

**Association Between Parental Involvement, Academic Self-Regulation and the Self -  
Actualization of Adolescence**

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**Abstract**

The study aims to investigate role of parent-child interaction regulatory abilities of pupils and self-fulfillment level of pupils and to examine the influence of a number of varied socio- demographic traits including gender identity on pupils. Two hundred and two pupils who are residents of Rawalpindi and Islamabad were taken into study. Parental inducement of academic self-regulation, Multidimensional Scales of Perceived Self-Efficacy (MSPS), Index of Personal Growth (IPG) were utilized to examine the variables of current study. Outcomes showed that involvement of mother resulted more efficient forecaster of self-fulfillment. The present research examined gender identity difference in regulatory abilities and self-fulfillment and outcomes showed substantial differences in the two gender-based categories on these scales. Women score higher on self-regulation as compare to men. Like wisely, pupils with mothers utilizing larger number of methods for their regulatory abilities score higher on self-fulfillment and possess high control and regulation and pupils having literate fathers score higher on self-fulfillment.

**Tags.** *Parental involvement, self-actualization, self-regulation, self-actualization of adolescence*

Personal growth or self-fulfillment is the capability to identify one's actual self and learn how to express and foster it (Jones & Crandall, 1986). The freedom to express emotions, autonomy, self-esteem, self-fulfillment, and recognition as well as acceptance of an individual's feelings, trustworthiness and consistency in social interactions, and the incapability to cope up unwanted life domains are all weighted as elements of self-fulfillment. The sequence of events that turns vulnerable and obscure infant into a fully functional adult with sound emotional, social, and intellectual abilities is part of theories of personal development.

As per Freud (1960), when a young baby is reaches to seven years of age, self development is fundamentally finished. Amidst the early infancy, children progress through a step by step developmental processes, which leave a lifetime imprint on ones's personality. Freud's notion of development comprises of three stages from neonatal to early childhood period: the *oral stage* (infancy), the *anal stage* (toddlerhood), the *phallic stage* (preschool to early childhood years). According to Freud, connections with early caregivers mainly parents in this maturation periods might undermined but it will a everlasting influence on a individual's actions even in adult life (as cited in Khalid, 2004). Multiple theories of self-regulation has connected with goals. A goal discloses about what is the purpose and what will be efficacy and quantification of performance (Latham & Locke, 1990). Goal setting comprises of developing a meaningful goal and then working to fulfill that goal in targeted time. Aims function across unconventional phases of self-fulfillment; planning (Establishing targets and planning methods); monitoring performance (Applying strategies to achieve goals and exercise control) and Control measures, outcome evaluation, and adjustment (Zimmerman, 1988).

Social intelligence demonstrates that mental model of the world of an individual and shaping of thinking by world are connected. Goal setting and aiming to achieve it is a well-sorted phenomena of human thoughts and actions (Bryant, 2006). A person's capability to align their behavior by advancing flexibility, adaptability, and behavioral appeal, cultivating self-discipline that fulfills both personal and societal interests. Eventually, it ends into numerous appealing results like work execution, excellence in academics or society, realignment of behaviors in various circumstances witnessed by all. Self-fulfillment found the cherished notion of personal agency, psychological well-being enhancement and better social interactions (Duckworth & Seligman, 2005).

The prime element of fulfillment of one's self involves cognition, emotions and actions through meaningful channel to facilitate capabilities (Karoly, 1993). Fulfillment of self starts when an a child undergo some challenge or failure. Once the process starts, repurposed effort is deferred. Self-fulfillment seems to be the permanent component trying to direct actions via a clear path to a desired aim. Key components of fulfillment of oneself are goal formulation, self-assessment, identification of conflict, recognition, deployment and initiation of goals, assessment of one's own self, self-effectiveness, lack of personal fulfillment, and development of self (Karoly, 1993; Miller & Brown, 1991).

Personal fulfillment is capacity to give regard to a desired goal, adaptive personal fulfillment ends into prevention of maladaptive behaviors. Moreover, it is sequential development of one's cognitions and actions including establishing an objective and attempting to achieve it (Vancouver, 2000).

### **The relevance of Parental Involvement**

Parents are not only beneficial for schooling but also have a substantial impact on policy makers world. The Goals 2000 Education American Act was developed by policy makers in America because get a well-known recognition of parent's involvement in children's academic life, moral growth and social life (Kohl, Lengua, & McMahaon, 2000). Peressini (1998) suggests according to him, parents serve both as friends and enemies of children in their educational journey. Nowadays, parents have substantial role in child's education and work in congruence with instructors for better development of young ones (Shaver & Walls, 1998). In the last decade, educational institutions play a great role in guiding the parents to enhance their engagement in child's various school programs and utilizing time and financial resources for the improvement of children well-being and parents understanding to increase their engagement in helping children in homework and other educational chores. (Hawes & Plourde, 2005).

Involvement of caregivers with children shapes up with increasing age because as the age of a child passes, increasing ages when child grow up then they do not require care, warmth or affection from parents instead they require their guidance in different domains of life like in developing discipline, giving them facilitative monitoring, providing them materials for compulsory academic activities and management of plans effectively (Brooks-Gunn & Markham, 2005). As per Brooks-Gunn and Markham (2005), parents who gets kind, compassionate and warm parental interactions and did not have to face any punishment, guide children in a way that they can trace the footsteps of their parents in their lives, make learning environment interesting for children, provide effective learning books and disciplines meal time and bed time routines of their children witnessed positive outcomes in their children's behaviour (Brooks-Gunn & Markham, 2005). Following ways show how parents can be engage with children.

Adolescence is a time frame of drastic variations one needs for adjustment with family, society, career and peer group. In current societies, institutional changes are also pertinent. Early adolescence involves shifting of school from primary to secondary schools. While in old adolescence, progression from high school to university and then beyond in professional life is witnessed.

A substantial amount of researches indicated that parental engagement with children face a enduring influence on a child's character. When a child faces rejection or neglect by parents,

then he gets insecure which causes anger and dearth in self-esteem and self-fulfilment. According to Allport a child's association with the mother is the core foundation of support and stability; conditions are vital for later personality development. Erikson supports the notion that child's maternal connection with mother in infancy have a prime role in encouraging mutual confidence and trustfulness. Likewise, a number of studies also proposes that applaud from caregivers foster a young's perception of independence, practical benchmarks and outlooks, skill and increase inner drive to excel (Henderlong & Lepper, 2002). Closeness of connection between parent and children is the most reliable indicator of children authoritative, self-reliance and goal-driven life.

The aim of the current research is to examine the self-enhancement of adolescents in regular happenings. Similarly another prime goal of this research is to examine the effect of parent-child interaction in the growth of adolescents. Following are the hypotheses:

1. A positive association occurs between parental motivation and pupil personal fulfilment.
2. A positive association occurs between parental assistance and pupil personal fulfilment.
3. A positive association occurs between parental recognition and pupil ability for self-development.
4. A positive association occurs between pupil's personal development and father literacy.
5. More budgetary stability of parents is connected to student's regulatory abilities and personal fulfilment.
6. Young people for whom parents make use of several tactics for regulatory abilities will tend to be more personal fulfilment.

### **Method**

The current study was carried out to find personal fulfilment in adolescence as shaped by engagement of parents and personal regulation.

### **Subgroup**

202 students have been taken from different colleges of Islamabad and Rawalpindi. The sample was gathered by convenience sampling strategy. Random selection of participants were carried out from public school and colleges.

### **Equipments**

#### **Parental inducement of academic self-regulation**

Parental engagement incorporates parental inducement and influence of parents. Subsets of parental self-regulation inducement comprises of parental modeling, parental motivation, assistance of parents and parental rewarding. The internal consistency of items relating to mother and father were computed independently and is calculated as .80 to .90. The overall reliability of scale is .90.

**Multidimensional Self-efficacy evaluation scale (MSPS).** The MSPS is a measure used to assess students' school achievement. Martinez-Pons (1996) finalized sixteen items to design multidimensional perceived self-efficacy scale which includes interpersonal aid and self-paced learning. Martinez-Pons (1996) proved that these items, consists of personal efficiency for learning oriented personal fulfilment. The answer options ranges from 1 = I never do this to 7 = I always do this. The alpha value for the scale in current research is .82.

**Index of personal growth (IPG).** Index of personal growth (Khalid, 2004) is a 35 item comprehensive personal rating tool, which claims to assess unique qualities on personal fulfilment. It is a 5-point assessment scale with answer categories ranging from 'strongly agree' (5), 'agree' (4), 'undecided' (3) to 'disagree' (2) and 'strongly disagree' (1). 21 items were positively scored and 14 items were. Reverse coded items are 3, 4, 6, 8, 10, 13, 16, 18, 20, 23, 25, 28, 30, 31 and 34. I negatively worded. PG is suitable for early adulthood range. The Cronbach's

alpha value of the measure was .80. The subsets involves: Self-reliance, self-assurance, self-endorsement, validation of one's emotions and independence to express oneself, and trust and accountability in social connections.

### Method of study

The present research was executed deploying a subset of 202, ranging from 15 to 17 years old pupils from school and colleges of Rawalpindi and Islamabad. Three institutions were choosed based on institution's readiness to engage in this research. The pupils were informed that their data would be held secure and private and they can disengage themselves from study whenever they want without any constraints or reprimand and they were informed that their contribution was intentional. Response questions were completed inconceivably. The questions were provided in a leaflet format. Students were called for the provision of the suitable responses for the missing data. At the end the respondent inquiries were resolved. They were payed gratitude for their collaboration and engagement in current research.

### Outcomes

**Table 1**

*Socio-cultural and demographic details about the Subset (N=202).*

Variables	<i>f</i>	%
Age ( in years)		
15	128	63.4
16	64	31.7
17	10	5.0
Gender		
Male	92	46
Female	110	54
Education		
9 <sup>th</sup>	72	35.6
10 <sup>th</sup>	90	44.6
Alevels	4	2.0
Olevel	36	17.85
Mother education		
Below Matric	18	8.9
Matric	40	19.8
F.A	28	13.9
Graduation	54	26.7
Above graduation	62	30.7
Father education		
Below matric	2	1.0
Matric	10	5.0
F.A	32	15.8
Graduation	48	28.8
Above graduation	110	54.5
Mother occupation		
House wife	124	61.4
Working women	78	38.6
Father occupation		

Business men	62	30.7
Govt. employ	84	41.6
Cellular service provider	50	24.8
Armed Forces	6	3.0
Family system		
Joint	78	38.6
Nuclear	124	61.4
Monthly income		
Below 25,000	30	14.9
Above 25,000 to 60,000	68	33.7
Above 60,000	104	51.5

Table 1 demonstrated the allocation of entire sample based on age, gender identity, literacy, parental literacy and occupation, monthly income and socio-economic status. The current research was carried out to investigate personal fullfilment in teenage growth as influenced by involvement of parents and personal regulation. Concerning it's psychometric metrics, mean, standard variation and alpha reliabilities scores were analyzed. Correlations, ANOVA, t-test and Regression analysis were conducted to examine the links among the variables. The results are as follow:

Table 2: *Mean, Standard Deviation, Alpha Reliability and Pearson Correlation of scales (N=202)*

Variables	k	M	SD	$\alpha$	1	2	3	4
1 Father involvement	20	74.67	14.76	.86	-	.37**	.095	.097
2 Mother involvement	20	78.90	18.19	.76	-	-	.048	.236**
3 Self-regulation	16	54.56	10.87	.86	-	-	-	.337**
4 Index of personal Growth	35	130.5	12.29	.71	-	-	-	-

Note. \* $p < .50$ , \*\* $p < .01$ .

The measures were found to be consistent and accurate to use with the designated population. Above table demonstrated that involvement of father is linked with tolerance of emotions and liberty to express emotions whereas personal regulation, personal fullfilment, independency, veracity and accountability in social interactions are barely linked. Motivation by the father is linked with tolerance of emotions and liberty to express emotions, personal regulation, personal fullfilment, independency, veracity and accountability in social interactions, self-assurance and personal values are poorly correlated.

Table 3: *Correlational Matrix Between Father Engagement, Personal Regulation, Personal Fullfilment and its Domains (N=202).*

Variables	SR	SA	Aut	SASE	AEFEE	T-R
Father involvement	.09	.09	.011	-.13	.29**	.06
Father encouragement	.07	.03	.046	.01	.20**	.12
Father facilitation	.19**	.42	.06	.25**	.29**	.08
Father modelling	.008	.01	.27**	.16**	.08	.003
Father rewarding	.006	.22**	.15*	.04	.32**	.28**

Note. SR = Self – Regulation; SA = Self-Actualization; Aut = Autonomy; SASE = Self-acceptance and self-esteem; AEFEE = Acceptance of emotions and freedom of expression of emotions; T-R = Trust and responsibility in interpersonal relationship.

\*\* $p < .001$

Table 4: *Corelational Matrix between Mother Engagement, Personal Regulation, Personal actualization and its domains (N=202).*

	SR	SA	Aut	SASE	AEFEE	T-R
Mother Involvement	.05	.24**	.34**	.090	.33**	.26**
Mother encouragement	.19**	.206	.205**	.27**	.19**	.13
Mother facilitation	.32**	.14*	.18**	.107	.27**	.202**
Mother modelling	.207**	.31**	.28**	.13	.31**	.28**
Mother rewarding	.013	.405**	.55**	.12	.37**	.26**

Note.SR = Self – Regulation; SA = Self-Actualization; Aut = Autonomy; SASE = Self-acceptance and self-esteem; AEFEE = Acceptance of emotions and freedom of expression of emotions; T-R = Trust and responsibility in interpersonal relationship.

\*\* $p < .001$ .

Above table demonstrated that enagement of mother is linked with personal fulfillment, liberty, tolerance of emotions and liberty to express emotions whereas personal regulation; self-assurance and personal values are poorly correlated. Involvement of mother is connected to personal regulation, tolerance of emotions and liberty to express emotions whereas personal regulation; self-assurance and personal values are poorly correlated.

Table 5: *Mean Standard Deviation, t-values and Cohen's d Values of Students with Respect Parental Involvement and Self-actualization (N=202).*

Parental Involvement	Self- Actualization				<i>t</i> (200)	<i>p</i>	95%CI		Cohen's <i>D</i>
	Low actualizer ( <i>n</i> =100)	Self- actualizer	High actualizer ( <i>n</i> =102)	Self-			<i>LL</i>	<i>UL</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Father involvement	73	16.10	75	13.27	1.23	.218	-6.65	1.52	0.31
Mother involvement	75.6	20.98	82.11	14.35	2.57	.010	11.47	1.51	0.36

Above table demonstrated a substantial variation ( $p < .05$ ) on engagement of mother score among lower personally fulfilled pupil and highly personally fulfilled student. The analysis of average values shows both parents engagement is greater among highly self-aware pupils and outcome is significant with maternal engagement.

Table 6: *Mean Standard Deviation, t-values and Cohen's d Values of Students with Respect Parental Involvement and Self-regulation (N=202).*

Parental Involvement	Self- Regulation				<i>t</i> (200)	<i>p</i>	95%CI		Cohen's <i>d</i>
	Low Regulator ( <i>n</i> =102)	Self- Regulator	High Regulator ( <i>n</i> =100)	Self-			<i>LL</i>	<i>UL</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Father involvement	73.6	14.85	75.7	14.66	.98	.033	6.13	2.06	0.14
Mother involvement	76	19.36	81.1	16.70	1.77	.078	9.53	.50	0.28

Above table consisted a substantial variation on maternal enagement score among pupils with low self-monitoring and pupil with high self-monitoring. Analysis of comparison of average values

shows that involvement of both parents is high among high self-monitored pupils and outcome is significant with engagement of mother at 90% statistical confidence interval.

Table 7: Mean, Standard Deviation, *t*-values and Cohen's *d* Values of Students with Respect to their Fathers use of Strategies for their own Self-regulation (N=202).

	Father Self-Regulation				<i>t</i> (200)	<i>p</i>	95% CI		Cohen's <i>D</i>
	Low Regulator ( <i>n</i> =108)		High Regulator ( <i>n</i> =94)				LL	UL	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Self-regulation	56	10.7	55	10.9	1.72	.88	4.02	5.61	0.24
Autonomy	30	2.7	32	3.67	4.89	.01	3.07	1.30	0.69
Self-acceptance	22	3.4	21	5.6	2.28	.00	.202	2.7	0.32
Acceptance of emotions	16.7	3.01	17.1	3.7	.76	.00	1.30	.57	0.10
Trust responsibility in interpersonal	31	3.2	31.1	3.11	.28	.29	1.01	.76	0.04
Personal growth	129.8	10.7	131.3	13.89	.80	.00	4.82	2.01	0.11

Note. CI=Confidence interval; LL=lower limit; UL=upper limit, \*\*\**p*<.001.

Above table demonstrated that the both groups varies in the personal regulation tactics utilised by the father. Independency, self-assurance, tolerance of emotions, and overall overall growth show substantial outcomes.

Table 8: Mean, Standard Deviation, *t*-values and Cohen's *d* Values of Students with Respect to their Mothers use of Strategies for their own Self-regulation (N=202).

Variables	Mother self-regulation				<i>t</i> (200)	<i>p</i>	95%CI		Cohen's <i>d</i>
	Low regulation ( <i>n</i> =134)		High regulation ( <i>n</i> =68)				LL	UL	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Self-regulation	53.3	9.24	57.1	13.2	2.40	.000	-7.00	0.69	0.34
Autonomy	31.0	3.06	33.1	3.47	4.4	.517	-3.04	1.16	0.62
Self-acceptance	21.9	4.10	20.6	5.52	1.9	.002	0.021	2.6	0.27
Acceptance of emotions	16.5	3.26	17.6	3.51	2.3	.409	-2.1	0.15	0.32
Trust responsibility in interpersonal	30.5	3.11	32.02	3.11	3.2	.411	-2.4	0.57	0.45
Personal growth total	129.1	11.17	133.2	13.9	2.2	.000	-7.6	0.45	0.31

Note. CI=Confidence interval; LL=lower limit; UL=upper limit.

\*\*\**p*<.001.

Above table demonstrated that maternal utility of strategy is to control on her own action has an influence on the personal regulation, self-assurance and overall self growth of pupils. Outcomes indicated that both groups differ substantially on father engagement scale, mother engagement scale, and personal regulation and on index of personal growth. The analysis of comparison of average values involves that women scored higher as in contrast to men. It shows that women are more self-monitored than men.

Table 9: Comparison of Boys and Girls on Parental Inducement of Mother Version and Father Version and Multidimensional Scale of Perceived Self-efficacy. (N=202)

Variables	Gender				<i>t</i> (200)	<i>p</i>	95%CI		Cohen's <i>d</i>
	Boys		Girls				LL	UL	
	( <i>n</i> =92)		( <i>n</i> =110)						
<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>						
Father involvement	72.67	14.03	76.34	15.20	1.770	.389	-7.76	0.419	0.25
Mother involvement	72.43	11.82	84.30	20.71	4.87	.005	16.67	-7.07	0.68
Self-regulation	52.71	8.99	56.10	12.04	2.23	.003	-6.39	0.391	0.31
Index of personal growth	128.73	10.97	131.9	13.16	1.87	.002	-6.64	0.161	0.26

\*\*\**p*<.001.

**Table 10**

Comparison of monthly income on Parental involvement (father, mother) and its subscales, Multidimensional scale of perceived Self Efficacy, Index of Personal Growth and its subscales.

Subscales	Monthly income						<i>F</i>	<i>p</i>
	Below 25000		25000- 60000		Above 60000			
	( <i>n</i> =30)		( <i>n</i> =68)		( <i>n</i> =104)			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Mother involvement	58.53	9.46	80.32	15.11	83.84	18.03	29.27	.000
Father involvement	68.26	16.20	76.08	15.59	75.59	13.37	3.42	.035
Self-regulation	50.73	6.79	59.73	9.33	52.28	11.57	13.27	.000
Index of personal growth	122.06	6.76	135.14	13.83	129.90	11.06	13.53	.000
Autonomy	29.66	2.21	33.11	3.54	31.40	3.11	13.50	.000
Self-acceptance	20.26	3.35	21.88	5.24	21.55	4.55	1.28	.278
Acceptance of emotions	13.26	1.94	17.7	3.63	17.3	2.85	25.57	.000
Trust responsibility in interpersonal	29.6	3.71	31.91	2.97	30.88	3.00	6.022	.003
Father Modelling	16.4	3.94	19.7	3.40	19.13	3.11	10.73	.000
Father facilitation	15.1	3.89	18.5	5.31	18.10	4.53	5.86	.003
Father encouragement	19.1	9.69	18.26	5.68	18.60	3.95	0.256	.775
Father Rewarding	17.6	4.62	19.5	4.53	19.67	4.16	2.75	.006
Mother modelling	14.6	3.81	19.14	4.66	22.05	11.08	9.19	.000
Mother facilitation	14.5	2.06	19.61	4.38	18.76	3.75	21.96	.000
Mother Encouragement	13.3	3.23	19.82	5.18	21.05	6.50	21.57	.000
Mother Rewarding	16	3.82	21.7	2.92	21.30	3.21	37.31	.000



It was conjectured that improved monetary condition of parent is positively linked to pupil's personal regulation and level of personal growth. Above table demonstrated that three groups varied greatly on the subscales of maternal engagement ( $F=29.27, p<.001$ ), personal regulation ( $F=13.27, p<.001$ ), index of personal growth ( $F=13.53, p<.001$ ), independency ( $F=13.50, p<.001$ ), tolerance of emotion ( $F=25.27, p<.001$ ), father modeling ( $F=10.73, p<.001$ ), mother modeling ( $F=9.19, p<.001$ ), maternal assistance ( $F=21.96, p<.001$ ), maternal motivation ( $F=21.57, p<.001$ ) and mother incentive system ( $F=37.31, p<.001$ ). The analysis of comparison of average values shows that 25000 to 60000 and above 60,000 indicates higher level of personal regulation and personal fulfillment. It indicates that pupils from 25,000 and income of above 60,000 indicates higher level of personal regulation and personal fulfillment in contrast to pupil from below 25,000 incomes. Outcomes shows no substantial variation on Self-assurance, veracity, accountability in social interactions, father's assistance, father's motivation, and father rewarding.

Table 11: *Comparison of Father Education on Index of Personal Growth (N=202).*

	Fathers Education								
	Graduation (n=92)		Graduation Above (n= 110)		<i>t</i> (200)	<i>p</i>	95%CI		<i>Cohen's</i> <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
<i>Personal Growth</i>	127.33	12.00	133.16	11.95	3.45	.00	9.17	2.50	.49

Above table shows that pupils whom fathers are more literate will be more personally fulfilled. Above table outcomes indicates that self growth of children varied as per the literacy of fathers. The analysis of comparison of average values involves that post graduated pupil scored higher in contrast to grades and below. It showed that pupils whom fathers literacy rate is high are more self-controlled. Outcomes for mother's literacy were non-significant.

### Discussion

The goal of the existing evaluation was to look into how parental involvement and self-fulfillment relate to adolescent self-fulfillment. Finding the influence of other socio-demographic factors, like as gender identity, monthly income, and parent literacy was another goal of this study. The Multidimensional Scales of Perceived Self-Efficacy (Martinez-Pons, 1996) was used to assess educational self-regulation, the Index of Personal Growth (Khalid, 2004) was utilized to assess adolescent personal fulfillment, and the Parental Inducement of Academic Self-Regulation was used to assess engagement of parents. In present study the measure for assessing engagement of parents and personal regulation was picked from international source and coefficient of alpha values for paternal engagement was 0.86, for maternal engagement coefficient of alpha value was 0.76, for personal regulation alpha reliability was 0.86 and for index of personal growth was 0.713. It showed that the measures utilized in study were consistent and appropriate for sample. Self-fulfillment and personal development refer to the significant advancement of an individual toward their greatest potential. The research aims to seek association between teenage self-fulfillment, self-regulation, and parental involvement. Results indicated that mother engagement and self-regulation were greater indicators of self-fulfillment. There are several ways in which parental involvement and self-control can highlight human success and well-being. Parent-child relationships are a real factor in determining an adult's personality and identity (McCrae & Costa, 1988). According to Peck, parents should be expected to be apprised of their young one's needs and willing to provide those needs. And in the end, this calls for warmth and a willingness to learn the right things to improve the children growth (Peck, 1978).

Correlation analysis was used to examine the impact of engagement of parents on students' personal regulation and personal fulfillment. Correlation analysis revealed that self-fulfillment and mother engagement were strongly associated, while self-regulation was strongly associated with mother motivation, mother support, and mother modeling. The results indicate that student regulatory abilities and personal fulfillment were substantially impacted by maternal interaction. The findings also indicate that student self-fulfillment and self-regulation were less significantly impacted by parental participation. The support of fathers has a significant impact on students' self-control. Earlier studies showed that parents who are physically accessible at school and home contribute substantially in encouragement and facilitation of their children in academic settings. As per culture of Pakistan, parental participation is crucial for students' development of self-control and self-fulfilling impulses. Mother engagement is crucial to children's personality development because women are active with their children whereas fathers are not as interested in their growth and are preoccupied with managing finances for their financial needs. The study's hypothesis was that student self-regulation and parental motivation are positively correlated. The findings unequivocally demonstrated a strong correlation between self-regulation and mother motivations. These results were comparable to those of earlier research. Martinez-Pons (1996) asserts that when self-regulation is not linked to school activities, a child who requires parental support to advance in life is more likely to succeed in schoolwork than a youngster who lacks motivation. In a similar vein, parental motivation is important in helping students develop self-control in our culture. Thus, the current study's first hypothesis was approved. The study's premise was that there is a positive correlation between parental motivation and student self-regulation. The results clearly showed that mother motivations and self-regulation were strongly correlated. These findings were similar to those of previous studies. According to Martinez-Pons (1996), a child who needs parental assistance to progress in life is more likely to succeed in academics than a child who lacks motivation when self-regulation is not connected to school activities. Similarly, in our society, parental motivation plays a significant role in assisting students in learning self-control. Thus, the initial hypothesis of the current investigation was accepted. The idea that parental rewards and students' capacity for self-improvement would be positively correlated was another hypothesis. The findings showed a highly substantial relationship between students' self-actualization inclinations and parental participation, including both father and mother involvement. Previous studies also validated these findings. Based on empirical research, Dominguez and Carton (1997) have shown that verbal give and take, the use of positive reinforcement rather than punishment, and independent training help college-aged children achieve self-actualization. Self-actualization can take place in an atmosphere created by parents who support their children in feeling understood and valued and who collaborate with them to develop consistent rules for proper behavior, according to Nystul (1984). According to Ulrich, Wolfe, and Bluhm (1970) and Gage and Berliner (1984), activities that receive rewards from others are repeated repeatedly, but behaviors that receive punishment or no reward are not. According to Brooks-Gunn and Markham (2005), among other things, parents can help their children achieve positive results by responding to them in a warm and sensitive manner, providing them with discipline that is not harsh or punishment, teaching them in an environment that is highly engaging for them, providing them with various learning resources, like books, and establishing regular bedtime and mealtime routines. As a result, the third theory was accepted. The study's hypothesis was that father education and pupils' self-improvement would be positively correlated. The results indicated a substantial difference in the father's mean education level scores. These results are in line with expectations. It was anticipated that fathers with greater levels of education would score substantially higher than fathers with lower levels of education. These results were consistent with earlier research. In order to maintain positive relationships with their children, educated parents typically abide by social standards and expectations, according to Seltzer and Bianchi (1988). Despite parents who are separated or lack formal education. According to Lareau (1987), parents with higher levels of education are more likely to spend time with their kids, be physically present

for them during school-related activities like checking homework, communicating about school-related matters, and playing a more active role in supervising their academic careers. The fourth hypothesis was thus approved. Another theory was that because of significant parental influence, girls are more self-regulated than boys. It was evident from the results that the mean scores of the boys and girls differed significantly. The father participation scale, mother involvement scale, self-regulation, and personal growth index revealed substantial differences between the two groups. Girls scored higher than boys, according to the comparison of mean values. It indicates that compared to boys, girls were more self-reliant. In addition to having high scores on self-regulation and self-actualization, girls also had high levels of mother and father involvement. These associations are alike to previous researches from west suggests that demonstrates women receive more parental engagement in contrast to boys (Sartor & Youniss, 2002). In adolescence parents pay more attention to their daughters. As children get older, parents begin to consider additional responsibilities, which can be fulfilled through responsive and loving parenting (Brooks-Gunn and Markham, 2005). Thus the hypothesis of present research was accepted. Another theory was that pupils' self-regulation and self-actualization would be positively correlated with their parents' improved financial situation. Table 12's results made it evident that there was a significant difference in the mean scores of people with incomes under \$25,000 and those with incomes between \$25,000 and \$60,000 and over \$60,000. According to the comparison of mean values, pupils with incomes between \$25,000 and \$60,000 and over \$60,000 had better levels of self-actualization and self-regulation. Prior studies have demonstrated the connection between parental participation and student academic achievement and the socioeconomic status of the parents (Okpala, Okpala, & Smith, 2001). According to Mead (1992), children whose parents received aid were less likely to choose their jobs or even choose to work at all, which can have a negative impact on their enlightening hard work. Despite the fact that parental time is seen as vital, parents who receive aid may undermine their children's aspirations. Parents who are unable to support their children financially due to poverty or unemployment tend to be less involved in their children's lives. Harris & Marmer, 1996; Doherty et al., 1998). As a result, the hypothesis was approved. The current study also sought to determine whether students' self-actualization tendencies are influenced by their parents' increased usage of self-regulation techniques. The mean scores of the students whose parents employed more self-regulation techniques were displayed in tables 7 and 8. According to the comparison of mean values, pupils who have parents who employ more self-regulation techniques are more likely to experience personal development and self-actualization. As a result, the data showed that the idea was accepted and that it was backed by earlier studies. Parents can serve as role models for their children (Bandura, 1997; Schunk, 1989). Parental participation affects student realization results through parental modeling when parents and children interact with one another on any activity, but especially when those interactions involve learning-related behaviors and cognition (Hoover-Dempsey & Sandler, 2005).

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