

Father's Parenting and Emotion Regulation of Children: A Case of Bahawalpur in Punjab Province of Pakistan

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ABSTRACT

Emotion regulation encompasses of the internal and external process involved in originating, sustaining and modifying the events, strength, and communication of feeling. There is a strong association between parenting style and the development of emotion regulation. This study was designed to explore the parenting styles of fathers and identify the relationship of the father's parenting styles and emotion regulation strategies used by their children. This study was completed adopting the procedure of Ex-Post Facto research design using questionnaires. The population of the study consisted of secondary school students and their fathers. Ten schools were selected using a random sampling technique. 150 students of grade 10th (75 boys, 75 girls) were selected randomly from ten secondary schools in Bahawalpur division. Two questionnaires were used in which one was self-report for students regarding their emotion regulation and the second questionnaire was parenting style dimension for father of secondary school students. Mean, standard deviation and Pearson correlation techniques were applied to analyze the data. The study explored that positive significant association exists between authoritative parenting style of fathers and emotion regulation Expressions of Children while authoritarian, neglectful and permissive parenting of father has a significant negative correlation with positive emotion regulation expressions of children.

Key Words: *Fatherhood. Emotion regulation (ER), parenting styles, child development*

Introduction

Emotion can be defined as "composite, brief, instinctive, decorative, full-system responses to internal and external stimuli". If someone has the capacity to manage and recognize his feelings, this develops the understanding for the people and a person become able to respond effectively in different situations (Pearson, 2013). For example, emotions of fear ready the individual to be more conscious about their environment and people start to cry for help. Ekman (1999) expended the list of basic emotion to include a range of positive and negative feelings. Emotion Regulation helps to control the experience and expression of emotion. Emotions can be useful or harmful. When individuals can not control their emotions, they face a harsh situation. Individuals who can understand

their emotion with high sensitivity they control the critical situation because knowledge about the expression of emotions affect the emotional reactions of persons (Gross, 2014). In the views of Fried (2011) ER is the capability to appropriately understand, evaluate and recognize the emotional expression and internal emotional states on oneself. Leahy, Tirch, & Napolitano (2011) explains it as the mental and behavioural procedure which effect the feeling of people (Leahy, Tirch, & Napolitano, 2011). Emotion regulation is the process responsible for checking, assessing and altering expressive responses mainly their severe and successive structures, to complete the objectives. (Giombini, 2015; Thompson & Parker, 2009). According to the views of different experts, ER comprises inside and outside

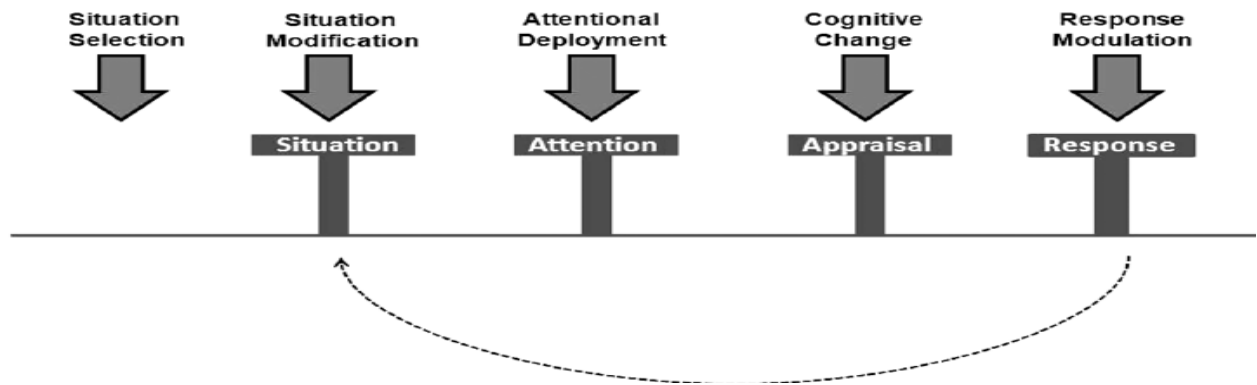
process involved in introducing, retaining and modifying the events, strength, and exhibition of emotion. (Morris, Silk, Steinberg, Myers, & Robinson, 2007). The ability of ER helps the person to cope and respond to emotional experience effectively. Unhealthy strategies become the cause of lifelong damage (Rolston & Lloyd-Richardson, 2017). This is needed for persons to affect their emotional development so, they could be able to respond appropriately to the external situation. (Giombini, 2015; Pearson, 2013). Latest emotion researches identified that emotions as thoughtful reactions which deliver knowledge to support in taking the decision, establish physical reaction and instruct for appropriate behaviour (Gross, 2013). In previous studies, it was recommended theoretically that, the mother-child relationship is the basic source to learn the techniques of ER while the father-child relationship is the basic source to nurture the execution of emotion regulation strategies (Hagman, 2014). The work of the father is vital in the training of emotion regulation of their children. Evidences support that children could be able to control their emotions through monitoring and social interaction. It was suggested theoretically that father should show severe control to develop societal skill and reduce dysregulation among children (Flanders et al., 2010).

Many types of research established that over the many years, father has exposed to

be comparably sensitive about the needs of their children. It was assessed that paternal pushiness conveyed with positive concern have the greatest capacity to support child emotion regulation (Pleck, 2010). It was founded by the researches that lack of paternal participation or punitive attitude promote negative attitude among children. Children have minor behavioural issues as compare to those children who do not have a good time with their fathers. So, father-child affiliation indorses behaviour regulation among children (Hagman, 2014). Emotion dysregulation denotes to expressive retorts that are weakly organized and do not lie in the recognized range of expressive reactions. Individuals reduce their positivity by using the dysfunctional emotion regulation strategies such as cogitation, suppression, shyness. In contrast, internal and external functional emotion regulations techniques are healthful such as cognitive reappraisal among adolescents (Yıldız, 2016).

A process model of Emotion Regulation

According to the views of Gross (1998) emotion could be modulated or changed. Emotion regulation concerns this modulation of emotion in order to alter what emotion is experienced as well as when and how they are experienced. Its process is founded by Gross (1998) and it can be regulated at five points in emotion reproductive process as showed in following diagram.



Source: Strauss et al., 2013, p.2

Experts introduced another framework of functionalist account of emotion which based on the evaluation of emotion regulation. This description suggests, the essential roles of emotions deliver suitable information about the situation and increase the capability of individuals to handle the situation (e.g. experience of anxiety warn the individuals to danger their goals and plans). So the regulatory strategies which apply the information delivered by the emotion are adaptive or functional so, it supports to achieve a goal, direct behaviour and promote well-being (Dalgleish & Power, 2004). In contrast, the strategies which are not helpful in applying the information in a supportive means, maybe refuse or bloke feelings instead, are characterized dysfunctional. These approaches prevent the expansion of forbearance of sentiments like as becoming worried about early evil feeling (Champman, Spetch & Celluci, 2005).

Emotion Regulation strategies could be classified into internal functional, internal dysfunctional, external dysfunctional and external functional emotion regulation strategies. So, the common practice of dysfunctional emotion regulation strategies is assumed positively associated with emotional, behavioural and psychological safety distresses in adolescent and functional emotion regulation promote

quality of life. But in contrast, dysfunctional emotion regulation tactics are adversely connected with the quality of life. The literature describes the approaches that control the reactions through representation on internal or external manners (Gross, 1998; Kostiuk & Fouts, 2002).

Parenting style and Emotion Regulation

Parenting styles and development of ER of their children have a strong association with each other. For the development of appropriate ER strategies, children must be shown to adaptive strategies like parental guidance and modelling by parents. Parenting styles are the replication of parents' attitude and behaviour before the child. Usually, parenting styles are defined on the basis of two dimensions of parental behaviour, control and warmth. The parental control can be defined as both behavioural and psychological. When parents manage their child's attitude this called parental control. So parents use rewards e.g. appreciation, encouragement) for showing decent attitude as well as penalties e.g., removal of freedom. (Grolnick, 2009). Parents also provide instruction in the required situation and supervise children's activities, psychological control includes emotional development of children's attitude e.g. Self-expression, emotion, attachment with parents. Parental warmth includes a show of concern, involvement and support in

children's activities, acceptance and praise of the child's achievements. (Van Huisstede, 2013). According to Abesha (2012), the first model of parenting was proposed by Baumrind in 1967 who recognized three chief styles "authoritarian, authoritative and permissive parenting style". Later, she added the neglectful parenting style. (Rosli, 2014). Detail of parenting styles is given below:

Authoritarian Parenting

The authoritarian parenting style is considered with high psychological and behavioural control and low parental warmth. The main objective of authoritarian parenting is to form, supervise and monitor the attitude and character of their children according to the set standard conducts. Such type of parents uses punishment, vigorous measures to attain obedience from their children. Authoritarian parents did not allow their children to raise any question and show authority in all the matters of children. Authoritative parents have the characteristics of dissatisfied, reserve and unpredictable. To some extent, they are less kind than other parents. (Berk et al., 2006; Van Huisstede, 2013). Authoritarian parents are emotionless and denying and often keep down their children by humiliating attitude. Such type of parents has the capacity to control over their children by imposing, criticizing and frightening (Berk et al., 2006). Most of the children of authoritarian parents run away from school and home. They always keep fearful, annoyed, hostile, confused and short-tempered (Ashiono, 2013; Ngwiri, 2008).

Authoritative Parenting Style

This style is considered by modest behavioural control, little level of psychological control and high level of

parental warmth. Authoritative parents instruct their children in a sensible way. Such type of parents do not impose a strict rule on their children but also provide guidance to them. Such type of parents enforces their children to follow the moral values by using authority with reasoning and explanation for why the rules are forced. This parenting style is the best approach to child-learning (Baumrind, 1991). The authoritative parents are well aware of their rights, but they always give importance to the opinion of their children. According to many research studies, the authoritative parenting style is connected with optimistic emotional results (Piko & Balázs, 2012; Van Huisstede, 2013). Those parents are kind, caring and sensitive about the requirements of their children. Usually, they create a gratifying and warm parent-child affiliation that attract their children into close relation with their children (Berk et al., 2006). Shortly, these parents offer a balance between warmth and support and a suitable degree of parental control. This type of parenting style is a democratic style. So, such types of parents debate with their children about acceptance of certain behaviour (Ngwiri, 2008).

Permissive Parenting Style

These parents are friendly and always favourable with their children. Children raised by the permissive parents have a high level of self-confidence but they have some other behavioural problems and they are the trouble maker regarding their school (Baumrind, 1991; Van Huisstede, 2013). Permissive parents do not use authority or excessive control to impose the rules and regulations over their children. Such types of parents make a little or no demand for responsibility and arranged behaviour (Baumrind, 1991). They do not establish any code of conduct for their children

(Ngwiri, 2008). They permit their child to manage their own attitudes and actions and do not interfere with their child matters (Piko & Balázs, 2012; Van Huisstede, 2013). Permissive parents always say “yes” to their children and never disappoint them. Therefore, they offer their children to take a decision for themselves at any stage of life even, they are not able to do so (Berk et al., 2006).

Neglectful Parenting Style

These parents do not have any control over their children. The children of neglectful parents are free to do anything and there is no check and balance on their activities. Such types of parents have very few demands from their children. They are considered careless parents and keep uninvolved in their child’s life (Steinberg, Blatt-Eisengart, & Cauffman, 2006). Neglectful parents can be detached, undemanding, low warmth and do not set rules. They do not show concern with their children and have little emotional attachment. They only want to provide the basic needs for their children and do not take any interest in the affairs of children’s lives (Alegre, 2011). Different researches explored that parents emotional support is associated with effective ER skills of children (Morris et al., 2007). It was observed that the initial chance to exercise ER approaches in high magnification play context with fathers delivers a foundation for upcoming ER (Flanders et al., 2010). So, the present study was conducted to discover the association between fathers parenting style and emotion regulation (ER) of their children.

Objectives of the Study

1. To find out the different parenting styles of fathers

2. To identify the expression of emotion regulation of children in a different situation.
3. To identify the association between fathers parenting style and emotion regulation of their children.

Research Questions

1. What is the most common parenting styles of fathers?
2. What is the reaction of secondary school students regarding their emotions?
3. What is the association between father parenting styles and emotion regulation of their children?

Method and Procedure

This study was completed adopting the procedure of Ex Post Facto research design using questionnaires because experimental research on the topic was not possible. For convenience, this study was delimited to Secondary school students (approximately 15-19 years old) of Bahawalpur district of Punjab, Pakistan.

The population of the study were students of secondary classes of Bahawalpur division in Punjab, Pakistan and father of children. Students responded regarding their own state of emotion regulation and fathers of high school students identified their parenting styles. Ten secondary schools (5 male and 5 female) were selected by using a random sampling technique. Total of 150 students of grade 10th was selected randomly from government secondary school in Bahawalpur division. Equal representation was given to male and female students while sampling selection.

Research Instruments

The researcher used two questionnaires. Detail of research instruments has given below.

Questionnaire for students. Questionnaire for students was used for students to get data about emotion regulation. This scale was adapted because this questionnaire fulfils the requirements of the secondary objectives of the study. This scale REQ (regulation of emotion questionnaire) developed by Phillips and Power (2007). It had 14 item on a seven-point scale. (1 = strongly disagree to 7 = strongly agree). The REQ was developed to measure the capacity of respondents to regulate their emotions by using emotion regulation strategies which were classified into internal functional, internal dysfunctional, external functional and external dysfunctional.

Questionnaire for parents

Parenting practices scale: This section had 36 items on 5-point scale regarding

parenting practice. This scale was based on questions developed by Robinson, Mandleco, Olsen and Hart (1995) Authoritative, authoritarian, permissive and neglectful parenting practices scale. The scale ranged from 1 to 5 (Never to Always)

Validation of Instruments

All sections of both questionnaires were adapted and were standardized. Their validity and reliability were already known. Reliability of sections of the English version of tools as investigated through literature review and has given in table 1.

Table No 1

Tools	Subject/Content	No of items	Sample	n	Method of Reliability Estimation	r	Reporter
Questionnaire for students	REQ	14	12 and 19 years old male and female from the UK	225	Test-retest reliability	0.70-0.85	Phillips and Power (2007)
Questionnaire for parents	PSDQ	36	Utah1	1251	Cronbach Alpha	0.75	Robinson, Mandleco, Olsen and Hart (1995)

Note: REQ= Regulation of emotion questionnaire; PSDQ= Parenting style dimension questionnaire

Data Collection

After collecting data of the study, the reliability of the tools was also estimated using Cronbach’s alpha method that was 0.796 for (REQ). and 0.613 for (PSDQ). Researchers contacted all the students and their fathers selected in the sample during school hours with the written permission of school heads. The questionnaire was given to the students and their fathers and briefed about the objectives of the study and procedure to respond on the scale against each item. Researchers settled a meeting

with parents of students in the school with the support of school heads. So, in the case of parents’ problem in filling the questionnaire due to illiteracy or any other reasons were controlled by the researchers doing an appropriate arrangement. In this way, data from all the participants related to each school was collected. Finally, a set of each case (students’ questionnaire and their parents’ questionnaire) were summed up collectively.

Data Analysis

The data were coded and prepared for analysis. For data analysis, the descriptive statistic was used to explore parenting styles. To explore the relationship between parenting approaches/ styles and emotion regulation, the correlation was applied.

Table No 2

Parenting styles of fathers

Statistics	Authoritative	Authoritarian	Permissive	Neglectful
Mean score	4.21	3.14	2.57	2.35
S. D	.60	.61	.83	.94

Note: mean score in the table is based on data collected on a five-point scale

Table 2 displays results regarding parenting styles of fathers in sequence to their popularity in a practical situation. Data exhibits that mean score of authoritative parenting style (Mean 4.21, SD 0.60) is greater than all and score of neglectful parenting style is lower than all. Analysis of scores indicates that the most common parenting style is authoritative. The authoritarian style is also practised by the

Table No 3

Expression of emotion regulation of children

Statistics	Internal Functional	External Functional	External Dysfunctional	Internal Dysfunctional	Total ER
Mean	5.22	4.77	3.73	3.77	4.37
S.D	1.21	1.56	1.14	1.09	.75

Note: mean score in the table is based on data collected on a seven-point scale

Table 3 displays the data based on students' response regarding emotion regulation strategies. Results illustrate that the mean score of internal functional (Mean 5.22, SD 1.21) emotion regulation is greater than all. So, use internal functional emotion regulation strategies are most strong among children. Analysis of the mean score of data regarding the external functional emotion regulation expression (Mean 4.77, SD1.56) is on second in the rank of order. On the

Results of the Study

The first objective of the study was to search out the parenting style of fathers. To achieve this objective, data on the five-point scale regarding each parenting style was analyzed through the mean score. Results have given in table 2.

fathers (mean 3.14, SD 0.61) but is less common than the authoritative style. Moreover, a small number of fathers practice the permissive style (mean 2.57, SD 0.83) and neglectful style (mean 2.35, SD 0.94). On the whole, it is eminent from the data that authoritarian, permissive and neglectful parenting styles of fathers are less common among fathers than the authoritative parenting style.

whole mean score of internal functional and external functions are greater than the average mean score of emotion regulation. In contrast to these, External Dysfunctional and internal Dysfunctional are also not too weak but weaker than the internal functional and external Dysfunctional. This explores that positivity in expressions of emotional regulation is common in comparison to the negativity in students' behaviour.

Table No 4

correlation between parenting styles of fathers and emotion regulation of children

Parenting styles	Statistics	r of parenting styles and ER Expressions				
		Internal Functional	External Functional	Internal Dysfunctional	External Dysfunctional	Total ER
Authoritative	r	.213**	.003	-.043	-.047	.054
	Sig	.009	.969	.603	.567	.512
Authoritarian	r	-.103	.037	.238**	.244**	.155
	Sig	.208	.653	.003	.003	.058
Permissive	r	-.241**	.052	.296**	.143	.091
	Sig	.003	.529	.000	.081	.270
Neglectful	r	-.178*	-.004	.115	.068	-.006
	Sig	.029	.960	.162	.406	.939

Note= **Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). Note: r = correlation coefficient,

Table 4 exhibits data regarding the relationship between the level of parenting styles and four emotion regulation strategies of children. Correlation analysis reported in table 4 revealed that there was a strong positive significant correlation between authoritative parenting style of fathers and the reported use of internal functional (r =.213**, p =.009) emotion regulation strategies. The analysis also indicates a negative and strong significant but negative relationship (r -.241**, p 0.003) between permissive parenting and internal functional emotion regulation, and a prominent negative significant relationship (r -.178*, p 0.029) with neglectful parenting and internal functional emotion regulation strategies. This explores that strong authoritative parenting is in favour of the internal functional emotion regulation. On the other hand, it is also eminent that strong permissive and neglectful parenting negatively affect the

internal functional emotion regulation of children. Therefore, for the purpose to strengthen the internal functional regulation among children, strong authoritative parenting and poor permissive and poor neglectful parenting are the best options for fathers. But regarding the authoritarian fatherhood, fathers should be clear that this type of parenthood promotes the internal and External Dysfunctional Emotion Regulation among children. Because, data exhibits a strong and positive correlation between authoritarian parenting and Internal dysfunctional (.238**, P 0.003) and External Dysfunctional (.244**, P 0.003) Emotion Regulation; This analysis exposes that;

1. Only Authoritative parenting of father strongly and positively affects the Internal functional emotion regulation of children. Fathers should also be aware that their strong authoritative parenting also spoils the external and

internal dysfunctional emotion regulation of children.

2. Authoritarian parenting of father positively strengthens the external and internal dysfunctional emotion regulation of children and strong Authoritarian parenting has chances to negatively effects internal functional emotion regulation.
3. Permissive parenting of father only positively promotes the internal dysfunctional emotion regulation and strong permissive parenting spoils (negatively effects) the internal functional emotion regulation of children.
4. Neglectful parenting of father has a negative association with internal and external functional emotion regulation and spoils positive emotion regulation reactions of children.

Discussion

The purpose of this study was to identify the relationship between parenting styles of fathers and emotion regulation of their children. In the past, many studies explored the parenting style and emotion regulation together. It was founded by the many researchers that parent's emotional support help their children to regulate their emotions inappropriate way (Rosli, 2014). Remarkable work in the field has an only focused role of mother. Despite the increase in a father-child relationship there is still no extensively recognized, and incorporated theoretical framework for father research.

Over past spans, it was examined that most fathers involve in caregiving activities (Pleck, 2010). Studies explored father's punitive and strict behaviour influence on children's aggression (Bariola, Jack, Pitts, Riach, & Sarrel, 2017). Fathers deliver comparatively much excitatory, destabilizing challenging environment for

their children (Paquette, 2004). Striving to identify the father's role in the growth of their children has moved research for many years. Father's contribution to upgrading the ability to regulate the emotion of their children is comparatively not common in the field of father's research. The literature also pointed the fathers parenting styles, authoritarian, authoritative, permissive and neglectful proposed by Diana Baumrind (1967) and strategies that regulate the emotions.

Findings of this study directed that authoritative parenting style of fathers have a positive association with effective emotion regulation strategies like internal functional emotion regulation but other parenting styles do not support effective emotion regulation of children. In past studies, it was also observed that authoritative parents provide guidance to control the negative emotions when their children express negative emotion (Van Huisstede, 2013). Shortly this study supports the evidence that father's parenting styles have a most important contribution to the development of emotion regulation skills among their children.

Conclusions

The present study investigated that authoritative parenting style is the most common style among fathers. It was also examined that authoritative parenting style of father can play a better role in developing positive emotion regulation strategies like internal functional among their children by resorting to authoritative parenting style and related practice but, authoritarian father become the hinder in developing positive emotion regulation strategies like external functional in their children and become the cause of negative expression of emotion of their children. It was examined that neglectful parenting style of fathers

encourage internal dysfunctional emotion regulation among children but have no significant relation with internal dysfunctional and external functional techniques of emotion regulation. Authoritarian and permissive parenting style of father have significant negative correlation with positive skills of emotion regulation like internal functional and external functional emotion regulation among their children.

Recommendations

Present study is an important step towards increasing our understanding of father's contribution to child emotion regulation. This study was conducted at the secondary school students so, other studies may be conducted at other level of students like pre-school, elementary, secondary and higher education levels in Pakistan. The association of both parenting style of mother and father on the emotion regulation of their children should be investigated in a single study. There are many other factors which also play a very important role in the development of emotion regulation of children. Therefore, in depth study of association of multiple factors with positive and negative emotion regulation strategies may be conducted at large scale.

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