting. these parents have low hopefulness for self-will and development, they infrequently teach their children's. Offspring of permissive parents have poor social abilities, lack self-discipline, may be demanding and self-involved, and have feeling of uncertainty due to the lack of limitations and supervision. They may be more defiant in school due to the absence of limitations and restrictions in the home, and may be less educationally aggravated than lots of other associates. Since these parents do not interest for mature performance, children may lack knowledge in social settings. While they may be decent at relational association, they absence others important skills such as sharing, caring, and helping other people (Maccoby & Martin, 1983).

Authoritarian. Authoritarian parents are more demanding and instructive, but not friendly and reactive. There is normally a set standard of conduct, normally an absolute standard theologically spurred and figured by the authoritarian parents that endeavors to shape, sort out, and appraise the behavior and approach of their children. The parent values obedience as a virtue and favors punishing, forceful measures to restrain determination at different differing opinions with the children. They considers in keeping the child in his place, in restricting his self-reliance and freedom, handover various duties in order to train respect for them. These parents give meaning to the preservation of command and routine structure as a highly valued discipline. They do not care verbal give and take, considering that the child should be agreed to their word for what is factual. The authoritarian parenting style includes control presentation without warmth, love, nurturance, or cooperative correspondence. In this way, a parent who adopts this style is low in love and friendliness, however high in supervision and control (Coplan, Hastings, Seguin, & Moulton, 2002). In addition,

offspring of authoritarian parents are perceived to have low level of confidence, self-esteem, and impulsiveness with different ways of social rejection as well as troublemaking and antisocial attitudes in early life time and in childhood (Coie & Dodge, 1998).

Authoritative. Authoritative parents are demanding and reactive in the same way. They direct and educate clear principles and values for their children's attitudes and behaviors. They are self-assured and persuasive, however not offensive and restrictive. Helpful disciplinary approaches are used by authoritative parents rather than punitive. They want to raise the capabilities of boldness and cooperativeness in their children. Authoritative parents want their children socially accountable as well as self-directed (Baumrind, 1991). Parents who adopt authoritative child-rearing use their control and management alongside with affection, nurturance, warmness fairness and balanced parent child collaboration. Some of the mutual practices for the authoritative parent involve the judgment of stances, thoughts and feelings of children in addition to clarification and basis for punishment.

An authoritative child-rearing style is for the most considered helpful for many parts of child's progress and development (Baumrind, 1978). Past studies demonstrated that offspring of authoritative parents have a tendency to be independent, self-confident, and amiable and sociable with peers and cooperative and complaint with parents (Baumrind, 1971) as well as psychologically, mentally and collectively successful with a strong drive to achieve their goals (Maccoby & Martin, 1983). Authoritative parents also set fixed rules on the their children and make strong demands for development and correction, however they are available to listen their child's perspective and even to modify their activities and outlooks accordingly.

Uninvolved. Uninvolved parents are both not responsive and they less demand. These parents have little emotional connection with their children. They provide their children with simple needs like food and housing but they are mostly detached in their children's lives. The extent of association may vary significantly. Some of the detached parents may be relatively hands off with their children, however may still have some restrictions and limits such as curfews. Others might be totally careless or even rebuke their children (Cherry, 2014). In strong cases, such parents might include refusing – neglecting and careless parents, however most parents of this

type fall contained by the normal range.

Halen (2011) suggested that occasionally because of absence of emotional involvement and supervision of their broods, the uninvolved child-rearing style is known as the indifferent parenting style. unfortunately for their children, these kinds of parents ordinarily manages their own isolated childhoods, missing individual, financial and emotional help for themselves and are frequently the result of their own parenting. Canavan (2005) portrayed the impact of such child-rearing styles on children, which demonstrated that offspring of these parents have the most difficulties managing with the world. They have less emotional control and frequently have trouble establishing relationships. They are easily frustrated. In addition, more educational problems and law-breaking issues are found in such children.

A lot of developmental psychologists have criticism the clear dissimilarity between authoritarian and authoritative styles of parenting, though; have suggested the considerable inconsistency in such supposed "authoritarian" and "authoritative" styles of parenting with their children. Likewise, the complication associated with allowing a parent to a specific way of child-rearing styles typologies have also been condemned (Sternberg, 1998). Many childrearing approaches are used by parents at various circumstances, with different children and under various circumstances (Grusec & Goodnow, 1994). Smetana (1995) recommended that both authoritarian and authoritative parents may also differ in their explanations and importance of child development conditions, dependent upon the need of circumstance.

A research of Kazmi, Sajjid, and Pervez (2011) examined the relationship of father and children in relative to the academic performance of their offspring at elementary level. This association has been found to be linked with a various series of results, academic performance and enlistment of their children. Role of father have been very important in the lives of children. This study was very beneficial in determining and assessing the impacts of father's style of collaboration with their offspring in their family setting and their activities at institute as well, which displays the significance of prominent role of father in the lives of young person.

Impact of Culture on Parenting Styles

Individualism and collectivism are the terms as the mode in which people perceives themselves in respect to other individuals of the social order (Kagitcibasi, 1996). In collectivist societies, there is a strong provision and fame of codependent relationships with other associates of the reliance and significance of the society. At the other hand, individualist societies put the accent on one's autonomous and authority from others (Triandis, 1994). Interestingly, it has also been seen that all societies have both individualistic and collectivistic standards parallel at the same while but each fluctuates in its individual fame and distinction (Niles, 1998; Raeff, 1997).

One of the significant factors that pay to different variations, in specifically collectivistic and individualistic features observed, are assumed to be the consequence of the distinctions in the chronicled and religious foundations of different societies. The distinctions in human reflections, beliefs, and behaviors for example emotions, morals, attributions, determinations, feeling of self and social relations have been thought to be related to these two influential social orientations, individualism and collectivism (Triandis, 1994). The qualities or characteristics of the individualistic social orders include the sense of fearlessness, independence, self-reliance, emotional independence and the need for isolation where the strong connection between members are loose (Hofstede, 2010; Hofsted & McCrae, 2004). Oppositely for collectivists, security, coordination, accountability, unity, family bonding, obedience and friendliness are strained (Oishi, Schimmack, Diener, & Suh, 1998). Adding further, individualists might be conceptualized as a tendency to care, freedom, and uniqueness and self-efficient. Likewise, collectivists have a tendency to act in ways that upholds the group firmness and they are motivated toward conventionality and traditionalism towards their folks, family and bigger social gatherings.

It is said that these diverse social introductions brings about various family relations, self-conceptions, scholastic achievements and parent child communications (Chao, 2001). As it were, there is essential disparity in child rearing practices and result over an assortment of social settings through the example of these social introductions. In this way, the plan of child's exercises fluctuates from guardians to guardians with contrasting child rearing targets and social significance plans. These

sort of raising situation are the outcomes of the two social outlines, which impact the parent child communication for examples Grusec, Rudy, and Martini (1997) outlines that parents may use the approaches for managing which are stable with authoritarian styles of child parenting in non-western collectivist social orders, without supporting the characteristics or customs that are illustrative of the parental attitudes in western societies. It is basically to investigate the characteristics and expressive reactions which are incited specifically and anticipate the improvement of specific child-rearing style to know how unique child rearing styles advance crossway over different social orders.

A multifaceted examination of Marwan et al., (2006) was driven on social complexities in styles of child rearing, inside Middle Easterner human advancement. Results found that the child nurture styles were seen to be different and unique in the Middle Easterner culture. Three child rearing structures were examined by the usage of bundle examination named; controlling (authoritative and authoritarian), conflicting (permissive and authoritarian), and adaptable (permissive and authoritative). In regard to male there was a critical positive difference than the female in authoritative and authoritarian. Also there was a positive refinement for the female on the authoritative parenting.

Perceived Parenting Styles

The importance of people subjective perception in molding their social working has been set up continually, including working of parent type association (Bronfenbrenner, 2009). Troubled youngsters and children from pained and unwanted families saw their parents as cold, helpful, and appeared altogether more negative child-rearing behavior than did children from nonclinical and good families (Michaels, Meese, & Stollak, 1983). Forehand and Nousiainen (1993) found that in a sound example of teenagers, the impression of parental acknowledgment, child parenting styles, and the correspondence between child-rearing styles and acknowledgment add to the better childish working. When all is said in youngsters working has all the reserves of being unequivocally recognized with youngsters 'view of parental affirmation and warmth. A study of Demo, Small, and Williams (1987) suggested that youngsters and their parents have related specific impression of their association and self-perspective of these relations, especially self-judgment of the

progressing affiliation and correspondence, are imperative in choosing the levels of confidence for the two youngsters and their parents.

In the event that we look through the point of view of emblematic communications it would uncover the significance of examination of the teenagers' recognition, also the parent's impression of control in family relationship. From the child's viewpoint parental control incorporates the guardians trying to compel or coordinate his or her conduct. Accordingly the more the children feel that decision and perspectives that affect him or her are under the regulation of the parent, the lower will be his or her confidence. Guardians may think about their supervision of the parent; the lower will be his or her confidence. Protectors may think their regulation and control in an surprising way however, seeing it as fundamental for the youths advance and improvement look into prove demonstrates that there is basic and critical relationship teenagers confidence with their impression of self-esteem with their observation of self-rule/control parental provision and participation contribution with the persons feelings and emotions toward his or her parents (O'Donnell, 1976). At the same time the view of family endorsement, intercommunication, and shared happiness (Watkins & Astilla, 1980). Taking a grander look at the gender differences contrasts in this point of view recommend the purpose behind the more grounded connection between parental responsiveness to the confidence of young men than of young ladies that is responsiveness in term of control and reinforce conduct (Gecas & Schwalbe, 1986).

For both young men and young ladies, be that as it may, correspondence, connection and participation with guardians are emphatically fixing to child's self-esteem, regard and emotional correspondence and regulatory balance, exhibiting exceptionally complementary social relationship, in which shared exercises, interchanges and enthusiastic help are parallels of child's self-esteem.

The adolescents' view of the guardians support and practices are as critical as the genuine behavior. Numerous investigations demonstrated that there may be disparities between the genuine child parenting styles and the high scholar's observations and irregularity between the revealed impression of the guardians and detailed apparent child rearing styles. It is represented that males see "conduct strictness-supervision method for child rearing increasing when stood out from

females (Zakeri, Jowkar, & Razmjoee, 2010). Baumrind (1996) explains that there are clear standards of conduct, more often than not the foreordained esteems in conduct strictness-supervision style through which the protectors supervise, control and evaluate the direct of child in which he isn't permitted to pass on his viewpoints with an unimportant appropriate to reflect about the condition and to make usage of thoughtful and argumentation (Knight et al., 2000).

Gender differences likewise assume a remarkable part in the impression of child-rearing styles. Someya, Uehara, Kadowaki, Tang, and Takahashi (2000) outlines the impact of sexual orientation distinction, it saw child-rearing styles and come to understand that reasonable inconsistency of refusal is experienced by male children as major paternal style all the more frequently and females generally observe their people as furthermore disapproving, warm, and venerating, Zakeri et al., (2010) found that behavioral strictness-supervision style of child training is seen more by males than females. In this style of child parenting, protectors generally immediate, alter and evaluate the lead of the young in clear principles of behavior, generally speaking the settled regards and standards (Baumrind, 1996). The youngsters can't express his views and intrigue sincerely (Knight et al., 2000).

Maccoby and Martin's Parenting Style Typologies

Following this early work, Diana Baumrind led wide observations and meetings with caretakers that brought about the most confidently comprehended and influential typological approach Baumrind (1971) through various examinations, Baumrind recognized three fundamental parental typologies: authoritative, authoritarian, and permissive. Baumrind (1978) suggested that authoritative guardians are warm and receptive, giving their youngsters love and support in their research and quest for advantages. These guardians have high development demands (e.g., wants for achievement) for their children however develop these development ask through bidirectional association, enrollment (i.e., explanations of their conduct), and relief of self-sufficiency. For example, when mingling their children (e.g., to do well in school), these guardians may outfit their children with a method of reasoning for their doings and needs (e.g., "it will empower you to prevail as an adult."). Authoritative guardians score high on measures of warmth and responsiveness and high on measures of control and improvement demands (Maccoby & Martin, 1983). Baumrind

(1978) suggested that authoritarian guardians are neither warm nor sympathetic to their children.

They have high development demands for their children basically on the facts that they are narrow minded of self-interest or inappropriate conduct. These guardians are strict, expect passive, and uphold control when their children raise hell. When mingling their children, authoritarian guardians express their development wishes and wants through plans and arranges, and don't grant to their children the cause behind these standards. For example, authoritarian caretakers may demand, "you better do well in school...because I said as much." These caretakers score high on measures of development demands and control however low on measures of responsiveness, warmth, and bidirectional communication (Maccoby & Martin, 1983).

Baumrind (1978) endorsed that permissive guardians are straight in their responsiveness (i.e., a few guardians are high and some are low) toward their youngsters' requirements. These guardians, in any case, are exceedingly careless in their desires for their children's level of development and their resistance of rowdiness. When mingling their kids, permissive guardians are normally cavalier and unconcerned. These guardians score modestly high on measures of responsiveness and low on measures of development requests and control (Maccoby & Martin, 1983). To rework and reflection on the writing, Maccoby and Martin (1983) added a fourth measurement to the Baumrind typology: indulgent style of parenting. They depicted indulgent guardians as like permissive guardians in their level of control and development requests however not the same as permissive guardians in their level of responsiveness and warmth. Indulgent guardians score low on measures of responsiveness, warmth, and control.

After dependable documentation of these styles, Baumrind (1991) factor separated data on these typologies and reduced child parenting styles into two measurements: demanding and responsiveness. Demanding refers to the demands caretakers make on their children to end up combined into the family and the overall population. Parts of parental demanding incorporate the degree to which guardians hold development demands for their young people, give supervision, and command disciplinary undertakings when required (Baumrind, 1991). Responsiveness refers to parental practices that with determination encourage distinction, self-will, and self-

affirmation in their young people. Parts of parental responsiveness consolidate the degree how much guardians are prickly toward and steady of their children (Baumrind, 1991).

Gender Differences in Perceiving Different Parenting Styles

Gender differences differentiates in like manner, assume a a basic part in the perspective of child parenting styles. Someya, Uehara, Kadowaki, Tang, and Takahashi (2000) outlines the impact of gender differences contrasts on observed child-rearing styles and came to understand that reasonable irregularity of refusal is experienced by male adolescents as major parental style all the more frequently and females for the most part see their folks as additionally minding , warm , and cherishing. Zakeri et al., (2010) found that "Behavioral strictness-supervision" style of child rearing is seen more by males than females. In this style of child rearing, guardians normally immediate, modify and measure the direct of the immature in clear standards of conduct, more often than not the settled esteems and standards (Baumrind, 1996). The youngster can't express his feelings and interests straightforwardly (Knight et al., 2000).

Self-Esteem

"Reverence for self" is the term in Greek which lead to the term "self-esteem". This term consists of two words, self and esteem. "Self" refers to ones beliefs, attitudes and values about oneself. The other part esteem is the worth that a person gives to oneself. So all in all in simple words, self-esteem is one's acceptance of who and what a person is at any given time in the life. This is also a component of self-concept, as defined by Rosenberg, is the totality of a person's feeling and his thoughts about himself as an object. Self-esteem is an idea relating to a central feeling of worth to capability and value on a fundamental level (Yahaya & Geok, 2003).

Positive self-evaluation of the self is known as self-esteem Baumeister (1987) defines self-esteem as the positivity of the person's evaluation of the self. An increasing importance has been placed by the world on self-esteem in the past two to three decades. For instance a school in china has built their curriculum such to build the self-esteem of the student. Indeed a lot of psychological variables have been

examined in relation to self–esteem (Coopersmith, 1967).

Types of Self-Esteem

Low self-esteem. Low self-esteem is a very hopeless condition. The individuals with a Low self-esteem do not realize their full potential; they feel incompetent and unworthy, and incapable of doing anything good. They feel extremely poor about themselves and these low feelings make the individuals stick to a low self-esteem.

Self-esteem is the belief of an individual about himself to be capable, worthy, significant and fruitful and the attitude of approval and disapproval. In brief self-esteem is the evaluation of self-worthiness that is expressed in the attitude of a person what he holds towards himself (Coopersmith, 1967).

High self-esteem. The people with a high self-esteem are confident about themselves; they have faith in their abilities and show confidence and a beaming self-worth in social situation. They are usually happy and content, they know how to handle situation and they are even supportive, positive and encouraging toward the people around them. They also have good communication skills, extrovert nature energetic and ambitious. Even if such people make mistakes they learn from them. This quality provides them with flexibility and strength and enables them to grow from the mistakes and take charge of their own lives with full confidence and no fear (Cutler, 1995).

High self-esteem term refers to a person who is self-confident and has a genuinely positive view of themselves and of their abilities (Lawrence, 2007). Low self-esteem: This term refers to children who view the self in a less favorable light, less worthiness, often choosing to abide on perceived inadequacies rather than on any strength what they have.

Factors Effecting Self-Esteem

Age. Self-esteem nurtures with the passage of time and with the age of children. People shifted from one environment to the other, children shifts from one school to the school they face new environment. They face demands and changes of

the new environment. When the children reaches to this stage their self-esteem increase or decrease.

   Socio-economic status (SES).   A child who belongs to rich families have high self-esteem in the middle or late adolescence years of age. (SES) is an influential indicator of self-esteem which is measured by income, education, and occupational prestige. SES might influence self-esteem because wealth influence social position that individual perceives of his/her relational value (Baumeister & Leary, 1995).

   Body image.   Mass media and other different sources have lasting impression on self-esteem Gentile, Grabe, Dolan-Pascoe, Twenge, Wells, and Maitino (2009). The girls witness on media the beautiful girls who are tall and skinny. Same is that the case with boys who were muscular tall perceives to have low self-esteem. Girls go into the inferiority complex when the short and fat girls compare with beautiful girls. Self-esteem and self-concept are used mostly interchangeably because of self-concept covers self-worth. Self-concept is the individual perception of his psychological and physiological being, whereas self-esteem is the conclusion of worth an individual assigns to his/herself. The self-esteem seems to correlate with the body image the overall perception an individual have about its physical physique which in turn been found have a solid relationship with the person's self-concept (VonBergen, Soper, & Rosenthal, 1996).

Impact of Self-Esteem

   An important role is played by self-esteem in the lives of people as such that how well are they doing in it. It then determines how successful that particular individual would be in the near future. According to Korman (1970) the people who have high self-esteem are also more interested to expand their assets. They will be naturally much more interested in upgrading their socioeconomic status as well. It gives them self-image enhancement and thus for them, a greater stream of utility may be derived from their assets and wealth because of these high level of self-esteem Korman (1970) found that those individuals who had a higher self-esteem were more likely to achieve higher achievements in all the performance oriented tasks as compared to those individuals who had s a lower self-esteem. It was because high self-esteem individuals were more conscious regarding better performance so that

they could maintain their perceived self-worth. Other studies have also related the trading practices of investors and the investment decisions to self-esteem. Supposing that there is a higher self-esteem in men so they were mostly found to trade excessively and under perform in this context (Barber & Odean, 2001)

Theories Related to Self-Esteem

Self-esteem seems to be a simple term but when defines it turns out to be quite complex. Many questions are prompted by the researches that have been done on self-esteem and many opposing views were presented. These revolved around what is self-esteem exactly, how it should be defined, what is the filled the individual developing pattern, what are the functions involved and what causes high and low self-esteem. A bunch of varying theoretical perspectives should be explored in order to get a well understanding of the matter. Altered views on self-esteem have been presented by different psychological theories but no single theory is fully dedicated to self-esteem the following paragraph will briefly discuss some of the well-known theories on self-esteem.

Maslow's theory. Maslow (1943) described two classes of esteem needs. These were lower needs and higher needs. To get the higher level of self-esteem an individual requires respect from others, glory, fame, recognition, status, reputation, dignity, attention, and even dominance. To get the higher level need for self-esteem the individuals requires self-respect and the feelings like achievement confidence, mastery, independence, competence and freedom. He believed that the higher level needs are relatively more lasting and thus they are more important. It is because it is easy to lose respect from others but harder to loose self-respect. Similar to Adler (1927) Maslow gave the suggestion that an individual feels weak, inferior and discouraged without the contentment of these needs. The self-esteem needs are basically the root of most, if not all psychological problems. According to Maslow, inferiority complex and an individual's low self-esteem are indeed the negative version so needs.

Carl Roger's theory. Considerable amount of importance has been given to an individual's self-esteem in his/her relationship by Roger (1951) humanistic approach. According to him if an individual's gets some incongruity in his feelings

which might occur because of actual experience the individual will try to remove it consistently. In his theory, Roger (1951) believes that an individual who has a low self-esteem perceive the experience negative or positive.

Alfred Adler's theory. Roger (1951) did not have much different views than those put forward in Adler (1927) theory of personality development. Adler observed that self-esteem develops in the social context of the individuals where the individual is provided with group unity or provides membership to the individual where individuals can assess themselves relatively to others. Thus according to Adler's views, self-esteem is largely based upon the social impacts.

Rosenberg's self-esteem theory. The theory of self-esteem presented by Rosenberg (1965) has two underlying factors. The social comparisons and reflected appraisals. He acknowledged that the human communication utterly depends on how a person sees the matter from the perspective of others. In the process where an individual's takes the role of others, Rosenberg believed that the individuals become aware that they are subject to someone else attention, assessment and perception. They start seeing themselves with the eyes of others and this social comparison highlights that the self-esteem is actually a consequence of the comparison made by the individual and the positive or negative evaluation of one's self (Hughes & Demo, 1989).

Socio-meter theory. Socio-meter theory is a theory purposes by Leary (1999) advising that humans have evolved a form of psychological meter, or gauge to which people observes to mark other people worth and accept them. Leary called it socio-meter, and suggested that this evaluation of the person level of acceptance by others is an element of self-esteem.

According to socio-meter theory self-esteem is basically a psychological meter, or scale, that observes the class/quality of people's relationship with others (Leary & Downs, 1995). This theory is based upon the statement/assumption that people holds a pervasive determination to keep important interpersonal relationship. An ambition/drive that grew of the people level of acceptance by others is a determining factor of self-esteem. A drive that develops because of that early human beings who belonged to social cluster were more likely to stay alive and reproduce

than those who did not (Baumeister & Leary, 1995). Human evaluation occurred in the ruinous implications that have been given of being ostracized in the familial environment a mechanism that may have developed by early human beings for monitoring the level in which how people accepted them and valued them. Social environment is continuously is monitored by this psychological mechanism or socio-meter for cues concerning the level in which a person is being rejected or accepted by the other people in the society.

Terror management theory. Terror management theory (Greenberg, Simon, Pyszczynski, Solomon, & Chatel, 1992) which is based mostly on the writing of Becker and Maiman (1975), the purpose of this theory development to address a variety of interrelated questions regarding what self-esteem is, what psychological meaning it serves, and how it is linked to the features of the individual's notion of reality.

This theory is proposing that self-esteem is the feeling that one is an object of prime value in the meaningful realm. People need self-esteem from the prospective of terror management theory because it is the important and essential psychological mechanism to protect people from depression, anxiety and stress. The elementary purpose of the theory is that people are inspired to suppress the potential for fear inherent in the human attentiveness of susceptibility and mortality by putting resources into social conviction framework that imbue life with significance, and the person who subscribe to them with significance or (self-esteem).

The basic point of the theory is to quell the potential for terror inherent for the wakefulness of vulnerability and mortality within the human by investing in the system of cultural belief so it imbue the meaning of life, and the people who subscribe them with the importance of self-esteem.

Since the inception of the theory, it has cause se empirical self-esteem into the motivation, self-esteem, and prejudice of human behavior. It also generated empirical researches in other human social behavior in dozens of countries over 300 studies had conducted to investigate such areas as violence, stereotyping, requirement for structure and meaning depression and psychopathy, political liking, imagination, sexuality and attraction, romantic and personal attachment, self-awareness ,

unconsciousness , intelligence , killing , religious conviction , group identification, hostility , human –nature, physical fitness , threat taking , and legitimate judgments.

Nurturing of Self-Esteem

According to the theoretical and hypothetical point of view and in valid hypothetical writhing's self-esteem has been considered as the most necessary and important need. After implanted of this assumption the simple meaning of High self-esteem is that it links with the comprehensive and content people; while on the other side Low self-esteem links with the unhappy, depressed and upset peoples (Flynn, 2003).

Implanted in this presumption is simply the meaning that high self-esteem associates to the inclusive and satisfied people, while low self-esteem associates to the unsatisfied and upset individual (Flynn, 2003). Overall the hypothesis of self-esteem is widely known and it has been utilized to understand a wide range of actions.

Another study of self-esteem as an identity characteristic infers to two fundamental segments of sound self-esteem. These are the identification of individual worth and the identification of individual fitness or viability (Branden, 1971). These two segments create over some stretch of time with different encounters. The to start with, to be specific the feeling of individual worth or being deserving of regard, ordinarily originates from the being lived or esteemed by others, frequently by guardians in the home. Though the second part, a feeling of competence or adequacy Comes from the degree to which one considers one-self to be the reason for things occurring around it is the sentiment affecting the things and having the capacity to move or control occasions. Along these lines as indicated by Branden (1971) being very sure about one's capacity and adapting to life's difficulties viably adds to sentiments of ability and basic part of positive self-esteem. Moreover many researcher found out self-esteem is connected to loveliness in an unconstructed way effecting academic achievements and social relations (Roscoe & Skomski, 1989; Ouellette, 1996).

Parenting and Self-Esteem

Different aspect of communication between children and parents that may endorse unstable self-esteem in children has been studied by many researchers. The researchers are not opposing that other reasons, such as natural and hormonal influences that may also be significant, rather, they also believe influences that based on biologically and on familial experiences can significantly affect the extent to which children's self-esteem will be stable or disturbed. According to many researchers the antecedents of high self-esteem versus low self-esteem, this contention seems quite acceptable. Specially, in a landmark study, Coopersmith (1967) reported that parents of high self-esteem children's shown substantial warmness and acceptance toward their child's, whereas at the same time setting clearly clear limits (Kernis, Brown, & Brody, 2000).

Other studies have further recognized the significance to children's high self-esteem and well-being of such things like parental involvement, acceptance, provision and clearly defined boundaries (Buri, Louiselle, Misukanis, & Mueller, 1988; Gecas & Schwalbe, 1986; Grolnick & Ryan, 1989). In this investigation, the researchers have focused on the children's visions about the communication pattern of their mothers and fathers. Though some people may have the question about the legitimacy of these observations. This concern looks mostly unfair. In the same way researches have presented those children's perceptions about their parents' behavior connected with objective directories at least as highly as parents' self-reports (Kernis, Brown, & Brody, 2000).

On the growth and development of the children extensive research has consistently showed that both of the authoritarian and permissive styles of parenting place limitations. The children who have authoritarian parents often will cherish up to have self-esteem concerns and they are not as much of likely to manage with their duty. In adults, they are more expected to show either aggressive, violent, and destructive behavior or act out in the defiant way or to become very lazy, passive and sluggish and therefore let others to walk all over them. The children whom parents are authoritarian are educated as children as what to do if others are in authority position.

Authoritative parental styles were generally found to correlate positively with

self-perception, self-esteem and self-efficacy. On the other hand, authoritarian parental styles were mostly found to negatively correlate with self-perception, self-esteem, and self-efficacy. According to Klein et al., (1996) mother authoritarian parental styles were associated with low self-worth while Authoritative parental styles seemed to correlate with the children feeling of high self-worth and good feelings about them. It was observed that parental styles (by means of the PAQ), self-esteem and self-rated happiness in a normal, nonclinical, population of young people (Furnham & Cheng, 2000).

Self-Esteem and Academic Achievement

Many studies expose the positive relationship between self-esteem and academic achievement (Lieberman & Zeanan, 1995). However, relationship does not infer causality. There is a considerable disparity among researchers as to which come first high self-esteem and academic achievement is bidirectional as self-esteem and academic achievement affect each other.

Several studies have also shown that self-esteem influences academic achievement (Perry, Pollard, & Blakley, 1997). Research has revealed that self-esteem is a healthier forecaster of academic success than measured intelligence. Research apart, common sense states that our contemplations influence our emotion and manners. Our behavior, subsequently, impact our performance.

Student who has lacks of self-esteem and who has self-loathing; acceptance is not likely to conquer academic excellence. Students who have lacks of self-approval, how he will establish challenging goals? Indeed, research does show that Students who are underachievers have lack of self-confidence and they are less striving, and they have lack a sense of personal value. Study also spectacles that feeling valueless can be miserable and depression generally impedes performance. People who feel praiseworthy, able and proficient are more expected to achieve their aims than those who feel valueless, not as much of important and incompetent (Freud, 1992; Solnit, 1989).

Study shows that academic performance influences the level of self-esteem well academic achievement improves self-esteem. In the same way, low academic

achievement tends to erode students Level of self-esteem (Osborne, 1995).

Academic Achievement

Academic achievement referred as success of student's individuals in obtaining goals (short or long) in the field of education. Academic achievement or success is also defined as a student's performance in educational settings. Academic achievement is referred to the extent in which organization, institutions, teachers and students achieve their goals. There are two ways to measure academic achievement. One way is through continuous assessment of children and another is through examination. But there is no common settlement. Academic achievement has its own importance in the education field because everybody wants to achieve high in their goals it doesn't matter what their goal is. There are many factors that enhance academic achievement like motivation of students, interest, learning and goal oriented strategies (Yahaya, Hamdan, Jantan, & Saleh, 2015).

Over the time various definition of academic achievement has been proposed. According to Trow (Chakraborty & Sultana, 2016) academic achievement is the ability to gain knowledge or a task in school that can be measured through different tests and It also can be measured through grades, GPA in the examination got by the students. It is also defined as the skills or knowledge developed or obtained in the school. It is usually measured through scores obtained in the test or grades assigned by the teachers (Mega, Ronconi, & Debeni, 2014).

Academic Achievement is like behavior that allows performance of an individual to be evaluated according to the some internal and external criteria which involves competing with each other (Fan & Chen, 2001).

Achievement incorporates the performance and capability of students. Academic achievement is related to the human cognitive and also multidimensional, social, physical and emotional progress. It is not related to a single occasion it reflects the whole child. It happens across time and levels, through the life of students in schools, colleges and universities and working life (Sternberg, 1998).

The success can be achieved at different ages and it any activity. The person

should be resilient to undertake new activities and willing to adjust new rules. For example a boy should adjust male approved rule even though he prefer to play with the feminine approved rules. The demand of the job must be adjusted by the person in different activities and work that although it may not be as same as he wanted and hope for. The person should be independent in taking his decision by himself and hold them willingly without relying on help, guidance, and advice of others (Ellis & Lane, 1967).

Components of Academic Achievement

There are following component that contribute with the academic achievements of the students. These all components have strong influence on the learning performance and academic achievement of the students in academic settings.

Teacher and institution. Teacher and institution has a significance effect in upgrading the performance of students. Feedback improves their work performance, making an association with them and accepting their individual differences that vary from one person to another person (Yahaya, Hamdan, Jantan, & Saleh, 2015).

Promoting active learning in students. The facilitator in their school play significant role in perfect learning of students.

Role of peers. Peers group in the school are the individuals that influence on the academic performance of students. Students mostly like to have friends of same interests and goals. Students who have friends with good academic performance have positive self-concept. They like to be engage in more positive school activities and students having friends of less academic success engage less frequently in school activities. Peers have a positive or negative influence of students' academic performance. That is the reason mostly parents are more concerns in regards to peer groups of their children (Delay, Hanish, Martin, & Fabes, 2016)

Student's engagement. Student's engagement is also a predictor of academic performance. If student's engagement is low in in academic tasks, it causes bad academic performance and it cause to leave individual from school (Kahu, 2013).

Theories of Academic Achievement

Murray's theory. According to Murray (1996) the tendency or desire to do things well and quickly to complete somewhat difficult is the motivation of achievement. By manipulating forming, ideas of human being and master physical objects to overwhelmed complications and achieve a great standard, to best one, to surpass and competing others. In determine human behavior the non-physiological play very important role. Murray influenced by psychoanalytic thoughts, postulated that mostly needs are unconscious which are manifested by various motives.

Attribution theory. Attribution theory reveals how individual interpreted events and how these events are related with their behavior and cognition. The first psychological theory of was developed by Heider (1958) but Weiner and his fellows established a hypothetical structure that has been become the most influential study model of social psychology. The concentration of Weiner (1990) theory of attribution on achievement tasks difficulty, ability, luck, effort are the important factors which affects the attribution for achievement. Three casual dimensions of attribution are controllability, locus of control and stability. Ability can be classified as internal cause, stable, and efforts are classified as unbalanced and internal. Locus of control has two dimensions. The first is known as internal and another is known as external locus of control. Constantly dimension alterations whether it give rise to change our time or not. Controllability comparison origins one can handle, such as skills and from origins one cannot handle such as mood, aptitude actions of others and the most important luck. Theory of attribution thoroughly relates with the commencement of motivation.

Trait approach. Achievement motivation considers as a series of less or more independent motives each reproduce general traits or dispositional tendencies that are relatively durable overtime and that remains concealed until aroused or involved by specific situation and tasks. Individual not only differ in in the strengths on their motives but they also differ in the roles or tasks that elicit them achievement behavior cannot necessarily predicted either cross section ally or longitudinally, only from information about individuals motives (Steyer, Schmitt, & Eid, 1999).

Achievement goal theory. According to achievement goal framework students are different in their behavior and these differences are in the base of cognitive, emotional, behavioral, and motivational outcome (Elliot & Church 1997).

Social cognitive perspective to human motivation is taken by achievement goal theory. Academic success depends on the student beliefs and motivation they have (Elliot, McGregor, & Gable, 1999). Competence is the most important concept of achievement goal theory. Definition and Valence are the two issues of competence. Valence and definition are defined in terms of self-standard or task standard that conceptualize normative standard and mastery goals that conceptualized performance goals.

The empirical and theoretical work suggests two types of achievement goals performance goals and mastery goals. Mastery goals are the "development of competence through mastering the learning materials" and performance goals are the "demonstration of competence relative to others (Ames, 1992; Dweck & Leggett, 1988). The class between approach vs avoidance and mastery vs performance was revised by Elliot & Church (1997), Elliot & Harackiewicz (1996). They offered trichotonous frame in which construct of performance goal was divided to performance avoidance goal. But mastery goals were remained same as it is believed (Elliot & Church, 1997; Midgley, 1997).

Factor Contributing to Achievement

Many components play role to difficult process that guides to the successful achievement. The syndrome of achievement under guidance of an experienced person the individual must have the training to know how he could use his abilities in best possible way. To enjoy wide and varied activities the person should possess the experience, which comes from opportunities and with age at any age to obtain success in any activity the individual should flexible and willing to adjust new disciplines and start new accomplishments if even they are not interested in them. Role of male must be accepted by a boy, even, might wanted to play feminine role. Motivation to achievement whether to academically occasionally or socially be stronger among small families, families with democratic are good as said by Adams and Neel (1967).

Relationship of Perceived Parental Style, Self-esteem and Academic
Achievement

Parenting style and academic achievement. Various studies indicates
children's achievements outcomes are directly affected by global parenting style, with
some emphasis on specific factors such as general findings are authoritarian parenting
style leads to the academic under achievement, failure to external factors,
procrastination , and low self-esteem. Authoritative parenting style positively
correlates with self-esteem, academic achievements and with locus of control.
(Debaryshe, Patterson, & Capaldi, 1993; Dornbusch, Ritter, Leiderman, Roberts, &
Fraleigh, 1987; Ferrari & Olivette, 1994; Glasgow, Dornbusch, Troyer, Steinberg, &
Ritter, 1997). Baumrind (1971) recommended three parenting styles. Authoritative,
Authoritarian, and Permissive style of parenting. Roopnarine, Krishnakumar,
Metindogan, and Evans (2006) studied the parent child academic association at home,
effect of parenting styles and parent interaction with their children on academic
achievement. Result of the study indicates that authoritative fathers parenting style
and their involvement in academics at home produce positive results.

Authoritarian mothers produce negative results and mother-school contact
outcomes are positive for social behavior of children's. According to the analysis
father involvement in academic activities carries weight for child's academic success
and for social skills as compared to mothers.

Parenting style and self-esteem. Many researchers have been done to study
different many aspects of parent- child correspondence that give rise to unstable self-
esteem in children. The researchers are not disagreeing that other components such as
hormone impacts and genetics might be important. Instead they suggested that expect
these biological influences , early experiences of families can significant they impact
the extent to which self-esteem in children's will be unstable or stable. According to
many researchers, the background of low vs. high self-esteem, this statement looks
quite reasonable. Particularly in a landmark study, it was reported by Coopersmith
(1967) that parents of high level of self-esteem children's showed significant
acceptance and warmth towards them, while at same time, fixing obvious distinct

restrictions.

Many other researches have further demonstrated the importance of childrens high level of self-esteem and well-being of things like acceptance , obvious defined restrictions and help, parenatal involvement as said by Buri, Louiselle, Misukanis, and Mueller (1988) and Grolnick and Ryan (1989). In the study demonstrated here , the researchers concentrate are on children's views of their father and mother patterns of communication though few may question the validity of these views, this consideration seems to be significantly unjustified. Similarly researchers (Kernis, Brown, & Brody, 2000) indicated those children's views of their parent's behavior association with objective directories at least as extremely as parents self-report.

Extensive studies have constantly showed that both of the styles (permissive and authoritarian) keep boundaries on the development and progress of their children. The authoritarian parent's children frequently will develop to have issue in dealing and coping with responsibilities. They also would have issues of self-esteem. As adults, they are more prone to act aggressively in passive or rebellious manner and eventually allow people walk all over them. That is they took on authoritarian style, and they were taught that what to do with others when they are in position of authority.

It was seemed that authoritarian style was commonly associated with negative perception of self and authoritative style was associated with positive perception of self. Authoritative style in mother showed specifically linked to children having good feeling about them and authoritarian parental styles in mother were linked with low level of self-esteem Klein et al (1996). It was examined by (Furnham & Cheng, 2000) that parental child raising practices using the parental authority questionnaire, self-rated happiness and self-esteem in a normal, non-clinical and population of young people.

Self-esteem and academic achievement. Several studies expose a positive relationship between self-esteem and academic success (Lieberman & Zeanan, 1995). However, correlation does not infer causality. There is considerable disparity among professionals as to which comes first high self-esteem and academic achievement is bidirectional for example self-esteem and academic achievement effect each other.

Numerous studies have also shown that self-esteem influences academic achievement (Perry, Pollard, & Blakley, 1997). Research has revealed that self-esteem is a better predictor of academic achievement than measured intelligence. Research apart, common sense dictates that our beliefs influence our feeling and behavior. Our behavior, consequently, influence our performance. Life is essentially a self-fulfilling prophecy. Research shows that academic achievement influences the level of self-esteem successful academic performance enhances self-esteem. Similarly, poor academic performance tends to erode students Level of self-esteem (Perry, Pollard, & Blakley, 1997).

Rationale of the Study

Rationale of this study is to see the link of perceived parenting style, self-esteem and academic performance. This study has been conducted to see the role of perceived parenting style, self-esteem with relation to the academic achievement. Parenting style is a very important part in student academic achievement. It impacts a lot on student life. The parent should adopt the parenting style which is good for the student achievement in each and every part of life. In Pakistan mostly children depend on their parents as compared to western countries. Children need support from their parents in every field of life. Parents support them morally as well as financially.

The Self-esteem is also a very important element in student life. Its relationship with academic achievement is to a great extant. There are lots of factors that impact the self-esteem of the students such as parenting style and academic performance itself impact a lot on the self-esteem. Parent child interaction and relationship impact a lot on self-image, self-efficacy, self-perception and self-evaluation. Extensive studies have consistently revealed that both of the authoritarian and permissive styles of parenting place limits on the growing and development of their children. The children of authoritarian parents often will flourish to have self-esteem issues and are less likely to deal with responsibility. As adults they are more likely to either become, violent, aggressive and antagonist act or to become very submissive and therefore let others to walk all over them. That is they either take on the authoritarian style that they were trained as children or remain to be said what to do by other people in positions of authority. It was originating Authoritative parenting styles were normally allied with optimistic self-perceptions. Authoritative styles

appeared particularly associate to children feeling worthy about them Klein et al., 1996).

In concern to positive conclusions, the consideration of the correlation between parenting style and academic performance is among the most general in many readings. Numerous studies in the literature suggest that the authoritative parenting style is linked with higher academic performance (Steinberg, Lamborn, Dornbusch, & Darling, 1992). Cohen and Rice (1997) concluded in their research that learners with low grades rated their parents more permissive, authoritarian and less authoritative, than those who marked with high scores. Based on the researches results, researchers concluded that perceived authoritative parenting were related with higher academic performance.

Sample of the present study is College students and University students. This study would explore the relationship between perceived parenting style, self-esteem, and academic achievement. This research will be useful for the parents and they will gain how to cope and behave with their children for their best grooming, and development in every aspect of life so they could perform well in academic as well as in every field of life.

METHOD

METHOD

Objectives

To see the relationship between perceived parenting style, self-esteem and academic achievement among College and University students.

Hypotheses

1. Authoritative parental style will be positively associated with academic achievement and self-esteem among students.
2. Authoritative parenting will be negatively associated with authoritarian and permissive parenting styles.
3. There will be negative correlation between authoritarian parenting style and self-esteem.
4. Self-esteem will be positively related to the academic achievement

Operational Definition

Perceived parenting style

The manner in which parents treat, communicate with, discipline, monitor, and support their children (Slicker et al., 2005).

Perceived Parental Style is operationally defined as the scores on the Parental authority Questionnaire (PAQ). It has three subscales. Authoritative, Authoritarian, and Permissive parenting styles.

Authoritative parents. The scores on PAQ authoritative subscales range from 10 to 50. Higher the score is considered to have perceived his/her parents authoritative.

Authoritarian parents. The scores on PAQ authoritarian subscales range from 10 to 50. Higher the score is considered to have perceived his/her parents authoritarian.

Permissive parents. The scores on PAQ permissive subscales range from 10 to 50.

Higher the score is believed to have perceived his/her parents permissive.

Self-esteem. Self-esteem reveals the whole subjective emotional evaluation of his/her own worth or value. It is a judgment of oneself as well as an approach toward the self (Hewitt, 2009).

It is operationally defined as scores on Self-Esteem Scale. The higher score achieved on this scale, the person is perceived as to be having higher self-esteem and vice versa (Rosenberg, 1965).

Academic achievement. Academic achievement is a task oriented behavior that lets individual's performance to be calculated according to some internal and external imposed standard that contains the individual in competing with others or that otherwise consist of some standard of brilliance (Spence, 1983). Academic achievement is measured on the base of last examination percentage.

Sample

The study was conducted on a sample of 243 from colleges and university students. Students included in the study both male and female students. The age range of the students between 15-30. Sample was taken from Hoselide and day scholar students. The data were collected from Punjab group of College Barakaw branch and Quaid-i-Azam University Islamabad. Only those who voluntarily participated were included in the study.

Instruments

Parental Authority Questionnaire (PAQ). To measure the Perceived Style of Parenting (PAQ) is used. It was firstly developed by Buri (1991). For this research the adapted Urdu version of PAQ by Babree (1997) used in this research by my. It has been employed to assess the perceived parental styles. PAQ is liker type measurement and it is used to assess the (authoritative, authoritarian, and permissive styles) of parenting. The scale assess the manner and degree in which authority is executed all items of the scale are stated from view of the person assessing the kinds of authority employed by his or her parents. Answers of these items are given a 5 point scale. And it is ranging from strongly disagree (1) to strongly agree (5). It comprises of two

forms (paternal and maternal) with 30 items each measures three styles of parenting styles and these three styles are authoritative, authoritarian, and permissive parenting style. Authoritative style involves items (2, 3, 7, 9, 12, 16, 18, 25, 26, 29). Authoritarian style of parenting involve following items (1, 6, 10, 13, 14, 17, 19, 21, 24, 28). The higher the score achieved the greater the level of parenting authority type is perceived. Alpha coefficient of PAQ α = 0.69 which is the standard level of reliability

Self-Esteem Scale.   Self-Esteem scale (Rifai, 1999) used in this study to examine the self-esteem of College and University students. This is the indigenous scale to measure the self-esteem in Urdu language and is made upon the work of past researchers (Rosenberg, 1965; Coopersmith, 1967; Fleming & Courteny, 1984). The scale contains of twenty-nine self-reported items and represents the multidimensional organization of self-esteem. This scale has four extents including self-acceptance, self-competence, social and physical self-acceptance, and academic self-competence. The α= .85 which is good. Among the twenty-nine items of the self-esteem scale there are 11 items for self-acceptance, five for self-competence, and seven for social and physical self-acceptance, six items for academic self-competence.

The scale contains of seventeen positive and twelve negative items. Items (1,5,8,10,11,13,16,17,19,21,25,28) are negative items remaining all other items are positive. Response categories of self-esteem scale are (extremely true, somewhat true, neither true nor false, somewhat false and extremely false). It is a 5 point liker rating scale.

Academic Achievement.   Academic achievement is measured by asking the students percentage in the previous examination in the demographic variables sheet.

Procedure

The data was collected for the current study from Punjab College Barakaw and Quaid-i-Azam University Islamabad students. The Self-Esteem scale and PAQ were given to both male and female students. Some verbally instructions were also given to them so they made their respond accurate. They were also told the purpose of this study is just to investigate the parenting style impact on their academic performance

as well as on their self-esteem. Then these scales were administered. There was not the restriction of time to fill the questionnaire. They were also instructed if they are confused or any issue so they can ask question freely. They were instructed to tick the only one option and not to leave any item. After the filling of questionnaire the scale were taken back.

Table 1

Distribution of participants along demographic variables (N=243)

Demographic	f	%
Gender		
Male	130	53.8
Female	113	46.2
Class		
Matric	6	2.4
Intermediate	10	4.0
Bachelor	66	26.5
Master	154	64.3
M.Phil and Ph.D.	7	2.8
Institution		
Government	222	91.2
Private	21	8.8
Family system		
Nuclear	161	65.1
Joint	82	34.9
Monthly income		
10000-20000	14	5.2
21000-40000	31	12.4
41000-60000	90	39.4
60000-above	98	43.0
Residence		
Hostelite	122	51.0
Day scholar	121	49.0
Age		
Teenager	28	11.
Early adulthood	202	83.1
Middle adulthood	13	5.2

This Table 1 indicates the distribution of total samples on the basis of their age, gender, class, institution, father qualification, family system, monthly income and residence. In the sample students who within the teenage were 11.6% and the students who fell in early adulthood were 83.1% and the students fell in middle adulthood were 5.2%. Male students were 53.8% while female were 46.2%. In class group matric students were 2.4%, intermediate were 4.0%, bachelor were 26.5%, master

students were 64.3% and MPhil and PhD were 3.2%. Family system the nuclear were 65.1% and joint were 34.9%. In monthly income within the range of 10000-20000 were 5.2%, from 21000-40000 were 12.4%, from 41000-60000 were 39.4% and 61000-above were 43%. In residence the hostelite students were 51.0% and day scholars were 49.0%

RESULTS

RESULTS

Data is analyzed by using social sciences statistical package (SPSS) for this quantitive analysis. The cronbach's alpha coefficient for perceived parenting style, self-esteem and academic performance were determined as the reliability of the scales. To check the normality of data descriptive statistics were used. For finding the relationship between study variables correlation coefficient were used. Independent t-test was used to test mean differences among university students. Matriculation data were excluded from the final analysis.

Table 2

Descriptive statistics and reliability estimate of study (N=243)

Variables	N	M	SD	α	Skew	Actual	Potential
Self-esteem	29	68.18	15.67	.85	.19	36-108	29-145
SE-acceptance	11	25.40	8.89	.83	.46	11-50	11-55
SE-competence	06	13.67	4.27	.64	.42	6-27	6-30
SE-social physical	07	16.85	3.46	.43	.18	7-30	7-35
SE-academic	05	12.23	3.99	.67	.34	5-23	5-30
PMPS	30	73.94	11.04	.69	-.04	48-102	30-150
PMPS-authoritarian	10	27.40	6.23	.66	.24	13-46	10-50
PMPS-authoritative	10	21.33	6.73	.82	.36	10-40	10-50
PMPS-permissive	10	27.54	5.49	.56	-.11	13-40	10-50
PFPS	30	77.87	12.59	.72	-.04	41-113	30-150
PFPS-authoritarian	10	27.54	7.16	.74	.29	12-46	10-50
PFPS-authoritative	10	22.59	7.48	.82	.57	10-47	10-50
PFPS-permissive	10	27.73	5.85	.56	.26	12-47	10-50

Note. SE= self-esteem; PMPS = Perceived mother parenting style; PFPS = Perceived father   parenting style

Table 2 illustrates the results of mean, standard deviation, alpha reliability, kurtosis and skewness of self-esteem and its sub dimensions, perceived mother and father parenting style and there three sub dimensions. It is observed that all the scales and sub scales have their skewness values within the preferred range of - 1 to +1 demonstrate that the data is normally distributed and parametric test can be carried out.

Table 3

Correlation between Perceived Parenting Styles, Self-esteem and Academic Achievement (N=243)

	Variables	1	2	3	4	5	6	7	8	9	10	11	12
1	Self esteem		.85**	.76**	.59**	.71**	-.09	.48**	.18**	-.08	.36**	.09	-.13*
2	Acceptance			.45**	.27**	.39**	-.24**	.36**	.02	-.15*	.30**	-.05	-.08
3	Competence				.43**	.53**	.06	.33**	.23**	-.05	.26**	.20**	-.09
4	Social-physical					.38**	.07	.44**	.26**	.14*	.29**	.16**	-.03
5	Academic						.05	.36**	.19**	-.03	.20**	.12	-.22**
6	M-Authoritarian							-.02	-.03	.46**	-.10	.13*	-.09
7	M-authoritative								.32**	.07	.48**	.08	-.11
8	M-permissive									.03	.21**	.45**	-.09
9	F-authoritarian										-.07	-.06	-.08
10	F-authoritative											.33**	.01
11	F-permissive												-.11
12	percentage												

Note. Acceptance=self-acceptance; competence = self-competence; social-physical = Social physical Self-acceptance; Academic = Academic self-acceptance; M-Authoritarian = Mother authoritarian parenting style; M-authoritative = Mother authoritative parenting style; M-permissive = Mother permissive parenting style; F-authoritarian = Father authoritarian parenting style; F-authoritative = Father authoritative parenting style; F-permissive = Father permissive parenting style

Table 3 shows the correlation between self-esteem, subscales of self-esteem, perceived mother parenting style subscales and the sub scales of perceived father parenting and academic achievement. This tables shows that self-esteem has significant positive correlation with mother authoritative and permissive parenting style and it also has significant positive correlation with father authoritative parenting style. Self-esteem has negative correlation with academic performance. Mother authoritarian has positive correlation with father authoritarian and father permissive parenting. Mother authoritative style has positive correlation with mother permissive and father authoritative parenting style. Mother permissive has significant positive correlation with father authoritative and father permissive parenting style. Father authoritative has significant positive correlation with father permissive parenting.

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Table 4

Mean, standard deviation and t value for male and female gender differences in the study variable (N=243)

Variables	Male (n = 129)		Female (n = 113)		t	95% CI		Cohen's d
	M	SD	M	SD		LL	UL	
SE	67.46	15.80	69.02	15.55	.78	-5.49	2.36	0.09
SA	25.82	9.29	24.92	8.40	.80	-1.32	3.13	0.10
SC	13.14	4.40	14.29	4.04	2.12	-2.20	-.08	0.27
SPSA	16.69	3.25	17.05	3.70	.81	-1.22	.51	0.10
ASA	11.79	3.92	12.75	4.01	1.91*	-1.95	.02	0.24
PMPS-A	26.61	6.33	28.32	6.01	2.16*	-3.21	-.15	0.27
AU	20.85	6.01	21.89	7.48	1.20	-2.72	.65	0.15
PER	27.38	5.45	27.73	5.56	.51	-1.73	1.02	0.06
PFPS-A	26.79	7.06	28.40	7.20	1.77	-3.39	.17	0.22
AU	22.16	7.29	23.10	7.71	.98	-2.81	.93	0.12
PER	28.13	6.23	27.26	5.37	1.16	-.60	2.33	0.14

Note. CI = confidence interval; LL = lower limit; UL = upper limit; SE = self-esteem; SA = self-acceptance; SC = self-competence; SPSA = social physical self-acceptance; ASA = academic self-acceptance; PMPS = Perceived mother parenting style-A= authoritarian; AU = authoritative; PER = permissive; PFPS = perceived Father parenting style-A = authoritarian.

Table 4 illustrates the results of t-test for comparison of male and female mean differences on all study variables. The result shows that gender difference are significant for perceived mother parenting style authoritarian and self-competence

Table 5

Mean, standard deviation and t value for hostelite and day scholar in the residence comparison in the study variable (N=243)

Variables	Hostelite (n = 124)		Day scholar (n = 119)		t	95% CI		Cohen's d
	M	SD	M	SD		LL	UL	
SE	69.09	15.89	67.24	15.45	.93	-2.05	5.77	0.11
SA	26.12	9.12	24.67	8.62	1.28	-.77	3.66	0.16
SC	13.83	4.46	13.52	4.07	.58	-.75	1.38	0.07
SPSA	16.56	3.12	17.17	3.78	1.39	-1.47	.25	0.17
ASA	12.58	4.15	11.88	3.80	1.39	-.28	1.70	0.17
PMPS-A	27.35	6.47	27.46	5.99	.13	-1.66	1.45	0.01
AU	21.25	6.48	21.41	7.01	.18	-1.85	1.53	0.02
PER	27.46	5.98	27.63	4.97	.23	-1.54	1.20	0.03
PFPS-A	27.15	7.34	27.95	6.97	.88	-2.59	.98	0.11
AU	21.57	7.10	23.66	7.75	2.21*	-3.94	-.23	0.28
PER	27.71	5.93	27.76	5.80	.07	-1.51	1.41	0.01

Note. CI = confidence interval; LL = lower limit; UL = upper limit; SE = self-esteem; SA = self-acceptance; SC = self-competence; SPSA = social physical self-acceptance; ASA = academic self-acceptance; PMPS = Perceived mother parenting style-A= authoritarian; AU = authoritative; PER = permissive; PFPS = perceived Father parenting style-A = authoritarian.

Table 5 display the t test for comparison of hostelite and day scholar mean differences on self-esteem, self-acceptance, self-competence, social and physical self-acceptance, academic self-acceptance, academic self-acceptance, Perceived mother parenting style authoritarian, Perceived mother parenting style authoritative, perceived mother parenting style permissive, Perceived father parenting style authoritarian, Perceived father parenting style authoritative and perceived father parenting style permissive. The analysis shows that residence difference is significant for perceived father parenting style authoritative.

Table 6

Mean, standard deviation and t value for Nuclear and joint comparison in the family system in the study variable (*N*=243)

Variable	Nuclear (*n*=123)		Joint (*n*=120)			95%CI		Cohn's d
	M	SD	M	SD	*t*	*LL*	*UL*	
SE	68.33	15.20	67.92	16.60	.19	-3.70	4.51	.02
SA	24.87	8.65	26.41	9.28	1.30	-3.86	.78	.17
SC	13.98	4.23	13.13	4.31	1.49	-.26	1.96	.20
SPSA	16.95	3.44	16.69	3.52	.56	-.64	1.17	.07
ASA	12.53	3.93	11.69	4.05	1.59	-.20	1.88	.22
PMPS-A	27.70	5.94	26.86	6.73	1.00	-.79	2.46	.13
AU	21.61	6.74	20.82	6.72	.88	-.97	2.56	.11
PER	27.75	5.24	27.17	5.95	.78	-.86	2.01	.10
PFPS-A	27.69	7.06	27.28	7.36	.42	-1.46	2.28	.05
AU	22.93	7.14	21.99	8.10	.94	-1.02	2.89	0.12
PER	27.82	5.52	27.57	6.46	.31	-1.29	1.78	0.04

Note. CI = confidence interval; LL = lower limit; UL = upper limit; SE = self-esteem; SA = self-acceptance; SC = self-competence; SPSA = social physical self-acceptance; ASA = academic self-acceptance; PMPS = Perceived mother parenting style-A= authoritarian; AU = authoritative; PER = permissive; PFPS = perceived Father parenting style-A = authoritarian.

Table 6 display the t test for comparison of nuclear and joints residence mean differences on self-esteem, self-acceptance, self-competence, social and physical self-acceptance, academic self-acceptance, academic self-acceptance, Perceived mother parenting style authoritarian, Perceived mother parenting style authoritative, perceived mother parenting style permissive, Perceived father parenting style authoritarian, Perceived father parenting style authoritative and perceived father parenting style permissive. Table illustrate that there is no significant difference for nuclear and joint family system.

DISCUSSION

DISCUSSION

The aim of present was to examine the relationship of self-esteem, perceived parenting style and academic achievement among students. Moreover influential role of demographic variables such as age, gender, class, institution, father education, father occupation, mother education, mother occupation, monthly income. In order to fulfill the requirements and aim of present study, sample data (N=243) was collected from Quaid-i-Azam University, Islamic International University Islamabad and Punjab Group of College Barakaw.

Objectives of present study were accomplished by using questionnaires Including demographic sheet in which all demographics were reported by participants, Self-esteem scale (Rifai, 1999) to measure self-esteem; parental authority questionnaire (PAQ) to measure the perceived parenting style and Percentage in the last examination to measure Academic performance. Sample of the present study includes college students, and university students from age range 15-30 from university and college students. Sample was collected by using purposive and convenient sampling technique. Research design used in this study is correlational research design, to examine relationship between study variable and the demographics.

The internal consistencies of all scales are computed to see the reliability of all study variables, that is used to examine whether these scales are reliable for the sample or not. Acceptable alpha estimate was achieved for all study variables in (Table 2). Acceptable range of scales shows internal consistency of all items. The value of skewness and kurtosis indicates that the data is normally distributed (see Table 2). Scales were available in departmental TRC, before using scales in the study permission were requested from authors of these scales.

Considering the objectives of the present study, analyses were performed to see the relationship between perceived parenting style, self-esteem and academic achievement. The first hypothesis of the study was Authoritative parenting style will positively related with academic achievement. The result in the Table 3 shows that

there is no correlation between authoritative parenting style and academic achievement. Past empirical researches reported similar findings Hofstede (2010). Pakistan, Indonesia, china are collectivistic countries and in collectivistic countries parents control their children more through external social pressure. Individualism/collectivism is the third dimension where according to Hofstede (2010) individualism stands for a society in which the ties between individuals are loose – everybody is expected to look after him/herself and his/her immediate family only while collectivism stands for a society in which people from birth onwards are integrated into strong, cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty (Hofstede, 2010).

The collectivistic give importance to spend time with and care for family, friends and one's groups. Individualism tends to prevail in developed and Western countries, while collectivism prevails in less developed and Eastern countries. Since parents are also more likely to organize, control and monitor their children's activities and their children accept this as a sign of love. In collectivistic countries authoritative parenting style is not impressive as it is impressive in western countries. In south Asian countries like Pakistan strict parents are considered good because it shows the concern about their children (Straus & Stewart, 1999). Pakistani society is mostly involved in making decision about their children including academic career, professions the children should opt.

In correlation (Table 3) it reveals that there is positive relationship between authoritative parenting style and self-esteem, (Buri et al., 1988; Buri, 1991; Klein et al., 1996) also that found in their studies that self-esteem would be positively related with permissive and authoritative parenting style. Positive response from parents builds confidence in their children and they grow in a positive way. Children depends on their parents, if they do not response or negative response to the needs of their children it will negative effect on child life such as low self-esteem, personality drawbacks (Karavasilis et al., 2003; Maccoby & Martin, 1983) concluded in their study that authoritative parenting relate to higher self-esteem and life satisfaction and lower depression.

Table 3 shows result of correlation of self-esteem and academic performance. The hypothesis of my study was positive correlation between these variable but this

result has found negative relation between self-esteem and academic achievement. Mayer, (2012) cited in his book that is mentioned in Siddiqa (2016) study that psychological capital consist of four component self-efficacy, hope , resilience, and optimism . Self-efficacy is the important factor to boost academic achievement but it is not compulsory that it commutate in academic achievement. Self-efficacy is the feelings of competency to do something. But it is not compulsory that this make a positive change. Control of outcome: for example if a student believe in his competency but have a fear of discrimination on the basis of his/her age or appearance then this student feels that he/she will be chances of less success. Second component of psychological capital is hope. There are some students who have a concept of victimization they feel that poor performance is a result of teachers, texts and tests on which they don't have any control.

This student has no internal locus of control. According to (Peterson & Barrett, 1987), may be the participants of present study have she believe that regarding their performance that result of present study indicates that hope has not played any role in improving student academic performance. The other component is resilience. Pakistani researcher also showed that there was not relationship exists between resilience and academic performance. Better result in academic performance in some student creates fear of the same performance in next time that can affect his self-esteem. Some students who perform well in sendup tests but good performance in them create the fear of best performance in the examination and many students fail to show the same performance. High self-esteem students mostly take everything easy. They do not prepare well for their exams that also affect their performance.

Limitations

For present study 243 samples were taken by using convenient sampling technique that may not represent the actual population. The sample is taken from University and College students therefore the results of this finding are not applicable to the all-academic institutions. The present study is correlational that does not explain the nature of relationship and of many external variables that effect the study both personal and environmental variables.

In present study we used self-report measures. Some students respond in

negative direction due to their psychological problems and any other current issues such as anger, fatigue etc. While some students respond positively due to social desirability and may become self-conscious that effect result badly. Some student fills questionnaire unintentionally because of fatigue or lengthy questionnaire. Less motivated and least interested also affects the results. These limitations must be considered for future work for the same variable.

Suggestions

Sample size must be increased and data must be collection area should be widened. The data should be collected from different institutions and from different cultures because culture varies from each other and Pakistan is the richest country in different cultures. Each culture has different mentality and mindset. Random sampling technique should be used to collect data for large sample size so that could represent the population. Experimental study method is more appropriate that explain the cause and effect of relationship among variables. Experimental study method controls the extraneous variable so the result of that studies are more valid and accurate. Avoid biasness by using tools than self-report measures that effect a lot to study.

Implications

The outcome of the present study will be helpful for students, parents and trainers. This study will help the readers to peep into the actual cause of poor performance. It will help the students when they will come to marital life how to build good relation with their children and what have to do for their better grooming and development.

Conclusion

The finding of the present study reveals the negative correlation of permissive parenting style and self-esteem. Authoritative parenting is not necessarily that positive correlate with academic achievement. And same the self-esteem is not necessarily to relate positively with academic performance. In my findings there is negative correlation between self-esteem and academic achievement. It could be because of cultures or due to some limitation which I mentioned in the limitations such as poor

response from students to self-report Authoritarian parenting style is not negatively related with low self-esteem. Mostly in Asian countries it does not negatively affects the self-esteem of their children.

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APPENDICES

Informed Consent[1]

میرا نام دل شیر ہے اور میں قومی ادارہ نفسیات، قائداعظم یونیورسٹی کا طالبعلم ہوں اور ایک ریسرچ کر رہا ہوں جو والدین کے رویوں، علمی کامیابیوں اور خوداعتمادی پر مبنی ہے۔ موجودہ ریسرچ میں مجھے آپ کے تعاون کی ضرورت ہے۔

آپ کی خدمت میں جو سوالنامے پیش کیے جا رہے ہیں۔ آپ سے درخواست ہے سوالنامے کے ساتھ دی گئی ہدایات کو غور سے پڑھیں اور ان کی روشنی میں جواب دیں۔ آپ سے درخواست ہے کی آپ ایمانداری سے ممکنہ حد تک صحیح جواب دیں۔

آپ کو یقین دلایا جاتا ہے کی آپ کی معلومات کو صیغہ راز میں رکھا جائے گا اور صرف تحقیقی مقاصد کے لیے استعمال کی جائیں گی۔ براہ مہربانی کوشش کریں کہ کوئی بھی بیان خالی نہ چھوڑیں۔ اور تمام بیانات سے متعلق اپنے جوابات کا اظہار کریں آپ کا تعاون مددگار ہوگا۔

شکریہ

دستخط ۔۔۔۔۔۔۔۔۔۔

ذاتی کوائف

عمر: ـــــــــــــــ   جنس: ـــــــــــــــ

جماعت: ـــــــــــــــ

سکول/کالج: سرکاری ـــــــــــــــ   پرائیویٹ ـــــــــــــــ

والد کی تعلیم: ـــــــــــــــ

والدہ کی تعلیم: ـــــــــــــــ

والد کا پیشہ: ـــــــــــــــ

والدہ کا پیشہ: ـــــــــــــــ

خاندانی نظام: انفرادی ـــــــــــــــ   اجتماعی ـــــــــــــــ

خاندان کی ماہانہ آمدنی: ـــــــــــــــ

رہائش: گھر ـــــــــــــــ   ہوسٹل ـــــــــــــــ

پچھلے امتحان میں حاصل کردہ نمبر: ـــــــــــــــ   کل نمبر ـــــــــــــــ   فی صد ـــــــــــــــ

مندرجہ ذیل سوالنامے میں ہر بیان کے سامنے پانچ جوابات تحریر ہیں۔ آپ سے درخواست ہے کہ ہر بیان کو غور سے پڑھیں۔ اور ہر بیان کے بارے میں اپنی رائے دیں۔ مہربانی فرما کر کوئی بیان خالی نہ چھوڑیں۔ اور تمام بیانات سے متعلق اپنی رائے کا اظہار کریں۔ آپ کا تعاون ہماری تحقیق میں مددگار ہوگا۔ شکریہ

بالکل غلط	کسی حد تک غلط	معلوم نہیں	کسی حد تک صحیح	بالکل صحیح	بیانات	نمبر شمار
					مجھے یہ احساس ہوتا ہے کہ میری ذات کی کوئی حیثیت نہیں۔	1-
					میں ہر طرح کے حالات کا مقابلہ کرنے کے لیے تیار رہتی/رہتا ہوں۔	2-
					میرا خیال ہے کہ دوسرے لوگ میری شکل و صورت کو پسند کرتے ہیں۔	3-
					میرا خیال ہے کہ میں پڑھائی اور امتحان میں عمدہ کارکردگی کا مظاہرہ کرتی/کرتا ہوں۔	4-
					میں محسوس کرتی/کرتا ہوں کہ مجھ میں زیادہ صلاحیتیں نہیں ہیں۔	5-
					میں ناکامی پر کبھی ہمت نہیں ہارتی/ہارتا۔	6-
					میرا خیال ہے کہ میں خوش شکل نہیں۔	7-
					میرا خیال ہے کہ میں دوسروں کے مقابلے میں کم خوبیاں رکھتی/رکھتا ہوں۔	8-
					میں اپنے بارے میں پراعتماد ہوں۔	9-
					میں محسوس کرتی/کرتا ہوں کہ مجھ میں کوئی قابلِ فخر خوبی نہیں۔	10-
					مجھے یہ احساس رہتا ہے کہ میں شاید کچھ بھی صحیح طریقے سے نہیں کر سکتی/سکتا۔	11-
					میں محسوس کرتی/کرتا ہوں کہ دوسرے لوگ میری کمپنی سے لطف اندوز ہوتے ہیں	12-
					میں اکثر دوسرے لوگوں کے مذاق کا نشانہ بن جاتا/جاتی ہوں۔	13-
					مجھے کوئی کام کر کے کبھی بھی پچھتاوا محسوس نہیں ہوا۔	14-
					میں اپنی تعلیمی کارکردگی پر فخر محسوس کرتی/کرتا ہوں۔	15-
					میں اپنے آپ کو ناپسند کرتی/کرتا ہوں۔	16-

نمبر شمار	بیانات	بالکل صیح	کسی حد تک صیح	معلوم نہیں	کسی حد تک غلط	بالکل غلط
17	میری وضع قطع ایسی ہے کہ میں اکثر دوسروں سے ملنے سے ہچکچاتی ہوں۔					
18	مجھے اعتماد ہے کہ لوگ مجھے قدر کی نگاہ سے دیکھتے ہیں اور عزت کرتے ہیں۔					
19	مجھے احساس ہوتا ہے کہ میں سمارٹ نہیں ہوں۔					
20	میرا خیال ہے کہ میں ایک ذہنی طالب علم ہوں۔					
21	میں اپنے آپ سے مایوس ہوں۔					
22	میرا خیال ہے کہ میں زیادہ دشواری کے بغیر فیصلہ کر سکتی/سکتا ہوں؟					
23	میرا خیال ہے کہ لوگ میرے بارے میں اچھا تاثر قائم کرتے ہیں؟					
24	میں اپنے آپ کو لائق طالب علم سمجھتی/سمجھتا ہوں۔					
25	مجھ میں احساس کمتری ہے۔					
26	میرا خیال ہے کہ میں بہت لوگوں کی توجہ اور محبت کا مرکز ہوں۔					
27	میں اپنے آپ سے مطمئن ہوں۔					
28	میرا پڑھائی میں دل نہیں لگتا۔					
29	میں خامیوں کے باوجود ایک اچھا انسان ہوں۔					

بالکل غلط	کسی حد تک غلط	کسی حد تک صحیح	معلوم نہیں	کسی حد تک صحیح	بالکل صحیح	بیانات	نمبر شمار
						میری امی کے خیال میں گھر میں بچوں کو بھی اپنی مرضی کرنے کا اتنا ہی اختیار ہونا چاہیے جتنا کہ والدین کو۔	1
						میری امی کے خیال میں بچوں سے ان کی بہتری کے لئے کچھ کام زبردستی بھی کروانے چاہییں۔	2
						میری امی چاہتی ہیں کہ میں بغیر کوئی سوال پوچھے ان کے کہنے پر فوری عمل کروں۔	3
						میری امی گھر کے کسی معاملہ سے متعلق فیصلہ کرنے کے بعد اس کی وجوہات بھی بتاتی ہیں۔	4
						جب بھی گھر میں کوئی پابندی اور اصول مجھ کو نا مناسب لگے تو میری امی میری بات اور مشوروں کو سن لیتی ہیں۔	5
						میری امی کے خیال میں بچوں کو اس بات کی آزادی ہونی چاہیے کہ وہ اپنے لیے جو چاہیں سوچیں اور اس پر عمل کریں۔ چاہے والدین ان سے اتفاق کریں یا نہ کریں۔	6
						میری امی اس بات کی اجازت نہیں دیتیں کہ میں ان کے کیے ہوئے فیصلے کے خلاف بولوں۔	7
						میری امی گھر میں بچوں سے متعلق معلومات کے فیصلے سوچ سمجھ کر اور اچھے طریقے سے کرتی ہیں۔	8
						میری امی کا خیال ہے کہ والدین کو بچوں کی تربیت سختی سے کام لیتے ہوئے کرنی چاہیے۔	9
						میری امی یہ نہیں سمجھتی کہ مجھے اصول صرف اس لیے مان لینے چاہییں کہ وہ بڑوں نے بنائے ہیں۔	10
						یہ جانتے ہوئے بھی کہ میری امی مجھ سے کیا چاہتیں ہیں پھر بھی اگر مجھے کوئی بات ٹھیک نہ لگے تو میں آزادی سے ان سے اس کے متعلق بات کر سکتا ہوں۔	11
						میری امی کا خیال ہے کہ عقلمند والدین کو بہت شروع ہی میں بچوں کو یہ بتا دینا چاہیے کہ گھر میں کس کا حکم چلے گا۔	12
						میری امی بہت کم بتاتی ہیں کہ مجھے مختلف کام کیسے کرنے ہیں۔	13
						میری امی اکثر وہی فیصلہ کرتی ہیں جو کہ گھر میں ہم بچوں کی مرضی ہوتی ہے۔	14
						میری امی ہمیشہ مختلف کام کرنے کے طریقے بہت اچھی طرح سے بتاتی اور سمجھاتی ہیں۔	15

					بیانات	نمبرشمار
بالکل نہیں درست	کسی حد تک نادرست	معلوم نہیں	کسی حد تک صحیح	بالکل صحیح		
					میری امی کا خیال ہے کہ اگر والدین بچوں کے خیالات فیصلوں اور معلومات پر پابندی نہ لگائیں تو معاشرے کے بہت سے مسائل ختم ہو سکتے ہیں۔	17
					میری امی مجھے بتاتی ہیں کہ مجھے کیا کرنا چاہیے۔ لیکن اگر میں ویسا نہ کر سکوں تو مجھے سزا دیتی ہیں۔	18
	7				میری ابو مجھے میرے زیادہ تر معاملات میں خود فیصلہ کرنے دیتی ہیں۔	19
					میری امی فیصلہ کرتے وقت ہماری رائے کو اہمیت دیتی ہیں لیکن صرف ہماری مرضی پر فیصلہ نہیں کرتیں۔	20
					میری امی یہ ذمہ داری نہیں لیتیں کہ وہ مجھے بتائیں کہ مجھے مختلف کام کیسے کرنے ہیں۔	21
					میری امی بچوں کے معاملات کے بارے میں ایک خاص رویہ رکھتی ہیں مگر اس کو کبھی کبھی بچوں کی ضرورت کے مطابق بھی کر دیتی ہیں۔	22
					میری امی بتاتی ہیں کہ مجھے کیا کرنا چاہیے اور وہ چاہتی ہیں کہ میں ان کی باتوں پر عمل کروں لیکن وہ میری بات بھی سن لیتی ہیں کہ میں کاموں کو کیسے کرنا چاہتا رہتا ہوں۔	23
					میری امی مجھے اجازت دیتی ہیں کہ میں گھر کے معاملات میں اپنی رائے دوں اور اپنے بارے میں خود فیصلہ بھی کروں۔	24
					میری امی کا خیال ہے کہ معاشرے کے بہت سے مسائل حل ہو جائیں اگر والدین بچوں کی غلطیوں پر ان کے ساتھ سختی سے پیش آئیں۔	25
					میری امی اکثر مجھے بتاتی ہیں کہ وہ مجھ سے کیا چاہتی ہیں اور میں کس طرح ان کی خواہش کو پورا کر سکتا/سکتی ہوں۔	26
					میری امی مجھے مشورے دیتی ہیں لیکن مجھے اگر ان کا مشورہ ٹھیک نہ لگے تو وہ میری بات بھی سمجھتی ہیں۔	27
					میری امی گھر میں بچوں کے معاملات کے بارے میں ہدایات نہیں دیتیں۔	28
					مجھے پتہ ہے میری امی چاہتی ہیں کہ میں ان کی ہر بات مانوں کیونکہ وہ مجھ سے بڑی ہیں۔	29
					اگر مجھے امی کے کسی فیصلے پر دکھ پہنچے تو وہ میری بات سن لیتی ہیں اور اگر وہ غلطی پر ہوں تو اس غلطی کو مان بھی لیتی ہیں۔	30

نمبر شمار	بیانات	بالکل صحیح	کسی حد تک صحیح	معلوم نہیں	کسی حد تک غلط	بالکل غلط
1	میرے ابو کے خیال میں گھر میں بچوں کو بھی اپنی مرضی کرنی کا اتنا ہی اختیار ہونا چاہیے جتنا کہ والدین کو۔					
2	میرے ابو کے خیال میں بچوں سے ان کی بہتری کے لیے کچھ کام زبردستی بھی کروانے چاہئیں۔					
3	میرے ابو چاہتے ہیں کہ میں کوئی سوال پوچھے بغیر ان کے کہنے پر فوری عمل کروں۔					
4	میرے ابو گھر کے کسی معاملے سے متعلق فیصلہ کرنے کے بعد اس کی وجوہات بھی بتاتے ہیں۔					
5	جب بھی گھر میں کوئی پابندی اور اصول مجھ کو نامناسب لگے تو میرے ابو میری بات اور مشوروں کو سن لیتے ہیں۔					
6	میرے ابو کے خیال میں بچوں کو اس بات کی آزادی ہونی چاہیے کہ وہ اپنے لیے جو چاہئیں سوچیں اور اس پر عمل کریں۔ چاہے والدین ان سے اتفاق کریں یا نہ کریں۔					
7	میرے ابو اس بات کی اجازت نہیں دیتے کہ میں ان کے کیے ہوئے فیصلے کے خلاف بولوں۔					
8	میرے ابو گھر میں بچوں سے متعلق معاملات کے فیصلے سوچ سمجھ کر اور اچھے طریقے سے کرتے ہیں۔					
9	میرے ابو کا خیال ہے کہ والدین کو بچوں کی تربیت سختی سے کام لیتے ہوئے کرنی چاہئے					
10	میرے ابو یہ نہیں سمجھتے کہ مجھے اصول صرف اس لیے مان لینے چاہئیں کہ وہ بڑوں کے بنائے ہوئے ہیں۔					
11	یہ جانتے ہوئے بھی کہ میرے ابو مجھ سے کیا چاہتے ہیں پھر بھی مجھے اگر کوئی بات ٹھیک نہ لگے تو میں آزادی سے ان سے اس سے متعلق بات کر سکتا ہوں۔					
12	میرے ابو کا خیال ہے کہ عقلمند والدین کو بہت شروع ہی میں بچوں کو یہ بتا دینا چاہیے کہ گھر میں کس کا حکم چلے گا۔					
13	میرے ابو بہت کم بتاتے ہیں کہ مجھے مختلف کام کیسے کرنے ہیں۔					
14	میرے ابو اکثر وہی فیصلہ کرتے ہیں جو کہ گھر میں ہم بچوں کی مرضی ہوتی ہے۔					
15	میرے ابو ہمیشہ ہمیں مختلف کام کرنے کے طریقے بہت اچھی طرح سے بتاتے اور سمجھاتے ہیں۔					
16	جب میں ابو کی بات نہ مانوں تو وہ بہت ناراض ہو جاتے ہیں۔					
17	میرے ابو کا خیال ہے کہ اگر والدین بچوں کے خیالات، فیصلوں اور معاملات پر پابندی نہ لگائیں تو معاشرے کے بہت سے مسائل ختم ہو سکتے ہیں۔					
18	میرے ابو مجھے بتاتے ہیں کہ مجھے کیا کرنا چاہئے۔ لیکن اگر میں ویسا نہ کر سکوں تو وہ مجھے سزا دیتے ہیں۔					
19	میرے ابو مجھے میرے زیادہ تر معاملات میں خود فیصلہ کرنے دیتے ہیں۔					
20	میرے ابو فیصلہ کرتے وقت ہماری رائے کو اہمیت دیتے ہیں لیکن صرف ہماری مرضی پر عمل نہیں کرتے					

						میرے ابو یہ ذمہ داری نہیں لیتے کہ وہ مجھے بتائیں کہ مجھے مختلف کام کیسے کرنے ہیں ۔	21
						میرے ابو بچوں کے معاملات کے بارے میں ایک خاص رویہ رکھتے ہیں مگر اس کو کبھی کبھی بچوں کی ضرورت کے مطابق تبدیل بھی کر دیتے ہیں ۔	22
						میرے ابو بتاتے ہیں کہ مجھے کیا کرنا چاہیے اور وہ چاہتے ہیں کہ میں انکی باتوں پر عمل کروں لیکن وہ میری بات بھی سن لیتے ہیں ۔ کہ میں ان کاموں کو کیسے کرنا چاہتا ہوں ۔	23
						میرے ابو مجھے اجازت دیتے ہیں کہ میں گھر کے معاملات بھی میں اپنی رائے دوں اور اپنے بارے میں خود فیصلہ کروں ۔	24
						میرے ابو کا خیال ہے کہ معاشرے کے بہت سے مسائل حل ہو جائیں اگر والدین بچوں کی غلطیوں پر ان کے ساتھ سختی سے پیش آئیں ۔	25
						میرے ابو اکثر مجھے بتاتے ہیں کہ وہ مجھ سے کیا چاہتے ہیں اور میں کس طرح انکی خواہش کو پورا کر سکتا ہوں ۔	26
						میرے ابو مجھے مشورے دیتے ہیں لیکن اگر مجھے انکا مشورہ ٹھیک نہ لگے تو وہ میری بات بھی سمجھتے ہیں ۔	27
						میرے ابو گھر میں بچوں کے معاملات کے بارے میں ہدایات نہیں دیتے ۔	28
						مجھے پتہ ہے کہ میرے ابو چاہتے ہیں کہ میں ابو میں انکی ہر بات مانوں کیونکہ وہ مجھ سے بڑے ہیں ۔	29
						اگر وہ غلطی پر ہوں تو اس غلطی کو مان بھی لیتے ہیں ۔	30

M Gmail

Dil Sher <dilsher2244@gmail.com>

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application for permission
3 messages

Dil Sher <dilsher2244@gmail.com>
To: John Buri <jrburi@stthomas.edu>

Wed, Oct 25, 2017 at 1:09 PM

I am a researcher at National Institute of Psychology, Quaid e Azam University Islamabad, Pakistan. I am working on Moderating role of Self Esteem in Relationship with Parenting styles and Academic achievements Among University Students In Pakistan. I would like to seek your permission to use your 'Parental Authority Questionnaire' in my research. It would only be for academic and research purpose

I would be looking forward to your response.thank you

Buri, John R. <JRBURI@stthomas.edu>
To: Dil Sher <dilsher2244@gmail.com>

Wed, Oct 25, 2017 at 6:00 PM

Thank you for your interest in the Parental Authority Questionnaire (PAQ). Please feel free to use the PAQ for any not-for-profit purposes. For further information about the PAQ (for example, scoring details, norms, reliability measures, validity), please see the following journal article:

Buri, J. R. (1991). Parental authority questionnaire. *J. of Personality Assessment, 57,* 110-119.

I wish you the best with your research project.

John R. Buri, Ph.D.

Professor – Department of Psychology

University of St. Thomas

From: Dil Sher [mailto:dilsher2244@gmail.com]
Sent: Wednesday, October 25, 2017 3:09 AM
To: Buri, John R. <JRBURI@stthomas.edu>
Subject: application for permission

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