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**Perceived Parenting Styles, Emotional Intelligence and Conflict Resolution Styles
among Young Adults**

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Abstract

Purpose: Parenting styles greatly influence the development of emotional intelligence and conflict resolution styles among young adults since the very early years of their lives. The understanding how parenting styles and emotional intelligence impact conflict resolution styles of young adults has become progressively urgent. The existing study purposes to inspect the relationship between perceived parenting styles, emotional intelligence, and conflict resolution styles among young adults. The practical implication of this research will provide the future generations in better upbringing of their children that possess high levels of emotional intelligence.

Methodology: The study was carried out in a single phase. The study was quantitative, and it was conducted to assess the perceived parenting styles by young adults including assessing their emotional intelligence and identifying their conflict resolution style. The sample of the study was 280 (M=140, F=140) recruited from different universities in Islamabad, Pakistan. Three scales were used for assessment: The Perceived Parenting Styles Scale (PPSC), The Schutte Self Report Emotional Intelligence Test (SSEIT) and the Conflict Resolution Styles Inventory (CRSI).

Findings: The authoritative parenting style positively correlated with emotional intelligence ($r = .47, p < .01$) and positive problem-solving ($r = .17, p < .01$), while negatively relating to conflict engagement ($r = -.31, p < .01$) and self-protection ($r = -.26, p < .01$). In contrast, authoritarian and permissive styles were negatively related to emotional intelligence ($r = -.13$ and $r = -.19$, respectively) and positively associated with conflict engagement. Males scored higher on emotional intelligence ($M = 121.96, SD = 13.73$) than females ($M = 118.35, SD = 15.87$), and PhD students exhibited higher conflict resolution scores than Master's and undergraduate students. These findings highlight the impact of parenting styles on emotional intelligence and conflict resolution skills among young adults.

Unique Contributions to Theory, Practice and Policy: The study is guided by The Social Learning Theory by Bandura (1977) sets that young adults copy ways of behaving gained from their childhood, particularly from their parents. Parenting styles perceived during childhood and adolescence could impact how people approach conflicts and social interactions. Another theory which backs this study is Emotional Intelligence theory by Daniel Goleman suggests that individuals consist of a bunch of skills and abilities that would help them in recognizing, understanding and managing their own self emotions as well as emotions of other people. The study recommends that research be conducted in other demographic regions or on a broader level. The study also recommends that other variables such as personality traits and changes over time should be considered as well for better outcomes.

Keywords: *Authoritative, Authoritarian, Conflict Resolution Styles, Emotional Intelligence, Perceived Parenting Styles, Permissive*

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INTRODUCTION

According to statistics, over the past several decades, due to increased globalization and technological advancements, different regions of the world have seen people migrating from diverse backgrounds. Such diversity and ethnicity, gives rise to different circumstance and parenting styles. The statistics from 2014 Census Bureau data show that in the U.S, about one third children live in single parent families, whereas the remaining three-fourth of the child population lives in households with married parents (Sanvictores, 2021). Although it is human nature that we learn to adjust and adapt and can thrive in all kinds of environments. However, data shows that the children living in sole parent's families suffer more from the lack of love and other necessities in comparison to their counter parts. When it comes to parenting, there is a huge amount of diversity among different individuals that impacts their style of parenting. People belong to diverse cultural backgrounds and ethnic groups and this shapes their thoughts on how children should be reared (AUNOLA, 2015). There are mixed reviews and opinions on what exactly a good parenting style is. New parents often receive a lot of guidance and counseling from their elders and peers on how to raise their child. Developing a healthy and appropriate parenting style is regarded as very challenging and mandatory especially for new parents (AUNOLA, 2015). The solution lies in effective parenting style that lies between the principles of understanding and control. Several researches have been conducted on various types of parenting styles.

Previous researchers gathered first hand primary data through observation, distributing questionnaires or conducting direct interviews with parents and children. Studies have shown that style of parenting have a very huge effect on a development of child and shaping their character (Zakeri, 2010). Research also shows that the quality of style of parenting has a greater influence over a child's personality rather than the quantity of time a parent spends with their child (Xu, 2017). Like for example, a parent doing remote job would be surrounded by their child all the time but the lack of attention or demonstration shows that quantity does not hold much value. Parenting styles demonstrates how people react and respond to the needs of their child. There are several parenting styles and the chosen parenting style depends on the personality and character of the parents In general terminology, parenting style is a psychological paradigm that involves a set of different strategies and practices that parent's use in upbringing and developing the personality of their child (Mishra, 2017). The over-all view is that the drive of parenting is to ensure the growth and well-being of children and adolescents by nurturing positive interactions with them within the family.

According to the up-to-date definition of positive parenting, parent-child relationships should be built on fondness, support, communication, motivation, and routine organizing that includes imposing limitations, norms, and consequences as well as being involved in their children's and teenagers' daily lives (Daly et al, 2015). Positive parenting is knotted in with displaying love, warmth and consideration to the children. It's knotted in with directing children to act the manner by authorizing and cultivating them. It's tangled in with supporting children with booming by transferring the robust message: You are valued, you are boundless, and you matter. But if the family fails to do this, conflict arises, and these conflicts influence the entire life of the individual especially if such conflicts are present in the childhood and adolescence (Larson, 2013). Adolescence marks the period of hormonal development in the individuals, therefore, leading to a number of personal and social dilemmas and conflicts. In such situation,

the adolescents need healthy and positive parenting for their healthy emotional development, positive self-esteem, and healthy conflict management strategies (Lorence, 2019).

Emotional intelligence is known as capability to bring into notice your own emotions, understanding what they are communicating with you, and recognize the way your emotions affect others. Emotional Intelligence is defined by five factors: Self-consciousness, self-directive, enthusiasm, understanding, and social skills are all significant. (Golmen & Senge, 2014). According to Segrin and Vegetation (2019), adolescent perceptions of parenting styles effect how emotional intelligence makes in young adults by upsetting conflict and advancing extraordinary positive relations. Shi (2023) underlined the starring role of emotional intelligence, which is enclosed by parenting styles. It undertakes an essential part in serving young adults with reporting by authorizing valuable talk and limiting miscommunication.

Batool and Lewis (2020) studied the connection among emotional intelligence and conflict resolution styles of young adults. They bring into being that individual who have high frequency of emotional intelligence tend to adopt inventive style of conflict resolution. Conflict resolution techniques are enormously impacted by the parenting styles that people were presented to as children. Authoritative parenting is portrayed by warmth, support, and sensible control. This advances the improvement of adaptable conflict resolution techniques. Children brought up in these sorts of conditions frequently develop areas of strength for communication, critical thinking skills, and a readiness to help out others to resolve conflicts. On the other hand, distracted or tyrant parenting, an emphasis on control, or a disinterest with respect to the child may all neutralize the improvement of positive conflict resolution abilities. Authoritarian parenting may bring about aggressive reactions, though inattentive parenting might prompt evasion or detachment in conflict circumstances (Abusalih et al., 2023).

Parents who take the authoritative style engage in conflict engagement by attentively listening to their children and guiding them to verbalize their thoughts and emotions during conflicts. They use open-ended questions, validate emotions, create a safe space where people can say the truths they wouldn't tell otherwise. They take conflict as an opportunity to learn and develop through guiding discussions without imposition of solutions (Bano et al., 2019; Klein & Ballantine, 2001). They help children to see the world from other angles, which help to develop empathy and understanding. They engage with their children, working out an arrangement that will be acceptable to all and meet everyone's demands. This cultivates such important skills of compromise and conflict resolution (Baumrind, 1996). Authoritarian parents typically block conversations and impose stern rules without much rationale. They demand an immediate obedience and give the least space for negotiations and expressing contrary opinions. Communication mainly goes from parent to child where children are expected to follow the given instructions without raising any questions. This may be an obstacle to the development of critical thinking and communication skills. The focus is on recalling the power and control, creating an environment where parent's opinion is dominating. This can break trust and cause antipathy (Missotten et al., 2019). Permissive parents avoid from interfering in disagreements, thus giving children the chance to solve conflicts on their own. It can result in children feeling that they are not supported and that they are not able to communicate effectively in a constructive manner instead of resolving their conflicts constructively. Although autonomy is respected, there might be inadequate guidance offered on how to deal conflicts amicably. It can result in the underdevelopment of communication and negotiation skills (Merolla & Kam, 2018).

Problem Statement

Perceived parenting style is an important factor which greatly impacts an individual's development in various areas of life. Parenting styles influence the development of emotional intelligence among young adults including their style for resolution of conflicts. Studies have reported that authoritative parenting styles results in higher emotional intelligence and positive conflict resolution styles (Klein & Ballantine, 2001; Holliday, 2014). Whereas authoritarian and permissive parenting style is associated with lower level of emotional intelligence development and adapting negative conflict resolution styles. (Tosten et al., 2017; Hasan & Power, 2002). Despite a plethora of research on the subject, there is a lack of studies, which indicates a knowledge gap, on the direct link between perceived parenting styles, emotional intelligence and conflict resolution styles, as most of the previous researches have been taking emotional intelligence as moderator or mediator instead of taking emotional intelligence as an independent variable.

The family system is considered as an important mean for the development and survival of any individual social needs including their financial and emotional requirements. In context of family system society of Pakistan is divided into two main categories: joint system of and nuclear system of family. In previous years, a family with joint system was the most favored family system as compared to the nuclear system of the family. However, the changes taking place in society has affected the Pakistan's culture, and the family with nuclear system is now the most preferred family system over the joint family system. Every individual lives in a joint family or a nuclear system of family. Earlier studies directed showed the consequences in both negative and positive domains of nuclear and joint structure of family on the lives of an individual. Some study which was conducted depicted that arguments including jealousy are seen to be mutual aspect in the joint system of family. Generally, the members oppose lodging problems due to the violent opposition. (Ghani, S, 2000). According to study, the children who grew in joint families showed practical behavior as compared to the children who grew up in nuclear families (Kauts, A, 2011).

Moreover, the research showed that in joint families the decisions made by children are dispirited because of the domination of the elders of the family in all of the choices in the lives of the children. The level of involvement is elevated to the level where parents of the respective children are restricted to the involvement in decisions of forthcoming because to the authority of other elders of the family at home. (Khatoon, A, 2008). Many previous researches have stated a fact that parents of children tend to show biasness in their behavior towards their daughters as they hold up the concept that the sons are more capable of accomplishing everything when compared to daughters. This particular behavior has been seen in parents at early years of life where the parents expect less from their daughters and more from their sons (Axinn et al., 2011).

Numerous studies have observed the procedure by which emotional intelligence works in a person. On the other hand, various authors have examined changes in emotional skills as a role of social and demographic variables which involve sex, culture, age, socio-economic status and educational level (Ciarrochi et al., 2000). Hence, the focus of quantitative study was to explore the relationship between perceived parenting styles, emotional intelligence and conflict resolution styles in the context of Pakistan. The research aims to fill this literature gap and, in doing so, offer crucial data regarding the association between parenting styles, emotional

intelligence and conflict resolution styles that may help parents to adopt most effective style of parenting for their children. Studying family structures is crucial for understanding the relationship between parenting styles and emotional intelligence because family systems, such as nuclear and joint families, play a significant role in shaping an individual's upbringing and socialization. In nuclear families, parenting styles may differ as parents are the primary influencers, leading to potentially more consistent or direct interactions with children. In contrast, joint families involve multiple adults, such as grandparents and extended relatives, contributing to varied parenting influences and interactions. These dynamics can impact how parenting styles are perceived, which in turn affects the development of emotional intelligence and conflict resolution skills. By examining these family structures, the research aims to uncover how different environments influence young adults' emotional and social development, thus providing a more comprehensive understanding of the impact of family context on key psychological constructs.

Theoretical Framework

The Social Learning Theory by Bandura (1977) sets that young adults copy ways of behaving gained from their childhood, particularly from their parents. Parenting styles perceived during childhood and adolescence could impact how people approach conflicts and social interactions. For example, those brought up in authoritative families could show more versatile conflict resolution and social abilities contrasted with those from controlling or authoritarian parenting households. This theory concludes that young adults will show their conflict resolution style according to the type of behavior they have witnessed in their childhood.

Emotional Intelligence theory by Daniel Goleman suggests that individuals consist of a bunch of skills and abilities that would help them in recognizing, understanding and managing their own self emotions as well as emotions of other people. These skills involve self-awareness, self-regulation, empathy, motivation, and social skills. While examining the conflict resolution styles among young adults by the eyes of emotional intelligence, various key connection can be established. In conflict resolution, in order to recognize one's own emotions and the triggers, self-awareness plays a significant role. Individuals having higher level of emotional intelligence can control their behavior during conflict resolution. Self-regulation allows young adults to handle their emotions efficiently they choose communication over immediate confrontation permitting consideration before reacting. Goleman pinpoints the significance of empathy in emotional intelligence. In conflict resolution, empathy assists a better understanding of perspectives of other people. In conflict resolution, motivation plays an essential role in pursuing resolution. Communication is chosen by the individuals who are motivated by yearning for a constructive result. This allows them to exchange thoughtful ideas. In conflict resolution, social skills are significant for efficiently communicating and solving problems. In conclusion, Daniel Goleman's Emotional Intelligence theory delivers a complete framework for understanding the relationship between emotional intelligence and conflict resolution styles among young adults. The interchange of self-awareness, self-regulation, empathy, motivation, and social skills impacts how individuals direct the social interactions and conflict resolution.

To provide a more in-depth connection between Bandura's Social Learning Theory and conflict resolution styles, we delve into how observational learning plays a pivotal role. Bandura's theory suggests that individuals learn behaviors, attitudes, and even conflict resolution styles through observing others, especially influential models such as parents, teachers, or peers. For

instance, if a young adult has observed their parents consistently using calm and constructive problem-solving techniques during conflicts, they are more likely to adopt these positive conflict resolution styles themselves. This aligns with the positive problem-solving approach associated with authoritative parenting. Conversely, if a child witnesses frequent aggressive or avoidant behavior during conflicts, they might adopt maladaptive conflict resolution styles, such as conflict engagement or self-protection, which aligns with the negative outcomes associated with authoritarian or permissive parenting.

These examples highlight how observational learning directly influences the development of conflict resolution styles in young adults, reinforcing the idea that individuals model the behaviors they observe, especially from those they perceive as significant or authoritative figures.

Analysis of Previous Literature

An analysis of previously conducted studies reveals several areas that highlight research gaps, warranting further investigation into the relationship between perceived parenting styles, emotional intelligence, and conflict resolution styles. While many studies have explored the impact of parenting styles on children's development, fewer have examined how these early experiences continue to shape emotional intelligence and conflict resolution in young adulthood, particularly within diverse cultural contexts. For instance, research has frequently focused on Western populations, leaving a gap in understanding how cultural variations in parenting influence emotional intelligence and conflict resolution in non-Western societies. Additionally, while studies have identified links between authoritative parenting and positive outcomes, the nuances of how specific aspects of emotional intelligence (e.g., empathy, self-regulation) mediate the relationship between parenting and conflict resolution remain underexplored. Another gap lies in the examination of gender differences and educational influences on these constructs. Although some studies suggest that males and females differ in their emotional intelligence and conflict resolution styles, there is a need for more comprehensive analysis, especially regarding how educational attainment influences these skills over time. Addressing these research gaps could provide valuable insights into developing culturally sensitive interventions aimed at enhancing conflict resolution skills and emotional intelligence among young adults, ultimately contributing to more effective interpersonal relationships.

Conceptual Framework

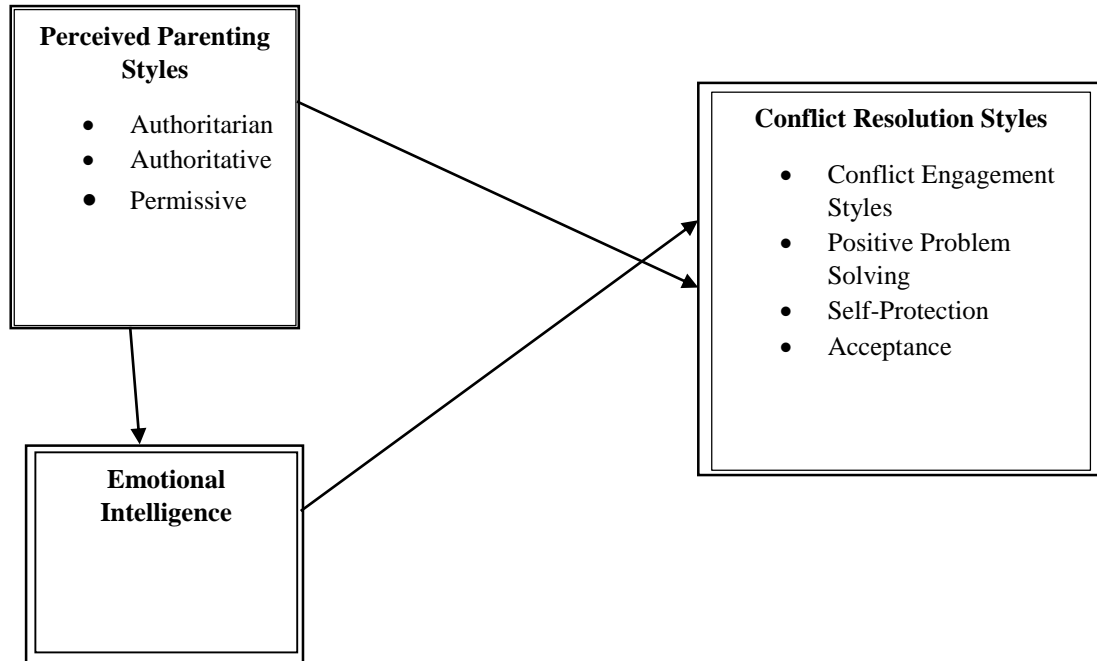


Figure 1: Conceptual Framework

METHODOLOGY

Research Approach and Design

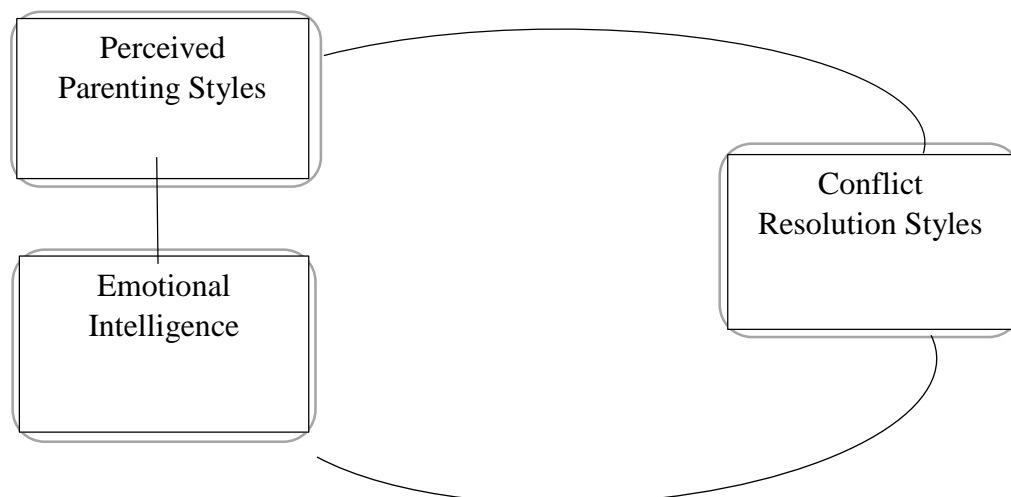


Figure 2: Research Approach

The current study opted for a correlational research approach design. The quantitative research design was chosen because it guarantees objectivity, replication and generalizability across large population, is quick to conduct, allows for statistical analysis, and displays results. A correlational research design was used to inquire the possible association between perceived

parenting styles, emotional intelligence and conflict resolution styles. This research is a type of non-experimental research design that helps to make the prediction and interpretation of the relationship between variables. The study was carried out in a single phase.

Locale

The study's locales were Islamabad, Pakistan. The data was collected from different universities of Islamabad. The data was also collected from Air University, Bahria University, National Defense University and Nust University, Islamabad

Sampling Size and Technique

The sample size was determined by using G-Power software for quantitative data collection. The population of the research was young adults who aged between 18 to 30 years, with a diverse background of age, gender, educational level and family system. Sample of 280 young adults 140 (males) and 140 (females) was taken through convenient sampling. The study includes young adults aged 18 to 30 who provide informed consent. Individuals who are university students currently, are residents of the target city and country were included. Participants included must have significant interactions with at least one parent or primary caregiver. Participants must also be willing to complete all required surveys or questionnaires related to perceived parenting styles, emotional intelligence, and conflict resolution styles. Participants were excluded if they fall outside the 18 to 30 age range. Individuals who were not residing in the target country were also excluded. Participants who did not understand the study's language well enough to provide accurate responses Individuals who did not experience meaningful interactions with at least one parent or primary caregiver and participants who are unable to provide informed consent and complete all study measures, were also excluded to maintain the study's validity and reliability. Participants who have been involved in similar studies within the past six months were also excluded to avoid potential data overlap and ensure the originality of responses.

Data Collection Instruments

Perceived Parenting Styles Scale (PPSC)

This scale was developed by Divya and Manikanadan (2013). This scale was designed to measure the perception of the children about their parents' behavior (Divya & Manikanadan, 2013). Perceived Parenting Styles Scale is a 30 item scale. The scale is grouped into three dimensions such as authoritarian, authoritative, and permissive parenting. Each dimension consists of 10 items. For authoritarian item numbers are (2, 5, 8, 11, 14, 17, 20, 23, 26, 29) for authoritative (1, 4, 7, 10, 13, 16, 19, 22, 25, 28) and for permissive (3, 6, 9, 12, 15, 18, 21, 24, 27, 30). Each item of the scale is rated on 5 point Likert type scale, ranging from 5 (strong agree) to 1 (strongly disagree). The reliability of the scale Cronbach Alpha coefficient was computed for each style and it was found that the authoritative style is having an Alpha coefficient of 0.79, authoritarian 0.81 and permissive 0.86 (Divya & Manikanadan, 2020).

Schutte Self Report Emotional Intelligence Test

The scale Schutte Self-Report Emotional Intelligence Test (SSEIT) was developed by Dr. Nicola Schutte, 1998. This scale was designed to measure general Emotional Intelligence (EI). The SSEIT scale consists of 33 items. The scale is grouped into four dimensions. Each dimension consists of different number of items. Perception of emotions (items 5, 9, 15, 18, 19, 22, 25, 29, 32, 33). Managing own emotions (items 2, 3, 10, 12, 14, 21, 23, 28, 31).

Managing others emotions (items 1, 4, 11, 13, 16, 24, 26, 30).and utilization of emotions (items 6, 7, 8, 17, 20, 27). Each item of the scale is rated on 5 point Likert type scale ranging from 1 (strongly agree) to 5 (strongly disagree) for responses. Scores below 33 or above 165 are unusually low and high respectively. The items 5, 28, and 33 feature a reverse scale, where “Strongly disagree” = 5 and “Strongly agree” = 1. The reliability of SSEIT is 0.90 (Schutte et al., 1998).

Conflict Resolution Styles Inventory

The scale conflict resolution styles inventory was developed by Kurdek (1994). The purpose of developing the Conflict Resolution Styles Inventory (CRSI) was assessing conflict resolution strategies used by both individuals and groups and identify their preferred styles of conflict resolution CRSI is comprised of 16 items having four sub-scales: Positive problem solving sub-scale (4 items i.e. 5, 6, 7, 8), Conflict engagement sub-scale (1 items i.e. 1, 2, 3, 4), self- protection sub-scale (4 items 9, 10, 11, 12), and acceptance sub-scale (4 items i.e. 13, 14, 15, 16). Scores on each scale range from 4-20, with higher scores indicating more conclusive endorsement of a given conflict strategy. The reliability for all subscales is ($\alpha = .70-.92$). (Kurdek, 1994)

Procedure

The current study was done on a representative sample of (N= 280). Young adults, including males (n=140) and females (n= 140) participants. Sample consists of having age 18 and above were considered in the study. Education of respondents included bachelors and above. The study was carried out in single phase. The inclusion and exclusion criteria was applied. The participants were given the questionnaire, including informed consent, demographic sheet and the relevant scales. After a brief introduction about the study, informed consent was obtained from the respondents and the data was collected. Data was collected by using convenient sampling from the students of different universities of Islamabad. The collected data was analyzed using statistical measures that consisted of descriptive statistics, Pearson Coefficient Correlation analysis, Independent Sample t-Test and One-way ANOVA. Ethical considerations were sustained during the study which involves confidentiality, debriefing, right to withdraw and anonymity. The data was examined for outliers and missing values, and the cleaning of data was applied where it was considered applicable.

Results and Interpretation

Descriptive Statistics

The descriptive statistics of demographic characteristics (age, gender, qualification and family system) of the participants are presented, also the descriptive statistics and reliability analysis of perceived parenting styles (authoritative, authoritarian, permissive), emotional intelligence and conflict resolution styles (conflict engagement, positive problem solving, self- protection and acceptance) are presented.

Table 1: Descriptive Statistics of the Demographic Characteristics of the Sample (N=280)

Variables	F	(%)	M	SD
Age (years)			23.3893	2.89392
Gender			.5000	.50090
Male	140	50.0		
Female	140	50.0		
Qualification			.8357	.53024
Undergraduate	197	70.4		
Masters	65	23.3		
PhD	17	6.1		
Family System			.6250	.48499
Joint	105	37.5		
Nuclear	175	62.5		

Note *f*=frequencies of demographic variables, % = percentage M = means and SD = standard deviations

Table 1 showed that the average age of the participants was found to be 23.3 years with an SD of 2.89. The average gender of the participants was found to be .5000 with an SD of .50090. The average qualification of the participants of our sample was .8357 with SD=.53024. The average family system of the participants in our sample was .6250 with SD= .48499.

In a total sample of 280 participants, 140 (50.0%) were males and 140 (50.0%) were females. The respondents' belonged to different levels of qualification 197 were undergraduates (70.0%), 65 masters (23.3%) and 17 PhD (6.1%). The family system of 280 respondents showed that 105 respondents (37.5%) belonged to the joint family system and 175 participants (62.5) from the nuclear family system.

Table 2: Statistics and Reliability Analysis of Perceived Parenting Styles (Authoritative, Authoritarian, and Permissive), Emotional Intelligence and Conflict Resolution Styles (Conflict Engagement, Positive Problem Solving, Self-Protection, and Acceptance)

Construct	K	M	SD	Range	A
Perceived Parenting Styles	30	-	-	-	-
Authoritarian	10	24.28	7.26	39.00	.82
Authoritative	10	34.78	7.29	36.00	.84
Permissive	10	23.47	7.37	36.0	.79
Emotional Intelligence	33	120.1	14.92	120.00	.86
Conflict Resolution Styles	16	-	-	-	-
Conflict Engagement	4	8.86	3.33	16.00	.78
Positive Problem Solving	4	14.21	3.11	16.00	.73
Self-Protection	4	11.91	3.36	16.00	.71
Acceptance	4	10.71	3.02	16.00	.62

Note: K=Number of items, M=Mean, SD=Standard Deviation and α =Cronbach alpha reliability

Table 2 shows the descriptive statistics and reliability analysis of the study variables including their sub-scales. Mean, standard deviation and the number of items of perceived parenting

styles, emotional intelligence and conflict resolution styles including their sub-scales were presented. Perceived parenting styles and its sub-scales (authoritarian, authoritative and permissive) have respective Cronbach alpha reliabilities of .82, .84 and .79 as revealed by the reliability analysis. This analysis also showed that Cronbach alpha reliabilities for the emotional intelligence was .86 respectively. Lastly, the reliability analysis showed that Cronbach alpha reliability for the conflict resolution styles and its sub-scales (conflict engagement, positive problem solving, self-protection and acceptance were .78, .73, .71 and .62 respectively.

Pearson Coefficient Correlation Analysis

The results support the proposed hypotheses: authoritative parenting is positively associated with emotional intelligence and positive problem solving (Hypotheses 1a), while authoritarian and permissive styles are linked with lower emotional intelligence and positive problem solving style (Hypotheses H1d). Additionally, emotional intelligence is positively correlated with positive problem solving, self- protection style and acceptance style (Hypotheses h1e) is supported and emotional intelligence is negatively correlated with conflict engagement style (Hypothesis H1f) is rejected.

Table 3a: Pearson Coefficient Correlation Analysis between Perceived Parenting Styles (Authoritarian, Authoritative and Permissive), Emotional Intelligence and Conflict Resolution Styles (Conflict Engagement, Positive Problem Solving, Self-Protection and Acceptance)

	2	3	3a	3b	3c	3d
Perceived Parenting Styles	-	-	-	-	-	-
Authoritarian	-.13*	.17**	.23**	-.09	.15*	.13*
Authoritative	.47**	-.26**	-.31**	.17**	-.26**	-.26**
Permissive	-.19**	.20**	.264**	-.13*	.19**	.18*
Emotional Intelligence						
Conflict Resolution Styles						
Conflict Engagement	-	-	-	-	-	-
Positive Problem Solving	-	-	-	-	-	-
Self-Protection	-	-	-	-	-	-
Acceptance	-	-	-	-	-	-

*Correlation is significant at .01 level. **Correlation is significant at .05 level.

Table 3b: Pearson Coefficient Correlation Analysis between Perceived Parenting Styles (Authoritarian, Authoritative and Permissive), Emotional Intelligence and Conflict Resolution Styles (Conflict Engagement, Positive Problem Solving, Self-Protection and Acceptance)

		2	3	3a	3b	3c	3d
Perceived Parenting Styles		.11	.08	.13*	-.04	.06	.04
Authoritarian		-	-	-	-	-	-
Authoritative		-	-	-	-	-	-
Permissive		-	-	-	-	-	-
Emotional Intelligence			-.17**	.23**	-.09	.15*	.13*
Conflict Resolution Styles							
Conflict Engagement		-	-	-	-	-	-
Positive Problem Solving		-	-	-	-	-	-
Self-Protection		-	-	-	-	-	-
Acceptance		-	-	-	-	-	-

*Correlation is significant at .01 level. **Correlation is significant at .05 level.

In this study, we examined the relationships between perceived parenting styles, emotional intelligence, and conflict resolution styles among young adults. The results indicate a complex interplay between these variables. Perceived parenting styles overall show a significant positive correlation with conflict engagement ($r = .13, p < .05$), suggesting that individuals who perceive their parents' style as a distinct type are more likely to engage in conflicts. However, no significant correlations were found between perceived parenting styles and emotional intelligence ($r = .11$), conflict resolution styles ($r = .08$), positive problem solving ($r = -.04$), self-protection ($r = .06$), or acceptance ($r = .04$).

When considering specific parenting styles, authoritative parenting is positively associated with emotional intelligence ($r = .47, p < .01$) and positive problem solving ($r = .17, p < .01$), and negatively associated with conflict resolution styles ($r = -.26, p < .01$), conflict engagement ($r = -.31, p < .01$), self-protection ($r = -.26, p < .01$), and acceptance ($r = -.26, p < .01$). This suggests that an authoritative parenting style may foster higher emotional intelligence and positive problem-solving abilities while reducing tendencies toward various conflict resolution strategies.

Authoritarian parenting style presents a significant negative correlation with emotional intelligence ($r = -.13, p < .05$) and positive problem solving ($r = -.09$), and it shows a positive correlation with conflict resolution styles ($r = .17, p < .01$), conflict engagement ($r = .23, p < .01$), self-protection ($r = .15, p < .05$), and acceptance ($r = .13, p < .05$). This suggests that an authoritarian parenting style is associated with lower level of emotional intelligence and higher tendencies to involve in conflicts and adopt self-protective conflict resolution style.

Permissive parenting is negatively associated with emotional intelligence ($r = -.19, p < .01$) and positive problem solving ($r = -.13, p < .05$), and positively associated with conflict resolution styles ($r = .20, p < .01$), conflict engagement ($r = .264, p < .01$), self-protection ($r = .19, p < .01$), and acceptance ($r = .18, p < .05$). This proposes that a permissive parenting style may lead

to lower level of emotional intelligence and a higher possibility of engaging in conflicts and self-protective conflict resolution style.

In conclusion, emotional intelligence is negatively correlated with conflict resolution styles ($r = -.17, p < .01$), and positively correlated with conflict engagement ($r = .23, p < .01$), self-protection ($r = .15, p < .05$), and acceptance ($r = .13, p < .05$). This underlines the role of emotional intelligence in affecting how individuals manage conflicts, with higher emotional intelligence related with more adaptive engagement and self-protective style. These results emphasize the complex relationships between parenting styles, emotional intelligence and conflict resolution styles. The results also suggest that authoritative parenting style may be mostly helpful in developing emotional intelligence and constructive conflict resolution styles among young adults.

Table 4: Independent Sample t-Test Comparing Emotional Intelligence across Gender

	Male		Female		Df	t	p	LL	UL	Cohen's d
	M	SD	M	SD						
Emotional Intelligence	121.96	13.73	118.35	15.87	278	-2.03	.04	-7.09	-.11	14.84

Note: M=Mean, SD=Standard Deviation, df=degree of freedom, UL=Upper Limit, LL=Lower Limit.

An independent sample t-test was applied to compare the scores of emotional intelligence between males and females. The results indicated that males ($M = 121.96, SD = 13.73$) scored significantly higher on emotional intelligence than females ($M = 118.35, SD = 15.87$), $t(278) = -2.03, p = .04$. The 95% confidence interval for the difference in means ranged from -7.09 to -.11. The effect size, as measured by Cohen's d, was 14.84, suggesting a substantial difference between the two groups. These results indicate that there is a statistically significant difference in the scores of emotional intelligence between males and females, with males scoring higher on average with large effect size.

Table 5: One-way ANOVA Comparing Qualification Status of Students on Their Conflict Resolution Styles

Variables	Undergraduates		Masters		PhD		F	η^2	Post-hoc
	M	SD	M	SD	M	SD			
Conflict Resolution Styles	45.39	8.12	45.09	7.29	51.71	10.51	4.99	.04	3>1>2

Note: df= degree of freedom, η^2 = effect size, F= Variance

An analysis of variance (ANOVA) was conducted to examine the effect of educational level on conflict resolution styles. Results indicated a statistically significant difference between the groups, $F(2,277) = 4.99, p = .007, \eta^2 = .04$. Descriptive statistics showed that the mean score for the Master's group ($n = 65$) was 45.09 ($SD = 7.29$), with a 95% confidence interval ranging from 43.29 to 46.90. The Undergraduate group ($n = 198$) had a mean score of 45.40 ($SD = 8.12$), with a 95% confidence interval ranging from 44.26 to 46.54. The PhD group ($n = 17$) had a mean score of 51.71 ($SD = 10.51$), with a 95% confidence interval ranging from 46.30 to 57.11. These results of the research suggests that the

scores of the PhD group was significantly higher in conflict resolution styles than those of the Master's group and Undergraduate groups which indicates a significant effect of educational level on conflict resolution styles.

CONCLUSION AND RECOMMENDATIONS

Conclusion

In conclusion, this study conducted delivers a valuable understanding about the relationship between perceived parenting styles, emotional intelligence and conflict resolution strategies among young adults. The finding of the research disclosed that the authoritative parenting style is positively related with higher level of emotional intelligence and more constructive conflict resolution styles which are positive problem solving, self- protection and acceptance style on the other hand authoritarian parenting style and permissive parenting styles are associated with negative outcomes in this areas. The results of the study highlighted a significant influence of parenting styles upon development of emotional intelligence and social capabilities among young adults. This suggests that the implementation of authoritative parenting style would be effective for improving emotional capabilities and conflict resolution styles among young adults. This study also contributes to the theoretical understanding of the way parenting styles impact emotional intelligence and conflict resolution styles among young adults. This offers a base for the researches conducted in future and practical implementations. In conclusion, the study highlights the significance of the effective parenting approaches and their potential ability to positively or negatively impact the developmental trajectories of young adult.

Limitations and Future Recommendations

The study on perceived parenting styles, emotional intelligence and conflict resolution styles among young adults consists of various limitations. The first thing to mention is that the study involved self-reported measuring instruments which indicates towards a fact there might be a chance of subject to biases which includes social desirability and misperception about self can actually affect the validity of the findings. Furthermore, the cross-sectional research design offers brief details about the mentioned relationships between the variables at one point in time and restricting the capability to form connection and observe the overtime changes. The size of the sample size and the diversity among the research participants may cause restriction in generalizability of the results if the sample is not sufficiently large or representative of different demographics. Convenience sampling has its limitations, and it's important to acknowledge how it can impact the generalizability of the findings. Convenience sampling, while practical and cost-effective, often leads to a sample that may not be fully representative of the broader population. This means that the results might be biased or skewed, as participants who are easily accessible may share certain characteristics that do not accurately reflect the diversity of the entire population. Consequently, the findings from the study may have limited external validity, making it more challenging to generalize the results to other populations or settings. Including this discussion can enhance the transparency and rigor of the research analysis. In addition, the measuring tools used for perceived parenting styles and emotional intelligence may not captivate the full complications of these constructs including the instruments used might not completely address all the features of conflict resolution styles. Other possible confounding variables which include personality traits or experiences of one's life were not considered during the research which means there exists a possibility that these variables might have affected the results of the study. Cultural factors may also influence the application of the

findings of the research as the study did not account for differences in parenting practices and expression of emotions across various cultures. Moreover, the study does not account for the changes related to development that take place over time which can possibly influence an individual's emotional intelligence and conflict resolution styles. To sum up, the validity and reliability of the measuring tools applied in the research study could also cause an impact on the accuracy of the results.

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