



RESEARCH PAPER

**Comparative study of Gender differences in Parenting Style,
Emotional self-Efficacy, and Life Satisfaction**

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ABSTRACT

The aim of the study is to investigate the correlation between parenting style, emotional self-efficacy, and life satisfaction among adolescents in Peshawar, Khyber Pakhtunkhwa. The parenting style significantly influences the entire personality development of young children. Researchers approached different Peshawar colleges and universities to choose participants using convenient sampling. Participants were 15–20 years old (Boys & Girls). This study used The Parental Authority, Emotional Self-Efficacy, and Life Satisfaction questionnaires. These were self-administered questionnaires. The results indicated the significant negative correlation between authoritarian parenting, emotional self-efficacy and life satisfaction among adolescents. The parental authority questionnaire revealed significant mean differences in the responses of boys and girls. Additionally, adolescents' emotional development and well-being are negatively impacted by authoritarian parenting. This study improves parenting style research by examining adolescents in an underrepresented cultural context. Collectivist policymakers should promote long-term research and culturally tailored strategies to strengthen adolescents' emotional resilience and life satisfaction.

KEYWORDS Parenting Style, Parental Authority Questionnaire, Emotional Self-Efficacy, and Life Satisfaction

Introduction

Parents significantly impact children's psychological and emotional development through their disciplinary techniques and child-rearing practices, frequently surpassing the influence of any other socialization process. (Baumrind, 1991; Darling & Steinberg, 1993). According to research, parents influence their children's emotional and psychological development more than other social factors. Parent-child relationships affect teens' stress and emotional regulation. (Carver, Connor-Smith, 2010). Religion, culture, and politics shape Pakistani parenting. These factors impact youth values and behavior. (Batool & Bond, 2015).

Vera et al. (2004) assert that adolescence is characterized by swift emotional, social, and physical transformations that may increase stress and susceptibility. As familial and communal pressures increase, teenagers must acquire self-regulation skills to address emerging challenges (Hazen, Schlozman, Beresin, 2008). Additionally, self-efficacy, the belief in one's ability to effectively manage activities and obstacles, significantly influences this process. (Bandura, 1997; Ormrod et al., 2006).

Researchers investigated that emotional self-efficacy (ESE), a subset of self-efficacy, is a measure of an individual's confidence in their ability to identify, understand, and regulate emotions in difficult circumstances. (Muris, 2002; Galla & Wood, 2012).

Furthermore, in the context of self-efficacy, intellectual, social, and emotional self-efficacy (ESE) is especially vital in promoting psychological adjustment and resilience. (Suldo & Shaffer, 2007).

Researchers suggested that there are three main styles of parenting, as per Baumrind's taxonomy (Çelen & Kuşdil, 2009): authoritarian, authoritative, and permissive. While authoritarian parents use harsh punishment and rigid restrictions to keep their children in line, authoritative parents use a combination of warmth and rigorous direction to foster independence and critical thinking (Dwairy et al., 2006; Fletcher et al., 2008). Permissive parents, on the other hand, give their kids a lot of freedom without exerting too much control over them (Preethi & Rosa, 2012).

Moreover, data shows that family and adolescent emotional development are associated. Supportive parents boost teen confidence and independence (Frank et al., 2010). However, parental control and rejection impair emotional self-efficacy and create anxiety and other harm. (Niditch, Varela 2012). Further studies indicated that cross-cultural research shows that authoritative parents produce shy young Iranians with higher self-esteem (Zarnaghash, Samani, 2010), American Muslim households face more emotional and behavioral issues despite stricter but loving parenting. (Wijsbroek et al., 2011)

Parenting styles similarly influence life satisfaction, an essential component of subjective well-being, according to certain studies. Increased life satisfaction is expected from authoritative parenting techniques marked by warmth, structure, and encouragement of autonomy. (Suldo & Huebner, 2004; Lieber et al., 2006). Moreover, adolescents who view their parents as emotionally supportive have enhanced psychological adjustment and self-esteem, whereas authoritarian or neglectful parenting correlates with reduced satisfaction and impaired adjustment (Milevsky et al., 2007; Nyarko, 2011; Kazmi et al., 2011).

According to research studies, gender also moderates these correlations. Parents show more warmth and emotional touch with daughters and more control over sons (Lloyd & Devine, 2006; Weiss & Schwarz, 1996). In addition, daughters see mothers as authoritative and helpful, whereas sons see fathers as authoritarian. (Baumrind, 1991; Conrade & Ho, 2001). Research shows gender differences in life happiness and emotional self-efficacy, while outcomes vary by culture. Some say men have more emotional self-efficacy and life satisfaction. (Muris, 2001; Moksnes et al., 2010; Yuen and Lee, 2013) while some find it contradictory.

Pakistan's unique social and cultural milieu makes studying parenting's effects on teens' emotional self-efficacy and life satisfaction vital. Despite rising studies, cultural and geographical links have received little attention. This study explores parental styles, emotional self-efficacy, and life satisfaction in Peshawar young adults, including gender differences.

Literature Review

Parental strategies significantly influence the mental and emotional well-being of adolescents. And gender is a key factor in this interaction. New studies placed greater emphasis on the way parenting influences teenagers' emotional self-efficacy and life satisfaction through gender-specific pathways. (Liu, 2024). Ecological systems theory and social cognitive theory are two theoretical frameworks that highlight the importance of

family relationships in developing emotional competence and psychological well-being. (Fang et al., 2021; Huang et al., 2022). According to empirical evidence, authoritative parenting fosters adaptive emotional development and well-being, while gender and culture modify the effects of authoritarian and permissive parenting approaches. (Žukauskienė et al., 2011; Keshavarz & Mounts, 2017; Raboteg-Šarić & Šakić, 2014). Further, designing interventions that are responsive to gender and culture requires an understanding of these distinctions. (Aymerich et al., 2021).

Liu (2024) asserts that parents are crucial to the emotional development of children. Emotional self-efficacy mediates the connection between parenting and well-being. (Martínez-Marín & Martínez, 2022). Higher emotional efficacy in adolescents is closely linked to compassionate and supportive parenting. While punitive or emotionally dismissive parenting is linked to poor emotion regulation and lower emotional self-efficacy (Chohan & Habib, 2024; Hafeez et al., 2024). Mothers utilize authoritative tactics to assist teens in regulating their emotions, while fathers use authoritarian or permissive methods (Keshavarz & Mounts, 2017). In addition, moderate authoritarianism increases ESE by encouraging discipline and resilience in collectivist cultures (Kamdar & Patel, 2023). The same approach hinders individualistic emotional adjustment. According to Gao et al. (2024) and Hafeez et al., (2024), daughters benefit more from mother warmth than sons from parental strictness.

Parenting style profoundly affects life satisfaction, an essential measure of adolescents' subjective well-being. According to Brisson et al. (2024) and Gao et al. (2024), authoritative parenting fosters emotional stability and self-esteem, whereas overprotective or rejecting parenting correlates with diminished well-being. Maternal warmth and acceptance reliably forecast enhanced happiness and emotional stability (Rubio et al., 2023). While girls report higher connections between parental warmth and life satisfaction, boys' satisfaction declines as gender pressures increase (Aymerich et al., 2021; Liu et al., 2024). However, these impacts improve resilience and well-being through emotional self-efficacy (Asici & Sari, 2021; Huang et al., 2022).

Law et al. (2024) assert that gender moderates parenting and the emotional outcomes for adolescents. Fathers exhibit authority, while women demonstrate nurturing qualities. Pejičić (2024) found that girls report stronger emotional intelligence and closer parental relationships, indicating cultural reinforcement of emotional expression. Researcher suggested that men use problem-focused coping, while women focus on emotional attention and rumination, which lowers well-being (Erzen et al., 2024). Girls and boys need gender-sensitive parenting that fosters emotional regulation (Kamdar & Patel, 2023).

Gender and parenting culture affect emotions. Researchers found that individualist societies encourage freedom and open communication, while collectivist societies favor discipline and respect from authoritative parents (Keshavarz & Mounts, 2017; Pereira & Oliva, 2023). Studies further explored that father care influences children's empathy, self-efficacy, and well-being differently than mother warmth in Pakistan, Oman, Brazil, China, and Malaysia (Chohan & Habib, 2024; Hafeez et al., 2024). Parents effect girls' subjective well-being more than boys' emotional development (Pereira & Oliva, 2023). Thus, Parenting, gender, and emotional development differ by culture. Forgiveness, self-esteem, and happiness may explain these links (Asici & Sari, 2021; Rubio et al., 2023).

This study will analyze "Gender differences in parenting style, emotional self-efficacy, and life satisfaction" to integrate gender-related parenting, emotional regulation, and life satisfaction research. This study aims to explore the variations in parenting techniques among adolescents based on their gender. The emotional self-efficacy and life satisfaction of males and females in Peshawar will be examined in this study. This study examines the influence of parenting style on emotional self-efficacy and life satisfaction among young people of both genders in Peshawar, Khyber Pakhtunkhwa, Pakistan.

Hypotheses

- H₁**: Adolescents with an authoritative parenting style exhibit significantly higher levels of emotional self-efficacy and life satisfaction as compared to those raised with authoritarian and permissive parenting styles.
- H₂**: There is a negative association between authoritarian style and low level of emotional self-efficacy and life satisfaction in adolescents.
- H₃**: There is no significant association between permissive parenting style, low level of emotional self-efficacy, and life satisfaction in adolescents.
- H₄**: There is a significant difference between boys and girls in the level of emotional self-efficacy and life satisfaction.

Material and Methods

Research Design

The research design is quantitative and exploratory. The total sample was comprised of N = 141 youth (68 boys and 73 girls). The sample comprised students from several institutions and universities in Peshawar (Khyber Pakhtunkhwa, Pakistan) within the 15–20 age range. The rationale behind the selection of this age group is their level of understanding of the survey used in this investigation. The educational institutions were selected based on a convenient sampling technique. Participants who participated in the study were the students of Matric, F. Sc., and BS programs, respectively.

Measurements

The following tools were employed to assess the influence of parenting style on emotional self-efficacy, life satisfaction, and overall well-being.

Demographic Sheet

The demographic sheet developed by the researcher consisted of questions related to (1) individual information of age, gender, and socioeconomic status and (2) family factors, including family structure and number of siblings. (3) Family background variables include parental education and occupation. The demographic data sheet would be used.

The Emotional Self-Efficacy Scale (ESES)

The 32-item Emotional Self-Efficacy Scale (ESES) was developed by Kirk et al. (2008). The researcher found $\alpha = .96$ for internal consistency. Pool and Qualter Dacre (2012a) found Cronbach's alpha values of .79–.89 for the four subscales. Participants assess their confidence in each item using a five-point scale, ranging from 1 (not

confident) to 5 (extremely confident). Utilize and regulate one's own emotions (10 items), identify and understand personal emotions (6 items), navigate others' emotions (8 items), and interpret body language and facial expressions (3 items) as indicators of emotion.

Life satisfaction scale

The scale was developed by Diener et al., in 1985 to measure overall life satisfaction. A seven-point Likert scale, ranging from "strongly disagree" (ranked 1) to "strongly agree" (7), is used for each of the survey's five items. A total score, which can vary from 5 to 35, is calculated by adding the values for each response. The alpha reliability of this scale is .663.

The Parental Authority Questionnaire:

The questionnaire assessed the parenting techniques of the study's children. The scale consists of 60 items (Buri, 1991). Each parent form contains 30 items. Additionally, three subscales assessing authoritarian, permissive, and authoritative parenting styles are included. This research will utilize the Urdu scale validated by Ahmed and Bhutto (2016). The Likert scale comprises five points ranging from "strongly agree" to "strongly disagree."

Procedure

The participants will be selected from different colleges and universities in Peshawar. Once the study's objective has been described, all the self-administered tests will be filled out by the students in a fixed sequence, which consists of a demographic sheet, emotional self-efficacy, life satisfaction, and a parental authority questionnaire.

Results and Discussion

Table 1
Psychometric Properties of Major Study Variables

Variables	Items	Mean	SD	α	Range		
					Actual	Potential	Skew
ESE	32	103.23	17.273	.851	32-160	64-141	.204
LS	5	22.82	5.978	.663	5-35	7-34	.204
PAQ-F	15	.854	18.971	.854	15-75	50-136	.204
PAQ-M	15	80.87	20.406	.877	15-77	48-138	.204

Note: ESE: Emotional Self-Efficacy Scale, LS: Life Satisfaction Scale PAQ-F: Parental Authority Questionnaire Father, PAQ-M: Parental Authority Questionnaire Mother.

Table 1 reflects reliable measures and normally distributed data, supporting the validity of further statistical analyses conducted in the study.

Table 2
Mean Difference, SD, and t-Value of boys and girls on the sub-scale of Parenting Style

Variables	Boys (n=68)		Girls (n=73)		T	P	CI 95%		Cohen's D
	M	SD	M	SD			LL	UL	
AuthV-F	28.51	11.119	20.36	7.140	5.143	P<.001	25.82	31.21	0.872
AuthN-F	29.59	10.486	24.78	7.694	3.085	P<.001	1.723	7.892	0.523
PerM-F	31.74	6.149	28.92	5.193	2.929	P<.001	.915	4.720	0.495
AuthVM	29.51	12.899	16.92	5.049	7.534	P<.001	9.273	15.92	1.285

AuthN-M	30.06	10.310	23.07	6.352	4.806	P<.001	4.108	9.873	0.816
PerM-M	33.00	6.167	29.97	5.167	3.148	P<.001	1.125	4.930	0.532

Note: AuthV-F: authoritative father style, AuthN-F: authoritarian father style, PerM: permissive father style, AuthV-M: Authoritative Mother Style, AuthN-M: Authoritarian Mother Style, PerM-M: permissive mother style.

Table 2 indicates mean differences between girls and boys on the Parental Authority Questionnaire subscale. Boys have a higher mean on all Parental Authority Questionnaire subscales than girls. Overall mean score difference is significant ($p < .001$). The results reveal a significant difference between the ways boys and girls perceive their parents' parenting styles.

Table 3
Mean Difference, SD, and t-Value of boys and girls on the Life Satisfaction and Emotional Self-efficacy

Variables	Boys (n=68)		Girls (n=73)		T	P	CI 95%		Cohen's D
	M	SD	M	SD			LL	UL	
ESE	103.44	17.053	103.03	17.590	.142	$p > .05$	-5.356	6.183	0.023
LS	23.15	5.865	22.52	6.106	.621	$p > .05$	-1.367	2.620	4.854

Note: ESE: Emotional Self-efficacy, LS: Life Satisfaction.

Table 3 shows the mean differences between boys and girls on the emotional self-efficacy and life satisfaction scale. The mean difference in overall scores is not statistically significant ($p > .05$). The results indicate that there is not a significant difference between boys and girls in their level of emotional self-efficacy and life satisfaction.

Table 4
Pearson Correlation between emotional self-efficacy and life satisfaction and subscale of parental authority questionnaire among adolescents.

Measure	I	II	II	III	IV	V	VI	VII
ESE	1							
LS	.083	1						
AuthV-F	-.067	-.100	1					
AuthN-F	-.102	.015	.498**	1				
PerM-F	.071	-.019	.235**	.112	1			
AuthV-M	-.147	.012	.799**	.558**	.161	1		
AuthN-M	.028	.006	.549**	.778**	.126	.584**	1	
PerM-M	-.033	.086	.055	.130	.543**	.230**	.106	1
M	102.23	22.82	24.29	27.10	30.28	22.90	26.44	31.43
SD	17.273	5.978	10.106	9.427	5.827	11.517	9.160	5.851

Table 4 shows the results of the Pearson correlation revealed a significant negative relationship between paternal authoritarian style and emotional self-efficacy. Further negative correlation was found between maternal permissive style and emotional self-efficacy.

Discussion

The purpose of this study was to examine how different parenting styles affect adolescents' emotional self-efficacy and their overall life satisfaction. The study also analyzed gender disparities in these perspectives. Findings indicated that both gender and parenting methods substantially affected teenagers' life satisfaction. No substantial interaction effect between gender and parenting techniques was seen. A gender disparity emerged solely in the realm of parental satisfaction, with males indicating more pleasure

than females. This conclusion somewhat corresponds with prior studies that identified similar gender parity in perceived parenting satisfaction. (Casas et al., 2007; Nickerson & Nagle, 2004).

Perceptions of parental leniency, authoritarian, and authoritative are more prevalent among Pakistani boys than girls, according to the current study. The results are aligned with the previous study; this may reflect the societal norm that parents offer boys more attention and control than girls (Kausar & Shafique, 2008). Such circumstances provide adolescents, especially boys, with more parental control and less emotional expression. Cultural dynamics may explain why teenagers view parents as dictatorial.

Empirical evidence links mother rejection and teenage anxiety with emotional self-efficacy (Niditch & Varela, 2012). The current study found that maternal acceptance and engagement affect adolescents' emotional competence more than paternal behavior. In line with these findings, authoritarian paternal styles were adversely connected with emotional self-efficacy, suggesting that children raised by such parents may acquire lower self-regulation. This supports research showing that authoritarian parenting hinders emotional development and self-confidence. (Dwairy et al., 2006; Sternberg, 1992).

Similar cultural complexity in parenting has been found in Muslim adolescent studies Muslim families use authoritarian, authoritative, and liberal parenting styles depending on situation and culture, according to Dwairy et al., 2006. While the current study shows, rather than following one type, adolescents saw their parents as blending authoritarian and authoritative behaviors. Authoritarian parenting may indicate a culturally adaptive balance of control and affection.

The results of this study demonstrate life satisfaction is positively correlated with perceived parental authority in adolescents, supporting prior findings that warmth and support improve well-being (Suldo et al., 2004). Life satisfaction and emotional self-efficacy are found to be low in children whose parents exhibit authoritarian or permissive parenting styles, according to research. (Çivitci et al., 2009; Chang et al., 2003). These results support the assumption that children of overprotective or disobedient parents struggle to control their emotions and believe in themselves, which lowers their life satisfaction.

The findings of this investigation indicate that adolescents' emotional self-efficacy, which is essential for the expression and regulation of emotions, was negatively correlated with authoritarian parenting. Authoritarian environments may impair children's emotional communication, making it harder to comprehend and control their feelings. The study also found a unique link between adolescents' ability to influence others' emotions and their view of parents as authoritative. Despite earlier studies, this startling result suggests that well-meaning parental involvement may reduce teens' emotional autonomy. Moms' emotional control over teens. Despite past studies, this surprising result suggests that well-meaning parental involvement may hinder youths' emotional independence (Soenens et al., 2010; Silk et al., 2003).

The present study identified a negative correlation between authoritarian parenting style and emotional self-efficacy, corroborating the notion that children of authoritarian parents generally exhibit low self-efficacy. This result confirms earlier studies that found a high correlation between supportive and autonomy-promoting parental situations and adaptive coping and emotional regulation. (Carver & Connor-

Smith, 2010). There was a negative correlation between emotional self-efficacy, permissive parenting style, and poor life satisfaction in adolescents, indicating that children raised by permissive parents will be less content with their lives. Additionally, they are deficient in emotional self-efficacy.

The current findings indicate that the relationship between parental styles and the well-being of adolescents may be more context-dependent and dynamic than previous research has indicated. These findings are aligned with the previous research: parenting, self-efficacy, and life satisfaction alter with environment, culture, and growth. Parenting and adolescent well-being may be mediated by peer interactions, academic experiences, or socioeconomic stability. These moderating variables should be studied to understand how teenagers maintain high emotional self-efficacy and life satisfaction amid unfavorable parental styles (Bastaitis & Mortelmans, 2014; Busseri & Sadava, 2013; Wood & Bandura, 1989).

Overall, this study helps explain South Asian parenting characteristics. It shows that cultural norms and environmental elements shape how parenting style and gender affect teenagers' emotional and psychological health. Future research should use longitudinal and mixed method approaches to examine how parental practices and social systems affect adolescents' emotional self-efficacy and life satisfaction.

Research shows that balanced, authoritative parenting helps teens develop emotional competence and happiness. School and counselor awareness initiatives should inform parents. Local culture may improve children's mental health. The awareness workshops focus on enhancing parent-child communication and emotional management skills.

Conclusion

This study elucidates the intricate and culturally ingrained links between emotional self-efficacy, life satisfaction, and parental practices among adolescents in Peshawar. In accordance with previous studies, the findings showed that adolescents' emotional self-efficacy and life satisfaction were negatively correlated with authoritarian and permissive parenting styles, while life satisfaction and authoritative parenting more especially, maternal authoritativeness were positively correlated. The gendered dynamics of parenting in Pakistani society were apparent, with boys indicating higher exposure to all three parenting methods compared to girls. These results suggest that, although parenting style has a significant impact on the emotional and psychological well-being of adolescents, it is not the sole factor that influences their well-being.

Recommendations

These findings contradict earlier research, demonstrating that peer interactions, academic stress, and socioeconomic factors may alter teens' emotional and life happiness. We encourage longitudinal and cross-cultural study on parental actions and adolescents' emotional development because these dynamics seem fluid and culturally distinctive. To ensure representativeness throughout Pakistan's areas and educational institutions, future research should use larger samples. To increase youth emotional resilience and life satisfaction, patriarchal or collectivist Peshawar policymakers should encourage long-term studies and culturally relevant solutions.

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