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Relationship between Parenting Styles and Academic Self-efficacy of Students

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ABSTRACT Present study aimed to identify the relationship between perceived parenting styles and students' academic self-efficacy. Study sample consisted of 300 students enrolled in public universities of Rawalpindi and Islamabad. Sample was selected by using multi-stage cluster random sampling technique. The study was delimited to BS programs of Social Sciences Department. Two standardized self-report questionnaires were used for data collection. For measuring perceived parenting styles of the students, Parental Authority Questionnaire was used and for measuring academic self-efficacy of the students, Academic Self-efficacy Scale was used. The students' responses were scored. To test the study hypotheses, Pearson Product-moment correlation was applied. The results showed a weak but positive and statistically significant relationship between paternal authoritative style and academic self-efficacy of the students. A weak, positive and not statistically significant relationship was found between maternal authoritative style, paternal and maternal authoritarian style and paternal and maternal permissive style and students' academic self-efficacy.