

Perception of Students' and Teachers About Prevailing Parenting Practices in Southern Punjab (Pakistan)

Muhammad Pervaiz¹, Muhammad Safdar² and Tariq Manzoor³

<https://doi.org/10.62345/jads.2023.12.3.62>

Abstract

This study was conducted to examine the perception of students and teachers about prevailing parenting practices in southern Punjab, Pakistan. A cross-sectional survey was conducted to collect the data from five hundred and forty (Four hundred and fifty students and ninety teachers) both male and female secondary school students and their teachers in three districts of southern Punjab. A sample of the study was selected by using the multistage sampling technique. Two separate self-developed questionnaires were used, one for students and the other for teachers. Collected data was analysed by applying arithmetic mean, standard deviation, and frequencies to explore the perception of students and teachers about parenting practices. It was concluded that the parents of secondary school students practised diversified parenting practices. The most prominent parental rules were authoritative, authoritarian, permissive, and uninvolved. The teacher's perception showed that parenting practices had a significant effect on student's behaviour. The teachers perceived the particular impact on various aspects of students' behaviour like stress feeling, participation in co-curricular activities, feeling nervous, hesitation to discuss their matters, undue independence, bullying in class, and time management. This study will also be helpful for teachers, students, and parents in controlling child behaviour disorders. It is also beneficial for parents to develop good, positive relationships with their children.

Keywords: Parenting Practices, Perception, Secondary Schools, Students, Teachers

Introduction

Parenting is the process of nurturing and developing children to fit into society. Parenting is very critical to the grooming of a child. The most significant influence on a child's growth is their parents (Smetana, 2017). Parenting practices refer to the various strategies, behaviours, and actions parents use to raise and guide their children. These practices can include various activities such as discipline, communication, nurturing, providing basic needs, setting rules and expectations, and modelling appropriate behaviour (Kuppens & Ceulemans, 2019). Parenting practices can vary depending on cultural, social, and individual differences, as well as the developmental needs of the child. They can also have a significant impact on the child's emotional, social, cognitive, and physical development. Effective parenting practices are essential for promoting children's physical, emotional, social, and cognitive development, as well as fostering positive parent-child relationships. However, there is no one-size-fits-all approach to parenting, and different parenting

¹Assistant Professor, Department of Education, The Islamia University of Bahawalpur, Rahim Yar Khan Campus. Email: drpervai220@yahoo.com

²MPhil Scholar, Department of Education, The Islamia University of Bahawalpur, Rahim Yar Khan Campus. Email: Ms9682480@gmail.com

³Visiting Lecture, Department of Education, University of Sargodha. Email: Tariq.0014@gmail.com



practices may work better for different children and families depending on their unique circumstances and needs.

Parents play a crucial role in shaping the lives and personalities of their children, especially during their early years. Young children look up to their parents as role models and learn important values, behaviours, and social skills from them. Research (Masten, 2018) has shown that children who have involved and supportive parents tend to have better academic, social, and emotional outcomes. Parental involvement can take many forms, such as spending quality time with children, providing emotional support, setting expectations and limits, modelling positive behaviours, and providing opportunities for learning and exploration (Livingstone & Blum-Ross, 2020). Parents also have a significant impact on the development of their child's brain. Positive interactions with parents, such as responsive and sensitive caregiving, can promote healthy brain development and contribute to better cognitive and emotional outcomes for children. Parents are essential in the lives of young children and have a lasting impact on their development and well-being.

Many parents believe that physical discipline is necessary to teach children right from wrong. However, this practice is becoming less common as more parents begin recognizing the adverse effects of physical punishment on children. Religion plays a significant role in Pakistani parenting as well (Masud et al., 2019). Muslim parents often emphasize the importance of prayer, fasting, and reading the Quran. They also encourage their children to learn about Islamic teachings and values. Gender roles are also an important aspect of parenting in Pakistan. Boys are often given more freedom and autonomy than girls, who are expected to be more obedient and respectful. Girls are also typically taught to be more domestic and are expected to prioritize family responsibilities over personal ambitions. Parenting practices in Pakistan reflect the values and traditions of the culture. While some of these practices may seem strict or harsh to outsiders, they are deeply ingrained in Pakistani society and necessary for raising respectful and responsible children (Bukhsh et al., 2018).

Parenting practices can have a significant impact on children's behaviour, both positive and negative. If parenting practices are too permissive or too authoritarian, it can lead to behaviour problems in children. Permissive parenting practices can lead to behaviour problems because children may not learn to respect boundaries or rules. They may feel entitlement and become overly demanding, selfish, or disobedient (Morris et al., 2017). On the other hand, authoritarian parenting practices can lead to behaviour problems because children may feel stifled, resentful, or rebellious. They may become aggressive or withdrawn, lacking in self-esteem or self-confidence.

The current study was conducted to examine the effects of parenting practices on students' behaviour based on the understanding that parenting practices can have a significant impact on children's development, including their academic achievement, social competence, emotional well-being, and behaviour. Research studies have shown that positive parenting practices, such as warmth, support, and consistent discipline, can promote positive outcomes for children, including better academic performance, fewer behavioural problems, and better mental health. Conversely, negative parenting practices, such as harsh discipline, neglect, or inconsistent parenting, can have detrimental effects on children's behaviour and overall development. By examining the relationship between parenting practices and students' behaviour, researchers can gain insight into how parents can best support their children's development and academic success. Additionally, this Research can inform educators, policymakers, and parents on strategies to promote positive parenting practices that foster healthy and positive outcomes for children of form.

Significance of the Study

The findings of this study inform parenting interventions and programs that aim to support positive child development. The study will contribute to a deeper understanding of the factors contributing to child well-being. It may inform the development of policies and guidelines to support parents in raising a healthy and happy atmosphere at home. It will be helpful for parents to adopt soft and good parenting practices by giving suitable suggestions that can overcome the aggressive behaviour of the students. It should also be helpful to the students themselves to overcome stress and bad behaviour in class because this Research provides suitable recommendations to parents for comprehensive parenting styles. The study is also helpful for teachers and parents of the students to adopt the appropriate style for the academic success of the students. This Research helps the administration of school and school counselling to control the bad behaviour problem of the students. The current study benefits societies because it guides parents, and social issues in homes can be solved quickly. This study develops healthy relations between parents and children. The current study guides teachers to overcome the behavioural problems of the students.

Literature Review

Parenting practices have evolved and vary significantly across different cultures and historical periods. In ancient times, parenting was focused on survival and passing down cultural traditions. In many cultures, children were viewed as assets for the family and were expected to contribute to the family's survival from a young age (Lomanowska et al., 2017). Discipline was often strict, and physical punishment was common. In medieval times, parenting was influenced by the Christian church and the concept of original sin. Children were viewed as inherently sinful and in need of discipline to correct their behaviour. Discipline was often harsh and physical, and parents were encouraged to beat their children to "save their souls." During the Enlightenment period in Europe, there was a shift towards a more child-centred approach to parenting (Lomanowska et al., 2017). The philosopher Jean-Jacques Rousseau argued that children were naturally good and should be allowed to develop their interests and talents. It led to the concept of "childhood" as a distinct phase of life, separate from adulthood (Pinquart & Gerke, 2019). In the Victorian era, parenting became highly formalized and focused on manners, etiquette, and social status. Children were expected to be seen and not heard, and discipline was often severe. The concept of "spare the rod, spoil the child" was popularized.

Discipline practices include strategies such as time-outs, spanking, and positive reinforcement. Research has shown that positive reinforcement and time-outs are more effective in promoting positive behaviour in children than spanking. Cultural differences in parenting practices Research has shown that parenting practices vary across cultures, and what works in one culture may not work in another. For example, authoritarian parenting may be more effective in some cultures where strict adherence to authority is valued. In contrast, authoritative parenting may be more effective in cultures that value independence and individualism (Perez-Gramaje et al., 2020). Parents and their children have little agreement on parenting techniques. Students saw their parents as more permissive, authoritarian, and less authoritative than their parents. Higher grades were associated with more authoritarianism, lower permissiveness, and lower levels of authority among children and their parents. The findings added to the growing body of data showing that parenting approaches and adolescent perceptions are linked to children's academic progress.

Parenting approaches were shown to have an impact on adolescents' academic success. These parenting techniques have been linked to low academic performance in European-American children, whereas they have been linked to higher academic performance in Chinese children

(Cantor et al., 2019). According to the findings, the idea that such strict and controlling behaviours are culturally diverse fails to reflect critical aspects of Chinese child rising, particularly when it comes to explaining their academic achievement. Chinese and European-American immigrant mothers of preschool-age students receive standardized tests of parental control and authoritative-authoritarian parenting designs, as well as Chinese infant items, including the "training" principle (Backes et al., 2019). Chinese women scored much higher on "training" ideas after adjusting for education and outcomes on standardized tests. Beyond the authoritarian concept, "training" has crucial characteristics that may explain Chinese school performance. According to the findings, education in particular and society in general have perceived parental involvement as an essential component contributing to many educational problems. However, most of this course's literature is standardized and non-empirical. Inconsistencies occur between experiential Research, which has explored the problem numerically.

A minor to moderate result in an increasing association between parental participation and academic accomplishment was discovered in a meta-analysis to integrate quantitative data investigating the relationship between parental involvement and adolescent academic achievement (Idris et al., 2020). The relationship between parents' expectations and aspirations for their children's academic success and their children's academic success was the most significant, although parental home monitoring had the least significant relationship according to moderator analysis. Furthermore, while educational accomplishment be expressed while a worldwide indication (e.g., GPA), the link was more significant than when it was portrayed As a subject-specific identifier (e.g., math grade) (Bornstein et al., 2018). Children from no responsible families exhibited maladaptive behaviours such as task-inappropriate behaviours, laziness, and lack of self-enhancement attributes. Research has opened the door to a better understanding of how parenting styles affect teenagers' academic ability and performance. Parents valued academic success, and their children believed themselves to be intellectually competent. However, this broadly favourable association obscured significant variations in school performance between highly skilled and incompetent students (Garcia et al., 2019).

Parenting practices have a significant effect on their children's behaviour and development. Baumrind distinguished three parenting ideologies parenting, permissive, and authoritative parenting based upon parent communication and demands. Adolescent behaviours are directly related to the parenting behaviours parents choose to apply when raising their children (Bornstein et al., 2018). Low parental supervision had an indirect influence on teenage drug usage by creating significantly more excellent time spent with deviant peers and other family members. It is important to note that parenting practices are not the only factor influencing children's behaviour. Genetics, temperament, and environmental factors also play a role. The Research suggests that parenting practices can have a significant impact on children's development and behaviour, and parents can use this knowledge to make informed decisions about how to raise their children.

Parents who are overly critical or dismissive of their children's emotions may cause them to feel insecure and develop low self-esteem. It can lead to children engaging in risky behaviours or struggling with mental health issues, such as anxiety and depression. Furthermore, parents who are neglectful or absent may cause their children to feel neglected and unimportant, which can result in a range of negative behaviours, such as aggression, anxiety, and depression (Zakar et al., 2018). The way parents interact with their children can have a significant impact on their behaviour, both in the short term and long term. Parents need to be aware of the effects their actions and words can have on their children and strive to create a positive and nurturing environment for them (Soni & Kumari, 2017).

Cultural differences can have a significant impact on kids in several ways. Here are a few examples. Suppose a child is raised in a household where a language other than the dominant language in their society is spoken. In that case, they may need help with language skills, including reading, writing, and speaking (Samaha & Hawi, 2017). Different cultures have different expectations for social behaviour, and children may struggle to adapt to the norms of a different culture. It can lead to feelings of isolation, confusion, and frustration.

Different cultures may place different values on education, family, and community. Children raised in cultures with different values than their own may struggle to understand and appreciate these values, which can lead to feelings of confusion and frustration. Cultural differences can also impact a child's beliefs about the world, including their religious and spiritual beliefs. It can be challenging if the child's beliefs clash with those of the dominant culture in their society (Snow et al., 2021). Overall, parents and educators need to be aware of the impact of cultural differences on kids and to work to support children in adapting to and appreciating different cultural norms and values.

Independent parents are self-sufficient and can care for themselves without relying on their children for financial or emotional support. They may have their careers, hobbies, and social lives, and while they may still value their relationships with their children, they do not rely on them for their well-being. Dependent parents, on the other hand, rely on their children for various forms of support, whether it is financial, emotional, or physical. They may have health issues or disabilities that require assistance, or they may not have the means to support themselves financially. It is important to note that the distinction between independent and dependent parents is only sometimes clear-cut. Some parents may fall somewhere in between, relying on their children for specific support but still maintaining independence in other areas. A parent's level of dependence can change over time as they age or face new challenges (Samaha & Hawi, 2017).

The way parents behave around their children can have a significant impact on the child's behaviour and development. One-way parents can affect their children's behaviour is through ego-affecting effects. Ego-affecting effects refer to the impact that a parent's behaviour has on a child's sense of self-worth or self-esteem. When parents provide positive feedback, support, and praise, children develop a healthy sense of self-esteem and are more likely to engage in positive behaviours (Zakar et al., 2018). Conversely, when parents criticize, belittle, or ignore their children, children may develop low self-esteem and engage in negative or problematic behaviours. For example, a child who receives praise and encouragement from their parents for good behaviour is more likely to continue exhibiting that behaviour.

On the other hand, a child who is constantly criticized and made to feel inadequate may develop negative behaviours such as defiance or withdrawal. Parents need to be aware of the ego-affecting effects of their behaviour and strive to create a positive and nurturing environment for their children. They are providing consistent support, praise, and positive feedback while also setting clear boundaries and consequences for negative behaviour. By doing so, parents can help their children develop healthy self-esteem and positive behaviours that will benefit them throughout their lives (Samaha & Hawi, 2017).

Research Methodology

The focus of the study was to analyse the effects of parenting practices on students' behaviour in secondary schools in Southern Punjab. The study is descriptive and quantitative.

Research Design

Research design refers to the overall strategy or plan that outlines how a research study will be conducted. It includes the selection of research methods, the collection and analysis of data, and the interpretation of results (Kazdin, 2021). The main objective of this study is to examine the effect of parenting practices on students' behaviour. So, the survey design was considered more suitable for the current study.

Population of the Study:

The population of this study was all the students of 9th and 10th classes and their teachers in public secondary schools in southern Punjab.

Sampling and Sample of the Study:

There are eleven districts in Southern Punjab. The researcher used a multistage sampling technique for the selection of the sample. In the first step, the researcher arranged the 11 districts of southern Punjab alphabetically. After that, every 3rd district in the row was selected by using a systematic sampling technique. In the second stage, ten public secondary schools from each selected district were taken randomly, keeping in view the equal representation of male and female public secondary schools. In 3rd stage, 15 secondary school students and three teachers were taken conveniently from each sampled school. The sample size of this Research was 540 respondents (450 secondary school students and 90 teachers).

Instruments of the Study:

In this descriptive cross-sectional study, the researcher used two self-developed separate questionnaires for teachers and students. The teachers' questionnaire comprised 20 items, whereas the students' questionnaire comprised five indicators and 40 items. After pilot testing, the value of Cronbach's Alpha coefficient, teachers' 0.89 and students' 0.93, showed the reliability of the questionnaires.

Data Collection Process:

The researcher personally visited the selected secondary schools for data collection after obtaining permission from the school administration. Unfilled and incomplete questionnaires were again distributed to the respondents and asked them to fill them out. After that, the researcher personally checks the data and arranges it in sequence.

Data Analysis:

The arithmetic mean, standard deviation and frequency test were used to analyse the perception of students regarding prevailing parenting practices.

Analysis of Data

This section in the research report focuses on data analysis and presents various tables and figures to their explanation, which help to illustrate and support the findings of the study. The data analysis process involved using various statistical tools and techniques to analyze the data collected from the study. The research data were organized, summarized, and presented in a way that allowed the research question to be answered and the research hypotheses to be tested. This study assessed how parenting practices affect students' behaviour, public secondary school students, and teachers.

Table 1: Description of Schools and Participants

Serial no	District	School Gender	Selected school	Respondents every school	in Sample Students	of Teachers	Total
1	Dera Ghazi Khan	Girls	5	15	75	15	90
		Boys	5	15	75	15	90
2	Lodrhan	Girls	5	15	75	15	90
		Boys	5	15	75	15	90
3	Rahim Yar Khan	Girls	5	15	75	15	90
		Boys	5	15	75	15	90
Total Sample size					450	90	540

Table 1 shows the total no. of respondents for this study Total 10 schools were selected from each district and 15 students and 3 teachers from each school total respondents were. 450 students and 90 teachers (540) respondents.

Table 2: Descriptive analysis of Secondary Student's Perception regarding Parenting practices on student's behaviour

Sr. No.	Indicators	SDA	DA	SDA+DA	UND	A	SA	A+SA	Mean	Level
1.	Warmth and Involvements	2.78	6.24	9.02	3.83	32.85	54.26	87.12	4.295	High
2.	Reasoning and Indications	4.53	9.78	14.32	6.02	30.13	49.53	79.73	4.102	High
3.	Democratic Participation	3.81	8.93	12.75	7.42	30.27	49.55	79.82	4.131	High
4.	Corporal Punishment	23.71	29.27	52.98	12.06	16.12	18.81	34.93	2.772	Medium
5.	Good nature and easy-going	3.56	8.4	11.96	6.44	35.96	45.64	81.6	4.117	High

Table 2 reveals the level of secondary school students' perception regarding parenting practices, warmth and involvement as an indicator of parenting practices. The data in the table shows that most secondary school students (87.12%) agreed with the indicator 'warmth and involvements'; however, (9.02%) students disagreed with the indicator. At the same time, (3.83%) of the students were undecided about the indicator. The mean score of warmth and involvement is 4.295, which is a high level. Similarly, the following indicator in the table shows that most secondary school students (79.73%) agreed with the indicator 'Reasoning and Indications'; however, (14.32% disagreed. At the same time, (6.02%) of the students were undecided about the indicator. The mean score of reasoning and indications is 4.102, which is high.

Similarly, the following indicator in the table shows that most secondary school students (79.82%) agreed with the indicator 'Democratic Participation. However, (12.75%) of students disagreed with

the indicator. At the same time, (7.42%) of the students were undecided about the indicator. The mean score of democratic participation is 4.131, which is at a high level. As the next indicator in the table shows, the majority of secondary school students (52.98%) disagreed with the indicator 'corporal punishment. However, (34.93%) students were agreed with the indicator. At the same time, (12.06%) of the students were undecided about the indicator. The mean score of corporal punishment is 2.772, which is at a medium level.

Similarly, the following indicator in the table shows that most secondary school students (81.6%) agreed with the indicator 'Good nature and easy going, (11.96%) students disagreed. At the same time, (6.44%) of the students were undecided about the indicator. The mean score of good nature and easy going is 4.117, which is high.

Table 3: Descriptive analysis of Secondary Students Perception regarding Parents' Warmth and Involvements

Sr. No.	Indicators	SDA	DA	SDA+DA	UND	A	SA	A+SA	Mean	Level
1.	My parents know the names of my close friends.	6.7	7.8	14.5	2.2	36.7	46.7	83.4	4.088	High
2.	My parents are aware of school problems that I face in school.	6.2	16.9	23.1	6.2	38.7	32.0	70.7	3.733	High
3.	My parents praise me when I perform well in my studies.	0.0	0.9	0.9	2.2	25.8	71.1	96.9	4.671	High
4.	My parents provided me with a calm environment to build my confidence.	1.1	3.1	4.2	1.3	29.3	65.1	94.4	4.542	High
5.	My parents' guide me whenever I get confused in my problems.	0.7	1.1	1.8	4.2	28.4	65.6	94.0	4.571	High
6.	My parents take care of my needs and provide whatever I need.	0.2	0.9	1.1	4.0	21.3	73.6	94.9	4.671	High
7.	My parents provide me a free environment at home where I can discuss my problems at home.	1.8	10.0	11.8	2.4	36.2	49.6	85.8	4.217	High
8.	My parents spend time with me when they are free.	3.1	3.1	6.2	4.0	35.1	54.7	89.8	4.351	High
9.	My behaviour changes in response to the change in the environment of my home situation.	5.3	12.4	17.7	8.0	44.2	30.0	74.2	3.811	High

Table 3 reveals the level of secondary school students' perception regarding parents, warmth and involvement as an indicator of parenting practices. The data in the table shows that the majority of secondary school students (83.4%) agreed that 'my parents know the names of my close friends'; however, (14.5%) of students disagreed with the statement. At the same time, (2.2%) of the students were undecided about the statement. The mean score of 'my parents know the name of my close friends, is 4.088, which is high. Similarly, most of the secondary school students (70.7%) agreed that 'my parents are aware of my school problems'; however, (23.1%) students disagreed with the statement. At the same time, (6.2%) of the students were undecided about the statement. The mean score of 'my parents are aware of my school problems' is 3.733, a high level. As the following statement shows, the students (96.9%) agreed that "my parents praise me when I perform well in studies; however, (0.9%) of students disagreed with the statement. While (1.3%) were undecided with the statement. The mean score of "my parents praise me when I perform well in studies, is 4.671 which is at a high level.

Similarly, most secondary school students (94.4%) agreed that 'My parents provide me with a calm environment to build my confidence; conversely (4.2% disagreed. Even as (1.3%) of the students were undecided about the statement. The mean score of 'My parents provide me with a calm environment to build my confidence; is 4.542, which is high. As the following statement shows, most secondary school students (94.0%) agreed that 'My parents' guide me whenever I get confused in my problems; however, (1.8%) students disagreed. Whereas, (4.2%) of the students were undecided about the statement. The mean score of 'My parents' guides me whenever I get confused in my problems is 4.571, which is high. Likewise, most secondary school students (94.9%) agreed that 'My parents take care of my needs and provide whatever I need, though (1.1% disagreed with the statement. At the same time, (4.0%) of the students were undecided about the statement. The mean score of 'My parents take care of my needs and provide whatever I need; is 4.671, which shows a high level. Correspondingly, most of the secondary school students (85.8%) agreed that 'My parents provide me with an accessible environment at home where I can discuss my problems at home; however, (11.8% disagreed with the statement. At the same time, (2.4%) of the students were undecided about the statement. The mean score of 'My parents provide me an accessible environment at home where I can discuss my problems at home; is 4.217, which is a high level.

In the same way, most of the secondary school students (89.8%) agreed that 'My parents spend time with me when they are free; however, (6.2%) students disagreed with the statement. At the same time, (4.0%) of the students were undecided about the statement. The mean score of 'My parents spend time with me when they are free; is 4.351, which is at a high level. As the following statement, the majority of the secondary school students (74.2%) agreed that 'My behaviour changes in response to the change in the environment of my home situation, but (17.7%) of students disagreed with the statement. Even as (8.0%) of the students were undecided about the statement. The mean score of 'My behaviour changes in response to the change in the environment of my home situation; is 3.811, which is at a high level.

Table 4: Descriptive analysis of Secondary Students Perception regarding Parents' Reasoning and Indication

Sr No.	Indicators	SDA	DA	SDA+DA	UND	A	SA	A+SA	Mean	Level
1.	My parents discuss the issues associated with my behaviour.	4.4	8.0	12.4	6.7	43.1	37.8	80.9	4.017	High
2.	My Parents strictly imply rules and regulations on me.	10.2	16.9	27.1	6.7	29.8	36.4	66.2	3.653	Medium
3.	My parents support me to participate any festivals in school.	5.8	6.7	12.5	6.2	37.8	43.6	81.4	4.066	High
4.	My parents discuss me at home about my behaviour.	6.0	16.9	22.9	5.8	33.3	38.0	71.3	3.804	High
5.	When I behave badly my parents tell me to change my behaviour.	1.3	6.2	7.5	5.3	25.6	61.6	87.2	4.397	High
6.	My parents try to fulfill my personal desires and requirements.	1.3	5.8	7.1	6.0	32.9	54.0	86.9	4.324	High
7.	My parents encourage me to speak freely even they are disagreed with me.	9.3	20.7	30.0	10.4	27.3	32.2	59.5	3.524	Medium
8.	My parents provide me with a safe and supportive environment.	1.6	4.7	6.3	4.7	22.7	66.4	89.7	4.477	High
9.	My parents teach me to respect others.	0.9	2.2	3.1	2.4	18.7	75.8	94.5	4.662	High

Table 4 shows the level of secondary school students' perception regarding parents, reasoning and indication as an indicator of parenting practices. The data in the table shows that the majority of secondary school students (80.9%) agreed that 'My parents discuss the issues associated with my behaviour'; however, (12.4%) students disagreed with the statement. At the same time, (6.7%) of the students were undecided about the statement. The mean score of 'My parents discuss the issues associated with my behaviour' is 4.017, which is high. As the following statements show, most secondary school students (66.2%) agreed that 'My Parents strictly imply rules and regulations on

me; however (27.1% disagreed). In comparison, (6.7%) of the students were undecided about the statement. The mean score of 'My Parents strictly imply rules and regulations on me; is 3.653, at a moderate level.

Similarly, most secondary school students (81.4%) agreed that 'My parents support me to participating in any festivals in school, though (12.5%) students disagreed. Whereas, (6.2%) of the students were undecided about the statement. The mean score of 'My parents support me to participate in any festivals in school; is 4.066, which is at a high level. Most of the secondary school students (71.3%) agreed that 'my parents discuss me at home about my behaviour, but (22.9%) students disagreed with the statement. Although, (5.8%) of the students were undecided about the statement. The mean score of 'my parents discuss me at home about my behaviour; is 3.804, which is a high level.

Similarly, most of the secondary school students (87.2%) agreed that 'When I misbehave, my parents tell me to change my behaviour; however (7.5%) students disagreed with the statement. At the same time, (5.3%) of the students were undecided about the statement. The mean score of the statement 'When I misbehave, my parents tell me to change my behaviour; is 3.804, which is at a high level. As the other statement shows, most secondary school students (86.9%) agreed that 'My parents try to fulfil my desires and requirements, though (7.1%) students disagreed with the statement. Even as (6.0%) of the students were undecided about the statement. The mean score of 'My parents try to fulfil my desires and requirements; is 4.324, which is a high level.

Similarly, most secondary school students (59.5%) agreed that 'my parents encourage me to speak freely even though they disagree with me, but (30.0%) of students disagreed with the statement. At the same time, (10.4%) of the students were undecided about the statement. The mean score of 'my parents encourage me to speak freely even if they disagree with me; is 3.524, which is at a moderate level. Likewise, most secondary school students (89.7%) agreed that 'My parents provide me with a safe and supportive environment; on the other hand, (6.3%) students disagreed. At the same time, (4.7%) of the students were undecided about the statement. The mean score of 'My parents provide me with a safe and supportive environment; is 4.477, which is at a high level.

In the same way, many secondary school students (94.5%) agreed that 'My parents teach me to respect others, yet (3.1%) of students disagreed with the statement. At the same time, (2.4%) of the students were undecided about the statement. The mean score of 'My parents taught me to respect others; is 4.662, which is a high level.

Table 5: Descriptive analysis of Secondary Students Perception regarding Parents' Democratic Participation

Sr No.	Indicators	SDA	DA	SDA+DA	UND	A	SA	A+SA	Mean	Level
1.	My Parents give priority to my suggestion when they are planning to celebrate festivals.	2.7	8.0	10.7	8.2	40.2	40.9	81.1	4.086	High
2.	My parents ignore my pessimism and strict approach by giving	3.8	12.2	16.0	6.7	33.8	43.6	77.4	4.011	High

	encouragement to me.										
3.	My parents help me in participating school activity.	3.1	10.4	13.5	8.7	40.0	37.8	77.8	3.988	High	
4.	My parents develop the positive thinking about the school result.	2.0	8.4	10.4	6.2	33.3	50.0	83.3	4.208	High	
5.	The encouragement of my parents develops my confidence level	0.2	2.7	2.9	3.1	27.6	66.4	94.0	4.573	High	
6.	My parents brought me up well that's why I respect my teachers.	1.8	4.2	6.0	3.8	18.0	72.2	90.2	4.573	High	
7.	My parents are always involved in my personal issue.	5.6	6.7	12.3	12.0	25.3	50.4	75.7	4.084	High	
8.	My parents praise me when I get good marks in class tests.	11.3	18.9	30.2	10.7	24.0	35.1	59.1	3.526	Medium	

Table 5 describes the level of secondary school students' perception regarding parents and democratic participation as an indicator of parenting practices. The data in the table shows that most secondary school students (81.1%) agreed that 'My Parents give priority to my suggestion when they are planning to celebrate festivals; however, (10.7% disagreed with the statement. Whereas, (8.2%) of the students were undecided about the statement. The mean score of 'My Parents give priority to my suggestion when planning to celebrate festivals; is 4.086, which is at a high level. Correspondingly, most secondary school students (77.4%) agreed that 'My parents ignore my pessimism and strict approach by encouraging me, though (16.0%) of students disagreed with the statement. At the same time, (6.7%) of the students were undecided about the statement. The mean score of 'My parents ignore my pessimism and strict approach by encouraging me; is 4.011, which is high. As for the following statement, most of the secondary school students (77.8%) agreed that 'my parents help me in participating in school activity; still (13.5%) of students disagreed with the statement, even (8.7%) of students were undecided about the statement. The mean score of the statement 'my parents help me in participating in school activity; is 3.988, which is a high level.

In the same way, most secondary school students (83.3%) agreed that 'My parents develop positive thinking about the school result, but (10.4%) students disagreed with the statement. At the same time, (6.2%) of the students were undecided about the statement. The mean score of 'My parents develop positive thinking about the school result; is 4.208, which is high. As the following statement shows, most secondary school students (94.0%) agreed that 'the encouragement of my parents develops my confidence level; on the other hand (2.9%) students disagreed. Though,

(3.1%) of the students were undecided about the statement. The mean score of 'The encouragement of my parents develops my confidence level; is 4.573, which is a high level. Likewise, most secondary school students (90.0%) agreed that 'My parents brought me up well, that is why I respect my teachers; however (6.0%) students disagreed. Whilst, (3.8%) of the students were undecided about the statement. The mean score of 'My parents brought me up well, that is why I respect my teachers; is 4.573, which is a high level.

In the same way statement, the majority of the secondary school students (75.7%) agreed that "My parents are always involved in my issue, yet (12.3%) of students disagreed with the statement. At the same time, (12.0%) of the students were undecided about the statement. The mean score of My parents are always involved in my issue is 4.084, which is a high level. Similarly, the majority of the secondary school students (59.1%) agreed that "My parents praise me when I get good marks in class tests; still (30.2%) students disagreed with the statement. Whereas, (10.7%) of the students were undecided about the statement. The mean score of 'My parents praise me when I get good marks in class tests; is 3.526, which is at a moderate level.

Table 6: Descriptive analysis of Secondary Students Perception regarding Parents' Corporal Punishment

Sr No.	Indicators	SDA	DA	SDA+DA	UND	A	SA	A+SA	Mean	Level
1.	My parents use physical punishment when I do not obey their order.	26.9	24.2	51.1	11.8	18.0	19.1	37.1	2.782	Medium
2.	My parents don't value my feelings and emotions.	20.9	29.1	50.0	4.9	21.6	23.6	45.2	2.977	Medium
3.	My parents generally criticize me if I don't give best results in exam.	22.2	30.7	52.9	12.2	16.2	18.7	34.9	2.784	Medium
4.	When I don't satisfy my parents' expectations, they condemn me in front of the other people.	22.4	29.3	51.7	11.1	14.4	22.7	37.1	2.855	Medium
5.	My parents always tell me that everything they do is for their child alone, which makes me feel under pressure.	27.6	35.6	63.2	13.3	12.9	10.7	23.6	2.435	Medium
6.	My parents talk negatively about me in front of other people,	23.1	35.3	58.4	14.4	11.3	15.8	27.1	2.613	Medium

	which lower my self-esteem.										
7.	My parents treat me harshly, therefore I act harshly back.	27.8	28.2	56.0	17.1	16.0	10.9	26.9	2.540	Medium	
8.	Personal issues like fighting between my father and mother make me selfish and careless.	17.8	17.8	35.6	10.9	20.3	33.1	53.4	3.355	Medium	
9.	My parents don't like my friends.	24.7	33.3	58.0	12.9	14.4	14.7	29.1	2.611	Medium	

Table 6 reveals the level of secondary school students' perception regarding parents' corporal punishments as an indicator of parenting practices. The data in the table shows that most secondary school students (51.1%) disagreed that 'My parents use physical punishment when I do not obey their order; however, (37.1% agreed with the statement. At the same time, (11.8%) of the students were undecided about the statement. The mean score of 'My parents use physical punishment when I do not obey their order; is 2.782, at a moderate level. Likewise, most of the secondary school students (50.0%) disagreed that "My parents do not value my feelings and emotions; on the other hand (45.2%) of students agreed with the statement. At the same time, (4.9%) of the students were undecided about the statement. The mean score of "My parents do not value my feelings and emotions; is 2.977, which is at a medium level. Also, the majority of the secondary school students (52.9%) disagreed that "My parents generally criticize me if I do not give the best results in the exams; however, (34.9%) of students agreed with the statement. Though, (12.2%) of the students were undecided about the statement. The mean score of "My parents generally criticize me if I do not give the best results in exams; is 2.784, which is at a medium level.

Similarly, the majority of the secondary school students (51.7%) disagreed that "When I do not satisfy my parents' expectations, they condemn me in front of the other people, but (37.1%) of students agreed with the statement. Although, (11.1%) of the students were undecided about the statement. The mean score when I do not satisfy my parents' expectations and they condemn me in front of other people is 2.855, which is at a moderate level. In the same way, most of the secondary school students (63.2%) disagreed that "My parents always tell me that everything they do is for their child alone, who makes me feel under pressure; still (23.6%) students agreed with the statement. At the same time, (13.3%) of the students were undecided about the statement. The mean score of "My parents always tell me that everything they do is for their child alone, who makes me feel under pressure, is 2.435, at a moderate level.

Similarly, the majority of the secondary school students (58.4%) disagreed that "My parents talk negatively about me in front of other people, who lower my self-esteem; still (27.1%) students agreed with the statement. Even as (14.4%) of the students were undecided about the statement. The mean score of "My parents talk negatively about me in front of other people, who lower my self-esteem, is 2.613, at a moderate level. As the following statement shows, the majority of the secondary school students (56.0%) disagreed that "My parents treat me harshly; therefore I act harshly back; on the other hand (26.9%) students agreed with the statement. Whilst, (17.1%) of the students were undecided about the statement. The mean score of My parents treating me harshly is 2.540, which is moderate. Likewise, the majority of the secondary school students (53.4%) agreed that "Personal issues like fighting between my father and mother make me selfish

and careless; therefore, I act harshly back; nevertheless (35.6%) students disagreed with the statement. At the same time, (10.9%) of the students were undecided about the statement. The mean score of "Personal issues like fighting between my father and mother makes me selfish and careless; is 3.355, at a moderate level.

Similarly, the majority of the secondary school students (58.0%) disagreed that "My parents do not like my friends; however (29.1%) students agreed with the statement. At the same time, (12.9%) of the students were undecided about the statement. The mean score of "My parents do not like my friends; is 2.611, which is at a moderate level.

Table 7: Descriptive analysis of Secondary Students Perception regarding Parents' Good Nature Easy Going

Sr No.	Indicators	SDA	DA	SDA+DA	UND	A	SA	A+SA	Mean	Level
1.	My parents have soft corner for me and always giving me freedom.	7.1	14.9	22.0	9.1	35.1	33.8	68.9	3.735	High
2.	My parents give respect to my desire.	0.9	5.1	6.0	4.0	30.9	59.1	90.0	4.422	High
3.	My Parents take interest in any matter of my school life.	3.6	4.4	8.0	6.9	38.2	46.9	85.1	4.204	High
4.	My parents encourage me and show patience to my reactions.	1.8	8.0	9.8	6.4	35.8	48.0	83.8	4.202	High
5.	My parents play with me and develop a healthy atmosphere in home.	4.4	9.6	14.0	5.8	39.8	40.4	80.2	4.022	High

Table 7 reveals the level of secondary school students' perception regarding parents, good nature, and easy-goingness as an indicator of parenting practices. The data in the table shows that most secondary school students (68.9%) agreed that 'My parents have a soft corner for me and always give me freedom; however, (22.0%) disagreed with the statement. At the same time, (9.1%) of the students were undecided about the statement. The mean score of 'My parents have a soft corner for me and always give me freedom; is 3.735, which is at a high level. Correspondingly, most of the secondary school students (90.0%) agreed that "My parents give respect to my desire, though (6.0%) students disagreed with the statement. At the same time, (4.0%) of the students were undecided about the statement. The mean score of "My parents respect my desire; is 4.422, which is high.

In the same way, the majority of the secondary school students (85.1%) agreed that "My Parents take interest in any matter of my school life, but (8.0%) students disagreed with the statement. At the same time, (6.9%) of the students were undecided about the statement. The mean score of "My Parents take an interest in any matter of my school life; is 4.204, which is at a high level. Similarly, the majority of the secondary school students (83.8%) agreed that "My parents encourage me and show patience to my reactions; nevertheless (9.8%) students disagreed with the statement. Although, (6.4%) of the students were undecided about the statement. The mean score of 'My parents encourage me and show patience to my reactions; is 4.202, which is a high level. As the

following statement shows, most secondary school students (80.2%) agreed that ‘My parents play with me and develop a healthy atmosphere at home; on the other hand (14.0%) students disagreed. At the same time, (5.8%) of the students were undecided about the statement. The mean score of My parents playing with me and developing a healthy atmosphere at home is 4.022, which is high.

Table 8: Descriptive analysis of Secondary Teachers Perception regarding parenting students behaviour

Sr No.	Indicators	SDA	DA	SDA+DA	UND	A	SA	A+SA	Mean	Level
1.	Students feel stress in their studies due to the pressure of their parents on study.	1.1	14.4	15.5	11.1	41.1	32.2	73.3	3.888	High
2.	Students do not participate in extracurricular activities due to domestic reasons.	8.9	4.4	13.3	15.6	43.3	27.8	71.1	3.766	High
3.	My students feel nervous to discuss their problems in class.	1.1	7.8	8.9	14.4	50.0	26.7	76.7	3.933	High
4.	Students get more nervous and do not discuss their problems with their fellows.	5.6	13.3	18.9	7.8	43.3	30.0	73.3	3.788	High
5.	Parents with parental authority are failing to give their kids enough time because they are much busy with their social life.	2.2	3.3	5.5	13.3	35.6	45.6	81.2	4.188	High
6.	Socioeconomic status causes problems in students' behaviour.	1.1	3.3	4.4	5.6	38.9	51.1	90.0	4.355	High
7.	Elite-class parents do not involve their children in personal matters.	5.6	10.0	15.6	10.0	42.2	32.2	74.4	3.855	High
8.	Domestic issues create behaviour problems in students and make them a fighter.	1.1	10.0	11.1	4.4	44.5	40.0	84.5	4.122	High
9.	The low income of parents causes hesitation problems in children.	1.1	8.9	10.0	11.1	41.1	37.8	78.9	4.055	High
10.	Giving free hand to a child create problems in class.	2.2	5.6	7.8	14.4	36.7	41.1	77.8	4.088	High

11.	Parents who do not involve students' matters make students helpless.	2.2	6.7	8.9	18.9	33.3	38.9	72.2	4.000	High
12.	My students do not follow my orders because of the nature of their parents giving them a free atmosphere.	4.4	13.3	17.7	18.9	34.4	28.9	63.3	3.700	High
13.	Authoritative students create problems for other learners.	1.1	10.0	11.1	11.1	37.8	40.0	70.8	4.055	High
14.	Authoritative students cause problems in class management.	3.3	16.7	20.0	4.4	38.9	36.7	75.6	3.888	High
15.	The bad behaviour of my students creates classroom problems.	3.3	8.9	12.2	5.6	36.7	33.3	70.0	4.122	High
16.	Authoritative students do not follow any rules or regulations in class.	1.1	17.8	18.9	11.1	36.7	33.3	70.0	3.833	High
17.	My student do not follow time table as their parents could not control them.	4.4	15.6	20.0	16.7	33.3	30.0	63.3	3.688	High
18.	Students are passive all the time in class because of stress at home.	1.1	11.1	12.2	15.6	40.0	32.2	72.2	3.911	High
19.	The authoritative parenting style makes discipline problems in students.	1.1	6.7	7.8	11.1	47.8	33.3	81.1	4.055	High
20.	Students are nervous in class because of the strict behaviour of their parents.	1.1	6.7	7.8	4.4	46.7	41.1	87.8	4.200	High

Table 8 shows the level of secondary school teachers' perception regarding parenting student's behavior as an indicator of parenting practices. The data in the table shows that most secondary school teachers (73.3%) agreed that 'Students feel stress in their studies due to the pressure of their parents on study, (15.5%) teachers disagreed with the statement. Whilst, (11.1%) of the teachers were undecided about the statement. The mean score of 'Students feel stress in their studies due to the pressure of their parents; is 3.888, which is a high level. Similarly, the majority of the secondary school teachers (71.1%) agreed that "Students do not participate in extracurricular activities due to domestic reasons; however (13.3%) teachers disagreed with the statement. While (15.6%) of the teachers were undecided about the statement. The mean score of "Students do not participate in extracurricular activities due to domestic reasons; is 3.766, which is at a high level. Likewise, the majority of the secondary school teachers (76.7%) agreed that "My students feel nervous to

discuss their problems in class; still (8.9%) teachers disagreed with the statement. While (14.4%) of the teachers were undecided about the statement. The mean score of "My students feel nervous to discuss their problems in class; is 3.933, which is at a high level. Correspondingly, most of the secondary school teachers (73.3%) agreed that "Students get more nervous and do not discuss their problems with their fellows; nevertheless (18.9%) teachers disagreed with the statement. As (7.8%) of the teachers were undecided about the statement. The mean score of "Students get more nervous and do not discuss their problems with their fellows; is 3.788, which is at a high level. In the same way, the majority of the secondary school teachers (81.2%) agreed that "Parents with parental authority are failing to give their kids enough time because they are too busy with their social life; however (5.5%) teachers disagreed with the statement. While (13.3%) of the teachers were undecided about the statement. The mean score of Parents with parental authority failing to give their kids enough time because they are busy with their social life is 4.188, which is high. Similarly, the majority of the secondary school teachers (90.0%) agreed that "Socioeconomic status causes problems in students' behavior, though (4.4%) teachers disagreed with the statement. At the same time, (5.6%) of the teachers were undecided about the statement. The mean score of "Socioeconomic status causes problems in students' behavior; is 4.355, which is at a high level. Most of the secondary school teachers (74.4%) agreed that "Elite-class parents do not involve their children in personal matters; still (15.6%) teachers disagreed with the statement. Even as (10.0%) of the teachers were undecided about the statement. The mean score of "Elite-class parents do not involve their children in personal matters; is 3.855, which is at a high level. In the same way, the majority of the secondary school teachers (84.5%) agreed that "Domestic issues create behavior problems in students and make them a fighter; however (11.1%) disagreed with the statement. At the same time, (4.4%) of the teachers were undecided about the statement. The mean score of "Domestic issues create behavior problems in students and make them a fighter; is 4.122, which is a high level. Similarly, most of the secondary school teachers (78.9%) agreed that "The low income of parents causes hesitation problems in children, but (10.0%) teachers disagreed with the statement. While (11.1%) of the teachers were undecided about the statement. The mean score of "The low income of parents causes hesitation problems in children; is 4.055, which is at a high level. Likewise, the majority of the secondary school teachers (77.8%) agreed that "Giving a free hand to a child creates problems in class; however (7.8%) teachers disagreed with the statement. Even as (14.4%) of the teachers were undecided about the statement. The mean score of "Giving a free hand to a child creates problems in class; is 4.088, which is a high level. As the next statement shows, the majority of the secondary school teachers (72.2%) agreed that "Parents who do not involve students' matters make students helpless, though (8.9%) teachers disagreed with the statement. While (18.9%) of the teachers were undecided about the statement. The mean score of "Parents who do not involve students' matters make students helpless; is 4.000, which is a high level. Similarly, most of the secondary school teachers (63.3%) agreed that "My students do not follow my orders because of the nature of their parents giving them a free atmosphere; nevertheless (17.7%) teachers disagreed with the statement. Whilst, (18.9%) of the teachers were undecided about the statement. The mean score of "My students do not follow my orders because of the nature of their parents giving them a free atmosphere; is 3.700, which is at a high level. Correspondingly, the majority of the secondary school teachers (70.8%) agreed that "Authoritative students create problems for other learners; on the other hand (11.1%) teachers disagreed with the statement. While (11.1%) of the teachers were undecided about the statement. The mean score of "Authoritative students create problems for other learners; is 4.055, which is a high level. In the same way, most of the secondary school teachers (75.6%) agreed that "Authoritative students cause

problems in class management; however (20.0%) teachers disagreed with the statement. Whereas, (4.4%) of the teachers were undecided about the statement. The mean score of "Authoritative students cause problems in class management; is 3.888, which is at a high level. Similarly, the majority of the secondary school teachers (70.0%) agreed that "The bad behavior of my students creates classroom problems, but (12.2%) teachers disagreed with the statement. While (5.6%) of the teachers were undecided about the statement. The mean score of "The bad behavior of my students creates classroom problems; is 4.122, which is at a high level. Likewise, the majority of the secondary school teachers (70.0%) agreed that "Authoritative students do not follow any rules or regulations in class, yet (18.9%) teachers disagreed with the statement. Though, (11.1%) of the teachers were undecided about the statement. The mean score of "Authoritative students do not follow any rules or regulations in class; is 3.833, which is at a high level. Similarly, most of the secondary school teachers (63.3%) agreed that "My students do not follow the timetable as their parents could not control them; nevertheless (20.0%) teachers disagreed with the statement. While (16.7%) of the teachers were undecided about the statement. The mean score of "My student does not follow the timetable as their parents could not control them; is 3.688, which is at a high level. Also, as the next statement shows, the majority of the secondary school teachers (72.2%) agreed that "Students are passive all the time in class because of stress at home; still (12.2%) teachers disagreed with the statement. While (15.6%) of the teachers were undecided about the statement. The mean score of "Students are passive all the time in class because of stress at home; is 3.911, which is a high level. Similarly, most of the secondary school teachers (81.1%) agreed that "The authoritative parenting style makes discipline problems in students, but (7.8%) teachers disagreed with the statement. Even as (11.1%) of the teachers were undecided about the statement. The mean score of "The authoritative parenting style makes discipline problems in students; is 4.055, which is at a high level. In the same way, the majority of the secondary school teachers (87.8%) agreed that "Students are nervous in class because of the strict behavior of their parents, though (7.8%) teachers disagreed with the statement. While (4.4%) of the teachers were undecided about the statement. The mean score of "Students are nervous in class because of the strict behavior of their parents; is 4.200, which is a high level.

Conclusion

The following conclusions were taken from the research findings:

- It was concluded that the parents of secondary school students practiced diversified parenting practices. The most prominent parental practices were authoritative, authoritarian, permissive and uninvolved practices.
- The teacher's perception showed that parenting practices had a significant effect on student's behavior. The teachers perceived the particular effect on various aspects of students' behavior like stress feeling, participation in co-curricular activities, feeling nervous and hesitant to discuss their matters, undue independence, bullying in class time management, etc.

Recommendations

- According to the study's findings, parenting practices affect student's behaviors in southern Punjab secondary schools. Parenting practices can significantly affect a child's behavior, including their academic performance, social skills, emotional well-being, and overall development. Here are some recommendations for parenting practices that can positively impact a student's behavior:

- Parents should be encouraged to adopt a balanced and responsive approach to parenting, considering the individual needs and characteristics of their children. By guiding effective parenting strategies, parents can promote their children's emotional well-being, academic success, and overall positive development.
- Parents should create a supportive and nurturing environment where their child feels comfortable expressing their feelings and concerns. Open communication, a supportive environment, and a proactive approach to addressing behavioral concerns can significantly contribute to the positive development and well-being of students.

References

- Andrade, C. (2018). Internal, external, and ecological validity in research design, conduct, and evaluation. *Indian journal of psychological medicine*, 40(5), 498-499.
- Aremu, T. A., John-Akinola, Y. O., & Desmennu, A. T. (2019). Relationship between parenting styles and adolescents' self-esteem. *International quarterly of community health education*, 39(2), 91-99.
- Backes, E. P., Bonnie, R. J., National Academies of Sciences, E., & Medicine. (2019). Adolescent Development. In *The Promise of Adolescence: Realizing Opportunity for All Youth*. National Academies Press (US).
- Bornstein, M. H., Putnick, D. L., & Suwalsky, J. T. (2018). Parenting cognitions→ parenting practices→ child adjustment? The standard model. *Development and psychopathology*, 30(2), 399-416.
- Bukhsh, A., Rehman, H., Mallhi, T. H., Ata, H., Rehman, I. U., Lee, L.-H., Khan, T. M. (2018). Parents' attitude, awareness and behaviour towards influenza vaccination in Pakistan. *Human vaccines & immunotherapeutics*, 14(4), 952-957.
- Cabus, S. J., & Ariës, R. J. (2017). What do parents teach their children?—The effects of parental involvement on student performance in Dutch compulsory education. *Educational review*, 69(3), 285-302.
- Cantor, P., Osher, D., Berg, J., Steyer, L., & Rose, T. (2019). Malleability, plasticity, and individuality: How children learn and develop in context1. *Applied developmental science*, 23(4), 307-337.
- Cullerton, K., Adams, J., Forouhi, N., Francis, O., & White, M. (2019). What principles should guide interactions between population health researchers and the food industry? Systematic scoping review of peer-reviewed and grey literature. *Obesity Reviews*, 20(8), 1073-1084.
- Elliott, M. L., Knodt, A. R., Ireland, D., Morris, M. L., Poulton, R., Ramrakha, S., Hariri, A. R. (2020). What is the test-retest reliability of common task-functional MRI measures? New empirical evidence and a meta-analysis. *Psychological science*, 31(7), 792-806.
- Garcia, F., Serra, E., Garcia, O. F., Martinez, I., & Cruise, E. (2019). A third emerging stage for the current digital society? Optimal parenting styles in Spain, the United States, Germany, and Brazil. *International journal of environmental research and public health*, 16(13), 2333.
- Gherasim, L. R., Brumariu, L. E., & Alim, C. L. (2017). Parenting style and children's life satisfaction and depressive symptoms: Preliminary findings from Romania, France, and Russia. *Journal of Happiness Studies*, 18, 1013-1028.
- Gustafsson, J.-E., Nilsen, T., & Hansen, K. Y. (2018). School characteristics moderating the relation between student socio-economic status and mathematics achievement in grade 8. Evidence from 50 countries in TIMSS 2011. *Studies in Educational Evaluation*, 57, 16-30.

- Idris, M., Hussain, S., & Ahmad, N. (2020). Relationship between parents' education and their children's academic achievement. *Journal of Arts & Social Sciences*, 7(2), 82-92.
- Kazdin, A. E. (2021). *Research design in clinical psychology*. Cambridge University Press.
- Kuppens, S., & Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept. *Journal of child and family studies*, 28, 168-181.
- Lakens, D. (2022). Sample size justification. *Collabra: Psychology*, 8(1), 33267.
- Livingstone, S., & Blum-Ross, A. (2020). *Parenting for a digital future: How hopes and fears about technology shape children's lives*. Oxford University Press, USA.
- Lomanowska, A. M., Boivin, M., Hertzman, C., & Fleming, A. S. (2017). Parenting begets parenting: A neurobiological perspective on early adversity and the transmission of parenting styles across generations. *Neuroscience*, 342, 120-139.
- Masten, A. S. (2018). Resilience theory and research on children and families: Past, present, and promise. *Journal of Family Theory & Review*, 10(1), 12-31.
- Masud, S., Mufarrih, S. H., Qureshi, N. Q., Khan, F., Khan, S., & Khan, M. N. (2019). Academic performance in adolescent students: the role of parenting styles and socio-demographic factors—a cross sectional study from peshawar, Pakistan. *Frontiers in Psychology*, 10, 2497.
- Morris, A. S., Criss, M. M., Silk, J. S., & Houlberg, B. J. (2017). The impact of parenting on emotion regulation during childhood and adolescence. *Child Development Perspectives*, 11(4), 233-238.
- Naseri, R. N. N. (2021). What is a population in online shopping research? A perspective from Malaysia. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(4), 654-658.
- Perez-Gramaje, A. F., Garcia, O. F., Reyes, M., Serra, E., & Garcia, F. (2020). Parenting styles and aggressive adolescents: relationships with self-esteem and personal maladjustment. *The European journal of psychology applied to legal context*.
- Pinquart, M., & Gerke, D.-C. (2019). Associations of parenting styles with self-esteem in children and adolescents: A meta-analysis. *Journal of child and family studies*, 28, 2017-2035.
- Ridder, H.-G. (2017). The theory contribution of case study research designs. *Business research*, 10, 281-305.
- Samaha, M., & Hawi, N. S. (2017). Associations between screen media parenting practices and children's screen time in Lebanon. *Telematics and Informatics*, 34(1), 351-358.
- Saraceni, A. V., Resende, L. M., de Andrade Júnior, P. P., & Pontes, J. (2017). Pilot testing model to uncover industrial symbiosis in Brazilian industrial clusters. *Environmental Science and Pollution Research*, 24, 11618-11629.
- Smetana, J. G. (2017). Current research on parenting styles, dimensions, and beliefs. *Current opinion in psychology*, 15, 19-25.
- Zakar, R., Zakar, M. Z., Zaheer, L., & Fischer, F. (2018). Exploring parental perceptions and knowledge regarding breastfeeding practices in Rajanpur, Punjab Province, Pakistan. *International breastfeeding journal*, 13(1), 1-12.