

EFFECTS OF PERCEIVED PARENTING STYLES ON SELF ESTEEM AND ACHIEVEMENT MOTIVATION OF SECONDARY SCHOOL STUDENTS

By

Arjumand Azhar



**NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD**

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ON SELF ESTEEM AND ACHIEVEMENT
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To

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NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

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ABSTRACT

Present research was designed to investigate the effects to perceived parenting styles on the self-esteem and achievement motivation of secondary schools students. Major objectives of the study were to identify the perceived parenting styles of secondary school students, to assess the self-esteem of secondary school students, to assess the achievement motivation of secondary school students, to determine the effects of perceived parenting styles on the self-esteem and achievement motivation of secondary school students, considering demographic variations gender, family income, number of sibling birth order, father's qualification and profession, mother's qualification and profession, grades & students' future goals, districts, sectors and to determine the relationships between perceived parenting styles, self-esteem and achievement motivation of secondary school students. Study was delimited to public and private secondary school located at District Attock, District Hafizabad and District Lodhran. The population of study was included of science student of secondary level only. Data were collected through stratified random sample technique by using three research questionnaires from 4740 students whose age ranged from 14 to 17 years and family income level ranged from 50,000 to 100,000. Results revealed that male students perceived authoritative parenting style more as compared to the female students. Male secondary school students have higher self-esteem as compared with female students and a significant difference exists between scores of male and female students on this variable. Male secondary schools' students' scores on achievement motivation questionnaire as compared to female secondary school's students. Findings revealed that Authoritarian parenting styles has negative correlation with authoritative parenting style. This scale also has insignificant correlation with subscales of self-esteem and scale have higher correlations with need to avoid failures. Whereas, Authoritative parenting style have significant correlations with subscales of self-esteem and also have higher correlation with subscale need to achieve success. Findings may help parents to mend their existing parting styles and avoid such styles that would lead adolescents towards low self-esteem and low achievement motivation. Findings could also escalate motivational level of adolescents through understanding of the causes which are hindering their success.

Keywords: Perceived Parenting Styles, Self-Esteem, Achievement Motivation

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**DEDICATED TO
MY
BELOVED PARENTS**

***WORDS ARE INADEQUATE TO EXPRESS GRATITUDE FOR
THEIR LOVE, CARE AND DEDICATION.***

***APPRECIATIONS FOR THEIR VIBRATING PARENTING,
INDEED THEIR LOVE IS SOLITARY SOURCE OF
INSPIRATION FOR ME IN ALL PURISTS OF MY LIFE***

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CHAPTER I

INTRODUCTION

A person experiences various changes during the crucial period of adolescence. Adolescence is the word that begins with the Latin origin “adolescere,” This is translated as “to grow” or “to mature.” When a person transitions from being a child to adult, there is a time of physical and psychological changes. “Adolescence is much more than one rung up the ladder from childhood. At this phase of life several factors are inter-playing a role behind the personality building of adolescents. Various factors like family structure, parenting styles, emotional intelligence, socialization, social status, motivation are considered to impact significantly in determining their success and development. Among the various parents might influence most on adolescent development, in addition to this their parenting styles also recognized as important factors in building self-esteem in them” (Lerner & Steinberg, 2004).

Parents are the pillars of family, essentially parenting styles are the particular behavior of socialization of the adolescent and their parents required to nurture children (Kuppens and Ceulemans, 2019). Parents are highly well managed and skilled people to shape, change and developed the children psychology for their well-being, mental tutoring and socializing their lifetime. Parents are strength for their children and strong moral provision for their future action. Understanding parenting beliefs help parents make intelligent decisions about how to promote their children wellbeing. Parents provide them with a framework for considering how they connect with their children, make them disciplined and responsible (Niaraki, 2013).

The concept of parental styles is also used by experts in child psychology, counselling and education to examine how parenting impacts how children turn out. They can assist parents in discovering more effective parenting techniques by recognizing and comprehending various parenting philosophies. Supportive parents provide encouragement, create stimulating environment, which foster a growth mindset leading to greater academic success (Smith; & Jones, A.2021)

Research on parenting practices also enables us to understand how various methods impact in the manifestation of how children develop, including their self-esteem, social skills and academic performance. It demonstrates how crucial it is to establish caring, encouraging surroundings in addition to definite ground rules and expectations. Parenting styles comprised of the preferred parenting manner to deal with children during span of

childhood. Parenting styles originates from various parenting philosophies which parents keep in their mind in handling to various situations pertaining to children. Generally, parenting styles are thought of in terms of two dimensions: parental demandingness and parental responsiveness. Combining these two dimensions results in the formation of four distinct parenting styles: Authoritative, Authoritarian, Permissive and Neglectful (Ginsburg, 2020).

Children's growth, self-assurance, feelings of protection, mental health, self-determination and success in higher education all directly impacted by how their parents engage with them. Parents have great influence on the children's achievement motivation. Achievement motivation refers to a person putting all of his time and effort towards achieving the predetermined goals. Students strive hard and make their best efforts to achieve their goals because achievement motivation has achievement goals. Students' attitudes and confidence have a big impact on their motivation to succeed. The positive and negative interactions they have had with important people, such their parents, substantially influence all of these. Thus, parenting styles are supposed to be the most noticeable and persuasive way in enhancing the self-esteem and level of achievement motivation of their offspring (Akhtar, 2012).

Educational pursuits of students depending on several factors including their personality, achievement motivation and self-esteem, in addition to this parenting styles/approaches also affect educational pursuits. Self-esteem in psychology essentially refers to a person's evaluation of their own value (Knox & Schacht, 2012). From the educational viewpoint, 'self-esteem' is indeed a notable concept, widely recognized as a universal and critical attribute for personal well-being, educational achievement and social acceptance (Turner et al., 2009). The type of home environment that a parent creates can have an impact on a child's overall feeling of self-worth. According to one definition of self-esteem, it is the confidence in one's ability to plan and carry out the steps necessary to achieve a goal, basically parents are potent source of giving this confidence to their children (Bandura, 1997).

Self-esteem is a factor which based on other factors like acceptance, love and warmth which empowered individuals to encounter challenges of life into various contexts. Development of self-esteem starts from learning language, a portion of the underlying words in understudies' phrasing have to do with self-and the actual body (me, my name, toe, finger and so forth); soon a child starts to make things and individuals that are especially significant expansion of him/herself-at long last a child figures out how to mark the assessment and

achievement with such evaluative terms as unrivaled, unpleasant, well mannered, badly focused, etc. These names help the relationship of events relating to the self-identification is a technique through which ethics and values are coordinated by understudies into their own characters from exposure to such specialists of society as parents, instructors, or legends. Perspective around oneself-(self-esteem) and principles for oneself-(self-esteem) are produced through a grouping method, which incorporates introjections and prompting. During the time spent in self-realization, an individual chooses acknowledged and valued people as portrayals to follow. In addition to this child's self-esteem is a creation of social feedback or critique that involves a variety of interactions, such as parent-child connections, teacher-student relationships, peer relationships, etc.

In this regard connection between parents and children has a crucial role in boosting self-esteem. As compared with children whose parents portray as if children are awkward and burden for them, to those children whose' parents adore them and think outstandingly about them; later one contributes to society with high spirits and positive self-concept. Children who have been regard burden became aggressive and judgmental and they may develop these traits towards everyone, resultantly develop negative self-esteem. Psychologists have devoted a lot of attention to parenting role in the formation of self-esteem because, according to Harter (2006) the basis of self-esteem is set at an early age life. Self-esteem has been demonstrated to play a significant role in how people behave and perform in a variety of contexts, including overcoming fears, achieving success at work, navigating challenging life changes and performing well in school (Bandura, 1997; Chemers & Garcia, 2001).

Achievement motivation is the tendency to strive for success; it has favorable effects on the way people strive for various ventures in life by avoiding native failures that come along with it. It has also been identified as a significant predictor of cognitive performance in educational settings (Atkinson & Feather, 1966; Busato et al., 2000). According to Brophy (2013) following variables influence students' motivation in the academics: the efficacy of the teacher, the students' friendships, their perspective towards school, their assessment of their own skills, their experiences of the past, the value placed on their success and how their parents interact with them. Achievement aspirations are positively connected with parents who encourage their children's ideas and they are adversely correlated with parents who detached and ignore children's ideas. Parents varies in terms of their demographics like education, gender, socioeconomic status due to which they are adopted

certain parenting styles while child rearing due to which child can experience acceptance, rejection or ignorance of their existence.

It is common observation that today many adolescents are having low achievement motivation, they just want to attain everything without putting extra efforts, wasting time in useless activities. Underlying this many factors like parenting styles, since parenting styles, self-esteem is hidden aspects which can could be significant protagonist in shaping the achievement motivation in the children therefore, present research aimed to study the effects of perceived parenting styles on self-esteem and achievement motivation of secondary schools' students enrolled (in science subject) in the public and private sector schools.

1.1 Theoretical Framework

A theoretical framework links the current study to the general academic knowledge. It shows that current studies are not created out of thin air but well on existing theories and concepts or refuting them. This adds more credibility and relevance of this work (Grant & Osanloo, 2014).

The selected theory also effects all the research process phases, including the development of research questions and hypotheses, a proper choice of data collection and analysis methods (Anfara & Mertz, 2014). It will present a rational and consistent framework of how it will undertake current investigation.

A theoretical framework serves as a lens that the researcher uses and examines the currently available data. It can be used to explain sense of findings and it is important in order to make explanation of the why and how of the observed phenomena instead of their description. The end result is more sensible and profound in conclusions.

Since ages, may be in every culture role of parents considered significant for upbringing of their children therefore, parenting has been become focal topic for research in many areas of social and educational research. Several theorists highlighted the significant role of parenting and child rearing practices in development of children. Studying of parenting based on application of various strategies considering parenting dimensions, parenting practices or parenting styles which are quite visible and somewhat permanent in nature because parents are using specific behaviors for the socialization and upbringing of their children (Darling and Steinberg 1993).

Using specific styles when rearing children is relatively natural for the socialization of their offspring. In performing this role or legitimate duty parents' ought to consider this

factor that they are role model for their children as well. Parental control side by side parental support can play significant role in developing mindset of their children towards various aspects of their life. Since parents' support showing positive nature of child-parent association, designated by presentation participation, taking, emotive accessibility, warmth and responsively. This sort of parenting dimension associated with optimistic growth consequences in children, such as the prevention of drug abuse and maladaptive, despair and misbehavior and externalizing problem behavior. Whereas, controlling dimension of parenting consists of actions which deals with controlling and regulating children' conduct, whichever by applying rules and demands or through corrective stratagems.

Similar to a theory, a theoretical framework is a group of connected ideas. Determine what will be measured and what statistical relationships will be the main areas of interest are its guidelines for study.

1.1.1 Parenting Styles

Early in the twenty-first century, parenting practices came into emphasis (Caporella, 2007) due to importance in shaping children personalities, the why they develop it would shape society's future. Effective parenting techniques can have a positive effect on a child's growth, esteem and achievement pursuits. According to Baumrind (1991) there are four parenting styles.

- i. **Authoritarian Parenting Style:** Authoritarian parents are strict and inflexible and place high demands on their children without showing them any affection or attending to their needs.
- ii. **Authoritative Parenting Style:** The authoritative parent high standards while being attentive to their child's requirements and are flexible in giving advice and listening the concerns of children.
- iii. **Permissive Parenting Style:** Parents who are permissive provide a lot of warmth but don't impose rules. They let their child to act however they choose and as a result, these children may grow up not realizing that society will place restrictions on their actions.
- iv. **Neglectful Parenting Style:** Parents which are exhibiting neglectful parenting styles are less responsive and less demanding. There are a number of detrimental developmental effects for children whose parents are inattentive Newman, Harrison, Dayshift & Davies, (2008).

1.1.2 Self-Esteem

Self-esteem is a person's appraisal or assessment of his/her own worth. In the perception of psychology, it is a worldwide emotional worth of great significance for a person's happiness in terms of social and personal behaviors. For the measurement of self-esteem, the Stanley Coppersmith (1968) had measured self-esteem along a continuous scale with questionnaires (Madsen, 2014). Coppersmith developed scale was which used to assess the self-esteem of adolescents.

1.1.3 Achievement Motivation

A person who is motivated towards achievement and finds satisfaction in aiming for and achieving a certain standard of excellence. There are two categories of people who behave differently in the domain of inclination towards achievement, according to Atkinson (1966) who has developed theory of motivation. According to this, motivation is the major factor which is affecting the classroom performance of the students. Understanding of the students' motivation is a good predictor of students' performance. Achievement motivation originated from the interaction of the degree of achievement-related needs and avoidance of failure-related needs. In this research study, Atkinson scale was used to assess the achievement motivation of the students during research.

Constituents of major variables of the study are as mentioned in the figure 1.

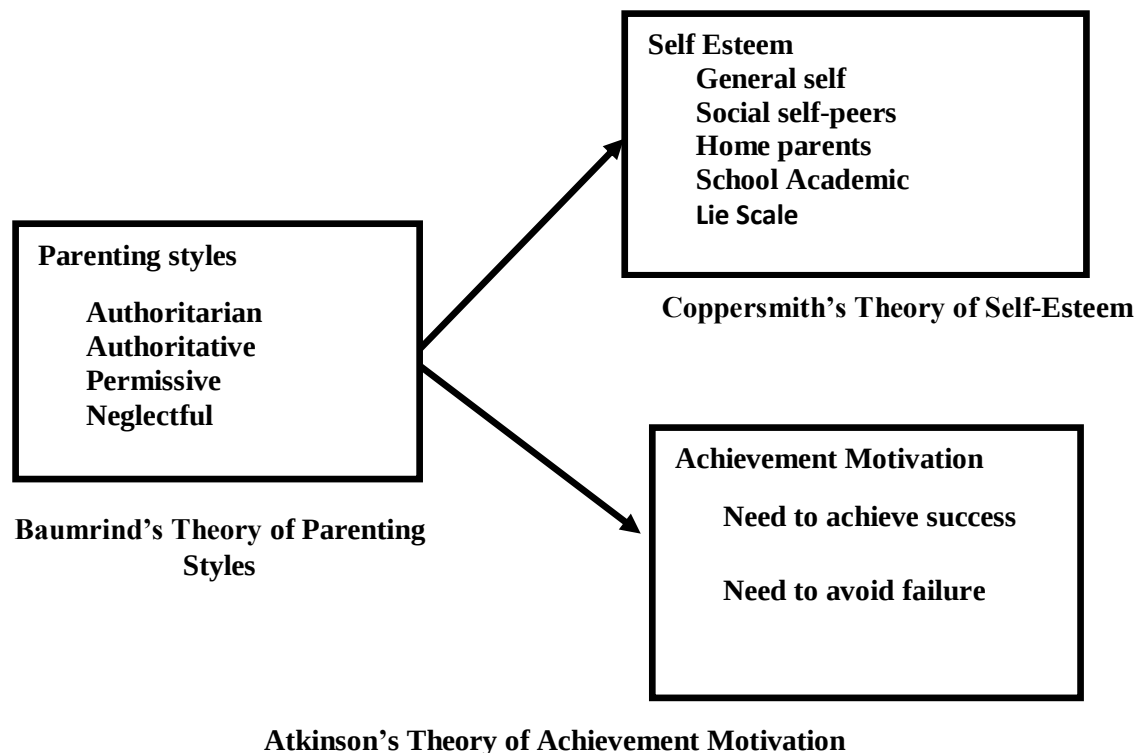


Figure 1:

1.2 Conceptual Framework

The rationale of this conceptual framework incorporates the basic knowledge that parenting is a liminal, as well as a culturally highly-sensitive factor of child development (Darling & Steinberg, 1993; Bornstein, 2015). It tries to determine the links between particular dimensions of parenting, their implementable routine, and various child outcomes, whilst not exaggerating the explained role-modeling attribute and the scrupulous two-way association in the dyad (parent-child).

Parenting can be defined as the patterns of behaviour, values, and emotional reactions that have been regularly adopted by the parent to guide, socialise as well as nurture his or her children throughout their various stages of development. It is well understood that it is one of the core determinants of emotional, cognitive, and social development of a child across cultures (Bornstein, 2021). In modern research, one understands that parenting is a combination of both the objective and the subjective psychological constructs, which affects the long-term consequences of challenges faced by children.

There are two aspects brought out clearly in the theoretical framework:

Parenting Styles: General patterns of practices and attitudes toward parenting that define how a parent approaches his or her role of bringing up children (e.g., authoritative, authoritarian, permissive, negligent) (Baumrind, 1991; Steinberg et al., 1994). Although it is not clearly explained as one of the main areas of focus in the given text, it is an unspoken result of the interplay between parenting dimensions.

Child Outcomes: Developmental outcomes whose effects are hypothesized by parenting in children. Level of self-esteem and motivation towards the academic performance can be classified as those few (Grolnick & Ryan, 1989; Steinberg, 2001).

This conceptual framework can be used as a set of interrelated concepts or ideas that will help govern empirical studies by:

What is the measurement?

Operational definition and parenting styles instruments

Operational definitions and self-esteem instruments.

Academic motivations as an outcomes of children, measures of school performance.

The main areas of interest may be identified as the ability to define statistical relationships.

Correlation between parenting styles and child outcomes.

Mediation tests which will look at the influence of parenting styles on self-esteem and academic motivation (Baron & Kenny, 1986).

Underlying interaction analyses to study how parenting styles will blend analysis self-esteem and academic motivation.

Demographic Variables: As a matter of fact, think about the effects of other demographic factors e.g., gender, family income, number of siblings, birth order, father qualification, profession, mother qualification, profession, grades and future goals of students and district and sector in the determination of the self-esteem and achievement motivation of secondary school students. Through careful investigation of these relationships, this conceptual framework offers a firm base on which to develop the knowledge relating to the complicated and critical role of parenting in the shaping of the lives of children (Pinquart & Ebeling, 2020; Suizzo et al., 2021).

1.3 Rationale of the Study

When look round today' adolescents, two extremes may come a crossed, at one end adolescents are standing with excellent grades and on another hand having adolescents who are having poor grades which eventually leading them towards dropout. No doubt only adolescents not responsible for all above but several factors are playing important role in determining such extremes as an academic outcome. In developing such variations this context parents' role is of paramount importance, their personality, behavior, education and expectation towards children determine their parenting styles, which has a strong impact on making and breaking of their children achievement motivation.

Likewise, self-esteem is persuasive factors which could be a predictor of positive self-image, (if self-esteem is elevated) it can lead adolescent towards higher achievement motivation which may paves the road of success for them. Adolescents are our future; if they have higher self-esteem and higher achievement motivation, they may become successful member of civil society.

Today many adolescents are with low self-esteem and they have low motivation due to which they are not trying hard to perform up to the maximum in educational purists. Many of them also quit education after secondary level, which is not healthy signs for overall development of country. Therefore, topic of the present research seems significant for research at PhD level selected. So efforts could be made to measure the effects of perceived parenting styles on self-esteem and achievement motivation of Secondary Schools' Students. No doubt parents are playing very significant role in up bring their children,

parenting styles and practices have great impact of the self-esteem and achievement of children.

Self-esteem is confidence in one's ability to plan and carry out the necessary actions to achieve a set of goals (Paciello et al., 2016). If higher self-esteem developed in children, it will open new avenues of goals through self-exploration. Higher self-esteem can lead towards academic achievement motivation, which is a crucial element of a successful educational journey. Although this is one of the significant areas of research but there is lack of research in our society. In our culture we are accepting parents as they are by assuming that they are intelligent enough having knowledge of childrearing practices which suits to their conditions. No doubt parents are well-wishers of their children but exceptions exist due to variations in the demographics variations of parents. Parents preferences, nurturing panaches, education, knowledge, personality, temperaments, and wellbeing and own childhood experiences determine their parenting styles. Variation in parents and parenting styles strongly impact children self-esteem and achievement motivation, to measure this relationship empirically, present research planned.

a) Gaps in Previous Literature

This research is set to address a number of valuable unfills in the current literature, which mainly consists in addressing the issue of the geographical and cultural context as well as looking at the interaction of various demographical factors.

b) Contextual Specificity and Cultural Specificity

Most of the initial studies on parent styles (e.g., Baumrind) were started in Western, educated, industrialized, rich, and democratic countries whose study subjects were based mainly in the middle-income classes of European-Americans (Henrich et al., 2010; Baumrind, 1967). Although such theories offer a reasonable basis to work on, they may not apply to all cultures and they may have great difference in parenting schedule. The authors find the similar gap in the Pakistani cultural context; their study directly fills it in by focusing on the study of the relations as they are provided in a non-Western environment that could unveil (Dwairy et al., 2006; Bornstein, 2013).

c) Multiplex Demographic factors

Although some of the individual demographic factors (gender, SES, family structure, etc.) have been explored with respect to the parenting matters and child outcomes, they are usually tested separately or in a mere two-variable association. Greater models are needed (Lansford et al., 2011). The research seeks to resolve the effects in terms of needful

differences with reference to gender, family income, number of siblings; birth order; father, qualification and occupation; mother, qualification and occupation; grades and students plans in the days to come; district and sector. Such a wide incorporation of the demographic elements enables to reveal complicated relationships, say, the influence of the parenting style on the self-esteem, may vary depending on gender or family income (Conger & Donnellan, 2007; Deater-Deckard, 2004). An investigation that specifically targets this age group, particularly outside the Western contexts, could therefore provide some specific insights into how parenting styles are imparting more and more impact on self-perceptions and motivation even in the presence of more transformative forces at this crucial transition stage.

The results of international literature usually cannot be simply turned into a list of recommendations to be followed by local educational or social systems. There is locally relevant information given by findings that state the specific prevalence of parenting styles and their impacts in study population that can be used by Parent education programs and can give information on content and direction of the workshops or parent counseling programs (Rothbaum & Trommsdorff, 2007). Instruct educators and counselors on how to help students with low level of self-esteem or the lack of motivation most effectively, taking into consideration their home life.

1.4 Statement of the Problem

Since parenting styles are known as various childrearing practices that could have various outcomes in terms of children success and failures. Parenting styles could inculcate spark of hope or feeling of guilt in the innocent hearts of children. Parental harshness, permissiveness neglect or disciplinary styles impact differently therefore, individual differences exist in the adolescents' behaviors and conducts. It may be not out of place to say that parenting styles have potential to impact children physical health and psychological wellbeing. Normally parents do not have awareness of potent influence of their parenting, out of their commitment or lack of knowledge and skills of childrearing. Sometimes they are nurturing their children in undesirable way. This sort of nurturing may lead their children to failure. Four major parenting styles selected i.e., authoritarian, authoritative, permissive and neglectful so could determine its effects on self-esteem and achievement motivation. Adolescents' forms clear perceptions about their parents' practices therefore; problem of this study was to explore the effects of perceived parenting styles on self-esteem and achievement motivation of secondary school students.

Problem of the study was to explore the effects of perceived parenting styles on the self-esteem and achievement motivation of secondary school students, it further aims to explore the effect of demographic variations of gender, family income, number of siblings, birth order, father's qualification, profession, mother's qualification, profession, grades and future goals of students, district and sector in determining the self-esteem and achievement motivation among secondary school students.

1.5 Operational Definitions

1.5.1 Parenting Styles

Parenting styles denotes the way in which parents nurture their offspring. It can refer to the expectations of parents' regarding, conformity of discipline, standards for performance. Parenting styles also refers to parental intention' for enforcing their expectations. Parenting styles can have ranged from greatly authoritarian which includes manifestation of rigid practices to an all allows approach. In this research parenting styles restricted to four major styles such as:

1. Authoritarian parenting style
2. Authoritative parenting style
3. Permissive parenting style
4. Neglectful parenting style

In this research Parenting Style Four Factor Questionnaire was used to measure the perceived parenting styles of the adolescents after determining its psychometrics properties on population of the study.

1.5.2 Self –Esteem

Self-esteem is considered as our own thinking about us, positive thinking leading towards self-respect and self-confidence, negative believes or thinking leads towards low self-concept and low self-esteem. Self-esteem is comparatively steady and lasting, though it can vary. Well self-esteem creates us resilient and hopeful thought about future pursuits in life. It not only affects ones thinking, but also how affects ones' feelings and behavior. Self-esteem has vital impact in one's contentment and satisfaction of life. It significantly moves proceedings in one's life, containing to interactions at work and goals in life. Persons with vigorous self-esteem tribute themselves when life goes in correct direction and when have low self -esteem they consider external reasons and also fairly appraise their faults and inadequacies. Then they improve upon them. In this research it is considered as a need to

perform well or the striving for success and showed perseverance and determination. In this research for the measurement of secondary students' self-esteem questionnaire developed by Coppersmith was used after determining its psychometrics properties in the present population of study context.

1.5.3 Achievement Motivation

Achievement motivation can be defined as the prerequisite of success and can be considered as a vital determining factor of ambition, determination, and perseverance when person anticipates that his/her performance would be appraised against some standard of merit. This concept given many time ago to gauge success and failure on works keeping in view with ego-involvement by Atkinson's Achievement Motivation Theory, this theory enlightens the fundamental connection among personal characteristics and prerequisite to attain something in life. This also proceeds explanation of viable determination of a person to attain set objectives. It is also defined as the need to perform well or the striving for success and evidenced by persistence and effort in the face of difficulties.

Achievement motivation is regarded as a central human motivation. A person who is motivated by achievement finds satisfaction in aiming for and achieving a certain standard of excellence. In this research study, for the measurement of Achievement motivation of secondary students in science, Atkinson scale was used to assess on following two dimensions.

- i. Need to Achieve Success
- ii. Need to Avoid Failures

1.5.4 Research Questions

1. What are the common parenting styles perceived by secondary school students?
2. What is the level of self-esteem among secondary school students?
3. What is the level of achievement motivation of secondary school students?
4. How do perceived parenting styles effects on the self-esteem and achievement motivation of secondary school students, considering demographic variations such as gender, family income, number of siblings, birth order, father's qualification, profession, mother's qualification, profession, grades and goals, district and sector?
5. What relationships exists between perceived parenting styles, self-esteem and achievement motivation among secondary school students?

1.6 Objectives of the Study

The study aimed to achieve the following objectives:

1. To identify the perceived parenting styles of secondary school students.
2. To assess the self-esteem of secondary school students.
3. To assess the achievement motivation of secondary school students.
4. To determine the effects of perceived parenting styles on the self-esteem and achievement motivation of secondary school students, considering demographic variations gender, family income, number of sibling birth order, father's qualification and profession, mother's qualification and profession, grades and students' future goals, district and sector.
5. To determine the relationships between perceived parenting styles, self-esteem and achievement motivation of secondary school students.

1.7 Null Hypotheses

1. There is no significant effects of perceived parenting styles on self-esteem of secondary school students.
2. There is no significant effects of perceived parenting styles on self-esteem of secondary school students.
3. There is no significant effects of perceived parenting styles on achievement motivation of secondary school students.
4. There are no significant effects of perceived parenting styles on achievement motivation of secondary school students, considering demographic variations of gender, family income, number of siblings, birth order, grades, father's qualification and profession, mother's qualification and profession, secondary student's future goals, districts and sectors.
5. There is no significant relationship between parenting styles self-esteem and achievement motivation in the context secondary school students.

1.8 Significance of the Study

Adolescent is very important period of life, experiences at home and institutions can be strong enough to make them eager and enthusiastic about future prospects for success. Present research is one of the endeavor towards this therefore, significance of present study could be multidimensional; findings may educate parents about their preferred role in childrearing practices because generally parents are not aware of their role because they do not have any formal training of parenting due to which they are also not aware of outcomes

of neglectful or bad parenting. Through this research findings, parents can get information about effecting parenting and they may able to differentiate and select appropriate parenting style which may lead their children towards lifelong successes. Parents of the secondary students can also get guidance from the findings to present research in amending their parenting styles and learn most pertinent parenting style which may boost the self-esteem and achievement motivation of their children. Findings of the present study would be of great importance for secondary schools, secondary students as well. Results may inspire them, to learn appropriate ways for the heightening of their self-concept and self-esteem, by removing to the factors which are hampering their achievement motivation.

Learning is lifelong process, educational experiences at school can impact a lot in creating love for the learning among the learners. Ever since teachers are most important factor of educational setting their knowledge and awareness regarding learners' aspirations, goals, love of learning can help to expand teaching focus. Findings would be useful for secondary schools' teachers as well in handling problems of students' learning as well as in overcoming learning complications among students in collaboration with parental involvement. Teacher would be able to expand their focus (parental counseling) to inculcate the achievement motivation among secondary level students.

1.9 Limitations of the Study

Due to deficiency of time and resources available for this study, data was collected from three districts of Punjab. It would be vital to get data from elementary and higher secondary level students but due to time constraints data was collected from secondary level students of sciences subject only.

1.10 Delimitations of the Study

This study was delimited to all the public and private sectors secondary schools located at Districts Attock, Lodhran and Hafizabad of the Punjab province.

1.11 Summary

Chapter I was based on introduction, rationale, theoretical & conceptual framework, and problem, objectives, hypotheses and research design applied in present research. Here significance of the study limitations and delimitations were also described for the readers.

CHAPTER II

LITERATURE REVIEW

Chapter II has scrutinized the theoretical evidence regarding parenting styles, self-esteem and achievement motivation in the context of adolescents. Although the role of parents is always vital in the upbringing of their children, in this dynamic role there is a lack of research in our cultural context. Although in this chapter efforts were made to discuss all available material in various contexts, especially in the Western context. Though theoretical and empirical research work is available in this context yet study has directly seen in which effects of parenting styles are measured on adolescent's self-esteem and achievement motivation specifically in our cultural context. In this section, concepts discussed in the light of theories, research keeping in view of objectives of the study.

2.1 Parenting Styles

Parenting styles are the various actions and departments that parents use when raising and relating with their youngsters. These approaches are vital because they have a substantial effect on how children mature and engrossment feelings. Parental styles are wedged by a variety of issues, containing what is normal in a given society, the parents' own beliefs and their own experiences. Each parenting style has distinctive traits and practices that might have a long-lasting impact on the ideas and feelings of the children. Parenting styles develop their cognitive traits in the personality of children and enhance their learning power (Thomas, 2013). Parents are always there to support their children their contribution is tremendous in shaping the life of their offspring. For physical moral and social support, children depend on their parents too.

Parental styles are crucial to understanding how parents and children interact with one another as well as how they impact a child's overall wellbeing. Parents may help their children grow up healthy and happy by making wise decisions by recognizing the various parenting styles and comprehending their impacts (Smetana, 2017).

Baumrind defined, parenting styles, as consistent patterns of parental behaviors and attitudes with which parents interact and deal with their children and adolescents along two parental dimensions, that is, demandingness and responsiveness (Baumrind, 1991)

The degree to which parents instill independence, self-regulation and self-assortment in their children is measured by their willingness to be aware of and supportive of their children's interests, needs and demand. Demandingness refers to parental behavior

and attitudes to integrate children into the family by handling maturity in their children, supervising and disciplining their children and showing willingness to control the behavioral problems of their children (Heerlen et al., 2015).

According to Baumrind (1991) the four types of parenting styles and their typical characteristics are as follows; Authoritative Parenting styles: Authoritative parenting styles provide warmth, love and acceptance for their children in order to educate them to become progressively more autonomous. Another important characteristic that needs to be highlighted is verbal give-and-take between parents and children. Open communication and reciprocal dialogue can be found within this parenting. In addition, Holmbeck (1996) noted that authoritative parenting styles is the most beneficial for children and adolescents because it is positively correlated to numerous positive outcomes e.g., self-esteem and self-reliance.

2.1.1 Authoritarian Parenting Styles

Authoritarian Parenting Style is characterized by intensive, demanding and controlling in nature. Parents who are used to practice authoritarian parenting style set tough rules and high expectations from their children also place a significant focus on compliance and punishment. They generally have a strong need for control and frequently use punishment to maintain order and enforce conformity.

In this type of parenting style students follow strict instruction. According to Smith (2020), these types of parents are status conscious and follow the rules and regulations. According to Baumrind the authoritarian parents are low demanding and highly responsive and tolerant.

The parents do not blame the things that happen due to them and their bad actions (Kassa & Road, 2019). This style of parenting entails parents taking the reins of power and expecting complete obedience from their children. Their methods of discipline sometimes involve severe penalties or repercussions for breaking the law and they might have a low tolerance for debate or compromise.

Parents who are in charge may pay less attention to their children emotional needs and originality. They prioritize preserving law and order over promoting open communication and respect for one another. In such a situation, children might feel fearful, lacking in autonomy, or both (Jadon, 2017).

Although the authoritarian method might create structure and order, it can also be harmful to children's development. Children who have grown up in an authoritarian environment may struggle with low self-esteem, communication issues and interpersonal

relationships. They may also act rebelliously more often and they may experience sadness and worry more frequently.

It is important to emphasize that authoritarian parenting's effects may vary depending on factors like the cultural context and the child's temperament. While some children may thrive under rigidity, others might find this parenting style to be too harsh and authoritarian (Khalida Rauf, 2017).

Parenting styles that establish strict rules for children to obey which produce undesirable results. (Karimullah, S.S Rozi. 2023)

2.1.2 The Authoritative Parenting Style

The Authoritative Parenting style is characterized by warm, attentive and supportive parents who also set clear rules and expectations are considered to have an authoritative parenting style. They encourage independence, communicate their expectations and maintain open channels of contact with their children. Over harsh punishment, consistency and logic-based discipline is favored. This parenting style promotes a solid parent-child bond and enables children to gain self-control, social skills and a sense of independence. It promotes a method that strikes a balance between rigidity and flexibility. The academic performance, mental stability and self-esteem of children who get authoritative parenting are frequently better (Nee, Yanand Chen, 2022).

Through authoritative parenting, a loving and safe environment where children feel cherished and understood. This style of parenting entails parents being actively involved in their children lives but still appreciating their uniqueness, giving them guidance and offering support. They encourage their children to express their feelings and opinions in order to promote open communication and the growth of problem-solving skills. Children are encouraged to have a strong sense of responsibility and self-control by authoritative parents who establish clear expectations and consistently enforce boundaries. This parenting approach also promotes the growth of social skills and empathy as children learn to negotiate connections with others based on mutual respect and understanding (Newarko, 2011).

In this kind of parenting, parents make an attempt to regulate, assess, and mold their children's attitudes and behavior in accordance with strict norms of behavior. These parents typically place a high priority on obedience and favor severe, coercive means, including physical punishment, to enforce their regulations. These parents prevent verbal back-and-forth because they think their children should take them at their word when it comes to morality. Parents that are authoritarian are in great demand yet unresponsive. Except for the

fact that children must follow the rules because their parents say so and set standards for them (Baumrind & Larzelere, 2021).

Supportive parents provide encouragement, create stimulating environments which foster a growth mindset leading to greater academic success (Smith, J; & Jones, A.2021)

2.1.3 The Permissive Parenting Style

The permissive parenting style involves parents being indulgent, forgiving and having few rules or opportunities for their offspring. Permissive parents often prioritize their children's happiness and frequently act more like friends than strict rulers. They give their children a great deal of autonomy and freedom, allowing them to make their own decisions without a lot of guidance or aid. When parents discipline their children in this fashion, it's possible that rules are not consistently followed and no boundaries are established. They could find it difficult to say "no" to their children's requests or demands because they want to prevent conflict or confrontation. Permissive parents usually prioritize their relationship with their children over enforcing rules or applying punishment (Glade L. Topham, (2008) by Melanie C. Page, Tay Seacord Kennedy and LauraHubbs-Tait).

Although permissive parenting may promote a friendly and accepting atmosphere, it can also be harmful to children's development. In the absence of clear boundaries and expectations, children may struggle with self-control, find it difficult to follow instructions and lack a sense of responsibility. Additionally, they could exhibit characteristics of entitlement, struggle with self-control and have problems with people in positions of authority (Akhter et al., 2022).

The ability of children to excel in school, establish friends and manage responsibilities in the future may be hampered by permissive parenting. They could have issues with dealing with restrictions, setting and achieving goals and delayed gratification. It is important to keep in mind that the outcomes of liberal parenting style can change depending on a number of factors, such as the child's temperament and the general strength of the parent-child bond. While liberal parenting may benefit some children, it might not be best for all children. Some children might require more guidance and discipline to reach their full potential (Uji, 2013).

Parents that practice permissive parenting, also known as indulgent parenting, are lenient in their demands, encourage youngsters to speak about their feelings and rarely use violence to manage their behavior. Typically, they encourage their children's independence

rather than expecting them to behave in a mature manner. Lower levels of self-esteem, achievement orientation and self-control were seen in children with indulgent parents as stated by Hetherington and Parke (1999).

2.1.4 Neglectful Parenting Style

In the neglectful parenting style, there is the lack of interest, engagement and involvement of parents in the life of their children. Such parents are emotionally detached from their children and fail to meet their needs for care, support and guidance. Such type of parents might neglect their children's physical, emotional and social wellbeing in this way. They might be distant and uninterested, providing scant supervision, guidance, or care. Negligent parents usually prioritize their own needs or interests over those of their children, which leads to a lack of emotional connection and attentiveness.

As a result of neglectful parenting children development can suffer greatly. Children could experience emotional instability, low self-esteem and abandonment. They might have trouble forming lasting relationships, lacking in fundamental life skills and have issues in controlling their own self. Children who have been neglected may also experience behavioral issues, mental health issues and academic difficulties more frequently (Denise, Hines, 2006).

It's critical to realize that negligent parenting differs from parents who are unable to meet their children's needs because of a lack of resources or other factors. Negligent parenting is defined as parenting that continuously fails to provide emotional support, interest and attention, regardless of the surroundings.

Children who have been raised by negligent parents may require specific support and intervention to address the emotional and developmental repercussions of their upbringing. In addition to therapeutic treatments, fostering a caring and encouraging environment aids in reducing the long-term effects of negligent parenting and promotes healthy development (Ehnvall, Parker, Hadzi-Pavlovic, & Malhi, 2007).

Insufficient warmth from parents characterized by being overly critical or emotionally distant, can impact on student's academic performance (Yao, H; Chen, S; & Gu, X., 2022)

Neglecting or Uninvolved Parenting style that is considered to have the greatest negative impact on children's and adolescents' development among the four parenting styles is one that is low in both responsiveness and demandingness (Maccoby & Martin, 1983).

Children with inattentive parents, in particular, experience a number of adverse developmental consequences, including being reckless, violent, disobedient to laws and instructions, irritable and poor in dignity. Maccoby and Martin (1983) research study showed that despite their variations, parents of these four approaches of parenting put a lot of work into their raising children practices. As a result, various parenting approaches may offer various degrees of care, emotional openness, understanding of their children's growth and disciplinary methods (Gould & Martindale, 2007).

According to Kuppens and Ceulemans (2020), the most significant and long-lasting influences on children's life are their families and parents. In a family, parents and children share love and enjoyment with one another. The most fundamentally organized environment a child lives in is their family. The parents and the children are the main players in this essential unit. Parents act as examples that their children kindly and unconsciously imitate. "Love" is the key factor that ties these two family members together. This reciprocal love and affection lead to an increase in pleasure and goodness of the heart and body. Parents who grasp this method of "love and affection" parenting have children who are healthy and kind and who contribute to society's well-being. Some parents blend love with a strict, directive demeanor. Children raised by such parents are more likely to be happy, healthy, creative and cooperative adults. But because this parenting approach is constant and punishing and lacks warmth and contact, it can occasionally have a negative impact on the child's self-esteem.

Physical, social and cognitive changes provide a number of obstacles for parenting styles. These are the child's formative years, during which time they are influenced by a variety of factors both inside and outside of their immediate surroundings. Parents, teachers, peer groups, the media and widely accepted ethnic and religious conventions are some of the sources of these effects. Understanding these factors and their effects enables parents and children to absorb and adjust to these changes and so avoid falling prey to the development of undesirable habits. Actually, among teenagers and young adults up to 25 years old throughout the world, improper behaviour or mental health issues account for roughly 70% of disability adjusted life years. Their quality of life is subsequently impacted. The quality of life that adolescents have as adults is unquestionably influenced by their mental health as adolescents (Chen et al., 2006).

Monitoring is a parenting practice in which children are directly questioned about their peers, school and extracurricular activities. Additionally, it entails establishing

boundaries that can stop dangerously antisocial actions. Children that have their lives well-monitored by their parents learn how to interact with others, fit in with society, make wise decisions and advance in life (Carothers et al., 2008). The financial resources of parents and the health of their children are closely related, as are changes in the make-up of the family unit. Due to their frequent social isolation, poor parents have less access to social support and positive role models. Longer working hours are frequently linked to parental worry and poverty, which has negative effects on parents' ability to connect with their children and on the quality of their relationships.

People that have a healthy family structure are self-driven and self-respecting. In modern families, parents consider children's perspectives and treat them with respect when making decisions. This encourages youngsters to become autonomous and boosts their confidence and self-esteem (Valkenburg et al., 2000). Parenting techniques should be less dictatorial and more thoughtful and condescending. Children should be trusted and given opportunities to get involved in family matters. Parents should be fair and consistent, but they may also need to be flexible on occasion. Although rewarding good conduct is crucial, children should never believe that their parents' affection is conditional on their behavior (Ateah et al., 2003).

It is the parents' responsibility to build fine development processes in their children by providing an emotionally controlled atmosphere. In order to meet their child's requirements, the parents must change themselves. Successful parents are those that communicate with and comprehend their children, accept their feelings and involve them in family conversations and concerns. In this way, parents support their children's social and cognitive growth as well as their ability to deal with social circumstances (Edwards, 2002).

In a family, parents and children share love and enjoyment with one another. The most fundamentally organized environment a child lives in is their family. The parents and the children are the main players in this essential unit. Parents act as examples that their children kindly and unconsciously imitate. "Love" is the key factor that ties these two family members together. This reciprocal love and affection lead to an increase in pleasure and goodness of the heart and body. Parents who grasp this method of "love and affection" parenting have children who are healthy and kind and who contribute to society's well-being. Some parents blend love with a strict, directive demeanor. Children raised by such parents are more likely to be happy, healthy, creative and cooperative adults. However,

because of its consistency, this parenting method can occasionally have a negative impact on the child's self-esteem.

Watching is a childcare run-through in which children are directly questioned about their peers, school and extracurricular activities. Additionally, it entails establishing boundaries to stop risky, antisocial actions. Proper communication between the home and the school may be crucial in resolving the problems and concerns of parents, teachers and teens. But parents need to stay in regular contact with the institutions in order to encourage dialogue between the home, school and teachers. The issues that parents' children are experiencing should be discussed with instructors (Epstein, 2001; Shartrand, Weiss, Kreider & Lopez, 1997).

Teenagers' ability to develop confidence is greatly influenced by their parents. As noted by Martínez-Pons and González (2024), many parents are unaware of their evolving responsibilities or the situations in which and when their children may require whatever kind of help. Parents are unable to effectively assist and mentor their children due to this unfamiliarity. Since teens will be our future leaders, the current study's goal is to understand how different parental motivational factors relate to teenagers' confidence development.

Proper communication between the home and the school may be crucial in resolving the problems and concerns of parents, teachers and teens. But parents need to stay in regular contact with the institutions in order to encourage dialogue between the home, school and teachers.

2.1.5 Parenting behaviors of mothers of typically-developing children

Parents are among the most significant figures in their children's life. They play a variety of significant and varied responsibilities in the lives of their children, including those of parents and teachers. Through their actions and parenting methods, they also help their children develop the social skills they will need as adults. Parenting behaviors are a key component of the connection between parents and their children, even while parents are not the only significant adults in their children's lives (siblings, classmates and teachers all play significant roles in children's lives). Parenting behaviour are crucial and there are significant individual differences between parents, even though a child's upbringing is influenced by both the parents and the child's qualities (including temperament). Parenting behaviors have been related with children's social behaviors. Parents of children with disabilities frequently feel unprepared to handle the issues that could arise in raising a child with an impairment which can lead them to feel inadequate. Compared to parents of children who

are typically developing, parents of disabled children are more rigid and more negligent. These stricter and more neglectful parenting behaviors may be attributed to the greater stress experienced by parents of children with disabilities or the greater need of a structured environment and clearer communication that children with disabilities require to understand what is expected from them (Osterhaus, 2023).

2.1.6 Correlating Parenting Styles with Secondary School Student Behavior and Interaction with others

Parenting styles have a remarkable impact on a student's growth, behavior and actions. Recently, there has been a lot of interest in parenting practices regarding behavior of children. Parents, who serve as their children's primary caregivers, have a big impact on their child's mental health, individuality, moral development, social interactions, intellectual development and academic performance, both now and in the future. A child's attitude regarding elders differs depending on the parenting style used, which is a key factor in determining how youngsters cope. With stress in different situations. A child's capacity for healthy interactions with others, whether in school or at the public place is influenced by the discipline they receive at home. According to Segrin and his associates (2013) recent parenting trends involve excessive parental involvement and preemptive problem-solving to shield children from harm. This marks a departure from previous parenting approaches that encouraged children to confront stressful situations by establishing boundaries and using the word 'no.' The nurturing environment a child experiences at home also significantly affects their behavior (Sheller, 2004). The parenting style adopted by parents also has an impact on the overall physical; and mental health of their child. Effective parenting practices, including providing parental support, have been shown to have a positive correlation with a child's coping strategies (Gaylord-Harden, Campbell and Kesselring 2010).

Baumrind identified three distinct parenting philosophies: authoritarian, permissive and authoritative. The authoritarian parenting style (strong authority, inadequate affection) is characterized by strict parenting techniques like physical abuse, scolding and orders. Children raised in dictatorial environments are frequently reserved and skeptical. The authoritative (great comfort, strong command) parent sets strict boundaries while displaying warmth and sympathy and communication is two-way in these households. The permissive parent (high warmth, low control) rarely gives orders or sets boundaries for behavior and frequently spoils and indulges the child. In a permissive home, children have no

responsibilities but are “co-owners” of the home in terms of the regulations (Zakeri & Karimpour, 2023).

The research findings may reveal significant correlations between parenting styles and secondary school student behavior and interactions. Authoritative parenting, for instance, tends to be associated with better academic performance and social skills. Conversely, authoritarian parenting may correlate with compliance but potentially hinder the development of social competence. Permissive parenting may lead to low academic achievement due to a lack of structure, while neglectful parenting often results in poor outcomes in various aspects of student life. These findings have substantial implications for parents, educators and policymakers. It underscores the importance of nurturing an authoritative parenting style that balances warmth and boundaries to promote positive student behavior and social interactions. Parents can be encouraged to establish clear expectations while maintaining emotional support, thereby enhancing their children’s development (Lamborn et al., 1991).

Authoritative parenting style, characterized by warmth and clear boundaries, is associated with positive outcomes for secondary school students. They tend to have higher self-esteem, better academic performance and positive social skills. Authoritarian Parenting is strict and controlling parenting often leads to obedient children but may hinder their autonomy and social competence. These adolescents may struggle with assertiveness and decision-making Permissive parents, while nurturing, often lack clear boundaries, resulting in lower academic achievement and immature social behavior among secondary school students. Impulse control and self-regulation can be challenging. Neglectful/ Uninvolved Parenting: This style, marked by minimal parental involvement, is linked to academic difficulties, emotional distress and behavioral issues in secondary school students. It may hinder the development of critical social skills.

According to Sheller, protecting children from hurt or discomfort is a common priority for modern parents. This marks a change from more “traditional” parenting strategies that included establishing boundaries and saying “no.” Nowadays, many parents are less likely to discipline their children strictly and instead prefer to use medical or psychological treatments to control their behavior. These altering parenting practices point to a shifting environments (Lee et al., 2018). Parenting style plays a significant role in shaping a child’s behavior. Authoritative parenting tends to promote positive behavior, while authoritarian, permissive and neglectful parenting styles can lead to a range of behavioral challenges. Understanding the impact of different parenting styles can help

parents and caregivers make informed choices to support their children's healthy development and behavior. Children's overall health is directly influenced by parental influences, in particular. These variables cover a wide range of things, including socio-demographic traits, practices, mental processes, anxiety levels and other things (Burgette et al. 2019).

The correlation between parenting styles and secondary school student behavior and interactions is a crucial area of research with far-reaching implications. Understanding the nuances of parenting styles and their impact on adolescents' lives can inform the development of more effective parenting strategies and educational interventions. As we navigate the complex dynamics of parenting and education, this research provides valuable insights into how we can better support the development of well-adjusted and successful secondary school students. In a nutshell, a detailed research study into the correlation between parenting styles and secondary school student behavior and interactions sheds light on the multifaceted relationship between parenting and adolescent development, offering a foundation for informed decision-making and intervention in the lives of young learners (Mohammadi et al., 2019).

It's important to remember that parenting styles are not fixed and parents may use a combination of styles depending on the situation and their child's needs. Additionally, individual children may respond differently to the same parenting style based on their unique personalities and temperaments. Understanding the impact of these styles can help caregivers make informed choices to support their children's healthy development and behavior.

To determine which neighborhood resources, after taking into account risk factors and other types of resources, are related with reduced levels of disruptive behavior and criminal behavior among juveniles aged 9 to 15 at baseline. Aggression levels were found to be lower in areas with a greater concentration of organizations or services geared towards children and adults. Living in such a neighborhood limited access to family, friends and mentors. For instance, among youths living in neighborhoods where the concentration of organizations and services was at least one standard deviation above the mean, the presence of well-mannered friends was linked to a lower probability of aggression; the association was less pronounced among youths living in neighborhoods where organizations and services were one standard deviation below the mean or less. Only in the presence of neighborhoods resources can some family, peer and mentorship resources be beneficial.

Interventions intended to lessen urban youth engagement in violence should take increased neighborhood resources into consideration (Molnar, 2008).

2.1.7 Parenting style effect on the academic achievement of secondary school students

Compared to authoritarian parenting, permissive parenting has lower relationships with SRL (self-regulatory learning) and higher associations with LSE (learner self-efficacy). While digital literacy greatly interacts with SRL to significantly moderate the academic success orientation of secondary school pupils, it significantly moderates the academic achievement orientation with LSE.

According to Iqbal and Jabeen (2024), parenting is a broad term that refers to all aspects of parental participation with children as well as the type of relationship that develops between them. It is believed that it is the duty of parents to raise their children to be good citizens. Numerous social settings are created in students' homes through parenting strategies. Cultures have different parenting practices. Parenting styles in Asian nations like Pakistan relate to how parents manage their children's life. Children's initial and later years are impacted by parental actions and attitudes. To behave consistently, become self-sufficient, develop interpersonal abilities and become independent, children need strong parent-child relationships. Parental attitudes, behaviour and parenting methods are related to this. Common parenting philosophies include authoritarianism, permissiveness, apathy and overprotection. The literature indicates that parenting styles play a significant role in influencing academic achievement, academic self-concept and self-concept in children.

Research has demonstrated that parenting styles can have both direct and indirect effects on a child's academic performance. Among various parenting styles, the authoritative style, characterized by a balance of support and boundaries, has been considered particularly effective in raising well-adjusted children (Chao 2001). Turner and Heffer (2005) found that parenting styles emerged as the most influential predictor of academic achievement among college students. Specifically, students whose parents displayed high levels of involvement, provided strong encouragement and allowed for a degree of autonomy tended to have higher academic performance (Buldur et al, 2020).

Academic self-efficacy is characterized as a student's belief in their ability to complete academic assignments successfully. Self-efficacy is the term for academic assurance brought on by academic accomplishment. The intrapersonal definition of self-efficacy is a student's confidence in their academic success. Students are anticipated to

benefit from planning and organizing their learning processes as well as self-evaluation, versatile suggestions and a review of how they learn with the help of learning analytics capabilities. Due to their use of computers to “kill time” or play games, children with permissive parenting tend to have low SRL and academic accomplishment. These children are the ones who get the worst grades (Hassan, 2022).

2.1.8 Academic achievement: Interplay of positive parenting:

Academic success is described as students accomplishing their educational objectives and is frequently assessed through exams or ongoing evaluation. A clear connection between parenting practices and academic accomplishment would suggest that parents who choose nurturing and understanding parenting philosophies give their children the self-assurance they need to take on academic obstacles. According to the literature, a supportive and caring parenting style directly and significantly improves children’s academic achievement. Academic accomplishment, academic procrastination and self-esteem are all directly predicted by a compassionate and caring parenting style (Batool S. S., 2020).

In the student’s educational journey of their achievement in grades is directly associated with parenting styles. The parents have close relation to excel their children in their studies to achieve goals. Supportive parents provide juvenile environment as a result they excel in the school and develop high sense of responsibility and confidence.

2.1.9 Role of parenting styles in emotional intelligence of parents and aggression among adolescents

The way parents raise their children can have an immediate and long-lasting impact on how well they operate socially in all spheres, from moral growth to intellectual accomplishment. However, the importance of parenting styles in the emergence of behavioral issues in children is a topic that has received much research. The function of parents in parenting and the aggressive behavior of a child is a neglected field. We may not be able to generalize the findings to a sample of illiterate parents because the parents in the current study were educated. Children of ignorant parents should be included in upcoming research as well. The relationship may not be assumed to be causal due to the cross-sectional methodology and longitudinal investigations are advised instead. Children of parents who adopted authoritarian parenting methods displayed higher hostility. Therefore, we advise parents to practice authoritative parenting to foster their children ‘independence, self-esteem and ability to voice their thoughts and feelings (Batool, S.S., 2014).

2.1.10 Relation of Parenting Style to Adolescent School Performance

The importance of “process” studies, which aim to pinpoint the aspects of the familial setting through which social and economic factors and cultural contexts have an impact on mental growth and academic accomplishment, is growing among educational institutions such as the family and the school (Hussain and Malik 2024). Regarding the use of grades as a gauge of academic performance, we talked to teachers. They all agreed that grades serve as the most accurate indicator of current academic performance, as opposed to intelligence test results and measurements based on standardized achievement tests. As a gauge of intellectual competence, grades present some challenges since they frequently reflect teacher judgments that are somewhat arbitrary. However, the normal grade, usual grade, or mean grade is the culmination of numerous assessments of how much a student is engaging with the content.

Parenting styles play a crucial role in modeling children’s development and well-being. The way parents interact with their children, set rules and provide support can have long-lasting effects on various aspects of their lives. Differences in parenting between mothers and fathers relate to different types of family parenting styles and subsequently impact adolescent outcomes. Mother and father in parenting styles were associated with higher levels of adolescent delinquency and psychological distress. Specifically, when there were inconsistencies in parenting styles between parents, such as one parent being more authoritative while the other being more permissive or authoritarian, it had negative implications for adolescent outcomes. Importance of parental consistency and coordination in parenting approaches, as discrepancies between parents’ styles can have detrimental effects on adolescents’ well-being. It emphasizes the significance of a unified and supportive parenting approach in promoting positive outcomes for adolescents (Simons, 2007).

Relationship between maternal depression and child internalizing problems, specifically focusing on the moderating role of child emotion regulation. The researchers aimed to understand how children’s ability to regulate their emotions might impact the association between maternal depression and child internalizing symptoms. Maternal depression was positively associated with child internalizing problems. However, the relationship between maternal depression and child internalizing symptoms was moderated by child emotion regulation. Specifically, the negative impact of maternal depression on child internalizing symptoms was stronger among children with poor emotion regulation skills compared to those with better emotion regulation abilities. Child emotion regulation

as a potential protective factor in the context of maternal depression. It suggests that children who possess effective emotion regulation skills may be better equipped to cope with the impact of maternal depression and display fewer internalizing symptoms (Silk, 2006).

2.1.11 Parental Responsibilities

The term “parent” incorporates every one of the people who give a critical consideration to children in a home or family setting. For the most part, this implies regular parents, yet it can incorporate other significant gatherings of guardians, for example, step-parents, or potentially new parents. In the “Handbook of Parenting”, parenting is characterized as “put succinctly”, parents make individuals. It is the endowed and withstanding responsibility of parents to set up their posterity for the physical, psychosocial and financial circumstances in which they will ultimately charge. Parents are the “final common pathway” to children’s development and stature, adjustment and success” (Bornstein, 2002).

By and large, parenting envelops the arrangement of care coordinated both at children’s actual requirements as the need might arise, portraying the parenting job both concerning nurturance and socialization. Youth is maybe the most convoluted time of life because of the changes that one needs to make during this period of life. This period is set apart with changes particularly actual, social and profound. To adapt to the requests of progress a youngster’s self-certainty is helpless. In the improvement of self-certainty parental love and consideration assume a vital part and the substance of self-certainty is cemented during the young. Parents are generally significant for their posterity because that is why they look to their parents for help. The sensation of this help gives a potential and trust in them. A pessimistic mentality and analysis from parents can make a sensation of low certainty and sadness, resulting in self-debasement which crushes their self-assurance.

The lack of parental attention and support adversely influences the character design of the youth and thus, they turn out to be irritable, perplexed, muddled and low for sure. Practically all phases of experience in growing up are basic in light of the fact that in each new circumstance because of the absence of data, children feel vulnerable and don’t have the foggiest idea of what to do. They feel assured since they need complete parental guidance and consideration throughout this fundamental stage. The consistent emotional availability from parents during early developmental years is strongly associated with adolescents’ emotional regulation and clarity in decision-making (Fatima and Zahid 2024). When children are small, parents may exert some control over them, but as they become

older, they need to do a lot of things that worry their parents. Young people need to show their singularities, so at times, they go against their parents. Parents can make sense of them in such a style that teens begin contemplating the idea of good and bad, rather than getting persuaded towards negative things. This fosters decision authority among the teens and helps put them toward progress.

2.1.12 Parental Confidence and Sincerity

The greatest method to recognize and appreciate their self-administration is for the parents to act with confidence and honesty. Parents should monitor their teen children's educational development and teach them values like honesty, honor and trust. For children to develop confidence and self-esteem, their parents' inspirational personalities are crucial. The children now have poor self-confidence at this stage of their development and the parents should keep this in mind. They require parental affection and attention. Parents shouldn't be authoritative towards them because it will make them awkward and aggressive. They are in need of loving parental help and guidance throughout the entire stages of confidence building.

The absence of self-certainty is risky particularly in teens because of its unfriendly results which incorporate low self-esteem, social withdrawal, furious stomach, hypertension, gorging, heart sicknesses, anorexia and other associated diseases. Low-sure adolescents become reliant, move away from undertakings, don't take part in open-air exercises, talk adversely, lose their temper rapidly and thus feel weak to keep up with family relationships, holding others responsible for their difficulties. Parental responses during such vulnerable phases significantly shape adolescents' emotional security and sense of self-worth, especially when approached with empathy and trust (Khan and Saleem 2024). In these circumstances, parents' ought to respond cautiously in meddling in teenagers' matters. One approach to aiding their teens is to foster "Trust" in them.

Adolescence is a fascinating stage of development that is marked by significant behavioral, cognitive and social changes. It makes sense that during this challenging stage, the two environments that are most important for a child's development—the home and the classroom—would boost their self-confidence to handle the challenges of change (Zill & Nord, 1994), given that parental participation has been revealed to be a significant encouraging strength in a child's life (Patrikakou, Weissberg, Redding, & Walberg, in press). Proper communication between the home and the school can be crucial in resolving the problems and concerns of parents, teachers and teens.

But parents need to stay in regular contact with the institutions in order to encourage dialogue between the home, school and teachers. The issues that parents' children are experiencing should be discussed with instructors (Epstein, 2001; Shartrand, Weiss, Kreider & Lopez, 1997).

Often, a teenager's self-efficiency influences how hard they try to increase their self-confidence. Teenagers' ability to develop confidence is greatly influenced by their parents. Many parents are unaware of their evolving responsibilities or the situations in which and when their children may require whatever kind of help. Parents are unable to effectively assist and mentor their children due to this unfamiliarity. Since teens will be our future leaders, the current study's goal is to understand how different parental motivational factors relate to teenagers' confidence development and their studies.

Parenting is actually a process of creation: the parent creates the child and the child creates the parent. Parents and families have the most pivotal and long-lasting influence in children's lives. Parents and children give and receive love and pleasure from each other in a family. Family is the most fundamental structured environment in which a child lives. The major participants of this fundamental unit are the parents and the children. Parents serve as role models which are lovingly and automatically copied by their child. Ahmed and Farooq (2024) emphasizes that this reciprocal exchange of love, modeling, and emotional interaction between parents and children plays a central role in personality formation and emotional stability. The main binding force between these two participants of the family is "love". This love and affection are a reciprocal relation which results in increasing pleasure and goodness of heart and body. Parents who master this parenting technique of "love and affection" bring up healthy and good-natured offspring who can contribute to the wellbeing of the society. Some parents combine affection with a firm authoritative attitude. Such parents are more likely to have healthy, creative, cooperative and strong-willed happy children. But this parenting style can sometimes adversely affect the child's self-esteem as it is consistent and punitive, it lacks warmth and is interactive.

With the advancement in years the parenting style needs to undergo various challenges resulting from physical, social and cognitive changes. These are the child's formative years in which they are subject to many influences predominant in their internal and external environment. Such influences come from parents, teachers, peer groups, media and ethnic and religious norms that are prevalent. Being aware of these influences and their impacts help both adolescents and their parents to mold, absorb and adapt to these changes and thus avoid becoming victims of developing inappropriate

behaviors. Actually, inappropriate behaviors or mental health problems account for about 70% of disability adjusted life years among teens and up to 25 years old youths all around the world. Resultantly their quality of life is affected. Resultantly adolescent mental health is a definite determining factor in their quality of life as grownups (Chen et al., 2006).

Monitoring is a parental action in which children are asked directly about their school, outdoor activities and friends. It also involves setting limits that can prevent parental antisocial dangerous behaviors. Healthy parental monitoring of children's lives teaches them how to socialize and mix up in the society and make sound decisions and progress in life (Carothers et al., 2008). Children's health and parents' financial resources are closely related and changes in the makeup of the family unit are closely correlated with parental income. Due to their frequent social isolation, poor parents have less access to social support and positive role models. Longer working hours are frequently linked to parental worry and poverty, which has negative effects on parents' ability to interact with their children and quality to build relationships with them.

Media triggered consumerism has to a great extent harmed the growing children. It must be kept in mind that a distributed mental state of a child is mostly related to the family structure. A well-balanced family structure produced self-motivated and self-esteemed individuals. In present day families, parents take into account children's opinions and give due respect to decision-making processes, thus helping them to become independent and increase their confidence and self-esteem (Valkenburg et al., 2000). But in order to reach such a level of commendable communications much work needs to be done in improving parenting practice, otherwise in the coming years there emerges a generation gap drastically affecting the parent's influence. As growing children become adolescents' behavioral tendencies and expectations good or bad of one-another become more fixed and established and hard resistance to change (Burke et al., 2008). Successful parenting techniques promote caring behaviors that disapprove of unruly child conduct but mostly of the child itself, as well as minimizing animosity in parental behavior. Parental strategies should be more thoughtful, condescending rather than authoritarian. Children should be trusted and encouraged to participate in family affairs. Parents ought to be fair and consistent and occasionally may need to be flexible. Rewarding positive behavior is very important, but children must never realize that parental love is conditional to desired behavior (Ateah et al., 2003).

2.2 Self Esteem

Obviously, child rearing style specifically contributes towards development and improvement of the children throughout their lifespan. Child rearing styles appear to affect self-esteem and achievement motivation of individuals as well. Being first teachers and master of child parents parenting style affects behavioral determinants of children.

In the context of sociology and psychology, realization of self-importance displays ones' emotional value which is an assessment of one's own value towards himself/herself. Self-esteem, according to Branden's definition, is "an experience of being able to manage with the essential tasks of life and being well-intentioned of happiness." He views vanity as the culmination of self-belief and self-adulation. It is the outcome of the implicit assumption that everyone has the capacity to overcome associated difficulties and the capacity to take the issue into account in order to find happiness.

Self-esteem is a gorgeous concept, researchers in this field hypothesized it as one of the powerful indicators of pertinent effects, analogous to achievement (Hagger et al. 1998). Furthermore, it has also been seen as a result of a related psychological process (Marsh 1989). Higher self-esteem fosters positive self-evaluation, academic performance, and better academic engagement (Unguren, 2020). Vanity can be applied to a specific aspect (for example, "I believe I'm an excellent creator and I'm happy about it") or to a broad scale (for example, "I believe I'm a bad person and I often feel bad about myself"). Vanity was generally seen by psychologists as a permanent personality trait ("trait" self-esteem), albeit natural, short-term changes ("state" vainness) also exist. Self-worth, self-esteem, self-admire and self-esteem are all synonyms for vainness.

2.3 Difference between Self-Esteem and Self-Efficacy

Self esteem is a general feeling or value of the self or the individual. It is a comprehensive judgment about oneself which can be defined as the degree of liking, accepting and respecting him as an individual (Rosenberg). It is a general, wide sense regarding the inherent value, including perceptions of own qualities, achievements and personality attributes.

Self-esteem leads to resilience, good feeling about oneself and well-being. Self-doubt, anxiety and inadequacy may also arise due to low self-esteem (Baumeister et al., 2003).

Self-efficacy means that view by individuals of their ability to plan and implement the steps of action that they need to undertake in order to deal with the potential situations and to achieve a definite performance result. It affects the way individuals think, feel, are motivated and act in different fields of life (Bandura, 2012)

Scope: it is narrower and more operational. It is possible to be self-efficacious in one area (i.e. speaking in public), and self-inefficacious in another (i.e. sports).

Stability: Self-efficacy may show a lot of variability and may vary depending on the activity in particular, past experience about activities of this kind, and the circumstance (Schunk & Pajares, 2002).

Impact: The high self-efficacy encourages people to undertake challenges and perseveres with difficulties as well as produce better performance in the end. Low self-efficacy may discourage people to engage in undertaking tasks which they believe to be beyond their reach (Zimmerman, 2000).

2.4 Theories

Carl Rogers, the most prominent proponent of humanistic psychology, discovered that many people's problems come from their opinion of themselves as unlovable and undeserving of praise. As a result, he/she prioritized the principle of absolute client acceptance. As stated in the following quotation, humanistic psychology views vanity as an unalienable right for every man or woman: "Every man or woman, without exception, for the mere fact of being it, is invaluable of unconditional appreciation of every one, he deserves esteem for himself and others."

There are four levels of self-evaluation growth when it comes to the genuine Self, the magnificent Self and the dreaded Self. The true, ultimate and feared selves all develop intellectually over time (moral judgments stages, ego stages and self-understanding phases). Participants use stereotyped terms like "exceptional" or "bad" to characterize their true, fantastic and dreaded selves. Contributors use words like propensity for motion or as behavioral patterns to define their finest and truest selves. The Feared Self is frequently shown as being unsuccessful or acting badly. People use words of traits that can be focused on attitudes and movements to define their finest and truest selves. Typically, The Feared Self is portrayed as having fallen short of social standards.

Participants choose their best and true selves as combined credentials or personas. Similes of the Feared Self emphasize the existence of a disaster in the same way that one's

ideals or role hopes are generally for the purpose of real-world difficulties. Development brings with it more nuanced and surrounding moral desires (Phillips & Silvia, 2010).

While extreme pointlessness should nevertheless report positive self-opinions on the Rosenberg Scale, as all members of high self-esteem do, their positive self-views are delicate and vulnerable to criticism. In cross-national research on the stability of self-esteem; people with weak high self-esteem tended to exhibit defensive and hostile behaviors toward threats to their self-worth and more so in those cultures that mostly emphasize achievement and social comparison (Orth, Robins, and Meier 2024). Excessive vainness can be maintained confidently in situations where they should not require reassurance from others to preserve their positive self-image. Participants who internalize latent self-doubts and concerns while masking excessive vanity exhibit strong defensive reactions to any criticism. To maintain their sense of self-worth, these contributors need regular, constructive criticism from others. The need for constant reward may also be linked to pompous, arrogant behaviors, or frequently even angry and antagonistic feelings towards anybody who challenges the character's sense of self-worth.

2.4.1 Compensation brings self-worth with itself

Self-esteem is a person's overall emotional evaluation of their own value. It is a verdict on oneself as well as a mindset towards oneself. Self-esteem encompasses thoughts (such "I am capable," "I am deserving") as well as emotions (including triumph, desperation, pride and shame). In the words of Smith and Mackie, "self-concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it." Self-esteem, which includes feelings of deservingness, pride and discouragement, is also known as the self's evaluative component. Self-esteem and self-consciousness are closely related (self-esteem being the evaluative/affective component of self-concept, describing how favourably we assess ourselves) (Barkow, Bednar, Wells & Peterson, 2007)

Researchers have theorized that self-esteem is a powerful predictor of important outcomes, such as accomplishment or exercise habit, making it an interesting social psychology concept (Hagger et al. 1998). Self-esteem has also been acknowledged as a crucial consequence due to its close connection to psychological well-being (Marsh 1989). A person's level of self-esteem can be specific (i.e., "I believe I am a good writer and am happy about it") or general (i.e., "I believe me am a bad person and am unhappy with myself in general"). Self-esteem is typically seen by psychologists as a permanent personality

attribute (“trait” self-esteem), however normal, short-term changes (“state” self-esteem) do exist. Self-esteem has synonyms such as self-worth, self-regard, self-respect and self-integrity. Self-esteem has synonyms such as self-worth, self-regard, self-respect and self-integrity.

2.4.2 Self

People have an idea of themselves; they are trained to think of themselves as being like other people and things in the world. This ultimately raises the issue of what constitutes our identity and what our unique quintessence actually is (Şimşek & Yalınçetin, 2010).

According to Macia, uniqueness stems from both rigid and upheld viewpoints. He also understood that the intuitive components of the game plan’s distinctiveness, which includes rigid differentiation, are aim and impulse. The self is a diverse and focused subject in many structures of philosophy. Modern philosophical and psychological thinking has led to the view that the concept of self entails dynamic negotiation between different identity, cultural values as well as meaning of existence (Nguyen & Hall, 2024). Philosophy is the self’s investigation for extreme importance through a free origination of the purified strict uniqueness seemingly when the emissary of strict and otherworldly practices start the faculty is settling in their own reality. There can be different kinds of otherworldly selves as one is not set in stone on one’s presence and encounters. Another portrayal of strict selectiveness is “a resolved shrewdness of self-that resolves possible inquiries, regarding the existence, expectation and meaning of life weighty in ways of behaving that are consonant with the individuals inside beliefs”. The self-esteem, also known as the scholar, clear self-brains and body, a braggart genesis and the character, which is also referred to as the “Factual self”, “observing self”, or the “observer”, are two types of self-esteem that are frequently estimated. From an individual’s point of view, “self” refers to choosing and sustaining one’s uniqueness while answering the question “who am I?” It leads us to the meaning of self.

The definition that views the self as an interaction presents the self as a knower and highlights the power of mindfulness, which includes perceiving, pondering, organizing, evaluating, selecting, allowing, introspecting, embracing and relating. The definition that centers on the Self- as an item portrays the being as perceived and emphasizes the person as the examination of a being about himself or herself-as an external person, the keen awareness of distinctiveness and respect for oneself has, the intelligence of a person about himself-as a reason in the universe, incident and communication with others.

People have firmly established both self as a cycle and self as a goal in their character configuration.

2.4.3 Dynamic Aspects of Self-Concept

Self-consciousness is the comprehension that one exists as a human being. Aside from Self-consciousness the individual sees and acknowledges the convictions are peculiar to who the individual is. Self-consciousness gives one the tendency or combination to conclude assessment being thought instead of just judgment of the assessment that is invigorated from the collective procedures of paving the way to the states of the prompt for instance, experimental mirror-gazing studies show that high self-focus leads individuals to scrutinize their own appearance, triggering heightened self-evaluation and emotional responses (Holliday et al., 2019). It is the inverse of self-awareness or self-consciousness.

Self-consciousness premise expresses that, when we center our mindfulness on ourselves, we assess and appraise our introduced exercises to our internal standards and ethics. We end up being self-cognizant as aim evaluators of ourselves. Different energizing states are misrepresented by self-consciousness and individuals every so often attempt to think or break out of it the entire way through things like television, tape end-of-the-season games, drugs, etc. However, a few locals might search to improve their self-mindfulness through this channel. The public is further likely to convey their exhibition with their norms. When made self-cognizant individuals will adversely exaggerate in the events that don't satisfy their own standards. Different biological signs and conditions impact cognizance of the self for example, mimic an observer, or bring videocassette or recording, all of which have been shown to heighten self-awareness and regulate behavior (Carver & Scheier, 2008). These signs likewise improve the precision of individual memory. Self-consciousness grows slowly from starting through the existence period and it is a central concern to improve general inferential strategy. Moreover, progressions of current examinations affirm that self-consciousness about mental improvement contributes to overall comprehension in correspondence with the extravagance of capacity, like working of memory, guilty pleasure quickness and examination.

2.4.4 Basis of Self-Concept Development

Self-isn't the result of natural inheritance, heredity, ecological endorsement, or dissatisfaction, yet it is to some degree, a complex combination of both. In the individual battle for his reality, an individual can create himself-through his self-favored rehearses and

instructive endeavors, as indicated by his inclination and possibilities accepted that language interaction is crucial for improving the self.

Rogers at first, students don't separate among procedures in their phenomenological documentation, they are totally blended with not commonly or specifically understanding. Dynamically with the help of events with verbal signs, for example, "Me" and "I" a component of their phenomenological field ends up being recognized as the self. In this section, an individual can uncover one's self-as an alternative substance that one is responsive to. The improvement of personality is the engine appearance of the realizing inclination, which convinces the person toward a bigger portrayal and intricacy. The separate propensity that prior to the growth of self, embodies the self-as a total, presently separates the self-too. In different terms, such event examinations that elaborate one's self-regard are emphatically esteemed and such investigations as awkward to the self-regard are adversely rationalized.

As per Thomas (1990), many elements add for the improvement of self-esteem", he further stated that it is associated with how much appreciation one possessed for oneself." For this it is essential to have fundamental awareness of own abilities in a meaningful participation in all situation across to all circumstances. However, as one grown-ups the idea of self-regard expands by recognizing the capabilities to perform in in different conditions, for example, "significant contribution of one self". Among different strengthens which help to accumulate oneself, especially language, individual achievement, team work or deterrent in performing certain tasks.

2.4.5 Maslow's Theory

According to Abraham Maslow's theory, "self-actualization requires: to track down self-achievement and fathom one's true capacity." "When an individual recognizes what he is competent in, it gives him the motivation to do anything that he proposes," he reasoned. What a person is capable of becoming, he should become. The imagined requirement for self-completion begins with this shallow presentation. This power is related to understanding what a group fully coming closer is. Maslow explains this objectively because they want to become more than they are, to become all that they are capable of being. Contemporary research confirms this expansion-oriented drive, showing that individuals scoring higher on self-actualization measures report stronger intrinsic motivation, personal growth, and a commitment to purpose over deficiency satisfaction (Kaufman, 2018). This is a broad definition of the need for self-realization, yet when applied

to people, the demand is unequivocal. For example, a person may have a strong desire to become an ideal parent; in an extra, this may be expressed physically and in an extra, it may be explained in picture photos or contraptions. As previously stated, in order to have a clear understanding of the need, one must not only meet the physiological, well-being, love and esteem needs, but also excel in these areas.

2.4.6 Self-Efficiency

As per Albert Banduras 'hypothesis of "self-proficiency, which expresses a faculty scholastic plausible achievement". As per this hypothesis, individuals are skips to finish a task all them or capably in the event that they accept they will find true success. Assuming anybody is more critical about their capacity of the possibility of their execution the commission thus is less. Bandura's self-adequacy hypothesis suggests that the potential to figure out new capabilities in movement is dismissed by an individual's identity sustainability. In contrast to self-esteem, self-viability is mostly explicit. It can fundamentally shift from one region being discussed or done to another. Someone may have a high self-adequacy in determining how to differentiate the evil and good self-adequacy in connecting with science. Research since 2010 confirms that self-efficacy is highly domain-specific, with predictive validity strongest when matched to particular tasks or contexts (Schwarzer & Jerusalem, 2010). Bandura's theory also emphasized the two most important premises of self-viability, which are the novice's prior experiences with analogous commitments and comprehension. Impact and verbal support near the student's physiological expectation also contribute to self-viability.

According to Bandura, the more the student's self-viability for the specific attempt, the more likely the student will be to achieve something at that designated activity. It is the educator's or models of circumstance's responsibility to assist the student in achieving that high self-viability critical that self-adequacy of decisions is not generally related to the individual's certifiable personnel should influence a teacher's work on expanding a student's self-adequacy.

2.4.7 Theory of Self

Carl Rogers, a guy of great humanist reputation, over emphasizes the importance of oneself. According to brain researchers, there is the self you wish to be, the person you feel you are, and the self you actually are. "Self-esteem is organized on the trustworthy hypothetical gestalt of self-had of acumen of the qualities "I" or "me" and the perceptions

of affiliations,” according to Roger. If “I” or “me” to other people and to an assorted period of life, all the while with the principles genuinely involved to this sharpness. It is a gestalt that is realistic to responsiveness but not basically in cognizance. It is a liquid and modifying gestalt, a method, yet at any given moment it is an unambiguous unit”.

2.4.8 Observing Self

The “visible” self is primarily based on a distorted analysis of a specific observation, such as when we look in the mirror and separate our appearance from our true “self”. These are two of the most essential notions of self-on-the-basis self-worth (Thomaes and Brummelman 2021). The “inconsistency hypothesis” depicts self-worth as the gap between what someone wishes to be and what he believes he is. The closer his genuine self is to his ideal self, the more people will like him and his self-esteem will rise. Greater self-discrepancy is associated with lower self-esteem and increased emotional distress (Hu et al., 2022). Following the discussion of speculations and self-improvement. It is obvious that the self is the core uniqueness of human character, hence the role of the self in character progress is important for discussion.

2.4.9 Role of Self-in Personality Development

Individuals who will be adjusted or insane in their lives rely on their own progress. Kundu’s (1989) concept is that it is the self that determines the character and shapes the individual. Positive self-or consolidated self-brought about preferable change over coordinated or negative self, but self-esteem integration necessitates a link between the individual self-and ideal self/a consistent positive personality and extreme self. Research shows that clear and coherent self-concept clarity significantly moderates personality development across life transitions, enabling individuals to integrate new roles and personal growth more effectively (de Moor et al., 2023). Consistently optimistic self-esteem generates self-confirmation, bold particular, transparent thought for others, self-control and so on. As a result, children will enhance their social skills and enjoy more conspicuous social recognition. Unsound self-esteem and gloomy tendencies foster an attitude of ambiguity and insufficiency, prompting self-loathing and affective social conduct. Such youngsters encounter more prominent close-to-home responses and make unfortunate changes. A very much figured out and commonsense self-esteem gets work skills while compelling self-esteem empowers an individual to adapt ably to life, escalating his capacity to manage issues.

2.4.10 Self-Evaluation

It is a fictitious collection that discusses the same value that individuals attach to themselves or that they tolerate in others. For instance, someone who does better than the person in question on some measure competes against the person. Assuming that aspect was pertinent or vital to the singular's self-definition, their self-appraisal would be uncovered, or at least, the person would endure by correlation with the other. The mental comfort of the other person also plays a role. Such gathering can be likened to --and is especially likely in circumstances of close relationships where social-comparison to intimate others moderates self-evaluation as well as relationship contentment (Thai, Lockwood, & Page-Gould, 2019). Closeness is enhanced by factors such as initial correspondence, age, foundation, appearance, actual rapidity and so on.

One of the features of broad self-esteem is called scholarly self esteem. It is the method where the students approach in terms of their capacities and academic perception. Of importance, self-esteem and direction are mental and mutual skills both of which have the capability to influence each other either positively or negatively. Genuine self-esteem is very closely related to achievement and self-esteem. According to the recent meta-analytic data, the academic self-concept and self-esteem exhibited a notable predictive power of academic success and student motivation, and the reciprocity of their effects may increase with time (Valentine, DuBois, & Cooper, 2021). What is more, a 2023 study conducted on university students revealed that self-esteem has positive effects on academic engagement via the concept of academic self-efficacy, which subsequently forecasts higher academic performance (Acosta-Gonzaga, 2023). To the vast majority, success is a professed; a positive occurrence that looks after self-images and revitalizes motivation. It can help in the following ways to an individual (1) it enables the individual to feel good (inner prize) since he has done something successfully (2) it enables life partners to be able to react decisively and constructively (outer prize) to the individual who made the win. The success affects the behavior pattern and the self-perception of the understudies in a certain way. Consequently, there is an apparent mutual control of self-esteem and achievement at the work place.

Academic self-image is inflated by input about disappointment. Criticism that causes youngsters to attribute failure to a lack of competence can reduce their chances of success to the point where they eventually fail even in easy tasks, a phenomenon known as "learned powerlessness." During the difficult assessment, the youngsters gradually employ public judgments to develop their informative self-picture. In the scholastic self-picture, this cycle may make sense of universal denial. For some youngsters, comparing them to other children

might lower their estimations of their abilities. Children's instructional achievement is controlled by their instructive self-esteem. The outline, advancement, incitement and achievement of high characters and miserable self-representation closely parallels their great scholastic ability.

It is shown that the sentiments that youngsters form about themselves include their self-esteem. Kinder nursery workers typically have an irrefutable sense of self-worth that lasts till early childhood. Children's self-esteem decreases around the long-term age, which has been attributed to a few alterations that reflect puberty and increase of self-recognition.

2.4.11 Knowledge of Self

There is no proof that posterity is aware of their divided material before the multi-month age. Toward the end of the first year, posterity begins to demonstrate a sense of individual organization by following up on toys and other things in their environment. Baby's information organization develops first with regard to themselves and then with regard to their mother. Space wisdom focuses suggest that right now, posterity employs themselves as direction focuses in entering previously observed items. Longitudinally, at approximately 24 months, children who succeed in the mirror self-recognition show increased emotional comprehension and self-referential response, implying that they are developing self-affirmation (Uuna Kristen Antonow et al., 2015). As the newborns reach the end of their second year, they begin to exhibit signs of self-affirmation. It may be noticed in children's information about self-increments and continues to grow throughout childhood.

Self-information in children beyond the early years has been appraised overwhelmingly, based on self-depiction. A self-portrait depicts preoperational thinking and naturally involves allusions to expectancy, which is distinctive at this time. Concrete functional spotlights undeniably on unmistakable individuality, for example, opinions and relationships in various gatherings, Juveniles' proper activity capacities, lead to additional calculated and hypothetical self-portraits concerned with mentalities, characteristics qualities and individual dispositions.

2.4.12 Self-Regulation

During the primary year of life, the self-guideline is evident. By the next year, children's expected behaviors are mostly under biological control; however, part of this power constantly shifts to the child by the third year in the framework of self-coordinating discourse and, eventually, self-coordinating concepts. Self-guidance enhancement is a

notable achievement that addresses the shift from outside ecological management to inner guiding.

After the age of three, self-control mechanisms become more continuous and dynamically more complicated. Protection from temptation studies looks at the normal circumstance in which children should keep banished conduct. Utilizing the denied toy method, examiners have tracked down that the capacity to go against influence is learned by a number of variables, including legitimate self-proclamations, demonstrating and strong groundwork or plan for opposing banished and so on factors that influence holding up time contain self-explanation and different strategies falling thoughtfulness regarding the tempting, in split second accessible prizes. Children's comprehension of powerful obstruction techniques increments as they progress in years. The capacity for robbery satisfaction during the pre-institutional years has been related to parents' evaluations of their young adult's mental, social and duplicating skills (Vasta, et al. 1992).

2.4.13 Self-Acceptance

Self-awareness is a mental state that may be achieved by mindfully validating others in light of our observations and feelings in order to recognize the existence of desired behavior. The management of character recognition based on a positive self-image is known as self-acknowledgement. "Self-acknowledgement or emotion," according to Braden "is a declaration of myself, not exactly an outpouring of me that I like or enjoy, but an articulation of me in any event, at the moment it is happening." In connection to oneself, it is the value of sincerity and respect for reality. Recent empirical studies indicate that genuine self-awareness, i.e., which consists of the simple acceptance of own inner experience without appurtenance or disrespect, is a central aspect of healthy self-esteem and psychological well-being (Russo & Stoyanov, 2018).

The process of self-acknowledgement involves three stages. At the first level of self-acknowledgement, we do not deny any aspect of who we are. Each of us has an assessment, a manner and transactions. We must acknowledge the thoughts, emotions and actions shown by our display. However, it doesn't prove that our technique accurately captures what we do, how we go on and how we feel. We "performed what we achieved at the time with the data we had," as Angelou famously said, "now that we recognize more, we can better." When we behave correctly, we assume that we can repeat ourselves successfully because we are confident in our ability to do better," Angelou says.

Being my own self-ally is the second level of self-awareness. At this point, we feel that we have a strong sense of self-worth and a right to exist. We have the freedom to choose. If we don't respect ourselves and don't value ourselves, we can't love. It is of great importance to practice self-compassion i.e. being kind to oneself, understanding their inherent value, to develop self-insight and lead to personal growth and development of change (Neff & Germer, 2018). This simplest kind of self-awareness correlates to hunch self-respect.

The third stage of self-acknowledgement is showing the thought expected of ourselves. The rationale of self-endorsement can be created when we end up being our own best colleagues. We ought to be honest with ourselves. We should figure out our abilities, consider our impediments and endorse our mistakes. We as a whole are surveyed by others. It disrupts everything with our self-acknowledgement. Those objections which have no establishment in veracity end up being a motivation, to abandon divisions of ourselves. In the event that we recognize ourselves as a selective and noteworthy being, any part we can't be declining to recognize. However, we need to concede ourselves on reality establishment, not on the groundwork of individual bias. We should base our self-acknowledgements on realistic sources rather than on the origins of our own passion. Self-awareness does not appear to contradict reality. It doesn't mean to try to argue against what is jumble precisely? It looks into the platform on which the accomplishment was applied.

2.4.14 Self-competence

Parental participation helps children develop strong identification skills. Parenting that is trustworthy and caring is crucial if we want to be recognized as having educated and supported future generations. They provided their descendants the capacity to feel good about themselves and have a high sense of self-respect, claim Carlson, Uppal, Prosser, and Taska (as quoted in Berk, 2004). Recent research also confirms that consistent parental involvement boosts children's academic engagement and psychological security, especially during adolescence (Mocan & Pogorelova, 2021). In addition to raising their children, excellent parents cherish their children's self-control, prosperity and self-esteem, according to Baumrind (as stated in Papalia, Olds and Feldman, 2004). In addition to the stress, children also tolerate and respect their parents' expectations for excellent behavior and support. By establishing a realistic vision and practical features, developing self-evident and solid demonstrations that assist the child understand what is expected of them and assigning responsibilities, dependable parents share responsibility for molding their children's cultural aptitude. This generation produces quality work, fulfills their duties and accomplishes their

objectives. Operant and Eaton (2000) claim that “when parents make announcements for their posterity when they don’t require such parental support, this posterity goes through from down and out self-regard, as a matter of fact, these parents compare a sense of wastefulness to their posterity.” Research by Alavi, Ghanizadeh, and Khodadadi (2023) supports this, showing that parental over-involvement without child readiness can lead to dependency and lower emotional resilience in emerging adults.

According to Baumrind (1991), responsible parents also perform their duties above and above in raising children. According to Dim and Steinberg (1999), “generally, young people hang out in pretty much every aspect of their lives when they accept that they get closer from a loving home with open parents.” The self-respect of children is accommodated by trustworthy parenting. Examining ninth through twelfth semester students at Wisconsin and California colleges, Dim and Steinberg (1999) found that those students who have more parental warmth and self-confidence more fully attain that direct, psychosocial improvement and cerebral strength. Recent global studies indicate that parental warmth and emotional accessibility are critical predictors of adolescent well-being, self-efficacy, and stress coping abilities (Lee & Wang, 2022; Hasan & Hamid, 2020). Students whose parents instill psychosomatically confidence in them are more likely to become self-persuaded and thoroughly educated in correspondingly instructional and cultural sectors. They ponder what they can and all they might want to do.

2.4.15 Academic Self-Competence

The essay on self-respect exemplifies the harmonious coexistence of self-respect with effective instruction. There are two distinct ideas. The most important one is that self-esteem regulates educational accomplishments and the second is that educational accomplishment regulates self-esteem. According to Bog, Smith and Barnes (1985), “the student’s institutional accomplishments are discussed in their scholarly self-idea. How competent one is at anything is related to their capacity. Actually, students employ their skills to perform their academic tasks, according to Berk (2004).

According to Diperna and Elliott (1999), academic ability is “complex in nature, self-manipulation, to achieve good academic achievement.” According to James (as described in Murk, 2006), our ability to accomplish our goals determines how stable our sense of identity is.

According to Anderman (as mentioned in Berk, 2004), educators have a crucial role to play in fostering positive attitudes of teaching ability. Teachers have a propensity to

lean toward encouraging students, notwithstanding their strength, flexibility, weighting of material and successful semesters. By providing constructive criticism and encouragement, instructors may help students strengthen their instructional skills. It is crucial that professors evaluate students' performances and apply incentive approaches (Cheng & Marsh, 2022).

According to Swamp, "students with high self-regard were executed well in organizations." According to Hokoda and Fincham (1995), students who intend to dominate their assigned assignment are praised for their success. They believe they possess the skills necessary to advance their career via diligent effort and the confidence to explore taking on new challenges (Berk, 2004). Agents demonstrate how student self-esteem is influenced by instructional success (Rahman et al., 2023). Enhancing instruction through better delivery and constructive critique.

2.4.16 Physical and Social Acceptance

According to Harte, teens' self-esteem is particularly correlated with their outer behavior, cultural aptitude, illuminating abilities and social manner. So there is a connection between real looks and self-esteem. However, it is unclear if self-importance contributes to self-satisfaction or whether our physical attractiveness establishes our identity significance.

The concept that "self-idea is a consequence of various sources at various periods of progress" was stated by Winter (2003). Parental tasks play a crucial role in boosting students' self-esteem. As young people become older and have more life experience, their self-esteem becomes unafraid to their pals. According to Harter, Van Linden and Fertman (1998), adolescence is a time of physical and expressive transformation. According to Winter (2003), during the adolescent period, one's self-awareness is prized and used more.

According to various studies (reported by Chubb, Fertman and Ross in 1997; Harter in 1999; McCullough, Ashbridge and Pegg in 1994), there is a connection between self-esteem and a number of traits, including management, true appearance and enjoyment with appearance and LOC. Knox, Funk, Elliot and Shrubbery (1998) were able to pinpoint the elements that are more naturally associated to both students' and faculty members' self-esteem by concentrating on both male and female students at the College of America. Their appearance and allegiances come first. In any event, relationships with others started to affect young adult guys' sense of self-worth. These study's results are in line with the idea that children's peer interactions are significant and have an impact on their sense of self-respect (Ahmed et al., 2022). Further investigation has revealed a connection between allure and self-esteem. According to Graham (2000), children who accept their true abilities and

who are more content with their physical appearance are both more self-sufficient (as stated in Winter, 2003; Lee & Matsuyuki, 2023).

2.4.17 Theoretical Framework of Self-esteem

Not at all like numerous areas of exploration self-esteem, has research not happened primarily within that frame of mind of a specific discipline. Despite the fact that a few thousand investigations have noticed self-esteem, as of not long ago, only a couple of scientists had distributed a significant numeral examination or achieved self-esteem research over a comprehensive period. In different examinations, the real point of convergence is on some other collect (like instructive achievement, carelessness) and deliberate self-esteem is consolidated in the light of its questionable ramifications to the next aggregate. New reviews have noted the disjointed nature of self-esteem research and have urged additional cross-disciplinary approaches that better integrate theory (Orth & Robins, 2014). It also describes how various self-esteem focuses on mandated predicament in thought, ability or plan. This poor lack of thoroughness could be due to the fact that there is no disciplinary base behind self-esteem research.

Self-respect, like other traits, is psychologically gathered so that “one and all be known about what it is,” hence many scientists do not view control as providing any hypothetical justification for their decisions. For the explanation that self-esteem is a hypothetical gathering, its viability should be recognized by assessments of its collective legitimacy. These assessments can be delegated within a set of associations or among course-of-action studies. Within the organization of studies, think about the inside setup of self-esteem. They may seek to demonstrate that the construct includes dependable specific multi-faceted components (including physical, social and academic self-esteem) by looking at, for instance, the dimensionality of self-esteem. self-esteem is also a multi-dimensional construct or has its academic, social, physical, and emotional dimensions which have varying ability to predict well-being and performance in different circumstances (DuBois & Flay, 2010). Among the network divisions the clarification lay out the build in a more extensive speculative space, to show how self-esteem is related to additional developments. It seems sense, for instance, to divide self-respect into scholarly, social and actual components since academic accomplishment and instructional self-esteem are more strongly associated than are cultural and real self-esteem.

Self-esteem is the perception of a person about oneself formed during the interaction in the family and further in social and professional life. All these perceptions change

depending on the manner in which people react to the actions and duties of the individual. In the case of positive feedback received outside, the self-esteem will be increased; negative criticism often results in senses of inadequacy and low self-worth. Along with limited individual development and the increased expression of negative affects (fear, anxiety, and depression), low self-esteem is commonly associated with limited personal development (Orth & Robins, 2019).

Self-esteem is “the articulation that comes from a Greek word “love,” and that implies appreciation, esteem and respect,” according to Baras (2008). Self-regard entails a fair evaluation of our attitudes, principles and ideas. Shahar (2003) divided the concept of self-esteem into three parts. Subordinate self-esteem suggests that we are dependent on our parents, instructors and our age group for our healthy identities and that we judge our worth in relation to other people. In contrast to independent, free and unconstrained self-esteem.

“There is uniqueness among the bases of self-esteem among female and male,” Women tend to derive self-esteem based on appearance and relationship whereas men lay their self-esteem on competence and achievement (Voges & Pandey, 2018). Females’ familial ties, personal ambitions and self-awareness are indicators of their level of self-esteem. While men’s self-esteem is derived on their employment of authority, impediment and professional success. According to Zinner, men are instructed to view their achievements as a measure of self-worth when compared to women.

“There is a difference between the foundation of self-esteem among females and male,” given a confirmation in the work by Voges and Pandey (2018), in which the authors have found that the self-esteem of women is generally based more on relationship and appearance as well as the self-esteem of men on competence and accomplishment. Female self-esteem is communicated through familial ties, personal goals and self-perception. In contrast, masculine self-esteem is communicated through their use of power, resistance and professional success. Zinner claimed that, in the eyes of women, men are educated and successful and this adds more to their perception of themselves.

Young people “shared order as unambiguous by her/his parent’s benefit, reasons for living and preparing is a basic determinant of self-esteem,” adolescents who have supportive and resourceful family backgrounds have increasing self-esteem among them with family cohesion and future factoration playing the main mediating role (Garner et al., 2015). Additionally, they believe that because middle-class young people are less wealthy and have stronger self-esteem, this differentiation fits better throughout the teenage era. The middle

class of teenagers performs better in association and order than their less wealthy peers and this performance corresponds with the improvement of self-esteem (communicated by Steinberg, 2002), which is one explanation for this.

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Murk (2006) communicated that “low self-thought transforms into the justification behind various mental issues, need self-assurance, despairing, disheartening, outrageous sensitivity, serious and ruthless approach to acting, etc. High self-thought is generally associated with positive limits and characteristics and considered important for people”. High self-thought is linked to advantageous situations, such as a few single techniques to behaving as tormenting, defense and self-ingestion (Crocker and Park, 2004; Jordan et al., 2003), Crocker and Park argued (Murk, 2006). Murk expressed that “low self-idea turns into the reason for numerous psychological issues, need self-certainty, gloom, forlornness, excessive touchiness, severe and cruel way of behaving and so forth. High self-idea is generally connected with positive capacities and attributes and considered helpful for individuals”. Crocker and Park (2004), (Jordan et al., 2003), contended that high self-idea is related to the positive condition, like some introverted ways of behaving as tormenting, protectiveness and self-centeredness (Murk, 2006).

Young people of higher socioeconomic status have a more successful family problem-solving pattern that eventually leads to better mastery development and self-confidence in meeting emerging obstacles (Chubb, Fertman, & Ross, 2011). It implies that a juvenile who is expanding their feeling of capacity expects to help that he can minimize with mankind capability.

According to contemporary families, children belonging to bigger sibling families would enter into more collaborative behavior and sibling conflict than children having no siblings (Jones et al., 2014). Self-esteem is a complex concept that refers to one's evaluation of oneself in relation to any number of uniqueness, such as instructive and non-instructive gentility positions and instructive peculiarity and a few others. Self-esteem is also referred to as self-creation or self-discernment. Self-esteem is also derived from self-evaluations, such as unique traits, a partner of one's skills and abilities, one's jobs and leisure pursuits

and recognition of one's important characteristics. For instance, admitting to oneself that "I'm slow" helps one's self-respect. In contrast, being drained is a transient state, but the declaration "I'm worn out" would often be seen as a part of someone's self-esteem. However, staff self-esteem may possibly shift throughout time, most likely attainable during erratic intervals of distinctive emergency situations and reexamination.

The construct of self-esteem is multidimensional and hierarchical in nature and it is influenced by self-perceptions in different areas of life. In accordance with modern elaboration of this model formulated by Shavelson et al., self-esteem gradually builds up during childhood and adulthood, being increasingly differentiated and structured. It cuts across academics, social, and physical sectors, where the aspects of self-esteem in regards to specific areas (e.g. math or social) affect the overall self-esteem (Marsh & Martin, 2011; Jiang, Ma, & Gao, 2016). The evaluation of personal performance and reports of the significant others largely contribute to forming of these self-perceptions. It is also important that there is stronger predictive validity of self-esteem in certain domains of the same domains rather than unrelated venues.

2.4.18 Components of Self-Esteem

The center of our feelings and symbols about ourselves is our self-esteem. According to enlightened brain research, self-esteem is divided into four categories, such as cultural, instructional, physical, interpersonal and transpersonal.

1. How we see ourselves to others is a reflection of our collective self-esteem.
2. How we do academically or how well we are prepared overall (our GPA) and generally (how well we succeed in math, science, verbal communication expressions, sociologies, etc.) is defined by our instructional self-esteem and other subjects.
3. Our strong sense of self-worth is characterized by focusing on what is attainable, such as what we have in common with others—our orientation, height, weight, etc., the school we attend, the clothes we wear, the car we drive, the type of house we live in, etc. The key characteristic of self-esteem is how we view ourselves in contrast to how society norms portray us.
4. How we engage with the enigmatic makes sense in the context of our transpersonal self-esteem or questions.

Self-esteem extends beyond the present and embraces both the past and the future selves. Future selves, also known as “Conceivable selves,” reflect a person’s feelings about potential future selves as well as what they would like to happen in the future and what they are afraid of becoming. Expectations, skepticism, rules, objectives and psychological tyranny are all related to them. Practical shelves provide an evaluative and interpretive viewpoint for the realistic exploration of self, as well as serving as temptations for potential future behavior (Markus & Nurius, 2021; Khattak & Naseer, 2023).

It demands but is clear from self-awareness, which is fundamentally a person’s mindfulness of themselves. Self-mindfulness is closely associated with self-esteem clarity (“which alludes to the degree to which self-information is plainly and unhesitatingly characterized, inside predictable and transiently steady”). It is also more common than self-idea, the purely evaluative component of self-esteem.

2.4.19 Positive or High Self-esteem

Anyone with high self-esteem will want to carry, be ready to receive good feedback and be risk-ready more frequently. People view him as significant and fit and as a result, they are prepared to perform at a normal or dominant level. A sense of control over the outcomes of the future is supported by long-lasting sentiments of distinctiveness or belief in one’s own abilities. Consequently, this leads to positive outcomes and self-affirmation. To be prosperous close to home, it may be essential to know oneself, or at the very least to believe one knows oneself. The considerable literature on self-esteem has demonstrated that each person’s innate need for personal sufficiency has a tremendous impact on emotional wellbeing and individual adjustment.

People with healthy or high levels of self-esteem are patient, reverent of others and dependable. They accept accountability for their actions, place importance on themselves and exercise self-control. They will encounter difficulties, be able to handle disappointment and be lovable and endearing. Look for, approach and make crucial requests of targets so they may take control of and own their life. High self-idea is helpful in handling pressure and avoiding unease, according to Baumeister Campbell, Krueger and Vohs (2003), which enables an individual to continue functioning in the face of pressure. The high self-idea is associated with extra shape, independence and realness, as Leary and Macdonald (2003) obtained. People who have healthy and positive self-esteem may evaluate their skills and use them to effectively deal with the challenges they face in life (Platman, 2000).

Positive or high self-esteem also directs focus toward areas of personal growth and expansion. It helps a person perceive what they are capable of doing right now, how they will need to accomplish ambitions in later years and the things they regard strongly enough to try... Adults may perceive themselves as “defiant” because they “have an independent mind” and object to performing things since “every other person is getting it done” (as mentioned in Naz, 2000). This is because people with high self-esteem are typically more autonomous than other people. All things considered; a healthy sense of self-worth is an essential tool.

2.4.20 Negative or Low Self-esteem

Murk (2006) asserts that a lack of or low level of self-esteem is the foundation of many mental issues. The main traits of low self-esteem, according to Rosenberg and Owens (cited in Murk, 2000), include feelings of extreme touchiness, a need for self-assurance, being more concerned with staying out of trouble than with realizing potential outcomes and enjoying life, a need for risk-taking, melancholy, depression, etc. The harsh and abusive behavior of parents may cause children to have low self-esteem.

According to Allport and Festinger as cited by Murk (2000), the mistake or contradiction between different regions self-esteem faces some mental distress. Emotions like bitterness, dissatisfaction, self-esteem etc are attributes of low or negative self-esteem. In recent longitudinal studies, people with constantly low self-esteem found that they are continually dissatisfied in their areas of life and this causes them to take fewer chances in life, avoid challenges, and have lower leadership aspirations (Johnson et al., 2016).

Low self-esteem is also associated with decreased motivation to learn and work hard, as well as usually worse expressive and psychosomatic well-being and prosperity. They are often agitated, conscious of others’ shortcomings, avoid certain situations so as not to “come up short,” and they depend on others to inform them “how they are doing.” It has manifested as co-certainty in relationships and families. The negative conduct reliance causes good methods of acting to be changed. These people rely on those around them to validate and make their world seem true. They try to be as vague as possible in amicable situations because they feel embarrassed; they usually come across as strange and unnatural. They are not convinced by their capacity to connect with people through interaction. They have a heavy burden of anguish and the need to believe that they may never be loved (Lee & Hankin, 2021; Mahoney et al., 2022).

2.4.21 Basic Assumptions Regarding Self-esteem

The ways that individuals have learnt to perceive themselves and their connections with others have a profound impact on the achievements and failures they experience in a variety of areas of life. It is also becoming obvious that counsellors are interested in at least three primary aspects of self-esteem. It has learnt, it is structured and it is dynamic (Liu & Wang, 2021; Oliveira et al., 2023). Following are the characteristics and their corollaries.

2.4.22 Dynamic Aspects of Self-Concept

Self-esteem serves as the gyrocompass for human behavior, providing a constant quality in character and pattern for behavior. To grasp the dynamic nature of self-esteem it assists with envisioning it as a gyrocompass, a relentlessly dynamic framework that reliably focuses on the “genuine north” a people-guessed resource. This direction framework not just shapes the manners in which individuals’ perspective themselves, others and the world but it likewise serves to guide activity and empowers every individual to take a consistent “position” throughout everyday life (Harter & Schmidt, 2022). The unique quality of self-esteem additionally conveys culmination.

1. Individuals try to act in manners that are concerning their self-esteem, regardless of how accommodating or disturbing to one or others.
2. If self-esteem should consistently guard itself-against cutting, development and valuable open doors are restricted.
3. The way one perceives the world and the things inside it depends on their level of self-worth.
4. Self-esteem constantly checks itself against the self-image of adversity since this self-idea causes apprehensive feelings.
5. Self-esteem improvement is a continuous process. The sound character continuously combines cutting-edge ideas with the avoidance of stale ideas.
6. Self-esteem normally takes inclination over the actual body; people will frequently forfeit actual solace and well-being for emotional fulfillment.

2.4.23 Basis of Self-Concept

As we probably are aware nobody is brought into the world with self-esteem. It consistently arises in the early month’s life and is molded and reshaped through rehashed

apparent commonality, for the most part with pivotal others. The way that self-esteem is learned has a few significant ramifications, for example,

1. Individuals recognize various angles themselves at various times with problematic degrees of lucidity. Hence inside centering is an access device for directing.
2. Faulty reasoning examples, like dichotomous examination (separating everything in wording contrary energies or limits) or over summing up (making clearing ends in light of little data) make negative translations oneself.
3. Because of past encounters and present discernments, people might separate themselves in manners disparate from the manners in which others see them.
4. Any experience that goes against one's sense of self-worth may be deemed hazardous and the more of these interactions one has, the better one's ability to endure and defend oneself. However, when a person is unable to overcome these difficulties on their own, significant problems and obvious anomalies start to emerge.
5. Because self-esteem doesn't give off an impression of being natural, yet is a social item evolved through experience it has generally limitless looming for improvement and realization.

2.4.24 Organized Aspects of Self-Concept

Every individual retains a myriad of perspectives about their continued existence and each perception interacts with the others. The majority of academics concur that self-esteem has an organization and agreement-based feature that is typically stable. The self-esteem that provides the personality consistency is this typically sound and prepared characteristic (Zimmermann et al., 2021). There are corollaries to this organized feature of self-esteem.

1. At the heart of self-esteem is the "I," who is separate from the "Me," who are the self as an object. This permits the person to think about their present opinions, think about their previous experiences and mold their future experiences.
2. The impact of perceived success and failure on one's sense of self-worth. Failure in a highly regarded area decreases assessments across the board.
3. The more important a belief is to someone's sense of self, the more resistant they are to having it changed.

4. Change takes time since one's fundamental self-perceptions are rather stable. Both Rome and self-esteem took time to construct.
5. Self-esteem tends to be resistant to change and demands dependability and consistency. Self-esteem that fluctuates frequently indicates lack of dependability and loyalty in the person.

2.4.25 Basis of Self-Esteem

i) Psychological basis of Self esteem

According to the recent psychological studies, self-concept does not represent mere response to social influence but is an active, developing process, which is formed in terms of cognitive, emotional and interpersonal experiences of the subject. Ryan and Deci (2020) say that the satisfaction of psychological needs- autonomy, competence, and relatedness are closely related to self-esteem. When people internalize social expectations and get unconditional positive regard, then they have a higher likelihood to develop themselves as a stable coherent self system. On the other hand, the low self-concept is linked to the problems of inadequacy, uncertainty, and emotional discomfort, which often leads to low motivation and low psychological status (Branden, 2022). Such feelings can be used to build maladaptive patterns giving rise to a vicious circle whereby low self-esteem leads to lack of initiative and additional self-esteem. The autophene possesses a self-fuelling cycle that corresponds to modern understandings of self-system mechanisms, in which the encounter of emotional regulation, self-evaluation, and local identity coherence to one another causes motivational and practical impacts (Neff & Germer, 2018).

Contemporary humanistic and psychological positivity also supports the view of healthy living conditions around self-esteem development. Joseph and Wood (2010) also acknowledge that people thrive when they are provided with empathic, genuine and affirming environments. In addition to suppressing internal conflict, these conditions result in self-integration and strengthen emotional fortitude. New developments in the theory of self-compassion also indicate that self-acceptance, as opposed to critical self-attacks, can fail healthier coping and more significant development of the psyche (Neff, 2023). Furthermore, it has been found in modern cross-cultural research that both self-concept and self-esteem are highly dependent on a social background and a cultural story, and that the correspondence of ideal and perceived self is still a critical factor of good health (Diener et al., 2018). Such insights in modern times give a more fine-tuned picture of the meaning of

self-esteem as a self-referential process of evaluation: behavior is determined by self-evaluation, which then reconstructs self-evaluation.

2.4.26 Sociological Basis of Self-esteem

Modern developmental theories claim that the building blocks of children self-concepts are early social interactions, and later in life, they expand to social groups and social systems (Georgiou & Stavriniades, 2013). In the process of children going through such interactions, they will internalize, and convert into social generalizations, the views of other people and this will assist them in characterizing themselves to fit in in different groups. These developed group points of view are reflected in the self definition of the child creating a more organized and socially organized self definition.

Works in developmental psychology underline the importance of the steady presentation of social stimuli to children and their feedback to them, which can change their perception of their self significantly, particularly with regard to the parents and peers (Oostenbroek et al., 2016). Parents serve a role of emotional reflections to the behaviors of children through behaviors of approval, disapproval, concern or encouragement. As they grow, children derive meaning on these cues and eventually build some notion about what is moral and good and what is not. This would eventually develop their identity. In later childhood and adolescence, especially, peers are assuming a more significant role, providing points of comparison and supporting socially.

People practice the impression management in social situations, which is how they manage reactions of others according to the situational context and social behaviors (Shepherd & Tuttle, 2020). Recent empirical developments of this theory reveal its informedness in the process of how individuals control their conduct to preserve self-concept (Moretti & Higgins, 2021).

The studies of cross-cultural communications have revealed that a favorable social face, or face is an important aspect of the harmonious interaction with others and particularly in collectivist cultures, which determines the way individuals treat themselves and others (Ting-Toomey & Oetzel, 2018). A Confucian concept of saving face has been built upon, coming to encompass multicultural definitions where regarding honor, dignity, and a group approval plays a fundamental role in the determination of the value of the individual. These results support the social relativity of the self-concept: there is no universal notion of a valued self that everyone might share, as it is dependent upon the contexts and cultures, based solely on local norms of behaviors and interpersonal relations. The systems do not

only favor imitation, but also empathy as well as emotional contagion to help develop a realization of others which then leads back to the self. The two-way relationship between social cognition and self-concept is currently investigated in adolescent identity development research where emotional development and its regulatory processes, self-reflection, and social feedback are combined in complicated developmental tasks (Sebastian et al., 2021).

Educational research also contributes to the notion that, self concept is greatly influenced by teacher feedbacks, form of comparisons with peers and grade performance. According to literature, positive feedback on student perceived domains promotes greater belief in the ability of the student and sustains his or her self-perception (Marsh et al., 2015). This follows the expectancy-value theory, which argues that the academic engagement and self-esteem of students are determined by their expectations of their competence in a study area and how important they view the same area of study (Eccles & Wigfield, 2020).

2.4.27 Cognitive Developmental Approaches

The self-idea and its connections to other formative perspectives have received a lot of attention from mental formative analysts. Their job is generally restless with regard to self-information enhancement. All people move through these stages without deteriorating, they are consistent across a wide range of difficulties and circumstances, they are universal across cultures and they are the result of changes in people's mental capacity (Barendse et al., 2021).

The following describes these stages:

Students who are aware of their physical continuance but who do not exhibit awareness of an isolated mental continuation. The person does not distinguish between an immediate close-to-home approach that is discouraging and genuine style of acting.

Sometimes the students comprehend that thought processes and move toward which can be unique in relation to execution and hence somewhat the self-can be disguised from others.

It can't anyway stow away from oneself. They accept that the self-can't at any point be completely known, in light of the fact that a few parts of character demonstrate the way that individual accepts that the self-can't at any point be totally known, on the grounds that a few parts of character stay a numb level.

Students show a rising conviction that self-addresses a consistent part of character. They consider people who survey and notice their inward selves. They accept that the psyche which is noticing is some way or another separating from the self-which is noticed. Selman's model is generally worried about individual's examination and data about self, it has said about individual's conduct like their self-guidance (Gürel, 2019).

2.4.28 Information Processing Model

Every single one of us cultivates a mental image of the individual as a result of our apprehension of this model. These internal self-patterns that define who we are explain the various singularities and components through which we define our characteristics. The penultimate step is the development of self-blueprints, which integrate data relevant to oneself. When we encounter new information, we make an effort to understand it within the framework of these mental models.

2.4.29 Environmental/Learning Theories

Environmental and Learning Theories focus on the fact that self-concept and behavior should be developed with the help of observation, social interaction, and cognitive growth. The idea of self efficacy proposed by Bandura gives an outstanding insight into self-efficacy by pointing out that self-efficacy is a belief about the capabilities of individuals formed through the guidance of parents as well as exposure to the social world (Bandura & Schunk, 1981). Piaget came up with an idea that children progress through cognitive stages and gradually learn social emotions about other people. Origin and nature of self-concept has been a long topic of discussion among philosophers and psychologists alike starting with Socrates; the recent theorists unite on the importance of self-concept in personality development. Even when initially not welcomed in empirical psychology, self-concept is crucial in the study of behavior, learning and personality.

2.4.30 Need and Development of Self-esteem

The decisions that people pass on themselves are vital and have influence upon each moment of their means. Their self-assessment is the fundamental viewpoint wherein they favor their ethics, continue and answer, put forth their objectives and address the difficulties of life. At the point when self-idea is low, adaptability in the face of life's afflictions is reduced. Individuals will generally be more inclined by the longing toward sidestep torment than to event ecstasy. As assessed to positive components, critical components of life have more control over them. Research has shown that individuals with low self-concept clarity

often struggle to derive satisfaction from their efforts and achievements, and they are more susceptible to psychological distress (Creswell et al., 2021). Nothing they really do can at any point be satisfactory.

The self-idea which are impacted by the systems are frequently modestly not at all like each other. Just certifying what one's identity is, self-other execution differentials and values errors all influence self-idea, in light of the fact that these components are so divergent from each other, there is likewise a question of whether various free systems is a unitary strategy or self-idea continuation and on the off chance that self-idea were a unitary methodology, engaging in one gadget would patch harm to self-idea proper to an alternate component, for instance, confirming the self-would redesign the decrease in self-idea because of conduct sporadically. In the event that the system was self-overseeing, the best way to repair dangers from one strategy would be by engaging a similar component. Dangers to self-idea in light of the irregularity among conviction and act, for instance, must be reestablished by changing the significant methodology and not by just reaffirming a significant yet improper worth or lolling in a companion's reflected greatness.

The connections between reevaluation of the self, endeavor and self-evaluation propose a repetitive perspective to the elements of self-idea. Good or high self-idea is connected with a sensation of cheeriness, mindset of positive thinking and nearly high power. Pessimistic or low self-idea is joined by sensation of uncertainty around one's appropriateness and worth and with a position of troubling, or even sorrowful. Such sentiments may be joined by moderately low life and powerless stimulus unendingly following in low endeavor, as contrasted with good or high self-idea is related with high energy, which builds capability and viability, which thus fortify identity worth and self-idea. Along these lines, sentiments and feelings around oneself comprise a recursive cycle to such an extent that the sentiments emerging from self-examination will more often than not produce conduct that reinforces those sentiments both good and pessimistic (Marsh & Craven, 2006).

2.4.31 Criteria of Self-esteem

However, self-idea is the result of thinking about oneself in comparison to at least one model and arriving at predicted values on these measurements, therefore it is objective to assume that it doesn't exist in void. These assessments are not made purposefully or intentionally, however through preconscious processes. These standards contrast among societies and subcultures as well as inside them. The standards might contrast by orientation.

For instance, males may need to hold themselves to higher standards of bravery than females. Eastern and Western civilizations have different ways of characterizing the self and expectations of the self. The moral and intellectual underpinnings of a culture, as well as the sacred way of life, develop and protect these norms (Vignoles et al., 2016).

2.4.32 Six Pillars of Self-esteem

They can't practice it since self-idea is the consequence of a few internally manufactured rehearsals. The techniques are effective in helping or persuading their completion. According to Branden (1994), six activities are particularly important for the development of a good self-idea and when these practices are lacking, self-idea fundamentally deteriorates. These are also known as the six self-idea mainstays.

i) The practice of living consciously

According to Branden (1994), having a purpose in life is the foundation of one's self-concept. The appropriate use of recognition is sometimes referred to as "sight over visual deficiency" and it is one of the key factors in determining self-worth. While meandering around working, managing bosses, partners, subordinates, clients, or in connection with one's children, or in relationships in self-actuated mental haze, one can't feel skillful throughout everyday life. The people who endeavor to exist carelessly experience a lack in their feeling of value. So every individual should pick the degree of cognizance at which to work. It can assist with laying out a feeling of the sort of individual the person is".

ii) Self - Acknowledgement

The next exercise to carry out a self-idea is self-acknowledgement. What we feel is verbalized via the status to recognize, to cause authenticity within oneself—without inconsistency—what is it that we cause? Our mental processes?" Moreover, who or what are we? To be in a bad relationship with oneself is to be in opposition. In order to describe any presentation or emotion, consistency and recognition are necessary. Self-Obligation is the third exercise to having an overpowering self-idea. To feel competent throughout daily life, one should be eager to accept responsibility for processes and the accomplishment of objectives. It means that one should take ownership of their happiness and well-being. The act of self-constancy includes the admission that one is responsible for one's own happiness, actions, decisions and accomplishments. Additionally, it implies that one is accountable for how much time they devote to their jobs and relationships, as well as for the moral principles they choose to live by and the way they interact with other people.

iii) The Practice of Self- Responsibility

The fourth pillar of self-idea is the act of self-confidence. Self-confidence refers to magnifying one's morals, requirements, qualifications and convictions as well as searching for realistic examples of how these may exist in reality. One who lacks competence seeks to avoid conflict with someone whose ethics are in conflict, is perplexing, or both in order to "have a place" or to enchant. A strong sense of self-statement promotes self-worth and self-adequacy. Living deliberately is, as Brandon would like to believe, "also an essential practice to reinforce self-idea and can also be known as the fifth mainstay of self-idea." The true core of the living system is intention. We structure our display according to the goals we have for our lives, giving it focus and structure. Through our goals, we even organize over the course of our existence. Living immovably means using our abilities to the accomplishment of the goals we have set, such as building a home, earning money, creating something basic, raising a family and thinking. Our goals push us forward and strengthen our resources. In any event, one's self-image shouldn't suggest that their external accomplishments are what determine their level of self-esteem. The internal created practices that give it the ability to be achieved are the inference of self-idea.

iv) The Practice of Self- Integrity

The relationship between self-esteem and different factors have been completely investigated. Low self-idea has been interrelated with loser satisfaction, pity, crabbiness, hatred, uneasiness, depression. High self-idea has likewise been corresponded with scholastic outcome in high organizations, inner, higher family pay and positive identity engaging quality (Gifford et al., 1990).

It has been thoroughly explored how self-esteem and various aspects interact. Low self-esteem has been linked to sadness, loser satisfaction, self-pity, grumpiness, hostility and unease (Rosenberg). Additionally, strong self-idea has been linked to academic success in prestigious firms, inner, greater family pay and good identity engaging qualities (Gifford et al., 1990).

v) The Practice of Living Purposefully

Exposition writing about "me" is a further regulated method of self-idea analysis. This tactic delivers the self-assurance of clear idea expression. In contrast to the rating scale technique, there is no set procedure for making an accurate decision among midway possibilities. But in the organization of reaction, free reaction occasionally causes problems.

As a result, this technique occasionally yields outcomes based on an individual's biased opinion (Leary & Tangney, 2012).

vi) Assessing self idea

Another method for assessing self-idea is the sentence fulfillment test, which involves giving someone a variety of incomplete phrases and asking them to finish them. He presents himself in this way, by completing the phrase. This is quite helpful in producing self-clarification. By answering "who am I" questions, he learned a little bit about himself. Then, according to the value of the information provided by the individual in various statements, the explanations were categorized (Robins & Krueger, 2019).

2.4.33 Major Self-esteem Theories

The majority of hypothetical psychological theories define self-concept with orientation to self. This article highlights a few unique techniques.

2.4.34 Social Approach

Rosenberg notes that when a person is said to have a high self-idea, it denotes the extent to which he or she feels ok with himself or herself, whereas a self-image that is low would give somebody the feeling of being worthless, which will breed resistance and unhappiness. The internalized social values, which are acquired during the process of socialization, define self-idea. When the ideal self is close to similarity to the real self, there is high self-idea; the wider the gap then the low in self-idea. Whereas Stanley Coopersmith (1967) initially focused on the concepts of value and social learning, the recent findings by Orth and Robins (2019) confirm that self-esteem is also influenced by capability, importance, integrity, and power, which can be described as dimensions related to the social experiences and individual achievements. Positive roles are played by families which make their clear expectations and model coping skills on children. It confirms the social learning perspective when subjective experience and vicarious learning have relevance toward the development of own self-idea.

2.4.35 Humanistic Approach

The humanistic perspective sees self-idea as essential to understanding human behavior. Carl Rogers emphasized that self-idea develops as we become aware of ourselves and experience genuine positive regard, especially from parents who offer unconditional acceptance. When acceptance is conditional, children form self-worth based on meeting parental expectations. This creates a gap between the real and ideal self, where self-idea

becomes contingent on achievement and approval. Rogers also introduced “self- goals,” mental images of what one can become, reflecting the interplay between the actual and ideal self.

Maslow's hierarchy of needs outlines five levels—from physiological to self-actualization—each influencing behavior. According to recent scholars (Deci & Ryan, 2017), esteem needs split into self-respect and recognition from others, with internal competence being more enduring than external validation. True self-esteem supports the pursuit of self-actualization, where individuals express their potential and become what they are capable of becoming.

Branden argued that self-idea is a basic human need tied to reasoning, responsibility, and choice. He highlighted four pillars: self-awareness, humanity, accountability, and self-acceptance. If any are neglected, the rest weaken. For example, lacking self-awareness diminishes moral clarity and decision-making. Branden emphasized that a healthy self-idea involves recognizing personal value, learning from mistakes, and embracing responsibility. This makes his conceptualization of self-idea relevant to modern cognitive and emotional development.

2.4.36 Developmental Approach

A developmental approach toward self-concept was suggested by Harter (as cited in Brown et al., 2017; Wayment & Bauer, 2018) based on the premises of social approval and perceived competence formation of identity. She implied that people find self-worth in skills in such things as academics, athletics, or on socialness, and other people confirm their skills. Cognitive mechanisms and social interactions experienced by children leading to creation of complex self- understanding as they grow.

Her model describes six phases in the development of self-concept; starting with simple unstructured descriptions of the self in early childhood and over to more abstract structure and integrated descriptions of the self in adolescence. The stages entail the development of self-knowledge about features about the self, social positions, and plans in the future. The evaluation performed by peers, parents, and teachers also plays a big role in self-evaluation during this process (Meeus, 2019; McLean et al., 2018; Wang et al., 2022).

2.4.37 Socio-Meter Theory

According to the sociometer theory that was first developed by Leary and Downs (as cited in Heatherton & Wyland, 2017), self-esteem plays the role of an internal check of social inclusion. It keeps observing the surrounding social landscape to disclose clues of

rejection or acceptance to enable people to change their behaviors so that they can sustain interpersonal relationships (Leary, 2020). This system has three elements, namely threat detection to social belonging and emotional response activation and behavioral change contingency to avoid being excluded (Wang et al., 2019).

In the sociometer when there is low self esteem the sociometer results in corrective behavior to prevent rejection even in social fantasy. People can practice or change their behaviors depending on the preconceptions they have towards the opinions of others. The trait self-esteem is also characterized by Leary (2020) who states that individuals with higher baselines take more risks and are more self-confident, whereas individuals with lower baselines are more socially aware and reactive and frequently experience relational insecurity (Orth & Robins, 2022). Hence, the sociometer contributes to the establishment of social behavior as well as the views of self-worthiness.

2.4.38 Parental Factors in Self-esteem

According to Rogers (as referenced in Rathus, 2001), “self-idea mirrors the esteem in which others hold us” In order to help their children grow up with healthy self-concepts, parents play a critical role. The value that children believe they possess is related to how his parents view them. A child’s value as an individual may rise or fall in reaction to parental criticism. Murk (2006) also outlined parental factors as contributing factors that are crucial for children’s development of self-esteem.

2.4.39 Parental Expectations and Consistency

Rogers stated that self-idea mirrors the esteem in which others hold us (as cited in Rathus, 2001). Parents have a crucial role in helping their children develop positive self-concepts. Children’s perceptions of their value are linked to his parents’ self-evaluations. Child’s identity worth can be uplifting or diminished by parental criticism. Murk (2006) additionally introduced resulting factors (parental variables) that are significant for extension of children’s self-esteem. Assuming parents expect high potential from children and give obvious assumption to their children then by laying out objectives and following qualities; children come to be familiar with specific types of exercises that are alluring, predominant and significant. In any case, it is essential to support limits since neglecting to do harsh to self-idea is as well. Writing on human formative shows that parent’ non exacting methodology leads towards the lower self-esteem and improvement of negative considerations and conduct among children. Writing further demonstrates that restricts which are being constrained too brutally with coldheartedly or too thoroughly can likewise

become reason for some issues like improvement of worried and preventive execution in children.

2.4.40 Birth Order

Investigates on self-idea and birth request relationships suggested that birth requests could impact people's self-idea. Murk (2006) expressed that children who are brought into the world on first request or lone youngsters have high self-esteem in view of the explanation that they certainly stand out from their parents. They get more chances to collaborate with their parents and they feel no faltering in examining their concerns with their parents. They further portrayed that the people who conceived the last option get more parental warmth, love and care. Research by Liu and Jiang (2022) explores on kin uncovered that "a greater number of kin have all the more star social, play or situated ways of behaving and contest among them when contrasted with the one youngster (as referred to Papalia, Feldman and Olds, 2004)."

2.4.41 Parental Warmth

Just parental love and affiliation don't appear to be sufficient to advancement of self-esteem, individual worth counts and parental warmth or acknowledgment seems, by all accounts, to be fundamental for creating individual worth in children (Wells and Peterson, Bednar, 1989; Rogers, 1961; Cooper Smith, 1967). In writing acknowledgment is for the most part used to describe parental readiness to see their posterity' shortcoming and strength, restrictions and possibilities, such acknowledgment is known as warmth. This shows that basic parental acknowledgment may not be related with positive self-idea however their acknowledgment or commendation is bound to be connected with improvement of positive self-idea. By examining a youngster' shortcomings and qualities, limits and possibilities in a particular circumstance, parents can urge him/her to investigate the world based on his skills and capacities, parents' support gives more certainty to children.

Kernis (2003) expressed that absence of such warm or cherishing acknowledgment is unsafe to self-idea. He found that when people experience an absence of parental warmth, they frequently mean to base their feeling of worth or worthlessness instead of inherent elements, which makes them more defenseless. Park and Crocker (2003) expressed that "understudies who put quite a bit of their value on scholastic execution experience a more noteworthy misfortune when they don't get acknowledged into organizations than those understudies who esteem themselves all the more profoundly. Parents who are unforgiving

and offensive or who verbally abuse and adore withdrawal can significantly affect self-idea”.

2.4.42 Parental Style

Writing on parental styles portrayed that self-deciding is a more capable methodology for upgrading self-idea in children. Here, parents delight in examining inconveniences and clashes of their children however they don't permit them to oppose the fundamental principle convictions of execution, for example, concerning the privileges of others. Leary and MacDonald (2003) expressed that “parents who are empowering, supporting and responsive have children with higher self-idea than parents who are objecting, uninterested and inert”.

2.4.43 Parental Support

Cooper Smith (1967) suggested that while consistent parental inclusion is more necessary to build self-idea than parental affiliation, which is one of the primary predecessors of self-esteem. Burger acknowledged that parents who give their children more independence are more stable than those who don't. Clinicians have observed the effects of parental assistance missing in other clinical practice. Lower levels of self-idea are present in children of wanton parents and parents who go away for a long period of time, according to Murk (2006).

Supportive parenting helps children to develop positive sense of self, fostering confidence and resilience. They learn to believe in themselves and their abilities making them more likely to take healthy challenges and pursue their goals (Zulkafli, S.S.A; Ishar, M.I.M & Janius N, 2024)

2.4.44 Role of Gender in Self-Esteem Development and Related Researches

Harter (1999) inferred that “low self-esteem is connected with low achievement, dietary problem, sorrow and misconduct”. Rehman (2001) found “relationship between self-esteem scores and scholastic achievement of understudies. He likewise reasoned that recurrence and consistency of sufficiency or deficiency over times of years significantly affects self-esteem. The arrangement of fruitful instructive encounters is one kind of assurance of positive self-esteem.”

Guay, Boivin and Swamp (2003) made a review “to demonstrate that achievement significantly effects self-esteem and scholarly self-esteem meaningfully effects achievement.” The results showed that as the understudies produce more established

scholastic self-esteem answers become more reliable, all the more consistent and all the more capably associated with scholarly achievement. That's what the finding showed "as people become scholastically better, their self-esteem becomes more sure. Scholastic achievement has likewise been viewed as a vital element influencing self-esteem. Concentrates by Guay, Bog and Boivin (2003), Maqbool (2002), Rehman (2001) and Afzal (1998) are vital in this association."

2.4.45 Epstein Framework of six types of Involvement

Epstein provided six kinds of associations encompassing six key dimensions for Youngers, family and community commitment and involvement at school's level. Correspondingly also known as School Family Community Partnership Model, which driven through many revisions after development since 1998, still fundamentals of the bone continued and stable. This framework is credible in the arena of school, family and community participations and involvement. To support ongoing research and practices related to school, family and community partnerships, "the manner schools upkeep children is mirrored the way schools upkeep children's families. If teachers sight children merely as students, they are probable view families distinct from school, job of family is leave children school and if they view pupils as children, they are expected to view community and family as allies of school in the context of pupil's development and education. Allies spot shares interests and responsibilities for children and all effort together to create improvement programs and prospects for pupils" (Epstein, 2018).

2.5 Factor Affecting the Development of Self-esteem

2.5.1 Language

Language empowers one to make the encounters and activities coordinating events into integrated hypothetical classes. A portion of the underlying words in understudies' phrasing have to do with self-and the actual body (me, my name, toe, finger and so forth); soon children start to recognize things and individuals that are especially significant expansion of him/herself-at long last, a child figures out how to mark the assessment and achievement with such evaluative terms as unrivaled, unpleasant, well mannered, badly focused, etc. These names help the relationship of events relating to the self.

2.5.2 Identification

It is a technique through which ethics and values are coordinated by understudies into their own characters from exposure to such specialists of society as parents, instructors,

or legends. Perspective around oneself-(self-esteem) and principles for oneself-(self-esteem) are produced through a grouping method, which incorporates introjections and prompting. During the time spent in self-realization, an individual chooses acknowledged and valued people as portrayals to follow.

2.5.3 Social Feedback

A child's self-esteem is a creation of social critique that involves a variety of interactions, such as parent-child connections, teacher-student relationships, peer relationships, etc.

2.5.4 Parent-Child Relationships

Connection between parents and children has a crucial role in boosting self-esteem. As compared with individuals with parents who portray them as embarrassing and a burden, children whose parents adore them and think highly of them as relatives who contribute to society develop a distinct self-view. Children who have been dismissed are aggressive and assertive and they may develop these traits towards everyone. This fear may result in poorer self-esteem.

2.5.5 Teacher Pupil Relationship

It is seen that the effective involvement with organization and instructor support contributes widely to understudies' confirmed self-esteem. At the point when a child is capable of helping his colleagues and educators, leads class movement and partakes in the wording of endorsement for this help, everything works on understudies' feeling of individual importance. Rather than this on the off chance that child accompanies half-finished issues, wrong responses or flawed papers and so on, a child fosters a self-esteem of deficiency and dishonor. So we can infer that an educator can assist such understudies with changing their self-esteem.

2.5.6 Peer Relationships

The individual's self-estimation additionally progresses by evaluations of their friends. The self-appraisals of various assessment level students have been given on describable social singularity as thought, engaging quality, benevolence, dependability, truthfulness, pleasantry and helpfulness. It is discovered that it is related to how their friends rate them.

2.5.7 Physique, Aptitude and Temperament

It is brought up that “an individual’s level of actual development is significant in deciding his self-esteem of sufficiency and trust in sports such as football, crate ball, or tennis and so forth improvement of self-esteem may be founded on any advantageous ability in scholarly, imaginative, melodic and mechanical field. Various individuals accomplish self-esteem by anything found and created abilities they have” (Eime et al., 2013).

2.5.8 Personality Theories and Self-esteem

In brain science alternate points of view start about character improvement. Within this study it is expected to examine those viewpoints to have a relationship of these viewpoints with direction to wisdom of an individual about himself.

The character has been characterized by clinicians as “persevering, particular considerations, feelings and ways of behaving that describe the manner in which an individual adjusts to the world. Points of view on character improvement are psychoanalytic, conduct, mental and humanistic. Character is viewed as an extremely complex diverse point and no single hypothesis has had the option to represent every one of its perspectives; every hypothesis has contributed a significant part to the character puzzle. Truth be told, many snippets of data in various character hypotheses are corresponding as opposed to problematic. Together they give us an absolute scene of character in the entirety of its lavishness (Santrock and Halonen, 1996).”

2.5.9 Self-esteem and Socio-Economic Status

The connections between self-esteem and financial situation have been carefully examined. Self-esteem is initially linked to social financial standing, showing that the greater the social financial status, the higher the individual’s self-esteem will be. Rosenberg and Pearling’s (1978) study of social strata and self-esteem among children and adults may be the most well-known analysis of the relationship between self-esteem and financial status. However, a work to clarify many years of ambiguous research on many thought processes would be an unmistakable link between a person’s social status or recognition and one’s very own feeling of importance. They undoubtedly discovered a weak relationship among teenagers, a modest relationship among adults and basically no connection between friendly class parents and self-esteem among younger children (as estimated by the Hollings head Record Social Position). They explained this by pointing out that children and adults have different notability classes in relational settings and that children are recognized for

their social class whereas adults are typically viewed as accomplished (Schleider et al., 2022).

Eccles and Roeser (2011) expressed that common children have lower self-esteem than children from the working class. Children from common displayed conduct which is associated with lower self-esteem like cynical way of behaving, animosities and despairing due to the fact that they receive less parental love and support and have less distinct rules and values, yet this does not suggest that all middle-class children have inferior or lower self-esteem and all working-class children have unmatched self-esteem. In the event that they receive expressive, monetary and cultural support from their parents, many ordinary children have higher self-esteem than those from the working class.

Coppersmith's research work was planned "to survey the starting points of self-esteem in understudies. In this study understudies finished up the self-esteem stock and gave appraisals of their parents and individuals. Results showed that parent's riches, training, or some other outside marker status didn't meaningfully affect understudies' self-esteem as is frequently expected."

In addition to the research done by Coppersmith and Rosenberg and Pearling (1978), several analysts explained the connection between young people's financial situation and self-esteem. However, there was a significant correlation between a person's closest friend's financial situation and their own self-esteem, according to research by Filsinger and Anderson explained this by noting that those who connect with friends who are more prosperous than they are do so with a greater sense of self-viability because young people may draw their sense of social standing from their soul mates' social positions.

Wiltfang and Scarbecz (1990) found that fathers' education had a somewhat certain relationship with teenagers' self-esteem and that modern measures had a moderately strong relationship (joblessness) with that relationship. They did this by using both conventional and forward-thinking estimates of social class counting father's joblessness status, neighborhoods joblessness, and family government support status and neighborhoods assessment.

- i. Self-esteem and Gender
- ii. Blyth, Simmons and Carlton-Passage provided an explanation for the variations in self-esteem. According to what they discovered, "from sixth grade to tenth grade, the global self-esteem youth decreases, whereas the global self-esteem youth increases."

When asked to describe experiences that affected their sense of self-worth, female respondents a study by Epstein focused more on encounters that involved acknowledgement and dismissal, particularly those that were related to acknowledgement, than male respondents, who reported experiences that were dependent on progress and disappointment (P. 62). Sanford and Donovan of the American Association of College Women said in 1991 that girls suffer from low self-esteem because they are treated differently and lack the freedom to express their opinions and other factors. (As referred to in Murk 2006).

Keenan and Shaw found that a girl displays a more empathic and supportive social way of behaving. According to Eisenberg, Fabes, Mill operator, Hoffman, Turner and Gervai (as cited in Papilla, Olds and Feldman, 2004), “females are more useful to their parents and look for more grown-up endorsement than guys.” Keenan and Shaw’s (1997) research provided additional evidence that neither group’s sexual orientation differed noticeably from the others. Halpern (1997) found that male and female respondents scored differently on some of the abilities. For example, women typically perform better when working on verbal tasks, calculations and tasks requiring fine motor and conceptual competencies, while men perform better when working on as a whole ability to perceive and analytical skills. In 1998, Buckner and Fivush provided us with a comparison finding that “young ladies discuss their encounters in more detail and undertakings requiring muter and perceptual abilities, while guys have spatial capacities and logical thinking” Young girls “discuss their encounters in more detail than young men and they will generally discuss their sentiments and connections,” according to Buckner and Fivush (1998), citing Papalia, Olds and Feldman (2004).

Most studies on the topic (Brack, OrrandJagersoll, 1988; Cairns, McWhirter, Duffyand Barry, 1996; Eccles, Wigfield, Flanagan, Mill operator, RellmanandMidgley, 1991; Haper and Marshall, 1991) indicate that pubescent females have lower self-esteem than do men in the same age group. In middle and late immaturity, more young children were found to have lower self-esteem than young boys, according to Simmons and Rosenberg. “Explorations in Pakistan also reveal differences in sexual orientation and self-esteem. According to reports, young women have lower self-esteem than young men (Durrani, 1989; Rifai, 1999).

While young children do appear concerned about their beauty and position in society, they also tend to worry about achieving well academically, according to Coleman, who investigated the causes of young children’s decreased self-esteem in 1961. Acceptance and rejection, particularly in physical and social contexts, form the foundation of female

self-esteem. They also discovered that while young men and women both care about these things, young men and women are more laid back and less anxious. Young adult women may feel constrained in their efforts to succeed academically and socially. Receiving excellent grades are at the bottom of the list of criteria that young girls believe are essential for recognition by others. Simmons and Rosenberg stated that “few examinations have shown that juvenile who stress much over being well known are probably going to feel self-cognizant and are bound to have shaky perspectives themselves since little children seem, by all accounts, to be more worried than young men about actual appeal peer acknowledgment (as referred to in Steinberg, 2002)”. Additionally, studies show that jobless men may suffer from low self-esteem (Murk, 2006).

2.6 Motivational Psychology

Motivation is one of the important topics of psychology which deals with the variations of behavior within an individual at various occasions or between various individuals at the similar time. This topic’s major goal is to explain why and how that happens. Psychologists have developed a wide range of theories on how to understand motivation based on many types of analysis. Different sorts of analysis, including cognitive, behavioral and emotional ones, are frequently used to describe motivation. In addition, it elaborates on how the brain and body contribute to motivation, which cognitive processes contribute to motivation and how physical spurs and objectives motivate people. Psychologists also seek to answer this question about how various psychological, genetic and ecological variables played there in the determination of motivation. To control its effects on behavior, a lot of descriptive, correlational and experimental research has been done on a variety of motivational factors. In actuality, the term “motivated” meant to advance toward an activity. When someone is persuaded to do anything, their motivation is implied as an underlying quality that drives them towards a desired outcome where their motive is satisfied. A goal is a mental image of the desired result that a person hopes to achieve. Unlike incentives, which are predictable aspects of the environment that drive a person either towards or away from a goal, goals direct behaviour that leads to their accomplishment. Usually, incentives make people more motivated to achieve their goals. Human emotions also serve as motivation; they cause people to move, behave and think in a coordinated manner along a variety of frequencies in order to adjust to significant ecological variances (Schunk & DiBenedetto, 2020).

2.6.1 Theories of Motivation

Theories of motivation may be divided into two categories: process theories and content theories. While content theories specify what motivation is, process theories clarify how it happens. The explanation of how a person observes and thinks about himself and their surroundings, which might have an effect on motives, is provided by cognitive theories of motivation.

Motivational theories are also congregated by the arena of human attempt they apply to strive for education and learning. In this context motivation acts like a noticeable driver of human performance (Sheldon & Elliot, 1999).

2.6.2 Different Types of Motivation

i) External Motivation

In this type of motivation goals/ behavior are mainly directed by external circumstances and behavior may not take place in the absence of some type of reward or prevention of negative outcome.

ii) Interjected motivation

Here goals are categorized by self-esteem or motivation based on ego, replicating the basics to retain a positive self-perception blooming.

iii) Identified Motivation

The accomplishment is wanted since it is thought to be necessary for pursuing the goals in life. Consider personnel who put in extra hours because their own ideals align with the goal of the job they are working on.

iv) Intrinsic motivation

Through intrinsic motivation activities of the individual has been directed by internal forces, intrinsically motivated people attempt to achieve their goals out of internal stimulation and their interest in the attainment of goal. For instance, such people use extra time at their work because they like this (Ryan & Deci, 2000; de Braine & Dippenaar, 2021).

Intuitive motivation, which can be self-concordant and is personally valued toward the aim and must support personal interests, directs or recognizes goals. Higher levels of psychological wellness, positivism and self-esteem are associated with such aspirations.

2.6.3 Content Theories of Motivation

Maslow's hierarchy of wants, McClelland's ERG theory of achievement motivation and Herzberg's two component theories are examples of content theories of motivation. All of these theories focus on the behavioral components of motivation while taking into account the needs and aspirations of the individual.

2.6.4 Hierarchy of needs by Maslow's

Maslow's most well-known theory, which explains motivation via the satisfaction of wants arranged in a hierarchical imperative, is this one. Since desires that have been met do not excite, it is dissatisfaction that drives people to seek for their fulfillment. People must have needs, wants and desires in order to maintain their physical and mental health as well as their ability to sustain life. In this perspective, biologically based bodily demands such as hunger and thirst rise via the physical requirements of food and water, which are necessary for life to exist. Afterwards survival needs come and then love and belongingness which demonstrate two needs which arise from survival and acceptance in fact for mastery of environment and interpersonal relationships.

It starts with the most fundamental wants and progresses to self-actualization; although basic requirements are understood as a feeling of scarcity, complex needs are seen in addition as the prerequisite for growth and fulfillment.

2.6.5 Alderfer's ERG theory

This theory expands the work of Maslow and takes the foundation of essential groups a bit more. He perceives that after subordinate needs are pleased, they lodge less of devotion, and nonetheless the developed needs incline to develop more important, the additional trails. Alder detected a wonder which he permitted as frustration-regression process whenever advanced needs are dissatisfied, then people may revert to minor needs.

2.6.6 Achievement Motivation theory by McClelland

McClelland presented the achievement motivation theory, which theorizes wants that are needs that are taught and grown while focusing his study away from fulfillment. He was also rigid, believing that there could only be one primary reason influencing a person's conduct over the long term. He classified motives as being driven by either intrinsic or external forces and divided them into three categories: power, affiliation and achievement. The psychological need for competency, which has been described as a desire for excellence beside standards and which may start with three grounds of competition: the job itself,

conflict with oneself and fight against others, is the source of the need or drive for success. Parents who encourage pursuit of ideals and high standards of excellence can be socialization agents and sources of great demand for success (Reeve, 2014).

2.6.7 Motivation-hygiene theory by Herzberg

The Herzberg two-factor theory, often known as the theory of motivation-hygiene, was first intended to discuss operational inspiration and the traditional two sources of job pleasure. According to Herzberg, motivating elements encourage professional happiness since it is based on personal development, success, acknowledgment, the work itself and responsibility. Contrarily, hygiene variables include lack of desires, a challenging work environment and a tendency for employees to lose faith in their jobs. These elements include organizational policy and management, administration, remuneration, interpersonal connections and working conditions.

2.6.8 Process Theories of Motivation

Reinforcement theory, expectancy theory, equity theory and goal-setting theory are some process theories of motivation that aim to explain how motivation occurs and how our motives change over time.

2.6.9 Reinforcement theory

This well-known theory of motivation placed a lot of emphasis on the costs associated with human conduct as a motivating element. According to this idea, positive rewards like acclaim, gratitude, a high grade, an award, money, a promotion, or payment increase the probability that the desired behavior will be repeated.

Positive reinforcement differs from negative reinforcement or punishment in that the former gives a person only what they need in return for desirable conduct, whilst the latter seeks to curtail the latter by inflicting uninvited penalties.

2.6.10 Equity theory of motivation

According to Adams' equity theory of motivation, which was founded on the Social Exchange theory, people are driven when they are treated fairly and with respect for their work (Zhou & Liang, 2023).

2.6.11 Expectancy theory

Vroom has presented expectancy theory, which assimilates desires, equity and underpinning theories to explain how people select from alternative methods of volunteer

behavior grounded on the belief that choices would have wanted outcomes. He further stated that people motivated to follow an action by evaluating three factors:

Expectation which undertakes extra exertion will outcome in accomplishment

Instrumentality which perceives a linking among action and goal

Valence that signifies the point to which we worth recompense the consequences of success.

2.6.12 Cognitive Theories of Motivation

Theories of cognition alert the indulgent to motivation. Through this precise perceptive phenomenon which can affect motivation, present a specific motivational factor.

List of cognitive phenomena includes references for those who includes plans, Goals, Implementation intentions, Deliberative versus implementation mindsets, Self-concept, Self-regulation and Self-control. A number of possible ways are also there through which one can determine the importance of which one can measure the importance of motivation.

2.7 Achievement Motivations

Achievement direction has been characterized by different creators e.g., Steinberg (1993) states that “Achievement directions envelops child capacity and execution; it is complex; it is unpredictably connected with human development and mental, profound, social and actual turn of events; it mirrors the entire individual; it isn’t connected with single example, however happens time and levels, through an understudies’ life in open establishments and on into post optional years and working life”.

Achievement directions is likewise a “task-focused behavior that allows the individual's performance to be evaluated by some internally or externally imposed standard that involves individuals in competing with others, or that otherwise involves some standard of excellence” (Hulleman, Schrager, Bodmann, & Harackiewicz, 2010).

“Achievement directions are frequently unfavorably impacted by the need for social acknowledgment. The individuals who are all around acknowledged, perform better compared to the people who are really dismissed. Unfortunate scholastic work is normal among the people who are angry on the grounds that they don’t get the social acknowledgment they ache for” (Wentzel, 2005).

In exploration understudies were educated in light of one significant goal: their prosperity. Portray what is the estimation of achievement? Is it just a solid logical brain? No/it was, before, yet presently a few essential new hypotheses have been presented. The judged achievement is no longer just based on level of intellect; instead, expressive and social insights and fate account for the remaining 80% (Goleman, 1995). Different kinds of articles are written, studios and meetings are conducted in the workplace to assist professionals (Epstein, 1999), representatives and administrators (Abraham, 1999; Laab, 1999; Hindrance and Bates 1999), to become attentive participants the ability to really comprehend individuals, which allows them to work on themselves. Why don't we start teaching the components of human understanding to our students at institutions if it is believed that this ability is essential for progress? In the event that it influences child achievement, organizations should coordinate it in their educational plans, consequently raising the level child achievement (as referred to in Abi Samra, 2000).

Oppressed achievement of the undertakings may result from an individual's negative disposition toward himself/herself; it might be because of awful wellbeing, from a required motivator and from numerous other skewed reasons. Many people occasionally admit to having the notion that as they age, they will reach a point in their accomplishments from which they will unquestionably fall to lower levels, becoming less and less skilled. This strategy deprives them of the drive to rise to their potential. Many factors that are both expected and biased prevent completion. A person feels guilty, embarrassed and unpleasant when they are aware that they have the ability to do a task, presuming they believe that they are to blame for their own shortcomings. He feels annoyed and martyred if he believes that the obstacles others in the groups have set in his path are the cause of his need for success. Whatever happens, his reputation will be damaged.

2.7.1 Academic Concept

The existential search for one's self as an individual joins' interaction into a full sense of wellbeing (May and Yalom, 2000). Every person deals with past, present and future conditions; they are combined with self-esteem. According to Byrne (1996), self-esteem may be defined as the beliefs, feelings and memories that a person has about themselves.

There is "a huge positive connection between self-esteem and scholarly achievement," according to El-Anzi (2005). According to Burwell and Harter (2003), "poor levels of self-esteem are correlated to low levels of academic performance and other social methods of behaving and it signifies a lot to address this relationship to increase in general

execution of youngsters. According to certain reports, the great majority of school dropouts are caused by low self-esteem among students. (2006) Bridge land, Dilulloand Morrison.

That is what several analysts discuss. The topic of discussion is how self-esteem and objectives for success are connected, which interact in some way. Some individuals think that success factors such as test performance determine a person's level of self-esteem, thus if a student genuinely scores well on their examinations, they will.

According to Jerald (2006), understudies who had a history of poor academic performance before entering secondary school face a greater risk of dropping out. Given the aforementioned, the significance of this study may lie in the prolonged effect of beneficial intellectual meetings and the extent to which they affect emotional point of view. Teachers should be interested in the idea of combining these two factors to aid students in persevering and graduating.

They understand that foundational students who do poorly will encounter the reverse. Others believe that a student's sense of self-worth affects the direction of their academic success: On the off chance that a child believes they are capable and can do well, they have a greater probability of progressing, but a child who is harsh will fare poorly in school. The self-improvement notion alludes to this. Others, though, believe that achievement and self-worth go hand in hand. Students who perform well in groups will develop high self-esteem and believe they can get along with others, increasing their chances of further success. Most scientists agree with this belief, but to varying degrees.

Additionally, there is significant debate regarding how self-esteem affects career paths. There is high self-esteem, which refers to how students perceive themselves generally. Even more specifically, there is scholastic self-esteem, which refers to how a child views himself or herself in relation to being a child. Most specifically, there is a field of knowledge known as self-esteem that refers to how a student thinks about his or her abilities in a certain portion. Some people believe that in order to succeed academically and feel confident enough to take the required measures to succeed in foundations, students must have a positive overall self-esteem. However, the majority of research suggests that having a positive academic self-esteem is more important for positive achievement directions than having an established typical self-esteem and that having a favorable opinion of oneself for a particular area is more important for accomplishing than having a positive intellectual self-esteem generally. This is because a student may have an inadequate general impression of self-worth owing to their relationships with friends, physical prowess, etc., but they may

have a high sense of self-worth in one specific topic, which will provide them the confidence to try new things and concentrate on that particular area. Additionally, some understudies may believe they are generally outstanding scholars in terms of their sense of academic self-worth. However, these students may have been less confident in a certain area, which made them doubt themselves and limited their ability to see things clearly (Valentine, DuBois, & Cooper, 2004).

A close connection between academic self-esteem and academic performance has been reaffirmed as recent research studies. High academic self-esteem or the confidence in student powers in a particular discipline is associated with the students having more desirable achievement expectations and demonstrating more optimistic results (Usher & Pajares, 2016). General self-esteem on the contrary presents more weaker associations with academic achievements which highlights the significance of domain-specific self-evaluations (Arens et al., 2018). This is consistent with the skill development model which is that the more confident one becomes in his or her academic prowess, the better he or she will work hard and to greater heights stepping up his or her esteem in the process.

Also, a study conducted by Liu et al. (2020) revealed that the successes and failures in academia in the long run positively impact self-esteem through feelings of competence and control on a continued basis in students. Self esteem does not actually lead to academic excellence but the long-term performance seems to influence the self perception of the student. The findings give the impression that, teachers must ensure that there is a chance where learners can continuously deliver in academics to create a positive positive academic self-concept.

2.7.2 Academic Performance Determines the Self-concept

Encounters related with scholarly achievement or disappointment most certainly influence understudies' self-idea and self-picture or the other way around. It is being made sense of by the job assessment by others or by friendly correlation. Academic performance and psych educational interventions should prioritize raising students' levels of accomplishment since doing so will help them feel more confident (Tajfel and Turner 1986).

2.7.3 Level of Self-esteem Determines the Degree of Academic Achievement

In addition to this fundamental relationship model, there are recommendations for applying vast instructional options. Since self-esteem determines levels of academic achievement and can thus be strongly influenced by opportunities provided by the child's

impressive others, among whom we should not underrate instructors (Pygmalion guideline), we can assume that doing so would likely improve level institutional performance.

1. The third model's central tenet holds that self-worth and academic performance regulate and balance one another in proportion.
2. Other model developers predicted that meaning more elements, including individual and biological characteristics, scholarly and non-scholarly factors, might be the cause of both low self-esteem and poor academic performance.

Additionally, the important qualities outlined by a healthy degree of self-esteem have been confirmed. Exams (Roughage, Ashman and Van-Kraayenoord, 1998) comparing subjects with high self-esteem to others with low self-esteem revealed that educators were more accepting of the high self-esteem students because they were less fearful, had more understanding families and had a higher chance of achieving their goals.

2.7.4 The Structure of Academic Relations

Shavelson, Hubner and Stanton described a cutting-edge survey study on self-esteem in which they noted that most research was of a substantial character and that methodological concerns related to the notion received little attention. The majority of these studies used tests that were meant to measure general (global) self-esteem since they thought that design self-esteem was undeveloped. It is not unexpected that the conclusion was contradictory, deceitful and doubtful as the vast bulk of this research dealt with important concerns related to undergraduates' discernments themselves in an academic atmosphere (Marsh & Craven, 2006).

A growing number of studies have now resolved problems related to the design and estimation of the construct as a result of Shavelson et al.'s request for "basically required build approval research in the space self-esteem." This study resulted in a text that is rich in strategic information as well as significant facts related to self-esteem. Accordingly, "it currently appears to be clear not only that self-esteem is a complex develop but that something like one its space explicit features, scholastic self-esteem, is itself-multidimensionality structure; intermingling discoveries from horde concentrates on led over the course of recent years give solid underwriting to this assertion." There are roughly two ways in which the literature illustrates how the teaching of this key aim has hastened various developments in the pattern of self-esteem research;

1. While not all newly developed self-esteem assessments, the majority are designed to evaluate accumulated complex factors.

2. To render these complicated qualities, further in-depth self-esteem research is being planned over time.

2.7.5 Frame Reference Effects on Achievement Relations

Despite the value of actual data, such as institutional grades, in providing students with standards by which to evaluate their own academic ability, the establishment of their scholarly self-esteem appears to necessitate the additional evaluation of their capacity with some norm or edge reference. Since each student has a unique structure, achieving the same target objectives would almost likely result in distinct academic abilities (Bog, 1993a). Focusing on these references has led to the development of two important points of view on the relationship between self-esteem and academic success. One point of view is grounded in the friendly examination hypothesis and typifies the thought that scholastic self-esteem is obtained from one's correlation of their own capacity with the capacity of individuals, a critical other reference bunch". A subsequent discernment, expected by (Bog) 1986, states that "notwithstanding correlations with a reference bunch, understudies inside contrast their capacity in one subject and that in another. He named this point of view the "inside/outside outline reference model".

2.7.6 The Reference-Group Comparison

In careful, achievement associated conditions, for example, institutional, social assessment processors bear critically on the setup of self-saw scholarly ability. Social evaluation hypothesis (Festinger) contends that "individuals utilize life partners in their current circumstance as casing reference in shaping self-appraisals. Since understudies invest most of their energy within the institutional conditions educators and individual understudies act as significant life partners in the arrangement of their self-esteem".

Given two exceptional Overseer tests (Youth On the move; High organizations and then some) where the scholarly potential was kept consistent, Swamp (1993a) disclosed that understudies who attended colleges of high scholarly potential were better situated to seek after less demanding course work, lower scholastic estimates, lower teaching desires and minimal word related aspirations in their second and last year high establishments than their partners (who resided in lower capacity establishments). The roll BFLPE is perceived to be related to scholastic implementation as determined by grades, but not as determined by normalized accomplishment tests (Jones & Smith, 2012).

2.7.7 Academic Failure

Scholastic disappointment is a serious situation since those understudies who flop scholastically experience monetary difficulties and social significance all through their lives. Forestalling of scholastic disappointment truly intends that, we as a functioning part of a general public, are considerably more likely to make people who have self-confirmation about their abilities and guidelines to add to the customary great, who has the capacity to hold occupations successfully and whose education abilities are capable. In this manner, for any general public, the expectation of scholastic disappointment ought to be a main issue (Niiraki, 2013). But just what does the word “scholarly disappointment” mean? Since the beginning of the grade movement paradigm, people have compared academic failure to maintaining a grade. Institutional disappointment was specifically anticipated when students failed to go on to the next grade with the assumption that the knowledge taught in that grade had not been mastered.

That is to say that academic failure is a characterization of someone who does not have the basic educational skills. Practically, students could not read accurately, they could not compare effectively writing them down, they could not do arithmetic and make basic estimations, which could not be regarded as a failure of educational system. Friendly assistance refers to giving students the opportunity to take the next examination after succeeding in the previous one even though there are chances the students will not have learnt the required skills of the lower grade. The intellectual disappointment with this type led to increased emphasis on chief skills such as the ability to read, write and add numbers. Based on weight on these foundation abilities, yet another problem on academic failure has also emerged. Scholastic disappointment in this phase occurs not only when one fails to excel in major skills but also when he or she graduates out of school without the knowledge or skill of thinking conceptually, excelling at his or her own, or a capacity to solve problems and work in a collaborative manner with other people during a computerized era a set of abilities that is seen to be essential to success (Reardon, 2011).

This underperformance shows a culture’s considerable loss of academic resources. Finally, number juggling students are far more likely to require and demand financial assistance, face problems with the law and policing throughout their life and struggle financially and socially than students who don’t complete high organizations. In this way, the failure to achieve the abilities sets expected to be gained as well as the failure to reach the leader documentations and directions of success by the institutional and hierarchical

framework are implied by the phrase “scholarly disappointment” at the conclusion (Lovelace, Reschly, & Appleton, 2020).

2.7.8 Causes of Academic Failure

The reason why understudies deny a couple of motifs is on an academic level. Besides motivational and physiological issues, mental and neurological academic impediments, cultural, schooling and economic issues that influence organizing to organizations are some of the reasons that result into academic disillusionment. In order to provide support to such understudy who is experiencing academic disappointment fall into various categories as an avoidance, a barrier and solution. The aim of questionable procedures is to prevent the disappointment of the academic community even before it occurs. The key rationale of meddling projects framework is to identify people in the critical years of development and support the willingness and formative skills. When students have accessible and established significant expertise gaps and are experiencing huge scholarly disappointment, the programs that can and ordinarily are found helpful there is the programs of remediation; the programs of explicit instructions often take this rearrangement in detail, since different types of scholastic facilities of understudies diagnosed with explicit requirements.

Moreover, the combination of new pedagogical approaches and technology-powered learning devices is proven to boost the engagement and knowledge in students, regardless of their learning challenges (Smith & Johnson, 2018). Individual support services provided such as counseling and mentorship to the students are also important in overcoming the emotional and psychological causes of academic failure. All of these strategies are part of the attempts to build an inclusive learning environment where all students, notwithstanding their initial difficulties, will have every chance to become successful (Brown & Lee, 2020).

2.7.9 Institutional Readiness

Institutional disappointment frequently happens on the grounds that understudies enter the setup of an institutional setting not ready to learn. Institutional readiness likewise alludes to the recommendation that understudies need a specific arrangement of abilities and capacities to master and work successfully in organizations. This term likewise alludes “to whether understudies have arrived at the important social, profound and scholarly development to begin any establishment notwithstanding how precisely and well they would adjust to the study hall climate”. One should be aware and take a gander at every one of the parts of understudies’ lives close to home, mental, social and economic improvement to find

out about their eagerness to enter any foundations. Most significant point is understudies' status for establishments is impacted by their initial home, parental and individual encounters (Conley, 2007).

Institutional preparation is the method for child status to go into a social climate that is centered on his/her schooling. Family environment is likewise a significant and critical element in molding the understudies' mental turn of events. Low family financial task, which is linked to lack, a stable family structure, as it is hypothesized that students from 2 parent homes will frequently have areas of strength for additional readiness than students from 1 parent homes and from those homes where guardians change most frequently and improved home climate from where parents interact with the child are just a few examples of family factors that can influence institutional eagerness. Teachers have recently given more weight to students' ability to read since the developmental precursors to comprehension have become increasingly obvious. Students who have strong phonological awareness skills may prepare effectively and rapidly, whereas those who are denied readers have weak phonological skills and frequently perform poorly in organizations. Produce responsiveness is a significant skill expertise that may help students learn how to read. Print awareness refers to the ability of students to distinguish between pictures and prints, to understand that print occurs in various media, such as ink, pastel and pencil, to comprehend that words are read right to leave and to know the distinction between words and letters and so on.

Moreover, the development of supportive school policies and training programs for teachers can significantly enhance students' learning experiences and outcomes (Williams & Garcia, 2019). Creating a positive and engaging classroom environment that encourages active participation and provides personalized feedback can also foster motivation and confidence among learners. Additionally, fostering strong collaboration between teachers, parents, and community stakeholders ensures that students receive comprehensive support tailored to their individual needs, thereby promoting higher levels of institutional readiness and academic achievement (Davis & Martinez, 2021).

2.7.10 Preventing Academic Failure

The counteraction and recognizable proof of scholarly difficulties are desirable over remediation and obstruction. In order to combat academic disappointment, it is important to have flexible learning capacities, a knowledge of one's shortcomings and problems with motivation. Giving teachers a review of institutional practices, conducting small-scale

evaluations of the outcomes of substitute mediations and lobbying the state power to look into changes in arrangement and support substitute assistance redemption frameworks that more effectively address the issues of students experiencing institutional disappointment are all necessary when trying to change institutional practices. Anyway, the fruitful projects about understudies' fulfillment should go after under achievement in three regions as early understanding impedance, accomplishment of conscious acquiring and study abilities and motivation to accomplish are profoundly associated with institutional disappointment.

First and foremost, it incorporates understudies ought to be on the track by utilizing content bases appraisals of oral perusing. In the event that a child abandoned the standard pace of fulfillment for his/her class standards ought to get an examination base or individualized bases of understanding abilities and added after institutional obstruction in view of that examination to permit the understudies to "make up for lost time" to class colleagues. This obstruction gives an open door to the students to enter the higher grades as capable peruses. A few understudies could not progress at a similar grade as their group colleagues due to their specific issue or needs, however they most certainly can benefit from early understanding mediations (Torgesen, 2004).

Furthermore, in the event that the understudies are to take advantage of achievements and be forceful in the gig market of tomorrow they should get self-deciding mastering and study abilities during the institutional years. The greater part of the understudies' underachievers in organizations since they come up short on learning and chief methodologies to dominate the pressure of the greater grades. Various methodologies about approach orders work with and convince child; to utilize their level headed instruments as a whole. Evaluation of understudies' Meta mental improvement in which they are cognizant, to control their own mental cycles and understudies' review expertise drives unswervingly to exact mediations (Efklides & Vlachopoulos, 2018; Panadero et al., 2019; Young & Fry, 2021).

Thirdly, students in more prestigious institutions are usually ineffective as a result of which they require additional drive to consistently achieve. They typically succeeded in incorporating images and situations of themselves as successful students into their self-esteem. It is possible to create an incentive for academic work through a variety of methods, including creating an individual profile of each student's review style and word choice preferences, focusing on skills to prepare for peer coaching, remembering staff for inspection and intensifying scholarly ability. The examination of the relationships between deferral, status maintenance and presence and self-esteem in studies on academic

disappointment also focused on the linkages between maintenance and dropout rates. Participation and postponement rates are correlated with academic dissatisfaction. As a result, students who are struggling academically skip class less frequently. When compared to children who finally graduate, dropouts are far more likely to repeat a grade. Being specialized and being held twice almost always means that a student will withdraw from the program and retaining good marks has been identified as the most notable indicator of withdrawal. The rate of dropout among students who are over the legal age is unmistakably greater than the rate of persistently advanced dropout children when reading success scores for the two groups are equivalent. Indeed, even at institutions with substantial financial resources, where students are less inclined to leave the organization, a notable rise in dropout rates for retained understudies has been noted.

First and foremost, “an individual who foster relationships with in understudies exclusively and screen or notice their advancement shrewdly and cautiously,” and secondly, “we need to permit the understudies who lost attributes and have bombed in courses to recapture these credits in faster than usual timeframe, considering graduation at program.” Institutional projects that join professional directing with on the functioning experience are fruitful manner by which to create and expand a feeling of scholastic capability while addressing and interfacing with understudies’ ongoing self-esteems and needs”.

2.7.11 Selecting Achievement Motivation

The amount of time allocated for academic arrangement rates and guidelines, or the amount of instructional time in which students are engaged in learning with motivation, is impressively related to achievement directions. This is made possible by behaviors and mentalities like working diligently on tasks, maintaining focus and participating cooperatively in class discussions. Even though all students benefit from effective strategies to promote academic responsibility and study time, such mediations are particularly important for other students who will undoubtedly need extra practice with scholarly obligations to keep up with their grade’s peers.

Achievement directions ought to enlighten so that they can be carried out in study hall circumstances without stripping schedules. Directions having low biological legitimacy like significant changes in study hall (the board or conveyance frameworks of the guidelines) are probably not going to become coordinated into standard training schedules. Need ought to likewise be determined to procedures that are helping more than one child. Case focused directions drawn closer expected for single low performing child are lacking

in effectiveness in improving educators over all educational support and can be very time serious. Centered bunch systems are both time and work-able and are more satisfactory to educators and understudies of an advanced positive study hall environment by mix and companion cooperation (Vaughn & Fletcher, 2012).

In addition, directions, targets and process ought to be explored in the illumination of its collective lawfulness. Albeit numerous mediations center around conduct related with task, expanding on task conduct is less socially huge as an intercession objective than is upgrading paces of scholastic answering in light of the fact that rising on task conduct doesn't guarantee higher child achievement. Despite the fact that there is "minimal methodical exploration on the advantages of including parents and understudies in planning mediations, information ought to be acquired from all partners on the adequacy of proposed mediation objectives and techniques.

In manipulative mediations, specialists should be responsive not exclusively to individual contrasts yet in addition to contrasts in social guidelines and standards (Sue et al., 2009). For instance, medications that award concrete operant builds up for scholarly execution may be estimated unwanted by people from specific societies (Gonzalez et al., 1993). Sadly, little exploration to date has analyzed the relative viability and adequacy of different achievement directions with socially and phonetically assorted students (Gay, 2010). Be that as it may; by keeping an attention to ethnocentrism and empowering an open discourse all through the obstruction method, specialists will be more ready to change impedance series to address the requirements of partners from non-customary gatherings (Banks & Banks, 2019).

2.7.12 Implementing Achievement motivation

No technique will be effective in raising student accomplishment, regardless of how fantastic the direction plan is or how clearly viable the direction components are, unless the teacher applies it consistently and unwaveringly, that is, with treatment dependability. It is utterly difficult to determine whether improvements in academic performance are due to the assets of the mediation or to factors that are not related to parts in the absence of treatment dependability metrics. The amount of obstruction experts, the complexity of the direction, the viability as perceived by the obstruction specialists and partners and the level of partner motivation are all factors that have an influence on dependability. Using an obstruction manual, delivering medications through audiotape or tape, documenting meeting contacts, providing direct feedback to obstruction experts after success and having a well-thought-out obstruction strategy are all methods for improving treatment consistency. Additionally,

it may be investigated by direct evaluation, sound recording or recording of meetings, or instructor, parent, or child completed similarity agendas.

Showing experts trying to help educators might execute these systems and be ready to offer help related to various parts of the directions method. In spite of the fact that educators should execute the methodology, the review recommends that administration has unwavering quality and at last, the progress of the direction is connected with how much homeroom-based help is given to instructors during achievement.

2.7.13 Evaluating Achievement Motivation

Methodically assessing execution change not just gives data that is valuable in observing and expanding direction adequacy yet additionally adds to educator's continuation of directions by delegate that positive change is happening. In spite of the fact that analysts have fostered various measures for surveying educator's impression of changes in understudies' scholarly execution, assessing real child results and not just educator's or alternative parent's view of improvement is critical. Additionally, scientists have frequently assessed the impacts of achievement directions in articulations of undertaking achievement rates without respect for exactness or the unrestricted degree of achievement. At last, "the adequacy of achievement directions ought to be assessed as far as significant changes in understudies' scholastic achievement comparative with grade-level assumptions" (Williams & Brady, 2023).

As of late, scholarly oriented analysts have created substitute assessment strategies to customary standard referred to test fully intent on recognizing understudies needing corresponding scholastic administrations and reporting the handiness of institutional based directions. One of these strategies, educational plan-based estimation, alludes to "a set of methods that connected evaluation straightforwardly to guidance and assess progress utilizing measures taken from the understudies' own educational programs. Among a wide range of models, the most completely evolved is educational plan-based estimation, which has turned into the norm for evaluating changes in child execution ensuing to mediations, particularly in perusing."

2.7.14 Achievement motivation

Achievement interventions can be categorized by their focus:

Academic Productivity: It aims to improve core academic work, including classwork, independent study, and homework completion.

Subject-Specific Mastery: This category focuses on enhancing achievement within particular academic subjects.

Academic Enablers: As DiPerna and Elliott (2002) defined them, these interventions target non-academic skills, behaviors, and attitudes that are crucial for academic competence.

Self-management strategies engage students in various behaviors, such as self-evaluation or self-monitoring, to help them modify a target behavior. These strategies generally fall into two categories:

Contingency-based techniques: Here, students use self-reinforcement when completing a specific task.

Cognitively based techniques: These involve using self-instruction to address academic weaknesses.

Self-management interventions are particularly well-suited for tackling academic challenges. Not only do they boost students' sense of ownership over their own performance, but they also increase the likelihood that students will apply their new skills to different situations. Increased academic responding is consistently linked to higher levels of effort and achievement. In class-wide peer tutoring, students manage academic responses, allowing every child to engage in direct skill practice during instructional periods. This frees up teachers to oversee the tutoring process. Furthermore, since peer tutors are provided with precise solutions for tutoring tasks, this method allows for immediate error correction, which can significantly enhance learning (Maag, 2006).

2.7.15 Causes of Student Academic Achievement

Family is the foundation where children first learn fundamental educational guidelines and develop academic work habits. This early environment can have a significant impact on a child's inherent intelligence and sets the stage for their future. This influence extends to educational institutions, where students bring their ethics and practices, often expanding upon them through interactions with peers. Research has consistently shown that organizations with no discernible student achievement often appear to be weak. In fact, researchers have largely been unable "to establish a truly significant relationship between child achievement and any of the organization characteristics that are often thought important: teacher-student ratios, teacher training, teacher salaries, and per-student expenditures." Despite this, we've observed that high-performing institutions differ from low-performing ones in their goals, direction, staff, and practices. However, robust

organizational research has been less effective in linking these differences directly to student achievement. This often stems from small sample sizes, inadequate systems for measuring student achievement, and, crucially, insufficient consideration for the family background.

These limitations can lead to stronger conclusions about the importance of well-structured institutional organization. It's possible that institutional structures diverge simply because they are serving different types of children. Ultimately, institutional organization may have relatively little direct impact on student achievement, especially when considering the well-known and powerful influences of families and peers (Bronfenbrenner, 2006).

2.7.16 Economic Resources

While numerous studies suggest a detachment between various financial resources and institutional performance, it's still crucial to include financial assets in any comprehensive evaluation of how educational institutions perform. It's logical to assume that institutions operate more effectively with greater resources at their disposal. Institutions offering higher salaries and smaller class sizes—both of which demand more financial investment—are likely to attract more skilled educators. These educators, in turn, should lead to improved teaching outcomes. Furthermore, institutions with superior amenities, such as well-maintained buildings and classrooms, state-of-the-art laboratories and computers, and current educational materials, ought to be more successful than those with outdated or dilapidated facilities (Baker et al., 2021; Jackson & Mackevicius, 2022; Lafortune, 2019).

It also appears that resources can indeed impact institutional performance. When differences in expenditures at the institutional and local levels are averaged, organizations in the top quartile of student achievement gains spend approximately 20% more per student than institutions in the bottom quartile. Interestingly, these additional resources don't seem to translate into significantly higher educator salaries. The lowest and highest salaries in high-performing institutions are each within about 5,000 of those in low-performing institutions. This doesn't necessarily mean that top institutions don't attract better educators with their compensation. It's plausible that by simply offering comparable remuneration to institutions with lower achievement and other challenges (like student misbehavior or unsupportive parents), high-achieving institutions might still be somewhat more appealing. Many researchers indicate that "half of all high-performing institutions have above-average financial assets; only 30% of all low-performing institutions do." This disparity could potentially signal that financial resources are significant for student achievement.

Regardless, it undeniably indicates that financial resources warrant further investigation (Baker, 2018).

2.7.17 Family Background

Research on how family background influences children is a vast and ongoing field, encompassing various disciplines like developmental psychology, sociology, economics, and education (Bronfenbrenner, 1979; Coleman, 1988). It explores how a child's early environment shapes their cognitive, social, emotional, and academic development, and ultimately their life trajectories (Heckman, 2006). While educational institutions may differ significantly in their structure, financial resources, or general affiliation, their impact on child achievement might be less varied than these distinctions suggest (Lareau, 2011). The primary reason for this is that child achievement, institutional affiliation, and institutional resources are all profoundly influenced by various elements of a student's family background (Sirin, 2005). Families influence institutional finances through their willingness to pay fees and tuition. They impact institutional organization through their support for, or resistance to, different institutional objectives. Most importantly, families influence student progress by upholding institutional work and instructional standards at home (Desforges & Abouchaar, 2003). Numerous studies have demonstrated how students, families, institutions, and institutional frameworks are remarkably intertwined (Bourdieu & Passeron, 1990). Seemingly strong causal connections can easily turn out to be misleading associations. For example, some institutions believed to have an exceptional impact on a child's achievement may, upon closer examination, reveal that the family background is the primary driver of high achievement in such organizations (Jeynes, 2007).

However, it's crucial to distinguish between two distinct problems, the first of which is selection bias. Relationships between organizations, families, and students are incredibly complex because many families actively choose the institutions their children attend. Parents who highly value education and have made significant financial commitments (e.g., through large mortgage payments or property investments) to place their children in institutions known for their effectiveness attend both private and many excellent public institutions. These students are likely to be more engaged with their education than students whose parents did not select their groups.

Children whose parents choose their schools will also undoubtedly receive educational support at home (Bast & Walberg, 2004). Therefore, it's logical to expect that institutions with self-selected students will achieve higher levels of accomplishment more easily than

institutions without such selection. This limitation must be considered when evaluating institutional effectiveness, preventing institutions with self-selected students from receiving undue credit for achievements better explained by the students' exceptional family backgrounds and home support. Nevertheless, clearly accounting for selection bias is challenging because student grouping isn't sufficiently practical to observe directly. We can't definitively know which families have fervently preferred certain institutions for their children and which have not. While it's often assumed that all families attending private institutions carefully choose them, and those attending public institutions do not, this simplistic assumption frequently ignores the careful choices made when selecting many excellent public institutions (Lubienski & Lubienski, 2006).

Such a hypothesis would undoubtedly influence the evaluation of student performance, making it a critical factor. To address this, we intentionally avoid explicitly incorporating institutional determination into our models. Instead, we try to control for selection bias through alternative means. This includes, among other things, tracking student performance longitudinally to gather more information about various factors, including family background and student ability. The final method we use to account for institutional choice is to replicate our evaluation of student performance using only students from public institutions. By excluding students likely to have self-selected their groups and private institutions from our assessment, we can better ensure that our evaluation of institutional resources' impact on child achievement adequately controls for selection bias. The fact that many students continue their education at their initial institutions until their senior years is important. However, most students who leave their institutions before the end of their senior year do so as dropouts, though some are early graduates, and others transfer to different organizations. This student attrition presents a significant challenge for accurately evaluating institutional success (Epstein, 2009).

2.8 Contemporary Shifts in Parenting Styles: (2022-2025)

The parenting patterns are still subject to social, technological and cultural change. Between 2022 and 2025, even though the original Baumrind model (authoritative, authoritarian, permissive, neglectful) is still applicable, parenting behavior is being transformed in the slightest ways.

Here are some significant variations and trends observed during this period. Decline of gentle parenting, while gentle parenting (often seen as a form of authoritative parenting with a strong emphasis on empathy and emotional regulation) gained significant

traction, recent discussions indicate a realization that its strict adherence can be exhausting for parents (Coyne, 2023; Singh & Panwar, 2024). This has led to a soft parenting approach, which aims to balance empathy and understanding with the necessity of setting clear boundaries and firmness when needed. Research consistently reinforces that authoritative parenting (high warmth, high demandingness/structure) remains the most beneficial style for child development, leading to better self-esteem, academic achievement, and emotional regulation (Steinberg, 2001; Pinquart, 2017).

2.8.1 Impact of Technology

The other major contributor is the soaring of technology and its effect on the parenting conduct. It has also been indicated that parents spending more time on screens and getting distracted by digital devices have led to reduced quality of communication and engagement between the parent and the child (Radesky et al., 2023). With all this knowledge, a certain number of families have decided to postpone their children using technology and give more emphasis on face-to-face connection and mindfulness (Livingstone et al., 2023). Moreover, parent's priorities are moving towards balance—numerous parents are currently focusing on holistic development, mental, and social-emotional learning and not just academic achievement. Flexibility of hours, work at home positions, and more focus on family are a changing element of day-to-day parenting (Pew Research Center, 2024). Parenting continues to be influenced by the socioeconomic factors. Families with more available resources typically find it easier to comply with authoritative parenting because they have the economic support of taking time out, educating, and investing in their children through extracurricular activities to enhance their development.

2.9 Summary

The chapter discusses theoretical evidence about diverse parenting approaches, self-esteem and desire for accomplishment in the setting of adolescents. Parents are the most important people in their children's lives and their parenting styles have an effect on how they develop. Although it was difficult to discuss all of the literature that was accessible in this chapter in different contexts. No study has particularly examined the impacts of parenting styles measured on adolescents' self-esteem and success motivation specifically in our Pakistani environment, despite the fact that there is a considerable body of literature on the issue referring to theoretical and empirical research work accessible in this context, therefore, current research was plan to embark.

CHAPTER III

RESEARCH METHOD

Present chapter comprised of practical details of the research which was taken to test the research hypotheses. This chapter based on research design, sampling technique, method used for data collection, research instrument and detail of pilot testing to ascertain the psychometric properties of research questionnaires.

3.1 Research Approach

Research is vital in all disciplines, growth and expansion of disciplines is impossible without having research. Researches could be pure, fundamental, qualitative or quantitative in nature. In the discipline of education, educationists generally use numerous approaches to answer the research questions or solve in problem in hand. Descriptive, experimental and historic are major forms of researches, due to explicit steps for the data collection and easy of data analysis. Since present research study was intended to gather the data regarding an existing phenomenon therefore, it was quantitative descriptive in nature. It is a fundamental method for evaluating a contemporary issue or phenomena, effectively in the field of educational research. This form of research normally rating scales, test, or questionnaires used to collect data.

3.1.1 Research Paradigm

Generally, research paradigm is a system of ideas, values and belief that form mode of thinking about the quest under investigation. It is also known as a framework through which researcher conduct research due to its ease to form a research philosophy, which in turn informs researcher “how” of research. It deals with how researcher choose design, achieve objectives and choose tools for the data collection. Above explanation make it clear that choosing correct research paradigm is vital because through its researcher can get logical structure for conducting research and improves the quality of work, assuming it is followed correctly. Research in hand is based on quantities descriptive paradigm to dig out about a present-day phenomenon.

3.1.2 Research Design

Since present research is descriptive quantitative in nature selected due to its ease of application and data analysis in the discipline of education. This sort of design is friendly in nature to its specific steps. Steps involved in descriptive study are identification problem, review of related literature of research study, formulation of hypotheses, collection of data

from sample already selected from the population through research tools, data analysis and determining the conclusion and recommendations to improve the phenomena under investigation.

3.2 Population

Sekaran (2003) has stated that research population is known as group of persons having shared characteristics. Inclusion criteria for present study population comprised of secondary schools' students having science as a major subject, enrolled in the public and private sector schools located at Districts Attock, District Lodhran and District Hafizabad.

Table 3.1
Population of the Research

Districts	Total Population
Attock	22490
Hafizabad	12011
Lodhran	12900
Total	47401

Above table described the details of population of the study, total size was 47401, whereasin District Attock 22,490, Lodhran carries 12900 and Hafizabad carries 12011 of the total population.

3.3 Sample

The principle of drawing a sample in research is a complex decision, which includes identifying the exact definition of the population, being consistent with research goals, selecting the correct sampling technique, selecting an acceptable size of sample, addressing availability of sampling frames, and being conscious of practical accommodations (Creswell & Creswell, 2018).

The idea is always to pick a sample, which enables meaningful and valid conclusion to be drawn on the larger population. As the sample was picked as a part of population to represent the rest of the population, any conclusions that were made can be extended to the whole population of the study.

In descriptive research, a sample size of 10% of the total population is adequate (Gay, Mills, & Airasian, 2012). Since the sample was chosen as a subset of any population that reflects the entire population, any conclusions drawn from it may be applied to the study's entire population. The sample for the current study included 4740 secondary-level male and female students majoring in science who attended private and public schools in Attock, Lodhran and Hafizabad. By splitting the population into two subgroups the private and public sectors further stratification was developed based on the aforementioned three cities. Data were obtained using a random sample approach.

Table 3.2

Class 9th appeared in the Secondary Board 10% Strength

District	Boards	Public sector		Private sector		Total
		3681		1059		Boys& Girls
		Boys	Girls	Boys	Girls	
Attock	Rawalpindi	949	979	199	122	2249
Hafizabad	Gujranwala	542	509	62	88	1201
Lodhran	Multan	422	280	272	316	1290
Total		1913	1768	533	526	4740

Above table described the details of sample of the study, sample size was 4740, total 2249 students were contacted from District Attock, 1290 students were from District Lodhran and 1201 were contacted from District Hafizabad. All above students were enrolled at the public and private sector schools.

3.4 Rationale of Sampling Technique and Size

As stratified sampling is a technique of gaining representation of sample from the population which scientists allocated into comparatively akin sub-group of populations called strata. Scientists practice technique of stratified random sampling to certify precise sub-groups of population, presented in their sample. Such type of sampling helps to get specific estimations of each sub-group features. This type of sampling is common in surveys to comprehend variances among sub-groups of population in better way

In this research, researcher divide population in stratified random sample technique into comparatively similar sets called strata, which plural known as stratum. Then, randomly

draw a sample from each set and syndicate them to form their complete illustrative sample. Population of present research study was comprised of two distinct groups: secondary students (science group) of private sector and public sector therefore, data were gathered through stratified random sample technique by diving population into above two main groups. Another sub stratification made on the basis of three cities comprising of private and public sectors students' schools located at Attock, Lodharn and Hafizabad Districts.

Rationale behind choosing stratified random sampling approach is this, that through such sampling technique equal representation can be ensure where various subgroups of the population. Therefore, after identifying subgroups Probability sampling was used to acquire data randomly from each category of the population.

3.5 Unit of Analysis

In this study science group students of secondary level were taken as unit of analysis.

3.6 Research Tools

Data were gathered from students in relation to three variables, namely parenting styles, self-esteem and achievement motivation of science students, in order to understand the effects of perceived parenting styles on the self-esteem and achievement motivation of Secondary Schools' Students. Three distinct standardized questionnaires, one based on the Baumrind theory of parenting styles, the Coppersmith theory of self-esteem and the Atkinson theory of achievement motivation were utilized in this study to examine the impact of perceived parenting styles on self-esteem and achievement motivation.

Tools used in the present research were standardized tests. To ensure their cultural relevance and appropriateness, each tool was reviewed and adapted based on expert opinions from relevant professionals. Their feedback was incorporated to refine the items according to the local context. Following this, the tools were pilot tested to assess clarity, reliability, and suitability.

Validation process was conducted, for consistency of scores reliability was also determinethrough SPSS. The students' perceived parenting styles were measured by using the Baumrind four factors parenting styles Questionnaire. The students' self-esteem assessed by using a Self-esteem questionnaire. Secondary students' motivation levels were measured by using Atkinson achievement motivation questionnaire. In order to make

questionnaires students friendly through ease of comprehension for respondents, all instruments were translated into Urdu language as well.

3.7 Data Collection

In this research three questionnaires were used to collected data, detail is as under:

- 1) Parenting styles four factors Questionnaire, which initially included thirty questions and four subscales (see Appendix-A) was utilized in this study to measure perceived parenting styles of the secondary level students.
- 2) Assessment of Self-Esteem of the Students of secondary levels of education were measured through Self-Esteem Questionnaire; it was consisted of five subscales and 58 items (see Appendix-B).
- 3) Achievement Motivation of Questionnaire for students

In this study for the measurement of Achievement Motivation questionnaire developed by Atkinson was used, originally it was based on 33 items and two subscales (see Appendix-C).

3.8 Pilot Testing

Pilot testing was done on a sample of 60 secondary level science students attending one private and one public school in Rawalpindi to determine the psychometric properties of research questionnaires. After being collected, the data was examined to ascertain its validity and reliability. For each of the three questions, norms were also created.

3.8.1 Content Validity

Content validity all research questionnaires used in research was determined, through experts' opinion, for this group of four experts were selected and presented questionnaires with request to evaluate in terms of its relevance with the purpose of the research. All three experts were Ph.D. in education and one is Ph.D. in Applied Psychology. All experts were appropriate and relevant to the topic/domain of research. They were contacted individually and requested to scrutinize every item of every questionnaire in relation with its inclusion in the questionnaire with reference to our local cultural context. Along with this, experts were asked for appraisal of questionnaires in terms of coverage of behavioral domain under deliberations. Experts thoroughly review questionnaires and recommended to modify few items in relation with syntax and language, same have been incorporated in the questionnaires before finalization.

3.8.2 Construct Validity

Items total correlations for research questionnaires were evaluated to determine construct validity; the specifics of findings for three questionnaires are as follows:

Table 3.3

Items total correlations of parenting styles four factors questionnaire (n=60)

Item no.	Correlations	Item no.	Correlations
1	.31	17	.83
2	.67	18	.55
3	.69	19	.65
4	.73	20	.12
5	.35	21	.20
6	.55	22	.07
7	.39	23	.18
8	.10	24	.41
9	.32	25	.48
10	.54	26	.28
11	.48	27	.49
12	.21	28	.28
13	.36	29	.38
14	.59	30	.37
15	.24	31	.42
16	.61	32	.59
		33	.36

*p<0.05**P<0.01

Above table portrayed the items total correlations of 30 items on parenting styles four factors questionnaire. Correlation ranges from .07 to .83. Correlation index of items no 8,12, 26,15,20,21,22,23 and 28 found to have weaker correlations with the total scores of the questionnaire (less than .30.) therefore, 9 weaker items having correlation of less than .30 were decided to be excluded from the questionnaire.

Table 3.4

Inter-scales correlations of respondents' scores on parenting styles four factors questionnaire (n=60)

Scales	1	2	3	4
Authoritarian Parenting	1			
Authoritative Parenting	.34	1		
PermissiveParenting	.45	.77	1	
Neglectful Parenting	.21	.29	.71	1
		.71	.66	
Total	.79	.45	.68	.54

*p<0.05**P<0.01

The inter-scales correlations between respondents' scores on the parenting styles four factors questionnaire are shown in the above table. This scale has four subscales, higher correlation is existed between authoritative parenting and permissive parenting (.77) whereas lower correlation exists between Authoritarian and Neglectful parenting (.21).

Table 3.5

Items total correlations on self-esteem questionnaire (n=60)

Item no.	Correlations	Item no.	Correlations
1	.14	30	.76
2	.44	31	.31
3	.56	32	.51
4	.62	33	.65
5	.76	34	.44
6	.50	35	.51
7	.46	36	.14
8	.32	37	.05
9	.67	38	.34
10	.61	39	.88
11	.52	40	.54
12	.87	41	.49
13	.58	42	.87
14	.59	43	.79
15	.83	44	.87
16	.46	45	.32
17	.30	46	.54
18	.31	47	.25
19	.41	48	.23
20	.16	49	.78
21	.25	50	.54
22	.71	51	.17
23	.52	52	.39
24	.52	53	.44
25	.23	54	.28
26	.45	55	.68
27	.21	56	.52
28	.78	57	.15
29	.76	58	.39

*p<0.05**P<0.01

Above table portrayed the items total correlations of respondents' score on 58 items Self-Esteem Questionnaire. Correlation ranges from .05 to .88. Item no 1, 20, 21, 25, 27, 36, 37, 47, 48, 51, 54 and 57 have lower correlations with the total scale.

On the basis of pilot testing 12 items were found weak, having correlation less than .30 therefore, it was decided that such items ought to be deleted before data collection of the main study.

Table 3.6

Items total correlations of respondents' scores of self-esteem questionnaire (N=60)

Sub Scales	1	2	3	4	5
General Self	1				
Social Self -Peers	.57	1			
Home Parents	.71	.62	1		
Lie Scale	.58	.71	.67	1	
School Academics	.29	.24	.15	.21	1
Total	.83	.80	.72	.41	.19

*p<0.05**P<0.01

The self-esteem scores of the students are shown in the table above; it indicates that the general self-subscale has a stronger correlation with the overall questionnaire (correlation index: .83) while the lie subscale has lower correlations with the whole questionnaire.41.

Table 3.7

Items total correlations of respondents' scores on achievement motivation questionnaire (n=60)

Item no	Correlations	Item no	Correlations
1	.33	18	.56
2	.74	19	.49
3	.54	20	.55
4	.85	21	.61
5	.87	22	.44
6	.51	23	.67
7	.54	24	.59
8	.69	25	.87
9	.55	26	.68
10	.68	27	.59
11	.78	28	.82
12	.49	29	.62
13	.58	30	.18
14	.41	31	.34
15	.45	32	.59
16	.11	33	.33
17	.26		

*p<0.05**P<0.01

Over the table portrayed the items total correlations of 33 items questionnaire. Correlation ranges from .33 to .87. Correlation of items no 16, 17 and 30 found less than .30 therefore, recommended to be out from the questionnaire.

Table 3.8

Inter-scales correlations of respondents' scores on achievement motivation questionnaire (n=60)

Sub Scales	1	2
Need to achieve Success	.1	
Need to avoid failure	.82	
Total	.82	.79

*p<0.05**P<0.01

Table 3.9 describes the respondents' scores on Achievement Motivation Questionnaire, from table it appears that subscale Need to avoid failures has higher correlation with total questionnaire, correlation index is .79, whereas correlations of need to achieve success is .82.

3.9 Determination of Reliability of Questionnaires

Reliability of research questionnaires were established through split half method, detail of results pertaining to reliability estimation are as under:

Table 3.9

Split half reliability of parenting styles four factors questionnaire (n=60)

Part 1	15 items	.69
Part 2	15 items	.71
Between forms		.70

Above table shows the split half reliability of Baumrind scale of parenting styles, this questionnaire consisted of 30 items, first part consisted of 15 items, whereas part II consisted of 15 items. Reliability of part I is .69 and reliability part II is .72, between form reliability index is .70.

Table 3.10**Split half reliability of self-esteem questionnaire (n=60)**

Part 1	29 items	.76
Part 2	29 items	.76
Between forms		.76

Above table shows the split half reliability of **Self Esteem Questionnaire**, this questionnaire was consisted of 58 items, part I consisted of 29 items and Reliability index of part I is .76 whereas, part II consisted of 29 item and reliability part II is .76, between form reliability index is .76.

Table 3.11**Split half reliability of achievement motivation questionnaire (n=60)**

Part 1	17 items	.88
Part 2	16 items	.86
Between forms		.84

Above table shows the split half reliability of Achievement motivation of Science Questionnaire for students this questionnaire consisted of 33 items, part I consisted of 17 items and second part consisted of 16 items. Reliability of part I is .88 and reliability part II is .86, between form reliability index is .84.

3.10 Data Analysis

The collected data was analyzed by applying different statistics such as Coefficient of Correlations, Percentile Analysis, Mean, Standard Deviation, t-tests and Analysis of Variance (ANOVA) through SPSS.

Justification to perform ANOVA test

ANOVA is a versatile tool and its specific application depends on the nature of these variables. This is the most common context where "three variables" would lead to the use of ANOVA.

ANOVA allows us to determine if each independent variable (factor) individually has a significant effect on the dependent variable. For example, if researcher looking at

"parenting style," "gender," and "family income" (three independent variables) on "self-esteem" (one dependent variable), ANOVA

This is the *primary and most powerful justification* for using a factorial ANOVA. It allows us to see if the effect of one independent variable on the dependent variable changes across the levels of another independent variable.

The interaction between parenting style and gender on self-esteem further depend on the level of family income? This is a more complex interaction, indicating that the two-way interaction itself varies across the levels of the third factor.

ANOVA allows us to test specific hypotheses about group means and their differences across various combinations of independent variables. In this study clearly uses ANOVA in this manner for Objective 4. "To determine the effects of perceived parenting styles on the self-esteem and achievement motivation of secondary school students, considering demographic variations gender, family income, number of sibling birth order, father's qualification and profession, mother's qualification and profession, grades & students' future goals, district and sector. Here, "self-esteem" and "achievement motivation" are continuous dependent variables. "Perceived parenting styles" (likely categorized), "gender," "family income" (categorized), "number of siblings" (categorized), etc., are categorical independent variables (factors). This examined how these multiple independent variables, and their interactions, effect dependent variables.

The purpose of the study was to examine how students in secondary schools' perceptions of parental practices effect their drive for achievement and sense of self-worth. In present research various questionnaires were used to collected data from adolescents to examine their self-esteem, achievement motivation and perception of various parenting styles. Due to the quantitative nature of the study, data were collected using three research questionnaires from secondary school students in both public and private institutions.

Summary

This chapter contained information of pilot testing, which was carried out on a sample of 60 secondary students' results obtained by calculation of items total correlations on parenting style four factors questionnaire, on the basis of pilot testing 09 items were found weak, having correlation less than .30 therefore, it was decided that such items ought to be deleted before and should not be used in the data collection for main study. On self-esteem questionnaire total items were 58, after analysis 12 found weaker. Items found with weaker correlations with total questionnairescores (of less than .30.) were excluded from

the questionnaire. Analysis of questionnaire for the measurement of Achievement Motivation revealed that 3 items were found weak, therefore excluded from the questionnaire to be used in the data collection for main study.

CHAPTER IV

RESULTS

The purpose of the current study was to determine how perceived parental practices effected secondary school students' desire for achievement and self-esteem. It was further designed to identify the perceived parenting styles of secondary school students, to assess the self-esteem of secondary school students, to assess the achievement motivation of secondary school students, to determine the effects of perceived parenting styles on the self-esteem and achievement motivation of secondary school students, considering demographic variations gender, family income, number of sibling birth order, grades, father's qualification and profession, mother's qualification and profession, secondary school student's future goals, districts, sectors and to determine the relationships between perceived parenting styles, self-esteem and achievement motivation of secondary school students.

The scope of the study was confined to private and public sector secondary schools of District Attock, District Hafizabad and District Lodhran. All secondary level science students of 10th class who have given examination of 9th class were population of the study. Data were gathered using the stratified random sampling method.

After receiving their permission, the respondents were engaged by the corresponding schools. They were requested to complete these study instruments all at once. After the collection of data, it was coded and tabulated, data were analyzed through SPSS.

In order to test the hypothesis of study various statistical analysis were carried out such as, Coefficient of Correlations, Percentile Analysis, Mean, Standard Deviation, t-Tests and Analysis of Variance (ANOVA).

Pilot testing was carried out on a sample of 60 secondary school students' results obtained by calculation of items total correlations on parenting style four factors questionnaire, on the basis of pilot testing 9 items were found weak, having correlation less than .30 therefore, it was decided that such items ought to be deleted before and should not be used in the data collection for main study. In self-esteem questionnaire total items were 58, after analysis 12 found weaker. Items found with punier correlations with total questionnaire scores (of less than .30) were decided to be excluded from the questionnaire. Analysis of achievement motivation revealed that 3 items were found weak, therefore secluded from the questionnaire to be used in the data collection for main study.

Table 4.1

Split half reliability of secondary school students score on parenting styles four factors questionnaire (n=4740)

Coefficients of Reliability		
Split Parts	No of items	Values
Part – I	11	0.84
Part – I	10	0.91
Correlation between forms		0.89

Above table illustrates the respondents' scores reliability index of the parenting styles Four Factors Questionnaire. Reliability has been established through split-half technique. Table depicted that reliability index of Part 1 contain value of .84 whereas, reliability index of part II .91, it further illustrates between forms reliability index of value 0.89.

Table 4.2

Split half reliability of secondary school students score on self-esteem questionnaire (n=4740)

Coefficients of Reliability		
Split Parts	No of items	Values
Part – I	23	0.83
Part – I	23	0.87
Correlation between forms		0.85

Above table demonstrates the respondents' scores reliability index of the respondents' scores on self-esteem questionnaire. Reliability has been established through split-half method, table portrays that reliability index of Part 1 contain value of .83 whereas, reliability index of part II .87. It further illustrates between forms reliability index of value 0.85.

Table 4.3

Split half reliability of secondary school students' scores on achievement motivation (n=4740)

Coefficients of Reliability		
Split Parts	No of items	Values
Part – I	15	0.90
Part – II	15	0.84
Correlation between forms		0.87

The respondents' scores on the achievement motivation questionnaire are shown in the table above. The reliability index for Part I of the table has a value of .90, while the reliability index for Part II has a value of .84. Reliability is established by split-halfway. It also shows that the value of the between form reliability index of the value 0.87.

Table 4.4

Items total correlations of parenting styles four factors questionnaire (n=4740)

Item no.	Correlations	Item no.	Correlations
1	.41	12	.83
2	.67	13	.55
3	.69	14	.65
4	.73	15	.36
5	.35	16	.48
6	.55	17	.71
7	.39	18	.48
8	.54	19	.41
9	.52	20	.48
10	.43	21	.59
11	.74		

*p<0.05**P<0.01

Above table portrayed the items total correlations of respondents' scores on 21 items of parenting styles four factors questionnaire. Correlation ranges from .36 to .83. All items are having desired level of correlation.

Table 4.5

Items total correlations between students' self-esteem scores of secondary schools' students (n=4740)

Items	Correlations	Items	Correlations
1	.76	24	.33
2	.62	25	.56
3	.50	26	.59
4	.91	27	.39
5	.32	28	.91
6	.34	29	.62
7	.78	30	.86
8	.64	31	.82
9	.31	32	.30
10	.46	33	.31
11	.84	34	.52
12	.94	35	.61
13	.31	36	.51
14	.30	37	.31
15	.85	38	.68
16	.88	39	.35
17	.39	40	.40
18	.69	41	.36
19	.80	42	.43
20	.55	43	.37
21	.92	44	.89
22	.70	45	.76
23	.93	46	.64

To assess the questionnaire's construct validity, the above table shows the item total correlations between respondents' self-esteem ratings. According to the table, item number 21 has a greater association with the questionnaire's overall score (.92) whereas item number 32 has a lower correlation (.30).

Table 4.6

Items-total correlations of secondary school students' scores on academic achievement questionnaire (n=4740)

Items	Correlations	Items	Correlations
1	.60	17	.44
2	.45	18	.72
3	.36	19	.61
4	.35	20	.32
5	.34	21	.33
6	.36	22	.31
7	.39	23	.39
8	.41	24	.87
9	.41	25	.65
10	.32	26	.89
11	.47	27	.74
12	.46	28	.88
13	.94	29	.54
14	.34	30	.59
15	.45	31	.65
16	.48		

To assess the construct validity of the questionnaire, the above table provides the item total correlations of respondents' scores on the academic success questionnaire. According to the table, item number 22 has a lesser connection with the questionnaire's overall score (.31) whereas, item number 13 has a greater correlation (.94).

Objective 1: To identify the perceived parenting styles of secondary school students.

As percentage is direct calculation of value of relative

Table 4.7

Percentile analysis of secondary school students' scores on parenting styles four factors questionnaire (n=4740)

Percentile	Authoritarian	Authoritative	Permissive	Neglectful	Total
5	11	5	14	13	51
10	13	5	15	15	54
15	14	6	16	16	57
20	14	6	17	17	58
25	15	7	18	18	60
30	15	7	18	19	61
35	15	7	19	20	63
40	16	8	19	21	64
45	16	9	19	21	64
50	17	10	20	22	65
55	17	10	20	22	66
60	17	11	20	22	70
65	18	11	21	23	73
70	18	12	22	24	69
75	19	12	22	25	77
80	20	12	23	25	79
85	20	13	23	26	79
90	21	13	24	27	85
95	22	10	25	30	87

The percentile analysis of the results from the four-factor questionnaire on parenting styles for secondary school students is shown in the table above. According to the table, a score of 15 on the authoritarian parenting scale falls on the 25th percentile, indicating a low authoritarian parenting style, a score of 17 on the 50th percentile, indicating a moderate

authoritarian parenting style and a score of 19 on the 75th percentile, indicating a higher authoritarian parenting style as perceived by adolescents. On the Authoritative subscale, a score of 7 represents a lower Authoritative parenting style, a score of 10 a moderate Authoritative parenting style, a score of 12 a high Authoritative parenting style and a score of 12 a low Authoritative parenting style. On the permissive subscale, a score of 18 is on the 25th percentile, a score of 20 is on the 50th percentile and a score of 22 is on the 75th percentile, correspondingly indicating lower, moderate and highly permissive styles. On the subscale labeled “Neglectful,” a score of 18 represents less negligent parenting, a score of 22 represents a medium view of neglectful parenting and a score of 25 represents a greater level of neglectful parenting.

Table 4.8

Secondary school students parenting style four factors questionnaire (n=4740)

Levels of perceived Parenting Styles	Percentages
1. Authoritarian	
1) Low authoritarian parenting style	27%
2) Moderate authoritarian parenting style	52%
3) High authoritarian parenting style	21%
2. Authoritative	
1) Low Authoritative parenting style	37%
2) Moderate Authoritative parenting style	47%
3) High Authoritative parenting style	16%
3. Permissive	
1) Low Permissive parenting style	32%
2) Moderate permissive parenting style	42%
3) Higher on permissive parenting style	26%
4. Neglectful parenting	
1) Low Neglectful Parenting style	31%
2) Moderate Neglectful parenting style	40%
3) Higher Neglectful Parenting style	29%

From the table above, it can be seen that 27% of secondary school students are experiencing low authoritarian parenting style, while 52% are experiencing moderate authoritarian parenting style and only 21% are experiencing high authoritarian parenting style. From the table above, it can also be seen that 37% of secondary school students are experiencing low authoritarian parenting style, while 47% are experiencing moderate authoritative style and 16% are experiencing high authoritarian parenting style. From this table it can be seen that 32% of the secondary schools' students are experiencing low permissive parenting style, while 42% are experiencing moderate and only 26% are experiencing high permissive parenting style from this table it can be seen that 31% of the secondary schools' students are experiencing low neglectful parenting style, while 40% are experiencing moderate and only 29% are experiencing high neglectful parenting style.

Objective 2: To assess self-esteem of Secondary School Students.

Table 4.9

Percentile analysis of respondents' scores on self-esteem questionnaire (n=4740)

Percentile	General self	Social Self	Home parents	School Academics	Lie	self- steem
5	46	19	13	17	6	101
10	50	21	15	18	7	111
15	52	23	16	19	7	117
20	55	23	17	20	8	123
25	56	24	17	21	8	126
30	58	25	18	21	9	131
35	59	25	19	22	9	134
40	60	26	19	23	9	137
45	61	27	19	24	10	141
50	63	28	21	25	11	148
55	65	29	22	25	11	152
60	66	30	23	26	12	157
65	68	30	24	27	12	161
70	69	31	26	28	12	166
75	71	32	27	30	13	173
80	73	34	26	30	14	177
85	77	35	28	31	14	185
90	79	36	29	36	14	194
95	80	37	30	37	15	199

Percentile analysis of the self-esteem questionnaire shows that the score of 56 falls on the 25th percentile for general self, while the scores of 63 and 71 on the 50th and 75th percentiles, respectively, show lower, moderate and greater general self-esteem. Low, moderate and high social self are shown by scores of 24, 28 and 32 on the subscale of social self, respectively, falling on the 25th, 50th and 75th percentiles. On the subscale for home parents, a score of 17 is at the bottom 25 and a score of 75 is at the top 27 percent, indicating low, moderate and high at parent home . A score of 21 on the subscale for school and academics places it in the 25th percentile, a score of 25 in the 50th percentile and a score of 30 in the 75th percentile, indicating low, moderate and high levels of education, respectively. Scores of 8, 11 and 13 on the lie scale fall on the 25th, 50th and 75th percentiles, respectively, indicating low, medium and high levels of lying on the side of the respondents.

Table 4.10

Secondary school students' self-esteem questionnaire (n=4740)

Levels	Percentage
Low self-esteem	37%
Moderate self-esteem	46%
High self-esteem	17%

Above table highlighted the level of self-esteem in terms of its prevalence in the population. Table presented that 37% are having low self-esteem, 46% moderate and only 17% with high level of self-esteem.

Objective 3: To assess the achievement motivation of secondary school students.

Table 4.11

Analysis by percentile of respondents' Scores on achievement motivation questionnaire (n=4740)

Percentile	Need to Achieve Success	Need to Avoid Failures	A-Motivation
5	25	53	78
10	27	57	84
15	28	58	86
20	29	60	89
25	29	61	90
30	30	62	92
35	31	65	93
40	32	66	95
45	32	68	97
50	33	70	99
55	34	72	101
60	35	73	103
65	35	75	104
70	36	77	107
75	36	77	108
80	37	79	116
85	38	81	119
90	39	83	122
95	42	87	129

The above table explains the percentile analysis of respondents' responses to the achievement motivation questionnaire. For example, a need to achieve success score of 29 falls on the 25th percentile, indicating lower need, a need to achieve success score of 33 falls on the 50th percentile, illustrating moderate need and a need to achieve success score of 75th percentile falls on 36, indicating high level of need. Scores of 61 on the subscale for need to avoid failure lie on the 25th percentile, indicating a mild need to avoid failure, 70 on the 50th percentile, indicating a moderate need to avoid failure and 77 on the 75th percentile, indicating a significant need to avoid failure.

Table 4.12**Levels and dimensions of achievement motivation (n=4740)**

Levels	Percentage
Low Achievement Motivation	34%
Moderate Achievement Motivation	41%
High Achievement Motivation	25%

Above table illustrated the levels of achievement motivation among respondents in terms of its percentages. Table highlighted that 34% students having low achievement motivation, while 41% possesses moderate and 25% of high level of achievement motivation.

Objective 4

- To determine the effects of perceived parenting styles on the self-esteem and achievement motivation of secondary school students, considering demographic variations gender, family income, number of siblings, birth order, grades, father's qualification & profession, mother's qualification & profession, secondary school students' future goals, districts and sectors.

Table 4.13**Mean and standard deviation of secondary school students' scores on parenting styles in relation with gender (n=4740)**

Subscales	Male		Female	
	M	SD	M	SD
Authoritarian	18.3	3.1	15.8	3.9
Authoritative	17.8	2.1	10.5	2.1
Permissive	19.9	3.3	18.9	3.3
Neglectful	23.4	5.3	20.7	5.2
Total	79.4	13.8	65.9	14.5

Above table described the mean and SD of respondents scores on parenting styles questionnaire on the gender. From this table it can be seen that male adolescents are experiencing more authoritative parenting styles as compared to female.

Table 4.14

t-test of secondary school students score on parenting styles in relation with variable gender (n=4740)

Parenting styles	t-value	Df	P
	245.9	4738	.000

P value < 0.05

Above table describes the t-test cores of the secondary school students' scores on parenting styles four factors scale in relation with variable gender, a significant difference has been seen on this variable between the scores of respondents.

Table 4.15

Mean and standard deviation of secondary school students' scores on self-esteem in relation with gender(n=4740)

Subscales	Male		Female	
	Mean	SD	Mean	SD
Generalself-	60.0	8.7	60.0	11.0
Socialself-peers	29.4	4.6	26.9	4.9
HomeParents	20.4	4.3	20.6	5.1
SchoolAcademics	28.7	4.8	24.0	4.8
Lie scale	10.2	2.3	9.8	3.7
Totalself-esteem	148.7	24.7	141.3	29.5

Above table highlighted the mean and SD of respondents' self-esteem scores in relation with variable gender. Table portrayed that male students have higher self-esteem as compared with female adolescents.

Table 4.16

t-test of Self-Esteem of Secondary School Students in Relation with Variable Gender (n=4740)

Self-esteem	t-value	Df	P
	278.7	4738	.000

P value < 0.05

The results of the respondents' -test in respect to the variable sector are shown in the above table. Results for each respondent's gender show a significant difference. The mean table showed that students in secondary schools had much greater self-esteem on average among the male students than the female students.

Table 4.17

Mean and standard deviation of respondent's scores on achievement motivation in relation with gender (n=4740)

Sub-scales	Males		Females	
	Mean	SD	Mean	SD
Need to Achieve Success	70.9	11.7	67.2	10.1
Need to Avoid Failures	33.3	4.6	32.4	6.2
Total	104.2	16.3	99.6	16.3

P-value <0.05

Above table depicted the Mean and SD of secondary schools' students' scores on achievement motivation questionnaire in relation with variable gender. From this table it appears that male students have higher achievement motivation as compared to female secondary school's students (male, Mean is 104.2 whereas, female, mean is (99.6).

Table 4.18

t-test of secondary school students' scores on achievement motivation in relation with gender (n-4740)

Achievement Motivation	t-value	P
Gender	245.9	.000

P=.000 p> 0.05

Above table describes the t-test cores of the secondary schools' students' scores on parenting styles four factors scale in relation with variable gender, a significant difference has been seen on this variable between the scores of respondents.

Table 4.19

Mean and standard deviation of secondary school students' scores on parenting styles in relation with family income (n=4740)

Subscales	Up to 50000		51000-75000	
	Mean	SD	Mean	SD
Authoritarian	19.9	3.1	17.7	3.1
Authoritative	7.6	1.7	7.8	3.7
Permissive	15.0	3.0	18.7	3.7
Neglectful	20.5	4.9	18.6	4.8
Total	62.5	12.7	64.8	15.3

Subscales	76000 to 100000		100000 and above	
	Mean	SD	Mean	SD
Authoritarian	16.0	3.2	15.0	5.0
Authoritative	10.4	1.8	11.0	3.1
Permissive	18.4	3.4	18.3	3.5
Neglectful	20.2	5.4	22.8	7.3
Total	65.0	13.8	67.1	18.9

Above table described the family income wise mean and SD of respondents' scores of parenting styles four factors questionnaire. From table it appeared that students whose belong to higher income family experienced higher scores on Authoritative parenting styles as compared to others groups, whereas students who belong to 51000 –to 75000 are experiencing less neglectful parenting styles than other students.

Table 4.20

ANOVA of secondary school students scores on parenting styles in relation with family income (n=4740)

Source	SS	df	MS	F	Sig
Income	164920.684	4736	165.089	4.342	.002

$F=4.342$ $p > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable income, a significant difference exists between scores of respondents on this variable.

Table 4.21

Mean and standard deviation of secondary school students scores on self-esteem in relation with family income (n=4740)

Subscales	up to 50000		51000 -75000	
	Mean	SD	Mean	SD
General self	62.0	8.5	62.6	10.7
Social self-peers	24.0	4.3	20.4	4.6
Home Parents	20.4	4.4	20.5	4.3
School Academics	20.0	4.5	24.7	4.5
Lie scale	10.2	2.5	15.0	4.6
Total self-esteem	136.2	28.5	143.2	28.7

Subscales	76000-100000		100000-and above	
	Mean	SD	Mean	SD
General self	60.3	9.8	61.4	9.8
Social self-peers	28.0	5.4	26.3	5.2
Home Parents	20.5	4.9	20.5	5.8
School Academics	23.8	3.5	22.5	4.7
Lie scale	9.7	2.6	9.3	2.5
Total	142.3	26.2	140.0	28

Above table described the secondary schools scores on self-esteem questionnaire in connection to variable family income. This table illustrate that students from families earning between 51,000 to 75,000 had better self-esteem than pupils from different socioeconomic backgrounds.

Table 4.22

ANOVA of secondary school students' scores on self-esteem in relation with family of income (n=4740)

Source	SS	df	MS	F	Sig
Income	283687.9	4736	299.215	5.99	.002

$F=5.99$ $p> 0.05$

A significant difference found between when calculated ANOVA on the scores of respondents belonging to different income groups on this variable.

Table 4.23

Mean and Standard Deviation on Achievement Motivation of Secondary School Students Scores in Relation with Family Income (n=4740)

Subscales	Up to 50000		51000 to 75000	
	Mean	SD	Mean	SD
Need to achieve successes	59.2	10.6	63.6	10.0
Need to avoid failures	32.7	5.2	33.3	5.4
Total	91.9	15.8	96.9	15.4
Subscales	up to 75000-100000		100000 and above	
	Mean	SD	Mean	SD
Need to achieve successes	71.3	11.7	75.3	11.1
Need to avoid failures	32.4	4.7	33.4	6.2
Total	103.9	16.4	108.7	17.3

Table above shows the mean and standard deviation of secondary school students on achievement motivation questionnaire in relation with variable family income. Result revealed that students belonging to higher income families have higher scores on achievement motivation questionnaire.

Table 4.24

ANOVA of secondary school students on achievement motivation in relation with income (n=4740)

Source	SS	df	MS	F	Sig
Income	168820.67	4736	165.89	4.342	.002

$F=4.342$ $p > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable income difference exists between scores of respondents on this variable.

Table 4.25

Mean and standard deviation of secondary school students scores on parenting styles in relation with number of siblings (n=4740)

Subscales	Up to 2		3 -4	
	Mean	SD	Mean	SD
Authoritarian	14.7	2.7	16.2	3.1
Authoritative	20.2	1.6	10.5	1.2
Permissive	12.3	3.2	19.5	3.2
Neglectful	18.4	4.6	17.2	4.7
Total	65.6	12.1	64.1	12.2

Subscales	5-6		6 and above	
	Mean	SD	Mean	SD
Authoritarian	16.6	4.9	19.6	3.2
Authoritative	8.8	2.2	6.5	1.6
Permissive	16.0	3.2	21.2	3.4
Neglectful	21.5	4.7	22.9	5.8
Total	62.9	15	60.2	14

Above table described the number of siblings' wise mean and SD of respondents' scores of parenting styles four factors questionnaire. From table it appeared that students who are having a less number of siblings they have higher scores on Authoritative parenting styles as compared to others groups, they also experienced less neglectful parenting styles than others students.

Table 4.26

ANOVA of secondary school students scores on parenting styles in relation with number of siblings (n=4740)

Source	SS	df	MS	F	Sig
Number of siblings	164820.05	4736	166.199	2.618	.05

$F=2.618$ $p > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable number of siblings, a significant difference exists between scores of respondents on this variable. From table it appeared that students who are having low number of siblings

they have higher scores on Authoritative parenting styles as compared to other groups, they also experienced less neglectful parenting styles than other students.

Table 4.27

Mean and standard deviation of secondary school students scores on achievement motivation in relation with number of siblings (n=4740)

Subscales	up to 2		3 to 4	
	Mean	SD	Mean	SD
Need to achieve successes	60.9	8.6	71.2	16.0
Need to avoid failures	38.0	4.6	32.9	4.9
Total	98.9	13.2	104.1	20.9

Subscales	5- 6		6 and above	
	Mean	SD	Mean	SD
Need to achieve successes	68.0	10.9	75.8	11.9
Need to avoid failures	33.9	6.0	33.9	4.4
Total	101.9	16.9	107.9	16.3

The table above provided the mean and standard deviation of the achievement motivation questionnaire results for secondary school pupils in connection to their varying sibling numbers. According to this table, pupils who have more siblings are motivated to succeed.

Table 4.28

ANOVA of achievement motivation for secondary school students in relation to number of sibling (n=4740)

Source	SS	df	MS	F	Sig
Number of siblings	164828.565	4736	166.183	1.618	.08

$F=1.618$ $p> 0.05$

Above table described the ANOVA scores of the respondents in relation with variable number of siblings' significant difference exists between scores of respondents on this variable.

Table 4.29

Mean and standard deviation on self-esteem of secondary school students scores in relation with number of sibling (n=4740)

Subscales	Up to 2		3-4	
	Mean	SD	Mean	SD
General self-	60.5	6.8	61.7	11.4
Social self-peers	25.0	4.4	27.3	5.2
Home Parents	20.7	3.7	20.8	5.0
School Academics	22.8	3.4	23.4	5.6
Lie scale	10.1	2.1	10.0	2.5
Total self-esteem	141.1	20.4	143.2	29.7

Subscales	5-6		6 and above	
	Mean	SD	Mean	SD
General self-	52.1	9.2	61.6	10.4
Social self-peers	27.4	5.0	28.2	4.7
Home Parents	20.9	4.6	20.3	4.9
School Academics	23.4	4.2	25.8	5.7
Lie scale	9.6	2.8	9.8	2.5
Total	133.4	25.8	145.7	28.2

In the table above, the mean and standard deviation of the secondary level students ' self-esteem test results were shown in relation to the varying number of siblings. This table demonstrates that secondary students with more siblings have high self-esteem than pupils with fewer siblings.

Table 4.30

ANOVA on self-esteem of secondary school students scores in relation to number of sibling (n=4740)

Source	SS	df	MS	F	sig
Number of siblings	273858.2	4736	294.9	2.40	.05

$F=2.40$ $p> 0.05$

There is a statistically significant difference in the respondents' ANOVA scores on the variable representing the number of siblings, as seen in the above table. Pupils in secondary schools with more siblings had better self-esteem than pupils with fewer siblings, according to a mean table.

Table 4.31

Mean and standard deviation of secondary school students parenting styles in relation with birth order (n=4740)

Subscales	First born		Second born	
	Mean	SD	Mean	SD
Authoritarian	17.9	4.0	18.4	3.4
Authoritative	6.4	2.3	7.6	1.7
Permissive	19.7	3.2	19.2	3.4
Neglectful	18.5	4.6	21.1	6.3
Total	52.5	14.1	66.3	14.8
Subscales	Third born		4 th and other born orders	
	Mean	SD	Mean	SD
Authoritarian	16.6	3.2	16.7	3.0
Authoritative	11.0	4.2	12.8	1.4
Permissive	19.4	3.4	19.7	3.5
Neglectful	20.7	5.3	20.9	4.9
Total	67.7	16.1	65.1	12.8

Above table described the birth order wise mean and SD of respondents' scores of parenting styles four factors questionnaire. From table it appeared that students whose have 3rd birth have higher scores on Authoritative parenting styles as compared to others groups) students who born on first birth order are reported to experience less neglectful parenting styles than others students.

Table 4.32

ANOVA of secondary school students score on parenting styles in relation with birth order (n=4740)

Source	SS	df	MS	F	Sig
Birth order	164820.050	4736	164.963	2.285	.005

$F=2.285$ $p> 0.05$

Above table described the ANOVA scores of the respondents in relation with variable number of birth order a significant difference exists between scores of respondents on this variable.

Table 4.33

Mean and standard deviation of secondary school students' self-esteem in relation with birth order (n=4740)

Subscales	First Born		Second Born	
	Mean	SD	Mean	SD
General self	61.3	8.6	62.9	12.0
Social self-peers	25.0	5.0	27.2	4.8
Home Parents	20.4	4.4	20.2	4.7
School Academics	23.4	5.1	20.6	5.3
Lie Scale	9.8	2.5	10.0	2.5
Total self-esteem	139.9	25.6	140.9	29.3

Subscales	Third Born		4 th and other birth order	
	Mean	SD	Mean	SD
General self	60.9	8.5	63.4	8.9
Social self-peers	27.3	4.3	27.3	4.5
Home Parents	20.4	4.4	20.2	4.4
School Academics	26.6	3.9	24.3	4.5
Lie scale	9.8	2.7	10.3	2.8
Total	145.0	23.8	145.5	25.1

The above table showed the mean and standard deviation (SD) of respondents' self-esteem questionnaire scores in relation to variable birth order. The table showed that students who were born on later birth orders (4 or above) had better self-esteem than those who were first born, second born, or third born.

Table 4.34

ANOVA of secondary school students score on achievement motivation in relation with birth order (n=4740)

Source	SS	df	MS	F	Sig
Birth order	89275.144	4736	294.7	2.44	.005

$F=2.44$ $p > 0.05$

Above table described the ANOVA of the respondents' scores in relation with variable birth order, a significant difference exists between scores of respondents on this variable. Mean score revealed that secondary schools' students who born later have higher self-esteem than the students born of first or second birth order.

Table 4.35

Mean and standard deviation of secondary school students score on achievement motivation in relation with birth order (n=4740)

Subscales	First Born		Second Born	
	Mean	SD	Mean	SD
Need to achieve successes	67.8	11.0	69.8	12.1
Need to avoid failures	33.3	5.1	32.7	5.1
Total	92.1	16.1	102 .5	17.2
Subscales	Third Born		4 th and other birth order	
	Mean	SD	Mean	SD
Need to achieve successes	70.5	11.3	72.3	10.6
Need to avoid failures	33.2	5.1	32.2	6.0
Total	103.7	16.4	104 .5	16.6

The mean and standard deviation of respondents' responses on the achievement motivation questionnaire shown in the above table in relation to a variable birth order. This table shows that students in secondary schools who were born in the fourth or other birth order have a high achievement motivation than students who were born in the first or second birth order.

Table 4.36

ANOVA of secondary school students' scores on achievement motivation in relation with birth order (n=4740)

Source	SS	df	MS	F	Sig
Birth order	164820.321	4736	164.963	2.285	.009

$F=2.285$ $p > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable birth order, a significant difference exists between scores of respondents on this variable.

Table 4.37

Mean and standard deviation of secondary school students' scores on parenting styles in relation with grades (n=4740)

Subscales	A+ A		B+B	
	M	SD	M	SD
Authoritarian	13.2	3.8	14.3	3.0
Authoritative	15.0	1.7	16.4	2.2
Permissive	19.0	3.1	19.6	3.3
Neglectful	20.8	5.1	20.8	5.8
Total	69.0	13.7	65.1	14.3
Subscales	C+C		D+D	
	M	SD	M	SD
Authoritarian	19.0	3.3	20.0	3.6
Authoritative	10.9	3.7	10.6	1.7
Permissive	19.7	3.4	21.1	3.8
Neglectful	22.5	5.2	25.5	5.4
	64.1	15.6	60.5	14.5

From this table it can be observed that adolescents who secured A and B grade experience authoritative parenting style and who secured C and D grades experienced authoritarian and neglectful parenting style.

Table 4.38

Mean and standard deviation of secondary school students' scores on self esteem in relation with grades (n=4740)

Subscales	A+A		B+B	
	Mean	SD	Mean	SD
Generalself	65.6	9.7	62.6	9.5
Socialself-peers	26.9	4.6	26.3	4.7
HomeParents	20.1	5.0	20.8	4.6
SchoolAcademics	23.1	4.6	24.5	4.5
Liescale	9.5	2.5	10.0	2.7
Total self-esteem	145.2	26.4	144.2	26.2
Subscales	C+C		D+D	
	Mean	SD	Mean	SD
Generalself	61.6	10.1	62.7	9.0
Socialself-peers	26.4	4.6	20.8	4.7
HomeParents	20.7	4.1	20.5	4.4
SchoolAcademics	14.4	6.2	15.2	6.4
Liescale	10.2	2.4	10.9	4.2
Total	133.3	27.4	130.1	28.7

Above table highlighted the mean and SD of respondents' self-esteem scores in relation with variable grade. Table depicted those adolescents who's secured A –A+ to B - B+ have higher self-esteem as compared to students who have achieved C or D grades.

Table 4.39

Mean and standard deviation of secondary school students' scores on achievement motivation in relation with grades (n=4740)

Subscales	A+ A		B+ B	
	Mean	SD	Mean	SD
Need to achieve successes	69.0	11.4	71.6	11.5
Need to avoid failures	38.1	5.1	32.8	4.8
Total	107.1	16.5	104.4	16.3
Subscales	C + C		D+ D	
	Mean	SD	Mean	SD
Need to achieve successes	67.8	10.0	70.3	11.4
Need to avoid failures	24.0	5.5	21.7	5.7
Total	91.8	15.1	92.0	17.1

The table above provided the mean and standard deviation of respondents scores on the achievement motivation questionnaire in relation with variable grades. Results depicted that students having higher grades (A+ & A and B+ & B) possessed higher achievement motivation than students having C and D grades.

Table 4.40

ANOVA of respondent scores on achievement motivation in relation to grades (n=4740)

Source	SS	df	MS	F	sig
Grades	169785.9	4736	162.31926	4.350	.000

$F=4.350$ $p > 0.05$

Above table contains information pertaining to analysis of variance performed respondents scores in relation with variable grades, a significant difference exists between scores of respondents on this variable.

Table 4.41

Mean and standard deviation of secondary school students score on parenting styles in relation with fathers' qualification (n=4740)

Subscales	Up to higher secondary		Bachelors	
	Mean	SD	Mean	SD
Authoritarian	16.7	3.1	17.0	5.8
Authoritative	7.6	1.7	8.3	7.7
Permissive	19.5	3.3	18.7	5.9
Neglectful	21.0	5.2	20.9	5.9
Total	64.8	13.3	64.9	25.3

Subscales	Master		Professionals	
	Mean	SD	Mean	SD
Authoritarian	16.6	2.9	16.9	3.2
Authoritative	7.6	1.6	9.7	1.7
Permissive	18.9	3.3	19.9	3.3
Neglectful	21.5	6.6	19.6	4.9
Total	64.6	14.4	66.1	13.1

The father qualification-specific mean and standard deviation of respondents' responses to the four-factor parenting styles questionnaire are shown in the above table. According to the table, children of students whose fathers hold professional credentials (doctors, engineers, members of the armed forces and chartered accountants) experience more authoritative parenting styles and less neglectful parenting styles than other groups.

Table 4.42

ANOVA of secondary school students' scores on parenting styles in relation with father qualification (n=4740)

Source	SS	df	MS	F	Sig
Father qualification	253464.7	4736	236.1	2142	.129

$p > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable number of fathers' profession, a significant difference exists between scores of respondents on this variable.

Table 4.43

Mean and standard deviation of secondary school students' scores on self-esteem in relation with father' qualification (n=4740)

Subscales	up to higher Secondary		Bachelors	
	Mean	SD	Mean	SD
General self	60.2	7.9	62.1	13.4
Social self-peers	27.6	4.6	26.7	5.2
Home Parents	20.7	4.4	20.2	6.2
School Academics	20.4	1.5	23.5	4.6
Lie scale	10.1	2.5	9.1	2.8
Total self-esteem	139	20.9	141.6	32.2
Subscales	Masters		Professionals	
	Mean	SD	Mean	SD
General self	63.3	12.1	61.6	10.6
Social peers	26.1	5.1	26.8	4.5
Home Parent	19.7	4.8	20.1	4.3
School Academics	23.5	7.1	24.7	4.4
Lie Scale	9.5	2.5	10.3	4.6
Total	142.1	31.6	148.9	28.4

In the table above, the mean and standard deviation of the students' self-esteem test results were shown in connection to the variable fathers' educational background. This table shows that students with fathers who have Masters or professional degrees score better on the self-esteem questionnaire than secondary level students with fathers who have higher secondary or Bachelor's degrees.

Table 4.44

ANOVA of secondary school students' scores on self-esteem in relation with father' qualification (n=4740)

Source	SS	df	MS	F	Sig
Fathers' qualification	273965	4736	298.924	2.44	.05

$F > 0.05$

In the table above, the respondents' ANOVA scores were shown in connection to the variable "fathers' qualification". There is a statistically significant difference in the

respondents' scores on this variable. The mean table on this variable revealed that secondary level students in secondary schools who have fathers with professional credentials have better self-esteem than other pupils.

Table 4.45

Mean and standard deviation of secondary school students' scores on achievement motivation in relation with father' qualification (n=4740)

Subscales	Higher secondary		Bachelors	
	Mean	SD	Mean	SD
Need to achieve successes	69.1	10.2	68.7	13.3
Need to avoid failures	33.0	5.1	33.7	5.3
Total	99.9	15.9	101.1	17.9
Subscales	Masters		Masters/Professionals	
	Mean	SD	Mean	SD
Need to achieve successes	69.5	16.7	10.1	10.3
Need to avoid failures	33.5	6.0	32.4	5.3
Total	102.8	17.9	103.4	17.5

Above table informed mean and SD of secondary schools' students' scores on achievement motivation questionnaire in relation with variable father qualification. From this table it appeared that Secondary school's whose father possessed Master / Professional qualification scored higher on Achievement Motivation as compared other students.

Table 4.46

ANOVA of secondary school students' scores on achievement motivation in relation with fathers' qualification (n=4740)

Source	SS	df	MS	F	sig
Fathers' Qualification	167840.6	4736	169.896	.767	.54

$F > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable father qualification, an insignificant difference exists between scores of respondents on this variable.

Table 4.47

Mean and standard deviation of secondary school students score on parenting styles in relation with fathers' profession (n=4740)

Subscales	Working in Public Sector		Working in Private Sector	
	Mean	SD	Mean	SD
Authoritarian	16.5	3.1	16.5	2.9
Authoritative	7.0	1.8	7.5	1.8
Permissive	19.5	3.4	18.1	3.7
Neglectful	21.7	4.9	21.3	5.9
Total	64.7	14.2	63.4	14.3

Subscales	Businessman		Professionals	
	Mean	SD	Mean	SD
Authoritarian	16.1	3.2	16.9	3.7
Authoritative	8.2	5.9	11.8	1.9
Permissive	19.2	3.6	19.7	3.2
Neglectful	20.6	5.9	18.0	5.3
Total	64.1	18.6	67.5	14.1

Above table described the father profession wise Mean and SD of respondent scores of parenting styles four factors questionnaire. From table it appeared that students whose fathers are professionals (doctors, engineers, working in forces and chartered accountants) are experiencing more authoritative parenting style, as compared to the rest of the groups they also experiencing less neglectful parenting styles than others.

Table 4.48

Mean and standard deviation of self-esteem scores for secondary school students father's profession (n=4740)

Subscales	working in the government		working in Private Sector	
	Mean	SD	Mean	SD
General self	62.2	8.9	58.3	10.3
Social self-peers	26.5	4.7	26.6	5.6
Home Parents	19.7	4.2	20.9	5.7
School Academics	23.0	4.3	23.4	4.7
Lie scale	9.6	2.3	9.7	2.6
Total self-esteem	141	24.4	138.9	28.9

Subscales	Businessman		Professionals	
	Mean	SD	Mean	SD
General self	60.9	10.3	62.5	9.7
Social self-peers	27.5	4.6	27.5	4.6
Home Parents	20.6	5.0	20.6	4.6
School Academics	23.7	4.3	24.7	5.1
Lie scale	10.0	2.5	10.1	2.6
Total	142.7	26.7	145.4	26.6

In the table above, the mean and standard deviation of the students' self-esteem test results were shown in connection to the variable fathers' professions. According to this table, students whose fathers are working in the private sector possess higher self-esteem as compared with rest of the students.

Table 4.49

ANOVA on self-esteem of secondary school students in relation with fathers' profession (n=4740)

Source	SS	df	MS	F	sig
Fathers' Profession	162457.323	4736	165.436	4.761	.003

$F > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable father profession, a significant difference exists between scores of respondents on this variable.

Table 4.50

Mean and standard deviation of secondary school students' scores on achievement motivation in relation with father profession (n=4740)

Subscales	working in Public sector		working in private sector	
	Mean	SD	Mean	SD
Need to achieve successes	66.3	10.9	67.5	10.9
Need to avoid failures	33.6	5.0	33.6	7.0
Total	99.9	15.9	101.1	17.9
Subscales	Business person		Professionals	
	Mean	SD	Mean	SD
Need to achieve successes	70.3	11.9	70.6	11.7
Need to avoid failures	32.5	6.0	32.8	5.08
Total	102.8	17.9	113.4	15.6

Above table revealed the mean and standard deviation of the achievement motivation questionnaire results for secondary school pupils in connection to their fathers' varied occupations. According to this result, students whose fathers were professionals (doctor, engineer, or working in the military) possessed higher Achievement Motivation as compared with other students.

Table 4.51

ANOVA of secondary school students score on achievement motivation in relation with fathers' profession (n=4740)

Source	SS	df	MS	F	sig
Fathers' Profession	162457.323	4736	165.436	4.761	.003

$p > 0.05$

Above table described the ANOVA of the respondents in relation with variable father profession, a significant difference exists between scores of respondents on this variable.

Table 4.52

Mean and standard deviation of secondary school students' scores on parenting styles in relation with mother qualifications (n=4740)

Subscales	Up to higher secondary		Bachelors	
	Mean	SD	Mean	SD
Authoritarian	16.2	3.0	16.7	3.5.
Authoritative	7.9	2.9	7.8	1.6
Permissive	19.0	3.2	19.6	3.6
Neglectful	18.6	4.9	21.2	5.3
Total	61.7	14	65.3	14

Subscales	Master		Professionals	
	Mean	SD	Mean	SD
Authoritarian	17.7	3.5	15.3	4.1
Authoritative	9. 2	2.9	9.7	1.6
Permissive	20.6	3.3	19.9	3.6
Neglectful	22.1	5.4	21.6	5.9
Total	69.6	15.1	66.5	15.2

Above table described the mothers' qualification wise mean and SD of respondents' scores of parenting styles four factors questionnaire. From table it appeared that students whose mothers are having Masters qualification and professional level of qualification their children are experiencing more authoritative parenting style, as compared to the rest of the groups, however children of mothers with qualification up to higher secondary are experiencing less neglectful parenting styles than others students.

Table 4.53

ANOVA of secondary school students' scores on parenting styles in relation with mothers' qualifications (n=4740)

Source	SS	df	MS	F	Sig
Mothers qualification	89024.782	4736	85.766	4.469	.001

$P=.000$ $p > 0.01$

Above table describes ANOVA scores of the respondents in relation with variable mothers' profession, a significant difference exists between scores of respondents on this variable.

Table 4.54

Mean and standard deviation of secondary school students' scores on self-esteem in relation with mothers' qualification (n=4740)

Subscales	up to higher Secondary		Bachelors	
	Mean	SD	Mean	SD
General self-	61.4	8.6	60.0	11.2
Social self-peers	27.0	4.6	28.0	5.4
Home Parents	20.4	4.5	21.4	10.4
School Academics	23.2	4.2	24.4	5.6
Lie scale	9.5	2.4	10.4	2.8
Total	141.5	24.3	144.2	35.4

Subscales	Masters		Professionals	
	Mean	SD	Mean	SD
General self-	64.0	9.5	65.7	10.7
Social self-peers	27.5	4.0	27.2	4.7
Home Parents	20.0	4.1	20.5	4.9
School Academics	24.7	4.7	25.3	5.4
Lie scale	10.9	2.3	10.2	4.2
Total	147.1	24.6	148.9	29.9

Table revealed the mean and standard deviation of students' self-esteem results in connection to their variable mothers' educational background. From this table it can be seen that students whose mothers possessed professional qualification scored higher on self-esteem as compared with other students.

Table 4.55

Self-esteem scores of secondary school students in relation with mother qualification (n=4740)

Source	SS	df	MS	F	Sig
Mothers Qualification	273898.2	4736	297.39	6.22	.000

$P=.000$ $p > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable mother qualification, a significant difference exists between scores of respondents

on this variable. Mean table revealed that secondary schools' students whose mothers are having master degrees and who have received professional qualification their children have higher self-esteem than others.

Table 4.56

Mean and standard deviation of secondary school students score on achievement motivation in relation with mothers' qualification (n=4740)

Subscales	Higher Secondary		Bachelors	
	Mean	SD	Mean	SD
Need to Achieve Successes	67.3	10.6	74.8	12.6
Need to Avoid Failures	32.9	5.4	34.1	5.3
Total	99.9	16.0	108.9	17.9

Subscales	Masters		Masters/Professional	
	Mean	SD	Mean	SD
Need to Achieve Successes	70.8	10.5	70.7	10.3
Need to Avoid Failures	32.3	4.0	32.6	5.1
Total	113.1	14.5	113.3	15.4

The table above provided the mean and standard deviation of the achievement motivation test results for secondary school pupils in connection to their mothers' varying educational backgrounds. Results make it clear that children of more qualified mothers possessed higher achievement motivation.

Table 4.57

ANOVA of secondary school students on achievement motivation in relation with mothers' qualification (n=4740)

Source	SS	df	MS	F	Sig
Mothers' Qualification	164820.786	4736	158.257	15.117	.000

$P=.000$ $p > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable mothers' profession, a significant difference exists between scores of respondents on this variable.

Table 4.58

Mean and standard deviation of secondary school students' scores on parenting styles in relation with mother profession (n=4740)

Subscales	Working in Public Sector		Working in Private Sector	
	Mean	SD	Mean	SD
Authoritarian	16.0	3.1	16.2	3.7
Authoritative	9.5	2.0	6.8	1.9
Permissive	19.9	3.1	18.4	3.9
Neglectful	22.7	4.5	22.3	9.1
Total	68.3	12.7	63.7	18.6

Subscales	Businessperson		Housewives	
	Mean	SD	Mean	SD
Authoritarian	16.3	3.3	16.8	3.5
Authoritative	8.1	4.0	7.9	3.3
Permissive	21.1	3.8	19.4	3.3
Neglectful	23.0	7.2	18.7	4.8
Total	69.5	18.3	64.8	14.9

Above table described the mean and SD of secondary school students scores in relation with variables mothers' profession on parenting styles four factors questionnaire. From table it appeared that students whose mothers are working in the public sectors have higher scores on Authoritarian parenting styles as compared to others groups. Students whose mothers are housewives they are experiencing less neglectful parenting styles than others students.

Table 4.59

ANOVA of secondary school students on parenting styles in relation with mothers' profession (n= 4740)

Source	SS	df	MS	F	Sig
Mother Profession	88015.38	4736	291.7	3.99	.002

$P=.002$ $p > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable mother' profession, a significant difference exists between scores of respondents on this variable. Mean revealed that secondary schools' students whose mothers are working in the public sector have higher scores on Authoritative parenting styles as compared to

others groups.) Students whose mothers are housewives they are experiencing less neglectful parenting styles than others students.

Table 4.60

Mean and standard deviation of secondary school students scores in relation with mother's profession on self-esteem (n=4740)

Subscales	working in Public Sector		working in Private Sector	
	Mean	SD	Mean	SD
General self	60.5	8.2	61.4	13.1
Social self-peers	25.2	5.1	26.2	5.8
Home Parents	18.8	3.9	20.6	4.7
School Academics	22.3	5.4	24.4	4.3
Lie scale	9.8	2.4	9.8	2.5
Total	136.6	25	142.4	30.4

Subscales	Businessperson		House wives	
	Mean	SD	Mean	SD
General self	66.3	15.3	61.9	8.9
Social self-peers	25.9	5.4	27.6	4.4
Home Parents	19.6	5.0	20.7	4.7
School Academics	26.7	5.0	23.8	3.5
Lie scale	10.4	2.4	10.0	2.6
Total	148.9	33.1	144	24.1

Table above showed the average and standard deviation of students' self-esteem test results in connection to their mother s' varied occupations. This table shows that pupils with business persons have better self-esteem than students with mothers who work for government sector. Students whose mothers are housewives also scored higher on self-esteem tests.

Table 4.61

ANOVA of respondents' scores in relation with mother' profession on self-esteem (n=4740)

Source	SS	df	MS	F	sig
Mothers' Professions	276756.9	4736	299.2	4.84	.000

$P=.000$ $p > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable number of mothers' profession, a significant difference exists between scores of respondents on this variable. Mean table revealed that secondary schools' students whose mothers are doing their business there have higher self-esteem than others.

Table 4.62

Mean and standard deviation of secondary school students' scores on achievement motivation in relation with mother' profession (n=4740)

Subscales	working in Public sector		working in Private Sector	
	Mean	SD	Mean	SD
Need to achieve successes	63.0	10.5	69.3	16.3
Need to avoid failures	33.0	4.0	33.8	6.4
Total	96.0	14.5	103.1	22.7

Subscales	Business person		Housewives	
	Mean	SD	Mean	SD
Need to achieve successes	70.8	11.2	72.4	10.6
Need to avoid failures	33.0	4.0	32.8	5.2
Total	103.8	15.2	105.2	15.8

The table above provided the mean and standard deviation of the achievement motivation questionnaire results for secondary school pupils in connection to variable mothers' profession. According to this table, students whose mothers are housewives exhibit more achievement motivation than those whose mothers work in a variety of settings (housewives, mean: 105.2; working mothers, mean: 103.8).

Table 4.63

ANOVA of secondary school students' scores on achievement motivation in relation with mothers' profession (n=4740)

Source	SS	df	MS	F	Sig
Mothers' Profession	164980.6	4736	157.72	6.941	.000

$P=.000$ $p > 0.05$

Above table described the ANOVA scores of the respondents on achievement motivation questionnaire in relation with variable mother profession, a significant difference exists between scores of respondents on this variable mother profession.

Table 4.64

Mean and standard deviation of public and private sectors secondary school students' scores on parenting styles in relation with goals(n=4740)

Subscales	Intends to serve in PublicSector		Intends to Serve in Private Sector	
	Mean	SD	Mean	SD
Authoritarian	18.7	3.0	15.1	3.9
Authoritative	7.7	3.3	7.9	2.1
Permissive	22.7	3.1	18.1	4.9
Neglectful	20.1	4.5	21.8	6.8
Total	65.2	13.9	62.9	17.7
Subscales	Intends to hold business		Intends to serve in Forces and go abroad	
	Mean	SD	M	SD
Authoritarian	16.5	3.4	14.8	3.9
Authoritative	8.7	1.8	10.8	2.9
Permissive	17.8	3.5	21.1	3.8
Neglectful	20.3	5.8	19.8	2.7
Total	64.3	14.5	66.5	13.3

Above table described the mean and SD of respondents scores on parenting styles questionnaire on the variable future goals. From this table it can be seen that adolescents who intend to join forces they perceived parenting style is more authoritative (M=10.8) and as compared to others M=7.7 public, 7.9 Private, 8.7 Business).

Table 4.65

ANOVA of secondary school students score on parenting styles in relation with future goals (n=4740)

Source	SS	df	MS	F	Sig
Future Goals	90161.782	4736	86.197	1.04	.38

$P=.000$ $p > 0.05$

Above table described the ANOVA scores of the respondents in relation with variable future goals, a significant difference exists between scores of respondents on this variable.

Table 4.66

Mean and standard deviation of public and private sectors secondary school students's coreson self-esteem relation with future goals (n=4740)

Subscales	<u>Intends to serve in Public sector</u>		<u>Intends to serve in private sector</u>	
	Mean	SD	Mean	SD
Generalself	60.1	8.1	61.9	10.3
Socialself-peers	26.3	4.5	25.2	6.1
HomeParents	20.6	4.7	19.0	5.2
SchoolAcademics	23.7	4.4	23.7	5.4
Liescale	10.0	2.5	9.3	2.6
Total	140.7	24.2	139.1	24.2

Subscales	<u>Intends to Business</u>		<u>Intends to join Forces/ broad</u>	
	Mean	SD	Mean	SD
Generalself	62.6	9.8	61.9	9.8
Socialself-peers	28.3	5.5	27.3	4.4
HomeParents	15.9	4.6	23.5	4.4
SchoolAcademics	24.6	5.4	24.0	4.7
Liescale	9.8	2.2	10.0	2.6
Total	141.2	27.5	146.7	25.9

Above table highlighted the mean and SD of respondents' self-esteem scores in relation with variable future goals. Table represented that adolescents whose intends to join forces and work abroad possessed higher mean scores on self-esteem scores (M=146.7,) as compared to rest of the students (M=140.7 public sector, 139.1 private sector, 141.2 intends to do business).

Table 4.67

Mean and standard deviation of secondary school students' scores on achievement motivation in relation with future goals (n=4740)

Subscales	Intends to serve in Public sector		Intends to serve in private sector	
	Mean	SD	Mean	SD
Need to achieve successes	65.9	10.1	66.4	12.7
Need to avoid failures	33.2	5.0	31.3	4.6
Total	99.1	15.1	97.7	17.3

Subscales	Intends to hold business		any others	
	Mean	SD	Mean	SD
Need to achieve successes	68.4	11.8	75.0	11.5
Need to avoid failures	34.4	4.4	32.7	5.6
Total	102.8	16.2	107.7	17.1

The above Table reveals the mean and standard deviation of the respondents' scores, students on achievement motivation questionnaire, from this table it appears students who intends to join forces and wants to go abroad (M=107.7) have high score on achievement motivation questionnaire than other students (M= 99.1public sector, 97.7 private sector & intends to do Business, 102.8).

Table 4.68

ANOVA of secondary school students' scores on achievement motivation in relation with future goals (n=4740)

Source	SS	df	MS	F	Sig
Future goals	164798.461	4736	164.616	5.277	.000

$P=.000$ $p > 0.05$

Table 4.68 is containing information about ANOVA carried out to see the difference between scores of the respondents on this variable. A significant difference has been seen on this variable.

Table 4.69

Mean and standard deviation of secondary school students' scores on parenting style in relation with district (n=4740)

Sub-scales	Attock		Lodhran		Hafizabad	
	Mean	SD	Mean	SD	Mean	SD
Authoritarian	15.6	2.5	15.1	3.2	19.3	2.0
Authoritative	6.8	1.6	11 .0	2.4	5.1	2.4
Permissive	19.1	2.7	19.6	3.5	18.2	3.4
Neglectful	21.5	5.4	18.8	5.2	20.6	2.7
Total	63.0	12.2	64.5	14.3	62.2	10.5

Above table described the district wise mean and SD of respondents' scores of parenting styles four factors questionnaire. From table it appeared that students whose belongs to district Lodhran experienced more authoritative parenting style, as compared to the rest of the groups they experienced less neglectful parenting styles than others.

Table 4.70

ANOVA of secondary school students' scores on parenting styles in relation with district (n=4740)

Source	SS	df	MS	F	Sig
Districts	985772.672	4736	942.4	5.44	.000

$P=.000$ $p > 0.05$

Above table describes the ANOVA scores of the secondary schools' students' scores on parenting styles four factors scale in relation with variable Districts, a significant difference has been seen on this variable between the scores of respondents belonging to various districts.

Table 4.71

Mean and standard deviation of secondary school students' scores on self-esteem in relation with District (n=4740)

Sub-scales	Attock		Lodhran		Hafizabad	
	Mean	SD	Mean	SD	Mean	SD
General self	61.4	9.1	62.5	9.0	60.3	10.7
Social self peers	27.4	5.1	27.3	4.4	21.5	9.1
Home Parent	19.9	4.2	20.7	4.6	18.3	5.7
School Academics	21.5	4.6	24.5	4.6	20.6	4.8
Lie Scale	9.2	2.8	10.2	2.5	12.7	4.1
Total	139.2	25.8	145.2	25.1	133.4	34.4

The mean and standard deviation of respondents' self-esteem questionnaire scores in connection to the district variable were shown in the above table. According to the table, District Lodhran pupils had better self-esteem than students from Attock and Hafizabad (145.2). On the self-esteem questionnaire, Hafizabad pupils' mean scores are lower (mean 133.4).

Table 4.72

ANOVA of secondary school students' scores on self-esteem questionnaire in relation with District (n=4740)

Source	SS	df	MS	F	Sig
Districts	9556791.221	4527	8269.6	4.39	.000

$P=.000$ $p > 0.05$

Above table describe the ANOVA scores of the secondary schools' students' scores on self-esteem in relation with variable districts, a significant difference has been seen on this variable between the scores of respondents belongs to various Districts.

Table 4.73

Mean and standard deviation of secondary school students' scores on achievement motivation in relation with District (n=4740)

Sub-scales	Attock		Lodhran		Hafizabad	
	Mean	SD	Mean	SD	Mean	SD
Need to achieve successes	67.6	10.6	70.9	11.0	65.3	10.3
Need to avoid failures	35.0	4.5	32.3	5.2	30.2	9.3
Total	102.6	15.1	111.3	16.2	95.5	19.6

The table above provided the mean and standard deviation of the achievement motivation questionnaire results for secondary school students in connection to the district variable. According to this data, students belonging to District Lodhran are more motivated towards to succeed academically than students of other districts.

Table 4.74

ANOVA on achievement motivation questionnaire in relation to the district (n=4740)

Source	SS	df	MS	F	sig
Districts	161323.8966	4736	164.616	5.277	.000

$P=.000$ $p > 0.05$

Table 4.75

Mean and Standard Deviation of students in Public and Private Sectors Secondary School Scores on Parenting Styles Four Factors questionnaire(n=4740)

Subscales	PublicSector(N=3681)		PrivateSector(N=1059)	
	M	SD	M	SD
Authoritarian	20.9	3.9	16.3	3.0
Authoritative	7.0	2.1	12.2	2.6
Permissive	19.3	3.1	19.7	3.7
Neglectful	25.6	5.5	20.8	5.1
Total	72.9	14.6	69.0	14.4

Above table shows the Mean and SD of respondents studying in the private and public sectors schools' score on the parenting style questionnaire. From this table it can be observed that students who are studying in the public sector school experienced more authoritarian styles as compared to those who are studying in the private sectors schools,

moreover adolescents from public sectors schools also experiencing neglectful parenting than those of private sectors schools. Adolescents from the private sector schools are experiencing authoritative parenting styles.

Table 4.76

t-test of Secondary School Students Score on Parenting Styles Four Factors Questionnaire in relation with Variable Sector (n=4740)

Scale	t	df	p
Parenting Styles	269.6	4738	.000
<i>P</i> = .000 <i>p</i> > 0.05			

Above table describe the t-test cores of the secondary schools' students' scores on parenting styles four factors scale in relation with variable sector, a significant difference has been seen on this variable between the scores of respondents.

Table 4.77

Mean and Standard Deviation of students in Public and Private Sectors Secondary School Scores on Self-Esteem (n=4740)

Subscales	Public sector (N=3681)		Private sector (N=1059)	
	Mean	SD	Mean	SD
General-self-	60.1	10.9	63.3	8.4
Social-self-peers	27.4	5.2	27.1	4.3
Home Parents	20.1	4.8	20.6	4.5
School Academics	23.0	5.2	24.4	4.2
Liescale	9.6	2.6	10.4	2.5
Total self-esteem	140.2	28.7	145.8	23.9

Above table highlighted the mean and SD of respondents' self-esteem scores in relation with variable sector. Table depicted that adolescents who are studying in the private sector have higher Means scores on self-esteem as compared to those who are studying in the public sectors schools.

Table 4.78**t-test of secondary school students score on self-esteem in relation with sector (n=4740)**

Scale	t	df	p
Self-Esteem	269.4	4739	.000

P=.000 *p* > 0.05

Above table described the t-test of the respondents in relation with variable sector, a significant difference exists between scores of respondents on this variable. Mean table revealed that private sector school students have higher self-esteem than the public sector also depicted a significant difference between respondents.

Table 4.79**Mean and standard deviation of achievement motivation scores of secondary school students in public and private sectors in relation to sector (n=4740)**

Subscales	Public Sector Mean	SD	Private Sector Mean	SD
Need to achieve successes	69.3	10.7	71.2	11.41s
Need to avoid failures	35.8	5.6	38.4	4.9
Total	105.1	16.3	109.6	16.31

The table above provided the mean and standard deviation of the achievement motivation questionnaire results for secondary school students in connection to the variable sector. According to this data, pupils in the private sector tended to have better achievement motivation ratings than their public sector counterparts.

Table 4.80**t-test of Secondary School Students' Scores on Achievement Motivation in Relation with Variable Sector (n=4740)**

Scale	t	df	p
Achievement Motvation	245.9	4738	.000

P=.000 *p* > 0.05

Above table describe the t-test cores of the secondary schools students' scores on parenting styles four factors scale in relation with variable sector, a significant difference has been seen on this variable between the scores of respondents.

Objective 5

To determine the relationships between perceived parenting styles, self-esteem and achievement motivation of secondary school students.

Table 4.81

Correlation of respondents scores on achievement motivation, the four sectors for parenting styles and self-esteem (n=4740)

	PSFFQ,	SEQ	AMQ
Parenting Styles Four Sectors Questionnaire	1		
Self-esteem Questionnaire	.29	1	
Achievement Motivation Questionnaire	.66		1

**Correlation is significant at the 0.05 level(2-tailed)

Above table revealed the coefficient of correlation of respondents scores on three research tools named as parenting styles, self-esteem and achievement motivation. Results show that achievement motivation possessed higher correlation with overall parenting styles whereas, self-esteem possessed low. Both variables have positive correlation with parenting styles questionnaire.

Table 4.82

Sub-Scales correlations of parenting styles, self-esteem and achievement motivation

Subscales	1	2	3	4	5	6	7	8	9	10	11
1. Authoritarian	1										
2. Authoritative	-.23	1									
3. Permissive	.27	.29	1								
4. Neglectful	.19	.14	.44	1							
5. General self	.13	.78	.61	.21	1						
6. Social self-peers	.21	.49	.62	.28	.23	1					
7. Home Parents	.10	.41	.31	.27	.65	.36	1				
8. School Academics	.13	.67	.35	.31	.59	.29	.73	1			
9. Lie scale	.32	.9	.22	.21	.17	.23	.18	.29	1		
10. Need to achieve successes	.24	.77	.33	.32	.64	.64	.66	.74	.57	1	
11. Need to avoid failures	.58	.45	.50	.67	.57	.39	.44	.32	.28	.18	1

The above table presents the correlations between subscales of the respondents' scores across the three research questionnaires and results are given as under:

Authoritarian Parenting Style shows a negative correlation with the authoritative parenting style. Additionally, it exhibits no significant correlation with any subscales of self-esteem. Authoritative Parenting Style demonstrates significant positive correlations with various self-esteem subscales, as well as a stronger correlation with the need to achieve success subscale of achievement motivation. Permissive Parenting Style is strongly correlated with the neglectful parenting style. It also shows moderate correlations with self-esteem subscales and a .22 correlation with the Lie Scale. Compared to the need to achieve success, permissive parenting has a higher correlation with the need to avoid failure subscale. Neglectful Parenting Style generally shows insignificant correlations with self-esteem subscales but exhibits a notably strong correlation of .67 with the need to avoid failure subscale. Self-Esteem Subscales are significantly correlated with the need to achieve success, more so than with the need to avoid failure.

CHAPTER V

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTION FOR FURTHER RESEARCH

Previous chapter contained result and data analysis, which was carried to attain the objectives and to test the hypotheses of the research. Present chapter consisted of summary, findings, conclusions, discussion, recommendations and suggestion for further research in the light of data analysis carried out.

5.1 Summary

The goal of the current study was to examine how secondary school students in the public and private sectors perceived parenting styles, how these students felt about their own self-esteem, how these students get motivated to succeed in their studies and how perceived parenting styles effected these students' self-esteem and drive to succeed, father's education and occupation, mother's education and occupation, the district and an investigation into the impact of perceived parenting approaches on students in secondary schools from both the public and private sectors' motivation for achievement.

The purpose of the study was to determine how parental styles were thought to affect students in secondary schools' drive for achievement and sense of self-esteem. Three research questionnaires were used to collect data because this study was quantitative in nature. Several assumptions that were based on the existing literature were generated for this investigation.

Problem of the study was to explore the effects of perceived parenting styles on the self-esteem and achievement motivation of secondary school students, it further aims to explore the effect of demographic variations of gender, family income, number of siblings, birth order, father's qualification and profession, mother's qualification and profession, grades and future goal of students, district and sector in determining the self-esteem and achievement motivation of secondary level students.

Major objectives of the study were to identify the perceived parenting styles of secondary school students, to assess the self-esteem of secondary school students, to assess the achievement motivation of secondary school students, to determine the effects of perceived parenting styles on the self-esteem and achievement motivation of secondary

school students, considering demographic variations gender, family income, number of sibling birth order, father's qualification and profession, mother's qualification and profession, grades & students' future goals, district, sector and to determine the relationships between perceived parenting styles, self-esteem and achievement motivation of secondary school students.

Since present research is descriptive quantitative in nature selected due to its ease of application and data analysis in the discipline of education. In present research various questionnaires were used to collected data from adolescents to examine their self-esteem, achievement motivation and perception of various parenting styles.

Study was delimited to public and private secondary schools located at District Attock, District Hafizabad and District Lodhran only. Research population based on science students of secondary schools' level enrolled in the public and private sector schools located at Attock, Lodhran and Hafizaba Districts. Due to the quantitative character of this study, data were collected using three research questionnaires from secondary school students in both public and private institutions. For present study population comprised of secondary schools' students having science as a major subject, enrolled in the public and private sector schools located at Attock, Lodhran and Hafizabad Districts. Total size was 47401, whereas in District Attock 22,490, Lodhran carries 12900 and Hafizabad carries 12011 of the total population. Since the sample was chosen as a subset of any population that reflects the entire population, any conclusions drawn from it may be applied to the study's entire population. The sample for the current study included 4740 secondary-level male and female students majoring in science who attended private and public schools in Attock, Lodhran and Hafizabad Districts. By splitting the population into two subgroups the private and public sectors further stratification was developed based on the aforementioned three cities. Data were obtained using a random sample approach. Sample size was 4740, whereas in District Attock 2249, Lodhran carries 1290 and Hafizabad carries 1201, male and female students of public and private sector.

Population of present research study was comprised of two distinct groups: secondary students (science group) of private sector and public sector therefore, data were gathered through stratified random sample technique by diving population into above two main groups. With this type of sampling approach, every component of the total population has an equal chance of being chosen. Probability sampling was used to acquire the data and data were randomly taken from each category of the population. Data were gathered from students in relation to three variables, namely parenting styles, self-esteem and achievement

motivation of science students, in order to understand the effects of perceived parenting styles on the self-esteem and achievement motivation of Secondary Schools' Students. Three distinct standardized questionnaires, one based on the Baumrind theory of parenting styles, the Coppersmiths theory of self-esteem and the Atkinson theory of achievement motivation were utilized in this study to examine the impact of perceived parenting styles on self-esteem and achievement motivation.

Above all test was standardized tests which were adapted later on in pilot testing their validation process was conducted and for consistency of scores reliability was also determine statistically. The students' perceived parenting styles were measured by using the Baumrind scale of parenting styles. The students' self-esteem was measured and assessed by using a self-esteem questionnaire. Secondary students' motivation levels were determined by using Atkinson achievement motivation questionnaire. In order to make questionnaires students friendly, all instruments were translated into Urdu language as well. Findings revealed that less students' experienced lower self-esteem, more had moderate levels of self-esteem while a few experienced high levels of self-esteem. It was also found that a less percentage of students had low level of achievement motivation, higher had moderate level of achievement motivation and lesser had higher level of achievement motivation. As far as the demographic variations concerned it has been found that as compared to female pupils, male students more valued an authoritative parenting style. Students from secondary schools scored significantly differently on the four-factor parenting styles scale in regard to the variable gender. Significance difference between the scores of respondents also reported. Students belonged to the families whose income was moderate had higher self-esteem. As far as the relation between various parenting styles and self-esteem were concerned findings revealed that Authoritarian parenting styles had negative correlation with authoritative parenting style. This scale also had insignificant correlation with subscales of self-esteem. Whereas, Authoritative parenting style have significant correlations with subscales of self-esteem and also higher correlation with subscale need to achieve success. Permissive parenting style had higher correlation with neglectful parenting, this parenting style has satisfactory correlation with subscales of self-esteem and with Lie scale had correlation of .22, low correlation with need to achieve success as compared to need to achieve failures. Neglectful parenting overall possessed insignificant correlation with subscales of self-esteem, while correlation of .67 on need to avoid failures. Self-esteem subscales had significant correlation with achievement motivation subscale needs to achieve successes as compared to need to avoid failures.

5.2 Findings

Present research carried out:

1. To identify the perceived parenting styles of secondary school students.
2. To assess the self-esteem of secondary school students.
3. To assess the achievement motivation of secondary school students.
4. To determine the effects of perceived parenting styles on the self-esteem and achievement motivation of secondary school students, considering demographic variations gender, family income, number of sibling birth order, father's qualification and profession, mother's qualification and profession, grades & students' future goals, district and sector.
5. To determine the relationships between perceived parenting styles, self-esteem and achievement motivation of secondary school students.

Data was collected through standardized research, reliability index of the parenting styles Four Factors Questionnaire was established through split-half technique reliability index of Part 1 contain value of .84 whereas: reliability index of part II .91, between forms reliability index value was 0.89. For the measurement of secondary students' self-esteem, a self-esteem questionnaire was used and its reliability was established through a split-half method. Reliability index of Part 1 contains a value of .83 whereas, reliability index of part II .87 and between forms reliability index of value was 0.85. Achievement motivation measured and reliability index of the achievement motivation questionnaire portrays that Part 1 contains a value of .90 whereas, reliability index of part II .84 and between forms reliability index value was 0.87.

Since objective 1 deals with to identify the perceived parenting styles of secondary school students. In order to achieve this objective percentile analysis performed on the data and result on four-factor questionnaire on parenting styles for secondary school students revealed that a score of 15 on the authoritarian parenting scale fell on the 25th percentile, indicating a low authoritarian parenting style, a score of 17 on the 50th percentile, indicating a moderate authoritarian parenting style and a score of 19 on the 75th percentile, indicating a higher authoritarian parenting style as perceived by adolescents. On the Authoritative subscale, a score of 7 represents a lower Authoritative parenting style, a score of 10 a moderate Authoritative parenting style, a score of 12 a high Authoritative parenting style and a score of 12 a low Authoritative parenting style. On the permissive subscale, a score

of 18 is on the 25th percentile, a score of 20 is on the 50th percentile and a score of 22 is on the 75th percentile, correspondingly indicating lower, moderate and highly permissive styles. On the subscale labeled “Neglectful,” a score of 18 represents less negligent parenting, a score of 22 represents a medium view of neglectful parenting and a score of 25 represents a greater level of neglectful parenting. Level of various parenting styles revealed that 27% of secondary school students were experiencing low authoritarian parenting style, while 52% experiencing moderate authoritarian parenting style and only 21% were experiencing high authoritarian parenting style. 37% of secondary school students were experiencing low authoritative parenting style, while 47% experienced moderate authoritative style and 16% high level of authoritative parenting style. 32% of the secondary schools’ students were experiencing low permissive parenting style, while 42% moderate and only experienced 26% high permissive parenting style. 31% of the secondary schools’ students were experiencing low neglectful parenting style, while 40% were experiencing moderate and only 29% experiencing high neglectful parenting style.

Objective 2 deals with the measurement of the self-esteem of secondary school students.

Percentile analysis of the self-esteem questionnaire showed that the score of 56 fell on the 25th percentile for general self, while the scores of 63 and 71 on the 50th and 75th percentiles, respectively, show lower, moderate and greater general self-esteem. Low, moderate and high social self were shown by scores of 24, 28 and 27 on the subscale of social self, respectively, falling on the 25th, 50th and 75th percentiles. On the subscale for home and family, a score of 17 was at the bottom 25%, a score of 25 is at the middle 50% and a score of 30 is at the top 25%, indicating low, moderate and high home and family self. A score of 21 on the subscale for school and academics places it in the 25th percentile, a score of 25 in the 50th percentile and score of 30 in the 75th percentile, indicating low, moderate and high levels of education, respectively. Scores of 8, 11 and 13 on the lie scale fall on the 25th, 50th and 75th percentiles, respectively, indicating low, medium and high levels of lying on the side of the respondents. Level of self-esteem in terms of its prevalence in the population, 37% were having low self-esteem, 46% moderate and only 17% were having high level of self-esteem.

Objective 3 deals with to investigate the achievement motivation of secondary school students.

Result illustrated that need to achieve success score of 29 fell on the 25th percentile, indicating lower need, a need to achieve success score of 33 fell on the 50th percentile, illustrating moderate need and a need to achieve success score of 75th percentile fell on 36, indicating high level of need. Scores of 61 on the subscale for need to avoid failure lie on the 25th percentile, indicating a low need to avoid failure, 70 on the 50th percentile, indicating a moderate need to avoid failure and 77 on the 75th percentile, indicating a significant need to avoid failure. It further illustrated the levels of achievement motivation among respondents in terms of its percentages. 34% students were having low achievement motivation, while 41 were having moderate and 25% high level of achievement motivation.

Objective 4 of the study deals with to determine the effects of perceived parenting styles on the self-esteem and achievement motivation of secondary school students considering demographic variations such as gender, family income, number of siblings, birth order, father's qualification and profession, mother's qualification and profession, grades & students' future goals, districts and sectors. Findings reveal that male students reported more authoritative parenting than female students. Significant difference was reported when applied t-test on score of male and female respondents on four factors parenting questionnaire. Male secondary students score higher on the self-esteem scale than female students, t-test applied to check the significance of differences on respondents' scores, which was significant. As far as the existence of Achievement Motivationis concerned in the male and female students, results revealed that male students scored higher on achievement motivation questionnaire and test of significance proved this this difference statistically significant.

Family income was a demographic variable. Differences in the mean and SD of respondents' scores on the parenting styles four factors questionnaire were calculated according to family income and it was determined that students from higher-income families had higher scores on authoritative parenting than students from other groups, while students from lower-income families (51000–to–75000) had less neglectful parenting than other students. There was a substantial difference between the respondents' scores according to the significance test, which was used and their ANOVA scores.

Based on this variable's self-esteem measurement, it was discovered that students from families earning between 51,000 and 75,000 had better self-esteem than students from other socioeconomic backgrounds. ANOVA test was also applied and results revealed a significant difference in respondents' scores across various income categories for this

variable. The mean and standard deviation of achievement motivation test results among secondary school students in connection to variable family income were also calculated and it was shown that students with higher family incomes have stronger achievement motivation than those with lower family incomes.

On the variable number of siblings analysis was carried out and found on parenting styles' four factors questionnaire, students who were having less siblings, their perceived parenting style is Authoritative Parenting style as compared with students having more siblings. ANOVA calculated on this variable and a significant difference between respondents' scores. The results of the self-esteem questionnaire scores revealed that students with more siblings have higher self-esteem than students having less siblings. There was a substantial difference in the respondents' scores on the variable number of siblings according to their ANOVA results. Students with more siblings show higher scores on achievement motivation questionnaire than students with less number of siblings.

On the variable birth-order mean and SD were calculated to measure the differences in the scores of the respondents. Results exposed that students who were born in the third order had higher scores on Authoritative parenting styles as compared to others on four factors parenting styles questionnaire. Students who were born first in the birth order claimed that their parents were less strict than other students. The mean and standard deviation of respondents' responses to a self-esteem questionnaire in connection to variable birth order showed that students with a later birth order (four or above) had better self-esteem than those who were born first, second, or third. The mean and standard deviation of the responses to the achievement motivation questionnaire for science students in relation to variable birth order calculated on achievement motivation revealed that the need for achievement motivation was greater among Secondary School students who were born on the fourth or (others no's) than those who were born in the first or second birth order.

Students grades were another variable possesses A+, A A grades possesses authoritative parenting styles with high self esteem and achievement motivation as compared to C and D. Students' grades were another variable and students' calculated scores on self-esteem questionnaires in relation with this variable revealed that students having higher grades possessed higher self-esteem as compared to students having C or D grades. In the context of achievement motivation results revealed that students who were having higher grades also possessed higher achievement motivation as compared to rest secondary school's

students. ANOVA of the respondents in relation with variable birth order calculated and found a significant difference between scores of respondents on this variable.

Father qualification wise mean and SD of respondents' scores of parenting styles four factors questionnaire revealed that students whose fathers were possessing professionals' qualifications (doctors, engineers, working in forces and chartered accountants) their children experienced more authoritative parenting style, as compared to the rest of the groups they experience less neglectful parenting styles than others.

Mean and standard deviation of respondents' responses to the four-factor questionnaire on parenting styles by father's occupation. The findings showed that students whose fathers have professional degrees (doctors, engineers, members of the armed services and chartered accountants) reported to be more authoritative and less neglectful than father of other groups. According to a self-esteem questionnaire relating fathers' profession to self-esteem, students with fathers who work in the private sector had better self-esteem. Compared to pupils from other occupations, students whose fathers were professionals have better self-esteem. To learn more about the achievement motivation test results of these variable father qualified secondary school pupils. Fathers' drive for their children's academic success is stronger in secondary school than it is in higher education. There was a substantial difference in the respondents' scores on the variable number of fathers' occupation according to their ANOVA results.

Mothers' qualification wise differences were calculated through mean and SD of respondents' scores of parenting styles four factors questionnaire. Students whose mothers were having Masters qualification and professional level of qualification their children experienced more authoritative parenting style, as compared to the rest of the groups, however children of mothers with qualification up to higher secondary were experiencing less neglectful parenting styles than other students. ANOVA calculated to measure the significance of difference, scores of the respondents in relation with variable mothers' qualification revealed a significant difference between scores of respondents. ANOVA scores of the respondents in relation with variable mother qualification, a significant difference exists between scores of respondents on this variable. The mean and standard deviation of students' self-esteem ratings were computed in connection to the variable mother's level of education and it was discovered that students with professional degree holders' mother had better self-esteem than those with lower-level mothers. ANOVA scores of the respondents in relation with variable mother qualification, a significant difference

exists between scores of respondents on this variable. Secondary schools' students' scores on achievement motivation questionnaires in relation with variable mothers' qualification. Whose mother got Master or above qualification their children scored higher on achievement motivation as compared to secondary school's students whose mother have higher secondary or Bachelor degrees.

Mothers' profession wise mean and SD of respondents' scores of parenting styles four factors questionnaire results whose mothers were working in the public sectors have higher scores on Authoritative parenting styles as compared to others groups. Students whose mothers were housewives experienced less neglectful parenting styles than other students. ANOVA of the respondents in relation with variable Mother Profession, a significant difference exists between scores of respondents on this variable. Mean found that adolescents in secondary schools with mother s who work in the public sector scored higher on authoritative parenting styles than other groups. Students with business persons have higher self-esteem than students whose mothers work for public sector, Results on Achievement Motivation Questionnaire in relation with variable mothers' professions revealed that students whose mothers were homemakers, they o possessed higher scores on self-esteem questionnaires. ANOVA scores of the respondents in relation with the variable number of mothers' profession shows a significant difference between scores of respondents.

Students future goals is another important variable of this research, for the measurement of perceived parenting styles, self-esteem and achievement motivation mean SD and test of significance applied. Findings on this variable revealed, students who intend to join forces they perceived parenting style is more authoritative (M=10.8) and as compared to others M=7.7 Public, 7.9 Private, 8.7 Business). Students whose intends to join forces and work abroad possessed higher mean scores on self-esteem scores (M=146.7,) as compared to rest of the adolescents (M=140.7 public sector, 139.1 private sector, 141.2 intends to do business). Students who intends to join forces and wants to go abroad (M=107.7) have high score on achievement motivation questionnaire than other students (M= 99.1 public sector, 97.7 private sector & intends to do Business, 102.8). Since every child is unique so being a parent or teacher one should be patient, understanding, and adapt their approach keeping in view the needs and personalities of the adolescents. Parents and teachers help them to identify their passions and interests through activities, volunteering, and talking about their dreams and they can discuss what's truly important to them. Help them in supporting goals

with values increases motivation. Together parents and children can work to develop SMART goals as name implies, goals should be specific that is clearly defined in detail, along with this goals must be measurable which can be track able with improvement markers. Side by side developed goals must be achievable and realistic not too vast. Goals must be relevant that is allied with personal interests of the children. Above all goal must be time oriented, having certain target and limit. Parents and teachers can assist in developing goals keeping in view new trend through emphasize the importance of learning and self-improvement rather than just for the outer rewards.

District wise analysis carried out on respondents' scores on parenting styles four factors questionnaire. Results showed that students who belong to district Lodhran experienced more authoritative parenting style, as compared to the rest of the groups they experience less neglectful parenting styles than others. Test of significance carried out and found that a significant difference has been seen on this variable between the scores of respondents' belonging to various districts. District wise analysis revealed that students belonging to District Lodhran have higher self-esteem as compared to students of Attock and Hafizabad (145.2). Whereas, students of Hafizabad have lower mean scores on self-esteem questionnaire (mean 133.4) test of significance carried out and found significant difference in the scores of the respondents belonging to various districts. Results of achievement motivation also revealed that students belonging to District Lodhran possess higher achievement motivation as compared to secondary schools' students belonging to other districts, tests of significance carried out and revealed significant differences as well.

Sector wise analysis carried out and revealed that students who belonged to private sector schools experienced more authoritative parenting style, as compared to the rest of the group. Private sector students were also experiencing less neglectful parenting styles than other public sector students. On data t-test carried out and scores shows a significant difference has been seen on this variable between the scores of respondents. Analysis was carried out district wise in the context of respondents' scores on the self-esteem questionnaire in relation to the variable sector. The findings showed that children attending private sector schools have better self-esteem than those attending public sector schools. Results indicated that pupils in private sector schools scored higher on achievement motivation than their public sector counterparts. A t-test was performed on the respondents' scores to determine the significance of the differences and the results show that there is a significant difference in the respondents' scores for this variable.

Since objective 5 of the study deals with to investigate the relationships between perceived parenting styles, self-esteem and achievement motivation of secondary school students. Result revealed that coefficient of correlation of respondents scores on three variables named as parenting styles, self-esteem and achievement motivation that achievement motivation possessed higher correlation with parenting style whereas, self-esteem possessed bit lower low, although both constructs have positive correlation with parenting styles.

Subscales wise analyses also performed and found that Authoritarian parenting styles had negative correlation with authoritative parenting style. This scale also had insignificant correlation with subscales of self-esteem and scale had higher correlations with need to avoid failures. Whereas, Authoritative parenting style have significant correlations with subscales of self-esteem and also higher correlation with subscale need to achieve success. Permissive parenting style had higher correlation with neglectful parenting, this parenting style has satisfactory correlation with subscales of self-esteem and with Lie scale had correlation of .22, low correlation with need to achieve success as compared to need to achieve failures. Neglectful parenting overall possessed insignificant correlation with subscales of self-esteem, while correlation of .67 on need to avoid failures. Self-esteem subscales had significant correlation with achievement motivation subscale needs to achieve successes as compared to need to avoid failures.

Overall results from the current study confirm that parenting styles have an impact on secondary students' achievement motivation and self-esteem. Demographic variation also plays a key part in determining achievement motivation and self-esteem including parenting styles.

5.3 Discussion

The present research conducted to address a number of valuable unfills in the current literature, which mainly consists in addressing the issue of the geographical and cultural context as well as looking at the interaction of various demographical factors. Most of the initial studies on parent styles (e.g., Baumrind) were started in Western, educated, industrialized, rich, and democratic countries whose study subjects were based mainly in the middle-income classes of European-Americans (Henrich et al., 2010; Baumrind, 1967). Although such theories offer a reasonable basis to work on, they may not apply to all cultures and they may have great difference in parenting schedule. The authors find the similar gap

in the Pakistani cultural context; their study directly fills it in by focusing on the study of the relations as they are provided in a non-Western environment that could unveil (Dwairy et al., 2006; Bornstein, 2013).

Although some of the individual demographic factors (gender, SES, family structure, etc.) have been explored with respect to the parenting matters and child outcomes, they are usually tested separately or in a mere two-variable association. Greater models are needed (Lansford et al., 2011). The research seeks to resolve the effects in terms of needful differences with reference to gender, family income, number of siblings; birth order; father, qualification and occupation; mother, qualification and occupation; grades and students plans in the days to come; district and sector. Such a wide incorporation of the demographic elements enables to reveal complicated relationships, say, the influence of the parenting style on the self-esteem, may vary depending on gender or family income (Conger & Donnellan, 2007; Deater-Deckard, 2004). Although early childhood and universities students are studied extensively, adolescent (secondary school) is the time of intense development when adolescents are in the phase of forming identity, they feel more independent, and experience certain pressures related to academic performance (Steinberg, 2001; Eccles et al., 1993). An investigation that specifically targets this age group, particularly outside the Western contexts, could therefore provide some specific insights into how parenting styles are imparting more and more impact on self-perceptions and motivation even in the presence of more transformative forces at this crucial transition stage.

The connections between parenting, self-esteem and academic achievements are well-established; nevertheless, there are cases in which researchers regard self-esteem and achievement motivation as a mere output (Orth & Robins, 2014). There is a study where parenting style influences both self-esteem and achievement motivation and, more to the point, the linkage between three indicators would suggest that, perhaps, the relationship between parenting styles and achievement motivation is mediated by self-esteem (e.g. authoritative parenting is associated with increased self-esteem, which, in turn, is associated with enhanced achievement motivation) (Bandura, 1986; Grolnick & Ryan, 1989). This gives a more universal way of how these trajectories can exist between which parenting affects child development.

The results of international literature usually cannot be simply turned into a list of recommendations to be followed by local educational or social systems. There is locally relevant information given by findings that state the specific prevalence of parenting styles and their impacts in study population that can be used by Parent education programs and

can give information on content and direction of the workshops or parent counseling programs (Rothbaum & Trommsdorff, 2007). Instruct educators and counselors on how to help students with low level of self-esteem or the lack of motivation most effectively, taking into consideration their home life.

Parenting styles, defined as the established approaches parents adopt to interact with and raise their children, are shaped by individual learning and circumstances. Generally, these styles are characterized by varying levels of parental responsiveness and demandingness. Contingent on their personal learning and situations, parenting styles, which are characterized as the set-up ways that parents use to engage and bring up their children, are influenced. In general, they are defined by degrees of responsiveness in parents (warmth, helpfulness) and demandingness in parents (control, expectations). A widely accepted typology model describes four major styles developed by Baumrind (Darling, 1993): authoritative (high demandingness, high responsiveness), authoritarian (high demandingness, low responsiveness), permissive/indulgent (low demandingness, high responsiveness) and neglectful/apathetic (low demandingness, low responsiveness). Parenting styles have a great effect on the development, self-esteem, sense of security, mental health, drive, and achievement, especially throughout the important stage of secondary school (Akhtar, 2012). The parents have the greatest role to play in helping the child develop a motivation to excel which is a characteristic feature of commitment and hard work to attain desired goals. Self-esteem and self-concept are the aspect parts of this drive and they are both influenced dramatically by the nature of interactions with people of importance such as parents. In turn, favorable parenting styles are deemed instrumental in increasing children desire to be successful and the feeling of self-worthiness (Akhtar, 2012).

There are various theories that support the reasoning behind the ability of parenting to cause self-esteem and motivation of achievement to a child. According to this theory, self is constantly created by social interactions in life; this theory was put forward by Blumer (1986). People perceive such interactions to indicate how worthy they are. In childhood, the major social relationship experienced by children is first with their parents and hence these relationships have a great impact on their self-esteem and self-concept. Based on this observation, Bowlby (1980) believed that secure attachment with parents or caregivers is likely to lead to development of positive internal working model among children which is an indication of being noticed and appreciated. Recent meta-analytic findings show a moderate positive association between secure attachment to parents and self-esteem, and that early attachment security predicts increases in self-esteem over time. Studies affirm that

secure attachment is associated with high self-esteem among individuals. Secure attachments are achieved through sensitive and responsive caregiving, indicating that parenting plays a critical role in an adolescent's self-assurance (Dagan, Dudovitz, & Mikulincer, 2022).

Leary (2012) has forwarded a hypothesis that self-esteem is an emotional system that tracks attachment and social approval. This concept insinuates that self-esteem is the perceived value of an individual in relation. As a result, the feeling of worthiness makes one feel better (Gruenenfelder-Steiger et al., 2016; Reitz, Motti-Stefanidi, & Asendorpf, 2016).

Besides this, there is positive correlation between parental warmth which is defined as, nurturance, support, love, affection, contribution and receptiveness (Maccoby & Martin, 1983) and self-esteem of children. On the other hand, higher self esteem is inversely linked with parental hostility which includes parental rejection, abuse, neglect, punishment, maltreatment and verbal/physical violence. Khaleque (2017) noted that maternal hostility was less negatively correlated with self-esteem as compared to paternal hostility.

This research was set to referee the changing effects of perceived parental practices of secondary school children towards their achievements and self-esteem. It is a generally accepted belief that the interaction, personalities, and parenting styles of parents unconsciously shape the personality of their children in which various parenting styles have great impact. Self-esteem has been described as the confidence of a person to plan and execute the actions to accomplish the particular objectives (Paciello et al., 2016). The issue of achievement motivation is a very strong force playing a major role in academic performance as it causes students to make an effort towards achieving what they want.

The significant aims of the study were.

1. To identify the perceived parenting styles of secondary school students.
2. To assess the self-esteem of secondary school students.
3. To assess the achievement motivation of secondary school students.
4. To determine the effects of perceived parenting styles on the self-esteem and achievement motivation of secondary school students, considering demographic variations such as gender, family income, number of siblings, birth order, father's qualification and profession, mother's qualification and profession, grades, students' future goals, districts, and sectors.

5. To determine the relationships between perceived parenting styles, self-esteem, and achievement motivation of secondary school students.

The study was delimited to public and private secondary schools in the Districts of Attock, Hafizabad, and Lodhran. The population comprised secondary-level science students from these schools. A sample of 4740 male and female secondary school students from both private and public institutions was selected using a stratified random sampling approach.

Data was collected using three standardized research tools.

Parenting Styles Four Factors Questionnaire. Reliability indices established through split-half technique were 0.84 for Part I, 0.91 for Part II, and 0.89 for between-forms reliability.

Self-Esteem Questionnaire. Reliability was established via the split-half method, with indices of 0.83 for Part I, 0.87 for Part II, and 0.85 for between-forms reliability.

Achievement Motivation Questionnaire. Reliability indices were 0.90 for Part I, 0.84 for Part II, and 0.87 for between-forms reliability.

Percentile analysis revealed a mixed picture of perceived parenting styles. For authoritarian parenting, 27% of students experienced a low style, 52% moderate, and 21% high. For authoritative parenting, 37% experienced low, 47% moderate, and 16% high. For permissive parenting, 32% experienced low, 42% moderate, and 26% high. Regarding neglectful parenting, 31% reported low, 40% moderate, and 29% high. The lack of consistency in perceived styles suggests potential challenges for students' achievement motivation and positive self-esteem. This underscores the need for parental counseling and guidance to foster more consistent and beneficial parenting practices, as defective parenting can have lasting impacts on children's development.

The study found that 37% of secondary school students reported low self-esteem, 46% had moderate levels, and only 17% reported high levels. This highlights that a significant portion of the student population may struggle with their self-perception, which can affect their overall well-being and academic pursuits.

Regarding achievement motivation, 34% of students exhibited low motivation, 41% moderate, and 25% high. This indicates that a considerable number of students may lack the necessary drive for academic excellence, posing a challenge for educational institutions aiming to foster student success.

The study found significant effects of various demographic factors.

Consistent with prior research (Kling et al., 1999; Robins et al., 2002), male secondary students scored significantly higher on self-esteem and achievement motivation scales than female students. This finding merits further exploration to understand the underlying reasons for this gender disparity in the current cultural context, particularly in light of Vasudava's (2022) finding that female self-esteem may be declining more rapidly than males in certain contexts.

ANOVA revealed significant differences in parenting styles and student outcomes based on family income. Students from higher-income families reported higher self-esteem and stronger achievement motivation, often experiencing more authoritative parenting. Conversely, lower-income families were more prone to neglectful parenting styles, likely due to economic pressures and parental stress (Carothers et al., 2008). Parental monitoring, described as direct inquiry about children's activities and setting limits (Dishion & McMahon, 1998; Small & Kerns, 1993), is crucial, and economic constraints can negatively impact a parent's ability to engage in effective monitoring.

Students with fewer siblings reported more authoritative and less neglectful parenting styles. Interestingly, students with more siblings showed better self-esteem and higher achievement motivation. This finding challenges some conventional assumptions and suggests that larger families might offer unique benefits in terms of peer support and resilience development.

Third-born students perceived more authoritative parenting, while first-borns reported less negligent parenting. Students with later birth orders (fourth or above) exhibited higher self-esteem and achievement motivation. This aligns with findings suggesting that birth order can influence personality traits and academic outcomes (e.g., Kristensen & Bjerkedal, 2008, who found first-borns often have higher IQs, but the current study highlights different strengths for later-born children).

Grades are very important in determining the future of academic and career path of students. It may happen that some students are ready to work very hard trying to achieve high grades, still, others tend to work less diligently, some are simply not concerned about their grades at all. A number of reasons can be stated as leading to these contrasting attitudes and results. Students with higher grades consistently showed higher levels of self-esteem and achievement motivation, emphasizing the interconnectedness of academic success and psychological well-being.

In the context of parenting styles and self-esteem, ANOVA was used and significant difference was found, although, the outcome for achievement motivation showed that student with higher grades also had higher achievement motivation than the remaining students.

Fathers with professional qualifications (doctors, engineers, etc.) were associated with more authoritative parenting and less neglectful styles. Their children also demonstrated higher self-esteem and achievement motivation. This suggests that higher parental education and professional status may lead to more effective parenting practices and better outcomes for children.

Similarly, mothers with Master's degrees or professional qualifications were linked to more authoritative and permissive parenting, and their children reported higher self-esteem and achievement motivation. Conversely, lower maternal qualification was associated with neglectful parenting. Mothers working in the public sector or as housewives also showed varying impacts on children's self-esteem and achievement motivation, with specific groups exhibiting higher scores in different areas.

This study investigated the relationship between fathers' professions and various psychological constructs in their children, specifically parenting styles experienced, self-esteem, and achievement motivation. The findings reveal several notable patterns regarding parenting styles, it was observed that children whose fathers are employed in professional fields (e.g., doctors, engineers, military personnel, and chartered accountants) reported experiencing a more authoritative parenting style. This group also exhibited lower scores on measures of neglectful parenting styles compared to other groups. An analysis of self-esteem scores in relation to fathers' professions indicated that students whose fathers work in the private sector demonstrated higher self-esteem. Furthermore, the results pertaining to achievement motivation showed that secondary school pupils with fathers in professional roles (e.g., doctors, engineers, or military personnel) possessed higher levels of achievement motivation compared to their peers. Finally, a one-way Analysis of Variance (ANOVA) performed on the respondent scores concerning fathers' professions revealed a statistically significant difference ($p < 0.05$), indicating that fathers' occupations exert a measurable influence on the studied variables. It is concluded that fathers' professions appear to be a significant factor influencing the parenting styles experienced by children, their self-esteem, and their achievement motivation. These findings suggest that the occupational context of fathers may play a role in shaping the psychosocial development of their children.

This study also examined the influence of mothers' professions on the parenting styles experienced by secondary school students, as well as on the students' self-esteem and achievement motivation. The analysis yielded regarding parenting styles, that students whose mothers are employed in the public sector reported higher scores on authoritarian parenting styles compared to other groups. Conversely, students whose mothers are housewives experienced less neglectful parenting styles.

In terms of self-esteem, the results indicated that students with mothers who are businesswomen exhibited higher self-esteem than those with mothers working in the government sector. Additionally, students whose mothers are housewives also demonstrated higher self-esteem scores. Concerning achievement motivation, the data revealed that students whose mothers are housewives displayed greater achievement motivation (mean: 105.2) than those whose mothers are working in various other settings (mean: 103.8). It is concluded that mothers' professions appear to be associated with variations in the parenting styles experienced by children, as well as their self-esteem and achievement motivation. Concluded that the occupational status of mothers may also play a role in shaping key aspects of their children's psychological development.

This parenting style is characterized by a balance of warmth, clear rules, high expectations, and open communication. Furthermore, authoritative parenting is specifically associated with higher achievement motivation and academic success, as children internalize values and develop self-regulation. It is also noteworthy that authoritative parenting is often prevalent in military families, emphasizing discipline, respect, and goal-setting. This type of upbringing can implicitly or explicitly prepare children for highly structured and disciplined environments, such as military service. The significantly higher perceived authoritative parenting among the adolescents intending to join forces suggests that this parenting style may cultivate traits such as discipline, resilience, and goal-orientation. These attributes are highly congruent with the demands and values of military service or other highly structured, disciplined professions. This implies a nurturing environment that could predispose individuals to such career paths. This finding suggests that parental influence, specifically through an authoritative style, might play a substantial role in shaping adolescents' psychological readiness for and inclination towards demanding career paths. It highlights the potential for early life experiences to align with future vocational choices.

A significant correlation was found between students' future goals and their self-esteem and achievement motivation. This suggests that having clear aspirations plays a

crucial role in shaping self-perception and motivational drive, consistent with findings by Kou (2022) who reported that higher self-esteem, fostered by positive parenting, can lead to improved school performance and reduced academic problems.

Significant differences were observed across districts, students from Lodhran consistently reported higher self-esteem and achievement motivation, as well as more authoritative parenting experiences, compared to students from Attock and Hafizabad. This indicates potential regional disparities in parenting practices and educational environments that warrant further investigation.

Public sector students experienced more authoritarian and neglectful parenting styles, while private sector students reported more authoritative parenting. Correspondingly, private school students exhibited higher self-esteem and achievement motivation, suggesting that the school environment, potentially reflecting different socioeconomic backgrounds and parental involvement, plays a role in these outcomes.

The study found significant correlations between parenting styles, self-esteem, and achievement motivation. Authoritative parenting showed a significant positive correlation with both self-esteem and achievement motivation, aligning with existing literature that highlights its benefits (e.g., Heaven & Ciarrochi, 2008, who found that adolescents with parents high in responsiveness and control develop high self-esteem). In contrast, authoritarian parenting exhibited a negative correlation with authoritative parenting and an insignificant correlation with self-esteem subscales, suggesting its detrimental impact on self-perception and a negative correlation with the need to avoid failures. This supports Vasudava's (2022) conclusion that authoritarian parenting is a substantial predictor of lower self-esteem. Permissive parenting had a higher correlation with neglectful parenting and a satisfactory correlation with self-esteem subscales, but a lower correlation with the need to achieve success compared to the need to avoid failures. Neglectful parenting generally showed insignificant correlations with self-esteem subscales, but a strong correlation with the need to avoid failures. Overall, self-esteem subscales significantly correlated with the achievement motivation subscale 'need to achieve successes.

Parents play a vital role in shaping their children's personalities, and their child-rearing practices directly or indirectly influence hidden aspects of personality and achievement drives. Self-concept develops during early and adolescent years, and parental expectations and beliefs about children's abilities can strengthen their self-concept and foster achievement motivation, which is a strong predictor of future success.

However, in the context of the culture studied, many parents may not be fully familiar with optimal parenting practices. While some intelligent parents understand children's developmental needs and provide appropriate freedom and support for decision-making, varied child-rearing practices can directly affect children's lives and academic pursuits. Given that the home is the primary informal educational institution, parents' personalities, interactions, behavior, and parenting styles critically determine self-esteem and achievement motivation among their children. This highlights the urgent need for structured parental counseling and guidance programs to equip parents with the necessary knowledge and skills to foster healthy development and academic success in their children. Such interventions could help ensure that children receive the attentiveness, care, alertness, and monitoring (Dishion & McMahon, 1998; Small & Kerns, 1993) necessary to establish appropriate limitations and protect their self-esteem. It's crucial to differentiate parental monitoring from parental control; monitoring supports independence, while control restricts it. Parental involvement in academic pursuits also significantly contributes to children's self-esteem and improved learning outcomes (Flouri, 2006; Hara & Burke, 1998).

Despite the expectation that all parents are inherently good, loving, knowledgeable, and selfless, the reality can be more complex. Parental background, education, personality, socioeconomic status, and ability to manage stress and conflict all influence child-rearing practices. Marital relations also significantly impact child-rearing by establishing academies or centers that teach effective parenting skills could be instrumental in empowering parents to create vibrant home environments conducive to strong self-esteem and high achievement motivation in their children. All hypotheses formulated to test the research objectives were approved, confirming the significant effects and relationships identified in this study.

Link Between Three Indicators of Study

The study in question was of a canonical and decently researched body of relationships in education i.e. the connections among parenting styles, self-esteem, and achievement motivation. These three indicators are complicated and, in most cases, mutual (Steinberg, 2001; Grolnick & Ryan, 1989).

1. Parenting Styles as a foundation

Various forms of parenting have a direct influence on the basic sense of self-worth of a child: **Authoritative parenting (high warmth, high demandingness)**: This form of parenting is always associated with better self-esteem. Parents are encouraging, responsive and give expectations and boundaries. Children experience their competence, their

understanding and feeling valued (Baumrind, 1991; Steinberg et al., 1994). **Authoritarian parenting (low warmth, high demandingness):** The parenting style commonly results in lower levels of self esteem. The children might consider being criticized, being controlled and not being loved (Lamborn et al., 1991). **Permissive style (high warmth, low demandingness):** Permissive parents are warm but do not set any boundaries or expectations, which may in turn result in diminished self-esteem (Darling & Steinberg, 1993). **Neglectful parenting (low warmth, low demandingness):** The style is closely linked with the maximum self-esteem (Maccoby & Martin, 1983; Lamborn et al., 1991).

Authoritative parenting encourages intrinsic motivation, the sense of competence, and a motivation to be a master (Grolnick & Ryan, 1989).

According to authoritarian parenting style, the result can be extrinsic motivation, which often results in performance being motivated by fear of failure (Deci and Ryan, 2000).

Permissive parenting has the potential of decreasing development of achievement drive because of the lack of direction (Baumrind).

Lack of achievement motivation is correlated with neglectful parenting which is as a result of poor support and involvement (Steinberg et al., 1994).

2. Self-Esteem as an Important Inner-Resource

A good self-esteem is an essential internal resource that drives a motivating feeling of achievement (Bandura, 1997; Orth & Robins, 2014). High self-esteem also makes individuals to establish challenging goals, be able to persevere during the difficulties they encounter and have the belief that they can succeed in what they are going through (Schunk & Pajares, 2002). Individuals with poor self-esteem could be intolerant of stressful situations and subjected to academic withdrawal (Baumeister et al., 2003).

Self-Esteem as a product of Achievement when associated with parental validation and support, success fortifies the self-esteem (Rosenberg, 1965; Wigfield & Eccles, 2000).

3. The Achievement Motivation Outcome

Parenting and self esteem influence the achievement motivation. The more motivated students become, the more intensively they engage in activity and the better they perform, and the better their performance, the higher their self-esteem, and a self-enforcing circle is built (Atkinson, 1966; Zimmerman, 2000).

The Interconnected Link

Such relations are not linear only, but reciprocal and circular (Eccles & Roeser, 2011): The authoritative style of parenting provides an ambient that promotes self-worthiness.

High self esteem results in increased motivation towards achievement. Success is fed on motivation and this strengthens self-esteem. This is a positive loop as opposed to the negative cycle that is often witnessed in authoritarian or neglectful parenting. This model is greatly supported by findings of this study particularly those indicated as correlations between various ways of parenting and levels of self-esteem and achievement motivation.

5.4 Conclusions

This study investigated the perceived parenting styles, self-esteem, and achievement motivation of secondary school students, along with the influence of various demographic factors and the interrelationships among these constructs.

Regarding parenting styles, the authoritarian style was the most frequently perceived by secondary school students, followed by authoritative and then permissive styles. The neglectful parenting style was the least commonly reported. For self-esteem, the majority of secondary school students reported a moderate level. A lower level of self-esteem was the next most common, with a high level being the least prevalent. Similarly, in terms of achievement motivation, most students demonstrated a moderate level. A low level was the subsequent finding, with a high level of achievement motivation being the least common.

The study revealed several significant effects of demographic variables on perceived parenting styles, self-esteem, and achievement motivation.

Female students experienced more authoritarian parenting, while male students reported more authoritative and permissive styles. Male students also exhibited higher levels of both self-esteem and achievement motivation compared to female students.

Students from higher-income families were more likely to experience authoritative parenting and less authoritarian or neglectful styles. They also showed higher self-esteem and achievement motivation.

Students with fewer siblings experienced more authoritative parenting styles and less neglectful parenting. Conversely, students with more siblings had higher self-esteem and achievement motivation.

Students who were third-born perceived authoritative parenting styles, while first-borns reported less neglectful parenting. Notably, fourth-born students displayed higher self-esteem and achievement motivation.

Students with higher grades consistently showed higher levels of self-esteem and achievement motivation, emphasizing the interconnectedness of academic success and psychological well-being. Additionally, students with higher grades generally had higher levels of self-esteem and achievement motivation.

Higher father's qualification was associated with authoritative parenting, while lower qualification correlated with authoritarian and neglectful styles. Students with more highly qualified fathers also had higher self-esteem and achievement motivation.

This study investigated the relationship between fathers' professions and various psychological constructs in their children, specifically parenting styles experienced, self-esteem, and achievement motivation. The findings reveal several notable patterns regarding parenting styles, it was observed that children whose fathers are employed in professional fields (e.g., doctors, engineers, military personnel, and chartered accountants) reported experiencing a more authoritative parenting style. This group also exhibited lower scores on measures of neglectful parenting styles compared to other groups. An analysis of self-esteem scores in relation to fathers' professions indicated that students whose fathers work in the private sector demonstrated higher self-esteem. It is concluded that fathers' professions appear to be a significant factor influencing the parenting styles experienced by children, their self-esteem, and their achievement motivation. These findings suggest that the occupational context of fathers may play a role in shaping the psychosocial development of their children.

Students with more highly qualified mothers experienced authoritative and permissive parenting styles, whereas lower maternal qualification was linked to neglectful parenting. Higher maternal qualification also corresponded to higher self-esteem and achievement motivation in students.

The analysis yielded regarding parenting styles, that students whose mothers are employed in the public sector reported higher scores on authoritarian parenting styles compared to other groups. Conversely, students whose mothers are housewives experienced less neglectful parenting styles.

In terms of self-esteem, the results indicated that students with mothers who are businesswomen exhibited higher self-esteem than those with mothers working in the

government sector. Additionally, students whose mothers are housewives also demonstrated higher self-esteem scores. It is concluded that mothers' professions appear to be associated with variations in the parenting styles experienced by children, as well as their self-esteem and achievement motivation. It is also concluded that the occupational status of mothers may also play a role in shaping key aspects of their children's psychological development.

This suggests a potential developmental pathway where supportive yet structured parenting contributes to the development of high self-esteem, which in turn facilitates the pursuit of challenging career paths. This reinforces the interconnectedness of developmental factors, indicating that it is not just isolated traits, but how they are nurtured and how they interact, that shapes an individual's path. This provides a more holistic view for practitioners advising adolescents. The data reveals that students who intend to join forces and want to go abroad have a high score on the authoritative parenting styles, self-esteem and achievement motivation questionnaire compared to other students.

Distinct patterns emerged across districts. Students in Attock, Lodhran, and Hafizabad varied in their perceptions of parenting styles. Students who belonged to Lodhran had more authoritative parenting style. Specifically, Lodhran students consistently demonstrated higher self-esteem and achievement motivation compared to those in Attock and Hafizabad.

Students in public sector schools tended to experience more authoritarian parenting, while those in private sector schools reported more authoritative styles. Private school students also exhibited higher self-esteem and achievement motivation than their public-school counterparts. The study found significant relationships between the variables. Authoritative parenting style showed a strong positive correlation with both self-esteem and achievement motivation. Furthermore, parenting style was found to be more strongly correlated with achievement motivation than with self-esteem. It was also noted that authoritarian parenting styles had a negative correlation with authoritative parenting styles. In short, this study delivers valuable insights into the prevalent parenting styles among secondary school students, their levels of self-esteem and achievement motivation, and how these factors are influenced by various demographic characteristics and interrelate with one another.

5.5 Recommendations

Present study is significant in the field of educational research because through the findings of the research many significant avenues explored which are pointing the causes of

low self-esteem and academic demotivation among adolescents in our cultural context. Our adolescents are not so familiarizing with certain life skills, like be responsible decision making emotional intelligent and psychological wellbeing. Many of them quit education due to lack of academic motivation and persuasion. On the other hand, some adolescents are rebel, possessing lack of social skills, hostility, delinquency, lower cognitive and emotional empathy and hesitation in bonding with other and anger doing substance abuse. Due to role of parents in lives they are responsible for ups and downs in behavior of children. Relationship with parents is of lifelong, obviously that are well-wishers of their children due to lack of awareness of the power of parenting in the life of their children they are sometime, overprotecting or sometimes undermining their needs. Both extremes are not supporting in developing successful confident personalities of their children. Perfect balance of both can be recommended where parents may be attach in responsiveness, warmth. However, rigidity is bad in disciplining the children because this would lead towards creation of undesired behavior.

The present research is implicitly encompassed in this framework. An essential element of the microsystem (immediate environment) that effects the child is parenting styles. These demographic variables are family income, father profession, district, sector, which are attributes of mesosystem (interaction between microsystem, e.g. home-school connection), exosystem (social structure such as work environment of parent which does not directly impact the child), and macrosystem (cultural values, societal norms) (Bronfenbrenner, 1979; Tudge et al., 2009). Such results as the family income and parent occupation affect parenting style and child outcomes are consistent with the ecological systems theory proposed by Bronfenbrenner in terms of the impact of exosystemic factors on the microsystem of the family and, consequently, the child development. Social Learning Theory (Bandura). Self-esteem is the explicit association of observations learning and vicarious reinforcement to parenting. Children consider their parents as model and acquire a certain emotional response as well as behaviors and attitudes by observing those of their parents. The parents will act as role model in achievement-oriented behavior or the pattern of self doubt. In addition to the interactions, parents can be big role models as well. The results appear to indicate that parenting style that serves as an implicit model of persistence and a positive attitude towards difficulties helps to shape achievement motivation in children, which conforms to the tenets of social learning theory (Bandura, 1986).

Such findings emphasize the necessity of educators to have an idea on the various home set-ups of the learners. Teacher training may involve becoming aware of the possible

effects of various parenting styles on the student behavior, motivation and self esteem (Wentzel, 1998). This effect on students indicates that methods of parenting should play a major role in determining the self-esteem of the students and motivation towards achieving their results, an aspect that should be trained to the teachers, in what is expected to be modules in their training, to equip them with information on how to relate to students with different parenting backgrounds, perhaps through fostering of a growth mindset in the classroom (Dweck, 2006). Support initiatives that will give closure between home and school. This may include parent workshops on good parenting techniques, communication patterns and the nature of developmental needs of adolescents. The differences in the results in various districts and school sectors observed indicate that specific measures are necessary. Parent education programs that would aim at propagating authoritative parenting practices, inculcating self-esteem and establishing achievement motivation could be initiated in schools especially those in public sectors and specific districts. What is the best way to incorporate social-emotional learning (SEL) into the school curriculum in order to directly instruct on self-esteem and motivation particularly suited to the needs of students that might lack supportive contexts at homes? Due to the diagnosed lower self-esteem rates among a high percentage of students, incorporation of fully-fledged social-emotional learning in the curriculum of secondary schools may become a major necessity. Such programs might also impart self-awareness, self-control and relational skills alongside the mentioned benefits of authoritative parenting to students (Jones et al., 2013).

Parental counseling and guidance is highly advocated by study. This may be direct policy recommendation. Child-friendly, culturally sensitive parenting programs can be set up and financed by governments or NGOs. The overall inconsistent perception of parenting style and the observed irregularity in the same highlights the requirement of formal parenting trainings in the society (Sanders, 2008). The policymakers ought to look into putting funds in community-based parenting programs that may be facilitated in schools, community facilities, or even health services, to spread evidence-practices and teach parents the means to support the self-esteem and the motivation of their children.

The effects of family income and parent profession to parenting styles and child outcomes, leads to larger socioeconomic concerns. Policies made to reduce poverty, enhance access to education and stable jobs to parents would have downstream impacts to parenting capacity and child development (Bradley & Corwyn, 2002). Since family income has such a noticeable impact on the modes of parenting, self esteem, and achievement motivation then additional socio-economic policies like the granting of income support,

cheaper childcare opportunities, and parental leaves could aid in creating more positive family settings directly, but more significantly this would increase the positive outcome of teenagers in the long run. This study is a descriptive study; larger implications of the study usually include calling to perform longitudinal studies to determine causal relations and extending the time periods to check developmental patterns. Although this research has determined meaningful correlations, in future, researchers must use longitudinal studies in order to determine more clearly how a perceived parenting style changes self-esteem, and how change in self-esteem relates to a change in achievement motivation across time (Bornstein et al., 2011).

Findings of present research helps us in answering the underlying causes of such variations in children behavior. If someone possessed healthy self-esteem it can stimulate psychological wellbeing and motivation which consequently improve psychological wellbeing and quality of life. Although self-esteem is concept, its major elements include, competence, confidence, security, identity and belonging. Self-esteem can interchangeably terms as self-respect, self-esteem and self-regard. Self-esteem is vital because it influences executive process, interactions, passions and overall well-being. Self-esteem also stimulates' motivation to excel in every field of life.

Keeping in view findings and conclusions following are some of the recommendations of the present research.

1. Female students experienced more authoritarian and neglectful parenting style and male students experienced more authoritative and permissive parenting style. Therefore, it is recommended that parents may deal with their daughters with authoritative and permissive parenting styles.
2. Male students had higher level of self-esteem as compared to female students' level of self-esteem. Female students possessed low achievement motivation than their male counterparts therefore, school's administration can arrange awareness workshop exclusively for female students on building self-esteem and achievement motivation for the future educational purists.
3. Schools can arrange awareness session for the parents of female and brief instead of using harsh parenting techniques, parents of can apply authoritative parenting styles so female can feel themselves valuable.
4. On the variable birth order a mixed picture of result emerged therefore, there is a need to educate parents through workshops or parenting resources that their

parenting styles may unconsciously differ based on birth order (Eckstein et al., 2010). Encouraging self-reflection can help parents ensure each child receives appropriate support and guidance. While avoiding stereotypes, parents could be encouraged to be mindful of individual differences stemming from birth order. For example, recognizing that firstborns might benefit from continued focused attention to prevent any perceived neglect, even as more children arrive. Emphasize independent problem-solving and opportunities for leadership to build self-efficacy (Sulloway, 1996). Observe and reinforce their natural drive and self-esteem. Provide challenging opportunities and acknowledge their accomplishments. Teachers and counselors should be aware that birth order might play a subtle role in a student's perceived family dynamics. This can inform their understanding of student behavior, motivation, and social interactions within the school environment. Since authoritative parenting was perceived by third-born (and is generally associated with positive outcomes), continued advocacy for this balanced approach—high warmth/responsiveness, high demandingness/control—is warranted across all families (Baumrind, 1991).

5. Parents and teachers help them to identify their passions and interests through actions, volunteering, and talking about their dreams and they can discuss what's truly important to them.
5. Schools of Attock and Hafizabad districts may organize awareness seminars for parents and provide them intrinsic worth of parenting style for bright future of their children because authoritative parenting is a parenting style that combines firm limits with warmth and support. It is considered as the most beneficial parenting styles.
6. District Education Authorities of Attock and Hafizabad may develop awareness sessions on building Self esteem and Achievement Motivation for secondary school students.
7. Public sectors schools focused more on building self-esteem and achievement motivation in secondary school students by taking parents on board because parents are one of the important stakeholder in this venture.

5.6 Suggestions for Further Research

Since topic of present research is significant due to its inherent social value, parents' role is rudimentary in the life of children. This study has discovered the impact of parenting

styles on adolescents' self-esteem and achievement motivation. In future more research can be conducted to explore the relationships of these constructs on larger sample size at various level of education like elementary and higher secondary in the public and private sector schools in other districts. Future research can be done to explore the relationship of parental personalitycharacteristic, marital and occupational distress in self-esteem and achievement orientations of adolescents.

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APPENDICES

APPENDIX 'A'

Certificate of validity-01

EFFECTS OF PERCEIVED PARENTING STYLES ON SELF ESTEEM AND ACHIEVEMENT MOTIVATION OF SECONDARY SCHOOL STUDENTS

By Arjumand Azhar

Ph.D. scholar faculty of social Sciences, National University of Modern Languages H-9, Islamabad
Pakistan

This is to certify that undersigned has evaluated following questionnaires:

1. PS-FQ Parenting Styles Four Factor Questionnaire for Students.
2. Achievement Motivation Questionnaire for Students.
3. PS-FFQ Parenting Styles Four Questionnaire for Students.

Developed by the Arjumand Azhar, Ph.D. Scholar of NUML Education Development.

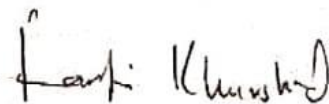
I found all questionnaires according to a research titled, objectives and hypotheses.

Content is relevant enough and she can use these questionnaires in her study.
Questionnaires seems to be possessed content validity. Through these questionnaires, she can collect data
from male and female students of secondary level.

Name Dr. Fauzia Khurshid

Designation: Director planning and development
Directorate General of Special Education Punjab

Signature:



Certificate of validity-02**EFFECTIS OF PERCEIVED PARENTING STYLES ON SELF ESTEEM AND ACHIEVEMENT MOTIVATION OF
SECONDARY SCHOOL STUDENTS.**

By Arjumand Azhar

Ph.D. scholar faculty of advanced and integrated studies. National University of Modern Languages H-9,
Islamabad Pakistan

This is to certify that undersigned has evaluated the following questionnaires:

1. PS-FQ Parenting Styles Four Factor Questionnaire for Students.
2. Achievement Motivation Questionnaire for Students.
3. PS-FFQ Parenting Styles Four Questionnaire for Students.

Development by the Arjumand Azhar, Ph.D. Scholar of NUML Education Development. I found
all questionnaires according to a research titled, objectives and hypotheses.

These questionnaires can be used in her study because of content validity. She can collect data
from students of secondary level schools.

Name: Dr. Farah Naz Qasmi

Designation: Visiting Faculty NUML ISB

Signature: Farah Naz Qasmi

Certificate of validity-03

**EFFECTS OF PERCEIVED PARENTING STYLES ON SELF ESTEEM AND ACHIEVEMENT MOTIVATION OF
SECONDARY SCHOOL STUDENTS.**

By Arjumand Azhar

Ph.D. scholar faculty of advanced and integrated studies, National University of Modern Languages H-9,
Islamabad Pakistan

This is to certify that undersigned has evaluated the following questionnaires:

1. PS-FQ Parenting Styles Four Factor Questionnaire for Students.
2. Achievement Motivation Questionnaire for Students.
3. PS-FFQ Parenting Styles Four Questionnaire for Students.

Development by the Arjumand Azhar, Ph.D. Scholar of NUML Education Development. I found
all questionnaires according to a research titled, objectives and hypotheses.

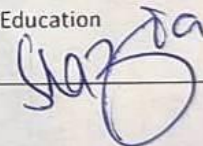
These questionnaires can be used in her study because of content validity. She can collect data
from students of secondary level schools.

Name: Dr. Shazia Zamir

Designation: Assistant Professor

Department: Education

Signature: _____



Certificate of validity-03**EFFECTS OF PERCEIVED PARENTING STYLES ON SELF ESTEEM AND ACHIEVEMENT MOTIVATION OF
SECONDARY SCHOOL STUDENTS.**

By Arjumand Azhar

Ph.D. scholar faculty of advanced and integrated studies. National University of Modern Languages H-9,
Islamabad Pakistan

This is to certify that undersigned has evaluated the following questionnaires:

1. PS-FQ Parenting Styles Four Factor Questionnaire for Students.
2. Achievement Motivation Questionnaire for Students.
3. PS-FFQ Parenting Styles Four Questionnaire for Students.

Development by the Arjumand Azhar, Ph.D. Scholar of NUML Education Development. I found
all questionnaires according to a research titled, objectives and hypotheses.

These questionnaires can be used in her study because of content validity. She can collect data
from students of secondary level schools.

Name: Dr. Naveeda Ghazanfar

Designation: Professor

Signature: 

Dr. Naveeda Ghazanfar Ph.D.
Women In Education Leadership Program
Harvard Graduate School of Education
Lone Star University Park
Center for Science and Innovation

Permission for coopersmith self esteem scale



Laya Woods

to me ▼

July 5, 2022

You are welcome to use the Coopersmith Self-Esteem Inventory
in your research.

Thank you for your interest, and I wish you success with your study.

Regards,

Dr. Laya N. Woods

Request for permission to use parenting style scale



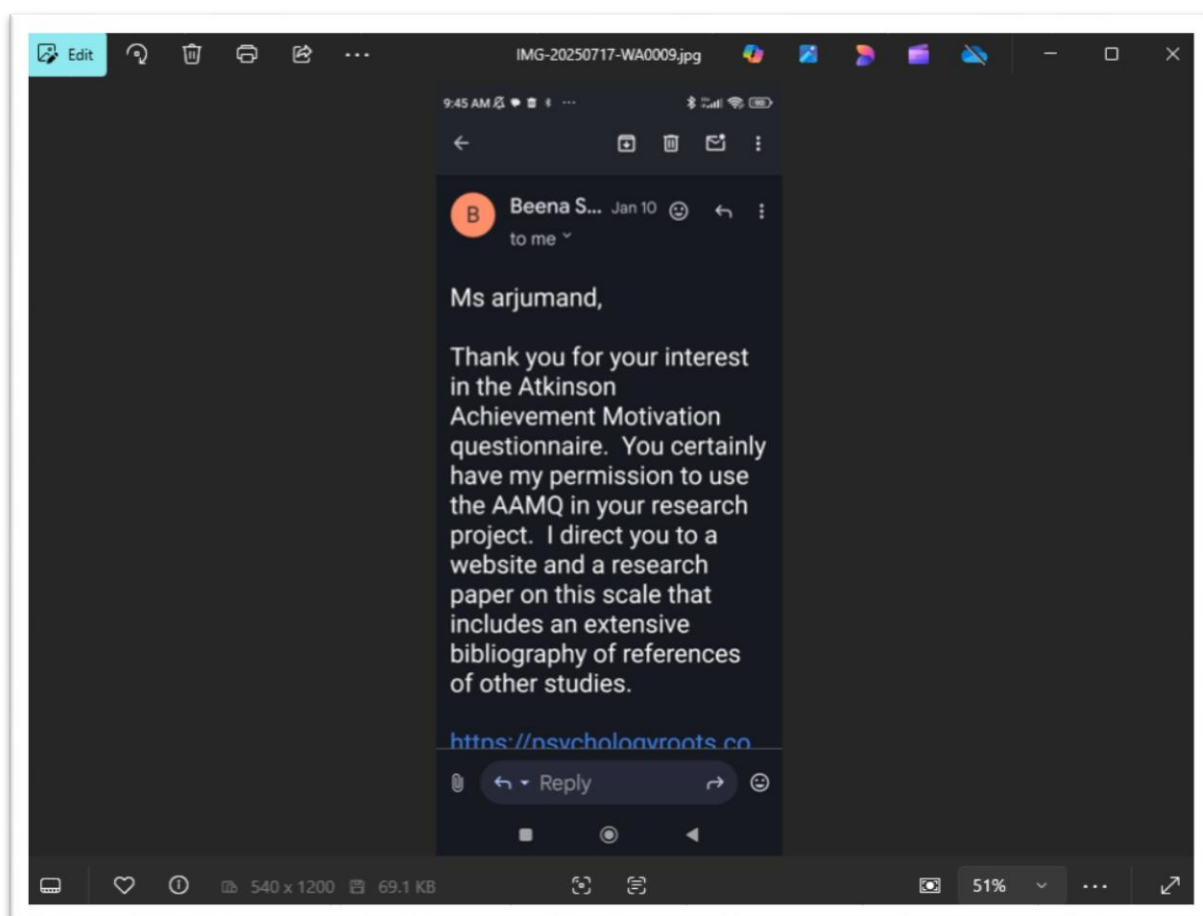
Murphy Sua
to me

March 11, 2022 (5:07 PM)

Yes, you have my permission to use the Baumrind Parenting Style Scale in your study.

Regards,

Dr. Murphy Sua.



APPENDIX 'H'

Parenting Styles Four Factor Questionnaire, PS-FFQ

Instructions:

For Students Used in Pilot Study

S.No.	Statement	All of the time 5	Most of the time 4	Some time 3	Rarely 2	Never 1
	Authoritarian Parenting Style					
1	My parents want me to follow their instruction because they are the authority to decide what I have to do or what I have not to do.					
2	My parents have little patience or tolerate misbehave or listen to my excuse in my behind mistake made by me.					
3	My parents usually like to give me physical punishment then giving advices to me because they are sure that I will not listen to it.					
4	My parents believe that only through punishment to me can be corrected and they also do not like to give any financial freedom to me.					
5	When I show disobedience my parents scold and criticize me with bursting anger.					
	Authoritative Parenting Style					
6	My parents are like a friend, philosopher and guide to me.					
7	My parents are used to understand my feeling in my situation and always try to get the opinion of me, whenever they buy something for me.					
8	Important family decisions are done together and I am given full freedom to share everything with my parents to me.					
9	My parents give value able reward for obeying them and behaving well.					
10	Whenever I fail to follow my time table given to me, my parents remained the consequences with a touch of love and affection.					
11	I talk with my parents out of being punished, after I have done something					

	wrong.					
12	My parents strongly believe that my future is in their hand and they have to set a proper time table for me to follow.					
13	My parents understand my strength and weakness and they set some appropriate rules for me and give friendly corrections whenever necessary.					
	Permissive Parenting Style					
14	My parents are very soft with me so they correct me at proper time by punishment.					
15	When I secure low score in my studies my parents do not punish me but they feel I can become better in future.					
16	Although my parents have definite goal and planning about my future but they cannot follow it strictly because of their leniency.					
17	My parents do not force me in any of my future career and they also help me to set realistic goals.					
18	My parents like to be very affectionate parents towards me and they also take the responsibilities of their faulty parenting on me.					
19	As my parents are busy and have little time to care for me, I am quite free to move my own way to take decisions.					
20	My parents always threatening me with punishment but do not actually do it because of their leniency.					
21	My parents have clear expectations regarding to my behavior and they do not much bother about my likings and regarding to my future.					
	Neglectful Parenting Style					
22	My parents do not have any demand or control on me and total freedom is given to me.					
23	When my parents are very sad and depressed they can't show much care and deep emotional tie up with me.					
24	My parents have enough stress and strain on their selves and hence they					

	can't take care of my welfare.					
25	My parents usually give more importance to their own likes and wishes but do not bother much about my needs or my misbehavior.					
26	My parents never like to tell me where they are going and why they are late.					
27	As my parents are bounded with severe life problems, they ignore my misbehavior and they don't have any idea about my life outside the home.					
28	As my parents brought up by strictly disciplined parents. So, they are very liberal with me.					
29	As my parents are very busy in household and office duties, they have less time for studies and listen to my needs and wishes.					
30	The punishment given to me depends upon my parents' mood.					

APPENDIX 'I'**SELF ESTEEM - QUESTIONNAIRE**

For Students Used in Pilot Study

Instructions:

Read the following statements carefully and indicate your single response by putting a "tick" mark in the appropriate box.

S.No.	Statement	Like me 5	Rarely like me 4	I don't know 3	Unlike me 2	Rarely Unlike me 1
	General Self					
1	I spend a lot of time day dreaming.					
2	I am pretty sure of myself.					
3	I often wish I were someone else.					
4	I wish I were younger.					
5	There are a lot of things about myself I would change if I could.					
6	I can make up my mind without too much trouble.					
7	Someone always has to tell me what to-do.					
8	It takes me a long time to get used to anything new.					
9	I am often sorry for the things I do.					
10	I give in very easily.					
11	I can usually take care of myself.					
12	I am pretty happy.					
13	I understand myself.					
14	It is pretty tough to be me.					
15	Things are all mixed up in my life.					
16	I can make up my mind and stick to it.					
17	I really do not like being a boy(girl).					
18	I have a low opinion of myself.					
19	I am not as nice looking as most people are.					

20	If I have something to say, I usually say it.					
21	I do not care what happens to me.					
22	I am a failure.					
23	I get upset easily when I am scolded.					
24	Things usually do not bother me.					
25	I cannot be depended on by others.					
26	I like most things about myself.					
	Social Self Peers					
27	I am easy to like by others.					
28	I am a lot of fun to be with.					
29	I am popular with children of my own age.					
30	I would rather play with children younger than me.					
31	Children usually follow my ideas.					
32	I do not like to be with other people.					
33	Children pick/ understand me very often.					
34	Most people are liked more than me.					
	Home Parents					
35	My parents and I have a lot of fun together.					
36	I get upset easily at home.					
37	My parents usually consider my feelings.					
38	My parents expect too much of me.					
39	No one pays much attention to me at home.					
40	There are many times when I would like to leave home.					
41	My parents understand me.					
42	I usually feel as if my parents are pushing me.					
	Lie Scale					
43	I never worry about anything.					
44	I always do the right thing.					
45	I never feel unhappy.					

46	I like everyone I know.					
47	I never get scolded.					
48	I never shy.					
49	I always tell the truth.					
50	I always know what to say to people.					
	School Academics					
51	I find it very hard to talk in front of the class.					
52	I am proud of my schoolwork.					
53	I am doing the best work that I can.					
54	I like to be called in class.					
55	I am not doing well in school, as I should be.					
56	I often feel upset in school.					
57	My teacher makes me feel that I am not good enough.					
58	I often get discouraged in my school.					

APPENDIX 'J'

Achievement Motivation Questionnaire**For Students Used in Pilot Study**

Read the following statements carefully and indicate yours in agreement by putting a “tick” marking the appropriate box.

Instructions:

S.No.	Statement	All of the time 5	Most of the time 4	Some time 3	Rarely 2	Never 1
	Need to achieve success					
1	I enjoy learning scientific subjects.					
2	I feel time passes quickly at the science class.					
3	I feel happy and comfortable at the science class.					
4	I like to learn' more difficult scientific subjects that I learn now.					
5	I like to do easy scientific assignments which I am sure that I can achieve.					
6	I trust my ability to succeed in science.					
7	I feel that I have the ability to learn scientific subjects.					
8	I can get a good marks' in science.					
9	I feel that I have the ability to answer questions asked by the science teacher.					
10	I trust my ability to learn the science content even if it is difficult.					
11	I feel learning science is beneficial to me in my daily life.					
12	I feel satisfied when I learn new topics in science.					
13	I thinks' of becoming an inventive scientist.					
14	I have the ability to learn more difficult scientific subjects than I learn now.					
15	I trust my ability to succeed in science.					
16	I can learn scientific topicseasily because they provide me with new information.					
17	I can succeed in the science tests.					

18	I study science subjects to please my teacher.					
19	I attribute my failure in performing science tasks to their difficulty					
	Need to avoid failure					
20	I feel afraid at science classes.					
21	I quickly feel bored when I do the scientific subjects that I learn now.					
22	I feel afraid of failing in the science tests.					
23	I feel worried at the time of the science test.					
24	I feel other students are better than me at science.					
25	I am unable to do science assignment if it is difficult.					
26	I feel that learning science is not important for me.					
27	I feel that the science class doesn't provide me information which benefits me in my daily life.					
28	I feel that learning science is important from degree point of view only.					
29	I learn science because it is more important than the marks I get.					
30	I avoid doing difficult science activities.					
31	I can only do easy assignments in scientific subjects.					
32	I can't succeed in science test.					
33	Whenever, I have experienced difficulty in performing assignments in scientific subject, I give up.					

APPENDIX 'K'**Dear student**

Assalam o Alaikum

I am doing PhD from a public sector university and conducting a research for completion of my degree on secondary students in order to learn determinates of their achievement motivation. Three questionnaires have been attached which contains statements about various aspects of parenting, self-esteem and achievement motivation, no statement is wrong or negativetherefore, you are requested to read each statement carefully and response according to your own agreement and disagreement with each statement. Your responses will be kept confidential and would only be used for research purpose.

Rating are requested on 5- point Likert (Strongly disagree=1, Disagree 2, Neutral =3, Agree =4 and strongly Agree=5).

Good luck

Arjumand Azhar

1	Gender	
2	Family income level	
3	Number of siblings	
4	Birth order	
6	Father Qualification	
7	Father Profession	
8	Mother Qualification	
9	Mother Profession	
11	Name of District	
12	Sector	
13	Grades	

APPENDIX 'L'

Parenting Styles Four Factor Questionnaire

Instructions:

Used in Main Study

S. No.	Statement	All of the time 5	Most of the time 4	Some time 3	Rarely 2	Never 1
I	Authoritarian Parenting Style					
1	My parents have little patience or tolerate misbehave.					
2	My parents usually like to give me physical punishment then giving advices to me because they are sure that I, will not listen to it.					
3	My parents believe that only through punishment they can correct me.					
4	When I show disobedience my parents scold and criticize me with bursting anger.					
II	Authoritative Parenting Style					
5	My parents are used to understand my feeling in my situation and always try to get the opinion of me, whenever they buy something for me.					
6	My parents give value able reward for obeying them and behaving well.					
7	Whenever I fail to follow my time table given to me, my parents remained the consequences with a touch of love and affection.					
8	My parents are very soft with me so they correct me at proper time by punishment.					
III	Permissive Parenting Style					
9	Although my parents have definite planning about my future but they unable to follow this because of their leniency.					
10	My parents do not force me in any of my future career and they also help me to set realistic goals.					
11	My parents are affectionate; they never blame me for mistakes.					
12	As my parents are busy and have little					

	time to care for me, I am quite free to move my own way to take decisions.					
13	My parents always threatening me with punishment but do not actually do it because of their leniency.					
VI	Neglectful Parenting Style					
14	My parents do not have any demand or control on me and total freedom is given to me.					
15	When my parents are depressed they can't show much care of me.					
16	Usually my parents are stressed due to which they cannot take care of me.					
17	My parents usually give more importance to their own likes and wishes but do not bother my needs.					
18	My parents never like to tell me where they are going and why they are late.					
19	As my parents have several issues, due to which they even ignore my misbehavior.					
20	Since my parents are very busy so they do not have time to listen my concerns .					
21	The punishment given to me depends upon my parents' mood.					

APPENDIX 'M'

SELF ESTEEM - QUESTIONNAIRE

For Students Used in Main Study

Dear Students

Please read following statements carefully and indicate your single response by putting a “tick” mark in the appropriate box, according to your own agreement and disagreement of the statement, since no right or wrong statement is there.

S. No.	Statement	Like me 5	Rarely like me 4	I don't know 3	Unlike me 2	Rarely Unlike me 1
	General Self					
1	I am pretty sure of myself.					
2	I often wish I were someone else.					
3	I wish I were younger.					
4	There are a lot of things about myself I would change if , I could.					
5	I can make up my mind without too much trouble.					
6	Someone always has to tell me what to-do.					
7	It takes me a long time to get used to anything new.					
8	I am often sorry for the things I do.					
9	I give in very easily.					
10	I can usually take care of myself.					
11	I am pretty happy.					
12	I understand myself.					
13	It is pretty tough to be me.					
14	Things are all mixed up in my life.					

15	I can make up my mind and stick to it.					
16	I really do not like being a boy (girl).					
17	I have a low opinion of myself.					
18	I am not as nice looking as most people are.					
19	I am a failure.					
20	I get upset easily when I am scolded.					
21	Things usually do not bother me.					
22	I am not dependent on others.					
	Social Self Peers					
23	I am a lot of fun to be with.					
24	I am popular among the children of my own age					
25	I would rather play with children younger than me					
26	Children usually follow my ideas.					
27	I do not like to be with other people.					
28	Children pick/ understand me very often.					
29	Most people are liked more than me.					
	Home Parents					
30	My parents and I have a lot of fun together.					
31	My parents expect too much of me.					
32	No one pays much attention to me at home.					
33	There are many times when I would like to					

	leave home.					
34	My parents understand me.					
35	I usually feel as if my parents are pushing me.					
	Lie Scale					
36	I never worry about anything.					
37	I always do the right thing.					
38	I never feel unhappy.					
39	I like everyone I know.					
40	I always tell the truth.					
41	I always know what to say to people.					
	School Academics					
42	I am proud of my schoolwork.					
43	I am doing the best work that I can.					
44	I am not doing well in school, as I should be.					
45	I often feel upset in school.					
46	I often get discouraged in my school.					

APPENDIX 'N'

Questionnaire Achievement Motivation in Science subject

Used in Main Study

Dear Students:

Following are some of the statement to learn about your motivation of learning in the scientific subjects, no right or wrong statement is there, therefore, you are requested to read each statement carefully and respond according to your own agreement and disagreement with each statement. Your responses will be kept confidential and only use for the research purpose.

S. No.	Statement	All of the time 5	Most of the time 4	Some time 3	Rarely 2	Never 1
	Need to achieve success					
1	I enjoy learning scientific subjects.					
2	I feel time passes quickly at the science class.					
3	I feel happy and comfortable at the science class.					
4	I like to learn' more difficult scientific subjects that I, learn now.					
5	I like to do easy scientific assignments which I am sure that I can achieve.					
6	I trust my ability to succeed in science.					
7	I feel that I have the ability to learn scientific subjects.					
8	I can get a good marks' in science.					
9	I feel that I have the ability to answer questions asked by the science teacher.					
10	I trust my ability to learn the science content even if it is difficult.					
11	I feel learning science is beneficial to me in my daily life.					
12	I feel satisfied when I learn new topics in science.					
13	I thinks' of becoming an inventive scientist.					
14	I have the ability to learn more difficult scientific subjects than I, learn now.					
15	I trust my ability to succeed in science.					

16	I study science because it gives me m=new information.					
17	I can achieve good grades in the assessment of science subjects.					
18	I study science subjects to please my teacher.					
	Need to avoid failure					
19	Due to higher difficult level I , cannot clear my exams.					
20	I am afraid of scientific subjects.					
21	I quickly feel bored when I do the scientific subjects that I learn now.					
22	I feel afraid of failing in the science tests.					
23	I feel worried at the time of the science test.					
24	I feel other students are better than me at science.					
25	I am unable to do science assignment if it is difficult.					
26	I felt that science can provide me valuable information.					
27	I feel that degree in scientific discipline is more important for me.					
28	I learn science because it is more important than the marks I get.					
29	I have disinclination towards scientific practical. .					
30	I can only do easy assignments in scientific subjects					



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Phone #: 051-9265100

Certificate of Validity-04

**EFFECTS OF PERCEIVED PARENTING STYLES ON SELF ESTEEM AND ACHIEVEMENT MOTIVATION
OF SECONDARY SCHOOL STUDENTS**

By Arjumand Azhar

Ph.D. scholar faculty of Social Sciences, National University of Modern Languages H-9, Islamabad
Pakistan.

This is to certify that undersigned has evaluated following questionnaires:

1. PS-FQ Parenting Styles Four Factor Questionnaire for Students.
2. Achievement Motivation Questionnaire for Students.
3. PS-FFQ Parenting Styles Four Questionnaire for Students.

Ms. Arjumand Azhar is a Ph.D. Scholar of National University of Modern Languages, Islamabad. I have reviewed the above-mentioned questionnaires in Urdu Language. All the three questionnaires are relevant and valid for the research. I found these questionnaires helpful for data collection from Secondary School Certificate students.

Dr. Nazia Younis
Assistant Professor
National University of
Modern Languages Islamabad.

Dr. Nazia Younis
Assistant Professor
Department of Urdu Language & Literature
Islamabad.

السلام علیکم!

اس مقصد کے حصول کے لئے سیکنڈری سطح سے تعلق سائنس کے طلبہ کی ذاتی صلاحیت سے مطابقت رکھتے ہوئے تین سوالنامے مرتب کئے گئے ہیں۔ جو پانچ کالجز پر مشتمل ہیں۔ سیکنڈری سکول کے سائنس طالبہ کے مستقبل میں کامیابی کے حصول کے لئے والدین کے رویے اور بچوں کی خود اعتمادی پر اثرات کا جائزہ مقصود ہے۔ جسے طلبہ اپنی سوچ کے مطابق جواب دینے کے مجاز ہیں۔ ان کی روشنی میں ان کے بہترین مستقبل کے بارے میں مقاصد کا حصول ہے اور تمام معلومات کو مکمل طور پر صیغہ راز میں رکھا جائے گا۔

جنس	1	
ماہانہ آمدنی	2	
بہن بھائیوں کی تعداد	3	
ولادت کی ترتیب	4	
والد کی تعلیم	5	
والد کا پیشہ	6	
والدہ کی تعلیم	7	
والدہ کا پیشہ	8	
مستقبل کا ہدف	9	
ضلع	10	
سیکٹر	11	
گریڈز	12	

سوالنامہ برائے بچوں کے ساتھ والدین کے رویہ

نمبر شمار	بیان یا دعوی	زیادہ متفق ہونا	متفق ہونا	بعض اوقات	غیر متفق ہونا	زیادہ غیر متفق ہونا
		5	4	3	2	1
01	میرے والدین میرا رویہ برداشت نہیں کرتے۔					
02	میرے والدین نصیحت کرنے سے پہلے مجھے جسمانی سزا دیتے ہیں کیونکہ انکے خیال میں سزا کے بغیر میں اگلی بات نہیں سنتا					
03	میرے والدین کے خیال میں سوائے سزا کے وہ میرا صلاح نہیں کر سکتے۔					
04	میری مافرمائی پر میرے والدین مجھے لعن طعن کر کے اپنے غصے کا اظہار کرتے ہیں۔					
05	میرے والدین میرے جذبات کو سمجھتے ہوئے میرے لئے کوئی چیز خریدتے وقت میری رائے کا اہمیت دیتے ہیں۔					
06	میرے والدین میرے اچھے برے اور پر مجھے قیمتی انعام سے نوازتے ہیں۔					
07	اپنے والدین کو اپنے گئے نام ٹھیک پر پورا نہ آنے کی صورت میں پھر بھی انکارویہ ششکا نہ ہوتا ہے۔					
08	بطور اصلاح سزا دیتے وقت میرے والدین کارویہ انتہائی ششکا نہ ہوتا ہے۔					
09	میرے والدین اگرچہ میرے مستقبل کی بہتر منصوبہ بندی رکھتے ہیں مگر اپنی نرم مزاجی کی وجہ سے اس پر کاربند نہیں رہتے۔					
10	میرے والدین اگرچہ میرے مستقبل کے پیشے کے بارے میں مجھ پر دباؤ نہیں ڈالتے لیکن عمدہ مقاصد کے حصول کیلئے وہ میری مدد کرتے ہیں۔					
11	میرے والدین انتہائی مشفق ہیں اور کسی غلطی پر مجھے الزام نہیں دیتے					

12	میں ہر کام اپنی مرضی سے کرتا ہوں کیونکہ میرے والدین کے پاس اپنی مصروفیت کی وجہ سے میرے لئے بہت کم وقت ہوتا ہے۔				
13	میرے والدین مجھے ہمیشہ سزا دینے کی دھمکی دیتے ہیں مگر اپنی نرمی کی وجہ سے ایسا نہیں کرتے۔				
14	میرے والدین کو مجھ سے کوئی توقع نہیں اور میں مکمل آزاد ہوں۔				
15	وہنی دباؤ کے سبب میرے والدین مجھ پر زیادہ توجہ نہیں دیتے				
16	عموماً پریشان رہنے کی وجہ سے میرے والدین میرا خیال نہیں رکھ پاتے۔				
17	میرے والدین میری ضروریات کے بجائے اپنی خواہشات کو قیادہ ترجیح دیتے ہیں۔				
18	میرے والدین نے کبھی اس بات پر دھیان نہیں دیا کہ وہ کہاں گھر سے جا رہے ہیں اور کس وقت واپس آتے ہیں۔				
19	اپنے بہت سے مسائل کے باعث وہ میرے برے رویے کو نظر انداز کر دیتے ہیں۔				
20	اپنی مصروفیت کے باعث میرے والدین میرے معاملات کو نظر انداز کر دیتے ہیں۔				
21	میری سزا کا انحصار میرے والدین کے مزاج پر منحصر ہے۔				

سوالنامہ برائے خود اعتمادی

نمبر شمار	بیان رنگینی	زیادہ متفق ہونا (5)	متفق ہونا (4)	بعض اوقات (3)	غیر متفق ہونا (2)	زیادہ غیر متفق (1)
	عام خود					
1	میں اپنے بارے میں کافی یقین رکھتا رکھتی ہوں۔					
2	اکثر میں یہ خواہش کرتا کرتی ہوں کہ میں کوئی اور ہوتا رہتی۔					
3	کاش میں چھوٹا ہوتا رہتی۔					
4	بہت سی چیزیں ایسی ہیں جنہیں میں اپنے بارے میں تبدیل کرنا چاہوں گا چاہوں گی اگر میں کر سکتا رکھتی ہوں۔					
5	میں بغیر کسی زیادہ وقت کے فیصلہ کر سکتا رکھتی ہوں۔					
6	مجھے ہمیشہ بتانا پڑتا ہے کہ کیا کرنا ہے۔					
7	مجھے کسی بھی نئی چیز کے عادی ہونے میں کافی وقت لگتا ہے۔					
8	میں اکثر اپنے کئے ہوئے کاموں پر افسوس کرتا کرتی ہوں۔					
9	میں بہت آسانی سے ہار مان لیتا رہتی ہوں۔					
10	میں عام طور پر اپنا خود خیال رکھ سکتا رکھتی ہوں۔					
11	میں کافی خوش ہوں۔					
12	میں خود کو سمجھتا سمجھتی ہوں۔					
13	میرے لئے خود ہونا کافی مشکل ہے۔					
14	میری زندگی میں سب کچھ الجھا ہوا ہے۔					
15	میں فیصلہ کر سکتا رکھتی ہوں اس پر قائم رہ سکتا رکھتی ہوں۔					
16	مجھے لڑکا لڑکی ہونا بالکل پسند نہیں۔					

17	مجھ میں خود اعتمادی کی کمی ہے۔				
18	میں زیادہ تر لوگوں کی طرح اچھا نہیں لگتا لگتی۔				
19	میں ناکام ہوں۔				
20	جب مجھے ڈانٹا جاتا ہے میں جلدی ناراض ہو جاتا رہ جاتی ہوں۔				
21	عام طور پر چیزیں مجھے پریشان نہیں کرتیں۔				
22	میں دوسروں پر انحصار نہیں کرتا کرتی۔				
	ساماجی خود دوسروں کے ساتھ تعلقات				
23	میرے ساتھ رہنا بہت مزہ آتا ہے۔				
24	میں اپنی عمر کے بچوں میں مقبول ہوں۔				
25	میں اپنے سے چھوٹے بچوں کے ساتھ کھیلتا زیادہ پسند کرتا کرتی ہوں۔				
26	بچے عام طور پر میرے خیالات پر عمل کرتے ہیں۔				
27	مجھے دوسرے لوگوں کے ساتھ رہنا پسند نہیں۔				
28	بچے اکثر مجھے سمجھتے ہیں۔				
29	زیادہ تر لوگوں کو مجھ سے زیادہ پسند کیا جاتا ہے۔				
	گھر والدین				
30	میرے والدین اور میں ساتھ میں بہت مزہ کرتے ہیں۔				
31	میرے والدین مجھ سے بہت زیادہ امیدیں رکھتے ہیں۔				
32	گھر میں مجھ پر کوئی زیادہ توجہ نہیں دیتا۔				
33	بہت سے ایسے وقت آتے ہیں جب میں گھر چھوڑ دینا چاہتا چاہتی ہوں۔				

34	میرے والدین مجھے سمجھتے ہیں۔				
35	میں اکثر ایسا محسوس کرتا کرتی ہوں جیسے میرے والدین مجھے دباؤ ڈال رہے ہیں۔				
	جھوٹ کا پیمانہ				
36	میں کبھی کسی چیز کے بارے میں فکر نہیں کرتا کرتی۔				
37	میں ہمیشہ صحیح کام کرتا کرتی ہوں۔				
38	میں کبھی بھی ناخوش نہیں ہوتا رہتی۔				
39	میں ہر ایک کو پسند کرتا کرتی ہوں جسے میں جانتا جانتی ہوں۔				
40	میں ہمیشہ سچ بولتا بولتی ہوں۔				
41	میں ہمیشہ لوگوں سے کیا کہتا ہے یہ جانتا جانتی ہوں۔				
	اسکول کی تعلیم				
42	مجھے اپنے اسکول کے کام پر فخر ہے۔				
43	میں اپنی کام کرنے پوری کوشش کر رہا رہی ہوں۔				
44	میں اسکول میں اتنا اچھا نہیں کر رہا رہی جتنا مجھے کرنا چاہیے۔				
45	میں اکثر اسکول میں پریشان ہو جاتا جاتی ہوں۔				
46	میں اکثر اسکول میں حوصلہ شکنی کا شکار ہو جاتا جاتی ہوں۔				

سوالنامہ برائے سائنس میں کامیابی کے محرکات

نمبر شمار	بیان یا دعویٰ	زیادہ متفق ہونا	متفق ہونا	بعض اوقات	غیر متفق ہونا	زیادہ غیر متفق ہونا
		5	4	3	2	1
01	مجھے سائنس سے متعلق مضامین پڑھنے میں لطف آتا ہے۔					
02	میں محسوس کرتا ہوں سائنس کا مطالعہ کرتے ہوئے جماعت میں میرا وقت تیزی سے گزرتا ہے۔					
03	میں سائنس کی جماعت میں خوشیاں اور آسانی محسوس کرتا ہوں۔					
04	جو سائنس مقرررات جو میں اب تک سیکھ چکا ہوں ان سے زیادہ سائنس مقرررات سیکھنا پسند کرتا ہوں۔					
05	میں وہ سائنس تجویز شدہ کام کرنا پسند کرتا ہوں مجھے یقین ہوتا ہے کہ اسے آسانی سے کر لوں گا۔					
06	مجھے اپنی صلاحیت پر بھروسہ ہے۔					
07	مجھے یہ محسوس ہوتا ہے کہ میرے سائنس سے متعلق مضامین پڑھنے کی میرے اندر صلاحیت موجود ہے۔					
08	میں سائنس میں اچھے نمبرز لے سکتا ہوں۔					
09	میں یہ محسوس کرتا ہوں کہ سائنس استاد کے پوچھے گئے سوالات کے جوابات دینے کی صلاحیت رکھتا ہوں۔					
10	مجھے اپنی قابلیت پر بھروسہ ہے کہ مشکل سائنس مواد آسانی سے سیکھ سکتا ہوں۔					
11	میں یہ محسوس کرتا ہوں کہ روزمرہ زندگی میں سائنسی تعلیم کا حصول مفید ہے۔					
12	نئے سائنسی عنوانات سیکھنے میں خوشی محسوس کرتا ہوں۔					
13	میں اختراعی سائنس دان بننا چاہتا ہوں۔					
14	میرے اندر یہ صلاحیت موجود ہے کہ میں موجودہ حاصل کردہ سائنسی علم زیادہ سائنسی مضامین پڑھ سکتا ہوں					
15	مجھے اپنی صلاحیتوں پر مکمل بھروسہ ہے کہ میں سائنس میں کامیابی حاصل کر سکتا ہوں۔					
16	میں اسلئے سائنس پڑھتا ہوں کہ مجھے جدید معلومات فراہم کرتی ہے۔					

17	میں سائنس کے جائزہ میں اچھی کارکردگی دکھا سکتا ہوں۔
18	میں اپنے استاد کو خوش کرنے کے لئے سائنسی مضامین پڑھتا ہوں۔
19	میری ناکامی کی وجہ سائنس کے جائزوں کا مشکل ہونا ہے۔
20	میں سائنس کی جماعت میں خوف محسوس کرتا ہوں۔
21	میں سائنس مضامین پڑھتے ہوئے جلد اکتا جاتا ہوں۔
22	میں سائنس کے جائزوں میں ناکام ہوئیے گھبراتا ہوں۔
23	میں یہ محسوس کرتا ہوں کہ دوران جائزہ (سائنس) میں پریشان ہو جاتا ہوں۔
24	میں یہ محسوس کرتا ہوں کہ دوسرے طلباء سائنس میں مجھ سے بہتر ہیں۔
25	مشکل سائنسی تجویز شدہ کام کرنا میرے لئے مشکل ہے
26	میں ایسا محسوس کرتا ہوں کہ سائنس کی جماعت مجھے مفید معلومات پہنچا سکتی ہے۔
27	میں یہ محسوس کرتا ہوں کہ سائنس حاصل کردہ ڈگری میرے لئے زیادہ اہم ہے۔
28	میں سائنس پڑھنا زیادہ اہم سمجھتا ہوں نسبت اس کے کہ میں اس میں زیادہ نمبر لے سکوں۔
29	میں اکثر و بیشتر سائنس کے پریکٹیکل کرنے سے گھبراتا ہوں۔
30	میں آسان سائنسی تجویز شدہ کام زیادہ پسند کرتا ہوں۔

APPENDIX 'T'



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2019/Edu

Dated: 25-02-2019

✓ To: Arjumand Azhar,
692-Phd/Edu/F17

Subject: APPROVAL OF PHD THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No. ML.1-2/2019-Edu dated 11-02-2019, the Higher Authority has approved your topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 5th Dec 2018.

i. Supervisor's Name & Designation

Dr. Hukam Dad Malik,
Associate Professor, Department of Education
NUML, Islamabad.

ii. Co-Supervisor's Name & Designation

Dr. Wajeeha Shahid,
Assistant Professor, Department of Education
NUML, Islamabad

iii. Topic of Thesis

Effects of Perceived Parenting Styles on Self Esteem and Achievement Motivation of Secondary School Students

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your Thesis & Published Research Article should be submitted within prescribed period by Sept 2022 positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090

E-mail: mdin@numl.edu.pk


Dr. Hukam Dad Malik
Head,
Department of Education

Cc to:

Dr. Hukam Dad Malik (Supervisor)

Dr. Wajeeha Shahid (Co-Supervisor)

✓ Individual Concerned.

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