

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

Gharbila Anwer, Sobia Masood, Sana Younas & Mustanir Ahmad

1-2-3 Quaid-i-Azam University, Islamabad

4- Hazara University, Mansehra

Positive psychology has highlighted that emotional intelligence and resilience play an important role in individual's success in society. However, the role of parental rearing practices with relation to emotional intelligence and resilience has not yet been explored. Therefore, the present study was an endeavor to explore the role of parental rearing practices particularly, emotional warmth in predicting emotional intelligence and resilience among young adults. Sample comprised of 465 students (227 women, 238 men) with age ranged from 18-26 years ($M = 21.4$; $SD = 1.88$) from public and private sector universities of Rawalpindi and Islamabad. Data was collected through Convenient Sampling Technique. Instruments used in present study were; Egnä Minnen Beträffande Uppfostran (EMBU) Scale (Arrindell, 1999; translated by Zafar, 2014) for measuring emotional warmth; Resiliency Scale (ER89) (Aslam, 2007), and Emotional Intelligence Scale (Wong & Law, 2002). Results revealed that perceived emotional warmth positively correlated with resilience and emotional intelligence. Moreover, perceived emotional warmth was significant predictor for resilience and emotional intelligence. Further, significant gender differences were also observed on emotional warmth; women reported more perceived emotional warmth as compared to men. Findings of the study have been discussed with reference to pertinent literature and implications for both clinical and non-clinical sample have been given.

Keyword. Resilience, emotional warmth, emotional intelligence, positive psychology

1-3. *Ms Scholar, National Institute of Psychology, Center of Excellence, Quaid-i-Azam University, Islamabad.*

2. *Assistant Professor, National Institute of Psychology, Center of Excellence, Quaid-i-Azam University, Islamabad.*

4-*Assistant Professor, Hazara University, Mansehra*

Correspondence concerning this article should be addressed to Dr. Sobia Masood, Department of Psychology, International Islamic University, Islamabad. Email: s.masood@nip.edu.pk.

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

Parenting is a complicated job that requires numerous skills to influence a child's behavior. Parenting styles have been recognized as the important factors for global self-worth and well-being of children (Fletcher, Steinberg & Sellers, 1999; Hoffman, 2010; Lesch & Jager, 2013; Mohammadi, Samavi, & Azadi, 2013). It can be argued that parents start developing their parenting style even before their first child is born (Terry, 2004). It is within the first year or two that parents begin to attach to a parenting style that works best for them (Sarwar, 2016). Different parental rearing styles were found to have different effects on offspring (Jago, Davison, Brockman, & 2011; Sailor, 2010). Generally, four parenting styles have been reported by Baumrind's theory of parenting (1991); namely authoritarian, authoritative, over-protective, and permissive (Bush & Peterson, 2007). Parents who practice *authoritative parenting style* help in positive development of individuals by engaging in discussions and negotiating with them (Kopko, 2007; Zakeri et al., 2010). These parents recognize uniqueness and individual potential and thus encourage their children to discover their hidden talent, abilities, and skills. Rizvi and Najam, (2015) found that authoritative upbringing of parents was established as most optimum style with significant negative relationship with problem behaviors while authoritarian and permissive parenting for mother and father separately as well as together was associated with different problem behaviors. *Authoritarian parents* demand their children to behave in a way

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

they think is most suitable and right neglecting the desires, individual personality characteristics, developmental level of children, and discourage independent problem solving (Aunola, Stattin & Nurmi, 2000). *Permissive* and *uninvolved* parents act as hindrance in the healthy development of their children since they do not focus on the individual's needs and interests; they do not want to be concerned by the young ones (Nijhof & Engels, 2007). Hence, individuals brought up by permissive and uninvolved parents experienced difficulties in emotion regulation and thus may exhibit impulsive behavior (Kopko, 2007).

Parenting has been found to affect children's emotional and mental health (Bolkan, Sano, De Costa, Acock, & Day, 2010; Mohammadi, Samavi, & Azadi, 2013; Steinberg & Sellers, 1999). Studies on parenting styles have found that in the Chinese migrant families, parents were more inclined towards negative parenting styles (for instance, authoritarian and punishment) and seldom adopt positive parenting styles (e.g., understanding and emotional warmth) (Cheng, Zhang, Sun, Jia, & Ta, 2015). Verhoeven, Deković, Bodden and van Baar (2017) reported that negative parenting style such as excessive interference and overprotection was more likely to increase social anxiety among children. Other studies had also shown that anxious (Gruner et al., 1999; Verhoeven et al., 2017), overprotective (Bögels & van Melick 20014), and rejective (Brown and Whiteside, 2008)

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

parenting styles were related to the increase of children's anxiety). Positive parenting styles such as emotional warmth and understanding promote positive attributes among children (for instance, resilience) (Kabiru, Beguy, Ndugwa, Zulu, & Jessor, 2012). Resilience includes the acceptance of the presence of adversities and risks as well as protective factors that may allow an individual to cope effectively, adapt, and attain positive results (Kabiru et al., 2012).

Positive and authoritative parenting is linked with high level of resiliency whereas authoritarian and permissive parenting style has been linked to low level of resilience. Further, high parental involvement and less level of parental overprotection have been associated with increased resilience among teenagers who were exposed to some trauma (Sun, Fan, Zheng & Zhu, 2012). It was evident from these studies that a relationship exists between parenting styles and resilience. So, it became essential for researchers to study parenting style that may prove fruitful for individuals to cope effectively with life stressors (Massinga & Pecora, 2004).

Additionally it has been found that positive aspects of parenting that may involve rules, regulations, right level of control, and restrictions were associated with positive emotional adjustment (Galambos, Barker, & Almeida, 2003). Parental concern and involvement in their young one's life has been linked to

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

resilience in later life (Eiseman, & Popkin, 2005). Fan and Chen (2001) added that parental involvement had effect on individuals' effectiveness in their environment. Hence, resilience can be described as a continual transaction taking place between the individual and the environment (Luthar & Zelazo, 2003). Furthermore, an important thing to consider is that resilience isn't only submissive adaptation to the challenging, stressful, or trauma situation rather resilient people are active participants in making their environment flexible, calm, and smooth (Zakeri et al., 2010). Hence, in recent years, the new upsurge of research in the arena of mental health has fixated on predictors of resilience. In a study conducted by Dumont and Provost (1999), adolescents who scored high on resilience also scored high on measures of problem solving, mastery, and coping skills indicating that resilience serves as an important factor in building emotional intelligence for adults to cope with daily life demands (Mohammadi, Samavi, & Azadi, 2013). A study by Jabeen and Haque (2013) provided pretty insightful in understanding the role of parenting styles in emotion regulation. Researchers found that maternal permissive parenting style had significant negative effect on emotion regulation. Similarly authoritative paternal parenting style had significant positive effect on emotional regulation whereas paternal permissive parenting style had significant negative effect on emotion regulation. Interestingly, Simonsi and Conger (2007) suggested that individuals who experienced varying parenting

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

styles, such as, non-authoritarian and authoritarian were more likely to internalize stress as compared to individuals who experienced authoritarian parenting style (Kausar & Shafique, 2008). This internalization of stressors can be related to poor emotional intelligence (Akhtar, Hanif, Tariq, & Atta, 2013).

Emotional intelligence has been defined as the degree to which an individual identify and understand emotions within one's own self and also among other people (Mayer, Salovey, & Caruso, 2000; Schutte & Malouff, 2011). More precisely, it has been described by the Bar-On's theory (2006) as an ability to understand one's own self, understand other people's feelings, deal effectively with relationships, manage unconstructive feelings, control impulses, and problem solving skills. Similarly, Sung (2010) viewed emotional intelligence as skills which people employ to prosper in life as it assists in the development of both individual growth and interpersonal relationships. Within the academic context, it was added by researchers (Salami, 2011) that a student having high emotional intelligence will have more autonomy, self-acceptance, relate well with others, and mastery over environment. Alegre, Benson, and Pérez-Escoda (2014) adds that adolescents who achieve high scores on emotional intelligence internalize and externalize problem less than those who score low in emotional intelligence. This is because parenting styles and practices are able to predict many developmental outcomes, that one might assume

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

that they are likely to predict individual's emotional intelligence. Moreover, the late adolescence and emerging adulthood period has been characterized by high emotionality, negative self-perception, and negative emotions (Morris, Silk, Steinberg, 2003). Though skills and abilities can be learned, personality dispositions may need more subtle nurturing through human interactions. For adolescents and young adults, the most imperative human interactions happen with their parents (Bornstein, 2012). The most vital factor that affects the emotional development of young adults is the role of the family specifically of parents (Durbin, Darling, Steinberg, & Brown, 1993; Eisenberg, Cumberland & Spinrad, 1998; Bornstein & Zlotnik, 2009). Therefore, it is important to study how young adults can develop greater emotional intelligence as it seems to be sensitive to environmental influences and seems to have constructive effects. Hence, it can be stated that emotional intelligence also serves as a protective factor for young adults who face a lot of problems and difficulties in their lives. It is in this context that the influence of parental rearing practices on resilience and emotional intelligence among young adults is investigated.

One cannot ignore the possible link between parenting rearing practices, resilience and emotional intelligence across gender (Kausar & Shafique, 2008; Mahasneh, 2014; Mayer & Salovey, 1995). Latest research evidences (Ahmad, Bangash, & Khan 2009; Basharat, Asmat, & Zaka, 2010) revealed that women

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

had same emotional resilience as men and were not different from them in their ability to manage stressful situations. While the traditional belief in many resilience studies (Aamir, 2012; Abukari & Laser, 2013; Von Soest, Mossige, Stefansen, & Hjemsdal, 2010) was that men were more emotionally intelligent stating that men were more resilient as compared to women. Verma and Sharma (2003) did not agree with this traditional belief arguing that because women were socialized in a different manner in comparison to men, hence it was expected that women would score high on emotional intelligent. They argued that women were emotionally intelligent in a different manner, for instance, women show more empathy and were more sensitive in their relationships with parents. It thus makes sense to make the prediction that parenting styles are linked to the development of resilience and emotional intelligence among male and female young adults distinctively.

It can be argued that parents employ different parenting styles according to the gender of the child, particularly fathers((Slavkin & Stright, 2000). Parents remain emotionally involved with their daughters while boys were more expected to be disciplined and punished (Dalton III, Frick-Horbury,&Kitzmann, 2006; Liable &Thompson,2000).As per traditional Asian culture, particularly in Pakistan, mothers were encouraged to be nurturing and caring while fathers were expected to have little involvement

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

in child rearing (Craig, 2006). In Asian cultures, men may perceive rejection and low level of parental warmth while women perceived more emotional warmth (Barhart, Raval, Jansari&Raval, 2013). Although there were shifts in trends but traditional gender roles still holds significant importance in many communities. Men are still expected to be care takers and bread earners which defines their masculinity (Eagly & Steffen,1984; Eagly, 1987) whereas women were expected to stay at home and look after the family (Bem, 1981; Slavkin & Stright, 2000). According to these traditional gender roles, it was accepted for women to show more nurturance and affection as compared to men (Craig, 2006; Pohl, Bender, & Lachmann, 2005). Hence, the parental influence on one's socio emotional life despite of gender can never be ignored.

Parental influence on children is greater than other people especially in the first years of life. Positive and supportive parental attitudes have relatively influential effects on the emotional intelligence of offspring (Eisenberg, Zhou, Spinrad, Valiente, Fabes&Liew, 2005; Morris, Silk, Steinberg, Myers & Robinson, 2007; Ramsden & Hubbard, 2002).Much research (Mahasneh, 2014; Mayer &Salovey, 1999) has highlighted that emotional intelligence and resilience play a very important role in individual's success in society and enable the individual to face challenges of life. Different factors have been highlighted in previous researches (Aftab, 2013; Mokoena, 2010; Zamir, Hina, &

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

Zamir, 2014) that play an important role in predicting emotional intelligence and resilience. Among them parenting has been stressed as an important factor (Joshi & Dutta, 2015; Rauf et al., 2013) that can help in development of these positive attributes of personality. There is some research work available on the relationship between parenting styles and emotional intelligence (Mahasneh, 2014) and parenting styles and resilience (Aftab, 2013; Khalid & Aslam, 2012) which asserts the positive relationship between these three variables. However, parental rearing practices and its dimensions that is, rejection, emotional warmth, and over-protection with relation to emotional intelligence and resilience have not been explored. Therefore, this area required attention so that we can know to which extent these constructs can be developed and enhanced by parental rearing practices.

As present scenario of Pakistan is very uncertain and unpredictable and parental rearing practices are also changing. Parents are more conscious about children they are becoming more over-protective due to security issues in Pakistan. Young individuals are facing diverse situations in society on daily basis and it is stress causing. So, there is need to study parental practices that could lead to development of resilience and emotional intelligence.

The sample of young adults was selected for the research because they are adults and better able to recall their perceived

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

parental behaviors. As they get admission in university they face new situations where they need to be more capable to cope with stressful scenarios and handle their emotions in positive way. The reason for selecting Egn Minnen Betriifende Uppfostron (Zafar, 2014), Ego Resiliency Scale (Aslam, 2007) and Emotional Intelligence Scale (Wong & Law, 2002) was that these have sound psychometric properties and culturally appropriate. They are multidimensional scales measuring different dimensions of relative variables. Although there were certain other measures that contained more number of items and cover various aspects of resilience, parental emotional warmth, and emotional intelligence but the major drawback of those inventories is their excessive long length which makes it impossible to conduct the study with three different variables within a stipulated time period. The finding will helpful for educators, counselors who can guide parents how to raise children so that they become emotionally intelligent and resilient. It is useful for individuals who will be in parenthood phase in future. The present research thus attempted to explore the role of parental rearing practices as predictors of resilience and emotional intelligence among young adults.

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

Method

Sample

A sample of 465 students (227 women and 238 men) age ranging from 18 to 26 was taken ($M = 21.4$, $SD = 1.88$). Convenient sampling technique was used to approach the participants from public and private sector universities of Rawalpindi and Islamabad. 40.9% individuals reported to belong from joint family system while 59.1% reported to be from nuclear family system.

Instruments

Short Form of Egna Minnen Beträffande Uppfostron (EMBU). This scale was originally developed by Arrindell et al., (1999). It was translated and adapted by Zafar (2014). It consists of total 23 items with three subscales; rejection, emotional warmth, and over protection. It is four-point Likert scale with response options ranging from (1) *never* to (4) *always*. It has no composite scoring. High score on each subscale demonstrated respective high parental behavior as perceived by participant. The reliability of scale has been reported to be .72 (Zafar, 2014).

Ego Resiliency Scale (ER 89). This scale was developed by Block and Kreman (1998). which was short inventory to measure trait resilience. It was translated in Urdu by Aslam (2007). The scale comprised of 14 items and has no subscales. It is also 4-

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

point Likert scale ranging from (1) to (4). Higher scores on scale are indicators of higher resilience in participants. There are no reverse score items in the scale. Aslam (2007) reported satisfactory reliability of the scale i.e., .81

Wong and Law Emotional Intelligence Scale (WLEIS).

It was developed by Wong and Law (2002). It has 16 items with 4 subscales. They are labeled as self-emotional appraisal, other's emotional appraisal, regulation of emotions, and use of emotions. It is 6-point Likert scale ranging from (1) to (6). High scores show high emotional intelligence in participants. There was no reverse score item in the scale.

Procedure

Permission from the ethical research committee of National Institute of Psychology was taken prior to data collection. Participants were approached at different universities of Islamabad and Rawalpindi and were given information sheet which provided them detailed information about nature and purpose of study, confidentiality, and right to quit. A consent form was also provided. They were required to sign on consent form if they agreed to participate in the study. A demographic sheet for personal information (such as age, gender, socio economic status, education, family system, area of study) was also given to fill in. Twenty students refused to participate so refusal rate was 4.3

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

percent. Prior to data collection, permission from administration was verbally taken. They were briefed about the benefits of the research to individuals and society. Afterwards, Participants were provided with questionnaire booklet and briefed about how to fill the questionnaires. As the participants were University students, so English version of all questionnaires were used. Participants approximately took 8-10 minutes to fill the booklet. At the end of data collection, participants were thanked for their participation. The data was analyzed using SPSS- 21.

Results

In order to meet the goals of present study statistical analyses were computed. Pearson Product Moment Correlation was calculated to observe the direction of relationship between parental rearing behaviors, resilience, and emotional intelligence. Table 1 shows significant correlations among these constructs.

Parental Rearing Practices as Predictors of Resilience and Emotional
Intelligence among Young Adults

Table 1

*Correlation among Dimensions of Perceived Parental Rearing
Behaviors, ER89, and WLEIS (N = 465).*

	1	2	3	4	5
EMBU					
1. R	–	-.302**	.39**	-.14**	-.23**
2. EW		–	.002	.40**	.26**
3. OP			–	.70	.05
4. ER89				–	.40**
5. WLEIS					–

Note. EMBU = Egna Minnen Beträffande Uppfostran Scale; R = Rejection; EW = Emotional Warmth; OP = Over Protection; ER89 = Ego Resiliency Scale; WLEIS = Wong and Law Emotional Intelligence Scale ** $p < .01$

Table 1 indicates that there is a positive relationship of emotional intelligence and resilience. It means that adults who are resilient are more emotionally intelligent. Moreover, emotional warmth has a positive relationship with resilience and emotional intelligence. It means that children who perceived higher emotional warmth from their parents are more resilient and have higher levels of emotional intelligence. Moreover, there exists a

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

negative relationship between rejection, emotional intelligence and rejection. It means that perceiving rejection from parents will lead to low emotional intelligence and individual will not be resilient. But overprotection has non-significant relation with emotional intelligence and resilience.

Table 2

Mean Differences along Gender on Perceived Parental Rearing Behaviors, ER89, and WLEIS (N = 465).

Measures	Men	Women	95% CI				
	(n = 238)	(n = 227)					
	<i>M (SD)</i>	<i>M (SD)</i>	<i>t (465)</i>	<i>P</i>	<i>LL</i>	<i>UL</i>	Cohen's <i>d</i>
EMBU							
R	11.1 (3.62)	10.3 (3.0)	2.3	.02	.10	1.33	.24
EW	18.1 (3.30)	19.5 (3.1)	4.6	.00	-.199	-.81	-.43
OP	22.2 (4.53)	20.8 (4.7)	3.1	.00	4.93	2.10	.30
ER	41.9 (5.72)	42.2 (6.04)	.48	.63	-1.33	.81	-
WLEIS	72.0 (14.2)	72.9 (12.0)	.71	.47	-3.29	1.52	-

Note. CI = Class interval; UL = Upper Limit; UP = Upper Limit; R = Rejection; EW = Emotional Warmth; OP = Over Protection; ER = Ego Resilience; WLEIS = Wong and Law Emotional Intelligence Scale

Table 2 shows significant mean differences on rejection, emotional warmth, and over protection. Male students perceive more rejection and overprotection as compared to female students. Female students perceive more emotional warmth as compared to

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

their counterparts. Non-significant differences are observed on emotional intelligence and resilience.

Table 3

Multiple Linear Regression for Predicting Emotional Intelligence (N = 465).

Predictors	<i>B</i>	<i>B</i>	<i>P</i>	<i>R</i> ²	<i>F</i> (463)
R	-.16	-.62	.00	.09	15.6**
EW	.20	.87	.00		
OP	.00	.01	.16		

Note. R = Rejection; EW = Emotional Warmth; OP = Over Protection; β = Standardized Beta Coefficient; B = Unstandardized Beta Coefficient; **p<.01

To find the relationship between rejection, emotional warmth, and over protection on emotional intelligence, multiple linear regression was computed. Prediction model as a whole was significant and accounts 9.3% variance in dependent variables. The results show that emotional warmth is a significant predictor for emotional intelligence. It means that perceived emotional warmth is important for being emotional intelligent.

Parental Rearing Practices as Predictors of Resilience and Emotional
Intelligence among Young Adults

Table 4

Multiple Linear Regression for Predicting Resilience (N = 465).

Predictors	<i>B</i>	<i>B</i>	<i>P</i>	<i>R</i> ²	<i>F</i> (463)
R	-.01	-.05	.75	.16	30.7**
EW	.32	.38	.00		
OP	.09	.09	.60		

Note. R = Rejection; EW = Emotional Warmth; OP = Over Protection; β = Standardized Beta Coefficient; B = Unstandardized Beta Coefficient; ** $p < .01$

Multiple linear regression was computed to check relationship of rejection, emotional warmth, and over protection to resilience. Prediction model as a whole was significant and account 16% variance in the dependent variable. The results depict that emotional warmth is significant positive predictor of resilience among young adults. It indicates that individuals who perceived emotional warmth by their parents are more resilient.

Discussion

The present study examined the role of parental rearing practices in the development of emotional intelligence and resilience among young adults. The study also looked at the role of gender in perceiving parental rearing practices, resilience, and emotional intelligence. Finally, multiple regression analysis was conducted to predict the role of parental rearing practices on emotional intelligence and resilience.

Results of the present study indicated that there was a positive relationship between emotional intelligence, resilience, and emotional warmth (see Table 1). This finding is consistent with the previous researches (Aftab, 2013; Alipour&Noorbala, 2008, Armstrong, Galligan, & Critchley, 2011; Maulding et al., 2012). This is because parents who practice authoritative style are more helpful for their young ones to develop better emotional adjustment (Simonsi& Conger, 2007) and mental health (Ritchie & Buchanan, 2011) when in stressful situations. Parental warmth and communication help in better dealing with life challenges (Baumrind, 1971). Further, parental acceptance and involvement by engaging in discussions and listening to the opinions of young adult's paves way for the development of resilience (Kopko, 2007). Positive adult involvement is found to be the protective factor of resilience that further supports this finding (Choe&Devnarian, 2012). Further, the results are also consistent with the work of Allegre (2011) who found that there exists a positive relationship between parental warmth and emotional intelligence. Devi and Uma (2013) also found that adults whose parents use the authoritative parenting style promoting warmth and affection scored better on emotional intelligence as compared to adults whose parents employed the permissive and authoritarian parenting style directed towards rejection and over protection. This

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

is because adolescent's emotional knowledge has been proved to be affected positively by parental nurturance and emotional warmth (Bennett, Bendersky, & Lewis, 2005). Moreover, parental monitoring has also been positively linked with emotional intelligence (Liau, Liau, Teoh, & Liau, 2003). Parents who employ authoritative style are warm and monitor their young ones effectively (Imtiaz & Naqvi, 2012). Moreover, the relationships between study variables are significant and in desirable direction but low which could be estimated to the fact that university students were taken who were educated and mostly have educated parents who had nurture them in a desirable way. The higher level of education could be connected with traditional issue of the family of students. This may consequently affect the correlations. This could be connected with parental styles what could give us artifacts not real correlations between parenting, emotional intelligence and resilience.

Another possible explanation is given by Bar-On model of emotional intelligence (Bar-On, 1980). As per this model, emotional intelligence is determined by how successfully an individual understands oneself, understands others and relate with people while managing daily life demands, stresses, and challenges. Moreover, Alegre (2010) found that parents with high emotion regulated coaching, responsiveness, and positive demandingness were related with higher emotional intelligence whereas negative demandingness was related with lower emotional intelligence. Hence, the importance of parent's role in the development of resilience and emotional intelligence of young ones (Brand & Klimes-Dougan, 2010) has been highlighted in above mentioned statements.

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

Non-significant relationship was found among emotional intelligence and overprotection. Further, negative relationship was found between emotional intelligence and parental rejection (see Table 1). The results are supported by parental rejection theory (Rohner, 2011) that suggests; rejection has negative outcome on emotional, behavioral development and personality functioning. It leads towards individual depression, sadness, low self-esteem, low resilience, and other emotional and behavioral problems. The same result was also reported by Saeed, (2013). Hence, it is not surprising to believe that parental rejection will have negative impact on adult's emotional intelligence.

Results also indicated that women perceived more parental emotional warmth as compared to men (see Table 2). These differences existed between male and female in describing their childhood and adolescence experiences due to the parenting style. A study on gender differences in personality showed that women scored high on warmth dimension as compared to men (Giudice, 2012). In Pakistani culture, girls are taught about emotions and empathy from the very beginning as their social role demands them to be more capable of understanding other emotions. That can be one reason that women perceived more parental emotional warmth than men. Further, gender role theory (Bucholtz, 2004) also explains that women in Pakistani culture are supposed to be more nurturing, empathizing, and care taking while men are expected to be aggressive, powerful, and least concerned with feelings and emotions. One additional possible explanation can be the differences in socialization that suggests differences in parenting styles among girls and boys (Barnhart, Raval, & Jansavari, 2013). As per Bandura (1971), parenting rearing practices across various cultures has been affected by different socialization goals for boys and girls and in Asian culture more warmth, nurturing, and supportive parenting is perceived by girls than boys.

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

Non-significant difference was found among female and male adults on the construct of emotional intelligence. This result was surprising because research evidences revealed that women scored higher on emotional intelligence as compared to men. For instance, a study by Bajgar, Chan, and Cirrochi (2000) measured emotional intelligence among young adults and found higher level of emotional intelligence among female participants. Moreover, Alumran and Punamahati (2008) examined the relationship between age, gender, emotional intelligence, academic achievement, and coping styles among young adults and also found that women scored better than men. According to Bandura's Social Theory (Bandura & Bussey, 1999), individuals learn to behave by observing various people in their surrounding environment. Actually this gave rise to gender stereotypes, for instance men are expected to be aggressive, independent, and assertive while women are expected to be emotional, sensitive, and dependent (Travis, 1997). This idea clearly highlights the anticipation of women to be more emotionally intelligent than men. Moreover, the study also found non-significant difference among men and women on resilience. This result is supported by previous studies that also found that men and women do not differ on the construct of resilience (Aamir, 2012; Basharat, 2010). The same justification as given for emotional intelligence can also be related to resilience.

The results also revealed that parental emotional warmth is significant predictor of emotional intelligence (see Table 3). The results are not consistent with Amirabadi's (2011) study that explored the relationship between emotional intelligence and parenting styles and found non-significant relationship between the two constructs. However, the results are supported by a study that revealed parental love and warmth in early adulthood was significant predictor of adult happiness and higher emotional intelligence (Sillick & Schutte, 2006).

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

To check predicting role of parental emotional warmth on resilience, multiple linear regression was computed (see Table 4). The results are supported by Zakeri, Jonkar, and Razmje (2010) who found a significant positive relationship between acceptance-involvement parenting styles and resilience, suggesting that a parenting style characterized by warmth and support can be linked to the development of resilience. Parents who provide emotional warmth know how to appropriately behave with their young ones and teach them effective coping strategies to fight against the stressful challenges of life.

Limitations and Suggestions

Although findings of the study were confirmed by the existing literature, yet there are some shortcomings of this study. Sample was selected from only students of Islamabad and Rawalpindi. So this is selected from the society group of people. The future researchers should focus on gathering data from large scale of population so that the higher level of education could be connected with traditional issue of the family of students. The effects described in results are valid only for Asians, not for Europeans and Americans. This way, conclusions are valid for limited population. As sample was taken from universities of Islamabad and Rawalpindi, so the findings cannot be generalized to the overall population of Pakistan. Future researchers must take sample from all over Pakistan so that findings can be generalized to whole population of Pakistan.

Since there was a time constraint so we utilized scales that were readily available and most comprehensive but it is worthy to mention that there was a problem with EMBU. The method of this test needs memories from the childhood or adolescence. Our remembering of several facts is very tenuous. This test is very

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

short (only 23 items in three subscales). It gives weak differentiation in results and small chance to cope with this tendentious thinking about our childhood or adolescence. So, future researchers should consider some better measure to assess emotional warmth, resilience, and over protection. The next problem is with WLEIS. There are only 16 items in four subscales. It cannot result in high variation what is needed to measuring of correlation.

Moreover, there could be element of biasness on the part of respondents as the scales were self-reported. Furthermore, the existing literature on study of emotional intelligence in Pakistan suggests that majority of researches on this variable are done in workplace settings but as present study clearly revealed that parental warmth has positive influence on emotional intelligence so, future researchers must focus on studying this variable within family as well as social contexts. It can be studied with other dimensions like aggression, intolerance of uncertainty etc. Furthermore, moderating role of different demographics (age, gender, and education) should also be considered in future.

Implications

The findings of present study are of great interest for both clinical and non-clinical samples. Findings relevant to clinical point of view will help the clinicians to modify the attachment patterns relevant to parental rearing practices. Different seminars, programs, and awareness campaigns can be devised to bring awareness that how parenting and upbringing affect learners not only emotionally but also cognitively and affectively and how parents should communicate with their children that may help them to be more emotionally intelligent, and resilient. University students can also be taught how to handle, regulate, and express their emotions effectively in various situations. The findings of the

Parental Rearing Practices as Predictors of Resilience and Emotional Intelligence among Young Adults

study provided an additional evidence to support the role of healthy family relationship in empowering young adults to cope with stress, trauma, and life pressures who experienced. Teachers who work with the learners may not only get better understanding of how the children are brought up but will also be assisted to identify those learners who have specific behavioral needs as a result of poor parenting styles, emotional intelligence, and resilience.

Conclusion

The objective of the study was to explore the role of parental rearing practices particularly, parental emotional warmth in predicting emotional intelligence and resilience among young adults. Results indicated that there was a positive relationship of emotional intelligence and resilience. Moreover negative relationship was found between emotional warmth, emotional intelligence and rejection. Male students perceived more rejection and overprotection as compared to female students. Female students perceived more emotional warmth as compared to their counterparts. Overall, the present study is valuable in understanding the role of parental warmth in the perdition of emotional intelligence and resilience in the collectivist context of Pakistan.

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