



Influence of Parenting Styles and Parent's Involvement on Student's Academic Achievement(A Cross-Sectional Study of State-based Higher Secondary Schools Children in Multan)

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Abstract: Academic achievement is concrete completion of study in the classroom as getting goods, standardized grades, and complete graduation from high school. The present research aims to investigate the relationship between parenting style, parental involvement, and academic achievement, also investigates the academic achievement with respect to gender in higher secondary school students in Multan. For this purpose, a cross-sectional research design was utilized and 351 students from the ninth and tenth grades of higher secondary schools in Multan, Pakistan were selected by using a multistage cluster sampling technique. The first part of the questionnaire was based on socio-economic status, demographic characteristics, previous academic grades; the second part was based on Buri (1991) parental authority questionnaire and Paulson's (1994) parental academic involvement scale was used. Pearson correlation was applied to the data to find out the relationship between parenting styles, parental involvement, and academic achievement. Afterward, an independent sample t-test was applied to the data to find out the mean differences in academic achievements with respect to gender. Results showed a positive correlation between parenting styles, parental involvement, and academic achievement and on the other hand, results from t-test shown no significant mean difference in male and female's academic achievement. This study concluded that parental involvement and parenting styles highly contribute to higher and lower academic achievement among students.

Keywords: Academic achievement, Parenting styles, Parental involvement, School Students

I. INTRODUCTION

Students are the important assets of academic institutions because the social and financial development of a country is directly proportional with academic achievement of the students (Mushtaq & Khan, 2012). Student's well-being depends upon their academic achievements as far as academics are interlinked with the chances which may provide an improved lifestyle of people. So, we can say that education basically provides a forum for human capital development. By keeping consideration on influencing factors that are directly linking with academic achievement of the students we can identify the risk factors (Masud et al., 2018). Darling and Steinberg (1993) have defined parenting styles in terms of creating an emotional mechanism in which parents socialize their child based on responsiveness and demandingness to child's needs. In case of student's academic achievement, since last 25 years researchers have started taking interest on parent-child relationship in academics. Different parenting styles have differently influence on children's educational achievements. Those students performed better in their schools whose parents adopt modern values rather than traditional values of imposing demands upon them. In terms of student's gender, a study found that parents were highly authoritative towards their daughters and authoritarian and permissive with their sons (Munyi, 2013).

According to UNESCO (2012) about 2.6 million got admissions in primary schools, 2.9 students in high schools and approximately 1.5 million students were studying in different colleges and universities. These figures have cleared that Pakistan's literacy rate is still below the literacy rates of China, Sri Lanka, Nepal, Bangladesh and Burma. Various studies have determined that there are some factors which are affecting the literacy rate. As farooq et al. (2011) found that academic achievements are highly influenced by the gender, age, demographic characteristics, ethnic background, socio-economic status, parental

educational background, parents work sector, language barriers, monthly family income and religious background of the students. The first and the foremost element affecting is parenting style and parental involvement in educational activities of their children in this way, Speight (2009) claimed that different typologies of parenting and parental involvement plays considerable role in high and poor academic achievements. It also increases the brainpower of the students.

On contrary, poor academic achievements may leads to increasing ratio of unemployment, psychological disorders, isolation and deviant behavior. A report Published by Urdu Point News (October, 2019) in Sargodha Punjab, a student named Zahid Mehmood had committed suicide due to the fear of his parents and feeling of being guilty because he did not meet his parents demands after failing in intermediate's examination. According to the Baumrind's theory of parenting styles (1971) and Walberg's educational productivity theory. These theories states that parents usually adopt one out of three different mechanisms for socializing their children. This theory found that authoritative parents who are highly demanding and highly responsive towards their child's needs there are more likely the chances that their children have high self-confidence and academic aspirations. On the other hand, children from authoritarian and permissive parenting styles more likely to have poor understanding level about particular phenomena's and they are more likely the chances that they poorly perform in their academics.

Henceforth, the present research aims to investigate the relationship among parenting style, parental involvement and academic achievement and also investigates the academic achievement with respect to gender in secondary school students in Multan. The findings of the study will provide new knowledge about the relationship between predictor and criterion variable. This study will be helpful for both parents and students to get to know about the unconscious issues, barriers and impediments in academic achievement among the students of state-based schools in Multan, Pakistan.

II. LITERATURE REVIEW

Academic achievement can be defined in numerous manners in this way; Quilliams (2007) had described academic achievement in terms of concrete completion of study in classroom. Finn and rock (1997) stated academic achievement as getting goods, standardized grades and complete graduation from high school. Good academic achievements directly lead to success which impacts the economic and environmental well-being of the students (Yu & Patterson, 2010). On contrary, the students who achieve poor academic grades may face many problems such as feeling guilty and disgraceful (Peelo & Wareham, 2002). Previous studies have indicated that there are mainly three categories which influence academic achievement namely, family environment (Christensionet al., 2008) the school and child's academic self-efficacy. Additionally, there are also of the contributing factors which can lead to poor academic performance. These factors are parenting styles (Besharat et al., 2011) and parent's school involvement (Haghighatian, Rabbani & Kazeni, 2009). Lee (2006) founded authoritative parenting style as a predictor of better mental development and academic capability, henceforth authoritative parenting style has been considered to be the best medium of child well-being and academic achievement.

On contrast to above, authoritarian parenting style comprised high demands in terms of academic grades and less response towards child's need which may arouse the feeling of curiosity that can be resulted in poor academic performance. In such situations, parents seem to be always dissatisfied with their children and children always afraid of making mistakes. In case of permissive parenting style in which parents do not expect anything from their children in such situation's child become unable to understand about what his/her parents actually expecting from them. There are more likely the chances that these children suffer from mood disorders such as depression, anxiety and stress, less motivation (Ellefsen & Beran, 2007). The students of Authoritarian families can also suffer from mood disorders because of their parent's involvement in academic activities. In past, parent child relationship was considered to be the unidirectional in nature but at present time, it is a bidirectional phenomenon which influences each other's on the basis of relationship. There is also a significant relationship between socio-economic status parenting styles and academic achievements among students (Hassan & Sen, 2015).

In the same way, Elham and Colleagues (2012) discovered no significant relationship between authoritarian parenting style and academic achievement. But there is significant association between family structure and academic achievement. In Pakistan, Farooq et al., (2011) demonstrated that socio-

economic status, parent's education, and work sector plays an important role in student's academic achievement. Rogers et al. (2009) stated that parental involvement child's educational institution directly affects their academic performance henceforth those children who discuss their educational problems with them are more likely to have higher level of academic aspirations (Fallon & Illinois, 2010).

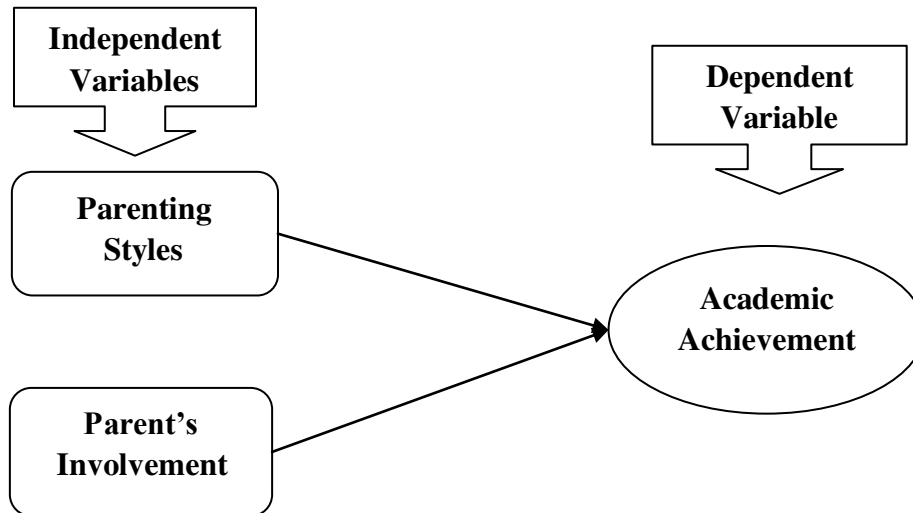


Figure 1. Conceptual Framework of the Study

III. MATERIAL AND METHOD

Procedure

The Unit of analysis of this study was higher secondary school children of Multan, Punjab, Pakistan. The researcher had selected the population of district Multan from all the renowned districts of Southern Punjab through a multistage cluster sampling technique prior to recent research conducted by Ashraf et al. (2019) and Ashraf et al. (2020). At first stage the researcher had made the strata of all towns of Multan city i.e. Bosan town, Shah Rukn-e-Alam town, Sher Shah town, Shuja Abad town and Jalalpur Pirwala town.

In second stage, the researcher has selected two higher secondary schools of each town by using simple random sampling technique, as well as schools were segregated based on male and female. In third stage, the researcher has targeted the students of 9th and 10th class. In third stage researcher had selected every nth number of respondents by keeping the same interval in the list until researcher obtained the total sample which was consisted of 351. The total number of students in selected schools were 3832 and data was collected from 351 respondents. However, the sample size was derived by Krejcie and Morgan (1970) table.

Measurement

Questionnaire was based on four parts; the first part was comprised of socio-demographic profile of the respondents retrieved from Pakistan social and living standard survey (2013-14), and the questions were consisting of gender, age, level of education, parents' qualification, parental occupation, family income, residence, family type, family size, birth order and previous academic percentage. The second part was based on Parental Authority Questionnaire (PAQ) by Buri (1991) which has 30 items with three subscales of demonstrating typologies of parenting style; Authoritarian, Authoritative and permissive parenting style. While the items were measured on five points Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Afterwards, Paulon's (1994) parental involvement 30-items scale was used to determine the parent's involvement in educational activities of their children, whereasthe items were measured on five

points Likert scale from 1 (very unlike) to 5 (very like). Lastly, academic achievement was measured by student's marks in previous exams. Data were analyzed by using SPSS version 23.

IV. RESULTS

Table No.4.1. *Distribution of the respondents according to their Socio-economic background and previous academic achievement*

Variable	Categories	f(%)
Age	15-16 year	183(52.1)
	17-18 year	90(25.6)
	>18year	78(22.2)
Gender	Male	161(45.9)
	Female	190(54.1)
level of education	Ninth	114(32.5)
	Tenth	238(67.5)
Father's qualification	Illiterate	26(7.4)
	Primary	16(4.6)
	Middle	35(10.0)
	Matriculation	81(23.1)
	Intermediate	63(17.9)
	Graduation	71(20.2)
	Masters	48(13.7)
Father's work sector	Other	11(3.1)
	Governmental	128(36.5)
	Semi-governmental	17(4.8)
	Private	94(26.8)
	Unemployed	18(5.1)
Mother's qualification	Other	94(26.8)
	Illiterate	59(16.8)
	Primary	71(20.2)
	Middle	51(14.5)
	Matriculation	57(16.2)
	Intermediate	26(7.4)
	Graduation	46(13.1)
Mother's work sector	Masters	17(6.8)
	Other	24(6.8)
	Governmental	43(12.3)
	Semi-governmental	3(0.9)
	Private	19(5.4)
residential ownership	Housewife	184(52.4)
	Other	102(29.1)
	owned	298(84.9)
Monthly family income	rented	53(15.0)
	5000-15000	159(45.3)
	15001-25000	66(18.8)
	25001-35000	99(28.2)
	35001-45000	23(6.6)
Place of residence	>45000	4(1.1)
	Rural	156(44.4)
Family size	Urban	195(55.6)
	<5	22(6.3)
	5-10	149(42.5)
Birth order	>10	180(51.3)
	1-3	90(25.6)
	4-6	101(28.7)

	7-9	105(29.9)
	>9	55(15.6)
Family type	Joint	61(17.4)
	Nuclear	198(56.4)
	Extended	92(26.2)
Previous academic percentage	above 80%	110(31.3)
	71%-80%	34(9.7)
	61%-70%	13(3.7)
	51%-60%	189(53.8)
	<50%	5(1.4)

N=351, f=frequency, %=percentage

The above-mentioned table 4.1. depicts the socio-economic status, demographic characteristics and academic achievement of the research participants. Majority of the respondents (183;52.1%) reported their age between 15-16 years, majority of the respondents (190;54.1%) were girls, maximum of the participants (238;67.5%) were the students of tenth grade, most of the respondents (81;23.1%) mentioned that their father had done matriculation, most of the respondent's father(128;36.5%) were working in governmental sector, most of the respondents (71;20.2%) mentioned that their mothers had done primary education, majority of the respondents (184;52.4%) reported their mothers as housewives, overwhelming of the respondents (298;84.9%) were living in own homes, majority of the respondents (159;45.3%) mentioned their monthly family income between 5000PKR-15000PKR, majority of the respondents (195;55.6%) were from urban area, maximum of the respondents (180;51.3%) reported their family size >10 members, most of the respondents (105;29.9%) mentioned their birth order among siblings between 7-9, maximum of the respondents (198;56.4%) reported that they were belong to nuclear family type and majority of the respondents (189;53.8%) reported their previous achieved grade's percentage between 51%-60%.

Table No. 4.2. Pearson correlation among parenting styles, parental academic involvement and academic achievement

Variable	M	SD	1	2	3	4	5	6	7	8	9	10
Permissive	31.3	5.73	r	1	.561*	.650*	.619*	.546*	.573*	.545*	.621*	-
	1	4	p		*	*	*	*	*	*	*	.620*
					.000	.000	.000	.000	.000	.000	.000	*
												.000
Authoritarian	31.2	6.00	r	1	.575*	.608*	.635*	.598*	.570*	.516*	.574*	
	6	6	p		*	*	*	*	*	*	*	*
					.000	.000	.000	.000	.000	.000	.000	.00
Authoritative	32.8	6.06	r	1	.624*	.461*	.624*	.630*	.429*	.106*		
	9	1	p		*	*	*	*	*	*		.024
						.000	.000	.000	.000	.000		
Demandingness	16.4	3.80	r	1	.416*	.456*	.452*	.350*	.349*			
	0	0	p		*	*	*	*	*			*
						.000	.000	.000	.000	.000		
Responsiveness	14.4	3.42	r	1	.389*	.349*	.347*	.346*				
	5	1	p		*	*	*	*				*
						.000	.000	.000	.000			
Achievement	9.91	2.48	r	1	.507*	.389*	.101*					
		8	p		*	*	*					.032
						.000	.000					
Involvement	9.99	2.44	r	1	.340*	.125*						
		8	p		*	*						*
						.000	.008					
F-involvement	9.26	2.42	r	1	.339*							
		8	p		*							*
						.000	.000					
Academic achievement	2.84	1.38	r	1								
		8	p									1

N=351, M=Mean, SD=Standard deviation, r=correlation coefficient, p=two-tailed <.000**, one tailed<.005

The above-mentioned table 4.2. depicts the Pearson correlation among parenting styles (Permissive, Authoritarian & Authoritative), parental academic involvement and student's academic achievement in high secondary schools. There is a significant negative correlation among permissive parenting style, Authoritarian parenting style, authoritative parenting style, parental Demandingness regarding grades, parental responsiveness, achievement, parental involvement in academic activities, parental involvement in school functions and academic achievement among students at $p<.000^{**}$. On the other hand, there is a significant relationship among authoritarian parenting style, Authoritative parenting style, parental Demandingness regarding grades, Parental responsiveness, achievement, parental involvement in academic activities, parental involvement in school functions and academic achievement among students at $p<.000^{**}$. Additionally, there is also a significant correlation among authoritative parenting style, parental Demandingness regarding grades, Parental responsiveness, achievement, parental involvement in academic activities, parental involvement in school functions and academic achievement among students at $p<.001^{*}$. On contrary, there is significant correlation parental Demandingness regarding grades, Parental responsiveness, achievement, parental involvement in academic activities, parental involvement in school functions and academic achievement among students at $p<.000^{**}$. There is also a relationship among parental responsiveness, achievement, parental involvement in academic activities, parental involvement in school functions and academic achievement among students at $p<.000^{**}$. On contrast to above, there is a significant companionship among parental values towards achievement, parental involvement in academics, parental involvement in school functions and academic achievement at $p<.001^{*}$. Lastly, there is significant positive association among parental involvement in academics, parental involvement in school functions and academic achievement at $p<.000^{**}$.

Table No. 4.3. *Independent sample t-test for academic achievement with respect to gender*

Variable	N	M	SD	t	p
Male	161	2.56	1.369	3.040	.000
Female	190	3.08	1.362	3.050	.000

N=351, M=mean, SD= standard deviation, $p<0.0$, N=total number

Independent sample t-test was applied on the acquired responses to find out the mean difference in academic achievement with respect to the gender of the respondents. The results indicated that there was a significant mean difference ($t=-3.040$, $p=0.000<0.05$) in male student's achievement. On contrary, there was also a significant mean difference ($t=-3.050$, $p=0.000<0.05$) in female student's academic achievement. The overall results indicated that both male and female students had high equal academic achievement scores.

V. DISCUSSION AND CONCLUSION

There was a significant positive correlation found among parenting styles, parental involvement and academic achievement among the students at $p<.000^{**}$ and $p<0.01^{*}$ which is similar with a previous research conducted by Dehyadegary et al. (2013) which described that the student whose parents follow authoritative parenting style were more capable to get high academic achievements on the other hand, there were more likely the probability for the children of permissive parenting style to achieve low grades in academics (Pong et al., 2010; Assadi et al., 2007). Present research also indicated a negative correlation between permissive parenting style and academic achievement in students. As per the assumptions of theory of parenting styles Baumrind (1971) authoritative parenting style positively influences children's behavioral and cognitive development in early adolescents. Healthy relationship between parents and children increases student's competency and self-confidence which could be used in schools. Spera (2005) discovered three possible reasons promoting authoritative parent child relationship and academic achievement in students. The first reason, students feel valued and secured due to authoritative parents which encourage them to feel independent and relaxed which lead towards well performance of the students in academics. The second reason, authoritative parents explain their actions and expectations in this way, children become ensured of parent's values, feelings and intentions regarding academics. Thirdly, authoritative parents provide open communication channel to the children to discuss their problems and wishes regarding anything or else. On contrary, those students whose parents have permissive parenting style; concession and highly responsive towards their children but

less demanding. These parents provide guidance and support to their children in achieving their aims (Pellerin, 2005).

Henceforth, when children from these families face rejection by their parents and also not get considerable parental guidelines. There are more chances that they poorly attempt their academic activities. On the other hand, in present research there was a significant relationship between parental academic involvement and academic achievement. These results are consistent with previous prior research conducted by Fallon (2010), Rogers et al. (2009), Lee and Bowen (2006) and Anguiano (2004) discovered that higher parental involvement in academics directly leads to high academic achievement in students. There are fewer benefits of parental involvement in academics which results in positive achievements. Firstly, parent teacher interaction provides a platform to the teacher to tell the parents about student's needs. In this way, parents become able to support their children in a better way. It also creates comfortable mechanism for the parents to help their children in their homework so that they would develop properly. Teachers have found the vital role of parental involvement in academics of their children can play which can be utilized in diverse circumstances in education.

VI. IMPLICATIONS, SUGGESTIONS AND RECOMMENDATIONS

On the basis of results, this research has spotlighted fewer implications in subsequent fields like theoretical, practical and policy making regarding academic achievement. As researcher have mentioned there is paucity of literature regarding parenting styles, parental involvement and academic achievement in Multan; Pakistan. Henceforth this study filled the literature gap. The results of this study have accepted the hypothesized statements based on Walberg's educational productivity and Baumrind's parenting style theory. Taking into consideration the significance of academic achievement in students, parents, teachers and society, the results have suggested the appropriate way of preventing low academic achievements among the students of Multan; Pakistan because students of authoritarian and permissive parents are more likely to get poor grades in their academics.

Teachers can also play a vital role in academic achievement by informing the parents about the significance of school involvement. In this way the collaboration of parents and teachers can help the students to contribute in academics in a better way. It is the responsibility of parents to know how and why the teachers are treating their children in the way they do. Also educators can guide the parents to what things are positively and negatively influencing their child's academic performance.

This study has recommended the parents to provide open communication medium to their children in order have an opportunity to ask and get honest questions between parents and their children. There is not necessity for the parents to directly involve in academics but parental support regarding their children's future is very much important. Even if they do not help their children in their homework, they can tell them that how their hard work will pay off in near future. This will increase children's academic self-efficacy, competency and self-confidence.

The present research is limited because it has only focused the parenting styles, parental academic involvement and academic achievement among high secondary school children in Multan, Pakistan. Therefore, the results of this study cannot be generalized on the whole population of the country. Not only family characteristics are responsible for high and low academic achievements there are many other factors that can affect the academic performance of a child. The present study was cross sectional in nature future studies should be conducted based on longitudinal or experimental designs. This study has only found out the linear relationship between parenting styles, parental academic involvement in academic achievement the future research should be conducted with moderating and mediating variables to find out more reliable and valid results.

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