

RELATIONSHIP BETWEEN PARENTING
STYLES, PROSOCIAL BEHAVIOR AND
PSYCHOLOGICAL WELLBEING AMONG
UNIVERSITY STUDENTS



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CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled "Self-discrepancy and its relationship between shame, guilt and aggression" carried out by Tayyaba khan, Reg. No. BSP191999, under the supervision of Dr. Sabahat Haqqani, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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ABSTRACT

The study showed that which parenting style is good for children to improve pro-social behavior and for their healthy mental state. Therefore, everyone can apply it in daily life for better health and to increase pro socialness in students. The link between parenting styles of mother and father and prosocial behavior is evident, as parents' behaviors and values influence their children's development of prosocial tendencies. Warm and encouraging parenting encourages prosocial behavior through fostering empathy, generosity, and concern for others. On the other hand, strict or careless parenting might obstruct the growth of prosocial traits and harm psychological wellbeing. Additionally, prosocial behavior which includes acts of generosity, sympathy, and cooperation is essential for the psychological health of university students. The aim of the study is to find the relationship between parenting, prosocial behavior and psychological wellbeing among university students. Convenient sampling technique was used to collect data and sample size of the study was 347 university students (161 males and 186 females) and survey method was used. Three questionnaires were used including parental authority questionnaire, psychological wellbeing scale and prosocial behavior scale. The findings of the results showed a positive relation of PWB with parental authority mother scale. According to research, supportive, warm, and appropriately controlled parenting practices were linked to better psychological outcomes in university students. Children who were raised by parents who offer emotional support, set clear boundaries, and encourage autonomy typically have higher levels of psychological wellbeing.

Keywords: Parenting Styles, Psychological Wellbeing, Pro Social behavior

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Chapter I

INTRODUCTION

Parenting style plays important role in promoting pro social behavior and psychological well-being of university students. The purpose of the study was to find the relationship between parenting styles, pro social behavior and psychological well-being among university students. There is a growing body of research that suggests that parenting styles can influence prosocial behavior and psychological wellbeing. For example, studies have shown that children who are raised by authoritative parents are more likely to engage in prosocial behavior than children who are raised by authoritarian or permissive parents. Additionally, children who are raised by authoritative parents are more likely to have high levels of psychological wellbeing, such as happiness, self-esteem, and life satisfaction. Children's comprehension of emotions and behaviors are influenced by parental emotional management (Gugliandolo et al., 2014). It is important to note that parenting styles are not the only factor that influences prosocial behavior and psychological wellbeing. Other factors, such as genetics, personality, and life experiences, also play a role. However, parenting styles can have a significant impact on these outcomes. Students' psychological well-being depends upon the parenting style that parents adopt. Any voluntary behavior with the goal of assisting others but with no immediate reward for the helper is referred to as prosocial behavior (Padilla-Walker & Carlo, 2015).

Prosocial behavior can take various forms, from simple acts of compassion like helping someone pick up their belongings to longer-lasting or more official behaviors like volunteering for a cause (Lay & Hoppmann, 2015). However, the terms "prosocial activity," "helping," and "friendliness" can all be used interchangeably (Nelson et al., 2015). Prosocial conduct has also been linked to a number of favorable life outcomes. One of the most crucial aspects of life is psychological health because it can result in adaptable human behavior and fulfilling experiences (Perez, 2012). Psychological well-being is the result of feeling better and

performing well internally (Vinothkumar, 2015). It also refers to a state of having a meaningful existence, positive interactions with others, and a sense of control over one's own life. It does not just refer to the absence of any disease or psychological disorder (Kiefer, 2008). However, a number of earlier research indicated a reduction in psychological health in adulthood, particularly among university students in their first year of study, for a variety of reasons, including psychological discomfort (Field, Duffy & Huggins, 2015).

Prosocial behavior

Prosocial behavior can take many different forms. The majority of which are demonstrated through charitable giving, volunteering, financial donations, and the like. Prosociality's definition and existence have long been hotly contested issues. Indian civilization has always valued prosocial behavior. There is evidence that many prosocial practices have direct or indirect advantages. There is a growing body of research that suggests that prosocial behavior has a number of benefits. For example, prosocial behavior has been linked to increased happiness, life satisfaction, and physical health. Prosocial behavior has also been linked to decreased aggression, crime, and violence (Post, & Underwood, 2013). These include a gain in social standing, self-improvement, the assurance that support will be given in return, and reducing personal stress. However, psychological research has attempted to delve into the mechanics of prosocial conduct. Prosocial behavior serves as a catchall phrase for a variety of helpful, cooperative, sharing, and soothing social activities (Eisenberg, Spinrad, & Knafo Noam, 2015). The role of pro-social behavior has garnered a great deal of attention from developmental and educational psychologists over the years, since there has been an increase in interest in identifying earlier predictors of children's and teenagers' positive development.

At the end of adolescent period university life started, it is the time of growth and development for people enabling teenagers to think more symbolically and to think about impersonal ideas like the ego and one's interpersonal connections. Transitioning to university

life marks a period of cognitive and social growth. Symbolic thinking and reflection on ego and interpersonal connections enable university students to engage in prosocial behavior by fostering empathy, social responsibility, and a broader understanding of others. Interacting with diverse peers further enhances their positive and helpful attitude towards their community (Khun, 2009; Steinberg, 2005). Despite the rise of prosocial activities (such as stated actions that are meant to help others) starts early on in life prosocial behavior is regarded to be characterized by adolescent's concern for others prosocial behaviors (American Psychological Association, 2008).

Prosocial actions have also been linked to a number of advantageous life outcomes. Unexpectedly, prosocial conduct was also found to have decreased in early adulthood (PadillaWalker, Carlo, & Memmott-Elison, 2018). The majority of undergraduate students in Malaysia is between the ages of 19 and adulthood (World Health Organization, 2013).

The research on prosocial conduct and development has shown that children of all ages are capable of engaging in prosocial behavior. However, the type of prosocial behavior that children engage in, and the reasons for their prosocial behavior, may vary with age. A study by Carlo and Randall (2002) found that older adolescents and early adults engage in more prosocial activities despite other studies showing noted conflicting results. Typically, older students have more prosocial abilities that are often enhanced and improved empathy, perspective-taking (Kokko, 2006). Research outlines two key contextual elements that promote prosocial behavior i.e., socialization and cultural orientation as behavior.

Socialization is the process by which people learn the skills and knowledge necessary to interact effectively with others. This includes learning about social norms, values, and behaviors. Socialization is the method via which people gain they are able to because of their ideas, values, social customs, and behaviors effectively engage in social interactions (Göncü, Gauvain, 2012; Goff, 2003). Parents are an important source of socialization by which youth

develop prosocial behaviors (Carlo, 2007). One specific method prosocial habit is influenced by socialization parenting techniques. According to a study by Carlo (2011) parental inductions, such as, as a measure of parents' socialization the level of justifications that parents provide usage with their children was critical in fostering empathy among teenagers as a result indirectly encouraged prosocial traits; nevertheless, no significant racial disparities were discovered in these correlations. Similarly, another study found that parental inductions, or the use of explanations and justifications by parents when interacting with their children, was important in fostering empathy in adolescents. This, in turn, indirectly encouraged prosocial behavior. However, the study did not find any significant racial disparities in these correlations. Students may learn prosocial behavior in addition to direct socialization (such as through discussing helping others with them). Informal social learning influences behaviors (Lave & Wenger, 1991) in which parents serve as role models and children watch how parents socialize with other people in the community. Undoubtedly, some according to study, adolescents are likely to participate in helpful parental traits like volunteering and volunteer work (Fletcher, 2000). These initiatives may or may not last into adolescence as a young person they create their own hobbies and goals.

Parenting Style

Parents play a significant role in influencing and molding their children's conduct. Baumrind is a clinical and developmental psychologist whose work on parenting strategies has garnered the most attention. Baumrind identified three parenting philosophies: authoritative parenting, authoritarian parenting, and permissive parenting based on parental demands and responses. (Baumrind, 1971; Maccoby & Martin, 1983). Parenting styles, such as authoritarian, indulgent, authoritative, and neglectful parenting, have been linked in varying ways to positive and negative developmental outcomes, including personal and social adjustment, according to research on parental socialization (Darling, Steinberg, 1993; Garcia,

2020; Garcia & Gracia, 2009). The best socialization outcomes, such as a higher level of emotional maturity, psychosocial competence, academic performance, and fewer behavioral problems, have historically been linked to authoritative style (Darling, Steinberg, 1993; Lamborn 1991; Radziszewska, 1996 & Steinberg, 1989). The authoritative approach is linked to fewer internalization and externalization issues, according to a recent systematic study on parental socialization (Pinquart & Kauser, 2018). These differences show how cultural variables influence parenting practices and how they affect children's psychological development (Garci, 2019). The authoritative approach is linked to fewer internalization and externalization issues, according to a recent systematic study on parental socialization (Pinquart & Kauser, 2018). These differences show how cultural variables influence parenting practices and how they affect children's psychological development (Garci, 2019).

Given the significance of the parent-child bond and the mounting evidence that parents continue to play a crucial role in the lives of their adult offspring, it is crucial to look at how this bond affects the psychological issues that young adults face. In their key paper, Darling and Steinberg (1993), put out the idea that parenting style is the current environment in which parenting practices and, by extension, the parent-child relationship, occur. Therefore, both parenting style and behaviors must be taken into account in order to thoroughly analyze the ongoing impact of parents on their children. Additionally, the act of parenting takes place within a larger social context that includes standards for "good" parenting as well as the negative effects of less adaptive parenting practices (McKinney; Brown, 2017 & Seiffge-Krenke, 2018).

Psychological Well-being

For some students, university life can be stressful since they must adjust to new, unfamiliar social interactions and a learning setting (Panahi, 2016). Additionally, students must rely more on their own resources as adults because they are losing assistance from their families

and schools (Wood, 2018). These circumstances therefore have an impact on the student's general wellbeing (Field, Duffy, & Huggins, 2015). According to Panahi (2016), psychological wellbeing serves as the cornerstone for students' academic performance, and those who are more psychologically healthy have stronger coping mechanisms to deal with academic stress (Freire, 2016).

Prosocial behavior is one element that can boost psychological wellness since numerous prior studies have demonstrated that doing so can improve psychological wellbeing in a variety of populations the majority of the research, however, were older adults and teenagers, and they were carried out in nations other than Malaysia. According to evaluations, there aren't enough recent studies examining the value of prosocial activity and its relationship to psychological health (Nelson, 2015 & Kumar, 2014).

Positive relationships with others also function as a component of psychological wellbeing, in accordance with Ryff's theoretical model. This dimension was also discovered to be closely associated to prosocial conduct, which involves establishing relationships with others by helping those (Baron & Branscombe, 2012). According to research (Aknin, Dunn, Sandstrom, & Norton, 2013), prosocial conduct strengthens social ties and contributes to wellbeing. According to a study by Weinstein and Ryan (2010), engaging with other individuals has a positive impact on improvement. Western parents have long adopted authoritative parenting styles, and numerous studies have shown that these parents' children benefit from this approach, receiving more love and support from their parents, having better psychological health, and being less likely to engage in externalizing behaviors like drug use and risky stunts (Francis et al., 2020).

Literature Review

Parenting Style and Pro social Behavior

According to academic research, emerging adulthood is a time when people face a variety of new pressures as they work to forge identities in various contexts (Arnett, 2005) and also is the time when university life started. Even after taking into consideration the impacts of peer attachment, parental attachment, for instance, might promote self-esteem in university students (Laible, Carlo, & Roesch, 2004). Additionally, parents continue to be the primary educators of their children's faith, ethics, empathy, and emotional regulation, which can help them develop healthy social skills (Barry, 2008; Ruhl & Chow, 2016). For instance, previous research on students indicated that features of empathy are significantly predicted by both parent and peer attachment (Bayraktar, Sayl, & Kumru, 2009; Yu, Wang, & Liu, 2012). Additionally, even after taking into account maternal expectations for prosocial behaviors still predict the prosocial actions of late teens via personal values (Padilla-Walker & Carlo, 2007). A crucial component of parenting that is linked to prosocial growth is parental control. (Barber, Stolz, & Olsen, 2005; Baumrind, 1991; Maccoby & Martin, 1983).

Parental control may be better understood as qualitatively diverse types, as opposed to the amount or level demonstrated during socialization attempts, despite the fact that theorists have claimed that a reasonable degree of control helps youngsters achieve their potential. For instance, parents that practice behavioral control employ strategies including keeping tabs on their children's space, offering structured behavioral advice, and employing justifications and inductions to impose behavioral standards. Receivers of higher levels of demandingness consequently exhibit greater prosocial behaviors (Carlo, McGinley, Hayes, Batenhorst, & Wilkinson, 2007). This is so that inductive methods used during infractions can concentrate on other people's needs.

Contrarily, parents who practice psychological control limit their child's ability to communicate, their autonomy, and their sense of self by threatening to withhold their affection if they disobey, and they exert control over them by making them feel guilty and anxious

(Barber & Harmon, 2002). Deci and Ryan (2000) proposed that pain resulting from a lack of autonomy may cause someone to focus more on their own needs than those of others, which would reduce their propensity to act in a prosocial manner. This theoretical connection has been validated by research; typically, there are negative associations between psychological control and prosocial behavior.

According to the majority of research on parenting styles of mother and father and prosocial behavior, which has almost entirely been conducted on students, authoritative parenting (Dekovic & Janssens 1992) and parental induction are the most effective methods (Krevans & Gibbs, 1996) are linked to higher levels of prosocial conduct in children, whereas more authoritarian parenting (Hastings, 2000) or parenting that emphasizes child obedience and compliance (Eisenberg et al., 1992) is often linked to lower levels of prosocial behavior in children. Parenting is crucial in establishing prosocial behavior toward family members, even if it has been linked to prosocial behavior toward all targets (Padilla-Walker & Christensen, 2011). Parenting has been demonstrated to promote prosocial conduct toward family members, which in turn strengthens the bond between parents and children and guards against problematic behavior in the future (Padilla-Walker, 2015). Due to the importance of parenting on prosocial behavior toward family in particular, the current study will concentrate on parenting and prosocial behavior toward family. Children's prosocial behavior is predicted by parenting methods that emphasize empathy, prosocial moral reasoning, communication, trust, control over rules, and warmth especially from the mother. On the other hand, prosocial behavior is inversely correlated with overly strict, rigid regulation by parents (Carlo, 2010).

Parenting Style and Psychological Well-being

According to a study by Aemro (2015), good parenting practices and parenting practices significantly and favorably impacted students' psychological wellbeing. This study

attempted to determine the relationship between parenting styles and psychological well-being. According to numerous studies conducted in the West, parents who embrace an authoritarian parenting style are linked to poor developmental results for their children could have a serious negative effect on their psychological health. For example, increased discomfort, a diminished sense of self, and the emergence of avoidant coping strategies. (Yousaf, 2015; Azman, 2021 & Fadlillah, 2020). Children lack confidence in their own judgment since parents do not give them clear advice. According to studies, parents who practice liberal parenting will likely have kids with high self-esteem and social abilities, but these kids may also lack self-control and be impulsive, greedy, and demanding (Sanvictores & Mendez, 2021).

Parenting style had been linked to children's negative emotional and behavioral issues, such as aggression, resistance to intimate relationship issues. According to numerous studies (Baumrind, 1991; Bigner, 1994; Carlson, Uppal, & Prosser, 2000; Forward, 1989; Reitman, Rhode, Hupp, & Altobello, 2002; Wenar, 1994; Whitfield, 1987), problems with authority are associated with depression, low self-esteem, and trouble making decisions as an adult. A permissive parenting approach involves letting children make their own decisions and control their own behavior. Permissive parents tend to have low expectations for their kids (Baumrind, 1991).

Children raised by permissive parents are frequently perceived as selfish, dependent, spoiled, irresponsible, unruly, unconcerned with the needs of others, and antisocial in addition to lacking social skills and having low self-esteem. (Baumrind, 1991; Bigner; Wenar).

The authoritative stance strikes a balance between authoritarian and permissive approaches. This type of parenting allows the child to gradually gain more independence by exhibiting good nurturing skills and moderate parental control. According to Buri, Louiselle, Misukanis, and Mueller (1988), children of authoritarian parents have higher self-esteem and are more likely to being independent, self-reliant, safe, and curious. Compared to children of authoritarian or

permissive parents, they display fewer psychological and behavioral issues (Lamborn, Mants, Steinberg, & Dornbusch, 1991).

Future students' behavior and subjective well-being (SWB) are most significantly influenced by the parental environment (Shek 1998; Park 2004; Heaven and Ciarrochi 2008; Jiménez-Iglesias et al., 2015). Adolescents tend to be more emotionally comfortable, healthier, and harmless than peers raised in other environments when their parents are warmly sincerely available and balance these qualities with high demands (Michael et al., 2014). As a result, as kids get older, they develop SWB to a certain extent based on their interactions with individuals who are close to them, starting with their parents (Navarro et al., 2017). According to research by Ryan, Stiller, and Lynch (1994) students compared to people whose aspirations for connection with their parents were not satisfied, those who felt a strong connection to them had higher levels of SWB. According to Nickerson and Nagle (2004), adolescent life satisfaction increases significantly and independently of parental attachment.

Prosocial Behavior and Psychological Well-being

Prosocial conduct has been shown to increase subjective wellbeing and be protective against anxiety and depressive symptoms in general (Haroz, 2013; Hutchinson, 2016 & Yang, 2017). Specifically, across preadolescents (Layous 2012), adults (Buchanan & Bardi 2010), and clinical (Van Tongeren, 2016) populations, prosocial behavior and kindness were linked to higher subjective life satisfaction. Through facilitating successful friendship creation and maintenance, prosocial activity may improve positive mental health and well-being. According previous study employing the same data set, relationships between prosocial conduct toward friends and family and teenagers' internalizing and externalizing outcomes are longitudinally mediated by relationship quality (Padilla-Walker 2015). The findings on prosocial behavior toward friends showed no correlations between prosocial behavior toward friends and depression and favorable bidirectional connections with anxiety via friendship connectivity.

While this finding conflicts with earlier research on the protective effects of prosocial behavior, it is possible that adolescents experience increased anxiety as a result of their vulnerability to friend evaluation (La Greca & Lopez 1998), which increases as they maintain friendship through prosocial behavior.

Numerous researches have revealed benefits of prosocial conduct. For instance, prosocial conduct can assist students lessen the detrimental impacts of stress in daily life (Raposa, Laws, & Ansell, 2016). The study's findings revealed that those with positive affect was higher when average prosocial conduct was recorded. As it involves social interaction with others, prosocial conduct is considered one of the affiliative behaviors. The study's findings also indicated that prosocial activity can be a useful tool for reducing the negative effects of stress on an individual and that affiliative behavior is a crucial component of stress management.

In the study of Alarcón and Forbes (2017), a researcher found that self-reported prosocial conduct was negatively related with depressed symptoms. The findings indicated that engaging in prosocial behavior may assist to lessen the symptoms of depression. In contrast, the researcher hypothesized that there was no connection between depressive symptoms and prosocial conduct in the sample of non-clinical individuals because prosocial activity was found to deteriorate with age. The findings by Haroz and Murray (2013) were replicated in a study that looked at how prosocial activity helps to prevent mental health issues. Students who had experienced conflict, displacement, and some of whom had been alleged to have been abducted were the subjects of this study. The results, which were in line with earlier research, demonstrated that prosocial conduct at high levels was linked to a reduction in anxiety and depressive symptoms. According to the other research, teenagers who practice more prosocial actions experience better psychologically than their non-social counterparts, even when they already exhibit signs of melancholy and worry.

Numerous researchers have discovered a beneficial relationship between prosocial conduct and psychological health in university students. For instance, strong positive correlation between prosocial conduct and psychological well-being (Kumar, 2014) the results, which were in line with earlier research by Nelson (2015), showed a significant relationship between prosocial behavior and psychological well-being in their study. However, a study that came to a contrary conclusion showed that there is no conclusive link between prosocial conduct and general psychological wellbeing. Alternatively, the study's findings inferred that the propensity for prosocial conduct is significantly positively correlated with self-acceptance, which is a component of psychological well-being (Vinothkumar, 2015). Additionally, prosocial activity has been shown to predict and have a beneficial impact on the doer's wellbeing (Weinstein and Ryan, 2010) with relatedness acting as the mediator. When performing acts of kindness, being related to others or feeling a connection to them is referred to as being related (Ryan, 2009). Similar results from another study (Wiwad & Aknin, 2017) examine the emotional effects of prosocial behavior among university students demonstrated that prosocial behavior does boost wellbeing. Particularly, recalling the other focused helpful behavior does boost the performer's pleasant affect compared to remembering the self-centered helping attitude. The findings led the researchers to suggest that prosocial behavior is in fact emotionally satisfying for the actor, especially when it involves putting others' needs ahead of one's own after performing a nice action.

Aknin (2013) also looked at the relationship between prosocial conduct and university students' wellbeing. Prosocial spending is one example of prosocial conduct used by the researchers in this study. The findings showed that charitable giving considerably improved the performer's wellbeing. Those who remembered making a prosocial expenditure for someone else reported significantly higher levels of wellbeing than those who remembered making a prosocial expenditure for themselves. Further research revealed a considerably

beneficial association between prosocial conduct and wellbeing. Volunteering is a different type of prosocial action (Afolabi, 2013), and numerous researches have shown a beneficial correlation between volunteering and psychological well-being. Volunteering can enhance positive attitudes. Well-being, often known as psychological well-being, according to a son and Wilson study (Lee & Taniguchi, 2015). The results are in line with earlier research by Choi and Kim (2011), which showed that volunteering directly improved psychological well-being.

Theoretical Framework

Attachment Theory

According to Bowlby's hypothesis, attachments to certain caregivers help shape internal working models (IWMs) for these individuals. Bowlby's attachment theory focuses on the emotional bond between parent and child and how it influences the child's development. It provides a comprehensive framework for understanding the nature of attachment relationships and their impact on various aspects of a child's life. According to Johnson, Dweck, & Chen (2007) as well as Waters & Waters (2006), secure IWMs include a script-like concept of distress being treated with care expectancies and attributions of others as typically well intentioned. Insecure IWMs, on the other hand, use attributions, expectations, and scripts that are likely to impede prosocial behavior (Dykas & Cassidy, 2011). Secure attachment and PWB dimensions showed favorable connections, whereas avoidant and anxious attachment had a negative relationship with PWB. Attachment preferences and other Big Five personality traits, particularly neuroticism, were found to be significantly correlated. (Rosario, Pedro & Juan, 2018). Attachment theory can be applied to parenting styles, pro-social behavior, and psychological wellbeing among university students. For example, children who are deeply attached to their parents are more likely to engage in pro-social behavior, such as helping others and being kind to others. They are also more likely to have high levels of psychological wellbeing, such as happiness, self-esteem, and life satisfaction (Bowlby, 1969).

Accordingly, the quality of the bonds formed between a kid and their primary caregivers where the parenting philosophies of the mother and father are crucial determines how the child develops an affective link (Carrillo, 2008). As a result, the parenting style can serve as a meaningful predictor of the individual's future character and personality traits that will develop. (Duarte-Rico, 2016). Bowlby (1988) hypothesized that an attachment behavior system controls how children and adolescents react to emotional distress. Additionally, the expectations that close relationships will serve as a safe haven and a strong foundation are facilitated by the attachment figures who provide contact, calm, and comfort for the child and teen. Therefore, it is thought that these situations promote peer attachment by encouraging the development of positive models of oneself and others through interpersonal connections.

Rationale

This study is being conducted to find out the relationship between the parenting style, pro social behavior and psychological wellbeing among university students. The warmest and most dependable of the four parenting styles, authoritative parenting, will support the psychological growth of students. Additionally, they had a life objective and fostered constructive interpersonal ties. (Francis & Badagabettu, 2020). Parents that adopt an authoritarian parenting style have a negative impact on their children's psychological wellbeing and are associated to poor developmental outcomes for their offspring. For example, increased discomfort, a diminished sense of self, and the emergence of avoidant coping techniques (Yousaf, 2015; Azman, 2021 & Fadlillah, 2020). Few studies have been done to show that permissive parenting is detrimental to students' psychological well-being. Children lack trust in their own judgment since their parents don't provide them with clear guidance. Studies show that parents who use liberal parenting techniques are more likely to have children who have a high sense of self-worth and social skills, but these children may also lack self-control and be impulsive, selfish, and demanding (Sanvictores & Mendez, 2021).

Parenting techniques that prioritize empathy, prosocial moral reasoning, communication, trust, control over rules, and warmth especially from the mother predict children's prosocial behavior. On the other hand, very tight, rigid parental management is negatively connected with prosocial conduct (Carlo, 2010). Link between university students' psychological well-being and prosocial behavior. For instance, prosocial behavior and psychological wellbeing have a substantial positive link (Kumar, 2014). The findings, which supported earlier work by Nelson (2015), revealed a significant link between prosocial conduct and psychological well-being in their investigation.

Adolescence to young adulthood is a crucial time that is marked by substantial academic, social, and personal changes. University students go through a lot of changes and challenges during this time, which can have a big impact on how they feel overall (PadillaWalker, Carlo, & Christensen, 2012). Parenting practices, which have a substantial impact on people's lives, can have a big impact on how they develop, behave in social situations, and feel psychologically healthy (Eisenberg, Cumberland, & Spinrad, 1998). It is critical to comprehend the connections between parental practices, prosocial behavior, and psychological health among university students for a number of reasons. First of all, according to Lamborn, Mounts, Steinberg, and Dornbusch (1991), parenting practices act as a framework through which people internalize social norms, beliefs, and behaviors. Various parenting philosophies, including authoritative, authoritarian, permissive, and neglectful, display varying degrees of attentiveness and demand.

Prosocial behavior can be defined as voluntary behaviors meant to help others or society as a whole (Eisenberg et al., 1998). These styles can have an impact on how prosocial behavior develops. Positive social interactions and the development of supportive and harmonious communities are largely dependent on prosocial behavior. Second, according to Luyckx, Schwartz, Goossens, and Pollock (2008), psychological well-being includes a variety of

characteristics, including emotional well-being, self-esteem, life satisfaction, and resilience. Parenting practices can affect a person's psychological health by influencing how they perceive themselves, manage their emotions, and cope with stressful situations. As opposed to harsh and neglectful parenting practices, which can lead to psychological distress, low self-worth, and unhelpful coping mechanisms, parenting styles that are supportive and responsive are linked to higher levels of self-esteem, emotional stability, and general life satisfaction. (Chen, Liu, Li, & Cen, 2000).

Identifying the variables that influence young people's growth and adjustment requires research on parental practices, prosocial behavior, and psychological well-being among university students (Padilla-Walker et al., 2012). This study will play an important role in understanding that which parenting style is better for the psychological well-being of students and how parents can teach their children to involve in prosocial behavior and help other people who are in need. This will help the community to grow in a better way and help to understand other people better.

Objectives

1. To find out the relationship between the parenting style of mother and father, psychological wellbeing and prosocial behavior among university students.

Hypotheses

1. There would be a relationship between parenting style and pro social behavior among university students.
2. There would be a relationship between parenting style and psychological wellbeing among university students.
3. There would be a relationship between psychological wellbeing and pro social behavior among university students.

Chapter 2

METHOD

Research Design

The research is quantitative study with correlational research design.

Ethical Considerations

Approval from the department is taken. Inform consent is provided in the starting of the questionnaire, every individual participating in the study have the right to leave at any point. The study measures what it claims to measure. This study contains no deceit of any type. The questionnaire does not include any delicate information. There won't be any harm done to anyone participating in the study. Participants have the right to withdraw from the study at any time. Data taken from the participants will remain confidential and nobody have the right to get any information about any participant. Data was stored with the help of written questionnaire which will be given to participants.

Population and Sample

Sample size was determined by G-power analysis and sample size was 347 university students (161 males and 186 females) from the government, private and semi government universities of Rawalpindi and Islamabad. The age range was 18 to 25 years.

Inclusion Criteria

- Bachelors' students who are currently enrolled in university
- Students who can understand English
- Age range of the students (18 to 25 years)

Exclusion Criteria

- Students with any disability (physical or psychological)
- Students who were over or under age.

Sampling Technique

Convenient sampling technique is used in this research.

Instruments

Demographic sheet was provided to the students which includes age, gender, marital status, socio-economic status, occupation, birth order, income, family system, relationship status of parents. Three questionnaires were used to collect data:

Parental Authority Questionnaire (PAQ) (Buri, 1991)

This scale was developed by Buri (1991). The PAQ is made to evaluate disciplinary methods or parental authority from the perspective of the kid (of any age). The 30-item quiz provides results for the mother and father in the categories of permissive, authoritarian, and authoritative. The survey uses a five-point Likert scale. Permissive, authoritarian, and authoritative/flexible are the three subscales of the PAQ. The only differences between the mother and father parts of the examination are the references to gender. The PAQ can be scored quickly simply adding together the results from each subscale. Each subscale has a score range of 10 to 50. Cronbach's alpha reliability is 0.82.

Psychological Wellbeing Scale (PWS) (Ryff & Keyes, 1995)

This scale was developed by Carol Ryff (1995) the 42-item Psychological Wellbeing (PWB) Scale (Ryff & Keyes, 1995) Researchers have utilized both the 42-item PWB Scale and a condensed 18-item version. It is a 7-point Likert scale with 18 items. Six subscales make up the PWB Scale. The Environmental Mastery subscale, the Personal Growth subscale, the Subscale on Positive Relations with Others, the Subscale on Purpose in Life, and the Subscale on Self-Acceptance. Reverse scoring is required for questions Q1, Q2, Q3, Q8, Q9, Q11, Q12, Q13, Q17, and Q18. Items that receive a reverse score have wording that contrasts with the scale's direction of measurement. The test-retest reliability coefficient of RPWBS was 0.82.

Prosocial Behavior Scale (PBS) (Caprara, 2005)

Caprara, (2005) developed this scale, it has 16 items and it is a 5-point Likert scale Questionnaire. It has no subscales and none of the item is reversed scored. The entire scale's Cronbach's alpha was 0.94. There is one scale which you get a score by summing the responses and finding the mean.

Procedure

A formal approval was obtained from the Capital University of Science and Technology's research department. It was done with the authors' express approval. First and foremost, it was maintained to keep ethical considerations in mind. Various universities in Rawalpindi and Islamabad provided the data. Parental Authority Questionnaire (Buri, 1991), Psychological Wellbeing Scale (Ryff & Keyes, 1995) and Prosocial Behavior Scale (Caprara, 2005) questionnaire were used to collect data. Consent form and demographic sheet was provided to the students.

Data Analysis Procedure

After collecting the data from student's latest version of SPSS and G-power was run. Different tests like descriptive statistics, correlation, and reliability test, and Spearman correlation is run to test the hypothesis.

Chapter 3

RESULTS

In this chapter, results of the current study were presented in the form of frequencies and percentages of demographic variables, descriptive statistics, alpha reliability, a correlation between the variables by using Spearman correlation. Non-parametric correlation test was used in this study. The aim of the study was to find the relationship between Parenting styles, prosocial behavior and psychological wellbeing among university students. As the distribution was not normal, non-parametric test statistical tests such as the Kolmogorov-Smirnov test was used in the result section. Non-Parametric tests were used when the data distribution is not normal.

Table 1 Sociodemographic Characteristics of Participant

| Characteristics | <i>n</i> | % |
|----------------------------|----------|------|
| Gender | | |
| Male | 161 | 46.4 |
| Female | 186 | 53.6 |
| Age | | |
| 18-20 | 192 | 55.3 |
| 21-22 | | 32.3 |
| 23-25 | 112 | 12.4 |
| | 43 | |
| University | | |
| Private | 334 | 96.3 |
| Semi-Government | 13 | 3.7 |
| Earning Member | | |
| Self-earned | 14 | 4.0 |
| Father | 320 | 92.2 |
| Mother | 12 | 3.5 |
| Other | 1 | 0.3 |
| Relationship Status | | |
| Single | 38 | 11.0 |
| Engaged | 309 | 89.0 |
| Family System | | |
| Joint | 93 | 26.8 |
| Nuclear | 254 | 73.2 |
| Housing type | | |
| Hostel | 195 | 56.2 |
| With Parents | 147 | 42.2 |
| With Guardians | 5 | 1.4 |

Note: n=frequency, %=percentage

Table 1 reveals that the gender group consists of 161 males (46.4%) and 186 females (53.6%). The age distribution shows that 192 individuals (55.3%) are between

18-20 years old, 112 individuals (32.3%) are between 21-22 years old, and 43 individuals (12.4%) are between 23-25 years old. Among the University group, 334 individuals (96.3%) attend private universities, while 13 individuals (3.7%) attend semi-government universities. The E-members category represents the source of income for the individuals. Out of the group, 14 individuals (4.0%) of people work for themselves, 320 people (92.2%) depend on their fathers, 12 people (3.5%) depend on their moms, and 1 person (.3%) depends on outside sources. This R-status category denotes the way that each person is housed. 38 of them (11.0%) are single, while 309 of them (89.0%) are either engaged or in a relationship. Further breakdown: 93 people (26.8%) live in family systems, 254 people (73.2%) live in joint families, 195 people (56.2%) live in nuclear families, 147 people (42.2%) live in hostels, and 5 people (1.4%) live with either their parents or guardians.

Table 2 Psychometric Properties for Scales

| Scale | n | M | SD | α | Range | | Skewness | Kurtosis |
|-------|----|-------|-------|----------|--------|-----------|----------|----------|
| | | | | | Actual | Potential | | |
| PSB | 16 | 3.33 | 0.48 | .61 | 2-4 | 16-80 | .16 | -.56 |
| PWB | 18 | 72.23 | 8.82 | .57 | 49-108 | 18-126 | .05 | .16 |
| PAQM | 30 | 91.08 | 18.66 | .88 | 46-135 | 30-150 | -.38 | -.23 |
| PAQF | 30 | 97.20 | 10.09 | .53 | 63-128 | 30-150 | .28 | .63 |

Note: n= items, M= mean, SD= Standard Deviation, PSB=prosocial behavior scale, PWB=psychological wellbeing, PAQM=parental authority questionnaire mother, PAQF=parental authority questionnaire father.

The table 2 provides information about different scales and their corresponding statistical measures. The PSB scale has 16 items and mean score is (M= 3.33; SD=.48). The scale has internal consistency (α) with a value of 0.61. The PWB scale has 18 items and mean score is (M=72.23; SD=8.82). The scale has internal consistency (α) with a value of 0.57. The PAQM scale has 30 items and mean score is (M=91.08; SD=18.66). The scale has good internal consistency (α) with a value of 0.88. The PAQF scale has 30 items and actual mean score is (M=97.20; SD=10.09). The scale has internal consistency (α) with a value of 0.53.

Table 3 Descriptive Statistics for Scales

| <i>Variables</i> | <i>Skewness</i> | <i>Kurtosis</i> | <i>K-S</i> | <i>p</i> |
|------------------|-----------------|-----------------|------------|----------|
| PAQM | -.38 | -.23 | .07 | .00 |
| PAQF | .28 | .63 | .06 | .00 |
| PWB | .050 | .16 | .06 | .00 |
| PSB | .164 | -.56 | .07 | .00 |

Note: M= mean, SD= Standard Deviation, K-S= Kolmogorov-Smirnov, p= significance value.

Table 3 shows that both variables have significant Kolmogorov-Smirnov (K-S) statistics ($p < 0.001$), indicating a significant departure from normal distribution. The PWB mean score is 72.23 with a standard deviation of 8.82. The K-S statistic is significant ($p < 0.001$), indicating a departure from normality. The PSB mean score is 3.33 with a standard deviation of 0.48. The K-S statistic is significant ($p < 0.001$), indicating a departure from normal distribution.

Table 4 Correlation between study variables Psychological Wellbeing, Prosocial Behavior and Parental Authority Questionnaire

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------|---|------|--------|--------|--------|--------|--------|--------|-------|--------|
| 1 PWB_Total | - | 0.06 | .198** | .126* | .201** | .192** | 0.07 | 0.02 | 0.03 | 0.04 |
| 2 PSA_Total | | - | 0.09 | 0.05 | 0.05 | 0.06 | 0.07 | -0.01 | 0.00 | 0.03 |
| Permissive | | | - | .546** | .725** | .862** | -.136* | -0.04 | -0.03 | -.118* |
| 3 Mother | | | | - | .736** | .838** | -0.02 | -0.03 | -0.03 | -0.04 |
| Authoritative | | | | | - | .929** | -0.06 | 0.00 | -0.02 | -0.07 |
| 4 Mother | | | | | | - | -0.09 | -0.03 | -0.04 | -0.09 |
| Authoritarian | | | | | | | - | .257** | 0.08 | .667** |
| 5 Mother | | | | | | | | - | 0.05 | .697** |
| 6 PAQM_Total | | | | | | | | | - | .490** |
| Permissive | | | | | | | | | | - |
| 7 Father | | | | | | | | | | |
| Authoritative | | | | | | | | | | |
| 8 Father | | | | | | | | | | |
| Authoritarian | | | | | | | | | | |
| 9 Father | | | | | | | | | | |
| 10 PAQF_Total | | | | | | | | | | |

Note: Correlation is significant at the 0.01 level (2-tailed).

The provided information appears to represent a correlation matrix between several psychological scales or notions. Each pair of variables' correlation coefficients are displayed in the matrix. A perfect negative correlation is represented by a value of -1.000, a perfect positive correlation by a value of +1.000, and there is no correlation at all by a value of 0. The correlation between PWB-Total and PSA-Total is positive ($r = 0.057$). The correlation between PWB-Total and PermissiveM_Subscale is positive ($r = 0.198^{**}$). PWB-Total and AuthoritativeM_Subscale are positively correlated ($r = 0.093$). PWB-Total and AuthoritarianM_Subscale are positively correlated ($r = 0.126^{**}$). PWB-Total and PAQM_Total are positively correlated ($r = 0.048$). PWB-Total and PermissiveF_Subscale are positively correlated ($r = 0.201^{**}$). PWB-Total and AuthoritativeF_subscale is positively

correlated ($r = -0.050$). PWB-Total and AuthoritarianF_subscale is positively correlated ($r = 0.725^{**}$).

Chapter 4

DISCUSSION

The study aimed to find out the relationship between parenting styles, prosocial behavior, and psychological wellbeing among university students. The data was collected from 347 participants (161 male and 186 female) from different universities of Rawalpindi and Islamabad. The reliability statistic for the PWB scale is Cronbach's alpha of 0.57 (Table 2). The reliability statistic for the PSB scale Cronbach's alpha of 0.61 (Table 2). The reliability for PAQM and PAQF are .88 and .53 respectively.

Research has suggested that parenting styles can influence various aspects of a child's development, including their social behavior. Prosocial behavior refers to actions that benefit others and contribute positively to society, such as helping, sharing, and cooperating. Different parenting styles, characterized by the levels of warmth, control, and autonomy granted to children, have been associated with differences in children's prosocial behavior.

There were certain obstacles to parental involvement, despite the fact that many studies had suggested that it was crucial for young children's education (Lamb et al., 2002). The second theory, according to which there would be a connection between parenting style and college students' psychological welfare, is acknowledged. Parenting practices and college students' psychological health were positively correlated. In a 2012 study, Piko and Balázs looked at how parental practices, adolescent psychological health, and gender are related. Though the study doesn't particularly address college students but rather teenagers, it sheds light on how parenting practices, psychological health, and gender are related. The findings suggest that authoritative parenting, characterized by high levels of warmth, responsiveness, and clear expectations, is positively related to both psychological well-being. There isn't many research that demonstrate permissive parenting is bad for students' psychological health. Children lack confidence in their own judgment since parents do not give them clear advice. According to

studies, parents who practice liberal parenting will likely have kids with high self-esteem and social abilities, but these kids may also lack self-control and be impulsive, greedy, and demanding (Sanvictores & Mendez, 2021).

Because there was no correlation between parenting practices and psychological wellness among university students, the third hypothesis was likewise disproved, according to which there would be a relationship between psychological health and prosocial conduct among university students. Examining data from empirical studies on compassion, we analyze the value of compassion education and training approaches in fostering a safer, healthier, happier, and more inclusive educational learning environment that promotes better prosocial behaviors and positive mental health.

Conclusion

The purpose of the current study was to investigate the associations among university students' parenting styles, prosocial behavior, and psychological well-being. The development of prosocial behavior in university students is strongly influenced by parental style. Prosocial behavior has repeatedly been linked to authoritative parenting, which is characterized by high levels of warmth and support mixed with reasonable degrees of control and expectations. Contrarily, authoritarian and permissive parenting approaches produced a mixed bag of outcomes, with some research indicating a detrimental effect on prosocial behavior. Prosocial behavior has been demonstrated to positively correlate with university students' psychological wellbeing. Kindness, empathy, and altruism-related behaviors were linked to better levels of life satisfaction, higher levels of self-esteem, and lower levels of despair and anxiety. The study found that prosocial behavior mediates the link between parenting practices and psychological well-being. University students' psychological wellbeing was influenced by prosocial behavior, which was found to be fostered by positive parenting techniques like authoritative parenting. The results of this thesis highlight the importance of parental practices in the formation of prosocial behavior and their subsequent effects on college students' psychological wellbeing. We may build a supportive environment that promotes psychological well-being by strengthening these elements of university students, ultimately leading to healthier and more fulfilling lives.

Based on the correlational table, the following conclusions can be drawn that PWB Total (Psychological Well-Being) is positively correlated with PSA-Total (Prosocial Activities-Total) ($r=0.057$) and PAQM_Total (Prosocial Actions Questionnaire-Moral) ($r=0.048$). This suggests that higher levels of psychological well-being are associated with more engagement in prosocial activities and actions with moral implications. PWB-Total (Psychological Well-Being) is positively correlated with Permissive M_Subscale

(Permissive Parenting-Mother) ($r=0.198^{**}$) and Authoritative M_Subscale (Authoritative Parenting-Mother) ($r=0.093$). This indicates that higher levels of psychological well-being are related to having mothers who exhibit both permissive and authoritative parenting styles. PWB-Total (Psychological Well-Being) is positively correlated with PermissiveF_Subscale (Permissive Parenting-Father) ($r=0.201^{**}$) and AuthoritativeF_subscale (Authoritative Parenting-Father) ($r=0.050$). This suggests that higher levels of psychological well-being are related to having fathers who exhibit both permissive and authoritative parenting styles. PAQF_Total (Prosocial Actions Questionnaire-Father) is positively correlated with PermissiveF_Subscale (Permissive Parenting-Father) ($r=0.725^{**}$) and AuthoritativeF_subscale (Authoritative Parenting-Father) ($r=0.736^{**}$). This indicates that higher levels of engaging in prosocial actions with a father figure are associated with both permissive and authoritative parenting styles displayed by the father.

Limitations

Questionnaires used in this study are self-report measures so there is a chance of social desirability. The study's participants were university students; further study is required to concentrate on students from other academic institutions, such as schools and colleges, etc. Sample was selected only from Rawalpindi and Islamabad. Correlation does not imply causation. Although significant correlations were found, they do not establish a causal relationship between the variables. Other factors not considered in this research could influence the observed relationships.

The sample size of 347 university students may limit the generalizability of the findings to larger populations or different cultural contexts. The study employed a cross-sectional design, which limits the ability to establish temporal relationships between variables. Longitudinal or experimental designs could provide stronger evidence of causality and help determine the directionality of the relationships. The study relied on self-reported measures of

parenting styles, which may be subjective and susceptible to individual interpretation. Alternative methods, such as observational or interview-based measures, could provide a more comprehensive understanding of parenting styles and their impact on the variables of interest.

Recommendations

The recommendations for the future research that can contribute to the development of evidence-based interventions, policies, and programs that enhance parenting practices, promote prosocial behavior, and support the psychological well-being of university students. In this study variables are only implemented on university students researcher should study it on other population and age this study can be further enhanced and more researches can be done with other variables.

Implications

The implications of this study's consequences show how crucial it is to encourage good parenting habits, identify and reward prosocial behavior, and give university students' psychological wellbeing top priority. Universities may establish an atmosphere that encourages the development and well-being of their students, preparing them for successful and satisfying lives, by implementing evidence-based treatments, policies, and support systems. We will learn from this study which parenting approach is best and can encourage pupils to behave in a more pro-social way. Students' psychological wellbeing will improve as a result of healthy parenting practices. Prosocial behavior is good for students' psychological health and improves the environment by instilling in them a sense of empathy.

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APPENDIX A: CONSENT FORM

Informed Consent Form

I understand that this study is conducted by students of Department of Professional Psychology, Capital University of Science and Technology, Islamabad as a part of their research thesis. I hereby confirm my participation in this project to be voluntarily. I know that researchers will not disclose my name or any demographic information in the reports after seeking results from the research as well as that my confidentiality will be maintained as a participant. I have a right to withdraw and discontinue my participation anytime whenever I require it to be, without any penalties.

Signature:

Date:

Thank You

APPENDIX B: DEMOGRAPHIC FORM

Demographic Information form

For the following items, please select the response that is more descriptive of you or fill in the blank as appropriate.

Gender: Male Female

Age: 18-20 21-22 23-25

University/Institution: Public Private Semi Government

Earning Members in the Family: self-earned father M other

Relationship status: Married Single Engaged

Family system: Joint Nuclear

Housing type: Hostel with parents with guardians

Appendix C: PWB SCALE

Scale 1

Instructions: The following set of questions deals with how you feel about yourself and your life.

Please remember that there are no right or wrong answers.

1 STRONGLY AGREE

2 SOMEWHAT AGREE

3 LITTLE AGREE

4 NEITHER AGREE OR DISAGREE

5 A LITTLE DISAGREE

6 SOMEWHAT DISAGREE

7 STRONGLY DISAGREE

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. I like most parts of my personality. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. When I look at the story of my life, I am pleased with how things have turned out so far. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Some people wander aimlessly through life, but I am not one of them. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. The demands of everyday life often get me down. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. In many ways I feel disappointed about my achievements in life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Maintaining close relationships has been difficult and frustrating for me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. I live life one day at a time and don't really think about the future. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| 8. In general, I feel I am in charge of the situation in which I live. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. I am good at managing the responsibilities of daily life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. I sometimes feel as if I've done all there is to do in life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. For me, life has been a continuous process of learning, changing, and growth. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I think it is important to have new experiences that challenge how I think about myself and the world. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. People would describe me as a giving person, willing to share my time with others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I gave up trying to make big improvements or changes in my life a long time ago. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. I tend to be influenced by people with strong opinion. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. I have not experienced many warm and trusting relationships with others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. I have confidence in my own opinions, even if they are different from the way most other people think. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. I judge myself by what I think is important, not by the values of what others think is important. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

APPENDIX D: PAQF

Scale 2

Instructions:

For each of the following statements, circle the number on the five-point Likert scale that best indicates how that statement applies to you and your father. Try to read and think about each statement as it applies to you and your father during your years of growing at home. We are looking for your overall impressions regarding each statement. Be sure not to omit any item.

1 STRONGLY DISAGREE

2 DISAGREE

3 UNDECIDED

4 AGREE

5 STRONGLY AGREE

| | | | | | |
|---|---|---|---|---|---|
| 1. While I was growing up my father felt that in a well-run home the children should have their way in the family as often as the parents do. | 1 | 2 | 3 | 4 | 5 |
| 2. Even if his children didn't agree with him, my father felt that it was for our own good if we were forced to conform to what he thought was right. | 1 | 2 | 3 | 4 | 5 |
| 3. Whenever my father told me to do something as I was growing up, he expected me to do it immediately without asking any questions. | 1 | 2 | 3 | 4 | 5 |
| 4. As I was growing up, once family policy had been established, my father discussed the reasoning behind the policy with the children in the family. | 1 | 2 | 3 | 4 | 5 |
| 5. My father has always encouraged verbal give and take whenever I have felt that family rules and restrictions were unreasonable. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 6. My father has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. | 1 | 2 | 3 | 4 | 5 |
| 7. As I was growing up my father did not allow me to question any decision he had made. | 1 | 2 | 3 | 4 | 5 |
| 8. As I was growing up my father directed the activities and decisions of the children in the family through reasoning and discipline. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 9. My father has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to. | 1 | 2 | 3 | 4 | 5 |
| 10. As I was growing up my father did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them. | 1 | 2 | 3 | 4 | 5 |
| 11. As I was growing up I knew what my father expected of me in my family, but I also felt free to discuss those expectations with my father when I felt that they were unreasonable. | 1 | 2 | 3 | 4 | 5 |
| 12. My father felt that wise parents should teach their children early just who is boss in the family. | 1 | 2 | 3 | 4 | 5 |
| 13. As I was growing up, my father seldom gave me expectations and guidelines for my behavior. | 1 | 2 | 3 | 4 | 5 |
| 14. Most of the time as I was growing up my father did what the children in the family wanted when making family decisions. | 1 | 2 | 3 | 4 | 5 |
| 15. As the children in my family were growing up, my father consistently gave us direction and guidance in rational and objective ways. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 16. As I was growing up my father would get very upset if I tried to disagree with him. | 1 | 2 | 3 | 4 | 5 |
| 17. My father feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up. | 1 | 2 | 3 | 4 | 5 |
| 18. As I was growing up my father let me know what behavior he expected of me, and if I didn't meet those expectations, he punished me. | 1 | 2 | 3 | 4 | 5 |
| 19. As I was growing up my father allowed me to decide most things for myself without a lot of direction from him. | 1 | 2 | 3 | 4 | 5 |
| 20. As I was growing up my father took the children's opinions into consideration when making family decisions, but he would not decide for something simply because the children wanted it. | 1 | 2 | 3 | 4 | 5 |
| 21. My father did not view himself as responsible for directing and guiding my behavior as I was growing up. | 1 | 2 | 3 | 4 | 5 |
| 22. My father had clear standards of behavior for the children in our home as I was growing up, but he was willing to adjust those standards to the needs of each of the individual children in the family. | 1 | 2 | 3 | 4 | 5 |
| 23. My father gave me direction for my behavior and activities as I was growing up and he expected me to follow his direction, but he was always willing to listen to my concerns and to discuss that direction with me. | 1 | 2 | 3 | 4 | 5 |
| 24. As I was growing up my father allowed me to form my own point of view on family matters and he generally allowed me to decide for myself what I was going to do. | 1 | 2 | 3 | 4 | 5 |
| 25. My father has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up. | 1 | 2 | 3 | 4 | 5 |
| 26. As I was growing up my father often told me exactly what he wanted me to do and how he expected me to do it. | 1 | 2 | 3 | 4 | 5 |
| 27. As I was growing up my father gave me clear direction for my behaviors and activities, but he was also understanding when I disagreed with him. | 1 | 2 | 3 | 4 | 5 |
| 28. As I was growing up my father did not direct the behaviors' activities, and desires of the children in the family. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 29. As I was growing up, I knew what my father expected of me in the family and he insisted that I conform to those expectations simply out of respect for his authority. | 1 | 2 | 3 | 4 | 5 |
| 30. As I was growing up, if my father made a decision in the family that hurt me, he was willing to discuss that decision with me and to admit it if he had made a mistake | 1 | 2 | 3 | 4 | 5 |

APPENDIX E: PAQM SCALE

Instructions:

For each of the following statements, circle the number on the five-point Likert scale that best indicates how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother during your years of growing at home. We are looking for your overall impressions regarding each statement. Be sure not to omit any item.

1 STRONGLY DISAGREE 2 DISAGREE 3 UNDECIDED 4 AGREE 5 STRONGLY AGREE

| | | | | | |
|--|---|---|---|---|---|
| 1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do. | 1 | 2 | 3 | 4 | 5 |
| 2. Even if his children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right. | 1 | 2 | 3 | 4 | 5 |
| 3. Whenever my mother told me to do something as I was growing up, he expected me to do it immediately without asking any questions. | 1 | 2 | 3 | 4 | 5 |
| 4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family. | 1 | 2 | 3 | 4 | 5 |
| 5. My mother has always encouraged verbal give and-take whenever I have felt that family rules and restrictions were unreasonable. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 6. My mother has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---------|---|
| 7. As I was growing up my mother did not allow me to question any decision he had made. | 1 | 2 | 3 | 4 63 | 5 |
| 8. As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline. | 1 | 2 | 3 | 4 | 5 |
| 9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to. | 1 | 2 | 3 | 4 | 5 |
| 10. As I was growing up my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them. | 1 | 2 | 3 | 4 | 5 |
| 11. As I was growing up I knew what my father expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable. | 1 | 2 | 3 | 4 | 5 |
| 12. My mother felt that wise parents should teach their children early just who is boss in the family. | 1 | 2 | 3 | 4 | 5 |
| 13. As I was growing up, my mother seldom gave me expectations and guidelines for my behavior. | 1 | 2 | 3 | 4 | 5 |
| 14. Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions. | 1 | 2 | 3 | 4 | 5 |
| 15. As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways5. | 1 | 2 | 3 | 4 | 5 |
| 16. As I was growing up my mother would get very upset if I tried to disagree with him. | 1 | 2 | 3 | 4 | 5 |
| 17. My mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 18. As I was growing up my mother let me know what behavior he expected of me, and if I didn't meet those expectations, he punished me. | 1 | 2 | 3 | 4 | 5 |
| 19. As I was growing up my mother allowed me to decide most things for myself without a lot of direction from him. | 1 | 2 | 3 | 4 | 5 |
| 20. As I was growing up my mother took the children's opinions into consideration when making family decisions, but he would not decide for something simply because the children wanted it. | 1 | 2 | 3 | 4 | 5 |
| 21. My mother did not view himself as responsible for directing and guiding my behavior as I was growing up. | 1 | 2 | 3 | 4 | 5 |
| 22. My mother had clear standards of behavior for the children in our home as I was growing up, but he was willing to adjust those standards to the needs of each of the individual children in the family. | 1 | 2 | 3 | 4 | 5 |
| 23. My mother gave me direction for my behavior and activities as I was growing up and he expected me to follow his direction, but he was always willing to listen to my concerns and to discuss that direction with me. | 1 | 2 | 3 | 4 | 5 |
| 24. As I was growing up my mother allowed me to form my own point of view on family matters and he generally allowed me to decide for myself what I was going to do. | 1 | 2 | 3 | 4 | 5 |
| 25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up. | 1 | 2 | 3 | 4 | 5 |
| 26. As I was growing up my mother often told me exactly what he wanted me to do and how he expected me to do it. | 1 | 2 | 3 | 4 | 5 |
| 27. As I was growing up my mother gave me clear direction for my behaviors and activities, but he was also understanding when I disagreed with him. | 1 | 2 | 3 | 4 | 5 |
| 28. As I was growing up my mother did not direct the behaviors' activities, and desires of the children in the family. | 1 | 2 | 3 | 4 | 5 |
| 29. As I was growing up, I knew what my mother expected of me in the family and he insisted that I conform to those expectations simply out of respect for his authority. | 1 | 2 | 3 | 4 | 5 |
| 30. As I was growing up, if my mother made a decision in the family that hurt me, he was willing to discuss that decision with me and to admit it if he had made a mistake. | 1 | 2 | 3 | 4 | 5 |

APPENDIX F: PSA SCALE

SCALE 3

Instructions:

The following statements describe a large number of common situations. There are no 'right' or 'wrong' Answers; the best answer is the immediate, spontaneous one. Read carefully each phrase and mark the answer that reflects your first reaction.

- 1 NEVER TRUE**
- 2 OCCASIONALLY TRUE**
- 3 SOMETIMES TRUE**
- 4 OFTEN TRUE**
- 5 ALWAYS TRUE**

| | | | | | |
|---|---|---|---|---|----|
| 1) I am pleased to help my friends/colleagues in their activities. | 1 | 2 | 3 | 4 | 5 |
| | | | | | 67 |
| 2) I share the things that I have with my friends. | 1 | 2 | 3 | 4 | 5 |
| 3) I try to help others. | 1 | 2 | 3 | 4 | 5 |
| 4) I am available for volunteer activities to help those who are in need. | 1 | 2 | 3 | 4 | 5 |
| 5. I am empathic with those who are in need. | 1 | 2 | 3 | 4 | 5 |
| 6) I help immediately those who are in need. | 1 | 2 | 3 | 4 | 5 |
| 7) I do what I can to help others avoid getting into trouble. | 1 | 2 | 3 | 4 | 5 |
| 8. I intensely feel what others feel. | 1 | 2 | 3 | 4 | 5 |
| 9. I am willing to make my knowledge and abilities available to others. | 1 | 2 | 3 | 4 | 5 |
| 10. I try to console those who are sad. | 1 | 2 | 3 | 4 | 5 |
| 11. I easily lend money or other things. | 1 | 2 | 3 | 4 | 5 |
| 12. I easily put myself in the shoes of those who are in discomfort. | 1 | 2 | 3 | 4 | 5 |
| 13. I try to be close to and take care of those who are in need. | 1 | 2 | 3 | 4 | 5 |
| 14. I easily share with friends any good opportunity that comes to me. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 15. I spend time with those friends who feel lonely. | 1 | 2 | 3 | 4 | 5 |
| 16. I immediately sense my friends' discomfort even when it is not directly communicated to me. | 1 | 2 | 3 | 4 | 5 |

APPENDIX G: PERMISSIONS

1:01 AM

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Eisha Tariq 12/14/2022

Hi, hope you are doing well. I'm student of capital university of science and technology



Buri, John R. 12/14/2022

to me ▾



Thank you for your interest in the Parental Authority Questionnaire (PAQ). Please feel free to use the PAQ for any not-for-profit purposes. For further information about the PAQ (for example, scoring details, norms, reliability measures, validity), please see the following journal article:

Buri, J. R. (1991). Parental authority questionnaire. *J. of Personality Assessment*, 57, 110-119.

I wish you the best with your research project.

John R. Buri, Ph.D.
Professor – Department of Psychology
University of St. Thomas

From: Eisha Tariq <eishatariq195@gmail.com>
Sent: Wednesday, December 14, 2022 5:05 AM
To: Buri, John R. <JRBURI@stthomas.edu>
Subject: [External] **Permission** needed regarding Parental authority questionnaire scale (PAQS)

You don't often get email from eishatariq195@gmail.com. Learn why this is important

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1:01 AM

📶 65%



Permission needed regarding
Prosocialness Scale for Adults (PSA) scale ☆
Inbox



Eisha Tariq 12/14/2022

Hi, hope you are doing well. I'm student of capital university of science and technology



Gianvittorio Caprara 12/15/2022

to me ▾



Dera Eisha Tariq,

I am glad to accord the permission to use the Prosocialness scale , and enclose papers that can be of your interst and respond to your questions. Scoring depends upon your population charactiersitica after due standardization.
Sincerely, GVCaprara

Show quoted text



1:00 AM

📶 65



Hours: Tues-Thurs, 7:30am-4:30pm

From: CAROL RYFF <cryff@wisc.edu>
Sent: Wednesday, December 14, 2022 9:21 AM
To: THERESA M BERRIE <berrie@wisc.edu>
Subject: FW: **Permission** needed regarding psychological wellbeing scale (PWS)

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1- Ryff PWB Scales.docx



2- Ryff PWB...Lists.docx



Eisha Tariq 12/15/2022

Thank you so much.



APPENDIX H: PLAGIARISM REPORT

Irum Noureen/Psychology

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