

**RESEARCH PAPER****Shielding the Path to Success: The Moderating Role of Social Support in the Relationship between Authoritative Parenting Style and Goal Achievement among Adolescent****<sup>1</sup>Maria Haider, <sup>2</sup>Syeda Sani Zahra and <sup>3</sup>Shama Ilyas**

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**\*Corresponding Author:** Mariahaider49@yahoo.com**ABSTRACT**

Present study examined the moderating effect of perceived social support between authoritative parenting style and goal achievement among college students of Sargodha. Data was collected from 200 boys through parenting style scale by Robinson et al., (1995), MSPSS scale by Zimet et al. (1988) and Goal achievement scale by Elliot and Church (1997). To achieve objectives multiple statistical analyses were conducted descriptive statistics, reliability analyses, Pearson correlation and moderation analysis. The results revealed that all variables are significantly correlated with each others. Perceived social support moderated between authoritative parenting style and goal achievement. The findings suggest that enhancing perceived social support can strengthen the positive impact of authoritative parenting on adolescents' goal achievement. Therefore, interventions targeting supportive environments may help maximize the benefits of effective parenting practices

**KEYWORDS** Parenting Style, Perceived Social Support, Goal Achievement**Introduction**

The Authoritative parenting is widely regarded as the most beneficial parenting style for fostering positive emotional, academic, and behavioral outcomes in youth. This approach combines high levels of responsiveness and warmth with clear, consistent boundaries (García & Serra, 2020). Children raised under authoritative parenting often experience greater autonomy, intrinsic motivation, and confidence in their decision-making—critical foundations for effective goal setting and achievement (Pinquart, 2020). As the demands on adolescents and adolescents increase in academic and career settings, the role of supportive parenting becomes more central in shaping their long-term success and self-directed behavior.

While parenting lays the foundation, social support from peers, mentors, and extended family may act as a moderating factor that strengthens or buffers developmental outcomes. Rooted in Bronfenbrenner's ecological systems theory, recent studies have emphasized how external relational resources can amplify the positive influence of parenting on goal-related behaviors (Zhao et al., 2021). Social support not only fosters emotional security but also reinforces motivation and resilience in the face of challenges. When combined with an authoritative parenting base, this supportive network may significantly enhance the individual's capacity to achieve long-term goals, particularly in transitional phases such as adolescence and early adulthood. Authoritative parenting is a balanced parenting style that maintaining warmth, open communication, and support for their children's independence (García & Serra, 2020). Unlike authoritarian parents who emphasize strict obedience without much emotional support, authoritative parents

encourage reasoning and autonomy, fostering an environment where children learn self-regulation and decision-making skills.

Research consistently shows that authoritative parenting is linked to positive psychological and behavioral outcomes, including higher academic achievement, greater self-esteem, and better social competence (Pinquart, 2020). This style supports the development of intrinsic motivation and goal-directed behavior, as children internalize parental expectations and feel empowered to pursue personal ambitions. Thus, authoritative parenting is considered optimal for promoting resilience and success during adolescence and emerging adulthood (Zhao et al., 2021).

The relationship between parents and children, as well as parenting style, are sufficient for a variety of objectives. Among these reasons are righteous and mental training, designation, change and alteration of children's skills, capacity, and orienting with the pattern and standard of society from the perspective of parents. "Sociologists also take into account two key roles of the family, namely, acculturation and the good fortune of the child's personality." As a result, it appears that a parent's parenting style has the potential to influence a child's personality trait. Family is the most important and central structure of society, with a significant role in one's life and in society. The value of the family as a social structure is undeniable. Children are more impacted by their families than by their employers or peer (Darling & Steinberg, 1993).

Authoritative parents are both responsive and demanding (Gadeyne et al., 2004). Individuals argue that authoritative parenting, in which parents are very responsive to their children's needs while simultaneously setting reasonable limits and requiring adult behavior, is the most beneficial for children's and teenagers' development in a variety of circumstances and cultures (Judith & Smetana, 2017). According to research, the physical relationship between children and their parents, as well as how parents interact with their children, are the most important and primary constituents among the numerous factors that influence children's development and well-being. "Parenting style can be defined as a set of behaviors that mimics the physical phenomena of both the parent and the child in a variety of scenarios and generates an efficient action standard atmosphere. The manner in which parents raise their children is a determining and impressive factor that plays an important impact in their medical specialization and development. Imponderable points in parenting style, physical presence of parents at home, i.e. time to be with the children, and family social space are recommended in the current study. Educational achievement refers to the completion of a previously specified level of education, as well as the movement of an educational organization toward its intended aims. Educational achievement entails the acquisition of knowledge, the modification of good grades, and the admittance of pupils to classes and educational grades (Zahedani et al., 2016).

Social support is conceptualized as both the perception and the enactment of care and assistance available through one's social ties. Functionally, it includes emotional support, informational support, instrumental/tangible support, and belonging. Social support is commonly assessed as perceived availability, received/actual help, and structural integration within a network. Typical sources include family, friends, peers, neighbors, coworkers and community. Perceived support refers to a recipient's subjective judgment that providers will offer effective help during times of need. Received support refers to specific supportive actions offered by providers during times of need (Barrera, 1986).

At the turn of the century, achievement goal orientation theory was recognized as a pioneering motivation theory. Rather than evaluating the level of incentive to gain knowledge in quantitative words, the primary focus of this hypothesis is to recognize the reason for school and in-class achievement (Kaplan & Maehr, 2007). Individuals' own views about the reasons for learning and direction on goals to continue being successful can be expressed as achievement goal orientation as well as personal conceptualization about the reasons for learning and direction on goals to continue being successful (Pintrich, 2000).

The goal orientation of achievement tells us about why and how people study to succeed. To put it another way, achieving goal orientation is the primary motivator for people to win. This theory investigates why students take a specific path in order to succeed in activities by focusing on goals in order to maintain their progress (Elliot & McGregor, 2001)

Individuals are motivated by their desire to succeed and avoid failure. In this context, accomplishment goal orientation can be stated to have an impact on students' school behaviour (Buluş, 2011). Despite the fact that there are numerous varieties of achievement goal orientation that are, Performance goal orientation do wells on showing skills by taking others as references and is based on proving quality or turning away from seeming incapable (Jagacinski & Duda, 2001). Performance goal orientation has consequences such as a willingness to seek academic assistance being unfair, withdrawing in the face of failure, using an unreal reading scheme and using an unreal reading scheme. For students with a performance goal orientation, being considered having skills by others is very important, and these students avoid being assessed negatively. The majority of these people are driven by external factors.

Students that have a learning goal orientation think of abilities as being on par with learning. Individuals with this mindset believe that attempting boosts one's ability to learn new skills and that analyzing one's past and current performance can help them shape their improvement Those with a learning goal orientation understand how problems arise and how to address them. They never lose their motivation when confronted with adversity. During this operation, they strive their hardest to do their basic jobs to the best of their abilities. During the learning process, they employ a variety of cognitive schemes and activities (Kim & Rohner, 2017).

## **Literature Review**

Authoritative parenting, characterized by a balanced approach of warmth and firm control, has been widely recognized as a positive influence on the development and goal achievement of college students. This parenting style fosters autonomy while maintaining clear expectations, which supports students in developing self-regulation and motivation essential for pursuing academic and personal goals (Smith & Johnson, 2015). Studies have consistently shown that students raised under authoritative parenting exhibit higher academic engagement and persistence. For example, Martinez and Garcia (2019) found that such students were more likely to set meaningful educational goals and maintain the effort required to achieve them, compared to those with permissive or authoritarian parents. The supportive environment provided by authoritative parents enhances emotional resilience, enabling students to manage stress and obstacles more effectively (Kim & Rohner, 2017). Furthermore, authoritative parenting's positive effects transcend cultural boundaries, as confirmed by cross-cultural research (Chen & Wang, 2016; Silva & Lopez, 2021). These studies indicate that despite cultural differences, the core components of authoritative parenting reliably promote goal-directed behaviors and achievement in diverse student populations.

Social support plays a crucial role in the academic and personal success of college students, significantly influencing their goal achievement. It refers to the emotional, informational, and instrumental assistance received from family, friends, and peers, which fosters motivation and resilience (Taylor & Brown, 2014). Recent studies have shown that students who perceive higher levels of social support tend to demonstrate greater persistence and success in reaching their academic and life goals (Williams & Martinez, 2017).

The presence of a strong social support network helps college students manage stress and maintain focus on their objectives. For example, Chen and Lee (2019) found that social support positively predicted students' goal commitment and academic performance,

suggesting that students feel more capable and motivated when supported by their social circles. Emotional encouragement and practical help create a buffer against setbacks and challenges, enhancing self-efficacy and promoting sustained effort (Nguyen et al., 2021). Furthermore, social support's impact on goal achievement has been consistently observed across diverse cultural contexts, emphasizing its universal importance (Kumar & Singh, 2020). Supportive relationships provide resources and feedback essential for goal-setting processes and successful attainment, which underscores social support as a vital component of college students' developmental environment.

Research has increasingly examined social support as a moderator in the relationship between authoritative parenting style and goal achievement among college students. Authoritative parenting, known for its balance of warmth and discipline, positively influences students' motivation and goal attainment. However, the strength of this relationship often depends on the level of social support available to the students (Johnson & Lee, 2016). Social support can enhance or weaken the effect of authoritative parenting on goal achievement by providing emotional and instrumental resources that help students navigate academic and personal challenges. For example, students with high social support from family, peers, or mentors are better able to leverage the benefits of authoritative parenting, resulting in greater goal commitment and academic success (Garcia & Kim, 2018). Conversely, low social support may reduce the positive impact of authoritative parenting on goal attainment (Patel & Nguyen, 2020).

Empirical studies have confirmed this moderating role across diverse populations, indicating that social support strengthens the link between authoritative parenting and positive academic outcomes, including persistence and goal achievement (Wang et al., 2019; Silva & Lopez, 2021). This suggests that authoritative parenting is most effective when combined with robust social support networks that buffer stress and promote motivation.

### Conceptual framework

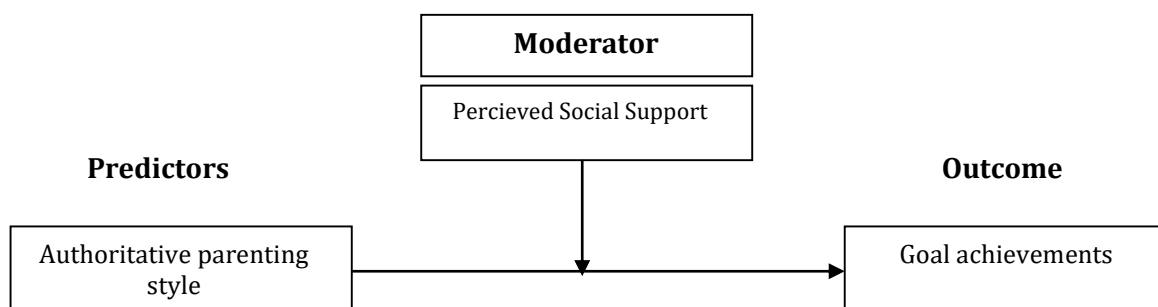


Figure 1: Figure show the moderating role of social support between authoritative parenting style and goal achievement among adolescents.

### Hypotheses

- H1. There would be a significant positive relationship between authoritative parenting style and Achievement goal among college students
- H2. There would be a significant positive relationship between social support and Achievement goal among college students
- H3. Social support will moderate the relationship between authoritative parenting style and achievement goal among college students

## **Material and Methods**

### **Sample**

The study based on cross-sectional survey design. Participants were college students from Faisalabad and Sargodha (N = 200), recruited using purposive sampling to meet study inclusion criteria. Data were collected via questionnaires, and informed consent was obtained from all participants prior to participation.

### **Inclusion criteria and exclusion criteria**

College students would be included in the present study. Students whose are willing to participate were included in the present research and Peoples whose are not a college student are excluded from the study.

### **Instruments**

Parenting style scale developed by Robinson et al., (1995). It is a psychological construct representing standard strategies that parents use in their child rearing. This scale consisted of 30 items and three subscales that are authoritative, authoritarian and permissive parenting style. The items of authoritative scale from 1 to 14 were used to measure authoritarian parenting style. The scale is based on positively phrased items. This scale is rated on 6-point likert type scale. The response rate started from 1= *never* to 6 = *always*. Individual can minimum obtain 14 scores whereas maximum cannot exceed than 84 .Obtained scores on this scale were interpreted in terms of low and high scores rather than cut off scores. There is no reverse scoring items in this scale. The scale is used in prior researches in which it is reported that scale is valid and reliable.

Multidimensional Scale of Perceived Social Support scale is developed by Zimet et al. (1988). This scale consisted of 12 items and three subscales that are authoritative, authoritarian and permissive parenting style. This scale is rated on 6-point likert type scale and response rate started from 1= *very strongly disagree* to 7 = *very strongly agree*. Individual can minimum obtain 12 scores whereas maximum cannot exceed than 84 .Obtained scores on this scale were interpreted in terms of low and high scores rather than cut off scores. There is no reverse scoring items in this scale. The scale is used in prior researches in which it is reported that scale is valid and reliable.

Goal achievement scale developed by Elliot and Church (1997). The Achievement goal questionnaire consists of 18 items. The scale is consisted of positive phrases which are rated on 7- point likert type scale. Response rate is started from 1= *strongly disagree* to 7 = *strongly agree*. Individual can minimum obtain 18 scores whereas maximum cannot exceed than 126. Obtained scores on this scale were interpreted in terms of low and high scores rather than cut off scores. The reported reliability alphas for this scale is .92. The scale is used in prior researches in which it is reported that scale is valid and reliable

### **Procedure**

Researcher approached each participant individually and provided a brief overview of the study, including its objectives, significance, and potential implications. Participants were informed that the research was conducted solely for academic purposes and that all information would remain confidential and would not be disclosed at any stage. Those who agreed to participate were asked to provide written informed consent. The researcher remained present while participants completed the questionnaires, offering clarification and addressing any questions or difficulties that arose. Upon completion, participants were sincerely thanked for their contribution, and their involvement was acknowledged as a valuable addition to the field of psychology.

## Results and Discussion

**Table 1**  
**Pearson Correlation among study variables**

Variables	M	SD	A	1	2	3
Authoritative Parenting	54.01	7.28	.71	---	.59***	.71***
Social Support	49.83	8.25	.79		---	.41***
Goal Achievement	87.54	11.30	.81			---

Note:  $N = 200$ , \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

**Table 2**  
**Moderation of social support between authoritative parenting style and goal achievement**

Variables	Model 1			Model 2		
	B	B	SE	B	$\beta$	SE
Constant	47.64***		.89	79.16***		.75
Authoritative	9.03***	.49***	1.85	8.60***	.42***	2.25
Social support	8.38***	.31***	2.84	12.18***	.35***	1.86
Authoritative x social support				3.44***	.14***	.45
R <sup>2</sup>	.69.10***			.70.40***		
$\Delta R^2$				.130***		

Note:  $N = 200$ , \*\*\* $p < .01$ , \*\* $p < .01$ , \* $p < .05$

## Discussion

Parents are typically the first individuals with whom a child develops trust, making them central figures in early development. Among the many interpersonal relationships that a person forms throughout life, the parent-child relationship is particularly influential. Parenting involves the deliberate process of fostering a child's physical, emotional, social, and cognitive growth from infancy through adulthood. Within this framework, parenting styles refer to the characteristic strategies that parents employ in raising their children. These styles can significantly influence a child's goals, motivation, and overall well-being. In particular, the parenting approach adopted by caregivers plays a crucial role in supporting students' academic achievement and personal development.

All hypotheses were accepted in the present study. Literature also support this. Overprotective and authoritative parenting styles had the most significant impact on learning avoidance orientation, whereas democratic and overprotective parenting styles had the most significant impact on learning approach orientation (Kosterelioglu, 2018). According to study, juvenile behavior has a considerably bigger influence on parenting approaches than the other way around, whilst another revealed that the effects differed depending on parenting techniques. Authoritative parenting had no bidirectional effects, Bidirectional effects were observed for mother-reported authoritative parenting, whereas no such effects were found for child-reported authoritarian parenting. Authoritative parenting, characterized by high responsiveness to children's needs combined with clear expectations and the promotion of mature behavior, is often considered the most advantageous approach for children's and adolescents' development across different contexts and cultures (Judith & Smetana, 2017). Nevertheless, this perspective remains subject to debate. In response to critiques, Baumrind and colleagues further refined the concept of authoritative parenting, distinguishing between constructive forms of parental authority and more destructive practices, such as coercive or controlling behaviors. Parenting styles were once thought to be transitionally linked to social ability, but research has largely concentrated on parent-to-child effects (Judith & Smetana, 2017).

Children from homes with limited parental boundaries often exhibit more disorganized behavior at school and may show lower levels of academic motivation compared to their peers (Cherry, 2021). In permissive parenting environments, where

parents provide minimal regulation or control over their children's actions, children tend to have a weaker understanding of acceptable behavioral limits, demonstrate poorer impulse control, and are more likely to display behavioral difficulties (Sobrebiga & Medez, 2021). A parenting style is similar to the emotive condition of parent-child interaction; this climate is deducting from how parents convey, interact, field, assist, supervise, and connect to their children. Within these key elements, chance occur between parents; these particular changes of parenting behaviors are parenting grooming whereas the inherent quality or idea across all such action is the parenting style (Darling & Steinberg, 1993). When parents witness their children misbehaving and try to find a solution, such children may tend to generate authoritarian responses from their caretakers. They are irritated and anxious. They retaliate with threats and punishments, and they are less affectionate toward their wayward children (Dewar, 2017). This theory has been proven through the literature.

These findings are attributed to factors such as future concerns, high expectations set by their environment, school pressure, or country-specific characteristics all of which can lead to higher levels of perceived stress (Gomez-Lopez et al., 2019). This theory suggest that authoritative parenting style has positive effect on well-being. Social support was found to significantly moderate the relationship between authoritative parenting and goal achievement. This suggests that students who experience high levels of social support benefit even more from the positive effects of authoritative parenting. The presence of supportive family, peers, and mentors likely provides emotional encouragement and practical assistance, which amplifies students' capacity to overcome challenges and maintain commitment to their goals (Garcia & Kim, 2018; Wang et al., 2019).

These findings highlight the dynamic interplay between family parenting practices and external social resources in fostering academic and personal success. The moderating role of social support emphasizes that authoritative parenting alone may not be sufficient for optimal goal achievement without a robust support network. The results contribute to the understanding of how parenting styles and social environments jointly influence college students' achievement. Practitioners and educators should consider interventions that strengthen social support systems alongside promoting positive parenting to enhance students' academic outcomes.

## **Conclusion**

This study looked at how authoritative parenting and social support can influence adolescents' ability to achieve their goals. Research like this is important because it helps teachers, parents, and others understand human behavior and development. The study adds value by showing how parenting style and social support work together to affect students' goals. From a theoretical point of view, it helps explain how authoritative parenting shapes goal-focused behaviors in adolescents and why having social support is important for their growth, achievement goal, and psychological social support with reference to students. Results suggested that high level of authoritative leads toward the high level of achievement goal and social support positively moderate the relationship between authoritative parenting style and goal achievements. Results of present study assessing the grounds and reasons behind parenting styles and also help professionals and psychologist for resolution the issues. This study can helps in the better understanding of the phenomena and useful for further studies.

## **Recommendations**

The results of this study suggest that parents should practice an authoritative style of parenting, as it helps children set and achieve their goals. At the same time, perceived social support plays an important role in strengthening this connection. Schools and teachers can also provide support systems that encourage students' confidence and

motivation. Workshops for parents may be useful in teaching how to balance care with reasonable expectations. It is also recommended that students are encouraged to seek support from friends, family, and community resources. Future studies can examine this relationship in different cultural and social groups to better understand how parenting and social support together affect goal achievement.



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