

Relationship Between Perceived Parenting Style and Emotional Regulation Ability Among Indian Young Adults

Raya Das^{1*}

ABSTRACT

Early human development is important for psychological and psychosocial growth. Parental practices include parents' behaviors and communication patterns with their children, which have short- and long-term effects on their children's social functioning in areas such as morality, social development, psychological development, peer play, and academic achievement. This study aims to assess the relationship between perceived parental style and emotional regulation abilities among Indian young adults. Following purposive sampling, data was collected from two hundred and fifteen young adults in India. The findings show cognitive reappraisal and emotional regulation have a significant positive relationship with permissive and authoritative parenting. Cognitive appraisal shares no significant relationship with authoritarian parenting. Excessive suppression did not share a significant relationship with any of the parental styles.

Keywords: Parenting, Emotional Regulation, Young Adults

Parent-child communication helps children manage their emotions. Parenting style describes parent-child engagement throughout all settings and situations, whereas parenting practices are situation and domain-specific (Baumrind, 1971; Darling & Steinberg, 1993). Parenting styles affect the emotional tone of parent-child engagement and quality of family life. Parental behaviors are crucial in facilitating the transmission and internalization of values. Young adults' values and actions are affected by how they think their parents will react (Hardy et al., 2007).

Emotion regulation involves generating, maintaining, and enhancing positive and negative emotions. Various emotion regulation strategies have been identified. Common strategies are cognitive reappraisal and suppression (Gross, 1998). Regulating emotions occurs on three levels: the kinds of emotions that individuals have, the timing of experiencing their emotions, and how they experience and express emotions (Koole, 2009).

Researchers have tried to conceptualize parenting styles into authoritative, authoritarian, permissive, and neglectful (Baumrind, 1967; Maccoby & Martin, 1983). Authoritative

¹B. A. Hons Applied Psychology, Amity Institute of Psychology and Allied Sciences, Amity University, Uttar Pradesh, India

*Corresponding Author

Received: August 27, 2022; Revision Received: October 11, 2022; Accepted: October 17, 2022

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parenting enhances social competence, emotional regulation, social skills, and self-regulation (Baumrind, 1978). Authoritarian parenting has many negative effects on development (Dornbusch, 1987). Authoritarian parenting makes children hesitant, frightened, socially inhibited, combative, and unable to regulate their emotions. Permissive parenting leads to children who are dependent, act on impulse, and don't have much self-control or success. Permissive parents cannot be patient and stable emotionally (Steinberg, 1999).

Parental Style

A parenting style consists of different components that combine to form the emotional climate wherein the parents convey their attitudes and practices about child-raising. Parental styles reflect attitudes toward discipline and parental responsibilities, as well as establish expectations for children, which are communicated to children through parental body language, tone of voice, and emotional displays (Darling and Steinberg, 1993). Interpersonal acceptance-rejection theory (IPAR) by Ronald and Rohner (2016) postulate that childhood acceptance and rejection have long-lasting consequences and that childhood behaviors frequently continue into adulthood. The IPAR theory claims that those who feel rejected by their attachment figure as a child might develop codependency later as an adult. The distinction between dependency and continuum independence is another IPAR sub theory. Independent individuals have their demand for positive reactions satisfied enough that they don't require frequent or intensive help from others. Dependent people have a great need for positive reactions and make several offers. IPAR implies that a lot of the differences in how dependent children and adults rely on how much they feel accepted or rejected by attachment figures throughout childhood and adolescence, which mostly comes from their primary caregiver. Rejected children and adults need more emotional support in adulthood from their relationships.

Baumrind (1966), a pioneer of research into parenting styles, introduced a typology with three parenting styles: Authoritarian, Authoritative, and Permissive. Maccoby and Martin (1983) added "Neglectful Parenting Style" to Baumrind's typology. A parenting style can be categorized based on responsiveness and demandingness. Parental responsiveness is "how attuned, helpful, and acquiescent parents are." Parental demandingness is "Willingness to establish boundaries and implement consequences for children's conduct (Maccoby & Martin, 1983). The authoritarian parent is responsive and demanding. Authoritative parents offer warmth, norms, and discipline (Baumrind, 1991). Permissive parents respond to their children's needs but lack discipline, behavioral control, and maturity standards. They don't spend time with or discipline their kids (Maccoby & Martin, 1983). To better understand how parents may influence children's development (Bandura, 2008), the model of learning and development provides insight into this process. Cognition is the key to explaining how experiences in the environment affect behavioral and psychological outcomes. As individuals with personal agency, children socially construct their meanings from experiences, and their cognitions determine the effects of these experiences on their behavioral and psychological outcomes. Children process information from social settings (e.g., family) and form their value systems, which eventually guide their interactions with the world and have an impact well into adulthood. Many studies have identified major contributing factors which determine parental style. Kohn (1977) found that SES (social-economic status) predicts PS (parental style). Kohn's (1997) findings from the study indicate people in the middle class tend to have a greater propensity to be self-directed and to think independently as a result of the greater complexity of the work they do. In contrast, working-class individuals tend to value submission to authority. Being a good student in the eyes of others is crucial among working-

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class parents, whereas intellectual curiosity is valued more than excellent grades in the upper classes. Punitive punishment for disobedience is aimed toward youngsters of a lower social class. Konger et al. (2004) elaborate on patterns of bad parenting and ineffective discipline from one generation to the next. Dissatisfied parents may change their parenting approaches when they have children. The study also outlines that culture can profoundly affect parenting. Promoting the development of skills needed to function well in one's community to the best of one's abilities is a universal parenting objective, but the precise talents vary considerably by culture. Another study by Fadden et al. (2004) states that parents' practices of child-rearing depend on culture. Parents in different cultures value freedom, individual success, and keeping good relationships and a strong social network in different ways.

Emotional Regulation

Emotion Regulation (ER) questionnaire developed by Gross & Thompson (2002) is the process of controlling one's emotional states, such as the intensity of an emotion, its duration, and even what emotion one is experiencing (Gross & Thompson, 2019). Another significant study (Gross, 2015) emphasizes the modal model of emotion. According to the model, the process of emotion generation takes place in a specific order across time. The following is the order of events: Incident: The sequence begins with an emotionally charged situation (actual or imagined). Attention: focus is drawn to the emotional circumstances. Appraisal: the emotional state is analyzed and interpreted. An emotional response is elicited, resulting in alterations in the experiential, behavioral, and physiological response systems. Munoz (1995), identifies several strategies for emotional regulation that can occur along the chain of events that comprise the modal model of emotion. At five points in the series of events that compose the modal model of emotion, different strategies for emotional regulation can take place. Antecedent techniques are preventive actions taken to minimize the occurrence of problematic behaviors. These methods concentrate on changing the environment. Response focused emotion regulation is a type of emotion management in which, after an event that has provoked an emotional response, one suppresses the temptation to react emotionally to the event. In the same vein, two common strategies for emotional regulation reported by Norgon-Gainey et al. (2017) revealed two prominent techniques for emotional regulation: cognitive reappraisal and suppression. Reappraisal is a cognitive technique for reducing the emotional effect of a scenario or stimulus by altering the way it is created. Suppression is a response-focused technique that decreases facial, vocal, and gestural responses.

Current Study

Several recent studies have found a link between various forms of psychopathology during childhood and a perceived parenting style, that is, the child's impressions of their parents' conduct. Beck's (1967) cognitive model of depression demonstrates that a person's negative schema and thoughts cause them to be depressed. One of the factors that indicate their schema and thought style is affected by how their parents treated them when they were young. The locus of control (Richman & Flaherty, 1986), core belief (Shah & Waller, 2000), and dysfunctional attitude (Randolph & Dykman, 1998) might be mediators according to a series of studies focusing on cognitive function as a mediator between the quality of early parenting experiences and adult depression.

The impression of parental connection and shared representations of attachment is strongly connected with a child's capacity for emotional growth and the acquisition of efficient coping strategies (Tasca et al., 2009). Tasca (2009) outlines alexithymia as a disease of emotion regulation that is characterized by a range of issues with recognizing, articulating, and

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interpreting one's own and other people's emotions; and distinguishing between emotional states and physiological senses. In addition to that, Thorberg et al. (2011) identify a bad relationship between paternal and maternal care as the cause of alexithymia in children. Furthermore, the study asserts that early years of parental and maternal overprotection can cause alexithymia in adulthood years.

Bradley (2000) identifies that maternal warmth may no longer have an impact on the emotional control of adult offspring as they age. Young adults are primarily concerned with creating intimate connections outside the family. Maternal warmth may provide support for this developmental task, and as a result, associations between maternal warmth and young adults' ability to regulate their emotions may still exist in adulthood. A similar study (Cole et al., 1994) suggested that internalization of emotions predominantly originates from the quality of shared parental relationships. The study reported parents who experience psychopathology can be emotionally dysregulated and as a result, lack the abilities needed to serve as good role models for their children. Cole (1994), claimed that parental affective behaviors reflect the parents' ER. Frequent positive affect displays act as a sign of parents' employment of adaptable and successful ER tactics, whereas frequent negative affect displays may be a reflection of dysregulated emotions brought on by the use of inefficient ER.

The above reasons make it possible for this research to add to what is known about how perceived parenting style plays a role in emotional regulation abilities. Following non-directional hypothesis have been formulated to understand the association between perceived parenting style and emotional regulation among Indian young adults:

- H1: There will significant association between cognitive reappraisal emotional regulation and permissive perceived parenting style among Indian young adults.
- H2: There will be significant association between cognitive reappraisal emotional regulation and authoritarian perceived parenting style among Indian young adults.
- H3: There will be significant association between cognitive reappraisal emotional regulation and authoritative perceived parenting style among Indian young adults.
- H4: There will be significant association between excessive suppression emotional regulation and permissive perceived parenting style among Indian young adults.
- H5: There will be significant association between excessive suppression emotional regulation and authoritarian perceived parenting style among Indian young adults.
- H6: There will be significant association between excessive suppression emotional regulation and authoritative perceived parenting style among Indian young adults.

METHODOLOGY

Sample

The data collection for the study was carried out through non-probability sampling. The data collection procedure involved selection criteria; hence purposive sampling was deployed to attain data. Consent from all participants was taken before administering the questionnaire. Participants were also informed about their right to withdraw consent at any time during the process of data collection. The participants were from urban areas of India. The sample consisted of 215 young adults from India (112 male and 103 female) with a mean age of 21.0559 and a standard deviation of 2.03168.

Instruments

Two measures were used in this study,

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- The Parental Authority Questionnaire:** The PAQ is a 30-item test originally constructed by Buri (1991). It has a Likert-type scale with five points, ranging from 1 (Disagree) to 5 (Agree). Three subscales make up the scale: lenient parenting, authoritarian parenting, and authoritative parenting. The subscales each have ten elements. The sub-scales' respective Cronbach's coefficients are 0.61, 0.79, and 0.72. Test-retest reliability for the entire scale ranges from 0.77 to 0.92 while Cronbach's alpha values range from 0.74 to 0.87.
- Emotional Regulation Questionnaire:** A 10-item scale is intended to assess respondents' propensity for controlling emotions by either expressive suppression or cognitive reappraisal. The scale was developed by Gross, J.J., & John, O.P. (2003). Responses are graded on a 7-point Likert-type scale, with 1 being strongly disagree and 7 being strongly agree. Cognitive reappraisal and expressive suppression subscales are each scored using the average of all the scores. Lower scores indicate less frequent use, whereas higher scores indicate greater use of that specific emotion management approach. Each question is answered by respondents on a 7-point Likert-type scale, with 1 (strongly disagree) and 7 (strongly agree). The Cronbach's alpha of the total and subscale ERQ scores was satisfactory (0.73-0.82), proving the validity of the ERQ as a trustworthy indicator of emotion regulation.

Analysis

Participants' responses were scored according to the scoring systems of the Parental Authority Questionnaire and Emotional Regulation Questionnaire (ERQ) respectively in MS Excel. Each participant received three types of scores on the PAQ: permissive score, authoritative score, and authoritarian score; and two scores on the ERQ: expressive suppression and cognitive reappraisal. The present study was correlational in its design. Data was analyzed using IBM SPSS statistics software. Normality test implied that data does not fall on normal probability curve hence Spearman Correlation was used to assess the relationship between the independent and dependent variables.

RESULTS

Normality

Table No. 1 Normality testing of study sample across all the study variables

	Statistics	df	Sig.
Permissive	.984	215	.018
Authoritarian	.973	215	.000
Authoritative	.975	215	.001
Cognitive reappraisal	.970	215	.000
Expressive suppression	.985	215	.023

In table 1, Shapiro-Wilk test of normality depict that data is not normally distributed across all the variables ($p < 0.05$).

Correlation

Table No. 2 Spearman's Correlation between Parenting style and Emotional Regulation

		1	2	3	4	5
1	Permissive	-	-.505**	.656**	.198**	.103
2	Authoritarian		-	-.590**	.005	.121
3	Authoritative			-	.218**	.071

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4	Cognitive reappraisal				-	-.006
5	Expressive suppression					-

***Correlation is significant at 0.01 level (p<0.01)*

Table 2 represents the coefficient of correlation between parenting style and emotional regulation. Correlation of cognitive reappraisal domain of emotional regulation with permissive and authoritative parenting style were positive and significant. Cognitive reappraisal domain of emotional regulation typifies no significant relationship with authoritarian parenting. Excessive suppression of emotional regulation domain depicts no significant relationship with permissive, authoritative, or authoritarian parenting style.

DISCUSSION

The present study investigates the relationship between perceived parenting style and emotional regulation ability among Indian young adults. The findings of the study revealed that cognitive appraisal, emotional regulation, and permissive parenting styles share a positive significant relationship with each other. Hence, our first hypothesis, "There will be a significant association between cognitive reappraisal, emotional regulation, and permissive perceived parenting style among Indian young adults, was accepted. Along similar lines, Karim and Abu (2013) illustrate that permissive parenting has little effect on cognitive-emotional control, making children neither more nor less adaptable. As long as permissive parents are warm and lack control, their children are neither emotionally adaptive nor unadaptable. As they get older, children whose parents aren't too strict learn how to control their feelings and how to fit in with their surroundings.

Furthermore, the study indicates that cognitive emotional regulation and authoritarian parenting style imply no significant correlation. Therefore, our second hypothesis, "There will be a significant association between cognitive reappraisal, emotional regulation, and an authoritarian parenting style among Indian young adults," was rejected. Another study by Glasgow et al. (1997) gives a comprehensive account on parenting typology and mental wellness. The study reported, "Authoritarian parents are demanding and unresponsive." Parents try to regulate their children's conduct and attitudes. They promote discipline, compliance, and respect. Authoritarian parents limit verbal give-and-take with children, expecting rules to be obeyed. An authoritarian parent's style might cause depression during adolescence and early adulthood.

Another finding of the study is that cognitive emotional regulation and authoritative parenting style share a positive significant relationship between them. Therefore, our third hypothesis, "There will be a significant association between cognitive reappraisal, emotional regulation, and authoritative perceived parenting style among Indian young adults," was accepted. A similar pattern of results was obtained by Dornbush (1987) on parenting styles and child performance, it was found that authoritative parenting (high acceptance, monitoring, and psychological autonomy) improves school achievement and engagement. Parental school participation moderates the positive effects of authoritative parenting on teenage success.

In the present study, the data relevant to excessive suppression stipulates, no correlation in context of authoritative, authoritarian, and permissive parenting styles among Indian young adults. Hence, our hypothesis for the study pertaining to suppression emotional regulation asserts that "There will be a significant association between excessive suppression of emotional regulation with authoritarian, authoritative, permissive perceived parenting style

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among Indian young adults.” was rejected. Previous studies indicate that a growing body of results in non-western, collectivist societies are paradoxical to those in western cultures, indicating that perhaps the impact of parenting styles on child adjustment may be culture-dependent (Prevo & Tamis-LeMonda, 2017). In countries with collectivistic culture, authoritarian parenting isn't always linked to poor child development. Authoritarian parenting was related to greater family closeness but not poorer mental health among adolescents in collectivistic societies (Dwairy & Menshar, 2006) analyze that parenting style is coherent with the patriarchal, authoritarian, and collectivist characteristics under authoritarian parenting, European-Americans had poorer outcomes. In a collectivistic culture, demandingness is linked to parental participation, but not in the West. Varying cultures have different parenting style profiles, and the same parenting methods may impact child development differently based on the socio-cultural setting. Individualist cultures might well benefit more from authoritative parenting (Chao, 1994). Glendinning (1995), found authoritative parenting was most successful (based on school integration and mental well-being). Lamborn, Mounts, Steinberg, and Dornbusch (1991) explain that adolescents with authoritative parents were more well-adjusted (reduced school misbehavior, drug use, and delinquency) and much more competent (areas of success). Kang (2011) states permissive parents' lack of control which diminishes their children's abilities to cope with stressors. Permissive parents raise disappointed, less-reliant children. They're used to having their needs handled at home, so they anticipate the same everywhere. Permissive parents generate less driven youngsters who lack tenacity in learning. Johnson, Shulman, and Collins (1991) discovered that parental warmth promotes psychological adjustment. Wagner et.al (1996) state that teens who had warm relationships with both parents were less likely to get depressed when things became difficult.

However, the results remain constrained by certain limitations. The most substantial has been influence of cultural values and gender on parenting style. Numerous researchers have observed discrepancies between perceived and self-reported parenting approaches. Smetana (1995) revealed that youths regarded their parents as more permissive and authoritarian than parents perceived themselves, but parents considered themselves as more authoritative. Further research should be done to investigate the various factors that impact parenting style for instance socio economic factors, consistency in parenting style, availability of a parent; which determines parenting as well as its effect on child's development. Despite these limitations, the present study has enhanced our understanding of the relationship between perceived parenting style and emotional regulation among Indian young adults.

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Acknowledgement

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interests.

How to cite this article: Das, R. (2022). Relationship Between Perceived Parenting Style and Emotional Regulation Ability Among Indian Young Adults. *International Journal of Indian Psychology*, 10(4), 001-010. DIP:18.01.001.20221004, DOI:10.25215/1004.001