

Present study was conducted to explore the relationship between parenting styles (authoritative, authoritarian and permissive parenting style), self-esteem and achievement motivation in the context of public and private sector secondary school students. The prime objective of the study was to investigate the relationship between parenting styles, self-esteem and achievement motivation among secondary students, the second objective of the study was to the impact of parenting styles and self-esteem on the achievement motivation of secondary school students and third objective of the study was to explore the impact of various demographic variables such as gender, grade, education sector, mothers profession, fathers profession, monthly family income, birth order, number of siblings and mother tongue in determining parenting styles, level of self-esteem and achievement motivation.

This study was consisted of three parts. Part I comprised of translation and validation of research instruments. For the measurement of parenting styles "Parental Authority Questionnaire (PAQ)" based on 2 forms (mother and father) 30 items in each developed by Buri was used, for the measurement of self-esteem "Self Esteem Inventory (SEI)" consisted of 36 items created by Todd was used and for the measurement of achievement motivation "Achievement motivation inventory (AMI)" comprised of 32 items developed by Immanuel was used.

Part II of the study was comprised of pilot testing of translated research instruments on 60 secondary school students. Part III consisted of main study, a stratified random sample of 300 secondary school students, 150 from public sector and 150 from private sector were selected in order to collect data. After data collection data was analyzed by the help of SPSS 16 through using different statistical procedures such as Mean, SD, Percentile Analysis, Coefficient Of Correlation, t-test and ANOVA. Findings of the study revealed that a positive significant relationship exist between parenting styles, self-esteem and achievement motivation among secondary school students..