

Parenting Style, Academic Motivation and Future Orientation among University Students

Farhat Jan¹, Remona Salik², Nazia Iqbal³

¹MS Scholar, Department of Psychology, International Islamic University Islamabad, Pakistan.

²Associate Professor, Department of Psychology, Rawalpindi Women University, Rawalpindi, Pakistan.

³Assistant Professor, Department of Psychology, International Islamic University Islamabad, Pakistan.

Correspondence: farhatjan528391@gmail.com¹

ABSTRACT

Aim of the Study: The purpose to conduct this present research work was to understand the impact of different styles of parenting on motivation in academics and future orientation among students of university level.

Methodology: Current study is quantitative. Sample was consisted of 400 university students of age ranging from 18-27 who's both parents were alive. Current study consisted of two phases. Pilot study (N=50) was conducted to establish the psychometric properties of instruments. Results of pilot study gave satisfactory results. In main study 350 university students were included. Parenting style scale (PSS), Academic Motivation Scale (AMS) and Future Time Perspective (FTP) was used as research instrument.

Findings: Results indicated that authoritative parenting has significant positive relation with academic motivation and future orientation as compare to other styles of parenting. It was found that academic motivation and future orientation has significant positive relationship. Results revealed that women have high academic motivation and were found to be more oriented towards future. Another finding was that students from high family income have high academic motivation and future orientation.

Conclusion: It was concluded that authoritative parenting leads to high academic motivation and future orientation.

Keywords: Parenting Style, Academic Motivation, Future Orientation.

Introduction

Parents are most important personality who involve in molding and shaping their children into adults in result of their world of influence (Baurmind, 1971). Parenting styles have been considered as very important outcome variable regarding performance in education, behavior, attitude, motivation and also psychological pathologies among youth (Turner, Chandler & Heffer, 2009). Parents are considered as stakeholders in education and other life areas of person. The pattern of parenting techniques as well as existing linkage between parents and their children have impact on cognitions and abilities have to be learned during early period of child life stages (Daniel Kofi, 2013). Parenting is complicated task that

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include variety of particular attitudes and behavioral patterns that work in separate manner and collectively to influence outcomes of child (Darling, 1999).

Originally the parenting styles concept was introduced by Diana Baumrind (1967). On basis of two dimensions, research in early period on parenting styles classified practices as demandingness and responsiveness (Maccoby & Martin, 1983). During period of 1960s and 1970s, classification of four different and important types of parenting styles was done by Baumrind which includes authoritarian, authoritative, permissive and neglectful, on basis of empirical studies conducted with middle class white parents (Susskind, 2005). *Authoritative* parents are those who have characteristics of both responsive and demanding dimensions. While those who follow *authoritarian style* involves in making demands but has not evident response towards need of child. *Permissive* parents are referred to those who are more responsive without asking for demands. *Rejecting or neglectful* parents are uninvolved. As suggested by Baumrind on basis of four dimensions, that the great numbers of parents usually display one of three different parenting styles (Daniel, 2013).

Many factors in individual's life can be influenced by the ways a parent raises their child. Academic motivation is one zone that can have significant influence by the styles used by parents. The attitudes, outlook, future goals and performance within academic settings of individual depend on how he or she is being raised. Academic motivation is one of the clue or pointer to progress and success academically. It is considered as interest of student based on his or her performance in any academic course according to the given standards (Zimmerman, 1992). Different kind of motivation has been shown by students at different level including environmental, educational and interest areas (Zimmerman, 1992).

Self-determination theory (SDT) is one of highly influential theory regarding motivation, which is employed by researchers to give description about its impact on academic achievement and it was put forward by Deci and Ryan in 1985. Vansteenkiste (2005) studied an important event through their analysis on self-determination theory (SDT) which provided support on general basis to affirm that parents play vital part to find the level to which students can be motivated towards learning.

Three psychological needs which are basic in nature includes autonomy, competence, and relatedness which underlies intrinsic motivation and internalization (Ryan and Deci 2000), the attitudes and approaches determines limit of children's psychological needs which are pleased and that parents take during interactions with their children.

In one study it was reported that authoritative style of parenting predict enhanced academic and intrinsic motivation while permissive and authoritarian styles of parenting did not predict autonomic or intrinsic motivation (Tang, Li, Sandoval & Liu, 2018). A self-reported survey for study was conducted by Hoang (2007) which helps in demonstrating that those who are involved in studies when observed their elders and parents as authoritative might have greater extent towards adapting goal orientation of mastery level. Wischerth, Mulvaney, Brackett, and Perkins (2016) found that permissive parenting predicts lower emotional intelligence, which is linked with predicted lower personal growth. So it can be inferred that authoritative parenting will result in the highest academic motivation in undergraduate students as compare to authoritarian or permissive parenting.

Parents should provide the environment which is supportive and helps the children to involve in making decisions. Parents must have to provide clear guidelines to structure the behavior of their children with purpose to enhance their competency (Grolnick, Raftery, Flamm, Marbell & Cardemil, 2015). As suggested by Dorso and his colleagues (2008) that although authoritarian way of parenting has been linked to lesser grade point averages (GPA) in college level tutees but authoritarian parents may could brought anxiety that may actually increase academic motivation. Schunk (2008) suggested in his research that too controlling parenting styles can undermine a child's level of motivation.

Conclusion drawn that characteristics of authoritative parenting as compare to other styles, like support and warmth leads to more intrinsic motivation which results in good academic performance of students

(Turner, Chandler & Heffer (2009). Schunk (2008) suggested that undermine child's motivation is associated with parenting styles which are too permissive. The study of Kriegbaum, Villarreal, Wu, and Heckhausen (2016) suggested that shared agency which means extent to which common goals are shared between students and their parents, consistently involved to improve the academic motivation. They further concluded that positive parental involvement and support is a significant contributor to academic strives, goal, and career of student. Similarly, Ricard and Pelletier (2016) found that support from both parents and teachers can significantly predict academic motivation in study among high school students.

An individual whose motivation and inspiration is weakened and has reduced willingness to participate and involve in behaviors that can be tough and challenging is known as amotivation. Kriegbaum (2016) and Alt (2014) both makes conclusion about permissive parenting behaviors to be correlated with youth's amotivation in positive manner. Fox & Timmerman found similar results from their research that neglectful parenting in which guardians neither put control, nor gives encouragement; therefore, their offspring will have feelings of declined impetus to perform and as result becomes amotivated.

Future orientation is concept which means the thinking patterns, ideological perspective, and emotional aspects of person having on their future and about their upcoming period (Stoddard, Zimmerman & Bauermeister, 2011). Individuals become oriented toward future in that duration of life where future aims become highly comprehensive, and adolescents at pre stage begin emphasizing on goals related to academic and occupational aspects, connecting them to the real world (Arnett, 2000). Future-oriented thinking is a broad construct which consider the various cognitive capabilities to generate future thoughts and project oneself into a variety of hypothetical scenarios in the future (Szpunar, 2014).

The ability to mentally project oneself into a desired future state—whether that be a mental simulation as a keynote speaker or achieving a high distinction on a university assignment is argued to be an important function in our capacities as human beings to set goals and guide behavior (Stanescu and Iorga, 2015; Berkman, 2018). Adelabu (2008) mentioned in his research about youths that those with higher future orientation levels found with higher achievement in academics and functioning in school as compared to youths those have lower future orientation. As far as gender differences about future orientation are concerned, outcomes in previous studies suggested that boys and girls has same type of values while considering into account future orientation as reported by Anthis, Dunkel, & Anderson, (2004). Previous work has explored the relationship between goal-directed behaviors and future-oriented thought in a variety of settings, such as the workplace, health care and education. Demonstrating that the degree to which an individual is oriented toward the future and less oriented toward the past yields an array of positive outcomes particularly in academics (Coughlin, 2022).

Future time orientation and motivation are the result of interplay of several elements for example goals and objectives of students and possible selves. It was identified that an increase in the belief toward goals or future has been found to be positively correlated with factors that have been consistently implicated in fostering positive academic motivation and outcomes (Delfino, 2019). Cognitive goal theory proposed much of student behavior, mastery and performance are the consequences of the desire to attain individual goal. Future time orientation (FTO) can be seen as strapping motivator of current behavior. FTO in addition to students' level of motivation towards learning is positively correlated with their academic motivation (Husman & Lens, 1999).

Seginer (2003) found that authoritative parenting and parental beliefs are associated with adolescent future orientation. Authoritative style of parenting can provide facility in constructing future orientation in dual directions: one is directly and another is indirectly. The results of study showed that parenting styles including authoritative, authoritarian and permissive are good predictors of future-oriented cognitions, such as saving, prospective memory, episodic foresight, planning, and delay of gratification (Bindman, Pomerantz & Roisman, 2015).

The train or focus of present work was to investigate effect of different parenting ways on academic motivation and future orientation among university students. The present study is also helpful to

understand that which parenting style proposed is linked with improving and enhancing motivational level specifically toward academics. Literature shows contradictions about the existence of effect of gender differences in academic motivation and future orientation. So this study also aims to show some solid evidence for predicting that whether both genders (i.e. man or woman) display differences in level of academic motivation and future orientation.

Results of past studies also conclude the correspondence between academic motivation and future orientation, besides studying the direct influence of parenting on these two variables. So being impressed by literature, this study is also done with purpose to illustrate the link between motivation in academic settings as well as future orientation. Along with it, in this research it concludes that relationship between academic motivation and future orientation can be reciprocated.

This research provides suggestions and ideas on course of action parents can aid in enhancing academic motivation of their children who are studying in University.

Research Hypotheses

The hypotheses formulated for this study are as follow:

1. Authoritative parenting style will leads to high academic motivation and future orientation in university students as compared to authoritarian, permissive and neglectful parenting styles.
2. Students having high academic motivation will also have high future orientation.
3. Woman will have high academic motivation than man.
4. Man will be more future-oriented than woman.
5. Students from low family income will have low academic motivation and future orientation.

Method

Research Design

Cross-sectional research design was used to conduct this quantitative research.

Sample

To find out the impact of parenting styles on academic motivation and future orientation, data was collected from students of government, private and semi-government sector universities of Islamabad and Rawalpindi. Purposive sample of 50 students ($N = 50$) were taken for pilot study. For main study 350 students ($N=350$) were included in representative sample. Both men and women participated in research. Those students with age less than 18 and of the age more than 27 were excluded in studies ($M=1.21$, $SD=.406$). The students of BS (HONS) and Masters Programs were included in study. Relationship status of students was single as well as married. Data was collected from those university students whose both parents were alive. Family or monthly incomes of students in sample ranged from PKR 40,000 to above 1 Lac ($M= 2.19$, $SD= 1.019$).

Instruments

Parenting style scale (PSS): developed by Dornbusch, & Darling, 1992. In this scale, 25 questions were included and students were requested for rating their guardians in two dimensions: Acceptance/involvement and strictness/supervision.

Academic Motivation Scale (AMS): was developed by Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres in 1992. This scale has 28 items divided into seven sub-scales assessing three types of intrinsic motivation three types of extrinsic motivation and amotivation.

Future Time Perspective (FTP): was developed by Frieder Lang and Laura Carstensen. It involves 10 items. It is 7 point Likert type scale (from 1= Very Untrue to 7= Very True). The last three items (item 8, 9 & 10) of FTP scale are reversed coded. There will be no defined cutoffs for interpreting FTP scores.

Ethical Consideration

Current study was conducted after taking ethical approval. Research instruments administered on sample after taking permission from their respective authors.

Procedure

Sample of study was randomly selected from number of universities of Rawalpindi and Islamabad region of Masters Level. Subjects were informed regarding the aim of present study. Consent was taken for participation in the study. Prior to the administration of research instruments, they were assured that all information provided by them would remain confidential and only be used for the research purpose. They were asked to give responses on all the items of the scales accurately. Then three research instruments which consist of Parenting Styles Scale (PSsS), Academics Motivation scale (AMS) and Future Time Perspective (FTP) scale were administered on students. After collection of the data, statistical analysis was done through SPSS 21 version. Descriptive and correlational quantitative design was employed with the purpose to investigate the relation of different parenting style on academic motivation and future orientation in students. After this, the data was statistically analyzed by using procedure of descriptive statistics. Cronbach alpha coefficients, mean, standard deviation, kurtosis, skeweness, inter-scale and item total correlation was computed to test the validity of scales during both phases. Then statistical analysis was done to test the hypotheses. After result analysis, desired outcomes were attained. Then results were discussed in light of previous literature.

Results

To test the formulated hypotheses of present study different statistical analyses were employed to get conclusion about either the acceptance or rejection of hypotheses. In present research one way ANOVA, correlational analysis, independent t-test was computed.

It was assumed that authoritative parenting style leads to high academic motivation and future orientation among university students as compared to authoritarian, permissive and neglectful parenting styles. To test this hypothesis one way ANOVA was computed (see Table 1).

Table 1

Mean, Standard Deviation and F values for Parenting Dimensions, Academic Motivation and Future Orientation (N=400)

Scales	Authoritative			Authoritarian			Permissive			Neglectful			F	P
	(n=144)			(n=80)			(n=106)			(n=70)				
	95%CI			95% CI			95% CI			95% CI				
	M (SD)	LL	UL	M (SD)	LL	UL	M (SD)	LL	UL	M (SD)	LL	UL		
Parents acceptance	28.33 (2.70)	27.88	28.77	28.38 (2.93)	27.72	29.02	21.94 (2.28)	21.50	22.38	22.05 (1.62)	21.66	22.44	214.89	.00
Parents strictness	41.96 (4.60)	41.20	42.71	34.43 (3.74)	33.60	35.26	40.92 (5.55)	39.86	42.00	34.42 (2.86)	33.74	35.10	79.60	.00
Academic motivation	95.74 (13.91)	93.45	98.03	94.55 (16.61)	90.85	98.25	94.30 (15.99)	91.21	97.37	87.13 (15.71)	83.38	90.87	5.25	.00
Future orientation	49.98 (9.34)	48.44	51.52	48.89 (8.17)	47.07	50.70	48.87 (8.52)	47.23	50.51	44.39 (8.88)	42.27	46.50	6.54	.00

Between Groups df=3; Within Groups df=396; Total df= 399

Note: CI= Confidence Interval; LL=Lower Limit; UL= Upper Limit

The analytical comparison revealed from the results that authoritative parenting style leads to academic motivation and future orientation among university students as compared to authoritarian, permissive and neglectful parenting styles. These differences support our hypotheses.

It was hypothesized that students having high academic motivation will also have high future orientation. In order to test the hypothesis correlation analysis was carried out.

Table 2: *Correlation analyses for academic motivation and future orientation (N=400)*

	Academic motivation	Future orientation
Academic motivation		
Future orientation	.476**	

Results reveal that students having high academic motivation will also have high future orientation. The results support our hypothesis.

It was hypothesized that women will have high academic motivation in comparison to men. It was also hypothesized that male students will be more future oriented as compared to female students. In order to see the gender differences on academic motivation and future orientation, independent sample t-test was computed.

Table 3: *Independent Sample t-test (N=400)*

	Women (n=212)		Men (n=188)				95% CI		Cohen's
Scale	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i> (398)	<i>P</i>	<i>LL</i>	<i>UL</i>	<i>d</i>
Academic motivation	95.14	15.60	91.88	15.45	-2.08	.04	-6.31	-.19	0.21
Future orientation	49.64	9.12	47.19	8.71	-2.73	.01	-4.20	-.69	0.27

Results reveals that women have high mean scores on academic motivation as well as on future orientation as compare to men. The comparison according to analysis revealed from the results shown in Table 3, that women have high mean scores on academic motivation and future orientation. These differences among two groups are consistent with hypothesis of present study that women have high academic motivation and future orientation.

It was hypothesized that students from low family income have low academic motivation and future orientation. In order to test this hypothesis one way ANOVA analyses were carried out (see Table 4).

Table 4

One-way ANOVA (N=400)

Scales	40k-60k			60-80k			80k-1 Lac			Above 1 Lac			F	P
	(n=105)			(n=145)			(n=70)			(n=80)				
	95%CI			95% CI			95% CI			95% CI				
	M (SD)	LL	UL	M (SD)	LL	UL	M (SD)	LL	UL	M (SD)	LL	UL		
Academic motivation	92.23 (14.14)	89.49	94.97	86.81 (14.73)	84.39	89.22	101.24 (13.88)	97.93	104.5 5	101.08 (14.35)	97.88	104.27	24.99	.00
Future orientation	48.29 (8.14)	46.71	49.86	46.17 (8.08)	44.85	47.50	51.16 (10.60)	48.63	53.69	50.61 (9.19)	48.57	52.66	7.06	.00

Between Groups df=3; Within Groups df=396; Total df= 399

Note: CI= Confidence Interval; LL=Lower Limit; UL= Upper Limit

Discussion

Present research was aimed to see influence of parenting practices on academic related motivation and future orientation among university students. This study has also important contributions to investigate the relationship of parenting styles, academic motivation and future orientation with different demographic variables (e.g. gender, family monthly income).

According to the concept of parenting styles which was proposed by Baumrind (1967), several researchers have proposed that patterns adopted by parents have significant influential effect on academic motivation (Liu, 2018; Vansteenkiste, 2005; Arenliu, Hoxha, Berxulli & Gashi, 2014). Researchers found in their studies that authoritative parenting contributes in academic motivation (Chang, 2007; Schunk, 2008; Rivers, 2008; Watabe and Hibbard, 2014; Ricard & Pelletier, 2016).

In light of theory of self-determination, the output of current research supported the existence of positive relation between parenting styles and academic motivation. It was postulated that authoritative parenting styles lead to academic motivation, and based on regression analysis higher levels of parental acceptance and higher levels of parental strictness were significantly related to academic motivation.

It was hypothesized in present research that authoritative parenting lead to future orientation. One-way ANOVA analyses support the hypothesis (see Table 1). The current research results were supported the literature that authoritative parenting style can facilitate the construction of future orientation. The previous research illustrated that authoritative parenting styles has positive link with future orientation (Seginer, 2003).

Another hypothesis was drawn in the present research that academic motivation and future orientation has positive link with each other. Correlation analysis was done which showed the significant positive relationship between academic motivation and future orientation (see Table 2). The results of present study supported the results of previous research (Hock, 2006).

The current study also hypothesized that woman have high academic motivation while man would be more oriented toward future. The results have shown that women have more academic motivation which supports the hypothesis but the results of independent t-test for future orientation contradicts hypothesis as women have high mean scores than men (see Table 3). Past research supports the results of present study. The current findings are in agreement with previous studies, which demonstrated that women were more motivated towards and readily engaged with academic goals and activities (Baker, 2003; Reisberg, 2000). According to literature there are gender differences on account of future orientation (Anthis, Dunkel, & Anderson, 2004).

This study also hypothesized that those students who belong from low family income has low motivation for academics and future orientation. Results of this study support the hypothesis and shown significant results on One Way ANOVA analysis (see Table 4).

Limitations and Recommendations

- Limitations of present study includes the use of adequate sample size (N=400), the sampling technique and research design and data collection in short time only in universities of Rawalpindi and Islamabad, will reduce the generalizability of the study.
- Another limitation is use of instruments to measure the effect of parenting styles on academic motivation and future orientation in original form without translation.
- Self-report measures were used so here is the possibility that participants do not consider their answers seriously. But rather rush through in order to get to the next activity.
- Another limitation is the use of Likert-type instrument where responses are averaged on any one issue.

- As parents education and occupation was not taken in present research which might limits the results so further research should consider the education and occupation of individual parents to study the influence of parenting on different life aspects.
- The present research did not take into account the birth order of students which could be a strong factor for measuring changed responses of individuals towards their parents. So, future research should take into account this factor.
- As present research only check the overall relationship between academic motivation, rather than considering the types of motivation, and future orientation.

Suggestions

- Sample size should be increased in future research.
- Translational study should be done with research instruments.
- Parent's education and occupation should be considered in future researches to study impact of parenting styles on academic motivation and future orientation.
- Birth order can be one of the factors for measuring changed responses of individuals towards their parents which must be considered in future researches.
- It is recommended that future study should consider the different types of motivation in relation to future orientation.

Conclusions

The goal of present study was to understand the impact of parenting style on academic motivation and future orientation in university students and to find the relationship of perceived parenting style, academic motivation and future orientation with different demographic features (e.g. sex, family monthly income etc.). The results were in support of research hypotheses. It was noted that authoritative parenting leads to high academic motivation and future orientation. The results indicated the existence of correlation between academic motivation and future orientation. Gender differences exist among students on basis of academic motivation and future orientation according to results of this study. It was also revealed in results that students from low family income have low academic motivation and future orientation as compared to students from high family income.

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Conflict of Interest

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ORCID iDs

Farhat Jan ¹  <https://orcid.org/0009-0002-3823-7970>
 Remona Salik ²  <https://orcid.org/0009-0008-3491-8449>
 Nazia Iqbal ³  <https://orcid.org/0000-0001-7147-3444>

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