

# RELATIONSHIP BETWEEN PARENTING STYLES OF MOTHER, EMOTIONAL INTELLIGENCE AND AGGRESSION AMONG UNIVERSITY STUDENTS



by

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July, 2023

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## CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled “Relationship between Parenting Styles of Mother, Emotional Intelligence and Aggression among University Students” carried out by Faiza Afzal, Reg. No. BSP193073, under the supervision of Ms. Sadaf Zeb, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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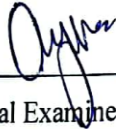
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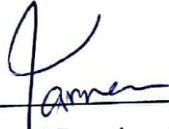
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## DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.



Faiza Afzal

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July, 2023

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### **Abstract**

Pakistani university students face a major challenge as a result of their mental health issues. The purpose of this study was to focus on the relationship between parenting styles of mother, emotional intelligence and aggression among university students. The research design was correlational, cross-sectional quantitative study and convenience sampling technique was utilized. The sample size was 300. The participants of the present study were taken from Rawalpindi. University students with age range of 18 to 25 years of both genders' male and female, studying at private, semi government, and public institutes of Rawalpindi. The sample of this current study was collected through the method of convenience sampling. The results showed that there is a positive relationship between authoritative, authoritarian and permissive parenting styles of mother with emotional intelligence and aggression. This study will help to make mothers aware of the value of exercising reasonable control over adults, setting clear standards of behavior, and practicing appropriate parenting styles.

**Keywords:** Aggression, Emotional Intelligence, Parenting Styles, University students.

**Chapter 1****INTRODUCTION**

Throughout the course of history, it has been observed that a child's development in terms of their personality, attitude, and behavior is closely tied to the parenting of mother they receive. Parenting of mother is a complex responsibility that involves the methods and approaches employed by mothers in raising their children (Thakre & Gupte, 2016). Aggression-related deaths affect adults aged 15 to 44 worldwide every Year, accounting for 14% of male deaths and 7% of female deaths (Bibi et al., 2020). Aggression and parenting styles of mother have shown that how mother interact with her youngsters can have both positive and negative impact. Aggressive behavior among Pakistani university students is predicted by age, gender, education, and EI. Students in Pakistani universities exhibit notable gender variations in EI and aggression (Bibi et al., 2020)

A student's overall growth depends on their level of emotional intelligence. Even though an adult has an elite education and might perform well academically, many psychologists and researchers think he may not be prepared for the challenges of life as an adult and contributing member of society. The most intelligent students occasionally do not succeed in life compared to the less intellectual ones. The emotional quotient may be the main difference (Batoool et al., 2015). There is a lack of evidence about experience aggression and its connection to behavioral and psychological health symptoms in a developing country like Pakistan. Therefore, it is imperative to examine the potential impact of aggression on young individual's psychological health in order to promote the development of effective policies and culturally relevant psychosocial therapies (Hussain et al., 2019).

**Parenting Styles of Mother**

The quality of parenting style of a mother can be defined as an emotional environment in which mother raise her children. The degree of maternal warmth and affection and maternal

control. Parenting of mother is the primary means of human interaction and communication. Families in all social contexts are fundamental to every element of a person's life. Adults' personalities emerge as a results of maternal parenting styles. Mothers' beliefs, values, and behaviors are thought to shape children's attitudes, behaviors, cognition, and emotions, which in turn shape children's self-concept, self-esteem, and self-efficacy (Malonda et al., 2019).

Many mothers feel the obligation to continue raising their children far into adulthood in collectivist nations like Pakistan. According to the authoritative, authoritarian, and permissive parenting styles are the three parenting behavior patterns that have a direct impact on adult's psychological development. These Parenting styles specifically of mother have an impact on how adult behave and manage their emotions (Masud et al., 2019).

## **Types of Parenting Styles**

### ***Authoritarian***

In this type of parenting style of mother, mothers value obedience. Commands the youngsters to follow clear and unbending rules regarding what to do and what not to do. The parent fills the child, who viewed as an empty vessel with the "correct" information. Punishment for bad behavior is severe.

### ***Permissive***

Adults are encouraged to think independently, to overcome inhibitions, and to not priorities conformity in place of blindly following their mothers' hard restrictions. Mothers adopt a "hands-off" strategy, letting kids experience the result of their decisions. Misbehavior is usually ignored (Thakre & Gupte, 2016).

### ***Authoritative***

These parents set fundamental rules for their youngsters. They provide explanations and justifications for limitations. One of the top priorities is learning to accept responsibility. Children have a lot of practice making decisions and are helped to understand the effects of

their decisions. Misbehavior is dealt with by either assigning a suitable punishment or working through an issue with the child to discover a reasonable means of achieving goals. Adults who act out are given “cool off” time rather than being punished. When someone or something has been harmed, children help make decisions on how to make amends (Siddiqui et al., 2018).

Adults’ aggressive behavior is also predicted by mothers’ parenting styles. Negative parenting style such as an authoritarian style with frequent punishments, severe criticism, and highly inflexible or permissive style, have been linked to aggression among adults (Malonda et al., 2019)

### **Emotional Intelligence and Parenting Style of Mother**

Good mental health, academic, professional, and marital success are all correlated with emotional competence. While challenges brought on by a lack of emotional intelligence might be linked to evaluate academic underperformance failure and chronic antisocial behavior. The manner in which parents discipline their child has profound and long-lasting effects on the adults’ emotional health. All parenting style of mother were favorably correlated with emotional intelligence, according to a study concentrating on the relationship between perceived parenting styles and emotional intelligence (Jabba et al., 2020).

Mother’s warmth and encouragement for independence are also viewed as having different emotional intelligence. The perception of maternal warmth might be one of the most important elements in the development of emotional intelligence. This study intended finding is that warmth from mothers influences adults’ emotional intelligence development (Shylla et al., 2021).

Children with behavioral disorder issues are more prevalent when mothers have strict regulation than when their mothers are supportive of them. The absence of supportive mothers, which affects open communication with devotion to children, is seen to lead to behavioral issues in children. Responsive, supportive, loving, and sensitive parenting style of mothers are

just a few of the qualities of supportive parenting, along with maternal participation and supervision. The behavioral development of children is impacted by such parenting practices. According to research, authoritative parenting style of mother encourages pro-social behavior, increases social competence, and reduces negative and aggressive behavior in children. Authoritarian parenting, on the other hand, entails coercive restrictions, strict rules, forced parenting of mother, and low levels of a supporting environment (Masud *et al.* , 2019)

### **Emotional Intelligence**

The concept of emotional intelligence was first defined by (Salovey & Mayer, 1990) as the capacity of people to detect, comprehend, and cope with their own emotions while also being aware of them and responding properly to the emotions and experience of other. Individual differences exist in emotional intelligence, which is crucial for the growth of behaviors, social abilities, and psychological health. Additionally, there is solid evidence linking high levels of emotional intelligence to mental health (Shylla et al., 2021).

One of the critical elements that affect mental health is emotional intelligence. As a subset of social intelligence, emotional intelligence refers to the capacity to observe one's own and others emotions, manipulate the information for managing one's thoughts and actions, regulate one's own others' emotions, and use the appropriate emotions to actively and successfully overcome daily challenges and obstacles. Others with higher emotional intelligence perform better than people with lower emotional intelligence. More empathy, self-control, cooperative behavior. Kind connections, and marital satisfaction were reported by people with high emotional intelligence than by people with low emotional intelligence. Numerous studies have shown that emotional intelligence is a potent indicator of success in a variety of domains, including life skills (Tahir & Jabeen, 2022).

There was a strong correlation between having good emotional intelligence skills and having supportive parents. Emotional intelligence in their adult is strongly correlated with



rejecting and overprotective parenting approaches (Motalebi et al., 2013). According to the results of the correlation research, a high degree of aggression is correlated with low emotional intelligence, low self-motivation, and low emotional awareness (Vega et al., 2022).

### **Aggression**

Any action intended to directly or indirectly cause harm to another person is considered to be aggression. Both physical and verbal forms of aggression are intended to have a direct negative impact on others. There are four subscales of aggression, according to the Buss-perry scale. Aggression in all forms, physical, verbal, angry, and hostile. Indirect effects of aggression include spreading rumors and gossip and blocking the target on social media. As a result, it negatively affects both the victim's and the aggressors' physical and mental health. Emotional instability is more likely to occur in people who are more aggressive. Pakistani young people frequently engage in violent, aggressive, and antisocial behavior in schools, public areas and on the streets (Bibi et al., 2020).

In Pakistan, this form of violence has developed into a significant social issue. Daily aggressive acts that terrorist city dwellers can frequently be found in the news. Due to a lack of social justice, a number of things, including vengeance, jealousy, social climbing, and frustration have become cultural norms. The physical forms of aggression among students include pushing, striking, slapping, biting, kicking, pulling hair, stabbing, shooting, and rape. Other people might be threatened or intimidated verbally as a part of the verbal aggressiveness. It can involve joking around and calling people names. Aggression is influenced by a number of elements, including social, cultural, psychological, economic, and educational ones, according to a prior study. Each of these elements has an overt or hidden impact on adults' behavior (Rabi et al., 2018).

Aggression is more likely to occur in people who engage in various aggressive actions because they may not be able to control their negative emotions. Regardless of demographics,

age, or markers, there is a negative correlation between emotional intelligence and aggression in the sample of adults. The development of EL and aggressive behavior may be significantly influenced by gender roles. Males are typically thought to be more aggressive than females (Bibi et al., 2020).

### **Literature Review**

It has been demonstrated that the authoritative parenting style of mother, which is characterized as adult-centered, where mother is warm and exerts acceptable control, and where communication is straightforward, open, and polite, predicts adult's emotional competence. The emotional intelligence is significantly positively correlated with mother autonomy, according to a significant association between perceived parenting style of mother autonomy and adult emotional intelligence. Although earlier studies have suggested that maternal warmth played a role in the growth of emotional intelligence. It has been demonstrated that mother's warmth improves emotional intelligence and mood management. Mother autonomy support has a greater impact on emotional intelligence (Shylla et al., 2021). Medical students who believe in the good parenting styles of mother they have high emotional intelligence which promotes excellence in academics (Qamar & Majeed, 2020).

There was a negative correlation between permissiveness and emotional intelligence, the relationship was statistically insignificant. Although there is a strong correlation between parenting style of mother and the emotional intelligence of adults in Pakistan, these parenting styles of mother are not the predictors. It may play a significant role in adults' lives. The past does not always dictate the events we encounter in the present. Even if the parenting philosophies of mother have an impact on our emotional capacities, there are other ways to retrain them, and through life experiences. Adults develop them later in life even if they were not as developed earlier in life (Tahir & Jabeen 2022). Parenting is a key role in establishing psychological flexibility in adults when it comes to mental health difficulties (Flujas & Gomez.

2018). Adults raised by strict parents well-known sympathetic and socially acceptable (Sahithya et al., 2019). According to older adult sample, the permissive parenting style significantly predicted the psychological flexibility subscales of acceptance, present moment, self as content, diffusion, standards, and committed actions. This suggests that adults with permissive parents have better emotional regulation and beliefs as a result of their parents' cooperative, understanding, and warm behavior (Bibi et al., 2022).

According to research, there is a positive association between EL and parenting style of mother and employment factors like job satisfaction (Ahmed & Asim 2019). There is also strong evidence that mothers' responsiveness and sensitivity to their adults' feelings and emotions have a significant impact on how well their child regulate their emotions and interact with others. In Pakistan, the relationship between these categories and gender disparities has not yet been investigated, especially in the adult population, which faces a greater number of psychological issues as a result of the advancing and demanding age (Bibi et al., 2020).

### ***Emotional Intelligence and Aggression***

It is possible that people who are unable to grasp the feelings of others mistakenly attribute their animosity to their expressions, making them more inclined to react aggressively as a result of their dysfunctional emotional perception. People may become irritated when making decisions if they are unable to emotions. As their adaptive responses become insufficient, they become more prone to behave aggressively. These parenting practices affect both adult's positive and negative conduct. Every parenting style influence how adult behave. The combination of various parenting actions that support competence, adult growth, or [psychopathology is referred to as a parenting style (Masud et al., 2019).

In addition to making it difficult to manage emotions, there is a connection between poor emotional intelligence and aggressive behavior, shouting, punishing, offensive humor, physical and sexual assault, and other. Aggressive behavior is more prevalent among people

with low EI. It is crucial to understand that aggressive conduct and EI are negatively correlated and not just in general population, but in those who are incarcerated for committing crimes (Bibi et al., 2020). Empathy and pro-social behavior can be developed by early attachment to responsive care giver, such a mother (Reyes-Wapano, 2021).

### ***Parenting Styles and Aggression***

Diverse behavioral and emotional developmental outcomes for the generation are related to parenting styles. Because it has a negative relationship with aggression in their adult, parents must adopt an authoritative parenting style. Adults are less aggressive when their parents are more in charge (Khan & Shabbir, 2019). The difference between authoritative and authoritarian parenting styles of mother has a major impact on aggression,. Most adults from authoritarian have higher levels of aggression than those from authoritative mothers (Jibran et al., 2019).

### **Theoretical Framework**

#### ***Social Learning Theory and Baumrind Parenting Style theory***

Parenting has a greater impact in a child's hostility since parenting behavior shapes a child's behavior. The study variables are supported by Bandura's 1973 social learning theory. This theory contends that people pick up knowledge by seeing how others react. People watch the behaviors they will later mentally perform while keeping in mind the long-term effects of doing so in the initial stage. Later, people adopt these behaviors and incorporate them into their daily lives. Emotional intelligence is predicated on an understanding of their requirements and how their parents set boundaries Baumrind, 1971. The parenting style theory proposed by Baumrind in 1971 provides a more comprehensive explanation for this occurrence. The authoritative, authoritarian, and permissive parenting style of the mother are three different forms of parenting behavior that have a direct impact on a child's psychological development, according to the parenting style theory. The social learning theory and the Baumrind theory

allows to recognize the importance of being positive role models, providing guidance, setting clear expectations, offering support, and utilizing reinforcement effectively to promote high emotional development and low aggression level in children. On the other hand if a child observe aggressive and strict behavior the child may manifest that behavior later in his life.

Each of these parenting approaches has a direct relationship with adults' emotional intelligence and, consequently, their propensity for violence, but an authoritarian approach is particularly linked to aggression and aggressive behavior in adults, given that aggressiveness has negative effects on both the aggressor and the victim (Masud et al., 2019)

## **Rationale**

The purpose of the current study was to focus on the relationship between parenting styles of mother, emotional intelligence and aggression among university students. Pakistan considered on multi-cultural society due to political positions. The aggression is high in the country as a multicultural population in Pakistan. The prevalence of aggression in different cities of Pakistan depicts the true but alarming picture (Shaikh et al., 2019). In Pakistan 20% of adults had been involved in physical fighting in which 78% were males. In other studies, the Prevalence rate of aggression in Rawalpindi among individual (age range 16-45) count to be 77% (Adams, 2010). The physical aggression among adults is alarming but the studies go beyond prevalence unlimited in particular knowledge insufficient about the situation antecedents of consequences of aggression towards students (Rehman et al., 2021).

It is a known fact that individuals who are emotionally intelligent can comprehend and control their emotions which helps them to motivate themselves towards their goal and is socially matured and can adjust in different circumstances. Students at universities tend to be exceedingly impulsive, energetic, and unable to understand or regulate their emotions, including rage. Mothers play a significant role in child's emotional development because mother is the first human interaction in a child's life she is a care taker of her child which predicts important factors in developing aggression. This study is very useful to educating mothers on the importance of having appropriate control over individuals, establishing clear expectations, communicating approval and gratitude, and fostering accountability and freedom when necessary (Reyes-Wapano, 2019). Authoritative mother parenting styles strongly predicted aggression. The permissive and authoritarian parenting style of mother is positively connected with authoritative parenting style of mother adversely correlated with aggression. This suggests a connection between mothers' strict and harsh discipline methods and her adults' aggressive behavior (Khan & Shabbir, 2019).

## **Objectives**

- To determine the relationship between parenting styles of mother, aggression and emotional intelligence among university students.
- To examine the demographic variables with the study variables between aggression, and emotional intelligence among university students.

## **Hypotheses**

1. There will be a negative relationship between authoritative parenting style of mother and aggression among university students.
2. There will be a positive relationship between authoritarian parenting style of mother and aggression among university students.
3. There will be a positive relationship between permissive parenting style of mother and aggression among university students.
4. There will be a negative relationship between authoritarian parenting style of mother and emotional intelligence among university students
5. There will be a negative relationship between permissive parenting style of mother and emotional intelligence among university students.
6. There will be a positive relationship between authoritative parenting style of mother and emotional intelligence among university students.
7. There will be a negative relationship between aggression and emotional intelligence among university students.
8. There will be a relationship between aggression, and emotional intelligence between genders among university students.

## METHOD

### Research Design

The research design was correlational design, cross-sectional quantitative study.

### Ethical considerations

The American Psychological Association (APA) guidelines were strictly followed. The participants were selected on volunteer basis and the inform consent was taken from the participants. Permission from the university was taken. Permission of scales are also taken from the authors. The confidentiality of the participants was maintained. Participants signed the inform consent and they were allowed to leave the study whenever they felt uncomfortable or not willing to participate. Aimed at this study, ethical approval was taken from the research department of Capital University of Science and Technology in the form of a support letter so that no hurdles could come in the data collection process of this research.

### Sample

The sample size was 300, calculated through G-Power. The participants of the present study were taken from Rawalpindi. University students with age range of 18 to 25 years of both genders' male and female, studying at private, semi government, and public institutes of Rawalpindi and Islamabad.

### Sampling technique

The sample of this current study was collected through the method of convenience sampling.

### Inclusion criteria

The inclusion criteria are made so that people who are required can easily be found for the research. The inclusion criteria for this research was that the participant should be:

- University students.



- Participants with alive mothers
- Students with age range 18 to 25 years.

### **Exclusion criteria**

Exclusion criteria is made so that people who does not fit the criteria or do not fulfil the requirement can easily be excluded from the study. Exclusion criteria of this study was:

- Participants who are not students

### **Measures**

#### ***The Aggression Questionnaire by Buss and Perry (1992)***

BPAQ has four subscales containing hostility, anger, physical aggression, and verbal aggression. It is rated on a 5-point Likert scale. Buss and perry consists of 29-item scale which measures aggression. The present study described reasonably satisfactory internal consistency for all subscales: verbal aggression ( $\alpha = .78$ ), hostility ( $\alpha = .68$ ), physical aggression ( $\alpha = .69$ ) and anger ( $\alpha = .61$ ). The validity of this scale has been well established in the Pakistani context (Batool, 2013).

#### ***Parental Authority Questionnaire by Buri, (1991)***

This questionnaire has been designed to classify perceived parenting styles of mother , namely authoritative, authoritarian and permissive styles. It consists of 30 items, all of which require answers about the mother and the father separately. Each of the question necessitates an answer on a 5-point Likert type scale, where 1= strongly disagree and 5= strongly agree. The three subscales for the three types of parenting style have 10 items each. Total scores for each subscale are calculated separately, the minimum score for each is 10 and the maximum is 50. The PAQ has been initiate to be psychometrically sound and valid assessment tool for Baumrind's parental styles of mothers and has also been found to appropriate use for male and female adults (Buri, 1991) with reliability coefficients range from .77 to .92. it has 30-items and three subscales: permissive, authoritative, and authoritarian parenting styles (Buri, 1991).

***Wong and Law Emotional Intelligence Scale by Wong and Law (2002)***

Wong and Law (2002) established the Wong and Law Emotional Intelligence Scale (WLEIS), a self-reported scale. It consists of 16-item EI measure constructed on the ability model which has four proportions: self-emotional appraisal (SEA), other emotional appraisal (OEA), use of emotions (UOE), and regulation of emotions (ROE). Internal consistency reliability for the four factors (each with four items) ranged from .83 to .90. (WLEIS) age range 13 to 40 years (Wong & Law, 2002).

**Procedure**

In order to contact the university, approval from the university was first obtained. An appointment was scheduled with the principal. The university approved the request after considering the study's purpose, the time commitment, and the assurance of total confidentiality. Participants were quickly approached before the study's real conduct, and the study's objectives were explained. To do the actual data collecting, a day was selected. Then the participants received instructions on how to complete the questionnaires and were instructed to contact the researcher through email or phone number, both which were provided to the participants.

**Chapter 3****RESULTS**

The current study aimed to explore the relationship between parenting styles, Emotional intelligence, and aggression among university students. Data analysis was approved out by using SPSS- version 26. Firstly, the demographic characteristics were recognized through frequencies and percentages. Descriptive statistics and alpha reliability coefficients were calculated.

**Table 1***Sociodemographic Characteristics of Participants*

Characteristics	Categories	<i>N</i>	%
<b>Gender</b>			
	Men	150	50
	Women	150	50
<b>Marital status</b>			
	Single	262	87.3
	Married	38	12.7
<b>Family System</b>			
	Joint Family	98	32.7
	Nuclear Family	202	67.3
<b>Housing Type</b>			
	Hostel	77	25.7
	With Parents	193	64.3
	With Guardian	30	10
<b>Occupation</b>			
	Unemployed	214	71.3
	Employed	86	28.7

*Note: n= frequency, % = percentage*

Table 1 reveals that an equal number of men and women students ( $n = 150$ ; 50%) participated in the study. The majority of students were single ( $n = 262$ ; 87.3%). Students living with parents were in greater number ( $n = 193$ ; 64.3%) however hostelite students were less in number ( $n = 77$ , 25.7%) and students who live with guardians were (30; 10%). As for the family system a maximum number of students belong to the nuclear family ( $n = 202$ ; 67.3%). The

majority of students were unemployed (n = 214; 71.3%) while employed students were fewer in number (n = 86;

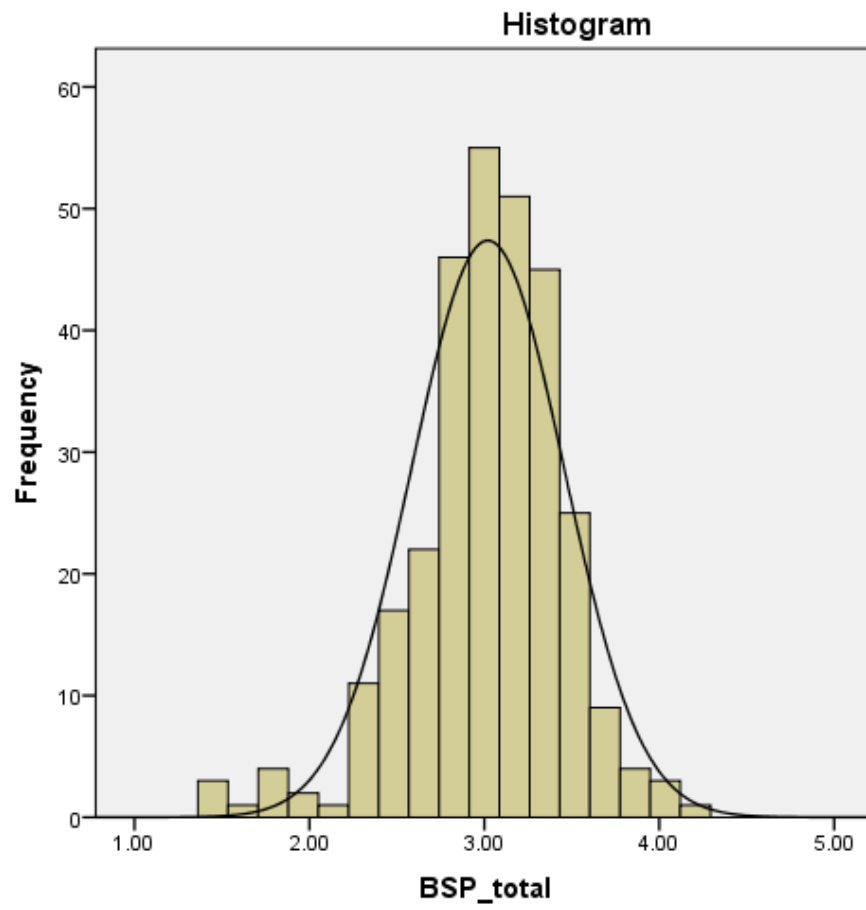
**Table 2***Psychometric Properties for Scales*

Scale	<i>n</i>	<i>M</i>	<i>SD</i>	$\alpha$	skew	kurt	K-S	<i>P</i>	Range	
									potential	Actual
EI	16	4.510	.8533	.72	-.01	-.21	.12	.00	7 - 112	2 – 40
PAQ- Authoritative	10	3.03	.425	.62	.71	-.00	.15	.00	10 - 50	1 – 49
PAQ- Authoritarian	10	3.10	.534	.63	-.15	-.06	.09	.00	10 - 50	10 – 46
PAQ- Permissive	10	3.07	.781	.70	-.07	-.02	.08	.00	10 - 50	10 – 44
BSP	29	3.019	.4353	.72	-.70	1.6	.17	.00	10 - 145	1 – 4

Table 2 shows the psychometric properties for the scales used in current study. The Cronbach's  $\alpha$  value for emotional intelligence scale was ( $\alpha$  .72,  $p < .01$ ) which shows internal consistency. The Cronbach's  $\alpha$  value for Parental Authority Questionnaire was ( $\alpha$  .82,  $p < .01$ ) which also shows considerable internal consistency. The Cronbach's  $\alpha$  value for Buss and Perry scale was ( $\alpha$  .72,  $p < .01$ ) which also shows internal consistency.

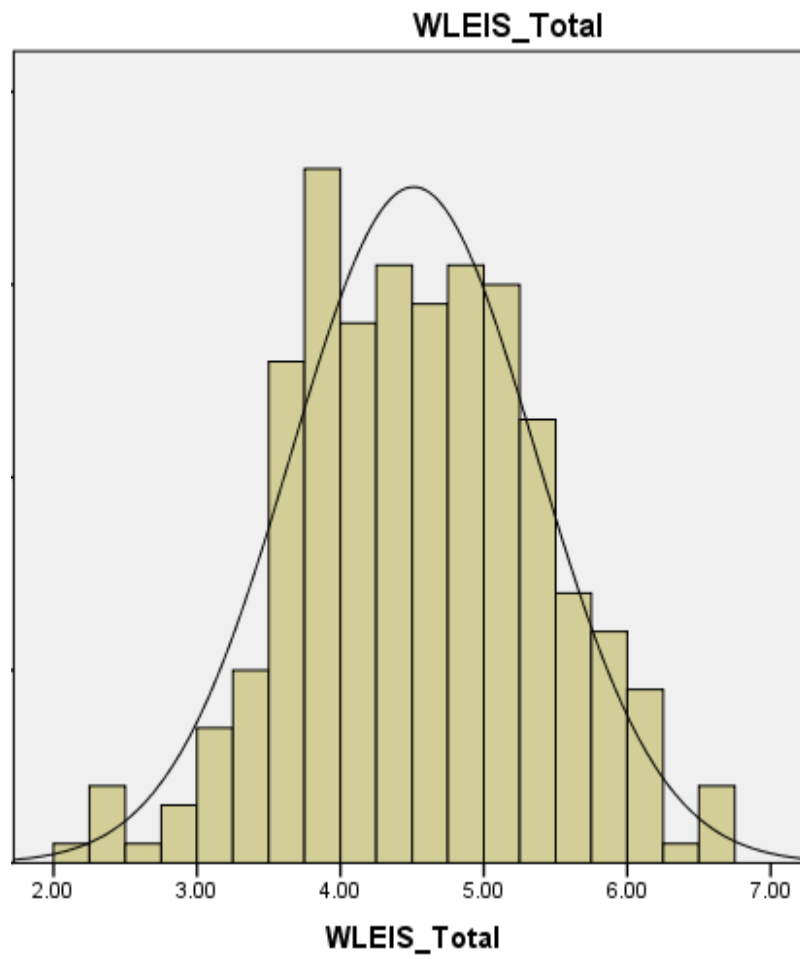
**Figures 1**

Distribution across the scores of “*Buss and Perry Aggression (BPS)*”



**Figure 2**

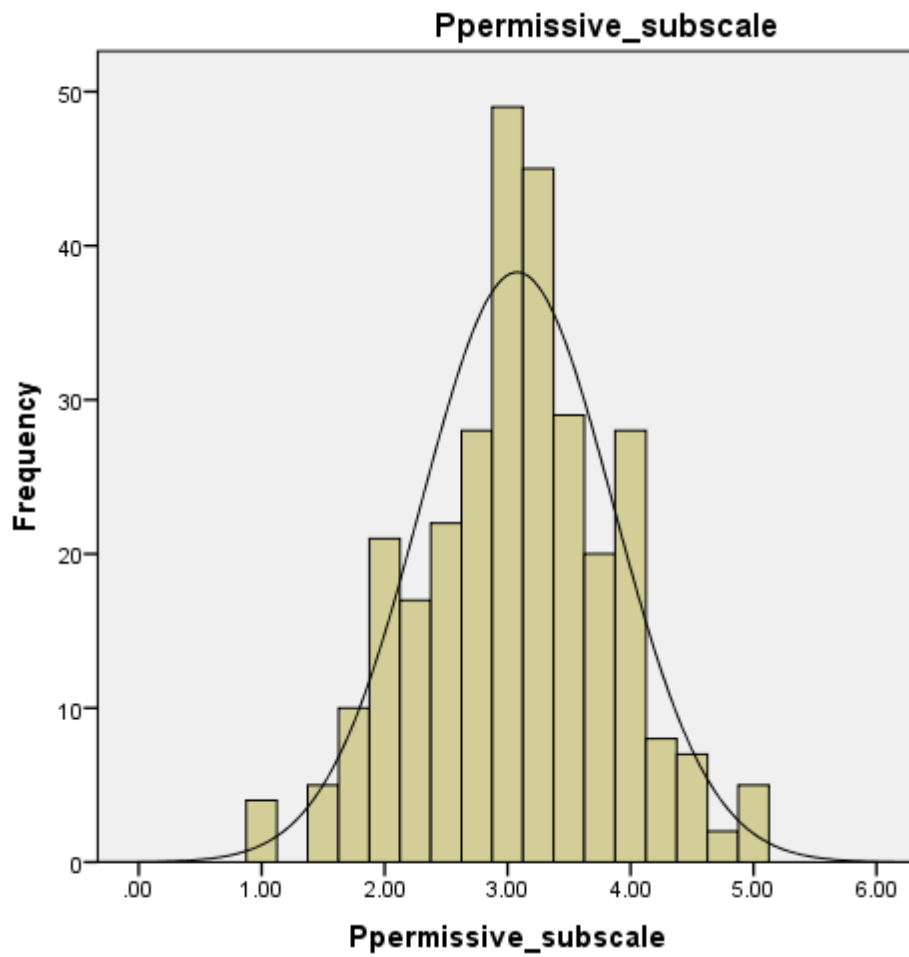
Distribution across the scores of “Wong and Law Emotional Intelligence Scale (WLEIS)”





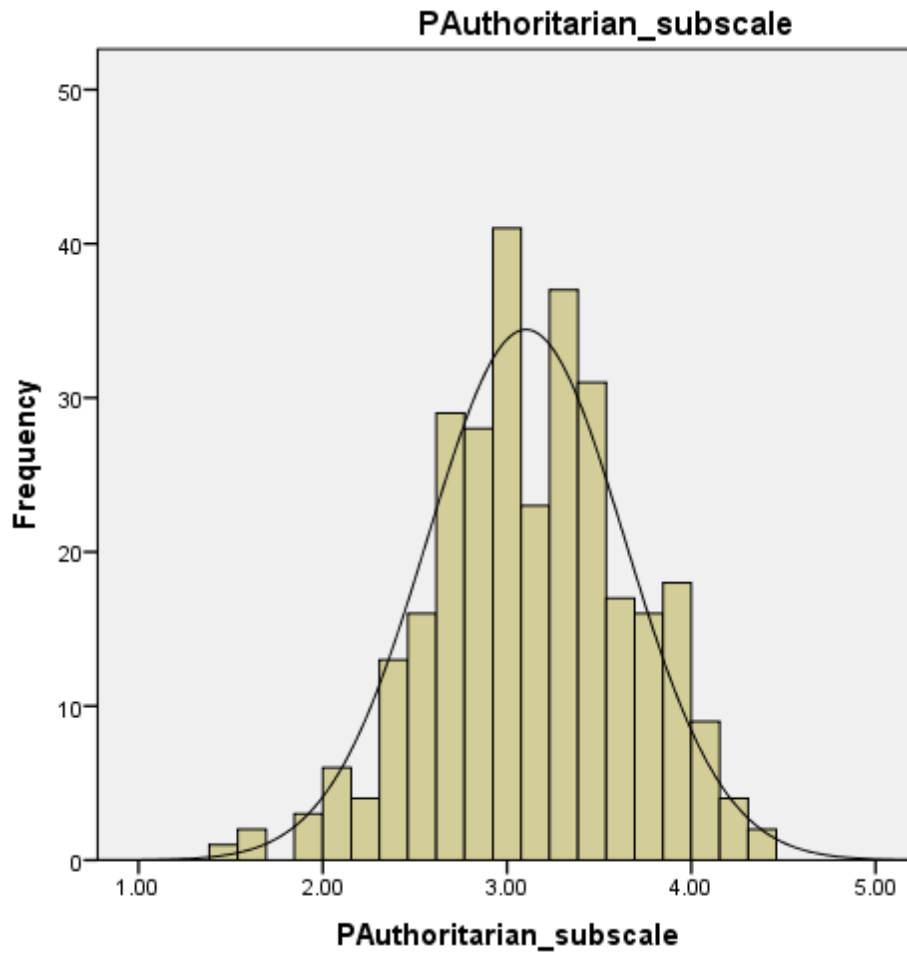
**Figure 3**

Distribution across the scores of “Parental Authority Questionnaire (PAQ)”



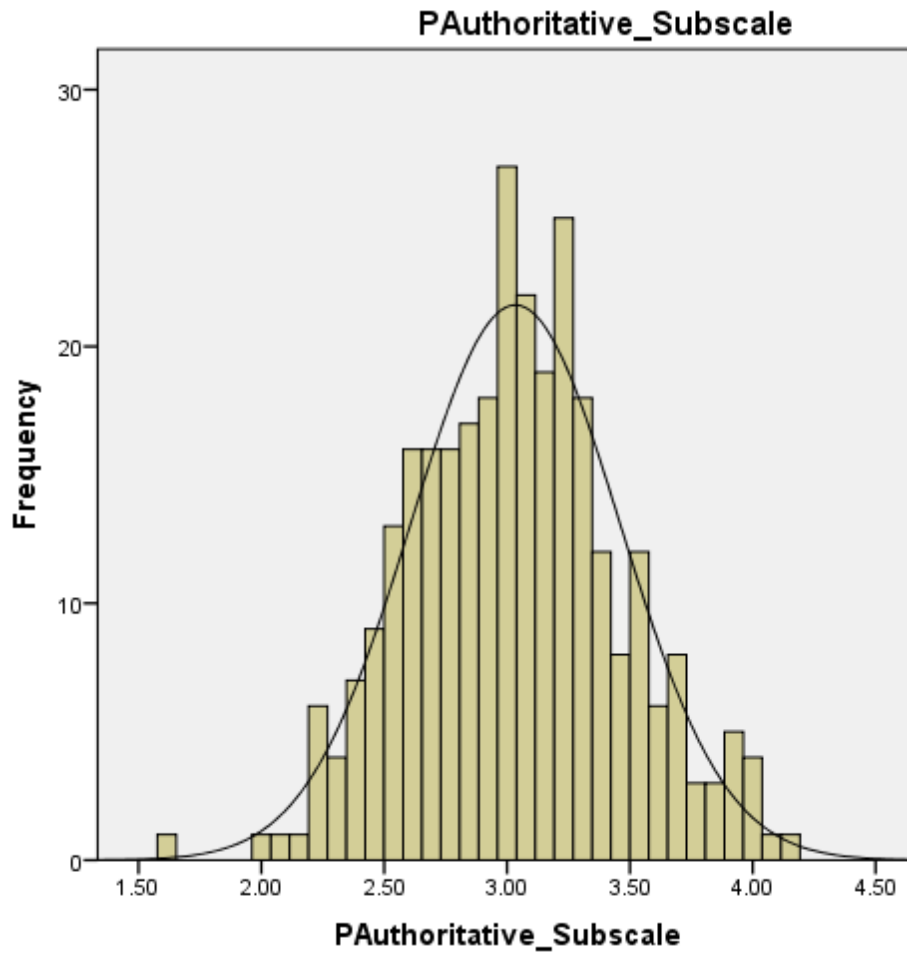
**Figure 4**

Distribution across the scores of “Parental Authority Questionnaire (PAQ)”



**Figure 5**

Distribution across the scores of “Parental Authority Questionnaire (PAQ)”



**Table 3***Descriptive Statistics and Correlation for Study Variables*

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	1	2	3	4	5
1. PAQ-Authoritative	300	3.03	.42	–	.24**	.10**	.17**	.21**
2. PAQ-Authoritarian	300	3.10	.53		–	.37**	.22**	.09
3. PAQ- Permissive	300	3.07	.78			–	.23**	.10
4. WLEIS	300	4.51	.85				–	.19**
5. BPS	300	3.01	.43					–

*Note.* \* $p < .05$ . \*\* $p < .01$  (2-tailed). *N* = no of items of each scale, *M* = mean, *SD* = standard deviation, *EI* = Emotional intelligence, *BPS* = buss and Perry aggression scale, and *PAQ* = parental authority Questionnaire

Table 3 revealed that emotional intelligence has a significant positive correlation with aggression ( $r = .10, p < .01$ ) and PAQ- authoritarian ( $r = .09, p < .05$ ). Aggression has a significant positive correlation with PAQ- authoritative ( $r = .21, p < .01$ ). Emotional intelligence has a significant positive correlation with PAQ- authoritative ( $r = .17, p < .01$ ). Emotional intelligence has a significant positive correlation with PAQ- authoritarian ( $r = .22, p < .01$ ).

**Table 4***Mann Whitney U scale*

Variables	Male		Female		<i>U</i>	<i>p</i>
	<i>M</i>	<i>MD</i>	<i>M</i>	<i>MD</i>		
WLEIS	174.7	3.13	126.2	3.01	7615.5	.00
BPS	167.9	3.26	133.1	3.76	8638.5	.00

*Note. M=Mean, U= Mann-Whitney, p= significance value, MD= median*

Table 4 Mann Whitney U test was run to examine the differences between gender on Emotional intelligence and aggression. The analysis found that the distribution of data was no normal that's why nonparametric tests were applied. Results showed a significant difference in emotional intelligence between males and females ( $U = 7615.5$  to  $8829.0$ ,  $p = .00$ ). The value of aggression is high in males ( $M = 167.9$ ) as compared to women. The mean values are higher in males as compared to females.

## DISCUSSION

This present study explores the relationship between parenting styles of mother, emotional intelligence, and aggression among university students. Furthermore, this study aimed to investigate demographic differences in study variables. In consequence, the Spearman correlation coefficient is applied, and for gender differences, the Mann-Whitney U test was applied. In this present study 300 students of age range 18-25 years including 150 males and 150 females from private and semi-government universities of Islamabad and Rawalpindi.

Firstly, the reliability of the scale was ensured. The data was non-normal that's why the use of the Spearman correlation and Mann-Whitney U test is applied. This study engaged a cross-sectional design. In the present study parenting style of mother was measured by using Parental Authority Questionnaire (PAQ developed by Buri, 1991. The internal consistency of this scale was .92 however according to this study the value of alpha is .62 which shows significant internal consistency (Table 2). The Wong and Law emotional intelligence scale (WLEIS) was designed by Wong and Law, 2002 this scale shows the value of alpha was .90 however in this study the value of alpha is .72 each shows considerable reliability (Table 2) Buss and Perry Aggression Questionnaire (BPAQ) was designed by Buss and Perry, 1992. The scale has an acceptable internal consistency of .85 and in this study, the value of alpha is .72 which shows considerable internal consistency (Table 2).

Descriptive statistics and alpha reliabilities of the instruments showed that these measures were reliable to use (Table 2), mean, standard deviation, range of the scores, skewness, kurtosis, and potential scores of scale were computed. This study had eight major hypotheses that were explored. The hypotheses put forward specific expectations regarding the significance of these relationships. It should be noted that there were significant differences on

all scales and subscales which provided support for appropriate randomization and a desired sample for the study.

It was hypothesized that there will be a negative relationship between authoritative parenting style of mother and aggression. Findings showed that there is a significant relationship between aggression which shows  $r = .30, p < .05$  (Table 3). A very weak positive statistically significant relationship. There is a significant effect of authoritative and authoritarian parenting style of mother on aggression most of the children from authoritarian mothers have high levels of aggression. According to Mann-Whitney U test the rate of aggression was more in males as compared to females (Table 4). There is a significant effect of authoritative and authoritarian parenting style of mother on aggression most of the children from authoritarian mothers have high levels of aggression. These findings are in line with the findings of the perceived parenting style of mother with aggression stud by (Anjum *et al.*, 2019), according to previous studies authoritative parenting style of mother is negatively correlated with aggression and the hypothesis is rejectd as having a significant positive correlation with aggression.

The second and third hypothesis, there will be a positive relationship between authoritarian and permissive parenting styles of mother and aggression. The particular phenomenon, children with authoritarian parenting style of mother develop anger and unforgiving attitude toward family and peers as compared to children with authoritative parenting style of mother. Some other supportive research work conducted in Pakistan amplifies that children with an authoritarian parenting style of mother have elevated levels of aggression (Anjum *et al.*, 2019). According to a previous study a significant positive relationship between permissive and authoritarian parenting style of mother with aggression among emerging adults. A significant negative relationship was found between authoritative parenting style of mother and aggression in the study participants. This suggests that strict and

unforgiving dealing of parents and children's aggression are associated to one another (Khan & Shabbir 2019). The hypothesis is accepted as authoritarian parenting style of mother is positively correlated with aggression.

As for the fourth and fifth hypothesis, there will be a negative relationship between , authoritarian parenting styles of mother and Emotional intelligence among university students. This study found that there is a weak but positive statistically significant correlation between the two variables (Table 3). A study by (Nastas *et al.*, 2012) found that there was a reasonable and positive effect of parenting style of mother on emotional intelligence among university students. The correlation between authoritarian parenting style and permissive parenting style and emotional intelligence is rejected.

As for sixth hypothesis, Authoritative styles of mother have a strong positive effect on emotional intelligence than authoritarian ones. In this study, there is a positive significant correlation between parenting style of mother and emotional intelligence (Table 3). Based on previous studies the hypothesis "correlation between authoritative parenting style and emotional intelligence" is accepted. Students who perceived an authoritative parenting style of mother scored highly on emotional intelligence, whereas those who experienced neglectful parenting style of mother scored poorly. Therefore, the numerous research imply that there may or may not be significant correlation between parenting style of mother and emotional intelligence (Alvarez *et al.*, 2016).

There is a significant inverse relationship between late adolescent's emotional intelligence and perceived permissive parenting style of mother. This suggest that emotional intelligence is lower in students who believe their mother have a permissive parenting style. It has been suggested that permissive parenting of mother may impede the development of emotional intelligence by limiting the emotional obstacles that children face and the extent to



which mothers directly assist their emotional development. Permissive parenting of mother has a negative relation with emotional intelligence. Emotional intelligence and authoritative parenting style of mother is positively correlated (Charulatha *et al.*, 2023).

Additionally, to the seventh hypothesis, aggression and emotional intelligence among university students will be correlated. The current study's findings suggest that emotional intelligence and aggression have positive association, contradicting the theory (Table 3). Studies show a consistent correlation between the three theoretical models of emotional intelligence (EI) (performance-based ability model, self-report ability model, and self-report mixed model) and variety of aggression responses, demonstrating that adults with higher EI level exhibit less aggressive behavior (Vega, *at el.*, 2022). According to previous studies, there should be a negative correlation between aggression and emotional intelligence among university students. Literature shows that those who are emotionally strong are less likely to have aggressive tendencies as compared to those who are less emotionally intelligent. Reasons for why men are more aggressive than women include biological, psychological, and social aspects. Additionally, research demonstrates that men are more inclined than females to act aggressively. There is evidence that differences in socialization, cognition, and personality may account for gender disparity in the incidence of aggressive and antisocial behaviors. Gender in cognition, socialization, and behavior may present even in infants. Boys can express themselves more freely (Gijwani *et al.*, 2021). In this current study according to Mann-Whitney U test the rate of aggression is high in males as compared to females. Males are more emotionally intelligent than females (Table 4).

According to study on university students, authoritative parenting approaches are utilized by mothers who have higher emotional intelligence, and as a result, their children have lower levels of aggression than children of authoritarian or permissive mothers. Uneducated mothers tend to be more authoritarian in their parenting, whereas educated mothers tend to be

more accepting and authoritative. Parental education has a significant impact on a variety of parenting and family dynamics that are closely associated to children's cognitive development, social and emotional growth, and behavioral modification. Higher degrees of openness and emotional provision in parent-child interactions, as well as inferior levels of strictness and inconsistent self-control, are also expressed highly educated mothers (Jabbar & Hashim, 2021).

The eighth hypothesis of this study states there is a relationship between aggression, emotional intelligence, and parenting style of mother between genders among university students. The findings of this study showed that males exhibit higher scores on aggression and emotional intelligence as compared to females (Table 4). Similarly, boys have a greater capacity for self-expression. Infant girls exhibit better emotional regulation than boys, who are more quickly irritated and need more on maternal input. According to a psychologist, how men and women are socialized has an impact on how they develop. Males are taught to value independence, but girls are taught that a person's capacity to establish connection determines how valuable they are as a person (Gijiwani *et al.*, 2021). Males exhibit much lower emotional intelligence than girls, according to numerous research. Women are typically more emotionally self-aware, helpful, and empathetic. When dealing with something new and difficult, women often turn to social support, whilst males are more concerned with correcting things (Adams, 2010).

It is a known fact that individuals who are emotionally intelligent can comprehend and control their emotions which helps them to motivate themselves toward their goal and is socially mature and can adjust to different circumstances. It is significant for students to be conscious of the possible negative effects of aggression and Emotional intelligence. This study is very useful in educating mothers on the importance of having appropriate control over individuals. Establishing clear expectations, communicating approval and gratitude, and fostering accountability and independence when necessary (Reyes-Wapano, 2010).

Authoritative parenting style of mother strongly predicted aggression. Permissive and authoritarian parenting styles of mothers are positively connected with authoritative mother's parenting style adversely correlated with aggression (Khan & Shabbir, 2019).

The results of the studies reviewed above suggest that there is a complex and varied relationship between a mother's parenting style, emotional intelligence, and aggression among university students. There are some answers to questions about how these three variables interact. There is a significant effect of parenting of mother on emotional intelligence and aggression among students.

### **Conclusion**

The goal of the current study was to investigate the connection between university students' aggression and their mother's parenting style, and emotional intelligence. The results of this study indicate a favorable correlation between the variables mother's parenting style, students' emotional intelligence, and aggression. Authoritative parenting style of mother is positively correlated with emotional intelligence and negatively correlated with aggression. It is a positive parenting approach towards children.

### **Limitations**

The present study's limitation is that it was cross-sectional, a longitudinal study would have been able to more precisely pinpoint the emotional maturity of university students. The longitudinal study would be more helpful finding out whether only the mother's parenting style only effect the child's emotional intelligence or maybe other factors may include. As just two educational institutions were represented among the participants, the generalizability of the current study is limited. Only bilingual students participated because the assessment instruments used in this study were in English. Only university students were included in the study, therefore future research may consider the parental perspective.

**Implications / Recommendations**

Tools for assessing Urdu language proficiency may be developed in subsequent studies. The findings of this study can be disseminated to parents to help them adopt beneficial parenting techniques. The findings might indicate that a unique program should be created to encourage good parenting techniques. It is crucial to take the matter of highly aggressive students seriously, implementing appropriate measures to reduce their aggressive tendencies. Students' emotional intelligence has to be increased because it affects both their academic and personal success.

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## **Appendices**

### **Informed Consent**

I understand that this study is being conducted by student of department of professional psychology, Capital University of science and technology Islamabad as a part of thesis.

I hereby confirm my participation int the thesis to be voluntarily. I know that the researcher will not disclose my name or any demographic information in the reports after seeking results from the research as well as that my confidentiality will be maintained as a participant. I have a right to withdraw and discontinue my participation anytime, whenever I want it to be, without any penalties.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



### Parental Authority Questionnaire

1= strongly disagree, 2= Disagree, 3= neither agree nor disagree, 4= Agree, 5= Strongly

Agree

	1	2	3	4	5
While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.					
Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.					
Whenever my mother told me to do something as I was growing Up, she expected me to do it immediately without asking any Questions.					
As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.					
My mother has always encouraged verbal give-and-take Whenever I have felt that family rules and restrictions were Unreasonable.					
My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.					

As I was growing up my mother did not allow me to question Any decision she had made.					
As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline.					
My mother has always felt that more force should be used by Parents in order to get their children to behave the way they are Supposed to					
As I was growing up my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them					
As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable.					
My mother felt that wise parents should teach their children early just who is boss in the family.					
As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.					
Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions					
As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways.					
As I was growing up my mother would get very upset if I tried to disagree with her.					

<p>My mother feels that most problems in society would be Solved if parents would not restrict their children’s activities, Decisions, and desires as they are growing up.</p>					
<p>As I was growing up my mother let me know what behavior she expected of me, and if I didn’t meet those expectations, she punished me.</p>					
<p>As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her.</p>					
<p>As I was growing up my mother took the children’s opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.</p>					
<p>My mother did not view herself as responsible for directing and guiding my behavior as I was growing up.</p>					
<p>. My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.</p>					
<p>My mother gave me direction for my behavior and activities As I was growing up and she expected me to follow her direction, But she was always willing to listen to my concerns and to Discuss that direction with me.</p>					
<p>As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.</p>					

<p>My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.</p>					
<p>As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it</p>					
<p>As I was growing up my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her.</p>					
<p>As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family.</p>					
<p>As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority.</p>					
<p>As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.</p>					

### Buss-Perry Scale

**Please rate each of the following items in terms of how characteristic they are of you.**

**Use the following scale for answering these items.**

Extremely Uncharacteristic = 1, somewhat Uncharacteristic = 2, neither Uncharacteristic = 3,  
Somewhat Characteristic = 4, Extremely Characteristic = 5

Once in a while I can't control the urge to strike another person.					
Given enough provocation, I may hit another person.					
If somebody hits me, I hit back.					
I get into fights a little more than the average person.					
If I have to resort to violence to protect my rights, I will.					
There are people who pushed me so far that we came to blows.					
I can think of no good reason for ever hitting a person.					
I have threatened people I know.					
I have become so mad that I have broken things.					
I tell my friends openly when I disagree with them.					
I often find myself disagreeing with people.					
When people annoy me, I may tell them what I think of them.					
I can't help getting into arguments when people disagree with me.					
My friends say that I'm somewhat argumentative.					
I flare up quickly but get over it quickly.					
When frustrated, I let my irritation show.					



I sometimes feel like a powder keg ready to explode.					
I am an even-tempered person.					
Some of my friends think I'm a hothead.					
Sometimes I fly off the handle for no good reason.					
I have trouble controlling my temper.					
I am sometimes eaten up with jealousy.					
At times I feel I have gotten a raw deal out of life.					
Other people always seem to get the breaks.					
I wonder why sometimes I feel so bitter about things.					
I know that "friends" talk about me behind my back.					
I am suspicious of overly friendly strangers.					
I sometimes feel that people are laughing at me behind my back.					
When people are especially nice, I wonder what they want.					

**How Emotionally Intelligent are you? (Wong and Law Emotional Intelligence Scale, WLEIS)**

Strongly Disagree = 1, Disagree = 2, Disagree Slightly = 3, neither Agree nor Disagree = 4, Slightly Agree = 5, Agree = 6, Strongly Agree = 7

I have a good sense of why I feel certain feelings most of the time						
I have a good understanding of my own emotions.						

I really understand what I feel							
I always know whether I am happy or not.							
I always know my friends' emotions from their behavior.							
I am a good observer of others' emotions							
I am sensitive to the feelings and emotions of others							
I have a good understanding of the emotions of people around me.							
I always set goals for myself and then try my best to achieve them.							
I always tell myself I am a competent person.							
I am a self-motivating person.							
I would always encourage myself to try my best.							
I am able to control my temper so that I can handle difficulties rationally.							
I am quite capable of controlling my own emotions							
I can always calm down quickly when I am very angry.							
I have good control of my emotions.							

Dear Faize Afzal,

So far as you are using the scale for non-profit making research projects, feel free to use it. Attached are papers reporting the scale items, its development and validation. Good luck to your study.

Regards,  
C.S. Wong  
Dept. of Management  
The Chinese University of Hong Kong

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From: faiza afzal <[faiza6897@gmail.com](mailto:faiza6897@gmail.com)>  
Sent: Monday, February 27, 2023 6:05 PM  
To: Chi Sum Wong (MGT) <[wongcs@cuhk.edu.hk](mailto:wongcs@cuhk.edu.hk)>  
Cc: [sadaf.zeb@cust.edu.pk](mailto:sadaf.zeb@cust.edu.pk) <[sadaf.zeb@cust.edu.pk](mailto:sadaf.zeb@cust.edu.pk)>  
Subject: Permission to use scale

Thank you for your response.

On Mon, Feb 27, 2023, 5:38 PM Buri, John R.

<[JRBURI@stthomas.edu](mailto:JRBURI@stthomas.edu)> wrote:

**Thank you for your interest in the Parental Authority Questionnaire (PAQ). Please feel free to use the PAQ for any not-for-profit purposes. For further information about the PAQ (for example, scoring details, norms, reliability measures, validity), please see the following journal article:**

**Buri, J. R. (1991). Parental authority questionnaire. *J. of Personality Assessment*, 57, 110-119.**

**I wish you the best with your research project.**

John R. Buri, Ph.D.

Professor – Department of Psychology

University of St. Thomas

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From: faiza afzal <[faiza6897@gmail.com](mailto:faiza6897@gmail.com)>

Sent: Monday, February 27, 2023 4:00 AM

To: Buri, John R. <[JRBURI@stthomas.edu](mailto:JRBURI@stthomas.edu)>

Cc: [sadaf.zeb@cust.edu.pk](mailto:sadaf.zeb@cust.edu.pk) <[sadaf.zeb@cust.edu.pk](mailto:sadaf.zeb@cust.edu.pk)>

## report

## ORIGINALITY REPORT



## PRIMARY SOURCES

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