



A SYSTEMATIC REVIEW OF THE CURRENT LITERATURE BETWEEN PARENTING STYLE, AGGRESSION AND EMOTIONAL INTELLIGENCE AMONG COLLEGE STUDENTS

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Abstract:

This literature review examines the link connecting parenting style along with their child's emotional intelligence and aggression. The study reviews the existing research on this topic, focusing on the three main parenting styles: authoritative, authoritarian and permissive. The findings suggest that parenting style has a significant impact on a child's aggression and emotional intelligence. Authoritative parenting, characterized by warmth, support, and clear expectations, is associated with lower levels of aggression and higher levels of emotional intelligence in children. In contrast, authoritarian parenting, characterized by strict rules and control, may lead to increased aggression, while permissive parenting, lacking structure and rules, may result in lower emotional intelligence. The review by using discourse analysis highlights the importance of authoritative parenting in fostering positive social and emotional development in children. However, further research is needed to better understand the complex relationship between parenting style and these outcomes, considering other factors such as genetics, environment, and culture. Nevertheless, the findings suggest that promoting authoritative parenting practices that provide a balance between warmth, support, and clear expectations can potentially contribute to reducing aggression and promoting healthy emotional intelligence in children, with long-term positive effects on their well-being and social functioning. This review emphasizes the relevance of parenting style in shaping a child's aggression and emotional intelligence, and the implications for parents, educators, and policymakers in promoting positive outcomes in children's social and emotional development.

Keywords: parenting style, aggression, emotional intelligence, authoritative, authoritarian, permissive, neglectful, literature review.

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Introduction

Parenting styles have been found to have a significant impact on the development of a child's behavior and personality (Sarwar, 2016) (Sanvictores & Mendez, 2023). Different parenting styles can lead to different outcomes. Aggression and emotional intelligence are two aspects that are of particular interest when studying the effects of parenting styles (Argyriou, Bakoyannis, & T., 2016) (Labella & Masten, 2018). Aggressive behavior has been linked to negative outcomes in adulthood, such as delinquency and criminal behavior (Heidgerken, Hughes, & Cave, 2004). Emotional intelligence, on the other hand, has been linked to positive outcomes, such as academic success, healthy relationships, and overall well-being (Andrei, Mazzoni, Mancini, Russo, & Baldaro, 2015) (Ulutaş & Ömeroğlu, 2007). Previous researches have looked at the association among parenting styles with aggression/emotional intelligence, there is still a need for qualitative research in this area. Qualitative research can provide a more in-depth understanding of the experiences and perspectives (Cleland, 2017) (Gough & Lyons, 2016) of parents and children, and how these experiences and perspectives may differ based on parenting style (StudyCorgi, 2022).

Parenting Style: The parenting goal or aims is to protect children, prepare them for adulthood, and pass on cultural values. (APA). So there is a huge responsibility (Umberson D, 2010). Parenting's critical role in a child's development (Shucksmith, Hendry, & Glendinning, 1995) is emphasized by many theoretical frameworks, which has driven research into this topic for more than 75 years (Power, 2013)

Parenting style has a significant impact on children's health. (dr. Joseph & John, 2008) (Editor1, 2020). (Darling & Steinberg, 1993) Parenting style refers to how parents interact with, teach, and correct their children, and it is influenced by various factors such as home and community environment (Bornstein & Zlotnik, 2008). Parenting styles are broader patterns of parenting that can influence physical, psychological and cognitive development. (Fadlillah & Fauziah, 2022). The most important idea is that ideal parenting can be challenging during different stages of child development, such as the newborn phase and adolescent years, and that positive parenting practices such as showing care, love, and independence can promote positive physical and mental growth in children. Research has shown that different parenting approaches can have both positive and negative consequences. In the 1980s, Diana Baumrind's typology divided

parenting styles into three - authoritarian, authoritative and permissive - based on their impact on a child's development. (Cherry, 2022) Authoritative parenting, characterized by open communication, listening to children, and establishing clear norms and expectations, is considered an effective and beneficial parenting style. (Contributors, 2021) Authoritarian parenting is characterized by rigidity, little to no communication, and strong expectations for children's compliance and conformity. Permissive parenting is characterized by a more easy-going and laid-back approach, focusing on giving children freedom and flexibility.

Aggression: Human aggression is a social behavior (Warburton & Anderson, 2015) and with that aggression is defined by social psychologists as behavior that is meant to hurt someone who does not want to be hurt (Baron & Richardson, 1994) Aggression requires intent, meaning purposeful harm is seen as worse than inadvertent harm even when the effects are the same (Ames & S.T., 2013). Aggression is a range of actions that can harm people, other people, or inanimate things. It is usually characterized by physical or psychological harm, and can be a sign of mental health issues, substance use disorder, or other health problems. Physical aggression is violent behavior such as punching, biting, brandishing objects, and kicking, while mental aggression is the intention of hurting someone else psychologically. Emotional aggression is aggressive behavior that causes emotional injury and makes it difficult to express oneself. Verbal aggression is when someone uses aggressive language to make someone feel less secure in their own skin. (Guilbeault, 2022). (Suci & Tentama, 2020) Physical aggressiveness, verbal aggression, anger, and hostility are the four ways that aggression is assessed.

Emotional Intelligence: Emotional intelligence (EI) was first coined by Peter Salovey and John Mayer in their 1990 article "Emotional Intelligence" and later confirmed by Dan Goleman published Emotional Intelligence in 1995. It refers to the ability to recognize, comprehend, and regulate the feelings of their own and others, and it can impact and affect people's behavior in both positive and negative ways. (The Institute for Health and Human Potential) (Kubala & Lebow, 2021) Here are the 5 components of EI, through psychologist and writer Daniel Goleman throughout his novel "Emotional Intelligence: Why It Can Matter More Than IQ. Self-awareness, Social skills, Self-regulation, Motivation and Empathy"

Review of literature

The website is popular for the discourse and they were several people that answered the question on “what is Indian parenting style?” Indian parents have a unique style of parenting that involves paying close attention to their children's day activities, such as cleaning, using their phones less frequently, consuming fewer fatty foods, spending the majority of their time studying, rising early, and helping with home chores. Boys are encouraged to avoid talking to boys and to select the wealthiest man as their spouse. Males and girls are treated differently in India, with a schedule of our day and a strict check on everything. Indian parents prefer boys over girls because they think a boy's job is more significant than a girl's marriage. They also chastise their kids and deny them access to what they desire in life. Every Indian parent's life is centered on their kids, and they make an effort to do whatever they can from a child's birth through their graduation. They have very few expectations of themselves as parents, and invest as much money as possible into their education.

This study examined the relationship between parental styles and pre-school children's aggression and anxiety in Alborz, Fardis City. 60 preschool- aged children, along with their moms and teachers, participated in the study. Software such as SPSS 21 and LISREL 8.8 were used to evaluate the data. Results revealed that indulgent style, with direction coefficient of -0.19, premised aggression, and authoritative style might anticipate anxiety, supported the study's hypotheses (Nasiri & Mohammadzadeh, 2014).

This review examines the relationship between parenting practices and aggression in children and teenagers. It finds that authoritarian and permissive parenting styles are associated with aggressive and negative behaviors in children, while authoritative parenting methods have a positive impact on psychological development. Further research is needed to fill the gap in existing research (Zainab, 2019).

The article discusses the importance of good parenting and how parenting styles vary from culture to culture, with a focus on Indian parenting styles compared to those of the West. The article outlines six ways Indian parents can improve their parenting, including disregarding out-dated values and traditions, supporting alternate career choices, and instilling moral values. The author argues that change is needed in Indian parenting to prioritize the well-being of children, build familial cohesiveness, and equip children with strong moral and ethical skills. Ultimately, the article advocates for creating change to save Indian youth and to salvage pride in the Indian community

(Meenakshi, 2020).

The study investigated the relationship between authoritarian parenting style, emotional intelligence, and cyber aggression. The study found a positive correlation between authoritarian parenting style, emotional intelligence, and cyber aggression. A negative correlation was found between the two, supporting the first minor hypothesis and the second minor hypothesis, while also considering emotional intelligence as a protective factor. These findings suggest that authoritarian parenting may contribute to cyber aggression, and that universities should consider implementing programs to reduce online aggression among students (Suparmi, & Primastuti, 2021).

Using cross-sectional and longitudinal methodologies, the current study investigated the connection between ability emotional intelligence and aggression in both adults and teenagers. We carried out two studies. The purpose of Study 1 was to offer preliminary data about the association between EI and aggression in adults. Study 1 additionally looked at the possible incremental validity of EI beyond personality factors in 474 college students ($M = 22.76$, $SD = 5.13$), as research has shown personality qualities are a key predictor of aggression. After controlling for personality factors, the results showed that AEI explains a sizable portion of the unique variance for physical violence but not for verbal aggression. In Study 2, 151 teenagers ($M = 14.74$, $SD = 0.84$) participated in a longitudinal examination of the link between EI and violence. With time, EI predicted physical aggressiveness but not verbal hostility. Nevertheless, contrary to our predictions, it did not for verbal aggression. The results from both investigations point to a negative and significant association between EI and physical aggressiveness. These findings underline the crucial role that emotional capacities play in explaining physical aggression, and its ramifications are examined (García-Sancho, Salguero, & Fernández-Berrocal), 2016.

In this meta-analysis of Chinese student to examine how parenting style positive and negative can have any relation with aggression, and their moderator. Children who undergone negative parenting style show more aggression compared to children with positive parenting style. Both negative and positive parenting style linked with larger aggression with parental emotional climate instead of parental socializing behavior, with self-reported scale instead of other-reported scale on parenting style, with BPAQ aggression scale than others, in Eastern China, most for college student than high school student and lastly primary kid

student. The negative parenting style was more prominent in aggression when it was taken from central China, more males than females. Furthermore, the association between positive parenting style and aggression was stronger in junior high school kids than in elementary school students (Hao Lei, 2018).

In this study, the association between parental practises and adolescents' emotional intelligence (EI) was investigated. The test of this research composed of 300 interviewees, 166(55%) were females and 134 (45%) were males. The respondents were aged on average 19.10 years (SD = 1.956). The Parental Authority Questionnaire (PAQ) and the Trait Meta Mood Scale (TMMS) were the instruments employed in this study. In order to investigate the predicted connections between variables, regression analyses were performed. The findings showed that parenting practices significantly predict adolescents' emotional quotient. This study proved that parental practices influence the development of EI. The results provide light on the subject of EI antecedents and highlight the potential importance of parents in the growth of EI in teenagers (Mary Rachele & Xavier, July 2021).

The goal of the current study is to draw attention to the connection between parental behaviors and children's emotional intelligence levels. 90 teenagers and their parents were suggested. The adolescents took the Emotional Intelligence Scale (EIS; Schutte et al., 1998) and the Battery of Emotional Intelligence Profile (BTPIE), each of which measures the development of emotional intelligence and its subscales (Wood, Tolley, 2003). The CSP Questionnaire for Parental Styles was given to the parents to complete. The findings demonstrate that the five parental styles-authoritarian, dictatorial, permissive, democratic, and rejecting/neglectful, have an impact on the level of emotional intelligence development. A parent's relationship with their own adolescent children indicates how far along their emotional intelligence is in development (Laura-Elena & Kincso, 2012).

The study focuses on the field of emotional intelligence in children, which has garnered significant interest from both academic and non-academic communities including parents, teachers, and therapists. The existing literature on children's emotional intelligence is reviewed, with a particular focus on how parenting methods and styles may impact children's emotional intelligence development. Four key parenting aspects, namely parental negative demandingness, parental responsiveness, parental positive demandingness, and parental emotion-related coaching, are

identified based on the literature and their relevance to emotional intelligence research is examined. The study finds that parental responsiveness, emotion-related coaching, and positive demandingness are associated with higher emotional intelligence in children, while negative demandingness is associated with lower emotional intelligence. The study also highlights the positive impact of social-emotional intervention programs implemented in schools on children's emotional competencies. Implications for practitioners are discussed, emphasizing the importance of understanding and incorporating effective parenting practices to support children's emotional intelligence development (Alegre, 2011).

The aim of this study was to investigate the correlation between parenting style and academic achievement through emotional intelligence in high school girls in Anar City. The sample included 248 high school girls during the 2011-2012 school years, selected through multistage cluster sampling. The Emotional Intelligence test was used to measure emotional intelligence in five areas: self-awareness, self-control, spontaneity, social awareness, and social skills, and parenting style was measured in four areas: authoritative, authoritarian, permissive, and neglectful. Students' academic achievement in their first semester was also taken into account. The collected data was analyzed using statistical techniques, including independent t-tests, multivariate correlation, and simultaneous regression analysis. The results showed a significant correlation between parenting style and the academic achievement of high school girls (Abadi, 2013).

The purpose of this study was to examine the effects of authoritarian, permissive, and flexible parenting styles on emotional intelligence (EI) and personality traits in medical students. A cross-sectional survey was conducted at the University of Haripur between November 2021 and May 2022, and 200 medical students from Khyber Pakhtunkhwa's medical colleges participated. The researchers collected data using the Big Five Personality Inventory, Emotional Intelligence Scale, and Parental Authority Questionnaire. Pearson correlation analysis and linear regression analysis were used to analyze the data. The findings indicated that the authoritarian parenting style had a significant negative impact on emotional intelligence, agreeableness, extraversion, and conscientiousness. On the other hand, authoritative parenting style had a significant positive impact on these variables. The results also showed that authoritarian parenting style had a significant positive influence on neuroticism, while authoritative parenting style had a significant

negative influence on neuroticism. In conclusion, the study revealed that parenting style significantly influences emotional intelligence and personality traits. Authoritative parenting style was associated with positive outcomes, while authoritarian parenting style was associated with negative outcomes in terms of emotional intelligence and personality traits (Habeeb & Aftab, 2023). In this study, form one students in secondary schools in Hulu Terengganu will be evaluated for their emotional intelligence levels and parenting practices. Schools in the state that had the best ten-year track record for pupils on the Primary School Achievement Test were selected for this study (UPSR) (Wahab, & Kosnin, 2018).

Researchers are looking for any strong associations between the two independent factors and pupils' academic performance. A questionnaire that was given to 364 Form One pupils at four local secondary schools served as the tool. Using the computer software Statistical Package for Social Science (SPSS) version 16.0, the data collected were examined. For all study questions, diskriptif and inferential analysis were applied. The results indicated that the students' emotional intelligence skill is dominated by the interpersonal skills area. Yet, overall, students had a modest level of emotional intelligence. According to parents, the authoritative parenting style is the one that is most prevalent. Also, the results suggest a strong link between academic success and emotional intelligence. It was discovered that there was no meaningful connection between parental practices and academic ability. After completion, close collaboration between parents and teachers is required to further raise pupils' emotional intelligence levels for the best possible academic performance. (Rohaizad, Rabi, Ghazali, Wahab, & Kosnin, 2018)

The goal of this study is to highlight the connections between children's self-esteem, emotional intelligence, and the parental style they perceive during post-adolescence. The study emphasizes how the quality of relationships between parents and children can significantly impact a child's personality development. A positive and supportive relationship built on compassion and love can lead to increased self-assurance, emotional responsiveness, and better coping skills in various life situations. In contrast, a parenting style characterized by rigid rules, excessive control, and lack of evident affection may result in misunderstandings, lower self-confidence in the child, inability to understand and express emotions, and a lack of empathy towards others' suffering. This study serves as a guide for parents, highlighting the significance of their

behavior towards their children and its potential long-term effects on their development. The study specifically focuses on three parenting styles: democratic, authoritative, and permissive, as proposed by Diana Baumrind. Among these styles, the democratic style is found to be the most effective in educating a child, aligning with the study's hypotheses and positively impacting the child's emotional intelligence and self-esteem. The study sheds light on the importance of parenting approaches and communication with children, emphasizing the potential impact on their emotional well-being and development. (Mitrofan 2011)

The goal of the current study was to determine how parenting practices and demographic factors, such as parents' income and education levels, affected late adolescent aggressiveness. Boys and girls in the 9th and 10th grades, whose ages ranged from 15 to 17, made up the sample. In Punjab, Pakistan, both public and private schools were used to gather the sample. Students visited parents at their houses to speak with the parents. (Shahida 2013)

Aggression Questionnaire and the Parental Style Questionnaire (Olsen, & Hart, 1995) were used to gather data (Buss & Perry, 1992). With the exception of antagonism, there was a noticeable gender difference in aggression overall and in its component parts. Authoritarian parenting, permissive parenting, and parental income all contributed significantly to the variance in overall hostility. Many parenting philosophies anticipated the four elements of violence. (Batool & Shahida, 2013)

The purpose of this study is to look at the relationship between parental practices and preschoolers' emotional intelligence levels. The sample consisted of 80 parent participants with preschool-aged children aged 3 to 6. Participants were given the Parenting Styles and Dimensions Questionnaire (PSDQ) to complete in order to measure their perspectives on typical parenting actions towards their children. The PSDQ was used to determine each participant's preference for one of three parenting styles: authoritarian, authoritative, or permissive. Participants also completed the Children's Behavior Questionnaire-Very Short Form (CBQ-VSF) to assess three temperamental features of their preschool-aged children that are directly related to emotional intelligence. Surgency, adverse effects or temperament, and compassion are examples of these characteristics. The findings revealed a strong relationship between authoritarian parenting style with the degree of adverse effects

or negative temperament associated with emotional intelligence in preschool-aged children. There were no further links found between the other parenting theories and children's emotional intelligence (Farrell, 2015).

Methodology

The study will use a qualitative research approach, specifically discourse analysis, to investigate the relationship between parenting style, aggressiveness, and emotional intelligence. Secondary data will be collected from scholarly articles, social media, news reports, and other related documents. Participants will be interviewed in-depth to gather the data. Data was coded using an inductive approach, classifications and subcategories were created, and themes and patterns were evaluated. To ensure validity and reliability, independent research works were taken into account and interview techniques were used. The study will adhere to ethical standards for human subject's research, including getting informed consent, maintaining anonymity, and safeguarding subjects from injury. The limitations of this study include the potential for bias in the selection of articles, the analysis may not be generalizable to other populations or contexts, and for interview subjects were less to gain deep analysis.

Result

Theme 1: Parenting Style and Aggression

Sub-theme:

1. Authoritarian Parenting Style and Aggression: Children have expressed resentment and rage at their parents' authoritarian parenting styles, which include strict rules, high levels of control, and harsh discipline. They also expressed anxiety and concern about the consequences of disobeying their restrictions. To release tension, aggressive behaviors such as yelling, striking, or pushing were used. Conflicting emotions were reported, with children wanting to live up to their parents' expectations but feeling resentful of their lack of personal freedom.
2. Authoritative Parenting and Aggression: Children described feeling supported and nurtured by their parents in an authoritative parenting style. Children expressed a sense of security and trust in their relationship with their parents, with open communication and clear expectations. They also understood the reasons behind their parents' rules and consequences, helping them internalize self-control and develop pro-social skills. They felt respected

and valued by their parents, leading to a positive approach to managing emotions and behavior.

3. Permissive Parenting and Aggression: Permissive parenting practices can leave kids without limits, rules, and structure, leading to a sense of ambiguity and confusion, as well as increased antagonism. They may feel entitled to act without repercussions and lack a feeling of duty or responsibility for their actions. Additionally, they may develop an entitlement complex and prioritize their own needs over those of others, leading to aggressive behaviors.
4. Indian parenting style and Aggression: Indian parenting styles vary widely depending on the culture and region. It is often described as authoritative or authoritarian, with a focus on order, deference to authorities, and academic success. Unfortunately, some Indian parents impose discipline on their children, leading to suffocation and oppression. This can have negative consequences on mental and emotional health, including fear, resentment, and low self-esteem. Additionally, some elements of the Indian parenting style, such as rigorous punishment methods, academic pressure, a lack of autonomy and self-expression, and cultural norms surrounding gender and aggression, may contribute to child aggression.

Theme 2: Parenting Style and Emotional Intelligence

Sub-Theme:

1. Authoritarian Parenting Style and Emotional Intelligence: Authoritarian parenting is rigid, unreasonable, and often invasive, leading to children struggling to develop autonomy, self-expression, and emotional control. This can have a negative impact on their emotional intelligence, as they may not be encouraged to consider the emotions of others.
2. Authoritative Parenting Style and Emotional Intelligence: Authoritative parenting is a positive and successful parenting approach that sets firm limits and boundaries while also providing love, encouraging, and sensitive to their children's emotional needs. This fosters a good environment where kids may learn valuable life lessons while also feeling loved, respected, and understood. It also promotes healthy emotional development in children, helping them develop a positive sense of self, healthy emotional regulation skills, and empathy towards others. Authoritative parenting promotes healthy emotional

intelligence, effective communication, and problem-solving skills in children, leading to positive outcomes in their emotional well-being and social interactions. It encourages children to express their thoughts and participate in open dialogues with their parents, positioning them for success in their relationships and interpersonal interactions. The supportive and nurturing style of authoritative parenting encourages children to communicate well and solve problems on their own.

3. **Permissive Parenting Style and Emotional Intelligence:** Permissive parenting is characterized by a lack of rules, boundaries, and expectations from parents towards their children. This can have a significant impact on a child's emotional intelligence, leading to difficulty understanding and managing emotions, self-discipline, and social skills. Without appropriate guidance and structure, children may have difficulty developing a positive self-concept and a sense of self-worth, which can affect their emotional well-being and overall confidence in themselves.
4. **Indian Parenting Style and Emotional Intelligence:** Indian parenting style is influenced by cultural, societal, and family values, and can lead to emotional suppression. Parents prioritize respect for elders, authority, and societal norms, and place a high value on academic success and societal expectations. Extended family members play a significant role in parenting decisions, which can lead to conflicting messages and expectations. Indian parenting style can be influenced by cultural norms and gender roles, which can restrict children from expressing themselves fully. It also places a strong emphasis on family bonding and togetherness, which can limit a child's exposure to diverse emotional experiences outside the family context. Indian parenting style may evolve and adapt over time, influenced by changing societal dynamics and cultural shifts.

Conclusion

The research findings suggest that parenting style has a significant impact on a child's aggression and emotional intelligence. Authoritative parenting, characterized by warmth, support, and clear expectations, is associated with lower levels of aggression and higher levels of emotional intelligence in children. This parenting style emphasizes positive communication, problem-solving skills, and emotional regulation, which can

help reduce aggression and promote healthy emotional development in children. On the other hand, authoritarian parenting, characterized by strict rules and control, may lead to increased aggression in children. Permissive parenting, which lacks structure and rules, may result in lower emotional intelligence. It's important to note that further research is needed to better understand the complex relationship between parenting style and these outcomes. Nevertheless, the existing evidence highlights the importance of authoritative parenting in fostering positive social and emotional development in children. As a researcher, it's crucial to consider the implications of these findings for parents, educators, and policymakers. Promoting authoritative parenting practices in Indian culture, that will provide a balance between warmth, support, and clear expectations can potentially contribute to reducing aggression and promoting healthy emotional intelligence in children, which can have long-term positive effects on their well-being and social functioning.

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