

Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students

Rini Alfred^{1*}, Dr. Smriti Sethi²

ABSTRACT

These parenting styles influence children's thought processes and later affect various attachment styles that they adapt to make friends, to socialize or to find love. These parenting styles also play a major role in the regulation of emotions. Various studies have been conducted in the past to understand the relationship amongst different parenting styles, style of attachments and emotion regulation, but as the current scenarios are evolving and adapting the rapid growth of advanced technologies, more such researches are needed to better understand the current youth's psychology which can further help influencing the future generation in a positive way. This study aimed to study the relationship between parenting styles, attachment styles and emotion regulation of college students and also the influence of parenting styles on attachment styles and emotion regulation. Total of 133 college students within the age range of 18 years to 30 years were taken as the sample size of the study using scales like Parental Authority Questionnaire, Revised Adult Attachment Scale – close relationships version and Difficulty in Emotion Regulation Scale – 18. The data was analyzed using Pearson's Correlation on SPSS version 29. The results indicated that Authoritative parenting style of both the parents is the dominating style amongst other styles (permissive and authoritarian). The top two attachment styles of college students so developed, are 'Depend' and 'Anxious'. Whereas the highest difficulties in emotion regulation faced by students are 'Impulse' and 'Non-Acceptance' subscales. Some significant relations between Mothers' and Fathers' Authoritarian and Authoritative Parenting Style and some scales of adult attachment style and difficulty of emotion regulation were found. 'Close' attachment style was found to have negative but significant relations with 'clarity', 'goals' & 'strategies' of difficulty of emotion regulation. 'Depend' attachment style was also found to have negative but significant relations with 'goals', 'impulse' & 'strategies' of difficulty of emotion regulation. 'Anxiety' attachment style had significantly positive relations with all subscales of difficulty of emotion regulation except 'non-acceptance'. However, all the hypotheses were rejected as all the subscales of the three variables were not significantly correlated.

Keywords: Parenting Styles, Attachment Styles, Emotion Regulation, College Students

¹Student, Amity University, Noida, Uttar Pradesh

²Assistant Professor, Amity University, Noida, Uttar Pradesh

*Corresponding Author

Received: June 07, 2023; Revision Received: August 07, 2023; Accepted: August 11, 2023

1.1 PARENTING STYLES

The growth and development of a child is majorly affected by the Parenting Styles adopted by the parents. *Parenting Styles can be said as different approaches used by parents in rearing the child's future development.* The manner in which parents raise and nurture their kids can be referred to as their Parenting Style, which also forms the reference to performance, discipline, attentive-ness, development level & adherence of children to set rules, as gradually expected.

Diana Baumrind– a clinical and developmental psychologist introduced – *Authoritative, Authoritarian, and Permissive/indulgent* styles of parenting in 1960s. Later, the *Detached/Negligent style* was applied by **Maccoby and Martin**. Each style consists of unique characteristics, influencing children's development and well-being.

- **Authoritative Parenting Style** - Children raised by authoritative parents are typically said to be confident, self-reliant, and socially responsible.
- **Authoritarian Parenting Style** - Children as developed by authoritarian parents may become withdrawn or rebellious or possess higher level of anxiety.
- **Permissive Parenting Style** - Children raised by permissive parents may become impulsive, entitled, or have difficulty regulating their emotions.
- **Uninvolved/Negligent Parenting Style** - Children raised by uninvolved parents may experience emotional and developmental problems, including poor academic performance, behavioural problems, and low self-esteem

Baumrind's theory of parenting styles has been widely studied and has provided a framework for understanding how parenting practices affect children's development. It's important to note that parenting styles are not fixed or static; they can change over time and can vary depending on the child's age or developmental stage. Additionally, parents may use different parenting styles with different children, or in different situations. It's also important to consider that the effectiveness of a parenting style depends on the individual child and their unique needs and temperament.

However, few critics have argued that Baumrind's theory over-simplifies the complex-ness of parenting and may not fully capture the cultural or contextual factors that influence parenting practices.

Parent-Child relationship is a very crucial and delicate relationship in the cognitive, behavioural, social, physiological, emotional, moral and spiritual development of the child from the beginning. Parent's influence on the child affects how the child relates to others and how the child regulates his/her emotions to himself/herself and society. As Children grow old, these parenting styles affect their Attachment Styles and Emotion Regulation.

1.2 ATTACHMENT STYLES

Attachment styles are described as an overall way through which individuals get engaged in intimate relationships with others, and their development is heavily influenced by the parenting styles they experienced while growing up. According to John Bowlby, Attachment Styles are of 3 types- *Secure, Anxious and Avoidant Attachment Styles* in 1969. Later other researchers added the 4th type called *disorganized-disoriented attachment style* in 1982.

- **Secure Attachment Style** – Children feel comfortable exploring their environment and interacting with strangers because they have a secure base to return to when they need comfort or reassurance.

Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students

- **Anxious-Ambivalent Attachment Style** – Children are often clingy and anxious, and they may become upset when separated from their caregiver. They may also be hesitant to explore their environment or interact with strangers because they do not feel secure.
- **Avoidant Attachment Style** – Children are not able to seek proximity or comfort from their caregiver. They may appear independent or indifferent to their caregiver's presence or absence. They may also avoid interactions with strangers and may not seek comfort from others when upset.
- **Disorganized Attachment Style** – This style is characterized by inconsistent and contradictory behaviours towards the caregiver, like approaching care-giver by looking away or freezing or confused or frightened or isolating their presence.

Bowlby believed that these attachment styles are formed through a process of internal models of working. These models represent the mental quotient of caregiver-infant relationships that develop as a result of routine and frequent interactions with the caregiver. If the care-giver is consistently available and responsive, the child exhibits a positively working model of relationship, which mostly brings out a secure attachment style. If care-giver is inconsistent or unresponsive, the child develops a negative working model of relationship, developing avoidant style of attachment.

1.3 EMOTION REGULATION

Emotion regulation can be referred to as the set of strategies and skills people use to modulate expression, duration, and intensity of their emotions. Emotion regulation enables individuals to get attuned to changing environmental demands and maintain effective social interactions. In psychology, emotion regulation is often viewed as a complex and dynamic process that involves several cognitive, behavioural, and physiological mechanisms. Correct emotion regulation is essential to experiencing well-being as well as being important for people to preserve psychological balance. One major marker of mental health is the capability to control emotions. People who struggle to control their emotions are more likely to be stressful and to experience psychological or mental illness, which gets linked to issues, such as substance abuse, anxiety and depression. So, the understanding mechanisms of emotion regulation and to develop effective-ness to enhance emotion regulation skills are critical goals for psychological research and practice.

Parenting and attachment styles, and emotion regulation is complex and dynamic in nature. All the three aspects are interconnected aspects of an individual's development, and they can each influence and affect the other.

Hence, it is critical to know the respective significant impacts on mutual development / well-being and understanding inter-connection between parenting and attachment styles, and the emotion regulation. A healthy & supportive parenting style, a secured attachment style, and effective emotion regulation skills are all crucial for optimal social and emotional functioning. Understanding the impact of parenting styles on these important psychological processes is essential for developing effectivity to improve mental health outcomes for individuals and families.

Rationale of the Study

This study not only brings the outcome of different parenting styles and respective impacts on growing adults/children, but also provides the effective inputs on parenting styles as adapted by father and mother separately. This research also focuses on the outcome of impact, while

Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students

both the parents had similar parenting styles or different styles, so as to establish requisite amendments, for corrective measures for parents to adapt. The parenting styles influence children's thought processes and later affects various attachment styles that children adapt to make friends, to socialize or to find love. Poor parenting styles influence the development and mastery of emotion regulation in youth that later becomes one of the most significant challenges. It also becomes one of the strongest risk factors in the growth of problems and psychopathology. Various similar studies have been conducted in the past, but the ongoing fast paced dynamism of worldly advancements, technology exposures, evolving higher interaction levels through social media and other digitalization and respective thought processes, frequent and more such researches are needed to better understand youth's psychology, influencing future generation in a positive way. Limited researches and studies on Indian population makes it more crucial to understand importance of adapting appropriate parenting styles to address difficulties in regulating emotions in a balanced form, which otherwise can negatively affect the attachment styles of the youth.

LITERATURE REVIEW

Bahmani, T., et al. (2022) aimed to investigate the effect of parenting practices, styles of attachment, and addiction on child abuse. Sample size was of 530 participants, consisting of 265 girls and 265 boys, along with parents, 1060 in numbers. The study's result after being analyzed by analysis of variance, mediator & path analysis, indicated that attachment styles of children varied depending on the parenting styles employed. Specifically, a significant relationship was observed between parent's affection and components of control and the attachment avoidance index, while association between these components and the anxiety index was not found. Furthermore, the association between parenting factors and the child avoidance (for attachment) score was mediated by perceived emotional abuse.

Ozeren, G. S. (2022) investigated difficulties in emotion regulation as experienced by UG students & their styles of attachment, determining relationship between them. Sample size included 586 UG students who were asked to fill difficulties in Emotion Regulation Scale & Questionnaire of Styles of Relationship, revealing emotion regulation difficulties were correlated but negative with 'secure' attachment style and correlated positively with insecure attachment style.

Goagoses., et al. (2022) did analysis to investigate the association between parenting characteristics, emotional dysregulation in children and adolescents. The study aimed to provide valuable data for preventative and intervention strategies, considering the significant role of emotion dysregulation in various mental and behavioral disorders. The quality of the studies was evaluated using a 14-item NHLBI assessment. The findings suggest that positive parenting, characterized by warmth and support, is negatively associated with emotional dysregulation, whereas negative parenting, including psychological control and authoritarianism, is positively associated. The meta-analysis revealed a modest yet significant effect, although there was moderate to high heterogeneity among included studies.

METHODOLOGY

Aim

To study the relationship between parenting styles, attachment styles and emotion regulation of college students.

Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students

Objectives

- To Study relationship between parenting style of mothers & attachment styles of college students.
- To Study relationship between parenting style of mothers & college student's emotion regulation.
- To Study relationship between parenting style of fathers & attachment styles of college students.
- To Study relationship between parenting style of fathers & college student's emotion regulation.
- To Study the relationship between attachment styles and emotion regulation of college students.

Hypotheses

H1: There will be a significant relationship between mothers' parenting styles and attachment styles of college students.

H2: There will be a significant relationship between mothers' parenting styles and emotional regulation of college students.

H3: There will be a significant relationship between fathers' parenting styles and attachment styles of college students.

H4: There will be a significant relationship between fathers' parenting styles and emotion regulation of college students.

H5: There will be a significant relationship between attachment styles and emotion regulation of college students.

Sample Size: For this research, 133 college students were chosen within the age range of 18-30 years, as a sample.

Sample Design

Research involved random sampling design & selection (subset) of population in random manner.

Inclusion Criteria

- College students within the age range of 18-30 years.
- College students with no impairment or disability.
- Both parents present during the childhood period.

Exclusion Criteria

- College students below the age of 18 years and above the age of 30 years.
- College students with any kind of impairment or disability.
- College students with only one parent during their childhood period.

Research Design

This quantitative research is a descriptive correlational approach.

Tools Used

- Parental Authority Questionnaire
- Revised Adult Attachment Scale (close relationships version)
- Difficulty in Emotion Regulation Scale (DERS – 18)

Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students

Statistical Design

Pearson's Correlation Analysis was used on SPSS version 29 to evaluate the significant relationship of the variables with each other.

Procedure

A topic was decided for the purpose of research. After finalizing the topic, scales/questionnaires were selected on the basis of which the research was conducted. The items/statements seemed easy to understand and were relevant to the research hypotheses. Once the scales were finalized, they were distributed among the participants for data collection. After the data was collected, evaluation of the scores was done and statistical analysis was conducted using SPSS Version 29 with an aim to study the significant relationship of the styles of parenting, styles of attachment and (ER)emotion regulation.

RESULTS

The aim of this research was to study the relation amongst parenting styles, attachment styles and emotion regulation of college students. The study also aims at different parenting styles of mother and father respectively. A sample of overall 133 college students, with an age range of 18 to 30 years, was selected. The first two tools: Parental Authority Questionnaire and Revised adult attachment scale, states that highest the subscale value out of three, denotes the leading parenting style. While the third tool: Difficulty in emotion regulation- 18 states that higher the total value of subscales (out of 6 variables) denotes the higher difficult level of emotion regulation which also denotes lower the score indicates lower difficulty level in emotion regulation. Pearson correlation (r) was used for statistical analysis with the help of SPSS version 29.

TABLE-1 College students' MOTHERS and FATHERS - Descriptive Statistics (N=133)

	Mothers		Fathers	
	Mean	Std. Deviation	Mean	Std. Deviation
Parenting Style				
Permissive	29.95	5.531	29.62	6.115
Authoritarian	29.04	6.08	29.62	6.804
Authoritative	33.09	5.877	32.34	6.585

TABLE – 1 exhibit that the dominating parenting style of mothers of college students is Authoritative type with mean value of 33.09 and standard deviation 5.877. The dominating parenting style of fathers of college students is also Authoritative type with mean value of 32.34 and standard deviation 6.585. Mean and Standard deviation values for Mothers' Permissive and Authoritarian style is 29.95 (M), 5.531 (SD) and 29.04 (M), 6.08 (SD) respectively. Mean and Standard deviation values for Fathers' Permissive and Authoritarian style is 29.62 (M), 6.115 (SD) and 29.62 (M), 6.804 (SD) respectively.

Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students

TABLE -2 College Students' Attachment Styles & Emotion Regulation Difficulty

	MEAN	STD.DEVIATION
ATTACHMENT STYLE		
Close	2.80	.431
Depend	3.11	.429
Anxiety	3.06	.780
EMOTION REGULATION DIFFICULTY		
Awareness	8.63	2.288
Clarity	9.23	2.421
Goals	8.77	2.841
Impulse	9.68	2.581
Non-Acceptance	9.46	2.162
Strategies	8.73	2.993

TABLE – 2 shows that for college students' Attachment Styles - *Close, Depend and Anxious*, the Mean values are 2.8, 3.11 and 3.06 and Standard deviation values are 0.431, 0.429, & 0.780 respectively.

For college students' Emotion Regulation difficulty levels - *Awareness, Clarity, Goals, Impulse, Non acceptance and Strategies*, the Mean values are 8.63, 9.23, 8.77, 9.68, 9.46 and 8.73 and Standard deviation values are 2.288, 2.421, 2.841, 2.581, 2.162 & 2.993 respectively.

TABLE-3 College Students' MOTHERS - Pearson Correlation & Significant (2 Tail) (N-133)

Parenting Styles (of MOTHERS)	(r) Pearson Correlation and (p) Significant (2 Tailed)	Adult Attachment Style (Subscales)			Difficulty in Emotion Regulation (Subscales)					
		Close	Depend	Anxiety	Awareness	Clarity	Goals	Impulse	Non-Acceptance	Strategies
Permissive	(r) Pearson Correlation	0.085	-0.136	-0.051	-0.065	-0.048	-0.05	-0.087	0.127	0.022
	(p) Sig.(2 Tailed)	0.333	0.119	0.561	0.457	0.581	0.579	0.318	0.146	0.801
Authoritarian	(r) Pearson Correlation	**-.0275	-0.098	0.12	0.128	0.151	0.12	0.112	0.035	*0.218
	(p) Sig.(2 Tailed)	0.001	0.26	0.168	0.141	0.082	0.17	0.198	0.689	0.012
Authoritative	(r) Pearson Correlation	*0.172	0.025	-0.056	-0.102	-0.118	-0.09	-0.054	*0.183	-0.051
	(p) Sig.(2 Tailed)	0.048	0.779	0.521	0.244	0.176	0.301	0.541	0.035	0.559

[Note 1: ** $p < 0.01$ & * $p < 0.05$]

[Note 2: If $r = 0.7$ to 1 : Highly Significant, If $r = 0.4$ to 0.6 : Moderately Significant, If $r = 0.1$ to 0.3 : Weakly Significant]

(** Correlation at 0.01 level (2-tailed) is significant & * Correlation at 0.05 level (2-tailed) is significant)

TABLE – 3 shows the Pearson Correlation and Sig. (2 tailed) details of Parental Styles of Mother, with Attachment Styles (Close, Depend & Anxious) and Difficulty in (ER)Emotion Regulation (Awareness, Clarity, Goals, Impulse, Non-Acceptance & Strategies) of students.

There are 4 significant correlations as found in the research, applying Sig. (2 tailed) method. With Authoritarian style of Mothers, the 'Close' attachment style (with value -0.275 ($r = 0.532$, $p < 0.01$)) and difficulty in emotion regulation: 'Strategies' (at value 0.218) of Students are significant findings. And with Authoritative style of Mothers, the 'Close' attachment style

Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students

(with value -0.172) and ‘Non-Acceptance’ of emotion regulation difficulty (at value 0.183), of Students are significant.

TABLE-4 College students’ FATHERS - Pearson Correlation & Significant (2 - tailed) (N-133)

PARENTING STYLE (of FATHERS)	(r) Pearson Correlation and (p) Significant (2 Tailed)	ATTACHMENT STYLE			EMOTION REGULATION DIFFICULTY					
		Close	Depend	Anxious	Awareness	Clarity	Goals	Impulse	Non-Receptiveness	Strategies
Permissive	(r) PC	.045	-.162	.017	-.009	.095	.014	.059	.111	.073
	(p) Sig.(2)	.610	.062	.843	.917	.276	.877	.501	.204	.407
Authoritarian	(r) PC	*-.185	-.152	.157	**0.257	.099	.093	.071	.151	**0.343
	Sig.(2)	.033	.081	.072	.003	.256	.287	.414	.083	.000
Authoritative	(r) PC	.163	.066	-.055	-.070	.015	-.023	.039	.134	-.042
	Sig.(2)	.060	.452	.527	.423	.860	.790	.656	.123	.629

PC : Pearson Correlation / Sig. (2) : Sig. (2-tailed)

[Note: ** $p < 0.01$ & * $p < 0.05$] ** Correlation at 0.01 level (2-tailed) is significant

* Correlation at 0.05 level (2-tailed) is significant

TABLE – 4 represents the Pearson Correlation and Sig. (2 tailed) details of Parental Styles of FATHER, with Attachment Styles subscales (Close, Depend & Anxious) and subscales of Difficulty in (ER)Emotion Regulation (Awareness, Clarity, Goals, Impulse, Non-Acceptance & Strategies) of students under this research.

There are three significant correlations as found in the research which are specific to Authoritarian style of Father. The Pearson Correlation values of Authoritarian Father with Student’s Attachment styles ‘Close’ (value -0.185), Difficulty in Emotion Regulation with Awareness (value 0.257) & Strategies (value 0.343) are significant as per research.

TABLE-5 Correlation between College students’ Attachment Styles + Emotion Regulation Difficulty (N-133)

Attachment Styles	(r) Pearson Correlation and (p) Significant (2 Tailed)	Emotion Regulation Difficulty					
		Awareness	Clarity	Goals	Impulse	Non-Acceptance	Strategies
Close	(r) Pearson Correlation	-0.102	**-.029	**-.0299	-0.116	0.07	**-.0284
	(p) Sig.(2Tailed)	0.241	0.001	0	0.184	0.422	0.001
Depend	(r) Pearson Correlation	-0.161	-0.113	**-.0291	**-.0234	-0.071	**-.0311
	(p) Sig.(2Tailed)	0.064	0.195	0.001	0.007	0.417	0
Anxiety	(r) Pearson Correlation	**0.308	**0.211	**0.574	**0.488	0.089	**0.509
	(p) Sig.(2Tailed)	0	0.015	0	0	0.308	0

[Note 1: ** $p < 0.01$ & * $p < 0.05$]

[Note 2: If $r = 0.7$ to 1 : Highly Significant, If $r = 0.4$ to 0.6 : Moderately Significant, If $r = 0.1$ to 0.3 : Weakly Significant]

(** Correlation is significant at the 0.01 level (2-tailed) & * Correlation is significant at the 0.05 level (2-tailed).

TABLE – 5 represents the Pearson Correlation using Sig. (2 tailed) method for relating Attachment Styles and Emotion Regulation Difficulty of Students. There are 11 significant relations as found using Sig. (2 tailed) method.

Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students

With 'Close' attachment style, the Pearson Correlation values of Clarity, Goals and Strategies, of Difficulty in Emotion Regulation, are significant as -0.29, -0.299 and -0.284, respectively. With 'Depend' attachment style, the Pearson Correlation values of Goals, Impulse and Strategies, of Difficulty in Emotion Regulation, are significant as -0.291, -0.234 and -0.311, respectively. And with 'Anxious' attachment style, the Pearson Correlation values of Awareness, Clarity, Goals, Impulse and Strategies, of Difficulty in Emotion Regulation, are significant as 0.308, -0.211, 0.574, 0.488 and 0.509, respectively.

DISCUSSION AND ANALYSIS

The aim and objective of this research was to analyze relationship amongst parenting styles, styles of attachment & emotion regulation of college students. A sample size of 133 students, within the age range of 18 years to 30 years was opted. The three tools used in this research were: 1) Parental Authority Questionnaire, 2) (Revised) Adult Attachment Scale - close relationship version and 3) Difficulty in Emotion Regulation Scale – 18. First two tools: Parental Authority Questionnaire and Revised Adult Attachment Scale, states that; the highest subscale value out of three, denotes =leading parenting style. While third tool: Difficulty in emotion regulation – 18 states that higher the total score of 6 subscales means higher difficulty level of emotion regulation, i.e., lower score denotes, lower difficulty level in emotion regulation.

As indicated and observed from **Table 1 and 2**, that Authoritative parenting style both the parents is dominating style amongst other styles (permissive and authoritarian) with mean values = 33.04 (mothers) and 32.34 (fathers), though there is no big difference. The top two attachment styles of college students so developed, are 'Depend' and 'Anxious'. Whereas the highest difficulties in emotion regulation faced by students are 'Impulse' and 'Non-Acceptance'. While standard deviation across the attachment styles & difficulty in emotion regulation, is observed in range of 2.16 to 2.99 of non-acceptance and strategies respectively. From **Table 3**, it can be observed that the permissive style of mothers is not significantly correlated with student's attachment style and emotion regulation difficulty. There are 4 significant relationships of Authoritarian and Authoritative parenting style of mothers with student's attachment styles and difficulty in emotion regulation as below:

Authoritarian Parenting Style (Mothers) is significantly correlated with 'close' attachment style of Student ($r = -0.275$ and $p < 0.01$) which is negative & weak but significant and also with 'strategies' difficulty of emotion regulation ($r = 0.218$ and $p < 0.01$), which is positive and weak but significant.

Hence, on the basis of hypotheses of this study, **H1**: There will be a significant relationship between mothers' parental styles and attachment styles of college students, and **H2**: There will be a significant relationship between mothers' parenting styles and emotional regulation of college students – is **Rejected** as only few subscales of all questionnaires were significantly correlating.

In **Table – 4** the different parenting styles of **fathers**, attachment styles and difficulty in emotion regulation of students are grossly reflected. It presents the details on relationship of fathers' parenting style with attachment styles and difficulty in emotion regulation. 8 (29.63%) out of total 27 correlations are negatively correlated amongst parenting styles of father, attachment styles & difficulty in emotion regulation of students. There are two weakly significant correlations and one Moderately significant correlation as linked with 'authoritarian' style of fathers, i.e., with 'close' of attachment style and 'awareness' &

Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students

‘strategies’ of difficulties in emotion regulation of students, i.e., with ($r = -0.185$ and $p < 0.01$), ($r = 0.257$ and $p < 0,01$) & ($r = 0.343$ and $p < 0.01$) respectively. With the details above in Table – 6, it can be assessed that authoritarian style of fathers is more significant though dominating style is authoritative, which can also be correlated with higher percentage of female students under study.

Hence, on the basis of the hypotheses of this study, **H3**: There will be a significant relationship between fathers’ parenting styles and attachment styles of college students, and **H4**: There will be a significant relationship between fathers’ parenting styles & emotional regulation of college students – is **Rejected** as only few subscales of all questionnaires were significantly correlating.

In a previous study of Akhtar, Z. (2012), the relation of parental parenting styles on the attachment styles of under-graduate students was examined. Findings indicated a significant and notable relationship amongst authoritarian style of parents and ‘anxious’ style of attachment. Additionally, a significant & notable relationship was found between permissive style of parenting of the father and mother and anxious and avoidant styles of attachment, respectively.

Another past research conducted by Jabeen, F., et al (2013) examined the the impact of maternal and paternal parenting styles on adolescents' ability to predict their own emotional regulation. The findings bring out that an authoritative parental style of both parents significantly enhanced a child's emotional regulation abilities while permissive style of parenting (of both the parents) negatively impact on (ER)emotional regulation. It didn't show significant relationships between authoritarian parenting from either the father or the mother and emotional regulation.

On the Contrary, in this study (from the discussion section of table – 3 and 4) no significant relationship was observed between mothers’ or fathers’ permissive parenting style and any attachment style. However, authoritarian parenting style of mothers and fathers has shown significant impact on student’s attachment and emotion regulation difficulty, though weak. The results of this study interpreted that college students have a close & secure style of attachment in their close relationships when linked with authoritarian style of father, while students faced more difficulty in regulating emotions when linked with same parenting style. Furthermore, this study was conducted on college students where the authoritarian (both parents) and authoritative (mothers) parenting styles had a statistically significant correlation with emotion regulation.

Table 5, reflects the details on relation of styles of attachment and difficulty in (ER)emotion regulation of students. Except non-acceptance difficulty in emotion regulation all other difficulties in (ER)emotion regulation are negatively correlated with ‘close’ attachment styles, with three significant relations, though weak, i.e. with clarity, goals & strategies ($r = -0.29$ and $p < 0.01$), ($r = -0.299$ and $p < 0,01$) & ($r = -0.284$ and $p < 0.01$) respectively. While for ‘depend’ attachment style, all the difficulties in regulating emotions are negatively correlated and have two weak & one moderately significant relations (though weak), i.e., with goals, impulse & strategies ($r = -0.291$ and $p < 0.01$), ($r = -0.234$ and $p < 0,01$) & ($r = -0.311$ and $p < 0.01$) respectively. The anxious, attachment style of students, except for non-acceptance difficulty in emotion regulation, is positively correlated, with all the other difficulties in emotion regulation with five Moderately significant correlations, i.e., with awareness, clarity, goals, impulse & strategies, ($r = 0.308$ and $p < 0.01$), ($r = 0.211$ and $p < 0,01$) & ($r = 0.574$

Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students

and $p < 0.01$), ($r = 0.488$ and $p < 0.01$) & ($r = 0.509$ and $p < 0.01$) respectively. The ‘anxious’ attachment is positively and widely correlated for difficulties in emotion regulation.

Therefore, from the hypotheses of this study, **H5**: There will be a significant relationship between attachment-styles and (ER)emotional regulation of college students – is **Rejected** as all the subscales of Adult Attachment Scale and Difficulty in Emotion Regulation were not founded significantly correlating with each other.

A previous study was founded to support this study where Díaz-Mosquera, E., et al., 2022, investigated the relationship between adult attachment styles and emotion regulation. The findings of this research showed that there is a connection between insecure adult attachment styles and emotional dysregulation in the population under study. Another study also aligns with the result of this study where anxiety and avoidant attachment style were positively correlating with emotion dysregulation (Liu, C., & Ma, J. L., 2019).

CONCLUSION

It can be primarily confined and concluded that authoritarian parental style of mothers and fathers both, significantly correlates with ‘close’ (negatively) attachment style and ‘strategies’ difficulty of emotion regulation of students. While mother’s authoritative style significantly correlates with ‘close’ and ‘non acceptance’ attachment style and difficulty in emotion regulation of students. While parental style is either authoritative or authoritarian, it significantly correlates with ‘close-ness’ attachment style of student of age range in the research. The permissive style of either parent does not significantly correlate with attachment style or difficulty of emotion regulation of students. Then ‘anxious’ attachment style of students is very widely related to difficulty in emotion regulation of student.

Limitations

The findings of this study to be evaluated under the light of its limitations. Hence, due to the small sample size, generalization of the outcome can’t be established. The research duration of limited time and time consuming questionnaire might have brought few percentage of overseen responses. This study used college students as sample, but they represent only one specific part of the population. As a result, the findings are restricted to a particular group of the population, which does not give an extensive picture of how parenting styles correlate with attachment styles and emotion regulation and influence them too.

REFERENCES

- Akhtar, Z. (2012). The effect of parenting style of parents on the attachment styles of undergraduate students. *Language in India*, 12(1), 555-566.
- Bahmani, T., Naseri, N. S., & Fariborzi, E. (2022). Relation of parenting child abuse based on attachment styles, parenting styles, and parental addictions. *Current psychology*, 1-15.
- Díaz-Mosquera, E., Merlyn Sacoto, M. F., & Latorre Vaca, G. (2022). Adult attachment styles and emotional regulation in the population of Quito, Ecuador. *Ciencias Psicológicas*, 16(2).
- Goagoses, N., Bolz, T., Eilts, J., Schipper, N., Schütz, J., Rademacher, A., ... & Koglin, U. (2022). Parenting dimensions/styles and emotion dysregulation in childhood and adolescence: a systematic review and Meta-analysis. *Current Psychology*, 1-25.
- Jabeen, F., Anis-ul-Haque, M., & Riaz, M. N. (2013). Parenting styles as predictors of emotion regulation among adolescents. *Pakistan Journal of Psychological Research*, 28(1).

Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students

Liu C and Ma J-L (2019) Adult Attachment Style, Emotion Regulation, and Social Networking Sites Addiction. *Front. Psychol.* 10:2352. doi: 10.3389/fpsyg.2019.02352
Ozeren, G. S. (2022). The correlation between emotion regulation and attachment styles in undergraduates. *Perspectives in Psychiatric Care*, 58(2), 482-490.

Acknowledgement

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

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Alfred, R. & Sethi, S. (2023). Relationship between Parenting Styles, Attachment Styles & Emotion Regulation of College Students. *International Journal of Indian Psychology*, 11(3), 1913-1924. DIP:18.01.178.20231103, DOI:10.25215/1103.178