

Association between Social Adjustment and Perceived Parenting Styles in Punctual, Truant, and High Achieving School Going Students: A Moderating Model

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Abstract

Background: School truancy is remain an unresolved and a major persistent problem in high schools for public health globally for last many years. Commonly, school truancy is considered one of the most important as a risk factor for parenting styles and social adjustment that leads to other negative outcomes for school-going students. The association between social adjustment and parenting styles in school student is well known. However, there is a lack of researches on this unique topic as well as the interaction among school truancy, social adjustment, and parenting styles. This present study examined the association between social adjustment and parenting styles in punctual, truant, and high achieving school going students.

Methods: A purposive sampling technique and cross-sectional research design were used to carry out this research. One hundred fifty three participants (truant students, $n=51$; punctual students, $n=51$; high achieving students, $n=51$), with age ranged from 12 to 18 ($M=16.82$, $SD=1.01$) years were enrolled from public schools of Rawalpindi and Islamabad, Pakistan.

Results: This study's results demonstrated that there was found statistically positive or negative association between social adjustment and parenting styles in punctual, truant, and high achieving school going students. Additionally, this study illustrated that truancy's types moderated on the association between subscales of social adjustment and parenting styles.

Conclusions: This present study's results suggested that complex moderating interaction between truancy's types and parenting styles can be enhanced to sustain and promote social adjustment issues in school-going students. Prospectively, permissive and authoritarian parenting styles with truancy's types significantly positively predicts the social adjustment issue in Pakistan's school students. Further, this current research clearly illustrated the need of early screening for comprehending and recognizing nature of parenting styles and social adjustment problems for management and treatment of the emerging issues in Pakistan schools.

Keywords: Parenting styles, social adjustment problems, and school truancy

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Background

School truancy is remain an unresolved and important issues in high schools globally for last several decades. School truancy is considered one of the most important and salient risk factor that leads emotional and behavior problems including aggression, school refusal behavior, bullying, juvenile delinquency, academic outcomes, criminal and sexual behavior in school-going adolescents (Muhammad Aqeel & Rehna, 2020; Baker et al., 2020; Fornander & Kearney, 2019, 2020; Henry, 2007; Henry & Huizinga, 2007; Katsiyannis et al., 2013; Kearney, 2007; Monahan et al., 2014; Sambe et al., 2015). Many earlier studies found that 11 percent prevalence of truancy behavior have been found in high school adolescents (Hong et al., 2020).

School truancy is one of most crucial factor considered a serious status crime a law violation because of the status of individual as a minor (Kearney & Graczyk, 2020; Maynard et al., 2018). School truancy laws vary by situation, but, in commonly, truancy defines to illegal, unexcused school absenteeism unknown or known to parents/guardians, or fall under the chronic absence in middle, secondary, and high schools (Kearney, 2008; Kearney & Albano, 2018; Mallett, 2016). Absence refers legal school absences recognized to guardians or parents including excused absences because of physical injury or illness and illegal, unexcused school absences non-recognized to guardians or parents (Kearney, 2002; Kearney & Graczyk, 2014; Kearney, González, Graczyk, & Fornander, 2019). Prototypes and kinds of habitual absenteeism could differ according to different group factors such as ethnic background, gender, and racial (Maynard et al., 2012, 2017), or to independent factors including anxiety, stress, depression, and other mental health problems (Berg, 1992; Ek & Eriksson, 2013), and educational performance success indicators (Ahmad & Miller, 2015; Aqeel et al., 2015; Aqeel, et al., 2017; Aqeel, et al., 2017; Aqeel & Akhtar, 2017a; A. Hassan et al., 2016; Munawar, Aqeel, & Husain, 2015; Toqeer et al., 2021). It is also considered a risk factor which is linked to adolescent's behavior or emotional issues, juvenile delinquency, and criminal activities later in life (Henry, 2007; Henry & Huizinga, 2007; Katsiyannis et al., 2013; Monahan et al., 2014; Sambe et al., 2015). The prevalence of school truancy has rapidly escalated for approximately all age groups apart from 13 to 15 year olds youngsters (Johnston, 2013; Mallett, 2016). A national study recognized the prevalence of school truancy in the last 30 days for adolescence, age ranged from 12 to 17 years to be found as high as 11 percent (Hong et al., 2020; Vaughn et al., 2013; Wanzek et al., 2016). This present study examined the association between perceived parenting styles and social adjustment in school-going punctual, truant and higher achiever students. Further, it examined the moderating role of truancy's types between perceived parenting styles and social adjustment. Moreover, to study the prevalence and differences on perceived parenting styles and social adjustment in school-going punctual, truant and higher achiever students.

Many academic scholars have mutual agreement that school truancy is one of most prevalent international academic issue in high school students (Langford et al.,

2015). It has been linked to several psycho-social risk factors and consequences such as academic outcomes, psychological problems as well as later school dropout in school-going adolescents (Aqeel, et al., 2017; Attwood & Croll, 2015; Bridgeland et al., 2006; Burton et al., 2014; Hafsa et al., 2021; Maynard et al., 2015; Saif et al., 2021; Sarfraz et al., 2021). Further, it leads to school refusal or dropout behavior. However, it could create persistent consequences in school-going adolescents too, including increase risk for marital conflict, occupational, and psychological problems (Christenson & Thurlow, 2004; Mazerolle et al., 2018; Rasasingham, 2015; Rocque et al., 2017). Moreover, there is a mutual agreement across researchers and educationists that school truancy consider a significant problem universally in elementary and secondary schools with diverse range of consequences including personal or family level consequences, as well as adverse societal and environmental impacts (Aqeel, Anjum & Jami, 2016; Maynard, et al., 2013; Henry & Huizinga, 2007; Ensminger & Slusarcick, 1992; Cimmarusti et al., 1984; Rumberger, 1987; Hersov & Berg, 1980). Such behavior may indicate some latent issues with the school, or individual him/her self which causes considerable waste of resources (González et al., 2018a; Rashid et al., 2021; Tolin et al., 2009).

Contemporary theoretical frameworks of school truancy problem have focused and based on multiple tiers of intertwined risk factors and its consequences. Moreover, different preventions or interventions was developed to thoroughly understand and tackle the complexity of school truancy problem (Foote et al., 2015; González et al., 2018; Ingul et al., 2012, 2019; Ingul & Nordahl, 2013; Kearney, 2002; Rasasingham, 2015). Many earlier studies have identified common groups of these risk factors and its consequences on school-going adolescents, such as child, family, parent, peer, school, and society factors which enhances risk of school truancy issue in school-going adolescents (González et al., 2018; Havik et al., 2015; Ingul et al., 2012; Kearney, 2008a; Skedgell & Kearney, 2018). These kinds of risk factors regularly tandem work, particularly related to chronic school truancy problem and school refusal behavior (Burrus & Roberts, 2012; Caldarella, 2016; Freeman et al., 2016; Maxwell, 2016; Ready, 2010). Many previous studies found that male and female students almost equally reported school truancy but a few studies demonstrated that male school-going adolescents were shown more prevalence of school truancy as compared to male (Byrne, 2013; Kronholz, 2011; Olson, 2008; Olson, 2014).

In Pakistan context, the prevalence rate of school truancy and school dropout is growing gradually. A study carried out by Ministry of Education (2006), it found frequency of school truancy in high school students, as per this report 57% of school-going adolescents were skipped their schools (Aqeel et al., 2016; Aqeel & Akhtar, 2017; Farooq, 2013; Hassan et al., 2016; Majeed et al., 2018; Malik & Aqeel, 2017). A few studies were carried out on school truancy to examine antecedents and consequences of school truancy in Pakistan culture. Whereas, there is scarcity of studies on the association among school truancy, school refusal behavior, aggression and self-esteem in truant sample. For aforementioned reason, there is a dire basis to

highlight on aforementioned variables in order to examine the adolescent's drop-out and school truancy rate in Pakistan context (Ahmad & Miller, 2015). This present study examined the association between perceived parenting styles and social adjustment in school-going punctual, truant and higher achiever students. Further, it examined the moderating role of truancy's types between perceived parenting styles and social adjustment. Moreover, to study the prevalence and differences on perceived parenting styles and social adjustment in school-going punctual, truant and higher achiever students.

Method

Research design

A purposive sampling technique was used based on cross-sectional design.

Objectives

1. To investigate the association between perceived parenting styles and social adjustment in punctual, truant, and high achieving school-going students.
2. To investigate the moderating role of truancy's types between perceived parenting styles and social adjustment.
3. To study the prevalence and differences on perceived parenting styles and social adjustment in punctual, truant, and high achieving school-going students.

Hypotheses

1. Mother and father permissive and authoritative parenting styles was negatively associated with social adjustment in punctual, truant, and high achieving school-going students.
2. Mother and father authoritarian parenting styles was positively associated with social adjustment in punctual, truant, and high achieving school-going students.

Participants

A purposive sampling technique and quantitative research design was used to conduct this present study. The sample consisted of three heterogeneous sub-groups of 153 school-going students, with 51 truant students, 51 punctual students and 51 higher achiever students, age ranged between 12 to 18 ($M = 16.82$, $SD = 1.01$) years. The group of truant, punctual and higher achiever students were enrolled from 10 different public middle and high schools of Rawalpindi and Islamabad, Pakistan. These students were recognized with help of class from their schools with the help of the mutual consensus of class proctors, school administration, and class teachers who assured these students from same class based on the set criteria which was provided in previous study. Those students who were remained absent and skipped their classes without the permission of school administration, teachers, and parents as well as they remained absence without any medical condition, they were considered as truant students (Aqeel et al., 2016; Colorado Department of Education, 2013; Hassan et al., 2016). Rest of higher achiever were also identified through class performance such as quizzes, assignments and final paper's marks (Aqeel &

Rehna, 2020). The following exclusion and inclusion criteria were applied: only 6th to 10th grades students were participated this study who full filled above mentioned criteria of study. Those students who did not fulfill criteria of study, they were excluded from study.

Measures

Demographic variables and two standardized instruments, social adjustment scale and parental authority questionnaire were used to examine social adjustment, mother and father parenting styles in school-going punctual, truant and higher achiever students.

Social Adjustment Scale (SAS; Weissman & Bothwell, 1976). This instrument was originally devised by Weissman and Bothwell, (1976) and it was modified and translated for school students in Pakistan context (Weissman & Bothwell, 1976). It is used to assess individual's functioning including social adjustment in family unit, parental, primary relationships, family outside the home, social and leisure activities and House Work. Some of these are applicable on adults and married population only or those who are in their professional life. This present study used only 3 subscales of social adjustment scale for examining 1) Social and leisure activities, 2) Family outside the home (Relatives), 3) Work related to school/college because these subscales are only applicable for adolescents. Social and Leisure is related to social interaction of adolescents, and how they spend their time. Family outside the Home (Relatives) subscale is related to how much adolescents have interest with relatives and how often adolescents meet their relatives. Students (Work) subscale relate to the functioning and performance in school (Weissman & Bothwell, 1976). Higher scores of these two domains reflect higher prevalence of social adjustment. This instrument revealed sufficient reliability ($\alpha = .60$) and validity for three samples of present study.

Parental Authority Questionnaire (PAQ; Buri 1991) This scale is used for assessing both mother and father authoritarian, permissive and authoritative parenting styles separately (Buri, 1991). It is an 60-items instrument which consists of three subscales for father and mother separately: Authoritarian parenting style, Permissive parenting style and Authoritative parenting style. It is 5 point Likert type of questionnaire. 1 is to *strongly disagree* and 5 *strongly agree*. Higher scores of these three domains reflect higher prevalence of parenting styles. This instrument revealed sufficient reliability and validity for three samples of present study.

Procedure

This study was approved Institutional Ethical Review Committee of National Institute of Psychology, Quaid-I-Azam University, and Islamabad, Pakistan. This study also carried out with in accordance of ethical guidelines of American Psychological Association (APA). 153 school-going students were recruited from 10 different public middle and high schools of Rawalpindi and Islamabad, Pakistan. Verbal and written consent of the school principals and administration were obtained to perform present study. Further, written and verbal informed consent was obtained from volunteer participation to ensure participation in this study. Only those participants were incorporated this study,

who expressed their willingness to participation. Self-report instruments were used to collect study's data. Participant was briefly explained objective of present study as well as assured by research that results and personal information participants would be kept secret and used only for research purpose. Two self-report instruments were used to examine social adjustment and parenting styles in school-going punctual, truant and higher achiever students. Participants were requested to fill a set of scales within time of 15 minutes. Different statistical analysis was used to confirm objectives and hypotheses of present study.

Analysis plan

Firstly, imputation was used to deal missing values of perceived parenting styles and social adjustment on SPSS 21 (Field, 2017). Secondly, the Pearson correlation method was applied to examine the association between perceived parenting styles and social adjustment in school-going punctual, truant and higher achiever students (Field, 2017). Thirdly, a moderation analysis was performed to investigate the moderating role of truancy's types between perceived parenting styles and social adjustment (Baron & Kenny, 1986), through SEM 21 (Byrne, 2013). Finally, independent samples t-test analysis was used to examine prevalence and differences on perceived parenting styles and social adjustment in school-going punctual, truant and higher achiever students (Ross & Willson, 2017).

Results

In Table 1, the Alpha Cronbach coefficients of perceived parenting styles and social adjustment in school-going punctual, truant and higher achieving students. In Table 1, the results of present study revealed that social adjustment was positively significant associated with mother authoritative parenting styles but it is also negative associated with mother authoritarianism parenting styles in truant student's sample. Moreover, this study's findings demonstrated that social and leisure activities subscale of social adjustment was statistically negatively significant associated with mother and father authoritarianism parenting styles but it was positively associated with mother permissive parenting styles in truant students. However, it was positively associated with mother permissive parenting styles in higher achiever students. Furthermore, this study's findings demonstrated that social and leisure activities subscale of social adjustment was statistically positively significant associated with mother authoritarianism parenting styles in truant and higher achiever students.

In Table 2, this study's results illustrated that there was found significant mean differences between school-going punctual, truant and higher achiever students on parenting styles and social adjustment along their subscales. The results of this study also revealed that punctual students ($n = 51$, $M = 22.25$, $SD = 3.47$) were exhibited higher commitment in social and leisure activities as compared to truant students ($n = 51$, $M = 19.14$, $SD = 6.29$) and higher achiever students ($n = 51$, $M = 22.22$, $SD = 3.05$). Additionally, this study demonstrated that truant students ($n = 51$, $M = 14.35$, $SD = 5.10$) were shown more involvement in work related to school/college as compared to punctual students ($n = 51$, $M = 9.27$, $SD = 2.22$) and higher achiever students ($n = 51$, $M = 8.76$, $SD = 1.81$). On the other hand, father permissiveness parenting style was found more in higher achiever as compared to truant and punctual class mates. Further, father

and mother authoritarian parenting style was found more in truant students as compared to punctual and higher achiever students. Additionally, punctual student had more father authoritative parenting style as compared to truant and higher achiever students. Interestingly, father permissiveness parenting style was found more in punctual student as compared to truant and higher achiever students. Additionally, punctual student had more father authoritative parenting style as compared to truant and higher achiever students.

In Table 3, this study's results revealed that truancy's types was playing a significant role of moderator among father permissive parenting style, social and leisure activities and family outside the home. First part of the above Table illustrated that truancy's types was a playing a significant role of moderator between father permissive parenting style and social and leisure activities. The findings of present study demonstrated that interaction between truancy's types and father permissive parenting style was found a significant predictor for social and leisure activities ($\beta = -1.23^*$, $\Delta F = .09^*$, $\Delta R^2 = .03$).

Further, second part of the above Table demonstrated that truancy's types was a playing a significant role of moderator between father permissive parenting style and family outside the home. The findings of present study demonstrated that interaction between truancy's types and father permissive parenting style was found a significant predictor for family outside the home ($\beta = 1.28^*$, $\Delta F = .59^*$, $\Delta R^2 = .38$).

In Table 4, this study's results revealed that truancy's types was playing a significant role of moderator among mother authoritative and father authoritarianism parenting styles, social and leisure activities and family outside the home. First part of the above Table illustrated that truancy's types was a playing a significant role of moderator between father authoritarianism parenting style, social and leisure activities. The findings of present study demonstrated that interaction between truancy's types and father authoritarianism parenting style was found a significant predictor for social and leisure activities ($\beta = -.89^{**}$, $\Delta F = .59^*$, $\Delta R^2 = .05$).

Further, second part of the above Table demonstrated that truancy's types was a playing a significant role of moderator between mother authoritative parenting style and family outside the home. The findings of present study demonstrated that interaction between truancy's types and mother authoritative parenting styles was found a significant predictor for family outside the home ($\beta = -.76^*$, $\Delta F = .05^*$, $\Delta R^2 = .021$).

Results

Table 1

Correlation matrix, mean standard deviation, and alpha coefficient of perceived parenting styles and social adjustment in school-going punctual, truant and higher achiever students (N = 153)

Variables	M	SD	α	1	2	3	4	5	6	7	8	9	10
Truant Students (n= 51)													
1. SAS	50.88	9.88	.60	-	.70**	.72**	.57**	.19	-.21	.13	.19	-.28*	.33*
2. Social and leisure	19.41	6.29	.51		-	.17	-.01	.36**	-.53**	-.02	.42**	-.47**	-.03
3. Relative	17.11	4.42	.52			-	.43**	-.14	.05	.06	-.17	-.02	.32*
4. work	14.35	3.88	.59				-	.05	.25	.31*	.01	.06	.55**
5. fat_per	27.09	6.04	.58					-	-.17	.15	.58**	-.16	-.02
6. fat_tarian	26.01	7.82	.61						-	.31*	-.30*	.72**	.27*
7. fat_tative	19.13	5.10	.52							-	.07	.04	.54**
8. mot_per	28.07	7.53	.50								-	-.40**	.14
9. mot_tarian	26.88	8.32	.56									-	-.06
10. mot_tative	20.74	5.70	.53										-
Punctual Students (n= 51)													
1. SAS	46.92	5.65	.61	-	.70**	.64**	.50**	.01	-.25	.03	.18	-.21	-.21
2. Social and leisure	22.25	3.46	.53		-	.08	.11	-.21	-.08	-.06	.01	-.25	-.33*
3. Relative	15.39	3.22	.54			-	.07	.26	-.31*	.20	.23	-.09	.12
4. work	9.27	2.21	.58				-	-.02	-.06	-.11	.11	-.01	-.19
5. fat_per	36.25	6.12	.61					-	-.22	.45**	.59**	-.16	.37**
6. fat_tarian	18.60	3.53	.60						-	.04	-.23	.39**	-.01
7. fat_tative	27.41	5.80	.53							-	.58**	-.16	.56**
8. mot_per	35.92	7.20	.51								-	-.35*	.31*
9. mot_tarian	20.31	3.77	.55									-	-.03
10. mot_tative	27.45	5.46	.56										-
Higher Achiever Students (n= 51)													
1. SAS	47.56	5.53	.58	-	.71**	.78**	.35*	.09	.23	.23	.06	.20	.20
2. Social and leisure	22.21	3.04	.50		-	.26	.01	.137	.07	.18	.08	.13	.31*
3. Relative	16.58	3.47	.54			-	.03	.17	.17	.20	.04	.12	.08
4. work	8.76	1.80	.57				-	-.27*	.25	.01	-.01	.16	-.04
5. fat_per	36.47	6.59	.56					-	-.32*	.56**	.61**	-.01	.59**
6. fat_tarian	19.70	4.50	.58						-	-.07	-.38**	.56**	-.21
7. fat_tative	26.41	6.78	.50							-	.51**	.05	.77**
8. mot_per	34.76	7.16	.51								-	-.22	.61**
9. mot_tarian	20.35	5.01	.53									-	-.06
10. mot_tative	26.49	6.65	.52										-

Note. Values in first portion of above table = Truant sample; values in second portion of above table= Punctual sample; values in third portion of above table= Higher achiever sample; Social and leisure= Social and leisure activities; Relative = Family outside the home; work= Work related to school/college; mot_tarian = mother authoritarianism; Mot_per = mother permissiveness; mot_tative= mother authoritativeness; fat_tarian = father authoritarianism; fat_per = father permissiveness; fat_tative = father authoritativeness.

* $p < .05$. ** $p < .01$.

Table 2

Mean differences among school-going punctual, truant and higher achiever students on perceived parenting styles and social adjustment (N=153)

Scale	Truant (n = 51)		Punctual (n = 51)		High Achiever (n = 51)		F	p
	M	SD	M	SD	M	SD		
SAS	50.88	9.89	46.92	5.65	47.57	5.54	4.31	.01
Social and Leisure	19.41	6.29	22.25	3.47	22.22	3.05	6.68	.00
Relative	17.12	4.42	15.39	3.23	16.59	3.47	2.85	.06
Work	14.35	3.89	9.27	2.22	8.76	1.81	62.69	.00
Father parenting styles								
Permissiveness	27.10	6.04	36.25	6.12	36.47	6.59	37.27	.00
Authoritarianism	26.02	7.83	18.61	3.54	19.71	4.51	26.01	.00
Authoritativeness	19.14	5.10	27.41	5.81	26.41	6.78	29.50	.00
Mother parenting styles								
Permissiveness	28.08	7.53	35.92	7.21	34.76	7.17	17.13	.00
Authoritarianism	26.88	8.32	20.31	3.77	20.35	5.02	20.14	.00
Authoritativeness	20.75	5.71	27.45	5.47	26.49	6.65	18.85	.00

Note. Between group $df = 2$, within group $df = 150$, group total $df = 152$, Social and leisure= Social and leisure activities; Relative = Family outside the home; work= Work related to school/college.

Table 3

The moderating role of truancy's types on the relationship among father permissive parenting style, social and leisure activities and family outside the home (N = 153)

DV	IV	B	S.E.	B	ΔR^2	ΔF
<i>Social</i>	fat_per	.434	.136	.70**	.03	1.09*
	Truancy	5.879	2.115	1.03**		
	fat_per *student	-.158	.064	-1.23*		
	Constant	15.628	1.638			
<i>Relative</i>	fat_per	-.251	.116	-.50**	.038	1.59*
	Truancy	-4.558	1.797	-.98*		
	fat_per *student	.133	.054	1.28*		
	Constant	24.56	3.49			

Note. Truancy; truancy's types; Social; social and leisure activities; Relative = Family outside the home; fat_per = father permissiveness; fat_tative = father authoritativeness.*** $p < .000$.** $p < .01$.* $p < .05$

Table 4

The moderating Role of truancy's types on the relationship among mother authoritative and father authoritarianism parenting styles, social and leisure activities and family outside the home (N = 153)

DV	IV	B	S.E.	B	ΔR^2	ΔF
<i>Social</i>	fat_tarain	-.662	.123	-.91***	.05	1.59**
	Student	-4.767	1.596	-.83**		
	fat_tarain *student	.246	.072	.89**		
	Constant	15.628	1.638			
<i>Relative</i>	mot_tative	.240	.101	.42*	.021	5.05*
	Student	-.453	1.124	-.09		
	mot_tative *student	-.103	.046	-.76**		
	Constant	11.06	2.32			

Note. Social and leisure; social and leisure activities; Relative = Family outside the home; mot_tative= mother authoritativeness; fat_tarian = father authoritarianism. *** $p < .000$. ** $p < .01$. * $p < .05$

Discussion

This study examined the association between social adjustment and perceived parenting styles in school-going punctual, truant and higher achiever students. Further, it also study the moderating role of truancy's types between perceived parenting styles and social adjustment. Additionally, it also examined prevalence and group differences on all study variables. This study aimed to provide in-depth and comprehensive information about the social adjustment and parenting styles of adolescents by comparing adolescents who are truant, punctual but having academic achievement equal to truant in the same class, and high achievers from the same class.

The findings of present study demonstrated that social adjustment was positively significant associated with mother authoritative parenting styles but it is also negative associated with mother authoritarianism parenting styles in truant student's sample. Moreover, this study's findings demonstrated that social and leisure activities subscale of social adjustment was statistically negatively significant associated with mother and father authoritarianism parenting styles but it was positively associated with mother permissive parenting styles in truant students. The findings of the study consistent with our study's first objective and hypotheses. Furthermore, the findings also demonstrated that truancy's types was playing a significant role of moderator among mother authoritative and father authoritarianism parenting styles, social and leisure activities and family outside the home. Moreover, this study also revealed that truancy's types was playing a significant role of moderator among father permissive parenting style, social and leisure activities and family outside the home. This study's results consistent with our study's objective 2. Additionally, this study also illustrated that father permissive parenting style was found more in higher achiever as compared to truant and punctual class mates. Further, father and mother authoritarian parenting style was found more in truant students as compared to punctual and higher achiever students. Additionally, punctual student had more father authoritative parenting style as compared to truant and higher achiever students. This study's results consistent with our study's objective 3. These above mention findings confirmed results of earlier studies. Numerous earlier studies revealed that those students who had permissive parents, they found and involved in social and leisure activities in school time. It found that permissive parenting style was positive associated with social and leisure activities as well as criminal activities in school-going students. On the other hand, those students who had authoritarian parents, they were less involved in social and leisure activities and more involved in school related work. (Alarcón, 1997; Aqeel et al., 2015; Aqeel et al., 2016; Aqeel & Rehna, 2020; Hassan, Aqeel, & Jami, 2015; Munawar, Aqeel, & Husain, 2015; Sadia, Aqeel, & Jami, 2015). Several previous studies also found that school truancy is one of most prevalent international academic issue in high school students (Langford et al., 2015). It has been linked to several psycho-social risk factors and consequences such as parenting styles, parenting conflict, academic outcomes, psychological

problems as well as later school dropout in school-going adolescents (Aqeel, et al., 2017; Attwood & Croll, 2015; Bridgeland et al., 2006; Burton et al., 2014; Hafsa et al., 2021; Maynard et al., 2015; Saif et al., 2021; Sarfraz et al., 2021).

Limitations and strength of present study

The important strength of this research was that a representative population of three diverse clusters of school-going students was utilized in Pakistan context. The results of present study could be under-reported well due to all study's data have been investigated by self-report questionnaires and self-generated definitions including school truancy, social adjustment and parenting style. The quantitative and comparative nature of the current research doesn't allow fundamental extrapolations to be drawn. Additional, the sample of the study was heterogonous and diverse one fluctuating from having different absenteeism to having no official school absenteeism that confines reliable or valid conclusion and inferences. This present study also incorporated school-going students just from two twin's cities Rawalpindi and Islamabad, Pakistan. Thus, its results cannot be applied to the whole population of Pakistan. In future, experimental and qualitative approaches with more different heterogeneous groups of truant population would be helpful to address and comprehend the mechanism of school truancy in Pakistani culture.

Implications

Despite of above mention controlled limitations, this study's findings may have a lot of pedagogical and clinical implications for Pakistan's school-going truant students. It would be helpful for Mental health and academic professionals, social worker, and others professionals who are working with school truancy for comprehending school problems and its antecedents or consequences and its various forms, this problem apparently require to develop specific targets offered the complex family dynamics involved to eradication and sustain truancy behavior in school students. Moreover, new prevention and interventional strategies should be planned to enhance family, teachers and peer communication and involvement to handle truancy in Pakistan culture.

Conclusion

School truancy is remain an unresolved and important issues in high schools globally for last several decades. School truancy is considered one of the important and salient risk factor that leads emotional and behavior problems including aggression, school refusal behavior, and juvenile delinquency in school-going students. Increasing trends in truancy cases have not just concentrated from the educators and family, but also the public health problems, because truancy could support to sustain and control negative school consequences such as poor academic performance, school dropout, aggression and low self-esteem. Truancy and its associated negative outcomes should be considered a serious public health problems and new prevention and intervention strategies would be developed to eradication this serious academic issue. However, There is need to introduce and plan local school-based interventions and preventions to tackle and eradication of truancy in

Pakistan's school students by addressing the protective and vulnerable factors of school truancy that is playing crucial role to eradication and control school truancy. This study suggested that mother and father permissive parenting styles can be enhanced social adjustment issues of school students in Pakistan.

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Availability of data and materials

The data sets used and analyzed during the current study are available from the corresponding author on reasonable request.

Authors' contributions/Author details

Miss Quratulain Tahira performed the main study under the supervision of Dr. Humaira Jami. Quratulain Tahira wrote the article under the guidelines of Nature-Nurture Journal of Psychology.

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Ethics declarations

Ethics approval and consent to participate

This study was approved by the Institutional Review Board (National Institute of Psychology, Quaid-i-Azam University, Islamabad, Pakistan.). A written informed consent was obtained from all participants.

Consent for publication

Not applicable.

Competing interests

The authors declare to have no competing interests.

Additional Information

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