

**ADVANCE SOCIAL SCIENCE ARCHIVE JOURNAL**Available Online: <https://assajournal.com>

Vol. 03 No. 02. April-June 2025. Page# 359-370

Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)Platform & Workflow by: [Open Journal Systems](#)

## Exploring Parental Dynamics and Their Subtle Impacts on Student Personality Development: A Perspective of University of Sargodha

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[rimshaakhtar3@gmail.com](mailto:rimshaakhtar3@gmail.com)**Abstract**

The role of parents in the personality development of university students is a critical area of study in educational psychology. To clearly define the area of the study and the target population, this research targets the students of the University of Sargodha to establish the link between parenting and student personality. According to the quantitative research design, respondents' data were obtained from a sample of 150 students through a Likert scale questionnaire. The correlation analysis shows that there is a first degree relationship between personality development of students, our dependent variable and parental influence, our independent variable with correlation coefficient of 0. Equal to 3579 and the level of significance of 0. Wider result range 0.500- 0.999 shows a moderate and strong relationship with  $r > 0.700$ , where  $r$  will be equal to 0.877 (This is calculated by taking the sample correlation coefficient, dividing it by one, converting it to decimal form and adding one to it :  $[(0.877) / 1] = 0.877$ . The result shows that there is a positive correlation between parents and personality development of students with the correlation coefficient of 0. 579 that displayed a significance level of 0. 00. The collected data were analyzed by relative frequencies and Chi-square tests in the framework of the bivariate analysis with the help of the Statistical Package for Social Sciences (SPSS). The results attained by means of statistics support the hypotheses referring to the connections between the independent and the dependent factors, as the p-values are below 0. 05. Thus, the present study emphasizes the necessity of parental impact will character of university students.

**Key Words:** Personality Development, Parents, Sargodha University Students.**Introduction**

Personality development is a lifelong process that shapes an individual's distinct identity, values, beliefs, motivations, emotional patterns, and social behaviors. It refers to the consistent traits and abilities that characterize the unique ways individuals adjust to life's demands. Cultivating personality through various developmental processes enhances one's self-concept, confidence, and employability, while also promoting quality of life and social engagement. Among the many factors that influence personality development, the role of parents stands out as a critical determinant, particularly during early socialization. Parents, through their daily interactions, emotional availability, guidance, and role modeling, provide the psychological resources that fundamentally shape their children's emerging personalities. While genetic inheritance

undoubtedly plays a role, considerable empirical evidence highlights the significance of parental socialization in determining children's and adolescents' developmental outcomes (Baumrind, 1991; Baumeister & Leary, 1995).

Parental warmth alongside control and support together with the quality of their relationship with children brings about significant development in self-esteem alongside emotional regulation and social competence as well as other personality attributes (Rohner, 2004; Collins & Laursen, 2004). The influential parenting style model proposed by Baumrind (1991) divides parenting approaches into three types which help explain the developmental effects of different parenting methods. The characteristics of authoritative parenting that combine strong demands and responsive support lead to positive personality developments including increased self-esteem alongside enhanced autonomy and greater pro-social behaviors in children (Baumrind, 1991). The development of emotional resilience along with student independence suffers damage when students are parented through either authoritarian or permissive styles.

Academic research about parental influences on personality development has focused little on the sociocultural environment of Pakistan despite international research being extensive. Socialization in Pakistani society operates through families as its main mechanism while authoritative parental practices have a deep influence on student personal development. Environmental factors like traditional family practices, geographic differences and societal requirements for men and women with cultural customs shape how parental teachings result in personality characteristics in this region. In the dual community of Sargodha which embraces modern along with traditional parenting approaches there exists a need to study how these combined factors influence the personality development of university students.

Children experience significant life changes from early years through adolescence and early adulthood because of their family environment. Research by Maccoby & Martin (1983) along with Collins & Laursen (2004) shows that children develop secure attachments and positive personality traits in supportive family environments which provide emotional care and clear guidance and positive feedback. A cold or neglected or combative familial atmosphere causes individuals to develop personality traits which include low self-esteem together with anxiety and social withdrawal. Family conditions from early life produce enduring impacts on students during their university experience by shaping their academic drive and career goals and communication abilities and affect mental comfort.

Culture functions as an important controller which modifies the effects of parenting activities on personality. Traditional societies like Pakistan commonly accept parental authority combined with demanding standards as norm because emotional expression remains minimized. These traditional practices obtain cultural backing yet they block students from growing their individuality and their capacity for creativity and their capacity for critical thought. The process of socializing men and women according to societal expectations creates additional complexity for personality development results. Children under regulations of restrictive parenting methods which limit their interactions in parts of rural Punjab face psychological setbacks that include low self-confidence and poor emotional control along with reduced social capabilities (Ribeiro, 2007; Relvas & Vaz, 2007).

The social dynamic between parents and children faces complications when university admission occurs. When moving from high school to university students become involved more often with their peers and professors and larger institutional components that affect their personality development. The initial parental influence on personality development maintains its powerful impact on university students' adaptation processes while affecting their study results and general contentment. The research work by Zahra Zahed Zahedan et al. (2016) demonstrates

that the academic achievements and career choices of university students stay under parental influence even though external societal factors develop.

The researchers aim to understand the quiet but powerful parental influences on student personality growth specifically focusing on students enrolled at the University of Sargodha. This study examines Pakistani parenting practices which vary from emotional support to control measures on multiple personality dimensions to expand knowledge about this area in Pakistani society. The research results will give essential information to parents and educators and policymakers about creating supportive environments which support student personality development and improve student overall success and well-being. A student's personality develops most significantly through parental socialization techniques after genetic predispositions establish fundamental individual differences. The research investigates parental influence persistence through University of Sargodha's student population to understand these dynamics that shape personality traits of young adults engaged in educational success and their future societal responsibilities.

The central problem with parental involvement in student personality growth occurs when parents have opposing viewpoints or beliefs with their child while holding different personal values thus creating conflicts that obstruct a child's growth of individuality and self-esteem. Some parents push their children too far by expecting impossible things from them and by being too dominating which creates an intense stress environment for their children. When parents show little emotional connection or avoid their children it causes the child emotional and mental problems. Harsh and inconsistent disciplinary methods among parents will cause Children/Students to develop low self-esteem and feelings of insecurity. Parents who fail to provide emotional and communicative support to their children will obstruct proper personality development in their offspring.

### **Review of Literature**

Personality development is a complex and ongoing process influenced by a myriad of factors, among which parental dynamics stand out as particularly critical. Parents play a pivotal role in the early and continuing development of their children's personality traits, values, beliefs, emotional regulation, and behavioral patterns (Baumrind, 1991; Baumeister & Leary, 1995). Parenting practices and the family environment serve as primary contexts for socialization, providing the psychological resources essential for a child's adjustment to life. Scholars argue that while genetic inheritance contributes significantly to personality traits, environmental factors, particularly parenting, are equally influential (Collins & Laursen, 2004). Baumrind's (1991) influential work on parenting styles identified three primary categories: authoritative, authoritarian, and permissive. Among these, authoritative parenting—marked by warmth, responsiveness, and clear boundaries—has been consistently associated with positive developmental outcomes such as high self-esteem, internal locus of control, emotional stability, and academic competence (Baumrind, 1991; Maccoby & Martin, 1983). In contrast, authoritarian parenting, characterized by rigidity and emotional distance, and permissive parenting, characterized by lax discipline and indulgence, have been linked to less favorable outcomes such as low self-regulation and poor academic performance (Baumeister & Leary, 1995).

The quality of the parent-child relationship further influences the trajectory of personality development. A nurturing relationship fosters emotional security, resilience, and positive self-concept, while a conflict-ridden or neglectful environment can lead to issues such as anxiety, low self-esteem, and maladaptive social behaviors (Rohner, 2004; Laible et al., 2004). Emotional warmth and parental involvement have been shown to facilitate the development of prosocial behaviors, while parental control, when excessive, can impede autonomy and self-confidence

(Eccles, 1999; Shaffer, 2005). Research also indicates that the early family environment shapes not only immediate developmental outcomes but also long-term personality traits. Studies by Ribeiro (2007) and Relvas and Vaz (2007) emphasize that learning within the family—through the transmission of customs, values, and language—plays a fundamental role in forming a child's identity and social skills. Similarly, Thompson (1998) highlights that children's initial experiences within the family act as templates for later social relationships and personality functioning.

Student personality development in South Asia and specific countries such as Pakistan is influenced by the traditional hierarchical and collectivistic family structure. The traditional Pakistani family structure with its strict parental control systems creates mixed conditions that affect youth personality growth (Rao, 2000). Families in these communities ask parents to use their resources for supplying material comforts to children alongside teaching essential social values and religious teachings that build acceptable behavior (Sabir & Rafique, 2008). The essential role of parenting in development requires additional research about its specific effects on university students' personality progression in Pakistan. The majority of research studies examine younger children up to adolescent age groups. Academic studies revealed by Zahra Zahed Zahedan et al. (2016) show authoritarian parenting methods produce substantial effects on student achievement which indicates parents maintain their influence through students' internalized beliefs and self-controlled actions although their children are older.

Students attending university in the semi-urban and rural region of Sargodha continue to be influenced by family-embedded norms and both emotional and familial expectations. According to research by Eccles (1999) and Jackson & Leonetti (2001) students maintain their core personality traits developed in the family in late adolescence and early adulthood despite peer and educational institution influences. Research on how parenting practices combine with student personality growth needs further study because of Pakistan's cultural background. Funding such knowledge helps scholars enhance the academic literature while targeting interventions which strengthen parent-child relations leading to overall personality development for university students.

### **Theoretical Framework**

The Attachment Theory advanced by John Bowlby in 1969 and Mary Ainsworth in 1978 remains a solid framework which explores student personality growth in relation to parental influences. The emotional connections children develop with their caregivers in infancy evolve to create important foundations for their adult personality and emotional capacities together with coping strategies while influencing their relationships with others. The theory known as Attachment Theory associates directly with the research project called "Exploring Parental Dynamics and Their Subtle Impacts on Student Personality Development: A Perspective of University of Sargodha." The behavioral and personality attributes displayed by transitioning university students reflect basic patterns established in their early Attachment relationships. The confidence level and independence of young people along with their emotional stability and self-identity and social abilities develop from the parental care and emotional acceptance they receive. The attachment dimensions of secure bonding correlate directly with how parents comfort their child at tough times and support independence while helping with connections between people and demonstrating appreciation. Conversely, parental behaviors such as emotional neglect, inconsistency, or harsh criticism may lead to insecure attachment patterns (anxious, avoidant, or disorganized), thereby subtly shaping less adaptive personality traits. Given the family-oriented culture and collectivist values prevalent among students at the University of Sargodha, parental influence is even more pronounced. Cultural expectations often emphasize strong family bonds, interdependence, and respect for parental authority, making

Attachment Theory a highly appropriate and powerful framework for interpreting the subtle yet significant impacts of parental behavior on student personality development. Thus, Attachment Theory effectively supports this study by explaining how variations in parental support and interaction styles contribute to the shaping of students' personalities, social behavior, emotional well-being, and overall adjustment in university life.

### **Research Methodology**

The present study employed a quantitative, research design aimed at examining the relationship between parental dynamics and the personality development of university students. The research was conducted among students enrolled at the University of Sargodha. These students, representing diverse academic disciplines and social backgrounds, constituted the universe from which the sample was drawn. A simple random sampling technique was employed to ensure that each student had an equal probability of selection, thereby minimizing bias and enhancing the generalizability of the study's findings. A total of 150 students participated in the study, a sample size considered adequate for conducting robust statistical analyses and drawing meaningful conclusions. Primary data was collected through a self-administered structured questionnaire developed by using 5-Point Lickert Scale. To foster openness and ensure the reliability of the responses, rapport was established with the participants prior to data collection. The questionnaire was designed in line with the objectives of the study and included close-ended items to gather demographic information, parental behavior variables, and indicators of personality development. English was used as the language of the questionnaire to maintain consistency and clarity across all participants. Before full deployment, the questionnaire underwent pre-testing with a small group of ten students to identify and address any ambiguities, inconsistencies, or interpretational difficulties. Based on the feedback obtained, necessary modifications were made to enhance the clarity, validity, and comprehensibility of the instrument. Through effective communication and assurances of confidentiality, trust was established, which significantly improved participation and the quality of responses obtained. The collected data was coded, entered, and analyzed using the Statistical Package for Social Sciences (SPSS). Both descriptive and inferential statistical analyses were performed. Descriptive statistics such as frequencies and percentages were used to summarize demographic characteristics and key study variables. Inferential techniques, including correlation analysis, regression analysis, and the Chi-Square test, were applied to examine the relationships between parental dynamics and indicators of personality development. The use of SPSS facilitated efficient data management, visualization of trends, accurate computation of relationships among variables, and robust testing of research hypotheses.

### **Data Analysis and Results**

The demographic profile of the study consisted of 150 students from the University of Sargodha, reflecting a diverse and representative sample. In terms of gender, 58% of the respondents were female, while 40.7% were male, with a minor 1.3% accounting for invalid or unspecified entries. The majority of participants (88.7%) were aged between 18 and 22 years, typical of undergraduate students, followed by 10.7% in the 23–26 years age bracket, and a small fraction (0.7%) aged between 27 and 30 years. Educational qualifications indicated that 74.7% were pursuing a BS degree, whereas 10.7% were enrolled in MSc programs, 6.7% in MPhil, and 4.7% held a BA/BSc qualification; an additional 3.3% belonged to the "Others/Invalid" category. Regarding marital status, 91.3% of the respondents were single, 7.3% were married, and only 1.3% were divorced, reflecting a predominantly unmarried student population. The family type distribution showed that 48.7% belonged to joint families, 46.7% to nuclear families, and 4.7% to extended families, highlighting a mix of traditional and modern family systems. Finally, the

residential area data revealed an almost even split, with 50% of students from rural areas and 48% from urban areas, while 2% of responses were categorized as invalid. This balanced and diverse demographic profile strengthens the reliability and applicability of the findings concerning the subtle impacts of parental dynamics on student personality development.

**Table 1. Demographic Characteristics**

Variable	Category	Frequency (n)	Percent (%)
<b>Gender</b>	Male	61	40.7
	Female	87	58
	Others (invalid entries)	2	1.3
<b>Age</b>	18–22 years	133	88.7
	23–26 years	16	10.7
	27–30 years	1	0.7
<b>Education</b>	BA/BSc	7	4.7
	BS	112	74.7
	MSc	16	10.7
	MPhil	10	6.7
	Others/Invalid	5	3.3
<b>Marital Status</b>	Single	137	91.3
	Married	11	7.3
	Divorced	2	1.3
<b>Family Type</b>	Joint	73	48.7
	Nuclear	70	46.7
	Extended	7	4.7
<b>Residential Area</b>	Rural	75	50
	Urban	72	48
	Others/Invalid	3	2

Table 2 presents the results for the reliability and validity of the measurement instruments used in the study, demonstrating robust psychometric properties across all variables. The construct of Parental Support showed strong internal consistency, with a Composite Reliability (CR) of 0.825 and a Cronbach's Alpha of 0.803, exceeding the recommended threshold of 0.7. The Average Variance Extracted (AVE) was 0.55, indicating acceptable convergent validity. The factor loadings for individual items ranged from 0.73 to 0.80, suggesting that each item made a meaningful contribution to the overall construct. Similarly, Parental Encouragement exhibited excellent reliability, with a CR of 0.828 and a Cronbach's Alpha of 0.811, affirming the internal consistency of the scale. The AVE was recorded at 0.553, further supporting convergent validity. Most item loadings were strong (between 0.71 and 0.79), although one item (PE4) showed a comparatively lower loading of 0.51, which is still marginally acceptable for exploratory research. The construct of Behavioral Modeling also displayed satisfactory psychometric strength, achieving a CR of 0.815 and a Cronbach's Alpha of 0.802. The AVE stood at 0.542, reflecting solid convergent validity. Item loadings ranged from 0.55 to 0.82, with the highest loading observed for BM4 ("Your parents offer you love, acceptance, appreciation, encouragement, and guidance"), highlighting the critical role of emotional modeling in student development. Parental Influence demonstrated excellent reliability measures, with a CR of 0.827 and a Cronbach's Alpha of 0.809, and an AVE of 0.557. All item loadings ranged from 0.76 to 0.81, indicating a consistently strong contribution of each item to the construct. The results confirm that the constructs used in this study possess high levels of reliability and validity, ensuring that the measurements are both consistent and reflective of the underlying parental dynamics influencing student personality development.

These strong psychometric properties enhance the credibility and significance of the findings in the context of University of Sargodha students.

**Table 2. Reliability and validity of instruments**

Variable	Loadings	AVE	CR	Cronbach's Alpha
<b>Parental Support</b>		0.55	0.825	0.803
PS1. Your parents helped you in learning, how to do/meet different tasks of your life	0.76			
PS2. Your parents give you a relative comfort while you are upset	0.78			
PS3. Your parents help you in coping your problems	0.74			
PS4. Your parents care of your feeling	0.8			
PS5. You impress from your parents and from their ways of life	0.73			
<b>Parental Encouragement</b>		0.553	0.828	0.811
PE1. Your parents have a good social and financial circle	0.75			
PE2. Your parents appreciate you for doing good work	0.77			
PE3. Your parents help you to improve your life skills and life style	0.79			
PE4. Your parents behave you rudely when you do any mistakes	0.51			
PE5. Your parents feel pleasure, when you help to the other people	0.71			
<b>Behavioral Modeling</b>		0.542	0.815	0.802
BM1. You adopted the behavior and different ways of life of your parents	0.74			
BM2. Your parents agree to get interaction or relationships with your peer groups	0.72			
BM3. Your parents help you to attach with the social media	0.55			
BM4. Your parents offer you love, acceptance, appreciation, encouragement, and guidance	0.82			
BM5. Parents provide you the most intimate context for nurturing and protection as you develop your personalities and identities	0.77			
<b>Parental Influence</b>		0.557	0.827	0.809
PI1. Parental influence on personality development of any child is highly significant	0.8			
PI2. Parents make a point to praise Children/Students for doing things well	0.78			
PI3. Your parents are emotionally supportive to you Children/Students during hard times	0.81			
PI4. Your parents encourage you for your independence by allowing you time alone without interruption	0.76			
PI5. Parents should also teach Children/Students that they have some control over their feelings too	0.79			

This Correlation table shows the associations between student personality development which is our dependent variable and Parents which is independent variable values shows a significant association between student personality development which is our dependent variable and Parents which is independent variable, in which correlation value is (.3579\*\*) from both Dependent variable and Independent variable with the significant value (0.000) less than (0.05) for both Dependent and Independent variable. It proves that there is an association between Dependent and independent variables and show strong relationship between student personality development which is our dependent variable and Parents which is independent variable.

**Table 3. Correlation Analysis Result**

		D.V	I.V
D.V	Pearson Correlation	1	.579**

	Sig. (2-tailed)		.000
	N	150	150
I.V	Pearson Correlation	.579**	1
	Sig. (2-tailed)	.000	
	N	150	150
**. Correlation is significant at the 0.01 level (2-tailed).			

In Table. 4 the regression analysis reveals a statistically significant and moderately strong relationship between the independent variable (I.V) and the dependent variable (D.V). The correlation coefficient (R) is 0.579, indicating a moderate positive association. The R-squared value ( $R^2 = 0.336$ ) suggests that approximately 33.6% of the variance in the dependent variable is explained by the independent variable, which is a substantial proportion in social science research. The adjusted R-squared value of 0.331 further confirms the model's reliability when adjusted for the sample size. The F-statistic is 74.83 with a significance level ( $p = 0.000$ ), demonstrating that the overall regression model is highly significant. The unstandardized coefficient ( $B = 0.467$ ) indicates that for every one-unit increase in the independent variable, the dependent variable increases by 0.467 units. The standardized beta coefficient ( $Beta = 0.579$ ) also reflects a strong positive effect. The t-value of 8.65 and its corresponding significance level ( $p = 0.000$ ) confirm that the predictor variable contributes meaningfully to the model. Overall, the results affirm that the independent variable has a significant and positive impact on the dependent variable, supporting the study's hypothesis and reinforcing the critical role of the predictor in influencing outcomes.

**Table. 4 Regression Analysis Result**

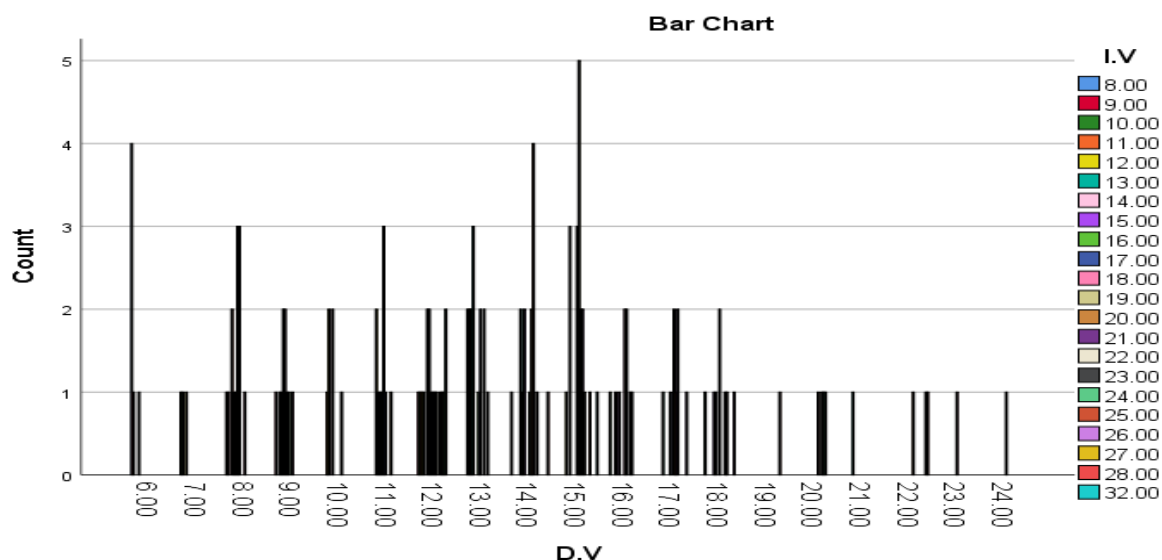
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of Estimate	F	Sig. (ANOVA)	B (Unstandardized Coefficient)	Std. Error	Beta (Standardized Coefficient)	t	Sig. (Coefficient)
1	0.579	0.336	0.331	3.181	74.83	0	0.467	0.054	0.579	8.65	0

In Table. 5 the data were processed through the use of Statistical Package for Social Sciences (SPSS) by applying Chi-Square test on 150 respondent data, the relationship between independent variables and dependent variable was assessed by performing bivariate analysis. Chi-square test technique were applied in bivariate analysis in our statistical results, first p-values is less than 0.05. So we can say that there is a relationship between independent and dependent variable. Describing the relationship between categorical variables involves comparing the observed count to the expected count in each cell of the Dead column. I've annotated this comparison in the statistical output above.

**Table 5. Chi-Square Analysis**

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	510.469 <sup>a</sup>	378	.000
Likelihood Ratio	302.231	378	.998
Linear-by-Linear Association	50.036	1	.000
N of Valid Cases	150		

a. 418 cells (100.0%) have expected count less than 5. The minimum expected count is .01.



## Discussion

The results of this study reinforce the critical role parental dynamics play in shaping the personality development of university students. The positive and significant correlation ( $r = .579$ ,  $p < .01$ ) between parental influence and student personality development highlights that the care, support, and behavioral modeling provided by parents have a lasting impact as students transition into adulthood. These findings align closely with the theoretical foundation laid by Attachment Theory (Bowlby, 1969; Ainsworth, 1978), which emphasizes that early emotional bonds with caregivers form the basis for later social, emotional, and personality functioning. The evidence from this study shows that dimensions such as parental support, encouragement, emotional comfort, and guidance are strongly correlated with positive personality traits among students at the University of Sargodha. Constructs like "Parental Support" and "Parental Encouragement" demonstrated high reliability and convergent validity, indicating that the measurement scales effectively captured the nuances of parental behavior. This aligns with previous research by Baumrind (1991), who asserted that authoritative parenting characterized by warmth and structured guidance—promotes independence, high self-esteem, and social competence among adolescents and young adults.

The regression results, indicating that 33.6% of the variance in student personality development can be explained by parental factors, further validate the lasting significance of early parental influences. Studies by Rohner (2004) and Collins and Laursen (2004) similarly concluded that parental warmth and control significantly predict self-regulation, academic success, and emotional resilience. This study's findings also support the arguments made by Maccoby and Martin (1983) regarding the importance of structured and supportive family environments for fostering adaptive personality traits. When compared with prior research in Pakistan, the results offer both consistencies and important sociocultural insights. Previous studies (e.g., Sabir & Rafique, 2008) have shown that in Pakistani families, strong parental involvement often perceived as control is culturally reinforced and accepted. However, this study identifies that emotional support, rather than mere authority or control, has a stronger association with healthy personality development. This suggests a subtle shift among modern university students who,

while respecting traditional values, respond more positively to supportive and emotionally nurturing parental behaviors.

Interestingly, the study also highlights areas of potential concern. Some variables, such as "Parents behaving rudely when mistakes occur" and "Parents helping in social media attachment," showed weaker factor loadings, indicating that harsh discipline and over-involvement in students' digital lives may not significantly contribute to positive personality development. These findings mirror the work of Eccles (1999) and Shaffer (2005), who warned that excessive parental control can hinder autonomy, creativity, and emotional maturity among young adults. Moreover, the demographic distribution showing a balanced representation of rural (50%) and urban (48%) students offers additional perspective. In line with Ribeiro (2007) and Relvas and Vaz (2007), this study affirms that students from rural areas may experience more traditional parental dynamics, which can both support and constrain aspects of personality development, depending on the degree of emotional openness and autonomy allowed.

A particularly noteworthy contribution of this study is its focus on university students, an age group often overlooked in Pakistani parenting research, which tends to emphasize younger children. Previous research by Zahedan et al. (2016) found that even at university level, students' academic motivation and career decisions are strongly influenced by internalized parental values. This study complements that view by demonstrating that personality traits such as emotional stability, self-confidence, and sociability are also profoundly shaped by ongoing parental influence. The findings emphasize that although peers, educational institutions, and societal interactions gain importance in university life, the foundational personality structures shaped by parental experiences continue to have a significant influence. Students who reported higher parental support and emotional warmth displayed traits associated with positive self-concept, greater resilience, and better social integration, supporting the core propositions of Attachment Theory (Bowlby, 1969; Ainsworth, 1978).

Overall, the study's outcomes are highly consistent with international and national research, confirming the powerful role of parental dynamics in student development. However, the specific cultural nuances, such as the coexistence of traditional expectations with emerging needs for emotional support and autonomy among students in Sargodha, offer new directions for both scholarly inquiry and practical interventions.

### **Conclusion**

The research examined how parental influences affect university student personality growth in the cultural environment of the University of Sargodha. The study created extensive empirical evidence to support the theory that parental influence affects the emotional social and behavioral development of their children in their young adulthood. Student personality development receives significant contributions from parental support through statistically significant correlations at  $p < .01$  while maintaining a correlation coefficient of .579. Research evidence confirmed that students correctly understand parental influence on their emerging personality because the constructs of parental support together with encouragement and modeling alongside general influence demonstrated strong reliability and validity measurements. According to Attachment Theory (Bowlby, 1969; Ainsworth, 1978) researchers confirm that strong and consistent bonds between children and caregivers along with ongoing emotional support help students build personality traits of healthy development. International research studies (Baumrind, 1991; Rohner, 2004) support that warm authoritative parenting combined with responsiveness leads to positive personality outcomes but controlling and neglectful interactions with parents result in harmful developmental results. This study makes an important contribution through its examination of university students who have received

limited research attention in Pakistani parenting analysis. This study indicates a cultural change in Pakistan where emotional support and autonomy have become more vital for young people than traditional parental authority which previous research focused on (Sabir and Rafique, 2008). The balanced demographic distribution of students between rural and urban backgrounds improves the capability of the study to generate results that apply to various social environments. The balanced demographic composition of students from rural and urban backgrounds further enhances the generalizability of the findings across different social contexts. Moreover, the study identified areas for concern, such as the negative impacts of harsh disciplinary practices and over-involvement in students' social media activities, suggesting that traditional approaches may require adaptation to better support modern students' developmental needs. These insights are crucial for parents, educators, and policymakers aiming to foster environments that promote healthy personality growth. The study underscores that while external influences such as peers and educational experiences become more prominent during university life, the foundational impact of parental dynamics remains strong. Parental warmth, encouragement, and emotional availability are critical to the development of resilient, confident, and socially competent young adults. Future research should continue to investigate the interplay of parental behaviors with emerging societal trends to better support the holistic development of university students.

### **Suggestions and Recommendations**

Based on the existing research on the role of parents in personality development of Children/Students, the following suggestions can be made for parents:

Government should organize training program of parenting styles for parents to understand the Children/Students and responsibility for better personality development of Children/Students.

Foster a positive and supportive home environment: Creating a supportive and nurturing home environment can help Children/Students to feel secure and valued, which can positively influence their personality development.

Children's self-esteem together with independence emerges from their chances to explore their abilities and make mistakes. This type of learning promotes both independence and self-esteem development.

Consistent fair discipline helps Children/Students understand their requirements and offers stability through structure thereby promoting healthy personality growth.

The expression of love and affection helps Students/Children develop a feeling of security while building a positive influence on their developing personality.

The practice of supporting sincere dialogue helps Students/Children both enhance their self-esteem and self-worth because these factors strongly affect their personality development.

Children/Students learn from observation so parents should demonstrate the same desirable characteristics they want to see in their Children/Students.

Parents must look for help when they need it since parenting presents significant challenges.

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