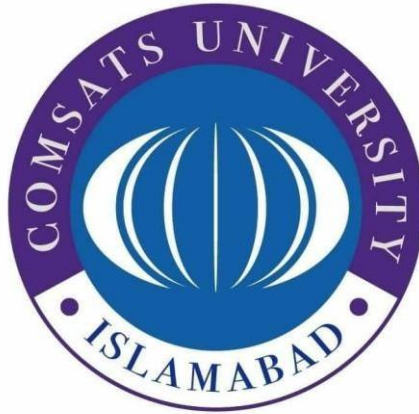


Parenting Styles, Prosocial Behaviour and Academic Performance in Young Adults



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Parenting Styles, Prosocial Behaviour and Academic Performance in Young Adults

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Research Completion Certificate

It is certified that the research work contained in this thesis entitled “**Parenting Styles, prosocial behaviour and academic performance in young adults**” has been carried out and completed by **Asima Abrar**, Student ID: **SP20-BPY-006** Student of BS Psychology, session 2020 – 2024. This study is an independent research work and carried out under given instructions and consideration.

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Dedication

With the name of Allah, the Most Gracious and the Most Merciful. My sincere gratefulness goes to my beloved parents, my dearest siblings, my respected supervisor and my closest friends for their endless support and encouragement.

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Abstract

In this quantitative investigation, we examined the interplay among prosocial behaviour, parenting styles, and academic performance in young adults, postulating a connection between these factors and academic success. A sample of 300 students ($N=300$), aged between 19 and 25, was drawn from diverse universities, comprising 145 male students and 155 female students. Academic performance served as the dependent variable, while parenting style use and prosocial behaviour were identified as independent variables. Data collection involved distributing questionnaires containing statements related to the specified variables, utilizing a convenient sampling technique across different universities of Lahore. The study aimed to investigate the impact of parenting style on prosocial behaviour, assess gender-based differences in parenting style and prosocial behaviour, and investigate the overall relationships among these variables. Employing SPSS 26, Pearson product-moment correlation, and independent t-test analyses, the study aimed to derive comprehensive insights into the dynamics of the examined relationships. The study found that there is a positive relationship between authoritative parenting style and prosocial behaviour and negative relationship between parenting style and academic performance.

Keywords. *Parenting style, prosocial behavior Academic performance, university*

Chapter I

Introduction

The relationship between parenting styles, prosocial behavior, and academic performance has been a subject of extensive research in developmental psychology. According to Baumrind's conceptualization, there are three main types of parenting styles: permissive, authoritarian, and authoritative. Warm, attentive, and explicit demands are hallmarks of authoritative parenting, which has been repeatedly associated with favorable child outcomes. Authoritarian and negligent parenting, on the other hand, is frequently associated with unfavorable results. It is typified by strictness without warmth or participation (Baumrind, 1966).

Research suggests behaviors that authoritative parenting adopt the development of prosocial behavior in young adults. The emotional support and guidance provided by authoritative parents contribute to the development of empathy, cooperation, and altruism in their children (Eisenberg et al., 1996). Prosocial behavior, in turn, has been associated with improved academic performance. Young adults who engage in prosocial behaviors, such as helping and sharing, often create positive social environments that facilitate learning and cooperation with peers (Caprara et al., 2000).

The relationship between parenting styles, prosocial behavior, and academic performance is intricate and interconnected. Authoritative parenting appears to play a pivotal role, influencing both prosocial behavior and academic success in young adults.

Parenting style refers to the general approach and strategy that parents

adopt in raising their children. Four different parenting styles are identified based on the warmth/accountability and control/demanding dimensions: authoritative, authoritarian, permissive, and neglectful (Darling & Steinberg, 1993).

The authoritative parenting style is characterized by a balanced blend of warmth and control. Parents employing this approach are responsive to their children's needs, offering guidance, establishing clear boundaries, and fostering independence. Studies, such as those conducted by Darling and Steinberg in 1993, have demonstrated a correlation between authoritative parenting and favorable outcomes in terms of both professional behavior and academic performance (Darling & Steinberg, 1993). Authoritarian Parenting Style involves a high level of control and low warmth.

Authoritarian parents are strict, demanding, and insist on obedience and discipline. While this style of parenting can promote academic performance, it can hinder the development of professional behaviors due to a lack of parenting and autonomy (Darling & Steinberg, 1993).

Permissive parenting style exhibits high warmth and low control. They're gentle, kind, and have veritably many prospects or rules. This style can promote prosocial behaviour but frequently leads to low academic performance due to lack of structure and discipline (Darling & Steinberg, 1993).

Prosocial behaviour is described as "voluntary behaviour intended to profit another." This type of behaviour is marked by acts of kindness, compassion, and helpful conduct, frequently regarded as among the most applaudable rates of mortal nature (Eisenberg et al., 2006).

Prosocial behaviour is a multifaceted concept encompassing conduct

intended to profit others or society. Then is a brief overview with a citation for further reference.

Prosocial actions include acts of kindness, cooperation, empathy, sharing, volunteering, and altruism. These conducts contribute appreciatively to the well-being of others, fostering social harmony and community cohesion. The provocation behind prosocial behaviour is frequently driven by empathy, a sense of moral responsibility, or a desire to enhance the well-being of others (Eisenberg, 1989).

The exploration emphasizes how prosocial conduct develops over time, with a focus on how it emerges and changes from early childhood to adolescence. The text talks on how prosocial actions are shaped by peer pressure, maternal socialization, and cognitive development. Their exploration advances our knowledge of the rudiments that impact people's development of prosocial behavior (Eisenberg & Mussen, 1989).

The term academic performance describes a pupil's degree of success in their academic endeavors, encompassing grades, test results, and other objective pointers of academic accomplishment. According to Pekrun et al. (2011), academic achievement could be assessed in this study using objective data supplied by the institution, similar as course grades, cumulative grade points normal, and results from standardized tests. Academic is described as "of or relating to education and especially to formal study at an institution of advanced literacy" by the Merriam-Webster Dictionary (Merriam, 2023).

Academic performance is a complex conception that considers a person's accomplishments and success in their academic endeavors. Academic

performance is told by a wide range of rudiments, similar as cognitive capability, provocation, study habits, and socioemotional factors. To effectively borrow enterprise for boosting pupil achievement, preceptors, experimenters, and policymakers must have a thorough understanding of the complexity gridding academic performance (Zins, 2004).

The process of academic success is dynamic and interactive, impacted by a multitude of interrelated aspects. To improve student results, effective educational interventions should take a comprehensive approach that addresses cognitive, motivational, and socio-emotional factors.

Prosocial behavior has always been associated with authentic parenting. The warm and support of authentic parents creates a nurturing environment that fosters empathy, moral reasoning, and professional values. These children are more likely to engage in acts of kindness, sharing, and helping others (Eisenberg et al., 2006).

Permissive parenting, although initially associated with higher prosocial behavior, may not promote the same level of internal level and long-term commitment to professional values. A lack of structure and guidance can lead to inconsistent or opportunistic demonstrations of social behavior (Eisenberg et al., 2006).

The link between parenting styles and academic performance is mediated by the person social and emotional competence, with authoritative parenting contributing to better socioemotional development and subsequently enhancing academic success (Steinberg et al., 1992). For instance, people raised in authoritative households tend to develop better self-regulation skills,

which are crucial for academic achievement (Jones et al., 2015).

Parenting styles also affect young adults' academic performance, as they influence motivation, self-management, and academic support. Academic performance is the degree of success or achievement a student exhibits in their academic endeavors, including grades, test results, and general learning objectives. It encompasses factors such as knowledge acquisition, learning skills, problem-solving abilities, and overall academic competence (Steinberg et al., 1991).

The relationship between parenting styles and prosocial behavior continues to be a subject of interest, particularly in understanding how early caregiving experiences shape prosocial tendencies in young adults. Drawing on the work of (Eisenberg et al., 1996), it is evident that parenting styles play a crucial role in the development of prosocial behavior during adolescence and young adulthood. The study emphasizes that parents who exhibit warmth, responsiveness, and clear communication foster a positive emotional climate that contributes to the internalization of prosocial values in their children (Eisenberg et al., 1996).

Different degrees of prosocial conduct have been associated with permissive parenting methods. A child raised in a permissive environment characterized by high levels of warmth and low demands may experience uneven discipline, which could hinder the development of prosocial behaviors (Eisenberg, 1996).

Numerous writers have defined and clarified academic performance. Academic performance refers to the knowledge acquired and is evaluated by a

teacher using marks or educational goals that students and teachers have established to be met over a predetermined amount of time (Narad & Abdullah, 2016).

Authentic parenting has consistently been linked to higher academic performance.

The warm and responsive nature of authentic parenting fosters a supportive environment that encourages autonomy, self-discipline, and intrinsic motivation. These individuals tend to have higher self-esteem, better problem-solving skills, and a greater commitment to academic success (Steinberg et al., 1991).

Authoritarian parenting, with an emphasis on control and obedience, can initially boost academic performance due to strict enforcement of rules and expectations. However, it can also undermine creativity, critical thinking, and intrinsic motivation, which can have long-term negative effects on academic outcomes (Spera, 2005).

Permissive parenting, although characterized by warmth, is associated with lower academic performance. Lack of structure, discipline, and parental involvement can result in decreased effort, decreased motivation, and poor study habits. Careless parenting has been consistently linked to poor academic performance. Lack of emotional support, guidance and supervision is a significant obstacle to the development of skills necessary for academic success (Spera, 2005).

Various prosocial behaviors that have varying theoretical relationships to related topics.

Four categories of prosocial behavior altruistic, compliant, emotional, and public are distinguished based on earlier theories and research. Conversely, six prosocial

behaviors were subadvisor. The study of various prosocial behaviors is made more tangible by the authors' identification of tenable reasons behind the propensity for a particular kind of behavior. The following defines the various prosocial behaviors: An act of altruism is defined by the helper's intention; motivation is what sets altruism apart from more general prosocial behavior. Altruism is the drive driving the behavior. More precisely, altruism is giving up one's own benefit in order to advance the welfare of another. Researchers used to explain an inclination toward generosity. The social learning theory's teachings on conditioning and learning obedient prosocial actions: Studies link this kind of behavior to sympathy and other helpful behaviors. When compared to unprompted assistance, this kind of prosocial conduct occurs more frequently. The third kind of prosocial behavior is emotional behavior, which is defined as a willingness to assist others in situations that evoke strong emotions. The fourth category of prosocial behavior is public behavior, which is performed in front of an audience and is probably driven, at least partially, by a desire to boost one's self-worth and win the respect and approval of others (parents, peers, etc.). We refer to this kind of behavior as public prosocial behavior (Knafo et al., 2006).

Their research found no connection between authoritative parenting and successful college transition. Findings, however, revealed that the GPAs of students with parents who were allegedly lax were lower than those of every other student in the study. Overall, the findings of earlier study have been inconsistent (Knafo et al., 2006).

Psychologists have been interested in and doing research on the connection between academic achievement and parenting style. Various parenting styles have been identified, and they can have different impacts on a

child's academic performance. The following parenthood doctrines are those that are constantly delved into and may have an impact on academic achievement (Steinberg et al., 1991).

Parents with an authoritative parenting style are those who communicate openly with their children, set clear prospects, and offer emotional support. Research has shown that children of authoritative parents generally do better academically. In addition to offering structure and direction, these parents encourage tone- reliance and autonomy, all of which can enhance the literacy terrain. Parents that are authoritarians generally have strict rules, high prospects, and little forbearance for divagation. This approach may encourage compliance and discipline, but it may also put the youth under further stress and beget solicitude. Children with authoritarian parents may witness a range of academic issues, including lesser accomplishment in certain situations and dropped drive and inventiveness in others, according to some studies (Tur et al., 2012).

Permissive parents are indulgent and lenient, giving their kiddies less freedom and generally avoiding conflict. Due to its possible lack of structure and responsibility, this approach may be linked to poorer academic achievement. Children may have trouble managing their time and tone-control, which can have a mischievous effect on their academic performance (Dornbusch, 1991).

Apathetic parents show a lack of emotional involvement and interest in their child's actuality. Poor academic performance is just one of the multitudinous negative issues associated with this parenthood style. Children raised by disregardful parents may not admit the coffers, support, or advice they

need to succeed academically. It's important to keep in mind that there's a complex relationship that's told by a variety of factors, similar as the child's disposition, the state of the academy, and other external influences, between parenthood style and academic accomplishment. Furthermore, every child is unique, and they won't all react to parenting approaches in the same way (Spera et al., 2005).

Although parenting style is one of several factors that can affect academic performance, it is not the only one. Academic accomplishment is also greatly influenced by other elements, including the child's drive, self-control, aptitude for studying, and access to educational resources.

Prosocial behaviors, or voluntary actions performed with the goal of assisting others, and parenting style have also been the subject of psychology studies. Parenting styles may have varying effects on their children's development of prosocial behavior. The following parenting philosophies are some of the most researched, and prosocial conduct may be impacted by them (Chao, 1994).

Setting clear expectations and boundaries, authoritative parents also foster a loving and caring environment. They place a strong emphasis on kindness, empathy, and the value of assisting others. Research suggests that children raised by responsible parents are more likely to exhibit prosocial behavior. These children often have strong moral convictions and are motivated to treat others with love and empathy (Sandman et al., 2012).

Authoritarian parents typically prioritize obedience over fostering emotional growth and maintain rigid regulations. Prosocial conduct may be affected in several ways by this parenting approach. The emphasis on following rules over reflecting the needs of others may lead some studies to

suggest that children of authoritarian parents have lower levels of prosocial behavior, but other studies suggest that these children may still exhibit prosocial behavior out of a sense of duty or obligation. Reduced prosocial behaviour may be associated with the traits of authoritarian parenthood, which include strict control and minimum warmth. Permissive parenthood, characterized by a lack of structure, might also hamper children's capability to develop prosocial actions because of its lack of control (Padilla Walker et al., 2011).

Parents that are permissive constantly take a casual approach to chastising and may put their child's requirements and wants before breeding empathy and social responsibility. This kind of parenting seems to occasionally correlate with less prosocial conduct among kids. Children could be less likely to show kindness or consideration for others if there are unclear expectations and boundaries.

A positive relationship between prosocial behavior and academic performance, the nature of this relationship can vary across individuals and contexts. Additionally, the direction of causality is not always straightforward, as positive academic experiences can also influence prosocial behavior. Overall, fostering a positive and supportive social environment within schools can contribute to the well-rounded development of students, impacting both their social behaviors and academic achievements (Eisenberg et al., 2008).

Parents ought to encourage their kids' positive behavior. They run the risk of having weak ties with their child if they do not properly discipline deviation and reward good behavior. In terms of moral development, prosocial behavior, and academic achievement, parents are children's main socialization

agents. Less is known, though, about the impact of parents on prosocial outcomes as children grow into adults. Baumrind proposed the first theoretical model of parenting style. She found that there are three main types of parenting styles: authoritarian, which is firm but not warm; permissive, which is warm but not firm; and authoritative, which is warm and firm. These styles center on four key aspects of how a family functions: warmth and nurturing; firmness and clarity of control; degree of maturity demands; and communication between parents and children. Afterwards, Baumrind's typologies were substantially structured and refined through analysis of her understanding of parenting styles. They discuss classifying parents according to two dimensions, which is a variant of Baumrind's classification. These are the levels of acceptance/rejection and demand/control. Maccoby and Martin claim that these two factors combined produce four different parenting style types, three of which closely resemble Baumrind's first categorization and understanding of parenting styles. The fourth type, the neglectful or detached parenting style is added to their understanding (i.e., neither warm nor firm). The categories of parenting styles are as follows: authoritarian, permissive (indulgent), authoritative, and neglectful or uninvolved (Cross white et al., 2009).

Authoritative parenting is generally associated with positive outcomes in both prosocial behavior and academic performance. Authoritative parents tend to promote empathy, social responsibility, and self-regulation in their children, which can contribute to prosocial behavior. They also provide a supportive and structured environment that fosters academic achievement and motivation (Baumrind et al., 1966).

On the other hand, authoritarian parenting may have mixed effects.

While it can lead to higher academic performance due to strict discipline and high expectations, it may not necessarily promote prosocial behavior.

Parenting that is authoritarian may occasionally impede the development of social skills and lower the probability of doing acts of prosocial behavior (Baumrind et al., 1966).

While a lack of structure and discipline may make it difficult for an immature grown-up to concentrate and achieve academic aspirations, lax parenthood is constantly associated with lower academic achievement. It's less egregious how permissive parenthood and prosocial conduct are related, and it may also depend on other rudiments like the child's disposition (Baumrind et al., 1966).

While there's a connection between immature people's academic achievement, prosocial conduct, and parenthood approaches, it's a complicated and nuanced relationship that can change based on numerous variables.

The educational achievement and professional conduct of immature grown-ups are significantly told by their parenthood practices. It's constantly shown that the most satisfying parenthood approach is honest; it fosters both academic performance and professional behaviour. Prosocial conduct is constantly inhibited by authoritarian parenthood approaches, which also have mischievous goods on academic performance. While prosocial behaviour may be originally encouraged by permissive parenthood, it might not offer the discipline and direction needed for patient professional behaviour and academic success. A comprehensive understanding of the correlation between professional behaviour, academic success, and parenthood style is pivotal for

parents, preceptors, and lawgivers in creating probative surroundings that enhance the overall well-being and achievement of youthful grown-ups (Carlo et al., 2002).

The connection between prosocial conduct and parenthood styles is still a content of discussion, particularly considering the ways that beforehand behaviors of furnishing care shape the prosocial tendencies of youthful people. Grounded on the exploration of Carlo et al. it's clear that parenthood practices have a significant impact on how prosocial conduct develops in adolescents and youthful grown-ups. The study highlights the part that warm, attentive, and transparent parents have in creating a favorable emotional terrain that helps kiddies internalize prosocial beliefs (Eisenberg et al., 1996).

Research on the connection among prosocial conduct, academic achievement, and parenting style in young people is a constantly evolving field. Research like that done by (Sandman, 2012) indicates that parenting practices have a big impact on how prosocial conduct and academic achievement grow as young adults (Sandman, 2012).

Young adults who experience an authoritative parenting style one that is warm, attentive, and has clear expectations have been found to exhibit higher levels of prosocial conduct. This type of parenting frequently produces a nurturing atmosphere that encourages empathy, cooperation, and a sense of duty to others. This process of positive socialization lays the groundwork for academic success in addition to promoting the development of prosocial habits.

An authoritarian parenting style is characterized by high demands and less warmth, and it may be linked to worse prosocial behavior and academic

success. The strict and controlling parenting style of authoritarian parenting can hinder the development of empathy, intrinsic drive, and social skills, all essential components of prosocial behavior and academic success.

The study by Caprara, Barbarella, Pastorelli, Bandura, and Zimbardo emphasize the reciprocal relationship between parenting style and academic performance. The research suggests behaviors that an authoritative parenting style not only contributes to prosocial development but is also associated with positive academic outcomes. Positive parent-child relationships established through authoritative parenting may lead to increased motivation, better emotional regulation, and improved self-efficacy, all of which contribute to academic success (Caprara et al., 2000).

Adolescent parenting practices have a significant impact on the prosocial behaviours and academic achievement of young adults. Prosocial dispositions and successful academic outcomes seem to be especially well-developed under an authoritative parenting style that is warm and has clear expectations (Carlo et al., 2012).

1.1 Theoretical Framework

The predominant idea of parenting styles has been developed by multiple research teams after it was first proposed by Diana Baumrind in the 1960s. It is most loosely related to her early work. She integrated the control and nurturing aspects of raising children into a theory of parenting style that was anchored in the parents' worldview (Darling & Steinberg, 1993). According to Baumrind, the most important part of a parent's job is to raise their child to be morally upright and to socialize them to comply with the expectations of others. She listed several methods of exercising control, including consistency in punishment, the application of physical force, strictness, and explanations (Baumol, 1966). Baumrind countered that there is a conceptual difference between parental restrictiveness and a parent's willingness to socialize with their child. Important aspects of parenting were described by her in her naturalistic research of the interactions between parents and children. These were control techniques and warmth (as opposed to conflict or neglect). Thus, parenting typologies were created by combining warmth, conflict, and control: "authoritative" (high warmth, assertive control, and high expectations during adolescence) and "authoritarian" (low warmth, significant conflict, and punitive control attempts). "Permissive" (strong affection combined with minimal attempts at self-control). These three typologies have a history of being linked to the outcomes of children (Amjad, 2012).

Parents are among the most proximal socialization agents in adolescent development across interdependent and independent-oriented cultural contexts, as the socioecological framework (Bronfenbrenner & Morris, 2006) suggest

(Pastorelli et al., 2016). The degree to which a parent stresses the qualities of responsiveness the warmth and attention they provide to their children and demandingness the degree to which they exert control over their children's behavior determines the style of parenting the parent adopts authoritative-authoritarian parenting framework, one of the several Western theories currently in use, discusses parenting in terms of the parents' controlling and punitive vs child-supportive (e.g., warm, and responsive) behaviors (Burgin et al., 1989).

Baumrind's theory of parenting style has led to an incredibly consistent picture of the kind of parenting that is best for a child's effective whole development (Baumrind, 1967).

The theory states that these are primary parenting philosophies: authoritative, permissive, authoritarian (Ibukunolu, 2013). Academic achievement during adolescence may be impacted by these four parenting philosophies.

Authoritarian parenting is a form of discipline that is both restrictive and punishing. It involves parents who sternly enforce rules and expectations, value their children's work and efforts, and hardly communicate with their children verbally (Santrock, 2008).

Children's behavior, both in the short and long term, is greatly influenced by the attitudes and actions of their parents during their upbringing. For children to exhibit consistent behaviors in society, become self-sufficient, acquire essential social skills, and become independent, they must have positive relationships with their parents. This has a lot to do with the attitudes and behaviors of parents, or the parenting philosophies that they choose. The five most prevalent parenting philosophies are authoritarian, democratic,

permissive, apathetic, and overprotective (Akca, 2012).

A complex relationship between prosocial behavior and academic performance in young adults. Prosocial behavior, such as helping peers, volunteering, and displaying empathy, is linked to higher academic performance. It also impacts social relationships within educational settings, with positive interactions with peers and teachers resulting in better academic outcomes. Prosocial behavior also improves self-regulation and motivation, which are essential factors influencing academic performance. A longitudinal study found that prosocial behavior in early adolescence predicted subsequent academic achievement, and academic achievement also predicted later prosocial behavior. This bidirectional relationship highlights the importance of addressing both prosocial behavior and academic performance in interventions and educational programs to promote holistic development in young adults. (Carlo et al., 2012).

Prosocial behavior is one of the good habits that parents should encourage. The phrase activity that is primarily intended to assist others is referred to as prosocial behavior. It encompasses both proactive and reactive ways to address other people's needs. Noted that the range of behaviors that fall under the category of prosocial conduct includes sharing, assisting, consoling, empathetic, sympathetic, compassionate, caring, volunteering, giving, and cooperating. These kinds of actions are typical of young children's and adolescents' social skills. Freud's views on personality structures are among the explanations that explain prosocial conduct.

Empirical research provides strong support for the link between prosocial behavior and academic achievement, demonstrating the

interdependence of the social and academic domains in a child's development. A study by (Zimbardo et al., 2000). found that children who exhibited higher levels of prosocial behavior demonstrated increased academic achievement over time. Prosocial behaviors, such as cooperation, empathy, and altruism, contribute to a positive classroom environment by fostering effective communication and collaboration among peers (Eisenberg & Fabes, 1998). These constructive social interactions can improve academic achievement and engagement by fostering a learning environment.

Moreover, social competence and the growth of prosocial abilities are tightly related. Social competence is linked to better peer interactions and a decrease in disruptive behavior in the classroom (Wentzel, 1991). Prosocial behavior fosters a supportive emotional and social climate that benefits students' general wellbeing and may have an impact on their academic performance in addition to creating a helpful learning environment. Accordingly, it appears that encouraging prosocial behavior in kids could benefit their academic performance as well as their social growth (Caprara et al. 2000)

Chapter II

Literature Review

2.1 International Research

A study investigates Pakistani students' performance at the secondary school level is impacted by parental attitudes. The purpose of this descriptive and survey study was to examine the Impact of Parental Attitude on Students Performance at Secondary School Level in Pakistan. The study concluded that encouraging and kind parental attitudes could be utilized as a teaching strategy to stimulate students' minds and enhance their academic performance. Effective and positive parenting styles help kids navigate challenging learning environments. Students grow in their comprehension of the zones of realization when they experience a helpful and favourable parental attitude (Aasy et al., 2021).

A study examined parenting styles and prosocial behaviours as longitudinal predictors of academic outcomes in U.S. Mexican youth. Adolescents' parents, and teachers completed parenting, prosocial behaviour, and academic outcome measures at 5th, 10th, and 12th grades. Compared to parents who were less active and moderately demanding, authoritative parents were more likely to produce children who displayed high levels of prosocial behavior. Youth with high levels of prosocial behaviors were less likely to have authoritarian parents than did fewer active fathers and mothers, as well as moderately demanding mothers.

Academic results were positively correlated with prosocial behavior. To explain youth academic achievement, parenting, prosocial behavior, and academic attitudes are discussed (Carlo et al., 2018).

Research indicates that parenting dimensions, such as warmth and control, are related to adolescents' prosocial behaviour. Warm and supportive parenting fosters positive parent-child relationships, self-regulatory skills, and sensitivity to prosocial and moral values.

However, empirical evidence on parental control is less clear-cut, with Western contexts showing that parents with high levels of control tend to focus on themselves, leading to emotional and behavioural dysregulation in their offspring. In collectivistic cultures like China, children may react less negatively to parental control due to Chinese parents' emphasis on filial piety and Confucian values. Quantitative studies have primarily used a variable-centred approach, which fails to consider the unique perceptions of parenting styles among adolescents. A person-centred approach, which focuses on characterizing subgroups with distinct parameters and values, allows researchers to examine potential discrepancies across paternal and maternal parenting. This study investigates the relationship between distinct parenting profiles and early adolescents' prosocial behavior by using latent profile analysis to investigate how warmth and control dimensions are coupled to produce diverse parenting profiles in three cultural groups (Carlo et al., 2011).

A study examining the relationship between parental encouragement and school environment in senior secondary school students found a significant positive correlation. The study involved 300 girls from co-education and girls' schools. The results showed that girls in girls' schools had higher parental encouragement, permissiveness, and control compared to those in co-educational schools. This suggests that parental encouragement and school environment play a crucial role in fostering academic success and

fostering a positive learning environment (Arad et al., 2016).

Research analyses the mediation variables of empathy and emotional instability, the effects of parenting styles (acceptance, negative control, and negligence) on pro-sociality and aggressive behaviour in adolescents, and whether this model fits as well when studying adolescents who are institutionalized due to legal issues as well as adolescents from the general population, while also ensuring that the values of the various variables under analysis are similar in both groups of adolescents. We conducted a cross-sectional investigation. The study included 220 participants from schools in the Valencia metropolitan area. Additionally, 220 juvenile criminals who were serving court sentences were recruited from Valencia's four Youth Detention Centres. The individuals are between the ages of 15 and 18. The findings show that emotional factors generally function as mediators in the case of non-offenders; however, in the case of offenders, there is evidence of a direct negative relationship between support and pro-sociality and aggressive behaviour, as well as a negative relationship between pro-sociality and negligence and aggressive behaviour (Llorca et al., 2017).

A study analyse prosocial behaviour, parental style, and junior school student achievement. This study also tried to look at how parenting practices affected the academic achievement of their kids. Two thousand teenagers (mean age = 14.9 years) completed surveys about their own prosocial behaviours, their opinions of their parents' parenting approaches, and their scholastic achievements, which were gathered from the school record office. To gather data, questionnaires were employed. The acquired data were analysed quantitatively using both descriptive and inferential statistics. Several

statistical techniques, including correlation, multiple regression, and path analysis, were used to analyse the acquired data. Data analysis showed that parenting approaches do play a substantial role in how well their kids do in school. Adolescent prosocial behaviour is influenced by parental styles. A path analysis of the data revealed a statistically significant relationship between prosocial behaviour and students' academic success. Additionally, there is a mediating effect of prosocial behaviour between parental practices and academic achievement. Regarding encouraging positive behaviours and performance in teenagers and discouraging negative behaviour, the current study has important implications for parents, schools, government and non-government sectors, and practitioners (Emanow & Hong, 2018).

The study at Crescent International School in Bangkok, Thailand, examined the impact of parental involvement on students' academic achievement. The research involved 12 parents and used the Intensity Sampling Technique. Results showed that parental income level did not affect parental involvement, but educational level, age, employment, and marital status had a greater impact. Students with highly involved parents had better academic performance and higher test scores. The study discusses that parents should be more aware of the importance of visiting and supporting their children's education and taking an active role in their children's education (Naite, 2021).

A study examined the variations in the relationship between these two variables for friends and strangers (i.e., the predicted relationship should be stronger for friends than for strangers). N = 463 teenagers (51.9% female, 64% European American) and their moms from Wave V of the Flourishing Families Project participated in this study. Correlations showed that teenagers with

authoritarian moms reported less prosocial behaviour with friends. Nevertheless, prosocial behaviours with friends and strangers were not associated with authoritarian parenting, according to regressions that controlled for demographic characteristics. Among the ramifications is helping parents of teenagers encourage prosocial behaviour. The study's implications revolve around evaluating ethnicity as a moderator instead of a control variable to fully understand the overall reasoning behind these striking results (Taylor, 2020).

Parents were crucial in fostering moral principles, forming children's personalities, and influencing their academic success. A study was done to determine how parental attitudes affected their children's academic achievement. The study's population consisted of parents of secondary school children enrolled in Sahiwal Division educational institutions as well as all secondary school teachers in the public and private sectors. The study's sample had 180 participants, comprising 90 educators and 90 parents, who were randomly selected from 30 schools. To gather the necessary data, two different kinds of study instruments questionnaires and organized interview schedules were created and used. Children's academic performance can be improved by parents' upbeat attitudes, but academic achievement might be negatively impacted by parents' lethargic attitudes. Their upbeat outlook offers children chances, protection, love, encouragement, modeling, and simulations that support them in doing well and achieving their goals. According to the study's findings, kids who think their parents are supportive, encouraging, caring, and less controlling in both behaviour and psychology do better in school and feel more capable. To help their children perform better in their learning, parents are advising them to

become more involved in the monitoring and supervision of their children as well as to offer them material and emotional assistance (Ahmed G, 2019).

Parents have essential roles in a child's life. A child's future is determined by the engagement of its parents. The word "parenting involvement" refers to a wide range of activities, from being a good parent at "home" to assisting with schoolwork, interacting with instructors, attending school events, and participating in school governance. Children are more likely to succeed in school and in life when families and schools collaborate to encourage learning. In actuality, the degree to which a parent can foster a learning atmosphere at home and communicate high expectations for their child's academic performance and future professions is a more reliable indicator of a student's success in school than social class or income. Thus, this essay covered a few of the fundamental duties of parents, the significance of parental participation, and variations in parental involvement levels. The study's conclusion showed that parental involvement in their children's education significantly affects their academic success (Grace et al., 2012).

A study highlighted the part parents play in their kids' education, both at home and at school. According to Crozier, parental involvement refers to the intervention parents make in their children's education to learn more about their academic progress and participation.

Involving the family and the community often means working toward school-defined goals that only represent the values and priorities of the school (Christenson et al., 1992).

Parental involvement positively impacts students' academic success, with high levels of involvement resulting in better reading and math

performance. However, some studies suggest that parental involvement has a negative impact on students' test scores, with direct parental involvement negatively affecting test scores. Research reveals that boosted parental involvement is crucial for improving children's academic achievement (LaRocque et al., 2011)

Jeynes found that conversations and parental participation significantly impact students' academic achievement, while checking homework by parents is not statistically significant. Parental expectancies and discussion have more influence on middle-income students' academic achievement than low-income students. Research shows that parental involvement can vary based on students' ages, with no measurable effect on secondary or high school students' academic success (Jeynes, 2011).

Parental involvement is influenced by socio-political factors, including socioeconomic status and negative school experiences. Educational background plays a role in parental involvement. Parents with higher degrees attend school activities, discuss educational issues, and expect their children to succeed. Low-educated parents may be less involved, as they lack the self-confidence to contact school staff. However, they volunteer in various school activities more frequently than those with higher education levels (Baeck, 2010).

While taking structural network characteristics into consideration, the study examined the extent to which students' prosocial views and academic accomplishment assist the embeddedness in friendship and help-seeking networks. The study involved 95 first-year bachelor's degree candidates who

were a part of 12-student learning communities at a Dutch institution. Student reports of prosocial attitudes, peer nominations of networks for friendship and assistance, and officially registered grades (GPA) were among the metrics used. Both students' prosocial attitudes and achievements contributed to the formation of their friendships, but only students' achievements increased the likelihood that they would seek assistance from others. These findings were obtained through longitudinal social network analysis and stochastic actor-based modeling using the RSiena package. Students were more likely to ask one another for assistance and vice versa when they were buddies. Similarity in level of success facilitated the development of relationships in networks of friendship and assistance seekers. In the context of small-scale teaching, the results generally highlight the significance of students' prosocial attitudes and achievement for their social adjustment (i.e., making friends) as well as only achievement for their academic adjustment (i.e., asking for help) during their first year of university (Engels et al., 2021).

Emotional intelligence and pro-social behaviour are significantly positively correlated, however there is no correlation between emotional intelligence and academic success, according to a study on 111 university students. Pro-social behaviour, however, was a strong predictor of academic success. In terms of pro-social behaviour and emotional intelligence, there was no discernible gender difference; nonetheless, male students scored better academically than female students. Pro-social behaviour, academic achievement, and emotional intelligence were all highly exhibited by most pupils. Socio-emotional training, in-depth research, and more focus from media and university administration are among the recommendations (Getahun Abera

et al., 2023).

Research shows that parenting styles significantly impact academic performance. (Lamborn et al., 1991) identified three main parenting styles: authoritative, authoritarian, and permissive. According to the study, adolescents with authoritative parenting perform better academically. Authoritarian and permissive parenting styles are associated with lesser achievement, whereas authoritative parenting consistently results in superior academic performance, according to a meta-analysis by Pin quart. A well- rounded strategy that incorporates warmth, control, and support is essential for academic achievement (Lamborn et al., 1991).

Studies indicate a favourable association between academic success and prosocial conduct. Research conducted by (Caprara et al., 2000) revealed that kiddies who parade more prosocial behaviour generally perform better academically. This was validated by (Carlo & Randall's, 2002) meta- analysis. Prosocial behaviours foster an affable literacy terrain, which over time influences academic engagement and achievement, according to exploration by (Caprara et al., 2015). These findings advance credence to the notion that prosocial conduct has a major impact on academic achievement (Caprara et al., 2000).

The study investigates the connection between teenagers' prosocial behaviours, moral individualities, and perceived parenthood styles. The findings demonstrated that prosocial behaviour and moral identity were appreciatively impacted by authoritative parenthood, but moral identity and prosocial behaviour were negatively impacted by permissive parenthood. On the other

hand, only the father's authoritarian parenthood style had a salutary influence on moral identity, whereas authoritarian parenthood had a negative impact on prosocial behaviours. The study concluded that parenting is essential to adolescents' assimilation of moral principles (Fatima et al., 2022).

A strong correlation between prosocial behaviour in youths and motherly styles.

There is a positive correlation between better prosocial behaviour and authoritative parenting, which is defined as furnishing warmth, support, and realistic demands. On the other side, parenting styles that are authoritarian and permissive characterized by tight control or minimum demands are negatively associated. In addition to promoting empathy, affiliation, and liability, authoritative parenthood helps children develop excellent social chops. This study offers perceptive information about the dynamics of parenting approaches and how they affect youths' prosocial behaviour (Eisenberg et al., 2015).

2.2 Rationale

The ideal of probing the connection between prosocial behaviour, parenthood style, and academic achievement in Pakistan is to learn further about how artistic morals and values may impact the development of children in this setting.

Specifically, the study would aim to Investigate how different parenting styles (eg, authoritative, authoritarian, permissive) are associated with prosocial behaviour and academic performance in Pakistani children. Examine the role of cultural values and norms (eg, collectivism, obedience, conformity) in shaping parenting practices and child outcomes in Pakistan. Identify specific parenting practices (e.g., warmth, support, communication, involvement) that are most

effective in promoting prosocial behaviour and academic success in Pakistani children. Explore how gender roles and expectations may impact parenting style, prosocial behaviour, and academic performance in Pakista

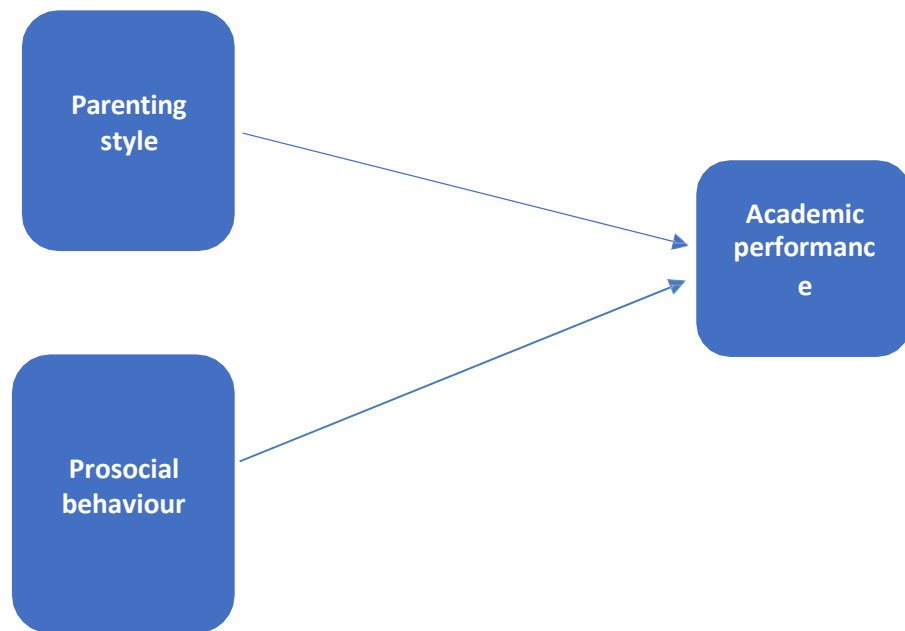
2.3 Aims and objectives.

- To investigate the correlation between parenting styles and academic performance in university students.
- To explore the effects of parenting style on prosocial behavior
- To determine the influence of various parenting styles on the prosocial behavior of university students.

2.4 Hypothesis

- There would be a correlation between parenting style and academic performance.
- There would be a positive relation between parenting style and prosocial behavior.
- There would be a difference in parenting style and prosocial based on gender differences.

2.5 Hypothetical Model



Chapter III

Method

3.1 Research design

A correlation research design was used to examine the relationship between Parentingstyles, prosocial behaviour, and academic performance in young adults.

3.2 Sample

The study was conducted on undergraduate students at various Universities of Lahore.

The participants were selected from various undergraduate programs and required to complete a survey. A total of ($N=300$) participants were included, comprising of ($n= 155$) female and ($n=145$) male students. The participants' age range was between 18 to 26 years.

3.2.1 Inclusive/exclusive criteria

College and university students from different areas of Lahore were only included between the ages of 18-25. Participants with any intellectual or physical disability were excluded and participants who cannot understand the English language were excluded, it was determined by asking a question to fill out this questionnaire if they can understand the English language. Children, adolescents, and the elderly were also excluded.

Table 4.1*Descriptive statistics of the demographic characteristics of the sample (N=300)*

<i>Variables</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>%</i>
Age	21.78	2.07		
Education	15.12	1.72		
Family system				
Nuclear			189	62.4
Joint			114	37.6
Area of Residence				
Urban			166	54.8
Rural			137	45.2
Employment Status				
Full Time			49	16.2
Part Time			60	19.8
Unemployed			194	64.0
Birth Order				
Eldest			64	21.1
Middle			116	38.3
Youngest			81	26.7
Only Child			42	13.9

- The above table 1 showed the descriptive statics of the demographic variables the meanand standard deviation were calculated for continuous variables while frequencies and percentages were calculated for categorical variables.

3.3 Operational Definitions Parenting style

Perceived parenting style is how adolescents perceive their parent's parenting styles which are based on three types of parenting styles such as authoritative, authoritarian and permissive (Divya, Manikandan, 2013).

3.3.1 Authoritative Style:

Includes open communication between parent and child, providing clear guidelines, encouragement, and expectation upon the adolescents, providing lots of nurturing and love, spending time together, and providing right direction, encouraging in taking decisions (Divya, Manikandan, 2013).

3.3.2 Authoritarian Style:

Includes high standards, discipline, comparison between friends, criticizing while doing things, and providing punishment when rules are not obeyed, little comfort and affection, restriction, not providing solution to problems (Divya, Manikandan, 2013).

3.3.3 Permissive Style:

Few limits imposed, little or no expectation for their children, view children as friends, spend less time with children, no rule or guideline for children, inconsistent and undemanding, allow the child to regulate his or her own activities (Divya, Manikandan, 2013).

3.4 Prosocial behavior

Prosocial behavior is a term used to describe actions that are intended to benefit others without any expectation of reward or personal gain. It is a broad concept that encompasses a wide range of behaviors, including altruism, cooperation, and volunteering (Rushton, 2002).

3.5 Academic performance

Academic performance refers to the student's level of achievement in their academic pursuits, including test scores, grades, and other objective measures academic success (Pekrun et, al,2011).

3.6 Tools of Assessment

3.6.1 Informed Consent Form:

The informed consent form clearly explained the purpose of the study and asked for the voluntary participation of the participants. Additionally, the form included a section for written agreement by the participant.

3.6.2 Demographic Information Sheet:

The demographic information sheet comprised of basic information about the participants including their name (optional), age, gender, education, and department.

3.6.3 *Perceived Parenting Style Scale (Divya, Manikandan, 2013).*

This scale gauges how children perceives the actions of their parents. It gauges how the subject is seen in terms of three parenting facets, including authoritarian, authoritative, and permissive. It has thirty items, to which respondents were asked to rate their answers on a five-point Likert scale.

3.6.4 *Adapted self-report altruism scale (Rushton, 2002)*

This is 14-item scale uses a five-point response format to evaluate intentions linked to altruistic action. The reliability is .80 on this scale.

3.6.5 Academic Performance Scale (Carson et al., 2002).

It was an 8-item scale with a 5-point Likert scale format. An internal consistency of APS 0.89 and a test-retest reliability of 0.85. The APS is an 8-item scale with a 5-point response format. For researchers interested in academic performance among students, the APS promises to be a useful tool. Scale scores showed adequate internal consistency, 2-weektest-retest reliability, and satisfactory concurrent validity.

3.7 Procedure

Participants were chosen from various universities. Questionnaire was given All questions were filled out by participants. Participants were given the assurance that both theirpersonal information and the study's findings were kept private and used only for research. Prior to data collection, participants were asked for their informed consent and were madeaware of the study's goals.

3.8 Ethical considerations

The Psychology Department of the Lahore campus of COMSATS University Islamabad granted approval for the research topic and methodology. The participants were informed of the study's purpose and goals. They were told that their identities would remain private. Participants who expressed worry were given extensive information by the researcher, and all information was recorded on the questionnaire with the understanding thatit would only be used for research reasons. It was ensured that participants should only provide data if they were totally at ease. Nobody was coerced into completing the

questionnaire, and nobody was contacted when it was clear they were working on anything significant. The fact that they might withdraw from the study at any moment was disclosed to the participants. No participant suffered from physical or psychological injury; it was guaranteed.

3.9 Statistical analysis

Descriptive statistics were used in the first step. In the second step, descriptive statistics were provided for emotional intelligence, parenting styles that are permissive, authoritative, authoritarian, and permissive. The relationships between the study's variables were evaluated using Pearson product-moment correlation in the third step. The last step involved an independent t-test.

Chapter IV

Results

Data was analysed using SPSS version 25. Descriptive statistics for demographic variables and study variables. Cronbach Alpha values were calculated to assess the internal consistencies of the scales in the given study. Initially correlations between variables were calculated with Pearson Correlation. As additional findings, independent samples t-tests were also run to assess the respective differences of study variables between demographic variables.

The descriptive statistics and Cronbach's alpha are shown in Table 2.

Table 4.2

Descriptive Statistics of Study Variables (N=300)

<i>Study Variables</i>	<i>No. of Items</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>Range</i>
Parenting Style	30	.75	83.54	13.57	34-122
Authoritative	10	.67	26.30	6.46	10-46
Authoritarian	10	.65	26.46	6.28	10-45
Permissive	10	.69	30.73	6.63	14-46
Pro Social Behaviors	14	.72	42.08	8.59	14-62
Academic Performance	8	.63	22.42	5.37	9-36

Note. M=Mean, SD=Standard Deviation α = Cronbach's alpha

Range, Mean, Standard Deviation, and Internal Consistency for all scales and subscales were calculated as shown in Table 2. Cronbach Alpha for scales and subscales were calculated to assess the internal consistency of scales.

All scales indicated good reliability above 0.6 (RFF). It was

hypothesized that there will be a correlation between Parenting Style, prosocial behaviour, and academic performance. Inter correlations among demographic and study variables are shown in Table 3.

Table 4.3

Correlation of Demographics with Study Variables (N=300)

	2	3	4	5	6	7
1. Gender	.038	-.075	-.121*	-.090	-.115*	.156**
2. Age	–	.077	.017	.021	-.002	-.051
3. Parenting Style Authoritative		–	.602**	.061	.250**	-.008
4. Parenting Style Authoritarian			–	.073	.281**	-.036
5. Parenting Style permissive				–	.462**	-.394**
6. Pro Social Behavior					–	-.362**
7. Academic Performance						– –

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 3 shows that authoritative parenting, authoritarian, and permissive parenting style is positively correlated to the prosocial behaviour as well as the relationship between authoritative and prosocial behaviour is also positive. Hence, hypothesis 1 was approved. Moreover, the table also shows that authoritative parenting, authoritarian, and permissive parenting style is negatively correlated to academic performance as well as the relationship between parenting style and academic performance is also negative. Hence,

hypothesis 2 was also approved. As well as gender has negative relation with parenting style and prosocial and has positive correlation with academic performance. However, age has positive correlation with parenting style and negative with prosocial and academic performance.

It was hypothesized that there exists a significant difference in parenting style, prosocial behaviour, and academic performance with respect to their gender. For this purpose, an independent sample T –test was carried out and the table below depicts it.

Table 4.4

Mean Differences between nuclear and joint family system in Parenting Style, prosocial behaviour, and academic performance. (N=300)

	Female (n = 155)		Male (n = 145)		<i>t(df)</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Parenting Style	85.265	12.134	81.59	14.83	2.357(298)	.019
Pro-social behavior	155	43.045	41.06	8.69	2.003(298)	.046
Academic performance	155	21.5806	23.25	5.517	- 2.719(298)	.007

Note: * <0.05

The above table shows that there is a statistically significant difference in parenting style between male and female participants. The effect size is moderate, indicating a meaningful difference. Similarly, there is also a

statistically significant difference in prosocial behaviour between male and female participants. The effect size is small to moderate indicating a relatively less difference compared to spirituality. However, in case of academic performance there is statistically significant difference between male and female participants. The effect size is small suggesting a negligible difference. Hence hypothesis 3 was approved.

4.1 Summary of Results

Correlation analysis indicated that parenting style was significantly positively correlated with prosocial behaviour and parenting style was negatively correlated with academic performance. Independent samples t-tests were also run to assess the respective differences of study variables between demographic variables. The variables showed substantial variations, according to the results.

Chapter V

Discussion

Academic performance is a crucial aspect of student development, reflecting their learning abilities, understanding, and overall academic achievement. It is a multifaceted construct influenced by various factors, including individual characteristics, learning strategies, educational environment, and parenting styles.

The hypothesis that there would be a correlation between parenting style and academic performance is well-supported by existing research. Research has constantly shown a favourable correlation between academic performance and authoritative parenthood, which is defined by high degrees of warmth, responsiveness, and defined prospects. Authoritative parents foster academic curiosity, independence, and tone-control in addition to creating a loving and caring terrain that supports their kiddies' positive station toward literacy. Again, there has been substantiation linking parenthood approaches that are authoritarian and permissive to lower academic success. Anxiety, low tone-regard, and a disinclination to share in academy conditioning are caused by authoritarian parents' rigid demands and regulations along with their lack of emotional support. On the other hand, lax parents do not give structure or guidance, which can hamper their kiddies' provocation and academic progress.

The rearmost exploration supports the notion that there's a correlation between parenting style and academic performance. Findings from (Wang et al., 2022) study indicate a favourable correlation between academic success and authoritative parenthood. They found that psychological problems were predicted positively by authoritarian mother and negatively by authoritative

mother and authoritative father; the non-psychological problems were predicted negatively by authoritative father and positively by authoritarian mother and permissive father. Findings were discussed within Omani cultural context (Wang et al. 2022).which is harmonious with the larger trend noted by (Chen et al., 2023). on the salutary goodsof authoritative parenthood on study habits and natural provocation. showed a low level of academic procrastination, there was no significant differences between male and female in academic procrastination scores. Final results indicated a significant positive correlation between academic procrastination and parenting styles (Chen et al. 2023).

Likewise, the long-term impact of parenting style on academic development is further supported by (Zhang et al., 2023) longitudinal study. All things considered, this research offers a convincing body of data in favour of the hypothesized relationship betweenparental practices and academic performance. (Zhang et al. 2023)

Research also supports the prediction that there would be a favourable relationship between prosocial behaviour and parenting style. Research indicates that authoritative parenting fosters the growth of prosocial values, empathy, and compassion. Children raisedby authoritative parents are more likely to exhibit prosocial behaviour because they are encouraged to think about the needs of others and to communicate openly. Authoritarian parenting, on the other hand, has been linked to decreased prosocial behaviour levels.

Prosocial instincts may be hampered by authoritarian parents' instillation of fear and compliance rather than empathy and compassion. While

initially encouraging prosocial behaviour, permissive parenting might not offer the structure and direction required for persistently prosocial behaviour.

The research is supported by existing research on the notion that prosocial behaviour and parenting style are positively correlated. Like (Wang et al., 2023) findings highlight the internalization of prosocial principles, investigated the mechanisms underlying the connection between parenting style and prosocial behaviour in pre-adolescent children. Their findings revealed that authoritative parenting fostered not only prosocial acts but also the internalization of prosocial values, such as empathy and a sense of social responsibility (Wanget al., 2023).

Also, the study supports our research findings. Those who conduct longitudinal study demonstrate the long-lasting benefits of authoritative parenting on prosocial involvement. They demonstrate the link between higher rates of substance use in early adulthood and lower well-being among adolescents who experienced coercive parental control. The effects of parenting on teenage adjustment, which affected well-being in early adulthood, acted as a partial mediating factor for the long-term benefits of parenting (Liu et al., 2023).

Furthermore, the cross-cultural viewpoint emphasizes the significance of cultural context, reaffirming the general positive correlation between prosocial tendencies and authoritative parenting. They observed that the positive association between authoritative parenting and prosocial tendencies was stronger in individualistic cultures compared to collectivistic cultures.

This suggests that tailoring parenting practices to cultural norms can further enhance prosocial development (Choi et al., 2023).

The hypothesis that there would be a difference in parenting style and prosocial based on gender differences is less clear. While some studies have found that parental warmth and responsiveness are more important for girls' prosocial behaviour, while parental control is more important for boys' prosocial behaviour, other studies have found no significant gender differences in the relationship between parenting styles and prosocial behaviour. Further research is needed to clarify this relationship.

Our finding is supported by (Eisenberg et al., 2006). who found that parenting styles and prosocial behaviour differ between genders. examined the moderating effects of gender on the relationship between parenting styles and prosocial behaviour in children. Their findings revealed that authoritative parenting had a stronger positive association with prosocial behaviour for girls compared to boys. Authoritarian parenting, on the other hand, showed a negative association with prosocial behaviour for both genders, but the effect was more pronounced for boys. This research offers valuable insights into the differential impact of parenting styles on pro-sociality based on gender, aligning with your observation of negative correlations between gender and prosocial behaviour. Untangling the Interplay of Age and Authoritarian Parenting on Academic Achievement. (Eisenberg et al., 2006).

Granick shows gender-related differences in the association between age, parenthood styles, and prosocial and academic issues, further emphasizes the significance of parenthood styles, which is later proved by (Van Goethem et al., 2018). Taken together, these studies advance credence to the idea that

gender differences play a major part in shaping the link between prosocial behaviour and parenthood styles (Granick et al., 2018).

The objects of the study align with the propositions. The purpose of the inquiry into the relationship between parenthood styles and academic performance in university scholars is directly addressed by the premise that there would be a correlation between academic achievement and parenthood styles. The hypothesis positing a positive correlation between prosocial behaviour and parenting style also pertains to the objective of examining the influence of parenting style on prosocial behaviour. Finally, the theory that suggests prosocial conduct and parenting methods varies depending on gender differences aims to ascertain how various parenting philosophies affect university students' prosocial behaviour.

In conclusion, there are numerous factors that influence the complex idea of academic performance; parental behaviours are merely one of them. While authoritarian and permissive parenting styles have been connected to lower academic performance and prosocial behaviour, authoritative parenting has been consistently linked to superior academic accomplishment and prosocial behaviour. To establish supportive environments that improve young adults' general well-being and achievement, parents, educators, and legislators must have a thorough understanding of the relationship between parenting styles, prosocial behaviour, and academic performance.

5.1 Limitations and Suggestions

I recognize that there were several limitations to this study on "Parenting Styles, Prosocial Behaviour, and Academic Performance in Young Adults" that should be considered when interpreting the results. Initially, the

limited sample size of 300 in the study casts doubt on the applicability of the findings to a larger cohort of young adults. The external validity of the study would be bettered with a larger and further varied sample.

Alternately, there's a chance for bias when tone-report measures are used to estimate prosocial behaviour, parenthood styles, and academic achievement. People might not always directly record their behaviours or opinions, which could compromise the validity of the information gathered.

Another debit of using across-sectional design is that it makes it more delicate to determine the unproductive links between prosocial behaviour, maternal practices, and academic achievement. A longitudinal strategy would be a better fit for probing how these variables stoutly interact over time. Likewise, the study's control for confounding factors like socioeconomic position, family dynamics, and peer pressure that can affect the links it's examining is inadequate. Perfecting the study's internal validity would number addressing these confounding issues.

The study explores the relationship between prosocial behavior, parenting styles, and young adults' academic achievement. It focuses on authoritative parenting, a balance between warmth and control, and uses various methods to measure prosocial behavior and academic performance. The findings highlight the need for further research to better understand the relationship between parenting styles and academic success.

5.2 Future recommendations

Future studies should consider a larger and more varied sample, use objective measures, apply a longitudinal design, account for confounding variables, and investigate any nonlinear correlations in order to overcome these constraints. A

more thorough approach will lead to a deeper comprehension of the intricate relationships that exist between prosocial behavior, parenting practices, and academic success.

5.3 Implications of Study

Encouraging prosocial behaviour in children requires a coordinated effort from multiple stakeholders. An authoritative parenting style, which balances warmth and control, can help parents foster an environment of cooperation and support, leading to core traits like tone control, empathy, and social aptitude. Teachers can also influence social dynamics by promoting cooperation and acts of kindness through praise and conflict resolution methods. Politicians can fund prosocial behaviours-promoting programs like community service, while parents can encourage their children to participate in adulterous activities like sports, clubs, and levy work. Parents should also have candid conversations about the benefits of prosocial behaviour and encourage their children to relinquish prosocial actions in their own lives.

5.4 Conclusion

In conclusion it may conduct a great deal of study on parenting practices, prosocial behaviour, and academic achievement. The main primary categories of parenting styles identified by Baumrind in 1966 are permissive, authoritarian, authoritative, and styles. The characteristics of authoritative parenting which has been repeatedly linked to positive child outcomes include warmth, attention, and clear commands. However, authoritarian parenting, which is characterized as being distant or uninvolved, often has negative effects.

According to research, authoritative parenting helps young individuals develop prosocial behaviour. Children that grow up with authoritative parents are more

likely to develop.

empathy, collaboration, and altruism because of their emotional support and supervision. Accordingly, prosocial behaviour has been linked to enhanced academic achievement. Youthful grown-ups who exercise prosocial behaviours like advancing a hand and sharing tend to produce probative social networks that support peer collaboration and literacy.

There's a complex and simple relationship between prosocial behaviour, academic achievement, and parenthood practices. In youthful people, authoritative parenthood seems to have a significant impact on prosocial behaviour as well as intellectual achievement. Because parenthood styles have an impact on provocation, tone- control, and academic support, they also have an impact on youthful grown-ups' academic achievement. Regarding grades, test scores, and other objective measures of academic achievement, "academic performance" refers to a pupil's position of success in their academic endeavours. It includes effects like learning strategies, problem- working ways, and general academic proficiency.

In summary, there's a complicated and different relationship between youthful people's academic success, prosocial behaviour, and parenthood style. The most fulfilling parenthood style is always determined by how well it fosters prosocial behaviour and academic achievement. Parenthood in an authoritarian manner constantly impedes the growth of prosocial behaviours and produces unfavourable academic results. While permissive parenthood may encourage prosocial behaviour at first, it might not offer the discipline and direction needed for sustained prosocial behaviour and academic achievement. To produce nurturing surroundings that ameliorate youthful grown-ups' general

well-being and achievement, parents, preceptors, and lawmakers must have a thorough understanding of the connection between prosocial behaviour, parenthood style, and academic performance.

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**Appendices
Appendix A**

Informed Consent

DATE

Dear Participant,

My name is Asima Abrar and I am student of BS Psychology in COMSAT's university Lahore conducting a research study on parenting styles, prosocial behaviour, and academic performance in young adults. The questionnaire consists of three sections and takes 10-15 minutes. Participation is voluntary, and information is kept confidential for research purposes. No known risks are associated with participation. You can withdraw at any time.

Signature of participant: _____

Appendix B

Demographic Sheet

Personal Information:

Name _____

Age: _____

Gender: Male Female

Birth Order: Only Child Eldest Middle Youngest

Family System: Nuclear Joint

Area of Residence: Rural Urban

Education _____

Appendix C

Instructions: The following statements depict the way parents behave with their children. Please read the following statements carefully and mark your agreement in the answer sheet provided. Respond to each statement which is true to your life. There are the Five (5) possible answers provided for each question viz: 1) Never, 2) Rarely, 3) Sometimes, 4) Often and 5) Always. Select one among them for each question and put a 'X' mark in the corresponding number in the answer sheet. Your response will be used only for research purpose and be kept confidential.

	Statements	Never	Rarely	Sometimes	Often	Always
1	Capable of making me to understand about "Right" and "Wrong".					
2	View everything with a critical mind.					
3	Never find time for me to help during difficult situations.					
4	Congratulate me when I pass the exams.					
5	I am compared with other friends / classmates.					
6	Never help me in doing day-to-day activities on time.					
7	My suggestions and ideas are considered.					
8	Insult and beat me in front of others.					
9	No directions are given while doing things.					
10	I have freedom to discuss about anything.					
12	I often feel that I am being rejected for affection.					
12	No inquiries are made for the decisions taken by me.					
13	During the crisis					

	situation they inquire about it.					
14	Blame me even for minor things/issues.					
15	Never provide an atmosphere for my studies.					
16	I get love and care from parents.					
17	Behave to me in a strict manner.					
18	Never do anything to satisfy my needs.					
19	Being pursued for taking my own decisions.					
20	Being scolded for not coming up to their expectations.					
21	Fail to inquire about the disturbances and suggest remedial measures.					
22	My opinions are considered in all important decisions related to home.					
23	Blame me for not doing things properly.					
24	No effort is made to know about the progress of my studies.					
25	Provide guidance in studies and suggest ways for character formation.					
26	Being scolded without knowing the reasons for late from the College.					
27	No inquiries are made about my likes and interests.					
28	At free time they spent time with me.					
29	There is control over each of my					

	activities.					
30	They will not inquire about my abilities and goals.					

Appendix D

Instructions: How often would you exhibit the following behaviors?

	Statements	Never	Once	More than once	Often	Very often
1	I would give directions to someone I did not know					
2	I would make changes for someone I did not know.					
3	I would give money to a charity					
4	I would donate clothes or goods to a charity					
5	I would help carry belongings of someone I did not know					
6	I would delay an elevator and hold the door for someone I did not know					
7	I would allow someone I did not know to go in front of me in line.					
8	I would point out a clerk's error in undercharging me for an item.					
9	I would let a neighbor I did not know well borrow an item of value to me.					
10	I would help a classmate who I did not know well with a homework assignment when my knowledge was					

	greater than his or hers					
11	I would voluntarily look after a neighbour's pet or children without being paid.					
12	I would offer to help a handicapped or elderly person across the street.					
13	I would offer my seat on a train or bus to someone who was standing.					
14	I would help an acquaintance move houses.					

Appendix E

Instructions: Please answer each question using the 5-point scale to answer each question so that it accurately reflects what you do or have done as a student. Be as honest as possible because the information can be utilized to discover areas of strength.

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I made myself ready in all my subjects.					
2	I pay attention and listen during every discussion					
3	I want to get good grades in every subject					
4	I actively participate in every discussion.					
5	I start papers and projects as soon as they are assigned.					
6	I enjoy homework and activities because they help me improve my skills in every subject.					
7	I exert more effort when I do difficult assignments.					
8	Solving problems is a useful hobby for me.					

Appendix F



Department of Humanities, COMSATS
University Islamabad, Lahore Campus



REF:

Dated: 3/04/2023

Respected Sir/Madam,

It is stated that Ms. Asima Abrar (Sp20-BPY-006) is a regular student of BS Psychology at the Department of Humanities, COMSATS University Islamabad, Lahore Campus. She is conducting her research on "Parenting style, Prosocial Behavior and Academic Performance in Young Adults" under my supervision. I will be grateful if you facilitate him in collecting data from your Institution. I assure you that data obtained from your Institution will be kept confidential and used only for research purposes. Your cooperation will be highly appreciated.

Thanking you in anticipation.


Research Supervisor

Ms. Huma yasin
Lecturer, Humanities
CUI, Lahore
Email: Humayasin@cuilahore.edu.pk



Head of Department

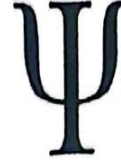
Dr. Musferah Mehfooz
HOD, Humanities
CUI, Lahore
Head,
Department of Humanities,
COMSATS University Islamabad,
Lahore Campus Pakistan.


8/4/23





Department of Humanities, COMSATS
University Islamabad, Lahore Campus



REF:

Dated:3/04/2023

Respected Sir/Madam,

It is stated that Ms. Asima Abrar (Sp20-BPY-006) is a regular student of BS Psychology at the Department of Humanities, COMSATS University Islamabad, Lahore Campus. She is conducting her research on "Parenting style, Prosocial Behavior and Academic Performance in Young Adults" under my supervision. I will be grateful if you facilitate him in collecting data from your Institution. I assure you that data obtained from your Institution will be kept confidential and used only for research purposes. Your cooperation will be highly appreciated.

Thanking you in anticipation.

Research Supervisor

Ms. Huma yasin
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Head of Department

Dr. Musferah Mehfooz
HOD, Humanities
CUI, Lahore

Head,
Department of Humanities,
COMSATS University Islamabad,
Lahore Campus Pakistan.

Assistant Professor
Department of Statistics
and Computer Science
UVAS, Lahore

Appendix G



Asima Abrar 18 May

to rchrisjo ▾



Respected Ruston ,

I am Asima Abrar , an undergraduate student currently enrolled in the BS (Hons.), Psychology, Department of Humanities, COMSATS University, Islamabad, Lahore Campus, Pakistan. I am doing my BS thesis on "parenting style, prosocial behavior and academic performance in young adults " under the supervision of Prof. Huma yaseen, Lecturer, COMSATS, Lahore Campus.

It would be a great help and honor to be obliged with your permission to use your scale. I look forward to your response. Thank you.

Regards,
Asima Abrar



Roland Chrisjohn 18 May

You don't need permission: we published the paper in common, so anyone can use it. RDC



Asima Abrar 18 May

to Roland ▾



Thanks a lot.

Permission required for scale.
(parenting style) Inbox



Asima Abrar 4 Aug

to drk.mani62@gmail... ▾



Respected Manikandan,

I am Asima Abrar , an undergraduate student currently enrolled in the BS (Hons.), Psychology, Department of Humanities, COMSATS University, Islamabad, Lahore Campus, Pakistan. I am doing my BS thesis on "parenting style , prosocial behavior and academic performance in young adults" under the supervision of prof. Huma yaseen , Lecturer, COMSATS, Lahore Campus. It would be a great help and honor to be obliged with your permission to use your scale. I look forward to your response. Thank you.
Regards, Asima Abrar



k manikandan 4 Sep

to me ▾



dear Asima

it is pleasure to hear from you, i was unable to answer your email as i was on vacations. i am happy that you are interested in our work. i allow you to use this questionnaire for your research project
best of luck

Permission required for scale academic performance

Inbox



Asima Abrar 4 Aug

to birchmeiercarson ▾



Respected Carson birchmeier, I am Asima Abrar , an undergraduate student currently enrolled in the BS (Hons.), Psychology, Department of Humanities, COMSATS University, Islamabad, Lahore Campus, Pakistan. I am doing my BS thesis on "parenting style , prosocial behavior and academic performance in young adults" under the supervision of prof. Huma yaseen , Lecturer, COMSATS, Lahore Campus. It would be a great help and honor to be obliged with your permission to use your scale. I look forward to your response. Thank you.
Regards, Asima Abrar



Carson Birchme... 4 Sep

to me ▾



Dear Asima
It is nice to hear from you that you are interested in our research. As far as your request is concerned for the instrument regarding **Academic Performance**, you are allowed to use it for your research. I wish you the best of luck for your research.

Appendix H



COMSATS University Islamabad
Lahore Campus
Library Information Services



TURNITIN Originality Report

Title	Parenting Styles, Prosocial Behaviour and Academic Performance in Young Adults
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Author	Asima Abrar . ID. SP20-BPY-006
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Submission Date	27-Dec-2023 11:25PM (UTC-0800)
Submission ID	2265244297
Word Count	10746
Character Count	66831

Similarity Index 13% (Detailed report send to quarter concerned via email)

Remarks	Report seems OK
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Note: Bibliography and quoted materials are excluded as per HEC rules

Report Generated By	 Nasira Muneer, Assistant Librarian nmunir@cuilahore.edu.pk
Dated on	December 28, 2023

THESIS SUBMISSION GUIDELINES

Thesis Guidelines for BS Psychology

Student's Name: Asima Abrar

ID: SP20-BPY-006

Measures	Evaluation Criteria (Marks 15)			
	>19%	<= 19%		
1- Plagiarism	0	5		
	Poor	Satisfactory	Excellent	
2- APA Formatting				
3- Thesis Structure				
1- APA Formatting Grammar Check				
No.	Contents	Partially	Yes	N o
1.	Title page			
2.	Font Size			
3.	Page size			
4.	Font Style			
5.	Page No			
6.	Alignments			
7.	Page Spacing			
8.	Spacing between paragraphs			
9.	Paragraphs tabbing			
10.	Heading			
11.	Sub headings			
12.	Use of bullets			
13.	References citation			
14.	In text and in list references			
15.	Reference list			
16.	Table structure			
17.	Grammar Check			
No.	Contents	Yes	N o	
1. Title Page				
	• Topic			
	• Logo			
	• Student name			
	• Student ID			
	• Supervisor Name			
	• Program			
	• Department name & University Name			
2. Title Page- 2 (Applicable for complete submission of a thesis)				

THESIS SUBMISSION GUIDELINES

• Topic		
• Logo		
• Student name		
• Student ID		
• Supervisor Name		
• Program		
• Statement: A thesis submitted in partial fulfillment of the requirement for the degree of _____ (program name)		
• Name of department and institute		
• Declaration (By the supervisor)		
• Research Completion Certificate		
• Dedication		
• Acknowledgement		
3. List of Contents (APA style)		
• List of contents		
• List of tables		
• List of figures		
• List of tables		
4. Abstract (for complete submission of thesis)		
5. Introduction		
• Coherent introduction of topic (7 to 15 pages including followings)		
• Local and international perspectives		
• Theoretical orientations		
6. Literature Review		
• International Context (6 to 10 studies)		
• Local Context (5 to 10 studies)		
• Likely benefits and justifications		
• Objectives		
• Hypotheses		
7. Method		
• Research Design (Justification)		
• Participants		
• Sampling Strategy (Justification)		
• Inclusion exclusion Criteria		
• Instruments (Justification)		
o Authors Name & Year		
o Version (English or Urdu)		
o Authors' permission		
o Adapted		

THESIS SUBMISSION GUIDELINES

○ Number of items		
○ Sample items		
○ Scoring (range and minimum/ maximum scores)		
○ Psychometric properties (validity, reliability, past & present)		
• Procedure		
• Ethical Considerations		
• Statistical Analysis		
9. Results		
10. Discussion		
• Discussing results with references to previous literature and theoretical guidelines		
• Implications		
• Limitations and Recommendations		
• Conclusion		
11. References		
• APA Format		
• Hanging style		
• Arranged Alphabetically		
• Match with in-text citations		
• At least 10% references are from the last 2 years		
• At least 50% references are from the last 5 years		

Note: (i) thesis will not be considered submitted if this checklist is not signed by relevant supervisor

Supervisor's Name: Ms. Huma Yaseen Supervisor's Signature: _____

Date: _____

Dr. Farzana Ashraf
Theses Coordinator
Spring-2022