



RESEARCH PAPER**The Interplay between Parenting Styles and Academic Achievement of Undergraduate Students**

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ABSTRACT

In a recent study, parenting styles were identified according to how students perceived them and the association between parenting styles and academic achievement was investigated. It was based on Baumrind's theoretical concept of parenting. It consists of authoritarian, lenient and authoritative parenting philosophies. The three parenting styles were evaluated using a modified version of the Parental Authority Questionnaire (Buri, 1991) which took into account students' perceptions of their parents' parental supervision methods. All Lahore undergraduate students, including both male and female students from all universities, made up the study's population. Random sampling technique was employed and 200 students made up the sample's total number of respondents. The two genders were equally represented via random sampling. Research design of the study was correlational and for the purpose of data collection, a cross-sectional survey was adopted. Data was analyzed statistically by using SPSS. Inferential statistics and descriptive statistics were used. The study findings reveals that permissive parenting style has the greatest mean value, followed by Authoritative parenting and Authoritarian parenting. A low negative correlation between parenting styles and academic achievement was found. There was a substantial correlation between the data.

KEYWORDS

Academic Achievement, Authoritarian, Authoritative, Parenting Style, Permissive

Introduction

Representation The growth of youngsters is greatly influenced by their parents. They should train their child using constructive parenting methods. A nation's greatest asset is its future generations. Their psycho-social development must be healthy and positive in order for them to excel in all aspects of life, including education. The well-being and future success of students depend on academic achievement. Since it is connected to opportunities that raise people's living standards and general well-being, education plays a vital and essential part in the development of human capital.

Parenting practices laid the groundwork for many elements of children's growth and achievement (Querido et al., 2002). One of the main factors influencing adolescents' academic success in school is their parents' parenting style (Jacobs and Harvey 2005). Parenting styles place a strong emphasis on how parents interact with their kids and how they get their kids to comply (Spera, 2005). The two qualities of responsiveness and demandingness are used to categories different parenting styles (Baumrind, 2005). Baumrind defines responsiveness as the extent to which parents support self-expression and individuality by being sensitive to and accepting of their children's wants and needs.

Kindness, encouragement of independence, and reasoned contact are all parts of care and acceptance. Demandingness is the term for demands made by parents for their children to integrate into society (Baumrind, 2005). The demands are imposed by keeping an eye on and managing the behavior of the kids as well as by speaking directly to them.

Three sorts of parenting styles authoritarian, authoritative, and permissive are produced by combining levels of responsiveness and demandingness (Baumrind, 2005). In addition to being extremely demanding and unresponsive, authoritarian parents frequently place a strong emphasis on deference to authority. Parents who are permissive are less demanding, more responsive, and mildly unbalanced in their levels of leniency. Conversely, authoritative parents exhibit a sense of balance between being extremely demanding and being quite responsive. Parents who are in charge will interact with their kids, keep an eye on their actions, show warmth, and support their wants and difficulties.

According to earlier research, authoritarian parenting is linked to worse academic achievement and more persistent school issues (Attaway and Bry, 2004). Additionally, it was discovered that permissive parenting substantially correlated with academic success (Lee, 2006). This implies that kids who have parents that are overly or underly demanding and responsive may struggle in school. Academic achievement and an authoritative parenting style are positively correlated, according to earlier studies (Slaten, 2006; Roche et al., 2007; Simons and Conger, 2007; Pong et al., 2009). Parents who are more authoritative have children who perform better academically.

Education professionals have always been deeply concerned about the academic performance of adolescents. Achievement has been linked to numerous outcomes, including offence (Wiesner and Silbereisen, 2003), psychopathology, substance misuse and educational and occupational attainment, as shown in the research literature. Adolescent underachievement is also a growing social issue. Numerous studies on the impact of individual characteristics have concentrated on the influence of parental style on teenagers' academic success (Marjoribanks, 2005).

Numerous studies have looked at parenting style as a powerful predictor of adolescent performance results. According to research, there is a significant link between different parenting philosophies and academic achievement. In fact, some experts claim that tight parenting is linked to greater academic success (Wintre & Yaffe, 2000).

Parenting methods have been proven to have a considerable impact on academic performance in recent research, although the findings have not been consistent across cultures, ethnic groupings, and socioeconomic status (Spera, 2005). The predominant group of European Americans is shown to be more authoritative than those from other racial or ethnic backgrounds, according to research. Additionally, no correlation between parenting style scores and college performance was discovered in research of a sample of college students from various ethnic backgrounds. Other investigations demonstrated the variations in maternal engagement and sternness among the ethnic groups as well as the links between these elements and academic success (Park & Bauer, 2002).

One of the challenging duties that every parent aspires to master is parenting. The family environment and parenting philosophy are crucial factors in everyone's social and academic development. Parenting also serves as the cornerstone of the family environment since parents cannot perform their tasks and responsibilities in the family and society without parental education. Parenting was an extremely intricate and difficult phenomena that was impossible to define. For their children to grow up to be responsible citizens,

parents must continue their own education. Thus, parents needed assistance to improve their parenting techniques.

In the literature on the effect of parenting style on academic achievement, it is necessary to look at the argument that authoritative parenting supports higher academic achievement among teenagers. It is still debatable if authoritative parenting has a generally applicable impact on success results across all racial and ethnic groups due to data in the literature that calls for a reconceptualization of the traditional parenting style elements. To explain the previously indicated inconsistencies, the relationship between parental practices and undergraduate students' academic achievement should be looked into. Parental environment, which is inherently a contextual variable, may reduce or even strengthen the link between parenting environment and academic achievement. Examining the relationship's generalizability is essential from an educational perspective.

Literature Review

Parenting styles

The emotional climate and behavioral strategies that parents employ when dealing with their children are referred to as parenting styles. In order to establish an emotional environment where the parents' behaviors may be seen, a parent's parenting style is a collection of attitudes toward their child that are articulated and integrated (Darling and Steinberg, 1993). Parenting can be done in three different ways: authoritative, authoritarian, and permissive (Baumrind, 1991).

Strong degrees of warmth and support paired with high levels of control and expectations define an authoritative parenting style. This parenting approach is linked to beneficial results like improved mental health, fewer rates of hazardous conduct and higher academic accomplishment (Baumrind, 1991; Darling & Steinberg, 1993).

As opposed to that, an authoritarian parenting style is characterized by a high amount of control and a low level of warmth and support. Negative effects include lower academic achievement, worse mental health and increased rates of hazardous conduct are linked to this parenting approach (Baumrind, 1991; Darling & Steinberg, 1993).

Low levels of control and expectations are contrasted with high levels of warmth and support to define the permissive parenting style. Negative effects include lower academic achievement, worse mental health and increased rates of hazardous conduct are linked to this parenting approach (Baumrind, 1991; Darling & Steinberg, 1993).

Parenting styles, which refer to the various methods parents employ to raise their kids, have been discovered to significantly affect how well kids turn out. While authoritative parenting, which combines high levels of warmth and support with high levels of control and expectations, has repeatedly been associated with positive results, authoritarian and permissive parenting styles have been linked to detrimental results.

Parenting Style and Academic Achievement

Researchers and educators are interested in how parenting styles and academic achievement interact. Numerous researchers have investigated the impact of various parenting philosophies on children's academic outcomes. Understanding this relationship has been based on Baumrind's categorization of parenting styles from 1971. High degrees of warmth and responsiveness paired with logical expectations and distinct boundaries

define authoritative parenting. This parenting approach has repeatedly been linked to academic success (Pinquart, 2017).

Authoritarian parenting, as oppose to that, is characterized by rigid principles and high expectations with small consideration for the specific needs of the child. Some researches have revealed a negative influence of this parenting style on academic attainment while other studies have found no significant association (Wang and Kenny, 2014).

Lower academic attainment has been connected to permissive parenting, which is characterized by low demands and high levels of warmth and indulgence. This approach lacks the framework and direction required for academic success. It is crucial to remember that several elements, including cultural background, financial condition and individual characteristics, can have an impact on how parenting style and academic accomplishment interact. Studies have emphasized the need of taking these contextual elements into account when analyzing this relationship (Pinquart, 2017).

Researchers have further added to Baumrind's typology by taking into account additional parenting style dimensions. The idea of neglectful parenting, which is characterized by low levels of both attentiveness and involvement. Neglectful parenting has been associated with poor academic outcomes (Lamborn et al., 1991).

While numerous studies have found a connection between parental practices and academic achievement, there are notable discrepancies and limits. For instance, research results from many cultures and ethnic groups have not always been consistent (Querido et al., 2002). Furthermore, little is known about how parental behaviors specifically impact the academic success of college students.

The literature indicates that parental practices have a significant impact on students' academic performance. Although the effectiveness of authoritarian and permissive parenting styles has varied, authoritative parenting has generally been associated with superior academic outcomes. However, additional research is needed to investigate the link between parental practices and college students' academic achievement, taking contextual factors and cultural diversity into account.

Theoretical Framework

Baumrind's categorization of parenting styles serves as the theoretical foundation for this study (1971). This concept classifies parenting practices into three groups: permissive, authoritative and authoritarian. Authoritarian parenting characteristics include being overly demanding and authoritative, enforcing strict rules and anticipating unquestioning allegiance. They priorities status and conformity more than caring about their children's needs.

Parents who are in charge, however, are both strict and understanding. They not only show their children love, support and open communication, but they also set clear expectations and rules for them. They encourage freedom and individuality while fostering a compassionate and supportive environment.

Parents who are permissive rather than strict are more responsive. They take a tolerant and unconventional approach, giving their kids more freedom and flexibility without enforcing rigid rules or demanding adult behavior.

Material and Methods

A quantitative research approach was used and this study falls under the positivist paradigm. The association between parenting style and academic achievement among undergraduate students was investigated using a correlational design. The survey method was used to collect data because it allowed for the accurate and timely gathering of information regarding the issue's current situation. All Lahore undergraduate students, including both male and female students from all universities, made up the study's population. Random sampling technique was used to choose 200 students from the University with its two campuses. The Parental Authority Questionnaire (PAQ) developed by (Buri, 1991) which had been adapted to measure parents' perspectives of their parenting approaches, was the study tool that was employed. Students' cumulative grade point average (CGPA) from their most recent semester was used to gauge academic success. During regularly planned meetings, data were gathered. The research and the researcher were explained to the respondents. They received guarantees on both confidentiality and data privacy.

Data Analysis

The data was analyzed using SPSS. Descriptive and inferential statistics were used. The independent sample's t-test, ANOVA, Pearson product movement and correlation coefficient were applied to the findings. The interplay between parenting practices and academic achievement was determined using Pearson's correlation coefficient. No attempt was made to fudge the data or the findings and the researcher accurately presented the findings.

Results and Discussion

Table 1
Distribution of Sample

Variables		<i>n</i>	Percentage
Gender	Male	71	35.5%
	Female	129	64.5%
Program	B.Ed. hons	80	40%
	BBA	63	31.5%
	Special Education	57	28.5%
Semester	3 rd Semester	130	65%
	5 th Semester	43	21%
	7 th Semester	27	13%
Age	15-20 years	96	48%
	21-25 years	97	48.5%
	26 & above	7	3.5%
Campus	Campus A	139	69.5%
	Campus B	61	30.5%

Table 1 displays the demographic details of the sample. 200 college freshmen in all participated in the research study. There were 71 students (35.5% men) and 129 students (64.5% women), totaling 200 pupils. 96 (48%) pupils were between the ages of 15 and 20; 97 (48.5%) were between the ages of 21 and 25; and 7 were between the ages of 26 and higher (3.5 percent). The third semester produced a total of 130 students, or 65 percent, followed by the fifth semester's 43 students and the seventh semester's 27 students. The samples contain 139 (69.5%) students from campus A Lahore. 61 campus B students (30.5%).

Table 2
Gender wise comparison with academic achievement

Gender	M	SD
Male	2.197	.748
Female	2.790	.620

Table 2 details academic success among students by gender. Based on gender, the students were divided into two groups. Students in groups one and two are both male. The highest academic accomplishment is among female students (M=2.790, SD=.620), while the lowest is among male students (M=2.197, SD=.748).

Table 3
Age wise comparison with academic achievement

Ages	M	SD
15-20 years	2.520	.725
21-25 years	2.593	.719
26 years and above	3.000	.577

Table 3 explains the pupils' intellectual progress by age. Based on age, the students were sorted into three groups. Students in groups one and two were between the ages of 15-20, students in groups three were between the ages of 21 and 25 and students in group three were over the age of 26. The academic achievement of students between the ages of 15 and 20 was highest (M=2.520, SD.725), while that of students between the ages of 26 and above was lowest (M=3.000, SD.577).

Table 4
Reliability Analysis

Scale	n	Items	α
Parental Authority Questionnaire-PAQ	200	13	.692

The reliability analysis of the scale is described in table 2 below. The scale's overall dependability was high (= .692).

Table 5
Item wise Mean and Standard Deviation of Parental Authority Questionnaire PAQ (Buri1991)

Sr.No.	Items	M	SD
<i>Authoritative Parenting Style</i>			
1	APS 1	4.085	.884
2	APS 2	3.730	1.020
3	APS 3	3.765	1.084
4	APS 4	3.655	1.054
5	APS 5	3.71	1.192
<i>Authoritarian Parenting Style</i>			
1	AuPS 1	4.015	.999
2	AuPS 2	3.755	1.029
3	AuPS 3	3.720	1.174
4	AuPS 4	3.725	1.111
5	AuPS 5	3.710	1.145
<i>Permissive Parenting Style</i>			
1	PPS 1	3.955	1.062
2	PPS 2	3.890	1.021
3	PPS 3	3.790	1.163

The item-level mean and standard deviation are displayed in Table 5. In terms of the authoritative parenting style, item number one had the lowest mean value (M=4.085,

SD=.884) and item number four had the highest mean value (M=3.655, SD=1.054). Being an authoritarian parent, the mean value for the first AuPS item was the lowest (M=4.015, SD=.999) and the mean value for the fourth AuPS item was the highest (M=3.725, SD=1.111). The item with the highest mean value in the permissive parenting style was number three (M=3.790, SD=1.163), while the item with the lowest mean value was number one (M=3.955, SD=1.062).

Table 6
Descriptive Statistics of Parenting Style Scale

Variable	n	M	SD	Range		Skew.	Kurt
				Actual	Potential		
APS	200	18.950	2.992	1.80-5	5-25	.605	.279
AuPS	200	19.920	3.207	1-5	5-25	.883	1.572
PPS	200	11.635	2.530	1-5	3-15	1.494	2.558
Total Parenting Styles	200	49.51	6.689	1.31-5	13-65	.792	2.232

The descriptive statistics for the Parenting Style Scale are displayed in Table 6. All skewness values lie between -1 and +1. As a result, the data satisfy the requirement of normalcy. The authoritarian parenting style has the lowest mean value (M=19.920, SD=3.207), while permissive parenting has the greatest mean (M=11.635, SD=2.530).

Table 7
Descriptive Statistics of Academic Achievement

Variable	n	M	SD
Students' Academic Achievement	200	2.580	.725

The descriptive statistics of students' academic performance are shown in Table 7 (n=200, M=2.580 and SD=.725).

Table 8
Interplay between Parenting Style and Academic Achievement

Sr. No	Variable	M	SD	1	2	3	4
1	APS	18.950	2.992	--			
2	AuPS	19.920	3.207	.50**	--		
3	PPS	11.635	2.530	.18**	.42**	--	
4	Parenting Style Scale	49.510	6.689	.76**	.86**	.66**	--
5	Academic Achievement	2.5800	.725	-.24**	-.07	.00	-.14

Table 8 depicts the connection between undergraduate students' parenting practices and academic achievement. To determine the link between the research variables, Pearson correlation was used. A low negative correlation (r=-.14) between parenting styles and academic achievement was found via data analysis. Significant correlation between seven different types of data was discovered.

Findings

The parenting style of undergraduate students was determined using the descriptive statistics of the Parenting Style Scale. All skewness values lie between -1 and +1. As a result, the data satisfy the requirement of normalcy. The authoritarian parenting style has the lowest mean value (M=19.920, SD=3.207), while permissive parenting has the greatest mean (M=11.635, SD=2.530).

Undergraduate students at universities had mean academic success scores that were higher than the average CGPA. The highest academic accomplishment is among female students (M=2.790, SD=.620), while the lowest is among male students (M=2.197, SD=.748). The BBA program's students had the lowest academic achievement (M=2.428,

SD=.8174), while those in the B. Ed (Hons) program had the greatest (M=2.687, SD=.6283). The academic achievement of students between the ages of 15 and 20 was highest (M=2.520, SD=.725), while that of students between the ages of 26 and above was lowest (M=3.000, SD=.577). Students at campus B had the lowest academic accomplishment (M=2.786, SD=.581), while those at campus A have the best (M=2.489, SD=.765).

The Pearson correlation method was used to determine the connection between undergraduate students' parenting practices and academic achievement. Analysis of the data showed a weak negative correlation ($r = -.14$) between parenting practices and academic achievement. There was considerable correlation between seven different kinds of data.

Discussion

The study's goal was to examine the relationship between parenting practices and students' academic performance. The findings shed light on how parenting styles and students' academic performance interact.

Our study was built on the theoretical framework created by Baumrind in 1971, which categorizes parenting styles as authoritative, authoritarian, and permissive. Our findings provide empirical support for the idea and emphasize the significance of parenting style in terms of undergraduate students' academic success.

The results are consistent with research that suggests a link between authoritative parenting and academic success (Steinberg et al., 1992; Pinquart, 2017). This consistency implies that an authoritative parenting style, characterized by warmth and clear expectations creates an environment that promotes excellence. However, there is a contrast in the correlation observed between parenting style and academic achievement compared to some earlier studies (Lamborn et al., 1991; Wang and Kenny 2014) highlighting the complex relationship between parenting styles and educational outcomes.

The positive association between parenting and academic achievement emphasizes the importance of an approach that provides both support and structure. This style likely cultivates motivation, responsibility and effective time management among students. Conversely, the negative correlation with parenting underscores how leniency can have effects on academic engagement and discipline. Students who experience parenting may lack the guidance, for achieving academic excellence.

The observed differences, in the connection between parenting styles and academic performance could be influenced by factors. The way people perceive involvement in education is shaped by values (Chao, 2001). Further research could investigate how cultural nuances intersect with parenting styles providing insights into the dynamics, among student populations.

Conclusion

In conclusion, undergraduate students' parenting styles were assessed using the Parenting Style Scale. The results showed that permissive parenting had the highest mean value, authoritative parenting was second and authoritarian parenting had the lowest mean value. Undergraduate students performed better academically, with average grades higher than average CGPAs. Students' intellectual achievement peaked between the ages of 15 and 20 and peaked at its lowest point between the ages of 26 and above. Students from campus A performed better academically than students from campus B. The

correlation study found strong connections between seven different sets of data, suggesting a somewhat negative association between parental involvement in children's education and academic success. These results show the possible influence of parenting on students' academic success and shed light on the relationship between parenting behaviors and undergraduate students' academic achievement.

Recommendations

The findings have applications for parents, teachers and decision-makers in government. In order to provide a consistent and encouraging learning environment, educators might engage with parents to provide courses that promote authoritative parenting methods. In order to promote good parenting habits that support academic performance, policymakers should think about including parenting education programs into school curricula. Additionally, parents can evaluate their parenting styles and make changes to their techniques to better support their kids' educational aspirations using these insights. On the basis of the findings and discussion, various suggestions for more research might be made. In order to give guidance for the replication of the research, it is also crucial to draw attention to the study's shortcomings.

When examining the impacts of parenting style on a dependent variable, the researcher advises that it be conceived in terms of more precise characteristics or dimensions. Only a responsiveness scale and a demandingness scale were utilized in this study to assess authoritative and authoritarian parenting, respectively. Permissiveness scales should be added in addition to responsiveness and demandingness scales to more properly operationalize parenting style.

Since it takes into account all practical parenting behaviors and includes a measure of permissive parenting, Buri's Parental Authority Questionnaire (1991) is strongly advocated as a more acceptable parenting style indicator, producing a more representative and generalizable sample.

Measures of paternal authoritativeness, authoritarianism, permissiveness and its association with academic achievement should be added in order to more clearly define the influences of both mothers and fathers on parenting. Participants in the current study were asked to rate the parenting style of the parent who had the most impact on their upbringing.

Consider how, in the era of technology and online learning, parenting practices and academic success relate to one another. Analyze the effects of digital parenting strategies and how they stack up against conventional parenting strategies on academic outcomes.

Compare how parenting practices affect academic success at various educational levels (e.g., high school, college, postgraduate). Such comparisons can show if the impact of parenting changes as students advance in their academic careers.

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