

## THE EFFECT OF PERCEIVED MATERNAL PARENTING STYLE ON AGGRESSION AND EMOTIONAL INTELLIGENCE AMONG STUDENTS IN GILGIT

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Received: 11 December, 2023 Revised: 17 January, 2024 Accepted: 22 February, 2024 Published: 29 February, 2024

### ABSTRACT

The present study examines the impact of permissive parenting style, authoritarian parenting style, and authoritative parenting style on aggression and emotional intelligence among college and university students of Gilgit Pakistan. The participant of the study consists of (n=222) students of both genders within the age range of 15 to 30 years. They were assessed by using three different tools namely parental authority questionnaire (Buri,1992), aggression questionnaire (Buss & Perry, 1991) and emotional intelligence test (Sharma, 2004). Every scale is administered with their subscales Parenting (permissive, authoritative, and authoritarian), aggression subscales (physical and verbal) And emotional intelligence subscales (self-awareness, social skill, empathy, manage emotions, and self-management), to understand relationship between these variables data were analysed using SPSS. The results indicated that there are significant relations between perceived parenting, aggression and emotional intelligence.

**Keywords:** permissive, authoritative, authoritarian, emotional intelligence, and aggression

### INTRODUCTION

#### Parenting Style

Parenting practices play a major role in a child's personality development. A psychology concept known as parenting style represents the typical methods that parents employ to raise their children. Parenting approach describes how parents deal with their kids' expectations. Parenting style refers to a larger range of parenting activities, whereas parenting practices refer to specific behaviors (Alegre, 2011).

The combination of attitudes, beliefs, and behaviors that parents favor and use to mould their children's conduct is known as their parenting style (Tagliabue, 2013). It is also described as a psychological construct that

measures how much time parents spent raising their children (Howe & Rinaldi, 2012). Parents' responses to and expectations made on their kids are reflected in their parenting style, according to research (Christophe & Spera, 2005). Parenting practices, according to (Darling et al, 2005) are specific behaviors or deeds, whereas parenting style is the general attitude or method of parenting. The three basic categories of parenting are authoritarian, authoritative, and permissive.

#### Authoritarian Parenting Style

Children raised in an authoritarian parenting style are expected to abide by the regulations

that their parents have created. Usually, if you don't follow them, you get punished. Typically, authoritarian parents will not explain their restrictions to their children. Parents have high standards for and expectations of their kids. In general, parents avoid responding to any queries posed by their children. Although they may adhere to the laws and regulations, youngsters might exhibit more subtle aggression due to low self-esteem (Baumrind, 1991). Although more democratic, authoritative parents set rules and regulations that their kids are expected to abide by. They are more receptive and willing to listen to the kids. When a youngster doesn't comply with the guidelines and expectations, parents are more caring and not harsh. Instead of using penalties, they employ consequences. Additionally, they employ more encouraging consequences to encourage good behavior. Children who grow up with strict discipline are more likely to be successful and happy. They frequently excel at making decisions and assessing the hazards to their own lives. They have better emotional stability as adults (Baumrind, 1991).

#### **Authoritative Parenting Style**

In this parenting style, the parents are nurturing, responsive, and supportive, yet set firm limits for their children. They attempt to control children's behavior by explaining rules, discussing, and reasoning. They listen to a child's viewpoint but don't always accept it. (Pellerin, 2005).

#### **Permissive Parenting Style**

Permissive parenting is a type of parenting style characterized by low demands with high responsiveness. Permissive parents tend to be very loving, yet provide few guidelines and rules. These parents do not expect mature behavior from their children and often seem more like a friend than a parental figure. Parents who are permissive, also known as indulgent parents, have some expectations for their kids. Due to their low standards for maturity and self-control, these parents rarely reprimand their kids (Baumrind, 1991). Permissive parents are less traditional and indulgent, more responsive than demanding, don't demand adult behavior, allow significant self-regulation, and avoid confrontation. Children raised in a permissive environment may experience academic

difficulties. They might display greater behavioral issues because they probably won't value laws and regulations. They frequently express despair and low self-esteem (Baumrind, 1991).

#### **Maternal Parenting Style**

Maternal refers to motherhood or things related to mothers. They can also mean motherly and fatherly, as in the phrases maternal/paternal instincts. However, they can also be used more narrowly to distinguish between relationships involving a mother or a father, such as maternal/paternal grandmother. In some cases, parental can be used instead of maternal or paternal, as well as maternity or paternity (Deffaa, 2020).

Several studies have found a significant relationship between high emotional intelligence ability and perceived care and supportive parenting style (Lopes et al., 2004; Lopes, Salovey, & Straus, 2003). (Fonte, 2009) found a positive relationship between authoritative parenting style and high ability of emotional intelligence in children, and a negative relationship between permissive parenting style and ability of emotional intelligence in children in another study.

#### **Emotional Intelligence**

Emotional intelligence is defined as the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. The term was first coined in 1990 by researchers (John Mayer & Peter Salovey), but was later popularized by psychologist (Goleman, 2019). The general growth of a child depends on a youngster's emotional intelligence. The capacity to recognize and classify various emotions, distinguish between them, and use emotional information to influence behavior and thought can all be referred to as emotional intelligence. Even though a child has an exclusive education and may perform well academically, many psychologists and educators think he may not be prepared for the rigors of life as an individual and a contributing member of society in the future. The most intelligent students occasionally don't succeed in life compared to the less intelligent ones (Cameron, 2020).

### **Relationship between Parenting and Emotional Intelligence**

They pick and arrange the furniture and materials in the home in a way that provides emotional comfort so that kids feel like they are a part of the family. These parents design the home environment based on the ideas and recommendations of kids. Parental responsiveness, parental positive demandingness, parental negative demandingness, and parental emotion-related coaching are the four key parenting variables highlighted by (Alegre, 2011) that are pertinent to the research of emotional intelligence. Parental responsiveness, emotion-related coaching, and positive demandingness are all associated with children having higher emotional intelligence (EQ). While negative demandingness is associated with lower emotional EQs in kids. According to (Thompson, 1998), children who have good relationships with their parents and debate other people's feelings are more aware of their own emotions than other kids. Children pick up on emotions from their parents' words and develop their emotional intelligence by developing a close relationship with them (Raikes & Thompson, 2006).

A few researches on emotional intelligence suggest that an authoritarian parenting style characterized by the employment of psychological control techniques in which parents use guilt and shame to communicate with their children, has a detrimental effect on the growth of EI in the latter. Instead, an authoritative parenting style improves children's intellectual and emotional development by giving them a sense of psychological autonomy, support, and behavioral control (Sung, 2010; Wang, Pomerantz, & Chen, 2007).

According to research, there are numerous variables that might affect a child's emotional intelligence, including peer relationships, stressors in the home and community, academic performance, and parenting methods. The degree and advancement of children's emotional development as well as their overall development may be strengthened or hampered by the impact and effects of various variables. The amount of emotional intelligence in young children is thought to be most strongly

influenced by parenting style among the aforementioned factors (Farrell, 2015).

### **Aggression**

In psychology, the term "aggression" refers to a range of behaviors that can result in both physical and psychological harm to you, others, or objects in the environment. Aggression centers on hurting another person either physically or mentally. While we all may feel aggressive on occasion, when aggression becomes pervasive or extreme, it may be a sign of an underlying mental health condition, a substance use disorder, or another medical issue (cheery, 2021). Aggressive behavior does not always include physical violence. Aggression also includes verbal assault. Aggression can also take the forms of rage, coercion, and intimidation (Sadock & Sadock, 2003). Aggressive behaviors can be Physical, like beating, hitting, kicking, or stabbing another person. Damaging property is also a form of physical aggression, **Verbal**, which may include mocking, name-calling, and yelling and **Relational**, which is intended to harm another person's relationships. This can include spreading rumors and telling lies about someone else (cheery, 2021).

### **Impulsive Aggression**

Also known as affective or reactive aggression, impulsive aggression is characterized by strong emotions. Impulsive aggression, especially when it's caused by anger, triggers the acute threat response system in the brain, involving the amygdale, hypothalamus, and periaqueductal gray. This form of aggression is not planned and often takes place in the heat of the moment. If another car cuts you off in traffic and you begin yelling and berating the other driver, you're experiencing impulsive aggression.

### **Relationship between parenting and aggression**

During the last few decades, researcher in the field of aggression has devoted their attention to relational, social, and indirect aggression (Underwood et al, 2009). For these types of aggression, the term relational aggression is used here to distinguish it from physical aggression. It is conceptually recognized as the type of aggression, which usually damages relationships with others. (Freud , 1937) Stated that aggression is a reaction to a varying level of

conflicts of interest. It is observed that aggressive children face psychological disturbance. It is a serious mental health issue which is faced by both Western and Eastern countries (Adina Baran-Pescaru's 2004) (Namara et al, 2010), and in many cases, once it is identified in childhood, it is harmful for the child's psychological growth (Huesmann et al, 2009). Parenting style is one of the most dominant factors, which directly and indirectly influence psychological growth of children (Crick et al, 1999). Studies examining parenting styles and aggression have shown that the way parents interact with their children can have both positive and negative results (Reed et al, 2008). The role of parenting in child aggression has even greater impact as child behavior is shaped by the parenting behavior. This fact has been supported by social learning theory (Bandura, 1973).

#### **Research Objectives**

- To study relationship between parenting style and emotional intelligence among adolescents (college and university students).
- To study relationship between parenting style and aggression among adolescents (college and university students).

#### **Research Hypothesis**

- There will be relationship between parenting styles and emotional intelligence among college and university students.
- There will be relationship between parenting styles and aggression among college and university students.

#### **Literature Review**

Parental relationships are the primary means of human contact, which is what makes human life possible (Alice & Rossi, 2018). Attempting to match up the behavior and patterns of children with their family's parents (Salimynezhad et al, 2015). According to researchers, a child's orientation of personality and parental parenting styles encompass a variety of educational development as well as their own values and behaviors. Parents have a significant impact on children's conduct as well as their growth and development. (Behzadnia, 2015) Investigated how parental affective orientation and family functioning affected high school students'

likelihood of loneliness. Overall, the findings suggested that family functionality and parental affective orientation could both predict loneliness. According to (Nilforooshan et al, 2014), parenting styles, decision-making self-efficacy, and emotional intelligence all play a part in how teenagers decide on a vocation and both parents and counselors are crucial in this process.

The relevance of ideas like empathy, understanding, and emotion management is what the term "emotional intelligence" highlights (Confalonieri et al, 2013). It is also described as a psychological construct that measures how much time parents spent raising their children (Rinaldi & Howe, 2012). Parenting style, is a reflection of how parents react to and place demands on their kids (Christophe, 2005). The combination of attitudes, beliefs, and behaviors that parents favors and use to mould their children's conduct is known as their parenting style (Dar, 2020). In terms of psychology, it is also described as a concept that measures how much time parents spend with their children (Dar, 2020).

It is recognized that parental demandingness and responsiveness two elements of parenting are systematically correlated with children's competence and development (Spera, 2005). Parental response is measured by how much warmth, affection, and time is given to communication. The term "demandingness" relates to parental techniques used to control a child's behavior, such as setting boundaries and using verbal and physical punishment. Using force and other forms of discipline (Iglesia, 2014). Numerous studies have been done to examine the effects of parenting styles on various facets of a child's development, such as self-esteem, the growth of autonomy and initiative, and social skills (Teyber & McClure, Bender et al., & Berk, 2011; 2007, 2005, 2002).

Parenting styles have consistently been shown to relate to various outcomes such as youth psychopathology, behavior problems, and academic performance (Turner, 2009). The combination of attitudes, beliefs, and behaviors that parents favor and use to mould their children's conduct is known as their parenting style (Bayu, 2020). Various pioneering researchers studied these parenting typologies and found that children raised by parents who



exhibited nurturing, independence, and strict control grew up to be more capable and socially adept people (Spera, 2005). Parents who practiced democracy were more likely to explain their decisions to their kids and to involve them in family decision-making and the autocratic parenting style was defined as just giving kids rules (Sablik et al, 2012).

The three parenting philosophies have many facets when taken as a whole, and they are frequently combined. Although the authoritative, permissive, and authoritarian parenting styles are each characterized as a distinct entity, parents sometimes adopt one type while simultaneously utilizing elements of the other two forms (Pereplechikova & Kazdin, 2005). According to the definition of parenting style, it is "a constellation of attitudes toward the kid that are communicated to the child and generate an emotional atmosphere in which parents' behaviors are expressed (Darling & Steinberg, 1993).

The sizable body of demonstrated the effects of various parenting philosophies on children's developmental trajectories. Described as "a constellation of attitudes toward the child that are communicated to the child and generate an emotional atmosphere in which parents' behaviors are exhibited," parenting style is the way in which parents interact with their children (Chong & Chan, 2015). Parenting style is the manner in which parents express their beliefs about what it means to be a good parent or a bad parent. The author has identified five parenting styles: authoritarian, permissive, democratic or balanced, rejecting-neglecting and dictatorial. Parents tend to adopt a style and easily and quickly move to another one (when they are angry and frustrated they become authoritarian, they become permissive when tired and try to compensate through democratic approaches), which negatively affects the psychological development of children and adolescents (Cameron et al, 2020).

Williams (2013) emphasized that balanced parenting is the main component of authoritative parenting in general. These parents have great hopes for their children and genuinely believe that nurturing their children would help them grow into close-knit relationships. The fair and age-appropriate regulations are clearly expressed

for the kids in an authoritative household (Williams, 2013). The conversation between children and their strict parents frequently encourages parental responsiveness, supports independence, fosters social and cognitive competence, and increases a child's sense of social responsibility. The parents are reputed to be attentive and receptive to their children's viewpoints (Akinsola, 2010). Authoritative parents frequently encourage their kids to have verbal debates with them and are willing to amend regulations if their kids' arguments are convincing, but they are not readily swayed (Baumrind, 1971; Akinsola, 2010).

Williams (2013) also noted that parents who are in charge frequently view themselves as personal role models for their kids. They have a propensity to admit their flaws, and if necessary, they will even apologies to their kids. Children of authoritative parents are known to exhibit high levels of compliance not only with their parents but also with all other authority figures because these parents have high expectations for their offspring's behavior. When punishing their children, authoritative parents are more likely to give an explanation, especially if the kids have done something wrong (Olowodunoye & Titus, 2011). Distinguished between authoritative, authoritarian, and permissive parenting styles (Baumrind, 1967).

The authoritative parenting style employs child-rearing methods that strike a balance between love and affection for the kids and the application of the proper amounts of discipline, as opposed to the authoritarian and permissive parenting styles. People who had authoritative parents performed better in terms of self-control, achievement, social development, self-esteem, mental health, and learning objectives (Chong & Chan, 2015). While permissive parents give their kids too few guidelines, boundaries, or restraints, authoritarian parents use harsh, strict child-rearing methods with unbending norms that their kids must follow.

Warm and lenient in their interactions with their kids, permissive parents are known for not placing many restrictions on their behavior (Titus, 2011). Permissive parents' main objective is to stay as far away from conflict as they can with their kids. According to their view, kids are best able to develop independence when they are

given the freedom to control their own behavior (Williams, 2013). Permissive parents are thought to be very tender and welcoming of their kids, but not overbearing (Olowodunoye & Titus, 2011).

They strive to make their children the center of their existence, providing for them in every way so that they never learn how to take care of themselves on their own (Williams, 2013). Because permissive parents genuinely want their kids to like them, they will go to great lengths to give them the freedom to do whatever they want (Olowodunoye & Titus, 2011). In an effort to increase the intimacy of their bond and rapport with their kids, these parents make an effort to become friends with them. Sadly, if permissive parents strive to make friends with their kids, they run the risk of their acting out inappropriately since they will perceive their parents as just peers or equals (Williams, 2013). Children who grow up in homes with liberal parenting frequently struggle in different facets of emotional development. They frequently deal with issues like uncertainty and trouble controlling their own actions (Olowodunoye & Titus, 2011; Williams, 2013). Because they were not given any guidelines or routines to follow when they were young in order to develop self-sufficiency, as well as no encouragement to learn how to cope with their own emotions or the emotions of those around them, children in permissive parenting households are also known to be very physically and emotionally dependent on others (Williams, 2013). Due to their parents' deliberate shielding of them from numerous disappointments or emotional pressures while they were children, they have a hard time accepting rejection and missed opportunities. When children of permissive parents try to navigate adult life on their own, they fail to develop the emotional coping mechanisms required to deal with life's highs and lows (Williams, 2013).

The majority of the time, authoritarian parents place high demands on their kids while showing little concern for their emotional needs. Rarely do parents and their children interact; communication is often directed from parent to child. In this manner, parents demand excellent behavior from their kids without making it apparent what exactly those actions involve

(Williams, 2013). Due to the extremely strict disciplinary standards that are a foundational element of the authoritarian parenting style, children who disobey these standards frequently face harsh punishment (Williams, 2013). For instance, authoritarian parents are more likely to use physical discipline, such as spanking, to correct their children's bad behavior than they are to use other forms of correction (Olowodunoye & Titus, 2011).

In 1990, the idea of emotional intelligence was developed and first presented to the scientific community (Forgas & Mayer, 1990). The capacity to recognize the good and negative consequences of emotions and to use emotional knowledge to inform one's ideas and actions is known as emotional intelligence (Ciarrochi, Forgas & Mayer, 1990). In other words, self-awareness of one's own feelings and the capacity to control those feelings are the two components of emotional intelligence (Goleman, 1998). Additionally, emotional intelligence is the capacity of people to understand and manage their own emotions. It is represented in social skills and is seen to be one of the factors that contribute to living a fulfilling life (Sablik et al., 2012). Emotional Intelligence (EI) is the ability to recognize and comprehend one's own feelings as well as those of others in order to improve one's mental health. According to the literature on emotional intelligence, people with higher EI have more positive developmental outcomes in terms of mental health, subjective well-being, life satisfaction, better academic engagement, job performance, and leadership qualities (Mousavi & Juhari, 2019).

Three main models of emotional intelligence have been identified in the literature: ability, trait, and hybrid models. Emotional intelligence (EI) is a subset of general intelligence that is made up of four components, including the capacity to recognize, understand, express, and control emotions (Meyer, 1990). The capacity to recognize, comprehend, control, and relate emotions to oneself and others (Farrell, 2015). Later, researchers expanded the definition of positive psychology to include the capability to comprehend, understand, control, and apply emotions in support of concepts that foster personal development (Harrod & Scheer, 2005; George et al., 2017).

### **Methods and material**

This chapter explains the research steps; research design, sampling technique, participants, data collection tools, and procedure.

#### **Research design**

The research is quantitative and the survey research design was used to assess “the effect of perceive maternal parenting style on students aggression and emotional intelligence”.

#### **Participants**

The participants of the present study consist of 222 students of both genders within the age range of 15 to 30 years. They were undergraduate students from college and university of Gilgit, Pakistan. Out of the 222 students, 106 were boys and 116 were girls. Initially 250 participants were screened for the study, out of which 222 were selected who completed the questionnaires properly. The sample of the study was collected through the method of purposive convenience sampling.

#### **Measurements**

The study was conducted by using three different psychological tools:

**Parental Authority Questionnaire:** Parental authority questionnaire developed by Buri (1991) was used to measures perceived parenting styles, which classify parenting style as permissive, authoritarian and authoritative parenting styles. The tool consists of 30 items and to be responded on five-point likert scale and indicate appropriately as to how they perceive their mother or mother figure's parenting style. The Cronbach's alpha values for the subscales range from 0.74 to 0.87. The content, criterion, and discriminant validity were also reported to be high.

**Aggression questionnaire:** The aggression questionnaire by Buss and Perry (1992) was used in this study to measure the aggression among participants. It consists of 29 items and

measures physical aggression, verbal aggression, anger, hostility and indirect aggression. The reliability of the tool is 0.88 in physical aggression, 0.76 in verbal aggression, 0.78 in anger, 0.82 in hostility, 0.71 in indirect and total is 0.94.

**Emotional Intelligence Test:** Emotional intelligence test by Sharma (2004) was used for measuring emotional Intelligence. It consists of 50 items based on Golemans theory of emotional intelligence. Emotional intelligence in this test has been categorized into five domains, which are self-awareness, managing emotions, and self-motivation, empathy and handling relationships. The test-retest reliability of .80 is reported. Validity of the test was established by using content validity, criterion related validity and construct validity.

#### **Procedure**

Participants were student between the age ranges of 15 to 30 years. In order to obtain permission from the college a prior contact was made by taking appointment with the Principal of the college. The college granted permission after discussing the nature of the study, the time required and assurance of complete confidentiality. Then the nature of the study was explained to the class teacher of the respective classes. Before actually conducting this study a short prior contact was made with the respective participants and the objective was explained to the participants. A letter of consent was handed over to the participants (college & university students) to seek permission to participate in the study from their parents. On receiving the letter of consent from parents a day was decided to carry out the actual data collection. Then instructions were given to the participants regarding filling up of questionnaires. After completion of the questionnaires, scoring and tabulation of the data were done with the help of statistical data analysis tool SPSS.

### Data Analysis

#### Demographic characteristics of research participant (N=222)

**Table 1**

Variables	N	MSD
Gender		
1) Male	106	
2) Female	116	
Age group		
1) 15-20	61	
2) 20-25	155	
3) 25-30	6	
Education		
1) BS	165	
2) Master	28	
3) college	29	

Table 1, shows that the demographic variables (gender, age & education) where 106 are male participants and 116 are female participants. In age categories, 61 participants are 15-20 years, 155, participants are 20-25 years and 6 participants are 25-30 years. In education categories, 165 participants are BS students, 28 participants are Master students and, 29 are College students.

### Hypothesis testing

1) There will be relationship between parenting styles and emotional intelligence among college and university students.

2)

### Correlation analysis

#### Correlation between parenting style and emotional intelligence (N=222)

**Table 2**

Scales	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5
1) Parenting								
1.1) Permissive	1	.60**	.55**	.27**	.21**	.24**	.25**	.19**
1.2) Authoritarian		1	.58**	.25**	.18**	.21**	.29**	.19**
1.3) Authoritative			1	.36**	.34**	.27**	.41**	.28**
2) Emotional Intelligence								
2.1) SA				1	.60**	.66**	.65**	.64**
2.2) ME					1	.64**	.59**	.58**
2.3) MO						1	.62**	.64**
2.4) E							1	.09
2.5) SS								1

Note: All values are significant at  $\alpha=0.05$ ,  $\alpha=0.01$

Table 2, focused on the relationship between parenting style and emotional intelligence and the correlation table shows that emotional intelligence has significant relationship with parenting style.

3) There will be relationship between parenting styles and aggression among college and university students.



**Correlation between parenting style and aggression (N=222)**

**Table 3**

Scales	1.1	1.2	1.3	3.1	3.2	3.3	3.4
1Parenting							
1.1)Permissive	1	.60**	.55**	.27**	.34**	.30**	.21**
1.2)Authoritarian		1	.58**	.32**	.42**	.43**	.36**
1.3)Authoritative			1	.23**	.37**	.36**	.31**
3Aggression							
3.1) Physical				1	.46**	.59**	.47**
3.2) Verbal					1	.53**	.44**
3.3) Anger						1	.42**
3.4) Hostility							1

Note: All values are significant at\*=0.05,  
\*\*=0.01

Table 3, focused on the relationship between parenting style and aggression and the correlation table shows that aggression has significant relationship with parenting style.

### Discussion

The goal of this study was to assess the relationship between adolescent's aggression, perceived maternal parenting styles, aggression and, emotional intelligence. Additionally, identify the gender differences in aggression and emotional intelligence. Previous research has consistently found strong links between parenting style and children and adolescents' behavior. Sheikh Khalil, (2019) discovered that parental involvement in children emotional functioning and mental health improved both directly and indirectly through behavioral and emotional engagement.

This study looked emotional intelligence, aggression, and their relationship to parenting styles. To do so, we examined the relationship between parenting style (authoritarian, authoritarian, and permissive) and various aspects of emotional intelligence (self-awareness, emotion management, motivating oneself, empathy, and social skills) and aggression (physical, verbal, anger and hostility). This study is significant because it seeks to fill a research gap, as few studies have looked at this link in both children and their parents. Furthermore, this study investigated various aspects of maternal parenting and students emotional intelligence, which, to our knowledge, has received little attention, with most other research focusing on emotion regulation.

Previous research has suggested that positive and negative emotions in parents influence positive and negative emotions in children (Denham & Groot; Denham, 1992,1993). Maternal emotion regulation and attachment style were found to be significantly related, which is consistent with previous findings (Adam et al, 2004).

There is a correlation between emotional expression in parents and children, indicating that children learn about emotional expression from their parents and how to react to both positive and negative emotional expression in others (Eisenberg et al, 1992). An examination of emotion regulation in mothers and secure attachment style in children revealed a significant association, which is consistent with previous research on this association in middle childhood (Waters et al., 2010; Kerns et al., 2007).

This is consistent with research demonstrating that authoritative parenting is related to better emotion regulation (Haslam et al; Davies & Cummings, 1994,2020). Negative associations between a permissive style of parenting and parent's emotion regulation which argued that children of permissive parents have difficulties in emotion regulation (Baumrind; Jabeen et al, 1967,2013). Children with permissive parents are less inclined to develop emotional maturity and self-regulation (Steinberg et al, Baumrind et al, 1989,2010). In contrast to previous discoveries Shaw and Starr, (2019), the study, which looked at maternal emotion dysregulation and authoritarian parenting style, found no significant links between authoritarian parenting and emotion regulation (Zeinab et al, 2022).

The current study also found positive correlations or significant relationships between

parenting style and emotional intelligence. In comparison to the other two parenting styles, we discovered that emotional intelligence is positively associated with authoritative parenting (Priyanka et al, 2022).

Delores and Todd, (2012) and Shoumei et al, (2014) Parenting styles and aggression were discovered to be directly related. Authoritarian parenting, in particular, leads to negative psychological behavior in children, whereas authoritative parenting leads to positive child behavior. However, there aren't nearly enough studies in the literature to examine the direct relationship between the two variables (Trenas et al, 2013).

Parenting style and aggression have a negative and direct relationship (Hesari & Hejazi, 2011). Authoritarian parenting styles, in particular, are linked to child aggression (Rodriguez, 2010). There is a link between authoritarian parenting style and verbal aggression (Marion et al, 2009). Eider et al, (2014) physical aggression was found to be higher in children of authoritarian mothers who had higher testosterone levels. In addition, Greening et al, (2010), it has been discovered that authoritarian parenting styles aid in the reduction of negative and suicidal behavior in children. In another study, Chan, (2010), examined the relationship between authoritarian parenting styles and aggressive behavior in children and discovered that authoritarian parenting styles and aggressive behavior are significantly associated with each other. Furthermore, when adolescents perceived their parents as less authoritarian, they reported better socio-emotional functioning.

High testosterone levels in boys reinforce mothers' authoritarian parenting and physical aggression. In females; testosterone moderates the link between physical aggression and authoritarian parenting from fathers ( Hamid et al, 2019).

### **Conclusion**

This study aims to assess the effect of perceived maternal parenting on aggression and emotional intelligence. Such a review is helpful and useful to understand about the terms parenting, aggression, and emotional intelligence. Nowadays a very emerging psychological term is emotional intelligence and in current study it

is tried to assess the relations with parenting. The current review shows that authoritative parenting is more favorable to parenting as compare to permissive and authoritarian to build an emotional intelligence in children (students). Aggression is also a psychological term should be understand and take prescriptions to easier one's life. Aggression table shows that authoritarian parenting has more positive relation with aggression as compare to permissive and authoritative parenting. To assess relations between these important terms first we make hypothesis and collect data and analysis data to find results. The current study, findings reveal that there are significant correlations between parenting, aggression, and emotional intelligence.

### **Limitations and Recommendations**

- The sample of the study was taken only one college of Gilgit and from Karakorum international university Gilgit due to time constraints so the next researches should look for various colleges to efficiently generalize the results on students population of Gilgit population.
- The sample consisted of college and university students only. It is recommended to study school students also in future studies to explore the relationships among these variables.
- Only quantitative analysis was carried out in this study, future studies may use qualitative analysis of the sample to get more insight of the factors involved in perceiving parenting styles, emotional intelligence and aggression.
- Other dimensions or related variables such as perceived parental control; emotion regulation and communication apprehension may be involved in future research.

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