

**ROLE OF ACADEMIC MOTIVATION AND PEER INFLUENCE IN THE
RELATIONSHIP BETWEEN HELICOPTER PARENTING AND SELF-
ACTUALIZATION AMONG YOUNG ADULTS**



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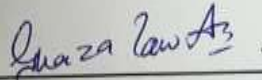
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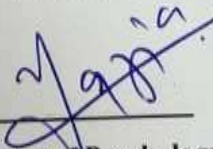
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DECLARATION

I, **Ms. SYEDA LABWAH HAIDER ZAIDI**, Registration No.**347-FSS/MSEP/F23** student of **MS** in the subject of Psychology, session **2023-2025**, hereby declare that the matter printed in the thesis titled: ROLE OF ACADEMIC MOTIVATION AND PEER INFLUENCE IN THE RELATIONSHIP BETWEEN HELICOPTER PARENTING AND SELF-ACTUALIZATION AMONG YOUNG ADULTS is my own work and has not been printed, published and submitted as research work, thesis or publication in any form in any University, Research Institution etc in Pakistan or abroad.

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RESEARCH COMPLETION CERTIFICATE

Certified that the research work contained in this thesis titled: **ROLE OF ACADEMIC MOTIVATION AND PEER INFLUENCE IN THE RELATIONSHIP BETWEEN HELICOPTER PARENTING AND SELF-ACTUALIZATION AMONG YOUNG ADULTS**, has been carried out and completed by **Ms. SYEDA LABWAH HAIDER ZAIDI**,
Registration No. **347-FSS/MSEP/F23** under my supervision.

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Dedication

With my Whole Heart and Deep Gratitude, Thesis is Dedicated to the Greatest Blessing My Supreme Leader Agha G and my Ever-Loving Nano. My Backbone my strength, this accomplishment mirrors my Parents' dreams and sacrifices. Their love has been my shelter in every storm, and their prayers the light that guided me through every challenge. A heartfelt emotion of respect for my loving and ever-gracious Ani's, a symbol of strength, kindness, and divine care. To my wonderful sisters and brother, whose love and encouragement have filled my journey with joy. This milestone stands as a tribute to my Ajji, Dada and Dado in honor of their wish that I pursue higher education.

Thank You.

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List of Abbreviations

HP	Helicopter Parenting
AM	Academic Motivation
PI	Peer Influence
SA	Self-Actualization
HPI	Helicopter Parenting Inventory
APS	Academic Performance Scale
SISA	Short Index of Self-Actualization
CAYCI Peer Relationships Scale	(Community and Youth Collaborative Institute) Peer Relationship Scale

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Abstract

This study investigates the interplay between helicopter parenting, academic motivation, self-actualization, and peer influence among young adults aged 18 to 25 enrolled in universities in Rawalpindi and Islamabad. A sample of 300 students completed validated measures assessing perceived helicopter parenting, academic motivation, peer influence, and self-actualization. The findings reveal a positive association between helicopter parenting and both academic motivation and self-actualization, suggesting that parental involvement, when balanced, can support personal and educational growth. Furthermore, peer influence was found to significantly moderate the relationship between helicopter parenting and self-actualization, with strong, supportive peer networks amplifying the beneficial effects of parental involvement on psychological development. The study underscores the importance of fostering balanced parental involvement alongside positive peer networks to support holistic development and facilitate a healthy transition to adulthood.

Keywords: *Helicopter parenting, Self-actualization, Academic motivation, Peer influence, University students*

INTRODUCTION

Chapter 1

Introduction

Specific behaviour and strategies presented by parents to control and make their children socialize are known as parenting. It is directly observable behaviour that parents do to nurture their child's social development (Darling & Steinberg, 1993). Agents of socialization of a child are parents who, through their interactions and role modelling, shape their children's values, self-esteem and coping strategies for their social relationships. The process of encouraging and nurturing a child's social, emotional, physical, and intellectual growth from infancy to adulthood is known as parenting. Adolescent development has been discovered to be significantly shaped by parenting methods, which build the groundwork for their intellectual, emotional, social, and physical development (Sarwar, 2016). Parenting is a crucial element that affects the general well-being and instability of the community, which has significant effects on the growth of any society.

The idea of positive parenting, which was developed recently, has been much valued and challenging in the advancement of educational research. Positive parenting reduces a lot of behavioral issues and strengthens family ties (Sanders, 1999). Positive parenting is a supportive and respectful approach to raising children that focuses on nurturing their emotional, social, and psychological development while maintaining clear guidance and healthy boundaries. Rather than relying on punishment or strict control, positive parenting emphasizes understanding children's needs, encouraging positive behavior, and building strong parent-child relationships based on trust, empathy, and communication. This approach recognizes that children learn best in an environment where they feel safe, valued, and understood. By using encouragement, consistency, and constructive discipline, positive parenting helps children develop self-confidence, emotional regulation, responsibility, and problem-solving skills, which are essential for their overall well-

being and long-term success. The basic aim of positive parenting is to achieve high levels of parent-child relationship by mutual respect, with firm but friendly communication and fair behaviour. Parents support children through educational and extracurricular choices that help them to develop strengths. Different studies result that focusing on strength is related to life satisfaction and well-being in children. It is also connected with positive emotions like love, hope, enjoyment, and gratitude. Positive parenting is also beneficial for the whole family as it strengthens the relationship between parent and child and makes them closer together (Martin et al., 2013; Jang et al., 2021). Parenting style is considered as a collection of parents' attitudes and behaviour, and these attitudes and behaviour create a certain type of emotional climate for the children to live in. It is the expression of strategies that a parent employs in their child-rearing (Darling & Steinberg, 1993). Authoritarian parenting, authoritative parenting, permissive parenting and neglectful parenting are four styles of parenting (Baumrind, 1991). Helicopter parents are overprotective, then they try to manage every part of their child's life out of worry rather than discipline. They often stop their children from making mistakes to make the decisions by their own. (LeMoyne & Buchanan, 2011; Padilla-Walker & Nelson, 2012; Schiffrin et al., 2014). Parents play a strong and supportive role in the social, emotional, psychological, and intellectual growth and development of a child (Knappe et al., 2010). As many aspects are involved in human psychology, parenting and its styles are also influenced by specific cultural practices. Numerous studies have been conducted to examine the relationship between parenting and the cultural context in which families live (Claes et al., 2011; Kahn et al., 2012). There is evidence that some parenting practices are culturally specific (Berry et al., 2002). Traditional collectivistic cultures value dependent conformity, family harmony, and personal humility, where parents play a central role. In contrast, individualistic cultures promote independence, personal uniqueness, and self-sufficiency

(Triandis, 2001). The meaning of authoritarian parenting in collectivistic cultures is often associated with concern and care, whereas in individualistic cultures it is viewed as controlling and dominating (Chao, 1994).

Helicopter Parenting

Over protection and control is referred as a helicopter parenting (LeMoyne & Buchanan, 2011; Padilla-Walker & Nelson, 2012; Schiffrin et al., 2013). Parenting style that is categorized by excessive environment over protection and control in every part of a child's life is known as helicopter parenting (Haim, 2000). Different studies suggest that helicopter parenting may lead to anxiety (Spokas & Heimberg, 2009; Segrin et al., 2013) depression (Schiffrin et al., 2014) and even to increased intake of pain pills (LeMoyne & Buchanan, 2011), although it is also linked to a decrease in well-being (Schiffrin et al., 2014), self-actualization (Perry et al., 2018), and poor academic outcomes (Schiffrin & Liss, 2017; Luebbe et al., 2016). It is mostly common among the middle-upper-middle-class families where parents put pressure on their children to ensure their success in this competitive world. Societal factors like globalization, higher academic competition, and the fear of economic insecurity are all contributing factors to the emergence of this phenomenon (LeMoyne & Buchanan, 2011).

The idea of helicopter parenting is very new. The phrase "helicopter parenting" first appeared in Cline and Fay's parenting book series in 1990. refers to parents who are overly protective and involved with their kids. They stay in close contact with their kids, get involved in their lives, make decisions for them, and directly support their objectives. The conventional conceptualizations of different parenting styles or dimensions do not suit this parenting method well. A degree of parental involvement that is unsuitable for a child's stage of development as an

emerging adult is referred to as "helicopter parenting". Hovering parents typically maintain a strong relationship with their children and the issues that impact their lives, encompassing their social, career, and intellectual pursuits. In an attempt to help their child overcome any challenges, they frequently intervene when a conflict, challenge, or call for action arises. When applied to young adults, this kind of parenting is regarded as developmentally inappropriate over-parenting, even when parents have the best of intentions (LeMoyne & Buchanan, 2011).

Hirsch and Goldberger (2010) defined "helicopter parenting" as a particular parenting approach in which parents keep their kids in a stressful atmosphere and never let them make errors. This parenting approach can hinder children's ability to make decisions and solve problems because it requires constant caring and little autonomy. They overly meddle in their kids' life to the point where it prevents them from becoming capable of making their own judgments (Segrin et al., 2012). Baumrind's (1966) parenting typologies are an important parenting strategy that sets her work apart from those of earlier researchers. Control was given top priority in Baumrind's operationalization of parenting style, which distinguished three different forms of parental control: authoritative, authoritarian, and permissive. Furthermore, Baumrind contended that the configuration of other factors determines the effect of one parenting component, such as ideology, maturity requirements, or disciplinary methods (Ratcliff, 2020). Based on the criteria of responsiveness and demandingness, Baumrind's (1966, 1991) theory divides parenting actions into four primary styles: authoritative, authoritarian, permissive, and neglectful. Warmth and strong control are combined by authoritative parents to promote freedom while upholding clear expectations; this approach is typically linked to the best developmental results. In contrast, authoritarian parents place a strong emphasis on discipline and compliance, frequently enforcing rigid rules with no emotional warmth. Permissive parents give their kids too much freedom and

are very receptive, which might cause problems with self-control. Finally, parents that are negligent exhibit poor responsiveness and low demands, offering little emotional support or direction. Helicopter parenting, on the other hand, goes beyond these conventional typologies; it has the same warmth as authoritative parenting but adds excessive control and involvement, which restricts children's freedom and prevents them from becoming independent (LeMoyne & Buchanan, 2011; Padilla-Walker & Nelson, 2012).

According to Segrin et al., (2015), adolescents who perceive more helicopter parenting have worse self-efficacy, worse coping mechanisms, and a greater reliance on their parents. Independent problem-solving, decision-making, and stress management are frequently difficult for these people. According to Schiffrin et al., (2014), college students who experience excessive parental involvement are more likely to experience anxiety, depression, and a lower level of life satisfaction. Despite having its roots in caring, helicopter parenting's overbearing style frequently conveys a lack of faith in the child's ability, which can impede the growth of autonomy and self-determination (Ryan & Deci, 2017).

Education is one area where helicopter parenting is most prevalent. According to Love et al., (2020), parents who keep a close eye on their kids' academic progress frequently choose subjects, manage homework, and interact with teachers on their behalf. Such behavior can hinder the growth of initiative and responsibility, even though it might momentarily improve academic success. According to Padilla-Walker and Nelson (2012), helicopter parenting has a negative correlation with academic autonomy and self-regulation but a favorable correlation with parental warmth. According to Darlow et al., (2017), students who experience helicopter parenting are more likely to rely on outside approval and guidance than on their own motivation.

Additionally, modern parenting has shifted toward intensive parenting, continuous oversight, emotional support, and the elimination of risk factor that fuels helicopter behaviour (Nelson et al., 2010). Parents who are engaged in helicopter parenting have the great intention of protecting their children from failure, disappointment, or harm by involving in every aspect of their child's life including academic performance, social conflict, making decisions. Parental involvement in children's lives generally decreases as children enter adolescence, particularly in terms of home-based engagement (Koivuhovi et al., 2024). Conversely, moderate parental involvement that balances guidance with autonomy support fosters independence, competence, and emotional maturity. This approach aligns with authoritative parenting principles and promotes higher levels of motivation, confidence, and self-actualization (Ratcliff, 2020). Therefore, the balance between support and freedom becomes critical for healthy psychological development. The overbearing nature of helicopter parenting, while emerging from genuine concern, can paradoxically obstruct the very success and well-being it seeks to ensure. Despite the fact that helicopter parenting is frequently criticized for being overbearing, a number of studies show its benefits when done with kindness and encouragement. According to research, helicopter parents frequently develop close emotional ties with their kids out of concern and care, which can promote a sense of safety, belonging, and parental availability (Nelson et al., 2015). Furthermore, children view their parents' involvement as a show of love and commitment to their achievement, so when helicopter parenting is balanced with emotional warmth and open communication, it can boost academic motivation and self-confidence (Schiffrin et al., 2019). Therefore, when controlled and based on support rather than control, helicopter parenting may be a protective and loving force, fostering resilience and healthy development in young adults navigating difficult settings, rather than being wholly harmful (Schiffrin et al., 2019).

Self-actualization

The best version of oneself is known as self-actualization, the fulfillment of the highest potential in any individual's life. According to Aristotle, self-actualization is an ethically meaningful way of life that is achieved by self-determined activities and actualizing one's highest potential (Ryff & Singer, 2008). Fulfillment of basic needs is a predictor for psychological well-being as well as for self-actualization (Ryan & Deci, 2017). Humanistic psychology is the field of psychology in which self-actualization is a keystone concept that represents the full realization of a person's potential for personal growth and fulfillment. Abraham Maslow (1943), introduced the theory of human motivation, which is conceptualized as the highest level of his hierarchy of needs. According to Maslow's hierarchy of needs, self-actualization is possible only after basic physiological needs have been sufficiently provided. When all these foundational needs are fulfilled, a person develops there we need talents and capacities, great creativity, autonomy, and problem-solving abilities (Maslow, 1962).

According to Maslow (1954), self-actualization is a natural and dynamic, lifelong process of growth and potential in a complete, transparent, selfless experience with complete focus and absorption. It is therefore not surprising that self-actualization has been found to have a negative correlation with measures of psychopathology and a positive correlation with measures of psychological adjustment (Ivtzan et al., 2013). Maslow discussed the close connection between "psychological health" and self-actualization although Maslow favored the words self-actualization and full-humanness over the concept of mental well-being. An examination of life satisfaction is one of the most popular frameworks in the study of well-being (Diener et al., 1999). This paradigm examines an individual's subjective assessment of their level of life satisfaction. According to Diener and Smith (1999), the presence of "positive" emotions in one's life (such as

joy, enthusiasm, and contentment) and the reduction of "negative" emotions (such as anxiety, depression, and emotional volatility) are important components of subjective wellbeing.

Abraham Maslow and Carl Rogers, two personality psychologists, gave the concept of self-actualization in their theories of personal growth (Schultz & Schultz, 2019). Rogers said that all people have an actualized tendency, a desire to meet higher forms of cognitive complexity (Kim, 2018). Moreover, Viktor Frankl's approach situated self-actualization in the broader human search for meaning. He said that people realize their highest potential by embracing purposes even in the face of adversity, not only through self-expression. (Frankl, 1963). Self-actualization reflects the ideal of human flourishing and the conditions necessary to support it; it has significant implications across different disciplines, from education and counselling to leadership and societal development. Maslow highlights that self-actualization work is the means by which psychological development is accomplished. Self-actualization does not imply contentment with less laziness or lack of self-confidence, but rather a sustained and ongoing commitment to progress and the development of abilities to the fullest extent feasible. Self-actualizing people are drawn to the most challenging and perplexing issues that call for the greatest amount of creativity and effort. Helicopter parenting, characterized by over-parenting and excessive involvement in a child's life, has been linked to an increase in depressive symptoms and a decrease in authentic living. Authentic living refers to the ability to be one's genuine self, a concept closely related to self-actualization. The findings underscore the significance of fostering authenticity and self-actualization in individuals, particularly as outcomes affected by the dynamics of helicopter parenting (Turner et al., 2009; Beyers et al., 2024). Rogers emphasizes how self-actualization advances an individual's growth toward greater complexity, independence, maturity, and competence. "In each of us there is a desire to become competent and capable as much as possible for us biologically." Self-

actualization is man's primary motivation, a basic feature of human nature, and the primary source of life. It drives man to strive for greater congruence and more realistic functioning. Furthermore, self-actualization is the aspiration to become a true, authentic, and comprehensive version of oneself. Intrinsic motivation, autonomy, competence, and relatedness, three psychological demands necessary for effective functioning, were connected to self-actualization by Deci and Ryan (2000). Higher levels of autonomy and intrinsic motivation have been shown in studies to increase the likelihood of personal development and contentment (Ryan & Deci, 2017). In a similar vein, Arndt et al., (2002) study discovered that while extrinsic objectives like riches and celebrity are not positively correlated with well-being and self-actualization, pursuing intrinsic goals like personal development, relationships, and community service were.

Self-actualization in the context of education and youth development has also been the subject of recent empirical research. According to research, supportive environments, both academic and familial, are essential for helping adolescents and young people reach their full potential (Schultz & Schultz, 2016). A person's self-concept and drive for self-actualization have been found to be significantly influenced by parenting techniques in particular. For example, stronger self-esteem, self-efficacy, and personal development are positively correlated with authoritative parenting, which is defined by warmth, support, and granting autonomy (Baumrind, 1991; Ratcliff, 2020). On the other hand, overly protective or controlling parenting approaches, like helicopter parenting, might impede self-actualization by preventing independent decision-making and self-examination (Segrin et al., 2015). In emerging adulthood, when people depend more and more on social feedback to shape their identities, peer influence also plays a role in the development of self-actualization. Positive peer interactions and encouraging social networks have been shown to promote self-realization, goal orientation, and confidence (Wentzel, 2017). On the

other hand, possibilities for genuine self-expression may be limited by negative peer pressure or social comparison, which can result in decreased autonomy and self-concept clarity (Vignoles et al., 2011). The path toward self-actualization is therefore greatly influenced by the interaction between parenting and peer contexts. Self-actualization is achieved when an individual removes all the negativity and incongruence from their behaviour and thoughts, for Roger said that self-actualized people should be flexible, dynamic, and self-assured (Shultz & Schultz, 2019).

Academic Motivation

According to Reeve (2009), motivation is the force that propels and directs conduct. It includes the fundamental causes of behavior (Guay et al., 2010). According to Headden and McKay (2015), motivation is the directing of passion and energy toward a certain objective; it starts, directs, maintains, and ends activity. Similarly, Deckers (2018) described it as the journey undertaken to achieve a goal. Additionally, motivation has been used to explain differences in students' performance levels and has been linked to the amount of cognitive energy used in learning activities (Entwistle, 1987). Being driven or forced to act is referred to as motivation. On the other hand, someone who lacks the motivation or inspiration to act is sometimes referred to as unmotivated, whereas someone who is inspired or energized toward a goal is considered motivated. Because of this, nearly everyone who works with others is concerned about motivation and its levels, whether it be for themselves or for others. Fostering greater levels of motivation among individuals they work with is a persistent difficulty faced by professionals in several areas. The urge or desire to carry out a particular activity or behavior is known as motivation. One element alone should not be used to categorize someone as motivated or unmotivated (McDevitt & Ormrod, 2008).

Academic motivation is the explanation of behaviors that are frequently linked to academic achievement and success, such as the amount of effort students put forth, how constructively they manage their work, what they aim to accomplish, and how tenacious they are when confronted (Usher & Morris, 2012). According to DiPerna and Elliot (1999), academic motivation also refers to an understudy's desire to study courses where the learner's proficiency is evaluated in relation to a degree of accomplishment or enormity. There is evidence that personality variables play a role in academic motivation. It is the ability and intelligence that is considered to be the predictor of academic achievement (O'Connor & Paunonen, 2007). Personality variables refer to the stable individual traits that influence how a person thinks, feels, and behaves. In an academic context, these variables affect students' motivation, study habits, persistence, and responses to challenges. Traits such as conscientiousness, openness to experience, emotional stability, extraversion, and agreeableness can shape how motivated a student is to learn and perform academically. While intelligence and ability are strong predictors of academic achievement, personality variables play an important supporting role by influencing effort, self-discipline, and engagement in learning. Academic motivation is one of the effective factors in anyone's achievement. Different studies indicate that personality traits affect the academic motivation and performance of a person (Costa & McCrae, 1992; Komarraju & Karau, 2005; Premuzic & Furnham, 2003, 2008).

Academic motivation refers to external and internal factors that direct students' behaviour towards learning and achievement in educational goals. It is a multifaceted concept that involves both intrinsic and extrinsic motivation because it influences students' academic performance. There are many theories of motivation (Marsh et al., 2003; Middleton & Tolum, 1999), the best-known being Deci and Rayyan's self-theory of motivation which plays a vital role in understanding academic motivation. Entwistle (1987) distinguished various discrete types of motivation named

as competence, extrinsic, and intrinsic. Competence motivation pertains to a favorable inclination toward learning and arises from consistent encounters with successful learning endeavors. Extrinsic motivation entails pursuing external validation for learning such as scores, grades, or credentials. Intrinsic motivation encompasses learning driven by either interest and perceived significance, or achievement motivation rooted in accomplishments and self-assurance. According to Ryan and Deci (2000), an action taken just for one's own enjoyment without regard to external expectations is referred to as intrinsic motivation. Problem, interest, novelty, control, and dream are the essential elements for generating intrinsic motivation. To sustain the inspiration, schooling need a lot of perseverance and an optimistic outlook. According to Deci and Ryan (2015), intrinsic motivation motivates an individual to engage in learning activities for the sole purpose of experiencing novelty, enjoyment, and experimentation without external influence or compulsion, as opposed to taking advantage of outside or other benefits, or under any impulse or power. In education, behavior is seen as crucial since it affects students' learning outcomes (Akçayır et al., 2016). This representation of motivation characterizes learning in the context of attributes and originates from students' educational encounters.

According to self-determination theory, intrinsic motivation that is engaged in an activity for satisfaction and interest is a very significant driver for academic success. When a student experiences autonomy, competence, and relatedness, they are more likely to engage in learning for their own sake, which leads them to high levels of academic achievement (Deci & Ryan, 2000). Different research indicates that students who have higher self-efficacy have higher academic goals in ultimately achieve better academic outcomes (Schunk, 1991).

Furthermore, the classroom environment in the role of teachers is an important factor in fostering academic motivation. Teachers who support autonomy and provide constructive

feedback are helpful in motivating students (Wentzel, 1998). Additionally, different cultural factors also play a significant role in shaping academic motivation. For example, some cultures encourage a more collectivist attitude for academic success and learning, while others giving importance to individual achievement (Chiu et al., 1997). Many studies show that academic motivation is a factor of academic performance and academic achievement (Green et al., 2006; Linnenbrink & Pintrich, 2002).

Peer Influence

Peer influence, the impact that individuals in a social group have on each other's attitudes, behaviour and the process of decision making. Especially during adolescence, the critical development stage is marked by social interactions and identity exploration, with a very strong desire for acceptance and belonging (Brown & Larson, 2009). The impact that members of a social group have on one another's attitudes, actions, and decision-making processes is known as peer influence. It discusses how peers, those of comparable age, background, or status, affect one another's decisions, perceptions, and development and is frequently linked to the idea of peer pressure. During adolescence, a crucial developmental stage marked by increased social contact, identity discovery, and the growing significance of acceptance and belonging, this phenomenon becomes especially noticeable (Brown & Larson, 2009). Adolescents start to rely more on peer approval during this time for self-definition and validation than on parental authority. Behavioral patterns, lifestyle decisions, and academic orientations can be significantly influenced by the need to fit in with a peer group, both favorably and unfavorably (Steinberg & Monahan, 2007).

Peer relationships become more important in a person's social environment during adolescence. According to Steinberg and Monahan (2007), vulnerability to peer pressure peaks in mid-adolescence and progressively decreases as people gain more autonomy and self-control.

Peers frequently serve as important socializing agents throughout this phase, aiding in the development of values, identity creation, and emotional growth (Wentzel, 2017). Teenagers' attitudes and actions start to reflect the standards and expectations of their peer group as they spend more time with friends and less time with family. Peers now have a bigger influence on one's self-concept, decision-making, and general adjustment, which is indicative of a change in social orientation (Brown, 2004).

Adolescence is the period when an individual becomes more connected to their peer group. The influence of peers on academic performance, this taking and substance use becomes more prominent during this stage (Steinberg & Monahan, 2007). Peer influence is multidimensional, as it promotes healthy ways as well as harmful effects on individuals. Research has shown that creating influence has significant effects on both positive and negative behaviour. According to social learning theory, individuals are more likely to adopt the behaviour they observe from their peers, especially when those behaviour are in demand and acceptable by the group and rewarded. So, this thing gives us the idea that peer influence operates through the process of modelling where an individual imitates the behaviour of other persons that leads them to social approval. Moreover, peers are a powerful source of norm setting where behaviour are reinforced. They are not only the source of influence but also the main means of Identity in belongingness. Peer influence is multifaceted and uses both direct and indirect methods. Direct peer pressure refers to overt encouragement or coercion to follow group standards, like adopting common beliefs or engaging in particular actions. Conversely, indirect peer influence is subtler and happens through social comparison, imitation, and observation (Prinstein & Dodge, 2008).

According to Bandura's (1977) Social Learning Theory, adolescents pick up appropriate behaviors and attitudes by watching their peers' behavior and the social repercussions that follow.

According to this hypothesis, people are more inclined to adopt behaviors that are reinforced in a social setting and imitated by significant others. People are more likely to mimic and internalize specific behaviors when they are rewarded with acceptance, admiration, or approval. There are two main theories for comprehending peer influence: social learning theory and social identity theory. Social learning theory (Bandura, 1977) states that people pick up new skills by watching others and imitating actions that seem effective or socially acceptable. Adolescents are especially vulnerable to this kind of reinforcement since they are still forming their sense of self and competence. Because of this, peer groups frequently establish behavioral standards that direct members' behavior in a variety of domains, including academics, fashion, language, and social behavior (Brechwald & Prinstein, 2011). According to social identity theory (Tajfel & Turner, 2004), people get a sense of identity and self-worth by belonging to certain groups. In order to feel like they belong, adolescents absorb the norms and values of their peer groups. Members of a peer group that prioritizes academic achievement are more likely to be driven and goal-oriented. On the other hand, people may take risks in order to preserve their social status when their peers value disobedience or deviance (Allen & Loeb, 2015). This illustrates how, depending on the characteristics of the peer group and its values, peer influence can either help or impede developmental results.

Although the term "peer pressure" is frequently used negatively, peer influence is not always detrimental. When combined with constructive objectives, it can actually be a potent source of beneficial development. Prosocial behaviors including cooperation, empathy, academic interest, and community involvement are encouraged by positive peer influence. Kindermann (2007), for instance, discovered that kids were more likely to demonstrate higher achievement and school engagement when they were accompanied by classmates who were academically driven. Similarly,

Wentzel (2017) reported that among teenagers and young adults, supportive peer interactions enhance mental health, academic motivation, and self-efficacy. severe peer pressure, however, can have a severe impact on academic performance, conduct, and mental health. Risky behaviors including substance misuse, criminality, or academic dishonesty are more common among adolescents who hang out with deviant friends (Wang et al., 2015). According to Brechwald and Prinstein (2011), this effect frequently acts through processes of conformity and social reinforcement, when people participate in unpleasant behaviors to escape rejection or win praise from their peers. Peer situations can directly magnify risk-taking tendencies through emotional arousal and perceived group norms, according to longitudinal research by Gardner and Steinberg (2005), which showed that teenagers take more risks when they are with peers than when they are alone.

Different researchers said that Peer influence manifests itself in four ways: direct peer pressure, indirect peer pressure, regulation and the structuring of opportunities. A supportive peer relationship is a road that encourages academic achievement, healthy lifestyle choices, leading to risky behaviour like substance abuse bowling delinquency, particularly where they are engaged in Deviant behaviour (Wang et al., 2015). The study of self-actualization during emerging adulthood is especially pertinent to peer influence. Autonomy, self-assurance, and motivation are important aspects of self-actualization that can be improved by positive peer situations (Maslow, 1970; Ryan & Deci, 2017). Supportive peers promote personal development by modeling adaptive coping mechanisms, encouraging goal pursuit, and offering emotional validation. Negative peer pressure, on the other hand, can limit personal potential by undermining self-direction and encouraging conformity. In order to explain how social ties either help or impede the path toward self-actualization, it is essential to comprehend the dual nature of peer influence.

Theoretical Framework

Maslow's Hierarchy of Need

Maslow's theory is old but has a strong influence in today's world. Maslow's hierarchy of needs is one of the most influential theories in psychology that has a great approach to human motivation. He believed that less than 1% adults can ever be thought of as self-actualized because he saw self-actualization as a result of many years of self-actualizing choices and behaviour (Maslow, 2022). According to Maslow's theory, humans are in need to satisfy five basic categories of need: physiological, safety, love and belonging, esteem, and self-actualization. All the needs form a pyramid with the most basic physiological needs at the bottom and the highest rank, that is self-actualization. Maslow believed that various mentally healthy people continue the journey towards growth motivation that enables them to achieve their true potential with age and develop themselves to self-actualize (D'Souza et al., 2016).

Different theories give the idea that self-actualization can only be achieved if the lower levels of needs are met. For instance, if a young adult's need for autonomy is suppressed through constant parental interference, they may face difficulty in developing their self-confidence. As a result, helicopter parenting can inhibit the process of reaching the potential of achieving self-actualization by preventing adults from gaining independence and confidence. Where it can also have a positive effect. In Indonesia, the analysis gave the results that the key themes related to Maslow's theory indicate that fathers' love meets the child's physical requirement through medical assistance and addressing psychological and emotional needs by their interaction, communication, and continuous powerful support. Providing these needs helps the child to conquer fear in experience comprehensive healing (Tuminah & Kurniawan, 2025). Involvement of parents in the educational matters of their children is an influential source that impacts the parental practices

targeting academic achievement. From the literature review and discussion, it can be seen that learning motivation and the involvement of parents are closely linked with each other and cannot be divided (Mestika et. al., 2023).

Social Learning Theory

Albert Bandura introduced the social learning theory that highlights the importance of watching, replicating, and imitating the actions and emotional responses of others. Social learning theory examines the relationship between environmental and cognitive elements in shaping human learning and behaviour. Peer influences are central to the theory as adolescents and adults imitate the behaviour of their peers and follow them, especially with those peers who are successful and admirable. Children pay attention to their peers and perceive them as attractive play partners, as they mature, they prefer their company to that of siblings and parents (Ladd, 2007). Peers also serve as regular companions for many activities and experiences that take place in the early development years (Ladd, 2007). In contrast with helicopter parenting, the over-involvement and control of parents can limit the exposure of a young adult, limiting their opportunities to learn from various social interactions. An adverse environment of parents will damage the development and is likely to affect the independence and self-progress of a child (Kantrowitz & Peg, 2006; Maccoby, 2007), which includes low self-efficacy and a lack of trust among peers. (Ingen et al., 2015)

Erickson Psychosocial Theory

Erikson's psychosocial theory, particularly the stage of identity vs. role confusion, is highly pertinent to understanding the developmental processes underpinning young adulthood, where individuals strive to form a stable and coherent identity (Hoare, 2002). This stage is characterized

by exploration of personal values, goals, and roles, which directly relates to academic motivation as young adults seek to define meaningful aspirations and commitments. Helicopter parenting, with its tendency for excessive control and over-involvement, may inhibit this exploration by limiting opportunities for autonomous decision-making and self-directed goal setting. Such parental behaviors can contribute to role confusion, as young adults may feel pressured to conform to parental expectations rather than pursue their intrinsic interests, leading to diminished motivation and a fragmented sense of self (Kroger, 2004).

The inclusion of demographic variables in this study is theoretically justified through Erikson's psychosocial theory, which emphasizes that psychosocial development is shaped by age-related stages and social roles. During adolescence and young adulthood, individuals navigate the stage of identity versus role confusion, where factors such as age, gender, education level, and living arrangements influence opportunities for identity exploration and autonomy. Differences in education level and field of study reflect varying role expectations and future commitments, which shape academic motivation and self-concept. Living arrangements and marital status affect the degree of independence from parents and reliance on peers, directly influencing identity formation and self-actualization. Additionally, family structure variables such as number of siblings shape early social interactions and role learning, which contribute to psychosocial adjustment. Therefore, these demographic variables are theoretically relevant as they represent developmental and contextual conditions that influence identity development, motivation, and psychological growth as proposed by Erikson.

Erikson emphasized that failure to resolve this identity crisis can result in confusion and lack of direction, negatively affecting psychological well-being and developmental outcomes such

as self-actualization—the realization of one’s full potential (Shultz & Schultz, 2019). The theory also highlights the crucial role of peer relationships during this stage, as peers provide emotional support, validation, and social feedback, which are essential for positive identity formation (Meeus, 2011; Schwartz et al., 2008). Supportive peer networks foster a safe space for self-exploration and autonomy, enhancing academic motivation by encouraging self-regulation and goal pursuit based on internal desires rather than external pressures.

Therefore, Erikson’s theory provides a valuable lens to interpret how helicopter parenting might negatively impact self-directed development and motivation, while positive peer influence can buffer these effects by promoting autonomy and emotional resilience. This interplay ultimately shapes the trajectory towards self-actualization, emphasizing the importance of balanced parental involvement and healthy peer support in fostering optimal psychological and academic outcomes during emerging adulthood.

Self-Determination Theory (SDT),

Self-Determination Theory (SDT), developed by Deci and Ryan (1985, 2000), is a comprehensive theory of human motivation that emphasizes the importance of fulfilling three innate psychological needs: autonomy, competence, and relatedness. In the context of academic motivation, SDT suggests that students are most motivated when they feel that their learning activities are self-chosen and aligned with their personal values (autonomy), when they believe they can successfully master academic tasks (competence), and when they experience meaningful social connections and support from teachers, parents, and peers (relatedness). When these needs are satisfied, students exhibit intrinsic motivation, which leads to deeper engagement, greater persistence, and enhanced academic achievement. Conversely, environments that are overly controlling or

neglectful can thwart these needs, resulting in diminished motivation, reliance on external rewards or pressures, and reduced well-being. SDT thus highlights the critical role of autonomy-supportive parenting and educational contexts that nurture competence and relatedness to foster strong, self-driven academic motivation and promote overall psychological growth.

Literature Review

Helicopter parenting, characterized by close parental involvement and oversight in children's lives (Schiffrin et al., 2014), has gained considerable attention in developmental research for its nuanced and context-dependent effects. While early motivational theories by Maslow (1943) provide a foundation, contemporary studies increasingly recognize that helicopter parenting can have beneficial outcomes, especially when situated within warm, supportive relationships and culturally appropriate contexts.

In collectivistic cultures, parental involvement is often perceived as an expression of care, responsibility, and emotional support rather than intrusive control (Kim et al., 2012). This cultural lens allows helicopter parenting to foster stronger emotional bonds and a greater sense of security within families. Research by Reed et al. (2016) supports this, showing that highly involved parents contribute to greater feelings of emotional closeness and family support, which promote psychological well-being. Similarly, Padilla-Walker and Nelson (2012) found that when helicopter parenting is combined with warmth and responsiveness, emerging adults report higher life satisfaction and enhanced psychological health, suggesting that the quality of the parent-child relationship is a critical factor in positive developmental outcomes.

Moreover, this parenting style can provide a supportive framework that encourages academic achievement and personal growth by balancing high expectations with encouragement and emotional support (Bera & Galowich, 2002). Such involvement may motivate young adults to pursue goals with confidence while maintaining a secure base for exploration. Although some studies highlight risks associated with over-involvement—such as increased anxiety or reduced autonomy (Schiffrin et al., 2014; Padilla-Walker & Nelson, 2012)—these effects are often mitigated when parental care is warm and culturally sensitive.

Importantly, the potential challenges linked to helicopter parenting are frequently tied to excessive control rather than parental warmth. Geist and Buchanan (2014) emphasized that overprotection, rather than emotional support, is the key factor in poor adaptive outcomes. Enhancing self-efficacy in young adults can buffer against these risks, suggesting that balanced parental involvement promotes resilience and coping skills.

In summary, the positive aspects of helicopter parenting—particularly when characterized by warmth, cultural sensitivity, and emotional support—can foster strong family bonds, psychological well-being, and motivation for academic and personal success. This balanced approach highlights the importance of distinguishing supportive involvement from controlling behavior, underscoring the potential for helicopter parenting to contribute constructively to young adults' development.

Relationship between helicopter parenting and self-actualization

Self-actualization is achieved when an individual reduces negativity and incongruence in their behavior and thoughts, embodying flexibility, dynamism, and self-assurance as described by

Rogers (Shultz & Schultz, 2019). According to Maslow's hierarchy of needs, self-actualization represents the pinnacle of human motivation, attainable only after satisfying foundational needs such as safety, belongingness, and self-esteem, enabling individuals to reach personal excellence and authenticity (Maslow, 1962). Bandura's concept of self-efficacy—the belief in one's capability to achieve goals—further highlights the importance of confidence in personal growth (Bandura, 1997). While excessive parental intervention may undermine motivation (Segrin et al., 2012; LeMoyne & Buchanan, 2011), research emphasizes that warm, supportive, and autonomy-promoting parenting plays a crucial role in fostering self-efficacy and motivation.

Maslow also identified self-actualization as the highest stage of human development, realized through the full expression of one's potential. The bioecological model underscores the foundational influence of parents as primary agents in early development, emphasizing that high-quality parent-child interactions significantly shape the trajectory toward self-actualization (Booth & Cameron, 2020). Studies consistently show that warm and supportive parental involvement is linked with greater self-compassion and adaptive functioning (Cheung et al., 2025), while enriched parental academic environments strengthen academic achievement, adaptability, and personal growth (Chen & Mok, 2023).

Moreover, emerging research highlights that parental over-involvement, when combined with warmth, autonomy support, and alignment with culturally normative practices, can foster positive self-actualization outcomes (Crowder, 2024). Similarly, a nurturing parental environment is positively associated with academic self-regulation and self-fulfillment, reinforcing the important role of parenting in promoting holistic development (Gillani & Abbasi, 2024). These findings collectively emphasize that positive, responsive, and culturally sensitive parenting

supports the journey toward self-actualization by encouraging resilience, motivation, and personal growth.

Relationship between helicopter parenting and academic motivation

Academic motivation is widely recognized as a powerful predictor of self-actualization, especially within educational settings where individuals cultivate a sense of identity, competence, and purpose. Eccles and Wigfield (2002) describe academic motivation as the internal or external drive that energizes students' engagement in learning, with intrinsic motivation closely aligned to Maslow's concept of self-actualization, supporting personal growth and the realization of one's potential (Maslow, 1943, 1962). Importantly, intrinsic motivation fosters essential self-regulatory skills such as goal-setting, self-monitoring, and adaptive learning strategies, which enhance self-awareness and facilitate long-term personal development (Zimmerman, 2002; Pintrich, 2000). These processes help learners meaningfully evaluate their progress and cultivate purpose in their academic journey, advancing them toward self-actualization (Duckworth et al., 2007).

Parenting practices play a crucial and positive role in shaping students' motivational orientations. Parental involvement that supports autonomy and competence has consistently been linked to enhanced academic outcomes and psychological well-being (Jaiswal & Choudhuri, 2016; Park et al., 2017). Grounded in self-determination theory, environments that satisfy basic psychological needs for autonomy, competence, and relatedness promote higher intrinsic motivation, resilience, and reduced anxiety among students (Deci & Ryan, 2008; Ryan & Deci, 2001). Autonomy-supportive parenting fosters greater engagement and academic success while nurturing mental health (Grolnick et al., 1997).

Although helicopter parenting has been associated with challenges such as reduced self-efficacy and dependence on external validation (Givertz et al., 2012; Schunk, 2012), research also reveals that its effects are not universally negative. The evolving nature of parental involvement across developmental stages—shifting from direct control to a more consultative role—suggests that such parenting may have varied impacts depending on the individual’s maturity and context (Cecilia, 2020). Moreover, cultural factors significantly influence how parental involvement is perceived; in collectivistic societies, parental control is often viewed as an expression of care and responsibility, which can buffer negative effects and support motivation (Chiu et al., 1997; Iyengar & Lepper, 1999).

Cultural psychology further emphasizes that motivation and self-actualization are embedded within socially defined norms around autonomy, obligation, and achievement (Senzaki et al., 2014). While autonomy-supportive environments facilitate intrinsic motivation, culturally attuned and balanced parental involvement continues to show a positive association with academic achievement and personal growth (Tárraga et al., 2018). This highlights the potential for supportive parenting to foster both academic success and holistic development.

In summary, the literature underscores the critical importance of intrinsic academic motivation and autonomy-supportive parenting as key drivers of psychological well-being and self-actualization. While excessive control may pose risks, these can be mitigated by culturally sensitive, balanced parental involvement. The nuanced and context-dependent nature of these relationships calls for further research to refine our understanding and promote academic motivation as a genuine pathway to self-actualization.

Relationship between helicopter parenting and peer influence

Peers play a pivotal and largely positive role in providing social validation, emotional support, and behavioral modeling, especially during adolescence and young adulthood when identity formation is crucial. Bandura's social learning theory underscores that peer interactions offer vital opportunities for observational learning, enabling individuals to internalize social norms, coping mechanisms, and adaptive behaviors. According to Ryan (2001), peer relationships significantly enhance adolescents' sense of belonging and identity, which are fundamental for psychological well-being and the pursuit of self-actualization. Supportive peer networks foster emotional independence, provide affirmation, and encourage autonomy—key drivers of personal growth and development (Wentzel, 1998; Hamm et al., 2018). Through constructive feedback and mutual recognition, peers help individuals build a coherent self-concept and boost self-worth, further promoting resilience and academic motivation (Harter, 1999; Berndt, 1999; Rubin et al., 2006).

Collaborative academic settings involving peer engagement strengthen confidence, communication, and social competence, underscoring peers' role as facilitators of adaptive functioning and skill development (Mounts, 2002; Kiuru et al., 2008). Adolescents who experience acceptance and encouragement from their peers show higher intrinsic motivation and openness to self-exploration, fostering authenticity and positive personal growth (Laursen & Bukowski, 1997; Patrick et al., 2007). Overall, positive peer influence enhances autonomy, emotional intelligence, and the willingness to take risks—all essential elements for realizing one's full potential and achieving self-actualization (Ryan & Deci, 2000; Arnett, 2000; Denham et al., 2003). Promoting

such autonomy-supportive and emotionally enriching peer environments is therefore critical for educational and developmental efforts aimed at helping youth thrive and actualize their potential.

Parenting in the Pakistani Context

In Pakistan, parenting is a blend of cultural and religious traditions. In Pakistani culture, parents are considered the most respected members of society, often regarded as second only to God, and children are expected to show a high level of obedience to them (Khalid & Akhtar, 2025). Using a cross-sectional survey approach, one study investigated the relationship between university students' mental health, emotional control, and helicopter parenting. Convenience sampling was used to collect the data. The findings revealed no significant relationship between helicopter parenting and mental health, indicating that students' emotional control and overall well-being are not significantly affected by whether they live in rural or urban areas. However, emotional responses were found to differ by gender. Overall, the study reported no substantial relationship between helicopter parenting, emotional control, and mental health (Asif et al., 2024). Research indicate that helicopter parents who are involved in their children's educational matters lead to better academic outcomes (Khan & Khan, 2025). It is also proved that over involvement of parent can protect their children from any type of danger providing them safe and secure environment (Quratulain & Munawar, 2022). Another study it is proved that constant presence of parents in attention from them make their children feel valued loved and making them emotionally secure and strong (Zaidi, 2023).

Rationale

Parenting plays a fundamental role in shaping the emotional, cognitive, and social development of children, providing the psychological foundation for growth across the lifespan. Among various parenting styles, helicopter parenting—defined as excessive parental involvement and control—has become increasingly prevalent due to rising academic competition, parental anxiety regarding children’s success, and heightened social insecurity. Although helicopter parenting has been widely criticized for undermining autonomy and independence, emerging evidence suggests that its effects are not uniformly negative and may vary depending on contextual, motivational, and relational factors.

Recent research indicates that helicopter parenting can yield adaptive outcomes when accompanied by parental warmth, emotional support, and encouragement, including stronger family bonds and enhanced emotional well-being (Reed et al., 2016; Padilla-Walker & Nelson, 2012). These mixed findings challenge the dominant deficit-based perspective and highlight the need to examine *how* and *under what conditions* helicopter parenting influences developmental outcomes rather than assuming universally harmful effects.

Self-actualization, defined as the realization of one’s full potential, is a multidimensional outcome that integrates psychological, motivational, and social development (Ryan & Deci, 2017). Positive parental involvement can support emotional stability, goal-directed behavior, and academic engagement—key contributors to self-actualization. Academic motivation is particularly important in this process, as it represents the internal mechanism through which parenting practices influence learning behaviors, persistence, and personal growth. Therefore, academic motivation is

conceptually and empirically justified as a mediating variable, explaining *how* helicopter parenting translates into self-actualization outcomes.

However, developmental processes do not occur in isolation, and the influence of parenting on motivation and self-actualization is shaped by broader social contexts—most notably peer relationships. During adolescence and young adulthood, peers play a central role in identity formation, emotional support, and autonomy development. Peer influence can either buffer the potentially restrictive effects of helicopter parenting by promoting independence and self-expression or exacerbate its negative impact by reinforcing dependency and conformity. Thus, peer influence is theoretically and practically justified as a moderating variable, explaining *when* and *for whom* helicopter parenting and academic motivation affect self-actualization.

The combined use of mediation and moderation allows for a more comprehensive and ecologically valid understanding of development. Mediation clarifies the psychological mechanism linking helicopter parenting to self-actualization through academic motivation, while moderation accounts for individual differences in social environments that may strengthen or weaken this pathway. Examining these processes together moves beyond linear cause–effect models and reflects the complex, interactive nature of real-life developmental experiences.

Despite growing international research on helicopter parenting, most existing studies are grounded in Western, individualistic contexts and primarily emphasize negative outcomes (Schiffrin et al., 2014; LeMoyne & Buchanan, 2011). There is a significant gap in understanding how helicopter parenting operates within collectivistic cultures such as Pakistan, where parental involvement is culturally interpreted as care, responsibility, and moral guidance rather than intrusion. In Pakistani society, parents are deeply involved in their children’s educational,

emotional, psychological, and religious development, which may alter the meaning and consequences of helicopter parenting. Moreover, rapid social changes in Pakistan—including increased academic competition, technological advancement, and shifting family dynamics—necessitate a culturally sensitive examination of modern parenting practices. Investigating helicopter parenting within this context, while accounting for motivational and peer-related processes, provides timely and socially relevant insights.

Therefore, the present study aims to examine the relationship between helicopter parenting and self-actualization among young adults, with academic motivation as a mediating variable and peer influence as a moderating variable. By integrating these variables within a single model, the study seeks to identify adaptive pathways of development and highlight culturally appropriate parenting practices. This research is significant as it addresses a critical gap in the literature, challenges one-dimensional interpretations of helicopter parenting, and contributes to evidence-based interventions that promote autonomy, motivation, and psychological well-being in Pakistani youth.

Objectives

The study aims:

1. To study the relationships among helicopter parenting, self-actualization, peer influence, and academic motivation in young adults.
2. To assess the impact of helicopter parenting on self-actualization in young adults.
3. To examine the mediating role of academic motivation in the relationship between helicopter parenting and self-actualization among young adults.

4. To investigate the moderating role of peer influence in the relationship between helicopter parenting and self-actualization among young adults.
5. To analyze the effects of demographic factors such as age, gender, education level, marital status.

Hypotheses

- 1 Helicopter Parenting positively predicts self-actualization among young adults.
- 2 Helicopter parenting is positively correlated with academic motivation among young adults.
- 3 Helicopter Parenting is negatively correlated with Peer Influence among Young Adults.
- 4 Academic motivation mediates the relationship between helicopter parenting and self-actualization among young adults.
- 5 Peer influence work as a moderator between helicopter parenting and self-actualization among young adults.
- 6 Helicopter parenting is higher in early young adults than young adults.
- 7 Academic Motivation is higher in day scholars than hostalites.
- 8 Peer Influence is high in MS students than BS students.
- 9 Self Actualization is higher in females than males.
- 10 Helicopter parenting is higher in single child than three or more siblings.

Conceptual Framework

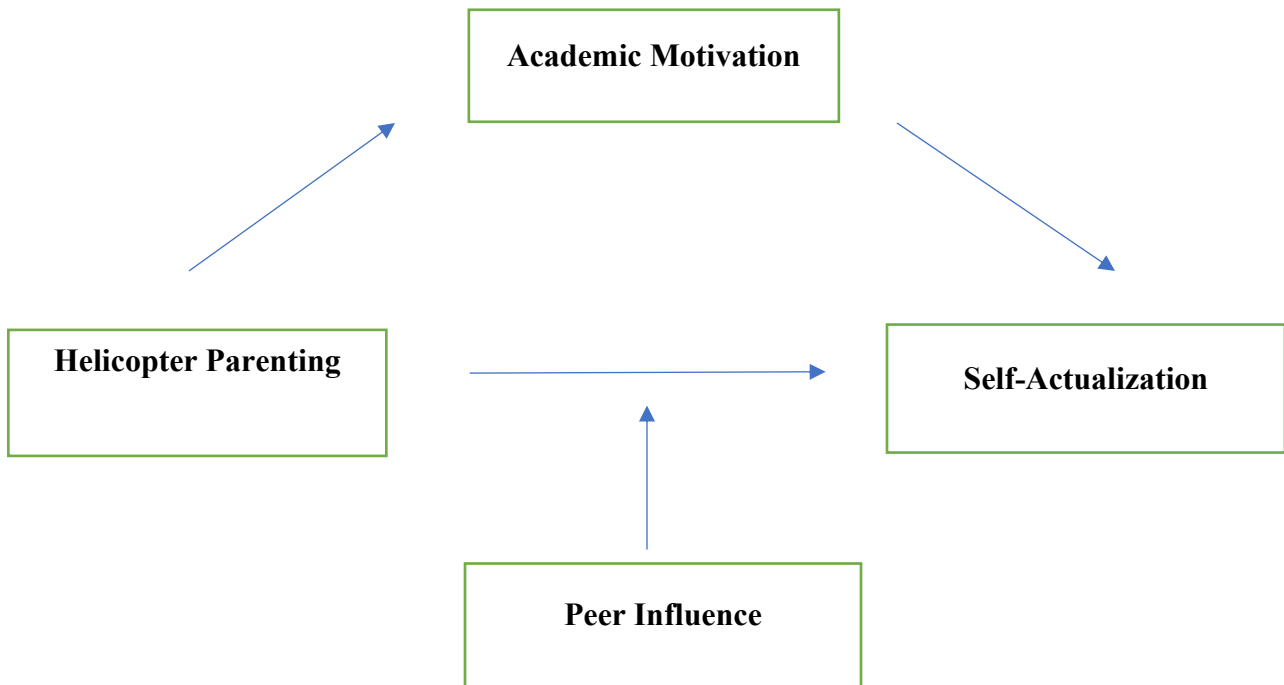


Figure 1

Conceptual Framework

METHOD

Method

Research Design

The study employed a quantitative correlational research design, using a structured questionnaire to gather data on key variables to analyze relationships and potential interactions between them.

Sample

The sample consisted of 300 young adults (150 males and 150 females), age ranged from 18-25 years from Rawalpindi and Islamabad, representing various academic disciplines. The random sampling method was used to ensure proportional representation of key demographic groups, particularly gender and academic discipline. These factors are likely to influence parenting experiences, academic motivation, and peer interactions.

Inclusion Criteria

University students currently enrolled in Bachelor's and Master's programs were included in this study. Participants' age ranged between 18-25 years. Additionally, participants engaged willingly in the survey process providing complete responses accurately.

Exclusion Criteria.

Subjects having age younger than 18 years and older than 25 were excluded from the study. Incomplete questionnaires were also excluded. Students with physical and mental disabilities are also excluded.

Operational Definition

Helicopter Parenting

Over protection and control is referred as a helicopter parenting style that is categorized by excessive environment, over protection and control in every part of a child's life is known as helicopter parenting. Parents who are engaged in helicopter parenting have the great intention of protecting their children from failure, disappointment, or harm and are involved in every aspect, their child's academic performance, including social conflict and making decisions. In this research context, Helicopter Parenting Inventory HPI (Weller et al., 2014) was used. The HPI is a self-report measure used to investigate adolescents' perceptions of their parents' helicopter parenting.

Self-Actualization

It is the fulfillment of the highest potential in any individual's life. It reflects an individual's ability to achieve their personal growth, goals and discovering themselves. According to Maslow (1943), self-actualization is the highest level in his hierarchy of needs. In this research context, self-actualization is operationalized using Short Index of Self Actualization (SISA) by (Jones & Crandall., 1986), indicting one's progress to fulfill potential.

Academic Motivation

It refers to the psychological processes that drive an individual to engage in and persist with academic tasks. Academic motivation is one of the effective factors in anyone's achievement. Different studies indicate that personality traits affect the academic motivation and performance of a person. In this research context, academic motivation is operationalized through validated instrument, Academic Performance Scale APS (Birchmeier et al., 2019). Higher scores indicate stronger academic motivation, which were analyzed in relation to factors like parenting styles and peer influence.

Peer Influence

Peer influence is multidimensional, as it promotes healthy ways as well as harmful effects on individuals. Research indicates that peers can serve as a source of motivation, encouragement, and validation, particularly in academic settings (Allen et al., 2014). Peer Influence is operationalized using CAYCI Peer Relationships Scale (Butcher et al., 2016). Higher scores indicate stronger perceived peer influence, which was examined alongside other variables like academic motivation and parenting styles.

Instruments

Demographic Sheet

The demographic sheet comprised of Age, Gender, Education level, Year of study, Field of study, living arrangement, Marital status, and No. of siblings.

Helicopter Parenting Inventory (HPI)

Weller et al., (2014) developed The Helicopter Parenting Inventory (HPI), which is self-report measure, designed to gain adolescent's perception about their parent's helicopter behaviour. The inventory has 15 statements with response indicating their agreement level on 7-point Likert scale, where 1 indicated "strongly disagree" and 7 "strongly agree". The HPI has good reliability coefficient of .78. In this study, two versions of HPI were used, one for mother and one for father's evaluation.

Academic Performance Scale (APS)

At Saginaw Valley State University, Birchmeier et al., (2009) developed the Academic Performance Scale (APS). A self-report instrument to measure various dimensions of academic motivation. The scale has 8 items rated on a 5-point Likert scale. The scale illustrates strong

internal consistency with a reliability coefficient of .89, and exhibits good test-retest reliability with a coefficient of .85.

CAYCI Peer Relationships Scale

The CAYCI (Community and Youth Collaborative Institute) Peer Relationships Scale, developed by Butcher et al., (2016), is a self-report instrument designed to evaluate adolescents' perceptions of their peers. The scale has 4 items, with response options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). This scale has indicated good internal consistency with a reliability coefficient of .86, showing its effectiveness in catching the perception of peer relationships among young people.

SISA (Short Index of Self-Actualization)

Jones and Crandall (1986) developed Short Index of Self-Actualization (SISA) self-report measure, designed to assess various aspects of self-identification among adolescents. The SISA has 15 items that indicate how an individual understand and perceive themselves in society. This instrument has demonstrated internal consistency with a coefficient alpha of .65, indicating moderate reliability. Additionally, the SISA shows a test-retest reliability of .69. The SISA is a valuable tool for studying adolescent identity development and its implications for social behavior.

Ethical Considerations

Ethical approval was attained from Ethical Review Board, Department of Psychology, IIUI Ethics Committee, along with head of the institute. In addition, informed consent was taken from the participants and were ensured regarding privacy and confidentiality of their responses.

Procedure

In the study, university students were approached for participation after obtaining the necessary permissions from relevant authorities. The researcher provided a concise introduction outlining the research's purpose and scope, following which informed consent was secured from both the participants and authorities to uphold ethical standards. Data collection was executed through structured questionnaires aimed at gathering essential information while ensuring participants' confidentiality and anonymity. Any questions from participants were addressed promptly, fostering an environment for honest and thoughtful responses. For analyzing the collected data, SPSS software was utilized, facilitating descriptive analysis, linear regression analysis, t-tests, and ANOVA, which allowed for a thorough evaluation of the findings and supported robust conclusions.

RESULTS

Results

Table 1*Frequencies and percentages of demographic variables of Study (N=300)*

Variable	Category	<i>f</i>	%
Age	18-21 Years	168	56.0
	22-25 Years	132	44.0
Gender	Male	150	50.0
	Female	150	50.0
Education Level	BS	256	85.3
	MS	44	14.7
Field of Study	Natural & Applied Sciences	13	4.3
	Engineering & Computer Sciences	2	0.7
	Medical & Health Sciences	30	10.0
	Social Sciences. Humanities & Education	176	58.7
	Business, Economics & Law	79	26.3
Living Arrangements	Day Scholars	253	84.3
	Hostalites	47	15.7
Marital Status	Married	70	23.3
	Unmarried	230	76.7
No. of Siblings	0	18	6.0
	1-2	29	9.7
	3 or more	253	84.3

Table 1 displays the frequency (*f*) and Percentage (%) of each demographic variable. The sample size comprised 300 participants, with an equal distribution of 50.0 % males and 50.0 % females. 56% were between 18 and 21 years of age while 44% were between 22 and 25 years. 85.3% were enrolled in Bachelors while 14.7% were Masters students. Terms of field of study, 58.7% belonged

to Social Sciences, Humanities, and Education, 26.3% to Business, Economics, and Law, 10% to Medical and Health Sciences, 4.3% to Natural and Applied Sciences, and 0.7% to Engineering and Computer Sciences. In addition, 84.3% of participants were day scholars while 15.7% resided in hostels. 76.7% respondents were unmarried, whereas 23.3% were married. 84.3% of participants reported having three or more siblings, 9.7% reported one to two siblings, and 6% reported no siblings.

Table 2:*Descriptive Statistics and Reliability Co-efficient (α) of the scales (N=300)*

Variable	<i>k</i>	α	M (SD)	Range		Skewness	Kurtosis
				Actual	Potential		
HPI	30	.80	129.74(24.57)	80-177	30-210	-0.10	-1.04
PRS	4	.82	15.51(3.23)	6-20	5-25	-0.82	0.64
APS	8	.76	18.02(4.75)	9-32	8-40	0.27	-0.40
SISA	15	.71	34.65(6.47)	16-45	15-75	-1.35	2.05

Note: HPI=Helicopter Parenting Inventory, PRS= Peer Relationships Scale, APS= Academic Performance Scale, SISA= Short Index of Self-Actualization.

The reliability coefficient (alpha) for Helicopter Parenting Inventory is .80 indicating good reliability. The Peer Influence Scale demonstrates acceptable reliability with a coefficient of .82. Academic Performance Scale and SISA Short Index of Self-Actualization demonstrates acceptable reliability with a coefficient of .76 and .71.

Table 3*Correlation of the Study Variables (N=300)*

Variable	1	2	3	4	5
1 HPI(M)	—	.81**	-.16**	.35**	.43**
2 HPI(P)		—	-.15**	.20**	.37**
2 PRS			—	-.16**	-.18**
3 APS				—	.12**
4 SISA					—

Note: HPI (M)=Helicopter Parenting Inventory Maternal, HPI (P)=Helicopter Parenting Inventory Paternal, PRS= Peer Relationships Scale, APS= Academic Performance Scale, SISA= Short Index of Self-Actualization.

Helicopter parenting was significantly and positively correlated with academic performance ($r = .29$, $p < .01$); Helicopter parenting was significantly and positively correlated with self-actualization ($r = .42$, $p < .01$); Helicopter parenting was significantly and negatively correlated with peer influence ($r = -.16$, $p < .01$); Peer influence showed significant negative correlations with academic performance ($r = -.16$, $p < .01$); Peer influence showed significant negative correlations with self-actualization ($r = -.18$, $p < .01$); Academic performance is positively correlated with self-actualization ($r = .12$, $p < .05$).

Table 4

Simple Linear Regression Showing Helicopter Parenting as a Predictor of Self-Actualization
(*N*=300)

	<i>B</i>	<i>SEB</i>	β	<i>T</i>	<i>P</i>
Constant	20.26	1.83	—	11.09	.001
Helicopter Parenting	0.11	0.01	.42	8.02	.001

Note. $R = .421$, $R^2 = .177$

Table 4 shows predictive role of Helicopter Parenting on Self- Actualization. Helicopter Parenting significantly predicts Self- Actualization ($\beta=.42$). The R^2 value is .177 which indicates 17.7% variance in Self- Actualization.

Table 5

Mediating Role of Academic Motivation in Relationship between Helicopter Parenting and Self-Actualization (N=300)

<i>Predictors</i>		<i>Self-Actualization</i>				<i>95% CI</i>	
<i>Model</i>		<i>R²</i>	<i>β</i>	<i>p</i>	<i>t</i>	<i>LL</i>	<i>UL</i>
1	Constant	.08	10.72	.000	7.58	7.93	13.50
	Helicopter Parenting (HP)		.06	.000	5.25	.04	.08
2	Constant	.18	20.37	.000	10.19	16.44	24.30
	Helicopter Parenting (HP)		.11	.000	7.70	.08	.14
	Academic Motivation (AM)		-.01	.892	-0.14	-.16	.14

For Step 1: $F(1, 298) = 27.60^{***}$, For Step 2: $F(2, 297) = 32.04^{***}$

Note: R^2 = Explained variance.

Table 5 shows the Mediating Role of Academic Motivation on the relationship. Helicopter parenting significantly predicted academic motivation ($p < .001$) but academic motivation did not predict self-actualization ($p = .892$), indicating that academic motivation does not mediate the relationship between Helicopter Parenting and Self-Actualization.

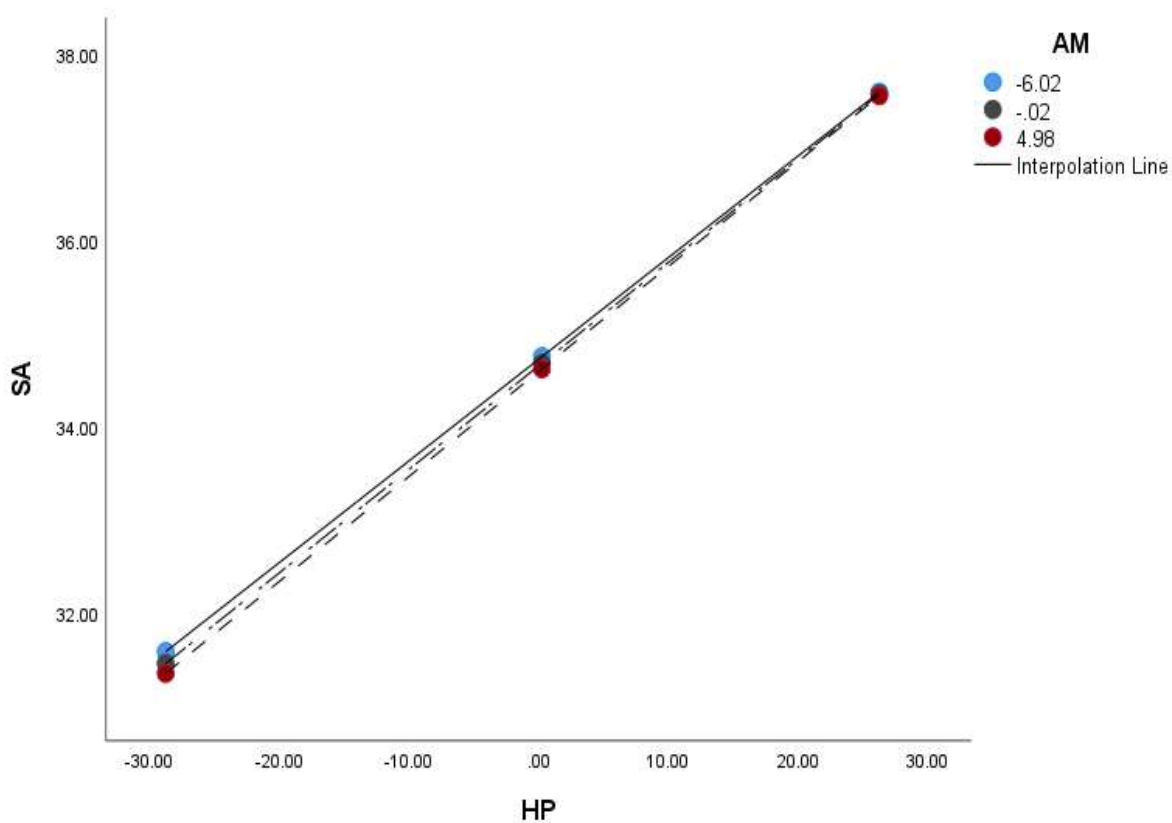
Table 6

Moderating Role of Peer Influence in Relationship between Helicopter Parenting and Self-Actualization (N=300)

<i>Predictor</i>	<i>B</i>	<i>SEB</i>	β	<i>t</i>	<i>p</i>	<i>95% CI</i>	
						<i>LL</i>	<i>UL</i>
<i>Model 1</i>							
Constant	48.27	10.32	—	4.68	.000	27.96	68.58
HP	-0.08	0.08	-.08	-0.97	.331	-0.23	0.08
PI	-1.77	0.65	-.16	-2.71	.000	-3.06	-0.48
<i>Model 2</i>							
HP*PI	0.01	0.00	.15	2.39	.018	0.00	0.02
R ²	.21				.000		
F	25.52				.000		
ΔR ²	.02						
ΔF	5.70				.018		

Note. HP= Helicopter Parenting; PI= Peer Influence; SA= Self-Actualization. $p < .05^*$, $p < .01^{**}$, $p < .001^{***}$.

Table 6 indicate that the overall model is significant $p < .001$, accounting for 20.6% of the variance in self-actualization ($R^2 = .21$). The interaction between helicopter parenting and peer influence was significant $p = .018$, $\Delta R^2 = .02$.



Note: HP= Helicopter Parenting, SA= Self-Actualization, AM=Academic Motivation

Figure 1

Simple slopes analysis of values of Peer Influence on the relationship between Helicopter Parenting and Self-Actualization

The slope analysis shows that helicopter parenting is positively related to self-actualization at all levels of academic motivation. However, this relationship is strongest for individuals with high academic motivation, indicating that academic motivation enhances the positive effect of helicopter parenting on self-actualization. This suggests that parental involvement is more beneficial when young adults are academically motivated.

Table 7

Mean, Standard Deviations, and t-values across age on Study Variables (N= 300)

	18–21 years (<i>n</i> = 168)	22–25 years (<i>n</i> = 132)			95% CI		
<i>Variables</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>t</i>	<i>p</i>	<i>LL</i>	<i>UL</i>	<i>Cohen's d</i>
HP	139.83 (21.13)	116.90 (22.64)	9.04	.000	17.94	27.92	1.03
PI	14.47 (2.83)	16.83 (3.24)	6.71	.000	-3.05	-1.66	0.77
AM	18.98 (5.25)	16.80 (3.70)	4.22	.000	1.16	3.20	0.49
SA	37.29 (4.03)	31.30 (7.39)	8.37	.000	4.57	7.39	1.04

Note. HP = Helicopter Parenting; PI = Peer Influence; AM = Academic Motivation; SA = Self-Actualization

Table 7 showed a significant difference in self-actualization between age groups. Younger participants face more Helicopter Parenting ($M=139.83$, $SD=21.13$) than older participants ($M=116.90$, $SD=22.64$). Academic Motivation is high in younger participants ($M=18.98$, $SD=5.25$) than older participants ($M=16.80$, $SD=3.70$). Older participants face more peer influence ($M=16.83$, $SD=3.24$) than younger participants ($M=14.47$, $SD=2.83$). Younger participants ($M = 37.29$, $SD = 4.03$) are more self-actualized than older participants ($M = 31.30$, $SD = 7.39$).

Table 8

Means, Standard Deviations, and t-values Along Gender on Study Variables (N = 300)

	<i>Male (n = 150)</i>	<i>Female (n = 150)</i>	<i>95% CI</i>				
<i>Variables</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>t</i>	<i>P</i>	<i>LL</i>	<i>UL</i>	<i>Cohen's d</i>
HP	129.59 (24.13)	129.89 (25.08)	-0.11	.914	-5.90	5.29	-.01
PI	16.29 (2.49)	14.72 (3.68)	4.34	.000	0.86	2.29	.50
AM	18.29 (4.96)	17.75 (4.53)	0.99	.326	-0.54	1.62	.11
SA	33.92 (7.88)	35.39 (4.57)	-1.97	.049	-2.93	-0.00	-.23

Note. HP = Helicopter Parenting; PI = Peer Influence; AM = Academic Motivation; SA = Self-Actualization

Table 8 showed no significant gender differences in helicopter parenting and academic motivation. A marginally significant difference was found for self-actualization with females (M=35.39, SD=4.57) scoring slightly higher than males (M=33.92, SD=7.88). However, peer influence differed significantly with males (M=16.29, SD=2.49) reporting higher than females (M=14.72, SD=3.68).

Table 9

Mean, Standard Deviations, and t-values along Education Level on Study Variables (N = 300)

	<i>BS</i> (<i>n</i> = 256)	<i>MS</i> (<i>n</i> = 44)			<i>95% CI</i>		
<i>Variables</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>t</i>	<i>P</i>	<i>LL</i>	<i>UL</i>	<i>Cohen's d</i>
HP	132.03 (23.84)	116.41 (24.78)	3.99	.000	7.92	23.32	0.65
PI	15.15 (3.24)	17.59 (2.32)	-4.80	.000	-3.44	-1.44	-0.78
AM	18.15 (4.82)	17.25 (4.28)	1.16	.247	-0.63	2.42	0.19
SA	34.99 (6.69)	32.70 (4.58)	2.18	.030	0.22	4.35	0.36

Note. HP = Helicopter Parenting; PI = Peer Influence; AM = Academic Motivation; SA = Self-Actualization

Independent samples t-tests showed significant differences by education level. Helicopter parenting and self-actualization were higher among BS students (M=132.03, SD=23.84) than MS students (M=116.41, SD=24.78) while peer influence was higher among MS students (M=17.59, SD=2.32) than BS students (M=15.15, SD=3.24). No significant difference was found in academic motivation.

Table 10

Mean, Standard Deviations, and t-values along Living Arrangements on Study Variables (N = 300)

	<i>Day Scholar</i> (<i>n</i> = 253)	<i>Hostalite</i> (<i>n</i> = 47)			<i>95% CI</i>		
<i>Variables</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>t</i>	<i>p</i>	<i>LL</i>	<i>UL</i>	<i>Cohen's d</i>
HP	128.91 (24.24)	134.23 (26.11)	-1.37	.173	-13.00	2.34	-0.22
PI	15.42 (3.31)	15.98 (2.79)	-1.09	.277	-1.57	0.45	-0.17
AM	18.30 (4.65)	16.47 (5.01)	2.46	.015	0.36	3.31	0.39
SA	34.34 (6.83)	36.32 (3.63)	-1.93	.054	-3.99	0.04	-0.31

Note. HP = Helicopter Parenting; PI = Peer Influence; AM = Academic Motivation; SA = Self-Actualization; CI = Confidence Interval; LL = Lower Limit; UL = Upper Limit. $df = 298$ for equal variances assumed.

Table 10 presents the results of independent samples *t*-tests comparing day scholars and hostelites on helicopter parenting, peer influence, academic motivation, and self-actualization. The findings indicate a significant difference in academic motivation, with day scholars reporting higher levels ($M = 18.30$, $SD = 4.65$) than hostelites ($M = 16.47$, $SD = 5.01$), $t(298) = 2.46$, $p = .015$, reflecting a small-to-moderate effect size. Self-actualization showed a marginal difference, with hostelites scoring slightly higher than day scholars, though this difference did not reach statistical significance ($p = .054$). No significant differences were observed between the two groups in helicopter parenting or peer influence, suggesting that living arrangements did not substantially influence these variables.

Table 11

Means, Standard Deviations, and t-values along Marital Status on Study Variables (N = 300)

<i>Variables</i>	<i>Married (n = 70) Unmarried(n=230)</i>		<i>t</i>	<i>p</i>	<i>95% CI</i>		<i>Cohen's d</i>
	<i>M (SD)</i>	<i>M (SD)</i>			<i>LL</i>	<i>UL</i>	
HP	132.81 (29.08)	128.80 (23.01)	1.20	.232	-2.59	10.61	0.16
PI	15.09 (3.58)	15.63 (3.12)	-1.25	.214	-1.42	0.32	-0.17
AM	17.56 (2.86)	18.16 (5.19)	-0.92	.356	-1.88	0.68	-0.13
SA	29.50 (9.09)	36.22 (4.38)	-8.46	.000	-8.29	-5.16	-1.16

Note. $df = 298$ for equal variances assumed.

Independent samples t-tests showed significant difference in self-actualization. Unmarried individuals are highly self-actualized ($M=36.22$, $SD=4.38$) than married ($M=29.50$, $SD=9.09$). No significant difference is seen in Helicopter Parenting, Peer Influence and Peer Influence.

Table 12

Means, Standard Deviations, and F-values for Helicopter Parenting, Peer Influence, Academic Motivation, and Self-Actualization across Number of Siblings (N = 300)

	<i>0 Siblings</i> <i>N=18</i>	<i>1–2 Siblings</i> <i>N=29</i>	<i>3+ Siblings</i> <i>N=253</i>				
<i>Variable</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>F</i>	<i>p</i>	<i>η²</i>	<i>Post Hoc</i>
HP	135.02 (26.41)	129.18 (23.77)	127.42 (24.59)	3.23	.041	.02	1 > 3
PI	16.82 (3.15)	15.74 (3.04)	14.88 (2.79)	26.87	.000	.15	1 > 2 & 3
AM	18.01 (4.61)	17.78 (4.52)	18.21 (4.96)	0.50	.609	.00	ns
SA	35.12 (7.48)	33.56 (7.13)	31.92 (7.01)	2.87	.058	.02	ns

Note. HP = Helicopter Parenting; PI = Peer Influence; AM = Academic Motivation; SA = Self-Actualization; η^2 = Eta squared; ns = not significant.

A one-way ANOVA showed significant differences on the basis of number of siblings. Results indicated that single child experience more helicopter parenting (M=135.02, SD=26.41) than 3+ siblings (M=127.42, SD=24.59). Also, single child experiences more Peer Influence (M=16.82, SD=3.15) than 1-2 siblings (M=15.74, SD=3.04) and 3+ siblings (M=14.88, SD=2.79).

DISCUSSION

Discussion

The study looked at the connections between academic motivation, peer pressure, self-actualization, and helicopter parenting. The results offered compelling evidence in favor of the concept that helps explain how peers and parents influence a young adult's academic and psychological growth. The study's main goal is to investigate how peer pressure and academic motivation affect young people's self-actualization and helicopter parenting. Specifically, the effects of helicopter parenting on self-actualization, the moderating role of peer influence, the mediating effect of academic motivation, and the investigation of demography.

The results confirmed hypothesis 1 which states that helicopter parenting positively predicts self-actualization among young adults. The results indicate that when balanced and supportive parenting is involved in the guidance of a child, it can enhance confidence, competence, and personal growth. There is a continuation of results with previous research suggesting the appropriate monitoring from parents and the feelings of warmth and love increase self-efficacy and identity formation in the development of emerging adults (Schiffrin et al., 2019). Bandura's social learning theory states that such type of involvement provides learning opportunities which further promote personal development and growth. This study highlights the positive aspects of helicopter parenting when it is characterized by warmth and open communication. The findings suggest that such parenting strategies are linked to enhanced prosocial behavior and improved emotional adjustment in young adults. This indicates that the quality of parental engagement can significantly influence the developmental outcomes of children transitioning into adulthood (Padilla-Walker & Nelson, 2012).

Second hypothesis states that helicopter parenting is positively correlated with academic motivation and self-actualization among young adults. Results of the present study accepted hypotheses 2. Helicopter parenting, characterized by high levels of involvement and supervision from parents, when combined with autonomy support, has a positive impact on students' competence and motivation. Moderate parental involvement has been found to play a significant role in mitigating anxiety among children while simultaneously enhancing their motivation. This dynamic contributes positively to both academic adjustment and personal growth, highlighting the importance of parental engagement in the developmental processes of youth, (LeMoyne & Buchanan, 2011). Balanced parental involvement is essential for students transitioning to college, as it significantly aids their adjustment to this new phase of life. This involvement fosters academic motivation and encourages autonomy among students, enhancing their overall college experience (Darlow et al., 2017). This parenting style fosters an environment where children feel supported, contributing to their overall development and ability to navigate challenges effectively as they transition into adulthood (Segrin et al., 2013). Supportive involvement is positively correlated with greater life satisfaction and feelings of competence compared to intrusive control. This relationship underscores the concepts of self-determination and self-actualization, highlighting the importance of fostering environments that promote autonomy and personal growth (Schiffrin et al. 2014). This dynamic aligns with the principles of self-determination theory and self-actualization theory, suggesting that while close parental engagement is often viewed negatively as overly controlling, it can effectively foster a supportive environment when balanced with encouragement for independence. This balance may lead to increased motivation and a greater sense of competence among students, encouraging their development and personal growth (Love et al., 2019).

Hypothesis 3 stated that helicopter parenting is negatively correlated with peer influence among young adults. The result indicates that a great dependency on peers reduces the intrinsic motivation of students and hinders self-directed development. Similar studies reported that peers can affect autonomy, internal motivation, especially in an academic context (Padilla-Walker & Nelson, 2012). Negative peer pressure and a strong desire for peer approval can significantly reduce an individual's capacity for self-regulated learning and academic responsibility. This reduction ultimately hinders the process of self-actualization, indicating that social influences play a critical role in one's educational and personal development (Wentzel, 1998).

Hypothesis 4 states that academic motivation mediates the relationship between helicopter parenting and self-actualization among young adults. The results indicate that academic motivation did not mediate the relationship between helicopter parenting and self-actualization. Through proper emotional and psychological support, rather than through academic drive, helicopter parenting has a direct influence on self-actualization. This suggests that helicopter parenting primarily elevates self-actualization through providing emotional support, guidance, and psychological involvement rather than enhancing academic drive alone. Love et al., (2020) identified that the beneficial impacts of helicopter parenting on young adults' well-being are mediated by factors of autonomy and competence satisfaction instead of academic motivation. It is also noted by Schiffrin et al. (2019) and Odenweller et al. (2014) that parental warmth and engagement play critical roles in identity formation and emotional adjustment, circumventing academic motivation as a mediating factor. Furthermore, a study indicated that helicopter parenting promotes key attributes such as self-regulation and mastery, which directly contribute to self-actualization (Reed et al., 2016). These results are consistent with Maslow's (1943) self-actualization theory and Bandura's (1986) social learning theory, both highlighting the importance

of psychological security and emotional modeling for personal growth. Although helicopter parenting is recognized for increasing academic motivation (Padilla-Walker & Nelson, 2012; LeMoyne & Buchanan, 2011), its primary impact on self-actualization appears to arise from fostering emotional closeness, developing self-efficacy, and offering parental encouragement, rather than through academic motivation acting as a mediating factor.

Hypothesis 5 states that peer influence moderates the relationship between helicopter parenting and self-actualization among young adults. Results support hypothesis that positive relationship between helicopter parenting and self-actualization is strong when experiencing high levels of peer pressure, indicating that in the presence of strong peer pressure, the protective layer is served by the parental involvement. High psychological control in parenting, which is characterized by over-involved styles, correlates with a greater susceptibility to peer pressure among adolescents. In contrast, parental support appears to mitigate this susceptibility. Although the study does not directly address the concept of self-actualization, it effectively illustrates the dynamic interaction between different parenting practices and their impact on peer pressure during adolescent development (Crespo-López & Koning, 2025). Research published in *Psychopedia Journals* indicates a significant negative correlation between peer pressure and self-esteem. This study demonstrates the impact of peer pressure on individuals' self-identity and self-worth, which are crucial aspects of self-actualization. The findings suggest that as peer pressure increases, self-esteem tends to decrease, negatively influencing an individual's perception of themselves and their ability to achieve personal growth and fulfillment (Boora, 2024). Significant research has established a relationship between peer pressure and social behavior among adolescents, indicating that peer pressure acts as a substantive influence on their actions and decisions. The findings presented by RSIS International reinforce the idea that peer pressure is an important factor in

shaping adolescent behavior, underlining its relevance in social interactions during this developmental stage (Genovia et al., 2024).

According to hypothesis 6, early young adults between the ages of 18 and 21 are more likely than those between the ages of 22 and 25 to engage in helicopter parenting. This hypothesis was confirmed by the findings, which showed that younger participants were more likely than older participants to experience helicopter parenting. The results also showed that older individuals were more influenced by their peers, whereas younger adults were more motivated to learn. The age-wise differences observed in this study can be explained through developmental theories of emerging adulthood. According to Arnett's theory, individuals aged 18–21 are in a transitional phase characterized by identity exploration and continued reliance on parental support, which explains the higher levels of helicopter parenting reported by younger participants. During this stage, parents often remain highly involved as young adults adjust to academic and personal independence. In contrast, individuals aged 22–25 typically demonstrate increased autonomy and self-reliance, leading to reduced parental involvement and a greater shift toward peer-based influence. From Erikson's psychosocial perspective, younger adults are primarily engaged in identity formation, where academic goals and self-definition are closely linked, accounting for their higher academic motivation and self-actualization. As individuals mature, peer relationships become more central to social support and decision-making, which explains the stronger peer influence among older participants. These developmental shifts reflect normative changes in autonomy, motivation, and social orientation, thereby supporting the validity of the observed age-related differences. Younger subjects also showed higher levels of self-actualization than older ones. These results are consistent with earlier studies that indicate helicopter parenting peaks in early emerging adulthood (ages 18–21), when people are moving toward independence but still

need parental care (Padilla-Walker & Nelson, 2012; Schiffrin et al., 2014). Additionally, the findings showed that while males showed greater peer influence, girls showed higher levels of self-actualization. This is in line with earlier research showing that while men are more influenced by their peers and outside social circles, women internalize emotional and social support more successfully, leading to increased self-actualization and emotional maturity (Nelson & Padilla-Walker, 2012; Barry et al., 2007; Rose & Rudolph, 2006).

According to hypothesis 7, young adults' educational attainment has a major impact on their study variables. The results showed that, in comparison to MS students, BS students reported higher levels of self-actualization and helicopter parenting. According to supporting data from previous research, undergraduate students—especially those just starting college—perceive greater parental participation (Shin & Adame, 2023). This is consistent with earlier studies that indicate younger emerging people have greater parental supervision and control, which enhances their academic engagement and motivation (Moilanen & Manuel, 2019). According to comparative research, students' freedom and self-development are influenced by parental participation, which is particularly noticeable when they first start college (Schiffrin et al., 2013). As pupils progress to higher school levels, helicopter parenting tends to decline, allowing for more autonomy and self-direction, according to the current findings.

The 8th hypotheses looked at how young individuals' study variables varied according on the demographics of their families. The findings showed that day scholars had greater academic motivation than hostelites, mostly as a result of ongoing parental supervision. This conclusion corroborates previous research demonstrating that day scholars, as opposed to hostellers, benefit from home-based assistance, which leads to better adjustment and higher academic success. Students' motivation and engagement have been favorably correlated with parental involvement,

including supervision and help with academic assignments (Topor et al., 2010). But research also indicates that living arrangements may have different effects based on institutional and cultural factors (Muhammad et al., 2023). Additionally, the findings showed that single students were more self-actualized than married students, indicating that being single can encourage greater independence, introspection, and personal development (Apostolou et al., 2024). Supporting data challenges the notion that marriage is required for self-fulfillment by showing that single people, especially women, report better levels of happiness and well-being in specific situations (Hoan & MacDonald, 2024).

According to hypothesis 9, women exhibit greater degrees of self-actualization than men. The findings confirmed this theory, showing that women are more likely to internalize emotional support, which increases self-awareness and self-fulfillment. This tendency is in line with other research that suggests males are more impacted by peer groups and social dynamics, while females often reach emotional maturity through stronger relational and emotional processing skills (Nelson & Padilla-Walker, 2012; Rose & Rudolph, 2006). The results demonstrate the gendered character of self-development processes, demonstrating that caring connections and emotional closeness are more important in promoting self-actualization in females.

According to hypothesis 10, children who are single are more likely to experience helicopter parenting than children who have three or more siblings. The findings supported this association, showing that parents of children who are single typically show more participation, control, and supervision in their child's lives. According to Shaki et al., (2022), singleton homes frequently exhibit an intense monitoring pattern, which is reflected in this increased parental attention. These results are corroborated by other studies, which demonstrate that parents of singletons devote more time, emotional energy, and resources to a single kid, increasing parental supervision and

decreasing prospects for the development of autonomy (McHale et al., 2012). These findings highlight how parental conduct is greatly influenced by family structure, which in turn affects how much helicopter parenting developing individuals encounter.

Overall, the results advocate for a balanced approach to helicopter parenting, defined by warmth, support, and constructive monitoring, as a valuable contributor to self-actualization. Such parenting strategies not only promote independence but also provide emotional security, enabling young adults to cope effectively with academic pressures and social challenges. Thus, the research emphasizes the necessity of nurturing healthy patterns of parental engagement that foster both autonomy and connectedness, ultimately supporting the holistic development and self-realization of emerging adults.

Limitations and Suggestions

The study has several notable limitations. First, it relies on self-reported questionnaires, which are vulnerable to biases such as social desirability and recall inaccuracies, potentially affecting the validity of the data. Additionally, the cross-sectional design limits the ability to establish causal relationships and observe developmental changes over time. The sample consists of a relatively small, homogenous group of young adults (18–25 years), mainly undergraduate and early graduate students from urban areas, which restricts the generalizability of the findings to broader and more diverse populations. Important confounding factors such as personality traits, mental health, and socio-economic status were not controlled for, which may influence the observed relationships. Furthermore, the exclusive use of quantitative methods limits deeper insight into participants' subjective experiences. Future research should adopt longitudinal and mixed-method designs with larger, more diverse, and cross-cultural samples to better understand

the developmental dynamics and cultural variations influencing helicopter parenting, academic motivation, peer influence, and self-actualization.

Implications

The study reveals that helicopter parenting, when characterized by warmth and balanced involvement, can positively contribute to young adults' self-actualization, confidence, and goal orientation. It emphasizes the influence of peer interactions in shaping motivation, offering practical guidance for parents, educators, and psychologists to foster open communication and balanced supervision that encourages independence. Policy implications include promoting family-institution collaboration, parenting education programs, culturally sensitive approaches, particularly for the Pakistani context, to support the development of confident and self-reliant youth. By implementing parental awareness programs, student counseling sessions, and workshops targeted at encouraging healthy boundaries and self-regulation skills among students, educational institutions can take use of these findings. These programs can improve teachers' comprehension of how family dynamics impact students' performance, motivation, and engagement.

Conclusion

The study emphasizes that helicopter parenting, which includes warmth, emotional support, and active involvement, can positively influence self-actualization in young adults within the collectivist culture of Pakistan. Research indicates that helicopter parenting, often viewed negatively in Western cultures, can positively influence emotional security, resilience, and academic success in cultures that prioritize family cohesion and interdependence. The findings emphasize the importance of balanced parental involvement in fostering healthy psychological

development. This approach, which prioritizes autonomy and creativity over control, reflects the evolution of parenting styles in response to modernization and shifting social norms. By promoting a harmonious combination of familial support and individual independence, this method supports children's growth and well-being. The study emphasizes the need for educational institutions to acknowledge the impact of family dynamics on students' well-being. It advocates for the promotion of healthy parenting practices that are culturally relevant. Furthermore, the research reinterprets helicopter parenting, not as harmful overreach, but as a culturally sensitive means of fostering emotional growth and psychological health. This perspective provides valuable insights for parents, educators, and policymakers aimed at supporting young adults in their pursuit of self-actualization.

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Annexure – A

Informed Consent

Respected Participant,

Research is on the “Role of Academic Motivation and Peer Influence in the relationship between Helicopter Parenting and Self-Actualization among Young Adults. Purpose of this research is to examine the relationship of these variables among Young Adults. For this purpose, you are required to fill this questionnaire. This research will be carried out in complete confidentiality and privacy. Your participation will be entirely anonymous and voluntarily and your responses would be appreciated.

I would like to seek your support and co-operation to spare a few minutes and fill out this form.

Signature: _____

Annexure – B

Demographic Details

Age; 18-21 Years _____ 22-25 Years _____

Gender; Male _____ Female _____

Education Level; BS _____ MS _____

Field of Study;

- Natural & Applied Sciences _____
- Engineering & Computer Sciences _____
- Medical & Health Sciences _____
- Social Sciences _____
- Humanities & Education _____
- Business _____
- Economics & Law _____

Living Arrangement; Day Scholar _____ Hostalites _____

Marital Status; Married _____ Unmarried _____

No. of Siblings; _____

Annexure – C

Helicopter Parenting Inventory

Read each of the following statements thinking about your parents. If you have only one parent, please respond on the parent 1 column specifying who you will refer to.

My parent _____	Mother	Father
1. _____ tries to make all of my major decisions.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
2. _____ discourages me from making major decisions that she disagrees with.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
3. If my _____ doesn't do certain things for me (e.g., doing laundry, cleaning room, making doctor appointments), they will not get done.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4. _____ overreacts when I encounter a negative experience	1 2 3 4 5 6 7	1 2 3 4 5 6 7
5. _____ doesn't intervene in my life unless she notices me experiencing physical or emotional trauma.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6. Sometimes my _____ invests more time and energy into my projects than I do.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
7. _____ considers oneself a bad parent when she does not step in and "save" me from difficulty.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8. _____ feels like a bad parent when I make poor choices.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9. _____ voices her opinion about my personal relationships.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
10. _____ considers herself a good parent when she solves problems for me.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
11. _____ insists that I keep her informed of my daily activities.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12. When I have to go somewhere (e.g., doctor appointments, academic meetings, the bank, clothing stores), my parents accompany me.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
13. When I am going through a difficult situation, my parents always try to fix it.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
14. _____ encourages me to take risks and step outside of my comfort.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
15. _____ thinks it is her job to shield me from adversity	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Annexure – D

CAYCI Peer Relationships Scale

The following questions are related to your relationships with your peers. Please mark how strongly you feel about each sentence.

1. My friends support and care about me.
2. My friends think I am a positive person.
3. My friends are people who I can trust.
4. My friends do nice things for other people.

Response Options,

1 = Strongly Disagree (SD) **2** = Disagree (D) **3** = Neither Disagree or Agree (N) **4** = Agree (A)

5 = Strongly Agree (SA)

Annexure – E

Academic Performance Scale (APS)

Please answer each question using the 5-point scale to answer each question so that it accurately reflects what you do or have done as a student. Be as honest as possible because the information can be utilized to discover areas of strength.

SA - Strongly Agree, **A** - Agree, **N** - Neutral, **D** - Disagree, **SD** - Strongly Disagree

		SA	A	N	D	SD
1.	I made myself ready in all my subjects.					
2.	I pay attention and listen during every discussion.					
3.	I want to get good grades in every subject.					
4.	I actively participate in every discussion.					
5.	I start papers and projects as soon as they are assigned.					
6.	I enjoy homework and activities because they help me improve my skills in every subject.					
7.	I exert more effort when I do difficult assignments.					
8.	Solving problems is a useful hobby for me.					

Annexure – F

SISA (Short Index of Self-Actualization)

Please respond to each item below using the following rating scale:

1 = agree 2 = somewhat agree 3 = somewhat disagree 4 = disagree

1. I do not feel ashamed of any of my emotions.
2. I feel I must do what others expect me to do.
3. I believe that people are essentially good and can be trusted.
4. It is always necessary that others approve of what I do.
5. I feel free to be angry at those I love.
6. I don't accept my own weaknesses.
7. I can like people without having to approve of them.
8. I avoid attempts to analyze and simplify complex domains.
9. It is better to be yourself than to be popular.
10. I have no mission in life to which I feel especially dedicated.
11. I can express my feelings even when they may result in undesirable consequences.
12. I do not feel responsible to help anybody.
13. I am loved because I can give love.
14. I am bothered by fears of being inadequate.
15. I fear failure.