

**Journal of Education & Social Sciences**

ISSN: 2410-5767 (Online)

ISSN: 2414-8091 (Print)

**Parental Bonding as a Predictor of Self-Regulation, Proactive Attitude and Academic Performance in University Students****Affiliation:****Yasmeen Niazi**

Visiting Lecturer, PhD Scholar, Department of Applied Psychology, Lahore College for Women University, Lahore, Pakistan.

Email: yasmeenniazi@hotmail.com

**Fizza Javaid**

BS Scholar, Department of Applied Psychology, Lahore College for Women University, Lahore, Pakistan.

Email: yasmeenniazi@hotmail.com

**Maryam Gul**

Lecturer, Department of Applied Psychology, Lahore College for Women University, Lahore, Pakistan.

Email: maryam.gul@lcwu.edu.pk

**Manuscript Information****Submission Date:** November 24, 2021**Reviews Completed:** March 16, 2022**Acceptance Date:** March 27, 2022**Publication Date:** March 30, 2022**Citation in APA Style:**

Niazi, Y., Javaid, F., & Gul, M. (2022). Parental Bonding as a Predictor of Self-Regulation, Proactive Attitude and Academic Performance in University Students, *Journal of Education & Social Sciences*, 10(1), 53-65.

**DOI:** <https://doi.org/10.20547/jess1012210104>



## Parental Bonding as a Predictor of Self-Regulation, Proactive Attitude and Academic Performance in University Students

Yasmeen Niazi \*

Fizza Javaid <sup>†</sup>

Maryam Gul <sup>‡</sup>

**Abstract:** Parental bonding is a crucial component for the acquisition of a positive attitude and better academic performance among students. In this study, the correlational research design was to investigate the relationship among parental bonding, self-regulation, proactive attitude, and academic performance in university students. Data consisted of 200 university students with ages ranging from 18 to 24, selected through non-probability purposive sampling technique. Due to the COVID-19 pandemic situation data collection was undertaken through an online Google form. Parental Bonding Instrument, Self-Regulation Scale (SRS), Proactive Attitude Scale (PA), demographic sheet, and recently obtained GPA of each participant were used for data collection. Correlation analysis showed that there is a significant positive correlation between self-regulation and proactive attitude, control mother, and control father. Proactive attitude was found to be positively correlated with control mother. Multiple regression analysis showed that the control mother was a significant positive predictor of self-regulation whereas the care father was a negative predictor of self-regulation and the care mother was a negative predictor of proactive attitude. Independent sample t-test results showed that there were significant gender differences between males and females based on GPA and care father. Findings of the study would help broaden the understanding and knowledge of the role of parental bonding as a predictor of self-regulation, proactive attitude, and academic performance in university students.

**Keywords:** Parental bonding, self-regulation, proactive attitude, academic performance.

## Introduction

Parental bonding is an umbrella construct it includes a variety of micro-constructs i.e. children's relationship and their attachment with their parents, how much parents are caring towards their children, level of parental involvement in children's lives, and parenting styles (Morin, 2019). Almost every aspect of the child's life is linked to the relationship they have with their parents. The way parents interact with their children influence the rest of their life. It is very crucial to make sure that the parenting style is supporting appropriate and healthy nurturance and development because it affects children's behavior,

---

\*Visiting Lecturer, PhD Scholar, Department of Applied Psychology, Lahore College for Women University, Lahore, Pakistan.  
Email: yasmeenniazi@hotmail.com

<sup>†</sup>BS Scholar, Department of Applied Psychology, Lahore College for Women University, Lahore, Pakistan.  
Email: yasmeenniazi@hotmail.com

<sup>‡</sup>Lecturer, Department of Applied Psychology, Lahore College for Women University, Lahore, Pakistan.  
Email: maryam.gul@lcwu.edu.pk

attitude, and personality. A kind, attentive, and helpful parent who is constantly present for their child, plays the function of attaching the child to them and adds to the reciprocal dynamics of the parent-child interaction. Strong parental connection is essential for good late adolescent development, as evidenced by issues such as adjusting to college life demands (Larose & Roy, 1995), being assertive in interpersonal relationships, and adherence to professional goals (Blustein, Walbridge, Friedlander, & Palladino, 1991).

Baumrind (1991) is considered a pioneer in the research of parenting styles, she proposed that parenting styles strongly influence the children's behavior, their growth, and development as well as child outcome. She classified parenting styles into three types, suggesting that authoritarian parents use an absolute set of standards to shape, control, and judge their children's behavior, whereas permissive parents are warmer and more autonomy giving than controlling. She proposes that the authoritative parenting style falls between these two extremes.

Later on, McCoby (1983) sought to connect Baumrind's typology with the parenting dimensions. They defined four parenting styles based on the combination of two dimensions, that are responsiveness and demandingness: authoritative parenting (higher demandingness and higher responsiveness); authoritarian parenting (higher demandingness but low responsiveness); indulgent parenting (lower demandingness and higher responsiveness); and neglectful parenting (lower demandingness and also lower responsiveness) (i.e., low demandingness and low responsiveness). Developmental psychologists advocate that the authoritative parenting style is the most appropriate style of parenting for raising adolescents (Steinberg, Elmen, & Mounts, 1989). Authoritative parenting provides appropriate steadiness between tenderness, warmth, and an optimal degree of control in dealing with adolescent behavior. Children with this parenting style sort a healthy sense of individuality within parental boundaries.

## Self-regulation

Self-regulation is the process through which people instigate, regulate, interrupt, halt, or otherwise change their thoughts, feelings, or activities to achieve personal objectives or maintain present standards. Self-regulation has been described in a variety of ways during adolescence, but in general, it involves one's capacity to function as an autonomous individual (Patock-Peckham, Cheong, Balhorn, & Nagoshi, 2001). To change inner animal tendencies into civilized human beings self-regulation plays a key role. Academic self-regulation is generally defined as self-regulated learning which refers to people's motivational and behavioral processes for activating and maintaining cognition, actions, and emotions systematically toward achieving their learning objectives. It is the learning that comprises learning through self-developing thoughts and the behaviors that are thoroughly directed to achieve the desired learning goals. Self-regulated learning involves metacognition, goal-directed actions, and self-motivating behaviors.

In recent decades, the number of research concentrating on self-regulation has exploded. Over time, the focus of study has evolved away from the idea of self-regulated learning to the application of the self-regulation. Differences in parental bonding antici-

pate the adolescent's coping strategy and emotion regulation mechanism. Having a close bond with parents, feeling supported and a low level of separation anxiety results in more effective emotional intelligence mechanisms and plans to overcome the problems (Cabral, Matos, Beyers, & Soenens, 2012).

## **Proactive attitude**

Proactive behavior refers to "intrinsically motivated voluntary actions that are intended to help or benefit another individual or group of individuals" (Eisenberg & Mussen, 1989). Proactive attitude (PA) is a personality trait that influences an individual's actions and motivation. This is a belief rich in the motivation of changes to strengthen oneself and one's surroundings. This comprises a variety of aspects such as responsibility, resourcefulness, vision, and values. The individuals with a proactive attitude believe that there are adequate internal and external resources and they also know how to use these resources appropriately.

Many theoretical frameworks and researchers proposed that there is an association between the parent-child relationship with the process of socialization (Ainsworth, 1989; Eisenberg & Mussen, 1989; Grusec, Davidov, & Lundell, 2002) and familial attitude in the progression of proactive attitude (Eisenberg & Mussen, 1989). It has been found that there is an association between parental warmth and children's proactivity, but exceptional cases also exist. Furthermore, adolescents' point of view about their parents and healthy involvement in their lives results in a high level of participation in welfare services in early adulthood (Zaff, Moore, Papillo, & Williams, 2003). A positive attitude to schoolwork is one element of psychosocial maturity that is linked with academic performance in an authoritative parenting style. Attachment theorists support the idea that there is a link between secure attachment relationships and the proactive development of children. The mother's frankness and her motivation to children about emotional expressivity are linked with proactive attitude. Parents with an authoritative parenting style also support proactive characteristics by inspiring children to become more kind towards society (Hastings, Zahn-Waxler, Robinson, Usher, & Bridges, 2000).

## **Academic performance and parenting**

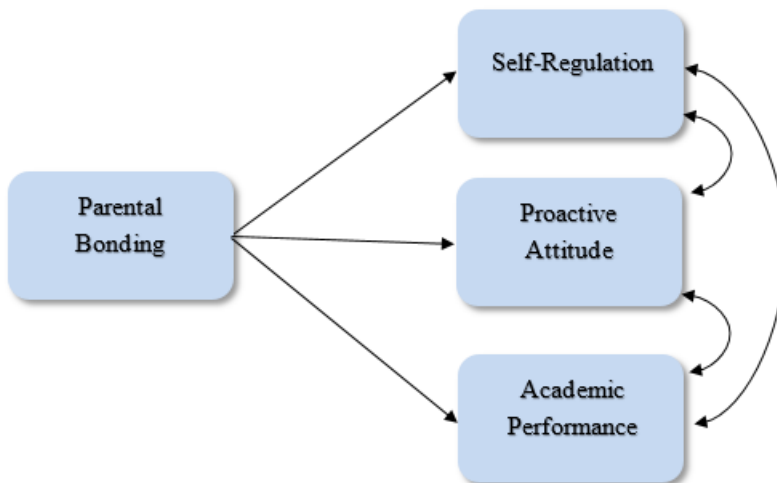
Parental style plays an important role in adolescents' achievement related to academics as well as general emotional health. Parenting styles and techniques have consistently been shown to be related to various outcomes such as child psychological problems (e.g., aggression) and academic performance. The authoritative parenting style is related to a child's better attitude and mental adjustment (Steinberg et al., 1989). However, researches also indicate that an authoritative parenting style is less likely linked with psychological well-being. Research conducted on young people shows that an authoritative parenting style is associated with a decrease in problem behaviors as well as psycho-social maturity.

Various studies suggest that the parenting style has an impact on the children's mental health particularly on their academic achievements, suggesting that the authoritative

parenting style was most appropriate in this regard (Khajepour & Ghazvini, 2011; Ishak, Low, & Lau, 2012). Moreover, social competencies, bonds with the parents as well as self-regulation can play a key role in academic achievement and positive development in adolescents (Dolati, Sadeghi Afjeh, & Kouchak Entezar, 2021).

Parental involvement is found to be an essential element of the social environment and helpful for the adolescent's learning and academic achievement. It also has a significant influence on the development of the proactive attitude and self-regulation skills among students that leads to better academic performance. Previous researches have established a link between parental participation and student's academic achievement, but the role of self-regulated learning and proactive attitude has focused on school environment greatly as compared to the home environment. In particular the studies on the association of parental bonding with the proactive attitude and self-regulation among university students are limited in number. The current study aims to fill this gap by exploring the determinants of the academic achievement, mainly the parental bonding and its association with self-regulation and proactive attitude among university students in Pakistan. The purpose of this research on parental bonding, self-regulation, proactive attitude, and academic performance is to generate knowledge and create an understanding of these variables.

**Figure 1**  
Conceptual Framework



## Methodology

The correlational study was used to study the sample of (N= 200; n=100 male & n=100 female) university students from public and private educational institutions of Lahore. The sample was collected using the survey method from the students of BS and MS, ages ranging from 18 to 24 years. Students above or below the above age range were excluded from

the study. Before the data collection, participants were assured about the confidentiality of their details, and informed consent was signed from them.

## **Instruments**

**Parental Bonding Instrument.** Parental Bonding Instrument (PBI) by Parker et al., (1979) was used to measure how children perceived basic parental styles. It is a retrospective measure, which means that the adults (over 16 years) fill the form based on how they remember their parents in their first sixteen years. The PBI has a total of 50 item questions. There are 25 items in mother form and 25 items in father form, including 12 care items and 13 control items both in father and mother form separately. PBI has four subscales. The subscales are, care father, care mother, control father, control mother. In this, not all items are scored in the same direction. Care Items: 1, 5, 6, 11, 12, and 17; Control Items: 8, 9, 10, 13, 19, 20, and 23 scored ranging from very like (3) to very unlike (0). Whereas remaining care and control items have reversed scoring. The Parental Bonding Instrument possessed good internal consistency and re-test reliability.

## **Self-Regulation Scale**

Self-Regulation Scale (Schwarzer, Diehl, & Schmitz, 1999), measures post-intentional self-regulation when persons are in the phase of achieving a goal and face problems in retaining their actions. The scale has 10 items. Scores are analyzed on a 4 point Likert format, i.e., not at all true (1) to exactly true (4). Item no. 5, 7, and 9 have reversed scoring. The scale is reliable with Cronbach's alpha value of .75.

## **Proactive Attitude Scale**

The proactive Attitude Scale (Seibert, Crant, & Kraimer, 1999), measures the proactive characteristics of individuals. The scale has 10 items, graded on a 4 item Likert format, ranging from not at all true (1) to exactly true (4). The reliability coefficient of the scale was found as .86.

## **Academic Performance**

The academic performance of the students was measured by their recently attained GPA.

## **Demographic Sheet**

A demographic information sheet was prepared which include participants' name (optional), age, gender, qualification, and GPA.

## **Procedure**

Department of Applied Psychology Lahore College for Women University granted permission for this study. Permission was granted from the authors through Email for using

the Self-Regulation Scale and Proactive Attitude Scale, the Parental Bonding Instrument has open access, as the permission was granted for all non-commercial use. Due to the Covid-19 pandemic data collection was undertaken through online Google forms. With the terms of confidentiality and use of data, the research project was briefly explained to the participants. The participants were requested to fill out the demographic sheet and then the questionnaires. For this cooperation, all participants were thanked by the researcher at the end.

## **Plan of Analysis**

SPSS 23 version was used for data analysis. Descriptive statistics analysis was used for the analysis of the basic variables. Correlation analysis was used to explore the correlation among scores of parental bonding, self-regulation, proactive attitude, and academic performance. Multiple regression analysis was used to find out if parental bonding predicts self-regulation, proactive attitude, and academic performance. An independent sample t-test was used to find out mean differences among differences in two groups of males and females in university students regarding their parental bonding, self-regulation, proactive attitude, and academic performance.

## **Results**

To analyze the parental bonding, self-regulation, proactive attitude, and academic performance in university students, a sample of 200 participants (100 males and 100 females) university students were selected. The age range of the participants was 18-24 years ( $M=21.35$ ,  $SD=1.34$ ). among the participants 100 (50%) students were males, and 100 (50%) were females. 144 (72%) were students of BS and 56 (28%) were students of MS. GPA of the participants had the following mean and standard deviation ( $M=3.47$ ,  $SD=0.33$ ).

The relationship among parental bonding, self-regulation, proactive attitude, academic performance and academic performance in university students were investigated using Pearson product moment correlation analysis. It was found that there was a significant positive relationship between academic performance and self-regulation ( $p<0.01$ ) and a negative correlation between academic performance and care father ( $p<0.05$ ). Conversely academic performance was found not be related with the proactive attitude, control mother, care mother and control father. Self-regulation was found to be positively correlated with proactive attitude, control mother, and control father ( $p<0.01$ ), while it was negatively correlated with care mother ( $p<0.05$ ), and care father ( $p<0.01$ ). Results indicated that proactive attitude was positively correlated with control mother ( $p<0.01$ ), and negatively correlated with care mother ( $p<0.01$ ) control father ( $p<0.01$ ) and care father ( $p<0.05$ ) (Table-1).

Table 1  
Pearson Product-Moment Correlation, between Parental Bonding,  
Self-Regulation, Proactive Attitude and GPA (N=200).

Variables	GPA	Total SR	Total PA	CM2	CF2	CM1	CF1
GPA	-	.23**	0.1	-0.1	-.14*	0.12	0.03
Total SR		-	.34**	-.14*	-.22**	.31**	.19**
Total PA			-	-.26**	-.18*	.19**	-.23**
CM2				-	.50**	-.51**	-.44**
CF2					-	-.36**	-.49**
CM1						-	.58**
CF1							-
M	3.47	25.71	24.89	11.62	12.71	22.66	23.5
SD	0.33	4.25	4.09	6.66	6.93	5.58	5.81

Note: \* $p < 0.05$ , \*\* $p < 0.01$ , SR=Self-regulation, PA=Proactive Attitude, GPA=Academic Performance, CM1=Control Mother, CM2=Care Mother, CF1=Control Father, CF2=Care Father, M=Mean, SD=Standard deviation

Multiple linear regression was used to test if parental bonding predicts self-regulation, proactive attitude and academic achievement among university students. It was reported that control mother was found to be a significant positive predictor of self-regulation ( $\beta = .07$ ,  $t = 3.69$ ,  $p = .000$ ), while care father was a negative predictor of self-regulation ( $\beta = -.17$ ,  $t = -1.98$ ,  $p = 0.05$ ). There was no significant effect of care mother ( $\beta = .09$ ,  $t = 1.05$ ,  $p = 0.30$ ) self-regulation. There was no effect of control father on self-regulation in university students ( $\beta = .05$ ,  $t = -.46$ ,  $p = 0.65$ ). (Table-2). Results indicated that care mother was found to be a negative predictor of proactive attitude ( $\beta = -.19$ ,  $t = -2.18$ ,  $p = 0.03$ ), but there was no significant effect of control mother ( $\beta = .05$ ,  $t = .20$ ,  $p = 0.84$ ), care father ( $\beta = -.02$ ,  $t = -.19$ ,  $p = 0.85$ ) and control father ( $\beta = .13$ ,  $t = 1.38$ ,  $p = 0.17$ ) on proactive attitude in university students (Table-3). Findings also suggested that there was no relationship among control mother and academic achievement ( $\beta = .13$ ,  $t = 1.37$ ,  $p = 0.17$ ). There was no significant effect of care mother on academic achievement ( $\beta = -.12$ ,  $t = -.14$ ,  $p = 0.89$ ). No effect of control father was observed on academic achievement ( $\beta = -1.18$ ,  $t = -1.27$ ,  $p = 0.21$ ). There was no significant effect of care father on academic achievement ( $\beta = -1.46$ ,  $t = 1.68$ ,  $p = 0.09$ ) (Table-4).

Table 2  
Regression Coefficients of Parental Bonding on Self-Regulation

Predictors	B	$\beta$	SR				95% CI
			SE	T	P		
Constant	21.43		2.15	9.97	0.00		[17.19,25.67]
CM1	0.25	0.07	0.07	3.69	0.00		[.12,.38]
CM2	0.06	0.09	0.05	1.05	0.30		[-.05,.16]
CF1	-0.03	0.05	0.07	-0.46	0.65		[-.16,.10]
CF2	-0.10	-0.17	0.05	-1.98	0.05		[-.20,.00]

Note: \* $p < 0.05$ , \*\* $p < 0.01$ , SR=Self-regulation, CM1=Control Mother, CM2=Care Mother, CF1=Control Father, CF2=Care Father,



Table 3  
Regression Coefficients of Parental Bonding on Proactive Attitude

Predictors	B	$\beta$	SE	PA		95% CI
				t	P	
Constant	23.99		2.11	11.39	0.00	[19.84,28.15]
CM1	0.01	0.05	0.07	0.20	0.84	[-.12,.14]
CM2	-0.12	-0.19	0.05	-2.18	0.03	[-.22,-.01]
CF1	0.09	0.13	0.06	1.38	0.17	[-.04,.21]
CF2	-0.01	-0.02	0.05	-0.19	0.85	[-.11,.09]

Note: \* $p < 0.05$ , \*\* $p < 0.01$ , PA=Proactive Attitude, CM1=Control Mother, CM2=Care Mother, CF1=Control Father, CF2=Care Father,

Table 4  
Regression Coefficients of Parental Bonding on Academic Performance

Predictors	B	$\beta$	SE	GPA		95% CI
				t	P	
Constant	3.560		1.73	20.59	0.00	[3.23,3.89]
CM1	0.010	0.13	0.005	1.37	0.17	[-.01,.01]
CM2	-0.001	-0.12	0.004	-0.14	0.89	[-.02,-.001]
CF1	-0.007	-1.18	0.005	-1.27	0.21	[-.003,.02]
CF2	-0.007	-1.46	0.004	-1.68	0.09	[-.02,.004]

Note: \* $p < 0.05$ , \*\* $p < 0.01$ , GPA=Academic Performance, CM1=Control Mother, CM2=Care Mother, CF1=Control Father, CF2=Care Father,

An independent sample T-test was used to explore the differences in two groups of males and females in university students regarding their parental bonding, self-regulation, proactive attitude and academic performance. The findings showed that females exhibited significantly high scores on academic achievement ( $M = 3.55$ ,  $SD = .33$ ) as compared to males ( $M = 3.40$ ,  $SD = .31$ ). The value of Cohen's  $d$  was 0.34 ( $< 0.05$ ) which indicated small effect size. Significant difference among males and females was observed on care father, where males scored higher ( $M = 14.14$ ,  $SD = 6.26$ ) as compared to females ( $M = 11.28$ ,  $SD = 7.29$ ). The value of Cohen's  $d$  was 0.42 ( $< 0.05$ ) which indicated small effect size. Findings revealed non-significant differences among males and females on self-regulation, proactive attitude, control mother, care mother and control father ( $p > 0.05$ ) (Table-5).

Table 5  
Summary of Independent Sample T-test

Variables	Males (n=100)		Females (n=100)		df	P	Cohen's d
	M	SD	M	SD			
GPA	3.40	0.31	3.55	0.33	198	0.00	0.34
SR	25.91	4.10	25.51	4.40	198	0.51	0.09
PA	25.25	4.16	24.52	3.10	198	0.21	0.30
CM1	22.30	4.64	23.01	6.39	198	0.37	0.12
CM2	12.25	6.27	11	7.00	198	0.19	0.19
CF1	23.01	5.90	23.98	5.70	198	0.24	0.17
CF2	14.14	6.26	11.28	7.29	198	0.03	0.42

Note: SR=Self-regulation, PA=Proactive Attitude, GPA=Academic Performance, CM1=Control Mother, CM2=Care Mother, CF1=Control Father, CF2=Care Father, M=Mean, SD=Standard deviation.

## Discussion

Parental involvement is of utmost importance for the long-term success of children. It significantly promotes the academic achievement among students by development of self-regulatory and proactive attitudes in them (Topor, Keane, Shelton, & Calkins, 2010). The current study aims to investigate how parental bonding influences self-regulation, proactive attitude, and academic performance among university students. Firstly, it was hypothesized that parental bonding would be positively related to the self-regulation, proactive attitude and academic performance in university students. Our findings indicate that parental bonding was significantly related to the self-regulation and proactive attitude. Recent literature also confirms that multiple factors play a key role in the positive development of adolescents, such as social competencies, bond with the parents as well as self-regulation (Dolati et al., 2021). Parenting styles and techniques have consistently been shown to be related to various outcomes such as child's academic performance and psychological condition (e.g., aggression). Strong parental connection is found to be essential for good late adolescent development, as evidenced by issues such as adjusting to college life demands, academic achievement (Larose & Roy, 1995), being assertive in interpersonal relationships, and adherence to professional goals. In addition, it was also found that the children of concerned parents are more self-regulated as compared to others and they also perform well in their educational affairs. It was also observed that parental bonding was significantly correlated with the development of a proactive attitude in adolescents. Healthy involvement of parents in the lives of their children results in a greater tendency to participate in the welfare services in early adulthood (Zaff et al., 2003). Researchers found a significant positive relationship between autonomy and support by parents with self-regulation, competence, achievement as well as school adjustment. Appropriate parenting is also proved to be positively linked with a positive attitude towards academic achievement and psychosocial maturity (Mikulincer & Shaver, 2005). Consequently, the previous literature supports the relationship between parental bonding and the self-regulation, proactive attitude and academic achievement.

The findings of the study showed that parental bonding predicts self-regulation, proactive attitude, and academic performance in students. These findings are in line with the previous literature suggesting that strong parental bonding has been proved to enhance teenage self-esteem and significantly influence their self-regulation abilities (Du, Jian, Hua, & Qi, 2021). Moilanen, Padilla-Walker, and Blaacker (2018) studied different dimensions of self-regulation, both long term and short term among the adolescent population. The results showed that there is a slight positive relationship between parenting and self-regulation. Researches also suggest that strong parental bonding can significantly contribute to adolescent development of complex self-regulatory capacities that further add to competencies of behavioral and emotional regulation (Cabral et al., 2012). Parental bonding is found to be significantly associated with the self-regulatory learning attitude among adolescents. In a study students' achievement and competence were rated by teachers, and few dimensions of behavioral adjustment were found to be associated with maternal involvement whereas there was no connection with the father's involvement. But the current study revealed that father involvement matters in the academic perfor-

mance of the students. These differences may be elucidated by the cultural variations that should be explored in future studies.

It was further hypothesized that there will be significant gender differences in the scores of parental bonding, self-regulation, proactive attitude, and obtained academic achievement in university students. Significant gender differences in academic achievement and care father were observed, where females scored higher on academic achievement, and males scored higher on the bonding with their fathers. No significant differences were observed in other domains. In this regard, the findings coincide with the few pieces of previous literature indicating that adolescents having a strong parental bonding generally experience higher functioning in areas such as self-regulation and coping with negative emotions, but there are significant no gender differences in this relationship (Cooper, Lindsay, Nye, & Greathouse, 1998). Although conversely, it was reported that females are generally observed as being more influenced by the parenting style of their mothers, and the experience of parenting is directly related to their attitude towards crisis management strategies (Larose & Roy, 1995), adjustment to college life, and better academic performance (Barton & Kirtley, 2012). It was also observed that the development of the proactive attitude was significantly influenced by the parental bonding in females as compared to males. The finding may contradict the previous literature since most of the studies are conducted in western culture that greatly determine the demands and preferences of the parenting. Moreover, the parental involvement is sensitive to the availability of the parental resources and also due to the various ethnic and racial differences. The contradictory findings raise concerns regarding the true level of gender disparities in parental bonding and accomplishment, necessitating further investigation and directing us to look into other factors that could help.

## Conclusion

One of the most significant purposes of education is to generate individuals who are self-directed, deliberate in their actions, and capable of acquiring and retaining new knowledge. Scholars in the field of learning have emphasized the importance of parental bonding in the development of proactive attitudes and self-regulated behavior, which in turn help the students in their academic achievement. The result of the present study clearly articulated that self-regulation, proactive attitude, and academic performance are significantly correlated with parental bonding in university students. A significant positive correlation between self-regulation and proactive attitude, control mother and control father. The proactive attitude was found to be positively correlated with the control mother. Parental bonding predicts self-regulation and proactive attitude in university students but is not a predictor of academic performance. Moreover, there are significant gender differences found between parental bonding's subscale care father and GPA.

## **Limitations & Recommendations**

There are a few notable limitations related to this research. The sample of the study was small and was collected online due to COVID-19 lockdown, which broadly influence the generalizability of the study. Researchers can expand the study by exploring more variables concerning parental bonding and its impact on adolescents. More in-depth research in this area is highly recommended in Pakistani culture, with the data collected from the diverse areas and regions of the country, as there's a scarcity of indigenous researchers in this particular area.

## **Implications**

Better academic performance of the students plays its role in a country's social and economic development. When it comes to Pakistan, in the past few years the educational system and literacy rate has improved resulting in producing more dynamic, competitive, and capable individual that are fulfilling market requirements. The positive attitude of parents is proved to be significantly linked to the academic performance of students. Educationists can greatly contribute in this area by organizing programs and instructions for parents to guide and help them enhance their involvement in their child's education which could in turn elevate their academic performance. The administrators, teachers and policymakers can offer some effective trainings and courses for parents to teach them the ways to inculcate a proactive attitude and improve the self-regulatory abilities of their children to make their learning more constructive. Further studies investigating more aspects of parental involvement can be effective in improving the self-regulatory attributes and proactive attitude among students.

## References

- Ainsworth, M. S. (1989). Attachments beyond infancy. *American Psychologist*, 44(4), 709-716.
- Barton, A. L., & Kirtley, M. S. (2012). Gender differences in the relationships among parenting styles and college student mental health. *Journal of American College Health*, 60(1), 21-26.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, 11(1), 56-95.
- Blustein, D. L., Walbridge, M. M., Friedlander, M. L., & Palladino, D. E. (1991). Contributions of psychological separation and parental attachment to the career development process. *Journal of Counseling Psychology*, 38(1), 39-50.
- Cabral, J., Matos, P. M., Beyers, W., & Soenens, B. (2012). Attachment, emotion regulation and coping in Portuguese emerging adults: A test of a mediation hypothesis. *The Spanish Journal of Psychology*, 15(3), 1000-1012.
- Cooper, H., Lindsay, J. J., Nye, B., & Greathouse, S. (1998). Relationships among attitudes about homework, amount of homework assigned and completed, and student achievement. *Journal of Educational Psychology*, 90(1), 70-83.
- Dolati, S., Sadeghi Afjeh, Z., & Kouchak Entezar, R. (2021). Predicting adolescent positive development based on self-regulation, social competence and parental bonding with mediating role of perception of school climate. *Iranian Journal of Educational Sociology*, 4(1), 95-104.
- Du, W., Jian, M., Hua, F., & Qi, S. (2021). Influence of positive parenting styles on self-regulated learning in chinese adolescents testing the mediating effects of self-esteem. *Applied Research in Quality of Life*, 1-17.
- Eisenberg, N., & Mussen, P. H. (1989). *The roots of prosocial behavior in children*. Cambridge University Press.
- Grusec, J. E., Davidov, M., & Lundell, L. (2002). *Prosocial and helping behavior*. Blackwell Publishing.
- Hastings, P. D., Zahn-Waxler, C., Robinson, J., Usher, B., & Bridges, D. (2000). The development of concern for others in children with behavior problems. *Developmental Psychology*, 36(5), 531-546.
- Ishak, Z., Low, S. F., & Lau, P. L. (2012). Parenting style as a moderator for students' academic achievement. *Journal of Science Education and Technology*, 21(4), 487-493.
- Khajepour, M., & Ghazvini, S. D. (2011). The role of parental involvement affect in children's academic performance. *Procedia-Social and Behavioral Sciences*, 15, 1204-1208.
- Larose, S., & Roy, R. (1995). Test of reactions and adaptation in college (TRAC): a new measure of learning propensity for college students. *Journal of Educational Psychology*, 87(2), 293-306.
- McCoby, E. (1983). Socialization in the context of the family: Parent-child interaction. *Handbook of Child Psychology*, 4, 1-101.
- Mikulincer, M., & Shaver, P. R. (2005). Attachment security, compassion, and altruism. *Current Directions in Psychological Science*, 14(1), 34-38.

- Moilanen, K. L., Padilla-Walker, L. M., & Blaacker, D. R. (2018). Dimensions of short-term and long-term self-regulation in adolescence: Associations with maternal and paternal parenting and parent-child relationship quality. *Journal of Youth and Adolescence*, 47(7), 1409–1426.
- Morin, A. (2019). *Types of parenting styles and their effects on kids*. Retrieved on, January, 28, 2021.
- Patock-Peckham, J. A., Cheong, J., Balhorn, M. E., & Nagoshi, C. T. (2001). A social learning perspective: a model of parenting styles, self-regulation, perceived drinking control, and alcohol use and problems. *Alcoholism: Clinical and Experimental Research*, 25(9), 1284–1292.
- Schwarzer, R., Diehl, M., & Schmitz, G. S. (1999). *Self-regulation*. Retrieved from [http://userpage.fu-berlin.de/health/selfreg\\_e.htm](http://userpage.fu-berlin.de/health/selfreg_e.htm)
- Seibert, S. E., Crant, J. M., & Kraimer, M. L. (1999). Proactive personality and career success. *Journal of Applied Psychology*, 84(3), 416–427.
- Steinberg, L., Elmen, J. D., & Mounts, N. S. (1989). Authoritative parenting, psychosocial maturity, and academic success among adolescents. *Child Development*, 60(6), 1424–1436.
- Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention & Intervention in the Community*, 38(3), 183–197.
- Zaff, J. F., Moore, K. A., Papillo, A. R., & Williams, S. (2003). Implications of extracurricular activity participation during adolescence on positive outcomes. *Journal of Adolescent Research*, 18(6), 599–630.